

PARTS OF SPEECH

In English, there are certain elements such as noun, pronoun, adjective, verb, adverb, preposition, conjunction, etc. which are considered essential parts of speech. Let us discuss them one by one. We earnestly hope that you are acquainted with these essential elements of grammar. Therefore, the discussion, rather than defining and theorizing these aspects, focuses on how to use them correctly and effectively in your written and spoken English.

Nouns

Look at the following sentences:

1. **Jack** is a stupid **boy**.
2. **India** is a great **country**.
3. The **jury** found the **prisoner** guilty.
4. **Beauty** needs no **ornaments**.
5. I have one **sister**.
6. **Milk** is good for **health**.

Can you figure out the part of speech that the highlighted words 'Jack', 'boy', 'India', 'country', 'jury', 'prisoner', 'beauty', 'ornaments', 'sister', 'milk', and 'health' refer to? They are all nouns.

Common and proper nouns As you know, noun is a word that refers to the name of a person, place, or thing. In this context, the word 'thing' means anything we can think of. Therefore, all the highlighted words are nouns. They, however, are not the same types of nouns. The word 'Jack' refers to a particular person, whereas 'boy' can stand for any other person as well. So, 'Jack' is an example of a proper noun and 'boy' is an example of a common noun. Similarly, 'India' is a proper noun, whereas 'country' is a common noun.

PRACTICE TEST

Can you tell which of the following words are nouns and whether they are proper nouns or common nouns?

1. Jaipur is a fascinating city.
2. Kathak is a famous dance.
3. Mohmmad Rafi was a great singer.
4. Nokia is a mobile.
5. Delhi is the capital of India.
6. Pilani is a small town.
7. Oranges can be had from Reliance Fresh.
8. *The Tribune* is a good newspaper.
9. *The God of Small Things* is written by Arundhati Roy.
10. Steve Waugh was an inspirational captain.

To see how accurate you were, you can refer to the answers given in the Answer Key at the end of the chapter. In fact, you can cross-check your answers for all the subsequent Practice Tests with the Answer Key.

Collective nouns Sometimes, a number of persons or things are taken together and spoken of as one. Look at the words written in bold letters in the following sentences:

1. **The army** has besieged the town.
2. **The police** went for a cane charge.
3. **The jury** gave its verdict.
4. Suddenly, **the mob** started chasing us.
5. **The committee** comprises three members.

The words highlighted above refer to groups of soldiers, policemen/policewomen, judges, people, and members respectively. Such nouns are known as collective nouns. Now, go ahead and see how common and collective nouns can easily be distinguished from each other:

1. The boys are sitting in the class.
2. The sheep has lost touch with the herd.
3. There are three girls in the family.
4. Eleven players constitute a cricket team.
5. The minister was ridiculed in the parliament.

Obviously, the nouns 'class', 'herd', 'family', 'team', and 'parliament' are the collective nouns in the above set of sentences and 'boys', 'sheep', 'girls', 'players', and 'minister' are the common nouns.

Abstract nouns To go further, let us consider the following extract from a speech:

Ladies and Gentlemen, you know why is it that Gandhiji was a man of extraordinary **stature** and **standing**? It is simply because he had many complex and rare **virtues** rolled into one single human being. Well, Gandhi had **wisdom**; he had **honesty**; he possessed a **vision** which is rare and demonstrated an unimpeachable **integrity**. His **insight** was exemplary and his **depth** immeasurable. But what impresses me as an ardent admirer of this great man was the **magnitude** of his **concern** for the entire **mankind**.

Mark the words written in bold letters. All these express the notions that one cannot touch, smell, hold, hear, or see. Obviously, you cannot catch hold of things like honesty, magnitude, mankind, etc. Hence, all these words express abstract notions. The nouns that denote abstract, hidden, and intangible notions are known as abstract nouns.

Do you know how abstract nouns are formed? Look at the following set of sentences:

1. **Laughter** is a good medicine; so, you must **laugh**.
2. Though common mortals like you and me **die**, people like Mother Teresa become immortal; **death** cannot kill them.
3. **Friendship** is a great blessing. We must be proud of our **friends**.
4. It is moving to see the **poverty** of the **poor**, but sickening to see the **richness** of the **rich**.
5. Though **ignorance** is bliss, being **ignorant** is a curse.

Can you make out what has happened? We have formed abstract nouns 'laughter' and 'death' from the verbs 'laugh' and 'die'. We made more abstract nouns, such as 'poverty', 'richness', and 'ignorance'.

The abstract nouns *laughter* and *death* are made of verbs *laugh* and *die*. *Poverty*, *richness*, and *ignorance* are made of adjectives *poor*, *rich*, and *ignorant*, while *friendship* is made of another noun *friend*. Hence, we can say that abstract nouns are formed from adjectives, verbs, and other nouns.

PRACTICE TEST 1

Form abstract nouns from the following words:

- | | | | |
|-----------|------------|-----------|------------|
| 1. Choose | 5. Starve | 9. Woman | 13. Hate |
| 2. Judge | 6. Captain | 10. Quick | 14. Think |
| 3. Broad | 7. Good | 11. Dark | 15. Bond |
| 4. Sane | 8. Proud | 12. Hero | 16. Vacant |

Countable and uncountable nouns Consider the following sentences:

1. I have one **sister**.

2. **Milk** is good for **health**.

See, we can write 'one sister', but can we write 'a milk' or 'one health'? That brings us to understand the fact that there are certain nouns which can be counted and some others that cannot be counted. The nouns that we cannot count, such as *milk, oil, water, bravery, beauty, dedication*, etc., are known as uncountable nouns and those which can be counted, such as *cup, orange, book, engineer, donkey*, etc., are called countable nouns.

PRACTICE TEST 2

Find out whether the nouns given below are countable or uncountable:

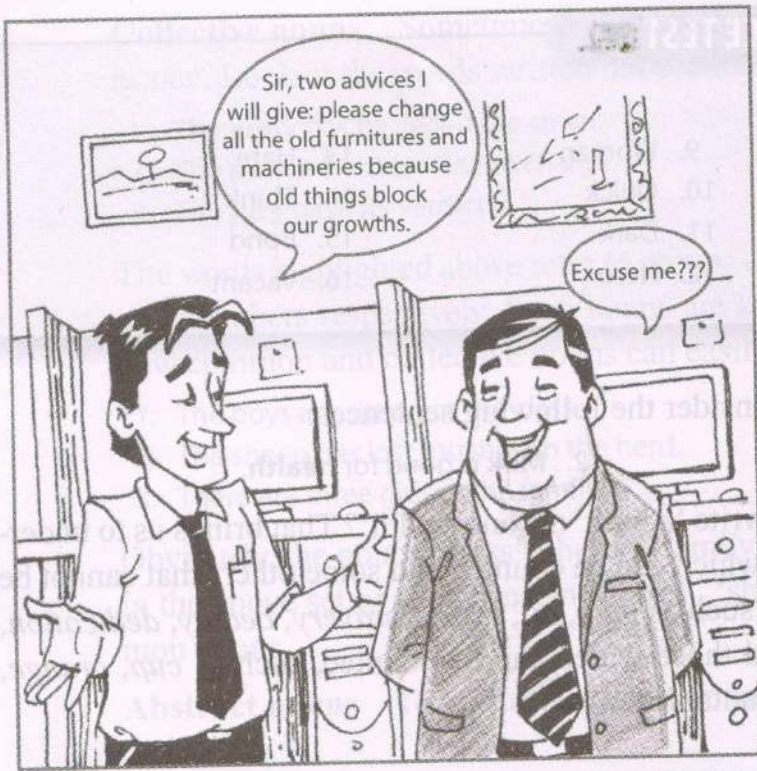
- | | | | | |
|----------------|--------------|-----------|--------------|---------------|
| 1. Girl | 5. Style | 9. Paper | 13. Chair | 17. Integrity |
| 2. Wisdom | 6. Composure | 10. Tub | 14. Magazine | 18. Movie |
| 3. Idea | 7. Kite | 11. Pass | 15. Seminar | 19. Cricket |
| 4. Imagination | 8. Intuition | 12. Title | 16. Crime | 20. Speech |

Common grammatical errors in noun usage Having travelled with us thus far, we feel by now you must have picked up the fundamentals of nouns. The most important thing regarding nouns is to figure out the errors that we normally commit while using them in different grammatical structures. Look at the following exercise and see how we sometimes go wrong while using nouns:

1. India has won both **the one-day and the test serieses**.
2. The gift cost me **twenty thousands rupees**.
3. I bought **three dozens bananas**.
4. Indian Air Force is planning to buy **twenty new aircrafts**.
5. If we ignore **the advices** of our parents, we cannot grow in life.
6. Where should I keep my **luggages**?
7. The **evidences** prove that he is guilty.
8. **Employments** are not easy to fetch these days.
9. **Furnitures** have become quite costly in recent times.
10. The government **machineries** are employed in the rescue operation.

Remember that some nouns are normally used only in the singular form and hence are followed by a singular verb. Look at the corrected version of this exercise.

1. India has won both **the one-day and the test series**.
2. The gift cost me **twenty thousand rupees**.
3. I bought **three dozen bananas**.



Don't Use Plurals Unnecessarily

4. There is no **room** (scope) for further discussion with them.
5. The beautiful statue is made of **stone** (material).
6. He had **stones** (chemical depositions) in his stomach.
7. I have broken my **glasses** (reading spectacles).
8. He filled his **glass** (tumbler) with more wine.
9. There was no help in **sight** (available, visible).
10. We are going to Paris for the weekend to see the **sights** (scene, view).

4. Indian Air Force is planning to buy **twenty new aircraft**.
5. If we ignore **the advice** of our parents, we cannot grow in life.
6. Where should I keep my **luggage**?
7. The **evidence proves** that he is guilty.
8. **Employment is** not easy to fetch these days.
9. **Furniture has** become quite costly in recent times.
10. The government **machinery is** employed in the rescue operation.

Some nouns can mean different in singular and plural forms Some nouns mean one thing when used in the singular form and another when used in the plural form. Look at the following expressions:

1. **People** (persons) in Europe are very broad-minded.
2. There are many different **peoples** (nations) in Europe.
3. **Rooms** (dwelling place) are available in the guest house.

PRACTICE TEST

Can you now choose the correct form of the words (singular/plural) so that they are correctly used in the sentences given below?

1. The girl was a stunner; she had blonde **hairs/hair**.
2. He loves listening to quality **music/musics**.
3. The speaker was appreciated with loud **applause/applauses** from the audience.
4. **Cutlery/cutleries** has/have become quite stylish of late.
5. **Businesses/business** cannot grow in times of recession.
6. The company is planning to purchase more **equipment/equipments**.
7. **Times have come/Time has come** when we need to be serious about climate change.
8. Housewives always have lots of **household work/household works** to do.
9. There is no point in visiting Rajasthan during summer; since it is hot during that period, **sightseeings/sightseeing** cannot be enjoyed.
10. In the laughter show the audience had lots of **funns/fun**.

Following are words which give different meanings in the singular and plural form. Observe the correct form used in the following set of sentences.

Choices	Correct Usage
• Rushdie is a man of letter/letters .	• Rushdie is a man of letters .
• Thousands of people gathered to pay their last respect/respects to the departed leader.	• Thousands of people gathered to pay their last respects to the departed leader.
• The armed force/forces can be seen on a move along the border.	• The armed forces can be seen on a move along the border.
• We have received the good/goods sent by you.	• We have received the goods sent by you.
• There are so many pollutants in the air/airs of the city.	• There are so many pollutants in the air of the city.
• Oh, please don't run him down; I have immense respect/respects for the man.	• Oh, please don't run him down; I have immense respect for the man.
• Those who have illusions about their capabilities often remain in air/airs .	• Those who have illusions about their capabilities often remain in airs .

At times certain nouns end with 's' in spellings but they are treated as singular nouns. Look at the following expressions:

1. Billiards (not billiard) is the game of the rich.
2. Mathematics (not mathematic) is an interesting subject.
3. News is (not new) being telecast right now.
4. Rabies is (not raby) a dangerous disease.
5. Language is a means (not mean) of communication.

Some other nouns, on the other hand, end with 's' in spellings and are used only as plurals. Look at the following expressions:

1. In the annals (not annal) of history, there is no one like Ashoka, the Great.
2. Obsequies (not obsequy) will be performed on Monday.
3. Where are my scissors (not scissor)?
4. His assets are (not asset) meagre.
5. Thanks are (not thank) due to each and every member of the party.

At times, errors are caused as we are not sure how to show the possessive case of a noun. Look at the following sentences. Do you find them correctly expressed?

1. That is Tagore's the poet's house.
2. Where is Lalu's and Balu's bakery?
3. The book's cover is torn.
4. The chair's leg is broken.
5. Last night, the interview of Amitabh Bachchan was telecast.

As a rule, we do not use **apostrophe s ('s)** to denote the possessive case of nouns that suggest non-living objects. So, ideally these expressions should be rewritten as under:

1. That is Tagore, the poet's house.
2. Where is Lalu and Balu's bakery?
3. The cover of the book is torn.
4. The leg of the chair is broken.
5. Last night, Amitabh Bachchan's interview was telecast.

Can you now make out how to show the possessive forms of nouns? Remember to use 's only with the second noun if both the nouns refer to the same person. Similarly, if two nouns possess a common thing, only the second noun should be shown in the possessive case. With nouns denoting non-living objects, 's is not normally used and the possessive form is shown by using the **preposition 'of'**. But to show the possessive case of the nouns suggesting living beings, 's is preferred to of.

The complexity at times gets aggravated when we come across sentences similar to the ones cited below:

1. I love Keats' poetry. (or Keats's?)
2. Do it, for conscience's sake! (or conscience' sake?)
3. The boys' mobiles are lying there. (or boys's mobiles?)
4. Girls' tantrums are hard to understand. (or girls's tantrums?)

As a rule, we do not add another 's' when we have to show the possessive of a plural noun ending in 's'. Therefore, it is wrong to say girls's tantrums or boys's mobiles because both these are common nouns shown in plural. So, what we need to do is to put an **apostrophe (')** without adding another 's' after nouns to show the possessive of plural nouns.

As far as showing the possessive case of proper nouns is concerned, we can add another 's' even if the name itself ends in 's'. For example, it is perfectly all right to say *I love Keats' poetry*. But the same can be written as *I love Keats's poetry* as well. However, adding another 's' to such nouns depends on the way it is pronounced. If adding another 's' makes it difficult for the speaker to pronounce the nouns properly, do not repeat it. For example, if you write *conscience's sake*, it would be fairly clumsy for the speaker to articulate it.

See how to use the following expressions correctly:

Incorrect Usage	Correct Usage
• We are at Gods' mercy.	• We are at God's mercy. (God is a singular noun.)
• Cow's horns are often painted.	• Cows' horns are often painted.
• Sarah Water's style is quite literary.	• Sarah Waters' style is quite literary.
• Keep quiet, for goodness's sake!	• Keep quiet, for goodness' sake!

Avoid errors while denoting plural noun forms Sometimes, we make errors while denoting the plural of certain nouns. See the following expressions and choose the correct plural form of the nouns as highlighted below:

Choices	Correct Usage
• Volcanoes/Volcanos can keep simmering on for hundreds of years before they burst.	• Volcanoes can keep simmering on for hundreds of years before they burst.
• The first three cantoes/cantos of the book are wonderfully written.	• The first three cantos of the book are wonderfully written.
• The thiefs/thieves made off with the entire jewellery.	• The thieves made off with the entire jewellery.

(Contd)

(Contd)

Choices	Correct Usage
<ul style="list-style-type: none">• Photoes/Photos clicked in the broad daylight are generally not very clear.	<ul style="list-style-type: none">• Photos clicked in the broad daylight are generally not very clear.
<ul style="list-style-type: none">• At the end of the programme, mementoes/ mementos were distributed.	<ul style="list-style-type: none">• At the end of the programme, mementoes/ mementos were distributed. (Both mementos and mementoes are used.)
<ul style="list-style-type: none">• In Shakespearean world, even handkerchieves/handkerchiefs can spell a tragedy.	<ul style="list-style-type: none">• In Shakespearean world, even handkerchiefs can spell a tragedy.
<ul style="list-style-type: none">• The gooses/geese were cackling around joyously.	<ul style="list-style-type: none">• The geese were cackling around joyously.
<ul style="list-style-type: none">• The chiefs/chieves of different states were to attend the funeral.	<ul style="list-style-type: none">• The chiefs of different states were to attend the funeral.
<ul style="list-style-type: none">• Hurriedly, he swallowed couple of loafs/ loaves and dashed out.	<ul style="list-style-type: none">• Hurriedly, he swallowed couple of loaves and dashed out.
<ul style="list-style-type: none">• Governments that impose unnecessary taxs/ taxes are not very popular.	<ul style="list-style-type: none">• Governments that impose unnecessary taxes are not very popular.

Remember, therefore, that some of the nouns would take -s or -es and some others would take -ves in their plural form.

Choosing plural forms appropriately? Sometimes, we go wrong while making the plural of compound nouns. See the sentences written in the following exercise and choose the correct form for each of the compound nouns shown in the plural.

By the way, we hope that you are aware of the term 'compound noun'. Actually, in order to give some specific information about something or someone, we use one defining type of noun ahead of another, for example, a book rack (a + noun + noun). However, forming the correct compound noun forms can be confusing at times.

Let us see how to use such nouns correctly:

Incorrect Usage	Correct Usage
<ul style="list-style-type: none">• The good trains derailed on its way to Delhi.	<ul style="list-style-type: none">• The goods train derailed on its way to Delhi.
<ul style="list-style-type: none">• The cloth shop is just round the corner.	<ul style="list-style-type: none">• The clothes shop is just round the corner.
<ul style="list-style-type: none">• The runner-ups trophy goes to St Xavier's School, Jaipur.	<ul style="list-style-type: none">• Both the runners-up trophies go to St Xavier's School, Jaipur.
<ul style="list-style-type: none">• Like true bird of preys, vultures have penetrating eyes.	<ul style="list-style-type: none">• Like true birds of prey, vultures have penetrating eyes.
<ul style="list-style-type: none">• Her daughter-in-laws have made her life miserable.	<ul style="list-style-type: none">• Her daughters-in-law have made her life miserable.

(Contd)

Pronouns

You know that pronoun is a word that replaces a noun. Without using pronouns, we actually cannot write in a manner that would be viewed as polished and proper. For example, see how a passage devoid of pronouns appears to have been written almost ridiculously:

Adela is a good girl but Adela is not hard working. Adela keeps sitting in front of the television. In fact, Adela is quite a bit of a couch potato. Adela actually loves watching television to such an extent that it does not matter what the idiot box has to show to Adela. Whatever the idiot box has to offer to Adela, Adela is there to accept it and watch the whole lot of that.

The above passage is quite horrible to read. Though it uses pronouns to replace other nouns including the impersonal pronoun 'it' for the noun 'television/idiot box', it does not use personal

pronouns (she, her) for Adela. As a result, the whole passage appears to be repetitive, inelegant, and verbose. See, how the same passage begins to express the idea properly in the presence of pronouns replacing the noun Adela wherever required:

Adela is a good girl but she is not hard working. She keeps sitting in front of the television. In fact, she is quite a bit of a couch potato. She actually loves watching television to such an extent that it does not matter what the idiot box has to show to her. Whatever the idiot box has to offer to her, Adela/she is there to accept and watch the whole lot of that.

In fact, most of us who read and write English are normally aware of the importance of pronouns and use them quite frequently. The real issue with pronouns is their correct usage and it is this aspect of pronouns that we are willing to share with you.

It is observed that though many of us use pronouns wherever they are required to be chosen, lots of grammatical errors creep in when we are not sure of how to use them. Look at the examples given below. Try and figure out the correct usage of pronouns in these expressions:

1. It is I/me who protested the move in the meeting.
2. We are not so stupid as they/them are.
3. Ladies and Gentlemen, myself is/I am the Senior Sales Executive of Horrendous Automobiles Pvt Ltd.
4. Let I/me speak for a while.
5. Mildred and I/me are childhood friends.
6. If you also do the same as he has done, what is the difference between you and he/him?
7. No problem, let he/him come and see our work.
8. At the concert, both he and me/I gave a performance.
9. It was I/me who first informed you about him/his whereabouts.

The general rule for making choices between *I* and *me*, *he* and *him*, *she* and *her*, *they* and *them*, etc. should be to see the function of the pronoun. If the pronoun has to be the subject of the sentence, it should be in the subjective case, i.e., it should be written as *I*, *he*, *she*, *they*, etc. On the other hand, if the pronoun has to be the object of the sentence, it should be in the objective case, i.e., it should be written as *me*, *him*, *her*, *them*, etc.

To understand the point in the easiest way, look at the following sentences:

1. I slapped him.
2. He slapped me.

In the first sentence, the pronoun is the propeller of the verb—the doer of the action; therefore, *I* should be in the subjective case. Likewise, the other pronoun *him* is the recipient of the action and hence is correctly in the objective case. Since the situation reverses in the second sentence, so does the structure. Just see how idiotic and ungrammatical the entire structure sounds the moment we injudiciously use the pronoun cases:

1. Me slapped he.
2. Him slapped me.

Therefore, it is always important to know whether we have to use the pronoun in the **subjective case** (*I*, *we*, *you*, *they*, *he*, *she*, *it*, etc.); in the **objective case** (*me*, *us*, *you*, *them*, *him*, *her*, *it*, etc.) or in the **possessive case** (*my*, *our*, *your*, *their*, *his*, *her*, *its*, etc.). Going by the discussion we have

had so far, you can conveniently choose the correct forms of pronouns in the sentences listed above something like this:

1. It is **I** who protested the move in the meeting.
2. We are not so stupid as **they** are.
3. Ladies and Gentlemen, **I am** the Senior Sales Executive of Horrendous Automobiles Pvt Ltd.
4. Let **me** speak for a while.
5. Mildred and **I** are childhood friends.
6. If you also do the same as he has done, what is the difference between you and **him**?
7. No problem, let **him** come and see our work.
8. At the concert, both he and **I** gave a performance.
9. It was **I** who first informed you about **his** whereabouts.

As you can observe, the sentences where the pronoun needed to direct the verb and govern the action in a sentence, we have chosen pronouns in the subjective case. Look at the first, second, third, fifth, eighth, and ninth sentences. However, objective case is required in the fourth, sixth, and seventh sentences because after the verb 'let' and preposition 'between', the pronoun that immediately follows is normally in the objective case.



Correct Usage

Before we venture further into discussing the different nuances with regard to the usage of pronouns, let us see the different types of pronouns. Well, they all are listed below:

Before we venture further into discussing the different nuances with regard to the usage of pronouns, let us see the different types of pronouns. Well, they all are listed below:

1. Personal pronouns (he, she, they, I, we, you, etc.)
– Impersonal pronouns (It)
2. Demonstrative pronoun (this, those, these, etc.)
3. Distributive pronouns (each, either, neither, etc.)
4. Indefinite pronouns (some, many, everyone, someone, etc.)
5. Relative pronouns (who, which, whose, that)
6. Reflexive and emphatic pronouns (myself, yourself, themselves, herself, himself, etc.)

Look at the sentences given below to find out more about how to use pronouns correctly.

Incorrect Usage	Correct Usage
• Its my duty to serve my parents.	• It's my duty to serve my parents.
• The dog wagged it's tail vigorously.	• The dog wagged its tail vigorously.
• These problems are our and let we solve it.	• These problems are ours and let us solve them.
• My dog is better than Ramesh .	• My dog is better than that of Ramesh .
• Everyone has come, hasn't he ?	• Everyone has come, haven't they ?
• The streets of London are wider than Delhi .	• The streets of London are wider than those of Delhi .
• This is the Taj Mahal whom everyone admires.	• This is the Taj Mahal that everyone admires.

The first two sentences are wrong as the distinction between *its* and *it's* is not maintained. See, *its* is the possessive case of the impersonal pronoun *it*. Therefore, there is no place for *its* in the first sentence. *It's*, on the other hand, is the contracted version of either *it has* or *it is*. See the following sentences:

1. **It's** raining quite hard this time. (**It is** raining quite hard this time.)
2. **It's** been ages since I met him. (**It has** been ages since I met him.)

So, we should use *it's* only when the impersonal pronoun *it* and the verb *is* or *has* are contracted. *Its*, on the other hand, is the possessive case of the impersonal pronoun *it* and should only be used to replace some noun. See the following example.

1. **It's** a dog. It can wag **its** tail.

The third sentence has three errors. We can say *it is our problem*. But can we say *this problem is my*? Naturally, a sentence like this has to take *mine*. So, when a possessive pronoun has to come at the end of the sentence, it should be written like *mine, ours, yours, theirs, hers*, etc. Moreover, the verb *let* is always followed by a pronoun in the objective case and *let we* is grammatically incorrect. Further, since the reference is to the plural noun *problems*, it should be followed by the plural pronoun *them* and not the singular pronoun *it*.

The fourth and sixth sentences have similar errors. When we compare two nouns, the structure should be parallel as only comparable things can be compared. For instance, it would be atrocious on our part to compare *my dog* to *Ramesh*. So, we need demonstrative pronouns *that, those*, etc. to carry out the comparison correctly.

The fifth sentence is incorrect as the indefinite pronouns *someone, everyone, everybody, somebody*, etc. take a singular verb but are referred to as *they* in tag questions. The last sentence wrongly uses *whom* for the non-living object Taj Mahal. For non-living things, the relative pronouns can be *which* or *that* but not *who* or *whom*.

Demonstrative pronouns and demonstrative adjectives Sometimes, the confusion arises between demonstrative pronouns and demonstrative adjectives. Can you figure out which of these are demonstrative pronouns and which are the demonstrative adjectives? Look at the sentences given below and decide:

1. **This** dictionary is mine.
2. I don't like reading **such** books.
3. **That** boy is very brave.
4. **This** girl is quite bright.
5. **This** is the room that I like the most.
6. Uneasy lies the head **that** wears a crown.
7. **Such** is the situation that we can't do anything.

In the first four sentences the words *this, that, such* are demonstrative adjectives. Look carefully at them; they all are followed by some nouns, such as *dictionary, books, boy, girl*. In the remaining three sentences, the words *this, that, such* are followed by verbs—*is, wears, is*. Since a noun can be replaced by a pronoun and not by an adjective, it is a pronoun that can govern a verb. An adjective, on the other hand, is only a modifier and cannot govern a verb. It can only qualify a noun or a pronoun.

Distributive pronouns and distributive adjectives Similar confusion arises between distributive pronouns and distributive adjectives. Let us see how we can sort out one from the other:

1. **Neither** girl was speaking the truth. (Adjective)
2. **Neither** of the girls was speaking the truth. (Pronoun)
3. **Either** scientist will be awarded the prestigious award. (Adjective)
4. **Either** of the scientists will be awarded the prestigious award. (Pronoun)
5. **Each** girl will sing a song. (Adjective)

NOTE

When we use adjectives, they are to be naturally followed by nouns.

So, the words *neither*, *either*, and *each* in the first, third, and fifth sentences are respectively distributive adjectives. In the remaining sentences, these words are followed by *of* and a plural noun. So, they actually replace the noun in these sentences. They, therefore, are distributive pronouns.

Relative pronouns and interrogative adjectives At times, the distinction between relative pronouns and interrogative adjectives is also blurred. Are you in a position to figure out the difference between these two classes of words? Let us see if you can guess correctly:

1. **Which** colour do you like? (Adjective)
2. **Whose** house is this? (Adjective)
3. **What** nonsense! (Adjective)
4. The house **which** is next to ours is a haunted one. (Relative pronoun)
5. The boy **whose** nose is broken is an athlete. (Relative pronoun)

PRACTICE TEST

Fill in the blanks with appropriate pronouns:

1. _____ am the one who cares for _____.
2. When _____ came to the room, _____ was locked.
3. He said to his wife, '_____ will buy a silk saree for _____ on _____ birthday.'
4. The boy has broken _____ bat and is asking _____ to get a new one for _____.
5. Here is _____ book, take _____ away.
6. I thought over _____ plan and I feel I do not agree to _____.
7. _____ never intervened between us. _____ was you who began to quarrel with _____.
8. He loves _____ wife and cannot live without _____.
9. _____ has lent _____ scooter to _____ for a week.
10. _____ knew that _____ deserved punishment. So, _____ did not object to _____.

PRACTICE TEST

Fill in the blanks with appropriate pronouns:

1. We often deceive _____.
2. There are silver doors in this palace; all of _____ are locked.
3. This watch is for _____.
4. David fell on the road and broke _____ arm.
5. My friend has invited _____ to dinner.
6. The jury were divided in _____ opinion.
7. Today is 11th November. _____ is celebrated as National Education Day.
8. Birds build _____ nests in trees.
9. The crew will reach _____ destination in a week.
10. _____ is easy to find faults with others.

ARTICLES

The words *a*, *an*, and *the* are called articles. *A* and *an* are known as *indefinite articles*, whereas *the* is called the *definite article*. The indefinite articles *a* and *an* are used before singular countable nouns. Now the question is when to use *a* and when to opt for *an*.

Use of A and An

Actually the decision to choose between *a* and *an* rests on the initial sound of the word that follows them.

As far as the general rule is concerned, we use *a* before words which begin with a consonant sound. *An*, on the other hand, is used before those words which begin with a vowel sound.

The choice, however, is not as easy as it seems. At times, we get words which apparently start with a vowel (a, e, i, o, u) but give the sound of a consonant. Such words should be preceded by *a* and not *an*. Similarly, the initial consonant sound, particularly that of *h*, may be muted in some words. Such words will be preceded by *an* if the sound that follows the unsounded *h* happens to be a vowel sound.

This is how you can make correct choices between *a* and *an*:

1. He is pursuing his M.Phil. from **a university** in Delhi.
(The word **university** starts with a consonant sound /j/ and therefore must be preceded by **a** and not **an**; hence **a university**.)
2. I saw him **an hour** ago or so.
(The consonant **h** is muted in the word **hour** and the sound that follows **h** is that of a vowel; hence, **an hour**.)
3. Sir, it is **an honour** to be called here as **a chief guest**.
(The consonant **h** in the word **honour** is unsounded and the sound that follows **h** in the word **honour** is that of a vowel; hence, **an honour**.)

4. It's not easy to be **a mother**.
(The word **mother** starts with a consonant sound /m/; hence, **a mother**.)
5. His mother was **an American** though his father was **a European**.
(The initial sound in the word **American** is that of a vowel; hence, **an American**, whereas the initial sound in the word **European** starts with a consonant sound /j/ and therefore we have to write **a European**.)
6. Being the Secretary of the BCCI, he is holding **an honorary** position.
(The consonant **h** in the word **honorary** is silent; hence, **an honorary**.)
7. The bride was given a necklace as **an heirloom** by her mother-in-law.
(The consonant sound /h/ in the word **heirloom** is silent; hence, **an heirloom**.)
8. There is **a hotel** at the end of this road.
(The initial consonant sound /h/ in the word **hotel** is sounded; hence, **a hotel**.)
9. Be careful when you mount **a horse**; it's a moody creature.
(The initial consonant sound /h/ in the word **horse** is sounded; hence, **a horse**.)
10. Certainly you will be paid **an honorarium**, but only on hourly basis.
(The initial consonant sound /h/ in **honorarium** is silent; hence, **an honorarium**.)
11. When I saw her, she was wearing **a uniform**.
(Though the word **uniform** starts with a vowel *u*, it emits only a consonant sound /j/ initially; hence, **a uniform**.)
12. At college, he was **a union leader**.
(The initial sound in the word **union** is that of a consonant; hence, **a union leader**.)
13. This city has **a unique quality**.
(The initial sound in the word **unique** is that of a consonant; hence, **a unique quality**.)
14. **A united family** is thousand times better than **a divided one**.
(The initial sound in the word **united** is that of a consonant; hence, **a united family**.)

Use of The

Compared to *a* and *an*, the use of article *the* is often more subtle and at times quite confusing. In order to help you understand when to use the definite article *the* and when to avoid it and when actually to replace it with *a* or *an*, let us see some of the grammatical notions that go about choosing or discarding the definite article *the*:

Don't use *the* before the names of substances if they are used in a general sense.

1. **Gold** is a precious metal. (not the gold)
2. **Bread** is made from **flour**. (not the bread ... the flour)
3. **Lead** is a very heavy metal. (not the lead)

But use *the* if the reference is to a particular kind.

1. **The gold** mined here is of poor quality.
2. They were grateful for **the bread** we gave them.
3. Thieves stole **the lead** from the roof.

Don't use *the* before the names of meals if you refer to them in a general sense.

1. I usually have **dinner** at 9.00 p.m. (not the dinner)
2. Do you take **breakfast** every morning? (not the breakfast)

But use *the* when the meal refers to a social function or the food itself.

1. **The dinner** will be held in the lawns.
2. We really enjoyed **the lunch** she offered us.

Sometimes, possessive pronouns *my, your, his, her, their*, etc. are used in order to emphasize the idea in a personal way.

1. I was having **my dinner** when I heard the doorbell ring.
2. We were taking **our lunch** when we heard a loud explosion outside.

Don't use *the* before plural nouns when they are used in a universal sense.

1. **Mangoes** are grown all across the country.
2. **Good readers** are required for good books.
3. **Festivals** can rejuvenate people all over again.
4. **Floods** can cause havoc in one's life.

But use *the* if the reference is made to a particular type.

1. **The mangoes** grown in Uttar Pradesh are sweeter than those in Haryana.
2. **The readers** were not really pleased with the books.
3. **The festivals** celebrated in India have a special fervour.
4. **The recent floods** have caused havoc in Andhra Pradesh.

Actually, we can generalize an idea both through the singular and the plural forms of nouns. When we use the plural form of a noun to show the universal application of the idea, we drop *the*. We, however, use *the* if we choose a singular noun to express the universal idea. Look at the examples given below:

1. **The cow** is a very docile animal.
2. **Cows** are docile animals.
3. **The tiger** and **the cat** belong to the same family of animals.
4. **Tigers** and **cats** belong to the same family of animals.
5. **The lion** is a brave animal.
6. **Lions** are brave animals.

We, however, do not use *the* while using words such as *man* and *woman*.

1. **Man** is a complex species.
2. **Woman** generally wins where man fails.

Don't use *the* with the names of countries unless they suggest that they are made of several small units, states, or parts. For example:

1. **India** is a great country.
2. **Italy** loves football.
3. **The United States** is the strongest democracy in the world.
4. **The West Indies** were once the champions in cricket.

Use *the* if the name is preceded by words such as *kingdom, republic, federation*, etc.

1. **The Republic of South Africa** finally made its mark in cricket.

Don't use *the* with the names of games.

1. I play **tennis**.
2. **Football** is a game that requires great running ability.

But use *the* if the game referred to is used in a particular context.

1. **The tennis** played these days is more of a fun.
2. **The football** that Maradona played was superb.

Don't use *the* with times of day and night when prepositions *at*, *by*, *after*, and *before* precede them.

1. **At sunrise**, he got up to realize that his friend was not there. (not **at the sunrise**)
2. **By noon**, I am likely to finish this assignment. (not **by the noon**)
3. **After night fell**, he went to bed with a sense of loss. (not **after the night fell**)
4. **Before morning came**, movement on the road started. (not **before the morning came**)

But *the* should be used with times of day and night when other prepositions such as *during*, *in*, etc. precede them or when they refer to a particular event.

1. On hot days, people generally sleep **during the day**.
2. He is likely to come to us **in the afternoon**.
3. Owls keep awake **in the night** and remain asleep **during the day**.

Don't use *the* before proper nouns but use *the* if they are used as adjectives and the reference is to the characteristics of the person.

Compare the following sets of sentences:

1. **Shakespeare** is probably the greatest writer of all times. (not the Shakespeare)
2. Kalidas is **the Shakespeare** of India.
3. **Switzerland** is one of the most beautiful places on the earth. (not the Switzerland)
4. Kashmir is **the Switzerland** of the East.
5. **Botham** was a wonderful all-rounder. (not the Botham)
6. Flintoff was **the Botham** of the 2005 Ashes.

The can be used before nouns to denote the inhabitants of a country but it should not be used before the languages they speak.

1. **The English (people)** live in England and speak **English (language)**.
2. **Spanish (language)** is spoken in Spain.
3. **The French (people)** love **French (language)** not just in France but everywhere else.

Use *the* before the names of mountain ranges, seas, oceans, rivers, deserts, forests, dams, falls, group of islands, etc.

1. You can almost easily lose yourself in **the Himalayas**.
2. The plane fell into **the Pacific Ocean**.
3. **The Bhakra dam** built on the Sutlej is quite old.
4. **The Sahara desert** is the largest desert on earth.

Don't use *the* before the names of single peaks and islands.

1. **Everest** is the highest peak on the earth. (not the Everest)
2. **Sri Lanka** is a beautiful island. (not the Sri Lanka)

The is used before the names of trains and ships.

1. He is coming by **the Frontier Mail**.
2. **The Titanic** disappeared into the sea.
3. **The Queen Elizabeth** is a famous British liner.

The, however, is not used when the reference is made to a vehicle as a means of travel, particularly if it follows the preposition *by*.

1. He is coming **by train**.
2. Thanks largely to poor public transport; more and more people prefer travelling **by car** these days.
3. We normally go to work **by bus**.

However, when these means of transport are preceded by other prepositions such as *on*, *in*, etc., *The* is generally used with them.

1. You can sleep **in the car**, but it won't be all that comfortable.
2. The consignment kept **on the bus** fell on the road.
3. You should prefer travelling **by train** but avoid sitting **on the train** in case you find it very crowded.

Avoid *the* before words such as *hospital*, *school*, *college*, *office*, *church*, etc. if the reference is to the purpose for which the building exists. For example, as a student you *go to college* and not *go to the college*. Similarly, an employee goes *to office* and not *to the office*. If the visit is occasional and for some other purpose, *the* is used to specify the building. Look at the following sentences to understand the concept in detail:

1. On Sundays, Christians go to **church**. (not **the church**)
2. I am going to **the church** to see its artistic design. (**The** is required because the visit is made for a different reason.)
3. You call me up later on; I'm getting late for **office**.
4. He walked straight into **the office** and started looking for the cashier.
5. Tomorrow when you go to **college**, don't forget to carry your books.
6. I am going to **the college** to collect my character certificate.
7. For operation and post-operative care, I had to stay in **hospital** for about a month or so.
8. I am going to **the hospital** to enquire about the health of one of my relatives.

Use *the* with those adjectives which are to be used as nouns denoting an entire class or type. In such a case, they are seen as plural nouns and are followed by the plural verb.

1. **The rich** always exploit the poor.
2. **The contented** never grumble.

Use *the* in sentences where a proper noun is immediately followed by an adjective.

1. We still remember **Ashoka the Great**.
2. Listeners are always enchanted by **Lata, the musical**.
3. Not books, but libraries have been written on **Shakespeare, the immortal**.

Use *the* also in such sentences when the structure is reversed.

1. **The great Ashoka** then marched ahead on the road to expiation and salvation.
2. **The musical Lata** was as enchanting as ever.
3. **The immortal Shakespeare** depicted life so comprehensively that after he retired, there was nothing left for other dramatists to show in their work.

Use *the* before superlative degree of adjectives.

1. He is **the wisest** man I have ever met.
2. It was **the hottest day** of the season.
3. **The most beautiful** of them came up to me and asked if I could help her.

Avoid *the* with comparative degree of adjectives in normal structures.

1. Michael is **elder** to me but Mitchell is the eldest.
2. Jane is **taller** than John.
3. He seems **better** today.

However, *the* is sometimes used also with comparative degree of adjectives, particularly when they are repeated in the same sentence and are not followed by *than*.

1. **The more** you read, **the better** is your expression.
2. **The more** I have, **the more** I'll want.

The is used with adjectives employed to signify different nouns used in singular form.

1. **The red** and **the white** rose in the garden ...
2. **The first** and **the second** chapter of the book ...

But omit *the* if the nouns following these adjectives are in the plural.

1. The red and **white roses** ...
2. The first and **second chapters** of the book ...

Also omit *the* with the remaining nouns and use it only with the first noun, if two or more nouns are used for the same person.

1. Arundhathi Roy, the writer and **activist** is coming to Jaipur next week.
2. He is the father and **guardian** of this boy.
3. He is the cashier and **accountant** in the office.

However, use *the* if the separate nouns refer to different persons in the context.

1. Arundhathi Roy and Medha Patekar, **the writer** and **the activist**, are coming to Jaipur next week.
2. **The father** and **the guardian** of the boy have been informed by the school authorities.
3. **The cashier** and **the accountant** of the firm are charged with corruption.

Use *the* with those common nouns which function as abstract nouns in a particular context.

1. At last, **the father** in him was stirred.
2. Finally, **the mother** in her was moved.

Use *the* with ordinal numbers.

1. He was **the first man** to arrive on the scene.
2. **The sixth chapter** of the book is stylistically brilliant.

Use *the* before the names of unique things.

1. **The sun** was beating relentlessly on us.
2. You can see countless stars in **the sky**.

Use *the* with names of musical instruments.

1. He can play **the flute**.
2. She loved playing **the piano**.

Sometimes, *the* precedes the names of certain books.

1. **The Paradise Lost** is an immortal epic.
2. **The Iliad** is still read with zeal and enthusiasm.

However, *the* is omitted from the names of books if they have to be preceded by the name of the author.

1. Milton's **Paradise Lost** is an immortal epic.
2. Homer's **Iliad** is a great work of art.

Use *the* if proper nouns are to be told with nouns in plural form.

1. Last night, I went to **the Beckers'**.
2. **The Guptas** are a famous dynasty in Indian history.

PRACTICE TEST

Read the sentences given below and use *the* wherever required. Cross out places where an article is not required:

1. They lost their way in _____ Sahara desert.
2. _____ Titanic was considered to be an unsinkable vessel.
3. He is travelling by _____ bus.
4. Let's go to _____ bank to deposit the cash.
5. In _____ Austria, people speak _____ German.
6. If you are seriously ill, you will have to go to _____ hospital.
7. Mr Smith and his family generally go to _____ church on Sunday morning.
8. The inspector went to _____ church to inspect the damage done by the agitators.
9. My wife has gone to _____ hospital to visit a sick friend of hers.
10. They stood there in awe and admired _____ church.
11. He committed a crime and was sent to _____ prison.
12. Let's redecorate _____ institute.
13. I feel tired for I went to _____ bed late last night.
14. Let's lift _____ bed and put it out in the sun.
15. Don't worry, I can make _____ bed.

PRACTICE TEST

Choose the correct option from *a/an/the* for the following sentences. Cross out places where an article is not required:

1. There was _____ king.
2. _____ king was very magnanimous.
3. We love _____ movies.
4. Don't worry; I will finish _____ work by _____ evening.
5. _____ second girl in _____ first row is my sister.
6. He got up at _____ dawn and went to _____ bed at _____ sunrise.
7. He really loves _____ wine of France.
8. I take _____ dinner at about 8.00 p.m.
9. _____ young and _____ old, _____ high and _____ low, _____ all loved Charlie Chaplin.
10. At last, _____ woman in her was moved.
11. Yesterday, I read _____ *Othello*, _____ great tragedy by Shakespeare, _____ genius.
12. _____ visitors truly admired _____ sunset.
13. _____ 22nd June is _____ hottest day of _____ year.
14. Dr Manmohan Singh, _____ Prime Minister of India, is _____ noted economist.
15. _____ *Hindu* is a prestigious national daily.

Determiners At times, words such as *this, that, those, these, each, some, a, an, the, one, two, all, any*, etc. are also referred to as determiners. A determiner is used to define and limit the meaning of a noun that follows it. Take a look at the following examples to understand how determiners are used to define nouns:

1. Some boys turned up to listen to the teacher.
2. An idea proposed to her is an idea lost.
3. Any news from the crew?
4. That mistake cost him his life.
5. An apology is better than a threat.

Prepositions

Prepositions are words placed before a noun or a pronoun to show the relation or connection with the remaining part(s) of the sentence. Look at the highlighted words in the following sentences:

1. Majestic, the super boar, loves travelling **by** air.
2. Pussy, the cute cat, sat **on** the table.
3. Champion, the pampered dog, sat **in** the car.
4. Petty, the tiny mouse, hid **under** the chair.
5. Satan, the wily serpent, slid **underneath** the carpet.
6. Silky, the little squirrel, scurried **behind** the sofa.

See how the words *by, on, in, under, underneath, and behind* relate the different nouns *Majestic, Pussy, Champion, Petty, Satan, and Silky* to the other set of nouns such as *air, table, car, chair, carpet, and sofa*. Now, let us see how by changing only such small words, the whole meaning undergoes a change:

1. Majestic, the super boar, loves travelling **in** the air.
2. Pussy, the cute cat, sat **beside** the table.
3. Champion, the pampered dog, sat **on** the car.
4. Petty, the tiny mouse, hid **behind** the chair.
5. Satan, the wily serpent, slid **inside** the carpet.
6. Silky, the little squirrel, scurried **underneath** the sofa.

Obviously, now all these animal characters with funny names to their credit seem to be doing something different from whatever they seemed to have done earlier. And how is the difference denoted? It is only by changing words like *on, by, in, behind, inside, and underneath* in the above sentences that the change in the meaning is communicated. Such words are known as prepositions.

Using prepositions correctly is not always as easy as it sounds and many a time, errors are caused in sentences due to the wrong choice of prepositions. Since prepositions relate more to collocations than to rules, it would be more appropriate to learn them with the help of examples. So, let us see if you can make out the errors that are caused by wrong choice of prepositions in the following sentences:

1. See you **in** Christmas.
2. Applications must reach the Registrar's office **on** 31st May.
3. You must be home before twelve o'clock.
4. See you **on** the theatre.
5. I will discuss this issue **on** tomorrow.
6. On last Sunday, we went on a picnic.
7. When I listened him, I found him quite boring.
8. What are you doing? I am searching my mobile.
9. For many years, Foxy lived at Delhi; now she is at Jaipur.
10. The Gujarat earthquake registered 8.1 in the Richter scale.

Generally we say *at Christmas, at Deepawali, at Holi*, etc. Therefore, the preposition *in* in the first sentence is completely wrong. Similarly, if the applications can reach the office till 31st May, the preposition should be *by* and not *on*. We use preposition *by* in case something is to be done by the denoted time, day, date, week, month, or year. Therefore, the third sentence should also use *by* instead of *before*.

Further, when we promise to meet someone, normally the preposition chosen to denote the place of meeting is *at*. So the fourth sentence should have the preposition *at* in place of *on*. In the next two sentences, no preposition is required. On the other hand, prepositions are required in the sentences that follow as the word *listen* is followed by the preposition *to* and *search* is followed by *for* to communicate the meaning required to be conveyed here.

Moreover, when people live in big cities, they live *in* them and not *at* them. *At* is chosen for small places not for big cities, such as Delhi and Jaipur; hence error in the penultimate sentence.

Finally, the intensity of earthquake is measured *on* the Richter scale and not *in* it. This is how you should write these sentences:

1. See you **at** Christmas.
2. Applications must reach the Registrar's office **by** 31st May.

3. You must be home **by** twelve o'clock.
4. See you **at** the theatre.
5. I will discuss this issue **tomorrow**.
6. Last Sunday, we went **on** a picnic.
7. When I listened **to** him, I found him quite boring.
8. What are you doing? I am searching **for** my mobile.
9. For many years, Foxy lived **in** Delhi; now she is **in** Jaipur.
10. The Gujarat earthquake registered 8.1 **on** the Richter scale.

Look further how to choose the correct prepositions in the following expressions:

Choices	Correct Usage
• With open mouth, the visitors looked on/at the painting.	• With open mouth, the visitors looked at the painting.
• The patient is being attended to/on by the nurse.	• The patient is being attended to by the nurse.
• No one likes to be stared at/on while eating.	• No one likes to be stared at while eating.
• When the fat man slipped on/with a banana peel, the boys standing around laughed on/at him.	• When the fat man slipped on a banana peel, the boys standing around laughed at him.
• The officer lives at/in a large bungalow.	• The officer lives in a large bungalow.
• Oh! How painful! I have never heard about/of such a tragedy.	• Oh! How painful! I have never heard of such a tragedy.
• When we saw him last, he was sitting at/in that chair.	• When we saw him last, he was sitting in that chair.
• Is he going to come on/by train?	• Is he going to come by train?
• What do you think about/of global warming?	• What do you think about global warming?
• I am sorry; I can't agree with/to your proposal.	• I am sorry; I can't agree to your proposal.

As already suggested, not rules but grammatical structures and collocations decide the choice and placement of prepositions. At times, only a particular preposition follows certain verbs.

Look at the following sentences to identify the collocation between the verbs and the prepositions they normally take:

Choices	Correct Usage
• He is endowed by/with wonderful creative talent.	• He is endowed with wonderful creative talent.
• On a foreign tour, players have to adapt with/to the changed climatic conditions.	• On a foreign tour, players have to adapt to the changed climatic conditions.
• I am really grateful to/for you to/for all your support.	• I am really grateful to you for all your support.

(Contd)

(Contd)

Choices	Correct Usage
• New meanings can always be derived from/on good writings.	• New meanings can always be derived from good writings.
• He was quite poorly judged with/by his teachers.	• He was quite poorly judged by his teachers.
• The Congress has recently been profited with/by infightings in the BJP.	• The Congress has recently been profited by infightings in the BJP.
• Though a rebel to the core before marriage, he is now confined with/to his wife and kids.	• Though a rebel to the core before marriage, he now is confined to his wife and kids.
• The Prime Minister was apprised with/of the latest incidents in the riot-hit areas.	• The Prime Minister was apprised of the latest incidents in the riot-hit areas.
• The Speaker's timely intervention prevented the members from/of coming to blows with each other.	• The Speaker's timely intervention prevented the members from coming to blows with each other.
• He just can't help it; he is addicted with/to wine.	• He just can't help it; he is addicted to wine.

Prepositions are chosen not only by certain verbs but also by other grammatical structures. Observe carefully the prepositions and the grammatical structures that precede them:

Choices	Correct Usage
• Agra is famous about/for the Taj Mahal.	• Agra is famous for the Taj Mahal.
• Once a rarity, newspaper is accessible to/with almost everyone around us.	• Once a rarity, newspaper is accessible to almost everyone around us.
• The old man was hard on/of hearing.	• The old man was hard of hearing.
• Keats' poetry is remarkable in/for its sensuousness.	• Keats' poetry is remarkable for its sensuousness.
• When we saw him, he was beaming in/with enthusiasm and confidence.	• When we saw him, he was beaming with enthusiasm and confidence.
• Good scholars are men with/of deep learning.	• Good scholars are men of deep learning.
• The news of accident made us all worried about/with his safety.	• The news of accident made us all worried about his safety.
• Marlowe was a contemporary of/with Shakespeare.	• Marlowe was a contemporary of Shakespeare.
• My father was fond for/of old songs.	• My father was fond of old songs.
• Don't worry; I am aware about/of these things.	• Don't worry; I am aware of these things.

Now, look at the sentences given below. Observe carefully both the incorrect and the correct usages of prepositions:

Incorrect Usage	Correct Usage
• Sir, I take exception with this decision.	• Sir, I take exception to this decision.
• Every sane man prefers silence than the raucous music of modern times.	• Every sane man prefers silence to the raucous music of modern times.
• He was always helpful with us.	• He was always helpful to us.
• How can you afford to live with that meagre a salary?	• How can you afford to live on that meagre a salary?
• We are sorry about the technical glitch you are experiencing at the moment.	• We are sorry for the technical glitch you are experiencing at the moment.
• Are you really interested with that snazzy girl?	• Are you really interested in that snazzy girl?
• However rational, most of us are afraid from ghosts.	• However rational, most of us are afraid of ghosts.
• Congratulations! Your boss was full with praise for you.	• Congratulations! Your boss was full of praise for you.
• Parents normally are proud with their sons' achievements.	• Parents normally are proud of their sons' achievements.
• Will you look at our dog in our absence?	• Will you look after our dog in our absence?

Sometimes, we add a preposition with certain expressions which do not actually require any preposition. Interestingly enough, sometimes when the preposition is required, we omit it. Look how such errors can be avoided:

Incorrect Usage	Correct Usage
• As he grew in age, he started resembling to his father.	• As he grew in age, he started resembling his father.
• I am planning to write him.	• I am planning to write to him.
• Resolutely she kept quiet and refused to answer to me.	• Resolutely she kept quiet and refused to answer me.
• Suddenly, the tiger attacks on the hunter.	• Suddenly, the tiger attacks the hunter.
• What are you looking so stupidly?	• What are you looking at so stupidly?
• Something odd struck us as we approached to the house.	• Something odd struck us as we approached the house.

(Contd)

(Contd)

Incorrect Usage	Correct Usage
<ul style="list-style-type: none">The soldier fell in love with the beautiful nurse who attended him.	<ul style="list-style-type: none">The soldier fell in love with the beautiful nurse who attended to him.
<ul style="list-style-type: none">As we entered into the room, we heard a loud explosion outside.	<ul style="list-style-type: none">As we entered the room, we heard a loud explosion outside.
<ul style="list-style-type: none">I have given him everything he has asked.	<ul style="list-style-type: none">I have given him everything he has asked for.
<ul style="list-style-type: none">Have you paid all that you have bought?	<ul style="list-style-type: none">Have you paid for all that you have bought?

Learn to use prepositions correctly One way to learn to use prepositions is to frame questions with appropriate prepositions. By looking at the prepositions both in the question and the answer form, we tend to know their ways in a better way. So, let us try this method to learn something more about prepositions. Go ahead and frame questions for all these statements written below:

- Ice cream is made of milk.
- No, I am not interested in poetry.
- I am waiting for a friend of mine.
- I am looking for my glasses.
- We wish to speak to Mr Eliot.
- We have been talking about the book we recently read.
- We have been living in a spacious house.
- We are listening to the news.
- Yes, I have written to all the members of the society.
- I am looking at the beautiful wrist watch he sent on my birthday.

Here are some of the possible questions which can evoke the answers given in the above set of sentences. Carefully notice the prepositions with which these questions are framed:

- What is ice cream made of?
- Are you interested in poetry?
- Who are you waiting for?
- What are you looking for?
- Who do you wish to speak to?
- What have you been talking about?
- What kind of a house have you been living in?
- What are you listening to?
- Have you written to all the members of the society?
- What are you looking at?

PRACTICE TEST

Now, choose the right prepositions in each of the following sentences:

- When we watch a tragedy, we are overcome in/with emotions.
- Having been caught using unfair means, he was debarred from/with sitting for/in the examinations of/for three years.
- Despite all the rumours, we are quite confident about/of securing a win.
- Many members abstained with/from casting their votes.
- The captain attributed the victory to/on his team.
- You need to apologize for/to her immediately.
- The poem refers with/to the mythical allusions.
- He was disgusted at/with the idea for/of having to change his child's diapers on/in his wife's absence.
- If you are ignorant of/about everything, you are likely to fail in life.
- He sounded particularly obliged to/for his family members.

Adverbs

Look at the following sentences and figure out which of the highlighted words function as adverbs and which others serve as adjectives:

1. Zaheer Khan is a **fast** bowler.
2. He bowls **fast**.
3. But he doesn't bowl **very fast**.
4. He bowls **moderately fast**.
5. Jatin is my **fast** friend.
6. He actually is my **very fast** friend.
7. He however doesn't speak **that fast**.
8. Anyhow, he remains an **extremely good** friend.

Remember, an adverb can qualify a verb, an adjective, and another adverb. An adjective, on the other hand, qualifies a noun or a pronoun. So, the word *fast* in the first sentence is an adjective because it qualifies the noun *bowler*. In the second sentence however, the word *fast* qualifies the verb *bowls* and thus functions as an adverb. In the next two sentences, the words *very* and *moderately* function as adverbs as they add to the meaning of another adverb *fast*. In the fifth sentence, the word *fast* again functions as an adjective as it qualifies Jatin—a noun. In the sixth sentence, the word *very* is an adverb as it modifies the adjective *fast*. In the last but one sentence, the word *fast* again qualifies a verb *speak* and hence is an adverb, whereas *that* qualifies *fast* and hence *that* too functions as an adverb in the sentence. Similarly, the word *extremely* in the last sentence functions as an adverb for it qualifies the adjective *good*.

Understanding the distinction between adverbs and adjectives is necessary to avoid errors in their usage.

Look at the following sentences and see how the same words—highlighted here—can function as adjectives and adverbs. Can you tell in which sentence they function as what part of speech?

1. The concert was organized in memory of the **late** artist.
2. He came quite **late** in the night.
3. We didn't have a **long** queue.
4. We didn't have to wait **long**.
5. I went to bed **early**.
6. I had an **early** dinner.
7. They went **straight** into the room.
8. Gavaskar was the master of **straight** drive.

Look at how we can trace them out:

1. The concert was organized in memory of the **late** artist. (Adjective; qualifies the noun **artist**)
2. He came quite **late** at night. (Adverb; qualifies the verb **came**)
3. We didn't have a **long** queue. (Adjective; qualifies the noun **queue**)
4. We didn't have to wait **long**. (Adverb; qualifies the verb **wait**)
5. I went to bed **early**. (Adverb; qualifies the verb **went**)

6. I had an **early** dinner. (Adjective; qualifies the noun **dinner**)
7. They went **straight** into the room. (Adverb; qualifies the verb **went**)
8. Gavaskar was the master of **straight** drive. (Adjective; qualifies the noun **drive**)

At times, it is difficult to distinguish adverbs from prepositions. Look at the following sentences. The following examples suggest how to identify them:

1. The book lies **on** the table. (Preposition; shows the relationship between **the book** and **the table**)
2. Life moves **on**. (Adverb; qualifies the verb **moves**)
3. Is he **in** his room? (Preposition; shows the relationship between **he** and **his room**)
4. Has he come **in**? (Adverb; qualifies the verb **come**)
5. The criminal jumped **off** the train. (Preposition; shows the relationship between **the criminal** and **the train**)
6. The arm of the chair suddenly came **off**. (Adverb; qualifies the verb **come**)
7. Have I seen you **before**? (Adverb; qualifies the verb **seen**)
8. He returned the day **before** yesterday. (Preposition; establishes the relationship between **the day** and **yesterday**)

Before proceeding further, let us see how many types of adverbs are used to add to the meaning of verbs, adjectives, and other adverbs. Broadly speaking, adverbs can be of the following types:

1. **Adverbs of time** (now, then, everyday, yesterday, etc.)
2. **Adverbs of frequency** (twice, often, always, never, ever, etc.)
3. **Adverbs of place** (everywhere, outside, there, here, etc.)
4. **Adverbs of manner** (melodiously, beautifully, stupidly, etc.)
5. **Adverbs of degree** (almost, rather, nearly, etc.)
6. **Adverbs of affirmation or negation** (surely, definitely, certainly, positively, etc.)
7. **Adverbs of reason** (hence, therefore, so, since, because, for, etc.)

PRACTICE TEST

Identify adverbs/adverbial phrases in the following sentences. Also, define their nature:

1. I have not seen him lately.
2. He therefore could not achieve success.
3. She moved around quite sprightly.
4. The refugees slept fretfully in the tent.
5. Probably, he has gone to the market.
6. The little girl followed the guest everywhere.
7. Don't go that far.
8. The story is not written lucidly.
9. Surely, you are wrong!
10. He drove quite slowly all the way.
11. Don't worry; she is far better now.
12. He is too fat to climb the stairs.
13. We seldom see each other now.
14. Yesterday, I called him late at night.
15. He often comes late these days.

Many adverbs are denoted by adding the suffix **-ly** to adjectives. For example, look at the following sentences:

1. It is a **hard** exercise.
2. Good books are **hardly** read these days.
3. She seems **happy**.
4. The cricketer answered all the questions **happily**.
5. The bride looks **cute**.
6. The cat looked at me **cutely**.

Use your adverb appropriately As you can see that the adverbs *hardly*, *happily*, and *cutely* have been formed from the words *hard*, *happy*, and *cute* which function as adjectives and complements in some of the sentences above. Certain adverbs may however have two forms, one with *-ly* structure and the other without it. It is in these situations that one has to opt for the appropriate forms of adverbs.

Some of the adverbs can give different meanings when used with an *-ly* particle and when without it.

PRACTICE TEST

Go ahead and choose the correct adverbs:

1. He cut shortly/short his journey and returned home.
2. Wait! The Guest of Honour is arriving shortly/short.
3. His latest book has been wide/widely appreciated.
4. The window was kept wide/widely open for the lover to make his secret entry.
5. The dandy moved round/roundly the damsel throughout the event.
6. He was round/roundly scolded for being a philanderer.
7. Do you have to talk so loud/loudly?
8. Loud/Loudly, he cleared his throat.
9. Go slow/slowly round this corner.
10. Slow/Slowly, the cat moved towards the kitchen.

Positioning the adverbs in sentences is quite a challenge. Following are some adverbs which change the meaning of a sentence simply by stationing themselves at different places in a sentence. Can you make out the difference in meaning of each of these sentences? Look at the explanation given within parentheses.

1. **Only** an adverb qualifies a verb.
(It is an adverb and nothing else that can qualify a verb.)
2. An adverb **only** qualifies a verb.
(An adverb has only one function—to qualify a verb.)
3. I **really** don't know the answer.
(Truly speaking, I don't know the answer.)
4. I don't **really** know the answer.
(I am not sure if I know the answer.)
5. I **deliberately** didn't leave the door open.
(I saw to it consciously that the door was not left open.)
6. I didn't **deliberately** leave the door open.
(It was an inadvertent mistake that the door was left open; I did not do it consciously.)
7. **Clearly**, they didn't explain things.
(It is obvious that they did not explain things.)
8. They didn't explain things **clearly**.
(They probably tried to explain but could not explain things clearly enough.)
9. **Only** she would do a silly thing like that.
(She is the only one to do a silly thing like that.)
10. She would do **only** a silly thing like that.
(The only thing she can do is a silly thing like that.)

Since adverbs can easily be manoeuvred to give a different meaning in a given context, it is very important for us to place adverbs carefully in a sentence.

All, however, is not erratic with the ways of adverbs. Mostly, the type of adverb may decide its position in a sentence.

Generally, the adverbs of manner are placed at front/end positions in sentences. Look at the sentences given below:

1. She speaks Russian **fluently**.
2. Try to behave **sensibly**.
3. He moved **swiftly**.
4. The plants grew **rapidly**.
5. I had to choose my words **carefully/with care**.
6. Can't we discuss this **sensibly/in a sensible way**?
7. The policemen inspected the car **officially/in an official manner**.
8. **Gently** fry the potato pieces. (Puts emphasis on the manner)
9. I **quickly** ran and got my coat back. (Highlights urgency)

When it comes to adverbials of place and time, such as *here, there, everywhere, now, then, yet, today, next Sunday, at school, in the park, last week, for three days, last year, etc.*, they are placed either after the verb or after the object in a sentence.

See how you would really form the following sentences:

- | | |
|--|---|
| 1. Keep there the book. | (Incorrect) |
| 2. Keep the book there . | (Correct) |
| 3. Last week she met him. | (Not so appropriate) |
| 4. She met him last week . | (Quite appropriate) |
| 5. Yesterday she sang melodiously in the concert. | (Wrong order of adverbs in a sentence—
adverbs of time, manner, place) |
| 6. She sang melodiously in the concert yesterday. | (Correct order of adverbs in a sentence—
adverbs of manner, place, time) |

Adverbs of frequency, for example *always, never, after, rarely, usually, generally, etc.* are usually placed between the subject and the verb.

- | | |
|--|-------------|
| 1. He never saw me. | (Correct) |
| 2. He saw me never . | (Incorrect) |
| 3. I have told him often to come early. | (Incorrect) |
| 4. I have often told him to come early. | (Correct) |
| 5. We have usually lunch at twelve. | (Incorrect) |
| 6. We usually have lunch at twelve. | (Correct) |

At times, the type of the verb may decide the position of an adverb in a sentence:

- | | |
|--|-------------|
| 1. He speaks always the truth. | (Incorrect) |
| 2. He always speaks the truth. | (Correct) |
| 3. He always is at home in the evening. | (Incorrect) |
| 4. He is always at home in the evening. | (Correct) |
| 5. He never is late for work. | (Incorrect) |
| 6. He is never late for work. | (Correct) |
| 7. He tells never lies. | (Incorrect) |
| 8. He never tells lies. | (Correct) |

The auxiliaries *have to* and *used to* take the adverb before the verb:

1. He has to go to office **often** on foot. (Incorrect)
2. He **often** has to go to office on foot. (Correct)
3. He used to **always** come with me to work. (Incorrect)
4. He **always** used to come with me to work. (Correct)

Remember to place the adverbs *enough* after and *too* before the words they modify. Also avoid using *too* + adjective for positive connotations unless they are used with sarcasm. Similarly, avoid using *intelligent* + *enough* for negative connotations.

Look at the following sentences:

1. This box is **big enough** to accommodate all your shirts. (Correct)
2. This box is **too big** to accommodate all your shirts. (Flawed)
3. This box is **too small** to accommodate all your shirts. (Correct)
4. He is **too intelligent** to understand the problems. (Incorrect)
5. He is **intelligent enough** to understand the problems. (Correct)
6. He is **too slow** to win the race. (Correct)
7. He is **too fat** to climb the stairs. (Correct)
8. Tea is **too good**. (Flawed)
9. Tea is **really good**. (Correct)

PRACTICE TEST

Read the following sentences and see if the adverbs are rightly placed. Rewrite the sentences if required.

1. He looks often sad and gloomy these days.
2. Doctors have reported that now one can have cancer also due to depression.
3. She is intelligent enough to marry a fool like you.
4. He has been to Kashmir never before.
5. The committee has been already informed about the incidence.
6. They were seen together going to the party.
7. He brilliantly bats at number three position.
8. The spirit knocks often the door in the night.
9. He always is punctual in his routine.
10. We wash on Sundays our cars.

HOMONYMS

Vocabulary or word stock is an important aspect of any language and its mastery is essential for effective communication. English is a language, very rich in vocabulary, with a large number of words, phrase, and idioms with the help of which even subtle nuances of meaning can be expressed.

There are many words in English which are pronounced alike (homonyms) and also words pronounced with just slight differences. Such words are often confused and hence should be specially taken note of and handled carefully. Look at the following sets of words of this type.

1. **Abject (miserable)**

They are living in abject poverty.

Object (purpose)

Their object was to achieve the target within two years.

2. **Accede (agree)**

Our teacher acceded to our proposal.

Concede (grant)

They have conceded us the right to cross their land.

Exceed (be more than)

You can't save, if your expenditure exceeds your income.

3. **Access (approach)**

He had access to powerful politicians.

Excess (more than required)

The excess food was given to the poor home.

4. **Accident (happening by chance)**

Observe road rules and avoid accidents.

Incident (event)

Landing on the moon is an important incident in history.

5. **Adapt (to adjust)**

She found it difficult to adapt herself to hostel life.

Adopt (to take a child of other parents as one's own):

She was happy to adopt a child.

Adept (expert)

She is adept at photography.

6. **Affect (to act upon)**

Drinking affects the liver and damage it.

Affect (to pretend)

He affected madness to escape punishment.

Effect (result in consequence)

Life in the village had a good effect on her health.

7. **Allusion (reference)**

There are allusions to Greek myths in his poems.

Illusion (false notion)

Life on earth is only an illusion.

8. **Altar (sacred place of worship)**

She offered flowers at the altar and prayed.

Alter (change)

She altered her plan at the last moment.

9. **Amiable (lovable)**

Her amiable nature endears her to many.

Amicable (of a friendly way)

The dispute ended with an amicable settlement.

10. **Ascent (climbing up)**

The steep ascent of the hill was a challenge to the trekkers.

Assent (agreement)

Have you obtained your teacher's assent to this plan?

11. **Appreciable (that can be felt; considerable)**

There is no appreciable improvement in his condition.

Appreciative (feeling appreciation)

He was encouraged by the appreciative audience.

12. **Advice (n)**

He didn't listen to his father's advice.

Advise (v)

He advised me to work hard.

13. **Affection (love)**

Bring up your children with affection and care.

Affectation (pretence, artificiality)

Affectation in speech or manner is not good.

14. **Artful (cunning)**

The leader of the gang is an artful rogue.

Artificial (not natural)

Why go in for artificial fruits when we have natural ones?

15. **Artist (one who practises fine arts)**

He is a born artist and his creations are immortal.

Artiste (a performer in singing/dancing)

That drama troupe had fifteen artistes.

16. **Bare (uncovered)**

Cutting down trees had left the hills bare.

Bear (tolerate)

She bears difficulties in life with patience.

17. **Beside (by the side of)**

My house is beside a church.

Besides (in addition to)

I've prepared pudding besides ice cream and cake.

18. **Beneficial (useful)**

His service is beneficial to the country.

Beneficent (kind)

The beneficent man made a generous contribution.

19. **Berth (a sleeping place in a train/ship)**

It is difficult to get a berth reserved at the last moment.

Birth (coming into life)

The birth of Jesus Christ is celebrated as Christmas.

20. **Born (take birth)**

I was born in May and my husband in March.

Borne (past perfect to bear)

She has borne many difficulties in life.

21. **Brake (lever to stop motion)**

I applied the brake of my car when a dog jumped across.

Break (v)

Unless you handle it carefully, you'll break it.

22. **Bridal (of bride or marriage)**

Her bridal dress was made in Bombay.

Bridle (control)

Unless you bridle your tongue, you'll land in trouble.

23. **Canvas (a rough cloth)**

These days canvas shoes are in fashion.

Canvass (ask for vote)

He is busy canvassing for a candidate who is his friend.

24. **Career (profession)**

Gandhiji practised truth in his legal career.

Carrier (that which carries)

Some insects are carriers of disease germs.

25. **Cast (throw)**

Don't cast away your old clothes, but give them to the poor.

Caste (n)

Gandhiji called low caste people the children of God.

26. **Cease (stop)**

That factory has ceased manufacturing steel wares.

Seize (capture)

He seizes every opportunity that comes by.

27. **Coma (unconscious state)**

He has been in a state of coma for a week before his death.

Comma (a punctuation mark)

Commas in writing represent pauses in speech.

28. **Compliment (expression of admiration)**

I paid her a compliment on reading her poem.

Complement (that which completes)

This note is a complement to what I wrote to you earlier.

29. Comprehensive (detailed)

This is a comprehensive account of the seminar.

Comprehensible (that can be understood)

This article is too technical to be comprehensible to laymen.

30. Considerable (sufficient, due)

We are giving considerable attention to this problem.

Considerate (thoughtful of others)

It was considerate of you to have booked a room for me.

31. Contemptible (deserving contempt)

I was ashamed of the contemptible conduct of my ward.

Contemptuous (showing contempt)

The landlord treated his workers contemptuously.

32. Continual (frequent, intermittent)

Failure of electricity continually interrupted the show.

Continuous (without stop)

There was continuous rain for two hours.

33. Council (assembly of advisers, etc.)

There is a council of elected members to manage the administration of that body.

Counsel (advice)

He sought his father's counsel on the issue.

34. Credible (believable)

The excuse he gave me was not at all credible.

Creditable (that brings credit)

She was awarded a prize for her creditable achievement.

Credulous (easily believing)

It is easy to cheat credulous people with dubious schemes.

35. Decease (death)

His father's sudden decease was a shock to him.

Disease (illness)

Hygiene is very important for the prevention of diseases.

36. Decent (right and suitable)

He is decent in dress and conduct.

Descent (coming down)

It is risky to climb down the steep descent.

37. Deference (respect)

Many youngsters do not treat their elders with deference.

Difference (unlikeness between)

There is a great difference between doing and dreaming.

38. Desert (vast sandy land)

Camels are very useful for travelling across the desert.

Dessert (sweet dish after dinner)

I have prepared chocolate pudding for dessert.

39. Differ (disagree)

My views on democracy differ from my friend's.

Defer (postpone)

The programme was deferred to the following week.

40. Disinterested (not influenced by personal interests)

Though his action was disinterested, he was accused of favouritism.

Uninterested (not interested)

As the audience looked uninterested, he wound up his speech soon.

41. Drought (current of air in an enclosed place)

Don't sit continuously in the drought, you may catch cold.

Drought (continuous dry weather)

All the crops died in the prolonged drought.

42. Duel (combat between two)

In olden days disputes were settled by duels.

Dual (double)

Relative pronouns play a dual role.

43. Economic (of economics)

The economic condition of our country has to be improved.

Economical (frugal)

Diesel cars are more economical than petrol cars.

44. Eligible (qualified sufficiently)

He was found eligible for that responsible post.

Illegible (not readable)

Your illegible handwriting will prove a handicap to you.

45. **Emigrate (to leave one's country in order to settle in another)**

The Smiths have decided to emigrate to Singapore.

Immigrate (to come into a country to settle there)

Immigration of foreigners is discouraged by most countries.

46. **Eminent (famous)**

Dr. Johnson was an eminent man of letters.

Imminent (about to happen)

The black clouds indicate an imminent downpour.

47. **Exhausting (tiring)**

A miner's work is really exhausting and dangerous.

Exhaustive (comprehensive)

The committee prepared an exhaustive report on the issue.

48. **Facility (aids to do things easily)**

The laboratory has all the facilities required for conducting highly complicated experiments.

Felicity (pleasing manner of speaking or writing)

His article was noted for its felicity of expression.

49. **Facilitate (make easy)**

Modern gadgets have facilitated housework.

Felicitate (congratulate)

A party was arranged to felicitate the award winner.

50. **Fain (willingly—old use after 'would')**

I would fain have agreed, had I been consulted.

Feign (pretend)

Hamlet feigned madness with a purpose.

51. **Fair (right, just)**

Everything is fair in love and war.

Fare (money charged for a journey)

The first class train fare has been raised in the budget.

52. **Flammable (which will burst into flames quickly)**

Petrol is a flammable substance.

Inflammable (flammable)

Kerosene is inflammable and must be used carefully.

53. Forceful (full of force)

People were moved by the forceful exhortation of the leader.

Forcible (by compulsion)

The army made a forcible entry into the city.

54. Gait (manner of walking)

She has a graceful gait.

Gate (outer door)

There is a watchman at the gate of our office.

55. Gaol (old spelling of 'jail')

Nehru made use of his time in gaol for writing.

Goal (aim)

You should have high goals in life.

56. Graceful (having grace)

She is a graceful dancer.

Gracious (kind and courteous)

He was gracious enough to accept our invitation.

57. Hail (frozen rain drops falling from the sky)

Hailstorm is rare in our country.

Hail (greet)

He was hailed as their supreme leader.

Hale (healthy)

Mentally and physically he is hale and hearty.

58. Hair

She has curly hair of which she is very proud.

Heir (with legal right to inherit assets)

He was the only heir to a large fortune.

59. Historic (memorable)

Landing on the moon is a historic event in human history.

Historical (belonging to history)

India's historical World Cup win was fashioned by Kapil.

60. Human (relating to human beings)

Self-protection is instinctive in human nature.

Humane (tender, kind-hearted)

Humane in nature, he always helps the poor and the needy.

61. **Imaginary (unreal)**

All your doubts and fears are imaginary and baseless.

Imaginative (having the faculty of imagination)

To be a creative writer you have to be highly imaginative.

62. **Industrious (hard working)**

The Japanese are the most industrious people in the world.

Industrial (pertaining to industry)

India will be an industrial power by the 21st century.

63. **Ingenious (clever)**

Ingenious planning is essential for the success of a project.

Ingenuous (frank, open)

His ingenuous nature endeared him to people.

64. **Intelligent**

Though intelligent, he is not at all diligent.

Intelligible (easily understandable)

The tribal's language was not intelligible to me.

65. **Judicious (wise)**

His age and maturity helped him take judicious decisions.

Judicial (legal)

They insisted on a judicial enquiry in the matter.

66. **Junction (meeting place of roads)**

There is a traffic policeman at the junction.

Juncture (a grave situation)

It was very unkind of him not to help me at that juncture.

67. **Loose (not tight)**

As the shirt was too loose for him, he gave it to his brother.

Lose (no longer have)

Don't lose your presence of mind in times of crisis.

68. **Luxurious (given to luxury)**

Luxurious hotels are put up to attract tourists.

Luxuriant (rich in growth)

The luxuriant growth of plants here is due to soil fertility.

69. **Memorable (worth remembering)**

Meeting the President was a memorable event in my life.

Memorial (something built in memory of someone)

We build memorials for the great, but forget their teachings.

70. **Metal (a class of substance such as tin, silver, iron, etc.)**

Silver is a very useful metal.

Mettle (quality of endurance and courage)

He rose to the occasion and proved his mettle.

71. **Momentary (lasting for a short time)**

Material pleasures of life are momentary.

Momentous (very important)

His future depended on the momentous judgement of the Supreme Court.

72. **Negligent (careless)**

He was negligent of his duties which led to his dismissal.

Negligible (unimportant and hence may be neglected):

The loss in business didn't affect him since it was negligible.

73. **Official (adj. of office)**

He never neglects his official duties.

Officious (too eager to help)

Since he is very officious, people often seek his help.

74. **Patrol (go round on watch)**

Policemen were deputed to patrol the area after the riot.

Petrol

Petrol is very costly compared to diesel oil.

75. **Popular (liked by the people)**

Panchathantra stories are popular among children.

Populous (thickly populated)

China is a very populous country.

76. **Practice (n)**

Gandhiji's practice of law was wedded to truth.

Practise (v)

It is easier to preach than to practise.

77. **Precede (go before)**

The subject usually precedes the predicate in a sentence.

Proceed (continue)

Undeterred by harsh criticism, he proceeded with his plans.

78. Precedent (previous example)

Lawyers cite precedents to strengthen their cases in court.

President (one who presides)

The President was welcomed with a bouquet of flowers.

79. Proscribe (ban)

Books offending religious sentiments are often proscribed.

Prescribe (recommend)

The doctor prescribed an iron tonic for me.

80. Primary (basic, chief)

The primary reason for his success in life is his diligence.

Primitive (of the earliest times)

Primitive men lived in harmony with nature.

81. Principal (head)

The Principal congratulated the prize winners.

Principle (guiding rule)

Gandhiji was the ultimate man of principle.

82. Respectful (full of respect)

His respectful behaviour impressed everybody.

Respectable (worthy of respect)

I met a respectable old man in the train.

83. Reverend (worthy of reverence)

I met a reverend old priest in the Church.

Reverent (feeling reverence)

In a reverent mood they listened to the words of the Guru.

84. Rain

Too much of rain is harmful to crops.

Rein (bridle, control)

The reins of home management are in my mother's hands.

85. Right (correct)

All your answers are right and hence you are the topper.

Rite (ceremonial practice)

Religious rites are observed on auspicious days.

86. **Sensible (responsible)**

Though intelligent, his decisions are not often sensible.

Sensitive (easily affected)

The armed forces as a career is not for the sensitive.

87. **Sensual (having weakness for pleasures of the senses)**

He is leading a loose life of sensual enjoyment.

Sensuous (appealing to the senses)

The imagery in Keats' Poems is sensuous and vivid.

88. **Sole (bottom surface of shoes)**

The sole of his shoes is made of good quality leather.

Soul (spirit)

Though man is mortal, his soul is immortal.

89. **Spacious (having enough space)**

The hall was spacious enough to accommodate everyone.

Specious (seeming right but really not so)

I could not accept his specious arguments.

90. **Stationary (fixed, not moving)**

The bus collided with a stationary van.

Stationery (writing material)

The fellowship includes Rs.500/- per year for stationery.

91. **Superficial (of/on the surface)**

The wound is not deep, it is only superficial.

Superfluous (more than needed)

Exercise is the only way to get rid of superfluous fat.

92. **Team (a group of players)**

Renu is a member of the State Tennis team.

Teem (be full of)

His head is teeming with odd ideas.

93. **Temporal (of this world, not spiritual)**

People today are bothered only about temporal gains.

Temporary (not permanent)

Now the hospital is in a temporary building.

94. **Tolerable (that can be tolerated)**

The mess in the hostel is not very good, but tolerable.

Tolerant (one who tolerates)

A good politician has to be tolerant of criticism.

95. Transient (lasting for a short time)

She never thought her happiness would be so transient.

Transitory (which by its nature ends sooner or later):

Though life is transitory, we often forget it.

96. Vain (useless)

Diligence shall never go in vain.

Vein (blood vessel)

Medicines are often injected directly into the vein.

97. Weather (atmospheric conditions at a specific time)

Everyday the weather is forecast over the radio.

Whether (if)

I'm not sure whether you'll agree to my proposal.

98. Willing (ready to do)

I am willing to marry you.

Wilful (obstinate)

He is so wilful that nobody can dissuade him from his plan.

99. Yoke (mark of bondage)

In 1947, India finally broke off the yoke of foreign rule.

Yolk (the yellow portion of an egg)

The yolk of the egg is more tasty than the white.

Punctuation

It is necessary to use punctuation marks appropriately in order to make a piece of writing clear and meaningful to the reader and avoid ambiguity. The chief marks of punctuation are listed below.

1. Full stop

2. Interrogation mark ?

3. Exclamation !

4. Comma

5. Semi-colon ;

6. Colon :

7. Apostrophe ' ,

8. Hyphen -

9. Dash --

10. Quotation marks " " ,

11. Capitals

Uses of Punctuation Marks

i) **The Full stop or Period** is used to mark the end of assertive and imperative sentences.

We welcome the new century.

Close the door.

ii) **The Interrogation mark or Question mark** is used to mark the end of an interrogative sentence.

Why are you smiling?

Do you know the answer?

The interrogation mark is not used after a polite request.

Will you please pass the salt.

iii) **The Exclamation mark** occurs at the end of an exclamatory sentence or words and phrases expressing emotions like joy, shock, surprise.

What a cool breeze! Alas! What a pity!

iv) **The Comma** is used to indicate pauses within a sentence in the following ways.

(a) Commas are used to separate words in a series belonging to the same word class.

Do you want tea, coffee, milk or fruit juice?

She is fearless, confident, bold and optimistic.

(b) A comma is often used in compound sentences before a conjunction that links two principal clauses.

Make up your mind now, or you'll repent later.

The chief guest arrived, and was welcomed warmly.

(c) Commas are used to separate words and phrases in apposition.

Sachin, our College Union Chairman, is a good speaker.

Mickey, my pet dog, is very affectionate

(d) A comma separates a non-defining relative clause from the rest of the sentence.

My brother, who is in Chennai, is an artist.

(e) A comma separates the proper noun or name of a person addressed.

Meenu, get ready and come with me.

Shall we start, friends?

(f) Commas are used to mark off participial phrases.

Walking in the hot sun, he felt thirsty.

Seeing a ghost, he stood trembling.

- (g) A comma marks off an adverbial clause which occurs at the beginning of a sentence.

If you're not convinced, I can't do anything.

- (h) Commas are used to mark off phrases and clauses which are parenthetical.

He is, to be frank, responsible for all this.

She is, as far as I know, really innocent.

- (i) Commas are used to mark off question tags.

You like ice-cream, don't you?

- (j) Commas occur in direct speech.

He announced, "We are going to Kovalam."

"Post this letter for me," he said.

"That may be true," she said, "but I can't agree."

- (k) A comma separates items in dates and addresses.

March 25, 2000

Green Garden Apts., Kilpauk, Chennai.

- (l) A comma is used after an adverbial phrase at the beginning of a sentence.

In spite of the cold, he ventured out.

v) **The Semi-colon** indicates a longer pause than a comma and is used in the following ways.

- (a) The semi-colon is put between independent clauses not connected by conjunctions.

She practised thoroughly; she bagged the prize.

He disclosed the secret; the mystery was solved.

- (b) It is used in an analogy.

The builder sleeps in the open; the tailor goes about in rags; the tiller eats wild berries.

- (c) It is used between independent clauses when connected by linkers like *besides, moreover, etc.*

She is quite intelligent; besides, she is diligent too.

- (d) It is used between items in a series, if the items contain commas.

We have to invite three people: Dr. Baby, the Vice Chancellor; Mr. Raghav, the District Collector; and Mr. Gopal, the Director of Collegiate Education.

vi) The Colon indicates a longer pause than a semi-colon and is used as follows.

- (a) To introduce an explanation or elaboration of what has been said.

Here is good news for you: we're going for a film today.

- (b) To introduce a quotation or a formal statement.

Milton says : "They also serve who stand and wait."

- (c) To introduce a list of items, usually after phrases like 'as follows' and 'the following'.

Come prepared with the following authors: D.H. Lawrence, James Joyce and William Golding.

vii) The Apostrophe is used for the following purposes.

- (a) To form the possessive of nouns and indefinite pronouns

Balu's pen, children's pets, to everyone's joy.

- (b) To indicate omission of letters in contracted or abbreviated forms

We're, don't, can't, Hon'ble, it's

- (c) To show the plurals of numbers and letters

Your 5's are not clear.

Your u's and n's look alike.

- (d) To express a year where the century is understood.

They got married in '88.

viii) **The Hyphen** is a short line used as follows.

(a) To join the parts of a compound word

(a) son-in-law (b) post-independent (c) anti-venom

(b) To indicate dates as in 01-01-2000, 08-09-1999.

(c) To break a word into two parts at the end of a line

He always regarded it as a proud privilege to welcome the audience.

(d) To show a duration of time.

March 20-23 ; 1990-'95 ; 8 am - 10 am.

ix) **The Dash** is a longer line than a hyphen and is used for the following purposes.

(a) To indicate a break in thought in a sentence.

I have an alternative — but about that later. Let's see how this one will work.

(b) To indicate parenthesis we use two dashes.

I will meet him in person — already I've spoken to him over telephone — and explain the matter to him.

x) **Quotation marks** are used as follows.

(a) To mark direct speech.

He said, "I love you, my dear."

(b) While quoting a proverb or the title of a book.

The teacher said, "You should all read 'Emma'."

(c) To mark a slang expression or an expression with a special meaning in a particular context.

He will be a "guest of the government" for two years, having been sentenced to imprisonment.

xi) Capitals. Capital letters are used,

(a) At the beginning of every sentence.

What a sweet dream!

(b) In direct speech.

She said, "Look how the moon shines!"

(c) The personal pronoun 'I' and the first letters of proper nouns and adjectives derived from them.

I, Kerala, Keralite, America, American, Ram.

(d) The first letter of the word god, of the names of deities and of pronouns when they stand for god.

"God's in His heaven", sang the poet.

(e) In personification.

When Fortune smiles on you, thank God for it.

(f) The first letters of the names of festivals.

Onam, Diwali, Christmas, Ramsan.

xii) In abbreviations.

TV (Television), BA (Bachelor of Arts)

xiii) The first letters of names of roads, streets, institutions, etc.

Holy Angels' Convent, Fleet Street, St. Mary's College.

xiv) The first letters of the names of days and months.

Sunday, Monday, March, April.

xv) The first letter of each line in a poem.

If Winter comes

Can Spring be far behind?

Exercise - 1

Punctuate the following passage.

The real point about reading good books well written books true books is that once you are able to enjoy them they give you more pleasure than the books that are less good less well written and less true the only reason i ever read a book in my spare time that is to say is because i expect pleasure from it if i like it i go on if it bores me i stop.

Exercise - 2

Punctuate the following dialogue.

- sindhu : hi ganga
ganga : hello sindhu how long since we met how are you
sindhu : fine thank you hows life with you
ganga : just the same by the way when is your college reopening
sindhu : after a week do you have any plans
ganga : nothing in particular what about a movie
sindhu : thats a fine idea lets go for the first show well call renu and tinku also i must hurry now or ill miss my bus well meet at the theatre bye
ganga : bye bye

Exercise - 3

Punctuate the following dialogue.

- arun : good morning sir were planning an excursion to ooty for a week could you please come with us
teacher : ok agreed when is it
arun : the tentative date is from 3rd september will that be ok with you
teacher : sorry i cant make it in the first week what about the second week
arun : all right sir thank you

Linkers

Read the following passage.

A morning walk is a pleasant experience. *Besides*, it is a kind of good exercise. *Still* many people fail to understand *this*. Although doctors often prescribe *it*, people make it a habit only *when* they are compelled to do so, *for instance*, after an illness.

The italicised items are examples of *linkers*. When we express our ideas and thoughts in connected speech, in the spoken or written form, the logical connection between the sentences and between the paragraphs is very important. The ideas, arguments, narrative details, etc., should be presented *coherently* i.e., with their logical sequential relationship made clear so as to avoid ambiguity. For this purpose we make use of verbal devices, viz., words and phrases, called *linkers* which bring out the logical connection between one sentence or idea and the next and also between one paragraph and the next. Thus they serve as connecting links.

Look at the pairs of sentences below.

The sky was very cloudy.

We cancelled our plan for an outing.

I may be responsible for this.

I'm not the only one responsible.

Sunlight is warm.

Moonlight is cool.

The connection between the two sentences in each of these pairs can be made clear with the use of linkers as shown below.

The sky was very cloudy. *Therefore* we cancelled our plan for an outing.

I may be responsible for this. *However*, I'm not the only one responsible.

Sunlight is warm, *but* moonlight is cool.

Linkers may be classified as *logical* and *lexical*. While logical linkers indicate relationships such as similarity, contrast, cause and effect, etc., lexical linkers are generally proforms which refer back to what has been mentioned earlier, and therefore help to avoid repetitions. For instance, look at the sentence,

The film I saw today was really good, *but the one* I saw last Sunday was hopeless.

Here *but* is a logical linker denoting contrast and *the one* a lexical linker that refers to *the film* already mentioned.

Linkers can occur (1) within a sentence (2) connecting one sentence to the next and (3) linking one paragraph to the next.

1. Within a sentence

I haven't written to him, *since* he left for London in 1998

Besides good food, exercise and relaxation are essential for health.

2. Connecting one sentence to the next

He is not at all generous. *Nevertheless*, he will help us.

She performed beautifully. *This* impressed me a lot.

3. Linking one paragraph logically to the next

Sherlock Holmes was the first of all story-book detectives, and he is still the greatest. You may have seen pictures of him - a tall man of six foot two, dressed in a peculiar way, with a pipe in his mouth and a magnifying glass in his hand.

Yet, it was not his appearance that made him famous, but his marvellous powers of detection. These powers can be proved with many an example.

For instance, read the opening chapter of *The Hound of Baskervilles*.

Note the following words and phrases commonly used as linkers to carry out various functions.

(a) Linkers that show time relationship: *first, then, at last, finally, just then, meanwhile, etc.*

first : The teacher said the experiment had several steps and demonstrated it. *First* he poured an ounce of water into a beaker.

then : He *then* held it over the spirit lamp.

next : *Next* he added a few grains of sugar to it.

while : *While* he waited for the water to boil, he asked us to write down the procedure.

afterwards : We said we will write it *afterwards*, but he didn't agree.

finally : *Finally* we had to write it down *just then*.

yet : We've been waiting for them for a long time, but they have not *yet* arrived.

prior to : *Prior to* taking a final decision, better think twice.

already, before : My brother thought that it was our first meeting, but we had *already* met several times *before*.

meanwhile : The stage was being set for the play. *Meanwhile* the audience was being entertained with a song.

so far : I've ten sums to do and I've done six *so far*.

later : He flew into a rage, but cooled down *later* when he learnt the truth.

subsequently : Though he agreed to my proposal at first, *subsequently* he changed his mind.

simultaneously : At midnight I heard a creaking sound.
Simultaneously there was a flash of light.

earlier : The price of sugar has gone up. It was Rs. 10/- per kg. *earlier*.

soon : The thick fog around us *soon* cleared.

(b) Linkers indicating space or position : *beneath, to the left of, in front of, beside, above, etc.*

below : From the plane we watched the blue sea *below*.

above : The rooms *above* are more convenient.

beside : I was sitting *beside* my grandma when he came in.

parallel to : A road lies *parallel to* the canal.

(c) Linkers indicating contrast: *but, although, instead, on the contrary, on the other hand, however, nevertheless, yet, etc.*

although : *Although* he is tired, he is willing to join us.

instead : He has declined that offer. *Instead* he should have accepted it.

nevertheless : He is not interested in films. *Nevertheless*, I'm taking him to see one today.

on the contrary : Renu loves music. *On the contrary* her brother has absolutely no interest in it.

(d) Linkers expressing condition : *unless, if, if so, if not, though, in that case, otherwise, assuming that, etc.*

unless : Don't accept my view *unless* you are fully convinced.

assuming that : *Assuming that* we get our visa on time, we will spend our holidays in Singapore.

if so : "I'll support you wholeheartedly."

"*If so*, I'll take up this project."

otherwise : If you make a promise, keep it. *Otherwise* don't make promises at all.

(e) Linkers expressing additions, similarity, continuation and so on: *in addition, also, likewise, as well, moreover, further, at the same time, and, once again, to reiterate, etc.*

in addition : I've bought a cake, halva and chips from the bakery.
In addition, I've made some pudding at home.

as well : We'll go to the beach this evening and to the park *as well*.

moreover : It is cool there even in summer. *Moreover*, the landscape is beautiful.

also : I'm ready and my friends are *also* ready.

(f) Linkers expressing result or cause and effect relationship: *therefore, because of, owing to, due to, so, hence, consequently, thus, as a result.*

as a result : *As a result* of my persuasion, finally he agreed.

therefore : I'm convinced about your intention and *therefore* I promise you my support.

due to : The smooth functioning of this organization is *due to* team work.

consequently : There was a thick fog and *consequently* we couldn't see each other.

(g) Linkers that maintain a balance between two points: *while, on the one hand, on the other hand.*

while : *While* I'm a musician, my sister is a dancer.

on the other hand : She is very pious. *On the other hand*, her husband is an atheist.

(h) Linkers marking concession : *anyway, at any rate, in any case, yet, still*

anyway : I am not quite satisfied with what I've written. *Anyway*, I'm sending it for the competition.

still : You haven't done very well in the test, but *still* we'll take you.

(i) Linkers to introduce or develop a point with examples.

for instance, to illustrate, for example.

for example : A reptile can only creep or crawl. *For example*, a snake.

to illustrate : Discretion is the better part of valour. *To illustrate*, the story of the hare which ventured into the lion's den and got killed instantly.

(j) Linkers for rephrasing or summing up what has been said: *in other words, to sum up, that is to say, to put it in another way.*

in other words : Migration of educated youth to other countries costs the nation dearly. *In other words*, braindrain is a serious problem these days.

to sum up : *To sum up*, we are on the verge of a disaster.

(k) The definite article, personal pronouns, and demonstrative pronouns as lexical linkers: I, you, he, she, we, they, it, me, our, his, her, your, their.

the : I am in love with a girl. *The* girl is my classmate and she loves me too.

he, him, his : Ravi is my friend. *He* is very bright. I've invited *him* to my birthday. *He* will come with *his* sister.

they, them, their : My parents are away. *They* are in Dubai. I'll join *them* in May and enjoy the warmth of *their* affection.

we : Ravi is my friend. *We* are classmates.

this : Almost everyone wants to be the leader and *this* poses a serious problem.

that : "I don't know how to sing."
"*That* is not a problem."

In the above examples the definite article, personal pronouns, and demonstrative pronouns serve as lexical linkers to refer back to what has already been mentioned.

(i) The co-ordinating conjunctions serve as linkers carrying out functions of addition, contrast, alternative, etc.

- and : She cooked the dishes *and* served them beautifully.
(shows time sequence)
- She practised regularly *and* performed well.
(consequence or result)
- but : She is bright, *but* her brother is dull. (contrast)
- or : We can go for a film *or* to the beach. (alternatives) Warn him properly *or* he'll land himself in trouble.

(m) Here are some more linkers which perform various functions.

- in conclusion : *In conclusion*, we can soon migrate to the moon.
- in fact : I think she'll accept your hand. *In fact*, I'm sure she will.
- by the way : So let's work out our plan in this way. *By the way*, I'll be visiting Mr. Tom this evening.
- indeed : This story is really good. *Indeed* it is the best in the collection.
- actually : He looks rather dull, *but actually* he is bright.
- thus : *Thus*, there are many more problems before us.
- of course : "Are we going out today?"
"Of course, we are."
- incidentally : "So, you're flying to Delhi tomorrow. *Incidentally*, is your cousin still there?"
- for : "I have lost faith in your promises, *for* many a time you've broken them."
- hence : The whole day children are in school. *Hence*, they should not be burdened with homework.

(hence, nevertheless, moreover)

Exercise - 1

Read the passage given below and underline all the linkers in it.

Some animals only half hibernate, that is to say, they sleep during the winter but their sleep is not such a deep one. In the autumn the bear eats and eats and consequently becomes very fat indeed. Soon he has a thick covering of fat and fur. Later on, in November he finds a place in a cave or under a tree, and just lies down and goes to sleep. On a warm winter day, however, he may think that spring has arrived and so he gets up and walks around. Finally, when he sees that the snow is still thick on the ground, he quickly goes to sleep again. This goes on until spring arrives.

Exercise - 2

Fill in the blanks with suitable linkers from the ones given in brackets:

1. The door bell didn't ring. _____ we knocked at the door.
(thus, still, therefore)
2. He doesn't like coffee or tea. He doesn't like milk _____
(either, too, still)
3. It is rainy today. _____ we'll have to cancel our program.
(but, hence, yet)
4. The flat is quite expensive, _____ it is very convenient.
(but, yet, hence)
5. Your answer is not quite right, _____ I'll give you some marks.
(therefore, however, hence)
6. He is very clever. _____ he is ambitious too.
(beside, besides, on the other hand)
7. He is not very sprightly. _____ he is lazy.
(but, so, on the other hand)
8. He was really anxious: _____ he looked quite calm.
(hence, nevertheless, moreover)

9. I won't keep quiet. _____ I'm going to oppose him openly.

(on the other hand, on the contrary, but)

10. He is not at all stingy. _____ he is generous.

(actually, on the contrary, in any case)

Exercise - 3

Fill in the blanks with suitable linkers given in brackets.

1. He was very angry. _____ he went wild with rage. _____ I hope he'll cool down soon.

(at last, in fact, moreover, still)

2. Is the moon inhabitable? _____, won't human beings start migrating? _____ there may be some creatures and _____ there can arise clashes.

(if so, soon, in fact, already, consequently, simultaneously)

3. He would glance at some stranger, _____ remark, 'A cobbler, I see.' _____ he would explain how he made the correct guess. _____ he was doing no more than using his eyes cleverly.

(first, then, secondly, later, of course, incidentally)

4. His was an act of physical courage _____ he was not afraid of his brother's kicks. _____ it was an act of moral courage _____, _____ he did not hesitate to say what others as strong as himself would not dare to say.

(for, though, but, however, too, if, because, as well)

5. _____ all this, Gandhiji ran a school, _____ the school was a failure. Classes were in the afternoon _____ everybody was sleepy. _____ they had got up at dawn and worked the whole morning

(but, still, beside, besides, during, when, after all, soon)