

# The Grammar Gate

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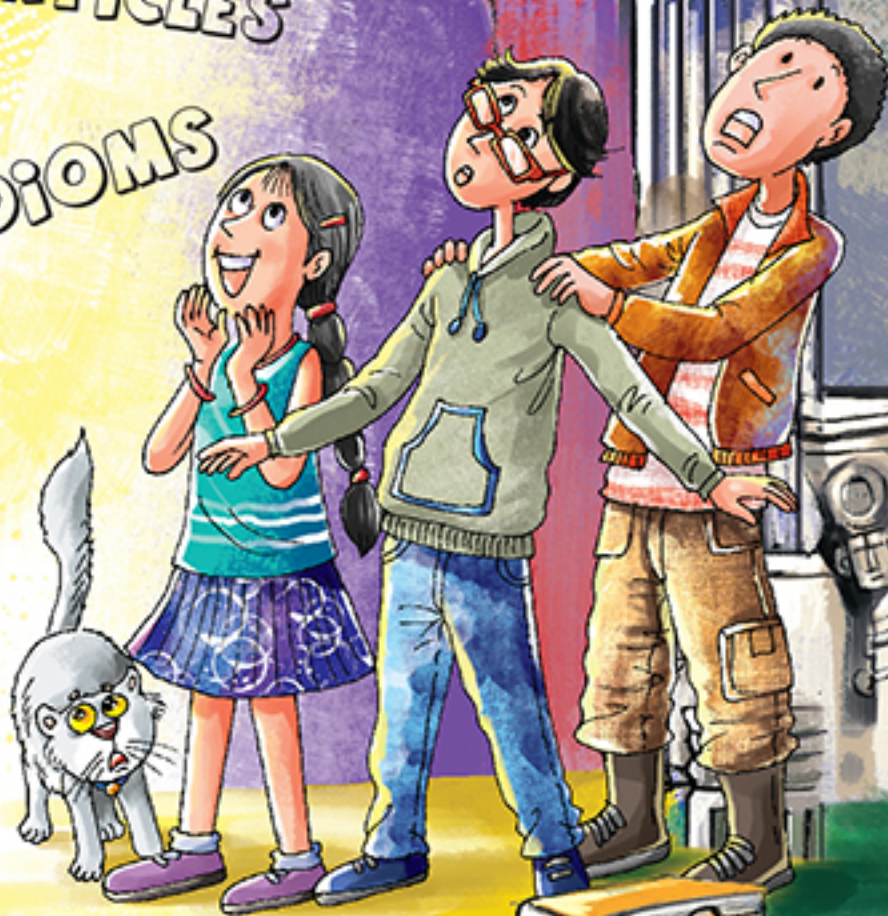
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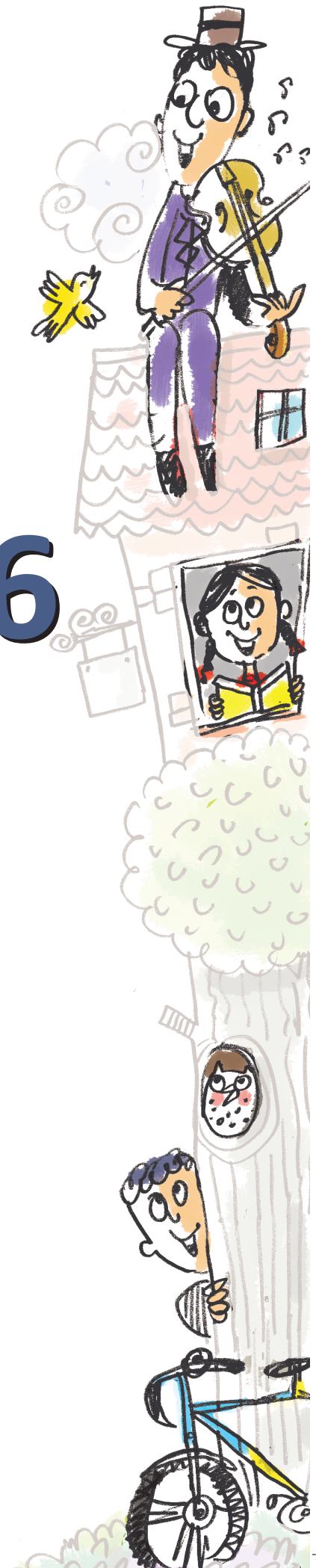
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# The Grammar Gate 6

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(Revised Wren & Martin's *High School English  
Grammar & Composition*)

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## Preface



*The Grammar Gate* series has been specially designed to meet the needs of the learners in schools today. This graded grammar course comprising eight books is intended for the primary and middle schools (classes 1 to 8).

*The Grammar Gate* books are largely based on a study of the current trends in school syllabi and recent developments in the treatment of English grammar and composition. The main objective of this series is to equip the learners with the ability to use English effectively in real-life situations. Special attention has been paid to the points of structure and usage, with a focus on the areas of verbs.

The series aims at simplicity of language and its treatment. The grammatical explanations in particular have been presented in a conversational tone, with multiple examples, reinforced by extensive drills. The units on comprehension and composition set out to help the learners to put their knowledge of grammar to more practical use and to widen their communicative ability.

### Special features of *The Grammar Gate*

- Includes carefully graded material across the series with sections on vocabulary, punctuation, composition and comprehension, with special focus on structure and usage.
- *Get cracking* acts as a short warm-up activity at the beginning of each unit for recapitulation.
- *Fun time* includes activities to enhance creative skills and make learning enjoyable.
- *Comprehension* and *Composition* help develop the learner's ability to use grammar in context.
- *Word smart* pages based on vocabulary, and special sections like *common errors*, *remember*, *rules and notes* facilitate the learning process.
- *Let's revise* helps in the recapitulation and evaluation of what has been learnt.
- *Teacher's books* are available for each level, with an answer key to the exercises, to support teaching.

I am indebted to grammarians and writers on methodology, mainly PC Wren, H. Martin, John Eastwood, Michael Swan, Raymond Murphy, Adrian Doff and Penny Ur whose books have been of great help.

I would like to thank my sons, N. Koteswara Rao and N. Murali Mohana Rao, for their assistance in several ways in the making of this series. Thanks are due to my wife, N. Jayalakshmi, for her constant support and encouragement all through the years.

It is sincerely hoped that this need-based series, enlivened by colourful illustrations, will be appreciated by both children and teachers alike. Further suggestions and feedback for improving the books will be received gratefully.

—Dr N.D.V. Prasada Rao



# Contents

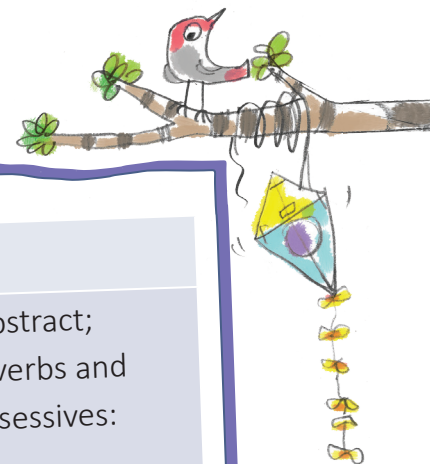
1. Nouns	7
Word smart	18
2. Pronouns	20
3. Adjectives	30
4. Determiners	34
Word smart	40
Let's revise 1	41
5. Verbs	42
6. Subject-verb agreement	54
7. Tenses	58
Word smart	66
8. Adverbs	69
9. Degrees of comparison	74
Let's revise 2	81
10. Prepositions	83
11. Conjunctions	88
Word smart	91
12. Sentences	98
13. Voice	103
14. Direct and indirect speech	109
15. Punctuation	117
Let's revise 3	122
16. Comprehension	124
17. Composition	131





# Detailed Contents

	Unit	Usage/Structures
1.	Nouns	Types: common, proper, collective and abstract; forming abstract nouns from adjectives, verbs and common nouns; nouns and number; possessives: apostrophe s ('s)/apostrophe ( ' )
	Word smart	Collective nouns
2.	Pronouns	Types: personal (first, second and third person), possessive, demonstrative, reflexive, emphatic, quantity, interrogative, relative; usage: one/ones
3.	Adjectives	Adjectives: order and position
4.	Determiners	Definition; usage; definite and indefinite articles; demonstratives, possessives, quantifiers, distributives
	Word smart	Same word– different parts of speech
	Let's revise 1	Revision exercises of units 1-4
5.	Verbs	Definition; types: transitive and intransitive; auxiliaries: <i>be, do, have</i> ; modals: <i>can, could, may, might</i> ; infinitives; usage: <i>to-infinitive</i> after <i>too</i> and <i>enough</i>
6.	Subject-verb agreement	Usage, rules: singular and plural verbs; <i>there+ is/was+ singular noun, there+ are/were+ plural noun</i>
7.	Tenses	Definition; usage: present perfect continuous; past continuous and past perfect; talking about the future
	Word smart	Words often confused
8.	Adverbs	Types: manner, time, place, frequency, degree and interrogative; position of adverbs; forming adverbs using suffixes
9.	Degrees of comparison	Degrees of comparison: adjectives and adverbs; usage: more and most; irregular comparatives and superlatives
	Let's revise 2	Revision exercises of units 5-9





10.	Prepositions	Appropriate prepositions: <i>at, in, on, to, of, with, for, over, about, by, from</i>
11.	Conjunctions	Correlative conjunctions: <i>either-or, neither-nor, both-and, though-yet, whether-or, not only-but also</i> ; compound conjunctions: <i>as well as, as soon as, as if, in order that, on condition that, even if, provided that, as though, in as much as</i>
	Word smart	Spellings
12.	Sentences	Transforming sentences: positive to negative, assertive to interrogative and exclamatory to assertive
13.	Voice	Usage: active/passive; rules for changing voice; active and passive forms of the verb: simple present, simple past, present continuous, past continuous, present perfect, past perfect, future reference, interrogative sentences
14.	Direct and indirect speech	Rules of changing direct speech into indirect speech; statements, commands and requests; indirect questions
15.	Punctuation	Usage: full stop, question mark, exclamation mark, comma, quotation marks or inverted commas, apostrophe, capital letters
	Let's revise 3	Revision exercises of units 10-15
16.	Comprehension	Factual and inferential questions; true/false; completing sentences; MCQs; sequencing; poetry comprehension
17.	Composition	Essay writing; story writing; picture composition; letter writing: informal and formal; writing notices; writing messages; diary writing

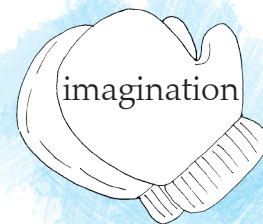
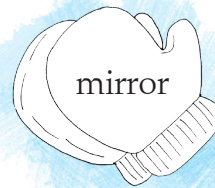
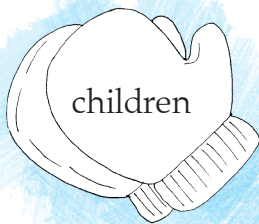
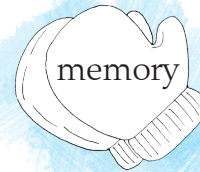
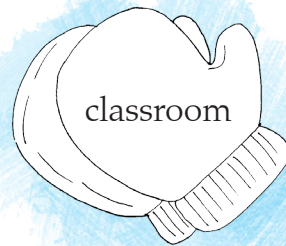


# 1 Nouns

## Get cracking



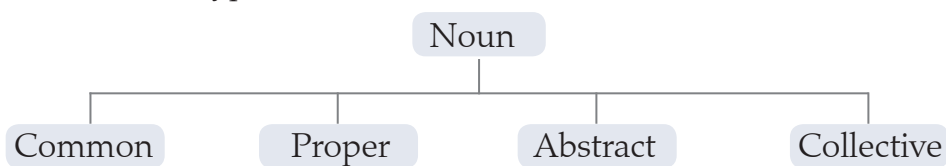
Here is a mixed bag of nouns. Some are common and some abstract. Colour the mittens that show *abstract nouns*.



### Types of nouns

Let us take a quick look at the types of nouns we have read about in our previous classes.

Nouns are of four types.



A **common noun** is the name given to any person, animal, place or thing in general.

Examples: man, woman, baby, girl, bird, insect, animal, plant, flower, fruit, vegetable, grain, chair, table, lamp, book, pen and so on.

A **proper noun** is the name given to a particular person, place, animal or thing.

Examples: Ravi, Jane, India, Srinagar, Thames, Taj Mahal, Eiffel Tower, Elephanta Caves, Sahara Desert, Caspian Sea, Suez Canal and so on.

A **collective noun** is the name given to a collection of persons, animals or things taken together as one. Read the examples.

an <b>army</b> of soldiers	a <b>crew</b> of sailors
a <b>swarm</b> of bees or flies	a <b>flock</b> of sheep
a <b>herd</b> of cattle	a <b>fleet</b> of ships
a <b>choir</b> of singers	a <b>bunch</b> of keys



An **abstract noun** is something which we cannot see, or touch, but something that we can think of. They are names given to some quality, feeling, state or action.

Examples: beauty, bravery, brilliance, calmness, charity, confidence, courage and so on.



Abstract nouns are different from concrete nouns. We can touch or feel concrete nouns. For example book, pen, girl, orange.

### Formation of abstract nouns

Abstract nouns can be formed from adjectives, verbs and common nouns. Let us see how they are formed.

#### Abstract nouns formed from adjectives

Read the sentences below.

- Rishi is an **honest** man. (adjective)
- Rishi is known for his **honesty**. (abstract noun)
- India is an **independent** nation. (adjective)
- India gained **independence** from the British rule in 1947. (abstract noun)

Abstract nouns can be formed by

- addition of **-ty, -cy, -ry** or **-y**

cruel	cruelty	brave	bravery	vain	vanity	poor	poverty
efficient	efficiency	timid	timidity	noble	nobility	beautiful	beauty
difficult	difficulty	able	ability	accurate	accuracy	injure	injury



- adding the suffix *-ness*

kind	kindness	soft	softness	miserly	miserliness
hard	hardness	dark	darkness	tight	tightness

- the addition of *-ce* and replacing *t*

intelligent	intelligence	brilliant	brilliance
obedient	obedience	confident	confidence

- the addition of *-th* and change in vowels at places

strong	strength	long	length	broad	breadth	deep	depth
true	truth	young	youth	wide	width	warm	warmth

- the deletion of *y*

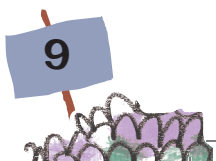
easy	ease	worthy	worth	greedy	greed
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**A. Add the suffix *-ness* to these words to change them to *abstract nouns*.**

- weak \_\_\_\_\_
- bold \_\_\_\_\_
- good \_\_\_\_\_
- calm \_\_\_\_\_
- foolish \_\_\_\_\_
- great \_\_\_\_\_
- bright \_\_\_\_\_
- white \_\_\_\_\_
- cheap \_\_\_\_\_
- sweet \_\_\_\_\_

**B. Complete the table below with the correct *adjective* or *abstract noun*.**

	Adjective	Abstract noun
1.	_____	beauty
2.	_____	cleanliness
3.	different	_____
4.	_____	distance
5.	friendly	_____
6.	_____	goodness
7.	healthy	_____
8.	_____	hunger
9.	_____	importance



10.	independent	_____
11.	_____	loveliness
12.	patient	_____
13.	_____	safety
14.	warm	_____
15.	witty	_____



**Abstract nouns formed from verbs**

Look at the sentences below.

We are working hard to *complete* the holiday homework. (verb)

It is nearing *completion*. (abstract noun)

Water molecules *condense* on the surface of the grass early in the morning to form dew. (verb)

The decrease in temperature results in the *condensation* of water molecules. (abstract noun)

Abstract nouns can be formed from verbs by

- adding the suffix *-ion*

act	action	invent	invention
attract	attraction	subtract	subtraction

- the addition of *-tion* or *-sion* with slight changes

locate – location	educate – education	add – addition
divide – division	multiply – multiplication	create – creation
provide – provision	bother – botheration	dictate – dictation
escalate – escalation	declare – declaration	decide – decision

- the addition of *-ence* or *-ance* or *-ce* with slight changes

neglect – negligence	perform – performance	admit – admittance
attend – attendance	silent – silence	pretend – pretence
prefer – preference	refer – reference	guide – guidance
enter – entrance	persevere – perseverance	interfere – interference

- the addition of *-ment*

move – movement	judge – judgement	entertain – entertainment
engage – engagement	enjoy – enjoyment	govern – government
improve – improvement	punish – punishment	amuse – amusement



- the addition of *-ing*

suffer – suffering	learn – learning	drive – driving
lodge – lodging	bless – blessing	read – reading

- the addition of *-th* and change in vowels at places

die – death	born – birth	grow – growth
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- no change

cry	hope	sleep	pity
pain	joy	smile	dream
love	change	respect	help

- others

laugh – laughter	live – life	hate – hatred
serve – service	affect – effect	practise – practice

**C. Add the suffix *-ion* to these words to change them to *abstract nouns*.**

- react \_\_\_\_\_
- collect \_\_\_\_\_
- correct \_\_\_\_\_
- prevent \_\_\_\_\_

**D. Complete the table below with the correct *verb* or *abstract noun*.**

	Abstract noun	Verb
1.	advice	_____
2.	_____	complete
3.	conclusion	_____
4.	encouragement	_____
5.	information	_____
6.	_____	love
7.	occupation	_____
8.	_____	separate
9.	conversion	_____
10.	_____	recite

11.	_____	perform
12.	evaporation	_____
13.	_____	condense
14.	circulation	_____
15.	solution	_____

### Abstract nouns formed from common nouns

Abstract nouns can be formed from common nouns by

- the addition of -hood

child	childhood	man	manhood	woman	womanhood
boy	boyhood	girl	girlhood	parent	parenthood
mother	motherhood	father	fatherhood	brother	brotherhood
sister	sisterhood	neighbour	neighbourhood	bachelor	bachelorhood

- the addition of -dom

king	kingdom	duke	dukedom	martyr	martyrdom
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### Nouns and number

We have learnt most of the rules of plural nouns. Here are a few more rules.

#### Rule 1

Some nouns occur in plural but are treated as singular.

Examples: measles, mumps, rickets, news, innings, billiards, mathematics, physics

Read the sentences.

No *news* is good news.

*Billiards* is an interesting game.

India have lost the match by an *innings* and five runs.

#### Rule 2

Some nouns have the singular and the plural alike.

Examples: swine, sheep, deer, cod, trout, salmon, aircraft, spacecraft, series, species



### Rule 3

Many nouns have been taken from other languages keeping their original forms.

From Latin:

index – indices                      formula – formulae  
radius – radii                        memorandum – memoranda

From Greek:

axis – axes                            phenomenon – phenomena            crisis – crises  
basis – bases                        hypothesis – hypotheses            criterion – criteria  
analysis – analyses                parenthesis – parentheses



### Rule 4

Some proper nouns also occur in plural.

Indian – Indians                      Scot – Scots                      Hindu – Hindus                      Bengali – Bengalis

#### E. Make sentences with these nouns.

1. news \_\_\_\_\_
2. spectacles \_\_\_\_\_
3. fish \_\_\_\_\_
4. Indians \_\_\_\_\_
5. furniture \_\_\_\_\_
6. measles \_\_\_\_\_

### Possessive ('s)

The basic meaning of the possessive form is possession. We also use it to mean differently. Read the examples below and note their meanings.

Isha's bag	the bag that belongs to Isha
Anne's sister	the sister that Anne has
Mr Hussain's house	the house where Mr Hussain lives
the boys' bedroom	the bedroom where the boys sleep
Jack's school	the school where Jack goes
a girls' school	a school for girls only
a fortnight's holiday	a holiday which lasts a fortnight



The possessive of a noun is formed by adding an *apostrophe* and an *s* ('s) or just an apostrophe ('). Here are a few rules to make possessive forms.

### Rule 1

We use an apostrophe (') and an *s* with a singular noun.

Examples: boy – boy's                  Rick – Rick's

### Rule 2

We use an apostrophe (') with a plural noun ending in *s*.

Examples: girls – girls'                  teachers – teachers'

### Rule 3

With a plural noun not ending in *s*, we use an apostrophe and an *s*.

Examples: children – children's                  women – women's

### Rule 4

We sometimes add an apostrophe to a singular noun ending in *s*, especially in older and foreign names.

Examples: Archimedes' law                  Socrates' ideas

But 's is more common

Examples: Dickens's novels                  Das's car

### Rule 5

In cases such as the following, we add 's to the last word.

Examples: my brother-in-law's flat                  the visit of Pakistan's President

### Rule 6

We can add 's to a phrase with *and*.

Example: Jim and Sam's bookshop

This above usage is much more usual than the following –

Example: Jim's and Sam's bookshop

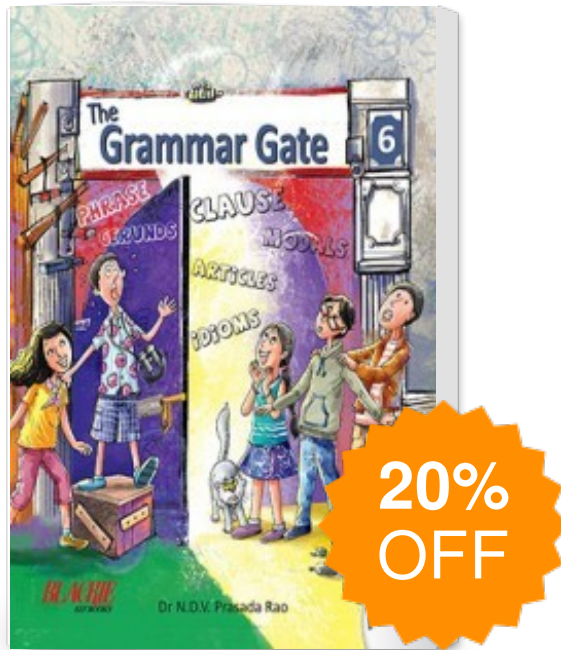
### Rule 7

However, when different things belong to different people, the form given below is preferred –

Example: Sarah's and Anne's books



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Rao

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