

# CAPSTONE

**Verbal : Grammar**

## **Lecture 03**

<u>Overview</u>	<u>Next Lecture</u>
<ul style="list-style-type: none"><li>◆ Adverb</li><li>◆ Adjective</li><li>◆ Causative Verbs</li></ul>	<ul style="list-style-type: none"><li>◆ Subject-Verb Agreement</li><li>◆ Subjunctive</li></ul>

**Name:**

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Capstone Education

## Verbal Lecture Sheet: 03

### ADVERBS

In general, adverbs answer the following questions:

**How?**

**When?**

**Where?**

**Why?**

“She sang *beautifully*.” *Beautifully* is an adverb that modifies *sang*. It tells us **how** she sang.

“She arrived late.” *Late* describes **when** she arrived.

“They all went there for the party.” *There* is **where** they all went to the party.

“The swim team practices every morning to develop good habits.” *To develop good habits* acts as an adverbial infinitive phrase that explains **why** the swim team practices every morning.

**What does the Adverb modify?**

**Adverbs modify verbs:** For example: You type *slowly*.

**Adverbs modify adjectives:** For example: The essay is the *least* important part of the exam.

**Adverbs modify other adverbs:** For example: Your description is *quite horribly* accurate.

**Adverbs modify the entire sentence:** For example: *Unfortunately*, he lost his bike and had to walk to work.

**Adverbs (only, just, nearly, hardly, almost, and scarcely)**

Adverbs such as *only* should be placed as close as possible to the adjectives, verbs, or other adverbs they modify.

She has only three dollars.

He only saw her; he did not speak to her.

Only downstairs can one find a real bargain.

**Error Example:**

**Wrong:** We only have four hours to finish this paper.

**Right:** We have only four hours to finish this paper.

**Wrong:** She just wants to take one class.

**Right:** She wants to take just one class.

#### Skill Builder 01

**Directions:** Write a “C” on the line if the sentence is correct. If there is an error in the sentences, write the correct answer.

1. If you go to window five, you will have to wait only five minutes.
2. You can use these machines only between 9 a.m. and 5 p.m.
3. He wore a big hat that covered his head and you could see hardly his face.
4. That shirt almost cost twenty dollars.
5. Just ten people will be able to go today.

### More Practice:

1. Sutapa's term paper was (A) definitely the most thorough (B) researched work she had done (C) all year, but she was still worried that the teacher wouldn't like it (D). No error (E).
2. The sharp beak and beady eyes (A) of a common farm chicken can be terrifying (B) to those who (C) have never seen this animal previous (D). No error (E).
3. The kite caught the breeze, flew (A) up in the air (B), danced graceful (C) about the sky, and lodged itself in a tree (D). No error (E).
4. She will (A) arrive lately (B) than (C) expected due to (D) travel issues. No error (E).
5. While the trick may (A) look effortlessly (B), the actual execution of (C) a perfect double back handspring is quite tricky (D) to achieve successfully. No error (E).

### Inversion of adverbs and adverb particles

1. When we use a negative adverb or adverb phrase at the beginning of the sentence.

- ✓ Seldom have I seen such beautiful work.

('Seldom' is at the beginning, so we use inversion. This sentence emphasizes what beautiful work it is.)

- ✓ I have seldom seen such beautiful work.

('Seldom' is in the normal place, so we don't use inversion. This is a normal sentence with no special emphasis.)

### Here are some negative adverbs and adverb phrases that we often use with inversion:

Hardly	Hardly had I got into bed when the telephone rang.
Never	Never had she seen such a beautiful sight before.
Seldom	Seldom do we see such an amazing display of dance.
Rarely	Rarely will you hear such beautiful music.
Only then	Only then did I understand why the tragedy had happened.
Not only ... but also	Not only does he love chocolate and sweets but he also smokes.
No sooner	No sooner had we arrived home than the police rang the doorbell.
Scarcely	Scarcely had I got off the bus when it crashed into the back of a car.
Only later	Only later did she really think about the situation.
Nowhere	Nowhere have I ever had such bad service.
On no account	On no account should you do anything without asking me first.

### In the following expressions, the inversion comes in the second part of the sentence:

Not until	Not until I saw John with my own eyes did I really believe he was safe.
Not since	Not since Lucy left college had she had such a wonderful time.
Only after	Only after I'd seen her flat did I understand why she wanted to live there.

2. We can use inversion instead of 'if' in conditionals with 'had' 'were' and 'should'. This is quite formal:

Normal conditional: If I had been there, this problem wouldn't have happened.

Conditional with inversion: Had I been there, this problem wouldn't have happened.

3. We can use inversion if we put an adverbial expression of place at the beginning on the sentence. This is also quite formal or literary:

With inversion: On the table was all the money we had lost.

Normal sentence: All the money we had lost was on the table.

4. We can use inversion after 'so + adjective...that':

So beautiful was the girl that nobody could talk of anything else.

(Normal sentence: the girl was so beautiful that nobody could talk of anything else.)

### Skill Builder 02

**Directions: Change the normal sentence into one with inversion**

1. They had no sooner eaten dinner than the ceiling crashed onto the dining table.
2. I had scarcely finished writing my essay when the examiner announced the end of the exam.
3. The children should on no account go on their own.
4. We would understand what had happened that night only later.
5. They had met such rude people nowhere before.

### ADJECTIVES

Adjectives are words that modify (describe) nouns. Adjectives do not modify verbs or adverbs or other adjectives.

For Example: He wore a beautiful hat to the pie-eating contest.

This is going to be a long, cold winter.

Order of adjectives – examples: I love that beautiful old big green antique car that always parked at the end of the street. [quality – age – size – color – proper adjective]

**When Nouns Become Adjectives and Adjectives Become Nouns**

✓ Never try to pet someone's **guide** dog without asking permission first.

*Guide* is a noun. But in this sentence, it modifies *dog*. It works the other way, too. Some words that are normally **adjectives can function as nouns:**

Tanvir is working on a fundraiser to help the **homeless**.

(In the context of this sentence, *homeless* is functioning as a noun.)

**Error Example:**

**Wrong:** He is taking some histories classes this semester.

**Right:** He is taking some history classes this semester.

**Wrong:** John turned in his term's paper this morning

**Right:** John turned in his term paper this morning

### Skill Builder 03

**Directions:** If the sentence is correct write 'C'. If there is an error in the sentences, write the correct answer.

1. Shahriar drove past the police's station on his way to work.
2. Many people are worried about the current world's situation.
3. I need to have my car's license renewed.
4. During the power shortage, the streets lights went out.
5. The homeless is yet to get help from the NGOs.

#### Hyphenated Adjectives

1. The injured boy is five-years-of-age.
2. The five-year-old boy was injured.
3. A well-known author
4. An English-speaking country

#### Linking Verbs:

Linking verbs do not express action. Instead, they connect the subject of the verb to additional information about the subject. Here is a list of common linking verbs:

to be, appear, become, feel, look, seem, smell, sound, taste, stay, remain

For example:

- He feels good.

(In this example, *feel* is a linking verb. It links the subject *he* to the adjective *good* to modify *he*)

#### Comparison

##### "like" vs. "as"

The word "like" is a preposition. That means it can be followed only by a noun, not a whole phrase.

**Incorrect:** "I enjoy playing baseball, like Joy does." (Comparing two actions)

**Correct:** Joy, like me, plays baseball. (Comparing two nouns, Joy & me)

To compare actions, we need the word "as". The word "as" is a subordinating conjunction,

**Correct:** I enjoy playing baseball, as Joy does. Comparisons of actions require the word "as."

#### Comparison Markers

There are different ways to write a logically parallel comparison. For example:

**Right:** Hamid, like his brother, has a broad and muscular build.

**Right:** Hamid's build, like that of his brother, is broad and muscular.

**Right:** Hamid's build, like his brother's, is broad and muscular.

Comparisons also have to follow basic parallelism rules.

**Wrong:** The athlete enjoyed lifting weights more than to run around the track.

**Right:** The athlete enjoyed lifting weights more than running around the track.

### Logic Error:

Do not compare two nouns that cannot be compared.

**Wrong:** Abir's salary was much larger than Omar. (Salary cannot be compared to Bob)

**Right:** Abir's salary was much larger than that of Omar. Or

**Right:** Abir's salary was much larger than that of Omar's.

**Wrong:** The number of people at the meeting is larger than last week. (Number cannot be compared to week)

**Right:** The number of people at the meeting is larger than at last week's meeting.

### Skill Builder 04

**Directions:** Write a "C" on the line if the sentence is correct. If there is an error in the sentences, write the correct answer.

1. Like many other states, Virginia is technically a commonwealth.
2. I scored three goals in yesterday's game, as did Suzanne.
3. Juggling is a favourite pastime for me, like for you.
4. Law students learn to think like a lawyer does.
5. A leopard cannot run as fast as a cheetah.
6. The clothes looked more appealing inside the store than on the racks outside.
7. Biplob is more interested in video games than his friend.

### Let's practice some questions:

1. The teacher was reluctant to say which of the twin brothers was the worst musician; both were practically tone deaf.
  - A. The teacher was reluctant to say which of the twin brothers was the worse of the two musicians;
  - B. The teacher was reluctant to say which of the twin brothers was the worst musician;
  - C. The teacher was reluctant to say which of the twin brothers was the worse musician;
  - D. The teacher was reluctant to say which of the twin brothers was the worst musician;
  - E. The teacher was reluctant to say which of the twin brothers was the worst of the musicians;
2. You could invest in this house; it is actually less smaller than the other one. [IBA Dec, 2014]
  - A. You could invest in this house; it is actually less smaller than the other one.
  - B. You could invest in this house; it is actually less small compared to the other one.
  - C. You should invest in this house; it is actually smaller than the other one.
  - D. You can invest in this house; it is actually less smaller than compared to the other one.
  - E. You could invest in this house; its actually less small than the other one.
3. A socio-economic survey shows that people living in small towns and rural areas consider themselves no happier than do people living in big cities. [IBA 2003-04]

A. no happier than do people living	B. not any happier than do people who live
C. not any happier as do people who live	D. no happier than are people who are living
E. not as happy as are people who live	

4. People who (A) experience less (B) health problems are more likely to be happier (C) and less depressed than (D) their unhealthy counterparts. No error (E).
5. Between (A) Portia and Franklin, the majority of (B) observers would zealously agree that (C) Franklin is the most (D) intelligent. No error (E).
6. The narrator described (A) how as a child (B), he loved to let his body drift down the river, floating serene (C) and happily (D) in the sparkling water. No error (E).
7. The artist painted (A) slowly and deliberate (B), trying to capture every (C) detail that she could with (D) her paintbrush. No error (E).
8. The little girl could never sit still for longer than five minutes.
- A. The little girl could never sit still of longer than five minutes.
  - B. The little girl could never sit still for longer than five minutes.
  - C. The little girl could never sit still for longer than five minutes.
  - D. The little girl could never sat still for longer than five minute.
  - E. The little girl could never sit still for long then five minutes.

### CAUSATIVE VERBS

Causative structures indicate that one thing or person causes another thing or person to do something or be something. How to Use Causative Verbs:

**HAVE = Give Someone else the Responsibility to Do Something**

**Subject + have (any tense) + object (usually person) + base form of verb + . . . .**

**Example:**

**Right:** The businessman had his secretary make copies of the report.

**Right:** He always has me do his work.

**Subject + have (any tense) + object (usually thing) + past participle form of verb + . . . .**

**Example:**

**Right:** John had his car washed.

**Right:** He always has his work done.

**GET = Convince/Encourage Someone to Do Something**

**Subject + get (any tense) + object (usually person) + infinitive + . . . .**

**Example:**

**Right:** John got Alex to clean the bedroom.

**Right:** He always gets me to do his work.

**Subject + have (any tense) + object (usually thing) + past participle form of verb + . . . .**

**Example:**

**Right:** John got his car washed.

**Right:** He always gets his work done.

**MAKE = Force or Require Someone to Take an Action**

**Subject + make (any tense) + object (always person) + base form of verb + . . .**

**Example:**

**Right:** Mimi made me beat that little child.

**Right:** He makes me laugh whenever I am down.

**LET = Permit Something to Happen**

**Subject + let (any tense) + object (always person) + base form of verb + . . .**

**Example:**

**Right:** Let me go. (Subject 'you' is hidden)

**Right:** The teacher let the students discuss among themselves.

permit/ allow does not follow this structure. It follows the regular sentence pattern of English language.

**Subject + permit/allow + object + infinitive + . . . .**

**Example:**

Maruf allowed him to drive his car.

**HELP = Assist Someone in Doing Something**

Help is not actually a causative verb either but is generally regarded as a causative verb because of its grammatical use in a sentence. It has two structures.

**Subject + help (any tense) + object (usually person) + base form of verb + . . .**

**Example:**

**Right:** He helps me prepare my presentations.

**Right:** The teacher had helped the students understand a complex theory.

**Subject + help + object + infinitive + . . . .**

**Example:**

Zaki helped him to lift his car.

He always helps me to find my stuff.

The teacher helped me to understand the topic.

**Skill Builder 05**

**Directions:** Write a "C" on the line if the sentence is correct. If there is an error in the sentences, write the correct answer.

1. Our boss doesn't let us eat lunch at our desks; we have to eat in the cafeteria.
2. The teacher made all the students rewrote their papers, because the first drafts were not acceptable.
3. We're having our house painted this weekend.
4. The non-profitable organization finally got a professional photographer take photos at the event for free.
5. The suggestion he gave me last night helped my skill went up.

## Mini Test on Lecture

Time: 10 minutes

Marks: 10

1. Intelligence is a trait that is actually quite difficult to measure, though much different attempts to do so.
  - A. though much different attempting to do so.
  - B. though much different attempts to do it.
  - C. though the much different attempts to do so.
  - D. though many different attempts to do so.
  - E. though much different attempts to do so.
  
2. Highway construction involves a great deal of planning, as it can be quite unpredictably.
  - A. as it can be quite unpredictably.
  - B. if it can be quite unpredictably.
  - C. as it can be quite unpredictable.
  - D. if it can be quite unpredictable.
  - E. as it can be very unpredictably.
  
3. \_\_\_\_\_ in the cultivation of a forest, trees need more careful planning than any other crop does.
  - A. Because the time and area involved
  - B. For the time and area involving
  - C. Because of the time and area involved
  - D. As a cause of the time and area involved
  - E. The time and area involved
  
4. Successful mediation between two countries requires patient and enthusiasm.
  - A. patient and enthusiasm
  - B. enthusiasm and patience
  - C. enthusiastic and patience
  - D. enthusiastic patience
  - E. patient enthusiastic
  
5. The boys spent the entire night lost in the forest, therefore they were not only cold and tired but too they were hungry.
  - A. they were not only cold and tired but too they were hungry
  - B. they had not only cold and tired but also much hunger
  - C. they were not only cold and tired but also hungry
  - D. because they had been cold and tired, they also had hungry
  - E. they were cold and tired in the event that they were hungry too
  
6. Many teams presented viable solutions to the problem, but it was clear that this team's proposal was the simpler one.
  - A. this team's proposal was the less complicated one.
  - B. this team's proposal was the simpler one.
  - C. this team's proposal was the most simpler one.
  - D. this team's proposal was a simple one.
  - E. this team's proposal was the simplest.
  
7. I can't run quickly than that horse over there; no human being can.
  - A. I can't run more quick than that horse over there
  - B. I can't run fast than that horse over there
  - C. I can't run more quickly than that horse over there
  - D. I can't run quickly than that horse over there
  - E. I can't run more quicklier than that horse over there

8. Do you think the party will be most fun with or without firecrackers?

- A. Do you think the party will be most funnier with or without firecrackers?
- B. Do you think the party will be most fun with or without firecrackers?
- C. Do you think the party will be more fun with or without firecrackers?
- D. Do you think the party will be funniest with or without firecrackers?
- E. Do you think the party will be funnier with or without firecrackers?

9. The more we look at these carvings, the more life we perceive hidden within them.

- A. the more life we perceive hidden
- B. the most life we perceive hidden
- C. we perceive life more than hidden
- D. we perceive live more hidden
- E. the more of life is what we perceive as hidden

10. Becoming proactively awareness (A) of market shifts will alert (B) you to monitor trends or (C) events that could affect (D) your business and other investments. No error (E).

<b>Fill in the circle marks completely</b>	2. (A) (B) (C) (D) (E)	5. (A) (B) (C) (D) (E)	8. (A) (B) (C) (D) (E)
	3. (A) (B) (C) (D) (E)	6. (A) (B) (C) (D) (E)	9. (A) (B) (C) (D) (E)
1. (A) (B) (C) (D) (E)	4. (A) (B) (C) (D) (E)	7. (A) (B) (C) (D) (E)	10. (A) (B) (C) (D) (E)

**Skill Builder Answers**

<b>SB 01</b>	1. Correct	2. Correct	3. you could hardly see
<b>More Practice</b>	4. cost almost twenty dollars	5. Correct	
<b>SB 02</b>	1. B	2. A	3. C
<b>SB 03</b>	4. B	5. B	
<b>SB 04</b>	1. No sooner had they eaten	2. Scarcely had I finished writing	
<b>SB 05</b>	3. On no account should the children go	4. Only later would we understand	
<b>More Practice</b>	5. Nowhere had they met such		
<b>SB 06</b>	1. the police station	2. The current world situation	
<b>SB 07</b>	3. car license	4. Street lights	
<b>SB 08</b>	5. The homeless are.		
<b>SB 09</b>	1. Correct.	2. Correct.	
<b>SB 10</b>	3. Correction: Juggling is a favourite pastime for me, as it is for you.		
<b>SB 11</b>	4. Correction: Law students learn to think as a lawyer does. Or Law students learn to think like a lawyer.		
<b>SB 12</b>	5. Correct.	6. Correct.	
<b>SB 13</b>	7. This sentence is ambiguous.		
<b>SB 14</b>	Correction (a): Biplob is more interested in video games than his friend is.		
<b>SB 15</b>	Correction (b): Biplob is more interested in video games than in his friend.		
<b>More Practice</b>	1. C	2. C	3. A
<b>SB 16</b>	4. B	5. D	6. C
<b>SB 17</b>	7. B	8. C	
<b>SB 18</b>	1. Correct	2. rewrite	3. Correct
<b>SB 19</b>	4. to take	5. go up	