

The Grammar Gate

8

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The Grammar Gate 8

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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



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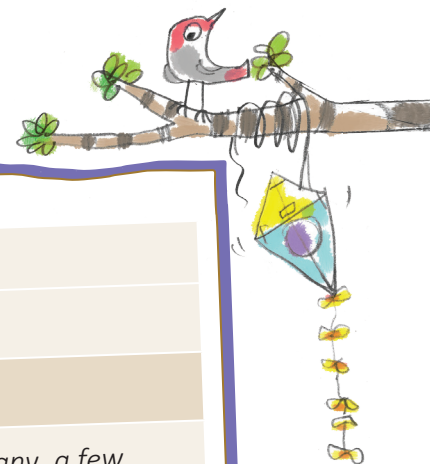
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Detailed Contents

	Unit	Usage/Structures
1.	Parts of speech	Eight parts of speech; determiners
	Word smart	Same word used as different parts of speech
2.	Countable/ uncountable nouns	Countable and uncountable nouns; usage: <i>many, a few, much, little, some, any, a lot of</i>
3.	Articles	Detailed usage: <i>a, an, the</i>
4.	The present	Usage: simple present; present continuous; present perfect; comparing present perfect and simple past; present perfect continuous
5.	The past	Usage: simple past; past continuous; past perfect; <i>used to</i>
6.	The future	Usage: present continuous; simple present; will; going to; future continuous; future perfect; future perfect continuous
	Word smart	Verb forms
	Let's revise 1	Revision exercises of units 1-6
7.	Modals	Usage: <i>can, could, may, might, shall, would, will, must, can't, ought to, need to, dare</i> ; Classification: permission; ability; offers and invitations; requests; suggestions; obligation or necessity; possibility; certainty; prediction
8.	Gerunds, infinitives, participles	Usage of verbs with gerund, infinitives and present participle; to-infinitive; bare infinitive; usage of adjectives with to-infinitives
9.	Voice	Rules of conversion; formation of passive verbs with the different tenses; usage of passive voice
10.	Reported speech	Direct and reported (indirect) speech; reporting statements; reporting questions; reporting commands and requests; reporting exclamation and wishes





	Let's revise 2	Revision exercises of units 7-10
11.	Prepositions	Usage: prepositions of time, place, travel; words followed by prepositions
12.	Connectors	Types: coordinating, subordinating, correlative, compound; detailed usage of connectors
13.	Conditional sentences	If sentences: verb forms in conditional sentences; Usage: I wish I knew... and I wish I had known
14.	Phrases	Definition; types: noun, adjective and adverb phrases
	Word smart	Derivatives
	Let's revise 3	Revision exercises of units 11-14
15.	Clauses and its kinds	Kinds: noun, adjective, adverb; detailed usage of adverb clauses and relative clauses
16.	Simple, complex, compound sentences	Finite and non-finite verb in a simple sentence; main clause and subordinate clause; conversion of a simple sentence into compound and complex, compound into complex and simple, and complex into compound and simple
17.	Synthesis	Definition; ways of combining two or more simple sentences into a single simple sentence, into single complex sentence, and single compound sentence; kinds of conjunctions
18.	Idioms and figures of speech	Common idioms formed with words referring to animals, parts of body, trees, colours and others; figures of speech: similes, metaphors, onomatopoeia, alliteration
	Let's revise 4	Revision exercises of units 15-18
19.	Comprehension	Factual and inferential questions; true/false; completing sentences; poetry comprehension
20.	Composition	Report writing; writing messages; letter writing: personal and formal; interviews; recount/biography; summary writing; film review; writing e-mails



1 Parts of speech



Get cracking

Read the passage.

Mr Samuel **was** a businessman in **Nagpur**. One day, **while** he was driving **along** a country road, **he** saw an old man carrying a heavy bag.

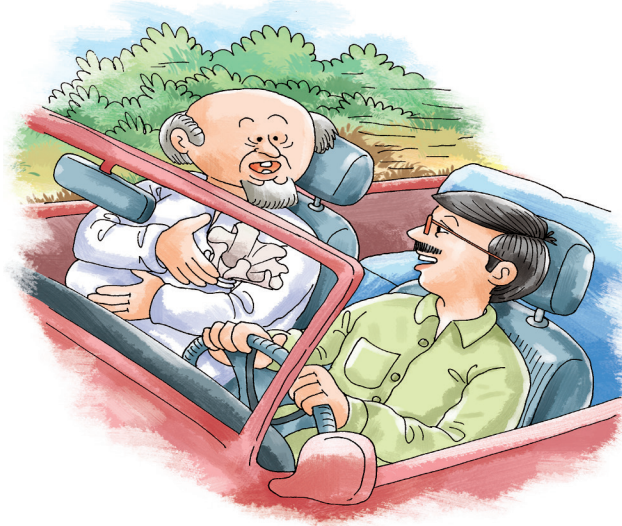
"I'll give you a lift to the **town**," said Mr Samuel.

"**Oh!** How kind you are!" said the **old** man, **and** **immediately** got into the **car**.

After a few minutes Mr Samuel found that the old man was still holding the **heavy** bag in his hands. He was surprised.

"Why are you **still** carrying the bag?" he said. "**You** can put it on the seat."

The old man **replied**, "You have been kind enough to give me a ride. I don't like to make you carry my bag too."



Name the *parts of speech* of these words from the passage.

- | | | | |
|-----------|-------|-----------------|-------|
| 1. was | _____ | 2. Nagpur | _____ |
| 3. while | _____ | 4. along | _____ |
| 5. he | _____ | 6. old | _____ |
| 7. heavy | _____ | 8. you | _____ |
| 9. town | _____ | 10. oh | _____ |
| 11. and | _____ | 12. immediately | _____ |
| 13. into | _____ | 14. car | _____ |
| 15. still | _____ | 16. replied | _____ |



There are eight word classes or **parts of speech** in English.



Nouns

A noun is a word which names or refers to a person, animal, place, thing or idea. The words *student, Simi, dog, city, Nagpur, computer, fridge, joy, truth* and *beauty* are all nouns.

Nouns can be divided into four kinds.

Common nouns are names given in common to all people, places and things of the same kind.

Examples: boy, teacher, city, river, month

Proper nouns are names of particular people, places or things.

Examples: Sam, Mr Brown, London, the Ganga, October

Abstract nouns are names of feelings, ideas or qualities.

Examples: love, anger, beauty, wisdom, kindness

Collective nouns are names of groups of people or collections of things.

Examples: crowd, team, flock, bunch, fleet

There is another classification of nouns: **countable nouns** (names of things which can be counted) and **uncountable nouns** (names of things which cannot be counted). Nouns like *pen, chair, house* and *tree* are countable. Nouns like *milk, sugar, rice, gold, freedom* and *happiness* are uncountable.

Pronouns

Pronouns such as *I, me, you, we, he, him, she* and *they* are words used in place of nouns.

There are seven kinds of pronouns.

Personal pronouns *I, you, he, we, they, me, him, us*, and so on stand for three persons.

Possessive pronouns *mine, his, hers, ours, yours, theirs* are used to show possession.

Reflexive pronouns *myself, yourself, himself, herself, ourselves, yourselves, themselves* are used when the action done by the subject turns back.

Demonstrative pronouns *this, that, these, those* are used to point out somebody or something.

Interrogative pronouns *what, which, who, whom, whose* are used in asking questions.

Relative pronouns *that, which, who, whom* are used to relate the noun back, as in "This is the boy *who* helped me".

Pronouns of quantity/number *many, much, some, few, all, both, each, either, neither*, and so on, are used to refer to quantity or number.



Verbs

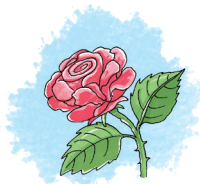
A verb says what somebody or something does (for example *eat*) or what happens (for example *rain*). A few verbs like *be, remain* and *have* describe a state or condition.

Adjectives

An adjective is a word which describes or says more about a noun or pronoun. Here are a few examples.



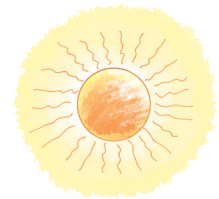
slippery slide



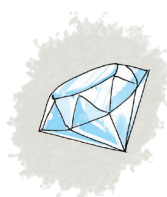
red rose



buzzing bee



bright sunshine



sparkling diamond



wise owl



colourful lollipop

There are mainly five kinds of adjectives.

Adjectives of quality (or descriptive adjectives) show the quality of a person or thing.

Examples: a *kind* person, a *large* city, an *honest* man, *dirty* clothes

Demonstrative adjectives *this-that, these-those, former-latter* point out a person or thing.

Examples: *These* shoes fit me very well.

Those dresses are too expensive.

The *former* CEO of the company visited us.
The *latter* option is preferred though expensive.

Possessive adjectives *my, your, his, her, our, their*, and so on, show possession.

Example: Where is your pen?

Interrogative adjectives *which, what, whose*, and so on, ask questions.

Example: Which pen is yours?

Adjectives of quantity (and number) include all the numerals (*one, two, second, fifth*, and so on) and also many words like *all, both, some, many, much, few, each, every*, and so on.

Examples: *six* apples, *all* men, *some* books, *every* player



Adverbs

An adverb is a word which modifies or adds to the meaning of a verb. Sometimes an adverb modifies an adjective or another adverb.

Examples: She types *quickly*. (modifies the verb *types*)

You are *quite* right. (modifies the adjective *right*)

He spoke *very* well. (modifies the adverb *well*)

Adverbs are of the following types.

Adverbs of manner *quickly, angrily, carefully, fast, well*, and so on, answer the question *how?*

Adverbs of place *here, there, near, everywhere*, and so on, answer the question *where?*

Adverbs of time *now, then, today, yesterday, soon*, and so on, answer the question *when?*

Adverbs of frequency *often, sometimes, always, never, twice*, and so on, answer the question *how often?*

Interrogative adverbs *where, when, why, how*, and so on, are question words.

Prepositions

Words like *on, in, at, with, for, under, from* and *to*, used before a noun or pronoun to show place, time, method, and so on, are called prepositions.

Conjunctions

A conjunction is a joining word such as *and, but, yet, or, when, because* and *though*. It joins words or groups of words.

Interjections

An interjection is a word that expresses a sudden feeling. *Hurrah, hello, bravo, oh, ah, gosh, ouch, shh, wow*, and so on, are interjections.



There is also another word class called **determiners**.

Determiners

A determiner is a word which comes before a noun and limits the meaning of the noun or shows which person or thing is being referred to. Determiners include *the, a, an, this, that, these, those, all, some, any, each, every, my, your, our, his, their, one, two*, and so on. Most of the determiners (almost all except *a, an* and *the*) are often treated as adjectives in traditional grammars.

Determiners can be arranged in six classes according to the type of nouns (countables and uncountables) with which they are used. They are:

- those which are used only with singular countables and uncountables
this, that (for example *this* book, *that* bread)
- those which are used only with singular countables
a/an, every, each, either, neither (for example *every* boy, *each* school)
- those which are used only with plural countables
these, those, many, several, few, both (for example *these* girls)
- those which are used only with uncountables
much, little (for example *little* sugar)
- those which are used with plural countables and uncountables
enough, all, a lot of (for example *enough* biscuits, *enough* milk)
- those which can be used with any noun (singular or plural, countable or uncountable)
the, some, any, no, my, his (and other possessive adjectives)

Same word – different parts of speech

We are unable to identify what part of speech a word is, unless we see what work it is doing in a sentence. Study these examples.

Can you give me some *water*? (noun)

We *water* the plants daily. (verb)

We saw the film on *video*. (noun)

They *video* such programmes. (verb)

He fell *off* the ladder. (preposition)

The thief ran *off*. (adverb)

This is a *fast* train. (adjective)

He walks *fast*. (adverb)

Muslims *fast* during Ramzan. (verb)

He broke his *fast* yesterday. (noun)



A. Name the parts of speech of the italicized words.

1. The *phone* is ringing.
2. I *phone* my sister every day.
3. We *play* cricket on Sundays.
4. The children are at *play*.
5. He works *hard*.
6. These pancakes are too *hard*.
7. The *cook* is ill.
8. I usually *cook* at weekends.
9. The boys ran *round* the tree.
10. I turned *round* and went home again.
11. The postman starts his *round* at 9 o'clock.
12. I have a pain in the *back*.
13. I'll come *back* in five minutes.
14. Have you closed the *back* door?

B. State what type of noun each is.

- | | | | |
|----------|-------|---------------|-------|
| 1. Nepal | _____ | 2. country | _____ |
| 3. bunch | _____ | 4. flower | _____ |
| 5. fun | _____ | 6. friendship | _____ |

C. Classify these pronouns.

- | | | | |
|---------|-------|--------------|-------|
| 1. him | _____ | 2. himself | _____ |
| 3. mine | _____ | 4. which | _____ |
| 5. this | _____ | 6. ourselves | _____ |

D. Classify these adjectives.

- | | | | |
|---------|-------|---------------|-------|
| 1. our | _____ | 2. clever | _____ |
| 3. many | _____ | 4. what | _____ |
| 5. that | _____ | 6. attractive | _____ |

E. Classify these adverbs.

- | | | | |
|------------|-------|--------------|-------|
| 1. clearly | _____ | 2. often | _____ |
| 3. there | _____ | 4. fast | _____ |
| 5. near | _____ | 6. sometimes | _____ |

Word smart



Same word–different parts of speech

The following are some important words which may belong to different parts of speech according to the way in which they are *used*.

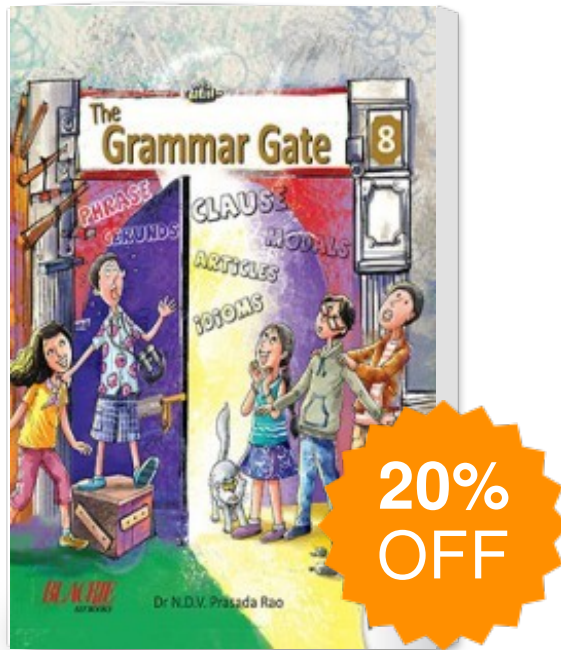
Always remember that it is the *function* or *use* that determines to which part of speech a word belongs in a given sentence.

About :	Adverb	They wandered <i>about</i> in sheepskins and goatskins.
	Preposition	There is something pleasing <i>about</i> him.
Above :	Adverb	The heavens are <i>above</i> .
	Preposition	The moral law is <i>above</i> the civil.
	Adjective	Analyse the <i>above</i> sentence.
	Noun	Our blessings come from <i>above</i> .
After :	Adverb	They arrived soon <i>after</i> .
	Preposition	He takes <i>after</i> his father.
	Adjective	<i>After</i> ages I am hearing his voice.
	Conjunction	We went away <i>after</i> they had left.
All :	Adjective	<i>All</i> students are present. It was <i>all</i> profit and no loss.
	Adverb	He was <i>all</i> alone when I saw him.
	Pronoun	<i>All</i> spoke in his favour.
	Noun	He lost his <i>all</i> in speculation.
Any :	Adjective	Are there <i>any</i> witnesses present?
	Pronoun	Does <i>any</i> of you know anything about it?
	Adverb	Is that <i>any</i> better?
As :	Adverb	We walked <i>as</i> fast as we could.
	Conjunction	<i>As</i> he was poor I helped him.
	Relative pronoun	She likes the same colour <i>as</i> I do.
Before :	Adverb	I have seen you <i>before</i> .
	Preposition	He came <i>before</i> the appointed time.
	Conjunction	He went away <i>before</i> I came.
Better :	Adjective	I think yours is a <i>better</i> plan.
	Adverb	I know <i>better</i> .
	Noun	Give place to your <i>bettors</i> .
	Verb	He <i>bettered</i> his performance in the final exam.

Both :	Adjective Pronoun Conjunction	You cannot have it <i>both</i> ways. <i>Both</i> of them are dead. <i>Both</i> the cashier and the accountant are on leave.
But :	Adverb Preposition Conjunction	It is <i>but</i> (only) right to admit our faults. None <i>but</i> (except) the brave deserve the fair. We tried hard, <i>but</i> did not succeed.
Down :	Adverb Preposition Adjective Noun	<i>Down</i> went the 'Royal George'. The fire engine came rushing <i>down</i> the hill. The porter was killed by the <i>down</i> train. He has seen the ups and <i>downs</i> of life.
Either :	Adjective Pronoun Conjunction	<i>Either</i> dress is good enough. Ask <i>either</i> of them. He must <i>either</i> work or starve.
Else :	Adjective Adverb Conjunction	I have something <i>else</i> for you. Shall we look anywhere <i>else</i> ? Make haste, <i>else</i> you will miss the train.
Enough :	Adjective Adverb Noun	There is time <i>enough</i> but none to spare. You know well <i>enough</i> what I mean. I have had <i>enough</i> of this.
Even :	Adjective Verb Adverb	The chances are <i>even</i> . Let us <i>even</i> the ground. Does he <i>even</i> suspect the danger?
Except :	Verb Preposition	If we <i>except</i> Hari, all are to be blamed. I like all vegetables <i>except</i> bitter gourd.
For :	Preposition Conjunction	My friend brought a nice gift <i>for</i> me. I go to the park every day <i>for</i> I like the fresh air there.
Less :	Adjective Adverb Noun	You are paying <i>less</i> attention to your studies than you used to. The population of India is <i>less</i> than that of China. He wants ₹ 500 for that watch. He won't be satisfied with <i>less</i> .
Like :	Adjective Preposition Noun Verb	They are men of <i>like</i> build and stature. Do not talk <i>like</i> that. They grow oranges, lemons, and the <i>like</i> . Children <i>like</i> sweets.
Little :	Adjective Noun	There is <i>little</i> danger in going there. The <i>little</i> he wanted was denied to him.



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