



The Complete Guide to
SUCCESS IN GOVERNMENT EXAMINATIONS



ENGLISH GRAMMAR

&
COMPETITIVE EXAMINATION NOTES

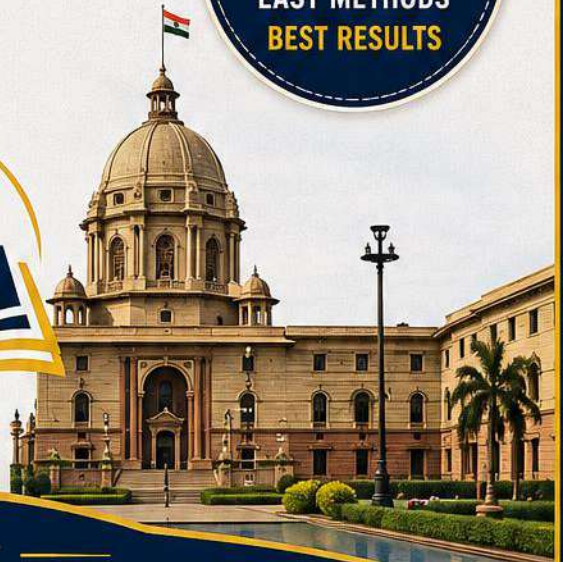
A COMPLETE STUDY MATERIAL FOR

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IN **PUNJAB** AND **OTHER STATES**



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CHAPTER 1: INTRODUCTION TO ENGLISH GRAMMAR

1. What is Grammar?

Grammar is the system of rules that governs the structure and use of a language.

In simple words, grammar teaches us how to:

- Form correct words
- Arrange words properly
- Make correct sentences
- Express ideas clearly
- Avoid grammatical errors

Example:

✗ He go to school every day.

✓ He goes to school every day.

The second sentence follows the rules of English grammar.

2. Why is English Grammar Important?

English grammar is important because it helps us communicate correctly and effectively.

A good knowledge of grammar is necessary for:

- Speaking English correctly

- Writing correctly
- Understanding passages
- Error spotting
- Sentence improvement
- Fill in the blanks
- Cloze tests
- Competitive examinations
- Formal communication

For Government and Competitive Examinations, grammar is one of the most important sections of English.

3. Grammar in Competitive Examinations

English Grammar questions are frequently asked in examinations such as:

- PSSSB
- Punjab Police
- SSC
- Banking Examinations
- Railway Examinations
- Defence Examinations
- Teaching Examinations
- Other State and Central Government Examinations

The major grammar-based question types include:

1. Error Spotting

Finding the grammatical error in a sentence.

2. Sentence Improvement

Selecting the correct improvement for an incorrect sentence.

3. Fill in the Blanks

Choosing the correct word according to grammatical rules.

4. Cloze Test

Completing a passage with suitable words.

5. Sentence Correction

Correcting an incorrect sentence.

6. Rearrangement of Sentences

Arranging words or sentences in the correct order.

4. Basic Structure of English Grammar

English grammar can broadly be divided into the following areas:

A. Words

Words are the basic units of a language.

Examples:

- Book
- Read
- Beautiful
- Quickly
- And

Different words perform different functions in a sentence.

B. Parts of Speech

Words are classified according to the work they perform in a sentence.

The major Parts of Speech are:

1. Noun
2. Pronoun
3. Adjective
4. Verb
5. Adverb
6. Preposition
7. Conjunction
8. Interjection

These are the foundation of English grammar.

C. Phrases and Clauses

A group of words may form a Phrase or a Clause.

Phrase

A group of words that does not contain a Subject-Verb combination functioning as a complete clause.

Example:

- In the morning
- Under the table
- With great care

Clause

A group of words containing a Subject and a Verb.

Example:

- Because he was ill
 - When the train arrived
 - She was reading a book
-

D. Sentences

A sentence is a group of words that expresses a complete thought.

Example:

✗ Going market yesterday.

This is incomplete.

✓ I went to the market yesterday.

This expresses a complete thought.

5. Basic Structure of a Sentence

The most common structure of an English sentence is:

Subject + Verb + Object

Example:

Ram reads a book.

- Ram = Subject
- reads = Verb
- a book = Object

More Examples:

She writes a letter.

- She = Subject
- writes = Verb
- a letter = Object

The teacher teaches English.

- The teacher = Subject
- teaches = Verb
- English = Object

6. Subject

The Subject is the person, thing, or idea about which something is said in a sentence.

Examples:

Ravi plays क्रिकेट.

Who plays cricket?
Answer: Ravi.

Therefore, Ravi is the Subject.

The children are playing.

Who are playing?
Answer: The children.

Therefore, "The children" is the Subject.

7. Predicate

The Predicate is the part of the sentence that says something about the Subject.

Example:

The boy is playing football.

- Subject = The boy
- Predicate = is playing football

Example:

My father works in a bank.

- Subject = My father
 - Predicate = works in a bank
-

8. Object

The Object is the person or thing affected by the action of the Verb.

Example:

She reads a book.

What does she read?

Answer: A book.

Therefore, "a book" is the Object.

Example:

The police arrested the thief.

Whom did the police arrest?

Answer: The thief.

Therefore, "the thief" is the Object.

9. Direct Object and Indirect Object

Some sentences can have two objects.

Example:

She gave me a gift.

- She = Subject
- gave = Verb
- me = Indirect Object
- a gift = Direct Object

Easy Method:

Ask:

What was given? → Direct Object

To whom was it given? → Indirect Object

10. The Importance of Word Order

English is highly dependent on word order.

Changing the order of words can change the meaning of a sentence.

Example:

Ram killed Shyam.

This means Ram killed Shyam.

But:

Shyam killed Ram.

The meaning is completely different.

Therefore, correct word order is essential in English.

11. Basic English Sentence Patterns

Some common sentence patterns are:

Pattern 1: Subject + Verb

Examples:

- Birds fly.
 - Children play.
 - The baby cried.
-

Pattern 2: Subject + Verb + Object

Examples:

- She reads books.
- He plays football.
- They watch television.

Pattern 3: Subject + Linking Verb + Complement

Examples:

- She is happy.
- He became a doctor.
- The sky looks blue.

Pattern 4: Subject + Verb + Indirect Object + Direct Object

Examples:

- She gave me a pen.
- The teacher taught us English.
- Father bought me a bicycle.

12. What Makes a Sentence Grammatically Correct?

A grammatically correct sentence generally requires:

- Correct Subject
- Correct Verb
- Proper Tense

- Correct Word Order
- Proper Use of Articles
- Correct Prepositions
- Subject-Verb Agreement
- Correct Pronouns

Incorrect:

✗ He going to school yesterday.

Correct:

✓ He went to school yesterday.

The verb must agree with the time indicated by "yesterday."

13. The Role of Tense in Grammar

Tense shows the time of an action.

There are three main divisions of time:

1. Present
2. Past
3. Future

Examples:

Present: I play cricket.

Past: I played cricket.

Future: I will play cricket.

Each tense has different forms and uses.

14. The Role of Subject-Verb Agreement

The Verb must agree with its Subject in number and person.

Example:

- ✗ He play cricket.
- ✓ He plays cricket.

Example:

- ✗ They plays cricket.
- ✓ They play cricket.

Easy Learning Method:

He / She / It → usually takes Singular Verb in the Simple Present

- He plays.
- She sings.
- It works.

I / You / We / They → usually take the base form

- I play.
- You play.
- We play.
- They play.

15. The Role of Articles

Articles are used before nouns.

There are three articles:

- A
- An
- The

Examples:

- a boy
- an apple

- the sun

The correct use of articles depends mainly on pronunciation, specificity, and the nature of the noun.

16. The Role of Prepositions

Prepositions show the relationship between words.

Common prepositions include:

- in
- on
- at
- by
- with
- for
- from
- to

Examples:

The book is **on** the table.

She lives **in** Punjab.

He goes to school **by** bus.

17. The Role of Vocabulary

Grammar alone is not enough for good English.

A student also needs a strong vocabulary.

Vocabulary includes:

- Synonyms

- Antonyms
- One Word Substitution
- Idioms and Phrases
- Phrasal Verbs
- Homophones
- Spelling

Grammar tells us how to use words correctly, while vocabulary helps us choose the right words.

18. Grammar and Meaning

A grammatically correct sentence should also convey the intended meaning.

Example:

"She has been living here for five years."

This sentence is grammatically correct and clearly indicates that the action started in the past and continues to the present.

Understanding grammar helps us understand meaning more accurately.

19. Common Reasons for Grammar Mistakes

Students commonly make mistakes because of:

- Translating directly from their mother tongue
- Learning rules without understanding them
- Confusing similar words
- Ignoring Subject-Verb Agreement

- Using the wrong tense
- Incorrect use of Articles
- Incorrect Prepositions
- Confusion between Pronouns
- Incorrect word order

The best way to improve grammar is to understand the rule and then practise it with examples.

20. Easy Method to Learn English Grammar

Do not try to memorize every rule at once.

Follow this simple method:

Step 1: Understand the Rule

First understand what the rule means.

Step 2: Read Examples

Examples make grammar easier to understand.

Step 3: Compare Correct and Incorrect Sentences

Example:

- ✗ She do not like tea.
- ✓ She does not like tea.

Step 4: Learn Common Exceptions

Some grammar rules have exceptions that must be learned separately.

Step 5: Practise Regularly

Practice is necessary to master grammar.

21. The Golden Formula for Learning Grammar

RULE → EXAMPLE → PRACTICE → REVISION

This is one of the easiest methods for learning grammar.

Rule

Understand the grammatical rule.

Example

Read correct examples.

Practice

Solve questions.

Revision

Revise the rule regularly.

22. How to Solve Grammar Questions in Exams

When solving a grammar question, follow these steps:

Step 1: Find the Subject

Ask: Who or what is being discussed?

Step 2: Find the Verb

Identify the action or state.

Step 3: Check the Tense

Determine whether the sentence refers to the Present, Past, or Future.

Step 4: Check Subject-Verb Agreement

Make sure the Subject and Verb agree.

Step 5: Check Articles and Determiners

Look for errors involving:

- a
- an
- the
- some
- any
- much
- many
- few
- little

Step 6: Check Prepositions

Look for words such as:

- in
- on
- at
- by
- for
- since
- from

Step 7: Read the Complete Sentence Again

Make sure the sentence is meaningful as well as grammatically correct.

23. Important Grammar Terms

Singular

Refers to one person, place, thing, or idea.

Examples:

- boy
- book
- child

Plural

Refers to more than one person, place, thing, or idea.

Examples:

- boys
- books
- children

Person

In grammar, Person refers to the relationship of a pronoun to the speaker.

First Person

- I
- We

Second Person

- You

Third Person

- He

- She
 - It
 - They
-

24. Accuracy Before Speed

In competitive examinations, many students try to answer grammar questions quickly without understanding the sentence.

A better approach is:

First Accuracy → Then Speed

Initially:

- Read the rule carefully.
- Identify the grammatical structure.
- Understand why an answer is correct.

With regular practice, speed will improve automatically.

25. Final Understanding

English Grammar is not just a collection of difficult rules.

It is a logical system that helps us understand:

- How words work
- How words are connected
- How sentences are formed
- How meaning changes according to grammar

The strongest foundation for competitive English begins with a clear understanding of basic grammar concepts.

The following chapters will explain every major area of English Grammar step by step, using simple language, practical examples, common errors, and easy learning methods.

QUICK REVISION

English Grammar helps us:

- Form correct words
- Arrange words correctly
- Construct meaningful sentences
- Avoid grammatical errors
- Improve communication
- Perform better in competitive examinations

The basic foundation of grammar includes:

- Words
- Parts of Speech
- Phrases
- Clauses
- Sentences
- Subject
- Predicate
- Verb
- Object
- Tenses
- Agreement
- Articles
- Prepositions

EASY LEARNING FORMULA

**Understand → Observe → Practise
→ Revise**

A strong understanding of the basics makes advanced grammar much easier to learn.

PART II – CORE GRAMMAR

CHAPTER 10: SUBJECT–VERB AGREEMENT

1. What is Subject–Verb Agreement?

Subject–Verb Agreement means that the Verb must agree with its Subject in Number and Person.

Basic Rule:

- Singular Subject → Singular Verb
- Plural Subject → Plural Verb

Examples:

- He plays cricket.
 - She sings well.
 - They play cricket.
 - The boys sing well.
-

2. The Basic Rule in Present Tense

In the Simple Present Tense:

Singular Subject:

He / She / It + Verb + s/es

- He works hard.
- She reads books.
- It looks beautiful.

Plural Subject:

I / You / We / They + Base Verb

- I work hard.
- You work hard.
- We work hard.
- They work hard.

Easy Trick:

He, She, It = Verb usually takes S/ES

I, You, We, They = Base Verb

3. Two Singular Subjects Joined by "and"

When two Singular Nouns are joined by **and**, the Verb is generally Plural.

- Ram and Shyam are friends.
- Tea and coffee are available.

Exception:

When two nouns refer to the same person, thing, or idea, a Singular Verb may be used.

- Bread and butter is my favourite breakfast.
- The poet and philosopher has arrived.

In the second example, one person is both a poet and a philosopher.

4. Either...or / Neither...nor

When two subjects are joined by **either...or** or **neither...nor**, the Verb generally agrees with the Subject nearest to it.

- Either Ram or his friends are coming.
- Either the teachers or the principal is coming.
- Neither the students nor the teacher is present.
- Neither the teacher nor the students are present.

Easy Method:

Look at the Subject nearest to the Verb.

5. Along with / As well as / Together with

When the Subject is followed by:

- along with
- as well as
- together with
- accompanied by
- in addition to

the Verb agrees with the first Subject.

- The teacher, along with the students, is present.
- Ram, as well as his friends, is invited.
- The captain, together with his team, was ready.

Do not allow the words between commas to confuse you.

6. Each and Every

When a sentence begins with **each** or **every**, a Singular Verb is generally used.

- Each student is present.
- Every boy has a book.

When two nouns are connected by "and" and preceded by each/every, the Verb is Singular.

- Every boy and every girl is ready.
- Each man and each woman was given a card.

7. Collective Nouns

Collective Nouns include:

- team
- committee
- family
- jury
- audience
- government
- class

A Collective Noun may take a Singular or Plural Verb depending on the meaning.

As One Unit:

- The team is winning.

As Individual Members:

- The team are discussing their plans.

In most basic competitive-exam questions, determine whether the group is acting as one unit or as separate individuals.

8. Indefinite Pronouns

The following pronouns usually take a Singular Verb:

- each
- either
- neither
- everyone
- everybody
- someone
- somebody
- anyone
- anybody
- no one
- nobody

Examples:

- Everyone is ready.
- Each of the players has a uniform.
- Neither of the answers is correct.

9. "A Number of" and "The Number of"

A number of + Plural Noun + Plural Verb

- A number of students are absent.

The number of + Plural Noun + Singular Verb

- The number of students is increasing.

Easy Trick:

A number of = Many → Plural Verb

The number of = Total number → Singular Verb

10. Amount, Time and Distance

When an amount, period of time, or distance is considered as one unit, a Singular Verb is generally used.

- Ten kilometres is a long distance.
- Five years is a long time.
- One thousand rupees is enough.

11. News and Similar Words

Some nouns ending in -s are Singular in meaning.

Examples:

- news
- mathematics
- physics
- economics
- politics

Examples:

- The news is shocking.
- Mathematics is an interesting subject.
- Physics is difficult for some students.

12. Plural-Looking Words with Singular Meaning

Names of books, countries, organizations, or subjects may take a Singular Verb when considered as one entity.

- The United States is a large country.

- Gulliver's Travels is a famous book.

13. "One of"

After **one of**, use a Plural Noun.

- He is one of the best players.
- She is one of the most talented students.

However, the main Verb agrees according to the actual Subject of the sentence.

14. "More than One"

"More than one" is generally followed by a Singular Noun and Singular Verb.

- More than one student has failed.
- More than one person was injured.

CHAPTER 11: TENSES

1. What is Tense?

Tense shows the time of an action or state.

There are three main tenses:

1. Present Tense
2. Past Tense
3. Future Tense

Each is commonly studied through four forms:

- Simple
- Continuous

- Perfect
- Perfect Continuous

A. PRESENT TENSE

1. Simple Present Tense

Structure:

Subject + Base Verb / Verb+s or es

Uses:

- Habit
- Routine
- General truth
- Universal fact
- Permanent situation

Examples:

- I go to school every day.
- He plays football.
- The sun rises in the east.
- Water boils at 100°C.

2. Present Continuous Tense

Structure:

Subject + is/am/are + Verb-ing

Examples:

- I am reading.
- She is singing.
- They are playing.

Uses:

- Action happening now
- Temporary action
- Current activity

3. Present Perfect Tense

Structure:

Subject + has/have + Past Participle (V3)

Examples:

- I have completed my work.
- She has written a letter.
- They have arrived.

Use:

An action completed in the past but connected with the present.

4. Present Perfect Continuous Tense

Structure:

Subject + has/have been + Verb-ing + since/for

Examples:

- She has been studying for two hours.
- They have been living here since 2020.

Easy Rule:

Since = Point of Time

- since Monday
- since 2020
- since morning

For = Period of Time

- for two hours
 - for five years
 - for a long time
-

B. PAST TENSE

1. Simple Past Tense

Structure:

Subject + V2

Examples:

- I visited Delhi yesterday.
- She wrote a letter.
- They played cricket.

Common Time Expressions:

- yesterday
 - last week
 - ago
 - in 2020
-

2. Past Continuous Tense

Structure:

Subject + was/were + Verb-ing

Examples:

- I was reading.
 - They were playing.
 - She was cooking food.
-

3. Past Perfect Tense

Structure:

Subject + had + V3

Used when one action happened before another action in the past.

Example:

- The train had left before we reached the station.
 - She had completed her work before dinner.
-

4. Past Perfect Continuous Tense

Structure:

Subject + had been + Verb-ing + since/for

Example:

- He had been studying for three hours.
 - They had been living there for many years.
-

C. FUTURE TENSE

1. Simple Future Tense

Common Structure:

Subject + will + Base Verb

Examples:

- I will help you.
- She will come tomorrow.

- They will win the match.

2. Future Continuous Tense

Structure:

Subject + will be + Verb-ing

Examples:

- I will be travelling tomorrow.
- She will be studying at 8 p.m.

3. Future Perfect Tense

Structure:

Subject + will have + V3

Examples:

- She will have completed the work by tomorrow.
- They will have reached home by 8 p.m.

4. Future Perfect Continuous Tense

Structure:

Subject + will have been + Verb-ing + since/for

Example:

- By next year, he will have been working here for ten years.
-

EASY TENSE IDENTIFICATION METHOD

Tense Form	Main Helping Verb
Simple Present	Do/Does (negative/question)
Present Continuous	Is/Am/Are
Present Perfect	Has/Have
Present Perfect Continuous	Has/Have been
Simple Past	Did
Past Continuous	Was/Were
Past Perfect	Had
Past Perfect Continuous	Had been
Simple Future	Will
Future Continuous	Will be
Future Perfect	Will have
Future Perfect Continuous	Will have been

CHAPTER 12: ARTICLES

Articles are:

- A
- An
- The

"A" and "An" are Indefinite Articles.

"The" is the Definite Article.

1. Use of "A"

Use "a" before a word beginning with a consonant sound.

- a boy
- a book
- a university
- a European

Important:

The rule depends on sound, not spelling.

University begins with the sound /ju:/, so:

- ✓ a university
- ✗ an university

2. Use of "An"

Use "an" before a vowel sound.

- an apple
- an umbrella
- an honest man
- an hour

Important:

"Honest" and "hour" begin with a vowel sound because the letter "h" is silent.

3. Use of "The"

"The" is used when referring to a specific person, thing, or group.

- The book on the table is mine.
- The sun rises in the east.
- The principal called me.

It is also commonly used with:

- Rivers
- Seas

- Oceans
- Mountain ranges
- Deserts
- Superlatives
- Ordinal numbers

Examples:

- the Ganga
- the Indian Ocean
- the Himalayas
- the Sahara
- the best student
- the first chapter

4. No Article

Generally, no article is used before names of:

- Persons
- Countries
- Cities
- Languages
- Subjects

Examples:

- India is a large country.
- English is an international language.
- Mathematics is interesting.

However, exceptions exist depending on the specific name and context.

CHAPTER 13: DETERMINERS

Determiners are words placed before nouns to indicate:

- Quantity

- Number
- Possession
- Specificity

Common Determiners include:

- this
- that
- these
- those
- some
- any
- much
- many
- few
- little
- each
- every
- my
- your
- his
- her
- their

This / That / These / Those

This

Used for one thing near the speaker.

- This book is interesting.

That

Used for one thing away from the speaker.

- That house is beautiful.

These

Used for more than one thing near the speaker.

- These books are useful.

Those

Used for more than one thing away from the speaker.

- Those students are intelligent.

CHAPTER 14: PREPOSITIONS

A Preposition shows the relationship between a noun or pronoun and another word in a sentence.

Common Prepositions:

- in
- on
- at
- by
- with
- from
- to
- for
- since
- into
- between
- among

1. In / On / At for Time

In

Used for:

- months
- years
- seasons
- long periods

Examples:

- in January
- in 2026
- in winter

On

Used for:

- days
- dates

Examples:

- on Monday
- on 15 August

At

Used for:

- exact time

Examples:

- at 5 p.m.
 - at noon
 - at midnight
-

2. In / On / At for Place

In

Used for large areas or enclosed spaces.

- in India
- in Punjab
- in a room

On

Used for surfaces.

- on the table
- on the wall

At

Used for a specific point or location.

- at the station
- at school

- at the door
-

3. Since and For

Since = Starting Point

- since Monday
- since 2020
- since morning

For = Duration

- for two hours
 - for five years
 - for a long time
-

4. Between and Among

Between

Generally used for two persons or things.

- Between Ram and Shyam.

Among

Generally used for more than two.

- Among the students.
-

CHAPTER 15: SOME, ANY, MUCH, MANY, FEW AND LITTLE

Some

Generally used in affirmative sentences.

- I have some money.
- She bought some books.

It may also be used in offers and requests.

- Would you like some tea?
- Can I have some water?

Any

Generally used in negative and interrogative sentences.

- I do not have any money.
- Do you have any questions?

Much

Used with Uncountable Nouns.

- much water
- much money
- much information

Many

Used with Countable Plural Nouns.

- many books
- many students
- many people

Few and A Few

Few

Means almost none or not many.

- Few students understood the question.

A Few

Means some.

- A few students understood the question.

Easy Trick:

Few = Almost no

A few = Some

Little and A Little

Little

Means almost no quantity.

- There is little water in the bottle.

A Little

Means some quantity.

- There is a little water in the bottle.

Easy Trick:

Little = Almost nothing

A little = Some quantity

CHAPTER 16: MODALS

Modal Verbs express:

- Ability
- Permission
- Possibility
- Necessity
- Advice

- Obligation

Common Modals are:

- can
- could
- may
- might
- shall
- should
- will
- would
- must
- ought to

Can

Used for ability or possibility.

- She can swim.

Could

Used for past ability or polite requests.

- He could swim when he was five.
- Could you help me?

May

Used for formal permission or possibility.

- May I come in?
- It may rain today.

Might

Used for weaker possibility.

- It might rain tomorrow.

Should

Used for advice or duty.

- You should work hard.

Must

Used for strong necessity or obligation.

- You must obey the rules.

CHAPTER 17: NON-FINITE VERBS

A Non-Finite Verb does not show tense, person, or number by itself.

The three main Non-Finite Forms are:

1. Infinitive
2. Gerund
3. Participle

CHAPTER 18: INFINITIVES

An Infinitive is generally:

To + Base Form of Verb

Examples:

- to read
- to write
- to play
- to study

Examples in Sentences:

- I want to learn English.
- She decided to study.
- He came to help me.

Sometimes the infinitive is used without "to" after certain verbs and modal verbs.

Examples:

- You must work hard.
- Let him go.
- She can swim.

CHAPTER 19: GERUNDS

A Gerund is the -ing form of a Verb used as a Noun.

Examples:

- Swimming is good exercise.
- Reading improves knowledge.
- Walking is beneficial.

In these sentences:

- Swimming
- Reading
- Walking

function as Nouns.

CHAPTER 20: PARTICIPLES

A Participle is a form of a Verb that can function as an Adjective.

The main types include:

- Present Participle
- Past Participle
- Perfect Participle

Present Participle

Usually ends in -ing.

- a crying baby
- a running train
- a smiling child

Past Participle

Usually represents a completed action.

- a broken chair
- a written letter
- a closed door

Perfect Participle

Generally formed using:

Having + Past Participle

Example:

- Having completed the work, he went home.
- Having finished dinner, she went for a walk.

FINAL REVISION OF PART II

The most important Core Grammar topics are:

- Subject–Verb Agreement
- Tenses
- Articles
- Determiners
- Prepositions

- Quantifiers
- Modals
- Non-Finite Verbs
- Infinitives
- Gerunds
- Participles

EASY MASTER FORMULA

**Subject → Verb → Tense → Article
→ Preposition → Meaning**

When checking a sentence for grammatical errors, follow this sequence:

1. Find the Subject.
2. Check the Verb.
3. Identify the Tense.
4. Check Subject–Verb Agreement.
5. Check Articles and Determiners.
6. Check Prepositions.
7. Read the sentence for correct meaning.

A strong understanding of these topics will solve a large number of questions in Error Spotting, Fill in the Blanks, Sentence Improvement, and Sentence Correction.

PART III – SENTENCE STRUCTURE

CHAPTER 21: PHRASES AND CLAUSES

1. What is a Phrase?

A Phrase is a group of related words that acts as a unit in a sentence but does not contain a complete Subject-Verb structure.

Examples:

- in the morning
- under the table
- with great care
- after the meeting
- a very beautiful house

In Sentences:

- He came **in the morning**.
- The cat is **under the table**.
- She completed the work **with great care**.

2. Types of Phrases

Noun Phrase

A group of words that functions as a Noun.

Examples:

- a beautiful girl
- the man in the black coat
- a very interesting book

Sentence:

The man in the black coat is my teacher.

Adjective Phrase

A group of words that functions as an Adjective.

Example:

The man **with a long beard** is my uncle.

The phrase describes the noun "man."

Adverb Phrase

A group of words that functions as an Adverb.

Examples:

- with great care
- in the morning
- at high speed

Sentence:

She completed the work **with great care**.

Prepositional Phrase

A phrase beginning with a Preposition.

Examples:

- in the room
 - on the table
 - after lunch
 - before sunrise
-

3. What is a Clause?

A Clause is a group of words containing a Subject and a Verb.

Examples:

- because he was ill
 - when the train arrived
 - she was reading a book
-

4. Independent Clause

An Independent Clause expresses a complete thought and can stand alone as a sentence.

Example:

She went to school.

This is a complete sentence.

5. Dependent Clause

A Dependent Clause does not express a complete thought and cannot usually stand alone.

Examples:

- because she was ill
- when he arrived
- although it was raining

These clauses need another clause to complete their meaning.

Example:

Because she was ill, she did not attend school.

6. Types of Clauses

Noun Clause

A Noun Clause performs the function of a Noun.

Example:

What he said is true.

"What he said" is the Subject of the sentence.

Adjective Clause

An Adjective Clause describes a Noun or Pronoun.

Example:

The man **who is standing there** is my father.

The clause describes "the man."

Adverb Clause

An Adverb Clause modifies a Verb, Adjective, or Adverb.

Example:

I stayed at home **because it was raining**.

The clause explains why the action happened.

CHAPTER 22: TYPES OF SENTENCES

Sentences can be classified according to their purpose.

1. Assertive or Declarative Sentence

A sentence that makes a statement.

Examples:

- He is a good student.
 - India is a large country.
-

2. Interrogative Sentence

A sentence that asks a question.

Examples:

- Where are you going?
 - Did you complete your work?
-

3. Imperative Sentence

A sentence that expresses:

- Command
- Request
- Advice
- Instruction

Examples:

- Open the door.
 - Please help me.
 - Work hard.
 - Do not waste time.
-

4. Exclamatory Sentence

A sentence that expresses strong emotion.

Examples:

- What a beautiful day!
 - How wonderful!
 - Alas! He is dead.
-

5. Optative Sentence

A sentence that expresses a wish or prayer.

Examples:

- May you live long!
- May God bless you!

- so
- yet
- for
- nor

Examples:

- I wanted to go, but it was raining.
- He worked hard, so he succeeded.
- She came home and she started cooking.

Easy Method:

Independent Clause + Coordinating Conjunction + Independent Clause

CHAPTER 23: SIMPLE, COMPOUND AND COMPLEX SENTENCES

1. Simple Sentence

A Simple Sentence contains one Independent Clause.

Examples:

- She reads a book.
- The boys are playing.
- He went to school.

A Simple Sentence may contain more than one phrase but generally has one main clause.

3. Complex Sentence

A Complex Sentence contains:

- One Independent Clause
- One or more Dependent Clauses

Examples:

- I stayed at home because it was raining.
- When he arrived, we started the meeting.
- She said that she was busy.

Easy Method:

Main Clause + Subordinate Clause

2. Compound Sentence

A Compound Sentence contains two or more Independent Clauses connected by coordinating conjunctions.

Common coordinating conjunctions include:

- and
- but
- or

CHAPTER 24: CONDITIONAL SENTENCES

Conditional Sentences express a condition and its result.

They often use the word **if**.

There are four commonly studied types of Conditional Sentences.

1. Zero Conditional

Used for general truths and facts.

Structure:

If + Simple Present, Simple Present

Examples:

- If you heat water, it boils.
 - If you mix red and blue, you get purple.
-

2. First Conditional

Used for real or possible future situations.

Structure:

If + Simple Present, will + Base Verb

Examples:

- If it rains, we will stay at home.
- If you work hard, you will succeed.

Important Rule:

Do not normally use "will" in the if-clause when expressing a simple future condition.

✗ If it will rain, we will stay home.

✓ If it rains, we will stay home.

3. Second Conditional

Used for unreal or unlikely present or future situations.

Structure:

If + Simple Past, would + Base Verb

Examples:

- If I had more money, I would buy a car.
 - If I were you, I would study harder.
-

4. Third Conditional

Used for unreal situations in the past.

Structure:

If + Past Perfect, would have + V3

Examples:

- If I had studied harder, I would have passed.
 - If they had left earlier, they would have caught the train.
-

CHAPTER 25: QUESTION TAGS

A Question Tag is a short question added at the end of a statement.

Examples:

- She is coming, isn't she?
 - They are ready, aren't they?
-

Basic Rule

Positive Statement → Negative Question Tag

- He is a doctor, isn't he?
- She can swim, can't she?

Negative Statement → Positive Question Tag

- He is not coming, is he?
 - They do not know, do they?
-

Important Rules

Rule 1: Use the Same Auxiliary Verb

- She is working, isn't she?
 - They have arrived, haven't they?
 - He can drive, can't he?
-

Rule 2: If There Is No Auxiliary Verb, Use Do/Does/Did

- He plays cricket, doesn't he?
 - They work hard, don't they?
 - She went home, didn't she?
-

Rule 3: Imperative Sentences

Positive Imperative sentences often use:

- will you?
- won't you?
- would you?

Examples:

- Open the door, will you?
 - Please help me, will you?
-

Rule 4: "Let's"

Use **shall we?**

- Let's go for a walk, shall we?
 - Let's start the work, shall we?
-

Rule 5: "I am"

The standard Question Tag is:

aren't I?

- I am late, aren't I?
-

CHAPTER 26: TRANSFORMATION OF SENTENCES

Sentence Transformation means changing the form of a sentence without changing its meaning.

Common transformations include:

- Affirmative to Negative
 - Assertive to Interrogative
 - Exclamatory to Assertive
 - Simple to Compound
 - Compound to Complex
 - Active to Passive
 - Direct to Indirect Speech
-

1. Affirmative to Negative

Example:

Affirmative:

Everyone likes a kind person.

Negative:

There is no one who does not like a kind person.

The meaning remains essentially the same.

2. Interrogative to Assertive

Interrogative:

Who does not know Mahatma Gandhi?

Assertive:

Everyone knows Mahatma Gandhi.

3. Exclamatory to Assertive

Exclamatory:

What a beautiful flower it is!

Assertive:

It is a very beautiful flower.

4. Simple to Compound Sentence

Simple:

Being tired, he went to bed.

Compound:

He was tired, so he went to bed.

5. Simple to Complex Sentence

Simple:

In spite of being poor, he is honest.

Complex:

Although he is poor, he is honest.

CHAPTER 27: DEGREES OF COMPARISON

Adjectives have three Degrees of Comparison:

1. Positive Degree
 2. Comparative Degree
 3. Superlative Degree
-

1. Positive Degree

The basic form of an Adjective.

Examples:

- tall
- beautiful
- intelligent

Sentence:

Ram is tall.

2. Comparative Degree

Used to compare two persons or things.

Examples:

- taller
- more beautiful
- more intelligent

Sentence:

Ram is taller than Shyam.

3. Superlative Degree

Used to compare more than two persons or things.

Examples:

- tallest
- most beautiful
- most intelligent

Sentence:

Ram is the tallest boy in the class.

Formation of Comparative and Superlative Degrees

Short Adjectives

Positive	Comparative	Superlative
tall	taller	tallest
small	smaller	smallest
fast	faster	fastest

Adjectives Ending in "y"

Change y into i.

Positive	Comparative	Superlative
happy	happier	happiest
easy	easier	easiest
busy	busier	busiest

Longer Adjectives

Use:

- more
- most

Examples:

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
intelligent	more intelligent	most intelligent
difficult	more difficult	most difficult

Irregular Degrees

Some adjectives change completely.

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
little	less	least
much/many	more	most
far	farther/further	farthest/furthest

Important Rules of Comparison

Rule 1: Comparative Degree is Generally Used for Two

- Ram is taller than Shyam.

Rule 2: Superlative Degree is Generally Used for More Than Two

- Ram is the tallest boy in the class.

Rule 3: Avoid Double Comparatives

- ✗ more better
- ✗ most tallest
- ✗ more superior

Correct:

- ✓ better
- ✓ tallest
- ✓ superior

Rule 4: "Prefer" is Followed by "to"

- I prefer tea to coffee.

- ✗ I prefer tea than coffee.

Rule 5: "Senior, Junior, Superior and Inferior" are Followed by "to"

- He is senior to me.
- This quality is superior to that.

- ✗ senior than
- ✗ superior than

FINAL REVISION OF PART III

Sentence Structure includes:

- Phrases
- Clauses
- Types of Sentences
- Simple Sentences
- Compound Sentences
- Complex Sentences
- Conditional Sentences
- Question Tags
- Transformation of Sentences
- Degrees of Comparison

EASY LEARNING FORMULA

Phrase → No complete Subject-Verb structure as an independent clause

Clause → Subject + Verb

Simple Sentence → One Main Clause

Compound Sentence → Two or more Independent Clauses

Complex Sentence → Main Clause + Dependent Clause

PART IV – ADVANCED GRAMMAR

CHAPTER 28: ACTIVE AND PASSIVE VOICE

1. What is Voice?

Voice shows whether the Subject performs an action or receives the action.

There are two main types of Voice:

1. Active Voice
2. Passive Voice

2. Active Voice

In Active Voice, the Subject performs the action.

Structure:

Subject + Verb + Object

Examples:

- Ram writes a letter.
- The teacher teaches English.
- The police arrested the thief.

In these sentences, the Subject performs the action.

3. Passive Voice

In Passive Voice, the Subject receives the action.

Structure:

Object + Helping Verb + Past Participle (V3) + by + Subject

Examples:

Active: Ram writes a letter.

Passive: A letter is written by Ram.

Active: The teacher teaches English.

Passive: English is taught by the teacher.

4. Basic Formula for Changing Active into Passive

Step 1: Find the Object

Active:

The boy kicks **the ball**.

"The ball" is the Object.

Step 2: Make the Object the Subject

The ball ...

Step 3: Use the Correct Form of "Be"

The helping verb depends on the tense.

Step 4: Change the Main Verb into V3

kick → kicked

Step 5: Add "by + Subject" if necessary

The ball is kicked by the boy.

5. Passive Voice in Different Tenses

Simple Present Tense

Active:

Subject + V1/V1+s/es + Object

Passive:

Object + is/am/are + V3

Examples:

Active: She writes a letter.

Passive: A letter is written by her.

Present Continuous Tense

Active:

Subject + is/am/are + V-ing + Object

Passive:

Object + is/am/are + being + V3

Example:

Active: She is writing a letter.

Passive: A letter is being written by her.

Present Perfect Tense

Active:

Subject + has/have + V3 + Object

Passive:

Object + has/have + been + V3

Example:

Active: She has written a letter.

Passive: A letter has been written by her.

Simple Past Tense

Active:

Subject + V2 + Object

Passive:

Object + was/were + V3

Example:

Active: She wrote a letter.

Passive: A letter was written by her.

Past Continuous Tense

Active:

Subject + was/were + V-ing + Object

Passive:

Object + was/were + being + V3

Example:

Active: She was writing a letter.

Passive: A letter was being written by her.

Past Perfect Tense

Active:

Subject + had + V3 + Object

Passive:

Object + had + been + V3

Example:

Active: She had written a letter.

Passive: A letter had been written by her.

Simple Future Tense

Active:

Subject + will + V1 + Object

Passive:

Object + will + be + V3

Example:

Active: She will write a letter.

Passive: A letter will be written by her.

Future Perfect Tense

Active:

Subject + will have + V3 + Object

Passive:

Object + will have been + V3

Example:

Active: She will have completed the work.

Passive: The work will have been completed by her.

6. Passive Voice with Modal Verbs

Active:

Subject + Modal + V1 + Object

Passive:

Object + Modal + be + V3

Examples:

Active: You must follow the rules.

Passive: The rules must be followed.

Active: She can solve the problem.

Passive: The problem can be solved by her.

7. Passive Voice of Imperative Sentences

Active:

Open the door.

Passive:

Let the door be opened.

Active:

Do not touch the wire.

Passive:

Let not the wire be touched.

A more natural alternative may also be used depending on context:

The wire should not be touched.

8. Sentences Without Passive Voice

Generally, only Transitive Verbs that take an Object can be changed into Passive Voice.

Examples of Intransitive Verbs:

- sleep
- go
- come
- laugh
- cry
- arrive

These normally do not take a direct Object.

Therefore:

✗ He slept by someone.

This type of passive construction is incorrect.

CHAPTER 29: DIRECT AND INDIRECT SPEECH

1. What is Direct Speech?

Direct Speech reports the exact words spoken by a person.

Example:

Ram said, "I am busy."

The actual words are written within quotation marks.

2. What is Indirect Speech?

Indirect Speech reports the meaning of what a person said without necessarily repeating the exact words.

Example:

Direct: Ram said, "I am busy."

Indirect: Ram said that he was busy.

3. Important Terms

Reporting Verb

The verb outside the quotation marks.

Example:

Ram **said**, "I am ready."

"Said" is the Reporting Verb.

Reported Speech

The words inside quotation marks.

"I am ready."

4. Basic Rules of Direct and Indirect Speech

When changing Direct Speech into Indirect Speech, consider:

1. Reporting Verb
2. Tense
3. Pronoun
4. Time and Place Expressions
5. Type of Sentence

5. Change of Pronouns

Pronouns change according to the meaning of the sentence.

Example:

Direct: Ram said, "I am happy."

Indirect: Ram said that he was happy.

"I" refers to Ram, so it changes to "he."

6. Change of Tense

When the Reporting Verb is in the Past Tense, the tense of the Reported Speech often changes according to the sequence of tenses.

Common Changes

Direct Speech	Indirect Speech
Simple Present	Simple Past
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Simple Past	Past Perfect
will	would
can	could
may	might

Examples:

Direct: He said, "I work hard."

Indirect: He said that he worked hard.

Direct: She said, "I am reading."

Indirect: She said that she was reading.

Direct: He said, "I will come."

Indirect: He said that he would come.

7. When Tense Does Not Change

Tense may not change when:

- The Reporting Verb is in the Present or Future Tense.
- The statement expresses a universal truth or continuing fact.

Example:

Direct: The teacher says, "The earth moves around the sun."

Indirect: The teacher says that the earth moves around the sun.

8. Change of Time Expressions

Common changes include:

Direct Speech	Indirect Speech
now	then
today	that day
yesterday	the previous day/the day before

Direct Speech	Indirect Speech
tomorrow	the next day/the following day
here	there
ago	before
last night	the previous night

The exact expression depends on the context and time of reporting.

9. Assertive Sentences

Use:

said/told + that

Example:

Direct: He said, "I am ready."

Indirect: He said that he was ready.

Said and Told

Said

Generally does not take an Object immediately after it.

- He said that he was ready.

Told

Usually takes an Object.

- He told me that he was ready.

✗ He told that he was ready.

10. Interrogative Sentences

For Yes/No questions, use:

if or whether

Example:

Direct: He said, "Are you ready?"

Indirect: He asked if I was ready.

For Wh-questions, retain the question word.

Example:

Direct: She said, "Where do you live?"

Indirect: She asked where I lived.

The question form changes into statement word order.

11. Imperative Sentences

Imperative Sentences express:

- Order
- Request
- Advice
- Command

Common Reporting Verbs:

- ordered
- requested
- advised
- told
- asked

Structure:

Reporting Verb + Object + to + V1

Example:

Direct: The teacher said to the students, "Work hard."

Indirect: The teacher advised the students to work hard.

Negative Imperative

Use:

not to + V1

Example:

Direct: He said to me, "Do not waste time."

Indirect: He advised me not to waste time.

12. Exclamatory Sentences

Use suitable Reporting Verbs such as:

- exclaimed with joy
- exclaimed with sorrow
- exclaimed with surprise

Example:

Direct: She said, "What a beautiful flower!"

Indirect: She exclaimed that it was a very beautiful flower.

CHAPTER 30: SEQUENCE OF TENSES

Sequence of Tenses refers to the relationship between the tense of the main clause and the tense of the subordinate clause.

Rule 1: Present Reporting Verb

When the Reporting Verb is in Present Tense, the tense in the subordinate clause generally remains according to its meaning.

Example:

He says that he is busy.

Rule 2: Past Reporting Verb

When the Reporting Verb is in the Past Tense, the following verb may shift into a corresponding past form when reporting a past statement.

Example:

He said that he was busy.

Rule 3: Universal Truth

Universal truths generally retain the Present Tense.

Example:

The teacher said that the earth moves around the sun.

Rule 4: Past Perfect

Past Perfect is often used to show an action completed before another action in the past.

Example:

He said that he had completed his work.

CHAPTER 31: COMMONLY CONFUSED WORDS

Some English words are frequently confused because of similar spelling, pronunciation, or meaning.

1. Accept / Except

Accept = Receive or Agree

- I accept your offer.

Except = Excluding

- Everyone came except Ram.
-

2. Affect / Effect

Affect

Usually a Verb meaning "to influence."

- The weather affected our plans.

Effect

Usually a Noun meaning "result."

- The new rule had a positive effect.
-

3. Advice / Advise

Advice = Noun

- He gave me good advice.

Advise = Verb

- I advise you to work hard.
-

4. Principal / Principle

Principal

Head of an institution or main/most important.

- The principal addressed the students.

Principle

A rule or fundamental belief.

- Honesty is an important principle.
-

5. Stationary / Stationery

Stationary = Not Moving

- The car remained stationary.

Stationery = Writing Materials

- I bought some stationery.
-

6. Lose / Loose

Lose = Fail to Keep

- Do not lose your keys.

Loose = Not Tight

- This shirt is loose.
-

7. Quiet / Quite

Quiet = Silent or Calm

- Please remain quiet.

Quite = Completely or Fairly

- The book is quite interesting.
-

8. Beside / Besides

Beside = Next to

- He sat beside me.

Besides = In addition to

- Besides English, she knows Punjabi.
-

9. Later / Latter

Later = After Some Time

- I will call you later.

Latter = Second of Two Things

- Between tea and coffee, I prefer the latter.
-

10. Compliment / Complement

Compliment = Praise

- She received a compliment.

Complement = Something that completes

- The two colours complement each other.
-

CHAPTER 32: IMPORTANT GRAMMAR RULES FOR ERROR SPOTTING

Rule 1: Use Singular Verb with "Each"

- Each student is ready.

✗ Each students are ready.

Rule 2: "One of the" is Followed by a Plural Noun

- One of the boys is absent.

✗ One of the boy is absent.

Rule 3: "Prefer" Takes "to"

- I prefer tea to coffee.

✗ I prefer tea than coffee.

Rule 4: Avoid Double Negatives

✗ I do not know nothing.

Correct:

✓ I do not know anything.

Rule 5: "Despite" Does Not Take "of"

- Despite the rain, we went out.

✗ Despite of the rain

Use:

In spite of + Noun

- In spite of the rain, we went out.
-

Rule 6: "Discuss" Does Not Normally Take "About"

- We discussed the problem.

✗ We discussed about the problem.

Rule 7: "Return Back" is Usually Redundant

- He returned home.

✗ He returned back home.

"Return" already includes the idea of going back.

Rule 8: "Repeat Again" is Usually Redundant

- Please repeat the question.

✗ Please repeat again the question.

Rule 9: "Order" and "Request"

Correct structure depends on context.

- The officer ordered him to leave.
 - She requested me to help her.
-

Rule 10: Use Correct Prepositions

Some words are followed by fixed prepositions.

- good at
- interested in
- afraid of
- depend on
- belong to
- listen to

Examples:

- She is good at mathematics.
- He is interested in music.
- Listen to me carefully.

CHAPTER 33: SENTENCE IMPROVEMENT AND CORRECTION

Sentence Improvement questions test your ability to identify grammatical and usage errors.

STEP 1: Identify the Subject

Example:

The list of items is on the table.

The Subject is:

The list

Not "items."

Therefore:

✓ The list of items is...

STEP 2: Check Subject–Verb Agreement

✗ The boys plays cricket.

✓ The boys play cricket.

STEP 3: Check the Tense

✗ Yesterday, I go to school.

✓ Yesterday, I went to school.

STEP 4: Check Pronouns

✗ Each student should bring their book.

In modern English, singular "they/their" is widely accepted for gender-neutral reference. However, in formal competitive grammar questions, follow the grammatical convention or wording expected by the examination.

Possible revision:

✓ All students should bring their books.

STEP 5: Check Articles

✗ He is an university student.

✓ He is a university student.

Reason: "University" begins with a consonant sound /ju:/.

STEP 6: Check Prepositions

✗ He is married with her.

✓ He is married to her.

STEP 7: Check Redundant Words

✗ He returned back home.

✓ He returned home.

COMMON SENTENCE CORRECTIONS

1.

✗ She does not knows the answer.

✓ She does not know the answer.

After "does," use the Base Form of the Verb.

2.

✗ He is senior than me.

✓ He is senior to me.

3.

✗ I am living here since five years.

✓ I have been living here for five years.

4.

✗ She is good in English.

✓ She is good at English.

5.

✗ The news are true.

✓ The news is true.

"News" takes a Singular Verb.

6.

✗ One of my friend is coming.

✓ One of my friends is coming.

7.

✗ He has been ill since three days.

✓ He has been ill for three days.

"Since" is used for a point of time, while
"for" is used for a period of time.

8.

✗ Neither of the boys are ready.

Traditional formal grammar:

✓ Neither of the boys is ready.

In informal modern usage, plural agreement may sometimes occur, but competitive examinations generally prefer the singular verb in this structure.

FINAL REVISION OF PART IV

ACTIVE AND PASSIVE VOICE

Main Formula:

Active Object → Passive Subject

Main Verb → V3

Use the correct form of:

- is/am/are
- was/were
- being
- been
- will be

according to the tense.

DIRECT AND INDIRECT SPEECH

Check:

1. Reporting Verb
 2. Pronoun
 3. Tense
 4. Time Expression
 5. Type of Sentence
-

ERROR SPOTTING MASTER CHECKLIST

When checking a sentence, examine:

1. Subject
2. Verb
3. Subject–Verb Agreement
4. Tense
5. Pronoun
6. Article
7. Preposition
8. Comparison
9. Redundancy
10. Word Usage

EASY MASTER FORMULA

**READ → IDENTIFY → CHECK
RULE → ELIMINATE ERROR →
SELECT ANSWER**

PART V – VOCABULARY

Vocabulary is an essential part of English for Government and Competitive

Examinations. A strong vocabulary improves Reading Comprehension, Cloze Tests, Fill in the Blanks, Sentence Correction, and Communication Skills.

CHAPTER 34: SYNONYMS

1. What are Synonyms?

Synonyms are words that have the same or nearly the same meaning.

Examples:

- Happy → Glad, Joyful
- Big → Large, Huge
- Brave → Courageous
- Begin → Start
- End → Finish

Important Note:

Two synonyms may have similar meanings but may not always be interchangeable in every context.

For example:

- Big and Large are similar.
- However, natural usage may differ in certain expressions.

Therefore, always learn vocabulary through meaning and usage.

COMMON SYNONYMS

Word	Synonym
Abandon	Leave
Ability	Capacity
Accurate	Correct

Word	Synonym
Active	Energetic
Ancient	Old
Angry	Furious
Answer	Reply
Beautiful	Attractive
Begin	Start
Brave	Courageous
Calm	Peaceful
Clever	Intelligent
Danger	Risk
Difficult	Hard
Easy	Simple
Famous	Well-known
Fast	Quick
Honest	Truthful
Important	Significant
Intelligent	Clever
Large	Huge
Quiet	Silent
Rich	Wealthy
Strong	Powerful
Weak	Feeble

EASY METHOD FOR LEARNING SYNONYMS

Do not memorize isolated words only.

Learn words in groups.

Example:

Happy Family

- Happy
- Glad
- Cheerful
- Joyful
- Delighted

Angry Family

- Angry
- Furious
- Annoyed
- Irritated
- Enraged

Learning related words together makes vocabulary easier to remember.

CHAPTER 35: ANTONYMS

1. What are Antonyms?

Antonyms are words with opposite or nearly opposite meanings.

Examples:

- Hot → Cold
 - Rich → Poor
 - Old → Young
 - Happy → Sad
 - Accept → Reject
-

COMMON ANTONYMS

Word	Antonym
Accept	Reject
Ancient	Modern
Arrival	Departure
Artificial	Natural
Beginning	Ending
Brave	Cowardly
Broad	Narrow
Create	Destroy
Difficult	Easy
Expand	Contract
Freedom	Slavery
Generous	Stingy

Word	Antonym
Honest	Dishonest
Increase	Decrease
Major	Minor
Maximum	Minimum
Optimistic	Pessimistic
Permanent	Temporary
Private	Public
Success	Failure

EASY METHOD FOR ANTONYMS

Learn opposite pairs together.

Examples:

- Increase ↔ Decrease
- Maximum ↔ Minimum
- Accept ↔ Reject
- Expand ↔ Contract
- Victory ↔ Defeat

This method helps in quick revision.

CHAPTER 36: ONE WORD SUBSTITUTION

What is One Word Substitution?

One Word Substitution means replacing a group of words or a complete expression with one appropriate word.

This topic is frequently asked in competitive examinations.

IMPORTANT ONE WORD SUBSTITUTIONS

1. One who loves books

Bibliophile

2. One who hates mankind

Misanthrope

3. One who speaks many languages

Polyglot

4. One who studies birds

Ornithologist

5. One who studies plants

Botanist

6. One who studies animals

Zoologist

7. One who collects coins

Numismatist

8. One who collects stamps

Philatelist

9. One who looks at the bright side of things

Optimist

10. One who looks at the negative side of things

Pessimist

11. One who believes in God

Theist

12. One who does not believe in God

Atheist

13. One who cannot read or write

Illiterate

14. A person who cannot be corrected or improved

Incorrigible

15. A person who is unable to pay debts

Insolvent

16. A person who lives alone

Recluse

17. A person who travels from place to place

Nomad

18. A speech delivered without preparation

Impromptu

19. A government by the people

Democracy

20. A government ruled by one person with absolute power

Autocracy

CHAPTER 37: IDIOMS AND PHRASES

What is an Idiom?

An Idiom is a group of words whose meaning cannot always be understood from the literal meaning of the individual words.

Example:

A piece of cake

Meaning: Very easy.

Sentence:

The examination was a piece of cake for him.

IMPORTANT IDIOMS AND PHRASES

1. A blessing in disguise

Something that appears bad at first but later proves beneficial.

2. A piece of cake

Something very easy.

3. At the eleventh hour

At the last possible moment.

4. Break the ice

To begin a conversation in a social situation.

5. Burn the midnight oil

To work or study late at night.

6. Hit the nail on the head

To say or do exactly the right thing.

7. Once in a blue moon

Very rarely.

8. Under the weather

Feeling slightly ill.

9. In hot water

In trouble.

10. Make both ends meet

To manage one's expenses with limited income.

11. Call it a day

To stop working for the day.

12. Keep an eye on

To watch carefully.

13. Turn a blind eye

To deliberately ignore something.

14. Add fuel to the fire

To make a bad situation worse.

15. Beat around the bush

To avoid speaking directly about something.

16. Kill two birds with one stone

To achieve two purposes with one action.

17. Cry over spilt milk

To regret something that cannot be changed.

18. A storm in a teacup

A lot of unnecessary excitement or anger about a small matter.

19. By heart

From memory.

20. Make a mountain out of a molehill

To make a small problem appear much bigger than it really is.

**CHAPTER 38:
PHRASAL VERBS**

What is a Phrasal Verb?

A Phrasal Verb consists of a Verb combined with a Preposition or Adverb.

The meaning of the complete phrasal verb may be different from the meaning of the original verb.

COMMON PHRASAL VERBS

Bring up

Meaning: To raise or mention.

- She brought up an important issue.
-

Call off

Meaning: To cancel.

- The meeting was called off.
-

Carry on

Meaning: To continue.

- Please carry on with your work.
-

Come across

Meaning: To find by chance.

- I came across an old photograph.
-

Find out

Meaning: To discover.

- We need to find out the truth.
-

Give up

Meaning: To stop trying or quit.

- Do not give up easily.
-

Look after

Meaning: To take care of.

- She looks after her children.
-

Look for

Meaning: To search for.

- I am looking for my keys.
-

Look into

Meaning: To investigate.

- The police are looking into the matter.
-

Put off

Meaning: To postpone.

- The meeting was put off.
-

Run out of

Meaning: To have no more of something.

- We ran out of water.
-

Take care of

Meaning: To look after.

- Please take care of yourself.
-

Turn down

Meaning: To reject or reduce.

- He turned down the offer.
-

Turn up

Meaning: To appear or increase.

- She turned up late.
-

CHAPTER 39: HOMONYMS, HOMOPHONES AND HOMOGRAPHS

1. Homonyms

Homonyms are words that have the same spelling or pronunciation but different meanings.

Example:

Bat

- A piece of sports equipment.
 - A flying mammal.
-

2. Homophones

Homophones are words that have the same pronunciation but different meanings and often different spellings.

Examples:

- Right / Write
 - Sea / See
 - Son / Sun
 - Flower / Flour
 - Hear / Here
-

3. Homographs

Homographs are words with the same spelling but different meanings and sometimes different pronunciations.

Examples:

Lead

- Lead /li:d/ = to guide
- Lead /led/ = a metal

Tear

- Tear /tiə(r)/ = a drop from the eye
 - Tear /teə(r)/ = to rip
-

CHAPTER 40: SPELLING RULES

Correct spelling is important for:

- Error Detection
 - Fill in the Blanks
 - Vocabulary Questions
 - Sentence Correction
-

Rule 1: Words Ending in -y

When a consonant comes before "y," change "y" into "i" before adding certain suffixes.

Examples:

- happy → happiness
- easy → easier
- city → cities

If a vowel comes before "y," generally retain "y."

Examples:

- boy → boys
 - key → keys
-

Rule 2: Doubling of Final Consonant

In many short words ending in consonant-vowel-consonant patterns, the final consonant may be doubled before adding -ing or -ed.

Examples:

- run → running
 - stop → stopped
 - sit → sitting
-

Rule 3: Words Ending in Silent "e"

When adding -ing, the final silent "e" is generally dropped.

Examples:

- make → making
 - write → writing
 - dance → dancing
-

Rule 4: Words Ending in -ie

Change -ie into -y before adding -ing.

Examples:

- lie → lying
 - die → dying
 - tie → tying
-

COMMONLY MISPELLED WORDS

- Accommodation
 - Achievement
 - Beginning
 - Committee
 - Definitely
 - Government
 - Independent
 - Knowledge
 - Necessary
 - Occasion
 - Separate
 - Successful
 - Tomorrow
 - Vocabulary
 - Wednesday
-

CHAPTER 41:

WORD FORMATION

What is Word Formation?

Word Formation is the process of creating new words from existing words by using prefixes and suffixes.

1. Prefix

A Prefix is added before a word.

Examples:

Prefix	Meaning	Example
un-	not	unhappy
re-	again	rewrite
dis-	opposite/not	disagree
mis-	wrongly	misunderstand
pre-	before	prehistory

2. Suffix

A Suffix is added after a word.

Examples:

Suffix	Example
-ness	happiness
-ment	development
-tion	education
-ful	beautiful
-less	hopeless
-ly	quickly

Important Word Families

Act

- Act – Verb/Noun
- Action – Noun
- Active – Adjective
- Actively – Adverb

Beauty

- Beauty – Noun
- Beautiful – Adjective
- Beautifully – Adverb

Success

- Success – Noun
- Successful – Adjective
- Successfully – Adverb

Care

- Care – Noun/Verb
 - Careful – Adjective
 - Carefully – Adverb
 - Careless – Adjective
 - Carelessly – Adverb
-

EASY METHOD TO IMPROVE VOCABULARY

1. Learn Words in Groups

Do not memorize random words.

Example:

Speak

- Speak
- Speaker

- Speech
- Spoken

2. Learn Prefixes and Suffixes

Understanding word parts helps you guess meanings.

Example:

Un + happy = unhappy

"Un-" generally gives the meaning "not" or opposite.

3. Learn Words Through Sentences

Do not learn only:

Abandon = Leave

Instead, learn:

He abandoned the old building.

This helps you understand practical usage.

4. Revise Regularly

Vocabulary is easily forgotten without revision.

A useful revision cycle is:

- First Revision: Same Day
- Second Revision: After a Few Days
- Third Revision: After One Week

- Regular Revision: Continue Periodically

FINAL REVISION OF PART V

Vocabulary includes:

- Synonyms
- Antonyms
- One Word Substitution
- Idioms and Phrases
- Phrasal Verbs
- Homonyms
- Homophones
- Homographs
- Spelling
- Word Formation

EASY VOCABULARY FORMULA

**LEARN → UNDERSTAND → USE
→ REVISE**

Do not simply memorize words. Learn their:

- Meaning
- Opposite
- Similar words
- Correct spelling
- Part of Speech
- Usage in a sentence

A strong vocabulary improves almost every section of English in competitive examinations.

PART VI – EXAM PRACTICE & QUESTION

SOLVING TECHNIQUES

English competitive examinations do not test only grammar rules. They also test the candidate's ability to understand, analyse, arrange, and use English correctly.

CHAPTER 42: ERROR SPOTTING

What is Error Spotting?

In Error Spotting questions, a sentence is divided into different parts, and the candidate has to identify the part containing the grammatical or usage error.

Example:

He / does not / knows / the answer.

The error is:

knows

Correct sentence:

He does not know the answer.

IMPORTANT AREAS FOR ERROR SPOTTING

Most errors are generally related to:

1. Subject–Verb Agreement
 2. Tenses
 3. Articles
 4. Prepositions
 5. Pronouns
 6. Adjectives
 7. Adverbs
 8. Comparison
 9. Conjunctions
 10. Redundancy
 11. Vocabulary Usage
-

METHOD FOR SOLVING ERROR SPOTTING QUESTIONS

Step 1: Find the Subject

Example:

The quality of these products is excellent.

The main Subject is:

Quality

Therefore, the verb should be singular:

is

Step 2: Check the Verb

Ask:

- Is the tense correct?
- Does the verb agree with the Subject?
- Is the correct form of the verb used?

Example:

✗ She does not likes tea.

✓ She does not like tea.

Step 3: Check Pronouns

Example:

✗ Every student must bring their book.

In modern English, singular "they/their" is widely used as a gender-neutral pronoun. However, traditional competitive-exam grammar may prefer restructuring for strict agreement.

A clear revision:

✓ All students must bring their books.

Step 4: Check Articles

Example:

✗ He is an European.

✓ He is a European.

"European" begins with a consonant sound /j/.

Step 5: Check Prepositions

Example:

✗ She is married with him.

✓ She is married to him.

COMMON ERROR SPOTTING RULES

Rule 1: After "Did," Use V1

✗ Did he went there?

✓ Did he go there?

Rule 2: After "Does," Use V1

✗ She does not writes.

✓ She does not write.

Rule 3: After Modal Verbs, Use V1

✗ He can sings.

✓ He can sing.

Rule 4: "One of the" Takes a Plural Noun

✗ One of the student is absent.

✓ One of the students is absent.

Rule 5: "Each" and "Every" Generally Take Singular Verbs

- Each student is ready.
 - Every boy has a book.
-

Rule 6: Uncountable Nouns Do Not Normally Take Plural Forms

✗ Informations

✗ Furnitures

✗ Advices

Correct:

- Information
 - Furniture
 - Advice
-

CHAPTER 43: FILL IN THE BLANKS

Fill in the Blanks questions test:

- Vocabulary
 - Grammar
 - Context
 - Collocations
 - Prepositions
 - Phrasal Verbs
-

METHOD FOR SOLVING

Step 1: Read the Complete Sentence

Do not immediately look at the options.

Understand the overall meaning first.

Step 2: Identify the Required Part of Speech

Example:

She is a very _____ student.

The blank requires an Adjective.

Possible answer:

intelligent

Step 3: Check Grammar

Example:

He has _____ the work.

The sentence requires V3.

Possible answer:

completed

Step 4: Check Meaning

Example:

The manager decided to _____ the meeting.

Possible options:

- postpone
- delay
- cancel

The correct answer depends on the context.

IMPORTANT COLLOCATIONS

A Collocation is a natural combination of words.

Examples:

- Make a decision
- Take a decision
- Do homework
- Make a mistake
- Take responsibility
- Pay attention
- Heavy rain
- Strong coffee

Some expressions may vary according to British and American English, but examination questions usually follow standard usage.

CHAPTER 44: SENTENCE IMPROVEMENT

Sentence Improvement questions provide an underlined or highlighted part of a sentence and ask the candidate to select the best correction.

METHOD FOR SOLVING

Check the sentence in this order:

1. Subject

Who or what is performing the action?

2. Verb

Is the verb form correct?

3. Tense

Does the tense match the context?

4. Pronoun

Does the pronoun clearly refer to the correct noun?

5. Preposition

Is the correct preposition used?

6. Article

Is "a," "an," or "the" required?

7. Comparison

Is the comparative or superlative form correct?

EXAMPLES

Example 1

✗ He is more stronger than me.

Correct:

✓ He is stronger than me.

Example 2

✗ She prefers tea than coffee.

Correct:

✓ She prefers tea to coffee.

Example 3

✗ I have seen him yesterday.

Correct:

✓ I saw him yesterday.

A finished past-time expression such as "yesterday" generally takes the Simple Past.

CHAPTER 45: CLOZE TEST

What is a Cloze Test?

A Cloze Test is a passage containing several blanks. Candidates must select the most suitable word for each blank.

It tests:

- Grammar
 - Vocabulary
 - Contextual Understanding
 - Logical Flow
 - Word Usage
-

METHOD FOR SOLVING A CLOZE TEST

Step 1: Read the Entire Passage First

Do not fill the blanks immediately.

Understand:

- Main idea
 - Tone
 - Time
 - Subject
 - Logical sequence
-

Step 2: Identify Grammar Clues

Look for:

- Articles
 - Tenses
 - Prepositions
 - Conjunctions
 - Pronouns
-

Step 3: Identify Contextual Clues

The words before and after the blank often provide the answer.

Step 4: Eliminate Incorrect Options

Even if you do not know the exact answer immediately, eliminate grammatically impossible options.

Example

Reading is an important habit. It _____ our knowledge and helps us _____ new ideas.

Possible answers:

1. increases / understand
2. increase / understanding
3. increasing / understood
4. increased / understood

Correct:

increases / understand

Complete sentence:

Reading is an important habit. It increases our knowledge and helps us understand new ideas.

CHAPTER 46: PARA JUMBLES

What are Para Jumbles?

Para Jumbles contain sentences arranged in a random order. Candidates must arrange them logically to form a meaningful paragraph.

METHOD FOR SOLVING PARA JUMBLES

Step 1: Find the Opening Sentence

The opening sentence generally:

- Introduces the subject.
 - Does not normally begin with an unexplained pronoun.
 - Does not depend on a previous sentence.
-

Step 2: Find Connected Sentences

Look for:

- Pronouns
 - Repeated nouns
 - Linking words
 - Cause and effect
 - Chronological order
-

Step 3: Look for Transition Words

Important connectors include:

- However
- Therefore
- Moreover
- Consequently
- Meanwhile
- Finally
- Thus

These words often indicate relationships between sentences.

Example

A. Therefore, regular exercise improves overall health.

B. Exercise plays an important role in maintaining good health.

C. It strengthens the body and improves mental well-being.

Correct Order:

B → C → A

CHAPTER 47: READING COMPREHENSION

What is Reading Comprehension?

Reading Comprehension tests the ability to understand and analyse a passage.

Questions may ask about:

- Main idea
 - Vocabulary
 - Facts
 - Inference
 - Author's opinion
 - Title
 - Tone
 - Conclusion
-

METHOD FOR SOLVING READING COMPREHENSION

Step 1: Read for Meaning

Do not translate every word mentally.

Focus on:

- Main topic
 - Important ideas
 - Arguments
 - Examples
 - Conclusion
-

Step 2: Identify Keywords

Look for important words related to:

- People
 - Places
 - Dates
 - Causes
 - Effects
 - Opinions
-

Step 3: Answer from the Passage

Do not use outside knowledge unless the question specifically requires inference beyond direct statements.

Step 4: Avoid Extreme Options

Words such as:

- always
- never
- completely
- only
- all

should be checked carefully.

An extreme option is not automatically wrong, but it must be supported by the passage.

TYPES OF COMPREHENSION QUESTIONS

1. Direct Question

The answer is directly available in the passage.

2. Vocabulary Question

The meaning of a word must be understood from the context.

3. Inference Question

The answer is not directly stated but can be logically concluded from the passage.

4. Main Idea Question

This asks:

What is the passage mainly about?

5. Tone Question

Common tones include:

- Critical
 - Optimistic
 - Analytical
 - Humorous
 - Informative
 - Concerned
-

CHAPTER 48: COMMON EXAMINATION TRAPS

Competitive examinations often include options that appear correct but contain small errors.

Trap 1: Similar-Looking Words

Examples:

- Affect / Effect
- Accept / Except
- Advice / Advise
- Principal / Principle

Always check the Part of Speech and context.

Trap 2: Singular and Plural Confusion

Example:

✗ The news are good.

Correct:

✓ The news is good.

Trap 3: Wrong Verb After Helping Verb

✗ He did not went.

Correct:

✓ He did not go.

Trap 4: Double Comparative

✗ More better

Correct:

✓ Better

Trap 5: Redundant Expressions

Examples often considered redundant in formal grammar:

- Return back
- Repeat again

- Discuss about

Prefer:

- Return
 - Repeat
 - Discuss
-

CHAPTER 49: MASTER STRATEGY FOR ENGLISH EXAMINATIONS

STEP 1: MASTER BASIC GRAMMAR

Start with:

- Parts of Speech
 - Tenses
 - Subject–Verb Agreement
 - Articles
 - Prepositions
 - Pronouns
-

STEP 2: LEARN ADVANCED GRAMMAR

Then study:

- Voice
 - Narration
 - Clauses
 - Conditionals
 - Question Tags
 - Comparison
-

STEP 3: BUILD VOCABULARY

Learn:

- Synonyms
 - Antonyms
 - Idioms
 - Phrases
 - One Word Substitution
 - Phrasal Verbs
-

STEP 4: PRACTISE DAILY

Daily practice should include:

- Grammar Questions
 - Vocabulary
 - Reading
 - Sentence Correction
-

CHAPTER 50: EASY LEARNING METHOD

THE 5-STEP ENGLISH FORMULA

1. LEARN

Understand the grammar rule.

2. SEE

Read correct examples.

3. APPLY

Use the rule in questions.

4. PRACTISE

Solve different types of questions.

5. REVISE

Review mistakes regularly.

MISTAKE NOTEBOOK METHOD

Maintain a separate notebook or digital document for mistakes.

Whenever you answer a question incorrectly, write:

1. Incorrect sentence/question
2. Correct answer
3. Grammar rule
4. Your reason for making the mistake

Example:

Incorrect:

He does not knows the answer.

Correct:

He does not know the answer.

Rule:

After **does/do/did**, use the Base Form (V1).

This method helps prevent repeating the same mistakes.

CHAPTER 51: COMPLETE ENGLISH REVISION PLAN

PART I – FOUNDATION GRAMMAR

- Alphabet and Basic Language Concepts
- Parts of Speech
- Nouns
- Pronouns
- Adjectives
- Verbs
- Adverbs
- Prepositions
- Conjunctions
- Interjections

PART II – CORE GRAMMAR

- Tenses
- Subject–Verb Agreement
- Articles
- Determiners
- Pronouns
- Prepositions
- Conjunctions

PART III – SENTENCE STRUCTURE

- Phrases
- Clauses
- Types of Sentences

- Simple, Compound and Complex Sentences
- Conditionals
- Question Tags
- Transformation
- Degrees of Comparison

PART IV – ADVANCED GRAMMAR

- Active and Passive Voice
- Direct and Indirect Speech
- Sequence of Tenses
- Commonly Confused Words
- Error Spotting
- Sentence Improvement

PART V – VOCABULARY

- Synonyms
- Antonyms
- One Word Substitution
- Idioms and Phrases
- Phrasal Verbs
- Homonyms
- Homophones
- Homographs
- Spelling
- Word Formation

PART VI – EXAM PRACTICE

- Error Spotting
- Fill in the Blanks
- Sentence Improvement
- Cloze Test
- Para Jumbles
- Reading Comprehension
- Examination Strategy

FINAL MASTER CHECKLIST

Before appearing in a Government Examination, ensure that you have practised:

Grammar

- ✓ Parts of Speech
- ✓ Tenses
- ✓ Subject–Verb Agreement
- ✓ Articles
- ✓ Prepositions
- ✓ Pronouns
- ✓ Adjectives and Adverbs
- ✓ Conjunctions

Advanced Grammar

- ✓ Voice
- ✓ Narration
- ✓ Clauses
- ✓ Conditionals
- ✓ Question Tags
- ✓ Comparison

Vocabulary

- ✓ Synonyms
- ✓ Antonyms
- ✓ Idioms
- ✓ Phrases
- ✓ One Word Substitution
- ✓ Phrasal Verbs
- ✓ Spelling

Comprehension Skills

- ✓ Cloze Test
- ✓ Para Jumbles

- ✓ Reading Comprehension
 - ✓ Fill in the Blanks
-

FINAL SUCCESS FORMULA

UNDERSTAND THE RULE

↓

LEARN WITH EXAMPLES

↓

PRACTISE QUESTIONS

↓

ANALYSE MISTAKES

↓

REVISE REGULARLY

↓

IMPROVE ACCURACY AND SPEED

English Grammar cannot be mastered through memorization alone. Understanding the rule, observing its usage, practising regularly, and learning from mistakes are the most effective methods for long-term improvement.

**(THANKS TO
READ)**