



Fundamentals of  
**GRAMMAR & RC**

 **CL** | Campus  
Express

# Preface

---

**Dear Job aspirants,**

Language is like a windowpane; if it is good, it directs our vision to the sight outside and if it is bad, it draws attention to itself. More imperatively, sentence correction and sentence completion form an essential part of all aptitude tests. We should be familiar with the nuances of grammar usage so that we can identify the error and having done so, it's just a matter of routine to replace it with the correct alternative. This section can be tackled in no time at all, and with 100% accuracy too.

A familiarity with the rules of traditional grammar coupled with a focus on the pattern of evaluation in management entrance exams forms the scope of this book. Common errors and misconceptions are highlighted. There are 3 grammar review exercises with a set of 50 questions each that are given at the end of the book. These exercises provide a valid test of the various grammatical concepts for you for the specific tests of different companies. Then there is a separate chapter on the topic of reading comprehension and the different style of passages that have a probability of coming in the tests followed by a set of 20 passages and 100 questions for further practice. The whole book is written in a very simple manner to tackle the approaches to problem-solving rather than to take you through long grammar lessons. We have made an attempt to make this book as interesting, amusing and as easy as possible.

**Happy reading!**

**Wishing you all the best**

**Career Launcher Team**

Parts of Sp  
Prepositio  
Tenses  
Structur  
Degree  
Active  
Direct  
Simp  
Artic  
3. Gra  
1. Gr  
2. Gr  
3. R  
4. S

First Edition, 2012  
Second Edition, 2013  
Third Edition, 2014  
Fourth Edition, 2015  
Fifth Edition, 2016  
Published in India by CL Media Pvt. Ltd.

**Registered / Corporate Office:**  
A - 41, Lower Ground Floor, Espire Building,  
Mohan Co-operative Industrial Area  
Main Mathura Road, New Delhi – 110044,  
Contact No. 011-41280800 / 1100

Copyright: © CL Media Pvt. Ltd., 2008  
All Rights Reserved. No part of this publication may be reproduced,  
stored in a retrieval system, or transmitted in any form or by any means,  
electronic, mechanical, photocopying, recording, or otherwise, without  
the prior permission of the copyright owner.

Information contained in this book has been published by CL Media Pvt. Ltd., and has been obtained by its authors from sources believed to be reliable and are correct to the best of their knowledge. However, the publisher and its authors shall in no event be liable for any errors, omissions or damages arising out of use of this information and specifically disclaim any implied warranties or merchantability or fitness for any particular use.

Printed by: Impress Offset, Noida - 201301 (UP)

15.

# Contents

---

	Parts of Speech	01
	Prepositions	14
	Tenses	26
	Structures	33
	Degrees of Comparision	39
	Active and Passive Voice	42
	Direct and Indirect Speech	49
	Simple and Complex Sentences	53
	Articles	58
10.	Grammer Review Exercise – 1	62
11.	Grammer Review Exercise – 2	66
12.	Grammer Review Exercise – 3	71
13.	Reading Comprehension	77
14.	Style of RC Passages	85
	→ Argumentative Style Passages	86
	→ Philosophical Style Passages	89
	→ Factual Style Passages	93
	→ Analytical Style Passages	96
	→ Narrative Style Passages	99
15.	Answers and Explanations	101

WWW.GRADESETTER.COM

# Parts of Speech

English words belong to eight parts of speech:

They are:

- |                |                 |
|----------------|-----------------|
| 1. Noun        | 2. Pronoun      |
| 3. Adjective   | 4. Verb         |
| 5. Adverb      | 6. Preposition  |
| 7. Conjunction | 8. Interjection |

## NOUN

Noun is a word which is the name of a person, thing, place or quality.

### Name of things:

table, chair, book, pen, pencil, tree, flower, plant, water, milk, gold, silver, paper, wood, iron, stone, hill, sky, sun, moon, earth, river, door, window, bicycle, etc.

### Name of Places:

street, lane, village, town, city, room, state, district, country, continent, world, field, ground, class, school, college, university, Mamilla gudem, Gandh Chowk, Kothagudem, India, Andhra Pradesh, Asia etc.

### Name of Persons:

boy, girl, mother, father, brother, sister, man, woman, king, queen, master, servant, doctor, actor, collector, teacher, student, clerk, officer, Ram Chandra, Lalitha, Ambica, Keats, Tagore, Shakespeare etc.

### Qualities:

honesty, sincerity, patience, beauty, strength, courage, weakness, knowledge, power, cleverness, poverty, cruelty, kindness, sympathy etc.

Names are mainly of two types:

- A. Concrete Noun                      B. Abstract Noun.

**A. CONCRETE NOUN:** Concrete Noun is one which can be seen and touched.  
Eg: chair, table, house, boy, girl, water etc.

**B. ABSTRACT NOUN:** An abstract noun is one which cannot be seen and touched but that can be thought of.

Eg: god, death, air, honesty, sound, pain, patience, wisdom, pity, bravery, beauty, knowledge, cruelty, liberty, kindness, perseverance, youth etc.

**Note:** We must not write any article before abstract nouns.

Eg:

1. Death is inevitable.
2. I always pray to God.

**Note:** We can write article 'the' before an abstract noun when the name of particular person is given.

- Eg:
1. The honesty of Gandhi is admirable.
  2. The death of Subhash Chandra Bose is heroic.

**B. CONCRETE NOUN:**

Concrete Noun is of four types.

- |                      |                    |
|----------------------|--------------------|
| i. Proper Noun       | ii. Common Noun    |
| iii. Collective Noun | iv. Material Noun. |

**I. PROPER NOUN:**

A proper noun is the name of a particular person, place or thing. The names of days, months, rivers, seas, lakes, oceans, mountains, languages, islands etc., are also proper nouns. Proper Noun begin with a capital letter.

**Names of particular persons:**

Rama, Krishna, Saleem, Robert etc.

**Names of particular places:**

Kakinada, Andhra University, New York etc.

**Names of particular things:**

Ford (car), Brooke Bond (tea), Philips (radio), Colgate (paste), Prestige (cooker) and Onida (T.V) etc.

**Names of rivers:**

Krishna, Godavari, Nile, Ganges and Thames etc.

**Names of seas and oceans:**

Indian ocean, Arabian sea, Pacific ocean etc.

**Names of days and months:**

Friday, May, September etc.

**Names of languages:**

Telugu, Hindi, English, Sanskrit etc.

**Names of mountains and islands:**

Himalayas, Everest Alps, Sri Lanka, Andamans etc.

**2. COMMON NOUN:**

A common noun is the name of a person or a thing in general.

Eg: Boy, girl, woman, man, village, town, country, table, chair, book, doctor, student, teacher, flower, tree, city and hill etc.

**Note:** Generally article is not used before a proper noun. But we can use article 'the' before a proper noun when it is used as a common noun.

Kalidas is the  
Mussolini is  
Kode Rarr  
Krishna is  
Chiranjee  
Krishna f  
Bombay

He is a  
Krishn  
She is

**COLLE**  
collectiv  
g: Grou  
enery,  
flock o  
fleet o  
team  
bunch  
bouq  
squa  
n arr

**MA**  
ma  
g:  
Ne  
the

g

Kalidas is the Shakespeare of India.  
Mussolini is the Hitler of Italy.  
Kode Rama Murthy is the Bhima of modern times.  
Krishna is the James Bond of Andhra.  
Chiranjeevi is the Bruce Lee of Andhra.  
Krishna Sastry is the Shelly of Andhra.  
Bombay is the Manchester of India.

But....  
He is a Hitler.  
Krishna is a James Bond.  
She is a Savitri.

### COLLECTIVE NOUN:

A collective Noun is group of persons or things used as a single unit.

**Eg:** Group, crowd, team, family, committee, bunch, gang, union, fleet, squadron, flock, herd, poet, scenery, machinery, jury, stationery, army etc.

A flock of sheep and birds.

A fleet of ships.

A team of players.

A bunch of flowers and keys.

A bouquet of flowers.

A squadron of aeroplanes.

An army of soldiers etc.

### MATERIAL NOUN:

A material noun is the name of some matter or substance.

**Eg:** Gold, silver, copper, iron, lead, glass, wood, wool, cotton, clay, paper, stone, marble etc.,

We must not write any article before material nouns. We can write a or an before these material nouns when they are used as adjectives).

**Eg:**

1. Gold is a precious metal.
2. Silver is a bright metal.
3. Iron is a useful metal.
4. This is made of marble.
5. This bottle is made of glass.
6. This pot is made of clay.
7. These doors are made of wood.

**But....**

1. It is an iron box.
2. It is a gold ring.
3. It is a paper boat.
4. It is a silver coin.

**2. PRONOUN**

A pronoun is a word used instead of a noun.

**Eg:**

1. Gopal painted a picture. He gave it to Sita.
2. Radha bought a box yesterday. She gave it to Krishna.

**Pronouns are of nine types:**

1. Personal pronoun
2. Reflexive pronoun
3. Emphatic pronoun
4. Demonstrative pronoun
5. Indefinite pronoun
6. Interrogative pronoun
7. Distributive pronoun
8. Reciprocal pronoun
9. Relative pronoun

**1. PERSONAL PRONOUN:**

Personal pronouns are those which stand for three persons.

**A. Person:** The first person stands for the speaker.

**Eg:** I, me, my, mine, we, us, our, and ours

**B. Person:** The second person stands for the person spoken to.

**Eg:** you, your and yours

**C. Person:** The third person stands for anyone or anything elsewhere.

**Eg:** He, him and his

She, her and hers

It, It and Its

They, them, their and theirs

The passive forms my, our, your, his, her and their etc. are used before a noun.

**Eg:**

1. This is my hat.
2. That is your pen.
3. It is their house.
4. This is our garden.
5. That is his book or that is her book.

The forms mine, ours, yours, his, hers and theirs etc. are used after a noun.

**Eg:**

1. This hat is mine.
2. That pen is yours.
3. The house is theirs.
4. This garden is ours.
5. That book is hers or that book is his.



**REFLEXIVE PRONOUN:**

A reflexive pronoun is generally present after the verb. In the reflexive pronoun, the subject and the object are the same persons. The objects have self forms.

- 1. Person: Myself and ourselves.
- 2. Person: Yourself and yourselves.
- 3. Person: Himself, Herself, Itself and Themselves.

Eg:

- 1. I have taught myself.
- 2. We knew ourselves.
- 3. He told himself that he had done it.
- 4. She washed herself.
- 5. They helped themselves.

**II. EMPHATIC PRONOUN:**

An emphatic pronoun is one in which the reflexive pronoun is used for the sake of emphasis. Emphatic pronouns are used immediately after the subjects or the objects.

Eg:

- 1. I myself did it.
- 2. She herself cooked it.
- 3. They themselves admitted it.
- 4. You yourself can explain it.
- 5. The house itself has fallen down.

**V. DEMONSTRATIVE PRONOUN:**

A demonstrative pronoun is one which points out the particular persons or things.

Eg: This, that, these, those, such and yonder.

Eg:

- 1. This is my book.
- 2. That is Mohan's room.
- 3. These are your books.
- 4. Those were the good old days.
- 5. Such is the position.

**V. INDEFINITE PRONOUN:**

The indefinite pronoun is one which doesn't point out any person or thing in particular. One, nobody, none (not one), somebody, everybody, some, someone, anybody, something, all, any, many, other, anything, anyone, and another etc. are indefinite pronouns.

Eg:

1. One should love one's country.
2. None of his friends have come forward to help him.
3. Nobody came to see me.
4. Somebody has come for you.
5. Everybody is dissatisfied with this.

Eg:

1. Who is he?
2. What is he?
3. Which is your book?
4. Whose is this pen?
5. Whom do you want?

**VII. DISTRIBUTIVE PRONOUN:**

Distributive pronoun is one which refers to persons or things taken one at a time. Distributive pronouns are always singular and are so followed by singular verbs. Each, either, and neither are distributive pronouns.

Eg:

1. Each of us will get a share.
2. Either of these girls has got more marks.
3. Neither of these men has passed the exam.

**VIII. RECIPROCAL PRONOUN:**

Reciprocal pronoun is one which expresses a mutual relationship. Each other and one another are reciprocal pronouns.

Eg: The two rivals hated each other.

We must all love one another.

The two friends always quarrel with each other.

The three sisters quarreled with one another.

**IX. RELATIVE PRONOUN:**

A relative pronoun is one which relates or refers to a noun that has gone before it. It is also called a conjunctive pronoun.

Eg: I have found the pen which I lost yesterday.

I saw a beggar who was deaf and dumb.

This is the woman whose husband was killed in the accident.

Here is the boy who is good at sports

This is the book that you gave me yesterday.

The table showing the format of personal pronouns :

Person	Nominative Case	Objective case	Possessive case
I person	I	Me	My, Mine
II person	We	Us	Our, Ours
III person	You	You	You/ Yours
IV person	He	Him	His
	She	Her	Her, Hers
	It	It	Its
	They	Them	Their, theirs

Person : M  
Person : Y  
person : F

**DJECTIVES**  
djective is a

She is a c  
Gita is be  
The sky i

re are six t  
Adjectiv  
Adjectiv  
Adjectiv  
Demor  
Distrib  
Interrc

**ADJECT**  
jectives

He i  
She  
Cal

ote: Sc  
rticiple

f:  
S  
H

. AD.  
dject  
g:  
. He  
. Dc

. A  
dje

. g:

.  
..  
}

**FLEXIVE PRONOUNS**

- Person : Myself, Ourselves
- Person : Yourself, Yourselves
- person : Himself, Herself, Itself, Themselves

**ADJECTIVES**

adjective is a word which qualifies a noun and shows the quality, quantity, number etc., of a noun.

- She is a clever girl.
- Gita is beautiful
- The sky is blue.

There are six types of Adjectives:

- Adjectives of quality
- Adjectives of quantity
- Adjectives of number (numeral adjectives)
- Demonstrative adjectives
- Distributive adjectives
- Interrogative adjectives

**ADJECTIVES OF QUALITY:**

Adjectives of quality show the quality of a person or thing.

- Eg:**
- He is a good player.
  - She is a young girl.
  - Calcutta is a large city.

**Note:** Sometimes the present and past participles of verbs can be used as adjectives. They are called participle adjectives.

- Eg:**
- She has a smiling face.
  - He gave me a visiting card.

**3. ADJECTIVES OF QUANTITY:**

Adjectives of quantity show how much of a thing is meant.

- Eg:**
1. He drank little water.
  2. Don't waste much money.

**C. ADJECTIVES OF NUMBER:**

Adjectives of Number show how many persons or things are meant.

1. Definite numeral adjectives:

**Eg:**

1. There are fifty students in the class.
2. I have taken five rupees from him.
3. He was the first man to become a doctor in the family.

- Eg:** Many people were killed in the accident.
1. Do you have any books?
  2. All students have gone out of the class.
  3. I want the help of a few students.

**D. DISTRIBUTIVE ADJECTIVES:**  
Distributive adjectives refer to each one of a number.

- Eg:**
1. Each man must know his responsibility.
  2. Every man must work hard.
  3. Either side may win.

**E. DEMONSTRATIVE ADJECTIVES:**  
Demonstrative adjective point out which person or thing is meant.

- Eg:** That man is bad.  
This boy is very active.  
Those people are very cruel.  
These mangoes are very sweet.

**F. INTERROGATIVE ADJECTIVES:**  
An interrogative adjectives is one which is used with a noun to ask question.

- Eg:** What type of man is he?  
Which way shall we go?  
Whose daughter is she?

**4. VERB**

A verb is a word which shows the action done by the subject. Verb tells us not only about an action but also about existence and possession.

- Eg:**
1. I gave a pen to him.
  2. He was in Bangalore last week.
  3. There are fifty students in the class.
  4. A cat is on the wall.

**Verbs are of two types:**

1. Transitive verbs
2. Intransitive verbs

**1. TRANSITIVE VERBS:**

Transitive verb is one which is immediately followed by an object. After transitive verbs, we must not write prepositions.

- Eg:**
1. I saw a film last week.
  2. She wrote a letter yesterday.

**INTRANSITIVE VERB:**  
Intransitive verb is one which does not require an object.  
**Eg:**  
She ran on the road.  
I listened to a lecture.  
She suffered from a headache.

**Verbs are of two types:**  
Finite verbs  
Non-finite verbs

**FINITE VERB:**  
Finite verb is one which is used to form a complete sentence.  
**Eg:**  
I go to school.  
She goes to college.  
They go to the market.

**NON-FINITE VERB:**  
Non-finite verb is one which is used to form a sentence but does not form a complete sentence.  
**Eg:**  
I want to go.  
She is going to school.  
They are playing.

**Non-finite verb:**  
Infinitive  
Participle  
Gerund

**NFINE:**  
1. ...  
2. ...

**To -**  
**Eg:**  
1. ...  
2. ...  
3. ...  
4. ...

**2. INTRANSITIVE VERBS:**

Intransitive verb is one which is not immediately followed by an object.

Eg:

1. She ran on the road.
2. I listened to a song.
3. She suffered from typhoid.

**Verbs are of two types:**

1. Finite verbs
2. Non-finite verbs

**1. FINITE VERBS:**

A finite verb is one which is controlled by person and number of the subject.

Eg:

1. I go to temple every evening.
2. She goes to temple every evening.
3. They go to temple every evening.

**2. NON-FINITE VERBS:**

A Non-finite verb is one which is not controlled by the person and number of the subject.

Eg:

1. I wanted to write a letter.
2. She wanted to write a letter.
3. They wanted to write a letter.

**Non finite verbs are of three types:**

1. Infinitive Verbs
2. Participle Verbs and
3. The Gerund (Verbal noun)

**INFINITIVE VERBS:** Infinitive verbs are of two types:

1. To-infinitive and
2. Bare infinitive (plain infinitive)

**To – infinitive:**

Eg:

1. I want to write a letter
2. He used to do exercise in his youth.
3. She decided to marry him.
4. They tried to insult us.

**Bare- infinitive : (plain infinitive)**

Bare infinitives are used after the modal auxiliaries.

Eg:

1. I shall write a letter.
2. He shall do it tomorrow.
3. You should respect the teachers.

**PARTICIPLE VERBS:** Participle verbs are of two types

1. Present Participle and
2. Past participle

(A participle is a word which is partly a verb and partly an adjective.)

**PRESENT PARTICIPLE:**

Present participle refers to an action going on and which is incomplete.

Eg:

1. They are playing well.
2. They were repairing the road.
3. We have been living here for two years.
4. Our mother will be coming tomorrow by this time.
5. I saw a boy running on the road.

**GERUND: (Verbal Noun)**

Gerund is one which does the work of a noun. Gerund does the work of work of a subject or an object.

Eg:

1. Smoking is a bad habit.
2. Singing is his hobby.
3. Swimming is a good exercise.

**5. ADVERB**

An adverb is a word which qualifies a verb or adjective or another adverb.

**A. Adverbs qualifying verbs:**

Eg:

1. She sang sweetly.
2. Rama runs quickly.

**B. Adverbs qualifying another adverb:**

Eg:

1. She sang very sweetly.
2. He ran very quickly.

**C. Adverbs qualifying adjectives:**

Eg:

1. She is a very beautiful girl.
2. He is a very cruel man.

**There are three kinds of adverbs:**

1. Simple adverbs
2. Interrogative Adverbs
3. Relative Adverbs

IPLE ADVEF

Adverbs of

He came  
Let us s

Adverl

They  
I ofte

Adv

He  
I l  
I fr

A

I:

I:

**IMPLE ADVERBS:** There are again many types of adverbs:

**Adverbs of time:**

g:

He came late.  
Let us start now.

**Adverbs of number:**

g:

They always play tennis.  
I often go there.

**Adverbs of place:** here, everywhere, nowhere, there etc.

g:

He lives here.  
I looked for him everywhere.  
I found him nowhere.

**Adverbs of manner or quality:**

g:

She sings sweetly.  
He fought bravely.

**Adverbs of quantity:**

g:

The girl is very beautiful.  
She is a very beautiful girl.

**Adverbs of reason:**

g:

Therefore they decided to kill him.  
Hence I am unable to help you.  
Consequently I refused to go.

**Adverbs of affirmation and negation:**

g:

He is certainly right.  
You are surely mistaken.  
She is a fool indeed.  
He is not right.  
I do not know him.

**FORMATION OF ADVERBS:**

1. By adding 'ly' to an adjective.

Eg: (nicely, actively, quickly, slowly, lovingly, rashly, ably, rapidly, deeply, carefully, joyfully, silently, excellently, calmly, loudly, highly, greatly, strongly, cheerfully, probably, selfishly, happily, kindly, readily, heavily, doubly, cleverly, wisely, foolishly, beautifully, sweetly etc.,)

2. By using wise, ways, ward and wards:

Eg: (Clock-wise, backwards, upwards, sideways and onward, forward)

3. Some of the Adverbs:

Eg: Asleep, ahead, away, today, tomorrow, abroad, along, behind, below, beyond, across, besides etc.

Hereafter, hereby, thereby, herewith, within, without, before, beneath, herein, wherein, hitherto, and henceforth etc.

Now and then, again and again, by and by, far and wide, far and near, first and foremost, off and on, out, through and through, to and fro, up and down, over and above, over and over etc.

**6. PREPOSITION**

Prepositions carry significant importance in most of the ICET papers and hence they have been treated in this book as a separate chapter.

**7. CONJUNCTION**

A conjunction is a word which combines two words or two clauses.

Eg:

1. Sita and Gita are my sisters.
2. You are strong and active.
3. He worked patiently and carefully.
4. Though he worked hard, he failed in the examination.
5. Gopal or Govind is going to college.
6. Prasad as well as Venu might do it.
7. He was hungry, so he ate all cakes.
8. If you come regularly, you will understand the lessons.

(And, or, if unless, as, so, as well as, but although, because, till, until, before, after, as soon as, no sooner than, as far as, that, both-and, not only-but also, either-or, neither-nor, yet, for, since, which, who, whose, whom, why, while, when and whereas etc.)

**Conjunctions are two types:**

1. Coordinating Conjunctions
2. Subordinating Conjunctions

**Coordinating Conjunctions**  
Coordinating conjunctions are and,

the cow got up and  
he was both clever  
She is poor, but  
You must run  
Something else  
He is very well  
Either Sita or  
Neither Prasad

**Subordinating Conjunctions**  
Chief subordinating conjunctions are where,

I think that  
I don't know  
I don't care  
I don't know  
Do you know  
I don't understand  
Tell me

**INTERJUNCTIONS**  
An Interjection  
Eg: Hu



**Coordinating Conjunction:**

Coordinating conjunction is one that joins together sentence or clauses of equal rank. The main coordinating conjunctions are and, but, or, yet, so, either-or, neither-nor, as well as etc.

- The cow got up and slowly walked away.
- She was both clever and beautiful.
- She is poor, but she is honest.
- You must run or you can't catch the train.
- Something certainly fell in, for I heard a noise.
- He is very wealthy, yet he is unhappy.
- Either Sita or Gita should do it.
- Neither Prasad nor Kumar has come here.

**Subordinating Conjunction:**

Chief subordinating conjunctions are after, because, if, unless, though (although), till, until, before, as, when and where.

- I think that he is a gentleman.
- I don't know whether he will come.
- I don't care if he comes or not.
- I don't know where you are going.
- Do you know when the Krishna Express arrives.
- I don't understand why he was punished.
- Tell me how you managed it.

**INTERJECTION**

An Interjection is a word which expresses a sudden feeling.

**Eg:** Hurrah! Sirrah! Alas! Hello! Oh! Hush! Good Heavens! Good God!

# Prepositions

A Preposition is a word placed before a noun or a pronoun to show its relation to some other word in a sentence.

He is confident of success.  
Remember the duty of a citizen.

## FOR:

### Eg:

1. I have got some good news for you.
2. Drinking wine is bad for your health.
3. We are going to colleges for nothing.
4. He was given a little for his services to the country.
5. I cannot speak for others.
6. We have been waiting for twenty minutes.
7. There is no house for two kilometers.
8. Gandhiji fought with the English for freedom.
9. Abraham Lincoln strove for the abolition of slavery in the United States.
10. I bought it for ten rupees.
11. We paid ten rupees for it.
12. Red for danger.
13. She has won the prize for the third time.
14. For all his wealth; he had no happiness.
15. There are some apples for you.
16. It is a custom for the Hindus to burn dead bodies.
17. I am waiting for my wife.
18. Here is a letter for you.
19. She made some coffee for use.
20. They chose him for their leader.

## OF:

### Eg:

1. He spoke to us of his experiences.
2. She is fond of children.
3. I am fond of teaching.
4. It is very kind of you to invite me.
5. She had the sweetest of smiles.
6. What are you thinking of?
7. In course of time he saw his mistake.
8. There is a big tree in front of his house.
9. He walked to the end of the street.
10. He is capable of anything.
11. He is desirous of visiting Agra.
12. Children are fond of sweets.
13. The country suffers for want of skilled labour.

The mother sang  
He tore the letter  
To whom did you  
I didn't stay to  
I prefer walking  
The picture is  
To my surprise  
To my shame  
He wants to  
They came to  
I am ready to  
The book is  
She is too  
I will come  
We should

## to:

Indians  
I acted  
I met  
I have  
A tree  
We  
His  
Her  
The  
Sh  
Sh  
I  
A  
!

to some other word.

He is confident of securing the first prize.  
Remember the duty of helping the poor.

The mother sang her baby to sleep.  
He tore the letters to pieces.  
To whom did you give it?  
I didn't stay to the end of the meeting.  
I prefer walking to running.  
The picture is true to life.  
To my surprise he failed in the examination.  
To my shame, I completely forgot the date.  
He wants to go.  
They came to help me.  
I am ready to help.  
The book is easy to understand.  
She is too young to marry.  
I will come with you to the bus stop.  
We should not be cruel to animals.

**H:**

Indians are acquainted with the art of painting.  
I acted with him.  
I met with an accident last night.  
I have no money with me.  
A tree's shadow moves with the sun.  
We can't do anything with him.  
His face was red with anger.  
Her eyes were dim with tears.  
The church was decorated with flowers.  
She was in love with a doctor.  
She fell in love with a black man.  
I could not agree with you.  
A new man came with the milk this morning.  
We rose with the sun.  
Times change and we must change with them.

He charges interest at five percent.  
He had to guess at the meaning.  
He left school at the age of fifteen.  
Mr.Kumar is at the office.

5. I will meet you at the railway station.
6. I first met him at a dinner party.
7. How many people were there at the lecture?
8. At last we have arrived at our destination.
9. I am good at Chess.
10. The boy is clever at Mathematics.
11. The policeman looked at us suspiciously.
12. Cars are parked at their owners risk.
13. The manager is at lunch.
14. The two tribes were constantly at war.
15. I wondered at his behaviour.

**BY:**

- Eg:**
1. She sat by the fire and told me a tale.
  2. Come and sit by me.
  3. My house is by the river.
  4. It is useful to have a good dictionary by you, when you are reading.
  5. Did you come by the nearest road?
  6. It is no use trying to escape by day light.
  7. Can you finish the work by tomorrow?
  8. By the time you get there, it will be dark.
  9. This temple was designed by Mr. Shanker.
  10. He makes a living by teaching.
  11. By the time you get there, it will be dark.
  12. I swear by Almighty God.
  13. The new library was opened by the collector.
  14. I shall go by the 10-30 train.

**ON:**

- Eg:**
1. Let us move on.
  2. The book lies on the table.
  3. He sat on a stool.
  4. Put it on.
  5. The actor stepped on the stage.
  6. The dog was sleeping on the mat.
  7. She knocked on the window.
  8. London stands on the Thames.
  9. On his doctor's advice, he took rest.
  10. They lived mostly on vegetables from their garden.
  11. The two men were arrested on a charge of theft.
  12. Have you any idea on the subject?
  13. He lives on others.
  14. He had no mercy on his victims.
  15. I have had second thought on that matter.

There is a cow in the field.  
In case of need, phone to me.  
Has he come in?  
Is he in his room?  
She sat in a corner.  
We all went in.  
He is in the room.  
She is in America.  
They live in Delhi.  
He did not succeed in his life.  
She excels in dancing.  
He dipped his pen in the ink.  
Cut the apple in two.  
They fell in love.  
I shall be back in a short time.

DM:

How far is it from here?  
From what I know of him I hesitate to trust him.  
His skill comes from practice.  
She will go to school from tomorrow.  
The income derived from the ownership of land is called rent.  
Man is entirely different from other animals.  
They were prohibited from entering the village.  
Steel is made from iron.  
Wine is made from grapes.  
Take that knife away from the baby.  
The train for Calcutta leaves from platform three.  
My brother came from Guntur.  
Tea comes from India and China.  
Many English words are derived from Latin.  
Shakespeare lived from 1564 to 1616.

ER:

She spread a cloth over the table.  
They hung a curtain over the picture.  
I have two people over me.  
The thief threw the purse over the bush.  
It is no use crying over spilt milk.  
The sky is over our heads.  
There was a lamp over the table.

8. He has no command over himself.
9. Snow is falling over the north of England.
10. He is famous all over the world.
11. He has travelled all over Europe.
12. He stayed in London over a month.

According to th  
-he will be pun  
The books are

**DURING:**

**Eg:**

1. During the winter, we play foot ball.
2. The theft occurred during the night.
3. The fire started during the dinner hour.
4. He called to see me during my absence.
5. The sun gives us light during the day.

'E:

The shelf s'  
As a schol  
The water  
She marri  
This boos  
We flew :

**AGAINST:**

**Eg:**

1. Public opinion was against the proposal.
2. She was married against her will.
3. I voted against the party.
4. He hit his head against the wall.
5. Place the ladder against the tree.
6. My father was against giving votes to women.

JT:

Don't l  
Peopl  
There  
He w  
He h

**OFF:**

**Eg:**

1. He cut himself off from the rest of the people.
2. The examinations were put off.
3. They got off the bus.
4. I went to the airport to send him off.
5. The picture fell off the wall.

OSS

l h  
H  
S  
F  
/  
IN

**AFTER:**

**Eg:**

1. I do not know what to do in after years.
2. He fell ill on Sunday and died three days after.
3. I shall arrive after you leave.
4. Shut the door after he comes.
5. 'Against' comes after 'again' in the dictionary.
6. The policeman ran after the thief.

**ACCORDING TO:**

**Eg:**

1. According to the Bible, God created the world in six days.

According to the weather forecast, we shall have rain tomorrow.  
He will be punished according to the seriousness of his crime.  
The books are placed on the shelves according to the authors.

**ABOVE:**

The shelf should be six feet above the level of the floor.  
As a scholar he is far above me.  
The water came above our knees.  
She married above her position.  
This book is above me.  
We flew above the Sahara.

**ABOUT:**

Don't leave waste paper and empty bottles about in the park.  
People are sitting about on the grass.  
There is no one to talk about.  
He was walking about the town.  
He has traveled about the world.

**ACROSS:**

I have never come across such an idiot.  
He swam across the river.  
She walked across the street.  
He sat with his arms across his chest.  
At one point the railway line goes across the road.

**ALONG:**

We walked along the road.  
There are trees all along the river banks.  
He comes along here. (in this direction)  
The small boy was dragging his coat along the ground.

Directions for questions 1 to 100: Fill in the blank.

1. He wanted to talk to me but I kept (2) up working and refused to listen. (1) on (3) out (4) back
2. She is a good secretary but she is kept (2) up by her ignorance of languages. (1) on (3) out (4) back
3. The country was in a state of rebellion and was only kept (2) down by repressive measures. (1) on (3) out (4) back
4. Look (2) up the baby while I am out. (1) on (3) after (4) back
5. She kept the children (2) in all day because it was so wet and cold. (1) on (3) out (4) back
6. You must look (2) up and make plans for the future. (1) on (3) ahead (4) back
7. "Keep (2) up!" he said. "Don't come any nearer." (1) on (3) out (4) back
8. If you look (2) at it carefully, you will see the mark. (1) on (3) out (4) back
9. I told the children to keep (2) up the room that was being painted. (1) on (3) out of (4) back
10. Looking (2) up, I see now all the mistakes I made when I was younger. (1) on (3) out (4) back
11. I have started getting (2) up at 5 a.m. to study but I don't know if I can keep this up. (1) on (3) out (4) back
12. He had an unhappy childhood and he never looks (2) up on it with any pleasure. (1) on (3) out (4) back
13. The man walked so fast that the child couldn't keep (2) up with him. (1) on (3) out (4) back
14. She looked (2) up to see who was following her. (1) on (3) out (4) back
15. There were so many panes of glass broken that the windows couldn't keep (2) up the rain. (1) on (3) out (4) back



16. I've been looking \_\_\_ a cup to match the one I broke.  
 (1) on (2) up (3) out (4) for
17. Look \_\_\_ me at the station. I'll be at the bookstall.  
 (1) on (2) up (3) out for (4) back
18. Look \_\_\_ ! You nearly knocked my cup out of my hand.  
 (1) on (2) up (3) out (4) back
19. He was kept \_\_\_ in his research by lack of money.  
 (1) on (2) up (3) out (4) back
20. Tom is looking \_\_\_ his first trip abroad.  
 (1) on (2) foward to (3) out (4) back
21. Look \_\_\_ on your way home and tell me what happened.  
 (1) on (2) up (3) out (4) in
22. Before putting any money into the business, we must look very carefully \_\_\_ the accounts.  
 (1) on (2) up (3) into (4) back
23. I look \_\_\_ her as one of the family.  
 (1) on (2) up (3) out (4) back
24. My windows look \_\_\_ the garden.  
 (1) on (2) on to (3) out (4) back
25. He asked me to look \_\_\_ the document and then sign it.  
 (1) on (2) up (3) over (4) back
26. He looked \_\_\_ the book to see if he had read it before.  
 (1) on (2) up (3) out (4) through
27. If you can afford a new car, your business must be looking \_\_\_\_\_.  
 (1) on (2) up (3) out (4) back
28. You can always look \_\_\_ her address in the directory if you have forgotten it.  
 (1) on (2) up (3) out (4) back
29. He looked me \_\_\_ and \_\_\_ before he condescended to answer my question.  
 (1) on ... on (2) up ... down (3) up ... up (4) back ... from
30. I am looking \_\_\_ seeing your new house.  
 (1) foward to (2) up to (3) out to (4) back to
31. Children have a natural inclination to look \_\_\_ their parents.  
 (1) foward to (2) up to (3) out on (4) back to
32. You will see I am right if you look \_\_\_ the matter from my point of view.  
 (1) on (2) at (3) down (4) back

35. The crowd looked \_\_\_\_\_ when the police surrounded the houses.  
(1) on (2) up (3) out (4) back
36. I had to wait for permission from the town council before I could go \_\_\_\_\_ with my plans.  
(1) on (2) up (3) out (4) back
37. He came \_\_\_\_\_ to my way of thinking after a good deal of argument.  
(1) on (2) up (3) out (4) back
38. The crowd did not \_\_\_\_\_ the intruder and knocked him down.  
(1) on (2) up (3) out (4) back
39. He had a sandwich and a cup of coffee, then went \_\_\_\_\_ working.  
(1) on (2) up (3) out (4) back
40. It's no use trying to keep it secret; it's sure to come \_\_\_\_\_ in the end.  
(1) on (2) up (3) out (4) back
41. I went \_\_\_\_\_ the proposal very carefully with my solicitors and finally decided not to accept it.  
(1) on (2) up (3) out (4) off
42. The gun went \_\_\_\_\_ by accident and wounded him in the leg.  
(1) on (2) up (3) out (4) off
43. The question of salary increases will come \_\_\_\_\_ at the next general meeting.  
(1) on (2) up (3) out (4) off
44. Wearing black for mourning went \_\_\_\_\_ many years ago.  
(1) on (2) up (3) out (4) off
45. She went \_\_\_\_\_ a beauty contest and got a prize.  
(1) on for (2) up for (3) out for (4) off
46. Those rust marks will come \_\_\_\_\_ if you rub them with lemon.  
(1) on (2) up (3) out (4) off
47. The price of tomatoes usually goes \_\_\_\_\_ in summer in England.  
(1) on (2) up (3) down (4) off

(4) back  
 (1) at  
 through  
 back  
 my plans.  
 ack  
 ick  
 ck  
 <  
 accept their of

50. If there isn't enough soup to go \_\_\_\_, just put some hot water in it.  
 (1) out (2) round (3) on (4) off
51. Seeing me from across the room she came \_\_\_\_ me, and said that she had a message for me.  
 (1) out to (2) up to (3) on to (4) off to
52. The early colonists of Canada went \_\_\_\_ many hardships.  
 (1) out (2) to (3) through (4) off
53. You can't go \_\_\_\_ on your promise now; we are depending on you.  
 (1) out (2) back (3) up (4) down
54. I have changed my mind about marrying him; I simply can't go \_\_\_\_ with it.  
 (1) on (2) up (3) through (4) off
55. The aeroplane crashed and went \_\_\_\_ in flames.  
 (1) out (2) up (3) on (4) off
56. He came \_\_\_\_ to a fortune last year.  
 (1) up (2) in (3) on (4) off
57. Wait till prices come \_\_\_\_ again before you buy.  
 (1) low (2) up (3) on (4) down
58. I refuse to go \_\_\_\_ now. I'm going on.  
 (1) out (2) up (3) on (4) back
59. They have gone \_\_\_\_ all the calculations again but they still can't find the mistake.  
 (1) out (2) over (3) on (4) off
60. The party went \_\_\_\_ very well; we all enjoyed ourselves.  
 (1) out (2) up (3) on (4) off
61. Come \_\_\_\_ ! It's far too cold to wait here any longer.  
 (1) out (2) up (3) on (4) off
62. Mary went \_\_\_\_ in such a hurry that she left her passport behind.  
 (1) out (2) up (3) on (4) off
63. The handle of the tea-pot came \_\_\_\_ in my hand as I was washing it.  
 (1) out (2) up (3) on (4) off
64. Why don't you go \_\_\_\_ for stamp collecting if you want a hobby?  
 (1) out (2) up (3) in (4) off
65. I came \_\_\_\_ a vase exactly like yours in an antique shop.  
 (1) out (2) upon (3) on (4) off
66. Her weight went \_\_\_\_ to 70 kilos when she stopped playing tennis.  
 (1) out (2) up (3) on (4) off

67. Don't go \_\_\_ food if you want to economize. Just drink less.  
 (1) without (2) no (3) on (4) off
68. The sea has gone \_\_\_ considerably since last night's gale.  
 (1) out (2) down (3) on (4) off
69. I'm at home all day. Come \_\_\_ whenever you have time.  
 (1) out (2) up (3) on (4) round
70. She went \_\_\_ with her work after the interruptions.  
 (1) out (2) up (3) on (4) off
71. She goes \_\_\_ a lot. She hardly ever spends an evening at home.  
 (1) out (2) up (3) on (4) off
72. I suggested that we should all take a cut in salary. Naturally this didn't go \_\_\_ very well.  
 (1) out (2) up (3) down (4) off
73. I couldn't take \_\_\_ the lecture at all. It was too difficult for me.  
 (1) out (2) in (3) on (4) off
74. He is inclined to let his enthusiasm run \_\_\_ with him.  
 (1) out (2) up (3) away (4) off
75. When he offered me only \$3, I was too taken \_\_\_ to say a word.  
 (1) out (2) back (3) on (4) aback
76. He has already run \_\_\_ the money his father left him two years ago.  
 (1) out (2) through (3) on (4) off
77. Now he is catching \_\_\_ because he wants to pass.  
 (1) out (2) up (3) on (4) off
78. She took \_\_\_ riding because she wanted to lose weight.  
 (1) out (2) up (3) on (4) off
79. I can't start the car; the battery has run \_\_\_\_\_.  
 (1) out (2) up (3) down (4) off
80. The policeman ran \_\_\_ the thief.  
 (1) out (2) up (3) on (4) after
81. He takes \_\_\_ his mother; he has blue eyes and fair hair.  
 (1) out (2) up (3) on (4) after
82. I forgot to turn off the tap and the wash basin ran \_\_\_\_\_.  
 (1) out (2) up (3) over (4) off
83. That blouse is easy to make. You could run it up in an hour.  
 (1) out (2) up (3) on (4) off
84. I am sorry I called you a liar. I take it \_\_\_\_\_.  
 (1) out (2) back (3) on (4) off

(4) off  
 (4) off  
 (1) round  
 off  
 ff  
 very well

9. Reformers usually run up against opposition from all kinds of people.  
 (1) out (2) up (3) on (4) off
10. He took to going for a walk every night before he went to bed.  
 (1) to (2) up (3) on (4) off
11. Don't run away with the idea that Scotsmen are mean. They just don't like wasting money.  
 (1) out (2) away (3) on (4) off
12. I wish we could sell the grand piano; it takes up too much space here.  
 (1) out (2) up (3) on (4) off
13. She is always running down her friends behind their backs. She soon won't have any friends left.  
 (1) out (2) up (3) down (4) off
14. You'd better take off your coat if you're too hot.  
 (1) out (2) up (3) on (4) off
15. Just run over the music of this song for me.  
 (1) out (2) over (3) on (4) off
16. We took to each other the first time we met and have been friends ever since.  
 (1) to (2) over (3) on (4) off
17. When his father died, Tom took over the business.  
 (1) out (2) up (3) over (4) off
18. What I saw in the water was only an old tree, I took it for the Loch Ness Monster.  
 (1) out (2) for (3) on (4) off
19. I ran in to an old school friend in the tube today.  
 (1) in (2) up (3) on (4) off
20. I can't go more than 50 km/hr as this is a new car and I am still running it up.  
 (1) out (2) up (3) in (4) off
21. People often take me about my sister. We are very much like each other.  
 (1) out (2) for (3) about (4) off
22. My neighbour is always running up of bread and borrowing some from me.  
 (1) out (2) up (3) on (4) off
23. He always takes off his false teeth before he goes to bed.  
 (1) out (2) up (3) off (4) on
24. I took down Tom at chess and beat him.  
 (1) out (2) up (3) on (4) off

# Tenses

**Tense:** Tense is the form of a verb which shows the time of an action. Tenses are mainly of three

- I. Present Tense
- II. Past Tense
- III. Future Tense

## I. PRESENT TENSE

Present Tense shows the action of the present time.

- Eg:
1. I go to college by bus every morning.
  2. I am reading a book.
  3. He has come just now.
  4. We have been living in this house for the last four years.

### 1. SIMPLE PRESENT TENSE :

Simple present tense shows a daily action. When the subject is in the third person singular (he, she and it) and the verb is in simple present tense, we must add 's' or 'es' to the verb.

Simple present tense is used to express habitual actions. It is used with the expressions showing daily action like

Always, daily, regularly, everyday, every night, generally, every morning, often, frequently, usually, rarely, seldom, etc.,

- Eg:
1. He drinks tea every morning.
  2. I get up every day at 5 O' clock.

Simple present Tense is used to express general truths or universal truths.

- Eg:
1. The sun rises in the east.
  2. The earth moves round the sun.

Simple present tense is used in the verbs expressing possession like have, possess, own, consist, belong, to, comprise, contain etc.,

- Eg:
1. We have three daughters and two sons.
  2. He owns two shops.

Simple Present Tense is used in the verbs that express feelings like love, like, hate, dislike, remember, want, wish, feel, think, hope, believe, agree, disagree, know, consider, prefer, suppose, taste, smell, understand, imagine etc.,

- Eg:
1. I love my parents.
  2. I remember the address.

Simple Present Tense is used in the verbs of appearance like appear, look, seem etc.,

1. He seems to be a gentle man.
2. She looks like an angel.
3. You appear to be good students.

Simple present tense is also used to indicate future event that is part of a plan or arrangement.

1. Our college reopens on 12<sup>th</sup> June.
2. The Chief Minister returns from Delhi next Thursday.
3. The Prime Minister visits U.S.A. in June.
4. We dine at the Taj tonight.

Simple present tense is used to refer to what happens at the time of speaking.

1. Here comes the bus.
2. There goes the ball.

Simple present tense is also used to express a certain capability.

1. He speaks three languages.
2. She cooks well.

Simple present tense is used in a quotation.

1. Shakespeare says, "Love is blind."
2. Keats says, "A thing of beauty is a joy forever."

For the expressions like accustomed to, habituated to, averse to, addicted to, look forward to, used to, same used to etc., we must use verbal noun or continuous form of the verb.

1. She is habituated to singing.
2. They are addicted to drinking wine.

### PRESENT CONTINUOUS TENSE

The -ing form of the verb or 'verbal noun' is used as an object after some verbs like avoid, stop, start, like, love, hate, finish, begin, enjoy, miss etc.,

1. She avoids seeing/meeting him.
2. I love swimming in the sea.
3. I hate dancing in the rain.
4. I begin singing at 4 a.m.
5. I enjoy reading at a cafe.

The verbs see, hear, feel, notice, watch, find, observe, keep, catch etc., are used with an object followed by 'ing' form.

1. We saw Gopal crossing the bridge.
2. I heard somebody knocking at the door.
3. He felt his heart beating.
4. They kept her waiting.
5. We observed her dancing
6. We watched them playing
7. She found him running on the road.
8. She caught him cheating in the exam.

**PRESENT PERFECT TENSE:**  
Present Perfect tense shows an action that has just completed. It is formed with **have** or **has** followed by the past participle of the verb. It is used with words like just, just now, till now, so far, yet, already, recently, recent, ever, before etc., etc.

- Eg:
1. He has just come here.
  2. My father has to go out just now.
  3. Chand has just undergone an operation.
  4. She has just finished her report.
  5. Haran has already begun his preparations.

**PRESENT PERFECT CONTINUOUS TENSE:**  
It shows an action that began in the past and is still continuing. It is formed with **have** or **has** followed by the continuous form of the verb. It is used with prepositions like **for** and **since** which show for is used for period of time.

Eg: They have been discussing the marketing plan for the last three hours.

**PAST TENSE:**  
Past tense shows the action of the past time. Past tense has four forms. They are

1. Simple past tense
2. Past continuous tense
3. Past perfect tense and
4. Past perfect continuous tense.

**1. SIMPLE PAST TENSE:**

Simple past tense shows a single past action. It is used with the expressions showing past action like yesterday, last week, last night, last four days ago, once upon a time, long long ago, in 1996, last Monday etc.,

- Eg:
1. We saw a film last night.
  2. They gave me a book last year.

Simple past tense is used when since is used as a conjunction.

- Eg:
1. I have not played cricket since I left college.
  2. She has not seen films since her husband died.
  3. Twenty years have passed since we first met.
  4. I have not seen him since I left for England.

Simple past tense is used in the clause after the expressions like high time, it is time, would rather, I wish if and suppose in the imaginary type.

- Eg:
1. It is high time that we left.
  2. I would rather you stayed at home.
  3. It is time we left.
  4. I wish I were rich.
  5. Suppose we went to a show.
  6. She walks as if she were a queen.
  7. If I were a poet, I would write many poems.



**PAST CONTINUOUS TENSE:**

It shows an action going on in the past. It is formed with was or were followed by the continuous form of the verb.

1. When the principal went to the college yesterday, all the students were quarrelling.
2. When he came to our house yesterday, I was sleeping.
3. When I went to the playground last evening, my friends were playing cricket.
4. While he was going through the forest, a tiger jumped on him.
5. He was in a meeting when we went near him.
6. The boy fell while he was running.
7. I was having a bath when the phone rang.
8. Mother was cooking when the bell rang.
9. While we were watching television, the power failed.
10. The light went out, while I was reading.
11. When I saw him, he was playing chess.

**Note:** When there is a past tense in the subordinate clause, then we must write the continuous tense (not present continuous tense) in the main clause.

**PAST PERFECT TENSE:**

It shows two past actions which happened one after the other. The action which happened first must be in the past perfect tense and the action which happened next must be in the simple past tense. It is formed with had followed by the past participle of the verb. When there is a single past action, we must write only simple past tense, but not past perfect tense.

1. Before I reached the station, the train had left the platform.
2. Before the teacher entered the class, all the students had gone out.
3. After we had finished our lunch, the guests came to our house.
4. Before he arrived, I had written the letter.
5. She had passed B.A., before she got a job.
6. When I reached the station, the train had started.
7. They went home, after they finished their work.

**PAST PERFECT CONTINUOUS TENSE:**

It shows an action that began before a certain point in the past and was continuing at that point. It is formed with had + been + continuous of the verb.

1. The old man had been exercising in his youth.
2. Gavaskar had been batting very well in his youth.

**Note:** When there is a past tense in the reported part, we must write past perfect continuous tense in the indirect part in which for and since are used before the reported part.

1. He said, "I have been suffering from fever for three days."
2. He said that he had been suffering from fever for three days.

III. FUTURE TENSE

1. SIMPLE FUTURE TENSE:

It shows a single future action. It is formed with shall or will followed by infinitive. Helping verbs like shall, should, will, would, can, could, may, might, ought to, must write only infinitive.

The difference between shall and will is as follows.

1. I person + shall \_\_\_\_\_ definite future action.
2. I person + will \_\_\_\_\_ only future action.
3. II & III persons + will \_\_\_\_\_ only future action.
4. II & III persons + shall \_\_\_\_\_ definite future action.

Generally after first person, we use shall and after second and third persons, will.

- Eg:
1. I shall do it tomorrow. (definite future action).
  2. We will do it tomorrow. (Only future action)
  3. You will come to our house tomorrow. (only future action)
  4. He shall come to our house tomorrow. (definite future action).

Note: The simple future tense is not used in clauses of time and condition. The simple present is used in clauses of time and condition beginning with when, before, till until, that, as long as, if, unless etc.,

- Eg:
1. I will stay here till you return.
  2. He won't pass the examination unless he works hard.
  3. I shall wait here till you finish your lunch.
  4. I shall go there if he calls me.
  5. He will pay the bill when he comes.
  6. Please see me before you leave the office.
  7. We shall leave the place as soon as you are ready.
  8. There will be no poverty as long as we work hard.
  9. He will wire before he arrives.

2. FUTURE CONTINUOUS TENSE:

It shows an action going on in the future. It is formed with shall or will + be + continuous form of verb.

- Eg:
1. We shall be witnessing the cricket match tomorrow by this time.
  2. They will be coming to our house tomorrow by this time.
  3. When he goes home, his wife will be waiting for him at the door.

Note: When there is simple present tense in the subordinate clause, in the main clause we must write future continuous tense, but not present continuous tense.

3. FUTURE PERFECT TENSE:

It shows completion of an action by a certain time in the future. It is formed with shall or will + past participle of the verb;

- Eg:
1. Before you reach the station, the train will have left the platform.
  2. Before you go to see him, he will have left the place.
  3. They will have built the dam by next year.
  4. He will have written his second novel by next May.

Note: When there is simple present tense in subordinate clause, then we must write future perfect (not simple future tense) in the main clause.

**FUTURE PERFECT CONTINUOUS TENSE:**

It shows an action that will start in the future and will be going on in the future. It is formed with will + shall + have + been + continuous form of the verb.

1. We shall have been living together.
2. His daughter will have been leading her life with her husband.
3. I shall have been doing the job in this office.

**CLAUSES IN CONDITIONAL SENTENCES**

Conditional sentences have 2 parts. They are

1. If-clause 2. The main - clause

eg: If you come regularly,

If - clause

You will understand the lessons.

Main - clause

There are three types of conditional sentences. They are

1. Type (probable condition)
2. Type (Improbable condition or imaginary type)
3. Type (Unfulfilled condition)

**EACH OF CONDITIONAL SENTENCES HAS DIFFERENT PART OF TENSES**

No.	If-Clause	Main - clause
Type	Simple present Tense	Future tense (Shall or will or may or can + infinitive)
Type	Simple past Tense	Should or would or could or might + infinitive
Type	Past perfect tense	Should or would or could or might + (had + past participle of the verb) / have + past participle of the verb

**Type (Probable Condition):**

In the 1 Type of conditional sentences, something will happen if a certain condition is fulfilled. In the if-clause, simple present tense is used.

1. If you work hard, you will get more marks.
2. If you come regularly, you will understand the lessons.
3. If I am a rich man, I shall help the poor.
4. If the students have patience, they can achieve anything.
5. If it rains, I won't go out.

**Type (Improbable condition or Imaginary type)**

In the second type of conditional sentences, anything will not happen and everything is purely imaginary. In the if - clause we must write simple past tense and in the main clause we must use should or would or could or might + infinitive.

1. If I had more money, I would buy a car.
2. If I married her, I would get all her property.
3. If I were a poet, I would write many poems.
4. If I were a rich man, I would help the poor.
5. If I had wings, I would fly.

3. **Type (Unfulfilled condition):**

In this type, something did not happen in the past, because a certain condition was not met. In the *if*-clause we must write past perfect tense and in the main clause we must use *would*, *could* or *might* + *have* + past participle of the verb.

- Eg:
1. If you had gone by taxi, you would have caught the train.
  2. If you had come regularly at the beginning, you would have understood the lessons.
  3. If I had come earlier, I would have met him.
  4. If he had worked hard, he would have passed the examination.
  5. If she had played well, she would have got a prize.

If I have more money, I will buy a car. (1 Type)

If I had more money, I would buy a car (2 Type)

If I had more money, I would have bought a car. (3 Type)

If you work hard, you will get more marks. (1 Type)

If you worked hard, you would get more marks. (2 Type)

If you had worked, you would have got more marks. (3 Type).

# Structures

## Simple Present Tense : Do, Does

I, We, You, They ..... do  
 He, She, It, Rama ..... does  
**Subject + Verb + Object**  
 I write a letter

## Present Continuous Tense : Am, Is and Are

I ..... am  
 We ..... are  
 You ..... are  
 He, She, It, Rama ..... is  
 They ..... are  
**Subjects + am/is/are + Verb+ing form + Object**  
 I am writing a letter

## Present Perfect Tense : Have, Has

I, We, You, They ..... have  
 He, She, It, Rama ..... has  
**Subject + have / has + Past participle of the verb + Object**  
 I have written a letter

## Present Perfect Continuous Tense: Have been

I, We, You, They ..... have been  
 He, She, It, Rama ..... have been  
**Subject + have / has + Past participle of the verb + Object**  
 I have been writing a letter

## Simple Past Tense: Did

I, We, You, They, He, She, It, Rama ..... did  
**Subject + Past Tense of the verb + Object**  
 I wrote a letter

## Past Continuous Tense: Was, were

I, We, You, They ..... were  
 He, She, It, Rama ..... was  
**Subject + Was/were + Verb+ing form + Object**  
 I was writing a letter

## Past Perfect Tense : Had

I, We, You, They, He, She, It, Rama ..... had  
**Subject + had + Past participle of the Verb + Object**  
 I had written a letter

8. **Past Perfect Continuous Tense** : had been  
 I, We, You, They, He, She, It, Rama..... had been  
 Subject + **Had been** + **verb+ing.form** + **Object**  
 I had been writing a letter

9. **Simple Future Tense** : Shall, will  
 I, We, ..... shall  
 You, He, She, It, Rama, They .....will  
 Subject + **Shall/will** + **Infinitive** + **Object**  
 I Shall Write a letter

10. **Future Continuous Tense** : Shall be, will be  
 I, we ..... shall be  
 You, He, She, It, They..... will be  
 Subject + **shallbe/will be** + **verb +ing. Form** + **Object**  
 I shall be writing a letter

11. **Future Perfect Tense** : Shall have, will have  
 I, We..... Shall have  
 You, He, She, It, Rama, They ..... will have  
 Subject + **Shall have / will have** + **past participle of the verb** + **Object**  
 I Shall have written a letter

12. **Future Perfect Continuous Tense** : Shall have been, will have been  
 I, We..... shall have been  
 You, He, She, It, Rama, They..... will have been  
 Subject + **shall have been / will have been** + **Verb +ing. Form** + **Object**  
 I shall have been writing a letter

**Examples:**

- |                  |   |                               |
|------------------|---|-------------------------------|
| I am a student   | : | Please give me your pen.      |
| We are workers   | : | They invited us to the party. |
| You are a clerk  | : | He called you.                |
| He is a teacher  | : | I know him well.              |
| She is a nurse   | : | Do you know her?              |
| It is a book     | : | Take it.                      |
| They are doctors | : | Tell them to wait here.       |

- This is my hat.
- This is our garden.
- That is your pen.
- This is his book
- That is her bag.
- It is their house.

book is mine.  
 garden is ours.  
 pen is yours.  
 shop is his.  
 bag is hers.  
 car is theirs.

he taught myself.  
 they knew ourselves.  
 she said it yourself.  
 he told himself that he had done it.  
 she told herself that he had done it.  
 she hurt herself.  
 the house itself has fallen down.  
 they helped themselves.

**VERBAL FORMS**

**ALL THREE VERBAL FORMS ARE IDENTICAL :**

Object  
a letter

object  
a letter

**Present Tense**

**Past Tense**

**Past Participle**

Bet	Bet (Betted)	Bet (Betted)
Bid	Bid	Bid
Broadcast	Broadcast	Broadcast
Cast	Cast	Cast
Burst	Burst	Burst
Cost	Cost	Cost
Cut	Cut	Cut
Hit	Hit	Hit
Hurt	Hurt	Hurt
Knit	Knit (Knitted)	Knit (Knitted)
Let	Let	Let
Put	Put	Put
Quit	Quit (Quitted)	Quit (Quitted)
Read	Read	Read
Set	Set	Set
Shut	Shut	Shut
Split	Split	Split
Spread	Spread	Spread
Shed	Shed	Shed
Slit	Slit	Slit

**TWO PARTS (MAINLY PAST AND PAST PARTICIPLE) ARE IDENTICAL:**

**Present Tense**

**Past Tense**

**Past Participle**

Beat	Beat	Beaten
Come	Came	Come
Become	Became	Become
Bend	Bent	Bent





	Past Tense	Past Participle
Leap	Leapt	Leapt
Learn	Learned (learnt)	Learned (learnt)
Lend	Lent	Lent
Light	Lit (lighted)	Lit (lighted)
Loss	Lost	Lost
Make	Made	Made
Mean	Meant	Meant
Moot	Met	Met
Mark	Marked	Marked
Manage	Managed	Managed
Miss	Missed	Missed
Mood	Needed	Needed
Overcome	Overcame	Overcome
Open	Opened	Opened
Pay	Paid	Paid
Prove	Proved	Proved
Run	Ran	Run
Say	Said	Said
Seek	Sought	Sought
Shoot	Shot	Shot
Sit	Sat	Sat
Sleep	Slept	Slept
Slide	Slid	Slid
Smell	Smelt (Smelled)	Smelt (Smelled)
Speed	Sped	Sped
Spell	Spelt (Spelled)	Spelt (Spelled)
Spill	Spilled	Spilled
Understand	Understood	Understood
Stick	Stuck	Stuck
Strike	Struck	Struck
String	Strung	Strung
Swing	Swung	Swung
Spoil	Spoilt (Spoiled)	Spoilt (Spoiled)
Shine	Shone	Shone
Spit	Spat	Spat
Spin	Spun	Spun
Sling	Slung	Slung
Sting	Stung	Stung
Teach	Taught	Taught
Tell	Told	Told
Weep	Wept	Wept
Win	Won	Won
Wind	Wound	Wound
Wish	Wished	Wished
Withhold	Withheld	Withheld
Withstand	Withstood	Withstood
Whisper	Whispered	Whispered

C. ALL VERBAL FORMS ARE DIFFERENT

Present Tense	Past Tense	Past Participle
Arise	Arose	Arisen
Awake	Awoke	Awoken (awaked)
Be (am, is, are)	Was, Were	Been
Bear	Bore	Born (Borne)
Break	Broke	Broken
Choose	Chosen	Chosen
Do	Did	Done
Draw	Drew	Drawn
Drink	Drank	Drunk
Eat	Ate	Eaten
Fly	Flew	Flown
Give	Gave	Given
Go	Went	Gone
Grow	Grew	Grown
Know	Knew	Known
Mistake	Mistook	Mistaken
Ride	Rode	Ridden
Ring	Rang	Rung
Rise	Rose	Risen
Sow	Sowed	Sown
See	Saw	Seen

# Degrees of Comparison

Nouns and adjectives have degrees of comparison. There are three kinds of degrees of comparison.

1. Positive degree
2. Comparative Degree
3. Superlative degree

Generally we can form comparative degree by adding 'er' to the positive and superlative by adding 'est' to the positive.

Positive	Comparative	Superlative
High	Higher	Highest
Big	Bigger	Biggest
Small	Smaller	Smallest
Kind	Kinder	Kindest
Great	Greater	Greatest
Tall	Taller	Tallest
Clever	Cleverer	Cleverest
Better	Better	Best
Worse	Worse	Worst
Less	Less	Least
More beautiful	More beautiful	Most beautiful
More active	More active	Most active

### Comparison between two persons or two things:

When there is a comparison between two things or two persons, there will be no superlative degree.

Sita is taller than Gita. (Comparative)  
 Gita is not so tall as Sita. (Positive)

Mumbai is bigger than Hyderabad. (Comparative)  
 Hyderabad is not so big as Mumbai. (Positive)

Chennai is hotter than Hyderabad. (Comparative)  
 Hyderabad is not so hot as Chennai. (Positive)

A deer runs faster than a horse. (Comparative)  
 A horse does not run so fast as a deer. (Positive)

Gold is more precious than silver. (Comparative)  
 Silver is not so precious as gold. (Positive)

6. It is more difficult to learn Sanskrit than to learn English. (Comparative)  
Ans: To learn English is not so difficult as to learn Sanskrit. (Positive)

7. Sita is not taller than Rajani. (Comparative)  
Ans: Rajani is as tall as Sita. (Positive)

8. It is not so easy to understand women as to understand men. (Positive)  
Ans: To understand men is easier than to understand women. (Comparative)

9. Raviruna faster than Sarath. (Comparative)  
Ans: Sarath does not run so fast as Rayi. (Positive)

10. My pen is not so good as yours. (Positive)  
Ans: Your pen is better than mine. (Comparative)

11. I am not so strong as he. (Positive)  
Ans: He is stronger than I. (Comparative)

12. I am as strong as he. (Positive)  
Ans: He is not stronger than I. (Comparative)

**B. Comparison among more than two persons or things:**

**I Model:** No other (so-as) ..... positive  
Than any other or ..... comparative  
Than all over  
The or of all ..... Superlative

1. Bharath is the cleverest boy in the class. (Superlative)  
Or  
Bharath is the cleverest of all boys in the class.

Ans: Bharath is cleverer than any other boy in the class (Comparative)  
No other boy in the class is so clever as Bharath (Positive)

2. Everest is higher than all other peaks. (Comparative)  
Ans: Everest is the highest peak. (Superlative)  
No other peak is so high as Everest. (Positive)

3. No other building in our town is so old as this. (Positive)  
Ans: This is older than any other building in our town. (Superlative)

**II Model:** Very few (as..as)..... Positive  
Than most other or ..... Comparative  
Than many other  
One of the ..... Superlative

This Hindu is not  
This Hindu is not  
Very few Hindu  
Akkar was not  
Akkar was not  
Very few Hindu  
Taj Mahal is  
Taj Mahal is  
Very few  
Model: Some  
Not - than  
Not the ...  
Mumbai  
Mumbai  
Some of  
Some of  
Kiran is  
Kiran is  
Radha  
Radha  
Some

1. The Hindu is one of the best newspapers. (Superlative)  
Ans: The Hindu is better than most other newspapers. (Comparative)  
Very few newspapers are as good as the Hindu. (Positive)

2. Akbar was greater than most other kings. (Comparative)  
Ans: Akbar was one of the greatest kings. (Superlative)  
Very few kings were as great as Akbar. (Positive)

3. Taj Mahal is one of the most beautiful buildings in India. (Superlative)  
Ans: Taj Mahal is more beautiful than most other buildings in India. (Comparative)  
Very few buildings in India are as beautiful as Taj Mahal.

**III Model: Some other – at least (as—as) .....positive**  
Not – than some other .....comparative  
Not the .....superlative

1. Mumbai is not the biggest city in the world. (Superlative)  
Ans: Mumbai is not bigger than some other cities in the world (Comparative)  
Some other cities in the world are at least as big as Mumbai.

2. Some other boys are at least as industrious as Kiran. (Positive)  
Ans: Kiran is not the most industrious boy. (Comparative)  
Kiran is not more industrious than some other boys. (Comparative)

3. Radha is not taller than some other girls in the class. (Comparative)  
Ans: Radha is not taller than some other girls in the class. (Comparative)  
Some other girls in the class are at least as tall as Radha. (Positive)

# Active and Passive Voice

voice is the form of a verb which shows whether the subject does something or something is done to the subject.

Eg: 1. The hunter has killed a rat.  
(Here the subject has done something.)

2. A rat was killed when in the kitchen.  
(Here something is done by the subject.)

There are two types of voice. They are

1. The Active voice (and)
2. The Passive voice

1. **Active Voice:** Active voice is one in which subject is active or subject is the doer of an action.  
Eg: Tajmahal wrote this play.

2. **Passive Voice:** Passive voice is one in which the subject is the sufferer or receiver of an action.  
Eg: Raviana was killed by Rama.

3. From Active voice into Passive voice:

Rules:

1. The subject in the active voice will become object in the passive voice and vice versa.

Eg: The cat killed a rat.

A rat was killed by the cat.

2. In the passive voice, there must be a 'be' form followed by the past participle of the main verb. Generally the preposition 'by' is used after the past participle.

S.No.

Tense

'be' Forms

1

Present Tense

is, are and am

2

Past Tense

was and were

3

Future Tense

be

4

Continuous Tense

being

5

Perfect Tense

been

Subject

Object

I

Me

We

Us

You

You

He

Him

She

Her

It

It

They

Them

PRESENT TENSE:

Eg:

1. She gives Rama

Ans: Rama is given

2. She studies Nep

Ans: English is to

3. They sell TV

Ans: TV is sold

4. People speak

Ans: English is

5. Shee make

Ans: Money is

6. She profit

Ans: Smoker

7. Carpenter

Ans: Chair

8. She buy

Ans: Water

9. We use

Ans: Mill

10. Pet

Ans: To

PAST T

Eg:

1. Col

Ans:

2. Th

Ans:

3. T

Ans:

4.

Ans:

**PRESENT TENSE:** In the present tense, the 'be' forms are is, am and are.

Eg:

1. Sita loves Rama. (Active Voice)

Ans: Rama is loved by Sita.

2. Mr Krishna teaches English.

Ans: English is taught by Mr Krishna.

3. They sell T.V's here.

Ans: T.V.s are sold here by them.

4. People speak English all over the world.

Ans: English is spoken all over the world.

5. Bees make honey.

Ans: Honey is made by bees.

6. We prohibit smoking.

Ans: Smoking is prohibited by us.

7. Carpenters make chairs and tables.

Ans: Chairs and tables are made by carpenters.

8. She brings water from the Krishna river.

Ans: Water is brought from the Krishna river by her.

9. We use milk for making butter and cheese.

Ans: Milk is used for making butter and cheese.

10. People always admire this picture.

Ans: This picture is always admired.

2. **PAST TENSE:** In past Tense, the 'be' forms are was and were.

Eg:

1. Columbus discovered America.

Ans: America was discovered by Columbus.

2. They offered me a passport.

Ans: I was offered a passport by them.

3. They painted the house green.

Ans: The house was painted green by them.

4. Shaw wrote this play.

Ans: This play was written by Shaw.

5. The police arrested him on a charge of theft.  
Ans: He was arrested on a charge of theft by the police.

6. Somebody left the dog in the park.  
Ans: The dog was left in the park.

7. They told me to go away.  
Ans: I was told to go away.

8. They told me the truth.  
Ans: I was told the truth by them.

9. Gandhiji taught us the doctrine of non-violence.  
Ans: We were taught the doctrine of non-violence by Gandhiji.

10. They elected Mr. Johnes as President of the Board.  
Ans: Mr. Johnes was elected as President of the Board.

3. **FUTURE TENSE:** In future tense, the 'be' form is *be*. When the helping verbs like *shall, can, could, may, might, will, would, must, ought to, need* etc. are present, the 'be' is also *be*.  
Eg:

1. He will do it tomorrow.  
Ans: It will be done tomorrow by him.

2. You ought to do your duties.  
Ans: Your duties ought to be done.

3. We should respect teachers.  
Ans: Teachers should be respected by us.

4. I will examine the proposal carefully.  
Ans: The proposal will be examined carefully.

5. Somebody must send for a doctor at once.  
Ans: A doctor must be sent for at once.

6. No one can gain anything without effort.  
Ans: Nothing can be gained without effort.

7. We should always keep promises.  
Ans: Promises should always be kept.

4. **CONTINUOUS TENSE:** In the continuous tense, the 'be' form is 'being'.  
Eg:

1. He is selling rice.  
Ans: Rice is being sold by him.

2. A judge is in  
Ans: The incide  
3. The woman  
Ans: The cov  
4. They were  
Ans: Goods  
5. They we  
Ans: The re  
6. She is I  
Ans: They

Note: Th  
continuo

PERFEC  
Eg:

1. Mary  
Ans: TI

2. Son  
Ans: F

3. The  
Ans: C

4. S  
Ans:

5. I  
Ans

6.  
An

7.  
A

B  
A

S



2. A judge is inquiring into the incident at Besant Nagar.  
Ans: The incident is being inquired into at Besant Nagar.

3. The woman is milking the cow.  
Ans: The cow is being milked by the woman.

4. They were sending goods.  
Ans: Goods were being sent by them.

5. They were repairing the road.  
Ans: The road was being repaired by them.

6. She is laughing at them.  
Ans: They are being laughed at by her.

Note: The verbs in 'Present Perfect Continuous Tense', 'Past Perfect Continuous Tense' 'Future Perfect Continuous Tense' can't be changed into passive voice.

PERFECT TENSE: In the perfect Tense, the 'be' form is 'been'.  
Eg:

1. Mary has written this essay.  
Ans: This essay has been written by Mary.

2. Someone has stolen her watch.  
Ans: Her watch has been stolen.

3. The enemy have defeated our army.  
Ans: Our army have been defeated by the enemy.

4. Some one has picked my pocket.  
Ans: My pocket has been picked.

5. I have read the story.  
Ans: The story has been read by me.

6. Seetha had told him about the incident.  
Ans: He had been told about the incident by Seetha.

7. Kumar will have read the book by this evening.  
Ans: The book would have been read by the evening by Kumar.

8. Kalidasa had created many a work of art.  
Ans: Many a work of art had been created by Kalidasa.

9. Somebody has put off the light.  
Ans: The light has been put off.

ing verbs like shall, about  
nt, the 'be' is also be.

6. Questions in Active Voice:

Eg:

1. Are you singing a song?  
Ans: Is a song being sung by you?

2. Have you seen the film?  
Ans: Has the film been seen by you?

3. Is the doctor examining the patients?  
Ans: Are the patients being examined by the doctor?

4. Did you write the essay?  
Ans: Was the essay written by you?

5. Must I do this work?  
Ans: Must this work be done by me?

6. Will they sing a song?  
Ans: Will a song be sung by them?

7. Do you speak English well?  
Ans: Is English spoken well by you?

8. Can you speak Sanskrit?  
Ans: Can Sanskrit be spoken by you?

9. Does she make chairs?  
Ans: Are chairs made by her?

10. Why have you done this work?  
Ans: Why has this work been done by you?

7. 'Who' in Active Voice:

Eg:

1. Who wrote this poem?  
Ans: By whom was this written?

2. Who is opening the doors?  
Ans: By whom were the doors being opened?

3. Who can do this work?  
Ans: By whom can this work be done?

4. Who can break these toys?  
Ans: By whom can these toys be broken?

5.. Who drew this picture on the wall?  
Ans: By whom was this picture drawn on the wall?

The Question 'what' in the Active Voice:

Eg:

1. What did you buy yesterday?

Ans: What was bought yesterday by you?

(Here the question 'What' is the object in the sentence. The same will become the subject in the Passive Voice)

2. What will you eat in the food?

Ans: What would be eaten in the food by you?

3. What has she seen in the market?

Ans: What has been seen in the market by her?

**Imperative sentences in Active Voice (Orders and requests)**

When there is an imperative sentence, we must start the passive voice with 'let'. After 'let' the verb should be in the objective form. The 'be' form. The 'be' form is 'be'.

Eg:

1. Post this letter.

Ans: Let this letter be posted.

2. Open the door.

Ans: Let the door be opened.

3. Give the order.

Ans: Let the order be given.

4. Take away these books.

Ans: Let these books be taken away.

Imperative sentences have order without an object, the Passive Voice starts with 'you are'.

1. Sit down there.

Ans: You are ordered to sit down there.

2. Go away from the class.

Ans: You are ordered to go away from the class.

3. Don't talk in the class.

Ans: You are ordered not to talk in the class.

Imperative sentences have requests or advice, passive voice will start with 'you are requested'.

1. Please come here.

Ans: You are requested to come here.

2. Read well.

Ans: You are advised to read well.

3. Please sing a song.

Ans: You are requested to sing a song.

4. Please don't come late.  
Ans: You are requested not to come late.

5. Take proper medicine.  
Ans: You are advised to take proper medicine.

10. 'Let' In the Active Voice:

When there is 'let' in the active voice, the 'to' form is 'be' in the passive voice.

1. Let him read the book.  
Ans: Let the book be read by him.

2. Let them watch the T.V.  
Ans: Let the T.V. be watched by them.

3. Let her sing a song.  
Ans: Let a song be sung by her.

# Direct and Indirect Speech

Meaning: - of relating the words of the speaker  
 Direct speech  
 Indirect speech

**DIRECT SPEECH:** Direct speech is one in which the actual words of a person are quoted. Here, the words of the speaker are put within quotation marks or inverted commas. A comma is placed before the first. *He said, "I am very busy now."*

**INDIRECT SPEECH:** (Reported speech) In indirect speech, the words of the speaker are not directly reported as such to convey the meaning. Here some conjunction is used before the statement. Pronouns are changed. Verbs are changed. Quotation marks are removed. *He said that he was very busy then.*

### Direct into Indirect:

What are the changes to be noticed while changing direct into indirect speech, if the reporting verb is in the past tense:

Tenses:

- Present Tense
- Present Continuous Tense
- Present Perfect Tense
- Simple Past Tense
- Past Continuous Tense
- Present Perfect Continuous Tense

### Indirect

- Simple Past Tense
- Past Continuous Tense
- Past Perfect Tense
- Past Perfect Tense
- Past Perfect Continuous Tense
- Past Perfect Continuous Tense
- Should or would
- Would
- Could
- Might
- Had to
- Go

Changes: Words expressing nearness are changed into words expressing distance

### Indirect

- That
- Those
- There
- Then
- Before
- So
- That day

- 8. Tomorrow
- 9. Yesterday
- 10. Last night
- 11. Here
- 12. Last year
- 13. Hence
- 14. Tonight
- 15. In or Motion
- 16. Hence
- 17. Alos
- 18. Yes
- 19. No

- The next day
- The previous day
- The previous night
- Thence
- The previous year
- Thence
- That night
- Respectfully
- Gladly
- Sadly
- Positively
- Negatively

Write the reporting verb in the present or present perfect or future tense.

- Eg:
1. He says "I am coming" (Direct speech)  
Ans: He says that he is going (Indirect speech)
  2. He has said to her "I am writing a letter" (Direct speech)  
Ans: He has told her that he is writing a letter (Indirect speech)
  3. He will say "I am right" (Direct speech)  
Ans: He will say that he is right (Indirect speech)

(The simple present tense in the direct speech does not change when a general truth is reported.)

Eg: The teacher said "The earth moves round the Sun." (Direct speech)  
The teacher said that the earth moves round the Sun. (Indirect speech)

**Statement Sentences:** Statements in indirect speech are generally introduced by the conjunction 'that' after the reporting verb. 'said to' will become 'told'. Pronouns change according to the context.

- Eg:
1. He said, "My father is ill." (Direct speech)  
Ans: He said that his father was ill. (Indirect speech)
  2. He said, "I am writing to my uncle" (Direct speech)  
Ans: He said that he was writing to his uncle. (Indirect speech)
  3. "I have bought this pen" Sita said (Direct speech)  
Ans: Sita said that she had bought that pen. (Indirect speech)
  4. She said, "Hari took my pen yesterday" (Direct speech)  
Ans: She said that Hari had taken her pen the previous day. (Indirect speech)
  5. She said "My brother will do it tomorrow" (Direct speech)  
Ans: She said that her brother would do it the next day. (Indirect speech)

9. He said to me, "I will meet you again." (Direct speech)  
 Ans: He told me that he would meet me again. (Indirect speech)
10. She said to him, "I will meet you again." (Direct speech)  
 Ans: She told him that she would meet him again. (Indirect speech)
11. I said to him, "I will meet you again." (Direct speech)  
 Ans: I told him that I would meet him again. (Indirect speech)
12. On Sunday last he said, "My brother is coming today." (Direct speech)  
 Ans: On Sunday last he said that his brother was going that day. (Indirect speech)
13. He said, "You are a gentleman." (Direct speech)  
 Ans: He told me that I was gentleman. (Indirect speech)

**Change to Direct Speech:** In indirect speech, the question form changes to the statement form. If the question word serves as a conjunction, if the question has no question word, we can use the conjunction 'that'.

In indirect speech in statement form, full stop is used at the end of the sentence. "Said to" will be asked or enquired.

- Ex:
1. He said to her, "Where are you going?" (Direct speech)  
 Ans: He asked her where she was going. (Indirect speech)
  2. He said, "How are you?" (Direct speech)  
 Ans: He asked me how I was. (Indirect speech)
  3. "When did she visit you?", said Sarma. (Direct speech)  
 Ans: Sarma asked me when she had visited me. (Indirect speech)
  4. "Do you know Telugu?", she said. (Direct speech)  
 Ans: She asked me whether I know Telugu. (Indirect speech)
  5. "Will you come if it rains?", she said to him. (Direct speech)  
 Ans: She asked him whether he would go if it rained. (Indirect speech)
  6. He said to her, "Did you visit Golconda Fort when you were in Hyderabad last month?" (Direct speech)  
 Ans: He asked her whether she had visited Golconda Fort when she had been in Hyderabad the previous month. (Indirect speech)
  7. "Why are you talking?", said the teacher (Direct speech)  
 Ans: The teacher asked the student why he was talking (Indirect speech)

**Exclamatory Sentences:** The conjunction is 'that'. 'said' will become 'exclaimed', 'said to' will become 'exclaimed to'. The exclamatory sentence in direct speech must be changed into statement form.

Eg:

1. He said, "How clever I am!" (Direct speech)

Ans: He exclaimed that he was very clever. (Indirect speech)

2. "What a lovely garden you have!", she said. (Direct speech)

Ans: She exclaimed that I had a very lovely garden. (Indirect speech)

3. He said to her, "What a beautiful girl you are!" (Direct speech)

Ans: He told her that she was a very beautiful girl. (Indirect speech)

4. "What a nice boy you have!" said she. (Direct speech)

Ans: She told me that I had a very nice boy. (Indirect speech)

**Imperative sentences (orders and requests):** The conjunction is 'that'. 'Said to' will become 'requested or advised or asked or prayed (in wishes)'. 'Said' will become 'requested or advised or asked or prayed (in wishes)'.

Eg:

1. He said to his servant, "Post these letters". (Direct speech)

Ans: He ordered his servant to post those letters. (Indirect speech)

2. "Read this book", he said. (Direct speech)

Ans: He advised me to read that book. (Indirect speech)

3. She said, "Have a cup of coffee". (Direct speech)

Ans: She asked me to have a cup of coffee. (Indirect speech)

4. He said, "May God pardon this sinner". (Direct speech)

Ans: He prayed that God might pardon that sinner. (Indirect speech)

5. He said to her, "Please wait till return". (Direct speech)

Ans: He requested her to wait till her returned. (Indirect speech)



## Simple, Complex, Compound Sentences

**Simple Sentence:** A simple sentence is one which contains only a main clause and may have a phrase.  
 In spite of my hard work, I failed.

**Complex Sentence:** A complex sentence is one which contains a main clause and one or more subordinate clauses.  
 Though I worked hard, I failed in the examination.

**Compound Sentence:** A compound sentence is one which contains two or more main clauses and may have one or more subordinate clauses.  
 I worked hard, but I failed in the examination.

**From Simple into Complex:** A simple sentence can be changed into a complex sentence by turning a phrase into a subordinate clause.

1. He admitted his guilt. (Simple)  
 Ans: He admitted that he was guilty (Complex)

2. I hoped to succeed. (Simple)  
 Ans: I hoped that I would succeed. (Complex)

3. I was sorry to hear the news. (Simple)  
 Ans: I was sorry when I heard the news. (Complex)

**From Simple into Compound:** We can convert a simple sentence into a compound sentence by turning a phrase into a main clause.

1. On hearing the teacher's footsteps, the boys kept silent. (Simple)  
 Ans: The boys heard the teacher's footsteps and kept silent. (Compound)

2. In spite of his hard work, he failed. (Simple)  
 Ans: He worked hard, but failed. (Compound)

3. Owing to illness, he could not attend the meeting. (Simple)  
 Ans: He was ill, so he could not attend the meeting. (Compound) Or  
 He was ill and so he could not attend the meeting. (Compound)

**Compound into Complex:** We can convert a compound sentence into a simple one by turning a main clause into a phrase.

1. I went to the college and met the Principal. (Compound)  
 Ans: Having gone to the college, I met the Principal. (Simple)

2. It was raining, but they went out. (Compound)  
 Ans: In spite of the rain, they went out. (Simple)

3. She was hungry, so she ate all the cakes. (Compound)  
 Ans: Owing to her hunger, she ate all the cakes. (Simple).

D. **Complex into Simple:** We can turn a complex sentence into a simple one by changing a subordinate clause into a phrase.

1. I don't know when he will arrive. (Complex)  
Ans: I don't know the time of his arrival. (Simple)

2. He did it when I was absent. (Complex)  
Ans: He did it in my absence. (Simple)

3. He failed to prove that he was innocent. (Complex)  
Ans: He failed to prove his innocence. (Simple)

4. Though he is poor he is honest (Complex)  
Ans: In spite of his poverty, he is honest. (Simple)

E. **Complex sentence into compound:** We can turn a complex sentence into a compound sentence by changing a subordinate clause into a main clause.

1. Though he is poor, he is honest. (Complex)  
Ans: He is poor, but he is honest. (Compound)

2. We can prove that the earth is flat. (Complex)  
Ans: The earth is flat and we can prove it. (Compound)

3. If you do not work hard, you will fail. (Complex)  
Ans: You must work hard or you will fail. (Compound)

4. He is more a statesman than a politician. (Complex)  
Ans: He is something of a politician, but he is rather more a statesman. (Compound)

**IMPORTANT MODELS**

No	SIMPLE	COMPLEX	COMPOUND
1.	In spite of	Though (although)	Even though
2.	Ing	When	And
3.	Owing to	As (Since or because)	So (therefore)
4.	In case of not	Unless (if not)	Or
5.	Besides also	As well as	Not only, but
6.	Immediately	After	As soon as
7.	Soon after	No sooner than	And at once

I. **Model: In spite of – Though – But**

1. He worked hard, but he failed in the examination. (Compound)  
Ans: Though he worked hard, he failed in the examination. (Complex)  
In spite of his hard work, he failed in the examination. (Simple)

2. Though he was hungry, he did not eat anything. (Complex)  
Ans: He was hungry, but he did not eat anything. (Compound)  
In spite of his hunger, he did not eat anything. (Simple)

3. In spite of her honesty,  
Ans: She was honest, I  
Though she was honest

Model: Ing – When

1. I went to the college  
Ans: When I went to  
Having gone to the c

2. When the boys  
Ans: On hearing th  
The boys heard th

3. On seeing the  
Ans: The thief sa  
When the thief s

Model: Owing

1. He was poo  
Ans: As he wa  
Owing to his p

2. As she wa  
Ans: She wa  
Owing to her

3. Owing to  
Ans: As th  
They were

Model: I

1. You m  
Ans: Unl  
If you do

2. Unle  
Ans: Yo  
In case

3. In c  
Ans:  
Unles

Mod

1. H  
Ans  
Bes

3. In spite of her honesty, she was not recognized by the people.  
**Ans:** She was honest, but she was not recognized by the people. (Compound)  
 Though she was honest, she was not recognized by the people. (Complex)

**Model: Ing – When – and**

1. I went to the college and met the principal. (Compound)  
**Ans:** When I went to the college, I met the principal. (Complex)  
 Having gone to the college, I met the principal. (Simple)

2. When the boys heard the teacher's footsteps, they kept silent. (Complex)  
**Ans:** On hearing the teacher's footsteps the boys kept silent. (Simple)  
 The boys heard the teacher's footsteps and kept silent. (Compound)

3. On seeing the police, the thief ran away. (Simple)  
**Ans:** The thief saw the police and ran away. (Compound)  
 When the thief saw the police, he ran away. (Complex)

**Model: Owing to – as (Since or because) – so (therefore)**

1. He was poor, so he could not afford to buy books. (Compound)  
**Ans:** As he was poor, he could not afford to buy books. (Complex)  
 Owing to his poverty, he could not afford to buy books. (Simple)

2. As she was ill, she could not attend the classes. (Complex)  
**Ans:** She was ill, so she could not attend the classes. (Compound)  
 Owing to her illness, she could not attend the classes. (Simple)

3. Owing to their sincerity, they became rich. (Simple)  
**Ans:** As they were sincere, they became rich. (Complex)  
 They were sincere, so they became rich. (Compound)

**Model : In case of not – Unless (if not) – or**

1. You must work hard or you can't get more marks. (Compound)  
**Ans:** Unless you work hard, you can't get more marks. (Complex) or  
 If you do not work hard, you can't get more marks. (Simple)

2. Unless you run, you won't catch the train. (Complex)  
**Ans:** You must run or you won't catch the train. (Compound)  
 In case of not running, you won't catch the train. (Simple)

3. In case of not coming regularly, you can't understand the lessons. (Simple)  
**Ans:** You must come regularly or you can't understand the lessons. (Compound)  
 Unless you come regularly, you can't understand the lessons. (Complex)

**Model : Besides – as well as – not only – but also**

1. He not only stole the jewels but also murdered her. (Compound)  
**Ans:** He stole he jewels as well as murdered her. (Complex)  
 Besides stealing the jewels, he (also) murdered her. (Simple)

2. He scolded me as well as beat me. (Complex)  
 Ans: He not only scolded me but also beat me. (Compound)  
 Besides scolding me, he (also) beat me. (Simple)

3. Besides robbing the poor child, he (also) murdered her. (Simple)  
 Ans: He not only robbed the poor child, but also murdered her. (Compound)  
 He robbed the child as well as murdered her. (Complex)

VI. Model: Immediately after - as soon as - and at once:

1. The bell rang and at once the boys ran to the playground. (Compound)  
 Ans: As soon as the bell rang, the boys ran to the playground. (Complex)  
 Immediately after the ringing of the bell, the boys ran to the playground. (Simple)

2. As soon as the teacher came the students stood up. (Complex)  
 Ans: The teacher came and at once the students stood up. (Compound)  
 Immediately after the coming of the teacher, the students stood up. (Simple)

3. Immediately after the completion of his work, he left the office. (Simple)  
 Ans: He completed his work and at once he left the office. (Compound)  
 As soon as he completed his work, he left the office. (Complex)

VII. Model: soon after - no sooner than - and at once

1. The bell rang and at once the boys ran to the playground. (Compound)  
 Ans: No sooner had the bell rung than the boys ran to the playground. (Complex)  
 Soon after the ringing the bell, the boys ran to the playground. (Simple)

2. No sooner had the teacher come than the students stood up. (Complex)  
 Ans: The teacher came and at once the students stood up. (Compound)  
 Soon after the coming of the teacher, the students stood up. (Simple)

3. Soon after the completion of his work, he left the office. (Simple)  
 Ans: He completed his work and at once he left the office. (Compound)  
 No sooner had he completed his work than he left the office. (Complex)

OTHER MODELS

As soon as - no sooner than; Scarcely when (hardly - when)

1. As soon as the teacher entered the class, the students went out. (Complex)  
 Ans: No sooner had the teacher entered the class than the students went out. (Complex)  
 Scarcely had the teacher entered the class when the students went out. (Complex)  
 Hardly had he teacher entered the class when the students went out. (Complex)

oo.....To.....So that not:

1. She is too weak to walk. (Simple)  
 Ans: She is so weak that she can not walk. (Complex)-No compound

2. I am too poor  
 Ans: I am so poor

3. He was too tall  
 Ans: He was so tall

4. The river is too long  
 Ans: The river is so long

5. The atom is too small  
 Ans: The atom is so small

Use - If not:

1. Unless  
 Ans: If you

2. Come  
 Ans: Con

3. I will  
 Ans: I w

4. Unle  
 Ans: If

5. Unl  
 Ans: I

2. I am too poor to buy a pen.

Ans: I am so poor that I can not buy a pen.

3. He was too lazy to work.

Ans: He was so lazy that he could not work.

4. The river is too deep to swim.

Ans: The river is so deep that we can not swim.

5. The atom is too small to be seen.

Ans: The atom is so small that it can not be seen.

Unless - If not:

1. Unless you work hard, you will fail.

Ans: If you do not work hard, you will fail.

2. Come tomorrow unless I phone.

Ans: Come tomorrow if I do not phone.

3. I will take the job, unless the pay is low.

Ans: I will take the job, if the pay is not low.

4. Unless you run, you can not catch the train.

Ans: If you do not run, you can not catch the train.

5. Unless you read well, you will not pass the examination.

Ans: If you read well, you will pass the examination.

# Articles



The definite article 'the' is used before a singular noun which is specific and known to both the speaker and the hearer. It is used before a singular noun which is preceded by a superlative adjective, a possessive pronoun, or a demonstrative pronoun.

The indefinite article 'a' is used before a singular noun which is not specific and is not known to both the speaker and the hearer. It is used before a singular noun which is preceded by an adjective, a numeral, or a demonstrative pronoun.

(1) It is used before a singular noun beginning with a consonant sound.  
Examples: A school, a boy, a girl, a book, a pen, a desk, a chair, a table, a window, a door, a wall, a floor, a roof, a garden, a park, a field, a river, a lake, a sea, an ocean, a mountain, a valley, a plain, a desert, a forest, a jungle, a city, a town, a village, a hamlet, a farm, a house, a flat, an apartment, a room, a kitchen, a bathroom, a bedroom, a living room, a dining room, a study, a library, a museum, a gallery, a cinema, a theatre, a stadium, a sports ground, a shopping centre, a bank, a post office, a police station, a fire station, a hospital, a school, a university, a college, a school of thought, a school of fish, a school of birds, a school of insects, a school of mammals, a school of reptiles, a school of amphibians, a school of fish, a school of birds, a school of insects, a school of mammals, a school of reptiles, a school of amphibians.

## ii. THE USE OF 'A'

(1) It is used before a singular noun beginning with a consonant sound.  
Examples: A school, a boy, a girl, a book, a pen, a desk, a chair, a table, a window, a door, a wall, a floor, a roof, a garden, a park, a field, a river, a lake, a sea, an ocean, a mountain, a valley, a plain, a desert, a forest, a jungle, a city, a town, a village, a hamlet, a farm, a house, a flat, an apartment, a room, a kitchen, a bathroom, a bedroom, a living room, a dining room, a study, a library, a museum, a gallery, a cinema, a theatre, a stadium, a sports ground, a shopping centre, a bank, a post office, a police station, a fire station, a hospital, a school, a university, a college, a school of thought, a school of fish, a school of birds, a school of insects, a school of mammals, a school of reptiles, a school of amphibians.

(2) It is used before a singular noun beginning with a vowel which has a 'w' consonant sound.  
Examples: A one-eyed man, a one rupee note, a one-man committee, a one-sided argument, a one-way road.

(3) It is used before a singular noun beginning with a vowel which has a 'y' consonant sound.  
Examples: A university, a union, a uniform, a European, a useful animal, a unicorn, a unit, a utility.

**THE USE OF 'THE': (Definite article):**

is used before a definite person.

**Examples:**  
The President, the Prime Minister, the Secretary, the Chief Minister, the Collector, the Principal, the Manager, the Chairman, the Head Master, the Post Master etc..

is used when the same noun is repeated for the second time.

**Examples:**  
i. There was an old man. The old man had a dog. The dog jumped upon a boy and killed him.  
ii. There was a prince. The prince married a princess. They were happy.  
iii. There is a duster on my desk. Get me the duster.  
iv. One night a wolf fell in with a dog. The wolf was all skin and bones, while the dog was very fat.

is used before unique things.

**Examples:**  
The earth, the sun, the moon, the east, the south, the west, the Tajmahal, the sky, the world, the road, the sea, the ocean, the world (the universe) etc.

is used before ranks.

**Examples:**  
The first, the second, the third, the last, the next, the letter, the former etc.

is used before superlative degrees.

**Examples:**  
The best, the worst, the least, the highest, the tallest, the cleverest, the most beautiful etc.

is used before holy books.

**Examples:**  
The Ramayana, The Mahabhartta, The Vedas, The Gita, The Bible, The Upanishads, The etc.

is used before the names of rivers, seas, oceans, mountain ranges, groups of islands, valleys deserts and gulfs.

**Examples:**  
i. I read the Ramayana.  
ii. I read Valmiki's Ramayana.

is used before the names of countries consisting of the words like Union, United Republic, United States and Provinces and Federation.

**Examples:**  
The Union of India, the United States of America, the U.S.S.R., the U.K., the Arab Punjab, the Indian Republic, the Deccan etc.

9. It is used when a singular noun represents the whole class.

**Examples:**

- i. The cow is a useful animal.
- ii. The rose is a beautiful flower.
- iii. The honest man is a noble creature.
- iv. The lion is a dangerous animal.
- v. The dog is a faithful animal.

10. It is used when two comparatives are in a single sentence.

**Examples:**

- i. The older we grow, the wiser we become.
- ii. The higher we climb, the colder it gets.
- iii. The more we get, the more we want.

11. It is used before a proper noun when it is used as a common noun.

**Examples:**

- i. Kalidasa is the Shakespeare of India.
- ii. Bombay is the Manchester of India.
- iii. Mussolini is the Hitler of Italy.

(But 1. He is a Hitler 2. She is a Savithri)

12. It is used before an adjective when the noun is understood.

**Examples:**

- i. This is a school for the blind.
- ii. The rich are proud.
- iii. The English have good sense of humour.
- iv. We must help the poor.
- v. The good lives on after a man dies.

13. It is used before an abstract noun when the name of a particular person is given.

**Examples:**

- i. The honesty of Gandhi must be admired.
- ii. The patience of J.P. is admirable.
- iii. We must admire the bravery of Netaji Bose. (Honesty is the best policy)

14. It is used before the name of a person with its plural form representing the whole family.

**Examples:**

- i. The Kennedys are royal.
- ii. The Smiths.
- iii. The Tagores etc.

15. It is used before the names of shops, industries, banks, hotels, government departments.

**Examples:**

The ministry of Education, the India Bank, the Union Bank, the War Office, the Grand Lion's Club, the King's Restaurant etc.

16. It is used before the names of ships and trains, aeroplanes etc.

**Examples:**

The Howrah and Madras Express, the Godavari Express, The Minar Express, The Queen - II (Ship), the Vijayanti (ship).

17. It is used before the names of musical instruments.

**Examples:**

The Sitara, the Guitar, the Veena, the Drums, the Violin, the Piano etc.

- i. He plays the violin, but I play the trumpet.
- ii. Do you play the piano?



It is used before three types of forces.

Examples:

The Naval force, the Army force, the Air force etc.,

It is used before stations.

Examples:

The Railway Station, the Post Office, the Radio Station, the Police Station etc.

It is used before a comparative degree used with 'of the two'.

Examples:

1. Gita is the taller of the two sisters.
2. Mohan is the stronger of the two friends.

### MISSION OF ARTICLES:

Article is generally omitted before an abstract noun.

- (1) \_\_\_\_\_ Patience is a great virtue.
- (2) \_\_\_\_\_ Honesty is the best policy.
- (3) We must worship \_\_\_\_\_ beauty.
- (4) \_\_\_\_\_ Wisdom is the gift of heaven.  
(But the wisdom of Solomon is well-known)

Article is omitted before proper nouns.

(Names of persons, places and languages)

- (1) \_\_\_\_\_ Newton is a great scientist.
- (2) \_\_\_\_\_ He stays in India.
- (3) He speaks \_\_\_\_\_ English but not \_\_\_\_\_ Hindi.
- (4) \_\_\_\_\_ India is a great country.
- (5) \_\_\_\_\_ Tagore is a great poet.

Article is not used after the expressions like type of, sort of, kind of, manner of etc.,

What kind of \_\_\_\_\_ man is he?

(What a man he is!)

Article is not used before a noun giving the widest sense.

- (1) Man is mortal.
- (2) Woman is selfish.
- (3) Woman is man's companion is life.
- (4) Science tried to discover the laws of nature.

Article (especially a or an) is not used before uncountable nouns like news, advice, bus, paper, work, chalk, rice, bread, sand, soil, sugar, marble, iron, gold, coal, silver etc.,

(We must not write the plural form of these uncountable nouns.)

# Grammar Review Exercise

Directions for questions 1 to 50: Fill in the blanks with the most appropriate words from the options given below the sentences.

1. Waiter, bring me a ..... cup of tea.  
(a) thick (2) strong (3) heavy (4) solid
2. I drove through ..... traffic.  
(1) strong (2) heavy (3) big (4) solid
3. They are all ..... a film on the T.V.  
(1) seeing (2) watching (3) looking at (4) observing
4. If you ..... to be successful in life, work hard.  
(1) want (2) wanted (3) will want (4) waiting
5. They ..... me a poet.  
(1) consider (2) considers (3) will consider (4) have considered
6. I shall go and see him before he ..... this place.  
(1) will leave (2) is leaving (3) leave (4) leaves
7. Please call me when the dinner ..... ready.  
(1) is (2) was (3) will be (4) has been
8. You must avoid ..... friendship with bad people.  
(1) make (2) making (3) made (4) will make
9. They stopped ..... to go home.  
(1) work (2) worked (3) working (4) to work
10. I ..... him since last Monday.  
(1) am not seeing (2) did not see (3) have not seen (4) do not see
11. She ..... only two letters to me so far.  
(1) wrote (2) had written (3) has written (4) is writing
12. She ..... anybody yet.  
(1) did not marry (2) will not marry (3) have not married (4) has not married
13. I ..... ill since last week.  
(1) is (2) was (3) have been (4) had been
14. The boy ..... from fever since yesterday.  
(1) is suffering (2) was suffering (3) suffered (4) has been suffering

se - 1  
 is from the  
 (4) sold  
 a) solid  
 I observing  
 waiting  
 have cons  
 aves  
 s been  
 make  
 see

... has not been thinking since the traditional  
 ... could be (2) strict

(3) has strict (4) had strict

... are accustomed to  
 ... drink (2) drank

(3) drinks (4) drinking

... will share till you  
 ... finish (2) finish your lunch

(3) will have finished (4) finished

... looks forward to  
 ... film (2) seeing

(3) saw (4) sees

... every man works hard, he  
 ... (2) could not

... become prosperous in his life.  
 (3) cannot (4) is not

... mortal.  
 ... (2) is

(3) will be (4) has been

... in Vizag for ten years.  
 ... had been living (2) had lived

(3) live (4) have been living

... high time  
 ... (1) that we left (2) that we have left

(3) that we had left (4) that we leave

... rich.  
 ... (2) am

(3) was (4) have been

They said that they ..... the Taj Mahal soon.  
 (1) will visit (2) would visit

(3) are visiting (4) may visit.

He said that he ..... from fever.  
 (1) is suffering (2) has been suffering

(3) was suffering (4) has been suffering

I told him that I ..... a book.  
 (1) am reading (2) will be reading

(3) was reading (4) were reading

Before you go to see him, he ..... the place.  
 (1) will leave (2) leave

(3) left (4) will have left

If I ..... the time, I shall visit the zoo.  
 (1) had (2) have

(3) will have (4) had been.

When I go home, my children.....  
 (1) are playing (2) will be playing

(3) will play (4) have been playing

If I ..... the money, I shall lend it to you.  
 (1) am (2) was

(3) were (4) have

31. If we ..... the time, we would visit the Zoo.  
 (1) have (2) had (3) will have (4) have
32. He talks as if he ..... here.  
 (1) was (2) were (3) is (4) has
33. Before I went to the college the bell .....  
 (1) rang (2) has rung (3) had rung (4) was
34. She asked me whether I ..... the film the previous night.  
 (1) have seen (2) was seeing (3) have been seeing (4) had
35. If you had worked hard, you ..... rich.  
 (1) will become (2) would become (3) would have become (4) became
36. If I were a king, I ..... you my queen.  
 (1) will make (2) make (3) made (4) would
37. If he comes to me, I ..... him.  
 (1) help (2) would help (3) shall help (4) must
38. I did not go and ..... the Principal yesterday.  
 (1) met (2) meet (3) had met (4) meet
39. She has not ..... there yet.  
 (1) go (2) went (3) gone (4) going
40. You need not ..... home.  
 (1) coming (2) to come (3) come (4) came
41. Nehruji used to ..... with children.  
 (1) played (2) play (3) playing (4) rained
42. If it ..... I shall not go to college.  
 (1) rain (2) rains (3) will rain (4) rained
43. My father ..... a watch to me if I get first class.  
 (1) will present (2) shall present (3) would present (4) present
44. I will help only .....  
 (1) if I will have time (2) if I shall have item (3) if I had time (4) if I have
45. Do you know .....  
 (1) to swim (2) how to swim (3) swimming (4) to float
46. Babar ..... the Moghul Empire.  
 (1) founded (2) has founded (3) has found (4) has done

You should work hard lest you.....fail.

(1) might

(2) will

(3) should

(4) should not

His daughter enjoys.....a lot.

(1) singing

(2) to sing

(3) to singing

(4) sing

I have not seen him.....

(1) since we have left college

(3) since we had left college

(2) since we left college

(4) since college having been left by us.

If I.....a bird, I should fly away.

(1) were

(2) was

(3) am

(4) have been

# Grammar Review Exercise

Directions for questions 1 to 10: Fill in the blanks with suitable phrasal verbs from the list.

1. He became so furious that he \_\_\_\_\_ his opponent with a baseball.  
 (1) came around (2) knocked out (3) dropped out (4) wiped out
2. He \_\_\_\_\_ that he was a good basketball player but actually he could not even \_\_\_\_\_.  
 (1) got behind (2) made out (3) kept in (4) talked out
3. She fainted in the afternoon but soon \_\_\_\_\_.  
 (1) wiped on (2) pulled out (3) came around (4) wiped out
4. They did not find the deal favourable and so they decided to \_\_\_\_\_ it.  
 (1) pull out of (2) run over (3) look down on (4) cut off
5. Children should be \_\_\_\_\_ home if it rains heavily outside.  
 (1) held onto (2) slipped away into (3) fend off to (4) kept in
6. We \_\_\_\_\_ this deal since it is crucial for the company's future.  
 (1) hinge on (2) weigh up (3) pick on (4) hang around
7. In order to help the society in constructing a temple, the residents came together and \_\_\_\_\_ for its funds.  
 (1) dugged in (2) look over (3) put up (4) raked in
8. By the time we reached there, the boy who was \_\_\_\_\_ the cards had gone away.  
 (1) let in for (2) took up on (3) fishing out (4) dishing out
9. You can \_\_\_\_\_ at my aunt's house if it does not stop raining till then.  
 (1) wind up (2) wait up (3) put up (4) wake up
10. She was so annoyed after knowing the truth that she \_\_\_\_\_ the lamp.  
 (1) smashed up (2) snarled up (3) frittered away (4) hammed up

Directions for questions 11 to 20: The following sentences which are in active voice have to be changed into sentences that are in passive voice. Choose the right option.

11. Hasn't your science teacher taught you about molecules?  
 (1) Haven't you been taught about molecules by your science teacher?  
 (2) Weren't you taught about molecules by your science teacher?  
 (3) Weren't you been taught about molecules by your science teacher?  
 (4) Haven't you being taught about molecules from your science teacher?

The diffusion process spreads the perfume odour throughout the hall.

(1) The perfume odour is been spread throughout the hall.  
 (2) The perfume odour is being spread by the diffusion process.  
 (3) The perfume odour is spread throughout the hall by the diffusion process.  
 (4) The perfume odour was been spread throughout the hall by the diffusion process.

Her arrogant behaviour annoyed me.

(1) I was annoyed by her arrogant behaviour.  
 (2) I was being annoyed by her arrogant behaviour.  
 (3) I have been annoyed by her arrogant behaviour.  
 (4) I was been annoyed by her arrogant behaviour.

My friends are giving me a birthday present tomorrow.

(1) I am given a birthday present tomorrow by my friends.  
 (2) I will have been given a birthday present tomorrow by my friends.  
 (3) I will be given a birthday present tomorrow by my friends.  
 (4) I am being given a birthday present tomorrow by my friends.

Emily observed the chemical reactions occurring in the jar.

(1) The chemical reactions that occured in the jar were observed by Emily.  
 (2) The chemical reactions occurring in the jar were observed by Emily.  
 (3) The chemical reactions occurring in the jar will be observed by Emily.  
 (4) The chemical reactions occuring in the jar have been observed by Emily.

Anna said, "I can't finish my work by tomorrow."

(1) Anna said that she can't finish her work by the next day.  
 (2) Anna said that she will not finish her work by this day.  
 (3) Anna said that she couldn't finish her work by that day.  
 (4) Anna said that she will not be able to finish her work by this day.

Olena said, "I will ask the teacher to explain the concept again."

(1) Olena said that she would ask the teacher to explain the concept again.  
 (2) Olena said that she will ask the teacher to explain the concept again.  
 (3) Olena said that she was going to ask the teacher to explain the concept again.  
 (4) Olena said that she had asked the teacher to explain the concept again.

Chan said, "My English may improve soon."

(1) Chan said that her English was going to improve soon.  
 (2) Chan said that her English had been able to improve soon  
 (3) Chan said that her English improved soon.  
 (4) Chan said that her English might improve soon .

He said, "I had written a letter to my family yesterday."

(1) He said that he had written a letter to his family the day before.  
 (2) He said that he wrote a letter to his family the day before.  
 (3) He said that he was writing a letter to his family the previous day.  
 (4) He said that he will write a letter to his family the previous day.

- (1) Maria said that Ambi is fit to win the competition.  
 (2) Maria said that Ambi should be fit to win the competition.  
 (3) Maria said that Ambi has to be fit to win the competition.  
 (4) Maria said that Ambi was fit to win the competition.

Directions for questions 21 to 25: Given below are sentences written in direct speech. Choose the option that presents the most appropriate way of writing them in the indirect speech.

21. "Will you help me with my homework?", Neeta asked Raman.  
 (1) Neeta asked Raman if he would help her with her homework.  
 (2) Raman was asked by Neeta whether he would help her do the homework.  
 (3) Neeta asked Raman to help her in doing the homework.  
 (4) Neeta asked for Raman's help in doing her homework.
22. "How long have you been studying here?", Ajay asked Seema.  
 (1) Seema was asked by Ajay whether she was studying there.  
 (2) Ajay asked Seema that how long she had been studying there.  
 (3) Ajay asked Seema when she was studying there.  
 (4) Ajay asked Seema about how long she had studied there.
23. Chakram said "I went to Honolulu ten years ago".  
 (1) Chakram announced that he had been to Honolulu ten years ago.  
 (2) Chakram said he has been to Honolulu ten years ago.  
 (3) Ten years ago he had been to Honolulu said Chakram.  
 (4) Chakram said that he had been to Honolulu ten years ago.
24. Heena said "I'm getting married tomorrow".  
 (1) Heena said that she was getting married the day after.  
 (2) She was getting married on the day after said Heena.  
 (3) Heena said on the day after she was getting married.  
 (4) Heena said that on the day after she gets married.
25. Simon said "I like taking photographs and collecting stamps".  
 (1) Simon said about his liking for stamp collection and photography.  
 (2) Simon likes photography and stamp collection.  
 (3) Taking photographs and stamp collection are liked by Simon.  
 (4) Simon said that he liked taking photographs and collecting stamps.

Directions for questions 26 to 35: Choose the appropriate article given below and fill in the blank of the sentences. In case, the sentence does not require an article, choose 'no article'.

26. \_\_\_\_\_ event takes place in the second Sunday of June every year.  
 (1) a (2) an (3) the (4) no article
- Absorption is \_\_\_\_\_ process where broken food molecules enter cells of the body.  
 (1) a (2) an (3) the (4) no article



n in direct speech  
irect speech.

omework.

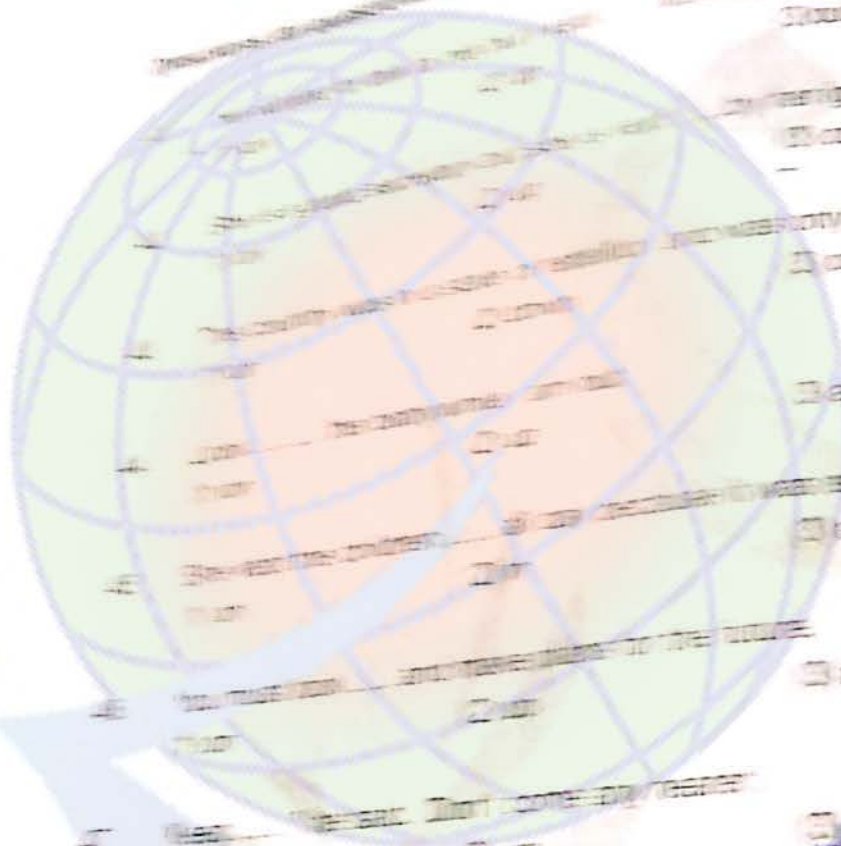
- After staring at \_\_\_\_\_ the \_\_\_\_\_  
(1) the (2) a (3) an (4) no article
- In the human body, the liver is the largest glandular organ with \_\_\_\_\_  
(1) the (2) a (3) an (4) no article
- A \_\_\_\_\_ used piece of wood can fit in that area \_\_\_\_\_  
(1) a (2) an (3) an (4) no article
- It was \_\_\_\_\_ unusually difficult answer. \_\_\_\_\_  
(1) a (2) an (3) the (4) no article
- World peace is \_\_\_\_\_ very commonly debated topic. \_\_\_\_\_  
(1) a (2) an (3) the (4) no article
- A \_\_\_\_\_ exaggerated statement is called a hyperbole \_\_\_\_\_  
(1) a (2) an (3) the (4) no article
- One who gives directions from behind \_\_\_\_\_ scene is a prompter. \_\_\_\_\_  
(1) a (2) an (3) the (4) no article
- A \_\_\_\_\_ assistant came up to me and asked me if I needed assistance. \_\_\_\_\_  
(1) a (2) an (3) the (4) no article

**Directions for questions 36 to 40:** In each of the following sentences, some part of the sentence is underlined. Below each sentence there are four ways of rephrasing the underlined part. Select the answer that produces the most effective sentence.

- The old man down the street has been selling newspapers for the last ten years.  
 (1) has been selling newspapers for the last ten years.  
 (2) had to sell newspapers for the last ten years.  
 (3) have been selling newspapers for the last ten years.  
 (4) will have been selling newspapers for the last ten years.

- When you had received the invitation tonight, only then we will go together.  
 (1) When you had received the invitation tonight  
 (2) When you will be receiving the invitation tonight  
 (3) When you receive the invitation tonight  
 (4) When you received the invitation tonight

- You were not listening to me when I told you to bring me a cup of tea.  
 (1) You were not listening to me  
 (2) You had not listened to me  
 (3) You would not listen to me  
 (4) You had not been listening to me



Grade Setter

# Grammar Review Exercise - 3

For questions 1 to 5: Choose the appropriate combination of articles (a, an or the) to fill the two blanks in each of the sentences given below.

\_\_\_\_\_ black boy and an emotionally troubled white boy in North Carolina form \_\_\_\_\_  
 lifelong friendship.

- (1) the, a
- (2) the, a
- (3) an, the
- (4) a, no article

\_\_\_\_\_ aspiring writer can't figure out \_\_\_\_\_  
 new girl next door, Elaine, who tells

- (1) the, a
- (2) the, a
- (3) an, the
- (4) a, no article

\_\_\_\_\_ exercise of restraint is certain to help \_\_\_\_\_  
 achievement of peace.

- (1) the, the
- (2) the, the
- (3) a, the
- (4) a, no article

\_\_\_\_\_ small patch of bright colour can succeed to brighten \_\_\_\_\_  
 otherwise dull interior.

- (1) the, a
- (2) no article, an
- (3) a, the
- (4) a, an

\_\_\_\_\_ according to Einstein \_\_\_\_\_  
 curvature is caused by \_\_\_\_\_  
 presence of mass or energy.

- (1) no article
- (2) the, the
- (3) an, the
- (4) no article, the

For questions 6 to 10: Choose the appropriate article to fill in the blanks in each of the sentences given below. In case, the sentence does not require an article, choose 'no article'.

\_\_\_\_\_ car I was talking about is standing outside the mall.

- (1) the
- (2) a
- (3) an
- (4) no article

It is always preferable to study in \_\_\_\_\_  
 European University.

- (1) an
- (2) the
- (3) a
- (4) no article

\_\_\_\_\_ is one of \_\_\_\_\_  
 board of directors of the company.

- (1) a
- (2) the
- (3) an
- (4) no article

His courage to confront the minister was termed as \_\_\_\_\_  
 audacious act by everybody.

- (1) the
- (2) an
- (3) a
- (4) no article

Everybody nowadays is interested in taking part in \_\_\_\_\_  
 theatre.

- (1) the
- (2) a
- (3) an
- (4) no article

**Directions for questions 11 to 15:** The following sentences which are in active voice, change them into sentences that are in passive voice. Choose the right option.

11. Jack has sent the television for repair.
  - (1) The television has been sent for repair by Jack.
  - (2) The television is being repaired by Jack.
  - (3) The television will have been sent for repair by Jack.
  - (4) The television will have been sent for repair by Jack.
  
12. The Chopras are giving their full support to the power project.
  - (1) The power project gets its support from the Chopras.
  - (2) The power project is being approved by the Chopras.
  - (3) The power project is being given full support by the Chopras.
  - (4) The power project has been given full support by the Chopras.
  
13. Can you pass this bill on behalf of the director?
  - (1) Can the director pass this bill on your behalf?
  - (2) Can the passing of the bill be done by you?
  - (3) Can this bill be passed by you on behalf of the director?
  - (4) Can you help me out in passing this bill?
  
14. Who has decided to take the final decision?
  - (1) By whom is the final decision being taken?
  - (2) Who is taking the final decision nowadays?
  - (3) By whom has the final decision been taken?
  - (4) The final decision is taken by who?
  
15. We should reorganise the entire show.
  - (1) The entire show is being reorganised by us.
  - (2) The entire show should be reorganised by us.
  - (3) The entire show is reorganised by us.
  - (4) The entire show has been reorganised by us.

**Directions for questions 16 to 20:** The following sentences, which are in passive voice, change them into sentences that are in active voice. Choose the right option.

16. Before the semester was over, the new nursing program had been approved by the Curriculum Committee and the Board of Trustees.
  - (1) Before the semester was over, the Curriculum Committee and the Board of Trustees approved the new nursing program.
  - (2) Before the semester was over the new nursing program was approved by the Curriculum Committee and the Board of Trustees.
  - (3) The Board of Trustees approved the new nursing program after the semester was over.
  - (4) Once the semester was over the new nursing program had been approved by the Curriculum Committee and the Board of Trustees.

- The major points of the lesson were quickly learned by the class, but they were also quickly forgotten by them.
- The major points lessons were learnt quickly and forgotten quickly by the class.
- The class quickly learned and then the major points of the lesson were quickly forgotten by them.
- The class quickly learned, and then had quickly forgotten, the lesson's major points.
- The class quickly learned, and then quickly forgot, the lesson's major points.

- tall buildings and mountain roads were avoided by Ram because he had such a fear of heights.
- (1) Ram had a fear of heights therefore tall buildings and mountain roads were avoided by him.
- (2) A fear of heights led to the avoidance of tall buildings and mountain roads by Ram.
- (3) Ram avoided tall buildings and mountain roads because he had such a fear of heights.
- (4) Because he had such a fear of heights, tall buildings and mountain roads were avoided by Ram.

- "The Yellow Wallpaper" was written by Charlotte Perkins Gilman.
- (1) The Yellow Wallpaper had been written by Charlotte Perkins Gilman.
- (2) The Yellow Wallpaper was being written by Charlotte Perkins Gilman.
- (3) Charlotte Perkins Gilman wrote "The Yellow Wallpaper."
- (4) The Yellow Wallpaper was written by Charlotte Perkins Gilman.

- I was surprised by the teacher's lack of sympathy.
- (1) The teacher's lack of sympathy surprised me.
- (2) Lack of sympathy of teacher surprised me.
- (3) By the lack of sympathy of the teacher I was surprised.
- (4) Surprisingly teacher lacked sympathy for me.

**Directions for questions 21 to 25:** Given below are sentences written in direct speech. Choose the option presents the most appropriate way of writing them in the indirect speech.

"Will you help me with my homework?", Neeta asked Raman.

- (1) Neeta asked Raman if he would help her with her homework.
- (2) Raman was asked by Neeta whether he would help her do the homework.
- (3) Neeta asked Raman to help her in doing the homework.
- (4) Neeta asked for Raman's help in doing her homework.

"How long have you been studying here?", Ajay asked Seema.

- (1) Seema was asked by Ajay whether she was studying there.
- (2) Ajay asked Seema that how long she had been studying there.
- (3) Ajay asked Seema when she was studying there.
- (4) Ajay asked Seema about how long she had studied there.

Chakram said "I went to Honolulu ten years ago".

- (1) Chakram announced that he had been to Honolulu ten years ago.
- (2) Chakram said he has been to Honolulu ten years ago.
- (3) Ten years ago he had been to Honolulu said Chakram.
- (4) Chakram said that he had been to Honolulu ten years ago.

24. Heena said "I'm getting married tomorrow."  
 (1) Heena said that she was getting married the day after.  
 (2) She was getting married on the day after said Heena.  
 (3) Heena said on the day after she was getting married.  
 (4) Heena said that on the day after she gets married.

25. Simon said "I like taking photographs and collecting stamps."  
 (1) Simon said about his liking for stamp collection and photography.  
 (2) Simon likes photography and stamp collection.  
 (3) Taking photographs and stamp collection are liked by Simon.  
 (4) Simon said that he liked taking photographs and collecting stamps.

Directions for questions 26 to 30: Choose the option that correctly converts the given sentence in indirect speech, into direct speech.

26. Shyam asked me whether I was going to help him.  
 (1) "Can you help me?" Shyam asked me.  
 (2) "Are you going to help me?" Shyam asked me.  
 (3) Shyam wanted to know whether I could help him.  
 (4) Please help me, Shyam asked me.
27. At a dinner party a female MP once accused Churchill of being drunk.  
 (1) At a dinner party a female MP once accused Churchill: "You are drunk!"  
 (2) Churchill was accused of being a drunk at a dinner party by a female MP.  
 (3) 'Churchill you are drunk' accused a female MP at a dinner party.  
 (4) 'Drunk you are, Churchill' at a dinner party a female MP accused.
28. Chakram wanted to know what time the banks closed.  
 (1) Chakram asked as to what time the banks closed.  
 (2) Chakram asked, "What time do the banks close?"  
 (3) What time do the banks close was asked by Chakram.  
 (4) What is the closing time for the banks? Asked Chakram.
29. The police officer asked us where we were going.  
 (1) 'Where we were going' the police officer asked us.  
 (2) Where we were going was asked by the police officer.  
 (3) The police officer asked us, 'Where are you going?'  
 (4) The police officer asked us as to 'Where are we going?'
30. The doctor told me to stay in bed for a few days.  
 (1) The doctor said me, 'Stay in bed for a few days'.  
 (2) The doctor said that I need to stay in bed.  
 (3) 'Stay in bed for a few days,' the doctor said to me.  
 (4) Stay in bed for a few days the said to me.

ns for questions 31 to 35: Replace the blank with suitable phrasal verbs from the given choices.

ctors find it difficult to \_\_\_\_\_ to their obese patients that having a healthy body is very necessary in order to avoid any type of critical disease.  
 (1) put behind (2) set up (3) get down (4) get through

than \_\_\_\_\_ the group discussion round although the topic given was very difficult for him.  
 (1) muddled through (2) played down (3) tried on (4) ticked off

They could not make the mayor \_\_\_\_\_ regarding the inconvenience caused to the city in the last two days.  
 (1) run into (2) stretch out (3) pin down (4) wrap up

is better to \_\_\_\_\_ her way as she is a highly aggressive person.  
 (1) stay off (2) keep off (3) beat up (4) leave off

The lecturer \_\_\_\_\_ the students to carry their class notebooks daily.  
 (1) hit on (2) paid off (3) dawned on (4) impressed on

ctions for questions 36 to 50: Fill in the blanks with appropriate choice of prepositions.

I have started getting ..... at 5 a.m. to study but I don't know if I can keep this.  
 (1) on (2) up (3) out (4) back

He had an unhappy childhood and he never looks ..... on it with any pleasure.  
 (1) on (2) up (3) out (4) back

The man walked so fast that the child couldn't keep ..... him.  
 (1) on (2) up with (3) out (4) back

She looked ..... to see who was following her.  
 (1) on (2) up (3) out (4) back

There were so many panes of glass broken that the windows couldn't keep ..... the rain.  
 (1) on (2) up (3) out (4) back

ve been looking ..... a cup to match the one I broke.  
 (1) on (2) up (3) out (4) for

ok ..... me at the station. I'll be at the bookstall.  
 (1) on (2) up (3) out for (4) back

43. Look ..... You nearly knocked my cup out of my hand.  
(1) on (2) up (3) out (4) back
44. He was kept ..... in his research by lack of money.  
(1) on (2) up (3) out (4) back
45. Tom is looking ..... his first trip abroad.  
(1) on (2) to (3) forward to (4) back
46. Look ..... on your way home and tell me what happened.  
(1) on (2) up (3) out (4) in
47. Before putting any money into the business, we must look very carefully .... the acc  
(1) on (2) up (3) into (4) back
48. I look ..... her as one of the family.  
(1) on (2) up (3) out (4) back
49. My windows look ..... the garden.  
(1) on (2) on to (3) out (4) back
50. He asked me to look ..... the document and then sign it.  
(1) on (2) up (3) over (4) back



# Reading Comprehension

When a passage is given and you are asked to answer questions based on the information that is given in the passage. So, do not make your own judgement or refer to any matter that you know.

We need to pay special attention to RC - Reading Comprehension? It is because we are being asked what we have understood after reading the passage under a time constraint. The reading style for RC is from the reading style we already use. We have to go through our textbooks very carefully to find anything. We cannot afford to skip a point here or a line there, lest we miss out on that crucial one which gives us an edge over the competitor. Nor do we read the passage as we read an Agatha Christie novel page to page, word by word, curled up in bed on a nice wintry day.

We need to keep the time factor in mind and finish off our task within the allotted time. It is seldom that we are given more than 4 or 5 minutes for a passage; this includes the time to answer the questions. We must read the passage smoothly and fast, we can answer almost all the questions confidently.

How are we able for us to answer the questions without reading the passage? Yes. And we should just search for the answers if we have just a minute or so and no time to read the passage at all. But, we must understand the importance of reading fast and getting the important points without dilly-dallying. This will help us understand and go through our textbooks, case studies, newspapers and magazines faster. It's 'what's cool' and 'what's hip'.

Here are a few techniques that we can apply to read faster and comprehend better:

Do not regress while reading. Read right the first time round only, instead of re-reading and re-reading and re-re-.... Always read in the forward direction and do not look back at all.

Concentrate on what you are reading and not on what's there for dinner or what dress to wear for the birthday party.

Read fast as if you really have an express train running after you.

Keep the details roughly in mind so that you can search for the answer quickly instead of going on a treasure hunt.

Do not read aloud or even read word-by-word in your mind, this is because there is really no need to read everything, you can skip a point here and a point there if you feel that they are not important enough to be asked a question about.

Try to have a picture of what you read so that you can get the whole picture of the passage.

Try to take in more words at a glance rather than only one word.

**Approaches to Reading Comprehension**

There are several methods of attempting a Reading Comprehension passage. They are given below:

- Read the passage and answer the questions. This is a good method and can help you find answers right, or at least help you guess intelligently.
- Take a glance at the questions first, and then read the passage and answer the questions as you read the passage and avoid reading unnecessary things.
- Just read the questions and go searching for the answers. If you do not have any time to read the passage, just go and mark answers to whatever questions you can trace in the passage.
- Read two paragraphs, look up if there are any questions based on it and then read the next two paragraphs and answer any questions based on it, and so on... This is a good method as the information you ever you have read remains fresh in your mind and you can answer it immediately.

There are various methods that help you improve your reading speed. These are given below:

**Underlining Hand Method**

In this method, you need to move your finger or pencil under the line that you are reading in the same direction. This helps you concentrate and keep reading forward.

**Vertical Page Motion**

In this method, you get focus and concentration by placing your hands on either side of the page and moving it down as you read along. This method helps as you are able to read more as compared to the previous method. You can take a look at the entire line and a portion below it too.

**The Brush Technique**

Quite an advanced one, you have to brush your hands diagonally from the north-west corner to the south-east corner. It requires a lot of concentration and an attention to detail.

**The Mapping Technique**

What you do here is to read paragraph by paragraph and make a mental map of what you have read in each paragraph, so that you can search in the exact paragraph, should you wish to search for any specific information. You must keep in mind how each paragraph links to the previous one and the one that follows.

Read with enthusiasm, and not in a dejected mood. Positive thinking always leads to success. Yeah!

Read the following passages and answer the questions that follow.

Passage – 1

San Francisco, America's romantic city by the bay, has always been for the artists, writers, and lovers who have called it home. At least part of their hearts there. One of the great American romantics, who wrote in San Francisco, was Jack Kerouac. Kerouac rewrote the history of an entire post-war era in "On the Road".

Jack Kerouac was born on March 12, 1922, in Lowell, Massachusetts, to a working class Catholic, French-Canadian family. He was a typically all American childhood. He played baseball, read pulp fiction, and became a high school star. He entered Columbia University on a football scholarship, but when a leg injury put him out of the grid iron, he chose the literary field of work. American literature would never be the same without his romanticized autobiographical novels and wayward travels, which were often the basis of his work. He became the unquestioned king of the Beat Generation writers.

Becoming the father of the San Francisco-based Beat Generation, Kerouac was writing in the bars and nightclubs of New York City's Lower East and Lower West sides. Here he met and worked with other writers like William S. Burroughs and Allen Ginsberg before they all took their restless spirits to West and started a literary and cultural revolution.

Jack Kerouac first landed in the San Francisco Bay area in 1947, hoping to get a berth on a merchant marine ship. He soon met his kindred spirit, Neal Cassady, whose frenetic letters and cross-country travels inspired him to write *On the Road*, perhaps his pre-eminent work, in one long paragraph during the month of November 1951.

*On the Road* was written as a simple personal testament "in search of his writing soul". Kerouac had no idea that his book would spur a generation onto the highways and into the tumultuous activism of the 1960s. A decade later,

Jack Kerouac became a media superstar and even a mythical figure himself. But in the end, he did not live with the myth he created. He split from the ranks of his fellow Beat writers, like Ginsberg, and voiced support for America's war effort in Vietnam. Later in his life, he moved in back with his family, drank too much, and became more and more reactionary. His later years were an ironic turn on the freedom he wrote about and lived to a great extent. Still, the stories he created live on within the souls of American youth, the lingering American romantics.

Jack Kerouac was born  
 to a working class family in Massachusetts.  
 to a Canadian family.  
 to Irish Catholic parents.  
 in a sandlot.

Jack Kerouac relocated to San Francisco in

- (1) 1922
- (2) 1947

- (3) 1951
- (4) the midst of the Vietnam War

3. Kerouac and Neal Cassady at (1) French Consulate in Toronto (2) New York
4. On the Road was (1) not important to the youth of America (3) Alan Ginsberg's ex-wife
5. Which of the following is NOT mentioning about Kerouac's life? (1) His service for the US war effort in Vietnam (2) His French-Canadian upbringing (3) His smoking role in the Beat Generation (4) His unsuccessful marriage.
6. The best title for this passage would be (1) Post-war Literature and a New Beginning (2) Narrative: King of the Beats Opens a New Road. (3) San Francisco Writers (4) Vietnam Process: The Early Years.

Passage - 2

Rock, or rock-and-roll is a form of music that was invented in the United States in the 1950s. It became popular in the US, Europe, and many other parts of the world. African-American performers like Little Richards, Fats Domino, Ray Charles, and Big Joe Turner were among the first people with true rock-and-roll, a combination of various elements from country and Western, gospel, blues, and jazz. The influences of early performers like blues man Muddy Waters, gospel performer Brown, jazz musician Louis Jordan, on rock-and-roll, are still felt today. For example, the country legend Hank Williams affected musicians, from early rock star Buddy Holly to 1980s rockers like Springsteen.

In the segregated 1950s, African-American musical forms were not considered appropriate for white audiences. Much of the US population had not been exposed to them. All that changed, when Cleveland disc jockey, Alan Freed began to play rhythm and blues to a largely non-African-American audience. Freed was successful and a lot of records were sold. The music spread, and the term rock-and-roll - began to spread as well.

Teenagers and the money they were willing to spend on records provided an impetus for rock-and-roll. In their way to becoming rock stars, many performers copied songs from the original artists. For example, Pat Boone scored a hit with a toned-down version of Little Richards' song, 'Tutti Frutti', prompting Little Richard to comment, "He goes and outsells me with my song that I wrote". In 1955-56, Chuck Berry and the Comets, and particularly Elvis Presley became famous for their version of traditional blues. Elvis Presley's first television appearance in January 1956 marked rock-and-roll's entry to the world of pop music.

What is the main topic of this passage?

- (1) American popular music
- (2) The careers of successful rock musicians
- (3) The musical elements that distinguish pop from classical music.
- (4) The origins of the music that came to be called 'rock-and-roll'.

Who is NOT mentioned as an African-American performer who was amongst the first to come out in rock-and-roll?  
 (1) Fats Domino  
 (2) Little Richards  
 (3) Elvis Presley  
 (4) Ray Charles

According to the passage, true rock-and-roll is characterized by a combination of which of the following?

- (1) The music of Bruce Springsteen and Hank Williams
- (2) Musical influences from Europe and Asia
- (3) Forms of music heard on most radio stations in the early 1950s
- (4) Country and Western, gospel, rhythm and blues, and jazz

In the 1950s rock-and-roll

- (1) was not popular among teenagers.
- (2) was not considered appropriate for White audiences.
- (3) sold few records.
- (4) was invented.

Many performers copied songs from \_\_\_\_\_.

- (1) classical music
- (2) Pat Boone
- (3) original artists
- (4) 'Tutti Frutti'

Which of the following is NOT mentioned in the passage as being a factor in the commercial success of early rock-and-roll?

- (1) The purchasing power of early rock enthusiasts.
- (2) The charismatic personality of disc jockey Alan Freed.
- (3) the exposure of a non-African-American audience to African-American musical forms
- (4) rock's popularity with teenage audiences

### Passage – 3

Primitive mammals called monotremes are the only living representatives of the subclass Prototheria. This makes them the most likely living representatives of creatures that were part of the evolutionary transition from reptiles to mammals. They share some qualities with reptiles and birds, but are nevertheless true mammals. Like birds and reptiles, monotremes lay eggs rather than give birth. But like other mammals, they have hair, large brains, and mammary glands that produce milk to nourish their offspring.

Their primitive organization and close relation to reptiles is manifested in their uncomplicated brain structure, egg-laying habits and cloaca. (A cloaca is found in amphibians, reptiles, birds, certain fish, and monotremes, but not in placental mammals or most bony fishes. The animal's intestinal, urinary, and genital tracts open into this common cavity, which also functions as an outlet.)

Another feature that indicates they may be related to reptiles is their egg-laying behaviour. Monotremes lay hard-shelled eggs, which are predominantly yolk, like those of reptiles and birds. The young are born in a relatively early stage of development and remain dependent upon the parents. The females have no teats; instead, milk that they secrete from their mammary glands passes directly through their skin.

There are only three types of monotremes in existence: the duck-billed platypus, the echidna, or anteater. The platypus has webbed feet, a long nose, and a long-tongued mouth. The female echidna lays one egg at a time in a pouch that she develops in her abdomen. Her young will hatch in it and develop for several months.

1. On which of the following aspects of monotremes does the passage focus?
  - (1) The food they eat and their behaviour in the wild
  - (2) The times of day when they are most active
  - (3) Their relationship to both reptiles and mammals
  - (4) Their mating behaviour and reproductive organs
  
2. Which of the following is NOT mentioned as a quality that monotremes share with other mammals?
  - (1) hair on the body
  - (2) development of mammary glands
  - (3) egg-laying
  - (4) a large brain
  
3. The passage states that monotremes are
  - (1) extinct
  - (2) reptiles and birds
  - (3) egg-laying mammals that are related to reptiles and birds
  - (4) highly intelligent
  
4. Monotreme babies are born
  - (1) and nurtured in a nest
  - (2) fully developed and quickly become independent
  - (3) live like the babies of other mammals
  - (4) in the early stages of development and must rely on their mothers
  
5. The duck-billed platypus is
  - (1) the tube-like nose of a monotreme
  - (2) a subspecies of anteater
  - (3) a portion of the monotreme reproductive system
  - (4) one of the few surviving species of monotreme
  
6. According to the passage, where do young echidnas live right after they are hatched?
  - (1) in a pouch on their mother's abdomen
  - (2) in their mother's cloaca
  - (3) in amphibians, birds, reptiles, and certain fish
  - (4) in an egg that has a shell and that is predominantly yolk

ids are rocky, m  
 ggest known ast  
 e of pebbles. M  
 n for gravity to  
 tres in diamete  
 that stretches  
 between the orb  
 ing star, becau  
 irth as a metec  
 of small grains

has been m  
 ht to have lar  
 species, inc  
 ng a climate  
 ns of years, l  
 metres in dian  
 on being kill  
 ama womar

Which of  
 (1) They  
 (2) Most  
 (3) Many  
 (4) They

The ma  
 (1) of th  
 (3) abo

Which  
 (1) It n  
 (2) No  
 (3) It l  
 (4) It

In the  
 (1) T  
 (2) T  
 (3) T  
 (4) T

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

Passage - 4

... celestial objects that orbit around the sun, but are too small to be considered planets. ... Asteroids are irregularly shaped, and a few are large enough to have made their own spheres. About 200 asteroids in the solar system are 100 kilometres or more in diameter. Most are between 1 and 100 metres in diameter. They orbit in a belt between Mars and Jupiter. An asteroid that hits Earth's atmosphere is called a meteor. ... Between 1,000 and 10,000 tons of this material fall on Earth daily. Much is in the form of dust, but about 1,000 metallic or rocky bits fall on Earth each year.

... speculation about large meteors hitting the Earth. A large asteroid or comet is thought to have struck in Mexico about 65 million years ago. The impact may have led to the extinction of dinosaurs, by throwing dust into the atmosphere, blocking the sunlight, and causing a climate change. The period of time between such a large meteor impacts is probably in the millions of years. But smaller meteors such as the one that caused the Meteor Crater in Arizona (about 1.2 kilometres in diameter), may hit the Earth every 50,000 to 100,000 years. There's no historical record of a meteor being killed by a meteorite. The only reported injury occurred on November 30, 1954, when an Alabama woman was bruised by an eight-pound meteorite that fell on her through the roof of her house.

Which of the following assumptions about asteroids is expressed in the passage?

- (1) They rarely become meteorites.
- (2) Most are relatively small.
- (3) Many exist, but few actually fall on Earth.
- (4) They are a major cause of death in some regions.

The majority of asteroids are

- (1) of the size of boulders.
- (2) symmetrical.
- (3) about 1,000 kilometres in diameter.
- (4) irregular in shape.

Which of the following explains why a meteor is called a shooting star?

- (1) It may have caused the extinction of dinosaurs.
- (2) No one is known to have been killed by one.
- (3) It burns in a flash of light.
- (4) It can be rocky or metallic.

In the passage, why does the author mention the Meteor Crater in Arizona?

- (1) To give an example of the impact of a smaller meteor.
- (2) To increase interest in astronomy.
- (3) To close the passage on an interesting note.
- (4) To show how meteors can wipe out animal species.

The Alabama woman in the passage is mentioned to

- (1) show that meteorites can kill.
- (2) illustrate the only documented injury of a human being by a meteorite.
- (3) show that meteorites can damage homes.
- (4) warn people of space objects.

Passage - 5

A highly-acclaimed motion picture of 1979 concerned a nearly disastrous accident at a nuclear power plant. Within a few weeks of the film's release, in a chilling coincidence, a real-life accident similar to the fictitious one occurred at the Three Mile Island plant near Harrisburg, Pennsylvania. Incidents even corresponded in certain details, for instance, both in the film and in real life, one of the mishaps was a false meter reading caused by a jammed needle.

Such similarities led many to wonder whether the fictional movie plot had been prophetic in some way. The movie depicted officials of the power industry as seriously corrupt, willing to lie, bribe, and conceal their culpability in the accident. Did a similar cover-up occur in the Three Mile Island incident? Famous we will never know. We do know that, despite the endeavours of reporters and citizens to uncover the cause of the accident, many of the facts remain unknown. Although they declared the public is entitled to the truth, many of the power industry leaders responsible have been reluctant to cooperate with independent, impartial investigators.

1. The nuclear accident described in the movie
  - (1) was successfully concealed by power industry leaders and officials.
  - (2) was caused by a series of coincidences.
  - (3) as a surprisingly accurate foreshadowing of actual events.
  - (4) took place at the Three Mile Island.
2. Officials of the nuclear power industry
  - (1) have committed murders to make possible a cover-up of the incident at Harrisburg.
  - (2) had predicted that nuclear accidents were likely to occur.
  - (3) have cooperated with the film industry.
  - (4) have been reluctant to reveal the full story about the Three Mile Island incident.
3. According to the passage, public concern over the accident near Harrisburg
  - (1) had no effect on the subsequent investigation.
  - (2) was lessened by the quick response of industry leaders and officials.
  - (3) prompted widespread panic throughout Pennsylvania.
  - (4) persisted as many questions were left unanswered.
4. Reporters looking into the accident at Three Mile Island
  - (1) uncovered more facts than did citizen groups.
  - (2) did not succeed in uncovering all the facts about the cause of the accident.
  - (3) cooperated closely with power industry officials.
  - (4) kept documented information from the public.
5. All of the following are true, EXCEPT...
  - (1) The movie about a nuclear accident has been praised.
  - (2) The Press has sought fuller information about the Three Mile Island mishap.
  - (3) A mechanical breakdown was a partial cause of the Harrisburg accident.
  - (4) The release of the movie came only weeks after the Three Mile Island accident.



## Style of RC Passages

Every passage given in ICET has a specific style of its own. 'Style' here refers to the way of writing of an author. It can be known by looking at the sentence structure, usage of words and phrases and formation of paragraphs.

There are several well-defined styles of passages which are a frequent phenomenon in ICET papers are as follows:

**Argumentative style** – These style of passages carry forward a distinct opinion of the author on any significant topic. The author tries to justify his/her individual point of view on a particular issue by giving examples and sometimes the author may also try to impose these views on the reader.

**Philosophical style** – Passages based on this style use abstract words, phrases, idioms and they always have a hidden meaning of their own which the reader has to derive in order to understand the main idea and the theme of the passage. Topics related to philosophy, psychology, morality and religion are essentially based on this style.

**Factual Style** – These passages are very neutral and objective by nature. They mostly talk about facts and natural occurrences which have an existence of their own. They also refer to scientific facts and data in order to support their statements. Such passages do not include the author's opinion at all and they are very unbiased and dispassionate in their theme.

**Analytical Style** – These passages have the main idea given in the first paragraph or the last paragraph of the passage. First the main idea is given and then its individual elements are broken down into different parts and each part is analysed in detail in separate paragraphs.

**Narrative Style** – Passages based on this style are written in the form of a story with a definite beginning, middle and end.

Directions for questions 1 to 15: Read the following passages and answer the questions

Passage – 1

Genetic engineering enables scientists to create plants, animals and micro-organisms by recombining genes in a way that does not occur naturally. These genetically modified organisms (GMOs) are released through nature and interbreed with natural organisms, thereby contaminating non 'GE' environments over future generations in an unforeseeable and uncontrollable way.

Their release is 'genetic pollution' and is a major threat because GMOs cannot be recalled once they have entered into the environment. While scientific progress on molecular biology has a great potential to improve our understanding of nature and provide new medical tools, it should not be used as justification for releasing GMOs into a giant genetic experiment by commercial interests. The biodiversity and environmental integrity of the world's food supply is too important to our survival to be put at risk.

Biological diversity must be protected and respected as the global heritage of humankind and as one of the world's fundamental keys to survival. Governments are attempting to address the threat to biodiversity through international regulations such as the Biosafety Protocol.

We believe GMOs should not be released into the environment as there is not adequate scientific understanding of their impact on the environment and human health. We advocate immediate measures such as labelling of GE ingredients, and the segregation of genetically engineered seeds from conventional ones.

We also oppose all patents on plants, animals and humans, as well as patents on their genes. We oppose the use of genetic engineering as an industrial commodity. When we force life forms and our world's food supply to conform to narrow economic models rather than their natural ones, we do so at our own peril.

1. How can GMO pollute the nature and non GE environments?
  - (1) By using non-renewable resources
  - (2) By throwing natural waste injudiciously.
  - (3) By violating biological laws.
  - (4) By interbreeding with natural organisms
  
2. Why is genetic pollution seen as a threat?
  - (1) Because it causes environment pollution.
  - (2) Because GMO violates Biosafety Protocol.
  - (3) Because GMO cannot be called back if once introduced.
  - (4) Because GMO is not natural but synthetic.
  
3. Why is the author against GMOs?
  - (1) Because he believes that natural genes should not be tampered with.
  - (2) GMOs are a menace to environmental integrity.
  - (3) GMOs do not understand nature as it exists.
  - (4) GMO are bi-products of industries.
  
4. What should be seen as a heritage of mankind?
  - (1) Nature
  - (2) GE ingredients
  - (3) Biological diversity
  - (4) All of the above

- the author preaches for which of the following?
- (1) Ban on the use of GE genes.
  - (2) Patents on genes of living organisms.
  - (3) Protection of world's food supply
  - (4) Labelling GE ingredients and segregating GMOs

Passage - 2

African continent has been the location of some of the bloodiest and violent conflicts of recent decades. Rwanda, for example, there was genocide on an unprecedented scale. In Europe and the USA there has been strong criticism of international organisations such as the United Nations for their slowness in reacting to crisis in Rwanda and Somalia.

The question to be asked is whether the involvement of other African countries in these conflicts is really philanthropic. We have seen in places such as the Democratic Republic of the Congo that many countries such as Zimbabwe are involved in the war to procure the diamond mines and other resources in their own interest. Neighbouring countries in Africa rather have their own way than sort the crises which according to them can become international disputes in future. These countries do no better by sending their own troops to stabilize the country and restore the rightful ruler. In fact, the situation degenerates into the civil wars we see elsewhere on the continent.

because the intervening country used infantry or tanks instead of negotiation or aerial bombardment (as in Vietnam), doesn't make it any more likely to restore peace. On a global scale, Vietnam is the classic example of how using infantry to intervene in a guerrilla war is a futile exercise. On an African stage, the intervention by neighbouring countries has only increased the death toll, not the success at ending the war.

Which of the following places saw genocide?

- |           |              |            |             |
|-----------|--------------|------------|-------------|
| (1) Congo | (2) Zimbabwe | (3) Rwanda | (4) Somalia |
|-----------|--------------|------------|-------------|

How are the neighboring countries in Africa trying to help those countries which are facing conflicts?

- (1) By educating the citizens of the war-torn areas.
- (2) By providing food supplies to the poor and deprived.
- (3) By negotiating with the conflicting groups.
- (4) By using infantry and tanks to restore peace.

Why does the author doubt whether the involvement of Zimbabwe in Congo is really genuine?

- (1) Because Zimbabwe has vested interests in other resources.
- (2) Because it is unable to restore peace.
- (3) Because it is slow in negotiating with other governments.
- (4) Because it hasn't informed UN about the steps it is taking.

What is the problem that African countries are facing?

- (1) The Africans are illiterate and uneducated.
- (2) The African government is inefficient.
- (3) There are wars and conflicts causing violence in Africa.
- (4) The United Nations is reluctant to help the poor economies of African countries.

10. Which of the following has been futile attempt in restoring peace in the countries?  
 (1) Zimbabwe's intervention  
 (2) Guerrilla war of Vietnam  
 (3) Infantry intervention and tanks  
 (4) Criticism of United Nations by Africa

Passage - 3

Before the rise of the modern animal movement there were societies for the prevention of cruelty to animals, but these organizations largely accepted that the welfare of nonhuman animals deserves protection, and when human interests are not at stake. Human beings were seen as quite distinct from, and superior to, all forms of animal life. If our interests conflict with theirs, it is always their interests that we are to give way. In contrast with this approach, the view that I want to defend puts human and nonhuman animals, as such, on the same moral footing. That is the sense in which I argued, in *Animal Liberation*, "all animals are equal."

Obviously nonhuman animals cannot have equal rights to vote and nor should they be held responsible for what they do. That is not the kind of equality I want to extend to nonhuman animals. A fundamental form of equality is *equal consideration of interests*, and it is this that we should extend to the boundaries of our own species. Essentially this means that if an animal feels pain, the pain is as much as it does when a human feels pain—if the pains hurt just as much. How bad pain and suffering does not depend on the species of being that experiences it.

I have been arguing against the widely accepted idea that we are justified in discounting the interests of an animal merely because it is not a member of the species *Homo sapiens*. Unfortunately a great deal of what Americans do to animals, especially in raising them for food in modern industrialized farms, causes prolonged suffering on literally billions of animals each year. Since we can live very good lives without this, it is wrong for us to inflict this suffering, irrespective of the question of the wrongness of taking the lives of these animals.

11. The author is fighting for which of the following?  
 (1) Cloning of animals  
 (2) Beating and ill-treating animals  
 (3) Animal Rights  
 (4) Protection of animals from poachers
12. Which of the following is used to represent humans in the passage?  
 (1) *Homo sapiens*  
 (2) *Anser Indicus*  
 (3) Phylum Chordata  
 (4) *Diceros Bicornis*
13. Some organisations protect animal rights only when  
 (1) they animals are used in industrialised farms.  
 (2) till the time interest of humans and animals are different.  
 (3) the use of animals causes them prolonged illness.  
 (4) painful experiments are conducted on domestic animals.
14. What does the author definitely not mean by 'equal consideration of interests' of humans & animals?  
 (1) Pain inflicted to humans matters as much as when it is inflicted on animals.  
 (2) Animals should not be made to sacrifice their interests for humans.  
 (3) Animals should be punished and held responsible for mistakes the same way as humans.  
 (4) Cruelty to animals is unfustified.
15. What causes prolonged suffering on animals?  
 (1) Shooting them for pleasure.  
 (2) Beating them for carrying load.  
 (3) Using them for mechanical jobs.  
 (4) Raising them in industrialised farms.

## Philosophical Style Passages

Directions for questions 1 to 20: Read the following passages and answer the questions that follow

### Passage - 1

It is only said that even a holy man cannot live in peace without satisfying his wicked neighbors. It is not a question whether one wants to live in peace. The more important question is whether the neighbors will tolerate it. To bring tolerance among the neighbors so that you can live in peace, they demand that you have to be jealous of things which you enjoy but which they could not have. Although in theory it sounds good to preach "live and let live" and "treat thy neighbor as thou art", in actual practice, it is seldom followed. One thing is clear that anyone seeking peace, freedom and happiness, must select a suitable neighborhood.

In a society or a country to be well governed, a certain discipline and self-control becomes necessary. If each to live as he likes is sure to lead to chaos as the interests of individuals are likely to conflict. Suffering has been the lot of mankind even after centuries of civilization and culture, and it speaks ill of the society and the world that did not benefit from these.

Why ever thought why our civilization and culture with all their promises and traditions of religion, philosophy, sociology, economics, politics and what else there is - have so far failed to give a normal human society where every one can live in peace, can enjoy happiness and be free? We hardly realize that this is due to the bane of permissive society which is not the product of today's civilization and culture.

Some think but which is an evil that made inroads, though in small measure, right from the beginning of civilization. For example, the divine rights of royalty and the might and main of privileged class have scant respect for control and discipline. Their behavior pattern was governed by their attitude which held self-control in contempt and discipline as abasement.

In a permissive society, exceptions become the rule and the rules remain as mere exceptions. So whatever rules, commandments, rules, etc. were formulated by religion, ethics, sociology, economics, law, etc. remained operative only for those who respect and obey them. Others who defied the structure and authority behaved cynically. After much deliberation on the issues of right and wrong, a framework of rules, laws and commandments happens to be projected - and do we not find them uniformly good everywhere? These, however, fail to be imperative.

The primary purpose of the passage is to

- (1) discuss about the tolerance of people in permissive society regarding the wrong doings that are happening in the society.
- (2) discuss about a holy man living in peace with his neighborhood.
- (3) analyse the culture and tradition of a specific society.
- (4) justify the importance of suffering in creating a successful society.

The meaning of the word 'abasement' given in the 4th paragraph of the passage is:

- (1) devastation                      (2) reduction                      (3) degradation                      (4) esteem

According to the passage

- (1) A suitable neighborhood can be selected easily.
- (2) Each individual should be allowed to live his life in his own way.
- (3) In permissive society, each individual is made to abide by the rules and regulations that are laid down.
- (4) The curse of the permissive society has been present since the very beginning of the human civilisation.

4. The author has defined the attitude of the  
 (1) disciplined and rule-oriented  
 (2) full of life and happiness  
 (3) full of sympathy and compassion  
 (4) very less respect for self-control and discipline
5. What does the author imply by the statement 'a holy man cannot live in peace without some wicked neighbors'?
- (1) Peace and happiness are the secrets of a successful life.  
 (2) One cannot live in peace unless the wicked people tolerate this attitude.  
 (3) 'Treat thy neighbor as thyself' is seldom followed in real life.  
 (4) A society or country cannot be well-governed unless people develop strong interests in each other.

Passage – 2

A virtue such as honesty or generosity is not just a tendency to do what is honest or generous, but is helpfully specified as a "desirable" or "morally valuable" character trait. It is, indeed a character trait that is, a disposition which is well-entrenched in its possessor, something that, as we say, "goes the way down", unlike a habit such as being a tea-drinker — but the disposition in question, far from being a single-track disposition to do honest actions, or even honest actions for certain reasons, is multiple. It is concerned with many other actions, or even emotions and emotional reactions, choices, desires, perceptions, attitudes, interests, expectations, and sensibilities. To possess a virtue is to possess a certain sort of person with a certain complex mindset. (Hence the extreme recklessness of an action based on a virtue on the basis of a single action.)

The most significant aspect of such a mindset is the wholehearted acceptance of a certain set of considerations as reasons for action. An honest person cannot be identified simply as one who, for example, practices honest dealing, and does not cheat. If such actions are done merely because the agent believes that honesty is the best policy, or because they fear being caught out, rather than through recognition that honest actions are done for certain reasons, they are not the actions of an honest person. An honest person cannot be identified simply as one who, for example, always tells the truth, nor even as one who always tells the truth because it is the truth, for one can have the virtue of honesty without being tactless or indiscreet. The honest person recognises "That would be a lie" as a strong (though perhaps not an overriding) reason for not making certain statements in certain circumstances, and gives due weight to "That would be the truth" as a reason for making them.

6. According to the passage, 'honesty' can be defined as
- (1) a 'desirable' or 'morally valuable' character trait  
 (2) a particular characteristic that is deeply rooted within a person who follows it  
 (3) a single-track disposition to do honest actions  
 (4) a tendency to be honest or generous
7. The meaning of the word 'indiscreet' given in the last paragraph of the passage is
- (1) careful                      (2) unclear                      (3) imprudent                      (4) unjustified
8. All of the following are true according to the passage except
- (1) A person can be honest even by being tactful.  
 (2) Honesty is a quality or trait of being honest.  
 (3) Any person who practices honesty cannot be necessarily qualified as honest.  
 (4) An honest person differentiates between a strong or a weak reason for his actions.

Any virtue or disposition (like honesty) is not concerned with which of the following?  
 (1) desires and attitudes  
 (2) emotions and reactions  
 (3) interests  
 (4) recklessness

possessing a virtue like honesty implies that  
 (1) the person never does a dishonest act.  
 (2) the person is honest for the sake of being called 'moral'.  
 (3) the person is tactless and indiscreet.  
 (4) a person has a certain mindset which reasons his honest actions.

Passage - 3

In his book, The Myth of the Framework, Popper stated, "I hold that orthodoxy is the death of knowledge, the growth of knowledge depends entirely on the existence of disagreement." In short, everything should be open to critical analysis. Nothing is sacred in that regard. Thomas Jefferson said, "Question with boldness even the existence of a God; because, if there be one, he must more approve of the homage of reason, than that of blind-folded fear."

One of Popper's main contributions to political theory was The Open Society and Its Enemies. In it, he reformulates Plato's question of "Who should rule" into "How do we arrange our institutions to prevent rulers from doing too much damage." He is probably best known for his principle of falsification. Falsificationism is the idea that science advances by unjustified, exaggerated guesses followed by unrelenting criticism. Only hypotheses capable of clashing with observation reports are allowed to count as scientific. Those that aren't are considered metaphysical and exist outside the realm of science. Faith, for example, is not a matter of science. It's metaphysical in nature. On that basis alone, acts such as creationism don't qualify as science.

Which of the following works deals with political theory ?

- (1) The Myth of the Framework
- (2) The Open Society and Its Enemies
- (3) Falsification of Political Principles
- (4) None of the above

What is metaphysical and not science ?

- (1) Observation
- (2) Hypothesis
- (3) Faith
- (4) Growth of knowledge

According to Popper, what is the relationship between orthodoxy and knowledge?

- (1) Orthodoxy helps in growth of knowledge.
- (2) Orthodoxy and knowledge are two sides of the same coin.
- (3) Knowledge leads to orthodoxy.
- (4) Orthodoxy causes death of knowledge because it does not believe in disagreement.

What is the theory of Falsification ?

- (1) Any guess which is substantiated and validated by observation is science.
- (2) Beliefs which are justified by an authority are rational.
- (3) A rationalist is someone who keeps his ideas open to criticism.
- (4) Science adheres to its positions regardless of shifts in reality.

Why did Jefferson say that existence of God should be questioned ?

- (1) If God exists, His existence should be critically analysed
- (2) God would approve reasoning of His existence rather than blind belief in Him.
- (3) The debate of His existence is metaphysical and not scientific.
- (4) This helps in increasing our knowledge about God.

Read the following passages and answer the questions that follow

Passage - 1

Earthquakes are the shaking, rolling or sudden shock of the earth's surface. They are the Earth's natural... More than a million earthquakes rattle the world each year. The West Coast is... Earthquakes can be felt over large areas although they usually last less than one minute. Earthquakes... about 20 plates along the surface of... When the plates squeeze or stretch, huge... If you were to apply a force to both ends of the pencil by pushing... After enough force was applied, the pencil would break in... The Earth's crust acts in the same way. As the plates... When the break occurs, the stress is released as energy which moves through the Earth in the form... an earthquake. The theory of plate tectonics is an interesting story of... plates that move relative to one another. The plates are... Sometimes the plates crash together, pull apart or... it commonly results in earthquakes.

Earthquakes are earth's means of:

- (1) rolling around. (2) releasing stress. (3) shocking the earth. (4) shaking the east and west coasts.

Earthquakes are felt over large areas although:

- (1) they cannot be predicted. (2) they last less than a minute. (3) more than a million earthquakes unnerve the world every year. (4) the West Coast is most at risk.

The pencil acts like the:

- (1) Earth's crust (2) Plates (3) Shifting rocks (4) Released energy

The plate tectonics theory is about:

- (1) the violent movement of the earth's surface. (2) the forces that manifest in the rocks. (3) the continents moving about. (4) the collision of continents.

The tectonic theory finds support in:

- (1) a wide range of evidence (2) the composition of earth's crust (3) the crashing of the plates (4) the occurrence of the earthquakes



## Passage - 2

Education - the pursuit of knowing is an all encompassing process that must lead to the highest realization of our ability. In our conventional language, a person who has specialized knowledge and professional degrees in a particular subject is called educated. This accumulated knowledge helps him to start a successful career in his chosen field and earn a comfortable living. This education indeed is one dimensional. In this era of overstressing a single dimension we are developing oblivion to the other dimensions that are unequivocally important. The process of education begins the moment we are born. As we begin living in the world, the eyes gaze at the surrounding things and the ears listen to the various sounds. As we pick up actions and words from those around us. It is obvious that we learn those things that are easily to which we are exposed early and frequently. This very nature or tendency of our comprehension forms the foundation of all our learning in all the years to come. Hence it is of utmost value to furnish a child early with the positive energy of his mind. Our educational syllabi are quite vast and well compiled. We are made aware of the infinite universe, wonders of science and technology, logics of mathematics. We do not find it necessary to explain or be explained the wonders and power of the mind. Mind was the genesis of all human thoughts and thus the originator of all human creation. This is either the most progressive world or the short sightedness of our educated society.

6. The passage defines education as:
  - (1) the pursuit of knowing.
  - (2) an encompassing process.
  - (3) a gradual realization process.
  - (4) the highest realization of one's ability.
7. Traditionally, an educated person is
  - (1) a person who explores the various facets of a particular subject.
  - (2) a person with professional degrees.
  - (3) a person with specialized knowledge and professional degrees.
  - (4) an expert in various subjects.
8. The one dimensional approach results in:
  - (1) overstepping a single dimension
  - (2) earning a comfortable living.
  - (3) gaining success in a chosen field.
  - (4) developing oblivion towards other aspects.
9. The foundation of all our learning is:
  - (1) early learning through frequent exposure.
  - (2) the positive energy of a child's mind.
  - (3) the capability to comprehend swiftly.
  - (4) picking up actions and words around us.
10. According to the passage, the inadequacy in the syllabi is:
  - (1) that it is quite vast and not well compiled.
  - (2) that it creates awareness of the infinite universe.
  - (3) that it does not explain the power of the mind.
  - (4) that it overlooks the genesis of human thought.

...in tropical and subtropical regions of Africa about 2.8 million years ago. Great  
 ...all of the major geographic regions of the world, but not before fossil  
 ...climate animals. We cannot survive outside of the current regions of  
 ...knowledge and technology. What made it possible for our ancestors to  
 ...subtropical regions of the northern hemisphere after half a million  
 ...efficient hunting skills, fire use and ultimately clothing were hunting  
 ...Culture has been a highly successful adaptive mechanism for our species. It  
 ...advantage in the competition for survival with other life forms. Culture has  
 ...to grow from less than 10 million people shortly after the end of the  
 ...today a mere 10,000 years later. Culture has made us the  
 ...large animal on our planet. It is ironic that despite the power that  
 ...dependent on it for survival. We need our cultural skills to stay alive  
 ...thousand years, we have developed new survival related cultural skills and  
 ...natural selection could alter our bodies to adapt to the environmental  
 ...evolution can occur faster than biological evolution  
 ...humans. One consequence of this has been  
 ...thick fat layers and dense fur coats like polar bears in the cold regions because  
 ...warmth during winter times.

Animals outside the warmer regions will be impossible without

- (2) Cultural knowledge and technology
- (4) Geographical knowledge

Evolution in the tropical and the sub arctic regions because:

- (1) the invention of efficient hunting skills, fire use and commerce.
- (2) a thorough understanding of other planets.
- (3) our ancestors lived half a million years ago.

According to the passage, the growth in population can be attributed to:

- (1) competition
- (2) agriculture
- (3) clothing
- (4) civilization or culture

Culture has triumphed because

- (1) Cultural skills grew at a faster rate than natural selection.
- (2) Culture has deterred natural selection.
- (3) Culture halted the body alteration process.
- (4) Culture helped us develop survival related technologies.

The lack of fur coats in humans can be attributed to:

- (1) artistic skills
- (2) environment
- (3) culture
- (4) artificial coats

Directions for questions 1 to 15: Read the following passages and answer the questions that follow.

Passage – 1

If you want to incubate an author who will show lifelong sympathy for children and animals, it seems to sequester him at an early age and then subject him to a long regime of domestic torture. This was the formula that worked so well for Kipling, as evidenced in his frightening autobiographical story, "Baa Baa, Black Sheep," and it is almost uncanny to see how closely Saki's early life followed the same pattern. Abandoned to the care of cold and neurotic aunts in England while his father performed colonial duties in India, he and his siblings had to learn how to do without affection, and how to resist and outgrow the callousness and stupidity. But without those terrible women—and the villains in Saki's gem-like tales are almost always female—we might not have had the most fearsome aunts in fiction, outdoing even Wodehouse's extreme right, and even an admirer must concede that some of his witticisms were rather tabloid contrived as a consequence. Several of his less amusing stories are devoted to ridicule of the suffrage movement, which was cresting during his heyday, while a persistent subtext of his work is a satirical teasing of his contemporary and *bête noire*, the ponderously socialistic Bernard Shaw.

1. Incubation is a basis for:
  - (1) authors being subjected to domestic torture.
  - (2) authors creating literary masterpieces.
  - (3) authors displaying lifelong sympathy for children.
  - (4) authors writing historical pieces.
  
2. According to the passage, 'Baa Baa, Black Sheep' is a
  - (1) A nursery rhyme.
  - (2) An altruistic poem.
  - (3) A satire on sheep.
  - (4) An autobiographical piece.
  
3. Saki and his siblings, according to the passage, were deprived of:
  - (1) warmth.
  - (2) food
  - (3) education
  - (4) entertainment
  
4. The "terrible women" refers to:
  - (1) The villains in Saki's stories.
  - (2) The aunts who took care of Saki.
  - (3) The aunts in Wilde's stories.
  - (4) Wodehouse's Aunt Agatha.
  
5. It can be ascertained from the passage that:
  - (1) the main plots in Saki's stories were women dominated.
  - (2) the playwright, Bernard Shaw was Saki's arch rival.
  - (3) Saki's childhood had robbed him of his innocence.
  - (4) the women's suffrage movement was peaking in Saki's time.

6. Mirrors
  - (1) hig
  - (2) tra
  - (3) sh
  - (4) pic
  
7. Whic
  - (1) a
  - (2) a
  - (3) th
  - (4) th
  
8. Scie
  - (1) I
  - (2) I
  - (3)
  - (4)
  
9. Mir
  - (1)
  
10. He
  - (1)
  - (2)
  - (3)
  - (4)

Passage - 2

Mirrors made of highly polished metal or of glass with a coating of metal on the back, mirrors have fascinated people for millennia: ancient Egyptians were often depicted holding hand mirrors. With their ability to reflect back nearly all incident light upon them and so recapitulate the scene they face, mirrors take pieces of dreams, their images hyper-real and profoundly fake. Mirrors reveal truths you may not see. Give them a little smoke and a house to call their own, and mirrors will tell you nothing but lies. Scientists, the simultaneous simplicity and complexity of mirrors make them powerful tools for exploring questions about perception and cognition in humans and other neuronally gifted species, and how the brain interprets and acts upon the great tides of sensory information from the external world. They are mirrors to study how the brain decides what is self and what is other, how it judges distances and trajectories of objects, and how it reconstructs the richly three-dimensional quality of the outside world from what is essentially a two-dimensional snapshot taken by the retina's flat sheet of receptor cells. They are applying mirrors in medicine, to create reflected images of patients' limbs or other body parts and thus to help the brain into healing itself. Mirror therapy has been successful in treating disorders like phantom limb syndrome, chronic pain and post-stroke paralysis.

Mirrors are made of:  
 (1) highly polished metal  
 (2) translucent glass  
 (3) shining steel  
 (4) pieces of wood

Which of the following qualities do mirrors possess?

- (1) a dreamy quality.
- (2) an ability to reflect back incident light.
- (3) the power to mask reality.
- (4) the capacity to add glory.

Scientists are aided by mirrors in which of the following ways:

- (1) Mirrors assist in investigating questions concerning discernment and cognition.
- (2) Mirrors increase perception and cognition in humans.
- (3) Mirrors are helpful in judging the neurological capacity of an individual.
- (4) Mirrors help in addressing neuron altering problems.

Mirror therapy has been successful in healing which of the following:

- (1) vanity
- (2) limps
- (3) mild pain
- (4) paralysis

How, according to the passage, does the brain alter images?

- (1) The brain reconstructs the images.
- (2) The brain retrieves obtuse images.
- (3) The trajectories of the brain are illusive.
- (4) The brain retains only the positive.

In 1869 Friedrich August Kekulé worked up brain a strange dream. He imagined a snake forming a circle, his mind had been working tirelessly to solve the puzzle of benzene's structure. He had been thinking about it for months, but he had not been able to find a solution. One day, he was sitting at his desk, and he suddenly fell asleep. In his dream, he saw a snake with its tail in its mouth, forming a circle. This insight helped him to realize that benzene's structure was like a snake. He wrote down his idea, and he was able to solve the puzzle. Kekulé's dream led to a better understanding of organic chemistry. It also showed us that sometimes the best ideas come when we are not trying to solve a problem. We should be open to the possibility that the answer might be hiding in plain sight. We should also be willing to let go of our preconceptions and be open to new ideas. Kekulé's dream is a reminder that sometimes the best ideas come when we are not trying to solve a problem. We should be open to the possibility that the answer might be hiding in plain sight. We should also be willing to let go of our preconceptions and be open to new ideas.

11. The dream helped Kekulé comprehend which of the following?
  - (1) That a snake had come to his assistance.
  - (2) That benzene's structure formed a ring.
  - (3) That benzene's true chemical structure was like a snake.
  - (4) That a snake had come to his assistance.
12. The realization of benzene's structure led to
  - (1) A mature approach to inorganic chemistry.
  - (2) A marginal increase in one's belief in dreams.
  - (3) A better understanding of organic chemistry.
  - (4) Chemists working hard at realizing their goals.
13. According to the passage, the brain, does which of following while we are asleep?
  - (1) The brain segregates memories.
  - (2) The brain fulfils our wishes.
  - (3) The brain handles the day's information.
  - (4) The brain weakens bad memories.
14. In the passage, Kekulé's problem-solving technique, offers:
  - (1) An ennobling experience
  - (2) A familiar condition
  - (3) A time tested supposition
  - (4) A vague hypothesis
15. How does slumber provide us with the answers?
  - (1) It can analyze collections of memories.
  - (2) It helps us find meaning in what we have learned.
  - (3) By making the redundant details grow fainter.
  - (4) By helping us to drop our guard.



Lately I have felt this disconnect from those closest to me, and often I feel, like I am all alone. The numerous times I get in my car and I just want to drive and leave this life, in hopes that one day I would find true happiness. Why would I be looking for happiness and not looking for love? I am searching for love (like most people in our world), for I have fully experienced true and unconditional (if there is such a thing), and love is a luxury (like a new car) that eventually (no matter how hard you try to keep it now and fresh) wears out with time. Though most people will never admit it, seeking love is one hope that if they don't have it, they will one day be blessed with love from another. And this brings happiness to their life or give their life purpose. However the true question is: "What good is love without true happiness?" I ask myself this question daily. Maybe it is this world we live in, it seems nothing is good enough anymore. You must always strive to get more, and more, and more. More cars, more clothes, more shoes, more degrees. The more you have the better you'll feel, right? I have a nice house in a great booming neighborhood, a nice cat, a great IT career, a wonderful wife and beautiful children, but the one thing that has eluded me in this life is true happiness. I'm sure that those that can understand how I feel and those that may think I'm crazy, but I think the first step in resolving any challenges we are faced with (in life) is to admit there is a problem, and do all that you can find a solution. .... what's my solution? I wish I knew.

6. The reason for the disconnect can be inferred to be:
  - (1) A need for solitude.
  - (2) A discontented life.
  - (3) An ambition gone awry.
  - (4) A person gone astray.
7. Why does the author shun love?
  - (1) Because she/he has completely experienced true love.
  - (2) Because love is a rarity.
  - (3) Because love is an opulence.
  - (4) Because love is fleeting.
8. The question that the speaker raises to himself:
  - (1) That true love is the key to happiness.
  - (2) That true love is incomplete without happiness.
  - (3) That true love and unhappiness go hand in hand.
  - (4) That without happiness man cannot survive.
9. All except which of the following has eluded the speaker?
  - (1) A nice house.
  - (2) Beautiful children.
  - (3) A great career.
  - (4) Proper bliss.
10. According to the passage the first step towards resolving any problem is:
  - (1) Defining the steps.
  - (2) Acknowledging the problem.
  - (3) Confronting the hurdles.
  - (4) Assessing the situation objectively.

Ans

Exercise

1	1	11
2	3	12
3	2	1
4	3	1
5	2	1
6	3	1
7	4	1
8	2	1
9	3	1
10	4	1

Gram

1	
11	
21	
31	
41	

G

F

# Answers and Explanations

I am all alone. There is no one who loves me that one day I will hope that wherever I go I will find love for love? I am no longer and unconditional love. I am no longer after how hard you work for it, seeking love from others. And this love is what good is true love. What good is true love to live in, it seems that you'll feel, right? You and more. More meaningful wife and you. I'm sure there is the first step toward do all that you can.

## Answers of Prepositions

21	4	31	2	41	3	51	2	61	3	71	1	81	4	91	2
22	3	32	2	42	1	52	3	62	4	72	3	82	3	92	1
23	1	33	2	43	1	53	2	63	4	73	2	83	2	93	3
24	2	34	2	44	4	54	3	64	3	74	3	84	2	94	2
25	3	35	1	45	2	55	2	65	2	75	4	85	2	95	1
26	4	36	4	46	1	56	2	66	2	76	2	86	1	96	3
27	2	37	1	47	1	57	4	67	1	77	2	87	2	97	2
28	3	38	3	48	1	58	4	68	2	78	2	88	2	98	1
29	2	39	1	49	2	59	2	69	4	79	3	89	3	99	3
30	1	40	2	50	2	60	4	70	3	80	4	90	4	100	3

## Grammar Review Exercise - 1

2	2	3	2	4	1	5	1	6	4	7	1	8	2	9	3	10	3
12	4	13	3	14	4	15	2	16	4	17	2	18	1	19	3	20	2
22	4	23	1	24	2	25	3	26	3	27	1	28	2	29	2	30	4
32	1	33	3	34	4	35	3	36	4	37	3	38	2	39	3	40	3
42	2	43	1	44	4	45	3	46	1	47	2	48	1	49	2	50	1

## Grammar Review Exercise - 2

2	2	3	3	4	1	5	4	6	1	7	3	8	4	9	3	10	1
12	3	13	1	14	4	15	2	16	1	17	1	18	4	19	1	20	4
22	2	23	4	24	1	25	4	26	3	27	3	28	1	29	2	30	2
32	1	33	2	34	3	35	2	36	1	37	3	38	1	39	2	40	4
42	4	43	2	44	3	45	2	46	3	47	4	48	2	49	3	50	4

## Grammar Review Exercise - 3

1	2	3	3	2	4	4	5	2	6	1	7	3	8	2	9	2	10	4
12	3	13	3	14	3	15	2	16	1	17	4	18	3	19	3	20	1	
22	2	23	4	24	1	25	4	26	2	27	1	28	2	29	3	30		
32	1	33	3	34	2	35	4	36	2	37	4	38	2	39	4	40		
42	3	43	3	44	4	45	3	46	4	47	3	48	1	49	2	50		



Passages	Questions					
	1	2	3	4	5	6
1	1	3	2	4	4	2
2	4	3	4	4	3	2
3	3	3	3	4	4	1
4	2	4	3	1	4	
5	3	4	4	2	4	

### Style of RC Passages

#### Argumentative Style Passages

1	4	2	3	3	1	4	3	5	4	6	3	7	4	8	1	9	3	10	3
11	3	12	1	13	2	14	3	15	4										

#### Philosophical Style Passages

1	1	2	3	3	4	4	4	5	2	6	2	7	3	8	2	9	4	10	4
11	2	12	3	13	4	14	1	15	2	16	4	17	2	18	1	19	1	20	1

#### Factual Style Passages

1	2	2	2	3	1	4	3	5	2	6	4	7	3	8	4	9	1	10	3
11	2	12	2	13	4	14	1	15	3										

#### Analytical Style Passages

1	3	2	4	3	1	4	2	5	4	6	1	7	2	8	1	9	4	10	1
11	2	12	3	13	3	14	2	15	2										

#### Narrative Style Passages

1	1	2	4	3	3	4	2	5	4	6	2	7	1	8	2	9	4	10	2
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----	---

### Grammar Review Exercise - 1

2 Usual collocation.

2 Usual collocation.

2 'Watching a film' is the correct phrase.

1 Conditional involving present tense in the main clause.

1 They is plural, so plural verb and simple present tense.

1 Conditional statement so singular verb 'leaves'

1 Simple present singular verb.

2 Present participle making has to be used.

2 Gerund 'working' should be used.

3 'Since' indicates that it is present perfect tense.

1 'So far' indicates past tense.

2 'Yet' indicates present perfect tense.

3 'Since' indicates present perfect tense.

4 'Since yesterday' indicates present perfect continuous tense.

2 Point of time in the past.

4 'to' +gerund should be used.

2 Conditional statement, so simple present.

1 A gerund is required with 'to'.

3 Main clause present tense only can be followed by present in subordinate clause.

2 Universal truth so simple present

4 'Since' indicates the use of present perfect continuous tense.

4 Indicates an event that should have happened.

1 Improbable, imaginary (wish) uses 'were'.

2 Reported speech - 'will' changes to 'would'.

3 Past continuous is most appropriate here for reported speech.

26 3 Reported speech, so past continuous.

27 1 Since the action has to take place, so future tense is used

28 2 Conditional statement, so simple present tense is used.

29 2 Present tense or future tense in main clause is followed by any tense not so for past tense

30 4 Conditional statement, so simple present tense is used

31 1 Improbable conditional statement as in last question

32 1 Improbable conditional.

33 3 Past for past is past perfect

34 4 In reported speech, simple past changes to past perfect.

35 3 Unfulfilled conditional

36 4 Imaginary conditional

37 3 Probable conditional

38 2 'Did not meet'.

39 3 has + 3rd form of the verb (gone)

40 3 bare infinitive

41 2 'Used to' takes simple present tense.

42 2 Conditional in future tense take present tense

43 1 Conditional in present/future tense. Refer to question.

44 4 Conditional in present/future tense.

45 3 Noun / gerund / noun clause is required as

46 1 Past tense is required.

47 2 'lest' takes future tense.

48 1 Noun/gerund as object of enjoys

49 2 Indicates point of time.

50 1 Imaginary conditional.

3	10	3
---	----	---

10	4
20	1

10	3
----	---

1
---

2
---

Grammar Review Exercise - 2

- 1.2 Which one is the correct answer? I means to cause someone to become unconscious.
- 2.2 Wake up means to start or awaken something.
- 3.3 The correct answer is (3). Come around means to return consciousness.
- 4.1 Put out of something means to stop taking part in something.
- 5.4 The correct answer is (4). Kick in someone means to go to an someone go anywhere.
- 6.1 Merge in means to combine or something in the answer.
- 7.3 Put up means to provide money (cash) for something or to allow sth to be done.
- 8.4 Dist up means to distribute something.
- 9.3 Put up means to provide accommodation temporarily.
- 10.1 To shoot up means to damage something badly so that it is in pieces, so option (1) is the answer.
- 11.2 In the question statement, 'hasn't' refers to the subject 'science teacher' so I takes a singular form in the answer. 'you' becomes the subject and hence it takes the plural verb 'have'.
- 12.3 The perfume odour becomes the subject when the sentence is converted to passive voice. Similarly, the verb 'spreads' changes to 'is spread' in the passive voice as the verb 'has' to be used in simple present tense only.
- The object 'me' changes to the subject 'I'. Similarly, any option (1) is in simple past tense as given in the question statement. Hence answer is (1).
- The last sentence is in present tense and correctly changes the object 'me' to subject 'I' and vice versa.
- Only option (2) is in the simple past tense as the question statement.
- Option (1) is the correct answer as it rightly uses 'the' at day' in indirect form for the word 'tomorrow' used in direct speech.
- Option (1) changes 'will' to 'would'.
- Option (4) is correct since the verb 'may' in direct speech appropriately changes to 'might' in indirect speech.

- 13.4 Option (4) correctly uses the verb 'gather' from the verb as given in the question statement.
- 14.4 Since option (4) rightly uses the simple past form of the verb given in the question statement, it can be the most appropriate answer.
- 15.1 'I' is the right answer since it uses the past tense of verb in indirect speech.
- 16.3 'I' is the right option since it is in indirect speech.
- 17.4 'I' is the right option since it uses the past tense of verb in indirect speech.
- 18.1 'I' is the right option.
- 19.4 'I' is the right option.
- 20.3 Since the event that is being talked about is a particular event, 'the' is used.
- 21.3 Since the statement is talking about a particular process 'absorption', 'the' is used.
- 22.1 Since the verb 'stare' refers to a particular definite article 'the' is used.
- 23.2 'Liver' is the main subject which is being talked about. 'Weight' is talked about only in the latter part of the sentence and since it is a common noun, the article being used is 'a'.
- 24.2 Since the 'piece of wood' is not particular, so a is used.
- 25.2 'It was an unusually difficult answer'. Here, the indefinite article 'an' should be used before the word beginning with the vowel 'u'.
- 26.1 'Word peace is a very commonly debated topic'. Here, the indefinite article 'a' should be used.
- 27.2 'An exaggerated statement is called a hyperbole'. Here, the indefinite article 'an' should be used before the word beginning with the vowel 'e'.
- 28.3 'One who gives directions from behind the scene is a prompter.' Here, the definite article 'the' should be used because the sentence refers to a specific job description.
- 29.2 'An assistant came up to me and asked me if I needed assistance.' Here, the indefinite article 'an' should be used with the vowel 'a'. It also suggests that an assistant approached him.

The present perfect continuous tense has been used incorrectly in the given sentence. Option (2) uses past tense that changes the meaning of the given sentence. Option (3) contains an incorrect verb 'have' and (4) refers to the future tense. So, option (1) is correct.

In the given sentence the simple present form when we receive should be used. When expresses a particular time so simple present should be used. Option (1) uses past perfect (2) uses the future continuous tense and (4) uses the past tense and breaks the sentence. So, option (3) is correct.

The past continuous is used to indicate an action which was interrupted. Option (2) uses the past perfect which is incorrect. Option (3) changes the meaning of the given sentence. Option (4) uses the past perfect continuous. So, option (1) is correct.

The sentence is in past continuous tense so it should be 'was talking'. So, option (2) is correct.

Here the sentence expresses a plan that is to be followed in the future. So, 'I am not going to do' should be used here.

- 42. 4      43. 2      44. 3      45. 2
- 47. 4      48. 2      49. 3      50. 4

### Grammar Review Exercise - 3

1 Since the sentence is talking about a specific car, the definite article 'the' is used.

3 The correct article to be used here is 'a' because the word 'European' does not have the vowel sound of 'e'. Rather it begins with the consonant sound of the letter 'u'.

2 Since the sentence is talking about a particular board of directors, the definite article 'the' has to be used in the sentence.

2 The correct article to be used here is 'an' as the word 'audacious' has been used after the blank.

1 The sentence does not require any specific article.

The subject 'Jack' changes to the object form in the passive voice and the present perfect form of the verb is also maintained in the passive voice. Hence, (1) is the correct answer.

The answer option correctly places the subject "The 'hopras' in the object form and also maintains the present continuous form of the verb.

- 13. 3 Option (3) appropriately places this bill as the subject and also uses the correct form of the verb.
- 14. 3 This option correctly makes the final decision its subject and so this is the correct answer.
- 15. 2 This option makes "The entire show" its subject and uses 'we' in the objective form i.e. 'us'.
- 16. 1 '1' is the correct option because the sentence is in active voice in which the 'Board of Trustees had approved.' Other options are factually and grammatically incorrect.
- 17. 4 '4' is the correct option because it is in active voice and uses the simple past tense as given in the original sentence.
- 18. 3 '3' is the correct option because it is the only option that is in active voice.
- 19. 3 '3' is the option because it is in active voice whereas other options are in passive voice.
- 20. 1 '1' is the correct option because it gives the active voice for the original statement.
- 21. 1 '1' is the right answer since it uses the past tense as used in indirect speech.
- 22. 2 '2' is the right option since it is in indirect speech.
- 23. 4 '4' is the right option since it uses the past tense as used in indirect speech.
- 24. 1 '1' is the right option.
- 25. 4 '4' is the right option.
- 26. 2 '2' is the correct option because it is written with quotation marks and the present tense is used appropriately. 'a' is inappropriate because in that case 'I' seems to be unaware that his help maybe required whereas the given sentence reveals that he needed but whether 'I' decides to help him or no is the real question.
- 27. 1 '1' is the correct option because the word is appropriate. Options '3' and '4' have a harsh sound because 'Churchill' is given within inverted commas and hence inappropriate.
- 28. 2 '2' is the right option.
- 29. 3 '3' is the correct option because it uses the present tense and the quotation marks appropriately.
- 30. 3 '3' is the correct option.

- 31.4 The correct phrasal verb is 'to get through to' which means to make someone understand something
- 32.4 The correct phrasal verb is 'muddled through' which means to succeed in doing something although in not a very good manner
- 33.3 The correct phrasal verb that is suitable for the given sentence is 'pin down' which means to force someone to give precise information or firm opinion on something.
- 34.2 The correct phrasal verb to be used here is 'keep off' which means to stay away from
- 35.4 The correct phrasal verb to be used here is 'impressed on' which means to give emphasis on something
- 36.2 37.4 38.2 39.4 40.3
- 41.4 42.3 43.3 44.4 45.3
- 46.4 47.3 48.1 49.2 50.3

### Reading Comprehension

#### Passage – 1

- 1.1 Refer to 2nd para 1st line.
- 2.3 Refer 4th para 1st line.
- 3.2 Refer 4th para 2nd line.
- 4.4 Refer 4th para last line
- 5.4 1, 2, 3 are mentioned in the passage the passage is discussed about Kerouac and its his writings.
- 6.2

#### Passage – 2

- 1.4 Refer to the 1st line of passage
- 2.3 Except Elvis Presley all are mentioned in 1st para, 3rd line.
- 3.4 Refer 1st para 4th and 5th lines.
- 4.4 Refer 1st para 1st line
- 5.3 3rd para 2nd line.
- 6.2 Refer 2nd para.

#### Passage – 3

- 1.3 Refer 1st para 3rd line
- 2.3 Except (3), monotremes share all other qualities with mammals.

- 3.3 Refer 3rd para 2 and 3 lines.
- 4.4 Refer 1st para last line
- 5.4
- 6.1 Last para 3rd line.

#### Passage – 4

- 1.2 Refer 1st para 1st line
- 2.4 Refer 1st para 3rd line
- 3.3 Refer 1st para 8th line
- 4.1 Refer 2nd para 4th and 5th line
- 5.4 Refer 2nd para 6th to 8th line

#### Passage – 5

- 1.3 1st para 3rd lines
- 2.4 2nd para last 2 lines
- 3.4 2nd para 3rd and 4th lines.
- 4.2 2nd para 4th and 5th lines.
- 5.4 There is no information available to explain it fully.

### Argumentative Style Passages

#### Passage – 1

- 1.4 Second line of the first paragraph clearly indicates (4).
- 2.3 First line of the second paragraph imply (3).
- 3.1 Last paragraph clearly implies (1).
- 4.3 Refer to first line of the 4<sup>th</sup> paragraph.
- 5.4 Refer to the last line of 4<sup>th</sup> paragraph.

#### Passage – 2

- 6.3 Refer to the 2<sup>nd</sup> line of the 1<sup>st</sup> paragraph.
- 7.4 Refer to the first line of the last paragraph. The meaning implied is in (4).
- 8.1 The second line of the second paragraph tells that Zimbabwe is more interested in diamond mines than restoring peace in Congo.

9.3 The opening there have be

10.3 Read the la indicates th useless.

#### Passage – 3

- 11.3 The autho says that
- 12.1 The first "Homo s
- 13.2 The fir believe interes and ar
- 14.3 The fir anim what with
- 15.4 Refi

#### Philosc

#### Passag

- 1.1 F
- 2.3
- 3.4
- 4.4
- 5.2
- Pas

The closing statement of the passage introduces that there have been 'violent conflicts' in African continent. The last line of the last paragraph. It clearly indicates that use of tanks and infantry has been useless.

**Passage - 3**

- 1. The author is fighting for animal rights in general and says that they have equal rights as humans.
- 2. The first sentence of the last paragraph mentions 'Homo sapiens'.
- 3. The first line of the passage says that such societies believed that 'animals deserve protection when human interests are not at stake'. This means that humans' and animals' interests are should be different.
- 4. The first line of second paragraph says that 'non human animals should not be held criminally responsible for what they do'. This means that the author disagrees with (2).
- 5. Refer to second line of the last paragraph.

**Philosophical Style Passages**

**Passage - 1**

- 1. Refer to the 4th line, 3rd paragraph of the passage. Similar hint is also given in the 1st line of the last paragraph of the passage.
- 2. 'Abasement' means the act of being low or lowering one's reputation. Hence, option (3).
- 3. Refer to the second last line, 3rd paragraph of the passage.
- 4. Refer to 1st line, 4th paragraph of the passage.
- 5. Refer to the 2nd and 3rd lines of the first paragraph of the passage.

**Passage - 2**

- 1. Refer to the 3rd line, 1st paragraph of the passage.
- 2. According to the passage, 'indiscreet' means lacking prudence, judgement and introspection. Hence, option (3).
- 3. The first line of the passage refutes the idea presented in (2). It says "A virtue such as honesty is not just a tendency to do what is honest...",

- 9. 4 Refer to the second last line of the passage. The first two options except (4) are mentioned.
- 10. 4 The last line of the first paragraph and the first line of the second paragraph imply (4). The rest of the options are not true.

**Passage - 3**

- 11. 2 Refer to the first line of the second paragraph.
- 12. 3 Refer to second last line of the passage. Faith is metaphysical and not science.
- 13. 4 The first line of the passage says that popper holds that "orthodoxy is the death of knowledge". This makes (4) correct.
- 14. 1 Third line of the second paragraph gives the definition of falsification. It says that science means guesses followed by criticism. If these guesses (hypotheses) match (clash) with observation, they are counted as scientific.
- 15. 2 Refer to the last line of the first passage. It clearly indicates that "homage of reason" would be approved by God than "blind folded fear". This is restated in (2).

**Passage - 4**

- 16. 4 The passage is about virtue lying between vices - option (4) is most appropriate.
- 17. 2 The first two lines of the second paragraph hold the answer.
- 18. 1 First line of the second paragraph mentions Aristotle wrote the book dealing with the theory of the mean.
- 19. 1 Aristotle feels that virtues should be in the "middle amount". This is mentioned in the third paragraph. Only option (1) is the correct.
- 20. 1 The first line of the fourth paragraph clearly mentions that mean does not mean "a mathematical midpoint".

**Factual Style Passages**

**Passage - 1**

- 1. 2 The passage mentions that earthquakes release energy as mentioned in the 2nd line of the first paragraph of the passage.
- 2. 2 Earthquakes don't last for more than a minute.
- 3. 1 It acts like the crust.

- 8.3. The passage talks about the movement of the continent as stated in the 1st line of the last paragraph of the passage.
- 9.2. Refer to the 2<sup>nd</sup> line, last paragraph of the passage.

**Passage - 2**

- 6.4. Education is the highest realization of one's capability as stated in the 2<sup>nd</sup> line of the first paragraph of the passage.
- 7.3. A person with specialized knowledge and degrees.
- 8.4. "The lack of a multi-dimensional approach leads into a lack of awareness regarding other fields."
- 9.1. The lines "we learn these things quickly and easily to which we are exposed early and frequently" supports option (3).
- 10.3. Refer to the 3<sup>rd</sup> line, last paragraph of the passage.

**Passage - 3**

- 11.2. Culture and technology are the savers.
- 12.2. Maritime skills aided survival.
- 13.4. Culture has helped population growth.
- 14.1. The rapid growth of culture deflected natural selection.
- 15.3. The lines "culture provided the necessary warmth during winter times" makes option (3) correct.

**Analytical Style Passages**

**Passage - 1**

- 1.3. The 1<sup>st</sup> line clearly mentions that incubation causes the author to show lifelong sympathy for children and animals.
- 2.4. "Baa Baa (Baa) Sheep" is Kipling's autobiographical story.
- 3.1. While Savi's father was away to India, he and his siblings were deprived of love and affection.
- 4.2. "Abandoned to the care of cold and neurotic aunts", these lines from the passage substantiate option (2).
- 5.4. The passage very clearly mentions the "cresting" of the suffrage movement.

**Passage - 2**

- 6.1. Mirrors are made of highly polished metal or of glass with a coating of metal on the back.
- 7.2. The passage talks about mirrors being able to reflect back incident light.
- 8.1. Mirrors help scientist in exploring questions concerning perception and cognition.

- 9.4. The passage talks about healing post-stroke paralysis.
- 10.1. The brain changes two-dimensional images reconstructing them into three-dimensional images.

**Passage - 3**

- 11.2. The dream of a snake forming a ring helped Kekulé to deduce that benzene's structure formed a ring.
- 12.3. The realization led to an improved understanding of organic chemistry.
- 13.3. The passages mentions that once we sleep the brain starts handling the day's inputs.
- 14.2. As discussed in the passage, the technique is a familiar condition faced by many.
- 15.2. Slumber helps us to arrive at the right answers because it helps in unraveling what we have learnt.

**Narrative Style Passages**

**Passage - 1**

- 1.1. The passage mentions that the speaker was in a state of despair.
- 2.4. The passage describes the refuge provider as an old man.
- 3.3. Option (3) is correct.
- 4.2. In the passage, the daughter sees slavery coming an end if the Free states came to know about sinful activities.
- 5.4. The passage ends on a note of yearning making (4) correct.

**Passage - 2**

- 6.2. From the lines "in hopes that one day I will find that was destined for me", it can be inferred there is unhappiness in life.
- 7.1. The author states that the pursuit of love is objective because he has experienced true love.
- 8.2. The passage discusses the incompleteness love without happiness.
- 9.4. The speaker states that he possesses ev except for true happiness.
- 10.2. Admitting the problem is discussed as the towards resolving the problem.



# Career Launcher

**Registered / Corporate Office:**

CL Educate Limited

Plot - 41, Lower Ground Floor, Espire Building

Wazirpur Industrial Area

Main Mathura Road, New Delhi - 110044

Contact No. 011-41280800 / 1100

[www.careerlauncher.com](http://www.careerlauncher.com) • [www.cleducate.com](http://www.cleducate.com)

/CLRocks  @careerlauncher

MRP ₹ 180.00

