

# Grammar

## Common Errors

### 1. PROBLEMS OF AGREEMENT

#### (a) Subject and verb

The rule is that the verb must agree with its subject in person and in number. There are three main causes of error in subject/ verb agreement.1 Mistaking a singular subject for a plural, and vice versa.2 Failing to identify the true subject and making the verb agree with an apparent subject instead.3 Treating the subject as singular in one place and as plural in another.

#### (b) Singulars mistaken for plurals

These are all singulars: anyone; anybody; each; every; everybody; everyone; either and neither a pair of.

#### (c) Collective nouns

These can be singulars or plurals, according to the sense of the sentence.

### 2. PROBLEMS OF CASE

The rule is quite clear: when the personal pronouns (1st person singular and plural) are in the nominative case ( when they are the subject) 'I' and 'We' are correct. In all other cases 'me' and 'us' are correct.

The relative pronoun takes its person and number from its antecedent and it ' passes them on' to the verb of which it is the subject.

Add examples:-

### 3. DEFINING AND NON-DEFINING RELATIVE CLAUSES

#### a) The relative pronouns

Standing for persons: who; whom; whose

Standing for things: which

Standing for persons or things: that

Use commas to mark off non- defining clauses ; and use 'which'to introduce them.In case of defining clauses use 'that'to introduce them.

### 4. MISPLACED MODIFIERS

#### (a) Misplaced adverb modifiers

The adverbs: almost; even; hardly; only; scarcely are often misplaced. Adverb phrases and clauses must be carefully placed.

#### (b) Misplaced adjective modifiers

These often result in idiotic statements and we see a lot of this in advertisements.

#### (c). Participle modifiers

Whether adverbial or adjectival in function, these give careless writers a lot of trouble.

## **5. MISUSE OF PRONOUNS**

### **(a) Ambiguous reference**

Every pronoun must have a clear and readily identified antecedent.

### **(b) No reference**

It is always dangerous to make 'it', 'this' or 'that ' refer to a preceding phrase, clause or sentence.

### **(c) Wrong reference**

A. frequent errors found in official correspondence and regulations.

## **6. MISMADE SENTENCES**

### **(a) Sentence fragments**

These occur when the full stop is used too soon and cuts off a piece of the sentence.

### **(b) Run- together or fused sentences**

These type of sentences are caused by using a full stop too late .

## **7. CHOPPING AND CHANGING**

Sudden and unnecessary shifts of voice, tense, mood, person and number are always clumsy and unpleasant. Often, they destroy the writer's meaning.

## **8. SPELLING**

### **(a) Advice/ advise**

Advice is a noun, advise is a verb

### **(b) Breath/ breathe**

Breath is a noun, breathe is a verb

### **(c) Mathematics/ physics is an interesting subject.**

### **(d) price/ prize**

Price means 'cost', prize means 'reward'.

### **(e) Principal/ principle**

Principal means ' chief' (either as an adjective or as a noun). Principle means ' rule', 'basic truth', or 'general law' .

### **(f). Quiet/ quite**

Quiet is an adjective (meaning 'silent' , 'peaceful ' ) or a noun ( meaning 'silence ' , 'peace'). Quite is an adverb, and means 'completely' .

### **(g) Until/ till**

Till has two 'l's, until has one.

## 9. WORD DIVISION

### (a) Altogether/ all together

Altogether as one word means 'completely', 'quite', and has one 'l'. All together is a more emphatic form of together, and is the opposite of separately. It has two 'l's.

### (b) Everybody, Every body

The pronouns everybody, nobody, somebody and anybody consist of one word each. Everybody in two words means 'every corpse', or 'every group' or something like that.

### (c) Everyday / everyday

'Every' day as one word is an adjective meaning 'commonplace', 'normal'. The adverbial phrase 'every day' has a space between the two words.

### (d) May be/ maybe

Maybe written as one word is an adverb meaning 'perhaps'. When the auxiliary verb 'may' is followed by 'be' they are written with a space between.

### (e) Not/ n't

The shortened n't is added to the verb without a space between. Will not becomes won't.

## 10. WORD FORMATION

### (a) He'll / he will

The shortened forms of am, are, is, have, has, had, will and would are not used if there is no following verb.

### (b) -self/-selves

The-self form of they can only be themselves.

### (c) Accidentally

The adverbial suffix -ly is added to the adjective accidental, not to the noun accident.

### (d) Aloud

Both aloud and loudly are adverbs. Aloudly does not exist. Aloud means 'so that it can be heard'. Loudly means 'with a strong voice', or 'shouting'.

### (e) Even

Even can be either an adjective or an adverb. As an adjective it means 'smooth', 'flat with the same thickness everywhere', and it can have an adverb evenly.

### (f) Fast

Fast can be either an adjective or an adverb. Fastly does not exist.

### (g) Motionless

The-less suffix is added to motion, not to moving.

### (h) Its/ it's

Its means- 'belonging to it'. It's is short for it is.

### (i) Yours/hers/ours/theirs

All these words do not have an apostrophe before the s.

## Narration

Direct speech is a direct representation in writing of the words actually spoken:

John said, 'I'm late because I overslept.'

Indirect speech is a report in writing of the words actually spoken:

John said that he was late because he had overslept.

That is why reported speech is the alternative name for 'indirect speech'.

A) The rules of reported speech

(1) A 'saying' verb followed by 'that' introduces reported speech.

(2) The tense of the 'saying' verb governs the tenses of all the verbs used in the reported speech.

(3) When direct speech is turned into reported speech all pronouns and possessive adjectives must be changed into the third person.

(4) Adjectives and adverbs indicating nearness in place and in time in direct speech are changed in reported speech into adjectives and adverbs expressive of a 'distancing' effect. For example, 'this' becomes 'that'; 'today' becomes 'that day'.

(5) Colloquialism and contractions are not used in reported speech.

### EXERCISE

Change into Indirect Speech:

1. 'Have you no manners?' shouted the woman angrily.
2. 'Why don't you get vaccinated?' the doctor asked.
3. He said, 'Where can I get an application form?'
4. 'Do you write a good hand?' asked the employer.
5. 'May I have a little more pudding?' said the little girl.
6. The teacher asked, 'What are the rivers that flow through Bihar?'
7. 'Who was the first man to fly in space?' questioned the examiner.
8. 'What on earth do you mean?' he shouted.
9. The poet wrote, 'What is this life, full of care, we have no time to stand and stare?'
10. 'Would you like to attend the summer camp?' said the N.C.C Officer.

## English

Subject Code : 02

Marks : 100

Time : 3.15

Area of Learning	Marks
Reading	10
Writing	20
Grammar	30
Text book : <b>Insight</b>	<b>30</b>
Supp. Book : <b>Gems of Fiction</b>	<b>10</b>

### (1) Reading

10 Marks

One unseen passages for comprehension of about 250 words

(Besides comprehension question, gramatical items should also be tested) 10

### (2) Writing

20 Marks

(I) letter writing Informal personal, such as to family and friends. Formal letters to the editor/the principal of school. Email to the principal of the school or to the editor of a newspaper or a magazine. 07

(ii) Short paragraph speech or debate type, based on outline one out of two (limit: 60 to 80 words) 07

(iii) Short writing task in the form of dialougue or story on the basis of some hints (limit : 50 to 70 words) 06

### (3) Grammar

30 Marks

(i) Tenses (present, past and future) 04

(ii) Modals (can, could, may, might, should, must, etc.) 04

(iii) Subject Verb agreement 04

(iv) Narration 04

(v) Antonyms/Synonyms 04

(vi) Parts of speech 08

(vii) One word substitution 02

<b>(4) Insight</b>	<b>30 Marks</b>
<b>Prose</b>	<b>20 Marks</b>
(i) One passage from the text book for comprehension (limit 200 words) (besides comprehension question, gramatical items should also be tested)	10
(ii) Three short answer type questions (answered in 30 words each)	06
(iii) One long answer type question (out of two, to be answered in 60 words each)	04
<b>Poetry Insight</b>	<b>10 Marks</b>
(i) One out of two reference to the context from the prescribed poems	04
(ii) Two out of three short answer type questions on interpretation of themes and ideas of the prescribed poems.	06
<b>Supplementary Reader-Gems of Fiction</b>	<b>10 Marks</b>
(i) One out of two long answer type questions based on characters, plot or situation in the lessons.	04
(ii) Two out of four short answer type questions.	06

### निर्धारित पुस्तक :

- 1- Insight - ek;/fed f'k{kk cksMZ] jktLFkku vtesj
- 2- Gems of Fiction - ek;/fed f'k{kk cksMZ] jktLFkku vtesj

### Insight

#### (A) Prose

1. The Power of Prayer- A.P.J. Abdul Kalam
2. Good Manners J.C. Hill
3. The Heritage of India A.L. Basham
4. A Stain on India's Forehead M.K. Gandhi
5. Vivekananda : The Great Journey to the West - Romain Rolland
6. Prospects of Democracy in India B.R. Ambedkar
7. Womens;s Role in National Movement Subhas Chandra Bose
8. The Civilization of Today C.E.M. Joad
9. The World as I see It Albert Einstein
10. Water : The Elixir of Life C.V. Raman

#### (B) Poetry

1. The Heaven of Freedom Rabindranath Tagore
2. Ecology A.K. Ramanujan
3. If Rudyard Kipling

### Gems of Fiction

1. Three Questions Leo Tolstoy
2. The Eyes Are Not Here Ruskin Bond
3. The King and the Drum Maneka Gandhi
4. The Last Leaf O. Henry
5. The Lost Child Mulk Raj Anand
6. The Postmaster- Rabindranath Tagore
7. Under the Banyan Tree R.K. Narayan
8. The Judgement Seat of Vikramaditya- Sister Nivedita

## **Grammar**

### **Section (A) Editing And Error Correction**

In the previous classes and this year you must have learnt the basic rules of grammar required for writing and speaking correct English. Grammar, it may be of any language (in our case English) is the central component of a language. As such, grammar plays a vital role in the construction of a sentence. Besides grammar, lexical items (words and phrases) are equally significant components. In this lesson, we intend to edit sentences. Our objective here is not to discuss all these errors in detail but to present to you some sample errors and suggest you to consult an authentic source of grammar, such as Oxford Advanced Learners' Dictionary, University Grammar of English, etc, whenever in doubt Part I of this lesson deals with the grammatical errors and Part II with the common errors that occur at the level of words. You can test your grammatical competence by solving the exercises given in part III. In section (B) you will be acquainted with changing the narration.

#### **Part (I) Grammatical Errors**

Study the following sentences:

1. The murderer killed him, sleeping in cold blood.
2. Have you met our professor in English?
3. Yes, she just passed away me when I was going to the market.
4. If you have any doubt, meet me behind the class, not right now!
5. While playing in the garden, the scorpion bit the child.
6. We are trying to meet the professor since 2016.
7. Yesterday, the Interview of a famous linguist was telecasted.
8. He is not at home, he has gone out in the morning.
9. She is one of the best doctor of this area.
10. Both the brother were seen at the party.



In sentence No. 1, the modifier in cold blood should modify the verb killed, but it is misplaced and it seems to modify the verb sleeping. Hence, the error is of a faulty modified modifier arrangement.

In sentence no. 2 has been used a wrong preposition, of should be used in place of in.

In sentence no. 3, the phrasal verb pass away (which means to die) be replaced by pass by

In sentence no. 4, the preposition behind (used for place) be replaced by after (used for time)

In sentence no. 5 the modifier (as was the case in sentence no 1 also) while playing in the garden is wrongly placed. It should follow the main clause.

In sentence no. 6, present continuous tense has been wrongly used. Here, present continuous tense be replaced by present perfect continuous tense.

In sentence no. 7 the word telecasted be replaced by telecast.

In sentence no. 8, the present perfect tense be replaced by past indefinite tense.

In sentence no 9, the word doctor be replaced by its plural form doctors.

In sentence no 10, the brother be replaced by its plural form brothers.

Now, therefore, the grammatically appropriate sentences (as mentioned from 1 to 10) are as follows:

1. While sleeping, he was murdered in cold blood.
2. Have you met our professor of English?
3. Yes, she just passed by me when I was going to the market.
4. If you have any doubt, meet me after the class, not right now.
5. The scorpion bit the child while he/she was playing in the garden.
6. We have been trying to meet the professor since 2016.
7. Yesterday, the interview of a famous linguist was telecast.
8. He is not at home, he went out in the morning.
9. She is one of the best doctors of this area.
10. Both the brothers were seen at the party.

## Part (II) Lexical Errors

Vocabulary is important for expression and communication. Linguistic vocabulary is synonymous with the thinking vocabulary and people are judged by others based on their vocabulary. Confusable or confusable poses problems in the learning of a language, 'confusable' or is a semi technical term for one of two or more words that are commonly confused with one another. According to the British lexicographer Adrian Room, the following seven factors contribute to confusion.

1. Homophony in which words have the same sound but different spellings and meanings : slay, sleigh.
2. Homography in which words have the same spellings but different sounds and meanings : wind (moving air) and wind (turn or twist).
3. Shared elements militate and militate share the same number of syllables, the same stress pattern and the same opening and closing syllables.
4. Transposable or Exchangeable elements, cavalry and calvary, form and from, accept and except, etc.
5. Words mistaken for phrases and vice versa, already and all ready.
6. Semantic proximity nadir and zenith, subconscious and unconscious.
7. Uncertainty arising from different uses in different varieties of English- biscuits in British English and cookies in American English.

Now study the following examples:

A girl of fourteen is in intensive care in hospital after a group of teenagers doused her in inflammable liquid and then threw a lit match at her.

Here the writer meant inflammable, capable of being set on fire, not inflammatory, tending to stir up trouble (such as inflammatory speeches)

Now do the following exercises:

- (A) Fill in the blanks, choosing the correct homophones:
- (i) You will ..... your deposit if you cancel the order. (lose/loose)
  - (ii) Your opinion will not ..... my decision. (affect/effect)
  - (iii) He is far ..... young to go by himself. (to/too/two)

- (iv) They set ..... at dawn. (fourth/forth)
  - (v) New roads will link the ..... cities of the area. (principal/principle)
  - (vi) I would ..... extreme caution. (advice/advise)
  - (vii) He delivered an ..... lecture and I learnt a lot from it.  
(exhaustive/exhausting)
  - (viii) The ..... in the game of cricket gives final verdict and it is to be accepted by every one. (referee/umpire)
  - (ix) Developing ..... technology is important to lead the nation to self-sufficiency (indigenous/native)
  - (x) His ..... taste and sense of humour have helped his career.  
(impeccable/unbelievable)
- (B) Correct the following sentences -
- (i) When I laid on the couch yesterday, I heard an explosion outside.
  - (ii) Hardly had the speaker started his address when the audience dozed off.
  - (iii) It is not only difficult to catch a snake but it is dangerous as well.
  - (iv) No sooner that he entered the room, when he heard the woman scream wildly.
  - (v) This hospital was found to provide medical facilities to the poor.
  - (vi) It is a pity that our education system does not help a child grow into a creative and imaginative individual.
  - (vii) It is high time we should something to eliminate corrupt practices.
  - (viii) While lagging the bed, I was suddenly reminded of her.
  - (ix) Either the actors or the director are to be blamed for the failure of the show.

To begin with, let us see what Suniti's teacher announces in her class.

Girls, on 15 December, we are going to organize a speech competition. Those of you who are interested in delivering a speech may give their names to me. Girls, you can choose any topic for your speech. You can give your speech on a great person, great event, great achievement, great movement or any other thing at least for five minutes and the maximum time you can take will be seven minutes. Those of you who come first, second and third would be given attractive prizes.

Now Suniti has to inform her mother about what the teacher told her. Read her version carefully and find out where she goes wrong. This is what she told her mother:

Mom, our teacher today said that on 15 December, we are going to organize a speech competition. Those of you who are interested in delivering a speech may give their names to me. You can choose any topic for your speech. She also told you can give your speech on a great person, great event, great achievement, great movement, or any other thing that interests you. You will be required to speak at least for five minutes and the maximum time you can take will be seven minutes. Those of you who come first, second, and third would be given attractive prizes.

What do you think of Suniti's version of the announcement? She tried well but at certain places, she went wrong. The expressions underlined above are to be changed. Let us start from the very beginning. In Indirect Narration, told is written in place of said as the reporting verb.

She should have chosen, our teacher told us instead of our teacher said some other changes that suniti should have employed are as follows (given in the table)

those of you	should be replaced by	those of us
Their names to me	should be replaced by	our names to her
you can	should be replaced by	we can
your speech	should be replaced by	our speech
you	should be replaced by	us
you will be	should be replaced by	we will be
you can take	should be replaced by	we can take
those of you	should be replaced by	those of us

This is how actually Suniti should have informed her mother about the announcement made by her teacher.

Mom, our teacher today told us that on 15 December, the school is going to organize a speech competition. Those of us who are interested in delivering a speech may give our names to her. We can choose any topic for our speech. She also said that we can give our speech on a great person, great event, great achievement, great movement, or any other thing that interests us. We would be required to speak at least for five minutes and the maximum time we can take would be seven minutes. Those of us who come first, second, and third would be given attractive prizes.

Hence, while changing the mode of narration, we change the tense, person and time according to the subject. To learn further, you may read University Grammar of

English (by Randolph Quirk) Modern English Grammar (by N. Krishna swamy) or any other authentic book on English Grammar.

We end this lesson with an important point that where the focus is on the emotion or idea expressed, we can certainly use an alternative pattern of changing the narration. Look at the following examples.

1. "I am sorry", he said.  
He apologized.
  2. "I am not going to help you", he told me.  
He refused to help me.
  3. "I'm sorry, I lost your notebook", he said.  
He regretted losing my notebook.
  4. "Do you mind if I smoke?" her boss said.  
Her boss asked if he could smoke.  
Her boss sought her permission for smoking
- Now choose paragraphs from the prescribed texts and change their mode (direct to indirect and vice versa) of narration.