

MJMC - 01



**BASIC ENGLISH - I,
LANGUAGE SKILLS FOR JOURNALISM**

MASTER OF ARTS - JOURNALISM AND MASS COMMUNICATION

Message for the Students

Dr. Babasaheb Ambedkar Open University is the only state Open University, established by the Government of Gujarat by the Act No. 14 of 1994 passed by the Gujarat State Legislature; in the memory of the creator of Indian Constitution and Bharat Ratna Dr. Babasaheb Ambedkar. We stand at the seventh position in terms of establishment of the Open Universities in the country. The University provides as many as 81 courses including various Certificate, Diploma, UG, PG as well as Doctoral to strengthen Higher Education across the state.



On the occasion of the birth anniversary of Babasaheb Ambedkar, the Gujarat government secured a quiet place with the latest convenience for University, and created a building with all the modern amenities named 'Jyotirmay' Parisar. The Board of Management of the University has greatly contributed to the making of the University and will continue to this by all the means.

Education is the perceived capital investment. Education can contribute more to improving the quality of the people. Here I remember the educational philosophy laid down by Shri Swami Vivekananda:

“We want the education by which the character is formed, strength of mind is increased, the intellect is expands and by which one can stand on one’s own feet.”

In order to provide students with qualitative, skill and life oriented education at their threshold. Dr. Babasaheb Ambedkar Open University is dedicated to this very manifestation of education. The university is incessantly working to provide higher education to the wider mass across the state of Gujarat and prepare them to face day to day challenges and lead their lives with all the capacity for the upliftment of the society in general and the nation in particular.

The university following the core motto ‘स्वाध्यायः परमम् तपः’ does believe in offering enriched curriculum to the student. The university has come up with lucid material for the better understanding of the students in their concerned subject. With this, the university has widened scope for those students who are not able to continue with their education in regular/conventional mode. In every subject a dedicated term for Self Learning Material comprising of Programme advisory committee members, content writers and content and language reviewers has been formed to cater the needs of the students. Matching with the pace of the digital world, the university has its own digital platform Omkar-e to provide education through ICT.

The University is offering MA in Journalism and Mass Communication course under the School of Humanities of Social Sciences, it aims to emerge its learners as excellent communicators in the global arena by developing skills in thinking, reading, writing, and editing, audio-video production and more.

With all these efforts, Dr. Babasaheb Ambedkar Open University is in the process of being core centre of Knowledge and Education and we invite you to join hands to this pious *Yajna* and bring the dreams of Dr. Babasaheb Ambedkar of Harmonious Society come true.



Prof. Ami Upadhyay

Vice Chancellor,

Dr. Babasaheb Ambedkar Open University,
Ahmedabad

Editors

Prof. (Dr.) Ami Upadhyay
Vice Chancellor
Dr. Babasaheb Ambedkar Open University, Ahmedabad

Dr. Awa Shukla
Assistant Professor (Subject Head)/ Director (I/c) Student Services
Dr. Babasaheb Ambedkar Open University, Ahmedabad

Programme Advisory Committee

Prof. (Dr.) Ami Upadhyay
Vice Chancellor
Dr. Babasaheb Ambedkar Open University, Ahmedabad

Dr. Awa Shukla
Assistant Professor (Subject Head)/ Director (I/c) Student Services
Dr. Babasaheb Ambedkar Open University, Ahmedabad

Shyam Parekh
Head, School of Journalism & Mass Communication, Auro University, Surat
Former Resident Editor, DNA Ahmedabad

Jumana Shah
Consulting Editor, Divya Bhaskar, Ahmedabad, Adjunct Professor, School of Journalism & Mass Communication,
Auro University, Surat, Formerly: Executive Editor, DNA Ahmedabad

Reviewers

Dr. Awa Shukla
Shyam Parekh

Content Writers

Huta Rawal
Jumana Shah

Programme Coordinator

Dr. Awa Shukla
Assistant Professor (Subject Head)/ Director (I/c) Student Services
Dr. Babasaheb Ambedkar Open University, Ahmedabad

Publisher

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Registrar (I/c), Dr. Babasaheb Ambedkar Open University, Ahmedabad.

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Dr. Babasaheb Ambedkar Open University
(Established by Government of Gujarat)

MJMC-01

Basic English I : Language Skills for Journalism

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1.0 INTRODUCTION:

We take language for granted. This may seem exaggerated, but little do we realise that the language we write and speak can cause a world war, and if used with prudence, it can prevent a world war! Most wars begin when talks fail and bullets and bombs do the talking. But when negotiations

through words prevail over bullets and bombs, wars end. This Chapter is dedicated to explain the importance of language and introduce the students to the basic skills of effective language usage.

1.1 LEARNING OBJECTIVES:

- Understand how language works, its origin and evolution.
- Introduce students to the importance of writing and speaking properly.
- Basic introduction of how to write well.
- Identify the basics of grammar and how to use them.

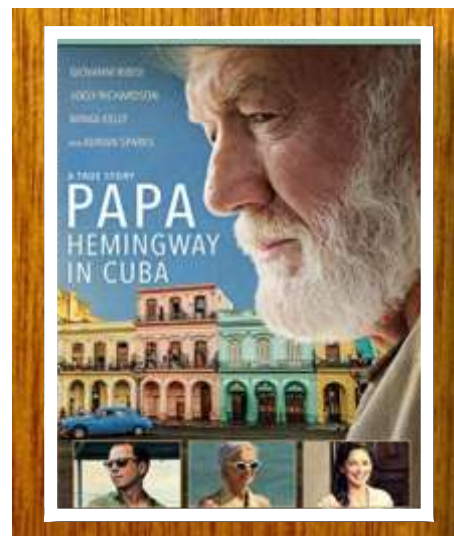
On completion of this Unit, you will be able to:

- Understand the basics of language for journalism.
- Learn why learning language is important.
- Identify common errors in Indian and learn to avoid them.

SECTION 1

1.2 IMPORTANCE OF LANGUAGE IN THE PROFESSION OF COMMUNICATION

A HISTORIC UNDERSTANDING



Famous American journalist and writer, Ernest 'Papa' Hemingway was once asked why he had rewritten the final chapter of his classic 'A Farewell to Arms' some 44 times. He promptly answered, "To get the words right."

Words are at the heart of human existence. Words form language,

through which human beings connect with each other. Words extract the meaning from within us to enable us to communicate with each other. But that is now in the modern society where we have words at our disposal to express.

In fact, all living things, be it bees or ants, whales or plants, all communicate with each other as also with nature. Some through sounds, others through touch or smell. But it is the human species that have developed and evolved a language which is beyond just prearranged signals. An organised way of communicating through words, which gave way to the development of grammar and finally led to a formed language as we know it today. The speech of humans differs from other living species as it originates from a cortical speech centre, that organises sound on a rational basis and responds to it systematically, drawing from an inherent understanding of words, rather than instinctively and incoherently. This aspect of the brain to respond with coherence is unique to the human mind.

A brief peek into the history of language will give us an idea how precious words are.

The origin of language is believed to be symbolisms, when in absence of words, people used to communicate with gestures, sounds, eye contact and touch. Next came cave paintings and stone carvings through which humans created stories and started documenting life. The process of this evolution of the human mind continues to be an area of intense research and intrigue, as an exact timeline of the evolution of language has not yet been established simply due to lack of evidence. But it is assumed this process of transformation from primitive forms of communication to the complex modern language would have been a slow and definitive process.

Today, language forms the core of modern society as it enables us to express our feelings, angst, pain, pleasure to another human being. The adage 'No Man is an Island' is driven by the innate urge of the human species to express and connect with others.

To get the words right so that the message is understood as desired, is very simply every writer's dream. But needless to say, this is easier said than implemented. And this difficult task gets amplified further when communicating for the Mass Media. Because when you are communicating with a large audience, the writer is writing for an audience with varying levels of understanding and interest in the subject, and knowledge of the language. Hence the ground rule of writing for the mass media is the KISS principle – Keep is Short and Simple.

The KISS principle devised by the US Navy in 1960 essentially brings home the fact that for any design to be effective, it needs to be kept simple and short. The origination of this principle was not designed towards language of mass communication, but it applies to every form of design – which most certainly includes mass communication and journalism.

Journalists are not appointed as the guardians of language. While grammatical accuracy is a foregone necessity, exhibiting linguistic prowess through complex sentence formation is not a good idea. Usage of words that are not often used by your readers or audiences is not recommended. If your reader needs to reach out for the dictionary to understand your writing, you have failed in effective communication. Usage of excessive adjectives is highly discouraged. It is ideal if sentences are kept crisp. And even better if entire article or news story is written in minimum words. If a message can be conveyed in one word, another word need not be used.

Writing is the art of the second thought. Journalists, despite their deadlines must craft their sentences with care. The mind space that a news reader has is very little. The reader is extremely impatient. To get his attention to your writing, you are competing with the reader's family, TV, social media and every other form of distraction.

Everything in mass communication – be it the language, layout of the material, colours et al are designed with the overriding idea of keeping it 'reader friendly'. The reading experience for the reader must be enhanced to such an extent that your writing should be irresistible. Simple language is at the heart of this.

In the following chapters, we will discuss how to enhance the knowledge of language to better your writing, at the same time, not allow it to cripple your message with complexities.

A warning for learners

If your communication is meant for the masses, always remember that the need is to be understood by the readers. The purpose is to communicate the message exactly as you have thought. But your thought should be expressed in a way it is understood by others. It should not be written the way you would like to explain or express, but the way people would like to understand.

1.3 PROWESS: SPOKEN ENGLISH VS WRITTEN ENGLISH

For writing of any language, as in English, it is important to understand that the flair with which one can speak in a certain language is not the same with which one can write in the same language. When one speaks, you are aided by your own voice modulation, facial expression, hand or other gestures to bolster the message. Voice modulation, especially, is a great tool available to the speaker to underline the message in the spoken medium.

The language one can speak is not the same to write. Spoken language can be informal, spontaneous. Usage of intonation, pitch, stress and timing add a lot more meaning to the message that go beyond words. Written English needs to be formal. Written form will need punctuations and proper paragraphs. Because it is more permanent in nature, it needs a proper structure, which can be left on the backburner in the spoken form.

As mentioned earlier, writing is the art of second thought. The written word has the best impact when sentences are well-crafted, with minimum usage of most simple words. One can write, and then re-write multiple times – a luxury not afforded to the spoken medium. However, in the absence of other mediums (gestures, facial expression etc) to bolster the message, it is important that the written word is crafted keeping the ‘reader’ in mind.

To explain this further, the spoken word is for the listener, and the viewer. Sometimes both, not always. However, the reader is not the same as the listener or the viewer. The characteristics of a reader are greatly different.

- The reader is a voluntary consumer of your writing as against a listener or the viewer who might have done it involuntarily.
- You have the full attention of your reader. The listener or the viewer is distracted by other sounds and visuals in the vicinity.
- The reader is a literate person and hence his or her expectation from your writing and the ability to process it is different.

ENGLISH IS A FUNNY LANGUAGE

English is indeed a funny language. The pronunciation of vowels is

different in different words. 'U' is pronounced differently in 'put' and 'but'. 'Eye' and 'I' sound the same but mean totally different things.

Learning to speak English is like learning to ride a bike. You don't learn to ride a bike by study-ing parts of a bike, or watching videos of other bikes. You learn it by actually riding it.

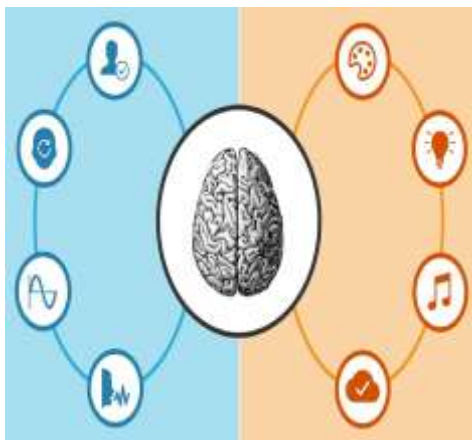
Studying English and English Grammar is not effective unless one actually starts speaking and writ-ing it. The difference in speaking and writing will become clearer once students start practising it.

MAIN DIFFERENCES BETWEEN SPOKEN AND WRITTEN ENGLISH

Pronunciation: Unless you are a native English speaker, one is likely to get confused between the spellings of several words and its pronunciations.

For example the word 'pronunciation' itself is pronounced as 'pronoun-ciation' by non-native speakers, though it is written and pronounced as 'pro-nun-ciation' by Native speakers. Similar is the case with 'Often' which is pronounced as 'of-ten' by non-native speakers, but the original pronunciation is 'of(en)'.

Grammatical accuracy : Despite cursory understanding of the language, one can manage to communicate with incorrect grammar when speaking as it is aided by hand and facial gestures. For written English, good understanding of grammar is essential. While proper pronunciation is essential for speaking, grip over grammar is needed for writing.



Structure

Paragraphs, punctuations and a host of other rules of written English come into the picture for written English, which do not apply to spoken English. When one is speaking, one can leave incomplete sentences, but the written word needs to be complete in form. The reader is expected to derive the emphasis and intonations from text, which has to be aided by effective sentence construction.

It is important to note that several non-native English speakers learn the spoken language and written language in totally different ways.

Very often, they are seen as two different skills.

Debatably though, it is easier and quicker to learn the spoken language, but the written craft takes much more intense effort and time. Interestingly, a good English speaker need not be a good writer and vice versa. However, for the purpose of mass communication, for a journalist, whether you are expressing in the medium of TV, radio or text, very good command of both written and spoken English is as an absolute essential. Excellent and not just good writing skills are essential for TV scripts, radio and any other form of audio-visual media, like documentary filmmaking or screenplay writing for feature films.

▶ SECTION 3

1.4 TYPICAL ERRORS IN INDIAN ENGLISH AND HOW TO AVOID THEM

It might appear these days that English is as much an Indian language as any other regional language is. In fact, statistically, it might be true that English is the only common language across the length and breadth of the country. India also perhaps has the largest number of English speakers outside the United States.

But while it is a largely accepted fact the English is an Indian language now, it must be borne in mind that most Indians are not ‘native’ English speakers. The term native speaker means English must be learnt at a very early age, ideally in the formative years before 5 years of age. Native speaker also indicates someone for whom English has been a source of comprehension, concept formation and primary communication – beginning with family.

Most Indians are essentially non-native English speakers. Despite learning the language when felt the need to for education or work purposes, most Indians manage to master the spoken English, enough to communicate informally.

This chapter of typical errors mainly highlights some typical usage issues, which are not necessarily grammar errors. Below is a list of 10 such key points and how to avoid them.

1. One of the biggest challenges of English language is similar / same sounding words but spelt very differently and meaning totally different things. One common mistake in this vein is:

Their vs There.

There refers to a place. Their refers to people.

- Leela goes to school every day. She was there today too. (Refers to place - school)
- Meena likes her neighbours. She plays with their dogs. (Refers to people – neighbours)

3. Its or It's?

'Its' is used to indicate possession. It's is a short form of 'it is'. This error is a concern faced very often in written English.

It's not an issue. (it is not an issue) The cat lives in its house.

Misplaced Apostrophes

Apostrophes are one of the most widely misunderstood part of English grammar. It is important to bear in mind that apostrophes indicate possession. Meaning it is used to identify something with someone. The rules here for singular and plural are different.

Eg: This brown dog is the mother of that puppy.

Using apostrophe this will be written thus:

Singular:

This brown dog is that puppy's mother.

Plural:
This brown dog is those puppies' mother.

Apostrophes are also used for words that are contracted / shortened. Aren't is a short form of are not. The apostrophe is for the missing 'o'. Similar rule applies for don't. It is a shortened version of do not.

Other Eg:

I'm : shortened for I am.

I'll / she'll / We'll: shortened for We will. Apostrophe indicates missing 'wi'.

We'd / she'd / You'd : shortened for we would. Apostrophe indicates the missing 'woul'. Apostrophes should not be used to make words plural, especially in case of numbers and dates.

Eg: These days, 50s are the new 20s. This is a trend from the 1960s.

- **Difference between Your and you're** This is a common mistake made in writing. Your is an indication of possession. You're is the shortened version of you are

Eg: Your house is beautiful
You're a helpful person.

- **Difference between then and than**

Because these two words sound almost the same, mistake occur very often. than is used for comparison

Eg: It is better to meet on Sunday than Monday.

then is used to indicate time. It is associated with something that follows another. Eg: After she leaves, then I will go.

- **I / Me / Myself**

How to introduce yourself and address yourself in third person is a matter of great confusion for non-native English speakers.

Incorrect:

Myself, Ramesh Kumar

Correct:

My name is Ramesh Kumar

Incorrect:

Me and Ramesh are great friends.

Correct:

Ramesh and I are great friends.

Myself is generally used when followed by the usage of 'I' in the same sentence earlier. Myself is used to underline the importance.

Eg: I will come to the school myself to take the child. I will oversee the project myself.

- **Invite or Invitation**

Invite is a verb, while invitation is a noun.

Invite means you are asking / requesting / suggesting someone to do something / go somewhere. Eg: I invite you to my home for dinner.

Invitation is the message, given in third person. Eg: I have a dinner invitation tonight.

- **Difference between lets and let's**

Lets refers to permission, while let's is short form of 'let us'.

Let's go home now. (Let us go home now)

She lets me go early on Saturday.

- **Revert and Revert back / Repeat and Repeat Again**

There is no such usage as revert back and repeat again. They are

synonyms and redundant us-age. Do NOT use this.

- **Can or May**

Can indicates the ability to do something, while may is an indication of seeking permission of doing something.

Can I see the books in your library? (This is a question for yourself)

May I see the books in your library? (This is a question for the owner of the library seeking permission.

SECTION 4

1.5 BREVITY: THE IMPORTANCE OF CRISP SENTENCES

The Oxford Dictionary defines ‘Brevity’ as: ‘Concise and exact use of words in writing or speech’. Brevity comes from the Latin word ‘brevis’, which literally means brief.

‘Brevity is the soul of
wit’

- William Shakespeare



The unnecessary use of words is one of the main reasons readers and listeners lose attention and interest. Hence brevity is a prized quality that a writer can possess. Agreed, it is not easy, but one has to first be aware of its need and then acquire it steadily as you mature as a writer. In this chapter, we will give you some examples elaborating the need for brevity, followed by tips on how to get started.

The ABC of news writing is:

A: Accuracy

B: Brevity

C: Clarity

Brevity in writing is basically weeding out all unnecessary sentences, words, commas and even apostrophe. Writing is the art of the second thought. The best way to achieve crisp and concisewriting is to re-read and re-write. This might be a good place to remind you of the KISS principle for all kinds of writing - Keep it Short and Simple.

What happens when a teacher in a classroom, or a parent scolding a child repeats the same sentence multiple times? Or what would you do if an advertisement is played on the radio 5 times in 10 minutes? Are you

likely to watch a 10 minute documentary on water conservation or 50 minute-long?

The moment a point that you have already registered is repeated multiple times in different ways; or if a prose takes very long to come to the real point that is being made, the target audience loses attention. This is especially true in news writing, because the writer is giving that information that he believes the reader should have. The reader, till he finishes reading, is not convinced why this piece is important for him. So the writer needs to promptly convey the message, effectively, with clarity so that the reader doesn't lose attention.

It is often argued that excessive thrust on brevity takes a toll on the clarity of writing. That is indeed a challenge that every news writer has to deal with on a continuous basis. The balance between not giving up the necessary information one needs to include in the story and keeping the word count as low as possible is an everyday struggle of every news reporter.

A good story is a combination of interesting nuggets of information and the critical bits of knowledge that would quickly give the reader the necessary news as well as keep him or her hooked to the piece because of good writing.

American writer William Strunk in his book 'The Elements of Style' sums up effective writing.

"Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell."

"If I am to speak for 10 minutes, I need a week for preparation; if 15 minutes, three days; if half an hour, two days; if an hour, I am ready now."
- **Woodrow Wilson**, U.S. President.



Having understood the significance of writing crisp and concise, here are a few tips to get you started.

Stick to the point

No matter how tempting, do not deviate from the original purpose of the story. Keep asking yourself if every word, each sentence adds to the

basic thought of the story. Stay focussed.

Watch out for meaningless words

In the flow of thought, one can write words that have similar meaning. One very common ex-ample is currently, which indicates the same as continuous present tense.

Eg: Ramesh is
currently spinning a
wheel
Ramesh is
spinning a wheel

Say No to Passive Voice : The understanding of Active and Passive Voice is a very effective tool in writing. It is advised to use active voice as much as possible. Passive consumes more word count and dilutes the punch. Eg: I advise you to stop smoking.
You are being advised by me to stop smoking.

Use Short, Punchy Sentences : Long winding sentences, with multiple sub-phrases is a strict no - no in news writing. Readers' attention is very short. The moment a reader finds it difficult to process information, he loses interest. Commas, full-stops are a subtle hint to the mind to pause. Full-stops should be used abundantly. Crisp sentences are MOST effective.

Whether one has read Shakespeare or not, one has to admit that English language owes a lot to the bard and that the playwright who wrote tragedies and comedies with equal flair, also wrote about kings and dynasties, yet the stories, written about people we have never met and of a time we did not exist, still resonate.

Notice the sentence breaks in the following rewritten paragraph

Whether one has read Shakespeare or not, one has to admit that English language owes a lot to the bard. The playwright who wrote tragedies and comedies with equal flair wrote about kings and dynasties. And yet the stories, written about people we have never met, and of a time we did not exist, still resonate.

Beware of lengthy substitute words for said : Journalists often attempt to use substitutes for the word 'said'. This is because 'said' is used multiple times in a typical news story where quotes have to be attributed to people. Words like 'explained, extrapolated, noted, observed', etc are used. It is advised to avoid it as much as possible.

Write in full unfamiliar abbreviations : Abbreviations are shortened words to replace something long - a designation, or a proper noun etc. The first time an abbreviation is to be used, it should be explained properly and then used again in the story as necessary.

Eg; MoD: Ministry of Defence
CMD: Chairman and Managing Director

Use Concise, everyday words and phrases : Simpler the word, more punchy your writing. Using words that are not in everyday use will complicate your message, and even lead to misunderstanding if your reader is not familiar with its meaning. If your reader has to refer a dictionary to understand your writing, you have lost him or her. Below is a small list of words usages / words one should try to avoid. This is just to give you an idea of how to avoid such usages. Refer to reference books for a detailed understanding of the subject.

Don't Use	Use
Approximately	About
Assist	Help
Acquire	Get
A small number of	A few
At this point in time	Now
At a later stage	later
All of a sudden	Suddenly

▶ **SECTION 5**

1.6 HOW, WHY AND WHEN TO USE DICTIONARIES AND GRAMMAR BOOKS

MERRIAMWEBSTERDEFINESTHEWORD‘DICTIONARY’ASUNDER

1. A reference source in print or electronic form containing words usually alphabetically arranged along with information about their forms, pronunciations, functions, etymologies, meanings, and syntactic and idiomatic uses
2. A reference book listing alphabetically terms or names important to a particular subject or activity along with discussion of their meanings and applications
3. A reference book listing alphabetically the words of one language and showing their meanings or translations in another language
4. A computerized list (as of items of data or words) used for reference (as for information retrieval or word processing)

Dictionaries are the most important possession of a writer. One cannot stress enough the significance of enriching vocabulary by appropriately looking up the meaning and synonyms of the word in a well-

recommended dictionary.

These days, with the advent of online dictionaries and search engines and softwares that immediately prop a synonyms with just one click, literally, it is easy to be misled.

Students are advised to keep atleast one physical dictionary, ideally Oxford. Online resources can be utilised, but it is important to refer to recognised sources like Merriam Webster and Oxford English Dictionary (OED) online. (<http://www.oed.com/>) (<https://www.merriam-webster.com/>)

Merriam Webster is published by a company called Encyclopedia Britannica. OED is published by Oxford University Press. OUP actively updates the dictionary to include words from other languages that become part of regular usage by English language speakers.

Languages are fluid - meaning they keep changing. They adapt to changing cultures as people evolve with time and technology. Language gives form to the thoughts and feelings of people. Hence, a language that evolves with fluidity that the human mind accepts changes, a language that is inclusive and takes other languages and cultures in its fold, remains relevant over generations.

English is one such language. Every year, dozens of words are added to the English dictionary that stem from other languages. The Indian word 'Jugaad' is one such striking example, that tops a list of scores of such words.

Language is the ultimate weapon of a writer. A good language can make or break a writer. For a writer, or a mass media communicator, speaker or orator, thoughts are worth little unless translated into words and communicated to an audience in a compelling manner. In a language that they can understand.

Here are the steps on when and how to use a dictionary. It might sound elementary that one needs to learn how to use a dictionary, but as you read the following steps, you will discover the real wonders of using a dictionary in the right manner at the right time.

1. Why should you use a Dictionary

- To look up the spelling of a word.
- To look up the meaning of the word.
- To look for synonyms of a word. Synonym is not the same as meaning. Synonym is another word that means exactly or nearly the same as the original word in the same language.

- Check the Antonym of the word.
- Determine how to use the word in different grammatical forms. Eg Plural, different tenses, comparatives, etc. Plural of 'woman' is 'women' - pronounced as 'We-men'.
- To determine the pronunciation of a certain word.
- To understand the application / usage of the word. Meaning how to use the word in a sentence. How to construct a sentence using the said word.
- Check the grammar application of the word - Is it an adjective or a noun, or both. How should the word be used for it to be an adjective and how to use it for the word to serve the purpose of a noun.
- To understand the etymology of the word - Meaning the origin of the word and its evolution.

2. Select the right Dictionary

- As a writer and a journalist you need a dictionary that not only introduces you to the basics of the language but also helps you learn the idioms and correct usage. It should enrich your vocabulary. So a dictionary like Oxford English Dictionary for Writers and Editors and Oxford Idioms are a good idea.
- It is important to upgrade your dictionary at regular intervals. Most dictionaries update annually at least and sometimes more often. Keep a track online. The changes are reported in newspapers and on online news portals. The website of respective dictionaries would also regularly post the updates.
- Some organisations like public / private libraries, university libraries take subscriptions of Dictionaries.

3. Understand how to use

- Every dictionary has a detailed explanation of how to use it at the beginning. It can be verbose, but to really make the most of the resource, it is advisable to read it.
- The introduction explains the usage of abbreviations that are used throughout the book. Eg: Adj stands for Adjective. n. Stands for a Noun.
- The pronunciation of every word is also written next to it. One must read the literature on how to use the dictionary to utilise this feature. This can be an extremely useful feature especially for non-native English language users. In case of digital dictionaries, the pro-

nunciations can be heard on a speaker. Still, it is important to READ how to pronounce

4. How to look for your word

- Dictionaries are drawn up in alphabetical order. If you are looking for the word 'verbatim' it will be listed in the Chapter after 'u' and before 'w'. So open the Chapter that has words starting with 'v'. As you open the Chapter of 'v' it will first have words in which 'v' is followed by 'a', then 'v' followed by alphabet 'b', and so on.
- Pronunciation and spellings are two different things in English. Be sure to know the first letter of the word you are looking for. For instance One and Won sound the same but have entirely different meanings. English language has a very long list of such words. These words are called homophones - similar sounding words with different spellings and different meanings. Such words are confusing, especially for a non-native English user. If you have the word 'won' in mind, which means victory, and if you go to the Chapter 'o', you are likely not going to find it. However, of late, some dictionaries have a guide at the end of such homophones, giving options to the user saying: If you are looking for 'won', please look at the Chapter.....

5. Understand the word properly

- One word has multiple meanings and usages. Infact some words mean different things based on its usage and sentence construction. It is advised to patiently read and re-read the definition given of word you are looking up.
- The elaborate and multiple definitions that the dictionary provides can be confusing at times. Hence the usage of each word is explained by forming of sentences. This is a very important factor in understanding the exact usage of the word. It is through the usage of the word in the sentences given as examples that one usually understands the meaning best.
- If the definition itself includes words that you don't understand, make the effort to look them up. This is an important part of proper understanding.

6. Online Dictionaries

- In this digital age, dictionaries, or its equivalents are freely available online. While it would be difficult to expect that online dictionaries will not be used, it must be kept in mind that they cannot entirely replace the physical dictionary.

- For one, a free resource may not be entirely accurate. It is best to check with atleast two independent resources.
- If you want the synonyms of ‘verbatim’, type “verbatim synonym”. If you want defini- tion, type “verbatim definition”.
- Sometimes it helps to specify the source. So you could type “verbatim synonym Oxford”. This will give you top results from Oxford English Dictionary website.

7. Using Dictionaries to enrich the language

- Dictionary is a storehouse of information, not just meanings, only if one knows how to use them.
- OED defines Idiom as: A form of expression natural to a language, person, or group of people. Idiom is the most effective way of enriching one’s language as also understanding it like a native. Idioms are a reflection of the culture of the language.
- Dictionaries help in identifying and explaining idioms. Eg: An idiom using the words ‘cats and dogs’ would be ‘they fight like cats and dogs’. This idiom highlights the charac- teristics of these animals as aggressive fighters. It helps the reader in creating an under- standing of the word fighting in the sentence with a graphic visual of quareling animals.

Usage of idioms is as tricky as it is enjoyable. One needs to truly understand the cultural subtext of the the idiom to use them in the right place and the right manner. If you get the idiom right, it truly enhances your message.

LET’S CONCLUDE THIS CHAPTER WITH A QUOTE

“Poetry is a deal of joy and pain and wonder, with a dash of the dictionary.” - Kahlil Gibran.



SECTION 6

1.7 GETTING IT RIGHT - LEARN HOW TO USE

Grammar effectively and easily

Words are free. But words are powerful. They are available in abundance. You can waste them, you can use them, you can misuse them. Words can create magic, words can lead to wars.

For a journalist, words are your tools and your weapons. Words aid communication when they are arranged in simple and stylistic sentences.

Journalist and grammar, language usage expert June Casagrande in her book 'It was the best of sentences, it was the worst of sentences' introduces the concept very well thus, "Grammar isn't the only key to good sentence writing. Word choice, common sense, passion, information - all these elements and more are essential. Yet all great writing has one thing in common. It starts with a sentence. The sentence is a microcosm of any



"Writing is easy: All you do is stare at a blank sheet of paper (now a blank computer screen) and wait till drops of blood form on your forehead." - Gene Fowler, American

written work, and understanding it means understanding writing itself - how to structure ideas, how to emphasize what's more important, how to make practical use of grammar, how to cut the bull and above all, how to serve the almighty Reader'.

Using the appropriate tense, a suitable adjective can completely change the effect of your words. Which is where Grammar helps you string together these words to weave your magic.

Grammar however, is the second step. The first step is the thought. Your thought. It is your thought that will bring the words to your mind, through which you can form a sentence, with the help of Grammar rules. Grammar by itself is of no use if the thought and the knowledge of words is not there. Hence, as we have learnt in the chapter, the importance of using the dictionary for finding the right words, next we move on to the how to string these words together to form a coherent sentence.

Crafting a coherent sentence when you are writing is much easier said than done. Literally. We are very well equipped to put our thoughts into words, as long as those words are coming out of our mouth, and not on paper.

A sentence which one might speak with ease, may not be written as simply. And this is not something that only non-native English speakers have to deal with. Even native English speakers constantly grapple with it.

Now, why is that? For one thing, it is the fear of writing. An average Joe is not scared, (s)he is petrified of writing.

But ofcourse it needn't be as difficult. Writing, like all other occupations, is a balance of art and craft. It is not something that one is necessarily born with, it is a skill that can be acquired, with patience and perseverance - one word, one sentence at a time.

The following units in this paper will equip you to learn and use grammar, which is critical to get started with writing correctly. But it is equally important to remember not to stop there but continue to focus on good creative writing, which comes with flair of the language and original thought.

Grammar is a universal set of rules to arrange words in a sentence to communicate the desired meaning. But these 'rules' are not really rules. They are guidelines. Once you master the spirit of these guidelines, you can work around them. Rules are made to be broken.

Rules are just baby steps that we take to learn to walk properly. Rules help us when we are struggling, they are not meant to weigh us down when we are soaring.

Poetry is all about breaking rules of prose. The grammar of headlines will baffle average English grammar experts. The modern day digital language of SMS has come under a lot of criticism for throwing conventional grammar rules out of the window. But let's not forget it is extremely popular with the youth. The digital language is an effective way of communication for several global communities.

These rules are your guidebook to help you if you get lost. Allow your ideas to flourish. And look for ways to get them on paper. Take the help of language and grammar.

The great English writer William Shakespeare came under great criticism for his works by the puritan linguists of the time for murdering grammar rules of the time. His work was never accepted as literature during his time. In fact, for most of his life, he was miserable. But he received his satisfaction from his art - his ideas and his stories about philosophy and life, the man and his mind - that he communicated with great flair using the language.

The language Shakespeare used today is obsolete in most parts. Which is an indication that the language and its grammar is a fluid, living entity. It evolves and changes with time and people, as cultures change and adapt to new technologies. We as students of English language and writers have to keep pace with these changes.

Look to master the language and its grammar. Do not become its slave. You do not write to serve the linguists, you write to serve your reader.

1.8 CHECK YOUR PROGRESS

Exercise:

1. If you are looking for the word know in the dictionary, which alphabet Chapter will you look into? 'K' or 'N'?
2. **Its not the right thing to do.** Will you insert an apostrophe between 'it' and 's'?
3. **Is this you're bag?** What is the correct usage of the word you're in this sentence?
4. **Better late then never.** Correct the sentence
5. **I, myself Prashant Kumar.** Correct the sentence
6. **The egg came first, than came the chicken.** Correct the sentence
7. **Myself and Raju went out.** Correct the sentence.

Edit / remove unnecessary words from the following sentences to make them crisper:

8. She was herself going to give the speech.
9. There is no need to talk to him at this point of time.
10. It was approximately 10 am when Rita woke up.

Answers:

1. K
2. Yes
3. Your
4. Than
5. I am Prashant Kumar / My name is Prashant Kumar
6. Then
7. Raju and I went out.
8. She was going to give the speech.
9. There is no need to talk to him now.
10. It was about 10 am when Rita woke up.

Let Us Sum Up:

- This unit must have helped you in understanding language skills required for a professional journalist or communication expert.
- What are the major language and grammar confusions and how to clear them.
- How to craft your sentences using minimal words.
- How to use dictionaries.

- Realise the importance of grammar, but at the same time keep in mind grammar is an aide, not the master.

1.9 KEYWORDS

Brevity	Concise and exact use of words in writing or speech
KISS Principle	Keep it Short and Simple
Dictionary	A book or electronic resource that lists the words of a language (typically in alphabetical order) and gives their meaning, or gives the equivalent words in a different language, often also providing information about pronunciation, origin, and usage
Sentence	A set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.
Linguist	A person skilled in languages.
Pronunciation	How to speak a word / the way in which a word is pronounced.

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UNIT :2**NOUNS****:: STRUCTURE::****2.0 Learning Objectives****2.1 Introduction****2.2 Definition and meaning****2.3 Section 1 : Kinds and Functions of Nouns****2.4 Section 2 : Kinds of Nouns – Common Noun****2.5 Section 3 : Kinds of Nouns – Proper Noun****2.6 Section 4 : Kinds of Nouns – Countable Nouns and
Uncountable Nouns****2.7 Section 5: Common Mistakes to Avoid****2.8 Keywords****2.9 References**

2.0 LEARNING OBJECTIVES

- Before undertaking journalistic writing, one needs to understand, learn and master the cor-rect usage of language.
- The first step towards that is learning the grammar.
- The building blocks of English grammar are known as parts of speech.
- Noun is all about names!

On completion of unit

- You should be able to identify the difference between nouns and other parts of speech
- You should be able to use them appropriately your writing.

2.1 INTRODUCTION

Sentence construction is the most critical part of communication and that is where grammar comes in for all users to adopt a universal coherent method. A sentence is broadly divided into eight parts of Speech

- noun
 - verb
 - adjective
 - adverb
 - pronoun
 - preposition
 - conjunction
 - interjection
-
- We will be learning all of these in great detail in the following units of this paper. The most critical among these, and also perhaps the most overworked, is the noun.
 - So what exactly is the noun? Take a look at your surroundings? What do you see? A wall, plants, trees, computer, table, pen... all of these are nouns.
 - Nouns are essentially the **words** that we associated with things, ideas, people around us. A noun is the **name** given to a bunch of wooden planks put together and made into a table. The noun here is that word - **table**.
 - Nouns have multiple types and several rules of usage. They perform many functions in a sentence
 - Let's get started with understanding English Grammar by understanding the usage of nouns in sentence construction.

2.2 DEFINITION AND MEANING

- There are eight Parts of Speech in English Grammar. Of these the basic and most important Part of Speech is Noun.
- Basically a noun answers the questions: Who is it? And also What is it? A noun is a naming word that represents a person, animal, place, thing, or idea. Every language has words that are nouns. While reading the following explanations, think about some words that might fit into each category-
- Person – Proper name, gender, title, or class.
- Animal – Proper name, species, gender, or class.

- Place – Proper name, physical location, or general locale.
- Thing – Whether it exists now, will exist, or existed in the past.
- Idea – Be it a real, workable idea or a fantasy that might never come true.

Examples

- Mahatma Gandhi was also known as the Father of the Nation.
- Raj is a naughty boy.
- Dogs are very loyal animals.
- The tiger is our national animal.
- Taj Mahal is located in Agra.
- Her house is in Baroda.
- That pen is running out of ink.
- The table is near the window.
- Kindness is a long forgotten value.
- Love is a powerful feeling.

DID YOU KNOW...!

The English word noun has its roots in the Latin word ‘nomen’, which means “name.”

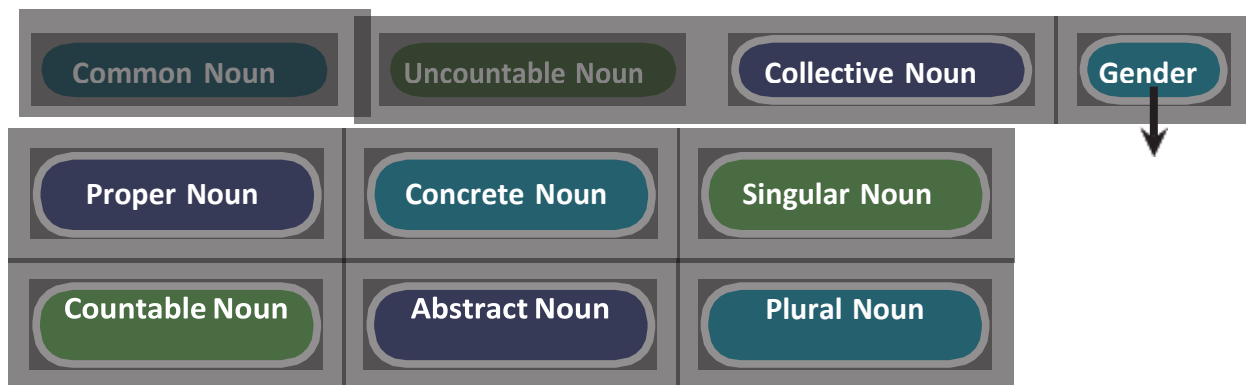
SECTION 1

2.3 KINDS AND FUNCTIONS OF NOUNS

Definition and Meaning:

Kinds of Nouns:

Nouns are of many kinds –



Masculine Gender, Fem- inine Gender, Common Gender and Neuter Gender.

We shall learn more in detail about these Nouns in this and the following unit. How Nouns Function

- Nouns have several important functions. While it's impossible to list them all here, we'll quickly go through the most important jobs which nouns do –

Nouns are subjects:

- Every sentence has a subject, which is a noun that tells us what that sentence is all about.
- Rahul swung the cricket bat.

Nouns are direct objects:

- These nouns receive action from verbs.
- Rahul swung the cricket bat.

Nouns are indirect objects:

- These nouns receive the direct object.
- Hemant threw Rahul the ball.

Nouns are objects of prepositions:

- These nouns follow the prepositions in prepositional phrases
- Rahul swung the cricket bat at Hemant.

Nouns are predicate nominatives:

- These nouns follow linking verbs and rename the subject.
- Rahul is a cricketer.

Nouns are object complements:

- These nouns complete the direct object.
- They named their dog Raju.

A noun can also be in the possessive case:

- These nouns explain who the object belongs to.
- Those are Priya's books

Check your progress

Circle the nouns in the following sentences:-

- Always speak the truth.
- We all love honesty.
- I have two children.
- The lion is the king of the animals.
- Solomon was the wisest of all kings.
- Cleanliness is next to Godliness.
- Birds of a feather flock together.
- Who teaches you grammar?
- The Nile is the longest of all rivers.
- A committee of six was appointed to assess the situation.
- Jawaharlal Nehru was the first Prime Minister of India.
- The boy was rewarded for his honesty.
- He gave me an apple.
- I recognized his voice at once.
- You should never tell a lie.
- Wisdom is better than riches.
- He is on the jury.
- Silver and gold are precious metals.
- Still waters run deep.
- The cackling of geese saved Rome.
- Ravan was a wise man.
- Old habits die hard.
- The early bird catches the worm.
- It was Edison who invented the phonograph.
- You can't pump the ocean dry.
- Those are Heena's earrings.
- Maria named her fish Goldie.
- My mother cooks delicious food.
- A herd of elephants was spotted at the waterhole in the forest.
- Smoking is injurious to health.

Answers

- Truth
- Honesty
- Children
- Lion, king, beasts
- Solomon, kings
- Cleanliness, Godliness
- Birds, feather
- Grammar
- Nile, rivers
- Committee, situation
- Jawaharlal Nehru, Prime
- Wisdom, riches
- Jury
- Silver, gold, metal
- Waters
- Cackling, geese, Rome
- Ravan, man
- Habits
- Bird, worm
- Edison, phonograph
- Ocean
- Heena's, earrings

- Minister, India
- Boy, honesty
- Apple
- Voice
- Lie
- Maria, fish, Goldie
- mother, food
- herd, elephants, waterhole, forests
- Smoking, health

SECTION 2

2.4 KINDS OF NOUNS – COMMON NOUN

Definition and Meaning:

- A Common Noun refers to a person, place, animal or thing in a general sense. It is written with capital letters only when it is used in the beginning of a sentence; otherwise it is written in small letters.
- Some examples of common nouns are – man, woman, boy, girl, city, village, lake, ocean, river, country, town, table, chair, desk.
- In order to gain a better understanding, please look at the sentences below where the common nouns are underlined.

Examples:

- The nearest bus station is 15 kilometres away.
- All the gardens in the city are maintained by gardeners employed by the Ahmedabad Municipal Commissioner.
- Why should people bother about the number of dresses I have in my wardrobe?
- The pilot was shocked at the sight of a cow on the runway.
In most schools, teachers are underpaid.

Check your progress

Exercise – 1

Identify and circle the common noun in each sentence:-

- | | |
|--|-------------------------------------|
| Maya finally got her degree. | The man was trying to steal the car |
| Ravi and his sister are going to Kashmir next month. | They have gone to the zoo |
| I told Ali that I prefer vegetarian food. | The baby is crying |
| Haresh went to the mall with his friend John. | My mother is in the garden |

Karan loves to eat at that restaurant.

We're going to have pizza for dinner.

His favourite car is a Mercedes.

This calendar covers January through
De-cember

Javed named his boat Jalpari.

North America and Asia are
continents.

This book was written by a doctor
whosename is Mukesh Patel

Raj and Nilesh had a big fight.

We arrived early at the station

There are different species of birds

Maya finally got her degree.

Ravi and his sister are going to
Kashmirnext month.

I told Ali that I prefer vegetarian food.

Haresh went to the mall with his
friendJohn.

Karan loves to eat at that restaurant.

We're going to have pizza for dinner.

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North America and Asia are
continents.

This book was written by a doctor
whose name is Mukesh Patel

Raj and Nilesh had a big fight.

We arrived early at the station

There are different species of birds

He threw some nuts to the
monkeys.

The children are playing in the
field.

That temple was built before I
was born

He has bought a new bike

My father likes to swim.

She won a trophy in a
competition

I like to ride on a camel.

Do birds eat meat?

He went to visit his uncle

My brother wants to play with
us

Let me have a look at your
puppy

The taxi broke down

The boys are playing noisily

She is hanging out the clothes
to dry.

He has bought a new bike

My father likes to swim.

She won a trophy in a
competition

I like to ride on a camel.

Do birds eat meat?

He went to visit his uncle

My brother wants to play with
us

Let me have a look at your
puppy

The taxi broke down

The boys are playing noisily

Exercise – 2

Fill in the blanks with the correct common noun from the options given in the bracket:–

- Mayur and Zoheb are very naughty _____ (boys, girls, boy)
- The _____ shrugged his mane majestically (tiger, lion, deer)
- Ahmedabad has a lot to offer in terms of shopping _____ (restaurants, malls)
- Both the _____ Rehana and Shabana are as different as chalk and cheese (brothers, sisters)
- Rita loves watching _____ first day first show (movies, parks)
- A green city is one which has many public _____ (halls, gardens)
- Those aged above 75 years are termed senior _____ in India (boys, citizens)
- Some of the famous _____ of Ahmedabad are Ellis Bridge, Nehru Bridge and Subhash Bridge (bridges, temples)
- Kankaria is home to one of the most famous _____ (milk dairy, zoos)
- Sparrows and tigers are a threatened _____ (birds, animals, species)

Answers

Exercise-1

- | | | | |
|-----------------|--------------|-------------------|---------------|
| • degree | • boat | • baby | • camel |
| • sister, month | • continents | • mother, garden | • birds, meat |
| • food | • doctor | • nuts, monkeys | • uncle |
| • mall, friend | • fight | • children, field | • brother |
| • restaurant | • station | • temple | • puppy |
| • pizza, dinner | • birds | • bike | • taxi |
| • car | • man, car | • father | • boys |
| • calendar | • zoo | • trophy | • clothes |

Exercise – 2

- | | | | |
|---------|-----------|------------|-----------|
| • boys | • sisters | • citizens | • species |
| • lion | • movies | • bridges | |
| • malls | • gardens | • zoos | |

2.5 KINDS OF NOUNS – PROPER NOUN

Definition and Meaning:

- Broadly speaking, names of people, places and animals are called Proper Nouns. We always spell proper nouns with a capital letter irrespective of which part of the sentence they are placed in. Proper nouns also include – names of days of the week, months, historical places, schools, institutions, organizations, religions, festivals, holy texts, followers of a religion etc.

Examples:

- Mohammed Ali; Mumbai; Japan; Gujarat University; the United Nations; Friday; July; Ada-laj Stepwell; St Xavier’s High School; L D Arts College; Hinduism; Navratri; Quran; Chris-tians

We use a capital letter for someone’s title:

- I was talking to Doctor Verma recently.
- Everything depends on President Trump.

When we give the names of books, films, plays and paintings we use capital letters for thenouns, adjectives and verbs in the name:

- I have been reading ‘The Old Man and the Sea’.
- Beatrix Potter wrote ‘The Tale of Peter Rabbit’
- You can see the Mona Lisa in the Louvre.

Sometimes we use a person’s name to refer to something they have created:

- Recently a Van Gogh was sold for fifteen million dollars.
- We were listening to Mozart.
- I’m reading an Agatha Christie.

Remember that in some cases, we use ‘the’ before the name of a country if it’s name in-cludes “States”, “Kingdom”, or “Republic”:

Examples:

- the United States, the USA, the US, the United States of America, the UK, the United King-dom, the Republic of Ireland, the Republic of India, the French Republic, the Republic of China, etc.
- We also use ‘the’ with proper nouns such as for names of - canals, seas,

rivers, oceans, countries that have plural names, famous buildings, museums, monuments, newspaper names etc.

Examples:

Look at the sentences below where the proper nouns have been underlined –

- The Tamils migrated to Sri Lanka from the southern state of Tamil Nadu in India
- Shekhar has joined the Indian Institute of Management in Indore
- Christians celebrate Christmas on the 25th of December
- Did you know that the name of Moses appears in the Bible as well as the Quran?
- India is a culturally diverse country and home to Hindus, Muslims, Christians, Sikhs, Buddhists, Jains and Parsis
- Tabu is one of the best Bollywood actresses of our times
- No one can beat Zakir Hussain in playing the tabla!
- The Phogat Sisters have done India proud on numerous occasions
- Doctor Rajendra Patwa is one of the best cardiologists of Madhya Pradesh
- London is located on River Thames

Check your progress:

Exercise – 1

Identify and circle the proper noun in each sentence:-

- The boy threw the ball to his dog, Tommy.
- I'd like you to meet my friend Jaya.
- We'll be vacationing in Greece this year.
- My second grade teacher Mrs Narang was strict but caring.
- We went to Home Decor and bought a new sofa to replace our old one.
- Do you think the Pakistanis will win the cricket match?
- I'm flying business class on Emirate Airlines.
- Thomas Jefferson was a president and philosopher.
- My best friend has moved to Canada to study.
- When the Titanic sank, the captain went down with the ship.

Exercise – 2

Identify the proper nouns in the following sentences and write them down in capital letters:-

- paris is the capital of france.
- premchand is a famous hindi author.
- 'war and peace' was written by leo tolstoy.

- The universities of allahabad and benaras offer some of the best degree courses.
- sana has named her two cats riya and rani.
- dheeraj will travel to australia to do a postgraduate course in urban planning.
- The suez canal joins the red sea and the mediterranean sea.
- The republic of liberia is on the west coast of africa.
- amir khan is a method actor of hindi movies.
- mount everest is the highest mountain in the world.
- priya is terrified of dogs.
- my mother is a big fan of shahrukh khan.
- i love eating at narulas.
- some of the countries which mary would like to visit are canada, rome and singapore.
- kashmir is termed the paradise on earth.
- abhay likes to read best sellers and his favourite authors are jeffrey archer, sidney sheldon and danielle steele.
- some of the popular english dailies in ahmedabad are – times of india, dna, indian express, mint, economic times and the ahmedabad mirror.
- bollywood classic movies which all must watch are pakeezah, pyaasa and mother india.
- lata mangeshkar is fondly called the nightingale of india.

Exercise – 3

Identify which of the following are common nouns and which are proper nouns and put a cross mark (X) in the relevant column:–

NO.	WORD	COMMON NOUN	PROPER NOUN
1	Dog		
2	Hollywood		
3	Tollywood		
4	Akram		
5	Actor		
6	Rome		
7	Queen		
8	Cleopatra		
9	Autocrat		
10	Hitler		
11	Cookies		
12	Oreo		
13	Madam		

	Tussads		
14	Monument		
15	Hanging Minarets		
16	Palace		
17	Maharaja Sayajirao		
18	Sabarmati		
19	Kochrab		
20	Ashram		
21	Girl		
22	Radha		
23	Eid		
24	Jew		
25	Rural		
26	Banaskantha		
27	Ahmedabad Central		
28	Multiplex		
29	Vastrapur Lake		
30	Law Garden		

Answers

Exercise - 1

- Tommy • Mrs Narang • Emirate Airlines • Titanic
- Jaya • Home Decor • Thomas Jefferson
- Greece • Pakistanis • Canada

Exercise – 2

- Paris, France
- Premchand, Hindi
- War and Peace, Leo Tolstoy
- Allahabad, Benaras
- Sana, Riya, Rani
- Dheeraj, Australia
- Suez Canal, Red Sea,
- Narulas
- Mary, Canada, Rome, Singapore
- Kashmir
- Abhay, Jeffrey Archer, Sidney Sheldon, Danielle Steele
- English, Ahmedabad, Times of India, DNA, Indian Express, Mint, EconomicTimes, Ahmedabad Mirror
- Bollywood, Pakeezah, Pyaasa, MotherIndia
- Lata Mangeshkar, Nightingale of

- Mediterranean Sea
- Republic of Liberia, West Coast, Africa
- Amir Khan, Hindi
- Mount Everest
- Priya
- Shahrukh Khan
- India
- Narulas
- Mary, Canada, Rome, Singapore
- Kashmir
- Abhay, Jeffrey Archer, Sidney Sheldon, Danielle Steele
- English, Ahmedabad, Times of India, DNA, Indian Express, Mint, Economic Times, Ahmedabad Mirror

Exercise - 3

NO.	WORD	COMMON NOUN	PROPER NOUN
1	Dog	x	
2	Hollywood		x
3	Tollywood		x
4	Akram		x
5	Actor	x	
6	Rome		x
7	Queen	x	
8	Cleopatra		x
9	Autocrat	x	
10	Hitler		x
11	Cookies	x	
12	Oreo		x
13	Madam Tussads		x
14	Monument	x	
15	Hanging Minarets		x
16	Palace	x	
17	Maharaja Sayajirao		x
18	Sabarmati		x
19	Kochrab		x
20	Ashram	x	
21	Girl	x	
22	Radha		x
23	Eid		x
24	Jew		x
25	Rural	x	
26	Banaskantha		x

27	Ahmedabad Central		x
28	Multiplex	x	
29	Vastrapur Lake		x
30	Law Garden		x

▶ SECTION 4

2.6 KINDS OF NOUNS – COUNTABLE NOUNS AND UNCOUNTABLE NOUNS

Definition and Meaning

- Countable nouns are objects, people, animals, places etc that can be counted, for instance -
- Bird, cat, box, pens, Russians, pictures, girls, bikes, women
- A countable noun can be both singular (a bird, a box) or plural (cars, men).

You can use a/an with singular countable nouns -

- a beach, a student, an umbrella

You cannot use singular countable nouns alone (without a/the/my etc)-

- I want a banana (not I want banana)
- There's been an accident (not There's been accident)

You can use plural countable nouns alone-

- I like bananas
- Accidents can be prevented

You can use some and any with plural countable nouns-

- We sang some songs
- Did you buy any apples?

We use many and few with plural countable nouns-

- We didn't take many photographs
- I have a few jobs to do

Examples

- We placed the pencils and books on the table.
- Suresh found five silver coins in a little pot buried in his garden.
- The floods washed away the houses, cattle and trees.
- This book contains plays, poems and stories.

- There's a beach near here.
- Ananya was singing a song.
- Have you got a 2000 rupee note?
- It wasn't your fault. It was an accident.
- There are no batteries in the torch.
- We haven't got enough cups

UNCOUNTABLE NOUNS

Definition and Meaning

Uncountable nouns are substances, concepts etc that we cannot divide into separate elements and hence we cannot count them. For example we cannot count 'milk'- we can count 'bottles' of milk or 'litres' of milk or even 'mugs' of milk but not milk per se. Other instances are Information, water, understanding, wood, cheese, justice

Uncountable nouns are always singular. An uncountable noun always takes a singular form in a sentence.

Generally, you cannot use a/an with uncountable nouns. But you can use a _____ of

- a bowl of soup
- a drop of water
- a piece of music
- a game of tennis

You can use uncountable nouns alone without the/my/some etc-

- I eat rice everyday.
- There's mud on your shirt.
- Can you hear music?

You can also use some and any with uncountable nouns -

- We listened to some music.
- Did you buy any apple juice?

We use much and little with uncountable nouns -

- We didn't do much shopping.
- I have a little work to do.

Examples

- Oxygen is essential for human life.
- Where do you buy your furniture?
- The sand you have used in this plaster is of poor quality.
- This mud is stinking!

- Preeti was listening to some music.
- Have you got any money?
- It wasn't your fault. It was bad luck.
- There is no electricity in this house.
- We haven't got enough water

Check your progress:

Exercise – 1

Fill in the blanks with the correct word from the options given in the bracket:-

- There is so _____ (many, much) smoke coming out of the chimney.
- There are _____ (plenty of, a large amount of) fish in the pond.
- _____ (A little, A few) minute is all it takes for him to reach school.
- The postman put _____ (a great deal of, a lot of) letters into the bag.
- He threw _____ (a little, some) nuts to the monkeys.
- She uses only _____ (a few, a little) oil in her cooking.
- This farmer's hens lay _____ (a large amount of, several) eggs every day.
- (A lot of, A large number of) dust has collected on the desk.
- We saw _____ (a large amount of, many) cows grazing in the field.
- The dairy sells _____ (a large amount of, a large number of) milk.
- We can buy fresh _____ (fruits, fruit) from the supermarket.
- Mrs. Sharma went to the travel agent for some _____ (informations, information) about the tour to Japan.
- I can't wear this dress. The _____ (sleeve, sleeves) are too long.
- How many _____ (language, languages) does Jaimin speak?
- Miss Mehta spends a lot of _____ (moneys, money) on clothes.
- I don't know what to do. Please give me some _____ (advices, advice).
- Krina has beautiful _____ (hairs/hair).
- We had a lot of _____ (funny, fun) at the party last night.
- Sonal enjoys going to _____ (parties, party).
- Anil eats a lot of _____ (vegetables, vegetable).

- She burst into _____ (tear/ tears) when she heard the bad news.
- Parin and Jayesh shook _____ (hand/ hands) and become friends again.
- She can't see what is written on the blackboard without her contact (len/lenses)
- The two sisters took _____ (turn/ turns) at sitting up with their sick mother.
- Quite a number of _____ (DJ/ DJs) have extended their careers to singing.
- If you want to get well, you should take the doctor's (advice/ advices).
- Meera never does her _____ (homework/ homeworks)
- Jayant has lost his _____ (luggage/ luggages).
- The factory workers stopped working and took (a rest/ rest).
- The children sat on the _____ (grass/ grasses).

Exercise – 2

Decide whether each underlined noun is countable or uncountable:-

Last Sunday I went with my family for a picnic to the zoo. We took lots of food because we are all foodies! First of all we packed many chocolates to eat on the way. For the first course we took some soup and a number of bread. For the main course we decided on some paneer kadhui and chapattis for each person along with a little rice. Finally we packed a water melon big enough for everyone to get a slice. Of course we also took some tea and some coffee and a big bottle of coke and one-litre of ice cream. It seemed a huge quantity of food but all of it was consumed by the time we returned.

Exercise – 3

Is the underlined noun countable or uncountable:-

- The children fell asleep quickly after a busy day of fun.
- Be careful! The water is deep.
- The parade included fire trucks and police cars.
- We like the large bottles of mineral water.
- My mother uses real butter in the cakes she bakes.
- How many politicians does it take to pass a simple law?
- Most kids like milk, but Javed hates it.
- Most pottery is made of clay.
- Mahesh can play several different musical instruments.
- I was feeling so stressed that I ate an entire box of cookies.
- I prefer tea.
- Scientists say that the environment is threatened by pollution.

- There are a lot of windows in our classroom.
- We need some glue to fix this vase.
- The waiters in this restaurant are very professional.
- The bread my mother prepares is delicious.
- Drivers must be careful; the road is slippery.
- Some policemen are organizing road traffic to avoid any accidents.
- I'd like some juice please!
- Successful candidates will join the camp later this year.
- A rise in oil prices is inevitable since there is more and more global demand for energy.
- The exercises in this handbook are interesting.
- Dehydrated babies must drink a lot of water.
- Adult illiterates learn through a special government program.
- I met some nice people when I was walking along the beach.

Exercise –4

Fill in the blanks with the correct option from the ones given:-

- Could you pass me? I have spilled some juice on the floor.
a cloth
a clothing
a clothe
- I must buy
a clothing
a clothe
a piece of clothing
- The poor man was arrested for stealing
a bread
a loaf
- How money do you earn in a week?
much
many
Either could be used here
- A _____ struck the building
lightning
piece of lightning
flash of lightning

- I have gotto do.
much work
many works
- I was held up by _____
a traffic
the traffic
the traffics
- Politics a dirty game.
Is
are
- In my opinion, too much mathematicstaught in schools.
is
are
Either could be used here
- We are all eager to increase our.....
knowledge
knowledges
- Six people lost their.....in the accident
life
lives
- Hervery curly.
hair is
hair are

Exercise – 5

Write against each of the following nouns - countable or uncountable nouns:-

- | | | | |
|------------|-------------------|------------|--------------|
| • milk- | • mango
juice- | • snack- | • bus- |
| • room- | • sand- | • glasses- | • food - |
| • butter - | • books- | • pen- | • chocolate- |
| • song- | • messages- | • chair- | • ship- |
| • music- | • water- | • diesel- | • bananas- |
| • minute- | • soup- | • table- | • bars of |

- | | | | |
|-----------------|--------------|-----------|---------------------|
| • tea - | • chapattis- | • cream- | chocolate- |
| • child- | • fruit - | • money- | • cheese- |
| • homework - | • coconut - | • oil- | • mug of coffee- |
| • key- | • bread - | • insect- | • one litre petrol- |
| • potatoes- | • DVD- | • sofa- | • pair of clothes- |
| • cheese cubes- | • meat- | • yogurt- | • magazines- |
| • honey- | • ball- | • school- | • tomato soup- |
| | | | • bus- |

Exercise – 6

Underline the incorrect word in each sentence and write the correct word in the space provided:-

- He takes part in a lot of extracurricular activitys. _____
- I always put three teaspoon of sugar in my coffee. _____
- The field is full of sheeps. _____
- The thief was wearing jean. _____
- Money cannot buy happinesses. _____
- They want to finish the job themself. _____
- How many piece of cheese would you like? _____
- A mice was hiding under the table. _____
- Three passer-bys were shot in the raid. _____
- Put on more cloth or you will get a cold. _____

Exercise – 7

Select the correct option (a/an/some/any):-

- Leena's got a / an towel.
- Ananya's got a / some rucksack.
- Lavinia has got an / some insect repellent.
- Jay hasn't got some / any sunglasses.
- Anmol has got a / some swimming costume.
- Anokhi hasn't got any / some sandwiches.
- Avinash has got an / a apple.
- There aren't any / some cafés in the city.
- I haven't got any / some money.
- Have you got some / any sun cream?
- We've got some / any sandwiches.
- We need a /an torch for our camping trip.
- There isn't some / any litter on the beach.
- I'm going to buy any/an ice cream.

- Can I have some/a strawberries?
- You can have this cereal with some / a milk.
- I've got any / some fruit.
- There isn't some / an elephant.
- There aren't some / any sharks.
- Are there some / any plants?
- Is there a / an tree?
- Is there some / any cheese in the fridge?
- There is a / some water in the fridge.
- The supermarket's got some / a strawberries.
- I've got a / some soup in the fridge.

Exercise -8

Fill in the blanks with a/any/an/some:-

- There isn't _____ electricity at the campsite.
- There aren't _____ sunglasses in the shop.
- I've got _____ apple in my bag.
- There are _____ sandwiches.
- I'll buy _____ bottle of water at the beach.
- I haven't got _____ radios in my room.
- Is there _____ internet café in your town?
- There aren't _____ computers in my classroom.
- Have you got _____ brothers and sisters?
- My teacher's got _____ new car.
- I'm going to buy _____ wafers.
- She's got _____ pear.
- Have you got _____ lemons?
- We need _____ water.
- We don't need _____ strawberries.
- Have you got _____ apple?
- I've got _____ orange juice.
- There's _____ water in the bottle.
- There is _____ camera.
- You can have _____ potatoes.
- I've got _____ cherries.
- We've got _____ bread.
- Have we got _____ cheese?
- We need _____ banana.
- They haven't got _____ hamburgers.

Exercise -9

Prefix the following countable/uncountable nouns with a or an:-

_____ uncle	_____ artist
_____ hour	_____ river
_____ bus	_____ tent
_____ dress	_____ doctor
_____ oven	_____ exercise
_____ beach	_____ lady
_____ teacher	_____ house
_____ insect	_____ envelope
_____ taxi	_____ taxi
_____ umbrella	_____ idea
_____ player	_____ computer
_____ eye	_____ chair
_____ castle	

Answers –

Exercise – 1

much	many	hair	DJs
plenty of	a large amount of	fun	Advice
A few	fruits	parties	homework
a lot of	information	vegetables	luggage
some	sleeves	tears	rest
a little	languages	hands	grass
several	money	lenses	
A lot of	advice	turns	

Exercise – 2

- lots of food – uncountable noun
- many chocolates - countable noun
- some soup - uncountable noun
- number of bread - countable noun
- some paneer kadhai and chapattis - uncountable noun
- a little rice - uncountable noun
- a water melon - countable noun
- a slice - countable noun
- some tea - uncountable noun
- some coffee - uncountable noun
- a big bottle of coke - countable noun
- one litre of ice cream - countable noun
- a huge quantity of food - uncountable noun

Exercise – 3

<u>children</u> – countable noun	<u>cookies</u> - countable noun	<u>juice</u> – uncountable noun
<u>water</u> - uncountable noun	<u>tea</u> – uncountable noun	<u>candidates</u> – countable noun
<u>fire trucks</u> - countable noun	<u>Scientists</u> – countable noun	<u>oil</u> – uncountable noun
<u>bottles</u> - countable noun	<u>windows</u> – countable noun	<u>exercises</u> – countable noun
<u>butter</u> - uncountable noun	<u>glue</u> – uncountable noun	<u>water</u> - uncountable noun
<u>politicians</u> - countable noun	<u>waiters</u> – countable noun	<u>program</u> - countable noun
<u>milk</u> - uncountable noun	<u>bread</u> – uncountable noun	<u>people</u> – countable noun
<u>clay</u> - uncountable noun	<u>Drivers</u> - countable noun	
<u>instruments</u> - countable noun	<u>policemen</u> – countable noun	

Exercise – 4

- Could you pass me a cloth? I have spilled some juice on the floor.
- I must buy a piece of clothing.
- The poor man was arrested for stealing a loaf.
- How much money do you earn in a week?
- A flash of lightning struck the building.
- I have got much work to do.
- I was held up by the traffic.
- Politics is a dirty game.
- In my opinion, too much mathematics is taught in schools.
- We are all eager to increase our knowledge.
- Six people lost their lives in the accident.
- Her hair is very curly.

Exercise – 5

milk - uncountable	soup - uncountable	yogurt - uncountable
room - countable	chapattis - countable	school – countable
butter - uncountable	fruit – uncountable	bus - countable
song - countable	coconut – countable	food – uncountable
music - uncountable	bread – uncountable	chocolate – uncountable
minute - countable	DVD - countable	ship – countable
tea - uncountable	meat - uncountable	bananas - uncountable
child - countable	ball - countable	bars of chocolate – countable
homework - uncountable	snack – countable	one litre petrol - countable
key - countable	glasses – countable	pair of clothes -countable
potatoes - countable	pen - countable	magazines - countable
cheese cubes - countable	chair - countable	tomato soup - uncountable
honey - uncountable	diesel - uncountable	
ango juice -	table - countable	

uncountable
 sand - uncountable
 books - countable
 messages - countable
 water - uncountable

cream - uncountable
 money - uncountable
 oil - uncountable
 insect - countable
 sofa - countable

Exercise – 6

<ul style="list-style-type: none"> • activities • teaspoons • sheep 	<ul style="list-style-type: none"> • jeans • happiness • themselves 	<ul style="list-style-type: none"> • pieces • mouse • passers-by 	<ul style="list-style-type: none"> • clothes
--	--	---	---

Exercise – 7

<ul style="list-style-type: none"> • a • a • an • any • a • any • an 	<ul style="list-style-type: none"> • any • any • some • some • a • any • an 	<ul style="list-style-type: none"> • some • some • some • an • any • any • a 	<ul style="list-style-type: none"> • any • some • some • some
---	--	---	---

Exercise -8

- She's got a pear.
- You can have some potatoes.
- Have you got any lemons?
- I've got some cherries.
- We need some water.
- We've got some bread.
- We don't need any strawberries.
- Have we got some cheese?
- Have you got an apple?
- We need a banana.
- I've got some orange juice.
- They haven't got any hamburgers.

Exercise – 9



SECTION 5

2.7 COMMON MISTAKES TO AVOID

- You have learnt what are nouns and different types of nouns.
- You have also learnt how to use them appropriately, in writing sentences.

Please take a look at the Chapter below to understand the mistakes that you should avoid. In this Chapter we'll have a look at the errors made by non-native speakers of English.

NO	INCORRECT USAGE	CORRECT USAGE	EXPLANATION
1.	My father is leaving for Goa by the 8.30 O'CLOCK bus.	My father is leaving forGoa by the 8.30 bus.	Don't use O'CLOCK when minutes are also mentioned i.e. 'by the 9.45 train' but 'by the 9o'clock train'.
2.	He has built a new HOME for himself.	He has built a new HOUSE for himself.	Whereas a 'house' is any building meant for residence; a 'home' is a place of residence with long

			associations. A 'home' may also mean one's country.
3.	His FAMILY MEMBERS are coming by train.	THE MEMBERS OF HIS FAMILY are coming by train.	The correct usage is a member of the family, not a family member.
4.	GOOD NIGHT Rita; where have you been all these days?	GOOD EVENING Rita; where have you been all these days?	It is sometimes forgotten that 'good night' is a parting salutation. 'Good evening' is the proper salutation to be used when two people meet for the first time in the evening. One cannot make any further conversation after saying 'good night'.
5.	He has already CHEATED ME TWICE or thrice.	He has already CHEATED ON ME TWO OR THREE TIMES.	Twice and thrice are formal literary expressions and are not part of everyday usage.
6.	A KING'S life is different from a PRIME MINISTER.	A KING'S life is different from a PRIME MINISTER'S.	In a comparative statement of this kind, if the first noun is in the possessive case, the second noun too must be in the possessive case.
7.	Has your brother bought a new DRESS?	Has your brother bought a new SUIT?	Remember men and boys wear 'suits'; only women and girls wear 'dresses'.
8.	When I entered the compartment	When I entered the compartment there was NO	'Room' here means unoccupied seat or

	there was NO PLACE for me.	ROOM for me.	berth.
9.	When I entered the bedroom I saw a snake crawling on the GROUND .	When I entered the bedroom I saw a snake crawling on the FLOOR .	The 'ground' is part of the house; whereas the 'floor' constitutes a part of the room.
10.	I get a monthly allowance of HUNDRED rupees.	I get a monthly allowance of A HUNDRED rupees.	The word 'hundred' must always be preceded by the indefinite article 'a'.
11.	Summarise the TWO FIRST chapters of this book.	Summarise the FIRST TWO chapters of this book.	Obviously there cannot be 'two first chapters'...just as there cannot be 'two last chapters'!
12.	The sceneries here ARE not good.	The scenery here IS not good.	The word 'scenery' is an uncountable noun and has no plural.
13.	I have lost my FURNITURES .	I have lost my FURNITURE .	'Furniture' is an uncountable (mass) noun and has no plural.
14.	There are no BREADS in this shop.	There is no BREAD in this shop. There are no LOAVES in this shop.	'Bread' is an uncountable noun and has no plural form.
15.	Please excuse THE TROUBLES .	Please excuse ME FOR THE TROUBLE I HAVE CAUSED .	'Trouble' is an uncountable noun and has no plural form.
	He took TROUBLE TO DO his work.	He took PAINS OVER his work.	'Trouble' is an uncountable noun.
15.	I spent the holidays with my FAMILY	I spent the holidays with my	Since 'family' means a group of people

	MEMBERS.	FAMILY.	related by blood or marriage; 'family member' is a redundant expression.
16.	Write this in your COPY.	Write this in your NOTEBOOK.	As a noun 'copy' means a single specimen of a particular book or document
17.	I am learning a new POETRY.	I am learning a new POEM.	When we refer to 'poetry' we refer to the entire genre and not to the particular work of a poet.
18.	We saw a JOKER at the circus.	We saw a CLOWN at the circus.	'Clown' is a comic entertainer especially one in a circus whereas a 'joker' is a person who is foolish.
19.	We had a good PLAY of football.	We had a good GAME of football.	'Play' is generally used as a verb and 'game' is used as a noun.
20.	We saw a THEATRE.	We saw a PLAY.	A 'theatre' is a building in which plays are enacted.
21.	Please put your SIGN here.	Please put your SIGNATURE here.	'Sign' in this context is a verb; and 'signature' is a noun.
22.	He is my COUSIN BROTHER.	He is my COUSIN.	English language uses flexible terms to express relationships so 'cousin' means child of any aunt or uncle.

23.	He had a large NUMBER of money.	He had a large AMOUNT of money.	'Money' is an uncountable noun.
24.	There are two WAITING MEMBERS IN OUR PARTY.	There are two RESERVES IN OUR PARTY.	'Waiting' is generally used with the term 'list'.
25.	I passed the NOON in study.	I SPENT THE MIDDLE OF THE DAY studying.	'Noon' means 12 o'clock and not a period of time.
26.	He got a bad COMPANIONS HIP.	He got INTO bad COMPAN Y.	'Company' and 'companionship' are two different words.
27.	I TOOK A BATH in the sea.	I HAD A BATHE in the sea.	'Bath' is used when the objective of entering the water is to clean yourself; whereas 'bathe' is used when the objective is to swim or to enjoy oneself.

2.8 KEYWORDS

Common Noun

A Common Noun refers to a person, place, animal or thing in a general sense. It is written with capital letters only when it is used in the beginning of a sentence; otherwise it is written in small letters.

Proper Noun

Broadly speaking, names of people, places and animals are called Proper Nouns. Proper nouns also include – names of days of the week, months, historical places, schools, institutions, organizations, religions, festivals, holy texts, followers of a religion etc.

Uncountable Noun

Uncountable nouns are substances, concepts etc that we cannot divide into separate elements and hence we cannot count them. Examples- Information, water, under-standing, wood, cheese, justice

Let Us Sum Up

- This Unit would have enabled you to understand the meaning of nouns and differentiate between different types of nouns.
- Understand the meaning and usage of common noun, proper noun, with the appropriate way of writing it, when to begin with capital letters and when not.
- Difference between countable nouns and uncountable nouns.
- How to construct sentences using these nouns and the appropriate usage of 'a', 'an' and 'the'.

2. 9 REFERENCES

Video Link

<https://www.youtube.com/watch?v=YqBs1MtNqeE>

4.57 Minutes

Basic English Grammar - Noun | English Speaking | Spoken English | ESL | Free English Lesson.

SUGGESTED READING

Martin Hewings – Advanced English Grammar (A self study reference and practice book for advanced South Asian students)- Cambridge University Press

Terry O'Brien – The Little Red Book of Common Errors –Rupa Publications India Private Limited

A J Thomas and A V Martinet – A Practical English Grammar – Oxford University Press

Raymond Murphy – Intermediate English Grammar (Reference and Practice for South Asian Students) – Cambridge University Press

Michael Swan – Practical English Usage Oxford University Press

Raymond Murphy – Essential English Grammar (A self study reference and practice book for elementary students of English) – Cambridge University Press

Michael Swan and Catherine Walter – Oxford English Grammar – Oxford University Press.

UNIT : 3**TYPES OF NOUNS****:: STRUCTURE ::****3.0 Learning Objectives****3.1 Introduction****3.2 Section 1 : Concrete Noun****3.3 Section 2 : Abstract Noun****3.4 Section 3 : Collective Noun****3.5 Section 4 : Singular and Plural Noun****3.6 Section 5 : Gender****3.7 Section 6: Common Mistakes to Avoid****3.8 Keywords****3.9 References**

3.0 LEARNING OBJECTIVES

- Nouns are parts of speech that build sentences and are essential for all types of writing
- They are Concrete Noun, Abstract Noun, Collective Noun, Singular and Plural nouns,
- Before undertaking journalistic writing, one needs to understand, learn and master the correct usage of types of nouns, in addition to nouns.

On completion of unit

- You should be able to identify the difference between types of nouns

and their appropriate usage in written language.

- You should be able to use them properly in sentence construction

3.1 INTRODUCTION

- Do you like Mangoes? What are the different types of Mangoes that you know of? Alphonso, Kesar, Paayari, Langdo, Dasehri... etc. They all have different tastes and methods of eating (some cut into pieces and some make it into a pulp), but they are all still mangoes.
- The same way, there are different types of nouns, which have different functions and are to be used in sentences in different ways, but they all still serve the same essential purpose - they are a name for a thing, place, person, idea.
- Each type of noun has been explained individually in the following section. They may look like a lot to remember, but don't get bogged down with the definitions. Your aim should not be to cast these definitions to memory, but remember how to use them in sentence construction. Memorise the rules of usage carefully.
- Explore and understand them through the simple explanation and exercises that follow. Don't forget to take a hard look at the Conclusion Section that highlights the common mistakes to avoid.

SECTION 1

3.2 CONCRETE NOUN

- There are several types of nouns which have different functions assigned to them in a sentence. It could be specific or generic. Nouns always refer to a person, thing, place or an idea. It is essential to know the different types of nouns and their usage.
- In this unit you will learn about Concrete Noun, Collective Noun, Singular Noun and Plural Nouns and their gender.

Definition and Meaning:

- A Concrete Noun is a noun that names anything or anyone that you can sense through your physical senses – touch, sight, taste, hearing or smell. Majority of nouns become concrete nouns as we can feel them (such as all animals and people) through our sense organs. Concrete nouns can be of any type such as common nouns, countable nouns, proper nouns, uncountable nouns, collective nouns, etc. They can also be in singular or plural forms.

- For instance – student, book, dog, cat, teacher, pencil, computer, pen, handset etc

Examples:

- The student handed the books to the librarian.
- Whenever we take the cat to the doctor, we are made to wait in a closed room with no venti-lation.
- Modern education needs teachers who are comfortable with computers.
- The pen is mightier than the sword.
- Youngsters these days cannot survive without handsets.
- The best part about writing with a pencil is that you can erase your mistakes.
- Neha has learnt cooking delicious dishes by watching videos on social media!
- That flyover should be ready in six months time.
- Items like pasta and pizza should not be eaten on a daily basis.
- Health is wealth.

Check your progress

Exercise

Circle the concrete nouns in the following sentences:-

- My mother daily gives me an apple with lunch.
- I and my sister saw monkeys and a black panther at the zoo.
- My car is very comfortable.
- Sometimes peacocks come into my backyard in the rainy season.
- I always eat a bowl of cereals in my breakfast.
- My father has set up a beautiful garden in front of the house.
- The highway was blocked because of an accident in the early morning.
- Her grandfather is a famous writer and has written many journals.
- I have a severe pain in my right knee for the last three days.
- They go to the temple every morning before breakfast.
- He came to take my notes as he was absent.
- Columbus was a citizen of the Republic of Genoa.
- Some people are ready to work at a very less payment.
- I love fruit salad.
- Brave soldiers always protect their country by guarding the borders.
- I have won many trophies for cricket.
- My friend found my missing pen.
- We enjoy weekends with our families.

- My uncle has a cow and a buffalo which give him fresh milk.
- We really had a good time in the sanctuary as we saw tigers and elephants.
- My mother always gives us dry fruits in the morning.
- I have thirty novels.
- My grandmother has an antique chair.
- I have many friends but only one of them is loyal.
- There are three rooms in my house.
- I ate two toasts and tea for breakfast.
- I love watching the sunrise and have even clicked some photographs.
- We can see stars only in the night.
- My class teacher teaches me English.
- My parents have imparted values and etiquette in me

Answers

- | | |
|--|--------------------------------|
| • mother, apple, lunch | • trophies, cricket |
| • monkeys, panther, zoo | • friend, pen |
| • car | • weekends, families |
| • peacocks, backyard, season | • uncle, cow, buffalo, milk |
| • bowl, cereals, breakfast | • sanctuary, tigers, elephants |
| • father, garden, house | • mother, fruits |
| • highway, accident, morning | • novels |
| • grandfather, writer, journals | • grandmother, chair |
| • knee, days | • friends |
| • temple, morning, breakfast | • rooms, house |
| • notes | • toasts, tea, breakfast |
| • Columbus, citizen, Republic of Genoa | • sunrise, photographs |
| • people, payment | • stars, night |
| • fruit salad | • class teacher, English |
| • soldiers, country, borders | • parents, value, etiquette |

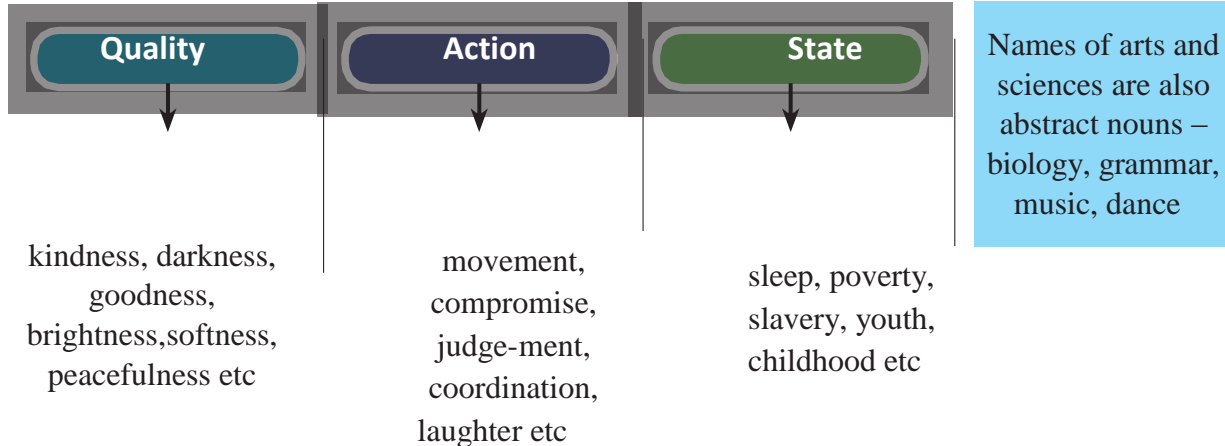
▶ SECTION 2

3.3 ABSTRACT NOUN

Definition and Meaning:

- An Abstract Noun is a noun which names anything which you cannot see, hear or touch; but only understand and feel. It is an idea, state, emotion, experience or quality of a person, animal or thing. It is

written with capital letters only when it is used in the beginning of a sentence; otherwise it is written in small letters. Like other nouns, abstract nouns can be used as the subject or object in a sentence.



How are abstract nouns formed?

From Adjectives:

<ul style="list-style-type: none"> • bright –brightness • honest-honesty • beautiful-beauty 	<ul style="list-style-type: none"> • wise-wisdom • stupid-stupidity
--	---

From Verbs:

<ul style="list-style-type: none"> • move-movement • grow-growth 	<ul style="list-style-type: none"> • laugh-laughter
--	--

From Common Nouns:

<ul style="list-style-type: none"> • slave-slavery • boy-boyhood 	<ul style="list-style-type: none"> • agent-agency • woman-womanhood
--	---

A number of suffixes are frequently used to form abstract nouns. Some of the most common ones are:

<ul style="list-style-type: none"> • -ment • -ion 	<ul style="list-style-type: none"> • -ness • -ity
---	---

The less common suffixes are:

<ul style="list-style-type: none"> • -ship 	<ul style="list-style-type: none"> • -th
<ul style="list-style-type: none"> • -dom 	<ul style="list-style-type: none"> • -hood

Examples:

- The people shouted that they wanted justice and not compromise.
- Please don't remind Ravi of his childhood.
- Peace prevailed only after the minister left the venue.
- Honesty, kindness, wisdom and thoughtfulness are some of the qualities of Dr Abdul Kalam.
- The beauty of Cleopatra is legendary.
- In his boyhood he was known to be a very active child.
- She has always been known for her generosity.
- The accident took place because of his carelessness.

Check your progress**Exercise – 1**

Form abstract nouns from the following adjectives:-

Long	_____	Prudent	_____	Proud	_____
Strong	_____	Dark	_____	Brave	_____
Wide	_____	Wise	_____	Novel	_____
Young	_____	Good	_____	Poor	_____
Humble	_____	Vacant	_____	Just	_____
Decent	_____	Sweet	_____	Vain	_____
Cruel	_____	Human	_____	Sane	_____
Bitter	_____	Free	_____	Ignorant	_____

Exercise – 2

Fill in the blanks with suitable abstract nouns based on the adjectives, verbs or nouns given in the brackets:-

- He is a man of(strong).
- The people in this part of the country live in (poor).
- to animals is a punishable offence. (cruel)
- He is on a to Mecca. (pilgrim)
- I have great to introduce you to her. (please).
- is the best period of one's life. (child).
- should always be avoided. (waste).
- As a parent my children's is of utmost importance to me. (safe).
- As the sun went below the horizon.....enveloped the planet. (dark).
- There is no end to his (wicked)

Exercise – 3

Read the sentences below and identify the Concrete Noun and Abstract Noun and writethem in the corresponding column:–

SENTENCE	CONCRETE	ABSTRACT
I felt pain when the dentist extracted my tooth.		
I fell in love with that little child.		
After dinner, Heli went for a walk.		
My mother will pick me up from school every Monday.		
The puppy jumped on the table and ate the cake.		
Shalini’s childhood was traumatic.		
I fully trust my child’s nanny.		
She is potting plants in the garden.		
That boy is very intelligent.		
He is a loyal friend.		

Exercise – 4

Identify which of the words given below are Concrete Nouns and which are AbstractNouns and put a cross in the corresponding column:–

WORD	CONCRETE NOUN	ABSTRACT NOUN
Love		
Book		
Girl		
Intelligence		
Mouse		
Loyalty		
Laptop		
Peace		
Table		
Desk		
Teacher		
Anger		
Beauty		
Picture		
Wall		
Confidence		

Bottle		
Trust		
Sofa		
Chair		
Warmth		
Mobile		
Hatred		
Enemy		
Flowers		

Answers

Exercise – 1

Long - length Strong - strength Wide - width Young - youth Humble - humility Decent - decency	Cruel - cruelty Bitter - bitterness Prudent - prudence Dark - darkness Wise - wisdom Good – goodness	Vacant - vacancy Sweet – sweetness Human – humanity Free - freedom Proud - pride Brave - bravery	Novel - novelty Poor - poverty Just - justice Vain - vanity Sane - sanity Ignorant – ignorance
--	---	---	---

Exercise – 2

- o He is a man of strength.
- o The people in this part of the country live in poverty.
- o Cruelty to animals is a punishable offence.
- o He is on a pilgrimage to Mecca.
- o I have great pleasure to introduce you to her.
- o Childhood is the best period of your life.
- o Wastage should always be avoided.
- o As a parent my children’s safety is of utmost importance to me.
- o As the sun went below the horizon darkness enveloped the planet.
- o There is no end to his wickedness

Exercise – 3

SENTENCE	CONCRET ENOWN	ABSTRACT NOWN
I felt pain when the dentist extracted my tooth.	dentist, tooth	pain
I fell in love with that little child.	child	love
After dinner, Heli went for a walk.	dinner, Heli, walk	

My mother will pick me up from school every Monday.	mother, school, Monday	
The puppy jumped on the table and ate the cake.	puppy, table, cake	
Shalini's childhood was traumatic.	Shalini's	traumatic
I fully trust my child's nanny.	Nanny	trust
She is potting plants in the garden.	plants, garden	
That boy is very intelligent.	boy	intelligent
He is a loyal friend.	friend	loyal

Exercise - 4

WORD	CONCRETE NOUN	ABSTRACT NOUN
Love		X
Book	X	
Girl	X	
Intelligence		X
Mouse	X	
Loyalty		X
Laptop	X	
Peace		X
Table	X	
Desk	X	
Teacher	X	
Anger		X
Beauty		X
Picture	X	
Wall	X	
Confidence		X
Bottle	X	
Trust		X
Sofa	X	
Chair	X	
Warmth		X
Mobile	X	
Hatred		X
Enemy	X	
Flowers		X

3.4 COLLECTIVE NOUN

Definition and Meaning

- A Collective Noun is a noun naming a group of things, animals or persons. We can count the individual members of the group, but we usually think of the group as a whole. A collectivenoun is a noun that is singular in form but refers to a group of people, animals or things.
- For instance – jury, herd, pack, army, crowd, mob, fleet, committee, team, flock, bunch, group, family, board, team

Examples

Look at the sentences below where the collective nouns have been underlined-

- o The herd of bison ran across the prairie, leaving a massive dust cloud.
- o This year’s basketball team includes three players who are over six feet tall.
- o Napoleon’s army was finally defeated at Waterloo.
- o The town council has approved plans to create a new park.
- o This pack of wolves is found in this part of the Sanctuary.
- o The jury is split on the issue.
- o The rock group has been on tour for months.
- o The family meets every year during Diwali.
- o The class was surprised at the announcement made by the teacher.
- o Everyone in the audience applauded loudly when Bryan Adams appeared on the stage.

Common Collective Nouns Used for People

<ul style="list-style-type: none"> o A band of musicians o A board of directors o A choir of singers o A class of students 	<ul style="list-style-type: none"> o A crowd of people o A gang of thieves o A pack of thieves o A panel of experts 	<ul style="list-style-type: none"> o A team of players o A troupe of dancers
Common Collective Nouns Used for Animals		
<ul style="list-style-type: none"> o An army of ants o A flock of birds o A flock of sheep 	<ul style="list-style-type: none"> o A litter of puppies o A murder of 	<ul style="list-style-type: none"> o A swarm of locusts o A team of horses

<ul style="list-style-type: none"> o A herd of deer o A hive of bees 	<ul style="list-style-type: none"> crows o A pack of hounds o A pack of wolves o A school of fish 	<ul style="list-style-type: none"> o A pride of lions
Common Collective Nouns Used for Things		
<ul style="list-style-type: none"> o A bouquet of flowers o A bunch of flowers o A fleet of ships o A forest of trees 	<ul style="list-style-type: none"> o A galaxy of stars o A pack of cards o A pack of lies o A pair of shoes 	<ul style="list-style-type: none"> o A range of mountains o A wad of notes

Check your progress:

Exercise – 1

Each of these sentences contains a collective noun. Select the correct answer from the options that follow the sentence:-

- Keys, marbles, and rubber bands were just a few of the things in the pile of objects in his drawer.
A – marbles B – things C – pile
- The boys decided to join the navy after graduation.
A – boys B – navy C – graduation
- After the performance, all the actors joined hands and bowed to the audience.
A – performance B – actors C – audience
- The team celebrated after scoring a winning goal.
A – team B – winning C – goal
- Most of the students on the committee are toppers in their class.
A – students B – committee C – toppers
- The boat's crew worked all night to stop the leak.
A – boat's B – crew C – leak

- The talent show featured several individual performers, along with three bands.
A – show B – performers C – bands
- Our extended family includes great-grandparents and second cousins.
A – family B – great-grandparents C – cousins
- All of the students are attending a school assembly on Friday.
A – students B – school C – assembly
- All of the students are attending a school assembly on Friday.
A – students B – school C – assembly
- The committee will be voting on three education funding bills tomorrow.
A – committee B – bills C – tomorrow
- The teachers and administrators held a meeting in the faculty office.
A – teachers B – administrators C – faculty
- The sheep clustered in a tight flock scared of the storm.
A – sheep B – flock C – storm

Exercise -2

Select the correct answer from the options given below each question:-

- A collective noun is a:
A: Word used to represent a group of people, animals, or things
B: Noun made up of at least two words. It is usually hyphenated

Sunrise is a collective noun.

- A: True
B: False

Select the collective noun.

- A: Snow
B: Herd
C: Mining

Select the collective noun used for people.

A: Wad

B: Troupe

C : Galaxy

Bouquet is a collective noun.

A : True

B : False

Select the collective noun-

There is no 'i' in team but there is in win. (Michael Jordan)

Select the collective noun-

Chocolate Plane Continent Fleet Bulb Christmas River

Select the collective noun-

In order to be an immaculate member of a flock of sheep, one must above all be a sheep oneself. (Albert Einstein)

The collective noun used for animals is -

A: Flock

B: Choir

C: Fleet

Select the collective noun-

History is a pack of lies about events that never happened told by people who weren't there.(George Santayana)

Select the correct collective noun for ants-

A: Army

B: Team

Choir is a collective noun.

A: True

B: False

Select the correct collective noun for crows-

A: Flock

B: Murder

Select the collective noun-

A: Runway

B: Shelf C: Swarm

Select the first collective noun-

A team is where a boy can prove his courage on his own.

A gang is where a coward goes to hide. (Mickey Mantle)

Select the sentence with a collective noun.

A: A pair of powerful spectacles has sometimes sufficed to cure a person in love. (Friedrich Nietzsche)

B: My mother had a great deal of trouble with me, but I think she enjoyed it. (Mark Twain)

Select the sentence with a collective noun.

A: If you can't tell a spoon from a ladle, then you're fat! (Demetri Martin)

B: I failed to make the chess team because of my height. (Woody Allen)

Select the correct collective noun for geese-

A: Wander

B: Gaggle C: Plunde

Answers

Exercise -1

C	A	C	A
B	B	A	C
C	B	C	B

Exercise -2

A	Team	A	A
B	Fleet	A	B
B	Flock	B	B
B	A	C	
A	Pack	Team	

SECTION 4

3.5 SINGULAR NOUN AND PLURAL NOUN

Definition and Meaning

- A noun that denotes only one person (e.g. a girl), thing (e.g. pen), animal (e.g. tiger), or place (e.g. mall) is called a singular noun.
- A noun that denotes more than one person (e.g. girls), thing (e.g. pens), animal (e.g. tigers), or place (e.g. malls) is called a plural noun.

Examples

Formation of Plurals:

Generally the plural of most countable nouns is formed by adding ‘s’, for example

SINGULAR	PLURAL
Hat	Hats
Letter	Letters
Pencil	Pencils
Student	Students

For nouns ending with – ch, s, sh, x or z the plural is formed by adding ‘es’, for example –

SINGULAR	PLURAL
Branch	Branches
Match	Matches
Bus	Buses
Pass	Passes
Dish	Dishes
Marsh	Marshes
Fox	Foxes
Buzz	Buzzes

For nouns ending with – ce, ge, se or ze the plural is formed by adding ‘s’ (here the final

‘es’ is pronounced as a separate syllable), for example –

SINGULAR	PLURAL
Place	Places
Voice	Voices
Change	Changes
Page	Pages
House	Houses
Phrase	Phrases
Size	Sizes

For nouns ending with y, preceded by a consonant the plural is formed by changing the ‘y’ to ‘i’ and adding ‘es’, for example –

SINGULAR	PLURAL
Candy	Candies
City	Cities
Lady	Ladies
Story	Stories

For nouns ending with y, preceded by a vowel the plural is formed by adding ‘s’, forexample –

SINGULAR	PLURAL
Boy	Boys
Day	Days
Key	Keys
Toy	Toys
Ray	Rays

For nouns ending with f, the plural is formed by changing the ‘f’ to ‘v’ and adding ‘es’,for example –

SINGULAR	PLURAL
Calf	Calves
Elf	Elves
Half	Halves
Leaf	Leaves
Loaf	Loaves
Self	Selves
Sheaf	Sheaves
Shelf	Shelves
Thief	Thieves
Wolf	Wolves

For nouns ending with fe, the plural is formed by changing the ‘f’ to ‘v’ and adding ‘s’,for example –

SINGULAR	PLURAL
Knife	Knives
Life	Lives
Wife	Wives

Besides the above there are also a few nouns ending with f, for which the plural is formed in two different ways, for example

SINGULAR	PLURAL
Hoof	Hoofs OR Hooves
Scarf	Scarfs OR Scarves
Staff	Staffs OR Staves
Wharf	Wharfs OR Wharves

For nouns ending with o, the plural is formed by either adding ‘s’ or ‘es’, for example –

SINGULAR	PLURAL
Albino	Albinos
Alto	Altos
Casino	Casinos
Piano	Pianos
Radio	Radios
Ratio	Ratios
Silo	Silos
Solo	Solos
Sombrero	Sombreros
Soprano	Sopranos
Studio	Studios
Archipelago	Archipelagos
Cargo	Cargoes
Echo	Echoes
Hero	Heroes
Innuendo	Innuendoes
Mosquito	Mosquitoes
Potato	Potatoes
Tomato	Tomatoes
Tornado	Tornadoes
Torpedo	Torpedoes
Veto	Vetoes
Volcano	Volcanoes

Many words from other languages have been adopted into the English language. In most of these nouns the plural is formed by adding ‘s’ or ‘es’; but in some (Greek and Latin words used for scientific purposes) the plural is formed in the same way that they do in the original language,

for example.

SINGULAR	PLURAL
Analysis	Analyses
Axis	Axes
Basis	Bases
Crisis	Crises
Criterion	Criteria
Honorarium	Honoraria
Hypothesis	Hypotheses
Medium	Media
Nebula	Nebulae
Nucleus	Nuclei
Oasis	Oases
Parenthesis	Parentheses
Phenomenon	Phenomena
Spectrum	Spectra
Stratum	Strata
Stimulus	Stimuli
Synopsis	Synopses
Synthesis	Syntheses
Thesis	Theses
Vertebra	Vertebrae

In the case of nouns formed from two or more words joined by hyphen, usually only the first word forms a plural, for example –

SINGULAR	PLURAL
Brother-in-law	Brothers-in-law
Daughter-in-law	Daughters-in-law
Father-in-law	Fathers-in-law
Mother-in-law	Mothers-in-law
Runner-up	Runners-up
Sister-in-law	Sisters-in-law
Son-in-law	Sons-in-law

A few words from old English form plurals in a totally different way, for example

SINGULAR	PLURAL
Child	Children
Foot	Feet
Goose	Geese
Tooth	Teeth
Louse	Lice
Mouse	Mice
Ox	Oxen
Man	Men
Woman	Women

For nouns ending with ‘man’, the plural is formed by changing ‘man’ to ‘men’, forexample

SINGULAR	PLURAL
Gentleman	Gentlemen
Policewoman	Policewomen
Fireman	Firemen

A few nouns do not change in the plural, for example-

SINGULAR	PLURAL
Deer	Deer
Sheep	Sheep
Hair	Hair
Salmon	Salmon

Some words have NO corresponding singular noun-

Annals	Nuptials	Dregs
Scissors	Oats	Tongs
Thanks	Billiards	Gallows
Spectacles	Bellows	

While a few singular nouns have TWO plurals and both have different meanings-

SINGULAR	PLURAL 1	PLURAL 2
Brother	Brothers (by blood)	Brethren (of a society)

		or community)
Cloth	Cloths (kinds of cloth)	Clothes (garments)
Die	Dies (stamps for coins etc)	Dice (for gaming)
Genius	Geniuses (men of genius)	Genii (spirits)
Index	Indexes (to books)	Indices (in algebra)
Penny	Pennies (separately)	Pence (collectively)

Check your progress:

Exercise – 1

Convert the following words into plural/singular:-

<ul style="list-style-type: none"> • Day • Tax • Taxi • Lady • Mountain • City • House • Boy • Family • Life • Photo • Phone • Sandwich • Nurse • Elf 	<ul style="list-style-type: none"> • Phenomenon • Criterion • Village • Toy • Lamps • Sheep • Cliffs • Roofs • Thieves • Pianos • Teeth • Bases • Men • Sheriffs • Shelves 	<ul style="list-style-type: none"> • Heroes • Oxen • Diagnoses • Desk • Pencil • Bike • Cat • Invitation • Watch • Game • Cage • Cake • Box • Half • Kilo 	<ul style="list-style-type: none"> • Woman • Mouth • Foot • Penny • Bus • Fish • Strata • Index • Deer • Gallows • Goose • Brother-in-law • Stimuli • Scissors • Cargo
--	---	--	---

Exercise – 2

Choose the correct plural from the options given:-

- Choice
- a. Choices b. Choices c. Choiceies
- Box
- a.Boxs b. Boxies c. Boxes
- Thief
- a.Thiefies a. Thiefs c. Thieves
- Army
- a.Armys b. Armies c. Army
- Owl
- a.Owls b. Owlies c. Owelds

Exercise – 3

Fill in the blanks with the correct noun from the options given below

- The men sharpened their _____ before throwing them at the targets.
- A – knife B – knives C – knives

- Please eat the rest of your _____.
- A – pease B – Peas C – Peies
- I'd like you to stop leaving your _____ on the floor.
- A – Socks B – Sockses C – Sox
- We saw a lot of _____ at the park.
- A – Deers B – Deeries C – Deer
- This recipe calls for a lot of _____.
- A – Tomatos B – Tomatoes C – Tomaties

Exercise – 4

Fill in the blanks with the correct phrase from the options given below

I think they teach mathematics in schools.

- too much
- too many

Politics a complicated business.

- is
- are

..... suffering from a disease called BSE.

- Many cattle are
- Much cattle is

The police the thief.

- have arrested
- has arrested

Where my glasses?

- are
- is

The organization is trying to raise to support its projects.

- fund
- funds

A number of people..... tried to find the treasure.

- has
- have

A group of us..... going to hold a party tomorrow.

- is
- are

Half of her students understand a word she says.

- doesn't
- don't
- Either could be used here

Ten miles..... a long way to walk.

- is
- are

Either could be used here

One of my friends going to Mexico.

- is
- are

Nobody..... him except his best friends.

- like
- likes

Either could be used here

Answers

Exercise – 1

• Days	• Phenomena	• Hero	• Women
• Taxes	• Criteria	• Ox	• Mouths
• Taxis	• Villages	• Diagnosis	• Feet
• Ladies	• Toys	• Desks	• Pennies
• Mountains	• Lamp	• Pencils	• Buses
• Cities	• Sheep	• Bikes	• Fishes
• Houses	• Cliff	• Cats	• Stratum
• Boys	• Roof	• Invitations	• Indices
• Families	• Thief	• Watches	• Deer
• Lives	• Piano	• Games	• Gallows
• Photos	• Tooth	• Cages	• Geese
• Phones	• Basis	• Cakes	• Brothers-in-law
• Sandwiches	• Man	• Boxes	• Stimulation
• Nurses	• Sheriff	• Halves	• Scissors
• Elves	• Shelf	• Kilos	• Cargoes

Exercise - 2	Exercise-3
<ul style="list-style-type: none"> • a • c • c • b • a 	<ul style="list-style-type: none"> • C • B • A • C • B

Exercise-4

- I think they teach too much mathematics in schools.
- Politics is a complicated business.
- Many cattle are suffering from a disease called BSE.
- The police have arrested the thief.
- Where are my glasses?
- The organization is trying to raise funds to support its projects.
- A number of people have tried to find the treasure.
- A group of us are going to hold a party tomorrow.
- Half of her students don't understand a word she says.
- Ten miles is a long way to walk.
- One of my friends is going to Mexico.
- Nobody likes him except his best friends.

▶ SECTION 5

3.6 GENDER

Definition and Meaning:

Exercise – 1

All living beings belong to the male or the female gender and are classified into the masculine and feminine gender. For instance boy is masculine gender and girl is feminine gender.

Broadly speaking there are four main genders –

Masculine Gender Nouns are words for men, boys, and male animals.

- Example – he, him, father, boy, king

Feminine Gender Nouns are words for women, girls and female animals.

- Example – she, mother, sister, queen, princess

Common Gender Nouns are nouns that are used for both males and females.

- Example – accountant, colleague, manager, scientist, artist, cook, parent, teacher, astronaut, cousin, president, teenager, baby, dancer,

pupil, student, child, doctor, relation, friend, reporter, singer, lawyer, spouse, engineer, partner, chef, dentist etc

Neuter Gender Nouns are words for things that are not alive or inanimate.

Example – bat, ball, book, pen, shoe, desk, plant, house, knife, shirt, bucket, hospital, school, chair, cave, phone, pencil, flower, floor, fire, stick, bag, crayons etc

DID YOU KNOW...!

The word ‘gender’ is derived from the Latin word ‘genius’ which means type or kind

Examples and Rules:

Sometimes things which are without life and which properly speaking belong to the neuter gender are by a figure of speech called Personification changed into either the masculine or feminine gender. For example –

Look at the sun, he is just rising.

The moon is behind us. She is just setting.

Sailors also refer to their ship in the feminine gender as she or her.

Typhoons and storms also are normally given feminine names. For example – Titli, Irma, Ketsana, Wilma, Rita, Katrina etc

While masculine gender is applied to objects that exude power, strength and even violence like Time, Death, Sun, Summer, Winter

The feminine gender is used with objects of beauty, grace and gentleness like – peace, hope, moon, earth, spring

Feminine nouns are formed in three ways –

By using entirely different words:

MASCULINE	FEMININE
Bachelor	Spinster
Boy	Girl
Boar	Sow
Brother	Sister
Buck	Doe
Bull	Cow
Bullock	Heifer
Colt	Filly
Dad	Mum
Dog	Bitch
Drake	Duck

Drone	Bee
Earl	Countess
Father	Mother
Gander	Goose
Gentleman	Lady
Hart	Roe
Husband	Wife
King	Queen
Lord	Lady
Man	Woman
Monk	Nun
Nephew	Niece
Ram	Ewe
Rooster	Hen
Sir	Madam
Son	Daughter
Stag	Hind
Stallion	Mare
Uncle	Aunt
Wizard	Witch
Fox	Vixen
Cob (Swan)	Pen (Swan)

By adding a syllable (-ess, -ine, -trix, -a, etc):

MASCULINE	FEMININE
Actor	Actress
Benefactor	Benefactress
Enchanter	Enchantress
Instructor	Instructress
Duke	Duchess
Emperor	Empress
Prince	Princess
Songster	Songstress
Tempter	Temptress
Host	Hostess
Tiger	Tigress
Lion	Lioness
Waiter	Waitress
Master	Mistress

Murderer	Murderess
Sorcerer	Sorceress
Hero	Heroine
Czar	Czarina
Sultan	Sultana
Signor	Signora
Author	Authoress
God	Goddess
Widow	Widower
Count	Countess
Priest	Priestess
Giant	Giantess
Leopard	Leopardess

By changing a word before or after:

MASCULINE	FEMININE
Grandfather	Grandmother
Great-uncle	Great-aunt
Manservant	Maidservant
Landlord	Landlady
Milkman	Milk-woman
Peacock	Peahen
Salesman	Saleswoman
Washer-man	Washerwoman
Businessman	Businesswoman
Man	Woman
Bridegroom	Bride

Many times the gender words he and she are prefixed to living things as – he goat/she goat, cocksparrow/hen sparrow, he bear/she bear etc

But as can be seen from the examples given above the largest numbers of gender words are those marked by suffixes.

For instance the ending –ess is added to many words without changing the ending of the masculine (baron-baroness, heir-heiress etc)

Alternatively the masculine ending is dropped before the feminine –ess is added as in: negro-negress, murderer-murderess etc.

Check your progress:

Exercise – 1

Rewrite these sentences, changing the underlined nouns from masculine to feminine or vice versa-

- This man knows your husband.
- Mr Sharma is our headmaster.
- Our landlord is a widower.
- The shepherd prayed to the god.
- My father's brother is my uncle.
- The bridegroom is here.
- The colt was stung by a drone.
- The actor played the part of the hero.
- The girl looks very much like her mother.
- The mistress gave her maidservant a present.
- The nun is talking to my grandmother.
- My aunt was an airplane stewardess once.
- The cow was chased by the vixen.
- My maternal aunt is a spinster.
- My niece has a pet tabby-cat.
- This girl is the bride.
- My aunt visits her niece every weekend.
- The lady has several mares in her farm.
- The daughter is more talkative than the mother.
- Does any actress like to play the role of the princess?
- Their queen is a widow.
- In the movie the tigress was killed by the heroine.
- His daughter-in-law is a postmistress.
- The countess has one sister.
- The authoress is writing a book about the empress.
- The follower thanked the priest.
- His brother works as a waiter
- The dog barked at the milkman.
- A cock was killed by a leopard.
- The manservant has worked for many years for the duke.
- Her husband has a gander.
- He was a postman before he became a postmaster.
- The lad wants to be a monk.
- The sultan owns a white horse.
- Her father-in-law is a landlord.

Exercise – 2**Write the opposite gender against each of the nouns given below:-**

	Spinster
Boy	
	Sow
Brother	
	Doe
Bull	
	Heifer
Colt	
Dad	
Dog	
	Duck
Drone	
	Countess
	Mother
	Goose
Gentleman	
	Roe
	Wife
King	
	Lady
	Woman
Monk	
	Niece
	Ewe
	Hen
	Madam
Son	
Stag	
Stallion	
Uncle	
Wizard	
Fox	
	Pen (Swan)
	Grandmother
	Great-aunt
	Maidservant
Landlord	

Milkman	
Peacock	
	Saleswoman
	Washerwoman
Businessman	
	Woman
	Bride
	Actress
Benefactor	
Enchanter	
	Instructress
	Duchess
	Empress
Prince	
Songster	
	Temptress
	Hostess
	Tigress
Lion	
	Waitress
Master	
	Murderess
	Sorceress
Hero	
	Czarina
Sultan	
	Signora
	Authoress
	Goddess
	Widower
Count	
Priest	
Giant	
	Leopardess

Answers

Exercise-1

- This woman knows your wife.
- Mrs Sharma is our headmistress.

- Our landlady is a widow.
- The shepherdess prayed to the goddess.
- My mother's sister is my aunt.
- The bride is here.
- The filly was stung by a drake.
- The actress played the part of the heroine.
- The boy looks very much like his father.
- The master gave his manservant a present.
- The monk is talking to my grandfather.
- My uncle was an airplane steward once.
- The bull was chased by the fox.
- My paternal uncle is a bachelor.
- My nephew has a pet tom-cat.
- This boy is the bridegroom.
- My uncle visits his nephew every weekend.
- The gentleman has several stallions in his farm.
- The son is more talkative than the father.
- Does any actor like to play the role of the prince?
- Their king is a widower.
- In the movie the tiger was killed by the hero.
- Her son-in-law is a postmaster.
- The count has one brother.
- The author is writing a book about the emperor.
- The follower thanked the priestess.
- Her sister works as a waitress.
- The bitch barked at the milk-woman.
- A hen was killed by a leopardess.
- The maidservant has worked for many years for the duchess.
- His wife has a goose.
- She was a post-woman before she became a postmistress.
- The lass wants to be a nun.
- The sultana owns a white mare.
- His mother-in-law is a landlady

Exercise-2

Bachelor	Spinster
Boy	Girl
Boar	Sow
Brother	Sister
Buck	Doe
Bull	Cow
Bullock	Heifer

Colt	Filly
Dad	Mum
Dog	Bitch
Drake	Duck
Drone	Bee
Earl	Countess
Father	Mother
Gander	Goose
Gentleman	Lady
Hart	Roe
Husband	Wife
King	Queen
Lord	Lady
Man	Woman
Monk	Nun
Nephew	Niece
Ram	Ewe
Rooster	Hen
Sir	Madam
Son	Daughter
Stag	Hind
Stallion	Mare
Uncle	Aunt
Wizard	Witch
Fox	Vixen
Cob (Swan)	Pen (Swan)
Grandfather	Grandmother
Great-uncle	Great-aunt
Manservant	Maidservant
Landlord	Landlady
Milkman	Milk-woman
Peacock	Peahen
Salesman	Saleswoman
Washer-man	Washerwoman
Businessman	Businesswoman
Man	Woman
Bridegroom	Bride
Actor	Actress
Benefactor	Benefactress
Enchanter	Enchantress

Instructor	Instructress
Duke	Duchess
Emperor	Empress
Prince	Princess
Songster	Songstress
Tempter	Temptress
Host	Hostess
Tiger	Tigress
Lion	Lioness
Waiter	Waitress
Master	Mistress
Murderer	Murderess
Sorcerer	Sorceress
Hero	Heroine
Czar	Czarina
Sultan	Sultana
Signor	Signora
Author	Authoress
God	Goddess
Widow	Widower
Count	Countess
Priest	Priestess
Giant	Giantess
Leopard	Leopardess

SECTION 6

3.7 COMMON MISTAKES TO AVOID

In this Chapter we'll have a look at the errors made by non-native speakers of English–

INCORRECT USAGE	CORRECT USAGE
There is numerous issues with the system.	There are numerous issues with the system.
These is a critical error you've made.	This is a critical error you've made.

One of the times I have ignored his dis-gusting behaviour.	Many of the times I have ignored his dis-gusting behaviour.
I have two great childs.	I have two great children.
At first peoples get a wrong idea about my personality.	At first people get a wrong idea about my personality.
The numbers of times he has repeated thesame statement is funny.	The number of times he has repeated thesame statement is funny.
That do not mean that she's lying	That does not mean that she's lying.
Lately, my hairs has begun to fall.	Lately, my hair has begun to fall.
Rajat is a master in Linux and Windowsoftwares.	Rajat is a master in Linux and Windowssoftware
That tornado affected so many lifes.	That tornado affected so many lives.
Her hairs are grey.	Her hair is grey.
We have received no informations aboutthe accident.	We have received no information about theaccident.
People say that the police is investigatingthe case.	People say that the police are investigatingthe case.
I heard these news in the morning.	I heard this news in the morning.
I saw many sheeps and deers in the jungle.	I saw many sheep and deer in the jungle.
My father gave me some advices.	My father gave me some advice.
Mahi has grey hairs.	Mahi has grey hair.
I asked the authority if they had any infor-mations about the arrival of the flight	I asked the authority if they had any infor-mation about the arrival of the flight.
Furnitures are now-a-days made of steel.	Furniture is now-a-days made of steel.

I asked them to leave their luggages at the hotel room.	I asked them to leave their luggage at the hotel room.
The building is out of repairs.	The building is out of repair.
The farmer took the cattles out for grazing.	The farmer took the cattle out for grazing.
I bought three dozens notebooks.	I bought three dozen notebooks.
Sachin has completed three-fourth of his homework till yet.	Sachin has completed three-fourths of his homework till yet.
The price of the mobile phone is twenty thousands rupees.	The price of the mobile phone is twenty thousand rupees.
Shruti cooked fishes for lunch.	Shruti cooked fish for lunch.
He owns twelve sheeps and five deers.	He owns twelve sheep and five deer.
My mother gave me a ten-rupees note for my pocket money.	My mother gave me a ten-rupee note for my pocket money.
The table's legs are broken.	The legs of the table are broken.
I went to the party with my family mem-bers.	I went to the party with the members of my family.
He has six brother-in-laws.	He has six brothers-in-law.
This is Amol's my friend's book.	This is my friend Amol's book.
The gang cannot distinguish the Good from the Evil.	The gang cannot distinguish Good from Evil.
She is afraid to enter the house, to face thereality.	She is afraid to enter/of entering the house to face reality.
He prefers to live close to the nature be-cause he is afraid of the death.	He prefers to live close to nature because he is afraid of death.
Every student should respect their teachers.	Every student should respect his teachers.

Parents must pay attention to the upbringing of his children.	Parents must pay attention to the upbringing of their children
The audience are requested to be in itsseats.	The audience are requested to be in theirseats.
Very few peoples are smart.	Very few people are smart.
I had gone to the market to buy vegetable.	I had gone to the market to buy vegetables
Rice are the staple food of Indians.	Rice is the staple food of Indians.
I have many works to do.	I have much work to do.
All his furnitures have been sold.	All his furniture has been sold.
Our surroundings was pleasant.	Our surroundings were pleasant.
The porter demanded fifty rupees to carry my luggages.	The porter demanded fifty rupees to carry my luggage.
He gave me his advices on this project.	He gave me his advice on this project.
Those news are good.	That news is good.
The Planning Commission are at work.	The Planning Commission is at work.
He does not like this kinds of movies.	He does not like movies of this kind.
The Cambay Street is closed for repair.	The Cambay Street is closed for repairs.
I have many works to do today.	I have much work to do today.
Politics are very popular these days.	Politics is very popular these days.
All the money are kept in the locker.	All the money is kept in the locker.
I kept my spectacle on the table.	I kept my spectacles on the table.

The scissor should be kept out of reach of children.	The scissors should be kept out of reach of children.
The Punjabis are brave peoples.	The Punjabis are a brave people.
Rita prefers wearing light-coloured cloth.	Rita prefers wearing light-coloured clothes.
Please pass order for his release.	Please pass orders for his release.
This amounts to two and three-fourth.	This amounts to two and three-fourths.
My circumstance will not allow my pursu-ing my study.	My circumstances will not allow my pur-suing my studies.

3.8 KEYWORDS

Concrete Noun	Concrete noun is a noun that names anything or anyone that you can sense through your physical senses.
Abstract Noun	An Abstract Noun is a noun which you cannot see, hear or touch. But only understand.
Collective Noun	Collective noun is a noun naming a group of things, animals or persons.
Singular Noun	A Noun that denotes only one person.
Plural Noun	A Noun that denotes more than one person.
Plural Noun	Gender : Boy (Masculine) Girl (Feminine)

To Sum it up

- This Unit would have introduced you to four different types of nouns – concrete, collective, singular and plural nouns.
- Abstract nouns can be used as subject or object in a sentence.
- Collective noun is a noun naming a group of things.
- The four types of gender nouns and how to use them.
- Common mistakes to avoid for non-native English speakers.

3.9 REFERENCES

Video Link

<https://www.youtube.com/watch?v=DmtBX8jDwds>

8.27 MINUTES

Common English Grammar Errors with Plurals | Learn English with Rebecca

SUGGESTED READING

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Michael Swan and Catherine Walter – Oxford English Grammar – Oxford University Press.

UNIT:4**PRONOUNS****:: STRUCTURE ::****4.0 Learning Objectives****4.1 Introduction****4.2 Definition and Meaning****4.3 Section 1 : Personal Pronoun****4.4 Section 2 : Reflexive Pronoun****4.5 Section 3 : Demonstrative Pronoun****4.6 Section 4 : Interrogative Pronoun****4.7 Section 5 : Relative Pronoun****4.8 Section 6 : Indefinite Pronoun****4.9 Section 7 : Intensive Pronoun****4.10 Section 8 : Common Mistakes to Avoid****4.11 Keywords****4.12 References**

4.0 LEARNING OBJECTIVES

- Before undertaking journalistic writing, one needs to understand, learn and master the cor-rect usage of language.
- The first step towards that is learning the grammar.
- The building blocks of English grammar are known as parts of speech.

On completion of

- You should be able to identify the difference between pronouns and other parts of speech
- You should be able to use them appropriately your writing.

4.1 INTRODUCTION

- Pronoun is a subset of the Noun - and it even has the word noun in it.
- Pronouns are specific words that are used in the place of nouns. It would be very cumbersome and boring to write the same words again and again. For instance if you are writing Gandhiji is the Father of the Nation. He was instrumental in getting India Independence. He is the pronoun - the word we used in place of the noun.
- Without pronouns, imagine you'd be writing the sentence like this:
- Gandhiji is the Father of the Nation. Gandhiji was instrumental in getting India Independence.
- Hence, we have pronouns to make your writing exciting and interesting. There are very strict rules on its usage. Understand them well and utilise pronouns to make your writing effective

4.2 DEFINITION AND MEANING

A pronoun is a word that can replace a noun; and sometimes even another pronoun. We use pronouns like he, which, none and you to make our sentences simple and less repetitive.

Examples:

- I, me, my
- You, your
- We, us, our
- He, him, his, she, her, hers
- Who, whom, whose
- They, them, their, theirs
- That, it, its, those
- Which, there, this, these

FUN FACTS ABOUT PRONOUNS...

Well we all know that how we talk says a lot about us. What might, however, surprise you is that your use of pronouns (I, you, we, it, she, he) affects how you are perceived by others in the same way that tone, dynamic, word choice, and emphasis do.

Professor James Pennebaker is a leading Social Psychologist who studies our speech and what it means with the goal “to understand how the words people use in their daily interactions reflect who they are and what they are doing” His most recent research paper provides an insight into “The Psychological Functions of Function Words”

Pronouns actually reflect status! Here’s where pronoun choice gets really interesting: Pennebaker found that “the person whose use of ‘I’ words is lower tends to be the higher status participant.” Pennebaker studied both the Watergate tapes and students and faculty to come to this conclusion.

The study also found that women use the first person singular pronoun more than men do. A few possible explanations offered by Pennebaker include - “females are generally more self-focused than men... or that women have traditionally held lower status positions.” Correlation obviously...but an interesting correlation nonetheless!

One of the tables shows the 20 most used words in our vocabulary with “I” “the” and “and” being the top three.

Absence of pronoun usage also correlates to a situation where someone is lying.

Your ear wouldn’t pick up on this, but the study found that depressed people use “I” more frequently than those who are not depressed, possibly because those suffering from clinical depression often report feeling isolated and alone.

So pay more attention to how others use pronouns, and to how you use them yourself

4.3 PERSONAL PRONOUN

Definition and Meaning:

A personal pronoun refers to a specific person or thing and changes its form to indicate person, number, gender and case.

There are different forms of personal pronouns:

Subjective Personal Pronouns:

This indicates that the pronoun is acting as the subject of the sentence. The subjective personal pronouns are – I, you, he, she, it, we, you, they.

Examples:

Have a detailed look at the sentences below where the subjective personal pronouns have been underlined –

- I have completed my homework.
- You must finish your assignment.
- He had two sisters.
- When she was young she used to act in films.
- They are studying.
- We had gone to the market.
- Please get me the file; it is on the desk.
- Are you going to office?

Objective Personal Pronouns:

This indicates that the pronoun is acting as an object of a verb compound verb, preposition or infinitive phrase.

The objective personal pronouns are – me, you, her, him, it, us, you and them.

Examples:

Look at the sentences below where the objective personal pronouns have been underlined –

- The king took the girl away and forced her to serve him.
- After reading the book, Shalini kept it on the table.
- I'll meet you in the garden.

- You will meet us at the mall.
- Bring the books to me.
- I will talk to you.
- We were surprised to see her on the stage.

Possessive Personal Pronouns:

This indicates that the pronoun is acting as a marker of possession and defines who owns a particular object, person or feeling.

The possessive personal pronouns are – mine, yours, hers, his, its, ours, theirs.

Kindly note that possessive personal pronouns are quite similar to possessive adjectives like my, her and their

Examples:

Have a detailed look at the sentences below where the possessive personal pronouns have been underlined –

- The scarf you are wearing is mine.
- This purse is yours.
- Hers is in the wardrobe.
- Theirs have not arrived as yet.
- Ours were not there.

Check your progress:

Exercise - 1

In the sentences given below please fill in the blanks with the personal pronouns which agree with the underlined nouns:-

- The children are happy because _____ have a holiday today.
- My father and I have a car, _____ have decided to exchange our cars.
- This chair is a good one, because _____ is made of teak wood.
- The woman is pleased because _____ has found her purse.
- Until _____ retired, their father managed the family business.
- Once the raw mangoes are cut, _____ should be sprinkled with salt.
- Because her husband used to study music, _____ knows how to play several musical instruments.
- My neighbour and I have the same taste that is why _____ enjoy each other's company.
- Her daughter is an archaeologist, _____ finds the work interesting.
- The car is in good condition, but _____ needs a fresh coat of paint.

Exercise - 2

Fill in each of the blanks with HE, SHE, IT, WE or THEY:-

- When the puppy grows, _____ will be as big as yours.
- Jaina and I like to eat noodles, _____ have it whenever _____ are hungry.
- When my uncle was young, _____ enjoyed music.
- The students worked hard, because _____ wanted to score well.
- When the girl dressed up, _____ looked like a fairy.
- Father was surprised when _____ heard the news.
My friend and I started quickly, so that _____ could catch the train.
- My friend liked the picture so much that I had _____ framed.
- The mare is old, but _____ is still beautiful.
- The boats look pretty when _____ are lined up together.

Exercise - 3

Fill in each of the blanks with the pronoun which agrees with the underlined word:-

- Because she is known to you, I offered to help _____.
- I wish you would tell _____ the answer.
- You look familiar. I am sure I have seen _____ before.
- If you are available, I will see _____ tomorrow.
- We would like you to call _____.
- He is our boss. We have worked under _____ for ten years.
- We were surprised they remembered _____.
- That man waved to us, but I do not recognize _____.
- I met your brother, _____ gave me your address.
- Would you like me to help _____?
- My friend and I have the bag with _____.
- This woman is known to me, _____ is my husband's cousin.
- Her grandfather is a well-known person. Everybody knows _____.
- That machine is old. _____ needs to be replaced.
- Those people have joined the club. Have you met _____ yet?
- They want us to go with _____.
- She thinks we are talking about _____.
- That tree was so tall that I could not climb on top of _____.
- Your nephew thinks we will go to _____.
- You should ask them to send it to _____.

- Keena and I would like you to come with_____.
- We told you that the arrangements were done by_____.
- His father runs a hospital. _____ is a doctor.
- The lady is my aunt, we asked _____ for the provisions.
- The suitcases are so full, we cannot put anything else into _____
- You will see me when _____ come to Nagaland.
- Have you been looking for me? _____ had to run an errand.
- Her niece wants her to send the parcels to_____.
- The box is heavy. _____ is full of old stuff.
The leaves were drooping, _____ were already starting to change colour.

Exercise - 4

- Fill in the blanks with the possessive pronoun which agrees with the underlined word:-
- It might be very old, but I think _____ is warmer than yours.
- I didn't have gloves; that is why my niece offered me _____.
- I have brought the book. Did you bring _____?
- My car broke down; your son lent me _____.
- They sold their house, but we kept_____.
- I never cut my hair, but my sister cuts _____ once a month.
- Their puppy has grown up, but we still have to look after_____.
We store our cycles in the shed, but they leave _____

Answers

Exercise – 1	Exercise – 2
<ul style="list-style-type: none"> • they • we • it • she • he • they • he • we • she • it 	<ul style="list-style-type: none"> • it • we, we • he • they • she • he • we • it • she • they

Exercise- 3

<ul style="list-style-type: none"> • her • me • you • you 	<ul style="list-style-type: none"> • she • him • It • them 	<ul style="list-style-type: none"> • He • her • them • you
---	--	--

<ul style="list-style-type: none"> • us • him • us • him • he • you • us 	<ul style="list-style-type: none"> • them • me • her • it • him • you • us • us 	<ul style="list-style-type: none"> • I • her • It • they
---	---	--

Exercise – 4

- mine
- hers
- yours
- his
- ours
- hers
- ours
- theirs

▶ SECTION 2

4.4 REFLEXIVE PRONOUN

Definition and Meaning:

- A Reflexive Pronoun is used to refer back to the subject of the clause or the sentence.
- The reflexive pronouns are – myself, yourself, herself, himself, itself, ourselves, yourselves and themselves.
- Please note that each of these can also act as an Intensive Pronoun – we will learn about these in Chapter VII of this Unit.
- Tip – Generally reflexive pronouns are formed by the addition of the suffix SELF or SELVES to simple pronouns.

Examples:

Look at the sentences below where the reflexive pronouns have been underlined –

- The children must protect themselves from the cold.
- The director himself answered the phone.
- I myself took the initiative and solved the problem.
- He is to blame himself for the situation he is in.
- The rooms were dusty we ended up cleaning it ourselves.

Check your progress:

Exercise

Fill in the blank with the reflexive pronoun which agrees with the underlined word:-

- I found _____ in a difficult situation.
- The children warmed _____ in front of the fire.
- He should take care of _____.
- You must do it _____.
- Last night as I was dreaming, I saw _____ flying!
- She likes to involve _____ in charity services.
- We could see _____ reflected in the water.
- The students prepared _____ for the quiz.
- You _____ must decide what to do.
- The cat hid _____ under the sofa.

Answers –

Exercise

myself

themselves

himself

yourself

myself

herself

ourselves

themselves

yourself

itself

Myths about Pronouns...

- A pronoun can refer only to the nearest noun.
- A pronoun in a clause cannot refer to a noun in another clause.
- Antecedent of a pronoun cannot lie in a prepositional phrase.
- Antecedent should always appear before the respective pronoun.

4.5 DEMONSTRATIVE PRONOUN

Definition and Meaning:

- Broadly speaking, a demonstrative pronoun points to and identifies a noun or a pronoun.
- The demonstrative pronouns are – this, that, these and those.
- While THIS and THESE refer to things that are nearby, either in space or in time; THAT and THOSE refer to things that are farther away in space or time.
- THIS and THAT are used to refer to singular nouns or noun phrases; and THESE and THOSE are used to refer to plural nouns and noun phrases.
- Please note that the demonstrative pronoun THAT can also be used as a relative pronoun. We will learn in detail about relative pronouns in Chapter V of this Unit
- Because there are only a few demonstrative pronouns in the English language, there are just three simple rules for using them correctly. Remember them and you will have no difficulty using these surprisingly interesting parts of speech -
 1. Demonstrative pronouns always identify nouns, whether those nouns are named specifically or not. For example: “I can’t believe this.” We have no idea what “this” is, but it’s definitely something the writer cannot believe. It exists, even though we don’t know what it is.
 2. Demonstrative pronouns are usually used to describe animals, places, or things, however they can be used to describe people when the person is identified, i.e. -This sounds like Meera singing.
 3. Do not confuse demonstrative adjectives with demonstrative pronouns. The words are identical, but demonstrative adjectives qualify nouns, whereas demonstrative pronouns stand alone.

Examples:

Look at the sentences below where the demonstrative pronouns have been underlined –

- This may be stopped.
- This is stale; that is the one I want.
- The customers always prefer these.
- This was my mother’s ring.
- That looks like the car I used to drive.
- These are nice shoes, but they look uncomfortable.

- Those look riper than the apples on my tree.
- Such was her command over the English language.
- None of these answers are correct.
- Neither of the horses can be ridden.

Check your progress:

Exercise – 1

Choose the best answer to complete each sentence:-

_____ was such an interesting experience.

- That
- These
- Those
- Such

Are _____ your shoes?

- That
- Them
- Those
- This

You'll have to get your own pen. _____ is mine.

- That
- Those
- Such
- This

There is no end to _____.

- Such
- Those
- This
- None

Because of their bad behaviour,

- None
- That
- Those
- Them

_____ of them had seen it before.

- Those
- Neither
- Such
- This

Is _____ yours?

- This
- Those
- These
- Such

Everyone ate early. When we arrived, _____ was left.

- That
- Such
- None
- Neither

Please give me one of _____.

- That
- Those
- This
- Such

_____ are nice-looking.

- This
- That
- These
- Such

Answers

- That was such an interesting experience.
- Are those your shoes?
- You'll have to get your own pen. This is mine.
- There is no end to this.
- Because of their bad behaviour, none of the children were given allowances.
- Neither of them had seen it before.
- Is that yours?
- Everyone ate early. When we arrived, none was left.
- Please give me one of those.
- These are nice-looking.

SECTION 4

4.6 INTERROGATIVE PRONOUN

DEFINITION AND MEANING

- An interrogative pronoun is used to ask questions.
- The interrogative pronouns are – who, whom, which, what, whose

and the compounds formed with the suffix EVER – whoever, whichever, whomever and whatever.

- Please note that either WHICH or WHAT can be used as an interrogative adjective; and that WHO, WHOM or WHICH can also be used as a relative pronoun.
- Generally WHO, WHOM and occasionally WHICH are used to refer to people; and WHICH and WHAT are used to refer to things and animals

Examples:

Look at the sentences below where the interrogative pronouns have been underlined –

- What do you want for dinner?
- I wonder what we're doing tomorrow.
- What is your friend's name?
- What time are we supposed to be there?
- Which colour do you prefer?
- Which of these ladies is your mother?
- She asked which train to take.
- Which seat would you like?
- Who is that?
- Who was driving the car?
- I'm wondering who will be at the party.
- Whom did you speak to?
- Whom do you prefer to vote for?
- You should ask whom to call.
- Whom do you live with?
- Whose sweater is this?
- Whose parents are those?
- I wonder whose dog knocked our garbage can over.
- Whose phone is that?
- Which comes first?
- Who wrote the novel 'The Shadow Lines'?
- Whom do you think we should contact?
- To whom should we deliver the parcel?
- Who will come to collect me from the airport?
- To whom do you want me to give the flowers?
- What did you say to them ?

Check your progress:

Exercise – 1

Identify and circle the interrogative pronoun in the below-mentioned sentences:-

- What do you want for your birthday?
- Which shirt do you think looks better on me?
- Who do you think will win the playoff game?
- To whom are you speaking?
- Whose socks are those?
- Who is going to take out the trash?
- Who threw the football?
- Which would you prefer, coffee or tea?
- What time do we need to be at the airport?
- Whose car is that?
- What is your sister's name?
- Whom did you tell?
- Which of these books have you read?
- Who wants ice cream ?

Exercise – 2

Fill in the blanks with the correct interrogative pronoun from the ones given below each question:-

_____ did you do then?

- What
- Which
- How

_____ would you like to eat?

- What
- Which
- Who

_____ is knocking at the door?

- What
- Which
- Who

_____ is your phone number?

- What
- Which
- Who

_____ do you want to see?

- What
- Who
- Whom
- All of the above

_____ will he say?

- What
- How
- Who

_____ did you see?

- What
- Who
- Whom

About _____ are you speaking?

- who
- whom
- what
- All of the above

_____ came here in the morning?

- Who
- Whom
- What

By _____ was this book written?

- who
- whom
- what

_____ do you mean?

- What
- Why
- How

_____ do you think took the money?

- Who
- Whom
- Why

_____ is better – wisdom or riches?

- Which
- What
- Either could be used here

_____ do you think is right?

- Who
- Whom
- What

_____ is a continent?

- Which
- What
- Why

Answers

Exercise – 1

- What do you want for your birthday?
- Which shirt do you think looks better on me?
- Who do you think will win the playoff game?
- To whom are you speaking?
- Whose socks are those?
- Who is going to take out the trash?
- Who threw the football?
- Which would you prefer, coffee or tea?
- What time do we need to be at the airport?
- Whose car is that?
- What is your sister's name?
- Whom did you tell?
- Which of these books have you read?
- Who wants ice cream?

Exercise-2

- What did you do then?
- What would you like to eat?
- Who is knocking at the door?
- What is your phone number?
- Who/whom/what do you want to see?
- What will he say?
- Who/whom/what did you see?
- About who/whom/what are you speaking?
- Who came here in the morning?

- By who/whom was this book written?
- What do you mean?
- Who do you think took the money?
- Which/what is better – wisdom or riches?
- Who do you think is right?
- What is a continent ?

▶ **SECTION 5**

4.7 RELATIVE PRONOUN

Definition and Meaning:

- A relative pronoun is used to link one phrase or clause to another phrase or clause.
- The relative pronouns are – who, whom, what, that and which.
- Pronouns formed by adding EVER or SOEVER to WHO WHICH and WHAT are called compound relative pronouns.
- They are – whoever, whosoever, whomever, whomsoever, whosoever, whatever, whatsoev-er, whichever and whichever.
- You can use the relative pronoun WHO and WHOEVER to refer to the subject of a clause or sentence; and WHOM and WHOMSOEVER to refer to the objects of a verb, a verbal ora preposition.

Rules for Using Relative Pronouns

1. Relative clauses are typically introduced by relative pronouns; and the relative pronoun can function as a possessive pronoun, an object, or a subject.
2. When relative pronouns introduce restrictive relative clauses, no comma is used to separate the restrictive clause from the main clause.
3. In American English the relative pronoun WHOM is used rarely. You may notice this in conversations, but it is best to use the term when writing to ensure that your work is grammatically correct.

Examples:

- Look at the sentences below where the relative pronouns have been underlined –
- The cyclist who won the race trained hard.

- The pants that I bought yesterday are already stained.
- The four team leaders, whomever the committee selects, will be at tomorrow's meeting.
- Fried potatoes which we eat at least twice a week, is one of my family's favourite meals.
- Where did you buy the dress that you wore last week?
- The book, when it was finally returned, was torn and stained.
- The store on the corner, where we usually buy all of our art supplies, burned to the ground.

Check your progress:

Exercise – 1

Fill in the blanks with the correct relative pronoun from the ones given below each question:-

The festival, _____ lasted all day, ended with a banquet.

- That
- Who
- Which
- What

I am looking for someone _____ can watch my dog while I go on vacation.

- Which
- Who
- Whom
- Whoever

The police needed details _____ could help identify the robber.

- Who
- Whatever
- That
- What

I'd like to take you to a café _____ serves excellent coffee.

- What
- Whatever
- Which
- Whichever

The clubhouse, in _____ the dance was held, housed about 200 people.

- Which
- Where
- That

- Whom

You can choose one person, _____ you like, to share the cruise with you.

- Whomever
- That
- Which
- Whom

I saw the shoes _____ you bought last week on sale for less this week.

- When
- That
- Who
- Whom

The winners, _____ known, will receive money and other prizes.

- Whoever
- Who
- When
- That

This is the place _____ we met.

- When
- Where
- Who
- That

The baby, _____ nap had been interrupted, wailed loudly.

- Whose
- Whomever
- Whom
- Who

Exercise – 2

Identify and circle the relative pronoun in the sentences given below:-

- You may invite whomsoever you like to the garba.
- The player who scores the goal is not always the best player.
- The teacher called the students whom she believed to be the most suitable for the job.
- Whoever broke the window will have to repair it.
- The bat which was left in the corridor has now been taken to the locker room.
- I will accept whichever entry comes first

Answers

Exercise – 1

- The festival, which lasted all day, ended with a banquet.
- I am looking for someone who can watch my dog while I go on vacation.
- The police needed details that could help identify the robber.
- I'd like to take you to a café which serves excellent coffee.
- The clubhouse, in which the dance was held, housed about 200 people.
- You can choose one person, whomever you like, to share the cruise with you.
- I saw the shoes that you bought last week on sale for less this week.
- The winners, when known, will receive money and other prizes.
- This is the place where we met.
- The baby, whose nap had been interrupted, wailed loudly.

Exercise-2

- You may invite whomsoever you like to the garba.
- The player who scores the goal is not always the best player.
- The teacher called the students whom she believed to be the most suitable for the job.
- Whoever broke the window will have to repair it.
- The bat which was left in the corridor has now been taken to the locker room.
- I will accept whichever entry comes first.

SECTION 6

4.8 INDEFINITE PRONOUN

Definition and Meaning:

- An indefinite pronoun is a pronoun referring to an identifiable but not specified person or thing. An indefinite pronoun conveys the idea of all, any, none or some. They are called “in-definite” simply because they do not indicate the exact object, being, or place to which they refer.
- The most common indefinite pronouns are - all, another, any, anybody, anyone, anything, each, everybody, everyone, everything, few, many, nobody, none, one, several, some, some- body and someone.
- Please note that some indefinite pronouns can also be used as indefinite adjectives.

There are just two important rules to be kept in mind for using indefinite pronouns correctly-

1. Indefinite pronouns are never plural. They are always singular.
2. Because indefinite pronouns are singular, the pronouns or verbs used to refer to them should also be singular.

Examples:

Look at the sentences below where the indefinite pronouns have been underlined –

- Many are called, but few are chosen.
- Somebody ate my sandwich!
- Everyone says she is beautiful inside and out.
- No one wants to hear about my health problems.
- Either choice has its advantages.

Check your progress:

Identify and circle the indefinite pronoun in the below-mentioned sentences:-

- Something is making my computer act up.
- Does anybody know where Rekha has disappeared?
- Each baker presented a beautiful cake to the king.
- I don't know any of the answers.
- Everything happens for a reason.
- Many are invited to the charity event.
- The children played so much that everything was thrown on the floor.
- Please distribute a copy of this book to everyone.
- The woman picked up everything that was displayed.
- Kindly give a copy of the service rules to each of the employees.
- We looked everywhere for lost files, but we found none.
- None can learn a new language in a week.
- Nobody should tolerate injustice.
- How does one get to Calicut?
- One can find lots of people who speak English in India.
- Somebody knocked at the door.
- They do not allow smoking in the kitchen.
- Centuries ago they believed that the sun went around the earth.
- One should knock before walking into somebody's room.
- One should never hide anything from one's doctor or lawyer.

- They say her marriage is in trouble.
- Many do not know what to do in such a situation.
- They are going to widen the road.

Answers

Exercise

- Something is making my computer act up.
- Does anybody know where Rekha has disappeared?
- Each baker presented a beautiful cake to the king.
- I don't know any of the answers.
- Everything happens for a reason.
- Many are invited to the charity event.
- The children played so much that everything was thrown on the floor.
- Please distribute a copy of this book to everyone.
- The woman picked up everything that was displayed.
- Kindly give a copy of the service rules to each of the employees.
- We looked everywhere for lost files, but we found none.
- None can learn a new language in a week.
- Nobody should tolerate injustice.
- How does one get to Calicut?
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- Somebody knocked at the door.
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- Centuries ago they believed that the sun went around the earth.
- One should knock before walking into somebody's room.
- One should never hide anything from one's doctor or lawyer.
- They say her marriage is in trouble.
- Many do not know what to do in such a situation.
They are going to widen the road.

4.9 SECTION 7 : INTENSIVE PRONOUN

Definition and Meaning:

- An intensive pronoun is a pronoun used to emphasise its antecedent and hence is also referred to as emphatic pronoun. Intensive pronouns are identical in form to reflexive pronouns. It generally ends in SELF or SELVES.
- Tip: You can test a word to see whether it's an intensive pronoun by removing it from the sentence and checking to see if the sentence has the same impact.
- Some of the most commonly used examples of intensive pronouns are

– Himself, Herself, Yourself, Themselves, Ourselves.

- Intensive pronouns might not be necessary, but they serve the important function of making your writing more interesting as well as more meaningful, particularly in formal situations. Use them sparingly to ensure that the emphasis they provide isn't lost.

Examples:

Look at the sentences below where the intensive pronouns have been underlined –

- I myself recommended her for the award.
- The principal himself joined us in the cleanliness drive.
- The staff themselves donated their one-day salary for the Kerala Relief Fund.
- Mayank himself needs to discontinue smoking before counselling others to do so!
- Reena herself washes her entire family's clothes.
- You must help yourself first before expecting God to do so.
- We ourselves are responsible for our actions.

Check your progress:

Exercise

Identify and circle the intensive pronoun in the below-mentioned sentences:-

- Jayesh wondered aloud whether he himself was the only one seeing what was happening.
- Meena knew that she herself could make a positive impact on the world, if only she put her mind to it.
- You yourself can easily transform your body: All it takes is a proper diet and plenty of exercise.
- The team knew that they themselves were responsible for playing their best.
- We ourselves are the ones who make the greatest impact upon the world we live in.
- The Sharmas built a garden shed by ourselves.
- Jaymin made himself a sandwich, complete with pickles.
- I'm a little nervous about walking by myself after dark.
- The twins are growing up fast; they're already walking by themselves.
- Jaya sewed her dress herself.

Answers

- Jayesh wondered aloud whether he himself was the only one seeing what was happening.
- Meena knew that she herself could make a positive impact on the world, if only she put her mind to it.
- You yourself can easily transform your body: All it takes is a proper diet and plenty of exercise.
- The team knew that they themselves were responsible for playing their best.
- We ourselves are the ones who make the greatest impact upon the world we live in.
- The Sharmas built a garden shed by ourselves.
- Jaymin made himself a sandwich, complete with pickles.
- I'm a little nervous about walking by myself after dark.
- The twins are growing up fast; they're already walking by themselves.
- Jaya sewed her dress herself.

SECTION 8

4.10 COMMON MISTAKES TO AVOID

In this Chapter we'll have a look at the errors made by non-native speakers of English-

NO	INCORRECT USAGE	CORRECT USAGE	EXPLANATION
1	He bought a radio for INR 250 and sold the same at a handsome profit.	He bought a radio for INR 250 and sold it at a handsome profit.	There is a common tendency to use this superfluous expression, 'the same' where the pronoun 'it' would be more suitable. Avoid writing 'I enclose a cheque for INR 175, please acknowledge receipt of the same'

2	My sister and myself are pleased to accept your invitation to dinner.	My sister and I are pleased to accept your invitation to dinner.	Where no particular emphasis is intended, use the simple pro- nouns 'he, you, I' For instance – I myself was to blame for the acci- dent; The child hurt it- self
3	The visitors enjoyed during their brief stay in Pune.	The visitors enjoyed themselves during their brief stay in Hyder-abad.	Enjoy is a transitive verb it must therefore be accompanied by an object which may be a noun or a reflexive pro-noun.
4	I shall avail of this op- portunity to meet youthere	I shall avail myself of this opportunity to meet you there.	Here the verb 'avail' must be followed by a reflexive pronoun
5	My children cannot en-dure my separation.	My children cannot en- dure separation fromme.	It is not 'someone's' separations but 'sepa- ration from someone'
6.	May I now take yourleave?	May I now take leaveof you?	To ask to be away from someone is not to take something which is in his possession
7.	Can you see me at minetomorrow?	Can you see me at myhouse tomorrow?	We can use 'mine', 'yours' etc only when the word 'house' has already appeared in this context. For instance – If you can't come to my house, I can meet

			you at yours
8.	Will you lend me yourpencil please? – Take.	Will you lend me yourpencil please? – Take it.	In correct English us- age the verb ‘take’ must be followed by a suitable noun or pronoun
9.	Whom do you thinkwill be dismissed first?	Who do you think willbe dismissed first?	If you ignore the paren- theses ‘do you think’ it should be easier to know why ‘whom’ is wrong.
10.	One should always re- main loyal to his coun-try.	One should always remain loyal to one’s country.	The indefinite pro- noun ‘one’ must always agree with one of its parts: oneself, one’s, one etc
11.	I request your favour of considering me for a transfer.	I request the favour of your considering mefor a transfer	Another typical error – not your state of mind; but the state of your mind
12.	You are fairer than me.	You are fairer than I.	The complete sentence would read – You are fairer than I am
13.	He is twenty years old,isn’t it?	He is twenty years old,isn’t he?	In the second part of the sentence the object of the verb is he not it

14.	Rita having finished her paper, she left the examination hall.	Rita having finished her paper left the examination hall.	This is an example of a pronoun used where it is not required
15.	Both did not go.	Neither went.	If both are excluded from an action, we use neither.
16.	Each of these boys playgames.	Each of theseboys plays games.	The subject of the sentence, 'each' is singular.
17.	We all did not go.	None of us went.	If all are excluded from an action, we use none
18.	One should not waste his time.	One should not waste one's time.	If 'one' is the subject of the sentence, the genitive for it is 'one's'
19.	Have you a pen? I havenot got.	Have you a pen? I have not got one OR I don't have one	'Have' is a transitive verb and needs an object to complete the sentence here. The referential expression for an object is 'it' or 'one'.
20.	Is he coming? Yes I think.	Is he coming? Yes I think so.	The pronominal expression for a statement is 'so'; and not 'it'. Think needs a sentence as its complement; so does the job.

21.	He enjoyed during the holidays.	He enjoyed himself during the holidays.	Enjoy means to take pleasure in an activity whereas enjoy oneself means have a pleasant time.
22.	The boy who does best he will get a prize. OR Whoever does best he will get a prize.	The boy who does best will get a prize. OR Whoever does best will get a prize.	As the verb phrase will get a prize has already got a subject (eg) the boy who does best or whoever does best, it does not need another subject.
23.	Who did this? Myself.	Who did this? I (myself).	In response to the question, we have to use the subject of the sentence i.e. I in this context myself can follow it for emphasis.
24.	I and he are brothers.	He and I are brothers.	It is considered conceited to put I first when there are two subjects.
25.	Jack with some friends went for a walk.	Jack went for a walk with some friends. OR Jack, along with his friends, went for a walk.	The subject of the sentence is Jack. The companions can be mentioned at the end of the sentence by using 'with' or with the subject by using 'along with', separating it from the subject by commas.
26.	She is wiser than me.	She is wiser than I.	In traditional grammar I is preferred because the comparison is with 'than I am'. However in spoken English I is rarely used in British or

			Amer-ican English.
27.	Everyone is frightened when they see a tiger.	Everyone is frightened when he sees a tiger	‘Every’ is a singular word, which when attached to a singular man like one refers to all individual members of a group. So it will take a singular pronoun.
28.	The boy who does best he will get a prize. OR Whoever does best he will get a prize.	The boy who does best will get a prize. OR Whoever does best will get a prize.	As the verb phrase will get a prize has already got a subject (eg) the boy who does best or whoever does best, it does not need another subject.
29.	Who did this? Myself.	Who did this? I (myself).	In response to the question, we have to use the subject of the sentence i.e. I in this context myself can follow it for emphasis.
30.	I and he are brothers.	He and I are brothers.	It is considered conceited to put I first when there are two subjects.
31.	Jack with some friends went for a walk.	Jack went for a walk with some friends. OR Jack, along with his friends, went for a walk.	The subject of the sentence is Jack. The companions can be mentioned at the end of the sentence by using ‘with’ or with the subject by using ‘along with’, separating it from the subject by commas.

32.	She is wiser than me.	She is wiser than I.	In traditional grammar I is preferred because the comparison is with 'than I am'. However in spoken English I is rarely used in British or American English.
33.	Everyone is frightened when they see a tiger.	Everyone is frightened when he sees a tiger	'Every' is a singular word, which when attached to a singular man like one refers to all individual members of a group. So it will take a singular pronoun.
34.	The boy who does best he will get a prize. OR Whoever does best he will get a prize.	The boy who does best will get a prize. OR Whoever does best will get a prize.	As the verb phrase will get a prize has already got a subject (eg) the boy who does best or whoever does best, it does not need another subject.
35.	Who did this? Myself.	Who did this? I (myself).	In response to the question, we have to use the subject of the sentence i.e. I in this context myself can follow it for emphasis.
36.	The size of the shoe should be the same as this shoe.	The size of the shoe should be the same as that of this shoe.	In such comparative sentences we must be careful to compare the same part of two things. 'that of' 'these of' and 'those of' are necessary words often omitted.

Important Takeaways

- A pronoun should have only one logical antecedent.
- A pronoun can refer to a faraway noun.
- A pronoun can refer to a noun in another clause.
- A pronoun can refer to a noun inside a prepositional phrase
- A pronoun can appear before an antecedent.

4.11 KEYWORDS

Personal Pronoun

personal A pronoun refers to a specific person or thing and changes its form to indicate person, number, gender and case. Example - I, you, he, she, it, we you, they.

Reflexive Pronoun

A Reflexive Pronoun is used to refer back to the subject of the clause or the sentence. Example - myself, yourself, herself, himself, itself, ourselves, yourselves and themselves.

Demonstrative Pronoun

Broadly speaking, a demonstrative pronoun points to and identifies a noun or a pronoun.

Interrogative Pronoun

An interrogative pronoun is used to ask questions. Example - who, whom, which, what, whose and the compounds formed with the suffix EVER – whoever, whichever, whomever and whatever.

Relative Pronoun

A relative pronoun is used to link one phrase or clause to another phrase or clause. Example - who, whom, what, that and which.

To Sum it Up

- This unit would have introduced you to different types of pronouns.
- Personal Pronouns, Reflexive Pronouns, Demonstrative Pronoun, Interrogative Pronoun, Relative Pronoun and Intensive Pronoun.
- You have learnt further classifications of these pronouns and how to use them in sentences correctly.
- You have also learnt how to avoid common mistakes made by non-native English learners.

SUGGESTED REFERENCE

Video Link <https://www.youtube.com/watch?v=rnaE9fdPqr8>

4.59 Minutes

English Grammar - Pronoun | Open School

4.12 REFERENCES

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UNIT: 5**ADJECTIVES I****:: STRUCTURE::****5.0 Learning Objectives****5.1 Introduction****5.2 Definition and Meaning****5.3 Section 1: Possessive Adjective****5.4 Section 2: Demonstrative Adjective****5.5 Section 3: Interrogative Adjective****5.6 Section 4: Definite Adjective****5.7 Section 5: Indefinite Adjective****5.8 Section 6: Proper Adjective****5.9 Keywords****5.10 References**

5.0 LEARNING OBJECTIVES

- Before undertaking journalistic writing, one needs to understand, learn and master the correct usage of language.
- The first step towards that is learning the grammar.
- The building blocks of English grammar are known as parts of speech.

On completion of unit

- You should be able to identify the difference between adjectives and other parts of speech
- You should be able to use them appropriately your writing.

5.1 INTRODUCTION

- Adjectives are the fodder for your imagination. Simply put, an adjective is a word that describes the noun or the pronoun. But in that description is the essential colour of writing.
- Nouns can be dull narration of facts without adjectives. It is the appropriate use of adjectives that differentiates good writing from bad.

Read the following sentences. The adjectives are highlighted in the next sentence.

- A girl, with black hair and brown eyes is sitting in the corner.
- A beautiful girl, with shiny black hair and dewy brown eyes is shyly sitting in the corner.
- Picture what both the sentences do to your imagination. And in that you will understand the significance of adjectives.

5.2 DEFINITION AND MEANING

An adjective modifies a noun or a pronoun by describing, identifying or quantifying words. It makes the noun more specific and interesting. As adjectives are used to identify or quantify individual people and unique things, they are usually positioned before the noun or pronoun that they modify. Some sentences contain multiple adjectives.

Some adjectives can be identified by their endings. Typical adjective endings include:

- **-able/-ible:** understandable, capable, readable, incredible
- **-al :** mathematical, functional, influential, chemical
- **-ful :** beautiful, bashful, helpful, harmful
- **-ic :** artistic, manic, rustic, terrific
- **-ive :** submissive, intuitive, inventive, attractive
- **-less :** sleeveless, hopeless, groundless, restless
- **-ous :** gorgeous, dangerous, adventurous, fabulous.

Here are some general rules for forming adjectives-

Add	Ending to be Dropped	Word	Adjective
-al	E	Nature	Natural
-y	E	Ice	Icy
-ful	Y	Peace	Peaceful
-ful	Replace Y with I	Beauty	Beautiful
-ous/ -ious	Y	Mystery Danger	Mysterious Dangerous
-ic	Y	History Rust	Historic Rustic

Examples:

Look at the sentences below where the adjectives have been underlined –

- The large boat sailed on the blue waters.
- Gold mines are deep and dark.
- Many cars are parked along this already crowded street.
- A raised platform will give you a clear view of the waterfall.
- The back stage was filled with large screens.
- The elephant-shaped balloon floated over the packed cricket ground.
- The boundary wall is painted in bright red.

Origin of the word ‘Adjective’

Borrowed from Old French *adjectif*, from Latin *adiectivum*, from *ad* (“next to”) + *-iect-*

Check your progress:

Exercise

Please identify and circle the adjectives in the sentences given below:-

<ul style="list-style-type: none"> • They live in a huge house. • Lalit is wearing a sleeveless shirt today. • This soup is not edible. • She wore a beautiful dress. • He writes meaningless letters. • This shop is much nicer. • Meera has a soothing voice. 	<ul style="list-style-type: none"> • We live in a yellowish house. • He often acts in a childish way. • We enjoyed a successful event. • We enjoyed the drum’s rhythmic sound. • She adopted a homeless dog. • Look out for that poisonous plant.
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<ul style="list-style-type: none"> • Bunty is an adorable baby. • Amaya’s hair is gorgeous. • This glass is breakable. • I met a poor person in Mumbai. 	<ul style="list-style-type: none"> • It looks like we’ll have rainy weather today. • She always behaves in a courteous manner. • She has the prettiest eyes. • We go for a daily walk.
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Answers

<ul style="list-style-type: none"> • They live in a <u>huge</u> house. • Lalit is wearing a <u>sleeveless</u> shirt today. • This soup is not <u>edible</u>. • She wore a <u>beautiful</u> dress. • He writes <u>meaningless</u> letters. • This shop is much <u>nicer</u>. • Meera has a <u>soothing</u> voice. • Bunty is an <u>adorable</u> baby. • Amaya’s hair is <u>gorgeous</u>. • This glass is <u>breakable</u>. • I met a <u>poor</u> person in Mumbai 	<ul style="list-style-type: none"> • We live in a <u>yellowish</u> house. • He often acts in a <u>childish</u> way. • We enjoyed a <u>successful</u> event. • We enjoyed the drum’s <u>rhythmic</u> sound. • She adopted a <u>homeless</u> dog. • Look out for that <u>poisonous</u> plant. • It looks like we’ll have <u>rainy</u> weather today. • She always behaves in a <u>courteous</u> manner. • She has the <u>prettiest</u> eyes. • We go for a <u>daily</u> walk.
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SECTION 1

5.3 POSSESSIVE ADJECTIVE

Definition and Meaning:

A possessive adjective (my, your, his, her, its, our, their) is similar or identical to a possessive pronoun. However it is used as an adjective and modifies a noun or a noun phrase.

Difference between Possessive Adjectives and Possessive Pronouns –

- Possessive adjectives – like other adjectives – are used to describe a noun in a sentence. Most importantly – they describe who something belongs to.
- Some common ones that you will see include, “my”, “your”, “his”, “her”

and “our”.

- When using them, they should always go BEFORE the noun.
- Possessive pronouns can look very similar at first glance to adjectives – but they have a different meaning, and are used in a different way! While they also show ownership, they can be used in place of a noun, to avoid repeating it in a sentence.
- Some common possessive pronouns that you might come across include, “mine”, “yours” “his”, “hers”, and “ours”.
- As you can see, these look almost the same as the possessive adjectives – with only an extra letter at the end! So how are they used differently?
- Possessive pronouns are used AFTER the noun, unlike adjectives – and they cannot be used before the noun at all.

Examples:

Look at the sentences below where the possessive adjectives have been underlined –

- I need to complete my work by this weekend.
- What is your school address and phone number?
- The pharmacist stocks his type of medicines.
- After many years Priya returned to her village.
- We lost our way in this neighbourhood.
- In some schools children are neglected by their teachers.
- The tiger followed its prey for several hours.

In a nutshell...

A Possessive Adjective:

- is a modifier
- describes nouns
- shows possession
- does not require an apostrophe

Personal Pronoun	Possessive Form	
	Possessive Adjective	Possessive Pronoun
I	My	mine
You	Your	yours

He	His	his
She	Her	hers
It	Its	[not used]
We	Our	ours
They	Their	theirs
Who	whose	whose

Check your progress:

Exercise

In the sentences given below please fill in the blanks with the possessive adjective:-

- Where is _____ book?
- Here is _____ teacher.
- She goes to school with _____ brother.
- _____ father works in a car factory.
- _____ laptop is very expensive.
- _____ favourite hobby is tennis.
- _____ husband and I want to go to Paris.
- We want to see _____ historical monuments.
- Leila likes _____ dog!
- _____ name is Bobby.
- Two students didn't do _____ mathematics homework.
- I have a car. _____ colour is black.
- We have a dog. _____ name is Puppy.
- Neena is from Rajkot. _____ husband is from Chandigarh.
- Ananya and Naira go to a high school. _____ little brother goes to primary school.
- Alap has a van. _____ van is very old.
- We go to a college. _____ college is fantastic.
- I like singing. _____ mother sings with me.
- Farid and Abida are Pakistanis. _____ family is from Pakistan.
- Mamta likes _____ grandmother. She often visits her.
- I like _____ new car.
- You can leave _____ hat on.
- He accidentally cut _____ finger.
- She plays to _____ strengths.
- It will show _____ teeth.
- We have _____ reasons.
- They washed _____ hands.
- _____ writing is this?

- _ head goes woozy when you climb _____ ladder.
- Take _____ spoon and put it by _____ plate.
- She got _____ looks from _____ father. He's a plastic surgeon!
- It only wants _____ ball back.
- _____ car is very old.
- How old is _____ sister?
- She's washing _____ hair.
 - That's _____ house.
 - mother is a doctor.
 - He's broken _____ arm.
- I need to clean _____ teeth.

Answers

- Where is my book?
- Here is our teacher.
- She goes to school with her brother.
- Their father works in a car factory.
- Your laptop is very expensive.
- His favourite hobby is tennis.
- My husband and I want to go to Paris.
- We want to see its historical monuments.
- Leila likes her dog!
- Its name is Bobby.
- Two students didn't do their mathematics homework.
- I have a car. Its colour is black.
- We have a dog. Its name is Puppy.
- Neena is from Rajkot. Her husband is from Chandigarh.
- Ananya and Naira go to a high school. Their little brother goes to primary school.
- Alap has a van. His van is very old.
- We go to a college. Our college is fantastic.
- I like singing. My mother sings with me.
- Farida and Abida are Pakistanis. Their family is from Pakistan.
- Mamta likes her grandmother. She often visits her.
- I like my new car.
- You can leave your hat on.
- He accidentally cut his finger.
- She plays to her strengths.
- It will show its teeth.
- We have our reasons.
- They washed their hands.
- Whose writing is this?

- My head goes woozy when you climb your ladder.
- Take his spoon and put it by your plate.
- She got her looks from her father. He's a plastic surgeon !
- It only wants its ball back.
- My car is very old.
- How old is your sister?
- She's washing her hair.
 - That's our house.
 - My mother is a doctor.
 - He's broken his arm.
 - I need to clean my teeth.

▶ SECTION 2

5.4 DEMONSTRATIVE ADJECTIVE

Definition and Meaning:

The demonstrative adjectives – this, these, that, those, yonder, yon, former, latter and what – are identical to the demonstrative pronouns but are used as adjectives to modify nouns or noun phrases. They point out which person or thing is meant. Demonstrative adjectives answer the question – Which?

Tips –

- Demonstrative Adjectives THIS and THAT are used with singular nouns; and THESE and THOSE are used with plural nouns.
- While THIS and THESE are used for nouns in close proximity; THAT and THOSE are used for nouns at a greater distance.

Rule to differentiate between demonstrative pronouns and demonstrative adjectives – A demonstrative pronoun stands alone whereas a demonstrative adjective describes a noun.

Examples:

Look at the sentences below where the demonstrative adjectives have been underlined-

- That tree is beautiful.
- These cookies are delicious.
- This is my favourite coat.
- When I stepped on that dog it bit me.
- This bed belongs to my great grandfather.

- Even though my sister wants those chocolates, I will not take them.

Check your progress:

Exercise-1

Fill in the blank with the demonstrative adjective which agrees with the underlined word:-

- o My parents refinished the dresser. While it was drying, my mom placed a sign on it that said, 'Do not touch _____.'
- o 'Do you want to buy _____ painting?' asked the art dealer, looking across the room.
- o 'We purchased _____ for our vacation,' said Katrina, packing two sets of table tennis gear.
- o _____ shirts fit me very well.
- o _____ jeans are very expensive.
- o The _____ CEO of my company was Mr. Raj.
- o The _____ option is good but costly.
- o _____ is my best friend.
- o _____ dog is really sick and needs care.
- o _____ uniform I'm wearing is very neat and clean.
- o _____ plane has to land one hour later.
- o _____ clothes smell very dirty.
- o _____ bag is full of edibles for the long trip.
- o _____ shoes are very beautiful but too big for my feet.
- o I have returned _____ books to the library.
- o _____ book I'm holding is very old.
- o _____ mountain looks small because it is so far away.
- o _____ keys are all the wrong size for this door.
- o _____ taxi drivers we had on holiday were dangerous drivers.

Exercise- 2

Identify and circle the demonstrative adjectives in the sentences given below:-

- Can you see those colours in the sky?
- That night was very stormy and dreadful.
- Those computers are very old however these computers are new ones.
- That movie was very interesting however full of much suspense.
- This cake is tasty and sweet.
- This milk glass here is mine, but that one is yours.
- These books are historical, but those over there are interesting.
- I can eat all of those sweets.
- I found this earring in your bedroom.
- These pens are very costly.

- These cupcakes are delicious but I cannot eat more.
- I have all these contracts of constructing government buildings.
- All these pictures have been captured by me in India.
- Those hills look very attractive.
- I think that panther is back in the village.
- I can make those delicious cookies again.
- I like this cat with the black stripes, not that one with the black spots.
- I like this brown hat with the plaid, and not that red one with the brim.
- What do you think about this dish?
- Those toys have to be distributed among poor children.
- That man really loves historical books.
- These apples are ready to dispatch.
- That store is having a big offer on books.
- Those farmers are working hard to grow organic vegetables.
- These friends of mine are very disciplined and punctual.
- Make sure to buy those dolls having fairy sticks.
- I have written these songs.
- Make sure those girls have not left their purses.
- That movie, I saw yesterday, was very realistic.
- Those shoes are not very comfortable.
- Do you like this recipe?
- That dress looks very bad.
 - o These puppies look very cute.
 - o I did not enjoy that movie.
 - o Do you know those vegetables are very healthy?
 - o Can you help me writing this?
 - o Mom, please buy these fruits.
 - o This shoe is too tight.
 - o I like this suit better than that one.

Answers

Exercise -1

- o My parents refinished the dresser. While it was drying, my mom placed a sign on it that said, 'Do not touch this.'
- o 'Do you want to buy that painting?' asked the art dealer, looking across the room.
- o 'We purchased these for our vacation,' said Katrina, packing two sets of table tennis gear.
- o These shirts fit me very well.
- o Those jeans are very expensive.
- o The former CEO of my company was Mr. Raj.

- o The latter option is good but costly.
- o This is my best friend.
- o That dog is really sick and needs care.
- o This uniform I'm wearing is very neat and clean.
- o That plane has to land one hour later.
- o These clothes smell very dirty.
- o This bag is full of edibles for the long trip.
- o Those shoes are very beautiful but too big for my feet.
- o I have returned those books to the library.
- o This book I'm holding is very old.
- o That mountain looks small because it is so far away.
- o These keys are all the wrong size for this door.
- o Those taxi drivers we had on holiday were dangerous drivers.

Exercise -2

• Those	• that	• That
• That	• those	• Those
• Those, these	• this, that	• this
• That	• this, that	• That
• This	• this	• These
• This, that	• Those	• that
• those	• That	• those
• those	• These	• this
• this	• That	• these
• These	• Those	• This
• These	• These	• this
• these	• those	
• these	• these	
• Those	• those	

SECTION 3

5.5 INTERROGATIVE ADJECTIVE

Definition and Meaning:

Broadly speaking, an interrogative adjective (which or what) modifies a noun or a noun phrase.

The two main differences between an interrogative pronoun and an interrogative adjective are –

1. Interrogative pronouns can stand alone whereas interrogative adjectives cannot stand alone as they modify a noun or pronoun.
2. Interrogative pronouns generally follow a verb whereas interrogative adjectives generally follow a noun.

List of Interrogative Adjectives

The following words are used as interrogative adjectives:



Examples:

Look at the sentences below where the interrogative adjectives have been underlined –

• <u>Which</u> table should be moved to the hall?	• • <u>What</u> course are you attending?
• <u>Which</u> book is yours?	• • <u>What</u> task is yours?
• <u>What</u> colour is your hair?	• • <u>Which</u> house is yours?

Check your progress:

Exercise – 1

Identify and circle the interrogative adjectives in the following sentences:-

- What exactly are you planning for?
- What a beautiful flower this is!
- Whose car are we planning to ride?
- Whose school bag is this?
- Where have all the friends gone?
- Where do you go from here?
- Where could I find the next petrol pump?
- Why have they gone there?
- What kind of answer is this?
- What a nice shape this pear has!
- Whose turn is it now?
- Whose lunch box is this?
- Why are we still waiting for her on the beach?

- Why are there so many dogs wandering?
- Why did he go there so early in the morning?
- How many times did the doctor visit the patients?
- How many times have you watched this movie?
- Which is the most delicious food in this hotel?
- Which is the tallest tower of the world?
- Which is the smallest airport in India?
- Which one of the following is the best teacher to teach music?
- How was pollution spread on the earth?
- Which method is best?
- What plan is yours?
- Whose car is this?
- Whose lunch box is this?
- What type of gun is this?
- Which house have you bought?
- Which team won the cricket match?
- Whose child is weeping loudly?
- How many boys are participating in the dance competition?
- What needs are yours?
- Which seat do you want to book for the movie?
- What did you eat at home?
- Whose shirt are you wearing?
- What percentage of water is available on the earth to drink?
- How pastries are made?
- Whose books are you going to refer for the project?
- Why religious books are not preferred in all schools?
- How school buses are plying today?
- Whose videos are these?
- What illness do you suffer from?
- How many shows you are performing?
- Which author is best to write English grammar?
- What standards are followed in the schools?
- What CD do you like most?
- Which place are you planning to visit this summer?
- Which direction did she go?
- Do you know how these things are collected?
- So Puja what else you do?
- Which poem is considered to be awarded?
- What incidents are very touching in the life?
- How weak are you feeling now?

Answers

- What exactly are you planning for?
- What kind of answer is this?
- What a beautiful flower this is!
- What a nice shape this pear has!

- Whose turn is it now?
- Whose lunch box is this?
- Whose car are we planning to ride?
- Whose school bag is this?
- Where have all the friends gone?
- Where do you go from here?
- Where could I find the next petrol pump?
- Why have they gone there?
- Why are we still waiting for her on the beach?
- Why are there so many dogs wandering?
- Why did he go there so early in the morning?
- How many times did the doctor visit the patients?
- How many times have you watched this movie?
- Which is the most delicious food in this hotel?
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- Which one of the following is the best teacher to teach music?
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- Which method is best?
- What plan is yours?
- Whose car is this?
- Whose lunch box is this?
- What type of gun is this?
- Which house have you bought?
- Which team won the cricket match?
- Whose child is weeping loudly?
- How many boys are participating in the dance competition?
- What needs are yours?
- Which seat do you want to book for the movie?
- What did you eat at home?
- Whose shirt are you wearing?
- What percentage of water is available on the earth to drink?
- How pastries are made?
- Whose books are you going to refer for the project?
- Why religious books are not preferred in all schools?
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- What illness do you suffer from?
- How many shows you are performing?
- Which author is best to write English grammar?
- What standards are followed in the schools?
- What CD do you like most?
- Which place are you planning to visit this summer?

- Which direction did she go?
- Do you know how these things are collected?
- So Puja what else you do?
- Which poem is considered to be awarded?
- What incidents are very touching in the life?
- How weak are you feeling now?

▶ SECTION 4

5.6 DEFINITE ADJECTIVE

Definition and Meaning:

- A definite number adjective states the exact number of persons or things:
- One, two, three, four, five (Cardinals)
- First, second, third, fourth, fifth (Ordinals)
- A cardinal says 'how many'; and an ordinal says 'in what order'
- Basically definite adjectives denote the exact number of nouns or their exact position.

Examples:

Look at the sentences below where the definite adjectives have been underlined –

- Two girls came first.
- Today is the first day of the conference.
- Sneha stood fifth in her class.
- Ravi came first in the marathon.
- Priya is one of the best teachers I know.

Check your progress:

Exercise

Identify and circle the definite adjective in the below-mentioned sentences:-

- One student came forward to become a leader of this class.
- There are eight oranges in the bowl.
- Two children make a perfect family.
- Four subjects of Management Studies are very difficult.
- Ten employees have resigned from their jobs.
- Abhishek swung his five-pound hammer.
- I wrote two letters.
- The hand has five fingers.
- Meeta is the second girl in our class

- There are seven days in a week.
- He is going to sell his two cars.
- There is only one solution to every problem written on the board.
- This shop will remain open twenty four hours a day.
- I have bought ten apples.
- Who was the first lady to win the Nobel Prize for Physics?
- There are fifty students in her class.
- I ate three mangoes.
- She was the first to join the dance class.
- The brilliant one of you can be the leader of this group.
- My feet have eight fingers and two thumbs.
- There can be only one king who can rule the kingdom.
- Four books of Economics are not available in the market.
- Ten out of twenty guavas are left.
- I ate only one fourth of the watermelon.
- I have learnt three languages.
- There are only nine class rooms in our school.
- One hour has sixty minutes.
- You can get twenty four hours service here.
- Five of the employees have won a prize in the Customer Service Feedback Competition.
- A year has twelve months.
- You can choose either of two numbers at one time.
- There are 365 days in a year.
- Who was the first person to win the Nobel Prize in Literature?
- • He dreams of standing first in the class.
- The fifth girl from the back is genius.
- There can be only one truth...everything else is lies.
- Paresh easily picked up 30 kilogram of weight in the gym.
- Parita has shortlisted five US universities for her graduate studies.
- Raju is bad with his eleven and thirteen tables.
- My favourite Shakespearean play is – The Twelfth Night.
- One good turn deserves another.
- The Hindus offer fifty-six delicacies to their Gods on special festivals.
- Uttarayan falls on fourteenth January every year; while Christmas falls on twenty fifth De-cember.

Answers

- One student came forward to become a leader of this class.
- There are eight oranges in the bowl.
- Two children make a perfect family.
- Four subjects of Management Studies are very difficult.
- Ten employees have resigned from their jobs.

- Abhishek swung his five-pound hammer.
- I wrote two letters.
- The hand has five fingers.
- Meeta is the second girl in our class
- There are seven days in a week.
- He is going to sell his two cars.
- There is only one solution to every problem written on the board.
- This shop will remain open twenty four hours a day.
- I have bought ten apples.
- Who was the first lady to win the Nobel Prize for Physics?
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- I ate three mangoes.
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- The brilliant one of you can be the leader of this group.
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- Ten out of twenty guavas are left.
- I ate only one fourth of the watermelon.
- I have learnt three languages.
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- He dreams of standing first in the class.
- The fifth girl from the back is genius.
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- Parita has shortlisted five US universities for her graduate studies.
- Raju is bad with his eleven and thirteen tables.
- My favourite Shakespearean play is – The Twelfth Night.
- One good turn deserves another.
- The Hindus offer fifty-six delicacies to their Gods on special festivals.
- Uttarayan falls on fourteenth January every year; while Christmas falls on twenty-fifth De-cember.

5.7 INDEFINITE ADJECTIVE

Definition and Meaning:

An indefinite adjective is similar to an indefinite pronoun except that it modifies a noun, pro- noun or noun phrase in a non-specific manner. It does not indicate definite number (most, all, many, several, no few, some, any, sundry)

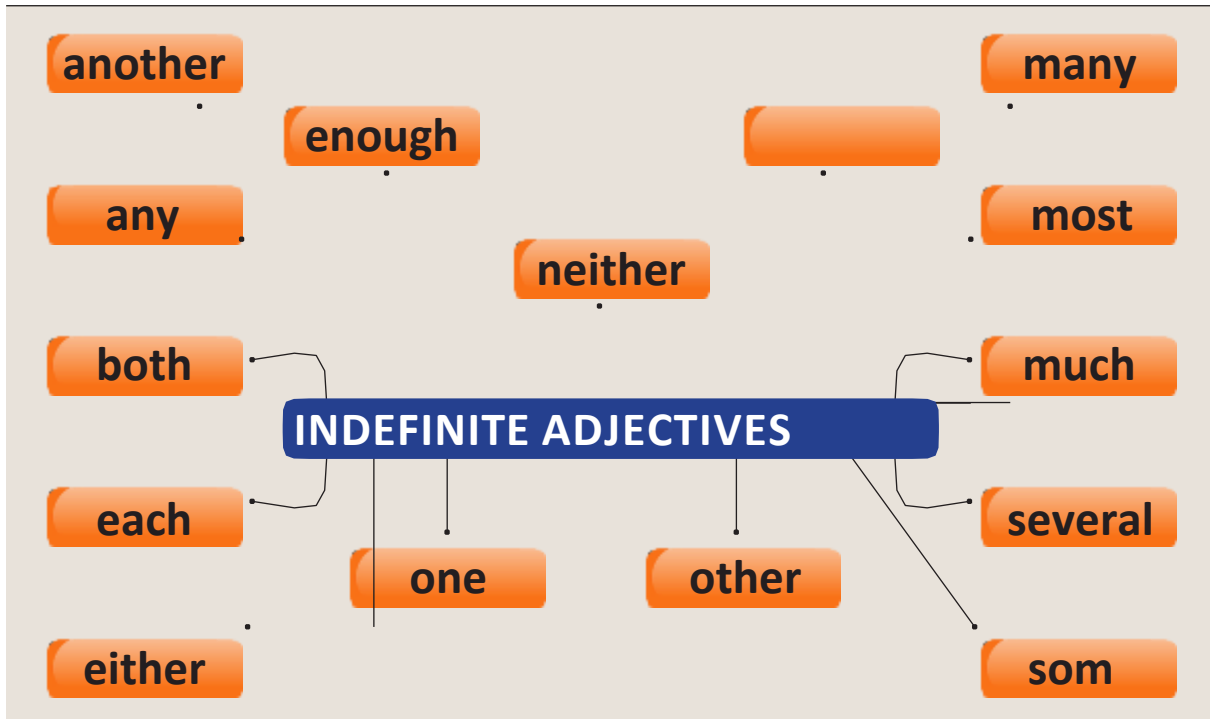
In a nutshell...

modify nouns or pronouns
are non-specific in nature
look similar to indefinite pronouns but function differently

Examples:

Look at the sentences below where the indefinite adjectives have been underlined –

- Did you make enough coffee?
- They called several times.
- Only a few natural species remain on the island.
- Most schools take up this curriculum.
- We will keep you informed of any change in the dates.
- The warden found a few girls loitering in the garden during the prayer time.
- The title of the book I am currently reading is – Many Indias, Many Literatures.



Check your progress:

Exercise

Identify and circle the indefinite adjective in the below mentioned sentences:-

- Please bring home some dinner.
- Do you have any information?
- Trusha did not eat much lunch.
- There were a few pieces remaining.
- My friends are not like most people.
- We saw many animals at the zoo.
- How many oranges did you put in the box?
- There isn't much sugar in my coffee.
- I don't have many friends.
- The old man hasn't got much hair on his head.
- I've packed many bottles of water.
- I didn't get much sleep last night.
- How much food do you eat in an average day?
- Is there any milk left?
- There is some juice in the bottle.
- Do you have any coffee?

- I don't have any money left.
- She has some money.
- Do you know any of these singers?
- I don't know any of them.
- I know some of them.
- The child put some sand into the bucket.
- I can lend you some money if you need it.
- There aren't many pears left- Only two.
- We had some cake with the tea.
- Don't eat so many sweets or you'll get fat.
- I had some food last night at the restaurant.
- I don't have any friends.
- He brought some food with him.
- There are several people in the safe room.
- I have seen some cartridges in the cupboard.
- There are only a few deer left.
- Everyone is born with genius, but most people only keep it a few minutes.
- Many people would sooner die than think; In fact, they do so.
- I bought some batteries, but they weren't included.
- I do not have much time.
- A man can fail many times, but he isn't a failure until he begins to blame somebody else.
- How much wood could a woodchuck chuck if a woodchuck could chuck wood?
- Any kid will run any errand for you, if you ask at bedtime.
- There is nothing in the clothes basket. It is empty.
- I've tried phoning but every time I tried there was nobody in.
- I have prepared something for dinner which you will like very much.
- Would you like something to start with before the main menu?
- He sat at the table but didn't have anything to eat.
- You can do anything. I don't really care.
- I met someone you know last night. She told me she had missed you very much.
- That's a very easy job. Anyone can do it.
- Did you turn the oven off? I think I can smell something burning.
- Nobody offered help. They probably didn't have time.
- Everyone arrived in good time and the meeting started promptly at sharp 3:30 pm.
- When the show finished there was complete silence. Nobody clapped.
- No one likes being poor.
- Someone told me that Tarun was leaving London but later I found out that it was not true.

- Of all the people I met in my life, no one is more important to me than you.

Answers

- Please bring home some dinner.
- Do you have any information?
- Trusha did not eat much lunch.
- There were a few pieces remaining.
- My friends are not like most people.
- We saw many animals at the zoo.
- How many oranges did you put in the box?
- There isn't much sugar in my coffee.
- I don't have many friends.
- The old man hasn't got much hair on his head.
- I've packed many bottles of water.
- I didn't get much sleep last night.
- How much food do you eat in an average day?
- Is there any milk left?
- There is some juice in the bottle.
- Do you have any coffee?
- I don't have any money left.
- She has some money.
- Do you know any of these singers?
- I don't know any of them.
- I know some of them.
- The child put some sand into the bucket.
- I can lend you some money if you need it.
- There aren't many pears left- Only two.
- We had some cake with the tea.
- Don't eat so many sweets or you'll get fat.
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- I don't have any friends.
- He brought some food with him.
- There are several people in the safe room.
- I have seen some cartridges in the cupboard.
- There are only a few deer left.
- Everyone is born with genius, but most people only keep it a few minutes.
- Many people would sooner die than think; In fact, they do so.
- I bought some batteries, but they weren't included.
- I do not have much time.
- A man can fail many times, but he isn't a failure until he begins to blame somebody else.

- How much wood could a woodchuck chuck if a woodchuck could chuck wood?
- Any kid will run any errand for you, if you ask at bedtime.
- There is nothing in the clothes basket. It is empty.
- I've tried phoning but every time I tried there was nobody in.
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- He sat at the table but didn't have anything to eat.
- You can do anything. I don't really care.
- I met someone you know last night. She told me she had missed you very much.
- That's a very easy job. Anyone can do it.
- Did you turn the oven off? I think I can smell something burning.
- Nobody offered help. They probably didn't have time.
- Everyone arrived in good time and the meeting started promptly at sharp 3:30 pm.
- When the show finished there was complete silence. Nobody clapped.
- No one likes being poor.
- Someone told me that Tarun was leaving London but later I found out that it was not true.
- Of all the people I met in my life, no one is more important to me than you.

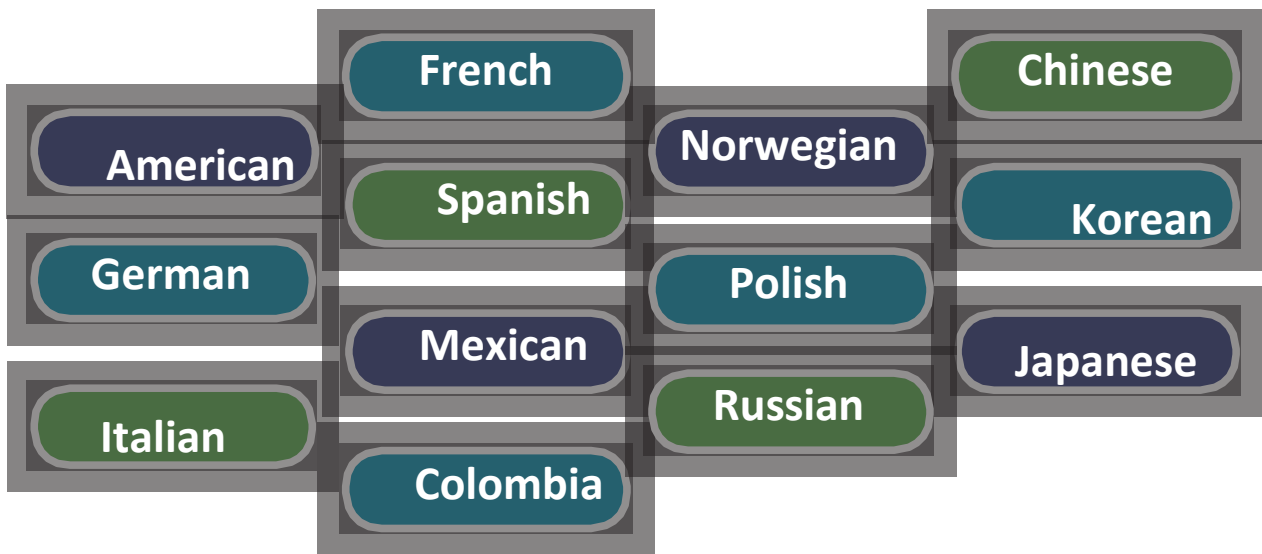
▶ **SECTION 6**

5.8 PROPERADJECTIVE

Definition and Meaning:

- Proper adjective is a word that modifies nouns and pronouns and is formed from a proper noun.
- A proper noun is the specific name used for any person, place, or thing.
- Proper adjectives typically look like their original proper nouns but have some sort of alter-native ending in order to make them adjectives.
- Since proper adjectives are adjectives derived from proper nouns, there are hundreds, or even thousands of them.

Some common ones would be anything derived from a country or people group



As you can see, there are far too many proper adjectives to include on a single list.

Tip to remember: Proper adjectives are always capitalized. When a proper adjective has a pre-fix, the prefix itself is never capitalized (unless it is the first word of a sentence, of course). However, the proper adjective itself is still capitalized.

Examples of hyphenated proper adjectives:

- pre-Columbian
- un-American
- anti-Semitic
- English-speaking country

In a nutshell...

Proper adjectives:

1. are derived from proper nouns
2. act just like adjectives
3. should be capitalized

Examples:

Look at the sentences below where the proper adjectives have been underlined –

- The Fourth of July is an American holiday.
- I love Italian food.
- Indians are by nature warm and hospitable.
- The Asian community is very resilient.
- Chinese food is extremely popular among the millennial.

Check your progress:

Identify and circle the proper adjective in the below-mentioned sentences:-

- Alex is an Australian player.
- Virat Kohli is an Indian player.
- Sushi is an Asian player.
- I love Chinese food.
- My brother likes Italian cuisine.
- Shakespearean sonnets are easy to comprehend.
- Petrarchan sonnets are more complex.
- He has always been a Marxist.
- There is nothing called Platonic love.
- He was a Serbian baseball player.
- Japanese cars are wonderful.
- I did not understand the Kantian ethics.
- He uses a Kentuckian rifle.
- All the African people are not black.
- Texan English is different from conventional English.
- Mexican cuisine is an incredible dish.
- The Chinese noodles are in the kitchen pantry.
- Italian cream cake is extremely rich yet delicious.
- Japanese robes are called kimonos.
- African dance is rhythmic as well as symbolic.
- Russian caviar is a delicacy.
- German cars are among the finest.
- Did French fries really originate in France?
- The band plays Christian music.
- The English Parliament is in session.
- Chinese culture peaked during the Ming Dynasty.
- Political scandal erupted during the Nixon era.
- The candidate favours a Jeffersonian democracy.

- Malayalis are very intelligent.
- Jenni is looking forward to the Hawaiian dance class.
- We enjoyed strolling through the quaint French villages.
- The dress was designed with a Victorian influence.
- The architecture was decidedly Georgian.
- Our vacation plans include exploring the Mexican ruins.
- Gujaratis are foodies.

Answers

- Alex is an Australian player.
- Virat Kohli is an Indian player.
- Sushi is an Asian player.
- I love Chinese food.
- My brother likes Italian cuisine.
- Shakespearean sonnets are easy to comprehend.
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- The dress was designed with a Victorian influence.
- The architecture was decidedly Georgian.

- Our vacation plans include exploring the Mexican ruins.
- Gujaratis are foodies.

Important Point to Remember Adjectives answer at least one of these adjective questions –

Which one?

How many?

What kind?

Whose?

5.9 KEYWORDS

Adjective	An adjective modifies a noun or a pronoun by describing, identifying or quantifying words.
Possessive Adjective	My, Your, His, Her, Its, Our, Their
Demonstrative Adjective	This, These, That, Those, Former, Latter
Interrogative Adjective	Which, What, Whose, Why, How, Where
Definite Adjective	How many (One, Two, Three or First, Second, Third)
Indefinite Adjective	Most, All, Some, Many, Several, Few, Any, Much
Proper Adjective	Proper adjective is a word that modifies nouns and pronouns and is formed from a proper noun

To Sum it Up

- This Unit would have helped you to identify the meaning and purpose of adjectives.
- General rules for forming sentences for usage of adjectives.
- Difference between possessive adjectives and possessive pronouns and how to use them.
- Introduction to demonstrative adjectives, difference between demonstrative adjectives and pronouns and how to use them.

- Introduction to interrogative adjective, difference between interrogative pronoun and adjective and how to use them.
- How to use definite and indefinite adjective.
- Introduction and usage of proper adjective.

5.10 REFERENCES

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7. *Michael Swan and Catherine Walter* – Oxford English Grammar – Oxford University Press.

SUGGESTED REFERENCE

Video Link

<https://www.youtube.com/watch?v=-qLxlGQWPWw>

4.46 Minutes What is an Adjective - English Grammar Lesson | Adjectives in English | Two Minute English

Understanding Adjectives...

Adjectives can be – common (few, important, first, last etc); or they may refer to appearance (beautiful, elegant, glamorous, handsome etc); or they may pertain to colours (red, green, maroon, purple etc); or even to conditions (alive, easy, uninteresting, odd etc); or to personality in a positive way (agreeable, brave, faithful, gentle etc) or in a negative way (angry, obnoxious, hyper, thoughtless etc); they may also relate to shape (broad, skinny, deep, flat etc); or to size (big, gigantic, tiny, petite etc); or they may refer to sound (deafening, hissing, faint, melodic etc); or to time (brief, early, modern, ancient etc); or to taste like (bitter, salty, delicious, oily etc); or they may refer to touch (boiling, chilly, damp, filthy etc); or to quantity (abundant, few, many, numerous etc).

UNIT: 6**ADJECTIVES II****:: STRUCTURE::****6.0 Learning Objectives****6.1 Introduction****6.2 Section 1 : Distributive Adjective****6.3 Section 2 : Adjectives Of Quality****6.4 Section 3 : Adjectives Of Quantity****6.5 Section 4 : Adjectives Of Comparison****6.6 Section 5 : Common Mistakes to Avoid****6.7 Keywords****6.8 References**

6.0 LEARNING OBJECTIVES

- Before undertaking journalistic writing, one needs to understand, learn and master the cor-rect usage of language.
- The first step towards that is learning the grammar.
- The building blocks of English grammar are known as parts of speech.

On completion of unit

- You should be able to identify the difference between adjectives and other parts of speech
- You should be able to use them appropriately your writing.

6.1 INTRODUCTION

- Grammar is all about following the rules. As with all other parts of speech, there are many types and functions of adjectives and hence elaborate rules on how to use these adjectives.
- While it is important to know and understand the meaning and definition of each of the types, do not get worried about memorising every definition. What you do need to remember are the rules for using them.

Using adjectives appropriately in sentences can really liven up your writing, even journalistic writing. On the other hand, inappropriate use of adjectives can lead to serious problems, including court cases

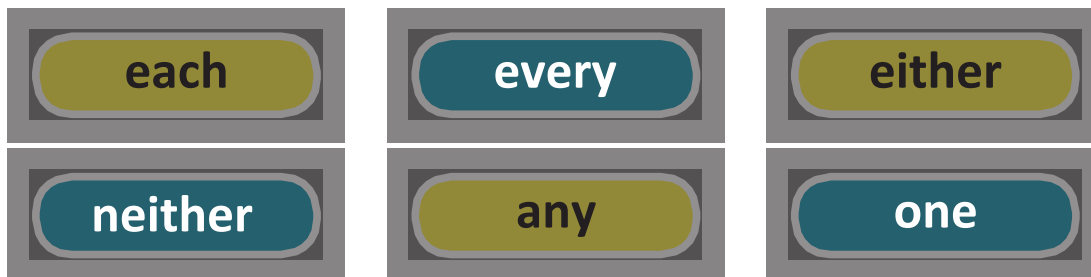
› SECTION 1

6.2 DISTRIBUTIVE ADJECTIVE

Definition and Meaning:

Adjectives which are used to refer people or things individually among many are called distributive adjectives. Distributive adjectives are always followed by a singular noun and a verb. But, we should keep in mind that after using distributive adjectives we should use plural noun and singular verb.

Distributive Adjectives are:



Examples:

Look at the sentences below where the distributive adjectives have been underlined –

- Each student is responsible for keeping the classroom clean.
- Every student in the class was encouraged to take part in the competition.
- I cannot tell you the secret either.
- I like neither of my bosses.

- Did anyone fail the exam?
- Each one knows the secret code

Difference between Distributive Pronouns and Distributive Adjectives

- A distributive pronoun refers to persons or things taken one at a time. Hence they are always singular and take singular verbs.
- **Guiding Point:** There is never a noun after the distributive pronoun. This means there may be any other word other than a noun.
- Distributive pronouns may be used as distributive adjectives also.
- **Hint:** There is always a noun next to the distributive adjective.

Check your progress:

Exercise

Please identify and circle the distributive adjectives in the sentences given below :-

- Drink a few sips of water after taking each medicine.
- Each of his friends is helpful.
- In my family each member earns more than ten thousand rupees a month.
- Each cheerleader is given props along with the dress.
- Each of our countrymen should fight for the country.
- Each time you complain, you become pessimistic.
- Every laptop comes with a free bag.
- I drink milk every day.
- Every citizen is proud to be an Indian.
- Every movie made by her has been successful and helped her earn name and fame.
- We go to the gym to exercise every morning.
- Every employee was given a hefty bonus on Diwali.
- My brother doesn't recognize either of them.
- The teacher did not listen to me, either.
- Either of these wrist watches would be a proper gift to him.
- Meet me at office or at home. Either is okay.
- Either of my dogs is able to entertain guests.
- Either you or he should go to the temple.
- My father doesn't work anymore, and neither does my mother.
- Neither of the delicacies you love is cooked for dinner.

- My sister cannot lie, neither can my brother.
- We could neither wait nor go.
- Neither question is easy.
- They don't have anything to eat.
- Does your brother have any money left?
- Did you put any sugar in the tea?
- We don't want to go anywhere.
- Did anyone complain?
- Either of you can do the laundry.
- We will sell that one soon.
- No one enjoys a fight.
- Select one more student for the play.
- Can I eat one more biscuit please?
- Don't buy only one purse.
- Neither my son nor my husband could lock the door.
- Can you buy this one for her?
- Is there any coffee in the pot?
- Either you run the day or the day runs you!
- Each one of you should support this cause.
- I genuinely believe that every employee has a stake in the growth of this company.
- Either of you should take care of your child.
- Neither of you can go away from the other.
- Every child should have one or the other pet.
- Neither of the two men is trustworthy.
- Each girl in our class is well-versed in music.
- On either side of the canal there were long fields of paddy.

Answers

- Drink a few sips of water after taking each medicine.
- Each of his friends is helpful.
- In my family each member earns more than ten thousand rupees a month.
- Each cheerleader is given props along with the dress.
- Each of our countrymen should fight for the country.
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- Every child should have one or the other pet.
- Neither of the two men is trustworthy.
- Each girl in our class is well-versed in music.
- On either side of the canal there were long fields of paddy.

▶ SECTION 2

6.3 ADJECTIVES OF QUALITY

Definition and Meaning:

- These are also termed as descriptive adjectives.
- Basically adjectives of quality describe the kind of person, thing or animal i.e. the quality. So they generally answer the question What kind of?

- We have learnt in Unit 5 about proper adjectives which are basically adjectives formed out of proper nouns for example – Cuban cigar, French wine, Indian hospitality etc. Basically, these are also adjectives of quality.

Rules/Tips to be followed while using Adjectives of Quality –

- We can use two or more adjectives of quality in the sentence in an appropriate order to properly describe the noun such as: The big fluffy gray cat sat on the ladder.
- The accepted order of using more than one adjective of quality in the sentence is as follows: size/age/shape/color/nationality/material. For example: The big, young, thin, black cat sat on the ladder.
- General opinion adjectives are used before the specific opinion adjectives. Such as: the beautiful, brilliant singer has received an award.
- If we use similar adjectives in one sentence, we should separate them with a comma. Such as: he was a bright, intelligent boy
- Don't use comma for adjectives having different meanings, such as: It was a bright clever dog
- Generally the adjective of quality comes just before the noun however; sometimes it follows the noun. Such as: The boy was bright.
- Some of the adjectives are formed by just adding a suffix to the noun such as danger: dangerous, love: lovely, child: childlike, acid: acidic, sheep: sheepish, nation: national, etc.
- Adjectives describing the opinion typically precede the adjectives describing the color, shape, size, etc. Such as: "The beautiful red flower kept in the corner"; is preferable to "The red beautiful flower kept in the corner".

ADJECTIVES OF QUALITY BASICALLY SPECIFY:

- | | |
|--|---|
| • Colours: red, green, yellow etc. | • Origin: Latin, French, Mongolian etc. |
| • Feelings: upset, angry, glad etc. | • Age: new, old, medieval, ancient etc. |
| • Shapes: spherical, round, rectangular etc. | • Qualities: good, nice, beautiful etc. |
| • Sizes: thin, small, large etc. | • Time: monthly, daily, weekly etc. |
| • Touch: sticky, tasty etc. | • Opinions: hot, pretty, handsome etc. |
| • Tone: sarcastic, loving, clever etc. | • Material: cotton, silver, aluminium, synthetic etc. |

Examples:

Look at the sentences below where the adjectives of quality have been underlined –

- Neha is a tall girl.
- Sunil is a generous person.
- This is a bitter medicine.
- Please send me some Darjeeling tea.
- Mr Sharma is an honest employee.
- Tommy is a loyal dog.
- Panthers are shrewd predators.
- Kamini is fond of delicate crockery.

Check your progress:

Exercise

In the sentences given below please underline the adjectives of quality (there can be more than one adjective of quality in a sentence):-

1. Lata has a brown cow.
2. He is a nice boy.
3. Chennai is a beautiful city.
4. Their good performance gave them what they expected.
5. Sumer is an intelligent boy.
6. She was adorned with sparkling jewels.
7. The white big bird is sitting on the lowest branch.
8. Mr Shah is an honest policeman.
9. It is a heavy box.
10. That animal was very dangerous and clever.
11. Nina's hair is very shining and smooth.
12. She cried when the beautiful birds flew away.
13. Our Chairman is an old man.
14. Bangalore is a garden city.
15. Although the exam was very difficult however; bright candidates passed it easily.
16. The huge place of worship might have been constructed a long time back.
17. The fat woman went through the tiny passage easily.
18. Sneha is a smart girl.
19. Can you smell the fragrance of the red attractive roses in the garden?
20. Their excellent presentation helped them bag the first prize.
21. He writes meaningless mails.

22. The food was of poor quality.
23. Leena is wearing a sleeveless shirt today.
24. This soup is not edible.
25. The pretty girl was very excited to visit the hilarious Disney world.
26. The square shaped kite is flying in the air.
27. Seema has young and cute children.
28. Punit has an older and peaceful child.
29. Insects have tiny legs.
30. Simple cookies are very tasty sweets.
31. Please have a new dish kept in these blue boxes.
32. Mohan sells fresh mangoes to a small grocery.
33. Blunt scissors cannot cut thick cloths.
34. Steam engines emit black smoke.
35. Spiders make long, sticky and strong webs.
36. I have white glowing teeth.
37. Everyone in my family wears stylish sunglasses.
38. I saw an ancient church yesterday.
39. Children ate big pieces of chocolate cake.
40. He watched an interesting movie with me.
41. I liked the tiny kitten that chased the mischievous mice.
42. She had painful blisters on her right foot.
43. Social science is a boring subject.
44. Manan has round blue eyes.
45. Super heroes help needy people.
46. Some of the board games have easy rules.
47. She brushed her white teeth daily.
48. I saw the obese man there.
49. People must eat green leafy vegetables and drink fresh milk daily.
50. The slender girl danced in the rain.
51. The spider has hairy legs.
52. The pretty girl ate less food.
53. The extremely beautiful girl danced like a princes.
54. That thin man is a beggar.
55. The attractive lady was weeping.

Answers

1. Lata has a brown cow.
2. He is a nice boy.
3. Chennai is a beautiful city.
4. Their good performance gave them what they expected.
5. Sumer is an intelligent boy.
6. She was adorned with sparkling jewels.
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49. People must eat green leafy vegetables and drink fresh milk daily.
50. The slender girl danced in the rain.
51. The spider has hairy legs.
52. The pretty girl ate less food.
53. The extremely beautiful girl danced like a princess.
54. That thin man is a beggar
55. The attractive lady was weeping.

▶ SECTION 3

6.4 ADJECTIVES OF QUANTITY

Definition and Meaning:

- The adjectives of quantity are also termed as adjectives of number or numeral adjectives.
- Basically these adjectives say HOW MANY persons and things and animals are indicated or in WHAT ORDER a person, animal or thing stands.
- They answer the question – How many? (ten, few, any, all, third etc)

Below is the list of commonly used adjectives of quantity:

Any: is generally used in the negative and interrogative kind of sentences.

Some: it is generally used in the affirmative sentences.

Little: means ‘hardly any’ or ‘very small quantity’ and generally used with the singular uncountable nouns.

Double: means two but not clearly states two in number.

Substantial: means something in bulk

Enough: it is used as both, adverb and adjective. As an adjective, it is used before the noun and as an adverb it is used after the noun.

Examples:

Look at the sentences below where the demonstrative adjectives have been underlined –

- Lavinia has enough money to enjoy the fair.
- Maya was brilliant enough to pass her exam.
- I have got very few dolls.

- Vayu has little interest in sports.
- Mayank stood third in his class.

Check your progress:

Exercise-1

Identify and then circle the adjective of quantity in the sentences given below:-

- She eats a whole apple daily.
- I ate some rice today.
- He has only little knowledge about this project.
- He cannot spend all his money over you.
- There is no milk in the glass.
- All the students have passed the exam.
- There is enough petrol in the bike to reach to the destination.
- He gave me some advice.
- There are hundreds of students who take part in that quiz competition.
- I know very little about classical dance.
- Please add some sugar to my coffee.
- We have sufficient study-material to pass the examinations.
- We need to have some rest.
- He has little faith in God.
- We have enough time for practice.
- He had supported poor people all through his life.
- There is little water in the pot.
- Is there any mango in the basket?
- She spent all her money.
- Only few birds are flying in the sky.
- Most of the boys like to eat burgers.
- Many students did not attend class today.
- Students have finished most of their exams.
- I have spent all my pocket money today.
- Adding some milk to your breakfast will make you healthier.
- I have enough knowledge to complete this project.
- She ate the whole banana.
- Have you got any message about today's holiday?
- He has little interest in music.
- Seema had only half glass of milk.
- He has not much knowledge about automobiles.
- She has little money in her purse.
- He helped him with great difficulty.
- Poor people do not have sufficient amount of money.

- He can spend only few rupees on this project.
- I have less time for this assignment.
- He has lost all the money which his father lent him.
- Much time has been wasted by him.
- Having little is better than nothing.
- He cannot run any business.
- This company has insufficient manpower to complete its projects.
- I have bought few gifts for Diwali.
- It may rain heavily in the next week.
- We should eat light dinner every night.
- You will be paid double if you work overtime.
- There were hundreds of employees in the company.
- He needs some tea having little sugar but no milk.
- He has taken half cup of coffee.
- The bucket was empty when I saw it.
- It is great to see you here after so many years.
- In a couple of days our result will be declared.
- He had promised to help poor and needy people for his whole life.
- They do not have enough team spirit to win the competition.
- There has been a substantial change in the exam paper style since the new teacher has come.
- My speech was heard by every single student in the courtroom very attentively.

Answers –

- She eats a **whole** apple daily.
- I ate **some** rice today.
- He has only **little** knowledge about this project.
- He cannot spend **all** his money over you.
- There is **no** milk in the glass.
- **All** the students have passed the exam.
- There is **enough** petrol in the bike to reach to the destination.
- He gave me **some** advice.
- There are **hundreds** of students who take part in that quiz competition.
- I know very **little** about classical dance.
- Please add **some** sugar to my coffee.
- We have **sufficient** study-material to pass the examinations.
- We need to have **some** rest.
- He has **little** faith in God.
- We have **enough** time for practice.
- He had supported poor people **all** through his life.
- There is **little** water in the pot.

- Is there **any** mango in the basket?
- She spent **all** her money.
- Only **few** birds are flying in the sky.
- **Most** of the boys like to eat burgers.
- **Many** students did not attend class today.
- Students have finished **most** of their exams.
- I have spent **all** my pocket money today.
- Adding **some** milk to your breakfast will make you healthier.
- I have **enough** knowledge to complete this project.
- She ate the **whole** banana.
- Have you got **any** message about today's holiday?
- He has **little** interest in music.
- Seema had only **half** glass of milk.
- He has not **much** knowledge about automobiles.
- She has **little** money in her purse.
- He helped him with **great** difficulty.
- Poor people do not have **sufficient** amount of money.
- He can spend only **few** rupees on this project.
- I have **less** time for this assignment.
- He has lost **all** the money which his father lent him.
- **Much** time has been wasted by him.
- Having **little** is better than nothing.
- He cannot run **any** business.
- This company has **insufficient** manpower to complete its projects.
- I have bought **few** gifts for Diwali.
- It may rain **heavily** in the next week.
- We should eat **light** dinner every night.
- You will be paid **double** if you work overtime.
- There were **hundreds** of employees in the company.
- He needs **some** tea having **little** sugar but **no** milk.
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- In a **couple of days** our result will be declared.
- He had promised to help poor and needy people for his **whole** life.
- They do not have **enough** team spirit to win the competition.
- There has been a **substantial** change in the exam paper style since the new teacher has come.
- My speech was heard by every **single** student in the courtroom very attentively.

► **SECTION 4**

6.5 ADJECTIVES OF COMPARISON

Definition and Meaning:

- Adjectives change in form when they show comparison.
- **Positive Degree:** An adjective is said to be in the positive degree when there is no comparison.
- **Comparative Degree:** An adjective is said to be in the comparative degree when it is used to compare two nouns/pronouns.
Superlative Degree: An adjective is in superlative degree when it is used to compare more than two nouns/pronouns. We use the article 'the' before the superlative degrees.

Examples and Rules:

Formation of Comparative and Superlative Degrees of Adjectives

Adjectives usually form their comparative and superlative degrees :

1) By addition of '-er' and '-est' to the positive degree

POSITIVE	COMPARATIVE	SUPERLATIVE
bright	brighter	brightest
black	blacker	blackest
bold	bolder	boldest
clever	cleverer	cleverest
cold	colder	coldest
fast	faster	fastest
great	greater	greatest
high	higher	highest
kind	kinder	kindest
long	longer	longest
rich	richer	richest
small	smaller	smallest
strong	stronger	strongest
sweet	sweeter	sweetest
tall	taller	tallest
thick	thicker	thickest
young	younger	youngest

2) By addition of '-r' and '-st' to the positive degree ending in 'e'

POSITIVE	COMPARATIVE	SUPERLATIVE
brave	braver	bravest
fine	finer	finest
large	larger	largest
nice	nicer	nicest
noble	nobler	noblest
pale	Paler	palest
simple	simpler	simplest
wise	wiser	wisest
white	whiter	whitest

3) When the positive ends in 'y' and has a consonant before it, we change 'y' into 'i' and then add 'er' and 'est'.

By deleting the final 'y' and adding 'ier' and 'iest'		
POSITIVE	COMPARATIVE	SUPERLATIVE
costly	costlier	costliest
dry	drier	driest
easy	easier	easiest
happy	happier	happiest
heavy	heavier	heaviest
lazy	lazier	laziest
pretty	prettier	prettiest
wealthy	wealthier	wealthiest

4) When the positive degree ends in a consonant with a vowel before it, we double the consonant and then add '-er' and '-est'

POSITIVE	COMPARATIVE	SUPERLATIVE
big	bigger	biggest
dim	dimmer	Dimmest
fat	fatter	fattest
hot	hotter	hottest
thin	thinner	thinnest

5) By addition of '-er' and '-est' to the positive degree when it ends in

‘-y’

POSITIVE	COMPARATIVE	SUPERLATIVE
gay	gay ^{er}	gay ^{est}
grey	grey ^{er}	grey ^{est}

5) By placing ‘more’ and ‘most’ before the positive form

POSITIVE	COMPARATIVE	SUPERLATIVE
active	more active	most active
attractive	more attractive	most attractive
beautiful	more beautiful	most beautiful
brilliant	more brilliant	most brilliant
careful	more careful	most careful
courageous	more courageous	most courageous
cunning	more cunning	most cunning
difficult	more difficult	most difficult
famous	more famous	most famous
faithful	more faithful	most faithful
important	more important	most important
proper	more proper	most proper
popular	more popular	most popular
splendid	more splendid	most splendid
suitable	more suitable	most suitable

Some adjectives do not follow any of the rules explained earlier. They are compared irregularly. Here are the different forms of such adjectives.

POSITIVE	COMPARATIVE	SUPERLATIVE
bad	worse	worst
evil	worse	worst
good	better	best
ill	worse	worst
far	farther	farthest
well	better	best
late	later	latest (time)
late	later	last (position)
little	less	least

much	more	most
many	more	most
near	nearer	nearest
old	older	oldest
old	elder	eldest

In a nutshell...

- Adjectives have three degrees of comparison: positive, comparative, and superlative.
- The comparative is formed with -er or more.
- The superlative is formed with -est or most.
- Short words like big and happy take -er and -est: big, bigger, biggest; happy, happier, happiest.
- Long words, like beautiful and intelligent take more and most: beautiful, more beautiful, most beautiful; intelligent, more intelligent, most intelligent.

Check your progress:

Exercise – 1

Complete the following sentences using the appropriate form/degree of the adjective:-

She is than her sister.

- pretty
- prettier
- prettiest

Masuma is a girl.

- nice
- nicer
- nicest

Supriya is the girl in the class.

- intelligent
- more intelligent
- most intelligent

Mayur speaks English

- well
- better
- best

Russia is the country in the world.

- big
- bigger
- biggest

China is acountry.

- big
- bigger
- biggest

China is than India.

- big
- bigger
- biggest

This is thebook I have ever read.

- interesting
- more interesting
- most interesting

I am than you.

- smart
- smarter
- smartest

Take the of the two routes.

- short
- shorter
- shortest

Exercise – 2

Fill in the blanks with the appropriate form/degree of the adjective given in the brackets:-

- My father is _____ than my mother (old)
- Chinese is _____ than English (difficult)
- Jaya lives _____ to the city than you (near)

- The car is _____ than we thought (bad)
- Tigers are _____ than rats (dangerous)
- Dogs are _____ than rabbits (intelligent)
- My uncle is _____ than my aunt (fair)
- Cars are _____ than bikes (expensive)
- Cakes look _____ than bread (delicious)
- My cat is _____ than your dog (ugly)
- This man is _____ than that one (clever)
- Oranges are _____ than pizzas (good)

Exercise – 3

Write the comparative and superlative forms of the following adjectives:-

<ul style="list-style-type: none"> • clean • cold • slow • large • pretty • happy • hot 	<ul style="list-style-type: none"> • big • thin • beautiful • expensive • good • bad • brilliant 	<ul style="list-style-type: none"> • gay • dim • faithful • light • lovely • great • little 	<ul style="list-style-type: none"> • near • wealthy • much • splendid
--	---	--	---

Answers

Exercise – 1

- She is prettier than her sister.
- Masuma is a nice girl.
- Supriya is the most intelligent girl in the class.
- Mayur speaks English well.
- Russia is the biggest country in the world.
- China is a big country.
- China is bigger than India.
- This is the most interesting book I have ever read.
- I am smarter than you.
- Take the shorter of the two routes.

Exercise – 2

- My father is older than my mother.
- Chinese is more difficult than English.
- Jaya lives nearer to the city than you.
- The car is worse than we thought.

- Tigers are more dangerous than rats.
- Dogs are more intelligent than rabbits.
- My uncle is fairer than my aunt.
- Cars are more expensive than bikes.
- Cakes look more delicious than bread.
- My cat is uglier than your dog.
- This man is cleverer than that one.
- Oranges are better than pizzas.

Exercise – 3

- Clean-cleaner-cleanest
- Cold-colder-coldest
- Slow-slower-slowest
- Large-larger-largest
- Pretty-prettier-prettiest
- Happy-happier-happiest
- Hot-hotter-hottest
- Big-bigger-biggest
- Thin-thinner-thinnest
- Beautiful-more beautiful–most beautiful
- Expensive-more expensive-most expensive
- Good-better-best
- Bad-worse-worst.
- Brilliant-more brilliant-most brilliant
- Gay-gayer-gayest
- Dim-dimmer-dimmest
- Faithful-more faithful-most faithful
- Light-lighter-lightest
- Lovely-lovelier-loveliest
- Great-greater-greatest
- Little-less-least
- Near-nearer-nearest
- Wealthy-wealthier-wealthiest
- Much-more-most
- Splendid-more splendid-most splendid

6.6 COMMON MISTAKES TO AVOID

In this section we'll have a look at the errors made by non-native speakers of English:-

NO	INCORRECT USAGE	CORRECT USAGE
1	He has read almost each book of the col-lege library.	He has read almost every book of the col-lege library.
2	Every one of the two pencils is missing.	Each one of the two pencils is missing.
3	He is suffering from a strong cold.	He is suffering from a bad cold.
4	You must secure at least passable marks.	You must secure at least pass marks.
5	I am forty years.	I am forty years old.
6	He bought me milk, butter and honey, the latter being Indian.	He bought me milk, butter and honey; thelast being Indian
7	This feat was marvellous well performed.	This feat was marvellously well per-formed.
8	This car is superior than that.	This car is superior to that.
9	These all mangoes are ripe.	All these mangoes are ripe.
10	I have no any friends.	I have no friends.
11	Both men have not come.	Neither man has come.
12	Open your book at six page.	Open your book at page six.
13	He is elder than I.	He is older than I.
14	He is more better than I.	He is better than I.
15	He is worst than me.	He is worse than me.
16	He gets a less salary.	He gets a small salary.
17	In our library the number of books is less.	In our library the number of books is small.
18	Of the two plans this is the best.	Of the two plans this is the better.
19	He is becoming strong.	He is becoming stronger.
20	There is a best teacher in that class.	There is a very good teacher in that class.
21	He will spend his future life here.	He will spend his remaining life here.

22	This is a worth-seeing sight.	This is a sight worth-seeing.
23	We have never seen a so good boy.	We have never seen so good a boy.
24	He got nearly cent per cent marks.	He got nearly full marks.
25	He is best player.	He is the best player.
26	The New Delhi is big city.	New Delhi is a big city.
27	I live in the Mumbai.	I live in Mumbai.
28	The man is a member of the society.	Man is a member of society.
29	We should love the God.	We should love God.
30	She got an employment here.	She got employment here.
31	We should not make noise.	We should not make a noise.
32	I have an urgent business.	I have urgent business OR I have some urgent business
33	What a fun!	What fun!
34	We had picnic.	We had a picnic.
35	Every people know this.	Every man knows this OR Every person knows this OREveryone knows this
36	He held the book in the both hands.	He held the book in both hands OR He held the book in both his hands
37	An idle man should do some or otherwork.	An idle man should do some work or an-other.
38	Shakespeare is greater than any other poets.	Shakespeare is greater than any otherpoet.
39	He is in class ninth.	He is in class nine ORHe is in the ninth class
40	This article costs rupees ten.	This article costs ten rupees.
41	He came a 2nd time.	He came a second time.
42	King George the sixth.	King George VI.
43	Raipur is hot than Shimla.	Raipur is hotter than Shimla.
44	Horse is usefuller than car.	A horse is more useful than a car
45	From the two he is clever.	He is the more clever of the two ORHe is the cleverer of the two
46	For the three he is more clever.	He is the cleverest of the three.

47	He had leave of four days.	He had four days' leave OR He had leave for four days.
48	I am hopeless to pass.	I have no hope of passing.
49	He was a so big man that he could not sit in this chair.	He was so big a man that he could not sit in this chair.
50	Yours affectionate friend.	Your affectionate friend. OR Yours affectionately.
51	The country is plain.	The country is flat OR The country is level.
52	Your lovely friend.	Your loving friend.
53	We live in tribal area.	We live in a tribal area. OR We live in the tribal area
54	I mean London in USA.	I mean the London in USA.
55	I live in the Bengal	I live in Bengal.
56.	The gold is yellow.	Gold is yellow.
57.	Himalayas are mountains.	The Himalayas are mountains.
58.	The mankind should love the nature.	Mankind should love nature.
59.	Many are Gods of Hinduism	Many are the gods of Hinduism.
60.	He found hundred rupees.	He found a hundred rupees.
61.	Ganges is a river.	The Ganges is a river.
62.	We had a picnics nearly every day.	We had picnics nearly every day.
63.	He won a running cup.	He won a challenge cup.
64.	Each of us loves our/their home.	Each of us loves his home.
65.	None of the boys had learnt their lesson.	None of the boys had learnt his lesson.
66.	People often spend his leisure time in cinema halls.	People often spend their leisure time in cinema halls.
67.	Much efforts bring their rewards.	Much effort brings its reward.
68.	Many villagers cannot write his own name.	Many villagers cannot write their own name.
69.	Each and every person wore a hat.	Each person wore a hat OR Everybody wore a hat.
70.	We want a sifting enquiry.	We want a thorough enquiry.
71.	The horse is laming.	The horse is lame.
72.	When I called Hari he said that he wasnot feeling finely.	When I called Hari he said that he wasnot feeling fine.

73.	I need a large piece of a course cloth.	I need a large piece of a coarse cloth.
74.	He threw a party on his birthday as usu-ally.	He threw a party on his birthday as usual.
75.	I dislike cleverly children.	I dislike clever children.
76.	Any women were dancing on the floor.	Some women were dancing on the floor.
77.	He never gave me some food.	He never gave me any food.
78.	Few people can do what they want in life.	A few people can do what they want in life.
79.	I have to buy any articles from the mar-ket.	I have to buy some articles from the market.
80.	I will not eat something.	I will not eat anything.
81.	Have you some of the books that we bor-rowed from the library yesterday?	Have you any of the books that we bor-rowed from the library yesterday?
82.	Little knowledge can be dangerous.	A little knowledge can be dangerous.
83.	A little persons donated for the needy.	A few persons donated for the needy.
84.	I want little milk.	I want some milk.
85.	All the people who came were well.	All the people who came were good.
86.	He is very good, thank you.	He is very well, thank you.
87.	Good begun is half done.	Well begun is half done
88.	All is good that ends good.	All is well that ends well.
89.	Even without asking, she gave me manyadvice.	Even without asking she gave me muchadvice.
90.	I reached the ceremony on time as usu-ally.	I reached the ceremony on time as usual.
91.	Too much salt in a dish, makes it tastebitterly.	Too much salt in a dish makes it tastebitter.
92.	He is used to talking much nonsense	He is used to talking such nonsense.
93.	Prevention is good than cure.	Prevention is better than cure.
94.	The flowers smell more sweetly in the morning.	The flowers smell more sweet in the morning.
95.	You are actually the tall man in the fam-ily.	You are actually the tallest man in thefamily.

96.	This is the eldest monument in the world,	This is the oldest monument in the world.
97.	This plan is more better.	This plan is better.
98.	My boss is senior than me by five years.	My boss is senior to me by five years.
99.	Samir is junior than me.	Samir is junior to me.
100.	The quality of this bed is inferior than that.	The quality of this bed is inferior to that.
101.	I prefer bread than rice.	I prefer bread to rice.
102.	This is the best of the two options avail-able.	This is the better of the two options avail-able.
103.	This is the last that I can do for you.	This is the least that I can do for you.
104.	Whole country was celebrating its inde-pendence.	The whole country was celebrating its independence.
105.	Ruby is precious than any other stone.	Ruby is more precious than any other stone.
106.	These are staple works on Indian history.	These are standard works on Indian history.
107.	This is the unique cause of my failure.	This is the sole cause of my failure.
108.	The future proceedings did not interest me.	The subsequent proceedings did not interest me.
109.	This is a prolific cause of delay.	This is a frequent cause of delay.
110.	We two were talking about our mutual liking for strawberries.	We two were talking about our commonliking for olives.
111.	Since I helped you I hope you will giveme mutual help	Since I helped you I hope you will giveme reciprocal help
112.	Chandragupta was wiser than all theIndian kings.	Chandragupta was the wisest of all theIndian kings.
113.	This road is more shorter than that.	This road is shorter than that
114.	He enjoyed all the sweetest and charmingscenery.	He enjoyed all the sweetest and mostcharming scenery
115.	This is the wisest plan of the two.	This is the wiser plan of the two.

6.7 KEYWORDS

Distributive Adjective	Each, Every, Either, Neither, Any, One
Adjectives of Quality	Colours, Feelings, Shapes, Sizes, Touch, Tone, Origin, Age, Quality, Time, Opinions, Materials
Adjectives of Quantity	Any, Some, Little, Double, Substantial, Enough
Positive Degree	An adjective is said to be in the positive degree when there is no comparison.
Comparative Degree	An adjective is said to be in the comparative degree when it is used to compare two nouns/pronouns.
Superlative Degree	An adjective is in superlative degree when it is used to compare more than two nouns/pronouns. We use the article 'the' before the superlative degrees.

- To Sum it Up

- This Unit would have further developed your understanding of adjectives and its usage.
- Definition and application of distributive adjectives, adjectives of quality, adjectives of quantity and the difference between them.
- The meaning of positive, comparative and superlative adjectives and how to form sentences using them.
- Common mistakes to avoid while forming sentences.

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Video Link

<https://www.youtube.com/watch?v=-qLx1GQWPWw>

4.46 Minutes

What is an Adjective - English Grammar Lesson | Adjectives in English | Two Minute English

:: STRUCTURE::**7.0 Learning Objectives****7.1 Introduction****7.2 Definition and meaning****7.3 Section 1: Compound Verbs****7.4 Section 2: Transitive, Intransitive and Incomplete Verbs****7.5 Section 3: Direct and Indirect Objects****7.6 Section 4: Main or Principal or Lexical Verbs****7.7 Section 5: Auxiliary or Helping Verbs****7.8 Section 6: Finite and Non-Finite Verbs****7.9 Section 7: Linking Verbs****7.10 Section 8: Forming Verbs – Regular and Irregular Verbs****7.11 Section 9: Common Mistakes to Avoid****7.12 Keywords****7.13 References**

7.0 LEARNING OBJECTIVES

- Verbs are parts of speech that build sentences and are essential for all types of writing
- Before undertaking journalistic writing, one needs to understand, learn and master the correct usage of types of verbs, in addition to verbs.

On completion of unit

- You should be able to identify the difference between types of verbs and their appropriate usage in written language.
- You should be able to use them properly in sentence construction

7.1 INTRODUCTION

- Verb is a part of speech that is a reflection of the philosophy of life. This world is in motion, life is in a continuum; time is ticking; change is the only constant. What all these things signify is action. In Grammar, verb represents action or a state of being.
- News reporting especially is done to convey the event, happening - the action. Hence verbs are those words in the sentence that represent action.
- Rules exist for the different types and variation of verbs usage in sentence construction.
Using the right verbs is essential to convey the right meaning of your sentence.

Definition and Meaning

- In any language the verb is perhaps the most important part of the sentence. Verbs have two important functions: some verbs put static objects into motion while other verbs help to clarify the objects in meaningful ways.
- Verbs are necessary components of all sentences. A verb asserts something about the subject of the sentence and expresses actions, events or states of being. The verb is hence a critical element of the predicate of a sentence.

SECTION 1

7.2 SECTION 1 : WHAT ARE VERBS

- If you are unsure whether a sentence contains an action verb or not, look at every word in the sentence and ask yourself, “Is this something that a person, animal or thing can do?”
- Look at the sentences below where the verbs have been highlighted in bold font and explanations also have been shared

Origin of the word 'Verb'

Late Middle English: from Old French verbe or Latin verbum 'word, verb'.

- My grumpy old teacher **smiled** at my essay.
- (My grumpy old teacher = static object; smiled = verb)
- The daredevil lizard **darted** towards Shanaya.
- (The daredevil lizard = static object; darted = verb)

- The girl **plays** cricket.
- (The verb plays describes the girl's action)

- Vani **will sing at** the show tonight.
- (Here the compound verb will sing describes an action that will take place in the future)

- My guide **was** Professor Sharma and I **remember** his lectures vividly.
- (In this sentence the verb was viz the simple past tense of is, identifies a particular person and the verb remember describes a mental action)

Compound Verbs

Definition and Meaning:

- Every subject in a sentence must have at least one verb. But that doesn't mean a subject can have only one verb. Some subjects can have two, three, four or more verbs. When a subject has two or more verbs you can say that the subject has a compound verb.
- It is formed by the combination of an auxiliary verb followed by the main verb.

Examples:

- We are talking about yesterday's incident.
- (In this sentence are talking is a compound verb made up of the auxiliary verb are followed by the main verb talking.)

It is also possible to use two auxiliaries:

- We have been talking about yesterday's incident.
- (Here have and been are auxiliaries)
- We use an auxiliary verb with the verb in order to create the tenses available in English.

- In each of the following sentences the compound verb appears highlighted:
- Many trees were washed away in the recent floods.
(The compound verb in this sentence is made up of the auxiliary were and the past participle washed away)
- The pen dad was looking for is in the drawer.
(Here the compound verb is made up of the auxiliary verb was and the present participle looking)
- We will meet you at the next station.
(In this example the compound verb is made up of the auxiliary verb will and the verb met)
- That child has been crying for hours; I wonder if someone will call her mother.
(In this sentence the first compound verb is made up of the two auxiliary verbs – has and been; and a present participle – crying. The second compound verb is made up of the auxiliary verb will and the verb call)

Check your progress:

Exercise -

Read the following sentences and identify and underline the compound verb:–

- Manali will take off her makeup before bed.
- The town was destroyed by the earthquake.
- Everything will work out eventually.
- I had water-proofed the boat, but not well enough.
- We opted for the cheaper room without a view.
- He was looking for a nice place to camp.
- Someone will need to proofread my manuscript.
- The meeting will reconvene in an hour.
- Egg cartons can sound-proof a room.
- We really need to air-condition the house.
- Jainil will baby-sit for us tonight.
- Sometimes we second guess the outcome.
- I really want to test-drive that car.
- Dad will be waiting at the train station.
- The cashier shortchanged me fifty rupees.
- You will be amazing in the role.
- “I look forward to an India which will not be afraid of grace and

beauty.”

- “Although all three musicians had been playing earlier that night, they had not been together.”

Answers

Exercise –

- Manali will take off her makeup before bed.
- The town was destroyed by the earthquake.
- Everything will work out eventually.
- I had water-proofed the boat, but not well enough.
- We opted for the cheaper room without a view.
- He was looking for a nice place to camp.
- Someone will need to proofread my manuscript.
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- Sometimes we second guess the outcome.
- I really want to test-drive that car.
- Dad will be waiting at the train station.
- The cashier shortchanged me fifty rupees.
- You will be amazing in the role.
- “I look forward to an India which will not be afraid of grace and beauty.”
- “Although all three musicians had been playing earlier that night, they had not been together.”

SECTION 2

7.4 TRANSITIVE, INTRANSITIVE AND INCOMPLETE VERBS

Definition, Meaning and Examples:

Transitive and Intransitive Verbs

I **opened** the windows to let in fresh air.

My sister **laughed**.

Can you make out the difference between the use of the verbs – opened and laughed – in the above sentences? How are these two verbs

grammatically different?

The first verb 'opened' has another word after it. The second verb 'laughed' does not have another word after it. Generally speaking we can say that all verbs can be divided into two groups:

- Those that have a word (or words) after them
- Verbs that do not have any word after them
- This rule is simplified right now, but we shall learn more about it later.

Let's look at the two different kinds of verbs.

Depending on the type of object they take, verbs may be transitive, intransitive or linking.

The meaning of a transitive verb is incomplete without a direct object, as in the following examples:

- He **threw** (Incomplete)
- He **threw** the ball (Complete)
- The band **played** (Incomplete)
- The band **played** a Bollywood wedding song (Complete)
- The girl **sang** (Incomplete)
- The girl **sang** a devotional song (Complete)

An intransitive verb on the other hand cannot take a direct object:

This tree **has survived** on the hillside.

The compound verb has survived is intransitive and takes no direct object in this sentence. The

prepositional phrase on the hillside acts as an adverb describing where the tree survives.

The monk **travelled** through the woods to reach the hermitage.

The verb travelled is used intransitively in this sentence and takes no direct object.

The prepositional phrase through the woods acts as an adverb describing where the monk travelled.

Mohit arrived two hours late.

The intransitive verb arrived takes no direct object; and the noun phrase two hours late acts as

an adverb describing when Mohit arrived.

Since the music was good and the food delicious, we **lingered** in the restaurant for many hours.

The verb lingered is used intransitively and takes no direct object. The prepositional phrase in the restaurant for many hours acts as an adverb modifying lingered.

The dress was put on the hanger.

The compound verb was put is used intransitively and the sentence has no direct object.

The prepositional phrase on the hanger acts as an adverb describing where the dress was put.

Many verbs can be either transitive or intransitive, depending on their context in the sentence. In the following pairs of sentences the first sentence uses the verb transitively and the second uses the same verb intransitively.

Transitive

You must **leave** this parcel on the table.

In this example the verb leave takes a direct object, the noun phrase this parcel.

The audience attentively **heard** the latest composition of Rehman.

In this example the verb heard is used transitively and takes the noun phrase the latest composition of Rehman as a direct object.

He **moved** the torch light from left to right.

In this sentence moved is used as a transitive verb and takes the noun phrase the torch light as a direct object.

Intransitive

It is getting late and we must **leave**.

In this example, the verb leave does not take a direct object.

The dog **watched** as the robber entered the room.

In this example the verb watched is used intransitively and takes no direct object.

He **looked** closely to find out what the men were up to.

Here the verb looked is used as an intransitive verb and takes no direct object.

Incomplete Verbs

- The boy **is** sick.
- The dog **seems** angry.
- The man **looks** tired.
- Hungry wolves **are** voracious.

Here the verbs is, look, seems, and are, require the use of other words in order to form complete predicates.

Verbs which thus require the help of other words to form predicates are called verbs of incomplete predication.

The words sick, tired, cross, and voracious are the complements of the verbs with which they are used.

Words used with a verb of incomplete predication to complete the predicate are called the complement of the verb.

- We **are** happy.
- Manali **became** a scholar.

Here, happy, the complement of the verb are, is an adjective modifying we, the subject; and scholar, the complement of the verb became, is a noun meaning the same as Manali, the subject.

Adjectives like happy, used to complete the predicate, are called predicate adjectives. Nouns like scholar, used to complete the predicate, are called predicate nouns.

- The angry dog **bit** me.
- The cook **cut** the bread.

The hungry cat **caught** the mouse.

In these sentences the word me tells whom the dog bit, the word bread tells what the cook cut, and the word mouse tells what the cat caught. Me, bread, and mouse are the complements of the verbs bit, cut, and caught, as they denote the things that received the actions expressed by the verbs.

Nouns and pronouns used in this way are called the objects of the verbs.

- Thus it appears that there are two kinds of verbs of incomplete predication:
- Those whose complements are predicate adjectives or predicate nouns
- Those whose complements are objects of the verb
- The dog **was** in the house.
- He **seems** to be well.
- I think you **told** the truth.

In these sentences, the phrases in the house and to be well, and the clause you told the truth, are complements of the verbs was, seems, and think.

It thus appears that not only adjectives, nouns, and pronouns, but phrases and clauses, may be the complements of verbs of incomplete predication.

Check your progress:

Exercise -1

Mention whether the following verb is transitive or intransitive:-

1. Run	6. Buy	11. Exist
2. Live	7. Evolve	12. Occur
3. Throw	8. Develop	13. Follow
4. Sell	9. Happen	14. Feed on
5. Eat	10. Feed	15. Take place

Exercise -2

Identify whether the highlighted verb or compound verb is used transitively or intransitively:-

1. The old woman **struggled** up the hill pulling a grocery cart behind her.
2. The boy **is editing** his uncle's memoirs.
3. Marlina **danced** without inhibitions.
4. At the beginning of the play, the entire cast **dances** across the stage.
5. Sheela **is reading** her story book.
6. This year I **am reading** all the works of Shakespeare.
7. Once the table is set we **will eat** properly.
8. Vipin opened up his lunch box and **ate** his desert first.
9. The Saxena sisters are both very talented; Kavita **paints** and Savita **sings**.
10. When I was three years old, early one morning I **ainted** my one-year-old sister's face green!

Answers

Exercise -1

1. Intransitive	2. Intransitive	3. Transitive
4. Transitive	5. Transitive	6. Transitive
7. Intransitive	8. Transitive	9. Intransitive
10. Transitive	11. Intransitive	12. Intransitive
13. Transitive	14. Transitive	15. Intransitive

Exercise- 2

1. Intransitive	2. Transitive	3. Intransitive
4. Intransitive	5. Transitive	6. Transitive
7. Intransitive	8. Transitive	9. Intransitive
10. Transitive		

SECTION 3

7.5 DIRECT AND INDIRECT OBJECTS

Definition, Meaning and Examples:

The direct object is the receiver of the action mentioned in the sentence.

Jain hit the ball.

(Direct object: the ball)

- They **named** the boy Sohan.
(In this sentence ‘boy’ is the direct object and ‘Sohan’ is the object complement)

The object complement is a word that describes the object.

- They **elected** him their mayor.

Object – him; object complement – mayor

The indirect object identifies the person/thing for whom/what the action of the verb is performed.

The indirect object is usually a person or thing.

Look at the examples given below to gain a better understanding:

- My mother **bought** me a necklace.

(Indirect object – me; direct object – necklace)

- Jayesh **told** Paresh a story.

(Indirect object – Paresh; direct object – story)

Please note that the object pronouns me, him, us, them etc., are not always indirect objects. Sometimes, they also serve as direct objects.

- **Help** me!

(Here the object pronoun ‘me’ is the direct object.)

- **Kill** him!

(Here again the object pronoun ‘him’ is the direct object.)

In English, nouns and the articles and adjectives that accompany them do not change form when they are used as objects, subjects or indirect objects.

- He **hit** the ball.(Object – ball
- The ball is in the goal.
(Subject – ball)

As you can see the same word is used as the subject and the object. However, pronouns change their form. Pronouns have different forms for different functions.

- He **loves** his mother.
(subject- he)
- His mother **loves** him
(Object – him)

Here are some common words that take an indirect object with the “to” implied

<ul style="list-style-type: none"> • award • give • grant • hand • lend 	<ul style="list-style-type: none"> • offer • owe • tell • promise • pass 	<ul style="list-style-type: none"> • show • teach • throw
--	---	--

Here are some common verbs that take an indirect object with “for” implied :

<ul style="list-style-type: none"> • build • lose • cook • find • get 	<ul style="list-style-type: none"> • make • order • peel • pour • save
--	---

In order to identify the direct object, take the verb, and ask the question “verb what” or “verb for whom”

Useful Tip

The verb is still the clue for identifying the Indirect Object. The question to ask is “Verbto” or “for What/Whom”.

Check your progress:

Exercise -

Fill in the blanks in the following sentences using an indirect object or a direct object, asrequired:-

- I bought _____ a present.
- He threw the beggar _____.
- The Organization offered him _____.
- The man sent _____ a message.

Answers

Exercise -

- I bought **him/her/them/name of a person** a present.
- He threw the beggar **a coin/a slice of bread/etc.**
- The Organization offered him **an award/a citation/etc.**
- The man sent **me/us/them** a message

› SECTION 4

7.6 MAIN OR PRINCIPAL OR LEXICAL VERBS

Definition, Meaning and Examples:

- The main verb is also called the lexical verb or the principal verb. This term refers to the important verb in the sentence, the one that typically shows the action or state of being of the subject. Main verbs can stand alone, or they can be used with a helping verb, also called anauxiliary verb.
- The main verb is the action word of the main clause that the subject completes.
- Basically main verbs (or lexical verbs) are the actions words in a

sentence (main/independent clause). The subject completes the main verb. Main verbs can stand alone in sentences.

Now look at the following examples where the main verb is highlighted in bold and read the explanation to gain a deeper understanding:

- The man **quenched** the fire.

(In this example, “quenched” is the main verb. The subject, “the man,” is completing the action. This is the only verb in this sentence; it is also the verb of the main clause.)

- People **enjoy** sports.

(In this example, “enjoy” is the main verb. The subject, “people,” is completing the action. This is the only verb in this sentence; it is also the verb of the main clause.)

- In order to be a teacher, you have to **attend** several years of school.

(In this example, “attend” is the main verb. The subject, “you,” is completing the action. However, “attend” is not only verb in this sentence. But, it is the verb of the main clause.)

- Rashmi **relishes** eating

(In this example, “relishes” is the main verb. The subject, “Rashmi,” is completing the action. This is the only verb in this sentence; it is also the verb of the main clause.)

To sum up, a main verb:

- is the action verb of the independent clause
- is the verb the subject completes
- includes several different types of classifications of verbs

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Check your progress:

Exercise-

Read the following sentences and identify and underline the Main/Principal/Lexical Verbs in each sentence : -

- I will have dinner.
- I do my homework daily on the way to school.
- She laughed only at my interesting jokes.
- He sings song very well.
- He ran very slowly.
- My class teacher scolded me.

- He loves Chinese recipes very much.
- I have taken a leaf from Neha's book.
- I will pretend to be asleep.
- I will be attending the meeting next week.
- I will buy this jacket for you.
- I am giving haircut service since 30 years.
- He will pick me from my home.
- She will not bring lunch today.
- I will not go to school tomorrow.
- My mother will give me a birthday present.
- We go abroad every summer.
- I will celebrate my birthday at that five star resort.
- I am doing push-ups to lose weight.
- I was studying in London in those days.

Answers

Exercise-

Read the following sentences and identify and underline the Main/Principal/Lexical Verbs in each sentence:-

- I will have dinner.
- I do my homework daily on the way to school.
- She laughed only at my interesting jokes.
- He sings song very well.
- He ran very slowly.
- My class teacher scolded me.
- He loves Chinese recipes very much.
- I have taken a photograph from Neha's album.
- I will pretend to be asleep.
- I will be attending the meeting next week.
- I will buy this jacket for you.
- I am giving haircut service since 30 years.
- He will pick me from my home.
- She will not bring lunch today.
- I will not go to school tomorrow.
- My mother will give me a birthday present.
- We go abroad every summer.
- I will celebrate my birthday at that five star resort.
- I am doing push-ups to lose weight.
- I was studying in London in those days.

7.7 AUXILIARY OR HELPING VERBS

Definition and Meaning:

An auxiliary (also called helping verb or verb auxiliary) is a verb functioning to give further information about the main or full verb following it. The extra meaning an auxiliary verb imparts alters the basic form of the main verb to have one or more of the following functions:

- Passive: Animals **were washed away**.
- Progressive: She **is singing** a song
- Perfect: I think Karthik **has fallen** in love with Shruti.
- Modal: He **could do** it.
- Dummy: I **don't know** the way.

The most common auxiliary verbs are be, do and have; and we may also use these verbs on their own. We use will and shall to express future time.

In each of the following examples a verb commonly used as an auxiliary verb appears as a simple predicate:

- He **is** the boss here.
- The pans **are** on the shelf.
- He **does** not like to drink coffee.
- We **do** our homework every day.
- She **has** her own car.
- They **have** three children.

Other common auxiliaries are - can, should, could, may, must, ought, shall, will and would. A verb like these is called a modal auxiliary and expresses necessity, obligation or possibility.

Examples:

The word highlighted in bold each of the following sentences is a modal auxiliary:

- Panna was happy that she **could** successfully pass the examination.
- I assured him that **I would** meet him at the cafeteria.
- We **shall** gather at the club at 6 o'clock.
- The teacher told us that we **ought** to have our identity cards made immediately.

- We **might** go to the shopping mall tomorrow.
- You **must** complete this task by today.
- Several words may intervene between the auxiliary and the verb which goes with it, as in the following sentences.
- You **have** not **delivered** the parcel on time.
- The treasure **was** never **found**.
- The principal **has** recently **decided** that all parents should possess identity cards in order to enter the school premises.
- **Will** you **walk** me across the street please?

Check your progress:

Exercise-

Fill in the blank with the correct auxiliary verb from the options given in the brackets:-

- What _____ the kids doing when you last saw them?
(was, were, are, did, been)
- Kareena _____ always wanted to try swimming.
(was, doesn't, has, is, have)
- Where _____ you go on your summer vacation?
(were, been, are, did, does)
- Why do you think she _____ call you like she said she would?
(didn't, is, hasn't, has been, have)
- Maya _____ going to be upset when she hears what happened. (will, don't, is, didn't, has)
- Jaimin _____ want to go to the movies; he wants to stay home instead. (doesn't, isn't, wasn't, hasn't, was not)
- I _____ appreciate his jokes. They weren't funny.
- I really like milk but I _____ (weren't, been, don't, is, was)
- Where _____ you going when I saw you night ?
(were, was, is, do, did)
Tara _____ called yet; she's late as usual.
(are, were, has, hasn't wouldn't)

Answers

Exercise

- What were the kids doing when you last saw them?
- Kareena has always wanted to try swimming.
- Where did you go on your summer vacation?
- Why do you think she didn't call you like she said she would?
- Maya is going to be upset when she hears what happened.

- Jaimin doesn't want to go to the movies; he wants to stay home instead.
- I didn't appreciate his jokes. They weren't funny.
- I really like milk but I don't care for bread.
- Where were you going when I saw you last night?
- Tara hasn't called yet; she's late as usual.

>SECTION 6

7.8 FINITE AND NON-FINITE VERBS

Definition and Meaning:

- Verbs which have the past or the present form are called FINITE verbs. Verbs in any other form (infinitive, -ing, or -ed) are called NON-FINITE verbs. This means that verbs with tense are finite, and verbs without tense are non-finite. The distinction between finite and non-finite verbs is a very important one in grammar, since it affects how verbs behave in sentences.
- Finite verbs change their forms when there is a change in the number or person of the sub-ject. Finite verbs also have different forms in different tenses.
- Non-finite verbs do not change their form when the number or person of the subject changes.

Examples:

Now read the following sentences and the identification of the finite and non-finite verbs given alongside each sentence:

- My little brother wants to be an actor.
- (wants – finite; to be – non-finite)
- She worked hard to pass the test.
- (worked – finite; to pass – non-finite)
- I couldn't solve the problem.
- (couldn't solve – finite)
- To err is human.
- (to err – non-finite; is – finite)
- Your duty is to cross the river without getting noticed.
- (is – finite; to cross – non-finite; getting – non-finite)
- The doctor is attending to the injured people.
- (is attending – finite)
- She opened the door.
- (opened – finite)

- The students were asked to submit their assignments by Friday.
- (were asked – finite; to submit – non-finite)
- The teacher encouraged the students to work hard.
- (encouraged – finite; to work – non-finite)
- The dog wagged its tail to show its happiness.
- (wagged – finite; to show – non-finite)

Check your progress:

Exercise

Read the verb highlighted in bold in the following sentences and identify whether a Finite or Non-Finite it is Verb:-

- Naina **does** her household work every day.
- Ananya is **doing** her homework at the moment.
- They **are** writing a letter.
- She **speaks** Tamil very well.
- He **has** a big car.
- The proposal has **been** examined today.
- She **tried** to help him.
- It is healthy **to laugh** at problems.
- **Finding** the gates widely open, the thief went inside.
- He had his car **cleaned**.

Answers

Exercise-

- Does is a finite verb
- Doing is a non-finite verb
- Are is a finite verb
- Speaks is a finite verb
- Has is a finite verb
- Been is a non-finite verb
- Tried is a finite verb
- To laugh is a non-finite verb
- Finding is a non-finite verb
- Cleaned is a non-finite verb

7.9 LINKING VERBS

Definition and Meaning:

A linking verb links the relationship between the agent and the rest of the sentence. It explains the connection between the subject and its complement or that which completes the subject's description.

The most common linking verb is to be. Some other linking verbs are:

**Examples and Explanations:**

- The play **seems** highly melodramatic to me.
(Highly melodramatic describes the subject play but it does not express an action that the play performs)
- He **appeared** jubilant at the news of the inheritance.
- I **am** unable to keep up the pace.
- He **is** a doctor of pathology.
(Note that while a doctor answers the question what. The verb is not an action verb but rather a state of being verb. Therefore is is not a transitive verb. It links the subject (he) with his state of being (doctor))

Remember, however, if what follows the verb can provide an answer to the question what then the verb is not a linking verb.

Compare:

- He **tastes** the soup as he **cooks** it.

(Tastes is transitive: he tastes what?)

- The fruit **tastes** rotten.

(Rotten describes or complements the state of the fruit, and therefore tastes links the agent (fruit) and its condition (rotten))

A linking verb connects a subject to a subject complement that identifies or describes the subject. Take a look at the following sentences:

- The book **is** Pickwick Papers.

(In this sentence the linking verb is links the noun phrase the book to the identifying phrase Pickwick and Papers, which is called a subject complement)

- All of us thought that the play **was** very good.

(In this sentence, the verb was links the subject complement very good to subject the play)

- Everybody thought the film **became** boring in the second half.

(In this sentence the linking verb became links the subject the film to the subject complement boring. The phrase in the second half functions as an adverb modifying the clause the film became boring)

- He **appeared** demoralized at the outcome of the result.

(Here appeared is functioning as a linking verb that connects the subject he to its subject complement demoralized)

- The argument **seems** absurd to me.

(The subject the argument is joined to its subject complement absurd by the linking verb seems)

Linking verbs are either verbs of sensation (feel, look, smell, sound, taste) or verbs of existence (act, appear, be, become, continue, grow, prove, remain, sit, stand, turn etc).

Many linking verbs (with the significant exception of be) can also be used as transitive or intransitive verbs. In the following pairs of

sentences, the first sentence uses the highlighted verb as a linking verb and the second uses the same verb as either a transitive or an intransitive verb:

Linking-

- Everybody felt that the food at the party was **pathetic**.
(In this sentence the adjective pathetic is a subject complement that describes a quality of the food)

Transitive-

- I **ate** the halwa once I finished the main course.
(Here the noun phrase the halwa identifies what I ate. The halwa is the direct object of the verb ate)

Linking-

- Her voice **sounds** rather funny despite several hours of practice.
(In this example the phrase rather funny is a subject complement that describes or identifies the nature of the voice)

Transitive-

- The dog was nowhere to be found, the little boy then **sounded** his whistle. (Here the verb sounded takes a direct object, the noun phrase his whistle)

Linking-

- Satish **feels** uncomfortable whenever he eats cucumber.
(In this sentence the adjective uncomfortable is a subject complement that describes Satish)

Transitive-

- The woman carefully **feels** the fabric of the dress material.
(Here the noun phrase the fabric of the dress material is the direct object of the verb feels and identifies what the woman feels) Check your progress:

Exercise-

Read the following sentences and identify whether the highlighted verb is used as a linking verb or not:-

1. Balan **is** the name of the cat not the mouse.
2. I **tasted** several types of tea.
3. My aunt **grows** strawberries.
4. The soup **tastes** delicious.

5. After eating the chocolate, Alisha **turned** blue.
6. The dog **smelled** the food placed before it.
7. The farmers **grow** rice during the rainy season.
8. The curry **tastes** strange, it must be stale.
9. She **turned** around the corner as fast as she could.
10. Aristotle **was** a very prominent eighteenth-century philosopher.

Answers

Exercise

1.	Linking Verb	2.	No
3.	No	4.	Linking Verb
5.	Linking Verb	6.	No
7.	No	8.	Linking Verb
9.	Linking Verb	10.	Linking Verb

▶ SECTION 8

7.10 FORMING VERBS REGULAR AND IRREGULAR VERBS

Definition, Meaning and Examples:

A regular verb is a verb that when conjugated follows a regular pattern. Regular verbs add “-d,” “-ed,” or “-ied” to form the past tense or past participle

Examples:

- to breathe/breathed
- to play/played
- to study/studied

What are irregular verbs? An irregular verb is a verb that when conjugated does not follow a regular pattern in the past tense or past participle conjugations,

- to go/went
- to have/had
- to buy/bought

Check your progress:

Exercise-1

Fill in the blanks with the suitable phrase of the regular verbs:-

1. _____ I played → _____
2. _____ → _____ → She has listened
3. You work → _____ → _____
4. _____ → Amit cleaned → _____
5. We count → _____ → _____
6. _____ → _____ → I have helped
7. The brothers live → _____ → _____
8. _____ → _____ → He has watched
9. _____ → They started → _____
10. Sunita looks → _____ → _____

Exercise-2

Fill in the blanks with the suitable phrase of the irregular verbs:-

1. go → _____ → _____
2. say → _____ → _____
3. do → _____ → _____
4. come → _____ → _____
5. have → _____ → _____
6. stand → _____ → _____
7. make → _____ → _____
8. buy → _____ → _____
9. sit → _____ → _____
10. swim → _____ → _____
11. speak → _____ → _____
12. see → _____ → _____
13. write → _____ → _____
14. sing → _____ → _____
15. run → _____ → _____

Answers

Exercise-1

1. **I play** → I played → **I have played**
2. **She listens** → **She listened** → She has listened
3. You work → **You worked** → **You have worked**
4. **Amit cleans** → Amit cleaned → **Amit has cleaned**
5. We count → **We counted** → **We have counted**

6. **I help** → **I helped** → I have helped
7. The brothers live → **The brothers lived** → **The brothers have lived**
8. **He watches** → **He watched** → He has watched
9. **They start** → They started → **They have started**
10. Sunita looks → **Sunita**

Exercise-2

1. go → **went** → **gone**
2. say → **said** → **said**
3. do → **did** → **done**
4. come → **came** → **come**
5. have → **had** → **had**
6. stand → **stood** → **stood**
7. make → **made** → **made**
8. buy → **bought** → **bought**
9. sit → **sat** → **sat**
10. swim → **swam** → **swum**
11. speak → **spoke** → **spoken**
12. see → **saw** → **seen**
13. write → **wrote** → **written**
14. sing → **sang** → **sung**
15. run → **ran** → **run**

▶ SECTION 9

7.11 COMMON MISTAKES TO AVOID

In this section we'll have a look at the errors made by non-native speakers of English

NO	INCORRECT USAGE	CORRECT USAGE
1	I am living in Bangalore.	I live in Bangalore.
2	She sang very well, isn't she?	She sang very well, didn't she?
3	I have read an interesting book yester-day.	I read an interesting book yesterday.
4	He saw the Taj at Agra.	He has seen the Taj at Agra.
5	Shalini told me that she may proceed on leave.	Shalini told me that she might proceed on leave.

6	He walks as if the earth belongs to him.	He walks as if the earth belonged to him
7	Kindly see my testimonials.	Kindly look at/examine my testimoni-als.
8	My sister always puts on a green sari.	My sister always wears a green sari.
9	He avenged himself for the injusticedone to his father.	He revenged himself for the injusticedone to his father.
10	She revenged her sister's murder.	She avenged her sister's murder.
11	I slept rather late last night.	I went to bed rather late last night.
12	He has left painting.	He has given up painting.
13	Leave my arm, please.	Let go of my arm please.
14	He asked me where was I going.	He asked me where I was going.
15	I should feel happy if you will come to tea tomorrow.	I should feel happy if you would come to tea tomorrow.
16	I should like to forward myself as a candidate for this post.	I should like to offer myself as a candi-date for this post.
17	Hundreds of people died by the cy-clone.	Hundreds of people were killed by the cyclone.
18	Will you kindly open this knot?	Will you kindly untie this knot?
19.	I have to give another examination next year.	I have to take another examination next year.
20.	Where have you kept the pencil I gave you a few minutes ago?	Where have you put (placed) the pencil I gave you a few minutes ago?
21.	Better revise this essay.	You had better revise this essay.
22.	Don't hold this dirty insect in your hand;	Don't hold this dirty insect in your hand;

	throw it.	throw it away.
23.	It is better to keep one's head in the face of danger than losing one's courage and getting panicky.	It is better to keep one's head in the face of danger than to lose one's head and get panicky.
24.	Are you a vegetarian? Yes I am not.	Are you a vegetarian? No I am not.
	When he lost my book I became very angry.	When he lost my book I felt very angry.
25.	The inspector went to London with a view to investigate the matter.	The inspector went to London with a view to investigating the matter.
26.	I did nothing but cried.	I did nothing but cry.
27.	Will you kindly mend this pencil?	Will you kindly sharpen this pencil?
28.	I want you to fully realize the consequences of this.	I want you to realize fully the consequences of this.
29.	The thief escaped before I opened the door.	The thief had escaped before I opened the door.
30.	Rita and I was walking in the garden.	Rita and I were walking in the garden.
31.	The whole class were playing.	The whole class was playing.
32.	Both of us was present at the bus stop.	Both of us were present at the bus stop.
33.	All my books is with her.	All my books are with her.
34.	Each one of these apples are red.	Each one of these apples is red.
35.	A brown and a white dog is barking.	A brown and a white dog are barking.
36.	My brother and my sister is at the party.	My brother and my sister are at the party.
37.	She and I was drinking milk.	She and I were drinking milk.
38.	Slow and steady win the race.	Slow and steady wins the race.
39.	Tomorrow never come.	Tomorrow never comes.

40.	Neither red nor blue suit me.	Neither red nor blue suits me.
41.	Either Rita or Natasha have eaten theice cream.	Either Rita or Natasha has eaten the icecream.
42.	Neither my father nor my mother are going to the party.	Neither my father nor my mother is going to the party.
43.	The President as well as the Prime Min-ister is in the plane.	The President as well as the Prime Min-ister are in the plane.
44.	Either the whole class or I are in thewrong.	Either the whole class or I am in thewrong.
45.	The news which you have given me are excellent.	The news which you have given me is excellent.

Points to remember...

- o The subject completes the main verb
- o Main verbs can stand alone
- o Transitive and Intransitive verbs are action verbs
- o Linking verbs rename the subject
- o The subject can do or complete an action verb
- o Regular verbs follow a pattern for conjugation

7.12 KEYWORDS

Compound Verbs

Subject has two or more verbs you can say that the subject has a compound verb.

Transitive Verbs

Those that have a word (or words) after them

Intransitive Verbs

Verbs that do not have any word after them

Direct Object

Receiver of the action

Indirect Object

The indirect object identifies the person/thing for whom/what the action of the verb is performed.

Main or Principal or Lexical Verbs:	The main verb is the action word of the main clause that the subject completes.
Auxiliary Verbs	An auxiliary (also called helping verb or verb auxiliary) is a verb function-ing to give further information about the main or full verb.
Finite or Non finite Verbs	Verbs which have the past or the present form are called FINITE verbs. Verbs in any other form (infinitive, -ing, or -ed) are called NON-FINITE verbs
Regular Verb	A regular verb is a verb that when conjugated follows a regular pattern.
Irregular Verb	An irregular verb is a verb that when conjugated does not follow a regular pattern in the past tense or past participle conjugations.

To Sum it Up

- o This Unit would have explained the meaning of verbs to you. How to identify verbs in a sentence, what they do and how to use them.
- o Different types of verbs have been introduced in this unit. They are: Compound Verbs, Transitive, Intransitive and Incomplete Verbs, Lexical Verbs, Auxiliary Verbs, Finite and Non-Finite Verbs, Linking Verbs and finally Regular and Irregular Verbs.
- o Introduction to the concept of Direct and Indirect Objects as the receiver of the action (verb).
- o At every step, the Unit has exercises to test your understanding and tips to appropriately use the verbs in forming sentences.
- o The Unit also has a section on common mistakes to avoid while forming sentences

7.13 REFERENCES

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5. **Michael Swan** – Practical English Usage Oxford University Press
6. **Raymond Murphy** – Essential English Grammar (A self study reference and practice book for elementary students of English) – Cambridge University Press
7. **Michael Swan and Catherine Walter** – Oxford English Grammar – Oxford University Press

Video Link

<https://www.youtube.com/watch?v=eWPIu8hpYQs>

.16 Minutes

What is verb - English Grammar Lesson| Verbs in English| Two Minute English

UNIT: 8**TENSES, VERBS & VERBALS 1****:: STRUCTURE::****8.0 Learning Objectives****8.1 Introduction****8.2 Section 1 : Verbals****8.3 Section 2 : Participles****8.4 Section 3 : Gerunds****8.5 Section 4 : Infinitives****8.6 Section 5 : Using Verbals****8.7 Section 6 : Common Mistakes to Avoid****8.8 Keywords****8.9 References**

8.0 LEARNING OBJECTIVES

- Tenses, Verbs and Verbals are parts of speech that build sentences and are essential for all types of writing
- They are Verbals, Participles, Gerunds and Infinitives.
- Before undertaking journalistic writing, one needs to understand, learn and master the correct usage of types of tenses, verbs and verbals, in addition to tenses, verbs and verbals.

On completion of unit

- You should be able to identify the difference between types of tenses, verbs and verbals and their appropriate usage in written language.
- You should be able to use them properly in sentence construction.

8.1 INTRODUCTION

- Don't we all want to be time wizards? To be able to communicate action (verb) in different times - that is past, present and future, is essentially tenses.
- Tenses are verbs placed in the context of time.
- It is very exciting to tell a story in different times. To be able to narrate something that has already happened in one sentence and follow it with something that is happening now and likely to happen in future in the next.
- The variation of each verb has the ability to convey in itself whether it happened in past, present or future. It is therefore very important to understand how to use these words in sentences.

SECTION 1

8.2 VERBALS

Definition and Meaning:

In English language a verbal is a noun or adjective formed from a verb. Verbals express action in a general way without limiting the action to any time or asserting it to any subject.

There are three different kinds of verbals –

- Participle which acts as an adjective
- Gerund which acts as a noun
- Infinitive which also acts as a noun

The main difference between verbals and other nouns and adjectives is that verbals can take their own objects, even though they are no longer verbs.

Examples:

Look at the sentences below where the verbal phrases have been highlighted in bold font –

- **Singing very softly**, the boy lulled his baby sister to sleep. (the participial phrase works as an adjective, modifying “boy”)

- The girls, **frightened by the police car's headlights**, quickly came down from the school's roof.
(the participial phrase works as an adjective, modifying "girls")
- **Waiting for people** drove him crazy.
(the gerund phrase works as the subject of the verb "drove")
- The woman denied **knowing her own husband**.
(the gerund phrase works as the object of the verb "denied")
- He thought he could escape from his problems by **running away**. (the gerund phrase works as the object of the preposition "by")
- *Making many acquaintances is cultivating future friendships*.
(the gerund phrases work as the subject and as the predicate nominative)
- **To live in Mumbai eventually** is his main goal in life.
(the infinitive phrase works as the subject of the sentence)
- Bollywood stars love **to babble during interviews**.
(the infinitive phrase works as the object of the verb "love")
- Do you have any clothes **to donate to the homeless shelter**?
(the infinitive phrase works as an adjective, modifying "clothes")
- She went home **to visit her family**.
(the infinitive phrase works as an adverb, modifying "went")

Check your progress:

Exercise - 1

Look at the underlined part of speech and identify whether it is a gerund, participle or an infinitive:—

- The thief arrested for the robbery shot at the security guard.
- The flag waving in the wind is inspirational.
- They are sure the extra planning will make a difference in the end.
- Jamal's confusing message did nothing to solve the mystery.
- In the movie Godzilla made a game of smashing all of the red cars parked near the lake.
- The politician's broken promises were all that the voters remembered.
- Delighted with the opportunity to learn, Krina took the internship in New Delhi.
- While playing the piano, Ajay felt as if his world was perfect.
- The show offers everyone a chance to be a millionaire.
- Samir decided that missing the lecture every day was hurting his academic performance.
- The kittens crouching under the bed have refused to come out.
- The swimmer, driven by the need to be the best in the world, made

himself sick with anxiety.

- My friend was awed by the lighting in the restaurant.
- Beena seemed surprised with the team's decision to withdraw.
- Completing the obstacle course is harder than it looks.
- Bunty refused to accept the idea that his birthday cake was gone.
- The marathon runner, pushed to the edge of endurance, collapsed at the finish line.
- Farid's arguing every call is getting frustrating.
- The coach hopes that giving the players a break will improve their attitudes.
- The completed meal was so beautiful that the guests hesitated to eat It

Origin of the word 'Verbal'

Late 15th century (describing a person who deals with words rather than things): from French, or from late Latin verbalis, from verbum 'word' (see verb).

Exercise - 2

Look at the underlined part of speech and identify whether it is a gerund, participle, verb or an infinitive:-

1. Rani's new house, battered by bad weather looks worn.
2. She had been working very hard to reach her goal.
3. The opposition accepted the new laws.
4. Swimming in the sea during a high tide is dangerous.
5. Gaurav hopes to make it to the next round.
6. When asked, the captain accepted that he had indeed slapped the player.
7. Failing to fulfill the student's demands, the Principal had to resign.
8. Disappointed by his lack of concentration, the drama teacher gave up training him for the act.
9. Priya's mother said that selling the house was the only viable solution.
10. The nanny took away the little baby to feed her.
11. Following a set of detailed guidelines we could solve the puzzle.
12. Hoping to catch the thief, he jumped over the fence.
13. The actor said that the question asked by the journalist was a breach of his right to privacy.
14. Before she could pay for the damages, the driver of the damaged car called up the police.
15. The thief's frightened face was a proof of his guilt.

16. Mother did all the cleaning.
17. Has Radha given up singing at concerts?
18. The players selected by the committee are the ones that are best available at this point of time.
19. Farida preferred to continue her education rather than getting married.
20. She wants to buy a new plasma television.

Answers

Exercise – 1

- The thief arrested for the robbery shot at the security guard - Participle
- The flag waving in the wind is inspirational - Participle
- They are sure the extra planning will make a difference in the end - Gerund
- Jamal's confusing message did nothing to solve the mystery – Participle
- In the movie Godzilla made a game of smashing all of the red cars parked near the lake –Gerund
- The politician's broken promises were all that the voters remembered – Participle
- Delighted with the opportunity to learn, Krina took the internship in New Delhi – Participle
- While playing the piano, Ajay felt as if his world was perfect Gerund
- The show offers everyone a chance to be a millionaire – Infinitive
- Samir decided that missing the lecture every day was hurting his academic performance –Gerund
- The kittens crouching under the bed have refused to come out Participle
- The swimmer, driven by the need to be the best in the world, made himself sick with anxiety Participle
- My friend was awed by the lighting in the restaurant Gerund
- Beena seemed surprised with the team's decision to withdraw- Participle.
- Completing the obstacle course is harder than it looks – Gerund
- Bunty refused to accept the idea that his birthday cake was gone – Infinitive
- The marathon runner, pushed to the edge of endurance, collapsed at the finish line Partici-ple
- Farid's arguing every call is getting frustrating – Gerund
- The coach hopes that giving the players a break will improve their attitudes Gerund
- The completed meal was so beautiful that the guests hesitated to eat it

- Participle

Exercise – 2

1. Rani's new house, battered by bad weather looks worn - Participle
2. She had been working very hard to reach her goal - Verb
3. The opposition accepted the new laws - Verb
4. Swimming in the sea during a high tide is dangerous - Gerund
5. Gaurav hopes to make it to the next round - Infinitive
6. When asked, the captain accepted that he had indeed slapped the player - Verb
7. Failing to fulfill the student's demands, the Principal had to resign - Participle
8. Disappointed by his lack of concentration, the drama teacher gave up training him for the act - Participle
9. Priya's mother said that selling the house was the only viable solution - Gerund
10. The nanny took away the little baby to feed her - Verb
11. Following a set of detailed guidelines we could solve the puzzle - Participle
12. Hoping to catch the thief, he jumped over the fence - Participle
13. The actor said that the question asked by the journalist was a breach of his right to privacy
- Participle
14. Before she could pay for the damages, the driver of the damaged car called up the police - Participle
15. The thief's frightened face was a proof of his guilt - Participle
16. Mother did all the cleaning - Gerund
17. Has Radha given up singing at concerts? - Gerund
18. The players selected by the committee are the ones that are best available at this point of time - Participle
19. Farida preferred to continue her education rather than getting married - Verb
20. She wants to buy a new plasma television – Gerund.

▶ **SECTION 2**

8.3 PARTICIPLES

Definition, Meaning and Examples:

A participle is an adjective formed from a verb. In order to make a present participle, you add -ING to the verb, sometimes doubling the final consonant.

So –

- Sing becomes singing
- Play becomes playing
- Fall becomes falling
- Run becomes running
- Beg becomes begging

The second type of participle, the past participle is a little more complicated since not all verbs form the past tense regularly. The following are all past participles:

- The drunken man
- A ruined city
- A misspelled word

Note that only transitive verbs can use their past participles as adjectives and that unlike other verbals, past participles do not take objects unless they are part of a compound verb.

Examples:

Look at the sentences below where the participles have been highlighted in bold font –

- We met a boy **carrying** a heavy bag.
- **Decorated** with lights, the house looked beautiful.
- **Seeing** the policeman, the robbers ran away.
- **Finding** the door open, I went inside.
- The police saw the body **floating** down the river.
- **Crying** at the top of his voice, he rushed at the thief.
- **Having** worked for several hours, we came out of the office.
- The troops gave a **stunning** blow to the enemy.
- His handwriting **being** illegible, I couldn't figure out what he had written.
- Friendships **made** in childhood last forever.
- The sun **having risen**, we set out on our journey.
- **Walking** along the road, I saw a snake.
- **Having lost** all his money in gambling, he became a pauper.
- **Taking** a cue from his words, I solved the riddle.
- **Breaking** the door open, the burglars entered the house.
- Not **realizing** the implication of his words, he went on speaking.
- **Having been defeated** by our army, the enemy forces retreated fast into their territory.
- It **being** a fine day, everybody was out on the roads.

Origin of the word 'Participle'

Late Middle English: from Old French, by-form of participe, from

Check your progress:

Exercise -1

Rewrite the sentences replacing the bold part with a present participle:-

- **She was talking to her friend** and forgot everything around her.
- **Since we watch the news every day** we know what's going on in the world.
- **They are vegetarians** and don't eat meat.
- **The dog wagged its tail** and bit the postman.
- **While she was tidying up her room** she found some old photos.
- **He was a good boy** and helped his mother in the kitchen.
- **As they didn't have enough money** they spent their holidays at home last year.
- The man was sitting in the cafe. **He was reading a paper.**
- **Since I didn't feel well** I didn't go to the cinema.
- **She walked home** and met an old friend.

Exercise-2

Complete the following sentences using the present participle or past participle form of the verb:-

A..... child dreads fire.

- burnt
- burned

He was wearing a shirt.

- tearing
- torn

..... the wicked man, the boy ran into the house.

- Seen
- Seeing

..... occupied with work, he couldn't meet us.

- Being
- Been

..... by her behaviour, he walked out.

- Irritated
- Irritating

It wasin the storm.

- broken
- breaking

He lived alone, by everybody.

- forgetting
- forgotten

I love the noise of rain.

- falling
- fallen

The house looked

- abandoned
- abandoning

I was very in the program.

- interesting
- interested

She is a very writer.

- interesting
- interested

He is a well-person.

- read
- reading

Exercise-3

Write the participles for the following verbs:

WORD	PRESENT PARTICIPLE	PAST PARTICIPLE	PERFECT PARTICIPLE
Work			
Go			
Come			

Exercise-4

Fill in the blank with the correct form (present participle, past participle or perfect participle) of the word given in the bracket:–

- The documentary was rather _____ (interest).
- Everybody was _____ (shock) to hear the news.
- (Fly) _____ to New Delhi, I met a _____ (well known) TV Presenter.
- (Build) _____ in the fifteenth century this house is one of the oldest in this area.
- The children were sitting on the floor _____ (play) with their toys.
- (Prepare) _____ by the best cook in town, the meal was sheer poetry.
- (Study) _____ all day, her head was aching in the evening.
- (Lie) _____ on the sofa, they were watching TV.
- (Run) _____ five miles, he noticed that he had lost his keys on the way.
- Before (leave) _____ the house, I always check if all the lights are switched-off.

Answers

Exercise -1

- Talking to her friend she forgot everything around her.
- Watching the news every day we know what's going on in the world.
- Being vegetarians they don't eat meat
- Wagging its tail the dog bit the postman.
- Tidying up her room she found some old photos.
- Being a good boy he helped his mother in the kitchen.
- Not having enough money they spent their holidays at home last year.
- The man was sitting in the cafe reading a paper.
- Not feeling well I didn't go to the cinema.
- Walking home she met an old friend.

Exercise- 2

- A burnt child dreads fire.
- He was wearing a torn shirt.
- Seeing a wicked man, the boy ran into the house.
- Being pre-occupied with work, he couldn't meet us.
- Irritated by her behaviour, he walked out.
- It was broken in the storm.
- He lived alone forgotten by everybody.
- I love the noise of falling rain.

- The house looked abandoned.
- I was very interested in the program.
- She is a very interesting writer.
- He is a well-read person.

Exercise - 3

WORD	PRESENT PARTICIPLE	PAST PARTICIPLE	PERFECT PARTICIPLE
Work	Working	Worked	Having worked
Go	Going	Gone	Having gone
Come	Coming	Come	Having come

Exercise - 4

- The documentary was rather interesting.
- Everybody was shocked to hear the news.
- Flying to New Delhi, I met a well-known TV presenter.
- Built in the fifteenth century, this house is one of the oldest in this area.
- The children were sitting on the floor playing with their toys.
- Prepared by the best cook in town, the meal was sheer poetry.
- Having studied all day, her head was aching in the evening.
- Lying on the sofa, they were watching TV.
- Having run five miles, he noticed that he had lost his keys on the way.
- Before leaving the house, I always check if all the lights are switched-off.

› SECTION 3

8.4 GERUNDS

Definition and Meaning:

- A gerund is a noun formed from a verb. To make a gerund, you add –ING to the verb, just as with a present participle.
- The gerund is like the participle in form and like a noun in use.
- The participle has been called an adjectival verbal; the gerund may be called a noun verbal. While the gerund expresses action, it has several qualities of a noun – it may be governed as a noun; it may be the subject of a verb, or the object of a verb or a preposition; it is often preceded by the definite article; it is frequently modified by a possessive noun or pronoun.

Examples:

Look at the sentences below where the gerunds have been highlighted in bold font and also read the explanation –

- **Organizing** an event is a huge responsibility.

Here the noun phrase AN EVENT is the direct object of the verbal ORGANIZING, even though event is a noun rather than a verb.

- **Borrowing** money is a bad habit.

BORROWING is a gerund. It is the subject of the sentence; MONEY is the object of the gerund.

- **Seeing** is believing.

Here there are two gerunds – the first SEEING is the subject of the sentence. The second BE-LIEVING is the subject complement

- I enjoy **studying** coins.

The gerund here is STUDYING. The object of the gerund is COINS

Difference between Gerund and Participle

The main difference is that gerund is a noun, while participle is an adjective.

Check your progress:

Exercise

Complete the sentences with the gerund form of the verbs given in the brackets:-

- She is good at _____ (dance).
- He is crazy about _____ (sing).
- I don't like _____ (play) cards.
- They are afraid of _____ (swim) in the sea.
- You should give up _____ (smoke).
- Samay dreams of _____ (be) a cricketer.
- He is interested in _____ (make) friends.
- My uncle is afraid of _____ (go) by plane.
- We insist on _____ (cook) the dinner ourselves.
- He likes _____ (paint).
- I can't bear _____ (listen) to loud music.
- He enjoys _____ (play) tennis.
- Lata dreams of _____ (set) up her own business.
- He is interested in _____ (emigrate) to Canada.
- Are you good at _____ (dance)?
- She is crazy about _____ (read) romantic poems.

- I can't help _____ (laugh) when I watch Mr Bean.
- I can't imagine _____ (be) anywhere else but here.
- _____ (drink) is a bad habit - you should give it up.
- (to ski) _____ can be dangerous.
- After (to shop) _____, we went to the cinema.
- (to smoke) _____ is unhealthy.
- (to swim) _____ is my favourite activity.
- Do you like (to surf) _____ on the net?
- Does she enjoy (to wear) _____ jewellery?
- At the (begin) _____ of the year, we move south.
- Before (to go) _____ to bed, I usually have a shower.
- Be careful when (to spell) _____ words.
- The neighbours thanked me for (to call) _____ the fire department.

Answers –

Exercise

- She is good at dancing.
- He is crazy about singing.
- I don't like playing cards.
- They are afraid of swimming in the sea.
- You should give up smoking.
- Samay dreams of being a cricketer
- He is interested in making friends.
- My uncle is afraid of going by plane.
- We insist on cooking the dinner ourselves.
- He likes painting.
- I can't bear listening to loud music.
- He enjoys playing tennis.
- Lata dreams of setting up her own business.
- He is interested in immigrating to Canada.
- Are you good at dancing?
- She is crazy about reading romantic poems.
- I can't help laughing when I watch Mr Bean.
- I can't imagine being anywhere else but here.
- Drinking is a bad habit - you should give it up.
- Skiing can be dangerous.
- After shopping, we went to the cinema.
- Smoking is unhealthy.
- Swimming is my favourite activity.
- Do you like surfing on the net?
- Does she enjoy wearing jewellery?

- At the beginning of the year, we move south.
- Before going to bed, I usually have a shower.
- Be careful when spelling words.
- The neighbours thanked me for calling the fire department.

Origin of the word 'Gerund'

Early 16th century: from late Latin gerundium, from gerundum, variant of gerendum, the gerund of Latin gerere 'do'.

SECTION 4

8.5 INFINITIVES

Definition, Meaning and Examples:

An infinitive is the basic form of a verb as in TO TALK.

The infinitive always consists of TO and the base form of the verb. Often but not always these two parts are together.

To run- to sleep- to cry – to shout – to jump – to play – to dance
To read – to eat- to cheat – to obey – to order – to buy – to sell

These are NOT infinitives:

Do, does, doing, did, want, wanting, wants, wanted, excel, excels, excelled, excelling, pass, passes, passed, passing

An infinitive will almost always begin with TO and followed by the simple form of the verb: TO + Verb = Infinitive

Please note that because an infinitive is not a verb, we cannot add – s, es, ed or ing in the end. Infinitives can be used as nouns, adjectives and adverbs.

Look at the sentences below where the infinitives have been highlighted in bold font and also read the explanation –

To play is the only thing Pari wants to do once she finishes her exams. Here TO PLAY functions as a noun because it is the subject of the sentence.

I know this play is brilliant but my friend refuses **to watch**.

TO WATCH functions as a noun because it is the direct object for the verb REFUSES

Wherever Sheela goes she always carries a face wash **to wash** her face with.

TO WASH functions as an adjective because it modifies FACE WASH

An infinitive will almost always begin with TO. Exceptions do occur, however. An infinitive will lose its TO when it follows certain verbs.

These verbs are: feel, hear, help, let, make, see and watch

The patterns looks like this:

Special verb+ direct object+ infinitive-to

Here are some examples:

As soon as Suraj felt the heat burn his skin, he knew he had to get up and look for shelter

Felt= special verb; heat = direct object; burn = infinitive minus TO

When Amay heard the phone ring, he pressed the green button to on the answering machine.

Heard=special verb; phone=direct object; ring=infinitive minus TO

Teacher spent an extra hour helping us understand the concept of global warming. Helping= special verb; us=direct object; warming = infinitive minus TO

Little Ananya loved kittens so I removed the cover of the cage and let her pat it for a while.

Let=special verb; her=direct object; pat=infinitive minus TO

These are infinitives:



Origin of the word 'Infinitive'

Late Middle English (as an adjective): from Latin infinitivus, from infinitus (see infinite).
The noun dates from the mid 16th century.

Check your progress:

Exercise-1

Complete the following sentences with an infinitive or a gerund:-

It won't be any good my to him about it.

- talking
- to talk

It is no use for us..... to convince him of this.

- to try
- trying

It wouldn't be much good for us..... to the minister about it.

- complaining
- to complain

It was a challenge for methe car with such a weak battery.

- starting
- to start

It is no fun so many children to look after.

- having
- to have
- Either could be used here

Will it be any good my the boss about it?

- to see
- seeing

It is just silly..... away your chances like that.

- throwing
- to throw
- Either could be used here

Exercise – 2

Choose the correct form (infinitive + with/without TO):-

- I can____(speak/to speak) English.
- We have_____(do/to do) our homework.
- You must_____(stay/to stay) at home.
- I will_____(help/to help) you.
- He cannot_____(see/to see) us.
- My little sister learns_____(speak/to speak).

- They want _____ (go/to go) to the cinema.
- You should _____ (ask/to ask) your parents.
- I'd like _____ (have/to have) a dog.
- May we _____ (come/to come) in?
- Dheeraj enjoys _____ (to read/reading) science fiction.
- Kamini suggested _____ (seeing/to see) a movie after work.
- I miss _____ (to work/working) in the travel industry. Maybe I can get my old job back.
- Where did you learn _____ (to speak/speaking) Spanish? Was it in Spain or in Latin America?
- Do you mind _____ (to help/helping) me translate this letter?
- He asked _____ (talking/to talk) to the store manager.
- You've never mentioned _____ (to live/living) in Kashmir before. How long did you live there?
- If he keeps _____ (to come/coming) to work late, he's going to get fired!
- Diya plans _____ (studying/to study) abroad next year.
- I agreed _____ (helping/to help) Jaimin wash his car.
- Sheela hopes
- The models practiced
Maya has promised _____ (taking/to take) care of our dog while we are on vacation.
- Mr Menon chose _____ (accepting/to accept) the management position in Kolkata rather than the position in Mumbai.
- I don't know what she wants _____ (doing/to do) tonight. Why don't you ask her?
- Farid offered _____ (helping/to help) us paint the house.
- Shalini decided _____ (studying/to study) economics in London.
- Witnesses reported _____ (to see/seeing) the bank robber as he was climbing out of the second-story window.
- Sunaina dislikes _____ (working/to work) in front of a computer all day.
- Mrs Nair appears _____ (being/to be) the most qualified person for the job.
- Ela recommended _____ (to eat/eating) in a restaurant while we were in Delhi.
- I demand _____ (talking/to talk) to the manager of the hotel immediately.
- My grandmother recalled _____ (to see/seeing) a plane for the very first time when she was six.
- She claims _____ (being/to be) related to Alia Bhatt, but I don't believe her.
- This broken bicycle needs _____ (to fix/fixing) before someone can ride it.

- I can't understand _____ (driving/to drive) such a big car when petrol prices are so high, not to mention what it does to the environment.
- She refused _____ (speaking/to speak) to me after our fight.
- The wilderness adventure course lasts ten days and involves (to hike/hiking) more than fifty miles through rugged mountainous terrain.
- Don't hesitate _____ (to ask/asking) for help if you don't understand the directions.
- She managed _____ (communicating/to communicate) with them, even though she didn't speak their language.
- She pretended _____ (being/to be) a student in order to get a student discount.
- Amaira waited _____ (to see/seeing) what would happen next.
- The child denied _____ (to steal/stealing) the piece of cake.
- We fully intend _____ (paying/to pay) you for all the work you have done for us.
- You seem _____ (being/to be) a little distracted. Is everything alright?
- Lata and Sharad discussed _____ (to move/moving) to the city to find work; however, in the end, they decided against relocating.
- She refused _____ (admitting/to admit) that she had made a mistake.
- After his accident last year, he would never consider _____ (to buy/buying) another motorcycle.
- Meera just happened _____ (finding/to find) the lost car keys while she was looking for something else.
- He never admitted _____ (to have/having) the wild party while his parents were out of town.

Exercise - 3

Give the correct infinitive form of these verbs (do not use 'to'):-



Answers – Exercise- 1

- It won't be any good my talking to him about it.
- It is no use for us to try to convince him of this.
- It wouldn't be much good for us to complain to the minister about it.

- It was a challenge for me to start the car with such a weak battery.
- It is no fun for me to have/having so many children to look after.
- Will it be any good for me to see the boss about it?
- It is just silly for you to throw / throwing away your chances like that.

Exercise-2

- I can speak English.
- We have to do our homework.
- You must stay at home.
- I will help you.
- He cannot see us.
- My little sister learns to speak.
- They want to go to the cinema.
- You should ask your parents.
- I'd like to have a dog.
- May we come in?
- Dheeraj enjoys reading science fiction.
- Kamini suggested seeing a movie after work.
- I miss working in the travel industry. Maybe I can get my old job back.
- Where did you learn to speak Spanish? Was it in Spain or in Latin America?
- Do you mind helping me translate this letter?
- He asked to talk to the store manager.
- You've never mentioned living in Kashmir before. How long did you live there?
- If he keeps coming to work late, he's going to get fired!
- Diya plans to study abroad next year.
- I agreed to help Jaimin wash his car.
- Sheela hopes to graduate from college next June.
- The models practiced walking with a book balanced on their heads.
- Maya has promised to take care of our dog while we are on vacation.
- Mr Menon chose to accept the management position in Kolkata rather than the position in Mumbai.
- I don't know what she wants to do tonight. Why don't you ask her?
- Farid offered to help us paint the house.
- Shalini decided to study economics in London.
- Witnesses reported seeing the bank robber as he was climbing out of the second-story win-dow.
- Sunaina dislikes working in front of a computer all day.
- Mrs Nair appears to be the most qualified person for the job.
- Ela recommended eating in a restaurant while we were in Delhi.
- I demand to talk to the manager of the hotel immediately.

- My grandmother recalled seeing a plane for the very first time when she was six.
- She claims to be related to Alia Bhatt, but I don't believe her.
- This broken bicycle needs fixing before someone can ride it.
- I can't understand driving such a big car when petrol prices are so high, not to mention what it does to the environment.
- She refused to speak to me after our fight.
- The wilderness adventure course lasts ten days and involves hiking more than fifty miles through rugged mountainous terrain.
- Don't hesitate to ask for help if you don't understand the directions.
- She managed to communicate with them, even though she didn't speak their language.
- She pretended to be a student in order to get a student discount.
- Amaira waited to see what would happen next.
- The child denied stealing the piece of cake.
- We fully intend to pay you for all the work you have done for us.
- You seem to be a little distracted. Is everything alright?
- Lata and Sharad discussed moving to the city to find work; however, in the end, they decided against relocating.
- She refused to admit that she had made a mistake.
- After his accident last year, he would never consider buying another motorcycle.
- Meera just happened to find the lost car keys while she was looking for something else.
- He never admitted having the wild party while his parents were out of town.

Exercise – 3



8.6 USING VERBALS :

Definition and Meaning:

There are two common problems that come up when we use verbals.

The first is that since verbals look like verbs, they sometimes cause us to write fragmented sentences:

Oh, to find true genius!
Virat, playing the most important game of his life

The second problem is a very fine point. Although they look the same, gerunds and present participles are different parts of speech and need to be treated differently.

For example, consider the following two sentences:

- I admire the dog finishing the race
- I admire the dog's finishing the race

In the first example, FINISHING is a participle modifying the noun DOG; in other words the writer admires the DOG not what he is doing. In the second example, FINISHING is a participle, modified by the possessive noun DOG'S. The writer admires not the DOG but the fact that it is finishing the race.

Check your progress:*Exercise-1*

Fill in the blank with the most appropriate answer from the options given below each

question:-

It was still an hour before dark, but he couldn't help _____ a little worried.

- been
- being
- to be
- to have been

His telephone was disconnected because he forgot_____for it.

- having paid
- paying
- to have paid
- to pay

_____what he was doing there, the man turned and left without saying a word.

- Asked
- Asking
- Having asked
- While asking

_____his homework, the boy ran out to play with the other kids.

- Doing
- Done
- Having done
- To do

He is incapable_____a lie.

- of telling
- telling
- to have told
- to tell

He suggested_____at a small roadside eatery.

- being stopped
- having stopped
- stopping
- to stop

It is difficult_____mistakes in such constructions.

- avoiding making
- avoiding to make
- to avoid having made
- to avoid making

Two witnesses claim _____ suspect in the nearby area before the crime.

- being seen
- for seeing
- to have seen
- to see

_____ where she was, he called several friends and relatives, but they didn't know it either.

- Not knowing
- Not known
- Not to know
- Unknown

He shouted at the kids and immediately regretted it, seeing their _____ little faces and tears in their eyes.

- being frightened
- frightened
- frightening
- having frightened

You have the right _____

- doing
- done
- of doing
- to do

The idea _____ there alone scares her.

- being gone
- going
- of going
- to go

I warned you _____ anything here.

- not to touch
- not touched
- not touching
- to touch not

There is only one question _____ Let's discuss it quickly.

- for remaining
- remained
- remaining
- to remain

They look forward_____you.

- having seen
- seeing
- to see
- to seeing

_____ the door, he put the key into his pocket.

- Being locked
- By locking
- Having locked
- To lock

I don't mind_____a few questions. What do you want to know?

- asking
- being asked
- having asked
- to be asked

We have no reason_____that he will come back.

- having believed
- believing
- of believing
- to believe

She dropped the flowerpot, and it broke into pieces. Her husband rushed into the room,.

- looked alarmed
- looking alarmed
- looking alarming
- to look alarming

Too_____to say anything, he just closed the door and left.

- being surprised
- not surprising
- surprised
- surprising

Answers –

- It was still an hour before dark, but he couldn't help being a little worried.
- His telephone was disconnected because he forgot to pay for it.

- Asked what he was doing there, the man turned and left without saying a word.
- Having done his homework, the boy ran out to play with the other kids.
- He is incapable of telling a lie.
- He suggested stopping at a small roadside eatery.
- It is difficult to avoid making mistakes in such constructions.
- Two witnesses claim to have seen the suspect in the nearby area before the crime.
- Not knowing where she was, he called several friends and relatives, but they didn't know either.
- He shouted at the kids and immediately regretted it, seeing their frightened little faces and tears in their eyes.
- You have the right to do it.
- The idea of going there alone scares her.
- I warned you not to touch anything here.
- There is only one question remaining. Let's discuss it quickly.
- They look forward to seeing you.
- Having locked the door, he put the key into his pocket.
- I don't mind being asked a few questions. What do you want to know?
- We have no reason to believe that he will come back.
- She dropped the flowerpot, and it broke into pieces. Her husband rushed into the room, looking alarmed.
- Too surprised to say anything, he just closed the door and left.

▶ **SECTION 6** ▶

8.7 COMMON MISTAKE TO AVOID

In this section we'll have a look at the errors made by non-native speakers of English—

N O	INCORRECT USAGE	CORRECT USAGE
1	They were counting on me helping them.	They were counting on my helping them.
2	They insisted on me resigning the post.	They insisted on my resigning the post.
3	I am thinking to write my autobiography.	I am thinking of writing my autobiography.

4	The clever girl was confident to win the first medal.	The clever girl was confident of winning the first medal.
5	I am hopeful to secure a loan to build my house.	I am hopeful of securing a loan to build my house.
6	To die with honor is better than living with dishonor.	To die with honor is better than to live with dishonor.
7	Alisha likes singing, dancing and to paint .	Alisha likes singing, dancing and painting .
8	There is no hope of the fog's lifting.	There is no hope of the fog lifting.

Points to remember...

- o Gerunds should be used with possessive pronouns (my, your, her), and not object pronouns (me, him etc). Note that this rule is not strictly observed especially in the case of proper nouns.
- o Certain verbs and adjectives are followed by a **preposition + gerund**. Examples are: think, desirous, despair, fond, confident, prevent, abstain, refrain, prohibit etc.
- o Your writing will be clearer if you use parallel structures in both clauses.
- o The possessive case should not be used with the gerund when the noun denotes a lifeless

8.8 KEYWORD

Verbals	A verbal is a noun or adjective formed from a verb.
Participles	A participle is an adjective formed from a verb.
Gerund	A gerund is a noun formed from a verb. To make a gerund, you add –ING to the verb, just as with a present participle.
Infinitives	An infinitive is the basic form of a verb as in TO TALK.

To Sum it Up

- This Unit would have explained the meaning of Tenses, Verbs and Verbals to you and how they differ from each other.
- You would have learnt about the three different types of verbals – Participle, Gerund and Infinitive.
- The Unit explains the concept of Participles, which is an adjective formed from a verb.
- Gerund is a noun formed from a verb. How to identify it and use it to form a sentence.
- An Infinitive is a basic form of the verb.
- In every section, a detailed exercise is given to Check your progress and useful tips to form sentences.

8.9 REFERENCES

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7. *Michael Swan and Catherine Walter* – Oxford English Grammar – Oxford University Press

Video Link

<https://www.youtube.com/watch?v=d7Brq5HfT5w> 4.29 Minutes

What is tenses, verb and verbals - English Grammar Lesson | tenses, verb and verbals in English | Two Minute English

UNIT:9**TENSES VERBS & VERBALS - 2****::STRUCTURE::****9.0 Learning Objectives****9.1 Introduction****9.2 Section 1 : Forming and Using Verbs****9.3 Section 2 : Verb, Tenses and their functions - Present, Past and Future****9.4 Section 3 : Modal Verbs****9.5 Section 4 : Verb Moods****9.6 Section 5 : Active and Passive Voice****9.7 Section 6 : Direct-Indirect Speech****9.8 Section 7 : Common Mistakes to Avoid****9.9 Keywords****9.10 References**

9.0 LEARNING OBJECTIVES

- Before undertaking journalistic writing, one needs to understand, learn and master the cor-rect usage of language.
- The first step towards that is learning the grammar.
- The building blocks of English grammar are known as parts of speech.

On completion of unit

- You should be able to identify the difference between tenses, verbs, verbals and other parts of speech
- You should be able to use them appropriately your writing.

9.1 INTRODUCTION

- Narrating stories spanning different times is an exciting ability that we get in sentence construction with tenses. We are exploring this further in this Unit.
- Sentence construction is an extremely complex process, and communicating events in context of time is equally complicated. So to marry the two, the rules and variations are numerous.
- In this Unit, we build further on our understanding of Tenses and verbs with verbals. A robust understanding of tenses is extremely important for proper construction of sentences.

SECTION 1

9.2 FORMING AND USING VERBS

The Irregular Verbs

Definition, Meaning and Examples:

- English verbs are either **regular** or **irregular**. We call a verb regular when we add ed (want-**ed**, looked**ed**) or sometimes just d (created**d**, loved**d**) to form what are called the **simple past tense** and the **past participle** (see third and fourth paragraphs below). A regular verb's simple past tense and past participle are always identical.
- Not so with irregular verbs. They form the simple past tense and the past participle in any number of unpredictable ways. Some irregular verbs, like let, shut, and spread, never change, whether present or past. Others like feel and teach, become modified versions of themselves (felt, taught) to form both the past tense and the past participle. Still others, like break and sing, change to form the past tense (broke, sang) and change again to form the past participle (broken, sung). And then there are a few really odd ones,

like go: its past participle (gone) is recognizable enough, but its simple past tense is a strange new word (went).

- Let's get back to the irregular verb break. The simple past tense is broke, which we use in sentences like I broke your dish. We use the past participle, broken, to form **compound verbs** in sentences like I **have broken** your dish. The compound verb have broken is so called because we've added a **helping verb** (have) to the main verb's past participle (bro-ken). Be careful never to add a helping verb to the simple past form of an irregular verb—I have broke your dish.
- The past participle of an irregular verb can also function as an adjective: a **broken** dish. But the simple past form, if it differs from the participle, cannot function as an adjective: a **broke**dish is wrong English.
- There are far fewer irregular verbs than regular ones, but we use them all the time. "The ten commonest verbs in English (be, have, do, say, make, go, take, come, see, and get) are all irregular," notes Steven Pinker, an American experimental psychologist and linguist, "and about 70% of the time we use a verb, it is an irregular verb."
- Proper use of irregular verbs requires old-fashioned memorization—there are no secret formulas or shortcuts. This is why these words can create havoc for conscientious speakers of English.

List of Irregular Verbs

This list contains all the irregular verbs of the English language. Each entry includes the base or bare infinitive first, followed by the simple past (V2) form and the past participle (V3) form. Taking some time to make sentences using each irregular verb form will help you to use these verbs correctly when speaking and writing. And simply reading through this list will help you to recognize an irregular verb when you see one.

	Past Simple (V2)	Past Participle (V3)
arise	arose	arisen
awake	awoke	awoken
be	was/were	been
bear	bore	born(e)
beat	beat	beaten

become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt/burned	burnt/burned
burst	burst	burst
buy	bought	bought
can	could	... (been able)
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven

freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
lean	leant/leaned	leant/leaned
learn	learnt/learned	learnt/learned
leave	left	left
lent	lent	lent
lie (in bed)	lay	lain
lie (to not tell the truth)	lied	lied
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
may	might	...
mean	meant	meant
meet	met	met
mow	mowed	mown/mowed
must	had to	...
overtake	overtook	overtaken
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw	sawed	sawn/sawed

say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shall	should	...
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
sow	sowed	sown/sowed
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
spit	spat	spat
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen/swelled
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn

tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weep	wept	wept
will	would	...
win	won	won
wind	wound	wound
write	wrote	written

Check your progress:

Exercise

Fill in the blanks with the correct answer from the options given below:-

I.....the bell six times but no one opened the door.

- rang
- ringed
- rung

Have you your guitar?

- bringed
- brought

The cat hasall the milk.

- drunk
- dranked
- drank

Have you your duty?

- did
- done

Theya deep well in the yard.

- digged
- dug
- dugged

You needn't have that much money on that dress.

- spend

- spent
- spend

That shirtme 800 rupees.

- cost
- costed
- Either could be used here

The soldiersthat they would never surrender.

- swore
- sworn
- swore

I gotin the traffic jam for two hours.

- stuck
- stuck
- stuck

He fifty miles.

- strided
- strode
- strode

He has up.

- grew
- grown
- grew

Heunconscious on the pavement.

- lied
- lay
- laid

Answers

- I rang the bell six times but no one opened the door.
- Have you brought your guitar?
- The cat has drunk all the milk.
- Have you done your duty?
- They dug a deep well in the yard.
- You needn't have spent that much money on that dress.
- That shirt cost me 800 rupees.
- The soldiers swore that they would never surrender.
- I got stuck in the traffic jam for two hours.
- He strode fifty miles.

- He has grown up.
- He lay unconscious on the pavement.

▶ **SECTION 2**

9.3 VERB TENSES AND THEIR FUNCTION –PRESENT, PAST AND FUTURE

Definition, Meaning and Examples:

- When we are reading anything, how do we know if the events are happening in the past, present or the possible future? In grammar, we indicate time by modifying the verbs accordingly. Let us see how this is done by understanding Tenses.
- In English grammar, verbs are often used in a way that it indicates or denotes the time when an event occurred. These verbs that take up different forms to indicate the time of an action, event or condition by changing its form are called as tenses. Tenses can be broadly classified into three categories:

1. *Past Tense*
2. **Present Tense**
3. *Future Tense*

There are four aspects associated with each of these tenses. An aspect here refers to the nature of action performed by the verb. We will also learn about them in this section on tenses.

- *Perfect or Complete*
- **Perfect Continuous**
- *Progressive or Continuous*
- **Simple or Indefinite.**

This way, we get a total of 12 possibilities of tenses in English grammar.

Let us understand more about each of these groups of tenses.

Past, Present and Future

Past Tense

This tense is used to refer to something that happened in the past.

Sometimes, past tense is also called as 'simple past tense'.

- Example: We stayed in a hotel.

Past Continuous Tense: This type of past tense is used to describe an event or occurrence that

is on-going or continuing in the past.

- Example: We were playing tennis at the club.

Past Perfect Tense: This type of tense is used to describe an event in the past that has been completed.

- Example: We had completed our match before she had come.

Past Perfect Continuous: This type of past tense verb is used to indicate an event, action or occurrence that started before another event, action or occurrence in the past. We can say that one action or event interrupted another.

- Example: I had been playing the piano since school time.

Present Tense

This tense is used to refer or indicate to something that occurs in the present. The simple present or indefinite present tense is used to describe an action, event, or condition that is occurring in the present while being spoken about or written.

- Example: The dogs' bark.

Present Continuous Tense: This tense indicates the continuous nature of an act or event in the present which has not been completed. The activity has begun in the past and will be completed in the future.

- Example: She is preparing vegetable sandwiches for breakfast.

Present Perfect Tense: This tense is used to describe an action that had begun in the past, continues into the present and has just been completed. The time of occurrence of the action is generally not mentioned. This tense is also used to describe an action which happened in the past before another action took place.

- Example: I have just completed my dinner.

Present Perfect Continuous Tense: This tense is used to describe an action, event or occurrence that has begun in the past and continues into the present. It is also used for an action that began and just finished in the

past or in cases where there is no mention of time.

- Example: They have been trying to contact her.

Future Tense

This tense is used to refer to or indicate something that hasn't happened at the time of speaking or writing. 'Simple Future Tense' is commonly formed with the use of words 'will' and 'shall'.

- Example: We shall be there by noon.

Future Continuous Tense: This tense is used to describe actions that are on-going or continu-ing in the future. It is commonly used in sentences by using the simple future tense of the verb with the present participle i.e '-ing'.

- Example: His parents will be attending the convocation.

Future Perfect Tense: Is used to refer or describe an event that will be completed sometime in the future before another action takes place. It is written by using the past participle of the verb with the simple future tense of the verb.

- Example: I will have completed 10 years of work in August this year.

Future Perfect Continuous Tense: This tense is used to describe an action that is continuing into the future and will be completed at a specified time in the future. This tense is written using the future perfect tense of the verb with the present participle.

- Example: I shall have been living in Mumbai for five years by May 2019.

Check your progress:

Exercise

Fill in the blanks with the correct answer from the options given below:-

I _____ the film I saw yesterday.

- liked
- will like
- like

He _____ his family next weekend.

- sees

- will see
- saw

They _____ the marathon last week.

- run
- ran
- will run

She _____ a tasty Gujarati meal for last week's dinner party.

- will cook
- cooked
- cooks

I _ three dogs and two parrots as pets when I was young.

- had
- will have
- have

I _____ the family who live next door.

- knew
- will know
- know

When I opened my eyes, I _____ a strange sight.

- saw
- was seeing
- have seen

Every morning she _____ up early and gets ready for work.

- is waking
- wakes
- has woken

If I knew what he wanted, I _____ this.

- will not permit
- would not permit
- would not have permitted

I _____ anything from her in along time.

- didn't hear
- haven't heard

- am not hearing

The director_____to talk to you.

- want
- wants
- is wanting

Jaya_____with her parents.

- is living
- lives
- has lived

We_____Greece next month.

- visit
- will visit
- would visit
- are visiting

The moon_____around the earth.

- is revolving
- has revolved
- revolves

She_____a novel.

- wrote
- writes
- has writte
- n

All students_____in their work.

- handed
- have handed
- hand

I_____English for twelve years.

- am teaching
- have been teaching
- will be teaching

The students _____ their dia-logues.

- rehearse
- are rehearsing
- Either could be used here

Answers

Exercise

- I liked the film I saw yesterday.
- He will see his family next weekend.
- They ran the marathon last week.
- She cooked a tasty Gujarati meal for last week's dinner party.
- I had three dogs and two parrots as pets when I was young.
- I know the family who live next door.
- When I opened my eyes, I saw a strange sight.
- Every morning she wakes up early and gets ready for work.
- If I knew what he wanted, I would not permit this.
- I haven't heard anything from her in a long time.
- The director wants to talk to you.
- Jaya lives with her parents.
- We are visiting Greece next month.
- The moon revolves around the earth.
- She has written a novel.
- All students have handed in their work.
- I have been teaching English for twelve years.
- The students are rehearsing their dialogues.

› SECTION 3

9.4 MODAL VERBS

Definition, Meaning and Examples:

Modals are different from normal verbs:

- 1: They don't use an 's' for the third person singular.
- 2: They make questions by inversion ('she can go' becomes 'can she go?').
- 3: They are followed directly by the infinitive of another verb (without 'to').

Probability

First, they can be used when we want to say how sure we are that something happened / is hap-pening / will happen. We often call these

‘modals of deduction’ or ‘speculation’ or ‘certainty’ or ‘probability’.

For example:

- It’s raining, so it **must be** very wet outside.
- I don’t know where Jignesh is. He **could have missed** the train.
- This bill **can’t be** right. INR 1500 for two cups of coffee!

Ability

We use ‘can’ and ‘could’ to talk about a skill or ability.

For example:

- She **can speak** six languages.
- My grandfather **could play** cricket very well.
- I **can’t drive**.

Obligation and Advice

We can use verbs such as ‘must’ or ‘should’ to say when something is necessary or unnecessary, or to give advice.

For example:

- Children **must do** their homework.
- We **have to wear** a uniform at work.
- You **should stop** smoking.

Permission

We can use verbs such as ‘can’, ‘could’ and ‘may’ to ask for and give permission. We also use modal verbs to say something is not allowed.

For example:

- **Could I leave** early today, please?
- You **may not use** the car tonight.
- **Can we swim** in the lake?

Habits

We can use ‘will’ and ‘would’ to talk about habits or things we usually do, or did in the past.

For example:

- When I lived in Mumbai, we **would** often **eat** in the restaurant next to my flat.
- Jigna **will** always **be** late!

Past Modals

The past modals ‘could have + past participle’, ‘should have + past participle’ and ‘would have

+ past participle' can be confusing.

Check your progress:

Exercise

Fill in the blank with the appropriate modal verb from the ones given in the bracket:-

- There are plenty of tomatoes in the fridge. You _____(shouldn't/needn't) buy any.
- It's a hospital. You _____(can't/mustn't) smoke.
- He had been working for more than eleven hours. He _____(must/may) be tired after such hard work. He _____(can/may) prefer to get some rest.
- I _____(can/could) speak Malayalam fluently when I was a child and we lived in Kerala. But after we moved back to Gujarat, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I _____(may/can) just say a few things in the language.
- The teacher said we _____(should/can) read this book for our own pleasure as it is optional. But we _____(cannot/needn't) read it if we don't want to.
- _____(Could/Can) you stand on your head for more than a minute? No, I _____(shouldn't/can't).
- If you want to learn to speak English fluently, you _____(can/need) to work hard.
- Take an umbrella. It _____(should/might) rain later.
- You _____(can't/shouldn't) leave small objects lying around. Such objects _____(will/may) be swallowed by children.
- People _____(can't/mustn't) hurt animals.
- Drivers _____(may/must) stop when the traffic lights are red.
- _____(Should/May) I ask a question? Yes, of course.
- You _____(mustn't/needn't) take your coat. It is not cold.
- _____(May/Can) you speak Tamil? No, I _____(won't/can't).

Answers –

- There are plenty of tomatoes in the fridge. You needn't buy any.
- It's a hospital. You mustn't smoke.
- He had been working for more than eleven hours. He must be tired after such hard work. He may prefer to get some rest.
- I could speak Malayalam fluently when I was a child and we lived in Kerala. But after we moved back to Gujarat, I had very little exposure to the language and forgot almost every- thing I knew as a child. Now, I can just say a few things in the language.
- The teacher said we can read this book for our own pleasure as it is optional. But we needn't read it if we don't want to.
- Can you stand on your head for more than a minute? No, I can't.
- If you want to learn to speak English fluently, you need to work hard.
- Take an umbrella. It might rain later.
- You shouldn't leave small objects lying around. Such objects may be swallowed by children.
- People mustn't hurt animals.
- Drivers must stop when the traffic lights are red.
- May I ask a question? Yes, of course.
- You needn't take your coat. It is not cold.
- Can you speak Tamil? No, I can't.

SECTION 4

9.5 VERB MOODS

Definition, Meaning and Examples:

- There are four Moods of English Verbs - Indicative, Imperative, Subjunctive and Infinitive.
All manners and moods are expressed through these four verbs.
- While Verb Tenses (Present, Past and Future) are used to talk about time, the four Mood Verbs show states, attitudes and reality.

Indicative Mood

We use the indicative mood to express:

- Assertion – London is the world’s busiest city.
- Denial – Meena cannot speak English.
- Question - Do you work in a bank?

Imperative Mood

We use the imperative mood to express requests, commands and advice:

- Request - Please don’t talk in the library.
- Advice - Look out!
- Command - Shut that door.

Subjunctive Mood

We use the subjunctive mood to express unreal situations, possibility and wish.

- Unreal - If I were rich, I would buy a villa.
- Possibility - We might find her ring if we were to look hard enough.
- Wish - I wish it would stop raining.

Infinitive Mood

Verbs in the infinitive mood are used as parts of speech more than verbs. It expresses being or action.

- I may go to the garden later.
- They came to speak to me.
- It’s important to eat well.

Check your progress:

Exercise –

Point out the verbs in the following sentences and define their moods:-

- The river flows under the bridge.
- I will do the work tonight.
- He told me that he had finished the work.
- God bless you!
- I am hoping to get a rise soon.
- Do sit down.
- I wish I had passed the test.
- I would rather you stayed till tomorrow.
- I will have plenty of time tomorrow.
- Be nice, sweet child.
- It has been raining since last night.
- He takes great pride in his work.
- It is time we started.
- By this time tomorrow I will have reached my home.

Answers Exercise

- Verb: flows, Mood: Indicative
- Verb: will do, Mood: Indicative
- Verb: told, Mood: Indicative; Verb: had finished, Mood: Indicative
- Verb: bless, Mood: Subjunctive
- Verb: am hoping, Mood: Indicative
- Verb: do sit, Mood: Imperative
- Verb: wish, Mood: Indicative; Verb: had passed, Mood: Indicative
- Verb: would, Mood: Indicative; Verb: stayed, Mood: Subjunctive
- Verb: will have, Mood: Indicative
- Verb: be, Mood: Imperative
- Verb: has been raining, Mood: Indicative
- Verb: takes, Mood: Indicative
- Verb: is, Mood: Indicative; Verb: started, Mood: Subjunctive
- Verb: will have reached, Mood: Indicative

► SECTION 5

9.6 ACTIVE VOICE AND PASSIVE VOICE

Definition, Meaning and Examples:

You know that every subject has a Subject, a Verb, and an Object. A Subject is an agent who performs the Verb on the Object.

Let's understand this with the help of an example:

I swim in the ocean. – I is the Subject, swim is the Verb, and ocean is the Object.

My mom plays the piano. – My mom is the Subject, plays is the Verb, and piano is the Object.

- **Active Voice:** When a Subject is directly acting on the Object, the sentence is written in Active Voice.
- **Passive Voice:** When the Object is acted upon by the Subject, the sentence is written in Passive Voice.

In both the above sentences, the meaning remains the same and only the structure is what that changes. Usually, the structure or sequence of the Subject, Verb, and Object expressed in the Active Voice sentence gets reversed in the Passive Voice of the same sentence.

To understand the difference, just focus on how the Subject and Object

change the structure of the sentences in the table below:

Active Voice	Passive Voice
I ate the strawberry ice cream	The strawberry ice cream was eaten by me
I bought a hatchback car	A hatchback car was bought by me
The sun rises from the east	East is where the sun rises from
Reema can do skydiving	Skydiving can be done by Reema

Now you must have got some idea of how the Active and Passive Voice sentences look like. Note again how the meaning has stayed the same throughout. You may use some different words in situations where you must. But this conversion from one voice to another voice is really simple when you know a few rules as mentioned below.

Structure of Active and Passive Voice:

- **Active Voice:** Subject + Verb + Object
- **Passive Voice:** Object + Verb + Subject

You must have seen that the verb form changes when you switch from Active to Passive Voice. Now verbs used are of two kinds: the main and the auxiliary verbs. Usually, an auxiliary verb is accompanied by the main verb. The auxiliary verb like be, do or have shows the tense or mood of the verb.

For example, in the sentence “I have finished my swimming course in the city of Goa”, finished is the main verb and have is the auxiliary verb.

As a thumb rule, Passive Voice sentences always take the third form of the verb also called the past participle form of the verb (example- eat, ate, eaten- eaten is the third form of a verb). Notice this being used in the sentence above in the table: “The strawberry ice cream was eaten by me.”

So the usage of the main verb is pretty simple to convert. It's the auxiliary verb that we need to understand further. Let's understand this better:

Rules for Changing Active Voice to Passive Voice:

Simply exchange the places of the Subject and the Object. The Subject should become the

Object and vice versa while changing a sentence from Active to Passive Voice or reverse.

- **Active Voice:** She bought a new car. (She is the subject and a new car is an object.)
- **Passive Voice:** A new car was bought by her. (A new car is a subject and her is the object.)

Always blindly convert the main verb into its past participle or third form while converting from Active to Passive Voice.

Please look at the examples given below in order to understand what the third form of a

verb looks like -

- First Form -Second Form-Third Form
- Buy-bought-bought
- Sing-sang-sung
- Grow-grew-grown

- **Active Voice:** Bhaanu wrote a book on Mahatma Gandhi.
- **Passive Voice:** A book on Mahatma Gandhi was written by Bhaanu.

Use the word “by” before the Subject in the Passive sentence. For example:

- **Active Voice:** My brother sang a song.
- **Passive Voice:** A song was sung by my brother.

Change of tense of the auxiliary word: Now when you change the verb form of the main verb, the tense of the auxiliary also changes accordingly.

Let's understand this with the help of a few examples: Present Tense –

- **Active Voice:** Sun rises from the east.
- **Passive Voice:** East is where the sun rises from.

Past Tense –

- **Active Voice:** She walked my dog home.
- **Passive Voice:** My dog was walked home by her.

Future Tense –

- **Active Voice:** Sheena will do the craft work.
- **Passive Voice:** Craft work will be done by Sheena.

Sometimes you may completely omit the Subject from the Passive Voice if the idea you are trying to convey is clear. You just have to take a judgment call for that.

For example:

- **Active Voice:** Distance is measured in kilometers.
- **Passive Voice:** Kilometres is a measurement unit for distance.

Words like “with” or “to” are also used in Passive Voice. You may recall that we use “by” quite frequently in an Active Voice to Passive Voice conversion.

- **Active Voice:** I know her.
- **Passive Voice:** She is known to me.

- **Active Voice:** Love fills my heart.
- **Passive Voice:** My heart is filled with love.

Check your progress:

Exercise – 1

Identify whether the sentence is in Active Voice or Passive Voice and then convert it to the other Form:-

- I love my music teacher.
- This painting is done by me.
- She cast a beautiful spell on me.
- Dina ate a pizza and a sandwich.
- The doctor treated the patient.
- The groceries were picked up from the mall by Ravi.

Exercise – 2

The sentences below are given in the Active Voice. Change them into the Passive Voice by filling in the blanks with the correct form of the verb given in the options:-

He teaches English. / English..... by him.

- taught
- is taught
- was taught

The child is eating bananas. / Bananas by the child.

- are eaten
- are being eaten
- have been eaten

She is writing a letter. / A letter by her.

- is written
- is being written
- has been written

The master punished the servant. / The servant by the master.

- is punished
- was punished
- has punished

He was writing a book. / A book by him.

- was written
- had written
- was being written

Who wrote this letter? / By whom ?

- was this letter written
- was this letter being written
- had this letter written

Somebody cooks meal every day. / Meal by someone every day.

- is cooked
- has cooked
- is cooking

He wore a blue shirt. / A blue shirt by him.

- wore
- was wore
- was worn

May God bless you with happiness! / with happiness.

- May you blessed
- May you be blessed
- May blessed you be

They are building a house. / A house by them.

- is built
- is being built
- was built

I have finished the job. / The job by me.

- has finished
- has been finished
- is finished

I sent the report yesterday. / The report yesterday.

- is sent
- was sent
- had sent

Exercise – 3

The sentences below are given in the Active Voice. Change them into the Passive Voice by selecting the correct answer from the options given below:-

I did not beat her.

- She is not beaten by me.
- She has not beaten by me.
- She was not beaten by me.

I will never forget this experience.

- This experience is not forgotten by me.
- This experience would never be forgotten by me.
- This experience will never be forgotten by me.

Mother made a cake yesterday.

- A cake made by mother yesterday.
- A cake is made by mother yesterday.
- A cake was made by mother yesterday.

The boy teased the girl.

- The girl was teased by the boy.
- The girl had teased by the boy.

Did she do her duty?

- Was she done her duty?
- Was her duty done by her?
- Had her duty done by her?

The tiger was chasing the deer.

- The deer was chased by the tiger.
- The deer was being chased by the tiger.
- The deer had chased by the tiger.

She has written a novel.

- A novel has written by her.
- A novel has been written by her.
- A novel had written by her.

She has learned her lessons.

- Her lessons has learned by her.
- Her lessons have been learned by her.
- Her lessons had been learned by her.

Have you finished the report?

- Has the report finished by you?
- Has the report been finished by you?
- Had the report been finished by you?

The police have caught the thief.

- The thief has been caught by the police.
- The thief was caught by the police.
- The thief had been caught by the police.

Answers

Exercise -1

- Active Voice

My music teacher is loved by me.

- Passive Voice

I have done this painting.

A beautiful spell was cast by her on me.

Active Voice

A pizza and a sandwich were eaten by Dina.

The patient was treated by the doctor.

Ravi picked up the groceries from the mall.

Exercise – 2

- English is taught by him.
- Bananas are being eaten by the child.
- A letter is being written by her.
- The servant was punished by the master.
- A book was being written by him.
- By whom was this letter written?
- Meal is cooked by someone every day.
- A blue shirt was worn by him.
- May you be blessed with happiness!
- A house is being built by them.
- The job has been finished by me.

- The report was sent yesterday.

Exercise – 3

- She was not beaten by me.
- This experience will never be forgotten by me.
- A cake was made by mother yesterday.
- The girl was teased by the boy.
- Was her duty done by her?
- The deer was being chased by the tiger.
- A novel has been written by her.
- Her lessons have been learned by her.
- Has the report been finished by you?
- The thief has been caught by the police.

▶ SECTION 6

9.7 DIRECT-INDIRECT SPEECH

Definition, Meaning and Examples:

Direct and indirect speech can be a source of confusion for English learners. Let's first define the terms, then look at how to talk about what someone said, and how to convert speech from direct to indirect or vice-versa.

You can answer the question What did he say? in two ways:

- by repeating the words spoken (direct speech)
- by reporting the words spoken (indirect or reported speech).

Direct Speech

Direct speech repeats, or quotes, the exact words spoken. When we use direct speech in writing, we place the words spoken between quotation marks (“ ”) and there is no change in these words. We may be reporting something that's being said NOW (for example a telephone conversation), or telling someone later about a previous conversation.

For example -

- She says, “What time will you be home?”
- She said, “What time will you be home?” and I said, “I don't know!”
- “There's a fly in my soup!” screamed Sheela.
- Jayant said, “There's an elephant outside the window.”

Indirect Speech

Reported or indirect speech is usually used to talk about the past, so we

normally change the tense of the words spoken. We use reporting verbs like 'say', 'tell', 'ask', and we may use the word 'that' to introduce the reported words. Inverted commas are not used.

She said, "I saw him." (direct speech) = She said that she had seen him.
(Indirect Speech)

'That' may be omitted:

She told him that she was happy. = She told him she was happy.

'SAY' AND 'TELL'

Use 'say' when there is no indirect object:

He said that he was tired.

Always use 'tell' when you say who was being spoken to (i.e. with an indirect object): He told me that he was tired.

'TALK' AND 'SPEAK'

Use these verbs to describe the action of communicating:

He talked to us.

She was speaking on the telephone.

Use these verbs with 'about' to refer to what was said:

He talked (to us) about his parents.

Basic Rules:

Before proceeding ahead, it is mandatory to memorize these rules:

Changes in Person of Pronouns:

- First Person Pronouns in Reported Speech are always changed according to the SUBJECT of the Reporting Speech.
- Second Person Pronouns in Reported Speech are always changed according to the OBJECT of the Reporting Speech.
- Third Person Pronouns in Reported Speech are not changed.

Changes in Verbs:

In case, the Reporting Speech is in PRESENT TENSE or FUTURE TENSE, then no change is required to be made in the VERB of the Reported Speech. This verb could be in any tense i.e., Present, Past or Future.

For example:

- Direct Speech: He says, "I am ill."
- Indirect Speech: He says that he is ill.
- Direct Speech: She says, "She sang a song."
- Indirect Speech: She says that she sang a song.
- Direct Speech: You say, "I shall visit Lucknow."
- Indirect Speech: You say that you will visit Lucknow.

If Reporting Verb is in Past Tense, then Reported Verb will be changed as per following criterion:

Present Indefinite Tense is changed into

Past Indefinite Tense. For example:

- **Direct Speech:** They said, "They take milk every day."
- **Indirect Speech:** They said that they took milk every day.

Present Continuous is changed into Past Continuous Tense.

For example:

- **Direct Speech:** They said, "They are taking milk every day."
- **Indirect Speech:** They said that they were taking milk every day.

Present Perfect is changed into Past Perfect Tense. For example:

- **Direct Speech:** They said, "They have taken milk."
- **Indirect Speech:** They said that they had taken milk.

Present Perfect Continuous Tense is changed into Past Perfect Continuous Tense. For example:

- **Direct Speech:** They said, "They have been taking milk since morning."
- **Indirect Speech:** They said that they had been taking milk since morning.

Past Indefinite is changed into Past Perfect Tense. For example:

- **Direct Speech:** They said, "They took milk."
- **Indirect Speech:** They said that they had taken milk.

Past Continuous Tense is changed into Past Perfect Continuous Tense. For example:

- **Direct Speech:** They said, "They were taking milk."
- **Indirect Speech:** They said that they had been taking milk.

No changes are required to be made into Past Perfect and Past Perfect Continuous Tenses. For example:

- **Direct Speech:** They said, "They had taken milk."
- **Indirect Speech:** They said that they had taken milk.

In Future Tense, while no changes are made except SHALL and WILL are changed into
WOULD.

For example:

- **Direct Speech:** They said, "They will take milk."
- **Indirect Speech:** They said that they would take milk.

Check your progress:

Exercise –

Please change the following Direct Speech Sentences into Indirect Speech:-

1. Kabir said, 'I am trying to find a new job.'
2. He said, 'I wrote a letter.'
3. The girl said, 'I want something to eat.'
4. The teacher said, 'Stop writing.'
5. The man said, 'I have nowhere to go.'
6. The girl said, 'I have been practicing the piano for six months.'
7. Mother said, 'I have laid the table.'
8. He said, 'Who are you?'
9. She said, 'Are you happy here?'
10. The father said to his son, 'Go and pay your fee at once.'
11. He said, 'Let's go for a drive.'

Answers

Exercise

1. Kabir said that he was trying to find a new job.
2. He said that he had written a letter.
3. The girl said that she wanted something to eat.
4. The teacher asked them to stop writing.
5. The man said that he had nowhere to go. / The man lamented that he had nowhere to go.
6. The girl said that she had been practicing the piano for six months.
7. Mother said that she had laid the table.
8. He asked who I was.
9. She enquired if I was happy there?
10. The father told his son to go and pay his fee at once.
11. He suggested going for a drive. / He suggested that we should go for a drive.

9.8 COMMON MISTAKE TO AVOID

In this section we'll have a look at the errors made by non-native speakers of English–

NO	INCORRECT USAGE	CORRECT USAGE
1	My father told me that honesty was thebest policy.	My father told me that honesty is the bestpolicy.
2	The cashier-cum-accountant are on leave today.	The cashier-cum-accountant is on leave today.
3	The cashier and the accountant is on leave today.	The cashier and the accountant are on leave today.
4	I am so weak that I may not walk.	I am so weak that I cannot walk.
5	Tell me why are you beating the child.	Tell me why you are beating the child.
6	I don't know why is she late.	I don't know why she is late.
7	The ship was drowned.	The ship sank.
8	Seldom I visit my parents.	Seldom do I visit my parents.
9	This food is hard to be digested.	This food is hard to digest.
10	I never have, and I never will do it.	I have never done and I will never do it.
11	Everybody are happy.	Everybody is happy.
12	I'll explain you the problem.	I'll explain the problem to you.
13	I have the possibility to study In Canadanext year.	I have the opportunity to study in Canadanext year.
14	I think she doesn't like tomatoes.	I don't think she likes tomatoes.
15	If I will see Jayesh later, I'll give him themessage.	If I see Jayesh later, I'll give him themessage.
16	Do you want that I make breakfast?	Do you want me to make breakfast?
17	I'm thinking to buy a new car.	I'm thinking of buying a new car.
18	They enjoyed the baseball game despite of the rain.	They enjoyed the baseball game despite the rain
19	My ten-years-old daughter loves todance.	My ten-year-old daughter loves to dance.

20	Our house is near to the beach.	Our house is near the beach.
21	I like very much soccer.	I like soccer very much.
22	Garima gave to Sheela the keys.	Garima gave the keys to Sheela.
23	She asked me where do I work.	She asked me where I work.
24	They left without say goodbye.	They left without saying goodbye.
25	I need to finish this project until Friday.	I need to finish this project by Friday.

9..9 KEYWORDS

Forming and Using Verbs

The Irregular Verbs: English verbs are either regular or irregular. We call a verb regular when we add ed (wanted, looked) or sometimes just d (created, loved) to form what are called the simple past tense and the past participle (see third and fourth paragraphs below). A regular verb's simple past tense and past participle are always identical.

Verb Tenses and their Function

Present, Past and Future: When we are reading anything, how do we know if the events are happening in the past, present or the possible future? In grammar, we indicate time by modifying the verbs accordingly.

Verb Moods

There are four Moods of English Verbs - Indicative, Imperative, Subjunctive and Infinitive. All manners and moods are expressed through these four verbs.

Active and Passive Voice

You know that every subject has a Subject, a Verb, and an Object. A Subject is an agent who performs the Verb on the Object.

Direct-Indirect Speech

Direct and indirect speech can be a source of confusion for English learners. Let's first define the terms, then look at how to talk about what someone said, and how to convert speech from direct to indirect or vice-versa.

To Sum it Up

- This Unit would have further enhanced your understanding of Verbs, Verbals and Tenses.
- This Unit explains in detail the formation of sentences using different types of verbs.
- It further explains the usage of verbs in different tenses – present tense, past tense and future tense.
- Introduction and explanation of Modal Verbs.
- This Unit also introduces you to four moods of English verbs – Indicative, Imperative, Subjunctive and Infinitive. Their usage in sentences is also explained with examples.
- The Unit also introduces you to a critical part of sentence formation – Active and Passive Voice.
- The Unit further introduces Direct and Indirect Speech.

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Video Link

<https://www.youtube.com/watch?v=d7Brq5HfT5w>

.29 Minutes

What is tenses, verb and verbals - English Grammar Lesson| tenses, verb and verbals in English| Two Minute English

UNIT:10**ADVERBS****:: STRUCTURE::****10.0 Learning Objectives****10.1 Introduction****10.2 Definition and meaning****10.3 Section 1 : Types of Adverbs****10.4 Section 2 : Comparison of Adverbs****10.5 Section 3 : Position of the Adverbs****10.6 Section 4 : Function of Adverbs****10.7 Section 5 : Adverbs Most Often Confused****10.8 Section 6 : Common Mistakes to Avoid****10.9 Keywords****10.10 References**

10.0 LEARNING OBJECTIVES

- Before undertaking journalistic writing, one needs to understand, learn and master the cor-rect usage of language.
- The first step towards that is learning the grammar.
- The building blocks of English grammar are known as parts of speech.

On completion of unit

- You should be able to identify the difference between adverbs and other parts of speech
- You should be able to use them appropriately your writing.

10.1 INTRODUCTION

- To understand what Adverbs can do in a sentence we should first recall what adjectives can do. Adjectives describe the noun or the pronoun. But what they do for nouns, adjectives don't do for anyone else. They are pretty loyal that way.
- For every other parts of speech, there are adverbs. Mainly, what needs to be described, or added value to - are verbs. And hence the word Adverb.
- Adverbs add value to multiple different parts of speech and help to make your writing very very interesting. To be able add quality to verbs, describe them, modify them is the exciting part of communication. These are the functions of sentence construction that empower the writer to express himself / herself.

10.2 DEFINITION AND MEANING

An adverb can modify a verb, an adjective, another adverb, a phrase or a clause. An adverb indicates manner, time, place, cause or degree and answers questions such as how, when, where, how much.

While some adverbs can be identified by their characteristic LY suffix; most of them must be identified by untangling the grammatical relationships within the sentence or clause as a whole. Unlike an adjective an adverb can be found in various places within the sentence.

In the following examples each of the highlighted words is an adverb:

- The woman **quickly** left the place.
(In this sentence the adverb quickly modifies the verb left and indicates in what manner (or how fast) the woman left the scene)
- The girl waited **patiently** for her turn to appear before the panel.
(Similarly in this sentence the adverb patiently modifies the verb waited and describes the manner in which the girl waited)
- The **courageously** made moves by the centre forward resulted into two quick goals. (In this sentence the adverb courageously modifies the adjective made)
- We urged the manager to send the draft most **urgently**.
(Here the adverb most modifies the adverb urgently)
- **Unfortunately** the teacher did not come today.
(In this example, the adverb unfortunately modifies the entire sentence)

Adverbs are broadly classified into four categories-

Simple Adverb

A simple adverb is a word that modifies the verb, adjective or another adverb.

Example:

- She dances well.
- Pratik paints very neatly.
- That is a very expensive vase.

Relative Adverb

Adjectival clauses are sometimes introduced by what are called the relative adverbs – where, when and why.

Although the entire clause is adjectival and will modify a noun, the relative word itself fulfils an adverbial function (modifying a verb within its own clause).

The relative adverb where will begin a clause that modifies a noun of place:

My entire family now worships in the **temple** where my great grandfather used to be a priest. (The relative pronoun where modifies the verb used to be (which makes it adverbial) but the entire clause (where my great grandfather used to be a priest) modifies the word temple).

A when clause will modify nouns of time:

My favourite month is always **November** when we celebrate Diwali. And a why clause will modify the reason:

Do you know the **reason** why Ananya isn't in class today?

Conjunctive Adverb

A conjunctive adverb is used to join two clauses together. Some of the most common con-

junctive adverbs are:

Also	Consequently	Finally	Furthermore
Hence	However	Incidentally	Indeed
Instead	Likewise	Meanwhile	Nevertheless
Next	Nonetheless	Otherwise	Still
Then	Therefore	Thus	

A conjunctive adverb is not strong enough to join two independent clauses without the aid of a semicolon.

The highlighted words in the following sentences are conjunctive adverbs:

- The government has changed the right to information act; **consequently** people will have access to more information.
- He was not hungry; **therefore** he decided to skip lunch.
- The school extended the winter holidays; **furthermore** the school may extend if the cold wave continues.
- We waited patiently for an hour; **finally** the gates to the stadium were opened.
- She did not attend the function; **instead** her sister attended on her behalf.
- I am not well; **otherwise** I would have definitely come for the party.

Interrogative Adverb

A special subclass of adverbs includes a set of words beginning with WH – generally used to ask a question. The most common are when, where and why; though the set also includes whence, whereby, wherein and whereupon. To this set we add the word how and we refer to the whole set as interrogative adverbs:

- **When** are you going to Mumbai?
- **Where** did you leave the car?
- **Why** did she resign?
- **How** did you become interested in theatre?

They can also introduce various types of clause:

- This is the town **where** Shakespeare was born
- I've no idea **how** it works.

› SECTION 1

10.3 TYPES OF ADVERBS

Definition, Meaning and Examples:

There are basically eight types of adverbs. Let us have a look at each of them in detail –

Adverb of Manner

The adverb of manner answers the question how. Where there are two or more verbs in a sentence, adverb placement affects the meaning. Some commonly used adverbs of manner include:



Consider the following example:

- She decided to write her paper (no adverbs)
- She quickly decided to write her paper (her decision was quick)
- She decided to write her paper quickly (her writing was quick)

Adverb of Place

The adverb of place answers the question where. Most adverbs of place are also used as prepositions. Some commonly used examples include the following:

Abroad	Anywhere	Downstairs	Here	Home	In	Nowhere
Out	Outside	Somewhere	There	Underground	Upstairs	

I wanted to go upstairs.
 She has lived in the city since June (in the city-prepositional phrase)

Adverb of Frequency

Adverbs of frequency answer the question how often. The following adverbs are common-

ly used in this way:

Always	Every	Never	Often
Rarely	Seldom	Sometimes	Usually

Maria gets a ride from her brother every day.
 The fish usually swim near the shore.

Adverb of Time

An adverb of time answers the question when. These examples are commonly used:

After	Already	During	Finally	Just	Last
Later	Next	Now	Recently	Soon	When
Tomorrow	When	While	Yesterday		

He came home before dark.
Jayesh finished his dinner first.

Adverb of Degree or Quantity

This adverb answers the questions - how much, to what degree or to what extent. The following are few examples:

- Fully
- Almost
- Enough
- Altogether

- The weather is **very** stormy
- She was **fully** prepared
- I am feeling **rather** tired

Adverb of Affirmation

These adverbs of affirmation denote positive confirmation. Examples are:

- Surely
- Certainly
- Positively
- Definitely
- I shall **certainly** come.
- She will rank first **positively**.
- **Surely** you have misjudged him.

Adverb of Negation

The adverb of negation signifies a no. There is only one example – Not

- I do **not** know if he will come.
- Her mother is **not** sure if Radha will join the dancing class.

Adverb of Reason

This adverb answers the question why and the reason for an action. Examples are:

- Therefore
- Hence

- As he was taken ill **hence** his seat was allocated to someone else.
- Since she is not here **therefore** I shall have to take the parcel.

Formation of Adverbs

Most adverbs are formed by adding LY to an adjective.

Check the following list:

Adjective	Adverb
Maya is a careful girl.	Maya drives carefully.
Maya is very careful.	

Formation: Adjective + LY

Adjective	Adverb
Dangerous	Dangerously
Careful	Carefully
Nice	Nicely
Easy	Easily
Horrible	Horribly
Electronic	Electronically

Irregular formations of adverbs from adjectives

Adjective	Adverb
Good	Well
Fast	Fast
Hard	Hard

Please note that not all words ending in LY are adverbs.

Some adverbs qualify a whole sentence and not just a part of it. Consider the following:

Honestly, it doesn't matter!

Here the sentence adverb **honestly** modifies the whole sentence and it expresses the speaker's opinion about what is being said (When I say it doesn't matter; I am speaking honestly) Here are some examples:

- **Clearly**, he has no excuse for such behaviour.
- **Frankly**, I don't care about your problems.
- **Unfortunately**, no refunds can be given.

Some sentence adverbs link a sentence with a preceding one:

India played well in the first half. **However** in the second half their weaknesses were revealed. Other sentence adverbs of this type are accordingly, consequently, hence, moreover, similarly and therefore.

Check your progress:

Exercise - 1

The following sentences are incorrect because each contains a double negative. Each sentence can be corrected by omitting or altering one of the negative expressions. Write two corrected versions for each sentence:-

Examples –

- I have not got no sugar.
- I have got **no** sugar. OR
- I have **not** got **any** sugar.

- We have never seen nothing like it before.
- We have seen **nothing** like it before. OR
- We have **never** seen **anything** like it before.

- He does not need no advice
- I did not get none of the answers right.
- We had not met neither of the boys before
- They did not do no harm
- You do not have no reason to behave like that
- I do not have no time for such things

Exercise - 2

For each of the following sentences, add the negative expression shown in brackets at the beginning of the sentence, and make any other changes that are necessary:-

Examples –

I had reached home when I received the news (hardly)

Hardly had I reached home when I received the news.

We had the opportunity to watch television (seldom)

Seldom did we have the opportunity to watch television.

- o We had entered the room when the bell rang. (scarcely)
- o I have seen a more beautiful painting than that one. (never)
- o We realized that what a dangerous fellow he was. (little)
- o I have worked as hard as I did. (never before)
- o We perceive everything that is around us. (hardly ever)
- o They know the outcome. (little)
- o I am satisfied with my result. (seldom)
- o One comprehends a complex situation immediately.(rarely)

Exercise-3

Find the adjective in the first sentence and fill the gap with the adverb:-

Example –

Jayna is happy. She smiles happily.

- The boy is loud. He shouts _____.
- Her English is fluent. She speaks English _____.
- Our mother was angry. She spoke to us _____.
- My neighbour is a careless driver. He drives _____.
- The painter is awful. He paints _____.
- Jay is a wonderful piano player. He plays the piano _____.
- This girl is very quiet. She often sneaks out of the house _____.
- She is a good dancer. She dances really _____.
- This exercise is simple. You _____ have to put one word in each space.

Exercise – 4

Rewrite the sentences and put the adverbs correctly:-

Example-

We were in London. (last week) We were in London last week.

- He walks his dog. (rarely)
- She waited. (patiently)
- My father goes walking, (always)
- Your bedroom is. (upstairs)
- We don't go swimming. (in winter)
- Cats can hear. (well)
- I saw him. (there)
- The girl speaks English. (fluently)
- I have seen that film. (never)/(before)
- She speaks. (slowly)
- They sang. (wonderfully)
- He treated her. (respectfully)
- Is/over there/the cinema.
- Playing/the kids/are/outside
- She/not/been/here/has
- Have you been to Bihar? (ever)
- I have been to Lucknow. (often)
- He plays cricket on Sundays. (sometimes)
- We have paneer for dinner. (seldom)

Answers

Exercise – 1

- He needs no advice.
He does not need any advice.
- I got none of the answers right.
I did not get any of the answers right.
- We had met neither of the boys before. We had not met either of the boys before.
- They did no harm.
They did not do any harm.
- You have no reason to behave like that.
You do not have any reason to behave like that.
- I have no time for such things.
I do not have any time for such things.

Exercise -2

- o Scarcely had we entered the room when the bell rang.
- o Never had I seen a more beautiful painting than that one.
- o Little did we realize that what a dangerous fellow he was
- o Never before have I worked as hard as I did.
- o Hardly ever do we perceive everything that is around us.
- o Little did they know the outcome
- o Seldom am I satisfied with my result.
- o Rarely does one comprehend a complex situation immediately.

Exercise – 3

- The boy is loud. He shouts loudly.
- Her English is fluent. She speaks English fluently.
- Our mother was angry. She spoke to us angrily.
- My neighbour is a careless driver. He drives carelessly.
- The painter is awful. He paints awfully.
- Jay is a wonderful piano player. He plays the piano wonderfully.
- This girl is very quiet. She often sneaks out of the house quietly.
- She is a good dancer. She dances really well.
- This exercise is simple. You simply have to put one word in each space.

Exercise -4

- He rarely walks his dog.
- She waited patiently.
- My father always goes walking.
- Your bedroom is upstairs.
- We don't go swimming in winter.
- Cats can hear well.
- I saw him there.
- The girl speaks English fluently.
- I have never seen that film before.
- She speaks slowly.
- They sang wonderfully.
- He treated her respectfully.
- The cinema is over there.
- The kids are playing outside.
- She has not been there.
- Have you ever been to Bihar?
- I have often been to Lucknow.
- He sometimes plays cricket on Sundays.
- We seldom have paneer for dinner.

Origin of the Word Adverb

Late Middle English: from Latin *adverbium*, from *ad-* 'to' (expressing addition) + *verbum* 'word, verb'.

SECTION 2

10.4 COMPARISON OF ADVERBS

Definition, Meaning and Examples:

There are three degrees of comparison in adverbs – the **Positive**, the **Comparative**, and the **Superlative**. The adverbs form their comparatives and superlatives using **-er** and **-est**, and **more** and **most**. Adverbs that end in **-ly** use the words **more** and **most** to form their comparatives and superlatives.

The one-syllable adverbs use -er in the comparative form, and -est in the superlative form:

Positive	Comparative	Superlative
early	earlier	earliest
fast	faster	fastest
hard	harder	hardest

high	higher	highest
late	later	latest
loud	louder	loudest
near	nearer	nearest
soon	sooner	soonest

Adverbs which end in -ly or have three or more syllables each form the comparative with more and the superlative with most:

Positive	Comparative	Superlative
angrily	more angrily	most angrily
brightly	more brightly	most brightly
dimly	more dimly	most dimly
freely	more freely	most freely
gladly	more gladly	most gladly
heavily	more heavily	most heavily
loudly	more loudly	most loudly
quietly	more quietly	most quietly
sweetly	more sweetly	most sweetly
terribly	more terribly	most terribly

The comparative form is used to compare two things:

Examples –

- o We must not reach there **later** than 7 o'clock.
- o You speak **more loudly** than a loudspeaker.
- o Sirius shines **more brightly** than all the other stars.

The superlative form is used to compare three or more things:

Examples –

- o He arrived **the earliest**, so he had to wait for the others.
- o Why do you have to speak the **most loudly** of all at the meeting?
- o Of all the girls, your sister sang the **most sweetly**

It is not correct to use –er and more together, or –est and most together.

Examples –

- **Incorrect:** The tree is **more taller** than the giraffe.
Correct: The tree is **taller** than the giraffe.
- **Incorrect:** This cow is **the most oldest** in the farm.
Correct: This cow is **the oldest** in the farm.

Some adverbs form the comparative and the superlative irregularly:

Positive	Comparative	Superlative
Badly	worse (than)	worst (the)
Far	farther	farthest
Far	further	furthest
Little	less	least
much/many	more	most
Well	better	best

Examples –

- o Of the two teddy bears, which do you like **better**?
- o This has to be the **farthest** I have ever walked in my life.

Check your progress:

Exercise -

Fill in the correct adverb form (comparative or superlative) of the adjectives in brackets:-

- I speak English _____ (fluent) now than last year.
- She greeted me _____ (polite) of all.
- She smiled _____ (happy) than before.
- This girl dances _____ (graceful) of all.
- Could you write _____ (clear)?
- Planes can fly _____ (high) than birds.
- He had an accident last year. Now, he drives _____ (careful) than before.
- Jay can run _____ (fast) than Harsh.
- Our team played _____ (bad) of all.
- He worked _____ (hard) than ever before.
- Life gets _____ (good) for those who are ready to work (hard).
- Neha is a pretty girl; but Sneha is _____ (pretty).
- Doctor Sharma is the _____ (good) heart surgeon in the country.
- Mahesh is _____ (poor) than Ramesh.
- Pizza is the _____ (delicious) of all fast food items.

Answers

Exercise -

- I speak English more fluently now than last year.
- She greeted me most politely of all.
- She smiled more happily than before.
- This girl dances most gracefully of all.

- Could you write more clearly?
- Planes can fly higher than birds.
- He had an accident last year. Now, he drives more carefully than before.
- Jay can run faster than Harsh.
- Our team played worst of all.
- He worked harder than ever before.
- Life gets better for those who are ready to work harder.
- Neha is a pretty girl; but Sneha is prettier.
- Doctor Sharma is the best heart surgeon in the country.
- Mahesh is poorer than Ramesh.
- Pizza is the most delicious of all fast food items.

▶ SECTION 3

10.5 POSITION OF THE ADVERBS

Definition, Meaning and Examples:

Adverbs should come as near as possible to the verbs they qualify. This is because the meaning of a sentence can change with the change in the position of the adverb.

Compare these examples –

- **Only** he lent me fifty rupees. (= He and nobody else lent me fifty rupees.)
- He **only** lent me fifty rupees. (= He only lent me the money, he didn't do anything else.)
- He lent me **only** fifty rupees. (= He didn't lend me more than fifty rupees.)
- He lent **only** me fifty rupees. (i.e. to nobody else)

You will have noticed that the meaning of the sentence changes considerably with the change in the position of the adverb **only**.

Most adverbs, however, can be placed in different positions with no significant change in meaning. There are, nevertheless, some rules regarding the position of adverbs.

Rule 1

When the verb is **intransitive** (verbs that do not have objects), place the adverb immediately after it.

- He walked **slowly**.
- She smiled **beautifully**.
- He spoke **fluently**.

- He arrived **late**.
- They worked **hard**.

Rule 2

When the verb is **transitive** with an object following, place the adverb immediately after the object.

- She endured the pain **bravely**.
- He offered his help **willingly**.
- She sang the song **beautifully**.
- He drove the car **fast**.
- He did the job **well**.
- He gave his consent **immediately**.
- He took the matter **lightly**.

Rule 3

Adverbs of Time and Frequency normally come before the verb. Examples are: **always, before, often, never, seldom etc.**

- They **seldom** visit us.
- She **never** admitted her fault.
- (You) **always** speak the truth.
- He is **usually** late for office.
- It is **never** too late to mend.

Rule 4

Note that when the verb consists of an auxiliary, the adverb goes after it.

- They **have never** invited us to their parties.
- I **have always** wanted to be a writer.
- He **was greatly** praised for his novel idea.
- I **have not** had the time to look into the matter.
- We **must always** obey our parents.
- He **is still** working at the sum.

Rule 5

An adverb which modifies an adjective or another adverb comes before it.

- She is **very** beautiful. (Here the adverb very modifies the adjective beautiful.)
- They are **highly** competitive. (Here the adverb highly modifies the adjective competitive.)
- The girl sang **so** sweetly. (Here the adverb so modifies the adverb sweetly.)

Note that the adverb **enough** comes after the adjective it modifies.

- He was **foolish enough** to trust her.
- She is **old enough** to do things on her own.
- Our army is **strong enough** to defend our country.

Rule 6

The words **only, merely, even, not and never** are usually placed before the words they modify.

- I **merely** wanted to know his name.
- She was **not** clever enough to see through his scheme.
- He **never** keeps his word.

In a nutshell

- We never put an adverb between the verb and the object
- The three main positions of adverbs in English sentences are -
Adverb at the beginning of a sentence
Adverb in the middle of a sentence
Adverb at the end of a sentence
- If there are more adverbs at the end of a sentence, the word order is normally Manner – Place – Time

Check your progress:

Exercise - 1

Rewrite each of the following sentences, placing the adverb of frequency given in the brackets in the middle position of the main clause:-

Example –

She is late for work. (always)

She is always late for work

- o We visit him on Sundays. (sometimes)
- o I have seen her before. (never)
- o Yes I do. (usually)
- o I had wanted to see Baroda. (always)
- o They come. (frequently)
- o She is very cooperative. (usually)
- o They have the opportunity to take a break. (seldom)
- o He calls. (always)
- o We were given free meals. (frequently)
- o Birds return to the place where they were born to build their nests. (often)
- o They use the car. (rarely)
- o I do not go to the library on the weekend. (always)

- o He did not sing.(ever)
- o Do you visit the dentist? (often)
- o Do they come here? (frequently)
- o The children follow our instructions. (always)
- o Do you wonder what will happen next? (sometimes)
- o Did they find the treasure? (ever)
- o We do not go out on Sundays. (usually)
- o The weather is good. (generally)

Exercise – 2

For each of the following sentences, place the adverbs given in the brackets in their most usual positions in the sentence. Place connecting verbs in the beginning position, place adverbs of frequency in the middle position, and place adverbs of manner and adverbs of time in the end position. Adverbs of manner should precede adverbs of time:-

Example -

They left. (early, usually)They usually left early.

- o We proceeded. (cautiously, therefore)
- o We will review our options. (tomorrow, carefully).
- o We handle the machine. (carefully, usually)
- o She spells.(correctly, rarely)
- o He is right. (however, seldom)
- o We will attend the concert. (therefore, tonight)
- o We found the venue. (easily, nevertheless)
- o They left. (quietly, this morning)
- o He comes.(late, often)
- o We reached the airport. (quickly, consequently)

Exercise - 3

The following sentences do not contain verbs of motion. Complete each sentence by plac-ing the adverbs and adverb phrases given in brackets in the end position, in the following order: Adverb of Manner; Adverb of Location; Adverb of Time; Adverb of Purpose:-

Example-

The tickets sold. (at the box office, quickly, this afternoon)The tickets sold quickly at the box office this afternoon.

- o I bought the camera. (to photograph the parade, at the store, yesterday)
- o We ate. (at the restaurant, well, yesterday evening)
- o They will be. (next month, on business, in France)
- o The children whispered. (on Christmas Eve, excitedly, in front of the tree)

- o We hung the picture. (on the wall, carefully)
- o The birds twittered. (this morning, outside the window, loudly)
- o The boys and girls waited. (for the parade to pass by, impatiently)
- o We watched the skaters. (to determine who might win the competition, avidly, this morning)
- o The moon shone. (over the water, long after the sun had set brilliantly)

Exercise - 4

For each of the following sentences, paying attention to whether or not the sentence contains a verb of motion, place the adverbs and adverb phrases given in brackets in the correct order in the end position of the sentence:-

Example-

He lived. (for six years, happily, in Jammu) He lived happily in Jammu for six years.

- o They returned. (from Pakistan, last week, unexpectedly)
- o They stood. (at the bus stop, for twenty minutes, patiently)
- o We arrived. (here, last night, by bus)
- o The young child walked. (by herself, this morning, to school)
- o They were waiting. (at seven o'clock, eagerly, outside the hotel)
- o The waves crashed. (against the shore, loudly)
- o I walked. (in the rain, to work, yesterday)
- o He sat. (until the announcements were finished, on the edge of his chair, expectantly)
- o We left. (this morning, home, in a hurry)

Answers –

Exercise-1

- o We sometimes visit him on Sundays.
- o I have never seen her before.
- o Yes I usually do,
- o I had always wanted to see Baroda.
- o They frequently come.
- o She is usually very cooperative.
- o They seldom have the opportunity to take a break.
- o He always calls.
- o We were frequently given free meals.
- o Birds often return to the place where they were born to build their nests.
- o They rarely use the car.
- o I do not always go to the library on the weekend.
- o He did not ever sing.
- o Do you often visit the dentist?
- o Do they frequently come here?

- o The children always follow our instructions.
- o Do you sometimes wonder what will happen next?
- o Did they ever find the treasure?
- o Usually we do not go out on Sundays.
- o Generally the weather is good.

Exercise – 2

- o Therefore we proceeded cautiously.
- o We will review our options carefully tomorrow.
- o We usually handle the machine carefully.
- o She rarely spells correctly.
- o However he is seldom right.
- o Therefore we will attend the concert tonight.
- o Nevertheless we found the venue easily.
- o They left quietly this morning.
- o He often comes late.
- o Consequently we reached the airport quickly.

Exercise – 3

- o I bought the camera at the store yesterday to photograph the Republic Day Parade.
- o We ate well at the restaurant yesterday evening.
- o They will be in France next month on business.
- o The children whispered excitedly in front of the tree on Christmas Eve.
- o We hung the picture carefully on the wall.
- o The birds twittered loudly outside the window this morning.
- o The boys and girls waited impatiently for the parade to pass by.
- o We watched the skaters avidly this morning, to determine who might win the competition.
- o The moon shone brightly over the water long after the sun had set.

Exercise -4

- o They returned from Pakistan unexpectedly last week.
- o They stood patiently at the bus stop for twenty minutes.
- o We arrived here by bus last night.
- o The young child walked to school by herself this morning.
- o They were waiting eagerly outside the hotel at seven o'clock.
- o The waves crashed loudly against the shore.
- o I walked to work in the rain yesterday.
- o He sat expectantly on the edge of his chair until the announcements were finished.
- o We left home in a hurry this morning.

10.6 FUNCTION OF ADVERBS

Definition, Meaning and Examples:

Adverbs can perform a wide range of functions: they can modify verbs, adjectives, and even other adverbs. They can come either before or after the word they modify. In the following examples, adverbs are in bold, (the **quite** handsome man):

- The desk is made of an **especially** corrosion-resistant industrial steel.
- The power company uses huge generators which are **generally** turned by steam turbines.
- Jay won the race, because he ran **quickly**.
- This fence was installed **sloppily**. It needs to be redone.

An adverb may provide information about the manner, place, time, frequency, certainty, or other circumstances of the activity indicated by the verb. Some examples, where again the adverbs are in bold:

- Sita sang **loudly** (loudly modifies the verb sang, indicating the manner of singing)
- We left it **here** (here modifies the verb phrase left it, indicating place)
- I worked **yesterday** (yesterday modifies the verb worked, indicating time)
- He **undoubtedly** did it (undoubtedly modifies the verb phrase did it, indicating certainty)
- You **often** make mistakes (often modifies the verb phrase make mistakes, indicating frequency)

They can also modify noun phrases, prepositional phrases, or whole clauses or sentences, as in the following examples. Once again the adverbs are in bold:

- I bought **only** the fruit (only modifies the noun phrase the fruit)
- Raj drove us **almost** to the station (almost modifies the prepositional phrase to the station)
- **Certainly** we need to act (certainly modifies the sentence as a whole)

Intensifiers and Adverbs of Degree

Adverbs can also be used as modifiers of adjectives, and of other adverbs, often to indicate degree. Here are a few examples:

- You are **quite** right (the adverb quite modifies the adjective right)
- Meera is **exceptionally** pretty (the adverb exceptionally modifies the adjective pretty)
- She sang **very** loudly (the adverb very modifies another adverb—loudly)

- Wow! You ran **really** quickly! (the adverb really modifies another adverb—quickly) Other intensifiers include mildly, pretty, slightly, etc. Adverbs may also undergo comparison, taking comparative and superlative forms. This is usually done by adding more and most before the adverb (more slowly, most slowly).

However, there are a few adverbs that take non-standard forms, such as well, for which better and best are used (i.e., “He did **well**, she did **better**, and I did **best**”).

Relative Adverbs

Relative adverbs are a subclass of adverbs that deal with space, time, and reason.

As we just learned, we can use these adverbs to connect ideas about where, when, and why things happen.

Check your progress:

Exercise -

Read the following questions and turn them into statements using relative adverbs:-

- Where did Nina last see her keys?
- When are the repairmen going to get here?
- Why did the desk just collapse?

Answers –

Exercise –

- I don't know where Nina last saw her keys.
- I don't know when the repairmen are going to get here.
- I don't know why the desk just collapsed.

SECTION 5

10.7 ADVERBS MOST OFTEN CONFUSED

Definition, Meaning and Examples:

In some cases, the meaning of the adverb is not linked to any meaning of the adjective. In others, the adjective has more than one meaning and the adverb is linked to one of the less common meanings – a cause for confusion if you're not familiar with the adjective's various definitions.

Bare/Barely

- The adjective **bare** usually means **unclothed, exposed** or **unembellished**.

- The adverb **barely** means **only just** or **scarcely**:
- The traffic was so bad we barely made it in time for the start of the show.
- He makes barely enough to get by.

Dead/Deadly

- **Dead** can be used as an adverb meaning **absolutely** or **exactly**:
- She looks dead certain of what she's saying.
- Drive dead straight or you'll fall off the cliff.

Conversely, **deadly** is most commonly used as an adjective meaning **causing** or **wanting to cause death**:

- They have a stock of deadly weapons.
- We fought off a swarm of deadly bees.

Free/Freely

Both **free** and **freely** are adverbs (of course free has a whole range of meanings as an adjective, too.)

Free means **without charge**:

Buy one get one free.
Eat free on your birthday.

Both **free** and **freely** mean **without restraint**. There is no hard and fast rule as to how to distinguish between the two but generally speaking, **free** is used for an inanimate object to mean there is nothing holding it in place, whereas **freely** suggests an element of free will and is therefore used for people and animals:

The chain hung free from the side of the ship.
We want you to feel able to speak freely in this meeting.

Hard/Hardly

Hard as an adverb means with **great effort** or **force**:

- He tried really hard to pass the test.
- You need to push the button hard.

Hardly – also an adverb – means **almost not** or **only just**:

- It was so foggy I could hardly see the road.
- She has hardly spoken to me all day.

Be careful of the difference here:

- He works hard.(he makes a good effort)
- He hardly works.(he does almost no work)

High/Highly

The adverb highly has nothing to do with physical height; it is most often used as an intensifier:

- I am highly impressed with your work.
- The kids were **highly** disappointed with the clown's performance.

The adjective high and the adverb **highly** also both have meanings related to status and esteem:

- She's a person of **high** standing in the community.
- Everyone speaks highly of her.

Late/Lately

Late can be used as an adjective or an adverb to talk about not being on time:

- Why are you late?
- She arrived late to the performance.

The adverb **lately** has no link to punctuality; it actually means **recently**:

- I haven't seen him in class lately.
- She's lately been showing an interest in baking.

Low/Lowly

To make things even more confusing, **lowly** doesn't follow the same pattern as **highly**. **Lowly** means **humble** or **simple**:

- They live in a lowly house.
- He was a president of lowly beginnings.

Low can also be used as an adverb to mean **close to the ground**:

- He hung the swing low so the children could reach it.
- I asked the pilot to fly low over the forest.

Short/Shortly

Short can be used as an adverb with several different meanings, but none of them relate to the adverb **shortly**, meaning **soon**:

- I'll be leaving shortly.
- Her grandmother died shortly after her grandfather.

Yet/Still

Both are adverbs of time. Yet means up to the time of speaking. It is used with the negative orinterrogative.

Still emphasizes that the action continues. It is mainly used with the affirmative or interrogative. It can also be used with the negative to emphasize the continuance of an action:

- He hasn't completed (his work) yet.
- He hasn't yet applied for the license I told him about.
- He is still in bed.
- Has she come? Not yet.
- The Jeep hasn't arrived yet.

Yet is normally placed after verb or after verb + Object. If the object consists of a large number of words yet can be placed before the verb also:

Still is placed after the verb 'be' but before other verbs.

Check your progress:

Exercise –

Fill in the blank with the most appropriate answer from the options given in the brackets:-

- o It is _____ that we get such an opportunity as this (seldom, often)
- o The law has been _____ abused (much, very)
- o Her dress was _____ admired (much, very)
- o It is a _____ good book. (much, very)
- o This is a _____ old building. (much, very)
- o She is a _____ clever girl. (much, very)
- o _____ they managed. (somehow, anyhow)
- o I wasn't qualified to apply for this job really but I got it _____. (somehow, anyhow)

Answers

Exercise –

- o It is **seldom** that we get such an opportunity as this
- o The law has been **much** abused
- o Her dress was **much** admired.
- o It is a **very** good book.
- o This is a **very** old building.
- o She is a **very** clever girl.
- o **Somehow** they managed.
- o I wasn't qualified to apply for this job really but I got it **anyhow**.

10.8 COMMON MISTAKES TO AVOID

In this section we'll have a look at the errors made by non-native speakers of English—

No	INCORRECT USAGE	CORRECT USAGE	EXPLANATION
1.	Isn't he the best player in the Hockey Eleven? Of course he is.	Isn't he the best player in the Hockey Eleven? Certainly he is.	Of course should be used only in the context of an inevitable consequence.
2.	He bore cheerfully his miseries.	He bore his miseries cheerfully.	In the case of a transitive verb, use the adverb after the object.
3.	He is too polite.	He is too polite to be unkind to anyone.	He is too polite is incomplete. Too polite for what? Too means excessively or to a higher degree than desirable.
4.	The audience left the theatre by and by.	The audience left the theatre one by one.	By and by means eventually; and not one by one.
5.	I shall be back just now.	I shall be back presently.	Just now means at the present time; whereas presently means after a short time or soon.
6.	This morning I got up lately.	This morning I got up late.	Lately is not the opposite of early (early has the opposite late). Lately means not long ago, recently.
7.	I never met him today.	I did not meet him today.	Never means not ever, except

			when used for very strong emphasis.
8.	Hardly had I left it rained.	Hardly had I left before it rained.	The two clauses I had left and it rained need to be formally joined (as here by before)
9.	The butter melted quite fastly in the sun.	The butter melted quite fast in the sun.	Fast can be used as an adverb. There is no adverb form fastly.
10.	She sang lovely.	She sang a lovely song.	Lovely is an adjective and can be used only to qualify a noun (example noun).
11.	The performance was mostly over when I reached.	The performance was almost over when I reached.	Almost means very nearly; whereas mostly means usually.
12.	After lunch we slept good.	After lunch we slept well.	Well is used to modify the verb sleep's good is an adjective.
13.	We must never think bad of anyone.	We must never think ill of anyone.	As an adverb ill means badly or wrongly. Bad cannot be used as an adverb.
14.	He fared quite bad in the first paper.	He fared quite badly in the first paper.	Badly is an adverb which modifies fared. The adjective cannot do so.
15.	She was looking quite good and healthy after the break she took.	She was looking quite well and healthy after the break she took.	One looks well but appears to be good. Well is an adverb which

			modifies the verb look. Good refers to a noun or pronoun.
16.	Do you always read so fastly?	Do you always read so fast?	Fast is an adjective as well as an adverb. As an adverb it modifies read.
17.	He plays chess good.	He plays chess well.	Well modifies the verb plays; adjective cannot do so.
18.	I do not hardly thought about it.	I hardly thought about it.	Hardly means scarcely or come to an insignificant degree. It carries a negative sense.
19.	I did not scarcely hear him.	I did scarcely hear him.	Scarcely means rarely and carries a negative sense. It is not used in a negative sentence.
20.	He is most smart of the two.	He is smarter of the two.	As only two persons are involved, the comparative degree is to be used.
21.	I looked for my book everywhere but could not find it nowhere.	I looked for my book everywhere but could not find it anywhere.	Nowhere means not anywhere. We can say I could find it nowhere.
22.	I went through the books quick.	I went through the books quickly.	Quick is an adjective whereas quickly is an adverb and modifies find.

23.	He went hurry so that he could catch her.	He went hurriedly so he could catch her.	Hurry can be used as a verb or noun. Its adverbial form is hurriedly.
24.	I could not help not enjoying the play.	I could not help enjoying the play.	We don't use two negatives in a sentence; could not help means could not stop oneself from.
25.	Your notes are equally as good as mine.	Your notes are as good as mine.	As good as means equally good and the use of equally is unnecessary.
26.	Repeat again what you have said.	Repeat what you have said.	Repeat means to say again and the use of again is unnecessary.
27.	They all wished me good.	They all wished me well.	The sentence needs an adverb (well) and not an adjective (good).
28.	The flowers were beautiful laid out.	The flowers were beautifully laid out.	Laid out is a verbal expression and needs an adverb (beautifully) rather than an adjective.
29.	This dress is equally as valuable as that one.	This dress is as valuable as that one.	As valuable as means equally valuable and the use of equally is redundant.
30.	The dog is still live.	The dog is still alive.	Alive means having life and live as an adjective means not dead, living. In the predicative use, alive is used as a qualifier.
31.	He works hard	He works harder	When two

	than hisbrother.	than hisbrother.	situations are compared, we use the comparative form of theadverb – harder.
32.	He has much money thanall of us.	He has more money thanall of us.	The comparative form of much is more. We need a comparative form here.
33.	I have looked all places.	I have looked every-where.	Everywhere means in all places; the first sentenceneeds in.
34.	She is angry with himstill.	She is still angry withhim.	Still modifies angry and must precede it.
35.	The hospital yet is not open.	The hospital is not yet open.	Yet (meaning still) mod-ifies open and must be adjacent to it.
36.	Never before I had seensuch a show.	Never before had I seensuch a show.	Where a sentence beginswith never (before) the auxiliary verb precedes its subject.

10.9 KEYWORDS

Types of Adverb

Adverb of Manner, Adverb of Place, Adverb of Frequency, Adverb of Time, Adverb of Degree or Quantity, Adverb of Affirmation, Adverb of Negation, Adverb of Reason

Comparison of Adverb

There are three degrees of comparison in adverbs – the Positive, the Comparative, and the Superlative.

Positions of the Adverbs

Adverbs should come as near as possible to the verbs they qualify.

Function of Adverbs

Adverbs can perform a wide range of functions: they can modify verbs, adjectives, and even other adverbs. They can come either before or after the word they modify.

Adverbs Most Often Confused

In some cases, the meaning of the adverb is not linked to any meaning of the adjective. In others, the adjective has more than one meaning and the adverb is linked to one of the less common meanings – a cause for confusion if you're not familiar with the adjective's various definitions.

To Sum it Up

- This Unit would have introduced you to Adverbs, its meaning and definition.
- The Unit explains eight different types of Adverbs and their usages.
- Introduction to three different degrees of adverbs – Positive, Comparative and Superlative.
- Explanation with exercise in how adverbs should be positioned in the sentence. The six rules of adverb positioning are explained.
- The Unit also explains the functions of adverbs.
- A detailed explanation on common mistakes to avoid will be helpful.

10.10 REFERENCE

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2. *Terry O'Brien* – The Little Red Book of Common Errors – Rupa Publications India Private Limited
3. *A J Thomas and A V Martinet* – A Practical English Grammar – Oxford University Press
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7. **Michael Swan and Catherine Walter** – Oxford English Grammar – Oxford University Press

Video Link

<https://www.youtube.com/watch?v=WDy5uGRZEY4>

5.41 Minutes

What an Adverb is?

:: STRUCTURE::**11.0 Learning Objectives****11.1 Introduction****11.2 Section 1 : Kinds of Prepositions****11.3 Section 2 : Prepositions of Place****11.4 Section 3 : Prepositions of Movement/Direction****11.5 Section 4 : Prepositions of Time****11.6 Section 5 : Mistakes to Avoid****11.7 Keywords****11.8 References**

11.0 LEARNING OBJECTIVES

- Before undertaking journalistic writing, one needs to understand, learn and master the cor-rect usage of language.
- The first step towards that is learning the grammar.
- The building blocks of English grammar are known as parts of speech.

On completion of unit

- You should be able to identify the difference between prepositions and other parts of speech
- You should be able to use them appropriately your writing.

11.1 INTRODUCTION

- Like people share relationships with each other, the parts of speech in a sentence are also related to each other. This relationship has to be demonstrated appropriately for the right meaning to be conveyed. To convey this, we have Prepositions. They are the humble

workhorse of the sentence. They are not glorified like the nouns or adjectives, but perform a crucial function in sentence construction.

- Prepositions identify the relationship between the noun / pronoun and another word in the sentence. They answer the question when, where, how and more. Identifying Prepositions can be a tad complicated, but certainly worth all the effort. They are the words that glue sentences together. We use them all the time, but when a Grammar lesson asks you to identify them, you will start scratching your head.
- You need not worry of course. This Unit will help you understand Prepositions in detail and the exercises will enable you to construct sentences by using the correct preposition.
- It might interest you to know that Prepositions are a part of the 'closed class' of words in the English Language. Meaning no new words are added to this group periodically as it happens with verbs, adjectives and nouns.

› **SECTION 1**

11.2 KINDS OF PREPOSITIONS

Definition and Meaning:

A preposition is a part of speech which is used to link nouns, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the OBJECT of the preposition.

A preposition generally indicates the temporal, spatial or logical relationship of its object to the rest of the sentence.

Kinds of Prepositions

Simple Preposition

The simple prepositions are short words which are used in simple sentences.

Common Simple Prepositions: (At, by, for, from, in, into, of, off, on, out, over, till, to, up, upon, with, under, down, etc.)

- I am not coming with you.
- She is in the park.
- We are going to the market
- She dived into the water.

Compound Preposition

Compound prepositions are formed by adding the preposition in front of a noun, an adjective or an adverb. When we join nouns, pronouns and phrases then we use compound prepositions. Common Compound Prepositions: (About, across, among, beside, before, without, inside, out-side, etc.)

- Ali is sitting beside Zahra and Ahmed.
- I will reach there before she leaves.
- There is something strange about him.
- There's a bank right across the street.
- This attitude is common among the under -25s.

Double Preposition

Double prepositions are two (prepositional) words which are joined together to connect nouns, pronouns, and phrases with other words in sentence.

Common Double Prepositions: (Outside of, out of, from behind, up to, next to, because of, according to, etc.)

- Suddenly he emerged from behind the curtain.
- The match between Pakistan and India was delayed due to rain.
- Nobody outside of this class should know about the plan.
- According to the news reporter, the weather will be cloudy today.
- Next to skiing my favourite sport is skating.

Preposition

Participle preposition are verbs + ing that function as a Participle preposition in a sentence. Common Participle Preposition: (Barring, considering, during, following, including, etc.)

- Barring accidents, we should arrive on time.
- He took charge of the family business following his father's death.
- No one should talk during the class.

Phrase Prepositions (Prepositional Phrase)

Phrase preposition is a phrase containing a preposition and functions as a preposition in a sentence and connects nouns, pronouns, or other phrase to other words in a sentence.

Common Phrase Prepositions: (On behalf of, on account of, with regard to, in spite of, to the fact that etc.)

- I am playing in the team on behalf of the captain today.
- He succeeded by means of perseverance.
- We could not win the match in spite of playing good.
- Natural honey has been used for centuries on account of its healing properties.

Types of Prepositions

Basically there are six types of prepositions:

- Prepositions for Time
- Prepositions for Place
- Prepositions for Direction
- Prepositions for Agent
- Prepositions for Instruments
- Prepositional Phrases

Examples:

Look at the sentences below where the prepositions have been underlined –

- The doll is on the floor.
- The carpet is beneath the chair.
- The walking stick is kept leaning against the wall.
- The mall is beside the road.
- Please hold the umbrella over your head.
- You cannot leave the hall during the show.
- You must speak without fear.
- She was clapping throughout the program.
- We drove along the lane.
- Prem is hiding under the bed.
- I am looking for the book I left somewhere in his room.

List of Common Prepositions:

About	Above	Across	After
Against	Along	Among	Around
At	Before	Behind	Below
Beneath	Beside	Between	Beyond
But	By	Despite	Down
During	Except	For	From
In	Inside	Into	Like
Near	Of	Off	On
Onto	Out	Outside	Over
Past	Since	Through	Through ut
Till	To	Toward	Under
Underneath	Until	Up	Upon
With	Within	Without	

Origin of the word 'Preposition'

late 14c., from Latin *prae-positionem* (nominative *prae-positio*) "a putting before, a pre-fixing," noun of action from past participle stem of *praeponere* "put before," from *prae* "before" (see *pre-*) + *ponere* "put, set, place" (past participle *positus*; see *position* (n.)). In grammatical use, a loan-translation of Greek *prothesis*, literally "a setting before." Old English used *foresetnys* as a loan-translation of Latin *prae-positio*.

Check your progress:

Exercise

Fill in the blanks with the most appropriate preposition:-

1. He's swimming _____ the river.
2. Where's Juhi? She's _____ school.
3. The plant is _____ the table.
4. There is a spider _____
5. Please put those _____ apples the bath. the bowl.
6. Faraz is _____ holiday _____ three weeks.
7. There are two pockets _____ this bag.
8. I read the story _____ the newspaper.
9. The cat is sitting _____ the chair.
10. Lata was standing _____ the bus stop.
11. I'll meet you _____ the cinema.
12. She hung a picture _____ the wall.
13. Jayesh is _____ the garden.
14. There's nothing _____ the television tonight.
15. I stayed _____ home all weekend.
16. When I called Lajja, she was _____ the bus.
17. There was a spider _____ the ceiling.
18. Unfortunately, Mr Shah is _____ hospital.
19. Don't sit on the table! Sit _____ a chair.
20. There are four cushions _____ the sofa.
21. We walked _____ the edge of the desert.
22. It is another three weeks _____ the holidays.
23. I don't know how she manages to support such a large family. She has nothing her pension.
24. Are you wearing anything _____ your sweater?
25. Do you mind? I was _____ you!
26. We should arrive _____ their place _____ time _____ lunch.
27. They live _____ a small one bedroom flat _____ the third floor.
28. Granny is arriving _____ the 3.30 train.
29. Last year, there were a large number of mangoes _____ the tree.
30. His house is _____ the way from Mumbai to Thane.
31. He met and fell in love with a French girl when he was _____ the London School of Eco-nomics.
32. A few days after the accident she died _____ the injuries

Answers

1. He's swimming **in** the river.
2. Where's Juhi? She's **at** school.
3. The plant is **on** the table.
4. There is a spider **in** the bath.
5. Please put those apples **in** the bowl.
6. Faraz is **on** holiday **for** three weeks.
7. There are two pockets **in** this bag.
8. I read the story **in** the newspaper.
9. The cat is sitting **on** the chair.
10. Lata was standing **at** the bus stop.
11. I'll meet you **in** the cinema.
12. Where's Juhi? She's **at** school.
13. I don't know how she manages to
14. support such a large family. She has nothing besides her pension.
15. Are you wearing anything under your sweater?
16. Do you mind? I was before you!
17. We should arrive at their place in time for lunch.
18. They live in a small one bedroom flat on the third floor.
19. Granny is arriving on the 3.30 train.
20. Last year, there were a large number of mangoes on the tree.
21. His house is on the way from Mumbai to Thane.
22. He met and fell in love with a French girl when he was at the London School of Economics.
23. A few days after the accident she died **of** the injuries

SECTION 2

11.3 PREPOSITIONS OF PLACE

Definition And Meaning:

These prepositions are used for several of types of places. For example - on, at, in.

- “In” is mostly used for a place having some sort of (physical or virtual) boundary.
- “On” is usually used for a surface
- “At” is usually used for a specific place.

IN-Place having some (physical or virtual) boundary

ON-Surfaces of things.

AT-Specific Places:

Examples:.

- In a hall
- In a school
- In the building
- In the box
- In the car
- In a library
- In a garden
- In England
- In a room
- In a cupboard

Examples:.

- On the table
- On the blackboard
- On the page
- On a wall
- On a roof
- On the map

Examples:.

- At the bus stop
- At the entrance
- At the back door
- At the bottom of the glass
- At the edge of the roof

Examples:

Look at the sentences below where the prepositions of place have been underlined–

- They live in Kashmir.
- They placed their books on a table.
- I met him at the bus stop.
- She waited for her kids at the gate of her home.
- There is a gift in the bag.
- They were running on the road.

Check your progress:

Exercise

In the sentences given below please fill in the blanks with the appropriate preposition of place from IN, ON and AT:-

- o Can you see a woman ___ the picture?
- o London is ___ the river Thames.
- o The man placed the box of chocolates ___ the table.
- o The mother kept the vegetables ___ the refrigerator.
- o There are a laptop and a few books _____ the table.
- o He put the money ___ the box.
- o The cat curled itself into a ball and went to sleep ___ the basket.
- o Why do you wear that ring ___ your first finger?
- o Can you see the helicopter ___ the terrace of that multi-storey building?
- o The facilities and technologies _____ aeroplanes are awesome these

days.

- o The baby was crawling _____ the floor of the living room.
- o There is an old castle _____ the hill.
- o Dad always keeps his wallet _____ the drawer.
- o There is a long mirror _____ the wall.
- o I'm _____ the park.
- o Jhanvi is standing _____ the bus-stop.
- o There is someone _____ the door.
- o The girls are _____ the car.
- o Her picture appeared _____ a magazine.
- o I left my mobile phone _____ work.
- o They are standing _____ the platform.
- o They will meet you _____ the hall.
- o What's _____
- o I am waiting _____
- o There's a dirty mark _____ my coat.
- o This train stops _____ every station.
- o _____ the picture, I can see a woman.
- o The man is sitting _____ a table.
- o Ramya is sitting _____ a chair.
- o His sister is holding a cup _____ her hands.
- o _____ the table are a folder, a calculator, an appointment calendar, two pens and a mug of coffee.
- o The woman is looking _____ her laptop.

Answers

- o Can you see a woman in the picture?
- o London is on the river Thames.
- o The man placed the box of chocolates on the table.
- o The mother kept the vegetables in the refrigerator.
- o There are a laptop and a few books on the table.
- o He put the money in the box.
- o The cat curled itself into a ball and went to sleep in the basket.
- o Why do you wear that ring on your first finger?
- o Can you see the helicopter on the terrace of that multi-storey building?
- o The facilities and technologies in aeroplanes are awesome these days.
- o The baby was crawling on the floor of the living room.
- o There is an old castle on the hill.
- o Dad always keeps his wallet in the drawer.
- o There is a long mirror on the wall.
- o I'm in the park.
- o Jhanvi is standing at the bus-stop.
- o There is someone at the door.
- o The girls are in the car.

- o Her picture appeared in a magazine.
- o I left my mobile phone at work.
- o They are standing on the platform.
- o They will meet you at the hall.
- o What's on your mind?
- o I'm waiting in the queue.
- o There's a dirty mark on my coat.
- o This train stops at every station.
- o In the picture, I can see a woman.
- o The man is sitting at a table.
- o Ramya is sitting on a chair.
- o His sister is holding a cup in her hands.
- o On the table are a folder, a calculator, an appointment calendar, two pens and a mug of coffee.



Prepositions of place allow you to be very specific when talking about where action takes place in stories or when discussing important details for communication purposes.

In a nutshell...

1. At – A preposition of place which is used to discuss a certain point
2. In – A preposition of place which is used to discuss an enclosed space
3. On – A preposition of place which is used to discuss a surface

11.4 PREPOSITIONS OF MOVEMENT/DIRECTION

Definition and Meaning:

Prepositions of movement show **movement from one place to another place**. These prepositions **always describe movement** and we usually use them **with verbs of motion**.

The most common preposition of movement is the preposition **to**, which describes movement in **the direction of** something, for example:

- How do you go **to** work?
- He drove **to** Rajkot in five hours.
- Nobody came **to** the party

Prepositions of movement are also called **prepositions of direction**.

List of common prepositions of movement/direction –

Here is a list of the most common prepositions of movement, with example sentences for each one:

Across: Movement from one side to the other side of something

- It took us three days to drive across the desert.
- The dog ran across the road and nearly got hit by a car.

Around: Movement passing something in a curved route, not going through it

- A big dog was sleeping on the floor so she had to walk around it.
- They walked around the town for an hour.

Away from: Indicating the point where a movement begins

- The mouse ran away from the cat and escaped.

Down: Movement from a higher point to a lower point of something

- They ran down the hill to the stream below.
- He climbed down the ladder to the bottom of the well.

From: Indicating the point where a movement begins

- We flew from Chennai to Delhi in order to attend the Conference.
- The police took away my driving licence from me.

In to: Movement to an enclosed space; movement resulting in physical contact

- He got into the car and closed the door.
- The car crashed into the wall.

Off: Movement away from (and often down from) something

- Please take your papers off my desk.
- The crystal flower vase fell off the table and shattered on the floor.

On to, onto: Movement to the top surface of something

- They went up on to the stage.
- Move the kettle onto the counter.

Out of: Indicating the enclosed space where a movement begins

- Please take your hands out of your pockets and help me!
- He went out of the room to check the generator.

Over: Movement above and across the top or top surface of something

- We are flying over the mountains.
- The cat jumped over the wall.

Past: Movement from one side to the other side of something

- We could see children in the playground as we drove past the school.
- We gave the marathoners water as they ran past us.

To: Movement in the direction of something

- Could you give this to Karan please?
- Does this train go to Mumbai?

Through: Movement in one side and out of the other side of something

- The train goes through a tunnel under the hill.
- Hey! You just went through a red light!

Towards: Movement in the direction of something

- The night sky got brighter as they drove toward the city.
- At last she could recognize the person coming towards her.

Under: Movement directly below something

- The mouse ran under the chair.
- Submarines can travel under water.

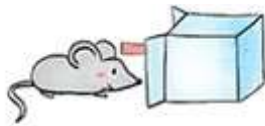
Up: Movement from a lower point to a higher point of something

- Jack and Jill ran up the hill.
- The boat takes two hours going up the river and one hour coming down.

Examples and Explanations:

Look at the sentences below where the prepositions of movement/direction have been placed in bold and italic fonts–

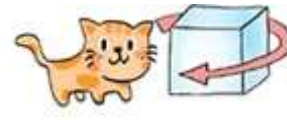
- The Police Inspector came **into** the room and took his gun **out of** his pocket.
- He walked **around** the table and moved **towards** the door.
- They saw someone running **away from** the school, **past** a car and **towards** the road.
- They went up **on to** the roof.
- He jumped **off** the platform and ran **over** the rails just before the train arrived.
- The prisoners squeezed **through** the window, ran **across** the grass and escaped **under** the fence.
- Jack and Jill walked **up** the hill. Pretty soon they were tumbling **down** the hill.
- Did you walk here **from** home?
- They didn't go **to** school yesterday.



into the box



out of the box



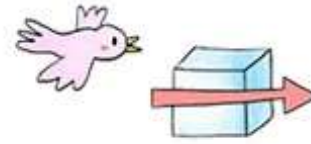
around the box



away from the box



toward the box



past the box



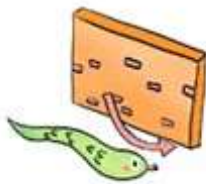
on to the box



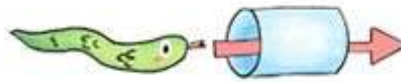
off the box



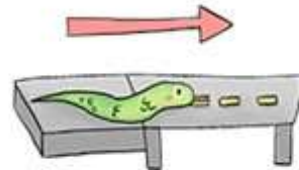
over the box



under the wall



through the pipe



across the bridge



up the stairs



down the stairs

Check your progress:

Exercise

Fill in the blank with the appropriate preposition of movement/direction:-

- The mouse ran _____ the table to hide.
- The dog ran _____ the garden to play.
- The ship sailed _____ the world.
- The train went _____ the tunnel.
- The paint fell _____ the floor.
- She broke her leg when she fell _____ the stairs.
- The burglar made a mistake when he ran _____ the policeman.
- I was tired after walking _____ the hill.
- When the train arrived at my destination I got _____.
- The horse jumped _____ the fence.
- He goes _____ discotheques every night.
- You must walk _____ the bridge to reach the mountain.
- Walk _____ the street and turn left.
- That woman going _____ the supermarket is my mother.
- Salma is talking _____ Zurich with Swiss
- I flew from San Francisco _____ International Air Lines.
Muhammad.
- Every morning I get _____ my bicycle and go to school.
- The cat was on the table; then it jumped _____ the table.
- We got _____ the car and ran _____ the building.
- He fell _____ his motorbike as he was riding very fast.
- The elevator didn't work and we had to walk _____ the stairs to the fifteenth floor.
- He escaped _____ a door in the back of the building.
- We took a boat _____ the river.
- The robber broke his leg when he tried to jump _____ a wall.
- He took the phone and threw it _____ the water.

Answers -

- The mouse ran **under** the table to hide.
- The dog ran **into** the garden to play.
- The ship sailed **round** the world.
- The train went **through** the tunnel.
- The paint fell **onto** the floor.
- She broke her leg when she fell **down** the stairs.
- The burglar made a mistake when he ran **towards** the policeman.
- I was tired after walking **up** the hill.
- When the train arrived at my destination I got **off**.
- The horse jumped **over** the fence.
- He goes **to** discotheques every night.
- You must walk **across** the bridge to reach the mountain.

- Walk **down** the street and turn left.
- That woman going **into** the supermarket is my mother.
- Salma is talking **to** Muhammad.
- I flew from San Francisco **to** Zurich with Swiss International Air Lines.
- Every morning I get **on** my bicycle and go to school.
- The cat was on the table; then it jumped **off** the table.
- We got **out of** the car and ran **into** the building.
- He fell **off** his motorbike as he was riding very fast.
- The elevator didn't work and we had to walk **up** the stairs to the fifteenth floor.
- He escaped **through** a door in the back of the building.
- We took a boat **across** the river.
- The robber broke his leg when he tried to jump **over** a wall.
- He took the phone and threw it **into** the water.

▶ **SECTION 4**

11.5 PREPOSITIONS OF TIME

Definition and Meaning:

Preposition of time are used to refer to time in various aspects.

A preposition of time is a preposition that allows you to discuss a specific time period such as a date on the calendar, one of the days of the week, or the actual time something takes place. Prepositions of time are the same words as prepositions of place, however they are used in a different way. You can easily distinguish these prepositions, as they always discuss times rather than places.

IN

Months or Years

Example –

- in March
- in 2005

Particular time of a day or a month or a year

Example-

- in the evening
- in winter
- in the morning
- in summer
- in the third week of April

A century or a specific time in past or future etc

Example-

- in the 20th century • in early days • in the stone age • in future • in past

ON

A Day

Example-

- on Sunday

Dates

Example –

- on 7th of February
- on May 31

Particular days

Example –

- on my birthday
- on Independence Day

AT

Time of a clock

Example –

- at 3 O'clock
- at 4:20 pm

Short and precise times

Example –

- at night
- at sunset
- at noon
- at lunch time
- at the moment
- at bed time

In a nutshell...

At – This preposition of time is used to discuss clock times, holidays and festivals, and other very specific time frames including exceptions, such as “at night.”

In - This preposition of time is used to discuss months, seasons, years, centuries, general times of day, and longer periods of time such as “in the past.”

On – This preposition of time is used to discuss certain days of the week or portions of days of the week, specific dates, and special days such as “on New Year’s Day.”

Examples:

Look at the sentences below where the prepositions of time have been underlined–

- My birthday falls in January.
- Birds often migrate in spring and autumn.
- My great-grandmother was born in 1906.
- Breakfast is a meal which is generally eaten in the morning.
- Radha’s parents grew up in the 1960s.
- My vacation ends on Monday.
- We’re going to watch a movie on Friday night.
- My brother Raj was born on September 3rd.
- We always have a huge celebration on New Year’s Eve.
- Meet me at 7:30 pm.
- The shops are always well-decorated at Diwali time.
- Now that my grandfather is older, he no longer drives at night.
- very happy on the first day of my job.
- We went for a vacation in the summer.
- The party will start at 8 pm.
- They will come here on 15th February.
- Everyone takes breakfast in the morning.

Prepositions of time allow you to tell your readers when things are taking place. They are vital parts of speech to use in stories, as well as when writing simple communications, reports, and other items.

Check your progress:

Exercise – 1

Identify and circle the preposition of time in the following sentences:-

- I will be here until next week.
- The school reopens on Monday.
- I always invite my friends to dinner on Diwali.
- They are getting married on the tenth of August.
- They will be here from Monday to Friday.
- He hasn't worked since he lost his job.
- The work won't be complete until Friday.
- They are getting married in the winter.
- It usually rains in the month of July.
- You must leave by evening.
- I waited for them until evening and then I went home.
- She was absent for a week.
- Luckily the weather was perfect on her wedding day
- Mobile phones became popular in the nineties.
- His daughter was born on the 24th of August.
- I often get sleepy in the afternoons.
- In my hometown, the shops open early in the morning
- Shakespeare died in 1616.
- The trees here are really beautiful in the spring.
- My father always reads the paper at breakfast time.
- There was a loud noise which woke us up at midnight.

Exercise- 2

Fill in the appropriate preposition of time in the following phrases:-

- _____September
- _____12 o'clock
- _____winter
- _____Ambedkar Jayanti
- _____4th July, 1776
- _____Diwali
- _____Tuesday
- _____the weekend
- _____my birthday
- _____the end of the week

Answers

Exercise- 1

- I will be here **until** next week.
- The school reopens **on** Monday.
- I always invite my friends to dinner **on** Diwali.
- They are getting married **on** the tenth of August.
- They will be here from Monday **to** Friday.
- He hasn't worked **since** he lost his job.
- The work won't be complete **until** Friday.
- They are getting married **in** the winter.
- It usually rains **in** the month of July.
- You must leave **by** evening.
- I waited for them **until** evening and then I went home.
- She was absent **for** a week.
- Luckily the weather was perfect **on** her wedding day
- Mobile phones became popular **in** the nineties.
- His daughter was born **on** the 24th of August.
- I often get sleepy **in** the afternoons.
- In my hometown, the shops open early **in** the morning
- Shakespeare died **in** 1616.
- The trees here are really beautiful **in** the spring.
- My father always reads the paper **at** breakfast time.
- There was a loud noise which woke us up **at** midnight.

Exercise-2

- **in** September
- **at** 12 o'clock
- **in** winter
- **on** Ambedkar Jayanti
- **on** 4th July, 1776
- **at** Diwali
- **on** Tuesday
- **at** the weekend
- **on** my birthday
- **at** the end of the week

11.6 MISTAKES TO AVOID

In this section we'll have a look at the errors made by non-native speakers of English–

NO	INCORRECT USAGE	CORRECT USAGE	EXPLANATION
1.	Please write your nameswith ink.	Please write your namesin ink.	Always say WRITE IN CHALK WRITE IN PENCIL etc but WRITE WITH A PEN.
2.	He caught the thief fromthe hand.	He caught the thief bythe hand.	Say SEIZE/HOLD/ TAKE BY HAND.
3.	He is sitting on his table.	He is sitting at his table.	Also SIT AT A PIANO, SIT AT ONE'S DESK. But SIT ON A BENCH/ ON A SOFA.
4.	Why do you now repentfrom your misdeeds?	Why do you now repentof your misdeeds?	REPENT OF is an idi- omatic expression; i.e. only OF is used in this context.
5.	The Principal disposedthe application in no time	The Principal disposed of the application in no time.	OF is always used withDISPOSE, ACCUSE, DISTRUCT, DISLIKE,REPENT etc.
6.	You are preventing me to leave the room.	You are preventing me from leaving the room.	Other words followed by FROM are – release, prohibit, exempt.
7.	I live at Delhi.	I live in Delhi.	Use AT for small places and IN for large cities.

8.	I went to Chennai for attending a meeting.	I went to Chennai to attend a meeting. OR	After verbs of motion, purpose can be shown by – TO and an infinitive; or FOR and a noun or pronoun.
9.	He was debarred to sit for the IAS examination.	He was debarred from sitting for the IAS exam-ination.	One is always debarred FROM doing something.
10	He went with the bus.	He went by bus.	Always use BY with – taxi, air, land, train, boat, tonga. And ON with – foot, horseback.
11	This book comprises offive sections.	This book comprises five sections.	A very common mistake. Don't use any preposi- tion after COMPRISE. You may say – This book consists of five sections.
12	Let me congratulate you for your son's marriage.	Let me congratulate you on your son's marriage.	We always congratulate someone ON something, it is a fixed collocation.
13	He died from cholera.	He died of cholera.	A person, animal or plant always dies OF some- thing; it is a fixed collo- cation.
14	Ram's pen is differentthan his brother's.	Ram's pen is differentfrom his brother's.	With different we always use the prepositionFROM.
15	He is good in English.	He is good at English.	Similarly use AT with – cleverly, poor, quick, slow etc.
16	Natasha is married witha rich banker.	Natasha is married to arich banker.	A man is married TO a woman; it is a fixedallocation.

17	I have been searching my pen since morning.	I have been searching for my pen since morning.	Without the preposition FOR TO SEARCH will mean – to look into or to examine.
18	I don't wish any compensation.	I don't wish for any compensation.	One always WISHES FOR something.
19	Who will buy this car for such a price?	Who will buy this car at such a price?	Use FOR only where a specific amount is mentioned example - He sold his guitar for INR 5000/-.
20	I shall return this book after a week.	I shall return this book in a week.	In this sense IN means AT THE END OF .
21	He took out his shoes before entering the mosque.	He took off his shoes before entering the mosque.	TO TAKE SOMETHING OUT means to – destroy or disable. Whereas TO TAKE SOMETHING OFF means to remove from one's body.
22	The train is running in time.	The train is running on time.	ON TIME means punctual; whereas IN TIME means eventually or not late.
23	He has lost the match from his rival.	He has lost the match to his rival.	One always loses something TO someone.
24	Where have you been to?	Where have you been?	The question is about one's location and not movement which TO suggests.
25	Open the seventh page of this book.	Open this book at page seven.	AT suggests location rather than space which OPEN suggests

26	This paper is inferior than that.	This paper is inferior to that.	With inferior and superior the comparative mark of preposition is TO.
27	I am ill since three months.	I have been ill for three months. OR I have been ill since July.	SINCE is always used with reference to a particular date; FOR is used for a period.
28	This is my first time to play cricket since a long time.	I have not played cricket for a long time. OR This is my first game of cricket for a long time.	For a period of time without a fixed starting point we use FOR.
29	This is different to that.	This is different from that.	Different takes the preposition FROM.
30	This resembles to that.	This resembles that.	No preposition is used between RESEMBLES and its object.
31	Everyone should pray God.	Everyone should pray to God.	Between PRAY and its object we use TO.
31	He wrote me.	He wrote to me.	Between WRITE and its indirect object we use TO.
32	I shall explain them this.	I shall explain this to them.	Between EXPLAIN and its indirect object we use TO.
33	Send this letter on my address.	Send this letter to my address.	If a verb needs a direct and indirect object, we use TO before the indirect object.
34	He suggested me this.	He suggested this to me.	If a verb has a direct and an indirect object, the latter comes only after the direct object and is preceded by TO.
35	He goes in the school.	He goes to the school.	The destination of movement is indicated by TO.

36	He goes on his work.	He goes to his work.	If the order is changed TO is not used example –He gave me a book.
37	He called me in dinner.	He invited me to dinner	INVITE is a polite word for a formal request to come. We always invite someone or something.
38	He reached to Delhi.	He reached Delhi.	Between the verb REACH and its destination, no preposition is used.
39	He told to me to go.	He told me to go.	Between TELL and its objects, no preposition is used.
40	She did not ask any question to him.	She did not ask him any question.	ASK needs two objects. Usually the indirect object comes first and needs no preposition.
41	Harish will be cured from his fever.	Harish will be cured of his fever.	With CURE we use the preposition OF.
42	He threw the stick in the river.	He threw the stick into the river.	If the object thrown is likely to go inside, we use the preposition INTO.
43	He rides in a cycle.	He rides on a cycle.	We use ON when we mean ON TOP OF.
44	He sat in a tree.	He sat on a tree.	We use IN when we mean inside something.
45	There is no harm to do this.	There is no harm in doing this.	After HARM the verb of compliment is in the present participle form which is preceded by IN.
46	Write with ink.	Write in ink.	We say write with a pen in ink.
47	He rides on a car.	He rides in a car.	We use IN when we mean inside something.

48	This is a comfortable house to live.	This is a comfortable house to live in.	TO LIVE IN is a phrasalverb which means –to reside.
49	This is the road to go.	This is the road to go by.	We always go BY a road.
50	He gave me a gun toshoot.	He gave me a gun toshoot with.	The full expression is – to shoot with a gun.
51	I gave him a chair to sit.	I gave him a chair to siton.	One SITS ON or IN a chair.
52	He married with an American lady.	He married an Americanlady.	In the reporting language WITH is not used.
53	They are called with dif-ferent names.	They are called by differ-ent names.	To CALL BY means toaddress AS.
54	Hussain accompanied with his friends.	Hussain accompanied his friends.	In the active voice AC-COMPANY needs no preposition before its object.
55	We should not spend money for luxuries,	We should not spend money on luxuries.	SPEND needs ON before the object.
56	He went away for doingsome business.	He went away on busi-ness.	ON BUSINESS means –in some trade or regular profession.
57	He went for riding.	He went for a ride. OR He went riding.	Either we use RIDE as anoun or we use the ger- und form of the verb.
58	We iscussed on thematter.	We discussed the matter.	DISCUSS needs no prep-osition before its object.
59	He is angry on me.	He is angry with me.	Emotions are WITH not ON.
60	He is pleased on me.	He is pleased with me.	Emotions are WITH not ON.
61	He asked a holiday.	He asked for a holiday.	We always ask someone FOR something.

62	I shall inform them this.	I shall inform them of this	We inform someone OF something.
63	Our college is built by bricks.	Our college is built of bricks.	To build means to construct something by putting some materials. A building is made of those materials.
64	Due to illness I cannot go to school.	Owing to illness I cannot go to school.	OWING TO means – on account of; whereas DUE TO means – caused by
65	He was prevented to come.	He was prevented from coming.	We are always prevented FROM doing something.
66	He walked five miles by foot.	He walked five miles on foot.	We always WALK ON FOOT when we do not use any transport.
67	I met with your friend there.	I met your friend there.	TO MEET means – to happen to come in the company of someone; TO MEET WITH means – to have a meeting with.
68	My brother is superior than you in strength.	My brother is superior to you in strength.	Superior and inferior take to and not than as a comparative mark.
69	Diwali corresponds with Christmas.	Diwali corresponds to Christmas.	TO CORRESPOND means – to have a close similarity; whereas to CORRESPOND WITH means to communicate.
70	I am obliged of you by this good turn.	I am obliged to you for this good turn.	Oblige always takes TO before its object.
71	He went near the station.	He went to the station.	If his destination was the station, he went to the station near indicates proximity.
72	He was favourite with his friends.	He was a favourite with his friends.	As a countable noun, favourite needs an article.

73	From our class he did best.	He did best in our class.	When used with a verb BEST means - the most successful result.
74	The term begins from July 1st.	The term begins on July 1st.	TERM BEGIN refers to a point of starting at a certain time.
75	He will be cured from his fever.	He will be cured of his fever.	As a verb CURE is followed by OF to link it to its object.
76	There are many advantages from this.	The advantages of this are many	Advantage needs OF
77	There is a saying in the Hindus.	There is a saying among the Hindus.	AMONG means – occurring in or shared by.
78	We waste much time in trifles.	We waste much time on trifles.	We waste time ON something not INSIDE it
79	I pitied on him.	I pitied him.	The verb PITY does not use a preposition before its object.
80	He angried on me.	He was angry with me.	ANGRY cannot be used as a verb. As an adjective it is accompanied by WITH.
81	When this was searched, it was found.	When this was searched for, it was found.	We always SEARCH FOR something.
82	I searched the man.	I searched for the man.	We always SEARCH FOR something.
83	He went to the back side of the house.	He went behind the house. OR He went to the back of the house	Back, front, behind indicate side and the use of side is redundant here.
84	The Post Office will compensate the loss.	The Post Office will compensate us for the loss.	We always compensate someone for something.

85	There was a match between Pakistan against India	There was a match between Pakistan and India.	You cannot use between and against together.
86	There was a fight with Ram and Hari yesterday.	There was a fight between Ram and Hari yesterday.	Between suggests a relationship involving two or more parties.
87	The First World War was fought during 1914-18.	The First World War was fought between 1914 and 1918.	DURING refers to a duration of time. If two points of time is to be emphasised BETWEEN is preferred.
88	England grew prosperous between Queen Victoria's reign.	England grew prosperous during Queen Victoria's reign.	BETWEEN can be used only when two points of time are mentioned

11.7 KEYWORDS

Preposition of Place	These prepositions are used for several of types of places. For example - on, at, in.
Preposition of Movement/Direction	Prepositions of movement show movement from one place to another place. These prepositions always describe movement and we usually use them with verbs of motion
Preposition of Time	Preposition of time are used to refer to time in various aspects.

To Sum it Up

- This Unit introduces you to the meaning of prepositions and its five different kinds.
- Introduction to Prepositions of Place; Prepositions of Movement / Direction and Prepositions of Time.
- The Unit explains you how to use these prepositions appropriately in sentence formation.
- The conclusion section explains in detail common mistakes to avoid while using prepositions.

11.8 REFERENCE

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Video Link

<https://www.youtube.com/watch?v=HRZZIwIHeUM>

7.38 Minutes

What is Preposition | Type of Preposition | Parts of Speech

UNIT: 12**CONJUNCTIONS****:: STRUCTURE::****12.0 Learning Objectives****12.1 Introduction****12.2 Section 1 : Rules of Using Conjunctions****12.3 Section 2 : Coordinating Conjunction****12.4 Section 3 : Subordinating Conjunction****12.5 Section 4 : Correlative Conjunction and Position of the Conjunctions****12.6 Section 5 : Common Mistakes to Avoid****12.7 Keywords****12.8 References**

12.0 LEARNING OBJECTIVES

- Before undertaking journalistic writing, one needs to understand, learn and master the correct usage of language.
- The first step towards that is learning the grammar.
- The building blocks of English grammar are known as parts of speech.

On completion of unit

- You should be able to identify the difference between conjunctions and other parts of speech
- You should be able to use them appropriately in your writing.

12.1 INTRODUCTION

- Who likes connections? We like to connect with other people, we like to connect with great ideas, we like our thoughts to connect with others. Connections is what stimulates the human mind; keeps us alive and agile.
- So in a sentence, Conjunctions are that part of speech that connects the different words in sentences. That is very simply put ofcourse. Especially because the words themselves may not always stand between the words (or idea) they conjoin. Confusing? Don't blame you for thinking so.
- Then get started right away with this Unit that will explain the meaning and function of Conjunctions, along with the different types of Conjunctions and what each of them does in a sentence and the rules to use them. 1

› SECTION 1

12.2 RULES OF USING CONJUNCTIONS

Definition and Meaning:

- A conjunction is a part of speech which is used to link words, phrases and clauses.
- Conjunctions allow you to form complex, elegant sentences and avoid the choppiness of multiple short sentences.

Conjunction Rules

There are a few important rules for using conjunctions. Remember them and you will find that your writing flows better:

- Conjunctions are for connecting thoughts, actions, and ideas as well as **nouns**, clauses, and other parts of speech. For example: Meera went to the supermarket **and** bought oranges.
- Conjunctions are useful for making lists. For example: We made panned rice, upma, **and** tea for breakfast.
- When using conjunctions, make sure that all the parts of your sentences agree. For example: "I work busily **yet** am careful" does not agree. "I work busily **yet** carefully" shows agreement.

Starting a Sentence with a Conjunction

Many of us were taught in school that it is an error to begin a sentence with a conjunction, but that rule is a myth. In fact a subordinating conjunction can begin a sentence if the dependent clause comes before the independent clause. It's also correct to begin a sentence with a coordinating conjunction. Often, it's a good way to add emphasis. Beginning too many sentences with conjunctions will cause the device to lose its force, however, so use this technique sparingly.

Example -

- Have a safe trip. And don't forget to call when you get home.
- Geeta flung open the door. But there was no one on the other side

Examples:

Look at the sentences below where the conjunctions have been underlined –

- I tried to hit the nail but hit my thumb instead.
- I have two goldfish and a cat.
- I'd like a bike for commuting to work.
- You can have peach ice cream or a brownie sundae.
- Neither the black dress nor the gray one looks right on me.
- My dad always worked hard so we could afford the things we wanted.
- I try very hard in school yet I am not receiving good grades.
- She collected the lentil and the rice from the provision store.
- They started when the rain stopped.

Origin of the word 'Conjunction'

Late 14c., "a joining or meeting of individuals or distinct things" originally of planets or stars "meeting" in the same part of the sky

Check your progress:

Exercise

Fill in the blanks with the best conjunction from the options given below each sentence:-

1. My brother loves animals. He just brought a puppy_____a kitten home with him.
 1. But
 2. Or
 3. Yet
 4. And

2. I'd like to thank you_____the lovely gift.
 - 1.Or
 - 2.For
 - 3.And
 - 4.Yet

3. I want to go for a hike_____I have to go to work today.
 - 1.But
 - 2.Yet
 - 3.Or
 - 4.For

4. They do not smoke,_____do they play cards.
 - 5.And
 - 6.Or
 - 7.Nor
 - 8.Yet

5. I'm getting good grades_____I study every day.
 - 1.Or
 - 2.Yet
 - 3.But
 - 4.Because

Answers

1. My brother loves animals. He just brought a puppy and a kitten home with him.
2. I'd like to thank you for the lovely gift.
3. I want to go for a hike but I have to go to work today.
4. They do not smoke, nor do they play cards.
5. I'm getting good grades because I study every day.

12.3 COORDINATING CONJUNCTION

Definition and Meaning:

- A coordinating conjunction (and, but, or, nor, for, so or yet) is used to join individual words, phrases and independent clauses. The conjunctions BUT and FOR can also be used as pre-positions.

Examples and Explanations:

Look at the sentences below where the coordinating conjunctions have been underlined and the explanation is also given –

- Boys and girls took part in sports.
- Here the coordinating conjunction AND links two nouns (boys – girls)
 - Maya will do well in the examinations, for she has been studying sincerely since the last six months.
- Here the coordinating conjunction FOR is used to link two independent clauses (Maya will do well in the examinations – she has been studying sincerely since the last six months) My mother is arranging the cupboard and watching television at the same time.
- Here the coordinating conjunction AND links two participle phrases (arranging the cup-board-watching television) which act as adverbs describing the verb.
- Coordinating Conjunction Rules
 1. It's a good idea to use the mnemonic "FANBOYS" to memorize coordinating conjunctions so you'll never forget them. They are:
 - **F** = for
 - **A** = and
 - **N** = nor
 - **B** = but
 - **O** = or
 - **Y** = yet
 - **S** = so
 2. Coordinating conjunctions always connect phrases, words, and clauses. For example: This tomato soup is savory and delicious.
 3. Some grammar books warn that starting a sentence with a coordinating conjunction is incorrect. Mostly, this is because they are attempting to help prevent you from writing fragments rather than complete sentences; sometimes though, it's just a personal preference. The fact is, you can begin sentences with coordinating conjunctions as long as you follow these three rules for doing so:
 - Ensure that the coordinating conjunction is immediately followed

by a main clause

- . Don't use coordinating conjunctions to begin all of your sentences. Do so only when it makes your writing more effective.
- Although commas typically follow coordinating conjunctions used in areas other than the beginning of a sentence, they should not be used after coordinating conjunctions used to open sentences unless an interrupter immediately follows

Check your progress:

Exercise

In the sentences given below please fill in the blanks with the appropriate coordinating conjunction from FOR, AND, NOR, BUT, OR, YET and SO:-

- o I'm going to go shopping on Sunday _____ buy some new clothes.
- o I've just eaten dinner _____
- o Why don't you ring sheela

I'm not hungry.

_____ find out what time she's coming over tonight?

- o Don't tell Jatin about his birthday party _____ you'll spoil the surprise.
- o I have been saving my money this year _____ next year I plan to take a long holiday in Europe.
- o Secretary to Boss: Do you want anything else _____ can I go home now?
- o I love to travel _____ I hate travelling by bus.
- o I'm bored! Let's go out to dinner _____ see a movie.
- o I like living in the city _____ my brother prefers living in the country.
- o Beena's just got a promotion at work _____ she's very happy.
- o Father to Son: You're thirty now. Don't you think it's time that you settled down got married?
- o Tanmay got a great Diwali bonus from work _____ he and his family can have a good vacation this year.
- o It's late. You should go to bed now _____ you'll be tired tomorrow.
- o The taxi stopped at the train station _____ two men got out of it.
- o I was in the area _____ I thought I'd drop in and say hello.
- o I really hate to have to sell my car _____ I need the money.
- o My friend fell down the stairs _____ sprained his ankle.
- o I won't be home for Diwali _____ I will be there for Bhai Beej.
- o Jamila was very angry with Trupti _____ she went for a long walk to cool down.

- o Can you stop at the shop_get some milk on your way home from work?
- o Are you busy this weekend_____do you have some free time? I need some help moving to my new house.
- o You've been working hard in the garden all day. Why don't you sit downI'll bring you a nice cold drink.
- o Nobody was home when I rang Jayant_____I left a message for him.
- o I've been dieting_____I'm not losing any weight.
- o Will you eat that last chocolate biscuit_____will you leave it for me?
- o It's raining. Please wear your raincoat_____you don't get wet.
- o I'm sorry I missed your birthday party Alap, my car broke down it took me hoursto walk to a phone.
- o Bunty graduated first at his graduation exams_____his parents bought him a new car.
- o We left very early this morning for our holiday_____there was still a traffic jam on the highway.
- o I had a very boring weekend. I just sat around the house_____did nothing.
- o Can I help you with that_____are you all right?
- o Would you rather stay home tonight_____would you rather go out?
- o Jainam may have built this house by himself_____he hired an architect to design it.
- o Is this seat already taken_____can I sit there?
- o Your sister rang today_____she didn't leave a message.
- o You had better hurry_____you'll be late for work.

Answers

- o I'm going to go shopping on Sunday and buy some new clothes.
- o I've just eaten dinner so I'm not hungry.
- o Why don't you ring Sheela and find out what time she's coming over tonight?
- o Don't tell Jatin about his birthday party or you'll spoil the surprise.
- o I have been saving my money this year and next year I plan to take a long holiday in Europe.
- o Secretary to Boss: Do you want anything else or can I go home now?
- o I love to travel but I hate travelling by bus.
- o I'm bored! Let's go out to dinner and see a movie.
- o I like living in the city but my brother prefers living in the country.
- o Beena's just got a promotion at work so she's very happy.
- o Father to Son: You're thirty now. Don't you think it's time that you settled down and gotmarried?

- o Tanmay got a great Diwali bonus from work so he and his family can have a good vacation this year.
- o It's late. You should go to bed now or you'll be tired tomorrow.
- o The taxi stopped at the train station and two men got out of it.
- o I was in the area so I thought I'd drop in and say hello.
- o I really hate to have to sell my car but I need the money.
- o My friend fell down the stairs and sprained his ankle.
- o I won't be home for Diwali but I will be there for Bhai Beej.
- o Jamila was very angry with Trupti so she went for a long walk to cool down.
- o Can you stop at the shop and get some milk on your way home from work?
- o Are you busy this weekend or do you have some free time? I need some help moving to my new house.
- o You've been working hard in the garden all day. Why don't you sit down and I'll bring you a nice cold drink.
- o Nobody was home when I rang Jayant so I left a message for him.
- o I've been dieting but I'm not losing any weight.
- o Will you eat that last chocolate biscuit or will you leave it for me?
- o It's raining. Please wear your raincoat so you don't get wet.
- o I'm sorry I missed your birthday party Alap, my car broke down and it took me hours to walk to a phone.
- o Bunty graduated first at his graduation exams so his parents bought him a new car.
- o We left very early this morning for our holiday but there was still a traffic jam on the high-way.
- o I had a very boring weekend, I just sat around the house and did nothing.
- o Can I help you with that or are you all right?
- o Would you rather stay home tonight or would you rather go out?
- o Jainam may have built this house by himself but he hired an architect to design it.
- o Is this seat already taken or can I sit there?
- o Your sister rang today but she didn't leave a message.
- o You had better hurry or you'll be late for work.

▶ SECTION 3

12.4 SUBORDINATING CONJUNCTION

Definition and Meaning:

- A subordinating conjunction introduces a dependent clause and indicates the nature of the relationship among the independent clause/s and the dependent clause/s.

Examples and Explanations:

Look at the sentences below where the subordinating conjunctions have been underlined and the explanation is also given –

- After she dropped me at the office Shalini went to pick up the children.
- Here the subordinating conjunction AFTER introduces the dependent clause (she dropped me at the office)
If it doesn't rain the match will be held on the ground today.
- Here the subordinating conjunction IF introduces the dependent clause (it doesn't rain today) I had to stop work when my mother called.
- Here the subordinating conjunction WHEN introduces the dependent clause (when my mother called)
Her vehicle was seized because she failed to pay the instalments.
- Here the dependent clause (she failed to pay the instalments) is introduced by the subordinating conjunction BECAUSE.

25 Most Commonly Used Subordinating Conjunctions

- After
- Although
- As
- As soon as
- Because
- Before
- By the time
- Even if
- Even though
- Every time
- If
- In case
- Now that
-
- Once
- Since
- So that
- Than
- The first time
- Unless
- Until
- When
- Whenever
- Whether or not
- While
- Why

Check your progress:

Exercise-1

Fill in the blank with the appropriate subordinating conjunction:-

- I make it a point to visit the Taj Mahal _____ I go to Agra.
- This is the place _____ I used to stay when I was studying at college.
- _you get the first rank, I will buy you a car.
- _you work hard, you can't pass the entrance test.
- I am leaving tomorrow _____ or not you give me the permission.
- He could not get a seat, _____ he came early.
- The actors delivered a splendid performance _____ they had rehearsed well.
- Parents should give enough attention to children _____ they do not feel neglected.
- He is _____ dishonest _____ no one trusts him.
- I will note it down _____ I should forget.
- _Shirin blew out the candles atop her birthday cake, her hair caught fire.
- Seema begins to sneeze _____ she opens the window to get a breath of fresh air.
- _the doorbell rang, my dog Candy barked loudly.
- You could go and play _____ you have done your homework.
- Rohit went swimming _____ it was raining.
- He is fat _____ he eats a lot of chocolates and sweets.
- She hasn't seen her son _____ he was a little boy.
- Tapti went to the doctor yesterday _____ she was ill.
- You stay home and wait _____ the rain stops.
- Surekha likes to eat dinner _____ returning home from school.
- Stavan told her _____ he loved her.
- Haresh went to the shop _____ buy some tomatoes.
- I will go on the Europe holiday _____ if you forbid me.

Exercise-2

Fill in the blank with the appropriate subordinating conjunction from the ones given in the brackets:-

- I went for a walk _____ the sun was shining. (because, otherwise)
- Do you know _____ the stores are open today? (as if, whether)
- We tried to solve the problem _____ we knew the outcome. (although, in case)
- He kept reading _____ he fell asleep. (until, for)
- I will enter the stage _____ the second act is over. (as soon as, than)
- It looks _____ it will rain. (while, as though)
- _she passed out, she became a politician. (After, Than)

- We will not go boating _____ the weather is good. (as if, unless)
- They have known her _____ she was a child. (until, since)
- I must leave now, _____ I have a great deal of work to do. (as, than)
- The door was open, _____ we could hear everything. (in case, so)
- We must hurry _____ we will be late. (so that, or else)

Answers

Exercise-1

- I make it a point to visit the Taj Mahal **whenever** I go to Agra.
- This is the place **where** I used to stay when I was studying at college.
- **If** you get the first rank, I will buy you a car.
- **Unless** you work hard, you can't pass the entrance test.
- I am leaving tomorrow **whether** or not you give me the permission.
- He could not get a seat, **though** he came early.
- The actors delivered a splendid performance **as** they had rehearsed well.
- Parents should give enough attention to children **so that** they do not feel neglected.
- He is **so** dishonest **that** no one trusts him.
- I will note it down **lest** I should forget.
- **As** Shirin blew out the candles atop her birthday cake, her hair caught fire.
- Seema begins to sneeze **whenever** she opens the window to get a breath of fresh air.
- **When** the doorbell rang, my dog Candy barked loudly.
- You could go and play **after** you have done your homework.
- Rohit went swimming **although** it was raining.
- He is fat **because** he eats a lot of chocolates and sweets.
- She hasn't seen her son **since** he was a little boy.
- Tapti went to the doctor yesterday **because** she was ill.
- You stay home and wait **until** the rain stops.
- Surekha likes to eat dinner **after** returning home from school.
- Stavan told her **that** he loved her.
- Haresh went to the shop **in order to** buy some tomatoes.
- I will go on the Europe holiday **even** if you forbid me.

Exercise – 2

- I went for a walk because the sun was shining.
- Do you know whether the stores are open today?
- We tried to solve the problem although we knew the outcome.
- He kept reading until he fell asleep.
- I will enter the stage as soon as the second act is over.
- It looks as though it will rain.
- After she passed out, she became a politician.
- We will not go boating unless the weather is good.

- They have known her since she was a child.
- I must leave now, as I have a great deal of work to do.
- The door was open, so we could hear everything.
- We must hurry or else we will be late.

▶ SECTION 4

12.5 CORRELATIVE CONJUNCTION AND POSITION OF THE CONJUNCTIONS

Definition and Meaning:

- Correlative conjunctions always appear in pairs and are used to link equivalent sentence elements. The most common correlative conjunctions are – BOTH-AND, EITHER-OR, NEITHER-NOR, NOT ONLY-BUT ALSO, SO-AS, WHETHER-OR.
- Technically correlative conjunctions simply consist of a coordinating conjunction linked to an adjective or adverb.

Rules for Using Correlative Conjunctions

- When using correlative conjunctions, ensure **verbs** agree so your sentences make sense. For example: Every night, **either** loud music **or** fighting neighbors wake Jainam from his sleep.
- When you use a correlative conjunction, you must be sure that **pronouns** agree. For example: **Neither** Diya **nor** Sapna expressed her annoyance when the cat broke the antique lamp.
- When using correlative conjunctions, be sure to keep parallel structure intact. Equal grammatical units need to be incorporated into the entire sentence. For example: **Not only** did Maya prepare lunch for Mayur, **but** she **also** placed a pizza order for her daughter Vandita.

Examples and Explanations:

Look at the sentences below where the correlative conjunctions have been underlined and the explanation is also given –

- Both the boss and the secretary are absent today.
Here the correlative conjunction BOTH-AND is used to link the two noun phrases that act as the compound subject of the sentence (the boss and the secretary)
- Please send either a card or a gift.
Here the correlative conjunction EITHER-OR links two noun phrases (as card and a gift)
- The principal is deciding whether to send the boys or the girls to represent the school.
Here the correlative conjunction WHETHER-OR links the

infinitive phrases (to send the boys and to send the girls)

Position of Conjunctions

Conjunctions are known as connective or linking words. They join thoughts, actions and ideas, as well as clauses and phrases. Each of the three different types of conjunctions joins different parts of a sentence together. Let's take a look at the position of conjunctions in the most commonly used forms -

Coordinating Conjunctions

Coordinating conjunctions like “**and**,” “**nor**,” or “**so**” link equal parts of a sentence, be it words, phrases, or independent clauses.

For example:

- He was late for school, so he took a shortcut.
- Her favorite colors were purple and red.
- She doesn't like coffee, nor does she like tea.

Subordinating Conjunctions

Subordinating conjunctions such as “**because**”, “**since**” and “**after**” link a dependent clause to an independent clause, helping to show the relationship between the two clauses and emphasize the main idea of the freestanding/independent clause.

For example:

- **Because** it was raining, we had to cancel the class picnic.
- The house was a mess **after** the crazy party we had last night.
- He doesn't go trekking any more, **since** he had the accident.

Correlative Conjunctions

Correlative conjunctions work in pairs to join together words or phrases that have equal importance within a sentence, like “**either/or**”, “**such/that**” and “**not only/but also**”.

For example:

- You can have **either** chocolate **or** vanilla ice cream.
- He **not only** plays the guitar **but also** the drums.
- **Such** was his strength **that** he was easily able to move the fallen tree.

Check your progress:

Exercise – 1

Identify and circle the correlative conjunctions in the following sentences:-

- Either take it or leave it.

- No sooner did the tiger appear than he shot it down.
- I will neither beg nor borrow.
- You must either obey my instructions or quit.
He visited not only Europe but also America.
- Neither he nor I will do it.
- They not only looted the shop but also set it on fire.
Either you or he will have to do it.
- I will neither obey your instructions nor quit. Not only Alisha, but Marina also came.
I don't know whether I should stay or leave. She was not only beautiful but intelligent also.
- Whether he comes or not makes no difference at all.
- She is both beautiful and intelligent.
- She was so tired that she could not walk.
He is both educated and cultured.
The officer was so corrupt that he had to be sacked.
- Both Jayesh and Parth participated in the program.
- Such was her beauty that men from far and near came to woo Cleopatra.
- No sooner had she read the letter than she burst into tears.
- This salad is both delicious and healthy.
- No sooner had I put my umbrella away, than it started raining.
- Have you made a decision about whether to go to the movies or not?
- If that is the case, then I'm not surprised about what's happening.
- Ramya is neither polite nor funny.
- Priya is both intelligent and polite.
- I will either go for a dinner or stay home and order a delivery while watching TV.
- Jayesh is neither rich nor famous.
- Mahesh is not only intelligent, but also very practical.
- Would you rather go shopping or spend the day at the beach?

Answers

- Either take it or leave it.
No sooner did the tiger appear than he shot it down.
- I will neither beg nor borrow.
- You must either obey my instructions or quit. He visited not only Europe but also America.
- Neither he nor I will do it.
- They not only looted the shop but also set it on fire.
Either you or he will have to do it.
- I will neither obey your instructions nor quit.
Not only Alisha, but Marina also came.
I don't know whether I should stay or leave.
She was not only beautiful but intelligent also.

- Whether he comes or not makes no difference at all.
- She is both beautiful and intelligent.
- She was so tired that she could not walk. He is both educated and cultured.

The officer was so corrupt that he had to be sacked.

- Both Jayesh and Parth participated in the program.
- Such was her beauty that men from far and near came to woo Cleopatra.
- No sooner had she read the letter than she burst into tears.
- This salad is both delicious and healthy.
- No sooner had I put my umbrella away, than it started raining.
- Have you made a decision about whether to go to the movies or not?
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- Ramya is neither polite nor funny.
- Priya is both intelligent and polite.
- I will either go for a dinner or stay home and order a delivery while watching TV.
- Jayesh is neither rich nor famous.
- Mahesh is not only intelligent, but also very practical.
- Would you rather go shopping or spend the day at the beach?

▶ **SECTION 6**

12.6 COMMON MISTAKES TO AVOID

In this section we'll have a look at the errors made by non-native speakers of English–

NO	INCORRECT USAGE	CORRECT USAGE	EXPLANATION
1	Kiran as well as Kamal are leaving for England.	Kiran as well as Kamal is leaving for England.	When two singular nouns are linked by AS WELL AS they take a singular verb.
2	Unless you do not workhard, you will not suc- ceed.	Unless you work hard,you will not succeed.	Note that UNLESS means IF NOT therefore you cannot use a double neg- ative.

3	Until you remain restless you cannot concentrate.	So long as you remain restless you cannot concentrate.	You cannot use a double negative.
4	Literature has no other aim but entertainment.	Literature has no other aim but entertainment.	The correct usage is OTHER THAN not OTH-ER BUT.
5	The book contains five hundred fifty pages.	The book contains five hundred and fifty pages.	It is a convention in English to add AND between hundred and the last digit/s.
6	An old teacher is as if the father of his pupils.	An old teacher is, as it were, the father of his pupils.	AS IF means 'as would be the case if' whereas AS IT WERE means 'in a way'.
7	I am going to Delhi because I may see my aunt.	I am going to Delhi in order that I may see my aunt. OR I am going to Delhi to see my aunt.	BECAUSE implies some reason or cause; it should not therefore be used to express purpose.
8	He asked that where I lived.	He asked where I lived.	THAT is not needed if a clause that begins with a WH-word is added to the main clause as its complement.
9	Though he is fat yet he runs fast.	Though he is fat, he runs fast.	THOUGH is the conjunction and a second conjunction BUT, YET or STILL is not required.

10	If he is fat then he willrun slowly.	If he is fat, he will runslowly.	If then is IF. In a con- ditional clause the con-sequent clause need nothave THEN.
11	As I fired at the tiger atthat time he shook my arm.	As I fired at the tiger, he shook my arm.	The first clause refers toa point of time, its rep- etition at that time) is redundant.
12	Because he is clever therefore (or so) he getsgood marks.	Because he is clever, hegets good marks.	In a cause- effect sen- tence, if the cause is indicated by BECAUSE,the result clause does notneed THEREFORE.
13	He did not come to school. Because he wasill.	He did not come to school because he was ill.	The clause that indicates the cause cannot be sepa- rated from the clause thatindicates its effect.
14	No sooner I had spoken than he left.	No sooner had I spoken than he left.	Just like NEVER, if a sentence begins with NOSOONER the auxiliary precedes the subject.
15	I have bought many fire-works as rockets and etc.	I have bought many fire-works such as rockets.	It would be good if that Latin abbreviation ETC was forbidden in all com- position □

16	I want to know as to why I have been detained.	I want to know why I have been detained.	In modern English AS TO is not needed to connect a clause with the main clause.
17	This is my friend, he was at school with me.	This is my friend who was at school with me.	WHO is needed if the relative clause is attached to the noun phrase MY FRIEND.
18	This is my servant, I was telling you about him.	This is my servant about whom I was telling you.	As the second clause is a relative clause, it must be attached by WHO (or THAT) to the noun phrase MY SERVANT.
19	Supposing if he fails, what will he do?	Supposing he fails, what will he do? OR If he fails what will he do?	As SUPPOSING and IF have the same function only one of them should be used.
20	Until he does not try, he must be punished.	He must be punished until he tries. OR He must be punished so long as he does not try.	UNTIL means up to the point in time or the event mentioned. It is normally used in the beginning of the clause.
21	Not only will he go, but also he will remain there.	Not only will he go, but he will also remain there.	Like NEVER and NO SOONER NOT ONLY attracts the auxiliary verb to its

			immediate right if it occurs in the beginning of the sentence.
22	He neither comes nor he writes.	Neither does he come nor does he write.	The rule is that when the first word of the sentence is a negative the auxiliary verb must be inverted as in a direct question.
23	I am fond of all games as for an example cricket.	I am fond of all games, for example, cricket.	AS is redundant here because we don't need a conjunction.
24	She called me as a fool.	She called me a fool.	AS is redundant here as well.
25	He is the fastest runner and he came last.	He is the fastest runner but he came last.	BUT is the conjunction to be used when the second clause gives information contrary to the one expected by the first clause.
26	He was angry therefore Iran away.	He was angry so I ran away.	THEREFORE refers to a logical conclusion where-as SO means 'and for this reason'.

27	I was trying to work at that time he was disturb-ing me.	While I was trying to work he was disturbingme.	WHILE signals a point (or period) of time something was happening.
28	This is my house I livehere.	This is my house whereI live	I LIVE HERE defines the house and needs to be related.
29	This is an interesting book, I am reading it.	The book which I amreading is interesting.	The relation clause must be attached to the noun it is about.
30	I am glad for tomorrow isholiday.	I am glad because tomor-row is a holiday.	As the second is the reason, it should be attachedto the main clause by BECAUSE, FOR can be used as a conjunction in place of BECAUSE or SINCE in some cases.
31	Look carefully else you will not miss the plane.	Look carefully else you will miss the plane.	OR/ELSE is used as a conjunction to signal that the second clause is contrary to the first.
32	Neither a borrower or alender can ever live in peace.	Neither a borrower nor a lender can ever live inpeace.	NEITHER is paired by NOR (and not OR). Together they negate both the clauses.

33	You must jump now either you will miss the opportunity.	You must jump now or you will miss the opportunity.	EITHER is used before the first of the two alternatives; or before the second in the positive sentences.
34	They were wounded but they carried on.	They were wounded still they carried on.	BUT indicates that the second clause is contrary to expectation of STILL means 'even then'.
35	Although it is not raining, but I shall take my umbrella.	Although it is not raining, yet I shall take my umbrella.	YET as a conjunction means NEVERTHELESS.
36	He will not come unless you don't call him.	He will not come unless you call him.	UNLESS (except IF) is used to introduce a clause which is not true or valid.
37	You will fail unless you don't take notes.	You will fail unless you take notes.	UNLESS (except IF) is used to introduce a clause which is not true or valid.
38	Scarcely had I finished my food than she called me.	Scarcely had I finished my food when she called me.	The first clause mentions a point of time which is represented by when in the second. There is no

			comparison involved. SCARCELY means ONLY JUST and WHEN means AT THAT TIME.
39	Anybody would scarcely believe me if I say I attended the party thrownby him.	Anybody would scarcely believe me when I say I attended the party thrownby him.	As an adverb SCARCE- LY means HARDLY. WHEN means AT THAT TIME. It makes the statement conditional andshould not be used if that is not intended.
40	Unless you don't show me the results, I shall not rely on you.	Unless you show me the results, I shall not rely onyou.	The second clause makes sense only when the first is positive.
41	Be careful lest you do notfall in the gutter.	Be careful lest you fall inthe gutter.	When LEST is used aftera clause it suggests fear. It is used with the inten- tion of preventing some-thing. undesirable.
42	Run fast lest you do not miss her.	Run fast lest you missher.	When LEST is used aftera clause it suggests fear. It is used with the inten- tion of preventing some-thing undesirable.

43	Supposing if it rains,would you go out?	Supposing it rains wouldyou go out?	As both SUPPOSIN G and IF indicate a con- dition only one of themshould be used.
44	Until you do not come I shall wait for you here onthis doorstep.	Until you come, I shall wait for you here on thisdoorstep.	As a conjunction UNTIL refers to the point of time mentioned in the clause.
45	I like neither him or her.	I like neither him nor her.	In negative sentences as we use NEITHER NOR in positive sentences EITHER OR .
46	I don't know whether he likes this.	I don't know whether he will like this or not.	Since the embedded clause is a prediction thefuture is used appropri- ately.
47	I was too glad when Isaw him yesterday.	I was very glad when Isaw him yesterday.	As an intensifier TOO suggests that the adjec- tive used is excessive which is not appropriatehere.
48	She is intelligent and beautiful to.	She is intelligent and beautiful too.	TO is a preposition whereas TOO here means IN ADDITION .

49	He ran very fast and he won the race.	He ran very fast and won the race.	Since HE is the subject in both the clauses its repetition is unnecessary.
50	He ate for he wanted to eat, but for he liked eating.	He ate not because he wanted to eat but because he liked eating.	When used as a conjunction FOR means BECAUSE but here we need NOT (only) because and BUT (also) BECAUSE to include and emphasize both the reasons.
51	I did not get married and she did not get married.	I did not get married and she did not either.	EITHER is used alone in a negative sentence to suggest similarity with the first clause.
52	I went and she went.	I went and she went too.	TOO as an adverb means ALSO and is emphatic.
53	He is too weak in talking.	He is too weak to talk.	TOO as the modifier of an adjective means TOO HIGH A DEGREE THAN IS DESIRABLE.
54	They as well as he is to blame.	They as well as he are to blame.	AS WELL means IN ADDITION TO. AS

			WELL AS is used like AND. Since the sentence has two subjects the verb must be plural.
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12.7 KEYWORDS

Coordinating Conjunction	A coordinating conjunction is used to join individual words, phrases and independent clauses. The conjunctions BUT and FOR can also be used as prepositions. Example: and, but, or, nor, for, so or yet
Subordinating Conjunction	A subordinating conjunction introduces a dependent clause and indicates the nature of the relationship among the independent clause/s and the dependent clause/s.
Correlative Conjunction	Correlative conjunctions always appear in pairs and are used to link equivalent sentence elements. The most common correlative conjunctions are – BOTH-AND, EITHER-OR, NEITHER-NOR, NOT ONLY-BUT ALSO, SO-AS, WHETH-ER-OR.

To Sum it Up

- This Unit introduces you to Conjunctions and the rules of using them.
- This Unit explains to you Coordinating Conjunctions and Subordinating Conjunctions.
- It also teaches you the Correlative Conjunctions and its position in sentence construction and rules for using Correlative Conjunctions.
- The Unit ends with a detailed explanation of common mistakes to avoid while using Con-junctions in sentence construction.

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List of Conjunctions

Coordinating Conjunctions

for, and, nor, but, or, yet, so

Correlative Conjunctions

both/and, either/or, neither/nor, not only/but, whether/or

Some Subordinating Conjunctions

after, although, as, as if, as long as, as much as, as soon as, as though, because, before, by the time, even if, even though, if, in order that, in case, in the event that, lest, now that, once, only, only if, provided that, since, so, supposing, that, than, though, till, unless, until, when, whenever, where, whereas, wherever, whether or not, while

Video Link

<https://www.youtube.com/watch?v=RKlvpPBh8Pc6:59>

25 Most Commonly Used Subordi-

nating Conjunctions

- After
- Although
- As
- As soon as
- Because
- Before
- By the time
- Even if
- Even though
- Every time
- If
-
- Once
- Since
- So that
- Than
- The first time
- Unless
- Until
- When
- Whenever
- Whether or not
- While
- Why

:: STRUCTURE::**13.0 Learning Objectives****13.1 Introduction****13.2 Section 1 : Introduction to Interjections****13.3 Section 2 : Types of Interjections****13.4 Section 3 : Dos and Don'ts****13.5 Section 4 : Meaning and Usage of Interjections****13.6 Keywords****13.7 References**

13.0 LEARNING OBJECTIVES

- Before undertaking journalistic writing, one needs to understand, learn and master the correct usage of language.
- The first step towards that is learning the grammar.
- The building blocks of English grammar are known as parts of speech.

On completion of unit

- You should be able to identify the difference between interjections and other parts of speech
- You should be able to use them appropriately in your writing.

13.1 INTRODUCTION

- 'Wow! This Unit on English Grammar is so exciting.' We are sure you thought something like that at some point while studying this paper. So, the word 'Wow' here is an Interjection.

- Human beings when they communicate is not how robots would

communicate. There is a lot of emotion. Any kind of communication would be so drab without emotion. Thank God for Interjections.

- Interjections are those words that are not grammatically connected with the rest of the sentence. They are disposable in some cases. But who wants to dispose emotion. It is the elixir of existence.
- So go on and master the expression of emotion through their appropriate usage in sentence construction. Communication after all is an effective way to express your emotions.

▶ SECTION 1

13.2 INTERJECTION TO INTERJECTIONS

An interjection is a word or construction that is added to a sentence to convey emotion. Interjections are used to exclaim or protest or command. They are not grammatically related to any other part of the sentence.

Though interjections sometimes stand by themselves, but they are often contained within larger sentences.

- Wow! I won the prize!
- Ouch! That hurts.
- Well, I need a break.
- Hey! What a beautiful dress!
- Groovy! IAU demotes Pluto!!!
- Oh, snap! The principal announced a sudden test every fortnight for the entire high school.

Other interjections are –

- Well, psst, hmm, ah, oh, hem, ah, ha, hey, well, pooh, poof, ow, oo, ouch, hey, eh, h'm, pfftt, right...
- An interjection is usually followed with an exclamation mark. Interjections are uncommon in formal academic prose, except in direct quotations.
- Interjections are used most often in speech. While people don't necessarily pause to think about it, they use interjections all the time. This is even truer when you consider the fact that common words used in pauses, such as "uh," and "um" are interjections.
- Interjections can find their way into fictional pieces, most often in the

form of dialogue. They can also be used in informal written communication between two people, such as letters or emails.

- In short, an interjection is a word added to a sentence to express an emotion or a feeling such as surprise, joy, enthusiasm, disgust, or excitement. Therefore to capture short spurts of emotion, interjections can be used as a single word, or a phrase, or a short clause that connects the facial expression or body language of an individual.

Features of Interjections

- o Interjections do not have a grammatical purpose in the sentence and are not associated to the other parts of the sentence.
- o Interjections are short exclamations like Oh!, Uh, Um, Wow!, Yikes!, or Ah!
- o Interjections can stand alone.
- o If an interjection is omitted, the sentence still makes sense.
- o Interjection is a big name for a little word.
- o Interjections are like emoticons.
- o They have no real grammatical value but we use them quite often, usually more in speaking than in writing.
- o Interjections do not modify anything, and do not get modified by anything.
- o Interjections do not play the role of a subject or a verb.
- o Interjections are punctuated with an exclamation mark or a comma. Comma is used if the emotion isn't strong.

Check your progress:

Exercise -1

Fill in the blank with an appropriate interjection:-

- _ What are you doing there?
- _ He is dead.
- _ We have won the game.
- _ Have they gone?
- _ I got such a fright.
- _ Don't make noise.
- _ you've stepped on my toes.
- _ I've got a toothache.
- What do you think of that, _____
- Kathmandu is the capital of _____, Nepal.
- _ that seems nice.
- "It's hot today." " _____?" "I said it's hot today."

- _ What a great idea!
- _ please say 'yes'!
- _ look at that!
- _ I don't think that's a good idea.
- _ Sia is here!
- _ I don't know the answer to that.
- Shall we go? _____
- 98 divided by 7 is _____ 14.

Exercise - 2

Fill in the blanks with the most appropriate interjection from the options given below each sentence:-

____! What's that terrible smell?

- Yuck
- Brr
- Oops

____! A spider! I'm leaving!

- Eek
- Well
- Brr

_____! That was close. I nearly forgot my purse. _____! I hit my head. It really hurts.

- Huh
- Ouch
- Phew
- Ouch
- Geez
- Wow

____! I wish I had brought my sweater.

It's ____! I dropped my pen.
much colder than I expected.

- Yuck
- Brr
- Phew

____? Can you say that again? I wasn't listen-ing.

- Geez
- Eek
- Huh

- Oops
- Ouch
- Phew

___! Your new hairstyle looks great! I love it!

- Eek
- Wow
- Yuck

Answers

Exercise –1

1. Hello! What are you doing there?
2. Alas! He is dead.
3. Hurray! We have won the game.
4. Ah! Have they gone?
5. Oh! I got such a fright.
6. Hush! Don't make noise.
7. Ouch! you've stepped on my toes.
8. Oh! I've got a toothache.
9. What do you think of that, eh?
10. Kathmandu is the capital of, er, Nepal.
11. Ah! That seems nice.
12. "It's hot today." "Eh?" "I said it's hot today."
13. Hey! What a great idea!
14. Oh please say 'yes'!
15. Hey, look at that!
16. Hmm I don't think that's a good idea.
17. Oh, Sia is here!
18. Uh I don't know the answer to that.
19. Shall we go? Uh-huh!
20. 98 divided by 7 is um 14.

Exercise – 2

- Yuck! What's that terrible smell?
- Phew! That was close. I nearly forgot my purse.
- Eek! A spider! I'm leaving!
- Ouch! I hit my head. It really hurts.
- Brr! I wish I had brought my sweater. It's much colder than I expected.
- Huh? Can you say that again? I wasn't listening.
- Oops! I dropped my pen.
- Wow! Your new hairstyle looks great! I love it!

13.3 TYPES OF INTERJECTIONS

Definition and Meaning:

There are literally hundreds, if not thousands, of interjections in the English language. Most are designed to express strong emotions, such as love, hate, surprise, happiness, anger, enthusiasm, disgust, boredom, confusion or unhappiness. However, this is not always true. Some interjections can express either a mild emotion, or can be expressions, such as “Excuse me.”

Here are the basic types of interjections:

1. Interjections for Greeting - these include: Hello! , Hey! , Hi! Etc
2. Interjections for Joy - these include: Hurrah! , Hurray! , Wow! Etc
3. Interjections for Approval - these include: Bravo! , Brilliant! , Well done!
4. Interjections for Surprise - these include: Ha! , Hey! , What! , Oh! , Ah! , Eh! Etc
5. Interjections for Grief/Pain - these include: Alas! , Ah! , Oh! , Ouch! Etc

List of Interjections

The lists of interjections used in English language are extremely long, just like the list of adverbs or adjectives. More or less any word or phrase can be used as an interjection, if it is inserted into a sentence to carry an emotion. For example, if you injured yourself, you might say “Darn! That hurt.” You could, however, also say “Ouch! That hurt.” Or “Dang! That hurt.” Or “Gee! That hurt!” Darn, Ouch, Dang, Gee would be the interjection or... well, as you know, this list could go on and on.

Still a small list of interjections is mentioned below:

- A: aha, ahem, ahh, ahoy, alas, argh, aww, achoo, absolutely, alrighty, amen, anyhow, anytime, attagirl, awful, attaboy, as if, anyhow
- B: bam, bingo, blah, boo, bravo, brrr, behold, bless you, bye
- C: cheers, congratulations, come on, chin up
- D: dang, drat, darn, duh, dear, doh, dear me
- E: eek, eh, eureka, encore, easy does it
- F: fiddlesticks, fair enough, fiddle-dee-dee, foey
- G: gadzooks, gee, gee whiz, golly, goodbye, goodness, good grief, gosh, geeppers, good job, great
- H: ha-ha, hallelujah, hello, hey, hmmm, holy buckets, holy cow, holy smokes, holy dog, huh?, humph, hurray, hi,
- I: indeed, is it, I say
- J: jeez, just kidding, just a sec, just wondering

M: my gosh, meh, most certainly, my my, my word
N: no, now, nah, no thanks, never, no way

O: oh, oh dear, oh my, oh well, oops, ouch, ow, okey-dokey, oopsey, oyez

P: phew, phooey, pooh, pow, please, pff, peace, psst
R: rats, ready, right, right on, roger that, rumble

S: shhh, shoo, shoot, shucks, see ya, sleep tight, snap, sorry, sup, sigh, shame
T: thanks, there, tut-tut, ta-da, there there, time out, toodles, touche, tsk, tsk-tsk
U: uh-oh, uh-huh, ugh, umm, urgh

V: very well, voila, vroom

W: wahoo, well, whoa, whoops, wow, whatever, whee, when, wuzzup, why

Y: yeah, yes, yikes, yippee, yo, yuck, yay, yoo-hoo, you bet, you don't say, you know, yow, yum, yummy

Z: zap, zounds, zowie, zzz, zing.

Use of Interjections Beginning of

Sentences

When people think of interjections, they commonly think of them being used at the beginning of the sentence. Many also associate interjections with a punctuation mark designed to convey emotion: the exclamation point.

This is often true. Interjections can and do appear in the beginning of sentences. For example:

- “Yikes, I didn’t realize that there was a test on grammar today!”
- “Oh no, I can’t believe that it is raining here again!”

In both of these sentences the interjection - “yikes” and “oh no” appear at the beginning of the sentence. In addition, in both of the sentences, the emotion is a strong emotion and the sentence itself ends with an exclamation point.

Middle or End of Sentences

- Interjections do not always have to be at the beginning of a sentence. They can appear in the middle, at the end, or anywhere else where the author wants to interject a bit of feeling and emotion.
- For example, in the sentence “So, it’s raining again, huh?” the interjection is found at the end. Here, the interjection is designed to express confusion (or perhaps dismay) at the continued rain falling. In this sentence, the emotion wasn’t an emotion that necessitated an exclamation point—instead, the interjection ‘huh’ turned the sentence into a question.
- The sentence “In my opinion, my gosh, this is just the smartest thing you have ever said” the interjection is found in the middle. It is

designed to express or convey the author's emphasis on his opinion that the statement was smart. Again, no exclamation point is required.

Stand-alone Sentence

An interjection can also be used by itself as a stand-alone sentence. For example, look at the two sentences: "Oh gosh! I can't believe how late it is." The interjection "oh gosh" is a stand-alone sentence. This is grammatically correct, although "Oh Gosh" does not contain a subject and action that is normally required for a complete thought to be expressed. The interjection-or the emotion felt-is the entire point of the sentence.

Examples:

Look at the sentences below where the interjections have been highlighted in bold font –

- **Hurrah!** We've won!
- **Alas,** she's dead now.
- **Bah!** That was a total waste of time
- **Bless you,** I couldn't have done without you.
- **Ah!** It feels good.
- **'Oh!** You both know each other.'
- 'I'm going.' **'Eh?'** 'I said I'm going.'
- 'What do you think of my new hairstyle, **eh?'**
- **'Hey!** Where are you going?'
- **'Oh!** I've got a bad headache.'
- **Shoot!** I forgot my brother's birthday.
- **Humph,** he probably cheated to make such good grades.
- **Phew!** I am not trying that again.
- **Pip pip!** Let's get moving.
- **Humph!** I knew that last week.
- **'Well,** we are not exactly interested in this.'
- **Yowza!** That's an astrophysicist dancing in the hallway!
- **Good!** Now we can move on.
- **Jeepers,** that was close.
- **Crikey!** Do you ever think before you speak?
- **Gesundheit!** Are you starting to get a cold?
- **Good grief!** Why are you wearing that shirt in monsoon?
- 'I've won.' **'Eh! Really?'**
- **'Hmm.** Let's me see.'
- **Oops,** I'm sorry. That was my mistake.
- **Geez!** Do I need to do it again?
- **Holy macaroni!** Ela has switched her major to maths.
- **Oh,** I didn't know that.
- **Yes!** I will do it!
- **No,** I am not going to go there.

- **Yo**, will you throw the ball back?
- **Um**, here is our proposal.
- **Hmm**. You really need to be on a diet.
- **Nope**. That's not what I want.

Check your progress:

Exercise - 1

Read the following sentences and identify the interjections:–

1. Yowza! That is a fine looking car.
2. Hurray! It is a rainy day and school is cancelled.
3. It is so exciting, my goodness, I just can't believe it.
4. Jay was late to school and yikes, the teacher was mad.
5. Oh! I can't believe how nice you look.
6. Well, gee, that sure is a kind thing to say.
7. Boo! I scared you.
8. Woops, I dropped the milk and it spilled.
9. Yay, it is finally Saturday and the work week is over.
10. Oh well, all good things must come to an end.

Exercise -2

Please add to the below sentences the appropriate kind of interjections from the choices

given and also state the emotion they are expressing:-

_____! The train stopped again!

- Aww
- Argh
- Hi

_____! Did you hear that!

- Uh oh
- Ssh
- Umm

_____! I will not let him go without an explanation!

- Grr
- Hah
- Duh

- _____! It's pricking my ear!
- Aah
- Hey
- Yahoo

_____! I didn't intend to harm you!

- Oops
- Hey
- Phew

_____! I would have never done that any-ways!

- Grr
- Bah
- Boo hoo

_____! It missed with a flicker!

- Aww
- Aha
- Phew

_____! I broke my knee!

- Yippee
- Yahoo
- Boo hoo

_____! Such a nice baby!

- Ouch
- Aww
- Oops

_____! Is anybody home?

- yahoo
- Cheers
- Hello

_____! A snake!

- Eek
- Grr
- Hah

_____! I don't like
cockroaches!

- Eww
- Fuff
- Boo

_____! To our next match!

- Cheers
- Boo hoo
- Bah

_____! What nonsense!

- Ahem
- Hurrah
- Fuff

_____! I didn't realize the consequences!

- Ssh
- Grr
- Gosh

_____! Scared you!

- Yippee
- Booh
- Bingo

_____! That was a funny joke!

- Yippee
- Ha ha
- My God

_____! It's smelling foul!

- Oh
- Ouch
- Yuck

_____! Give me a moment!

- Yikes
- Hmm
- Holy cow

_____! Go away!

- Hi
- Shoo
- Hello

_____! The whole vessel just went down!

- Duh
- Yeek
- Holy smoke

_____! I think we are out of petrol.

- Uh oh
- Duh
- Gosh

_____! It's freezing outside!

- Brrr
- Eek
- Oops

_____! We made it!

- Oops
- Hurray
- Yikes

_____! You did it son!

- bravo
- Umph
- Duh

_____! It hurts!

- Eww
- Ouch
- Duh

_____! Why are you wearing this jacket in summer!

- hurrah
- Yippee
- Good grief

_____! Did it hurt!

- Oops
- Argh
- Urgh

_____! You are all wet!

- Eew
- Oh dear
- Oops

_____! I didn't do that!

- yahoo
- Yippee
- Nuh

Answers

Exercise – 1

1. Yowza! That is a fine looking car (Yowza is the interjection here. It is expressing the emotion of being quite impressed with the car).
2. Hurray! It is a rainy day and school is cancelled (Hurray is the emotion here. Clearly, it is expressing happiness).
3. It is so exciting, my goodness, I just can't believe it. (My

- goodness is the interjection here, expressing excitement).
4. Jay was late to school and yikes, the teacher was mad. (Yikes is the emotion being expressed here).
 5. Oh! I can't believe how nice you look. (Oh, the interjection, acts as a classic interjection at the beginning of a sentence. It is offset by its exclamation point).
 6. Well, gee, that sure is a kind thing to say. (Here, we have two interjections: well and gee).
 7. Boo! I scared you. (Boo is the rather obvious (and scary) interjection in this sentence).
 8. Woops, I dropped the milk and it spilled. (Woops is the interjection used to express the error).
 9. Yay, it is finally Saturday and the work week is over. (Yay is another interjection that expresses the emotion of happiness, just as hurray did in sentence number 2).
 10. Oh well, all good things must come to an end. (Oh well is the emotion here, an interjection with a tinge of resignation).

Exercise – 2

- Argh ! The train stopped again!
- (Frustration)
- Grr! I will not let him go without an explanation!
- (Anger)
- Oops! I didn't intend to harm you!
- (Surprise)
- Phew! It missed with a flicker!
- (Relief)
- Ssh! Did you hear that!
- (To make someone quiet)
- Aah! It's pricking my ear!
- (Fright/pain/shock)
- Bah! I would have never done that any-ways!
- (Dismissive)
- Boo hoo! I broke my knee!
- (Sorrow/crying)
- Aww! Such a nice baby!
- (Adoring/Pity/Appreciation)
- Eek! A snake!
- (Shock)
- Cheers to our next match!
- (Joy/encouragement)
- Gosh! I didn't realize the consequences!
- (Confession/realization)
- Ha! Ha! That was a funny joke!
- (Joy/happiness)

- Hmm! Give me a moment!
- (Thinking/hesitation)
- Holy smoke! The whole vessel just went down!
- (Surprise/astonishment)
- Brr! It's freezing outside!
- (Chilling cold)
- Hello! Is anybody home?
- (Greeting)
- Eww! I don't like cockroaches!
- (Dislike/disgust)
- Fuff! What nonsense!
- (Disregard)
- Booh! Scared you!
- (Scaring someone)
- Yuck! It's smelling foul!
- (Disgust)
- Shoo! Go away!
- (To drive away animals)
- Uh oh! I think we are out of petrol.
- (Expressing concern)
- Hurray! We made it!
- (Joy of winning)
- Bravo! You did it son!
- (Encouragement/appreciation)
- Good grief! Why are you wearing this jacket in summer!
- (Disappointment with surprise sometimes used to express disapproval)
- Oh dear! You are all wet!
- (Pity/consideration/concern)
- Ouch! It hurts!
- (Pain)
- Oops! Did it hurt!
- (Acknowledgement)
- Nuh! I didn't do that!
- (Childish refusal)

▶ SECTION 3

13.4 DOS AND DON'TS

Definition, Meaning and Examples:

- To capture short bursts of emotion, you can use an interjection, which is a single word, phrase, or short clause that communicates the facial expression and body language that the sentence itself will sometimes neglect.
- Interjections are thus like emoticons. Interjections are common in

spoken English, so they are appropriate if you are capturing dialogue in your writing.

Read this example:

- My colleague in the physics lab shouted, “Hooray! They made the right decision!” when she learned that the International Astronomical Union (IAU) demoted Pluto to dwarf planet.
- Interjections are also appropriate in informal communication, like texts or emails to friends:
- Groovy! IAU demotes Pluto!!!
- But when you read, you’ll notice that writers seldom use interjections in professional publications like textbooks, newspapers, or magazines. Never, for example, would an important science journal include a sentence like this one:
- Oh, snap! The IAU has added gravitational dominance as a requirement for planet hood.
- Good writers know that careful word choice can capture the same emotion and body language that the interjection communicates. In the sentence below, we recognize the writer’s unhappiness even though we find no interjection:
- Worse than the refried beans was the disappointment that spread over my tongue as I bit into
the vegan burrito.
- Any word, phrase, or short clause that captures an emotional burst can function as an interjection.
- So if you write, Ela has switched her major to chemistry, you could use an adjective, for example, as an interjection:
- Sweet! Ela has switched her major to chemistry.

A noun or noun phrase would also work:

- Congratulations, Ela has switched her major to chemistry.
- Ela has switched her major to chemistry. Way to go!
- Holy macaroni! Ela has switched her major to chemistry.

Or you could use a short clause:

- Ela has switched her major to chemistry. She rocks!
- Notice that the sentence itself - Ela has switched her major to chemistry, doesn’t provide an emotional reaction to the information. The interjection does that job. And remember, not everyone might be congratulatory and happy:
- Ela has switched her major to chemistry. Oh, the horror!

Know how to punctuate interjections.

- Punctuation for an interjection will depend on the emotion and body language you hope to capture.
- Strong emotions, such as anger, excitement, or surprise, need an exclamation point [!] to communicate the intensity.
- Ugh! I cannot believe we are eating leftover vegan burritos for a third night.

Yowza! That's an astrophysicist dancing in the hallway!

- An interjection meant to illustrate confusion, uncertainty, or disbelief will require a question mark [?] to help capture the open mouth, shrug, blank look, or rolled eyes.
- Huh? You want me—the person with a D average—to help with your calculus homework?
- Oh, really? You killed a snake with a salad fork?
- A comma [,] or period [.] will indicate weaker emotions, like indifference, doubt, or disdain. These two marks of punctuation dial down the volume on the sentence.
- Meh, I don't really care that Pluto is no longer a planet.
- Pssst. Do you have the answer for number 7?
- Here comes Prof Sharma. Uh-oh, did he catch sight of your cheat sheet?
- It looks like Gagan is skipping class even though our group presentation is due today. Typi-cal.

Check your progress:

Exercise -1

Identify and underline the interjection in the following sentences:-

- Yuck! There's hair in my soup!
- Wow! This cake tastes amazing
- Um...well, I think we should paint the wall red instead of purple.
- Phew! We managed to get on the train just before it left. I'm glad we didn't miss it.
- Oops! I just spilled coffee on the floor.
- Ouch! I just closed the door on my finger.
- Huh? What did he say? I didn't understand anything he said.
- Geez! There's no need to get angry with me, I was only asking a question.
- Eek! There's a mouse in the kitchen!
- Brrr! It's freezing in here. Turn the air-conditioner off.
- Hurrah! We have won the match.

- Hello? Where are you going now?
- Oh! What a beautiful colour!
- Hush! I hear someone coming.
- Oh! What a wicked lie.
- Ah that feels good!
- Alas, he's dead now
- Oh dear! Does it hurt?
- What do you think of that, eh?
- Delhi is the capital of...er...India
- Hello Jay, How are you today?
- Hmm, I'm not so sure
- Oh, please say 'yes'!
- Well, what did he say?
- 85 divided by 5 is... um...17
- Shall we go? Uh-huh'
- Ouch! That hurts!
- Ah, what a delicious meal!
- Aha, now I see what you mean!
- I love football but, alas, I have no talent as a player.
- Eh? Say it again - I wasn't listening.
- "Is he handsome?" Er, well - he's got a nice friendly sort of face though he's not exactlyhandsome."
- Hello, Priya. I haven't seen you for ages.
- Hey! What are you doing with my car?
- Hi, there!
- "He says he's doing it for our benefit." "Hmm, I'm still not convinced."
- Is that for me? Oh, you're so kind!
- Well, what shall we do now?
- Hi, I'm glad that you could make it to my party.
- Wow! You look great tonight.
- That was the best performance that I have ever seen, bravo!
- I can't believe you broke my favorite toy, bah.
- Hmm, I wonder where I put my keys and wallet?
- Miners used to shout, eureka, when they struck gold.
- "Shoo!" shouted the woman when she saw the cat licking milk from her cereal bowl.
- I guess that's the end of the movie, darn.
- Stop! You should always wear a helmet when riding a bike.
- Yippee, I made this picture all by myself.
- Ahh, that feels wonderful.
- Alas! I'm lost in the wilderness.
- Bah! That was a total waste of time.
- Bless you, I couldn't have done it without you.
- It's time for me to go. Cheerio!
- Congrats! You finally got your Master's degree.
- Crikey! Do you ever think before you speak?
- Gesundheit! Are you starting to get a cold?

- Good grief! Why are you wearing shorts in the winter?
- Grrr! I'm going to get back at him for that.
- Humph, he probably cheated to make such good grades.
- Oh dear! I don't know what to do about this mess.
- Pip pip! Let's get moving.
- Shoot! I forgot my neighbor's wedding anniversary.
- Well, duh! That was a stupid thing to do!
- Yowza! That is a beautiful ball gown.

Exercise – 2

Choose the correct answer from the options given below each sentence:-

An interjection is a part-of-speech that directly expresses

- an opinion or idea
- a feeling or emotion

Most interjections are short words or short

- phrases
- statements

Which list contains one-word interjections?

- Hey! Oh! Mmm, Ouch!
- When? Now! Really? Sure

Which list contains two-word interjections?

- Stop it! Let's go! Come here!
- My God! On, no! Holy cow!

Interjections often stand alone. They are often

- part of a sentence
- not part of a sentence

Which interjection would you use if you felt a sudden pain?

- Ouch!
- Umm...

True or false? "Interjections are often used by novelists when writing spoken language."

- True
- False

Which interjections can mean the speaker is thinking of what to say next?

- Aha, O.K., Hey!
- Well, Umm, Er...

If someone shouts "Wow!", they're probably feeling

- shock or anger

- surprise or excitement

In written English, which is used more often after an interjection?

- an exclamation mark
- a question mark

If someone screams “Eek!” it means

- they are shocked
- they are disgusted

“Life rocks!” means

- Life is bad
- Life is great
- The interjection ‘Shoo’ is used
- To invite people
- To drive away animals

‘Hey Presto!’ is generally used

- To explain a concept of magic

ANSWER

- Yuck! There’s hair in my soup!
- Wow! This cake tastes amazing
- Um...well, I think we should paint the wall red instead of purple.
- Phew! We managed to get on the train just before it left. I’m glad we didn’t miss it.
- Oops! I just spilled coffee on the floor.
- Ouch! I just closed the door on my finger.
- Huh? What did he say? I didn’t understand anything he said.
- Geez! There’s no need to get angry with me, I was only asking a question.
- Eek! There’s a mouse in the kitchen!
- Brrr! It’s freezing in here. Please turn off the air-conditioner.
- Hurrah! We have won the match.
- Hello? Where are you going now?
- Oh! What a beautiful colour!
- Hush! I hear someone coming.
- Oh! What a wicked lie.
- Ah that feels good!
- Alas, he’s dead now
- Oh dear! Does it hurt?
- What do you think of that, eh?
- Delhi is the capital of...er...India
- Hello Jay, How are you today?
- Hmm, I’m not so sure
- Oh, please say ‘yes’!
- Well, what did he say?
- 85 divided by 5 is... um...17
- Shall we go? Uh-huh

- Ouch! That hurts!
- Ah, what a delicious meal!
- Aha, now I see what you mean!
- I love football but, alas, I have no talent as a player.
- Eh? Say it again - I wasn't listening.
- "Is he handsome?" Er, well - he's got a nice friendly sort of face though he's not exactly handsome."
- Hello, Priya. I haven't seen you for ages.
- Hey! What are you doing with my car?
- Hi, there!
- "He says he's doing it for our benefit." "Hmm, I'm still not convinced."
- Is that for me? Oh, you're so kind!
- Well, what shall we do now?
- Hi, I'm glad that you could make it to my party.
- Wow! You look great tonight.
- That was the best performance that I have ever seen, bravo!
- I can't believe you broke my favorite toy, bah.
- Hmm, I wonder where I put my keys and wallet?
- Miners used to shout, eureka, when they struck gold.
- "Shoo!" shouted the woman when she saw the cat licking milk from her cereal bowl.
- I guess that's the end of the movie, darn.
- Stop! You should always wear a helmet when riding a bike.
- Yippee, I made this picture all by myself.
- Ahh, that feels wonderful.
- Alas! I'm lost in the wilderness.
- Bah! That was a total waste of time.
- Bless you, I couldn't have done it without you.
- It's time for me to go. Cheerio!
- Congrats! You finally got your Master's degree.
- Crikey! Do you ever think before you speak?
- Gesundheit! Are you starting to get a cold?
- Good grief! Why are you wearing shorts in the winter?
- Grrr! I'm going to get back at him for that.
- Humph, he probably cheated to make such good grades.
- Oh dear! I don't know what to do about this mess.
- Pip pip! Let's get moving.
- Shoot! I forgot my neighbor's wedding anniversary.
- Well, duh! That was a stupid thing to do!
- Yowza! That is a beautiful ball gown.

Exercise – 2

- An interjection is a part-of-speech that directly expresses an opinion or idea
- Most interjections are short words or short phrases
- Which list contains one-word interjections? - Hey! Oh! Mmm, Ouch!
- Which list contains two-word interjections? - My God! On, no! Holy

cow!

- Interjections often stand alone. They are often not part of a sentence
- Which interjection would you use if you felt a sudden pain?- Ouch!
- True or False? “Interjections are often used by novelists when writing spoken language.” -
True
- Which interjections can mean the speaker is thinking of what to say next? - Well, Umm, Er...
- If someone shouts “Wow!”, they’re probably feeling surprise or excitement
- In written English, which is used more often after an interjection? -
An exclamation mark
- If someone screams “Eek!” it means they are disgusted
- “Life rocks!” means life is great
- The interjection ‘Shoo’ is used to drive away animals
- ‘Hey Presto!’ is generally used to explain a concept of magic

▶ SECTION 4

13.5 MEANING AND USAGE OF INTERJECTIONS

Definition, Meaning and Examples:

Now look at the table below which provides a list of interjections along with their different meanings and their usage to simplify matters

INTERJECTION	MEANING	USAGE/EXAMPLE
Ah	Expressing pleasure	Ah that feels good.
	Expressing realization	Ah now I understand.
	Expressing resignation	Ah well, it can't be helped.
	Expressing surprise	Ah, I've won
Alas	Expressing grief or pity	Alas, he is no more now.
Dear	Expressing pity	Oh dear! Does it hurt?
	Expressing surprise	Dear me! That's a surprise!
Eh	Asking for repetition	It's hot today. Eh? I said it's hot today
	Expressing enquiry	What do you think of that, eh?
	Expressing surprise	Eh! Really?
	Inviting agreement	Let's go, eh?
Er	Expressing hesitation	Lima is the capital of...er...Peru
Hello, Hullo	Expressing greeting	Hello Jay. How are you today?

	Expressing surprise	Hello! My car's gone!
Hey	Calling attention	Hey! Look at that!
	Expressing surprise, joy etc	Hey! What a good idea!
Hi	Expressing greeting	Hi! What's new?
Hmm	Expressing hesitation, doubt or disagreement	Hmmm. I'm not so sure if Radha will join us or not.
Oh, O	Expressing surprise	Oh! You're here!
	Expressing pain	Oh! I've got a terrible toothache
	Expressing pleading	Oh, please say yes!
Ouch	Expressing pain	Ouch! That hurts!
Uh	Expressing hesitation	Uh...I don't know the answer to that
Uh-huh	Expressing agreement	Shall we go? Uh-huh
Um, Umm	Expressing hesitation	49 divided by 7 is...um...7
Well	Expressing surprise	Well I never!
	Introducing a remark	Well, what did he say?

Four Main Roles of Interjections

Role 1:

Interjections express sudden mood, emotions, and feeling with emphasis. There are also many taboo words that are usually used in everyday conversation but not in formal aspects. These words fall into the category of interjections.

Example:

- Wow! That's an amazing scene.
- Aw, I did not want him to come.
- What? You never told me that!

Role 2:

Some interjections interrupt a conversation or a thought or hold someone's attention for a moment. These are just sounds, not words because these sounds do not make any sense.

Example:

- Your, um, shirt has a stain on the back.
- I want to, uh, ask you out on a date.

Role 3:

Some interjections express only yes or no.

Example:

- Yes! I will most definitely do it.
- Nah, we are not going.
-

Role 4:

Some interjections are used to get someone's attention.

Example:

- Yo, Alex! Get in the car!
- Hey! Will you give me that ball?
- Yoo-hoo! Is there anyone?

Origin of the word – Interjection

Early 15c., “an interjected or exclamatory word,” from Middle French interjection (Old French interjeccion, 13c.), from Latin interiectionem (nominative interiectio) “a throwing or placing between,” also in grammar and rhetoric, noun of action from past participle stem of intericere “to throw between, set between,” from inter “between” (see inter-) + -icere, combining form of iacere “to throw” (from PIE root *ye- “to throw, impel”)

Check your progress:

Exercise -

Fill in the blank or answer the question with the correct answer from the options given

below each sentence:-

An interjection is _____

- An exclamation which shows thoughts or feelings
- A meaningless string of sounds
- The same as an adjective

Which of the following interjections is NOT an expression of surprise or wonder?

- Gee!
- Gosh!
- Boo!

You are given to eat insects. How do you think you would react?

- Ugh!
- Hurrah!

- Yippee!

Somebody has just stepped on your toe. Which interjection would best fit the situation?

- Yoo-hoo!
- Ouch!
- Eh!

You are most likely to hear or use the interjection BOO _____

- At a theatrical performance
- While listening to a political speech
- On both of the above mentioned occasions

The children are making a lot of noise. What word would you use to silence them?

- Shh!
- Tut-tut
- Ow

_____! The cake is out of this world!

- Mmm
- Yuk
- Uh

I scored 80 out of 100 at the examination!

- That's amazing!
- Wow!
- Aha!
- Woe!

If you made a mistake, how would you react?

- Hey
- Yoo-hoo
- Oops

You have committed a grave mistake, how would you react?

- Alas!
- Bother!
- An interjection is an exclamation which shows thoughts or feelings
- Which of the following interjections is NOT an expression of surprise or wonder? - Boo!
- You are given to eat insects. How do you think you would react? - Ugh!
- Somebody has just stepped on your toe. Which interjection would best fit the situation?
-Ouch!
- You are most likely to hear or use the interjection BOO - on both of the above mentioned

occasions

- The children are making a lot of noise. What word would you use to silence them? - Shh!
- Mmm! The cake is out of this world!
- I scored 80 out of 100 at the examination! - Wow!
- If you made a mistake, how would you react? - Oops
- You have committed a grave mistake, how would you react? - Alas!

Some examples of interjections and their definitions:

- **Ahem** - The sound of someone clearing their throat and means “attention” or “listen”
- **Aah** - This is used as a call for help or when someone is scared
- **Boo** - Used to scare someone or to voice disapproval
- **Eh** - This is used when you didn’t hear or understand what someone said
- **Eww** - Shows dislike or disgust
- **Hmm** - This can mean you are thinking or hesitating
- **Jeez** - Could mean you can’t believe something, or you are exasperated
- **Ooh-la-la** - A slightly comical way to refer to something as fancy or special
- **Oops** - An exclamation people use when they accidentally do something
- **Phew** - This expresses relief or that you are glad something is over
- **Whoa** - This can show surprise or amazement
- **Yahoo** - Expresses joy or happiness
- **Yeah** - This shows a very strong affirmation or approval
- **Yoo-hoo** - This is used to get someone’s attention and is usually used by women
- **Zing** - This is similar to a rim shot used in comic acts and emphasizes a clever statement or comeback

In a nutshell –

- Interjections are generally placed at the start of the sentence. This is one of the most common ways to use them, as by putting them right at the start, you can add an emotional impact to your sentence very easily.
 - When the interjection is right at the start, you might also want to add an exclamation mark at the end of the sentence, to add extra emphasis, for example:
 - “Hurray – we’re finally here!”
- But interjections don’t always have to be at the start of the sentence. While they don’t have any grammatical influence, you can still use them in different parts of the sentence, to express different kinds of feelings and tones.
 - For example, using an interjection at the end of a sentence can turn it into a question, or a rhetorical question that emphasises different

kinds of feelings. Let's look at some examples!

- “This is a really interesting film, hmm?”
 - Putting the interjection at the end of the sentence makes it into a question, which might invite someone else to share their opinion with you, or ask them if they agree with you.
- “Hmm! This is a really interesting film!”
- Placing the interjection at the start instead makes it more of a statement, which is less likely to invite someone else to share their thoughts with you.
- You could also put an interjection in the middle of a sentence, for a different kind of expression of feeling. For example:
- “This is a really, hmm, interesting film.”
- In this sentence, putting the interjection in the middle helps to convey a feeling of uncertainty or doubt instead.

13.6 KEYWORDS

- Types of Interjections: here are literally hundreds, if not thousands, of interjections in the English language. Most are designed to express strong emotions, such as love, hate, surprise, happiness, anger, enthusiasm, disgust, boredom, confusion or unhappiness.
- Dos and Don'ts: To capture short bursts of emotion, you can use an interjection, which is a single word, phrase, or short clause that communicates the facial expression and body language that the sentence itself will sometimes neglect.

To Sum it Up

- This Unit introduces you to Interjections – understanding the concept, its importance and application in sentence formation.
- Introduction to some basic types of Interjections.
- How to use Interjections, either within a sentence, or a statement in itself.
- The Key Do's and Don'ts in the usage of Interjections.
- The Unit explains the different meanings and usages of Interjections. Same words used in different situations will mean differently.
- The Unit also effectively sums up the four main roles of Interjections.

13.7 REFERENCE

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Video Link

<https://www.youtube.com/watch?v=hDq-kugjd1U>

4:04 Minutes

What is Interjections - English Grammar Lesson Interjections in English

:: STRUCTURE::**14.0 Learning Objectives****14.1 Introduction****14.2 Section 1 : Determiners****14.3 Section 2 : Types of Determiners****14.4 Section 3 : Articles – Definite and Indefinite****14.5 Section 4: Common Mistakes to Avoid****14.6 Keywords****14.7 References**

14.0 LEARNING OBJECTIVES

- Before undertaking journalistic writing, one needs to understand, learn and master the correct usage of language.
- The first step towards that is learning the grammar.
- The building blocks of English grammar are known as parts of speech.

On completion of unit

- You should be able to identify the difference between articles and other parts of speech
- You should be able to use them appropriately your writing.

14.1 INTRODUCTION

- Communication is done best when it is specific. An Article is that part of sentence construction that helps us understand whether it is a specific noun that we are talking about or an unspecified one.
- An Article is also the most wrongly used part of the sentence,

especially for non-native users. This should be an important Unit to study for non-native users.

› SECTION 1

14.2 DETERMINERS

- In the English language we use determiners or words exactly before a noun in order to make clear what the noun refers to.
- There are different types of determiners. The type of determiner depends on the type of noun. Singular nouns always need a determiner. While in plural nouns the determiner is optional. Again in uncountable nouns the determiner is also optional.
- There are about 50 different determiners in the English language. We shall study them in detail in the next section.

Things to Remember – Articles

1. Use indefinite articles (a, an) when you introduce a person or thing for the first time.
2. Use indefinite articles when you don't expect the reader/listener to understand who or what you are talking about.
3. Use the definite article to refer to a person or thing that has already been mentioned.
4. Use the definite article to refer to a person or thing known to both the writer and the reader.
5. Do not use any articles when you are speaking in general.
6. A singular countable noun must have an article or another determiner with it. A determiner can be a possessive (my, his), a demonstrative (this, that) or a quantifier (some, any, few etc).
7. A plural noun can be used with or without an article. Note that no article is used when we are speaking in general.

Origin of the word 'Article'

c. 1200, "separate parts of anything written" (such as the statements in the Apostles' Creed, the clauses of a statute or contract), from Old French article (13c.), from Latin articulus "a part, a member," also "a knuckle; the article in grammar," diminutive of artus "a joint," from PIE *ar(ə)-tu-, suffixed form of root *ar- "to fit together."

Examples:

Look at the sentences below where the determiners have been highlighted in bold font –

- Could you bring me **those** books I left in the garden?
- **The** sun rises from the east.
- The doctor advised me to eat **an** apple every morning.
- There aren't **many** students in the library.
- I haven't got **any** pictures in my bedroom.
- She gave **an** apple to **each** child.
- I've got to solve **some** math problems before I go to sleep.
- **These** cherries are delicious!
- My mother doesn't drink **much** coffee.
- I always keep **some** money in my wallet for emergencies.

List of Some Determiners:

A	An	The	Those
This	That	These	My
Which	Your	Our	Their
His	Hers	Whose	My friend's
Our Friend's	One	Two	Three
Twenty	Forty	First	Second
1st	5th	Last	Next
All	Both	Half	Either
Neither	Each	Every	Other
Another	Which	What	Whose

Check your progress:

Exercise

Fill in the blanks with the most appropriate determiner from those given in the bracket:-

- I don't like _____ of my mathematics teachers. (either/neither/both)
- _____ people don't trust politicians. (Most/Most of)
- Neither _____ the door. (keys open/key opens/key open/keys opens)
- Neither of _____ valid. (this argument is/these arguments are/these arguments is)
- _____ the shops are closed on Sundays. (Most of/Minimum)
- They spend _____ their income on movies. (half of/most)
- _____ my friends wished me on my birthday. (No one of/None of /None)
- _____ child was given a present. (Each/Each of/All)
- _____ his ideas are quite interesting. (All of/None/Most)

- _the children are engineers. (Both/None/Most)
- His ideas are _____different from those of his parents.(little/less/least)
- The new job isn't _____different from the old one. (many/much/most)

Answers

- I don't like **either of** my mathematics teachers.
- **Most** people don't trust politicians.
- Neither **key opens** the door.
- Neither of **these arguments is** valid.
- **Most of the shops** are closed on Sundays.
- They spend **half of** their income on movies.
- **None of** my friends wished me on my birthday.
- **Each child** was given a present.
- **All of** his ideas are quite interesting.
- **Both** the children are engineers.
- His ideas are **little** different from those of his parents.
- The new job isn't **much** different from the old one.

Rules to Remember While Using Determiners

1. Determiners always come first in the noun phrase.
2. Determiners are required with singular nouns.
3. To speak about a singular noun generally, use an indefinite article (a or an).
4. To speak about a plural noun generally, do not use a determiner.
5. To speak about a singular noun specifically, use a definite article, demonstrative pronoun, possessive pronoun or quantifier.
6. To speak about a plural noun specifically, use a definite article, demonstrative pronoun, possessive pronoun or quantifier.

Types of Determiners

Definition, Meaning and Examples:

As mentioned in the earlier section there are about 50 determiners in the English Language. They fall under 9 heads namely-



Let us now take a detailed look at each of the above determiners. Articles

Articles are among the most common of the determiners. There are three singular articles: a, an, and the. Articles specify (or determine) which noun the speaker is referring to. A and an are indefinite articles and are used when you are talking about a general version of the noun.

For example:

- A dog is a good pet.
- An ostrich would beat a chicken in a race.

In these examples, the sentence is talking about dogs or ostriches in general, meaning any dog. When your meaning is general, use an indefinite article. Note that a is used before words that begin with consonants while an is used before words beginning with vowels.

On the other hand, the is a definite article, meaning the speaker is referring to a specific noun.

For example:

- We went to the best restaurant in town.
- The dog is barking too loudly.

Here the speaker is referring to a particular dog and a particular restaurant. It's not a general category, but only one animal or place that's important. When your meaning is specific, use a definite article.

Demonstratives

Demonstrative pronouns are also used as determiners in English. There are four of them: this, that, these and those. Demonstratives are used in a situation in which the speaker can point to the item they mean, making them even more specific than a definite article.

For example:

- Do you want this brand of milk?
- I don't want to go to that movie.
- These black raspberries are sour.
- He wanted those boys to go away.

This and these refer to items nearby; that and those refer to items far away. Note also that this and that are singular while these and those are plural.

Possessives

When referring to a noun that belongs to someone or something, you can use possessive pro-nouns to show ownership. Possessive pronouns include my, your, his, her, its, our, and their.

For example:

- Where is your car?
- The dog growled and showed its teeth.
- My best friend is a cat.
- Which one is his house?
- Honesty is her best quality.
- The tree shed its leaves.
- It's our secret recipe.

As always, the determiner comes before the noun and any modifying adjectives. In English, you can use the same possessive whether the noun it references is singular or plural.

Quantifiers

Quantifiers are determiners that indicate how much or how little of the noun is being discussed.

They include words such as all, few and many.

For example:

- He took all the books.
- She liked all chocolates equally.
- Few children like lima beans, so the cafeteria stopped serving them.
- Many kittens are taught to hunt by their mothers.

Note that all can be used with other determiners to specify which particular items are meant (i.e. all the books in this pile).

In this case, the quantifier always comes before the article or demonstrative.

It's also possible to use all alone to refer to items generally, as in the second example.

Numbers and Ordinals

The cardinal numbers (one, two, three, etc.) are adjectives referring to quantity, and the ordinal numbers (first, second, third, etc.) refer to distribution.

For example –

- There are **twenty-five** people in the room.
- He was the **fourteenth** person to win the award.
- **Six hundred thousand** people were left homeless after the earthquake.
- I must have asked you **twenty** times to be quiet.
- He went to Italy for the **third** time this year.

Distributives

Distributive determiners refer to a group of people or things, and to individual members of the group. They show different ways of looking at the individuals within a group, and they express how something is distributed, shared, or divided.

Here's a quick look at things to keep in mind while using distributives -

- Using “each” and “every” to talk about the members of a group as individuals
- Each is a way of seeing the members of a group as individuals, while every is a way of seeing a group as a series of members.
- These distributives can only be used with countable nouns.
- They are normally used with singular nouns, and are placed before the noun.
- In many cases, they are interchangeable.

For example -

- Each child received a present.
- Every child received a present.
- I gave each plant some water.
- I gave every plant some water.
-

Each can also be used with plural nouns and pronouns but must be followed by 'of'. Every cannot be used with plural nouns

For example –

- Each of the children received a present.
- I gave each of the plants some water.
- He told each of us our jobs.
- I gave each of them a hug.

Every can express different points in a series, especially with time expressions.

Each works in the same way, but is less common.

For example -

- Every morning Jay goes jogging.
- This magazine is published every week.
- I have my coffee here every day.
- I go visit my friend each week.
- Each Monday, he buys a kilo of apples.

Using “all” to talk about the whole group

The distributive determiner all is used to talk about a whole group, with a special emphasis on the fact that nothing has been left out.

All can be used as a distributive in several different patterns.

All can be used with uncountable nouns and plural countable nouns by itself. In this usage, it refers to the group as a concept rather than as individuals.

For example-

- All cheese contains protein.
- I like all dogs.
- All children need affection.
- This soap is for all purposes.

All can be used with uncountable nouns and plural countable nouns preceded by the or a pos-sessive adjective

In this case, the meaning is shifted towards referring to a concrete, physical group rather than the group as a concept.

In these uses, the word of can be added just after all with no change in meaning.

For example -

- All the people in the room were silent.
- All of the birds flew away.
- Have you eaten all the bread?
- I will need all of the sugar.
- I've invited all my friends to the party.
- I've used up all of our tomatoes.
- You wasted all your time.

All can be used with plural pronouns preceded by of.

For example -

- All of us are going.
- He scolded all of you.
- Did you find all of them?

All can be used in questions and exclamations with uncountable nouns preceded by this or that.

In these uses, the word of can be added just after all with no change in meaning.

For example -

- Who has left all this paper on my desk?
- Look at all this snow!
- Why is all of that sugar on the floor?
- Where did all of this confetti come from?

All can be used in questions and exclamations with countable nouns preceded by these or those.

In these uses, the word of can be added just after all with no change in meaning.

For example –

- Look at all those balloons!
- Where did all of those books come from?
- Why are all these children crying?

Using “half” to talk about a divided group

- The distributive determiner half is used to talk about a whole group divided in two.
- Half can be used as a distributive in several different patterns.
- Other fractions can be used in the same patterns, although they are less frequent.
- Half can be used with measurements preceded by an indefinite article (a or an).
- In this usage, it refers to a measurement.

For example -

- I had half a cup of milk left.
- I bought half a kilo of flour.
- He ran half a mile this morning.
- I will be back in half a minute.

Half can be used with nouns preceded by the, a, a demonstrative, or a possessive adjective. In this case, the meaning refers to a concrete, physical division.

The word of can be added just after half with no change in meaning.

For example -

- Half the people have already left.
- Half of an apple isn't very much lunch.
- Did you use half my sugar?
- I will need half of the flour for my cake.
- I earned half of that money last summer.
- She found half these frogs in the river.
- I spent half that time on my project.
- You can take half of those books back.
- I've invited half my friends to the party.
- I've used up half of our spinach.
- You wasted half your money on that!

Half can be used with plural pronouns preceded by of.**For example -**

- Half of us are going.
- He scolded half of you but he let the rest off.
- You couldn't find half of them?

Using “both”, “either”, and “neither” to talk about pairs of people or things

- The distributive determiners both, either and neither are concerned with distribution between a pair of objects.
- Normally, these words cannot be used to refer to a group of three or more individuals.
- They also cannot be used to refer to a group of indefinite size.
- These distributives can only refer to countable nouns.

USING “BOTH”

Both refers to the whole pair and is equivalent to “one and the other”. Both can be used with plural nouns on its own, or it can be followed by “of”, with or without an article. When followed by a plural pronoun, both must be separated from the pronoun by “of”. Both cannot be used with singular nouns, because it refers to two things.

For example -

- Both children were born in Delhi.
- Both the children were born in Delhi.
- Both of the children were born in Delhi.
- Both my parents have fair hair.
- Both of my parents have fair hair.
- Both of us like skiing.
- I told both of them to calm down.

USING “EITHER”

Either is positive and when used alone, refers to one of the two members of the pair. It is equivalent to “one or the other”. Because it refers to just one member of a pair, either must be used before a singular noun. It can also be used with a plural noun or pronoun if followed by “of”.

For example -

- I can stay at either hotel.
- Either day is fine for me.
- There are two chairs here. You can take either of them.
- Either of you can come.
- Either of the hotels will be fine.
- I can eat either of the salads.
- Either can also be used with or in a construction that talks about each member of the pair in turn. The meaning remains the same, but in this case either is not functioning as a distributive. It is functioning as a conjunction.

For example -

- You can have either ice cream or chocolate cake.
- I will come on either Thursday or Friday.
- You can either come inside or put on your raincoat.

USING “NEITHER”

Neither is negative and when used alone, refers to the whole pair. It is equivalent to “not one or the other”. Because it refers to just one member of a pair, neither must be used before a singular noun. It can also be used with a plural noun or pronoun if followed by “of”.

For example -

- Neither chair is any good.
- Neither brother came.
- Which bag do you want? Neither of them.
- Neither of us were on time.
- I think neither of these dresses fits me.
- Neither of the children wanted to go.

Neither can also be used with nor in a construction that talks about each member of the pair in turn. The meaning remains the same - but in this case neither is not functioning as a distributive; it is functioning as a conjunction.

For example -

- You can have neither biscuits nor chocolates.
- It is neither raining nor snowing.
- She is neither tall nor short.

Difference Words

The determiners other and another refer to something different, remaining, or additional. They are placed before a noun. The other is treated separately because its usage is slightly different.

- **Other** - Plural countable nouns and all uncountable nouns
- **Another** - Singular countable nouns
- **The other** - Any noun that can take the definite article “the”

USING “OTHER”

Other can be used alone or after the determiners some, any, and no.

For example -

- Do you have other shoes?
- There are other jobs you could try.
- Is there any other bread?
- I have some other sugar we could use.
- We have no other ideas.

If used with a plural countable noun and one of these determiners, the noun may be omitted when it is understood from the context. In that case, other becomes plural. This can also happen with other used by itself, but it is less common.

For example -

- Do you have any others?
- I know some others who might like to come.
- There are no others in this box.
- I know others like vanilla, but I prefer chocolate.
- She doesn't have to wear that dress. She has others.

USING “ANOTHER”

Another is used with singular countable nouns. For uncountable nouns, another is often used with measure words that are singular.

For example -

- Have another biscuit.
- Would you like another cup of tea?
- He has another brother.
- I don't have another car.
- I'll come by another time.

USING “THE OTHER”

If the other is modifying a plural countable noun, the noun may be omitted when it is understood from the context. In that case, other will become plural.

For example -

- Where is the other box of cereal?
- I work on the weekend and go to school on the other days of the week.
- May I use the other honey for my recipe?
- I enjoyed the first book but I didn't read the other books in the series.
- Have you seen the others?
- Jaimin ate two cookies. I ate the others.

Question Words

Words like – which, what, whose

Functions of Determiners

- The determiners are used in every case to clarify the noun.
- Determiners may be used to demonstrate or define something or someone.
- Determiners may state the differences between nouns.
- The function of a determiner is to express proximity, relationship, quantity, and definiteness.

Check your progress:

Exercise - 1

In the sentences given below please fill in the blanks with the appropriate determiner from ALL, EACH, EVERY, MOST, MANY, AN, FEW, A, THE, ANY, LITTLE:-

- They were bored because there was _____ to do.
- We invited _____ friends over to our house for a party.
- _____ of the cakes had been baked the day before.
- Sheela didn't take _____ photos when she went on holiday.
- The teacher gave _____ of the students a piece of paper.
- _____ one of my friends sent me a birthday card, but none of them bought me a present.
- Haresh had _____ idea what the answer to the question was.
- I like many of her songs, but not _____ of them are good.
- There are _____ books in the library.
- Have you ever had _____ high fever?
- _____ National Health Service was set up in Britain in 1946.
- In _____ countries you have to pay for the medical treatment.
- The patient takes _____ prescription to the chemist's.

- o My brother is _____ dentist.
- o _____ people think that development is modernization.
- o Only _____ few houses were spared by earthquake.
- o You must learn _____ little English every day to improve your language
- o I drink _____ glass of milk daily.
- o Sometimes, _____ little patience and advice can help more than medicine.
- o My father has just bought _____ new car.
- o Can I have _____ bar of chocolate?
- o There isn't _____ bread in that tin.
- o Is there _____ ink in the bottle?
- o Are there _____ apples in the basket?

Answers

- o They were bored because there was LITTLE to do.
- o We invited FEW friends over to our house for a party.
- o MOST of the cakes had been baked the day before.
- o Sheela didn't take MANY photos when she went on holiday.
- o The teacher gave EACH of the students a piece of paper.
- o EVERY one of my friends sent me a birthday card, but none of them bought me a present.
- o Haresh had AN idea what the answer to the question was.
- o I like many of her songs, but not ALL of them are good.
- o There are MANY books in the library.
- o Have you ever had A high fever?
- o THE National Health Service was set up in Britain in 1946.
- o In MANY countries you have to pay for the medical treatment.
- o The patient takes THE prescription to the chemist's.
- o My brother is A dentist.
- o MANY people think that development is modernization.
- o Only A few houses were spared by earthquake.
- o You must learn A little English every day to improve your language
- o I drink A glass of milk daily.
- o Sometimes, A little patience and advice can help more than medicine.
- o My father has just bought A new car.
- o Can I have A bar of chocolate?
- o There isn't ANY bread in that tin.
- o Is there ANY ink in the bottle?
- o Are there ANY apples in the basket?

ARTICLES – DEFINITE AND INDEFINITE

Definition and Meaning:

- An article is a word that combines with a noun to indicate the type of reference being made by the noun.
- The three main articles are – a, an, the.
- Basically articles are of two kinds –

Definite Article

- Definite article THE is used to refer to a specific instance of the noun, often already mentioned in the context or easy to identify. Definite articles are slightly different from demonstratives, which often indicate the location of nouns with respect to the speaker and the audience.
- Let us look for a good restaurant. What about THE restaurant we ate at last week? That restaurant was terrible. What about this one on THE corner here?

Indefinite Article

Indefinite article A or AN is used to refer to generic or non-specific nouns – an apple in the basket, a book on the table, a car on the road etc.

- You must take A bus
- I always eat AN apple

However A and AN can function as definite articles as well; in cases where they are used to emphasize the singularity of the subject -

- A single teardrop fell from her eye.
- An elephant just crossed the road.

Basically A and AN are used to refer to a noun that is not something or someone specific; it is unknown as to which noun is being referred to.

For example – a teacher in the hall; a letter in the mail box; a bike in the street etc

The choice between A and AN is determined by the sound.

While A is used before a word beginning with a consonant sound (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y and z)

AN is used before a word beginning with a vowel sound (a, e, i, o and u)

- A girl
- A student
- A foot
- A hole
- A horse
- A university
- A union
- A European
- A ewe
- A unicorn
- A useful ally

**(Because these words – unicorn, university, union, European etc-
begin with a consonant
sound YU)**

- An animal
- An ink pad
- An enemy
- An umbrella
- An heir
- An hour
- An honest trader

(Words like – hour, heir, honest etc –begin with a vowel sound as the
consonant H is not pro-nounced therefore they take AN)

Rules regarding the use of A, AN or THE

Example

- She has a dog.
- I work in a NGO.

Example

- Can I have an orange?
- He is an English doctor.

THE

Definite article

A specific object that both the person speaking and the listener know

Example-

- The man on the platform is my father.
- The lady in the blue sari is my college professor.

**The first time you speak of something use A or AN. The next time
you repeat that object use THE -**

- I live in a house. The house is haunted.

We do not use an article with countries, states, counties or provinces,
lakes and mountains ex-cept when the country is a collection of states
such as The United Kingdom.

- He lives in a village near Mount Kailash.
- They live in Hyderabad.

We use an article with bodies of water, the rivers, oceans and seas.

- My country borders on the Pacific Ocean.

We do not use an article when we are speaking about things in general.

- I like South Indian coffee.
- She likes watching movies.

We do not use an article when we are speaking about meals, places and

transport.

- He takes breakfast at home.
- I go to office everyday
- He comes to work by his own car.

Examples:

Look at the sentences below where the articles have been underlined–

- I see a kite in the sky.
- They caught a tiger on the other side of the river.
- Give me a glass of water.
- Please give me the pen kept in the drawer
- He is a hockey player.
- He is the footballer who scored the winning goal.
- An apple a day keeps the doctor away.
- No one can beat an honest heart.

Check your progress:

Exercise-1

Rewrite each of the following sentences, changing the subject of the verb to the singular, inserting A or AN before the subject, as appropriate, and changing the verb to agree with the subject:-

For example-

Violins are difficult to play. A violin is difficult to play.

- Unions have been formed.
- Answers are always provided.
- Mangoes are expensive.
- Windows are an important feature of any house.
- Umbrellas should be used during rainy season.
- Horses can be useful in the mountains.
- Onions can be used for cooking Punjabi dishes.
- Trucks have many uses.
- Hours passed.
- Escalators are useful.
- Uniforms must be worn.
- Ideas are always welcome.

Exercise-2

Fill in the blanks with A, AN or THE:-

- _____ moon is full tonight.
- She is _____
- Please sit centre of the boat in _____

- His aunt is _____ teacher.
- _____ architect is required to build the house.
- _____ ostrich was spotted in the sanctuary.
- Plants gain energy from the light of _____ sun.
- I woke up in _____ middle of the night.
- She is _____ nurse.
- _____ dolphin is an excellent swimmer.
- Our eyes usually blink several times _____ minute.
- At _____ equator, sunrise occurs at _____ same time each day.
- He is _____ author.
- I like _____ blue T-shirt over there better than _____ red one.
- Their car does 150 miles _____ hour.
- Where's _____ USB drive I lent you last week?
- Is your mother working in _____ old office building?
- Kamla's father works as _____ electrician.
- The tomatoes are hundred rupees _____ kilo.
- Do you usually have _____ apple for breakfast?
- Biren has _____ terrible headache.
- After this tour you have _____ whole afternoon free to explore the city.
- Are you coming to _____ party next Saturday?
- I bought _____ new television set yesterday.
- I think _____ man over there is very ill. He can't stand on his feet.
- I watched _____ video you had sent me.
- She was wearing _____ ugly dress when she met him.
- I am crazy about reading _____ history of India.
- She is _____ nice girl.
- Do you want to go to _____ restaurant where we first met?
- He is _____ engineer.
- He thinks that it is love for _____ country which will save us all.
- _____ Danube is Austria's longest river.
- Our uncle lives in _____ Philippines.
- Jamaica belongs to _____ Carribean islands.
- _____ Statue of Liberty was dedicated in 1886.
- _____ Taj Mahal is one of India's most popular attractions.
- _____ Dead Sea lies below sea level.
- Aconcagua is _____ highest mountain outside Asia.
- Lake Superior is _____ largest of _____ Great Lakes.
- There is _____ green English book on _____ desk.
- She's reading _____ old comic.
- They've got _____ idea.
- He is drinking _____ cup of coffee.
- The girl is _____ pilot.
- Leipzig has _____ airport.
- This is _____ expensive bike.
- Look! There's _____ bird flying in _____ sky.
- My father is _____ honest person.
- My friend wishes to be _____ astronaut.

Exercise – 3

Fill in the blanks of the following phrases with an indefinite article

(A or AN):-

- _ eye for ___ eye
- _ cup of coffee
- _ eagle
- _ astronaut
- _ English book
- _ dog
- _ American band
- _ European school
- _ actor
- _ thousand times
- _ answer
- _ umbrella
- _ English book
- _ English CD
- _ cat
- _ book
- _ wild animal
- _ honest man
- _ red apple
- _ MP
- _ airport
- _ old car
- _ elephant
- _ comic
- _ university is temple of learning
- _ orange coloured dress
- _ challenging moment
- _ earth shattering news
- _ vase of roses

Answers –

Exercise- 1

- A union has been formed.
- An answer is always provided.
- A mango is expensive.
- The window is an important feature of any house.
- An umbrella should be used during the rainy season.
- A horse can be useful in the mountain.
- An onion can be used for cooking a Punjabi dish.
- The truck has many uses.
- An hour has passed.
- An escalator is useful.
- A uniform must be worn.
- An idea is always welcome.

Exercise-2

- The moon is full tonight.
- She is a singer.
- Please sit in the centre of the boat.
- His aunt is a teacher.
- An architect is required to build the house.
- An ostrich was spotted in the sanctuary.
- Plants gain energy from the light of the sun.
- I woke up in the middle of the night.
- She is a nurse.
- The dolphin is an excellent swimmer.
- Our eyes usually blink several times a minute.

- At the equator, sunrise occurs at the same time each day.
- He is an author.
- I like the blue T-shirt over there better than the red one.
- Their car does 150 miles an hour.
- Where's the USB drive I lent you last week?
- Is your mother working in an old office building?
- Kamla's father works as an electrician.
- The tomatoes are hundred rupees a kilo.
- Do you usually have an apple for breakfast?
- Biren has a terrible headache.
- After this tour you have the whole afternoon free to explore the city.
- Are you coming to the party next Saturday?
- I bought a new television set yesterday.
- I think the man over there is very ill. He can't stand on his feet.
- I watched the video you had sent me.
- She was wearing an ugly dress when she met him.
- I am crazy about reading the history of India.
- She is a nice girl.
- Do you want to go to the restaurant where we first met?
- He is an engineer.
- He thinks that it is love for the country which will save us all.
- The Danube is Austria's longest river.
- Our uncle lives in the Philippines.
- Jamaica belongs to the Caribbean islands.
- The Statue of Liberty was dedicated in 1886.
- The Taj Mahal is one of India's most popular attractions.
- The Dead Sea lies below sea level.
- Aconcagua is the highest mountain outside Asia.
- Lake Superior is the largest of the Great Lakes.
- There is a green English book on the desk.
- She's reading an old comic.
- They've got an idea.
- He is drinking a cup of coffee.
- The girl is a pilot.
- Leipzig has an airport.
- This is an expensive bike.
- Look! There's a bird flying in the sky.
- My father is an honest person.
- My friend wishes to be an astronaut.

Exercise – 3

<ul style="list-style-type: none"> • an eye for an eye • a cup of coffee • an eagle • an astronaut • an English book • a dog • an American band • a European school • an actor • a thousand times 	<ul style="list-style-type: none"> • an answer • an umbrella • an English book • an English CD • a cat • a book • a wild animal • an honest man • a red apple • an MP 	<ul style="list-style-type: none"> • an airport • an old car • an elephant • a comic • a university is a temple of learning • an orange coloured dress • a challenging moment • an earth shattering news • a vase of roses
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SECTION 4

14.5 COMMON MISTAKES TO AVOID

In this section we'll have a look at the errors made by non-native speakers of English–

NO	INCORRECT USAGE	CORRECT USAGE	EXPLANATION
1.	We shall see him afterthe dinner.	We shall see him after dinner.	There is often a tenden- cy to use the definite ar- ticle THE where it is not required. Remember that the definite article is not used before the names of the meals – supper, dinner, lunch, breakfast.
2.	Does your sister go to the school?	Does your sister go to school?	'Goes to the school' means to visit a partic- ular school.

			Whereas to ‘go to school’ means to go to school customarily as a teacher or a student. Similarly it would be wrong to say – I go to the mosque every Friday. As the correct expression is – I go to mosque every Friday. The latter sentence means to go and pray; while the former sentence means to go and visit the mosque.
3.	What kind of a friend are you?	What kind of friend are you?	Don’t use A or AN after the phrase ‘sort of’ or ‘kind of’.
4.	Cholera has broken out in the whole Nagpur.	Cholera has broken out in the whole of Nagpur.	Don’t use ‘the whole’ with proper nouns. Say ‘the whole of India’ not ‘the whole India’.
5.	I have headache.	I have a headache.	Note the following phrases which involve the use of the indefinite article – a sore throat; a bad cold; a severe pain; on a large scale; on an

			average; at a loss; as a rule.
6.	There are many a books you can choose from.	There is many a book you can choose from.	‘Many a book’ takes a singular verb, although it is equivalent in sense to ‘many books’. This phrase is now rather old fashioned.
7.	Every Sunday evening we go to theatre.	Every Sunday evening we go to the theatre.	One must use the definite article before – concert, cinema, circus, show etc.
8.	Aeroplane has conquered time and space.	The aeroplane has con- quered time and space.	Here ‘the aeroplane’ stands for the aeroplane as a category; it is a ge- neric use. Similarly – the owl, the dog, the radio, the tape recorder etc stand for different groups of entities.
9.	One must learn to distin- guish good from bad.	One must learn to distin- guish the good from the bad.	When adjectives are used as nouns to mean a whole class of things or persons we must use the definite article.
10.	Don’t make noise.	Don’t make a noise.	Similarly say - make an effort, make a mistake etc.

11.	I am certain that he is inright.	I am certain that he is inthe right.	The correct phrases are –in the wrong, in the right,in the negative, in the positive etc.
12.	Is this an Oxford or Cam-bridge publication?	Is this an Oxford or a Cambridge publication?	This refers to two entitiesone of them (Oxford) begins with a vowel and the other (Cambridge) a consonant sound – so indefinite articles have to be used appropriately.
13.	MSU is an university.	MSU is a university.	As you pronounce uni-versity with a ‘y’(conso-nant).
14.	The Self Employed Women’s Association isa NGO.	The Self Employed Women’s Association is an NGO.	As you pronounce NGOwith a ‘en’(vowel).
15.	These days the Centre isvery strict with regards to funds being provided to an Non Government Organization	These days the Centre is very strict with regards to funds being provided to aNon Government Organi-zation	As the letter of the firstword is ‘n’ (consonant).
16.	I shall meet Kabir at the Coffee Shop after a hour.	I shall meet Kabir at the Coffee Shop after an hour.	As the ‘h’ (consonant) of HOUR is silent; andwe pronounce the wordas ‘our’ (starting with avowel).

Articles are used to help us separate (or understand) new versus old information. They help us understand specific versus general information. And they help us understand if you are talking about many versus all versus one.

Zero Article

When to use Zero Article (no article) -

Talk about things in general (all things everywhere)

I love watching whales! (All whales everywhere, not just one specific whale)

I love Italy.

Countries

He's from Germany.

Have you visited Nepal?

Languages

French

Japanese

Meals

Breakfast

Lunch

People's names and titles **With possessives**

My coffee ...

Her dog ...

Uncountable nouns (unless referring to a specific example)

I love adding milk (uncountable) to my coffee (uncountable + possessive).

Specific mountains, lakes, and islands

Mt. Fuji

Most cities, towns, streets, and airports

Kashi

Kolkata

Dalal Street

14.6 KEYWORDS

- **Determiners:** We use determiners or words exactly before a noun in order to make clear what the noun refers to.
- There are different types of determiners. The type of determiner depends on the type of noun. Singular nouns always need a determiner. While in plural nouns the determiner is optional. Again in uncountable nouns the determiner is also optional.
- **Articles:** An article is a word that combines with a noun to indicate the type of reference being made by the noun.

To Sum it Up

- This Unit introduces you to Determiners, the rules of using determiners and their significance for the usage of Nouns in sentence formation.
- Introduction to the 50 different types of Determiners.
- Introduction and explanation of the nine heads under which these 50 Determiners are classified.
- The Unit explains with examples and practice assignments how to use them in sentence formation.
- The Unit introduces you to one of the key Determiners – the Article. It also talks about the two kinds of Articles – Definite and Indefinite Articles.
- The Unit concludes with the common mistakes to avoid for non-native English users.

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Video Link

<https://www.youtube.com/watch?v=2gTah9w3sFg>

4:53 Minutes

What are Articles - English Grammar Lesson Articles in English

યુનિવર્સિટી ગીત

સ્વાધ્યાય: પરમં તપ:

સ્વાધ્યાય: પરમં તપ:

સ્વાધ્યાય: પરમં તપ:

શિક્ષણ, સંસ્કૃતિ, સદ્ભાવ, દિવ્યબોધનું ધામ,
ડૉ. બાબાસાહેબ આંબેડકર ઓપન યુનિવર્સિટી નામ;
સૌને સૌની પાંખ મળે ને સૌને સૌનું આભ,
દશે દિશામાં સ્મિત વહે, હો દશે દિશે શુભ-લાભ.

અભણ રહી અજ્ઞાનના શાને, અંધકારને પીવો ?
કહે બુદ્ધ આંબેડકર કહે, તું થા તારો દીવો;
શારદીય અજવાળાં પહોંચ્યાં ગુર્જર ગામે ગામ
ધ્રુવતારકની જેમ ઝળહળે એકલવ્યની શાન.

સરસ્વતીના મયૂર તમારે ફળિયે આવી ગહેકે
અંધકારને હડસેલીને ઉજાસનાં ફૂલ મહેંકે;
બંધન નહીં કો' સ્થાન સમયનાં જવું ન ઘરથી દૂર,
ઘર આવી મા હરે શારદા દૈન્યતિમિરનાં પૂર.

સંસ્કારોની સુગંધ મહેંકે, મન મંદિરને ધામે
સુખની ટપાલ પહોંચે સૌને પોતાને સરનામે;
સમાજ કેરે દરિયે હાંકી શિક્ષણ કેરું વહાણ,
આવો કરીએ આપણ સૌ
ભવ્ય રાષ્ટ્રનિર્માણ...
દિવ્ય રાષ્ટ્રનિર્માણ...
ભવ્ય રાષ્ટ્રનિર્માણ

○