

**Sem. - 01**  
**BAJMC MJ-102**  
**Basic English Language Skills For**  
**Mass Media**



**Bachelor of Arts in  
Journalism & Mass Communication (BAJMC)**

**As per NEP - 2020**

## સ્વાધ્યાયનું અજવાળું

ભારતના સંવિધાનના સર્જક, ભારતરત્ન ડૉ. બાબાસાહેબ આંબેડકરની પાવન સ્મૃતિમાં ગરવા ગુજરાતમાં, ગુજરાત સરકારશ્રીએ ઈ.સ. ૧૯૯૪માં યુનિવર્સિટી ગ્રાન્ટ કમિશન અને ડિસ્ટન્સ એજ્યુકેશન કાઉન્સિલની માન્યતા મેળવી અમદાવાદમાં ગુજરાતના એક માત્ર મુક્ત વિશ્વવિદ્યાલય ડૉ. બાબાસાહેબ આંબેડકર ઓપન યુનિવર્સિટીની સ્થાપના કરી છે.

ડૉ. બાબાસાહેબ આંબેડકરની ૧૨૫મી જન્મજયંતીના અવસરે જ ગુજરાત સરકાર દ્વારા યુનિવર્સિટી માટે અદ્યતન સગવડ સાથે, શાંત જગ્યા મેળવી જ્યોતિર્મય પરિસરનું નિર્માણ કરી આપ્યું. BAOUના સત્તામંડળે પણ યુનિવર્સિટીના આગવા ભવિષ્ય માટે ખૂબ સહયોગ આપ્યો, આપતા રહે છે.

શિક્ષણ એટલે માનવમાં થતું મૂડી રોકાણ, શિક્ષણ લોકસમાજની ગુણવત્તા સુધારણામાં અધિક ફાળો આપી શકે છે. અહીં મને સ્વામી વિવેકાનંદનું શિક્ષણવિષયક દર્શન યાદ આવે છે: ‘જેનાથી ચારિત્ર્યનું ઘડતર થાય, જેનાથી માનસિક ક્ષમતાનું નિર્માણ થાય, જેનાથી બૌદ્ધિક વિકાસ સાધી શકાય અને જેના થકી વ્યક્તિ પગભર બની શકે તેને શિક્ષણ કહેવાય.’

ડૉ. બાબાસાહેબ આંબેડકર ઓપન યુનિવર્સિટી શિક્ષણમાં આવા ઉમદા વિચારને વરેલી છે. તેથી વિદ્યાર્થીઓને ગુણવત્તાયુક્ત, વ્યવસાયલક્ષી, જીવનલક્ષી શિક્ષણની સગવડ ઘરે બેઠાં મળી રહે તેવા પ્રયત્નો મક્કમ બની કરે છે. બહોળા સમાજના લોકોને ઉચ્ચશિક્ષણ પ્રાપ્ત થાય, છેવાડાના માણસોને ઉત્તમ કેળવણી એમનાં રોજિંદાં કામો કરતાં પ્રાપ્ત થતી રહે. વ્યવસાયિક લોકોને આગળના ભણતરની ઉત્તમ તક સાંપડે અને જીવનમાં પોતાની ક્ષમતાઓ, કૌશલ્યોને પ્રગટ કરી સારી કારકિર્દી ઘડે, સ્વાવલંબી બની ઉત્તમ જીવન જીવતાં સમાજ અને રાષ્ટ્રનિર્માણમાં પોતાનો પ્રદાન આપે એ માટે પ્રયાસરત છે.

‘સ્વાધ્યાય: પરમં તપ:’ ધ્યાનમંત્રને કેન્દ્રમાં રાખીને આ ઓપન યુનિવર્સિટી અહીં પ્રવેશ મેળવતા છાત્રોને સ્વઅધ્યયન માટે સરળતાથી સમજાય એવા ગુણવત્તાલક્ષી અભ્યાસક્રમ ઉપલબ્ધ કરાવી આપે છે. દરેક વિદ્યાર્થીને પ્રત્યેક વિષયની પાયાની સમજણ મળે તેની કાળજી રાખવામાં આવે છે. વિદ્યાર્થીઓને રસ પડે અને તેમની રુચિ કેળવાય તેવાં પાઠ્યપુસ્તકો નિષ્ણાત અધ્યાપકો દ્વારા તૈયાર કરવામાં આવે છે. દૂરવર્તી શિક્ષણ પ્રાપ્ત કરવાની ખેવના રાખતા કોઈપણ ઉંમરના છાત્રોને માટે અભ્યાસસામગ્રી તૈયાર કરવા માટે શિક્ષણવિદ સાથે પરામર્શ કરવામાં આવે છે. એ પછી જ માળખું રચી અભ્યાસ સામગ્રીને પુસ્તક સ્વરૂપે છાત્રોના કરકમળોમાં અપાય છે. જેનો ઉપયોગ કરીને વિદ્યાર્થીઓ સંતોષપ્રદ અનુભવ કરી શકે છે.

યુનિવર્સિટીના તજજ્ઞ અધ્યાપકો ખૂબ જ કાળજીથી આ અભ્યાસક્રમોનું લેખન કરે છે. વિષય નિષ્ણાત પ્રોફેસર્સ દ્વારા તેનું પરામર્શન થયા પછી જ પરિણામલક્ષી અભ્યાસ સામગ્રી યુનિવર્સિટીના વિદ્યાર્થીઓને પહોંચે છે. ડૉ. બાબાસાહેબ આંબેડકર ઓપન યુનિવર્સિટી જ્ઞાનનું કેન્દ્રબિંદુ બની રહી છે. વિદ્યાર્થીઓને ‘સ્વાધ્યાય ટેલિવિઝન’, ‘સ્વાધ્યાય રેડિયો’ જેવાં દૂરવર્તી ઉપાદાનો થકી પણ એમનાં ઘરમાં શિક્ષણ પહોંચાડવાનો પુરુષાર્થ થઈ રહ્યો છે. ઉમદા હેતુ, શ્રેષ્ઠ ધ્યેયને આંબવા પરિશ્રમ રત યુનિવર્સિટીના જ્ઞાનની પરબસમા અધ્યાપકો તેમજ કર્મઠ કર્મચારીગણને અભિનંદન અને અમારી યુનિવર્સિટીના વિદ્યાર્થીઓ સફળ થવા ખૂબ મહેનત કરી, જીવન સફળ કરવાની સાથે જીવન સાર્થક કરે એવી પરમેશ્વરને પ્રાર્થના કરું છું.

અસ્તુ.

**કુલપતિશ્રી ડૉ. અમીબહેન ઉપાધ્યાય**

ડૉ. બાબાસાહેબ આંબેડકર ઓપન યુનિવર્સિટી, ‘જ્યોતિર્મય પરિસર’,  
સરખેજ-ગાંધીનગર હાઈવે, છારોડી, અમદાવાદ.



**Dr. Babasaheb Ambedkar Open University**

(Established by Governor of Gujarat)



**BAJMCMJ-201**

**Sem-01**

**Basic English Language Skills For Mass Media**

<b>Unit-1 LANGUAGE IS FOR MASSCOMMUNICATION, NOT MASS DESTRUCTION</b>	<b>01</b>
<b>Unit-2 NOUNS</b>	<b>22</b>
<b>Unit-3 TYPES OF NOUNS</b>	<b>39</b>
<b>Unit-4 PRONOUS</b>	<b>59</b>
<b>Unit-5 ADJECTIVES I</b>	<b>79</b>
<b>Unit-6 ADJECTIVES II</b>	<b>99</b>
<b>Unit-7 VERBS</b>	<b>115</b>
<b>Unit-8 TENSES, VERBS &amp; VERBALS : 1</b>	<b>139</b>
<b>Unit-9 TENSES, VERBS &amp; VERBALS : 2</b>	<b>157</b>

---

**Unit-10 ADVERBS** **175**

---

**Unit-11 PREPOSITIONS** **199**

---

**Unit-12 CONJUNCTIONS** **217**

---

**Unit-13 INTERJECTIONS** **231**

---

**Unit-14 ARTICLES** **247**

---

**Editors**

Prof. (Dr.) Ami Upadhyay

Vice Chancellor, Dr. Babasaheb Ambedkar Open University, Ahmedabad.

Dr. Awa Shukla

Associate Professor Dep. of Journalism & Mass Communication / Director (I/c) Sports and Physical Education, Dr. Babasaheb Ambedkar Open University, Ahmedabad.

Dr. Ramkubhai Bheda

Assistant Professor, Dep. of Journalism & Mass Communication, Dr. Babasaheb Ambedkar Open University, Ahmedabad.

**Programme Advisory Committee**

Prof. (Dr.) Ami Upadhyay

Vice Chancellor, Dr. Babasaheb Ambedkar Open University, Ahmedabad.

Prof. (Dr.) Priyanki Vyas

Head of the Dep., Journalism & Mass Communication, Dr. Babasaheb Ambedkar Open University, Ahmedabad.

Dr. Awa Shukla

Dr. Ramkubhai Bheda

Dr. Nita Udani,

Professor, Dep. of Journalism & Mass Communication, Saurashtra University, Rajkot.

Dr. Durgesh Tripathi

Associate Professor, School of Mass Communication, Guru Gobind Singh Indraprastha University, New Delhi.

**Reviewers**

Dr. Awa Shukla

Shri Shyam Parekh

**Content Writers**

Nishant

**Programme Coordinator**

Dr. Awa Shukla

Dr. Ramkubhai Bheda

**Publisher**

Registrar Dr. Babasaheb Ambedkar Open University, Ahmedabad.

Copyright © Dr. Babasaheb Ambedkar Open University – Ahmedabad. July 2021

**ISBN:** .....

**Year:** .....

All rights reserved. No part of this work may be reproduced in any form, by mimeograph or any other means without permission in writing from Dr. Babasaheb Ambedkar Open University, Ahmedabad. While all efforts have been made by editors to check accuracy of the content, the representation of facts, principles, descriptions and methods are that of the respective module writers. Views expressed in the publication are that of the authors, and do not necessarily reflect the views of Dr. Babasaheb Ambedkar Open University. All products and services mentioned are owned by their respective copyrights holders, and mere presentation in the publication does not mean endorsement by Dr. Babasaheb Ambedkar Open University. Every effort has been made to acknowledge and attribute all sources of information used in preparation of this learning material. Readers are requested to kindly notify missing attribution, if any.

**UNIT: 1****LANGUAGE IS FOR MASS  
COMMUNICATION, NOT MASS DESTRUCTION**

-----  
**STRUCTURE**  
-----

**1.0 Introduction****1.1 Learning Objectives****1.2 On Completion of Unit****1.3 Section 1: Importance of language in the profession of communication.****1.4 Section: 2 Prowess :Spoken English vs written English****1.5 Section: 3 Typical errors in Indian English and how to avoid them****1.6 Section: 4 Brevity : The Importance of city sentences****1.7 Section: 5 How, why and when to use dictionaries and grammar books****1.8 Section: 6 Getting it right –Learn how to use grammer effectively and easily****1.9 Revision of basics: Words and Sentences****1.11 Keywords****1.12 References**

---

**1.0 INTRODUCTION**

---

We take language for granted. This may seem exaggerated, but little do we realise that the language we write and speak can cause a world war, and if used with prudence, it can prevent a world war! Most wars being when talks fail and bullets and bombs do the talking. However, when negotiations through words prevail over bullets and bombs, wars end. This Chapter is dedicated to explain the importance of language and

introduce the students to the basic skills of effective language usage.

---

### 1.1 LEARNING OBJECTIVES

---

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

---

### 1.2 ON COMPLETION OF UNIT

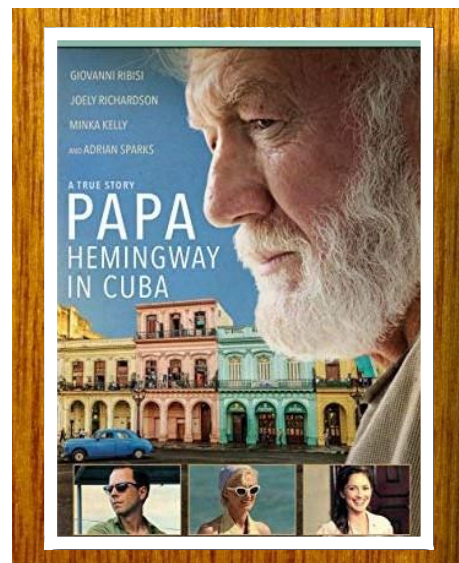
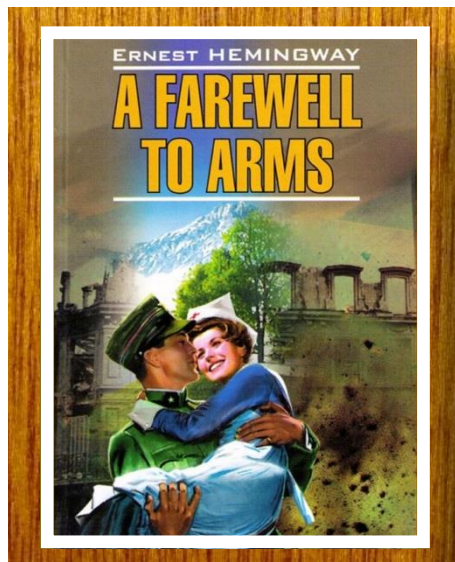
---

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

---

### 1.3 SECTION 1: IMPORTANCE OF LANGUAGE IN THE PROFESSION OF COMMUNICATION

---



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

Words are at the heart of human existence. Words form language, through which human beings connect with each other. Words extract the meaning from within us to enable us to communicate with each other. That is now in the modern society where we have words at our disposal to express. In fact, all living things, be it bees or ants, whales or plants, all communicate with each other as also with nature. Some through sounds, others through touch or smell. However, the human species have developed and evolved a language, which is beyond just prearranged signals. An organised way of communicating through words, which gave way to the

development of grammar and finally led to a formed language, as we know it today. The speech of human is different from other living species as it originates from a cortical speech centre that organises sound on a rational basis and responds to it systematically, drawing from an inherent understanding of words, rather than instinctively and incoherently. This aspect of the brain to respond with coherence is unique to the human mind.

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

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

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

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

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

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

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

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

### **A warning for learners**

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

---

## **1.4 SECTION: 2 PROWESS :SPOKEN ENGLISH VS WRITTEN ENGLISH**

---

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

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

As mentioned earlier, writing is the art of second thought. The written word has the best impact when sentences are well-crafted, with

minimum usage of most simple words. One can write, and then re-write multiple times – a luxury not afforded to the spoken medium. However, in the absence of other mediums (gestures, facial expression etc) to bolster the message, it is important that the written word is crafted keeping the ‘reader’ in mind.

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

- The reader is a voluntary consumer of your writing as against a listener or the viewer who might have done it involuntarily.
- You have the full attention of your reader. The listener or the viewer is distracted by other sounds and visuals in the vicinity.

The reader is a literate person and hence his or her expectation from your writing and the ability to process it is different.

## **ENGLISH IS A FUNNY LANGUAGE**

English is indeed a funny language. The pronunciation of vowels is different in different words. ‘U’ is pronounced differently in ‘put’ and ‘but’. ‘Eye’ and ‘I’ sound the same but mean totally different things.

Learning to speak English is like learning to ride a bike. You do not learn to ride a bike by study- in parts of a bike, or watching videos of other bikes. You learn it by actually riding it.

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

## **MAIN DIFFERENCES BETWEEN SPOKEN AND WRITTEN ENGLISH**

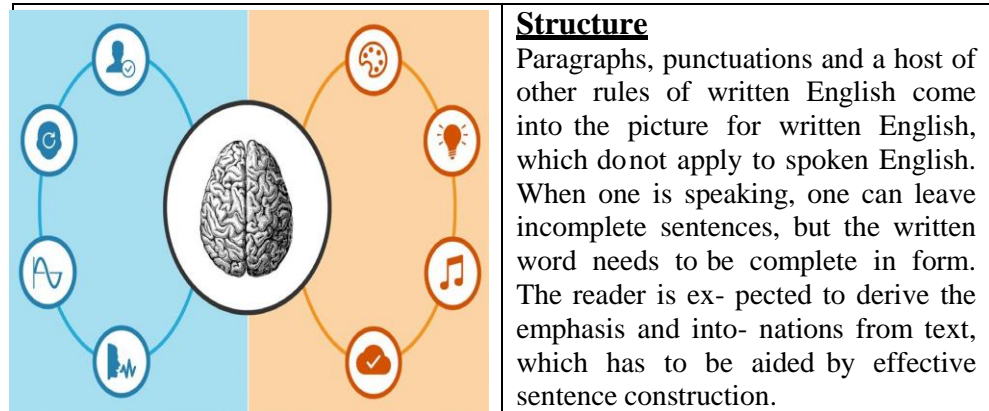
### **Pronunciation**

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

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

### **Grammatical accuracy**

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



It is important to note that several non-native English speakers learn the spoken language and written language in totally different ways. Very often, they are seen as two different skills.

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

---

### **1.5 SECTION: 3 TYPICAL ERRORS IN INDIAN ENGLISH AND HOW TO AVOID THEM**

---

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

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

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

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

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

### **Their vs There.**

There refers to a place. Their refers to people.

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

3. Its or It's?

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

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

### **Misplaced Apostrophes**

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

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

Using apostrophe this will be written thus:

Singular:

This brown dog is  
that puppy's mother.

Plural:

This brown dog is those puppies' mother.

Apostrophes are also used for words that are contracted / shortened.

Aren't is a short form of are not. The apostrophe is for the missing 'o'. Similar rule applies for don't. It is a shortened version of do not.

Other Eg:

I'm shortened for I am.

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

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

Eg: These days, 50s are the new 20s.

This is a trend from the 1960s.

- **Difference between your and you're**

This is a common mistake made in writing  
Your is an indication of possession.  
You're is the shortened version of you are  
Eg: Your house is beautiful You're a helpful person.

- **Difference between then and than**

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

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

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

- **I / Me / Myself**

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

**Incorrect:**

Myself, Ramesh Kumar

**Correct:**

My name is Ramesh Kumar

**Incorrect:**

Me and Ramesh are great friends.

**Correct:**

Ramesh and I are great friends.

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

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

I will oversee the project myself.

- **Invite or Invitation**

Invite is a verb, while invitation is a noun.

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

Invitation is the message,

given in third person. Eg:

I have a dinner invitation tonight.

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

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

Let's go home now. (Let us go home now) She lets me go early on Saturday.

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

There is no such usage as revert back and repeat again. They are synonyms and redundant usage. Do NOT use this.

- **Can or May**

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

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

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

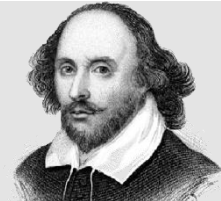
---

## **1.6 SECTION: 4 BREVITY : THE IMPORTANCE OF CITY SENTENCES**

---

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

‘Brevity is the soul of wit’  
- William Shakespeare



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

*The ABC of news writing is:*

A: Accuracy

B: Brevity

C: Clarity

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

What happens when a teacher in a classroom, or a parent scolding a child repeats the same sentence multiple times? Or what would you do if an advertisement is played on the radio 5 times in 10 minutes? Are you likely to watch a 10 minute documentary on water conservation or 50 minute-long?

The moment a point that you have already registered is repeated multiple times in different ways; or if a prose takes very long to come to the real point that is being made, the target audience loses attention. This is especially true in news writing, because the writer is giving that

information that he believes the reader should have. The reader, till he finishes reading, is not convinced why this piece is important for him. So the writer needs to promptly convey the message, effectively, with clarity so that the reader doesn't lose attention.

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

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

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

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

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

- **Woodrow Wilson**, U.S. President.



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

### ***Stick to the point***

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

### ***out for meaningless words***

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

Eg: Ramesh is currently spinning a wheel

Ramesh is spinning a wheel

### **Say No to Passive Voice**

The understanding of Active and Passive Voice is a very effective tool in

writing. It is advised to use active voice as much as possible. Passive consumes more word count and dilutes the punch. Eg: I advise you to stop smoking.

You are being advised by me to stop smoking.

### **Use Short, Punchy Sentences**

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

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

### **Notice the sentence breaks in the following rewritten paragraph**

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

### **Beware of lengthy substitute words for said**

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

### **Write in full unfamiliar abbreviations**

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

Eg; MoD: Ministry of Defence

CMD: Chairman and Managing Director

### **Use Concise, everyday words and phrases**

Simpler the word, more punchy your writing. Using words that are not in everyday use will complicate your message, and even lead to misunderstanding if your reader is not familiar with its meaning. If your reader has to refer a dictionary to understand your writing, you have lost

him or her. Below is a small list of words usages / words one should try to avoid. This is just to give you an idea of how to avoid such usages. Refer to reference books for a detailed understanding of the subject.

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

---

### 1.7 SECTION: 5 HOW, WHY AND WHEN TO USE DICTIONARIES AND GRAMMAR BOOKS

---

MERRIAMWEBSTERDEFINESTHEWORD‘DICTIONARY’ASUNDER

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

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

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

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

OUP actively updates the dictionary to include words from other languages that become part of regular usage by English language speakers.

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

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

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

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

### **1. Why should you use a Dictionary**

- To look up the spelling of a word.
- To look up the meaning of the word.
- To look for synonyms of a word. Synonym is not the same as meaning. Synonym is another word that means exactly or nearly the same as the original word in the same language.
- Check the Antonym of the word.
- Determine how to use the word in different grammatical forms. Eg Plural, different tenses, comparatives, etc. Plural of 'woman' is 'women' - pronounced as 'We-men'.
- To determine the pronunciation of a certain word.

### **2. Select the right Dictionary**

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

### **3. Understand how to use**

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

### **4. How to look for your word**

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

### **5. Understand the word properly**

- One word has multiple meanings and usages. Infact some words mean different things based on its usage and sentence construction. It is advised to patiently read and re-read the definition given of word you are looking up.
- The elaborate and multiple definitions that the dictionary provides can be confusing at times. Hence, the usage of each word is explained by forming of sentences. This is a very important factor in understanding the exact usage of the word. It is through the usage of the word in the sentences given as examples that one usually understands the meaning best.

## 6. Online Dictionaries

- In this digital age, dictionaries, or its equivalents are freely available online. While it would be difficult to expect that online dictionaries will not be used, it must be kept in mind that they cannot entirely replace the physical dictionary.
- For one, a free resource may not be entirely accurate. It is best to check with at least two independent resources.
- If you want the synonyms of ‘verbatim’, type “verbatim synonym”. If you want definition, type “verbatim definition”.
- Sometimes it helps to specify the source. Therefore, you could type “verbatim synonym Oxford”. This will give you top results from Oxford English Dictionary website.

## 7. Using Dictionaries to enrich the language

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

### LET’S CONCLUDE THIS CHAPTER WITH A QUOTE



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



---

## 1.8 SECTION: 6 GETTING IT RIGHT –LEARN HOW TO USE GRAMMER EFFECTIVELY AND EASILY

---

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

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

Journalist and grammar, language usage expert June Casagrande in her book ‘It was the best of sentences, it was the worst of sentences’ introduces the concept very well thus, “Grammar isn’t the only key to

good sentence writing. Word choice, common sense, passion, information - all these elements and more are essential. Yet all great writing has one thing in common. It starts with a sentence. The sentence is a microcosm of any written work, and understanding it means understanding writing itself - how to structure ideas, how to emphasize what's more important, how to make practical use of grammar, how to cut the bull and above all, how to serve the al- mighty Reader'.

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

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

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

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

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



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

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

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

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

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

Poetry is all about breaking rules of prose. The grammar of headlines will baffle average English grammar experts. The modern day digital language of SMS has come under a lot of criticism for throwing conventional grammar rules out of the window. But let’s not forget it is extremely popular with the youth. The digital language is an effective way of communication for several global communities. These rules are your guidebook to help you if you get lost. Allow your ideas to flourish. And look for ways to get them on paper. Take the help of language and grammar.

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

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

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

### **REVISION OF BASICS: WORDS AND SENTENCES**

#### **Check your progress:**

1. Discuss the importance of language in the field of communication.

---

2. How does mastering language skills contribute to a communicator’s credibility and career progression?

---

---

3. Compare spoken English and written English highlighting the unique characteristics and skills required for each.

---

---

4. Explain the importance of brevity in communication especially in the context of professional writing.

---

---

5. Discuss the importance of using dictionaries and grammar books for improving language skills in professional communication.

---

---

6. Explain how mastering grammar contributes to effective communication.

---

---

**You can find and write the answers to the following questions based on the provided options.**

1. Why is language important in the profession of communication?
  - a) It helps to build professional relationships and ensures clarity of messages
  - b) It is not important in communication
  - c) It is only necessary for written communication
  - d) It only applies to formal communication settings
  
2. Which of the following is a key difference between spoken English and written English?
  - a) Spoken English is typically more formal than written English
  - b) Written English tends to be more structured and grammatically correct than spoken English
  - c) Spoken English avoids the use of contractions, while written English embraces them
  - d) Written English does not need to convey emotions
  
3. Which of the following is a common error in Indian English?
  - a) Incorrect use of articles and prepositions
  - b) Overuse of contractions in formal speech
  - c) Incorrect punctuation in casual conversations
  - d) Excessive use of passive voice

4. What is the primary purpose of brevity in communication?
- a) To make the communication more formal
  - b) To ensure that the message is delivered concisely and clearly
  - c) To use as many words as possible to explain a point
  - d) To avoid using full sentences
5. When is it most appropriate to use a dictionary or grammar book?
- a) Only when writing formal reports
  - b) When learning new words or improving language accuracy in both writing and speaking
  - c) Only in academic or technical writing
  - d) When speaking to native speakers
6. How can learning grammar effectively impact communication?
- a) It helps in maintaining the complexity of the language
  - b) It ensures the message is clear, precise, and understood by the audience
  - c) It makes communication less formal and more casual
  - d) It limits the creativity in communication
7. What is one key reason to revise the basics of words and sentences in language learning?
- a) To make communication more complex and difficult
  - b) To improve vocabulary and sentence structure for better clarity and effectiveness
  - c) To learn how to use complex vocabulary
  - d) To focus only on grammar without considering context
8. What is the most important aspect of written communication in professional settings?
- a) Length of the document
  - b) Precision and clarity of the message
  - c) Use of complex and difficult vocabulary
  - d) Adding personal anecdotes
9. Which of the following best describes the relationship between spoken and written English in professional communication?
- a) Spoken English is used only in informal settings, while written English is for formal communication
  - b) Both spoken and written English are equally important, with spoken English being more formal than written English
  - c) Spoken English is the same as written English but in a different medium
  - d) Spoken English should always be avoided in professional communication

1. a) 2. b) 3. a) 4. b) 5. b) 6. b) 7. b) 8. b) 9. a)

### Let Us Sum Up:

- This unit must have helped you in understanding language skills required for a professional journalist or communication expert.
- What are the major language and grammar confusions and how to clear them.
- How to craft your sentences using minimal words.
- How to use dictionaries.
- Realise the importance of grammar, but at the same time keep in mind grammar is an aide, not the master.

---

### 1.11 KEYWORDS

---

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

---

### 1.12 REFERENCES

---

#### Books

1. English for Journalists - by Winford Hicks
2. The Associated Press Guide to News Writing
3. Introducing the Language of the News, A Student's Guide - by M. Grazia Busa
4. A Practical English Grammar - A. J. Thomson & A. V. Martinet
5. It was the best of sentences, it was the worst of sentences - by June Casagrande

**Video**

1. <https://youtu.be/Hzgzim5m7oU>
2. <https://www.indiatoday.in/education-today/video/30-common-english-mistakes-by-indi-ans-842845-2017-01-20>

**Online**

1. <https://www.classcentral.com/course/coursera-english-for-journalism-6009>
2. <https://share.america.gov/learn-english-for-journalism-for-free/>
3. <http://learnenglish.britishcouncil.org/category/1-article/english-journalists>
4. <https://blog.hubspot.com/>
5. <https://contentmarketinginstitute.com/2016/03/create-persuasive-content>.

## **UNIT : 2**

## **NOUNS**

-----  
**STRUCTURE**  
-----

### **2.0 Learning Objectives**

#### **2.1 On Completion of Unit**

#### **2.2 Introduction**

#### **2.3 Definition and meaning**

#### **2.4 Section 1 : Kinds and Functions of Nouns**

#### **2.5 Section 2 : Kinds of Nouns – Common Noun**

#### **2.6 Section 3 : Kinds of Nouns – Proper Noun**

#### **2.7 Section 4 : Kinds of Nouns – Countable**

#### **Nouns and Uncountable Nouns**

#### **2.8 Section 5: Conclusion. Common Mistakes to Avoid**

#### **2.9 Keywords**

#### **2.10 References**

#### **2.11 Suggested Reading**

---

### **2.0 LEARNING OBJECTIVES**

---

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

---

## 2.1 ON COMPLETION OF UNIT

---

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

---

## 2.2 INTRODUCTION

---

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

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

---

## 2.3 DEFINITION AND MEANING

---

- There are eight Parts of Speech in English Grammar. Of these the basic and most important Part of Speech is – Noun.
- Basically a noun answers the questions: Who is it? And also What is it?

A noun is a naming word that represents a person, animal, place, thing, or idea. Every language has words that are nouns. While reading the following explanations, think about some words that might fit into each category-

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

❖ Examples

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

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

---

## 2.4 SECTION 1 : KINDS AND FUNCTIONS OF NOUNS

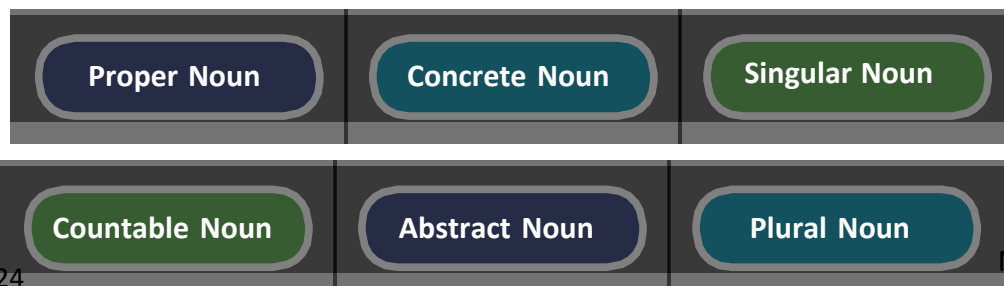
---

### Kinds and Functions of Nouns

#### Definition and Meaning:

#### Kinds of Nouns:

Nouns are of many kinds –



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

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

Nouns are subjects:

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

Nouns are direct objects:

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

Nouns are indirect objects:

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

Nouns are objects of prepositions:

These nouns follow the prepositions in prepositional phrases

**Nouns are object complements:**

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

**A noun can also be in the possessive case:**

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

**Test your Understanding**

**Circle the nouns in the following sentences:-**

- Always speak the truth.
- We all love honesty.
- I have two children.
- The lion is the king of the animals.
- Solomon was the wisest of all kings.
- Cleanliness is next to Godliness.
- Birds of a feather flock together.
- Who teaches you grammar?
- The Nile is the longest of all rivers.
- A committee of six was
- Wisdom is better than riches.
- He is on the jury.
- Silver and gold are precious metals.
- Still waters run deep.
- The cackling of geese saved Rome.
- Ravan was a wise man.
- Old habits die hard.
- The early bird catches the worm.
- It wa Edision who invented the phonograph.
- You can't pump the ocean dry.

appointed to assess the situation.

- Jawaharlal Nehru was the first Prime Minister of India.
- The boy was rewarded for his honesty.
- He gave me an apple.
- I recognized his voice at once.
- You should never tell a lie.
- Those are Heena's earrings.
- Maria named her fish Goldie.
- My mother cooks delicious food.
- A herd of elephants was spotted at the waterhole in the forest.
- Smoking is injurious to health.

### Answers

- Truth
- Honesty
- Children
- Lion, king, beasts
- Solomon, kings
- Cleanliness, Godliness
- Birds, feather
- Grammar
- Nile, rivers
- Committee, situation
- Jawaharlal Nehru, Prime Minister, India
- Boy, honesty
- Apple
- Voice
- Lie
- Wisdom, riches
- Jury
- Silver, gold, metal
- Waters
- Cackling, geese, Rome
- Ravan, man
- Habits
- Bird, worm
- Edison, phonograph
- Ocean
- Heena's, earrings
- Maria, fish, Goldie
- mother, food
- herd, elephants, waterhole, forests
- Smoking, health

---

## 2.5 SECTION 2 : KINDS OF NOUNS – COMMON NOUN

---

### Kinds of Nouns – Common Noun

#### Definition and Meaning

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

**Examples:**

- The nearest bus station is 15 kilometres away.
- All the gardens in the city are maintained by gardeners employed by the Ahmedabad Municipal Commissioner.
- Why should people bother about the number of dresses I have in my wardrobe?

**Test your Understanding****Exercise – 1****Identify and circle the common noun in each sentence:**

- Maya finally got her degree.
- Ravi and his sister are going to Kashmir next month.
- I told Ali that I prefer vegetarian food

**Answers****Exercise-1**

- degree
- sister, month
- food

---

**2.6 SECTION 3: KINDS OF NOUNS – PROPER NOUN**

---

**Kinds of Nouns – Proper Noun****Definition and Meaning:**

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

**Examples:**

- Mohammed Ali; Mumbai; Japan; Gujarat University; the United Nations; Friday; July; Adalaj Stepwell; St Xavier's High School; LD Arts College; Hinduism; Navratri; Quran; Christians.

**We use a capital letter for someone's title:**

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

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

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

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

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

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

**Examples :**

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

Examples:

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

- The Tamils migrated to Sri Lanka from the southern state of Tamil Nadu in India
- Shekhar has joined the Indian Institute of Management in Indore
- Christians celebrate Christmas on the 25th of December
- Did you know that the name of Moses appears in the Bible as well as the Quran

***Test your Understanding:***

Exercise – 1

**Identify and circle the proper noun in each sentence:-**

- The boy threw the ball to his dog, Tommy.
- I’d like you to meet my friend Jaya.

- We'll be vacationing in Greece this year.

### Exercise – 2

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

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

### Exercise – 3

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

NO.	WORD	COMMON NOUN	PROPER NOUN
1	Dog		
2	Hollywood		
3	Tollywood		
4	Akram		
5	Actor		

### Answers

#### Exercise - 1

- Tommy
- Jaya
- Greece

#### Exercise – 2

- Paris, France
- Premchand, Hindi
- War and Peace, Leo Tolstoy

#### Exercise - 3

NO.	WORD	COMMON NOUN	PROPER NOUN
1	Dog	x	
2	Hollywood		x
3	Tollywood		x
4	Akram		x
5	Actor	x	

---

## 2.7 SECTION 4: KINDS OF NOUNS – COUNTABLE NOUNS AND UNCOUNTABLE NOUNS

---

### Kinds of Nouns – Countable Nouns and Uncountable Nouns

#### COUNTABLE NOUNS

##### Definition and Meaning

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

##### You can use a/an with singular countable nouns

- a beach, a student, an umbrella

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

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

##### You can use plural countable nouns alone-

- I like bananas
- Accidents can be prevented

##### You can use some and any with plural countable nouns-

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

##### Examples

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

#### UNCOUNTABLE NOUNS

##### Definition and Meaning

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

Information, water, understanding, wood, cheese, justice.

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

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

- a bowl of soup
- a drop of water

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

- I eat rice every day.
- There is mud on your shirt.

You can also use some and any with uncountable nouns -

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

We use much and little with uncountable nouns

- We did not do much shopping.
- I have a little work to do.

### Examples

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

### Test your Understanding:

#### Exercise – 1

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

- There is so \_\_\_\_\_ (many, much) smoke coming out of the chimney.
- There are \_\_\_\_\_ (plenty of, a large amount of) fish in the pond.
- (A little, A few) minute is all it takes for him to reach school.
- The postman put \_\_\_\_\_ (a great deal of, a lot of) letters into the bag.

#### Exercise – 2

**Decide whether each underlined noun is countable or uncountable:-**

Last Sunday I went with my family for a picnic to the zoo. We took lots of food because we are all foodies! First, we packed many chocolates to eat on the way. For the first course, we took some soup.

#### Exercise – 3

**Is the underlined noun countable or uncountable:-**

- The children fell asleep quickly after a busy day of fun.
- Be careful! The water is deep.
- The parade included fire trucks and police cars.

**Exercise –4**

**Fill in the blanks with the correct option from the ones given**

Could you pass me \_\_\_\_\_ ? I have spilled some juice on the floor

a cloth

a clothing

a clothe

I have got ..... to do.

much work

many works

**Answers –**

**Exercise – 1**

Much

Plenty of

A few

A lot of

**Exercise – 2**

- lots of food – uncountable noun
- many chocolates - countable noun
- some soup - uncountable noun

**Exercise – 3**

Children – countable noun water - uncountable noun fire trucks -  
countable noun

**Exercise – 4**

- Could you pass me a cloth? I have spilled some juice on the floor.
- I must buy a piece of clothing.
- The poor man was arrested for stealing a loaf.

**Exercise – 5**

- milk - uncountable
- soup - uncountable
- yogurt - uncountable
- room - countable
- chapattis - countable
- school – countable
- butter – uncountable
- fruit – uncountable
- bus – countable

## Exercise – 6

an uncle    a    a castle    an exercise

an hour    an insect    an artist    a lady    a house

a bus    a taxi    a river    an envelope

a dress    an umbrella    a taxi    an idea

an oven    a player    a tent    a computer

a beach    an eye    a doctor    a chair

---

## 2.8 SECTION :5 CONCLUSION, COMMON MISTAKES TO AVOID

---

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

### Common Mistakes to Avoid

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

No.	Incorrect Usage	Correct Usage	Explanation
1.	My father is leaving for Goa by the 8.30 O'CLOCK bus.	My father is leaving for Goa by the 8.30 bus.	Don't use O'CLOCK when minutes are also mentioned i.e 'by the 9.45 train's but 'by the 9 o'clock train.'
2.	He has built a new HOME for himself.	He has built a new HOUSE for himself.	Whereas a 'house' is any building meant for

			residence; a 'home' is a place of residence with long associations. A 'home' may also mean one's country.
3.	His FAMILY MEMBERS are coming by train.	THE MEMBERS OF HIS FAMILY are coming by train.	The correct usage is a member of the family, not a family member.
4.	GOOD NIGHT Rita; where have you been all these days?	GOOD EVENING Rita; where have you been all these days?	It is sometimes forgotten that 'good night' is a parting salutation. 'Good evening' is the proper salutation to be used when two people meet for the first time in the evening. One cannot make any further conversation after saying 'good night'.
5.	He has already CHEATED ME TWICE or thrice.	He has already CHEATED ON ME TWO OR THREE TIMES.	Twice and thrice are formal literary expressions and are not part of everyday usage.

---

## 2.9 KEYWORDS

---

<b>Common Noun</b>	A Common Noun refers to a person, place, animal or thing in a general sense. It is written with capital letters only when it is used in the beginning of a sentence; otherwise it is written in small letters.
<b>Proper Noun</b>	Broadly speaking, names of people, places and animals are called Proper Nouns. Proper nouns also include – names of days of the week, months, historical places, schools, institutions, organizations, religions, festivals, holy texts, followers of a religion etc.
<b>Uncountable Noun</b>	Uncountable nouns are substances, concepts etc that we cannot divide into separate elements and hence we cannot count them. Examples- Information, water, under-standing, wood, cheese, justice.

### Check your progress:

1. Explain the definition and meaning of nouns in the English language.

---

---

2. What role do nouns play in a sentence?

---

---

3. Discuss the different kinds of nouns in English and their functions in a sentence.

---

---

4. What is a common noun, and how does it differ from a proper noun?

---

---

5. Explain the concept of proper nouns in detail.

---

---

6. Distinguish between countable and uncountable nouns providing examples of each.

---

---

7. Identify and discuss common mistakes people make when using nouns in English.

---

---

**You can find and write the answers to the following questions based on the provided options.**

1. What is the definition of a noun?

- a) A word that describes an action or state of being
- b) A word that shows the relationship between two words
- c) A word that names a person, place, thing, or idea
- d) A word that modifies a noun or pronoun

2. Which of the following is an example of a common noun?

- a) London
- b) Dog
- c) John
- d) The Pacific Ocean

3. What is the function of a noun in a sentence?

- a) To show action
- b) To describe a verb
- c) To name a person, place, thing, or idea
- d) To connect words and phrases

4. Which of the following is a proper noun?
- a) book
  - b) city
  - c) Michael
  - d) flower
5. Which of the following is an example of a countable noun?
- a) Water
  - b) Air
  - c) Apple
  - d) Sand
6. Which of the following is an example of an uncountable noun?
- a) Car
  - b) Cake
  - c) Milk
  - d) Chair
7. Which of the following sentences uses a proper noun correctly?
- a) I visited a museum in city.
  - b) I visited a Museum in New York.
  - c) I visited New York museum.
  - d) I visited the city of New York.
8. What is a common mistake to avoid when using nouns?
- a) Using countable nouns in singular form when they should be plural
  - b) Always using proper nouns in lowercase
  - c) Using proper nouns when a common noun should be used
  - d) Using uncountable nouns with "a" or "an"

9. Which of the following is a correct example of an uncountable noun in a sentence?

- a) I have three waters.
- b) I have three bottles of water.
- c) I have three waters bottles.
- d) I have three water.

1. c) 2. b) 3. c) 4. c) 5. c) 6. c) 7. b) 8. d) 9. b)

### Let us sum up

- This Unit would have enabled you to understand the meaning of nouns and differentiate between different types of nouns.
- Understand the meaning and usage of common noun, proper noun, with the appropriate way of writing it, when to begin with capital letters and when not

---

## 2.10 REFERENCES

---

### Video Link

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

4.57 Minutes

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

---

## 2.11 SUGGESTED READING

---

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

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

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

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

*Michael Swan* – Practical English Usage Oxford University Press

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

## **UNIT: 3**

## **TYPES OF NOUNS**

-----  
**STRUCTURE**  
-----

### **3.0 Learning Objectives**

#### **3.1 On Completion of Unit**

#### **3.2 Introduction**

#### **3.3 Section 1 : Concrete Nouns**

#### **3.4 Section 2 : Abstract Nouns**

#### **3.5 Section 3 : Collective Nouns**

#### **3.6 Section 4 : Singular and Plural Nouns**

#### **3.7 Section 5 : Gender**

#### **3.8 Section 6: Conclusion and Common Mistakes to Avoid**

#### **3.9 Keywords**

#### **3.10 References**

#### **3.11 Suggested Reading**

---

### **3.0 LEARNING OBJECTIVES**

---

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

---

### **3.1 ON COMPLETION OF UNIT**

---

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

---

### 3.2 INTRODUCTION

---

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

---

### 3.3 SECTION 1 : CONCRETE NOUNS

---

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

#### **Definition and Meaning:**

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

### Examples:

- The student handed the books to the librarian.
- Whenever we take the cat to the doctor, we are made to wait in a closed room with no venti-lation.
- Modern education needs teachers who are comfortable with computers.

### Test your Understanding

#### Exercise

Circle the concrete nouns in the following sentences:-

- My mother daily gives me an apple with lunch.
- I and my sister saw monkeys and a black panther at the zoo.

#### Answers

- mother, apple, lunch
- monkeys, panther, zoo
- car

---

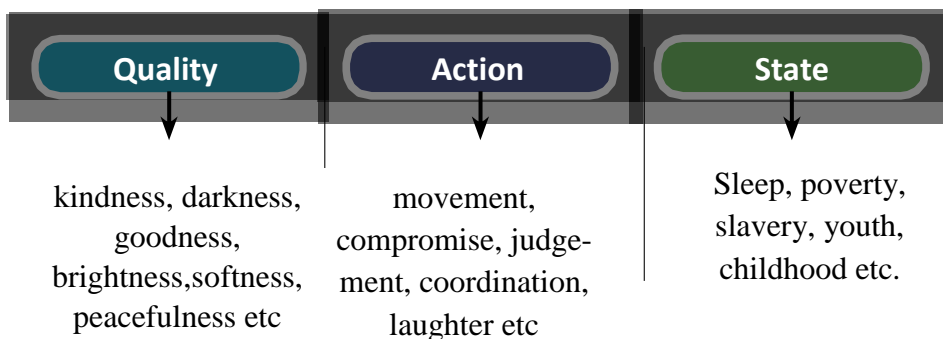
## 3.4 SECTION 2 : ABSTRACT NOUNS

---

### Abstract Noun

#### Definition and Meaning :

- An Abstract Noun is a noun which names anything which you cannot see, hear or touch; but only understand and feel. It is an idea, state, emotion, experience or quality of a person, animal or thing. It is written with capital letters only when it is used in the beginning of a sentence; otherwise it is written in small letters. Like other nouns, abstract nouns can be used as the subject or object in a sentence.



Names of arts and sciences are also abstract nouns – biology, grammar, music, dance etc

## How are abstract nouns formed?

### From Adjectives:

- bright –brightness
- honest-honesty
- wise-wisdom
- stupid-stupidity

### From Verbs

- move-movement
- grow-growth
- laugh-laughter

### From Common Nouns:

- slave-slavery
- boy-boyhood
- agent-agency
- woman-womanhood

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

- -ment
- -ion
- -ness
- -ity

The less common suffixes are:

- -ship
- -dom
- -th
- -hood

### Examples:

- The people shouted that they wanted justice and not compromise.
- Please don't remind Ravi of his childhood.
- Peace prevailed only after the minister left the venue .

### Exercise – 1

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

SENTENCE	CONCRETE	ABSTRACT
I felt pain when the dentist extracted my tooth.		
I fell in love with that little child.		

### Exercise – 2

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

WORD	CONCRETE NOUN	ABSTRACT NOUN
Love		
Book		

### Exercise – 3

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

### Exercise - 4

WORD	CONCRETE NOUN	ABSTRACT NOUN
Love		X
Book	X	
Girl	X	

---

## 3.5 SECTION 3 : COLLECTIVE NOUNS

---

### Definition and Meaning

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

### Examples

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

- The herd of bison ran across the prairie, leaving a massive dust cloud.
- This year’s basketball team includes three players who are over six feet tall.
- Napoleon’s army was finally defeated at Waterloo.

- The town council has approved plans to create a new park.
- This pack of wolves is found in this part of the Sanctuary.
- The jury is split on the issue.
- The rock group has been on tour for months.
- The family meets every year during Diwali.
- The class was surprised at the announcement made by the teacher.
- Everyone in the audience applauded loudly when Bryan Adams appeared on the stage.

### Common Collective Nouns Used for People

- A band of musicians
- A crowd of people
- A team of players
- A board of directors
- A gang of thieves
- A troupe of dancers
- A choir of singers
- A pack of thieves
- A class of students
- A panel of experts

### Common Collective Nouns Used for Animals

- An army of ants
- A litter of puppies
- A swarm of locusts
- A flock of birds
- A murder of crows
- A team of horses
- A flock of sheep
- A pack of hounds
- A pride of lions
- A herd of deer
- A pack of wolves
- A hive of bees
- A school of fish

### Common Collective Nouns Used for Things

- A bouquet of flowers
- A galaxy of stars
- A range of mountains
- A bunch of flowers
- A pack of cards
- A wad of notes
- A fleet of ships
- A pack of lies
- A forest of trees
- A pair of shoes

### Test your Understanding:

#### Exercise – 1

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

- Keys, marbles, and rubber bands were just a few of the things in the pile of objects in his drawer.  
A – marbles B – things C – pile
- The boys decided to join the navy after graduation. A – boys B – navy C – graduation.

### Exercise -2

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

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

- Sunrise is a collective noun.A: True  
B: False

Answers

Exercise -1

- C            B

Exercise -2

- A            B

---

## 3.6 SECTION 4 : SINGULAR AND PLURAL NOUNS

---

### Definition and Meaning

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

### Examples

#### Formation of Plurals:

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

SINGULAR	PLURAL
Hat	Hats
Letter	Letters

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

SINGULAR	PLURAL
Branch	Branches
Match	Matches

**For nouns ending with – ce, ge, se or ze the plural is formed by adding ‘s’ (here the final ‘es’ is pronounced as a separate syllable), for example –**

SINGULAR	PLURAL
Place	Places
Voice	Voices
Change	Changes

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

SINGULAR	PLURAL
Candy	Candies
City	Cities

**For nouns ending with y, preceded by a vowel the plural is formed by adding ‘s’, for example**

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

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

SINGULAR	PLURAL
Calf	Calves
Elf	Elves
Half	Halves

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

SINGULAR	PLURAL
Knife	Knives
Life	Lives

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

SINGULAR	PLURAL
Hoof	Hoofs OR Hooves
Scarf	Scarfs OR Scarves

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

SINGULAR	PLURAL
Albino	Albinos
Alto	Altos
Casino	Casinos
Piano	Pianos
Radio	Radios

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

SINGULAR	PLURAL
Analysis	Analyses

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

SINGULAR	PLURAL
Child	Children
Foot	Feet
Goose	Geese

**For nouns ending with ‘man’, the plural is formed by changing ‘man’ to ‘men’, for example.**

SINGULAR	PLURAL
Gentleman	Gentlemen

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

SINGULAR	PLURAL
Deer	Deer

**Some words have NO corresponding singular noun**

Annals Scissors Nuptials Oats Dregs Tongs  
Annals Scissors Nuptials Oats Dregs Tongs

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

SINGULAR	PLURAL 1	PLURAL 2
Brother	Brothers (by blood)	Brethren (of a society or community)
Cloth	Cloths (kinds of cloth)	Clothes (garments)
Die	Dies (stamps for coins etc)	Dice (for gaming)
Genius	Geniuses (men of genius)	Genii (spirits)
Index	Indexes (to books)	Indices (in algebra)

**Test your Understanding:**

**Exercise – 1**

**Convert the following words into plural/singular:-**

- Day
- Tax
- Taxi
- Lady
- Mountain
- City
- House
- Boy
- Family
- Life

**Exercise – 2**

**Choose the correct plural from the options given**

- Choice
- a. Choices b. Choices c. Choiceies

## **Answers**

### **Exercise – 1**

- Days
- Taxes
- Taxis
- Ladies
- Mountains
- Cities
- Houses
- Boys
- Families
- Lives

### **Exercise - 2**

- a
- c
- c
- b
- a

---

## **3.7 SECTION 5 : GENDER**

---

### **Definition and Meaning:**

#### **Exercise – 1**

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

Broadly speaking there are four main genders –

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

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

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

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

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

- Example – accountant, colleague, manager, scientist, artist, cook, parent, teacher, astronaut, cousin, president, teenager, baby, dancer, pupil, student, child, doctor, relation, friend, reporter, singer, lawyer, spouse, engineer, partner, chef, dentist etc.

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

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

### **DID YOU KNOW...!**

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

#### **Examples and Rules:**

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

Look at the sun, he is just rising.  
The moon is behind us. She is just setting

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

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

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

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

**Feminine nouns are formed in three ways –**

**By using entirely different words :**

MASCULINE	FEMININE
Bachelor	Spinster
Boy	Girl
Boar	Sow
Brother	Sister

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

MASCULINE	FEMININE
Actor	Actress
Benefactor	Benefactress
Enchanter	Enchantress
Instructor	Instructress

**By changing a word before or after:**

MASCULINE	FEMININE
Grandfather	Grandmother
Great-uncle	Great-aunt
Manservant	Maidservant
Landlord	Landlady

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

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

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

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

Test your Understanding:

**Exercise – 1**

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

- This man knows your husband.
- Mr Sharma is our headmaster.
- Our landlord is a widower.
- The shepherd prayed to the god.
- My father's brother is my uncle

**Exercise – 2**

**Write the opposite gender against each of the nouns given below:**

	Spinster
Boy	
	Sow
Brother	
	Doe
Bull	
	Heifer

## Answers

### Exercise-1

- This woman knows your wife.
- Mrs Sharma is our headmistress.
- Our landlady is a widow.
- The shepherdess prayed to the goddess.
- My mother's sister is my aunt.

### Exercise-2

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

### DID YOU KNOW...!

According to researchers at Oxford University Press the ten most frequently used

- |           |          |          |          |
|-----------|----------|----------|----------|
| 1. Time   | 4. Way   | 7. Man   | 10. Hand |
| 2. Person | 5. Day   | 8. World |          |
| 3. Year   | 6. Thing | 9. Life  |          |

---

## 3.8 SECTION 6: CONCLUSION AND COMMON MISTAKES TO AVOID

---

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

INCORRECT USAGE	CORRECT USAGE
There is numerous issues with the system.	There are numerous issues with the system.
These is a critical error you've made.	This is a critical error you've made.
One of the times I have ignored his dis-gusting behaviour.	Many of the times I have ignored his dis-gusting

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

**Check your progress:**

1. Explain the concept of concrete nouns and their importance in the English language.

---

---

2. How do concrete nouns differ from abstract nouns in terms of sensory perception?

---

---

3. Discuss the nature of abstract nouns and how they differ from concrete nouns.

---

---

4. Define collective nouns and explain their role in language.

---

---

5. How do collective nouns refer to groups of people, animals, or things, and how are they different from individual nouns?

---

---

6. Explain the difference between singular and plural nouns.

---

---

7. How does the use of singular and plural forms affect the structure and meaning of a sentence?

---

---

8. Discuss the concept of gender in nouns.

---

---

9. How do gender-specific nouns reflect the cultural and grammatical aspects of the English language?

---

---

10. Explain the distinctions between masculine, feminine, and neutral gender nouns and provide examples of each.

---

---

11. How do gendered nouns affect sentence structure and meaning?

---

---

---

**You can find and write the answers to the following questions based on the provided options.**

---

1. Which of the following is an example of a concrete noun?
  - a) Love
  - b) Freedom
  - c) Table
  - d) Happiness
2. Which of the following is an abstract noun?
  - a) Book
  - b) Tree
  - c) Intelligence
  - d) Chair
3. What is a collective noun?
  - a) A noun that refers to a single item
  - b) A noun that represents a group of people, animals, or things
  - c) A noun that is always singular
  - d) A noun that refers to a specific place
4. Which of the following is a collective noun?
  - a) Family
  - b) Book
  - c) Teacher
  - d) Dog
5. Which of the following pairs of nouns is an example of a singular and plural form?
  - a) Child – Children
  - b) Book – Books

- c) Mouse – Mice
- d) All of the above

6. Which of the following sentences contains the correct plural form of a noun?

- a) The books are on the table.
- b) The book are on the table.
- c) The mouse are in the house.
- d) The child are playing outside.

7. Which of the following nouns has a gender-specific form?

- a) Teacher
- b) Doctor
- c) King
- d) Book

8. Which of the following is an example of a noun that does not have a gender?

- a) Actress
- b) Waiter
- c) Student
- d) Brother

9. Which of the following is a common mistake to avoid when using nouns?

- a) Confusing singular and plural forms
- b) Using collective nouns in the singular form only
- c) Misusing abstract nouns in place of concrete nouns
- d) All of the above

1. c) 2. c) 3. b) 4. a) 5. d) 6. a) 7. c) 8. c) 9. d)

---

### 3.9 KEYWORDS

---

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

#### To Sum it up

- This Unit would have introduced you to four different types of nouns – concrete, collective, singular and plural nouns.
- Abstract nouns can be used as subject or object in a sentence.  
Collective noun is a noun naming a group of things

---

### 3.10 REFERENCES

---

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

8.27 MINUTES

Common English Grammar Errors with Plurals | Learn English with Rebecca

---

### 3.11 SUGGESTED READING

---

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

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

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

*Raymond Murphy* – Intermediate English Grammar (Reference and

Practice for South Asian Students) – Cambridge University Press

**Michael Swan** – Practical English Usage Oxford University Press

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

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

## **UNIT :4**

## **PRONOUS**

-----  
**STRUCTIRE:**  
-----

### **4.0 Learning Objectives**

#### **4.1 On Completion of Unit**

#### **4.2 Introduction and meaning**

#### **4.3 Section 1 : Personal Pronoun**

#### **4.4 Section 2 : Reflexive Pronoun**

#### **4.5 Section 3 : Demonstrative Pronoun**

#### **4.6 Section 4 : Interrogative Pronoun**

#### **4.7 Section 5 : Relative Pronoun**

#### **4.8 Section 6 : Indefinite Pronoun**

#### **4.9 Section 7 : Intensive Pronoun**

#### **4.10 Section 8 : Common Mistakes to Avoid**

#### **4.11 Keywords**

#### **4.12 References**

#### **4.13 Suggested Reading**

---

### **4.0 LEARNING OBJECTIVES**

---

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

---

### **4.1 ON COMPLETION OF UNIT**

---

- You should be able to identify the difference between pronouns and

- other parts of speech
- You should be able to use them appropriately your writing.

---

## 4.2 INTRODUCTION AND MEANING

---

- Pronoun is a subset of the Noun - and it even has the word noun in it.
- Pronouns are specific words that are used in the place of nouns. It would be very cumbersome and boring to write the same words again and again. For instance if you are writing Gandhiji is the Father of the Nation. He was instrumental in getting India Independence. He is the pronoun - the word we used in place of the noun.

### **Definition and Meaning**

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

### **Examples:**

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

---

## 4.3 SECTION 1 : PERSONAL PRONOUN

---

### **Personal Pronoun**

#### **Definition and Meaning:**

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

#### **There are different forms of personal pronouns:**

#### **Subjective Personal Pronouns:**

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

#### **Examples:**

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

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

### **Objective Personal Pronouns:**

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

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

#### **Examples:**

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

- The king took the girl away and forced her to serve him.
- After reading the book, Shalini kept it on the table.
- I will meet you in the garden.
- You will meet us at the mall.
- Bring the books to me.
- I will talk to you.
- We were surprised to see her on the stage.

### **Possessive Personal Pronouns:**

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

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

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

#### **Examples:**

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

- The scarf you are wearing is mine.
- This purse is yours.

## Test your Understanding:

### Exercise - 1

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

- The children are happy because \_\_\_\_\_ have a holiday today.
- My father and I have a car, \_\_\_\_\_ have decided to exchange our cars.
- This chair is a good one, because \_\_\_\_\_ is made of teak wood.
- The woman is pleased because \_\_\_\_\_ has found her purse.
- Until \_\_\_\_\_ retired, their father managed the family business.

### Exercise - 2

Fill in each of the blanks with HIM, HER, IT, THEM or US:-

- When the puppy grows, \_\_\_\_\_ will be as big as yours.
- Jaina and I like to eat noodles, \_\_\_\_\_ have it whenever are hungry.
- When my uncle was young, \_\_\_\_\_ enjoyed music.
- The students worked hard, because \_\_\_\_\_ wanted to score well.
- When the girl dressed up, \_\_\_\_\_ looked like a fairy.

### Exercise - 3

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

- Because she is known to you, I offered to help \_\_\_\_\_.
- I wish you would tell \_\_\_\_\_ the answer.
- You look familiar. I am sure I have seen \_\_\_\_\_ before.
- If you are available, I will see \_\_\_\_\_ tomorrow.
- We would like you to call \_\_\_\_\_.

### Exercise - 4

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

- It might be very old, but I think \_\_\_\_\_ is warmer than yours.
  - I didn't have gloves; that is why my niece offered me \_\_\_\_\_.
- I have brought the book. Did you bring \_\_\_\_\_?
- My car broke down; your son lent me \_\_\_\_\_.

## Answers

Exercise – 1	Exercise – 2
• they	• it
• we	• we, we
• it	• he
• she	• they
• he	• she

Exercise – 3	Exercise – 2
• her	• Mine
• Me	• Hers
• You	• Yours
• You	• his
• us	

---

## 4.4 SECTION 2 : REFLEXIVE PRONOUN

---

### Reflexive Pronoun

#### Definition and Meaning:

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

#### Examples:

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

- The children must protect themselves from the cold.
- The director himself answered the phone.

## Test your Understanding:

### Exercise

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

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

Answers –

### Exercise

Myself

Themselve

Himself

Yourself

Myself

Herself

Ourselve

Themselv

Yourself

Itself

### Myths about Pronouns...

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

---

## 4.5 SECTION 3 : DEMONSTRATIVE PRONOUN

---

### Definition and Meaning:

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

### Examples:

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

- This may be stopped.
- This is stale; that is the one I want.

### Test your Understanding:

#### Exercise – 1

**Choose the best answer to complete each sentence:-**

\_\_\_\_\_ was such an interesting experience.

- That
- These
- Those
- Such

Are \_\_\_\_\_ your shoes?

- That
- Them
- Those
- This

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

- That
- Those
- Such
- This

#### **Answers**

- That was such an interesting experience.
- Are those your shoes?
- You'll have to get your own pen. This is mine.

---

## **4.6 SECTION 4 : INTERROGATIVE PRONOUN**

---

### **Definition and Meaning:**

- An interrogative pronoun is used to ask questions.
- The interrogative pronouns are – who, whom, which, what, whose and the compounds formed with the suffix EVER – whoever, whichever, whomever and whatever.
- Please note that either WHICH or WHAT can be used as an interrogative adjective; and that WHO, WHOM or WHICH can also be used as a relative pronoun.
- Generally WHO, WHOM and occasionally WHICH are used to refer to people; and WHICH and WHAT are used to refer to things and animals

### **Examples:**

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

- What do you want for dinner?  
I wonder what we are doing tomorrow.

---

## 4.7 SECTION 5 : RELATIVE PRONOUN

---

### Definition and Meaning:

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

### Rules for Using Relative Pronouns

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

### Examples:

- Look at the sentences below where the relative pronouns have been underlined –
- The cyclist who won the race trained hard.
- The pants that I bought yesterday are already stained.

### Test your Understanding:

#### Exercise – 1

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

The festival, \_\_\_\_\_ lasted all day, ended with a banquet.

- That
- Who
- Which
- What

I am looking for someone \_\_\_\_\_ can watch my dog while I go on

vacation.

- Which
- Who
- Whom
- Whoever

The police needed details \_\_\_\_\_ could help identify the robber.

- Who
- Whatever
- That
- What

### Exercise – 2

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

- You may invite whomsoever you like to the garba.
- The player who scores the goal is not always the best player.
- The teacher called the students whom she believed to be the most suitable for the job.

### Answers

#### Exercise – 1

- The festival, which lasted all day, ended with a banquet.
- I am looking for someone who can watch my dog while I go on vacation.
- The police needed details that could help identify the robber.

#### Exercise-2

- You may invite whomsoever you like to the garba.
- The player who scores the goal is not always the best player.
- The teacher called the students whom she believed to be the most suitable for the job.

---

## 4.8 SECTION 6 : INDEFINITE PRONOUN

---

### Definition and Meaning:

- An indefinite pronoun is a pronoun referring to an identifiable but not specified person or thing. An indefinite pronoun conveys the idea of all, any, none or some. They are called “in-definite” simply

because they do not indicate the exact object, being, or place to which they refer.

- The most common indefinite pronouns are - all, another, any, anybody, anyone, anything, each, everybody, everyone, everything, few, many, nobody, none, one, several, some, somebody and someone.
- Please note that some indefinite pronouns can also be used as indefinite adjectives.

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

**Correctly-**

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

**Examples:**

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

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

**Test your Understanding:**

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

- Something is making my computer act up.
- Does anybody know where Rekha has disappeared?
- Each baker presented a beautiful cake to the king.
- I don't know any of the answers.
- Everything happens for a reason.

**Answers**

**Exercise**

- Something is making my computer act up.
- Does anybody know where Rekha has disappeared?

- Each baker presented a beautiful cake to the king.
- I don't know any of the answers.
- Everything happens for a reason.

---

## 4.9 SECTION 7 : INTENSIVE PRONOUN

---

### Definition and Meaning:

- An intensive pronoun is a pronoun used to emphasise its antecedent and hence is also referred to as emphatic pronoun. Intensive pronouns are identical in form to reflexive pronouns. It generally ends in SELF or SELVES.
- Tip: You can test a word to see whether it is an intensive pronoun by removing it from the sentence and checking to see if the sentence has the same impact.
- Some of the most commonly used examples of intensive pronouns are – Himself, Herself, Yourself, Themselves, Ourselves.
- Intensive pronouns might not be necessary, but they serve the important function of making your writing more interesting as well as more meaningful, particularly in formal situations. Use them sparingly to ensure that the emphasis they provide isn't lost.

### Examples:

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

- I myself recommended her for the award.
- The principal himself joined us in the cleanliness drive.
- The staff themselves donated their one-day salary for the Kerala Relief Fund.

### Test your Understanding:

#### Exercise

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

- Jayesh wondered aloud whether he himself was the only one seeing what was happening.
- Meena knew that she herself could make a positive impact on the

world, if only she put hermind to it.

- You yourself can easily transform your body: All it takes is a proper diet and plenty of exer-cise.

### Answers

- Jayesh wondered aloud whether he himself was the only one seeing what was happening.
- Meena knew that she herself could make a positive impact on the world, if only she put hermind to it.
- You yourself can easily transform your body: All it takes is a proper diet and plenty of exer-cise.

---

## 4.10 SECTION 8 : COMMON MISTAKES TO AVOID

---

### Conclusion

#### Common Mistakes to Avoid

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

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

2	My sister and myself are pleased to accept your invitation to dinner.	My sister and I are pleased to accept your invitation to dinner.	Where no particular emphasis is intended, use the simple pronouns 'he, you, I' For instance – I myself was to blame for the accident; The child hurt himself
3	The visitors enjoyed during their brief stay in Pune.	The visitors enjoyed themselves during their brief stay in Hyderabad.	Enjoy is a transitive verb it must therefore be accompanied by an object which may be a noun or a reflexive pronoun.
4	I shall avail of this opportunity to meet you there	I shall avail myself of this opportunity to meet you there.	Here the verb 'avail' must be followed by a reflexive pronoun
5	My children cannot endure my separation.	My children cannot endure separation from me.	It is not 'someone's' separations but 'separation from someone'
6	The size of the shoe should be the same as this shoe.	The size of the shoe should be the same as that of this shoe.	In such comparative sentences we must be careful to compare the same part of two things. 'that of' 'these of' and 'those of' are necessary words often omitted.

## Important Takeaways

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

### Check your progress:

1. Explain the different types of personal pronouns with examples.

---

---

2. What are reflexive pronouns? Describe their use in a sentence and provide examples.

---

---

3. Discuss the role of demonstrative pronouns in the English language. What is the difference between demonstrative adjectives and demonstrative pronouns?

---

---

4. Define interrogative pronouns.

---

---

5. Explain the role of relative pronouns in complex sentences.

---

---

6. What are indefinite pronouns, and how do they function in a sentence?

---

---

7. Explain the purpose of using intensive pronouns in each sentence.

---

---

8. How do these pronouns function differently in various contexts?

---

---

**You can find and write the answers to the following questions based on the provided options.**

1. Which of the following is an example of a personal pronoun?

A) They

- B) This
- C) Who
- D) Everyone

2. What type of pronoun is "myself" in the sentence: I did it myself?

- A) Reflexive Pronoun
- B) Demonstrative Pronoun
- C) Interrogative Pronoun
- D) Indefinite Pronoun

3. Which pronoun is used to indicate something specific in a sentence, such as this, that, these, or those?

- A) Interrogative Pronoun
- B) Demonstrative Pronoun
- C) Relative Pronoun
- D) Indefinite Pronoun

4. Which sentence contains an interrogative pronoun?

- A) She gave the book to whoever asked for it.
- B) Who took my book?
- C) This is the best option.
- D) Each person has his or her own reason.

5. Which of the following is a relative pronoun?

- A) Whom
- B) That

- C) Which
- D) All of the above

6. What is the function of an indefinite pronoun?

- A) It refers to a specific person or thing.
- B) It refers to a non-specific person, thing, or amount.
- C) It shows ownership.
- D) It asks a question.

7. Which sentence uses the intensive pronoun correctly?

- A) He cooked the dinner himself.
- B) He cooked the dinner for himself.
- C) The dinner was cooked by him.
- D) The dinner was cooked by himself.

8. "Each" is an example of which type of pronoun?

- A) Reflexive Pronoun
- B) Demonstrative Pronoun
- C) Indefinite Pronoun
- D) Relative Pronoun

9. Which sentence uses a reflexive pronoun incorrectly?

- A) She looked at herself in the mirror.
- B) He told me that he would complete the task himself.
- C) I enjoy talking to myself in the morning.

D) They did the project by themselves.

10. What does the pronoun "who" function as in the sentence: The person who called you is waiting?

A) Interrogative Pronoun

B) Relative Pronoun

C) Demonstrative Pronoun

D) Indefinite Pronoun

11. Which of these is a demonstrative pronoun?

A) Those

B) Myself

C) Which

D) Everyone

12. Which sentence demonstrates the use of an indefinite pronoun?

A) Who are you talking to?

B) This is the chair I want.

C) Someone left their book on the table.

D) She is the one who helped me.

1. A) 2. A) 3. B) 4. B) 5. D) 6. B) 7. A) 8. C) 9. D) 10. B) 11. A) 12. C)

---

#### 4.11 KEYWORDS

---

**Personal Pronoun**

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

Example - I, you, he, she, it, we, you, they.

**Reflexive Pronoun**

A Reflexive Pronoun is used to refer back to the subject of the clause or the sentence.

	Example - myself, yourself, herself, himself, itself, ourselves, yourselves and themselves.
<b>Demonstrative Pronoun</b>	Broadly speaking, a demonstrative pronoun points to and identifies a noun or a pronoun.
<b>Interrogative Pronoun</b>	An interrogative pronoun is used to ask questions. Example - who, whom, which, what, whose and the compounds formed with the suffix EVER – whoever, whichever, whomever and whatever.
<b>Relative Pronoun</b>	A relative pronoun is used to link one phrase or clause to another phrase or clause. Example - who, whom, what, that and which.

### To Sum it Up

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

---

## 4.12 REFERENCES

---

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

4.59 Minutes

English Grammar - Pronoun | Open School

---

## 4.13 SUGGESTED READING

---

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

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

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

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

***Michael Swan*** – Practical English Usage Oxford University Press

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

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

## **UNIT : 5**

## **ADJECTIVES I**

-----  
**STRUCTURE**  
-----

### **5.0 Learning Objectives**

#### **5.1 On Completion of Unit**

#### **5.2 Introduction**

#### **5.3 Definition and meaning**

#### **5.4 Section 1: Possessive Adjective**

#### **5.5 Section 2: Demonstrative Adjective**

#### **5.6 Section 3: Interrogative Adjective**

#### **5.7 Section 4: Definite Adjective**

#### **5.8 Section 5: Indefinite Adjective**

#### **5.9 Section 6: Proper Adjective**

#### **5.10 Section 7: Conclusion**

#### **5.11 Keywords**

#### **5.12 Suggested Reading**

#### **5.13 Suggested References**

---

### **5.0 LEARNING OBJECTIVES**

---

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

---

## 5.1 ON COMPLETION OF UNIT

---

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

---

## 5.2 INTRODUCTION

---

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

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

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

---

## 5.3 DEFINITION AND MEANING

---

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

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

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

- Here are some general rules for forming adjectives-

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

### Examples:

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

- The large boat sailed on the blue waters.

### Origin of the word 'Adjective'

Borrowed from Old French *adjectif*, from Latin *adiectivum*, from *ad* ("next to") + *-iect-*, perfect passive participle of *iaciō* ("throw") + *-ivus*, adjective ending; hence, a word "thrown next to" a noun, modifying it.

- Gold mines are deep and dark.
- Many cars are parked along this already crowded street.

### Test your Understanding:

#### Exercise

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

• They live in a huge house.	• We live in a yellowish house.
• Lalit is wearing a sleeveless shirt today.	• He often acts in a childish way.
• This soup is not edible.	• We enjoyed a successful event.
• She wore a beautiful dress.	• We enjoyed the drum's rhythmic sound.
• He writes meaningless letters.	• She adopted a homeless dog.
• This shop is much nicer.	• Look out for that poisonous plant.
• Meera has a soothing voice.	• It looks like we'll have rainy weather today.

• Bunty is an adorable baby.	• She always behaves in a courteous manner.
• Amaya’s hair is gorgeous.	• She has the prettiest eyes.
• This glass is breakable.	We go for a daily walk
• I met a poor person in Mumbai	• We live in a yellowish house.

### Answers

- They live in a huge house.
- Lalit is wearing a sleeveless shirt today.
- This soup is not edible.
- She wore a beautiful dress.
- He writes meaningless letters.
- This shop is much nicer.
- Meera has a soothing voice.
- Bunty is an adorable baby.
- Amaya’s hair is gorgeous.
- This glass is breakable.
- I met a poor person in Mumbai.

---

## 5.4 SECTION 1 : POSSESSIVE ADJECTIVE

---

### Definition and Meaning:

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

### Difference between Possessive Adjectives and Possessive Pronouns

- Possessive adjectives – like other adjectives – are used to describe a noun in a sentence. Most importantly – they describe who something belongs to.
- Some common ones that you will see include, “my”, “your”, “his”, “her” and “our”.
- When using them, they should always go BEFORE the noun.
- Possessive pronouns can look very similar at first glance to adjectives – but they have a different meaning, and are used in a different way! While they also show ownership, they can be used in place of a noun, to avoid repeating it in a sentence.
- Some common possessive pronouns that you might come across include, “mine”, “yours” “his”, “hers”, and “ours”.
- As you can see, these look almost the same as the possessive adjectives – with only an extra letter at the end! So how are they

used differently?

- Possessive pronouns are used AFTER the noun, unlike adjectives – and they cannot be used before the noun at all.

### Examples:

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

- I need to complete my work by this weekend.
- What is your school address and phone number?
- The pharmacist stocks his type of medicines.

### In a nutshell...

A Possessive Adjective:

- is a modifier
- describes

- shows possession
- does not require an

Personal Pronoun	Possessive Form	
	Possessive Adjective	Possessive Pronoun
<b>I</b>	My	<b>mine</b>
<b>You</b>	Your	<b>yours</b>
<b>He</b>	His	<b>his</b>
<b>She</b>	Her	<b>hers</b>
<b>It</b>	Its	<b>[not used]</b>
<b>We</b>	Our	<b>ours</b>
<b>They</b>	Their	<b>theirs</b>
<b>Who</b>	<b>whose</b>	<b>whose</b>

Test your Understanding

### Exercise

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

- Where is \_\_\_\_\_ book?
- Here is \_\_\_\_\_ teacher.
- She goes to school with \_\_\_\_\_ brother.

- \_\_\_\_\_ father works in a car factory.
  - \_\_\_\_\_ laptop is very expensive.
  - \_\_\_\_\_ favourite hobby is tennis.
  - \_\_\_\_\_ husband and I want to go to Paris.
  - We want to see \_\_\_\_\_ historical monuments.
  - Leila likes \_\_\_\_\_ dog!
  - \_\_\_\_\_ Name is Bobby.
- 
- Where is my book?
  - Here is our teacher.
  - She goes to school with her brother.
  - Their father works in a car factory.
  - Your laptop is very expensive.
  - His favourite hobby is tennis.
  - My husband and I want to go to Paris.
  - We want to see its historical monuments.
  - Leila likes her dog!
  - Its name is Bobby.
  - Two students didn't do their mathematics homework.
  - I have a car. Its colour is black.
  - We have a dog. Its name is Puppy.
  - Neena is from Rajkot. Her husband is from Chandigarh.
  - Ananya and Naira go to a high school. Their little brother goes to primary school.
  - Alap has a van. His van is very old

---

## 5.5 SECTION 2 : DEMONSTRATIVE ADJECTIVE

---

### Definition and Meaning:

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

### Tips –

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

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

**Examples:**

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

- That tree is beautiful.
- These cookies are delicious.
- This is my favourite coat.
- When I stepped on that dog it bit me.
- This bed belongs to my great grandfather.
- Even though my sister wants those chocolates, I will not take them.

**Test your Understanding:**

**Exercise-1**

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

- My parents refinished the dresser. While it was drying, my mom placed a sign on it that said, ‘Do not touch\_\_\_\_\_.’
- ‘Do you want to buy \_\_\_\_\_painting?’ asked the art dealer, looking across the room.
- ‘We purchased \_\_\_\_\_for our vacation,’ said Katrina, packing two sets of table tennis gear.
- \_\_\_\_\_shirts fit me very well.
- \_\_\_\_\_jeans are very expensive.

**Exercise- 2**

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

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

**Exercise -1**

- My parents refinished the dresser. While it was drying, my mom placed a sign on it that said, ‘Do not touch this.’

- ‘Do you want to buy that painting?’ asked the art dealer, looking across the room.
- ‘We purchased these for our vacation,’ said Katrina, packing two sets of table tennis gear.
- These shirts fit me very well.
- Those jeans are very expensive.
- The former CEO of my company was Mr. Raj.
- The latter option is good but costly.
- This is my best friend

### Exercise -2

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

---

## 5.6 SECTION 3 : INTERROGATIVE ADJECTIVE

---

### Definition and Meaning:

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

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

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

## List of Interrogative Adjectives

The following words are used as interrogative adjectives:

**What**

**Whose**

**Where**

**Why**

**How**

**Which**

### Examples:

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

- Which table should be moved to the hall?
- What course are you attending?
- Which book is yours?
- What task is yours?
- What colour is your hair?
- Which house is yours?

### Test your Understanding:

#### Exercise – 1

Identify and circle the interrogative adjectives in the following sentences

- What exactly are you planning for?
- What kind of answer is this?
- What a beautiful flower this is!
- What a nice shape this pear has!
- Whose turn is it now?
- Whose lunch box is this

#### Answers

- What exactly are you planning for?
- What kind of answer is this?
- What a beautiful flower this is!
- What a nice shape this pear has!
- Whose turn is it now?
- Whose lunch box is this?

---

## 5.7 SECTION 4 : DEFINITE ADJECTIVE

---

### Definition and Meaning:

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

### Examples:

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

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

### Test your Understanding:

#### Exercise

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

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

#### Answers

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

- Abhishek swung his five-pound hammer.
- I wrote two letters.

---

## 5.8 SECTION 5 : INDEFINITE ADJECTIVE

---

### **Definition and Meaning:**

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

### **In a nutshell...**

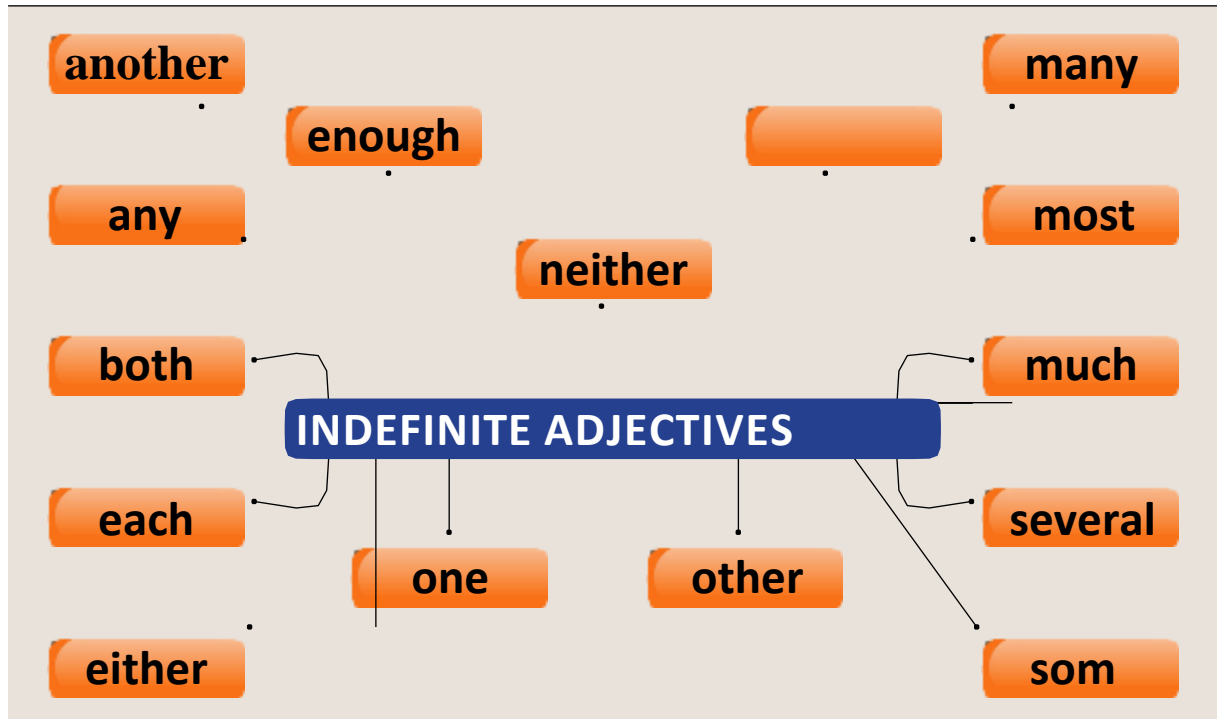
#### **Indefinite adjectives:**

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

### **Examples:**

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

- Did you make enough coffee?
- They called several times.
- Only a few natural species remain on the island.
- Most schools take up this curriculum.



**Test your Understanding:**

**Exercise**

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

- Please bring home some dinner.
- Do you have any information?
- Trusha did not eat much lunch.
- There were a few pieces remaining.
- My friends are not like most people.
- We saw many animals at the zoo.
- How many oranges did you put in the box?
- There is not much sugar in my coffee.
- I do not have many friends.

**Answers**

- Please bring home some dinner.
- Do you have any information?
- Trusha did not eat much lunch.
- There were a few pieces remaining.
- My friends are not like most people.

- We saw many animals at the zoo.
- How many oranges did you put in the box?
- There isn't much sugar in my coffee.
- I don't have many friends.

---

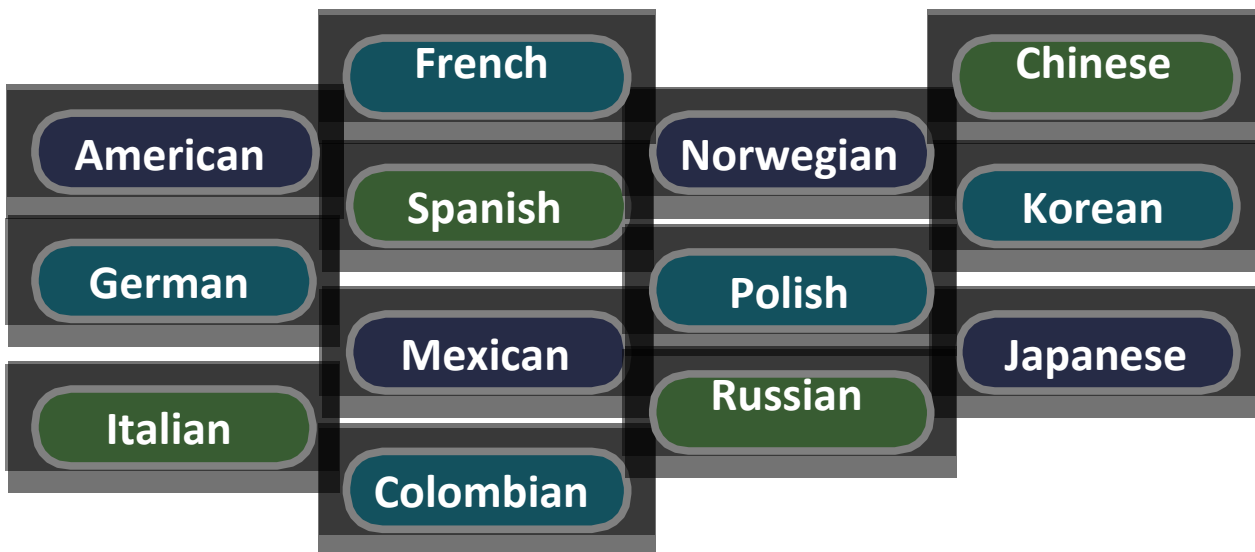
## 5.9 SECTION 6: PROPER ADJECTIVE

---

### Definition and Meaning:

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

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



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

Tip to remember: Proper adjectives are always capitalized. When a proper adjective has a pre-fix, the prefix itself is never capitalized (unless

it is the first word of a sentence, of course). However, the proper adjective itself is still capitalized.

**Examples of hyphenated proper adjectives:**

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

In a nutshell...

Proper adjectives:

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

**Examples:**

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

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

**Test your Understanding:**

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

- Alex is an Australian player.
- Virat Kohli is an Indian player.
- Sushi is an Asian player.
- I love Chinese food.
- My brother likes Italian cuisine.

**Answers**

- Alex is an Australian player.

- Virat Kohli is an Indian player.
- Sushi is an Asian player.
- I love Chinese food.
- My brother likes Italian cuisine.

**Important Point to Remember**

Adjectives answer at least one of these adjective questions-

**Which one?**

**How many?**

**What kind?**

**Whose?**

---

**5.10 SECTION 7: CONCLUSION**

---

**Check your progress:**

1. Define what an adjective is and explain its function in a sentence.

---

2. What is a possessive adjective, and how does it differ from a possessive pronoun?

---

3. Explain the role of possessive adjectives in a sentence giving specific examples.

---

4. Define demonstrative adjectives and explain how they are used to point out specific things or people.

---

5. How do demonstrative adjectives differ from demonstrative pronouns? What is an interrogative adjective and how is it different from an interrogative pronoun?

---

6. Discuss how interrogative adjectives are used to ask questions about nouns.

- 
- 
7. Explain the concept of a definite adjective and how it is used in a sentence.
  8. What role do definite adjectives play in modifying nouns or pronouns?
  9. What is an indefinite adjective and how does it modify a noun?
  10. Define a proper adjective and explain how it is used in sentences.
  11. How does a proper adjective differ from a common adjective?
  12. Discuss the difference between comparative and superlative adjectives.
  13. Explain the order in which adjectives are typically arranged before a noun in English.
  14. What is the difference between adjectives of quantity and adjectives of quality?
  15. Discuss the importance of adjectives in enhancing writing.
  16. How do adjectives add depth and vividness to descriptions?
- 
- 

**You can find and write the answers to the following questions based on the provided options.**

1. Which of the following is the correct definition of an adjective?
  - A) A word that describes an action
  - B) A word that modifies or describes a noun
  - C) A word that replaces a noun
  - D) A word that connects words in a sentence

2. Which sentence contains a possessive adjective?

A) This is my book.

B) She is reading quickly.

C) The book is on the table.

D) He writes well.

3. What is the function of a demonstrative adjective?

A) To ask a question about a noun

B) To show possession

C) To modify a noun by pointing to it or identifying it

D) To describe the characteristics of a noun

4. Which of the following is a possessive adjective?

A) Her

B) Himself

C) Themselves

D) Each

5. Which of these is an example of an interrogative adjective?

A) What

B) This

C) Their

D) Large

6. What is the purpose of a definite adjective?

A) It describes the number of something.

B) It modifies a noun in a general sense.

C) It modifies a specific noun or pronoun.

D) It asks a question about a noun.

7. Which of the following adjectives is an example of a definite adjective?

- A) These
- B) Some
- C) Any
- D) Few

8. Indefinite adjectives are used to modify nouns in what way?

- A) They refer to a specific noun.
- B) They indicate a vague or non-specific quantity or identity.
- C) They ask questions about a noun.
- D) They show possession.

9. Which of the following is an indefinite adjective?

- A) Some
- B) This
- C) Who
- D) Her

10. Which of the following is an example of a proper adjective?

- A) American
- B) Large
- C) Beautiful
- D) Many

11. What is the role of a proper adjective in a sentence?

- A) It describes a noun by referring to a specific place, nationality, or other proper noun.
- B) It refers to an indefinite quantity or identity.
- C) It connects words or clauses in a sentence.

D) It shows ownership of the noun.

12. Which sentence contains a proper adjective?

A) She loves Italian food.

B) We live in a big house.

C) This is an easy question.

D) His brother is taller than him.

1. B) 2. A) 3. C) 4. A) 5. A) 6. C) 7. A) 8. B) 9. A) 10. A) 11. A) 12. A)

---

## 5.11KEYWORDS

---

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

### To Sum it Up

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

---

## 5.12 SUGGESTED READING

---

1. **Martin Hewings** – Advanced English Grammar (A self study reference and practice book for advanced South Asian students) – Cambridge University Press
2. **Terry O’Brien** – The Little Red Book of Common Errors – Rupa Publications India Private Limited
3. **A J Thomas and A V Martinet** – A Practical English Grammar – Oxford University Press
4. **Raymond Murphy** – Intermediate English Grammar (Reference and Practice for South Asian Students) – Cambridge University Press
5. **Michael Swan** – Practical English Usage Oxford University Press
6. **Raymond Murphy** – Essential English Grammar (A self study reference and practice book for elementary students of English) – Cambridge University Press
7. **Michael Swan and Catherine Walter** – Oxford English Grammar – Oxford University Press

---

## 5.13 REFERENCES

---

### Video Link

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

4.46 Minutes

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

### Understanding Adjectives...

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

-----  
**STRUCTURE**  
-----

**6.0 Learning Objectives****6.1 On Completion of Unit****6.2 Introduction****6.3 Section 1: Distributive Adjective****6.4 Section 2 : Adjectives Of Quality****6.5 Section 3 : Adjectives Of Quantity****6.6 Section 4 : Adjectives Of Comparison****6.7 Section 5 : Conclusion and Common****6.8 Keywords****6.9 Suggested Reading****6.10 References**

---

**6.0 LEARNING OBJECTIVES**

---

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

---

**6.1 ON COMPLETION OF UNIT**

---

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

---

## 6.2 INTRODUCTION

---

- Grammar is all about following the rules. As with all other parts of speech, there are many types and functions of adjectives and hence elaborate rules on how to use these adjectives.
- While it is important to know and understand the meaning and definition of each of the types, do not get worried about memorising every definition. What you do need to remember are the rules for using them.
- Using adjectives appropriately in sentences can really liven up your writing, even journalistic writing. On the other hand, inappropriate use of adjectives can lead to serious problems, including court cases.

---

## 6.3 SECTION 1 : DISTRIBUTIVE ADJECTIVE

---

### Definition and Meaning:

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

### Distributive Adjectives are:



### Examples:

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

- Each student is responsible for keeping the classroom clean.
- Every student in the class was encouraged to take part in the competition.
- I cannot tell you the secret either

## Difference between Distributive Pronouns and Distributive Adjectives

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

### Test your Understanding:

#### Exercise

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

- Drink a few sips of water after taking each medicine.
- Each of his friends is helpful.
- In my family each member earns more than ten thousand rupees a month.
- Each cheerleader is given props along with the dress.
- Each of our countrymen should fight for the country.
- Each time you complain, you become pessimistic.
- Every laptop comes with a free bag.
- I drink milk every day.
- Every citizen is proud to be an Indian.
- Every movie made by her has been successful and helped her earn name and fame.

#### Answers

- Drink a few sips of water after taking each medicine.
- Each of his friends is helpful.
- In my family each member earns more than ten thousand rupees a month.
- Each cheerleader is given props along with the dress.
- Each of our countrymen should fight for the country.
- Each time you complain, you become pessimistic.
- Every laptop comes with a free bag.

- I drink milk every day.
- Every citizen is proud to be an Indian.
- Every movie made by her has been successful and helped her earn name and fame.

---

## 6.4 SECTION 2 : ADJECTIVES OF QUALITY

---

### **Definition and Meaning:**

- These are also termed as descriptive adjectives.
- Basically adjectives of quality describe the kind of person, thing or animal i.e. the quality. So they generally answer the question – What kind of?
- We have learnt in Unit 5 about proper adjectives which are basically adjectives formed out of proper nouns for example – Cuban cigar, French wine, Indian hospitality etc. Basically, these are also adjectives of quality.

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

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

- Adjectives describing the opinion typically precede the adjectives describing the color, shape, size, etc. Such as: “The beautiful red flower kept in the corner”; is preferable to “The red beautiful flower kept in the corner”.

### ADJECTIVES OF QUALITY BASICALLY SPECIFY:

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

### Examples:

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

- Neha is a tall girl.
- Sunil is a generous person.
- This is a bitter medicine.
- Please send me some Darjeeling tea.
- Mr Sharma is an honest employee.

### Test your Understanding:

#### Exercise

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

1. Lata has a brown cow.
2. He is a nice boy.
3. Chennai is a beautiful city.
4. Their good performance gave them what they expected.
5. Sumer is an intelligent boy.
6. She was adorned with sparkling jewels.
7. The white big bird is sitting on the lowest branch.
8. Mr Shah is an honest policeman.
9. It is a heavy box.
10. That animal was very dangerous and clever.

## Answers

1. Lata has a brown cow.
2. He is a nice boy.
3. Chennai is a beautiful city.
4. Their good performance gave them what they expected.
5. Sumer is an intelligent boy.
6. She was adorned with sparkling jewels.
7. The white big bird is sitting on the lowest branch.
8. Mr Shah is an honest policeman.
9. It is a heavy box.
10. That animal was very dangerous and clever.

### Things to remember while using adjectives of quality:

- They can be used before a noun.  
Example: The baby has soft skin.
- They can be used with noun and verbs like seem, sound, to be, feel appear, taste, smell.  
Example: This food tastes sour. It seems quiet here.
- They can be used after words like nothing, anything, something, everything, everybody, somebody and similar kind of words.  
Example: Let us plan something exciting for his birthday.

---

## 6.5 SECTION 3 : ADJECTIVES OF QUANTITY

---

### Definition and Meaning:

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

**Below is the list of commonly used adjectives of quantity:**

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

**Some:** it is generally used in the affirmative sentences.

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

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

**Substantial:** means something in bulk

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

**Examples:**

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

- Lavinia has enough money to enjoy the fair.
- Maya was brilliant enough to pass her exam.
- I have got very few dolls.
- Vayu has little interest in sports.
- the glass.
- All the students have passed the exam.
- There is enough petrol in the Mayank stood third in his class.

**Test your Understanding:**

**Exercise-1**

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

- She eats a whole apple daily.
- I ate some rice today.
- He has only little knowledge about this project.
- He cannot spend all his money over you.
- There is no milk in bike to reach to the destination.
- He gave me some advice.
- There are hundreds of students who take part in that quiz competition
- I know very little about classical dance.

**Answers –**

- She eats a **whole** apple daily.
- I ate **some** rice today.
- He has only **little** knowledge about this project.

- He cannot spend **all** his money over you.
- There is **no** milk in the glass.
- **All** the students have passed the exam.
- There is **enough** petrol in the bike to reach to the destination.
- He gave me **some** advice.
- There are **hundreds** of students who take part in that quiz competition.

I know very **little** about classical dance

## 6.6 SECTION 4 : ADJECTIVES OF COMPARISON

### Definition and Meaning:

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

### Examples and Rules:

#### Formation of Comparative and Superlative Degrees of Adjectives

Adjectives usually form their comparative and superlative degrees:

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

POSITIVE	COMPARATIVE	SUPERLATIVE
Bright	brighter	brightest
Black	blacker	blackest
Bold	bolder	boldest

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

POSITIVE	COMPARATIVE	SUPERLATIVE
Brave	braver	bravest
Fine	finer	finest
Large	larger	largest

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

By deleting the final 'y' and adding 'ier' and 'iest'		
POSITIVE	COMPARATIVE	SUPERLATIVE
costly	costlier	costliest
drier	drier	driest
easier	easier	easiest

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

POSITIVE	COMPARATIVE	SUPERLATIVE
big	bigger	biggest
dim	dimmer	dimmest
fat	fatter	fattest

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

POSITIVE	COMPARATIVE	SUPERLATIVE
gay	gayer	gayest
grey	greyer	greyest

6) By placing 'more' and 'most' before the positive form

POSITIVE	COMPARATIVE	SUPERLATIVE
active	more active	most active
attractive	more attractive	most attractive
beautiful	more beautiful	most beautiful

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

POSITIVE	COMPARATIVE	SUPERLATIVE
bad	worse	worst
evil	worse	worst
good	better	best
ill	worse	worst

### **In a nutshell...**

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

### **Test your Understanding:**

#### **Exercise – 1**

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

She is ..... than her sister.

- pretty
- prettier
- prettiest

Masuma is a ..... girl.

- nice
- nicer
- nicest

China is a ..... country.

- big
- bigger
- biggest

#### **Exercise – 2**

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

- My father is \_\_\_\_\_ than my mother (old)
- Chinese is \_\_\_\_\_ than English (difficult)
- Jaya lives \_\_\_\_\_ to the city than you (near)
- The car is \_\_\_\_\_ than we thought (bad)
- Tigers are \_\_\_\_\_ than rats (dangerous)

### Exercise – 3

Write the comparative and superlative forms of the following adjectives

• clean	• big	• gay	• near
• cold	• thin	• dim	• wealthy
• slow	• beautiful	• faithful	• much
• large	• expensive	• light	• splendid

### Answers

Exercise – 1	Exercise – 2
• She is prettier than her sister.	• My father is older than my mother.
• Masuma is a nice girl.	• Chinese is more difficult than English.
• China is a big country.	• Jaya lives nearer to the city than you.
• China is bigger than India	• The car is worse than we thought.

### Exercise – 3

• Clean-cleaner-cleanest	• Gay-gayer-gayest
• Cold-colder-coldest	• Dim-dimmer-dimmest
• Slow-slower-slowest	• Faithful-more faithful-most faithful
• Large-larger-largest	• Light-lighter-lightest
• Big-bigger-biggest	• Near-nearer-nearest
• Thin-thinner-thinnest	• Wealthy-wealthier-wealthiest
• Beautiful-more beautiful-most beautiful	• Much-more-most
• Expensive-more expensive-most expensive	• Splendid-more splendid-most splendid

### Common Mistakes to Avoid

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

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

21	He will spend his future life here.	He will spend his remaining life here.
22	This is a worth-seeing sight.	This is a sight worth-seeing.
23	We have never seen a so good boy.	We have never seen so good a boy.
24	He got nearly cent per cent marks.	He got nearly full marks.
25	He is best player.	He is the best player.
26	The New Delhi is big city.	New Delhi is a big city.
27	I live in the Mumbai.	I live in Mumbai.

**Check your progress:**

1. Define Distributive Adjectives and explain their role in a sentence.

---



---

2. What are Adjectives of quality and how do they modify a noun?

---



---

3. Discuss Adjectives of quantity and explain how they indicate the amount or quantity of a noun.

---



---

4. Define Adjectives of comparison and explain their function in comparing two or more nouns.

---



---

5. How does each type of adjective function differently in a sentence?

---



---

6. Discuss the importance of using different types of adjectives in writing.

---



---

**You can find and write the answers to the following questions based on the provided options.**

1. Which of the following is an example of a distributive adjective?

A) All

B) Both

C) Some

D) Many

2. Adjectives of quality are used to describe what aspect of a noun?

A) How many

B) How much

C) The characteristics or qualities of a noun

D) The ownership of a noun

3. Which of the following is an example of an adjective of quantity?

A) Happy

B) Some

C) Tall

D) More

4. Adjectives of comparison are used to compare:

A) A noun with itself

B) One noun with another noun

C) A noun with a verb

D) A noun with an adjective

5. Which sentence contains a distributive adjective?

A) Both of the teachers are kind.

B) This apple is sweet.

C) Many people attended the event.

D) The book is heavy.

6. Which of the following is an example of an adjective of comparison?

- A) More beautiful
- B) Some
- C) Each
- D) Both

1. B) 2. C) 3. B) 4. B) 5. A) 6. A)

---

## 6.8 KEYWORDS

---

**Distributive Adjective Adjectives of Quality** Each, Every, Either, Neither, Any, One Colours, Feelings, Shapes, Sizes, Touch, Tone, Origin, Age, Quality, Time, Opinions, Materials

**Adjectives of Quantity** Any, Some, Little, Double, Substantial, Enough.

**Positive Degree** An adjective is said to be in the positive degree when there is no comparison.

**Comparative Degree -** An adjective is said to be in the comparative degree when it is used to compare two nouns/pronouns.

**Superlative Degree** An adjective is in superlative degree when it is used to compare more than two nouns/pronouns. We use the article 'the' before the superlative degrees.

### To Sum it Up

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

---

## 6.9 SUGGESTED READING

---

1. **Martin Hewings** – Advanced English Grammar (A self study reference and practice book for advanced South Asian students)- Cambridge University Press
2. **Terry O’Brien** – The Little Red Book of Common Errors –Rupa Publications India Private Limited
3. **A J Thomas and A V Martinet** – A Practical English Grammar – Oxford University Press
4. **Raymond Murphy** – Intermediate English Grammar (Reference and Practice for South Asian Students) – Cambridge University Press
5. **Michael Swan** – Practical English Usage Oxford University Press
6. **Raymond Murphy** – Essential English Grammar (A self study reference and practice book for elementary students of English) – Cambridge University Press
7. **Michael Swan and Catherine Walter** – Oxford English Grammar – Oxford University Press

---

## 6.10 REFERENCES

---

### Video Link

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

4.46 Minutes

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

## **UNIT: 7**

## **VERBS**

### **STRUCTURE**

#### **7.0 Learning Objectives**

#### **7.1 On Completion of Unit**

#### **7.2 Introduction**

#### **7.3 Definition and meaning**

#### **7.4 Section 1 : Compound Verbs**

#### **7.5 Section 2 : Transitive, Intransitive and Incomplete Verbs**

#### **7.6 Section 3 : Direct and Indirect Objects**

#### **7.7 Section 4 : Main or Principal or Lexical Verbs**

#### **7.8 Section 5 : Auxiliary or Helping Verbs**

#### **7.9 Section 6 : Finite and Non-Finite Verbs**

#### **7.10 Section 7 : Linking Verbs**

#### **7.11 Section 8 : Forming Verbs – Regular and Irregular Verbs**

#### **7.12 Section 9 : Conclusion**

#### **7.13 Keywords**

#### **7.14 Suggested Reading**

#### **7.15 References**

---

### **7.0 LEARNING OBJECTIVES**

---

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

---

## 7.1 ON COMPLETION OF UNIT

---

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

---

## 7.2 INTRODUCTION

---

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

---

## 7.3 DEFINITION AND MEANING

---

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

### Origin of the word 'Verb'

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

---

## 7.4 SECTION 1 : COMPOUND VERBS

---

What are verbs?

- If you are unsure whether a sentence contains an action verb or not, look at every word in the sentence and ask yourself, “Is this something that a person, animal or thing can do?”
- Look at the sentences below where the verbs have been highlighted in bold font and explanations also have been shared –
- My grumpy old teacher **smiled** at my essay.
- (My grumpy old teacher = static object; smiled = verb)
- The daredevil lizard **darted** towards Shanaya.
- (The daredevil lizard = static object; darted = verb)
- The girl **plays** cricket.
- (The verb plays describes the girl’s action)
- Vani **will sing at** the show tonight.
- (Here the compound verb will sing describes an action that will take place in the future)
- My guide **was** Professor Sharma and I **remember** his lectures vividly.
- (In this sentence the verb was viz the simple past tense of is, identifies a particular person, and the verb remember describes a mental action)

### **Compound Verbs**

#### **Definition and Meaning:**

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

#### **Examples:**

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

#### **It is also possible to use two auxiliaries:**

- We have been talking about yesterday’s incident.
- (Here have and been are auxiliaries)

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

### **Test your Understanding**

#### **Exercise -**

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

- Manali will take off her makeup before bed.
- The town was destroyed by the earthquake.
- Everything will work out eventually.
- I had water-proofed the boat, but not well enough.
- We opted for the cheaper room without a view.

#### **Answers**

#### **Exercise –**

- Manali will take off her makeup before bed.
- The town was destroyed by the earthquake.
- Everything will work out eventually.
- I had water-proofed the boat, but not well enough.
- We opted for the cheaper room without a view.

---

## 7.5 SECTION 2 : TRANSITIVE, INTRANSITIVE AND INCOMPLETE VERBS

---

### Definition, Meaning and Examples:

#### Transitive and Intransitive Verbs

I **opened** the windows to let in fresh air. My sister **laughed**.

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

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

- Those that have a word (or words) after them
- Verbs that do not have any word after them

This rule is simplified right now, but we shall learn more about it later.

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

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

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

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

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

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

The compound verb has survived is intransitive and takes no direct object in this sentence. The prepositional phrase on the hillside acts as an adverb describing where the tree survives.

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

The verb travelled is used intransitively in this sentence and takes no direct object. The prepositional phrase through the woods acts as an adverb describing

where the monk travelled.

- Mohit **arrived** two hours late.

The intransitive verb arrived takes no direct object; and the noun phrase two hours late acts as an adverb describing when Mohit arrived.

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

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

- The dress **was put** on the hanger.

The compound verb was put is used intransitively and the sentence has no direct object. The prepositional phrase on the hanger acts as an adverb describing where the dress was put.

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

### **Transitive**

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

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

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

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

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

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

### **Intransitive**

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

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

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

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

- He **looked** closely to find out what the men were up to.  
Here the verb looked is used as an intransitive verb and takes no direct object.

### **Incomplete Verbs**

- The boy **is** sick.
- The dog **seems** angry.
- The man **looks** tired.

Hungry wolves **are** voracious

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

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

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

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

- We **are** happy.

Manali **became** a scholar

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

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

- The angry dog **bit** me.
- The cook **cut** the bread.
- The hungry cat **caught** the mouse

In these sentences the word me tells whom the dog bit, the word bread tells what the cook cut, and the word mouse tells what the cat caught.

Me, bread, and mouse are the complements of the verbs bit, cut, and caught, as they denote the things that received the actions expressed by the verbs.

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

- Thus it appears that there are two kinds of verbs of incomplete predication:
- Those whose complements are predicate adjectives or predicate nouns

- Those whose complements are objects of the verb
- The dog **was** in the house.
- He **seems** to be well.
- I think you **told** the truth.

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

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

**Test your Understanding:**

**Exercise -1**

**Mention whether the following verb is transitive or intransitive :-**

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

**Exercise -2**

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

1. The old woman **struggled** up the hill pulling a grocery cart behind her.
2. The boy **is editing** his uncle's memoirs.
3. Marlina **danced** without inhibitions.
4. At the beginning of the play, the entire cast **dances** across the stage.
5. Sheela **is reading** her story book

Answers

Exercise -1

Intransitive  
Transitive  
Transitive  
Intransitive  
Intransitive

Intransitive  
Transitive  
Transitive  
Transitive  
Transitive  
Intransitive

Transitive  
Transitive  
Intransitive  
Intransitive  
Transitive

**Exercise- 2**

- |                 |               |
|-----------------|---------------|
| 1. Intransitive | 2. Transitive |
| 4. Intransitive | 5. Transitive |
| 7. Intransitive | 8. Transitive |

---

## 7.6 SECTION 3 : DIRECT AND INDIRECT OBJECTS

---

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

- Jatin **hit** the ball.

**(Direct object : the ball)**

**Be careful to distinguish between a direct object and an object complement.**

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

**The object complement is a word that describes the object.**

- They **elected** him their mayor.  
Object – him; object complement – mayor

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

The indirect object is usually a person or thing.

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

- My mother **bought** me a necklace.  
(Indirect object – me; direct object – necklace)
- Jayesh **told** Paresh a story.  
(Indirect object – Paresh; direct object – story)

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

- **Help** me!  
(Here the object pronoun ‘me’ is the direct object.)
- **Kill** him!  
(Here again the object pronoun ‘him’ is the direct object.)

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

He **hit** the ball.

(Object – ball )

- The ball **is** in the goal.

(Subject – ball)

As you can see the same word is used as the subject and the object.

However, pronouns change their form. Pronouns have different forms for different functions.

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

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

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

- |         |           |         |         |         |
|---------|-----------|---------|---------|---------|
| • award | • offer   | • show  | • build | • make  |
| • give  | • owe     | • teach | • lose  | • order |
| • grant | • tell    | • throw | • cook  | • peel  |
| • hand  | • promise |         | • find  | • pour  |
| • lend  | • pass    |         | • get   | • save  |

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

### Useful Tip

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

### Test your Understanding:

#### Exercise -

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

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

#### Answers

#### Exercise -

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

---

## 7.7 SECTION 4 : MAIN OR PRINCIPAL OR LEXICAL VERBS

---

### Definition, Meaning and Examples:

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

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

- The man **quenched** the fire.  
(In this example, “quenched” is the main verb. The subject, “the man,” is completing the action. This is the only verb in this sentence; it is also the verb of the main clause.)
- People **enjoy** sports.  
(In this example, “enjoy” is the main verb. The subject, “people,” is completing the action. This is the only verb in this sentence; it is also the verb of the main clause.)
- In order to be a teacher, you have to **attend** several years of school.  
(In this example, “attend” is the main verb. The subject, “you,” is completing the action. However, “attend” is not only verb in this sentence. However, it is the verb of the main clause.)
- Rashmi **relishes** eating  
(In this example, “relishes” is the main verb. The subject, “Rashmi,” is completing the action. This is the only verb in this sentence; it is

also the verb of the main clause.)

**To sum up, a main verb:**

- is the action verb of the independent clause
- is the verb the subject completes
- includes several different types of classifications of verbs

**Test your Understanding:**

**Exercise-**

**Read the following sentences and identify and underline the Main/Principal/Lexical Verbs in each sentence**

- I will have dinner.
- I do my homework daily on the way to school.
- She laughed only at my interesting jokes.
- He sings song very well.
- He ran very slowly.

**Answers**

**Exercise-**

**Read the following sentences and identify and underline the Main/Principal/Lexical Verbs in each sentence:-**

- I will have dinner.
- I do my homework daily on the way to school.
- She laughed only at my interesting jokes.
- He sings song very well.
- He ran very slowly

---

**7.8 SECTION 5 : AUXILIARY OR HELPING VERBS**

---

**Definition and Meaning:**

An auxiliary (also called helping verb or verb auxiliary) is a verb functioning to give further information about the main or full verb following it. The extra meaning an auxiliary verb imparts alters the basic form of the main verb to have one or more of the following functions.

- Passive: Animals **were washed away**.
- Progressive: She **is singing** a song

- Perfect: I think Karthik **has fallen** in love with Shruti.
- Modal: He **could do** it.
- Dummy: I **do not know** the way

The most common auxiliary verbs are be, do and have; and we may also use these verbs on their own. We use will and shall to express future time.

**In each of the following examples a verb commonly used as an auxiliary verb appears as a simple predicate :-**

- He **is** the boss here.
- The pans **are** on the shelf.
- He **does** not like to drink coffee.
- We **do** our homework every day.
- She **has** her own car

Other common auxiliaries are - can, should, could, may, must, ought, shall, will and would. A verb like these is called a modal auxiliary and expresses necessity, obligation or possibility.

**Examples:**

**The word highlighted in bold each of the following sentences is a modal auxiliary:**

- Panna was happy that she **could** successfully pass the examination.
- I assured him that **I would** meet him at the cafeteria.
- We **shall** gather at the club at 6 o'clock

**Several words may intervene between the auxiliary and the verb which goes with it, as in the following sentences:**

- You **have** not **delivered** the parcel on time.
- The treasure **was** never **found**.
- The principal **has** recently **decided** that all parents should possess identity cards in order to enter the school premises.
- **Will** you **walk** me across the street please ?

**Test your Understanding :**

**Exercise-**

**Fill in the blank with the correct auxiliary verb from the options - given in the brackets :=**

- What \_\_\_\_\_ the kids doing when you last saw them?  
(was, were, are, did, been)
- Kareena \_\_\_\_\_ always wanted to try swimming.

(was, doesn't, has, is, have)

- Where \_\_\_ you go on your summer vacation?  
(were, been, are, did, does)
- Why do you think she \_\_\_ call you like she said she would?  
(didn't, is, hasn't, has been, have)

### Answers

#### Exercise

- What were the kids doing when you last saw them?
- Kareena has always wanted to try swimming.
- Where did you go on your summer vacation?
- Why do you think she didn't call you like she said she would?
- Maya is going to be upset when she hears what happened.
- yet; she's late as usual.

---

## 7.9 SECTION 6 : FINITE AND NON-FINITE VERBS

---

### Definition and Meaning:

- Verbs which have the past or the present form are called FINITE verbs. Verbs in any other form (infinitive, -ing, or -ed) are called NON-FINITE verbs. This means that verbs with tense are finite, and verbs without tense are non-finite. The distinction between finite and non-finite verbs is a very important one in grammar, since it affects how verbs behave in sentences.
- Finite verbs change their forms when there is a change in the number or person of the subject. Finite verbs also have different forms in different tenses.
- Non-finite verbs do not change their form when the number or person of the subject changes.

### Examples:

**Now read the following sentences and the identification of the finite and non-finite verbs given alongside each sentence**

- My little brother wants to be an actor.  
(wants – finite; to be – non-finite)
- She worked hard to pass the test.  
(worked – finite; to pass – non-finite)
- I couldn't solve the problem.  
(couldn't solve – finite)

- To err is human.
- (to err – non-finite; is – finite)
- Your duty is to cross the river without getting noticed.
- (is – finite; to cross – non-finite; getting – non-finite)

### Test your Understanding

#### Exercise-

Read the verb highlighted in bold in the following sentences and identify whether it is a Finite or Non-Finite Verb :-

- Naina **does** her household work every day.
- Ananya is **doing** her homework at the moment.
- They **are** writing a letter

#### Answers

#### Exercise

- Does is a finite verb
- Doing is a non-finite verb
- Are is a finite verb

---

## 7.10 SECTION 7 : LINKING VERBS

---

### Definition and Meaning:

A linking verb links the relationship between the agent and the rest of the sentence. It explains the connection between the subject and its complement or that which completes the subject's description.

**The most common linking verb is to be. Some other linking verbs are:**



#### Examples and Explanations:

- The play **seems** highly melodramatic to me.

(Highly melodramatic describes the subject play but it does not express an action that the play performs.

- He **appeared** jubilant at the news of the inheritance.
- I **am** unable to keep up the pace.
- He **is** a doctor of pathology.

(Note that while a doctor answers the question what. The verb is not an action verb but rather a state of being verb. Therefore is is not a transitive verb. It links the subject (he) with his state of being (doctor)

**Remember, however, if what follows the verb can provide an answer to the question what then the verb is not a linking verb.**

#### Compare :

He **tastes** the soup as he **cooks** it.

(Tastes is transitive: he tastes what?)

- The fruit **tastes** rotten.

(Rotten describes or complements the state of the fruit, and therefore tastes links the agent (fruit) and its condition (rotten)

A linking verb connects a subject to a subject complement that identifies or describes the subject. Take a look at the following sentences:

- The book **is** Pickwick Papers.

(In this sentence the linking verb is links the noun phrase the book to the identifying phrase Pickwick and Papers, which is called a subject complement)

- All of us thought that the play **was** very good.  
(In this sentence, the verb was links the subject complement very good to subject the play)
  - Everybody thought the film **became** boring in the second half.  
(In this sentence the linking verb became links the subject the film to the subject complement boring. The phrase in the second half functions as an adverb modifying the clause the film became boring)
  - He **appeared** demoralized at the outcome of the result.  
(Here appeared is functioning as a linking verb that connects the subject he to its subject complement demoralized)
  - The argument **seems** absurd to me.  
(The subject the argument is joined to its subject complement absurd by the linking verb seems)
- Linking verbs are either verbs of sensation (feel, look, smell, sound, taste) or verbs of existence (act, appear, be, become, continue, grow, prove, remain, sit, stand, turn etc).

Many linking verbs (with the significant exception of be) can also be used as transitive or intransitive verbs. In the following pairs of sentences, the first sentence uses the highlighted verb as a linking verb and the second uses the same verb as either a transitive or an intransitive verb

### Linking-

- Everybody felt that the food at the party was **pathetic**.  
(In this sentence the adjective pathetic is a subject complement that describes a quality of the food.)

### Transitive-

- I **ate** the halwa once I finished the main course.  
(Here the noun phrase the halwa identifies what I ate. The halwa is the direct object of the verb)

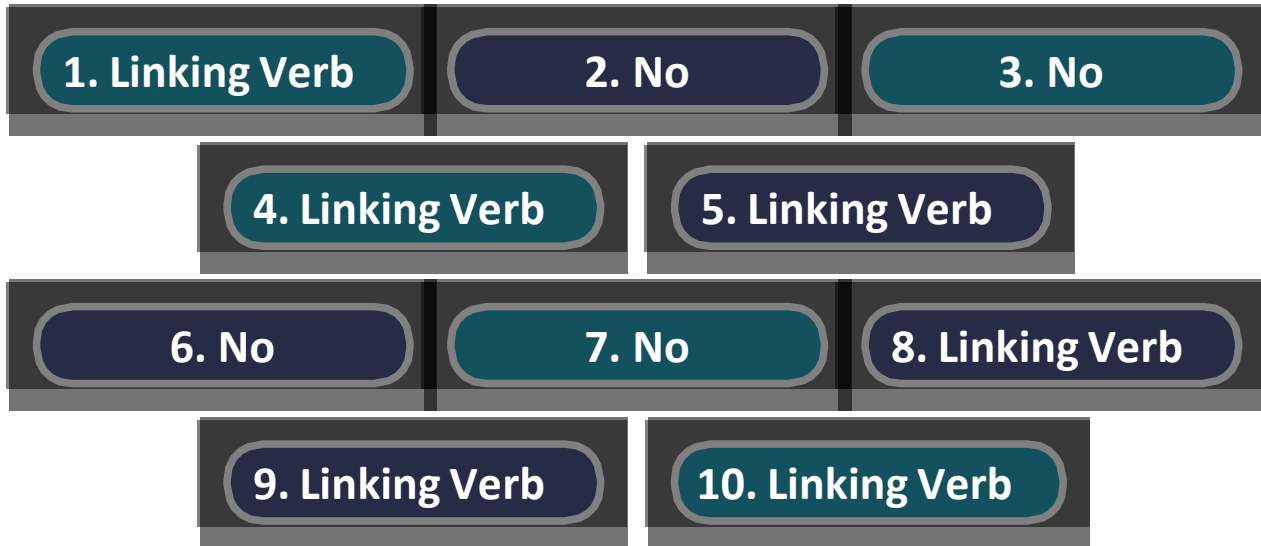
### Exercise-

**Read the following sentences and identify whether the highlighted verb is used as a linking verb or not**

1. Balan **is** the name of the cat not the mouse.
2. I **tasted** several types of tea.
3. My aunt **grows** strawberries.
4. The soup **tastes** delicious.
5. After eating the chocolate, Alisha **turned** blue

### Answers

### Exercise




---

### 7.11 SECTION 8 : FORMING VERBS – REGULAR AND IRREGULAR VERBS

---

#### Definition, Meaning and Examples:

A regular verb is a verb that when conjugated follows a regular pattern.

Regular verbs add “-d,” “-ed,” or “-ied” to form the past tense or past participle.

#### Examples:

- to breathe/breathed
- to play/played
- to study/studied

What are irregular verbs? An irregular verb is a verb that when conjugated does not follow a regular pattern in the past tense or past participle conjugations.

- to go/went
- to have/had
- to buy/bought

#### Test your Understanding:

##### Exercise-1

Fill in the blanks with the suitable phrase of the regular verbs :-

1. → I played → \_\_\_\_\_
2. \_\_\_\_\_ → \_\_\_\_\_ → She has listened
3. You work → \_\_\_\_\_ → \_\_\_\_\_
4. \_\_\_\_\_ → Amit cleaned → \_\_\_\_\_
5. We count → \_\_\_\_\_ → \_\_\_\_\_

### Exercise-2

Fill in the blanks with the suitable phrase of the irregular verbs :

1. go → \_\_\_\_\_ → \_\_\_\_\_
2. say → \_\_\_\_\_ → \_\_\_\_\_
3. do → \_\_\_\_\_ → \_\_\_\_\_
4. come → \_\_\_\_\_ → \_\_\_\_\_
5. have → \_\_\_\_\_ → \_\_\_\_\_

### Answers

#### Exercise-1

1. **I play** → I played → **I have played**
2. **She listens** → **She listened** → She has listened
3. You work → **You worked** → **You have worked**
4. **Amit cleans** → Amit cleaned → **Amit has cleaned**
5. We count → **We counted** → **We have counted**

#### Exercise-2

1. go → **went** → **gone**
2. say → **said** → **said**
3. do → **did** → **done**
4. come → **came** → **come**
5. have → **had** → **had**

---

## 7.12 SECTION 9 : CONCLUSION

---

### Disambiguation and Common Mistakes to Avoid

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

NO	INCORRECT USAGE	CORRECT USAGE
1	I <b>am living</b> in Bangalore.	I <b>live</b> in Bangalore.
2	She sang very well, <b>isn't she?</b>	She sang very well, <b>didn't she?</b>
3	I <b>have read</b> an interesting book yesterday.	I <b>read</b> an interesting book yesterday.

4	He <b>saw</b> the Taj at Agra.	He <b>has seen</b> the Taj at Agra.
5	Shalini told me that she <b>may</b> proceed on leave.	Shalini told me that she <b>might</b> proceed on leave.
6	He walks as if the earth <b>belongs to</b> him.	He walks as if the earth <b>belonged to</b> him.
7	Kindly <b>see</b> my testimonials.	Kindly <b>look at/examine</b> my testimonials.
8	My sister always <b>puts on</b> a green sari.	My sister always <b>wears</b> a green sari.
9	He <b>avenged</b> himself for the injustice done to his father.	He <b>revenged</b> himself for the injustice done to his father.
10	She <b>revenged</b> her sister's murder.	She <b>avenged</b> her sister's murder.
11	I <b>slept</b> rather late last night.	I <b>went to bed</b> rather late last night.
12	He has <b>left</b> painting.	He has <b>given up</b> painting.
13	<b>Leave</b> my arm, please.	<b>Let go</b> of my arm please.
14	He asked me <b>where was I</b> going.	He asked me <b>where I was</b> going.
15	I should feel happy if you <b>will</b> come to tea tomorrow.	I should feel happy if you <b>would</b> come to tea tomorrow.
16	I should like <b>to forward</b> myself as a candidate for this post.	I should like <b>to offer</b> myself as a candidate for this post.
17	Hundreds of people <b>died</b> by the cyclone.	Hundreds of people were <b>killed</b> by the cyclone.
18	Will you kindly <b>open</b> this knot?	Will you kindly <b>untie</b> this knot?

#### Points to remember...

- The subject completes the main verb
- Main verbs can stand alone
- Transitive and Intransitive verbs are action verbs
- Linking verbs rename the subject
- The subject can do or complete an action verb
- Regular verbs follow a pattern for conjugation

#### Check your progress:

1. Define what a verb is and explain its role in a sentence.

---



---

2. How do verbs contribute to the meaning and structure of a sentence?  

---

---
3. What are compound verbs? Explain how they are formed and give examples of sentences using compound verbs.  

---

---
4. Discuss the difference between compound verbs and simple verbs.  

---

---
5. How do these objects function within a sentence to complete the meaning of a verb?  

---

---
6. Discuss the importance of understanding verb conjugation for proper sentence construction.  

---

---
7. The Role of Verbs in Sentence Structure.  

---

---

**You can find and write the answers to the following questions based on the provided options.**

1. What is the main function of a verb in a sentence?  
  
A) To modify a noun  
B) To describe a state or action  
C) To show possession  
D) To connect words
2. Which of the following is an example of a compound verb?  
  
A) Write                      B) Have written  
C) Dance                      D) Walk
3. Which of the following is an example of a transitive verb?  
  
A) He sleeps peacefully.                      B) She ate an apple.  
C) They arrived at the station.                      D) The children play outside.

4. Which of the following sentences contains an ntransitive verb?
- A) She reads books.
  - B) He speaks French.
  - C) She jumped high.
  - D) The teacher explained the lesson.
5. Which of the following is an example of an auxiliary (helping) verb?
- A) Walk
  - B) Am
  - C) Read
  - D) Run
6. Which of the following is an example of a main verb (lexical verb)?
- A) Is
  - B) Have
  - C) Write
  - D) Will
7. Which of the following sentences contains a linking verb?
- A) She seems tired.
  - B) They studied hard.
  - C) He loves music.
  - D) She runs every morning.
8. Which of the following is an example of a regular verb?
- A) Go
  - B) Eat

C) Jump

D) Swim

9. Which of the following verbs is non-finite?

A) Went

B) Go

C) Going

D) Has gone

1. B) 2. B) 3. B) 4. C) 5. B) 6. C) 7. A) 8. C) 9. C)

---

### 7.13 KEYWORDS

---

<b>Compound Verbs</b>	Subject has two or more verbs you can say that the subject has a compound verb.
<b>Transitive Verbs</b>	Those that have a word (or words) after them
<b>Intransitive Verbs</b>	Verbs that do not have any word after them
<b>Direct Object</b>	Receiver of the action
<b>Indirect Object</b>	The indirect object identifies the person/thing for whom/what the action of the verb is performed.
<b>Main or Principal or Lexical Verbs</b>	The main verb is the action word of the main clause that the subject completes.
<b>Auxiliary Verbs</b>	An auxiliary (also called helping verb or verb auxiliary) is a verb function-ing to give further information about the main or full verb.
<b>Finite or Non finite Verbs</b>	Verbs which have the past or the present form are called FINITE verbs. Verbs in any other form (infinitive, -ing, or -ed) are called NON-FINITE verbs.
<b>Regular Verb</b>	A regular verb is a verb that when conjugated follows a regular pattern.
<b>Irregular Verb</b>	An irregular verb is a verb that when conjugated does not follow a regular pattern in the past tense or past participle conjugations

### To Sum it Up

- This Unit would have explained the meaning of verbs to you. How to identify verbs in a sentence, what they do and how to use them.
- Different types of verbs have been introduced in this unit. They are: Compound Verbs, Transitive, Intransitive and Incomplete Verbs, Lexical Verbs, Auxiliary Verbs, Finite and Non-Finite Verbs, Linking Verbs and finally Regular and Irregular Verbs.
- Introduction to the concept of Direct and Indirect Objects as the receiver of the action (verb).
- At every step, the Unit has exercises to test your understanding and tips to appropriately use the verbs in forming sentences.
- The Unit also has a section on common mistakes to avoid while forming sentences

---

### 7.14 SUGGESTED READING

---

1. **Martin Hewings** – Advanced English Grammar (A self study reference and practice book for advanced South Asian students) - Cambridge University Press
2. **Terry O'Brien** – The Little Red Book of Common Errors – Rupa Publications India Private Limited
3. **A J Thomas and A V Martinet** – A Practical English Grammar – Oxford University Press
4. **Raymond Murphy** – Intermediate English Grammar (Reference and Practice for South Asian Students) – Cambridge University Press
5. **Michael Swan** – Practical English Usage Oxford University Press
6. **Raymond Murphy** – Essential English Grammar (A self study reference and practice book for elementary students of English) – Cambridge University Press
7. **Michael Swan and Catherine Walter** – Oxford English Grammar – Oxford University Press

---

### 7.15 REFERENCES

---

#### Video Link

<https://www.youtube.com/watch?v=eWPlu8hpYQs>

.16 Minutes

What is verb - English Grammar Lesson| Verbs in English| Two Minute English

## **UNIT : 8**

## **TENSES, VERBS & VERBALS : 1**

-----  
**STRUCTURE**  
-----

### **8.0 Learning Objectives**

#### **8.1 On Completion of Unit**

#### **8.2 Introduction**

#### **8.3 Section 1 : Verbals**

#### **8.4 Section 2 : Participles**

#### **8.5 Section 3 : Gerunds**

#### **8.6 Section 4 : Infinitives**

#### **8.7 Section 5 : Using Verbals**

#### **8.8 Section 6 : Conclusion and Common Mistakes to Avoid**

#### **8.9 Keywords**

#### **8.10 Suggested Reading**

#### **8.11 References**

---

### **8.0 LEARNING OBJECTIVES**

---

- Tenses, Verbs and Verbals are parts of speech that build sentences and are essential for all types of writing
- They are Verbals, Participles, Gerunds and Infinitives.
- Before undertaking journalistic writing, one needs to understand, learn and master the cor-rect usage of types of tenses, verbs and verbals, in addition to tenses, verbs and verbals.

---

### **8.1 ON COMPLETION OF UNIT**

---

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

---

## 8.2 INTRODUCTION

---

- Don't we all want to be time wizards? To be able to communicate action (verb) in different times - that is past, present and future, is essentially tenses.
- Tenses are verbs placed in the context of time.
- It is very exciting to tell a story in different times. To be able to narrate something that has already happened in one sentence and follow it with something that is happening now and likely to happen in future in the next.
- The variation of each verb has the ability to convey in itself whether it happened in past, present or future. It is therefore very important to understand how to use these words in sentences.

---

## 8.3 SECTION 1 : VERBALS

---

### **Definition and Meaning:**

In English language a verbal is a noun or adjective formed from a verb. Verbals express action in a general way without limiting the action to any time or asserting it to any subject.

### **There are three different kinds of verbals –**

- Participle which acts as an adjective
- Gerund which acts as a noun
- Infinitive which also acts as a noun

**The main difference between verbals and other nouns and adjectives is that verbals can take their own objects, even though they are no longer verbs.**

### Things to Remember – Verbals

Verbals and verbal phrases exemplify the strength of the English language. Look at how verbs can morph into several other parts of speech. They are multi-faceted because they maintain their verbal integrity but have the strength to take on a different character.

Gerunds and infinitive have some pretty tell-tale signs.

Gerunds can usually be spotted by that -ing ending, while infinitives contain the word “to.”

Participles are a little trickier because they can take on either an -ing or -ed/-en ending. However, you’ll recognize them for their ability to modify a noun.

### Examples:

Look at the sentences below where the verbal phrases have been highlighted in bold font :-

- **Singing very softly**, the boy lulled his baby sister to sleep. (the participial phrase works as an adjective, modifying “boy”)
- The girls, **frightened by the police car’s headlights**, quickly came down from the school’s roof.  
(the participial phrase works as an adjective, modifying “girls”)
- **Waiting for people** drove him crazy.  
(the gerund phrase works as the subject of the verb “drove”)
- The woman denied **knowing her own husband**.  
(the gerund phrase works as the object of the verb “denied”)
- He thought he could escape from his problems by **running away**. (the gerund phrase works as the object of the preposition “by”)

### Test your Understanding:

#### Exercise - 1

Look at the underlined part of speech and identify whether it is a gerund, participle or an infinitive :-

- The thief arrested for the robbery shot at the security guard.
- The flag waving in the wind is inspirational.
- They are sure the extra planning will make a difference in the end.
- Jamal’s confusing message did nothing to solve the mystery.
- In the movie, Godzilla made a game of smashing all of the red cars parked near the lake.

## Origin of the word 'Verbal'

Late 15th century (describing a person who deals with words rather than things): from French, or from late Latin verbalis, from verbum 'word' (see verb).

### Exercise - 2

Look at the underlined part of speech and identify whether it is a gerund, participle, verb or an infinitive :

1. Rani's new house, battered by bad weather looks worn.
2. She had been working very hard to reach her goal.
3. The opposition accepted the new laws.
4. Swimming in the sea during a high tide is dangerous.
5. Gaurav hopes to make it to the next round.

### Answers

#### Exercise – 1

- The thief arrested for the robbery shot at the security guard - Participle
- The flag waving in the wind is inspirational - Participle
- They are sure the extra planning will make a difference in the end - Gerund
- Jamal's confusing message did nothing to solve the mystery – Participle
- In the movie Godzilla made a game of smashing all of the red cars parked near the lake –Gerund

#### Exercise - 2

1. Rani's new house, battered by bad weather looks worn - Participle
2. She had been working very hard to reach her goal - Verb
3. The opposition accepted the new laws - Verb
4. Swimming in the sea during a high tide is dangerous - Gerund
5. Gaurav hopes to make it to the next round – Infinitive.

---

## 8.4 SECTION 2 : PARTICIPLES

---

### Definition, Meaning and Examples:

A participle is an adjective formed from a verb. In order to make a

present participle, you add -ING to the verb, sometimes doubling the final consonant.

*So –*

- Sing becomes singing
- Play becomes playing
- Fall becomes falling
- Run becomes running
- Beg becomes begging

**The second type of participle, the past participle is a little more complicated since not all verbs form the past tense regularly. The following are all past participles:**

- The drunken man
- A ruined city
- A misspelled word

Note that only transitive verbs can use their past participles as adjectives and that unlike other verbals, past participles do not take objects unless they are part of a compound verb.

**Examples:**

**Look at the sentences below where the participles have been highlighted in bold font –**

- We met a boy **carrying** a heavy bag.
- **Decorated** with lights, the house looked beautiful.
- **Seeing** the policeman, the robbers ran away.
- **Finding** the door open, I went inside.
- The police saw the body **floating** down the river

### **Origin of the word ‘Participle’**

Late Middle English: from Old French, by-form of participe, from Latin participium ‘(verbal form) sharing (the functions of a noun)’, from participare ‘share in’.

**Test your Understanding:**

*Exercise -1*

**Rewrite the sentences replacing the bold part with a present participle :-**

- **She was talking to her friend** and forgot everything around her.
- **Since we watch the news every day** we know what’s going on in the

world.

- **They are vegetarians** and don't eat meat.
- **The dog wagged its tail** and bit the postman.
- **While she was tidying up her room** she found some old photos

**Exercise-2**

**Complete the following sentences using the present participle or past participle form of the verb**

A child dreads fire.

- burnt
- burned

He was wearing a..... shirt.

- tearing
- torn

..... the wicked man, the boy ran into the house.

- Seen
- Seeing

..... occupied with work, he couldn't meet us.

- Being
- Been

<b>WORD</b>	<b>PRESENT PARTICIPLE</b>	<b>PAST PARTICIPLE</b>	<b>PERFECT PARTICIPLE</b>
Work			
Go			
Come			

**Exercise-4**

**Fill in the blank with the correct form (present participle, past participle or perfect participle) of the word given in the bracket:–**

- The documentary was rather \_\_\_\_\_ (interest).
- Everybody was \_\_\_\_\_ (shock) to hear the news.
- (Fly) \_\_\_\_\_ to New Delhi, I met a \_\_\_\_\_ (well known) TV Presenter.
- (Build) \_\_\_\_\_ in the fifteenth century this house is one of the oldest in this area.
- The children were sitting on the floor \_\_\_\_\_ (play) with their toys)

## Answers

### Exercise -1

- Talking to her friend she forgot everything around her.
- Watching the news every day we know what's going on in the world.
- Being vegetarians they don't eat meat.
- Wagging its tail the dog bit the postman.
- Tidying up her room she found some old photos.

### Exercise- 2

- A burnt child dreads fire.
- He was wearing a torn shirt.
- Seeing a wicked man, the boy ran into the house.
- Being pre-occupied with work, he could not meet us.  
Irritated by her behaviour, he walked out.

### Exercise – 3

WORD	PRESENT PARTICIPLE	PAST PARTICIPLE	PERFECT PARTICIPLE
Work	Working	Worked	Having worked
Go	Going	Gone	Having gone
Come	Coming	Come	Having come

### Exercise - 4

- The documentary was rather interesting.
- Everybody was shocked to hear the news.  
Flying to New Delhi, I met a well-known TV presenter.
- Built in the fifteenth century, this house is one of the oldest in this area.
- The children were sitting on the floor playing with their toys.

---

## 8.5 SECTION 3 : GERUNDS

---

### Definition and Meaning:

- A gerund is a noun formed from a verb. To make a gerund, you add – ING to the verb, just as with a present participle.
- The gerund is like the participle in form and like a noun in use.
- The participle has been called an adjectival verbal; the gerund may be called a noun verbal. While the gerund expresses action, it has several

qualities of a noun – it may be governed as a noun; it may be the subject of a verb, or the object of a verb or a preposition; it is often preceded by the definite article; it is frequently modified by a possessive noun or pronoun.

### Examples:

Look at the sentences below where the gerunds have been highlighted in bold font and also read the explanation.

- **Organizing** an event is a huge responsibility.

Here the noun phrase AN EVENT is the direct object of the verbal ORGANIZING, even though event is a noun rather than a verb.

- **Borrowing** money is a bad habit.

BORROWING is a gerund. It is the subject of the sentence; MONEY is the object of the gerund.

- **Seeing** is believing.

Here there are two gerunds – the first SEEING is the subject of the sentence. The second BE-LIEVING is the subject complement.

- I enjoy **studying** coins.

The gerund here is STUDYING. The object of the gerund is COINS

## Difference between Gerund and Participle

The main difference is that gerund is a noun, while participle is an adjective.

### Test your Understanding:

#### *Exercise*

Complete the sentences with the gerund form of the verbs given in the brackets.

- She is good at \_\_\_\_\_ (dance).
- He is crazy about \_\_\_\_\_ (sing).
- I don't like \_\_\_\_\_ (play) cards.
- They are afraid of \_\_\_\_\_ (swim) in the sea.
- You should give up \_\_\_\_\_ (smoke).

Answers –

#### **Exercise**

- She is good at dancing.
- He is crazy about singing.
- I don't like playing cards.

- They are afraid of swimming in the sea.
- You should give up smoking.

### Origin of the word 'Gerund'

Early 16th century: from late Latin gerundium, from gerundum, variant of gerendum, the gerund of Latin gerere 'do'.

---

## 8.6 SECTION 4 : INFINITIVES

---

### Definition, Meaning and Examples:

An infinitive is the basic form of a verb as in TO TALK.

The infinitive always consists of TO and the base form of the verb. Often but not always these

two parts are together.

To run- to sleep- to cry – to shout – to jump – to play – to dance  
To read – to eat-  
to cheat – to obey – to order – to buy – to sell

### These are NOT infinitives:

Do, does, doing, did, want, wanting, wants, wanted, excel, excels, excelled, excelling, pass, passes, passed, passing

An infinitive will almost always begin with TO and followed by the simple form of the verb: TO + Verb = Infinitive

Please note that because an infinitive is not a verb, we cannot add – s, es, ed or ing in the end. Infinitives can be used as nouns, adjectives and adverbs.

### Look at the sentences below where the infinitives have been highlighted in bold font and also read the explanation

To play is the only thing Pari wants to do once she finishes her exams. Here TO PLAY functions as a noun because it is the subject of the sentence.

I know this play is brilliant but my friend refuses **to watch**.

TO WATCH functions as a noun because it is the direct object for the verb REFUSES

Wherever Sheela goes she always carries a face wash **to wash** her face with.

TO WASH functions as an adjective because it modifies FACE WASH

An infinitive will almost always begin with TO. Exceptions do occur, however. An infinitive will lose its TO when it follows certain verbs. These verbs are: feel, hear, help, let, make, see and watch

**The patterns look like this:**

Special verb+ direct object+ infinitive-to

**Here are some examples:**

As soon as Suraj felt the heat burn his skin, he knew he had to get up and look for shelter

Felt= special verb; heat = direct object; burn = infinitive minus TO

When Amay heard the phone ring, he pressed the green button to on the answering machine.

Heard=special verb; phone=direct object; ring=infinitive minus TO

Teacher spent an extra hour helping us understand the concept of global warming. Helping= special verb; us=direct object; warming = infinitive minus TO

Little Ananya loved kittens so I removed the cover of the cage and let her pat it for a while.

Let=special verb; her=direct object; pat=infinitive minus TO

**These are infinitives**



**Origin of the word 'Infinitive'**

Late Middle English (as an adjective): from Latin infinitivus, from infinitus (see infinite).  
The noun dates from the mid 16th century.

**Test your Understanding:**

**Exercise-1**



**Complete the following sentences with an infinitive or a gerund**

It won't be any good my .....to him about it.

- talking
- to talk

It is no use for us .....to convince him of this.

- to try
- trying

It wouldn't be much good for us to the minister about it.

- complaining
- to complain

It was a challenge for me ..... the car with such a weak battery.

- starting
- to start

It is no fun .....so many children to look after.

- having
- to have
- Either could be used here

### **Exercise - 2**

**Choose the correct form (infinitive + with/without TO):-**

- I can \_\_\_\_\_(speak/to speak) English.
- We have \_\_\_\_\_(do/to do) our homework.
- You must \_\_\_\_\_(stay/to stay) at home.
- I will \_\_\_\_\_(help/to help) you.
- He cannot \_\_\_\_\_(see/to see) us.

### **Exercise - 3**

**Give the correct infinitive form of these verbs (do not use 'to')**

**Answers –**

#### ***Exercise- 1***

- It won't be any good my talking to him about it.
- It is no use for us to try to convince him of this.

Me  
mē

Wakin  
wāk

Watch  
wātĉ

Waite  
wāi

Wrot  
writ

Drive  
driv

Doe  
d

Sittin  
sī

Playe  
plā

Rain  
rāi

- It wouldn't be much good for us to complain to the minister about it.
- It was a challenge for me to start the car with such a weak battery.
- It is no fun for me to have/having so many children to look after.

#### Exercise-2

- I can speak English.
- We have to do our homework.
- You must stay at home.
- I will help you.
- He cannot see us.

#### Exercise – 3

---

### 8.7 SECTION 5 : USING VERBALS

---

#### Definition and Meaning:

There are two common problems that come up when we use verbals.

**The first is that since verbals look like verbs, they sometimes cause us to write fragmented sentences:**

Oh, to find true genius!

Virat, playing the most important game of his life

The second problem is a very fine point. Although they look, the same, gerunds and present participles are different parts of speech and need to be treated differently.

## 8.8 SECTION 6 : CONCLUSION AND COMMON MISTAKES TO AVOID

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

NO	INCORRECT USAGE	CORRECT USAGE
1	They were counting <b>on me helping</b> them.	They were counting <b>on my helping</b> them.
2	They insisted <b>on me resigning</b> the post.	They insisted <b>on my resigning</b> the post.
3	I am <b>thinking to write</b> my autobiography.	I am <b>thinking of writing</b> my autobiography.
4	The clever girl was <b>confident to win</b> the first medal.	The clever girl was <b>confident of winning</b> the first medal.
5	I am <b>hopeful to secure</b> a loan to build my house.	I am <b>hopeful of securing</b> a loan to build my house.
6	To die with honor is better than <b>living</b> with dishonor.	To die with honor is better than <b>to live</b> with dishonor.
7	Alisha likes singing, dancing and <b>to paint</b> .	Alisha likes singing, dancing and <b>painting</b> .
8	There is no hope of the <b>fog's</b> lifting.	There is no hope of the <b>fog</b> lifting.

### Points to remember...

- Gerunds should be used with possessive pronouns (my, your, her), and not object pronouns (me, him etc). Note that this rule is not strictly observed especially in the case of proper nouns.
- Certain verbs and adjectives are followed by **a preposition + gerund**.

Examples are: think, desirous, despair, fond, confident, prevent, abstain, refrain, prohibit etc.

- Your writing will be clearer if you use parallel structures in both clauses.
- The possessive case should not be used with the gerund when the noun denotes a lifeless thing

**Check your progress:**

1. Define verbals and explain their role in a sentence.  
\_\_\_\_\_
2. What is a participle? Explain the difference between a present participle and a past participle.  
\_\_\_\_\_  
\_\_\_\_\_
3. Discuss how gerunds are formed and used in various sentence structures.  
\_\_\_\_\_  
\_\_\_\_\_
4. What is an infinitive and how does it function in a sentence?  
\_\_\_\_\_  
\_\_\_\_\_
5. Discuss the use of verbals in sentence construction.  
\_\_\_\_\_  
\_\_\_\_\_
6. How do these verb forms help create more complex, varied, and engaging sentences?  
\_\_\_\_\_  
\_\_\_\_\_
7. How can incorrect usage of verbals impact clarity and coherence in writing and what strategies can writers use to avoid common mistakes?  
\_\_\_\_\_  
\_\_\_\_\_

**You can find and write the answers to the following questions based on the provided options.**

1. What is a verbal?  
  
A) A verb in its simplest form

- B) A noun formed from a verb
- C) A verb used as a non-verbal element in a sentence
- D) A verb that functions as an adjective

2. Which of the following is an example of a participle?

- A) Running fast      B) To run
- C) Ran quickly      D) He is running

3. Which of the following sentences contains a gerund?

- A) She enjoys running every morning.
- B) He will be running in the race tomorrow.
- C) Running is good for your health.
- D) They ran to the park.

4. What is the function of a gerund in a sentence?

- A) It functions as an adjective
- B) It functions as a noun
- C) It functions as an adverb
- D) It functions as a verb

5. Which of the following is an example of an infinitive?

- A) To read
- B) Reading
- C) Read
- D) Reads

6. What role do infinitives typically play in a sentence?

- A) They function only as verbs
- B) They function as nouns, adjectives, or adverbs

C) They function only as adjectives

D) They function only as nouns

7. Which of the following sentences contains an infinitive used as an adjective?

A) I want to eat pizza.

B) He has a lot of homework to complete.

C) She enjoys to run in the mornings.

D) He plans to go to the movies.

8. Which of the following is a common mistake when using verbals?

A) Using a gerund as a subject of the sentence

B) Confusing participles with gerunds

C) Using infinitives as adjectives only

D) Using infinitives in their base form

1. C) 2. A) 3. C) 4. B) 5. A) 6. B) 7. B) 8. B)

---

## 8.9 KEYWORDS

---

**Verbals** A verbal is a noun or adjective formed from a verb.

**Participles** A participle is an adjective formed from a verb.

**Gerund** A gerund is a noun formed from a verb. To make a gerund, you add –ING to the verb, just as with a present participle.

**To  
Sum it  
Up**

**Infinitives** An infinitive is the basic form of a verb as in TO TALK

• T

This Unit would have explained the meaning of Tenses, Verbs and Verbals to you and how they differ from each other.

- You would have learnt about the three different types of verbals – Participle, Gerund and Infinitive.

- The Unit explains the concept of Participles, which is an adjective formed from a verb.
- Gerund is a noun formed from a verb. How to identify it and use it to form a sentence.
- An Infinitive is a basic form of the verb.
- In every section, a detailed exercise is given to test your understanding and useful tips to form sentences.

---

## 8.10 READING

---

1. **Martin Hewings** – Advanced English Grammar (A self study reference and practice book for advanced South Asian students) - Cambridge University Press
2. **Terry O'Brien** – The Little Red Book of Common Errors – Rupa Publications India Private Limited
3. **A J Thomas and A V Martinet** – A Practical English Grammar – Oxford University Press
4. **Raymond Murphy** – Intermediate English Grammar (Reference and Practice for South Asian Students) – Cambridge University Press
5. **Michael Swan** – Practical English Usage Oxford University Press
6. **Raymond Murphy** – Essential English Grammar (A self study reference and practice book for elementary students of English) – Cambridge University Press
7. **Michael Swan and Catherine Walter** – Oxford English Grammar – Oxford University Press

---

## 8.11 REFERENCES

---

### Video Link

<https://www.youtube.com/watch?v=d7Brq5HfT5w>

4.29 Minutes

What is tenses, verb and verbals - English Grammar Lesson| tenses, verb and verbals in

English| Two Minute English

Prepositions of time allow you to tell your readers when things are taking place. They are vital parts of speech to use in stories, as well as when writing simple communications, reports, and other items.

## **UNIT : 9**

## **TENSES, VERBS & VERBALS-2**

-----  
**STRUCTURE**  
-----

### **9.0 Learning Objectives**

#### **9.1 On Completion of Unit**

#### **9.2 Introduction**

#### **9.3 Section 1 : Forming and Using Verbs The Irregular Verbs**

#### **9.4 Section 2 : Verb Tenses and their functions Present, Past and Future**

#### **9.5 Section 3 : Model Verbs**

#### **9.6 Section 4 : Verb Moods**

#### **9.7 Section 5 : Active and Passive Voice**

#### **9.8 Section 6 : Direct-Indirect Speech**

#### **9.9 Section 7 : Conclusion and Disambiguation and Common**

#### **Mistakes to Avoid**

#### **9.10 Keywords**

#### **9.11 Suggested Reading**

#### **9.12 Suggested References**

---

### **9.0 LEARNING OBJECTIVES**

---

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

---

## 9.1 ON COMPLETION OF UNIT

---

- You should be able to identify the difference between tenses, verbs, verbals and other parts of speech
- You should be able to use them appropriately in your writing

---

## 9.2 INTRODUCTION

---

- Narrating stories spanning different times is an exciting ability that we get in sentence construction with tenses. We are exploring this further in this Unit.
- Sentence construction is an extremely complex process, and communicating events in context of time is equally complicated. So to marry the two, the rules and variations are numerous.
- In this Unit, we build further on our understanding of Tenses and verbs with verbals. A robust understanding of tenses is extremely important for proper construction of sentences

---

## 9.3 SECTION 1 : FORMING AND USING VERBS THE IRREGULAR VERBS

---

English verbs are either **regular** or **irregular**. We call a verb regular when we add **ed** (want-**ed**, looked) or sometimes just **d** (created, loved) to form what are called the **simple past tense** and the **past participle** (see third and fourth paragraphs below). A regular verb's simple past tense and past participle are always identical.

Not so with irregular verbs. They form the simple past tense and the past participle in any number of unpredictable ways. Some irregular verbs, like **let**, **shut**, and **spread**, never change, whether present or past. Others like **feel** and **teach**, become modified versions of themselves (**felt**, **taught**) to form both the past tense and the past participle. Still others, like **break** and **sing**, change to form the past tense (**broke**, **sang**) and change again to form the past participle (**broken**, **sung**). And then there are a few really odd ones, like **go**: its past participle (**gone**) is recognizable enough, but its simple past tense is a strange new word (**went**).

Let's get back to the irregular verb **break**. The simple past tense is **broke**, which we use in sentences like **I broke your dish**. We use the past participle, **broken**, to form **compound verbs** in sentences like **I have broken your dish**. The compound verb **have broken** is so called because we've added a **helping verb** (**have**) to the main verb's past participle (**broken**). Be careful never to add a helping verb to the simple past form of an irregular verb—I **have broke** your dish.

The past participle of an irregular verb can also function as an adjective:

a broken dish. But the simple past form, if it differs from the participle, cannot function as an adjective: a broke dish is wrong English.

There are far fewer irregular verbs than regular ones, but we use them all the time. “The ten commonest verbs in English (be, have, do, say, make, go, take, come, see, and get) are all irregular,” notes Steven Pinker, an American experimental psychologist and linguist, “and about 70% of the time we use a verb, it is an irregular verb.”

Proper use of irregular verbs requires old-fashioned memorization—there are no secret formulas or shortcuts. This is why these words can create havoc for conscientious speakers of English.

### List of Irregular Verbs

This list contains all the irregular verbs of the English language. Each entry includes the base or bare infinitive first, followed by the simple past (V2) form and the past participle (V3) form. Taking some time to make sentences using each irregular verb form will help you to use these verbs correctly when speaking and writing. And simply reading through this list will help you to recognize an irregular verb when you see one.

Base Form	Past Simple (V2)	Past Participle (V3)
arise	arose	arisen
awake	awoke	awoken
be	was/were	been
bear	bore	born(e)
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown

### Test your Understanding:

#### Exercise

Fill in the blanks with the correct answer from the options given below :

1. the bell six times but no one opened the door.
  - rang
  - ringed
  - rung
2. Have you..... your guitar?
  - bringed
  - brought

### Answers

- I rang the bell six times but no one opened the door.
- Have you brought your guitar?
- He strode fifty miles.
- He has grown up.
- He lay unconscious on the pavement.

---

## 9.4 SECTION 2 : VERB TENSES AND THEIR FUNCTIONS PRESENT, PAST AND FUTURE

---

- When we are reading anything, how do we know if the events are happening in the past, present or the possible future? In grammar, we indicate time by modifying the verbs accord-ingly. Let us see how this is done by understanding Tenses.
- In English grammar, verbs are often used in a way that it indicates or denotes the time when an event occurred. These verbs that take up different forms to indicate the time of an action, event or condition by changing its form are called as tenses. Tenses can be broadly classified into three categories:
  1. Past Tense
  2. Present Tense
  3. Future Tense

There are four aspects associated with each of these tenses. An aspect here refers to the nature of action performed by the verb. We will also learn about them in this section on tenses.

- **Perfect or Complete**
- **Perfect Continuous**
- **Progressive or Continuous**
- **Simple or Indefinite**

This way, we get a total of 12 possibilities of tenses in English grammar. Let us understand more about each of these groups of tenses.

## **Past, Present and Future**

### **Past Tense**

This tense is used to refer to something that happened in the past. Sometimes, past tense is also called as 'simple past tense'.

- **Example: We stayed in a hotel.**

**Past Continuous Tense:** This type of past tense is used to describe an event or occurrence that is on-going or continuing in the past.

- Example: We were playing tennis at the club.

**Past Perfect Tense:** This type of tense is used to describe an event in the past that has been completed.

- Example: We had completed our match before she had come.

**Past Perfect Continuous:** This type of past tense verb is used to indicate an event, action or occurrence that started before another event, action or occurrence in the past. We can say that one action or event interrupted another.

- Example: I had been playing the piano since school time.

### **Present Tense**

This tense is used to refer or indicate to something that occurs in the present. The simple present or indefinite present tense is used to describe an action, event, or condition that is occurring in the present while being spoken about or written.

- Example: The dogs' bark.

**Present Continuous Tense:** This tense indicates the continuous nature of an act or event in the present which has not been completed. The activity has begun in the past and will be completed in the future.

- Example: She is preparing vegetable sandwiches for breakfast.

**Present Perfect Tense:** This tense is used to describe an action that had begun in the past, continues into the present and has just been completed. The time of occurrence of the action is generally not mentioned. This tense is also used to describe an action which happened in the past before another action took place.

- Example: I have just completed my dinner.

**Present Perfect Continuous Tense:** This tense is used to describe an action, event or occurrence that has begun in the past and continues into the present. It is also used for an action that began and just finished in the past or in cases where there is no mention of time.

- Example: They have been trying to contact her.

**Future Tense**

This tense is used to refer to or indicate something that hasn't happened at the time of speaking or writing. 'Simple Future Tense' is commonly formed with the use of words 'will' and 'shall'.

Example: We shall be there by noon.

**Future Continuous Tense:** This tense is used to describe actions that are on-going or continuing in the future. It is commonly used in sentences by using the simple future tense of the verb with the present participle i.e '-ing'.

**Example:** His parents will be attending the convocation.

**Future Perfect Tense:** Is used to refer or describe an event that will be completed sometime in the future before another action takes place. It is written by using the past participle of the verb with the simple future tense of the verb.

Example: I will have completed 10 years of work in August this year

**Future Perfect Continuous Tense:** This tense is used to describe an action that is continuing into the future and will be completed at a specified time in the future. This tense is written using the future perfect tense of the verb with the present participle.

Example: I shall have been living in Mumbai for five years by May 2019

**Test your Understanding:**

**Exercise**

**Fill in the blanks with the correct answer from the options given below:-**

I \_ the film I saw yesterday.

- liked
- will like
- like

He \_ his family next weekend.

- sees
- will see
- saw

They \_ the marathon last week.

- run
- ran
- will run

When I opened my eyes, I..... a  
Strange sight.

- saw
- was seeing
- have seen

Every morning she.....up early and gets ready for work.

- is waking
- wakes
- has woken

## Answers

### Exercise

- I liked the film I saw yesterday.
- He will see his family next weekend.
- They ran the marathon last week.
- When I opened my eyes, I saw a strange sight.
- Every morning she wakes up early and gets ready for work

---

## 9.5 SECTION 3 : MODEL VERBS

---

### Definition, Meaning and Examples:

*Modals are different from normal verbs:*

- 1: They don't use an 's' for the third person singular.
- 2: They make questions by inversion ('she can go' becomes 'can she go?').
- 3: They are followed directly by the infinitive of another verb (without 'to').

### Probability

First, they can be used when we want to say how sure we are that something happened / is hap-pening / will happen. We often call these 'modals of deduction' or 'speculation' or 'certainty' or 'probability'.

### For example:

- It's raining, so it **must be** very wet outside.
- I don't know where Jignesh is. He **could have missed** the train.
- This bill **can't be** right. INR 1500 for two cups of coffee!

### Ability

- We use 'can' and 'could' to talk about a skill or ability

### For example:

- She **can speak** six languages.
  - My grandfather **could play** cricket very well.
- I can't drive**

### Obligation and Advice

We can use verbs such as 'must' or 'should' to say when something is necessary or unnecessary, or to give advice.

**For example:**

- Children **must do** their homework.
- We **have to wear** a uniform at work.
- You **should stop** smoking.

**Permission**

We can use verbs such as ‘can’, ‘could’ and ‘may’ to ask for and give permission. We also use modal verbs to say something is not allowed.

**For example:**

- **Could I leave** early today, please?
- You **may not use** the car tonight.
- **Can we swim** in the lake

**Habits**

We can use ‘will’ and ‘would’ to talk about habits or things we usually do, or did in the past.

**For example:**

- When I lived in Mumbai, we **would** often **eat** in the restaurant next to my flat.
- Jigna **will** always **be** late!

**Past Modals**

The past modals ‘could have + past participle’, ‘should have + past participle’ and ‘would have + past participle’ can be confusing.

**Test your Understanding:**

**Exercise**

**Fill in the blank with the appropriate modal verb from the ones given in the bracket:-**

- There are plenty of tomatoes in the fridge. You\_\_(shouldn’t/needn’t) buy any.
- It’s a hospital. You\_\_\_\_\_(can’t/mustn’t) smoke.
- He had been working for more than eleven hours. He\_(must/may) be tired after such hard work. He\_(can/may) prefer to get some rest

**Answers –**

- There are plenty of tomatoes in the fridge. You needn’t buy any.
- It’s a hospital. You mustn’t smoke.
- He had been working for more than eleven hours. He must be tired after such hard work. He may prefer to get some rest

---

## 9.6 SECTION 4 : VERB MOODS

---

### **Definition, Meaning and Examples:**

- There are four Moods of English Verbs - Indicative, Imperative, Subjunctive and Infinitive.

All manners and moods are expressed through these four verbs.

- While Verb Tenses (Present, Past and Future) are used to talk about time, the four Mood Verbs show states, attitudes and reality.

### **Indicative Mood**

We use the indicative mood to express:

- Assertion – London is the world’s busiest city.
- Denial – Meena cannot speak English.
- Question - Do you work in a bank?

### **Imperative Mood**

We use the imperative mood to express requests, commands and advice:

- Request - Please don’t talk in the library.
- Advice - Look out!
- Command - Shut that door.

### **Subjunctive Mood**

We use the subjunctive mood to express unreal situations, possibility and wish.

- Unreal - If I were rich, I would buy a villa.
- Possibility - We might find her ring if we were to look hard enough.
- Wish - I wish it would stop raining.

### **Infinitive Mood**

Verbs in the infinitive mood are used as parts of speech more than verbs.

It expresses being or action.

- I may go to the garden later.
- They came to speak to me.  
It’s important to eat well.

### Test your Understanding:

#### Exercise –

**Point out the verbs in the following sentences and define their moods:-**

- The river flows under the bridge.
- I will do the work tonight.
- He told me that he had finished the work.

#### Answers

#### Exercise

- Verb: flows, Mood: Indicative
- Verb: will do, Mood: Indicative
- Verb: told, Mood: Indicative; Verb: had finished, Mood: Indicative

---

## 9.7 SECTION 5 : ACTIVE AND PASSIVE VOICE

---

### Definition, Meaning and Examples:

You know that every subject has a Subject, a Verb, and an Object. A Subject is an agent who performs the Verb on the Object.

**Let's understand this with the help of an example:**

I swim in the ocean. – I is the Subject, swim is the Verb, and ocean is the Object.

My mom plays the piano. – My mom is the Subject, plays is the Verb, and piano is the Object.

- **Active Voice:** When a Subject is directly acting on the Object, the sentence is written in Active Voice.
- **Passive Voice:** When the Object is acted upon by the Subject, the sentence is written in Passive Voice.

In both the above sentences, the meaning remains the same and only the structure is what that changes. Usually, the structure or sequence of the Subject, Verb, and Object expressed in the Active Voice sentence gets reversed in the Passive Voice of the same sentence.

To understand the difference, just focus on how the Subject and Object change the structure of the sentences in the table below.

Active Voice	Passive Voice
I ate the strawberry ice cream	The strawberry ice cream was eaten by me
I bought a hatchback car	A hatchback car was bought by me
The sun rises from the east	East is where the sun rises from
Reema can do skydiving	Skydiving can be done by Reema

---

## 9.8 SECTION 6 : DIRECT-INDIRECT SPEECH

---

### Definition, Meaning and Examples:

Direct and indirect speech can be a source of confusion for English learners. Let's first define the terms, then look at how to talk about what someone said, and how to convert speech from direct to indirect or vice-versa.

You can answer the question what did he say? in two ways:

- by repeating the words spoken (direct speech)
- by reporting the words spoken (indirect or reported speech).

### Direct Speech

Direct speech repeats, or quotes, the exact words spoken. When we use direct speech in writing, we place the words spoken between quotation marks (“”) and there is no change in these words. We may be reporting something that is being said NOW (for example a telephone conversation), or telling someone later about a previous conversation.

#### **For example -**

- She says, “What time will you be home?”
- She said, “What time will you be home?” and I said, “I don't know!”

### Indirect Speech

Reported or indirect speech is usually used to talk about the past, so we normally change the tense of the words spoken. We use reporting verbs like ‘say’, ‘tell’, ‘ask’, and we may use the word ‘that’ to introduce the reported words. Inverted commas are not used.

She said, “I saw him.” (direct speech) = She said that she had seen him.  
(Indirect Speech)

‘That’ may be omitted:

She told him that she was happy. = She told him she was happy.

## **‘SAY’ AND ‘TELL’**

Use ‘say’ when there is no indirect object:  
He said that he was tired.

Always use ‘tell’ when you say who was being spoken to (i.e. with an indirect object): He told me that he was tired.

## **‘TALK’ AND ‘SPEAK’**

Use these verbs to describe the action of communicating:  
He talked to us.  
She was speaking on the telephone.  
Use these verbs with ‘about’ to refer to what was said:  
He talked (to us) about his parents.

### **Basic Rules:**

Before proceeding ahead, it is mandatory to memorize these rules:

#### **Changes in Person of Pronouns:**

- First Person Pronouns in Reported Speech are always changed according to the SUBJECT of the Reporting Speech.
- Second Person Pronouns in Reported Speech are always changed according to the OBJECT of the Reporting Speech.
- Third Person Pronouns in Reported Speech are not changed.

#### **Changes in Verbs:**

In case, the Reporting Speech is in PRESENT TENSE or FUTURE TENSE, then no change is required to be made in the VERB of the Reported Speech. This verb could be in any tense i.e., Present, Past or Future.

#### **For example:**

- Direct Speech: He says, “I am ill.”
- Indirect Speech: He says that he is ill.
- Direct Speech: She says, “She sang a song.”

**If Reporting Verb is in Past Tense, then Reported Verb will be changed as per following criterion:**

**Present Indefinite Tense is changed into**

**Past Indefinite Tense. For example:**

- **Direct Speech:** They said, “They take milk every day.”

- **Indirect Speech:** They said that they took milk every day.

**Present Continuous is changed into Past Continuous Tense.**

**For example:**

- **Direct Speech:** They said, “They are taking milk every day.”
- **Indirect Speech:** They said that they were taking milk every day.

**Present Perfect is changed into**

**Past Perfect Tense.**

**For example:**

- **Direct Speech:** They said, “They have taken milk.”
- **Indirect Speech:** They said that they had taken milk.

**Present Perfect Continuous Tense is changed into Past**

**Perfect Continuous Tense.**

- **Direct Speech:** They said, “They have been taking milk since morning.”

**Indirect Speech:** They said that they had been taking milk since morning

**Past Indefinite is changed**

**into Past Perfect Tense.**

**For example:**

- **Direct Speech:** They said, “They took milk.”
- **Indirect Speech:** They said that they had taken milk.

**Past Continuous Tense is changed into Past**

**Perfect Continuous Tense.**

- **Direct Speech:** They said, “They were taking milk.”
- **Indirect Speech:** They said that they had been taking milk.

**No changes are required to be made into Past Perfect and Past**

**Perfect Continuous Tenses.**

- **Direct Speech:** They said, “They had taken milk.”
- **Indirect Speech:** They said that they had taken milk.

**In Future Tense, while no changes are made except SHALL and WILL are changed into WOULD.**

**For example:**

- **Direct Speech:** They said, “They will take milk.”
- **Indirect Speech:** They said that they would take milk.

**Test your Understanding:**

**Exercise –**

**Please change the following Direct Speech Sentences into Indirect Speech:-**

1. Kabir said, 'I am trying to find a new job.'
2. He said, 'I wrote a letter.'
3. The girl said, 'I want something to eat.'

**Answers**

**Exercise**

1. Kabir said that he was trying to find a new job.
2. He said that he had written a letter.
3. The girl said that she wanted something to eat

**9.9 SECTION 7 : CONCLUSION AND DISAMBIGUATION AND COMMON MISTAKES TO AVOID**

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

NO	INCORRECT USAGE	CORRECT USAGE
1	My father told me that honesty was thebest policy.	My father told me that honesty is the bestpolicy.
2	The cashier-cum-accountant are on leave today.	The cashier-cum-accountant is on leave today.
3	The cashier and the accountant is on leave today.	The cashier and the accountant are on leave today.
4	I am so weak that I may not walk.	I am so weak that I cannot walk.
5	Tell me why are you beating the child.	Tell me why you are beating the child.
6	I don't know why is she late.	I don't know why she is late.
7	The ship was drowned.	The ship sank.
8	Seldom I visit my parents.	Seldom do I visit my parents.
9	This food is hard to be digested.	This food is hard to digest.
10	I never have, and I never will do it.	I have never done and I will never do it.

**Check your progress:**

1. Define irregular verbs and explain how they differ from regular verbs.

2. Explain how each tense is used to indicate when an action occurs.

3. What are Modal verbs?

4. Define Active voice and Passive voice.

5. What is the difference between direct speech and indirect speech?

6. Explain how to use each form of reported speech in sentences and provide examples.

7. Discuss common mistakes that learners make when using verbs in English.

8. Discuss how verb forms can sometimes lead to ambiguity or confusion in a sentence.

9. Discuss the importance of using verbs correctly in complex sentences that contain multiple clauses.

**You can find and write the answers to the following questions based on the provided options.**

1. Which of the following is an example of an irregular verb?

- A) Walk
- B) Played
- C) Eat
- D) Work

2. Which sentence uses the present tense correctly?

- A) She eat lunch every day.
- B) She eats lunch every day.
- C) She will eats lunch every day.

D) She eaten lunch every day.

3. Which of the following is an example of a modal verb?

- A) Can
- B) Walk
- C) Writes
- D) Was

4. Which of the following sentences uses the past tense correctly?

- A) I had go to the store.
- B) I gone to the store.
- C) I went to the store.
- D) I goes to the store.

5. Which sentence is in the future tense?

- A) She reads a book.
- B) She read a book yesterday.
- C) She will read a book tomorrow.
- D) She has read a book.

6. Which of the following is an example of the passive voice?

- A) The cat chased the mouse.
- B) The mouse was chased by the cat.
- C) The cat is chasing the mouse.
- D) The cat chases the mouse.

7. In the sentence "She was given a gift" which verb form is used?

- A) Active voice
- B) Passive voice
- C) Present perfect tense
- D) Future tense

8. Which of the following sentences is in indirect speech?

- A) He said, "I will help you."
- B) He says, "I am going to the market."
- C) He said that he would help me.
- D) He says that, "I am tired."

9. Which verb mood is used in the sentence: "If I were you, I would study harder"?

- A) Indicative
- B) Imperative
- C) Subjunctive

D) Interrogative

10. What is a common mistake when using verb tenses?

A) Mixing past and future tenses in one sentence

B) Using modal verbs incorrectly

C) Not forming the present tense correctly

D) All of the above

1. C) 2. B) 3. A) 4. C) 5. C) 6. B) 7. B) 8. C) 9. C) 10. D)

---

## 9.10 KEYWORDS

---

### **Forming and Using Verbs**

The Irregular Verbs: English verbs are either regular or irregular. We call a verb regular when we add ed (wanted, looked) or sometimes just d (created, loved) to form what are called the simple past tense and the past participle (see third and fourth paragraphs below). A regular verb's simple past tense and past participle are always identical.

### **Verb Tenses and their Function**

Present, Past and Future: When we are reading anything, how do we know if the events are happening in the past, present or the possible future? In grammar, we indicate time by modifying the verbs accordingly.

### **Verb Moods**

There are four Moods of English Verbs - Indicative, Imperative, Subjunctive and Infinitive. All manners and moods are expressed through these four verbs.

### **Active and Passive Voice**

You know that every subject has a Subject, a Verb, and an Object. A Subject is an agent who performs the Verb on the Object.

### **Direct-Indirect Speech**

Direct and indirect speech can be a source of confusion for English learners. Let's first define the terms, then look at how to talk about what someone said, and how to convert speech from direct to indirect or vice-vers

### **To Sum it Up**

- This Unit would have further enhanced your understanding of Verbs, Verbals and Tenses.
- This Unit explains in detail the formation of sentences using different types of verbs.

- It further explains the usage of verbs in different tenses present tense, past tense and future tense.
- Introduction and explanation of Modal Verbs.
- This Unit also introduces you to four moods of English verbs Indicative, Imperative, Subjunctive and Infinitive. Their usage in sentences is also explained with examples.
- The Unit also introduces you to a critical part of sentence formation – Active and Passive Voice.
- The Unit further introduces Direct and Indirect Speech.

---

## 9.11 SUGGESTED READING

---

- **Martin Hewings** – Advanced English Grammar (A self study reference and practice book for advanced South Asian students) - Cambridge University Press
- **Terry O'Brien** – The Little Red Book of Common Errors – Rupa Publications India Private Limited
- **A J Thomas and A V Martinet** – A Practical English Grammar – Oxford University Press
- **Raymond Murphy** – Intermediate English Grammar (Reference and Practice for South Asian Students) Cambridge University Press
- **Michael Swan** – Practical English Usage Oxford University Press
- **Raymond Murphy** – Essential English Grammar (A self study reference and practice book for elementary students of English) – Cambridge University Press
- **Michael Swan and Catherine Walter** – Oxford English Grammar – Oxford University Press

---

## 9.12 REFERENCES

---

### Video Link

<https://www.youtube.com/watch?v=d7Brq5HfT5w>

4.29 Minutes

What is tenses, verb and verbals - English Grammar Lesson| tenses, verb and verbals in English| Two Minute English

-----  
**STRUCTURE**  
-----

**10.0 Learning Objectives****10.1 On Completion of Unit****10.2 Introduction****10.3 Definition and meaning****10.4 Section 1 : Types of Verbs****10.5 Section 2 : Comparison of Adverbs****10.6 Section 3 : Position of the Adverbs****10.7 Section 4 : Function of Adverbs****10.8 Section 5 : Adverbs Most Often Confused****10.9 Section 6 : Conclusion, Disambiguation and Common Mistakes to Avoid****10.10 Keywords****10.11 Suggested Reading****10.12 References**

---

**10.0 LEARNING OBJECTIVES**

---

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

---

**10.1 ON COMPLETION OF UNIT**

---

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

---

## 10.2 INTRODUCTION

---

- To understand what Adverbs can do in a sentence we should first recall what adjectives can do. Adjectives describe the noun or the pronoun. But what they do for nouns, adjectives don't do for anyone else. They are pretty loyal that way.
- For every other parts of speech, there are adverbs. Mainly, what needs to be described, or added value to - are verbs. And hence the word Ad-verb.
- Adverbs add value to multiple different parts of speech and help to make your writing very very interesting. To be able add quality to verbs, describe them, modify them is the exciting part of communication. These are the functions of sentence construction that empower the writer to express himself / herself.

---

## 10.3 DEFINITION AND MEANING

---

An adverb can modify a verb, an adjective, another adverb, a phrase or a clause. An adverb indicates manner, time, place, cause or degree and answers questions such as how, when, where, how much.

While some adverbs can be identified by their characteristic LY suffix; most of them must be identified by untangling the grammatical relationships within the sentence or clause as a whole. Unlike an adjective an adverb can be found in various places within the sentence.

**In the following examples each of the highlighted words is an adverb:**

The woman **quickly** left the place.

(In this sentence the adverb quickly modifies the verb left and indicates in what manner (or how fast) the woman left the scene)

The girl waited **patiently** for her turn to appear before the panel.

(Similarly in this sentence the adverb patiently modifies the verb waited and describes the manner in which the girl waited)

The **courageously** made moves by the centre forward resulted into two quick goals. (In this sentence the adverb courageously modifies the adjective made)

We urged the manager to send the draft most **urgently**.

(Here the adverb most modifies the adverb urgently.)

- **Unfortunately** the teacher did not come today.  
(In this example, the adverb unfortunately modifies the entire sentence)

**Adverbs are broadly classified into four categories-**

**Simple Adverb**

**A simple adverb is a word that modifies the verb, adjective or another adverb.**

**Example:**

- She dances well.
- Pratik paints very neatly.
- That is a very expensive vase.

**Relative Adverb**

Adjectival clauses are sometimes introduced by what are called the relative adverbs – where, when and why.

Although the entire clause is adjectival and will modify a noun, the relative word itself fulfils an adverbial function (modifying a verb within its own clause).

The relative adverb where will begin a clause that modifies a noun of place:

My entire family now worships in the **temple** where my great grandfather used to be a priest. (The relative pronoun where modifies the verb used to be (which makes it adverbial) but the entire clause (where my great grandfather used to be a priest) modifies the word temple).

**A when clause will modify nouns of time:**

My favourite month is always **November** when we celebrate Diwali. And a why clause will modify the reason:

Do you know the **reason** why Ananya isn't in class today?

**Conjunctive Adverb**

**A conjunctive adverb is used to join two clauses together. Some of the most common conjunctive adverbs are**

Also	Consequently	Finally	Furthermore
Hence	However	Incidentally	Indeed
Instead	Likewise	Meanwhile	Nevertheless
Next	Nonetheless	Otherwise	Still
Then	Therefore	Thus	

A conjunctive adverb is not strong enough to join two independent clauses without the aid of a semicolon.

**The highlighted words in the following sentences are conjunctive adverbs:**

- The government has changed the right to information act; **consequently** people will have access to more information.
- He was not hungry; **therefore** he decided to skip lunch.
- The school extended the winter holidays; **furthermore** the school may extend if the cold wave continues.
- We waited patiently for an hour; **finally** the gates to the stadium were opened.
- She did not attend the function; **instead** her sister attended on her behalf.
- I am not well; **otherwise** I would have definitely come for the party.

### **Interrogative Adverb**

A special subclass of adverbs includes a set of words beginning with WH – generally used to ask a question. The most common are when, where and why; though the set also includes whence, whereby, wherein and whereupon. To this set we add the word how and we refer to the whole set as interrogative adverbs:

- **When** are you going to Mumbai?
- **Where** did you leave the car?
- **Why** did she resign?
- **How** did you become interested in theatre?

**They can also introduce various types of clause:**

- This is the town **where** Shakespeare was born
- I've no idea **how** it works.

---

## **10.4 SECTION 1 : TYPES OF VERBS**

---

**Definition, Meaning and Examples:**

**There are basically eight types of adverbs. Let us have a look at each of them in detail –**

### **Adverb of Manner**

The adverb of manner answers the question how. Where there are two or more verbs in a sentence, adverb placement affects the meaning. Some commonly used adverbs of manner include:



Consider the following example:

- She decided to write her paper (no adverbs)
- She quickly decided to write her paper (her decision was quick)
- She decided to write her paper quickly (her writing was quick)

**Adverb of Place**

The adverb of place answers the question where. Most adverbs of place are also used as prepositions. Some commonly used examples include the following.

Abroad	Anywhere	Downstairs	Here	Home	In	Nowhere
Out	Outside	Somewhere	There	Underground	Upstairs	

I wanted to go upstairs.  
 She has lived in the city since June (in the city-prepositional phrase)

**Adverb of Frequency**

Adverbs of frequency answer the question how often. The following adverbs are commonly used in this way

Always	Every	Never	Often
Rarely	Seldom	Sometimes	Usually

Maria gets a ride from her brother every day.  
 The fish usually swim near the shore.

**Adverb of Time**

An adverb of time answers the question when. These examples are commonly used :

After	Already	During	Finally	Just	Last
Later	Next	Now	Recently	Soon	When
Tomorrow	When	While	Yesterday		

He came home before dark.

Jayesh finished his dinner first.

### **Adverb of Degree or Quantity**

**This adverb answers the questions - how much, to what degree or to what extent. The following are few examples:**

- Fully
- Almost
- Enough
- Altogether
- The weather is **very** stormy
- She was **fully** prepared
- I am feeling **rather** tired

### **Adverb of Affirmation**

**These adverbs of affirmation denote positive confirmation. Examples are:**

- Surely
- Certainly
- Positively
- Definitely
- I shall **certainly** come.
- She will rank first **positively**.
- **Surely** you have misjudged him.

### **Adverb of Negation**

**The adverb of negation signifies a no. There is only one example – Not**

- I do **not** know if he will come.
- Her mother is **not** sure if Radha will join the dancing class.

## Adverb of Reason

This adverb answers the question why and the reason for an action. Examples are:

- Therefore
- Hence
- As he was taken ill **hence** his seat was allocated to someone else.
- Since she is not here **therefore** I shall have to take the parcel.

## Formation of Adverbs

Most adverbs are formed by adding LY to an adjective.

Check the following list :

Adjective	Adverb
Maya is a careful girl.	Maya drives carefully.
Maya is very careful.	

### Formation: Adjective + LY

Adjective	Adverb
Dangerous	Dangerously
Careful	Carefully

### Irregular formations of adverbs from adjectives

Adjective	Adverb
Good	Well
Fast	Fast

Please note that not all words ending in LY are adverbs.

Some adverbs qualify a whole sentence and not just a part of it. Consider the following:

**Honestly**, it doesn't matter!

Here the sentence adverb honestly modifies the whole sentence and it expresses the speaker's opinion about what is being said (When I say it doesn't matter; I am speaking honestly) Here are some examples:

- **Clearly**, he has no excuse for such behaviour.

- **Frankly**, I don't care about your problems.
- **Unfortunately**, no refunds can be given.

**Some sentence adverbs link a sentence with a preceding one:**

India played well in the first half. **However** in the second half their weaknesses were revealed. Other sentence adverbs of this type are accordingly, consequently, hence, moreover, similarly and therefore.

**Test your Understanding:**

**Exercise - 1**

The following sentences are incorrect because each contains a double negative. Each sentence can be corrected by omitting or altering one of the negative expressions. Write two corrected versions for each sentence:-

**Examples –**

- I have not got no sugar.
- I have got **no** sugar.
- We have never seen nothing like it before.
- We have seen **nothing** like it before.
- He does not need no advice
- I did not get none of the answers right.

**Exercise - 2**

**For each of the following sentences, add the negative expression shown in brackets at the beginning of the sentence, and make any other changes that are necessary:-**

**Examples –**

- I had reached home when I received the news (hardly)
- **Hardly had I reached** home when I received the news.
- We had the opportunity to watch television (seldom)
- **Seldom did we have the opportunity** to watch television.
- We had entered the room when the bell rang. (scarcely)
- I have seen a more beautiful painting than that one. (never)
- We realized that what a dangerous fellow he was. (little)

**Exercise-3**

**Find the adjective in the first sentence and fill the gap with the adverb:-**

**Example –**

**Jayna is happy. She smiles happily.**

- The boy is loud. He shouts\_\_\_\_\_.
- Her English is fluent. She speaks English\_\_\_\_\_.
- Our mother was angry. She spoke to us\_\_\_\_\_.

**Exercise – 4**

**Rewrite the sentences and put the adverbs correctly:-**

**Example-**

We were in London. (last week)We were in London last week.

- He walks his dog. (rarely)

**Answers**

**Exercise – 1**

- He needs no advice.
- He does not need any advice.
  
- I got none of the answers right.
- I did not get any of the answers right.

**Exercise 2 –**

- Scarcely had we entered the room when the bell rang.
- Never had I seen a more beautiful painting than that one.
- Little did we realize that what a dangerous fellow he was

**Exercise – 3**

- The boy is loud. He shouts loudly.
- Her English is fluent. She speaks English fluently.
- Our mother was angry. She spoke to us angrily.

**Exercise -4**

- He rarely walks his dog.
- She waited patiently.
- My father always goes walking.

### **Origin of the Word Adverb**

Late Middle English: from Latin adverbium, from ad- ‘to’ (expressing addition) + verbum ‘word, verb’.

---

## 10.5 SECTION 2 : COMPARISON OF ADVERBS

---

### Definition, Meaning and Examples:

There are three degrees of comparison in adverbs – the **Positive**, the **Comparative**, and the **Superlative**. The adverbs form their comparatives and superlatives using **-er** and **-est**, and **more** and **most**. Adverbs that end in **-ly** use the words **more** and **most** to form their comparatives and superlatives.

The one-syllable adverbs use **-er** in the comparative form, and **-est** in the superlative form.

Positive	Comparative	Superlative
early	earlier	earliest
fast	faster	fastest
hard	harder	hardest

Adverbs which end in **-ly** or have three or more syllables each form the comparative with **more** and the superlative with **most** :

Positive	Comparative	Superlative
angrily	more angrily	most angrily
brightly	more brightly	most brightly
dimly	more dimly	most dimly

**The comparative form is used to compare two things:**

**Examples –**

- We must not reach there **later** than 7 o'clock.
- You speak **more loudly** than a loudspeaker.
- Sirius shines **more brightly** than all the other stars.
- **The superlative form is used to compare three or more things:**

**Examples –**

- He arrived **the earliest**, so he had to wait for the others.
- Why do you have to speak the **most loudly** of all at the meeting?
- Of all the girls, your sister sang the **most sweetly**

**It is not correct to use **-er** and **more** together, or **-est** and **most****

together.

Examples –

- **Incorrect:** The tree is **more taller** than the giraffe.  
**Correct:** The tree is **taller** than the giraffe.
- **Incorrect:** This cow is **the most oldest** in the farm.  
**Correct:** This cow is **the oldest** in the farm.

Some adverbs form the comparative and the superlative irregularly

Positive	Comparative	Superlative
Badly	worse (than)	worst (the)
Far	farther	farthest
Far	further	furthest

Examples –

- Of the two teddy bears, which do you like **better**?
- This has to be the **farthest** I have ever walked in my life.

**Test your Understanding:**

**Exercise -**

**Fill in the correct adverb form (comparative or superlative) of the adjectives in brackets:-**

- I speak English \_\_\_\_\_ (fluent) now than last year.
- She greeted me \_\_\_\_\_ (polite) of all.
- She smiled \_\_\_\_\_ (happy) than before.
- This girl dances \_\_\_\_\_ (graceful) of all.
- Could you write \_\_\_\_\_ (clear)?

**Answers**

**Exercise -**

- I speak English more fluently now than last year.
- She greeted me most politely of all.
- She smiled more happily than before.
- This girl dances most gracefully of all.
- Could you write more clearly

---

## 10.6 SECTION 3 : POSITION OF THE ADVERBS

---

**Definition, Meaning and Examples:**

Adverbs should come as near as possible to the verbs they qualify. This is because the meaning

of a sentence can change with the change in the position of the adverb.

**Compare these examples –**

- **Only** he lent me fifty rupees. (= He and nobody else lent me fifty rupees.)
  - He **only** lent me fifty rupees. (= He only lent me the money, he didn't do anything else.)
  - He lent me **only** fifty rupees. (= He didn't lend me more than fifty rupees.)
  - He lent **only** me fifty rupees. (i.e. to nobody else)
- You will have noticed that the meaning of the sentence changes considerably with the change in the position of the adverb **only**.

Most adverbs, however, can be placed in different positions with no significant change in meaning. There are, nevertheless, some rules regarding the position of adverbs.

**Rule 1**

When the verb is **intransitive** (verbs that do not have objects), place the adverb immediately after it.

- He walked **slowly**.
- She smiled **beautifully**.

**Rule 2**

When the verb is **transitive** with an object following, place the adverb immediately after the object.

- She endured the pain **bravely**.
- He offered his help **willingly**.
- She sang the song **beautifully**.

**Rule 3**

Adverbs of Time and Frequency normally come before the verb. Examples are: **always, before, often, never, seldom etc.**

- They **seldom** visit us.
- She **never** admitted her fault.

**Rule 4**

Note that when the verb consists of an auxiliary, the adverb goes after it

- They **have never** invited us to their parties.
- I **have always** wanted to be a writer.

### **Rule 5**

An adverb which modifies an adjective or another adverb comes before it.

- She is **very** beautiful. (Here the adverb very modifies the adjective beautiful.)
- They are **highly** competitive. (Here the adverb highly modifies the adjective competitive.)
- The girl sang **so** sweetly. (Here the adverb so modifies the adverb sweetly.)

Note that the adverb **enough** comes after the adjective it modifies.

- He was **foolish enough** to trust her.
- She is **old enough** to do things on her own.
- Our army is **strong enough** to defend our country.

### **Rule 6**

The words **only, merely, even, not and never** are usually placed before the words they modify.

- I **merely** wanted to know his name.
- She was **not** clever enough to see through his scheme.
- He **never** keeps his word

### **In a nutshell**

- We never put an adverb between the verb and the object
- The three main positions of adverbs in English sentences are -
- Adverb at the beginning of a sentence  
Adverb in the middle of a sentence  
Adverb at the end of a sentence
- If there are more adverbs at the end of a sentence, the word order is normally -Manner – Place – Time

**Test your Understanding:**

#### **Exercise - 1**

**Rewrite each of the following sentences, placing the adverb of frequency given in the brackets in the middle position of the main clause:-**

**Example –**

She is late for work. (always)

She is always late for work

- We visit him on Sundays. (sometimes)
- I have seen her before. (never)

**Exercise – 2**

**For each of the following sentences, place the adverbs given in the brackets in their most usual positions in the sentence. Place connecting verbs in the beginning position, place adverbs of frequency in the middle position, and place adverbs of manner and adverbs of time in the end position. Adverbs of manner should precede adverbs of time**

**Example -**

They left. (early, usually) They usually left early.

- We proceeded. (cautiously, therefore)
- We will review our options. (tomorrow, carefully).
- We handle the machine. (carefully, usually)

**Exercise - 3**

**The following sentences do not contain verbs of motion. Complete each sentence by plac-ing the adverbs and adverb phrases given in brackets in the end position, in the following order: Adverb of Manner; Adverb of Location; Adverb of Time; Adverb of Purpose:-**

**Example-**

The tickets sold. (at the box office, quickly, this afternoon) The tickets sold quickly at the box office this afternoon.

- I bought the camera. (to photograph the parade, at the store, yesterday)
- We ate. (at the restaurant, well, yesterday evening)
- They will be. (next month, on business, in France)

**Exercise - 4**

**For each of the following sentences, paying attention to whether or not the sentence con- tains a verb of motion, place the adverbs and adverb phrases given in brackets in the correct order in the end position of the sentence.**

**Example-**

He lived. (for six years, happily, in Jammu)He lived happily in Jammu for six years.

- They returned. (from Pakistan, last week, unexpectedly)
- They stood. (at the bus stop, for twenty minutes, patiently)
- We arrived. (here, last night, by bus)

**Answers –**

**Exercise-1**

- We sometimes visit him on Sundays.
- I have never seen her before.

**Exercise – 2**

- Therefore we proceeded cautiously.
- We will review our options carefully tomorrow.
- We usually handle the machine carefully.

**Exercise – 3**

- I bought the camera at the store yesterday to photograph the Republic Day Parade.
- We ate well at the restaurant yesterday evening.
- They will be in France next month on business.

**Exercise -4**

- They returned from Pakistan unexpectedly last week.
- They stood patiently at the bus stop for twenty minutes.
- We arrived here by bus last night

---

## 10.7 SECTION 4 : FUNCTION OF ADVERBS

---

**Definition, Meaning and Examples:**

Adverbs can perform a wide range of functions: they can modify verbs, adjectives, and even other adverbs. They can come either before or after the word they modify. In the following ex-amples, adverbs are in bold, (the **quite** handsome man):

- The desk is made of an **especially** corrosion-resistant industrial steel.
- The power company uses huge generators which are **generally** turned by steam turbines.
- Jay won the race, because he ran **quickly**.
- This fence was installed **sloppily**. It needs to be redone.

An adverb may provide information about the manner, place, time,

frequency, certainty, or other circumstances of the activity indicated by the verb. Some examples, where again the adverb is in bold:

- Sita sang **loudly** (loudly modifies the verb sang, indicating the manner of singing)
- We left it **here** (here modifies the verb phrase left it, indicating place)
- I worked **yesterday** (yesterday modifies the verb worked, indicating time)
- He **undoubtedly** did it (undoubtedly modifies the verb phrase did it, indicating certainty)
- You **often** make mistakes (often modifies the verb phrase make mistakes, indicating frequency)

They can also modify noun phrases, prepositional phrases, or whole clauses or sentences, as in the following examples. Once again the adverbs are in bold:

- I bought **only** the fruit (only modifies the noun phrase the fruit)
- Raj drove us **almost** to the station (almost modifies the prepositional phrase to the station)
- **Certainly** we need to act (certainly modifies the sentence as a whole)

### **Intensifiers and Adverbs of Degree**

Adverbs can also be used as modifiers of adjectives, and of other adverbs, often to indicate degree. Here are a few examples:

- You are **quite** right (the adverb quite modifies the adjective right)
- Meera is **exceptionally** pretty (the adverb exceptionally modifies the adjective pretty)
- She sang **very** loudly (the adverb very modifies another adverb—loudly)

Wow! You ran **really** quickly! (the adverb really modifies another adverb—quickly) Other intensifiers include mildly, pretty, slightly, etc. Adverbs may also undergo comparison, taking comparative and superlative forms. This is usually done by adding more and most before the adverb (more slowly, most slowly).

However, there are a few adverbs that take non-standard forms, such as well, for which better and best are used (i.e., “He did **well**, she did **better**, and I did **best**”).

### **Relative Adverbs**

Relative adverbs are a subclass of adverbs that deal with space, time, and

reason.

As we just learned, we can use these adverbs to connect ideas about where, when, and why things happen.

### **Test your Understanding:**

#### **Exercise -**

**Read the following questions and turn them into statements using relative adverbs:-**

- Where did Nina last see her keys?
- When are the repairmen going to get here?
- Why did the desk just collapse?

**Answers –**

**Exercise –**

- I don't know where Nina last saw her keys.
- I don't know when the repairmen are going to get here.
- I don't know why the desk just collapsed.

---

## **10.8 SECTION 5 : ADVERBS MOST OFTEN CONFUSED**

---

### **Definition, Meaning and Examples:**

In some cases, the meaning of the adverb is not linked to any meaning of the adjective. In others, the adjective has more than one meaning and the adverb is linked to one of the less common meanings – a cause for confusion if you're not familiar with the adjective's various definitions.

#### **Bare/Barely**

- The adjective **bare** usually means **unclothed, exposed** or **unembellished**.
- The adverb **barely** means **only just** or **scarcely**:
- The traffic was so bad we barely made it in time for the start of the show.
- He makes barely enough to get by.

#### **Dead/Deadly**

- **Dead** can be used as an adverb meaning **absolutely** or **exactly**:
- She looks dead certain of what she's saying.
- Drive dead straight or you'll fall off the cliff.

Conversely, **deadly** is most commonly used as an adjective meaning

**causing or wanting to cause death:**

- They have a stock of deadly weapons.
- We fought off a swarm of deadly bees.

**Free/Freely**

Both **free** and **freely** are adverbs (of course free has a whole range of meanings as an adjective, too.)

**Free means without charge:**

Buy one get one free.

Eat free on your birthday.

Both **free** and **freely** mean **without restraint**. There is no hard and fast rule as to how to distinguish between the two but generally speaking, **free** is used for an inanimate object to mean there is nothing holding it in place, whereas **freely** suggests an element of free will and is therefore used for people and animals:

The chain hung free from the side of the ship.

We want you to feel able to speak freely in this meeting

**Hard/Hardly**

**Hard** as an adverb means with **great effort** or **force**:

- He tried really hard to pass the test.
- You need to push the button hard.

**Hardly** – also an adverb – means **almost not** or **only just**:

- It was so foggy I could hardly see the road.
- She has hardly spoken to me all day.

**Be careful of the difference here:**

- He works hard. (he makes a good effort)
- He hardly works. (he does almost no work)

**High/Highly**

The adverb highly has nothing to do with physical height; it is most often used as an intensifier:

- I am highly impressed with your work.
- The kids were **highly** disappointed with the clown's performance.

The adjective high and the adverb **highly** also both have meanings related to status and esteem:

- She's a person of **high** standing in the community.
- Everyone speaks highly of her.

### **Late/Lately**

**Late** can be used as an adjective or an adverb to talk about not being on time:

- Why are you late?
- She arrived late to the performance.

The adverb **lately** has no link to punctuality; it actually means **recently**:

- I haven't seen him in class lately.
- She's lately been showing an interest in baking.

### **Low/Lowly**

To make things even more confusing, **lowly** doesn't follow the same pattern as **highly**. **Lowly** means **humble** or **simple**:

- They live in a lowly house.
- He was a president of lowly beginnings.

**Low** can also be used as an adverb to mean **close to the ground**

- He hung the swing low so the children could reach it.
- I asked the pilot to fly low over the forest.

### **Short/Shortly**

**Short** can be used as an adverb with several different meanings, but none of them relate to the adverb **shortly**, meaning **soon**:

- I'll be leaving shortly.
- Her grandmother died shortly after her grandfather.

### **Yet/Still**

Both are adverbs of time. Yet means up to the time of speaking. It is used with the negative or interrogative.

Still emphasizes that the action continues. It is mainly used with the affirmative or interrogative. It can also be used with the negative to emphasize the continuance of an action:

- He hasn't completed (his work) yet.
- He hasn't yet applied for the license I told him about.

- He is still in bed.

Yet is normally placed after verb or after verb + Object. If the object consists of a large number of words yet can be placed before the verb also:

Still is placed after the verb 'be' but before other verbs.

**Test your Understanding:**

**Exercise –**

**Fill in the blank with the most appropriate answer from the options given in the brackets:-**

- It is \_\_\_\_\_ that we get such an opportunity as this (seldom, often)
- The law has been \_\_\_\_\_ abused (much, very)
- Her dress was \_\_\_\_\_ admired (much, very)

**Answers**

**Exercise –**

- It is **seldom** that we get such an opportunity as this
- The law has been **much** abused

Her dress was **much** admired

---

**10.9 SECTION 6 : CONCLUSION, DISAMBIGUATION AND COMMON MISTAKES TO AVOID**

---

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

NO	INCORRECT USAGE	CORRECT USAGE	EXPLANATION
1	Isn't he the best player in the Hockey Eleven? Of course he is.	Isn't he the best player in the Hockey Eleven? Certainly he is.	Of course should be used only in the context of an inevitable consequence.
2	He bore cheerfully his miseries.	He bore his miseries cheerfully.	In the case of a transitive verb, use the adverb after the object.
3	He is too polite.	He is too polite to be unkind to anyone.	He is too polite is incomplete. Too polite for what? Too means excessively or to a higher degree

			than desirable.
4	The audience left the theatre by and by.	The audience left the theatre one by one.	By and by means eventually; and not one by one.
5	I shall be back just now.	I shall be back presently.	Just now means at the present time; whereas presently means after a short time or soon.
6	This morning I got up	This morning I got up late.	Lately is not the opposite of early (early has the opposite late). Lately means not long ago, recently.
7	I never met him today.	I did not meet him today.	Never means not ever, except when used for very strong emphasis.
8	Hardly had I left it rained.	Hardly had I left before it rained.	The two clauses I had left and it rained need to be formally joined (as here by before)
9	The butter melted quite fastly in the sun.	The butter melted quite fast in the sun.	Fast can be used as an adverb. There is no ad-verb form fastly.
10	She sang lovely.	She sang a lovely song.	Lovely is an adjective and can be used only to qualify a noun (example noun).

**Check your progress:**

1. Discuss how adverbs modify verbs, adjectives, and other adverbs.  
\_\_\_\_\_
2. Discuss the different types of adverbs based on their functions.  
\_\_\_\_\_
3. Explain how adverbs are compared in terms of degree.  
\_\_\_\_\_

- 
- 
4. Discuss the position of adverbs within a sentence.

---

  5. Explain how the placement of an adverb can affect the meaning or emphasis of the sentence.

---

  6. Discuss the function of adverbs in modifying various parts of speech.

---

  7. Explain how using adverbs incorrectly can change the meaning of a sentence.

---

---

**You can find and write the answers to the following questions based on the provided options.**

1. What is the primary function of an adverb?
  - A) To modify nouns
  - B) To modify verbs, adjectives, or other adverbs
  - C) To join two clauses
  - D) To replace a subject
2. Which of the following is an example of an adverb of manner?
  - A) Slowly
  - B) Tomorrow
  - C) There
  - D) Very
3. Which of the following sentences uses an adverb of frequency correctly?
  - A) He goes rarely to the gym.
  - B) He rarely goes to the gym.
  - C) He is rarely goes to the gym.
  - D) He gym rarely goes to the.
4. Which of these adverbs is in the superlative form?
  - A) Most clearly
  - B) More clearly
  - C) Clearly
  - D) Clearly most
5. Which of the following sentences uses an adverb in the correct position?
  - A) She sings beautifully every day.
  - B) She beautifully sings every day.

- C) Beautifully she sings every day.  
 D) She every day sings beautifully.
6. Which of the following is an example of an adverb of degree?  
 A) Always  
 B) Very  
 C) There  
 D) Soon
7. What is the comparative form of the adverb "quickly"?  
 A) More quickly  
 B) Quicker  
 C) Most quickly  
 D) Quickest
8. Which sentence uses the adverb hard correctly?  
 A) She works hard every day.  
 B) She works hardly every day.  
 C) She hardly works every day.  
 D) She works hard hardly.
9. Which of the following pairs of adverbs are often confused?  
 A) Hard vs. Hardly  
 B) Quickly vs. Slow  
 C) Early vs. Late  
 D) Beautiful vs. Beautifully
10. Which of the following sentences uses an adverb of time correctly?  
 A) I am visiting tomorrow.  
 B) I tomorrow am visiting.  
 C) Tomorrow I visiting am.  
 D) Tomorrow am I visiting.

1. B) 2. A) 3. B) 4. A) 5. A) 6. B) 7. A) 8. A) 9. A) 10. A)

---

### 10.10 KEYWORDS

---

<b>Types of Adverb</b>	Adverb of Manner, Adverb of Place, Adverb of Frequency, Adverb of Time, Adverb of Degree or Quantity, Adverb of Affirmation, Adverb of Negation, Adverb of Reason.
<b>Comparison of Adverb</b>	There are three degrees of comparison in adverbs – the Positive, the Comparative, and the Superlative.
<b>Positions of the Adverbs</b>	Adverbs should come as near as possible to the verbs they qualify.

### Function of Adverbs

Adverbs can perform a wide range of functions: they can modify verbs, adjectives, and even other adverbs. They can come either before or after the word they modify.

**Adverbs**    **Most**    **Often**  
**Confused**

In some cases, the meaning of the adverb is not linked to any meaning of the adjective. In others, the adjective has more than one meaning and the adverb is linked to one of the less common meanings – a cause for confusion if you're not familiar with the adjectives various definitions

### To Sum it Up

- This Unit would have introduced you to Adverbs, its meaning and definition.
- The Unit explains eight different types of Adverbs and their usages.
- Introduction to three different degrees of adverbs – Positive, Comparative and Superlative.

---

### 10.11 SUGGESTED READING

---

1. **Martin Hewings** – Advanced English Grammar (A self study reference and practice book for advanced South Asian students)- Cambridge University Press
2. **Terry O'Brien** – The Little Red Book of Common Errors –Rupa Publications India Private Limited
3. **A J Thomas and A V Martinet** – A Practical English Grammar – Oxford University Press
4. **Raymond Murphy** – Intermediate English Grammar (Reference and Practice for South Asian Students) – Cambridge University Press

---

### 10.12 REFERENCES

---

#### Video Link

<https://www.youtube.com/watch?v=WDy5uGRZEY4>

5.41 Minutes What an Adverb is?

## **UNIT : 11**

## **PREPOSITIONS**

-----  
**STRUCTURE**  
-----

### **11.0 Learning Objectives**

### **11.1 On Completion of Unit**

### **11.2 Introduction**

### **11.3 Section 1 : Kinds of Prepositions**

### **11.4 Section 2 : Prepositions of Place**

### **11.5 Section 3 : Prepositions of Movement/Direction**

### **11.6 Section 4 : Prepositions of Time**

### **11.7 Section 5 : Conclusion and Common Mistakes to Avoid**

### **11.8 Keywords**

### **11.9 Suggested Reading**

### **11.10 References**

---

### **11.0 LEARNING OBJECTIVES**

---

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

---

### **11.1 ON COMPLETION OF UNIT**

---

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

---

### **11.2 INTRODUCTION**

---

- Like people share relationships with each other, the parts of speech in a sentence are also related to each other. This relationship has to be demonstrated appropriately for the right meaning to be conveyed. To convey this, we have Prepositions. They are the

humble workhorse of the sentence. They are not glorified like the nouns or adjectives, but perform a crucial function in sentence construction.

- Prepositions identify the relationship between the noun / pronoun and another word in the sentence. They answer the question when, where, how and more. Identifying Prepositions can be a tad complicated, but certainly worth all the effort. They are the words that glue sentences together. We use them all the time, but when a Grammar lesson asks you to identify them, you will start scratching your head.
- You need not worry ofcourse. This Unit will help you understand Prepositions in detail and the exercises will enable you to construct sentences by using the correct preposition.
- It might interest you to know that Prepositions are a part of the ‘closed class’ of words in the English Language. Meaning no new words are added to this group periodically as it happens with verbs, adjectives and nouns.

---

### **11.3 SECTION 1 : KINDS OF PREPOSITIONS**

---

#### **Definition and Meaning:**

A preposition is a part of speech which is used to link nouns, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the OBJECT of the preposition.

A preposition generally indicates the temporal, spatial or logical relationship of its object to the rest of the sentence.

#### **Kinds of Prepositions**

##### **Simple Preposition**

The simple prepositions are short words which are used in simple sentences.

Common Simple Prepositions: (At, by, for, from, in, into, of, off, on, out, over, till, to, up, upon, with, under, down, etc.)

- I am not coming with you.
- She is in the park.
- We are going to the market
- She dived into the water.

##### **Compound Preposition**

Compound prepositions are formed by adding the preposition in front of a noun, an adjective or an adverb. When we join nouns, pronouns and phrases then we use compound prepositions. Common Compound Prepositions: (About, across, among, beside, before, without, inside, outside, etc.)

- Ali is sitting beside Zahra and Ahmed.
- I will reach there before she leaves.
- There is something strange about him.
- There's a bank right across the street.
- This attitude is common among the under -25s.

### **Double Preposition**

Double prepositions are two (prepositional) words which are joined together to connect nouns, pronouns, and phrases with other words in sentence.

Common Double Prepositions: (Outside of, out of, from behind, up to, next to, because of, according to, etc.)

- Suddenly he emerged from behind the curtain.
- The match between Pakistan and India was delayed due to rain.
- Nobody outside of this class should know about the plan.
- According to the news reporter, the weather will be cloudy today.
- Next to skiing my favourite sport is skating.

### **Participle Preposition**

Participle preposition are verbs + ing that function as a preposition in a sentence. Common Participle Preposition: (Barring, considering, during, following, including, etc.)

- Barring accidents, we should arrive on time.
- He took charge of the family business following his father's death.
- No one should talk during the class.

### **Phrase Prepositions (Prepositional Phrase)**

Phrase preposition is a phrase containing a preposition and functions as a preposition in a sentence and connects nouns, pronouns, or other phrase to other words in a sentence.

Common Phrase Prepositions: (On behalf of, on account of, with regard to, in spite of, to the fact that etc.)

- I am playing in the team on behalf of the captain today.
- He succeeded by means of perseverance.
- We could not win the match in spite of playing good.
- Natural honey has been used for centuries on account of its healing properties.

### **Types of Prepositions**

**Basically there are six types of prepositions:**

- Prepositions for Time
- Prepositions for Place
- Prepositions for Direction
- Prepositions for Agent
- Prepositions for Instruments
- Prepositional Phrases

**Examples:**

**Look at the sentences below where the prepositions have been underlined –**

- The doll is on the floor.
- The carpet is beneath the chair.
- The walking stick is kept leaning against the wall.

**List of Common Prepositions:**

About	Above	Across	After
Against	Along	Among	Around
At	Before	Behind	Below
Beneath	Beside	Between	Beyond
But	By	Despite	Down

### Origin of the word ‘Preposition’

late 14c., from Latin praepositionem (nominative praepositio) “a putting before, a pre-fixing,” noun of action from past participle stem of praepondere “put before,” from prae “before” (see pre-) + ponere “put, set, place” (past participle positus; see position (n.)). In grammatical use, a loan-translation of Greek prothesis, literally “a setting before.” Old English used foresetnys as a loan-translation of Latin praepositio.

### Test your Understanding:

#### Exercise

#### Fill in the blanks with the most appropriate preposition:-

1. He’s swimming\_\_\_\_\_the river.
2. Where’s Juhi? She’s\_\_\_\_\_school.
3. The plant is\_\_\_\_\_the table.
4. There is a spider\_\_\_\_\_the bath
5. Please put those apples\_\_\_\_the bowl.
6. Faraz is\_\_\_\_\_holiday\_\_\_\_\_three weeks.
7. There are two pockets\_\_\_\_\_this bag.
8. I read the story\_\_\_\_\_the newspaper.
9. The cat is sitting\_\_\_\_\_the chair.
10. Lata was standing\_\_\_\_the bus stop.

#### Answers

1. He’s swimming **in** the river.
2. Where’s Juhi? She’s **at** school.
3. The plant is **on** the table.
4. There is a spider **in** the bath.
5. Please put those apples **in** the bowl.
6. Faraz is **on** holiday **for** three weeks.
7. There are two pockets **in** this bag.

8. I read the story **in** the newspaper.
9. The cat is sitting **on** the chair.
10. Lata was standing **at** the bus stop.

---

## 11.4 SECTION 2 : PREPOSITIONS OF PLACE

---

### Definition and Meaning:

These prepositions are used for several of types of places. For example - **on, at, in.**

- “In” is mostly used for a place having some sort of (physical or virtual) boundary.
- “On” is usually used for a surface
- “At” is usually used for a specific place.

**IN-**  
Place having some (physical or virtual) boundary

Examples:.

- In a hall
- In a school
- In the building

**ON-**  
Surfaces of things.  
Examples:

- On the table
- On the blackboard
- On the page

**AT-**  
Specific Places:  
Examples:

- At the bus stop
- At the entrance
- At the back door

### In a nutshell...

1. At – A preposition of place which is used to discuss a certain point
2. In – A preposition of place which is used to discuss an enclosed space
3. On – A preposition of place which is used to discuss a surface

### Examples:

Look at the sentences below where the prepositions of place have been underlined.

- They live in Kashmir.
- They placed their books on a table.
- I met him at the bus stop.

### Test your Understanding:

#### Exercise

In the sentences given below please fill in the blanks with the appropriate preposition of place from IN, ON and AT:-

- Can you see a woman \_\_\_ the picture?
- London is \_\_\_ the river Thames.
- The man placed the box of chocolates \_\_\_ the table.

- The mother kept the vegetables \_\_\_ the refrigerator.
- There are a laptop and a few books \_\_\_\_\_ the table.
- He put the money \_\_\_ the box.
- The cat curled itself into a ball and went to sleep \_\_\_\_\_ the basket.
- Why do you wear that ring \_\_\_\_\_ your first finger?
- Can you see the helicopter \_\_\_\_\_ the terrace of that multi-storey building?
- The facilities and technologies \_\_\_\_\_ aeroplanes are awesome these days.

### Answers

- Can you see a woman in the picture?
- London is on the river Thames.
- The man placed the box of chocolates on the table.
- The mother kept the vegetables in the refrigerator.
- There are a laptop and a few books on the table.
- He put the money in the box.
- The cat curled itself into a ball and went to sleep in the basket.
- Why do you wear that ring on your first finger?
- Can you see the helicopter on the terrace of that multi-storey building?
- The facilities and technologies in aeroplanes are awesome these days.

Prepositions of place allow you to be very specific when talking about where action takes place in stories or when discussing important details for communication purposes.

---

## 11.5 SECTION 3 : PREPOSITIONS OF MOVEMENT/DIRECTION

---

### Definition and Meaning:

Prepositions of movement show **movement from one place to another place**. These prepositions **always describe movement** and we usually use them **with verbs of motion**.

The most common preposition of movement is the preposition **to**, which describes movement in **the direction of** something, for example:

- How do you go **to** work?
- He drove **to** Rajkot in five hours.
- Nobody came **to** the party

Prepositions of movement are also called **prepositions of direction**.

### List of common prepositions of movement/direction –

**Here is a list of the most common prepositions of movement, with example sentences for each one:**

**Across: Movement from one side to the other side of something**

- It took us three days to drive across the desert.  
The dog ran across the road and nearly got hit by a car.

**Around: Movement passing something in a curved route, not going through it :**

- A big dog was sleeping on the floor so she had to walk around it.
- They walked around the town for an hour.

**Away from: Indicating the point where a movement begins**

- The mouse ran away from the cat and escaped.

**Down: Movement from a higher point to a lower point of something**

- They ran down the hill to the stream below.
- He climbed down the ladder to the bottom of the well.

**From: Indicating the point where a movement begins**

- We flew from Chennai to Delhi in order to attend the Conference.
- The police took away my driving licence from me.

**In to: Movement to an enclosed space; movement resulting in physical contact**

- He got into the car and closed the door.
- The car crashed into the wall.

**Off: Movement away from (and often down from) something**

- Please take your papers off my desk.
- The crystal flower vase fell off the table and shattered on the floor.

**On to, onto: Movement to the top surface of something**

- They went up on to the stage.
- Move the kettle onto the counter.

**Out of: Indicating the enclosed space where a movement begins**

- Please take your hands out of your pockets and help me!
- He went out of the room to check the generator.

**Over: Movement above and across the top or top surface of something**

- We are flying over the mountains.
- The cat jumped over the wall.

**Past: Movement from one side to the other side of something**

- We could see children in the playground as we drove past the school.
- We gave the marathoners water as they ran past us.

**To: Movement in the direction of something**

- Could you give this to Karan please?
- Does this train go to Mumbai?

**Through: Movement in one side and out of the other side of something**

- The train goes through a tunnel under the hill.
- Hey! You just went through a red light!

**Towards: Movement in the direction of something**

- The night sky got brighter as they drove toward the city.
- At last she could recognize the person coming towards her.

**Under: Movement directly below something**

- The mouse ran under the chair.
- Submarines can travel under water.

**Up: Movement from a lower point to a higher point of something**

- Jack and Jill ran up the hill.
- The boat takes two hours going up the river and one hour coming down.

**Examples and Explanations:**

**Look at the sentences below where the prepositions of movement/direction have been placed in bold and italic fonts–**

- The Police Inspector came **into** the room and took his gun **out of** his pocket.

- He walked **around** the table and moved **towards** the door.
- They saw someone running **away from** the school, **past** a car and **towards** the road.
- They went up **on to** the roof.
- He jumped **off** the platform and ran **over** the rails just before the train arrived.
- The prisoners squeezed **through** the window, ran **across** the grass and escaped **under** the fence.
- Jack and Jill walked **up** the hill. Pretty soon they were tumbling **down** the hill.
- Did you walk here **from** home?

They didn't go **to** school yesterday



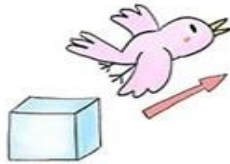
into the box



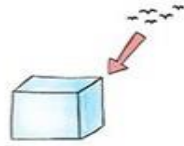
out of the box



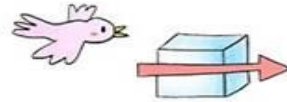
around the box



away from the box



toward the box



past the box



on to the box



off the box



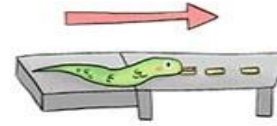
over the box



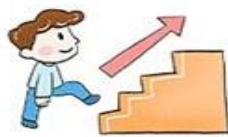
under the wall



through the pipe



across the bridge



up the stairs



down the stairs

### Test your Understanding:

#### Exercise

Fill in the blank with the appropriate preposition of movement/direction:-

- The mouse ran \_\_\_\_\_ the table to hide.
- The dog ran \_\_\_\_\_ the garden to play.
- The ship sailed \_\_\_\_\_ the world.
- The train went \_\_\_\_\_ the tunnel.
- The paint fell \_\_\_\_\_ the floor.
- She broke her leg when she fell \_\_\_\_\_ the stairs.
- The burglar made a mistake when he ran \_\_\_\_\_ the police officer.
- I was tired after walking \_\_\_\_\_ the hill.
- When the train arrived at my destination, I got \_\_\_\_\_.

- The horse jumped \_\_\_\_\_ the fence.

**Answers –**

- The mouse ran **under** the table to hide.
- The dog ran **into** the garden to play.
- The ship sailed **round** the world.
- The train went **through** the tunnel.
- The paint fell **onto** the floor.
- She broke her leg when she fell **down** the stairs.
- The burglar made a mistake when he ran **towards** the police officer.
- I was tired after walking **up** the hill.
- When the train arrived at my destination, I got **off**.
- The horse jumped **over** the fence.

## **11.6 SECTION 4 : PREPOSITIONS OF TIME**

### **Definition and Meaning:**

**Preposition of time are used to refer to time in various aspects.**

A preposition of time is a preposition that allows you to discuss a specific time period such as a date on the calendar, one of the days of the week, or the actual time something takes place. Prepositions of time are the same words as prepositions of place; however they are used in a different way. You can easily distinguish these prepositions, as they always discuss times rather than places.

### **IN**

Months or Years

#### **Example –**

- in March
- in 2005

#### **Particular time of a day or a month or a year**

##### **Example-**

- in the evening      • in the morning      • in the third week of April
- in winter              • in summer

#### **A century or a specific time in past or future etc**

##### **Example-**

- in the 20th century   • in early days   • in the stone age      • in future
- in past

### **ON A Day**

#### **Example-**

- on Sunday

Dates

#### **Example –**

- on 7th of February

- on May 31

**Particular days**

**Example –**

- on my birthday
- on Independence Day

**AT**

Time of a clock

**Example –**

- at 3 O'clock
- at 4:20 pm

**Short and precise times**

**Example –**

- at night
- at sunset
- at noon
- at lunch time
- at the moment
- at bed time

**In a nutshell...**

**At** – This preposition of time is used to discuss clock times, holidays and festivals, and other very specific time frames including exceptions, such as “at night.”

**In** - This preposition of time is used to discuss months, seasons, years, centuries, general times of day, and longer periods of time such as “in the past.”

**On** – This preposition of time is used to discuss certain days of the week or portions of days of the week, specific dates, and special days such as “on New Year’s Day.”

**Examples:**

**Look at the sentences below where the prepositions of time have been underlined–**

- My birthday falls in January.
- Birds often migrate in spring and autumn.
- My great-grandmother was born in 1906.
- Breakfast is a meal which is generally eaten in the morning.
- Radha’s parents grew up in the 1960s.
- My vacation ends on Monday.
- We’re going to watch a movie on Friday night.

Prepositions of time allow you to tell your readers when things are taking place. They are vital parts of speech to use in stories, as well as when writing simple communications, reports, and other items.

**Test your Understanding:**

**Exercise – 1**

**Identify and circle the preposition of time in the following sentences:-**

- I will be here until next week.
- The school reopens on Monday.
- I always invite my friends to dinner on Diwali.
- They are getting married on the tenth of August.
- They will be here from Monday to Friday.

**Exercise- 2**

**Fill in the appropriate preposition of time in the following phrases:-**

- \_\_\_\_\_September
- \_\_\_\_\_12 o'clock
- \_\_\_\_\_winter
- Ambedkar Jayanti
- \_\_\_\_\_4th July, 1776

**Answers**

**Exercise- 1**

- I will be here **until** next week.
- The school reopens **on** Monday.
- I always invite my friends to dinner **on** Diwali.
- They are getting married **on** the tenth of August.
- They will be here from Monday **to** Friday.

**Exercise-2**

- **in** September
- **at** 12 o'clock
- **in** winter
- **on** Ambedkar Jayanti
- **on** 4th July, 1776

**11.7 SECTION 5 : CONCLUSION AND COMMON MISTAKES TO AVOID**

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

NO	INCORRECT USAGE	CORRECT USAGE	EXPLANATION
1	Please write your names with ink.	Please write your names in ink.	Always Say WRITE IN CHALK WRITE IN PENCIL Etc But WRITE WITH A PEN.
2	He caught the thief from the hand.	He caught the thief by the hand.	Say SEIZE/HOLD/ TAKE BY HAND.

3	He is sitting on his table.	He is sitting at his table.	Also SIT AT A PIANO, SIT AT ONE'S DESK. But SIT ON A BENCH/ ON A SOFA.
4	Why do you now repent from your misdeeds?	Why do you now repent of your misdeeds?	REPENT OF is an idiomatic expression; i.e. only OF is used in this context.
5	The Principal disposed the application in no time	The Principal disposed of the application in no time.	OF is always used with DISPOSE, ACCUSE, DISTRUCT, DISLIKE, REPENT etc.
6	You are preventing me to leave the room.	You are preventing me from leaving the room.	Other words followed by FROM are – release, prohibit, exempt.
7	I live at Delhi.	I live in Delhi.	Use AT for small places and IN for large cities.
8	I went to Chennai for attending a meeting.	I went to Chennai to attend a meeting. OR	After verbs of motion, purpose can be shown by – TO and an infinitive; or FOR and a noun or pronoun.
9	He was debarred to sit for the IAS examination.	He was debarred from sitting for the IAS examination.	One is always debarred FROM doing something.

10	He went with the bus.	He went by bus.	Always use BY with – taxi, air, land, train, boat, tonga. And ON with – foot, horseback.
11	This book comprises offive sections.	This book comprises five sections.	A very common mistake. Don't use any preposi- tion after COMPRISE. You may say – This book consists of five sections.
12	Let me congratulate you for your son's marriage.	Let me congratulate you on your son's marriage.	We always congratulate someone ON something, it is a fixed collocation.
13	He died from cholera.	He died of cholera.	A person, animal or plant always dies OF some- thing; it is a fixed collo- cation.
14	Ram's pen is differentthan his brother's.	Ram's pen is different from his brother's.	With different we al- ways use the preposition FROM.
15	He is good in English.	He is good at English.	Similarly use AT with – cleverly, poor, quick, slow etc.

**Check your progress:**

1. Define prepositions and explain their role in a sentence.

---



---

2. Discuss the function of prepositions in indicating relationships between nouns, pronouns, and other words in a sentence.

---

---
3. Discuss the Different kinds of Prepositions used in English.

---

---
4. Define Prepositions of place and explain their function in indicating the location of a noun or pronoun.

---

---
5. Explain the concept of Prepositions of movement or direction.

---

---
6. Discuss the role of prepositions of time in indicating when something happens.

---

---
7. Discuss the common mistakes learners make when using prepositions.

---

---

**You can find and write the answers to the following questions based on the provided options.**

1. Which of the following is an example of a preposition of place?  
A) To          B) Under          C) Across          D) Into
2. What is the correct preposition to use in the sentence: "The book is \_\_\_ the table"?  
A) On          B) At          C) Under          D) Between
3. Which preposition correctly completes this sentence: "She is going \_\_\_ the store"?  
A) At          B) To          C) On          D) In
4. Which of the following is a preposition of movement?  
A) In          B) Across          C) At          D) Between
5. Which of the following is an example of a preposition of time?  
A) Over  
B) During  
C) To  
D) By

6. What is the correct preposition in the sentence: "I will arrive \_\_\_ 3 PM"?
- A) In  
B) On  
C) At  
D) By
7. Which preposition is used to show the direction of movement: "The dog ran \_\_\_ the park"?
- A) Across  
B) To  
C) In  
D) At
8. Which sentence uses the preposition correctly?
- A) He is sitting on the chair.  
B) He is sitting in the chair.  
C) He is sitting at the chair.  
D) He is sitting by the chair.
9. Which of the following sentences contains a compound preposition?
- A) I will meet you at the station.  
B) The book is in front of the desk.  
C) The cat is on the couch.  
D) She is sitting under the tree.
10. Which sentence uses the preposition incorrectly?
- A) We walked through the park.  
B) I will meet you on the bus stop.  
C) The car is parked under the tree.  
D) She went into the room.
1. B) 2. A) 3. B) 4. B) 5. B) 6. C) 7. B) 8. A) 9. B) 10. B)

---

### 11.8 KEYWORDS

<b>Preposition of Place</b>	These prepositions are used for several of types of places. For exam-ple - on, at, in.
<b>Preposition of Movement/Direction</b>	Prepositions of <b>movement show movement from one place</b> to another place. These prepositions <b>always describe movement</b> and we usually use them <b>with verbs of motion</b> .
<b>Preposition of Time</b>	Preposition of time are used to refer to time in various aspects.

### To Sum it Up

- This Unit introduces you to the meaning of prepositions and its five different kinds.
- Introduction to Prepositions of Place; Prepositions of Movement / Direction and Prepositions of Time.
- The Unit explains you how to use these prepositions appropriately in sentence formation.
- The conclusion section explains in detail common mistakes to avoid while using prepositions.

---

### 11.9 SUGGESTED READING

---

1. **Martin Hewings** – Advanced English Grammar (A self study reference and practice book for advanced South Asian students) - Cambridge University Press
2. **Terry O'Brien** – The Little Red Book of Common Errors – Rupa Publications India Private Limited
3. **A J Thomas and A V Martinet** – A Practical English Grammar – Oxford University Press
4. **Raymond Murphy** – Intermediate English Grammar (Reference and Practice for South Asian Students) – Cambridge University Press
5. **Michael Swan** – Practical English Usage Oxford University Press
6. **Raymond Murphy** – Essential English Grammar (A self study reference and practice book for elementary students of English) – Cambridge University Press
7. **Michael Swan and Catherine Walter** – Oxford English Grammar – Oxford University Press.

---

### 11.10 REFERENCES

---

#### Video Link

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

7.38 Minutes

What is Preposition | Type of Preposition | Parts of Speech

-----  
**STRUCTURE**  
-----

**12.0 Learning Objectives****12.1 On Completion of Unit****12.2 Introduction****12.3 Section 1 : Rules of Using Conjunctions****12.4 Section 2 : Coordinating Conjunction****12.5 Section 3 : Subordinating Conjunction****12.6 Section 4 : Correlative Conjunction and Position of the  
Conjunctions****12.7 Section 5 : Conclusion and Common Mistakes to Avoid****12.8 Keywords****12.9 Suggested Reading****12.10 References**

---

**12.0 LEARNING OBJECTIVES**

---

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

---

**12.1 ON COMPLETION OF UNIT**

---

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

---

## 12.2 INTRODUCTION

---

- Who likes connections? We like to connect with other people, we like to connect with great ideas, we like our thoughts to connect with others. Connections is what stimulates the human mind; keeps us alive and agile.

So in a sentence, Conjunctions are that part of speech that connects the different words in sentences. That is very simply put of course. Especially because the words themselves may not always stand between the words (or idea) they conjoin. Confusing? Don't blame you for thinking so.

- Then get started right away with this Unit that will explain the meaning and function of Conjunctions, along with the different types of Conjunctions and what each of them does in a sentence and the rules to use them. 1

---

## 12.3 SECTION 1 : RULES OF USING CONJUNCTIONS

---

### Definition and Meaning:

- A conjunction is a part of speech which is used to link words, phrases and clauses.
- Conjunctions allow you to form complex, elegant sentences and avoid the choppiness of multiple short sentences.

### **Conjunction Rules**

There are a few important rules for using conjunctions. Remember them and you will find that your writing flows better:

- Conjunctions are for connecting thoughts, actions, and ideas as well as **nouns**, clauses, and other parts of speech. For example: Meera went to the supermarket **and** bought oranges.
- Conjunctions are useful for making lists. For example: We made panned rice, upma, **and** tea for breakfast.
- When using conjunctions, make sure that all the parts of your sentences agree. For example: "I Work busily **yet** am careful" does not agree. "I work busily **yet** carefully" shows agreement.

## Examples:

### Starting a Sentence with a Conjunction

Many of us were taught in school that it is an error to begin a sentence with a conjunction, but that rule is a myth. In fact a subordinating conjunction can begin a sentence if the dependent clause comes before the independent clause. It's also correct to begin a sentence with a coordinating conjunction. Often, it's a good way to add emphasis. Beginning too many sentences with conjunctions will cause the device to lose its force, however, so use this technique sparingly.

#### Example -

- Have a safe trip. And don't forget to call when you get home.
- Geeta flung open the door. But there was no one on the other side

**Look at the sentences below where the conjunctions have been underlined –**

- I tried to hit the nail but hit my thumb instead.
- I have two goldfish and a cat.
- I would like a bike for commuting to work.
- You can have peach ice cream or a brownie sundae.
- Neither the black dress nor the gray one looks right on me.
- My dad always worked hard so we could afford the things we wanted.
- I try very hard in school yet I am not receiving good grades.
- She collected the lentil and the rice from the provision store.
- They started when the rain stopped.

### Origin of the word 'Conjunction'

Late 14c., "a joining or meeting of individuals or distinct things" originally of planets or stars "meeting" in the same part of the sky

#### Test your Understanding:

##### Exercise

**Fill in the blanks with the best conjunction from the options given below each sentence:-**

1. My brother loves animals. He just brought a puppy \_\_\_\_\_ a kitten home with him.
  1. But
  2. Or

3. Yet
  4. And
2. I would like to thank you\_\_\_the lovely gift.
    1. Or
    2. For
    3. And
    4. Yet
  3. I want to go for a hike\_\_\_\_\_I have to go to work today.
    1. But
    2. Yet
    3. Or
    4. For

### Answers

1. My brother loves animals. He just brought a puppy and a kitten home with him.
2. I would like to thank you for the lovely gift.
3. I want to go for a hike but I have to go to work today.

---

## 12.4 Section 2: Coordinating Conjunction

---

### Definition and Meaning:

A coordinating conjunction (and, but, or, nor, for, so or yet) is used to join individual words, phrases and independent clauses. The conjunctions BUT and FOR can also be used as pre positions.

### Examples and Explanations:

**Look at the sentences below where the coordinating conjunctions have been underlined and the explanation is also given –**

Boys and girls took part in sports.

- Here the coordinating conjunction AND links two nouns (boys – girls)
- Maya will do well in the examinations, for she has been studying sincerely since the last six months.
- Here the coordinating conjunction FOR is used to link two independent clauses (Maya will do well in the examinations – she has been studying sincerely since the last six months) My mother is arranging the cupboard and watching television at the same time.
- Here the coordinating conjunction AND links two participle phrases (arranging the cup-board-watching television) which act as adverbs describing the verb.

### **Coordinating Conjunction Rules**

1. It's a good idea to use the mnemonic "FANBOYS" to memorize coordinating conjunctions so you'll never forget them. They are:
  - **F** = for
  - **A** = and
  - **N** = nor
  - **B** = but
  - **O** = or
  - **Y** = yet
  - **S** = so
2. Coordinating conjunctions always connect phrases, words, and clauses. For example: This tomato soup is savory and delicious.
3. Some grammar books warn that starting a sentence with a coordinating conjunction is incorrect. Mostly, this is because they are attempting to help prevent you from writing fragments rather than complete sentences; sometimes though, it's just a personal preference. The fact is, you can begin sentences with coordinating conjunctions as long as you follow these three rules for doing so:
  - Ensure that the coordinating conjunction is immediately followed by a main clause
  - Do not use coordinating conjunctions to begin all of your sentences. Do so only when it makes you are writing more effective.
  - Although commas typically follow coordinating conjunctions used in areas other than the beginning of a sentence, they should not be used after coordinating conjunctions used to open sentences unless an interrupter immediately follows.

### **Test your Understanding:**

#### **Exercise**

**In the sentences given below please fill in the blanks with the appropriate coordinating conjunction from FOR, AND, NOR, BUT, OR, YET and SO:-**

- I am going to go shopping on Sunday buy some new clothes.
- I've just eaten dinner \_\_\_\_\_
- Why don't you ring Sheila \_\_\_\_\_
- I have been saving my money this year \_\_\_\_\_ next year I plan to take a long holiday in Europe.
- Secretary to Boss: Do you want anything else \_\_\_\_\_ can I go home now?

- I love to travel\_\_\_\_\_I hate travelling by bus.
- I am bored! Let us go out to dinner\_\_\_\_\_see a movie.
- I like living in the city\_\_\_\_\_my brother prefers living in the country.
- Beena's just got a promotion at work\_\_\_\_\_she's very happy.
- Father to Son: You are thirty now. Don't you think it's time that you settled down gotmarried?

### Answers

- I'm going to go shopping on Sunday and buy some new clothes.
- I've just eaten dinner so I'm not hungry.
- Why don't you ring Sheela and find out what time she's coming over tonight?
- Don't tell Jatin about his birthday party or you'll spoil the surprise.
- I have been saving my money this year and next year I plan to take a long holiday in Europe.
- Secretary to Boss: Do you want anything else or can I go home now?
- I love to travel but I hate travelling by bus.
- I'm bored! Let's go out to dinner and see a movie.
- I like living in the city but my brother prefers living in the country.
- Beena's just got a promotion at work so she's very happy.
- Father to Son: You're thirty now. Don't you think it's time that you settled down and gotmarried?

---

## 12.5 SECTION 3 : SUBORDINATING CONJUNCTION

---

### Definition and Meaning:

A subordinating conjunction introduces a dependent clause and indicates the nature of the relationship among the independent clause/s and the dependent clause/s.

### Examples and Explanations:

**Look at the sentences below where the subordinating conjunctions have been underlined and the explanation is also given –**

- After she dropped me at the office Shalini went to pick up the children.
- Here the subordinating conjunction AFTER introduces the dependent clause (she dropped me at the office)
- If it doesn't rain the match will be held on the ground today.
- Here the subordinating conjunction IF introduces the dependent clause (it doesn't rain today) I had to stop work when my mother called.
- Here the subordinating conjunction WHEN introduces the dependent clause (when my mother called)
- Her vehicle was seized because she failed to pay the instalments.

- Here the dependent clause (she failed to pay the instalments) is introduced by the subordinating conjunction BECAUSE.

### 25 Most Commonly Used Subordinating Conjunctions

- |               |                  |
|---------------|------------------|
| • After       | • Once           |
| • Although    | • Since          |
| • As          | • So that        |
| • As soon as  | • Than           |
| • Because     | • The first time |
| • Before      | • Unless         |
| • By the time | • Until          |
| • Even if     | • When           |
| • Even though | • Whenever       |
| • Every time  | • Whether or not |
| • If          | • While          |
| • In case     | • Why            |
| • Now that    |                  |

#### Test your Understanding:

##### Exercise-1

Fill in the blank with the appropriate subordinating conjunction:-

- I make it a point to visit the Taj Mahal \_\_\_\_\_ I go to Agra.
- This is the place \_\_\_\_\_ I used to stay when I was studying at college.
- \_\_\_\_\_ you get the first rank, I will buy you a car.

##### Exercise-2

Fill in the blank with the appropriate subordinating conjunction from the ones given in the brackets:-

- I went for a walk \_\_\_\_\_ the sun was shining. (because, otherwise)
- Do you know \_\_\_\_\_ the stores are open today? (as if, whether)
- We tried to solve the problem \_\_\_\_\_ we knew the outcome. (although, in case)

#### Answers –

##### Exercise-1

- I make it a point to visit the Taj Mahal **whenever** I go to Agra.
- This is the place **where** I used to stay when I was studying at college.
- **If** you get the first rank, I will buy you a car.

### Exercise – 2

- I went for a walk because the sun was shining.
- Do you know whether the stores are open today?
- We tried to solve the problem although we knew the outcome.

---

## 12.6 SECTION 4 : CORRELATIVE CONJUNCTION AND POSITION OF THE CONJUNCTIONS

---

### Definition and Meaning:

- Correlative conjunctions always appear in pairs and are used to link equivalent sentence elements. The most common correlative conjunctions are – BOTH-AND, EITHER-OR, NEITHER-NOR, NOT ONLY-BUT ALSO, SO-AS, WHETHER-OR.
- Technically correlative conjunctions simply consist of a coordinating conjunction linked to an adjective or adverb.

### Rules for Using Correlative Conjunctions

- When using correlative conjunctions, ensure **verbs** agree so your sentences make sense. Forexample: Every night, **either** loud music **or** fighting neighbors wake Jainam from his sleep.
- When you use a correlative conjunction, you must be sure that **pronouns** agree. For example: **Neither** Diya **nor** Sapna expressed her annoyance when the cat broke the antique lamp.
- When using correlative conjunctions, be sure to keep parallel structure intact. Equal grammatical units need to be incorporated into the entire sentence. For example: **Not only** did Maya prepare lunch for Mayur, **but** she **also** placed a pizza order for her daughter Vandita.

### Examples and Explanations:

**Look at the sentences below where the correlative conjunctions have been underlined and the explanation is also given –**

- Both the boss and the secretary are absent today.  
Here the correlative conjunction BOTH-AND is used to link the two noun phrases that act as the compound subject of the sentence (the boss and the secretary)
- Please send either a card or a gift.  
Here the correlative conjunction EITHER-OR links two noun phrases (as card and a gift)
- The principal is deciding whether to send the boys or the girls to represent the school.

- Here the correlative conjunction WHETHER-OR links the infinitive phrases (to send the boys and to send the girls)

### Position of Conjunctions

Conjunctions are known as connective or linking words. They join thoughts, actions and ideas, as well as clauses and phrases. Each of the three different types of conjunctions joins different parts of a sentence together. Let's take a look at the position of conjunctions in the most commonly used forms -

#### **Coordinating Conjunctions**

Coordinating conjunctions like “**and**,” “**nor**,” or “**so**” link equal parts of a sentence, be it words, phrases, or independent clauses.

#### **For example:**

- He was late for school, **so** he took a shortcut.
- Her favorite colors were purple **and** red.
- She doesn't like coffee, **nor** does she like tea.

#### **Subordinating Conjunctions**

Subordinating conjunctions such as “**because**”, “**since**” and “**after**” link a dependent clause to an independent clause, helping to show the relationship between the two clauses and emphasize the main idea of the freestanding/independent clause.

#### **For example:**

- **Because** it was raining, we had to cancel the class picnic.
- The house was a mess **after** the crazy party we had last night.
- He doesn't go trekking any more, **since** he had the accident.

#### **Correlative Conjunctions**

Correlative conjunctions work in pairs to join together words or phrases that have equal importance within a sentence, like “**either/or**”, “**such/that**” and “**not only/but also**”.

#### **For example:**

- You can have **either** chocolate **or** vanilla ice cream.
- He **not only** plays the guitar **but also** the drums.
- **Such** was his strength **that** he was easily able to move the fallen tree.

#### **Test your Understanding:**

##### **Exercise – 1**

**Identify and circle the correlative conjunctions in the following sentences:-**

- Either take it or leave it.
- No sooner did the tiger appear than he shot it down.
- I will neither beg nor borrow.
- You must either obey my instructions or quit.
- He visited not only Europe but also America.

**Answers**

- **Either** take it **or** leave it.
- **No sooner did** the tiger appear **than** he shot it down.
- I will **neither** beg **nor** borrow.
- You must **either** obey my instructions **or** quit. He visited **not only** Europe **but also** America.

---

**12.7 SECTION 5 : CONCLUSION AND COMMON MISTAKES TO AVOID**

---

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

NO	INCORRECT USAGE	CORRECT USAGE	EXPLANATION
1	Kiran as well as Kamal are leaving for England.	Kiran as well as Kamal is leaving for England.	When two singular nouns are linked by AS WELL AS they take a singular verb.
2	Unless you do not work hard, you will not succeed.	Unless you work hard, you will not succeed.	Note that UNLESS means IF NOT therefore you cannot use a double negative.
3	Until you remain restless you cannot concentrate.	So long as you remain restless you cannot concentrate.	You cannot use a double negative.
4	Literature has no other aim but entertainment.	Literature has no other aim but entertainment.	The correct usage is OTHER THAN not OTHER BUT.
5	The book contains five hundred fifty pages.	The book contains five hundred and fifty pages.	It is a convention in English to add AND between hundred and the last digit/s.
6	An old teacher is as if the father of his pupils.	An old teacher is, as it were, the father of his pupils.	AS IF means 'as would be the case if' whereas AS IT WERE means 'in a way'.

7	I am going to Delhi because I may see my aunt.	I am going to Delhi in order that I may see my aunt. OR I am going to Delhi to see my aunt.	BECAUSE implies some reason or cause; it should not therefore be used to express purpose.
8	He asked that where I lived.	He asked where I lived.	THAT is not needed if a clause that begins with a WH-word is added to the main clause as its complement.
9	Though he is fat yet he runs fast.	Though he is fat, he runs fast.	THOUGH is the conjunction and a second conjunction BUT, YET or STILL is not required.

**Check your progress:**

1. Define conjunctions and explain their role in connecting words, phrases, clauses, or sentences.  
\_\_\_\_\_
2. Discuss the different types of conjunctions and explain how they help in forming complex and compound sentences.  
\_\_\_\_\_
3. Explain coordinating conjunctions and their function in linking words, phrases, or independent clauses of equal importance.  
\_\_\_\_\_
4. Discuss how subordinating conjunctions express relationships of Time, Cause, Condition, and Contrast.  
\_\_\_\_\_
5. Define correlative conjunctions and explain their use in pairs to join equivalent elements in a sentence.  
\_\_\_\_\_
6. Explain how errors in conjunction usage can create confusion or disrupt sentence meaning.  
\_\_\_\_\_

**You can find and write the answers to the following questions based on the provided options.**

1. Which of the following is an example of a coordinating conjunction?
  - A) Although
  - B) Because
  - C) But
  - D) If
  
2. Which sentence correctly uses a subordinating conjunction?
  - A) I wanted to go to the park, but it started raining.
  - B) If it rains tomorrow, we will stay home.
  - C) He studied hard, and he passed the test.
  - D) She went to the store, so she could buy some food.
  
3. Which of the following is a correlative conjunction?
  - A) Either...or
  - B) And
  - C) But
  - D) Yet
  
4. In the sentence, "Not only did he sing, but he also danced" which type of conjunction is used?
  - A) Coordinating conjunction
  - B) Subordinating conjunction
  - C) Correlative conjunction
  - D) Interrogative conjunction
  
5. What is the function of a coordinating conjunction in a sentence?
  - A) To link a dependent clause to an independent clause
  - B) To connect two clauses or elements of equal importance
  - C) To introduce a conditional clause
  - D) To join two questions
  
6. Which of the following is a subordinating conjunction?
  - A) Or
  - B) But
  - C) Although
  - D) So

7. Which sentence contains an error in the use of a conjunction?
- A) I will go to the party if I finish my homework.
  - B) He is tired, but he still went for a run.
  - C) Neither he and his brother could come.
  - D) She studied hard because she wanted to pass.
8. In the sentence, "You can have either tea or coffee" what type of conjunction is used?
- A) Coordinating conjunction
  - B) Correlative conjunction
  - C) Subordinating conjunction
  - D) Conjunctive adverb
9. What is the function of a subordinating conjunction in a sentence?
- A) To join two independent clauses
  - B) To link two parts of a sentence with equal importance
  - C) To connect a dependent clause with an independent clause
  - D) To introduce a list
1. C) 2. B) 3. A) 4. C) 5. B) 6. C) 7. C) 8. B) 9. C)

---

## 12.8 KEYWORDS

---

<b>Coordinating Conjunction</b>	A coordinating conjunction is used to join individual words, phrases and independent clauses. The conjunctions BUT and FOR can also be used as prepositions. Example: and, but, or, nor, for, so or yet.
<b>Subordinating Conjunction</b>	A subordinating conjunction introduces a dependent clause and indicates the nature of the relationship among the independent clause/s and the dependent clause/s.
<b>Correlative Conjunction</b>	Correlative conjunctions always appear in pairs and are used to link equivalent sentence elements. The most common correlative conjunctions are – BOTH-AND, EITHER-OR, NEITHER-NOR, NOT ONLY-BUT ALSO, SO-AS, WHETHER-OR.

## To Sum it Up

- This Unit introduces you to Conjunctions and the rules of using them.
- This Unit explains to you Coordinating Conjunctions and Subordinating Conjunctions.
- It also teaches you the Correlative Conjunctions and its position in sentence construction and rules for using Correlative Conjunctions.

---

## 12.9 SUGGESTED READING

---

1. *Martin Hewings* – Advanced English Grammar (A self-study reference and practice book for advanced South Asian students) - Cambridge University Press
2. *Terry O'Brien* – The Little Red Book of Common Errors – Rupa Publications India Private Limited
3. *A J Thomas and A V Martinet* – A Practical English Grammar – Oxford University Press

### List of Conjunctions

#### **Coordinating Conjunctions**

for, and, nor, but, or, yet, so

#### **Correlative Conjunctions**

both/and, either/or, neither/nor, not only/but, whether/or

#### **Some Subordinating Conjunctions**

after, although, as, as if, as long as, as much as, as soon as, as though, because, before, by the time, even if, even though, if, in order that, in case, in the event that, lest, now that, once, only, only if, provided that, since, so, supposing, that, than, though, till, unless, until, when, whenever, where, whereas, wherever, whether or not, while

---

## 12.10 References

---

### **Video Link**

<https://www.youtube.com/watch?v=RKlvpPBh8Pc6>

6:59 Minutes

What is Conjunctions - English Grammar Lesson | Conjunctions in English | Two Minute English

## UNIT :13

## INTERJECTIONS

### ----- STRUCTURE -----

#### 13.0 Learning Objectives

#### 13.1 On Completion of Unit

#### 13.2 Introduction

#### 13.3 Section 1 : Introduction to Interjections

#### 13.4 Section 2 : Types of Interjections

#### 13.5 Section 3 : Dos and Don'ts

#### 13.6 Section 4 : Meaning and Usage of Interjections

#### 13.7 Keywords

#### 13.8 Suggested Reading

#### 13.9 References

---

### 13.0 LEARNING OBJECTIVES

---

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

---

### 13.1 ON COMPLETION OF UNIT

---

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

---

### 13.2 INTRODUCTION

---

- 'Wow! This Unit on English Grammar is so exciting.' We are sure you thought something like that at some point while studying this paper. So, the word 'Wow' here is an Interjection.
- Human beings when they communicate is not how robots would communicate. There is a lot of emotion. Any kind of communication would be so drab without emotion. Thank God for Interjections.

- Interjections are those words that are not grammatically connected with the rest of the sentence. They are disposable in some cases. But who wants to dispose emotion. It is the elixir of existence.
- So go on and master the expression of emotion through their appropriate usage in sentence construction. Communication after all is an effective way to express your emotions.

---

### 13.3 SECTION 1 : INTRODUCTION TO INTERJECTIONS

---

#### **Interjections**

An interjection is a word or construction that is added to a sentence to convey emotion. Interjections are used to exclaim or protest or command. They are not grammatically related to any other part of the sentence.

Though interjections sometimes stand by themselves, but they are often contained within larger sentences.

- Wow! I won the prize!
- Ouch! That hurts.
- Well, I need a break.
- Hey! What a beautiful dress!
- Groovy! IAU demotes Pluto!!!
- Oh, snap! The principal announced a sudden test every fortnight for the entire high school.

#### **Other interjections are –**

- Well, psst, hmm, ah, oh, hem, ah, ha, hey, well, pooh, poof, ow, oo, ouch, hey, eh, h'm, pffft, right...
- An interjection is usually followed with an exclamation mark. Interjections are uncommon in formal academic prose, except in direct quotations.
- Interjections are used most often in speech. While people do not necessarily pause to think about it, they use interjections all the time. This is even truer when you consider the fact that common words used in pauses, such as “uh,” and “um” are interjections.
- Interjections can find their way into fictional pieces, most often in the form of dialogue. They can also be used in informal written communication between two people, such as letters or emails.
- In short, an interjection is a word added to a sentence to express an emotion or a feeling such as surprise, joy, enthusiasm, disgust, or excitement. Therefore to capture short spurts of emotion, interjections can be used as a single word, or a phrase, or a short clause that connects the facial expression or body language of an individual.

## **Features of Interjections**

- Interjections do not have a grammatical purpose in the sentence and are not associated to the other parts of the sentence.
- Interjections are short exclamations like Oh! Uh, Um, Wow! Yikes! Ah!
- Interjections can stand-alone.
- If an interjection is committed, the sentence still makes sense.
- Interjection is a big name for a little word.  
Interjections are like emoticons.

### **Test your Understanding:**

#### **Exercise -1**

**Fill in the blank with an appropriate interjection:-**

- \_\_\_\_\_ What are you doing there?
- \_\_\_\_\_ He is dead.
- I got such a fright.

#### **Exercise - 2**

**Fill in the blanks with the most appropriate interjection from the options given below each Sentence:-**

\_\_\_\_! What's that terrible smell?

- Yuck
- Brr
- Oops

\_\_\_\_! A spider! I'm leaving!

- Eek
- Well
- Brr
- Ouch

#### **Answers**

##### **Exercise -1**

1. Hello! What are you doing there?
2. Alas! He is dead.
3. Hurray! We have won the game.
4. Ah! Have they gone?
5. Oh! I got such a fright.

---

## **13.4 SECTION 2 : TYPES OF INTERJECTIONS**

---

### **Definition and Meaning:**

There are literally hundreds, if not thousands, of interjections in the

English language. Most are designed to express strong emotions, such as love, hate, surprise, happiness, anger, enthusiasm, disgust, boredom, confusion or unhappiness. However, this is not always true. Some interjections can express either a mild emotion, or can be expressions, such as “Excuse me.”

**Here are the basic types of interjections:**

1. Interjections for Greeting - these include: Hello! , Hey! , Hi! Etc
2. Interjections for Joy - these include: Hurrah! , Hurray! , Wow! Etc
3. Interjections for Approval - these include: Bravo! , Brilliant! , Well done!
4. Interjections for Surprise - these include: Ha! , Hey! , What! , Oh! , Ah! , Eh! Etc
5. Interjections for Grief/Pain - these include: Alas! , Ah! , Oh! , Ouch! Etc

**List of Interjections**

The lists of interjections used in English language are extremely long, just like the list of ad- verbs or adjectives. More or less any word or phrase can be used as an interjection, if it is inserted into a sentence to carry an emotion. For example, if you injured yourself, you might say “Darn! That hurt.” You could, however, also say “Ouch! That hurt.” Or “Dang! That hurt.” Or “Gee! That hurt!” Darn, Ouch, Dang, Gee would be the interjection or... well, as you know, this list could go on and on.

**Still a small list of interjections is mentioned below:**

- A: aha, ahem, ahh, ahoy, alas, argh, aww, achoo, absolutely, alrighty, amen, anyhoo, anytime, attagirl, awful, attaboy, as if, anyhow
- B: bam, bingo, blah, boo, bravo, brrr, behold, bless you, bye
- C: cheers, congratulations, come on, chin up
- D: dang, drat, darn, duh, dear, doh, dear me
- E: eek, eh, eureka, encore, easy does it
- F: fiddlesticks, fair enough, fiddle-dee-dee, foey
- G: gadzooks, gee, gee whiz, golly, goodbye, goodness, good grief, gosh, geezers, good job, great
- H: ha-ha, hallelujah, hello, hey, hmmm, holy buckets, holy cow, holy smokes, holy dog, huh?, humph, hurray, hi,
- I: indeed, is it, I say
- J: jeez, just kidding, just a sec, just wondering
- M: my gosh, meh, most certainly, my my, my word
- N: no, now, nah, no thanks, never, no way
- O: oh, oh dear, oh my, oh well, oops, ouch, ow, okey-dokey, oopsey, oyez

**Use of Interjections Beginning of Sentences:**

When people think of interjections, they commonly think of them being

used at the beginning of the sentence. Many also associate interjections with a punctuation mark designed to convey emotion: the exclamation point.

This is often true. Interjections can and do appear in the beginning of sentences. For example:

- “Yikes, I didn’t realize that there was a test on grammar today!”
- “Oh no, I can’t believe that it is raining here again!”

In both of these sentences the interjection - “yikes” and “oh no” appear at the beginning of the sentence. In addition, in both of the sentences, the emotion is a strong emotion and the sentence itself ends with an exclamation point.

### **Middle or End of Sentences**

- Interjections do not always have to be at the beginning of a sentence. They can appear in the middle, at the end, or anyplace else where the author wants to interject a bit of feeling and emotion.
- For example, in the sentence “So, it’s raining again, huh?” the interjection is found at the end. Here, the interjection is designed to express confusion (or perhaps dismay) at the continued rain falling. In this sentence, the emotion wasn’t an emotion that necessitated an exclamation point—instead, the interjection ‘huh’ turned the sentence into a question.
- The sentence “In my opinion, my gosh, this is just the smartest thing you have ever said” the interjection is found in the middle. It is designed to express or convey the author’s emphasis on his opinion that the statement was smart. Again, no exclamation point is required.

### **Stand-alone Sentence**

An interjection can also be used by itself as a stand-alone sentence. For example, look at the two sentences: “Oh gosh! I can’t believe how late it is.” The interjection “oh gosh” is a stand-alone sentence. This is grammatically correct, although “Oh Gosh” does not contain a subject and action that is normally required for a complete thought to be expressed. The interjection—or the emotion felt—is the entire point of the sentence.

### **Examples:**

**Look at the sentences below where the interjections have been highlighted in bold font –**

- **Hurrah!** We have won!
- **Alas,** she is dead now.
- **Bah!** That was a total waste of time
- **Bless you;** I could not have done without you.
- **Ah!** It feels good.

### **Test your Understanding:**

#### **Exercise - 1**

**Read the following sentences and identify the interjections:—**

1. Yowza! That is a fine looking car.
2. Hurray! It is a rainy day and school is cancelled.
3. It is so exciting, my goodness, I just can't believe it.
4. Jay was late to school and yikes, the teacher was mad.
5. Oh! I can't believe how nice you look.

**Exercise -2**

**Please add to the below sentences the appropriate kind of interjections from the choices given and also state the emotion they are expressing.**

\_\_\_\_\_! The train stopped again!

- Aww
- Argh
- Hi

\_\_\_\_\_! Did you hear that!

- Uh oh
- Ssh
- Umm

\_\_\_\_\_! I will not let him go without an explanation!

- Grr
- Hah
- Duh

\_\_\_\_\_! It is pricking my ear!

- Yah
- Hey
- Yahoo

**Answers**

**Exercise – 1**

1. Yowza! That is a fine looking car (Yowza is the interjection here. It is expressing the emotion of being quite impressed with the car).
2. Hurray! It is a rainy day and school is cancelled (Hurray is the emotion here. Clearly, it is expressing happiness).
3. It is so exciting, my goodness, I just can't believe it. (My goodness is the interjection here, expressing excitement).

**Exercise – 2**

---

## 13.5 SECTION 3 : DOS AND DON'TS

---

### **Definition, Meaning and Examples:**

- To capture short bursts of emotion, you can use an interjection, which is a single word, phrase, or short clause that communicates the facial expression and body language that the sentence itself will sometimes neglect.
- Interjections are thus like emoticons. Interjections are common in spoken English, so they are appropriate if you are capturing dialogue in your writing.

### **Read this example:**

- My colleague in the physics lab shouted, “Hooray! They made the right decision!” when she learned that the International Astronomical Union (IAU) demoted Pluto to dwarf planet.
- Interjections are also appropriate in informal communication, like texts or emails to friends:
- Groovy! IAU demotes Pluto!!!
- But when you read, you’ll notice that writers seldom use interjections in professional publications like textbooks, newspapers, or magazines. Never, for example, would an important science journal include a sentence like this one:
- Oh, snap! The IAU has added gravitational dominance as a requirement for planet hood.
- Good writers know that careful word choice can capture the same emotion and body language that the interjection communicates. In the sentence below, we recognize the writer’s unhappiness even though we find no interjection:
- Worse than the refried beans was the disappointment that spread over my tongue as I bit into the vegan burrito.
- Any word, phrase, or short clause that captures an emotional burst can function as an interjection.
- So if you write, Ela has switched her major to chemistry, you could use an adjective, for example, as an interjection:
- Sweet! Ela has switched her major to chemistry.

### **A noun or noun phrase would also work:**

- Congratulations, Ela has switched her major to chemistry.
- Ela has switched her major to chemistry. Way to go!
- Holy macaroni! Ela has switched her major to chemistry.

### **Or you could use a short clause:**

- Ela has switched her major to chemistry. She rocks!
- Notice that the sentence itself - Ela has switched her major to chemistry, doesn’t provide an emotional reaction to the information. The interjection does that job. And remember, not everyone might be congratulatory and happy:

- Ela has switched her major to chemistry. Oh, the horror!

**Know how to punctuate interjections.**

- Punctuation for an interjection will depend on the emotion and body language you hope to capture.
- Strong emotions, such as anger, excitement, or surprise, need an exclamation point [!] to communicate the intensity.
- Ugh! I cannot believe we are eating leftover vegan burritos for a third night.

**Yowza! That’s an astrophysicist dancing in the hallway!**

- An interjection meant to illustrate confusion, uncertainty, or disbelief will require a question mark [?] to help capture the open mouth, shrug, blank look, or rolled eyes.
- Huh? You want me—the person with a D average—to help with your calculus homework?
- Oh, really? You killed a snake with a salad fork?
- A comma [,] or period [.] will indicate weaker emotions, like indifference, doubt, or disdain. These two marks of punctuation dial down the volume on the sentence.
- Meh, I don’t really care that Pluto is no longer a planet.
- Pssst. Do you have the answer for number 7?
- Here comes Prof Sharma. Uh-oh, did he catch sight of your cheat sheet?
- It looks like Gagan is skipping class even though our group presentation is due today. Typi-cal.

**Test your Understanding:**

**Exercise -1**

**Identify and underline the interjection in the following sentences:-**

- Yuck! There’s hair in my soup!
- Wow! This cake tastes amazing
- Um...well, I think we should paint the wall red instead of purple.
- Phew! We managed to get on the train just before it left. I’m glad we didn’t miss it.
- Oops! I just spilled coffee on the floor.
- Ouch! I just closed the door on my finger.
- Huh? What did he say? I didn’t understand anything he said.
- Geez! There’s no need to get angry with me, I was only asking a question.
- Eek! There’s a mouse in the kitchen!
- Brrr! It’s freezing in here. Turn the air-conditioner off.

**Exercise – 2**

**Choose the correct answer from the options given below each sentence:-**

An interjection is a part-of-speech that directly expresses

- an opinion or idea
- a feeling or emotion

Most interjections are short words or short

- phrases
- statements

Which list contains one-word interjections?

- Hey! Oh! Mmm, Ouch!
- When? Now! Really? Sure

Which list contains two-word interjections?

- Stop it! Let's go! Come here!
- My God! On, no! Holy cow!

Interjections often stand alone. They are often

- part of a sentence
- not part of a sentence

- Yuck! There's hair in my soup!
- Wow! This cake tastes amazing
- Um...well, I think we should paint the wall red instead of purple.
- Phew! We managed to get on the train just before it left. I'm glad we didn't miss it.
- Oops! I just spilled coffee on the floor.
- Ouch! I just closed the door on my finger.
- Huh? What did he say? I didn't understand anything he said.
- Geez! There's no need to get angry with me, I was only asking a question.
- Eek! There's a mouse in the kitchen!
- Brrr! It's freezing in here. Please turn off the air-conditioner.

#### **Exercise – 2**

- An interjection is a part-of-speech that directly expresses an opinion or idea
- Most interjections are short words or short phrases
- Which list contains one-word interjections? - Hey! Oh! Mmm, Ouch!
- Which list contains two-word interjections? - My God! On, no! Holy cow!
- Interjections often stand alone. They are often not part of a sentence.

---

### **13.6 SECTION 4 : MEANING AND USAGE OF INTERJECTIONS**

---

Now look at the table below which provides a list of interjections along with their different meanings and their usage to simplify matters.

<b>INTERJECTION</b>	<b>MEANING</b>	<b>USAGE/EXAMPLE</b>
Ah	Expressing pleasure	Ah that feels good.
	Expressing realization	Ah now I understand.
	Expressing resignation	Ah well, it can't be helped.
	Expressing surprise	Ah, I've won
Alas	Expressing grief or pity	Alas, he is no more now.
Dear	Expressing pity	Oh dear! Does it hurt?
	Expressing surprise	Dear me! That's a surprise!
Eh	Asking for repetition	It's hot today. Eh? I said it's hot today
	Expressing enquiry	What do you think of that, eh?
	Expressing surprise	Eh! Really?
	Inviting agreement	Let's go, eh?
Er	Expressing hesitation	Lima is the capital of...er...Peru
Hello, Hullo	Expressing greeting	Hello Jay. How are you today?
	Expressing surprise	Hello! My car's gone!
Hey	Calling attention	Hey! Look at that!
	Expressing surprise, joy etc	Hey! What a good idea!
Hi	Expressing greeting	Hi! What's new?
Hmm	Expressing hesitation, doubt or disagreement	Hmmm. I'm not so sure if Radha will join us or not.
Oh, O	Expressing surprise	Oh! You're here!
	Expressing pain	Oh! I've got a terrible toothache
	Expressing pleading	Oh, please say yes!
Ouch	Expressing pain	Ouch! That hurts!
Uh	Expressing hesitation	Uh...I don't know the answer to that
Uh-huh	Expressing agreement	Shall we go? Uh-huh
Um, Umm	Expressing hesitation	49 divided by 7 is...um...7
Well	Expressing surprise	Well I never!
	Introducing a remark	Well, what did he say?

- Argh ! The train stopped again!
- (Frustration)
- Grr! I will not let him go without an explanation!
- (Anger)
- Oops! I didn't intend to harm you!
- (Surprise)
- Brr! It's freezing outside!  
(Chilling cold)

### **Four Main Roles of Interjections**

#### **Role 1:**

Interjections express sudden mood, emotions, and feeling with emphasis. There are also many taboo words that are usually used in everyday conversation but not in formal aspects. These words fall into the category of interjections.

#### **Example:**

- Wow! That's an amazing scene.
- Aw, I did not want him to come.
- What? You never told me that!

#### **Role 2:**

Some interjections interrupt a conversation or a thought or hold someone's attention for a moment. These are just sounds, not words because these sounds do not make any sense.

#### **Example:**

- Your, um, shirt has a stain on the back.
- I want to, uh, ask you out on a date.

#### **Role 3:**

Some interjections express only yes or no.

#### **Example:**

- Yes! I will most definitely do it.
- Nah, we are not going.

#### **Role 4:**

Some interjections are used to get someone's attention.

#### **Example:**

- Yo, Alex! Get in the car!
- Hey! Will you give me that ball?
- Yoo-hoo! Is there anyone?

## **Origin of the word – Interjection**

Early 15c., “an interjected or exclamatory word,” from Middle French interjection (Old French interjeccion, 13c.), from Latin interiectionem (nominative interiectio) “a throwing or placing between,” also in grammar and rhetoric, noun of action from past participle stem of intericere “to throw between, set between,” from inter “between” (see inter-) + -icere, combining form of iacere “to throw” (from PIE root \*ye- “to throw, impel”)

### **Test your Understanding:**

#### **Exercise -**

**Fill in the blank or answer the question with the correct answer from the options given below each sentence:-**

An interjection is \_\_\_\_\_

- An exclamation which shows thoughts or feelings
- A meaningless string of sounds
- The same as an adjective

Which of the following interjections is NOT an expression of surprise or wonder?

- Gee!
- Gosh!
- Boo!

You are given to eat insects. How do you think you would react?

- Ugh!
- Hurrah!
- Yippee!

Somebody has just stepped on your toe. Which interjection would best fit the situation?

- Yoo-hoo!
- Ouch!
- Eh!

#### **Answers**

#### **Exercise**

An interjection is an exclamation which shows thoughts or feelings

- Which of the following interjections is NOT an expression of surprise or wonder? - Boo!
- You are given to eat insects. How do you think you would react? - Ugh!

- Somebody has just stepped on your toe. Which interjection would best fit the situation.

**Some examples of interjections and their definitions:**

- **Ahem** - The sound of someone clearing their throat and means “attention” or “listen”
- **Aah** - This is used as a call for help or when someone is scared
- **Boo** - Used to scare someone or to voice disapproval
- **Eh** - This is used when you didn’t hear or understand what someone said
- **Eww** - Shows dislike or disgust
- **Hmm** - This can mean you are thinking or hesitating
- **Jeez** - Could mean you can’t believe something, or you are exasperated or comeback

**In a nutshell**

- Interjections are generally placed at the start of the sentence. This is one of the most common ways to use them, as by putting them right at the start, you can add an emotional impact to your sentence very easily.
- When the interjection is right at the start, you might also want to add an exclamation mark at the end of the sentence, to add extra emphasis, for example:
- “Hurray – we’re finally here!” But interjections don’t always have to be at the start of the sentence. While they don’t have any grammatical influence, you can still use them in different parts of the sentence, to express different kinds of feelings and tones.
- For example, using an interjection at the end of a sentence can turn it into a question, or a rhetorical question that emphasises different kinds of feelings. Let’s look at some examples!
- This is a really interesting film, hmm?”
- Putting the interjection at the end of the sentence makes it into a question, which might invite someone else to share their opinion with you, or ask them if they agree with you.
- “Hmm! This is a really interesting film!”
- Placing the interjection at the start instead makes it more of a statement, which is less likely to invite someone else to share their thoughts with you.
- You could also put an interjection in the middle of a sentence, for a different kind of expression of feeling. For example:
- “This is a really, hmm, interesting film.”
- In this sentence, putting the interjection in the middle helps to

convey a feeling of uncertainty or doubt instead.

**Check your progress:**

1. What are interjections and why are they important in communication?

---

---

2. Explain the different types of interjections with examples. How do each of these types contribute to enhancing the meaning of a sentence or conversation?

---

---

3. How can improper usage of interjections impact the clarity and tone of a message?

---

---

4. Examine the meanings and usage of interjections in various contexts.

---

---

5. What role do interjections play in literature and drama?

---

---

6. How do interjections differ across cultures and languages?

---

---

7. How does the use of interjections contribute to informal communication compared to formal communication?

---

---

8. What are the challenges in teaching interjections to non-native speakers of a language?

**You can find and write the answers to the following questions based on the provided options.**

1. Which of the following is an example of an interjection?

- a) Quickly   b) Wow!   c) Through   d) Very

2. Which of the following interjections expresses surprise or shock?
- Oh no!
  - Hooray!
  - Alas!
  - Oops!
3. What is the main purpose of an interjection in a sentence?
- To express emotions or feelings
  - To show the relationship between ideas
  - To modify nouns
  - To describe actions or states
4. Which of these interjections would most likely be used to express happiness or excitement?
- Ugh!
  - Hooray!
  - Oh no!
  - Eh!
5. Which of the following is an appropriate example of a casual interjection used to show frustration?
- Wow!
  - Oops!
  - Ugh!
  - Oh, dear!
6. Which of these is NOT an example of an interjection?
- Bravo!
  - Hurray!
  - And
  - Oops!
7. How should an interjection like "Oops!" be punctuated in a sentence?
- "Oops"
  - Oops!
  - Oops,
  - "Oops,"
1. b) 2. a) 3. a) 4. b) 5. c) 6. c) 7. b)

---

### 13.7 KEYWORDS

---

**Types of Interjections** here are literally hundreds, if not thousands, of interjections in the English language. Most are designed to express strong emotions, such as love, hate, surprise, happiness, anger, enthusiasm, disgust, boredom, confusion or unhappiness.

**Dos and Don'ts** To capture short bursts of emotion, you can use an interjection, which is a single word, phrase, or short clause that communicates the facial expression and

body language that the sentence itself will sometimes neglect.

### To Sum it Up

- This Unit introduces you to Interjections – understanding the concept, its importance and application in sentence formation.
- Introduction to some basic types of Interjections.
- How to use Interjections, either within a sentence, or a statement in itself.
- The Key Do's and Don'ts in the usage of Interjections.
- The Unit explains the different meanings and usages of Interjections. Same words used in different situations will mean differently.
- The Unit also effectively sums up the four main roles of Interjections.

---

### 13.8 SUGGESTED READING

---

1. *Martin Hewings* – Advanced English Grammar (A self study reference and practice book for advanced South Asian students)- Cambridge University Press
  2. *Terry O'Brien* – The Little Red Book of Common Errors –Rupa Publications India Private Limited
  3. *A J Thomas and A V Martinet* – A Practical English Grammar – Oxford University Press
  4. *Raymond Murphy* – Intermediate English Grammar (Reference and Practice for South Asian Students) – Cambridge University Press
  5. *Michael Swan* – Practical English Usage Oxford University Press
  6. *Raymond Murphy* –Essential English Grammar (A self study reference and practice book for elementary students of English) – Cambridge University Press
- Michael Swan and Catherine Walter* – Oxford English Grammar – Oxford University Press.

---

### 13.9 REFERENCE

---

#### Video Link

<https://www.youtube.com/watch?v=hDq-kugjd1U4>

=hDq-kugjd1U4:04 Minutes

What is Interjections - English Grammar Lesson Interjections in English

## **UNIT : 14**

## **ARTICLES**

-----  
**STRUCTURE**  
-----

### **14.0 Learning Objectives**

### **14.1 On Completion of Unit**

### **14.2 Introduction**

### **14.3 Section 1 : Determiners**

### **14.4 Section 2 : Types of Determiners**

### **14.5 Section 3 : Articles – Definite and Indefinite**

### **14.6 Section 4: Conclusion and Common Mistakes to Avoid**

### **14.7 Keywords**

### **14.8 Suggested Reading**

### **14.9 References**

---

## **14.0 LEARNING OBJECTIVES**

---

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

---

## **14.1 ON COMPLETION OF UNIT**

---

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

---

## **14.2 INTRODUCTION**

---

- Communication is done best when it is specific. An Article is that part of sentence construc-tion that helps us understand whether it is a specific noun that we are talking about or an unspecified one.

- An Article is also the most wrongly used part of the sentence, especially for non-native users. This should be an important Unit to study for non-native users.

---

### **14.3 SECTION 1 : DETERMINERS**

---

- In the English language we use determiners or words exactly before a noun in order to make clear what the noun refers to.
- There are different types of determiners. The type of determiner depends on the type of noun. Singular nouns always need a determiner. While in plural nouns the determiner is optional. Again in uncountable nouns the determiner is also optional.
- There are about 50 different determiners in the English language. We shall study them in detail in the next section.

#### **Origin of the word 'Article'**

c. 1200, "separate parts of anything written" (such as the statements in the Apostles' Creed, the clauses of a statute or contract), from Old French article (13c.), from Latin articulus "a part, a member," also "a knuckle; the article in grammar," diminutive of artus "a joint," from PIE \*ar(ə)-tu-, suffixed form of root \*ar- "to fit together."

#### **Things to Remember – Articles**

1. Use indefinite articles (a, an) when you introduce a person or thing for the first time.
2. Use indefinite articles when you don't expect the reader/listener to understand who or what you are talking about.
3. Use the definite article to refer to a person or thing that has already been mentioned.
4. Use the definite article to refer to a person or thing known to both the writer and the reader.
5. Do not use any articles when you are speaking in general.
6. A singular countable noun must have an article or another determiner with it. A determiner can be a possessive (my, his), a demonstrative (this, that) or a quantifier (some, any, few etc).
7. A plural noun can be used with or without an article. Note that no article is used when we are speaking in general.

### Examples:

Look at the sentences below where the determiners have been highlighted in bold font –

- Could you bring me **those** books I left in the garden?
- **The** sun rises from the east.
- The doctor advised me to eat **an** apple every morning.
- There aren't **many** students in the library.
- I haven't got **any** pictures in my bedroom.
- She gave **an** apple to **each** child.

### List of Some Determiners

A	An	The	Those
This	That	These	My
Which	Your	Our	Their
His	Hers	Whose	My friend's
Our Friend's	One	Two	Three
Twenty	Forty	First	Second

### Exercise

Fill in the blanks with the most appropriate determiner from those given in the bracket:-

- I don't like \_\_\_\_\_ of my mathematics teachers. (either/neither/both)
- \_\_\_\_\_ people don't trust politicians. (Most/Most of)
- Neither \_\_\_\_\_ the door. (keys open/key opens/key open/keys opens)
- Neither of \_\_\_\_\_ valid. (this argument is/these arguments are/these arguments is)
- \_\_\_\_\_ the shops are closed on Sundays.(Most of/Minimum)
- They spend \_\_\_\_\_ their income on movies. (half of/most)

### Answers

- I don't like **either of** my mathematics teachers.
- **Most** people don't trust politicians.
- Neither **key opens** the door.
- Neither of **these arguments is** valid.
- **Most of the shops** are closed on Sundays.
- They spend **half of** their income on movies

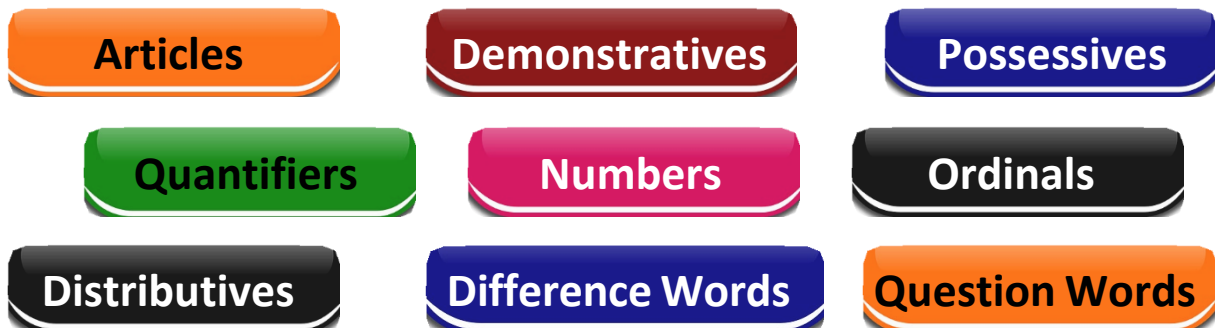
### **Rules to Remember While Using Determiners**

1. Determiners always come first in the noun phrase.
2. Determiners are required with singular nouns.
3. To speak about a singular noun generally, use an indefinite article (a or an).
4. To speak about a plural noun generally, do not use a determiner.
5. To speak about a singular noun specifically, use a definite article, demonstrative pro-noun, possessive pronoun or quantifier.
6. To speak about a plural noun specifically, use a definite article, demonstrative pro-noun, possessive pronoun or quantifier.

### **14.4 SECTION 2 : TYPES OF DETERMINERS**

#### **Definition, Meaning and Examples:**

As mentioned in the earlier section there are about 50 determiners in the English Lan-guage. They fall under 9 heads namely



#### **Let us now take a detailed look at each of the above determiners. Articles**

Articles are among the most common of the determiners. There are three singular articles: a, an, and the. Articles specify (or determine) which noun the speaker is referring to. A and an are indefinite articles and are used when you are talking about a general version of the noun.

#### **For example:**

- A dog is a good pet.
- An ostrich would beat a chicken in a race.

In these examples, the sentence is talking about dogs or ostriches in general, meaning any dog. When your meaning is general, use an

indefinite article

Note that a is used before words that begin with consonants while an is used before words beginning with vowels

On the other hand, the is a definite article, meaning the speaker is referring to a specific noun.

**For example:**

- We went to the best restaurant in town.
- The dog is barking too loudly.

Here the speaker is referring to a particular dog and a particular restaurant. It's not a general category, but only one animal or place that's important.

When your meaning is specific, use a definite article

### **Demonstratives**

Demonstrative pronouns are also used as determiners in English. There are four of them: this, that, these and those. Demonstratives are used in a situation in which the speaker can point to the item they mean, making them even more specific than a definite article.

**For example:**

- Do you want this brand of milk?
- I don't want to go to that movie.
- These black raspberries are sour.
- He wanted those boys to go away.
- This and these refer to items nearby; that and those refer to items far away. Note also that this and that are singular while these and those are plural.

### **Possessives**

When referring to a noun that belongs to someone or something, you can use possessive pro-nouns to show ownership. Possessive pronouns include my, your, his, her, its, our, and their.

**For example:**

- Where is your car?
- The dog growled and showed its teeth.
- My best friend is a cat.
- Which one is his house?
  - Honesty is her best quality.
  - The tree shed its leaves.
  - It's our secret recipe.

As always, the determiner comes before the noun and any modifying adjectives. In English, you

can use the same possessive whether the noun it references is singular or plural.

### **Quantifiers**

Quantifiers are determiners that indicate how much or how little of the

noun is being discussed.

They include words such as all, few and many.

**For example:**

- He took all the books.
- She liked all chocolates equally.
- Few children like lima beans, so the cafeteria stopped serving them.
- Many kittens are taught to hunt by their mothers.

Note that all can be used with other determiners to specify which particular items are meant (i.e.all the books in this pile).

In this case, the quantifier always comes before the article or demonstrative.

It's also possible to use all alone to refer to items generally, as in the second example.

### **Numbers and Ordinals**

The cardinal numbers (one, two, three, etc.) are adjectives referring to quantity, and the ordinal numbers (first, second, third, etc.) refer to distribution.

**For example –**

- There are **twenty-five** people in the room.
- He was the **fourteenth** person to win the award.
  
- **Six hundred thousand** people were left homeless after the earthquake.
- I must have asked you **twenty** times to be quiet.
- He went to Italy for the **third** time this year.

### **Distributives**

Distributive determiners refer to a group of people or things, and to individual members of the group. They show different ways of looking at the individuals within a group, and they express how something is distributed, shared, or divided.

**Here's a quick look at things to keep in mind while using distributives**

-

- Using “each” and “every” to talk about the members of a group as individuals
- Each is a way of seeing the members of a group as individuals, while every is a way of seeing a group as a series of members.
- These distributives can only be used with countable nouns.
- They are normally used with singular nouns, and are placed before the noun.
- In many cases, they are interchangeable.

**For example -**

- Each child received a present.

- Every child received a present.
- I gave each plant some water.
- I gave every plant some water.

Each can also be used with plural nouns and pronouns but must be followed by ‘of’. Every cannot be used with plural nouns

**For example –**

- Each of the children received a present.
- I gave each of the plants some water.
- He told each of us our jobs.
- I gave each of them a hug.

Every can express different points in a series, especially with time expressions.

Each works in the same way, but is less common.

**For example -**

- Every morning Jay goes jogging.
- This magazine is published every week.
- I have my coffee here every day.
- I go visit my friend each week.
- Each Monday, he buys a kilo of apples.

**Using “all” to talk about the whole group**

The distributive determiner all is used to talk about a whole group, with a special emphasis on the fact that nothing has been left out.

All can be used as a distributive in several different patterns.

All can be used with uncountable nouns and plural countable nouns by itself. In this usage, it refers to the group as a concept rather than as individuals.

**For example-**

- All cheese contains protein.
- I like all dogs.
- All children need affection.
- This soap is for all purposes.

All can be used with uncountable nouns and plural countable nouns preceded by the or a pos-sessive adjective

In this case, the meaning is shifted towards referring to a concrete, physical group rather than the group as a concept.

In these uses, the word of can be added just after all with no change in meaning.

**For example -**

- All the people in the room were silent.
- All of the birds flew away.
- Have you eaten all the bread?

**All can be used with plural pronouns preceded by of.**

**For example -**

- All of us are going.
- He scolded all of you.
- Did you find all of them?

All can be used in questions and exclamations with uncountable nouns preceded by this or that.

In these uses, the word of can be added just after all with no change in meaning.

**For example -**

- Who has left all this paper on my desk?
- Look at all this snow!
- Why is all of that sugar on the floor?  
Where did all of this confetti come from?

All can be used in questions and exclamations with countable nouns preceded by these or those.

In these uses, the word of can be added just after all with no change in meaning.

**For example –**

- Look at all those balloons!
- Where did all of those books come from?
- Why are all these children crying?

**Using “half” to talk about a divided group**

- The distributive determiner half is used to talk about a whole group divided in two.
- Half can be used as a distributive in several different patterns.
- Other fractions can be used in the same patterns, although they are less frequent.

**For example -**

- I had half a cup of milk left.
- I bought half a kilo of flour.
- He ran half a mile this morning.

Half can be used with nouns preceded by the, a, a demonstrative, or a possessive adjective. In this case, the meaning refers to a concrete, physical division. The word of can be added just after half with no change in meaning.

**For example -**

- Half the people have already left.
- Half of an apple isn't very much lunch.
- Did you use half my sugar?
- I will need half of the flour for my cake.
- I earned half of that money last summer.

**Half can be used with plural pronouns preceded by of.**

**For example -**

- Half of us are going.
- He scolded half of you but he let the rest off.
- You couldn't find half of them?

**Using “both”, “either”, and “neither” to talk about pairs of people or things**

- The distributive determiners both, either and neither are concerned with distribution between a pair of objects.
- Normally, these words cannot be used to refer to a group of three or more individuals.
- They also cannot be used to refer to a group of indefinite size.

**USING “BOTH”**

Both refers to the whole pair and is equivalent to “one and the other”. Both can be used with plural nouns on its own, or it can be followed by “of”, with or without an article. When followed by a plural pronoun, both must be separated from the pronoun by “of”. Both cannot be used with singular nouns, because it refers to two things.

**For example -**

- Both children were born in Delhi.
- Both the children were born in Delhi.
- Both of the children were born in Delhi.
- Both my parents have fair hair.

**USING “EITHER”**

Either is positive and when used alone, refers to one of the two members of the pair. It is equivalent to “one or the other”. Because it refers to just one member of a pair, either must be used before a singular noun. It can also be used with a plural noun or pronoun if followed by “of”.

**For example -**

- I can stay at either hotel.
- Either day is fine for me.  
There are two chairs here. You can take either of them.
- Either can also be used with or in a construction that talks about each member of the pair in turn. The meaning remains the same, but in this case either is not functioning as a distributive. It is functioning as a conjunction.

**For example -**

- You can have either ice cream or chocolate cake.
- I will come on either Thursday or Friday.
- You can either come inside or put on your raincoat.

**USING “NEITHER”**

Neither is negative and when used alone, refers to the whole pair. It is equivalent to “not one or the other”. Because it refers to just one member of a pair, neither must be used before a singular noun. It can also be used with a plural noun or pronoun if followed by “of”.

**For example -**

- Neither chair is any good.
- Neither brother came.
- Which bag do you want? Neither of them.

- Neither of us were on time.

Neither can also be used with nor in a construction that talks about each member of the pair in turn. The meaning remains the same - but in this case neither is not functioning as a distributive; it is functioning as a conjunction.

**For example -**

- You can have neither biscuits nor chocolates.
- It is neither raining nor snowing.
- She is neither tall nor short.

**Difference Words**

The determiners other and another refer to something different, remaining, or additional. They are placed before a noun. The other is treated separately because its usage is slightly different.

- **Other** - Plural countable nouns and all uncountable nouns
- **Another** - Singular countable nouns
- **The other** - Any noun that can take the definite article “the”

**USING “OTHER”**

Other can be used alone or after the determiners some, any, and no.

**For example -**

- Do you have other shoes?
- There are other jobs you could try.
- Is there any other bread?

If used with a plural countable noun and one of these determiners, the noun may be omitted when it is understood from the context. In that case, other becomes plural. This can also happen with other used by itself, but it is less common.

**For example -**

- Do you have any others?
- I know some others who might like to come.
- There are no others in this box.

**USING “ANOTHER”**

Another is used with singular countable nouns. For uncountable nouns,

another is often used  
with measure words that are singular.

**For example -**

- Have another biscuit.
- Would you like another cup of tea?

**USING “THE OTHER”**

If the other is modifying a plural countable noun, the noun may be omitted when it is understood from the context. In that case, other will become plural.

**For example -**

Where is the other box of cereal?

- I work on the weekend and go to school on the other days of the week.
- May I use the other honey for my recipe?
- I enjoyed the first book but I didn't read the other books in the series..

**Question Words**

Words like – which, what, whose

**Functions of Determiners**

- The determiners are used in every case to clarify the noun.
- Determiners may be used to demonstrate or define something or someone.
- Determiners may state the differences between nouns.
- The function of a determiner is to express proximity, relationship, quantity, and definiteness.

**Test your Understanding:**

**Exercise - 1**

**In the sentences given below please fill in the blanks with the appropriate determiner from ALL, EACH, EVERY, MOST, MANY, AN, FEW, A, THE, ANY, LITTLE:-**

- They were bored because there was \_\_\_\_\_ to do.
- We invited \_\_\_\_\_ friends over to our house for a party.
- \_\_\_\_\_ of the cakes had been baked the day before.
- Sheela didn't take \_\_\_\_\_ photos when she went on holiday.
- The teacher gave \_\_\_\_\_ of the students a piece of paper.

**Answers**

- They were bored because there was LITTLE to do.

- We invited FEW friends over to our house for a party.
- MOST of the cakes had been baked the day before.
- Sheela didn't take MANY photos when she went on holiday.
- The teacher gave EACH of the students a piece of paper.

---

### **14.5 SECTION 3 : ARTICLES – DEFINITE AND INDEFINITE**

---

#### **Definition and Meaning.**

- An article is a word that combines with a noun to indicate the type of reference being made by the noun.
- The three main articles are – a, an, the.
- Basically articles are of two kinds –

#### **Definite Article**

- Definite article THE is used to refer to a specific instance of the noun, often already mentioned in the context or easy to identify. Definite articles are slightly different from demonstratives, which often indicate the location of nouns with respect to the speaker and the audience.  
Let us look for a good restaurant. What about THE restaurant we ate at last week? That restaurant was terrible. What about this one on THE corner here ?

#### **Indefinite Article**

Indefinite article A or AN is used to refer to generic or non-specific nouns – an apple in the basket, a book on the table, a car on the road etc.

- You must take A bus
- I always eat AN apple

However A and AN can function as definite articles as well; in cases where they are used to emphasize the singularity of the subject -

- A single teardrop fell from her eye.
- An elephant just crossed the road.

Basically A and AN are used to refer to a noun that is not something or someone specific; it is unknown as to which noun is being referred to.

For example – a teacher in the hall; a letter in the mail box; a bike in the street etc The choice between A and AN is determined by the sound.

While A is used before a word beginning with a consonant sound (b, c, d, f, g, h, j, k,l, m, n, p,q, r, s, t, v, w, x, y and z)

AN is used before a word beginning with a vowel sound (a, e, i, o and u)

- A girl
- A horse
- A ewe
- A student
- A university
- A unicorn
- A foot
- A union
- A useful ally
- A hole
- A European

**(Because these words – unicorn, university, union, European etc- begin with a consonant sound YU)**

- An animal
- An heir
- An ink pad
- An hour
- An enemy
- An honest trader
- An umbrella

**(Words like – hour, heir, honest etc –begin with a vowel sound as the consonant H is not pro-nounced therefore they take AN)**

**Rules regarding the use of A, AN or THE**

**A**

Indefinite article Not a specific object  
One of a number of the same objects  
With consonants

**Example –**

- She has a dog.
- I work in a NGO.

**AN**

Indefinite article Not a specific object  
One of a number of the same objects  
With vowels (a,e,i,o and u)

**Example –**

- Can I have an orange?
- He is an English doctor.

**THE**

Definite article  
A specific object that both the person speaking and the listener know

**Example-**

- The man on the platform is my father.
- The lady in the blue sari is my college professor.

**The first time you speak of something use A or AN. The next time you repeat that object use THE -**

- I live in a house. The house is haunted.

We do not use an article with countries, states, counties or provinces, lakes and mountains except when the country is a collection of states such as The United Kingdom.

- He lives in a village near Mount Kailash.
- They live in Hyderabad.

We use an article with bodies of water, the rivers, oceans and seas.

- My country borders on the Pacific Ocean.
- We do not use an article when we are speaking about things in general.
- I like South Indian coffee.
- She likes watching movies.
- We do not use an article when we are speaking about meals, places and transport.
- He takes breakfast at home.
- I go to office everyday
- He comes to work by his own car

**Examples:**

**Look at the sentences below where the articles have been underlined—**

- I see a kite in the sky.
- They caught a tiger on the other side of the river.
- Give me a glass of water.
- Please give me the pen kept in the drawer
- He is a hockey player.
- Test your Understanding

**Rewrite each of the following sentences, changing the subject of the verb to the singular, inserting A or AN before the subject, as appropriate, and changing the verb to agree with the subject:-**

**For example-**

Violins are difficult to play. A violin is difficult to play.

- Unions have been formed.
- Answers are always provided.
- Mangoes are expensive.
- Windows are an important feature of any house.
- Umbrellas should be used during rainy season.

**Exercise-2**

**Fill in the blanks with A, AN or THE-**

\_\_\_\_\_ moon is full tonight

She is \_\_\_\_\_ Singer

Please sit in \_\_\_\_\_ centre of the boat.

- His aunt is \_\_\_\_\_ teacher.
- \_\_\_\_\_ architect is required to build the house.

**Exercise - 3**

**Fill in the blanks of the following phrases with an indefinite article (A or AN-**

- cup of coffee
- \_\_\_\_\_ eagle
- \_\_\_\_\_ Astronaut
- \_\_\_\_\_ English book
- \_\_\_\_\_ book
- wild animal
  
- Red Apple
- MP
- Honest Man

**Exercise – 3**

- an eye for an eye
- a cup of coffee
- an eagle
- an astronaut
- an English book
- a wild animal
- an honest man
- a red apple an MP

---

**14.6 SECTION 4: CONCLUSION AND COMMON MISTAKES TO AVOID**

---

**In this section, we will have a look at the errors made by non-native speakers of English**

NO	INCORRECT USAGE	CORRECT USAGE	EXPLANATION
----	-----------------	---------------	-------------

1	We shall see him after the dinner.	We shall see him afterdinner.	There is often a tendency to use the definite article THE where it is not required. Remember that the definite article is not used before the names of the meals – supper, dinner, lunch, breakfast.
2	Does your sister go to The school?	Does your sister go to School?	‘Goes to the school’ means to visit a particular school. Whereas to ‘go to school’ means to go to school customarily as a teacher or a student. Similarly it would be wrong to say – I go to the mosque every Friday. As the correct expression is – I go to mosque every Friday. The latter sentence means to go and pray; while the former sentence means to go and visit the mosque.
3	What kind of a friend Are you?	What kind of friend are You?	Do not use A or AN after the phrase ‘sort of’ or ‘kind of’.
4	Cholera has broken out in the whole Nagpur.	Cholera has broken out in the whole of Nagpur.	Do not use ‘the whole’ with proper nouns. Say ‘the whole of India’ not ‘the whole India’.

	I have a headache.	I have a headache.	Note the following phrases which involve the use of the indefinite article – a sore throat; a bad cold; a severe pain; on a large scale; on an average; at a loss; as a rule.
--	--------------------	--------------------	---

Articles are used to help us separate (or understand) new versus old information. They help us understand specific versus general information. In addition, they help us understand if you are talking about many versus all versus one.

**Check your progress:**

1. What are determiners in English grammar? Explain the role they play in a sentence and provide examples of different types of determiners.

---



---

2. Discuss the different types of determiners, including articles, demonstratives, possessives, quantifiers, and numbers.

---



---

3. What is the difference between definite and indefinite articles?

---



---

4. Describe common mistakes people make when using determiners especially articles.

---



---

5. What is the importance of determiners in forming grammatically correct sentences?

---



---

**You can find and write the answers to the following questions based on the provided options.**

1. What is the main function of a determiner in a sentence?
  - a) To describe a noun
  - b) To specify or modify a noun
  - c) To show the action in the sentence
  - d) To link clauses or sentences together
  
2. Which of the following is a definite article?
  - a) A
  - b) An
  - c) The
  - d) Some
  
3. Which of the following sentences uses the indefinite article correctly?
  - a) I saw an elephant at the zoo.
  - b) I saw the elephant at the zoo.
  - c) I saw elephant at the zoo.
  - d) I saw elephants at the zoo.
  
4. Which of these words is a demonstrative determiner?
  - a) Some
  - b) This
  - c) His
  - d) Several
  
5. Which sentence uses a possessive determiner correctly?
  - a) She is reading her book.
  - b) She is reading a book.
  - c) She is reading the book.
  - d) She is reading some book.
  
6. Which of the following is an example of a quantifier determiner?
  - a) Few
  - b) That
  - c) His
  - d) Both

7. Which of the following sentences correctly uses an article?

- a) She wants a apple.
- b) She wants an apple.
- c) She wants the apple.
- d) She wants apple.

1. b) 2. c) 3. a) 4. b) 5. a) 6. a) 7. b)

---

## 14.7 KEYWORDS

---

- **Determiners:** We use determiners or words exactly before a noun in order to make clear what the noun refers to.
- There are different types of determiners. The type of determiner depends on the type of noun. Singular nouns always need a determiner. While in plural nouns the determiner is optional. Again in uncountable nouns the determiner is also optional.
- **Articles:** An article is a word that combines with a noun to indicate the type of reference being made by the noun.

## To Sum it Up

- This Unit introduces you to Determiners, the rules of using determiners and their significance for the usage of Nouns in sentence formation.
- Introduction to the 50 different types of Determiners.
- Introduction and explanation of the nine heads under which these 50 Determiners are classified.
- The Unit explains with examples and practice assignments how to use them in sentence formation.
- The Unit introduces you to one of the key Determiners – the Article. It also talks about the two kinds of Articles – Definite and Indefinite Articles.
- The Unit concludes with the common mistakes to avoid for non-native English users.

---

## 14.8 SUGGESTED READING

---

1. *Martin Hewings* – Advanced English Grammar (A self study reference and practice book for advanced South Asian students)- Cambridge University Press
2. *Terry O'Brien* – The Little Red Book of Common Errors –Rupa Publications India Private Limited

3. *A J Thomas and A V Martinet* – A Practical English Grammar – Oxford University Press
4. *Raymond Murphy* – Intermediate English Grammar (Reference and Practice for SouthAsian Students) – Cambridge University Press
5. *Michael Swan* – Practical English Usage Oxford University Press
6. *Raymond Murphy* – Essential English Grammar (A self study reference and practice bookfor elementary students of English) – Cambridge University Press
7. *Michael Swan and Catherine Walter* – Oxford English Grammar – Oxford University Press

---

## 14.9 REFERENCE

---

### Video Link

<https://www.youtube.com/watch?v=2gTah9w3sFg>

3sFg4:53 Minutes

What are Articles - English Grammar Lesson Articles in English

યુનિવર્સિટી ગીત

સ્વાધ્યાય: પરમં તપ:

સ્વાધ્યાય: પરમં તપ:

સ્વાધ્યાય: પરમં તપ:

શિક્ષણ, સંસ્કૃતિ, સદ્ભાવ, દિવ્યબોધનું ધામ  
ડૉ. બાબાસાહેબ આંબેડકર ઓપન યુનિવર્સિટી નામ;  
સૌને સૌની પાંખ મળે, ને સૌને સૌનું આભ,  
દશે દિશામાં સ્મિત વહે હો દશે દિશે શુભ-લાભ.

અભણ રહી અજ્ઞાનના શાને, અંધકારને પીવો ?  
કહે બુદ્ધ આંબેડકર કહે, તું થા તારો દીવો;  
શારદીય અજવાળા પહોંચ્યાં ગુર્જર ગામે ગામ  
ધ્રુવ તારકની જેમ ઝળહળે એકલવ્યની શાન.

સરસ્વતીના મયૂર તમારે ફળિયે આવી ગહેકે  
અંધકારને હડસેલીને ઉજાસના ફૂલ મહેંકે;  
બંધન નહીં કો સ્થાન સમયના જવું ન ઘરથી દૂર  
ઘર આવી મા હરે શારદા દૈન્ય તિમિરના પૂર.

સંસ્કારોની સુગંધ મહેંકે, મન મંદિરને ધામે  
સુખની ટપાલ પહોંચે સૌને પોતાને સરનામે;  
સમાજ કેરે દરિયે હાંકી શિક્ષણ કેરું વહાણ,  
આવો કરીયે આપણ સૌ  
ભવ્ય રાષ્ટ્ર નિર્માણ...  
દિવ્ય રાષ્ટ્ર નિર્માણ...  
ભવ્ય રાષ્ટ્ર નિર્માણ

