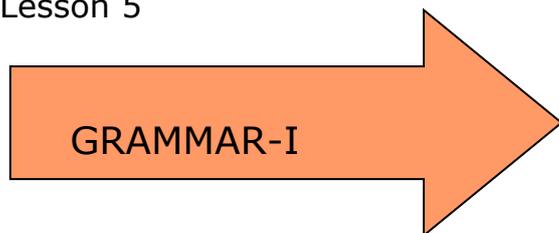


Lesson 5



HIGHLIGHTS OF THE LESSON:

- Warm-Up
- The Use of Prepositions 5.1
- Use of the Articles: A, An, The 5.2
- Spell and Punctuate Correctly 5.3
- Rearrange the Given Words into a Sentence 5.4
- The Use of Modals 5.5
- What Have You Learnt?

ANTICIPATED LEARNING OUTCOMES:

- We make errors in grammar because we assume that we know its rules even when we don't know them well enough.
- A preposition is a word governing (and usually preceding) a noun or pronoun and expressing a relation to another word or phrase.
- You will learn the rules for when to use the articles, a, an and the.
- You will learn after sufficient practice how to avoid spelling and grammar mistakes.
- All the auxiliary verbs (ones used in forming tenses, moods, and voices of other verbs) except be, do and have; are called modals.

GRAMMAR I

TOTAL TIME : 70 MINS

GRAMMAR: WARM UP!

Time: 10
mins

Before we begin with the exercises in this section, here are some points you can reflect upon.

- * Why do we make errors in grammar?
- * What are the areas that we should pay attention to so that we avoid making mistakes?
- * Why is adequate attention not paid towards making our grammar skills perfect?
- * How can we avoid making these errors and gain perfection in our language skills?

Think over these issues for the given time period and compare your results with the clues given below.

CLUES

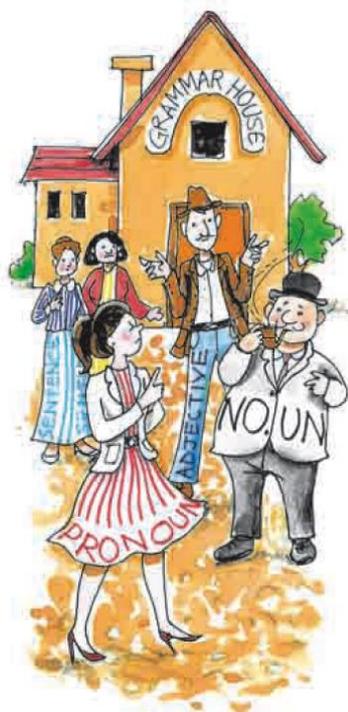
- *We make errors in grammar because we assume that we know its rules even when we do not understand them well enough.
- *We often make mistakes relating to tenses, punctuation, modals, verbs, active and passive voice and articles. One needs to identify the areas in which one makes errors and work on them.
- * We take our grammar skills for granted, not realising that grammar has certain rules on the basis of which it works.
- * You can avoid making errors in your weak areas by repeatedly taking tests, increasing their difficulty level gradually. We should develop the habit of reading regularly. Soon you will realize that it isn't as difficult as it seems!

The Squabble in the Grammar House

Read this poem, which makes grammar really come alive. The poet is a young schoolboy.

Ms. Pronoun once said to haughty Mr. Noun,
“I must say, you are a born clown.
You strut about the Grammar House,
But actually you’re no more than a mouse.
In a paragraph, humans use you only once,
It’s me they use everywhere, you dunce.
They use me as your substitute, for them,
They need not write you again and again.”

Into this cordial conversation did intervene,
Mr. Adjective, so handsome and lean.
Said he, “Stop this nonsensical talk!
You are as important as a hole in a sock.
For Ms. Sentence is incomplete
Without me, you garments on feet.
For noun and pronoun, you cannot
Be described, until I hit the spot.
You see you poor plain creatures
I am the one who defines your features.
Big or small, whichever way you are
I give you character. I’m a rising star!”
“Wait, wait!” someone cried from afar.
I want to join you, hold the door ajar!
I, Ms. Article, am the most important
That’s why you see I am always in front.
I comprise *the, a* and *an*
And am most valuable to man.
I certify any word as singular or plural
I am ubiquitous, you beasts infernal!”
“Oh, really?” said a scornful voice.
“I don’t think you are my choice.
For being the most important, you see
That title should go exclusively to me.
I decide whether you move or sit
If you walk, jump, eat, drink or hit.
Being Mr. Verb, I lay down each norm
I determine the actions you perform.”
“Please don’t say that,” said Ms. Adverb,
“I am your evergreen crony
I accompany you everywhere, don’t I?
Therefore please don’t speak a lie.
For you know as well as I do
That I help you in everything you do,
I describe the kind of action being done
Whether quickly, slowly or none.”
“Stop it!” spoke Mr. Conjunction
“If I didn’t perform the function
Of connecting all of you together
You would make no sense whatever.”
“Ha, ha, ha! That’s a laughable proposition
For all of you belong to me,” said Ms. Preposition.
“I can make you dance on the tip of my finger
Under it, in it, beyond it or where you linger.”



“Shut up!” said a tiny mouse.”
“I must say, you all are nincompoops!
Don’t you see, you are like the fingers on a hand?
And must work together, you understand?
So stop this dialogue right here,”
Asserted the little mouse.
Thus he finally put an end
To the squabble in the Grammar House.

Anurag Advani

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Picture 23

http://image.shutterstock.com/display_pic_with_logo/91282/91282,1221207414,3/stock-photo-portrait-of-confident-teacher-explaining-grammar-to-schoolchild-who-looking-at-her-attentively-17282935.jpg Accessed on 18/02/2011 at 2:52 pm.



Picture 24

http://3.bp.blogspot.com/_EiuEbFbndaU/TKFZC1uQ8LI/AAAAAAAAAHI/-U9_uoMtw7I/s1600/grammar_small.gif
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THE USE OF PREPOSITIONS (5.1)

Time: 10
mins

Preposition (definition): a word governing (and usu. preceding) a noun or pronoun and expressing a relation to another word or phrase, as in 'came *after* dinner', 'knows *about* his plans'.

Exercise 5.1

Use the correct prepositions from the options given in the box.

across, at, among, on, under, in

1. We met _____ the conference in England.
2. Nisha lives in the house _____ the road.
3. Anita placed her gifts _____ a blanket to surprise her children.
4. A cholera epidemic had broken out _____ the tribals in the village. tribes.
5. I get my salary _____ the first of every month.
6. What are you doing _____ Diwali?
7. I woke up _____ the middle of the night to shut the window since it had begun to rain.

Answers 5.1

1. at. We use **at** to talk about a place we think of as a point rather than an area, and about an event where there is a group of people. Here it is to talk about a place that we use this preposition.
2. across. We can use **across** to talk about a position on the other side of, or getting to the other side of a bridge, road, border, river, etc.
3. under. We use **under** when we say that one thing is at a lower level than another. Here we mean to say that the gifts were hidden under the blanket.
4. among. We use **among** when we see the people or things as part of a group or mass. **Among** is also used when we mean 'occurring in', 'one/some of' or 'out of'. For e.g, She is the first **among** us friends to get a car. All of you must do the group discussion exercise **among** the groups that have been formed.
5. on. **On** is used both as a preposition of time and of place. Here **on** is used as a preposition of time since we are talking about a particular date.
6. at. **At** is used as a preposition of time with short holiday periods, like Diwali.
7. in. We use **in** with 'the middle of..'

Rules taken from (*examples are my own*) Martin Hewings. Advanced English Grammar.1999. Rpt. Delhi: Cambridge U.P, 2007.p, 208-227.

USE OF THE ARTICLES: A, AN, THE (5.2)

Time: 5 mins

You must be familiar with articles and their functions. The aim of this exercise is to test your skills in their correct use. Often the incorrect use of them can change the meaning of what we are implying.

Here's a brief introduction to the use of "a, an, the"

- We use **the** when we expect the listener or reader to be able to identify the thing or person we are talking about, and we use **a, an** when we don't. For e.g, This is **the** book that I was referring to. There is **a** house in **the** hill station we visit where we always stay.
- We also use **the** when it is clear from the situation which person or thing we mean. For e.g, **The** President of the United States of America
- Even if the person or thing hasn't been mentioned before, if the person or thing we mean can be understood from what has been said before, we use **the**. For e.g, This is **the** picnic spot that I had visited last weekend with my family.
- **The** is often used with nouns before a phrase beginning **of...**The **of...**phrase connects the noun to a particular thing or person.For example, He was woken up by **the sound of a shot fired in the air**.
- We use **a** before words that begin with a consonant sound. This includes words that may begin with a vowel which has a consonant sound, like university. For e.g, **a** skateboard, **a** disc.
- We use **an** before words that begin with a vowel sound. These include words that begin with a silent letter 'h' followed by a vowel, for example, **an** honest girl, **an** hour.
- We can use **a/an** before singular countable nouns. We also use **a/an**, not **one**, in number and quantity expressions such as: three times **a** year, half **an** hour.

Taken from p. 112, p. 116, Martin Hewings. Advanced English Grammar.1999. Rpt. Delhi: Cambridge U.P, 2007.

Exercise 5.2

These are some of the basic instances where **a, an, the** is used. Now try to use the appropriate article (**a/an/the**) in the sentences given below.

1. He was woken up by ___ sound of the doorbell.
2. Would you like to eat ___ orange?
3. She was sitting by ___ river and writing.
4. Can I have ___ look at your notebook?
5. She made ___ apple pie and served it for dinner.
6. ___ blue car's been stolen from ___ parking lot at Select City Mall.
7. I thought you were wearing ___pink dress tonight.
8. I must buy ___ new cellphone for myself.
9. When did ___ party get over?

Answers 5.2

1. the. We use **the** when it is clear from the situation which person or thing we mean. Here **the** identifies the sound of the doorbell. Had we used **a** sound it would have sounded vague since it would be a specific doorbell that we are obviously referring to but "a sound" makes it unrecognizable and vague.
2. an. We use **a/an** with a singular noun when we describe someone or something or to say what type of thing someone or something is. Here **an** and not **a** is used since as a rule before words beginning with the sound of a vowel **an** is used. Here we wouldn't say **the** orange since when you are offering someone "an orange" you wouldn't specify which one by saying **the** orange.
3. a/the. Here **the** identifies the particular river she is sitting next to. But **a** can also be used here, when not being specific about the river that is referred to.
4. a. We use **a** here since we are making a general and not specific statement.
5. an/the. We use **an** before words that begin with a vowel sound. **The** could also be correct in some situations. For e.g, the apple pie would mean the one the listener knows about or is familiar with.
6. the, the. We use **the** for both blanks since in both cases we are using **the** when we expect the listener or reader to be able to identify the thing or person we are talking about, and we use **a/an** when we don't. Here **the** blue car and **the** parking lot in Select City mall refer to "the specific car" and "the specific parking lot". Had the sentence been ___ car has been stolen from ___ parking lot. **a/the** could be used in both the blanks since we may or may not be specific.
7. a/the. In this case both **a** and **the** can be used. **A** is used with a singular noun when we describe someone or something or to say what type of thing someone or something is, and **the** is used when we expect the listener or reader to be able to identify the thing or person we are talking about.
8. a. **A** is used with a singular noun when we describe someone or something or to say what type of thing someone or something is. But if we want to say that something or someone is unique and that there is only one, or that it is the only one of its kind we use **the**.
9. the. If we want to say that something or someone is unique and that there is only one, or that it is the only one of its kind we use **the**. Such as over here we are referring to a specific party. Had we used **a** before party it would have given the impression that we are not referring to some specific party and the question would have sounded vague.

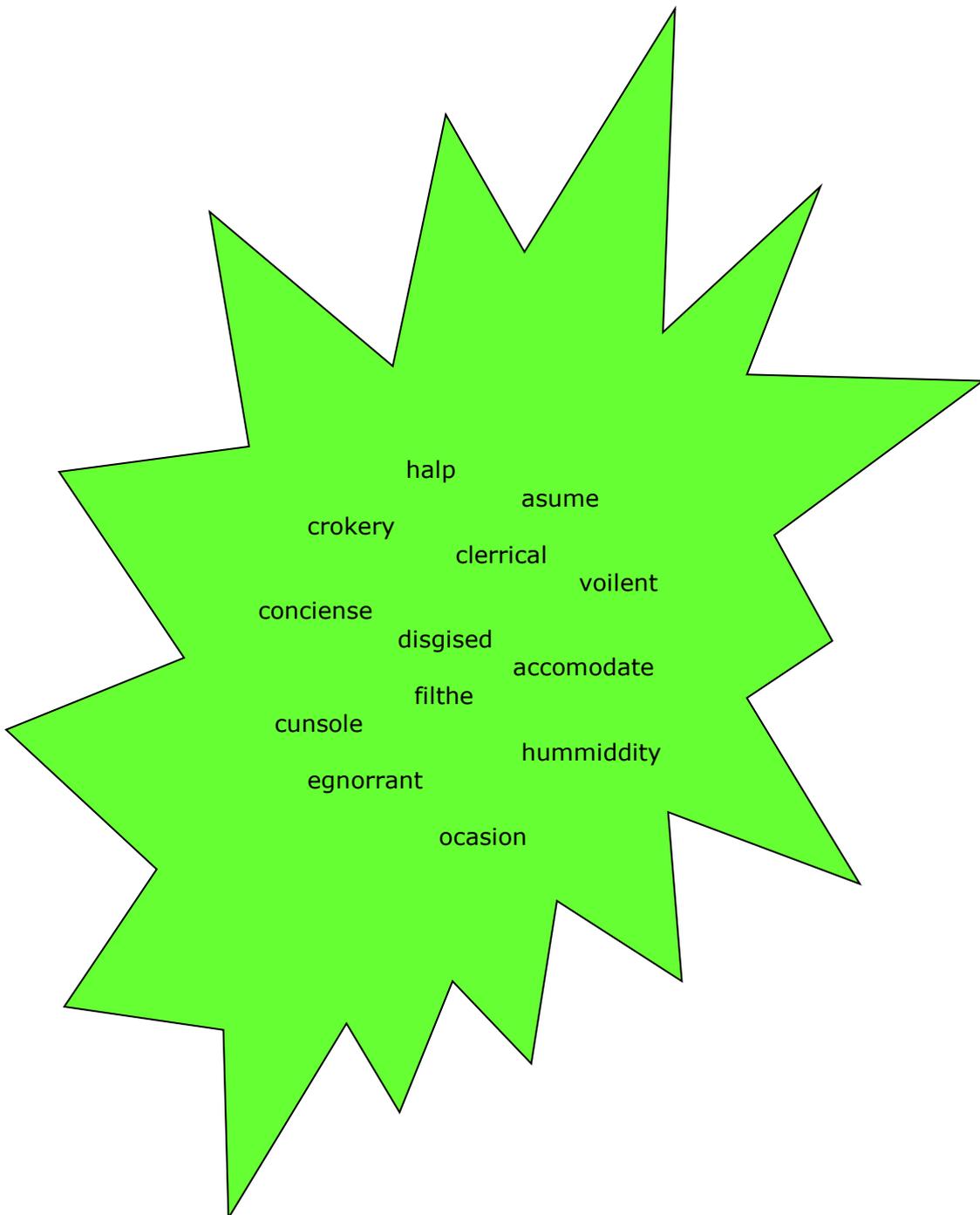
Rules taken from Martin Hewings. Advanced English Grammar.1999. Rpt. Delhi: Cambridge U.P, 2007.p, 112-125.

SPELL AND PUNCTUATE
CORRECTLY (5.3)

Time: 25
mins

Exercise
5.3.1

The words given below have been misspelt. Give the correct spelling.



Answers
5.3.1

help

assume

crockery

clerical

violent

conscience

disguised

accommodate

filthy

console

humidity

ignorant

occasion

Now see the passage given below. Punctuate it and remove the errors in punctuation from it. The first passage (**Qs A**) has been done for you. Attempt the second one(**Qs B**) on your own.

Qs A

yesterday I went to lats house but she was not at home her mother told me that she had gone to the park so I went there and found her playing badminton in the park with heena and asha the girls invited me to join them so I started playing with them after playing for about an hour we were dead tired wedecided to have some snacks at ashas place her mother had made some delicious sandwiches and she offered us some lemonade to drink along with it.

Ans A

Yesterday, I went to Lata's house - but she wasn't at home! Her mother told me that she had gone to the park. So I went there and found her playing badminton in the park with Heena and Asha. The girls invited me to join them, so I started playing with them. After playing for about an hour — we were dead tired! We decided to have some snacks at Asha's place. Her mother had made some delicious sandwiches, and she offered us some lemonade to drink along with it.

Exercise
5.3.2

Qs B

nitin lost his car keys again and we were all helping him to search for them we went through the whole office we looked in every drawer and cupboard but alas we could not find the keys after many unsuccessful attempts at locating them nitin suddenly said oh I remember I had put them in my laptop bag for everybody's cooperation he said I will treat you all in the cafeteria

Answers
5.3.2

Ans B

Nitin had lost his keys - again. We were all helping him search for them. We went through the whole office. We looked in every drawer and cupboard. But alas... we could not find the keys! After many unsuccessful attempts at locating them Nitin suddenly said, "Oh! I remember I had put them in my laptop bag". For everybody's cooperation he said, "I will treat you all in the cafeteria!"

RE-ARRANGE THE GIVEN WORDS
INTO A SENTENCE (5.4)

Time: 10
mins

Exercise
5.4

The words in the sentences given below are jumbled up. Put them in the right order.

1. children the sleeping lay beds in peacefully their.
2. enjoyable but long trip the was.
3. boy responsible Ram such seemed always a.
4. fluently speaks she French.
5. rich now says that he's everyone .
6. moment at the busy preparing I am lecture a.
7. really seeing worth new film his is.
8. best possible was solution it the.
9. hottest Delhi in been it's the 35 years for day.
10. serious leak was the gas.



Answers
5.4

1. The sleeping children lay peacefully in their beds
2. The trip was long but enjoyable.
3. Ram always seemed such a responsible boy.
4. She speaks French fluently.
5. Everyone says that he's now rich.
6. I am busy preparing a lecture at the moment.
7. His new film is really worth seeing.
8. It was the best solution possible.
9. It's been the hottest day in Delhi for 35 years.
10. The gas leak was serious.

THE USE OF MODALS (5.5)

Time: 10
mins

Let us begin this activity by asking what modals are. It is essential to know how to use them since we often make errors in this area.

Modals: All the auxiliary verbs except be, do and have are called modals. Unlike other [auxiliary verbs](#) modals only exist in their helping form; they cannot act alone as the [main verb](#) in a sentence.

[Be](#), [do](#), and [have](#) also differ from the other auxiliaries in that they can also serve as ordinary verbs in a given sentence.

The modal verbs are:-

Can/ could / may/ might/ must/ shall/ should/ ought to/ will/ would.

Taken from: <http://www.learnenglish.de/grammar/verbmodal.htm>, 11th October'2010 at 12:10 pm.

Exercise 5.5

Fill in the given blanks with the correct modals from the list in the box.

should, ought to, must, may, might, can, could, mustn't,
needn't, would

1. You _____ have replied to the letter by now.
2. You _____ call me up when I am at work.
3. He _____ afford to buy a palace with his income.
4. I am sure she _____ have left from her office by now.
5. Anita _____ be absent today since her mother is unwell.
6. _____ you pass me the newspaper, please.
7. You _____ take care of your health.
8. You _____ return your library book tomorrow.
9. You _____ ask him to help you, for he will help unasked.

Answers 5.5

1. should. Here **should** is used to show obligation.
2. mustn't. We use **mustn't** to say that something is not allowed.
3. can/could. We use **can** in affirmative sentences when we talk about a more general possibility of something happening rather than the possibility of something happening in a particular situation. When we mean that someone or something has the ability to do something we use **could**.
4. would. When we want to indicate that we think an unreal past situation – that is, an imaginary situation or a situation that might have happened in the past, but didn't – is certain we use **would have + past participle**.
5. may/might/could. We use **may** or **might** to say there is a possibility of something happening or being true. We can also use **could**, but not **can**, to express a similar meaning.
6. Could. When we mean that someone or something has the ability to do something we use **could**.
7. must. When we say that it is necessary to do something, we use **must** or **have (got) to**.
8. must. When we say that it is necessary to do something, we use **must** or **have (got) to**.
9. needn't. We use **needn't** or **don't have to** to say that something is not necessary.

Refer to Martin Hewings. Advanced English Grammar.1999. Rpt. Delhi: Cambridge U.P, 2007. p, 34-51 for the rules and more exercises on use of modals.

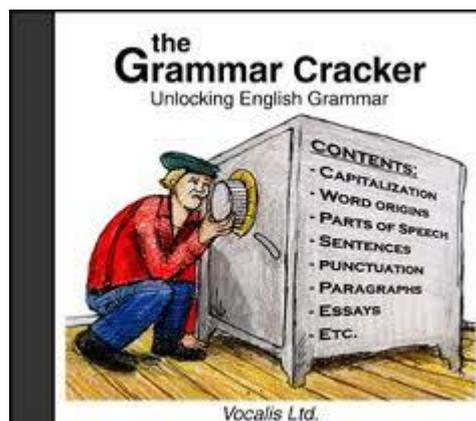
WHAT HAVE YOU LEARNT?

Points to ponder

1. Is grammar an essential skill to gain proficiency in the language?
2. What are the ways of improving grammar?
3. Are there any keys or rules to follow to perfect your grammar?
4. Does it help in improving ones grammar if one takes tests regularly?
5. Last but not the least, is it better late than never to acquire grammar skills well?

Hint

If your answer to all the above questions is yes, then begin practising your grammar regularly to gain perfection in it.



Picture 25

<http://www.eslflix.com/dimg/products/10/16.GrammarCrackerCDlarge.gif>

Accessed on 21/02/2011 at 2:22 pm.

Links for Images

Picture23

http://image.shutterstock.com/display_pic_with_logo/91282/91282,1221207414,3/stock-photo-portrait-of-confident-teacher-explaining-grammar-to-schoolchild-who-looking-at-her-attentively-17282935.jpg

Picture24

http://3.bp.blogspot.com/_EiuEbFbndaU/TKFZC1uQ8LI/AAAAAAAAAHI/-U9_uoMtw7I/s1600/grammar_small.gif

Picture25

<http://www.esfliflix.com/dimg/products/10/16.GrammarCrackerCDlarge.gif>