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 **(NOUN)**

***INTRODUCTION***

A noun is a part of speech that identifies a person, place, thing, or idea. In this lesson, in addition to learning how to identify nouns, you l learn the difference between proper and common nouns and a bit about how nouns function in sentences.

**\*\*Classifications of Nouns\*\***

* **Proper Nouns**

Proper nouns are nouns that refer to specific entities. Writers of English capitalize proper nouns like Lucknow, India, Ravi, Priya. Etc.

* **Common Nouns**

Common nouns refer to general, unspecific categories of entities.

* **Countable Nouns**

To linguists, these count nouns can occur in both single and plural forms, can be modified by numerals, and can co-occur with quantificational determiners like many, most, more, several, etc. For example, the noun cup is a countable noun. Consider the

* **\*\*following sentence:\*\***

 **I want to have a cup of coffee.**

In this example, the word cup is singular as it refers to one cup However, cup can also occur in the plural form. I want to have two cups of coffee. In this example, the noun cups refers to more than one cup as it is being modified by the numeral two. In addition, countable nouns can co-occur with quantificational

(Determiners):- I want to have several cups of coffee. This sentence is grammatical, as the noun cup can take the modification of the quantificational determiner several.

***Uncountable Nouns or Mass Nouns***

Conversely, some nouns are not countable and are called uncountable nouns or mass nouns. For example, the word water is a mass noun. The bucket is full of water. This sentence makes grammatical sense. However, the following example does not. The bucket is full of waters. Mass nouns can not take plural forms, and therefore a sentence containing the word waters is ungrammatical. Substances, liquids, and powders are entities that are often signified by mass nouns such as wood, sand, water, and flour. Other examples would be milk, air, furniture, freedom, rice, and intelligence.

***Collective Nouns***

In general, collective nouns are nouns that refer to a group of something in a specific manner. Often, collective nouns are used to refer to groups of animals. Consider the following sentences. Look at the gaggle of geese. There used to be herds of wild buffalo on the prairie. A bevy of swans is swimming in the pond. A colony of ants live in the anthill. In the above examples, gaggle, herds, bevy, and colony are collective nouns.

***Concrete Nouns***

Concrete nouns are nouns that can be touched, smelled, seen, felt, or tasted. Phone, table, bag, salt, and wool are all examples of concrete nouns. Your bag is looking very beautiful. Please pass the salt. Your sweater is made of fine wool. Concrete nouns can be perceived by at least one of our senses.

***Abstract Nouns***

More ethereal, theoretical concepts use abstract nouns to refer to them. Concepts like freedom, love, power, and redemption are all examples of abstract nouns. They hate us for our freedom. All you need is love. We must fight the power. In these sentences, the abstract nouns refer to concepts, ideas, philosophies, and other entities that cannot be concretely perceived.

***Possessive Nouns***

Nouns can be possessive and express ownership, usually following the use of “of.” Most singular possessives are formed by adding an apostrophe and “s.” If the noun is plural, the possessive form becomes “s” and apostrophe. Singular Common: Dog Singular Possessive: Dog’s Plural Common: Dogs Singular Possessive: Dogs’

 ***\*\* (RULES) \*\****

***Rule 1 :*** The following words are uncountable and are normally used in the singular form only. The indefinite article quot ; A or An quot ; Should not be used with them. They have no plural forms. A/An not used before them.

***Ex :*** Luggage / Baggage / Breakage / Advice / Furniture / Information / Scenery / Poetry / Work / Soap / Food / Bread / Fish / Paper / Machinery etc. The Sceneries of Kashmir is very beautiful.

The Scenery of Kashmir is very beautiful. ✔

***Rule 2 :*** The words such as quot ; News / Maths / Ethics / Politics / Phonetics / Economics / Statistics / Measles / Mumps / Rickets / Billiards / Innings& quot ; look like plural nouns but give singular meaning. So, they take singular form of verbs. Economics is an interesting subject. ✔But say & quot ;His economics are very weak & quot ;. ✔

***Rule :*** When Preceded by a possessive adjective, the noun takes aplural verb

***Rule 3 :*** The following nouns are always used in the plural form only Cattle / People / Police / Electorate / Poultry / Trousers / Scissors /Spectacles / Binoculars / Crackers / Swine / Gentry / Clergy. All theseare used with plural form of verbs. The scissors is blunt. ☓The scissors are blunt. ✔

***Rule 4 :*** After the phrases One of / Some of/ Each of / Either of/Neither of / Any of / None of, a plural form of a noun is used. One of my best friends One of the biggest cities

***Rule 5 :*** An quot; Apostrophe quot ; and should be used with living beings only to show possession . The tables legs were broken. ☓(This is wrong, because the table is a non living thing) We can say & quot ; The legs of the table were broken & quot; ✔

 **(2) PRONOUN**

 ***\*\*INTRODUCTION\*\****

***A word that can function as a noun phrase used by itself and that refers either to the participants in the discourse (e.g. I, you ) or to someone or something mentioned elsewhere in the discourse (e.g. she, it, this ).***

***CLASSIFICATION***

***1. PERSONAL PRONOUNS:*** Refers to a specific person or thing that changes bits form to indicate person, number, gender and case.

A. Subjective personal pronouns- eg- you, she, he, it

B. Objective personal pronouns- eg- her, him, you, me

C. Possessive personal pronouns- eg- mine, yours, hers

***2. REFLEXIVE PRONOUNS:*** Reflexive pronouns are used when a person or thing acts on itself, for example, John cut himself. In English they all end in -self or -selves and must refer to a noun phrase elsewhere in the same clause

***3. POSSESSIVE PRONOUNS:*** Possessive pronouns are used to indicate possession or ownership. Some occur as independent noun phrases: mine, yours, hers, ours, yours, theirs. An example is: Those clothes are mine.

***4. INDEFINITE PRONOUNS:*** Indefinite pronouns, the largest group of pronouns, refer to one or more unspecified persons or things. One group in English includes compounds of some-, any - every- and no- with -thing, -one and -body, for example: Anyone can do that. Another group, including many, more, both, and most, can appear alone or followed by of.

***5. RELATIVE PRONOUNS:*** Relative pronouns (who, whom, whose, what, which and that) refer back to people or things previously mentioned: People who smoke should quit now.

***6. INTERROGATIVE PRONOUNS:*** Interrogative pronouns ask which person or thing is meant. In reference to a person, one may use who (subject), whom (object) or whose (possessive); for example, Who did that?

***7. DEMONSTRATIVE PRONOUNS:*** Demonstrative pronouns (in English, this, that and their plurals these, those) often distinguish their targets by pointing or some other indication of position; for example, Ill take these***.***

 ***\*\*RULES\*\****

***1.*** A Pronoun in the nominative form should be compared with the same form of the pronoun.

***Eg:-*** He is better than I (am)  (Two Nominatives are compared)

***2.*** A Pronoun in the objective case is used after & quot ; Let / Between / Any Preposition & quot;

***Eg-*** Let you and me play (You and me are objects)

***3.*** When a pronoun stands for a collective noun, it should be used in the singular form.

***Eg-*** The herd is grazing in the field. (As a Whole)

***4.*** When two singular nouns are joined by quot; and quot;, refer to the same person, the pronoun used in their place should be singular in form.

***Eg-*** The Collector and Magistrate has done his best.

***5.*** A singular pronoun should be used when two singular nouns are joined by either or / neither nor Ravi or Gopal should give his presentation

***6.*** A pronoun in the plural form should be used when

***Eg-*** Either en two nouns of different members are joined by quot; or quot; or quot; nor uot;

***Eg-*** Either the Principal or his teachers have attended their duty

***7.*** The distributive pronouns quot; Either / Neither / None / Any /No one quot; are used with singular verbs. Either / Neither - Used for two Person / Things None / No one / Any - Used for more than two person /things***.***

***(Examples:)***

(A) Either of the two girls is diligent.

(B)Neither of the brothers is handsome.

None / No one / Any - Used for more than two person /things.

***(Examples)***

1. Either of the two girls is diligent.
2. ***. Neither of the brothers is handsome.***

|  |
| --- |
| ***Kinds of English verbs*** |
| ***modal******verbs*** | ***auxiliary verbs***  | ***lexical verbs*** |
|  | ***Can you play******the piano?*** | ***I fell*** |
| ***I will not be******There*** | ***Did not fall*** |
| ***Shall we go*** | ***I had breakfast.*** |
| ***Yes, you may*** | ***Im playing soccer.*** |
|  | ***You must be******Joking*** | ***Must******you make that******noise?*** |
| ***non-******modal******verbs*** | ***Have you******seen him?*** | ***Have******you seen him?*** |
| ***I did see it*** | ***I did see it*** |
| ***He is sleeping*** | ***He is sleeping*** |

***c. None of the four sisters is sincere.***

***d. Any of the four men can do it.***

***8. The Reciprocal pronouns quot; Each other / One another quot; Each other - For two persons another - For more than two persons.***

***Example:***

***The two sister hate each other.***

***The five brother love one another.***

***9. The word quot;Who quot; as a relative pronoun is used in the nominative case, takes a verb.***

***Eg- The people who smoke and drink do not survive long***

 **(3) \*\* VERB AND TENSE\*\***

**INTRODUCTION**

**A verb is a kind of word (part of speech) that tells about an action or a state. It is the main part of a sentence as every sentence has a verb. In**

 **English, verbs are the only kind of word that changes to show past or present tense.**

**TYPES OF VERBS**

English has two main kinds of verbs: normal verbs (called lexical verbs) and auxiliary verbs. The difference between them is mainly in where they can go in a sentence. Some verbs are in both groups, but there are very few auxiliary verbs. There are also two kinds of auxiliary verbs: modal verbs and non-modal verbs. The table below shows the auxiliaries a number of other verbs.

*Examples of auxiliary verbs:*

*To do (do, does, did)*

*To be (am, is, are, was, were): Creates a progressive tense*

*To have (have, has, had): Creates a perfect tense*

*Examples of modal auxiliaries are:*

*Can, Could, May, Might, Must, Shall, Should*

*Auxiliary verbs also inflect for negation. Usually this is done by*

*You should not be here.*

*He is not at home.*

*We have not started yet.*

*adding not or not.*

*Use of the auxiliary do*

*I do talk (Present)*

*I did go (Past)*

*It is also used in the negative when no other auxiliary verbs are used.*

*I do not talk (Present)*

*I did not go (Past)*

***(TENSE)***

Tense is mainly used to say when the verb happens: in the past, present, or future. In order to explain and understand tense, it is useful to imagine time as a line on which past tense, present tense and future tense are positioned.

***(ASPECT)***

Aspect usually shows us things like whether the action is finished or not, or if something happens regularly. English has two aspects: progressive and perfect. Aspect is usually shown by using participle verb forms. Aspect can combine with present or past tense. Progressive aspect English uses the gerund-participle, usually together with the auxiliary be (and its forms am, is, are, was, and were) to show the progressive aspect

 I m playing. (present progressive)

He was solving Mathematics last night. (past progressive)

 He will be going to the shop tomorrow (future progressive)

I ve seen him twice. (present perfect)

I had lived there for three years. (past perfect)

The past perfect can be used to express an unrealized hope, wish, etc.

She had wanted to buy him a gift but he refused.

***(RULES)***

1. If the subject is of the third person, singular number (He, She,It) add ‘s’ or es / ies to the first form of the verb to make it
2. singular number.

***Eg- He loves his parents***

***The dog barks at the people.***

***2.*** The following verbs are not usually used in the continuous form. See / Smell / Feel / Hear / Notice / Recognize / See /Think / Agree / Believe / Consider / Remember / Hope

***Eg-*** Theflower is smelling sweet (X)

The flower smells sweet  (✔)

3. The present perfect tense should not be used with adverbs indicating past time. Instead the simple past tense should be used.

Eg- I have seen a film last night (☓)

I saw a film last night.( ✔)

4. The present perfect tense with quot; For or Since quot; is used to express an action began at some time in the past and is still continuing upto the time of speaking or just finished.

Eg- It is raining for last two days (☓)

It has been raining for last two days. ( ✔)

5. The present perfect continuous Tense is also used for actions began in the past and are still continuing.

Eg- I am learning music since an year (☓)

I have been learning music since an year. ✔

6. After negative sentences, the question tag used should be in an ordinary interrogative form.

Eg- She did not like that book, did not she☓

She did not like that book, did she? ✔

7. After Positive Statements, we use the negative interrogative.

EG.; I am a student, Am I? ☓

I am a student, Arent I? ***✔***

8. When the verb in the principal clause is in a past tense, the verbs in the subordinate clauses are normally in the Past Tense.

Eg- He said that He will pass the examination. ☓

 He said that he would pass the examination. ✔

 ***(4) \*\* ADVERB\*\****

***INTRODUCTION***

A word or phrase that modifies the meaning of an adjective, verb, or other adverb, expressing manner, place, time, or degree (e.g. gently, here, now, very ). Some adverbs, for example sentence adverbs, can also be used to modify whole sentences.

Adverb modifies verb by giving us the following information.

How the action occurs

Where the action occurs

How many times action occur

At which time the action occurs

Intensity of action

Adverbs are categorized on the basis of it information it gives, into the following categories.

Adverbs of manner

Adverb of place

Adverb of time

Adverb of frequency

***TYPES OF ADVERBS***

* ***Adverbs of Manner***

These adverbs tell us that in which manner the action occurs or how the action occurs or occurred or will occur.

**Examples*.***

You replied correctly.

They solved the problem easily.

Listen to me carefully***.***

* ***Adverb of Place.***

Adverb of place tells us about the place of action or where action occurs/occurred/will occur.

e.g. here, there, near, somewhere, outside, ahead, on the top, at some place.

***(Examples).***

He will come here.

The children are playing outside.

He was standing near the wall.

***Adverb of time***

These adverbs tell us about the time of action. e.g. now, then, soon, tomorrow, yesterday, today, tonight, again, early, yesterday.

***(Examples).***

I will buy a computer tomorrow.

The guest came yesterday.

Do it now.

Adverb of frequency

Adverbs of frequency tell us how many times the action occurs or occurred or will occur. e.g. daily, sometimes, often, seldom, usually, frequently, always, ever, generally, rarely, monthly, yearly.

***(Examples).***

He goes to school daily.

She never smokes.

Barking dogs seldom bite.

The employees are paid monthly.

 ***\*\*RULES\*\****

***Rule 1 :***The adverbs too much is used with nouns and much Too is used with adjectives. For eg-

 His failure is too much painful for me ☓

 His failure is much too painful for me  ✔

***Rule 2 :***Before the word Enough an adjective under positive form should be used.

 He is more intelligent enough to follow you. ☓

 He is intelligent enough to follow you. ✔

***Rule 3 :***The adverb quite quite means perfectly/ completely) should not be used with the adjective Handsome

 He is quite garrulous. ☓

 He is very garrulous. ✔

***Rule 4 :***Late / Lately. The adverb indicates time and lately means recently.

 He was punished for coming lately. ☓

 He was punished for coming late.  ✔

***Rule 5 :***When we begin a sentence with seldom / never / hardly / rarely / scarcely / barely  / neither / never, the rule of inversion should be applied (i.e.,) an auxiliary verb is used before the subject.

 Hardly he goes to school. ☓

 Hardly does he go to school. ✔

***Rule 6 :***The adverbial phrase No less than should be used with uncountable nouns whereas No fewer than is used with countable nouns.

 There were no less than ten students who failed in the test. ☓

 No fewer than ten students failed in the test. ✔

***Rule 7 :***The derived adjectives such as interested / pleased / satisfied / delighted are used with much but not very

 I am very interested to play cricket. ☓

 I am much interested to play cricket. ✔

***Rule 8 :***The adverb very is used with positive adjectives and much with comparative adjective forms.

 He is very clever to understand it. ✔

 He is much clever to understand it. ☓

Rule 9 : Very much&#39; should be used with comparative forms.

 It is very much better to stay here tonight. ✔

 ***(5) \*\*ADJECTIVE\*\****

***\*\*INTRODUCTION\*\****

*Simply we can say that Adjectives are describing words. Adjectives are words that describe or modify nouns. Adjectives are usually placed before nouns or pronouns they modify. However, adjectives can occasionally be found after*

(Nouns and Pronouns)\*….

***(DIFFERENT EXAMPLES OF ADJECTIVES)…….\*\****

** Sizes : big, small, large, thin, thick

 Shapes : triangular, round, square, circular

 Colors : black, blue, white, green, red

 Personality : happy, sad, angry, depressed

** Time : Yearly , monthly, annually

 Ages : new, young, old, brand-new, second-hand

 Sounds : Loud, noisy, quiet, silent

 Tastes : juicy, sweet

 Qualities : good, bad, mediocre

***……COMPARISON OF ADJECTIVES…..***

1. POSITIVE DEGREE- the simplest form.

2. COMPARATIVE DEGREE- comparing two things or persons.

3. SUPERLATIVE DEGREE- comparing three or more things or persons.

***\*\*\*EXAMPLES OF REGULAR ADJECTIVES\*\*\****

***POSITIVE COMPARATIVE SUPERLATIVE***

Big Bigger Biggest

Great greater greatest

Heavy heavier heaviest

Happy happier happiest

* ***\*\*\*\*EXAMPLES OF IRREGULAR ADJECTIVES\*\*\*\* worse***
* ***worst***
* ***Many more most***

***Well (healthy) better best***

 ***\*\*RULES\*\****

***RULE 1:*** In a comparison, the conjunction than should be followed by any other If a person / thing is compared with any other person / thing among some / many.

 Ravi is shorter than any student in the class. ☓

 Ravi is shorter than any other student in the class.  ✔

***RULE 2 :*** In comparisons, the monosyllable words like &quot;hot/ easy / tall / small not; should not bused with more / most.

* He is more taller than Kumar. ☓*

* He is taller than Kumar. ✔*

***RULE 3 :*** Elder / Eldest should be used with the members of the same family. Older/ Oldest these comparative adjective denote the age of person / thing***.***

*Ex : He is elder to me. (He and me belong to one family).✔*

* This is the eldest tree in the garden ☓*

* This is the oldest tree in the garden. ✔*

***RULE 4 :*** While comparing the objects, we should see that a noun is compared with another but not with some other word.

 The population of Lucknow is greater than Allahabad ☓

 The population of Lucknow is greater than that of Allahabad (OR) ✔

 The population of Lucknow is greater than the population of Allahabad. ✔

 ***(6)\*\*\* PREPOSITION\*\*\****

***\*\*\*INTRODUCTION\*\*\****

Preposition is a word that shows relation between noun or pronoun and the other words in sentence.

***EG.***in, on, at, to, with, under, above, into, by, of etc

Preposition is always used before a noun or pronoun and shows the relation of the noun or pronoun to the other words in sentence. The following examples will help in better understanding***.***

 **…….TYPES OF PREPOSITIONS……**

Prepositions show many relations (for different nouns) in sentence. On the basis of relation they show, preposition may be divided into

following categories.

• Preposition for time e.g. in, on, at, etc.

• Preposition for place e.g. in, on, at, etc

• Preposition for direction e.g. to, towards, into, through etc.

• Preposition for agent e.g. by

• Preposition for device, instrument or machines. e.g. on, by, with, etc.

• Prepositions used after verbs to make prepositional verb. e.g. look at, look after, laugh at***.***

***\*\*\*(Example).\*\*\****

 ***Aubject +Verb Preposition Noun***

The cat was sleeping on table

He lives in Paris

She looked at Stranger.

He will come in January.

Wedding ceremony will be held on 20th December.

I was waiting for you

Someone is knocking at The door.

She came by bus.

* Prepositions show many relations (for different nouns) in sentence.

On the basis of relation they show, preposition may be divided into following categories….

 Preposition for time e.g. in, on, at, etc.

 Preposition for place e.g. in, on, at, etc

 Preposition for direction e.g. to, towards, into, through etc.

 Preposition for agent e.g. by

 Preposition for device, instrument or machines. e.g. on, by, with, etc.

 Prepositions used after verbs to make prepositional verb. e.g. look at, look after, laugh at

 ***\*\*\*RULES\*\*\****

***Rule 1 : Across***

***Across -*** On the opposite side of

My friend lives across the river.✔

Across - From one side to another

The boy swam across the river ✔

***Across -*** both sides

He threw the luggage across his shoulders ✔

Come Across - means meet accidentally / suddenly

When I was going to market, I came across an old friend. ✔

***Rule 2 :*** Between

Used for two persons / things.

She is sitting between you and me. ✔

Among

Used with more than two persons / things

The principal distributed prizes among the winners ✔

***Rule 3 :*** During

During - denotes duration.

During the war, many people suffered hardship. ✔

We go to Darjeeling during summer every year. ✔

***Rule 4 :*** From

From - is used with past / future tenses.

I stayed there from January to April. ✔

I will start my preparation from Monday next. ✔

***Rule 5*** : Of

Of - denotes origin / cause

She comes of a rich family (origin) ✔

He died of Malaria (cause) but she died in an accident. ✔

Off - denotes separation

A button has come off. ✔

He is off duty today. ✔

***Rule 6 :*** After a preposition, a pronoun under objective case should be used.

He depends on I. ☓

He depends on me. ✔

***Rule 7 :*** When two words are connected by and / or etc., the prepositions should be mentioned clearly to be used with them.

He was surprised at as well as pleased with her performance. ✔

She is conscious and engaged in her work. ☓

She is conscious of and engaged in her work ✔

***Rule 8*** : After transitive verbs such as

Discuss/Describe/reach/order/tell/demand/attach/resemble/ridicule etc. no preposition is used. The verbs directly take an object.

The poet describes about the beauty of nature.☓

The poet describes the beauty of nature. ✔

He ordered for two cups of tea. ☓

He ordered two cups of tea. ✔

***Rule 9 :*** After the verbs quot Say / suggest / propose / speak / explain / reply / complain / talk / listen / write &quot; the proposition &quot; to&quot; should be used if any object is used.

He did not reply me. ☓

He did not reply to me. ✔

He suggested her that she should eat less. ☓

He suggested to her that she should eat less. ✔

***Rule 10 :*** Since/ For

Since - Denotes point of time

For - denotes period of time.

They should be used with present tense or the present perfect continuous tense / past perfect tense / past perfect continuous tenses.

I know her since 2011. ☓

I have known her since 2011. ✔

He is working in the bank for the past 3 years. ☓

He has been working in the bank for the past 3 years. ✔

***Rule 11 :*** After the verb quot Enter quot; the preposition quot into quot; should not be used except when it is used with reference to agreement or conversation.

He entered into the premises without any permission. ☓

He entered the premises without any permission. ✔

They entered a hot discussion. ☓

They entered into a hot discussion. ✔

***Rule 12 :*** Wait

Wait for - Await.

He is awaiting for the reply. ☓

He is awaiting the reply. ✔

Despite - inspite of.

Despite of his hard work, he failed in the examination. ☓

Despite his hard work he failed in the examination. ✔

This book comprises 5 chapters. ✔

This book consists of 5 chapters. ✔

***Rule 13 :*** Dispose of

Dispose of - Sell away.

He disposed off his scooter. ☓

He disposed of his scooter. ✔

 ***\*\*\* (7)CONJUNCTION\*\*\****

***………INTRODUCTION………***

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

***……Examples…….***

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.

Single word Conjunction: Conjunction having one word e.g. and, but, yet, because etc.

Compound Conjunction: Conjunction having two or more words e.g. as long as, as far as, as well as, in order that, even if, so that etc

**\*\*\*TYPES OF CONJUNCTIONS\*\*\***

Conjunction is a word that connects words, phrases, clauses or sentences. e.g. and, but, or, nor, for, yet, so, although, because, since, unless, when, while, where etc.

* ***There are three types of conjunctions***

• Coordinating Conjunction

• Subordinate Conjunction

• Correlative Conjunction

 ***(..RULES..)***

***Rule 1 :***The co-relative conjunctions are used in pairs.

1. Not only - but also

2. Either - or

3. Neither - nor

4. Both - and

5. Though - yet

6. Whether - or

***(EXAMPLE)…….***

 They will either do the work else return the money. ☓

 They will either do the work or return the money.✔

***Rule 2 :***After the adverbs quot Hardly / Scarcely quot, the conjunction when or before should be used.

 Hardly had he left the place than the Bomb exploded. ☓

 Hardly had he left the place when the Bomb exploded.✔

***Rule 3 :***After Rather / Other, the subordinating conjunction Than should be used.

 He has no other object but to get a handsome job. ☓

 He has no other object than to get a handsome job.✔

***Rule 4 :***The connecting word that is used with the adjective phrase the same/the only/superlative adjectives/all

 This is the same dress which I wanted. ☓

 This is the same dress that I wanted.✔

***Rule 5 :*** The conjunction is used with not / never.

 I have never spoken to him nor written to him. ☓

 I have never spoken to him or written to him.✔

***Rule 6 :***With the word the connective that may be used.

 This is such a lovely book what I have never read before. ☓

 This is such a lovely book that I have never read before. ✔

***Rule 7 :***

Unless - Denotes Condition

Until-denotes time

 You will not succeed until you work hard. ☓

 You will not succeed unless you work hard.✔

 I want to stay here unless she comes to see me. ☓

 I want to stay here until she comes to see me.✔

***Rule 8 :***After the connective because the words so / therefore / as are not used.

 Because he came late so he failed to see her. ☓

 Because he came late, he fail to see her.✔

***Rule 9 :***The adverb should not be used with the connective Till/unless/lest/until in that clause.

 Until he does not solve this problem, I will stay with him. ☓

 Until he solves this problem, I will stay with him.✔

***Rule 10 :***When since is used as a conjunction should be preceded by present perfect tense and followed by a verb in the past tense to denote point of time.

 Many things have happened since I have left the school. ☓

 Many things have happened since I left the school.✔

***Rule 11 :***With the conjunction if then should not be used.

 If you work for 8 hours a day, then you will get through the examination. ☓

 If you work for 8 hours a day, you will get through the examination***.✔***

***Rule 12 :***When two objects are joined by as well/besides/along with /together with / in addition to / except / including with, the verb agrees with the first subject in number.

 He as well as his students have gone there. ☓

 He as well as his students has gone there.✔

 **\*\*\*\*\*(8)ARTICLE\*\*\*\***

 ***….. INTRODUCTION…….***

English language has two articles,“the and a/an”. An article is used

for a noun. An article like an adjective modifies a noun.

For example, a book, the book, a cup, the cup, an umbrella, the umbrella

**TYPES OF ARTICLES**

1. Indefinite article: a/an

2. Definite article: the

An article is used before a noun or an adjective modifying a noun.

***DEFINITE ARTICLE:***

The definite article quot the quot; is used for a definite, specific or particularnoun***.***

***Example.*** He bought the shirt.

The article “the” before the noun “shirt” in above sentence means that the shirt, he bought, is a specific or particular shirt and not any shirt.

***INDEFINITE ARTICLE:***

The definite article “a/an” is used for indefinite, non-specific or non- particular (common) noun.

Example. He bought a shirt.

The article “a” before shirt in above sentence means that the shirt he bought is any shirt and not a specific shirt.

***RULES FOR DEFINITE ARTICLES***

***1.*** Before a singular noun which is countable e.g. He bought a book

She is eating an apple.

2. Before a name of a profession e.g. She wants to be a doctor

3. For certain expressions of quantity e.g. a lot of, a few, a couple, a dozen

4. For certain numbers. e.g. a hundred, a thousand, a million

5. Before a singular, countable noun in exclamation. e.g. What a beautiful flower!

6. Article a/an is not used before uncountable nouns e.g. water, milk, sand etc

**……..RULES FOR INDEFINITE ARTICLES……..**

The article “the” can be used both before a singular and plural noun according to the following grammatical rules. e.g. the book, the books

1. Before the place, object or group of object which is unique or considered to be unique and geographical region and points on globe.

***EG..1-***The earth, the moon, the sky, the stars, the north pole, thee quator

***2*.** For a noun which becomes definite or particular because it is already mentioned and is being mentioned second time.

**EG:-3.**For a noun made specific or definite in a clause or a phrase.

**EG:-**The old lady, The girl with blue eyes, The boy that I saw

**4.** Before superlatives, and first, second,.. etc, and only

***EG:-***The best day, The only method

***5.*** Before a phrase composed of a proper and common noun

***EG:-The New York city, The river Nile, The library of Congress***

***6. Before the names of organizations***

***EG:- The Association of Chartered Accountants, The World Health***

***Organization***

***7. Article “the” is not used for names of universities if written in***

***forms like Oxford University, Yale University, Columbia University.***

***But article “the” is used if names of university are written in forms***

***like The University of Oxford, The University of Yale, The***

***\*\*\*\*University of Toronto\*\*\*\****

***8. Article “the” is not used for names of countries of places. e.g.***

***Lucknow, India, China, Japan, London. But article “the” is used for a name, if it expresses a group of place, states, or land. e.g. The United States, The Philippines, The Netherlands***

 ***\*\*\*\*(9) ACTIVE/PASSIVE VOICE\*\*\****

***INTRODUCTION***

The active voice is the &quot; normal &quot; voice. This is the voice that we use most of the time. You are probably already familiar with the active voice. In the active voice, the object receives the action of the verb.

The passive voice is less usual. In the passive voice, the subject receives the action of the verb.

Here are some example.

Active: The ball hit Janet.

Passive: Janet was hit/Janet was hit by the ball.

Active: He wrote a letter.

Passive: A letter was written.

A letter was written by him.

***TYPES OF ACTIVE and PASSIVE VOICE***

Imperative Sentences

Affirmative Sentences

Negative Sentences

Interrogative Sentences

***1.*** Imperative Sentence

**Definition*:*** A type of sentence that gives advise or instruction or that expressess request or command Rules:

**Active :**I form of verb + object

**Passive :** Let + Object + be + III form of verb

**Active :**Do not + I form of verb + object

**Passive :** Let + object + not + be + III form of verb

**Example :**

**Active :** Pay the bill.

**Passive :** Le the bill be paid.

**Active :** Row the boat across the river.

**Passive** : Let the boat be rowed across the river.

 **\*\* Rules :-\*\***

Please - Your are requested to

Order - You are ordered to

Advice - You are advised to

***Example :***

**Active :** Please do you work seriously**.**

**Passive :** You are requested to do your work seriously.

**Active :** You are requested to helps the drowing persons**.**

**Passive :** You are requested to help the drowning persons.

**Active :** Go there.

**Passive :** You are ordered to go there.

Affirmative Sentence\

Definition : A sentence that has a positive meaning is called affirmative sentence.

 ***…..Rules…..***

***Active :*** Sub. + M.A. + I form of verb + object.

***Passive :*** Object + M.A. + be + III form of verb + by + agent

Negative Sentence

***Definition :*** A sentence that lacks a positive meaning is a negative sentence.

***Rules :***

***Active :*** Sub. + M.A. + not + I form of verb + object

***Passive :*** Object + M.A. + not + be + III form + by + agent Interrogative Sentence

***Definition :*** A type of sentence that asks a question***.***

***Rules :***

***Active :*** M.A. + Sub. + I form of verb + object.

***Passive :*** M.A. + object + be + III of verb + by + agent

***Active :*** Q.W. + M. A. + Sub. + I form of verb + object.

***Passive :*** Q.W. + M.A. + object + be + III form of verb + by +agent.

***Active :*** Who + M.A. + I form of verb + object.

***Passive :*** By whom + M.A. + object + be + II I form of verb

***Examples:***

***Active:*** Theexaminer should evaluate the answer sheets.

***Passive:*** The answer sheets should be evaluated by the examiner.

***Active:*** *The dyer must not dye the clothes in orange colour.*

***Passive:*** The clothes must not be dyed by the dyer in orange colour.

***Active:*** Why can he not solve all the suns?

***Passive:*** Who can all the sums not be solved by him?

***Active:*** Who should obey the traffic rules?

***Passive:*** Bywhom should the traffic rules be obeyed?

***Active:*** Who may milk the cow twice a day?

***Passive:*** By whom may the cow be milked twice a day?

 ***(10)\*\*\*\*DIRECT /INDIRECT\*\*\*\****

***\*\*\*\*INTRODUCTION\*\*\*\****

There are two ways to report what a person says:

***1. Direct speech and***

***2. Indirect speech.***

In Direct speech, we use the exact words that someone says with the use of quotation marks. In Indirect speech, we report what someone says without using their exact words. We don’t use quotation marks with indirect speech, but we have to change the pronouns and the tense of the verb.

***1. Direct Speech…..***

Direct speech is a sentence that repeats or quotes the exact words spoken by someone. When we use direct speech, we use quotation marks to enclose the words spoken without changing any of them***.***

***EXAMPLE:*** He said to me, “Be careful!”

This is the Direct Speech. We merely repeat the exact words used by the speaker and keep the exact words within quotation marks. :

***EXAMPLE:*** Quoting exactly what someone said: He said, “I’m going to hunt a tiger.”

***2. Indirect or Reported Speeh…..***

Indirect speech refers to repeating what another person says.

When we report what someone says, we do not repeat exactly every word that was said. We normally change the tense of the words spoken as what has been said is already in the past. We also make changes to

pronouns and other changes where necessary. Quotation marks are not used.

By using our own words to repeat what the speaker said:

***EXAM PLE:*** He said to me, “Stop singing the same old song!”

(Direct speech)

He told me to stop singing the same old song. (Indirect speech) This is the Indirect or Reported Speech. We use the past tense when the main verb used by the speaker is in the past tense. Here, we do not use the quotation marks. Instead, we use an infinitive (to stop) and we repeat the pronoun (He).

***DIRECT INDIRECT SPEECH***

Types of sentences:

1. Assertive sentence

2. Interrogative sentence

3. Imperative sentence

4. Optative sentence

5. Exclamatory sentence

Changes in verb :

Assertive Sentences:

Rule (l) That conjunction is used in place of Comma &amp; Inverted commas.

Rule (2) No change is made if there is Reporting verb is Present/Future tense.

Rule (3) ‘says to’ changes into ‘tells’ ‘say to’ change in to ‘tell’

and said to changes into ‘told’.

Rule (4) If there is Reporting verb is Past Tense and Reported speech in Present Tense then-

1. Present Indefinite Tense changes into Past Indefinite Tense.

2. Present Continous Tense changes into Past Continuous Tense.

3. Present Perfect Tense changes into Past Perfect Tense

4. Present Perfect Continuous Tense changes into Past Perfect

Continuous Tense.

Rule 5 : If there is Reputing verb is Past Tense and Reported Speech also in Past Tense then Past Indifinite Tense changes into Past Perfect, Past Continuous Tense changes into Past Continuous Tense Changes into Past Perfect Continuous Tense. No change is made in Past

Perfect Tense and Past Perfect Continuous Tenses.

Rule 6: If these is Reporting verb in Past Tense and Reported in Future Tense. Then-Change in Pronouns

Rule 1: If there is I person pronoun in reported speech, it is changed according to speaker..

Rule 2: If there is II person pronoun is reported speech, it is changed according to object.

Rule 3: If there is III person pronoun is reported speech, no change is made

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Person  | Pronoun | Possessive | Object | Selftform |
| I | I | my, mine  | Me | Myself |
| We | We | us  | Us | Ourselves |
| Ll | You | your,You  | Yourself | yours |
| III  | He | His | Him | Himself |
| she her,  | Hers | Her | Herself | - |
| It  | Its | It | Itself  | - |
| they  | They their, | Them | Themselves | theirs |

**. Rule 4**: No change is made in Reported Speech, if it consists of a

Universal truth or Habitual Action.

Change in Nearness showing words.

Now - Then

This - That

These - Those

Today - That day

Yesterday - The Previous day

Tomorrow - The next day

Last Night - The Previous night

Hence - There

Thus - So

Ago - Before

Hence - Thence

Come - Go

**Examples-**

1. Jai says, “Ravi is a good boy”.

Jai says that Ravi is a good boy.

2. Nitin says to Tushar, “Hari is playing chess”.

Nitin tells Tushar that Hari is playing chess.

Interrogative Sentences

**Rule 1:** Reporting verb (says, say, said) changes into ‘asks, ask, asked’.

**Rule 2**: If/Where is used in place of comma and Inverted commas.

**Rule 3:** If/Where is not used if Reported speech starts with question word.

He said to me, “Do you teach Urdu?

He asked me if I taught Urdu.

2. He said to his friend, “Are the students playing in the field?”

He asked his friend if the students were playing in the field.

Imperative Sentences

1. The caption said to the army, “March forward now”.

The caption ordered the army to march forward then.

2. The students said to the teacher, “Please explain the sentence again”.

The student requested the teacher explain the sentence Optative Sentences

1. He said, “May God bless you, happy journey!”

He wished that God might bless him happy journey.

2. The Hermit said, “May God bless you with a son!”

The Hermit prayed that God might bless him with a son.

Exclamatory Sentence

R.S. R.V. (Changes into)

1. What/How Exclaimed

2. Alas/Oh! Exclaimed with sorrow

3. Hurrah/Ah Exclaimed with joy

4. Good heavens/ Exclaimed with surprise Good graciouss

5. Braw! Applauded

**Example:**

1.He said, “How beautiful the rain is!”

He exclaimed that the rain was very beautiful.

2. Brijesh said, “Hurray! I topped the class”.

Brijesh exclaimed with joy that he had topped the class.

 **(11) ONE ORD SUBSTITUTION**

**INTRODUCTION**

“One word substitutes” as the phrase indicates itself are the words that replace group of words or a full sentence effectively without

creating any kind of ambiguity in the meaning of the sentences. Like the word “Autobiography” can be used in place of the sentence “The life story of a man written by himself”. It is very important to write precisely and speak in a single word. Generally, we speak or write in a garrulous way. But, it is seen that precise words are always understood easily by all. At times we become verbose which is not required and we are required to talk or speak precisely. This not only makes the language easily comprehendible but also makes it beautiful. The other way, we can say that these words are used to bring an effect of compression in any kind of writing, for example in business communication there are instances when we have to write a lot with in limitation of time and space, there these kind of words can prove quite handy. In English language there are a lots of single words for a group of words that can be used effectively to make the writing to the point that too without losing the meaning of the context.

**LIST OF SOME ONE WORD SUBSTITUTIONS WITH THEIR MEANINGS**

1. A person who is above hundred years - Centenarian

2. One who speaks less -Reticent

3. A handwriting that cannot be read –Illegible

4. A person who loves every body -Altruist

5. A loss or damage that cannot be compensated - Irreparable

6. A person who knows everything - Omniscient

7. A game in which neither party wins - Draw

8. A person difficult to please -Fastidious

9. A person who hates women - Misogynist

10. A person who always thinks of himself – Egotist

**NOTE: For more one word substitutions kindly**

**www.mitmgroup.com on regular basis.**

 **(12) SYNONYMS AND ANTONYMS**

**INTRODUCTION**

The Synonyms and Antonyms form an integral part of the English Language. Acquaintance with vocabulary of the English language is necessity for effective expression either in the written or in the oral form.

Synonym is nothing but the similar meaning of a particular word or its semantic relation. So, it is a word or a phrase that means the same as another word or a phrase in the same language.

Antonyms are the negative connotation of a particular word. An Antonym is a word or phrase that is opposite in meaning to a particular word or a phrase in the same language. Synonyms are different words with almost identical or similar meanings. Words that are synonyms are said to be synonymous, and the state of being a synonym is called synonyms. Synonyms can be any part of speech (Eg. nouns, verbs, adjectives,

adverbs or preposition), as long as both members of the pair are the same part of speech. More examples of English.

**EXAMPLES OF SYNONYMS**

|  |  |  |
| --- | --- | --- |
| WORD  | SYNONYM  | PART OF SPEECH |
| Shallow  | superficial | adjective |
| Eager  | Keen | adjective |
| Close  | Shut | verb |
| Blow up  | Explode | verb |

**EXAMPLES OF ANTONYMS**

|  |  |  |
| --- | --- | --- |
| WORD  | ANTONYM |  PART OF SPEECH |
| Easy  | Difficult | Djectivea |
| Go  | Come | Verb |
| Up  | Down | preposition/ adverb |
| Selfish  | Unselfish | Adjective |
| Human  | Inhuman | Adjective |
| Conformist  | non conformist | adjective/ noun |

 **\*\*\*\* (13) IDIOMS\*\*\*\***

**…..INTRODUCTION…..**

Now a days Idioms are Phrases have became an important part of the English Language test in almost all Entrance Exams like SSC, LIC, NDA, CDS, B Ed, etc. Idioms are expressions are peculiar to a language. They have peculiar meanings which cannot be guessed.

Idioms and phrases are similar to & quot; muhavare & quot; that we have in Hindi.

Here is the list of some important Idioms and Phrases. Which migh

be helpful for you to prepare.

**LIST OF IDIOMS AND PHRASES**

An idiom is a phrase where the words together have a meaning that is different from the dictionary definitions of the individual words.

1. At the drop of a hat : without any hesitation; instantly.

2. Burn the midnight oil : To work late into the night, alluding to

the time before electric lighting.

3. Cry over spilt milk : When you complain about a loss from the past.

4. Every cloud has a silver lining : Be optimistic, even difficult

times will lead to better days.

5. Piece of cake : A job, task or other activity that is easy or simple

6. Speak of the devil : This expression is used when the person you have just been talking about arrives.

7. Whole nine yards : Everything. All of it.

8. Caught between two stools : When someone finds it difficult to choose between two alternatives.

9. A penny for your thoughts: A way of asking what someone is thinking

10. Ball is in your court: It is up to you to make the next decision or step

 **(14) FILL IN THE BLANKS…….**

**\*\*\*\*\*\*INTRODUCTION\*\*\*\*\*\***

Fill in the blanks is a type of question or phrase with one or more types of words replaced with a blank line , giving the reader a chance to add the missing word (s)

**HOW TO PROCEED**

**1.** First read the sentence to yourself so you can hear what is being asked . Listen carefully to the way the sentence sounds each time and choose the option that sounds best in the sentence.

**2.** Try to quickly skim the text.

**3**. Look for the clues in the sentence :-Its not just the words directly before and after a blank that can provide clues. Reading the entire sentence should help you figure out the general topic or subject area.

**4**. Make sure your choice fits logically and grammatically**.**

**5.** Try to figure out the part of speech:

The answers to the majority of fill in the blank questions will be verbs or nouns. An effective strategy for fill in the blank questions is to try to determine which part of speech the missing word is.

If an article (quota quot quot; an,quot; or quothe quot) appears directly before the blank, the missing word is almost certainly a noun. The article quot an quot;

will also give you an additional clue because quot an quot; indicates that the missing word starts with a vowel sound.

If a blank is preceded by a noun or a pronoun, it often indicates a verb. Adverbs like quot usually quot quot quickly, quot; and quot immediately quot; that appear before or after a blank also indicate that the missing word is a verb. Focus on the words/terms given in the options.

6. Look at the context around the gap and try to predict the word or type of word that could logically fill each gap before you look a the word options.

7. Reject options that you know are not appropriate in terms of meaning or the grammatical context.

8. Read each sentence to yourself several times, adding in each of the remaining possible options one-by- one. This will help you

activate your knowledge of collocation.

9. Check the words on either side of each blank.

10. If the sentence is of two blanks, then check the part of speech in the first option, if it doesn’t match ,that means that option should

be rejected and vice-versa.

**\*\*\*EXAMPLES\*\*\***

**Q.1-5**. In the following questions sentences are given with blanks to be filled in with an appropriate word. Four alternatives are suggested for each question. Choose the correct alternative out of the four and indicate it in the Answer sheet.

Q.1. A person who \_\_\_ on his own effort has the best chance to win.

(A) makes (B) puts (C) relies (D) runs

 Q.2. When he died, Ramanujan \_\_\_ behind 3 notebooks,

(A) was leaving (B) had left (C) left (D) leaves

Q.3. For all his \_\_\_ he is a -- -- -- -.

(A) wealth, miser (B) health, player (C) tricks, cheat (D) stupidity, fool

Q.4. In a classroom students are to be trained to love \_\_\_

(A) each other (B) all others (C) one another (D) altogether

Q.5. Mr. Obi put his whole life \_\_\_ the work.

 (A) on (B) in (C) into ( D) upon

**\*\*\*\*\*\*ANSWERS\*\*\*\*\***

Q.1.(C) Q.2.(B) Q.3.(D) Q.4.(C) Q.5.(B)

 **\*\*\* (15) CLOZE TEST\*\*\***

**INTRODUCTION……………**

A cloze test (also cloze deletion test) is an exercise, test, or assessment consisting of a portion of text with certain words removed (cloze text), where the candidate is asked to replace the missing words. The Cloze test measures students&#39; comprehension abilities by giving them a short text, with blanks where some of thE words should be, and asking them to fill in the blanks. This version Of the test resembles the directions to a computer game, describing the games rules. This task requires students to build an internal

representation of the text, to put the words together in a meaningful

way, so that they will be able to interpolate (guess, based on the

given information) what words belong to the blanks.

Cloze tests require the ability to understand context and vocabulary

in order to identify the correct words or type of words that belong in

the deleted passages of a text.

**HOW TO PROCEED**

1. Read the text through trying to understand the general meaning.

2. Look at each missing word gap and try to imagine what the correct word should be.

3. Decide which part of speech (adjective, noun, gerund, etc.) needs to be used to fill in each gap.

4. Read the text again, trying to fill gap as you come to it by imagining what the correct answer should be.

5. Read the text another time, this time choose the correct

answer from the five(sometimes four) answers given.

6. If you are unsure of any given answer, try reading the sentence with each of the five possibilities.

7. Try to eliminate two of the obvious false answers (usually two

relatively false answers are given) When stuck between two answers,

**go with the one that sounds right.**

**(TIPS)………..**

1. Do not stop to answer questions on your first reading or just at the blank.

2. Always think about the overall meaning of the text (i.e., whether the text is negative, positive, etc.) to make sure that your

answer choice fits the context.

3. Trust your intuition. If you feel a word is right instinctively, it

probably is correct.

**(EXAMPLE)\*\*\*\***

Man’s basic aggressiveness is a fact and is the emotional factor for all the bloody violence that has marked human history since the

beginning. His technology has never been as perfectly

 (1) as in the weapons he makes to

 (2) his brothers. The plough has changed very

(3) in design from the time man took

(4)cultivation. But swords have not become

(5) and the rifle, with which one man kills another, is a

(6) in comparison with the stone and

(7) with which he used to

 (8) his adversaries in the earliest stage of civili sation. Nuclear

 (9) has designs that nature can never

(10).They are wonders of technological creation.

Q.1. (A) operated (B) implemented (C) employed (D) deployed

Q.2. (A) shoot (B) injure (C) wound (D)kill

Q.3. (A) much (B) little (C) slightly (D) radically

Q.4. (A) in (B) to (C) into (D) over

Q.5. (A) swordfishes (B) penknives (C) featherweights (D) ploughshares

Q.6. (A) miracle (B) masterpiece (C) legend (D) model

Q.7. (A)battleaxe (B) spear (C) sword (D) stick

Q.8. (A) slaughter (B) penalize (C) reform (D) belabour

Q.9. (A) bomb (B) science (C) weaponry (D) research

Q.10. (A) fabricate (B) generate (C) formulate (D) emulate

**(\*\*\*ANSWERS\*\*\*\*)**

Q.1.(B) Q.2.(D) Q.3.(B) Q.4.(B)

Q.5.(B)

Q.6.(D) Q.7.(A) Q.8.(A) Q.9.(C) Q.10.(D)

 **……< <<<<(16) REARRANGEMENT OF SENTENCES>>>>>…..**

* **INTRODUCTION……..**

One of the interesting and difficult units of objective test in English is sentence arrangement. In this test a candidate is required to arrange parts of sentence or sentences into a meaningful sentence or a paragraph. This requires a command over the structure of sentences along with a sound knowledge of grammar. This art can be gradually mastered by reading good books, newspapers and constant practice. You must read books very carefully giving full attention to the structures of the sentences. Gradually you will begin to feel that there are internal rules that bind a sentence because a loose sentence expresses the main thought near the beginning adds explanatory material as needed and this will help you discern clues for arranging parts of sentence correctly.

**Examples:-**

**This question appears in a variety of different forms …….**

(A) Lakhs of students (B) on all India basis (C) from all over India (D) which are hel

 (E) appear in the examination (F) By different organizations.

* This type of a question may be solved by Subject-Verb- Object-Qualifiers
* Location.

**APPROACH TO SOLVE……..**

A word or phrase that precedes an adjective or adverb, increases or decreases the quality signified by the word it modifies. Here are the most common qualifiers in English (though some of these words

have other functions as well: very, quite, rather, somewhat, more, most, less, least, too, so, just, enough, indeed, still, almost, fairly, really, pretty, even, a bit, a little, a (whole) lot, a good deal, a great deal, kind of, sort of

Let us look at the above example:

1. Lakhs of students - (subject) 2. From all over India – (qualifier of the subject (Q)

3. Appear in the examination – (verb) 4. Which are held - (qualifier of the verb)

5. On an all India basis - (qualifier of which are held) 6. By different organizations – (the last part)

Thus the sequence is ACEDBF

What is a qualifier?

**Step - 1.**

 Step-1

**Step -2**

 Find Cluse to locate a qualifire

 Step-4

 Read and catch sequence if more thane one choice

Elimenate alternatives with thye qualifier

 Step-3

 Step-2

 Locate aqualifier

Let us analyse the following

sentence in the graph below:

Sunil who is the son of Damodar reads hurriedly the

book which has been written by William Shakespear.

Here, who is the son of Damodar, is the qualifier of Sunil, the subject. SEVERAL SENTENCES

**WITHOUT ANY DEFINITE BEGINNING OR END………….:**

(A) Miss Shital arrived at Kirti’s Home when Shilpa was seven.

(B) The deaf and blind Shilpa learned to communicate verbally.

(C) But ,eventually Miss Shital’s effort was rewarded.

(D) Before Shilpa Kirti was three years old ,she lost her sight and her hearing.

(E) Miss Shital worked closely with Shilpa, her new student.

(F) At times the teacher became frustrated.

**METHOD:-**

The same method of arranging the paragraph first at the level of idea and then at the level of sentences should be followed 1. First, find some clues. For instance ,in this paragraph, we may find a clue in the reference to the time. The paragraph is about Miss Shital and Shilpa Kirti. The first thing that happened in relation to time was the fact that Shilpa lost her sight before she was three years old. Miss Shital arrived when Shilpa was seven. The other incidents took place later. Thus it is logical that the first sentence should be ‘D’ - the sentence telling us that Shilpa lost her sight before she was three years old. After that we can arrange other sentences according to the time sequence. So, the sequence is “D A E F C B”.

**IMPORTANT CLUES:-**

In any paragraph there would be:

(A) A central theme around which the passage is framed. Identify the central theme, which is usually the first sentence.

(B) A logical sequence is present which usually describes the central theme.

(C) Sentences that begin with ‘And’, ‘But’ etc usually follow the central theme with an

explanation to the same or give additional information.

**EXAMPLES \*\*\*\***

**Example-1**

(A) However many people do not believe in it

(B) Whereas those people who are corrupt

(C) But it doesn’t apply to them when it comes to applying in daily life

(D) Honesty is the best polic

(E) For the reason that it takes more than it gives

(F) Also believe in the same ideology

**Ans. [D, A, E, B, F, C]…….**

Sentence D is the first because it introduces a concept, sentence A gives its opposition while sentence E gives reason why and sentence B gives its opposite believers with F as their acceptance and C is the conclusion in the practical sense.

**………….Example -2………..**

(A) It was about the concept of God.

(B) Who never cared about the world he made with so much love and affection.

(C) Recently, I saw a movie with my friends

(D) And his thinking about humans

(E) And so he decided to put an end to this world he made.

**Ans. [C, A, D, B, E]**

Sentence C tells the starting point of the activity while sentence A gives the idea of the story after A, sentence D tells us the progression of sentence A, while sentence B gives an inside story out of what god thinks and sentence E gives the final reaction of God

 **…………. (17) READING COMPREHENSION…………**

 **………..INTRODUCTION……………..**

Questions on Reading Comprehension measure the ability to\ understand, analyze and apply information and concepts presented in the written form. All questions are to be answered on the basis of what is stated or implied in the given passage. Reading comprehension, therefore evaluates your ability to :Understand words and statements in the given passage.

Understand the logical relationships between points and concepts in the given passage.

Draw inference from facts and statements in the given passage. Read the questions first before you read the passage.

* **GUIDELINES FOR ANSWERING THE READING COMPREHENSION QUESTIONS :-**

**1**. Read the question first before you read the passage.

2. Identify the type of passage you are reading .

3. Identify the core idea or the theme of the paragraph.

4. Look for the clues in the choices , normally the correct is the one which falls under the theme.

5. Answer all the questions on the basis of what is stated or implied in the passage itself.

6. Read the questions carefully , making sure that you understand

what is being asked . if need better refer back to the passage for finding the answer.

7. The choice may expand or extend the idea or contrast the idea running in the paragraph.

8. Read all the alternatives very carefully . without first reading all the alternatives , do not assume that you have selected the best answer.

9. Many a times the last sentence of the paragraph can also provide a clue .

10. Usually the correct choice will not deviate from the subject matter too much.

11. Don&#39;t jump to conclusions with fact questions using Roman numerals to identify answer choices:- You will recognize this style of question as soon as you see it:

a. I only b. II only c. III only d. I and II only

e. II and III only

The catch is that, oftentimes, facts I and II will be presented very close to each other in the passage, but fact III will be buried much further in the text. Take the time to review and consider each fact on\ its own merits.

 **…….EXAMPLE…………..**

A reason why people at school read books is to please their teacher. The teacher has said that this, that, or the other is a good book, and that it is a sign of good taste to enjoy it, So a number of boys and girls, anxious to please their teacher, get the book and read it. Two or three of them may genuinely like it, for its own sake, and be grateful to the teacher for putting it in their way. But many

will not honestly like it or will persuade themselves that they like it. And that does a great deal of harm. The people who cannot like the book run the risk of two things happening to them, let us suppose the book was David Copperfield-either they put off the idea of classical novels, or they take a dislike to Dickens, and decide firmly never to waste their time on anything of the sort again; or they get a\ guilty conscience about the whole thing, they feel that they do not like what they ought to like and that there fore there is something wrong with them. They are quite mistaken, of course. There is nothing wrong with them. The mistake has all been on the teacher’s side. What has happened is that they have been shoved up against a book before they were ready for it. It is like giving a young child food only suitable for an adult. Result: Indigestion, violent stomach ache, and a rooted dislike of that article of food evermore.

**Q.1. The passage is about what ?**

(A) We should do to make children read (B) We should not do when we ask children to read.

(C) Teachers should teach in the classroom (D) Treatment is to be given for indigestion.

**Q.2. The writer says that teachers should**

(A) Prevent children from reading any book (B) compel children to read moral stories.

(C) stop compelling children to read books recommended by Them (D) carefully supervise what children read

**Q.3. According to the author many boys and girls read books to**

(A) Win the favour of their teachers. (B) spend money in a useful way

(C) express their gratitude to their teachers (D) Show others that they are lovers of books

**Q.4. “The mistake has been on the teacher’s side”. Here the ‘mistake’ refers to**

(A) making the children to please the teacher

(B) asking the children to read books which teachers do not

(C) discouraging children from reading more books.

(D) recommending them the books intended for adults

**Q.5. Indigestion and violent stomach ache will be the result if the**

(A) reads books not suitable for his age (B) does not read any book

(C) is forced to eat food meant for adults (D) is not taken to doctor regularly

**Answer**

**Q.1.(A) Q.2.(C) Q.3.(C)**

**Q.4.(D) Q.5.(A)**

 **\*\*\*\*(18) PHRASE REPLACEMENT\*\*\***

**INTRODUCTION…………….**

Sentence correction questions are designed to test a candidate’s ability to identify written English that is grammatically-correct. Each question will begin with sentences, parts of which have been underlined. You will then be presented with 5 different answer choices presenting alternative ways of stating the underlined portion of the text.

The correct answer will have all of the following 3 characteristics:

1. No grammatical mistakes

2. Correct sentence structure

3. The meaning of the sentence should not change.

**THE STRATEGIES THAT CAN BE USED TO ATTEMPT THESE QUESTIONS:-**

(1) Look out for multiple errors:- A sentence might contain more

than one error. A common fallacy that test-takers fall into is to find one error and then quickly choose the answer that corrects that mistake, without considering whether there are other errors in the sentence that an alternative answer choice might also address.

(2) Look out the error in the underline text only and always start with the Subject/Verb. Begin by identifying the main subject and the predicate verb. The subject is the noun that is doing the action of the sentence. It may not always be the first noun you see in the sentence. The predicate verb is the main action of the sentence that is being done by the subject. There could be many verbs in the

sentence, so don’t be fooled!

(3) Employ process of elimination wherever possible. The easiest way to use process of elimination in sentence correction questions is simply to eliminate any answer choices that are themselves grammatically incorrect. A candidate can also eliminate any choices that alter the intended meaning of the sentence.

(4) Do not worry about spelling or capitalization errors. The test writers do not test for these two errors.

(5) Before you select your answer, re-read the whole sentence. Check to make sure the meaning is unambiguous and that it’s clear, despite its length.

(6) Read the entire sentence a second time, inserting your selected answer choice. We have found this to be a very powerful tip for dealing with sentence correction questions. It can keep you away from making careless mistakes that would harm your score.

(7) Don’t forget about the logic of the sentence. When down to those last two options, plug each one back into the sentence and see which one makes more sense. Check for clear and logical modification.

**Grammar Tested on Sentence Correction…………..**

 There are several grammatical areas that come up frequently on Sentence Correction items:

verb/tenses

subject/verb agreement modifiers

**(Note):-**Modifiers are words , phrase, or clauses that provide description in sentences .Modifiers ,breathe life into sentences and can be adjective , adjective clauses , adverbs , adverbs clauses,

infinitives phrases , participles phrases and prepositional phrases .)

**comparisons .**

**pronoun usage**

**idioms**

**clarity**

The last two are not really rules, and they can be the most complicated. For that reason, they should be among your last priorities.

**……………..EXAMPLES…………….**

**Q.1. He behaved though it was his fault, but we knew he was not responsible for it.**

(1) even though it was

(2) though it was not

(3) as if it was

 (4) despite it was not

(5) No correction required

**Q2. She never felt that it was not of her business to get involved in somebody else’s family matter.**

(1) were not of her business

 (2) was none of her business

(3) was of not her business

 (4) was not of her businesses

(5) No correction required

**Q.3. Being born in a certain family is not in our control.**

(1) Be born (2) Taking born (3) By birth (4) Being borned

 (5) No correction required

**Q.4. I was taken back by his sudden comment on this issue.**

(1) would be taken back by (2) was taken backwards by

Q.5.(5)

 **\*\*\*\*\*\*\*\*(19) ERROR DETECTION\*\*\*\*\*\*\*\*\*\*\***

**INTRODUCTION**

In the exercise of error detection approximately ten questions would be given. A candidate is expected to find out a part of the sentence which has a grammatical error. While judging a sentence of error detection , one thing must me kept in mind that grammar is the technical aspect of language and is very complex so start forming the simple questions to develop & quot; Concept & quot; and go for the difficult questions in the long run

**Exercise 1-**Errors based on plural forms

1. I hope this centuries will be of use to all of you.

2. The sports equipments is stored in that room.

**Answers to Exercise 1**

1. I hope this century will be of use to all of you.

2 . The sports equipment is stored in that room.

**Exercise 2- Errors based on Articles**

1. I have a good news for you.

2. The men are national beings.

**Answers to Excercise 2**

1. I have good news for you.

2. Men are national beings**.**

**Excercise -**3 Errors based on nouns

1. The clock has struck five hours.

2. There is no place in the hall.

**Answers to Excercise-3**

1. The clock has struck five .

2. There is no room in the hall.

**Exercise 4-** Errors based on pronoun

1. If anything goes wrong in the city, it will be the university who will be responsible not the police.

2. The school is organizing an alumni meet on December 25 at his Delhi campus.

**Answers to Exercise 4**

1. If anything goes wrong in the city, it will be the university which will be responsible not the police.

2. The school is organizing an alumni meet on December 25 at its Delhi campus.

**Exercise 5 -** Errors based on verb

1. Each student were given a chance to prove his talent.

2. The judge said that the crime motivated by robbery and not racial prejudice.

**Exercise 6 -** Errors based on adjective

1. Motor Vehicle accident cases should be treated with a

humanity touch

2. He took morally responsibility and had resigned from the post

of family welfare minister.

**Answers to Exercise 6………….**

1. Motor Vehicle accident cases should be treated with a humanitarian touch

2. He took moral responsibility and had resigned from the post of family welfare minister.

**Exercise 7** - Errors based on adverb

1. The teacher asked the student to speak loud.

2. He finished breakfast quick and left for the school.

**Answers to Exercise 7**

1. The teacher asked the student to speak loudly.

2. He finished breakfast quickly and left for the school.

Exercise 8 - Errors based on preposition

1. Let her come out and debate with us in front the media.

2. The applications should be handed over at the office of person

**Answers to Exercise 8**

1. Let her come out and debate with us in front of the media.

2. The applications should be handed over at the office in person

**Exercise 9 -** Errors based on conjunction

1. However he works hard , he would not be able to pass the exam.

2. His father left him while he was five-year old.

**Answers to Exercise 9……….**

1. Unless he works hard , he would not be able to pass the exam.

2. His father left him when he was five-year old.

**Exercise 10- Errors based on tense……**

**Q.1. Last Monday the (1)/Security Council (2)/has urged Libya`s interim leaders to (3)/curb proliferation of weapons (4). No error. (5)**

**Q.2**. Three years ago, an earthquake (1)/ had destroyed the lives

(2)/of Indian people, and they(3)/ are still struggling (4). No error (5)

**ANSWERS WITH EXPLANATION………..**

Q.1.(3) “Has” should not be used as time is mentioned so the tense should be in past indefinite.

Q.2.(2) “Had” should not be used as it is not required in this sentence.

 **……..MIS-SPELT AND INAPPROPRIATE WORDS…….**

* **INTRODUCTION**

In this type of questions four words are given, of which one word is spelt incorrectly. Candidates are required to find out the word which is wrongly spelt. To solve such questions you should have sufficient command over vocabulary. You should know the correct pronunciation of words. Consider the following examples:

**Directions (1-4)** : In each question below, four words which are numbered (1) ,(2), (3) and (4) have been printed of which one may be wrongly spelt. The number of that word is answer. If all the fourwords are correctly spelt, mark (5) i.e. All correct as the answer.

**Q.1. (1) Profession (2) Justice (3) Riot (4) Assembly (5) All Correct**

**Q.2. (1) Shoddy (2) Affair (3) Parade (4) Beard (5) All Correct**

**Q.3. (1) Machstick (2) Death (3) Birth (4) Spark (5) All Correct**

**Q.4. (1) Suspect (2) Rope (3) Religious (4) Escalade (5**) **All Correct**

**Q.5. (1) Adventure (2) Demonstration (3) Environment (4) Innocent (5) All Correct**

**Answers with Explanation**

**Q.1.(1) The correct spelling is PROFESSION.**

Q.2.(5) All Correct.

Q.3.(1) The correct spelling is MATCHSTICK.

Q.4.(4) The correct spelling is EXPLODE.

Q.5.(4) The correct spelling is INNOCENT.

**SOME COMMON SPELL ERRORS**

Accept : (verb) - to receive willingly, to approve, to agree.

Except : (preposition or verb) - exclusion or leave out.

Ad : An advertisement

Add : to combine, join, unite or to find a sum.

Advice : (noun) - suggestion or recommendation.

Advise : (verb) - to suggest.

Affect : (verb) - to change.

Effect : (noun) - result.

Ate : Past tense of verb [to eat].

Eight : number 8.

Buy : (verb) - to purchase.

By : next to something, by way of something.

Bye : Used to express farewell. Short for [goodbye].

Choose : (verb) to make a choice or selection.

Chose : past tense of the verb [to choose].

Choice : (noun) choosing; selection.

Cite : to mention something or to quote somebody as an example or proof.

Site : the location of an event or object. A website.

Sight : ability to see, a thing that can be seen.

Decent : kind, tolerant, respectable, modest.

Descent : family origins or ancestry. Also the process of coming or going down.

Dissent : (verb or noun) disagreement with a prevailing or official view.

Desert : (verb) to leave or abandon, (noun) waterless land with no vegetation and covered with sand.

Dessert : sweet food served after the meal.

Eat : to put food into the mouth, chew it and swallow it.

It : the thing, animal or situation which has already been mentioned.

Four : number 4

For : to indicate the object, aim, or purpose of an action or activity.

Here : in, at, or to this place.

Hear : to perceive (sound) by the ear.

Knew : past simple of the verb [to know].

New : recently created.

Know : (verb) to be familiar with someone or something.

Now : at the present time or moment.

No : negative reply, refusal or disagreement.

Many : consisting of a large number, numerous.

Money : currency or coins issued by a government that

can be exchanged for goods and services.

Off : away, at a distance in space or time.

Of : belonging to or connected with someone or something.

Peace : freedom from war and violence.

Piece : a part of something.

Then : refers to time or consequence.

Than : used to compare or contrast things.

There : place or position.

Their : possessive word that shows ownership of something.

To : preposition (I went to school) or part of an infinitive (to go, to work).

Too : also (I like you too) or in excess (That is too much).

Two : number 2

Wander : to walk aimlessly or without any destination.

Wonder : (noun) feeling of surprise and admiration. (verb) desire to know.

Weather : the atmospheric conditions in area, with regard to sun, cloud, temperature, wind and rain.

Whether : introduces indirect question involving alternative possibilities.

Were : past tense of the verb [to be]

Wear : to have clothing, glasses, etc. on your body.

Write : (verb) To form letters, words, or symbols on a surface (like paper) with a pen or pencil.

Right : morally good, proper. Also opposite of left.

**EXAMPLE…………….**

Q.1-5.In each question below a sentence with four words printed in bold type is given. These are numbered (1),(2),(3) and (4) . One of these four words printed in bold may be either wrongly spelt or inappropriate in context of the sentence. Find out the word which is wrongly spelt or inappropriate if any. The number of that word is your answer. If all the words printed in bold are correctly spelt &amp; also appropriate in the context of the sentence, mark (5) “All correct” as your answer**.**

Q.1. Neil and his friend were beaten up and humiliated for chasing and stopping a car involved in hit-or -run case. All Correct

 (1) (2) (3) (4) (5)

Q.2. Forest officials did not want the elephant population to go up farther as it could aggravate the competition for feed. All correct (5 )

 (1) (2) (3) (4)

Q.3. The main aim of exibition was to create awareness among the general public about astronomy and to spot and encourage young talents All correct

 (1) (2) (3) (4) (5)

Q.4. Though India has made advancement in various fields at par with other countries, we have not acheived any progress in snakebite management. All correct

 (1) (2) (3) ( 4) (5)

Q.5. Better coordination should be evolved between the state departments and the Railways so that all the projects were completed in time. All correct

(1) (2) (3) (4) (5)

ANSWERS

Q.1.(4) ‘Hit-and- run’ should be used- which means ‘run away after hitting’

Q.2.(1) ‘Further’ should be used – to mean ‘more’

Q.3.(1) ‘Exhibition’ is the correct spelling

Q.3.(3) ‘Achieved’ is the correct spelling

SSSQ.5.(5)ss