



Study Material  
For  
**English Language**



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## 1. NOUN

There are two main types of nouns: common nouns and proper nouns.

### 1.1 COMMON NOUNS

Words for people, places and things are called common nouns.

<b>Things</b>	<b>Animals</b>	<b>PLACES</b>
Ruler	Dog	Bank
Pen	Cat	Hotel
Crayons	Horse	Library
Pencil	Sheep	Hospital
Book	Goat	Airport
Dictionary	Frog	Factory
Courage	Monkey	Nursery

### 1.2 PROPER NOUN

These common nouns are words for people who do certain things. The names of particular people, places and things are proper nouns. They always begin with a capital letter.

**These people's names are proper nouns.**

Robin Hood	Florence Nightingale
Aladdin	Muhammad Ali
Frankenstein	George Washington
Harry Potter	David Beckham
Santa Claus	Julia Roberts
Mahatma Gandhi	Nelson Mandela
Confucius	Alex Rodriguez

The names of the days of the week and the months of the year are proper nouns.

### DAYS OF THE WEEK.

Monday	Friday
Tuesday	Saturday
Wednesday	Sunday
Thursday	

### MONTHS

January	July
February	August
March	September
April	October
May	November
June	December

**The names of special days and celebrations are also proper nouns.**

Independence Day  
 Memorial Day  
 Valentine's Day  
 Halloween  
 Labour Day  
 Christmas  
 Ramadan

**The names of famous places, buildings and monuments are proper nouns**

the Sphinx  
 the Taj Mahal  
 Graceland  
 the Eiffel Tower  
 the Grand Canyon  
 the Golden Gate Bridge  
 the Sydney Opera House  
 the Great Wall of China

**The names of people who live in a particular country are also proper nouns.**

**COUNTRY**

Afghanistan  
 Australia  
 Britain  
 China  
 France



**PEOPLE**

Afghans  
 Australian  
 the British  
 the Chinese  
 the French

**1.3 SINGULAR NOUN**

Nouns can be singular or plural. When you are talking about just one thing or person, use a singular noun.

**For example:**

a tent  
 a taxi  
 a house

**1.4 PLURAL NOUN**

Use a plural noun when you are talking about two or more people, places or things. Just add s to make most nouns plural

**SINGULAR**

a mountain  
a river  
an envelope  
an insect  
an oven  
an uncle

**PLURAL.**

mountains  
rivers  
envelopes  
insects  
ovens  
uncles

Nouns that have a vowel before the y are made plural by simply adding s at the end .

**SINGULAR**

Day  
tray  
runway  
chimney  
trolley  
valley

**PLURAL**

days  
trays  
runways  
chimneys  
trolleys  
valleys

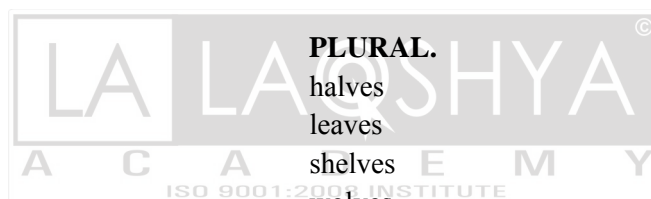
“Many nouns that end in *f* are made plural by changing the *f* to *v* and adding *es*.”

**SINGULAR**

Half  
Leaf  
shelf  
wolf  
thief

**PLURAL.**

halves  
leaves  
shelves  
wolves  
thieves



Some nouns that end in *f* can be made plural in two ways.

**SINGULAR**

scarf  
hoof  
dwarf  
wharf

**PLURAL**

scarfs or scarves  
hoofs or hooves  
dwarfs or dwarves  
wharfs or wharves

Some nouns change spelling from the singular form to the plural.

**SINGULAR**

man  
woman  
child  
person  
mouse  
tooth  
foot  
goose

**PLURAL**

men  
women  
children  
people  
mice  
teeth  
feet  
geese

## 1.5 COLLECTIVE NOUN

Words for groups of people, animals or things are called collective nouns. Collective nouns may be used with a singular verb or with a plural verb.

- ✓ If the group is acting as a single unit, use a singular verb.
- ✓ If group members are acting as individuals, use a plural verb.
- ✓ If the group is acting as a single unit, use a singular verb.
- ✓ If group members are acting as individuals, use a plural verb.

Here are some collective nouns for groups of people.

a **family** a crew  
 a **team** a club  
 a **community** a committee  
 a **choir** a company  
 a **band** a gang  
 an **orchestra** the government  
 an **audience** the army

Here are more collective nouns you can use for groups of people.

a **crowd** of shoppers  
 a **company** of actors  
 a **class** of schoolchildren

Many groups of animals have their own special collective nouns.

a **herd** of cattle  
 a **flock** of birds  
 a **drove** of sheep  
 a **gaggle** of geese

Some groups of things also have their own special collective nouns.

a **bunch** of bananas  
 a **cluster** of grapes  
 a **bunch** of flowers  
 a **bouquet** of flowers  
 a **range** of mountains

Some nouns name the amount or form of something.

a **loaf** of bread  
 a **ball** of string

The words a piece of mean a single serving or part of something.

a slice/piece of bread  
 a piece/square of chocolate  
 a sheet/piece of paper  
 a piece of information

## 1.6 MASCULINE AND FEMININE FORMS OF NOUN

- ✓ Masculine nouns are words for men, boys and male animals.
- ✓ Feminine nouns are words for women, girls and female animals.

### MASCULINE.

Boy  
man  
father  
son  
brother  
husband  
grandfather  
uncle

### FEMININE.

girl  
woman  
mother  
daughter  
sister  
wife  
grandmother  
aunt

*Many nouns are used for both males and females. They are called common gender nouns.*

**For e.g. :**

teacher  
pupil  
child  
baby  
parent  
cousin



With animals, there is one general word for the animal and special words for the male and the female.

- Sometimes the word for the male animal is the same as the general word.
- Sometimes the word for the female animal is the same as the general word.

### ANIMAL

rabbit  
horse  
sheep  
pig  
chicken

### MASCULINE

buck  
stallion  
ram  
boar  
rooster

### FEMININE

doe  
mare  
ewe  
sow  
hen

## 1.7 THE POSSESSIVE FORMS OF NOUN

Use the possessive form of a noun to show ownership.

To make the possessive form, put an **apostrophe and an s** 's singular noun.

**For e.g.:**

This is my bed and that is Shyam's bed.

We all like Dad's cooking.

It is my job to collect everybody's plate after the meal.

The flies are buzzing around the horse's tail.

This is Ram and Shital's room.

This is Vikram's hat and that is Vikram's father's hat.




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## 2. PRONOUNS

A pronoun is a word that takes the place of a noun. There are different kinds of pronouns.

### 2.1 PERSONAL PRONOUNS

Personal pronouns may be used as:

- the subject of a verb, or
- the object of a verb.

#### 2.1.1 Subject Pronouns

The subject of a verb does the action of the verb. The personal pronouns **I, you, he, she, it, we and they** can all be used as the subject of a verb.

Here are some more pairs of sentences that show personal pronouns used as subjects of verbs.

- My name is Rahul. I am fourteen.
- My father works hard. He works in a factory.
- My sister is older than me. She is twelve.
- Our dog is very naughty. It likes to chase cats.

#### 2.1.2 Object Pronouns

The object of a verb receives the action of the verb. The personal pronouns **me, you, him, her, it, us and them** can all be used as the object of a verb.

Here are some more pairs of sentences that show personal pronouns used as objects of verbs.

- I'm doing my homework. Dad is helping me.
- Goodbye, children! I'll call you later.
- Where is John? I need to speak to him.
- Miss Garcia is very nice. All the children like her.

#### 2.1.3 First Person, Second Person and Third Person

- In grammar, the person who is speaking is called the first person.
- The one spoken to is called the second person,
- and the one spoken about is called the third person.

## 2.2 REFLEXIVE PRONOUNS

Reflexive pronouns are words that refer to the noun or pronoun that is the subject of the verb. **The words self, yourself, himself, herself, itself, ourselves, yourselves and themselves are reflexive pronouns.**

- My brother built this computer himself.
- Be careful not to cut yourself with that knife.
- Ahmed was looking at himself in the mirror.
- Heera fell and hurt herself.
- Our cat washes itself after every meal.
- We baked the cake by ourselves.
- Come in, everybody, and find yourselves a seat.

## 2.3 POSSESSIVE PRONOUNS

Possessive pronouns are used to talk about things that belong to people.

The words **mine, yours, his, hers, ours and theirs** are possessive pronouns.

This book is mine.

Have you lost yours, Ram?

This pen is mine and that one is his.

## 2.4 DEMONSTRATIVE PRONOUNS

Demonstrative pronouns are used for pointing out things. The words **this, that, these and those** are Demonstrative pronouns.

This is the Rahul's house.

These are sheep but those are goats.

That is my friend's house.

Those are horses.

That's my mother's car.

You'll have to work harder than this.

## 2.5 INTERROGATIVE PRONOUNS

Interrogative pronouns are used to ask questions. The words **who, whose, what, which and whom** are interrogative pronouns.

Who used all my paper?

Who is Mom talking to?

What is your brother's name?

## 2.6 INDEFINITE PRONOUNS

An indefinite pronoun does not refer directly to any other word. Most indefinite pronouns express the idea of quantity.

Everybody is welcome at the meeting.

Many prefer their coffee with sugar.

Does anybody care for a cheese sandwich?

### 3. ADJECTIVES

Adjectives describe nouns and pronouns. They give you more information about people, places, and things.

#### 3.1 Kinds of Adjectives

**Some adjectives tell about the size of people or things.**

a big house      a long bridge      tiny feet

**Some adjectives tell about the color of things.**

a red carpet      a gray suit      a brown bear

**Some adjectives tell what people or things are like by describing their quality.**

a beautiful woman      a young soldier      a flat surface

**Some adjectives tell what things are made of. They refer to substances.**

a plastic folder      a stone wall      a clay pot

**Some adjectives are made from proper nouns of place.**

**These adjectives are called adjectives of origin.**

An Indian hat      The French flag      An American custom

#### 3.2 The Order of Adjectives

Sometimes several adjectives are used to describe a single noun or pronoun. When you use two or more adjectives, the usual order is: **size, quality, colour, origin, substance.**

#### 3.3 The Comparison of Adjectives

To compare two people or things, use the comparative form of an adjective. The comparative form is usually made by adding *er* to the adjective.

##### ADJECTIVE

dark  
light  
high  
low  
old  
young

##### COMPARATIVE FORM

darker  
lighter  
higher  
lower  
older  
younger

#### The Superlative Form

When you compare three or more people or things, use the superlative form of an adjective. The superlative form is usually made by adding “*est*” to the adjective.

##### SUPERLATIVE FORM.

darkest  
lightest  
highest

lowest  
oldest  
youngest

<u>ADJECTIVE</u>	<u>COMPARATIVE</u>	<u>SUPERLATIVE</u>
nice	nicer	nicest
close	closer	closest
large	larger	largest
rude	ruder	rudest
safe	safer	safest
wide	wider	widest

Use more and most to compare most other two-syllable adjectives. You will also use more and most with all adjectives that have more than two syllables.

<u>ADJECTIVE</u>	<u>COMPARATIVE</u>	<u>SUPERLATIVE</u>
famous	more famous	most famous
precious	more precious	most precious
handsome	more handsome	most handsome
exciting	more exciting	most exciting

### 3.4 Adjective Phrases

Phrases can be used like single adjectives to describe nouns and pronouns.

Phrases that are used in this way are called adjective phrases.

Most adjective phrases come after the word they describe.

Look at these examples. The adjective phrases are in bold and the nouns they describe are in **bold**.

Who is the girl with **long hair**?

My friend lives in the house **across** the street.

**Some adjective phrases come before the word they describe.**

The words in these phrases are often joined with hyphens.

a long-legged bird

a well-dressed lady

a fun-loving teenager

## 4. DETERMINERS

*“Determiners, or noun signals, are special adjectives used before nouns.”*

There are different kinds of determiners.

### 4.1 The Articles

The words **a, an and the** are called the articles. The words **a and an** are indefinite articles. They are used with singular nouns. Use **a** before nouns that begin with a consonant. Use **an** before nouns that begin with a vowel.

Mehul is reading a book.

Would you like a peach?

Is that a dog or a fox?

### 4.2 Demonstrative Determiners

The words **this, that, these and those** are also special pronouns called determiners. They are used to point out which thing or person you mean. They are called demonstrative determiners.

Who lives in this house?

These trousers are too short.

This car belongs to my mom.

I don't like these comics.

Does this key fit the lock?

### 4.3 Quantifying Determiners

Words such as **many, much and several** tell about quantity without giving an exact number. They are called quantifying determiners. Some quantifying determiners are used only with plural nouns. They are **few, a few, fewer, many, several and both. few, a few, fewer, many, several and both.**

Few people have been to the moon.

We went to Europe many years ago.

A few children are absent today.

Several friends went with me.

### 4.4 Interrogative Determiners

The words **what, which and whose** are used before nouns to ask questions. Interrogative determiners appear just before nouns.

What time is it?

Which boy is your brother?

#### 4.5 Possessive Determiners

The words my, your, his, her, its, our and their are used before nouns to show ownership. They are called possessive determiners.

I gave my sandwich to Rupa.  
Is this your desk?  
Basu crashed his bike into a wall.  
Mrs. Sharma keeps her house very clean.

#### 4.6 Numbers

Numbers are determiners, too. Numbers are often used before nouns to tell you exactly how many people or things there are.

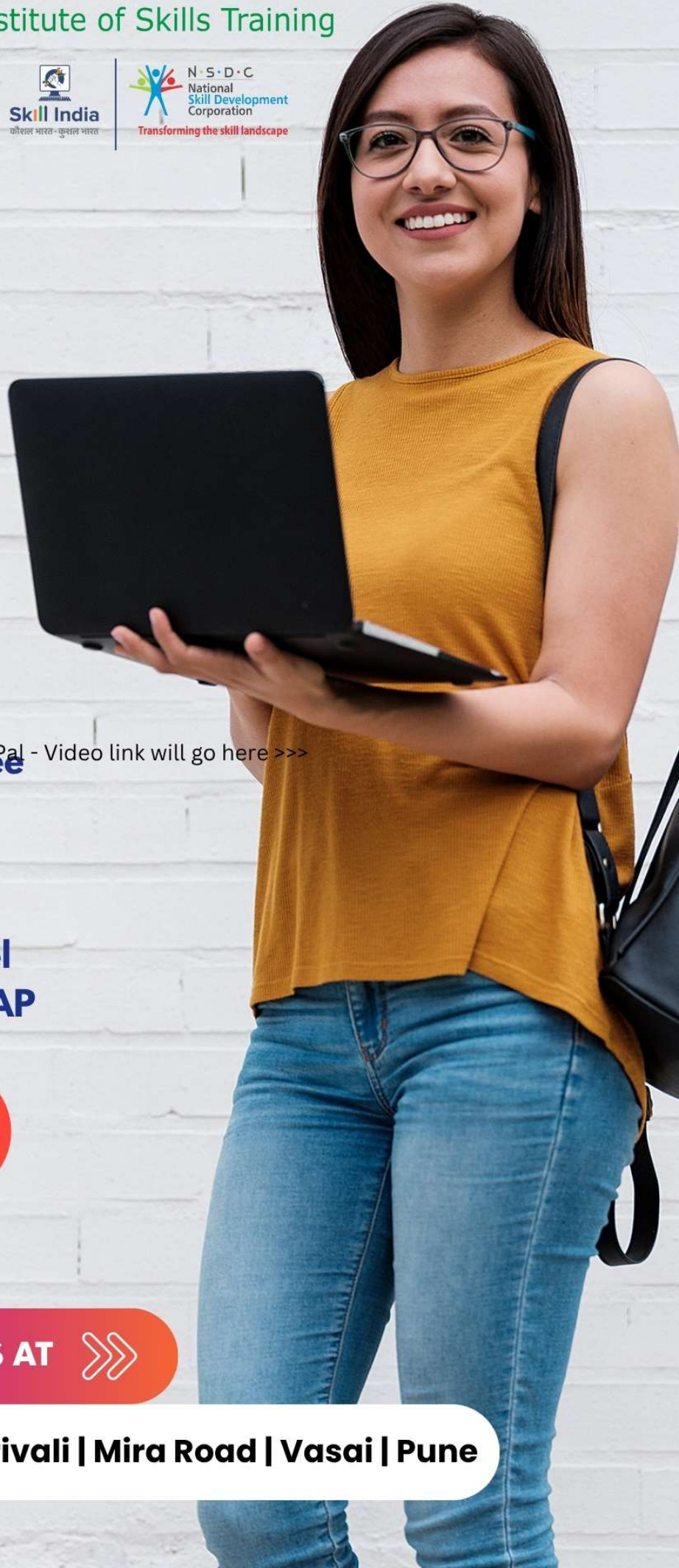
Our family has two dogs.  
There are twelve months in the year.  
We bought three pizzas.  
My grandfather lived for a hundred years.



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## 5. VERBS AND TENSES

Most verbs describe actions, so they are called action verbs. Action verbs tell what people or things are doing. Here are some common action verbs.

look  
shout  
run  
jump  
walk  
sit  
swim  
throw  
catch  
fall  
climb  
dance

### 5.1 Subject and Verb Agreement

When you use a verb, you have to say who or what is doing the action. This 'who or what' is the subject of the verb. The subject and the verb match each other. You say that the subject and the verb agree when they match each other.

Use a singular verb if the subject is a singular noun.

For example, the subjects 'my dad' or 'our school', or any of the pronouns he, she or it, require a singular verb. Most singular verbs end in **s**. Look at the subjects and their verbs in these examples :

He always drinks milk when he's hot.  
She eats bananas for breakfast.  
Mom walks to work every day.

**The third person singular form of some verbs is made by adding es at the end. Some examples are verbs that end in sh, ch, ss, x, zz and o.**

brushes	watches	kisses	fixes
rushes	reaches	misses	mixes

**Some verbs that end in y have a vowel before the y. Just add an s at the end of these words to make the third person singular form.**

buy	–	buys
pay	–	pays
say	–	says
annoy	-	annoys
pray	–	prays

## 5.2 Transitive and Intransitive Verbs

Some verbs have an object. The object of a verb is the person or thing that is affected by the action of the verb.

Here are some sentences with transitive verbs. The verbs are printed in bold and their objects are printed in color.

Jay likes apples.  
Samarth knows the answer to the question.  
My sister cooks all our meals.  
My brother rides his bike in the street.

**Some verbs don't have an object. A verb that does not have an object is called an intransitive verb. Here are some sentences with intransitive verbs.**

In China, lots of people walk to work.  
The boys play in the yard after school.  
Mr. Charu always drives very carefully.

## 5.3 The Simple Present Tense

Verbs have forms called tenses that tell you when the action happens. If the action happens regularly, sometimes or never, use the simple present tense.

We always wash our hands before meals.  
Jeevan sometimes lends me his bike.

## 5.4 The Present Progressive Tense

The present progressive tense is used to talk about things that are continuing to happen. Make the present progressive tense by **using am, is or are with a verb that ends in "ing"**.

I am learning how to swim.  
I am eating my lunch.  
I am watching television.

## 5.5 The Simple Past Tense

Use the simple past tense to talk about things that happened in the past. The simple past tense is usually made by adding **"ed"** to the verb.

I opened the door and looked inside.  
The plane landed ten minutes ago.  
My cousin visited us last summer.

## 5.6 Irregular Verbs

Many common verbs have unusual present and past tense forms. These are called irregular verbs.

## 5.7 The Past Progressive Tense

Use the past progressive tense to talk about things that were happening in the past and had not stopped happening. They were continuing.

To make the past progressive tense, use **was** or **were** and a verb that ends in **ing**.

I was watching television.

Ben was finishing his homework.

She was putting her books into her schoolbag.

You can also use the past progressive tense to say what was happening when something else happened.

Sameer was doing his math homework when the phone rang.

Dad was cooking our dinner when I got home.

### 5.8 The Present Perfect Tense

The present perfect tense shows action in the indefinite past. The present perfect tense is also used to show action begun in the past and continuing into the present.

### 5.9 Irregular Past Participles

Remember that irregular verbs don't have a simple past form that ends in **-ed**. Irregular verbs also have unusual past participles that don't end in **-ed**.

The past participle of some verbs is the same as the simple past tense.

IRREGULAR VERB	SIMPLE PAST TENSE	PAST PARTICIPLE
fight	fought	fought
have	had	had
lose	lost	lost
teach	taught	taught

### 5.10 The Future Tense

To show future action use the verbs shall and will with another verb that describes the action.

I shall do my homework after dinner.

I will miss you when you leave.

We shall take the dog for a walk later.

We will visit Grandma this weekend.

He will be home later.

She will help us cook the food for the party.

To make the negative form, use will and shall with not. The contraction for "will not" is "won't".

I will not help you unless you help me first.

It won't be very sunny again until next summer.

### 5.11 The Infinitive

The infinitive is the base form of a verb. It is often preceded by the word to.

**Infinitives often appear after other verbs.**

The rain began **to fall**.

Siva and I agreed **to meet** this afternoon.

I've arranged **to see** the doctor at 3 o'clock.

**Some verbs have an object before the infinitive.**

Sahil asked me to help him.

The teacher told us not to run in the corridor.

Sushma persuaded her friends to play on the team.

**Infinitives often appear after adjectives.**

The boys were afraid to cross the busy road.

I'm very pleased to see you again.

This problem will be difficult to solve.

**5.12 The Imperative Form of Verbs**

When you give an order or command, use the base form of a verb, such as **give, read or come**. This base form is called the imperative.

**5.13 Gerunds**

A gerund is **thing** form of a verb used as a noun. Sometimes a gerund is called a verbal noun because it comes from a verb.

**Running** is a good way to keep fit.

Susan is very good at **drawing**.

He loves dancing and **singing**.

Have you ever tried **sailing**?

**Some gerunds can be used in front of other nouns, like adjectives.**

For e.g. :

a washing machine

=

a machine that does washing

a shopping bag

=

a bag for carrying your purchases

walking boots

=

boots you wear for walking in the countryside

## 6. AUXILIARY VERBS

Auxiliary, or helping verbs, are used before infinitives to add a different meaning.

For example, you use auxiliary verbs to say:

- that someone is able to do something,
- that someone is allowed to do something, or
- that someone has to do something.

### “can and could”

Use **can** and **could** to say that someone is able to do something.

- She **can** draw really good pictures.
- Piyush **can** run faster than Matt.
- Can** you ride a bike?
- Can** you help me with my homework?

### “will and would”

Use **will** and **would** when you are asking someone to do something.

- Will** you please stop making that noise?
- Would** you pass me that book, please?

### “shall and should”

You can use **shall** and **should** to ask for advice, offer something and suggest something

- Should** I bring waterproof clothes?
- Should** I phone the police?
- Shall** we go home now?

### “ought to”

- You use **ought to** to make strong suggestions and talk about someone’s duty.
- You look tired. You **ought to** go to bed early tonight.
- I **ought to** get more physical exercise.
- We **ought to** lock the door when we leave home.
- You **ought to** turn off the computer when you’re not using it.

### “Must”

Use **must to** talk about things that you have to do.

- I **must** mail this letter today.
- You **must** speak louder. I can’t hear you.

### “may and might”

Use **may** to ask if you are allowed to do something and to tell someone that they are allowed to do something.

- “**May** I go out to play now?” “Yes, you may.”
- May** I borrow your pen?
- Please **may** I see your ticket?
- John **may** leave now, but Sally may not.

“**Verb Phrases**” - A verb phrase consists of a verb and a preposition such as after, into and over. The preposition gives the verb a special meaning.

## **7. ADVERBS AND ADVERB PHRASES**

Adverbs are words that tell you more about verbs, adjectives and other adverbs. Many adverbs end in “ly”. You make these adverbs by adding ly to adjectives.

She writes neatly.  
The traffic was moving slowly.  
We waited patiently to see the doctor.

### **7.1 Adverbs of Manner**

Some adverbs and adverb phrases describe the way people do things.

They answer the question “How?”  
The girls answered all the questions correctly.  
He was driving carelessly.  
The plane landed safely.  
Katy plays the piano skillfully.

### **7.2 Adverbs of Time**

Some adverbs and adverb phrases answer the question “when?” They are called adverbs of time.

I’m going to my new school tomorrow.  
The train has already left.  
We moved into our new house last week.

### **7.3 Adverbs of Place**

Some adverbs and adverb phrases answer the question “where?” They are called adverbs of place.

It’s very sunny but cold outside.  
The boys are playing upstairs.  
That’s our ball there.  
I couldn’t find my book anywhere.

### **7.4 Adverbs of Frequency**

Some adverbs and adverb phrases answer the question “how often?” They are called adverbs of frequency.

Kiran practices the piano regularly.  
The children always go to school on the bus.  
I’ll never make that mistake again.  
Have you ever been to Japan?  
We’ve been to Disneyland twice.

### **7.5 Adverbs of Duration**

Some adverbs and adverb phrases answer the question “how long?”

They are called adverbs of duration.  
The library is temporarily closed.  
We’re staying in a hotel overnight.  
The teacher left the classroom briefly.

**Adverbs of Emphasis**

We have seen that most adverbs describe verbs, but remember that some adverbs also describe adjectives or other adverbs. They are usually used to add emphasis.

Anil can run really fast.

That's a very good drawing.

My rice is too hot.

The film was just terrible.

Your excuses are completely unbelievable.



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## 8. PREPOSITIONS AND PREPOSITIONAL PHRASES

Prepositions are words that show a connection between other words. Most prepositions are little words like at, in and on. Prepositional phrases are groups of words, such as “**out of**” and on “**top of**”

### **8.1 Preposition or Adverb?**

Some words can be used either as prepositions or as adverbs. If the word is followed by a noun or a pronoun, it is a preposition.

### **8.2 Prepositions of Place ?**

Some prepositions show where something happens. They are called prepositions of place.

Salim was sitting under a tree.

There's a wooden floor underneath the carpet

### **8.3 Prepositions of Time ?**

Some prepositions show when something happens. They are called prepositions of time.

School starts at nine o'clock.

I brush my teeth in the morning and at night.

We're going to the zoo on Saturday.

### **8.4 Prepositions of Direction?**

Some prepositions show where something is going. They are called prepositions of direction.

The boys chased after each other.

The football rolled down the hill.

A man was walking his dog along the riverbank.

## 9. CONJUNCTIONS

Conjunctions are words used to link words, phrases or clauses. Some common conjunctions **are and, but and or.**

### 9.1 Conjunctions Linking Phrases

Use the conjunctions and, but and or to link phrases. The phrases in these examples are printed in color.

We like going shopping and visiting museums.  
I tell my parents and my best friend all my secrets.

### 9.2 Conjunctions with Lists

Use the conjunctions and and or with lists of words. Remember to put a comma between the words. Then use and or or between the last two words.

We bought milk, eggs, cheese and butter.  
My favorite teachers are Mr. Sharma, Mrs. Chanda and Mr. Parekh.  
In the morning I get up, take a shower, eat breakfast and brush my teeth.

### 9.3 Conjunctions That Join Sentences

Conjunctions are also used to join two sentences to make them one.

Here are some examples with **and, but and or.**  
Mom is working in the garden. Dad is busy in the kitchen.  
Mom is working in the garden and Dad is busy in the kitchen.

### 9.4 Conjunctions of Time

The **conjunctions before, after, since, until, when, while, as and as soon as** are used to say when something happens. They are called conjunctions of time.

Take the toy out of the box before you throw the box away.  
Before you leave the house, be sure that you've got your backpack.  
I usually do my homework after I have my dinner.  
After I went to bed, I heard a strange noise downstairs.

### 9.5 Conjunctions of Place

The conjunctions where and wherever are used to talk about places. They are called conjunctions of place.

Does anybody know where Mr. Karan lives?  
Where the road is narrow, big trucks can't get through.

## 9.6 Conjunctions of Reason

The conjunctions because, since, as and in case tell why someone does something. They are called conjunctions of reason.

I sat down because I was feeling tired.

Because we arrived late, we missed the beginning of the play.

I took an apple since it was the only fruit in the bowl.

Since you have finished your homework, you can help me make dinner.

## 9.7 Conjunctions of Purpose

The conjunctions so, so that and in order to tell what the purpose of something is. **They are called conjunctions of purpose.**

The children are wearing hats so they won't get sunburned.

John finished his homework before dinner so he could watch his favorite TV program.



## 10. SENTENCES

A sentence is a group of words that expresses a complete thought. Sentences always have a subject and a verb

<b>subject</b>	<b>verb</b>
She	is working.
He	is reading.
The children	are playing.
They	are singing.

### 10.1 Four Kinds of Sentence

1. A declarative sentence makes a statement.
2. An interrogative sentence asks a question.
3. An exclamatory sentence makes a very strong statement called an exclamation.
4. An imperative sentence gives an order.

### 10.2 Sentences with Objects

The subject of a sentence often does something to another person or thing. The person or thing that receives the action of the subject is called the object of the verb. Verbs that have objects are called transitive verbs.

### 10.3 Simple Sentences

A clause is a group of words that contains one subject and one verb. A sentence that consists of one clause is called a simple sentence.

The girls are playing baseball.  
Sally found a good hiding place.  
I am eating my breakfast.  
Tom is wearing his new shoes today.

### 10.4 Compound Sentences

A compound sentence contains two clauses joined by a conjunction such as and, or, but or so.

Do you want coffee or would you prefer lemonade?  
Is that a bird or is it a plane?  
John is good at English but he's not very good at math.  
Michael wants to see Star Wars but his friends have already seen it.

### 10.5 Conditional Sentences

To talk about things that are possible, you often use if in a sentence.  
A sentence with if is called a conditional sentence.

### 10.6 Positive and Negative Sentences

A positive sentence tells you about something that exists or something that is happening.

I like ice cream.  
Mitesh is my brother.  
The train leaves at five o'clock.

A negative sentence contains the word not or another negative word. Negative sentences tell you that something does not exist or is not happening.

I'm not very good at math.  
Tushar isn't as tall as Alex.  
We didn't hear you shout at us.  
Meera hasn't read the Harry Potter books.

### 10.7 Questions

There are two kinds of questions: yes or no questions and question-word questions.

### 10.8 Question-word questions

Use the question words what, which, who (sometimes whom), whose, when, where and how to ask for information. The verbs be, have and do, and helping verbs such as can, will and should are also used in questions.

What is your name?  
What date is it today?  
Which boy is your brother?  
Which house do you live in?  
Who is the boy next to Alan?  
Who (or Whom) did he ask?

### 10.9 Question Tags

Sometimes people finish what they are saying with a short question. Why do they do this? Because they want to know if the person they are speaking to agrees with them. This short question is called a question tag.

Use a helping verb and the subject of the sentence to make the question tag.

Tom is older than you, isn't he?  
Sakhi has got a dog, hasn't she?

If the main part of the sentence has I am in it, use aren't I in the question tag.

I'm your best friend, aren't I?  
I'm taller than Sumiko, aren't I?

If the main part of the sentence is negative, the question tag is positive.

You expect the answer to a positive question tag to be no.

These questions aren't very difficult, are they?  
You haven't read this book, have you?  
Peter isn't as tall as I am, is he?  
She isn't eight yet, is she?  
There aren't many clouds in the sky, are there?

## 11. DIRECT AND INDIRECT SPEECH

### 11.1 Direct Speech

The exact words that someone says are called direct speech. Quotation marks “ ” are used to set off direct speech.

Mom said, “Where are my keys?”

“This ice cream is delicious,” said Tom.

“Have you boys washed your hands?” asked Dad.

### 11.2 Indirect Speech

You can report what someone says without using their exact words. To do this, use a verb like say, ask or tell, followed by that. This is called indirect speech. There are several differences between a sentence with direct speech and a sentence with indirect speech.

- ✓ You don't use quotation marks with indirect speech.
- ✓ You change the tense of the verb.
- ✓ You change the pronouns and determiners.



## 12. PUNCTUATION

### **Punctuation Marks**

Punctuation marks are signs such as periods, commas and question marks. They are used in sentences to make the meaning clear.

#### **period ( . )**

Put a period at the end of a sentence.

Tim lent me his skateboard

#### **Comma ( , )**

Put a comma between items in a list.

You need paper , scissors and glue.

She likes reading , swimming , playing basketball and going to the movies.

#### **Question mark ( ? )**

Write a question mark at the end of a question, instead of a period.

Can you hear me, children ?

Who is that man talking to Dad ?

Is there someone knocking at the door ?

#### **Exclamation point ( ! )**

Use an exclamation point at the end of a sentence that shows a strong feeling such as surprise or fear. An exclamation point is used instead of a period.

What a silly thing to do !

You're completely wrong !

What a shame !

#### **Apostrophe ( ' )**

Use an apostrophe with s to show who something belongs to.

This is Michael's room.

This is my Dad's desk.

Are you Kathleen's mom?

#### **Quotation marks ( " " )**

- ✓ Use quotation marks around the exact words that someone says. You put the mark " at the beginning of the words, and the mark " at the end.
- ✓ Use a comma before the last quotation mark, to separate the words from the rest of the sentence.

“ This bike is mine ,” said Susan.

“ I would like some apple juice, please ,” said the little boy.

### Colon ( : )

When you are reading a playscript, notice the colon between the name of a character and the words that they speak.

Jack : What have you got in the bag?

Maggie : My swimming suit.

Jack : When are you going swimming?

### Capital Letter

Use a capital letter as the first letter of the first word in a sentence.

Dogs have wet noses.

Where is my ball?

That isn't fair!



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8097108662

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PUNE  
9082498273  
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### 13. A LIST OF IRREGULAR VERBS

Here is a table to remind you of the forms of irregular verbs.

<b>Simple Present</b>	<b>Third Person Singular</b>	<b>Present Participle</b>	<b>Simple Past</b>	<b>Past Participle</b>
be	am, is, are	being	was	been
beat	beats	beating	beat	beaten
become	becomes	becoming	became	become
begin	begins	beginning	began	begun
bend	bends	bending	bent	bent
bite	bites	biting	bit	bitten
blow	blows	blowing	blew	blown
break	breaks	breaking	broke	broken
bring	brings	bringing	brought	brought
build	builds	building	built	built
burn	burns	burning	burned	burned
burst	bursts	bursting	burst	burst
buy	buys	buying	bought	bought
catch	catches	catching	caught	caught
choose	chooses	choosing	chose	chosen
come	comes	coming	came	come
creep	creeps	creeping	crept	crept
cut	cuts	cutting	cut	cut
dig	digs	digging	dug	dug
do	does	doing	did	done
draw	draws	drawing	drew	drawn
drink	drinks	drinking	drank	drunk
drive	drives	driving	drove	driven
eat	eats	eating	ate	eaten
fall	falls	falling	fell	fallen
feed	feeds	feeding	fed	fed
feel	feels	feeling	felt	felt
fight	fight	fighting	fought	fought
find	finds	finding	found	found
fly	flies	flying	flew	flown
forget	forgets	forgetting	forgot	forgotten
freeze	freezes	freezing	froze	frozen
get	gets	getting	got	got
give	gives	giving	gave	given
go	goes	going	went	gone
grow	grows	growing	grew	grown
have	has	having	had	had
hear	hears	hearing	heard	heard

<b>Simple Present</b>	<b>Third Person Singular</b>	<b>Present Participle</b>	<b>Simple Past</b>	<b>Past Participle</b>
hide	hides	hiding	hid	hidden
hit	hits	hitting	hit	hit
hold	holds	holding	held	held
hurt	hurts	hurting	hurt	hurt
keep	keeps	keeping	kept	kept
kneel	kneels	kneeling	knelt	knelt
know	knows	knowing	knew	known
lay	lays	laying	laid	laid
lead	leads	leading	led	led
learn	learns	learning	learned	learned
leave	leaves	leaving	left	left
lend	lends	lending	lent	lent
let	lets	letting	let	let
lie	lies	lying	lay	lain
light	lights	lighting	lit/lighted	lit/lighted
lose	loses	losing	lost	lost
make	makes	making	made	made
meet	meets	meeting	met	met
pay	pays	paying	paid	paid
put	puts	putting	put	put
read	reads	reading	read	read
ride	rides	riding	rode	ridden
ring	rings	ringing	rang	rung
rise	rises	rising	rose	risen
run	runs	running	ran	run
say	says	saying	said	said
see	sees	seeing	saw	seen
sell	sells	selling	sold	sold
send	sends	sending	sent	sent
shake	shakes	shaking	shook	shaken
shine	shines	shining	shone	shone
shoot	shoots	shooting	shot	shot
show	shows	showing	showed	shown
shut	shuts	shutting	shut	shut
sing	sings	singing	sang	sung
sink	sinks	sinking	sank	sunk
sit	sits	sitting	sat	sat
sleep	sleeps	sleeping	slept	slept
smell	smells	smelling	smelled	smelled
speak	speaks	speaking	spoke	spoken
spend	spends	spending	spent	spent
spread	spreads	spreading	spread	spread



<b>Simple Present</b>	<b>Third Person Singular</b>	<b>Present Participle</b>	<b>Simple Past</b>	<b>Past Participle</b>
steal	steals	stealing	stole	stolen
stick	sticks	sticking	stuck	stuck
sweep	sweeps	sweeping	swept	swept
swell	swells	swelling	swelled	swollen
swim	swims	swimming	swam	swum
swing	swings	swinging	swung	swung
take	takes	taking	took	taken
teach	teaches	teaching	taught	taught
tear	tears	tearing	tore	ton
tell	tells	telling	told	told
think	thinks	thinking	thought	thought
throw	throws	throwing	threw	thrown
understand	understands	understanding	understood	understood
wake	wakes	waking	woke	woken
wear	wears	wearing	wore	worn
weep	weeps	weeping	wept	wept
win	wins	winning	won	won
write	writes	writing	wrote	written



## 14. IMPORTANT POINTS TO REMEMBER IN ENGLISH LANGUAGE

**POINT NO. 1:** Make a verb agree in number with its subject; make a pronoun agree in number with its antecedent.

The *list* of spare parts *was* long. (Singular)

The *lists* of spare parts were long. (Plural)

Singular subjects take singular verbs (list—was), and plural subjects take plural verbs (Lists—\*were).

Even an *animal* has *its* own territory. (Singular)

Even *animals* have *their* own territory. (Plural)

Singular antecedents are referred to by singular pronouns (animal—\*its) and plural antecedents are referents of plural pronouns (animals—their).

*Exception:* A plural verb is always required after *you* even when it is used in singular, referring to one person, e.g:

You *were* very helpful during my stay with you.

*Note:* 's' added to a noun indicates the plural form but 's' added to a verb indicates the third person singular. **She favours** the move.

**They favour** the expansion of the school.

**POINT NO. 2:** Ensure the verb agrees with the true subject and not with an intervening plural object of a preposition or any other intervening plural.

The *box* of Nestle's chocolates *is* missing.

(Here the true subject is *box* and not Nestle's chocolates. Chocolates is the object of preposition *of*.)

His *experience* as teacher to boys and girls *gives* him understanding.

The *prices* of the new model *vary* from town to town.

**POINT NO. 3:** Subjects joined by *and* are usually plural and take plural verbs.

His typewriter and my radio *were* stolen.

Sony and Sanjay *are* going to Chennai today.

### **Exception**

(a) If a subject consisting of two singular nouns connected by *and* refers to the same person or thing, a singular verb is used.

My best friend and advisor *has* changed *his* mind again.

Here the subject is treated as singular because both qualities are found in one person.

Cornflakes and milk *is* our Sunday breakfast.

(b) When two subjects connected **by and** are preceded by *each*, *every* or *many a*, a singular verb is used.

Each man and boy *is* expected to meet *his* obligation.

Every shin, tie and coal *is* marked for reduction sale.

**POINT NO. 4:** Words like *with, together with, along with, besides, as well as, including, in addition to* etc. do not affect the number of the verb, If the subject is singular, a singular verb is required; if plural, a plural verb.

The television, *along with* the cabinet, **is** to be sold.  
Mrs Paul, *with* her son and daughter, **is** going to the theatre this evening.  
Our chief competitor, *as well as* ourselves, **is** obliged to increase prices.  
The decoration of the room, *including* the carpets and furniture, **is** most pleasing.

**POINT NO. 5:** If the subject is made up of both singular and plural words connected by *or, nor, either .., or; neither . ... nor; not only ... but also*, the verb agrees with the newer part of the subject.

*Neither* the quality *nor* the *prices have* changed.  
*Neither* the prices *nor* the *quality has* changed.  
*Not only* the headmaster *but also* the *teachers are* in favour of the expansion of the school.  
*Not only* the teachers *but also* the *headmaster is* in favour of the expansion of the school.  
*Neither* the salesmen *nor* the *buyer is* in favour of the system.  
*Neither* the buyer *nor* the *salesmen are* in favour of the system.

**POINT NO. 6:** If the subject consists of two singular words connected by *or; neither ... not or either... or*, the subject is singular and requires a singular verb.

Neither our Accounts Department nor our Head Office **has** a record of the transaction,  
Sunita or Neeru **has** the swimming suit.  
Either October or November **is** a good vacation month.  
Neither the radio nor the television **was** in working order.

**POINT NO. 7:** Nouns that are plural in form but singular in meaning, such as *news, measles, mumps, physics, electronics, tactics, economics* and so on, usually take singular verbs.

*News is* travelling faster than ever before.  
*Physics has* fascinated my hostelmate for months.

Some nouns ending in *-ics* (such as *athletics, statistics and politics*) are considered singular, when referring to an organised body of knowledge and plum) when referring to individual facts, qualities or activities.

Athletics **provide** good recreation. (i.e. various games)  
Athletics **is** required of every student. (i.e. participation in games)

**POINT NO. 8:** A linking verb usually agrees with its subject, not with its complement.

Excessive *absences were* the reason for his failure.  
The *reason* of his failure **was** excessive absences.

**POINT NO. 9:** Plural verbs are required for many nouns that have no singular form, such as *proceeds, goods, ashes, remains, credentials, premises, etc.*

The *proceeds* of the magic show **are** to be given to the hind for soldiers' welfare.  
The *goods are* being dispatched today by goods train.

**Collective Nouns** A collective noun is a word that represents a group of persons, animals or things, e.g. *audience, committee, company, council, army police, society board, department, cabinet* etc. The following Point No. . s govern the form of verb to be used with a collective noun:

**POINT NO.10:** When the group acts as a unit, the verb should be singular.

The *committee has* agreed to submit its report on Friday.

The *Board of Directors meets* once in a month.

The *firm is* one of the most reputed in the country.

The *majority has* made its decision.

**POINT NO .11:** When the members of the group are thought of as acting separately, the verb should be plural.

The *teams are* arguing over who should be the captain.

The *committee were* not in agreement on the action to be taken.

The *audience were* cheering and laughing; even crying.

**POINT NO.12:** Company names may be either singular or plural, according to their meaning. The plural form emphasizes the individual personnel making up the company.

Mudru and Corporation *have* retained the goodwill of *their* customers.

The Oil Corporation *is* located at Nariman Point, Mumbai.

**POINT NO.13:** When nouns expressing *periods of time, amounts of money, or quantities* are considered as a single unit, singular verbs are used.

Ten rupees *seems* too much for the job.

Three months *is* too long a time to wait.

The number of board members *is* very small.

That Rs 1.00,000 *was* an inheritance from my father.

Yes, 5 metres *is* ample for a suit.

**POINT NO. 14:** After such expressions as *one-half of two-thirds of a part of a majority of*

(a) use a *singular verb* if a *singular noun* follows the *of*

*Apan* of the office *is* closed.

*Two-thirds of* the mailing list *has* been typed.

A *majority of* 3500 *indicates* his popularity in the constituency.

(b) use a *plural verb* when a *plural noun* follows the *of*

*Pan of the walls are* to be painted.

*Two-tenth of our workers live* in the suburbs.

*The majority of our staff members live* in villages.

**POINT NO.15:** The expression *the number* has a singular meaning and requires a singular verb, whereas the expression a *number* has a plural meaning and takes a plural verb.

*The number of* board members *is* very small.

A *number of* board members *were* absent.

*The number of* orders still to be executed *is* estimated at nearly a hundred.

A *number of* our staff *are* going on leave.

**POINT NO.16:** In sentences containing the *words one of* the verb is chosen as follows:

(a) In simple form *one of or one of the*, a singular verb is used.

**One of the** reasons Ikw his demotion **is** Ins carelessness.  
**One of the** pens **is** missing from my desk.

(b) The sentences containing phrases **one of those who** or **one of the things that** a plural verb is required. He is **one of those** managers **who fawner** increasing the staff.

Here, favour agrees with **those**. In the phrase **one of those who**, **those** is the plural object of the preposition **of**. In the subordinate clause **who favour** the relative pronoun **who** is the subject and must agree with its antecedent **those**.

Mr Venna is one of our **officers** who **are** accompanying me.  
 He is one of our **employees** who **are** always alert.  
 However, when **only** precedes **one of/one of those**, a singular verb is used.  
 Ramesh is the **only one of our employees** who is always alert.  
 Mr Verma is the **only one of our officers** who is accompanying me.

**POINT NO. 17:** Certain collective nouns, though singular in form, **are** always used in the plural sense and take a plural verb. For example, **gentry cattle, poultry alphabet, offspring etc.**

These **poultry are** ready for sale.  
 There **are twenty-six alphabets** in English.  
 The **cattle are** grazing near the canal.

**POINT NO. 18:** Certain nouns are always used in singular and followed by singular verbs. These are not used in the plural sense and do not take on plural verbs. For example **hair issue, advice, information, scenery, luggage, mischief bread, abuse, furniture, land, business, machinery, poetry etc.**

Her **hair has** turned grey now.  
 The **scenery** of Kasauli **is** beautiful.  
 All **the machinery is** old.  
 I have sold all the **furniture** that **was** useless.  
 My **luggage is** tying at the bus stand.

**Note:** A plural sense is often expressed by using some other suitable word before the above nouns, For example:

He gave me **many** pieces of advice. (not advices)  
 I have brought **manv** items of furniture. (not furnitures)  
 They have purchased **many** plots of land. (not lands)

**POINT NO. 19:** The words **each, ever either and neither**, used as pronouns or as adjectives, are always singular and require singular verbs.

**Each** of them **does** have political ambitions.  
**Each** employee **is** responsible for clearing his desk in the evening.  
**Neither** of the boys **is** eligible for taking the examination.  
**Neither** boy **is** eligible for selection.

**Exception:** If a parenthetical **each** follows a plural noun or pronoun, the verb should be plural.

The members **each** feel **their** responsibility.  
 They **each have their** own problems  
 Ten **each** of these books **are** required.

**POINT NO. 20:** *All, any, more, most, some* may be singular or plural depending on the meaning, and take verbs accordingly.

*Some* of the *books seem* too old.  
*Some* of the food **IS** not good.  
**All** the *typing has* been finished.  
**All** the *reports have* been typed.  
**Most** of the *goods have* been sold.  
**Most** of the *stock has* been sold, but *more* of these *shirts are* due.

**POINT NO. 21:** The titles of books or magazines are considered singular and take singular verbs.

*The Hindustan times still has* wide circulation.  
*The Two Faces of Indira Gandhi' is* a best seller.

**POINT NO. 22:** The following words and their compounds are always singular and require a singular verb.

*body* (anybody, everybody, nobody, somebody)  
*thing* (anything, everything, nothing, something)  
*one* (anyone, everyone, someone, no one)  
*Something is* wrong with *him* these days  
*Everybody* in the office *has* tickets.  
*Everyone is* required to clear their dues.

*Nobody knows* the trouble I have seen.  
*No one is* entitled to have his debts cancelled.

**POINT NO.23:** A relative pronoun (*who, which, that*) used as a subject takes a singular or plural verb to accord with its antecedent.

Measles is among the *diseases that are* curable.  
This is the only one of the local *papers that prints* a weekly horoscope.

### Troublesome Pronouns

Pronouns are words used in place of a noun. Hence, a pronoun should not be used to begin a sentence; a noun must first be used and then a pronoun should be used in place of it.

**POINT NO. 24:** Use of *who, which and that*

(a) *Who* and *that* are used when referring to persons, *who* being used when the individual person or the individuality of a group is implied and *that* when a class, type or species is implied.

He is the boy *who* understands Punjabi.  
She is the kind of student *that* we want.

(b) After adjectives of superlative degree *that is* used

He is the *wisest* man *that ever* lived,  
This is the *best what* we can do.

(c) After two antecedents, one of which is the name of a person and the other the name of some animal or thing, use *that* in place of *who or which*.

The lady and her pet dog *that* came yesterday have come again today.

(d) After such words as **all, any, none, only, alone, nothing** use *that* in place of **which or who**.

Man is the **only** animal that can think,  
**All that** glitters is not gold.

(e) **Which** is used when referring to **places, objects and animals**.

Our Annual Report., **which is** long, is now ready for distribution.

**POINT NO. 25:** The *self-* or *selves-*ending pronouns (**myself yourself himself herself itself ourselves, themselves**) should be used as follows:

(a) To emphasize a noun or pronoun already expressed.

The Principal **himself** distributed the sweets.  
 I will write **myself**  
 The doctor **himself** examined the patient.

(b) To reflect the action expressed by the verb back on to the subject.

We have satisfied **ourselves** as to the wisdom of the action.  
 He found **himself** the only one in favor of the move.

(c) With words such as **absent, apply enjoy, present, drink; avail, exert etc.**

He **presented himself** before the manager.  
 He **absented himself** from the office today.

(d) But not in place of simple personal nouns.

Raman and **I** can distribute the sweets. (not myself)  
 The tickets are for Mr. Gupta and **me**. (not myself)

**POINT NO. 26:** When the indefinite pronouns (i.e. pronouns used for persons and objects in a general way), **one** is the subject in a sentence, it must be followed by **one** or **one's** and not **his, her** or **him**.

**One** should keep **ones** promise.  
**One** should do **ones** duty.

However, if **anyone, anybody, each one, everyone, someone** are used, do not use **one** but **his** or **her**.

**Everyone** should take care **of his** health.  
**Everyone** should take care **of her** dress.

**POINT NO. 27:** **Same** is not a pronoun and as such it should not be used in place of a noun.

When you have read this book please return **it** to me. (not return the **same** to me)  
 Take these books and return **them** to the library. (not return the **same** to library)

**POINT NO. 28:** Use of **each other** and **one another**:

(a) **Each other** is used in reference to **two** persons.

The two brothers disliked **each** other. (not **one another**)  
 The two children quarreled with **each** other. (not **one another**)

(b) **One another** is used in reference to **more than two**.


Good boys do not quarrel with **one another** (not **each other**)

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**POINT NO. 29:** Use of *either neither none, any, any one*:

Use *either or neither* when referring to one out of two persons or things and when referring to one out of more than two, use *any, none, no one*.

*Either* of you *two* can *pay* for it.

*Neither* of the *two* brothers has been selected.

*Any one* of the employees can claim it.

*None* of the students of this class has passed.

**POINT NO. 30:** Use *were* to express a condition that is contrary-to-fact, an uncertainty *or a wish*.

I wish I *were* a king. (a wish)

If Mr Anil *were* here, he would know. (contrary-to-fact)

We saw a streak in the material, as if the goods *were* faded. (uncertainty)

**POINT NO. 31:** Use of *shall and will*

(a) To indicate mere future action, use

I or we **shall**

You **will**

He, she, it or they **will**

I (or *we*) **shall** be glad to hear from you.

*You will* meet him at the railway station.

*They* (or *he* or *she*) **will** not find the journey too tiring.

Always say *I shall* unless you really mean *I am willing* or *I am determined*.

We **shall** appreciate an early reply.

If you use **will** here, it would mean we are determined to appreciate. ©

(b) To indicate determination, promise, desire, choice or threat use:

Ram **will**,

You **shall**

He, she, it or they **shall** . - .

*I will* clear the dues by the end of the week. (promise)

In spite of the risk, *I will* go to Punjab. (determination)

*You shall* obey me. (threat)

We (or I) **will** report you to the police. (threat)

*he* (or *they*) **shall** not work in my department any more (determination)

(c) In questions

(i) Always use **shall** with **I and we**

**Shall** I meet you at the railway station?

**Shall** I pay f& it?

(ii) With **you, he, she, it and they**, use the word that is expected in the answer:

**Shall he** be punished? (expected answer: 'He shall')

**Will you** get the report typed today? ('Yes. I will')

(d) To **emphasize willingness**, use **will** in all cases.

Yes, *I will* meet you in the evening:

Yes, *he will* meet you in the office.

**POINT NO.32:** Use of *should and would*

*Should and would* are past tenses of *shall and will* and in general express the same ideas as do *shall* and *will*, except that *should* sometimes means *ought*.

You *should* not speak in that way.

We *should* respect our parents.

You **should** visit them now.

You **would** not enjoy that experience either.

I **would** not allow such an agitation.

Every day I **would** go jogging in the morning.

**Note:** In first person, always use **should** with the words glad, pleased, like etc.

### Troublesome Adjectives and Adverbs

Adjectives and adverbs function as modifiers; that is, they qualify or restrict the meaning of other word & Adjectives molding nouns and pronouns. Adverbs modify mainly verbs, adjectives and other adverbs.

**POINT NO. 33:** When referring to *two* persons, places or things use the comparative form; when referring to **more than two**, the superlative form,

Rakesh is **the taller** of the two. (not *tallest*)

Of the two positions open, you have chosen the **more** promising. (not *most*)

That is the **more** efficient of the two methods. (not *most*)

That is the **most** efficient method that could be devised. (not *more*)

Today is the **warmest** day of the year (not *warmer*)

Was Monday or Tuesday **warmer**? (not *warmest*)

**POINT NO. 34:** Some adjectives and adverbs, from their very meaning, allow no comparison; for example **round, unique, square, perfect, completely universally, correct, always, never, dead** etc Such words may be modified in meaning, however, by such adverbs as **hardly, nearly or almost**, in order to suggest art approach to the superlative.

It is **almost a square** table. (not *most* or *more*)

That design is **very nearly** unique.

This plate is **almost round**.

**POINT NO. 35:** When comparing one person or thing with a group of which it is a part, use the comparative degree and the words **any other** to exclude the thing compared from other objects of the same class or kind. In other words, in a comparative construction we must be sure that if *A* and *B* are compared, *A* is not included as part of *B*.

This coffee has a better flavor than **any other** coffee in the market.

Ludhiana is more populated than **any other** city in Punjab.

Gold is more costly than **any other** metal.

**POINT NO. 36:** When comparing two qualities of the same person or thing, use *more* and not *-er* to form the comparative.

Sujata is **more clever** than wise. (not *cleverer*)

Rajesh is **more brave** than wise, (not *braver*)

**POINT NO. . 37:** Guard against using double comparatives and superlatives.

She is the **cleverest** girl of her class. (not *most cleverest*)

Bhatnagar is one of the **richest** men of the town. (not *most richest*)

**POINT NO. 38: Fewer/less**

**Fewer** refers to numbers and **less** refers to quantity and size or amount.

No **fewer** than fifty passengers were killed in the accident. (not *less* than)

**Less effort** was put forth by the members and **thus fewer people** attended the meeting.

Women now spend **fewer hours** in the kitchen.

Women now spend **less time** in the kitchen.

**POINT NO.39: As many as/as much as**

*As many as* expresses the number whereas *as much as* expresses quantity.

You have to collect *as many* stamps *as* possible, (not *as much as*)

Of the thirty students, *as many as* ten have failed. (not *as much as*)

**POINT NO. . 40: Elder and eldest/older and oldest**

*Elder and eldest* are used for the members of the same family. Also elder is followed by *to* and not *than*,

*Older and oldest* can be used with reference to persons.

I am the *eldest* member of my family. (not *oldest*)

Mr Gupta is *older than* his assistant. (not *elder*)

Vibha is *eldest* of the three sisters. (not *oldest*)

Ranjan is *elder to* Munish. (here both *elder* or *older* can be used because they may be brothers

or

may be not)

**POINT NO.41: Avoid double negatives.**

Words like *hardly scarcely* etc. are adverbs that are negative in meaning. Therefore, no other negative should be used with them.

You could *hardly* expect that to happen (not *couldn't hardly*)

He *scarcely* recognized me. (not *didn't scarcely*)

**Troublesome Prepositions**

Prepositions are a part of speech used to show the relation of a noun or noun equivalent (the object of the preposition) to some other word in the sentence.

**POINT NO.42: All ,of**

Do not use *of* after *all*, unless the next word is a pronoun.

All the men belong to the Rotary Club.

*All of us* belong to the Rotary Club.

*ALL of us* boys belong to the Lake View Hostel.

**Point No.43: Among, between**

*Among* always implies more than two; *between* literally implies two. *Between*, however, is now often used for three or more items, when each is regarded individually.

The teachers distributed the pens *among* the students. (more than two)

Distribute these clothes *among* the workers. (more than two)

The commission is divided evenly *between* the two partners. (only two persons)

What is the difference *between* a thief and a robber? (only two attributes)

However, *between* may be used for more than two persons or things in order to bring each person or thing into the relation expressed.

The difference *between* the three girls was so slight that they might have been triplets.

While packing glass tumblers, be sure to place paper *between* them.

The three children had but Rs 10 *between* them.

**POINT NO. 44: At, in**

Both *at* and *in* are used in reference to places. Mostly *in* is used for larger places and *at* for smaller places.

He lives *at*: Gill Chowk *in* Moradabad.

She Lives *in* Ghaziabad and works *at* Mahesh Institute.

**POINT NO.45: In, into, in, to**

**In** implies the position within and **into** implies motion without to within. **In to** is a *two* word phrase in which *in* is an adverb.

The correspondence is **in** the liLe.

He walked **into** my office.

Mr Sharma came **in to** see me.

**POINT NO.46: Beside, besides**

**Besides** means in addition to: **beside** means by the side of.

**Besides**, we need your support in this venture.

**Besides** being fined, he was also jailed.

I sat **beside** my teacher in the class.

I live **beside** the Post Office.

**POINT NO. 47: On, upon, up on**

Both **on** and **upon** are interchangeable, although **upon** is a little more formal and emphatic. In the *two* word phrase **up on**, **on** is an adverb.

Please place the book **on** the table.

His statements were based **upon** the scientific data.

It will be necessary to step **up on** the school.

**POINT NO.48:** Some words like **senior junior prefer. Prior, superior, inferior, preferable** etc. are followed by **to** and **not than**.

He is **senior to** me in service.

Health is more **preferable to** wealth.

This cloth is **inferior to** that cloth.

**POINT NO.49:** Certain words are used in gerund (first form of a verb followed by *-ing*) along with prepositions. For example **abstain, confident, fond, insist, keen, persist, prohibit, refrain, succeed** etc.

I prohibited him **from parking** his car near the entrance. (not to park)

She is confident **of speaking** English within six months. (not to speak)

I abstain **from drinking** on Tuesday. (not to drink)

He worked hard and succeeded **In securing** good marks. (not to secure)

**POINT NO.50:** Certain words are used in gerund without a preposition if followed by the first form of a verb. For example, **avoid, enjoy, help, dislike, help, stop, remember** etc.

He **enjoys** playing cards. (not to play)

**Stop** writing as the time is over. (not to stop)

I **dislike** playing with Rajan. (not to play)

Many people **avoid** drinking before their superiors, (not to drink)

**POINT NO.51:** Certain words are followed by different prepositions in different contexts. For example:

I **agree with** Mr Saxena.

I **agree to** your proposal.

In the above example, the word **agree is** used with two different prepositions, **with** and **to**. **Agree with** is used for agreement with a person, whereas **agree to** is used for agreement **to a plan, or proposal**.

To change the preposition is to convey a different meaning from the one that the speaker intended or to convey no meaning at all.

**A partial list of such words with their appropriate prepositions in different contexts is given below:**

accompanied	with	anything having no life
accompanied	<i>by</i>	anything having life
agree	with	a person
agree	to	a proposal or plan
<i>agree</i>	<i>upon</i>	a point
agree	<i>on</i>	a course
adapted	o	a thing
adapted	<i>for</i>	a course, because of one's nature
adapted	from	an author
angry	at	a thing
angry	<i>with</i>	a person
apply	<i>for</i>	a position or for something
apply	<i>to</i>	a person
compare	<i>with</i>	to bring out similar qualities
compare	<i>to</i>	without analyzing
confer	<i>an</i>	meaning to give to
confer	<i>with</i>	meaning to talk to
correspond	<i>to</i>	a thing, denoting similarity
correspond	<i>with</i>	meaning to write to
confide	in	meaning to put faith in
confide	to	meaning to commit to one's keeping
dependent	<i>on</i>	a person
employed	at	a certain place or salary
employed	<i>for</i>	a purpose
employed	<i>in</i>	an organization
employed	<i>by</i>	a certain person
liable	<i>for</i>	debts
liable	to	authority
proceed	to	a place
proceed	<i>with</i>	a matter begun
wait	at	a place
wait	<i>for</i>	a person
wait	<i>on</i>	a customer

**Important Words Followed by Suitable Prepositions**

For selection of the preposition to be used with different words, carefully study the following list of important words and the suitable prepositions to be used with them. This list will help you solve questions regarding

- filling in the correct preposition in the blanks.
- detection of wrong prepositions used in sentences given in, 'Spotting Errors'.
- sentence completion questions.

*Note:* Prepositions are italicized

**A**

abstain **from** food  
 abide **by** a statement  
 abound **with** living things  
 accede **to** a request  
 accept **of** a favor  
 arbitrate **between** two parties  
 annoyed **at** a thing  
 annoyed **with** a person  
 account **for** a fact  
 accuse **of** a crime  
 acquit **of** blame  
 acquiesce **in** decision  
 adapt **to** circumstances  
 adhere **to** a plan  
 agree **to** a proposal  
 agree **with** a person  
 aim **at** a thing  
 alight **from** a carriage  
 answer **to** a person  
 answer **for** conduct  
 appeal **to** a person **for** a thing appeal **against** an order  
 approve **of** an action  
 ascribe **to** a cause  
 ask **or** a thing  
 ask **for** a person  
 aspire **after** worldly greatness assent **to** a proposal  
 assure a person **of** safety  
 avail oneself **of** a chance  
 admit **to or into** a secret

**B**

bear **with** a person  
 begin **with** the fact  
 believe **in** one's truthfulness  
 belong **to** a person  
 bent **on** going  
 bequeath a thing **to** a person  
 be set **with** danger  
 bestow a thing **on** or **upon** a person  
 betray **to** the enemy  
 betray **into** his hands  
 beware **of** some danger  
 blame **of** an offence  
 blame a person **or** something  
 blind **to** the danger  
 blush **at** the sight  
 blush **or** one's conduct  
 boast **of** one's skill  
 borrow of or **from** a person  
 bring a thing **to** light  
 bring a thing **under** notice  
 brood **over** past things  
 burden someone **with** a load

burst *into* rage  
buy a thing *from* a shop

## C

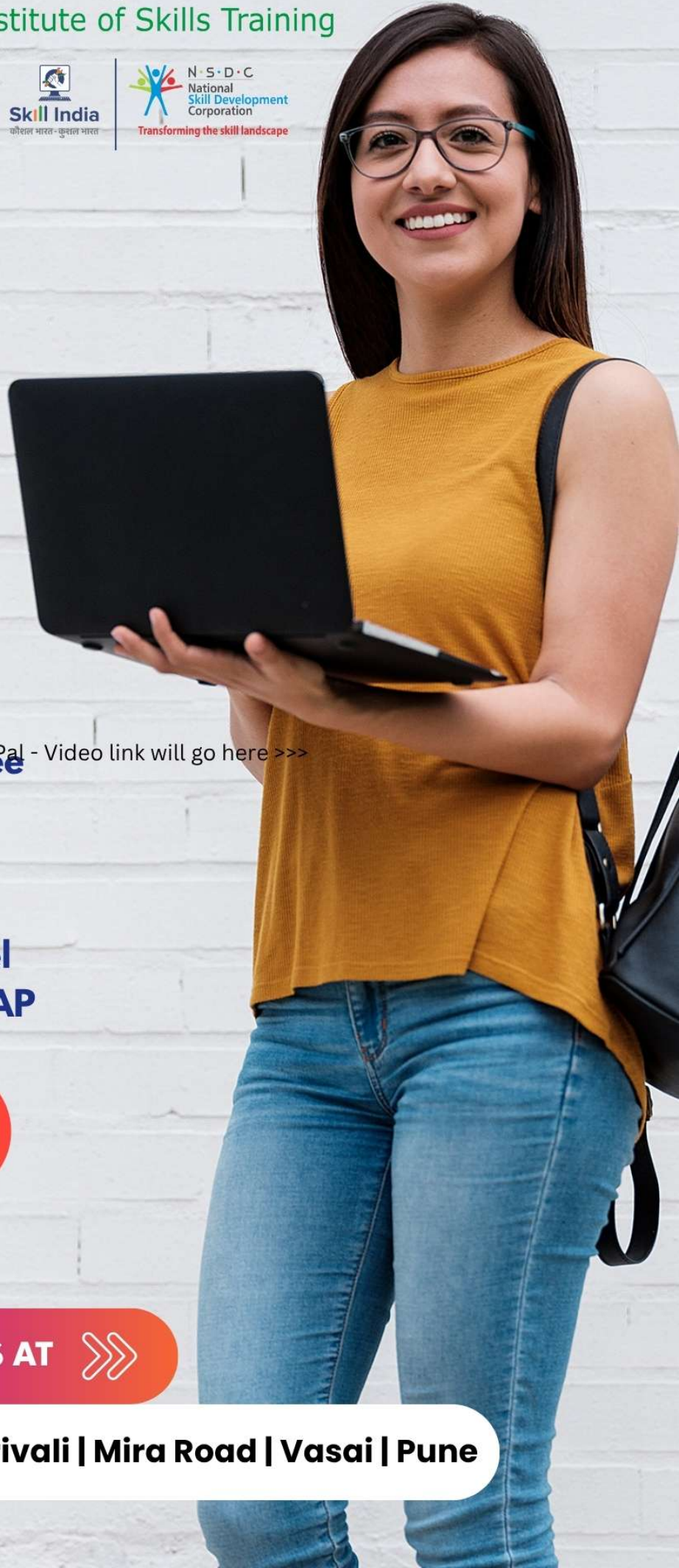
charge a person *with*  
cheat a person on/his due  
coincide *with* something else  
combat *with* difficulties  
commit *to* memory  
committed *against* the law  
common *to* man and woman  
comply *with* a request  
compare something *with* another  
compensate a person/*or* his loss  
call *upon* or an a person  
call *at* the office  
call *for* punishment  
catch *at* an opportunity  
caution a person *against*  
cease *from* quarrel(l)ing  
compete *with* a person  
compose *of* metal  
conceal *from* others  
concur *with* a person  
concur *in* an opinion  
condole *with* a person  
conduce *to* health  
confer favour *on* a person  
confer *with* a person  
confer *about* a thing confess *to* a fault  
confide *in* a person  
conform *to* a Point No. . *or* norm  
conform *with* one's views  
congratulate a man *on* success  
convive *at* others faults  
consent *to* some proposal  
consign *to* destruction  
consist *of* material  
consist *in* causes *and* insults  
consult *with* a person  
consult *on* or *about* something  
contribute *to* a fund  
copy *from* a book  
coverage *to* a point  
convict a person *of* a crime  
cope *with* a person  
correspond *with* a person (to write)  
correspond *to* something  
correspond *about* subject  
count *on* a thing (depend)  
count/*or* nothing  
crave/*or* or *after* happiness  
credit *with* good intentions  
cure a man *of* a disease



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**D**

dash **against** a wall  
 drawn **on** a person  
 defer **to** a man's wishes  
 delight **in** poetry  
 Deliver **from** a danger  
 demur **to** a statement  
 depend **on** help  
 deprive a man **of** a thing  
 desist **from** an attempt  
 despair **of** success  
 differ **with** a person  
 differ **on** a subject  
 differ **from** anything  
 differ **to** opinions  
 digress **from** the topic  
 dilate **on** a subject  
 dip **into** a river  
 disagree **with** a person  
 disapprove **of** anything  
 dispense **with** a man's service  
 dispose **of** property **or** something  
 discharge **from** service  
 dissent **an** opinion  
 distinguish one thing from another  
 distinguish **between** two things  
 divide **between** two, **among** many  
 divert a person **from** a path  
 divest someone **of** fear  
 draw money **on** banks  
 dominate **over** a subordinate  
 drive **at** some point  
 drop **off** a tree  
 dwell **on** some matter

**E**

elicit **from** a person  
 embark **on** boardship  
 embark **in** business  
 emerge **from** the hiding place  
 employ **in** some work  
 encroach **on** others' right  
 endow a person **with** benefits marks **upon** a career  
 enter **into** one's plans  
 entitle **to** a property  
 entrust a person **with** something  
 envy **at** others' success  
 escape **from** custody  
 excel **in** music  
 exchange my things **with**, your things  
 exclude **from** the class  
 excuse him **from** paying the rme  
 exempt **from** duty  
 expel from college



expostulate **with** a person  
extricate **from** danger

**F**

fail **in** one's purpose  
fail **of** success  
fall **among** rogues  
fall **in** Love **with** someone  
fall **into** difficulties  
fall in **with** a suggestion  
fall **from** the height  
fall **on** the rival  
feed **on** milk  
feed **with** milk  
feel **for** the troubled  
fight **against** or **with** a person  
fight **out** the reason  
finish **with** a progai-ainme  
flown **upon** a person  
fill **with** something  
flirt **with** a person  
fly **into** rage  
furnish a person **with** a thing  
furnish a thing **to** a person

**G**

gain **on** someone **in** competition  
get **at** the truth  
get on **with** a master  
get **out** of debt  
get **to** a journey's end  
glance **at** a sight  
glance **over** some writing  
grasp **at** a shadow  
grapple **with** difficulties  
grieve **at** or **for** an event  
grumble **at** the change  
guard **against** or **from** danger  
guess **at** something

**H**

hanker **after** worldly pleasure  
happen **at** a time  
happen **in** a place  
happen **to** a person  
healed **of** a disease  
hear **of** a news  
hesitate **at** bribing  
hint **at** the solution  
hover **over** the rest  
hush **up** a matter

**I**

impress an idea **on** a person  
impress a person **with** an idea



increase **in** learning  
 indict a person **for** a crime  
 indulge **in** intoxicants  
 indulge himself **with** wine  
 inform a man of **an** event  
 inform a person **about** a thing  
 initiate a man **into** bribery  
 insinuate **into** one's favour  
 insist **upon** going  
 inspire **with** patriotism  
 introduce **with** someone  
 introduce someone **to** someone  
 introduce **into** a place  
 intrude **into** your garden  
 invent **in** a factory  
 invest **with** power  
 invite **to** a party  
 involve a man **in** a crime  
 issue **from** the office

**J**

jest **of** sorrows  
 jeer **at** a person  
 join **in** work  
 join **with** a man  
 join **to** a thing  
 judge a person **by** his word  
 jump **at** an offer (readily accept)  
 jump **to** a conclusion

**K**

keep **from** meeting  
 keep **to** a position  
 know **of** a secret

**L**

Lament **for** the dead  
 laugh **at** something  
 lay facts **before** someone  
 lay a person **under** obligation  
 level changes **against** someone  
 listen **to** complaints  
 live **by** labour  
 live **on** small wages  
 live **for** the family  
 live **within** one's means  
 look **after** one's health  
 lust **after** gold

**M**

make away **with** a thing  
 make **out** the meaning  
 marvel **at** one's beauty  
 menace **with** punishment  
 merge **into** something larger

mourn **for** the dead  
murmur **at** one's fate

**O**

offend **against** traditions  
operate **on** a patient  
originate **in** a place or thing  
overwhelm **with** goodness

**P**

part **with** a person  
partake **of** some food  
participate **with** the team  
participate **in** the match  
persist **in** the denial  
pertain **to** the answer  
point **at** an object  
point **to** some result  
possess oneself **of** the goodwill  
prefer one thing **to** another  
present him **with** a purse  
preside a: a meeting  
preside **over** a function  
prevent **from** falling  
pride oneself **on** something  
prohibit him drinking wine  
protect **from** loss  
purge the mind **of** superstitions

**Q**

question **on** the subject  
quake **with** fear

**R**

reconcile **to** misfortune  
reconcile **with** an enemy  
refrain **from** an action  
rejoice **at** the success **of** another  
remonstrate **against** a person  
replete **with** wealth  
result **for** a cause  
result **in** consequence

**S**

search **for** something lost  
search **into** a matter (to examine)  
slur **over** a malta  
smell **of** a fragrance  
smile **as** a challenge  
smile **on** a person  
span **of** time  
snap **at** a person  
strip a person **off** his possession  
subsist **on** a small income

succumb *so* hardship  
 sweep the dust *off* the surface  
 sympathize *with* a person  
 sympathize *in* his troubles

## T

tamper *with* the figure  
 testify *to* a fact  
 trade *in* thing  
 trade *with* a company  
 trespass *against* Point No. . s  
 trespass *on* a man's time  
 trespass *in* a man's premises  
 trifle *with* a man's feeling  
 triumph *over* difficulties  
 trust *in* a person  
 trust *to* his honesty

## W/Y

wait *a*: a table  
 wait *on* a person (attend)  
 yield *a* pressure  
 yearn *for* beauty

## Problems In Articles

**POINT NO. 52:** As a general Point No. . the indefinite article *a or an* is used with nouns in singular number only; the definite article *the* is used with any number.

Whenever, a singular noun begins with the sound of vowels (a, e, i, o and u) the indefinite article *an* is used and if the word begins with a consonant sound the indefinite article *a* is used; as

**an** industry, **an** office, **an** idea, **an** article  
 but  
**a** book, **a** copy, **a** table, **a** cupboard, **a** cycle

if the word begins with a consonant sounding like *a* vowel, the indefinite article *an* is used.

**an** NRI, **an** heir

However, if the word begins with a vowel sounding like a consonant, the indefinite article *a* is used; as a university, a European country

**POINT NO.53:** The indefinite article *a or an* is used before a singular noun which is countable as well as with a noun complement such as

A terrorist has been killed **in an** encounter.  
 A water pump is a must in houses in Rajasthan.  
 A cup of tea is refreshing after the day's work.  
 Lala Lajpat Rai was **a** great freedom fighter.

**POINT NO.54:** An indefinite article *a or an* is necessary in expressions referring to numbers, speed, price and frequency such as

A kilogram of sugar  
 A dozen oranges  
 60 kilometer **an** hour  
 Three times **a** day

**POINT NO.55:** Sometimes the use of the indefinite article *a* before and after certain adjectives changes the very sense of the word with which it is used. For example, the use of *a* before the adjectives 'few', 'little', 'slight', etc. changes the very meaning expressed by these words. *Few* means nearly nothing but *a few* means some. Note the following illustrations:

*I don't have utility* time to spare. (means no time)

He has *a little* time to spare. (means sometime can be spared)

*Few* persons attended the lecture. (in negative sense means no person)

*A few* persons attended the lecture. (indicates that at least some persons)

**POINT NO.56:** Nouns that are countable and singular usually take an article and nouns that are not countable do not take any article.

Water is essential for life. (article *not* used)

*The* water in **the** jug is not clean. (article *the* is used)

Gold is a precious metal. (article *not* used)

**The** gold in this ring is of poor quality. (article *the* is used)

Man is a social animal. (article *not* used)

He *is the* man who cheated me. (article *she is* used)

Apples are good for health. (article *not* used)

*The* apples in our orchard are not yet ripe. (article *the* is used)

**POINT NO.57:** The definite article *the* is used with things that are one of their kind.

For example, **the** moon, **the** earth, **the** sky, **the** North Pole  
**the** Prime Minister, **the** President

in other words, nouns that single out one individual or thing.

**POINT NO.58:** Definite article *the* is used before *superlatives* as also before *only* when it is used as an adjective.

This is **the best** book on the subject.

This is **the only** reason.

This is **the biggest** blunder you have made.

This is **the only** purpose of my visit.

**POINT NO.59:** *The* is used before names of periodicals and newspapers, names of important buildings, before names of rare or unique objects, names of rivers, oceans, bays, mountains, religious groups, communities, institutions etc.

I have read this news in **the** Tribune. (newspaper)

**The** earth revolves round **the** sun. (heavenly bodies)

**The** Taj Mahal! is located at Agra in Uttar Pradesh. (important/ rare building)

**The** Ganges is **the** largest river in India. (river)

Similarly, the definite article *the* is used before the names of books (if they do not have the name of persons):

**The** Bible. **The** Autobiography of Mahatma Gandhi

**The** Two Faces of Indira Gandhi. **The** Kuran

but:

Julius Caesar, Macbeth, Mahatma Gandhi's Autobiography

**POINT NO. 60:** The definite article *the* is used before words pointing out a *class* or *kind* of a thing. It is sometimes done by using *the* before an adjective to represent a whole class,

**The** crow is a clever bird. (means all the crows)

**The** young will have to shoulder the responsibility. (means all the young)

**The** brave deserve the recognition.

**POINT NO.61:** *The* is used before a proper, a material or an abstract noun when used as a common noun.

Shakespeare is *the Kalidasa* of English literature.  
*The gold* of Argentina is now freely sold.

### Problems In Tenses

**POINT NO. . 62:** Ensure that correct tense is used.

- (a) Simple present tense is used to convey general or universal truth and habitual sentences.
- (b) Present continuous tense is used to convey the continuity of the action
- (c) Present perfect tense is used to convey the completion of an action that has some bearing on the present.

For example

The earth *revolves* round the sun, (a universal truth)  
 I always *brush* my teeth after the meals. (habitual)  
 It *has been raining* for many hours. (an activity that has continued for quite some time)

**POINT NO.63:** The past tense in the principal clause must be followed by a past tense in the subordinate or dependent clauses.

I *felt* that she *was* a little worried. (not *is*)  
 I *forgot* that they *were* coming today- (not *are*)  
 I *saw* that the machine *had* stopped. (not *has*)  
 I *found* that he *was* guilty. (not *is*)  
 I *thought* that she *was* absent. (not *is*)

### Exceptions

- (a) When a universal truth is expressed in the subordinate clause, its tense is not changed.  
 He said that the earth *revolves* round the sun. (not *revolved*)  
 I *told* him that honesty *is* the best policy. (not *was*)  
 Newton *knew* that the earth rotates.  
 He forgot that the earth rotates.
- (b) When the subordinate clause begins with *than* or *as*, any tense may be used in the subordinate clause,  
 even if there is past tense in the principal clause:  
 I *met* her more frequently **than I meet** you.  
 I *saw* her oftener **than I see** you.  
 She *loved* you more **than she loves** me.  
 He *cared* for you more **than he cares** for his brother.

### Problems in Conjunctions

Conjunctions are words used to join words, sentences and clauses together. Note the following conjunctions are words used to join words, sentences and clauses together. Note the following conjunctions:

As soon ... as  
 Both ... and  
 Either ... or  
 Neither ... nor  
 Lest ... should  
 Not only ... but also  
 Hardly ... before or when  
 Though ... yet

Whether ... or  
Scarcely ... when or before

**Point No.64:** When a negative co-relative is used in the beginning of a sentence, a helping verb must be used before the subject (e.g. do, does, did, etc.)

Scarcely **did** she hear the news when she began to cry.

Not only **was** he accused of theft. but also of murder.

No sooner **did** she heard the news than she wept.

No sooner **did** the doctor came than she died.

Also, note that **no sooner** is followed by **than** and **not then or when**:

No sooner did the **news** reach him **than** he fainted. (not *when* or *then*)

No sooner did she see me **than** she started grumbling. (not *when* or *then*)

### **POINT NO. . 65: Though ... yet**

(a) When **though** is used with a verb in the subjunctive mood (expressing doubt, a condition contrary-to- fact, a wish, a concession) it is followed by **yet** and not by **but**;

**Though** he might not have recognized me, *et* it is rude of him.

**Though** she disallowed me, **yet** I will go to her.

(b) When **though** is used with a verb in an indicative mood (expressing a fact or making a statement) a comma is used in place of **yet**

**Though** he is in my relation **yet** I shall not spare him.

**Though** he is known to me, I shall not favor him.

### **Miscellaneous Points :**

**POINT NO. 66: When, while, after till, before:** When these words are used in the subordinate clause with reference to some future event, they are not followed by a verb in the future tense.

**Before** the rain **would** stop, they **would** have reached home. (*incorrect*)

**Before** the rain stops, they **would** have reached home. (*correct*)

**When** you **will** come to me, we **will** go to Ludhiana. (*incorrect*)

**When** you come to me, we **will** go to Ludhiana. (*correct*)

**POINT NO. 67: Until/unless:** Mistakes are generally committed in using these words. **Until** means **time before and unless** shows **condition and means if not**.

I cannot solve it **unless** you tell me its method.

**Until** she was informed officially, she had no idea about the plans.

**POINT NO.68: Doubt that/doubt whether; Doubt that** is used in **negative sentences** and **doubt whether** in **positive sentences**;

I do **not doubt that** he will succeed.

I **doubt whether** the news is true.

I **doubt whether** our country is really free.

We do **not doubt that** he will be fully cured.

**POINT NO.69: Need/Needs:** As a regular verb, **need** means **require**. In the **present tense**, with third person singular, when **followed by a negative**, the final **s** is **not added**.

He **need not** worry. (negative *nor* is followed)

He **needs** to be worried. (negative *not is* not followed)

However, **regular** forms should **not** be confused

He **dare not** do it again. (i.e. does not have courage)

She **dare not** come to me. (i.e. does not have courage to come to me)

However, if it is not followed by a negative word (not) or used in the sense of *challenge*, *s* is to be added.

She **dare not** to disobey me.

*but*

She **dares to** disobey me. (a challenge)

She **darts** to insult me. (a challenge)

It should, however, **not be confused** when used **as a normal verb**:

**I dare, he dares, she dares, they dare, we dare**, Sunita dares

**POINT NO.70: Since, from, for:** Both **since** and **from** imply a point of time (definite time, day, date etc.) and **for** implies period of time.

(a) **Since** indicates point of time with present perfect or perfect continuous tense.

(b) **From** indicates point of time with all other tenses.

(c) **For** indicates period of time with present perfect or perfect continuous tense.

**For example:**

I have done nothing **since** yesterday.

She has been ill **since** last Friday.

She will go to school **from** today.

He commenced work **from** 30th January.

I have not seen him **for** a long time.

**POINT NO.71: As long as/while/until:** **As long as** and **while** are used to express the duration of an action, whereas **until** is used to express the time before an action takes place (see also Point No. . 65).

**As long as** you remain in the office, you will get no rest. (not **until**)

Wait here **until** I come. (not as long as)

**While** I am sitting here, you can work on it. (not **as long as** or **until**)

**POINT NO.72: On/over:** **On** suggests **contact with something**; **over** suggests **a higher position without actual contact**.

Keep this book **on** the table.

Place this cup **on** the table.

Keep the umbrella **over** your head.

**POINT NO.73: You, he/she, I:** When pronouns having different persons are used, the second person (you) should come first, then the third person (he or she) and last of all the first person (I).

**You, he and I** should try to visit Sri Lanka- (**not I, you and he**)

It is between **you and me**. (**not me and you**)

**POINT NO.74: Who and whom:** To determine correct usage of **who** or **whom** cover the beginning of the sentence, including **who** or **whom** and read what is left, **inserting he or him, like** sounds right use **who**; if **him** sounds right use **whom**.

It was he **whom** we chose to be our captain.

(We chose **him**, to be captain; so use **whom**)

It was he **who** we thought would win the prize.

(We thought **he** would win the prize; so use **who**)

**POINT NO. 75:** Prepositions are not required after such words as: **attack, accompany, discuss, emphasize, fear, join, request, resist, pervade, precedes, violate, reach, shirk, resemble, recommend, etc.**

They **attacked** the enemy. (not **on** the enemy)

She **resembles** her mother. (not **with** or **to** her mother)

I have **ordered** the book. (not **for** the book)

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One should not **fear** death. (*not from* death)  
 You can **request** him. (*not request to*)

**POINT NO.76:** Do not use **that** with words like **how, whether, why, what, where, when, whom, whose, which, etc.**

Nothing can be said **that when** he is expected to arrive. (*incorrect*)  
 Nothing can be said **when** he is expected to arrive. (*correct*)  
 He could not explain **that why** he was late. (*incorrect*)  
 He could not explain **why** he was late. (*correct*)  
 It is difficult to say **that whether** he will succeed. (*incorrect*)  
 It is difficult to say **whether** he will succeed. (*correct*)  
 In the above sentences **that is** not required. However, **as to** can be used. For example:  
 He could not explain **as to** why he was late.

**POINT NO.77: Due to/caused by: Due to and caused by** introduce adjective phrases and should modify nouns. These words must be properly related to some noun or pronoun and **should not be used to begin a sentence.**

Her **success** is due to her hard work. (*modifies success*)  
 His **failure** was caused by his laziness. (*modifies failure*)

These words should not be used to begin a sentence. For example:

Due to workers' strike, the factory remained closed. (*incorrect*)  
 Because of the workers strike, the factory remained closed. (*correct*)

**POINT NO.78: Because of/on account of/co that/in order that**

- (a) **Because of and on account of** introduce adverbial phrases and should modify verbs.  
 He resigned **because of** ill-health. (*modifies resigned*)  
 She resigned **on account of** ill-health. (*modifies resigned*)
- (b) To express a cause or reason use **because of** and to express purpose use **in order that or so that**.  
 Men work **so that** they may earn living. (*not because*)  
 He missed his class **because** he overslept. (*not In oi'der that/so that*)
- (c). Do not use **because** and **reason of together**.  
 The **reason** why he missed his class was **because** he overslept. (*incorrect*)  
 The **reason** why he missed his class **was that** he overslept, (*correct*)

**POINT NO.79:** Express parallel ideas in parallel form.

(a) Adjectives should be paralleled by adjectives, nouns by nouns, subordinate clauses by subordinate clauses, etc.

This generator is inexpensive, noiseless and it is easily operated. (*incorrect*)  
 This generator is inexpensive, noiseless and easily operated. (*correct*)  
 This course is challenging and an inspiration. (*incorrect*)  
 This course is challenging and inspiring. (*correct*)

(b) Correlative conjunctions (either ... or, neither ... nor, not only .., but also etc.) should be followed by

elements in parallel form.

She **is not only proficient** in desk work but also in marketing. (*incorrect*)  
 She is **proficient nor only** in desk work but also in marketing. (*correct*)  
 I have written **both to** their branch office and Head Office. (*incorrect*)  
 I have written **to both** their branch office and Head Office. (*correct*)

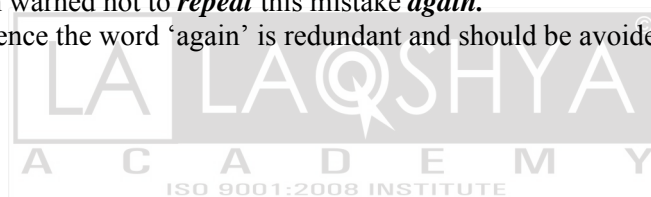
I would neither study at home nor *would* he go to school. (*incorrect*)  
 He would neither study at home *nor* go to school. (*correct*)

### Avoid Redundancies

**POINT NO. 80:** Redundancy refers to the use of more words than necessary to make a statement. Redundancy is moderate formality and is restricted almost completely to indicating an excess caused by tautology: *redundant* phrases like ‘essential requisite’ or ‘fundamental basis’. It may mean use of unnecessary adjectives or words that needlessly make the sentence a sort of re-statement by using unwanted words. These type of errors are often seen in written English communication and are not desirable in grammatically correct sentences.

### *Examples*

1. The Prime Minister’s explanation represented a consensus *of opinion*.  
 In this sentence the words ‘of opinion’ is not required and is an example of redundancy or wordiness.
2. Shanti said that she stayed for a short period *of time* in the hospital.  
 In this sentence ‘*of time*’ is not needed because the ‘*period*’ signifies it.
3. Shri DK Oswal, our Chairman-cum-Managing Director has *returned back* from his European  
 tour only this morning. In *this* sentence, one word is sufficient, either *returned or back*.
4. To revise the Point No. . s of grammar *refer back* to Chapter ii of this book.  
 In this sentence, the usage ‘*refer*’ is sufficient and there is no need to add ‘back’ in this sentence.
5. He has been warned not to *repeat* this mistake *again*.  
 In this sentence the word ‘again’ is redundant and should be avoided.



## **15. READING COMPREHENSION**

### **15.1. What Is Comprehension ?**

Reading Comprehension or Comprehension means, to read something and understand it. For exams like IBPS or State Bank of India Comprehension is a very important subject/Topic. In common written exam of IBPS or State Bank of India, comprehension is the ability to read a text passage, process it and understand its meaning so that the candidate answers all the questions which follows thereafter the paragraph. In CWE, the total weight age of comprehension ranges from 5 marks to 10 marks.

The IBPS and State Bank of India PO exam includes comprehension in the question paper so that to understand an individual's ability to comprehend text by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

### **15.2 Definition of Comprehension**

“Reading comprehension is defined as the level of understanding of a text/passage.”

This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/passage.

Some people learn through education or training and others through their direct experiences.

Reading comprehension involves two levels of processing:

1. **Shallow (low-level) processing and**
2. **Deep (high-level) processing.**

Deep processing involves semantic processing, which happens when we encode the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure and their associated sounds.

### **15.3 Exam Oriented**

Comprehension is a very important part of English Language Section in Common Written Exam for IBPS and State Bank of India Probationary Officers selection as well as in other category officers/clerks selections.

Reading Comprehension is considered the most difficult section in an English Language exam. Especially in State Bank PO Exam; Wherein the English language consists of 100 marks. 50 marks for objective and 50 marks for descriptive examination. Most candidates have problems either understanding the subject matter or completing all the sections. If a few critical points are taken care of, however, this section isn't a very big problem.

### **15.4 How to attempt Passage questions ?**

Although there is no rule about attempting successfully passage related questions in general. However you can improve with practice. The general tips to get good score in passage question are mentioned as follows.

**1. Reading practice**

Read Newspapers, Magazines everyday to increase your reading skill and reading speed.

**2. Listening Practice**

Listen to English News Channels and English radios to increase your listening and understanding capability.

**3. Skim The Text**

The best part about how one shall attempt a passage is “Skim The Text”. That means reading very quickly. Just look at the headings, subheadings and first lines of each section or paragraph. Also notice the key words repeated throughout the text. The main purpose is to understand the gist -- the general idea of the text.

**4. Scan The Text**

That means looking for a specific piece of information or specific words. Ignore the information that is not relevant to your purpose. Scanning is a useful strategy to apply when the questions ask for specific factual information.

**5. Understand the relationships among words in passages**

While reading the passage, you should understand the main points and try and find out the relationship between words and phrases in a sentence, between the sentences and in the whole paragraph. Sometimes, some diagrams, tables and graphs are also given in the passage. Try and infer from these when you can't get a direct link through words.

**15.5 General Tips to score good in exams :**

- Read and understand the questions first before starting reading the passage. It will help you read the passage more effectively.
- Be careful about the timing. Do not spend too long on one passage or question.
- If you do not know the answer to a question, leave it but do not waste time; move quickly onto the next one
- Do not panic if you do not know anything about the subject of the text; all the answers can be found in the text
- Do not worry if there is a word that you do not understand – you may not need to use it
- Have a glance through all sections, get an idea of the subject matter
- Now prioritize all sections according to the subject matter you find easier. The section you find the easiest should be attempted first.
- All the answers are in the passage, so try and attempt the questions by reading the passage. In difficult passages, go for a 'skim and scan' approach -- read the questions and try finding out the answers by locating similar words.
- The most important step is to set a time limit for every passage and attempt that in the specified time only.
- Answer the questions one by one with the help of the underlined parts of the text. Having read the text once, you will find it easy to find specific information by scanning.
- The answers usually appear in the text in the same order as the questions. That is, the answer to question 4 will be earlier in the text than the answer to question 5. This need not always be true. It may apply to each question type rather than to all the questions taken together. The answer to MCQ 2 will appear before that to MCQ 3 and the answer to Matching question 2 will usually appear earlier than that to Matching question 3. However, the answer to MCQ 3 may appear before the answer to Matching question 2.
- As soon as you find an answer, write it against the question on the question paper. It is not always a good idea to try answering questions in the order in which they are asked.

Do not get stuck on any one question. If you can't get the answer, move on. You can always come back later.

## **16. ESSAY WRITING – DEFINITION AND DETAILS**

The term "essay" is used in somewhat different ways in different contexts. An essay is fairly brief. The term "Essay" usually refers to short pieces that might be published in a magazine or newspaper. Here we are focusing on common written examination for selections in **IBPS Banks or State Bank of India Probationary Officers selections.**

An essay is nonfiction, its not a story. That means that the writer of an essay is trying to tell the truth, not merely entertain. Hypothetical examples can be an effective way of illustrating a point, as can quotations from fictional works. An essay tries to make a point. This is perhaps the most important and most challenging aspect of the essay. An essay is not just a bunch of words, or even a bunch of paragraphs. An essay all fits together; it all points in one direction. An essay leads to one conclusion. This is what makes an essay different from, say, an article in an encyclopedia, which may be a relatively brief and interesting piece of nonfiction. An essay tries to make a point. It aims to support a single claim. An essay tries to make a point in an interesting way. An essay is real writing; it is written to someone. And so its goal is to interest its readers, to change their thinking, to get them involved in the ideas it presents and ultimately get them to adopt those ideas.

### **16.1 How to write an essay ?**

When it comes to essay writing in English grammar test, especially in India for SBI PO or IBPS PO exams, we have observed that the students had always taken essay writing as a very casual and light subject. There are very few students who pays a real attention to writing effective essays and these are the scoring students. The other category of students never knows and never realizes that why few students often are having higher scores as compared to the remaining students. English is a scoring subject. If one pays attention to the intricacies about preparing for English language test, he/she can really score good numbers in any type of examination. This article focuses on one major point : How to write effective Essay ?

In India students have very different approaches to drafting their essays. Some use a simple way of starting a topic, and keeps on writing whatever comes to their mind. Without paying attention to the content. Whereas some start at the introduction and writing sequentially through to the conclusion then move on to another part of the essay, and then return to the earlier section. We would not want to argue for any single approach. However there are several techniques worth applying.

One is to have a fairly clear idea of the structure of the essay before drafting. You will find that the flow of words will come more easily if you know in advance how the different parts of the essay are likely to hang together.

Another technique is to commit yourself to an introduction as early as possible. In the introduction, you should be looking to outline to the reader

- the structure of the essay and
- your main argument.

Your draft introduction will provide an initial basis for the rest of the work, even if later you find that you need to modify it.

Here we are giving you a **Step By Step Guide** about writing clear and effective Essays:

Writing an essay often seems to be a tough task among many students. Whether the essay is for an exam, a competition, or maybe even a normal college assignment, many students often find the task overwhelming. While an essay is a large project, there are many steps a student can take that will help making the process of writing an essay simpler.

Following steps in this process is the easiest way to draft a successful essay, whatever its purpose might be.

### **1. Understanding the topic.**

Keeping in mind the exam of English language, if you are given a topic, you should think about the type of essay that you want to produce. Should it be a general overview of the subject or a specific analysis? Narrow down your focus if necessary.

Once you have determined the purpose of essay writing, you will need to do some research on topics that you find little tough. Think about subject. What is it that arises interest in you? Jot these topic down.

Finally, evaluate your options. If your goal is to educate, choose a subject that you have already studied. If your goal is to persuade, choose a subject that you are passionate about. Whatever the mission of the essay, make sure that you are interested in your topic.

### **2. Prepare a flowchart.**

In order to write a successful essay, you must organize your thoughts in a proper way. By taking what's already in your thoughts and putting it on a paper, you are able to see connections and links between ideas more clearly. This structure serves as a foundation for your essay.

To create a diagram, write your topic in the middle of your page. Draw three to five lines branching off from this topic and write down your main ideas at the ends of these lines. Draw more lines off these main ideas and include any thoughts you may have on these ideas.

If you prefer to create an outline, write your topic at the top of the page. From there, begin to list your main ideas, leaving space under each one. In this space, make sure to list other smaller ideas that relate to each main idea. Doing this will allow you to see connections and will help you to write a more organized essay.

### **3. Write your main statement.**

After selecting a topic and putting your ideas in a relevant manner, you must create a main statement. Your main statement tells the reader the point of your essay. Look at your outline or diagram for the main ideas?

Your main statement will have two parts. The first part states the topic, and the second part states the point of the essay.

### **4. Write the introduction.**

Now that you have developed your main statement and the overall points of your essay, you must write an introduction. The introduction should attract the reader's attention and show the focus of your essay.

Begin with a good attention seeker sentences. You can use shocking information, dialogue, a story, a quote, or a simple summary of your topic. Whichever style of writing you choose, make sure that it ties in with your main statement, which will be included as the last sentence of your introduction.

### **5. Writing the body of an Essay.**

The body of your essay argues, explains or describes your topic. Each main idea that you wrote in your diagram or outline will become a separate section within the body of your essay. Each body paragraph will have the same basic structure.

Begin by writing one of your main ideas as the introductory sentence. Next, write each of your supporting ideas in sentence format, but leave three or four lines in between each point to come back and give detailed examples to back up your position.

### **6. Writing the conclusion.**

Your conclusion should consist of three to five strong sentences. Simply review your main points and provide reinforcement of your thesis.

### **7. Adding final touch.**

Before you consider this a finished work, you must pay attention to all the small details and give a nice finishing touch to the essay.

You can do this by : Check the order of your paragraphs. Your strongest points should be the first and last paragraphs within the body, with the others falling in the middle. Also, make sure that your paragraph order makes sense.

Review the instructions for your essay, if applicable. You must double check instructions to ensure that your essay is in the desired format.

Finally, review what you have written. Reread your paper and check to see if it makes sense. Make sure that sentence flow is smooth and add phrases to help connect thoughts or ideas. Check your essay for grammar and spelling mistakes.

## **16.2 General Tips to score good in exams :**

### **1. Don't Write a Term Paper.**

As a prospective graduate student, you may be tempted to try to impress your reader with an already tight grasp of academic style. Resist this temptation! You will have plenty of time to produce labyrinthine sentences and sophisticated vocabulary. Your reader will have seen too many essays to appreciate bewilderingly advanced prose. Write clearly and precisely.

### **2. Don't Bore the Reader. Do Be Interesting.**

The examiners have to read hundreds of essays, and they must often skim. Abstract rumination has no place in an application essay. The examiners aren't looking for a new way to view the world; they're looking for a new way to view you, the applicant. The best way to grip your reader is to begin the essay with a captivating snapshot. Notice how the blunt, jarring "after" sentence creates intrigue and keeps the reader's interest.

### **3. Do Use Personal Detail. Show, Don't Tell!**

Good essays are concrete and grounded in personal detail. They do not merely assert “I learned my lesson” or that “these lessons are useful both on and off the field.” They show it through personal detail. “Show, don't tell” means that if you want to relate a personal quality, do so through your experiences without merely asserting it.

### **4. Do Be Concise. Don't Be Wordy.**

Wordiness not only takes up valuable space, but also confuses the important ideas you're trying to convey. Short sentences are more forceful because they are direct and to the point. Certain phrases, such as “the fact that,” are usually unnecessary. Notice how the revised version focuses on active verbs rather than forms of “to be” and adverbs and adjectives.

### **5. Do Address Your Weaknesses. Don't Dwell on Them.**

The personal statement may be your only opportunity to explain deficiencies in your application, and you should take advantage of it. The best practice is to spin the negatives into positives by stressing your attempts to improve; for example, mention your poor first-quarter grades briefly, then describe what you did to bring them up.

### **6. Do Vary Your Sentences and Use Transitions.**

The best essays contain a variety of sentence lengths mixed within any given paragraph. Also, remember that transition is not limited to words like nevertheless, furthermore or consequently. Good transition flows from the natural thought progression of your argument.

### **7. Do Use Active Voice Verbs.**

Passive-voice expressions are verb phrases in which the subject receives the action expressed in the verb. Passive voice employs a form of the word to be, such as was or were. Overuse of the passive voice makes prose seem flat and uninteresting.

### **8. Do Seek Multiple Opinions.**

Ask your friends and family to keep these questions in mind:

- Does my essay have one central theme?
- Does my introduction engage the reader? Does my conclusion provide closure?
- Do my introduction and conclusion avoid summary?
- Do I use concrete experiences as supporting details?
- Have I used active-voice verbs wherever possible?
- Is my sentence structure varied, or do I use all long or short sentences?
- Are there any clichés, such as “cutting-edge” or “learned my lesson”?
- Do I use transitions appropriately?
- What about the essay is memorable?
- What's the worst part of the essay?
- What parts of the essay need elaboration or are unclear?
- What parts of the essay do not support my main argument?
- Is every single sentence crucial to the essay? This must be the case.
- What does the essay reveal about my personality?

# PLAN B

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9930107886  
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**THANE**  
7767099610  
9321184618

**MIRA RD**  
8080480427  
8097108662

**VASAI**  
8828680270  
8080480427

**PUNE**  
9082498273  
8080480427

**9. Don't Wander. Do Stay Focused.**

Many applicants try to turn the personal statement into a complete autobiography. Not surprisingly, they find it difficult to pack so much information into such a short essay, and their essays end up sounding more like a list of experiences than a coherent, well-organized thought. Make sure that every sentence in your essay exists solely to support one central theme.

**10. Do Revise, Revise, Revise.**

The first step in an improving any essay is to cut, cut, and cut some more. Do the revision again and again and keep improving the quality of your essay. Always remember, practice makes a man perfect, so go for revisions and practices as much as you can.

**16.3 Typical Essay Template ( Reference purpose )****A. TITLE****B. Introduction Paragraph:**

- Hook
- Thesis
- Transition

**C. Body Paragraph 1:**

- Strongest point
- Introduction
- Examples
- Explanation
- Conclusion that ties to thesis
- Transition

**D. Body Paragraph 2:**

- Weakest point
- Introduction
- Examples
- Explanation
- Conclusion that ties to thesis
- Transition

**E. Body Paragraph 3:**

- Second-strongest point
- Introduction
- Examples
- Explanation
- Conclusion that ties to thesis
- Transition

**F. Conclusion Paragraph:**

- Restated thesis
- Concise summary of the body and how it ties to thesis
- Signal for the end of essay

## **17. LETTER WRITING – INTRODUCTION AND DETAILS**

### **Introduction – What is Letter Writing**

Writing skills are often the most difficult skills for students of appearing for various entrance exams in India. When it come to Bank Jobs entrance test English Language is an integral part of the question paper and interview as well. This article will throw some light on English Letter Writing skilld and exams strategy.

While there are important differences between spoken and written English—for example, spoken English has more shortened forms, contractions, omissions, and colloquial expressions—these differences need not intimidate the learner at the intermediate level, nor prevent the teacher from introducing real writing practice at this stage. Writing directions, taking down simple telephone messages, making shopping lists are some examples of simple writing tasks in which the students can actually practice writing English in everyday functions. Letter writing, with its many forms and uses, is another activity that is particularly advantageous for the following reasons:

- Improved writing skills
- Improved communication skills
- Improved performances at work places for e.g. Banks
- These are few reasons that Banking industry wants to check the applicants skills in English Language writing also. Letter writing is not a very tough job if practiced well. It's a scoring section in Descriptive English Paper.

In addition to these reasons for practicing letter writing early in the English language training, there is another even more pedagogically important reason to consider. Letters that are well-organized in form and content generally follow a pattern that is similar to basic composition writing.

### **A well-composed letter, like a good composition in English, usually has three basic components:**

1. A salutation, corresponding to the introduction;
2. A general message, corresponding to the body; and
3. A closing and signature, corresponding to the conclusion of the composition.

We see, then, that letter writing can be an effective means of introducing and reinforcing the principles of good composition in English; the writer in both cases must first organize his or her thoughts logically to convey the intended message.

### **17.1 Effective Letter Writing : How to write an effective letter in general ?**

#### **General Format**

Let's categorize the kinds of letters our students are most likely to encounter into two simple groups: social letters and business letters.

For both types, indeed for almost any letter written in English, there is a general layout or format that is followed and several general components that are required.

The following model sets out :-

- (1) the writer's address,
- (2) the salutation to the addressee,
- (3) the body of message,
- (4) the closing word or phrase, and
- (5) the writer's signature.

### **MODEL LETTER**

Writer's city/state/pin code of writer's city/location  
Month/day/year

**Salutation** (*Dear*) + addressee's name,

Body of the letter

Closing,

**(writer's name)**

**Note:** Readers in India usually expect to find these parts of a letter arranged in this way; they may be confused if the format is changed. In some countries, for instance, the custom is to include the writer's name in the upper right-hand corner above the writer's address. However, a reader accustomed to English letters may think that the (foreign) writer's name is a street, if it is written on the first line of the address position.



Let us now discuss each segment of a letter :

#### **1. Writer's Address**

Although you will usually find that the writer places his/her address in the upper right-hand corner of the page, business 'correspondents may place their address in the letterhead at the middle top of the page, or at the lower left-hand corner.

#### **Envelope Address**

On the envelope, the Indian post office requires the addressee's name on the first line, the Street address on the second line, the city/state/pin code on the third line, and the name of the state/country on the last line. All of this should appear in the center of the envelope. The writer's name and address should appear in the upper left-hand corner of the envelope.

### **MODEL ENVELOPE**

#### **LEFT SIDE TOP**

To,  
addressee's full name  
addressee's street address  
addressee's city/state/pin code  
addressee's country

**RIGHT SIDE BOTTOM**

From :  
 writer's full name STAMP  
 writer's street address  
 writer's city/state/pin code  
 writer's state/country

**2. Salutation**

Salutations are placed on the left margin. As a general rule, when the writer knows the addressee well and is on a "first name" basis (that is, if they call each other by first name informally), the writer begins an informal social letter with *Dear* followed by the addressee's first or given name:

Example: *Dear Rehan, Dear Monica*, etc.

For formal social letters and business letters, however, the salutation *Dear* is followed by the addressee's title and family name:

Example: *Dear Mr. Sharma, Dear Dr. Bhanushali*, etc.

In business letter salutations, the reader may also note other forms:

For example : *Dear Publisher, Dear Editor, Dear Reader, Dear Parents, Dear Colleague*, etc.

This avoids the use of *Dear Sir* and *Gentlemen*, which are now outdated as they assume all readers are male, and overlook the growing number of women in the business world today.

In business letters, the reader may also note the use of *Ms.*, which is the exact linguistic equivalent of *Mr.*; that is, *Ms.* indicates female gender but not whether the person is married. Some women still prefer to use *Miss* (unmarried) or *Mrs.* (married), but most business correspondence today uses *Ms.*, unless it uses some form indicating the position or office for whom the letter is intended.

**3. Body of the Letter**

The letter itself may also begin exactly on the left margin, directly under the salutation, or it may be indented five spaces to the right, the traditional signal for a new paragraph in English. If you prefer not to indent for each new paragraph, you should leave an extra space between paragraphs.

Although we are mainly concerned with format here, it will be well to keep in mind that the body of the letter contains the main message or "point." Culturally speaking, a native English language reader usually expects the writer of formal or business letters to (1) introduce him/herself, (2) state the purpose of the letter, and (3) conclude the letter. Note that the conclusion often may be a simple "thank you" for the reader's attention.

**4. Closing Signature**

The closing and signature at the end of the letter are usually spaced from the right margin and aligned under the address and date that appear in the upper right-hand corner. If there is any possibility that the person receiving your letter may not be able to read your signature (because of a difference of handwriting styles), you should carefully print or type your name under your handwritten signature.

Remember that when the reader answers your letter and addresses the envelope, he/she must be able to spell your name clearly and correctly. Your letter is the only guideline to spelling your name and address correctly.

### **Note : Impact on the Reader**

In summary, a good letter must be clearly thought out, and clearly organized on paper. Its message should be understandable to the reader and its appearance on the page should be well-balanced, like a picture in a frame. A letter, remember, carries the writer's unspoken thoughts and silently reflects the writer's personality. Each letter is a personally creative act of real communication.

## **17.2 General Tips for effective letter writing in IBPS OR State Bank PO Exams :**

### **Point No 1 :-**

The first thing is identify the type of letter you are being asked to write. Is it a formal, semi-formal or informal letter? The entire style of your letter writing is based on your answer to this question. Adjust your style and choice of words according to the type of letter you have been asked to write in the exam.

### **Point No 2. :-**

The next Important thing is open and close the letter correctly. Remember that each type of letter requires a different opening and closing. The chart below will help you remember this:

Style	Characteristics	Opening	Ending
<b>Formal</b>	To someone you have not met, whose name you don't know	Dear Sir / Madam	Yours faithfully
<b>Semi-formal</b>	To someone you may or may not have met, whose last name you know & use	Dear Mr Sharma, Dear Ms Seema	Yours sincerely
<b>Informal</b>	To someone you know well, whose first name you know and use	Dear Ravi Dear Anita	Best regards Warm wishes

### **Point No. 3 :-**

Open a formal and semi-formal letter with a formal sentence. Never try to be friendly, as you do not know the person you are writing to. Get right down to the point and the business and indicate the reason you are writing, as shown below:

**Dear Sir / Madam,**

**I am writing to inquire about / I am writing in connection with...**

**Dear Mr Jay,**

**I am writing to inform you ... / I am writing in connection with...**

**Point No 4 :-**

Always open an informal letter with a general, friendly paragraph. With friends whom we know, we care about the whole person. We have a broader relationship in the context of which this communication is taking place. So it is best to acknowledge that friendship first, before getting down to the reason for your letter. In fact, the first paragraph could be purely friendly small talk, unrelated to the reason for your writing. Look at the example below:

**Dear Shobha**

I hope you and your family are all well. It was such a pleasure to see you again last summer. We sure had a great time catching up with each other after so many years. You have always been a cherished friend, no matter how much of a gap there has been since we met.

Anyway, the reason I'm writing is that I have some good news - I am getting married this summer...

**Point No 5 :-**

Remember, always identify the main purpose of the letter while writing in the exam. Are you asking for help, apologizing, inviting someone, complaining or thanking someone? Learn appropriate and polite expressions that will support what you need to say.

**Point No 6 :-**

Learn and use standard written phrases. Students sometimes struggle to finish their writing in time. This happens when you are trying to write every sentence from scratch. The fact is, in conventional letter writing in English, we use a number of standard expressions and phrases and add on to them the specific information we wish to communicate. By learning how to use these expressions, you will find the letter writing task much easier and will never have to fight for time.

**Point No 7 :-**

Make sure you write at least 100-120 words. Practice writing letters till you know what 120 – 150 words feels like and looks like. You will lose marks if you write less. You will not lose marks if you write more; the only restriction on writing more is in terms of time, not the number of words.

**Point No 8 :-**

Learn the correct spelling of commonly used words. It is surprising how many Banking Entrance Aspirants make a mistake when spelling words such as "sincerely", "faithfully", "in connection with" and so on. You can prevent yourself from losing marks by learning the correct spelling of these words and expressions which you are highly likely to use on your exam.

**Point No 9 :-**

Stay on topic. In order to complete your letter within 10 minutes or less, practice writing letters where you stick to the point. The letter writing test does not require you to make up a story to complete your letter, but if you do so then you end with less time for the remaining questions.

**Point No 10 :-**


Include all important points asked by the examiner. If you exclude even one of the points given to you in the question prompt, you will lose valuable marks. Practice writing letters that include the major important points and go back and check that you have included them in each practice exercise you do.

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