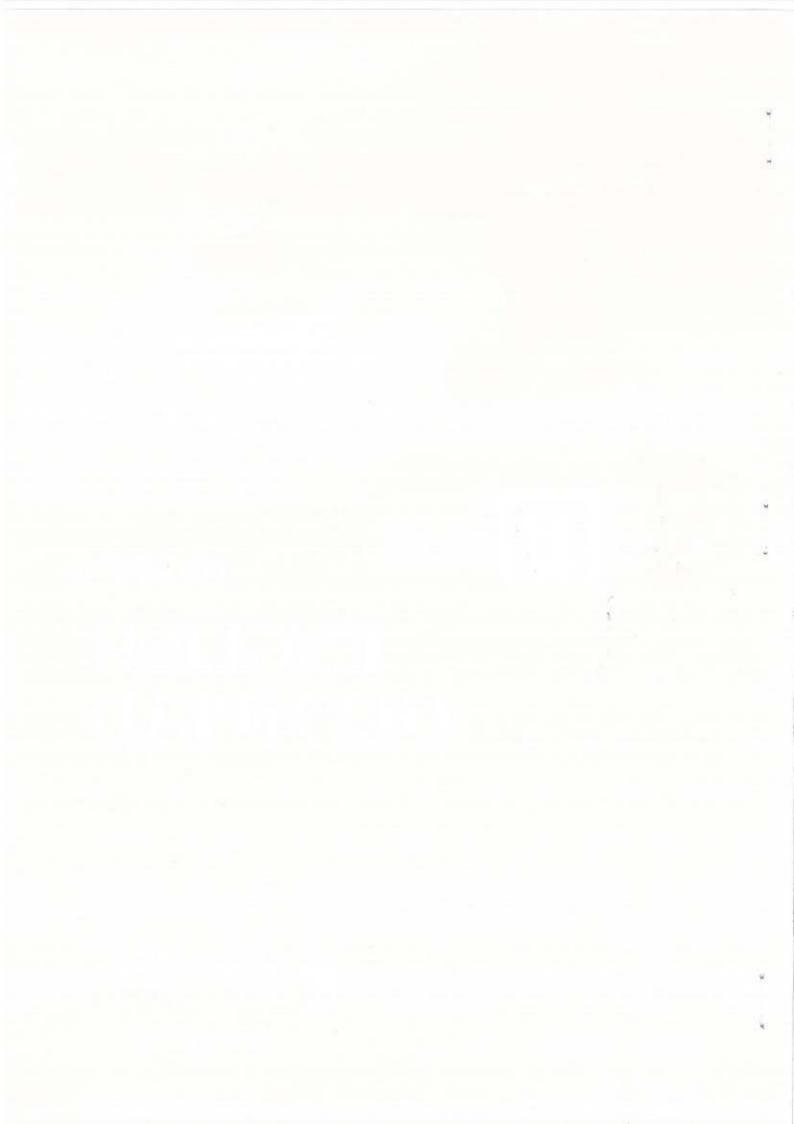


# ENGLISH OLYMPIAD

Official Guide







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### Noun

A noun is the name of a person, place, thing, or idea. Whatever exists, we assume, can be named, and that name is a noun. A proper noun, which names a specific person, place, or thing (Carlos, Middle East, Jerusalem, Malaysia, God, Spanish, Buddhism, the Republican Party) is almost always capitalized. A proper noun used as an addressed person's name is called a noun of address. Common nouns name everything else, things that usually are not capitalized.

### Types of Noun

There are two main types of noun.

- (i) Common Noun
- (ii) Proper Noun

#### Common Noun

Name of a common or a non-specific thing, place, or person is called common noun.

Common noun refers to a non-specific or non-particular thing, place or person.

Example: book, pen, room, gardener, girl, road, camera, month, day, chair, school, boy and car are common nouns because each of these nouns refers to a common thing, place or person.

### Proper Noun

Name of a particular or a specific thing, place or person is called proper noun.

Example: BMW car, April, Monday, Oxford University, New York, America, John, Newton, Einstein and R.H Stephen are proper nouns because each of these nouns refers to a particular thing, place or person.

If a common noun is specified, it becomes a proper noun.

Example: day is a common noun but if it is specified like Monday or Friday, it becomes proper noun. Similarly, car is a common noun but if it is specified like BMW car, it becomes proper noun.

### Use of Capital Letter for Proper Noun

The first letter of a proper noun is always written in capital letter.

Example: He lives in Paris.

She studies in Oxford University.

The author of this book is John Stephen.

The laws of motion were presented by Newton

The richest person of the world is Bill Gates.

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### Uses of 'The' for Proper Noun

- The article 'the' is used before some proper nouns. Here are some rules for the use of article 'the' before proper nouns.
- Article 'the' is not used before the name of countries, cities.
  - Example: New York, Mexico, Canada, Toronto, London, Paris, America. But, if the name of country or city or place expresses group of places or lands or states, then article 'the' will be used before it.
    - The Philippines, the Netherlands, the United States.
- Article 'the' is not used before the name of universities.
  - Example: Oxford University, Yale University, or Columbia University. But if the name of university is written in an order that it includes the word 'of' then article 'the' will be used before it.
    - The University of British Colombia, the university of Oxford, the University of Toronto.
- Article 'the' is used before names composed of both common noun and proper noun.
  - Example: The New York city, the Dominion of Canada, the River Nile.
- "The' is used before the names of laws, principles, theories or devices.
  - Example: The Pythagorean Theorem, the Fahrenheit Scale, the Law of Newton, the Allais effect. But, if the proper noun is used in possessive form, no article will be used.

    Newton's Laws of Motion, Hooke's Law of Elasticity, Dalton's Law of Partial Pressures.
- "The' is used before the name of ocean, sea, river, desert or forest (except lakes and fall)

  Example: The Pacific Ocean, the Mediterranean Sea, the Sahara, the Black Forests.
- "The' is used before the names of buildings, hotels, libraries having particular names.

  Example: The Brunel Hotel, the Lahore Museum, the Library of Congress.
- "The' is used before the name of a geographical region and point on globe.

  Example: The Middle East, the West, the Equator, the North Pole.
- "The' is usually used before the names of organizations.
  - Example: The Association of Chartered Accountants, the World Health Organization.

#### Countable and Uncountable Nouns

#### Countable Nouns

A noun which can be counted is called countable noun.

Pen is a countable noun because we can count it and can say one pen, two pens, three pens or more pens. Pen, chair, cup, room, man, baby, bottle, dog, and cat are examples of countable nouns.

#### Singular and Plural Noun (Countable Noun)

Singular Noun (Countable Noun): A countable noun can be singular as well as plural. Article 'a' or 'an' is used before singular noun but not before plural noun.



If a singular noun starts with consonant letter then 'a' is used before it, i.e. a book, a cat, a pen. If a singular noun starts with a vowel letter or with consonant which sounds like vowel in that word, 'an' is used before it i.e. an apple, an umbrella, an onion, an hour.

Plural Noun (Countable Noun): Plural noun means more than one person, place or thing. The word 'chair' is a singular noun but the word 'chairs' is a plural noun.

Plurals are usually formed by adding -s or -es to singular nouns, for example: book-books, cat-cats, box-boxes, tax-taxes. If a word ends with 'y', the 'y' is changed to 'i' then -es is added to make it plural.

Example: baby-babies, lady-ladies. There may be some exceptions.

Some plurals are formed in different ways, for example: man-men, child-children, leaf-leaves, wife-wives, foot-feet, toot-teeth, datum-data, basis-bases. Such plurals are called irregular plural forms. Some nouns have same plural and singular forms.

Example: sheep-sheep, deer-deer, swine-swine.

### Uncountable Nouns

Uncountable noun refers to substances which cannot be counted. For example, water is an uncountable noun because we cannot count it. We cannot say, one water or two water. Such substances, which cannot be counted in terms of numbers, are called uncountable nouns.

Example: Water, milk, bread, honey, rain, furniture, news, information, pleasure, honesty, courage, weather, music, preparation, warmth, wheat. They are all examples of uncountable nouns.

#### Uses of Uncountable Nouns

Uncountable nouns are usually treated as singular nouns for auxiliary verbs in sentence but articles "a or an" are usually not used before uncountable nouns.

Example: Water maintains its level.

Necessity is the mother of invention

His preparation was not good.

The weather is very pleasant today.

This information is very helpful in solving the problem.

The warmth of sun causes evaporation of water.

Uncountable nouns may be used as countable nouns when they refer to an individual thing.

Example: Life is an uncountable noun but it is used as a countable noun if it refers to individual or lives.

It was feared that two lives had been lost.

We can also use words like, some, any, no, little, more, etc., before uncountable nouns, if needed, in a sentence.

Example: They have no information about the accused.

There is little milk in the glass.

### Changing Uncountable Nouns into Countable Nouns

We can change an uncountable noun into a countable noun if we specify a unit or measuring standard for it. For example water is an uncountable noun but we can make it countable by saying 'one glass of water' or 'two glass of water,' etc. In this example, we selected a unit that is glass. We can also say 'one



litre of water' or 'one cup of water,' etc. By selecting such units or measuring standards, we can change an uncountable noun into a countable, which can be counted in terms of numbers.

Example: Uncountable - countable

Bread – a piece of bread Wheat – a grain of wheat Milk – a glass of milk

Information - a piece of information

### Eight uses of a Noun

- Subject of the Sentence: The subject is the person, place, thing, or idea that the sentence is about.

  Example: The book was heavy.
- Predicate Noun: A predicate noun comes after the verb to be or a linking verb that replaces or means the same thing as the subject of the sentence.

Example: My brother is the clown.

Appositive: An appositive is a word or phrase that comes after another word. It explains, identifies, or gives information about that word. The appositive is set off from the sentence by one or two commas.

Example: Our teacher, Mr. Ford, taught us English.

Direct Object of a verb: The direct object is the person, place, thing, or idea that receives the action of the verb.

Example: Jack slammed the door.

- Indirect Object of a verb: The indirect object receives the action of the verb indirectly.

  Our teacher gave us a gift.
- Object of the Preposition: A preposition is a word that shows location, movement, or direction. Common ones are in, on, with, under for, and by. A preposition is always followed by a noun or pronoun that is called the object of the preposition. Together, they form a prepositional phrase.

Example: over the house

under the highway

Object Complement: An object complement is a word that completes the meaning of a direct object. It is used when the direct object would not make complete sense by itself.

Example: I named my cat Garfield.

To show Possession: A possessive noun tells who or what owns something.

Example: Hawaii's volcanoes are still active.



### **Practice Exercises**

### I. Decide whether the underlined nouns are common or proper.

- 1. My sister is a doctor.
- 2. A teacher must have patience.
- 3. The first game of basketball was played in Massachusetts.
- 4. I didn't believe the girl's story.
- 5. He worked at the YMCA Training School.
- 6. Not all cricketers in this team are Indians.
- 7. James is a bright student.
- 8. He went to a college in Seattle.
- 9. Solomon was famous for his wisdom.
- 10. A player must not run with the ball.

#### II. Decide whether the underlined nouns are countable or uncountable.

- 1. I drink milk twice a day.
- 2. My mother puts butter on my bread slices.
- 3. Today traffic policemen are organizing a traffic awareness event.
- 4. Can you give me some juice please?
- 5. I have finished my exercises.
- 6. I have already filled up five buckets with water.
- 7. In summers, you should drink lots of water to avoid dehydration.
- 8. Only qualified candidates are allowed to attend this seminar.
- 9. My mother prepares delicious bread.
- 10. There's a hike in the price of oil.

### **Answer Key**

I.	1. Common 2. Common	3. Proper 4. Common 5. Proper
	6. Proper 7. Common	8. Proper 9. Proper 10. Common
П.	1. Uncountable	2. Uncountable 3. Countable
	4. Uncountable	5. Countable 6. Countable
	7. Uncountable	8. Countable 9. Uncountable
	10. Uncountable	e de la destación de la composition della compos



# Adjective

### Definition

Adjectives are qualifying nouns or describing words. They qualify or describe nouns. They are also called noun-helpers.

Adjectives are a large class of words (for example, good, bad, new, accurate, careful) which define more precisely the reference of a noun or pronoun. An adjective gives more distinct meaning to a noun or a pronoun by describing or limiting it.

All adjectives answer three specific questions about the nouns or pronouns they are modifying.

Example:

What kind? Which one(s)? How many?

strong, cheerful, red this, that, these, those few, some, three, several

### How to Spell Adjectives?

Adjectives have different endings. Many adjectives are created simply by adding certain suffixes to words that were previously nouns or verbs.

Some adjectives end in -ful. These adjectives describe noun or pronouns that are full of something or have a lot of something.

Example: Joyful: a joyful smile Beautiful: a beautiful face Careful: a careful student Cheerful: a cheerful baby Powerful: a powerful machine Wonderful: a wonderful time Colourful: colourful clothes Useful: a useful book

Skilful: a skilful player some adjectives end in -ous.

Example:

Mountainous: a mountainous area

Famous: a famous writer Dangerous: a dangerous job Poisonous: a poisonous snake Humorous: a humorous film Generous: a generous gift

Some adjectives end in -y.

Example: Sunny: a sunny day



Noisy: a noisy car Dirty: dirty hands Easy: an easy test Cloudy: a cloudy sky Stormy: stormy weather

Some adjectives end in -less. These adjectives describe a person or thing that does not have something.

Example: Meaningless: a meaningless word

Sleeveless: a sleeveless dress Fearless: a fearless fighter Careless: a careless driver Cloudless: a cloudless sky Seedless: seedless grapes

some adjectives end in -al.

Example: actual

final general mental physical special

Here are some adjectives that end in -ic, -ish, -ible, -able, -ive and -ly.

Example: Enthusiastic: enthusiastic shouting

Comfortable: comfortable clothes Expensive: expensive jewellery

Selfish: a selfish act

Likeable: a likeable child Friendly: friendly teachers

Fantastic: a fantastic singer Visible: visible footprints

Imaginative: an imaginative story

Many adjectives end in -ing.

Example: Smiling: a smiling face

Outstanding: an outstanding swimmer

Chattering: chattering monkeys

Loving: loving parents

Disappointing: a disappointing result

Caring: a caring nurse

Many adjectives end in -ed.

Example: Boiled: boiled eggs

Satisfied: satisfied customers

Wasted: wasted time Excited: excited students



Reduced: reduced prices Invited: invited guests

Many adjectives end in -ar.

Example: familiar

particular popular

### Types of Adjectives

There are different types of adjectives based upon their effect on a noun and what do they tell about the noun. There are five categories of adjectives:

### Adjectives of Quality

These adjectives are used to describe the nature of a noun. They give an idea about the characteristics of the noun by answering the question 'what kind'.

Example: Honest, Kind, Large, Bulky, Beautiful, Ugly, etc.

New Delhi is a large city with many historical monuments.

Sheila is a beautiful woman.

### Adjectives of Quantity

These adjectives help to show the amount or the approximate amount of the noun or pronoun. These adjectives do not provide exact numbers; rather they tell us the amount of the noun in relative or whole terms.

Example: All, Half, Many, Few, Little, No, Enough, Great, etc.

They have finished most of the rice. Many people came to visit the fair.

### Adjectives of Number

These adjectives are used to show the number of nouns and their place in an order. There are three different sections within adjectives of number; they are:

### Definite Numeral Adjective

Those which clearly denote an exact number of nouns or the order of the noun.

One, Two, Twenty, Thirty-Three, etc. also known as Cardinals.

First, Second, Third, Seventh, etc. also known as Ordinals.

### Indefinite Numeral Adjective

Those adjectives that do not give an exact numerical amount but just give a general idea of the amount.

Some, Many, Few, Any, Several, All, etc.

Example: There were many people present at the meeting.

### Distributive Numeral Adjective

Those adjectives that are used to refer to individual nouns within the whole amount.

Either, Neither, Each, Another, Other, etc.



Example: Taxes have to be paid by every employed citizen.

Demonstrative Adjectives

These adjectives are used to point out or indicate a particular noun or pronoun using the adjectives -This, That, These and Those. -

Example: That bag belongs to Neil.

Try using this paintbrush in art class.

I really like those shoes. These flowers are lovely.

#### NOTE:

When this, that, these, and those are followed by a noun, they are adjectives. When they appear without a noun following them, they are pronouns. Example: This house is for sale.

(Here, This is an adjective.)

This is for sale.

(Here, This is a pronoun.)

### Interrogative Adjectives

These adjectives are used to ask questions about nouns or in relation to nouns; they are: Where, What, Which and Whose.

Example: Where did he say he was going?

What assignment did I miss out on?

Which is your favourite author?

Whose pen is this?

Forms of Adjectives: Degrees of Comparison

Adjectives come in three forms, also called degrees. An adjective in its normal or usual form is called a positive degree adjective. There are also the comparative and superlative degrees, which are used for comparison, as in the following examples:

Positive	Comparative	Superlative
Sweet	· Sweeter	Sweetest
Bad	Worse	Worst
Efficient	More efficient	Most efficien

Degrees of Comparison are used when we compare one person or a thing with another. Let us look at all the three Degrees of Comparison one by one.

### Positive Degree

When we speak about only one person or thing, we use the Positive degree.

Example: This house is big.



In this sentence, only one noun "This house" is being talked about.

Example: He is a tall student. This flower is beautiful.

He is an intelligent boy.

Each sentence mentioned above talks about only one noun.

### Comparative Degree

When we compare two persons or two things with each other, we can use both the Positive degree and the Comparative degree.

- Example: (i) This house is bigger than that one. (Comparative degree)

  This house is not as big as that one. (Positive degree)

  The term 'bigger' is comparative version of the term 'big'.

  Both these sentences convey the same meaning.
  - (ii) This flower is more beautiful than that. (Comparative)
     This flower is not as beautiful as that. (Positive)
     The term "more beautiful" is comparative version of the term 'beautiful'.
     Both these sentences convey the same meaning.
  - (iii) He is more intelligent than this boy. (Comparative)

He is not as intelligent as this boy. (Positive)

The term 'more intelligent' is comparative version of the term 'intelligent'. Both these sentences convey the same meaning.

(iv) He is taller than Mr. Hulas. (Comparative)
He is not as tall as Mr. Hulas. (Positive)
The term 'taller' is comparative version of the term 'tall'.

Both these sentences convey the same meaning.

When we compare more than two persons or things with one another, we can use all the three Positive, Comparative and Superlative degrees.

- Example: (i) This is the biggest house in this street. (Superlative)

  This house is bigger than any other house in this street. (Comparative)

  No other house in this street is as big as this one. (Positive)

  The term 'biggest' is the superlative version of the term 'big'.

  All the three sentences convey the same meaning.
  - (ii) This flower is the most beautiful one in this garden. (Superlative) This flower is more beautiful than any other flower in this garden. (Comparative) No other flower in this garden is as beautiful as this one. (Positive) The term 'most beautiful' is the superlative version of the term 'beautiful'. All the three sentences convey the same meaning.
  - (iii) He is the most intelligent boy in this class. (Superlative) He is more intelligent than other boys in the class. (Comparative) No other boy is as intelligent as this boy. (Positive)



The term 'most intelligent' is superlative version of the term 'intelligent'. All these sentences convey the same meaning.

(iv) He is the tallest student in this class. (Superlative) He is taller than other students in this class. (Comparative) No other student is as tall as this student. (Positive) The term 'tallest' is superlative version of the term 'tall'.

### NOTE:

\*Degrees of comparison are applicable only to Adjectives and Adverbs\*

\*Nouns and verbs do not have Degrees of Comparisons\*

He is the tallest student in the class. (The term 'tallest' is an adjective.)

Among the members of the group, Mr. Clinton speaks most effectively. (The term 'effectively' is an adverb.)

All the terms used in the above examples are either adjectives or adverbs.

Adjectives That Follow Verbs

Pay special attention to adjectives that follow verbs. Sometimes, the adjective follows a verb, but it describes a noun or pronoun that comes before the verb.

Example: These strawberries taste sour.

The pickles are salty.

Adjectives are used either attributively or predicatively.

Example: The boy is clever.

The problem is easy.

Most adjectives come before the word they modify.

Example: That is a cute puppy.

She likes a high school senior.

In a nutshell, adjectives define nouns and give them characteristics to differentiate them from other nouns.

Example: He was wearing a blue shirt.

Here 'blue' is an adjective as it is describing the noun 'shirt' by answering the question 'what kind of shirt?'

Example: There are seven rooms in the house.

Here 'seven' is also an adjective as it's telling the quantity/the number of the noun 'rooms', answering the question 'how many rooms?'.

So basically, the main function of an adjective is to modify a noun or a pronoun so that it will become more specific and interesting. Instead of just one word, a group of words with a subject and a verb, can also function as an adjective. When this happens, the group of words is called an adjective clause.



### Models of Degrees of Comparison

#### Model-1: 'The best':

Example: (i) This is the best hotel in this area.

No other hotel is as better as this in this area.

No other hotel is as good as this one in this area.

(ii) Unemployment is the most serious problem facing our country.
Unemployment is more serious than any other problem facing our country.
No other problem facing our country is as serious as unemployment.

### Model-2: 'One of the best':

Example: (i) Kolkata is one of the largest cities in India.

Kolkata is larger than most other cities in India.

Very few cities in India are as large as Kolkata.

(ii) Sachin Tendulkar is one of the best batsmen in the world. Sachin Tendulkar is better than most other batsmen in the world. No other batman in the world is as good as Sachin Tendulkar.

#### Model-3: 'Not the best':

Example: (i) This is not the best solution to the problem.

This is not better than few other solutions to this problem.

Other solutions to this problem are not as good as this one.

(ii) New York is not the largest city in America.
New York is not larger than many other cities in America.
Few other cities in America are at least as large as New York.

Few adjectives and adverbs get their comparative forms by simply getting 'more' before them and their superlative terms, by getting 'most' before them.

#### Example:

,	Positive		Comparative	Superlative
	Beautiful		more beautiful	most beautiful
	Effective		more effective	most effective
	Effectively		more effectively	most effectively
	Enjoyable		more enjoyable	most enjoyable
	Useful·		more useful	most useful
	Different		more different	most different
	Honest	+	more honest	most honest
	Qualified		more qualified	most qualified

Few adjectives and adverbs get their comparative forms by simply adding 'er' after them and their superlative terms by adding 'est' after them.

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### Example:

Positive	Comparative	Superlative		
Hard	harder	hardest		
Bigbigger	biggest	7 #1		
Tall	taller	tallest		
Long	longer	longest		
Short	shorter	shortest		
Costly	costlier	costliest		
Simple	simpler	simplest		

Degrees of comparison add beauty and varieties to the sentences.



### Practice Exercises

- I. Underline the adjectives in the following sentences and identify their type.
  - The car sustained heavy damage in the accident.
  - 2. He has written several stories.
  - 3. A dog is very faithful to its master.
  - 4. Every man has his duties.
  - 5. He is a man of few words.
  - 6. Neither party is quite in the right.
  - 7. Which color do you prefer?
  - 8. The way was long, the wind was cold.
  - 9. He calls me every day.
  - 10. I have not seen him in several days.

### II. Fill in the blanks with the correct degree of comparison.

- 1. She is ..... than her sister. (pretty)
- 2. Martha is a .....girl. (nice)
- 3. Supriya is the ..... girl in the class. (intelligent)
- 4. Martin speaks English ...... (good)
- Russia is the ...... country in the world. (big)
- 6. China is a ..... country. (big)
- 7. China is ...... than India. (big)
- 8. This is the ...... book I have ever read. (interesting)
  - 9. I am ..... than you. (smart)
  - 10. Take the ..... of the two routes. (short)



## Answer Key

- I. 1. Heavy adjective of quality
  - 2. Several indefinite numeral adjective
  - 3. Faithful adjective of quality
  - 4. Every distributive numeral adjective
  - 5. Few indefinite numeral adjective
  - 6. Neither distributive numeral adjective
  - 7. Which interrogative adjective
  - 8. Long adjective of quality; cold adjective of quality
  - 9. Every distributive numeral adjective
  - 10. Several indefinite numeral adjective

II.	1.	prettier	2.	Nice	3. most intelligent	4. Well
	5.	biggest	6.	big	7. bigger	8. most interesting
	9.	smarter	10.	shorter		



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### Articles

#### Definition

An article is a word that is used with a noun to indicate the type of reference being made by the noun. There are three articles in English language: a, an, and the.

Example: A cat jumped over the pipe.

I need an umbrella.

The dog is still barking.

In fact, the articles a, an and the function as special adjectives.

### Types of Articles

They can be classified into Indefinite and Definite Articles.

Indefinite Articles - A, An

An is used before singular count nouns beginning with a vowel (a, e, i, o, u) or vowel sound: An apple, an elephant, an issue, an orange

A is used before singular count nouns beginning with consonants (other than a, e, i, o, u) or consonant sound: a stamp, a desk, a TV, a cup, a book, a unicorn

Used before singular nouns that are unspecified:

Example: a pencil

an orange

Used before number collectives and some numbers:

Example: a dozen

a gallon

Used before a singular noun followed by a restrictive modifier:

Example: a girl who was wearing a yellow hat

Used with nouns to form adverbial phrases of quantity, amount, or degree:

Example: I felt a bit depressed.

Usage of An vs. A:

#### Definite Article-The

The word 'the' is one of the most common words in English. It is our only definite article. Nouns in English are preceded by the definite article when the speaker believes that the listener already knows what he is referring to. The speaker may believe this for many different reasons, some of which are listed below.

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### When to Use 'The'

Use 'the' to refer to something which has already been mentioned.

Example: On Monday, an unarmed man stole \$1,000 from the bank. The thief hasn't been caught yet.

I was walking past Benny's Bakery when I decided to go into the bakery to get some bread.

There's a position available in my team. The job will involve some international travel.

Use 'the' when you assume there is just one of something in that place, even if it has not been mentioned before.

Example: We went on a walk in the forest yesterday.

Where is the bathroom?

Turn left and go to number 45. Our house is across the Italian restaurant.

My father enjoyed the book you gave him.

Use 'the' in sentences or clauses where you define or identify a particular person or object.

Example: The man who wrote this book is famous.

I scratched the red car parked outside.

I live in the small house with a blue door.

He is the doctor I came to see.

Use 'the' to refer to people or objects that are unique.

Example: The sun rose at 6:17 this morning.

You can go anywhere in the world.

Clouds drifted across the sky.

The president will be speaking on TV tonight.

The CEO of Total petro company is coming to our meeting.

Use 'the' before superlatives and ordinal numbers.

Example: This is the highest building in New York.

She read the last chapter of her new book first.

You are the tallest person in our class.

This is the third time I have called you today.

Use 'the' with adjectives, to refer to a whole group of people.

Example: The French enjoy cheese.

The elderly require special attention.

She has given a lot of money to the poor.

Use 'the' with decades.

Example: He was born in the seventies.

This is a painting from the 1820's.

Use 'the' with clauses introduced by only.

Example: This is the only day we've had sunshine all week.

You are the only person he will listen to.

The only tea I like is black tea.



Use 'the' with names of geographical areas, rivers, mountain ranges, groups of islands, canals, and oceans.

Example: They are travelling in the Arctic.

Our ship crossed the Atlantic in seven days.

I will go on a cruise down the Nile.

Hiking across the Rocky Mountains would be difficult.

Use 'the' with countries that have plural names.

Example: I have never been to the Netherlands.

Do you know anyone who lives in the Philippines?

Use 'the' with countries that include the words 'republic', 'kingdom', or 'states' in their names.

Example: She is visiting the United States.

James is from the Republic of Ireland.

Use 'the' with newspaper names.

Example: I read it in the Guardian.

She works for the New York Times.

Use 'the' with the names of famous buildings, works of art, museums, or monuments.

Example: Have you been to the Vietnam Memorial?

We went to the Louvre and saw the Mona Lisa.

I would like to visit the Eiffel Tower.

I saw King Lear at the Globe.

Use 'the' with the names of hotels & restaurants, unless these are named after a person.

Example: They are staying at the Hilton on 6th street.

We ate at the Golden Lion.

Use 'the' with the names of families, but not with the names of individuals.

Example: We're having dinner with the Smiths tonight.

The Browns are going to the play with us.

#### When Not to Use 'The'

Do not use 'the' with names of countries (except for the special cases above).

Example: Germany is an important economic power.

He's just returned from Zimbabwe.

Do not use 'the' with the names of languages.

Example: French is spoken in Tahiti.

English uses many words of Latin origin.

Indonesian is a relatively new language.

Do not use 'the' with the names of meals.

Example: Lunch is my favorite meal.

I like to eat breakfast early.



Do not use 'the' with people's names.

Example: John is coming over later.

Mary Carpenter is my boss.

Do not use 'the' with titles when combined with names.

Example: Prince Charles is Queen Elizabeth's son.

President Kennedy was assassinated in Dallas.

Do not use 'the' after the 's possessive case.

Example: His brother's car was stolen.

Peter's house is over there.

Do not use 'the' with professions.

Example: Engineering is a well-paid career.

He'll probably study medicine.

is Do not use 'the' with names of shops.

Example: I'll get the card at Smith's.

Can you go to Boots for me?

Do not use 'the' with years.

Example: 1948 was a wonderful year.

He was born in 1995.

Do not use 'the' with uncountable nouns.

Example: Rice is an important food in Asia.

Milk is often added to tea in England.

War is destructive.

Do not use 'the' with the names of individual mountains, lakes and islands.

Example: Mount McKinley is the highest mountain in Alaska.

She lives near Lake Windermere.

Have you visited Long Island?

Do not use 'the' with most names of towns, streets, stations and airports.

Example: Victoria Station is in the centre of London.

Can you direct me to Bond Street?

She lives in Florence.

They're flying into Heathrow.



### **Practice Exercises**

#### I. Choose the correct article in each sentence.

- 1. Did you bring (a, an, the) umbrella?
- 2. Are you looking for (a, an, the) shampoo?
- 3. I checked (a, an, the) mailbox again.
- 4. Can I have (a, an, the) spoon please?
- 5. I was born into (a, an, the) poor family.
- 6. She will come back in (a, an, the) hour.
- 7. Have you been to (a, an, the) Space Needle Tower in Seattle?
- 8. I would love to talk to one of (a, an, the) managers.
- 9. What (a, an, the) amazing view!
- 10. The helicopter landed on (a, an, the) roof of a building.

### II. Fill in the blanks with the articles (a/an/the). Write nothing if the blank needs no article.

- 1. ..... price of gas keeps rising.
- 2. John traveled to ...... Mexico.
- 3. Juan is ...... Spanish.
- 4. I read ..... amazing story yesterday.
- 5. My brother does not eat ..... chicken.
- 6. ..... love is such ...... beautiful thing.
- 7. I live in ...... apartment ..... apartment is new.
- 8. I would like ..... piece of cake.
- 9. I was in ...... Japanese restaurant. ..... restaurant served good food.
- 10. Sara can play ..... guitar.

### **Answer Key**

I. 1. an	2.	a	3.	the 4.	а	5, a
6. ar	ı 7.	the	8.	the 9.	an	10. the
<b>II.</b> 1. T	ne 2.	Nothing	3,	Nothing 4.	an	5. Nothing
6. N	othing, a 7.	an, The	8.	a 9.	a, The	10. the



4

### Verbs

A word (such as jump, think, happen, or exist) that is usually one of the main parts of a sentence and that expresses an action, an occurrence, or a state of being is known as verb. A verb, characteristically, is the grammatical centre of a predicate and expresses an act, occurrence, or mode of being, that in various languages is inflected for agreement with the subject, for tense, for voice, for mood, or for aspect, and that typically has rather full descriptive meaning and characterizing quality but is sometimes nearly devoid of these especially when used as an auxiliary or linking verb.

Verbs can be divided into two categories-Finite and Non-finite.

#### Finite Verbs

Finite Verbs are those verbs that have a definite relation with the subject or noun. These verbs are usually the main verb of a clause or sentence and can be changed according to the noun. They are used only in present and past tense. They can be indicative of passive or active voice and also of number (singular or plural).

Example: She walks home. - Here we see that the finite verb is walks and the pronoun is 'she'.

She walked home. - Here we can see how the verb changed/modified to change the tense of the sentence.

#### Non-Finite Verbs

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

Example: He loves camping in the woods. Here the non-finite verb is camping and it is used as a noun. These kind of non-finite verbs are called Gerunds.

I need to go to sleep. Here the non-finite verb phrase to sleep is acting as a noun. Non-finite verbs that use 'to' before them are called Infinitives.

The sleeping dog caused a delay. The non-finite verbs that have '-ing' or '-ed' as suffixes and cause the verb to become an adjective are called Participles.

Participles, Gerunds and Infinitives are called verbals. Verbals are words which are formed from a verb but which function as a different part of speech.

### Participle

A participle is usually formed by adding -ing or -ed to a verb. It functions as an adjective.

Example: The singing bird was the main attraction at the event.

The injured man was waiting for the doctor.



#### Gerund

A gerund is formed by adding -ing to a verb. It functions as a noun.

Example: Swimming is very good for the body.

Smoking is prohibited in the hospital.

#### Infinitive

An infinitive is formed by using the word 'to' before the verb in its stem word. It functions as a noun, adjective or adverb.

Example: He was made to clean his room.

Shalini loves to talk.

### Types of Verbs

Verbs are words that express action or state of being. There are three types of verbs: action verbs, linking verbs, and helping verbs.

### Action Verbs

Action verbs are words that express action (give, eat, walk, etc.) or possession (have, own, etc.). Action verbs can be either transitive or intransitive.

#### Transitive Verbs

A transitive verb always has a noun that receives the action of the verb, called the direct object.

Example: Laurissa raises her hand.

The verb is raises. Her hand is the object receiving the verb's action. Therefore, raises is a transitive verb.

Transitive verbs sometimes have indirect objects, which name the object to whom or for whom the action was done.

Example: Abdus gave Becky the pencil.

The verb is gave. The direct object is the pencil. (What did he give? The pencil.)

The indirect object is Becky. (To whom did he give it? To Becky.)

#### Intransitive Verbs

An intransitive verb never has a direct or indirect object. Although an intransitive verb may be followed by an adverb or adverbial phrase, there is no object to receive its action.

Example: Laurissa rises slowly from her seat.

The verb is rises. The phrase, slowly from her seat, modifies the verb, but no object receives the action.

#### Transitive or Intransitive

To determine whether a verb is transitive or intransitive, follow these two steps:

Step 1: Find the verb in the sentence.

Example: Dustin will lay down his book. What is the action? will lay

His book will lie there all day. What is the action? will lie



Step 2: Ask yourself, "What is receiving the action of the verb?" If there is a noun receiving the action of the verb, then the verb is transitive. If there is no direct object to receive the action, and if the verb does not make sense with a direct object, then it is intransitive.

Example: Dustin will lay down his book.

Dustin will lay down what? His book.

Since the verb can take a direct object, it is transitive.

His book will lie there all day.

His book will lie what? Nothing. It does not make sense to "lie something."

Since the verb has no direct object, it is intransitive.

### Linking Verbs

A linking verb connects the subject of a sentence to a noun or adjective that renames or describes the subject. This noun or adjective is called the subject complement.

Example: Jason became a business major.

The verb, became, links the subject, Jason, to its complement, a business major.

Lisa is in love with Jason.

The verb, is, links the subject, Lisa, to the subject complement, in love with Jason (describing Lisa).

The most common linking verb is the verb to be in all of its forms (am, are, is, was, were, etc.). This verb may also be used as a helping verb (see next section). To become and to seem are always linking verbs.

Other verbs may be linking verbs in some cases and action verbs in others:

to appear, to feel, to look, to remain, to stay, to taste, to continue, to grow, to prove, to sound, to smell, to turn

LINKING: Libby appeared happy. (Appeared links Libby to the subject complement, happy.)

ACTION: Deon suddenly appeared. (Here, appeared is an intransitive action verb.)

### Helping Verbs

Helping verbs are used before action or linking verbs to convey additional information regarding aspects of possibility (can, could, etc.) or time (was, did, has, etc.). The main verb with its accompanying helping verb is called a verb phrase.

Example: Teju is (helping verb) going (main verb) to Florida.

The trip might (helping verb) be (main verb) dangerous.

The following words, called modals, always function as helping verbs: Can, may, must, shall, will, Could, might, ought, to, should, would

Example: Tanya could learn to fly helicopters. (Could helps the main verb, learn.)

Janine will drive to Idaho tomorrow. (Will helps the main verb, drive.)

In addition, the following forms of the verbs to be, to do, and to have sometimes serve as helping verbs. (Note: In other cases, they may serve as action or linking verbs.)

am, be, being, do, had, have, was, are, been, did, does, has, is, were

HELPING: Jana is moving to a new house.

LINKING: Jana is ready to go.



**HELPING:** Dustin did eat his vegetables!

ACTION: Dustin did his homework last night. (transitive verb)

#### Uses of Verbs

We use the present simple:

(a) to talk about something happening regularly in the present.

Example: The children come home from school at about four.

We often see your brother at work:

(b) to talk about something happening continually in the present,

Example: They live next door to us.

He works for the Post Office.

(c) to talk about things which are generally true.

Example: Water boils at 100 degrees Celsius.

The Nile is the longest river in Africa.

We use the present continuous:

(a) to show that something in the present is temporary.

Example: We are living in a rented flat at present.

My wife usually goes to the office, but she is working at home today.

(b) for something happening regularly in the present before and after a given time.

Example: I'm usually getting ready for work at eight o'clock.

When I see George he's always reading his newspaper.

(c) for something happening before and after the moment of speaking. sss

Example: I can't hear you. I'm listening to my iPod.

Be quiet. The children are sleeping.

We use modal verbs:

(a) to talk about the present when we are not sure of something.

Example: I don't know where Henry is. He might be playing tennis.

Who's knocking at the door? I don't know. It could be the police.

#### Uses of Modal Verbs

To indicate that something is probable or possible, or not so.

Example: It is sunny today; it must be warm outside. = It is sunny today; it is probably warm

outside.

His mobile is not reachable; he may/might/could be travelling by metro. = His mobile

is not reachable; it is possible that he is travelling by metro.

This can't be our bill. = It is not possible that this is our bill.

'Can' and 'could' are used to refer to skills and abilities.

Example: He can cover a hundred metres in under ten seconds.

My father could see perfectly before the age of fifty.

I can't ride a horse.



'Must' is used to indicate that something is necessary or of extreme importance, and 'should' is used to suggest that something is advisable.

Example: You must do your homework.

You mustn't skip school.

You should say sorry.

You shouldn't smoke.

'Can', 'could' and 'may' are used to ask for, give and withhold permission.

Example: Can I try my hand at it?

Could we disperse early today?

You may not enter the premises.

"Will' and 'would' are used to refer to habits and inclinations.

Example: When I was a child, I would often climb trees.

I will never refuse you anything.

He would never do such a thing.

### Subject-Verb Agreement

Basic Rule: A singular subject (she, Rohan, car) takes a singular verb (is, goes, shines), whereas a plural subject takes a plural verb.

Example: The list of items is/are on the desk.

If you know that list is the subject, then you will choose 'is' for the verb.

Rule 1: A subject will come before a phrase beginning with 'of'. This is a key rule for understanding subjects. The word 'of' is the culprit in many, perhaps most, subject-verb mistakes. Hasty writers, speakers, readers, and listeners might miss the all-too-common mistake in the following sentence:

Incorrect: A bouquet of yellow roses lend colour and fragrance to the room.

Correct: A bouquet of yellow roses lends colour and fragrance to the room. (bouquet lends, not roses lend)

Rule 2: Two singular subjects connected by or, either/or, or neither/nor require a singular verb.

Example: My aunt or my uncle is arriving by train today.

Neither Juan nor Carmen is available.

Either Kiana or Casey is helping today with stage decorations.

Rule 3: The verb in an/or, either/or, or neither/nor sentence agrees with the noun or pronoun closest to it.

Example: Neither the plates nor the serving bowl goes on that shelf.

Neither the serving bowl nor the plates go on that shelf.

This rule can lead to bumps in the road. For example, if I is one of two (or more) subjects, it could lead to this odd sentence:

Awkward: Neither she, my friends, nor I am going to the festival.

If possible, it's best to reword such grammatically correct but awkward sentences.

Better



Neither she, I, nor my friends are going to the festival.

OR

She, my friends, and I are not going to the festival.

Rule 4: As a general rule, use a plural verb with two or more subjects when they are connected by 'and'.

Example: A car and a bike are my means of transportation.

But note these exceptions:

Exceptions: Breaking and entering is against the law.

The bed and breakfast was charming.

In those sentences, breaking and entering and bed and breakfast are compound nouns.

Rule 5: Sometimes the subject is separated from the verb by such words as along with, as well as, besides, not, etc. These words and phrases are not part of the subject. Ignore them and use a singular verb when the subject is singular.

Example: The politician, along with the newsmen, is expected shortly.

Excitement, as well as nervousness, is the cause of her shaking.

Rule 6: In sentences beginning with here or there, the true subject follows the verb.

Example: There are four hurdles to jump.

There is a high hurdle to jump.

Here are the keys.

#### NOTE:

The word there's, a contraction of there is, leads to bad habits in informal sentences like 'There's a lot of people here today,' because it's easier to say 'there's' than 'there are,' Take care never to use there's with a plural subject.

Rule 7: Use a singular verb with distances, periods of time, sums of money, etc., when considered as a unit.

Example: Three miles is too far to walk. (i.e. a distance of three miles)

Five years is the maximum sentence for that offence. (i.e. a period of five years)

Ten dollars is a high price to pay. (i.e. the amount of ten dollars)

#### BUT

Ten dollars were scattered on the floor. (i.e., ten dollar bills)

Rule 8: With words that indicate portions e.g., a lot, a majority, some, all — Rule 1 given earlier in this section is reversed, and we are guided by the noun after of. If the noun after of is singular, use a singular verb. If it is plural, use a plural verb.

Example: A lot of the pie has disappeared.

A lot of the pies have disappeared.

A third of the city is unemployed.

A third of the people are unemployed.

All of the pie is gone.

All of the pies are gone.



Some of the pie is missing. Some of the pies are missing.

#### NOTE:

In recent years, none has come to be considered singular. However, according to Merriam-Webster's Dictionary of English Usage: "Clearly none has been both singular and plural since Old English and still is. The notion that it is singular only is a myth of unknown origin that appears to have arisen in the 19th century. If in context it seems like a singular to you, use a singular verb; if it seems like a plural, use a plural verb. Both are acceptable beyond serious criticism." When none is clearly intended to mean "not one," it is followed by a singular verb.

Rule 9: With collective nouns such as group, jury, family, audience, population, the verb might be singular or plural, depending on the writer's intent.

Example: All of my family has arrived OR have arrived.

Most of the jury is here OR are here.

A third of the population was not in favour OR were not in favour of the bill.

#### NOTE:

Anyone who uses a plural verb with a collective noun must take care to be accurate—and also consistent. It must not be done carelessly. The following is the sort of flawed sentence one sees and hears a lot these days

The staff is deciding how they want to vote.

Careful speakers and writers would avoid assigning the singular verbis and the plural pronoun they to the noun staff in the same sentence.

Consistent: The staff are deciding how they want to vote.

Rewriting such sentences is recommended whenever possible. The preceding sentence would read even better as:

The staff members are deciding how they want to vote.

Rule 10: The word were replaces was in sentences that express a wish or are contrary to facts:

Example: If Joe were here, you'd be sorry.

Shouldn't Joe be followed by was, not were, given that Joe is singular? But Joe isn't actually here, so we use were, not was. The sentence demonstrates the subjunctive mood, which is used to express things that are hypothetical, wishful, imaginary, or factually contradictory. The subjunctive mood pairs singular subjects with what we usually think of as plural verbs.

Example: I wish it were Friday.

She requested that he raise his hand.

In the first example, a wishful statement, not a fact, is being expressed; therefore, were, which we usually think of as a plural verb, is used with the singular subject I.

Normally, he raise would sound terrible to us. However, in the second example, where a request is being expressed, the subjunctive mood is correct.



#### NOTE:

The subjunctive mood is losing ground in spoken English but should still be used in formal speech and writing.

SECTION OF THE PROPERTY OF

### **Practice Exercises**

- I. Identify if the underlined words are finite or non-finite verbs.
  - 1. Nancy does her homework every day
    - 2. Nancy is doing her homework at the moment
    - 3. They are writing a letter.
    - 4. She speaks Chinese very well.
    - 5. He has a big car.
  - 6. The proposal has been examined today.
  - 7. She tried to help him.
  - 8. It is healthy to laugh problems.
  - 9. Finding the gates widely open, the thief went inside
  - 10. He had his car cleaned.
- II. Fill in the blanks with appropriate verb form and identify if you've used the verb in the gerund, infinitive or participle form.
  - 1. I don't fancy ..... (go) out tonight.
  - 2. He decided ..... (study) Biology.
  - 3. She avoided ..... (tell) him about her plans.
  - 4: I am learning ...... (speak) English.
  - 5. I promise ..... (help) you tomorrow.
  - 6. I would like ..... (come) to the party with you.
  - 7. ..... (Hear) a loud noise, we ran to the window.
  - 8. He ruined his sight by ..... (watch) TV all day.
  - 9. We saw a clown ...... (stand) on his head.
  - (Ask) questions is a whole lot easier than ...... (answer) them.



# Answer Key

		· · · · · · · · · · · · · · · · · · ·		
I,	1.	does is a finite verb,	2.	doing is a non-finite verb,
	3.	are is a finite verb,	4.	speaks is a finite verb,
	5.	has is a finite verb,	- 6.	been is a non-finite verb,
	7.	tried is a finite verb,	8.	laugh is a non-finite verb,
and the latest	9.	Finding is a non-finite ve	erb, 10	cleaned is a non-finite verb)
п.		going - Gerund,		to study – Infinitive,
	3.	telling - Gerund,	4.	to speak - Infinitive,
	5.	to help - Infinitive,	6.	to come - Infinitive,
	7.	Hearing - participle, qua	lifying	the pronoun we
	8.	Watching - gerund, obje	ct of tl	ne preposition by
	9.	Standing - participle, qu	alifyin	g the noun clown
	DOMESTIC OF THE PARTY OF THE PA	Asking – gerund, subjec	SHOULD THE	
OLICOPRESS NO STREET	NAME OF TAXABLE PARTY.	Побильные бытельновые стакто с этом стактом учествойся на выст	distance (page 92)	E 27 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1



Adverb

5

An adverb is a word or set of words that modifies verbs, adjectives, or other adverbs. Adverbs answer how, when, where, why, or to what extent—how often or how much (e.g., daily, completely).

Example: He speaks slowly (tells how)

He speaks very slowly (the adverb very tells how slowly)

She arrived today (tells when)

She will arrive in an hour (this adverb phrase tells when)

Let's go outside (tells where)

We looked in the basement (this adverb phrase tells where)

Bernie left to avoid trouble (this adverb phrase tells why)

George works out strenuously (tells to what extent)

George works out whenever possible (this adverb phrase tells to what extent)

### Kinds of Adverbs

There are different kinds of adverbs expressing different meaning. The following are some of the common ones.

#### Adverb of Time

An adverb of time tells us when something is done or happens. We use it at the beginning or at the end of a sentence. We use it as a form of emphasis when we place it at the beginning. Adverbs of time include afterwards, already, always, immediately, last month, now, soon, then, and yesterday.

Example: He collapsed and died yesterday.

His factory was burned down a few months ago.

Last week, we were stuck in the lift for an hour.

#### Adverb of Place

An adverb of place tells us where something is done or happens. We use it after the verb, object or at the end of a sentence. Adverbs of place include words, such as, above, below, here, outside, over there, there, under, and upstairs.

Example: 'We can stop here for lunch.

The school boy was knocked over by a school bus.

They rushed for their lives when fire broke out in the floor below.

#### Adverb of Manner

An adverb of manner tells us how something is done or happens. Most adverbs of manner end in -ly, such as, badly, happily, sadly, slowly, quickly, and others that include well, hard, fast, etc.



Example: The brothers were badly injured in the fight.

They had to act fast to save the others floating in the water.

At the advanced age of 88, she still sang very well.

### Adverb of Degree

An adverb of degree tells us the level or extent at which something is done or happens. Words of adverb of degree are almost, much, nearly, quite, really, so, too, very, etc.

Example: It was too dark for us to find our way out of the cave. (Before adjective)

The referee had to stop the match when it began to rain very heavily. (Before adverb)

Her daughter is quite fat for her age.

The accident victim nearly died from his injuries.

After all these years, she is still feeling very sad about her father's death.

### Adverb of Frequency

An adverb of frequency tells us how often something is done or happens. Words used as adverbs of frequency include again, almost, always, ever, frequently, generally, hardly ever, nearly, nearly always, never, occasionally, often, rarely, seldom, sometimes, twice, usually, and weekly.

Example: They were almost fifty when they got married.

He hardly ever say something nice to his wife.

While overseas, he frequently phoned home.

She is not nearly always right although she thinks she is always right.

He complained that she never smiled back.

We only write to each other very occasionally.

Peter seldom reads the Bible.

Sometimes he stays late in the office to complete his work.

Our cat was bitten twice by the same dog.

The man usually proposes marriage.

### Rules of Adverbs

Rule 1: Many adverbs end in -ly, but many do not. Generally, if a word can have -ly added to its adjective form, place it there to form an adverb.

Example: She thinks quick/quickly.

How does she think? Quickly. She is a quick/quickly thinker.

Quick is an adjective describing thinker, so no -ly is attached.

She thinks fast/fastly.

Fast answers the question how, so it is an adverb. But fast never has -ly attached to

it.

We performed bad/badly.

Badly describes how we performed, so -ly is added.



Rule 2: Adverbs that answer the question how sometimes cause grammatical problems. It can be a challenge to determine if -ly should be attached. Avoid the trap of -ly with linking verbs such as taste, smell, look, and feel, which pertain to the senses. Adverbs are often misplaced in such sentences, which require adjectives instead.

Example: Roses smell sweet/sweetly.

Do the roses actively smell with noses? No; in this case, smell is a linking verb—which requires an adjective to modify roses—so no -ly.

The woman looked angry/angrily to us.

Did the woman look with her eyes, or are we describing her appearance? We are describing her appearance (she appeared angry), so no -ly.

The woman looked angry/angrily at the paint splotches.

Here the woman actively looked (used her eyes), so the -ly is added.

She feels bad/badly about the news.

She is not feeling with fingers, so no -ly.

Rule 3: The word good is an adjective, whose adverb equivalent is well.

Example: You did a good job.

Good describes the job.

You did the job well.

Well answers how.

You smell good today.

Good describes your fragrance, not how you smell with your nose, so using the adjective is correct.

You smell well for someone with a cold.

You are actively smelling with your nose here, so use the adverb.

Rule 4: The word well can be an adjective, too. When referring to health, we often use well rather than good.

Example: You do not look well today.

I don't feel well, either.

Rule 5: There are also three degrees of adverbs. In formal usage, do not drop the -ly from an adverb when using the comparative form.

Incorrect: She spoke quicker than he did.

Correct: She spoke more quickly than he did.

Incorrect: Talk quieter.

Correct: Talk more quietly.



# **Practice Exercises**

. F	ill in the blanks with the correct option iven in brackets.	
	. I found his home very	14. He doesn't seem in your offer.
	(easily, difficultly, frequently)	(interested, interesting, exciting)
2	Rohan behaves very with his	15. I dancing.
	elders.	0.2
	(goodly, badly, easily)	16. She in the morning.
- 3	My father will be of town this	(smokes never, never smokes)
-	weekend.	17 drink wine at lunchtime.
	(inside, outside, out)	(I rarely, rarely I)
4.	1 1 2 1 2 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1	18. I some gardening at the weekend
	(aggressively, sympathetically, hardly)	if the weather's nice.
5.		(do usually, usually do)
11000	accident.	19. He into work on time.
	(immediately, slowly, peacefully)	(gets hardly ever, hardly ever gets)
6.		20. She reading the novel she started
	company	yesterday.
	(lowly, highly, hardly)	(already has finished, has already
7.		finished)
	hours.	21 not accept this deal.
	(nearly, simply, correctly)	(I will definitely, Definitely I will)
8.	Howdo you go there?	22. I like fish very much; I can eat it, but I wouldn't choose it.
	(never, seldom, often)	(really don't, don't really)
9.	Thomas was happy when he got	22 When we were
	his first job.	camping holidays to France.
	(extremely, fully, halfly)	-(went always, always went)
10	. My elder brother is 25, he still feels	24 seen such a mess as his bedroom.
10	when he sees cockroach.	(Seldom have I, I seldom have)
	(frightender, frightened, frightendest)	25 I ha able to make it to
11	Mr. Sharma felt very when his son	(won't probably, probably won't)
	failed the final examination.	26 so insulted.
	(more disappointed, most disappointed,	(I never have been, I have never been)
12	disappointed)	27. Hardly ever it.
1.40	I feelon Sundays.	(I do, do I, do I do)
13	(relaxed, relaxing, relaxful)	Water and a state of the state
13.	Rohan felt when his manager shouted at him in front of his juniors	II. Fill in the blanks with the correct option



1.	I met my childhood friend	+	gym.
18	Meeta.		(a) always (b) never
	Yesterday/Tomorrow/This Sunday		(c) usually (d) seldom
2.	You need to runto win this race.	4.	Harold never leaves the college on Friday.
	slow/steadily/fast		He eats at the cafeteria on
3.	I won't say it		Fridays.
	progressively/repeatedly/necessarily		(a) always (b) never
4	Speak , I cannot hear you.	š vo	(c) seldom
800	loudly/slowly/hardly	5.	Ms. Biethan is always in a good mood.
5	You should smoke as it is	- 0	She is sad,
٥.	dangerous for your health.		(a) always (b) usually
	always/usually/never		(c) never
6	We searched but were unable	6.	Teresa is not a pleasant person. She is
. 0.	to find her lost jewellery.		in a bad mood.
	nowhere/anywhere/everywhere		(a) never (b) seldom
.7.	I hope to see you!	\$1	(c) always
4000	soon/never/random	7.	My sister usually drives to work with a
8	Deepak never dresses for work.		friend. She drives alone.
0.	formally/coolly/dirtily		(a) never (b) always
	The state of the s		(c) usually (d) seldom
	ll in the blanks with the correct option.	8,	I never lend money to Curtis. He
1.	Carlos is an excellent student. He		pays me back.
	goes to class.		(a) sometimes (b) always
	(a) always (b) usually		(c) never (d) usually
5	(c) sometimes (d) seldom	9.	Susan goes to the beach whenever she can. She misses a chance to go
	(e) never	8	to the ocean.
2.	I hate vegetables. Ieat carrots.		(a) never (b) always
	(a) always (b) usually		(c) usually
104	(c) sometimes (d) seldom	10	. It almost always rains in Seattle. The sun
	(e) never		shines there.
3.	Robert goes to the gym only two or three		(a) always (b) usually
	times a year. He goes to the		(c) seldom
			(0)



# Answer Key

SURPRISON CONTRACTOR C	and American		f		
I. 1. easily	2.	badly	3.	out	4. aggressively
5. immediately	6.	highly	7.	nearly 200	
9. extremely	10.	frightened		disappointed	
13. ashamed	14.	interested	55200	often go	No central es non Zenes A
16. never smokes	.17.	I rarely	100	usually do	
19. hardly ever gets	20.	has already finished			
22. don't really	AUSTROLINA STATE	always went		I seldomhave	
25. probably won't	26.	I have never been	27.	do I do	
II. 1. Yesterday	2.	fast	3.	repeatedly	4. loudly
5. never	6.	everywhere	7.	soon	8. formally
III. 1. always	2.	never	3.	seldom	4. always
5. never	6.	always	7.	never	8. never
9. never	10.	seldom		the order could be	
				46600	LONGING OF THE STATE OF THE STA

# Preposition

A word governing, and usually preceding, a noun or pronoun and expressing a relation to another word or element in the clause, as in 'the man on the platform', 'she arrived after dinner', 'what did you do it for?'

## **Types of Preposition**

The different types of preposition are as follows:

- (i) Preposition for Time
- (ii) Preposition for Place
- (iii) Preposition for Direction
- (iv) Preposition for Agent
- (v) Preposition for Instrument
- (vi) Prepositional Phrase

## Prepositions for Time (in, on, at)

Prepositions used for time of different natures are in, on at etc.

### Uses of In

Month or Year.

Example: In January, in 1985.

Particular time of day or month or year.

Example: In morning, in evening, in the first week of January, in summer, in winter.

Century or specific time in past, etc.

Example: In 21st century, in stone age, in past, in future, in present.

### Uses of On

IF Day.

Example: On Monday

mer Date.

Example: On 5th of March, on March 5

Particular day.

Example: On Independence Day, on my birthday

### Uses of At

Time of clock.



Example: At 5 O'clock, at 7:30 PM

Short and precise time.

Example: at noon, at sunset, at lunch time, at bed time, at the moment, at the same time.

Example: He was born in 1945.

She will go to New York on 25th of March.

The concert will begin at 7 O'clock.

He gets up early in the morning.

We enjoyed a lot in the summer.

The president will deliver speech to public on Independence Day.

She received a lot of gifts on her birthday.

Where were you at the lunchtime?

sI will call you at 12 A.M.

## Preposition for Place (in, on, at)

Prepositions "in, on or at" are usually used for different places.

#### Uses of In

To refer to a place having some boundary (physical or virtual boundary)

Example: In hall, in school, in a building, in a box, in a car, in library, in garden, in America, in room, in cupboard

### Uses of On

To refer to the surface of something.

Example: On a table, on blackboard, on a page, on the wall, on the roof, on a map

#### Uses of At

To refer to a specific place.

Example: At the entrance, at the bottom of glass, at front of the chair, at bus stop, at the edge of

roof

Example: She lives in New York.

Students study in library.

The wedding ceremony will be held in the hall.

There are some books on the table.

The teacher wrote a sentence on blackboard.

He was flying kite on the roof.

Her parents were waiting for her at the entrance of school

There was a huge gathering at bus stop.

His house is at the end of street.

## Preposition for Direction (to, toward, through, into)

Prepositions like to, towards, through, and into are used to describe the direction.



Example: She went to the library.

He jumped into the river.

He ran away when he felt that someone was coming toward him.

## Preposition for Agent (by, with)

Preposition for agent is used for a thing which is a cause of another thing in the sentence. Such prepositions are by, with, etc.

Example: This book is written by Shakespeare.

The work was completed by him. The room was decorated by her.

The tub is filled with water.

## Preposition for device, instrument or machine (by, with, on)

Different preposition are used by different devices, instruments or machines. e.g. by, with, on, etc.

Example: She comes by bus daily.

He opened the lock with key.

## Prepositional Verb

A prepositional phrase is a combination of a verb and a preposition. It is just a verb followed by a preposition.

Prepositional Verb = Verb + Preposition

Some verbs need particular prepositions to be used after them in sentences having a direct object. Such a verb with its required preposition is called a prepositional verb.

Example: He knocks at the door.

In above sentence, "knock at" is a prepositional verb, which contains a verb "knock" and a preposition "at". Without the use of correct preposition after a prepositional verb in a sentence, the sentence is considered to be grammatically wrong.

Example: If we say "he knocks the door", it is wrong because it lacks the required preposition "at". So the correct sentence is "he knocks at the door".

Prepositional verbs are transitive and they have a direct object in sentence. Some of the frequently used prepositional verbs are laugh at, knock at, listen to, look at, look for, look after, wait for, agree to, agree with, talk about, talked to, etc.

Example: She is listening to music.

She looked at the blackboard.

We believe in God.

They were waiting for the teacher.

Do you agree with me?

Do you agree to my proposal?

Someone is knocking at the door.

You should not rely on her.



# Practice Exercises

Fill in the blanks with the corr	ect preposition.	13 The books are		34 44	
1. The picture is the v	vall	15. The books are _	my	schoolbag.	0
(a) in (b)		(a) above	(b)	in	
(c) on (d)		(c) between			7
2. The desks are the b	blackboard in the	14. You sit me			
classroom.	Diackoodid in the	(a) between	(p)	on	
(a) opposite (b) 1	hetween	(c) in front of			
(c) above (d) 1	behind .	<ol><li>My mother's plan</li></ol>			
The cat always sleeps	my hed	(a) above			
(a) under (b) a	horse	(c) in front of			
(c) between (d) c	over	<ol><li>Mike often hides</li></ol>	t	hat tree.	
4. The lamp is the tabl		(a) in	(b)	above	
(a) in (b) a		(c) behind	(d)	at	
(c) on (d) u	inder 1	<ol><li>The computer is _</li></ol>	th	e telephone	
5. The book is the mug	- Liver	(a) under			
(a) in (b) b		(c) between			
(c) on (d) a	hove 1	8. Sam usually sits _	th	is chair.	
(c) on (d) a 6. There is a bench my	house	(a) on	(b)	in ·	
(a) under (b) o	nouse.	(c) above	(d)	over	
(c) in front of (d) al	hove 1	<ol><li>Mary sometimes s</li></ol>	its	John and	Jill
7. There are apple trees		(a) between			-
(a) behind (b) in		(c) in front of			
(c) on (d) at	20	0. The books are			
8. The bookshop is the		(a) in			1
(a) between (b) ab		(c) on			9))
(c) next to (d) or		l. She is gifted	comm	on conce	
9. There is a museum th		(a) on			
(a) in . (b) op		(c) with	(0)	ру	
(c) under (d) ov		(c) with	(a) (	over	
10. There is a bed my roo	om.	2. Sheela burstt	ne roo	m when Mo	hini
(a) in (b) on		was writing a letter			
(c) under (d) ov		(a) on	(b) i		
11. The mouse is the cats			(d) o		
(a) on (b) be (c) above (d) ov	tween 23	. The players have	gone		the
(c) above (d) ov 12. The pillow is the blan		playground.			
(a) in (b) bet		the second secon	(b) o	ver	
(c) under (d) bet		(c) with	(d) to	)	1



24. He has not met his mother long.	36. He was excluded	the team.	8
(a) for (b) with	(a) on	(b) from	12 <sup>22</sup>
(a) since (d) by	(c) by	(d) for	
25. The land was divided the two sisters.	37. Ram was engross	sed his stud	ies.
(a) among (b) between	(a) on	(b) with	4
(c) with (d) for	(c) in	(d) over-	
26. The terrorist shot the policeman his	1990 12	me.	134
	(a) with	(b) on	
gun.	(c) in	(d) over	
(a) by (b) for (c) with (d) in	39. He feels tl		ne poor
(c) with (d) in	people.		
27. Compare Gandhi Karl Marx.	(a) in	(b) on	
(a) to (b) with	(c) for	(d) by	G.
(c) over (d) in.  28. Janardhan was appointed the post of	40. The teacher frov	vned the stu	dents.
28. Janardhan was appointed the post of	(a) at	(b) on	
section officer.	(c) in	(d) with	
(a) to (b) on	41. Rich men are gr		7.
(c) with (a) 101	(a) for		
29. My Mother-in-law is blind one eye.	(c) in	(d) with	
(a) from (b) in	42. She is hopeful	her succes	s in the
(c) on (d) of	I.A.S. examinat	ion.	1
30. He prevented me going to the	(a) in		
school.	(c) of	(d) on	
(a) from (b) for (c) with (d) on	43. You should not	include idle	talks.
(c) with (d) on	(a) on		
<ol> <li>Sabina has invited his friends dinner.</li> </ol>	(c) about		80
	44. I am indebted	vou for t	his kind
(c) with (d) over	favour.		
32. The water supply at last gave	(a) with	(b) for	9:
(a) out (b) off	0.0		
(a) of (d) about	(c) to 45. He is complete		his
33. He has copied this letter word word.	family affairs.		
(a) by (b) in	(a) in	(b) on	
(c) for (d) from	(c) with	(d) over	
34. He is very grateful me.	46. A cat differs		
(a) for (b) to	(a) with		
(c) from (d) with	(a) with		
35. There is an exception every rule.	47. The watch has		
40.4		(b) about	
	(a) out	322	
	(c) down	(d) in	
www.olympiac	ls.org	40	



48. Do not despair	failures in life.	61. Radha parted	her parents in tears.
(a) on	(b) in	(a) from	
(c) over	(d) of	(c) with	(d) by
49. This is the book	I was telling you	62. You should not t	
(a) about	(b) of (d) for	(a) on	(b) a Q
(c) on	(d) for	(a) on (c) over	(b) after
30. I am very graten	ul Mr. Nair for his		
timely help.			evil in the long run.
(a) for	(b) to		(b) over
(c) by .	(d) with	(c) with	
51) I could not gue	ss the answer to	64. Trust God a	and do the right.
this question.		(a) in	(b) on
(a) in		(c) with	(d) by
(c) at	(d) on	65. He fell a victim	
52. He got his	illness in two weeks.	(a) on	
. (a) on	(b) by	M 2000 000 00	(d) for
(c) with	(d) over	66. I warned him	
53. There was no jes	st his poverty.		
(a) in	(b) at	(a) about	26.00
(c) for	(d) with	(c) from	
54. He is not known		67. Mr. Mani is worth	
(a) with		(a) with	
(c) for	The state of the s		(d) over
	ite life in a hill station.	68. One should never	r be a traitor one's
(a) in		country.	10.2
	(d) with	(a) of	(b) .in
56. One should live	honest labours.	(c) to	(d) with
(a) by		69. I am no longer int	terested his affairs.
(c) on	(d) for	(a) on	
57. Rama was marrie	edSita.	(c) for	
(a) by	(b) to	70. She always jumps	
(c) with	(d) for		
58. I am badly in nee	ed money.	(c) to	(b) on
(a) of	(b) for	71 He lamented	(d) With
(c) with	(d) on	(a) with	the loss of his property.
59. She was mistaker	(b) for (d) on her sister	(a) with (c) on	(d) for
	(b) as	72. I did not hinder he	er going there
(c) for	(d) from	(a) from	(b) in
60 I took strong	objection the	(c) for	(d) on
proposal.	objection the	73. He is not eligib	ole the post of
(a) on	(h) to	manager.	
(c) against	PERMITS TOTAL CO.	(a) in	(b) of
(o) against	(d) Willi		(d) for



74. I reminded him	_ his promise.		78. This medicine	has relieved him	his
(a) with	(b) for		pain. (a) in	(b) of	
(c) of 75, I have referred	(d) from the matter	the ·	(c) with	(d) over	
principal.			79. Please send	the doctor at once.	
(a) with	(b) by		(a) on	(b) by	
(c) to	(d) on		(c) for	(d) with	
76. They have run sho	rt fuel.		80. We are sick	him.	
(a) of	(b) with		(a) of	(b) by	
(c) for	(d) in		(c) with	(d) on	
77. He is not satisfied	his lot.				
(a) for	(b) in				
(c) with	(d) over				

# Answer Key

			A Company of the Comp	AND AND THE PROPERTY APPROXIMENT OF THE
1. (c)	2. (a)	3. (a)	4. (c)	5. (b)
6. (c)	7. (a)	8. (c)	9. (b)	10. (a)
11. (b)	12. (c)	13. (b)	14. (c)	15. (a)
16. (c)	17. (b)	18. (a)	19. (a)	20. (c)
21. (c)	22. (c)	23. (d)	24. (a)	25. (b)
26. (c)	27. (b)	28. (d)	29. (b)	30. (a)
31. (a)	32. (a)	33. (a)	34. (b)	35. (a)
36. (b)	37, (c)	38. (a)	39. (c)	40. (a)
41. (a)	42. (c)	43. (d)	44. (c)	45. (a)
46. (b)	47. (a)	48: (d)	49. (a)	50. (b) ·
51. (c)	52. (d)	53. (a)	54. (d)	55, (c)
56. (a)	57. (b)	58. (c)	59. (c)	60. (b)
61. (a)	62. (d)	63. (b)	64. (a)	65. (b)
66, (d)	67. (b)	68. (c)	69. (d)	70. (c)
71. (d)	72. (a)	73. (d)	74, (c)	75. (c)
76. (a)	77. (c)	78. (b)	79. (c)	80. (a)

# Conjunctions

Conjunction is a word that connects words, phrases, clauses or sentences. For example; and, but, or, nor, for, yet, so, although, because, since, unless, when, while, and where are some conjunctions.

Example: She tried but did not succeed.

He does not go to school because he is ill.

John and Marry went to the cinema.

He thought for a moment and kicked the ball.

I waited for him but he didn't come. You will be ill unless you quit smoking.

We didn't go to the market because it was raining outside.

## **Types of Conjunction**

There are three types of conjunctions:

- Coordinating Conjunction
- Subordinating Conjunction
- Correlative Conjunction

## **Coordinating Conjunction**

Coordinating conjunctions (called coordinators) join words, phrases (which are similar in importance and grammatical structure) or independent clauses. Coordinating conjunctions are short words i.e., and, but, or, nor, for, so, yet.

Coordination conjunction joins two equal parts of a sentence:

- ☐ Word + word
- ☐ Phrase + phrase
- ☐ Clause + clause
- Independent clause + independent clause.

Example:

She likes tea and coffee.

He may be in the room or on the roof.

What you eat and what you drink affect your health.

The cat jumped over the mouse and the mouse ran away.

She likes pizza and cake. (pizza and cake)

I bought a table and a chair. (table and chair)

He may come by bus or car. (bus or car)



#### NOTE:

Independent clause is a clause which can stand alone as a sentence and have complete thought on its own.

Example: I called him, but he didn't pick up the phone.

I advised him to quit smoking, but he didn't act upon my advice.

He became ill, so he thought he should go to a doctor.

He shouted for help, but nobody helped her.

He wants to become a doctor, so he is studying Biology.

Coordinating conjunctions always come between the words or clauses that they join. A comma is used with conjunction if the clauses are long or not well-balanced. If both clauses have same subjects, the subject of 2nd clause may not be written again.

Example: She worked hard and succeeded.

The player stopped and kicked the ball. He became ill but didn't go to doctor.

Marry opened the book and started to study.

## Kinds of Coordinating Conjunctions

Coordinating conjunctions are of four kinds:

## **Cumulative or Copulative Conjunctions**

Cumulative conjunctions merely add one statement to another. Some cumulative conjunctions are: and, both...and, as well as, not only...but also.

Alice wrote the letters and Peter posted them.

The cow got up and walked away slowly.

## **Adversative Conjunctions**

Adversative conjunctions express contrast between two statements. Some adversative conjunctions are: but, still, yet, whereas, while, nevertheless, etc.

Example: The rope was thin but it was strong.

She is poor but she is happy.

He is hardworking whereas his brother is quite the reverse.

## Disjunctive or Alternative Conjunctions

Conjunctions which present two alternatives are called disjunctive or alternative conjunctions.

Some alternative conjunctions are: or, either...or, neither...nor, neither, nor, otherwise, else, etc.

Example: She must weep, or she will die.

Either he is mad, or he feigns madness.

They toil not, neither do they spin.



Neither a borrower, nor a lender be.

### Illative Conjunctions

Some coordinating conjunctions express something inferred from another statement or fact. These are called illative conjunctions. Some illative conjunctions are: for and so.

Example: Somebody came, for I heard a knock at the door.

He must be asleep, for there is no light in his room.

He has been working hard, so he will pass.

### **Subordinating Conjunctions**

Subordinating conjunctions (called subordinators) join a subordinate clause (dependent clause) to a main clause. Most subordinating conjunctions are single words (such as because, before, when). However, some subordinating conjunctions consist of more than one word (such as even though, as long as, except that). Other examples of Subordinating conjuctions are: although, because, if, before, how, once, since, till, until, when, where, whether, while, after, no matter how, provided that, as soon as, even if, etc.

The structure of the sentence could be either of the following:

Main clause + subordinate clause

Subordinate clause + main clause

#### NOTE:

Subordinate clause is a combination of words (subject and verb) which cannot stand alone as a complete sentence. Subordinate clause is also called dependent clause because it is dependent on main clause. Subordinate clause usually starts with a relative pronoun, such as, which, who, that, whom, etc. Subordinate clause gives more information in relation to the main clause to complete the thought.

Subordinating conjunction always comes before the subordinate clause, no matter whether the subordinate clause is before the main clause or after the main clause.

Example: He does not go to school because he is ill.

I will call you after I reach my home.

I bought some cookies while I was coming from my office.

They played football although it was raining.

Although it was raining, they played football.

As far as I know, this exam is very difficult.

I have gone to every concert since I have lived in New York.

You can get high grades in exam provided that you work hard for it.



## Types of Subordinate Clause

A subordinate (dependent) clause may function as a noun, an adjective or an adverb in a sentence. On the basis of their function in a sentence, subordinate clauses can be divided into the following types:

#### Noun Clause

"A dependent clause that functions as a noun in a sentence is called noun clause." A noun clause performs same function like a noun in a sentence.

Example: What he did made a problem for his family.

In the above sentence, the clause "what he did" functions as a noun, hence it is a noun clause. A noun clause works as a noun that acts as a subject, object, or predicate in a sentence. A noun clause starts with words like "that, what, whatever, who, whom, whoever, whomever".

Example: Whatever you learn will help you in future. (noun clause as a subject)

What you said made me laugh. (noun clause as a subject)

He knows that he will pass the test. (noun clause as an object)

Now I realize what he would have thought. (noun clause as an object)

### Adjective Clause

"A dependent clause that functions as an adjective in a sentence is called adjective clause."

An adjective clause works like an adjective in a sentence. The function of an adjective is to modify (describe) a noun or a pronoun. Similarly a noun clause modifies a noun or a pronoun.

Example: He wears a shirt which looks nice.

The clause "which looks nice" in above sentence is an adjective clause because it modifies noun "shirt" in the sentence.

An adjective clause always precedes the noun it modifies.

Example: I met the boy who had helped me.

An apple that smells bad is rotten.

The book which I like is helpful in preparation for test.

The house where I live consists of four rooms.

The person who was shouting needed help.

Adjective clause begins with relative pronoun (that, who, whom, whose, which, or whose) and is also relative clause.

Adjective (relative) clauses can be restrictive clause or non-restrictive clause.

### Restrictive and Non-restrictive Clause

Adjective (relative) clauses can be restrictive or non-restrictive. A restrictive clause limits the meaning of preceding noun or pronoun. A non-restrictive clause tells us something about preceding noun or pronoun but does not limit the meaning of preceding noun or pronoun.

Example: The student in the class who studied a lot passed the test. (restrictive clause)

The student in the class, who had attended all the lectures, passed the test. (non-restrictive clause)

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In the first sentence, the clause "who studied a lot" restrict information to preceding noun (student); it means that there is only one student in the class who studied a lot, hence it is a restrictive clause.

In the second sentence, the clause "who had attended all the lectures" gives us information about preceding noun but does not limit this information to the preceding noun. It means there can be several other students in the class who had attended all the lectures.

A comma is always used before a restrictive clause in a sentence and also after non-restrictive clause if it is within a main clause. "That" is usually used to introduce a restrictive clause while "which" is used to introduce a non-restrictive clause.

Example: The table that costs \$ 100 is made of steel.

(restrictive clause)

The table, which costs \$ 100, is made of steel.

(non-restrictive clause)

### Adverb Clause

"A dependent clause that functions as an adverb in a sentence is called adverb clause."

An adverb clause like an adverb modifies a verb, adjective clause or other adverb clause in a sentence. It modifies (describes) the situation in a main clause in terms of "time, frequency (how often), cause and effect, contrast, condition, intensity (to what extent)."

The subordinating conjunctions used for adverb clauses are as follows.

Time: when, whenever, since, until, before, after, while, as, by the time, as soon as

Cause and effect: because, since, now that, as long as, so, so that

Contrast: although, even, whereas, while, though

Condition: if, unless, only if, whether or not, even if, providing or provided that, in case

Example: Don't go before he comes.

He takes medicine because he is ill.

Although he tried a lot, he couldn't climb up the tree.

Unless you study for the test, you can't pass it.

I will go to the school unless it rains.

You are safe as long as you drive carefully.

You can achieve anything provided that you struggle for it.

## Correlative Conjunction

These are paired conjunctions which join words, phrases or clauses which have reciprocal or complementary relationship.

The most commonly used correlative conjunctions are as follows:

Either ... or

Neither ... nor

Whether ... or

Both ... and

Not only ... but also



Example: Neither John nor Marry passed the exam.

Give me either a cup or a glass.

Both red and yellow are attractive colours.

I like neither tea nor coffee.

He will be either in the room or in the hall.

John can speak not only English but also French.

# **Practice Exercises**

I.	Complete the following sentences using an appropriate conjunction.	We must reach there he leaves.
	I waited for him	(a) before (b) until (c) Either could be used here
	(a) until (b) till (c) Either could be used here  2. I will make a cake	9. I cut myself I was shaving.  (a) while (b) whenever (c) Either could be used here  10. We cancelled the trip
	time I reached their place.  (a) by (b) before (c) as soon as  4	(c) if  II. Point out the conjunctions in the following sentences and state whether they are coordinating or subordinating.  1. You will succeed if you work harder.  2. We arrived after they left.  3. I waited till he returned from office.  4. Bread and milk is wholesome food.  5. You will not get the prize unless you deserve it.  6. Do not go before I return from the market.  7. I can't lend you any money, for I have none.
	(a) when (b) after (c) Either could be used here 7. She was depressed	8. Since you have apologized we will not take any further actions against you.  9. The thief fled lest he should be caught.  10. I will be upset if you don't accept my invitation.



- 11. She didn't come because you didn't invite her.
- 12. He is smarter than his boss.
- 13. My grandfather died when I was a child.
- 14. Please stay here till I return.
- 15. He asked whether he could go.

# **Answer Key**

1.	$(c)^{(b)} = 3.$	u(Š lins	(a) 4. (b) 5. (b)
Contract	6. (a) 7. (a) 8.		(a) 9. (a) 10. (a)
II. 1.	If – subordinating conjunction	2.	After - subordinating conjunction
out 1/10 3.	Till – subordinating conjunction	4.	And - coordinating conjunction
5.	Unless – subordinating conjunction	6.	Before – subordinating conjunction
7.	For – coordinating conjunction	8.	Since – subordinating conjunction
9.	Lest - subordinating conjunction	10.	If - subordinating conjunction
- 11.	Because – subordinating conjunction	12.	Than - subordinating conjunction
13.	When - subordinating conjunction	14.	Till – subordinating conjunction
· · · · 150	Whether - subordinating conjunction		lactor state tominion contractors



8

## **Phrasal Verbs**

Phrasal verbs are usually two-word phrases consisting of verb + adverb or verb + preposition. Think of them as you would any other English vocabulary. Study them as you come across them, rather than trying to memorize many at once. Use the list below as a reference guide when you find an expression that you don't recognize. The example sentences will help you understand the meanings. If you think of each phrasal verb as a separate verb with a specific meaning, you will be able to remember it more easily. Like many other verbs, phrasal verbs often have more than one meaning.

The following list shows about 200 common phrasal verbs, with meanings and examples. Only the most usual meanings are given. Some phrasal verbs may have additional meanings.

Phrasal verb	Meaning	Example
ask somebody out	invite on a date	Brian asked Judy out to dinner and a movie.
ask around	ask many people the same question	I asked around but nobody has seen my wallet.
add up to something	equal	Your purchases add up to \$205.32.
back something up	reverse	You'll have to back up your car so that I can get out.
back somebody up	support	My wife backed me up over my decision to quit my job.
blow up	explode	The racing car blew up after it crashed into the fence.
blow something up	add air	We have to blow 50 balloons up for the party.
break down	stop functioning (machine)	Our car broke down on the high- way due to snowstorm.
break down	get upset	The woman broke down when the police told her that her son had died.
break something down	divide into smaller parts	Our teacher broke the final project down into three separate parts.
break in	force entry to a building	Somebody broke in last night and stole our stereo.



break into something	enter forcibly	The firemen had to break into the room to rescue the children.
break in	interrupt	The TV station broke in to re- port the news of the president's death.
break up	end a relationship	My boyfriend and I broke up be- fore I moved to America.
break up	start laughing	The kids just broke up as soon as the clown started talking.
break out	escape	The prisoners broke out of jail when the guards weren't looking.
break out in something	develop a skin condition	I broke out in a rash after our camping trip.
bring somebody down	make unhappy	This sad music is bringing me down.
bring somebody up	raise a child	My grandparents brought me up after my parents died.
bring something up	start talking about a subject	My mother walks out of the room when my father brings up sports.
bring something up	vomit	He drank so much that he brought his dinner up in the toi- let.
call around	make phone calls	We called around but we weren't able to find the car part we need- ed.
call somebody back	return a phone call	I called the company back but the offices were closed for the weekend.
call something off	cancel	Jason called the wedding off be- cause he wasn't in love with his fiancé.
call on somebody	ask for an answer	The professor called on me for question 1.
call on somebody	visit somebody	We called on you last night but you weren't home.
call somebody up	phone	Give me your phone number and I will call you up when we are in town.



calm down	relax after being angry	You are still mad. You need to calm down before you drive the car.		
not care for somebody/ something	not like	I don't care for his behaviour.		
catch up	get to the same point as somebody else	You'll have to run faster than that if you want to catch up with Marty.		
check in	arrive and register at a hotel or airport	We will get the hotel keys when we check in.		
check out	leave a hotel	You have to check out of the hotel before 11:00 AM.		
check somebody/ some- thing out	look at carefully, investigate	The company checks out all new employees.		
check out somebody/ something	look at	Check out the crazy hair on that guy!		
cheer up	become happier	She cheered up when she heard the good news.		
cheer somebody up	make happier	I brought you some flowers to cheer you up.		
chip in .	help	If everyone chips in we can get the kitchen painted by noon.		
clean something up	tidy, clean	Please clean up your bedroom before you go outside.  I came across these old photo when I was tidying the closet.		
come across something	find unexpectedly			
come apart	separate	The top and bottom come apart if you pull hard enough.		
come down with something	become sick	My nephew came down with chicken pox this weekend.		
come forward	volunteer for a task or evidence	The woman came forward with her husband's finger prints.		
come from somewhere	originate in	The art of origami comes from Asia.		
count on somebody/ some- thing	rely on	I am counting on you to make dinner while I am out.		
cross something out	draw a line through	Please cross out your old ad- dress and write your new one.		
cut back on something	consume less	My doctor wants me to cut back on sweets and fatty foods.		



cut something down	make something fall to the ground	We had to cut the old tree in our yard down after the storm.		
cut in	interrupt	Your father cut in while I was dancing with your uncle.		
cut in	pull in closely in front of another vehicle	The bus driver got angry when that car cut in.		
cut in .	start operating (of an engine or elec- trical device)	The air conditioner cuts in when the temperature gets to 22°C.		
cut something off	remove with something sharp	The doctors cut off his leg be- cause it was severely injured.		
cut something off	stop providing	The phone company cut off our phone because we didn't pay the bill.		
cut somebody off	take out of a will	My grandparents cut my father off when he remarried.		
cut something out	remove part of something (usually with scissors and paper)	I cut this ad out of the newspa- per.		
do somebody/ something over	beat up, ransack	He's lucky to be alive. His shop was done over by a street gang.		
do something over	do again	My teacher wants me to do m essay over because she doesn like my topic.		
do away with something	discard	It's time to do away with all of these old tax records.		
do something up	fasten, close	Do your coat up before you goutside. It's snowing!		
dress up	wear nice clothing	It's a fancy restaurant so we have to dress up.		
drop back	move back in a position/group	Andrea dropped back to third place when she fell off her bike.		
drop in/by/over	come without an appointment	I might drop in/by/over for tea sometime this week.		
drop out	quit a class, school etc	I dropped out of Science be- cause it was too difficult.		
eat out	eat at a restaurant	I don't feel like cooking tonight. Let's eat out.		
end up	eventually reach/do/decide	We ended up renting a movie in- stead of going to the theatre.		
fall apart	break into pieces	My new dress fell apart in the washing machine.		



fall down	fall to the ground	The picture that you hung up last night fell down this morning.		
fall out	separate from an interior	The money must have fallen out of my pocket.		
fall out	(of hair, teeth) become loose and unattached	His hair started to fall out when he was only 35.		
figure something out	understand, find the answer	I need to figure out how to fit the piano and the bookshelf in this room.		
fill something in	to write information in blanks, as on a form	Please fill in the form with your name, address, and phone number.		
fill something out	to write information in blanks, as on a form	The form must be filled out in capital letters.		
fill something up	fill to the top	I always fill the water jug up when it is empty.		
find out	discover	We don't know where he lives. How can we find out?		
find something out	discover	We tried to keep the time of the party a secret, but Samantha found it out.		
get something across/over	communicate, make understandable	I tried to get my point across/ over to the judge but she wouldn't listen.		
get along/on	like each other	I was surprised how well my new girlfriend and my sister got along/on.		
get around	havé mobility	My grandfather can get around fine in his new wheelchair.		
get away	go on a vacation	We worked so hard this year that we had to get away for a week.		
get away with something	do without being noticed or punished	Jason always gets away with cheating in his maths tests.		
get back	return	We got back from our vacation last week.		
get something back	receive something you had before	Liz finally got her Science notes back from my room-mate.		



get back at somebody	retaliate, take revenge	My sister got back at me for stealing her shoes. She stole my favourite hat.		
get back into something	et back into something become interested in something again			
get on something	step onto a vehicle	We're going to freeze out here if you don't let us get on the bus.		
get over something	recover from an illness, loss, diffi- culty	I just got over the flu and now my sister has it.		
get over something	overcome a problem	The company will have to close if it can't get over the new regu- lations.		
get round to something	finally find time to do	I don't know when I am going to get round to writing the thank you cards.		
get together	meet (usually for social reasons)	Let's get together for a party this weekend.		
get up	get out of bed	I got up early today to study for my exam.  You should get up and give the elderly man your seat.		
get up	stand			
give somebody away	reveal hidden information about somebody	His wife gave him away to the police.		
give somebody away	take the bride to the altar	My father gave me away at my wedding.		
give something away	ruin a secret	My little sister gave the surprise party away by accident.		
give something away	give something to somebody for free	The library was giving away old books on Friday.		
give something back return a borrowed item		I have to give these skates back to Franz before his hockey game,		
give in	My friend didn't want to go to the ballet, but he finally gave in.			
give something out	give to many people (usually at no cost)	They were giving out free per- fume samples at the department store.		



give something up	quit a habit	I am giving up smoking as of January 1st.		
give up	stop trying	My maths homework was too difficult so I gave up.		
go after somebody	follow somebody	My brother tried to go after the thief in his car.		
go after something	try to achieve something	I went after my dream and now I am a published writer.		
go against somebody	compete, oppose	We are going against the best soccer team in the city tonight.		
go ahead	start, proceed	Please go ahead and eat before the food gets cold.		
go back	return to a place	I have to go back home and get my lunch.		
go out	leave home to go on a social event	We're going out for dinner to- night.  Jesse has been going out with Luke since they met last winter.  Please go over your answers be- fore you submit your test.  I haven't seen Tina for a long time. I think I'll go over for an hour or two.  When I was young, we went without winter boots.  My best friend and I grew apart after she changed schools.		
go out with somebody	date			
go over something	review			
go over	visit somebody nearby			
go without something	suffer, lack or deprivation			
grow apart	stop being friends over time			
grow back	regrow	My roses grew back this sum- mer.		
grow up	become an adult	When Jack grows up he wants to be a fireman.		
grow out of something-	get too big for	Elizabeth needs a new pair of shoes because she has grown out of her old ones.		
grow into something	grow big enough to fit	This bike is too big for him now, but he should grow into it by next year.		
hand something down	give something used	I handed my old comic books down to my little cousin.		
hand something in	submit	I have to hand in my essay by Friday.		



hand something out	to distribute to a group of people	We will hand out the invitations at the door.	
hand something over	give (usually unwillingly)	The police asked the man to hand over his wallet and his weapons.	
hang in	stay positive	Hang in there. I'm sure you'll find a job very soon.	
hang on	wait a short time	Hang on while I grab my coat and shoes!	
hang out	spend time relaxing	Instead of going to the party we are just going to hang out at my place.	
hang up	end a phone call	He didn't say goodbye before he hung up.	
hold somebody/ something back	prevent from doing/going	I had to hold my dog back be- cause there was a cat in the park.	
hold something back	hide an emotion	Jamie held back his tears at his grandfather's funeral.	
hold on	wait a short time	Please hold on while I transfer you to the Sales Department.	
hold onto somebody/ some- thing	hold firmly using your hands or arms	Hold onto your hat because it very windy outside.	
keep on doing something	continue doing	Keep on stirring until the liquid comes to a boil.	
keep something from somebody	not tell	We kept our relationship from our parents for two years.	
keep somebody/ something out	stop from entering	Try to keep the wet dog out of the living room.	
keep something up	continue at the same rate	If you keep those results up you will get into a great college.	
let somebody down	fail to support or help, disappoint	I need you to be on time. Don't let me down this time.	
let somebody in	allow to enter	Can you let the cat in before you go to school?	
log in	sign in (to a website, database etc)	I can't log in to Facebook be- cause I've forgotten my pass- word.	
log out (or off)	sign out (of a website, database etc)	If you don't log off somebody could get into your account.	



look after somebody	take care of	I have to look after my sick grandmother.	
look down on somebody	think less of	Ever since we stole that choco- late bar your dad has looked down on me.	
look for somebody/ some- thing	try to find	I'm looking for a red dress for the wedding.	
look forward to something	be excited about the future	I'm looking forward to the Christmas break.	
look into something	investigate	We are going to look into the price of snowboards today.	
look out	be careful	Look out! That car's going to hit you!	
look out for	be vigilant for	Don't forget to look out for snakes on the hiking trail.	
look something over	check, examine	Can you look over my essay for spelling mistakes?	
look something up	search and find information	We can look her phone number up on the Internet.	
look up to somebody	have a lot of respect for	My little sister has always looked up to me.	
make something up	invent, lie about something	Josie made up a story about wh we were late.	
make up	forgive each other	We were angry last night, but w made up at breakfast.	
make somebody up	apply cosmetics to	My sisters made me up for my graduation party.	
mix something up	confuse two or more things	I mixed up the twins' names again!	
pass away	die	His uncle passed away last night after a long illness.	
pass out	faint	It was so hot in the church that an elderly lady passed out.	
pass something out	give the same thing to many people	The professor passed the text- books out before class.	
pass something up decline		I passed up the job because I am afraid of change.	
pay somebody back	return owed money	Thanks for buying my ticket. I'l pay you back on Friday.	



pay for something	be punished for doing something bad	That bully will pay for being mean to my little brother.	
pick something out	choose	I picked out three sweaters for you to try on.	
point somebody/ some- thing out	indicate with your finger	I'll point my boyfriend out when he runs by.	
put something down	put what you are holding on a surface or floor	You can put the groceries down on the kitchen counter.	
put somebody down	insult	The students put the substitute teacher down because his pants were too short.	
put something off	postpone	We are putting off our trip un- til January because of the hur- ricane.	
put something out	extinguish	The neighbours put the fire our before the firemen arrived.	
put something together	assemble	I have to put the crib together before the baby arrives.	
put up with somebody/ something	tolerate .	I don't think I can put up with three small children in the car.	
put something on	put clothing/ accessories on your body	Don't forget to put on your new earrings for the party.	
run into somebody/ some- thing	meet unexpectedly	I ran into an old school-friend at the mall.	
run over somebody/ some- thing	drive a vehicle over a person or thing	I accidentally ran over your bi- cycle in the driveway.	
run over/through some- thing	rehearse, review	Let's run over/through these lines one more time before the show.	
run away	leave unexpectedly, escape	The child ran away from home and has been missing for three days.	
run out	have none left	We ran out of shampoo so I had to wash my hair with soap.	
send something back	return (usually by mail)	My letter got sent back to me because I used the wrong stamp.	
et something up	arrange, organize	Our boss set a meeting up with the president of the company.	
et somebody up	trick, trap	The police set up the car thief by using a hidden camera.	



shop around	compare prices	I want to shop around a little be- fore I decide on these boots.		
show off	act extra special	He always shows off on his skateboard.		
sleep over	stay somewhere for the night	You should sleep over tonight if the weather is too bad to drive home.		
sort something out	organize, resolve a problem	We need to sort the bills out be- fore the first of the month.		
stick to something	continue doing something	You will lose weight if you stick to the diet.		
switch something off	stop the energy flow, turn off	The light's too bright. Could you switch it off.		
switch something on	start the energy flow, turn on	We heard the news as soon as we switched on the car radio.		
take after somebody	resemble a family member	I take after my mother. We are both impatient.		
take something back	return an item	I have to take our new TV back because it doesn't work.		
take off	start to fly	My plane takes off in five min- utes.		
take something off	remove something (usually clothing)	Take off your socks and shoes and come in the lake!		
take something out	remove from a place or thing Can you take t	Can you take the garbage out to the street for me?		
take somebody out	pay for somebody to go somewhere with you	My grandparents took us out dinner and a movie.		
tear something up	rip into pieces	I tore up my ex-boyfriend's let- ters and gave them back to him.		
think back	remember (often + to, sometimes + on)	When I think back on my youth I wish I had studied harder.		
think something over	consider	I'll have to think this job off- over before I make my final de cision.		
throw something away	dispose of	We threw our old furniture away when we won the lottery.		
turn something down	decrease the volume	Please turn the TV down while the guests are here.		
turn something down	refuse	I turned the job down because don't want to move.		



		Foundati
turn something off	stop the energy flow, switch off	Your mother wants you to turn the TV off and come for dinner.
turn something on	start the energy, switch on	It's too dark in here. Let's turn some lights on.
turn something up	increase the volume or strength	Can you turn the music up? This is my favourite song.
turn up	appear suddenly	Our cat turned up after we put posters up all over the neigh- bourhood.
try something on	sample clothing	I'm going to try these jeans on, but I don't think they will fit.
try something out	test	I am going to try this new brand of detergent out,
use something up	finish the supply	The kids used all of the tooth- paste up so we need to buy some more.
wake up	stop sleeping	We have to wake up early for work on Monday.
warm up	prepare body for exercise	I always warm up by doing sit- ups before I go for a run.
wear off	fade away	Most of my make-up wore off before I got to the party.
work out	exercise	I work out at the gym three times a week.
work out	be successful	Our plan worked out fine.
work something out	make a calculation	We have to work out the total cost before we buy the house.



# Practice Exercises

I. Select the right option to fill in the blanks.			10.	HER TEN HER SEE TO BE SEE THE SEE			
	1.	Could you turn the TV? The soap opera is about to start.		workers to meet this projected demand.  (a) at  (b) on			
				(c) up (d) over			
		(a) back (b) on (c) off (d) out					
	2	There was nothing good on TV so I turned	II. Sele	ct correct Phrasal verb to fill in the blanks.			
	4.	it and went to bed.	1.	Has the advertising agency			
*		(a) off (b) up		the new promotional material yet? I need			
4		(c) in (d) down		it by this afternoon.			
	3	The TV is too loud. Can you turn it		(a) dropped off (b) dropped in			
	٠.	a bit?		(c) dropped out (d) dropped by			
		(a) up (b) out	2.	We need to the price of the			
		(c) off (d) down		product, which is relatively high, and			
	4	108080		focus on its quality as a selling point.			
	7.	The TV is too quiet. Can you turn it a bit?		(a) back down			
			1	(b) break down			
		(a) back (b) off		(c) play down			
	_	(c) up (d) over		1/2/2000 Telephone 100 published			
	5.	I've been looking my car keys		(d) settle down			
		for half an hour. Have you seen them	3.	Have you any other			
		anywhere?		interesting product features that we could			
		(a) up (b) for		emphasize in the ads?			
	ile s	(c) after (d) at		(a) come across (b) drawn out			
	6.	My mother has offered to look the		(c) gotten across (d) made out			
		children, so we can go to the party.	4.	We've decided to billboards			
		(a) for (b) into		and use more double-page spreads			
		(c) at (d) after		instead.			
	7.	If you don't know what the word means,		(a) back off on (b) come down with			
194		you'll have to look it in the		(c) cut back on (d) drop off			
		dictionary.	5.				
		(a) for (b) up		The colours and images are all wrong. We			
		(c) out (d) off		will have to			
	8.	The meeting has been putto Friday		(a) do it over (b) even it out			
		as so many people have got the flu.		(c) do it in (d) put it down			
-		(a) up (b) in	6	We had to reorder the printed adverti-			
		(c) back (d) out	0.	sements because the printer completely			
	9.	=1.49/19.79.29.20.19.19.19.19.19.19.19.19.19.19.19.19.19.		forgot and the free sample			
		Monday due to the seriousness of the		coupons.			
		situation.		(a) kept off (b) left out			
		(a) on (b) out		(c) passed out (d) shaved off			
		(c) down (d) forward		(c) passed out (d) shaved off			



	7.		paign	if we can't get any	5.	If you're going to the shops, can you get us some milk. I'm afraid we've again.
	*	(a) call on	(b)	call off		(a) grown out (b) taken out
		(c) drop off	(d)	drop out		(c) gone out (d) run out
	8.			n't seem to promote	6.	How are you with your
				explain to me how		new neighbours? Are they okay?
			ns _	sport		(a) hitting off (b) getting along
		shoes?				(c) taking off (d) getting through
		(a) pan out as			7.	Someone my flat while I
	0			have to do with		was away and stole my video and sound
	9+	I like that magazine, but I think we should advertising in it until its			system.	
		circulation has in	crease	ng m it unin its		(a) dropped into (b) crashed into
		(a) put out				(c) moved into (d) broke into
		(c) put away	070.370		8.	Of course I was upset that I didn't get the
	10.	My new assistant				job, but I'll soon it.
				in an ad campaign		(a) do over (b) get over
		like this one.			0	(c) make over (d) put over
		(a) broken down	(b)	broken in	. 9.	If you're thinking of selling your house, you should first. You'll get a
		(c) broken up			2	better price.
m	. Fil	l in the blanks wi	th ap	propriate phrasal	EX.	(a) do it up (b) dream it up
	ver			rp		(c) make it up (d) make it out
	1.	What time does	this	afternoon's match	10.	Being in hospital in the UK was a terrible experience. I don't want to have to
		(a) make off	(b)	take off		that again if I can help it.
		(c) set off				(a) think through (b) get off
	2.			a new hobby.		(c) go through (d) make through
		Maybe I'll give pa			11.	Unfortunately it was too dark for me to
		(a) doing up		The state of the s	20	the license plate of the burglar's car.
	2.0	(c) taking up	2000			(a) see through (b) make out
	3;	I can't afford to		on another		(c) look out (d) see out
		foreign holiday th			12	When you've finished watching the film,
		(a) set out		splash out	12.	can you just, because
		(c) take out	1000	give out		I'm going now.
	4.			ere to stay, I can	ay, I can	(a) take yourself out
		for a few days. (a) set you up (b) get you up		(b) make yourself out		
		(c) take you up		get you up  (c) see yourself out	(c) see yourself out	
		(c) take you up	(a)	put you up		(d) get yourself out

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# Answer Key

1.	1.	(b)	2.	(a)	3.	(d)	4.	(c)	5.	(b)
	6.	2000年1000年1000年	<b>生为社会和国际规则的</b>	(b)	8.	(c)	9.	(d)	10.	(b)
na <b>H.</b> (189)	1.	(a)	2,5	(c)	3. 🗤	::::(a)::::	554.	(c)	5.	(a)
	6.	(b)	ALCOHOLD REPORT	(b)	THYPHOXXXXXXXXXX		- 9.	- AMERICA AND STREET	10.	28/2006/09/99
m.	1.	(d)	- 2.	(c)	3.	(b)	4.	(d)	5.	(d)
I saw s	6.	(b)	7,	(d)	8.	(b)	9. 6	(a)	10.	(c)
been one	-11.	: (b) -	12.05	(c)						

9

## **Punctuations**

Punctuation is used to create sense, clarity and stress in sentences. You use punctuation marks to structure and organise your writing.

### Uses of Punctuation Marks

### Periods

Rule 1: Use a period at the end of a complete sentence that is a statement.

Example: I know him well.

Rule 2: If the last item in the sentence is an abbreviation that ends in a period, do not follow it with another period.

This is Alice Smith, M.D.. (Incorrect)

This is Alice Smith, M.D. (Correct)

Please shop, cook, etc. We will do the laundry. (Correct)

Rule 3: Question marks and exclamation points replace and eliminate periods at the end of a sentence.

Example: How are you doing these days?

What a beautiful flower!

#### Commas

Commas and periods are the most frequently used punctuation marks. Commas customarily indicate a brief pause; they're not as final as periods.

Rule 1: Use commas to separate words and word groups in a simple series of three or more items.

Example: My estate goes to my husband, son, daughter-in-law, and nephew.

#### NOTE:

When the last comma in a series comes before 'and' or 'or' (after daughter-in-law in the above example), it is known as the Oxford comma. Most newspapers and magazines drop the Oxford comma in a simple series, apparently feeling it's unnecessary. However, omission of the Oxford comma can sometimes lead to misunderstandings.

Example: We had coffee, cheese and crackers and grapes.

Adding a comma after crackers makes it clear that cheese and crackers represents one dish. In cases like this, clarity demands the Oxford comma.

We had coffee, cheese and crackers, and grapes.



Fiction and nonfiction books generally prefer the Oxford comma. Writers must decide Oxford or no Oxford and not switch back and forth, except when omitting the Oxford comma could cause confusion as in the cheese and crackers example.

Rule 2: Use a comma to separate two adjectives when the order of the adjectives is interchangeable.

Example: He is a strong, healthy man.

We could also say healthy, strong man.

We stayed at an expensive summer resort.

We would not say summer expensive resort, so no comma.

Another way to determine if a comma is needed is to mentally put and between the two adjectives. If the result still makes sense, add the comma. In the examples above, a strong and healthy man makes sense, but an expensive and summer resort does not.

Rule 3a: Many inexperienced writers run two independent clauses together by using a comma instead of a period. This results in the dreaded run-on sentence or, more technically, a comma splice.

He walked all the way home, he shut the door. (Incorrect)

There are several simple remedies:

He walked all the way home. He shut the door. (Correct)

After he walked all the way home, he shut the door. (Correct)

He walked all the way home, and he shut the door. (Correct)

Rule 3b: In sentences, where two independent clauses are joined by connectors, such as, and, or, but, etc., put a comma at the end of the first clause.

. He walked all the way home and he shut the door. (Incorrect)

He walked all the way home, and he shut the door. (Correct)

Some writers omit the comma if the clauses are both quite short:

Example: I paint and he writes.

Rule 3c. If the subject does not appear in front of the second verb, a comma is generally unnecessary.

Example: He thought quickly but still did not answer correctly.

But sometimes a comma in this situation is necessary to avoid confusion.

Confusing: I saw that she was busy and prepared to leave.

Clearer with comma: I saw that she was busy, and prepared to leave.

Without a comma, the reader is liable to think that "she" was the one who was prepared to leave.

Rule 4. When starting a sentence with a dependent clause, use a comma after it.

Example: If you are not sure about this, let me know now.

But often a comma is unnecessary when the sentence starts with an independent clause followed by a dependent clause.

Example: Let me know now if you are not sure about this.

Rule 5. Use commas to set off non-essential words, clauses, and phrases (see Who, That, Which).

Jill who is my sister shut the door. (Incorrect)

Jill, who is my sister, shut the door. (Correct)

The man knowing it was late hurried home. (Incorrect)



The man, knowing it was late, hurried home. (Correct)

In the preceding examples, note the comma after sister and late. Non-essential words, clauses, and phrases that occur mid-sentence must be enclosed by commas. The closing comma is called an appositive comma. Many writers forget to add this important comma. Following are two instances of the need for an appositive comma with one or more nouns.

My best friend, Joe arrived. (Incorrect)

My best friend, Joe, arrived. (Correct)

The three items, a book, a pen, and paper were on the table. (Incorrect)

The three items, a book, a pen, and paper, were on the table. (Correct)

Rule 6: If something or someone is sufficiently identified, the description that follows is considered non-essential and should be surrounded by commas.

Example: Freddy, who has a limp, was in an auto accident.

If we already know which Freddy is meant, the description is not essential.

The boy who has a limp was in an auto accident.

We do not know which boy is meant without further description; therefore, no commas are used.

This leads to a persistent problem. Look at the following sentence:

Example: My brother Bill is here.

Now, see how adding two commas changes that sentence's meaning:

My brother, Bill, is here.

Careful writers and readers understand that the first sentence means I have more than one brother. The commas in the second sentence mean that Bill is my only brother.

Why? In the first sentence, Bill is essential information: it identifies which of my two (or more) brothers I'm speaking of. This is why no commas enclose Bill.

In the second sentence, Bill is non-essential information—whom else but Bill could I mean?—hence the commas.

Comma misuse is nothing to take lightly. It can lead to a train wreck like this.

Example: Mark Twain's book, Tom Sawyer, is a delight.

Because of the commas, that sentence states that Twain wrote only one book. In fact, he wrote more than two dozen of them.

Rule 7a: Use a comma after certain words that introduce a sentence, such as, well, yes, why, hello, hey, etc.

Example: Why, I can't believe this!

No, you can't have a dollar.

Rule 7b: Use commas to set off expressions that interrupt the sentence flow (nevertheless, after all, by the way, on the other hand, however, etc.).

Example: I am, by the way, very nervous about this.

Rule 8: Use commas to set off the name, nickname, term of endearment, or title of a person directly addressed.

Example: Will you, Aisha, do that assignment for me?

Yes, old friend, I will. Good day, Captain.



Rule 9: Use a comma to separate the day of the month from the year, and — what most people forget!—
always put one after the year, also.

Example: It was in the Sun's June 5, 2003, edition.

No comma is necessary for just the month and year.

Example: It was in a June 2003 article.

Rule 10: Use a comma to separate a city from its state, and remember to put one after the state, also.

Example: I'm from the Akron, Ohio, area.

Rule 11: Traditionally, if a person's name is followed by Sr. or Jr., a comma follows the last name: Martin Luther King, Jr. This comma is no longer considered mandatory. However, if a comma does precede Sr. or Jr., another comma must follow the entire name when it appears midsentence.

Al Mooney Sr. is here. (Correct)

Al Mooney, Sr., is here. (Correct)

Al Mooney, Sr. is here. (Incorrect)

Rule 12: Similarly, use commas to enclose degrees or titles used with names.

Example: Al Mooney, M.D., is here.

Rule 13a: Use commas to introduce or interrupt direct quotations.

Example: He said, "I don't care."

"Why," I asked, "don't you care?"

This rule is optional with one-word quotations.

Example: He said "Stop."

Rule 13b: If the quotation comes before he said, she wrote, they reported, Dana insisted, or a similar attribution, end the quoted material with a comma, even if it is only one word.

Example: "I don't care," he said.

"Stop," he said.

Rule 13c: If a quotation functions as a subject or object in a sentence, it might not need a comma.

Example: Is "I don't care" all you can say to me?

Saying "Stop the car" was a mistake.

Rule 14: Use a comma to separate a statement from a question.

Example: I can go, can't I?

Rule 15: Use a comma to separate contrasting parts of a sentence.

Example: That is my money, not yours.

Rule 16a: Use a comma before and after certain introductory words or terms, such as, namely, that is, i.e., e.g., and for instance, when they are followed by a series of items.

Example: You may be required to bring many items, e.g., sleeping bags, pans, and warm clothing.

Rule 16b: A comma should precede the term etc. Many authorities also recommend a comma after etc. when it is placed midsentence.

Example: Sleeping bags, pans, warm clothing, etc., are in the tent.



### Semicolons

It's no accident that a semicolon is a period atop a comma. Like commas, semicolons indicate an audible pause—slightly longer than a comma's, but short of a period's full stop.

Semicolons have other functions, too. But first, a caveat: avoid the common mistake of using a semicolon to replace a colon.

I have one goal; to find her. (Incorrect)

I have one goal: to find her. (Correct)

Rule 1a: A semicolon can replace a period if the writer wishes to narrow the gap between two closely linked sentences.

Example: Call me tomorrow; you can give me an answer then.

We have paid our dues; we expect all the privileges listed in the contract.

Rule 1b: Avoid a semicolon when a dependent clause comes before an independent clause.

Although they tried; they failed. (Incorrect)

Although they tried, they failed. (Correct)

Rule 2: Use a semicolon before such words and terms as namely, however, therefore, that is, i.e., for example, e.g., for instance, etc., when they introduce a complete sentence. It is also preferable to use a comma after these words and terms.

Example: Bring any two items; however, sleeping bags and tents are in short supply.

Rule 3: Use a semicolon to separate units of a series when one or more of the units contain commas.

The conference has people who have come from Moscow, Idaho, Springfield, California, Alamo, Tennessee, and other places as well. (Incorrect)

Note that with only commas, that sentence is hopeless.

The conference has people who have come from Moscow, Idaho; Springfield, California; Alamo, Tennessee; and other places as well. (Correct)

(Note the final semicolon, rather than a comma, after Tennessee.)

Rule 4. A semicolon may be used between independent clauses joined by a connector, such as, and, but, or, nor, etc., when one or more commas appear in the first clause.

Example: When I finish here, and I will soon, I'll be glad to help you; and that is a promise I will keep.

Rule 5. Do not capitalize ordinary words after a semicolon.

Incorrect: I am here; You are over there. (Incorrect)

Correct: I am here; you are over there. (Correct)

### Apostrophes

Rule 1a: Use the apostrophe to show possession. To show possession with a singular noun, add an apostrophe plus the letter s.

Example: a woman's hat

the boss's wife

Mrs. Chang's house

Rule 1b: Many common nouns end in the letter s (lens, cactus, bus, etc.). So do a lot of proper nouns (Mr. Jones, Texas, Christmas). There are conflicting policies and theories about how to show www.olymplads.org



possession when writing such nouns. There is no right answer; the best advice is to choose a formula and stay consistent.

Rule 1c: Some writers and editors add only an apostrophe to all nouns ending in s. And some add an apostrophe + s to every proper noun, be it Hastings's or Jones's.

One method, common in newspapers and magazines, is to add an apostrophe + s ('s) to common nouns ending in s, but only a stand-alone apostrophe to proper nouns ending in s.

Example: the class's hours

Mr. Jones' golf clubs

the canvas's size

Texas' weather

Care must be taken to place the apostrophe outside the word in question. For instance, if talking about a pen belonging to Mr. Hastings, many people would wrongly write Mr. Hasting's pen (his name is not Mr. Hasting).

Mr. Hastings' pen (Correct)

Another widely used technique is to write the word as we would speak it. For example, since most people saying "Mr. Hastings' pen" would not pronounce an added s, we would write Mr. Hastings' pen with no added s. But most people would pronounce an added s in "Jones's," so we'd write it as we say it: Mr. Jones's golf clubs. This method explains the punctuation of for goodness' sake.

Rule 2a: Regular nouns are nouns that form their plurals by adding either the letter s or -es (guy, guys; letter, letters; actress, actresses; etc.). To show plural possession, simply put an apostrophe after the s.

guys' night out (guy + s + apostrophe) (Correct)

guy's night out (implies only one guy) (Incorrect)

two actresses' roles (actress + es + apostrophe) (Correct)

two actress's roles (Incorrect)

Rule 2b: Do not use an apostrophe + s to make a regular noun plural.

Apostrophe's are confusing. (Incorrect)

Apostrophes are confusing. (Correct)

We've had many happy Christmas's. (Incorrect)

We've had many happy Christmases. (Correct)

In special cases, such as when forming a plural of a word that is not normally a noun, some writers add an apostrophe for clarity.

Example: Here are some do's and don'ts.

In that sentence, the verb do is used as a plural noun, and the apostrophe was added because the writer felt that dos was confusing. Not all writers agree; some see no problem with dos and don'ts.

However, with single lowercase letters, it is advisable to use apostrophes.

Example: My a's look like u's.

Imagine the confusion if you wrote that sentence without apostrophes. Readers would see as and us, and feel lost.



Rule 2c: English also has many irregular nouns (child, nucleus, tooth, etc.). These nouns become plural by changing their spelling, sometimes becoming quite different words. You may find it helpful to write out the entire irregular plural noun before adding an apostrophe or an apostrophe + s.

Two childrens' hats (Incorrect)

The plural is children, not childrens.

Two children's hats (children + apostrophe + s) (Correct)

The teeths' roots (Incorrect)

The teeth's roots (Correct)

Rule 2d: Things can get really confusing with the possessive plurals of proper names ending in s, such as Hastings and Jones.

If you're the guest of the Ford family—the Fords—you're the Fords' guest (Ford + s + apostrophe). But what if it's the Hastings family?

Most would call them the "Hastings." But that would refer to a family named "Hasting." If someone's name ends in s, we must add -es for the plural. The plural of Hastings is Hastingses. The members of the Jones family are the Joneses.

To show possession, add an apostrophe.

The Hastings' dog (Incorrect)

The Hastingses' dog (Hastings + es + apostrophe) (Correct)

The Jones' car (Incorrect)

The Joneses' car (Correct)

In serious writing, this rule must be followed no matter how strange or awkward the results are.

Rule 2e: Never use an apostrophe to make a name plural.

Incorrect: The Wilson's are here. (Incorrect)

Correct: The Wilsons are here. (Correct)

Incorrect: We visited the Sanchez's. (Incorrect)

Correct: We visited the Sanchezes. (Correct)

Rule 3: With a singular compound noun (for example, mother-in-law), show possession with an apostrophe + s at the end of the word.

Example: my mother-in-law's hat

If the compound noun (e.g., brother-in-law) is to be made plural, form the plural first (brothers-in-law), and then use the apostrophe + s.

Example: my two brothers-in-law's hats

Rule 4: If two people possess the same item, put the apostrophe + s after the second name only.

Example: Cesar and Maribel's home is constructed of redwood.

However, if one of the joint owners is written as a pronoun, use the possessive form for both.

Maribel and my home (Incorrect)

Maribel's and my home (Correct)

He and Maribel's home (Incorrect)

Him and Maribel's home (Incorrect)

His and Maribel's home (Correct)



In cases of separate rather than joint possession, use the possessive form for both.

Example: Cesar's and Maribel's homes are both lovely.

They don't own the homes jointly.

Cesar and Maribel's homes are both lovely.

The homes belong to both of them.

Rule 5: Use an apostrophe with contractions. The apostrophe is placed where a letter or letters have been removed.

Example: doesn't, it's, 'tis, can't, you'd, should've, rock 'n' roll, etc.

Does'nt. (Incorrect)

Rule 6. There are various approaches to plurals for abbreviations, single letters, and numerals.

Many writers and editors prefer an apostrophe after single capitalized letters.

Example: I made straight A's.

With groups of two or more capital letters, apostrophes seem less necessary.

Example: There are two new MPs on the base.

He learned his ABCs.

She consulted with three M.D.s. OR, She consulted with three M.D.'s.

(Some write M.D.'s to give the s separation from the second period.)

Single-digit numbers are usually spelled out, but when they aren't, you are just as likely to see 2s and 3s as 2's and 3's. With double digits and above, many (but not everyone) regard the apostrophe as superfluous: I scored in the high 90s.

There are different schools of thought about years and decades. The following examples are all in widespread use.

Example: the 1990s, the 1990's, the '90s, the 90's, Awkward: the '90's

Rule 7: Amounts of time or money are sometimes used as possessive adjectives that require apostrophes.

Three days leave. (Incorrect)

Three days' leave. (Correct)

My two cents worth. (Incorrect)

My two cents' worth. (Correct)

Rule 8: The personal pronouns hers, ours, yours, theirs, its, whose, and the pronoun oneself never take an apostrophe.

Feed a horse grain. It's better for its health. (Correct)

Who's glasses are these? (Incorrect)

Whose glasses are these? (Correct)

Talking to one's self in public is odd. (Incorrect)

Talking to oneself in public is odd. (Correct)

Rule 9: When an apostrophe comes before a word or number, take care that it's truly an apostrophe (') rather than a single quotation mark (').

'Twas the night before Christmas. (Incorrect)

'Twas the night before Christmas. (Correct)

I voted in '08. (Incorrect)



I voted in '08. (Correct)

Serious writers avoid the word 'til as an alternative to until. The correct word is till, which is many centuries older than until.

Rule 10: Beware of false possessives, which often occur with nouns ending in s. Don't add apostrophes to noun-derived adjectives ending in s. Close analysis is the best guide.

Incorrect: We enjoyed the New Orleans' cuisine.

In the preceding sentence, the word the makes no sense unless New Orleans is being used as an adjective to describe cuisine. In English, nouns frequently become adjectives. Adjectives rarely if ever take apostrophes.

Incorrect: I like that Beatles' song. (Incorrect)

Correct: I like that Beatles song. (Correct)

Again, Beatles is an adjective, modifying song.

Incorrect: He's a United States' citizen. (Incorrect)

Correct: He's a United States citizen. (Correct)

Rule 11. Beware of nouns ending in y; do not show possession by changing the y to ies.

The company's policy (Correct)

The companies policy (Incorrect)

To show possession when a noun ending in y becomes plural, write ies'. Do not write y's.

Three companies' policies (Correct)

Three company's policies (Incorrect)

Exception: Names and other proper nouns ending in y become plural simply by adding an s.

They do not form their plurals with an apostrophe, or by changing the y to ies.

The Flannerys are coming over. (Correct)

The Flannery's are coming over. (Incorrect)

The Flanneries are coming over. (Incorrect)

The Flannerys' house was robbed. (Correct)

The Flanneries' house was robbed. (Incorrect)

# Hyphens

There are two commandments about this misunderstood punctuation mark. First, hyphens must never be used interchangeably with dashes, which are noticeably longer. Second, there should not be spaces around hyphens.

300-325 people (Incorrect)

300 - 325 people (Incorrect)

300-325 people (Correct)

Hyphens' main purpose is to glue words together. They notify the reader that two or more elements in a sentence are linked. Although there are rules and customs governing hyphens, there are also situations when writers must decide whether to add them for clarity.



Hyphens Between Words

Rule 1: Generally, hyphenating two or more words when they come before a noun, they modify and act as a single idea. This is called a compound adjective.

Example: an off-campus apartment

state-of-the-art design

When a compound adjective follows a noun, a hyphen is usually not necessary.

Example: The apartment is off campus.

However, some established compound adjectives are always hyphenated. Double-check with a dictionary or online.

Example: The design is state-of-the-art.

See also Rule 2b in Writing Numbers

Rule 2a: A hyphen is frequently required when forming original compound verbs for vivid writing, humour, or special situations.

Example: The slacker video-gamed his way through life.

Oueen Victoria throne-sat for six decades.

Rule 2b: When writing out new, original, or unusual compound nouns, writers should hyphenate them to avoid confusion.

Example: I changed my diet and became a no-meater.

(No-meater is too confusing without the hyphen.)

The slacker was a video gamer.

(Video gamer is clear without a hyphen, although some writers might prefer to hyphenate it.)

Writers using familiar compound verbs and nouns should consult a dictionary or look online to decide if these verbs and nouns should be hyphenated.

Rule 3: An often overlooked rule for hyphens: The adverb very and adverbs ending in -ly are not hyphenated.

The very-elegant watch (Incorrect)

The finely-tuned watch (Incorrect)

This rule applies only to adverbs. The following two examples are correct because the -ly words are not adverbs:

The friendly-looking dog (Correct)

A family-owned cafe (Correct)

Rule 4: Hyphens are often used to tell the ages of people and things. A handy rule, whether writing about years, months, or any other period of time, is to use hyphens unless the period of time (years, months, weeks, days) is written in plural form.

With hyphens:

We have a two-year-old child.

We have a two-year-old.

No hyphens: The child is two years old. (Because years is plural.)

Exception: The child is one year old. (Or day, week, month, etc.)



Silvi ve is distlesing-bride, vista (nem 2)

#### NOTE:

That when hyphens are involved in expressing ages, two hyphens are required. Many writers forget the second hyphen:

We have a two-year old child. (Incorrect)

Without the second hyphen, the sentence is about an "old child,"

Rule 5: Never hesitate to add a hyphen if it solves a possible problem. Following are two examples of well-advised hyphens:

Confusing: Springfield has little town charm.

With hyphen: Springfield has little-town charm.

Without the hyphen, the sentence seems to say that Springfield is a dreary place. With the hyphen, little-town becomes a compound adjective, making the writer's intention clear: Springfield is a charming small town.

Confusing: She had a concealed weapons permit.

With hyphen: She had a concealed-weapons permit.

With no hyphen, we can only guess: Was the weapons permit hidden from sight, or was it a permit for concealed weapons? The hyphen makes concealed-weapons a compound adjective, so the reader knows that the writer meant a permit for concealed weapons.

Rule 6: When using numbers, hyphenate spans or estimates of time, distance, or other quantities. Remember not to use spaces around hyphens.

Example:

3:15-3:45 p.m.

1999-2016

300-325 people

#### NOTE:

Most publishers use the slightly longer 'en' dash instead of a hyphen in this situation.

Example: 3:15-3:45 p.m.

1999-2016

300-325 people

Rule 7: Hyphenate all compound numbers from twenty-one through ninety-nine.

Example: Thirty-two children

One thousand two hundred twenty-one dollars

Rule 8a: Hyphenate all spelled-out fractions. But do not hyphenate fractions introduced with a or an.

More than one-third of registered voters oppose the measure.

More than a third of registered voters oppose the measure.

Rule 8b: When writing out numbers with fractions, hyphenate only the fractions unless the construction is a compound adjective.

The sign is five and one-half feet long. (Correct)

Correct: A five-and-one-half-foot-long sign. (Correct)



The sign is five-and-one-half feet long. (Incorrect)

Rule 9: Hyphenate most double last names.

Example: Sir Winthrop Heinz-Eakins will attend.

Rule 10: As important as hyphens are to clear writing, they can become an annoyance if overused. Avoid adding hyphens when the meaning is clear. Many phrases are so familiar (e.g., high school, twentieth century, one hundred percent) that they can go before a noun without risk of confusing the reader.

Example: A high school senior

A twentieth century throwback

One hundred percent correct

Rule 11: When in doubt, look it up. Some familiar phrases may require hyphens. For instance, is a book up to date or up-to-date? Don't guess; have a dictionary close by, or look it up online.

Hyphens with Prefixes and Suffixes

A prefix (a, un, de, ab, sub, post, anti, etc.) is a letter or set of letters placed before a root word. The word prefix itself contains the prefix pre. Prefixes expand or change a word's meaning, sometimes radically: the prefixes a, un, and dis, for example, change words into their opposites (e.g., political, apolitical; friendly, unfriendly; honour, dishonour).

Rule 1: Hyphenate prefixes when they come before proper nouns or proper adjectives.

Example: Trans-American

Mid-July

Rule 2: In describing family relations, great requires a hyphen, but grand becomes part of the word without a hyphen.

Example: My grandson and my granduncle never met.

My great-great-grandfather fought in the Civil War.

Do not hyphenate half brother or half sister.

Rule 3: For clarity, many writers hyphenate prefixes ending in a vowel when the root word begins with the same letter.

Example: Ultra-ambitious

Semi-invalid

Re-elect

Rule 4: Hyphenate all words beginning with the prefixes self-, ex- (i.e., former), and all-.

Example: Self-assured

Ex-mayor

All-knowing

Rule 5: Use a hyphen with the prefix re—omitting the hyphen would cause confusion with another word.

Example: Will she recover from her illness?

I have re-covered the sofa twice.

(Omitting the hyphen would cause confusion with recover, which means get well.)

I must re-press the shirt.



(Omitting the hyphen would cause confusion with repress, which means subdue by force.)

The stamps have been reissued.

(A hyphen after re- is not needed because there is no confusion with another word.)

Rule 6: Writers often hyphenate prefixes when they feel a word might be distracting or confusing without the hyphen.

Example: De-ice

(With no hyphen we get deice, which might stump readers.)

Co-worker

(With no hyphen we get coworker, which could be distracting because it starts with cow.)

A suffix (y, er, ism, able, etc.) is a letter or set of letters that follows a root word. Suffixes form new words or alter the original word to perform a different task. For example, the noun scandal can be made into the adjective scandalous by adding the suffix ous. It becomes the verb sea candalise by adding the suffix ise.

Rule 1: Suffixes are not usually hyphenated. Some exceptions: -style, -elect, -free, -based.

Example: Modernist-style paintings

Mayor-elect Smith

Sugar-free soda

Oil-based sludge

Rule 2: For clarity, writers often hyphenate when the last letter in the root word is the same as the first letter in the suffix.

Example: Graffiti-ism

Wiretap-proof

Rule 3: Use discretion—and sometimes a dictionary—before deciding to place a hyphen before a suffix. But do not hesitate to hyphenate a rare usage if it avoids confusion.

Example: The annual dance-athon

An eel-esque sea creature

Although the preceding hyphens help clarify unusual terms, they are optional and might not be every writer's choice. Still, many readers would scratch their heads for a moment over danceathon and eelesque.

### Ellipses

An ellipsis (plural: ellipses) is a punctuation mark consisting of three dots.

Use an ellipsis when omitting a word, phrase, line, paragraph, or more from a quoted passage. Ellipses save space or remove material that is less relevant. They are useful in getting right to the point without delay or distraction:

Full quotation: "Today, after hours of careful thought, we vetoed the bill."

With ellipsis: "Today ... we vetoed the bill."

Although ellipses are used in many ways, the three-dot method is the simplest. Newspapers, magazines, and books of fiction and nonfiction use various approaches that they find suitable.



Some writers and editors feel that no spaces are necessary.

Example: I don't know...I'm not sure.

Others enclose the ellipsis with a space on each side.

Example: I don't know ... I'm not sure,

Still others put a space either directly before or directly after the ellipsis.

Example: I don't know ... I'm not sure.

I don't know... I'm not sure.

A four-dot method and an even more rigorous method used in legal works require fuller explanations that can be found in other reference books.

Rule 1: Many writers use an ellipsis whether the omission occurs at the beginning of a sentence, in the middle of a sentence, or between sentences.

A common way to delete the beginning of a sentence is to follow the opening quotation mark with an ellipsis, plus a bracketed capital letter:

Example: "... [A]fter hours of careful thought, we vetoed the bill."

Other writers omit the ellipsis in such cases, feeling the bracketed capital letter gets the point across.

Rule 2: Ellipses can express hesitation, changes of mood, suspense, or thoughts trailing off. Writers also use ellipses to indicate a pause or wavering in an otherwise straightforward sentence.

Example: I don't know ... I'm not sure.

Pride is one thing, but what happens if she ...?

He said, "I ... really don't ... understand this."



# **Practice Exercises**

- Add commas wherever required in the following sentences.
  - 1. After a hard day at the office I like to relax with a large gin.
  - 2. The recipe needed jam flour sugar fruit eggs ketchup and baking powder.
  - 3. "Look at this" he whispered.
  - 4. Paulina his wife of many years had decided to go and live in Greece.
  - 5. As the sun began to sink over the sea Karen got ready to go out.
  - 6. She was intelligent not especially practical.
  - 7. The thief was wearing impractical high heels so she could not run fast.
  - 8. We go to Blackpool for the cuisine not the weather.
  - 9. "I advise you" said the teacher "not to cross me again today."
  - 10. Steven his head still spinning walked out of the office for the last time.

II.	Decide which	pairs of	clauses ca	ı be	connected	with a	semi-colon	in	the	following	sentences.
-----	--------------	----------	------------	------	-----------	--------	------------	----	-----	-----------	------------

1.	Which can/should be connected with a semi-colon?						
8	(a) I hate rice pudding dairy products don't agree with me.						
	(b) Spain is lovely hot weather and friendly people.						
	(c) Spain lovely beaches, endless blue sea and great weather.						
	(d) Spain is a lovely country the beaches are endless and the weather is always good.						
2.	Which can/should be connected with a semi-colon?						
	(a) Paris is a beautiful city wide streets and sunshine.						
	(b) Havana is a lovely city rice pudding is one of my favourite foods.						
	(c) I would love to go to France Paris is a lovely city.						
	(d) I would love to go to Greece I love ancient history.						
3.	Which can/should be connected with a semi-colon?						
	(a) Gran hates going to bed early there is too much on the telly.						
	(b) Gran hates doing DIY too much like hard work.						
	(c) Gran hates going to bed early the wallpaper in her house is peeling.						
	(d) Gran hates doing DIY the wallpaper in her house is peeling.						
4.	Which can/should be connected with a semi-colon?						
	(a) Understanding grammar is very important despite its complexity.						
	(b) Understanding grammar is very important clear communication is an essential skill.						
	(c) Understanding grammar is very important most high level jobs require good writing skills.						
	(d) Understanding grammar is very important although it is not always the most fascinating subject on the planet						



	5	WI	nich can/should be connected with a ser	ni-colon?
	٦.		The stock exchange fell sharply	investor confidence is very low.
		10000	The stock exchange fell sharply	many investors decided to sell their shares.
		4 4	The stock exchange fell sharply	a difficult day for everybody.
			[1] [1] [1] [1] [1] [1] [1] [1] [1] [1]	I would wait before selling your shares.
	17	70.00	The stock exchange fell sharply	
Ш	. Se	lect 1	the sentence which is correctly punct	uated.
	1.	(a)	Spain is a beautiful country; the beau	hes are warm, sandy and spotlessly clean.
		(b)	Spain is a beautiful country: the beau	ches are warm, sandy and spotlessly clean.
		(c)		hes are warm, sandy and spotlessly clean.
		(d)		ches are warm, sandy and spotlessly clean.
M	2.	(a)	그 의계는 배고있었다고있는 사람이를 하는 가게 없다고 싶다.	the following places: Mrs Smith's room, Mr Powell's
	33	(p)		the following places; Mrs Smith's room, Mr Powell's
		(c)		the following places: Mrs Smiths room, Mr Powell's
		(d)	The children's books were all left in office and the caretaker's cupboard.	the following places, Mrs Smith's room, Mr Powell's
	3.	(a)		te, marshmallows and toffee apples.
ā		(b)		ite, marshmallows and toffee apples.
		(c)		
		(d)		ite, marshmallow's and toffee apple's.
	4.	1000	TO - 20 BH - TO TAN (2017) TO THE HARDWOOD TO THE HARDWOOD AND CONTRACT OF THE CONTRACT OF THE CONTRACT OF THE	it its wheels in that old derelict warehouse.
		(b)		at its wheels in that old, derelict warehouse.
		(c)	그 그 그 그 그 그 그 그 그 그 그 그 그 그 그 그 그 그 그	t its wheels in that old, derelict warehouse.
		(d)		at its wheels in that old, derelict warehouse.
	5.	3000		
		(b)		e been an accident.
		(c)		
		(d)		
	6.	7000		is brother's friends went round to have a word.
		(b)	<ul> <li>spiritual production of the state of the sta</li></ul>	is brother's friends went round to have a word.
		(c)		is brother's friends went round to have a word.
		(d)		s brother's friends went round to have a word.
	7.	100000		ways bought him chocolate, cakes, sweets and a nice
		(b)		vays bought him chocolate, cakes, sweets and a nice
		(c)		ways bought him chocolate cakes sweets and a nice

fresh apple.



- (d) Tim's gran, a formidable woman, always bought him chocolate, cakes, sweets and a nice fresh apple.
- 8. (a) After stealing Tims car, the thief lost his way and ended up the chief constable's garage.
  - (b) After stealing Tim's car the thief lost his way and ended up the chief constable's garage.
  - (c) After stealing Tim's car, the thief lost his way and ended up the chief constable's garage.
  - (d) After stealing Tim's car, the thief lost his' way and ended up the chief constable's garage.
- 9. (a) We decided to visit: Spain, Greece, Portugal and Italy's mountains.
  - (b) We decided to visit Spain, Greece, Portugal and Italy's mountains.
  - (c) We decided to visit Spain, Greece, Portugal and Italy's mountains.
  - (d) We decided to visit Spain Greece Portugal and Italy's mountains.
- (a) That tall man, Paul's grandad, is this month's winner.
  - (b) That tall man Paul's grandad is this month's winner.
  - (c) That tall man, Paul's grandad, is this month's winner.
  - (d) That tall man, Pauls grandad, is this month's winner.

### IV. Use appropriate punctuation marks in the following sentences.

- 1. We had a great time in France the kids really enjoyed it
- 2. Some people work best in the mornings others do better in the evenings
- 3. What are you doing next weekend
- 4. Mother had to go into hospital she had heart problems
- 5. Did you understand why I was upset
- 6. It is a fine idea let us hope that it is going to work
- 7. We will be arriving on Monday morning at least I think so
- 8. A textbook can be a wall between teacher and class



# **Answer Key**

- 1. After a hard day at the office, I like to relax with a large gin.
  - 2. The recipe needed jam, flour, sugar, fruit, eggs, ketchup and baking powder.
  - 3. "Look at this," he whispered.
  - 4. Paulina, his wife of many years, had decided to go and live in Greece.
  - 5. As the sun began to sink over the sea, Karen got ready to go out.
  - 6. She was intelligent, not especially practical.
  - 7. The thief was wearing impractical high heels, so she could not run fast.
  - 8. We go to Blackpool for the cuisine, not the weather
  - 9. "I advise you," said the teacher, "not to cross me again today."
  - 10. Steven, his head still spinning, walked out of the office for the last time.
- H. 1. (a, b) 2. (c, d) 3. (a, d) 4. (b, c) 5. (a, b, d)
  HI. 1. (d) 2. (a) 3. (a) 4. (b) 5. (d)
  6. (c) 7. (d) 8. (c) 9. (c) 10. (a)
- IV. 1. We had a great time in France the kids really enjoyed it.
  - Some people work best in the mornings; others do better in the evenings.
  - 3. What are you doing next weekend?
  - 4. Mother had to go into hospital: she had heart problems:
  - 5. Did you understand why I was upset?
  - 6. It is a fine idea; let us hope that it is going to work
  - 7. We will be arriving on Monday morning at least, I think so.
  - 8. A textbook can be a 'wall' between teacher and class.

10

# **Tenses**

A form of a verb that is used to indicate if an action happened in the past, present or future.

Example: I went to school yesterday. (Past tense)

I go to school everyday. (Present tense)

I will go to school tomorrow. (Future tense)

# Kinds of Tenses

In English, there are three kinds of tenses: Present, Past, and Future.

# Present Simple Tense

#### Form

Positive statement:

Example: I play.

He plays.

Negative statement:

Example: I do not play./I don't play.

He does not play/He doesn't play.

Question form:

Example: Do you play?

Does he play?

Negative question:

Example: Do you not play?/Don't you play?

Does he not play?/Doesn't he play?

The passive voice:

Example: The game is played.

The letters are written.

# Spelling

We add only -s ending (plays) in the third person singular. We add -es to the verbs that end in ss, sh, ch, x, z and o: misses, finishes, watches, mixes, buzzes, goes.

- If the verb ends with a consonant followed by -y, we change -y into -i and use the -es ending: carry carries, try -tries.
- ☐ But, if the verb ends with a vowel and -y, only -s ending is used: play plays, stay stays
- The auxiliary verb do is not in questions and negative statements with modal verbs and the verb to be.



Example: Are you a student?

Is he in London?
I am not at home.
He is not happy.
Can you sing?

Must I come? I cannot swim.

He mustn't stay.

If the wh-word (who/which), introducing a question, is the subject of the question, we do not use the auxiliary verb do. Compare the following sentences:

Who knows you? (who is the subject)

Which cars belong to you? (which cars is the subject)

But, in the following sentence, do is used as the wh-word is not the subject here:

Who do you know? (who is the object here)

The negative question normally expresses a surprise. Example:

Doesn't he work?

# Uses of Present Simple Tense

We use the present simple tense for activities that happen again and again (with adverbs like everyday, sometimes, ever, never).

Example: I sometimes go to school by bike.

You don't speak Greek.
Do they get up early?
He often travels.
She doesn't work.

Does she ever help you?

We use it for facts that are universally accepted to be true.

Example: Our planet moves round the sun.

Lions eat meat.

With a future time expression (tomorrow, next week), the present simple is used for planned future actions (timetables).

Example: The train leaves at 8.15. They return tonight.

### **Present Continuous Tense**

#### Form

Positive statement:

Example: I am playing.

You are playing. He is playing.



Propositive statement:

Example: I am not playing/I'm not playing.

You are not playing/You aren't playing.

He is not playing/He isn't playing.

R Question:

Example: Are you playing?

Is he playing?

Negative question:

Example: Are you not playing?/ Aren't you playing?

Is he not playing?/ Isn't he playing?

The negative question normally expresses a surprise: Isn't he working?

# Spelling

The present continuous tense is formed with the verb to be and the present participle (-ing ending).

### Uses of Present Continuous Tense

The present continuous tense is used:

If we want to say that something is happening at the time of speaking. We often use it with time expressions, such as, now or at the moment.

Example: I am doing housework at the moment.

You aren't listening to me now!

Look at him! What is he doing?

I am learning English at the moment.

You aren't listening!

Why is he sitting here?

For temporary activities that are true now, but may not be happening at the time of speaking. Time expressions such as today, this week or these days are typical of this use.

Example: I am in London. I am staying at the hotel. (But just now you can be somewhere else.)

She can't go out. She is writing her essay today. (But she can be having lunch at the

moment.)

You can't borrow this book today. Mary is reading it. (But not right now.)

You can't meet him this week. He is working in Bath. (But he may not be working at

the moment)

For planned future arrangements. The time of the action must be given in the sentence (soon, tomorrow, on Monday, next week), otherwise it is not clear if we are talking about the future.

Example: I am coming soon.

We are leaving on Monday.

She is starting next week.

With always to express the idea that something happens too often and might be annoying to the speaker.



Example: I am always forgetting my keys.

He is always playing in the living room!

We do not normally use the following groups of verbs (so called state verbs) in the continuous form:

Of senses: feel, hear, see, smell, taste. On the other hand, look, watch or listen are action verbs and can be used in the continuous.

Example: I can hear you. - I am listening to you.

Can you see the bird? - Are you looking at the bird?

Of likes and dislikes: like, love, hate, fear, detest, want, wish.

Example: I like animals.

I hate snakes.

of mental states: agree, believe, forget, know, remember, suppose, think.

Example: I agree with you.

I suppose you are right.

Of permanent states: be, have, belong, contain, owe, own, possess.

Example: This pen belongs to me.

I have a new pet.

of appearance: seem, appear, look, sound.

Example: It seems that it will rain.

Your new haircut looks really good.

If some of these verbs are used in the present continuous, they assume a different meaning. In such cases, they become action verbs.

I think he is my best friend. (mental state) - I'm thinking of giving him a present. (mental activity)

He has a new bathroom. (possess) - He is having a bath. (take a bath)

I see what you mean. (know) - I am seeing a doctor as I am ill. (visit)

The flower smells beautiful. (scent) - The dog is smelling the sausage. (sniff)

This wine tastes sour. (It has a sour taste.) - She is tasting the soup to check if it is warm enough. (Act of tasting)

# Past Simple

# Form (with Regular Verb)

Positive statement:

Example: I watched.

He watched.

Negative statement:

Example: I did not watch./ I didn't watch.

He did not watch/He didn't watch.

R Question:

Example: Did you watch?



Negative question:

Example: Did you not watch?/ Didn't you watch?

It is formed by -ed ending. It is the same for all persons, singular and plural.

# Spelling

We add -d (not -ed) to the verbs that end with -e: like - liked. If the verb ends with a consonant followed by -y, we change -y into -i: carry - carried, try - tried.

But, if the verb ends with a vowel and -y, we use -ed ending.

Example: stay - stayed, play - played

If the verb has only one syllable and ends with a vowel followed by a consonant, we double the consonant to keep the same pronunciation: stop - stopped. The same rule applies to the verbs that end with - l: travel - travelled.

# Form (with Irregular Verb)

All the irregular verbs have different forms: go - went, buy - bought, cut - cut, etc.

But, the question and negative are made in the same way: I went - Did you go? No, I did not go.

### Notes

We do not use the auxiliary verb did with the verb to be and modal verbs.

Example: Were you a student?

Was he in London?

I was not at home.

He was not happy.

Could you sing?

Could he come?

I could not swim.

He could not stay.

The auxiliary verb did is not used in questions, beginning with wh-word (who/which) in case it happens to be the subject of the question.

Example: Who met you? (who is the subject)

Which train arrived on time? (which train is the subject)

But, if the wh-word assumes the position of an object in a sentence, did is used.

Example: Who did you meet? (who is the object)

Which train did you miss? (which train is the object)

The negative question normally shows a surprise.

Didn't you know it?

# Uses of Past Simple Tense

We use the past simple for activities or situations that were completed in the past at a definite time.

(a) The time can be mentioned in the sentence:

Example: I came home at 6 o'clock.



When he was a child, he didn't live in a house.

(b) The time is asked about:

When did they get married?

(c) The time is not mentioned in the sentence, but it is clear from the context that the action or situation finished in the past.

Example: He is 20 years old. He was born in Canada.

I've been to Iceland. (present perfect) - Did you enjoy it? (past simple)

We use it for repeated actions in the past.

We walked to school every day. - And did you ever go by bus?

It is used in stories to describe events that follow each other.

Charles entered the hall and looked around. He took off his coat and put it on a second stories.

Charles entered the hall and looked around. He took off his coat and put it on a chair. He was at home.

### Past Continuous

#### Form

Positive statement:

Example: I was watching.

You were watching.

Negative statement:

Example: I was not watching./I wasn't watching.

You were not watching./ You weren't watching.

Question:

Example: Were you watching?

Was he watching?

Negative question:

Example: Were you not watching?/ Weren't you watching?

Was he not watching?/ Wasn't he watching?

### Spelling

The past continuous tense is formed with the past tense of the verb to be and the present participle (-ing form).

### Uses of Past Continuous Tense

We use the continuous tense for actions or situations in the past that were not completed and were in progress for a certain duration.

Example: From 10am to 12pm, I was washing my car. I was in the garage.

(I did not finish my work. It was in progress. I started before 10 and finished after 12.)

The sun was setting. The beach was changing its colours.

(The sun was still in the sky when I was watching it.)

Compare these sentences with their past simple forms, which are used for completed activities:



Example: From 10am to 12pm, I washed my car.

(I finished my work. I started at 10 and finished at 12.)

Finally, the sun set. It was dark and we did not see the beach anymore.

(The sun completely disappeared.)

We use it for continuous, uninterrupted activities. If the action is interrupted (something is done in more intervals or we did more things one after another, we must use the past simple.

Example: Tom was watching TV on Sunday.

Tom watched TV in the morning and in the evening.

Yesterday, I was working in the garden.

Yesterday, I worked in the garden and in my house.

The past continuous tense is typically used:

☐ In combination with the past simple tense to describe the idea that the action in the past continuous started before the action in the past simple and continued after it.

Example: When she saw me, I was looking at the trees. (These two activities happened at the same time. I was looking at the trees for some time and she saw me in the middle of it.)

Compare this sentence with the past simple:

When she saw me, I looked at the trees.

(These two activities happened one after another. First she saw me and then I looked at the trees.)

With a point in time to express an action that started before that time and continued after it.

Example: At 8 o'clock, Jane was having a bath.

(At 8 o'clock, she was in the middle of the activity. She had not finished it.)

Compare this sentence with the past simple tense:

At 8 o'clock, Jane had a bath.

(She started the activity at 8 o'clock and finished it.)

To describe a situation, while the past simple is used to tell a story.

The sun was shining. Jack and Jill were lying on the beach. Jack was reading a book and Jill was sleeping. All of a sudden, Jack raised his head. Jill woke up. Something happened.

☐ For incomplete activities in contrast with the past simple, which is used for completed activities.

Example: I was reading a book yesterday. And today, I am going to continue.

I read the book yesterday. I can lend it to you now.

To show a more casual action, which is not the case when we use the past simple:

Example: I'was talking to my neighbour yesterday. We had a nice chat.

(I did not do it on purpose. We just met in the street.)

I talked to my neighbour yesterday. And he promised to help me.

(I did it on purpose. I needed to ask him for help.)



# Future Simple - will

#### Form

Positive statement:

Example: I will learn/I'll learn

He will learn/He'll learn

Negative statement:

Example: I will not learn/I won't learn

He will not learn/He won't learn

Question:

Example: Will you learn?

Negative question:

Example: Will you not learn?/ Won't you learn?

We can also use shall in the first person singular and plural (I, we). But this form is quite formal in modern English and is not very common.

Example: I shall do it for you.

We shall come soon.

### Uses of Future Simple Tense

Will is used as a modal auxiliary verb to show a general intention. He will change his job.

We'll travel abroad, (short form of will)

Example: I will not need it.

They won't change the telephone number. (short form of will not)

Will you take the exam?

Will is used for predictions or opinions. It will snow in winter.

Example: The horse will not win.

We can use the following verbs or adverbs to express if we assume something, but we are not sure: think, be sure, hope, believe, suppose, perhaps, possibly, probably, surely.

They'll probably study art.

I don't think she'll accept it.

Will is used to express a decision or offer made at the moment of speaking. Can I walk you home?

- No, thank you. I'll take a taxi.

Please, tell Peter about it. - O.K. I'll call him.

But, we use going to in order to express our decision made before the moment of speaking: I am going to call Peter. Do you want me to say hello to him?

#### **Future Continuous**

#### Form

Positive statement:



Example: I will be sitting./ I'll be sitting.

Negative statement:

Example: I will not be sitting. I won't be sitting.

re Question:

Example: Will you be sitting?

Negative question:

Example: Will you not be sitting?/ Won't you be sitting?

# Uses of Future Continuous Tense

This tense is used for an action that will be in progress at a point of time in the future. It will start before that point of time and will continue after it. The point in time can be given by a time expression or by another action in the future simple (will). This usage is very similar to the past continuous in this aspect.

Example: At 8 o'clock, I will be travelling to Dorset.

This time tomorrow, we'll be lying on the beach.

In these two sentences, the point of time that we refer to is given by a time expression.

The shop will be closed. Will you be working?

I'll be sleeping when you come back.

In these two sentences, the point of time that we refer to is given by another activity.

The future continuous describes the idea that something will happen in the normal course of events. It refers to a routine activity, not an intention, decision or plan.

Example: I'll be writing to you again. (I always write to you, so I'll do it again as usual.)

They'll be leaving on Friday. You can join them. (They normally leave on Fridays.)

Everybody will be working on a computer sooner or later. (If nothing special happens.)

# Future Continuous vs. Present Continuous

Both these tense forms may be used to refer to an action/event in the future; but, present continuous imparts a tone of greater possibility to the statement than future continuous.

Example: We are going to the cinema next weekend.

(The present tense means that we have already arranged it. We know the time and place and probably have the tickets.)

We'll be going to the cinema next weekend.

(The future continuous only tells us how we will spend the weekend. But we have not arranged anything and, probably, we do not even know which film we want to see.)

I am seeing Susan tomorrow.

(I have some reason. Susan and I have arranged the time and place.)

I'll be seeing Susan tomorrow.

(Susan is my classmate and because I will go to school tomorrow, I will see her as usual.)



Future Simple vs. Continuous

Both these tense form can be used to refer to an action/event in the future. While future simple states a prediction mostly, future continuous states a habit that is in place already and will continue in future.

Example: Bill won't play football tomorrow.

(The fact is that Bill cannot play or does not want to play for some reason.)

Bill won't be playing football tomorrow.

(Bill will not play, because it will be Friday and he never plays on Fridays.)

I'll call Mimi tonight. I'll ask her.(I will do it because I need to talk to her.)

I'll be calling Mimi tonight. I can ask her.

(I call her every night, that is why I will call her tonight too.)

In these examples, the future simple shows intentions, while in the continuous there is no intention, it expresses routine actions.

### Notes

In some cases, we can use several forms for future events. But every form will have a slightly different meaning.

Example:

I'll be meeting Jim next week.

(I meet Jim every week and it will be the same next week.)

I'll meet Jim next week.

(I intend to meet Jim next week or I suppose that I will meet him.)

I'm going to meet Jim next week.

(I decided to meet Jim some time ago and now I am expressing my intention.)

I'm meeting Jim next week.

(We have arranged the time and place because we have some reason to meet.)

It will rain, I'm afraid.

(I assume it will rain, it is my opinion. But who knows!)

It's going to rain.

(I am sure it will rain because I can see the dark clouds in the sky. My opinion is based on clear evidence.)

The present tense (I am meeting) is more definite than be going to (I am going to meet) and will is the least definite (I will meet)

# **Present Perfect Simple**

#### Form

Positive statement:

Example: I have cooked./I've cooked.

I have written./I've written. He has cooked./He's cooked. He has written./He's written.



Negative statement:

Example: I have not worked./ I haven't worked.

He has not worked./ He hasn't worked.

E Question:

Example: Have you worked?

Negative question:

Example: Have you not worked?/ Haven't you worked?

### Uses of Present Perfect Tense

The present perfect combines the past and present.

We use the present perfect simple for actions or states that started in the past and still continue.

Example: We have lived here since 2001.

She has known me for more than two years.

I haven't seen her since Christmas.

How long have they been here?

It is often used with expressions indicating that the activity began in the past and continues even in the present, such as: for 10 years, since 1995, all week, all the time, always, lately, recently ...

We have always worked in York. We still work in York.

It has been quite cold lately. It is still cold.

If the activity started in the past and ended in the past, we cannot use the present perfect. Compare the following two sentence:

I have played piano for five years. (present perfect - I still play piano.)

I played piano for five years. (past simple - I played piano from 2000 to 2005, then I stopped.)

We use it to describe an experience that happened in the past (the time is not given), but the effects are important now.

Example: She has been to London. And so she knows London.

Compare the following sentences:

I have already been to Greece. (experience-And I want to go somewhere else now.)

I have been in Greece for two weeks. (state - I am still in Greece.)

When we use this tense to express some experience, we can use following adverbs: ever, never, already, often, occasionally, yet, before ......

Have you ever tried it?

She has never read this book.

We haven't seen it yet.

Have you fallen off a bike yet?

I haven't met her before.

The present perfect simple is used for past activities that have a present result.

Example: The bus hasn't arrived.

(It did not arrive on time and we are still waiting now.)

I have bought a new house.



(I did it last month and it means that now I have a new address.)
For such activities, we often use these adverbs: yet, already, just...
They haven't finished their homework yet. They can't go out now.
Has she signed it yet? Can I take the document?
I've already sent the letter. There is no need to go to the post-office.
We have just heard the news. We know about it.

### Present Perfect vs Past Simple

With the present perfect, we do not specify when the action happened. If we provide the time or it is clear from the context that there is a mention of a certain time in the past, we must use the past simple.

Example: Have you had breakfast? (Present Perfect)

Did you have breakfast at the hotel? (Past simple)

I've read your letter. (Present Perfect)

I read your letter last night. (Past simple)

They have told me. (Present Perfect)

They told me when we met. (Past simple)

Have you had the operation? (Present Perfect)

When did you have the operation? (Past simple)

In the present perfect, we express that something happened in the past which is important now. The time is not relevant. In the past tense, the time of the action is relevant.

# Present Perfect vs. Present Simple

The present perfect is used for actions that began in the past and continue at present. It expresses how long the action has been for.

The present simple is used for actions that are repeated at present. It expresses how often the action happens.

Example: She has worked here for a long time. (Present Perfect)

She works here every day. (Present Simple)

How long have you worked here? (Present Perfect)

How often do you work here? (Present Simple)

### Present Perfect Continuous

### Form

Positive statement:

Example: I have been cooking./I've been cooking.

He has been cooking./He's been cooking.

Negative statement:

Example: I have not been cooking./ I haven't been cooking.

He has not been cooking./He's not been cooking.



R Question:

Example: Have you been cooking?

Negative question:

Example: Have you not been cooking?/ Haven't you been cooking?

### Uses of Present Perfect Continuous

We use the present perfect continuous for events that began in the past, are continuing now and will probably continue in the future.

Example: I have been playing tennis since I was 6 years old.

She has been working here for 15 years.

We use it for actions that began in the past and have only just finished.

Example: I've been skiing all day. I'm so tired.

Hello! We've been waiting for you since 5 o'clock.

# Present Perfect Simple vs. Present Perfect Continuous

In some situations, we can use both tenses and there is practically no difference in meaning. The continuous is more usual in the English language.

Example: It has rained for a long time.

It has been raining for a long time.

Verbs which can be used in this way include - learn, live, sleep, rain, sit, work, wait, stay...

Sometimes the simple form can describe a permanent state, while the continuous form a temporary activity.

Example: I have lived here for ten years. It is my permanent address.

I have been living here for ten years. And now I am going to move.

Some verbs cannot express this difference, because they are not normally used in the continuous tenses (verbs of senses - feel, hear, see; verbs expressing emotions - like, love, admire, wish; verbs of mental state - know, remember, mean, recognize; verbs of possession - belong, own, owe; auxiliaries - can, must and be, have in some cases; others - appear, concern, seem, sound ...). They must be used in the simple form.

We have always had a dog.

I've known him since 1997.

Verbs that express a single action (find, start, stop, lose, break ...) are not used in the continuous form. They've started the fight.

Example: I've lost my purse.

There is a difference between a single action in the present perfect simple and continuous.

Example: I have painted the hall. (I have completed my work.)

I have been painting the hall. (That is how I have spent the day, but it does not mean that I have finished my job.)

A single action in the present perfect continuous continues up until the time of speaking. But it is different with the simple tense.



Example: She's been cooking dinner. (She is still in the kitchen. She has just finished or she will continue cooking.)

She has cooked dinner. (We do not know when. Yesterday or very recently? The result is important.)

We can only use the present perfect continuous for uninterrupted actions.

Example: I've been visiting New York for a couple of years.

She has been writing letters since she got up.

In the above sentences, we've described uninterrupted incomplete activities. If the action is repeated or interrupted or we intend to describe a number of completed individual actions, we must use the simple form. (See also the past tense rules).

I have visited New York three times.

She has written four letters since she got up.

There are two past perfect tenses in the English language:

# Past Perfect Simple

### Form

It is formed with the auxiliary verb "had" + past participle (-ed ending for regular verbs, e.g. worked, travelled, tried, different forms for irregular verbs, e.g. written, made, sung):

I had done.

I had not done./ I hadn't done

Had I done?

Had I not done?/ Hadn't I done?

#### Uses of Past Perfect Tense

We use the past perfect to make it clear that an action was completed before another action in the past.

Example: The doorbell rang at last. I had been in the room since breakfast.

(The bell rang at noon. I came in the morning - before that.)

When I arrived there, Sarah had already left.

(I arrived after lunch. Sara went before lunch.)

It is used to refer to an activity that was completed before a point of time in the past.

Example: In 2005, I had lived in the same place for ten years.

Had you ever travelled by plane before your holiday in Spain?

### Past Perfect vs. Present Perfect Simple

The past perfect is often used with expressions indicating that the activity took some time, such as: for 10 years, since 1995, all week, all the time, always, ...

Example: When the plane landed, Tim had travelled all day.

My parents moved away from Leeds. They had lived there since they got married.

In 2005, Derek started to work in Berlin. He had always planned it. These expressions are also used



with the present perfect. The difference is, however, that the present perfect refers to events that started in the past and still continue whereas the past perfect expresses events that began before a point of time (or another action) in the past and continued to that point of time in the past.

I have been in Paris for a week. (present perfect - I came a week ago and I am still in Paris.)

When I met Annie I had been in Paris for a week. (past perfect - I came to Paris a week before I met Annie and I am not there anymore.)

If we use the past perfect simple, it does not always mean that an activity continued up to a point of time in the past. The event can end a long time before the point of time in the past that we refer to.

Example: In 2001, Angie worked in Glasgow. In 1980's, she had worked in Wales. (Angie left her job in Glasgow in 1989. In 2001, she worked in Glasgow. But we do not know what she did in the meantime.)

### Past Perfect vs. Past Simple

The past simple is used for actions that happened some time ago. The past perfect is used for actions that happened before a point of time in the past.

Example: Jim returned at 4 o'clock. He had called Jane on the way back home and now she appeared at the door.

Here, the sentences are in a reversed order, because in reality, first Jim called Jane and then he returned. If we want to keep this sentence order, we must use the past perfect to make it clear that Jim called Jane first.

If the sentence order is the same as the order of the events, we can use the past tense. Jim called Jane on the way back home. He returned at 4 o'clock and then she appeared at the door.

Example: This difference is important. In some situations, these two tenses have a completely different meaning.

I arrived at the garage. They told me to pay in cash. But I only had my credit card. I couldn't pay.

I arrived at the garage. They had told me to pay in cash. I paid and left immediately. In the first case, I did not know that I had to pay in cash. They told me after my arrival. In the second case, I was informed before my arrival and had no problems.

### Past Perfect in Time Clauses

In time clauses, such as, after or when, we can use either the past tense or the past perfect tense.

We use the past tense if we want to express that the first action led to the second and that the second followed the first very closely.

Example: When the film ended, he switched off the television.

When she washed the dishes, she put the plates in the cupboard. The past perfect is used when we want to make it clear that the first action was completed before the second started and that there is no relation between them. When she had washed the dishes, she had a cup of tea.

If we use after in a time clause, the past perfect is much more usual. After Zidane had scored the goal, the fans went wild.

We use the past perfect similarly with: as soon as, until, before, by the time. He got up as soon as he had heard the alarm clock.

We did not stop until we had reached the coast.



Maria had finished her meal by the time I arrived. Before she cut her hair, she had consulted it.

### Past Perfect Continuous

### Form

It is formed with the auxiliaries "had been" + present participle (-ing ending, e.g., working, trying, writing, singing): I had been doing, I had not been doing, Had I been doing? Had I not been doing?

### Uses of Past Perfect Continuous Tense

The past perfect continuous is used for activities that began before a point of time in the past and were still continuing at that point of time.

Example: Last summer, Josh had been renovating his house for two years.

(He started three years ago and last summer he was still renovating his house.)

### Past Perfect Continuous vs. Present Perfect Continuous

The past perfect and present perfect continuous are basically very similar. The difference is, however, that in the past perfect, we refer to the point of time in the past while in the present perfect, we refer to the present times.

Example: I have been practising since the morning. (present perfect - I am still practising.)

At 11 o'clock, I had been practising for two hours. (past perfect - I began at 9 o'clock and at 11 o'clock I was still practising.)

### Past Perfect Simple vs. Continuous

For an action that can continue for a long time we can use both the simple and continuous forms (work, run, study, travel, sleep ...). There is practically no difference in meaning, but the continuous form is more usual in English.

Example: Stephen was pretty tired. He had worked all day.

Stephen was pretty tired. He had been working all day.

In other cases, these two forms may have completely different meanings.

Before midnight, Paul had translated the article. (He finished his work.)

Before midnight, Paul had been translating the article. (He did not finish it. He was still translating at that moment.)

If we refer to a number of individual actions or actions that were repeated, we must use the past perfect simple.

Before the lesson ended, they had written three tests. (three individual completed activities)

But, the use of past perfect continuous in such a scenario indicates one uninterrupted incomplete activity:

It was exhausting. They had been writing tests since the lessons started.

# **Future Perfect Simple**

#### Form

Positive statement:



Example: I will have painted/I'll have painted

I will have written/I'll have written

He will have painted/He'll have painted

He will have written/He'll have written

www Negative statement:

Example: I will not have painted/I won't have painted

He will not have painted/He won't have painted

Question:

Example: Will you have painted?

R Negative question:

Example: Will you not have painted?/Won't you have painted?

### Use of Future Perfect Simple Tense

We use the future perfect simple for events that will be completed before or at a certain time. It is often used with a time expression beginning with by: by then, by that time, by midnight, by the end of the year. The time can also be given by other time expressions (on Sunday, before 31 June) or other activities expressed in different future tenses.

Example: I will have sent the project by Friday.

On 11 August this year, we will have been married for five years.

When the mountaineers get back to the base, they'll have been in the snowstorm for

two days.

We'll have reached the top before noon.

How long will she have worked here by the end of this year?

In all these examples, at a given time the future perfect actions will be in the past.

### **Future Perfect Continuous**

#### Form

Positive statement:

Example: I will have been meeting/I'll have been meeting

Negative statement:

Example: I will not have been meeting/I won't have been meeting

Ouestion:

Example: Will you have been meeting?

Negative question:

Example: Will you not have been meeting?/Won't you have been meeting?

### Uses of Future Perfect Continuous

We use the future perfect continuous tense for activities that will continue until a point of time in the future and will not be completed. Like the simple tense, it is normally used with by or other time expressions and future actions.



Example: I'll go home on 20 June. By then, I'll have been staying at this hotel for a fortnight.

At six o'clock, we'll have been waiting here for three hours.

When you arrive, we'll have been sitting in the classroom all day.

### Future Perfect Simple vs. Continuous

It is used for incomplete, uninterrupted activities. If we refer to a number of individual actions or actions that were repeated, we must use the future perfect simple.

Example: When I am sixty, I'll have been building houses for thirty years. (one incomplete activity)

When I am sixty, I'll have built more than fifty houses. (fifty individual actions)

By 5 o'clock, I'll have been washing this car for an hour and a half. (one uninterrupted activity)

By 5 o'clock, I'll have washed this car and replaced the tyres. (two completed activities that will be done one after another)

In this respect, the simple and continuous aspects are similar to the other tenses (the past tense, present perfect, past perfect).

### Present Tenses and Going to for Future

There are several grammatical structures in the English language to describe future activities. Three of them are the present simple tense, present continuous tense and be going to + verb.

#### **Present Tenses for Future**

With the future time expressions (next Friday, tomorrow), both the present simple and present continuous are used for definite plans and arrangements in the near future. The future time must be mentioned, otherwise the sentence would have a present meaning.

Example: I am watching TV. (a present activity: I am doing it just now.)

I am watching TV tonight. (a future activity - I will do it tonight, it is my plan.)

The present continuous for future is more personal and informal.

I am leaving on Sunday. (I have decided to leave on Sunday, it is my plan.)

I leave on Sunday. (Someone else has decided it, it is someone's plan for me.)

The present simple for future is typically used in official statements and timetables.

The new shopping centre opens on 1 March.

The bus arrives at 6.55.

The present continuous is the most usual way of expressing one's personal plans in the near future. We are going on holiday to Italy in summer.

### 'Be going to'

- 'Be going to' + verb is used to show intentions. We use this structure for decisions that we made before the moment of speaking.
  - I am going to clean the car and you can pack the suitcase.

We are going to reconstruct our house.

'Be going to' is also used to express opinion that something is certain to happen. There is evidence for your prediction.



Our team is going to win. (It is 4:0 and two minutes left. I am sure we will win the match.)

The planes are going to land. (They are coming closer and closer to the airport.)

Sometimes we can use either the present continuous or 'be going to' with a little difference in meaning.

Example: I am travelling to France in May. (my personal plan)

I am going to travel to France in May. (my personal intention)



# **Practice Exercises**

I. Fill	in the blanks with the correct option.	9. I your new coat!					
1.	What for breakfast?	(a) like (b) am liking					
	(a) do you usually have	(c) likes (d) will like					
	(b) are you usually having	10. I this film very much. Can we leave?					
	(c) have you usually						
	(d) do usually you have	(a) don't enjoy (b) 'm not enjoying					
2.	My brother very hard	(c) do enjoy (d) enjoying					
	at the moment, because some of his	11. A: Where are my keys? Have you seen					
	colleagues are off sick.	them? B: No. You!					
10	(a) works (b) work	Why don't you keep them in a safe place?					
	(c) is working (d) working	(a) always lose your keys					
3.	What _ · _ ?	(b) are always losing your keys  12. A: The coffee machine so we'll have to go to a bar. B: Haven't					
	(a) mean this word						
	(b) means this word						
	(c) is this word meaning	they fixed it yet?					
	(d) does this word mean	(a) isn't working					
4.	Ouch! on my foot!	(b) doesn't work					
	(a) You stand (b) You're standing	13. A: Rachel's a vegetarian, so we'll have to					
-	(c) You are stand (d) You'll stand	ask the restaurant to provide a vegetarian					
- 5.	What this weekend?	menu. B: fish? A: I don't think so.					
	(a) are you doing (b) do you do						
	(c) are you do (d) are doing	(a) Does she eat (b) Is she eating					
6.	What at the weekend?	(c) Is she eat (d) Eats she					
	(a) are you normally do	14. A: a tie to work?					
	(b) are you normally doing	B: No, but we've got an inspection from					
	(c) do you normally do	Head Office today!  (a) Are you always wearing  (b) Do you always wear  (c) Wear you always					
7	(d) do you normally doing						
7.	A: What ? B: She's an architect.						
	(a) is your sister doing						
- 0	(b) does your sister do	15 a coffee?					
	(c) does your sister	(a) Do you want (b) Are you want					
	(d) is your sister do	(c) Are you wanting (d) None of these					
. 8.	A: How's your brother? B: He's fine.	16. I tennis every					
	He hard at the	Sunday morning.					
	moment, because he's got his final exams	(a) playing (b) play					
7	next month,	(c) am playing (c) am play					
	(a) studies (b) is studying						
	(c) is study (d) studys www.olymp	plads.org 102					



17		much noise. Noriko study for her ESL test!	(a) wears- (b) wearing (c) wear (d) is wearing
		(b) tries	27. I think I a new calculator.
		(d) is trying	This one does not work properly any
18		his teeth before	more.
	breakfast every mor	rning.	(a) needs (a) needed
	(a) will cleaned	(b) is cleaning	(b) need (c) am needing
3	(c). cleans		28. Sorry, you can't borrow my pencil. I
19	EVEN STATE OF THE	me to the phone. She	it myself.
	New York Control of the Control of t		(a) was using (b) using
	(a) is having		(c) use (d) am using
	(c) have	(d) has many times every	29. At a school dance:
20	· · · · · · · · · · · · · · · · · · ·	_ many times every	Jane: " yourself?"
	winter in Frankfurt.	Score work en	Mary: "Yes, I'm having a great time!"
	(a) It snows	[24] H.	(a) You enjoying (b) Enjoy you
21	(c) It is snowing	The state of the s	(c) Do you enjoy (d) Are you enjoying
21.	. riow many stude	ents in your class	30. I've just finished reading a story called
	A 20 A		Dangerous Game. It's about a man who
	(a) comes (c) came		his wife because he
		t's seven o'clock in	doesn't want to lose her.
	Frankfurt and	ts seven delock in	(a) kills (b) killed
		(b) it's snowing	(c) kill (d) is killing
	(c) it snows	HOUR - 5. 10. 10. 10. 10. 10. 10. 10. 10. 10. 10	31. What time
23.		when they are	(a) the train leaves?
	hungry.		(b) leaves the train?
	(a) cry	(b) cries	(c) is the train leaving?
	(c) cried	(d) are crying	(d) does the train leave?
24.	Jane: "What	in the	32. Jane: "Are you going to the dance on
	evenings?".		Friday?"
22	Mary: "Usually I v book."	watch TV or read a	Mary: "No, I'm not. I school dances; they're loud, hot and
	(a) you doing	(b) you do	crowded!"
	(c) do you do	(d) are you doing	(a) not enjoy (b) don't enjoy
25.	Jane: "What	?"	(c) doesn't enjoy (d) am not enjoying
	Mary: "I'm trying to	fix my calculator."	33. I for my pen. Have
	(a) you doing (	(b) you do	you seen it?
	(c) do you do (	(d) are you doing	(a) will look (b) looking
26.		her blue jeans today,	(c) look (d) am looking
	but usually she wear	s a skirt or a dress	(d) an rooking



	<ol> <li>You can keep my iPod if you like. I it any more.</li> </ol>	I bought this car in July, so now I it for six months.				
.*	(a) don't use (b) doesn't use	(a) have (b) have had (c) am having (d) had				
27	(c) didn't use (d) am not using  35. The phone Can you answer it, please?	Jane isn't at work today. She's very sick so I don't think				
_	(a) rings (b) ring (c) rang (d) is ringing	tomorrow.  (a) she comes  (b) she has come				
	For each sentence, choose the best word or phrase to fill in the blanks.	(c) she's coming (d) she's going to come				
	The school usually at six o'clock each day, but on Monday it stayed	<ol><li>Two days ago, I my keys in my local supermarket.</li></ol>				
	open later.  (a) close (b) closes (c) is closing (d) has closed  2. Last week we some snow in our city, but it didn't stay on the ground	(a) lose (b) lost (c) have lost (d) am losing  9. This is the third time this week you late for your class. Please don't do it again.				
	for a long time.  (a) have (b) are having  (c) have had (d) had  3. There two accidents on this road so far this year and the one last night	(a) arrive (b) are arriving (c) arrived (d) have arrived  10. Every week, we a spelling test on Friday morning with words we have learned in the week.				
Œ	was quite serious.  (a) are (b) were (c) have been (d) are going to be 4. He is a very active child. Probably, when	(a) have (b) had (c) are having (d) have had  11. Emrah Hazim for two months since he started studying in the same class				
2	he grows up he very good at sports.  (a) is (b) was (c) has been (d) is going to be  5. Please call me back later. I can't speak	last November.  (a) knows (b) knew (c) has known (d) is knowing  12. When I was on holiday in the USA, every night we in a different city.				
	right now because I an English lesson.  (a) have (b) have had (c) am having (d) am going to have	(a) stay (b) have stayed (c) stayed (d) are staying				



# Answer Key

I.	1.	(a)	2.	(c)	3. (d)	4. (b)	5. (a)
	6.	(c)	7.	(a)	8, (b)	9, (a)	10. (b)
	11.	(a)	12.	(a)	13. (a)	14. (b)	15. (a)
	16.	(b)	17.	(d)	18. (c)	19. (a)	20. (a)
1.100 2014	21.	(b)	22.	(b)	$+$ $\frac{1}{23}$ , $\frac{1}{23}$ , $\frac{1}{23}$	24. (c)	25. (b)
	26.	(d)	27.	(b)	28. (d)	29. (d)	30. (a)
	31.	(d)	32.	(b)	33. (d)	34. (a)	35. (d)
II.	1.	(b)	2.	(d)	3. (b)	.4. (d)	5. (c)
	6.	(c)	7.	(d) ·	8. (b)	9: (d)	10. (a)
	11.	(c)	12.	(c)			ny ataonaha



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## **Conditionals**

Conditional sentences are sentences, expressing factual implications or hypothetical situations and their consequences. They are so called because the validity of the main clause of the sentence is conditional on the existence of certain circumstances, which may be expressed in a dependent clause or may be understood from the context.

A full conditional sentence (one which expresses the condition as well as its consequences), therefore, contains two clauses: the dependent clause expressing the condition; and the main clause expressing the consequence.

Example: . If it does not rain, the crops will wither.

### If-Clauses (Conditional Clauses)

Conditional sentences are also known as 'Conditional Clauses' or 'If Clauses.' They are used to express that the action in the main clause (without if) can only take place if a certain condition (in the clause with if) is fulfilled. There are three types of conditional sentences.

### Conditional Sentence Type 1

It is possible and also very likely that the condition will be fulfilled.

Form: if + Simple Present, will-Future

Example: If I find her address, I'll send her an invitation.

## Conditional Sentence Type 2

It is possible but very unlikely, that the condition will be fulfilled.

Form: if + Simple Past, Conditional I (= would + Infinitive)

Example: If I found her address, I would send her an invitation.

## Conditional Sentence Type 3

It is impossible that the condition will be fulfilled because it refers to the past.

Form: if + Past Perfect, Conditional II (= would + have + Past Participle)

Example: If I had found her address, I would have sent her an invitation.

Exceptions: Sometimes Conditional Sentences Type I, II and III can also be used with other tenses.



## **Practice Exercises**

Fi	ll in the blanks with the correct option:	10. If he thirsty, he would have
1.	If I had had enough money, I	drunk some water.
	that radio.	(a) was (b) had been
	(a) bought (b) would buy	(c) is (d) would drink
v	(c) would have bought (d) had bought	II. Fill in the blanks with suitable conditional verb forms;
	If it rains, you wet.  (a) will get (b) would get  (c) get (d) had got  She would go to the Job Centre if she	1. If you to learn a musical
	(a) had wanted (b) will want (c) wanted (d) wants	<ol> <li>If you maths at school, you would find commerce difficult to</li> </ol>
	(a) would bite (b) will bite (c) would have bitten	(c) doesn't learn (d) won't learn
5.	(d) bites  It easy to paint pictures if you knew how to.  (a) would be (b) had been	(a) do (b) did. (c) don't (d) didn't  4. If I enough time tomorrow, I will come and see you.
2	(c) would have been (d) be	(a) get (b) will get (c) had got (d) have got
	If I come, I you.	5. If I her name, I would tell you.
	(a) saw (b) would see (c) will see (d) sees	(a) know (b) knew (c) have known
	She pleased if you came.	6. If I married you, we both be
	(a) would be (b) would have been (c) would has been (d) was	happy.  (a) will  (b) would  (c) would have  (d) would been
8.	If it I would stay at home.	7. Oil if you pour it on water.
9.	(a) rains (b) rained (c) has rained (d) had rained You will catch the train if you	(a) float (b) floats (c) would float (d) floated  8. She would have come if you her.
15	earlier (a) left (b) leaves (c) leave (d) would leave	(a) would invite (b) had invited (c) invited (d) invite



9.	If he well, he would have passed the examination.	6. If the police the murder weapon,
	ASS A	she put in prison last year.
	(a) studied (b) study (c) had studied (d) has studied	(a) find, will be
10	If you asked him nicely, he	(b) found, would be
10		(c) had found, would have been
	you.	7. If they to arrest until last
70	(a) would have helped	month, she the country.
	(b) will have helped	(a) wait, will leave
	(c) would help	(b) waited, would leave
	(d) will help	(c) had waited, would have left
III. F	ll in the blanks with the suitable pairs:	
1.	Michael is a banker and he enjoys his work	8. When the jury into the courtroom, they straight at
	very much. However, if he	the accused
	back to college next year, he	
	a teacher so he could help children more.	(a) comes, will look (b) came, would look
	(a) goes, will become	(c) had come, would have looked
	(b) went, would become	I believe that mankind is generally honest.
	(c) had gone, would have become	Most people the truth if they
2		to do so.
	one more crime, he to jail.	(a) will tell, swear
	(a) commits, will be sent	(b) would tell, swore
	(b) committed, would be sent	(c) would have told, had sworn
	(c) had committed, would have been sent	10. I know it's not likely, but if she
- 3	. There is a lot of evidence against your	her plea to guilty sheless
	client. If she to the crime,	than five years in prison.
	I sure that her sentence is	(a) changes, will get
	lenient.	(b) changed, would get
	(a) admits, will make	(c) had changed, would have gotten
	(b) admitted, would make	IV. Fill in the blanks with the most suitable
	(c) had admitted, would have made	option:
- 4	. I am sure she didn't do it, so if my client	I will go to the cinema if I
	to the crime she	well in my English test.
	lying.	(a) will do (b) doing
	(a) admits, will be	(c) do (d) did
(B) 81	(b) admitted, would be	2. What if you don't do
100	(c) had admitted, would have been	well in the test?
- 5	i. It is her decision, so I her if	(a) will happen (b) happened
127	sheto accept your offer.	(c) happens (d) is happen
	(a) will ask, wants	3. If it a comedy, I won't watch
	(b) would ask, wanted	the film.



(a) doesn't (b) isn't (c) won't / doesn't be	3. If they invited me to their party, I absolutely delighted
(d) isn't / won't be	
4. If you carefully, you	(a) am (b) will be
have an accident.	
(a) will drive / don't	He so many accidents if he drove more carefully.
(b) drive/aren't	
(c) will drive / not	(a) hadn't
(d) drive/won't	(b) wouldn't have had
5. If I clean the garage, my father	(c) hasn't
give me any money.	
(a) don't/won't (b) am/will	5. I would help them if they to
	me.
(c) won't / doesn't (d) am not / isn't	(a) had listened (b) listened
6. If your dad's old games work on your new computer, what you	
do?	mariner, no
(a) doesn't/will (b) won't/do	would go out.
(c) aren't/will (d) don't/will	(a) will be (b) had been
	(c) were (d) is
7. My parents will help me if they too busy.	7. Unless you, you won't find out the truth.
(a) aren't (b) won't be	(a) will ask (b) won't ask
(c) aren't be (d) don't	(c) ask (d) don't ask
If Jenny is free tonight, I ask her to come the cinema	8. If you me, I will bring you the book.
(a) am (b) will	(a) reminded (b) will remind
(c) don't (d) will be	(c) would remind (d) remind
9. If there any milk in the fridge, I	9. If I about your birthday, I
and buy some.	would have you bought a present.
(a) is/go (b) be/will go	(a) knew (b) would know
(c) isn't/will go (d) isn't/don't go	(c) know (d) had known
Choose the correct option to fill in the	
blanks:	could become a model.
<ol> <li>I wouldn't tell her if I you.</li> </ol>	(a) will be (b) is
She can't keep a secret.	(c) had been (d) were
(a) will be (b) were	11. If I smoked a cigarette, you?
(c) am (d) had been	(a) would it bother (b) will it bother
2. Paul would be a good artist if he	(c) does it bother (d) it bothers
more patience.	12. If he swimming in such a
(a) had . (b) has	rough sea, he wouldn't have drowned
(c) will have (d) have	(a) wouldn't have gone

v.



	(b) didn't go (d) hadn't gone	(c) won't	appropriate pla
13.		aul's number, I would	1. If I to Leipz
10.	have invite him to	the party.	2. If it, we'd be
	(a) have .		3. If you a li
	(c) am having		would have
14.		John, I'd ask Mary for a	4. We TV toni
	(a) will be	(b) am	theatre ticke
80	(c) were		<ol><li>She wouldn the contract.</li></ol>
	If I sat on the arm		
	more comfortable.		<ol><li>If I was/wes Hills.</li></ol>
	(a) would have be		7. You would
	(b) had been	2 Marine 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	more often.
	(d) will have been		8. If we had re
16.		e to the	9. My sister co
	park.		the teacher
	(a) will go	(b) went.	10. They on ti
	(c) would go	(d) are going	train.
	If they	so much time surfing	11. If it rains, th
	the internet, they v	vould get better marks	12. If he his
	in their exams.	10 To	have to buy
	(a) don't spend	(b) hadn't spent	13. Jim .whisky
		(d) didn't spend	Scotland.
18.		out in the garden if it	14. Would you
	hadn't been so col		much in the
	(a) would had sat		15. She wouldn
	3-5	(c) would have sat	if she late la
19.	" 이렇게 빠졌다면 하네 아니는 아니는 아니는 아니는 것이 없는데 없다.	ore milk, I	16. If you a mir
	enough for breakfa		17. If we arrived
	(a) would have	(b) had had	18. We John
	(c) would have ha		problems.
-	(d) would had hav		19. If they new
20.	If we walk so slo	owly, we	have worke
	late.	(L)(11 Le <sup>1</sup>	20. If I went any
	(a) will being	(b) will be	
	(c) be	<li>(d) would be</li>	· ·

- ng word and fill in at the ace:
  - ig, I'll visit the zoo.
  - e in the garden.
  - ghter jacket, the car driver seen you earlier.
  - ght if Peter hadn't bought the
  - 't have had two laptops if she
  - re a millionaire, I in Beverly
  - save energy if you the lights
  - ad the book, we the film.
  - ould score better on the test if the grammar once more.
  - me if they hadn't missed the
  - ne boys hockey.
  - own vegetables, he wouldn't them.
  - distilleries if he travelled to
  - go out more often if you so house?
  - 't have yawned the whole day ast night.
  - nute, I'll come with you.
  - dat 10, we Tyler's presentation.
  - if we'd known about his
  - batteries, their camera would d correctly.
  - ywhere, it New Zealand.



## Answer Key

2 /5999/09/19/09	product rights	27-10022-1-1								
I.	1.	(c)	2.	(a)	3.	(d)	. 4.	(c)	5.	(c)
	6.	(c)	7. ;	(a)	8.	(a)	9.	(c)	10.	(a)
II.	1.	(a)	2.	(b)	3.	(d):	4.	(a)	5.	(b)
searcing.	<sub>(1)</sub> (6. )	(a)	.7.	(b),	8.	(b)	9	(c)	10.	(a)
·M.	- 1.	(b)	2.	(a)	3.	(a)	4.	(b).	5,5	(a)
	6.	(c)	7.	(c)	. 8.	(a)	9.	(a)	10.	(b)
IV.	- 1.	(c)	2.	(a)	3.	(c)	4.	(b)	5.	(b)
	6.	(c)	7.	(c)	8.	(d)	9.	(d)	10.	(d)
V.	1.	(b)	2.	(a)	3.	(c)	4.	(b)	5. 1	(b)
	6,	(c)	7.	(c)	8.	(d)	9.	(d)	10.	(d)
	11.	(a)	12:	(d)	13.	(a)	14.	(c)	15.	(a)
	16.	(a)	17.	(b)	18.	(c)	19.	(c)	20.	(b)

VI. 1. If I go to Leipzig, I'll visit the zoo.

- 2. If it didn't rain, we'd be in the garden.
- 3. If you had worn a lighter jacket, the car driver would have seen you earlier.
- 4. We would have watched TV tonight if Peter hadn't bought the theatre tickets.
- 5. She wouldn't have had two laptops if she had not signed the contract.
- 6. If I was/were a millionaire, I would live in Beverly Hills.
- 7. You would save energy if you switched off the lights more often.
- 8. If we had read the book, we would have understood the film.
- 9. My sister could score better on the test if the teacher explained the grammar once more.
- 10. They might have arrived on time if they hadn't missed the train.
- 11. If it rains, the boys won't play hockey,
- 12. If he grew his own vegetables, he wouldn't have to buy them.
- 13. Jim would see whisky distilleries if he travelled to Scotland.
- 14. Would you go out more often if you didn't have to do so much in the house?
- 15. She wouldn't have yawned the whole day if she hadn't stayed up late last night.
- 16. If you wait a minute, I'll come with you.
- 17. If we arrived at 10, we would miss Tyler's presentation.
- 18. We would have helped John if we'd known about his problems.
- 19. If they had used new batteries, their camera would have worked correctly.
- If I went anywhere, it would be New Zealand.



12

## **Modals**

A modal verb is a type of verb that is used to indicate modality – that is, likelihood, ability, permission, and obligation. Examples include the English verbs can/could, may/might, must, will/would, and shall/should. In English, modal verbs are often distinguished as a class based on certain grammatical properties.

### Function

A modal auxiliary verb gives information about the function of the main verb that it governs. Modals have a wide variety of communicative functions, but these functions can generally be related to a scale ranging from possibility ("may") to necessity ("must"), in terms of one of the following types of modality:

- 'Epistemic modality,' concerned with the theoretical possibility of propositions being true or not true (including likelihood and certainty)
- Deontic modality,' concerned with possibility and necessity in terms of freedom to act (including permission and duty)
- 'Dynamic modality,'which may be distinguished from deontic modality, in that with dynamic modality, the conditioning factors are internal – the subject's own ability or willingness to act.

## Can, Could, Be Able To

"Can" is one of the most commonly used modal verbs. It can be used to express ability or opportunity, to request or offer permission, and to show possibility or impossibility.

## Can, could and be able to are used to express a variety of ideas:

### Ability/Lack of Ability

### Present and Future:

an/can't + base form of the verb

Example: Tom can write poetry very well.

I can help you with that next week.

Lisa can't speak French.

am / is / are / will be + able to + base form of the verb

am.not/ isn't / aren't/ won't be + able to + base form of the verb

Example: Mike is able to solve complicated math equations.

The support team will be able to help you in about ten minutes.

I won't be able to visit you next summer.

#### Past:

Could / couldn't + base form of the verb



Example: When I was a child, I could climb trees.

was / were + able to + base form of the verb

wasn't / weren't + able to + base form of the verb

hasn't / haven't + been able to + base form of the verb

Example: I wasn't able to visit her in the hospital.

He hasn't been able to get in touch with the client yet.

Note: Can and could do not take an infinitive (to verb) and do not take the future auxiliary will.

I can to help you this afternoon. (Incorrect)

I can help you this afternoon. (Correct)

I will (I'll) be able to help you this afternoon. (Correct)

### Possibility / Impossibility

can / can't + base form of the verb

Example: You can catch that train at 10:43.

· He can't see you right now. He's in surgery.

could + base form of the verb

Example: I could fly via Amsterdam if I leave the day before.

### Ask Permission / Give Permission

Can + Subject + base form of the verb (informal)

Example: Can you lend me ten dollars?

Can + base form of the verb (informal)

Example: You can borrow my car.

Could + subject + base form of the verb (polite)

Example: Could I have your number?

Could I talk to your supervisor please?

#### Make a suggestion - To make a suggestion use:

Could + base form of the verb (informal)

Example: You could take the tour of the castle tomorrow.

### Formal Permission / Formal Prohibition

may / may not + base form of the verb

Example: You may start your exam now.

You may not wear sandals to work.

#### Polite Request

May + subject + base form of the verb

Example: May I help you?

### Possibility / Negative Possibility

may/ might + base form of the verb

Example: We may go out for dinner tonight. Do you want to join us?

Our company might get the order if the client agrees to the price.

may not / might not + base form of the verb



Example: Adam and Sue may not buy that house. It's very expensive.

They might not buy a house at all.

To Make a Suggestion (when there is no better alternative)

may as well / might as well + base form of the verb

Example: You may as well come inside. John will be home soon.

We might as well take Friday off. There's no work to be done anyway.

Polite Suggestion

might + base form of the verb

Example: You might like to try the salmon fillet. It's our special today.

## Shall, Should, Ought to

To Offer Assistance or Polite Suggestion (When you are quite sure of a positive answer)

Shall + subject + base form of the verb

Example: Shall we go for a walk?

Note: Shall is only used with I or we. It is used instead of will only in formal English.

To Offer of Assistance or Polite Suggestion (When you are not sure of a positive answer)

Should + subject + base form of the verb

Example: Should I call a doctor?

A Prediction or Expectation that Something Will Happen

Should/shouldn't + base form of the verb.

Example: The proposal should be finished on time.

I shouldn't be late. The train usually arrives on time.

To Give Advice

Should / ought to + base form of the verb.

Example: You should check that document before you send it out.

You ought to have your car serviced before the winter.

To Give Advice (about something you think wrong or unacceptable)

Shouldn't + base form of the verb .

Example: James shouldn't teach him words like those.

### Must, Have to, Need to, Don't have to, Needn't

#### Necessity or Requirement

#### Present and Future:

must / have to / need to + base form of the verb

Example: You must have a passport to cross the border.

Elisabeth has to apply for her visa by March 10th.

I need to drop by his room to pick up a book.

#### Past:

had to / needed to + base form of the verb



Example: I had to work late last night.

I needed to drink a few cups of coffee in order to stay awake.

Note: have to and need to are often used in the same context, but many times, need to is used to express something that is less urgent, something in which you have a choice.

### Almost 100% Certain

must + base form of the verb

Example: Thomas has lived in Paris for years. His French must be very good.

### To Persuade

must / have to + base form of the verb

Example: You must try this wine. It's excellent.

You have to visit us while you're in town.

### Prohibited or Forbidden

must not / mustn't + base form of the verb

Example: You must not drive over the speed limit,

You mustn't leave medicines where children can get to them.

### Lack of Necessity

don't /doesn't /didn't + have to + base form of the verb

Example: You don't have to park the car. The hotel valet will do it for you.

Tim doesn't have to go to school today. It's a holiday.

You didn't have to shout. Everyone could hear you.

needn't + base form of the verb

Example: You needn't worry about me. I'll be fine.

### Difference between Must and Have To?

Must and have to are modal verbs in English. This page will guide you to the proper use of these modals.

Must

 We use 'must' to make a logical deduction based on evidence. It indicates that the speaker is certain about something.

Example: It has rained all day, it must be very wet outside.

The weather is fantastic in California. It must be a lot fun to live there.

2. Must is also used to express a strong obligation.

Example: Students must arrive in class on time.

You must stop when the traffic lights are red.

I must go to bed.

Have to: Like must, have to is used to express strong obligation, but when we use have to, there is usually a sense of external obligation. Some external circumstance makes the obligation necessary.

Example: I have to send an urgent email.

I have to take this book back to the library.



## Will/Would

will / won't + base form of the verb

Example: John will pick you up at 7:00 am.

Beth won't be happy with the results of the exam.

Polite Request or Statement

Will / Would + base form of the verb

Example: Will you please take the trash out?

Would you mind if I sat here?

I'd (I would) like to sign up for your workshop.

Habitual Past Action

Would/Wouldn't + base form of the verb

Example: When I was a child, I would spend hours playing with my train set.

Peter wouldn't eat broccoli when he was a kid. He loves it now.

### Difference between shall and will

Shall is not used often in modern English. In fact, shall and will have the same meaning and are used to refer to the simple future. They are used as follows:

will is used with all persons: I, you, he, she, it, we, they will go there shall is used with the first person singular and plural: I, we shall go

The short form of will and shall is 'll

Example: I, you, he, she, it, we, they will or 'll call you

I, we shall or 'll call you

In the negative, the short forms of will not and shall not are won't and shan't respectively

Example: I, you, he, she, it, we; they won't give up

I, we shan't give up

### Uses of shall

It should be noted that shall is often used to make suggestions, offers or ask for advice. It is used in questions as follows:

Example: Shall we stay or go out?

Shall we dance?

Shall I get his phone number if I meet him?

What shall I do to get rid of my acne?

As said above, shall is used with first person singular and plural (I and we) But there is a very special use of shall with other persons to make a promise, command or threat as noted below:

Example: You shall not get in! (Command)

You shall pay for it. (Threat)

You shall get your money back soon. (Promise)

In American English, shall is mainly used in formal or legal documents:



Example: You shall abide by the law.

There shall be no trespassing on this property.

Students shall not enter this room.

## **Practice Exercises**

1.	Fill in the correct form of can, could or be able to in the following sentences.	<ol> <li>Ron to improve his attitude. If he doesn't, he might get fired.</li> </ol>
	Tony run long distances when he was a boy?	5. I get your jacket? It's cold in here.
	you please call a tow truck for me? My car broke down. (polite)	6. You put your feet on the table. It's not polite.
	3. The students to buy their textbooks today. The bookstore is all out	IV. Fill in the blanks with any one of the following modals.
	of them.  4 you teach me how to fix my	must, must not, have to, has to, don't have to, doesn't have to, needn't as in the examples.
	computer? You're so good at it.	There may be more than one correct answer.
30	5you reach the customer if you call him at 4:00 his time?	<ol> <li>Shira doesn't drive to the airport. She's going by taxi.</li> </ol>
п.	Fill in the blanks with correct form of May	2. You speak politely to the customers.
	1. They finish the project on time. The main engineer is ill.	3. You tell Anna about the party tomorrow night. It's a surprise! (must not, need to, doesn't have to)
	You want to stop by the museum gift shop on your way out.	<ol> <li>Tina register for her classes on Monday, otherwise she won't get a place</li> </ol>
	3 I have your autograph?	in them. (doesn't have to, mustn't, has to)
	<ol> <li>He visit the Louvre. He's in Paris anyway.</li> </ol>	<ol> <li>You send that fax. I've already sent it. (must, will have to, don't have to)</li> </ol>
100	5. You park your car here. It's reserved for guests of the hotel only.	<ol> <li>A dog get special training in order to be a guide dog. (must, need to, don't have to)</li> </ol>
111	Fill in should, shouldn't or ought in the following sentences.	<ol> <li>Jeremy get up early tomorrow.</li> <li>His class was cancelled. (mustn't, doesn't</li> </ol>
	He encourage such bad behaviour.	have to, don't need to)
	You get your teeth cleaned at least once a year.	V. Fill in the blanks with will, won't, would, or wouldn't.
	<ol> <li>The house be ready to move into by next month. It's almost finished.</li> </ol>	1 you please help me lift this



	2.	I like to order the onion soup		(a) won't (b) have to (c) mustn't (d) none of these
	3.	The manager be pleased to hear that a customer slipped on the wet floor.	8.	Lindsay watched the movie in French and understand very much of it.
	4.	it be okay if I slept here tonight?		(a) didn't have to
	5.	When Igor lived in Russia, he call his mother as often as he does now.		(b) can't (c) couldn't
8	6.	I can assure you sir, the order be shipped out tonight.		(d) none of these
V		noose the correct modal verb and fill in	vei	ill in the blanks with the correct modal
	4	you go already? You only	1.	I have more cheese on my sandwich?
	**	arrived an hour ago!	4	(a) Must (b) Could
		(a) must - (b) should	**	(c) Would (d) Have to
		(c) can (d) none of these	2.	You eat more vegetables.
	2.	When he was young, he	1770	(a) should (b) might
		swim very well. He won medals and		(c) may (d) could
		championships!	3.	I like to buy the same
		(a) had to (b) can	-	television for my house.
		(c) could (d) none of these		(a) could (b) must
	3.	The company go bankrupt if		(c) would (d) have to
		they don't find a lot of money quickly!	4.	
		(a) should (b) shouldn't	4	(a) Must (b) Have to
	- 6	(c) might (d) none of these		(c) May (d) Would
	4.	You look very confused by the	5.	You smoke near children.
		homework, Clive I help you?		(a) have to (b) may
		(a) will (b) can		(c) shouldn't (d) couldn't
		(c) must (d) none of these	6.	The passengerswear their seat
	5	I left my purse at home. Lily,		belts at all times.
	٥,	you lend me ten dollars?		(a) could (b) must
		(a) may (b) could		(c) can (d) may
	6	(c) shouldn't (d) none of these	7.	We go to the concert if the
	6.	It's wet and windy outside today. You		rain stops. We don't know for sure.
		go out without an umbrella.		(a) mustn't (b) might
	+	(a) shouldn't (b) won't	1.23	(c) have to (d) wouldn't
		(c) don't have to (d) none of these	8.	I ice skate very well.
	7.	I think that sign means we	-67	(a) can (b) may
		enter the building. Look, there's a		(c) must (d) should
		security guard too		



7.	7.20 TI	wake up earlie	er than	15.	Sh	e	be h	ere in a minute s	he
	7:30 am. They ha	ive class at 8:00 ar	n.		onl	y went out to g	get a n	ewspaper.	-07C
	(a) would	(b) can't			(a)	must	(b)	should	
	(c) could	(d) have to			15	20.000 404			
10.	The rock band	play ver	v well	16.	Sor	ry I'm late I		drop t	he
	The rock band _ last year. Now the	ey are much better			kid	s off at school.	- 2		
	(a) must	(b) couldn't	8		(a)	must .	(b)	must have	,
	(c) can	(d) should			(c)	had to	(d)	should have	-
11.	It	be ready by Frid	av. as	17.	I		re	nlied earlier but	Т
	long as we don'	t have any unexp	pected		was	out all day ye	sterda	ıy.	
	problems.	3				had to			
	(a) may	(b) might			(c)	could have	(4)	must have	
	(c) should	(d) must	- 28	18.	It		1	een a great par	tv
12	(c) should She	to lunch.	. She		if a	few more peor	ple ha	d come.	Ly
	usually goes at the	is time.	and the second		(a)	would have	(b)	should have	
	(a) must go	•	- 1			must have			
	(b) should go		24					ve the right tool	e
	(c) should have a	gone						get the wor	
	(d) must have go	ne -				shed on time.		- 3	A.S.
13.	If we'd had more	time we			(a)	could have	(b)	could .	
	have finished it.				(c)	were able to	(d)-	managed to	
	(a) could	(b) could have		20.	He		nas	sed easily if on	v
	(c) must have	(d) would have	9	i de la constante de la consta	he'd	spent a bit mo	ore tin	ne revising.	,
14.	It was her bi	rthday , yesterday	. We	0	(a)	could have	(b)	would have	
		got her a card.	I feel			must have			
	awful.	(*)	(6)		1		(4)	might have	
	(a) had to	(b) must have				70.0			***
	(c) should		e					114	



# Answer Key

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I.	1. Could	2.	Could	3.	won't be able	4.	Can	5.	Will, be able to
П.	1. might	2.	may	3.	May	. 4.	might	5.	may
III.	1. shouldn't	2.	should	3.	should	4.	ought	5.	Should
5	6. shouldn't		1500E (5)		enting this	uma.		14/10	end sales de
IV.	1. have to	2.	must	3.	must not	4.	has to	5.	don't have
1.0000	6. need to	7.	don't need	d to					
v.	1. Will	2.	would	3.	won't	4.	Would	5.	would
	6. will	07/2	Abhuno ta		10.5	onen.	dir.		NEW (18)
-VI.	1. (a)	2.	(c)	0.3.	(c)	4.	(b)	5.	(p) (a)
	6. (a) (b)	7.	(c)//	8.	(c)				
VII.	1. (b)	2.	(a)	3.	(c)	4.	(c)	5.	(c)
99	6. (b)	7.	(b)	8.	(a)	9.	(d)	10.	(b)
100 M	11. (c)	12.	(d)	13.	(d)	14.	(d)	15.	(b)
	16. (c)	17.	(b) - 10.	18.	(a)	19.	(c)	20.	(b)
		4 50	A Shiple In-				GET THE	01/40	

Voice 13

### VOICE

Voice is the form of a verb, which shows whether the subject does something or has something done to it.

### Types of Voices

We have two voices in English:

- (a) Active Voice
- (b) Passive Voice

We've all heard this before from our English teachers: 'You should always write in the active voice.' But what exactly does this mean?

Example: Henry threw the ball. (Active Voice)

The ball was thrown by Henry. (Passive Voice)

Let's take a look at the first sentence. The subject of the sentence is 'Henry,' and 'ball' is the object, which receives the action of the verb 'threw'.

Now moving onto the second sentence, we can see that 'ball' is the subject of the sentence, and 'Henry' is now the object that receives the action of the verb 'was thrown'.

The grammatical term active voice refers to a sentence in which the subject performs an action indicated by the verb. The first sentence is written in active voice, because Henry is the subject and he is performing the action.

By comparison, the second sentence is written in passive voice, because Henry is no longer the subject; now, he's just the object at the end of the sentence. In grammar, the passive voice refers to sentences in which the verb acts upon a noun or subject, which receives instead of initiates the action.

### Active Voice

A verb is in the active voice when its subject does something, or in simple words the active voice indicates that the subject is performing the action.

Example: He writes good stories.

We eat all the mangoes.

They play cricket.

I bought a new car.

In these sentences, the subjects (he, we, they, I) do something, so the verbs used are said to be in the Active Voice.



### Passive Voice

A verb is in the passive voice when something is done to its subject, or in simple words the passive voice indicates that the action of the verb is being performed upon the subject.

- (i) Good stories are written by him.
- (ii) All the mangoes are eaten by them.
- (iii) Cricket is played by them.
- (iv) A new car is bought by me.

In these sentences, the subjects (letter, oranges, hockey, furniture) are acted upon; they remain inactive or passive and their verbs are, therefore, said to be in the passive voice.

## Formation of Passive Voice from Active Voice

Only transitive verbs (verbs that take direct object) can be used in the passive voice.

When on active verb is changed into the passive, the direct object of the active verb becomes the subject of the passive verb.

Pooja delivered a wonderful speech. (Active Voice)

A wonderful speech was delivered by Pooja. (Passive Voice)

## Rules to Change from Active to Passive Voice

- (i) Change the subject into the object and the object into the subject.
- (ii) Third form of verb is used in the passive voice.
- (iii) Use 'by' after the third form of verb and before the object.
- (iv) Change in pronouns: The subjective form of verb is changed into objective form.

ive Voice	Pas			Voice	Active \
	Me		1853		I
	Us				We
	You				You
	Hir				He
	He	97			She
n .	The				They
vhom	Ву			9	Who
	The		- 1		They

Example: I called Jimmy last night.

Deborah read the book.

Bobby dug the ditch.

Now, let's take a look at how those same sentences read in the passive voice:

Jimmy was called by me last night. The book was read by Deborah. The ditch was dug by Bobby.

Did you notice that all the sentences written in the passive voice used the verb 'to be'?



# Active and Passive Voice (In different Tense forms)

S. No.	Tense/Verb	Active Voice	Passive Voice
1.	Present Simple	Raman write a letter	A letter is written by Raman.
2	Present Continuous	Right now, Sarah is writing the letter.	Right now, the letter is being written by Sarah.
3.	Simple Past	Sam repaired the car.	The car was repaired by Sam.
4.	Past Continuous	The salesman was helping the customer when the thief came into the store.	The customer was being helped by the salesman when the thief came into the store.
5.	Present Perfect	Many tourists have visited that castle.	That castle has been visited by many tourists.
6.	Present Perfect  Continuous	Recently, John has been doing the work.	Recently, the work has been being done by John.
7.	Past Perfect	George had repaired many cars before he received his mechan- ic's license.	Many cars had been repaired by George before he received his me- chanic's license.
8.	Past Perfect Continuous	Chef Jones had been preparing the restaurant's fantastic dinners for two years before he moved to Paris.	The restaurant's fantastic dinners had been being prepared by Chef Jones for two years before he moved to Paris.
9.	Simple Future will	Someone will finish the work by 5:00 PM.	The work will be finished by 5:00 PM.
10.	Simple Future be going to	Sally is going to make a beautiful dinner tonight.	A beautiful dinner is going to be made by Sally tonight.
11.	Future Continuous will be	At 8:00 PM tonight, John will be washing the dishes.	At 8:00 PM tonight, the dishes will be being washed by John.
12.	Future Continuous be going to	At 8:00 PM tonight, John is going to be washing the dishes.	At 8:00 PM tonight, the dishes are going to be being washed by John.
3.	Future Perfect will have	They will have completed the project before the deadline.	The project will have been complet- ed before the deadline.
4.	Future Perfect be going to	They are going to have completed the project before the dead- line.	The project is going to have been completed before the deadline.
5.	Future Perfect Continuous will have been	painting the mural for over six	The mural will have been being painted by the famous artist for over six months by the time it is finished.



16.	Future Perfect Continuous be going to	The famous artist is going to have been painting the mural for over six months by the time it is finished.	The mural is going to have been be- ing painted by the famous artist for over six months by the time it is fin- ished.
17.	Used to	Jerry used to pay the bills.	The bills used to be paid by Jerry.
18.	Would Always	My mother would always make the pies.	The pies would always be made by my mother.
19.	Future in the Past Would	I knew John would finish the work by 5:00 PM.	I knew the work would be finished by 5:00 PM.
20.	Future in the Past Was Going to	I thought Sally was going to make a beautiful dinner tonight.	I thought a beautiful dinner was go- ing to be made by Sally tonight.



## Practice Exercises

[.		l in the blanks with suitable active and		(c) Is punished
		Sive verb forms.		(d) Was punished
	L,	This house ———— in 1970 by my grandfather.		I to become a successful writer.
		(a) Built (b) Was built		
		(c) Was build (d) Has built		(a) Have always wanted
	2.	The robbers — by the		(b) Am always wanted
		police.		(c) Was always wanted
		(a) Have arrested		(d) Am always wanting
		(b) Have been arrested		10. The inmates of the juvenile home —
		(c) Was arrested		well by their caretakers.
		(d) Had arrested		(a) Were not being treated
	3	We———for the examination.		(b) Were not treating
	٥.			(c) Have not being treated
		(a) Have preparing		(d) Was not being treated
	(1)	(b) Are preparing		11. As the patient could not walk, he ———
		(c) Had preparing		home in a wheel chair.
		(d) Have been prepared		(a) Has carried (b) Has been carried
	4.	It ——— since yesterday.		(c) Was carried (d) Was carrying
		(a) Is raining		12. The injured — to the
	25	(b) Has been raining		hospital in an ambulance.
		(c) Have been raining		(a) Were taking (b) Was taking
	ees.	(d) Was raining		(c) Were taken (d) Have taken
	5.	I for five hours.	II.	Fill in the blanks with the correct form of
		(a) Have been working		verb given in brackets.
	x =	(b) Has been working		1. Paul (send) to prison.
		(c) Was working		(Future tense)
		(d) Am working	1	2. He (tell) to wait outside.
	6.	The students — to submit		(Past tense)
		their reports by the end of this week.	1 3	3. I (not pay) for the work.
		(a) Have asked (b) Are asked		(Past tense)
	20	(c) Has asked (d) Are asking		4. Policemen (often ask)
	7.	She for a while.	= 7	the way. (Present tense)
		(a) Are ailing (b) Is ailing		5. The lawn (cut) once a
		(c) Has been ailing(d) Have been ailing		week. (Present tense)
	8.	The teacher — the student	-	6. We (ask) by the police.
		for lying.		(Future tense)
		(a) Has been punished		7. They (teach) French.
		(b) Punished		(Present tense)



8.	The fire brigade	(phone)	
	soon after the fire had broken	out.	(Past
	tense)		

9. All the fruits \_\_\_\_\_ (eat up) by the guests. (Past tense)

10.	The	letter		_ (answer)
	tomo	rrow.	(Future tense)	100000000000000000000000000000000000000

## Answer Key

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I. l <sub>m</sub> (b)	2.	(b) 3.	(b)	4. (b) 11. 5. (a)
6, (b)	7.	(c) 8.	(b)	9. (a) 10. (a)
11. (c)	12.	(c)		
II. 1. will be sent,	2.	was told,	al New York	3. was not paid,
4. are often asked,	5.	is cut,		6. will be asked,
7. are taught,	8.	was phoned,		9. were eaten up; 1111
10. will be answered	d			
。 新聞和的自己的特別的新聞的新聞的新聞。 可能認知	1833	THE STREET STREET, STR		

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## Narration

In writing or speech, narration is the process of recounting a sequence of events, real or imagined. It is also called storytelling.

The person who recounts the events is called a narrator. The account itself is called a narrative. The perspective from which a speaker or writer recounts a narrative is called point of view.

There are always two ways to convey message from one to another person: direct speech and indirect speech.

Example:

Suppose your mother tells you, "I will gift you a new car on your birthday." You go to school and want to tell your friend what your mother said.

There are two ways to tell this:

My mother said "I will gift you a new car on your birthday." (Direct)

My mother said that she would give me a new car on my birthday. (Indirect)

## Direct/Quoted Speech

Saying exactly what someone has said is called direct speech (sometimes called quoted speech). Here what a person says appears within quotation marks ("...") and should be word for word.

Example: She said, "Today's lesson is on presentations."

Some people introduce a direct quote with a colon, and not a comma.

Example:

She said: "Today's lesson is on presentations."

When you lead with the quote, you use a comma. -

Example:

"Today's lesson is on presentations," she said.

## Indirect/Reported Speech

### Assertive Sentence

Indirect speech (sometimes called reported speech) doesn't use quotation marks to enclose what the person said and it doesn't have to be word for word.

When reporting speech the tense usually changes. This is because when we use reported speech, we are usually talking about a time in the past (because obviously the person who spoke originally spoke in the past). The verbs therefore usually have to be in the past too.

Example:

Direct speech / Quoted speech	Indirect speech / Reported speech	
"I'm going to the cinema," he said.	He said he was going to the cinema.	
"We could go to the cinema," he thought.	He thought we could go to the cinema.	



### Interrogative Sentence

- If there is an interrogative sentence in reported speech, in that terms we join these two sentence like this:
- If there is interrogative adverb (where, what, when, how, why how) or interrogative pronoun (whose, who, what, which), then we don't use any connective like that.

He said "what are you eating?" (Direct)

He asked what I was eating. (Indirect)

Wrong expression (He asked me that what I was eating)

He said "who is you father?" (Direct)

He asked me who my father was. (Indirect)

If the direct speech starts with "auxiliary verb," we use "whether" or "if" in the place of "that" to change it into indirect speech.

He asked "Is she a dancer?" (Direct)

He asked me whether she was a dancer. (Not -that whether or not she was a dancer.) (Indirect)

I said, "Do you smoke?" (Direct)

I asked whether you smoked. (Indirect)

### Imperative Sentence

If there is an imperative sentence (request or command), we don't use the connective "that", "whether", or "if" but we change the verb in "infinitive," for example,

He said "please give me a red pen." (Direct)

He requested to give him a red pen. (Indirect)

He said to the lady, "Close the door." (Direct)

He asked the lady to close the door. (Indirect)

## **Exclamatory Sentence**

If there is an exclamatory sentence (surprise, fear, wish), we change it into assertive sentence and we use that to join them like:

He,said "May you live long!" (Direct)

He wished that she may live long. (Indirect)

She said "What a terrible scene!" (Direct)

She observed that it was a terrible scene. (Indirect)

## Rules of Direct and Indirect Speech

## Tense change in Direct to Indirect Speech

Present simple tense
 → Past simple

Present Continuous tense → Past continuous

3. Present Perfect tense → Pas perfect

4. Present Perfect Continuous → Past perfect continuous



5. Past simple → Past Perfect

6. Past Continuous → Past Perfect Continuous

7. Past Perfect → Past Perfect

Future simple, will → would

9. Future Continuous, will be → would be

10. Future Perfect, will have → would have

Example: She said, "It's cold." (Direct)

She said it was cold. (Indirect)

She said, "I'm teaching English online." (Direct)

She said she was teaching English online. (Indirect)

She said, "I've been on the web since 1999." (Direct)

She said she had been on the web since 1999. (Indirect)

She said, "I've been teaching English for seven years." (Direct)

She said she had been teaching English for seven years. (Indirect)

She said, "I taught online yesterday." (Direct)

She said she had taught online yesterday. (Indirect)

She said, "I was teaching earlier." (Direct)

She said she had been teaching earlier. (Indirect)

She said, "The lesson had already started when he arrived." (Direct)

She said the lesson had already started when he arrived. (Indirect) NO CHANGE

She said, "I'd already been teaching for five minutes." (Direct)

She said she'd already been teaching for five minutes. (Indirect) NO CHANGE

### Change in Modal Verbs

### Will → Would

Example: She said, "I'll teach English online tomorrow." (Direct)

She said she would teach English online tomorrow. (Indirect)

#### $Can \rightarrow Could$

Example: She said, "I can teach English online." (Direct)

She said she could teach English online. (Indirect)

### Must → Had to

Example: She said, "I must have a computer to teach English online." (Direct)

She said she had to have a computer to teach English online. (Indirect)

### Shall → Should

Example: She said, "What shall we learn today?" (Direct)

She asked what we should learn today. (Indirect)



### May -> Might

Example: She said, "May I open a new browser?" (Direct)

She asked if she might open a new browser. (Indirect)

#### NOTE:

There is no change to; could, would, should, might and ought to.

"I might go to the cinema," he said. (Direct)

He said he might go to the cinema. (Indirect)

You can use the present tense in reported speech if you want to say that something is still true, i.e. my name has always been and will always be Lynne so:

"My name is Lynne," she said. (Direct)-

She said her name was Lynne./She said her name is Lynne. (Indirect)

☐ You can also use the present tense if you are talking about a future event.

"Next week's lesson is on reported speech," she said. (Direct)

She said next week's lesson will be on reported speech. (Indirect)

## Time Change in Indirect Speech

If the reported sentence contains an expression of time, you must change it to fit in with the time of reporting.

For example, we need to change words like here and yesterday if they have different meanings at the time and place of reporting.

Example: "Today's lesson is on presentations."

She said yesterday's lesson was on presentations.

She said yesterday's lesson would be on presentations.

Expressions of time if reported on a different day

This (evening) → That (evening)

Today → Yesterday ...

These (days) → Those (days)

Now  $\rightarrow$  Then

(a week) Ago → (a week) Before

Last weekend 

The weekend before last / the previous weekend

Here → There

Next (week) → The following (week)

Tomorrow → The next/following day

In addition, if you report something that someone said in a different place to where you heard it you must change the place (here) to the place (there).

Example: "How long have you worked here?" She asked me how long I'd worked there.



## Pronoun Change in Indirect Speech

In reported speech, the pronoun often changes.

Example: "I teach English online."

Direct Speech	Reported Speech		
She said, "I teach English online."	She told me she teaches English online.		
"I teach English online," she said.	She told me she taught English online.		

## Reporting Verbs in Indirect Speech

Said, told and asked are the most common verbs used in indirect speech.

We use 'asked' to report questions.

Example: I asked Lynne what time the lesson started.

We use 'told' with an object.

Example: Lynne told me she felt tired.

In the above sentence, 'me' is the object.

☐ We usually use 'said' without an object.

Example: Lynne said she was going to teach online.

If 'said' is used with an object we must include 'to';

Example: Lynne said to me that she'd never been to China.

#### NOTE:

We usually use 'told'.

Example: Lynne told me (that) she'd never been to China,

There are many other verbs we can use apart from said, told and asked. These include:

accused, admitted, advised, alleged, agreed, apologised, begged, boasted, complained, denied, explained, implied, invited, offered, ordered, promised, replied, suggested, etc. Using them properly can make what you say much more interesting and informative.

Example: He asked me to come to the party.

He invited me to the party.

He begged me to come to the party. He ordered me to come to the party.

He advised me to come to the party.

He suggested I should come to the party.

## Uses of 'That' in reported speech

In reported speech, the word 'that' is often used.

Example: He told me that he lived in Greenwich.

However, that is optional.

Example: He told me he lived in Greenwich.



#### NOTE:

'That' is never used in questions, instead we often use 'if'.

Example: He asked me if I would come to the party.

## **Indirect Speech of Assertive Sentences**

- Boys said, "It has been raining since morning and we cannot play." (Direct)
   Boys said that it had been raining since morning and they could not play. (Indirect)
- She said to him, "I am leaving now and shall return after two hours." (Direct)She told him that she was leaving then and would return after two hours. (Indirect)
- The girl said to me, "My father went to the market and brought toys for me." (Direct)
   The girl told me that her father had gone to the market and had brought toys for her. (Indirect)

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- 4. Her husband said to her, "I shall not go to the office today as I am not feeling well." (Direct) Her husband told her that he would not go to the office that day as he was not feeling well. (Indirect)
- My father said to me, "I fear that you have caught cold again." (Direct)
   My father told me that he feared that I had caught cold again. (Indirect)
- His brother said to me, "I am not going to attend the meeting today." (Direct)
   His brother told me that he was not going to attend the meeting that day. (Indirect)
- She said to him, "Love begets love." (Direct)She told him that love begets love. (Indirect)
- 8. The inspector said to the people, "We have caught the thief and he will be brought to book soon." (Direct)

The inspector told the people that they had caught the thief and he would be brought to book soon. (Indirect)

- The teacher said, "Boys, I shall give you a test in English today." (Direct)
   The teacher told the boys that he would give them a test in English that day. (Indirect)
- 10. My friend said to me, "I am going to my house now. I shall call on you tomorrow." (Direct) My friend told me that he was going to his house then and he would call on me the next day. (Indirect)

## Indirect Speech of Interrogative Sentences

- His wife said to him, "Do you know that my servant maid stole our money?" (Direct)
   His wife asked him if he knew that her servant maid had stolen their money. (Indirect)
- 2. Her friend said to her, "Can you spare your book for me for a week?" (Direct)
  Her friend asked her if she could spare her book for her for a week. (Indirect)
- She said to him, "Can I do anything for you? Will you mind my extending help to you?" (Direct)

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- She asked him if she could do anything for him and if he would mind her extending help to him. (Indirect)
- His mother said to him, "Will you come home in the evening in time?" (Direct)
   His mother asked him if he would come home in the evening in time. (Indirect)
- His friend said to him, "Did I not warn you against this beforehand?" (Direct)
   His friend asked him if he had not warned him against that beforehand. (Indirect)
- John said to his sister, "Is it not a surprise to see your friend here today?" (Direct)
   John asked his sister if it was not a surprise to see her friend there that day. (Indirect)
- The doctor said to his patient, "Are you taking medicine prescribed to you regularly?" (Direct)
  - The doctor asked his patient if he was taking medicine prescribed to him regularly. (Indirect)
- She said to me," Do you know how to swim?" (Direct)
   She asked me if I knew how to swim. (Indirect)
- 9. The captain said to the players, "Will you put your heart and soul in playing the game so that we may win the match?" (Direct)
  The captain asked the players if they would put their heart and soul in playing the game so that they might win the match. (Indirect)
- 10. The stranger said to the lady, "Have you ever been to Delhi?" (Direct) The stranger asked the lady if she had ever been to Delhi. (Indirect)

## **Indirect Speech of Exclamatory Sentences**

- The woman said, "What a beautiful child this is!" (Direct)
   The woman exclaimed that that child was very beautiful. (Indirect)
- His aunt said, "What a pleasant surprise to see you here!" (Direct)
   His aunt exclaimed that it was a pleasant surprise to see him there. (Indirect)
- Hamlet said, "How unlucky I am that I cannot find out any solution!" (Direct)
   Hamlet exclaimed that he was very unlucky that he could not find out any solution. (Indirect)
- The captain said, "Bravo! Well done, boys!" (Direct)
   The captain applauded the boys saying that they had done well. (Indirect)
- The leader said, "Alas! We have lost the game." (Direct)
   The leader exclaimed with sorrow that they had lost the game. (Indirect)
- Boys said, "Hurrah! We have won the match!" (Direct)
   Boys exclaimed with joy that they had won the match. (Indirect)
  - She said, "What a beautiful weather it is!" (Direct)
     She exclaimed that it was a very beautiful weather. (Indirect)
  - 8. Father said, "What a lazy fellow she is!" (Direct)

    Father exclaimed that she was a very lazy fellow. (Indirect)

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- The cobbler said, "How stupid I am!" (Direct)
   The cobbler exclaimed that he was very stupid. (Indirect)
- The girl said, "What a stupid fellow I am!" (Direct)
   The girl exclaimed that she was a stupid fellow. (Indirect)
- The captain said, "Good morning, Friends!" (Direct)
   The captain bade his friends good morning. (Indirect)
- The leader said, "Farewell, my countrymen!" (Direct)
   The leader bade his countrymen farewell. (Indirect)
- The boy said, "If I were a king!" (Direct)
   The boy wished that he had been a king. (Indirect)
- 14. The old lady said, "May you live long, my son!" (Direct)
  The old lady prayed that her son might live long. (Indirect)
- 15. They said, "May you live a long and prosperous life!" (Direct)
  They prayed that you might live a long and prosperous life. (Indirect)



## Practice Exercises

hoose the most appropriate option to fill in he blanks.	6. The critics that the
1. Most of the patient visits to physician assistants in the recent years all around the world.  (a) have been made (b) was made (c) will have been made (d) have made (e) make  2. These differences between two photographs with the help of Photoshop.  (a) should remove	review as a book in English and in many other languages.  (a) are said / could be published  (b) say / can be published  (c) will say / had been published  (d) said / may be published  (e) have said / should publish  7. New legislation in congress but it by many.  (a) was introduced / wasn't accepted  (b) introduced / didn't accept  (c) will be introduced / isn't accepted  (d) introduced / hadn't been accepted
(b) must have removed	(e) is introduced / won't accept
(c) have to remove     (d) could have been removed     (e) were able to remove	8. If you would like to know what in the project so far, you the full report at our
No clinical studies in this child disease research so far.	website.  (a) has been completed / may be visited
<ul> <li>(a) had completed</li> <li>(b) will be completed</li> <li>(c) have completed</li> <li>(d) had to complete</li> <li>(e) have been completed</li> </ul>	(b) completed / will be found (c) completes / should be found (d) was completed / had been found (e) will be completed / can find  9. These clothes for
4. The government that the tasks with great success.	daily use so you them wherever you want.
<ul> <li>(a) is confirming / maintained</li> <li>(b) confirms / have been maintained</li> <li>(c) was confirmed / have maintained</li> <li>(d) will confirm / had been maintained</li> <li>(e) confirmed / are maintaining</li> </ul>	<ul> <li>(a) design / should be worn</li> <li>(b) will be designed / must wear</li> <li>(c) are designed / can wear</li> <li>(d) were designed / could be worn</li> <li>(e) designed / might be worn</li> </ul>
5. With this comprehensive international report, the country's position in the regional and global arena with measurable criteria.	A more developed model of this car in the showroom soon.      (a) is going to show
<ul><li>(a) is to identify</li><li>(b) identifies</li><li>(c) will be identified</li><li>(d) identified</li></ul>	(b) will be shown (c) was shown (d) has been shown (e) had shown
(e) is going to identify	



# Answer Key

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1. (a) 2. (d) 3. (e)	4. (b) 5. (c)
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6. (b) 7. (a) 8. (e)	9. (c) (d) 10. (b)
。	Particular Control (1988)

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## **Spellings**

In written language, spelling is the choice and arrangement of letters that form words. "English spelling," says R.L. Trask, "is notoriously complex, irregular, and eccentric, more so than in almost any other written language."

Although good and food contain the same vowel letters (oo), in most dialects of English these two words aren't pronounced the same. English has 20 vowel sounds but just five proper vowel letters. This discrepancy, says linguist David Crystal, "underlies the complexity of English spelling."

## British Spelling vs. American Spelling

"The lexicographer Noah Webster is responsible for many of the differences that distinguish American spelling from British spelling. His American Dictionary of the English Language, which came out in 1828, became the standard for US spelling. He originally wanted Americans to use much more strictly phonetic spelling, but he later compromised with only minor modifications. British spelling has also undergone reform since 1828. Most notably, terror and horror have lost their -our endings. The -ise suffix is relatively new to British spelling."

## British -our and -re Endings

"Noah Webster, through the influence of his spelling book and dictionaries, was responsible for Americans settling upon -or spellings for a group of words spelled in his day with either -or or -our: armo(u)r, behavio(u)r, colo(u)r, favo(u)r, flavo(u)r, harbo(u)r, labo(u)r, neighbo(u)r, and the like. All such words were current in earlier British English without the u, though most Britons today are probably unaware of that fact; Webster was making no radical change in English spelling habits. Furthermore, the English had themselves struck the u from a great many words earlier spelled -our, alternating with -or: author, doctor, emperor, error, governor, horror, mirror, and senator, among others.

"Webster is also responsible for the American practice of using -er instead of the -re that the British came to favor in a number of words--for instance, calibre, centre, litre, manoeuvre, metre (of poetry or of the unit of length in the metric system), sepulchre, and theatre. . . . Except for litre, which did not come into English until the nineteenth century, all these words occurred in earlier British English with -er."

### The c-s Difference

"The British [c] spelling of the nouns defence, licence, offence, pretence, and practice has an [s] counterpart in American spelling: defense, license, etc. The British distinction between the noun spelling (licence, practice) and verb spelling (license, practise) is lost. Rather confusingly, the form practice can also be found as an American spelling of both noun and verb. The British use of the [c]-[s] difference to mark nouns and verbs is also found to some small extent in advice-advise, device-devise, prophecy-prophesy."

Spelling rules are a bit like weather forecasts: we may use them, but we really can't depend on them to be right 100% of the time. In fact, the only foolproof rule is that all spelling rules in English have exceptions. Still, many writers find that certain rules help them remember how to spell particular types



of words, especially those formed by adding suffixes (or word endings).

## Spelling Rules

### Rule 1: Using I Before E

Use i before e, except after c, or when sounded as "a" as in "neighbor" and "weigh."

Example: believe, chief, piece, and thief; deceive, receive, weigh, and freight

COMMON EXCEPTIONS: efficient, weird, height, neither, ancient, caffeine, foreign

### Rule 2: Dropping the Final E

Drop the final e before a suffix beginning with a vowel (a, e, i, o, u) but not before a suffix beginning with a consonant.

Example: ride + ing = riding

guide + ance = guidance

hope + ing = hoping

entire + ly = entirely

like + ness = likeness

arrange + ment = arrangement

COMMON EXCEPTIONS: truly, noticeable

### Rule 3: Changing a Final Y to I

Change a final y to i before a suffix, unless the suffix begins with i.

Example: defy + ance = defiance

party + es = parties

pity + ful = pitiful

try + es = tries

try + ing = trying

copy + ing = copying

occupy + ing = occupying

COMMON'EXCEPTIONS: memorize

### Rule 4: Doubling a Final Consonant

Double a final single consonant before a suffix, beginning with a vowel, when both of these conditions exist:

- (a) a single vowel precedes the consonant;
- (b) the consonant ends an accented syllable or a one-syllable word.

Example: stop + ing = stopping

admit + ed = admitted

occur + ence = occurrence

stoop + ing = stooping

benefit + ed = benefited

delight + ful = delightful

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## Commonly Misspelled Words

absence accommodate achieve acquire across advertise advice among apparent athlete awful balance basically becoming before beginning believe benefit brilliant business calendar careful ceiling cemetery certain chief citizen coming competition convenience criticize definite deposit describe desperate difference

dilemma disappear disappoint discipline does during easily eight embarrass environment equipped exaggerate except exercise existence expect experience experiment explanation familiar fascinating foreign forty forward friend generally government grammar guarantee guidance happiness heroes humorous identity imitation immediately

incidentally independent interesting interfere interpretation interruption invitation irrelevant irritable island jealous knowledge laboratory length lesson license loneliness losing lying marriage mathematics medicine miniature minute naturally necessary neighbor neither occasion occurred official often omission operate optimism original



ought parallel particularly peculiar perceive permanent persevere personally persuade picture piece planning pleasant political possible practical prefer prejudice privilege probably professional promise proof

psychology quantity quarter quiet quite realize receive recognize reference religious repetition restaurant rhythm ridiculous sacrifice safety scissors separate shining similar sincerely speech stopping

strength studying succeed successful surely surprise temperature temporary through toward tries truly twelfth until unusual using usually village weird welcome whether writing



# **Practice Exercises**

- Add a letter or two to complete the spelling of each word given in parentheses others are correct as they stand.
  - 1. Bob is (tru-ly) sorry for taking your book without informing you.
  - 2. The minister was criticized (sever-ly) for not living up to the expectations of the people..
  - 3. The incident shattered her (complet-ly).
  - 4. I am (sincer-ly) grateful to her for offering me help on time.
  - 5. That couple is (argu-ing) again.
  - 6. He (argu-d) with his teacher for hours.
  - 7. When are you (com-ing) back home?
  - 8. Maya is (writ-ing) her autobiography.
  - 9. Mr. White is (judg-ing) the essay contest.
  - 10. Be (car-ful) when you cross the main road.

## II. Add 'IE' OR 'EI' to some of the words wherever required in the following sentences.

- 1. Paint the (c--ling) before you paint the walls.
- 2. Arunhas been (rec--ving) threatening calls .
- 3. A (w--rd) noise came out of the attic.
- 4. Can I have that (p--ce) of pie?
- 5. I don't (bel--ve) in coincidence.
- 6: All the parents have been advised to accompany (th-r) children to the event.
- 7. (N--ther) of us can help you today.
- 8. Our (n--ghbors) are very nice people.
- 9. The wet coat (w-ghs) less when it is dry.
- 10. We waited for the (fr--ght) train to pass.

## III. Add 'i' OR 'y' to the words given in parenthesis wherever required.

- 1. Have you (tr-ed) the dessert yet?
- 2. The baby (cr-ed) throughout the night.
- 3. We compared two (theor-es) of evolution.
- 4. She felt (betra-ed) by her friend.
- 5. You should be (stud-ing) for Wednesday's exam.
- 6. (Lonel-ness) was never a problem for Henry.
- 7. The bird (fl-es) on broken wings.
- 8. I have always (rel-ed) on my friends.
- 9. She doesn't believe in (apolog-es) or regrets.
- 10. It was a (pit-ful) sight.

## IV. Complete each word with the letter a, e, or i in the following sentences.

1. I borrowed these flowers from the (cemet-ry).



- 2. My bird eats huge (quant-ties) of seed.
- 3. The tax cuts will (ben-fit) the private sector.
- 4. It was a (priv-lege) to attend this meeting.
  - 5. He has a remarkably (unpleas-nt) disposition.
  - 6. We placed the puppies in (sep-rate) rooms.
  - 7. She is very (independ-nt) by nature and hardly takes anyone's help.
  - 8. I found an (excell-nt) excuse to resign from the committee.
  - 9. There are different (cat-gories) of products listed on the website.
  - 10. Professor Mittal made another (irrelev-nt) remark.

#### V. Double the consonant of the words given in parenthesis, wherever required in the following sentences.

- 1. The sun was (shin-ing) down like honey.
- The experiment was (control-ed) by a restricted group of scientists.
- 3. The patient is slowly (begin-ing) to recover.
- 4. I (pour-ed) sugar over my oatmeal.
- 5. She keeps (forget-ing) to call me.
- 6. I've (admit-ed) my mistake.
- 7. They were (sweat-ing) outside.
- 8. That idea never (occur-ed) to me.
- 9. The bunny went (hop-ing) down to the hole,
- 10. His doctor (refer-ed) him to a skin specialist.

# VI. Add one or more letters to the words given in parenthesis wherever required in the following sentences.

- 1. Most of the things in life come without a (g-arantee).
- 2. Rita (su-prised) me.
- 3. It's (prob-ly) going to rain .
- 4. Does she (reali-e) that she is looking awful?
- 5. (D-scribe) the man who hit you.
- 6. We waited (until-) the priest arrived.
- 7. Mary (recom-ended) a psychiatrist.
- 8. Take two (asp-rin) and go to bed.
- 9. She loves to watch (ath-letic) programs.
- 10. The (tem-rature) reached 50 degrees in Delhi.

# VII. Add one or more letters to the words given in parenthesis wherever required in the following sentences.

- Facebook recently (a-quired) an Israelian company called Pebbles Interfaces.
- He is (basic-ly) lazy.
- We must work together to improve the (envir-ment).



- 4. I wish my tutor would just (dis-pear).
- 5. He should attend to his (bus-ness).
- Mary wrote astory (sim-lar) to yours.
- 7. She (fin-ly) agreed to participate in the match.
- I was (dis-appointed) by the salesman's behavior.
- You can find test-tubes in the school (lab-ratory).
- 10. My father works in a (gover-ment) firm.

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1. cemetery	2. quantities	3. benefit	4. privilege	5. unpleasant
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# Analogy

Analogy comes from the Greek word analogia, which is a combination of the prefix ana- (upon, again, or back) and the suffix –logos (ratio, word, or speech). Together, the word means something akin to "proportion."

Analogy is a comparison between two things. Analogies function to describe or explain one thing by examining its similarities with another thing. The two things may be very dissimilar and the analogy forces the reader or listener to understand the connection between them. On the other hand, the analogy could provide a comparison between two very similar things, one of which might be more obscure; the analogy provides a way for a reader or listener to understand the more obscure thing by picturing the more common thing.

Many common literary devices are examples of analogy, such as metaphor, simile, allegory, parable, and exemplification. We examine the differences between these devices below.

Understanding the meaning of an analogy is key to the success of the analogy in communication. Some analogies will be understood by most people, who speak the same language. Within small social groups of people, there are often shared analogies that bind the group together. Other analogies are only understood by people living in a certain region or country.

# Types of Analogy

As the definition of analogy includes all types of comparisons, the following list qualifies as analogies:

### Metaphor

A metaphor compares two subjects without any connecting words such as "like" or "as." Metaphors are considered a strong form of analogy as they assert that one thing is another.

#### Simile

A simile is a comparison between two things, using the connecting words "like" or "as." Not quite as strong of a comparison as metaphor, simile still requires the reader to understand the similarities between the two things and make new cognitive links.

#### Allegory

An allegory is a story in which the characters, images, and/or events function as symbols. These symbols can be interpreted to have deeper significance and may illustrate moral truths or a political or historical situation.

#### Parable

Similar to allegory, though more condensed, a parable is a simple story used to illustrate an instructive lesson or principal.



### Exemplification

Exemplification is the relation between a sample and what it refers to. For example, if a sign at an arboretum said "oak" in front of an oak tree, that tree would be an exemplification of the label.

# Common Analogies and Their Meanings

Analogy examples with corresponding meanings are the best way to show the meaning of the word "analogy." The following is a list of some common analogies and an explanation of their meanings:

- 1. The relationship between them began to thaw. (This means that the relationship was changing.)
- I am going to be toast when I get home. (This is usually said when someone is in trouble with their significant other.)
- 3. He is like a rock. (This means he is steadfast and strong.)
- She attended the celebrity roast. (The person being roasted is being honored by people making harmless jokes about him or her.)
- 5. I feel like a fish out of water. (This implies that you are not comfortable in your surroundings.)
- She was offended when I said she was as flaky as a snowstorm. (This means that she is not stable and, therefore, can hardly be trusted.)
- There are plenty of fish in the sea. (Unless you really are a fish, this encourages you to move on and find another potential mate.)
- 8. She was as quiet as a mouse. (It is hard to hear a mouse, so that means she was very quiet.)
- Bing Crosby had a velvet voice. (As voices are not made of velvet, this implies that his voice was smooth and soothing.)
- Life is like a box of chocolates. (This has many meanings and is a great analogy for life. It
  mostly means life is full of surprises and anything can happen next.)

# Examples of Analogy from Everyday Life

We use analogy in our everyday conversation. Some common analogy examples are given below:

- Life is like a race. The one who keeps running wins the race and the one who stops to catch a breath loses.
- 2. Just as a sword is the weapon of a warrior, a pen is the weapon of a writer.
- 3. How a doctor diagnoses diseases is like how a detective investigates crimes.
- 4. Just as a caterpillar comes out of its cocoon, so we must come out of our comfort zone.
- 5. You are as annoying as nails on a chalkboard.

# More Examples of Analogy

Here are some simple examples of analogy:

Green: Colour:: Orchid: Flower

Scientist: Einstein:: Musician: Mozart

Human: Fingernail:: Tiger: Claw

There are many other analogies that we can find in common speech. Here are some examples of simile, one of the main types of analogy:



- 1. Mary had a little lamb /Her fleece was white as snow.
- 2. As light as a feather
- 3. As dead as a doornail
- 4. As busy as a bee
- 5. As quiet as a mouse
- 6. As happy as a clam
- 7. Sly like a fox
- 8. You're as sweet as sugar
- 9 That would be as difficult as finding a needle in a haystack.
- 10. "We will not be satisfied until justice rolls down like waters, and righteousness like a mighty stream" Martin Luther King, Jr. "I have a dream" speech".



# **Practice Exercises**

Select	the correct optionalogy.	n in	order to com	plete				Caluminate
	Doctor : Nurse ::	2 · F	llower		13. Hong l			
	(a) Employer				(a) Ro	me	(b)	Mexico
	(c) Worker				(c) Ca	nada .	(d)	Australia
2	Moon : Satellite :				14. Illitera	cy: Educat	ion ::	Flood:?
- 2.					(a) Ra	in -	(b)	Bridge
	(a) Sun	700				m		River
	(c) Solar System			11 69	15. Hill : N	Mountain ::		
٥.	Fear : Threat :: A		EALITE CONTRACTOR			ver .		
- 2	(a) Compulsion			4			27,000	Avalanche
	(c) Provocation				16. Fruit :			
4.	Clock : Time :: Th							
	(a) Heat					w 		
	(c) Energy		Temperature			h .		The second of th
5.	Cup: Lip:: Bird:				17. Fire : A			
	(a) Bush	(b)	Grass		(a) Fla	me	(b)	Debris
	(c) Forest	(d)	Beak		(c) Soi	ınd	(d)	Death
6.	Tractor: Trailer::	Hors	e:?		18. Drama	: Stage :: T	ennis	:? .
	(a) Stable	(b)	Cart		(a) Net		(b)	Tournament
	(c) Saddle	(d)	Engine		(c) Rac	cket	(d)	Court
7.	Flower: Bud:: Pl				19. Sculpto	r : Statue :	: Poet	:?
77	(a) Twig	(b)	Seed	2,43	(a) Car	ivas	(b)	Pen
0)		(d)	Flower			se		
8.	Flow: River:: Sta			:a *!	20. Malaria	1.4		
	(a) Rain					und	The second	
	(c) Pool			* +		apon	0.000	
9.	Paw : Cat :: Hoof							
	(a) Lamb	(b)	Horse		21. Reading			
	(c) Elephant					perience	N. F.	Engagement
10	. Car : Garage :: Ae							Experiment
	(a) Port			10 111	22. Cricket			
	(c) Hangar	(4)	Harbour		(a) Fiel	ld	(b)	Stick
11	Venerate : Worship			*	(c) Play	yer	(d)	Ball
	(a) Glorify				23. Enough	: Excess ::	Suffi	iciency:?
	(c) Compliment				200	equacy		
		(4)	recommend				10000000	Secretary and Secretary

12. Nurture: Neglect:: Denigrate:?

(b) Extol

(a) Reveal

(c) Competency (d) Import

24. Skeleton: Body:: Grammar:?



(a) Language (b) Sentence (c) Meaning (d) Education 25. Mature : Regressed :: Varied : ?

(a) Rhythmic (b) Monotonous (c) Decorous (d) Obsolete

26. Ship : Sea :: Camel : ?

(a) Forest (b) Land (c) Mountain (d) Desert

27. Dilator; : Expeditious :: Direct : ?

(a) Tortuous (b) Circumlocutory

(c) Straight (d) Curved

28. Wrist: Elbow:: Ankle:?

(a) Heel (b) Fingers

(c) Foot (d) Knee 29. Amber: Yellow:: Caramine:?

(a) Red (b) Green

(c) Violet (d) Blue

30. Wax: Wane:: Zenith:?

(a) Nadir (b) Bottom

(c) Fall (d) Height

31. Foundation: Edifice:: Constitution:?

(a) Government (b) State

(c) Nation (d) Cabinet

32. Video: Cassette:: Computer:?

(a) Reels (b) Recordings

(c) Files (d) Floppy

33. Produce: Waste:: Contrast:?

(a) Match (b) Correct (c) Oppose (d) Contradict

34. Palaeography: Writings:: Ichthyology:?

(a) Fishes (b) Whales

(c) Oysters (d) Mammals

35. Painting: Artist:: Symphony:?

(a) Novelist (b) Poet

(c) Essayist (d) Composer

1. (b	) 3 (4) 2.	(b)	3.	(c)	11-4:(d)	- 5.	(d)
6. (b	) <sup>(1)</sup> (b) 7.	(b)	(5), 8.	(c)	9. (b)	10.	(c)
11. (a	) 7 12.	(b)	13.	(a)	14 (c)	15.	(a)
16. (a	17.	(b)	18.	(d)	19. (c)	20.	(c)
.21. (a	) 22.	(b)	23.	(b)	24. (a)	25.	(b)
26. (d	) 27.	(b)	28.	(d)	29. † (a)	30.	(a)
31. (c	) 0, 32.	(d)	1 (133,	(a)	34. (a)	35.	(d)

# Collocations

According to the Cambridge dictionary, 'collocation' is:

- 1. "a word or phrase that is often used with another word or phrase, in a way that sounds correct to people who have spoken the language all their lives, but might not be expected from the meaning."
- "The combination of words formed when two or more words are often used together in a way that sound correct."

## Types of Collocations

There are six main types of collocation; they are:

## Adjective + Noun

There are many adjectives, which can gather with noun, but here are some adjectives to give you obvious examples.

Example:

He has been a heavy smoker and drinker all his adult life.

She speaks English quite well but with strong French accent.

They have a hard life and worked through a hard time. We don't have hard evidence that they had used hard drugs.

The doctor ordered him to take regular exercise.

The Titanic sank on its maiden voyage.

# Noun + Noun (such as collective noun)

Example: I would like to buy two bars of soaps.

There is a glass of water on the table. Would you like to have a cup of coffee?

He will give a bar of chocolate to his girlfriend on Valentine's Day.

Her bouquet of flower is the best of all.

#### Verb + Noun

Example: I always try to do my homework in the morning after making my bed.

Do you think the bank would forgive a debt?

We are going to have lunch together, would you like to join?

Every day, I take a shower at 6 o'clock.



## Adverb + Adjective

Example: This test is ridiculously easy! I didn't even study, but I will get high score.

Janet is a highly successful businesswoman. She owns several restaurants and hotels

around the country.

That is utterly ridiculous. She didn't steal your favourite book. She wasn't even in the

office yesterday.

Roger is *strongly opposed* to anything bad for health. He doesn't eat junk food at all. Are you okay? I am *deeply concerned* about you. You have been desperate since you lost your job.

## Verb + Prepositional Phrase/Phrasal Verb

Example: Their behaviour was enough to drive anybody to crime.

We had to return home because we had run out of money. I am going to look up the meaning in the dictionary. She is going to dress up for her first date with him.

You have to make up your mind before doing something.

### Verb + Adverb

. Example: Mary whispered softly in John's ear.

The boy speaks politely, and is very well-behaved.

The accident happened because he was driving dangerously.

After 2 years in London, he speaks English fluently.

I waited patiently, but she never came.



# **Practice Exercises**

	the blanks with the correct option.	was sure I was going to up.
1.	. I'd like to stop smoking but I just can't	(a) cheer (b) sign
	it up.	(c) throw (d) hurry
	(a) give (b) turn	10. It's a difficult market to enter but we
	(c) put (d) hurry	intend to up a small subsidiary
- 2.	I'm getting really unfit. I think I should	anyway.
	up a sport.	(a) cheer (b) turn
	(a) speak (b) take	(c) throw (d) set
1	(c) put (d) hurry	11. When I saw that this course was available,
3.	I'm fed up of hearing you talk all the time.	I rushed to up for it.
	Why don't you just up and listen for once?	(a) cheer (b) sign
		(c) gee (d) feel
	(a) cheer (b) move	12. That was a complete surprise - a total
	(c) put (d) shut	up for the books.
4,	이 나는 사람들이 아니는 아니는 아이를 가는 것이 되었다. 목사를 하게 되었다면 하는 것으로 모르게 되었다. 그는 그는 그는 그를 다 없다면 하는데 그렇게 되었다면 그렇게 되었다면 하는데 그렇게 되었다면 그렇게 그렇게 되었다면 그렇게 그렇게 되었다면 그렇게 되었다면 그렇게	(a) speak (b) move
	how you up with him.	(c) turn (d) throw
	(a) speak (b) move	<ol><li>Stop acting so childishly up.</li></ol>
-	(c) put (d) hurry	(a) cheer (b) move
٥.	If you don't put any oil in the motor when	(c) grow (d) hurry
	the warning light comes on, it's likely to	14. I couldn't afford to buy it but my parents
	up,	up the money for me.
	(a) send (b) seize	(a) cheer (b) move
	(c) put (d) set	(c) put (d) throw
6.		15. He's always making fun of me. I wish he
	papers. I'm going to ask maintenance to up some more shelves.	wouldn't me up like that.
	Market and the second of the s	(a) send (b) move
	(a) cheer (b) move (c) put (d) hurry	(c) gee (d) hurry
7	If you ever come to my city you must	16. I knew he would get promoted. It's good
	me up and we'll have dinner	to see himup the ladder.
	together.	(a) speak (b) move
	(a) speak (b) move	(c) gee (d) throw
	(c) put (d) look	17. They badly need motivating. Perhaps you
8.	Let's ask Andrew and see if he can	can them up?
2078	up with any good ideas.	(a) cheer (b) grow
	(a) come (b) set	(c) gee (d) throw
	(c) put (d) turn	18. They're so miserable. Perhaps you can
9.	It was really embarrassing. I'd had too	them up?
0815	much to drink and when we left the bar I	(a) cheer (b) grow



(d) give (c) put 19. What's taking them so long? Perhaps you can \_\_\_\_\_ them up? (a) speak

(b) grow

(d) hurry (c) give

20. We can't hear you at the back. Perhaps you could up a bit?

(a) speak

(b) seize.

(c) put

(d) throw

1. (a)	2.	(b)	3.	(d)	4.	(c)	5.75	(b)	
6. (c)	-7.	(d)	+ 8.	(a)	eil 9.1 4	i (c) :	12.10		17
11. (b)	12.	(c)	-13.	(c)	THE PROPERTY OF THE PARTY OF TH	(c)	1000		
16. (b)	17.	(c)	18.	(a)	19.	(d)	20.	(a),	

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# Synonyms

A synonym is a word or phrase that means exactly or nearly the same as another word or phrase in the same language. Words that are synonyms are said to be synonymous, and the state of being a synonym is called synonymy. The word comes from Ancient Greek syn ('with') and onoma ('name').

An example of synonym of the word 'begin' are 'start' and 'commence'. Words can be synonymous when meant in certain senses, even if they are not synonymous in all of their senses.

# **Practice Exercises**

Choose the correct option to mark the sync of the words given in the questions.	
1. Sage	(a) Clumsy (b) Impudent
(a) Wise man (b) Era (c) Tropical tree (d) Fool	(c) Stupid (d) Foreign 9. Redundant
2. Admonish	(a) Necessary (b) Diminishing
(a) Polish (b) Distribute (c) Escape (d) Caution	(c) Plentiful (d) Superfluous 10. Atrophy
3. Beset	(a) Wither (b) Grow
(a) Plead (b) Deny (c) Perplex (d) Deprive	(c) Soften (d) Spread
· 4. Figment	(a) Thorough (b) Smooth-running
(a) Ornamental openwork (b) Perfume	(c) Airy (d) Forceful 12. Remuneration
(c) Invention (d) Undeveloped 5. Glib	(a) Understanding (b) Protest (c) Finality (d) Compensation
(a) Dull (b) Fluent (c) Thin (d) Sharp 6. Coalesce	13. Frivolity  (a) Lightness (b) Ornamentation  (c) Irritability (d) Impurity  14. Aura
(a) Associate (b) Conspire (c) Combine (d) Cover 7. Quack	(a) Bitterness (b) Prophet
(a) Clown (b) Dressmaker (c) Philanthropist (d) Charlatan	(c) Delight (d) Distinctive atmosphere



					140.0	
0	15. Personab	le .		25. Zenith		
	(a) Self-	centred (b)	Intimate		250,050	Middle
	(c) Attra	ctive (d)	Sensitive	(c) Compass	(d)	Summit
	16. Resilienc	e	7.7	26. Hypothetical		
	(a) Subm	nission (b)	Determination	(a) Magical	(b)	Theoretical
	(c) Elast	icity (d)	Recovery	(c) Visual	(d)	Two-faced
	17. Analogy			<ol><li>Superficial</li></ol>		
	(a) Simil	larity (b)	Distinction	(a) Shallow		Aged .
	(c) Trans	sposition (d)	Variety	(c) Unusually fine	(d)	Proud
	18. Facetious	3	# * * * * * * * * * * * * * * * * * * *	28. Disparage		
7	(a) Obsc	ene (b)	Complimentary	(a) Separate		Belittle -
	(c) Shree	wd (d)	Witty	(c) Compare	(d)	Imitate
	19. Diatribe			29. Protagonist		1
	(a) Deba		Tirade	(a) Prophet	(b)	
	(c) Mon		Oration	(c) Explorer	(d)	Champion
	20. Maledict	ion		30. Impromptu		Tapyan a
	(a) Curs	e ,		(a) Offhand	4000	Rehearsed
	(b) Tactl	ess remark		(c) Laughable	(d)	Deceptive
	(c) Epita			31. Chivalrous	5210.0	1900 - 171 <b>4</b> 0 - 171
	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	nmatical error	. 4	(a) Crude	100	Foreign
	21. Turbulen		9586 W	(c) Military	(d)	Handsome
	(a) Trea		Triumph	32. Havoc	a.v.	0 1 11
	(c) Com	motion (d)	Overflow	(a) Festival		Sea battle
	22. Defer	202	ranaznan an	(c) Disease	(a)	Ruin
	(a) Disc			33. Rejuvenate	(1-)	Tudoo
	(c) Post	pone (d)	Estimate	(a) Reply	200	Judge
	23. Adage			(c) Renew 34. Obnoxious	(a)	Age
	(a) Prov	30.5	Youth		(h)	Daring
	(c) Supp	olement (d)	Hardness	(a) Dreamy	(3)	Daring Visible
	24. Ensue		-	(c) Offensive 35. Verbatim	(a)	VISIBLE
	(a) Com	75.7 T	Plead		(b)	In secret
	(c) Rem	ain (d)	Follow	(a) Word for word	00,000	12
			27	(c) At will	(d)	in summary



(Controllers) (Controllers)	to the local programme with the be-	The second second second	TO THE OWNER OF THE OWNER OF THE OWNER.							
1.	(a)	2.	— (d)	3.	(c)	4.	(c)	5.	(a)	1
6.	(c)	7.	(d)·	8.	(a)	- 9.	(d)	210.	(a) ( )	
11.	(d)	12.	(d)	13.	(a)	14	(d)	15.	(c)	1
16.	(c)	17.	(a)	18.	(d)	19.	(b)	20.	(a)	
21.	(c)	22.	35 (c)	23.	(a)	24,	(d)	25	(d)	
26.	(b)	27.	(a)	28.	(b)	29.	(d)	30.	(a)	
31.	(c)	32.	(d)	33.	(c)	34.	(c)	35.	(a)	2012



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# **Antonyms**

An antonym is a word that means the opposite of a particular word. For instance, the antonym of 'hot' is 'cold.' The root words for the word 'antonym' are the words 'anti,' meaning 'against' or 'opposite,' and 'onym,' meaning 'name.'

In order to better understand antonyms, let's revise what the word 'synonym' means. A synonym is a word that has a similar meaning to or exactly the same meaning as another word. Synonyms and antonyms are exactly the opposite.

# **Practice Exercises**

	e ques	uons.		(a) acrid (c) fragrant	(b)	pungent delicious
(a) borrow	(b)	shallow	9.	Expound		
(c) low	(d)	contempt		(a) besmirch	(b)	confuse
Pit				(c) confine	(d)	condemn
(a) group	(b)	peak	10.	Pique		
(c) select	(d)	marry		(a) value	(b)	gully
Rotund				(c) smooth	(d)	soothe
(a) round	(b)	unimportant	11.	Abate		
(c) thin	(d)	dull		(a) free	200	augment
Talent				(c) provoke	(d)	wane .
(a) ungrateful	(b)	silent	12.			
(c) show	(d)	inability			18353	poverty
Common					(d)	foreign
(a) strange	(b)	uneasy	13.			
(c) quick	(d)	fast		2000 HS1 HS	200	arrogant
Brazen		- 4	1.4		(D)	ruddy
(a) bashful	(b)	boisterous	14.		71-3	
(c) noisy	(d)	heated			3.0	extend
Expect			15		(a)	easy
(a) attend	(b)	regret	13	(a) smother	(b)	detest
(a) arround						
	words given in the Awe  (a) borrow (c) low Pit (a) group (c) select Rotund (a) round (c) thin Talent (a) ungrateful (c) show Common (a) strange (c) quick Brazen (a) bashful (c) noisy Expect	Awe  (a) borrow (b) (c) low (d) Pit (a) group (b) (c) select (d) Rotund (a) round (b) (c) thin (d) Talent (a) ungrateful (b) (c) show (d) Common (a) strange (b) (c) quick (d) Brazen (a) bashful (b) (c) noisy (d) Expect	(a) borrow (b) shallow (c) low (d) contempt Pit (a) group (b) peak (c) select (d) marry Rotund (a) round (b) unimportant (c) thin (d) dull Talent (a) ungrateful (b) silent (c) show (d) inability Common (a) strange (b) uneasy (c) quick (d) fast Brazen (a) bashful (b) boisterous (c) noisy (d) heated Expect	words given in the questions.  Awe  (a) borrow (b) shallow 9.  (c) low (d) contempt  Pit  (a) group (b) peak 10.  (c) select (d) marry  Rotund  (a) round (b) unimportant 11.  (c) thin (d) dull  Talent  (a) ungrateful (b) silent 12.  (c) show (d) inability  Common  (a) strange (b) uneasy  (c) quick (d) fast  Brazen  (a) bashful (b) boisterous  (c) noisy (d) heated  Expect  15	words given in the questions.  Awe  (a) borrow (b) shallow (c) low (d) contempt (a) besmirch (c) confine (a) group (b) peak (c) select (d) marry (e) smooth (a) round (b) unimportant (c) thin (d) dull (a) free (c) provoke (a) ungrateful (b) silent (c) show (d) inability (d) dinability (e) abundance (f) abundance (g) graph (h) fast (h)	Nords given in the questions.



16.	Meagre	247	7		29. Matutinal			
	(a) kind (c) thoughtful Philistine	(b) (d)	generous copious		(a) paternal (c) maritime 30. Impecunious	(b) (d)	crepuscular marsupial	
	(a) novice · (c) pious Zenith	(b) (d)	intellectuál debutante		(a) wealthy (c) hungry 31. Blooming	200	cautious tardy	
	(a) worst (c) nadir Germane	(b)	apex past	197	(a) fading (c) quiet 32: Bliss	1,150037	flowering mild	
	(a) irrelevant (c) impartial Irascible	(b) (d)	indifferent improvident		(a) merge (c) dull 33. Bewitch	(b) (d)	disseminate suffering	
	(a) determined (c) reasonable Approbate	(b) (d)	placid pliant		(a) disenchant (c) profit 34. Bauble	00.00	rapture avail	
8	(a) ingratitude (c) dissatisfaction Supercilious	(b) (d)	condemn master		(a) plaything (c) modest(d) 35. Busy	(b) besi	valuable ege	
	(a) unimportant (c) serious Improvident		relevant meek		(a) bully (c) indolence 36. Celebrity		curb occupied	
COMMI	(a) cautious (c) proven Demur	(b) (d)	fortunate intelligent		(a) celebration (c) obscurity 37. Cataclysm	(b) (d)	solemnity hazy	
	(a) embrace (c) boisterous Fatuous	(b) (d)	crude falter	- XD	(a) peace (c) quibble 38. Concord	(b) (d)	deluge conjecture	
	(a) crafty (c) sensible Quiescent	(b)	frugal inane		(a) consolidate (c)outline 39. Compliance	(b) (d)	bestow discord	
	(a) lackadaisical (c) dull Sartorial	(b) (d)	active prescient		(a) condone (c) resistance 40. Circumlocution	(b)	clamour condense -	
(	(a) cheerful (c) inelegant Sapient	(b) (d)	sincere homespun		(a) amass (c) effusion 41. Clandestine	(b) (d)	ambiguity simplicity	
(	(a) hunched (c) simple	(b) (d)	strong simian		(a) open (c) concourse	(b) (d)	surreptitious perpetrate	



1.	(d)	2.	(b)	3.	(c)	4,	(d)	5.	(a)_	
6.	(a)	7.	(c)	- 8.	(c)	9.	(b)	10.	(d)	
11.	(b)	12.	(c)	13.	(d)	14.	(b)	15.	(a)	
16.	(d)	17.	(b)	18.	(c)	19.	(a)	20.	(b)	
21.	(b)	22.	(d)	23.	(a)	24.	(a)	25.	(c)	
26.	(b)	27.	(d)	28.	(c)	/ 29.	(b)	30.	(a)	
31.	//-(a)	32.	. (d)	-33.	(a)	34.	(b)	35.	(b)	
36.	(c)	37.	(a)	_ 38.	(d)	39.	(c)	40,	(d)	
41.	(a)									



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# **Homonyms and Homophones**

Homonyms are words that share the same spelling and the same pronunciation but have different meanings.

For example, bear.

A bear (the animal) can bear (tolerate) very cold temperatures.

The driver turned left (opposite of right) and left (departed from) the main road.

Homophones, also known as sound-alike words, are words that are pronounced identically although they have different meanings and often have different spellings as well. These words are a very common source of confusion when writing.

Common examples of sets of homophones include: to, too, and two; they're and their; bee and be; sun and son; which and witch; and plain and plane.

Some common homophones include:

ad / add		
allowed / aloud	14	
ant / aunt		
ate / eight .		
ball / bawl		
band / banned		
bear / bare -		
be / bee		
billed / build		
blew / blue		
board / bored		
boy / buoy		
brake / break		
by / bye / buy		
beach / beech		
bolder / boulder		
bread / bred		
browse / brows		
capital / capitol		
caret / carrot / car	at /	karat
cell / sell		

.cent / scent / sent	
census / senses	
cereal / serial	
chews / choose	
choral / coral	
chute / shoot	
clothes / close	
colonel / kernel	
creak / creek	
crews / cruise	
cymbal / symbol	
days / daze	
dear / deer	
dew / do / due	
die / dye	
disc / disk	
discreet / discrete	
discussed / disgust	
doe / dough	
doughs / doze	
earn / urn	

1	ewe / you
3	eye/I
	fare / fair
-	feat / feet
2	find / fined
3	fir/fur
	flea / flee
	flew / flu / flue
	flower / flour
2000	for / four / fore
	forth / fourth
100	foul / fowl
i	frees / freeze
1	gneiss / nice
	gnu / knew / new
	gored / gourd
1	gorilla / guerrilla
1	grays / graze
1	grate / great
-	guessed / guest
1	gym / Jim



hale / hail
hall / haul
hare / hair
heal / heel / he'll
heard / herd
hew / hue
hi / high
higher / hire
him / hymn
hair / hare
hoarse / horse
hole / whole
hour / our

idle / idol
idle / idol / idyll
in / inn
incite / insight
its / it's
jam / jamb
jeans / genes
knead / need / kneed

knight / night

knows / nose / no's lead / led leased / least lessen / lesson lie / lye links / lynx load / lode / lowed loan / lone

locks / lox loot / lute maid / made mail / male maize / maze meet / meat medal / meddle mince / mints miner / minor
missed / mist
mooed / mood
morning / mourning
muscle / mussel
mussed / must
nays / neighs
no / know
none / nun
nose / knows / no's

not / knot / naught one / won or / oar / ore overdo / overdue paced / paste pail / pale pain / pane pair / pare / pear pain / pane passed / past patience / patients

pause / paws

peace / piece

peak / peek / pique peal / peel pedal / peddle peer / pier pi / pie plain / plane plum / plumb praise / prays / preys presence / presents principal / principle prince / prints

prince / prints quarts / quartz rain / reign / rein raise / rays / raze rap / wrap read / reed
read / red
real / reel
reek / wreak
rest / wrest
review / revue
right / rite / write
ring / wring

road / rode / rowed roe / row role / roll root / route ... rose / rows rote / wrote roux / rue rye./ wry sacks / sax sail / sale sawed / sod scene / seen sea / see seam / seem seas / sees / seize serf / surf

serge / surge
sew / so / sow
shoe / shoo
side / sighed
sighs / size
sign / sine
sight / site / cite
slay / sleigh
soar / sore
soared / sword
sole / soul
son / sun
some / sum
spade / spayed



staid / stayed stair / stare stake / steak

stationary / stationery

steal / steel straight / strait suede / swayed summary / summery sundae / Sunday tacks / tax tail / tale taut / taught tea / tee

teas / tease / tees tents / tense tern / turn

there / their / they're threw / through throne / thrown thyme / time tide / tied tighten / titan to / too / two toad / toed / towed

toe / tow
told / tolled
tracked / tract
trussed / trust
use / ewes
vein / vane
verses / versus
vial / vile
vice / vies
wade / weighed
wail / whale

waist / waste

wait / weight

waive / wave

Wales / whales war / wore

ware / wear / where warn / worn

wax / whacks way / weigh / whey

we / wee

weather / whether we'd / weed weld / welled we'll / wheel wen / when we've / weave weak / week

which / witch whirled / world whirred / word whine / wine whoa / woe who's / whose wood / would

worst / warts yoke / yolk you'll / yule

your / you're / yore

ail / ale
airs / heirs
aisle / I'll
ascent / assent
aural / oral
auricle / oracle
berth / birth
boy / buoy
cached / cashed
carrot / karat
cede / seed
censor / sensor
chased / chaste

choirs / quires chords / cords chute / shoot coax / cokes cocks / cox coffer / cougher colonel / kernel cops / copse core / corps cygnet / signet

cymbal / symbol dew / due done / dun draft / draught earns / urns ewes / use eyelet / islet gnu / knew halls / hauls heed / he'd hertz / hurts him / hymn hoarse / horse holy / wholly instance / instants intense / intents jewels / joules key / quay knap / nap knead / need knit / nit knob / nob

links / lynx loon / lune marshal / martial

lichens / likens

licker / liquor

lieu / loo



medal / meddle
metal / mettle
oohs / ooze
racks / wracks
rapt / wrapped
recede / reseed
receipt / reseat
reek / wreak
reign / rein

rest / wrest
review / revue
rex / wrecks
ring / wring
rite / write
rote / wrote
rude / rued
rye / wry
taught / taut

tear / tier
vail / veil
vain / vein
variance / variants
vial / vile
wade / weighed
watts / what's
wright / write

# **Practice Exercises**

Fill in the blanks with the correct option to make each sentence complete.	(a) You're (b) Your 10. Did you that sound?
We several trucks on the highway.  (a) passed (b) past	[
The trail goes the mountains.     (a) threw    (b) through	12. Put your backpack, on the
3 your history teacher? (a) Who's (b) Whose	table in the corner.  (a) their (b) there (c) they're
4. Is that book? (a) you're (b) your 5. The TV has lost picture.	13 Is it late to sign up for the golf tournament?
(a) it's (b) its 6. My grandfather has a great deal of common	(a) to (b) too (c) two  14. Tom has been collecting comic books he was ten years old.
(a) sense (b) since  7. Returning students can enrol early for classes.	(a) sense (b) since  15. Baptisms, weddings, and funerals are examples of
(a) their (b) there (c) they're	(a) rights (b) rites
8. Your answer is! (a) right (b) rite	II. Fill in the blanks with the correct option to make each sentence complete.
(c) write 9 going to have a wonderful	Street signs are written with letters.
vacation!	(a) capital (b) capitol



2.	The healthiest drink is water.	(a) lead (b) led	
	(a) plain (b) plane	III. Choose the correct option to make the	he
3,	Both countries signed the treaty.	following sentences meaningful.  1. Is that their/they're car?	
	(a) peace (b) piece	그는 그렇게 하다 하다 가장 이렇게 하는 것이 되었다면 하다 하다 하다 하는 것이 없었다.	
4.	Maria has just completed hersemester of college.	2. I'm going to see a movie tonight. Wou you like to go along two/too?	333
	(a) forth (b) fourth	<ol><li>We should turn right/write at the corner</li></ol>	
5.	Thank you for the birthday!	<ol><li>We saw him/hymn at the restaurant la week.</li></ol>	ast
6.	(a) presence (b) presents Aspirin can some types of	<ol><li>The bride will walk down the isle/ais with her father.</li></ol>	sle
	pain.	6. Your next assignment is due/do on Frida	iv.
7.	(a) lessen (b) lesson Wine and cheese each other.	<ol><li>The wind blew/blue her hat right off h head.</li></ol>	200
8.	(a) complement (b) compliment  The park ranger the lost	<ol><li>Don't ever try to feed a bare/bear who you are camping in the woods.</li></ol>	en
	hikers to safety.	9. Queen Elizabeth is the raining/reigning	ng
107	(a) lead (b) led	monarch in England.	
9.	did you put my car keys?	10. Eight/Ate boys will play softball togeth	er
	(a) Wear (b) Where	on a team this summer.	
10.	Telling my grandmother she is a good	IV. Choose the correct homophones:	
	cook is the she loves best.	Example: Please try not to (waste, wais	st)
	(a) complement	paper.	11.00
	(b) compliment	1. Can I go (to, too, two) the party?	
11.	The public water supply is tested to be sure it contains no	<ol><li>This is my favourite (pare, pair, pear) jeans.</li></ol>	of
12.	(a) lead (b) led We felt honoured by the governor's	<ol> <li>I (sent, scent, cent) a letter to my aunt Vietnam.</li> </ol>	in
	at our graduation ceremony.  (a) presence	<ol> <li>The children got (bored, board) during the lecture.</li> </ol>	he
13.	(b) presents  During our tour of the, we	<ol><li>Mr. and Mrs. Rodriguez like to work (there, they're, their) garden.</li></ol>	in
	saw the chamber in which the legislature meets.	<ol><li>Alec is going to (wear, ware) his work boots today.</li></ol>	rk
14.	(a) capital (b) Capitol Would you like a of cake?	7. Do you think it is going to (rein, rail reign) this afternoon?	n,
	(a) peace	8. I saw a restaurant just off the (rode, road	d)
	(b) piece	about a mile back.	/
15.	The mountain search and rescue team the lost hikers to safety.	<ol><li>David's brother is in a (band, banned which plays Russian music.</li></ol>	d)



- Juana wants her socks because her (tows, toes) are cold.
- The teacher walked down the (aisle, isle) between the rows of desks.
- 12. Hadil has a (pane, pain) in her shoulder.
- The school (principal, principle) spoke to a group of parents.
- The clerk wants to (sell, cell) as many TVs as possible.
- I don't want to talk about the (passed, past) anymore.

- Nobody (knows, nose) what you are thinking.
- 17. I have (for, four, fore) dollars in my pocket.
- 18. I need to take a (break, brake) from this exercise!
- 19. Humans have hands. Dogs have (paws, pause).
- (He'll, Heel, Heal) be here in a few minutes.

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# One Word

### One Word Substitution

One Word Substitutions help express the idea of a phrase or a clause in a single word and, thereby, make communication and writing precise. Your knowledge of 'one word substitutions' depends on how much you read and remember. Below are lists of one word substitutes for people, general objects, groups, places, fields of science and arts, etc. to help you improve your vocabulary.

### Kinds of One Words Substitute

- One word substitution for people
   Example: One who is not sure about God's existence: Agnostic
- (ii) One word substitution for general objects
   Example: A formal resignation and renunciation of powers: Abdication
- (iii) One word substitution for places

  Example: A place where animals are slaughtered: Abattoir
- (iv) One word substitution for groups
   Example: A published collection of poems: Anthology
- (v) One word substitution for science and arts Example: The study of sound is called: Acoustics
- (vi) Some general one word substitutions Example: One who studies the pattern of voting in election: Psephologist



## **Practice Exercises**

- Choose the correct option that best explains the given word.
  - 1. Altruist
    - (a) One who is lover of beauty.
    - (b) One who never stops.
    - (c) A lover of mankind.
    - (d) A person who hates mankind.
  - 2. Amateur
    - (a) One who is not having experience.
    - (b) One who does a thing for pleasure and not as a profession.
    - (c) One who have all happiness.
    - (d) One who remains sad.
  - 3. Ambidextrous
    - (a) Person who can eat veg and non veg.
    - (b) One who feeds on flesh
    - (c) One who can use either hand with ease.
    - (d) None of the above.
  - 4. Anarchist
    - (a) Religious person.
    - (b) Person against a particular religion.
    - (c) Person who always suspects.
    - (d) One who is out to destroy all governments, peace and order
  - 5. Arbitrator
    - (a) A person appointed by two parties to solve a dispute
    - (b) A person who is appointed to give punishment
    - (c) A person who is always aggressive
    - (d) A person who always give blessings
  - · 6. Ascetic
    - (a) One who is in confusion
    - (b) One who make paintings
    - (c) One who leads an austere life
    - (d) One who is lover of beauty
    - 7. Bohemian
      - (a) Waves in the sea
      - (b) Fresh mood
      - (c) Irritation
      - (d) An unconventional style of living

- 8. Cacographist
  - (a) One who is having ego
  - (b) One who has unique style
  - (c) One who is bad in spelling
  - (d) One who is good in spelling
- 9. Chauvinist
  - (a) A person displaying aggressive or exaggerated patriotism
  - (b) A person showing disappointment
  - (c) A person feeling low
  - (d) A person feeling very excited
- Connoisseur
  - (a) An ideal
  - (b) A participant
  - (c) An expert judge
  - (d) A beautiful girl
- 11. Contemporaries
  - (a) A type dance.
  - (b) A person or thing, living or existing at the same time.
  - (c) Angry mob.
  - (d) A type of protest.
- 12. Convalescent
  - (a) One who is always obeyed.
  - (b) One who gets whatever he desires.
  - (c) One who have lost his loved one.
  - (d) Recovering from an illness or operation.
- 13. Coquette
  - (a) A motivational lady.
  - (b) A woman who flirts.
  - (c) A woman who can protect herself.
  - (d) None of the above.
- 14. Cosmopolitan
  - (a) A person who can speak all languages.
  - (b) A person who regards the whole world as his country.
  - (c) A person who is having knowledge of all topics.
  - (d) None of the above.



#### 15. Cynosure

- (a) One who always remains happy.
- (b) One who is not present.
- (c) One who is hated by everyone.
- (d) One who is centre of attraction.

#### 16. Cynic

- (a) One who sneers at the beliefs of others.
- (b) One who appreciates.
- (c) One who is confused.
- (d) One who is candidate for something.

#### 17. Debonair

- (a) Suave.
- (b) Irritated.
- (c) Calm.
- (d) None of the above.

#### 18. Demagogue

- (a) A leader who is not true to people.
- (b) A leader or orator who espoused the cause of the common people.
- (c) A leader who has good skills of speaking.
- (d) A leader who does not deserve to be.

#### 19. Dilettante

- (a) Very intelligent.
- (b) Eager to learn.
- (c) An amateur who engages in an activity without serious intentions and who pretends to have knowledge.
- (d) Person who do not want to learn.

#### 20. Effeminate

- (a) Having or showing characteristics regarded as typical of a woman.
- (b) Having or showing characteristics regarded as typical of a strong man.
- (c) Having a habit of sharing secrets.
- (d) None of the above.

#### 21. Almanac

- (a) A modern calendar.
- (b) An annual calendar with position of stars.
- (c) A calendar only with holidays list,
- (d) A calendar with historical information.

#### 22. Amphibian

- (a) Animal that lives in both land and sea.
- (b) Animal that lives in sea.
- (c) Animal that lives in land.
- (d) Animal that lives at trees.

#### Allegory

- (a) A story told by elders to younger ones.
- (b) A story with no moral.
- (c) A story that express ideas through language.
- (d) A story that express ideas through symbols.

#### 24. Axiom

- (a) A statement that required proofs to get it established.
- (b) A statement or proposition that is regarded as being established.
- (c) A statement which is not relevant.
- (d) A statement which is relevant to current situation.

#### 25. Belligerent

- (a) A nation or person thinking of itself.
- (b) A nation or person talking of peace.
- (c) A nation or person engaged in war.
- (d) A nation or person helping unconditional.

#### 26. Biopsy

- (a) An examination of tissue removed from a living body.
- (b) An examination of tissue removed from a dead body.
- (c) An examination of old bones.
- (d) An examination of old civilization.

#### 27. Blasphemy

- (a) An act of speaking for ruler.
- (b) An act of speaking against ruler.
- (c) An act of speaking for religion.
- (d) An act of speaking against religion.

#### 28. Chronology

(a) The arrangement of events on the basis of even odd.



- (b) The arrangement of events in some algorithmic way.
- (c) The arrangement of events in the order of their occurrence.
- (d) The arrangement of events in random order.

#### 29. Crusade

- (a) A war going to happen in near future.
- (b) A religious war.
- (c) A never ending war.
- (d) A war of past.

#### 29. Ephemeral

- (a) Lasting for a very short time.
- (b) Everlasting.
- (c) Lasting till we wish.
- (d) Lasting till certain event.

#### 31. Extempore

- Spoken or done with proper preparation.
- (b) Spoken or done without preparation.
- (c) Spoken or done in alone.
- (d) Spoken or done in front of public.

#### 32. Gregarious

- (a) Living with an aim.
- (b) Living without any aim.
- (c) Living alone.
- (d) Living in flocks.

#### 33. Indelible

- (a) A mark that can be erased.
- (b) A mark that cannot be erased.
- (c) A mark which we can see from long distance.
- (d) None of the above.

#### 34. Venial

- (a) A big fault that is forgiven
- (b) A slight fault that cannot be forgiven.
- (c) A big fault that cannot be forgiven.
- (d) A slight fault that can be forgiven.

#### 35. Nostalgia

- (a) A sort of joyful moment.
- (b) A sort of horror.
- (c) A sentimental longing for the past.

### (d) Excitement for the coming future.

### 36. Red-tapism

- (a) Rude ruler.
- (b) Nice ruler.
- (c) Official formality resulting in delay.
- (d) Official formality helping in a quick action.

#### 37. Utopia

- (a) An imagined place or state of things in which everything is perfect.
- (b) An imagined place which is worst for human beings to live.
- (c) An imagined place where two lovers want to go.
- (d) An imagined place where everything is free

#### 38. Apiary

- (a) Where bees are kept.
- (b) Where dogs are kept.
- (c) Where cats are kept.
- (d) Where rabbits are kept.

#### 39. Arena

- (a) A place for hockey.
- (b) A place for indoor games.
- (c) A place for racing.
- (d) A place for wrestling.

#### 40. Arsenal

- (a) A place where garments for military are stored or made.
- (b) A place where weapons and military equipment are stored or made.
- (c) A place where army do practice.
- (d) A place won by army in a war.

#### 41. Asylum

- (a) A place where joint meeting is held.
- (b) A place where political refugees are given shelter.
- (c) A place where refugees are given prosecuted.
- (d) A place which is having boundary issues between two countries.

#### 42. Aviary

(a) Place where birds are kept.



- (b) Place where animals are kept.
- (c) Place where children are kept.
- (d) Place for old people.

#### 43. Burrow

- (a) Safety places made by army.
- (b) A hole or tunnel dug by a small animal.
- (c) Specific locations which are important in war.
- (d) None of the above.

#### 44. Cache

- (a) Destroyed place.
- (b) A rehabilitated place.
- (c) A place where ammunition is hidden.
- (d) A place where large number of animals are kept.

#### 45. Cemetery

- (a) A place related to birds.
- (b) A place related to animals.
- (c) A place where post-mortem of dead bodies is done.
- (d) A graveyard where dead are buried.

#### 46. Creche

- (a) Where children are cared for.
- (b) Where old people are cared for.
- (c) Where flowers are cared for.
- (d) Where bees are cared for.

#### 47. Decanter

- (a) A bottle having unique design on it.
- (b) A bottle which is made by different metals.
- (c) A bottle with a stopper for serving wine or water.
- (d) A very old bottle.

#### 48. Dormitory

- (a) Inner part of the city.
- (b) Outskirts of a city.
- (c) Sleeping rooms in an institution.
- (d) Exercise rooms in an institution.

#### 49. Drey

- (a) The place to hide near water.
- (b) The place where animals live.
- (c) The nest of a sparrow.
- (d) The nest of a squirrel.

#### 50. Elysium

- (a) A place where no happiness is there.
- (b) A place or state of perfect happiness.
- (c) A place where you can meditate.
- (d) A place where you can fulfil all desires.

#### 51. Granary

- (a) Where treasures are kept.
- (b) Where woods are kept.
- (c) Where clothes are kept.
- (d) Where grains are kept.

#### 52. Hangar

- (a) A place for housing aeroplanes.
- (b) A place for housing cars.
- (c) A place for housing trucks.
- (d) A place for housing cycles.

#### 53. Hive

- (a) A place for peococks.
- (b) A place for dogs.
- (c) A place for bees.
- (d) A place for monkeys.

#### 54. Hutch

- (a) A cage for parrot.
- (b) A cage for rabbits.
- (c) A cage for tiger.
- (d) A cage for lion.

### 55. Infirmary

- (a) A hospital.
- (b) A picnic spot.
- (c) A wonder place.
- (d) A historical place.

#### 56. Kennel

- (a) Shelter for elephant.
- (b) Shelter for hen.
- (c) Shelter for dog.
- (d) Shelter for lion.

#### 57. Mint

- (a) A place where beverages are made.
- (b) A place to display things.
- (c) A place where garments are made.
- (d) A place where money is coined.

#### 58. Battery

(a) A group of official documents.



- (b) A group of secret agents.
- (c) A group of heavy guns.
- (d) A bunch of clothes.

#### 59. Bale

- (a) A group of fishes.
- (b) A bundle of paper, cotton, etc. tightly wrapped.
- (c) A container.
- (d) None of the above.

#### 60. Bevy

- (a) Collection of stamps.
- (b) Collection of coins.
- (c) Envoy of tanks.
- (d) A large group of people or things of a particular kind.

#### 61. Bouquet

- (a) A collection of goods.
- (b) An arranged bunch of flowers.
- (c) A bunch of corns.
- (d) A bunch of birds.

#### 62. Brood

- (a) A collection of notebooks.
- (b) A family of young animals.
- (c) A family of old animals.
- (d) A family of young and old animals.

#### 63. Brace

- (a) A pair of pigeons.
- (b) Collection of makeup.
- (c) Sort of feeling.
- (d) None of the above.

#### 64. Cache

- (a) Collection at a hidden place.
- (b) Collection at a open place.
- (c) A type of weapon.
- (d) A type of instrument.

#### 65. Caravan

- (a) A group of people, typically with vehicles or animals travelling together.
- (b) A group of animals going together.
- (c) A group of birds flying back to their nests, especially in the evening.
- (d) None of the above.

#### 66. Caucus

- (a) A group of people taking part in a procession.
- (b) A group of people making noise.
- (c) A closed political meeting.
- (d) A group of people dancing.

#### 67. Clique

- (a) A small group of people serving community.
- (b) A small group of people with shared interests.
- (c) A small group of people with opposite interests.
- (d) A small group of people doing wrong.

### 68. Claque

- (a) A group of people at a meeting.
- (b) A group of people with evil intentions.
- (c) A group of people, applauding at a performance.
- (d) A group paid to applaud.

#### 69. Constellation

- (a) A collection of notebooks.
- (b) A collection of goods.
- (c) A series of islands.
- (d) A series of stars.

#### 70. Cortege

- (a) A funeral procession.
- (b) A wining procession.
- (c) Uncontrolled crowd.
- (d) A systematically managed crowd.

### II. Choose the correct option that best explains the given word.

- Chemistry in ancient times is called
  - (a) Anatomy
- (b) Alchemy
- (c) Bibliography (d) Anthropology
- 2. The study of plants is called
  - (a) Bacteriology.
  - (b) Astrology.
  - (c) Arboriculture.
  - (d) Botany.
- 3. The study of human population with the help of the records of the number of births and deaths is called.



(a) Ecology. (b) Demography. (c) Entomology. (d) Epigraphy. 4. The study of duration of life is called (a) Calligraphy (b) Ceramics (c) Chronobiology (d) Chronology 5. The art of making fireworks is called (a) Chromatics (b) Cosmogony (c) Cosmography (d) Cosmology 6. The art of secret writings is called (a) Dactylography (b) Cytology (c) Cryogenics (d) Cypher 7. The technique of communication by signs made with the fingers is called (a) Ethnology (b) Ethology (c) Dactylology (d) Etymology 8. The study and tracing of lines of descent or development is called (a) Genealogy (b) Ergonomy (c) Eugenics (d) Genetics The therapeutic use of sunlight is called (a) Gymnastics (b) Heliotherapy (c) Geology (d) Histology 10. The art or practice of garden cultivation and management is called (a) Iconography (b) Hagiology (c) Horticulture (d) Hydropathy 11. The study of animal life is called (a) Telepathy (b) Spelelogy (c) Zoology (d) Seismology

12. The science of law is called

(c) Lexicography (d) Numismatics

13. The scientific study of teeth is called

(b) Jurisprudence

(b) Ornithology

(d) Pedagogy

(a) Iconology

(a) Odontology

(c) Orthoepy

14. Absence of the government (a) Anarchy (b) Aristocracy (c) Autocracy (d) Autonomy 15. Government run by officials is called: (a) Democracy (b) Bureaucracy (c) Gerontocracy (d) Kakistocracy 16. Government by inexperienced persons is called: . (a) Panarchy (b) Oligarchy (c) Neocracy (d) Ochlocracy 17. Government by the rich is called: (a) Theocracy (b) Thearchy (c) Monarchy (d) Plutocracy 18. Murder of one's own children is called: (a) Foeticide (b) Filicide (c) Fratricide (d) Homicide 19. Murder of king or queen is called: (a) Matricide (b) Parricide (c) Regicide (d) Uxoricide 20. The practice of having two wives or husbands at a time is called: (a) Adultery (b) Alimony (c) Bigamy (d) Celibacy 21. The sound of apes is called: (a) Gibber (b) Clang (c) Bray (d) Moan 22. Sound made by brakes is called: (a) Drone (b) Jingle (c) Chirp (d) Screech 23. Sound made by the camels is called: (a) Mew (b) Grunt

(c) Clank

(a) Crows

(c) Dogs

24. Creak is the sound of:

(d) Low

(b) Doors

(d) Coins



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# **Idioms**

Idiom is a manner of speaking that is natural to native speakers of a language.

Every language has its own collection of wise sayings. They offer advice about how to live and also transfer some underlying ideas, principles and values of a given culture/society. These sayings are called "idioms" - or proverbs if they are longer. These combinations of words have (rarely complete sentences) a "figurative meaning"; they basically work with "pictures".

Some commonly used idioms and sayings can help to speak English by learning English idiomatic expressions. The following list contains most commonly used idioms and their meanings.

#### 1. A hot potato

Meaning: Speak of an issue (mostly current) which many people are talking about and which is usually disputed

#### 2. A penny for your thoughts

Meaning: A way of asking what someone is thinking

#### 3. Actions speak louder than words

Meaning: People's intentions can be judged better by what they do than what they say.

#### 4. Add insult to injury

Meaning: To further a loss with mockery or indignity; to worsen an unfavourable situation.

#### 5. An arm and a leg

Meaning: Very expensive or costly. A large amount of money.

#### 6. At the drop of a hat

Meaning: Without any hesitation; instantly.

#### 7. Back to the drawing board

Meaning: When an attempt fails and it's time to start all over.

#### 8. Ball is in your court

Meaning: It is up to you to make the next decision or step

### 9. Barking up the wrong tree

Meaning: Looking in the wrong place. Accusing the wrong person

### 10. Be glad to see the back of

Meaning: Be happy when a person leaves.

## 11. Beat around the bush

Meaning: Avoiding the main topic. Not speaking directly about the issue.

#### 12. Best of both worlds

Meaning: All the advantages.



13. Best thing since sliced bread

Meaning: A good invention or innovation. A good idea or plan.

14. Bite off more than you can chew

Meaning: To take on a task that is way too big.

15. Blessing in disguise

Meaning: Something good that isn't recognized at first.

16. Burn the midnight oil

Meaning: To work late into the night, alluding to the time before electric lighting.

17. Can't judge a book by its cover

Meaning: Cannot judge something primarily on appearance.

18. Caught between two stools

Meaning: When someone finds it difficult to choose between two alternatives.

19. Costs an arm and a leg

Meaning: This idiom is used when something is very expensive.

20. Cross that bridge when you come to it

Meaning: Deal with a problem if and when it becomes necessary, not before.

21. Cry over spilt milk

Meaning: When you complain about a loss from the past.

22. Curiosity killed the cat

Meaning: Being inquisitive can lead you into an unpleasant situation.

23. Cut corners

Meaning: When something is done badly to save money.

24. Cut the mustard

Meaning: To succeed; to come up to expectations; adequate enough to compete or participate

25. Devil's Advocate

Meaning: To present a counter argument

26. Don't count your chickens before the eggs have hatched

Meaning: This idiom is used to express "Don't make plans for something that might not happen".

27. Don't give up the day job

Meaning: You are not very good at something. You could definitely not do it professionally.

28. Don't put all your eggs in one basket

Meaning: Do not put all your resources in one possibility.

29. Drastic times call for drastic measures

Meaning: When you are extremely desperate you need to take drastic actions.

30. Elvis has left the building

Meaning: The show has come to an end. It's all over.

31. Every cloud has a silver lining

Meaning: Be optimistic, even difficult times will lead to better days.

32. Far cry from

Meaning: Very different from.



33. Feel a bit under the weather

Meaning: Feeling slightly ill.

34. Give the benefit of the doubt

Meaning: Believe someone's statement, without proof.

35. Hear it on the grapevine

Meaning: This idiom means 'to hear rumours' about something or someone.

36. Hit the nail on the head

Meaning: Do or say something exactly right

37. Hit the sack / sheets / hay

Meaning: To go to bed.

38. In the heat of the moment

Meaning: Overwhelmed by what is happening in the moment.

39. It takes two to tango

Meaning: Actions or communications need more than one person

40. Jump on the bandwagon

Meaning: Join a popular trend or activity.

41. Keep something at bay

Meaning: Keep something away.

42. Kill two birds with one stone

Meaning: This idiom means, to accomplish two different things at the same time.

43. Last straw

Meaning: The final problem in a series of problems.

44. Let sleeping dogs lie

Meaning: do not disturb a situation as it is - since it would result in trouble or complications.

45. Let the cat out of the bag

Meaning: To share information that was previously concealed

46. Make a long story short

Meaning: Come to the point - leave out details

47. Method to my madness

Meaning: An assertion that, despite one's approach seeming random, there actually is structure to it.

48. Miss the boat

Meaning: This idiom is used to say that someone missed his or her chance

49. Not a spark of decency

Meaning: No manners

50. Not playing with a full deck

Meaning: Someone who lacks intelligence.

51. Off one's rocker

Meaning: Crazy, demented, out of one's mind, in a confused or befuddled state of mind, senile.



52. On the ball

Meaning: When someone understands the situation well.

53. Once in a blue moon

Meaning: Happens very rarely.

54. Picture paints a thousand words

Meaning: A visual presentation is far more descriptive than words.

55. Piece of cake

Meaning: A job, task or other activity that is easy or simple.

56. Put wool over other people's eyes

Meaning: This means to deceive someone into thinking well of them.

57. See eye to eye

Meaning: This idiom is used to say that two (or more people) agree on something.

58. Sit on the fence

Meaning: This is used when someone does not want to choose or make a decision.

59. Speak of the devil!

Meaning: This expression is used when the person you have just been talking about arrives.

60. Steal someone's thunder

Meaning: To take the credit for something someone else did:

61. Take with a grain of salt

Meaning: This means not to take what someone says too seriously.

62. Taste of your own medicine

Meaning: Something happens to you, or is done to you, that you have done to someone else

63. To hear something straight from the horse's mouth

Meaning: To hear something from the authoritative source.

64. Whole nine yards

Meaning: Everything. All of it,

65. Wouldn't be caught dead

Meaning: Would never like to do something

66. Your guess is as good as mine

Meaning: To have no idea; do not know the answer to a question



## **Practice Exercises**

- Choose the correct meaning of the given proverb/idiom. If there is no correct meaning given, i.e. 'None of these' will be the answer.
  - 1. To make clean breast of
    - (a) To gain prominence
    - (b) To praise oneself
    - (c) To confess without of reserve
    - (d) To destroy before it blooms
    - (e) None of these
  - 2. To keep one's temper
    - (a) To become hungry
    - (b) To be in good mood
    - (c) To preserve ones energy
    - (d) To be aloof from
    - (e) None of these
  - 3. To catch a tartar
    - (a) To trap wanted criminal with great difficulty
    - (b) To catch a dangerous person
    - (c) To meet with disaster
    - (d) To deal with a person who is more than one's match
    - (e) None of these
  - 4. To drive home
    - (a) To find one's roots
    - (b) To return to place of rest
    - (c) Back to original position
    - (d) To emphasise
    - (e) None of these
  - 5. To have an axe to grind
    - (a) A private end to serve
    - (b) To fail to arouse interest
    - (c) To have no result
    - (d) To work for both sides
    - (e) None of these
  - 6. To cry wolf
    - (a) To listen eagerly

- (b) To give false alarm
- (c) To turn pale
- (d) To keep off starvation
- (e) None of these
- 7. To end in smoke
  - (a) To make completely understand
  - (b) To ruin oneself
  - (c) To excite great applause
  - (d) To overcome someone
  - (e) None of these
- 8. To be above board
  - (a) To have a good height
  - (b) To be honest in any business deal
  - (c) They have no debts
  - (d) To try to be beautiful
  - (e) None of these
- 9. To put one's hand to plough
  - (a) To take up agricultural farming
  - (b) To take a difficult task
  - (c) To get entangled into unnecessary things
  - (d) Take interest in technical work
  - (e) None of these
- 10. To pick holes
  - (a) To find some reason to quarrel
  - (b) To destroy something
  - (c) To criticise someone
  - (d) To cut some part of an item
  - (e) None of these
- 11. To smell a rat
  - (a) To see signs of plague epidemic
  - (b) To get bad small of a bad dead rat
  - (c) To suspect foul dealings
  - (d) To be in a bad mood
  - (e) None of these
- 12. To hit the nail right on the head
  - (a) To do the right thing



- (b) To destroy one's reputation
- (c) To announce one's fixed views
- (d) To teach someone a lesson
- (e) None of these
- 13. To set one's face against
  - (a) To oppose with determination
  - (b) To judge by appearance
  - (c) To get out of difficulty
  - (d) To look at one steadily
  - (e) None of these

## Choose the alternative which best expresses the meaning of underlined idiom/phrase.

- Sobhraj could be easily arrested because the police were <u>tipped off</u> in advance
  - (a) Toppled over
  - (b) Bribed
  - (c) Given advance information
  - (d) Threatened
- I met him after a long time, but he gave me the cold shoulder.
  - (a) Scolded me
  - (b) Insulted me
  - (c) Abused me
  - (d) Ignored me
- 3. He passed himself off as a noble man.
  - (a) Was regarded as
  - (b) Pretended to be
  - (c) Was thought to be
  - (d) Was looked upon
- This matter has been <u>hanging fire</u> for the last many months and must, therefore, be decided one way or the other.
  - (a) Going on slowly
  - (b) Hotly debated
  - (c) Stuck up
  - (d) Ignored
- In the armed forces, it is considered a great privilege to die in harness.

- (a) Die on a horse back
- (b) Die in the battlefield
  - (c) Die while still working
  - (d) Die with honour
- The cricket match proved to be a <u>big</u> draw.
  - (a) A keen contest
  - (b) A huge attraction
  - (c) A lovely spectacle
  - (d) A game without any result
- When he heard that he had once again not been selected, he <u>lost heart</u>.
  - (a) Became desperate
  - (b) Felt sad
  - (c) Became angry
  - (d) Became discouraged
- He was undecided. He <u>let the grass grow</u> under his feet.
  - (a) Loitered around
  - (b) Stayed out
  - (c) Sat unmoving
  - (d) Moved away
- Although he has failed in the written examination, he is using <u>backstairs influ-</u> ence to get the job.
  - (a) Political influence
  - (b) Backing influence
  - (c) Deserving and proper influence
  - (d) Secret and unfair influence

## III. Choose the alternative which best expresses the meaning of the underlined idiom/ phrase.

- He is an interesting speaker but tends to go off at a tangent.
  - (a) Change the subject immediately
  - (b) Forget things in between
  - (c) Go on at great length
  - (d) Become boisterous
- 2. He sold his house for a song.
  - (a) At a reasonable price



- (b) At a discount
- (c) Very cheaply
- (d) At a premium
- Despite the trust bestowed on the minister, he turned out to be a snake in the grass during the revolution.
  - (a) A secret enemy
  - (b) A treacherous person
  - (c) An unforeseen danger
  - (d) An unexpected misfortune
- Women should be paid the same as men when they do the same job, for, surely what is sauce for the goose is sauce for the gander.
  - (a) What is thought suitable pay for a man should also be for a woman
  - (b) Goose and the gander eat the same sauce
  - (c) Both goose and gander should be equally treated
  - (d) The principle of equal treatment should be implemented
- The party stalwarts have advised the President to take it lying down for a while.
  - (a) To be cautious
  - (b) To be on the defensive
  - (c) To take rest
  - (d) To show no reaction

- The thief took to his heels when he saw a policeman on the beat.
  - (a) Had some pain in his heels
  - (b) Ran away from the scene
  - (c) Confronted the policeman
  - (d) Could not decide what to do
- He <u>struck several bad patches</u> before he made good.
  - (a) Came across bad soil
  - (b) Had a bad time
  - (c) Went through many illness
  - (d) Had many professional difficulties
- The accounts of the murder <u>made her</u> flesh creep.
  - (a) Made her sad
  - (b) Surprised her
  - (c) Made her cry bitterly
  - (d) Fill her with horror
- 9. How long will the people <u>put up with</u> the increasing economic hardships?
  - (a) Welcome
  - (b) Take easily
  - (c) Remain satisfied with
  - (d) Tolerate



# Answer Key

I.	i.	(c)	2.	(b)	3.	(b)	4.	(d)	5.	(a)
	6.	(b)	7,	, (b)	8.	(b)	9.	(b).	10.	(c)
		(c)	12.	(a)	13.	(a)		ellelere.		
П.	11.1	(c)	2.	(d)	3.	(b)	4.	(a)	-5.	(c)
	6.	(b)	7.	(d)	8.	(a)	9.	(d)		
III.	1.	(a)	2.	(c)	3.	(a)	4.	(a)	5.	(d)
	6.	OF REAL PROPERTY.		(d)	8.	(d)	9.	(d)		



# Comprehension

Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

Comprehension is the act of or capacity for grasping with the intellect. It is the last step of the reading process taught to children, after they've learned phonics, fluency, and vocabulary. The term is most often used in connection with tests of reading skills and language abilities, though other abilities (e.g., mathematical reasoning) may also be examined.

## Types of Reading Comprehension

Five types of reading comprehension can be taught to children:

- Lexical Comprehension
- Literal Comprehension
- Interpretive Comprehension
- Applied Comprehension
- Affective Comprehension

To really understand these different levels, let's take a familiar text and see how different types of questions probe different understandings of the same story.

The fairy tale Cinderella tells the story of a young girl, whose evil stepmother won't let her go to the ball. Cinderella's fairy godmother, however, magically whisks her off for the night and Cinderella eventually marries her Prince Charming.



## 5 Types of Reading Comprehension

#### Lexical Comprehension

Understand key vocabulary in the text

## Literal Comprehension

Answer Who, What, When, and Where questions

#### Interpretive Comprehension

Answer What if, Why, and How questions

#### Applied Comprehension

Relate story to existing knowledge or opinion

#### Affective Comprehension

Understand social and emotional aspect Preview vocabulary before reading the story or text.

Review new vocabulary during or after the text.

Example Lexical Compression Question:

What does 'enchanted' mean?

What words are most like 'enchanted': Magical of funny? Scary or special?

Look in the text to find the answers in the story.

Ask questions from the beginning, middle, and end of the story.

Example Literal Comprehension Questions:

Who was the girl who lost the glass slipper?

Where did Cinderella go to live at the end of the story

Understand 'facts' that are not explicitly stated in the story.

Illustrations may help to infer meaning.

Example Interpretive Comprehension Questions:

How did the pumpkin turn into a carria ge?

What would have happened to Cinderella if she hadn't lost her slipper?

Not a simple question that can be marked right or wrong.

Challenge children to support their answer with logic or reason.

Example Applied Comprehension Question:

Do you think Cinderella was wrong for going to the ball after her stepmother told her she couldn't go?

Preview social scripts to ensure understanding of plot development.

Connect motive to plot and character development.

Example Applied Comprehension Question:

What do you do when you're disappointed because you cannot do something fim? Is that how Cinderella reacted?

## Types of Comprehension Strategies

There are six main comprehension strategies:

- Make Connections: Readers connect the topic or information to what they already know about themselves, about other texts, and about the world.
- 2. Ask Questions: Readers ask themselves questions about the text, their reactions to it, and the author's purpose for writing it.
- 3. Visualize: Readers make the printed word real and concrete by creating a 'movie' of the text in their minds.
- 4. Determine Text Importance: Readers:
  - (a) distinguish between what's essential versus what's interesting
  - (b) distinguish between fact and opinion
  - (c) determine cause-and-effect relationships
  - (d) compare and contrast ideas or information



- (e) discern themes, opinions, or perspectives
- (f) pinpoint problems and solutions
- (g) name steps in a process
- (h) locate information that answers specific questions
- (i) summarize.
- Make Inferences: Readers merge text clues with their prior knowledge and determine answers to questions that lead to conclusions about underlying themes or ideas.
- Synthesize: Readers combine new information with existing knowledge to form original ideas, new lines of thinking, or new creations.

#### NOTE:

Students quickly grasp how to make connections, ask questions, and visualize. However, they often struggle with the way to identify what is most important in the text, identify clues and evidence to make inferences, and combine information into new thoughts. All these strategies should be modelled in isolation many times so that students get a firm grasp of what the strategy is and how it helps them comprehend text.

However, students must understand that good readers use a variety of these strategies every time they read. Simply knowing the individual strategies is not enough, nor is it enough to know them in isolation. Students must know when and how to collectively use these strategies.

## Tips to Improve Reading Comprehension Skills

Below is a description of think-aloud as a way to improve reading comprehension skills. There are many ways to conduct think-alouds:

- 1. The teacher models the think-aloud while she reads aloud, and the students listen.
- 2. The teacher thinks aloud during shared reading, and the students help out.
- Students think aloud during shared reading, and the teacher and other students monitor and help.
- The teacher or students think aloud during shared reading while writing on an overhead, on self-stick notes, or in a journal.
- 5. Students think aloud in small-group reading, and the teacher monitors and helps.
- Students individually think aloud during independent reading using self-stick notes or a journal. Then students compare their thoughts with others.

When you introduce a new comprehension strategy, model during read-aloud and shared reading:

- Decide on a strategy to model.
- 2. Choose a short text or section of text.
- 3. Read the text ahead of time. Mark locations where you will stop and model the strategy.
- 4. State your purpose—name the strategy and explain the focus of your think-alouds.
- Read the text aloud to students and think aloud at the designated points.
- If you conduct a shared reading experience, have students highlight words and phrases that show evidence of your thinking by placing self-stick notes in the book.



7. Reinforce the think-alouds with follow-up lessons in the same text or with others. Use the above-listed comprehension strategies to model the chosen strategy: Make Connections A few expressions for making connection are: This reminds me of a time when I ... I know about this topic because I ... The setting of this book is just like ... This book is something like ... What's going on in this book is just like what's happening in ... **Ask Questions** A few expressions for asking questions are: Before I read this text, I wonder about ... While I'm reading, I try to figure out ... After I read, I ask myself ... I wonder why... What does this word mean? do that? Why did What is going to happen next? Why did the author put that part in there? I have questions about this part because it doesn't make sense. I need to make sure I read it right. If I reread and fix a mistake, that might answer my question. Visualize A few expressions for showing visualization are: The author gives me a picture in my mind when he or she describes ... I can really see what the author talks about when he or she ... I can draw a picture of what the author describes. Determine Importance of Text A few expressions for determining important of text are: I know these parts of the story are important because they match my purpose for reading, which was ... is important because ... I believe the author thinks because ... I think the author's opinion about is This text uses the (cause/effect, problem/solution, description, compare/contrast, sequence/steps in a process) text structure. I can use a graphic organizer to help me understand it. I see lots of information right here. I need to identify which parts are important and which parts are just interesting.

which ideas are the most important.

This (chart, table, graph, time line) helps me understand that ...

All these ideas are important, but I think some are more important than others. I need to determine



These (boldfaced words, font changes, bullets, captions) help me locate what is important. Let me take the big ideas and summarize the text.

Make Inferences		
A few expression for making inferences are:	¥6	
The author says this, but means		
If I read between the lines, the author tells me that	4	
The clues to prove my inference are		
Because of what the author said, I know that		
From the clues or information the author gives, I can conclude that		
I think that will happen next because the author says	Sil.	
Synthesize		
A few expressions for showing synthesis are:		16: 2
This story or passage is really about My views on this are	92	. 4
My opinion of is		
I first thought about the topic. Now I think		2/11/29
I've read a lot of information. Let me stop and think about this for a m	inute.	
My judgment of this information is	(C)((C)(C)(C)(C)(C)(C)(C)(C)(C)(C)(C)(C)	
From this information, I can generalize that		2 86



## **Practice Exercises**

#### Exercise 1

## Read the passages and choose the correct option to answer the questions that follow:

At this stage of civilisation, when many nations are brought in to close and vital contact for good and evil, it is essential, as never before, that their gross ignorance of one another should be diminished, that they should begin to understand a little of one another's historical experience and resulting mentality. It is the fault of the English to expect the people of other countries to react as they do to political and international situations. Our genuine goodwill and good intentions are often brought to nothing, because we expect other people to be like us. This would be corrected if we knew the history, not necessarily in detail but in broad outlines, of the social and political conditions which have given to each nation its present character.

- 1. According to the author, 'Mentality' of a nation is mainly product of its
  - (a) history
  - (b) international position
  - (c) politics
  - (d) present character
- 2. The need for a greater understanding between nations
  - (a) was always there
  - (b) is no longer there
  - (c) is more today than ever before
  - (d) will always be there
- 3. The character of a nation is the result of its
  - (a) mentality
  - (b) cultural heritage
  - (c) gross ignorance
  - (d) socio-political conditions
- 4. According to the author, his countrymen should
  - (a) read the story of other nations
  - (b) have a better understanding of other nations
  - (c) not react to other actions
  - (d) have vital contacts with other nations
- 5. Englishmen like others to react to political situations like
  - (a) us
- (b) themselves
- (c) others
- (d) each others



Male lions are rather reticent about expanding their energy in hunting; more than three quarters of kills are made by lionesses, who stay in front, tensely scanning ahead, the cubs lag playfully behind and the males bring up the rear, walking slowly, their massive heads nodding with each step as if they were bored with the whole matter. But slothfulness may have survival value. With lionesses busy hunting, the males function as guard for the cubs, protecting them particularly from hyenas.

- 1. According to the passage, male lions generally do not go for hunting because
  - (a) they do not like it
  - (b) they want lioness to get training
  - (c) they wish to save their vigour for other things
  - (d) they are very lazy
- 2. Male lions protect their cubs
  - (a) from the members of their own species
  - (b) from hyenas only
  - (c) from hyenas as much as from other enemies
  - (d) more from hyenas than from other animals.
- 3. Lioness go for hunting
  - (a) all alone
  - (b) with their male partners only
  - (c) with their cubs and male partners
  - (d) with their cubs only
- 4. When the lionesses go in search for their prey, they are very
  - (a) serious
  - (b) cautious
  - (c) playful
  - (d) sluggish

#### Exercise 3

What needs to be set right is our approach to work. It is a common sight in our country of employees reporting for duty on time and at the same time doing little work. If an assessment is made of time they spent in gossiping, drinking tea, eating "pan" and smoking cigarettes, it will be shocking to know that the time devoted to actual work is negligible. The problem is the standard, which the leadership in administration sets for the staff. Forget the ministers because they mix politics and administration. What do top bureaucrats do? What do the below down officials do? The administration set up remains week mainly because the employees do not have the right example to follow and they are more concerned about being in the good books of the bosses than doing work.

- 1. The employees in our country
  - (a) are quite punctual but not duty conscious
  - (b) are not punctual, but somehow manage to complete their work
  - (c) are somewhat lazy but good natured
  - (d) are not very highly qualified



- 2. According to the writer, the administration in India
  - (a) is by and large effective
  - (b) is very strict and firm
  - (c) is affected by red tape
  - (d) is more or less ineffective
- 3. The word 'assessment' means
  - (a) enquiry
  - (b) report
  - (c) evaluation
  - (d) summary
- 4. The leadership in administration
  - (a) sets a fine example to the employees
  - (b) is of a reasonably high standard
  - (c) is composed of idealists
  - (d) is of a very poor standard
- 5. The central idea of passage could be best expressed by the following
  - (a) The employee outlook towards work is justified
  - (b) The employee must change their outlook towards work
  - (c) The employees would never change their work culture
  - (d) The employer-employee relationship is far from healthy

Speech is a great blessing but it can also be a great curse, for while it helps us to make our intentions and desires known to our fellows, it can also if we use it carelessly, make our attitude completely misunderstood. A slip of the tongue, the use of unusual word, or of an ambiguous word, and so on, may create an enemy where we had hoped to win a friend. Again, different classes of people use different vocabularies, and the ordinary speech of an educated may strike an uneducated listener as pompous. Unwittingly, we may use a word which bears a different meaning to our listener from what it does to men of our own class. Thus, speech is not a gift to use lightly without thought, but one which demands careful handling. Only a fool will express himself alike to all kinds and conditions to men.

- 1. The best way to win a friend is to avoid
  - (a) irony in speech
  - (b) pomposity in speech
  - (c) verbosity in speech
  - (d) ambiguity in speech
- 2. While talking to an uneducated person, we should use
  - (a) ordinary speech
  - (b) his vocabulary
  - (c) simple words
  - (d) polite language



- 3. If one used the same style of language with everyone, one would sound
  - (a) flat
  - (b) boring
  - (c) foolish
    - (d) democratic
- 4. A 'slip of the tongue' means something said
  - (a) wrongly by choice
  - (b) unintentionally
  - (c) without giving proper thought
  - (d) to hurt another person
- 5. Speech can be curse, because it can
  - (a) hurt others
  - (b) lead to carelessness
  - (c) create misunderstanding
  - (d) reveal our intentions

Mahatma Gandhi believed that industrialisation was no answer to the problems that plague the mass of India's poor and that villagers should be taught to be self-sufficient in food, weave their own cloth from cotton and eschew the glittering prizes that the 20th century so temptingly offers. Such an idyllic and rural paradise did not appear to those who inherited the reins of political power.

- 1. The meaning of 'glittering prizes that the 20th century so temptingly offers' is
  - (a) pursuit of a commercialised material culture
  - (b) replacement of rural by urban interests
  - (c) complete removal of poverty
  - (d) absence of violence and corruption
- 2. The basis of 'an idyllic and rural paradise' is
  - (a) rapid industrialisation of villages
  - (b) self sufficiency in food clothes and simplicity of the lifestyle
  - (c) bringing to the villages the glittering prizes of the 20th century
  - (d) supporting those holdings powerful political positions
- 3. Which one of the following best illustrates the relationship between the phrases:
  - (i) 'eschew the glittering prizes' and
  - (ii) 'idyllic and rural paradise'?
  - (a) unless you do (i), you cannot have (ii)
  - (b) (i) and (ii) are identical in meaning
  - (c) first of all you must have (ii) in order to do (i)
  - (d) the meaning of (i) is directly opposite to (ii)
- 4. Mahatma Gandhi's views opposed industrialisation of villages because
  - (a) it would help the poor and not the rich



- (b) it would take away the skill of the villagers
- (c) it would affect the culture of the Indians
- (d) it would undermine self-sufficiency and destroy the beauty of life of the villager
- 5. Mahatma Gandhi's dream of 'an idyllic and rural paradise' was not shared by
  - (a) those who did not believe in the industrialisation of the country
  - (b) those who called him the Father of Nation
  - (c) those who inherited political powers after independence
  - (d) those who believed that villages should be self-sufficient in food and cloth

Organisations are institutions in which members compete for status and power. They compete for resource of the organisation, for example, finance to expand their own departments, for career advancement and for power to control the activities of others. In pursuit of these aims, groups are formed and sectional interests emerge. As a result, policy decisions may serve the ends of political and career systems rather than those of the concern. In this way, the goals of the organisation may be displaced in favour of sectional interests and individual ambition. These preoccupations sometimes prevent the emergence of organic systems. Many of the electronic firms in a study had recently created research and development departments employing highly qualified and well paid scientists and technicians. Their high pay and expert knowledge were sometimes seen as a threat to the established order of rank, power and privilege. Many senior managers had little knowledge of technicality and possibilities of new developments and electronics. Some felt that close cooperation with the experts in an organic system would reveal their ignorance and show their experience was now redundant.

- 1. The theme of the passage is
  - (a) groupism in organizations
  - (b) individual ambitions in organizations
  - (c) frustration of senior managers
  - (d) emergence of sectional interests in organizations
- 2. "Organic system" as related to the organization implies its
  - (a) growth with the help of expert knowledge
  - (b) growth with input from science and technology
  - (c) steady all around development
  - (d) natural and unimpeded growth
- 3. Policy decision in organization would involve
  - (a) cooperation at all levels in the organization
  - (b) modernization of the organization
  - (c) attracting highly qualified personnel
  - (d) keeping in view the larger objectives of the organizations
- 4. The author makes out a case for
  - (a) organic system
  - (b) Research and Development in organisations
  - (c) an understanding between senior and middle level executives



- (d) a refresher course for senior managers
- 5. The author tends to the senior managers as
  - (a) ignorant and incompetent
    - (b) a little out of step with their work environment
    - (c) jealous of their younger colleagues
    - (d) robbed of their rank, power and privilege

# Answer Key

Exercise 3. 1. (a		(d) (d)	3. 3.	(c) (c)	4. 4.	(b) (d)	5.	(b)	
And the second second second		(d)	3.	(c)	- 4.	(d)	5.	(b)	
Evereico 4 1 (									
Exercise 4. 1. (c	d) 2.	(b)	3.	(c)	4.	(c)	5.	(c)	
Exercise 5. 1. (c	c) 2.	(b)	3.	(d)	4.	(b)	5.	(a)	
Exercise 6. 1. (c	d) 2.	(b)	3.	(c)	4.	(a)	5.		



# **Giving and Accepting Compliments**

Giving and Accepting Compliments

Compliments are an expression of praise or admiration and an act of civility and respect. They boost another's morale when given sincerely and when received graciously can bring happiness to the giver. There are socially acceptable ways to give and receive compliments.

A striking aspect of compliments is that despite being a positive thing, they can be difficult to give and especially accept. There can be many reasons for this. Perhaps, a person has low self-esteem, or they don't feel that they have done anything special to deserve it. Giving compliments can also be tricky and sometimes people just shy away from saying anything at all.

When giving a compliment, there are a few things to remember. Instead of giving a general compliment, say something specific. For example, instead of saying "Great job!" say, "I think the topic you presented in your report was very interesting and newsworthy." Or perhaps, instead of "You look very nice," say "I really like your hair today; it's very pretty."

Receiving compliments is one of the hardest things for some to do. Most people when given a compliment will actually argue with the giver of it. They will say, "Oh no, that's not true!" "Or you really think so? I don't see it!" Sometimes, they will make a joke of it or try to sound confident and overly agree. This can sound arrogant or can feel as if the gift was thrown back in the face of the complimenter. This is just painful to hear.

When receiving a compliment, whether you agree with it or not, simply smile and just say, "Thank you." Practise giving compliments to others. Look for something nice to say to those around you and mean it. In doing this, you are not only learning to see the goodness in others, but also the goodness in yourself.

Deflecting compliments is a well strengthened reflex for a surprising number of people. Someone speaks kind of us and we brush it off, change the subject or fail to find the truth in what has been said. Inability to receive a compliment mirrors our own feelings of not being good enough. It prevents us from experiencing the gift of someone's kind words, and it stops the other person from experiencing the gift of making someone else feel good.

So why is the gift of receiving a compliment so hard to accept?

We listen and believe our negative thoughts all day long that hearing positive words are alien and unknown.

Maybe we don't trust the person who has given us the compliment and believe they have an ulterior motive. We think if we accept the compliment we will appear arrogant or vain.

Women are particularly critical of their bodies; may be waiting until bodies are 'perfect' before feel worthy of a compliment.



How to Accept a Compliment

- Start looking for your strengths and positive characteristics and when somebody else notices what you have already recognised, it won't feel so alien.
- Develop your self confidence and integrity so the other person's motives become unimportant to you, as you trust your own reactions and behaviour.
- As opposed to reacting to a compliment in a way that you think other people will approve of, react with sincere appreciation for that person's time and kind words.
- Start replying to compliments with a simple and honest 'thank you'. This will become a habit once you start.
- 5. When we see the value in who we are, we won't need to receive compliments and yet we can still smile when we do. Start today by giving three genuine compliments...

## Why is it difficult to give a compliment or say 'thank you'?

- 1. We may find it difficult to give a compliment if it is laced with envy for something that person has, is or does.
- We find it difficult to compliment someone if we feel as if we are complimenting them for something they 'should' be doing anyway. Our lack of self esteem and fear of losing someone may stop us from giving compliments and thus feeding their confidence.

## Why giving compliments helps ourselves and those closest to us?

- If we feel envious our emotions are telling us that another person has something that we would like to have, be or experience. Give the compliment and make the other person feel good while affirming to yourself and the universe what it is you want. Start to take the necessary steps to achieve it.
- When you feel appreciated by a person, you want to do more for that person. Show your gratitude and watch as the number of things you have to be grateful for grows.
- Ironically, giving compliments develops our confidence-we feel good as we help other people
  to feel good. If you want to develop your self-esteem, the fastest way to do it is to help improve
  someone else's.
- Any negative comments you hear about yourself slide off the non-sticky side, and all of those
  positive compliments that you are given stick onto the velcro and stay with you.



# **High Order Thinking Skills (HOTS)**

I.	Fil	ll in the blanks with the noun form of the words provided.
	1.	Please take the teacher's (permit) to participate in NCC.
	2.	It is my firm (believe) that you will win the match.
		Her English is very bad. She must make (improve)
ŧŝ		The witness can provide lot of (inform) about the incident.
	5.	I find (happy) in small things of life.
n.	Fill	in the blanks with the suitable article (a/an/the):
		I like blue shirt over there better than red one.
		Carla's father is electrician.
		I have good idea.
		Do the Smiths have yellow van?
		cat, which had entered our kitchen yesterday, had come in again today morning
Ш	. Fil	l in the blanks with suitable adverb.
	1.	Our holiday was too short. The time passed very
		Rose is upset about losing her job.
		Sally works She never seems to stop.
		Alice and Stan are very married.
		I cooked this meal for you, so I hope you like it.
IV.	Fill	l in the blanks with suitable adjectives.
	1.	
	2.	Monica's English is very although she makes a lot of mistakes.
	3.	The second of th
		The driver of the car had injuries.
		There was a change in the weather.
V.	Cho	ose the best phrasal verb to fill in the blanks.
		It's not such a terrible thing! Don't worry!! (be happy, not be sad).
	4000	(a) cheer up. (b) laugh away
		(c) cheer out (d) laugh out
		(a) magnout

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	After being together for twenty	years, Paul and .	una	(end a relationship).
	(a) broke down	(b)	split off	
	(c) broke away	(d)	split up	
3.	I've missed many lessons, so no	w I'll have to _	:: Total:	(reach the same level, learn
	the same as the others) the other		- 1	
	(a) catch up	. (b)	catch up with	
	(c) hurry up	(d)	learn on	
4.	It's your problem, so try to	it	_(solve).	**
	(a) work in	(b)	sort off	
	(c) sort out	(d)	solve in	
5.	It's too cold in here. Shall I	(inc	crease the temper	ature) the heating?
	(a) turn on	(b)	get up	
	(c) turn up	(d)	put on	*
VI. IIs	se the correct conjunction from t	the options pro	vided to fill in th	e blanks below.
	(As, Although) he			
	(As, When) you c	and the state of t		
3.	Annual Control of the			
	- D4777			
	I don't know (whe	A STATE OF THE PARTY OF THE PAR	and the second of the second second second	mig time court in not needs.
	entered the second second		And the second second	40.00
	se the correct preposition to fill		elow.	
	What are you doing			
2.	- The part of the control of the con	:1	December.	3.5
-	We live London.			54
3.	We liveLondon.			1.5
3. 4.	Would you like to go	the cinema t	onight?	
	Would you like to go			
4. 5.	Would you like to go Luke is very pleased	his exam res	ults.	
4. 5. <b>VIII.</b> 8	Would you like to go  Luke is very pleased  Select a suitable synonym from t	his exam res	ults.	
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IX. Read the passage and answer the questions accordingly.

Mount Rushmore known as "The Presidents' Mountain" is located in the Black Hills of South Dakota. Doane Robinson thought of the idea to have a stoned carved monument as one way to attract people from all over the country to come to his state.

Robinson met with Gutzon Borglum, the sculptor who worked on Stone Mountain in Georgia. Borglum selected the location for Mount Rushmore and Robinson worked to get funding for this project.

Congress agreed to matching funds of \$250,000 for this project and created the Mount Rushmore.

National Memorial Commission. The monument was completed and dedicated in 1941.

#### Facts about Mount Rushmore

- The four presidents carved in the mountain are George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln.
- Gutzon Borglum chose these four presidents because he felt they represented the first 150 years of American history.
- Washington as first president represents the BIRTH of our country.
- Jefferson stands for the EXPANSION of the nation as he is credited with the Louisiana Purchase in 1803.
- Lincoln symbolizes the PRESERVATION of the nation in leading the nation through the challenging Civil War.
- Theodore Roosevelt represents the DEVELOPMENT of our country. He helped promote the construction of the Panama Canal.
- It took 14 years to complete Mount Rushmore.
- Nearly 400 workers helped create this memorial.
- The sculpture cost \$989,992.32 to build.
- Mount Rushmore is 5,725 feet tall.

The Black Hills in South Dakota is home to many creatures like bison, elk, pronghorn and bighorn sheep, coyotes, mountain lions, bobcats, and others. This is a land where mountains meet the plains and merge two very different ecosystems, leading to a blend of diverse habitats and animals.

Many thousands of people visit South Dakota each year and stop to visit Mount Rushmore to see this attraction.

We salute Robinson for his creative idea and Borglum for his creative skill in making Mount Rushmore possible for all of us to enjoy and marvel, not only at this great artistry carved in a stone mountain, but for what it stands for American History is shown through the examples of four great men who were once President of the United States.

- 1. What is another name for Mount Rushmore?
  - (a) The Tall Mountain

(b) The Symbolic Mountain

(c) The Presidents' Mountain

(d) The Robinson Mountain

- 2. Which two men are credited for designing and building this monument?
  - (a) Jefferson

(b) Robinson

(c) Roosevelt

(d) Borglum



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	3.	What does the text say that Mount Rushmore symbolizes?	55 54		
	5.0	(a) a stone carving		2	
		(b) a tourist attraction		\$20	
		(c) 4 great men who were Presidents of the U.S.	+		-
9		(d) an ecosystem			
-	4	The author salutesRobinson and Borglum for			
13,	723	(a) being very successful in their respective fields	100	2	
		(b) being true Americans	8 6 L		<b>*</b> 8
		(c) immortalizing the four presidents			
		(d) their creativity in making Mount Rushmore			
	5.	20.25 (7.2) (1.5)	E		(40)
	J.				* .
		(a) a statue or structure established to remind people of a per-	son or event.	-	
30		(b) memory (c) memorandum	10	2	
		(d) None of the above			
		(d) None of the above			
X.	Ch	noose the best option to complete the paragraphs.			
	1.	Ajay: I was thinking of going shopping tomorrow. Do you wa	int to come?		
		Venkat: No, I won't be able to join you. I have to prepare for I	ny test on M	onday.	
		Ajay:			elli
		(a) Please don't study	- 5		
		(b) Shall we go on Tuesday then?	ď.		
		(c) I want to join me	3		
		(d) Let's drink some tea now			22
	2.	Mary: Where on earth have you been?			
		Peter: I had been traveling for more than a month.	3		
		· Mary:			
	85	(a) Why don't you come to my house?			13 <sub>10</sub> 5
		(b) Where did you go?	9		500
		(c) Are you okay?			
		(d) You should call me up frequently			
	3.			30.4	
	7.5	Sam:			
			6)		
		(a) Let me guess		50	-
		(b) When did you come back?			
		(c) Did you buy my things?	ű.		
27	Ä	(d) I have to catch up on some important work.	<b>\$</b>		
	4.	Sentence I: Pre-Freeze your ice cream maker's gel container		0.57	

Sentence II: Heat the milk, sugar and powdered milk



	Sentence III: Separate 8 egg yolks	+ +	* *			
	Sentence IV:		(9) (E)	(36)	20	1 × 1
	Sentence V:	TT 25	6. 6			40
17	Sentence VI:	36				-
*	Sentence VII: Add the light cream and vanilla and	refrigera	ite		- 2	-
	Sentence VIII: Prepare the fruit		4.15			
	Sentence IX: Mix the milk/cream mix with the frui	it	2 *			
	Sentence X: Fire up the ice cream maker!					
	<ul><li>(a) Slowly add 1 cup of the hot milk mixture to the</li><li>(b) Whip the egg yolks until thickened</li></ul>	ne egg yo	lks .			
	· (c) Pour the egg yolk mix into the pot of hot milk					
71.	(a) a, b, c (b) c,	, b, a				
	(c) a, c, b (d) b,	, a, c	20			
5.	<ol><li>(i) The radicle pushes through the seed coat into t</li></ol>	the soil				
	<ul> <li>(ii) Primary roots begin to develop and the hypocot the cotyledons above ground.</li> </ul>	tyl forms	a hook that	straighte	ns ou	ıt, pulling
	<ul><li>(iii) The emergent seedling begin to straighten out,</li><li>(iv)</li></ul>	t, taking t	he cotyledo	ns with i	t.	-
	(v)		1.00		6	
	(a) The true leaves completely emerge and the coty	vledons	eventually f	all off.		
Ť	(b) The primary leaves begin unfolding and the ster					
	(c) Fruits hang from the tree.		100 mm (c)	81		
	(a) b, a (b) a,	, b		2		60 122
	(c) c, b. (d) a,		- 3		4	



# Answer Key

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# Model Test Paper - 1

## Direction (1-2): Choose the most suitable word/ phrase for each blank.

- I cannot make the cake now as I have ..........
  of milk.
  - (a) Run into
- (b) Run away
- (c) Run by
- (d) Run out
- With lot of struggle, the firefighters were able to .....the fire.
  - (a) Put off
- (b) Put in
- (c) Put out
- (d) Put away
- Choose the correct spelling.
  - (a) Milennium
- (b) Millenium
- (c) Millennium
- (d) Millennum
- 4. Select the correct phrase.
  - (a) Beating the bush
  - (b) Beating around bushes
  - (c) Beating the bushes around
  - (d) Beating around the bush

# Direction (5-6): Fill in the blanks with suitable option.

- 5. It's raining heavily outside, so .........
  - (a) party must be missed
  - (b) we have to miss the party
  - (c) we miss a party
  - (d) miss the party
- There's a .....the river, so you can easily go to the other side.
  - (a) bridge on
  - (b) bridge across
  - (c) bridge over
  - (d) bridge upon
- Read the sentences given below and find the error.
  - (a) The President chose people
  - (b) Who will help him

- (c) Make good decisions.
- (d) No error

# Direction (8-10): Read the passage given below and answer the questions that follow.

Twenty years ago, kids in school had never even heard of the internet. Now, I'll bet you can't find a single person in your school who hasn't at least heard of it. In fact, many of us use it on a regular basis and even have access to it from our homes! The 'net' in internet really stands for network. A network is two or more computers connected together so that information can be shared, or sent from one computer to another. The internet is a vast resource for all types of information. You may enjoy using it to do research for a school project, downloading your favorite songs or communicating with friends and family. Information is accessed through web pages that companies, organizations and individuals create and post. It's kind of like a giant bulletin board that the whole world uses! But since anyone can put anything on the internet, you also have to be careful and use your best judgement and a little common sense.

Just because you read something on a piece of paper someone sticks on a bulletin board doesn't mean it's good information, or even correct, for that matter. So you have to be sure that whoever posted the information knows what they're talking about, especially if you're doing research! But what if you're just emailing people? You still have to be very careful. If you've never met the person that you're communicating with online, you could be on dangerous ground! You should never give out any personal information to someone you don't know, not even your name! And just like you can't believe the information on every website out there, you can't rely on what strangers you 'meet'



on the internet tell you either. Just like you could make up things about yourself to tell someone, someone else could do the same to you!

- 8. According to the passage, a network means
  - (a) a spiral web on which lot of computers are linked
  - (b) multiple computers connected together to share information
  - (c) computers connected to the internet
  - (d) information sharing on any two devices
- 9. All the information available on internet
  - (a) is safe and reliable
  - (b) is as correct as all information put on bulletin boards
  - (c) should be used carefully and with our best judgement
  - (d) can be trusted like all the emails sent to us
- 10. The main focus of the passage is on
  - (a) maintaining caution while using internet
  - (b) companies and organizations accessing internet for information
  - (c) making new friendships on the internet with strangers
  - (d) the use of internet to do research for school projects, downloading songs and communicating with friends and family

# Direction (11-13): Choose the most suitable sentence to complete the paragraph.

 Housewife (upon looking at two beggars at her doorstep): "So you are begging in two's now?"

Beggar: "No, only for today. .....

- (a) I am scared to beg alone.
- (b) We get double the alms at each house if we beg together.
- (c) I'm going on a holiday and, therefore, have got my replacement.
- (d) We are partners.
- Lisa: What have you got inside that bag?
   Jack: It's a vacuum cleaner.
   Lisa: .....is as correct as all information

put on bulletin boards

- (a) I am so happy as this is an expensive gift.
- (b) I am so glad as it's going to help me clean up the house faster.
- (c) I will never use it
- (d) Can you pack it back again?
- 13. Sentence I: Your abdominals, commonly called abs, consist of several muscle groups, all located in the midsection, just below your chest to your pubic bone.

Sentence 2: .....

Sentence 3: The upper, middle and lower abs start near the middle of your sternum and runs vertically to the lower part of the pelvis; they are responsible for flexing the vertebral column or helping you curl your trunk as you would when doing crunches or sitting up in bed.

- (a) These include: rectus abdominis, which is made up of upper, middle, and lower abs; transverse abdominis; and the obliques.
- (b) The internal obliques are located beneath the external obliques; they also help you twist.
- (c) In addition, most low-back pain is attributed to weak abdominals.
- (d) The flat bench abdominal leg pull instarget your abdominal muscles (rectus abdominis) and provide minor tension to your hip flexors.

# Direction (14-15): Choose the best word to complete the sentence.

- I have been waiting for you ........... 7 pm and now it is .......late for us to go out.
  - (a) from, to
- (b) since, too
- (c) at, very
- (d) till, so
- 15. My team has played very well today, so we hope .....
  - (a) winning the prize
  - (b) to win the prize
  - (c) for the prize winning
  - (d) to win prize



# Model Test Paper - 2

## Direction (1-2): Choose the most suitable word/ phrase for each blank.

- I had not met her for a long time, but today suddenly I ...... her at the shopping mall.
  - (a) Ran into
- (b) Ran over
- (c) Ran by
- (d) Ran up
- 2. That shop is really expensive. They always try to .....
  - (a) Rip off
- (b) Rip up
- (c) Rip away
- (d) Rip apart
- 3. Choose the correct spelling.
  - (a) Supercede
- (b) Superceed
- (c) Supersede
- (d) Superseed
- 4. Select the correct phrase.
  - (a) Cry over split milk
  - (b) Cry and spill milk
  - (c) Cry over split water
  - (d) Cry over milk

# Direction (5-6): Fill in the blanks with suitable option.

- 5. I am not able to take any more printouts .....
  - (a) the printer broke down
  - (b) printer breaks down
  - (c) as the printer has broken down
  - (d) broken down printer it is
- - (a) by 6 pm
- (b) on 6 pm
- (c) at 6 pm
- (d) after 6 pm .
- Read the sentences given below and find the error.
  - (a) Although Denise
  - (b) had some doubts,

- (c) she found the courses very useful
- (d) No error

# Direction (8-10): Read the passage given below and answer the questions that follow.

It happened over 300 years ago in Holland. Anton van Leeuwenhoek (AN-tun van LAY-vun-hook) had a new microscope that he had made. One day he looked through it at a drop of lake water. What he saw surprised him.

The water was alive with what Leeuwenhoek called "wee beasties." The microscope made tiny organisms look 200 times larger than life size. Leeuwenhoek was one of the first scientists to see living things that were that small. His work was a giant step for science.

Today, microscopes are much stronger. An electron microscope can make tiny organisms look 200,000 times life size. A few electron microscopes can see individual atoms. Pictures can be made to show the objects or organisms much bigger. The pictures add greatly to what we know about tiny objects and organisms. Microscopes have come a long way in 300 years!

- 8. Leeuwenhoek was surprised to see
  - (a) living things with the microscope
  - (b) he had taken a giant step in science
  - (c) such small living things for the first time
  - (d) tiny organisms 200 times
- Electron microscopes are much advanced because
  - (a) they can see tiny organisms
  - (b) they can see individual atoms
  - (c) they help us to make pictures
  - (d) they help us see the smallest of objects and organisms, and know about them



- 10. The main focus of the passage is on
  - (a) microscopes and how they are made
  - (b) Anton van Leeuwenhoek
  - (c) how the discovery of microscope has helped us know about the tiny objects and organisms
  - (d) how we can make pictures based on the images microscopes see

# Direction (11-13): Choose the most suitable sentence to complete the paragraph.

11. Interviewer: What is three times seven?

Ron: Twenty-two.

Interviewer: It's twenty-one. We will still offer you the job as ......

- (a) you have the courage to give a wrong answer.
- (b) you are the closest to the actual answer.
- (c) we like your answer.
- (d) your clothes are very nice.
- 12. Don: What was that clicking sound?

Y----

Lisa: Oh! I didn't see you pressing your car remote-control device.

- (a) I don't know!
- (b) Do you really need to know everything?
- (c) It was just the doors unlocking!
- (d) Oops! Did you hear a sound?
- Sentence I: Even though kettlebell training has been around for a long time, it seems that

the popularity of this type of training is at an all time high..

Sentence 2:.....

Sentence 3: Kettlebells are used to perform ballistic exercises that combine cardiovascular, strength and flexibility training.

- (a) We have created a huge database of kettlebell exercises with photos and instructional tips to use them effectively!
- (b) A kettlebell is a cast iron weight that looks a little like a cannonball or a bowling ball with a handle attached to it,
- (c) Position the kettlebell on the ground between your feet. Explode up while raising the kettlebell to the top position.
- (d) Keep reading about an exercise you should probably already be doing.

# Direction (14-15): Choose the best word to complete the sentence.

- I don't like walking alone .....nights as I am .....scared of the dark.
  - (a) throughout, to (b) over, too
  - (c) at, very
- (d) in, so
- - (a) answer question
  - (b) toquestion answer
  - (c) to answer the question
  - (d) answering question

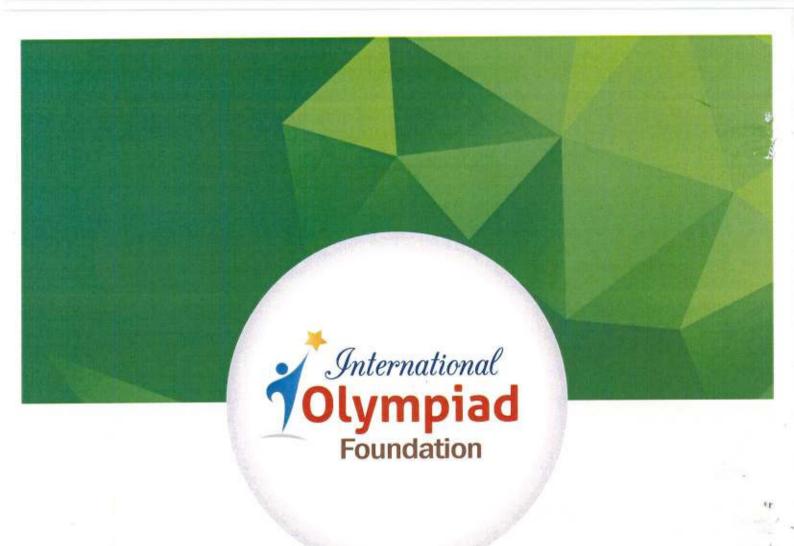


## Model Test Paper 1 - Answers

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

## Model Test Paper 2 - Answers

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



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