

Parts of Speech (Part-I)

INTRODUCTION TO PARTS OF SPEECH

Every language has thousands of words. However not all words have the same job. For example, some words express ‘actions’, while some others express ‘things’. Yet another set of words ‘joins’ one word to another word. These are all ‘building blocks’ of a language. Think of them like the parts of a house. When you want to build a house, you use concrete to set up its foundation or base. You use bricks for the walls, window frames for windows, and door frames for doorways. And, you use cement to join them all together. Each part of the house has its own job. Similarly, when you want to build a sentence, you use the different types of words, each type with its own job.

English words (according to their functions in a sentence) can be classified as the following **EIGHT** Parts of Speech.

1. Noun
2. Pronoun
3. Adjective
4. Verb
5. Adverb
6. Preposition
7. Conjunction
8. Interjection

We’ll discuss the first four Parts of Speech — Noun, Pronoun, Adjective and Verb — in this chapter; and the remaining four — Adverb, Preposition, Conjunction, and Interjection — in the next.

It’s quite important to recognize parts of speech. This helps you analyze sentences and understand them. It also helps you construct good sentences.

PART OF SPEECH	FUNCTION OF THE WORD	EXAMPLE WORDS	EXAMPLE SENTENCES
Noun	names of persons, places, animals, or things	pen, dog, work, music, town, London, teacher, John	<ul style="list-style-type: none"> • This is my cow. • He studies in my college. • We live in Raipur.
Pronoun	replaces a noun	I, you, he, she, some	<ul style="list-style-type: none"> • Lakshita is an Indian. She is beautiful. • Call them immediately. • You work hard.
Adjective	describes a noun or pronoun	a/an, the, some, good, big, red, well, interesting	<ul style="list-style-type: none"> • I have two siblings. • My siblings are kind and caring.
Verb	shows action or state	(to) be, have, do, like, work, sing, can, must	<ul style="list-style-type: none"> • Saina Nehwal is a badminton player. • She likes travelling. • They are our neighbours. • I have a bicycle.
Adverb	describes a verb, an adjective or an adverb	quickly, silently, well, badly, very, really, soon, later, fast, early	<ul style="list-style-type: none"> • My dog barks loudly. • When he is very hungry, he eats really quickly.
Preposition	links a noun to other words in a phrase/clause /sentence	to, at, after, on, but, although, still, yet	<ul style="list-style-type: none"> • He went to Dubai on Monday. • They sat under the shade of a tree. • Look at the board.

Conjunction	joins clauses or sentences or words	and, but, when, while, whereas	<ul style="list-style-type: none"> • Children like pizzas and burgers. • I like sandwiches but I don't like pasta. • I eat pizza when I go to restaurants.
Interjection	sometimes inserted into a sentence to express short exclamation	oh!, ouch!, hi!, well	<ul style="list-style-type: none"> • Ouch! That hurts! • Hi! How are you? • Well, I don't know who would come to receive us on the station

Words with more than one function

There are many words in English that have more than one function, or are more than one part of speech. For example, 'work' can be a verb and a noun; 'but' can be a conjunction and a preposition; 'well' can be an adjective, an adverb and an interjection. In fact, if you look in a good dictionary, you will see that the word 'but' has six jobs to do: As verb, noun, adverb, pronoun, preposition and conjunction! In addition, many nouns can act as adjectives, too.

In the table below, you can see a few examples of such words.

WORD	PARTS OF SPEECH	EXAMPLE
work	noun	• My work is easy
	verb	• I work in a government department.
these	pronoun	• These are good students.
	adjective	• These students are good.
each	pronoun	• Each of these books is worth reading.
	adjective	• Each book has some special features worth reading.
some	pronoun	• Some of the problems are difficult to solve.
	adjective	• Some problems are difficult to solve.
either	pronoun	• Either of you can participate in the competition.
	adjective	• Either book is good for reference.
but	conjunction	• I know English but don't know French.
	preposition	• Everyone came but Sonal.
well	adjective	• Are you well ?
	adverb	• She speaks Spanish well .
	interjection	• Well! That's expensive!
afternoon	noun	• We ate in the afternoon .
	noun acting as an adjective	• He had his afternoon nap.

NOUN

A noun is a naming word. It is the name of a person, place, animal, or thing.

Kinds of Noun

- 1. Common Noun:** It is used for all things or persons of 'one kind' or 'same class'. When used in the middle of a sentence, it is not written in capital letters.

Example: Boys play **cricket**.

Cow grazes in the **field**.

Teacher teaches in a **school**.

Doctor cures his **patient**.

- 2. Collective Noun:** It is used for 'group of similar' things, persons or places. It is also not written in capital letters when used in the middle of a sentence.

Example: Our **team** plays well.

Audience enjoyed the concert.

Army marched ahead.

Fleet of vehicles was halted in the traffic jam.

- 3. Proper Noun:** It is used for a 'particular' person, place or thing. Its first letter is written in a capital letter both in the beginning and middle of a sentence.

Example: **India** is our motherland.

We live in **Chandigarh**.

The **Ramayana** is a great epic.

Dr **Rajendra Prasad** was the first president of **India**.

The **Ganga** is a holy river.

4. **Abstract Noun:** It is used for a 'quality, state or concept' of a person or thing. Unlike other kinds of nouns, it cannot be seen or touched but only felt.

Example: Indian hockey team is full of **enthusiasm**.

The **height** of the wall is measured.

Childhood is the best time in man's life.

Everyone envies his **intelligence**.

5. **Material Noun:** It is used for 'things' (non-living) like 'material, substance' or 'ingredient for making things'.

Example: Tea is made of **milk, sugar** and **water**.

Buildings are made of **bricks** and **mortar**.

Put a pinch of **salt** in my **soup**.

This **paper** is of good quality.

Besides, nouns can also be classified as countable and uncountable. Countable nouns can be counted in terms of number. For example: one boy, two boys, three boys, etc. Uncountable nouns cannot be counted in terms of number and hence do not have 'singular' or 'plural' forms.

They fall into the following groups:

- **mass/quantity:** sugar, sand, hair, dust, etc.
- **materials:** paper, wood, cloth, silver, gold, iron, etc.
- **liquids:** water, milk, oil, ink, honey, etc.
- **gases:** steam, mist, nitrogen, air, etc.
- **natural phenomena:** heat, cold, electricity, lightning, etc.
- **abstract nouns:** names, states, qualities, processes, actions, ideas, etc. such as courage, happiness, freedom, attention, childhood, honesty, enjoyment.
- **branches of learning:** Economics, Mathematics, Politics, etc.

Note: There are some uncountable nouns which we refer to in parts. When we do so, we use them with expressions such as piece of, grain of, a kilo of, etc.

Here is a list of such expressions:

a piece of chalk	a piece of information
a cake of soap	a piece of furniture
a block of ice	a loaf of bread
a piece of advice	a log of wood

The plural form of these expressions: pieces of chalk, cakes of soap, etc.

Genders of Noun

Gender is used to indicate the sex of the noun. There are **FOUR** kinds of genders.

1. **Masculine gender:** It refers to a male character or member of a species.

Example words: man, lion, hero, boy, horse, nephew, emperor, bull, actor.

2. **Feminine gender:** It refers to a female member of a species.

Example words: woman, lioness, heroine, girl, mare, niece, empress, cow, actress.

3. **Common gender:** It refers to such a member of a species that can either be a male or a female. **Example words:** child, student, friend, applicant, candidate, member, parliamentarian, leader.

4. **Neuter gender:** It refers to such a member of a species that is neither a male nor a female. Normally nouns referring to lifeless objects are neuter nouns.

Example words: chair, table, tree, star, mountain, street, book, car, school, paper, pencil, computer.

Note: Collective nouns, even if they refer to living beings, are treated as neuter gender.

Example: The army is doing **its** job.

The police was called to manage the situation and it managed **it** well.

In these sentences, the nouns (army and police) refer to only living beings. But they are treated as neuter gender.

Note: Objects noted for their power, strength, and violence, such as the sun, summer, time, death, etc, are used as **masculine** gender nouns.

Example: The **sun** is so scorching now that we cannot go out to face **him** without an umbrella.

The **death** is cruel. **He** is as certain as tomorrow.

You can see that in these sentences, the words 'sun' and 'death' have been used as **masculine gender**.

Remember:

The following non-living things, which are known for their strength courage, violence, superiority, and so on, are treated as **male**:

the sun, death, summer, winter, war, anger, fear, thunder

Note: Objects noted for their beauty, gentleness and grace, such as the moon, the earth, spring, charity, etc, are used as feminine gender nouns.

Example: The **moon** is so bright at this time that **she** induces romantic mood.

The **earth** is patient. **Her** beauty is spoilt day-by-day.

Remember:

The following non-living objects (lifeless objects) which are remarkable for beauty, gentleness, gracefulness, tenderness, weakness, and so on, are treated as **female**:

the moon, the earth, spring, virtue, peace, charity, fame, nature, hope, justice, mercy, pity, fortune, truth, victory, defeat, modesty, liberty

Functions of Noun

A noun (or a pronoun) can perform the following FOUR functions.

1. It can be the subject of a verb.

Example: Mr Tarun leads the team.

(Here, 'Mr Tarun' is the subject of the verb 'leads')

A few **monkeys** entered into our hotel room.

(Here, 'monkeys' is the subject of the verb 'entered')

The children are playing in the playground. (Here, 'the children' is the subject of the verb 'are playing')

2. A noun or a pronoun can be the direct or indirect object of a verb.

Example: I bought a **magazine**.

(Here, 'magazine' is the direct object of the verb 'bought')

The management will take a **decision** soon. (Here, 'a decision' is the direct object of the verb 'will take')

A troop of elephants is crossing **the river**. (Here, 'the river' is the object of the verb 'is crossing')

3. A noun or a pronoun can be the object of preposition.

Example: I never saw him in this **office** before.

(Here, 'office' is the object of preposition 'in') An emergency meeting will be held at short **notice**.

(Here, 'notice' is the object of preposition 'at')

4. A noun or a pronoun can be descriptive of another noun or pronoun. This means that the noun can be in '**apposition**' with another noun. Here, the word 'apposition' means 'placed side by side' or 'placed parallel to'.

Example: **Ratnesh**, the president of this association, will take the decision.

(Here, 'the president' is in apposition with 'Ratnesh')

Everest, the highest **peak** in the world, is 29,000 feet high.

(Here, 'peak' is in apposition with 'Everest')

Mahatma Gandhi, Father of India, led a non-violent struggle to attain independence from the British.

(Here, 'Father of India' is in apposition with 'Mahatma Gandhi')

Using Nouns Correctly

Rule 1: A proper noun becomes a common noun when it is used in the plural form, or an article is placed before it.

Example: There are **five Gandhis** in our office.

Dinesh Kumar is **the Milton** of your college.

Kalidasa is **the Shakespeare** of India.

Rule 2: A collective noun takes a singular verb.

Example: The **committee consists** of five members.

The family living next door **has** come from Chennai.

Note: If we refer to the members of the committee or family separately, collective noun takes a plural verb, but it (the collective noun) remains singular in form.

Rule 3: An abstract noun can also be used as a common noun by placing an article before it.

Example: Rajani is a **beauty**. (*a beautiful girl*)

An abstract noun can also be used in the sense of a collective noun.

Rule 4:

Example: **The youth** of the country must be encouraged to work hard.

(the youth: the young people)

Rule 5: When a material noun denotes a mass of matter, it is not used in the plural form.

Example: Their house is built of **bricks and stones**. (*incorrect sentence*)

Their house is built of **brick and stone**. (*correct sentence*)

Rule 6: Some nouns such as sheep, species, deer, aircraft, order, offspring, yoke, etc, have the same form for the plural as well as for the singular.

Example: These **species** are endangered. (as plural)

This is the rare **species** of water birds. (as singular)

Rule 7: Some nouns like advice, corn, grain, justice, clothing, information, poetry, scenery, machinery, hair, etc, are used only in the singular.

Example: The **scenery** of the snow-capped mountains is amazing to look at.

Apparel of different types is worn by people of different parts of the country.

Note: Advice is the noun form and advise is the verb form.

Example: The **advice** of the doctor is that I should not smoke (noun).

The doctor **advised** me not to smoke (verb).

Similarly, practice is a noun and practise is a verb.

Rule 8: The following nouns are used only in the plural form.

scissors	trousers	bowels	billiards
riches	gallows	shears	pantaloons
intestines	gymnastics	thanks	innings
bellows	socks	biceps	premises
nuptials	doldrums	spectacles	shorts
genitals	proceeds	outskirts	earning

CHAPTER-1

Rule 9: The following nouns are plural in form but singular in use.

news economics physics measles
mumps ethics

Note: Summons is singular and summonses is plural.

Rule 10: The following nouns are always used in plural.

cattle public police people

Rule 11: When a plural noun denotes a specific amount, length, weight, quantity, etc, considered as a whole, the verb must be in the singular form.

Example: **Ten thousand rupees** is a large amount.

Six kilometres is not a long distance for a runner like you.

Rule 12: The following non-living objects (lifeless objects) which are remarkable for beauty, gentleness, gracefulness, tenderness, weakness, and so on, are treated as females.

the moon the earth spring virtue
peace charity fame nature
hope justice mercy pity
fortune truth victory defeat
modesty liberty

Note: Poets refer to these as females.

Rule 13: The following non-living things which are known for the strength courage, violence, superiority, and so on, are treated as males.

the sun death summer winter
war anger fear thunder

Rule 14: When two or more nouns are joined by 'and', and a joint possession is meant, the possessive case will be formed by adding ('s) to the last word.

Example: **Amar and Kumar's** house is really beautiful.

Note: This sentence denotes that one house belongs to both Amar and Kumar.

Rule 15: When there are two nouns in apposition, the possessive case is formed by adding ('s) to the second noun.

Example: **Dr Faraday the scientist's** discovery is a great contribution to science.

Mohan, the professor's son, is very intelligent.

Note: These sentences denote the two nouns in apposition (the addition or application of one noun to another noun).

Rule 16: The possessive case of a compound noun is formed by adding ('s) to the last word.

Example: This is my **sister-in-law's** house.

He entered the **commander-in-chief's** office.

Rule 17: If the last syllable of a singular noun ends in -s or -ce and the noun is followed by the word

'sake', the possessive case of the noun is formed by adding (') only.

Example: **For goodness' sake,** don't hide anything from me.

For justice' sake, don't refuse to become the witness of this case.

Speak up the truth, **for conscience' sake.**

PRONOUN

A pronoun is a word used **in the place** of a **noun**.

Singular Pronouns: I, you, he, she, it, each, everyone, one, me, him, his, her, this, etc.

Plural Pronouns: they, both, few, those, these, them, etc.

Pronouns which could be either singular or plural: who, which, what, that, etc. The noun that a pronoun stands for is known as an antecedent.

Example: **Jaspal** has gone to meet his friend.

(In this sentence, the noun 'Jaspal' is the antecedent for 'his')

Kinds of Pronoun

1. Personal Pronoun: It is called 'Personal' because it refers to the following three persons:

PERSON	SINGULAR	PLURAL
First	I	We
Second	You	You
Third	He, She, It	They

Forms/cases of Personal Pronouns

NOMINATIVE CASE (SUBJECT)	ACCUSATIVE CASE (OBJECT)	POSSESSIVE
I	Me	My/Mine
We	Us	Our/Ours
You	You	Your/Yours
He	Him	His/His
She	Her	Her/Hers
It	It	Its/Its
They	Them	Their/Theirs

Example: **I** am a bachelor.

We are students of a reputed college.

You are always late.

He is a chartered accountant.

She is known for her cookery classes.

They offered to help us.

Note: The forms my, our, your, his, her, its and their are determiners. They can also be used as possessive adjectives.

2. **Possessive pronoun:** It is used to indicate possession or sense of belonging.

Example: This book is **his**.

That house is **mine**.

Where is **your** umbrella?

Their decision was well timed!

3. **Reflexive pronouns:** It is used to reflect the actions done by the subject upon it. In other words, it refers to the same person as the subject to the verb. It is formed by adding -self/-selves to the personal pronoun.

Example: She is very proud of **herself**.

I am cursing **myself** for this decision.

He hurt **himself** while de-boarding the bus.

They called the meeting **themselves**.

4. **Emphatic pronoun:** It is used to emphasise the actions done by the subject. Like reflexive pronoun, emphatic pronouns are formed by adding **-self/-selves** to the **personal** pronoun. However, the two differ in the meaning they give in the sentence and the sentence structure they follow. A reflexive pronoun tends to answer the question 'whom', while an emphatic pronoun lends **emphasis** or **pressure** to the **subject** of the **verb**. In a sentence, the emphatic pronoun comes immediately **after** the **personal pronoun** while the reflexive pronoun comes **after** the **verb**.

Example: I **myself** offered to drive their car.

She **herself** decided not to participate in the quiz competition.

You **yourself** set the alarm clock.

They **themselves** broke the rule.

5. **Demonstrative pronoun:** It is used to point out or demonstrate persons or things.

Example: **That** is Dr Rao's house.

These are good books.

Those are some new buildings.

This is your passport.

6. **Indefinite pronoun:** It is used to refer to persons or things in a general way. Here the number of persons and things may not be known. In other words, indefinite pronouns do not refer to any specific or particular person or thing.

Example: **Some** are born great.

Anyone can take a horse to the pond, but no one can make it drink.

Few could escape unhurt from the bus accident.

Many were there but I did not know anyone.

Other indefinite pronouns are *somebody, anybody, anything, something, (the) other, others, another, nobody, nothing, etc.*

7. **Distributive pronoun:** It is used for those persons and things that are taken 'as a whole' or in 'separate groups'. They equally distribute attention to each unit

in a group. Distributive pronouns always take **singular verb**.

Example: **Everyone** has his own problems.

Either of these applicants can be employed.

Neither of these students can get through the examination.

Each of those players deserves a prize. **Everybody** will be given a chance to participate in this match.

8. **Reciprocal pronoun:** It is used to express the reciprocal relationship between two subjects. It denotes the mutual actions of the parties involved.

Example: The two girls helped **each other** in every respect.

The political parties quarrelled with **one another**.

Words like 'each other' and 'one another' express a mutual or reciprocal relationship. They are considered as single units, and are called reciprocal pronouns or 'compound personal pronouns'.

Note: **Each other** is usually used to refer to two persons or things and **one another** to more than two persons or things.

9. **Interrogative pronoun:** It is used to ask questions. 'Wh-words' like *who, whom, whose, which, what, why*, etc. are used as interrogative pronouns to ask questions.

Example: **Who** is the president of India?

Whose calculator is this?

Which is the road to the hospital?

What are your future plans?

10. **Relative pronoun:** It is used to join sentences and introduce noun clause and relative clause.

Example: The gentleman **who** is speaking is our principal.

This is the gentleman **whose** guest I was in Mumbai.

The pen **that** you gifted me is lost.

This is the bus **which** goes to Nainital.

The words in bold are pronouns for the nouns used before them. The nouns are called antecedents and the pronouns are called **relative pronouns**. They relate the adjective clauses to the main clauses.

Using Pronouns Correctly

Rule 1: The pronoun 'it' can be used in several ways in a sentence. Some examples are given below:

(a) To introduce a sentence.

Example: It is not certain that the president will come.

(b) To give emphasis to the noun or pronoun that follows.

Example: **It** was you who began the quarrel with us.

(c) As an indefinite nominative of an impersonal verb.

Example: **It** rains.

It is snowing outside.

(d) In the sentence showing distance.

Example: **It** is not far to walk.

(e) To indicate time.

Example: **It** is 10 o'clock now.

(f) To introduce a phrase.

Example: **It** is decided to declare holiday today.

(g) In exclamatory sentences.

Example: What a beautiful book **it** is!

(h) To introduce a 'that-clause'.

Example: **It** is said that smoking is injurious to health.

(i) As a sort of object in order to avoid repetition.

Example: Let us fight **it** (the fight) out.

Rule 2: While **confessing a fault (or expressing a negative idea)** the sequence of the personal pronouns should be followed as: 1st, 2nd, and 3rd person:

Example: **I, you, and he** are in the wrong and will be punished.

Note: See the sequence here: first person first, second person next and third person last.

Rule 3: While expressing a positive idea or praise, the sequence of the personal pronouns should be followed as: 3rd, 2nd and 1st person:

Example: **He, you and I,** will get an award for the good work we have done.

Note: See the sequence here: third person first, second person next and first person last.

Rule 4: When two singular nouns are joined by 'and', **and** denote the same person or thing, the pronoun used for them must be singular in number. The definite article '**the**' is placed before the first noun.

Example: **The** accounts officer **and** treasurer should be careful in his work of keeping accounts.

Rule 5: When two singular nouns joined by 'and' and are preceded by each or every, the pronoun must be in singular number.

Example: Every student **and** every teacher took **his** seat.

Rule 6: When a personal pronoun is connected by a conjunction with some other word in the objective case, it must be in the objective or accusative case.

Example: These clothes are for you and **me**.

Rule 7: When a singular noun and a plural noun are combined by **or, either-or, neither-nor**, the singular noun preferably comes first in the sentence, and the pronoun must be in the plural number.

Example: **Either** the manager **or** his subordinates failed in **their** duty in sending the official message.

Rule 8: When nouns of different genders are combined by a conjunction, the pronoun must agree with the gender of the one which is next to it (conjunction).

Example: Every boy **and** girl went to **her** house.

Every girl **and** boy went to **his** house.

Rule 9: The personal pronouns such as '**yours**', '**ours**', '**hers**', '**theirs**', and '**its**' are written without the apostrophe ('')

Example: Your's sincerely (incorrect)

Yours sincerely (correct)

Rule 10: When a personal pronoun is used to complement the verb '**to be**', it (the pronoun) must be in the nominative case.

Example: It was **he** who could solve the problem easily.

Rule 11: A pronoun should be used in the objective case in a sentence beginning with '**let**'.

Example: Let **him** go to his office immediately.

Let **her** submit the records in time.

Rule 12: One can be used to talk about people in general. The pronoun that follows **one** should be followed by one's. (not his/her)

Example: One should do his duty (incorrect)

One should do **one's** duty (correct)

Note: However, in American English '**one**' can be followed by '**his**' or '**her**'. If a sentence begins with '**one**', be sure that '**you**' or '**they**' DOES NOT follow. Hence, it is never correct to say:

If **one** takes this exam without studying, **you** are likely to fail (incorrect)

One should never tell **his** secrets to a gossipmonger if he wishes them to remain secret (correct)

Rule 13: A relative pronoun must always be placed as near its antecedent as possible. Also, it must always agree with its antecedent in number, gender and person.

Example: This is the **manager who** shouts at the sales executives.

(Here, '**the manager**' is antecedent and '**who**' is the relative pronoun.)

Rule 14: Generally, the relative pronoun in the objective case is omitted.

Example: The student whom you wanted to punish is absent today.

The student you wanted to punish is absent today
(**whom** is omitted)

Rule 15: The pronouns **who**, **whom** and **whose** are generally used for persons as:

- **Who** is used in the **nominative** case.
- **Whom** is used in the **objective** case.
- **Whose** is used in the **possessive** case.

Example: Sarita is the student **who** got an award.

They are the thieves **whom** the police caught.

This is the student **whose** certificates are lost.

Rule 16: When the **relative pronoun** is in different cases, one in the **nominative** and other in the **objective**, it must be mentioned twice, once for each verb.

Example: The girl, **who** is my daughter and **whom** you met in the library yesterday, left for Mumbai this morning.

Use of 'Which'

Rule 17: '**Which**' is used for infants, small animals, and objects.

Example: This is the baby **which** was lost in the theatre. This is the dog **which** my friend bought from the Kennel's club.

That is house **which** he recently shifted into.

Rule 18: '**Which**' is used when selection is expressed.

Example: **Which of these** television sets do you want to purchase?

Rule 19: '**Which**' is used to refer to a sentence.

Example: He was said to be drunk **which** was not true.

Use of 'That'

Rule 20: '**That**' is used for persons, non-living things and small animals in the singular or in the plural number.

Example: This is the girl **that** failed in the exam.

This is the radio **that** I bought yesterday.

Rule 21: '**That**' is used as a substitute of a singular noun already mentioned (pay attention to this use particularly in the comparative degree).

Example: The climate of Hyderabad is much better than Madras (incorrect)

The climate of Hyderabad is much better than **that** of Madras (here 'that' stands for climate)

Rule 22: '**That**' is used after a noun phrase used as direct object.

Example: I vividly remember the night **that** she came.

(Here 'that' is used in the sense of 'when')

Rule 23: '**Either**' and '**neither**' are used while speaking of two persons or places or things, etc.

Example: Neither Mahesh nor Mohan is intelligent.

(Here, negative meaning is implied)

Either Mahesh or Mohan is expected to get a prize.

(Here, positive meaning is implied)

Use of 'Each other' and 'One another'

Rule 24: '**Each other**' is used for two persons or things or places, etc.

Example: These two students love **each other**.

2. '**One another**' is used for more than two persons or things.

Example: Those four countries always disagree with **one another**.

Rule 25: **Each** can come in three different positions in a sentence as:

- Each of the students got a prize (initial)
- The students got a prize each (end)
- The students were each given a prize (middle)

Use of 'One'

Rule 26: '**One**' is used for people in general.

Example: **One** must try to do one's duty.

One must not be proud of oneself.

Note: **One** is followed by '**one's**' or '**oneself**'. But in American English '**one**' may be followed by '**his**' or '**her**'

Rule 27: '**One**' is used in place of a noun previously mentioned.

Example: Give me a banana which is a fresh **one**.

Give me bananas which are fresh **ones**.

Rule 23: For '**Anybody**', '**everybody**', '**everyone**', etc. the pronoun of the **masculine** or **feminine** gender should be used according to the context.

Example: **Everyone** of the **boys** got **his** hall ticket.

Everyone of the **girls** brought **her** dolls.

Cases of Noun and Pronoun

The case of a noun indicates its role (subject or object) in a sentence. In English language, there are **FIVE** cases:

1. Nominative case
2. Objective case (or Accusative case)
3. Dative case
4. Possessive case (or Genitive case)
5. Vocative case

- 1. Nominative case:** A noun or a pronoun is said to be in **nominative case** if it is the **subject** of a verb.

Example: **Mr Raman** is an intelligent officer.

(Here, 'Mr Raman' is a proper noun in nominative case)

Artists make portraits.

(Here, 'artists' is a common noun in nominative case)

- 2. Objective case (or Accusative case):** Nouns or pronouns are said to be in **objective case** if they are the **direct objects of verbs** or if they are the **objects of preposition**.

Note: Direct object is the person or the thing upon whom or upon which the action of the verb is carried out.

Example: I met your **father-in-law**.

(Here, 'your father-in-law' is in objective case)

The vendors sell **bananas**.

(Here, 'banana' is in objective case)

The notebooks are on the **table**.

(Here, 'table' is in objective case. It is object of the preposition 'on')

The company adheres to its **policies**.

(Here, 'policies' is in objective case. It is object of the preposition 'of').

- 3. Dative case:** A noun or a pronoun is said to be in dative case if it is the indirect object of the verb.

Note: Indirect object of a verb is the noun for whom or for which the action of the verb is carried out. However, there should not be a preposition before the indirect object because in that case it becomes the object of that preposition.

Example: The teacher gave the **students** a few assignments.

(Here, 'students' is in dative case. It is the indirect object of the verb 'give')

Father brought **Shikhar** a mobile phone.

(Here, 'Shikhar' is in dative case)

Get **Tarun** a pair of new trousers.

(Here, 'Tarun' is in dative case)

- 4. Possessive case (Genitive case):** A noun or a pronoun is said to be in **possessive case** if it denotes **possession** or **ownership**. A noun or pronoun in the possessive case is governed by the noun that follows it.

Example: This is **Neha's** cabin.

(Here, 'Neha's' is in possessive case)

It is **Manohar's** idea.

(Here, 'Manohar's' is in possessive case)

Mohan's sister has been hospitalised.

(Here, 'Mohan's' is in possessive case)

- 5. Vocative case:** A noun or a pronoun is said to be in vocative case if it is used to call (or to get the attention of) other person (s).

Example: **Ms Tanvika**, visitors are waiting for you in the lobby.

(Here, 'Ms Tanvika' is in vocative case)

You there, hold on.

(Here, 'you' is in vocative case)

Sir, a courier for you.

(Here, 'sir' is in vocative case)

Note: The nouns do not change their forms in the nominative and objective cases. But a few pronouns change their forms between nominative and objective cases.

NOMINATIVE CASE	OBJECTIVE CASE	POSSESSIVE CASE
I	Me	My
We	Us	Our
You	You	Your
He	Him	His
She	Her	Her
It	It	Its
They	Them	Their

ADJECTIVE

An adjective is a word that tells us something about a noun. A noun may have many attributes. For example, 'Boy' is a noun, that boy may be tall or short, intelligent or foolish, educated or uneducated, rich or poor. What is the quality of that boy? In order to express the quality of that boy, we have to use an adjective.

Example: Aman is a **rich** boy.

In this sentence, the word 'rich' indicates that the boy is a rich boy. That means that the boy has a lot of money.

Words which tell us about the quality of the nouns (which might have been used either as the subject or the object) are called **adjectives**.

Example: India is a country. India is a **democratic** country ('democratic' is an adjective)

The Ganga is a river. The Ganga is a **long** river ('long' is an adjective)

She is a news reporter. She is a **reputed** news reporter ('reputed' is an adjective)

Water is a commodity. Water is an **essential** commodity. ('essential' is an adjective)

An adjective can be used in the following two ways:

- 1. Attributively**
- 2. Predicatively**

An adjective is used **attributively** if it is placed immediately **before** the **noun** it qualifies.

Example: Ms Loveleen Kaur is a **good manager**.

An adjective is used predicatively if it is used **after** the **verb**.

Example: Kavya is **intelligent**.

Kinds of Adjectives

1. **Adjectives of quality:** It answers the question 'what type' and tells the quality of a noun. Some examples of adjectives of quality are: good, honest, old, big, etc.

Example: Their **good** performance in their final match fetched them the trophy.

Mr Singhal is an **honest** officer.

The **big** temple might have been constructed thousands of years ago.

Their **excellent** marketing strategy bagged them the business deal.

2. **Adjective of quantity:** It answers the question 'how much' and tells the quantity of a noun. Some examples of adjectives of quantity are: little, some, much, enough, etc.

Example: I know **little** about music.

Adding **some** sugar will make the coffee tastier.

We have **enough** raw materials to finish the order.

3. **Definitive numeral adjective:** It answers the question 'how many' and tells the number of a noun. Some examples of adjectives of definitive numeral are: one, two, three, four, five, six, seven, etc.

Example: **One** employee came forward to volunteer for the fund-raising initiative.

Two children make a perfect family.

Four people were caught smoking in the 'no-smoking zone'.

Ten employees have resigned in the past two months.

4. **Indefinite numeral adjective:** It answers the question 'how much/many' and tells the approximate number of a noun. Some examples of adjectives of indefinite numeral are: all, no one, many, few, several, etc.

Example: All the employees have to be here by **10 am tomorrow**.

No one will be exempted from doing **overtime**.

A few birds have become extinct.

It rained for **several** days continuously.

5. **Distributive numeral adjective:** It answers the question 'who/which'. Some examples of adjective of distributive numeral are: each, every, either, neither, etc.

Example: **Each** one of you should support this cause.

I mean 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 here.

6. **Demonstrative adjective:** It answers the question 'where' and tells the position of a noun. Some examples of demonstrative adjectives are: this, that, these, those, such, etc.

Example: **This** dog is ours.

That gentleman donated his fortunes to a charitable trust.

These flowers are not for sale.

7. **Interrogative adjective:** It asks questions related to a noun. Some examples of interrogative adjectives are: what, which, whose, when, etc.

Example: **What** specialisation will you do in your engineering studies?

Which team has won the match?

Whose child has been crying?

8. **Adjectival Phrase:** Sometimes a phrase may be used as an adjective. Very often an adjectival phrase appears after the noun that it qualifies.

Example: The chief lived in house **built of stone**.

A friend **in need** is a friend indeed.

A bird **in the hand** is worth two **in the bush**.

He was a student **of great promise**.

9. **Adjectival Clause:** Often a full clause may add meaning to a noun. Such an adjective is known as an adjectival clause.

Example: Jawaharlal Nehru was a statesman **whom everyone responded**.

The house **which caught fire** was in the street.

John is the boy **who broke the window**.

Position of an Adjective

Rule 1: Some adjectives can be placed **before** the **noun** they describe.

Example: The **hot** sun made us tired soon.

This product should not be of this high price.

He asked for my **present** address.

This **beautiful** girl was ill for almost a month.

No **two** people are alike.

The **sick** man was treated in the special ward. The **sleeping** children were woken up by the noise.

But there are a few exceptions to this rule.

Example: I met the alone man (incorrect)

He was alone when I met him (correct)

My unwell sister did not go to school (incorrect)
 My sister did not go to school because she felt unwell (correct)
 Afraid he is of dogs (incorrect)
 He is afraid of dogs (correct)

Remember:

Words such as: *alike, alight, alive, fine, glad, ill, poorly, alone, ashamed, awake, aware* and *unwell* are a few of the adjectives which cannot be used before nouns.

Rule 2: Some of these adjectives have related adjectives which can replace them either **before** or **after** the nouns.

Example: He is an unhappy man.
 The man felt unhappy.

Rule 3: Some adjectives can be placed **after** the noun they describe, while some as possible and suitable are used just **before** a noun.

Example: This is the **best possible** solution to this problem.

There is no **suitable** candidate for this post.

However, we use these adjectives just **after** the nouns only when the noun follows words such as: *first, last, next, only* and superlative degree of adjectives.

Example: It is the **only** treatment **suitable**.

It is the **last possible** route that we could take.

Rule 4: A few adjectives take different meanings when they change their position after or before the noun. Concerned, opposite, present, responsible and involved are some such adjectives.

Example: I was asked for my **present** address.

All the people **present** approved the decision. The party was excellent. I want to thank the people **concerned**.

His parents are **concerned** about his studies.

Degrees of an Adjective

There are three degrees for making comparisons of Adjectives of Quality.

Superlative degree: Mohan is the best student in the class.

Comparative degree: Mohan is better than any other student in the class.

Positive degree: No other student in the class is as good as Mohan.

Note: The use of as as and so ... as appear in the positive degree.

Comparative degree has 'adjective + er.....than'

Superlative degree has 'the + adjective in the superlative form'

Note: There is no superlative degree if the comparison involves only two objects, persons, places, etc.

Example: Of the two sisters she is the best (incorrect)
 Of the two sisters she is the better (correct)

When selection of one of the two persons or things (set of things) of the same kind is meant, the comparative degree is preceded by 'the' and followed by 'of'.

Example: She is the better of the two sisters.

Using Adjectives Correctly

Rule 1: Most adjectives form their comparative by addition of **-r** or **-er**, and their superlative is formed by addition of **-st** or **-est** (depending on the spelling) to the positive.

Example:

Positive	Comparative	Superlative
great	greater	greatest
brave	braver	bravest

Rule 2: Some adjectives (usually having more than two syllables) form their comparative by using the adverb with the positive, and superlative by using the adverb '**most**' with the positive.

Example:

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
interesting	more interesting	most interesting

Rule 3: When two qualities in the same person or thing are compared, comparative degree is formed by using '**more**', instead of **-r** or **-er** with the positive.

Example: Reema is more wise than intelligent.

(This sentence means that Reema is both wise and intelligent but her wisdom is greater than her intelligence).

Rule 4: When two objects are compared with each other, the latter term of comparison must exclude the former by using 'any other'.

Example: Gold is more precious than any metal. (incor-rect)

Gold is more precious than **any other** metal. (correct)

Rule 5: There are some words which are used in the positive and cannot be involved in comparison or in the superlative, such as: *interior, exterior, ulterior, major, minor*.

Example: This house is more interior than that (incorrect)
 This house is **interior** than that (correct)

Rule 6: The adjectives like *superior, senior, junior, inferior, prior, anterior, posterior, prefer*, etc, are

used as comparative adjectives and are followed by 'to' and not 'than'

Example: I prefer coffee than tea (incorrect)

I prefer coffee **to** tea (correct)

Rule 7: The adjectives like *empty, excellent, circular, extreme, chief, entire, complete, perfect, final, last, unique, universal, round, square, triangular, eternal*, etc, are NOT used in **comparative** or **superlative** degrees.

Example: The wardrobe was more empty. (incorrect)

The wardrobe was **empty**. (correct)

This is the most universal truth. (incorrect)

This is a **universal** truth. (correct)

Rule 8: The following adjectives can be used only in **positive** and **superlative** degrees:

POSITIVE	SUPERLATIVE
Top	Topmost
Northern	Nothernmost
Southern	Southernmost
Eastern	Esternmost
Western	Westernmost

Example: The most eastern house in our lane is always locked. (incorrect)

The **eastern** house in our lane is always locked. (correct)

The **easternmost** house in our lane is always locked. (correct)

He is at the most top position in his organization. (incorrect)

He is at a **top** position in his organization (correct)

He is at the **topmost** position in his organization (correct)

Rule 9: The adjective 'preferable' is used as comparative. It is followed by '**to**'. It is not used with '**more**'.

Example: This book is more preferable than that (incorrect)

This book is preferable **to** that (correct)

Rule 10: Sometimes the words like *much, less, far*, etc. are used before comparatives and superlatives to denote emphasis or excess.

Example: Prof Ramakrishna is **by far the ablest** faculty in the college.

Rule 11: Two adjectives which refer to the same noun or pronoun joined by a conjunction must be in the same degree of comparison.

Example: Gandhi ji is the **noblest and wisest** of all national leaders.

Rule 12: Certain adjectives like *rich, poor, needy, aged, blind, dead, meek, wicked*, etc, when preceded by '**the**', become nouns in plural and require a plural verb if they are used as subjects.

Example: The rich (rich people) usually **hate** the poor (poor people).

The wicked (wicked people) **are** eventually exposed.

Rule 13: Following adjectives are somewhat confusing.

a) Farther/Further:

'Farther' denotes 'more distance in space'.

Example: Sheela lives at the **farther** end of this street.

'Further' means 'additional; more'

Example: There is nothing **further** to tell about him.

For **further** details please contact the director.

b) Many/a great many/a good many:

All these take a **plural noun** and **plural verb** after them.

Example: **A great many people are** still illiterate in India. My sister has **a good many friends** who often **keep** calling her at odd hours.

c) Use of many + a + noun (singular) + verb (singular) structure:

Example: **Many a delegate is** attending this seminar.

(Here, 'many a delegates is' means 'many delegates are' attending this seminar)

d) A most beautiful/the most beautiful:

When 'most beautiful' is preceded by the definite article '**a**' it carries the sense of 'very much' or 'exceedingly'. Even without '**a**', 'most' means 'exceedingly' or 'very much'.

Example: Pushpa is **a most beautiful** girl.

Pushpa is **the most beautiful** girl.

Here, you can see that the sense implied in the above two sentences is the same. There is no comparison between Pushpa and any other girl.

e) Few/ little/ much/many: 'Few'

is used with plural nouns.

'Little' is used with singular uncountable nouns.

Without articles, 'few', and 'little' usually have rather NEGATIVE meanings. They often suggest 'not as much/many as one would like', or 'not as much/many as expected', or a similar idea.

With articles 'few' and 'little' i.e., 'a few', and 'a little' are more POSITIVE in meaning. Their

meaning is closer to 'some'. They often suggest ideas like 'better than nothing' or 'more than expected'.

Example: The average MP has **a little** power.

There are **few books** on 'Thermodynamics' in the library, so you have to purchase from the market if you want.

You don't need to go shopping. There are **a few** eggs in the fridge.

I've got **a little** bread and cheese — it'll be enough for the breakfast.

Difference between 'fewer' and 'less':

In theory, 'fewer' (the comparative of few) is used before plural words, and 'less' (the comparative of little) before uncountable words.

Example: There are **fewer** exploited workers than there used to be.

My friend earns **less** money than a courier delivery boy.

Note:

POSITIVE	COMPARATIVE	SUPERLATIVE
Few or little	Fewer or less/lesser	Fewest or least

'Fewer' and 'less' (lesser) are followed by 'than' as they are the comparative forms.

Note: 'Many' like 'few' is used before a countable noun, while 'much' like 'less' is used before an uncountable noun.

Example: There is **much/less** water in the bucket (uncountable noun)

f) Modifiers: too, very, enough

Compare the meanings and patterns of 'too', 'very', and 'enough':

1. 'Very' means to a high degree but does not suggest impossibility.

Example: Tarun is **very** hard working.

2. 'Too' suggest impossibility or an undesirable degree.

Example: Shammi is **too** sick to come to visit the client today.

3. 'Enough' suggests possibility or sufficient degree.

Example: He is tall **enough** to play basketball.

Note:

- i. Be careful while putting 'enough' after the adjective.
- ii. Be careful while putting to + v (infinitive) after 'enough'.
- iii. Enough can come before or after a noun to express sufficiency.

Example: He had money **enough** to buy a new car.

Or, He had **enough** money to buy a new car.

g) Modifiers: negation

There are some words that have negative meanings even though they do not appear to be negative. Such words are *hardly, scarcely, rarely, seldom, without, and only*. Do NOT use other negative words with these words.

Example: He had **scarcely** enough money to buy grocery for a week.

They went to bed **without** dinner.

Note: 'Scarcely' and 'hardly' are followed by 'when' and not 'than', while 'no sooner' is followed by 'than'.

Example: Hardly I reached the station than the train left. (incorrect)

Hardly I reached the station when the train left. (correct)

Rule 14: Modifiers: adjectives after verbs of sensation

These verbs of sensation like feel, look, seem, appear, smell, taste, and sound are generally followed by **adjectives** and NOT by adverbs. These are also called **predicate adjectives**.

Example: He feels badly. (incorrect)

He feels **bad**. (correct)

The soup smells deliciously. (incorrect)

The soup smells **delicious**. (correct)

Rule 15: Modifiers: hyphenated or compound adjectives

Nouns are sometimes found as part of hyphenated or compound adjectives (adjectives of more than one word joined by hyphens), these nouns are NEVER plural.

Example:

I bought a **four-hundred-year-old** painting in Germany.

B.Com is a **three-year** degree course.

This is a **ten-kilometre-long** stretch.

The professor has delivered a **two-hour** lecture today.

Rule 16: Modifiers: cardinal and ordinal numbers

There are two kinds of numbers: **cardinal** and **ordinal**.

CARDINAL	ORDINAL
One	First
Two	Second
Three	Third
Four	Fourth
Twenty-one	Twenty-first

The following patterns are used to designate items in a series:

- Ordinal numbers are used in this pattern:
THE + ORDINAL + NOUN

Example: The **first** book of the series is about verbs.

- Cardinal numbers are used in this pattern
NOUN + CARDINAL

Example: Book **one** of the series is about verbs.

Note:

- Use 'the' with ordinal numbers.
- Do not use 'the' with cardinal numbers.
- Be careful to use the correct word order for each pattern.

Rule 17: Modifiers: noun adjectives

The first noun in the following pattern is used as an adjective.

Example: All these are **language** students.

Note: When nouns are used as adjectives, they do not have plural or possessive forms.

Exception: The following nouns always end in '-s' but are singular in number when they are used as names of course or sciences such as Economics, Physics, Mathematics, etc.

Example: He is an **economics** teacher.

The current **economic** situation is extremely uncertain.

Note: 'Economic' is adjective here.

VERB

A **verb** indicates the action done by the subject or the state of being of the subject.

Example: He has **completed** the work. (action)

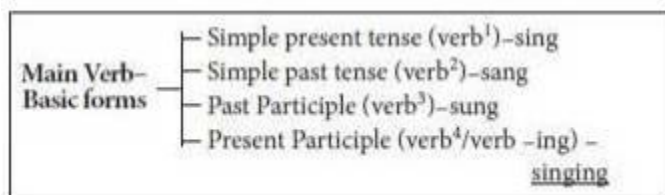
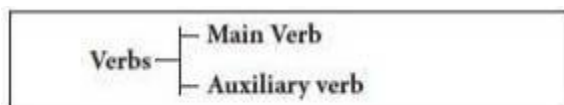
Radha **is** an intelligent student. (state)

In every sentence you find a verb phrase. A verb phrase may have a single word or more words.

Example: The sun **rises** in the east.

He **has ordered** tea for us.

She **has been teaching** English since 1995. She will **have been waiting** when I meet her at 10 am.



Auxiliary, Modals and Lexical Verbs

Verbs can also be classified as:

- **Auxiliary verb**
- **Modal verb**
- **Lexical verb**
- **Linking verb**
- **Causative verb**
- **Factitive verb**

Auxiliary verb: It is also known as **helping verb** as it helps the main verb complete its meaning in a sentence. It determines the tense of another verb in a sentence. It doesn't convey a complete meaning so depends on another verb in a sentence.

Example: Do you **want** some more sugar in your tea? (Here, 'do' is the auxiliary verb that helps the main verb 'want' to complete its meaning in the sentence)

It **will** rain tonight.

(Here, 'will' is the auxiliary verb that helps the main verb 'rain' complete its meaning in the sentence)

Modal verb: It determines the mood of another verb in a phrase. Like auxiliary verb, it helps the main verb complete its meaning in the sentence. The modal verbs include *can, could, may, must, should, will, and would*. These don't convey a complete meaning so depend on another verb in a sentence.

Example: I **could** not **reach** the station on time.

(Here, 'could' is the modal verb that determines the mood of the main verb 'reach' in the sentence)

We **should do** our home work regularly. (Here, 'should' is the modal verb that determines the mood of the main verb 'do' in the sentence)

Lexical verb: It is also known as a **full** or **main verb**. It is complete by itself and doesn't need any other verb to complete its meaning in a sentence. A lexical verb is any verb in English that isn't an auxiliary verb. It conveys a complete meaning and doesn't depend on another verb.

Example: She **wants** some more sugar in her tea.

(Here, 'wants' is the lexical verb that conveys a complete meaning and doesn't depend on any other verb in the sentence to complete its meaning)

It **rained** all night.

(Here, 'rained' is the lexical verb) We **reached** the station on time. (Here, 'reached' is the lexical verb) Shamim **does** his work regularly. (Here, 'does' is the lexical verb)

CHAPTER-1

Linking verb: It connects a subject and its complement. Sometimes called **copulas**, linking verbs are often forms of the verb *to be*, but are sometimes verbs related to the five senses such as *look, sound, smell, feel, taste* and sometimes verbs that somehow reflect a state of being such as *appear, seem, become, grow, turn, prove, remain*. What follows the linking verb will be either a **noun complement** or an **adjective complement**.

Example: Those people **are all professors**.
 Those professors **are brilliant**.
 This room **smells bad**.
I feel great.
 A victory today **seems unlikely**.

Besides, a handful of verbs that reflect a change in ‘state of being’ are called **resulting copulas**. However, they too, link a **subject** to a **predicate adjective**.

Example: His face **turned purple**.
 The dogs **ran wild**.
 The milk **has gone sour**.
 The crowd **grew ugly**.

Causative verb: It designates the action necessary to cause another action to happen. For example, in the sentence “The devil made me do it.” the verb ‘made’ **causes** the ‘do’ to happen. Some common causative verbs are: *let, help, allow, have, require, allow, motivate, get, make, convince, hire, assist, encourage, permit, employ, force*. Most of them are followed by an object (noun or pronoun) followed by an infinitive.

Example: She **allows** her pet **to perch** on the windowsill.

I **hired** a carpenter **to build** a new birdcage.

However, the three causative verbs *have, make let* are exceptions to the pattern described above.

Example: Professor Sethi **had her students read** the complete chapter in advance.

She also **made them read** two chapters in one week.

However, she **let them skip** the final exam.

In the above sentences, instead of being followed by a noun/pronoun and an infinitive, the causative verbs *have, make* and *let* are followed by a noun/pronoun and the root form of the verb (which is actually an infinitive without ‘to’).

Factitive verbs: Verbs like *make, choose, judge, elect, select, name* are called **factitive verbs**. These transitive verbs can take **two objects**.

Example: They judged Rohit Bal’s summer creation best of the fashion show.

(Here, ‘summer creation’ is the direct object and ‘best of the fashion show’ is the second complement).

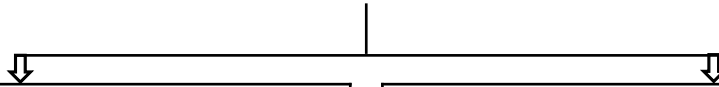
The faculty committee elected Professor Prasad the new Academic Dean.

(Here, ‘Professor Prasad’ is the direct object and ‘Academic Dean’ is the second complement).

Verb Forms

On the basis of verb forms, verbs can be classified as:

VERB



Regular Verbs

Verbs that form their verb forms (V¹ or ‘root form’, V² or ‘past form’, V³ or ‘perfect form’, V⁴ or ‘participle/-ing form’, V⁵ or ‘present indefinite/’-s/-es form’) in a regular way just by adding ‘-ed/-t’ to their root form.

Example:

V ¹	V ²	V ³
Work	worked	worked
learn	learned	learned
	learnt	learnt
spend	spent	spent
call	called	called
talk	talked	talked
cry	cried	cried
sleep	slept	slept
bring	brought	brought

Irregular Verbs

Verbs that form their verb forms in an independent way i.e. all the three basic forms are either different from one another or all same.

Example:

V ¹	V ²	V ³
Eat	ate	eaten
go	went	gone
do	did	done
fly	flew	flown
draw	drew	drawn
drink	drank	drunk
cut	cut	cut
cost	cost	cost
hit	hit	hit

Note: In order to express the time of an action done by the subject of a sentence, we form ‘V⁴’ (participle or -ing form) and V⁵ (present indefinite, or -s/es form). We will study about it in detail in the ‘Tenses’, Chapter 4.

Example:

V ¹	V ⁴	V ⁵
(Root form)	(-ing form)	(-s/es form)
Go	going	goes
eat	eating	eats
study	studying	studies

Below given are the five verb forms of some selected verbs:

V ¹	V ²	V ³	V ⁴	V ⁵
abide	abided/abode	abided/abode	abiding	abides
arise	arose	arisen	arising	arises
awake	awoke	awoken	awakening	awakens
backbite	backbitten	backbitten	backbiting	backbites
be	was/were	been	being	is
bear	bore	borne	bearing	bears
beat	beat	beaten	beating	beats
become	became	become	becoming	becomes
befall	befell	befallen	befalling	befalls
beget	begot	begotten	begetting	begets
begin	began	begun	beginning	begins
behold	beheld	beheld	beholding	beholds
bend	bent	bent	bending	bends
beseech	beseached/besought	beseech/besought	beseeching	beseeches
beset	beset	beset	besetting	besets
bespeak	bespoke	bespoken	bespeaking	bespeaks
bestride	bestrode	bestriden	bestriding	bestrides
bet	bet/betted	bet/ betting	betting	bets
bid	bade/ bid	bidden/bid	bidding	bids
bind	bound	bound	binding	binds
bite	bit	bitten	biting	bites
bless	blessed	blessed/ blest	blessing	blesses
blow	blew	blown	blowing	blows
break	broke	broken	breaking	breaks
breed	bred	bred	breeding	breeds
bring	brought	brought	bringing	brings
broadcast	broadcast	broadcast	broadcasting	broadcasts
browbeat	browbeat	browbeaten	browbeating	browbeats
build	built	built	building	builds
burn	burnt/ burned	burnt/ burnt	burning	burns
bust	bust/ busted	bust/ busted	busting	busts

V ¹	V ²	V ³	V ⁴	V ⁵
buy	bought	bought	buying	buys
cast	cast	cast	casting	casts
catch	caught	caught	catching	catches
chide	chided	chided/chidden	chiding	chides
choose	chose	chosen	choosing	chooses
cleave	cleaved/clove/cleft	cleaved/clove/cleft	cleaving	cleaves
cling	clung	clung	clinging	clings
come	came	come	coming	come
cost	cost	cost	costing	costs
creep	crept	crept	creeping	creeps
crow	crowed/crew	crowed	crowing	crows
cut	cut	cut	cutting	cuts
deal	dealt	dealt	dealing	deals
dig	dug	dug	digging	digs
dive	dived	dived	diving	dives
do	did	done	doing	does
draw	drew	drawn	drawing	draws
dream	dreamt/dreamed	dreamt/dreamed	dreaming	dreams
drink	drank	drunk	drinking	drinks
drive	drove	driven	driving	drives
dwell	dwelt	dwelt	dwelling	dwells
eat	ate	eaten	eating	eats
fall	fell	fallen	falling	falls
feed	fed	fed	feeding	feeds
fight	fought	fought	fighting	fight
find	found	found	finding	finds
flee	fled	fled	fleeing	flees
fling	flung	flung	flinging	flings
floodlight	floodlight/floodlit	floodlight	floodlighting	floodlights
fly	flew	flown	flying	flies
forbear	forbore	forborne	forbearing	forbears
forbid	forbade/forbad	forbidden	forbidding	forbids
forecast	forecast	forecast	forecasting	forecasts
foresee	foresaw	foreseen	foreseeing	foresees
foretell	foretold	foretold	foretelling	foretells
forget	forgot	forgotten	forgetting	forgets
forgive	forgave	forgiven	forgiving	forgiving
forsake	forsook	forsaken	forsaking	forsakes
for swear	forsook	forsook	for swearing	for swears
freeze	froze	frozen	freezing	freezes
gainsay	gainsaid	gainsaid	gainsaying	gainsays
get	got	got	getting	gets

Continued

V ¹	V ²	V ³	V ⁴	V ⁵
glide	glided	glided	gliding	glides
gird	girded/girt	girded/grit	girding	girds
give	gave	given	giving	gives
go	went	gone	going	goes
grind	ground	ground	grinding	grinds
grow	grew	grown	growing	grows
hang	hung/hanged	hung/hanged	hanging	hangs
hear	heard	heard	hearing	hears
heave	heaved/hove	heaved/hove	heaving	heaves
hew	hewed	hewed/hewn	hewing	hews
hide	hid	hidden	hiding	hides
hit	hit	hit	hitting	hits
hold	held	held	holding	holds
hurt	hurt	hurt	hurting	hurts
inlay	inlaid	inlaid	inlaying	inlays
input	input	input	inputting	inputs
inset	inset	inset	insetting	insets
interweave	interwove	interwoven	interweaving	interweaves
keep	kept	kept	keeping	keeps
kneel	knelt	knelt	kneeling	kneels
knit	knitted/knit	knitted/knit	knitting	knits
know	knew	known	knowing	knows
lay	laid	laid/lain	laying	lays
lead	led	led	leading	leads
lean	leant/leaned	leant/leaned	leaning	leans
leap	leapt/leaped	leapt/leaped	leaping	leaps
learn	learnt/learned	learnt/learned	learning	learns
leave	left	left	leaving	leaves
lend	lent	lent	lending	lends
let	let	let	letting	lets
lie	lay	lain	lying	lies
light	lighted/lit	lighted/lit	lighting	lights
lose	lost	lost	losing	loses
make	made	made	making	makes
mean	meant	meant	meaning	means
meet	met	met	meeting	meets
miscast	miscast	miscast	miscasting	miscasts
misdeal	misdealt	misdealt	misdealing	misdeals
mishear	misheard	misheard	mishearing	mishears
mislay	mislaid	mislaid	mislaying	mislays
mislead	mislaid	mislaid	misleading	misleads
misread	misread	misread	misreading	misreads

V ¹	V ²	V ³	V ⁴	V ⁵
misspend	misspent	misspent	misspending	misspends
mistake	mistook	mistaken	mistaking	mistakes
misunderstand	misunderstood	misunderstood	misunderstanding	misunderstands
mow	mowed	mowed	mowing	mows
outbid	outbid	outbid	outbidding	outbids
outdo	outdid	outdone	outdoing	outdoes
outfight	outfought	outfought	outfighting	outfights
outgrow	outgrew	outgrown	outgrowing	outgrows
output	output	output	outputting	outputs
outrun	outran	outran	outrunning	outruns
outsell	outsold	outsold	outselling	outsells
outshine	outshone	outshone	outshining	outshines
overbid	overbid	overbid	overbidding	overbids
overcome	overcame	overcame	overcoming	overcomes
overdo	overdid	overdone	overdoing	overdoes
overdraw	overdrew	overdrew	overdrawing	overdraws
overeat	overate	overeaten	overeating	overeats
overhang	overhung	overhung	overhanging	overhangs
overhear	overheard	overheard	overhearing	overhears
overlay	overlaid	overlaid	overlaying	overlays
overpay	overpaid	overpaid	overpaying	overpays
override	overrode	overridden	overriding	overrides
overrun	overran	overran	overrunning	overruns
oversee	oversaw	overseen	overseeing	oversees
overshoot	overshot	overshot	overshooting	overshoots
oversleep	overslept	overslept	oversleeping	oversleeps
overtake	overtook	overtaken	overtaking	overtakes
overthrow	overthrew	overthrown	overthrowing	overthrowing
pay	paid	paid	paying	pays
plead	pleaded	pleaded	pleading	pleads
prepay	prepaid	prepaid	prepaying	prepays
prove	proved	proven	proving	proves
put	put	put	putting	puts
quit	quit	quit	quitting	quits
read	read	read	reading	reads
rebind	rebound	rebound	rebinding	rebinds
rebuild	rebuilt	rebuilt	rebuilding	rebuilds
recast	recast	recast	recasting	recasts
redo	redid	redone	redoing	redoes
rehear	reheard	reheard	rehearing	rehears
remake	remade	remade	remaking	remakes
rend	rent	rent	rending	rends

Continued

V ¹	V ²	V ³	V ⁴	V ⁵
repay	repaid	repaid	repaying	repays
rerun	reran	rerun	rerunning	reruns
resell	resold	resold	reselling	resells
reset	reset	reset	resetting	resets
retake	retook	retaken	retaking	retakes
retell	retold	retold	retelling	retells
rewrite	rewrote	rewritten	rewriting	rewrites
rid	rid	rid	ridding	rids
ride	rode	ridden	riding	rides
ring	rang	rung	ringing	rings
rise	rose	risen	rising	rises
run	ran	run	running	runs
saw	sawed	sawn	sawing	saws
say	said	said	saying	says
see	saw	seen	seeing	sees
seek	sought	sought	seeking	seeks
sell	sold	sold	selling	sells
send	sent	sent	sending	sends
set	set	set	setting	sets
sew	sewed	sewn/sewed	sewing	sews
shake	shook	shaken	shaking	shakes
shear	sheared	shorn/sheared	shearing	shears
shed	shed	shed	shedding	sheds
shine	shone/shined	shone/shined	shining	shines
shoe	shod/shoed	shod/shodden	shoeing	shoes
shoot	shot	shot	shooting	shoots
show	showed	shown	showing	shows
shrink	shrank/shrunk	shrunk	shrinking	shrinks
shrive	shrived/shrove	shrived/shrove	shriving	shrives
shut	shut	shut	shutting	shuts
sing	sang	sung	singing	sings
sink	sank	sunk	sinking	sinks
sit	sat	sit	sitting	sits
slay	slew	slain	slaying	slays
sleep	slept	slept	sleeping	sleeps
slide	slid	slid	sliding	slides
sling	slung	slung	slinging	slings
slink	slunk	slunk	slinking	slinks
slit	slit	slit	slitting	slits
smell	smelt/smelled	smelt/smelled	smelling	smells
smite	smote	smitten	smiting	smites
sow	sowed	sown/sowed	sowing	sows

V ¹	V ²	V ³	V ⁴	V ⁵
speak	spoke	spoken	speaking	speaks
speed	sped/speeded	sped/speeded	speeding	speeds
spell	spelt/spelled	spelt/spelled	spelling	spells
spend	spent	spent	spending	spends
spill	spilt/spilled	spilt/spilled	spilling	spills
spin	spun	spun	spinning	spins
spit	spat	spat	spitting	spits
split	split	split	splitting	splits
spoil	spoilt/spoiled	spoilt/spoiled	spoiling	spoils
spotlight	spotlit/spotlighted	spotlit/spotlighted	spotlighting	spotlights
spread	spread	spread	spreading	spreads
spring	sprang	sprung	springing	springs
stand	stood	stood	standing	stands
stave	staved/stove	staved/stove	staving	staves
steal	stole	stolen	stealing	steals
stick	stuck	stuck	sticking	sticks
sting	stung	stung	stinging	stings
stink	stank/stunk	stunk	stinking	stinks
strew	strewed	strewed/strewn	strewing	strews
stride	strode	stridden	striding	strides
strike	struck	struck	striking	strikes
string	strung	strung	stringing	strings
strive	strove	striven	striving	strives
sublet	sublet	sublet	subletting	sublets
swear	swore	sworn	swearing	swears
sweep	swept	swept	sweeping	sweeps
swell	swelled	swollen/swelled	swelling	swells
swim	swam	swum	swimming	swims
swing	swung	swung	swinging	swings
take	took	taken	taking	takes
teach	taught	taught	teaching	teaches
tear	tore	torn	tearing	tears
tell	told	told	telling	tells
think	thought	thought	thinking	thinks
thrive	thrived/throve	thrived	thriving	thrives
throw	threw	thrown	throwing	throws
thrust	thrust	thrust	thrusting	thrusts
tread	trod	trodden/trod	treading	treads
unbend	unbent	unbent	unbending	unbends
underbid	underbid	underbid	underbidding	underbids
undercut	undercut	undercut	undercutting	undercuts
undergo	underwent	undergone	undergoing	undergoes

Continued

V ¹	V ²	V ³	V ⁴	V ⁵
underlie	underlay	underlain	underlying	underlies
underpay	underpaid	underpaid	underpaying	underpays
undersell	undersold	undersold	underselling	undersells
understand	understood	understood	understanding	understands
undertake	undertook	undertaken	undertaking	undertakes
underwrite	underwrote	underwritten	underwriting	underwrites
undo	undid	undone	undoing	undoes
unfreeze	unfroze	unfrozen	unfreezing	unfreezes
unsay	unsaid	unsaid	unsaying	unsays
unwind	unwound	unwound	unwinding	unwinds
uphold	upheld	upheld	upholding	upholds
upset	upset	upset	upsetting	upsets
wake	woke	woken	waking	wakes
waylay	waylaid	waylaid	waylaying	waylays
wear	wore	worn	wearing	wears
weave	wove	woven/weaved	weaving	weaves
wed	wed/wedded	wed/wedded	wedding	weds
weep	wept	wept	weeping	weeps
wet	wet/wetted	wet/wetted	wetting	wets
win	won	won	winning	wins
wind	wound	wound	winding	winds
withdraw	withdrew	withdrawn	withdrawing	withdraws
withhold	withheld	withheld	withholding	withholds
withstand	withstood	withstood	withstanding	withstands
work	worked	worked	working	works
wring	wrung/wrought	wrung/wrought	wringing	wrings
write	wrote	written	writing	writes

Auxiliary Verbs and their Forms

	PRIMARY AUXILIARIES	MODAL AUXILIARIES
be	be, is, are, am was, were, being, been	can, might, may, must, will, needn't
have	has, had, having	shall, daren't, should, ought
do	do, does, did, doing	would, used to, could

Note: The verb phrase in any sentence is constituted by using only the main verb form or one of the basic forms of the main verb and the primary auxiliaries or modal

auxiliaries or both the primary auxiliaries and the modal auxiliaries.

Example: I **teach** English (main verb 'teach')

I **am teaching** English now (primary verb and main verb 'am teaching')

I will **have been teaching** English (main verb, primary verb and main verb 'will have been teaching')

Note: Every **verb phrase** has a particular structure acceptable according to the Standard Written English.

Finite and Non-finite Verbs

Verbs can be divided into two categories — **FINITE** and **NON-FINITE** — on the basis of the following three criteria:

1. relation of the verb with the subject of a sentence
2. completeness or incompleteness of the meaning of the verb in a sentence
3. verbs being used or not used in different tenses

A sentence must have at least **one subject** and a **finite verb**.

Look at the given sentences:

A sentence: I woke up early because of chirping of the birds.

Group of words (Not a sentence): Because of the chirping of the birds.

A sentence: I saw Mr and Ms Tyagi arguing on the roadside.

Group of words (Not a sentence): Arguing on the roadside.

A sentence: I went out to buy the things I needed for my class test.

Group of words (Not a sentence): To buy the things I needed for my class test.

We can see only those examples that have a subject and at least one finite verb is a **sentence** while the ones without subject and at least one finite verb are just '**Group of words (Not a sentence)**'.

Now, look at the given sentences:

I **am driving** down the lane.

Natasha **drives** to college.

They **drive** very fast.

In the sentences above, the verb 'drive' is governed by the person and number of subjects — 'I', 'Natasha' and 'They', respectively; it makes the sentence complete; and is expressed in different tenses.

Now look at the following sentences:

I want **to eat** something spicy.

Varun has **to eat** apples every day.

They want **to eat** boiled eggs for breakfast.

In all the sentences above, the verb 'eat' does not change even though the person and number of the subject change.

Finite Verbs: Finite verbs are governed by the person and number of the subject. These are the verbs that have a definite relation with the subject or noun. They make the sentence complete, i.e. they don't need any other verb to complete their meaning. Finite verbs are usually the main verb of a clause or sentence and can be changed according to the number of noun (singular or

plural) and person or personal pronoun (1st, 2nd, or 3rd person).

Example: She **walks** home.

(Here, we see that the finite verb is **walks** (in present tense) and the personal pronoun is 'she' (3rd person singular)

They **walk** home.

(Here, we see that the finite verb is **walk** (in present tense) and the personal pronoun is 'they' (3rd person plural).

She **walked** home.

(Here, we see that the finite verb is **walked** (in past tense). You can notice how the verb changes according to change in the tense of the sentence)

Non-finite Verbs: Non-finite verbs do not change their form even when the person and the number of the subject change. These verbs cannot be the main verb of a clause or sentence as they do not talk about the action that is being performed by the subject or noun. They do not indicate any tense, mood or gender. They are used as nouns, adverbs and adjectives. They are also used to form non-finite clauses which are simply dependent clauses that use non-finite verbs.

Example: He loves **swimming** in the river.

(Here, the non-finite verb is **swimming** and it is used as a noun)

Remember:

The non-finite verbs that are used as nouns in the sentence are called **Gerunds**.

I need to go **to sleep**.

(Here, the non-finite verb phrase **to sleep** is acting as a noun)

Remember:

The non-finite verbs that use 'to' before them are called **Infinitives**.

The **broken** chair was sent back to the furniture shop.

(Here, the non-finite verb **broken** is acting as an adjective)

Remember:

The non-finite verbs that have '-ing' or '-ed' as suffixes and cause the verb to come as an adjective are called **Participles**.

NON-FINITE VERB CHART

INFINITIVES	PARTICIPLES	GERUND
To-infinitive or Present Infinitive	Present Participle	
Sentence Structure: S + finite verb + to + V ¹ + obj. Eg: I want to play cricket.	Sentence Structure: V ⁴ + N + Finite Verb + obj. Eg: Crying child disturbed us.	Sentence Structure: V ⁴ + finite verb + obj. Eg: Playing is a good physical and mental exercise.
Bare infinitive	Past Participle	
Sentence Structure: S + finite verb + V ¹ + obj. Eg: His jokes made us laugh.	Sentence Structure: V ³ + N + finite verb + obj. Eg: Broken chair was sent for repairing	
Perfect Infinitive	Perfect Participle	
Sentence Structure: S + finite verb + to + have + V ³ + obj. Eg: I am happy to have met you.	Sentence Structure: V ⁴ + V ³ + obj + , + S + finite verb + obj. Eg: Having read the newspaper, I came to know about the accident.	

INFINITIVES

Look at the **forms of infinitives** in the following sentences:

- Rohini wanted **to learn** photography.
- She is reported **to be learning** it.
- She is reported **to have learnt** painting already.
- She is known **to have been learning** music for the last five years.

Eat, read, write, go, get, speak, walk, smile, cry and laugh are a few of the verbs in the **infinitive form**.

When the preposition 'to' is placed before such a verb, that verb is called *full infinitive*.

'*To eat*', '*to read*', '*to write*', '*to go*', '*to get*', '*to speak*', '*to walk*', '*to smile*', '*to cry*' and '*to laugh*' are a few of the *full-infinitive* forms.

This type of noun is called *verbal-noun*. This is called so because it has the features of both a verb and a noun.

In addition, there is also another type of verbal-noun called "*Gerund*" which we'll discuss at length later in this section.

FOUR FORMS OF INFINITIVE

The following is the structure of these four infinitives.

Sentence (a) **to + verb**

Sentence (b) **to be+ verb –ing (present participle)**

Sentence (c) **to have + past participle**

Sentence (d) **to have + past participle of be + verb –ing**

Some of these forms have the corresponding passive voice as:

to learn (active voice)

to be learnt (passive voice)

Example: There is a great deal **to be learnt** in photography. **to**

have asked (active voice)

to have been asked(passive voice)

Example: He was happy **to have been asked** to deliver the convocation address.

The infinitives shown above have the word 'to' before them.

But look at these sentences:

The mother made the child **drink** the medicine.

Then she let the child **go out** and **play**.

The words underlined are really infinitives but to is omitted. This omission takes place after certain verbs like *make, let, see, hear, watch, have, bid*.

Using Infinitives Correctly

Rule 1: Infinitives can be used as the **subject** of the **verb**.

Example: **To swim** is good for health.

To eat too much makes one fat.

To go for a walk early in the morning is advised by the doctors.

To read means to grow.

Rule 2: Infinitives can be used as the **object** of the **verb**.

Example: I forget **to tell** you an important matter.

All of you begin **to work**.

The doctor has come **to check** you up for blood-pressure.

Rule 3: The verbs like *afford, appear, arrange, care, chance, come, dare, decide, fail, determine, happen, hurry, manage, mean, offer, pretend, promise, prove, refuse, seem, trouble, undertake, wish*, etc. take only **infinitives** as the **object**.

Example: I cannot **afford to pay** so much.

The man **pretended to be** innocent.

The thief **managed to escape**.

We have **undertaken to do** the job.

They **refused to pay** the bill.

She **offered to go** with me to the doctor.

We are *determined to complete* the project.

Rule 4: The verbs take like *ask, like, choose, want, intent, mean, hate, beg, love, expect, wish* etc. only **infinitives** as the **object** but also are used in the ways as given below:

a) **Subject + verb + infinitive**

Example: My sister **loves to sing**.

I **like to view** a few television shows.

I **hate to borrow** money from anyone.

He **expected us to help** him when he was in London.

She **chose to stay away** from the programme. Our professor **asked us to come back** after 6 pm today.

b) **Subject + verb + object + infinitive**

Example: My sister **likes my mother to sing**.

They **begged me to help him**.

The committee **chose me to sing** at the function.

My father **wished me to succeed** in the competition.

Rule 5: The verbs like *allow, advice, cause, compel, encourage, force, instruct, invite, oblige, order, permit, persuade, press, request, teach, tell, tempt, warn, etc.* take only the verb + object + infinitive construction

Example: Do not **allow him to interfere** with his work.

The circumstances **forced him to tell** a lie.

I **warned him not to take up** that job.

They **permitted me to take** the exam without my hall-ticket.

My teacher **taught us how to calculate** the profit.

Our father **forced us to continue** our studies.

He was **tempted to have** sweets every day.

Rule 6: The infinitive without 'to' is used after the verbs *make* and *let*.

Example: Let him go.

Make them do the job very well.

Rule 7: The full infinitive is used with the 'be' verb to indicate commands or agreements or pre-scheduled plans.

Example: Everybody **is to wear** a full suit.

Nobody **is to touch** these things without permission.

They **are to be** married next week.

The committee **is to meet** next month to discuss this matter.

Rule 8: It is used in the 'For + object + infinitive' construction.

Example: It is not **for me to advise** you.

Is the road safe enough **for the driver to take** the bus on it?

Rule 9: It is used in the place of clauses.

Example: Tell him **what to do?**

She does not know **who to approach?**

Can you tell me **how to stop** the bleeding?

So in these ways the infinitives can be used as nouns in the sentences.

Note: The word 'to' is frequently used with an infinitive. But 'to' is not the essential part or sign of an infinitive verb.

After a few verbs like *let, need, make, see, bid, hear, dare etc.* we use the infinitive **without 'to'**.

Example: You need not come to the function.

The Doctor can make him walk in a month's time.

How dare you open the door!

I did not see him do that.

They will not let you go out.

I have not heard a bird sing.

Note: The word 'to' need not be added after 'had better', 'had rather', 'would rather', 'sooner than' and 'rather than'.

Example: You had better leave now.

I had rather walk than take rest.

They would rather leave the show than see the dull movie.

They will come late rather than stay at home.

PARTICIPLES

The words that partake of the nature of both a verb and an adjective are called PARTICIPLES. Participles add extra meaning to sentences.

Example: **Hearing** the noise, the boy woke up.

Here, **the boy woke up** is a fact. But why did he wake up? He woke up because he heard the noise. In order to add

extra meaning to the sentence, the phrase **hearing the noise** has been added. The word **hearing** is formed from the verb **hear** and governs an object. The word **hearing** qualifies the noun boy as an Adjective does. The word hearing, therefore, partakes of the nature of both a verb and an Adjective, so it may also be called a **Verbal Adjective**.

Look at the words given in bold in the following sentences:

The **crying** child gets milk.

We found a man **running** for the bus.

Inaugurating the seminar, the Education Minister spoke about the prohibition policy.

The words given in bold are **participles**. There are THREE types of participles.

- a) **Present Participle**
- b) **Past Participle**
- c) **Perfect Participle**

Using Participles Correctly

Rule 1: The present participle takes the following structure in the sentence:

Verb +ing (cry +ing = crying) + subject+finite verb+object

Example: **Drowning** man cried for help.

Going up the stairs, the boy fell down.

Working all day, I was fatigued.

Not knowing my way, I asked the Policeman.

Mounting his horse, he rode off.

Seeing the sunshine, I threw open the window.

Rule 2: The past participle takes the following structure in the sentence:

Verb + ed (wound +ed = wounded) + subject+finite verb+object

Or,

Verb + en (drunk + en = drunken) + subject+finite verb+object

Example: **Broken** chair is sent for repairing. **Encouraged** by his wife, he persevered. **Enchanted** by the whole scene, I lingered on my voyage.

We saw a few trees **laden** with fruits. **Blinded** by smog, we lost our way. **Experienced** for a decade, he prepared the manual in a minute.

Rule 3: The perfect participle takes the following structure in the sentence:

Verb + ing + Verb+ed (have +ing + finish + ed = having finished) + subject+finite verb+object

Example:

Having finished his studies, he looked for a suitable job.

Having failed in the first attempt, he made no further attempts.

Having lost my certificates, I applied for the duplicates.

Having gained the truth, he remained calm.

GERUND

Gerund is the 'continuous form of a verb'.

Example: Smoking is prohibited here.

(The word smoking is formed from the verb smoke by adding -ing)

You can see that here in this sentence, the word smoking does the function of a subject (Noun). So, it is called **Verb-Noun**.

On many occasions the 'continuous form of the verb' can be used as a noun.

Smoke is the simple present-tense form; **smoked** is the past-tense form of the verb **smoke**; **smoking** is the continuous form of the verb **smoke**.

As discussed earlier, **gerund** is one of the two **verbal nouns**.

Note: The gerund and the present participle have the same form, **verb + ing**, such as swimming, walking, cut-ting, etc. However, unlike present participle, a gerund behaves as a **verbal noun**.

Using Gerunds Correctly

Rule 1: Gerunds can be used as the **subject** of a **verb**.

Example: **Swimming** is a good exercise.

Smoking is injurious to health.

Speaking is easier than writing.

Looking after children needs a lot of patience.

Rule 2: Gerunds can be used as the **object** of a **verb**.

Example: He likes **reading** detective novels.

Would you mind **returning** these books to him?

I hate **waiting** at bus stop.

Rule 3: Gerunds can be used as the **object** of a **preposition**.

Example: The minister inaugurated the school by **light-ing** a lamp.

He was fined for **being** late.

He is thinking of **resigning** his job.

They resumed their journey after **resting** for an hour.

Rule 4: Gerunds can be used as the **subject complements**.

Example: Talking to him is wasting time.

Seeing is believing.

Note: The following verbs can take either an **infinitive** or a **gerund** as an **object**.

continue neglect regret remember
try learn propose forget

The following verbs can be followed by the **infinitive (to + ing)** as the **direct object**.

agree forbid learn offer
care forget hope plan
decide intend pretend deserve
mean refuse fail

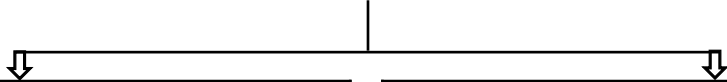
The following verbs can be followed by a gerund (v + ing) as the direct object.

admit deny postpone appreciate
enjoy practice avoid finish
stop cannot help keep suggest
consider

The following **verb phrases (verb + preposition)** can be followed by the **gerund (v + ing)**. Remember that **gerunds**, not infinitives, follow prepositions in general.

decide on think about keep on think of
look forward to plan on put off

Transitive & Intransitive Verbs



Transitive verbs

A verb that **does not convey** a complete meaning without the help of its **object**. It is always **dependent** on its **'object'** to give a meaningful sense. In other words, its meaning gets 'transferred' to its object, hence the name 'transitive' verb.

Example:

They called (whom?)
They called **us**.
The students looked (at what)
The students looked at the **board**.
We finished (what?)
We finished our **assignments**.

Intransitive verbs

A verb that can **convey** a complete meaning even without the help of an **'object'**, is complete in itself and does not require any 'object' to give meaningful sense. In other words, its meaning does not get 'transferred' on its object, hence the name 'intransitive' verb.

Example:

The child **slept**.
The ship **sank**.
The bell **rang**.

The verbs that take an object are usually called **transitive** verbs. Verbs that do not take an object are usually called intransitive verbs. However, there are a number of verbs that can be used with or without objects, that is, 'transitively' or 'intransitively'.

Here are some examples of verbs used both intransitively and transitively.

INTRANSITIVE USE	TRANSITIVE USE
My father is reading.	He is reading the newspaper.
The play ended at five.	Rain ended the play.

Using Transitive and Intransitive Verbs Correctly

There are some English verbs that can be used only intransitively. A few pairs of verbs should be noted. The

two verbs of each pair have similar meanings, but one of the verbs can take an object, and the other cannot. In the following table, the verbs labelled intransitive are those that cannot take objects.

	Infinitive	Simple Past	Past Participle
Transitive:	to lay	laid	laid
Intransitive:	to lie	lay	lain
Transitive:	to raise	raised	raised
Intransitive:	to rise	rose	risen
Transitive:	to set	set	set
Intransitive:	to sit	sat	sat

Particular care must be taken not to confuse the verbs **to lay** and **to lie**, since, as shown above, the Simple Past of the verb to lie has the same form as the bare infinitive of the verb **to lay**.

a) To Lay and To Lie

To lay is a transitive verb, which can take an object. The following examples illustrate the use of the Present Continuous, Simple Past, and Present Perfect tenses of the verb **to lay**. The verbs are underlined, and the objects of the verbs are printed in bold type.

Example: Mom is laying the **table**.

Jonny laid a **bet** on the white horse.

The hen has laid an **egg**.

To lie is an intransitive verb, which cannot take an object. The following examples illustrate the use of the Present Continuous, Simple Past, and Present Perfect tenses of the verb **to lie**.

Example: Namrata is lying on the sofa.

We lay on the beach in the sun.

Grandfather has lain in bed for a week.

In these examples, it might appear that the words **sofa**, **beach**, and **bed** act as objects of the verb **to lie**. However, this is not the case.

Not only verbs but also **prepositions** have the ability to take objects. A few commonly used English prepositions are *at*, *by*, *for*, *from*, *in*, *of*, *on*, *to* and *with*. Prepositions will be discussed in detail in the next chapter.

In the examples above, **sofa** and **beach** are objects of the preposition *on*; and **bed** is the object of the preposition *in*.

b) To Raise and To Rise

To raise is a transitive verb, which can take an object. The following examples illustrate the use of the Present Continuous, Simple Past, and Present Perfect tenses of the verb **to raise**. The verbs are underlined, and the objects of the verbs are printed in bold type.

Example: She is raising **poodles**.

He raised his voice against **injustice**.

Farmers have raised a **crop** of wheat.

To rise is an intransitive verb, which cannot take an object. The following examples illustrate the use of the Present Continuous, Simple Past, and Present Perfect tenses of the verb **to rise**.

Example: The sun is rising in the east.

They rose to the occasion.

The temperature has risen by five degrees.

In these sentences, the verbs have no objects. The words **east**, **occasion** and **degrees** are the objects of the prepositions **in**, **to** and **by**.

c) To Set and To Sit

To set is a transitive verb, which can take an object. The following examples illustrate the use of the Present Continuous, Simple Past, and Present Perfect tenses of the verb **to set**. The verbs are underlined, and the objects of the verbs are printed in bold type.

Example: Sachin Tendulkar is setting a new **record**.

We set the **statuettes** on a shelf.

Have you set the **date** for your trip?

To sit is an intransitive verb, which cannot take an object. The following examples illustrate the use of the Present Continuous, Simple Past, and Present Perfect tenses of the verb **to sit**.

Example: The whole family is sitting in the lawn.

I sat at my desk for an hour.

The stranger has sat on the park bench all afternoon.

In these sentences, the verbs have no objects. The words **steps**, **desk**, and **bench** are the objects of the prepositions **by**, **at** and **on**.

Modal Verb or Modal Auxiliary

Modal verbs or Modal Auxiliaries are verbs that are used to indicate the mood or attitude of the speaker. They indicate the following moods or attitudes.

- Seeking or giving permission
- Giving advice
- Making suggestion
- Conveying ability
- Expressing possibility
- Making promise
- Showing intension
- Expressing compulsion and obligation
- Expressing necessity
- Imposing prohibition
- Asking for things or favour
- Making polite requests.

Using Modal verbs Correctly

Given below is a list of some commonly used verbs to convey the above mentioned moods and attitudes.

Mood/attitude	Modal Verb	Sense of tone conveyed	Purpose	Example sentence
Seeking or giving permission	May	Formal	Request	May I come in? Yes, you may.
	Can	Informal	Request	Can I use your pen? Yes, you can.
	Could	Extremely formal	Request	Could I speak to Mr Sreshtha please? Sure, you could.
Giving advice	May	Formal	Advice	You may take the rickshaw from here.
	Could	Formal	Advice	You could take a second opinion on your mother's medical reports
Making suggestions	Should	Formal	Strong advice	You should take care of your health. You should not lose your cool over such trivia.
Conveying ability	Can	Present ability	Ability	He can run fast.
	Could	Past ability	Ability	I could sing well.
	Is/am/are + able to	Present ability	Ability	We are able to meet the target for this quarter
	Was/were + able to	Past ability	Ability	He was able to run at the speed of 20 km per hour
	Will/shall be + able to	Future ability	Ability	The lawyer will be able to convince the judges.
Expressing possibility	May	Affirmative possibility	Strong possibility	The market may not open on Sunday
	Might	Weak possibility	Weakest possibility (very slim chances of something happening)	The manager might not allow him to go on a long leave.
	Can	General or occasional possibility		They can pick up a quarrel.
	Could have	Distant possibility		The accounts department could have forgotten to raise the bills.
Making promise or being promised	Will	Present and future promise	Promise	I will give you my report. We will help them.
	Would	Past of will but can be used for future as well	Promise	He would keep his promise. She would do anything to help us.
Showing intensions	Wish	Intense desire ('wish' is followed by a past verb like was/were)	Wish or desire	I wish there was no backlog to clear. We wish we did not have to pay taxes.
	Would rather	Intensions and future plans	Intension	I would rather take a leave.

Continued

Mood/attitude	Modal Verb	Sense of tone conveyed	Purpose	Example sentence
Expressing compulsion and obligation, and imposing prohibition	Must	compulsion to do something	affirmative compulsion	We must be in time for the meeting
	Mustn't	Compulsion not to do something	negative compulsion	You mustn't take anyone for granted
	Have to	compulsion due to an external pressure to do something	strongest compulsion	We have to submit our project report by tomorrow morning
	Ought to	moral responsibility to do something	moral compulsion	We ought to stick to business ethics
	Dare (not to)	control on boldness to do something	negative and interrogative compulsion	You dare not argue with Mr Sharma, our new professor
Expressing necessity	Need	necessary to do something	soft affirmative necessity	I need to talk to you immediately. We need to pay attention to our studies
	Needn't	not necessary to do something / liberty not to do something	soft negative necessity	You needn't worry about your pet dog. I will take care of it They needn't argue over such small issues
Asking for things of favour and making polite requests	Could	formal affirmative request	request	Could you lend me some money?
	Would	formal affirmative request	request	Would you mind talking in a low voice please?
	Wonder if + could/would	Extremely polite formal request/urge	urge/persuade	I wonder if you would let me stay here for a while

Rule 1: Usage of 'Can' and 'Could'

The modal auxiliary *can* is used in the following situation:

- to express ability (in the sense of being able to do something or knowing how to do something):
Example: He **can** speak Telugu but he can't write it very well.
- to expression permission (in the sense of being allowed or permitted to do something)
Example: **Can** I talk to my friends in the library waiting room? (Note that '**can**' is less for-mal than '**may**'.)

- to express theoretical possibility

Example: American automobile makers **can** make better cars if they think there's a profit in it.

The modal auxiliary '**could**' is used in the following situation:

- to express an ability in the past
Example: I **could** always beat you at tennis when we were kids.
- to express past or future permission
Example: **Could** I borrow your camera?
- to express present possibility

Example: We **could** always spend the weekends just visiting the nearby hill station.

- d. to express possibility or ability in contingent circumstances

Example: If he studied harder, he **could** pass this course.

In expressing ability, **can** and **could** frequently also imply willingness.

Example: **Can** you help me with my household chores?

Rule 2: What to use: ‘Can’ or ‘May’?

Whether the auxiliary verb ‘**can**’ can be used to express permission or not such as:

“Can I leave the room now?” (“I don’t know if you can, but you may.”)

It depends on the level of formality of your text or situation. As Theodore Bernstein puts it in *The Careful Writer*, “a writer who is attentive to the proprieties will preserve the traditional distinction”:

‘can’ for ability or power to do something, ‘may’ for permission to do it.

The question is at what level can you safely ignore the ‘proprieties’.

According to Merriam-Webster Dictionary, tenth edition: “the battle is over and ‘**can**’ can be used in virtually any situation to express or ask for permission”. However, most authorities, however, recommend a stricter adherence to the distinction, at least in formal situations.

Rule 3: Usage of ‘May’ and ‘Might’

Two of the more troublesome modal auxiliaries are ‘**may**’ and ‘**might**’. When used in the context of granting or seeking permission, ‘**might**’ is the past tense of ‘**may**’.

Remember ‘**might**’ is considerably more tentative than ‘**may**’.

Example: **May** I leave class early?

If I’ve finished all my work and I’m really quiet,
might I leave early?

In the context of expressing possibility, ‘**may**’ and ‘**might**’ are interchangeable present and future forms and **might + have + past participle** is the past form:

Example: Ms Adhikari **might** be our mentor next semester.

Ms Adhikari **may** be our mentor next semester. Ms Adhikari **might** have advised us not to take consumer behaviour.

Note: Avoid confusing the sense of possibility in ‘**may**’ with the implication of ‘**might**’, that a hypothetical situation has not in fact occurred. For instance, let’s say there’s been a helicopter crash at the airport. In his initial report, before all the facts are gathered, a news reporter could say that the pilot “**may** have been injured.” After we discover that the pilot is in fact all right, the news reporter can now say that the pilot “**might** have been injured” because it is a hypothetical situation that has not occurred.

Rule 4: Usage of ‘Will’ and ‘Would’

In certain contexts, ‘**will**’ and ‘**would**’ are virtually interchangeable, but there are differences. Notice that the contracted form ‘*ll*’ is very frequently used for **will**.

Will can be used to express willingness.

Example: I’ll wash the dishes if you dry.

We’re going to the movies. Will you join us?

Will can also express intention (especially in the first person).

Example: I’ll do my exercises later on.

Will can also express prediction.

Example: The vacation **will** be over soon. (specific)

Wind **will** ruin her hairdo. (timeless)

The river **will** overflow its banks every August. (habitual)

Would can also be used to express willingness.

Example: **Would** you please take off your hat?

Would can also express insistence (rather rare, and with a strong stress on the word ‘would’).

Example: Now you’ve ruined everything. You **would** act that way.

Would can also express characteristic activity.

Example: After work, he **would** walk to his quarter in the university premises. (customary)

She **would** cause the whole family to be late, every time. (casual)

In a main clause, **would** can express a hypothetical meaning.

Example: My sister **would** weigh a ton if I let her eat what she wants.

Finally, **would** can express a sense of probability

Example: I hear a whistle. That **would** be the five o’clock train.

CHAPTER-END EXERCISES

Low Difficulty Level Exercise

Directions for questions 1 to 25: In each of the following sentences, a part of the sentence is underlined. Beneath each sentence, four different ways of phrasing the underlined part are indicated. Choose the best alternative from among the four.

1. You should not have hurting the poor puppy.
 - (a) have hurted
 - (b) have hurting
 - (c) have hurt
 - (d) have hurts
2. I have gathered many informations on this subject.
 - (a) several informations
 - (b) much informations
 - (c) a lot of information
 - (d) several information
3. There is a few anger among brokers over the regres-sive law.
 - (a) few anger
 - (b) many anger
 - (c) lots anger
 - (d) much anger
4. I prefer working a little more than going home.
 - (a) for going
 - (b) to going
 - (c) of going
 - (d) while going
5. I have some furnitures in my living room.
 - (a) a few furnitures
 - (b) some furniture
 - (c) a little furnitures
 - (d) the few furniture
6. I like him but you are more better than him.
 - (a) are best than
 - (b) are good than
 - (c) are better
 - (d) are well
7. She is not very old but her hairs are greying.
 - (a) hair are greying
 - (b) hair is greying
 - (c) hair has greying
 - (d) hair have greying
8. Coming to work late is Rahul's usual practise.
 - (a) usual practitioner
 - (b) usually practice
 - (c) usual practice
 - (d) usually practicing
9. The court has sent summons to directors of 20 companies.
 - (a) summonses
 - (b) simmons
 - (c) symantics
 - (d) summon
10. I am reading James's book.
 - (a) James
 - (b) James'
 - (c) Jame's
 - (d) Jameses'
11. His cattle is going to graze in the field all day.
 - (a) cattle are
 - (b) kettle is
 - (c) kettles are
 - (d) cattle were
12. The crowd are pushing towards the counter.
 - (a) crowds are
 - (b) crowd is
 - (c) crowd were
 - (d) crowds was
13. One million hectares are a large piece of land.
 - (a) hectare are
 - (b) hectare is
 - (c) hectares is
 - (d) hectors are
14. Please bring a scissor and trim his hair.
 - (a) a scissors
 - (b) a pair of scissors
 - (c) a pair of scissor
 - (d) the scissor
15. Both the aircrafts have already landed.
 - (a) aircrafts are
 - (b) aircraft is
 - (c) aircrafts had
 - (d) aircraft have
16. He is one of the most famous athlete in the country.
 - (a) one most famous athlete
 - (b) one of the most famous athletes
 - (c) one of the famous athlete
 - (d) one famous athletes

17. Did you wanted to take more time for this?
 (a) have you wanted
 (b) had you wants
 (c) did you want
 (d) have you want
18. Rohini is a girl who knows about his beauty.
 (a) their beauty
 (b) her beauty
 (c) of beauty
 (d) them beauty
19. Boys like I and you should meet more often.
 (a) you and I
 (b) me and you
 (c) you and me
 (d) us two
20. These two executives are not very fond of one another.
 (a) fond of one other
 (b) fond of each another
 (c) fond of each other
 (d) fond of every other
21. Who's work are you doing?
 (a) Whose
 (b) Where
 (c) Why
 (d) Whom
22. The referees which took the money were suspended.
 (a) referees why took
 (b) referees where took
 (c) referees who took
 (d) referees while took
23. The show will be broadcasted again tomorrow.
 (a) broadcast again
 (b) broadcasting again
 (c) broad casting again
 (d) broadcasts again
24. That was he who came to meet you last evening.
 (a) They were he
 (b) It was he
 (c) They were them
 (d) It were them
25. Fruits and vegetables prices are hitting the roof.
 (a) Fruit's and vegetable's
 (b) Fruits' and vegetables'
 (c) Fruits and vegetable
 (d) Fruit and vegetable

Direction for questions 26-50: Choose the phrases from among options (a), (b), (c) and (d) given below each statement to replace the phrase in **bold** in the following sentences so that the sentence becomes grammatically meaningful and correct.

26. Every **employee are** going to get a good increment.
 (a) employee were
 (b) employees are
 (c) employees have
 (d) employee is
27. Every man and woman here **does his work** perfectly.
 (a) does their work
 (b) does her work
 (c) do their work
 (d) do his work
28. The clothes that are lying on the floor **are your's**.
 (a) is yours
 (b) are you're
 (c) is your's
 (d) are yours
29. **They spended** a lot on unnecessary things.
 (a) They spent
 (b) They spends
 (c) They spending
 (d) They have spends
30. I have bought a **nice blue trouser**.
 (a) nice blue trousers
 (b) a pair of nicer trouser
 (c) nice blue pair of trouser
 (d) pair of nice blue trousers
31. This decision is going to become effective in the **later half** of the year.
 (a) latter half
 (b) litter half
 (c) litre half
 (d) loiter half
32. Rohit is **the more important** person of the team.
 (a) the most important
 (b) the better important
 (c) the best important
 (d) the higher important
33. **Their wives** are waiting for them at home.
 (a) Their wives
 (b) Their waves
 (c) There wives
 (d) There wives

34. I **will be visit** my friends next Monday.
 (a) will be visited
 (b) will be visiting
 (c) will be visits
 (d) will have visiting
35. With much effort I managed find **few beautiful dresses**.
 (a) a few beautiful dresses
 (b) a little beautiful dresses
 (c) much beautiful dresses
 (d) may beautiful dresses
36. His office is **further from** the theatre than his home.
 (a) Feather from
 (b) Farther from
 (c) Father from
 (d) Fodder from
37. Shailesh is **too hard working**.
 (a) many hard working
 (b) very hard working
 (c) decent hard working
 (d) great hard working
38. In school he was a year **senior than me**.
 (a) senior for me
 (b) senior of me
 (c) senior to me
 (d) senior from me
39. Sumit is the **best of the two** singers.
 (a) better of the two
 (b) good of the two
 (c) fine of the two
 (d) tune of the two
40. He **refused agreeing** with my views.
 (a) refuse agreeing
 (b) refused to agree
 (c) refused to agreeing
 (d) refusing to agreed
41. One always knows when **he is** doing something wrong.
 (a) they are
 (b) she is
 (c) it is
 (d) one is
42. **Romila have had** her articles published in a national daily.
 (a) Romila has had
 (b) Romila have have
 (c) Romila was had
 (d) Romila has have
43. I **have being** doing the same kind of work for quite a long time.
 (a) are being
 (b) am being
 (c) am been
 (d) have been
44. He **had drunken** a lot in the party last night.
 (a) has drunk
 (b) had drink
 (c) had drunk
 (d) have drinking
45. I don't know what **had creeped** into her mind.
 (a) had crept
 (b) had cringed
 (c) have caught
 (d) have crept
46. You **will becomes** rich if you work hard.
 (a) will have becomes
 (b) will become
 (c) will became
 (d) will becoming
47. I wanted to go but was **bounded by** promise.
 (a) bind by
 (b) blind by
 (c) brand by
 (d) bound by
48. He **had been talked** to me all evening.
 (a) had been talk
 (b) had been talking
 (c) had been talks
 (d) had been talkative
49. He **digged the well** after all.
 (a) dug the well
 (b) dung the well
 (c) drink the well
 (d) drum the well

50. His friends forsaken him because of his habits.
- Forsaked him
 - For sake of him
 - Forsook him
 - For shaking him

Moderate Difficulty Level Exercise

Direction for questions 1-8: In each of the following sentences, some words are given in **bold**, marked (a), (b), (c) and (d) and separate by /. Choose the option in which the word in bold is inappropriately used. Choose (e) if there is no inappropriate usage in the sentence.

- The country's **exports** (a) / this year falling **below** (b) the **prior** (c) year / is a **worrying** sign (d). All correct (e)
- Just when you **thought** (a) / men's tennis had settled into a **steady** pattern (b) / under **monarchy** of Djokovic (c) /, Stan Wawrinka **deliver** some fearless strokeplay (d). All correct (e)
- Along with the **head** of the UK, Canada, (a) / France, Germany, Italy and the **European Union**, (b) / Obama will **talk** about (c) / the **global** economy and climate change (d). All correct (e)
- Whenever there are **excess** steps (a) / taken to **curb** people's (b) voice of **dissent** (c) / there is a **rebellion** (d). All correct (e)
- Surveyors have quoted data **prevalent** (a) / to a certain section of society to **illustrate** (b) / the **hazardous** (c) / **impact** of smoking on lungs (d). All correct (e)
- Haily De La Cruz, **programme** manager (a) for **campaign** management (b) / at Bing Ads, said auto-mated rules **had** been (c) / one of the top requested **feature** from users (d). All correct (e)
- Such a **project** (a) / will neither be **viable** (b) / nor **desirable** (c) / in a slow economy like **today's** (d). All correct (e)
- He has been **sick** (a) / for a **while** and has been told (b) / to visit a **doctor** and get expert **advise** (c) / on what is **ailing** him (d). All correct (e)

Direction for questions 9-16: Read each sentence carefully to see if there is a grammatical error in it. The sentences have been broken into four parts (a), (b), (c) and (d), separated by /. Mark the part that has an error, or mark (e) if there is no error.

- Upon pulling down Spotlight search, (a) / Siri will automatically suggestion (b) / some apps to users, (c) based on their heir emails and calendars (d). No error (e)
- Jethmalani and activist-lawyer Prashant Bhushan (a) / had opposed to the move to appoint (b) Chowdary as chief vigilance commissioner, (c), questioning its credentials (d). No error (e)
- The company was recently (a) / allot two coal mines (b) / for captive use (c) / in its power plants. (d). No error (e)
- By Monday night, (a) / nearly 35 complaints had been filed (b) and as many FIRs registered (c) by the Andhra Pradesh Police (d). No error (e)
- Their company will incur (a) / heavy losses this year because (b) / of the unreasonable freebies they (c) / offers to customers (d). No error (e)
- A senior health ministry officials (a) / in Delhi said that (b) / all existing stocks of Maggi would have to be removed (c) / from the market immediately (d). No error
- This hair restoration method (a) / is 100% natu-ral, (b) / because it attacks the reason (c) / why you loss your hair in the first place (d). No error (e)
- To provide a flexible process (a) / for lenders to recover loans, (b) RBI has allowed them to acquiring stake (c) / in defaulting companies (d). No error (e).

Direction for Questions 17-30: In the following passage, there are blanks that are numbered (17) to (30). For each numbered blank, four options (a), (b), (c) and (d) are given at the end of the passage. Choose the option that might fill the particular blank most appropriately.

ZTE's Nubia Z9 Mini is one of the newer _____ (17) in the smartphone segment. Its best _____ (18) is the camera, which, the company claims, will suit the _____ (19) of DSLR users. At first glance, it looks like a larger _____ (20) of the iPhone 4s. Although it appears to have a metal trim, the Z9 Mini is made of plastic. It has a glass back like the Google Nexus 4 and a defining _____ (21) red ring around the camera lens, which is visually appealing. The phone comes with a 16-megapixel (MP) primary and an 8MP secondary camera. It uses a Sony Exmor RS sensor and _____ (22) to have six layers of optical lenses. The camera provides full manual control over ISO, white balance and shutter speed, just like

in a DSLR. One can even _____ (23) in focus peaking, where the edges of objects are highlighted with a red line for better manual control. There are mainly two modes in the camera software — auto and pro — and further sub-modes. If one uses these modes in pro, _____ (24) can tweak the ISO setting or the shutter speed, etc. The normal _____ (25) functions like any other smartphone camera. The light paint-ing mode can be _____ (26) to click pictures of light sources moving through long-time exposure. This mode is best used in the dark. The special _____ (27) mode is for clicking photos with different filters, à la Instagram. The electronic aperture is an interesting mode. The size of the aperture can be _____ (28) and the _____ (29) speed is accordingly changed by the phone. This can be used for landscape photography or for _____ (30) slow-moving objects.

17. (a) entrant
(b) entrants
(c) entering
(d) entered
18. (a) future
(b) furniture
(c) feature
(d) fighter
19. (a) taste
(b) tasty
(c) twist
(d) test
20. (a) vision
(b) version
(c) visible
(d) visitor
21. (a) mettle
(b) metal
(c) mental
(d) metallic
22. (a) cribs
(b) clings
(c) claims
(d) crabs
23. (a) indulgence
(b) indulging
(c) indulges
(d) indulge
24. (a) one
(b) he
(c) she
(d) they
25. (a) mood
(b) might
(c) mode
(d) mighty
26. (a) usage
(b) using
(c) usable
(d) used
27. (a) effect
(b) affect
(c) affectation
(d) effective
28. (a) adjustment
(b) adjusted
(c) adjusting
(d) adjusts
29. (a) shatter
(b) shattered
(c) shuttered
(d) shutter
30. (a) capturing
(b) capture
(c) captures
(d) captured
- Direction for questions 31-42:** Each of the following statements has a part missing. Choose the best option from the four options (a), (b), (c) or (d) given below the statement to complete the sentence.
31. Across the world, India included, even as longevity has increased during the period from 1990 to 2013, _____ live with disease and disability has shot up
- (a) the number of year both men and women
(b) the number of years both men and women
(c) numbers of year both men and women
(d) number of ears both men and women

32. Peppered with questions about the Greek crisis, Ukraine and climate change, German Chancellor Angela Merkel carefully _____ the change of management at Deutsche Bank.
- avoid being drawn into
 - avoiding being drawn into
 - avoided being drawn into
 - avid being drawn into
33. Weeks after he undertook such a campaign in Telangana, Congress Vice-President Rahul Gandhi now plans to undertake a 15-km march in Tamil Nadu later to meet farmers and _____.
- get a first-hand accountancy of their problems
 - get a first hand account of their problems
 - get a first-hand account of their problems
 - get the first handful account of their problems
34. The rising temperature could not deter aspirants from _____ of the university to fill offline forms. Although they had the option to register online, over 9,000 students turned up to collect the forms for undergraduate admissions.
- flocking the eight centres
 - flogging to the eight centres
 - flogging the eight centres
 - flocking to the eight centres
35. Modi's compelling victory, in which the BJP claimed India's strongest mandate in 30 years, _____. The challenge for India is no longer about the world impinging on its choices, but to use its economic and political weight to shape the external environment to its benefit.
- will have assure him greater control
 - will assure him greater control
 - will assure him for greater control
 - will assures him greater control
36. After declining 660 points in Tuesday's trading session, the BSE benchmark Sensex plunged 351 points on Wednesday, taking _____ in two trading sessions
- her cumulative decline to more than 1,000 points
 - their cumulative decline to more than 1,000 points
 - its cumulative decline to more than 1,000 points
 - his cumulative decline to more than 1,000 points
37. Dating back to the Cold War, India has tended to avoid close alliances. Its ability to project power rests largely with its nuclear deterrent and, _____. Balancing Beijing's great-power ambitions, and keeping Washington interested in the region after U.S. troops pull out of Afghanistan, will require India to raise its game, or risk leaving its land borders and sea lanes vulnerable.
- though a population of 1.2 billion, the diplomatic corps is barely larger than Singapore's
 - having the population of 1.2 billion, the diplomatic corps is barely larger than Singapore
 - although a population of 1.2 billion, the diplomatic corps is barely larger than Singapore
 - despite a population of 1.2 billion, its diplomatic corps is barely larger than Singapore's
38. The alliance laid the foundation of the modern Saudi state, _____ to make the cleric's rigid doctrine — widely known as Wahhabism — a major force in the Muslim world. And now, this site, the birthplace of it all, is becoming a tourist attraction.
- which has in more recent times use its oil wealth
 - which has in more recent times used of its oil wealth
 - which has in more recent times using its oil wealth
 - which has in more recent times uses its oil wealth
39. The sixth and final trial for Gatimaan Express, the first semi high-speed train service between Delhi and Agra, was completed on Tuesday. During the trial, the train covered the 195-km stretch in 115 min-utes, clocking the highest speed of 160-plus kmph. _____ Prime Minister Narendra Modi is expected to flag off the train in the second week of this month.
- This was most than any other trains in the -country.
 - This was good than many trains in the country.
 - This was more than any other train the country.
 - This was more to any other train in the country.
40. The company will make reasonable efforts to identify a new independent director with significant experience as a member of senior management _____ before the company's 2016 annual general meeting.
- of a company dealing in apparels, and appoint the new director, to fill a vacancy
 - of a company dealing in apparel, and appoint the new director to fill a vacancy
 - of companies dealing in apparels, and appoint the new director, to fill a vacancy
 - of companies dealing in apparel, and appoint them to fill a vacancy

41. From the moment of birth, we as human beings depend on others to satisfy our basic needs. As infants, _____. Later in life, we continue to seek personal contact for the same reason, even though we know we are capable of fulfilling our own needs without relying on others for survival.
- we associated with our mother for the satisfaction of our basic
 - we associate from our mother for the satisfaction of our basic needs
 - we associate with our mothers for the satisfaction of our basic needs
 - we associate with our mother for the satisfaction of our basic needs
42. Isro's Mars Orbiter Mission (MOM) on Monday bid a 15-day farewell to ground stations as a result of what is known as Mars conjunction, a phenomenon during which the sun will disrupt its communication with the two stations on earth. This is the first time since its launch on November 5, 2013, that MOM will be not be in touch with _____. So it is going to be a challenging period for the MOM team.
- either of the two stations that had been communicating with it
 - any of the two stations that had been communicating with it
 - many of the two stations that had been communicating with it
 - a few of the two stations that had been communicating with it
- Direction for questions 43-50:** The following sentences have blank space in them. Choose the most appropriate from among the four options (a), (b), (c) and (d) to fill in those blanks.
43. Mumbai Port Trust discovered early in the last year that vessels containing steel _____ imported from China, Japan and Korea were seeking permission to dock
- equipments
 - implements
 - equipment
 - equipped
44. South African prison officials have _____ that Oscar Pistorius be released from prison and put under house arrest
- recommended
 - ordered
 - requested
 - advised
45. An anonymous hacker group _____ claims to have hacked the database of taxi aggregator Ola, has said it has access to sensitive information
- who
 - that
 - whom
 - while
46. Anyone with a minimum of 30 gm of gold — as coins or bars or jewellery — can get gold _____, assessed and deposited with banks for a return that will be free from wealth tax and income tax.
- assayed
 - accessed
 - assayed
 - exceeded
47. By measuring changes in participants' cognitive test scores over time from 1998 to 2012, the researchers could see that both blacks and whites did relatively _____ on the test after their stroke than before.
- better
 - best
 - superb
 - well
48. Air fresheners in the form of sprays are bottled in metal cans and contain particles that either mask the _____ or adsorbs it.
- odour
 - order
 - ardour
 - arduous
49. Maharashtra is planning to install high-resolution thermal cameras to _____ the big cats at the Tadoba-Andhari tiger reserve.
- protest
 - proper
 - protect
 - profit
50. Officials from the Movie Artists' Association said Aarthi Agarwal felt _____ as she had starred in only four films between 2008 and now
- forgotten
 - forbidden
 - forgiven
 - fortressed

High Difficulty Level Exercise

Direction for questions 1-13: In each of the following questions, the word given in **bold** is used in four different ways. Choose from among the options (a), (b), (c) or (d) where the usage of the word is **incorrect or inappropriate**.

1. Watch

- (a) I plan to go and watch a movie this weekend.
- (b) She has just bought a very expensive watch?
- (c) Rohan is watching forward to a positive response from his clients.
- (d) They have been tasked with watching over the museum.

2. Rest

- (a) His coach has instructed him to rest for a few weeks.
- (b) You can rest assured your work will be done in time.
- (c) His mother rests in peace in their family grave-yard.
- (d) Why don't you rest for something?

3. Talk

- (a) The host of the talk show is a funny man.
- (b) The judge talked that he should be put in jail.
- (c) You were talking to them, weren't you?
- (d) After much effort, they were able to talk him out of his plans.

4. Introduce

- (a) The man introduced his friends to one another.
- (b) Introducing insulin into the body is a delicate matter.
- (c) The employees welcomed the changes introduced by the new management.
- (d) You should introduce a few funny sentences into your next article.

5. Tell

- (a) He told to me that he was going abroad.
- (b) It was clear from his expressions that he was telling a lie.
- (c) Can you tell a dog from a raccoon?
- (d) The teacher told the boys off for being too talkative in class.

6. Beauty

- (a) I have some beautiful memories of her.
- (b) The lady in red was a beauty.
- (c) They always made sure they had beauty sleep.
- (d) He was busy beautifying the corridor.

7. Mine

- (a) The book that they found in class was mine.
- (b) This movie has a mine of information on wild geese.
- (c) He borrowed mine umbrella and never returned it.
- (d) They had to watch for mines while marching ahead during the war

8. Ride

- (a) He knew it all along that he was rising for a fall.
- (b) I went for a ride on my friend's bike last Saturday.
- (c) You can never take your boss for a ride.
- (d) He would ride from his ashes, he said.

9. Press

- (a) The manager was pressed by the urgency to finish the work soon.
- (b) I gave my shirt to be pressing.
- (c) He decided to press some serious charges against the offender.
- (d) They were yet to meet at the time of going to press.

10. Lie

- (a) It is known that he never lies.
- (b) Dev was lying in the living room when I reached.
- (c) The bird has been lying eggs regularly.
- (d) I have decided to lie low and concentrate on my work.

11. Share

- (a) They have been sharing rumours about the company's poor financial health.
- (b) He had a habit of sharing whatever he had with his friends.
- (c) They lived in a shared apartment.
- (d) They made a short film to share their views on global warming.

12. Long

- (a) It won't be long before he returns with necessary assistance.
- (b) I have been longing to visit my old friends.
- (c) He has been trying hard measure the long of this rope.
- (d) It takes a lot of patience to perform well in long-form cricket matches

13. Take

- (a) I will take one for the team.
- (b) Bored by the usual work, she took at a TV programme.

- (c) The protesters have taken to the streets
 (d) It will be a one-hour show, give or take 5 minutes.

Direction for questions 14-25: In each of the following questions there are four sentences — tagged (A), (B), (C) and (D) — that together form a coherent paragraph. Identify from among the options (a), (b), (c) or (d) the sentence(s) that is/are incorrect in terms of grammar or usage (including spelling, punctuation and logical consistency)

14. A. Dornier aircrafts of the Coast Guard
 B. with many crew members on board
 C. gone missing after taking off from Chennai
 D. on Monday night for a surveillance sortie
 (a) C only
 (b) C & D
 (c) A & C
 (d) B only
15. A. Bollywood actor Salman Khan is upset
 B. with those social media users who post
 C. abusive messages on the pages of other celebrities
 D. via fake accounts, to show his love for him
 (a) B only
 (b) A & C
 (c) C only
 (d) D only
16. A. Apple Inc has announced much new software
 B. Features as part of the annual update
 C. of its mobile operating system iOS that power its
 D. iconic iPhones and iPads.
 (a) A only
 (b) A & C
 (c) D only
 (d) C & D
17. A. The first official trailer for the film adaptation
 B. of Andy Weir's The Martian
 C. is out and it sees like it's going to blow
 D. Interstellar and Gravity out of the water.
 (a) B only
 (b) B & C
 (c) C only
 (d) C & D
18. A. There is always a lot of talk around the Complex of
 vitamin B and how it is
 B. necessary to the body to perform a large number of
 functions. Nonetheless,
 C. the B complex vitamin isn't just one pretty com-plex
 vitamin, as the name might suggest. There are actually
 D. 8 B vitamins which are inside the Vitamin B complex
 and a couple of other relevant ingredi-ents.
 (a) C & D
 (b) C only
 (c) B only
 (d) B & C
19. A. Once on a time, mariniera used to be
 B. the fisherman's clothes. But today,
 C. this striped piece has finally conquered
 D. the hearts of designers worldwide
 (a) A only
 (b) B only
 (c) A & B
 (d) C & D
20. A. Probably one of the most amazing
 B feature of a smartphone is the powerful camera it
 comes with.
 C. You get to click images and freeze the moments
 D. And relive those later
 (a) A & B
 (b) D Only
 (c) C Only
 (d) B only
21. A. Have you ever thought how every coffee
 B. that you order at your favourite cafe tastes just right,
 and
 C. how it is always brued to perfection
 D. be it at Café Coffee Day, Barista, Costa Coffee or
 Mocha?
 (a) A & B
 (b) B & C
 (c) A & C
 (d) D only
22. A. A judge in the US state of Louisiana has ordered
 B. the release of an inmate who has been in solitary
 confinement
 C. for more than 40 years, and also banned prosecu-tors
 D. from trying Albert Woodfox for a third time
 (a) A only
 (b) C only
 (c) B & C
 (d) D only

23. A. Criticising BJP leader Sushil Kumar Modi
 B. for claiming that Bihar was sacrificing a power shortage
 C. in pack summer, Chief Minister Nitish Kumar
 D. asserted that the power situation, on the contrary, was quite good
 (a) A only
 (b) C only
 (c) B & C
 (d) D only
24. A. With a movie as gigantic as Avengers: Age of Ultron,
 B. rumours are to be expected; these started almost
 C. as soon as The Avengers came out in 2012 and continued
 D. right until a days before the sequel was released
 (a) D only
 (b) C only
 (c) A & B
 (d) A & D
25. A. Yogi Adityanath again landed his party into
 B. a potential controversy by saying that
 C. those opposing yoga and 'surya namaskar' should
 D. either leave India or soak themselves in the ocean.
 (a) B only
 (b) D only
 (c) A & B
 (d) C & D

Direction for questions 26 to 29: Each of the following questions consists of four sentences on a topic. Some sentences are grammatically incorrect or inappropriate. Select from among the options (a), (b), (c) and (d) the ones that indicate grammatically **incorrect and inappropriate** sentence (s).

26. Biopharmaceuticals are among the most sophisticated and elegant achievements of modern science. The huge, complex structures of these drugs don't just look extraordinary in the 3-D modeling systems used to design them; they also perform their jobs remarkably well, offering high efficacy and few side effects.
- A. And there is much more to come: existing treatment archetypes are evolving and becoming more sophisticated all the time,
 B. and continuing research is yielding entirely new types of products. Radically new concepts are

- making it to the market, such as the cell therapy Provenge,
 C. which is used to treat cancer, and, somewhat further out, gene therapies, which offer even more amazing promises of regenerative medicine or disease remission. Yet there are operational and technological challenges.
 D. Reproducing large molecules reliably at an industrial scale requires manufacturing capabilities of a previously unknown sophistication.
 (a) A and D
 (b) A, B and D
 (c) Only D
 (d) B and D
27. Chiapas had long voted for the ruling Revolutionary Institutional Party (PRI) in relatively larger numbers than any other Mexican state. People were mostly forced by the local landowning elites to vote in this way.
- A. This gives some clues as to the all-encompassing grip the PRI maintained on Mexican society in Chiapas.
 B. It controlled the mass media, the few schools, the unions and the peasant organisations. The only significant counter balance to the PRI was the Roman Catholic Church. Thus, the rebels combined forces with the church to help organise peasant communities and
 C. support their struggles. By working alongside with what are generally the most trusted and revered members in Mexican peasant communities the rebels were able to slowly earn the trust and support of the local peasants. Sharing the hardships and general state of hopelessness with the peasants changed the rebels own perspectives to a point where the two became inseparable.
 D. Thus the guerrilla leadership did not take up arms and then call for local support. They consulted widely and thoroughly with local communities first until a consensus in favour of armed struggle was achieved.
 (a) A and D
 (b) C and D
 (c) Only C
 (d) B and D
28. After years of denying using performance-enhancing drugs, Lance Armstrong has finally admitted to doping. Although already under a lifetime ban of participating in Tour de France events and stripped of seven of his Tour de France titles and lucrative

endorsements, the cyclist had held fast to his mes-sage: “I have never doped.”

- A. He even sued some of his accusers. But during
- B. an interview with Oprah Winfrey, Armstrong has finally come clean. Things may get even worst for Armstrong.
- C. The federal government may join a whistleblower lawsuit to recoup money paid to Armstrong by the U.S. Postal Service to sponsor his cycling team.
- D. And if he officially admits drug use to the World Anti-Doping Agency, he may face more lawsuits and fines.
- (a) A and C
(b) Only B
(c) Only C
(d) B and C
29. Every February 14, across the United States and in other places around the world, candy, flowers and gifts are exchanged between loved ones, all in the name of St. Valentine. But who is this mysterious saint, and where did these traditions come from? The history of Valentine’s Day—and the story of its patron saint—is shrouded in mystery. We do know that February has long been celebrated as a month of romance, and that St. Valentine’s Day, as we know it today, contains vestiges of both Christian and ancient Roman tradition.
- A. The Catholic Church recognizes at least three different saints in the name of Valentine or Valentinus, all of whom were martyred.
- B. One legend contends that Valentine was a priest who served during the third century in Rome. When Emperor Claudius II decided that single men made better soldiers than those with wives and families,
- C. he outlawed marriage for young men. Valentine, realizing the injustice of the decree, defied Claudius
- D. and continued to perform marriages for young lovers in secret. When Valentine’s actions were discovered, Claudius ordered that he must put to death.
- (a) A and D
(b) Only A
(c) B and C
(d) A, B and C

Direction for questions 30 to 34: In each of the questions below, a sentence is written four different ways. Choose the best way of writing the sentence from among options tagged (a), (b), (c) and (d).

30. a. Belgium has had a precarious construct since its foundation in 1830: its a country of two halves, Flanders and Wallonia, whose people speak dif-ferent languages and are perpetually squabbling.
- b. Belgium has been a precarious construct since its foundation in 1830: it is a country of two halves, Flanders and Wallonia, whose people speak dif-ferent languages and are perpetually squabbling.
- c. Belgium is having a precarious construct since its foundation in 1830: it is a country of two half, Flanders and Wallonia, whose people speak dif-ferent languages and are perpetually squabbling.
- d. Belgium has been a precarious construct since its foundation in 1830: it is a country of two halves, Flanders and Wallonia, because people speak different languages and are perpetually squabbling.
31. a. Whether Mumbai’s entrepreneurial energy can be directed toward lifting more of its people out of despair will help define the nation’s future. The country’s pro-growth Prime Minister, Manmohan Singh, has said he dreams that Mumbai will some-day make people “forget Shanghai”—China’s financial capital, whose modern gleam is a reminder of the gap between India and its eastern rival.
- b. Whether Mumbai’s entrepreneurial energy can be directed toward lifting more of its people out of despair will help defining the nation’s future. The country’s pro-growth Prime Minister, Manmohan Singh, has said he dreams that Mumbai will some-day make people “forget Shanghai”—China’s financial capital, whose modern gleam is a reminder of the gap between India and its eastern rival.
- c. Whether Mumbai’s entrepreneurial energy can be directed toward lifting more of its people out of despair will help define the nation’s future. The country’s pro-growth Prime Minister, Manmohan Singh, told he dreams that Mumbai will someday make people “forget Shanghai”—China’s finan-cial capital, whose modern gleam is a reminder of the gap between India and its eastern rival.
- d. Whether Mumbai’s entrepreneurial energy can be directed toward lifting more of its people out of despair will help define the nation’s future. The country’s pro-growth Prime Minister, Manmohan Singh, has said he dreams that Mumbai will one day make people “forget Shanghai”—China’s financial capital, whose modern gleam is a reminder of the gap between India and its eastern rival.
32. a. To migrants from India’s poor states, a metropolis is known as Bada Shahar, a big city. To its slums come people from India’s villages, hitching rides

and dodging train fares, prepared to sell spicy peanuts at traffic lights for a few rupees a day and pay 300 a month to live in a tin hut.

- b. To migrants from India's poor states, a metropolis is known as Bada Shahar, a big city. To its slums come people from Indian villages, hitching rides and dodging train fares, prepared to sell spicy peanuts at traffic lights for a few rupees a day and pay 300 a month to live in a tin hut.
- c. To migrants from India's poor states, a metropolis is known as Bada Shahar, a big city. To its slums come people from India's villages, hitching rides and dodging train fares, prepared to sell spicy peanuts at traffic lights for a few rupees a day and pay 300 a month to live in a tin's hut.
- d. To migrants from India's poor states, a metropolis is known as Bada Shahar, a big city. To its slums come people from India's villages, hitching rides and dodging train fares, prepared selling spicy peanuts at traffic lights for a few rupees a day and pay 300 a month to live in a tin hut.
33. a. American railways are the mirror image of Europe's. Europe has an impressive and growing network of high-speed passenger links, many of them international, like the Thalys service between Paris and Brussels or the Eurostar connecting London to the French and Belgian capitals. These are successful—although once the (off-balance-sheet) costs of building the tracks are counted, they need subsidies of billions of dollars a year.
- b. America's railways are mirroring the image of Europe's. Europe has an impressive and growing network of high-speed passenger links, many of them international, like the Thalys service between Paris and Brussels or the Eurostar connecting London to the French and Belgian capitals. These are successful—although once the (off-balance-sheet) costs of building the tracks are counted, they need subsidies of billions of dollars a year.
- c. America's railways are the mirror image of European. Europe has an impressive and growing network of high-speed passenger links, many of them international, like the Thalys service between Paris and Brussels or the Eurostar connecting London to the French and Belgian capitals. These are successful—although once the (off-balance-sheet) costs of building the tracks are counted, they need subsidies of billions of dollars a year.
- d. America's railways are the mirror image of Europe's. Europe has an impressive and growing network of high-speed passenger links, many of them international, like the Thalys service between Paris and Brussels or the Eurostar connecting

London to the French and Belgian capitals. These are successful—although once the (off-balance-sheet) costs of building the tracks are counted, they need subsidies of billions of dollars a year.

34. a. Delhi's water inequity is one of the many winding gaps between rich and poor in this booming city. Another is sanitation. The city's population has exploded by 60% since 1995, but Delhi has failed to invest in underground sewer lines to keep pace. More than 6 million people remain unconnected to any sewer line, mainly because they live in unauthorized housing settlements, and their wastewater flows into open drains.
- b. Delhi's water inequity is one of the many widen-ing gaps between rich and poor in this booming city. Another is sanitation. The city's population has exploded by 60% since 1995, but Delhi has failed to invest in underground sewer lines to keep pace. More than 6 million people remain unconnected to any sewer line, mainly because they live in unauthorized housing settlements, and their wastewater flows into open drains.
- c. Delhi's water inequity is one of the many widen-ing gaps between rich and poor in this booming city. Another is sanitation. The city's population has exploded by 60% since 1995, but Delhi has failed to invest in underground sewer lines to keep pace. More than 6 million people remain unconnected to any sewer line, mainly because they live in unauthorized homes, and their waste-water flows into open drains.
- d. Delhi's water scarcity is one of the many widen-ing gaps between rich and poor in this booming city. Another is sanitation. The city's population has exploded by 60% since 1995, but Delhi has failed to invest in underground sewer lines to keep pace. More than 6 million people remain unconnected to any sewer line, mainly because they live in unauthorized housing settlements, and their wastewater flows into open drains.

Direction for Questions 35-50: In the following passage, there are blanks that are numbered (35) to (50). For each numbered blank, four options (a), (b), (c) and (d) are given at the end of the passage. Choose the option that is not suitable to fill the particular blank with.

As Indians, we are all _____ (35) with the concept of street art. Who doesn't remember coming across _____ (36) like 'Pinky loves Raju', 'Angad is the best', 'Rupal was here', or the likes thereof, during sightseeing tours to spots of historical _____ (37)? Colourful advertisements for Ved clinic as a one-stop shop for all your sex problems are also a spe-

cial part of our ‘creative’ memory. However, is this all that _____ (38) the concept of street art?

Thankfully not! And how _____ (39) should we be that the St+ Art foundation has taken it upon itself to educate us about the evolving and beautiful forms of street art.

The recently _____ (40) second edition of the Delhi Street Art festival was a step in this direction. Featuring artists from all over the world — from Germany to Japan and China — the festival covered areas from the crowded Azadpur mandi to _____

(41) Khan Market in New Delhi. Anybody who has seen the _____ (42) Delhi Cold Storage building in Azadpur before the festival won’t be able to recog-nise the beautifully painted one that stands in its place today, with the word ‘zindagi’ written across it.

Modern-day street art – like the one in Azadpur — is mostly _____ (43) with social messages. However, when you _____ (44) those mindless inscriptions of names on walls, it makes you wonder – what exactly inspired street art?

Inscriptions on walls turn out to be the oldest form of street art that we know. Its origins can be traced to cave drawings and writings, the earliest form of communication. However, if you are looking for a more modern explanation to the history of _____ (46) surfaces with names of the ‘artist’, we might find answers with Kyselak. Kyselak was a nineteenth century traveller, who travelled the _____ (47)

Austro-Hungarian Empire at a time during which he might have started the trend of inscriptions. In order to win a bet with his friends, that he would complete his journey of the entire Empire in three years, Kyselak _____ (48) the sentence ‘Kyselak was here’ everywhere that he went.

Another good _____ (49) of street art can be _____ (50) during the World War II – in the form of a bald man with large nose poking over the wall, along with the phrase ‘Kilroy was here’. These images came to be seen wherever US servicemen were stationed during the war.

35. (a) familiar
(b) acquainted
(c) intimate
(d) at home
36. (a) inscriptions
(b) graffiti

- (c) writings
(d) history

37. (a) hierarchy
(b) significance
(c) importance
(d) distinction
38. (a) defines
(b) explains
(c) regulates
(d) determines
39. (a) glad
(b) hysterical
(c) happy
(d) delighted
40. (a) concluded
(b) ended
(c) completed
(d) obliterated
41. (a) posh
(b) elegant
(c) scurvy
(d) swanky
42. (a) whitewashed
(b) broken
(c) dilapidated
(d) neglected
43. (a) associated
(b) linked
(c) inked
(d) related
44. (a) inspired
(b) motivated
(c) sprang
(d) painted
45. (a) think about
(b) consider
(c) smell
(d) ponder over

CHAPTER-1

46. (a) growing
(b) marking
(c) Scribbling
(d) painting
47. (a) entire
(b) whole
(c) bite
(d) full
48. (a) carved
(b) Omitted

(c) etched
(d) wrote
49. (a) example
(b) instance
(c) illustration
(d) synopsis
50. (a) postered
(b) found
(c) seen
(d) traced

* * *

ANSWER KEY
Low Difficulty Level Exercise

1. (c)	2. (c)	3. (d)	4. (b)	5. (b)
6. (c)	7. (b)	8. (c)	9. (a)	10. (b)
11. (a)	12. (b)	13. (c)	14. (b)	15. (d)
16. (b)	17. (c)	18. (b)	19. (a)	20. (c)
21. (a)	22. (c)	23. (a)	24. (b)	25. (d)
26. (a)	27. (b)	28. (d)	29. (a)	30. (d)
31. (a)	32. (a)	33. (a)	34. (b)	35. (a)
36. (b)	37. (b)	38. (c)	39. (a)	40. (b)
41. (d)	42. (a)	43. (d)	44. (c)	45. (a)
46. (a)	47. (d)	48. (b)	49. (a)	50. (c)

Explanatory Notes

1. All the three verb forms (V^1 , V^2 , V^3) for the verb 'hurt' are the same.

Hence, option (c) is the answer.

2. 'Information' is a noun that is used only in a singular form (no adding of 's')

Hence, option (c) is the answer.

3. The phrase 'a few' can be used only before a thing that can be counted in terms of number.

Hence, option (d) is the answer.

4. 'Prefer' is used as a comparative adjective and should be followed by 'to', and NOT 'than'.

Hence, option (b) is the answer.

5. 'Furniture' is a noun that is always taken as a plural ('furnitures' is not a plural of 'furniture').

Hence, option (b) is the answer.

6. The comparative degree for the adjective of quality 'good' is 'better'.

Hence, option (c) is the answer.

7. 'Hair' is an uncountable noun so cannot be counted in terms of number.

Hence, option (b) is the answer.

8. 'Practice' is a noun while 'practise' a verb.

Hence, option (c) is the answer.

9. 'Summons' is a singular noun and 'summonses' is its plural form.

Hence, option (a) is the answer.

10. If a proper noun ends in '-s', the possessive case of the noun is formed by adding only an apostrophe comma ('), and not ('s).

Hence, option (b) is the answer.

11. Cattle is a collective noun that is always used in a plural sense.

Hence, option (a) is the answer.

12. Crowd is a collective noun and, therefore, takes a singular verb.

Hence, option (b) is the answer.

13. When a plural noun denotes a specific amount considered as a whole, it takes a verb in the singular form.

Hence, option (c) is the answer.

14. 'Scissors' is a noun that is used only in the plural form.

Hence, option (b) is the answer.

15. 'Aircraft' is a noun that has the same form for both its plural and singular number.

Hence, option (d) is the answer.

16. When the subject is 'one of the many', the object takes the plural form.

Hence, option (b) is the answer.

17. As both 'did' and 'wanted' are 2nd form of verb, they cannot be used for the same subject 'you' in the sentence.

Hence, option (c) is the answer.

18. Possessive case for feminine personal pronoun 'she' is 'her'.

Hence, option (b) is the answer.

19. While expressing a positive idea, personal pronouns are used in the sequence of third person first, second person second and first person last ($3^{\text{rd}} - 2^{\text{nd}} - 1^{\text{st}}$)

Hence, option (a) is the answer.

20. 'Each other' is usually used to refer to two persons or things and 'one another' to more than two persons or things.

Hence, option (c) is the answer.

21. Possessive case for the pronouns 'who' is 'whose', not 'who's'.

Hence, option (a) is the answer.

22. Relative pronoun for living beings is 'who', and not 'that'.

Hence, option (c) is the answer.

23. All the three verb forms (V^1 , V^2 , V^3) are same in the verb 'broadcast'.

Hence, option (a) is the answer.

24. 'It' is a pronoun that is also used to emphasise the noun or pronoun that follows.
Hence, option (b) is the answer.
25. When material nouns denote a mass of matter, they are used in the singular form.
Hence, option (d) is the answer.
26. When a singular noun is preceded by 'each' or 'every', the pronoun must be in singular number.
Hence, option (a) is the answer.
27. When nouns of different genders are combined by a conjunction, the pronoun must agree with the gender that is nearest (in position) to it.
Hence, option (b) is the answer.
28. Possessive case for the pronoun 'you' is 'yours', not 'your's'.
Hence, option (d) is the answer.
29. 'Spended' is incorrect as 'spent' is the 2nd form of the verb 'spend'.
Hence, option (a) is the answer.
30. 'Trousers' is a noun that is used only in the plural form.
Hence, option (d) is the answer.
31. 'Latter' is used to refer to the second of two things or people, while 'later' means 'any time in future'.
Hence, option (a) is the answer.
32. The comparison here is not between two people but in a larger group (team), hence superlative degree should be used.
Hence, option (a) is the answer.
33. The plural form of 'wife' is 'wives'.
Hence, option (a) is the answer.
34. The verb form 'will be' should be followed by the V⁴ or '-ing form' of verb in this sentence.
Hence, option (b) is the answer.
35. Without the article 'a', 'few' has a rather negative meaning implying 'not as many as expected'.
Hence, option (a) is the answer.
36. 'Farther' denotes 'more distance in space', while 'further' means 'additional'.
Hence, option (b) is the answer.
37. 'Too' suggests 'impossibility' or 'an undesirable degree'.
Hence, option (b) is the answer.
38. 'Senior' is used as a comparative adjective and is followed by 'to', and not 'than'.
Hence, option (c) is the answer.
39. Superlative degree 'best' should not be used if the comparison involves only two persons or objects.
Hence, option (c) is the answer.
40. In this sentence, the finite verb 'refused' should be followed by the infinitive form of ('to + V¹) of the non-finite verb.
Hence, option (b) is the answer.
41. The pronoun that follows 'one' should be followed by 'one's'.
Hence, option (d) is the answer.
42. As Romila is a singular noun, verb 'has' should be used before the 3rd form of verb - 'had'.
Hence, option (a) is the answer.
43. 'Have' should be followed by the 3rd form of verb 'been'.
Hence, option (d) is the answer.
44. Verb 'had' should be followed by 'drunk', the 3rd form of verb whereas 'drunken' is an adjective.
Hence, option (c) is the answer.
45. 'Had' should be followed by the 3rd form of verb 'creep'. Here, 'creeped' is incorrect as 'crept' is its correct 3rd form of the verb 'creep'.
Hence, option (a) is the answer.
46. In this sentence, 'will' should be followed by the 1st form of verb whereas 'becomes' is the 5th form or 's/ es form' of the verb 'become'.
Hence, option (a) is the answer.

47. 'Bound' itself is the 2nd form of 'bind' so 'bounded' is incorrect.

Hence, option (d) is the answer.

48. 'Had been' should be followed by the 4th form or '-ing form' of verb.

Hence, option (b) is the answer.

49. 'Dug' and NOT 'digger' is the 2nd form of 'dig'.

Hence, option (a) is the answer.

50. 'Forsook' and NOT 'forsaken' is the 2nd form of 'for-sake'.

Hence, option (c) is the answer.

Moderate Difficulty Level Exercise

1. (c)	2. (d)	3. (a)	4. (a)	5. (a)
6. (d)	7. (d)	8. (c)	9. (b)	10. (d)
11. (b)	12. (e)	13. (d)	14. (a)	15. (d)
16. (c)	17. (b)	18. (c)	19. (a)	20. (b)
21. (d)	22. (c)	23. (d)	24. (a)	25. (c)
26. (d)	27. (a)	28. (b)	29. (d)	30. (a)
31. (b)	32. (c)	33. (c)	34. (d)	35. (b)
36. (c)	37. (d)	38. (b)	39. (c)	40. (b)
41. (c)	42. (a)	43. (c)	44. (a)	45. (b)
46. (c)	47. (d)	48. (a)	49. (c)	50. (a)

Explanatory Notes

1. The sentence here compares exports this year with those a year earlier. The adjective 'prior' means something that is already there, and not 'previous'

Hence, option (c) is the answer.

2. This sentence has a consistent use of V² or second form of verb, except in 'deliver' which is V¹.

Hence, option (d) is the answer.

3. Since we are talking about top leadership of more than one country, the word 'head' in the singular form is incorrect.

Hence, option (a) is the answer.

4. While 'excess' simply means 'more of something', 'excessive' refers to something that is 'more than reasonable or desirable'.

Hence, option (a) is the answer.

5. The adjective 'prevalent' means 'something that exists', while 'relevant' refers to a thing that 'per-tains to something or somebody'.

Hence, option (a) is the answer

6. When we use the phrase 'one of the', the object to follow is always in the plural form.

Hence, option (d) is the answer.

7. Here, we are referring to the state of the economy of today, so there should be an apostrophe 's' with 'today'.

Hence, option (d) is the answer.

8. 'Advice' is a noun, while 'advise' is the verb, which denotes the act of seeking advice.

Hence, option (c) is the answer

9. The word 'suggestion' is a noun, and NOT verb.

Hence, option (b) is the answer.

10. The reference here is to the credentials of Chowdary (a masculine gender of noun). So the pronoun should be 'his', and NOT 'its'.

Hence, option (d) is the answer.

11. 'The company was recently...' should be followed by 'allotted', and NOT 'allot'.

Hence, option (b) is the answer.

12. The sentence does not have any error.

Hence, option (e) is the answer.

13. 'They' should take V¹ first form of verb 'offer', and NOT V⁵ or '-s/es' form of verb - 'offers'.

Hence, option (d) is the answer.

14. The indefinite article 'a' signifies that there is one official who is speaking, so the use of plural in 'officials' is incorrect.

Hence, option (a) is the answer.

15. The word 'loss' is a noun and implies the action of losing something. The verb 'lose', and NOT 'loss' should be used here.

Hence, option (d) is the answer.

16. Here, the first form of verb, 'acquire' should be used, and NOT the V⁴ or fourth '-ing' form
Hence, option (c) is the answer.
17. The phrase 'one of the' should always be followed by an object in the plural form.
Hence, option (b) is the answer.
18. Here, we are referring to the various 'features' or qualities of the smartphone, so the other options are incorrect.
Hence, option (c) is the answer.
19. The noun 'taste' means something that one likes. In this context, the camera might match the expectation of DSLR users.
Hence, option (a) is the answer.
20. Here we are comparing one product with another and suggesting one looks like the other. So 'version' is the most suitable alternative.
Hence, option (b) is the answer
21. 'Metallic', an adjective, can best describe the red ring, the subject here.
Hence, option (d) is the answer
22. Since what is being referred to is a quality that the phone 'apparently' has, 'claims' is the most suitable alternative.
Hence, option (c) is the answer
23. The subject 'one' in this context will take V¹ or the first form of verb, which is 'indulge' here.
Hence, option (d) is the answer
24. As a rule, the pronoun that follows 'one' should be followed by 'one's'.
Hence, option (a) is the answer
25. The reference here is to the two 'modes' of the camera.
Hence, option (c) is the answer.
26. V² or the second form of the verb 'use' is the most suitable here.
Hence, option (d) is the answer.
27. While 'affect' is a verb and 'effective' an adjective, these cannot be correct. Of the other two alternatives, 'effect', which is a noun, is more suitable.
Hence, option (a) is the answer.
28. The size of the aperture here will take V² or the second form of the verb, which is 'adjusted'.
Hence, option (b) is the answer
29. The subject in this context is the camera's 'shutter' speed.
Hence, option (d) is the answer.
30. The subject here will take V⁴ or '-ing' form of the verb.
Hence, option (a) is the answer.
31. In the given context, 'the number of years both men and women' best completes the sentence grammatically.
Hence, option (b) is the answer.
32. In the given context, 'avoided being drawn into' is grammatically the most suitable.
Hence, option (c) is the answer.
33. In the given context, 'get a first-hand account of their problems' is grammatically the most appropriate.
Hence, option (c) is the answer
34. The correct usage is somebody 'flocking to' something.
Hence, option (d) is the answer.
35. In the given context, 'Modi's compelling victory....' gets completed with grammatically correct 'will assure him greater control'
Hence, option (b) is the answer.
36. Since the 'index' is a non-living, it will take 'its' as the pronoun.
Hence, option (c) is the answer.
37. In the given context, 'despite a population of 1.2 billion, the diplomatic corps is barely larger than Singapore's' is grammatically correct and best completes the missing part.
Hence, option (d) is the answer.
38. In the given context, 'which has in more recent times used of its oil wealth' is grammatically correct and the most suitable to complete the missing part.
Hence option (b) is the answer.
39. In the given context, 'This was more than any other train the country' is grammatically correct and the most suitable to complete the missing part.
Hence option (c) is the answer.
40. The plural form of the noun 'apparel' is also 'apparel'.
Hence, option (b) is the answer.

41. In the given context, 'we associate with our mothers for the satisfaction of our basic needs' is grammatically correct and the most suitable to complete the missing part.
Hence option (c) is the answer.
42. When the reference is to any of two things, we use 'either'.
Hence, option (a) is the answer.
43. 'Equipment' is a noun that remains the same in singular and plural forms.
Hence, option (c) is the answer.
44. It is more likely for prison officials to 'recommend' someone's release from jail than to 'order', 'request' or 'advise'.
Hence, option (a) is the answer.
45. In this context, 'a hacker group' is a collective noun that will take 'that' as its relative pronoun.
Hence, option (b) is the answer.
46. 'Assaying' refers to 'checking a metal or chemical for purity'.
Hence, option (c) is the answer.
47. The word 'relative' is used for implying comparison, so it is always followed by the positive degree of adjectives.
Hence, option (d) is the answer.
48. 'Odour' is another word for 'smell', especially an unpleasant one.
Hence, option (a) is the answer.
49. High-resolution cameras most likely will be for safety of these animals
Hence, option (c) is the answer.
50. 'Forgotten' is the most appropriate alternative in the given context.
Hence, option (a) is the answer.

High Difficulty Level Exercise

1. (c)	2. (d)	3. (b)	4. (b)	5. (a)
6. (d)	7. (c)	8. (d)	9. (b)	10. (c)
11. (a)	12. (c)	13. (b)	14. (c)	15. (d)
16. (b)	17. (c)	18. (b)	19. (c)	20. (d)
21. (c)	22. (b)	23. (c)	24. (d)	25. (b)
26. (c)	27. (a)	28. (b)	29. (a)	30. (b)
31. (a)	32. (a)	33. (d)	34. (b)	35. (c)
36. (d)	37. (a)	38. (c)	39. (b)	40. (d)
41. (c)	42. (a)	43. (c)	44. (d)	45. (a)
46. (a)	47. (c)	48. (d)	49. (d)	50. (a)

Explanatory Notes

1. The correct expression is 'looking forward to', and NOT 'watching forward to'.
Hence, option (c) is the answer.
2. One does not rest for 'something', one might rest for 'some time'.
Hence, option (d) is the answer.
3. Judges do not 'talk' that people be jailed rather they 'order'.
Hence, option (b) is the answer.
4. Insulin is not 'introduced' in the body; it is 'injected'.
Hence, option (b) is the answer.
5. 'Telling to someone' is a wrong usage. It should either be 'saying to someone' or 'telling someone'.
Hence, option (a) is the answer.
6. 'Beautying' is no word. The act of making something beautiful is called 'beautifying'.
Hence, option (d) is the answer.
7. The possessive pronoun 'mine' has been incorrectly used here. Rather there should have been possessive adjective 'my'.
Hence, option (c) is the answer.
8. The correct expression is to 'rise from one's ashes' and NOT to 'ride from one's ashes'.
Hence, option (d) is the answer.

9. Erroneous use of V⁴ or the fourth form of verb (-ing form) 'pressing'.
Hence, option (b) is the answer.
10. Birds 'lay' eggs; they don't 'lie' eggs.
Hence, option (c) is the answer.
11. Rumours are 'spread', and NOT 'shared'.
Hence, option (a) is the answer.
12. You can measure the 'length' (a noun) of something, but not its 'long' (an adjective).
Hence, option (c) is the answer.
13. 'Taking at' is an incorrect usage.
Hence, option (b) is the answer.
14. 'Aircraft' is a noun, plural form of which is also 'aircraft'. In this context, 'go' should be used in its second form - 'went', and NOT third - 'gone'.
Hence, option (c) is the answer.
15. Since there are multiple people (more than one individual) who are posting abuses via fake accounts, this has to be for showing 'their' love for Salman Khan, and NOT 'his' love.
Hence, option (d) is the answer.
16. 'Software' can be counted in terms of numbers, so the adjective 'much' cannot be used before it. Likewise, 'iOS' is singular, so it 'powers' (V⁵ or 's/ es' form of verb), and NOT 'power' (V¹ or the first form of verb) devices.
Hence, option (b) is the answer.
17. In this context, the usage should be 'looks like' and NOT 'sees like'.
Hence, option (c) is the answer.
18. The B complex vitamin isn't just one 'petty' complex vitamin, and NOT 'pretty' complex vitamin.
Hence, option (b) is the answer.
19. The right expression is 'once upon a time' and NOT 'once on a time'. Since mariniera is a type cloth and NOT ready apparel, the use of word 'clothes' is incorrect.
Hence, option (c) is the answer.
20. The phrase 'one of the' should always be followed by a plural object. Here, it should be 'features', and NOT 'feature'.
Hence, option (d) is the answer.
21. Coffee cannot be counted in numbers, except when the counting is done in terms of number of cups of coffee. Also, the word 'brewed' has been wrongly spelt.
Hence, option (c) is the answer.
22. The judge would most likely 'bar' and NOT 'ban' prosecutors.
Hence, option (b) is the answer.
23. In this sentence, the verb 'sacrificing' has been wrongly used in place of 'suffering'. Also, 'peak summer' has been wrongly mentioned as 'pack summer'.
Hence, option (c) is the answer.
24. A movie can be 'big' or 'huge' (in terms of budget and scale), but 'mammoth' is an inappropriate expression. Also, the indefinite article 'a' signifies that 'days' should be in the singular form.
Hence, option (d) is the answer.
25. The right phrase is 'drowning in the ocean', and NOT 'soaking in the ocean'.
Hence, option (b) is the answer.
26. Only statement D is incorrect. Here, it is incorrect because of the wrong adjective usage - 'industrious' used before 'scale requires' instead of 'industrial'. Remaining all statements - A, B and C are correct.
Hence, option (c) is the answer.
27. Statements A and D are incorrect because of the wrong noun usage - 'some clues' used after 'this gives' instead of 'some clue' and 'in flavour' instead of 'in favour'. Remaining two statements - B and C are correct.
Hence, option (a) is the answer.
28. Only statement B is incorrect because of the wrong superlative degree of adjective usage - 'worst' used after 'even' instead of comparative degree of adjective 'worse'. Remaining all statements - A, C and D are correct.
Hence, option (b) is the answer.
29. Statements A and D are incorrect because of the phrase 'in the name of' used instead of 'named' and wrong verb form - 'he must' used before 'put to death' instead of 'he be'. Remaining two statements - B and C are correct.
Hence, option (a) is the answer.

30. All the sentences other than sentence (b) are incorrect due to one or the other grammatical reasons. Sentence (a) is incorrect because of the wrong use of present perfect tense 'has + had' and incorrect use of possessive pronoun 'its'. Sentence (c) has 'is having' & 'two half' which is grammatically incorrect. Sentence (d) has erroneous use of 'because'. The correct way of conveying it is statement (b).
Hence, option (b) is the answer.
31. All the sentences other than sentence (a) are incorrect due to one or the other grammatical reasons. Sentence (b) is incorrect because of the wrong use of gerund—'defining' after simple future tense 'will help'. Sentence (c) has 'told' which is grammatically incorrect because there is no 'object' after 'told' (told to whom). Sentence (d) is incorrect because of 'one day' (which shows a kind of certainty). The correct way of conveying it is only statement (a).
Hence, option (a) is the answer.
32. All the sentences other than sentence (a) are incorrect due to one or the other grammatical reasons. Sentence (b) is incorrect because of the wrong use of adjective 'Indian'. Sentence (c) has 'tin's hut' which is incorrect because 'tin' is a non-living thing with which use of an apostrophe comma is not grammatically correct. Sentence (d) is incorrect because of the wrong use of gerund—'selling' after simple past tense 'prepared'. The correct way of conveying it is only statement (a).
Hence, option (a) is the answer.
33. All the sentences other than sentence (d) are incorrect due to one or the other grammatical reasons. Sentence (a) is incorrect because of the wrong use of adjective — 'American'. Sentence (b) has 'mirroring the image' which is incorrect. Sentence (c) is incorrect because of the wrong use of adjective — 'European' after 'image of'. The correct way of conveying it is only statement (d).
Hence, option (d) is the answer.
34. All the sentences other than sentence (b) are incorrect due to one or the other grammatical reasons. Sentence (a) is incorrect because of the wrong use of adjective 'winding' (which means spiralling or twisting) with 'gaps'. Sentence (c) has 'homes' which is incorrect because 'housing settlements' can be 'unauthorized' not 'homes'. Sentence (d) is incorrect because of the wrong use of noun—'scarcity' as 'inequity' can cause 'widening gaps' not 'scarcity'. The correct way of conveying it is only statement (b).
Hence, option (b) is the answer.
35. 'Intimate' means 'personal, guarded or secret'.
Hence, option (c) is the answer.
36. 'History' refers to 'an account of what happened or might have happened in the past'.
Hence, option (d) is the answer.
37. 'Hierarchy' is a system 'where people are organised into different levels of importance from highest to lowest'.
Hence, option (a) is the answer.
38. To 'regulate' something means 'to control something by means of rules'.
Hence, option (c) is the answer.
39. 'Hysteria' is a 'state of extreme excitement in an uncontrolled way'.
Hence, option (b) is the answer.
40. To 'obliterate' something means 'to remove all signs of something by destroying it'.
Hence, option (d) is the answer.
41. 'Scurvy' is the name of a disease caused by a lack of vitamin C.
Hence, option (c) is the answer.
42. If a wall or house is 'whitewashed', it means it has just got a fresh coat of white paint.
Hence, option (a) is the answer.
43. 'Inked' refers to 'something written'.
Hence, option (c) is the answer.
44. A 'painted' object is one the surface of which is covered with paint.
Hence, option (d) is the answer.
45. 'Smell' refers to the quality of something that can be sensed through nose.
Hence, option (c) is the answer.
46. If something is increasing in size, amount or degree, it is referred to as 'growing'.
Hence, option (a) is the answer.
47. 'Biting' means 'using the teeth to cut into or through something'.
Hence, option (c) is the answer.
48. 'To omit' means 'to erase or ignore'.
Hence, option (b) is the answer.
49. 'A synopsis' is a 'summary of a piece of writing'.
Hence, option (d) is the answer.
50. 'Postered' can normally mean 'something that has posters pasted on it'.
Hence, option (a) is the answer.

