Toppersnotes®
Unleash the topper in you

UP – TGT

Trained Graduate Teacher

English

Volume - 1

SIERRA INNOVATIONS

INDEX

S.NO.	CHAPTER	P.NO.
1	Reading Comprehension	1
2	Parts of Speech	7
3	Noun	8
4	Pronoun	15
5	Verb	26
6	Adverb	29
7	Adjectives	34
8	Prepositions	38
9	Conjunctions	57
10	Punctuation	75
11	Vocabulary	83
12	One Word Substitution	103
13	Synonyms and Antonyms	114
14	Tenses	134
15	Transformations- Narration (Direct- indirect)	153
16	Subject Verb Agreement/Concord	197

1 CHAPTER Language

Section : A

Reading Comprehension

Introduction

- Reading comprehension means **understanding what you read**. It is not just about reading words, but about catching the **meaning, ideas, emotions, and purpose** behind those words.
- In exams, you will get **three or four unseen passages** from different genres like prose, poetry, drama, articles, editorials, scientific writing, and literary extracts.
- The questions will check:
  - ✓ **Comprehension** (basic understanding)
  - ✓ **Inference** (hidden meaning)
  - ✓ **Vocabulary** (word meaning and usage)
  - ✓ **Tone** (attitude of the writer)
  - ✓ **Rhetorical devices** (special techniques in writing)
  - ✓ **Logical sequencing** (order of ideas)

Types of Passages

1. **Prose**
   - ✓ Simple stories, essays, or descriptions.
   - ✓ Example: A short story about a farmer's struggle.
   - ✓ Focus: Main idea, characters, events, and moral.
2. **Poetry**
   - ✓ Written in verse, often with rhythm and imagery.
   - ✓ Example: A poem about nature or love.
   - ✓ Focus: Feelings, imagery, figures of speech (like simile, metaphor).
3. **Drama**
   - ✓ Dialogue between characters.
   - ✓ Example: A scene from Shakespeare or a modern play.
   - ✓ Focus: Character emotions, conflict, and dramatic effect.
4. **Articles & Editorials**
   - ✓ Found in newspapers or magazines.
   - ✓ Example: An editorial about climate change.
   - ✓ Focus: Opinion, arguments, facts, and persuasive language.
5. **Scientific Extracts**
   - ✓ Based on experiments, discoveries, or factual reports.
   - ✓ Example: A passage about space exploration.
   - ✓ Focus: Technical terms, logical explanation, cause-effect.

6. **Literary Extracts**
   - ✓ Taken from novels, essays, or biographies.
   - ✓ Example: A page from Charles Dickens or R.K. Narayan.
   - ✓ Focus: Style, theme, and author's perspective.

Skills Tested in Comprehension

1. **Comprehension**
   - ✓ Understanding the **main idea** and **details**.
   - ✓ Example: If the passage is about pollution, the main idea is "pollution is harmful to health."
2. **Inference**
   - ✓ Reading between the lines.
   - ✓ Example: If a writer says, *"The streets were empty, and silence ruled,"* the inference is that people were afraid or something unusual happened.
3. **Vocabulary**
   - ✓ Meaning of words in context.
   - ✓ Example: *"He was elated after winning." → Elated* means *very happy*.
   - ✓ Tip: Use root words and prefixes/suffixes to guess meanings.
     - *Un-* = not → *unhappy* = not happy.
     - *Bio-* = life → *biology* = study of life.
4. **Tone**
   - ✓ The writer's attitude.
   - ✓ Examples:
     - *Joyful → full of happiness*
     - *Critical → pointing out faults*
     - *Sarcastic → mocking in a sharp way*
5. **Rhetorical Devices**
   - ✓ Special techniques to make writing powerful.
   - ✓ Examples:
     - **Simile**: *comparison* using *like/as → Her smile was like sunshine.*
     - **Metaphor**: *direct* comparison → *Time is a thief.*
     - **Alliteration**: *repetition* of sounds → *She sells sea shells.*
     - **Personification**: *giving* human qualities to non-human things → *The wind whispered.*
6. **Logical Sequencing**
   - ✓ Arranging ideas in the correct order.
   - ✓ Example:
     - *First: Problem is introduced*
     - *Second: Causes are explained*
     - *Third: Solutions are* suggested

Step-by-Step Strategy for Students

1. **Read the passage twice**
   - ✓ First time: Get the general idea.
   - ✓ Second time: Note important details.

2. **Underline keywords**
   - ✓ Names, dates, facts, emotions.
3. **Identify the main idea**
   - ✓ Ask yourself: *What is the passage really about?*
4. **Look for hidden meaning (Inference)**
   - ✓ What is the author suggesting indirectly?
5. **Check vocabulary in context**
   - ✓ Guess meaning from surrounding words.
6. **Notice tone and style**
   - ✓ Is the writer happy, sad, angry, or neutral?
7. **Answer logically**
   - ✓ Keep answers short, clear, and based only on the passage.

Example Practice

1. **Prose (Story / Essay) :-**

   Extract:

   "Ravi had always believed that the market was the soul of his town. Every morning, as the sun rose, the narrow lanes filled with vendors arranging their goods—bright fruits, fragrant spices, and colorful fabrics. The air was alive with voices calling out prices, children running between stalls, and the smell of fresh bread from the baker's shop. Ravi noticed that the market was not only a place to buy and sell but also a place where people met, shared stories, and built friendships. Even strangers found comfort in the familiar rhythm of bargaining and laughter. For Ravi, the market was more than commerce; it was a living heart that kept the town connected."

MCQs:

1. **What is the main idea of the passage?**
   (A) The market is only for buying goods
   (B) The market connects people and builds community
   (C) Ravi dislikes the noise of the market
   (D) The market is a place of loneliness
   Ans. (B) The market connects people and builds community
2. **Which sensory details are used?**
   (A) Sight, sound, smell
   (B) Taste, touch, smell
   (C) Only sight
   (D) Only sound
   Ans. (A) Sight, sound, smell
3. **What does Ravi mean by "soul of his town"?**
   (A) The market is the richest place
   (B) The market is the center of life and connection
   (C) The market is haunted
   (D) The market is silent
   Ans. (B) The market is the center of life and connection

2. Poetry :-

Extract:

"The river flows, unbroken and free,
Carrying whispers from mountain to sea.
Its silver waves reflect the sky,
Where dreams are born and hopes can fly.
The moonlight dances on its gentle skin,
Revealing secrets the night holds within.
It sings of journeys, both near and far,
Guiding travelers like a shining star.
Though storms may rise and winds may roar,
The river's song continues evermore."

MCQs:

1. What is the central theme of the poem?

(A) The destructive power of rivers
(B) The river as a symbol of life and hope
(C) The dangers of storms
(D) The silence of nature

Ans. (B) The river as a symbol of life and hope

2. Which figure of speech is used in "The moonlight dances"?

(A) Simile
(B) Personification
(C) Alliteration
(D) Metaphor

Ans. (B) Personification

3. What does the river symbolize?

(A) Fear and danger
(B) Journey and guidance
(C) Wealth and commerce
(D) Silence and death

Ans. (B) Journey and guidance

3. Drama (Dialogue) :-

Extract:

Character A: "Why do you doubt me? I have always stood by you, even when the world turned away."
Character B: "Because silence speaks louder than words. When I needed your voice, you gave me none."
Character A: "I thought my presence was enough. I believed you could see my loyalty in my actions."
Character B: "Actions without words are shadows. I needed light, and you left me in darkness."
Character A: "Then let me speak now. I will not remain silent again."

MCQs:

1. What is the conflict about?

(A) Money
(B) Silence and lack of support
(C) Betrayal in friendship
(D) Family issues

Ans. (B) Silence and lack of support

2. What emotion dominates the dialogue?

(A) Joy
(B) Anger and disappointment
(C) Fear
(D) Excitement

Ans. (B) Anger and disappointment

3. **What can we infer about Character A at the end?**
   (A) He refuses to speak
   (B) He realizes words are important
   (C) He leaves the conversation
   (D) He blames Character B
   Ans. (B) He realizes words are important

4. **Article (Informative Writing) :-**
   Extract:
   "The rise of electric vehicles marks a turning point in modern transportation. With governments across the world supporting clean energy initiatives, the automobile industry is undergoing a major transformation. Electric cars not only reduce dependence on fossil fuels but also help in lowering pollution levels in cities. Companies are investing heavily in charging infrastructure, making it easier for people to adopt this technology. Experts believe that within the next decade, electric vehicles will become more affordable and widely available. This shift promises a greener, healthier future, where mobility is sustainable and innovation drives progress."

MCQs:

1. **What is the main purpose of the article?**
   (A) To criticize electric cars
   (B) To inform about the benefits of electric vehicles
   (C) To explain fossil fuels
   (D) To discuss traffic problems
   Ans. (B) To inform about the benefits of electric vehicles
2. **Which is a benefit of electric vehicles?**
   (A) Increase in pollution
   (B) Dependence on fossil fuels
   (C) Reduction in pollution levels
   (D) Higher fuel costs
   Ans. (C) Reduction in pollution levels
3. **What role do governments play?**
   (A) They ban electric cars
   (B) They support clean energy initiatives
   (C) They increase fuel prices
   (D) They ignore technology
   Ans. (B) They support clean energy initiatives

5. **Editorial (Opinion Piece) :-**
   Extract:
   "It is high time we rethink our education system. Students today are burdened with endless memorization, while creativity and critical thinking are often ignored. The purpose of education should not be limited to passing exams but should prepare learners to face real-life challenges. Unless reforms are made, we risk producing generations who can recite facts but cannot solve problems. Teachers must be trained to encourage curiosity, and curricula should include practical learning. If we fail to act now, the true spirit of education—empowering minds—will be lost."

MCQs:

1. **What problem is highlighted?**
   (A) Lack of teachers
   (B) Too much memorization, less creativity
   (C) Too many sports activities
   (D) Lack of exams
   Ans. (B) Too much memorization, less creativity
2. **What is the suggested solution?**
   (A) More exams
   (B) Teachers should encourage curiosity
   (C) Students should memorize faster
   (D) Remove practical learning
   Ans. (B) Teachers should encourage curiosity

3. **What does "empowering minds" mean?**
   (A) Giving students strength to think and solve problems
   (B) Making students memorize facts
   (C) Training students for sports
   (D) Teaching only history
   Ans. (A) Giving students strength to think and solve problems

6. **Scientific Extract :-**
   Extract:
   "Water is one of the most unique substances on Earth. Unlike most materials, it expands when it freezes, which is why ice floats on liquid water. This property is essential for life, as it prevents lakes and oceans from freezing solid during winter. Scientists explain that the molecular structure of water changes when it turns into ice, creating spaces between molecules that make it less dense. This simple phenomenon has a profound impact: it allows aquatic life to survive beneath the frozen surface and maintains the balance of ecosystems. Without this property, life on Earth would be very different."

MCQs:

1. **Why does ice float?**
   (A) It is heavier than water
   (B) It is less dense than water
   (C) It is warmer than water
   (D) It is more solid
   Ans. (B) It is less dense than water
2. **How does this property help aquatic life?**
   (A) It kills fish
   (B) It prevents lakes from freezing solid
   (C) It makes water poisonous
   (D) It increases salt levels
   Ans. (B) It prevents lakes from freezing solid
3. **What is the tone of the passage?**
   (A) Scientific and explanatory
   (B) Humorous
   (C) Angry
   (D) Emotional
   Ans. (A) Scientific and explanatory

7. **Literary extract (novel / biography)**

   Extract:

   "As the train left the station, Meera pressed her face against the window, watching her village disappear into the distance. The familiar fields, the old banyan tree, and the dusty lanes seemed to wave goodbye. She felt excitement at the thought of the city's opportunities but also fear of the unknown. The rhythm of the train echoed her heartbeat—fast, uncertain, yet hopeful. Meera knew she was leaving behind comfort and stepping into a world that demanded courage. The journey was not just about reaching a new place; it was about discovering herself."

MCQs:

1. **What emotions does Meera feel?**
   (A) Only joy
   (B) Excitement and fear together
   (C) Anger
   (D) Indifference
   Ans. (B) Excitement and fear together
2. **What do the fields and banyan tree symbolize?**
   (A) Her village memories and comfort
   (B) City wealth and luxury
   C) Danger and loss
   (D) Speed and ambition
   Ans. (A) Her village memories and comfort

3. Explain the metaphor "The rhythm of the train echoed her heartbeat."

(A) The train is a musical instrument

(B) Her emotions match the movement and pace of the journey

(C) She is physically unwell

(D) The train is slow and boring

Ans. (B) Her emotions match the movement and pace of the journey

4. Which theme best fits the passage?

(A) The value of money

(B) Journey of self-discovery and courage

(C) Fear of technology

(D) Celebration of village festivals

Ans. (B) Journey of self-discovery and courage

5. What is the tone of the passage?

(A) Humorous and casual

(B) Reflective and hopeful

(C) Critical and harsh

(D) Sarcastic and mocking

Ans. (B) Reflective and hopeful

Parts of Speech:-

- **Nouns, Pronouns, Verbs, Adverbs, Adjectives, Prepositions, Conjunctions**

What are Parts of Speech?

- In simple language, Parts of Speech are the different categories of words.
- Think of a sentence as a building. To make a building, you need different materials like bricks, cement, wood, and glass. Each material has a specific job.
  - ✓ Words are the materials.
  - ✓ Parts of Speech tell us what job a word is doing in that sentence.
- There are 8 main parts of speech in English.
  - ✓ Here is the list :

Part of Speech	Hindi Name	Job (Function)	Example
1. Noun	संज्ञा (Sangya)	Naming Word. Names a person, place, or thing.	Ram, Dog, Delhi, Love
2. Pronoun	सर्वनाम (Sarvanam)	Substitute Word. Used in place of a Noun to avoid repetition.	He, She, It, They, I
3. Adjective	विशेषण (Visheshan)	Describing Word. Tells you more about a Noun (good or bad).	Good, Red, Tall, Happy
4. Verb	क्रिया (Kriya)	Action Word. Shows what someone is doing.	Run, Eat, Is, Sleep
5. Adverb	क्रिया विशेषण (Kriya Visheshan)	Modifier. Tells how, when, or where an action happens.	Slowly, Very, Yesterday
6. Preposition	संबंध सूचक (Sambandh Suchak)	Position Word. Shows the relationship (time/place) between words.	In, On, At, Under, Of
7. Conjunction	समुच्चय बोधक (Samuchya Bodhak)	Joining Word. Connects two words or sentences together.	And, But, Because, Or
8. Interjection	विस्मयादि बोधक (Vismayadi Bodhak)	Emotion Word. Shows sudden strong feeling.	Wow!, Oh!, Ouch!, Alas!

Example in One Sentence : Let's look at one sentence that uses almost all of them:
"Wow! She quickly ran to the big park and played."

- Wow! = Interjection (Emotion)
- She = Pronoun (Person)
- Quickly = Adverb (How she ran)
- Ran = Verb (Action)
- To = Preposition (Direction)
- The = Article (Type of Adjective)
- Big = Adjective (Describes park)
- Park = Noun (Place)
- And = Conjunction (Joining word)

Noun :-

Foundations of nouns

Core definition and function :-

- Definition: A noun names a person, place, thing, idea, quality, or phenomenon.
- Roles in sentences: Subject, object, complement, apposition, object of preposition.
- Form properties: Number (singular/plural), countability (countable/uncountable), case (common/ possessive), gender (natural grammatical relevance in pronouns), determiners and modifiers.
- Structural behavior
- Determiners: Articles, possessives, demonstratives, quantifiers attach before nouns.
- Modifiers: Adjectives and prepositional phrases refine meaning (a bright student; the library of the college).
- Noun phrases: Head noun with dependents (The old wooden bridge over the river).

Types of nouns with precise rules and examples :-

- **Proper nouns :**
  - ✓ Definition: Specific names of people, places, institutions, days, months.
  - ✓ Rules: Capitalize; typically no article (Rajesh teaches English), but use articles with descriptive apposition (the Rajasthan of my childhood) or for generic class (The Himalayas).
  - ✓ Examples: Rajasthan, Udaipur, Prince College, Tuesday, Diwali.
- **Common nouns :**
  - ✓ Definition: General names (teacher, city, book).
  - ✓ Rules: Take articles/determiners; can be singular or plural.
  - ✓ Examples: A student asked a question; The students asked questions.
- **Collective nouns :**
  - ✓ Definition: Names of groups considered as a unit (team, committee, faculty).
  - ✓ Agreement: Singular when seen as one unit; plural when emphasizing members' actions. Choose one consistently per sentence.
  - ✓ Examples: The committee has decided. The committee are divided on this issue.
- **Abstract nouns :**
  - ✓ Definition: Ideas/qualities/states (honesty, freedom, knowledge).
  - ✓ Countability: Usually uncountable; no plural in general sense. Use quantifiers: much, a lot of, little.
  - ✓ Examples: Honesty is valued; a piece of information (not an information).

- **Material nouns :**
  - ✓ Definition: Substances (gold, water, sand).
  - ✓ Countability: Generally uncountable in substance sense; take measure words (a glass of water, two kilograms of rice).
  - ✓ Plural exception: Plural for types/varieties (wines, cheeses).
- **Countable vs uncountable nouns :**
  - ✓ Countable: Take a/an; pluralize; use many, few.
  - ✓ Uncountable: No a/an; use much, little, some; pair with measuring nouns (a bit of advice; items of furniture).
  - ✓ Tricky set: advice, luggage, furniture, equipment, information, work (uncountable); job, fact, item, piece (countable).
- **Concrete nouns :**
  - ✓ Definition: Physical entities perceived by senses (desk, rain, flower).
  - ✓ Note: Concrete vs abstract is semantic, not grammar-changing; countability rules still apply.
- **Compound nouns :**
  - ✓ Definition: Two or more words forming one noun (classroom, check-in, mother-in-law).
  - ✓ Pluralization: Pluralize the main noun (attorneys general, mothers-in-law, check-ins).

Articles and determiners with nouns :-

- **Articles :**
  - ✓ A/An: Singular, countable nouns only. Use an before vowel sounds (an hour, an honest person).
  - ✓ The: Specific reference; known to speaker/listener; unique entities; superlatives; ordinal numbers; names of rivers, mountain ranges, seas, newspapers.
  - ✓ Zero article: Generic plural/uncountable (Students learn best with practice; Education is essential).
- **Determiner choice**
  - ✓ Demonstratives: this/that/these/those for proximity and number.
  - ✓ Possessives: my, your, his, her, our, their (before nouns).
  - ✓ Quantifiers: some, any, much/many, few/little, several, plenty of (sensitive to countability).
  - ✓ Numbers/ordinals: one, two; first, second.

Number and plural forms :-

- **Regular plurals :**
  - ✓ Add -s/-es: book → books; class → classes.
  - ✓ -y to -ies: city → cities (if preceded by consonant); day → days (vowel + y).
- **Irregular plurals**
  - ✓ Vowel change: man → men; foot → feet; tooth → teeth; goose → geese.
  - ✓ -f/-fe to -ves: leaf → leaves; knife → knives (exceptions: roof → roofs).
  - ✓ Invariant: sheep → sheep; species → species; aircraft → aircraft.
- **Latin/Greek plurals**
  - ✓ -um → -a: datum → data; curriculum → curricula.
  - ✓ -is → -es: analysis → analyses; basis → bases.
  - ✓ -on → -a: phenomenon → phenomena; criterion → criteria.
- **Special cases**
  - ✓ Plural-only nouns: scissors, trousers, clothes (use pair or item for singular sense: a pair of scissors).
  - ✓ Group of items: Police (plural agreement: The police are investigating).

Possession and genitives :-

- **'s genitive**
  - ✓ Use: For people, animals, time expressions (Rajesh's class; yesterday's meeting).
  - ✓ Complex phrases: The teacher of English's room (avoid; prefer of-genitive).
- **Of-genitive**
  - ✓ Use: For inanimate objects, long noun phrases (the roof of the building; the policies of the government).
- **Double** genitive
  - ✓ Use: Of + possessive to indicate one among many (a friend of Rajesh's).

Roles of nouns in sentence structure :-

- **Subject**
  - ✓ Example: The syllabus requires revision.
- **Direct/indirect object**
  - ✓ Example: She gave the students feedback. (students = indirect; feedback = direct)
- **Complement**
  - ✓ Subject complement: The library is a resource.
  - ✓ Object complement: They elected Riya president.
- **Apposition**
  - ✓ Example: Dr. Meena Sharma, the principal, addressed the seminar.
- **Object of preposition**
  - ✓ Example: He spoke about curriculum design.

Style and correctness: traps and fixes :-

- Uncountable plural trap: informations, advices, equipments → use information, advice, equipment; or piece/item of…
- Article misuse with proper nouns: the Rajesh; Rajesh; but the Ganga (river names).
- Capitalization: months/days/places/institutions capitalize; school subjects not capitalized unless proper noun (english vs English literature at Prince College).
- Agreement with collective nouns: Choose singular/plural based on meaning; be consistent within sentence.
- Compound pluralization: mothers-in-law, courts-martial; not mother-in-laws.
- Noun vs verb confusion: practice (noun) vs practise (verb) in British usage; in Indian English, practice commonly used as noun; ensure context clarity.
- Mass vs count shift: Experience (uncountable: He has experience) vs experiences (countable events: He shared his experiences).

High-utility academic noun patterns

- Complex noun phrases: The rapid expansion of online education in rural India.
- Nominalization: analyze → analysis; decide → decision; grow → growth (use sparingly; balance with verbs for clarity).
- Collocations: make progress, conduct research (not do a research), draw conclusions, take responsibility.

Progressive practice tasks

Level 1: Identification and classification

- Task A: Underline all nouns and classify as proper/common/collective/abstract/material in: The committee at Prince College discussed vocational education to reduce unemployment among youth.
- Task B: Mark countable vs uncountable in: furniture, student, literature, equipment, idea, advice, skill.

Level 2: Articles and determiners

- Task C: Insert correct determiners: ___ education is vital; ___ pieces of equipment arrived; ___ honest approach matters; ___ information was verified; ___ students submitted ___ assignments.
- Task D: Choose the right article: He plays ___ guitar; She went to ___ university in Jaipur; ___ Himalayas are snow-capped.

Level 3: Plurals and possession

- Task E: Give plurals: analysis, thesis, syllabus, cactus, hero, sheep, attorney general.
- Task F: Rewrite using possession:
  - ✓ The classrooms of the college → The college's classrooms.
  - ✓ The achievements of the students → The students' achievements.
  - ✓ The cover of the book → The book's cover / the cover of the book (compare nuance).

Level 4: Noun phrase expansion

- Task G: Expand the head noun with appropriate modifiers:
  - ✓ policy _____ policy for rural skill development
  - ✓ curriculum _____ curriculum for first-year students
  - ✓ initiative _____ initiative on teacher training

Level 5: Error correction

- Task H: Correct the errors:
  - ✓ The police is investigating the case.
  - ✓ He gave me an information.
  - ✓ These informations are useful.
  - ✓ The committee have decided its verdict.

Level 6: Production and style

- Task I: Write a 120–150 word paragraph on "Why vocational education matters" using:
  - ✓ At least 5 nouns (e.g., skills, industry, curriculum, training, youth),
  - ✓ 2 complex noun phrases (with prepositional modifiers),
  - ✓ 1 possession ('s or of-genitive).

Teacher keys and scaffolding guidance :-

- Determinants with uncountables: no a/an; use some/much/little; measure nouns (a piece of advice; a loaf of bread).
- Plural selection: watch Latin/Greek forms; teach by family lists (analysis/analyses; phenomenon/ phenomena).
- Collective agreement: singular for unit decisions (The committee has voted); plural to emphasize members (The committee are arguing).
- Apposition commas: Use commas for non-essential apposition (Rajesh, the assistant professor, presented); omit commas for defining apposition (the writer Rajesh Kumar Verma presented).
- Nominalization balance: Encourage verbs for clarity; revise "The implementation of the policy was done" to "The policy was implemented."

MCQs on Nouns :-

Basics of Nouns :

1. A noun is a word that names:

(A) Action
(B) Quality
(C) Person, place, thing, idea
(D) Emotion

2. Which of the following is a proper noun?

(A) City
(B) Jaipur
(C) Teacher
(D) School

3. Which of the following is a common noun?

(A) Rajesh
(B) College
(C) Rajasthan
(D) Diwali

4. Which of the following is a collective noun?

(A) Honesty
(B) Army
(C) Water
(D) Book

5. Which of the following is an abstract noun?

(A) Courage
(B) Soldier
(C) Chair
(D) Jaipur

Proper and Common Nouns :

6. Identify the proper noun in: The students visited Delhi last year.

(A) Students
(B) Delhi
(C) Year
(D) Last

7. Identify the common noun in: Rajesh is an assistant professor at S.K. College.

(A) Rajesh
(B) Teacher
(C) Prince College
(D) None

8. Which of the following is NOT a proper noun?

(A) Amazon
(B) River
(C) Ganga
(D) Microsoft

9. Which of the following is a proper noun?

(A) Boy
(B) Girl
(C) India
(D) Teacher

10. Which of the following is a common noun?

(A) Rajasthan
(B) School
(C) Diwali
(D) Rajesh

Collective Nouns :

11. Which of the following is a collective noun?

(A) Team
(B) Honesty
(C) Jaipur
(D) Book

12. Identify the collective noun in: The jury gave its verdict.

(A) Jury
(B) Verdict
(C) Gave
(D) Its

13. Which of the following is NOT a collective noun?

(A) Army
(B) Crowd
(C) Courage
(D) Committee

14. Which of the following is a collective noun?

(A) Flock (B) Freedom

(C) Teacher (D) Jaipur

15. Which of the following is a collective noun?

(A) Furniture (B) Class

(C) Honesty (D) Milk

Abstract Nouns :

16. Which of the following is an abstract noun?

(A) Chair (B) Courage

(C) Soldier (D) Book

17. Identify the abstract noun in: Honesty is the best policy.

(A) Honesty (B) Policy

(C) Best (D) Is

18. Which of the following is NOT an abstract noun?

(A) Love (B) Freedom

(C) Teacher (D) Courage

19. Which of the following is an abstract noun?

(A) Happiness (B) Jaipur

(C) Soldier (D) Book

20. Which of the following is an abstract noun?

(A) Anger (B) Chair

(C) Soldier (D) City

Material Nouns :

21. Which of the following is a material noun?

(A) Gold (B) Courage

(C) Soldier (D) Teacher

22. Identify the material noun in: The chair is made of wood.

(A) Chair (B) Made

(C) Wood (D) Of

23. Which of the following is NOT a material noun?

(A) Water (B) Milk

(C) Honesty (D) Iron

24. Which of the following is a material noun?

(A) Sand (B) Soldier

(C) Courage (D) Teacher

25. Which of the following is a material noun?

(A) Silver (B) Freedom

(C) Soldier (D) Book

Countable and Uncountable Nouns :

26. Which of the following is a countable noun?

(A) Book (B) Water

(C) Milk (D) Furniture

27. Which of the following is an uncountable noun?

(A) Student (B) Teacher

(C) Information (D) Book

28. Which of the following is countable?

(A) Pen (B) Sugar

(C) Milk (D) Furniture

29. Which of the following is uncountable?

(A) Advice (B) Student

(C) Teacher (D) Book

30. Which of the following is countable?

(A) Idea (B) Water

(C) Sand (D) Rice

Mixed Questions :

31. Which of the following is a proper noun?

(A) Teacher (B) Jaipur

(C) Soldier (D) Book

32. Which of the following is a collective noun?

(A) Jury (B) Courage

(C) Soldier (D) Book

33. Which of the following is an abstract noun?

(A) Freedom (B) Soldier

(C) Chair (D) Jaipur

34. Which of the following is a material noun?

(A) Iron (B) Courage

(C) Soldier (D) Teacher

35. Which of the following is countable?

(A) Student (B) Water

(C) Milk (D) Furniture

Advanced MCQs :-

36. Which of the following is plural only?

(A) Scissors (B) Book

(C) Teacher (D) Soldier

37. Which of the following is singular only?

(A) Furniture (B) Student

(C) Teacher (D) Book

38. Which of the following is both countable and uncountable depending on use?

(A) Experience (B) Water

(C) Milk (D) Furniture

39. Which of the following is a compound noun?

(A) Mother-in-law (B) Courage

(C) Soldier (D) Book

40. Which of the following is a collective noun?

(A) Committee (B) Courage

(C) Soldier (D) Book

Contextual MCQs :

41. Identify the noun in: The teacher teaches English.

(A) Teacher (B) Teaches

(C) English (D) Both A and C

42. Identify the noun in: The students are playing football.

(A) Students (B) Playing

(C) Football (D) Both A and C

43. Identify the noun in: Honesty is rewarded.

(A) Honesty (B) Rewarded

(C) Is (D) None

44. Identify the noun in: The army fought bravely.

(A) Army (B) Fought

(C) Bravely (D) None

PRONOUN :-

"The Foundation of English Grammar"

1. THE CONCEPT: WHAT IS A PRONOUN?

1.1 Definition and Need

- ✓ A Pronoun is a word used in place of a Noun (Name).
- ✓ Etymology: The word comes from the Latin pro (meaning "for" or "on behalf of") + nomen (name). So, it literally means "For a Name."
- ✓ Hindi Meaning: Sarvanam (सर्वनाम) - Literally "Sabka Naam" (A name that can be used for everyone).
- ✓ Why do we need them? To avoid Repetition and make language flow smoothly. Imagine speaking without pronouns:
- ✓ Awkward: "Ravi said that Ravi lost Ravi's wallet because Ravi was careless."
- ✓ Better: "Ravi said that he lost his wallet because he was careless."

1.2 The Antecedent (The Anchor)

- ✓ The noun that the pronoun replaces is called the Antecedent. The pronoun must agree with its antecedent in number (singular/plural) and gender (male/female).
- ✓ Example: Riya lost her bag.
  - Analysis: Here, "Riya" is the Antecedent and "Her" is the Pronoun.
- ✓ Exam Tip: In "Spotting Errors," always check if the pronoun matches the antecedent. If the antecedent is plural (Boys), the pronoun must be plural (They/Them).

2. PERSONAL PRONOUNS (Vyakti-vachak Sarvanam)

- ✓ These are the most common pronouns used to refer to specific people or things. They are divided into three "Persons" based on their role in the conversation.

2.1 The Three Persons

1. First Person (The Speaker): The person speaking. (I, We).
2. Second Person (The Listener): The person being spoken to. (You).
3. Third Person (The Topic): The person or thing being spoken about. (He, She, It, They).

2.2 The Concept of "Case" (Crucial for Exams)

- ✓ Pronouns change their "face" or form depending on the job they do in a sentence. This "job" is called Case.
- ✓ Subjective Case (Nominative): The pronoun acts as the Subject (The Doer of the action). It comes before the verb.
  - Example: I teach English. (I is the doer).

- ✓ Objective Case (Accusative): The pronoun acts as the Object (The Receiver of the action). It comes after the verb or preposition.
  - Example: She teaches me. (Me is the receiver).
- ✓ Possessive Case: Shows ownership. (Discussed in Unit II).

The Master Table of Personal Pronouns (Memorize This):

Person	Subjective (Doer)	Objective (Receiver)	Usage Hint
1st (Singular)	I	Me	I do action → Action happens to Me
1st (Plural)	We	Us	We do action → Action happens to Us
2nd	You	You	Remains same (Tricky!)
3rd (Male)	He	Him	He does → Happens to Him
3rd (Female)	She	Her	She does → Happens to Her
3rd (Thing)	It	It	Remains same
3rd (Plural)	They	Them	They do → Happens to Them

Common Error:

- ✓ Wrong: Him is going to the market. (Objective case cannot be Subject).
- ✓ Right: He is going to the market.
- ✓ Wrong: My father scolded I. (Subjective case cannot be Object).
- ✓ Right: My father scolded me.

3. THE RULES OF ORDER (SEQUENCE OF PRONOUNS)

- ✓ When you have multiple pronouns (I, You, He) in a single sentence, English grammar follows strict rules of Etiquette (Manners) and Responsibility. You cannot place them randomly.

Rule A: The 231 Rule (The Rule of Politeness)

Scenario: Singular pronouns in a Positive or Neutral sentence.

Logic: Good manners say you should put others first and yourself last.

1. Second Person (You) - The person in front of you comes first.
2. Third Person (He/She) - The absent person comes next.
3. First Person (I) - You come last.
   - Incorrect: I, you and he will go to the movie. (Selfish order).
   - Correct: You, he and I will go to the movie. (Polite order).
   - Incorrect: He and you are friends.
   - Correct: You and he are friends. (2-3 order).

Rule B: The 123 Rule (The Rule of Responsibility)

Scenario 1: Confession of Guilt/Mistake/Crime.

Logic: If you did something bad, take the blame first. Don't blame others first.

1. First Person (I) - I accept the blame first.
2. Second Person (You) - Then you.
3. Third Person (He) - Then him.
   - Correct: I, you and he have committed this sin.

Scenario 2: Plural Pronouns (We, You, They).

Logic: Plural pronouns always follow 123, regardless of whether the sentence is positive or negative.

- Correct: We, you and they should work together.

4. THE SUBJECT COMPLEMENT RULE ("IT IS I")

- ✓ This is the most frequently asked concept in SSC/Banking exams.
- ✓ The Verb "To Be" (Is, Am, Are, Was, Were):
- ✓ These verbs act like an Equals Sign (=). They do not show action; they show existence.
  - Formula: Subject = Subject Complement.
  - Therefore, the pronoun following "It is" or "It was" must be in the Subjective Case.
  - Spoken English: "It's me." (Acceptable in conversation).
  - Grammar Exam: "It is I." (Mandatory).
  - Example: It was he who stole the bag. (Not "It was him").
  - Logic: Who stole the bag? He stole it. So, "It was he."

5. THE USE OF "IT" (IMPERSONAL PRONOUN)

- ✓ "It" is a neutral pronoun. It does not have a gender. We use it for:

1. Non-Living Things: I have a car. It is red.
2. Animals: The horse fell and broke its leg. (Unless we treat the animal as a person/pet, then we use He/She).
3. Young Babies/Infants: When the gender is unknown or irrelevant.
   - Example: The baby is crying. It must be hungry.
4. Time, Weather, Temperature, Distance: It acts as a "dummy subject" because there is no real doer.
   - Example: It is raining. (Who is raining? No one. "It" is just filling the subject slot).
   - Example: It is 10 o'clock.
   - Example: It is winter.
5. To Emphasize a Noun/Pronoun:
   - Example: It was Ravana who kidnapped Sita.

POSSESSIVE & DEMONSTRATIVE PRONOUNS :-

"Ownership and Pointing: defining Relationships in Space"

1. POSSESSIVE PRONOUNS VS. POSSESSIVE ADJECTIVES

- ✓ This is the single most common area of confusion for students. Both show "ownership" (possession), but they are used differently in a sentence.

1.1 The Fundamental Difference

- ✓ Possessive Adjectives (Determiners): These words cannot stand alone. They act like bodyguards for nouns; they must always be followed by a noun.
  - List: My, Your, Our, His, Her, Its, Their.
  - Structure: Possessive Adjective + Noun
  - Example: This is my car. (Correct)
  - Example: This is my. (Incorrect - My what?)
- ✓ Possessive Pronouns: These words stand alone. They replace the "Adjective + Noun" combination to avoid repetition.
  - List: Mine, Yours, Ours, His, Hers, (No 'Its'), Theirs.
  - Structure: Noun + Verb + Possessive Pronoun
  - Example: This car is mine. (Correct - "Mine" replaces "My car").

1.2 Comparison Chart :

Person	Possessive Adjective (Needs Noun)	Possessive Pronoun (No Noun)	Example Sentence
I	My	Mine	This is my book. / This book is mine.
We	Our	Ours	That is our house. / That house is ours.
You	Your	Yours	Is this your pen? / Is this pen yours?
He	His	His	It is his idea. / The idea is his.
She	Her	Hers	It is her bag. / The bag is hers.
It	Its	—	The cat drank its milk. (No pronoun form).
They	Their	Theirs	It is their problem. / The problem is theirs.

1.3 The Apostrophe Error

- ✓ Rule: Possessive Pronouns NEVER take an apostrophe.
- ✓ Wrong: Your's faithfully, Her's, Their's.
- ✓ Right: Yours faithfully, Hers, Theirs.
- ✓ Note: It's means "It is." Its means "Belonging to it."
  - Example: The dog wagged its tail. (Possession).
  - Example: It's a hot day. (It is).

1.4 The Double Possessive ("Of Mine")

- ✓ Sometimes we use the structure Noun + of + Possessive Pronoun.
  - Example: A friend of mine (Not "A friend of me").
  - Meaning: One of my friends.

2. THE GERUND RULE

- ✓ This is a favorite topic for "Spotting Errors" questions in competitive exams.

2.1 What is a Gerund?

- ✓ A Gerund is a verb ending in -ing that acts as a Noun.
  - Example: Swimming is good for health. ("Swimming" is the name of the activity, so it's a noun).

2.2 The Rule

- ✓ If a Pronoun comes immediately before a Gerund, it must be in the Possessive Adjective case (My, Your, His), NOT the Objective case (Me, You, Him).
  - Logic: The Gerund is a Noun. Who owns the action? You do. So, you use the possessive.
  - Incorrect: I don't like him going to the party late. (I don't dislike "him"; I dislike his action of "going").
  - Correct: I don't like his going to the party late.
  - Incorrect: My father objected to me watching TV.
  - Correct: My father objected to my watching TV.

3. DEMONSTRATIVE PRONOUNS (Sanket-vachak)

- ✓ These pronouns are used to "point out" or demonstrate specific objects.

3.1 The Four Pointers

1. This: Singular object, Near the speaker. (This is a pen.)
2. That: Singular object, Far from the speaker. (That is a star.)
3. These: Plural objects, Near the speaker. (These are my books.)
4. Those: Plural objects, Far from the speaker. (Those are birds.)