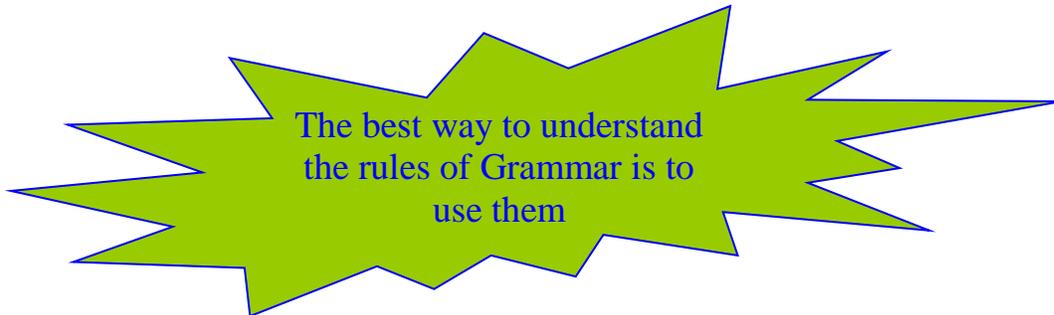




# GRAMMAR FOR YOU 1



Attempt the following activities to see how many you can do.

## ACTIVITY 1

Let us take one more exercise on grammar and see how much we have learnt through this unit.

Use the following prepositions to fill up the blanks in the sentences:

To, about, for, at

1. I miss the freedom ----- freelance.
2. I can't work -----that pace anymore.
3. What the process does-----the people who are involved.
4. He even jokes-----it.

## ACTIVITY 2

### Grammar Usage: Some or any

**Complete the following sentences using some or any:-**

1. She's going on holiday with -----friends in August.
2. I'm sure he doesn't have ----evidence for his accusations
3. There was never ----question that she would return home.
4. Wasn't there -----problem about your tax last year?
5. It is reported that there has been -----improvement in the president's condition.
6. There is seldom----world news in 'Dainik Jagran'.

### ANSWERS

some, any, any, some, some, any

## FUN ACTIVITIES

Why don't you attempt the following grammar activity?

### ACTIVITY 3

Choose one of the following phrases and either **where**, **when**, **whereby**, or **why** to complete these sentences. Use each phrase once only.

The situation, the reason, the time, the agreement, the building, the rule

1. ----- Whisky made in Japan can be sold in Britain has been criticized in Scotland.
2. The period during which Ram lived in Mumbai was also-----  
----he began to paint.
3. The new law means an end to ----- charities have to pay tax on money given to them.
4. -----I used to work had 24 floors.
5. He has been unwell, and this may be-----he lost the match.

## ACTIVITY 4

### LET US REVISE



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### What is a Clause?

A Clause is a group of words that consists of a subject and a predicate. Clauses are of four kinds:

1. **Main** (or independent)
2. **Subordinate** (or dependent)
3. **Relative** (or adjective)
4. **Noun**

As a rule, every clause consists at least of a subject and a verb.

Other characteristics of clauses will help you distinguish one type of clause from another.

#### Main Clauses

Every main clause will follow this basic formula, i.e.,  
subject + verb = complete thought

e.g.

Disinterested students complain.

students=subject, complain= verb

My dog loves cakes.

dog= subject; loves=verb

The crucial point to remember here is that every sentence must have at least one main clause.

### Subordinate clauses

A subordinate clause has the following structure:

Subordinate conjunction + subject + verb= incomplete thought

e.g. whenever disinterested students complain

whenever= subordinate conjunction; students = subject; complain= verb

Because my dog loves cakes

because= subordinate conjunction; dog= subject; loves = verb

The important point to keep in mind about subordinate clauses is that they can never stand by themselves (or independently) as complete sentences. To complete the thought, you have to attach each subordinate clause to a main clause.

Check out these revisions to the subordinate clauses above:

Whenever disinterested students complain, the teacher throws chalk pieces at them.

Because my dog loves cakes, he never barks at the baker.

### Relative Clauses

A relative clause will begin with a relative pronoun (who, whom, whose, which or that) or a relative adverb (when, where or why) The pattern looks like this:

Relative pronoun or adverb + subject + verb=incomplete thought

Relative pronoun as subject + verb= incomplete thought

e.g.

whom the teacher hit on the head with chalk pieces

whom= relative pronoun

the teacher= subject

hit= verb

where he eats with great joy

where= relative verb

he= subject

eats=verb

Like Subordinate clauses, relative clauses cannot stand independently as complete sentences. You must connect them to main clauses to make the thought complete.

Look at these revisions:

The lazy students whom Mrs. Russell hit on the head with chalk pieces soon learnt to be more attentive in class

My dog Dario, who loves cakes, relishes them in my balcony where he eats with great joy.

### Noun Clauses

Any clause that functions as a noun becomes a noun clause.

e.g. You really do not want to know the seasonings in my mother's vegetable dish.

seasonings= noun

If we replace the noun, "seasonings" with a clause, we have a noun clause.

You really do not want to know what my mother adds to her vegetable dish.

what my mother adds to her vegetable dish= noun clause

Write the information in brackets as a **RELATIVE CLAUSE** in an appropriate place in the sentence.

1. Jane has now sold the old car. [ she was given it by her parents]
2. The house is for sale. [it is next to ours]
3. Most of the forests have now been destroyed. [they once covered Britain]
4. He took me to see the old farmhouse. [He is rebuilding it.]

5. There have been complaints about the noise from people. [they live in the flats]
6. A doctor has had to retire through ill health. [we know him]

## ANSWERS

1. Jane has now sold the old car which she was given by her parents.
2. The house that is next to ours is for sale.
3. Most of the forests that once covered Britain have now been destroyed.
4. He took me to see the old farmhouse that he is rebuilding.
5. There have been complaints about the noise from people that live in the flats.
6. A doctor whom we know has had to retire through ill health.

## ACTIVITY 5

### Using Prepositions

#### ACROSS OR OVER

We can use **ACROSS** or **OVER** to talk about a position on the other side of, or getting to the other side of a bridge, road, border, river etc.

We use **OVER** when we talk about reaching the other side of something that is high.

We use **ACROSS** when we are talking about something that has a flat surface, or about an area such as a country or the sea.

Complete the sentences with **ACROSS** or **OVER**:

1. They cycled \_\_\_\_\_ America from the Pacific to the Atlantic.
2. On the other side of the river, \_\_\_\_\_ the bridge is the richer side of the town.
3. The children next door are a real nuisance. Their football always comes \_\_\_\_\_ the fence and damages the flowers in my garden.
4. After the children's party, sweets and cakes were scattered all \_\_\_\_\_ the kitchen floor.
5. The dog ran away from me and disappeared \_\_\_\_\_ the hill.
6. I saw the children wandering slowly \_\_\_\_\_ the road.
7. Pedro was so short; he couldn't see \_\_\_\_\_ the steering wheel.
8. He lives just \_\_\_\_\_ the border, in Switzerland.

9. Martha drew a line\_\_\_\_\_ the map and said, "I'll visit all the houses to the north of here.

ANSWERS

1) across 2) across\over 3) over 4) over 5) over 6) across/over  
7) over 8) across\over 9) across

IF YOU WANT TO DO MORE OF THESE ACTIVITIES, CHECK  
OUT

**ADVANCED ENGLISH GRAMMAR**

BY MARTIN HEWINGS

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What have you learnt?

1. Prepositions are very important in a sentence
2. 'Some' and 'Any' are used differently and one has to be careful about interchanging them in a sentence
3. The use of 'when', 'where', 'whereby' and 'why' is also to be tackled with care to make the sentence meaningful.
4. A clause is a group of words that consists of a subject and a predicate. The Main Clause and the Subordinate Clause are two types of clauses.
5. 'Across' and 'Over' are tricky prepositions and learning to use them correctly is very important.