

CBSE

ENGLISH GRAMMAR

& WRITING SKILLS

CLASS X

Salient Features

- ☞ Based on the latest paper pattern prescribed by NCERT
- ☞ Exhaustive coverage of 'Language & Literature' and 'Communicative English' Grammar Topics
- ☞ Exhaustive coverage of 'Language & Literature' Writing Skills Topics
- ☞ Comprehensive inclusion of **Multiple Choice questions, Objective type questions** and **Competency-Focused questions** for grammar
- ☞ Solved Exercises for better understanding of grammar and writing skills concepts
- ☞ Practice Exercises to enable thorough preparation
- ☞ Includes solutions to Competency-Focused Practice Questions released by CBSE for grammar
- ☞ Inclusive of solved CBSE Board Exam and Sample Paper Questions ranging from 2019 to 2023
- ☞ Inclusive of unique features like Key to Learning, Enrich your Knowledge, Caution, Hints

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PREFACE

"Good writing is clear thinking made visible." - William Wheeler

Target's '**CBSE English Grammar & Writing Skills: Class X**' is a complete and thorough guide, critically analysed and extensively drafted to boost the students' confidence. The book is prepared as per the latest paper pattern prescribed by the National Council of Educational Research and Training (NCERT) for 'Language and Literature' and 'Communicative English'. It is a compact book, critically analysed and extensively drafted to help students develop their grammar, writing skills and achieve mastery over the English language.

In **Grammar** section, each chapter begins with the explanation of grammatical concepts in an easy-to-comprehend language along with suitable examples. The Exercises in the chapters are generally classified into four sections as per the requirement of the topic. **Solved Exercise** typically includes a range of question types covering **basic, advanced and competency-focused questions**. These exercises are designed to provide students with a comprehensive and structured approach to learning, allowing them to develop their knowledge and skills at their own pace. **Practice Exercise** offers extensive practice of the topic and can also help you identify any areas where you may be struggling, giving you the opportunity to focus your efforts and improve your weaknesses. **Competency-Focused Practice Exercise** includes solutions to competency-based questions co-created by Centre for Excellence in Assessment CBSE and Educational Initiatives which assess the student's ability to apply their knowledge and skills to practical situations. **CBSE Board Questions** includes questions from CBSE board papers and sample papers published by NCERT ranging from 2019 to 2023. **Answer Key** of all the exercises and CBSE Board Questions has been provided at the end of each topic.

In **Writing Skills** section, each chapter begins with the explanation of the concepts in an easy-to-comprehend language along-with illustrative examples. The Exercises in the chapters are generally classified into three sections. **Solved Exercise** typically includes a wide range of questions along-with the answers. **Practice Exercise** offers extensive practice of the topic. **CBSE Board Questions** includes questions from CBSE board papers and sample papers published by NCERT of 2022 & 2023.

The Book is loaded with unique features as follows:

- **Key to learning:** It is an important tool for anyone looking to learn and understand complex information. By summarizing the most important points about a topic, it can make learning more efficient and effective.
- **Enrich Your Knowledge:** It provides additional information on various topics covered in the book, helping students deepen their understanding of the subject.
- **Caution:** It highlights common mistakes that students make while studying grammar. It aims to help students avoid these mistakes and improve their grammar skills.
- **Hints:** It offers logical reasoning to help students arrive at the correct answer. It aims to help students develop critical thinking skills.

Overall, the book aims to provide students with a comprehensive and effective resource to help them improve their grammar and writing skills, prepare for the board exams, and develop critical thinking and logical reasoning skills.

The journey to create a complete book is strewn with triumphs, failures and near misses. If you think we've nearly missed something or want to applaud us for our triumphs, we'd love to hear from you.

Please write to us at: mail@targetpublications.org

A book affects eternity; one can never tell where its influence stops.

Publisher

Edition: Second

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Paper Pattern

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)

CLASS – X

2023-24

SECTION - WISE WEIGHTAGE

Sections		Weightage
A	Reading Comprehension	20 Marks
B	Writing Skills with Grammar	20 Marks
C	Language through Literature	40 Marks
Total		80

Section A: Reading Skills

[20 Marks]

I. Reading Comprehension through Unseen Passage

1. Discursive passage of 400-450 words. (10 marks)
2. Case-based factual passage (with visual input- statistical data, chart etc.) of 200-250 words. (10 marks)

(Total length of two passages to be 600-700 words)

Multiple Choice Questions / Objective Type Questions, and Short Answer Questions (to be answered in 30-40 words) will be asked to assess comprehension, interpretation, analysis, inference, evaluation and vocabulary.

SECTION B: Writing Skills and Grammar

[20 Marks]

II. Grammar

(10 marks)

- Determiners
- Subject – verb concord
- Statements
- Tenses
- Reported speech
- Questions
- Modals
- Commands and requests

The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar in context will be assessed through Gap Filling/ Editing/Transformation exercises. Ten out of 12 questions will have to be attempted.

III. Writing Skills

(10 marks)

Writing a Formal Letter based on a given situation, in 100-120 words. One out of two questions is to be answered. (5 marks)

Writing an Analytical Paragraph in 100-120 words on a given Map / Chart / Graph / Cue/ s. One out of two questions is to be answered. (5 marks)

SECTION C: Language through Literature

[40 Marks]

IV. Reference to the Context

(5+5 = 10 Marks)

One extract out of two from Drama / Prose.

One extract out of two from poetry.

Multiple Choice Questions / Objective Type Questions Very Short Answer Questions (one word/ One sentence), Short Answer Questions (to be answered in 30-40 words) will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.

V. Short & Very Long Answer Questions

[30 Marks]

Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book FIRST FLIGHT to assess interpretation, analysis, inference and evaluation. (4×3=12 marks)

Two out of Three Short Answer Type Questions to be answered in 40-50 words each from FOOTPRINTS WITHOUT FEET to assess interpretation, analysis, inference and evaluation.

(2×3=6 marks)

One out of two Long Answer Type Questions from FIRST FLIGHT to be answered in about 100-120 words each to assess creativity, imagination and extrapolation beyond the text and across the text. This can be a passage-based question taken from a situation/plot from the text. (6 marks)

One out of two Long Answer Type Questions from FOOTPRINTS WITHOUT FEET, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. (6 marks)

COMMUNICATIVE ENGLISH (Code No. 101)
CLASS – X
2023-24
SECTION-WISE WEIGHTAGE

Sections		Weightage
A	Reading Skills	22
B	Writing Skills	22
C	Grammar	10
D	Literature Textbook	26
Total		80

SECTION A: READING SKILLS (12+10=22 Marks)

- The section will have two unseen passages with the maximum word limit of 750 words. The passages can have continuous and non-continuous text inspired from the themes in prescribed books. Please refer to the Main Course Book (MCB) for types of non-continuous texts. (For example –Unit 1 has lists, tables, cues, message, telephone conversation etc.).
- Objective Type Questions (including Multiple Choice Questions), Very Short Answer Type Questions (one word/ one phrase / one sentence) and Short Answer Type Questions (30-40 words each) will be asked to test interpretation, analysis, inference, evaluation and vocabulary in context.

SECTION B: WRITING SKILLS (22 Marks)

This section will have a variety of short and long writing tasks.

- Email to school authorities (Application for leave/ change of subject /change of section/ bus-timings or similar topics) in maximum 50 words (3 Marks)
- Factual Description of a person/object in maximum 100 words (4 Marks)
- One out of two formal letters, in maximum 120 words, thematically aligned to topics in MCB. (7 Marks)
- One out of two articles based on verbal cues, in maximum 150 words, thematically aligned to MCB topics. (8 Marks)

SECTION C: Grammar [10 Marks]

Grammar items will be taught and assessed over a period of time.

1. Tenses
2. Modals
3. Subject – verb concord
4. Reported speech
 - Commands and requests
 - Statements
 - Questions
5. Clauses:
 - Noun clauses
 - Adverb clauses
 - Relative clauses

6. Determiners

The above items may be tested through test types as given below:

- Gap filling (3 marks)
- Editing or Omission (4 marks)
- Sentences Reordering or Sentence Transformation in context. (3 marks)

SECTION D: Literature Textbook

[26 Marks]

- Two out of three extracts from prose/poetry for reference to the context. Very Short Answer Questions will be asked to assess global comprehension, interpretation, inference and evaluation. (8 marks)
- Five Short Answer type Questions out of six from the Literature Reader to test local and global comprehension of theme and ideas, analysis, evaluation and appreciation (30-40 words each) (10 Marks)
- One out of two Long Answer type Questions to assess how the values inherent in the text have been brought out. Creativity, evaluation and extrapolation beyond the text and across the texts will be assessed. This can also be a passage-based question taken from a situation/plot from the texts. (150 words) (8 marks)

CONTENTS

No.	Topic Name	Page No.
Grammar		
01	Determiners	1
02	Articles	10
03	Prepositions	15
04	Conjunctions	26
05	Tenses	30
06	Modals	48
07	Subject-Verb Concord	59
08	Clauses	71
09	Reported Speech	81
10	Active and Passive Voice	97
11	Integrated Grammar	108
	• Gap Filling	
	• Editing and Omission	
	• Transformation and Reordering of Sentences	
Writing Skills		
01	Letter Writing (Formal Letters)	120
02	Analytical Paragraph Writing	136

- Note:**
- The book covers Grammar topics that form a part of the syllabus for both 'Language & Literature' and 'Communicative English'
 - The book also includes Grammar topics to brush up basic concepts and may not be part of the prescribed syllabus.
 - Students are expected to go through the syllabus of their respective subject (Language and Literature or Communicative English) to get a clear idea of the relevant grammar topics. The extra material can be considered for practice and understanding.
 - The book covers Writing Skills topics that form a part of the syllabus for 'Language & Literature'.

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Determiners

INTRODUCTION

A determiner is a **word** or a **group of words** that **specifies, identifies** or **quantifies** a **noun** or a **noun phrase**.

Determiners, like adjectives, establish a context and give a reference to the noun.

e.g. Read the following sentences.

- i. Umbrella is broken.
- ii. This umbrella is broken.

The difference between the two sentences is that the second sentence specifies which umbrella is the one that is broken. It specifies the noun and identifies the specific umbrella.

Thus, words like my, many, a few, his, each, which are all referred to, as determiners if they are specifying and/or quantifying the noun or noun phrase that it precedes.

TYPES OF DETERMINERS

The type of determiner used depends on the type of noun.

- Singular nouns always need a determiner.
- For plural nouns and uncountable nouns, the use of determiners is optional.

There are approximately fifty different determiners in the English language, though the most frequently used are the articles **a**, **an** and **the** for non-specific and specific nouns respectively.

The main types of determiners are given below:

No.	Type	Determiners	Examples
1.	Articles	a, an, the	<ul style="list-style-type: none"> • The horse is a fine animal. • A farmer was ploughing in a field.
2.	Possessives	my, your, its, his, her, our, their, whose, my friend's, etc.	<ul style="list-style-type: none"> • I have gone to his house often. • It is their prerogative to think what they like. • It is my birthday today!
3.	Quantifiers	<p>Quantifiers used with Countable Nouns: many, several, each, every, either/neither, few, both, half, a number of, a large number of, a majority of etc.</p> <p>Quantifiers used with Uncountable Nouns: much, little, a bit of, a great of, a large amount of etc.</p> <p>Quantifiers used with both Countable and Uncountable Nouns: some, any, all, no, none, enough, a lot of etc.</p>	<ul style="list-style-type: none"> • Put some potatoes in the curry. • Enough warnings have been given to him. • They are making a lot of noise outside. • None of the books written by P.G. Wodehouse were available at the book store.
4.	Numbers - Cardinal (one, two etc.) and Ordinal (first, second etc.)	one, two, ten, first, second, fifth, last, next, etc.	<ul style="list-style-type: none"> • He drinks ten litres of water in a day. • Two cats were sitting under the tree. • He was first in the race.
5.	Interrogatives	whose, which, what	<ul style="list-style-type: none"> • Whose car is that? • What game are you going to play in the tournament?



7.	Demonstratives	this, that, these, those, whatever	<ul style="list-style-type: none"> • Those ribbons look very pretty on Sayesha. • I can never forget that face.
8.	Distributives	all, each, every, either, neither	<ul style="list-style-type: none"> • She took away all the dresses. • Neither of those dresses fit me.
9.	Pre-determiners	such, what, rather, quite, both, half, double	<ul style="list-style-type: none"> • Both the letters were written by him. • I have never seen such lovely apples!
10.	Differentiators	other, another	<ul style="list-style-type: none"> • You can play the CD on another computer. • The opinions of other people do not matter to me.

Determiners with Countable and Uncountable Nouns:

Determiners come before nouns. They are chosen depending on whether the noun they are introducing is countable or uncountable.

- Countable singular nouns usually use these determiners: each, every, everyone, any, someone, anybody and nowhere.
- Countable plural nouns usually use these determiners: all, some, many, several, a lot of, lots of, a few, few, a great number of.
- Uncountable nouns usually take these determiners: all, some, any, much, a lot of, lots of, a little, little, a great deal of.

- e.g.
- Every** - Every building was painted red. [*Countable Singular Noun*]
 - All** - All the buildings were painted red. [*Countable Plural Noun*]
 - Some** - I asked for some information about language courses. [*Uncountable Noun*]

Enrich Your Knowledge

- i. 'Much' and 'many' are generally reserved for negative statements and questions:

e.g.

- How much time do we have before we need to leave?
- We don't have much money left.
- How many people have you invited?
- We weren't expecting so many people at the open-day.

- ii. The word 'any' is used to express the idea of 'no'. Either 'any' or 'no' can be used before countable plural nouns and uncountable nouns.

e.g.

- There weren't any students in the classroom.

OR

There were no students in the classroom.

- iii. The word 'hardly' is placed before 'any' to express the idea of 'not many'.

e.g.

- There were hardly any customers in the shop.

OR

There were not many customers in the shop.

KEY TO LEARNING

- ◆ Words that are used to specify a noun or a noun phrase are known as determiners. They determine or 'mark' nouns, often in terms of quantity and possession.
- ◆ Determiners specify, quantify and always precede the noun or noun phrase.
- ◆ Most common determiners are articles; a, an and the
- ◆ 'My', 'many', 'a few', 'his', 'each', 'which' are some other common determiners.."
- ◆ The type of determiner used depends on the type of noun. Singular nouns always need a determiner. For plural nouns and uncountable nouns, the determiner is used only if the noun needs to be specified.

**SOLVED EXERCISE****1. Fill in the blanks by choosing the correct determiner from the options.**

- i. _____ Maya _____ Madhura are competent, but _____ of them are ambitious.
(A) Both / and / either
(B) Neither / nor / both
(C) Both / and / each
(D) Either / or / all
- ii. The school cricket team won the final match, but _____ teams' players played well; In fact, they _____ played quite badly.
(A) each / each (B) neither of/both
(C) all/all (D) none of the/all
- iii. _____ of them were tired because _____ of them had slept at night.
(A) Both / neither (B) Neither/ either
(C) Either / none (D) None / either
- iv. Please bring me _____ flowers which I have kept on the table outside.
(A) those (B) these
(C) much (D) that
- v. There is _____ to do in the countryside.
(A) little (B) several
(C) many (D) some
- vi. The doctor advised me to eat _____ fruits every day.
(A) more (B) much
(C) none (D) any
- vii. There are a _____ students in the library.
(A) more (B) several
(C) some (D) few
- viii. There are not _____ people as kind as he is.
(A) more (B) some
(C) many (D) few

2. Choose the appropriate word (determiner) from the options given below and complete the following sentences.

- i. Just the _____ day, I met Arvind _____ was a junior in my college.
(A) another, and (B) one, that
(C) other, who (D) an, which
- ii. He looked so mature, _____ I found pleasant but surprising as he was _____ of the naughtiest boy in college.
(A) which, most (B) which, one
(C) and, very (D) so, much

- iii. Looking at him now, I could see that he was no longer _____ child.
(A) a (B) an
(C) the (D) some
- iv. He was _____ different personality.
(A) a (B) an
(C) the (D) some
- v. I found myself trying to accept that and tried to initiate _____ different kind of conversation with him.
(A) many (B) a
(C) several (D) much

3. Choose the appropriate word (determiner) from the options given below and complete the following sentences.

- i. Using Tihar Jail as _____ headquarters, Kiran Bedi turned it into _____ model prison.
(A) their, the (B) her, a
(C) another, that (D) an, some
- ii. She put the _____ prison population under a common regime.
(A) much (B) only
(C) many (D) whole
- iii. She provided vocational training in _____ prison schools, so that prisoners could carve out new futures for themselves after _____ prison terms.
(A) a, their (B) an, the
(C) the, their (D) every, each
- iv. She developed _____ panchayat system where prisoners who were respected for _____ age, education or character represented other inmates and sorted out problems in a democratic manner.
(A) a, their (B) the, that
(C) an, their (D) a, that

4. Choose the appropriate word (determiner) from the options given below and complete the following passage.

The Tulsi plant is (i) _____ annual herb. It grows to (ii) _____ short height and lives for a span of one year.

Tulsi is worshiped in India as a holy plant. It is kept in (iii) _____ households and gardens. Besides, it is also a part of alternative medicine. (iv) _____ tulsi is also called as holy basil.



The health benefits of tulsi herb are many. (v) _____ people consume (vi) _____ leaves on a regular basis to gain therapeutic benefits. Scientifically, it is called as *Ocimum sanctum* and is (vii) _____ important medicinal plant in India.

(viii) _____ parts of tulsi generally used are, leaves, flowers, seeds, stems and dried roots.

- i. (A) a (B) the
(C) one (D) an
- ii. (A) the (B) a
(C) it's (D) their
- iii. (A) lots (B) many
(C) much (D) too much
- iv. (A) The (B) These
(C) Those (D) Theirs
- v. (A) Some (B) All
(C) A great deal of (D) Other
- vi. (A) its (B) theirs
(C) the (D) their
- vii. (A) the (B) an
(C) most (D) such
- viii. (A) Its (B) All
(C) The (D) Much

5. Do as Directed.

- i. _____ stories I told them brought about great changes in their lives.

Choose the option that completes the sentence above correctly. (Here, 'X' signifies 'no determiner needed'.)

- (A) A (B) X
(C) The (D) This

- ii. I salute _____ persons who first thought up _____ stories.

Choose the option that completes the sentence above correctly.

- (A) a, these (B) the, this
(C) the, these (D) these, this

- iii. What are you doing _____ days?

Choose the option that completes the sentence above correctly.

- (A) these (B) this
(C) such (D) many

- iv. **Complete the sentence given below with appropriate determiners.**

_____ student in the class received _____ feedback on their essays.

- (A) Each, some (B) Some, each
(C) All, each (D) Either, much

6. Underline the determiners in the sentences.

- i. All the oil from the tanker spilled into the sea.
- ii. She met a few interesting people while she was on a holiday.
- iii. Can you give me some information about this course?
- iv. Anybody, young or old, can use this computer application.
- v. I just needed some sugar.

7. There is an error (of determiner) in each of the lines given below. Pick out the error and correct the word.

- i. Don't worry; there is many money in the bank.
- ii. If you miss the 7:30 a.m. Indrani Express train, catch the after one at 7:45 a.m., which is Deccan Express.
- iii. We have other home in Panchgani.
- iv. You may go every this way or that.

	Error	Correction
i.		
ii.		

8. In the passage given below, one word is incorrect in each line. Rewrite the incorrect and the correct word against the correct blank number.

- i. We have turned into the very greedy generation
- ii. and those demand for electricity is ever increasing.
- iii. To reduce those anti-environment effects of consuming high levels of electricity
- iv. we must next reduce our demands. However
- v. such impacts should not be considered the country's
- vi. problem, however should be considered a global issue.

	Error	Correction
i.		
ii.		

9. In the sentences given below, one word is incorrect in each line. Rewrite the incorrect and the correct word against the correct blank number.

- i. He has less friends than I do.
- ii. Can you give me few advice on how to improve my writing?
- iii. The teacher gave each students a textbook.



- iv. We saw much animals on our camping trip last weekend.
- v. All of the employees were asked to submit his or her report by Friday.

	Error	Correction
i.		
ii.		

10. In the passage given below, one word (determiner) has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it against the correct blank number. Ensure that the word that forms your answer is underlined.

When you are nurtured to become a strong, healthy and intellectual youth, it becomes / responsibility to use / bounties of talents and capabilities for / positive goal and towards building a powerful nation. To prepare you for / a role there are / projects and schemes which can help you to get educated in a productive manner. It is / responsibility to provide you with excellent and progressive education. / education will not only help you in acquiring professional skills but also develop your moral values.

So channelize / abilities positively and wish you the very best!

Thank you.

	Before	Omission	After
i.			
ii.			

11. In the passage given below, one word (determiner) has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it against the correct blanks number. Ensure that the word that forms your answer is underlined>.

Brahmi is oldest scripts i. _____
of Asian subcontinent. ii. _____
Contemporary
of Mauryan iii. _____
dynasty, specimens are iv. _____
visible on several rock-cut
structures.
Little is known about Devdin
or Sutunuka, written in v. _____
Brahmi,

except probability that the vi. _____
sculptor belonged to Varanasi,
around 350 km away.
Rahul Singh, noted vii. _____
archaeologist, says
that paintings are older than viii. _____
the Ajanta paintings.

	Before	Omission	After
i.			
ii.			

PRACTICE EXERCISE

1. Choose the appropriate word (determiner) from the options given below.

- i. There is always a lot of money in _____ bank.
(A) some (B) many
(C) the (D) few
- ii. She doesn't have _____ interest in sports, but she loves music.
(A) some (B) many
(C) few (D) much
- iii. There are a _____ coins in the money box.
(A) fewer (B) much
(C) few (D) some
- iv. Which was _____ book that Mayuri wanted?
(A) this (B) that
(C) the (D) those
- v. _____ alternative is to go by road.
(A) Another (B) Other
(C) Few (D) Some
- vi. We could hear _____ laughter from the living room.
(A) many (B) several
(C) a great number of (D) a great deal of
- vii. I haven't eaten _____ food in the afternoon.
(A) any (B) more
(C) some (D) many
- viii. _____ of the ideas mentioned by Smita is good to try.
(A) Much (B) More
(C) Every (D) Each
- ix. She gave a pastry to _____ child.
(A) all (B) either
(C) every (D) few



- x. Don't you have _____ idea of what is going on?
 (A) many (B) no
 (C) some (D) any
- xi. _____ CDs are great!
 (A) These (B) More
 (C) This (D) Each
- xii. I've got to read _____ chapters before I go for the picnic.
 (A) each (B) none
 (C) every (D) some
- xiii. Most of the items in the menu are great, but not _____ of them.
 (A) few (B) all
 (C) much (D) each
- xiv. I always have _____ snack bar in my bag for long journeys.
 (A) a little (B) a few
 (C) much (D) more
- xv. I don't like _____ of coffee.
 (A) few (B) all
 (C) much (D) more
- xvi. There are _____ books on that subject.
 (A) little (B) few
 (C) much (D) more
- 2. Choose the appropriate word (determiner) from the options given below.**
- i. Walnut trees produce wood _____ is used for many purposes.
 (A) what (B) that
 (C) and (D) these
- ii. The nut has a leathery outer covering and it requires real effort to break through _____ layers.
 (A) its (B) theirs
 (C) the (D) all
- iii. _____ part of the walnut is useful to people.
 (A) Lots of (B) Many
 (C) All (D) Every
- iv. The outer husk produces a dark reddish stain and _____ pigment is widely used in dyes and wood stains.
 (A) this (B) these
 (C) those (D) theirs

- v. The inner shell is used as _____ abrasive to clean jet engines.
 (A) this (B) these
 (C) those (D) an
- vi. And the meat of the nut is used in _____ cooking.
 (A) most (B) much
 (C) a lot of (D) the
- vii. Walnut trees exude a chemical into the soil near _____ roots which can be poisonous to some fruit trees.
 (A) their (B) its
 (C) theirs (D) it
- viii. However, plants, such as maple trees are well-suited to grow in _____ vicinity.
 (A) some (B) their
 (C) more (D) its

3. Choose the appropriate word (determiner) from the options given below and complete the following passage:

It was (i) _____ first day of (ii) _____ job in (iii) _____ lighthouse. Initially, I was very excited, but as it began to grow dark, I felt very lonely amidst (iv) _____ roaring waters. The long stretch of water with no one around gripped me with (v) _____ unknown fear. After (vi) _____ thinking, I realized (vii) _____ responsibility and became alert to carry on with (viii) _____ duty.

- i. (A) a (B) the
 (C) one (D) an
- ii. (A) my (B) a
 (C) some (D) each
- iii. (A) the (B) a
 (C) few (D) their
- iv. (A) such (B) most
 (C) which (D) the
- v. (A) the (B) a
 (C) an (D) other
- vi. (A) a few (B) some
 (C) many (D) my
- vii. (A) enough (B) the
 (C) my (D) such
- viii. (A) its (B) all
 (C) my (D) much



4. Choose appropriate words (determiners) from the options given below and complete the following passage.

(a, an, the, your, its, his, more, the absence of)

Wearing (i) _____ securely fastened helmet is the most important thing you can do to improve (ii) _____ chances of surviving (iii) _____ accident. In the absence of a helmet the rider has (iv) _____ chances of head injuries than the one who is wearing a helmet. Life is precious and in its comparison, the cost of a helmet is nothing. The rider feels comfortable as he escapes (v) _____ sound of the wind when it roars past (vi) _____ ears.

5. In the passage given below, one word (determiner) has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it against the correct blank number. Ensure that the word that forms your answer is underlined.

- Dolphins are considered to be friendliest creatures
- in sea world. We have also discovered
- that society is more complex than what was believed till now.
- Dolphins look after others when they are sick, protect young and weak ones
- and help and support pregnant mothers in their community. A scientists have
- claimed that though dolphins have language of their own, they communicate without any words.
- Could of these mammals be more intelligent than man?
- In fact, the more we study remarkable creatures, the less we appear superior to them.

6. In the passage given below, one word (determiner) has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it against the correct blank number. Ensure that the word that forms your answer is underlined.

- After hot days of June, a rainy day
- is great relief. In summer, birds and animals
- feel thirsty as there is hardly water to drink.
- Men, women and children, also feel uneasy due to heat
- Children jump in the puddles form every where
- Farmer's too are overjoyed as prayers for rain water are finally answered.

	Before	Omission	After
i.			
ii.			

COMPETENCY FOCUSED PRACTICE EXERCISE

1. The cash prize will be awarded to _____ student who scores the highest in English across sections.

Choose the option that completes the sentence above correctly. (Here, 'X' signifies 'no determiner needed'.)

- (A) a (B) X
(C) the (D) this

2. Complete the sentence given below with appropriate determiners.

Raju said, "_____ book is mine, I don't know where yours is. Check if it's there on _____ table by the window."

CBSE BOARD QUESTIONS

1. There's never _____ petrol left after Rahul uses the car.

[CBSE Sample Paper Term I 21-22]
[1 Mark]

- (A) much (B) little
(C) many (D) a little

2. Select the option that identifies the error and supplies the correction for the following line, from a news report:

Last week a child was not allowed to board the plane at Ranchi airport.

[CBSE Sample Paper 22-23] [1 Mark]

Option	Error	Correction
(A)	child	children
(B)	last	previous
(C)	the	a
(D)	at	In

3. Identify the error on a shop's hoarding and supply the correction, for the following sales offer:

Gumnaam & Daughters Pvt. Ltd. Bindapur, Jharkhand

Massive discount for all senior citizen vaccinated with the precautionary dose.

Error	Correction

[CBSE Sample Paper 22-23] [1 Mark]



4. **Fill in the blank with the correct option:**
The number of people attending this evening's annual function is ____ than that of the previous year's.

[CBSE 22-23 Lang. & Lit. (Outside Delhi)]

[1 Mark]

- (A) fewer (B) few
(C) less (D) much

ANSWER KEY

SOLVED EXERCISE

1.
i. (B) Neither / nor / both
ii. (D) none of the/all
iii. (A) Both/neither
iv. (A) those
v. (A) little
vi. (A) more



CAUTION

Students should not confuse the use of 'much' and 'many'. Generally, 'much' is used to compare quantities of uncountable objects (e.g. water) and 'more' is used to compare quantities of countable objects (e.g. fruits). Hence 'more' is the correct option.

- vii. (D) few
viii. (C) many

2.
i. (C) other, who
ii. (B) which, one
iii. (A) a
iv. (A) a
v. (B) a

3.
i. (B) her, a ii. (D) whole
iii. (C) the, their iv. (A) a, their

4.
i. (D) an ii. (B) a
iii. (B) many iv. (A) The
v. (A) Some vi. (A) its
vii. (B) an viii. (C) The

5.
i. (C) The
ii. (C) the, these
iii. (A) these
iv. (A) Each, some

6.
i. All the oil from the tanker got spilled into the sea.
ii. She met a few interesting people while she was on a holiday.
iii. Can you give me some information about this course?
iv. Anybody, young or old, can use this computer application.
v. I just needed some sugar.

7.

	Error	Correction
i.	many	a lot of
ii.	after	next
iii.	other	another/a
iv.	every	either

8.

	Error	Correction
i.	the	a
ii.	those	our
iii.	those	the
iv.	next	first
v.	the	a (one)
vi.	however	rather/ the

9.

	Error	Correction
i.	less	fewer
ii.	few	some
iii.	each	all
iv.	much	many
v.	All	Each

10.

	Before	Omission	After
i.	becomes	<u>your</u>	responsibility
ii.	use	<u>your/ the</u>	bounties
iii.	for	<u>a</u>	positive
iv.	for	<u>such</u>	a role
v.	are	<u>several</u>	projects
vi.	is	<u>our</u>	responsibility
vii.	education.	<u>This</u>	education
viii.	channelize	<u>your</u>	abilities



11.

	Before	Omission	After
i.	is	<u>one of the/</u> <u>the</u>	oldest
ii.	of	<u>the</u>	Asian
iii.	of	<u>the</u>	Mauryan
iv.	dynasty,	<u>its</u>	specimens
v.	about	<u>either</u>	Devdin
vi.	except	<u>a</u>	probability
vii.	Singh,	<u>a</u>	noted
viii.	that	<u>the/ those</u>	paintings

PRACTICE EXERCISE

1.

- | | |
|-------------------------|-------------------|
| i. (C) the | ii. (D) much |
| iii. (C) few | iv. (C) the |
| v. (A) Another | |
| vi. (D) a great deal of | |
| vii. (A) any | viii. (D) Each |
| ix. (C) every | x. (D) any |
| xi. (A) These | xii. (D) some |
| xiii. (B) all | xiv. (A) a little |
| xv. (C) much | xvi. (B) few |

2.

- | | |
|----------------|------------------|
| i. (B) that | ii. (A) its |
| iii. (D) Every | iv. (A) this |
| v. (D) an | vi. (C) a lot of |
| vii. (A) their | viii. (D) its |

3.

- | | |
|-------------|--------------|
| i. (B) the | ii. (A) my |
| iii. (B) a | iv. (D) the |
| v. (C) an | vi. (B) some |
| vii. (C) my | viii. (C) my |

4.

- | | |
|---------|----------|
| i. a | ii. your |
| iii. an | iv. more |
| v. the | vii. his |

5.

	Before	Omission	After
i.	be	<u>the</u>	friendliest
ii.	in	<u>the</u>	sea
iii.	that	<u>the</u>	society
iv.	protect	<u>the</u>	young
v.	A	<u>few</u>	scientists
vi.	have	<u>a</u>	language
vii.	Could	<u>any</u>	of
viii.	study	<u>these</u>	remarkable

6.

	Before	Omission	After
i.	After	<u>the</u>	hot
ii.	is	<u>a</u>	great
iii.	hardly	<u>any</u>	water
iv.	to	<u>the</u>	heat
v.	puddles	<u>that</u>	form
vi.	as	<u>their</u>	prayers

COMPETENCY FOCUSED
PRACTICE EXERCISE

- (C) the
- Raju said, "This book is mine, I don't know where yours is. Check if it's there on that/the table by the window."
(Note: Any valid determiner can also be the answer.)

CBSE BOARD QUESTIONS

- (A) much
-

Option	Error	Correction
(C)	the	a

3.

Error	Correction
all	each

Hint:

"Each" is used to refer to every individual item in a group, separately and with emphasis on the individual members. Hence, 'each' is the correct word in the sentence.

- (C) fewer

Hint:

Words 'few' and 'much' are commonly used to describe objects and not for comparison. Hence, they are incorrect. Words 'less' and 'fewer' are used for comparison. 'Less' is used to compare quantities of uncountable objects (e.g. water) and "fewer" is used to compare quantities of countable objects (e.g. people). Hence 'fewer' is the correct option.