

A PRACTICE BOOK OF ENGLISH

(Elective Course)

Class–XI



ਇਹ ਪੁਸਤਕ ਪੰਜਾਬ ਸਰਕਾਰ ਦੁਆਰਾ ਮੁਫਤ
ਦਿੱਤੀ ਜਾਣੀ ਹੈ ਅਤੇ ਵਿਕਾਊ ਨਹੀਂ ਹੈ।



PUNJAB SCHOOL EDUCATION BOARD

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FOREWORD

Ever since its constitution in 1969, the Punjab School Education Board has been engaged in modernizing the syllabi. With a view to improving the standard of education, textbooks are being prepared.

This book, A Practice Book of English for class XI, has been prepared keeping in view the modern techniques of teaching English language. While grammatical terms and expressions have been used and explained wherever found necessary, no formal definitions have been given, because a language is learnt better through its proper use.

At many places, it is through exercises that the topic is gradually developed. Furthermore, a number of exercises have been appropriately contextualized. The vocabulary, structures of the texts and exercises, it is hoped, are within the reach of the learner. Every effort has been made to make this book useful for the students.

However, suggestions for improving the book will be gratefully acknowledged by the Board.

Chairman
Punjab School Education Board

‘ਸਮਾਜਿਕ ਨਿਆਂ, ਅਧਿਕਾਰਤਾ ਅਤੇ ਘੱਟ ਗਿਣਤੀ ਵਿਭਾਗ’ ਪੰਜਾਬ

NOTE TO THE TEACHER

The teacher may find the approach in this book slightly different from what he may be more familiar with. This should give him no cause for anxiety. The change has been brought in line with modern thinking in English Language Teaching and is calculated to help him and the pupil.

In dealing with grammar, the treatment is not in terms of parts of speech – nouns, verbs, prepositions, conjunctions, etc. A knowledge of the basic facts about the parts of speech can be assumed on the part of the students who are by now in the sixth year of their study of English. A little larger units of grammatical description – the noun phrase, the verb phrase and the prepositional phrase – have been taken as the components in the structure of the English sentence. The task of providing practice to the student in the construction of sentences is facilitated if grammatical structures are interpreted in these terms. That is why in grammar, under each chapter, only those areas are dealt which are likely to help the learner in understanding some important points of syntax. For example, in the chapter on Nouns, the classification into ‘Countable’ and ‘Uncountable’, rather than that into ‘Proper noun’, ‘Common noun’, ‘Collective noun’, etc. has been given, because the former classification helps him in learning an important aspect of the English language *i.e.* the use of the indefinite article.

No definitions have been given in the book for students to memorize. The emphasis throughout is on learning the use of the language.

The exercises given in this book are intended to teach new points as well as give practice in what has been learnt just before. Therefore, unless the students make their own attempts to do the exercises, not much learning is likely to take place. Furthermore, the exercises in grammar should first be done orally and only then in writing.

Because of a certain change of approach in this book, it is strongly recommended that the teacher must study this book carefully before teaching it. Maximum advantage of this book will be derived only if the teacher and the student study each section carefully, but independently, before taking up an exercise. To facilitate an independent study by the student, the book has been written within the range of his vocabulary and structures.

In conclusion, it must be emphasized again that, since it is by discovering the answers, and by practice, that the learner can learn the language, no attempt should be made to dictate the answers to the exercises. The students must work out the exercises themselves.

Authors

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GRAMMAR

PART-A

The Sentence and its Forms

1

(I)

You have read that sentences are of different forms—declarative, interrogative, imperative and exclamatory. Read the following conversation and try to recognize the form of each sentence :

Ranjit : How long will it take us to reach Delhi ? Do you think that we will be able to see the procession ?

Santosh : I think we will be on time to see the procession. It is only six hours' journey.

Tony : Six hours ! What a long journey it is going to be !

Urmil : Please hurry up and get into the car. Don't make us late by asking any more questions.

You must have recognized that the sentences said by Ranjit are interrogative, those said by Santosh are declarative and while Tony speaks in exclamatory sentences, Urmil does in imperative sentences.

We will now see the relation of these forms of sentences with one another. Look at the following interrogative sentence again :

1. How long will it take us to reach Delhi ?

This sentence asks a question, which can be answered in a declarative sentence like 2 below:

2. It will take us about six hours.

Interrogative sentence asks a question directly. Sometimes a question can be asked in an indirect way. Look at 3 below :

3. So Please tell me how long it will take us to reach Delhi.

Sentence 3 asks for the same information as sentence 1 does but while sentence 1 is in the interrogative form, sentence 3 is in the imperative form.

Now look at 4.

4. I would like to know how long it will take us to reach Delhi.

In which form is sentence 4 ?

It is in declarative form.

Exercise 1

Change the form of the following sentences as directed in each case :

1. How does the story finish ? (Change it into an imperative sentence.)
(**Hint.** Tell us how)
2. I would like to know why you went there. (Change it into interrogative.)
(**Hint.** Why did)
3. Can you tell us when the bus will arrive ?
(Make it declarative.)
4. We would like to know who the candidates are.
(Make it interrogative.)
5. Can you tell me how to do it ?
(Make it imperative.)
6. Tell us where gold is mined in India.
(Make it declarative.)
7. Which is the costliest thing in the world ?
(Make it imperative.)
8. Who is the most reliable person ?
(Make it declarative.)
9. Can you burn anything without fire ?
(Make it imperative.)
10. We would like to know the date of the next examination.
(Change it into interrogative.)

II

Now read the following :

5. What a long journey it is going to be !
6. It is going to be a very long journey.

Sentence 5, as you know, is exclamatory, while 6 is declarative. An exclamatory sentence is considered to be a more forceful way of saying a thing than a declarative sentence.

An exclamatory sentence may also begin with 'How', as for example :

7. How foolish I have been !
8. How dirty your hands are !

You remember we put a mark of exclamation at the end of an exclamatory sentence. Also, the position of the verb in an exclamatory sentence is the same as in a declarative sentence *i.e.* **after the subject**. In an interrogative sentence the verb generally comes before the subject. Notice the position of the verb in the following sentences :

9. Our earth is very big. (Declarative)
10. How big our earth is ! (Exclamatory)
11. How big is our earth ? (Interrogative)

Exercise 2

Change the following exclamatory sentences into declarative ones :

1. What a good idea !
2. How funny you are !
3. What grand ideas you have !
4. What beautiful music they are playing !
5. What lovely flowers you have brought !
6. How charming the scenery is !
7. What a clever student you are !
8. What awful news !

Exercise 3

Change the following declarative sentences into exclamatory ones :

1. It is a big mistake.
2. This is a very interesting story.
3. That is a very simple exercise.
4. You have given me a very beautiful ring.
5. Smoking is a very bad thing.
6. It is a great pity.
7. They are making a loud noise.
8. The sight is horrible.

Exercise 4

Put a full stop, or a mark of exclamation or a mark of interrogation whichever is correct, at the end of each sentence :

1. What can money not buy
2. What can be bought must be bought at once
3. How high is this mountain
4. We went nowhere
5. How high this mountain is
6. Stand up
7. What a big noise
8. Please help me
9. Will you help me, please
10. I am sorry, I can't help you

(1)

Look at the following sentences :

1. The affairs were under the care of Bairam Khan.
2. The affairs were under the care of Bairam Khan, who was Akbar's Chief Minister.
3. Sita was glad.
4. Sita saw Rama and she became glad.

As you have already learnt, sentences (1) and (3) are simple. Sentences (2) and (4) are not simple. They can be split into clauses as shown below :

Sentence 2

- (a) The affairs were under the care of Bairam Khan.
- (b) who was Akbar's Chief Minister.

Sentence 4

- (a) Sita saw Rama.
 - (b) she became glad.
- (a) and (b) are joined by **and**.

We shall call sentences (2) and (4) **non-simple**.

Exercise 5

(A) Pick out non-simple sentences from the following :

1. He is fond of eating rice and curry.
2. Sohrab, who did not know the secret of his birth, hung his head in shame.
3. At the very sound of Rustam's name, Sohrab's opponent lost courage.
4. I remember all the poems which our teacher has taught us.
5. When he was a boy, Gandhiji learnt the value of truth.
6. The dispute between the two brothers over their father's property was settled in the end without their going to court.
7. The child Gobind lived at Patna till he was five.
8. He found out the reason why it had happened.
9. He spent most of the day in idleness.
10. I know that you are hungry.

(B) There are six non-simple sentences in Exercises 5. One of them is :

I remember all the poems which our teacher has taught us. This sentence can be split into the following clauses :

- (a) I remember all the poems.
- (b) which our teacher has taught us.

Now you split the remaining five non-simple sentences into clauses.



(II)

We have seen that certain sentences have only one clause each while certain others have more than one clause each. We have also learnt that a sentence having one clause is called a simple sentence while a sentence having more than one clause is called a non-simple sentence. We will now read something more about non-simple sentences.

A non-simple sentence is either complex or compound. Look at the following two sentences :

1. Gurmeet's father works in an office and his mother teaches in a school.
2. Anybody who has money can buy a car.

As you see, both these sentences are non-simple, since both have two clauses each. The clauses of sentence 1 are :

- (a) Gurmeet's father works in an office.
- (b) His mother teaches in a school.

The clauses of sentence 2 are :

- (a) Anybody can buy a car.
- (b) who has money.

Look at the clauses of sentence 1. They are quite independent of each other. "Gurmeet's father works in an office" is one idea, quite separate from the idea contained in "his mother teaches in a school". Sentence 1 is called a compound sentence. Now look at the clauses of sentence 2. They are not independent of each other. The two clauses taken together express the idea correctly. It is not correct to say that "Anybody can buy a car." **Anybody** cannot. Who can buy a car ? The answer is :

Anybody who has money.

In other words, the meaning of **who has money** is mixed with the meaning of **anybody**, so that we have to say :

(Anybody who has money) can buy a car.

Such a sentence as sentence 2 is called a complex sentence.

Generally, the complex and compound sentences can be recognized by their conjunctions.

The following table shows some of the conjunctions commonly used in compound and complex sentences :

**Table showing conjunctions
used in compound and complex sentences**

In Compound Sentences	In Complex Sentences
and	who, whom, which
but	whose
or	that
nor	if, unless
neither	when, while, till, until
either	before, after
neither nor	where
either or	why
as well as	as, because, since
	so that, lest
	though

Some more examples of complex and compound sentences are given below Notice the use of the conjunction in each case.

Compound Sentences

3. The sun is a star but the moon isn't.
4. Geeta isn't intelligent, nor is she hardworking.
5. Gopi can sing as well as she can dance.
6. Either he is foolish or his brother is.
7. You can write a letter or you can send a telegram.

Complex Sentences

8. All those passengers about whom we were worrying were found safe.
9. Show me a man whose heart is made of stone.
10. I won't believe it unless I see it.
11. He arrived after you had left.
12. They died so that their country might be saved.
13. He ran away lest he should be caught.

Sometimes there is a complex sentence corresponding to a compound sentence. Then the two sentences express almost the same idea. Read the following examples :

Compound	Complex
14. (a) Sita saw Rama and she became happy.	(b) When Sita saw Rama, she became happy.
15. (a) I don't mind lending you my umbrella but you must promise to use it carefully.	(b) I don't mind lending you my umbrella if you promise to use it carefully.
16. (a) You must work hard or you will fail.	(b) Unless you work hard you will fail.
17. (a) Read that book and you will find the answers to your questions.	(b) If you read that book, you will find the answers to your questions.

It is also possible sometimes to express the idea contained in a complex or a compound sentence by using a simple sentence. Sentence 14(a) or (b), for example, can be changed into a simple sentence. Read 14(c) below :

14. (c) Seeing Rama, Sita became happy.

Similarly, sentence 17(a) or (b) can be transformed into a simple sentence as shown below :

17. (c) To find the answers to your questions you must read that book.

You must notice that when a complex or a compound sentence is changed into a simple sentence, one of the devices is to make use of a verb in the **'ing'** form or the **to-infinitive** form. Sentence 14(c) makes use of **seeing** in place of the clause **Sita saw**. Look at the following table :

Compound	Complex	Simple
14. (a) Sita saw Rama and she became happy. (2 clauses)	14. (b) When Sita saw Rama, she became happy. (2 clauses)	14. (c) Seeing Rama, Sita became happy. (1 clause)

Similarly in sentence 17(c) you find a **to-infinitive** form used in place of a clause. Look at the table below :

Compound	Complex	Simple
17. (a) Read that book and you will find answers to your questions. (2 clauses)	17. (b) If you read that book, you will find the answers to your questions. (2 clauses)	17. (c) To find the answers to your questions you must read that book. (1 clause)

By using an 'ing' form or a **to-infinitive** form the number of clauses is reduced, and the complex or compound sentence is changed into a simple one.

Exercise 6

Classify the following sentences into simple, complex and compound :

1. They were cheered loudly.
2. They were eager to go to Shimla on a holiday.
3. The girls were ready to go out, but there were no buses available on that day.
4. Seeing a snake she gave a loud cry.
5. When she saw a snake she gave a loud cry.
6. She cried on seeing a snake.
7. I like swimming.
8. I like to swim.
9. I like to go for a swim on a cold day.
10. I like to go for a swim when the day is cold.
11. She sympathizes with the poor.
12. Shivaji, whose bravery is appreciated by one and all, was a great soldier of India.
13. She sympathizes with those who are poor.
14. You appear to be sad.
15. It appears you are sad.
16. The party of students arrived at the station after the departure of the 2 o'clock train.
17. The 2 o'clock train had departed before the arrival of the party.
18. The train had departed before the party arrived.
19. The players who were wearing white uniforms were from our school.
20. The players wearing white uniforms were from our school.

Exercise 7

In Exercise 6 above, look at sentence 9 and sentence 10. They express the same idea in two different ways. While sentence 9 is simple, sentence 10 is complex. Which other sentences in exercise 6, though different in kind, express the same idea ?

Exercise 8

Express the ideas contained in the following simple sentences in complex or compound sentences :

1. All the pictures painted by S.G. Thakur Singh were sold in no time.
2. One of those injured in the accident was sent to hospital.

3. Our teacher advised us not to waste our time during the holidays.
4. The inspector asked the boys the name of the inventor of the aeroplane.
5. Are you certain about your passing the next examination ?
6. Time lost is lost for ever.
7. Hearing about the death of his aged mother he left for the village.
8. There is always a great rush for admission on the re-opening of the schools.
9. The children began to laugh at the sight of the clown.
10. Our English teacher always comes to the class before the start of the period.
11. She wept on being punished.
12. The load may become too heavy for you to bear.
13. I am strong enough to bear it.
14. Is Harmeet too poor to buy even an old bicycle ?
15. He has enough money to buy a car.
16. Everybody seems to be suffering from bad cold.
17. Nobody thought him to be innocent.
18. I have an urgent matter to decide just now.
19. Finding the question a bit difficult, Neelu came to me to seek help.
20. I found the boxes broken.
21. We are interested to know the cause of her failure.
22. In spite of hard work she failed.
23. The teacher asked me the reason of my coming late on the second day.
24. People living in glass houses should not throw stones at others.
25. But for your help, I would have been drowned.

Exercise 9

Change the following sentences into simple sentences :

1. He behaves as if he were a millionaire.
2. If weather permits, we shall play the match tomorrow.
3. It is certain that he will win.
4. It is said that he is a thief.
5. It is said that Lincoln was born of poor parents.
6. It seems that the temperature is falling down.
7. Everybody congratulated him when he won a lottery.
8. Those men who are honest are always respected.

9. Shobha was shocked when she heard that her mother had died.
 10. The patient had not died before the doctor arrived.
 11. If your timely advice had not been there, the project would have failed.
 12. You all know that Satnam Singh has earned a lot of money.
 13. Ajit is so timid that he won't utter a single word.
 14. If you have no money, you cannot buy anything.
 15. John is so rich that he can feed fifty persons everyday.
-

The Clause and its Kinds

3

(The Principal, the Co-ordinate and the Subordinate)

We have read that the clause of a complex sentence and those of a compound sentence are joined differently. The sets of conjunctions used are different (See Page 7 ‘Table showing conjunctions’). In a complex sentence the clauses are not so independent of each other as are the clauses in a compound sentence.

This difference gives rise to difference in names. The clauses of a complex sentence are named **Principal and Dependent**, or **Principal and Subordinate**, while the clauses of a compound sentence are named **Principal** and **Co-ordinate**.

Look at the following compound and complex sentences and their division into the principal, the co-ordinate and the subordinate clauses.

Compound Sentences

1. Sohan is interested in music but Geeta is interested in dancing.
2. Sukhjit’s father works in an office and his mother teaches in a school.
3. You may write a letter or you may send a telegram.

Principal clause	Conjunction	Co-ordinate Clause
1. Sohan is interested in music	but	Geeta is interested in dancing.
2. Sukhjit’s father works in an office	and	his mother teaches in a school.
3. You may write a letter	or	you may send a telegram.

Complex Sentences

4. I was shocked, when I heard the news of your uncle’s death.
5. You should hurry up, if you want to catch the bus.
6. He was refused admission, since he had not applied in time.
7. As soon as the last bell rang, all the students rushed out of their classrooms.

Principal clause	Conjunction	Subordinate Clause
4. I was shocked,	when	I heard the news of your uncle's death.
5. You should hurry up,	if	you want to catch the bus.
6. He was refused admission,	since	he had not applied in time.
7. All the students rushed out of their classrooms,	as soon as	the last bell rang.

Look at sentence 7 above and notice that complex sentences do not always begin with the principal clause. Sometimes, the clause, along with the conjunction, may come first. As in sentence 7, in sentences 4, 5 and 6 also, it is possible to write the subordinate clause first. Look at 4(a), 5(a) and 6(a) below :

4. (a) When I heard the news of your uncle's death, I was shocked.

5. (a) If you want to catch the bus, you should hurry up.

6. (a) Since he had not applied in time, he was refused admission.

This change of place of clauses is not possible in a compound sentence, *i.e.* the Co-ordinate clause along with the conjunction cannot come before the principal clause. Sentence 1(a), 2(a) or 3(a) does not exist.

*1. (a) But Geeta is interested in dancing. Sohan is interested in music.

*2. (a) And his mother teaches in a school, Sukhjot's father works in an office.

*3. (a) Or you may send a telegram, you may write a letter.

Exercise 10

Name the clauses in each of the following sentences :

(Principal, Co-ordinate or Subordinate) :

- I know the meaning of this sentence but I cannot explain it to you.
- He is kind and generous and he will help you.
- If you do not mend your ways you will get into trouble.
- Please look into the matter and report to the principal at once.
- His words are harsh, but he means well.
- You will get no marks, if you copy the answers.
- The students went on shouting until their headmaster came in.
- As long as you remain lazy, you will not be able to achieve much.
- Hari didn't come back nor did he send any message.
- Since you have apologized, I am ready to forgive you.

11. Though he is intelligent, he does not work hard.
12. Let's play some word-games or sing a few nursery rhymes.
13. We must call in the doctor, because the patient's condition is serious.
14. You should not deceive others and others will not deceive you.
15. If you do not deceive others, others will not deceive you.

Exercise 11

In some of the sentences in exercise 10 the order of the clauses can be reversed. Rewrite those sentences, changing the order of the clauses.

PART-B

The Structure of the Noun Phrase

4

In your earlier classes, you have studied that a simple sentence consists of a subject and a predicate. Look at the following sentences, which have been divided into subject and predicate :

[A] Subject	Predicate
Man	is mortal.
He	is generally honest.
My watch	is very expensive.
The brown leather suitcase	contains currency notes.
The small boy sitting in the corner	has not paid the fee.
Your sister	stood first in the test.
A young princess educated in Indian <i>dharma</i>	wanted to go to the forest.
Smoking	is injurious to health.
The poor	cannot afford woollen clothes.
Slow and steady	wins the race.
To live	is not easy.

You will notice that in the first example the subject is the noun, **man**. In all other examples, the subject consists of one or more words, which can be replaced by a suitable noun (with an article, where required), as shown below :

- [B] **Rakesh** is honest.
- Petrol** is very expensive.
- The box** contains currency notes.
- The boy** has not paid the fee.
- The girl** stood first in the test.
- The Princess** wanted to go to the forest.
- Smoking** is injurious to health.
- Farmers** cannot afford woollen clothes.
- The tortoise** wins the race.
- The sum** is not easy.

Therefore all the groups of words used in the subject position in examples A are like nouns. Some modern grammars call all of them **noun phrases**. According to such grammars, even the group **to live** is a 'noun phrase' in the sentence :

To live is not easy.

However, to keep our description simple, we shall use the term 'noun phrase' only for

(a) pronouns which can be replaced by suitable nouns (with articles if required), *e.g.*, **he, she, it, they, I, we, you** etc.

(b) nouns, *e.g.*, **man, milk, water**.

(c) groups of words ending in nouns, which can be replaced by suitable nouns (with articles if required).

e.g. my watch
 the brown leather suitcase
 your sister

Exercise 12

Using the definition given above, pick out noun phrases from the subject part of the following sentences :

1. I teach English Grammar.
2. My elder brother lives in Burma.
3. That handsome young man is our English teacher.
4. A beautiful wood stood at the end of the vast garden.
5. Modern scientists have proved that ghee is not good for the heart.
6. The charming young princess chose Rama for her husband.
7. A very remarkable bird lives in the garden of the emperor.
8. India should be proud of her scientists.
9. We cannot afford to waste electricity.
10. All the senior students were asked to help them.

Read the above sentences again. Are there any other words or groups of words (outside the subject of each sentence) which fulfill the above definitions of a noun phrase ?

Yes. The following words or groups of words are also noun phrases according to our definition :

1. English Grammar
2. Burma
3. Our English teacher
4. the end, the vast garden
5. ghee, heart
6. Rama, her husband
7. the garden, the emperor
8. her scientists
9. electricity
10. them

Exercise 13

Pick out noun phrases from the following paragraph :

The choicest flowers were to be seen in the garden. All things were wonderfully well arranged. The garden stretched so far that even the gardener did not know where it ended. At the end of the garden was a beautiful wood with very high trees. Among the branches dwelt a nightingale. She sang so well that fishermen would stand still to listen to her song.

In the above exercise, the shortest noun phrases are **it, she, fishermen.**

Other longer noun phrases are

two-word noun phrases : the garden, all things, the gardener, the end, the branches, a nightingale, her song.

three-word noun phrases : the choicest flowers, a beautiful wood, very high trees.

The general structure of a noun phrase is : Either a pronoun, *e.g.* : **he, she, it, you, they, them,** etc.

(determiner) + (adverb) + (adjective) + noun

(‘Determiners’ are words like **a, an, the, his, her, many, all,** about which you will read more in Chapter 7).

<i>determiner</i>	+	<i>adverb</i>	+	<i>adjective</i>	+	<i>noun</i>
a		very		pleasant		journey
our		most		difficult		problem
all		well		qualified		people

Examples of longer noun phrases :

<i>determiner</i>	+	<i>adjective</i>	+	<i>adjective</i>	+	<i>noun</i>		
a		brown		wooden		box		
the		tall		young		man		
a		charming		little		girl		
<i>determiner</i>	+	<i>determiner</i>	+	<i>adjective</i>	+	<i>noun</i>		
all		the		old		women		
quite		an		attractive		picture		
both		the		married		ladies		
<i>determiner</i>	+	<i>adverb</i>	+	<i>adjective</i>	+	<i>adjective</i>	+	<i>noun</i>
a		really		beautiful		young		princess
some		very		thrilling		modern		ideas
many		highly		useful		new		substances

And, of course, there can even be longer phrases containing a number of adjectives. *e.g.*

a green country-made leather suitcase

the new triangular wooden box

and so on.

Exercise 14

Pick out all noun phrases from the following conversation and write down the structure of each, as shown in the examples :

Example : *All were dressed in their finest clothes.*

Noun phrase

Structure

all

pronoun

their finest clothes

determiner + adjective + noun

The Emperor

: There is a very remarkable bird here, called the nightingale. Her song is more valuable than anything else in all my dominions. Why has no one even told me this ?

The Prime Minister

: I have never before heard of this. She has never been presented at court.

The Emperor

: I wish her to come and sing before me this evening. The whole world knows that I have a rare bird singing in my garden.

Countable and Uncountable

In the last chapter, you read that the headword of a noun phrase is a noun or a pronoun. When it is a noun, it can have determiners, adverbs, adjectives before it. In Exercise 13 of that chapter, you picked out noun phrases from a passage. Now you should be able to arrange words in the right order to form noun phrases.

Exercise 15

Rearrange words in the following sets so as to form grammatically correct noun phrases.

Example :

delightful, a, dream

Noun phrase; a delightful dream

- (A) 1. journey, enjoyable, an
2. a, difficult, book
3. class, a senior
4. story, an, interesting
5. very, bird, a remarkable
- (B) 6. bread, brown
7. much, work, hard
8. thrilling, news
9. hill, scenery, beautiful
10. fresh, milk, buffalo
- (C) 11. newspapers, three, English
12. loaves, twenty, large
13. all, classes, senior
14. my, brothers, elder, all
15. large, jet, planes
- (D) 16. thing, any, other

17. sister, younger, my
18. her, fee, monthly
19. her, sweet, song
20. brown, wooden, the box

You find **a** or **an** used in all sets of Group A. Therefore the noun phrases formed by rearranging words in these sets will also have **a/an**. Can we drop *a/an* from the phrases so formed ? No.

Now look at Group B. Can we use **a/an** in the phrases formed by rearranging words in these sets ? No.

Thus you find that in some noun phrases **a/an** must be used; in some other **a/an** cannot be used at all. What does the use of *a/an* then depend on ?

The use of **a/an** depends on the nature and form of the headword *i.e.* the noun. This will be explained below :

Look at the nouns in column A and B below :

(A)	(B)
city	population
class	education
egg	poultry
loaf	bread
metal	brass
newspaper	news
notebook	stationery
person	Ranjit
scene	scenery
table	furniture
teapot	crockery

Note that you can use **a/an** and **one** with the nouns of column A when they are in the singular, *e.g.*

a city	one city	an egg	one egg
a table	one table		

Further, you can use **two, three** (etc.), **many** with the same words when they are in the plural, *e.g.*

two cities	three cities	many cities
two eggs	three eggs	many eggs
two tables	three tables	many tables

Can you use **a/an, one, two, (etc.) many** with the nouns of column **B** ? No. Can you even make the plurals of these nouns ? No. This is so because there is a basic difference between these two groups of nouns : the nouns in column A are countable nouns and those in column B are uncountable nouns. (Sometimes grammarians use the above tests (*viz.* use of **a/an, one, two, many**) to determine if a certain noun is countable.)

Exercise 16

Classify the nouns given below into countable and uncountable. (You must use, with the help of your teacher, some good dictionary like **Oxford Advanced Learner's Dictionary of Current English** for this **exercise....**)

dress (= clothing)	photography
dress (= a frock)	loaf
food	record (= a gramophone record)
gas	
information	rice
	rumour (= a single report, story, etc. which cannot be verified.)

Let us now take you back to Exercise :

You were told that **a/an** cannot be dropped from the phrases formed in group A. You can now see why. These phrases are reproduced below with the headwords in bold letters :

1. an enjoyable **journey**.
2. a difficult **book**.
3. a senior **class**.
4. an interesting **story**.
5. a very remarkable **bird**.

All these headwords are countable nouns in the singular. It is possible to use certain other determiner like **another, any, my, the** in place of **a/an**. (Try this substitution.) **But** it is not possible to have the above phrases without a determiner. When we do not want to use a determiner like **another, any, my** or **the** (because the sense does not require it), we have to use the determiner **a/an** in noun phrases containing nouns in the singular. This is a very important fact of English grammar, and you must remember it.

Exercise 17

In the following paragraph use **a/an** in the blanks **wherever possible**. Put a cross-mark where **a/an** cannot be used :

..... week ago I went to Simla with friend of mine by bus. It took the bus hours to reach Kalka and another three hours from there to Simla. On the way we stopped at Solan for refreshments. Some passengers ate fruit, others had tea. My friend ate bread and drank milk. I enjoyed the scenery instead.

To check this exercise, you must make sure that wherever in a noun phrase you have used **a/an**, the headword is a countable noun in the singular, e.g. **weak, hour**.

Exercise 18

A student who is weak in the use of articles has reproduced the following paragraph (after having tried to learn it by heart) from 'The Story of Sri Rama's Exile's in your **English Reader** :

When Seeta heard all this, she spoke thus : "What fine speech you have made ! It is to me strange doctrine that wife is diverse from her husband. If Rama has to go to the forest, the command also includes Seeta, who is part of him. My father and mother have instructed me in *dharma*. Do not think that I cannot bear forest life. I will not be source of trouble to you. I will eat wild fruit and live without bread." Seeta was very faithful wife.

Now correct the above paragraph by using **a/an** wherever necessary.



Earlier you learnt that we can use **many** with countable nouns when they are in the plural. You also learnt that **many** cannot be used with uncountable nouns. But we can use **much** with uncountable nouns other than proper names, e.g. much milk, much bread, much news.

In modern English, **many** and **much** are generally not used in affirmative sentences : they are freely used in negative and interrogative sentences. In affirmative sentences, instead of **many** and **much**, the expression **a lot of** is generally used, particularly in spoken English.

In affirmative sentences **much** is even less common than many.

Exercise 19

In the following sentences, fill in the blanks with **many** or **much**.

(The exercise should be done orally.)

1. Being a teacher, I haven't got money.
2. Seeta didn't feel discomfort in the forest.
3. There isn't furniture in our classes, but there are chairs in the Principal's office.
4. You can have as bread as you like, because we do not have chapatis today. There may be only about four or five.
5. Have you got friends at school ?
6. Yes, I have, but I don't find time to talk to them.
7. There isn't sugar left in the house, but there are sugar cubes there.
8. The servant said that he hadn't made tea. But I myself saw him drinking cups of it.
9. There isn't information available on life on the moon, although men have visited it.
10. There wasn't news on our match in The Tribune today, although it published items of news on the national sports.

From the above exercise you can see that uncountable nouns are treated as singular nouns. (We use singular forms of verbs with them.) Countable nouns have both singular and plural forms.

By now you may have learnt that countable nouns are generally those that refer to countable things and uncountable nouns are generally those that refer to uncountable things. “Generally” here means ‘very often’ but not always. Rice and ants may both be equally difficult to count. But ants are regarded as countable things and rice as uncountable. Again, the same thing may be regarded as countable in one language but not in another.

Note : *Not* is pronounced /nt/. Ask your teacher to teach you how *haven't, didn't, isn't*, etc. are pronounced.

For example, news and bread are regarded as uncountable things in English but countable things in Indian language. That is why the words **news** and **bread** are uncountable nouns in English, but the words समाचार, ਸਮਾਚਾਰ and रोटी, ਰੋਟੀ are countable nouns in Hindi and Punjabi. Further, in English, **biscuit** is a countable noun, but **bread** is uncountable. That is why, it is useful to speak of countable and uncountable nouns, not countable and uncountable things.

Now look at the following sentences :

(a) She bought a new **pink** dress and matching socks. (dress = frock)

(b) Our teacher does not pay much attention to dress. (dress = clothing)

You find that **dress** has been used as a countable noun in (a), where it means ‘frock’, and as an uncountable noun in (b), where it means dress. Often from the meanings of words you can make intelligent guess as to whether they are countable nouns or uncountable nouns.

Exercise 20

Some words are given below along with their meanings. From the meanings guess whether they are countable nouns or uncountable nouns.

dress =	clothing
fish =	a water animal
glass =	hard, brittle substance (used in windows for example)
iron =	लोहा, लोहा
light =	opposite of darkness
paper =	कागज़, कागज़
stone =	solid mineral (not metallic)

dress =	a frock
fish =	fish as food
glass =	a drinking vessel
iron =	इस्तरੀ (ਇਸਤਰੀ)
light =	source of light, e.g. a lamp.
paper =	an essay or an article
stone =	a piece of stone.

Now in the exercise that follows, use **a/an** in the blanks before nouns when they are used as countable singular nouns. No article is required in this exercise in the blanks before uncountable nouns.

(a) In Chandigarh, the walls of many houses are made of glass instead of stone in order to allow light in the daytime. A thief can easily break such a wall with stone

and enter the house. To prevent the thieves from entering their houses people usually put light in the courtyard.

(b) Girls usually pay more attention to dress than boys do. A school girl usually likes to wear new dress everyday. Since a modern girl likes to iron her dresses everyday, she usually keeps iron at home. An iron is not always made of aluminium.

(c) People who eat fish should know that fish can swim in water soon after it is born.

(d) In summer, I sweat so much that I need glass of water every hour of the day. This is especially so, when I am writing paper on a difficult subject. When I cannot write well I usually find fault with the quality of paper.

—o—

GENDER

Study the following sentences :

(a) **Alexander Fleming** was born in Scotland in 1881. He did very well at school.

(b) When **Kausalya** heard all this, **she** fell to the ground like a plantain-tree.

(c) But instead of throwing away the ruined **culture**, Fleming put it under his microscope.

In the above sentences you find that :

(a) **He** replaces **Alexander Fleming**.

(b) **She** replaces **Kausalya**.

(c) **It** replaces the **ruined** culture.

We note that **Alexander Fleming**, **Kausalya**, and the ‘**ruined culture**’ are all nouns in the third person singular number and they require three different pronouns **he**, **she**, **it** to replace them. We may therefore, say that English has a system of **gender** with three different terms :

(a) **Masculine gender** applied to nouns which, when singular, can be replaced by **he**.

(b) **Feminine** gender applied to nouns which, when singular can be replaced by **she**.

(c) **Neuter Gender** applied to nouns which, when singular, can be replaced by **it**.

(Also see the last paragraph of chapter)

In your earlier classes you learnt that the grammatical term ‘masculine gender’ is used for male persons and animals, ‘feminine gender’ for female persons and animals, and neuter gender, for lifeless things. This is generally true but not always so. We can use the masculine gender mark **he** for the sun, the neuter gender mark **it** for a small baby (male or female), and we use the feminine gender mark **she** for our motherland.

Exercise 21

Use the appropriate pronoun **he**, **she**, **it**, **him**, **his**, **her**, **her** or **its** in the blank spaces in the following sentences :

1. Akbar was only a boy of thirteen when succeeded father.

2. When Seeta heard all this spoke out.

3. Fleming found out that even when the penicillin mould was diluted 800 times was effective as a germ-killer.
4. We have a duty towards our motherland; we must protect from foreign aggression.
5. My office chair is broken. Will you get repaired for me ? If repair is impossible, get me a new one.
6. Last week my cousin came to meet me. teaches in a school in Delhi.
7. The teacher was absent today. We learnt that was down with fever.
8. My friend knows that I am busy with my studies till 10 p.m. Still always calls on me at 8 p.m. and disturbs me.
9. Yesterday I met a doctor. I told that should give up private practice.
10. The news of your success appeared today was on page 3 of the **Indian Express**.

You will notice that in sentences 6, 7 and 8 above you can have either **he** or **she**. Also in sentence 9 you can have either **him, he, his** or **her, she, her**. This shows that in English the nouns **cousin, teacher, friend, doctor** (and many others—like clerk, **typist, cook, student**) are used both for males and females. We may regard such nouns as having the **common** gender. You will use **he, him, his** to replace them if the reference is to a male cousin, teacher, friend, etc; you will use **she, her** instead if the reference is to a female.

Pronouns

6

In the earlier classes you have studied various kinds of pronouns, *e.g.* personal pronouns, possessive pronouns, relative pronouns, reflexive pronouns, demonstrative pronouns, interrogative pronouns. In this class, you will study some of the important points about pronouns and their use in sentences.

The personal pronouns can be classified according to

- (a) person *e.g.* First person I, we.
 Second person you.
 Third person he, she, it, they.
- (b) case *e.g.* Nominative I, he.
 Objective me, him.
 Possessive my, mine, his
- (c) number *e.g.* Singular I, he
 Plural we, they

The third person singular pronouns can also be classified according to gender :

- Masculine gender he
 neuter gender it
 feminine gender she

All the classifications are shown in the following table :

		Nominative	Objective	Possessive
First person	Singular	I	me	my, mine
	Plural	we	us	our, ours
Second person	Singular	you	you	your, yours
	Plural	you	you	your, yours
Third person	Singular			
	(masculine)	he	him	his
	(feminine)	she	her	her, hers
	(neuter)	it	it	its
	Plural	they	them	their, theirs

Gender : In Chapter 5 you read that nouns have the masculine, feminine, or neuter gender, according to the pronouns, **he, she or it**, that can replace them when in the singular. Thus **sun**, which can be replaced by **he**, is a noun of the masculine gender, **ship**, which can be replaced by **she**, is a noun of the feminine gender; and **bus**, which can be replaced by **it**, is a noun of the neuter gender.

Exercise 22

Use appropriate nouns and noun phrases chosen from the following list in place of the italicized pronouns in the following paragraph :

his wife	the kingdom	the child's
the king	Rustam's wife	
Rustam	a precious stone	

However, *he* was not able to live with *her* for a long time. *He* soon sent for him because he did not feel safe unless Rustam was there to protect and defend *it*. So Rustam was to go away. *She* was then pregnant. At the parting, Rustam gave her *it* and said, "When you become a mother, tie it on *its* arm."

Case

You have seen above that on the basis of their forms, personal pronouns can be distinguished for three cases : nominative, objective and possessive. We shall deal with possessive pronouns in the chapter on adjectives. Here, we shall study the use of the objective case, as opposed to the nominative case.

Read the following sentences :

1. He met **me** yesterday.
2. Our grandmother told **us** a story.
3. I came here with **him**.
4. There was a quarrel between **him** and **me**.
5. Let **us** go out on Sunday.
6. He is taller than **me**.
(Less common : He is taller than I.)
7. Who's there ? It's only **me** and **my** friend.

The words in bold type in the above sentences are all personal pronouns in the objective case : **me, us, him**. From these sentences we can study the use of the objective case in pronouns.

From sentences 1 to 5 we can conclude that the objective case must be used when the pronoun :

- (i) is the object of the verb, as in sentence 1;
- (ii) is the indirect object of the verb, as in sentence 2;
- (iii) is preceded by a preposition, as in sentences 3 and 4;
- (iv) is preceded by **let**, as in sentence 5.

From sentences 6 and 7 we can generalize that either the objective case or the nominative case can be used :

- (i) after the conjunction **than** as in sentence 6, and
- (ii) when the pronoun is a complement.

In all other cases the nominative case should be used.

Exercise 23

Read the following sentences with the right word chosen from the brackets :

1. Do you think (he, him) is stronger than (she, her).
2. Who came late ? It was (he, him).
3. Let my friend and (I, me) play cricket.
4. Let (we, us) be friends again, shall (we, us) ?
5. She rang (I, me) up in the morning and gave (I, me) the happy news.
6. How can (I, me) cheat (he, him) ? (he, him) is much clever than (I, me).
7. (we, us) all went with (they, them).
8. Between you and (I, me) he is not the real son of Mr Mehta.
9. They brought John and (I, me) to the police station.
10. Would you please give (I, me) the book ?

Indirect Object

Read the following sentences :

(1) Michael showed Luke his fields.

(2) He brought his sister a packet of sweets.

These sentences have two objects each :

Sentence (1)		Sentence (2)
--------------	--	--------------

Direct object his fields		a packet of sweets.
--------------------------------	--	---------------------

Indirect object Luke		his sister.
----------------------------	--	-------------

The structure of the above sentences is as follows :

subject	verb	indirect object	direct object
---------	------	-----------------	---------------

The above sentences can also be rewritten as :

1. (a) Michael showed his fields to Luke.

2. (a) He brought a packet of sweets for his sister.

Now the structure of these sentences is as follows :

Subject + verb + direct object + preposition + indirect object

Thus in sentences 1 and 2 the direct object is at the end, while in sentences 1(a) and 2 (a) the indirect object is at the end.

How do we decide which object to put at the end ? Generally, whichever object is more important is put at the end of the sentence. If both the objects are equally important, then the longer one is put at the end. Therefore, if the indirect object is a personal pronoun (*me, us, you, him, it, them*), and if it is not more important than the direct object, then it is put before the direct object.

Exercise 24

Rewrite the following sentences, replacing the expressions in bold type by suitable pronouns and using the structure of sentence 1 above, as shown in the example.

Example : Kamlesh gave the book to **our friend Indu**.

Kamlesh gave her the book.

(**Her** used for **our friend Indu**)

1. Jasbir bought some fruit for **his mother**.
2. Tell the answer to **the students**.
3. My brother and I told a story to **our little brother**.
4. Ramesh and Anil gave some sweets to **my sister and me**.
5. You and I must give a present to **Lalit**.
6. I must find a nice husband for **my sister**.
7. All my friends brought presents for **my younger brother**.
8. Give this toy to **the baby**.
9. Our grandmother told stories from **the Ramayana** to **all the children**.
10. Can you buy a nice painting for **your sister-in-law** ?

—o—

The - self forms

The **self** forms of personal pronouns are :

Singular : myself, yourself, himself, herself, itself.

Plural : ourselves, yourselves, themselves.

These are sometimes called **reflexive pronouns** :

There are two major uses of these forms. These are illustrated in the sentences given below :

1. I cut myself.
2. I myself cut all vegetables.

In sentence 1, **myself** is the object of the verb cut. In 2 **myself** emphasizes the subject I; it means I and no one else. Remember that

- (i) In sentence 1, **myself** is not stressed; in 2 it is.
- (ii) When the reflexive pronouns are stressed, the stress is on the second part of the word.

For example :

mySELF, yourSELF, themSELVES.

- (iii) In sentences like 2, the self form is generally placed immediately after the subject, as in the above example, or at the end of the sentence, as shown below :

I cut all vegetables myself.

- (iv) After the verb *avail*, the appropriate unstressed -self form must be used, as subject of the verb **avail**. For example,

“You must avail yourself of this opportunity.”

Exercise 25

Read the following sentences aloud making sure to stress the **-self** form only when it emphasizes the subject, not when it is the object of the verb :

1. Rama took himself to the forest.
2. Rama himself went to the forest.
3. One must do one's small jobs oneself.

4. One must avail oneself of one's annual leave.
5. My mother is away. I cook my food myself.
6. We must give ourselves some free time.
7. Can you not write your homework yourself ?
8. You must report yourself on duty at once.
9. She is quite old now. She cannot look after herself.
10. She does not need a servant. She can herself look after the house.

Anticipatory 'It'

Read the following sentences :

(A) **To get up early** is necessary.

That his mother is dead is unfortunate.

Talking to him is no good.

The words in bold type are the subject of the sentence. These are :

(a) **to-infinitive** : **to get up early.**

(b) **that-clause** : **that his mother is dead.**

(c) **ing forms** : **talking to him.**

It is more usual to reframe the above sentences as follows :

(B) It is necessary **to get up early.**

It is unfortunate **that his mother is dead.**

It is no good **talking to him.**

In these sentences it takes the position of the subject. The subjects in the sentences of set **A** are placed at the end of the sentences in set **B**. The pronoun 'It' used at the beginning of these sentences is called **anticipatory subject**.

Exercise 26

Rewrite the following sentences, using the anticipatory 'It'. Sentence 1 has been done for you as an example :

1. Crying over split milk is no use. It is of no use crying over split milk.
2. That Sohrab was his son, was not known to Rustam.
3. To swim in rough seas is not a joke.
4. Fighting over small matters is no good.
5. That we are in class XI is known to all.
6. Working hard for the examination, may be worth while.
7. To get a taxi in this city is not easy.
8. That we should work hard goes without saying.
9. Trying to convince a stupid person is useless.
10. To live in poverty is disgraceful.

Other uses of 'It'

Notice the use of 'It' in the following sentences :

It is very hot today.

It is six o' clock.

It kept raining all day yesterday.

It seems he is mistaken.

Exercise 27

Answer the following questions, using it as the subject :

1. How far is it to Delhi ?
2. What time is it ?
3. What day is it today ?
4. What is the weather like today ?
5. What is the date today ?
6. How hot was it yesterday ?
7. What festival is it on 13 April ?
8. What day was it yesterday ?
9. What day will it be on 1 January, 1980 ?
10. What time was it when we started ?

Interrogative pronouns

The words **who, which, what**, etc. when used as question words, are sometimes called **interrogative pronouns**.

Relative pronouns

The words **who, whose, whom, which, what**, when they are not used as question words, and the word **that**, are sometimes called **relative pronouns**. (See chapter 16, **Adjective clauses**.)

Determiners

7

(The Use of Articles and their Equivalents)

Words like **a, an, another, any, each, every, no, my, the, this**, are called determiners. In this chapter, you will read about determiners and their use.

Read the following sentences :

1. I prefer **an** orange to **a** mango.
2. Can I have **another** biscuit ?
3. **All** boys become mischievous when they go to college.
4. **This** sum is so simple that **any** student can do it.
5. **Each** person will get **one** prize.
6. **The** teacher has yet to teach **the last** lesson.
7. No scientist knows **the whole** truth.
8. It is not **much** use building **a** house **these** days.
9. **This** is the **third** time that you are using **my** pen.
10. There is surely **some** milk left in **the** kitchen, but not **many** eggs.

In the above sentences the words in bold type are determiners. These words are used in noun phrases, in most cases at the beginning of the phrase.

In addition to those given above, the following are also important

both, certain, enough, few, every, least, less, little, more, most, much, next, other, own, plenty, some, several, such, that, those.

All cardinal numbers (like **one, two, three**), ordinal numbers like (**first, second, third**) and possessives (like **my, his, your, Mohan's**) can be regarded as determiners.

Exercise 28

Pick out determiners from the following sets of sentences :

- (a) Many years ago a shepherd named Michael lived in this valley. His cottage stood on the top of the hill over there.
- (b) Now an unexpected misfortune befell Michael. Years before, he had stood surely for his brother's son, who had borrowed some money. This was a bolt from the blue.
- (c) All preparations were made for Luke to leave the next day. As Michael and Luke walked

together towards the valley, the father said to the son, “Both my father and grandfather, like other men before them, loved these fields.”

You may have noticed that the determiners **a**, **an** and **the** are very common. You have also read in earlier classes that these are called **Articles**.

In earlier class, you have read about the use of the articles in English. Here we shall present only those uses which may be new, and revise those which are important.

The English articles are two in number : the indefinite article and the definite article.

The indefinite article has two forms, viz. **a** and **an** : **a** is used before consonant sounds and **an** is used before vowel sounds.

Example :

a table	a university
an umbrella	an hour

The definite article has only one written form – **the**.

Example :

the table	the apple
------------------	------------------

The indefinite article a/an

In Chapter IV, you have already studied the use of the indefinite article, **a/an**. It is used in front of noun phrases containing countable nouns in the singular, for example : a short story, a long tale, a sacred river, an orphan, an ugly woman.

Generally, we do not use a countable singular noun without putting some determiners with it.

Exercise 29

Each of the following sentences contain at least one countable noun in the singular. Wherever there is a determiner with it, the sentence is correct, otherwise, the sentence is incorrect. Say which of the following sentences are incorrect :

1. Many years ago, a shepherded named Michael lived in valley.
2. Luke was bright and healthy boy.
3. Often they worked late into the night by the dim light of a lamp.
4. It must have looked like star in the sky.
5. Isabel and Michael had only son.
6. Nor did Vikramaditya ever punish an innocent man.
7. The king lived in city which was very far from Ujjain.
8. At these words, the King felt as if a light had blazed up within him and shown him long line of tyrannical wishes.
9. After long pause, he said, “No, I am not worthy.”
10. Is your heart like that of little child ?

Exercise 30

Now correct the incorrect sentences of Exercise 29 by using the indefinite article at appropriate places.

The definite article 'the'

In earlier classes you have read many uses of the definite article. Here we shall give attention to some of its most important uses.

The uses of the definite article

In a noun phrase, the definite article is used to make the phrase definite. Look at the following examples :

1. Sukhdev brought a new book yesterday. **The** book is on English Grammar.
2. **The** girl in that corner is my sister.
3. Often they worked by **the** dim light of a lamp.
4. **The** boy who stood first is **Manjit's** brother.
5. **The** Prime Minister will visit Chandigarh tomorrow.

From the examples you can see that the definite article is used in noun phrases in the following situations :

- (i) When a certain noun has been made definite by an earlier mention. In 1, we say
a new book

when the word **book** occurs first, but we say

the book

when the word **book** occurs again.

- (ii) When a noun is made definite by the use of a qualifying phrase or clause after it :

the girl in that corner (qualifying phrase : *in that corner*)

the dim light of a lamp (qualifying phrase : *of a lamp*)

the boy who stood first (qualifying clause : *who stood first*)

- (iii) When in a given situation it is clear that the noun refers to a definite person or thing :

the Prime Minister

refers to the Prime Minister of India.

The definite article is not used in a number of situations, of which the following are most important to remember :

The definite article is not used with proper names;

Alexander Fleming was born in **Scotland**.

(The definite article is used with certain proper names.)

It is enough if you remember that we generally say **the Punjab**.

- (ii) When the reference is general, the definite article is not used with :

(a) uncountable nouns : honesty, milk, air :

When we cough, **air** comes out suddenly through the throat.

He fights with remarkable **courage**.

(b) Countable nouns in the plural : cars, books, cows.

Alexander Fleming was full of curiosity about scientific **matters**.

Exercise 31

Use **the** in the blanks in the following sentences, where required :

1. India manufactures cars of three different kinds.
2. teacher who teaches us English was trained at Chandigarh.
3. car manufactured in America are very costly.
4. You should be interested in books, not in toys.
5. Our school bought a large number of books and desks yesterday books will be numbered before they are issued desks have already been laid in our classrooms.
6. My brother is studying in M.A. He is a student of Mathematics.
7. history teaches us how man has struggled to become more powerful.
8. history of India is full of an account of wars.
9. honesty is not a bad policy.
10. young man who entered just now is going to get married.
11. Rustam went and stood in front of enemy soldiers.
12. Often they worked by dim light of a lamp which hung from roof.
13. Alexander Fleming had such an appetite for knowledge that he learnt very fast.
14. books which were received today were badly damaged, they were not properly packed by book-seller.
15. An armour is a covering for body usually made of metal.

Exercise 32

The definite article has been dropped from some of the noun phrases in the paragraph given below. Supply it in all such places. No blank spaces are given this time to help you.

Miss Sullivan began with teaching of words. She spelled them on Helen's fingers. First word she taught Helen was d-o-l-l. Different positions on fingers stood for different letters. Miss Sullivan held Helen's fingers lightly in her hand while she made the signs. Helen did not at that time know that she was spelling a word or even that there were any such things as words. She was simply making her fingers go in exact imitation of signs made by Miss Sullivan with her fingers. When she had succeeded in making letters correctly, her heart was filled with pleasure of a successful learner.

(From 'A Modern Miracle' in **English Reader Book V**—slightly adopted)

Other determiners

Now in the rest of this chapter, we shall illustrate the use of other determiners with the help of tables.

Table 1

Determiners used with countable singular nouns only :

another, one

We have Brinder has kept	another one	table jug.	in the dining-room.
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Table 2

Determiners used with countable plural nouns only :

a few, a large number of, a small number of, many, several, two, etc.

I want to buy Sukhbir loves to read	a few a large number of a small number of many several two twenty	books on English Grammar. newspapers everyday.
---	---	---

Exercise 33

Construct 10 grammatically correct and meaningful sentences from the following table :

I have put Our friends have seen Kamla has written The Prime Minister has visited	a few a large number of another five	watch in the box. places in India. letters. since morning. country recently.
---	---	--

Table 3

Determiners used with uncountable nouns only :

a great deal of, a good deal of, a large quantity of, a small quantity of, (a) little (= a small quantity), much

We need My mother The servant bought	a great deal of a good deal of a large quantity of a small quantity of (a) little (not much)	milk sugar <i>atta</i>	in our house. from the bazaar.
---	---	------------------------------	--------------------------------------

Table 4

Determiners used with countable and uncountable nouns :

a lot of, any, enough, no, plenty of, some

Note : 1. **Some** is used in positive sentences only, **any** in negative and interrogative sentences only :

2. **No** is not used after **not** or **n't**.

I have (n't) got	a lot of any enough no plenty of some	magazines money	with me now.
------------------	--	--------------------	--------------

Exercise 34

Construct 10 grammatically correct and meaningful sentences from the following table :

Our teacher has Every student in our class possesses	a good deal of a small number of a little number of a little a lot of some no enough	library books. furniture in the house. money. patience. drama tickets. knowledge of history.
--	---	---

But **any, no** and **some** can be used with both singular and plural nouns :

any	book
no	books
some	

All, Both

All and **both** can occur before possessives and other determiners.

Examples :

All the boys are naughty.

Both these girls are shy.

All my books were lost.

Both his sisters love dancing.

All Mr Mehta's children are bright.

All the twenty students passed the final examination.

Each, Every

Read the following sentences :

1. Each student must pay ten rupees.
2. Every student must pay ten rupees.

Between these two sentences there is very little difference of meaning. Now look at the following sentences :

3. Each must do his duty.

In this sentence, **each** has been used as pronoun. You cannot **use every** in place of **each here**. Similarly, we can say 'Each of us **must** do his duty', but not 'Every of us must do his duty'.

Again, read the following sentences :

4. Two thieves entered the house.
Each one of them carried a pistol in his hand.

5. Many thieves entered the house.
Every/Each one of them carried a pistol in his hand.

In sentence 5, either **each** or **every** can be used, but in sentence 4 only **each** can be used, not **every**. **Each** can be used for two or more persons or things, while **every** is not **normally** used for very small numbers, certainly not for fewer than three.

Every forms compounds with **-body, -one, -thing, -where** :

Everybody, everyone, everything, everywhere. Each does not form any such compounds.

Adjectives

8

Look at the following sentences :

1. The **young** Akbar kept his eyes and ears open.
2. Akbar was **young** when he succeeded his father.

In both these sentences, the adjective **young** qualifies the noun **Akbar**. However, in sentence 1, the adjective is a part of the noun phrase **the young Akbar**, while in sentence 2, it is not. The adjective in sentence 1 is said to be used **attributively** and that in sentence 2 **predicatively**. Most of the descriptive adjectives (*e.g.* adjectives of quality) can be used both attributively and predicatively. Some of the adjectives which can be used only attributively are:

chief, main, solar, lunar, and the **-ing** form of many verbs, *e.g.*
eating, cooking, as in **eating apples, cooking range**.

Some of the adjectives which can be used only predicatively are :
afraid, alone, aware, ashamed

The noun phrase **the young Akbar** can be considered to have been derived from the sentence : **Akbar was young**.

Thus the attributive use of an adjective reduces a sentence to a phrase. This is one of the ways in which pairs of sentences can be combined. For example : **Akbar was young** and **Akbar kept his eyes and ears open** can be combined into

The young Akbar kept his eyes and ears open.

Exercise 35

Combine the following pairs of sentences as shown above :

1. The boy was bright. He passed the examination with distinction.
2. The princess was faithful. She followed her husband to the forest.
3. The scientist was brilliant. He discovered penicillin.
4. Wipe your car with a piece of cloth. The cloth should be moist.
5. Your Majesty, I have a father to look after. The father is aged.

—o—

Agreement

Unlike Punjabi and Hindi, adjectives in English do not change with the change in the number or gender of the nouns which they qualify. We say :

a good boy good boys
a good girl good girls

However, the demonstrative adjectives **this** and **that** become **these** and **those** with plural nouns, as in the following :

this girl these girls
that book those books

Comparison

Look at the following sentences :

Seeta was **as brave as** her husband.

Women are generally not **as strong as** (or **so strong as**) men.

Notice that positive comparison between two equals is done by the expression

as adjective as

and the negative comparison by

as adjective as

so adjective as

It is important to remember that in speech it is the adjective in these expressions which is stressed, not **so** or **as**.

Exercise 36

Say the following expressions with stress on the adjective only :

as long as so long as
as tall as so tall as
as bright as so bright as
as weak as so weak as
as old as so old as



You have already studied in the earlier classes that two unequal persons or things can be compared by the use of the comparative degree of the adjectives.

Examples :

The eleventh class is **higher** than the tenth class.

For us, Russian is **more difficult** than English.

You have also studied that while comparing three or more persons or things, the superlative degree of adjective is used.

Examples :

This is the highest class in the school.

Kaikeyi was the youngest of the three queens of Raja Dashrath.

Adjectives used with one/ones.

Read the following sentences :

1. Don't give me such a small banana; I'll take a **big one**.

2. Young children are more honest than **old ones**.

In sentence 2, **ones** stands for **children**, and in sentence 1 one stands for **banana**. **One** and **ones** are thus used in these sentences for the nouns **banana** and **children**. Notice that we can use adjectives with **one** and **ones** in the same way as we use them with noun.

Exercise 37

In the following exercise respond to each sentence by using the hints given in the brackets, as shown in the example.

Example :

Mohan likes the blue pens. (red)

Response : But I like the red ones.

1. Mary would prefer a large bun. (small)
2. I shall eat these ripe bananas. (raw)
3. Hari wants a costly pen. (cheap)
4. My mother bought some fresh cakes. (stale)

—o—

ADJECTIVE EQUIVALENTS

So far, you have met with adjectives qualifying nouns, for example, the adjective **beautiful** qualifies the noun **scene** in the phrase.

a beautiful scene

Now you will see that certain other classes of words and certain phrases and clauses can also modify or qualify.

(1) Nouns as adjective equivalents

Take the phrase : A flower shop.

Here the noun **flower** modifies another noun **shop**. We shall regard **flower** in the above phrase as an adjective equivalent.

Exercise 38

Underline adjective equivalents in the following phrases :

a brick wall

a Hindi dictionary

a wall clock

an evening show

a table lamp

headlights

a steamboat

our family doctor

country cheese

Such adjective equivalents never become completely adjectival :

You cannot use them in comparative or superlative forms, you cannot use them predicatively either.

(2) -ing forms of verbs as adjective equivalents.

The -ing forms of many verbs can modify nouns.

Examples :

the **coming** season

a **walking** stick

a **sleeping child**

running water

a **swimming** pool

a **dining** room

Some **-ing** forms of verbs have become completely adjectival, e.g. **interesting, amusing, charming.**

Take the sentences :

An interesting thing happened.

A very interesting thing happened.

A still more interesting thing happened.

The most interesting thing happened.

You will notice that we can use the comparative and superlative forms of **interesting**. We can also use **very** with it. Moreover, we can use **interesting** predicatively, as in the following sentence :

This story is quite interesting.

All this is also possible with **amusing** and **charming**. But it is not possible with the **-ing** forms of all verbs, *e.g.* we can say

a walking stick

but we cannot say the following :

*a more walking stick

*a very walking stick

*this stick is walking

(3) The possessive of nouns and pronouns as adjective equivalents

Look at the following sentences :

1. These are difficult books.

2. These are John's books.

3. These books are difficult.

4. These books are John's.

You can see that the word **John's** has been used in the same position as the word **difficult**, which is an adjective. Therefore, **John's** is an adjective equivalent.

Similarly, possessive pronouns **my, his, her, their, etc.** are all adjective equivalents. However, these forms of possessive pronouns are used only attributively. *e.g.*

My motor car is damaged.

Her memory is very sharp.

We do not use these forms predicatively. We cannot say :

This flowerpot is **my**.

Instead, we must say :

This flowerpot is **mine**.

The attributive and predicative forms of possessive pronouns are given below :

Attributive	Predicative
my	mine
our	ours
your	yours
his	his
her	hers
their	theirs

The possessive **its** is used only attributively.

In the case of nouns, the predicative forms of the possessives are the same as their attributive forms.

Example :

This is John's book.

This book is John's.

Exercise 39

Given overleaf is a list of possessives. In the sentences that follow, fill in each blank by using an appropriate possessive :

our	Savita's	mine
my	his	your
yours	theirs	hers
ours	her	their

1. At about eleven, the patient opened eyes.
2. The parcel that came yesterday was, not
3. Would you take off shoes before you enter this room ?
4. This is the responsibility of the teachers, not
5. No, but it is not either. What can they do in this matter ?
6. Do you know which photograph is ? Yes, I think this is
7. Where did I have bag ?
8. Whose is this suitcase ? Is it ?

(4) Prepositional phrases as adjective equivalents

Read the following sentences :

The boy **in the corner** answers all questions.

The girl **by the window** stood first last year.

The letter **on the table** is for you.

The shop **opposite the cinema** sells motor parts.

The prepositional phrases in the above sentences are all adjectival : they define the **boy, girl, letter** and **shop** respectively. But notice that they occur after not before the nouns which they modify. Each of these sentences can be taken as a combination of two sentences.

For Example :

The boy in the corner answers all questions

combines the sentences – *That boy answers all questions* and *He is sitting in the corner.*

Exercise 40

Combine the following pairs of sentences by using prepositional phrases as adjective equivalents. In each pair the second sentence can be turned into a prepositional phrase. Use **the** before the noun phrase modified by the prepositional phrase in sentences 2, 3, 6, 7, 8, 10. Sentence 1 has been done as an example.

1. Those people defend our country.
They are near the border.
The people near the border defend our country.
2. Match these words with the clues.
The words are in the boxes.
3. The Gandhi Memorial High School is one of the best schools.
The Gandhi Memorial High School is in our town.
4. Soon they were looking down upon a deep solitary valley.
The valley had a stream. (Use the preposition with)
5. Luke must go to a relative.
The relative was in the city.
6. The Gobind was brought to the town.
The town was in the foothills of the Himalayas.
7. Our English teacher lives in that house.
The house has glass windows. (Use the preposition with)
8. These people find the winter in the South very pleasant.
The people are from the North.
9. A house was set on fire yesterday. The house is opposite our school.
10. Those question papers are all very difficult.
The question papers are on the table.

(5) Relative clauses as adjective equivalents

Look again at the pairs of sentences in Exercise 6. You have seen that they can be combined with the help of prepositional phrases. For example, the pair of sentences numbered 5 can be combined as follows :

Luke must go to a relative **in the city**.

The same **pair** of sentences can also be combined as follows :

Luke must go to a relative **who was in the city**.

In the above sentence,

who was in the city

is a relative clause. It modifies the noun relative.

Exercise 41

Combine all the pairs of sentences in Exercise 6 using relative clauses in place of the second sentence of each pair. Remember to use **who** for persons and **which** for things at the beginning of the relative clauses.

In Chapter II you learnt that relative clauses are of two types viz. **defining and non-defining**. You may notice that all the relative clauses in the sentences that you formed in Exercise 41 are defining relative clauses.

Thus we find that besides the words which are called adjectives, nouns, -ing forms of verbs, possessives of nouns and pronouns, prepositional phrases and defining relative clauses also function as adjectives.

PART-C

The Structure of the Verb Phrase

9

(The Main Verb and the Helping Verbs)

Look at the following sentences and notice the number of words which function as verb in each case :

1. Ram **pacified** Lakshmana's rage.
2. He **returned** home after many years.
3. A wise man **talks** very little.
4. He **is sending** arms to the neighbouring rulers.
5. He **should die** for this disloyalty.
6. The results **were announced** yesterday.
7. They **have not understood** the message correctly.
8. The hour of trial **has come**.
9. The rulers **had been** informed.
10. The letter **was being rewritten**.
11. We **shall be leaving** tomorrow.
12. You **must have been waiting** for a long time.
13. They **do not understand** anything.
14. Shobha **did not attend** the lecture yesterday.
15. Suresh **does not bother** about anything.

In sentences 1, 2 and 3 the verb phrases consist of one word each. The words are **pacified**, **returned** and **talks**. You will recognise that there is no helping verb in any of these sentences. Each verb functions as the main verb.

In sentences 4-8 the verb phrases consist of two words each. You can notice that one of the two words in each case is the main verb and the other is the helping verb (**is**, **should**, **were**, **have** and **has**).

In sentences 9-11 each verb phrase consists of three words. One is the main verb and the other two are helping verbs. The helping verbs are **have been**, **was being** and **shall be**. In sentence 12 the verb phrase is the longest : it consists of four words. One is the main verb and the other three **must have been** function as helping verbs.

Note : A five word verb phrase may also occur in English, but it is not very common. Look at the verb phrase in the following sentence : “At that time this bridge **must have been being built.**”

To conclude we can say that :

- (i) in every sentence there is always one verb called the main verb. (It is at the end of the verb phrase).
- (ii) there may not be any helping verb in a sentence; and
- (iii) there may be one or more than one helping verb in a sentence.

When there is more than one helping verb in a sentence they occur in a certain order. The order is shown by the following

sets of helping verbs :

Set I	Set II	Set III	Set IV
will		be	
would		been	
shall	have		do
should		being	
can	has		does
could		is	
may	had		did
might		am	
must		are	
need			
dare		was	
used to			
ought to		were	

Verbs of set I occur first of all, verbs of set II occur next and those of set III occur last. When a helping verb from set IV occurs, no other helping verb can come before or after it. See sentences 13, 14 and 15.

The Main Verb : Transitive and Intransitive

10

Read the following sentences :

1. Bairam Khan **burnt** all those letters.
2. He **changed** his plans.
3. The farmers in Punjab **grow** a lot of wheat.

You can notice that the verb in each sentence is followed by an object. The objects in the above three sentences are **all those letters**, **his plans** and **a lot of wheat**.

You remember that when a verb is followed by an object it is called a transitive verb. So the verb **burnt**, **changed** and **grew** as used in the above sentences, are **transitive**.

Now read the following sentences and notice that the verbs are not followed by objects :

4. One of their hens **flew** in here.
5. Over a hen's egg the whole quarrel started.
6. During World War-II, a great famine **broke out**.

The verb in these sentences **flew**, **started** and **broke out** are **intransitive**.

Exercise 42

In some of the following sentences the verbs are transitive, in the others they are intransitive. Say which verbs are transitive and which are intransitive.

- (i) We learn our mother tongue more easily than any other language.
- (ii) He tested many medicines on monkeys.
- (iii) They awarded him a degree.
- (iv) Some students learn more quickly than others.
- (v) The cattle were grazing in the fields.
- (vi) Half the girls did not pass.
- (vii) He was grazing the cattle.
- (viii) His father did not agree.
- (ix) A great accident happened.
- (x) The lazy son has wasted all the property of his father.
- (xi) All heavy things sink.
- (xii) The tired old man was resting.

You have just seen that the verbs **burnt**, **changed** and **grow**, as used in sentences 1, 2 and 3 on page 62, are transitive : they are followed by objects. Compare those sentences with sentences 7, 8 and 9 below :

7. The whole house **burnt** before his eyes.
8. After the old man's death, things in the family **changed**.
9. These models often **grow** here and there.

You can see that in sentences 7, 8 and 9, the verbs are not followed by objects, i.e., they have been used as intransitive verbs.

So the verbs **burnt**, **changed** and **grow** are used as transitive verbs in sentences 1, 2 and 3 but they are used as intransitive verbs in sentences 7, 8 and 9.

You can therefore conclude that certain verbs in English like **burn**, **change** and **grow** can be used both as transitive and intransitive verbs.

Here are a few more examples :

10. This young man **reads** in XI class now.
11. But he can't read this simple book.
12. The show **began** at 7 o'clock.
13. When will you **begin** your work ?

In sentences 10 and 12 the verbs have been used intransitively while in sentences 11 and 13 the same verbs have been used transitively.

Exercise 43

In the following pairs of sentences, certain verbs are used transitively as well as intransitively. **Write T against the sentence if the verb (which is in bold type) is used transitively; otherwise write I.**

1. (a) Sometimes Akbar **hunted** the whole week.
(b) Long ago men in jungles sometimes **hunted** the whole herds of cattle.
2. (a) The enemy **spreads** rumours in the days of war.
(b) Bad news **spreads** quickly especially in the days of war.
3. (a) I cannot **wake up** every morning at 5 o'clock.
(b) I cannot **wake up** everybody at 5 o'clock.
4. (a) **Do you smoke** only a particular brand of cigarette ?
(b) Do you **smoke** only at a particular hour of the day ?
5. (a) The friends felt sad when they **separated**.
(b) They **separated** the good potatoes from the bad ones.
6. (a) The balloon **burst** with a noise.
(b) She **burst** crackers on the Diwali night.
7. (a) Sunder Singh **runs** a shop in the village.

- (b) His watch **runs** very fast.
8. (a) There is no way to **mix** water and oil.
 (b) Water and oil do not **mix**.
9. (a) All the thirty students **worked** hard.
 (b) She was **working** the machine with her foot.
10. (a) A sword **hangs** over his head.
 (b) They will **hang** him.

Exercise 44

Use each of the following verbs in two sentences, in one transitively, in the other intransitively.

Example : marry

1. He married at the age of 30. (Int.)
2. He married a girl of 30. (Tr.)

collect	fight	teach
marry	approach	leave
build	sell	write
read	speak	hide
burn	drink	begin
sing	fail	draw
break	rush	gather

Linking Verbs

11

You have seen that :

- (i) some verbs (like **bring** and **send**) are used with objects, i.e., they are transitive verbs;
- (ii) some verbs (like **go** and **come**) are used without objects, i.e., they are intransitive verbs;
- (iii) some verbs (like **burn** and **change**) can be used both with objects and without objects *i.e.*, transitively as well as intransitively.

Besides, there is another class of verbs. They are not described as transitive or intransitive. They are called **linking verbs**. Look at the following sentence :

1. Sohrab was Rustam's son.

In sentence 1, **Sohrab** and **Rustam's son** refer to the same person. The verb **was** serves as a link between the two noun phrases; it links the subject **Sohrab** with its complement **Rustam's son**. **Was**, as used above, is called a linking verb.

A linking verb is a verb that links the subject with its complement. Here are some more examples of linking verbs.

2. Bairam Khan **was** Akbar's Commander-in-Chief.
3. Those boys **were** my friends.
4. London **is** the Capital of England.
5. The Ganga and the Yamuna **are** the most sacred rivers in India.
6. I **am** the owner of this house.

The linking verbs used in the above sentences are **is, am, are, was** and **were**. They link the subjects **Bairam Khan, Those boys, London The Ganga and Yamuna** and **I** with their respective complements.

(Can you identify the full complement in each sentence ?)

You may also remember that the verbs **is, am, are, was** and **were** are also called helping verbs. That is true. **Is, am, are, was, were**, in fact, all the eight forms of **BE** are used both as helping verbs and as linking verbs. In the presence of a main verb the forms of **BE** function as helping verbs. When there is no other verb following **BE**, the forms of **BE** function as linking verbs as illustrated in the following table :

FORMS OF 'BE' USED AS HELPING AND LINKING VERBS

Helping	Linking
1. Everything is moving fast.	1. The earth is a moving ball.
2. I am listening to you.	2. I am attentive.
3. They are preparing a new plan.	3. They are good planners.
4. Guru Gobind Singh was always fighting against injustice.	4. Guru Gobind Singh was the greatest saviour of mankind.
5. Most people were fighting over small matters.	5. His followers were selfless workers.
6. The book will be published next year.	6. The book will be something quite useful.
7. A number of dams have been constructed in our country.	7. The progress has been stupendous.
8. New schools are being opened everywhere.	8. You are being naughty again.

Exercise 45

In which of the following sentences is there a linking verb ?

1. Kamal is an officer in the army.
2. Harminder is earning a lot of money these days.
3. Swimming is a good exercise.
4. To kill two birds with one stone was his aim.
5. He was waiting for his turn.
6. A leap in the dark will be a dangerous thing.
7. My depending on you has been a folly.
8. The work must be finished on time.
9. You are being impatient.
10. Half of it has already been finished.
11. The remaining part will soon be over.
12. You won't be held responsible for any delay.
13. How can you be so sure ?
14. I know the Chief Engineer : we were once colleagues.
15. He is a very reasonable man.

In addition to the 8 forms of **BE**, there are some other verbs which are used as linking verbs. The sentences below contain some of them :

1. Bairamkhan **became** Akbar's greatest enemy.
2. In fact, he **turned** a traitor.

3. Akbar **grew** suspicious about him.
4. But he **remained** calm.
5. He **appeared** satisfied.

Exercise 46

Fill in the blanks in the following sentences, using appropriate linking verbs from the list given below :

Linking verbs

remained	be
becoming	become
was	growing
being	look

(a) Ranjit was always working hard when he a student in the Engineering College. He wanted to serve India by an engineer. He thought it would unpatriotic to leave his country and go abroad to earn money. When finally he did an engineer he true to his word.

(b) John : What's wrong with you, Mary ? You very sad.

Marry: I am all right, John.

John : No, no. Don't try to hide things from me.

Do you think you can be clever with me.

Marry: I am not clever. Only you are suspicious.

Exercise 47

Use the following as linking verbs in your own sentences :

appear	look	become	turn
feel	seem	lie	prove

The Tense

12

(Some common patterns in use)

You have read about the twelve different tenses in English, namely the following :

Present indefinite	Past indefinite	Future indefinite
Present perfect	Past perfect	Future perfect
Present continuous	Past continuous	Future continuous
Present perfect continuous	Past perfect continuous	Future perfect continuous

These tenses are exemplified in the following table :

	Present	Past	Future
Indefinite	I am tired of life here, Brother.	Akbar kept his eyes and ears open.	We shall leave tomorrow morning.
Perfect	The rulers have been informed .	The ministers had assembled in the Durbar Hall.	The letters will have reached them by now.
Continuous	He is regularly sending them arms.	Bairam Khan was sitting beside the emperor.	He will be hunting in the forest.
Perfect continuous	The emperor has been camping here for twenty days now.	They had been waiting for a suitable opportunity for a long time.	They will have been collecting arms for a long time.

The sentences above comprise a single clause each and hence show a single tense. When a sentence comprises more than one clause, it is possible for each clause to show a different tense. Look at sentence 1 below :

1. They had been waiting for a suitable opportunity before they attacked.

The complex sentence has two clauses. The clause “They had been waiting for a suitable opportunity” is in the past perfect continuous tense while the other clause “before they

attacked” is the past indefinite tense. Similarly, the clauses of sentence 2 below show the past indefinite and the past continuous tense.

2. When I saw him, he was sitting in this room.

Exercise 48

Identify the tense of each clause in the following sentences :

1. I have never before heard of the nightingale.
2. I will get you a good place in the kitchen if you take us to the nightingale.
3. I have the honour to invite you to a court festival.
4. In the centre of the grand hall a golden perch had been fixed.
5. All the city was talking of the wonderful bird.
6. I have had reason to hide it from you, but now I will tell you his name; you are the son of the great Rustam.
7. Our Generals have been killed and now a great danger threatens our country.
8. I shall not return if I don't find my father.
9. He has sent word that he will be here in an hour.
10. Everybody knows the name of Alexander who invaded India many centuries ago.

Exercise 49

Complete the following sentences by supplying clause as directed. (The first two have been done as examples) :

1. I cannot go to movies, because (clause in the present indefinite tense)...
I cannot go to the movies, because I have no money.
2. I cannot go to the movies, because (clause in the present perfect tense)...
I cannot go to the movies because I have spent all the money.
3. About thirty boys have failed and (clause in the future indefinite tense)...
4. About thirty boys have failed and (clause in the present continuous tense)....
5. Find out (clause in the future continuous tense)...
6. Find out (clause in the future continuous tense)....
7. If you do not buy this watch, (clause in the future indefinite tense)...
8. When the bomb exploded, (clause in the past continuous tense)...
9. When the bomb exploded, (clause in the past perfect tense)...
10. When the bomb exploded, (clause in the past indefinite tense)...

Exercise 50

Rewrite the following sentences, supplying the verb in the brackets in their correct tense form :

1. I (meet) my friend yesterday after a long time.
2. They (tell) us the news last night.
3. Jagdish is not here; he (go) out.
4. I (be) to the zoo twice.
5. The town (change) its appearance since 1970.
6. Nowadays we (make) preparations for the festival.
7. I (go) to Amritsar ten years ago.
8. She (look for) her lost ring, but hasn't found it yet.
9. When I (come) to school this morning, I found a bag.
10. We (wait) here for more than thirty minutes now. Let's go.

Exercise 51

Rewrite the following passages with the verbs in the brackets in their correct tense form :

1. A telephone at home (be) a nuisance. Often people (call) you at wrong hours. Sometimes your telephone (ring) when you (do) something that greatly (interest) you. You (not want) to be interrupted but you (force) to stop your work. You (rush) to the telephone and (pick up) the receiver. And what you (discover) ? The caller (dial) a wrong number !

2. Many hundred years ago, Singapore (know) as Temasek. It is said that a prince who (land) at Temasek (see) a strange animal there. He (tell) that it was a lion. He therefore (name) this place Singapore (City of the Lion). Temasek since (become) Singapore. Singapore (be) a British colony for about 130 years and it (become) independent in 1965. Today it (be) one of the cleanest place in South East Asia.

Singapore (be) a democratic republic. The head of the republic (call) President. It (have) a parliament with 65 members. The Parliament (continue) in office for five years.

3. Even today, people in some parts of our country (not see) many things that science (produce). For example, there (be) people in Kashmir who never (see) a train or a railway station, because the railways (not search) their places yet.

Exercise 52

Rewrite the following passages, putting the verbs in the brackets in their proper form :

Though I like cricket very much I (not play) the game even once. I like (watch) others (play). My friends who (play) cricket (try) their best to teach me but I (be) still unable to learn anything. I even (not know) how the bat (hold).

Once I (make up) my mind and (start) (learn) the game with determination. But I (discourage) by the initial failures and finally (give) it up in disgust. Since then, I never (try) my hand at it and (remain) only a good watcher.

Prepositions and Prepositional Phrases

You have read about the noun phrase and the verb phrase. There is another kind of phrase; it is called the **prepositional phrase**.

A Prepositional phrase consists of a preposition and a noun phrase.

For Example

at Amritsar

in Punjab

for all our students

Look at the following table :

Prepositions	Noun Phrases
with	my brother
from	our teachers
to	everybody

By combining the prepositions with the noun phrases you can make 9 different prepositional phrases. They are :

with my brother; with our teachers; with everybody;

from my brother; from our teachers; from everybody;

to my brother; to our teachers; to everybody.

Now look at this table :

Prepositions	Noun Phrases
in	a pencil
under	a house
with	a bridge

Which preposition will you combine with which noun phrase ? Usually the following :

(i) with a pencil

(ii) in a house

(iii) under a bridge

Although you take other combinations as well to make more prepositional phrases, the three given above will be found to be the commonest of them all. This is because certain prepositions go with certain nouns more commonly than with others.

Exercise 53

Make suitable prepositional phrases from the table given below. Use them in sentences of your own :

Prepositions	Noun Phrases
since	that day
at	this hour
from	those books
by	all my answers
in	one big house
into	everybody here
for	my most favourite friend
with	a milk jug
without	

We have just said that prepositions combine with certain nouns more freely than with others. Not only this, their combinations with adjectives and verbs are also selective. It is important to know which nouns or adjectives or verbs combine with which prepositions.

Read the following sentences and note the use of different prepositions :

1. Abide by : You should abide **by** your promise.
2. Abstain from : We should abstain **from** drinking.
3. Accused of : The servant was accused **of** theft.
4. Agree with : I am sorry I cannot agree **with** you.
5. Agree to : He did not agree **to** my proposal.
6. Aptitude for : She has special aptitude **for** music.
7. Apply for : Have you applied **for** this post ?
8. Apply to : I applied to the Principal **for** fee concession.
9. Assure of : I assure you **of** my help.
10. Attend to : You should attend **to** your work.
11. Avail oneself of : I avail myself **of** the chance.
12. Associate with : You should not associate **with** bad boys.
13. Believe in : I believe **in** God.
14. Belong to : This book does not belong **to** me.
15. Blind of : He is blind **of** one eye.
16. Blind to : She is blind **to** her weaknesses.

17. Boast of : One should not boast **of** one's riches.
18. Borrow from : He borrowed some money **from** me.
19. Confident of : I **am** confident **of** my success in the examination.
20. Care of : You should take care **of** your health.
21. Care for : Who cares **for** the poor man ?
22. Charge with : He was charged **with** theft.
23. Congratulate on : I congratulate her **on** her success.
24. Differ with : I differ **with** you on this point.
25. Different from : This book is different **from** that.
26. Eligible for : He is not eligible **for** this post.
27. Enquire into : The police will enquire **into** the matter.
28. Excluded from : He has been excluded **from** the team.
29. Familiar with : Are you not familiar **with** him ?
30. Familiar to : His face is familiar **to** me.
31. Fond of : I am fond **of** reading books.
32. Glad at : We are glad **at** your arrival.
33. Good at : She is good **at** Mathematics.
34. Grateful to : I am grateful **to** you for your help.
35. Import from : India imports oil **from** other countries.
36. Interested in : He is not interested **in** studies.
37. Junior to : He is junior **to** me by one year.
38. Key to : Hard work is the key **to** success in life.
39. Lead to : The road leads **to** Delhi.
40. Marvel at : Everybody marvels **at** his performance.
41. Obligated to : I am obliged **to** you for your help.
42. Object to : He did not object **to** my proposal.
43. Opposite to : His house is opposite **to** the market.
44. Part with : A greedy man cannot part **with** money.
45. Part from : He parted **from** his money.
46. Popular with : Our teacher is popular **with** the boys.
47. Proud of : She feels proud **of** her beauty.
48. Pleased with : Her teacher is pleased **with** her.
49. Recover from : She has recovered **from** her illness.
50. Remind of : I reminded him **of** his promise to me.
51. Remember to : Please remember me **to** your father.
52. Reply to : She has not replied **to** my letter.

53. Satisfied with : My father is satisfied **with** my performance.
54. Send for : You should send **for** the doctor at once.
55. True to : I am true **to** my friends.
56. Useful to : This book is very useful **to** me.
57. Wish for : Everybody wishes **for** happiness in life.
58. Worthy of : Our English teacher is worthy **of** praise.

In the sentences given above, you have seen the use of different prepositions. However, certain ideas are expressed in sentences which need no prepositions at all. It is, therefore, equally essential to know which nouns, verbs, etc. go without prepositions.

Read the following examples carefully and notice the use or omission of prepositions :

1. (a) Akbar was fifteen when he succeeded **to** the throne.
 (b) Akbar was fifteen when he succeeded his **father**, Humayun.
2. (a) The teacher taught us many new things.
 (b) The teacher explained **to** us many new things.
 (It is wrong to say - 'The teacher explained us many new things.')
3. (a) She takes **after** her mother.
 (b) She resembles her mother.
 (It is not correct to say - 'She resembles with her mother.')
4. (a) Both the boys went **into** the office.
 (b) Both the boys entered the office.
 (It is wrong to say - 'Both the boys entered into the office.')
5. (a) We have arrived **at** the station.
 (b) When shall we reach the station ?
 (It is not correct to say — 'When shall we reach at the station ?')
6. (a) The police are searching **for** the thief.
 (i.e., the thief is not yet caught)
 (b) They are searching the thief.
 (i.e., the thief is caught and they are making a search of his pockets etc.)
7. (a) The train was **at** the platform.
 (b) The passengers were on the platform.
8. (a) My father has been ill **since** that day.
 (Don't say - 'My father has been ill from that day.')

9. (a) We shall travel **by** car.
 (b) We shall travel **in** a car.
10. (a) This book consists **of** three parts.
 (b) This book comprises thirteen chapters.
 (It is wrong to say - 'This book comprises thirteen chapters.')

Exercise 54

Fill in the blanks in the following sentences with appropriate prepositions. Leave the blank unfilled if no preposition is required.

1. I am looking my spectacles.
2. His arm was broken an accident.
3. The tea set broke accident; nobody broke it deliberately.
4. The road has been repairs two weeks now.
5. He failed his duty and was dismissedservice.
6. They found him interested State affairs.
7. All orders were given by Bairam Khan Akbar's name.
8. You must deal those representatives carefully.
9. "I am leaving the forest immediately," said Rama.
10. A great sorrow has come the old king.
11. Having lived together, now they are parting company each other.
12. The patient is not well; send the doctor at once.
13. I have given the maximum help; there is no room anything more.
- 14 great patience, Sir Ronald Ross conducted many experiments.
15. Children are full curiosity.
16. They are curious know more anything they see.
17. The news spread quickly all the country.
18. Guard yourself your enemies.
19. The driver brought the train a stop.
20. He should die this disloyalty.
21. He died cancer.
22. He died his country.
23. The ministers were displeased Akbar's hunting trips.
24. Akbar hoped a change in Bairam Khan.
25. Can you believe what he says ?
26. If you can't type all these letters yourself, take someone else's help.

27. You are making good progress; you will become an officer course time.
28. How can you separate the milk the water which it is mixed?
29. Their cottage looked a star.
30. Michael had to pay the money ; that was a bolt the blue.

Exercise 55

Choose the correct preposition from those given in the brackets and fill in the blanks in the following sentences :

1. Father said, “This brother of yours, who was dead, has come back life.” (to, into, with)
2. Luke grew a strong, young man. (into, to)
3. It will be ready another week. (in, by)
4. It will be ready the next week. (in, by)
5. All his hopes were dashed the ground. (against, on, at, to)
6. Antonio was unable to pay off his debt time. (before, in)
7. the end of the meeting the headmaster spoke briefly. (after, at, with)
8. The happy news of the birth of a son him spread quickly. (for, to, of)
9. He said, “My money is your disposal. Use it any way you like.” (for, at, with)
10. They lived luxury and neglected their duty. (in, with, by)

Exercise 56

Rewrite the following passages, filling suitable prepositions in the blanks.

1. The child Gobind lived Patna untill he was five. Then he was brought Anandpur. At seven, he began to take lessons Sanskrit, Hindi and Persian. He was making quick progress his studies and soon became well acquainted the knowledge of all the important things. He learnt heart the whole the Holy Granth. He wrote poetry which is a very order.

Gobind Singh was nine years old when Guru Teg Bahadur martyred at Delhi. The responsibility fulfilling the mission of Guru Nanak now fell his shoulders. He began to prepare himself the great task. He performed his own devotions. Sikhs came far and near do him homage.

2. Many us who live in large towns and cities have grown used working noise which comes from several different sources. There is the noise moving trains which is heard almost all hours the day. The aeroplanes produce noise still greater loudness and intensity. Then there is the noise produced loudspeakers in houses or shops, radio-sets the neighbourhood, street children play or school children singing arithmetical tables chorus.

Consider the following sentence :

The hunter killed the tiger.

In the above sentence, you cannot change the word order without either changing the meaning or making the sentence ungrammatical. Now look at the following sentences :

This fish is well cooked.

This fish is cooked well.

In the above sentence, you can have the adverb **well** either before the verb **cooked** or after it. Thus adverbs enjoy a certain freedom of movement in a sentence. Their position is not rigidly fixed.

Now study the following sentences :

1. **Fortunately**, he is not related to me.
2. Rustam had **always** saved his country from foreign invasion.
3. Siddhartha left the house **quietly**.

In the above sentences, the adverbs have three different positions : in 1. **fortunately** has been used in the front position; in 2. **always** has been used in the mid position ; in 3. **quietly** has been used in the end position (i.e. after the verb and the object).

The position of adverbs depends **largely** on their function. In the above sentences, **fortunately**, **always** and **quietly** are, by function, sentence adverb, adverb of frequency, and adverb of manner respectively.

Classification of adverbs

We have seen above that the function of adverbs is important in determining their position in a sentence. By function, the following are the main classes of adverbs :

1. Adverbs of time and duration e.g. **now, then, before, late, today.**
2. Adverbs of place and direction e.g. **here, there, everywhere.**
3. Adverbs of manner, e.g. **quietly, beautifully, well, badly.**
4. Adverbs of frequency, e.g. **always, never, often, rarely, generally, sometimes, ever,**

usually, seldom.

5. Adverbs of degree, e.g. **almost, already, neatly, hardly, even, just, quite, rather, soon, still.**

6. Sentence adverbs, e.g. **fortunately, honestly, frankly.**

In addition to the single-word adverbs listed above, there are thousands of noun phrases and prepositional phrases which also function as adverbs. Examples :

Last year, in the morning, for two weeks, at the station, to the city, in a quiet manner, in a bad way.

To keep the description simple, we shall call such phrases also ‘adverbs’ when dealing with their adverbial function. Most often, adverbs of time, duration, place and direction are formed by such phrases of duration, **for a long time** used at the end of the sentence. This is the usual position for adverbs of time and duration.

Now look at the following sentences :

The next day Sohrab met his challenger. **In due course**, a son was born to Tanimeh.

In these two sentences, the adverb of time, **the next day** and the adverb of duration, **in due course**, have been used in the front position. This is done in order to make time or duration more prominent, to bring these to the notice of the reader or listener.

Now look at the following sentence :

My son was born **at 2 p.m. on 4 April in 1965.**

The above sentence has three adverbs of time : **at 2 p.m. on 4 April in 1965.** They are arranged in such a manner that a smaller unit of time occurs before a bigger unit. This is the order in which they are generally arranged.

Exercise 57

Insert the adverbs given in the brackets in their correct place without making the adverbs prominent.

1. Helen Keller was born (in 1880).
2. Miss Sullivan, Helen Keller’s teacher, had herself been blind (for a time).
3. She drinks (every morning, at 7 a.m.).
4. I shall meet you outside your office (tomorrow, at 2 p.m.).
5. The final examination will start (at 9 a.m., next year, on 21 March).
6. This morning I waited for the bus (for two hours).
7. Can you have tea with us (tomorrow, at 4 in the afternoon)
8. We are going to Kashmir (for a week, on Saturday).
9. I joined this school (on 21 April, at 10 a.m., in 1977).
10. I left the school (1978, in May).

Adverbs of place and direction

Study the following sentences :

Put the books **there**.

Can you ring me up **at my office** tomorrow ?

I saw him running **to the station**, last evening.

In the above sentences, **there**, **at my office** are adverbs of place and **to the station** is an adverb of direction. Notice these occur at the end of the sentence, but before the adverb of time.

Exercise 58

Insert the adverbs given in brackets in their usual place :

1. We go (to school, every day, at 8 o'clock).
2. Nowadays people drink tea (every morning, at home).
3. My father had to work (all day, yesterday, at this office).
4. The Kalka mail arrived (at Chandigarh, this morning at five).
5. Ravi Shankar played the sitar (last night, at the Town Hall).
6. I shall meet you (outside your school, at 2 p.m., tomorrow).
7. We are going on a holiday (for a week, to Shimla).
8. Let's go (to the picture, tonight).
9. Our English teacher spoke to us very rudely (this morning, in class).
10. I shall see you off (at 7 o'clock, at the station, tomorrow morning).

Adverbs of manner

Study the following sentences :

1. Ivan's wife and his daughter-in-law managed the home **well**.
2. The sick man's wife watched **silently**.
3. He **quietly** closed the door behind him.
4. Some children are **badly** brought up.

The adverbs **well**, **silently**, **quietly** and **badly** are adverbs of manner. Their normal position is after the verb (as in 2) or after the verb and the object if any (as in 1). Sometimes such adverbs can be used just before the verb as in 3, and especially so in the passive voice, as in 4. It will be safe for you to remember to place these adverbs in the post-verb position as in sentences 1 and 2 above.

Now look at the following sentence :

Our friend spoke **well at the school yesterday**.

There are three adverbs in the above sentence : **well**, **at the school**, **yesterday**. These are adverbs of manner, place and time, and this is the order in which these adverbs are normally arranged in sentences.

Exercise 59

Insert the adverbs given in the brackets in their usual place.

1. The Mathematics teacher spoke to us (this morning, very politely in class).
2. Michael and his wife loved their son (all their lives, very passionately).
3. Our Principal worked (at his office, very hard, yesterday from morning till evening).
4. All the students stayed (at the college, quietly, for five hours).
5. Sita loved her husband (deeply, all her life).
6. Sita and Rama spent their time (in the forest, happily, for fourteen years).
7. This book was printed (carefully, at a local press, last year, in March).
8. I completed the work of writing it (last year, early, in my office).
9. The students of class XI will finish it (in one year, easily).
10. Two children were murdered (on 5 September, in the evening, last year, mercilessly, in a jungle).

Adverbs of frequency

Study the following sentences :

1. The sun **always** rises in the east.
2. He will **often** be visiting America.
3. Our principal is **never** late.

The adverbs **always**, **often**, **never**, etc. are called adverbs of frequency because they answer the question : how often ? These adverbs are generally used.

1. before the finite verb, if the phrase consists of one word only (as in sentence 1), except when the finite verb is one of **is, am, are, was, were** ;
2. (a) after the finite verb if the verb phrase consists of more than one word. This means, after the auxiliary (as in sentence 2);
3. (b) after the finite verb when it is one of **is, am, are, was, were** (as in sentence 3).

Adverbs of degree

4. My friend Sunil **almost** passed the examination.
5. He has **just** left for Bombay to become a film actor.
6. He was **quite** happy when the examination was over.

In sentences 4, 5 and 6, you notice that the adverbs **almost**, **just quite**, called 'adverbs of degree', are used in the same position in which adverbs of frequency were used in sentences 1, 2, and 3 above.

Exercise 60

Read the following sentences, inserting the adverbs of frequency and degree given in the brackets in their usual places :

1. I have been to Kashmir (never).

2. I do my homework at night (usually).
3. No, thanks. I do not want a ride. I am going for a walk (just) I shall be back soon.
4. After two months of practice, I can swim now (nearly).
5. Even in class XI we know how to speak English (hardly).
6. Though he is late (generally), he arrives on time (sometimes).
7. I quarrel with my sister (often).
8. My father is so busy (always) that he comes home on time from his office (never).
9. Therefore he can help me with my homework (hardly).
10. You have proved your point (already).
11. My father's boss has offered him higher pay (even).
12. I had missed the bus (nearly).
13. I can understand you (quite), but I see any problem in your work (hardly).
14. I have spent so much money on the repair of my car. But the engine makes a lot of noise (still).
15. Nowadays we hear anything about life on the moon (seldom).

A number of these adverbs (of frequency and degree) can be used in the front or end position for emphasis :

Generally, it does not rain in November.

Already, you have completed half the Grammar course.

My father goes to the Club, **occasionally**.

Some of these adverbs are completely negative or almost negative meanings e.g. **never**, **hardly**, **rarely**, **seldom**, **scarcely**. When such adverbs are used in the front position, inversion takes place in the sentence. Study the following sentences :

1. I can never finish my work in time.

Or

Never can I finish my work in time.

(not : Never I can)

2. He hardly cares about his old mother.

Or

Hardly does he care about his old mother.

(not : Hardly he cares)

3. Our teacher seldom remains absent.

Or

Seldom does our teacher remain absent.

(not : Seldom our teacher remains)

Exercise 61

Put the bold-type adverbs in the following sentences in the front position and make other necessary changes :

1. I have **never** seen an elephant.
2. Our class **scarcely** knew the answer.

3. The porter was **hardly** able to carry my luggage.
 4. He **never** gets up before nine.
 5. Modern students **seldom** find time for reading.
 6. I have **rarely** been to the pictures during the last two years.
 7. You can **hardly ever** understand the condition of the poor people.
 8. I have **seldom** met a more ill mannered man.
 9. The train had **hardly** stopped when he jumped out.
-

ONLY

The position of the adverb **only** is very free. For clarity, however, it should be placed next to the word it modifies.

Examples

Only you can guess. (= No one else can guess.)

You can only guess. (= You cannot do anything more.)

Sentence adverbs

Study the following sentences :

Fortunately, we had enough food with us when our car failed in the forest.

Honestly, I don't like his manners.

Probably, he will be coming late tonight.

The adverbs **fortunately**, **honestly**, **probably** in the above sentences are equivalent to a sentence (or clause). They mean

It was fortunate,

If I may speak honestly,

It is probable,

Such adverbs usually take the front position.

(I)

Conditional sentences beginning with **if** are mainly of three types as shown below :

Type I

1. If they go to Amritsar tomorrow, they will see the procession.

Type II

2. If I went to England again, I would try to settle there.

Type III

3. If Jasjit had gone to Shimla, she would have met her friends.

Note the following important points about the construction of these sentences :

- (i) When the **if** - clause has the present tense forms like **go** and **write**, the main clause has **will** + the **first form**.
- (ii) When the **if** - clause has the past tense forms like **went** and **wrote**, the main clause has **would** + the **first form**.
- (iii) When the **if** - clause has the past perfect tense forms like **had gone** and **had written**, the main clause has **would** + **have** + the **third form**.

Note : **Will** is often replaced by **shall**, **can** or **may**, while **would** may be replaced by **should**, **could** or **might**.

Look at the following table :

Table Showing the Structure of Conditional Sentences

Type	If-Clause	Main Clause
I	Verb in the present tense (go, write, speak)	will } + the first form shall } can } may }
II	Verb in the past tense (went, wrote, spoke)	would } + the first form should } could } might }
III	Verb in the past perfect tense (had gone, had written, had spoken)	would } + have + the should } third form could } might }

The following sentences are not correct :

4. If you take poison, you would die.
5. If you took poison, you will die.
6. If you would have taken poison, you would have died.

Their correct forms are :

4. If you take poison, you will die.
5. If you took poison, you would die.
6. If you had taken poison, you would have died.

Exercise 62

Which of the following sentences are incorrect :

1. If you come to me, I would help you.
2. If you came to me, I shall help you.
3. I shall help you if you come to me.
4. People will laugh at you if you wore that coat.
5. If you wear that coat, you will be laughed at.
6. If you would have reached the station on time, you would have caught the train.
7. If Raminder wins the race, he will get a prize.
8. He would get a prize if he won the race.
9. If they had fought well, they would have won.
10. The police would have caught the thief if they had been alert.
11. If I would have known the result, I would inform you.
12. I would have been kind to him if he had spoken nicely to me.

(II)

Let us read something about the meaning of these **if** clauses. Although the verb in the if-clauses of type I, is in the present tense form (go) and in type II it is in the past tense form (went), the sentence of both these types refer to a time in the future. The action of their going to Amritsar, (Sentence 1) my going to England again (Sentence 2), is yet to take place and so is that of their seeing the procession, (sentence 1), or of my trying to settle in England (sentence 2). As against this, the sentences of type III refer to a time in the past. Read sentence 3 again and consider what it means. It means the following two things :

- (a) Jasjit did not go to Simla, and therefore
- (b) Jasjit did not meet her friends.

So out of the three types , type I and type II refer to a future time, while type III refers to past time.

(III)

Type I and Type II

What is the difference between sentences of type I and those of type II, when both these types refer to future time ? The difference is that the sentences of type I express a greater likelihood of the condition being fulfilled than do the sentences of type II. Look at sentence 1

and sentence 2 again. In sentence 1, the speaker finds that there is a greater likelihood of their going to Amritsar. In sentence 2, the speaker feels that there is very little likelihood of his going to England.

Exercise 63

Rewrite the following sentences, putting the verbs in the brackets in their correct forms :

1. I would come if I (have) the time.
2. He will come if you (invite) him.
3. If I know the answer, I (tell) you.
4. If I knew the answer, I (tell) you.
5. If he does not work hard, he (fail).
6. If you did not finish the job, you (pay) the fine.
7. I would be very glad if I (become) the monitor.
8. Surinder will participate in the competition if his father (allow) him.
9. I would gladly help him if he (approach) me.
10. If you knock down a burglar the law (acquit) you.
11. They would reject your application if you (try) to mislead them.
12. If I find a ten-rupee note, I (give) it to a beggar.
13. I would shout if I (see) a thief.
14. What will you do if you (find) a child weeping ?
15. What would you do if someone (steal) your purse ?

(IV)

Type-III

We have said earlier that If-clauses of type III refer to a time in the past. There is another important point about the meaning of these clauses; that is, when the clause is positive the meaning is negative and when the clause is negative, the meaning is positive. Look at the following sentence :

If Fleming had thrown away the mould, he would not have discovered penicillin.

The clause *If Fleming had thrown away the mould*, which is positive in form, means that Fleming did not throw away the mould. The other clause *he would not have discovered penicillin* is negative form, but it means that he discovered penicillin.

Here is another example :

If you had not raised your hand, I would have turned to some other student.

This sentence means :

- (a) You raised your hand.
- (b) I did not turn to any other student.

The if-clause is negative, but the meaning is positive, while the main clause is positive, the meaning is negative.

Exercise 64

Read the following passage and answer the questions given below it :

Soni had been working patiently for a long time before he became rich, If he had depended on fate, he would have remained a shop-assistant. He earned very little, but if he had not spent his money wisely, he would not have saved anything. In fact, he might have become a beggar, and in any case he could never have married beautiful girl like Rani.

Now answer these questions :

1. Was Soni a shop-assistant ?
2. Did he depend on fate ?
3. Did he remain a shop-assistant ?
4. Was his income high ?
5. Did he spend his money wisely or not ?
6. Could he save something or not ‘?’
7. Did he become a beggar ?
8. Did he marry Rani ?

Exercise 65

Combine the following pairs of sentences into single sentences using if-clauses of type III. (Sentences 1 and 2 have been done as examples).

1. (a) Anil did not help Ranju.
(b) Ranju did not pass.
If Anil had helped Ranju, she would have passed.
2. (a) Anil helped Ranju.
(b) Ranju passed.
If Anil had not helped Ranju, she would not have passed.
3. (a) Penicillin was discovered.
(b) Alexander Fleming became famous.
4. (a) Alexander Fleming did not throw away the mould.
(b) Penicillin was discovered.
5. (a) Fleming was observant.
(b) He noticed the growth of the mould.
6. (a) I did not go to Delhi.
(b) I did not see the Fort.
7. (a) The peasant did not feel angry.
(b) The Devil’s mission failed.
8. (a) I kept the money in the bank.
(b) It was not stolen.
9. (a) I did not notice the book on the floor.

- (b) I did not pick it up.
10. (a) I had got no money.
(b) I did not buy any new furniture.
(Hint : Use “some”)
11. (a) Narinder did not apologize.
(b) Sohan did not forgive him.
12. (a) The doctor injected the medicine carelessly.
(b) The patient died.

Exercise 66

Rewrite the following sentences, putting the verbs in the brackets in their correct forms :

1. If I had not switched the heater off, the room (catch) fire.
(Hint - **would have caught**)
2. If you (invite) all the guests on the same day, there would have been a big crowd.
3. If the peon had been told about it, he (act) more carefully.
4. The papers would have been marked completely if I (not go) to Amritsar.
5. The doctors would have been surprised if the patient (survive) such a severe attack.
6. If you (act) on my advice, you would not have regretted.
7. If your uncle had given you a car, what you (do) with it ?
8. I (feel) very sad if you had not helped me.
9. This world would have been much better if no machines (invent).
10. If the imp had failed again, the Devil (be) very annoyed.

Exercise 67

Complete the following sentences in any suitable way :

1. The cake would have been burnt if
2. Everybody would have been killed if
3. If I had got a car, I would have
4. If you had posted the letter in time,
5. We would have won the race if
6. The thief would have run away if
7. If the train had come on time,
8. If the train had been late,
9. If all the shops had been closed,
10. We would have remained hungry if

Adjective Clauses

16

Adjective clauses are also referred to as relative clauses :

An adjective clause, like an adjective, qualifies a noun or a pronoun. The noun or the pronoun qualified is called the antecedent of the clause.

For example :

1. Can you tell me any book which explains grammar nicely ?
2. Those who live in glass houses should not throw stones at others.

In sentence 1, the clause **which explains grammar nicely** is the adjective clause and qualifies the noun **book**. In sentence 2, the adjective clause **who live in glass houses** qualifies the pronoun **those** and **those** are the antecedents of the two adjective clauses.

Since the adjective clause is connected with its antecedent it is placed as near the antecedent as possible. Look at sentence 3 :

*3. The patient has been discharged from the hospital who was admitted yesterday.

This sentence is not properly constructed. The adjective clause **who was admitted yesterday** is written after the word **hospital**, whereas it qualifies the noun **patient**. It should be written after **patient**. The correct form of the sentence, therefore, is :

3. The patient who was admitted yesterday has been discharged from the hospital.

Here is another example. Sentence 4 below is not correct.

4. The book was found in the playground which I lost yesterday.

The correct form is :

The book which I lost yesterday was found in the playground. We have said above that adjective clauses are also referred to as relative clauses. The conjunctions used in these clauses are generally referred to as **relative pronouns**. They are the following :

who	whose
whom	that
which	

Read the examples given below :

5. The boy **who** is wearing a black coat is Mohan's brother.
6. The man **whom** you met downstairs was the manager.
7. The cups **which** you see here are all made of silver.

8. All the candidates **whose** applications have been received will be called for interview.
9. The book **that** you gave me was very boring.

It will be interesting for you to know that in sentences like 6 above, **whom** can be replaced by **who**. The following sentence is correct :

6. The man **who** you met downstairs was the manager.

Besides these relative pronouns, the following, called Relative **Adverbs**, are also used in the sentences having relative clauses :

where	why
when	how

Look at these examples :

10. India is the country **where** the Vedas were written.
11. Now is the time **when** you should act.
12. He won't disclose the reason **why** he wanted to see her again.
13. Could someone tell me the way **how** I can become rich ?

Exercise 68

In some of the following sentences the adjective clauses, *i.e.* the relative clauses, are wrongly placed. Rewrite those sentences properly :

1. The tea has become cold which you poured into that cup.
2. The play has been taken from this book which they are going to act.
3. Articles are sold at these shops which are made of ivory.
4. The greatest of the leaders was born in India who influenced mankind all over the world.
5. The forts which were built by these powerful kings are now in ruins.
6. The forts which these powerful kings built are now in ruins.
7. The forts are now in ruins which were built by these powerful kings.
8. The knife is very sharp with which we cut the bread.
9. The girl is my cousin who works in the booking-office.
10. The girl has left the room whose mother I was talking to.
11. The place is very famous where we are going now.
12. The reason is not known to anybody why the manager is absent today.
13. The two boys are very shy whom I was talking to just now.
14. The policeman whom you saw at the crossing has come to talk to you.
15. We haven't yet met a person who can do this job.

Exercise 69

Using appropriate relative pronouns or relative adverbs combine the following pairs of sentences into single sentences. Follow the examples shown below :

- (a) The man is standing at the door.
(b) I always forget his name.
- (1) The man whose name I always forget is standing at the door.
(a) People value the trees.
(b) The trees bear fruit twice a year.
- (2) People value the trees which bear fruit twice a year.
(a) Can you remember the person?
(b) You took this newspaper from him.
- (3) Can you remember the person from whom you took this newspaper ?
- (a) Where is the man?
(b) He sold me these sun-glasses.
 - (a) The painting was done by my uncle.
(b) You are looking at the painting.
 - (a) This is the pen.
(b) My father usually wrote his letters with this pen.
 - (a) This is the shop.
(b) This shop sells good vegetables.
 - (a) I received a letter.
(b) The letter had no stamps on it.
 - (a) The milkman comes from Amritsar.
(b) He brings milk for all of us.
 - (a) The tree stands near the gate.
(b) Our old headmaster planted the tree.
 - (a) You don't know the man.
(b) I have just written his address.
 - (a) The bird is not found in India.
(b) It lays eggs twice a day.
 - (a) The boy has not come today.
(b) The headmaster punished him yesterday.

You have read about sentences in the passive voice. A passive voice sentence has the main verb in the third form (*i.e.* the past participle form). It also has one or more than one helping verb. Look at the following verb phrases in a passive voice :

Verb phrases in the passive voice

Helping verbs	Main verbs
is	repaired
are	written
was	broken
were	made
can be	used
may be	printed
will be	caught
should be	sent
must be	issued
has been	informed
have been	done, etc.
is being	
was being	
will have been	
must have been, etc.	

You can make sentences of the passive voice using the verbs from the table on page 105. Here are a few examples :

Subject	Helping verb (s)	Main verb	Other parts of the sentence
1. Watches	are	repaired	here.
2. Some letters	were	written	yesterday.
3. More letters	will be	sent	tonight.
4. Instructions	are being	issued	from the office.
5. You	must have been	informed	about it.

Exercise 70

Following the above examples make 15 sentences, using the verbs from the table of verb phrases on page 76. Supply any suitable subjects of your choice.

Exercise 71

Make sentences of the passive voice, using the following words and phrases. Follow the example :

battle, in 1626, fight, here,

A battle was fought here in 1626.

(Notice that the above sentence requires the verb to be in the past indefinite tense. Passive voice sentences of the past indefinite tense use the helping verb **was** or **were**.)

1. result, declare, yesterday
2. Members, elect, five years ago
3. Penicillin, discover by accident
4. Statue, remove, last year
5. Rama, exile, fourteen years
6. Bairam Khan's letter, burn, immediately
7. King's generals, kill, in battle
8. Many new houses, build, three years ago
9. The students, punish, for their mischief
10. All her belongings, give away, to the poor

Exercise 72

The sentences of exercise 71 are of the past indefinite tense. Make sentences of the present indefinite tense using the following words and phrases as shown in the example:

Example :

Very few motor cars, import, nowadays

Very few motor cars are imported nowadays.

1. examinations, hold, three times a year
2. very good watches, manufacture, in India
3. Penicillin, use, to cure many diseases
4. fields, irrigate, by machines nowadays
5. free meals, supply, to children in schools
6. nowadays new implements, use, for irrigation
7. The 'kheer', make with milk and rice
8. thousands of newspapers read, every morning
9. books of many languages, print, in different countries
10. many letters, type, in our office, everyday

Exercise 73

Using the following words and phrases make sentences of the present perfect tense. Follow the example :

all examinations, postpone

All examinations have been postponed.

1. five hundred guests, invite
2. a big accident, avert
3. crores of rupees, spend, on this project
4. many new schools, open, in our State
5. farmers in our village, teach, to raise better crops
6. all the culprits, punish, suitably
7. all hopes of his recovery, give up
8. everyone, inform, of her arrival
9. strange noises, hear, for a long time
10. a very lucrative scheme, I propose, to my father

Exercise 74

Use the following words and phrases and make sentences of the future indefinite tense, as shown in the example.

Example :

decision, announce, very soon

The decision will be announced very soon.

1. job, finish, in about two years
2. these lessons, teach, next week
3. you, not allow to go, so soon
4. All employees, give bonus
5. the test match, play, on our school playground
6. breakfast, serve, in the dining hall
7. our office, shift, to the new site very soon

8. more trees; plant, along the roads
9. many magic tricks, show, to the audience, in the hall
10. murderer, catch, within a few days.

Exercise 75

Rewrite the following passage using the verbs in the brackets in suitable forms :

The accident which (report) in today's newspapers (occur) about seven kilometers from Jalandhar. The police (say) it (cause) by the carelessness of the bus-driver. Fifteen passengers (injure) but no one (kill). The driver (save) himself by (jump) out of the running bus which (collide) against a tree. These passengers (admit) to hospital where they (give) full medical treatment. It (hope) they (discharge) in a couple of days. The driver (arrest).

You have already learnt how sentences are changed from active to passive voice and vice versa. You have been told that sentences having intransitive verbs cannot be changed into the passive voice, but those having transitive verbs can be. It is important to remember, however, that every sentence having a transitive verb cannot be changed into the passive. Some sentences are always found in the active voice. For example, look at the following ones :

1. Jasjeet has two sisters.
2. This book will cost you forty rupees.
3. This turban suits you well.

These sentences are in the active voice. Their passive-voice counterparts, do not occur in English. You will never hear a sentence like "Two sisters are had by Jasjeet", or "You will be cost forty rupees by this book" or "You are suited by this turban well."

Similarly, the following sentences will *normally* not be changed into the passive voice :

1. Honey tastes sweet.
2. This box weighs sixty kg.
3. He is running a temperature.
4. Mohini resembles her mother.
5. He saw himself in the mirror.
6. They blamed each other.

There are a number of sentences which may occur either in the active voice or in the passive voice. Look at the following table, which shows sentences in the active voice and their corresponding passive-voice counter parts.

Active	Passive
1. We grow a lot of wheat in Punjab.	A lot of wheat is grown in Punjab.
2. People have made another dam.	Another dam has been made.
3. They are repairing the roads.	The roads are being repaired.
4. They told you not to go.	You were told not to go.
5. We will allow them everything.	They will be allowed everything.
6. You should not insult anybody.	Nobody should be insulted.
7. Nobody can disprove this point.	This point cannot be disproved.
8. You must respect your elders.	Elders must be respected.

Change of voice of Imperative Sentences

When an imperative sentence containing a transitive verb is to be changed from the active into the passive voice, we use the verb let followed by the Passive Infinitive without 'to'. Look at the following examples :

Active	Passive
1. Post the letter.	Let the letter be posted.
2. Respect your parents.	Let your parents be respected.
3. Do not tell a lie.	Let a lie not be told.
4. Never shirk work.	Let work never be shirked.

Sometimes, the change of voice takes place only in the infinitive. Study the following examples :

Active	Passive
1. It is time to do this work.	It is time for this work to be done.
2. It is time to reap the harvest.	It is time for the harvest to be reaped.
3. I want you to write a letter.	I want a letter to be written by you.

Exercise 76

Change the following sentences from active to passive :

1. We take it for granted.
2. They have reported many events today.
3. We are making new discoveries everyday.
4. They don't understand your point.
5. Are they listening to our point of view ?
6. We have recently seen a wolf near this village.
7. I do not know anything at all.

8. Has anybody made you the monitor ?
9. Where do we find the best pearls ?
10. Who is looking into this matter ?
11. Do you spend all your money on clothes ?
12. What are you doing about it ?

Exercise 77

Change the following sentences from active to passive :

1. They called many people for help.
2. Someone broke a cup and a saucer.
3. The principal refused him admission.
4. The people called Rustam 'the Shield of Persia'.
5. Did the doctor suggest any new medicine?
6. Who gave you the authority?
7. Why did the Guru tear up the disclaimer?
8. Who stole your watch?
9. How did you lose your watch ?
10. What did he whisper into your ears ?

Exercise 78

Change the following sentences from active to passive :

1. They will give you a big reward.
2. My parents will look after me in trouble.
3. We will kill your Kala Nag if we see him.
4. He will never harm me.
5. The police will arrest the thief on the spot.
6. I will give you yet one hour after doing your work.
7. We will catch the snakes alive and send them to Bombay.
8. Will you not oppose such a man ?
9. We hope Neelu will pass.
10. Will Mr Kapoor send in his resignation tomorrow ?
11. Will you ever forget these happy moments ?
12. How will you solve this problem ?

Exercise 79

Change into the passive :

1. Anybody can do it easily.
2. You should write the address neatly.

3. One cannot please everyday.
4. We should always speak the truth.
5. You must listen to his words.
6. One should do one's duty.
7. Somebody must give my master a huge ransom.
8. Someone can paint this picture easily.
9. You should not pick flowers.
10. We must respect our elders.
11. What can we do for you ?
12. You must put your signatures in ink.
13. How can you distinguish good things from bad ones ?
14. We must help them to solve the problems.
15. We should help the needy.

Exercise 80

Rewrite the following sentences in the passive voice :

1. Only Ranjit knows his address.
2. Help the poor.
3. Tell him everything.
4. Obey your parents.
5. Don't disturb anybody.
6. Did anybody see my pen anywhere?
7. What must you do now?
8. Do not laugh at others.
9. They found the whole class laughing.
10. Did the teacher mark you absent ?

Exercise 81

Change the following sentences from passive to active:

1. A letter had already been written by me.
2. A gift was sent to me by my father.
3. Kites were being flown by the children.
4. The most beautiful verses were written about the nightingale by the poets.
5. Has the plan been chalked out by you ?
6. I felt that I was being deceived by my friend.
7. How much money is wanted now ?
8. By whom are you taught English?
9. Was this song sung by the girls ?
10. When was Ravi seen by you last?
11. By whom was the Chief Guest thanked ?

12. Nothing is known to me at all.
13. Let it be done today.
14. My parents must be spoken to. (**Hint** : You must.....)
15. Let this moral not be forgotten.
16. A lot of wheat is grown in Punjab.
17. Let your word always be kept.
18. I was told not to go.
19. It is said that honesty is the best policy.
20. The food will have been cooked.

Exercise 82

Change the voice of the following sentences :

1. I am shocked at your behaviour.
2. Let me do it.
3. The proposal was agreed to by us.
4. The Nightingale had already been rewarded by the king.
5. The end of the garden was not even known to the gardeners.
6. Do your homework regularly.
7. Had the principal sent for you?
8. They think that he is a rogue.
9. Why did you abuse your younger sister?
10. Can nobody open this door?
11. I did not do it that way.
12. It must not be done by you.
13. The host greeted everyone.
14. It was a hungry man by whom the bread had been stolen.
15. Avoid the company of bad boys.
16. What cannot be cured must be endured.
17. Let him be taken care of.
18. Where do they sell good vegetables?
19. Mr Sharma had been greatly astonished at her behaviour.
20. Who wrote such a silly poem?
21. The police have warned everybody.
22. The police have been alerted.
23. The whole job will be finished by tomorrow.
24. How did you know this man?
25. When will they arrest the thief ?

(I) You have learnt already that when a sentence of direct speech is changed into indirect speech, there is generally a change in the following :

- (i) tense
- (ii) pronouns
- (iii) adverbs of time
- (iv) adverbs of place

For example :

(i) tense

1. Direct : The teacher said, “Kuldip’s report **is** good.”

Indirect : The teacher said that Kuldip’s report **was** good.

(ii) pronouns

2. Direct : The teacher said to Kuldip, “**Your** report is good”.

Indirect : The teacher told Kuldip that **his** report was good.

(iii) adverbs of time

3. Direct : The teacher said, “Kuldip is coming **today**.”

Indirect : The teacher said that Kuldip was coming **that day**.

(iv) adverbs of place

4. Direct : The teacher said. “When I came, Kuldip was sitting **here in this room**”.

Indirect : The teacher said that when he came, Kuldip was sitting **there in that room**.

(II) You may also remember that it is not necessary to retain in indirect speech the words of address, interjection or exclamation, etc., which we very often find in direct speech.

For example :

5. Direct : Kanhaiya said, “**Yes, my Lord**, I have been giving water to everyone”.

Indirect : Kanhaiya **admitted** that he had been giving water to everyone.

6. Direct : **Well !** “I have nothing more to say”, said the speaker.

Indirect : The speaker **remarked** that he had nothing more to say.

7. Direct : “**Oh dear ! Oh dear !** Don’t be angry with me”, said Rajan to Gita.

Indirect : Rajan requested Gita not to be angry with him.

(III) Moreover, short answers like “Yes” and “No” are reported in suitable phrases.

For example:

8. Direct : “Are you ready?” said Harinder.
“Yes”, replied Sonia.

Indirect : Harinder asked Sonia if she was ready. Sonia replied that she was.

9. Direct : “When will you return ?” asked Surinder.
“Tomorrow”, said Harjit.

Indirect : Surinder asked Harjit when she would return.
Harjit said she would return the next day.

(IV) The form of the sentence may also change. Interrogative, imperative or exclamatory sentences in direct speech are reported as declarative sentences in indirect speech.

10. Direct : He said, “Where do you live?”

Indirect : He asked me where I lived.

11. Direct : Sunil said, “Don’t talk loudly”.

Indirect : Sunil told him not to talk loudly.

12. Direct : The boy said, “What a huge dam !”

Indirect : The boy exclaimed that it was a huge dam.

All these changes referred to above can be summed up in the form of rules. Probably you remember some of them.

The following is a summary of the rules which generally apply:

1. While changing the direct speech into the indirect speech the pronouns are changed as shown below :
 - (i) Pronouns of the first person are changed into pronouns of the person of the speaker.
 - (ii) Pronouns of the second person are changed into pronouns of the person of the addressee.
 - (iii) Pronouns of the third person remain unchanged.
2. When the reporting verb is in the present tense or the future tense, the tense of the reported speech does not change.
3. When the reporting verb is in the past tense, the tense in the reported speech changes as shown in the following table :

In direct speech	In Indirect speech
present indefinite	past indefinite
present continuous	past continuous
present perfect	past perfect
present perfect continuous	past perfect continuous
past indefinite	past perfect
past continuous	past perfect continuous

Past perfect and past perfect continuous remain unchanged. The **will** and **shall** of the future tense change to **would** in the reported speech, the rest of the verb phrase remaining unchanged.

4. The adverbs of time and place change as shown below :

In direct speech	In Indirect speech
today	that day
yesterday	the previous day
tomorrow	the next day
last week	the previous week
next week	the following week
now	then
tonight	that night
this place	that place
here	there

5. (a) In interrogative sentences, the interrogative form changes into the declarative form.
 (b) If the interrogative sentence begins with a helping verb (like is, am, are, do, does, has, have, will, shall) the indirect speech begins with **if** or **whether**.
 (c) If the interrogative sentence begins with a question word (like what, where, when) the indirect speech begins with the same question word.
6. (a) In imperative sentences, the indirect speech begins with a suitable verb of command or request etc.
 (b) The reporting verb is followed by the object and the to- infinitive.
 (c) Negative imperatives are changed into indirect speech by using not+ to-infinitive.
7. 'Let us' becomes 'suggest' in indirect speech.
8. Exclamatory sentences become declarative in indirect speech.

Exercise 83

Report the following in indirect speech.

1. Akbar said, "I am tired of life here."
2. "I am sending out fresh letters tomorrow", said Bairam Khan.
3. The teacher said, "We shall finish reading this lesson by the end of this week."
4. "It is my duty to fulfill my father's wish," said Rama.
5. Kaushalaya said to Rama, "If you go away, how can I stay all alone among enemies ?"
6. Sita said, "I will eat wild fruits and roots and I will not lag behind as we walk."
7. "Wherever I go, people thank me for saving their lives", said Alexander Fleming.

8. "We will kill your Kala Nag if we see him", the children said to Ganga Ram.
9. "Give me my share of the family's property", said the son to the father.
10. Akbar said to Bairam Khan, "Deal with them yourself as long as I am away."

Exercise 84

1. Rama said to Lakshman, "As long as our parents are alive it is our duty to obey them."
2. "How long does your Majesty intend to be away ?" asked Bairam Khan.
3. One of the men in the crowd said to Alexander Fleming, "Sir, these children owe their lives to you."
4. "Are you certain that the servant will come ?" said the husband.
"Yes," replied the wife.
5. Akbar said, "Well, then, would you be ready to bring, your charge against him in public ?"
"Yes, certainly", replied Adham Khan.
6. "How long will you take to finish it ?" asked the customer.
"Ten days", replied the shop-assistant.
7. "Will the house be ready for us to move into next month ?" asked Mr Sen.
"Most probably," said the builder.
8. The farmer said. "Which is the most suitable month for harvesting maize?"
"Not April." said the researcher.
9. "How long do you intend to stay in this hotel, sir?" asked the manager.
"Ten days," said the tourist.
10. "I know nothing about what happened yesterday in the office." said the watchman.

Exercise 85

1. The manager said to the typist, "If you can't type all these letters by yourself, take someone's help and finish the work today.
2. Rustam said to his wife, "When you become a mother, tie this stone on the child's arm and keep our marriage a secret."
3. Sohrab said to his mother, "You have hidden from me the name of my father all these years. You must tell me now whose son I am."
4. "Your machine has been repaired. You can take it away," said the mechanic to me.
5. My friend said, "My school is closed today. I am free to play."
6. "Taste this pudding and tell me how you like it," said the girl to her friend.

7. The doctor said to me, “Your sister will be well in a few days. You should not worry about her.”
8. “They call him Sohrab,” the men said. “He fights like a lion.”
9. “Did the doctor come ?” asked Mother. “No,” I replied.
10. “I’ll go to the Caliph. You’ll go to his wife”, said Abou Hassan.

(V) You must have noticed that different forms of sentences in direct speech are introduced by different reporting verbs in indirect speech. For example, a declarative sentence in direct speech may be introduced by **say** or **tell** while an interrogative sentence by **ask** or **want to know** or **enquire** etc. Look at the following examples :

1. **Direct** : “How much does this table cost ?” said the customer to the shopkeeper.
Indirect : The customer asked the shopkeeper how much that table cost.
2. **Direct** : “Two thousand rupees only”, said the shopkeeper.
Indirect : The shopkeeper said that it cost two thousand rupees.
3. **Direct** : “What a wonderful thing !” said he.
Indirect : He exclaimed that it was a wonderful thing”.

Very often, the direct speech to be reported may consist of more than one sentence and the sentences may be of different forms. For example, look at the following passage containing direct speech :

Sohrab’s heart was filled with pride. He said, “Rustam ! I am the son of Rustam. Why did you hide it from me, Mother ?”

The above passage can be rewritten using indirect speech as shown below:

Sohrab’s heart was filled with pride. He said that he was the son of Rustam. He asked his mother why she had hidden it from him.

The two sentences in the direct speech are :

- (i) I am the son of Rustam, and
- (ii) Why did you hide it from me, Mother ?

Sentence (i) is a declarative sentence and sentence (ii) is an interrogative one. So in the indirect speech they are introduced by two different verbs. **Said** is a suitable verb to introduce sentence (i) while **asked** can be used to introduce sentence (ii), Here are a few more examples of how a speech consisting of sentences of different forms can be reported.

1. **Direct** : John said, “I am tired. Is the station very far ?”
Indirect : John said that he was tired and wanted to know if the station was very far.
2. **Direct** : Neeta said, “Mary, we are lost. Run and ask that policeman the way.”
Indirect : Neeta said that they were lost. She asked Mary to run and ask that policeman the way.

3. Direct : “What a nice coat ! I wish I could buy it !” said the poor man.

Indirect : The poor man exclaimed that the coat was very nice. He wished he could buy it.

Exercise 86

Rewrite the following sentences using indirect speech :

1. Bakhshi said, “What a beautiful piece of cloth ! I don’t mind going to my grave under that.”
2. Abou said, “Don’t you feel proud to have a husband like me? I have got you two hundred pieces of gold.”
3. “He is a dishonest man. Don’t depend on him,” said my friend.
4. “Go away. I can’t help you,” said the officer to me.
5. Tejinder said to Sohan, “Why are you sitting idle ? Finish your work as soon as you can.”
6. “Who can lend you fifty thousand rupees ? Money is not so available”, said Juman to his friend.
7. “Play nicely. We are eager to see your game”, said my friends.
8. The doctor said, “Don’t smoke at all. You will be ill again if you smoke”.
9. “My child is very ill. Please help me and give me some money,” said the poor man.
10. “What a huge task we have to do ! How can we accomplish it ?” said one of the boys.
11. The ticket-checker said, “This compartment is air-conditioned. Have you got the ticket for it ?”
12. The headmaster said, “Our school is famous throughout the State. Let us keep its high traditions.”

Exercise 87

Report the following conversations using indirect speech :

1. Suresh : How many marks do I get in this paper, Sir’?
Teacher : Eighty. I am very happy with your paper, Suresh.
Suresh : Thank you, sir.
2. Mona : Which film are we going to see tonight?
Sukhjit : We are not going to see any film tonight.
Mona : Why not’?
Sukhjit : Because we couldn’t buy any tickets.
3. Abou : Can’t you make anything better’.
Wife : There’s nothing in the house to make anything better with. Go to the Caliph and ask him for more money.
Abou : It’s a disgrace. How can I ask him for more money ?

4. Akbar : These are nothing but rumours. Don't believe them.
Adham Khan : They aren't, your Majesty. They are facts.
Akbar : Well, then, would you be ready to prove them?
Adham Khan : Yes, your Majesty.
5. Manager : I want to send all these letters by today's post.
Can you type all of them ?
Typist : I'll try my best, sir.
Manager : Please do.

Exercise 88

Rewrite the following in direct speech :

1. The Guru asked Kanahaiya if that was true.
2. Mother said to Sheela that she must learn cooking, since it would make her a good housewife.
3. Reeta said to her friend that all those books were interesting and told her to read at least two of them.
4. The boy requested his father to buy him a new turban and said that his old turban was torn.
5. Gopal wanted to know from Parkash how many stories he had learnt by heart.
6. Devinder asked his sister if she would like to go to Amritsar with him. She said she would.
7. My father advised me to be careful about everything when I went abroad.
8. The boy exclaimed that it was a very silent and solitary place.
9. Rustam asked his wife not to disclose the fact of their marriage to anybody.
10. The police officer asked me if I knew who had killed the robber. I said I didn't.
11. Lakshman asked what sin or crime Rama had committed and said that even his worst enemy would not find any fault with him.
12. My friend exclaimed with wonder that I had given him a big surprise.

Forms of words and their use

Words often change their forms. Nouns can be changed into adjective or verbs. Verbs can be changed into nouns or adjectives and adjectives can be changed into adverbs or nouns and so on. For example, look at the following set of words :

succeed **success** **successful** **successfully**

As you know, these forms are related ; **succeed** is a verb which can be changed into a noun. Its noun form is **success**. The adjective form is **successful**, from which we get **successfully**, an adverb. You have already learnt how words are changed from one part of speech into another. Now you will learn something more – how these various forms are used in sentences.

Look at the following sentences and notice the use of the above four forms – **succeed** (verb), **success** (noun), **successful** (adjective) and **successfully** (adverb).

1. He **succeeded** in his mission.
2. He met with **success** in his mission.
3. He was **successful** in his mission.
4. He completed his mission **successfully**.

Note also how some of the other words in these sentences change. For example, you find the phrase **met with success** in sentence 2 in place of **succeeded**. In sentence 1; and in sentence 3 there is the phrase **was successful**. Notice in sentence 4, where the adverb form **successfully** is used, another verb, **completed**, is introduced and the preposition **in** is dropped.

Here are some more examples. You can notice similar changes in the sentences when different forms of words are used.

- (noun) : 5. We have no **hope** that he will survive.
 (verb) : 6. We do not **hope** that he will survive.
 (adj) : 7. We are not **hopeful** of his survival.

Notice the different verb phrases—**have no hope, do not hope and are not hopeful**.

- (noun) : 8. Make **corrections** in these spellings.
 (verb) : 9. **Correct** the spellings.
 (adj) : 10. Make the spellings **correct**.

- (noun) : 11. He lives a life of **comfort**.
 (verb) : 12. He lives a **comfortable** life.
 (adj.) : 13. He lives **comfortably**.

Exercise 89

Write the noun forms of the following words :

complete	threaten	represent
tempt	popular	discuss
pay	invade	suspect
easy	young	suitable
develop	prepare	absurd
sure	defend	alert
warn	encourage	offend
persist	separate	recover
publish	long	combine
keen	loyal	oppose
withdraw	intend	console
effective	observe	prevent
thorough	attract	annoy
modest	moist	sympathize
conquer	curious	solve
contribute		

Exercise 90

Write the adjective forms of the following words :

ambition	length	offence
praise	anxiety	face
terror	care	contribute
youth	loyalty	curiosity
discipline	thoroughness	prevent
prepare	develop	attraction
regard	separation	modesty
sympathize	intention	effect
fear	interest	appear

Exercise 91

Write the verbs forms of the following words :

threat	conference	annoyance
defence	conquest	attraction
intention	contribution	development

proof
offence
combination
moist

observation
prevention
solution
sympathy

encouragement
recovery
separation
modern

Exercise 92

Write the adverb forms derived from the following words :

loyal	progress
necessary	keen
suitable	effect
suspicious	thorough
spontaneous	attraction
eagerness	encourage
separate	join
modesty	usual
hurry	decide
interest	widsom

Exercise 93

In the following sentences you will see some words printed in bold type. Tell the part of speech of each such word. The answer to number 1 is given as an example :

1. They **fear** an attack from the enemy.
(Ans. verb)
2. They have the **fear** that the enemy will attack.
3. There should be no fear of any **attack**.
4. He wanted to **practise** the use of arms.
5. Are you ready to **face** the problem ?
6. Many problems looked him in the **face**.
7. He is going to **report** the matter.
8. He has brought the **report**.
9. Guru Gobind Singh wanted them to have **practice in the use** of arms.
10. They gave to the child all the **care** it needed.
11. She does not **care** for it any more.
12. There was great **force** in his speech.
13. In **appearance** it is a strong building.
14. It **appears** to be a strong building.
15. **Apparently**, it is a strong building.
16. You must walk with **care**.
17. You must be **careful while walking**.
18. We gave the enemy a big **fight**.

19. They were going to **fight**.

Exercise 94

Fill in the blanks in the following sentences, using the appropriate forms of the word printed in bold type in the first sentence of each set. Answers for the sentences of set (A) are given as examples :

- (A) 1. He is always **obedient**. **Answers**
2. He always shows 2. obdience
3. He always 3. obeys
4. He always acts 4. obediently
- (B) 1. He tackled this problem intelligently.
2. He showed great in tackling this problem.
3. He tackled this problem in an way.
- (C) 1. The rich should **sympathize** with the poor.
2. The rich should be towards the poor.
3. The rich should show to the poor.
4. The rich should treat the poor
- (D) 1. She heard the sad news **patiently**.
2. She was while she heard the sad news.
3. She showed great while hearing the sad news.
- (E) 1. This argument will make the case **strong**.
2. This argument will the case.
3. This argument will add to the case.
4. With this argument you can present the case more

Exercise 95

Rewrite the following sentences, as directed. Sentence 1 is done as an example.

1. You must be careful while driving a car. (Use the adverb form of **careful**.)
(Ans.: You must drive a car carefully.)
2. He failed in his enterprise.
(Use the noun form of **fail**.)
3. What is the length of its tail?
(Use the adjective form of **length**.)
4. He was made to pay a fine.
(Use the verb form of **fine**.)

5. Who made the payment of this bill?
(Use the verb form of **payment**.)
6. They had given him many warnings before dismissing him.
(Use the verb form of **warning**.)
7. These two boys resemble each other greatly.
(Use the noun form of **resemble**.)
8. The secretary of the club has resigned.
(Use the noun form of **resign**)
9. These plants purify the air for us.
(Use the noun form of **purify**.)
10. They gave the criminals heavy punishment.
(Use the verb form of **punishment**.)
11. These two books do not differ much.
(Use the noun form of **differ**.)
12. He had to pay fine because of his absence.
(Use the adjective form of **absence**.)
13. All these actions prove he is honest.
(Use the noun form of **honest**.)
14. The doctor's advice that I should take rest.
(Use the verb form of **advice**.)
15. Everybody sent congratulations to her.
(Use the verb form of **congratulations**.)
16. It is very difficult to make a correct choice of books.
(Use the verb form of **choice**.)
17. Kings in ancient India were kind to their subjects.
(Use of noun form of **kind**.)
18. There was a collision between a car and a truck.
(Use the verb form of **collision**.)
19. Who has given you the permission to do this ?
(Use the verb form of **permission**.)
20. Nobody can prove this point.
(Use the noun form of **prove**.)
21. She acted in a hurry.
(Use the adverb form of **hurry**.)

22. The boy's behaviour showed that he was rude.

(Use the noun form of **rude**.)

23. The bank can lend him fifty thousand rupees.

(Use the noun form of **lend**.)

24. They used force to get his signature.

(Use the adverb form of **force**.)

25. The army suffered a defeat.

(Use the verb form of **defeat**.)

Short Responses

20

Read the following dialogue :

Baljit : Pavan, do you live in Punjab ?

Pavan : Yes, I do.

Baljit : Can you speak Punjabi, then ?

Pavan . Yes, I can.

Baljit : Have you also learnt how to write Punjabi ?

Pavan : No, I haven't.

Baljit . Would you like to learn it, then ?

Pavan : Yes, I would.

Baljit : Will you be able to afford a private tutor ?

Pavan . No, I won't.

Note that Pavan's answers are :

Yes, I do.

Yes, I can.

No, I haven't.

Yes, I would.

No, I won't.

Notice that none of these answers is a complete sentence. In answer to the questions.

Do you live in Punjab ?

he does not say :

Yes. I live in Punjab (1)

Instead, he says :

Yes. I do.. (2)

To this question, the natural answer will be sentence 2, no sentence 1, which is also grammatically correct. Sentence 2, the natural answer, is generally called a short response.

Note that all the short responses in the above dialogue are responses to the yes/no type questions. The other type of questions like

Where do you live ?

Can also be answered without framing a 'complete' sentence. But here you will learn how to frame short responses to yes/no type questions only.

(a) Affirmative :

Examples : Yes, I do.

Yes, I can.

Yes, I would.

(b) Negative :

Examples : No, I haven't.

No, I won't.

The structure of the responses is as follows :

Affirmative	Negative
Yes, +pronoun+auxiliary	No,+pronoun+auxiliary+n't.

The auxiliary used in both affirmative and negative responses is an appropriate from the same auxiliary as that used in the question. By appropriate form, we mean that form which agrees with the pronoun in the response. The tense of the auxiliary must also be the same as that in the question.

Give short responses to the following questions in the affirmative or negative, as indicated in the brackets :

1. Have you ever been to England ? (negative)
2. Did your sister pass her examination ? (affirmative)
3. Will she go to college now ? (negative)
4. Is she thinking of getting married then ? (affirmative)
5. Was the headmaster of your school not too strict ? (negative)
6. Are you going to see the Principal ? (negative)
(Hint: I +am+not=I'm not)
7. Need you see him at all ? (negative)
8. Would you like to drive the motor-cycle ? (affirmative)
9. Can the citizens of this country ever learn the habit of cleanliness ? (affirmative)
10. Shall I get any meals at this restaurant ? (negative)
11. Hadn't you finished writing when I took away the pen ? (negative)
12. Dare you challenge him ? (negative)
13. Oughtn't we to obey our parents ? (affirmative)
(auxiliary : ought to)
14. Must you leave right now ? (affirmative)
15. Couldn't you stay for a cup of tea ? (negative)

How to express them [1]

Look at the following sentences :

Please lend me five rupees.

Could you lend me five rupees ?

Will you please lend me five rupees ?

Would you mind lending me five rupees ?

All the sentences given above make a request. Thus there are many ways of expressing a request. Similarly there are many ways of expressing other concepts such as ability, cause, hope, promise and so on.

In this chapter, you will study the devices of expressing some of the important concepts.

ABILITY

can

Can you read English ?

Can you drive a motor-car ?

Now man can reach the moon.

be able to

My father is able to speak German well.

I am sorry I am not able to help you.

In the present tense, **can** and **be able to** mean almost the same thing. In the past tense, however, they mean two different things.

Look at the following sentences :

1. Rakesh could cross the river.

2. Rakesh was able to cross the river.

Sentence 2 suggests that Rakesh crossed the river. The use of 'could' in sentence 1 only suggests that Rakesh had the ability or capacity to cross the river. A sentence, like the following, is impossible :

I could go to the cinema yesterday and had a good time. Its correct form will be :

I was able to go to the cinema yesterday and had a good time.

Incorrect : I could pass the tenth class examination and now I am in the eleventh class.

Correct : I was able to pass the tenth class examination and now I am in the eleventh class.

ACHIEVEMENT

was/were able to

(See under **ABILITY** at page 99)

manage to

Harish managed to swim across the river.

(=Harish was able to swim across the river.)

succeed in

Harish succeeded in getting a job.

(=Harish was able to get a job.)

Exercise 97

Do as directed. Sentence 1 has been done for you as an example :

1. Fleming was able to discover penicillin.

(Use **succeed in.**)

Fleming succeeded in discovering penicillin.

2. One can learn English at any age.

(Use **be able to.**)

3. Harish kept his temper.

(Use **manage to.**)

4. Kanta could pass the examination, and joined a college afterwards.

(correct it.)

5. Hillary was able to climb Mount Everest.

(Use **manage to.**)

6. India can supply bicycles to the neighbouring countries.

(Use **be able to.**)

7. Our team succeeded in making two goals.

(Use **manage to.**)

8. We can all learn English Grammar at school.

(Turn into past tense to convey the meaning : We had the ability to learn.....and we learnt....)

9. We could learn English Grammar at school.

That is why we now speak English correctly. (Correct the first sentence.)

10. My parents were at last able to send me to college.

(Use **manage to**.)

CAUSE OR REASON

Independent Sentence :

I'm not going to work now. I'm tired.

because, as, since

My brother succeeded in business because he worked hard.

As he behaved badly, he must be punished.

Since I haven't got much money, I can't buy a motor car.

The conjunction since draws more attention to the cause than **as**.

For (Used in written English only)

Bhagat Singh fought fearlessly, for he was a brave man.

that

The conjunction **that** is used to introduce an adverbial clause of cause after adjectives that express emotions. In spoken English the conjunction **that** is usually dropped.

I'm glad (that) you've come at last.

He's sorry (that;) he can't help us.

Infinitive construction

I'm glad to have come.

We are sorry to lose you.

The infinitive constructions can be used only when the subject of the finite verb and the subject of the infinitive are the same. The above sentences mean :

I'm glad because **I've** come.

We are sorry because we are losing you.

Reason+why

The reason why he was absent was that he was ill.

Exercise 98

Express the cause or reason in the following sentences in a different way, as directed. Sentence I has been done for you as an example :

1. Ganga Ram would feed and protect snakes because snakes were the vilest of God's creatures on earth.

(Use **since**)

Since snakes were the vilest of God's creatures, Ganga Ram would feed and protect them.

2. I can't go to bed so early because I have a lot of work to do.

(Express the cause in an independent sentence.)

3. We are very happy because we have won a prize.

(Use **that.**)

4. As I have never met the man, I can't tell you what he looks like.

(Use **because.**)

5. He will surely get a scholarship. He stood first. (Use **for.**)

6. I am happy. I have passed the final examination.

(Express the reason by using a to-infinitive.)

COMMANDS

order, tell ask

The captain ordered his man to fire.

The headmaster told the students to be regular.

Akbar asked Adham Khan to get the elephants and horses ready.

Imperative sentences

Be here at nine o'clock.

Don't make so much noise.

must

You must be here at nine o'clock.

You must not make so much noise.

be+to-infinitive

You are always to apply before you go on leave.

You are not to come into my room without knocking.

COMPARISION AND CONTRASTS

The comparison of equality is used when we compare two objects, persons or qualities, etc., which are in some ways equal. This comparison is formed as follow :

as... as

Your car is as big as mine.

Sita works as hard as her brother.

Kapil is not as strong as his brother.

so.... as

so...as is often used when the comparison is negative. The last sentence given above is often replaced by 'Kapil is not so strong as his brother'.

When we compare two objects, persons or qualities, etc., that are in some respects unequal, we use the comparative degree of the adjective **or adverb** with **than**.

Your house is larger than mine.

Sita works harder than her brother.

Instead of **than** we use **to** after **inferior, superior, junior, senior**.

This tyre is surely superior to **that**.

Ganesh is senior **to** me by two years.

the.... the with comparatives :

The more you read, the more you learn.

The longer we lived in Chandigarh, the more we liked it.

The sooner you start, the better.

CONCESSION

though, although

Although they are in class XI, they behave like children.

Though the bus was crowded, we managed to get in.

may

In this city, the children may come from poor homes, but they are quite neatly dressed.

He may be educated, but he cannot add up.

matter

No matter what I did, no one paid any attention.

(=Although I did many things, no one paid any attention.)

It doesn't matter how hard you try, you cannot succeed.

(=Although you may try very hard, you cannot succeed.)

even if

I couldn't be angry with her even if I tried.

(Although I tried, I couldn't be angry with her.)

Even if he promises, you can't depend on him.

Exercise 99

Express the following sentences in another way.

Sentence 1 has been done for you as an example :

1. The Principal said to the students, "Be here at nine o'clock."

The Principal ordered the students to be there at nine o'clock.

Or

The Principal said to the students that they must be there at nine o'clock.

2. When I read more, I forget more.
3. Ramesh is not as intelligent as his brother.
4. Luke did not love his lands as much as Michael did.
5. This cloth is superior. That cloth is inferior.
6. He may be rich, but he doesn't have manners.
7. No matter how well the teacher teaches Mathematics, we find it difficult.
8. Even if we give away all our wealth, we cannot seek peace in this world.
9. Although he likes me, he doesn't help me get a job.
10. When we climb higher, the air gets lighter.

HOPE

hope+that-clause

I hoped that he arrived safely.

Let's hope that we all pass.

The conjunction **that** is often dropped in speech.

hope+for something

I'm hoping for the news of his safe arrival.

The rains have failed. Still we're hoping for the best.

hope+to-infinitive

I am hoping to hear that he has arrived safely.

INTENTION

intend+to-infinitive

I intend to buy a new bicycle next year.

Rama did not intend to take Sita to the forests.

means+to-infinitive

The teacher means to make his pupils respect him.

I have said some harsh words, but I did not mean to hurt you.

going to

I am going to buy a new bicycle next year.

I was going to take the final examination last year, but then fell ill.

Exercise 100

Do as directed :

1. I shall buy a new bicycle next year.
(Express as an intention.)
2. Express sentence 1 as a hope.
3. I am fed up with my servant. I must dismiss him.
(Express the second sentence as an intention.)
4. It is my hope that my sister will recover (Use *hope+for* construction. Hint ; noun from recover: recovery.)
5. I hope my brother will stand first in his class. (Use **going to**.)
6. I am serious about it. I shall become a doctor.
7. We hoped to hear from you yesterday.
(Use **hope+that+clause**).
8. He doesn't work, but still he hopes for the best. (Use **hope+that-clause**).

INVITATION

Imperative constructions :

Come and dine with us.

Have a cup of tea.

Imperative+won't you

Come in, won't you ?

Have a cup of tea, won't you ?

Interrogative beginning with won't you

Won't you have a cup of tea ?

Won't you stay here a little longer ?

OBLIGATION

must :

You must do as you are told.

It's late. I must leave now.

Must can be used to express and immediate or future obligation.

In reported speech **must** is also used for the past time.

The teacher said that the student **must do as they** were told.

Otherwise for the past time **must** cannot be used. (See **have to** below.)

have to

I have to be at the cinema hall at 6 p.m.

We shall have to hurry.

Have we to answer all the questions ?

We had to work hard in order to pass the examination.

We'll have to work even on Sundays.

In spoken English we often use **have got to** in place of **have to**.

Have we got to answer all the questions ?

Students have got to be in their classes before eight.

ought to

Ought to is used to express moral obligation.

You ought to obey your parents.

The absence of obligation is expressed in the following ways :

need not

You needn't walk so fast. There's plenty of time.

We need't worry about our examinations.

do not need to

You do not need to walk so fast.

The lack of obligation in the past is expressed by.

didn't need to

We didn't need to work so hard. The courses were very easy.

I didn't need to push the box into the corner. It was already there.

don't have to/haven't got to

He is so rich that he doesn't have to work.

We didn't have to spend any money. Our uncle bought us everything.

You haven't got to answer all the questions.

Note : Must not cannot be used to express the absence of obligation. It expresses prohibition. (See under Prohibition.)

Exercise 101

Do as directed :

1. I must finish my work before 5 p.m. (Remove obligation)
2. You have recovered now, You may start reading again.
(Turn the second sentence into an obligation.)

3. Children should obey their parents.
(Turn into a moral obligation.)
 4. A .You must run if you want to catch the train.
B. No, but there is plenty of time (Complete it.)
 5. You don't have to worry about Mathematics. The teacher will give you a model paper.
(Use need't in the first sentence)
 6. The Principal has ordered us to wear the school dress.
(Use **must** in the sentence and state the whole thing again)
 7. I wish that you should dine with us.
(Write as an invitation, using **won't you.**)
 8. You must pay your fee before the fifth of every month.
(Express obligation in the past time. Hint : **have to**)
-

How to express them [2]

PERMISSION

permit/allow

In a formal manner, we use **permit** or **allow** to seek permission.

Please permit me to say a few sentences.

Can you allow me to use your bicycle ?

The verb **let** can be used in place of **permit** or **allow** :

Please let me say a few sentences.

Can you let me use your bicycle.

may

May is very commonly used for seeking permission.

May I come in ?

In the past tense, **might** is used :

He asked if he might leave the office early.

can

In an informal manner, can is often used in place of **may** to seek permission.

Can I come in ?

Can I go for a swim this afternoon, Mother ?

Tom asked his mother if he could go for a swim.

PLANS AND ARRANGEMENTS

plan

In a formal manner, we can use the verb **plan**.

I have planned to spend the summer in Kashmir.

India is planning to manufacture electric cars.

Present progressive tense

I am spending the summer in Kashmir.

We are leaving for Delhi tomorrow.

Future progressive tense

I'll be spending the summer in Kashmir.

We'll be arriving at Ludhiana at 3 p.m.

Simple present tense

I leave for Delhi tomorrow.

Note : When used for plans, the simple present tense conveys a sense of definiteness. It is generally used for plans of travel. Therefore the verbs most commonly used in this way are **leave, start, proceed, fly, depart.**

Excercise 102

The following sentences either seek permission or express a plan. Rewrite each sentence in some other way without changing its essential meaning. sentence I is done for you as an example.

1. Please permit me to stay at the hostel.
May I stay at the hostel please ?
2. Can I take a day off from work ?
3. We shall be visiting our aunt next winter ?
4. Our Principal leaves tomorrow for England.
5. My sister is taking the B.A. examination next year.
6. India has planned to export electric goods from the next year.
7. Seeta asked Rama if she might accompany him to the forests.
8. May I come in ?
9. Our brother will be getting married January.
10. After his marriage, our brother will be flying to London.

POSSIBILITY

possible/possibility

It is possible that we will win the match.

For Rajneesh, it is not possible to pass the examination.

There is a possibility of our winning the match.

may/might

It may rain tomorrow.

The weather forecast said that it might rain.

Note : **Might**, which is the past tense form of **may**, has been used in the last sentences, because the reporting verb 'said' is in the past tense. **Might** can also be used to express a possibility in the future. *e.g. :*

It might rain tomorrow.

The above sentence shows a remoter possibility of rain than the sentence.

It might rain tomorrow.

Also look at the following sentences :

1. I have applied for a loan, I may get it.
 2. I have bought a lottery ticket, I might get ten lakh rupees.
- Sentence 1 expresses a greater possibility than does sentence 2.

PROHIBITION

must not

Books must not be taken away from the reading-room.

You must not leave the class without the permission of the teacher.

cannot

You cannot (play) football in the park on Sunday.

Cars cannot be parked in front of the entrance.

no+ing form

No smoking

No parking

PROMISE

Promises are expressed by the use of the word **promise**, generally in the verb form. When this word is used as a noun, we use the verb **make** before it.

He has made many promises, but has never fulfilled any.

As a verb, promise is used in a number of different constructions.

promise+to-infinitive

Her husband always promises to come early.

promise+indirect object+to-infinitive

He always promises her to come early.

promise+indirect object+direct object

My father has promised me a watch if I pass the examination.

promise+that-clause

The carpenter promised that the chairs would be ready by Saturday.

Exercise 103

Express each of the following sentences in some other way without changing the essential meaning of the sentence.

1. My brother, who is in Calcutta, may return home tonight.
2. You must not cycle on the pavement.
3. The headmaster has promised to give me the fee concession.
4. You should take an umbrella with you, because it may rain.
5. No overtaking on this road.
6. You cannot take my son to the cinema.
7. You must not smoke in a cinema hall.
8. I promised that I would buy him a bicycle.

PURPOSE

to

I have come here to talk to you.

Fleming returned to St. Mary's Hospital to work on the problem.

in order to

You don't have to go to England in order to perfect your knowledge of English.

In order to finish the work in time, I had to bring the files home.

Note : **In order to** express the purpose more strongly than to.

so as to

I shall go on working today so as to be free tomorrow.

My father works in the evening also so as to keep the family in comfort.

Note : The idea of results is also contained in **so as to**.

in order that; so that

I want to learn typing in order that I may get a typist's job.

Many people are learning to keep poultry in order that they may get eggs.

I stepped aside so that she may go in.

We bought thirty copies of the book so that each boy in the class should get one.

for+verb+ing

We use a hammer for knocking in nails.

REFUSAL

refuse+direct object

They refused our offer of help.

(=They said they did not want our help.)

The invitation was refused.

(=The invitation was not accepted.)

refuse+to infinitive

In the hour of need, even friends refuse to help each other.

The shopkeeper refused to take back the books.

refuse+indirect object+direct object

My husband refuses me nothing.

(=He gives me everything I ask for.)

will not (won't), wouldn't (would not)

I won't do it.

They won't accept your offer.

He wouldn't answer any question.

REQUESTS

Imperative sentence with **please** or **will you**

Shut the door, please.

Help me with this luggage, will you ?

Interrogative sentence with **will you**.

Will you be back early this evening ?

Will you pass the salt, please ?

would you mind

Would you mind waiting for me here ?

Would you mind helping me with this luggage ?

will in conditional clauses

If you will help me, we shall soon finish the work.

(=Please help me, then we shall soon finish the work.)

Note : Compare the following sentences :

1. If you come here on Sunday, we shall go to Pinjore Garden.
2. If you will come here on Sunday, we shall go to Pinjore Garden.

The conditional clause in 1 (in the simple present) expresses a pure condition ; the conditional clause in 2 (in the future tense) expresses a request more than a condition. Sentence 2 means :

Please come on **Sunday** because then we can go to Pinjore Garden.

could

Could you lend me five rupees ?

Could I take your bicycle, please ?

might

You might make a little less noise.

Exercise 104

Do as directed :

1. Mahatma Gandhi gave his life to win freedom for India.
(Express the purpose more strongly.)

2. He said that he could not help me.
(Make one clause, using, refuse.)
3. I am studying in a medical college so as to become a doctor.
(Use **in order that**.)
4. Please tell me how to go to Ludhiana. Would you mind
(Complete this sentence).
5. If you go to the Deputy Commissioner's office, speak to him about me. (Turn it into a request by using the future tense in the conditional clause).
6. Please come back home early tonight. (Use **will you**.)
7. The headmaster refused to grant me leave.
(Express the refusal by using **will not**.)
8. Would you mind reading this letter for me? Please (Complete).
9. If you will grant me leave. I shall be grateful to you.
(Express the request in a different way.)
10. They won't accept our explanation (Use refuse+to-infinitive.)

SUGGESTIONS

Let's

Let's start as early as we can.

Let's eat it, shall we

Notice that we use **let's** not **let us** to make a suggestion.

Let us would mean **please allow us to**.

Compare

1. Let's go now.
2. Let us go now.

Sentence

1. means
We should go now.

Sentence

2. means
Please allow us to go now.

had better

We'd (=we had) better start tomorrow.

You'd (=you had) better do as the doctor says and stay in bed.

Here suggestion and advice are combined.

WISHES

wish+that-clause

I wish (that) I knew how to do it.

(=I'm sorry I don't know.....)

(**That** can often be dropped.)

Note the use of the past tense in the **that**-clause. It does not stand for the past time.

wish+indirect object+direct object

He wished me a pleasant journey.

Shall we go and wish the headmaster a happy Baisakhi ?

wish for

What do you wish for?

My mother buys me everything I wish for.

If only+clause

If only the rain would stop !

(=I wish the rain would stop.)

should (or would) like+to-infinitive

I'd like to be there on time.

(I'd=I would or I should)

Would you like me to order a taxi?

may

May God bless you !

May the King live long !

Imperative sentences

Have a good time !

Enjoy yourself !

The imperative sentences are used to express wishes in an informal manner.

Exercise 105

Do as directed :

1. Please give me permission to leave.

(Use **let**.)

2. You and I should leave now.

(Use **let's**.)

3. It will be good if you finish your work before you go home. (Start with : **You'd better**

4. My mother wished that I should get a first class.

(Use the structure : **wish+indirect object+direct object**)

5. I wish that you should live long.

(Start with: **May**)

6. I wish that he should stop quarrelling.

(Start with: **If only**)

7. I cannot help you because I don't have any money.
(Fill up the blank : I wish I some money to help you.)
 8. Have a nice time.
(Start with : **I wish that...**)
 9. I wish that I should finish learning English.
(Start with : **I'd like**)
 10. The mother wished her baby a quick recovery.
(Use **wish+that-clause.**)
-

Read the following sentences :

1. Please **show me** the last paragraph.
2. Please **explain to me** the last paragraph.

You will notice that in sentence 1 there is no preposition before the indirect object **me**, while in sentence 2 there is a preposition **to** before the indirect object **me**. The indirect object in sentence 2 requires the preposition because of the verb **explain** ; the indirect object in sentence 1 does not require the preposition because of the verb **show**. It is incorrect to say :

*Please explain me the paragraph.

Now read the following sentences.

3. He **told me** that he would be late.
4. He **said to me** that he would be late.

You will notice that the verb **told** can be followed by an indirect object (*e.g.* **me**) without any preposition, but the verb **said** requires the preposition **to** before an indirect object (*e.g.* **me**). It is incorrect to say.

He said me that he would be late.

*He told to me that he would be late.

Also read the following sentences :

5. We **discussed the problems** of our country.
6. We **talked about the problems** of our country.

Notice that we use the preposition **about** between the verb **talk** and its object, **the problems of our country**, but we do not use any preposition between the verb **discuss** and its object. It is incorrect to say

*We discuss about the problems of our country.

Now consider the following sentences :

7. My younger brother **refused to eat** meat.
8. My younger brother **denied eating** meat.

After the verb **refuse** we cannot say **eating** (the-**ing** form of the verb **eat**); after the verb **deny**, on the other hand, we cannot say **to eat** (the to-infinitive form the verb **eat**).

Similarly, we say :

Sentences marked with * are grammatically incorrect. This mark has however not been used with incorrect sentences in the exercises.

9. **I started out to pack** my luggage.

10. **I set about packing** my luggage.

The above two sentences mean the same thing. But **start out** requires to infinitive after it. while **set about** requires the **-ing** form of the verb after it. It is incorrect to say :

* I started out packing my luggage.

* I set about to pack my luggage.

Thus we see that different verbs appear in different patterns : some verbs require prepositions before objects; others do not. Some verbs are followed by **to-infinitive** ; others are followed by the **-ing** form of verbs. Some common errors can be avoided if the patterning of a few verbs is properly learnt. In this chapter, we shall deal with this subject in two sections. **Section I** will deal with the patterning of some verbs in respect of the use of preposition after them ; Section II will discuss the use of **to-infinitive or the-ing** form of verbs after some selected verbs. In both the sections only those verbs are taken in which Indian students generally make mistakes.

Section I

(a) **Explain, describe, suggest**

Some of the patterns in which these verbs can be used are given below :

(i)

Subject	Verb	Direct object
He	explained	the paragraph.
He	described	the journey.
I	suggested	another solution.

(ii)

subject	verb	Direct object	to Indirect object
The teacher	explained	the difficult paragraph	to the whole class.
She	described	the journey	to all the children.
I	suggested	a new idea	to the headmaster.

(iii)

Subject	Verb	to	Indirect object	Direct object
The teacher	explained	to	me	the difficult paragraph.
He	described	to	us	the adventurous journey.
	suggested	to	him	a very new idea.

Note : Pattern (ii) is generally preferred to pattern (iii) when the indirect object is long.

Also study the following patterns :

(iv)

Subject	Verb	that-clause
He	explained	that he had been delayed by the rain.
She	suggested	that we could travel by car.

(v)

Subject	Verb	Conjunction	Clause
The mechanic	explained	why	the machine had stopped.
The teacher	described	how	oxygen is prepared.

(vi)

Subject	Verb	Conjunction	to-infinitive
The mechanic	explained	how	to do it.

From the above tables, you may note the following points :

1. **Explain, describe, and suggest** can all be used in patterns (i), (ii) and (iii).
2. Describe cannot be used in patterns (iv) and (vi). You cannot say :
 - *He described that he had got late.
 - *The mechanic described how to do it.
3. **Suggest** cannot be used in patterns (v) and (vi) ; you cannot say :
 - *The teacher suggested how to pass the examination.
 - *The mechanic suggested how to do it.
4. In each of the patterns (iv), (v) and (vi) the indirect object can be used after the verb; but in each case, the. preposition **to** must precede the indirect object.

Examples :

He explained **to the teacher** that he had been delayed by the rain.

She suggested **to me** that we could travel by car.

The teacher described **to the class** how oxygen is prepared.

The mechanic explained **to the driver** how to do it.

5. The most important thing to note, therefore, is that whenever an indirect object is to be used with the verbs **explain, describe, and suggest**, the preposition **to** must precede the indirect object.

Exercise 106

Say which of the following sentences are incorrect, and then correct them :

1. Please explain me the meaning of the last stanza.
2. Savita described the trip to the zoo.
3. I shall tell your father that you don't attend the classes regularly.
4. My brother said me that he would join the army.

5. The Students' Union must discuss about the rights of students.
6. She explained the patterning of verbs.
7. The teacher described us how snow is formed.
8. We all talk about these problems but do nothing to solve them.
9. My father suggested me another career.
10. Our English teacher explained me how to prepare a summary.
11. The Minister explained the problems to all the students.
12. The leader of the team suggested a new idea.
13. He explained why he had got late.
14. Ravi suggested me that we could buy second-hand books.
15. Please describe me all the happenings.
16. Describe this method to the whole class.
17. Let's suggest this scheme to the Principal. He may agree.
18. Please explain to us the working of the radio.
19. Who can describe me all the events of the story ?
20. We suggested to the Mayor the need to beautify the garden.
21. The poor man explained that he was helpless.
22. The doctor suggested that I should rest for a week.
23. My friend described me how he became rich.
24. The Mathematics teacher explained how to solve this problem.
25. I shall explain you how television works.

You have seen that the verbs **explain**, **describe** and **suggest** require the preposition **to** before the indirect object. In this respect, these verb are NOT like **advise**, **ask**, **inform**, **show**, **teach** and **tell**, which DO NOT require a preposition before the indirect object.

Examples :

The teacher **advised me** to work hard.

He **asked me** my name.

The weather officer **informed us** in time.

Please **show me** the book.

Will you **teach me** Mathematics ?

Please **tell me** the meaning.

The verbs **explain**, **describe** and **suggest** on the other hand are somewhat like the verb **say**, which requires the preposition **to** before the indirect object.

Example :

He **said to us** that he would help us.

Compare the above sentence with.

He **told us** that he would help us.

Exercise 107

(i) Correct the incorrect sentences :

1. The doctor has advised me complete rest.
2. The teacher asked me to work hard.
3. He said me that I was wrong.
4. You should have informed us earlier.
5. Will you please show me your pass ?
6. Why don't you describe me your experience ?
7. Please tell him to go away now.
8. Please suggest him to leave the class.
9. When will you teach us the new poem ?
10. When you receive a mail, inform to me.
11. I advise to you to stop smoking.
12. He teaches to me English.
13. Please show to me the way to the station.
14. The child explained to his mother how he was hurt.
15. He described to me the beauty of the hills.

(ii) Now read out the correct and the corrected sentences three times each.

(b) **discuss, stress**

Earlier in this chapter we pointed out that no preposition is used between **discuss** and its object. We say.

We have **discussed the problem**.

It is incorrect to say

*We have discussed about the problem.

Similarly no preposition is required between the verb **stress** and its object. We say

The Prime Minister **stressed the importance of prohibition**. It is incorrect to say

* The Prime Minister stressed on the importance of prohibition. However, when the noun forms of the verbs **discuss** and **stress** are used, the preposition **on** is required.

Examples :

We held a lengthy **discussion on this problem.**

The Prime Minister laid **stress on the importance of prohibition.**

(c) **apologize, depend, insist, listen, look, succeed, sympathize**

These verbs require certain fixed prepositions after them. Read following sentences :

We must **apologize to** the headmaster.

Punjab **depends on** (or **upon**) agriculture.

The teacher **insists on** our learning the correct patterning of verbs.

Please **listen to** me for a while.

Look at the blackboard.

You may **succeed in** the examination.

Nobody **sympathizes with** the poor.

These verbs must be learnt along with the prepositions that follow them. The prepositions must be retained even when these verbs are used in the passive voice :

The monsoon cannot be **depended upon.**

Correct learning must be **insisted on.**

The teacher should at least be **listened to.**

The paintings are meant to be **looked at.**

The poor are not **sympathized with.**

Exercise 108

In the following sentences insert an appropriate preposition where required, and delete it, where not required.

1. Let's discuss this problem.
2. The teacher stressed on the need to work hard.
3. Shall we stop talking about this matter ?
4. Right habits should always be insisted.
5. We must not depend on notes and guides.
6. Please look the chart.
7. You can succeed in getting the job.
8. Why do you lay so much stress on punctuality ?
9. As you have misbehaved, you must apologize your parents.
10. I have no friend who could be depended.
11. I must insist on your learning these verbs.
12. Please listen me first.
13. If he has failed, you should sympathize with him.

14. Wrong actions must not even be looked.
15. Let's hold a discussion on this subject.
16. The parents' advice must be listened.
17. The dumb should not be laughed at, they should be sympathized.
18. It is important to stress regularity.
19. We discussed about all the points.
20. Look at the progress made by Japan.

Section II

(A) Verbs not followed by the-ing form

decide, refuse, start out, want.

After the verbs given above, you cannot use other verbs in their *-ing* forms; instead, you can use them in their **to-infinitive** forms.

Examples :

We **decided to leave** early in the morning.

They **refused to help** us.

I **started out to pack** my luggage.

We all **want to become** rich in a day.

It is incorrect to say

*We decided leaving early in the morning.

*They refused helping us.

*I started out packing my luggage.

*We all want becoming rich in a day.

(B) Verbs not followed by the to-infinitive-avoid, deny, enjoy, escape, finish, give up, help (as in I can't help-) mind, (in negative and interrogative sentences postpone, put off, set about (=begin)

After the above verbs you cannot use other verbs in their *to*-infinitive forms; instead, you can use them in their *-ing* forms.

Examples :

I could not **avoid meeting** him.

He **denied stealing** my pen.

The whole class **enjoyed hearing** her song.

You can't **escape being** laughed at.

Have you **finished reading** this book ?

You must **give up eating** sweets.

We couldn't **help laughing**.

Would you **mind opening** the window'?

We can't **postpone (put off) answering** that letter.

When will you set **about packing** ?

It is incorrect to say

*I could avoid to meet him.

*He denied to steal my pen.

*The whole class enjoyed to hear her song.

*You can't escape to be laughed at.

*Have you finished to read this book ?

*You must give up to eat sweets.

*We couldn't help to laugh.

*Would you mind to open the window ?

*We can't postpone (put off) to answer that letter.

*When will you set about to pack ?

Exercise 109

Correct the incorrect sentences in the following list :

1. We have decided to take the examination.
2. The boys started out eating their lunch.
3. All of us enjoyed to play cricket.
4. We can't help crying when we see someone killed.
5. When will you set about to write the letter?
6. They refused listening to us.
7. India wants to develop fast.
8. How can you avoid going to school ?
9. Shall we escape catching cold ?
10. When will you finish telling all those stories ?
11. Please don't mind to get late.
12. Why do you put off writing to your brother ?
13. When will you finish to write the letter ?
14. The child denied breaking the glass.
15. You must give up telling lies.
16. Have you decided going home next summer ?
17. Everbody refused to join his party.
18. Do you want going home early today.
19. Can you avoid to see him ?

20. All the children enjoyed swimming in the canal.
21. Shall we start out to pack our luggage ?
22. The thief denied to steal money.
23. Can you escape to get hurt in a crowd ?
24. Please give up to spread rumours.
25. Would you mind helping me with the luggage ?

(C) Some verbs can be used with either **to-infinitive** or the *-ing* form of other verbs, but the meaning in the two cases does not remain the same. Study the following sentences :

I like swimming.

I would **like to swim** on a hot day.

In the first sentence, **like** is followed by the *-ing* form of **swim**. This expresses general liking.

In the second sentence, like is followed by the to-infinitive of **swim**. This expresses liking on a particular occasion.

The verbs **hate**, **love** and **prefer** also behave in the same way as the verb **like**.

I **hate borrowing** money.

I would **hate to stay** at home on such a fine-day.

He **loves going** to the cinema.

He would **love to help** you in this matter.

I generally **prefer staying** at home.

I would **prefer to stay** at home this evening.

Remember; forget

The verbs **remember** and **forget** are used with the *-ing* form of other verbs with the reference is to the past time, e.g. :

Do you **remember posting** the letter ?

(=Do you remember whether you posted the letter or not ?)

Have you **forgotten meeting** her at the party ?

(=Have you forgotten that you **met** her at the party ?)

The verbs (*i.e.* **remember** and **forget**) are used with the *to*-infinitive of other verbs when the reference is to the future time, *e.g.* :

Please **remember** to post the letter.

(The letter is still to be posted.)

Don't **forget to meet** her at the party.

(The party is yet to be attended.)

COMPOSITIONS

Paragraphs

24

Only well-connected ideas can be put together in one paragraph. The reader should be able to clearly see the connection between the sentences in a paragraph.

To make paragraph-writing easy for you, we shall first give you a few sample paragraphs written on easy subjects, using mainly some chosen structures. But before reading each sample paragraph, you will do some structure practice.

PARAGRAPH 1

Subject : Write a paragraph of about 100 words on yours school education up to now.

Structure Practice

Study the following sentences :

- Type (a)
- 1. Before** I went to school, I spent all my time with my mother.
 - 2. When** I was five, I went to school.
 - 3. While** I was at the primary school, I had no homework to do.
 - 4. After** I passed the fifth class, my father bought me a bicycle.

Notice that each of the above sentences has two clauses : an adverbil clause of time followed by the main clause. The order of the two clauses can interchanged. The above sentences can be rewritten as :

- Type (b)
1. I spent all my time with my mother before I went to school.
 2. I went to school when I was five.
 3. I had no home work to do while I was at the primary school.
 4. My father bought me a bicycle after I passed the fifth class.

Notice that when sentences began with a subordinate clause, as in set (a), we put a comma between the two clauses. When they begin with the main clause, as in set (b), there is no comma between the two clauses.

Exercise 110

Using type (a), frame five sentences each beginning with **before, when, while** and **after**.

Exercise 111

Now read the sentences constructed in Exercise 110 changing the order of the clauses in each sentence.

Exercise 112

Complete the following sentences :

1. I had no books before
2. While I was in the seventh class,
3. After I left my village,....
4. My father got me admitted to a Model School when
5. When I passed my high school examination,
6. Before going to a high school,

Sample Paragraph

Before I went to school, I spent all my time with my mother. When I was five, my father got me admitted to the Junior Model School. This is a primary school. While I was at this school, I was given no homework to do. I always did well in Arithmetic and English. After I passed the fifth class, I was admitted to the Senior Model School. This is a higher secondary school. My parents bought me a bicycle after I passed the sixth class with high marks. I worked still harder after I got the bicycle and hope to pass out in the first class.

Exercise 113

You will find that the sample paragraph given above contains many sentences of the type you practised earlier. Pick out all such sentences.

Exercise 114

Write a paragraph of about 100 words, narrating all important events during your education at the high school. Many of the sentences in the paragraph should be of the type you studied under Structure Practice.

PARAGRAPH 2

Subject : Your parents want you to become a doctor. But you have no interest in the medical profession. You want to become a teacher. Write a paragraph on this, giving reasons for your choice.

Structure Practice

Study the following sentences :

1. My parents want me to become a doctor **because** doctors earn a lot of money.
2. They will spend a lot of money on my education, **therefore** they will expect a good dowry at the time of marriage.

3. I want to become a teacher **so that** I may spread education.

Notice that each sentence consists of two clauses, the main clause followed by a subordinate or a co-ordinate clause. The order can be interchanged only in the case of sentence 1 :

Because doctors earn lot of money, my parents want me to become a doctor.

Exercise 115

Frame five sentences, each containing clauses beginning with **because, therefore** and **so that**.

Exercise 116

Complete the following sentences :

1. My teachers like me, because
2. I want to study medicine so that
3. Kamlesh is working very hard so that she
4. We are studying biology, therefore
5. Lawyers keep many books in their libraries because
6. Girls usually become teachers, because
7. Our science teacher is doing M. Sc. so that he may
8. I want to become a lecturer, therefore
9. I get up at five, because
10. We must do this exercise carefully, because it

Sample paragraph

My parents want me to become a doctor because doctors can earn a lot of money. They will spend a lot of money on my education, therefore, they will try to get a good dowry at the time of my marriage. Girls' parents have often to earn money by dishonest means so that they can give large dowries in their marriages. Thus one evil leads to another. I do not like all this. I want to become a teacher so that my parents may not demand any dowry. Further, I want to become a teacher because a teacher spreads education. This is very necessary, because only educated young men can remove bad customs like the custom of dowry.

Exercise 117

From the sample paragraph, pick out the sentences of the type you learnt under Structure Practice.

Exercise 118

Write a paragraph of about 100 words saying why you want to become a doctor. You can get ideas from the following outline. Many of the sentences in the paragraph should be of the

type you studied under Structure Practice.

Health more important than anything else—doctor can improve public health—can serve the ill and dying people—can reduce misery by curing the poor patients—can earn a lot of money—spend it on educating the poor.

PARAGRAPH 3

Subject : Tell the story of how once you lost an expensive pen.

Structure Practice

Study the following sentences :

1. I did not remember **where I** had left my pen.
2. I did not know **how I** had forgotten my pen.
3. I do not know **what** happened to me.

In each of the sentences given above there are two clauses—the main clause followed by a subordinate noun clause. The noun clauses in these sentences are introduced by **where, how and what**. Other similar words which can introduce a noun clause are **who, when, why, which**.

Exercise 119

Complete the following sentences. You can complete each sentence many times in different ways :

1. I tried very hard to remember where
2. I did not know where I had
3. There were no thieves in our class, so I wondered how
4. When I went to the teacher, he asked me why
5. I could not recall what had
6. Do you know how

Exercise 120

Given below is an incomplete substitution. Use *is* to make complete sentences. An example is given below the substitution table.

(Your friend tried to help you.)

My friend	advised me	how
	suggested to me	where
	knew	what
	asked me	when

Example : My friend asked me where I had left my pen.

Sample paragraph

(In this paragraph, you will find the structures of paragraph 1 and 2, used for revision along with the structure practised above).

One morning, when I was in the seventh class, I lost my new fountain pen. I became very sad, because it was an expensive pen. I tried hard to remember where I had left it. Suddenly I remembered that before I went to school that morning, I had gone to the post office. At the post office, I had lent my pen to a stranger so that he could write an address. After he had written the address, he went to another window. I completely forgot to take back my pen. I know how this can be avoided. When you lend a pen, keep the cap with you. I now follow this practice, therefore, I have not lost any pen since.

Exercise 121

Write your own paragraph describing how you lost your identity card.

A FEW MORE SAMPLE PARAGRAPHS

4. Describe how you became interested in photography.

My hobby is photography. It is an expensive hobby. I got interested in it when I was fourteen years old. It was during the long summer vacation when I came to the ninth class. My cousin had come to spend a few days with us. He showed me some nice photographs taken by him. This impressed me so much that I soon learnt from him how to take good photographs. The important thing is not just the handling of the camera, but having an eye for the right scene or the right pose. Having learnt this from my cousin, I have myself made a good collection of photographs by now. My only worry is that I cannot spend as much money on it as my cousin can.

5. While coming back from an educational tour you were left behind. Describe in a paragraph how it happened and how at last you managed to return home on your own.

On our educational tour, when we returned to Agra from Fatehpur Sikri, I took leave from my teacher to visit my uncle. My uncle and aunt were so happy to see me that they did not let me come back the same night to the hotel where my companions were staying. My uncle telephoned to the hotel and told our teacher that I would join them in the morning. When next morning I came to the hotel, the group had already left for the station. I hired a rickshaw and rushed to the station. To my grief I discovered that the train had already left. I was now in great distress because I had no more money with me. At last I walked a distance of 5 kilometres to my uncle's place, borrowed twenty rupees from him and took the next train to Jalandhar.

6. Last Sunday, you and your friends went to a canal for swimming. There was a crowd of people swimming there. Suddenly you saw a boy drowning and heard his cries for help. Describe how you rescued the boy.

While we were splashing water on one another in sheer joy, we heard loud cry : “Save me ! Save me ! I saw that a boy was drowning in the canal. I swam at once to his direction and caught him by the arm. Pulling him along, I brought him to the bank of the canal. The boy was unconscious. I had learnt First Aid, I put him on my knee upside down. The water began to flow out of his belly. Jagdish tried artificial breathing on him. Our efforts soon succeeded the boy came to his senses after some time. We heaved a sigh of relief, and took him to his parents. They thanked us very much and offered us tea and sweets. We were happy we had saved a life.

7. Write a paragraph of ten sentences on the following incidents. You must write the first and the last sentences as it is and for the remaining sentences, make use of the words given in the brackets.

First sentence : We arrived at the railway station at 7 p.m.

Last sentence : If we had arrived even five minutes earlier, we would have caught the train.

(coolie–luggage–rushed to the booking–office–long queue–tickets–entered–disappointed–repented)

We arrived at the railway station at 7 p.m. We engaged a coolie at once, He took our luggage to the platform. Meanwhile I rushed to the booking-office to buy tickets. There was a long queue in front of the booking window. I stood at the tail of the queue and anxiously waited for my turn. At last when I bought the tickets we all entered the platform. We were disappointed to see that the train had just left. We very much repented that we were late. If we had arrived even five minutes earlier, we would have caught the train.

8. Write a paragraph of ten sentences using the following opening sentence, closing sentence and the hints given in the brackets.

Opening sentence : Last month my father bought me a new bicycle.

Closing sentence : I decided to always lock my bicycle when parked. (cinema-parked without locking near the booking office-found missing-reported to the police-a policeman wanted to teach me a lesson)

Last month my father bought me a new bicycle. One day my friend Harish and I decided to go to the pictures. On arriving at the cinema we noticed a large queue at the booking office. We left our bicycle near the booking office and hurriedly joined the queue. On buying the tickets we rushed to the hall .md saw the film. When the show ended we came leisurely to the booking office. While Harish’s bicycle was there, there was no sign of mine. When we reported the matter to the police station near by, a policeman came in at once with the bicycle. He had taken it away deliberately to teach me a lesson. I decided to always lock my bicycle when parked.

9. With the first and the last sentences as given below and using the hints given in the brackets, write a paragraph of ten sentences.

First sentence : Last week I received a letter from my cousin that I should visit him at Shimla.

Last sentence : I hired a porter for my luggage and walked to my cousin's house in Lower Bazaar.

(packed the luggage–rickshaw–bus station–booking window–tickets–the bus started–hills, valleys–clouds floated below us–arrived at Shimla)

Last week I received a letter from my cousin that I should visit him at Shimla. After taking my mother's permission, I packed my luggage. I hired a rickshaw and went to the bus-station. There I engaged a porter and went to the booking-window to buy a ticket. Soon after I got onto the bus, it started. The road to Shimla passes through high hills and deep valleys. I saw pine trees on both sides of the road. At places, the clouds floated below us. After a four-hour journey, the bus arrived at Shimla. I hired a porter for my luggage and walked to my cousin's house in Lower Bazaar.

10. First sentence: A public meeting was held in the Gandhi Park last Friday.

Last sentence : The meeting came to an end in the evening.

(Social problems–large gathering–the Deputy Commissioner presided important persons–dowry system–views expressed–resolution : abolish dowry system–wedding party not more than twenty persons–president's speech)

With the help of the above opening and closing sentences and the hints given in brackets, write a paragraph in ten sentences.

A public meeting was held in the Gandhi park last Friday. It was about some social problems in modern times. There was a large gathering. The meeting was presided over by the Deputy Commissioner. As such all important people of the city attended the meeting. Views were expressed on the dowry system. At the end a resolution to abolish the dowry system was passed unanimously. It was also resolved that a wedding party should not consist of more than twenty persons. After passing the resolution the president made a short speech. The meeting came to an end in the evening.

11. First sentence: Last night I went to the railway station to see off my uncle.

Last sentence : Soon the train left and I returned home by rickshaw.

(to see off my uncle–reserved his berth–platform ticket–mad rush–Kashmir Mail ready–looked up reservation chart–the train left–I returned home)

Using the above hints, the first sentence and the last sentence, write a paragraph in ten sentences.

Last night I went to the railway station to see off my uncle. He had already got his berth reserved. I bought a platform ticket and accompanied him to the train. There was a mad rush on all platforms. Coolies were carrying luggage to the trains or to the exist. We had to cross over the bridge to go to the platform No. 3. When we arrived there, we saw the Kashmir Mail almost ready to leave. My uncle looked up the reservation chart. Finding his berth number from the chart he boarded the train. Soon the train left, and I returned home by rickshaw.

12. Given below are the first and last sentence of a paragraph. Using these and the hints for another 8 sentences, write a paragraph of 10 sentences in all.

First sentence : A fire broke out last night near the railway station.

Last sentence : Luckily, there was no loss of life.

Hints : a great noise—people rushing to the mill of Seth Damrimall—on fire—people splashing water and throwing sand—fire—fire brigade arrived—brought the fire under control—heavy loss of property.

A fire broke out last night near the railway station. There was a great noise on all the roads leading to the station. I at once came out of my house and joined the people, rushing to Seth Damrimall's mill near the station. The mill was on fire. I helped the people who were splashing water and throwing sand on the fire. Soon, the fire brigade arrived. The firemen brought the fire under control only after a long fight. They showed great courage in pulling some labourers caught in the fire. There was a heavy loss of property. Luckily, there was no loss of life.

13. Using the following opening and closing sentences and the hints, given in brackets, write a paragraph of ten sentences.

First sentence : We can read stories, novels and plays in our own language.

Last sentence : We must love our language, but we must not hate other languages.

(learn other subjects through mother tongue—English helps in talking— to people from other places—study of scientific research—travel all over the world—English literature—understanding mankind)

We can read stories, novels and plays in our own language. We can also learn arithmetic, history, geography and other subjects through our mother tongue. Still we must learn English. It helps us to talk to people from other parts of the countries or from other countries. Through English, we can also study the scientific research going on in other countries. With the help of English we can travel all over the world. When we learn English we can also read and enjoy English literature. We can read Shakespeare and Milton. This can widen our understanding of mankind. We must love our language, but we must not hate other languages.



1. A dialogue is a conversation between two persons. Since a dialogue takes place in the spoken form, the sentences are generally short and simple. Though complex sentences may sometimes occur, a sentence of the following type is rare :

Panjab University, which is one of the oldest universities in India, is now located at Chandigarh.

In the above sentence, the clause *which is one of the oldest universities in India* is a non-defining relative (adjectival) clause. In its place we prefer to have another sentence in speech. The complex sentence given above is generally replaced in speech by two simple sentences, viz.

Panjab University is now located at Chandigarh.

It is one of the oldest universities in India.

2. In a dialogue there are usually questions and answers. Remember how questions are framed correctly. Below are given some questions in their incorrect forms together with their correct forms.

Incorrect : When you passed your higher secondary examination ?

Correct : When did you pass your higher secondary examination?

Incorrect : Why you were not present yesterday ?

Correct : Why were you not present yesterday ?

3. The most natural answers to questions in a conversation are 'short-responses', as illustrated below :

Q. Where do you live ?

A. In Chandigarh (Not : I live in Chandigarh.)

Q. Do you play football ?

A. Yes, I do. (Not : Yes, I play football.)

Q. Have you passed B.A. ?

A. No, I haven't. (Not : I have not passed B.A.)

4. In a conversation, a number of contracted form like the following are generally used :

Isn't, don't, shan't, haven't

I've, I'd, I'm, that's, he's and so on.

Sample dialogue

Student : Good morning, sir.

Principal : Good morning. Please sit down.

When did you pass your higher secondary examination ?

Student : In April this year, sir.

Principal : In which class did you pass it ?

Student : In the first class. I stood first in my school, sir, securing 75% marks.

Principal : That's very good ! Do you also play any game ?

Student : Yes, sir. I play hockey.

Principal : Have you ever been the captain of a team ?

Student : No, sir. I don't play that well.

Principal : What do you intend to become after your education ?

Student : A doctor. That's why I've applied for admission to the medical group of subjects, sir.

Principal : Right. We shall be glad to take you.

Student : Thank you very much, sir.

Dialogue 2

Suppose you have not done well in English Paper A. Now your only chance lies in making up in English Paper B. Write a dialogue of about 120 words on this subject with your friend Sukhbir. The beginning and the end should be as given below. Use also the hints given below :

The beginning :

Sukhbir : Hello Gurmeet ! How have you done in English Paper A ?

The end :

I : Yes, thank you, Sukhbir. I have learnt a lesson.

You can learn a language only by regular practice.

Hints : not done well memorized from bazaar notes unusual questions make up in Paper B write compositions yourself.

Sample dialogue

Sukhbir : Hello Gurmeet ! How have You done in English paper A ?

- I : Not all well.
- Sukhbir : Why ? What happened ?
- I : You see, I hadn't studied the textbooks. I had only memorized some questions and answers from the bazaar notes.
- Sukhbir : I see. That let you down. The paper-setter was too clever. Some questions were of an unusual type. You couldn't answer them without studying the texts.
- I : Yes, Sukhbir, I shall no longer depend on learning by rote.
- Sukhbir : I think your only chance now lies in making up in English Paper B. Why don't you write a few paragraphs, dialogues and letters, and show them to your father ?
- I : Yes, thank you, Sukhbir. I've learnt a lesson. You can learn a language only by regular practice.

Dialogue 3

Suppose your father has been transferred here from Rajasthan. You have been recently admitted to a school here. One day your class-fellow Jasbir meets you near the tuck shop and holds a dialogue with you on your courses in Rajasthan. The dialogue begins and ends as follows :

Beginning

Jasbir : Hello Kamlesh ! I learn that you have come here from Rajasthan.

Ending

Jasbir : How about a cup of tea ?

Kamlesh : Fine ! I'd love to join you.

Write a full dialogue in about 120 words, using the following hints :

father transferred courses different Mathematics and English more difficult here Hindi easy Social Studies courses different stories of Rajputana kings in English readers.

Sample dialogue

Jasbir : Hello Kamlesh ! I learn that you have come here from Rajasthan.

Kamlesh : Yes, Jasbir. My father got transferred here from Ajmer.

Jasbir : I see. You must have found the courses very different here.

Kamlesh : Yes, they are. The Mathematics and English courses here are more difficult.

Jasbir : What about Hindi ?

- Kamlesh : I think I find your Hindi books fairly simple.
- Jasbir : And Social Studies ?
- Kamlesh : It is only very different here, not more difficult or less difficult. In Rajasthan, we study more of Rajput history.
- Jasbir : Yes ! That's quite natural.
- Kamlesh : True ! And even in their English textbooks there were many stories about the kings and queens of Rajputana.
- Jasbir : I see. That's interesting.
- (Pause)
- How about a cup of tea ?
- Kamlesh : Fine ! I'd love to join you.

PARAGRAPHS AND DIALOGUES FOR FURTHER PRACTICE

Exercise 122

Last Friday, soon after you started for school it began to rain.

Using the first and the last sentence as given below, and with the help of the hints also given below, describe your experience in about 120 words.

First sentence

Last Friday when I started for my school it was cloudy, but it was not raining.

Last sentence

When I arrived at the school, I found all other students also drenched, and that consoled me a bit.

Hints : (dark and thick clouds drizzled at first then heavy downpour no shelter drenched through and through books got soaked roads muddy and slippery a slip and a fall hurt myself walked through little pools and puddles.)

Exercise 123

Suppose you went to some other school in your district to take part in a debate. Krishan, a student of that school, wants to know about your school. Write a dialogue of questions and answers on this subject. Krishan's first question and your last answer are given below. Also use the hints given in the brackets to frame the questions asked by Krishan.

Krishan : Which school do you come from ?

I : You are most welcome.

Hints : (headmaster how many teachers how many students co-educational primary section English teacher library .. playground can I visit)

Exercise 124

Your friend is very good at studies, but he does not like games. Tell him about the importance of games in ten sentences. Your first sentence and last sentence are given below. Write eight sentences more. Make use of the hints given below in brackets.

First sentence : Games are very useful for our physical and mental health.

Last sentence : But students must not be encouraged to play at the cost of their studies, because that will defeat the real aim of education.

Hints : (a good exercise to build up body and strengthen muscles...outdoor games... manly games... indoor games ... teach cooperation and discipline ...develop the spirit of sportsmanship how to play the game of life... to give and take blows without personal bitterness...help in moulding character.)

Exercise 125

Describe the following incident in ten sentences. You must write the first and last sentence as they are given below and for the remaining sentences make use of the outline given in brackets.

First sentence : Suddenly, the people of our village were informed of a possible flood in the Satluj.

Last sentence : We should always be ready to help the needy.

Outline:—(people left for places of safety ...took a round of the village a woman with two children ...helpless ...arrangements for their rescue medicine....taken to an inn in the town.)

Exercise 126

Look up the paragraph you have written in Exercise 121 above.

To save your lives, you and all the other villagers have been brought to a camp set up in a nearby town. A press correspondent (news man) comes to the camp and looks for an educated person to talk to. He meets you and wants to get from you all information about the flood in your village. Write a dialogue of about 120 words in which the press correspondent asks you questions and in your answers you narrate the incident you have described in the above exercise. The dialogue can begin as follows :

Press correspondent : Have you come from the village X on the bank of the Satluj?

Exercise 127

Write a paragraph of ten sentences 'on the farewell party' in your school. The first and the last of these ten sentences are given below. Use the expressions given in the brackets and make use of the passive voice in the eight sentences that you frame yourself.

First sentence : It was a day we were all waiting for.

Last sentence : The function was marked with mixed feelings of joy and sorrow.

Hints : (arrangements made ...a variety of programme enthusiasm shown by X class..... advice given by the principal... farewell address read.. address replied ...students praised for their outstanding achievements.)

Exercise 128

7. Your school has taken you on a sight – seeing tour of the South. You are the leader of the group. You are now at Bangaluru, from where you have to proceed to Cochin. You go to the Bangaluru station to make rail reservation for the journey. The booking clerk does not understand Punjabi or Hindi. So you have to speak to him in English. Write a dialogue in about 120 words beginning as follows and using the hints given below.

I : Good morning. Which trains go to Cochin?

Booking clerk :There are only two : the Cochin Express and the West Coast Express.

Hints :-(timings—time of arrival at Cochin—fare—if 20 berths available in 3-tier sleeper—possibility of attaching an extra coach—students of Punjab on excursion—meet station master)

Exercise 129

Last time when you were travelling from Delhi to Kanpur you met one Mr Gogoi, and Assamese, in the Gomti Express. He could not speak Punjabi or Hindi and you do not know Assamese, You were compelled to talk with him in English. Mr Gogoi wanted to know about your family, your way of life, festivals, and so on. Write a dialogue in about 120 words on this. His first question and your last answer are given below. Also use the expression given in brackets to frame the questions asked by Mr Gogoi ; Where do you live ?

I : Yes, they spend a lot of money on marriages.

Hints: (house-family—brothers and sisters—father’s occupation -food you eat—women’s dress-festivals—people’s main occupation-marriages.)

Exercise 130

From the outline given below guess the name of the festival described. Put down this name as the heading, and write a paragraph of about 120 words, using the outline and first sentence as given below :

First sentence: Dressed in new clothes, I went with my friend to see the fair.

Outline : dressed in new clothes—happy and gay- open *maidan*-temporary bazaar-sweet shops—merry-go-round— *bhangra* dances-songs—Punjabi festival to celebrate harvesting — enjoyed heartily—returned home at sunset.

Exercise 131

You live in a boarding school, which you joined only two months ago. You have now come borne on a short holiday. Your mother is very anxious to know how you live there, what you

eat there, and so on Imagine a mother's anxiety about her son's well-being and write a dialogue of about 120 words in which she asks you questions and you give answers. You can start with the first sentence given below, and use the hints given in the brackets:

First sentence

Mother : Rakesh, at the boarding-house, do they give you any milk to drink, dear ?

Hints: (breakfast—any *parathas*—*desi* ghee-hot water for bath—*dhobi*—servant for cleaning etc,-room-mates- games-studies—.)



In your earlier classes, you learnt that there are many types of letters and each type has its own rules regarding the beginning and the ending. In fact, each type requires its own style of the language also. For example, when inviting an intimate friend to come to your school and join the youth festival, you may write:

Hey, why don't you come over here during the youth festival? We'll have so much fun.

But when you are inviting a senior officer to visit your school to witness the same function, you will write something like this.

It will give us great pleasure (or: we shall be obliged) if you kindly visit our school and witness the youth festival.

In an earlier class, you have been taught as many as nine different kinds of salutation (e.g. Dear Brother, Dear Sir) and sub-subscription (e.g. Yours affectionately), (Yours faithfully). It will make your task easier if you remember only the following four distinct types :

Letters addressed to	Begin as	End as
1. Relatives	Dear—	Yours affectionately
2. Friends and acquaintances	Dear— Dear Mr/Miss/Mrs	Yours sincerely
3. Your principal/ teacher	Sir/Madam	Yours obediently
4. Officers, newspapers businessmen	Dear Sir/Madam	Yours faithfully

- Note :**
1. —stands for name. In letters to elders, we write the relation• e.g. Father, Aunt etc.
 2. With friends' names we generally do not use 'Mr', 'Miss' or 'Mrs'; with the names of acquaintance we do.
 3. We generally address officers as 'Sir! Madam' and newspaper editors and businessmen as 'Dear Sir/Dear Madam'.
 4. If you like, before writing the subscription, you can write expressions of regard, affection, good wishes or thanks, as suggested below :

Relatives—With respects (or regards) to—With love to—, Friends—With best wishes.
Principal, teachers, officers,—thanking you
newspapers, businessmen.

SPECIMEN LETTERS AND APPLICATIONS

1. *You have received the following letter from a friend of yours. Write him a suitable reply, within about one week of receiving his letter, using the hints given in brackets.*

135, Model Town
Ludhiana 170003
20 November 20....

Dear Rakesh

I am sure you remember that last month I applied for the post of a teacher for adult education. You will be glad to hear that I have been called to take a test and an interview. The test is to be held on 7 December. If I pass the test I shall have to appear at an interview on 9 December. Both the test and the interview are to be held at Chandigarh.

Now, you know my financial position well. I do not know whether I should spend money on this. The Department is not paying any fares. Moreover, I wonder if I can stay with you for three days. To stay at some hotel, even a cheap one, will be out of the question for me. Please let me know what you say in this matter. I shall take the test and the interview only if you think there is some chance of my selection.

Pay my regards to your parents.

With best wishes,

Yours sincerely

Mohan

Mr Rakesh Ahuja
205 Sector-11 A
Chandigarh 160011

Hints : (good chance of selection—his brilliant record as a student.—good many posts—can stay with me.)

Sample reply

205, Sector 11 A
Chandigarh 160011.
29 November, 20.....

Dear Mohan

When your letter of 20th November came here, I was away to Delhi. I came back only last night.

I am really happy to learn that you have been called to take a test and an interview. I feel very strongly that you must take this chance.

My father tells me that there are a number of posts, because they ; want to open adult-education centres in nearly all big villages. Then you had a brilliant record as a student. I have no doubt that you will do well at the test. Further, because you can speak English and Punjabi well, I think you will do well at the interview also.

You should not at all worry about your stay at Chandigarh. You should feel no hesitation in staying with us. My mother and father will welcome you heartily.

Do not miss this chance. Later when, you have earned enough money for college education, you can always join a college for higher studies.

With best wishes

Yours sincerely

Rakesh

Mr Mohan Singh

135 Model Town

Ludhiana-170003

2. Suppose you are Mohan Singh. You have just received Rakesh's reply (given above). Write him a letter of thanks, and confirm programme of visit to Chandigarh to take the test and the interview.

135 Model Town

Ludhiana 170003

Dear Rakesh

I have just now received your letter of 29 November, 20.... My father agrees that there may be a chance for my selection. Mother is not very happy that I should start earning so early. But then what can one do about it? My idea is that I can easily study and acquire higher qualifications as a private candidate. There is no point in making the family suffer so that I may receive higher education by joining a college.

I have, therefore, decided to take this and similar other chances to get a job. I shall be arriving at Chandigarh on the evening of 6 December, I must thank you for your invitation to stay with you. On arrival at the Chandigarh bus station, I shall take a local bus and reach your place.

Please give my regards to your mother and father. I look forward to seeing you all in a few days.

With best wishes

Yours sincerely

Mohan

Mr Rakesh Ahuja
205 Sector II-A
Chandigarh 160011

3. *You are Mohan Singh and you are very lucky. After your test and interview held at Chandigarh, you have been selected as a teacher at an adult education centre. The appointment order shows that you have to work in a village. Write an application to the Director, Department of Adult Education in Chandigarh, requesting that you should be posted in some town so you can continue your studies.*

Sample application

135, Model town
Ludhiana
10 January 20.....

The Director
Department of Adult Education
Chandigarh

Subject : Appointment of teachers at the adult/education centres

Sir

Kindly refer to your appointment DAE 1415/4579, dated 5 January, 20.....

I have been selected as a teacher and posted at the village Kuriman in the Ferozepur District. I do not mind leaving my home to take up this post but I would request you to post me in a town. The reason for my request is as follows :

I have been a brilliant student. In the higher secondary examination I passed in the first division, securing nearly 68% marks. I have a keen desire to carry on my studies, but my father cannot afford my higher studies at college. I, therefore, intend to earn my own living and study privately by attending coaching classes in the evenings.

Now coaching classes are available only in towns, not in villages. I shall, therefore, be grateful to you if you kindly post me in some town.

Thanking you
Yours faithfully
Mohan Singh

4. *Suppose you receive the following letter from your father. Give him a suitable reply.*

Tiger Lodge
Sheikhpura
Dist. Gurdaspur
5 January 20.....

Dear Rajan

I am shocked at your result of the December test. The progress report sent by your principal is very disappointing. It seems that you are not serious about your studies and you are not keeping good company. I am also writing to your warden to keep an eye on you and send me now and then report about your work.

I advise you to be serious about your studies and show better result next time.

Love from your mother.

Yours affectionately

Gurbachan Singh

Mr Rajinder Singh

X1 Class Student

Govt. Higher Secondary School

Pathankot

Sample reply

Govt. Higher Secondary School

Pathankot

10 January 20.....

Dear Father

I received your letter of 5th January two days ago.

I am sorry that this time you did not receive a good report of my studies. I did not do well in the December test, because I remained ill for a few days before the test. I did not write to you about my illness, thinking that it would upset you. Now I am perfectly all right, and I am trying to make up for the loss in my studies. I have not fallen into any bad company. Rest assured that I shall do much better in the annual examination.

My regards to dear mother and love to Kitty.

Yours affectionately

Rajan

Sh Gurbachan Singh

Tiger Lodge

Sheikhpura

Dist. Gurdaspur

5. Suppose you are Harcharan Kaur. You live at 213, Katra Ahluwalia, Amritsar. You have just now passed your Higher Secondary Examination in the first class. You see the following advertisement in *The Tribune* of 20 June:

Wanted a young lady clerk, matriculate with a fair command of English. Pay ₹14000/- p.m. Apply : Manager Chopra Industries, 56-A, Naraina Industrial Estate, Delhi.

Sample reply

213 Katra Ahluwalia.

Amritsar

22 June, 20....

The Manager

Chopra Industries

56-A Naraina Industrial Estate

Delhi

Dear Sir

Kindly refer to your advertisement in The Tribune for the post of a lady clerk, and consider me a candidate.

I have just now passed the Higher Secondary Examination of the Punjab School Education Board in the first class. I obtained 70% marks English. I can also speak English well. At school I took part in debates and speeches In English. During last two months I have also learnt a bit of typewriting. I think I shall soon gain speed in it.

I am a young girl of 17 and I am in good health.

I assure you that I shall do my duties properly,

Thanking you.

Yours faithfully

Harcharan Kaur

6. On Monday, 15 July, you read the following notice on the school notice board :

Notice

Lala Jagan Nath of Jalandhar has offered three scholarships of 500/- p.m. to be awarded every year to the students of XI class who are very good in their studies and whose parents' income is not high. Applications for the award of the scholarship should reach the Principal by Friday, 19 July.

Sd/

Principal

Sample application

223, Bakvi Mohalla

Phagwara

16 July, 20....

The Principal
D.A.V. Higher Secondary School
Phagwara
Sir

Kindly refer to your notice, announcing the award of scholarships offered by Lala Jagan Nath of Jalandhar, I wish to apply for one.

I have always passed all school examinations till now. On many occasions I have secured the first class, on some occasions the second class. In the tenth class examination, held a few months ago I obtained 65 per cent marks.

My father is an assistant in the office of the DPI. His total salary is no more than 8000/- per month. He has to support his old mother and a family of four.

I shall be thankful to you if you kindly award one scholarship to me.

Thanking you

Yours obediently

Kuldeep Arora

Roll No. 22

XI Class

7. You are a typist working in an office of the Punjab Govt. Your pay-scale is 150-300 p.m. You read the following news item in the Indian Express of 2nd December:

D.A. Hike

The Punjab Government has announced an increase in the dearness allowance of all classes of its employees. Employees whose pay is up to ₹15,000/- p.m. will get an increase of ₹1,000/- p.m. Those drawing above ₹15,000/- p.m. will get an increase of 5% of their pay, subject to a minimum of ₹1,000/- p.m. and a maximum of ₹2,500/- per month. The additional dearness allowance will be payable from September last.

Write a letter to the Indian Express, pointing out that the amount of increase in the dearness allowance is too small. The price of food and other essential articles has gone up by at least 20 per cent during one year.

Sample letter

103, Phase IV
Sahibzada. Ajit Singh Nagar
3 December 20....

The Editor
The Indian Express
Chandigarh

Dear Sir

Would you kindly publish the following few lines in the 'Letters to the Editor' column of your newspaper.

The increase in the dearness allowance announced by the Punjab Government has come as a shock to the State Employees. The present dearness allowance was fixed more than one year ago. Since then, the cost of living has gone up by at least 20 per cent. The prices of food items have gone up very high. The prices of other essential articles like clothing have also increased. The landlords have also increased house rents. Therefore, the Government should at least double the increase in the dearness allowance, without which the low-paid employees will be hit hard.

Thanking you

Yours faithfully

Karma Sachdev

8. You read the following poster displayed on your school notice board. Order the book.

OXFORD ADVANCED LEARNER'S DICTIONARY OF CURRENT ENGLISH

by

A. S. Hornby

Third Edition available in paperback from

Malhotra Book Depot

Kashmiri Gate, Delhi 110006

Sample letter

Govt. College

Ludhiana

25 August 20.....

Messrs Malhotra Book Depot

Kashmiri Gate

Delhi 110006

Dear Sir

Kindly send me one copy of **Oxford Advanced Learner's Dictionary of Current English**, third edition (paperback) per V.P.P. at the address given above. I assure you that I shall take delivery of the parcel the day it arrives.

Thanking you

Yours faithfully

Anil Kumar

Class XI-C

9. Suppose you are Rakesh. Do you remember that one Mr A.C. Gogoi became your friend when you were travelling with him from Delhi to Kanpur? Do you also remember that you did not do well in English Paper A, and your friend advised you to make up in English Paper-B?

Now at the end of your examination write a letter to Mr Gogoi Al225 Panan Bazaar, Gauhati (Assam) telling him about the examination, particularly how you did in the two English Papers.

Specimen letter

2204-A, Model Town

Patiala

20 April, 20...

Dear Mr Gogoi

You will probably recall that two months ago we met in the Gomti Express travelling from Delhi to Kanpur. Before parting, we took each other's address and I promised to write to you first. I could not however write earlier because of the examination. Only yesterday I finished my last paper.

On the whole, I have done well in the examination. My Mathematics and Science papers have been very well done. In Social Studies and Punjabi too I hope to get at least second class marks. It is only in English that I have not done too well. In fact, at the end of English Paper-A I was completely disappointed. I was about to give up when my friend Hardeep advised me to take heart and make up in Paper-B. I think I should get at least 50 marks in Paper-B, so that I shall at least pass in English.

This examination has taught me that the English texts must be read again and again, and I should not depend on bazaar notes.

Now I am free for more than two months. I shall go to college in July. I plan to spend my holidays with a friend at Kasauli. It will be cool and pleasant there. Why don't you join us there for a few days?

With best wishes

Yours sincerely

Rakesh

Mr A. C. Gogoi

A/225, Paan Bazaar

Gauhati (Assam)

10. Suppose you are Parkash. You live at 125, Kucha Harman Singh, Phagwara. Your friend Gurinder, who lives opposite Govt. Middle School, Goraya, is thinking of running away to Mumbai to become a film actor. Write him a letter of advice, telling him that it is not wise to do so. Use also the hints given below :

Hints : (not easy to become a film actor—should look after lands- if really interested in acting-join the Film and TV Institute at Poona after B.A.)

Specimen letter

125, Kucha Harnam Singh

Phagwara

5 May, 20.....

Dear Gurinder

Last week, Subhash came here to buy seeds for his farm. He told me that you were planning to run away to Mumbai to become a film actor. I do not think this will be a wise step for you. Don't you know now many young boys rush to Mumbai with the dream of becoming film actors ? Often, they starve there and sleep on pavements. No film company gives them even an extra's role.

I think you should look after your father's lands. You can really earn a lot of money this way. If, however, you feel a strong urge to become a film actor, then you should first practise acting on the college stage. You should complete your B. A. first and then join the Film and Television Institute at Poona. If you have talent for acting, you will do well at that Institute. If you do well at that Institute, you will surely get good offers from film companies.

I am sure you will consider my advice and act upon it.

With best wishes

Yours sincerely

Rakesh

Mr Gurinder Singh

Opp. Govt. Middle School

Goraya

Exercise 132

11. You receive the following letter. Write a suitable reply to it, using the hints given in the brackets.

Office of the Director of Public Instruction

Punjab, Chandigarh

5 August, 20....

Mr Gurdial Singh

527-A. Street 5

Adarsh Nagar

Jalandhar

Please refer to your application, dated 1 July, 20.... for transfer.

The Department wants to make it clear that there is no move to transfer teachers at this time of the year. However, considering the circumstances given in your application, the Department may allow mutual transfer. Therefore, if you can arrange for any teacher at Pathankot to apply for transfer to Jalandhar, you can be transferred to Pathankot to work in his place.

The Department does not pay T. A. and D. A. in the case of mutual transfer.

Sd/-

Registrar.

Hints: (willing for mutual transfer—Mr Harnam Singh of Higher Secondary School, Pathankot, applying for transfer to Jalandhar—)

12. “Wanted a clerk knowing typing. Pay 13,000 p. m. Apply to the secretary, Digamber Jain Higher Secondary School, Loharu, Rajasthan:”

The above advertisement appeared in the Hindustan Times of 10 September, 20.., Apply for the post, stating your qualifications, speed in typing, experience as a clerk or typist and your age.

13. Imagine you are Robert William and you are studying in Class XI at the Mayo College, Ajmer. In a few months, you have to appear in the final examination. Your father sent you the examination fee last month, which you spent away in buying some clothes for yourself. You cannot write to your father again for the fee. Write to your brother, who lives at 23/2, South Extension III, New Delhi, explaining everything and asking him to lend you ₹700/- only.

14. Imagine you are Sarla. You live in Sector-22D, your House No. is 3337. Your father is a clerk. He has been transferred to Patiala. Write an application to the Principal of your school, requesting her to issue you a school-leaving certificate.

15. Imagine you are Kamal. You live in Ambala. Your house is in Model Town there, Its number is 428/B. Write a letter to your parents, who live in Amritsar (House No. 151) in Hall Bazar, telling them about the drama staged in your school in which you played the part of a servant. People liked your acting very much and you got the first prize.

16. On Friday last week, while you were returning home from school, it suddenly started raining. The roads became slippery and cycling became dangerous. Right then, you ran into an old man and he had to be taken to hospital. Write a letter of not more than 100 words, to your mother, giving her an account of what happened. Your name is Seeta and you live in Amritsar. Your house is situated on Court Road, its number is 729.

17. Imagine you are Baldev Singh. You live in Chandigarh. Your House No, is 1059 Sector 22 B. Write a letter to the Editor, The Tribune, complaining of the long hours of power shutdown.

Hints: power shut-down a regular feature-affects students study -examinations drawing near-because of power shutdown—the water-supply remains suspended-streets not lighted-fear of thefts,

18. You are Harpreet Kaur. You live at 125-A, Railway Road. Jalandhar City. A class-fellow of yours (Surinder) comes from Nakodar and tells you that Gurpreet’s parents are arranging (Gurpreet’s) marriage shortly. Gurpreet does not like to get married so soon. After all, like you, she has just passed the higher secondary examination and is barely 16. Write a letter to Gurpreet (House No. 233, Mohalla Kalyana. Nakodar), advising her how she can convince her parents that it is too early for her to get married. You can tell her that even law does not permit it.

19. Imagine you are Pritam Singh. You live at Ferozepur. Your house No. is 105 B in Guru Nanak Nagar. Your younger brother is a bookworm. He is good at studies but weak in health. Write him a letter advising him to improve his health.

20. Imagine you are Subhash Chander. You live at Arjan Nagar in Hoshiarpur. Your House No. is 1035. Now during vacation, you want to go to Delhi to stay with your aunt at 103, Lajpat Nagar III, New Delhi Write a letter to the Postmaster to redirect your mail to Delhi during the period of vacation (give dates).



Essays

My Friend

27

Good friends are rare like gems. Lucky is the man who has a good friend. Jaspal is my bosom friend. He lives at a stone's throw from my house. His father is a farmer. Jaspal is my classmate. He takes keen interest in his studies. But he is not a bookworm.

He behaves with everybody in a decent way. He is obedient and respectful. He is in the good books of his teachers. He is always keen to add to his knowledge. Everyday he reads newspapers.

He takes interest in games. Football is his favourite game. He knows the value of laughter. He always remains happy and keeps me happy. He is honest and dependable. Whenever I am sad, he consoles me.

He has many good qualities for which I like him very much. He believes in self help. He does not poke his nose into the affairs of others. He guards his self-respect. He helps the poor and the needy. He keeps his room spick and span.

He does not waste his time in gossip. He spends it usefully. He has number of hobbies. He is interested in stamp collecting, kitchen gardening and music.

His good habits will go a long way in making him a great man. When he grows up, he is sure to make a mark in life. I am proud of such a nice friend. It is very difficult to have good friends like him. He is a source of great inspiration to me.

An Accident

Accidents are of daily occurrence in big cities. They are generally due to reckless driving. They result in loss of human lives.

Last week I was in Delhi. I had to go to Lajpat Nagar. I was travelling in a local bus. Another bus on the same route was going a few yards ahead. It was evening.

Just near the Zoo there is a sharp bend in the road. When the two buses were turning round, a scooter rickshaw and a motorcycle were coming from the opposite direction. Their drivers delighted in rash driving. They wanted to pass by the bus in a flash. The bus driver sensed the trouble. He slowed down and did his best to avoid the mishap. The two vehicles in their effort to take the turn, struck against each other. Then they crashed into the bus.

I heard a terrible sound. I got off the bus and hurried to the spot. I saw the two vehicles smashed to pieces. I was shocked as many others were.

The scene was quite heart-rending. The girl on the scooter got a terrible shock. She

could not support herself. Somebody nearby helped her sit down. Her brother had received a serious cut on the head. His face was smeared with thick blood, He lay crying with terrible pain. The driver had escaped with slight injuries. The man on the motorcycle lay unconscious. It was very painful to hear the cries of the wounded.

A big crowd immediately collected on the spot. Many were heard exclaiming : “It is really tragic !” The policeman on duty near the scene of the accident rushed to the spot. He asked the people not to make acrowd. An ambulance was immediately sent for. The injured persons were removed to hospital.

The police inspector arrived soon. A photographer was called to take the photograph of the place. Enquiries were made from the eyewitnesses. Their statements as well as that of the bus driver were recorded. The traffic was held up for about an hour.

The tragedy lingered on in my mind for some time and made me sad.

I wish people were more careful while driving. They must drive at moderate speed to prevent such horrible accidents.

A Kabaddi Match

Last Sunday, a kabaddi match was held in our school ground. Players of the Government School and the Khalsa School participated in this match. The ground had been prepared well in advance. The boundaries were marked with lime powder. Our school PTI acted as the referee. At 2.00 p.m., he blew the whistle. Many supporters of the players formed a human fence on all sides of the boundary. The players entered the arena.

First of all, the Government School was asked to send its player into the rival’s field. Although Jagtar was an active player yet four boys of the Khalsa School pounced upon him and held him down. He tried hard to get himself free, but all in vain. Thus the Khalsa School was awarded the first point. The spectators rent the sky with noise. Then the Khalsa School team sent its first player, but nobody dared to touch him. All the players of both the sides went into each other’s territory, saying “Kabaddi kabaddi”. It was really a funny moment when Sohan’s turn came. He had hardly crossed the central line when somebody from outside shouted “Pakar lo”. Sohan jumped back like a frightened cat. Everybody burst into peals of laughter.

The match continued for about thirty minutes. Although in the first round, the Government School got more points, yet in the last round the Khalsa School team turned the tables. The Khalsa School team was declared the winner. Everybody cheered and congratulated the players. Our Headmaster personally came to congratulate the winners. It was really an interesting match with many breath stopping moments.

Ranjit Singh

Ranjit Singh was born on 13 November 1780. He was the only son of Sardar Maha Singh. His mother was the daughter of a Sardar of Jind. His parents paid little attention to his education. He could not get any regular education. In childhood, he fell a victim to samallpox. He was so seriously stricken by the disease that there was little hope of his survival. He

survived but lost his left eye. He was hardly ten years old when he started participating in battles. Thus he learnt the tricks of battle in his teens. Around the year 1792, his father died. In 1796, he was married to Mehtab Kaur. Soon after the death of his father, he took over the reins of administration. In 1798, Shah-Zaman attacked Punjab. Some of his cannon fell into the Jhelum. Ranjit Singh got the cannon out of the river and restored them to Shah Zaman. This gesture pleased Shah-Zaman. He gifted the City of Lahore to Ranjit Singh. Thus he started ruling the Punjab on behalf of the Afghan King.

He became a symbol of intellect and wisdom. He was always surrounded by competent lieutenants. He respected men of wisdom and learning. He was a secular ruler. He devotedly listened to the recitations from holy books.

He listened to the complaints of his subjects with attention. He decided matters on the spot and instructed his officers to take prompt action. In the matter of appointment he took care to see that people of all communities got their share. He possessed a sharp eye for merit, capacity and capability. He made all possible efforts to streamline his administration.

After a long rule of about four decades, on 27th June, 1839, this great ruler of Punjab fell seriously ill. In spite of the best efforts of his well wishers, he could not overcome his illness and fell into the cold hands of death.

An Ideal Student

Students have to play a big role in the development of the country. So they must realise their duties. They are the raw material out of which administrators, soldiers, statesmen and teachers are to be produced. They should try to become ideal students so that they are able to play their role in a proper manner.

An ideal student is one who has developed a sense of true discipline. He knows the value of self-control and does not take part in useless and foolish activities. He knows manners and behaves in a decent way. He applies his own sense of judgement and is not blindly led by others. He is able to distinguish between what is right and what is wrong. He follows the right path of life.

He is obedient and respectful. He shows due regard to his parents and teachers. He cannot think of any disrespect to his elders. He does not boast of his learning, scholarship or achievement. He is devoted to duty and does his work regularly.

He is always anxious to add to his knowledge. In his free time, he is in the library, reading newspapers, magazines or other useful books. He has interest in the affairs of the world.

Apart from his class work, he takes keen interest in extra curricular activities. He is not a bookworm and truly understands the value of games and sports. He tries to develop his personality in every possible way. He takes part in debates and declamations.

An ideal student loves his country. He is not without the noble sentiments of patriotism. He works for the growth and progress of the country. He takes his work seriously and honestly. Whatever he does, he does keeping the interest of the nation in view.

If all students imbibe these qualities, India can progress rapidly and rise to great heights of glory and development.

A Scene at an Election Booth

It was the 3rd of March 1977. The sun was shining in the sky. Our school building was the nerve-centre of the area. It appeared as if all roads ended there. Villagers clad in colourful clothes were making their way towards the school as an election booth had been set up there. Some people came on their tractors. They were full of enthusiasm.

A number of political parties had set up shamianas in front of the school building. Every visitor was being given a V. I. P. welcome. They were led to the tables where the polling agents of various parties were sitting. They had the lists of voters. They checked the names numbers of the voters.

There was a snake-like line outside the election booth. Some of the voters were serious and silent, others quite talkative and jolly. These were discussing the prospects of-various candidates. There were some illiterate persons also. Some of them felt as if they were standing in a puzzle house.

The voters were being ushered to the polling booth. Some blind men also came to cast their vote. In spite of their blindness, they were fully acquainted with the cross currents of politics. Some people tried to cast votes on behalf of others. They were caught and handed over to the police.

Now it was evening and the sun was setting behind a group of trees. At the stroke of five, the main gate was closed. A few late comers had to go back disappointed. It was really a day full of hurry, excitement, joy and anxiety.

A Visit to a Circus

Last year, a circus visited our village, They set up their tent in an open space. As I am a great lover of animals, I requested my father to take me to the circus. He readily agreed.

The whole place was lit up with bright lights. Music was on. Farmers dressed in colourful clothes were coming in large numbers. Some of them came on foot, but those who lived in far off villages came in trucks and tractor-trolleys. First of all, we looked at the posters and had a round of the place. There was a great rush in front of the ticket window. The ticket clerk was very busy selling tickets. My father also bought two tickets. After taking tea, we walked in. A long passage led to the arena. The whole place had been divided into different classes. We had bought 'A'-class tickets. Guides were hurrying to and fro. We showed our tickets to one of them. He led us to our seats. Their band was playing the tune of a latest film song. The whole arena was full of thrill and excitement. Hawkers were selling tea, cold drinks and snacks. Children were shouting and crying.

After sometimes, a bell rang. Some lights were switched off and the show began. Young boys and girls were swinging on high ropes. I missed many heartbeats, when I saw them changing their positions in the midair without any support. Then the horses and elephants came. They held a mock class. After that, a bear came with an old motorcycle. I was really surprised to see a bear driving a motorcycle so efficiently. Everybody cheered.

After an interval of five minutes, the show again started. A man first swallowed many

things and then brought them out. Then a young boy came driving a jeep and made the jeep jump over a seven foot high fence. In the end, two tigers came. They walked on a thick iron rope. I was really surprised to see them balancing so efficiently. The show was over at about 9 p.m. The bell rang and we walked back to our house.

An Ideal Teacher

A teacher is a nation-builder. He has an important role to play in society. He is the pivot of the entire educational system. At schools and colleges, the character and attitudes of young people are built and the qualities of leadership are developed. The quality of students is determined by the quality of teachers. So every teacher should aim at becoming an ideal teacher.

The first task of an ideal teacher is to raise the quality of human material put under his care. He should have love for his pupils. He should have an understanding of student psychology. He should regard his students as his own children. He should understand their problems and difficulties. A teacher who loves his students is sure to win their love and respect.

An ideal teacher should be the master of his subject. He should be the best in the faculty. At the same time, he should have the ability to impart knowledge to students. He must be able to sustain the interest of The class throughout and for this he should have a sense of humour.

An ideal teacher should, by his own example, inculcate a sense of true discipline in his pupils. He should enable them to develop into responsible citizens. He should look after the all-round development of his pupils and produce competent personalities who would bring about progress and prosperity in various spheres of national life.

An ideal teacher is also a student throughout his life. He understands that knowledge is limitless. He spares time to read the latest books to brush up his knowledge. He is never proud and learn things with a sense of humility. He also encourages his students to read beyond the textbooks and thus enrich their knowledge. If he makes a mistake, he should have the moral courage to admit it.

An ideal teacher sees to it that his private life is blameless. This way he can exercise great influence his pupils.

A Trip to the Hills

Last year in June. I got a chance to enjoy a holiday at Simla. I was very happy.

I made necessary preparations and boarded the bus for Kalka, from where I wanted to go by train. It was eight in the morning, yet it was quite hot. The train started at 8-15 a.m. Hardly had the train covered a few miles, when the air seemed to cool down. Clouds were seen floating in the sky. The hills presented a lovely sight. The scenery became more and more charming, The train went round the winding rail track. It was not my first chance to visit the hills, yet their sight thrilled me much They were covered with tall pine-trees and wild flowers. As the train crossed Solan, the scene of the distant hills, covered with snow, looked beautiful. I was full of joy and eyed the green mountain ranges with a sense of wonder.

In the evening I was at Simla. It was a pleasure to see big crowds of young and old people in their best dresses. They all seemed gay and cheerful.

I stayed at Simla for ten days, I visited all places worth seeing. I went to see Wild Flower Hall, the Tara Devi Temple, the Jakoo Temple, Kufri, Chaduick Fall etc. It was a thrilling experience. I visited cafes and restaurants. I enjoyed riding, too. I spent most of my evenings on the Mall and the Ridge.

I made the return journey from Simla by bus. I reached Kalka in about four hours. As I boarded another bus for home. The hills receded in the distance. The memory of my pleasant trip will live lone with me.

Life in a Big City

Life in a big city is full of charm and bustle. It has many Advantages. So the people, who are rich and resourceful, prefer to live in cities. Modern amenities are available in a city. They make life comfortable. There are public schools and government schools. There are so many arts and science colleges. There are technical institutions. Young boys and girls have many opportunities to grow and develop in an atmosphere of freedom. Medical aid is readily available to the residents. There are big hospitals and also private doctors. There are public libraries. People can go there for pleasure and profit.

There are many sources of entertainment. Air-conditioned cinema houses are a big attraction. In the evening, people pass pleasant hours the public parks. There are clubs where one can spend time in pleasure. Cultural shows are held and those who have time and money can enjoy themselves. Restaurants provide a good escape from the daily routine. Visit a coffee-house and you find yourself in a different world. People are seen discussing everything under the sun. They refresh themselves and exchange views.

There are factories and offices. There are big and small industries. So there are lots of jobs available. However, life in a big city is, to some extent, artificial. People are clever and crafty. They are not honest like simple village folk. Air near the factories is full of smoke and injurious to health. Food is often impure. So people fall ill and suffer. But despite these drawbacks, life in a big city is full of attractions.

An Annual Prize-Distribution Function

The prize-distribution day is a very colourful occasion in the school life. This function is generally held towards the end of the session. It is a time of great joy for the students, especially the prize winners.

This year the function in our school was held in the month of February. The Education Minister was kind enough to preside at the function. A big *shamiana* was put up. The enclosure was beautifully decorated. Flowerpots and buntings made the place look bright and lovely. Prizes were arranged on the side tables. They were wrapped in coloured paper. The teachers took great pains to see that the whole show was a grand success.

The function was to begin at 3 p.m. but the students began to gather much before the appointed hour. Everybody was in high spirits. They were all anxious to occupy the best seats.

Guests began to arrive at 2:30 p.m. They were received by the members of the reception committee. The front rows were reserved for them. The prize-winners occupied seats meant for them.

The chief guest arrived at the right time. He was given a guard of honour by NCC students. Then he entered the *shamiana*. All stood up in their seats. There was perfect order and pindrop silence.

The programme started with a national song. A colourful variety programme was presented by the students. Then the principal read annual report. He also spoke highly of the chief guest and welcomed him to the school.

Then the distribution of prizes began. Names were called out. As the winners went forward to get prizes, the students clapped loudly.

When the distribution of the prizes was over, the chief guest delivered a short speech. He congratulated the prize-winners and the school staff on the excellent results and achievement in sports. He then called upon the youth to work honestly for building up their country. The principal then thanked the chief guest and the function came to a close with the singing of National Anthem.

My Hobby

A hobby is an interesting occupation which we take up for our amusement in our spare time. Different people have different hobbies, according to their tastes. There are many hobbies such as painting, singing, stamp-collecting, wood-carving, needle work and gardening.

There are many advantages of having a hobby. It adds greatly to the pleasure of life.. It provides diversion from the daily routine. It is often an education in itself. It fills our vacant hours with pleasure.

I have great taste for photography but it is a very expensive hobby. So I have taken up gardening as my hobby. The lovely colour of flowers and their sweet smell keep me happy.

I have a small plot in front of my house. Here, I have developed a garden, complete with flower-beds and green turf. I have planted different varieties of roses. A mango tree and a guava-tree provide the cool shade in summer. Soft grass looks like a sheet of green velvet.

In the morning, I spend about an hour tending the flower plants. I remove the weeds and do the trimming. I water the lawn and the saplings. I do not mind soiling my clothes. In fact, I enjoy much doing all this. In the evening when I come back from school, I again devote some time to my garden. Surrounded by the flowers as I stand I forget the books for some time. Their fragrance is refreshing. Sometimes when we sit there in the moon-lit night, we feel ourselves far away from the fever and fret of the world.

It is a real fun to eat unripe and ripe guavas. The tree gives a good harvest. I distribute the fruit among the children of my neighbours.

I keep my garden neat and in good trim. My younger brother also helps me in its upkeep. With the change of seasons, I lay out new beds for flowers. Manure is turned in and seeds are carefully sown in rows. This hobby keeps me quite busy in my free time. I delight in looking after my garden.

An Indian Festival

The Diwali is the grandest of all the Indian festivals. It is a festival of lights. It is celebrated with great enthusiasm all over the county. Most people believe that it is celebrated in honour of the return of Lord Rama to Ayodhya after his fourteen years' exile.

It falls on the twentieth day after the Dussehra. It comes off in the month of Kartik. So it marks the advent of winter.

The Diwali brings with it the message of cleanliness. About a week before the festival all the houses and shops are cleaned and whitewashed. Some of them are gaily decorated. Every house and every shop puts on a new and bright appearance. The streets and bazaars are tastefully decorated.

The Diwali day is a day of, great rejoicing among the Hindus and the Sikhs. All people, young and old, rich and poor, look happy and gay. They put on their best clothes. The shops of confectioners and toy-sellers are overcrowded. They make sweets of different colours and shapes, which the children like very much. They talk proudly, telling others how they eat **lions** and **elephants**. At night, all the members of a family assemble and worship Lakshmi, the goddess of wealth. They pray for health, wealth and happiness. Sweets are distributed among all friends and relatives.

At night, the houses and shops are brightly lit up with earthen lamps and candles. Children play fireworks and explode crackers. The bazaars look as bright as the day. On the Diwali night, the Golden Temple at Amritsar presents very charming sight. People come from far and near to see the Diwali celebrations at Amritsar.

But it is a pity that the evil custom of gambling is associated with it. Many persons gamble the whole night. Most of them ruin themselves. This evil custom should be stopped.

The importance of this festival is great. It keeps the memory of Lord Rama alive. It marks the beginning of the new financial year among the hindus. On this day the shopkeepers and merchants open new accounts for the next year.

The Craze for the Cinema and T.V.

Gone are the days when people used to see their favourite stage actors in flesh and blood. Now the stage has been replaced by the silver screen. The T. V. has also joined the cinema family. The T.V. and cinema have not only become a medium of mass communication, but they are also a source of entertainment. Whenever one may go, cinema-houses are always overcrowded. People start queuing up in front of the booking-windows much before the showtime. Sometimes, their pockets are picked and shirts are torn, but they bear all this.

Young boys and girls often play truant and go to see the movies. They dress up like the film stars on the screen. They talk and walk like them and try to live like them. The cinema has taken everybody by storm. This has affected their studies also. They squander the hard-earned money of their parents. They live in a fool's paradise. They try to copy the tricks they see in the films.

Recently, the T. V. has also become an effective medium of entertainment. On some days,

when an interesting programme is to be telecast, young enthusiasts even forget to eat their food. They sit in front of the television-set to view their favourite programmes. Even the busy farmers find time to view the programmes of their interests. Thus at only entertain themselves but also learn the new and advanced methods of farming.

In the present age, the cinema and T. V. have become an important part of life. In spite at their drawbacks, they continue to draw crowds. They are really a boon for the tired man. They are a big craze with everybody. Our government is trying its utmost to improve the standard of the programmes.

Blessings of Science

The present age is the age of science. It has changed the world. It has touched every aspect of modern life. It cools our houses in summer. In winter, it makes them warm. It cooks our food and washes our clothes. There are machines that can do anything for us. There are washing-machines. There are cooking machines. Nowadays, there are calculating-machines also. There are lofty buildings, having a number of storeys, called skyscrapers. But we need not climb upstairs. There are lifts to take us to the topmost storey.

In offices and factories, there are various machines to help us do our work quickly. These machines do not make mistakes; only they have to be kept in working order.

We have quick means of transport. Science has brought us nearer to other countries. We can travel by air or by train. We can take a taxi or a bus or a steamer. Oceans and mountains are no barriers now.

The telephone and the internet have put us in close touch with our friends and relatives. The radio and the television enable us to hear and see things happening in distant countries. We have cinemas and theatres to entertain us.

Medical science has overcome disease and suffering. Even defective hearts and lungs can be repaired or replaced. Atomic energy has added enormously to our resources.

Even the moon is no longer out of our reach. Science has given us untold joys. We should always make proper use of the advantage that science has given us.

Life of an Indian Farmer

India is an agricultural country, and our farmers are the backbone of our society. If they stop working in the fields, the whole society shall suffer.

Yet a farmer leads a very hard life. He works from morning till evening. He toils without minding the scorching heat of summer or bitter cold of winter. He ploughs the fields, sows seeds, waters them and looks after the crops at all times.

His life is very busy. He goes to the field in the morning and works. Then he takes rest under a tree. His wife brings his food there. After resting, he gets busy again till it is dark.

He lives in poverty. He is often in debt. He is contented with his miserable lot. While he provides food for others, he himself remains hungry. He works like a beast of burden.

The condition of the farmer is, however, improving now. The government has done much for the farmers. Almost all villages have been electrified. Link roads connect the villages with

the main road. Fertilizers are supplied to the farmers. Good quality seeds are given to them. Tubewells are sunk for irrigation. So his produce is good. The prices of foodgrains are fixed by the government. So good profits are ensured. His future is bright indeed.

Shri Guru Gobind Singh Ji

Guru Gobind Singh was the tenth Guru of the Sikhs. He was born at Patna on 26 December 1666. He was the only son of Guru Tegh Bahadur. Guru Gobind Singh spent the first six years of his life at Patna. Right from his childhood, he showed a keen interest in games and various skills. Even in his childhood, he took part in mock fights. He was a master of the bow and arrow. In 1673, the family shifted to Anandpur Sahib. There, he learnt horse-riding, and became a master of the sword. He learnt Persian and Punjabi.

Around the year 1699, Guru Gobind Singh was a force to be reckoned with. As the poor and the depressed people were being harassed by their local rulers, Guru Gobind Singh called a conference of Sikhs created the Khalsa Panth. The first five Sikhs who offered to sacrifice their lives in the cause of justice and righteousness were known as the 'Panj Piaraa'. The Guru told his disciples that all distinctions made on the basis of colour, creed, profession or financial status were baseless. In fact, everybody was equal in the eyes of God.

The local rulers became jealous of him because of his rising power and popularity. They started conspiring against him. As a consequence, the great Guru had to fight many battles at Anandpur Sahib and Chamkaur Sahib. During these years, he wrote his immortal Zafar-Nama. In this great work, he took Aurangzeb to task for his anti-religious policies.

In 1707, Aurangzeb died and the new Emperor Bahadur Shah extended his hand of friendship to the Guru. In 1708, Guru Gobind Singh travelled to the South. One day in October 1708, a crafty Pathan stabbed him and the great Guru closed his eyes for ever.

Baisakhi Fair

A fair is an event of great joy. It breaks the dullness of life. It enables us to see people of different tastes and habits who dress up in colourful clothes, dance, sing and eat. It is a beautiful sight to see thousands of men, women and children going to the site of the fair.

Punjab is known for the Baisakhi fair which is celebrated every year on 13 April. In the second week of March, wheat and other crop start blossoming and the farmers are happy to see the fruit of their labour. On the Baisakhi day, they offer their prayers to the god of rain and food. Early in the morning, they go to their fields and harvest a portion of the field. Then they dress themselves in their best and flock to the fair.

It is really a sight to see. Everybody looks happy. Vendors from the nearby towns come and set up stalls. They sell toys, balloons and bells for oxen. The sweet shop, draw the biggest crowds. Young boys wear colourful turbans and the whole place looks like a sea of turbans. Young girls and married women are seen buying earrings, pins and bangles. The hawkers cry at the top of their voice and try to catch the eye of the customers. Jugglers and magicians also come to this fair. They entertain the people with their skills and amusing remarks.

Sometimes, government stalls are also set up at the Baisakhi Fair. There, the farmers queue up to buy new varieties of seeds. Some of them are seen with bags of manure on their heads.

Bazigars also visit the Baisakhi Fair. They entertain the people with their skill. Competitions in different games are held. The prizewinners are cheered. Farmers bring their bullocks and carts and take part in cart and camel races. The winners are awarded prizes. Children feel excited. They are very happy to have sweets and other things. Baisakhi is indeed a day of rejoicing for the hardworking Punjabi farmers.

Subhash Chander Bose

Subhash Chander Bose was a great Indian. He was a man who believed in action and not in words. He will always be remembered for boldness, courage, and his intense love for the motherland.

Bose was born on 23 January 1897. His father, Jankinath Bose, was a lawyer. Even as a child, Subhash was interested in organizing things. Once, at school, he organized his class-fellows into a group of volunteers who performed social service. He got military training during his college days. In Cuttack, he organized another voluntary corps. In spite of his love for such activities he never allowed his studies to suffer. He maintained a record of high performance. He stood second in the Matriculation Examination of Calcutta University. Also in B. A. he stood second in the University. When he went to England, he sat for the I. C. S. examination. Although he had just eight months to prepare for the examination, he was placed fourth on the list of the successful candidates. His parents and relatives were proud of his achievement.

He came back to India in 1921 and wanted to work for the freedom of his country. He resigned the I. C. S. He met Deshbandhu Chitranjan Das and Mahatma Gandhi. He was very much impressed by Chitranjan Das. Subhash joined the Congress and was made its General Secretary. But being a man of a rebellious nature, he left the Congress Party and tried to organize the youth of the country. He was arrested. In the jail, he fell ill. He was sent to Europe for treatment. There, he met Sardar Patel who was another person to influence him.

Subhash thought that Gandhiji's peaceful methods would not bring freedom to India. He believed in force. He organized an army known as the I. N. A. (the Indian National Army.) He was called Netaji. He wanted to fight the British and expel them from India. The Second World War was about to end, when news came that Subhash Chander Bose died in an air-crash. Many people believe that this news was false, and they still think him to be alive.

A Cricket Match

“All work and no play makes Jack a dull boy.”

Therefore our school makes sufficient arrangements for games and matches. Recently, an exciting match was played by our School Cricket Team on our school playground.

The smooth green grass of our school playground is like velvet spread on the earth. A day before the match it was levelled by heavy rollers, and white boundary lines were drawn

on it. Flag posts were pitched on the boundary lines. There was a good seating arrangement all around the field. Now it seemed as if the lovely playground was inviting the players.

In the morning, the visitors of the match began to take their seats. Now the Government High School team arrived. After some time, the Umpires and the Captains of both the teams went to the field, among loud cheers from both the sides. Our School Team won the toss.

The pair of Romesh and Sunil, the best players of our school went to open the first innings. The Captain of the opponent's team arranged the players and Ajit was now to attack. Ajit bowled the first ball. Romesh hit it with a hard stroke and the ball flew whirling and twirling in the air. Mohan ran to catch it but he missed it ; the ball crossed the boundary. Our school students shouted, "Hurrah ! hurrah !" and a wave of gloom spread over the faces of the opponents.

Ajit bowled the second ball. Romesh again drove it hard but it was stopped quite near the boundary. It yielded two runs. In the beginning, the pair scored forty in twenty minutes. But the change in bowling brought a dead stop in scoring; and after fifteen minutes, Surinder took three wickets in one over, a wonder of wonders ! Again, the pair of Nirmal and Surjit went to bat. Every time, Nirmal hit the ball with a whirl of motion and the ball appeared on the boundary line.

In the first innings, our school team declared, when the score was 400, with the loss of five wickets. Now the Government High School team was to bat. Surinder opened his account with a boundary. The score had reached 150, with no loss of wickets. All the efforts of our bowlers ended in smoke. So our Captain brought Nirmal to bowl.

In 40 overs, Nirmal took all the ten wickets, giving only 125 runs more. The hopes of victory of our opponents were dashed to the ground. In the second innings our school team scored 305 runs, while the Government School Team scored only 139 runs. It was impossible for the opponents to complete the total in one day. So, the match ended in a draw.

Some suggested topics for practice in essay-writing

Write essays, each in about 250 words, on the following topics:

What I want to do after passing Class XI

Three hours in the examination hall

How many unpleasant things will happen if I fail

How I found my lost bicycle

How I spent the last Sunday

How I prepare myself for school in the morning

How I polish my shoes and wash my clothes

Once I lost the money I had brought to school to pay my fee

One day I found a purse

One day I fell ill

A sleepless night that I spent in the forest
One day my father did all the cooking
A day in the life of farmer.
A day in the life of a headmaster/headmistress
A day in the life of a housewife
A day at harvesting
A scene at bus-station
A scene at a lake
A scene before the examination hall
A journey by cart
A flight in an aeroplane
An interesting journey
If I won a prize in a lottery
If I were the headmaster
A fair celebrated in Punjab
A village in Punjab
A Punjabi wedding
The foods that the Punjabis eat
What the Punjabis eat and drink in winter
What the Punjabis eat and drink in summer
My favourite leader
My favourite film star
My favourite poet or writer
My favourite hobby
Fishing as a hobby
The person I like the most
The person I dislike the most
The film I have liked the most
The book I have liked the most
A hockey match
A football match
Why I want to become a college student
Harms of smoking
Value of games and sports

Value of discipline in life
An autobiography of a motor-cycle
An autobiography of a coat
The choice of a profession
A moonlit night
A day dream
A flood scene
A cattle fair
Patriotism
Superstitions
Prohibition
Fashions
A visit to the Golden Temple
A visit to an exhibition
A visit to theatre
A visit to a hospital
A visit to a bank
A visit to a post office
A visit to a big hotel
A visit to a factory
A visit to the moon
A visit of a VIP to our school
Benefits of science
Our modern means of transport
The Cinema
Newspapers
The increasing popularity of the T.V. in Punjab
Advantages of getting up early
A rainy day in winter
A school competition
An accident between a scooter and a bus
Dussehra
Baisakhi
Christmas

Guru Nanak Dev ji
Sardar Hari Singh Nalwa
Lala Lajpat Rai
The City of Amritsar
The City of Patiala
Chandigarh
India of my dreams
Diary-writing
Pleasures of reading
Wrestling as an art
The role of women in India
Childhood memories
On preparing a cup of tea
The joys of living in a small village
The attraction of living in a big city

Look at the table of tenses given on page 70.

Each sentence shows the verb phrase constituted in a different way so that it represents a different tense. In the following sections you will compare the sentences in English with those in Hindi or Punjabi. The sentences are of various tenses :

Present Indefinite Tense

- | | |
|---|---|
| 1. ਬੱਚੇ ਇੱਥੇ ਸਾਰਾ ਦਿਨ ਖੇਡਦੇ ਹਨ।
बच्चे यहाँ सारा दिन खेलते हैं। | The children play here the whole day. |
| 2. ਸੁਰਿੰਦਰ ਆਮ ਤੌਰ ਤੇ ਸਵੇਰੇ ਮੇਰੇ ਦਫਤਰ ਆਉਂਦਾ ਹੈ।
सुरेन्द्र प्रायः सुबह मेरे दफ्तर आता है। | Surinder generally comes to my office in the morning. |
| 3. ਉਹ ਇਹ ਸਾਰੀਆਂ ਗੱਲਾਂ ਨਹੀਂ ਸਮਝਦੀ।
वह यह सारी बातें नहीं समझती है। | She does not understand all this. |
| 4. ਕੀ ਤੁਸੀਂ ਰੋਟੀ ਖਾਣ ਤੋਂ ਪਹਿਲਾਂ ਹੱਥ ਧੋਂਦੇ ਹੋ ?
क्या तुम खाना खाने से पहले हाथ धो लेते हो ? | Do you wash your hands before eating a meal ? |
| 5. ਉਹ ਮੇਰੀ ਮਦਦ ਨਹੀਂ ਕਰਦਾ।
वह मेरी सहायता नहीं करता। | He does not help me. |
| 6. ਤੁਸੀਂ ਆਪਣਾ ਸਮਾਂ ਕਿਉਂ ਬਰਬਾਦ ਕਰਦੇ ਹੋ ?
तुम अपना समय क्यों व्यर्थ गंवाते हो ? | Why do you waste your time ? |
| 7. ਤੁਸੀਂ ਸਵੇਰੇ ਕਦੋਂ ਉਠਦੇ ਹੋ ?
तुम प्रातः कब उठते हो ? | When do you get up in the morning ? |

Past Indefinite Tense

- | | |
|---|-----------------------------------|
| 1. ਉਸਨੇ ਸਭਾ ਵਿਚ ਗਾਣਾ ਗਾਇਆ।
उसने सभा में गाना गाया। | She sang a song in the meeting. |
| 2. ਇਸ ਬੱਚੇ ਨੇ ਖਿੜਕੀ ਦਾ ਸ਼ੀਸ਼ਾ ਤੋੜ ਦਿੱਤਾ।
इस बच्चे ने खिड़की का शीशा तोड़ दिया। | This child broke the window-pane. |

- | | |
|---|--------------------------------------|
| 3. ਸਤਵੰਤ ਨੇ ਮੇਰੇ ਕੋਲੋਂ ਦਸ ਰੁਪਏ ਉਧਾਰ ਲਏ।
ਸਤਵੰਤ ਨੇ ਮੁੜ੍ਹ ਸੇ ਦਸ ਰੁਪਏ ਤਖ਼ਾਰ ਲਿਏ। | Satwant borrowed ten rupees from me. |
| 4. ਉਸ ਨੇ ਮੇਰੀ ਗੱਲ ਨਹੀਂ ਸੁਣੀ।
ਤਸਨੇ ਮੇਰੀ ਭਾਤ ਨਹੀਂ ਸੁਨੀ। | He did not listen to me. |
| 5. ਕੀ ਤੁਸੀਂ ਅੱਜ ਸਕੂਲ ਨਹੀਂ ਗਏ ?
ਕਯਾ ਤੁਮ ਆਜ ਸਕੂਲ ਨਹੀਂ ਗਏ ? | Did you not go to school today ? |
| 6. ਕੀ ਤੁਸੀਂ ਝੂਠ ਨਹੀਂ ਬੋਲਿਆ ?
ਕਯਾ ਤੁਮਨੇ ਝੂਠ ਨਹੀਂ ਬੋਲਾ ? | Did you not tell a lie ? |

Future Indefinite Tense

- | | |
|--|-------------------------------------|
| 1. ਮੈਂ ਸਟੇਸ਼ਨ ਸਮੇਂ ਸਿਰ ਪਹੁੰਚ ਜਾਵਾਂਗਾ।
ਮੈਂ ਸਟੇਸ਼ਨ ਸਮਯ ਪਰ ਪਹੁੰਚ ਜਾਓਂਗਾ। | I shall reach the station in time. |
| 2. ਗੱਡੀ ਦੋ ਵਜੇ ਚੱਲੇਗੀ।
ਗਾਡੀ ਦੋ ਭਯੇ ਚੁੱਟੇਗੀ। | The train will leave at 2 o' clock. |
| 3. ਸਾਡੀ ਟੀਮ ਇਹ ਮੈਚ ਜਿੱਤ ਜਾਵੇਗੀ।
ਹਮਾਰੀ ਟੀਮ ਯਹ ਮੈਚ ਯੀਤ ਲੇਗੀ। | Our team will win this match. |
| 4. ਮੈਂ ਕੱਲ੍ਹ ਤੁਹਾਨੂੰ ਮਿਲਾਂਗਾ।
ਮੈਂ ਕਲ ਤੁਮਹਾਰੇ ਯਹਾੱ ਆਓਂਗਾ। | I shall meet you tomorrow. |
| 5. ਕੀ ਉਹ ਆਪਣੀ ਪੜ੍ਹਾਈ ਜਾਰੀ ਰੱਖੇਗਾ ?
ਕਯਾ ਵਹ ਅਪਨੀ ਪਫਾਓਂ ਜਾਰੀ ਰਖੇਗਾ? | Will he continue his studies ? |
| 6. ਤੁਸੀਂ ਸਕੂਲ ਕਦੋਂ ਪਹੁੰਚੋਗੇ ?
ਤੁਮ ਸਕੂਲ ਕਭ ਪਹੁੰਚੋਗੇ ? | When will you reach the school ? |
| 7. ਕੀ ਉਹ ਸੱਚ ਨਹੀਂ ਬੋਲੇਗਾ ?
ਕਯਾ ਵਹ ਸਚ ਨਹੀਂ ਬੋਲੇਗਾ ? | Will he not speak the truth ? |

Exercise 137

Present Indefinite Tense

(A) Positive Sentences

(I) Translate the following sentences into English :

- ਉਹ ਆਮ ਤੌਰ ਤੇ ਜਮਾਤ ਵਿੱਚ ਪਿੱਛੇ ਬੈਠਦੀ ਹੈ।
ਵਹ ਪਰਾਯ: ਕਖ਼ਾ ਮੇਂ ਪੀਛੇ ਬੈਠਦੀ ਹੈ।
- ਸੁਰਿੰਦਰ ਆਮ ਤੌਰ ਤੇ ਸਵੇਰ ਦੇ ਸਮੇਂ ਆਪਣੇ ਦਫ਼ਤਰ ਜਾਂਦਾ ਹੈ।
ਸੁਰੇਂਦਰ ਪਰਾਯ: ਸਵੇਰੇ ਕੇ ਸਮਯ ਅਪਨੇ ਦਫ਼ਤਰ ਜਾਤਾ ਹੈ।

3. ਰੇਨੂੰ ਆਪਣੀਆਂ ਚੀਜ਼ਾਂ ਸਾਫ਼ ਸੁਥਰੀਆਂ¹ ਰੱਖਦੀ ਹੈ।
ਰੇਨੂੰ ਅਪਣੀ ਚੀਜ਼ੋਂ ਸਾਫ਼ ਸੁਥਰੀ¹ ਰਖਦੀ ਹੈ।
4. ਉਹ ਵਫ਼ਾਦਾਰ ਹੋਣ ਦਾ ਦਿਖਾਵਾ ਕਰਦਾ ਹੈ², ਪਰ ਉਹ ਹੈ ਨਹੀਂ।
ਵਹ ਕਫ਼ਾਦਾਰ ਹੋਨੇ ਕਾ ਦਿਖਾਵਾ ਕਰਦਾ ਹੈ², ਪਰ ਵਹ ਹੈ ਨਹੀਂ।
5. ਤੁਸੀਂ ਉਸ ਨੂੰ ਪੁੱਛੋ ਉਹ ਕੀ ਚਾਹੁੰਦਾ ਹੈ ?
ਤੁਸ ਤਸੇ ਪੁੱਛੋ ਵਹ ਕਯਾ ਚਾਹਦਾ ਹੈ ?
6. ਉਸ ਨੂੰ ਤੁਹਾਡੀ ਗੱਲ ਸਮਝ ਨਹੀਂ ਆਉਂਦੀ।
ਤਸੇ ਤੁਮ੍ਹਾਰੀ ਕਾਤ ਸਮਝ ਨਹੀਂ ਆਤੀ।
7. ਬੱਚੇ ਖਿੜਕੀ ਕੋਲ ਬੈਠਦੇ ਹਨ ਅਤੇ ਆਉਣ ਜਾਣ ਵਾਲਿਆਂ³ ਨੂੰ ਦੇਖਦੇ ਹਨ।
ਕਚੇ ਖਿੜਕੀ ਕੇ ਪਾਸ ਕੈਠਦੇ ਹੈਂ ਔਰ ਆਨੇ ਜਾਨੇ ਕਾਲੀਓਂ ਕੋ ਦੇਖਦੇ ਹੈਂ।
8. ਜਦੋਂ ਮੀਂਹ ਪੈਂਦਾ ਹੈ ਤਾਂ ਜਾਨਵਰ ਸ਼ਰਨ⁴ ਲੱਭਦੇ ਹਨ।
ਕਭ ਕਥਾ ਹੋਤੀ ਹੈ ਤੋ ਜਾਨਕਰ ਸ਼ਰਨ⁴ ਫੁੰਫਦੇ ਹੈਂ।
9. ਉਹ ਆਪਣੇ ਹੱਥ ਧੋਂਦੇ ਹਨ ਅਤੇ ਤੌਲੀਏ⁵ ਨਾਲ ਪੂੰਝਦੇ⁶ ਹਨ।
ਕੇ ਅਪਨੇ ਹਾਥ ਧੋਤੇ ਹੈਂ ਔਰ ਤੌਲੀਏ⁵ ਸੇ ਪੌਂਝਦੇ⁶ ਹੈਂ।
10. ਪੰਛੀ ਗਰਮੀਆਂ ਵਿਚ ਆਪਣੇ ਆਲੂਣੇ⁷ ਬਣਾਉਂਦੇ ਹਨ ਅਤੇ ਸਰਦੀਆਂ ਵਿਚ ਦੱਖਣ ਵੱਲ ਉੱਡ ਜਾਂਦੇ ਹਨ।
ਪਕੀ ਗਰਮੀਓਂ ਮੇਂ ਅਪਨੇ ਬੌਂਸਲੇ⁷ ਕਨਾਦੇ ਹੈਂ ਔਰ ਸਰਦੀਓਂ ਮੇਂ ਦਕਸ਼ਿਣ ਕੀ ਔਰ ਤੜ ਜਾਦੇ ਹੈਂ।
11. ਮੈਂ ਹਮੇਸ਼ਾ ਤੁਹਾਨੂੰ ਇਸ ਗਲੀ ਦੇ ਕੋਨੇ ਵਿਚ ਮਿਲਦਾ ਹਾਂ।
ਮੈਂ ਹਮੇਸ਼ਾ ਤੁਸਕੋ ਇਸ ਗਲੀ ਕੇ ਕੋਨੇ ਮੇਂ ਸਿਲਦਾ ਹੂੰ।
12. ਸੂਰਜ ਸਾਨੂੰ ਰੋਸ਼ਨੀ ਦੇਂਦਾ ਹੈ।
ਸੂਰਯ ਹਮੇਂ ਰੋਸ਼ਨੀ ਦੇਦਾ ਹੈ।

HINTS : 1. neat and tidy 2. poses, pretends 3. passersby 4. shelter 5. towel 6. wipe 7. nests

(B) Negative Sentences

(II) Translate the following sentences into English :

1. ਉਹ ਮੇਰੀ ਨੀਅਤ¹ ਤੇ ਸ਼ਕ² ਨਹੀਂ ਕਰਦਾ ਹੈ।
ਵਹ ਮੇਰੀ ਨਿਯਤ¹ ਪਰ ਸਨ੍ਦੇਹ² ਨਹੀਂ ਕਰਦਾ ਹੈ।
2. ਮੈਂ ਸਾਰੇ ਤੱਥਾਂ ਨੂੰ ਨਹੀਂ ਜਾਣਦਾ ਹਾਂ।
ਮੈਂ ਸਭੀ ਤਥਯੋਂ ਕੋ ਨਹੀਂ ਜਾਨਦਾ ਹੂੰ।
3. ਤੁਹਾਨੂੰ ਆਪਣਾ ਫਰਜ਼ ਨਿਭਾਉਣ ਲਈ ਕਿਸੇ ਤਰ੍ਹਾਂ ਦੀ ਅਗਵਾਈ³ ਦੀ ਲੋੜ ਨਹੀਂ ਪੈਂਦੀ ਹੈ।
ਤੁਮ੍ਹੇਂ ਅਪਨਾ ਕਰਤਵਯ ਨਿਭਾਨੇ ਕੇ ਲਿਏ ਕਿਸੀ ਪਕਾਰ ਕੇ ਨੇਤ੍ਰਤ੍ਵ³ ਕੀ ਆਕਸ਼ਯਕਤਾ ਨਹੀਂ ਪੜਤੀ।
4. ਜਦੋਂ ਮੇਰਾ ਅਧਿਆਪਕ ਜਲਦੀ ਜਲਦੀ ਬੋਲਦਾ ਹੈ ਤਾਂ ਮੈਨੂੰ ਉਸ ਦੀ ਸਮਝ ਨਹੀਂ ਆਉਂਦੀ।
ਕਭ ਮੇਰਾ ਅਧਯਾਪਕ ਕਲਦੀ-ਕਲਦੀ ਕੋਲਦਾ ਹੈ ਤੋ ਸੁਝੇ ਤਸਕੀ ਸਮਝ ਨਹੀਂ ਆਤੀ ਹੈ।
5. ਉਹ ਉਸ ਦੀਆਂ ਕਹਾਣੀਆਂ ਵਿਚ ਯਕੀਨ⁴ ਨਹੀਂ ਕਰਦੇ ਕਿਉਂਕਿ ਉਹਨਾਂ ਨੂੰ ਪਤਾ ਹੈ ਕਿ ਉਹ ਸੱਚੀਆਂ ਨਹੀਂ ਹੁੰਦੀਆਂ।

वे उसकी कहानियों में विश्वास नहीं करते क्योंकि उन्हें मालूम है कि वे सच्ची नहीं होतीं।

HINTS : 1. intention 2. doubt 3. guidance 4. believe

(C) Interrogative Sentences

(III) Translate the following sentences into English :

1. की त्तुसीं हर धाणे त्तुं पहरललं रूष डुंदे रू ?
क्या तुम हर खाने से पहले हाथ धोते हो ?
2. त्तुसीं इस वकत की करदे रू ?
तुम इस समय क्या करते हो ?
3. की त्तुगलनुं कुने वललल मकलनल दलधलखी दंदल रू ?
क्या तुम्हें कुने वललल मकलनल दलखलई देतल है ?
4. हुंटी वलले दलन त्तुसीं की पडुंदे रू ?
छुट्टी के दिन तुम क्या पढ़ते हो ?
5. आखरी डुंटी कलंने वने वनदली रू ?
आखरी घण्टी कलतने बजे बजती है ?

HINT : 1. corner house

Exercise 138

Past Indefinite Tense

(A) Positive Sentences

(IV) Translate the following sentences into English :

1. उर उरु नुं दुसरे कमरे वलच लै गललल।
वह उसे दूसरे कमरे में ले गया।
2. रूडेशु ने टहरुनी नुं इस रूष नललल उरुपर कुंकी रूधललल।
रमेश ने टहनी को एक हाथ से ऊपर उठाए रखा।
3. डेरे दलदल जी ने तलंन दंद कववललल दलंदे।
मेरे दादा जी ने तीन दांत निकलवा दिए।
4. रलने नुं आपुनी सुनल दे कडलंडर दी वदलदलरुी त्ते सुं क सुी।
राजा को अपनी सेना के कडलंडर की वदलदलरुी पर संदेह थल।
5. नुंन ने कुंदी नुं रलरुल कल दलंदतल कलरुलकल उरु नुं उरु दे वलरुुड कुंखी सुडुसुत डुडललल नल डललललल।
जज ने कुंदी को सुकुत कर दललल कलरुुलकल उरु उरुके वलरुदु कुंई सुडल डुरडलण न डललल।
6. रलड सुहर हुंडत त्तुं पहरललं रलनी कुसुलललल कुल असुीरवलद लैल लखी गललल।
राम शहर कुुडने से पहले रानी कुुशललल के डलस आशुुवलद लेने के ललए गलल।

HINTS : 1. got three teeth extracted 2. loyalty, faithfulness 3. acquitted 4. evidence

(B) Negative Sentences

(V) Translate the following sentences into English :

1. ਪਿਛਲੇ ਸਾਲ ਮੇਰੇ ਬਾਗ ਵਿਚ ਫੁੱਲ ਨਹੀਂ ਖਿੜੇ।
ਪਿਛਲੇ ਵਰ੍ਹੇ ਮੇਰੇ ਬਾਗ ਮੇਂ ਫੂਲ ਨਹੀਂ ਖਿਲੇ।
2. ਮੈਂ ਅਖੀਰਲਾ ਪ੍ਰਸ਼ਨ ਨਹੀਂ ਸਮਝਿਆ।
ਮੈਂਨੇ ਅਨ੍ਤਿਮ ਪ੍ਰਸ਼ਨ ਨਹੀਂ ਸਮਝਾ।
3. ਰਣਜੀਤ ਨੇ ਪਿਛਲੇ ਹਫਤੇ ਕੋਈ ਖਤ ਨਹੀਂ ਲਿਖਿਆ।
ਰਣਜੀਤ ਨੇ ਪਿਛਲੇ ਸਪਤਾਹ ਕੋਈ ਪਤਰ ਨਹੀਂ ਲਿਖਾ।
4. ਹਰੀ ਕੱਲ੍ਹ ਆਪਣੀ ਜਮਾਤ ਵਿਚ ਹਾਜ਼ਰ ਨਹੀਂ ਸੀ।
ਹਰੀ ਕਲ ਅਪਨੀ ਕਖਾ ਮੇਂ ਤਪਸ੍ਥਿਤ ਨਹੀਂ ਥਾ।
5. ਮੇਰੀ ਭੈਣ ਨੇ ਸਕੂਲ ਵਿਚ ਸੰਸਕ੍ਰਿਤ ਨਹੀਂ ਸਿੱਖੀ।
ਮੇਰੀ ਬਹਨ ਨੇ ਸਕੂਲ ਮੇਂ ਸੰਸਕ੍ਰੁਤ ਨਹੀਂ ਸੀਖੀ।
6. ਉਸ ਨੇ ਦੀਵਾਰ ਤੇ ਲੱਗੇ ਹੋਏ ਚਿੱਤਰ ਨਹੀਂ ਦੇਖੇ।
ਤਸਨੇ ਦੀਵਾਰ ਪਰ ਲਗੇ ਹੁਏ ਚਿਤਰ ਨਹੀਂ ਦੇਖੇ।
7. ਉਸ ਦੇ ਮਿੱਤਰ ਉਸ ਨੂੰ ਸਿਨੇਮਾ ਦੇ ਬਾਹਰ ਨਹੀਂ ਮਿਲੇ।
ਤਸਕੇ ਮਿਤਰ ਤਸੇ ਸਿਨੇਮਾ ਕੇ ਬਾਹਰ ਨਹੀਂ ਮਿਲੇ।

HINT : 1. bloom.

(C) Interrogative Sentences

(VI) Translate the following sentences into English :

1. ਇਹ ਸੋਹਣਾ ਬੈਗ ਤੁਸੀਂ ਕਿੱਥੋਂ ਖਰੀਦਿਆ ?
ਯਹ ਸੁਨ੍ਦਰ ਬੈਗ ਤੁਮਨੇ ਕਹਾਠੀਂ ਸੇ ਖਰੀਦਾ ?
2. ਕੀ ਤੁਹਾਨੂੰ ਅਖੀਰਲਾ ਅਭਿਆਸ ਔਖਾ ਲੱਗਿਆ ?
ਕਯਾ ਤੁਮ੍ਹੇਂ ਅਨ੍ਤਿਮ ਅਭਯਾਸ ਕਠਿਨ ਲਗਾ ?
3. ਕੀ ਤੁਸੀਂ ਉਸਦੀ ਉਡੀਕ ਨਹੀਂ ਕੀਤੀ ?
ਕਯਾ ਤੁਮਨੇ ਤਸਕੀ ਪ੍ਰਤੀਕ੍ਸ਼ਾ ਨਹੀਂ ਕੀ ?
4. ਤੁਸੀਂ ਨਾਸ਼ਤੇ ਵਿਚ ਕੀ ਲਿਆ ?
ਤੁਮਨੇ ਨਾਸ਼ਤੇ ਮੇਂ ਕਯਾ ਲਿਆ ?
5. ਤੁਹਾਨੂੰ ਉਹਨਾਂ ਪੁਸਤਕਾਂ ਵਿਚੋਂ ਕਿਹੜੀ ਚੰਗੀ ਲੱਗੀ ?
ਤੁਮ੍ਹੇਂ ਤਨ ਪੁਸਤਕਾਂ ਮੇਂ ਸੇ ਕੌਨ-ਸੀ ਅਚ੍ਛੀ ਲਗੀ ?
6. ਤੁਸੀਂ ਉੱਥੇ ਕਿੰਨਾ ਸਮਾਂ ਰਹੇ ?
ਤੁਮ ਕਹਾਠੀਂ ਕਿਤਨਾ ਸਮਯ ਰਹੇ ?
7. ਤੁਸੀਂ ਕੱਲ੍ਹ ਕਿੰਨੇ ਕੱਪ ਚਾਹ ਪੀਤੀ ?
ਤੁਮਨੇ ਕਲ ਕਿਤਨੇ ਕਪ ਚਾਯ ਪੀ ?

HINT : 1. for breakfast.

Exercise 139

Future Indefinite Tense

(A) Positive Sentences

(VII) Translate the following sentences into English :

1. ਅਸੀਂ ਆਪਣੇ ਖੇਤਾਂ ਵਿਚ ਕਣਕ ਉਗਾਵਾਂਗੇ¹।
हम अपने खेतों में गेहूं उगाएंगे।
2. ਮੇਰੇ ਪਿਤਾ ਜੀ ਸਾਰੀਆਂ ਚਿੱਠੀਆਂ ਦੁਪਹਿਰ ਤੋਂ ਬਾਅਦ ਹੀ ਲਿਖਣਗੇ।
मेरे पिता जी सभी पत्र दोपहर के बाद ही लिखेंगे।
3. ਮੈਨੂੰ ਡਰ ਹੈ ਕਿ ਇਸ ਤੇ ਬਹੁਤ ਖਰਚ ਹੋਵੇਗਾ।
मुझे डर है कि इस पर बहुत व्यय होगा।
4. ਉਹ ਅਗਲੇ ਸਾਲ ਬਹੁਤ ਮਿਹਨਤ ਕਰਨਗੇ।
वे अगले साल बहुत परिश्रम करेंगे।
5. ਜੱਜ ਤੁਹਾਨੂੰ ਕੁਝ ਪ੍ਰਸ਼ਨ ਪੁਛੇਗਾ।
जज तुम्हें कुछ प्रश्न पूछेगा।
6. ਮੈਂ ਇਸ ਸਾਲ ਤਿੰਨ ਹਫ਼ਤਿਆਂ ਦੀ ਛੁੱਟੀ ਲਵਾਂਗਾ।
मैं इस वर्ष तीन सप्ताह की छुट्टी लूंगा।
7. ਅਸੀਂ ਤੁਹਾਡਾ ਇੱਥੇ ਹਮੇਸ਼ਾਂ ਸਵਾਗਤ² ਕਰਾਂਗੇ।
हम तुम्हारा यहाँ स्वागत करेंगे।

HINTS : 1. grow 2. welcome

(B) Negative Sentences

(VIII) Translate the following sentences into English :

1. ਮੇਰੇ ਕੋਲ ਇਸ ਹਫ਼ਤੇ ਜ਼ਿਆਦਾ ਵਿਹਲਾ ਸਮਾਂ¹ ਨਹੀਂ ਹੋਵੇਗਾ।
मेरे पास इस सप्ताह अधिक खाली समय नहीं होगा।
2. ਦੁਕਾਨਾਂ ਅੱਜ ਰਾਤ ਨੂੰ ਦਸ ਵਜੇ ਤੱਕ ਨਹੀਂ ਖੁਲ੍ਹੀਆਂ ਰਹਿਣਗੀਆਂ²।
दुकानें आज रात को दस बजे तक नहीं खुली रहेंगी।
3. ਅਗਲੇ ਸੋਮਵਾਰ ਨੂੰ ਕੋਈ ਜਮਾਤ ਨਹੀਂ ਲਗੇਗੀ।
अगले सोमवार को कोई कक्षा नहीं लगेगी।
4. ਮੇਰੇ ਪਿਤਾ ਜੀ ਆਪਣਾ ਮਕਾਨ ਨਹੀਂ ਵੇਚਣਗੇ।
मेरे पिता जी अपना मकान नहीं बेचेंगे।
5. ਇਸ ਹਫ਼ਤੇ ਕੋਈ ਮੈਚ ਨਹੀਂ ਖੇਡਿਆ ਜਾਵੇਗਾ।
इस सप्ताह कोई मैच नहीं खेला जाएगा।
6. ਉਸ ਮਕਾਨ ਨੂੰ ਡੇਰਿਆ ਨਹੀਂ ਜਾਵੇਗਾ।
उस मकान को गिराया नहीं जाएगा।

7. ਮੈਂ ਔਜ ਦੁਪਹਿਰ ਦਾ ਖਾਣਾ³ ਖਾਣ ਘਰ ਨਹੀਂ ਆਵਾਂਗਾ।

ਮੈਂ ਆਜ ਦੋਪਹਰ ਕਾ ਖਾਨਾ³ ਖਾਨੇ ਘਰ ਨਹੀਂ ਆਊਂਗਾ।

HINTS : 1. free time 2. remain open 3. lunch

(C) Interrogative Sentences

(IX) Translate the following sentences into English :

1. ਕੀ ਉਹ ਮੇਰੀ ਪੁਸਤਕ ਵਾਪਸ ਨਹੀਂ ਕਰੇਗਾ ?
ਕਿਆ ਵਹ ਮੇਰੀ ਪੁਸਤਕ ਵਾਪਸ ਨਹੀਂ ਕਰੇਗਾ ?
2. ਕੀ ਕੱਲ੍ਹ ਸਵੇਰੇ 8 ਵਜੇ ਦੁਕਾਨਾਂ ਖੁੱਲ੍ਹ ਜਾਣਗੀਆਂ ?
ਕਿਆ ਕਲ ਸੁਬਹ 8 ਬਜੇ ਦੁਕਾਨੇਂ ਖੁਲ ਜਾਏਂਗੀ ?
3. ਤੁਸੀਂ ਘਰ ਕਿਵੇਂ ਜਾਉਗੇ ?
ਤੁਮ ਘਰ ਕੈਸੇ ਜਾਓਗੇ ?
4. ਤੁਸੀਂ ਇਥੇ ਫਿਰ ਕਦੋਂ ਆਉਗੇ ?
ਤੁਮ ਧਹਾਂ ਫਿਰ ਕਬ ਆਓਗੇ ?
5. ਗਰਮੀ ਦੀਆਂ ਛੁੱਟੀਆਂ ਵਿਚ ਤੁਸੀਂ ਕਿੱਥੇ ਜਾਉਗੇ ?
ਗਰਮੀ ਕੀ ਛੁਟਿਯੋਂ ਮੇਂ ਤੁਮ ਕਹਾਂ ਜਾਓਗੇ ?
6. ਤੁਸੀਂ ਇਸ ਐਤਵਾਰ ਨੂੰ ਕੀ ਕਰੋਗੇ ?
ਤੁਮ ਇਸ ਰਕਿਵਾਰ ਕੋ ਕਿਆ ਕਰੋਗੇ ?
7. ਕੀ ਉਹ ਸਿਗਰਟ ਪੀਣਾ ਨਹੀਂ ਛੱਡੇਗਾ¹ ?
ਕਿਆ ਵਹ ਸਿਗਰੇਟ ਪੀਨਾ ਨਹੀਂ ਛੋਡੇਗਾ¹ ?

HINT : 1. give up

Present Continuous Tense

- | | |
|---|----------------------------------|
| 1. ਉਹ ਆਪਣਾ ਪਾਠ ਯਾਦ ਕਰ ਰਹੀ ਹੈ।
ਵਹ ਅਪਨਾ ਪਾਠ ਯਾਦ ਕਰ ਰਹੀ ਹੈ। | She is learning her lesson. |
| 2. ਸੂਰਜ ਛਿਪ ਰਿਹਾ ਹੈ।
ਸੂਰ੍ਯ ਅਸਤ ਹੋ ਰਹਾ ਹੈ। | The sun is setting. |
| 3. ਪੰਛੀ ਅਕਾਸ਼ ਵਿਚ ਉੱਡ ਰਹੇ ਹਨ।
ਪਕਸ਼ੀ ਆਕਾਸ਼ ਮੇਂ ਤਡੁ ਰਹੇ ਹੈਂ। | The birds are flying in the sky. |
| 4. ਲੜਕੇ ਸ਼ੋਰ ਨਹੀਂ ਮਚਾ ਰਹੇ ਹਨ।
ਲਡਕੇ ਸ਼ੋਰ ਨਹੀਂ ਮਚਾ ਰਹੇ ਹੈਂ। | The boys are not making a noise. |
| 5. ਕੀ ਉਹ ਤੁਹਾਡੀ ਸਹਾਇਤਾ ਕਰ ਰਿਹਾ ਹੈ ?
ਕਿਆ ਵਹ ਤੁਮ੍ਹਾਰੀ ਸਹਾਯਤਾ ਕਰ ਰਹਾ ਹੈ ? | Is he helping you ? |

6. ਤੁਸੀਂ ਹੁਣ ਕੀ ਕਰ ਰਹੇ ਹੋ ? What are you doing now ?
 ਤੁਮ ਅਬ ਕਯਾ ਕਰ ਰਹੇ ਹੋ ?
7. ਬੱਚਾ ਕਿਉਂ ਰੋ ਰਿਹਾ ਹੈ ? Why is the child crying ?
 ਬੱਚਾ ਕਯੋਂ ਰੋ ਰਹਾ ਹੈ ?

Past Continuous Tense

1. ਅਸੀਂ ਝੀਲ ਤੇ ਜਾ ਰਹੇ ਸੀ। We are going to the lake.
 ਹਮ ਝੀਲ ਪਰ ਜਾ ਰਹੇ ਥੇ ।
2. ਲੜਕੀਆਂ ਤੁਹਾਡੇ ਤੇ ਹਸ ਰਹੀਆਂ ਸੀ। The girls were laughing at you.
 ਲੜਕੀਆਂ ਤੁਮ ਪਰ ਹੰਸ ਰਹੀ ਥੀਂ ।
3. ਅਧਿਆਪਕ ਗਾਜ਼ਰੀ ਨਹੀਂ ਲਗਾ ਰਿਹਾ ਸੀ। The teacher was not taking the roll call.
 ਅਧਿਆਪਕ ਹਾਜ਼ਰੀ ਨਹੀਂ ਲਗਾ ਰਹਾ ਥਾ ।
4. ਕੀ ਇੱਥੇ ਕੱਲ੍ਹ ਵਰਖਾ ਹੋ ਰਹੀ ਸੀ ? Was it raining here yesterday ?
 ਕਯਾ ਯਹਾ ਕਲ ਵਰਖਾ ਹੋ ਰਹੀ ਥੀ ?
5. ਉਹ ਤੁਹਾਡੇ ਨਾਲ ਨਰਾਜ਼ ਕਿਉਂ ਹੋ ਰਿਹਾ ਹੈ ? Why was he getting angry with you ?
 ਵਹ ਤੁਮਸੇ ਨਾਰਾਜ਼ ਕਯੋਂ ਹੋ ਰਹਾ ਥਾ ?
6. ਤੁਸੀਂ ਸਵੇਰੇ ਜੀ ਕਿੱਥੇ ਜਾ ਰਹੇ ਸੀ ? Where were you going in the morning ?
 ਤੁਮ ਪਰਾਤ: ਕਹਾ ਜਾ ਰਹੇ ਥੇ ?

Future Continuous Tense

1. ਉਹ ਅਖਬਾਰ ਪੜ੍ਹ ਰਹੀ ਹੋਵੇਗੀ ? She will be reading the newspaper.
 ਵਹ ਅਖਬਾਰ ਪੜ੍ਹ ਰਹੀ ਹੋਗੀ ?
2. ਅਸੀਂ ਉਹਨਾਂ ਲੜਕੀਆਂ ਨਾਲ ਖੇਡ ਰਹੇ ਹੋਵਾਂਗੇ। We shall be playing with those boys.
 ਹਮ ਤਨ ਲੜਕੀਆਂ ਕੇ ਸਾਥ ਖੇਲ ਰਹੇ ਹੋਂਗੇ ।
3. ਆਸ਼ਾ ਇਸ ਸਮੇਂ ਖਾਣਾ ਬਣਾ ਰਹੀ ਹੋਵੇਗੀ। Asha will be cooking food at this time.
 ਆਸ਼ਾ ਇਸ ਸਮਯ ਖਾਨਾ ਬਨਾ ਰਹੀ ਹੋਗੀ ।
4. ਉਹ ਵਾਪਸ ਨਹੀਂ ਆ ਰਿਹਾ ਹੋਵੇਗਾ। He will not be coming back.
 ਵਹ ਵਾਪਿਸ ਨਹੀਂ ਆ ਰਹਾ ਹੋਗਾ ।
5. ਕੀ ਕੱਲ੍ਹ ਵਰਖਾ ਹੋ ਰਹੀ ਹੋਵੇਗੀ ? Will it be raining tomorrow ?
 ਕਯਾ ਕਲ ਵਰਖਾ ਹੋ ਰਹੀ ਹੋਗੀ ?
6. ਤੁਸੀਂ ਉਸ ਦੁਕਾਨ ਤੋਂ ਕੀ ਖਰੀਦ ਰਹੇ ਹੋਵੋਗੇ ? What will you be buying from that shop ?
 ਤੁਮ ਤਸ ਦੁਕਾਨ ਪਰ ਕਯਾ ਖਰੀਦ ਰਹੇ ਹੋਂਗੇ ?
7. ਤੁਹਾਡੀ ਸਹਾਇਤਾ ਕੌਣ ਕਰ ਰਿਹਾ ਹੋਵੇਗਾ ? Who will be helping you ?
 ਤੁਮਹਾਰੀ ਕੌਨ ਸਹਾਯਤਾ ਕਰ ਰਹਾ ਹੋਗਾ ?

Exercise 140

Present Continuous Tense

(A) Positive Sentences

(I) Translate the following sentences into English :

1. ਮੇਰਾ ਦੋਸਤ ਕੁਝ ਦਿਨਾਂ ਵਿਚ ਹੀ ਜਾ ਰਿਹਾ ਹੈ।
मेरा मित्र कुछ दिनों में ही जा रहा है।
2. ਮੈਂ ਅਜੇ ਵੀ ਕੁਰਸੀ ਠੀਕ¹ ਕਰ ਰਿਹਾ ਹਾਂ।
मैं अभी भी कुर्सी ठीक कर रहा हूँ।
3. ਉਹ ਅੰਗਰੇਜ਼ੀ ਪੜ੍ਹ ਰਹੇ ਹਨ।
वे अंग्रेज़ी पढ़ रहे हैं।
4. ਮੇਰੇ ਮਾਤਾ ਜੀ ਨਵਾਂ ਰੇਡੀਓ ਖਰੀਦਣ ਬਾਰੇ ਸੋਚ ਰਹੇ ਹਨ।
मेरे माता जी नया रेडियो खरीदने की सोच रही हैं।
5. ਉਹ ਡਰ ਨਾਲ ਕੰਬ² ਰਿਹਾ ਹੈ।
वह डर से कांप रहा है।
6. ਆਸ਼ਾ ਆਪਣੇ ਵਾਲਾਂ ਵਿਚ ਕੰਘੀ³ ਵਾਹ ਰਹੀ ਹੈ।
आशा अपने बालों को कंघी कर रही है।

HINTS : 1. repair 2. tremble 3. comb

(B) Negative Sentences

(II) Translate the following sentences into English :

1. ਉਹ ਉਸ ਪੁਲ ਨੂੰ ਨਹੀਂ ਬਣਾ ਰਹੇ ਹਨ।
वे उस पुल को नहीं बना रहे हैं।
2. ਮੇਰੇ ਪਿਤਾ ਜੀ ਆਪਣਾ ਟਰੈਕਟਰ ਨਹੀਂ ਵੇਚ ਰਹੇ ਹਨ।
मेरे पिता जी अपना ट्रैक्टर नहीं बेच रहे हैं।
3. ਸਰਕਾਰ ਨਵੇਂ ਕਨੂੰਨ ਲਾਗੂ¹ ਨਹੀਂ ਕਰ ਰਹੀ ਹੈ।
सरकार नए कानून लागू नहीं कर रही है।
4. ਮਾਲੀ ਬਾਗ ਵਿਚ ਗੋਡੀ ਨਹੀਂ ਕਰ ਰਿਹਾ ਹੈ।
माली बाग में गुड़ाई नहीं कर रहा है।
5. ਉਸ ਦੇ ਮਾਤਾ ਪਿਤਾ ਇਸ ਸਮੱਸਿਆ² ਤੇ ਵਿਚਾਰ ਨਹੀਂ ਕਰ ਰਹੇ ਹਨ।
उसके माता-पिता इस समस्या पर विचार नहीं कर रहे हैं।

HINTS : 1. implement 2. problem

(C) Interrogative Sentences

(III) Translate the following sentences into English :

1. ਕੀ ਤੁਸੀਂ ਇਸ ਹਫਤੇ ਦੁਬਾਰਾ ਸ਼ਹਿਰ ਜਾ ਰਹੇ ਹੋ ?
क्या तुम इस सप्ताह दोबारा शहर जा रहे हो ?

2. ਤੁਸੀਂ ਸਰਦੀਆਂ ਦੀਆਂ ਛੁੱਟੀਆਂ ਵਿੱਚ ਕਿੱਥੇ ਜਾ ਰਹੇ ਹੋ ?
ਤੁਮ ਸਰਦੀਆਂ ਦੀ ਛੁੱਟੀਆਂ ਮੇਂ ਕਹਾਓ ਜਾ ਰਹੇ ਹੋ ?
3. ਕੀ ਉਹ ਬਿਮਾਰੀ ਤੋਂ ਠੀਕ ਹੋ¹ ਰਿਹਾ ਹੈ ?
ਕਯਾ ਵਹ ਬੀਮਾਰੀ ਸੇ ਠੀਕ ਹੋ¹ ਰਹਾ ਹੈ ?
4. ਤੁਸੀਂ ਆਪਣੇ ਪਿੰਡ ਕਦੋਂ ਵਾਪਸ ਆ ਰਹੇ ਹੋ ?
ਤੁਮ ਅਪਨੇ ਗਾਓ ਕਬ ਕਾਪਿਸ ਆ ਰਹੇ ਹੋ ?
5. ਕੀ ਅੱਜ ਦਾ ਜੀਵਨ-ਨਿਰਬਾਹ² ਮਹਿੰਗਾ ਹੋ ਰਿਹਾ ਹੈ ?
ਕਯਾ ਆਜ਼ ਜੀਵਨ-ਨਿਰਬਾਹ² ਮਹੰਗਾ ਹੋ ਰਹਾ ਹੈ ?
6. ਕੀ ਬੱਚਾ ਅੱਗੂਠਾ ਚੂਸ³ ਰਿਹਾ ਹੈ ?
ਕਯਾ ਬਚਾ ਅੱਗੂਠਾ ਚੂਸ³ ਰਹਾ ਹੈ ?

HINTS : 1. recover 2. living 3. suck

Exercise 141

Past Continuous Tense

(A) Positive Sentences

(IV) Translate the following sentences into English :

1. ਉਹ ਆਪਣੇ ਘਰ ਵਿਚ ਅਰਾਮ ਕਰ ਰਿਹਾ ਸੀ।
ਵਹ ਅਪਨੇ ਘਰ ਮੇਂ ਆਰਾਮ ਕਰ ਰਹਾ ਥਾ।
2. ਬਿਮਾਰ ਆਦਮੀ ਠੀਕ ਹੋ ਰਿਹਾ ਸੀ।
ਬੀਮਾਰ ਆਦਮੀ ਠੀਕ ਹੋ ਰਹਾ ਥਾ।
3. ਮੇਰਾ ਭਰਾ ਚਿੱਠੀ ਨਹੀਂ ਲਿਖ ਰਿਹਾ ਸੀ।
ਮੇਰਾ ਭਾਓ ਚਿੱਠੀ ਨਹੀਂ ਲਿਖ ਰਹਾ ਥਾ।
4. ਕਈ ਬੱਚੇ ਰੌਲਾ ਪਾ ਰਹੇ ਸੀ।
ਕਈ ਬਚੇ ਸ਼ੋਰਗੁਲ ਕਰ ਰਹੇ ਥੇ।
5. ਅਸੀਂ ਉਦੋਂ ਪਿੰਡ ਵਿਚ ਰਹਿ ਰਹੇ ਸੀ।
ਹਮ ਤਬ ਗਾਓ ਮੇਂ ਰਹ ਰਹੇ ਥੇ।
6. ਮੈਂ ਪਿਛਲੇ ਮਹੀਨੇ ਆਪਣੀਆਂ ਪੁਰਾਣੀਆਂ ਕਿਤਾਬਾਂ ਨੂੰ ਵੇਚ ਰਿਹਾ ਸੀ।
ਮੈਂ ਪਿਛਲੇ ਮਹੀਨੇ ਅਪਨੀ ਪੁਰਾਣੀ ਕੀਤਾਬੋਂ ਕੋ ਵੇਚ ਰਹਾ ਥਾ।

(B) Negative Sentences

(V) Translate the following sentences into English :

1. ਉਹ ਉਸ ਦਿਨ ਹਸਪਤਾਲ ਨਹੀਂ ਜਾ ਰਹੇ ਸੀ।
ਵੇ ਤਸ ਦਿਨ ਹਸਪਤਾਲ ਨਹੀਂ ਜਾ ਰਹੇ ਥੇ।
2. ਸੁਧਾ ਹਰਮੋਨੀਅਮ ਨਹੀਂ ਵਜਾ¹ ਰਹੀ ਸੀ।
ਸੁਧਾ ਹਰਮੋਨੀਅਮ ਨਹੀਂ ਕਜਾ¹ ਰਹੀ ਥੀ।

3. ਮੈਂ ਪਿਛਲੇ ਮਹੀਨੇ ਆਪਣਾ ਇਮਤਿਹਾਨ ਨਹੀਂ ਦੇ ਰਿਹਾ ਸੀ।
ਮੈਂ ਪਿਛਲੇ ਮਹੀਨੇ ਅਪਨੀ ਪਰੀਖਾ ਨਹੀਂ ਦੇ ਰਿਹਾ ਥਾ।
4. ਉਸ ਦੇ ਮਾਤਾ ਜੀ ਉਸ ਦੀ ਚਿੰਤਾ² ਨਹੀਂ ਕਰ ਰਹੇ ਸੀ।
ਉਸ ਦੀ ਮਾਤਾ ਜੀ ਉਸ ਦੀ ਚਿੰਤਾ² ਨਹੀਂ ਕਰ ਰਹੀ ਥੀ।
5. ਉਹ ਕੱਲ੍ਹ ਰਾਤ ਬਾਗ ਵਿਚ ਨਹੀਂ ਸੌ ਰਹੇ ਸਨ।
ਵੇ ਕਲ ਰਾਤ ਬਾਗ ਮੇਂ ਨਹੀਂ ਸੌ ਰਹੇ ਥੇ।
6. ਉਹ ਸੁਸਤ ਲੜਕੇ ਮਿਹਨਤ ਨਹੀਂ ਕਰ ਰਹੇ ਸਨ।
ਵੇ ਆਲਸੀ ਲੜਕੇ ਮੇਹਨਤ ਨਹੀਂ ਕਰ ਰਹੇ ਥੇ।

HINTS : 1. play upon 2. worry 3. lazy

(C) Interrogative Sentences

(VI) Translate the following sentences into English :

1. ਤੁਸੀਂ ਕਿਸ ਤੇ ਹੱਸ ਰਹੇ ਸੀ ?
ਤੁਮ ਕਿਸ ਪਰ ਹੱਸ ਰਹੇ ਥੇ ?
2. ਕੀ ਉਹ ਕੁਝ ਦਿਨਾਂ ਵਿਚ ਜਾ ਰਿਹਾ ਸੀ ?
ਕਯਾ ਕੁਝ ਦਿਨਾਂ ਮੇਂ ਜਾ ਰਿਹਾ ਥਾ ?
3. ਕੀ ਉਹ ਸਾਰੇ ਪ੍ਰਬੰਧ¹ ਕਰ ਰਹੇ ਸੀ ?
ਕਯਾ ਵੇ ਸਮਸਤ ਪ੍ਰਬੰਧ¹ ਕਰ ਰਹੇ ਥੇ ?
4. ਤੁਸੀਂ ਇਮਤਿਹਾਨ ਦੀ ਤਿਆਰੀ ਕਿਉਂ ਨਹੀਂ ਕਰ ਰਹੇ ਸੀ ?
ਤੁਮ ਪਰੀਖਾ ਕੀ ਤੈਯਾਰੀ ਕਯੋਂ ਨਹੀਂ ਕਰ ਰਹੇ ਥੇ ?
5. ਅਧਿਆਪਕ ਉਸ ਨੂੰ ਕਿਉਂ ਸਜ਼ਾ ਦੇ ਰਿਹਾ ਸੀ ?
ਅਧਿਆਪਕ ਤਸੇ ਕਯੋਂ ਸਜ਼ਾ ਦੇ ਰਿਹਾ ਥਾ ?

HINT : 1. arrangement

Exercise 142

Future Continuous Tense

(A) Positive Sentences

(VII) Translate the following sentences into English :

1. ਮੇਰਾ ਭਰਾ ਰਾਤ ਦੇ ਖਾਣੇ ਤੋਂ ਬਾਅਦ ਘਰ ਦਾ ਕੰਮ ਕਰ ਰਿਹਾ ਹੋਵੇਗਾ।
ਮੇਰਾ ਭਾਈ ਰਾਤ ਕੇ ਖਾਣੇ ਕੇ ਬਾਦ ਘਰ ਕਾ ਕਾਰਯ ਕਰ ਰਿਹਾ ਹੋਗਾ।
2. ਅਸੀਂ ਆਪਣੇ ਇਮਤਿਹਾਨ ਲਈ ਸਖਤ ਮਿਹਨਤ ਕਰ ਰਹੇ ਹੋਵਾਂਗੇ।
ਹਮ ਅਪਨੀ ਪਰੀਖਾ ਕੇ ਲਿਏ ਕਠਿਨ ਪਰਿਸ਼ਰਮ ਕਰ ਰਹੇ ਹੋਂਗੇ।
3. ਮੈਂ ਕੱਲ੍ਹ ਕੱਪੜੇ ਧੋ ਰਹੀ ਹੋਵਾਂਗੀ।
ਮੈਂ ਕਲ ਕਪੜੇ ਧੋ ਰਹੀ ਹੂੰਗੀ।

4. ਮੇਰਾ ਮਿੱਤਰ ਤਿੰਨ ਵਜੇ ਦੀ ਗੱਡੀ ਤੇ ਜਾ ਰਿਹਾ ਹੋਵੇਗਾ।
ਮੇਰਾ ਮਿੱਤਰ ਤਿੰਨ ਵਜੇ ਦੀ ਗਾਡੀ ਤੇ ਜਾ ਰਿਹਾ ਹੋਵੇਗਾ।
5. ਮੈਂ ਸ਼ੁਕਰਵਾਰ ਨੂੰ ਇਮਤਿਹਾਨ ਦੇ ਰਹੀ ਹੋਵਾਂਗੀ।
ਮੈਂ ਸ਼ੁਕਰਵਾਰ ਦੀ ਪਰੀਖਾ ਦੇ ਰਹੀ ਹੁੰਦੀ।
6. ਮੁਸਾਫ਼ਰ ਗੱਡੀ ਤੋਂ ਉਤਰ ਰਹੇ ਹੋਣਗੇ।
ਯਾਤਰੀ ਗਾਡੀ ਤੋਂ ਉਤਰ ਰਹੇ ਹੋਣਗੇ।

HINT : 1. get down

(B) Negative Sentences

(VIII) Translate the following sentences into English :

1. ਕੱਲ੍ਹ ਮੀਂਹ ਨਹੀਂ ਪੈ ਰਿਹਾ ਹੋਵੇਗਾ।
ਕਲ ਵਰਖਾ ਨਹੀਂ ਹੋ ਰਹੀ ਹੋਵੇਗੀ।
2. ਉਹ ਨਦੀ ਵਿਚ ਨਹੀਂ ਤੈਰ ਰਿਹਾ ਹੋਵੇਗਾ।
ਉਹ ਨਦੀ ਵਿਚ ਨਹੀਂ ਤੈਰ ਰਿਹਾ ਹੋਵੇਗਾ।
3. ਮੈਂ ਉਸ ਸਮੇਂ ਨਹੀਂ ਸੋ ਰਿਹਾ ਹੋਵਾਂਗਾ।
ਮੈਂ ਉਸ ਸਮੇਂ ਨਹੀਂ ਸੋ ਰਿਹਾ ਹੋਵਾਂਗਾ।
4. ਮੇਰਾ ਭਰਾ ਆਪਣਾ ਸਮਾਂ ਫਜ਼ੂਲ ਨਹੀਂ ਗੁਆ ਰਿਹਾ ਹੋਵੇਗਾ।
ਮੇਰਾ ਭਰਾ ਆਪਣਾ ਸਮਾਂ ਫਜ਼ੂਲ ਨਹੀਂ ਗੁਆ ਰਿਹਾ ਹੋਵੇਗਾ।

HINT : 1. swimming

(C) Interrogative Sentences

(IX) Translate the following sentences into English :

1. ਉਹ ਕਿਹੜੇ ਕਮਰੇ ਵਿਚ ਚਿੱਠੀਆਂ ਟਾਈਪ ਕਰ ਰਹੀ ਹੋਵੇਗੀ ?
ਉਹ ਕਿਸ ਕਮਰੇ ਵਿਚ ਚਿੱਠੀਆਂ ਟਾਈਪ ਕਰ ਰਹੀ ਹੋਵੇਗੀ ?
2. ਅਧਿਆਪਕ ਕਿੱਥੇ ਬੈਠੇ ਹੋਏ ਹੋਣਗੇ ?
ਅਧਿਆਪਕ ਕहाँ ਬੈਠੇ ਹੋਏ ਹੋਣਗੇ ?
3. ਕੀ ਤੁਸੀਂ 11 ਵਜੇ ਤੱਕ ਪੜ੍ਹ ਰਹੇ ਹੋਵੋਗੇ ?
ਕੀ ਤੁਸੀਂ 11 ਵਜੇ ਤੱਕ ਪੜ੍ਹ ਰਹੇ ਹੋਵੋਗੇ ?
4. ਕੀ ਕਿੱਟੂ ਆਪਣੇ ਕਮਰੇ ਵਿਚ ਸੌ ਰਿਹਾ ਹੋਵੇਗਾ ?
ਕੀ ਕਿੱਟੂ ਆਪਣੇ ਕਮਰੇ ਵਿਚ ਸੌ ਰਿਹਾ ਹੋਵੇਗਾ ?
5. ਤੁਸੀਂ ਕਿੱਥੇ ਉਡੀਕ ਕਰ ਰਹੇ ਹੋਵੋਗੇ ?
ਤੁਸੀਂ ਕਿੱਥੇ ਉਡੀਕ ਕਰ ਰਹੇ ਹੋਵੋਗੇ ?
6. ਕਿੰਨੀਆਂ ਲੜਕੀਆਂ ਨੱਚ ਰਹੀਆਂ ਹੋਣਗੀਆਂ ਅਤੇ ਕਿੰਨੀਆਂ ਗਾ ਰਹੀਆਂ ਹੋਣਗੀਆਂ ?
ਕਿੰਨੀਆਂ ਲੜਕੀਆਂ ਨੱਚ ਰਹੀਆਂ ਹੋਣਗੀਆਂ ਅਤੇ ਕਿੰਨੀਆਂ ਗਾ ਰਹੀਆਂ ਹੋਣਗੀਆਂ ?

Present Perfect Tense

1. ਮੈਂ ਇਕ ਡਾਕਟਰ ਦੀ ਸਲਾਹ ਲਈ ਹੈ। I have consulted a doctor.
ਮੈਂਨੇ ਏਕ ਡਾਕਟਰ ਕੀ ਸਲਾਹ ਲੀ ਹੈ।
2. ਉਸ ਨੇ ਮੇਰਾ ਅਪਮਾਨ ਕੀਤਾ ਹੈ। He has insulted me.
ਤਸਨੇ ਮੇਰਾ ਅਪਮਾਨ ਕਿਆ ਹੈ।
3. ਉਸਨੇ ਆਪਣਾ ਵਾਇਦਾ ਪੂਰਾ ਨਹੀਂ ਕੀਤਾ ਹੈ। He has not kept his word.
ਤਸਨੇ ਅਪਨਾ ਕਾਯਦਾ ਪੂਰਾ ਨਹੀਂ ਕਿਆ ਹੈ।
4. ਕੀ ਸਭ ਲੜਕਿਆਂ ਨੇ ਫੀਸ ਭਰ ਦਿੱਤੀ ਹੈ ? Have all the boys paid their fees ?
ਕਯਾ ਸਭ ਲੜਕੀਓਂ ਨੇ ਫੀਸ ਦੇ ਦੀ ਹੈ ?
5. ਤੁਸੀਂ ਮੇਰੀ ਕਿਤਾਬ ਕਿੱਥੇ ਰੱਖੀ ਹੈ ? Where have you kept my book ?
ਤੁਮਨੇ ਮੇਰੀ ਪੁਸਤਕ ਕਹਾਓਂ ਰਖੀ ਹੈ ?
6. ਉਸ ਨੇ ਕੀ ਖਰੀਦਿਆ ਹੈ ? What has he bought ?
ਤਸਨੇ ਕਯਾ ਖਰੀਦਾ ਹੈ ?
7. ਕੀ ਤੁਸੀਂ ਇਹ ਖਬਰ ਸੁਣ ਲਈ ਹੈ ? Have you heard this news ?
ਕਯਾ ਤੁਮ ਨੇ ਯਹ ਖਬਰ ਸੁਨ ਲੀ ਹੈ ?

Past Perfect Tense

1. ਉਹ ਪਹਿਲਾਂ ਹੀ ਕੰਮ ਖਤਮ ਕਰ ਚੁੱਕਿਆ ਸੀ। He had already finished the work.
ਵਹ ਪਹਲੇ ਹੀ ਕਾਮ ਸਮਾਪਤ ਕਰ ਚੁਕਾ ਥਾ।
2. ਜਦੋਂ ਤੁਸੀਂ ਆਏ ਤਾਂ ਮੈਂ ਕੰਮ ਖਤਮ ਕਰ ਚੁੱਕਿਆ ਸੀ। I had finished my work when you came.
ਜਬ ਤੁਮ ਆਏ ਤੋ ਮੈਂ ਕਾਮ ਸਮਾਪਤ ਕਰ ਚੁਕਾ ਥਾ।
3. ਸਾਡੇ ਸਟੇਸ਼ਨ ਤੇ ਪਹੁੰਚਣ ਤੋਂ ਪਹਿਲਾਂ ਗੱਡੀ ਜਾ ਚੁੱਕੀ ਸੀ। The train had left before we reached the station.
ਹਮਾਰੇ ਸਟੇਸ਼ਨ ਪਰ ਪਹੁੰਚਨੇ ਸੇ ਪਹਲੇ ਗਾਡੀ ਜਾ ਚੁਕੀ ਥੀ।
4. ਕੀ ਉਹ ਤੁਹਾਨੂੰ ਪਹਿਲਾਂ ਹੀ ਮਿਲ ਚੁੱਕਿਆ ਸੀ ? Had he already met you ?
ਕਯਾ ਵਹ ਤੁਮਹੋਂ ਪਹਲੇ ਹੀ ਮਿਲ ਚੁਕਾ ਥਾ ?

5. ਉਸ ਨੇ ਤੁਹਾਡੀ ਸਹਾਇਤਾ ਕਿਉਂ ਨਹੀਂ ਕੀਤੀ ਸੀ ?
 Why had he not helped you ?
 उसने तुम्हारी सहायता क्यों नहीं की थी ?
6. ਮੈਂ ਪਹਿਲਾਂ ਕਦੀ ਅਜਿਹਾ ਦ੍ਰਿਸ਼ ਨਹੀਂ ਦੇਖਿਆ ਸੀ।
 I had never seen such a sight
 मैंने पहले ऐसा दृश्य कभी नहीं देखा था।

Future Perfect Tense

1. ਤੁਸੀਂ ਉਸ ਸਮੇਂ ਉੱਥੋਂ ਜਾ ਚੁੱਕੇ ਹੋਵੋਗੇ।
 You must have left that place by
 तुम उस समय तक वहाँ से जा चुके होंगे।
 that time.
2. ਉਹ ਸੂਰਜ ਛਿਪਣ ਤੋਂ ਪਹਿਲਾਂ ਆਪਣਾ
 He will have finished his work before
 ਕੰਮ ਖਤਮ ਕਰ ਚੁੱਕਿਆ ਹੋਵੇਗਾ।
 sunset.
 वह सूर्य अस्त होने से पहले अपना
 कार्य समाप्त कर चुका होगा।
3. ਤੁਹਾਡੇ ਆਉਣ ਤੱਕ ਮੈਂ ਚਿੱਠੀ ਨਹੀਂ
 I shall not have finished the letter
 ਲਿਖ ਚੁੱਕਿਆ ਹੋਵੇਗਾ।
 before you come.
 तुम्हारे आने तक मैं पत्र नहीं लिख
 चुका हूँगा।
4. ਚਾਰ ਵਜੇ ਤੱਕ ਮੀਂਹ ਬੰਦ ਹੋ ਚੁੱਕਿਆ ਹੋਵੇਗਾ।
 It will have stopped raining by 4 p.m.
 चार बजे तक वर्षा समाप्त हो चुकी होगी।
5. ਕੀ ਕੱਲ੍ਹ ਤੱਕ ਅਸੀਂ ਆਪਣਾ ਕੰਮ
 Shall we have finished our work
 ਖਤਮ ਕਰ ਚੁੱਕੇ ਹੋਵਾਂਗੇ ?
 by tomorrow ?
 क्या कल तक हम अपना काम
 समाप्त कर चुके होंगे ?
6. ਕੀ ਤੁਹਾਡੇ ਜਾਣ ਤੋਂ ਪਹਿਲਾਂ ਤੁਹਾਡਾ
 Will your brother have gone before you
 ਭਰਾ ਜਾ ਚੁੱਕਿਆ ਹੋਵੇਗਾ ?
 go ?
 क्या आपके जाने से पहले आप का
 भाई चला गया होगा ?

Exercise 143

(A) Present Perfect Tense

Positive Sentences

(I) Translate the following sentences into English :

1. ਅਸੀਂ ਲਗਭਗ¹ ਇਹ ਅਭਿਆਸ² ਸਮਾਪਤ ਕਰ ਚੁੱਕੇ ਹਾਂ।
 हम लगभग¹ यह अभ्यास² समाप्त कर चुके हैं।

2. ਉਸ ਨੇ ਪਿਛਲੇ ਪੰਜ ਸਾਲਾਂ ਤੋਂ ਕਦੀ ਵੀ ਛੁੱਟੀ ਨਹੀਂ ਲਈ।
ਤਸਨੇ ਪਿਛਲੇ ਪਾँਚ ਵਰ्ष ਮੇਂ ਕਖੀ ਛੁੱਟੀ ਨਹੀਂ ਲੀ।
3. ਉਸ ਦੀ ਮੌਤ ਨੇ ਉਸ ਦੇ ਪੂਰੇ ਪਰਿਵਾਰ ਨੂੰ ਉਖੜ-ਪੁਖੜ³ ਕਰ ਦਿੱਤਾ।
ਤਸਕੀ ਸ੍ਰੁਤ੍ਯੁ ਨੇ ਤਸਕੇ ਸਮ੍ਪੂਰ੍ਣ ਪਰਿਵਾਰ ਕੋ ਅਸ਼ਤ-ਵ੍ਯਸ਼ਤ³ ਕਰ ਦਿਯਾ।
4. ਮੈਂ ਹਮੇਸ਼ਾ ਉਸ ਨੂੰ ਠੀਕ ਪਹਿਰਾਵੇ ਵਿਚ ਦੇਖਿਆ ਹੈ।
ਮੈਂਨੇ ਹਮੇਸ਼ਾ ਤਸੇ ਠੀਕ ਪਹਰਾਵੇ ਮੇਂ ਦੇਖਾ ਹੈ।
5. ਸਰਕਾਰ ਨੇ ਦੇਸ਼ ਵਿਚ ਬਹੁਤ ਸੁਧਾਰ⁴ ਕੀਤੇ ਹਨ।
ਸਰਕਾਰ ਨੇ ਦੇਸ਼ ਮੇਂ ਬਹੁਤ-ਸੇ ਸੁਧਾਰ⁴ ਕੀਯੇ ਹੈਂ।

HINTS : 1. almost 2. exercise 3. upset 4. reforms

(B) Negative Sentences

(II) Translate the following sentences into English :

1. ਮੈਂ ਉਸ ਨੂੰ ਅਜੇ ਤੱਕ ਨਹੀਂ ਮਿਲਿਆ ਹਾਂ।
ਮੈਂ ਤਸਕੋ ਅਖੀ ਤਕ ਨਹੀਂ ਸਿਲਾ ਹੈਂ।
2. ਸ੍ਰੀ ਗੁਪਤਾ ਨੇ ਕਦੇ ਵੀ ਸਮੇਂ ਤੇ ਬਿੱਲ ਨਹੀਂ ਭਰਿਆ ਹੈ।
ਸ੍ਰੀ ਗੁਪਤਾ ਨੇ ਕਖੀ ਖੀ ਸਮਯ ਪਰ ਬਿਲ ਅਦਾ ਨਹੀਂ ਕੀਯਾ ਹੈ।
3. ਤੁਸੀਂ ਆਪਣਾ ਘਰ ਦਾ ਕੰਮ ਨਹੀਂ ਕੀਤਾ ਹੈ।
ਤੁਸਨੇ ਅਪਨਾ ਗ੍ਰਹ-ਕਾਰ੍ਯ ਨਹੀਂ ਕੀਯਾ ਹੈ।
4. ਮੈਂ ਕਦੇ ਜ਼ਿਰਾਫ਼¹ ਨਹੀਂ ਦੇਖਿਆ ਹੈ।
ਮੈਂਨੇ ਕਖੀ ਜ਼ਿਰਾਫ਼¹ ਨਹੀਂ ਦੇਖਾ ਹੈ।
5. ਇਹ ਕਿਤਾਬ ਮੈਨੂੰ ਜ਼ਿਆਦਾ ਮਹਿੰਗੀ ਨਹੀਂ ਪਈ ਹੈ।
ਯਹ ਪੁਸ਼ਤਕ ਸੁਝੇ ਅਥਿਕ ਸਹੰਗੀ ਨਹੀਂ ਪੜੀ ਹੈ।
6. ਅਧਿਆਪਕ ਨੇ ਸਾਨੂੰ ਕਿਤਾਬਾਂ ਖੋਲ੍ਹਣ ਲਈ ਨਹੀਂ ਕਿਹਾ ਹੈ।
ਅਥ੍ਯਾਪਕ ਨੇ ਹਮੇਂ ਕਿਤਾਬੇਂ ਖੋਲਨੇ ਕੇ ਲਿਐ ਨਹੀਂ ਕਹਾ ਹੈ।

HINTS : 1. giraffe

(C) Interrogative Sentences

(II) Translate the following sentences into English :

1. ਨੀਲੂ ਕਿੱਥੇ ਗਈ ਹੈ ?
ਨੀਲੂ ਕਹਾँ ਕੜੈ ਹੈ ?
2. ਕੀ ਤੁਸੀਂ ਆਪਣਾ ਪੂਰਾ ਜੀਵਣ¹ ਇੱਥੇ ਬਤੀਤ ਕੀਤਾ ਹੈ ?
ਕਯਾ ਅਪਨੇ ਅਪਨਾ ਸਮ੍ਪੂਰ੍ਣ ਜੀਵਨ¹ ਯਹਾँ ਵ੍ਯਤੀਤ ਕੀਯਾ ਹੈ ?
3. ਤੁਸੀਂ ਪਿਛਲੇ ਕੁਝ ਮਹੀਨਿਆਂ ਵਿਚ ਕਿਹੜੀਆਂ-ਕਿਹੜੀਆਂ ਕਿਤਾਬਾਂ ਪੜ੍ਹੀਆਂ ਹਨ ?
ਤੁਸਨੇ ਪਿਛਲੇ ਕੁਝ ਸਹੀਨੀਓਂ ਮੇਂ ਕੌਨ-ਕੌਨ ਸੀ ਕਿਤਾਬੇਂ ਪੜੀ ਹੈਂ ?
4. ਕੀ ਤੁਸੀਂ ਉਹ ਸਾਰੇ ਪ੍ਰਸ਼ਨ ਲਿਖ ਲਏ ਹਨ ?
ਕਯਾ ਤੁਸਨੇ ਕੇ ਸਖੀ ਪ੍ਰਸ਼ਨ ਲਿਖ ਲਿਐ ਹੈਂ ?

5. ਹੁਣੇ-ਹੁਣੇ ਕਮਰੇ ਵਿਚੋਂ ਕੌਣ ਬਾਹਰ ਗਿਆ ਹੈ ?
ਅਖੀ-ਅਖੀ ਕਮਰੇ ਦੇ ਕੌਨ ਬਾਹਰ ਗਿਆ ਹੈ ?
6. ਕੀ ਕਿਸੇ ਨੇ ਬਲੈਕ ਬੋਰਡ ਸਾਫ਼ ਕੀਤਾ ਹੈ ?
ਕਿਸੀ ਨੇ ਬਲੈਕ ਬੋਰਡ ਸਾਫ਼ ਕੀਤਾ ਹੈ ?

HINT : 1. Whole life

Exercise 144

Past Perfect Tense

(A) Positive Sentences

(IV) Translate the following sentences into English :

1. ਉਸ ਦੇ ਚਲੇ ਜਾਣ ਤੋਂ ਬਾਅਦ ਉਸ ਨੇ ਮੈਨੂੰ ਉਸ ਦਾ ਨਾਮ ਦੱਸਿਆ।
ਉਸਦੇ ਚਲੇ ਜਾਣ ਦੇ ਬਾਦ ਉਸਨੇ ਮੈਨੂੰ ਉਸਦਾ ਨਾਮ ਦੱਸਿਆ।
2. ਮੇਰੇ ਮਿੱਤਰ ਤੋਂ ਸਮਾਚਾਰ ਸੁਣਨ ਤੋਂ ਬਾਅਦ, ਉਹ ਕਾਹਲੀ ਨਾਲ ਮੈਨੂੰ ਮਿਲਣ ਲਈ ਆਇਆ।
ਮੇਰੇ ਮਿੱਤਰ ਤੋਂ ਸਮਾਚਾਰ ਸੁਣਨ ਦੇ ਬਾਦ, ਉਹ ਜਲਦੀ-ਸੇ ਮੈਨੂੰ ਮਿਲਣ ਲਈ ਆਇਆ।
3. ਸੂਰਜ ਛਿਪਣ ਤੋਂ ਪਹਿਲਾਂ ਅਸੀਂ ਘਰ ਪਹੁੰਚ ਗਏ ਸੀ।
ਸੂਰਜ ਅਸਤ ਹੋਣ ਤੋਂ ਪਹਿਲਾਂ ਅਸੀਂ ਘਰ ਪਹੁੰਚ ਗਏ ਸੀ।
4. ਉਸ ਦੇ ਚਲੇ ਜਾਣ ਤੋਂ ਬਾਅਦ ਮੈਂ ਬੈਠ ਗਿਆ ਅਤੇ ਅਰਾਮ ਕੀਤਾ।
ਉਸਦੇ ਚਲੇ ਜਾਣ ਦੇ ਬਾਦ ਮੈਂ ਬੈਠ ਗਿਆ ਅਤੇ ਅਰਾਮ ਕੀਤਾ।
5. ਜਦੋਂ ਤੁਸੀਂ ਆਏ ਤਾਂ ਮੈਂ ਕੰਮ ਖਤਮ ਕਰ ਚੁੱਕਿਆ ਸੀ।
ਜਦ ਤੁਸੀਂ ਆਏ ਤਾਂ ਮੈਂ ਕੰਮ ਸਮਾਪਤ ਕਰ ਚੁੱਕਾ ਸੀ।
6. ਆਪਣਾ ਕੰਮ ਖਤਮ ਕਰਨ ਤੋਂ ਬਾਅਦ ਉਹ ਘਰ ਚਲੇ ਗਏ ਸਨ।
ਆਪਣਾ ਕੰਮ ਸਮਾਪਤ ਕਰਨ ਦੇ ਬਾਦ ਉਹ ਘਰ ਚਲੇ ਗਏ ਸਨ।

(B) Negative Sentences

(V) Translate the following sentences into English :

1. ਉਹ ਆਪਣਾ ਕੰਮ ਸਮਾਪਤ ਕਰਨ ਤੋਂ ਪਹਿਲਾਂ ਘਰ ਨਹੀਂ ਗਏ ਸਨ।
ਉਹ ਆਪਣਾ ਕੰਮ ਸਮਾਪਤ ਕਰਨ ਤੋਂ ਪਹਿਲਾਂ ਘਰ ਨਹੀਂ ਗਏ ਸਨ।
2. ਜਦੋਂ ਤੁਸੀਂ ਆਏ ਮੈਂ ਨਾਵਲ¹ ਸਮਾਪਤ ਨਹੀਂ ਕਰ ਚੁੱਕਾ ਸੀ।
ਜਦ ਤੁਸੀਂ ਆਏ ਮੈਂ ਨਾਵਲ¹ ਸਮਾਪਤ ਨਹੀਂ ਕਰ ਚੁੱਕਾ ਸੀ।
3. ਤੁਸੀਂ ਉਸ ਦੀ ਸਲਾਹ² ਕਿਉਂ ਨਹੀਂ ਲਈ ਸੀ।
ਤੁਸੀਂ ਉਸਦੀ ਸਲਾਹ² ਕਿਉਂ ਨਹੀਂ ਲਈ ਸੀ ?
4. ਮੇਰੇ ਕਹਿਣ ਦੇ ਬਾਵਜੂਦ ਵੀ ਤੁਸੀਂ ਡਾਕਟਰ ਦੇ ਕੋਲ ਨਹੀਂ ਗਏ ਸੀ।
ਮੇਰੇ ਕਹਿਣ ਦੇ ਬਾਵਜੂਦ ਵੀ ਤੁਸੀਂ ਡਾਕਟਰ ਦੇ ਕੋਲ ਨਹੀਂ ਗਏ ਸੀ।

5. ਮੇਰੇ ਚਲਣ ਦੇ ਸਮੇਂ ਸੂਰਜ ਛਿਪ ਨਹੀਂ ਚੁੱਕਾ ਸੀ।
ਮੇਰੇ ਚਲਣੇ ਦੇ ਸਮੇਂ ਸੂਰਜ ਅਸਤ ਨਹੀਂ ਹੋ ਚੁਕਾ ਥਾ।
6. ਉਹ ਹੈਰਾਨ ਸੀ ਕਿ ਮੈਂ ਉਸ ਨੂੰ ਪਹਿਲਾਂ ਕਿਉਂ ਨਹੀਂ ਮਿਲਣ ਗਿਆ ਸੀ।
ਵਹ ਹੈਰਾਨ ਥਾ ਕਿ ਮੈਂ ਤਸੇ ਪਹਲੇ ਕਯੋਂ ਨਹੀਂ ਮਿਲਣੇ ਗਯਾ ਥਾ।

HINTS : 1. novel 2. consult

(C) Interrogative Sentences

(VI) Translate the following sentences into English :

1. ਕੀ ਤੁਸੀਂ ਚਿੱਠੀ ਲਿਖ ਕੇ ਡਾਕ ਵਿਚ ਪਾ¹ ਚੁੱਕੇ ਸੀ ?
ਕਯਾ ਤੁਮ ਚਿਟ੍ਰੀ ਲਿਖ ਕਰ ਡਾਕ ਮੇਂ ਡਾਲ¹ ਚੁਕੇ ਥੇ ?
2. ਕੀ ਤੁਸੀਂ ਪਹਿਲਾਂ ਹੀ ਕੰਮ ਖਤਮ ਕਰ ਚੁੱਕੇ ਸੀ ?
ਕਯਾ ਆਪ ਪਹਲੇ ਹੀ ਕਾਮ ਸਮਾਪਤ ਕਰ ਚੁਕੇ ਥੇ ?
3. ਕੀ ਤੁਸੀਂ ਪਹਿਲਾਂ ਕਦੇ ਚੀਤਾ² ਨਹੀਂ ਦੇਖਿਆ ਸੀ ?
ਕਯਾ ਤੁਮਨੇ ਪਹਲੇ ਕਥੀ ਚੀਤਾ² ਨਹੀਂ ਦੇਖਾ ਥਾ ?
4. ਤੁਹਾਡੇ ਆਉਣ ਤੋਂ ਪਹਿਲਾਂ ਉਹ ਚਾਹ ਪੀ ਚੁੱਕੇ ਸੀ।
ਤੁਮਹਾਰੇ ਆਨੇ ਸੇ ਪਹਲੇ ਕੇ ਚਾਯ ਪੀ ਚੁਕੇ ਥੇ।
5. ਕੀ ਡਾਕਟਰ ਦੇ ਆਉਣ ਤੋਂ ਪਹਿਲਾਂ ਰੋਗੀ ਮਰ ਚੁੱਕਿਆ ਸੀ ?
ਕਯਾ ਡਾਕਟਰ ਕੇ ਆਨੇ ਸੇ ਪਹਲੇ ਰੋਗੀ ਮਰ ਚੁਕਾ ਥਾ ?
6. ਕੀ ਕਿਸੇ ਤਰ੍ਹਾਂ ਦੀ ਸਹਾਇਤਾ ਤੋਂ ਬਿਨਾਂ ਹੀ ਔਰਤ ਮਰ ਚੁੱਕੀ ਸੀ ?
ਕਯਾ ਕਿਸੀ ਪ੍ਰਕਾਰ ਕੀ ਸਹਾਯਤਾ ਕੇ ਬਿਨਾ ਹੀ ਸਤ੍ਰੀ ਮਰ ਚੁਕੀ ਥੀ ?

HINTS : 1. post 2. leopard

Exercise 145

Future Perfect Tense

(A) Perfect Sentences

(VII) Translate the following sentences into English :

1. ਇਸ ਸਾਲ ਦੇ ਅਖੀਰ ਤੱਕ ਮੈਂ ਕਾਫ਼ੀ ਪੁਸਤਕਾਂ ਪੜ੍ਹ ਚੁੱਕਾ ਹੋਵਾਂਗਾ।
ਭਸ ਵਰ੍ਥ ਕੇ ਅਨਤ ਤਕ ਮੈਂ ਕਾਫੀ ਪੁਸਤਕੇਂ ਪਠ ਚੁਕਾ ਹੂੰਗਾ।
2. ਜਦੋਂ ਤੱਕ ਤੁਸੀਂ ਵਾਪਸ ਆਓਗੇ ਉਹ ਘਰ ਖਰੀਦ ਚੁੱਕਾ ਹੋਵੇਗਾ।
ਜਕ ਤਕ ਤੁਮ ਵਾਪਸ ਆਓਗੇ ਵਹ ਘਰ ਖਰੀਦ ਚੁਕਾ ਹੋਗਾ।
3. ਉਹ ਆਪਣੇ ਅਗਲੇ ਜਨਮ ਦਿਨ ਤੱਕ ਇਮਤਿਹਾਨ ਦੇ ਚੁੱਕਾ ਹੋਵੇਗਾ।
ਵਹ ਅਪਨੇ ਅਗਲੇ ਜਨਮ ਦਿਨ ਤਕ ਪਰੀਕ੍ਸ਼ਾ ਦੇ ਚੁਕਾ ਹੋਗਾ।
4. ਮੇਰਾ ਖਿਆਲ ਹੈ ਕਿ ਚਾਰ ਵਜੇ ਤੱਕ ਵਰਖਾ ਬੰਦ ਹੋ ਚੁੱਕੀ ਹੋਵੇਗੀ।
ਮੇਰਾ ਖਯਾਲ ਹੈ ਕਿ ਚਾਰ ਕਯੇ ਤਕ ਵਰ੍ਥਾ ਕੰਦ ਹੋ ਚੁਕੀ ਹੋਗੀ।

5. ਜਦੋਂ ਤੱਕ ਅਸੀਂ ਉੱਥੇ ਪਹੁੰਚਾਂਗੇ ਸਭਾ¹ ਸਮਾਪਤ ਹੋ ਚੁੱਕੀ ਹੋਵੇਗੀ।
ਜਦ ਤਕ ਹਮ ਵहाँ ਪਹੁੰਚੇਂਗੇ ਸਭਾ¹ ਸਮਾਪਤ ਹੋ ਚੁਕੀ ਹੋਗੀ।
6. ਸਾਡੇ ਪਹੁੰਚਣ ਤੋਂ ਪਹਿਲਾਂ ਚਪੜਾਸੀ ਘੰਟੀ ਵਜਾ ਚੁੱਕਾ ਹੋਵੇਗਾ।
ਹਮਾਰੇ ਪਹੁੰਚਣੇ ਸੇ ਪਹਲੇ ਚਪੜਾਸੀ ਘੰਟੀ ਬਜਾ ਚੁਕਾ ਹੋਗਾ।

HINTS : 1. meeting

(B) Negative Sentences

(VIII) Translate the following sentences into English :

1. ਮੈਚ ਸ਼ੁਰੂ ਹੋਣ ਤੱਕ ਉਹ ਨਹੀਂ ਆ ਚੁੱਕਾ ਹੋਵੇਗਾ।
ਮੈਚ ਸ਼ੁਰੂ ਹੋਣੇ ਤਕ ਵਹ ਨਹੀਂ ਆ ਚੁਕਾ ਹੋਗਾ।
2. ਜੇ ਅਸੀਂ ਸੱਤ ਵਜੇ ਤੋਂ ਪਹਿਲਾਂ ਉੱਥੇ ਨਹੀਂ ਪਹੁੰਚਾਂਗੇ, ਉਹ ਸਾਰੀਆਂ ਚੀਜ਼ਾਂ ਖਾ ਪੀ ਚੁੱਕੇ ਹੋਣਗੇ।
ਯਦਿ ਹਮ ਸਾਤ ਬਜੇ ਸੇ ਪਹਲੇ ਵਹਾँ ਨਹੀਂ ਪਹੁੰਚੇਂਗੇ, ਕੇ ਸਬ ਚੀਜ਼ੇਂ ਖਾ ਪੀ ਚੁਕੇ ਹੋਂਗੇ।
3. ਮੇਰਾ ਵਿਚਾਰ ਹੈ ਕਿ ਤੁਸੀਂ ਕੱਲ੍ਹ ਤੱਕ ਇਹ ਗੱਲਾਂ ਨਹੀਂ ਭੁੱਲ ਚੁੱਕੇ ਹੋਵੋਗੇ।
ਮੇਰਾ ਵਿਚਾਰ ਹੈ ਕਿ ਤੁਮ ਕਲ ਤਕ ਯੇ ਭਾਟੇਂ ਨਹੀਂ ਭੂਲ ਚੁਕੇ ਹੋਂਗੇ।
4. ਮੇਰੇ ਘਰ ਪਹੁੰਚਣ ਤੋਂ ਪਹਿਲਾਂ ਮਾਤਾ ਜੀ ਨੇ ਭੋਜਨ ਨਹੀਂ ਪਕਾਇਆ ਹੋਵੇਗਾ।
ਮੇਰੇ ਘਰ ਪਹੁੰਚਣੇ ਸੇ ਪਹਲੇ ਸਾਤਾ ਜੀ ਨੇ ਭੋਜਨ ਨਹੀਂ ਪਕਾਯਾ ਹੋਗਾ।
5. ਸੂਰਜ ਛਿਪਣ ਤੋਂ ਪਹਿਲਾਂ ਸ਼ਿਕਾਰੀ¹ ਸ਼ੇਰ ਨਹੀਂ ਮਾਰ ਚੁੱਕਾ ਹੋਵੇਗਾ।
ਸੂਰ੍ਯ-ਅਸਤ ਹੋਣੇ ਸੇ ਪਹਲੇ ਸ਼ਿਕਾਰੀ¹ ਸ਼ੇਰ ਨਹੀਂ ਮਾਰ ਚੁਕਾ ਹੋਗਾ।

HINTS : 1. hunter

(C) Interrogative Sentences

(IX) Translate the following sentences into English :

1. ਕੀ ਅਧਿਆਪਕ ਦੇ ਜਮਾਤ ਵਿਚ ਆਉਣ ਤੋਂ ਪਹਿਲਾਂ ਸਾਰੇ ਵਿਦਿਆਰਥੀ ਖੜ੍ਹੇ ਹੋ ਚੁੱਕੇ ਹੋਣਗੇ ?
ਕਯਾ ਅਧਯਾਪਕ ਕੇ ਕਖ਼ਾ ਮੇਂ ਆਨੇ ਸੇ ਪਹਲੇ ਸਭੀ ਵਿਦਯਾਰਥੀ ਖੜ੍ਹੇ ਹੋ ਚੁਕੇ ਹੋਂਗੇ ?
2. ਕੀ ਮੇਰੇ ਸਕੂਲ ਪਹੁੰਚਣ ਤੋਂ ਪਹਿਲਾਂ ਚਪੜਾਸੀ ਘੰਟੀ ਵਜਾ ਚੁੱਕਾ ਹੋਵੇਗਾ ?
ਕਯਾ ਮੇਰੇ ਸਕੂਲ ਪਹੁੰਚਣੇ ਸੇ ਪਹਲੇ ਚਪੜਾਸੀ ਘੰਟੀ ਬਜਾ ਚੁਕਾ ਹੋਗਾ ?
3. ਕੀ ਪੁਲਿਸ ਦੇ ਚੋਰ ਨੂੰ ਫੜਨ ਤੋਂ ਪਹਿਲਾਂ ਉਹ ਭੱਜ ਚੁੱਕਾ ਹੋਵੇਗਾ ?
ਕਯਾ ਪੁਲਿਸ ਕੇ ਚੋਰ ਕੋ ਪਕੜਨੇ ਸੇ ਪਹਲੇ ਵਹ ਭਾਗ ਚੁਕਾ ਹੋਗਾ ?
4. ਕੀ ਮਾਲੀ ਦੇ ਉੱਥੇ ਆਉਣ ਤੋਂ ਪਹਿਲਾਂ ਬੱਚੇ ਫੁੱਲ ਤੋੜ¹ ਚੁੱਕੇ ਹੋਣਗੇ ?
ਕਯਾ ਸਾਲੀ ਕੇ ਵਹਾँ ਆਨੇ ਸੇ ਪਹਲੇ ਬਚ੍ਹੇ ਫੂਲ ਤੋੜ¹ ਚੁਕੇ ਹੋਂਗੇ ?
5. ਕੀ ਗੱਡੀ ਆਉਣ ਤੋਂ ਪਹਿਲਾਂ ਮੈਂ ਟਿਕਟ ਖਰੀਦ ਚੁੱਕਾ ਹੋਵਾਂਗਾ ?
ਕਯਾ ਗਾੜੀ ਆਨੇ ਸੇ ਪਹਲੇ ਮੈਂ ਟਿਕਟ ਖਰੀਦ ਚੁਕਾ ਹੂੰਗਾ ?
6. ਕੀ ਮੰਤਰੀ ਦੇ ਆਉਣ ਤੋਂ ਪਹਿਲਾਂ ਲੋਕ ਮੈਦਾਨ ਵਿਚ ਇਕੱਠੇ ਹੋ ਚੁੱਕੇ ਹੋਣਗੇ ?
ਕਯਾ ਮਨ੍ਰੀ ਕੇ ਆਨੇ ਸੇ ਪਹਲੇ ਲੋਗ ਮੈਦਾਨ ਮੇਂ ਇਕਠ੍ਹੇ ਹੋ ਚੁਕੇ ਹੋਂਗੇ ?

HINTS : 1. pluck

Present Perfect Continuous

1. ਉਹ ਦੋ ਘੰਟਿਆਂ ਤੋਂ ਕੰਮ ਕਰ ਰਹੀ ਹੈ।
वह दो घण्टे से काम कर रही है।
She has been working for two hours.
2. ਮੇਰਾ ਭਰਾ ਦਸ ਸਾਲ ਤੋਂ ਇਸ ਸਕੂਲ ਵਿਚ ਪੜ੍ਹਾ ਰਿਹਾ ਹੈ।
मेरा भाई दस वर्ष से इस स्कूल में पढ़ा रहा है।
My brother has been teaching in this school for ten years.
3. ਮੈਂ ਸਵੇਰੇ ਤੋਂ ਤੁਹਾਡੀ ਉਡੀਕ ਕਰ ਰਿਹਾ ਹਾਂ।
मैं प्रातः से तुम्हारी प्रतीक्षा कर रहा हूँ।
I have been waiting for you since morning.
4. ਉਹ 1975 ਤੋਂ ਇਸ ਸਕੂਲ ਵਿਚ ਪੜ੍ਹ ਰਹੀ ਹੈ।
वह 1975 से इस स्कूल में पढ़ रही है।
She has been studying in this school since 1975.
5. ਕੀ ਕੱਲ੍ਹ ਤੋਂ ਵਰਖਾ ਹੋ ਰਹੀ ਹੈ ?
क्या कल से वर्षा हो रही है ?
Has it been raining since yesterday ?
6. ਤੁਸੀਂ ਇੱਥੇ ਕਦੋਂ ਤੋਂ ਖੜ੍ਹੇ ਹੋ ?
तुम यहाँ कब से खड़े हो ?
Since when have you been standing here ?
7. ਉਹ ਸਵੇਰ ਤੋਂ ਕੀ ਕਰ ਰਹੀ ਹੈ ?
वह प्रातः से क्या कर रही है ?
What has she been doing since morning ?

Past Perfect Continuous

1. ਮੈਂ ਕਾਫੀ ਸਮੇਂ ਤੱਕ ਇਸ ਮਕਾਨ ਵਿਚ ਰਹਿੰਦਾ ਰਿਹਾ ਸੀ।
मैं काफी समय तक इस मकान में रहता रहा था।
I had been staying in this house for a long time.
2. ਅਮਰੀਕਾ ਜਾਣ ਤੋਂ ਪਹਿਲਾਂ ਉਹ ਪੰਜ ਸਾਲ ਤੱਕ ਇਸ ਸਕੂਲ ਵਿਚ ਪੜ੍ਹਾਉਂਦਾ ਰਿਹਾ ਸੀ।
अमरीका जाने से पहले वह पाँच वर्ष तक इस स्कूल में पढ़ाता रहा था।
He had been teaching in this school for five years before he left for America.
3. ਚਾਰ ਘੰਟੇ ਤੱਕ ਜ਼ੋਰ ਦੀ ਵਰਖਾ ਹੁੰਦੀ ਰਹੀ।
चार घण्टे तक ज़ोर की वर्षा होती रही।
It had been raining heavily for four hours.
4. ਕੀ ਮਾਲੀ ਸਵੇਰ ਤੋਂ ਪੌਦਿਆਂ ਨੂੰ ਪਾਣੀ ਦੇ ਰਿਹਾ ਸੀ ?
क्या माली सुबह से पौधों को पानी दे रहा था ?
Had the gardener been watering the plants since morning ?

5. ਕੀ ਉਹ ਤੁਹਾਨੂੰ ਦੋ ਘੰਟਿਆਂ ਤੋਂ ਨਹੀਂ ਲੱਭ ਰਿਹਾ ਸੀ ?
ਕ्या वह तुम्हें दो घण्टे से नहीं ढूँढ रहा था ?
- Had he not been searching for you for two hours ?

Future Perfect Continuous

1. ਉਹ ਸਵੇਰ ਤੋਂ ਇਸ ਵਿਸ਼ੇ ਤੇ ਬਹਿਸ ਕਰ ਰਹੇ ਹੋਣਗੇ।
वे प्रातः से इस विषय पर बहस कर रहे होंगे।
They will have been discussing this topic since morning.
2. ਕੱਲ੍ਹ ਮੈਨੂੰ ਇਸ ਸਕੂਲ ਵਿਚ ਪੜ੍ਹਦੇ ਹੋਏ ਤਿੰਨ ਸਾਲ ਹੋ ਜਾਣਗੇ।
कल मुझे इस स्कूल में पढ़ते हुए तीन वर्ष हो जायेंगे।
By tomorrow I shall have been reading in this school for three years.
3. ਦਿੱਲੀ ਪਹੁੰਚਣ ਤੋਂ ਪਹਿਲਾਂ ਉਹ ਦਸ ਘੰਟੇ ਸਫਰ ਕਰਦੇ ਰਹੇ ਹੋਣਗੇ।
देहली पहुंचने से पहले वे दस घण्टे सफर करते रहे होंगे।
They will have been travelling for ten hours before they reach Delhi.
4. ਕੀ ਉਹ ਤੁਹਾਨੂੰ ਦੋ ਸਾਲ ਤੋਂ ਨਹੀਂ ਪੜ੍ਹਾ ਰਿਹਾ ਹੋਵੇਗਾ ?
क्या वह तुम्हें दो वर्ष से नहीं पढ़ा रहा होगा ?
Will he not have been teaching you for two years ?
5. ਉਹ ਤਿੰਨ ਵਜੇ ਤੋਂ ਖੇਡ ਨਹੀਂ ਰਹੇ ਹੋਣਗੇ।
वे तीन बजे से खेल नहीं रहे होंगे।
They will not have been playing since 3 o'clock.

Exercise 146

Present Perfect Continuous

(A) Positive Sentences

(I) Translate the following sentences into English :

- ਉਹ ਤਿੰਨ ਘੰਟਿਆਂ ਤੋਂ ਸੌ ਰਹੀ ਹੈ।
वह तीन घण्टे से सो रही है।
- ਉਹ ਇੱਥੇ 1954 ਤੋਂ ਰਹਿ ਰਹੇ ਹਨ।
वे यहाँ 1954 से रह रहे हैं।
- ਮੈਂ ਤੁਹਾਡੀ ਸਵੇਰ ਤੋਂ ਉਡੀਕ ਕਰ ਰਿਹਾ ਹਾਂ।
मैं तुम्हारा सुबह से इन्तजार कर रहा हूँ।
- ਮੈਂ ਪੰਜ ਦਿਨਾਂ ਤੋਂ ਇਹ ਕਿਤਾਬ ਪੜ੍ਹ ਰਿਹਾ ਹਾਂ।
मैं पांच दिनों से यह पुस्तक पढ़ रहा हूँ।

5. ਮੇਰਾ ਮਿੱਤਰ ਕਾਫੀ ਸਮੇਂ ਤੋਂ ਬੀਮਾਰ¹ ਹੈ।
ਮੇਰਾ ਮਿੱਤਰ ਕਾਫੀ ਸਮੇਂ ਤੋਂ ਬੀਮਾਰ¹ ਹੈ।
6. ਉਹ ਸੋਮਵਾਰ ਤੋਂ ਗੈਰਹਾਜ਼ਰ² ਹੈ।
ਉਹ ਸੋਮਵਾਰ ਤੋਂ ਗੈਰਹਾਜ਼ਰ² ਹੈ।

HINTS : 1. has been ill for a long time 2. has been absent since Monday.

(B) Negative Sentences

(II) Translate the following sentences into English :

1. ਉਹ ਜਦੋਂ ਤੋਂ ਆਪਸ ਵਿਚ ਲੜੇ ਹਨ, ਇਕ ਦੂਜੇ ਨਾਲ ਨਹੀਂ ਬੋਲ ਰਹੇ ਹਨ।
ਉਹ ਜਦੋਂ ਤੋਂ ਆਪਸ ਵਿਚ ਲੜੇ ਹਨ, ਇਕ ਦੂਜੇ ਨਾਲ ਨਹੀਂ ਬੋਲ ਰਹੇ ਹਨ।
ਉਹ ਜਦੋਂ ਤੋਂ ਆਪਸ ਵਿਚ ਲੜੇ ਹਨ, ਇਕ ਦੂਜੇ ਨਾਲ ਨਹੀਂ ਬੋਲ ਰਹੇ ਹਨ।
ਉਹ ਜਦੋਂ ਤੋਂ ਆਪਸ ਵਿਚ ਲੜੇ ਹਨ, ਇਕ ਦੂਜੇ ਨਾਲ ਨਹੀਂ ਬੋਲ ਰਹੇ ਹਨ।
2. ਪਿਛਲੇ ਛੇ ਮਹੀਨਿਆਂ ਤੋਂ ਕਲਾਕਾਰ ਇਸ ਚਿੱਤਰ ਨੂੰ ਪੂਰਾ ਨਹੀਂ ਕਰ ਰਿਹਾ ਹੈ।
ਉਹ ਜਦੋਂ ਤੋਂ ਆਪਸ ਵਿਚ ਲੜੇ ਹਨ, ਇਕ ਦੂਜੇ ਨਾਲ ਨਹੀਂ ਬੋਲ ਰਹੇ ਹਨ।
3. ਲੜਕਾ ਪਿਛਲੇ ਦੋ ਦਿਨਾਂ ਤੋਂ ਨਹੀਂ ਸੌਂ ਰਿਹਾ।
ਉਹ ਜਦੋਂ ਤੋਂ ਆਪਸ ਵਿਚ ਲੜੇ ਹਨ, ਇਕ ਦੂਜੇ ਨਾਲ ਨਹੀਂ ਬੋਲ ਰਹੇ ਹਨ।
4. ਉਹ ਇੱਥੇ ਕਈ ਮਹੀਨਿਆਂ ਤੋਂ ਨਹੀਂ¹ ਹੈ।
ਉਹ ਜਦੋਂ ਤੋਂ ਆਪਸ ਵਿਚ ਲੜੇ ਹਨ, ਇਕ ਦੂਜੇ ਨਾਲ ਨਹੀਂ ਬੋਲ ਰਹੇ ਹਨ।
5. ਉਹ ਤਿੰਨ ਦਿਨਾਂ ਤੋਂ ਆਪਣਾ ਪਾਠ ਯਾਦ ਨਹੀਂ ਕਰ ਰਹੀ ਹੈ।
ਉਹ ਜਦੋਂ ਤੋਂ ਆਪਸ ਵਿਚ ਲੜੇ ਹਨ, ਇਕ ਦੂਜੇ ਨਾਲ ਨਹੀਂ ਬੋਲ ਰਹੇ ਹਨ।

HINT : 1. has not been here

(C) Interrogative Sentences

(III) Translate the following sentences into English :

1. ਕੀ ਉਹ ਦੋ ਮਹੀਨਿਆਂ ਤੋਂ ਇਮਤਿਹਾਨ ਦੀ ਤਿਆਰੀ ਕਰ ਰਿਹਾ ਹੈ ?
ਉਹ ਜਦੋਂ ਤੋਂ ਆਪਸ ਵਿਚ ਲੜੇ ਹਨ, ਇਕ ਦੂਜੇ ਨਾਲ ਨਹੀਂ ਬੋਲ ਰਹੇ ਹਨ।
2. ਉਹ ਉਸ ਪੁਲ ਨੂੰ ਕਿੰਨੀ ਦੇਰ ਤੋਂ ਬਣਾ ਰਹੇ ਹਨ ?
ਉਹ ਜਦੋਂ ਤੋਂ ਆਪਸ ਵਿਚ ਲੜੇ ਹਨ, ਇਕ ਦੂਜੇ ਨਾਲ ਨਹੀਂ ਬੋਲ ਰਹੇ ਹਨ।
3. ਬੱਚੇ ਕਿੰਨੇ ਘੰਟਿਆਂ ਤੋਂ ਸੌਂ ਰਹੇ ਹਨ ?
ਉਹ ਜਦੋਂ ਤੋਂ ਆਪਸ ਵਿਚ ਲੜੇ ਹਨ, ਇਕ ਦੂਜੇ ਨਾਲ ਨਹੀਂ ਬੋਲ ਰਹੇ ਹਨ।
4. ਤੁਸੀਂ ਇੱਥੇ ਕਦੋਂ ਤੋਂ ਰਹਿ ਰਹੇ ਹੋ ?
ਉਹ ਜਦੋਂ ਤੋਂ ਆਪਸ ਵਿਚ ਲੜੇ ਹਨ, ਇਕ ਦੂਜੇ ਨਾਲ ਨਹੀਂ ਬੋਲ ਰਹੇ ਹਨ।
5. ਤੁਸੀਂ ਮੇਰੀ ਕਦੋਂ ਤੋਂ ਉਡੀਕ ਕਰ ਰਹੇ ਹੋ ?
ਉਹ ਜਦੋਂ ਤੋਂ ਆਪਸ ਵਿਚ ਲੜੇ ਹਨ, ਇਕ ਦੂਜੇ ਨਾਲ ਨਹੀਂ ਬੋਲ ਰਹੇ ਹਨ।

6. ਕੀ ਤੁਸੀਂ ਸਵੇਰ ਤੋਂ ਸੌ ਰਹੇ ਹੋ ?
ਕਯਾ ਤੁਮ ਸੁਭਹ ਸੇ ਸੌ ਰਹੇ ਹੋ ?
7. ਤੁਸੀਂ ਕੱਲ੍ਹ ਤੋਂ ਕੀ ਕਰ ਰਹੇ ਹੋ ?
ਤੁਮ ਕਲ ਸੇ ਕਯਾ ਕਰ ਰਹੇ ਹੋ ?

Exercise 147

Past Perfect Continuous

(A) Positive Sentences

(IV) Translate the following sentences into English :

1. ਮੈਂ 1960 ਤੋਂ ਲੁਧਿਆਣੇ ਵਿਚ ਰਹਿ ਰਿਹਾ ਸੀ।
ਮੈਂ 1960 ਸੇ ਲੁਧਿਆਣਾ ਮੇਂ ਰਹ ਰਹਾ ਥਾ।
2. ਬੱਚਾ ਦੋ ਘੰਟਿਆਂ ਤੋਂ ਰੋ ਰਿਹਾ ਸੀ।
ਬਚਾ ਦੋ ਘੰਟੋਂ ਸੇ ਰੋ ਰਹਾ ਥਾ।
3. ਮੇਰੇ ਮਿੱਤਰ ਕਾਫ਼ੀ ਸਮੇਂ ਤੋਂ ਮੇਰਾ ਇੰਤਜ਼ਾਰ ਕਰ ਰਹੇ ਹਨ।
ਮੇਰੇ ਸਿਤਰ ਕਾਫ਼ੀ ਸਮਯ ਸੇ ਮੇਰਾ ਇੰਤਜ਼ਾਰ ਕਰ ਰਹੇ ਥੇ।
4. ਉਸ ਦੇ ਦਾਦਾ ਜੀ ਕਈ ਮਹੀਨਿਆਂ ਤੋਂ ਬੀਮਾਰ ਸੀ।
ਤਸਕੇ ਦਾਦਾ ਜੀ ਕਈ ਸਹੀਨੋਂ ਸੇ ਬੀਮਾਰ ਥੇ।
5. ਉਹ ਸਵੇਰ ਤੋਂ ਪੱਤਰ ਲਿਖ ਰਹੀ ਸੀ।
ਵਹ ਸੁਭਹ ਸੇ ਪਤਰ ਲਿਖ ਰਹੀ ਥੀ।

(B) Negative Sentences

(V) Translate the following sentences into English :

1. ਉਹ ਤੁਹਾਨੂੰ ਧੋਖਾ ਦੇਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਨਹੀਂ ਕਰ ਰਿਹਾ ਸੀ।
ਵਹ ਤੁਮ੍ਹੇਂ ਧੋਖਾ ਦੇਨੇ ਕੀ ਕੋਸ਼ਿਸ਼ ਨਹੀਂ ਕਰ ਰਹਾ ਥਾ।
2. ਮੇਰਾ ਛੋਟਾ ਭਰਾ ਸਖਤ ਮਿਹਨਤ ਨਹੀਂ ਕਰ ਰਿਹਾ ਸੀ।
ਮੇਰਾ ਛੋਟਾ ਭਾਏ ਕਠਿਨ ਪਰਿਸ਼ਰਮ ਨਹੀਂ ਕਰ ਰਹਾ ਥਾ।
3. ਰਮਿੰਦਰ ਕਈ ਦਿਨਾਂ ਤੋਂ ਸਕੂਲ ਨਹੀਂ ਆ ਰਿਹਾ ਸੀ।
ਰਮੇਂਦਰ ਕਈ ਦਿਨੋਂ ਸੇ ਸਕੂਲ ਨਹੀਂ ਆ ਰਹਾ ਥਾ।
4. ਮੇਰੇ ਪਿਤਾ ਜੀ ਕਈ ਦਿਨਾਂ ਤੋਂ 'ਵਾਰ ਐਂਡ ਪੀਸ' ਨਹੀਂ ਪੜ੍ਹ ਰਹੇ ਸਨ।
ਮੇਰੇ ਪਿਤਾ ਜੀ ਕਈ ਦਿਨੋਂ ਸੇ ਵਾਰ ਏਂਡ ਪੀਸ ਨਹੀਂ ਪੜ੍ਹ ਰਹੇ ਥੇ।
5. ਮੰਗਤਾ ਸਵੇਰ ਤੋਂ ਮੰਗ ਨਹੀਂ ਰਿਹਾ ਸੀ।
ਮਿਖਾਰੀ ਪਰਾਤ: ਸੇ ਮੀਖ ਨਹੀਂ ਮਾਂਗ ਰਹਾ ਥਾ।

(C) Interrogative Sentences

(VI) Translate the following sentences into English :

1. ਤੁਹਾਡੇ ਪਿਤਾ ਜੀ ਕਦੋਂ ਤੋਂ ਨਵਾਂ ਟਰੈਕਟਰ ਖਰੀਦਣ ਬਾਰੇ ਸੋਚ ਰਹੇ ਸਨ ?
तुम्हारे पिता जी कब से नया ट्रैक्टर खरीदने की सोच रहे थे ?
2. ਤੁਸੀਂ ਕਦੋਂ ਤੋਂ ਦਰਵਾਜ਼ਾ ਖੜਕਾ ਰਹੇ ਸੀ ?
तुम कब से दरवाज़ा खटखटा रहे थे ?
3. ਉਹ ਕਦ ਤੋਂ ਉਸ ਸੜਕ ਦੀ ਮੁਰੰਮਤ ਕਰ ਰਹੇ ਸੀ ?
वे कब से उस सड़क की मुरम्मत कर रहे थे ?
4. ਤੁਸੀਂ ਇਸ ਅਵਸਰ ਨੂੰ ਕਦ ਤੋਂ ਦੇਖ ਰਹੇ ਸੀ ?
तुम इस अवसर को कब से देख रहे थे ?
5. ਤੁਸੀਂ ਇਸ ਅਹੁਦੇ ਲਈ ਕਦ ਤੋਂ ਕੋਸ਼ਿਸ਼ ਕਰ ਰਹੇ ਸੀ ?
तुम इस पद के लिए कब से कोशिश कर रहे थे ?

Exercise 148

Future Perfect Continuous

(A) Positive Sentences

(VII) Translate the following sentences into English :

1. ਅਧਿਆਪਕ ਪੰਜ ਸਾਲ ਤੋਂ ਇਸ ਸਕੂਲ ਵਿਚ ਪੜ੍ਹਾ ਰਿਹਾ ਹੋਵੇਗਾ।
अध्यापक पाँच साल से इस स्कूल में पढ़ा रहा होगा।
2. ਤਿੰਨ ਵਜੇ ਤੋਂ ਭਾਰੀ ਵਰਖਾ ਹੋ ਰਹੀ ਹੋਵੇਗੀ।
तीन बजे से भारी वर्षा हो रही होगी।
3. ਚਪੜਾਸੀ ਦੋ ਦਿਨ ਤੋਂ ਸਕੂਲ ਦੇਰ ਨਾਲ ਆ ਰਿਹਾ ਹੋਵੇਗਾ।
चपरासी दो दिन से स्कूल देर से आ रहा होगा।
4. ਪੰਛੀ ਸਵੇਰ ਤੋਂ ਚਹਿਚਹਾ ਰਹੇ ਹੋਣਗੇ।
पक्षी सुबह से चहचहा रहे होंगे।
5. ਮਾਲੀ ਪੰਜ ਦਿਨਾਂ ਤੋਂ ਬੂਟਿਆਂ ਨੂੰ ਪਾਣੀ ਦੇ ਰਿਹਾ ਹੋਵੇਗਾ।
माली पाँच दिन से पौधों को पानी दे रहा होगा।

(B) Negative Sentences

(VIII) Translate the following sentences into English :

1. ਮੁੱਖ ਅਧਿਆਪਕ ਪਿਛਲੇ ਦਸ ਸਾਲਾਂ ਤੋਂ ਇਸ ਸ਼ਹਿਰ ਵਿਚ ਨਹੀਂ ਰਹਿ ਰਿਹਾ ਹੋਵੇਗਾ।
मुख्य अध्यापक गत दस साल से इस शहर में नहीं रह रहा होगा।
2. ਧੋਬੀ ਤਿੰਨ ਘੰਟਿਆਂ ਤੋਂ ਕੱਪੜੇ ਪ੍ਰੈਸ ਨਹੀਂ ਕਰ ਰਿਹਾ ਹੋਵੇਗਾ।
धोबी तीन घंटे से कपड़े प्रੈस नहीं कर रहा होगा।

- | | |
|--|--|
| 6. ਜਿੰਨਾ ਜ਼ਿਆਦਾ ਪੜ੍ਹੋਗੇ ਉਨਾਂ ਜ਼ਿਆਦਾ ਸਿੱਖੋਗੇ।
ਜਿਤਨਾ ਅਧਿਕ ਪੜ੍ਹੋਗੇ, ਤਦਨਾ ਅਧਿਕ ਸੀਖੋਗੇ। | The more you read, the more you learn. |
| 7. ਇਸ ਸੜਕ ਤੇ ਅਗਲੀ ਗੱਡੀ ਤੋਂ
ਅਗੇ ਨਿਕਲਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਨਾ ਕਰੋ।
इस सड़क पर अगली गाड़ी से
आगे निकलने की कोशिश न करो। | No overtaking on this road. |
| 8. ਕੀ ਜ਼ਰਾ ਇਹ ਸਮਾਨ ਚੁੱਕਣ ਵਿਚ
ਮੇਰੀ ਸਹਾਇਤਾ ਕਰੋਗੇ ?
क्या ज़रा यह सामान उठवाने में
मेरी सहायता करोगे ? | Would you mind helping me
with this luggage ? |
| 9. ਇਸ ਨੂੰ ਦੂਹਰਾ ਕਰ ਲਓ।
इसे दोहरा कर लो। | Fold it in half. |
| 10. ਆਪਣੇ ਬਟਨ ਬੰਦ ਕਰ ਲਓ।
अपने बटन बन्द कर लो। | Do your buttons up. |
| 11. ਜਦੋਂ ਤੱਕ ਤੁਹਾਨੂੰ ਕਿਹਾ ਨਾ ਜਾਏ ਨਾ ਬੋਲੋ।
जब तक तुमसे पूछा न जाए, मत बोलो। | Don't speak until you're spoken to. |
| 12. ਦੇਖੋ! ਅੱਗੇ ਪੌੜੀਆਂ ਹਨ।
देखना, आगे सीढ़ी है। | Mind the steps. |
| 13. ਜਾਣ ਤੋਂ ਬਾਅਦ ਦਰਵਾਜ਼ਾ ਬੰਦ ਕਰ ਦੇਣਾ।
जाने के बाद दरवाज़ा बन्द कर देना। | Shut the door after you. |
| 14. ਆਪਣੀ ਜੁਗਾਬਾਂ ਉੱਤੇ ਚੜ੍ਹਾ ਲਓ।
अपनी जुबारों ऊपर चढ़ा लो। | Pull your socks up. |
| 15. ਮੈਂ ਟੈਲੀਫੋਨ ਸੁਣਾਂਗਾ। ਜਾਂ
ਮੈਂ ਦੇਖਦਾ ਹਾਂ ਕਿਸ ਦਾ ਫੋਨ ਹੈ ?
मैं टेलिफोन सुनूंगा। या
मैं देखता हूँ किसका फोन है ? | I will answer the phone. |
| 16. ਮੈਂ ਸਵੇਰ ਤੋਂ ਹੀ ਚੀਜ਼ਾਂ ਖਰੀਦ ਰਿਹਾ ਹਾਂ।
मैं सुबह से ही चीज़ें खरीद रहा हूँ। | I have been shopping all the morning. |
| 17. ਇਹ ਉਹਨਾਂ ਲਈ ਚੰਗਾ ਹੋਵੇਗਾ।
यह उनके लिए अच्छा होगा। | It will do them good. |
| 18. ਮੈਨੂੰ ਹੁਣ ਜਾਣਾ ਚਾਹੀਦਾ ਹੈ।
मुझे अब चलना चाहिए। | I must be off now. |

19. ਚੰਗਾ ਵਰਤਾਓ ਕਰੋ।
ਠੀਕ ਢੰਗ ਤਰ੍ਹਾਂ ਤੋਂ ਵਰਤਿਆ ਕਰੋ।
20. ਤੁਸੀਂ ਯਾਤਰਾ ਦੌਰਾਨ ਥੋੜ੍ਹਾ-ਜਿਹਾ
ਰੁਕ ਸਕਦੇ ਹੋ।
ਆਪ ਯਾਤਰਾ ਦੇ ਦੌਰਾਨ ਰਸਤੇ ਤੋਂ
ਥੋੜ੍ਹਾ ਸਾਂ ਰੁਕ ਸਕਦੇ ਹੋ।
21. ਮੌਕਾ ਅਜ਼ਮਾਓ।
ਮੌਕਾ ਆਜ਼ਮਾਓ।
22. ਜੇ ਭੈੜੀ ਤੋਂ ਭੈੜੀ ਗੱਲ ਵੀ ਹੋ ਜਾਏ...
ਅਗਰ ਭੁਰੀ ਤੋਂ ਭੁਰੀ ਭਾਵ ਵੀ ਹੋ ਜਾਏ...
23. ਬਸ, ਬਹੁਤ ਹੈ।
ਬਸ, ਬਹੁਤ ਹੈ।
24. ਕੀ ਚਾਹ ਚਲੇਗੀ ?
ਕੀ ਚਾਹ ਚਲੇਗੀ ?
25. ਗੁਸੇ ਵਿਚ ਨਾ ਆਓ।
ਗੁਸੇ ਤੋਂ ਸੁਖ ਆਓ।
26. ਇਹ ਤਹਿ ਹੋ ਗਿਆ ਹੈ।
ਯਹ ਤਹਿ ਹੋ ਗਿਆ ਹੈ।
27. ਉਹ ਕੋਈ ਸ਼ਰਾਰਤ ਕਰੇਗਾ।
ਯਹ ਕੋਈ ਸ਼ਰਾਰਤ ਕਰੇਗਾ।
28. ਤੁਸੀਂ ਮੈਨੂੰ ਕੀ ਸਮਝਦੇ ਹੋ ?
ਤੁਮ ਸੁਝੋ ਕੀ ਸਮਝਦੇ ਹੋ ?
29. ਤੁਹਾਨੂੰ ਠੰਢ ਲੱਗ ਗਈ ਹੈ।
ਤੁਮ੍ਹੇਂ ਠੰਢ ਲਗ ਗਈ ਹੈ।
30. ਤੁਸੀਂ ਇਸ ਨੂੰ ਆਪਣੇ ਤੱਕ ਹੀ ਰੱਖਣਾ।
ਤੁਮ ਇਸੇ ਅਪਣੇ ਤੱਕ ਹੀ ਰੱਖਣਾ।
31. ਉਸ ਨੂੰ ਕੋਈ ਨਹੀਂ ਰੋਕ ਸਕਦਾ।
ਉਸੇ ਕੋਈ ਨਹੀਂ ਰੋਕ ਸਕਦਾ।
32. ਉਸਦੇ ਲੁੱ ਖੜੇ ਹੋ ਗਏ।
ਉਸਕੇ ਲੁੱ ਖੜੇ ਹੋ ਗਏ।
- Behave yourself.
- You can break the journey.
- Take a chance on it.
- If the worst comes to the worst.
- That'll do.
- What about having some tea ?
OR
How about having some tea ?
- Keep your temper.
- It is all fixed up.
- He is up to some mischief.
- What do you take me for ?
- You have got a cold coming (on).
- I hope you will keep it to yourself.
- There's no stopping him.
- His hair stood on end.

33. ਮੈਂ ਚਾਹ ਬਣਾ ਲਈ ਹੈ, ਕੀ ਕੱਪ ਕੱਢੇ ਜਾਣ ?
I have made the tea. What about putting some cups out ?
- ਮੈਂਨੇ ਚਾਯ ਬਨਾ ਲੀ ਹੈ, ਕਯਾ ਕਪ ਨਿਕਾਲੇ ਜਾਓਂ ?
34. ਇਸ ਸਮੇਂ ਕੋਈ ਬੱਸ ਨਹੀਂ ਮਿਲੇਗੀ,
ਇਸ ਲਈ ਸਾਨੂੰ ਸਾਰਿਆਂ ਨੂੰ ਪੈਦਲ
ਹੀ ਵਾਪਸ ਜਾਣਾ ਪਵੇਗਾ।
There's no bus at this hour, so we'll just have to foot it all the way back.
- ਇਸ ਸਮਯ ਕੋਓਂ ਬਸ ਨਹੀਂ ਮਿਲੇਗੀ,
ਇਸਲਿਏ ਹਮ ਸਭੀ ਕੋ ਪੈਦਲ ਹੀ
ਕਾਪਸ ਜਾਨਾ ਹੋਗਾ।
35. ਇਹ ਨਿਸ਼ਚਿਤ ਹੈ ਕਿ ਤੁਸੀਂ ਉਸ ਨੂੰ
ਖੁਸ਼ ਨਹੀਂ ਕਰ ਸਕਦੇ।
You can depend on it that she won't be pleased.
- ਯਹ ਨਿਸ਼ਚਿਤ ਹੈ ਕਿ ਤੁਸੇ ਤੁਸੇ ਖੁਸ਼
ਨਹੀਂ ਕਰ ਸਕਦੇ।
36. ਮੈਂ ਇਸ ਗੱਲ ਦਾ ਧਿਆਨ ਰੱਖਾਂਗਾ
ਕਿ ਤੁਸੀਂ ਘਰ ਠੀਕ-ਠਾਕ ਪਹੁੰਚ
ਜਾਓ।
I'll see to it that you get home all right.
- ਮੈਂ ਇਸ ਕਾਤ ਕਾ ਖਯਾਲ ਰਖੂੰਗਾ
ਕਿ ਤੁਸ ਘਰ ਠੀਕ-ਠਾਕ ਪਹੁੰਚ ਜਾਓ।
37. ਇਸ ਦਾ ਮਤਲਬ ਇਹ ਹੋਇਆ ਕਿ
ਤੁਹਾਡੇ ਨਾਲ ਧੋਖਾ ਕੀਤਾ ਗਿਆ ਹੈ।
It all amounts to this that your have been cheated.
- ਇਸ ਕਾ ਯਹ ਸਤਲਕ ਹੁਆ ਕਿ
ਤੁਸੇ ਧੋਖਾ ਕਿਆ ਗਯਾ ਹੈ।
38. ਤੁਸੀਂ ਕੀ ਕਰਨ ਵਾਲੇ ਹੋ ?
What are you up to ?
- ਤੁਸ ਕਯਾ ਕਰਨੇ ਕਾਲੇ ਹੋ ?
39. ਅਸੀਂ ਇਨ੍ਹਾਂ ਥੋੜ੍ਹੇ-ਜਿਹੇ ਪੈਸਿਆਂ
ਨਾਲ ਹੀ ਕੰਮ ਚਲਾ ਲਵਾਂਗੇ।
We shall make do with this little money.
- ਹਮ ਇਨ ਥੋੜ੍ਹੇ ਸੇ ਪੈਸੀਂ ਸੇ ਹੀ ਕਾਮ ਚਲਾ ਲੋਂਗੇ।
40. ਤੁਸੀਂ ਆਪਣੀ ਕਮੀਜ਼ ਅੰਦਰ ਕਰ ਲਓ।
Tuck your shirt in.
- ਤੁਸ ਅਪਨੀ ਕਮੀਜ ਅਨਦਰ ਕਰ ਲੋ।
41. ਤੁਸੀਂ ਆਪਣੇ ਆਪ ਨੂੰ ਕੀ ਸਮਝਦੇ ਹੋ ?
What do you think of yourself ?
- ਤੁਸ ਅਪਨੇ ਆਪ ਕੋ ਕਯਾ ਸਮਝਦੇ ਹੋ ?
42. ਮੇਰਾ ਹੱਥ ਵਟਾਓ।
Lend me a hand.
- ਮੇਰਾ ਹਾਥ ਕਟਾਓ।

43. ਇਸ ਸ਼ਬਦ ਨੂੰ ਸ਼ਬਦ-ਕੋਸ਼ ਵਿਚ ਦੇਖੋ।
इस शब्द को शब्द-कोष में देखो।
44. ਮੈਂ ਜ਼ਿਆਦਾ ਦੇਰ ਨਹੀਂ ਲਾਵਾਂਗਾ।
मैं ज्यादा देर नहीं लगाऊंगा।
45. ਮੈਨੂੰ ਜਗਾ ਦੇ ਦਿਓ।
मुझे जगह दे दो।
46. ਇਸ ਨਾਲ ਤੁਹਾਡਾ ਕੋਈ ਮਤਲਬ ਨਹੀਂ।
इस से तुम्हारा कोई मतलब नहीं।
47. ਉਹ ਤੁਹਾਨੂੰ ਕੁਝ ਨਹੀਂ ਸਮਝਦਾ।
वह तुम्हें कुछ नहीं समझता।
48. ਚੰਗਾ ਹੈ ਕਿ ਤੁਸੀਂ ਚਲੇ ਜਾਓ।
अच्छा है कि तुम चले जाओ।
49. ਇਹ ਮਸ਼ੀਨ ਖਰਾਬ ਹੈ।
यह मशीन खराब है।
50. ਇਹ ਮੇਰੇ ਬਸ ਤੋਂ ਬਾਹਰ ਹੈ।
यह मेरे बस से बाहर है।
51. ਤੁਸੀਂ ਸਾਨੂੰ ਯਾਦ ਆਓਗੇ।
तुम हमें याद आओगे।
52. ਮੈਂ ਮਾਫੀ ਚਾਹੁੰਦਾ ਹਾਂ ਮੈਂ ਤੁਹਾਡੀ ਗੱਲ ਨਹੀਂ ਸੁਣੀ।
I beg your pardon, I did not hear you.
53. ਬਹੁਤ ਹੋ ਗਿਆ।
Enough of it.
54. ਉਹਨਾਂ ਨੂੰ ਅੰਦਰ ਲੈ ਆਓ।
Show them in.
55. ਉਸ ਨੂੰ ਕੀ ਹੋ ਗਿਆ ਹੈ ?
What's wrong with him ?
56. ਕੀ ਤੁਸੀਂ ਮੈਨੂੰ ਆਪਣੀ ਪੈਨਸਲ ਦਿਓਗੇ ? ਇਹ ਲਓ ਜੀ।
Can you lend me your pencil ?
Here you are !
57. ਮੈਨੂੰ ਇਹ ਗੱਲ ਸੁੱਝੀ ਹੀ ਨਹੀਂ।
It did not occur to me.

58. ਮੈਂ ਆਪਣਾ ਇਰਾਦਾ ਬਦਲ ਲਿਆ ਹੈ।
ਮੈਂਨੇ ਅਪਨਾ ਝਰਾਫਾ ਬਦਲ ਲਿਆ ਹੈ। I have changed my mind.
59. ਅਸੀਂ ਅਜੇ ਔਂਕੜਾ ਤੋਂ ਬਾਹਰ ਨਹੀਂ ਨਿਕਲੇ।
ਹਮ ਅਖੀ ਸੁਝਿਕਲੀਂ ਸੇ ਬਾਹਰ ਨਹੀਂ ਨਿਕਲੇ। We are not out of the wood yet.
60. ਮੈਂ ਕਮਰਿਆਂ ਦਾ ਪ੍ਰਬੰਧ ਕਰਾਂਗਾ।
ਮੈਂ ਕਮਰੀਂ ਕਾ ਪ੍ਰਬੰਧ ਕਰੂੰਗਾ। I'll see about the rooms.
61. ਇਕ ਦਿਨ ਤੁਸੀਂ ਫੜੇ ਹੀ ਜਾਓਗੇ।
ਏਕ ਦਿਨ ਤੁਸ ਪਕੜੇ ਹੀ ਜਾਓਗੇ। Sooner or later you will be caught.
62. ਮੈਂ ਇਕ ਵਾਰੀ ਵਿਚ ਦਸ ਕੇਲੇ ਖਾ ਸਕਦਾ ਹਾਂ।
ਮੈਂ ਏਕ ਹੀ ਬਾਰ ਸੇਂ ਦਸ ਕੇਲੇ ਖਾ ਸਕਤਾ ਹੂੰ। I can eat ten bananas in one go.
63. ਤੁਸੀਂ ਸਾਰਾ ਕੁਝ ਚੌਪਟ ਕਰ ਦਿੱਤਾ ਹੈ।
ਤੁਸਨੇ ਸਬ ਕੁਝ ਚੌਪਟ ਕਰ ਦਿਆ ਹੈ। You have made a mess of it.
64. ਸਾਡੇ ਮਿੱਤਰ ਸਾਡੀ ਬੇਇਜ਼ਤੀ ਨਹੀਂ ਹੋਣ ਦੇਣਗੇ।
ਹਮਾਰੇ ਸਿਤ੍ਰ ਹਮਾਰੀ ਬੇਝਿਜ਼ਤੀ ਨਹੀਂ ਹੋਨੇ ਦੇਂਗੇ। Our friends will not let us down.
65. ਮੈਨੂੰ ਕਾਲਜ ਕੋਲ ਉਤਾਰ ਦੇਣਾ।
ਸੁਝੇ ਕਾਲਿਜ ਕੇ ਪਾਸ ਤਤਾਰ ਦੇਨਾ। Drop me near the college.
66. ਕੀ ਉਹ ਉਮਰ ਮੁਤਾਬਕ ਲੰਮਾ ਨਹੀਂ ਲੱਗਦਾ ਹੈ ?
ਕਯਾ ਵਹ ਆਯੁ ਕੇ ਅਨੁਸਾਰ ਲੰਮਬਾ ਨਹੀਂ ਲਗਤਾ ਹੈ ? Doesn't he look tall for his age ?
67. ਤੁਸੀਂ ਤਾਂ ਹਰ ਇਕ ਨਾਲ ਝਗੜਾ
ਮੁੱਲ ਲੈਂਦੇ ਰਹਿੰਦੇ ਹੋ।
ਤੁਸ ਤੋ ਹਰ ਏਕ ਸੇ ਝਗੜਾ ਸੋਲ ਲੇਤੇ ਰਹਤੇ ਹੋ। You are picking quarrels with everybody.
68. ਆਪਣਾ ਵਚਨ ਨਿਭਾਓ।
ਅਪਨਾ ਵਚਨ ਨਿਭਾਓ। Always keep your word.
69. ਮੇਰੀ ਉਸ ਨਾਲ ਬੋਲ-ਚਾਲ ਨਹੀਂ ਹੈ।
ਸੇਰੀ ਤਸਸੇ ਬੋਲਚਾਲ ਨਹੀਂ ਹੈ। I am not on speaking terms with him.
70. ਅੱਜ ਕਿੰਨੀ ਠੰਢ ਹੈ।
ਅਜ ਕਿਤਨੀ ਸਦੀਂ ਹੈ। How cold it is today !
71. ਤੁਸੀਂ ਕਿਉਂ ਦੌੜਦੇ ਹੋ ?
ਤੁਸ ਕਯੋਂ ਦੌਫੜਤੇ ਹੋ ? What makes you run ?
72. ਮੈਂ ਜਲਦੀ ਵਿਚ ਹਾਂ।
ਮੈਂ ਜਲਦੀ ਸੇਂ ਹੂੰ। I am in a hurry.

73. ਇਹ ਬਿਲਕੁਲ ਤੁਹਾਡੇ ਤੇ ਮੇਰੇ ਵਿਚ ਹੈ।
यह बिल्कुल तुम्हारे और मेरे बीच में है।
74. ਉਸ ਨੇ ਤੁਹਾਡਾ ਜ਼ਿਕਰ ਕੀਤਾ।
उसने तुम्हारा जिकर किया।
75. ਤਾਜ਼ਾ ਸਮਾਚਾਰ ਕੀ ਹੈ ?
ताज़ा समाचार क्या है ?
76. ਤੁਹਾਨੂੰ ਹੁਣ ਉੱਥੇ ਜਾਣ ਦੀ ਜ਼ਰੂਰਤ ਨਹੀਂ।
तुम्हें अब वहां जाने की आवश्यकता नहीं।
77. ਅੱਛਾ, ਹੁਣ ਮੈਂ ਚੱਲਦਾ ਹਾਂ।
अच्छा, अब मैं चलता हूँ।
78. ਸਿਆਹੀ ਨਾਲ ਲਿਖੋ।
स्याही से लिखो।
79. ਮੈਨੂੰ ਤੁਹਾਨੂੰ ਮਿਲ ਕੇ ਬਹੁਤ ਖੁਸ਼ੀ ਹੋਈ।
मुझे तुम से मिल कर बड़ी प्रसन्नता हुई।
80. ਉਹ ਉਦਾਸ ਹੈ।
वह उदास है।
81. ਉਹ ਛੁੱਟ-ਛੁੱਟ ਕੇ ਰੋ ਪਈ।
वह फूट-फूट कर रो पड़ी।
82. ਸਖ਼ਤ ਮਿਹਨਤ ਤੋਂ ਜੀ ਨਾ ਚੁਰਾਓ।
कठिन परिश्रम से जी मत चुराओ।
83. ਸਾਰਿਆਂ ਤੋਂ ਗਲਤੀ ਹੁੰਦੀ ਹੈ।
हम सभी से गलती होती है।
84. ਚੰਗਾ ਹੈ ਕਿ ਡਾਕਟਰ ਦੀ ਸਲਾਹ ਲੈ ਲਵੋ।
अच्छा है कि डाक्टर की सलाह ले लो।
85. ਤੁਹਾਡਾ ਉਸ ਨਾਲ ਕੀ ਰਿਸ਼ਤਾ ਹੈ ?
तुम्हारा उससे क्या रिश्ता है ?
86. ਉਹ ਸੈਨਾ ਵਿਚ ਭਰਤੀ ਹੋ ਗਿਆ।
वह सेना में भर्ती हो गया।
87. ਅਸੀਂ ਚਾਹੁੰਦੇ ਹਾਂ ਕਿ ਗਰੀਬੀ ਤੇ
ਅਮੀਰੀ ਵਿਚ ਫ਼ਰਕ ਘੱਟ ਹੋਵੇ।
हम चाहते हैं कि गरीबी और
अमीरी के बीच अन्तर कम हो।
- This is strictly between you and me.
- He made a mention of you.
- What is the latest news ?
- You need not go there now.
- Well, I take leave of you now.
- Write in ink.
- I am very glad to see you.
- He feels sad.
- She burst into tears.
- You should not be averse to hard work.
- We are all prone to error.
- You had better consult a doctor.
- How is she related to you ?
- He enlisted in the army.
- We wish to diminish the distance between wealth and poverty.

88. ਇਹ ਮੈਂ ਹੀ ਤਾਂ ਹਾਂ।
यह मैं ही तो हूँ।
89. ਹਿੰਮਤ ਬੰਨੋ ਅਤੇ ਕੋਸ਼ਿਸ਼ ਕਰੋ।
हिम्मत बांधो और कोशिश करो।
90. ਤੁਹਾਨੂੰ ਬੁਰੀ ਸੰਗਤ ਤੋਂ ਬਚਣਾ ਚਾਹੀਦਾ ਹੈ।
तुम्हें बुरी संगति से बचना चाहिए।
91. ਉਸ ਦੇ ਭਾਸ਼ਨ ਦਾ ਲੋਕਾਂ ਤੇ ਕੋਈ ਅਸਰ ਨਹੀਂ ਹੋਇਆ।
उसके भाषण का लोगों पर कोई असर नहीं हुआ।
92. ਕੀ ਇਸ ਕਿਤਾਬ ਨਾਲ ਤੁਹਾਡਾ ਕੰਮ ਚਲ ਜਾਵੇਗਾ ?
क्या इस पुस्तक से तुम्हारा काम चलेगा ?
93. ਕਿਰਪਾ ਕਰਕੇ ਅੱਗੇ ਚੱਲੋ।
कृपया आगे चलो।
95. ਉਸਨੇ ਮੈਨੂੰ ਧੋਖਾ ਦਿੱਤਾ।
उसने मुझे धोखा दिया।
96. ਸਰਦੀ ਦਾ ਮੌਸਮ ਆ ਗਿਆ ਹੈ।
सर्दी का मौसम आ गया है।
97. ਬਾਗ ਵਿਚ ਬਹਾਰ ਹੀ ਬਹਾਰ ਸੀ।
बाग में बहार ही बहार थी।
98. ਮੇਰੀ ਗੱਲ ਦਾ ਬੁਰਾ ਨਹੀਂ ਮਨਾਉਣਾ।
मेरी बात का बुरा मत मनाना।
99. ਕੰਮ ਦੇ ਲਈ ਸੁਚੇਤ ਹੋਵੋ।
काम के लिए कमर कस लो।
100. ਉਸ ਦੀਆਂ ਅੱਖਾਂ ਵਿਚ ਅੱਥਰੂ ਆ ਗਏ।
उसकी आँखों में आँसू आ गए।
- It is me.
- Take heart and try again.
- You should steer clear of bad company.
- His speech fell flat on the audience.
- Will this book serve your purpose ?
- Please carry on.
- He played me false.
- The winter has set in.
- The garden was in full bloom.
- Don't take my words ill.
- Be up and doing.
- Tears welled up in her eyes.

101. ਇਸ ਗੱਲ ਵਿਚ ਮੇਰਾ ਹੱਥ ਨਹੀਂ ਹੈ। I have no hand in this matter.
 इस बात में मेरा हाथ नहीं है।
102. ਉਸ ਨੇ ਛੇਤੀ ਹੀ ਆਪਣੀਆਂ ਮੁਸ਼ਕਲਾਂ ਤੇ ਕਾਬੂ He soon got over his difficulties.
 ਪਾ ਲਿਆ।
 उसने शीघ्र ही अपनी कठिनाइयों पर काबू
 पा लिया।
103. ਮਿਹਨਤ ਦਾ ਹਮੇਸ਼ਾ ਫਲ ਮਿਲਦਾ ਹੈ। Hard work is always rewarded.
 परिश्रम का हमेशा फल मिलता है।

TRANSLATION

In the following sections, the patterns of sentences in English are not based on tenses. They are based on arrangements of words, phrases and clauses. You may find combinations of tenses (*i.e.*, more than one tense) in the same sentence.

Compare the forms of sentences in Punjabi/Hindi with those in English.

SECTION I

Pattern : It + verb + ... clause

(i) It is certain that...

(ii) It so happened that...

(iii) It is possible that...

1. ਇਹ ਨਿਸ਼ਚਿਤ ਹੈ ਕਿ ਦੁਕਾਨਾਂ It is certain that the shops will
 ਬੰਦ ਰਹਿਣਗੀਆਂ। remain closed.
 यह निश्चित है कि दुकानें बन्द रहेंगी।
2. ਸੰਭਵ ਹੈ ਕਿ ਉਸ ਨੂੰ ਸੂਚਨਾ ਨਾ It is possible that he hasn't got
 ਮਿਲੀ ਹੋਵੇ। the information.
 संभवतः उसे सूचना न मिली हो।
3. ਅਜਿਹਾ ਹੋਇਆ ਕਿ ਸਾਰੀਆਂ ਰੇਲ It so happened that all the trains
 ਗੱਡੀਆਂ ਬੰਦ ਹੋ ਗਈਆਂ। were suspended.
 ऐसा हुआ कि सभी रेलगाड़ियां बन्द हो गईं।

Exercise 149

Translate the following sentences into English, according to the pattern given at page 274 :

1. ਇਹ ਨਿਸ਼ਚਿਤ ਹੈ ਕਿ ਲੜਾਈ ਹੋਵੇਗੀ।
यह निश्चित है कि लड़ाई होगी।
2. ਸ਼ਾਇਦ ਸਾਨੂੰ ਸਹਾਇਤਾ ਨਾ ਮਿਲੇ।
शायद हमें सहायता न मिले।
3. ਅਜੇ ਇਹ ਨਿਸ਼ਚਿਤ ਨਹੀਂ ਹੈ ਕਿ ਕਿੰਨੇ ਮਹਿਮਾਨ ਆਉਣਗੇ।
अभी यह निश्चित नहीं है कि कितने मेहमान आयेंगे।
4. ਇਹ ਨਿਸ਼ਚਿਤ ਹੈ ਕਿ ਇਮਤਿਹਾਨ ਇਸ ਮਹੀਨੇ ਨਹੀਂ ਹੋਣਗੇ।
यह निश्चित है कि परीक्षा इस महीने नहीं होगी।
5. ਸ਼ਾਇਦ ਲੜਾਈ ਰੁਕ ਜਾਵੇ।
शायद लड़ाई रुक जाये।
6. ਕੀ ਇਹ ਸੰਭਵ ਹੈ ਕਿ ਲੜਾਈ ਮੁਕ ਜਾਵੇ ?
क्या यह सम्भव है कि लड़ाई समाप्त हो जाए ?
7. ਕੀ ਇਹ ਸੰਭਵ ਹੈ ਕਿ ਚੀਜ਼ਾਂ ਸਸਤੀਆਂ ਹੋ ਜਾਣ ?
क्या यह सम्भव है कि वस्तुएं सस्ती हो जाएं ?
8. ਨਹੀਂ, ਇਹ ਨਹੀਂ ਹੋ ਸਕਦਾ ਕਿ ਚੀਜ਼ਾਂ ਸਸਤੀਆਂ ਹੋ ਜਾਣ।
नहीं, यह नहीं हो सकता कि वस्तुएं सस्ती हो जाएं।
9. ਅਜਿਹਾ ਹੋਇਆ ਕਿ ਸਭ ਦੀਆਂ ਤਨਖਾਹਾਂ ਵਧਾ ਦਿੱਤੀਆਂ ਗਈਆਂ।
ऐसा हुआ कि सभी के वेतन बढ़ा दिए गए।
10. ਇਹ ਨਿਸ਼ਚਿਤ ਹੈ ਕਿ ਗਵਰਨਰ ਸਾਹਿਬ ਪਹੁੰਚਣਗੇ।
यह निश्चित है कि गवर्नर महोदय पधारेंगे।
11. ਅਜਿਹਾ ਹੋਇਆ ਕਿ ਲੜਕਾ ਬੁਰੀ ਸੰਗਤ ਵਿਚ ਪੈ ਗਿਆ।
ऐसा हुआ कि लड़का बुरी संगत में पड़ गया।
12. ਅਜੇ ਇਹ ਨਿਸ਼ਚਿਤ ਨਹੀਂ ਹੈ ਕਿ ਉਦਘਾਟਨ ਕੌਣ ਕਰੇਗਾ ?
अभी यह निश्चित नहीं है कि उद्घाटन कौन करेगा ?

SECTION II

Pattern : If + ... had + would have/might have/could have

1. ਜੇਕਰ ਤੁਸੀਂ ਦਵਾਈ ਛਿੜਕਦੇ ਤਾਂ ਚੰਗੀ ਫਸਲ ਹੁੰਦੀ।
यदि तुम दवाई छिड़कते तो अच्छी फसल होती।
If you had sprayed the insecticide, the crops would have been better.

- | | |
|---|--|
| <p>2. ਜੇਕਰ ਡਾਕਟਰ ਸਮੇਂ ਸਿਰ ਨਾ ਪਹੁੰਚਦਾ ਤਾਂ ਸਾਡੀ ਮੱਝ ਮਰ ਗਈ ਹੁੰਦੀ।</p> <p>यदि डाक्टर समय पर न पहुँच पाता तो हमारी भैंस मर गई होती।</p> | <p>If the veterinary surgeon had not arrived on time, our buffalo might have died.</p> |
| <p>3. ਜੇਕਰ ਤੁਸੀਂ ਫੀਸ ਜਮ੍ਹਾਂ ਕਰਵਾਈ ਹੁੰਦੀ ਤਾਂ ਤੁਹਾਨੂੰ ਦਾਖਲਾ ਮਿਲ ਸਕਦਾ ਸੀ।</p> <p>यदि तुमने फीस जमा करवा दी होती तो तुम्हें दाखिला मिल सकता था।</p> | <p>If you had deposited the fee, you could have been admitted.</p> |

Exercise 150

Translate the following sentences into English, according to the pattern shown above.

1. ਜੇਕਰ ਤੁਸੀਂ ਮੈਨੂੰ ਨਾ ਰੋਕਦੇ ਤਾਂ ਮੈਂ ਬੋਲ ਪੈਂਦਾ।
यदि आप मुझे न रोकते तो मैं बोल पड़ता।
2. ਜੇਕਰ ਘੜੀ ਰੁਕ ਜਾਂਦੀ ਤਾਂ ਮੈਂ ਗੱਡੀ ਨਾ ਫੜ ਸਕਦਾ।
यदि घड़ी रुक जाती तो मैं गाड़ी न पकड़ पाता।
3. ਜੇਕਰ ਅਸੀਂ ਪਹਿਲਾਂ ਹੀ ਟਿਕਟਾਂ ਨਾ ਖਰੀਦੀਆਂ ਹੁੰਦੀਆਂ ਤਾਂ ਇਹ ਨਾਟਕ ਨਾ ਦੇਖ ਸਕਦੇ।
यदि हमने पहले से टिकटें न खरीदीं होतीं तो यह नाटक न देख सकते।
4. ਜੇਕਰ ਤੁਸੀਂ ਵਚਨ ਨਾ ਨਿਭਾਇਆ ਹੁੰਦਾ ਤਾਂ ਮੈਨੂੰ ਬੜੀ ਨਿਰਾਸ਼ਾ ਹੁੰਦੀ।
यदि तुमने वचन न निभाया होता तो मुझे बड़ी निराशा होती।
5. ਜੇਕਰ ਮੈਂ ਇਹ ਗਲਤੀ ਕਰਦਾ ਤਾਂ ਉਹ ਮੈਨੂੰ ਕਦੇ ਮਾਫ ਨਾ ਕਰਦੇ।
यदि मैं यह गलती करता तो वह मुझे कभी माफ न करते।
6. ਜੇਕਰ ਕਪਤਾਨ ਨੇ ਸੀਟੀ ਮਾਰ ਦਿੱਤੀ ਹੁੰਦੀ ਤਾਂ ਖੇਡ ਰੁਕ ਜਾਂਦੀ।
यदि कप्तान ने सीटी बजा दी होती तो खेल रुक जाता।
7. ਜੇਕਰ ਇਹ ਲੜਕੀ ਇੰਟਰਵਿਊ ਤੇ ਪਹੁੰਚ ਜਾਂਦੀ ਤਾਂ ਸ਼ਾਇਦ ਚੁਣ ਲਈ ਜਾਂਦੀ।
यदि यह लड़की इंटरव्यू पर पहुँच जाती तो शायद चुन ली जाती।
8. ਜੇਕਰ ਤੁਸੀਂ ਡਾਕ ਵਿਚ ਚਿੱਠੀ ਪਾ ਦਿੰਦੇ ਤਾਂ ਮੈਨੂੰ ਸਮੇਂ ਸਿਰ ਸੂਚਨਾ ਮਿਲ ਜਾਂਦੀ।
यदि आप डाक में पत्र डाल देते तो मुझे समय पर सूचना मिल जाती।
9. ਜੇਕਰ ਤੁਹਾਡੇ ਕੋਲ ਦਸ ਲੱਖ ਰੁਪਏ ਹੁੰਦੇ ਤਾਂ ਕੀ ਤੁਸੀਂ ਮੈਨੂੰ ਇਕ ਲੱਖ ਰੁਪਿਆ ਦੇ ਦਿੰਦੇ ?
यदि तुम्हारे पास दस लाख रुपये होते तो क्या आप मुझे एक लाख रुपये दे देते?
10. ਜੇਕਰ ਇਹ ਮਜ਼ਦੂਰ ਆਦਮੀ ਮਿਲ ਕੇ ਪ੍ਰਾਰਥਨਾ ਪੱਤਰ ਦਿੰਦੇ ਤਾਂ ਕੀ ਬੈਂਕ ਇਹਨਾਂ ਨੂੰ ਕਰਜ਼ਾ ਦੇ ਦਿੰਦਾ ?
यदि ये मज़दूर लोग मिलकर प्रार्थना पत्र देते तो क्या बैंक इन्हें ऋण दे देता ?

SECTION III

Pattern : I could have ... + but I

1. ਮੈਂ ਸਾਰੇ ਪ੍ਰਸ਼ਨ ਹੱਲ ਕਰ ਲੈਂਦਾ ਪਰ ਮੇਰੇ ਕੋਲ ਕਾਫੀ ਸਮਾਂ ਨਹੀਂ ਸੀ।
ਮੈਂ ਸਭੀ ਪ੍ਰਸ਼ਨ ਹਲ ਕਰ ਲੇਤਾ ਲੇਕਿਨ ਮੇਰੇ ਪਾਸ ਪਰ्याप्त समय नहीं था।
I could have answered all the questions but I hadn't enough time.
2. ਮੈਂ ਤੁਹਾਨੂੰ ਜ਼ਰੂਰ ਬੁਲਾਉਂਦਾ ਪਰ ਮੇਰੇ ਕੋਲ ਤੁਹਾਡਾ ਪਤਾ ਨਹੀਂ ਸੀ।
ਮੈਂ ਤੁम्हें अवश्य निमंत्रित करता लेकिन मुझे तुम्हारा पता मालूम न था।
I would certainly have invited but I didn't know your address.

Exercise 151

Translate the following sentences into English, according to the pattern shown above :

1. ਮੈਂ ਪਾਰਟੀ ਤੇ ਪਹੁੰਚ ਜਾਂਦਾ ਪਰ ਰਾਹ ਵਿਚ ਸਾਡੀ ਬੱਸ ਖਰਾਬ ਹੋ ਗਈ।
ਮੈਂ ਪਾਰਟੀ ਪਰ ਪਹੁੰਚ ਜਾਤਾ ਲੇਕਿਨ ਰਾਸ਼ਟੇ ਮੇਂ ਹਮਾਰੀ ਬਸ ਖਰਾਬ ਹੋ ਗਈ।
2. ਮੈਂ ਤੁਹਾਡੀ ਜ਼ਰੂਰ ਮਦਦ ਕਰਦਾ ਪਰ ਮੇਰੇ ਕੋਲ ਸਮਾਂ ਨਹੀਂ ਹੈ।
ਮੈਂ ਤੁम्ਹਾਰੀ अवश्य सहायता करता लेकिन मेरे पास समय नहीं है।
3. ਮੇਰਾ ਭਰਾ ਮੇਰੇ ਕੋਲ ਸਲਾਹ ਲੈਣ ਆ ਜਾਂਦਾ ਪਰ ਉਸ ਨੂੰ ਉਸਦੇ ਦੋਸਤਾਂ ਨੇ ਰੋਕ ਦਿੱਤਾ।
ਮੇਰਾ ਭਾਈ ਮੇਰੇ ਪਾਸ ਸਲਾਹ ਲੇਨੇ ਆ ਜਾਤਾ ਲੇਕਿਨ उसको उसके मित्रों ने रोक दिया।
4. ਲੜਾਈ ਛਿੜ ਜਾਂਦੀ ਪਰ ਇਕ ਤੀਸਰੇ ਦੇਸ਼ ਦੇ ਪ੍ਰਧਾਨ ਨੇ ਦੋਨਾਂ ਦਾ ਸਮਝੌਤਾ ਕਰ ਦਿੱਤਾ।
ਲੜਾਈ ਛਿੜ ਜਾਤੀ ਲੇਕਿਨ एक तीसरे देश के प्रधान ने दोनों का समझौता कर दिया।
5. ਮੈਂ ਚੋਰ ਤੇ ਗੋਲੀ ਚਲਾ ਦਿੰਦਾ ਪਰ ਉਹ ਭੱਜ ਗਿਆ।
ਮੈਂ ਚੋਰ ਪਰ ਗੋਲੀ ਚਲਾ ਦੇਤਾ ਲੇਕਿਨ वह भाग गया।
6. ਮੈਂ ਦੂਜਾ ਕੇਕ ਵੀ ਚੁਕ ਲੈਂਦਾ ਪਰ ਲੋਕ ਦੇਖ ਰਹੇ ਸਨ।
ਮੈਂ ਦੂਸਰਾ ਕੇਕ ਭੀ ਤਠਾ ਲੇਤਾ ਲੇਕਿਨ लोग देख रहे थे।
7. ਅਸੀਂ ਸ਼ਾਇਦ ਮੈਚ ਜਿੱਤ ਲੈਂਦੇ ਪਰ ਮੀਂਹ ਨੇ ਕੰਮ ਖਰਾਬ ਕਰ ਦਿੱਤਾ।
हम शायद मैच जीत लेते लेकिन वर्षा ने काम खराब कर दिया।
8. ਤੁਹਾਡੀ ਗੈਰਹਾਜ਼ਰੀ ਲੱਗ ਜਾਂਦੀ ਪਰ ਮੈਂ ਹਾਜ਼ਰੀ ਬੋਲ ਦਿੱਤੀ।
तुम्हारी गैरहाज़िरी लग जाती लेकिन मैंने हाज़िरी बोल दी।

SECTION IV

Pattern : As long as +clause+clause.

1. ਜਦੋਂ ਤੱਕ ਮੇਰੇ ਕੋਲ ਧਨ ਹੈ, ਮੈਨੂੰ ਕਿਸੇ ਗੱਲ ਦੀ ਪ੍ਰਵਾਹ ਨਹੀਂ।
ਜਦ ਤਕ ਮੇਰੇ पास धन है, मुझे किसी बात की चिन्ता नहीं।
As long as I have money I do not bother about anything.
2. ਜਦੋਂ ਤੱਕ ਮੈਂ ਇੱਥੇ ਹਾਂ, ਤੁਹਾਨੂੰ ਕਿਸੇ ਦੂਸਰੇ ਕੋਲ ਜਾਣ ਦੀ ਲੋੜ ਨਹੀਂ।
जब तक मैं यहाँ हूँ, तुम्हें किसी दूसरे के पास जाने की आवश्यकता नहीं।
You needn't go to anybody else as long as I am here.

Exercise 152

Translate the following sentences into English, according to the pattern shown above :

1. ਜਦੋਂ ਤੱਕ ਤੁਸੀਂ ਬਿਮਾਰ ਹੋ, ਇਹ ਦਵਾਈ ਖਾਓ।
जब तक तुम बीमार हो, यह दवाई खाओ।
2. ਜਦੋਂ ਤੱਕ ਤੁਸੀਂ ਇਸ ਪਿੰਡ ਵਿਚ ਹੋ, ਮੇਰੇ ਕੋਲ ਠਹਿਰੋ।
जब तक आप इस गांव में हो, मेरे पास ठहरो।
3. ਜਦੋਂ ਤੱਕ ਮੀਂਹ ਪੈਂਦਾ ਰਹੇ ਤੁਸੀਂ ਕਮਰੇ ਤੋਂ ਬਾਹਰ ਨਹੀਂ ਨਿਕਲਣਾ।
जब तक वर्षा होती रहे, तुम कमरे से बाहर न निकलो।
4. ਜਦੋਂ ਤੱਕ ਤੁਸੀਂ ਇਸ ਸਕੂਲ ਵਿਚ ਪੜ੍ਹਦੇ ਹੋ, ਤੁਹਾਨੂੰ ਅਨੁਸ਼ਾਸਨ ਦਾ ਪਾਲਣ ਕਰਨਾ ਪਵੇਗਾ।
जब तक तुम इस स्कूल में पढ़ते हो, तुम्हें अनुशासन का पालन करना पड़ेगा।
5. ਜਦੋਂ ਤੱਕ ਜੀਓ, ਦੂਸਰਿਆਂ ਦੀ ਭਲਾਈ ਦੇ ਲਈ ਜੀਓ।
जब तक जियो, दूसरों की भलाई के लिये जीओ।
6. ਜਦੋਂ ਤੱਕ ਮੈਂ ਉੱਥੇ ਰਿਹਾ, ਉਦਾਸ ਰਿਹਾ।
जब तक मैं वहाँ रहा, उदास रहा।
7. ਜਦੋਂ ਤੱਕ ਤੁਹਾਡੇ ਕੋਲ ਧਨ ਹੈ, ਦੋਸਤਾਂ ਦੀ ਕਮੀ ਨਹੀਂ।
जब तक तुम्हारे पास धन है, मित्रों की कमी नहीं।
8. ਜਦੋਂ ਤੱਕ ਟੈਂਕੀ ਵਿਚ ਪਟਰੋਲ ਹੈ, ਮੋਟਰਸਾਈਕਲ ਚਲਦਾ ਰਹੇਗਾ।
जब तक टैंकी में पेट्रोल है, मोटरसाइकिल चलता रहेगा।
9. ਜਦ ਤੱਕ ਮੂੰਹ ਵਿਚ ਥਰਮਾਮੀਟਰ ਹੈ, ਬੋਲਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਨਾ ਕਰੋ।
जब तक मुंह में थर्मामीटर है, बोलने की कोशिश मत करो।
10. ਜਦੋਂ ਤੱਕ ਸੁਆਸ, ਤਦ ਤੱਕ ਆਸ।
जब तक साँस, तब तक आस।

SECTION V

Pattern :so + adj + that + Clause....

1. ਉਹ ਇੰਨਾ ਹੁਸ਼ਿਆਰ ਸੀ ਕਿ ਸਾਰੇ ਮੈਡਲ ਉਸ ਨੂੰ ਮਿਲੇ।
He was so brilliant that he got all the medals.
वह इतना होशियार था कि सभी मैडल उसी को मिले।
2. ਇਹ ਸ਼ਹਿਰ ਇੰਨਾ ਸੋਹਣਾ ਹੈ ਕਿ ਲੋਕ ਦੂਰੋਂ ਇਸ ਨੂੰ ਦੇਖਣ ਆਉਂਦੇ ਹਨ।
This city is so beautiful that people come from distant places to see it.
यह नगर इतना सुन्दर है कि लोग दूर-दूर से इसे देखने आते हैं।

Exercise 153

Translate the following sentences into English, according to the pattern given at page 280 :

1. ਉਸ ਦੀ ਸਿਹਤ ਇੰਨੀ ਕਮਜ਼ੋਰ ਹੈ ਕਿ ਉਹ ਇਕ ਘੰਟਾ ਵੀ ਕੰਮ ਨਹੀਂ ਕਰ ਸਕਦਾ।
उसका स्वास्थ्य इतना कमज़ोर है कि वह एक घण्टा भी काम नहीं कर सकता।
2. ਇਹ ਕਿਤਾਬ ਇੰਨੀ ਦਿਲਚਸਪ ਹੈ ਕਿ ਇਸ ਨੂੰ ਵਾਰ-ਵਾਰ ਪੜ੍ਹਨ ਨੂੰ ਜੀ ਕਰਦਾ ਹੈ।
यह पुस्तक इतनी रोचक है कि इसे बार-बार पढ़ने को मन करता है।
3. ਲਤਾ ਦੀ ਆਵਾਜ਼ ਇੰਨੀ ਮਿੱਠੀ ਹੈ ਕਿ ਹਰ ਕੋਈ ਉਸਦੇ ਗਾਏ ਹੋਏ ਗੀਤ ਸੁਣਨਾ ਚਾਹੁੰਦਾ ਹੈ।
लता की आवाज़ इतनी मधुर है कि हर कोई उसके गाए हुए गाने सुनना चाहता है।
4. ਸੇਠ ਗੋਪਾਲ ਦਾਸ ਇੰਨਾ ਧਨੀ ਹੈ ਕਿ ਹਰ ਸਾਲ ਨਵੀਂ ਗੱਡੀ ਖਰੀਦਦਾ ਹੈ।
सेठ गोपालदास इतना धनी है कि हर साल नई गाड़ी खरीदता है।
5. ਪਰਚਾ ਇੰਨਾ ਔਖਾ ਸੀ ਕਿ ਸਿਰਫ ਦੋ ਤਿੰਨ ਵਿਦਿਆਰਥੀ ਹੀ ਉੱਤਰ ਦੇ ਸਕੇ।
पर्चा इतना कठिन था कि केवल दो तीन विद्यार्थी ही उत्तर दे पाए।
6. ਮੈਂ ਇੰਨਾ ਧਨੀ ਨਹੀਂ ਹਾਂ ਕਿ ਟੈਕਸੀਆਂ ਵਿਚ ਸਫਰ ਕਰਦਾ ਰਹਾਂ।
मैं इतना धनी नहीं हूँ कि टैक्सियों में सफर करता रहूँ।
7. ਇਹ ਡਾਕਟਰ ਸਾਹਿਬ ਇੰਨੇ ਬੁਧੀਮਾਨ ਹਨ ਕਿ ਮਰੇ ਹੋਏ ਨੂੰ ਵੀ ਜਿਉਂਦਾ ਕਰ ਦਿੰਦੇ ਹਨ।
यह डाक्टर साहिब इतने बुद्धिमान हैं कि मृत को भी जीवित कर देते हैं।
8. ਮੇਰਾ ਦਿਲ ਇੰਨਾ ਕਮਜ਼ੋਰ ਹੈ ਕਿ ਛੋਟੀ ਜਿੰਨੀ ਗੱਲ ਤੇ ਵੀ ਡਰ ਜਾਂਦਾ ਹੈ।
मेरा दिल इतना कमज़ोर है कि छोटी सी बात पर भी डर जाता है।

9. ਸਾਡੇ ਕਿਸਾਨ ਇੰਨੇ ਗਰੀਬ ਹਨ ਕਿ ਟਰੈਕਟਰ ਨਹੀਂ ਖਰੀਦ ਸਕਦੇ।
 ਹਮਾਰੇ ਕ੍ਰਾਸਕ ਇੰਨੇ ਨਿਰਧਨ ਹਨ ਕਿ ਟਰੈਕਟਰ ਨਹੀਂ ਖਰੀਦ ਸਕਦੇ।
10. ਰੋਸ਼ਨੀ ਇੰਨੀ ਘੱਟ ਹੈ ਕਿ ਮੈਂ ਪੜ੍ਹ ਨਹੀਂ ਸਕਦਾ।
 ਰੋਸ਼ਨੀ ਇੰਨੀ ਕਮ ਹੈ ਕਿ ਮੈਂ ਪੜ੍ਹ ਨਹੀਂ ਸਕਦਾ।

SECTION VI

Pattern : Noun + verb + to-infinitive.

I shall remember to meet him.

- | | |
|---|---|
| 1. ਉਸ ਨੇ ਇੱਥੇ ਆਉਣ ਤੋਂ ਇਨਕਾਰ ਕਰ ਦਿੱਤਾ।
उसने यहाँ आने से इन्कार कर दिया। | He refused to come here. |
| 2. ਕੀ ਤੁਹਾਨੂੰ ਡਾਕ ਵਿਚ ਚਿੱਠੀ
ਪਾਉਣੀ ਯਾਦ ਰਹੇਗੀ ?
क्या तुम्हें डाक में पत्र डालना याद रहेगा ? | Will you remember to post the
letter ? |
| 3. ਹੁਣ ਅਸੀਂ ਘਰ ਜਾਣਾ ਪਸੰਦ ਨਹੀਂ ਕਰਾਂਗੇ।
अब हम घर जाना पसन्द नहीं करेंगे। | We won't like to go home now. |

Exercise 154

Translate the following sentences into English, according to the pattern shown above :

- ਅਸੀਂ ਮੀਟਿੰਗ ਵਿਚ ਜਾਣਾ ਚਾਹੁੰਦੇ ਹਾਂ।
 हम मीटिंग में जाना चाहते हैं।
- ਕੀ ਤੁਸੀਂ ਮੇਰੇ ਕੋਲ ਬੈਠਣਾ ਪਸੰਦ ਕਰੋਗੇ ?
 क्या तुम मेरे पास बैठना पसन्द करोगे ?
- ਮੈਂ ਹਿੱਸਾ ਲੈਣਾ ਚਾਹੁੰਦਾ ਹਾਂ।
 मैं भाग लेना चाहता हूँ।
- ਟੀਟੂ ਨੇ ਸਹਾਇਤਾ ਦੇਣ ਦਾ ਵਚਨ ਦਿੱਤਾ ਹੈ।
 टीटू ने सहायता देने का वचन दिया है।
- ਅਸੀਂ ਕੰਮ ਖਤਮ ਕਰਨ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰ ਰਹੇ ਹਾਂ।
 हम कार्य समाप्त करने की कोशिश कर रहे हैं।
- ਉਸ ਨੂੰ ਜਿੰਦਗੀ ਲਗਾਉਣਾ ਯਾਦ ਨਾ ਰਿਹਾ।
 उसे ताला लगाना याद न रहा।
- ਲੋਕਾਂ ਨੇ ਟੈਕਸ ਦੇਣ ਤੋਂ ਜੁਆਬ ਦਿੱਤਾ।
 लोगों ने कर देने से इन्कार कर दिया।
- ਉਹ ਰੋਣ ਲੱਗ ਪਈ।
 वह रोने लग पड़ी।

9. ਸਾਰੇ ਬੱਚੇ ਰੌਲਾ ਪਾਉਣ ਲੱਗ ਪਏ।
ਸਭੀ ਬੱਚੇ ਸ਼ੌਰ ਮਚਾਨੇ ਲਗ ਪਏ।
10. ਉਹ ਸਾਨੂੰ ਧੋਖਾ ਦੇਣਾ ਚਾਹੁੰਦਾ ਸੀ।
ਕਿਹ ਵੇਲੇ ਧੋਖਾ ਦੇਣਾ ਚਾਹੁੰਦਾ ਸੀ।

SECTION VII

Pattern : have got + to-infinitive

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. ਅਸੀਂ ਉੱਥੇ ਜਾਣਾ ਹੀ ਹੈ।
ਹਮੇਂ ਕਹਾ ਜਾਨਾ ਹੀ ਹੈ। 2. ਤੁਸੀਂ ਇੱਥੇ ਰੁਕਣਾ ਹੀ ਹੈ।
ਤੁਮਹੇਂ ਯਹਾ ਰੁਕਨਾ ਹੀ ਹੈ। 3. ਰਮਾ ਨੂੰ ਇਮਤਿਹਾਨ ਦੇਣਾ ਹੀ ਹੋਵੇਗਾ।
ਰਮਾ ਕੋ ਪਰੀਖਾ ਦੇਨੀ ਹੀ ਹੋਗੀ। | <p>We have got to go there.</p> <p>You have got to stay here.</p> <p>Rama has got to take the test.</p> |
|--|---|

Exercise 155

Translate the following sentences into English, according to the pattern given at page 283 :

1. ਮੈਨੂੰ ਹਸਪਤਾਲ ਜਾਣਾ ਹੀ ਪਵੇਗਾ।
ਮੁਝੇਂ ਅਸਪਤਾਲ ਜਾਨਾ ਹੀ ਪਏਗਾ।
2. ਤੁਸੀਂ ਇਹ ਸਾਰਾ ਕੰਮ ਖਤਮ ਕਰਨਾ ਹੀ ਹੈ।
ਤੁਮਹੇਂ ਯਹ ਸਮਸਤ ਕਾਰਯ ਸਮਾਪਤ ਕਰਨਾ ਹੀ ਹੈ।
3. ਮਨਜੀਤ ਨੂੰ ਨਵੀਂ ਸਾੜੀ ਖਰੀਦਨੀ ਪਵੇਗੀ।
ਮਨਜੀਤ ਕੋ ਨਵੀਂ ਸਾੜੀ ਖਰੀਦਨੀ ਪਏਗੀ।
4. ਮੈਨੂੰ ਇਹ ਟਾਈਮ-ਪੀਸ ਠੀਕ ਕਰਵਾਉਣਾ ਹੀ ਪਵੇਗਾ।
ਮੁਝੇਂ ਯਹ ਟਾਈਮ-ਪੀਸ ਠੀਕ ਕਰਵਾਨਾ ਹੀ ਪਏਗਾ।
5. ਉਹਨਾਂ ਨੂੰ ਇਹ ਪਿੰਡ ਛੱਡਣਾ ਹੀ ਹੈ।
ਉਨਹੇਂ ਯਹ ਗਾਵ ਛੋੜਨਾ ਹੀ ਹੈ।
6. ਸਾਰੇ ਬੱਚਿਆਂ ਨੂੰ ਪੰਜ ਵਿਸ਼ਿਆਂ ਵਿਚੋਂ ਪਾਸ ਹੋਣਾ ਪਵੇਗਾ।
ਸਭੀ ਬੱਚੀ ਕੋ ਪੰਚ ਵਿਸ਼ਯੋਂ ਮੇਂ ਪਾਸ ਹੋਨਾ ਪਏਗਾ।
7. ਤੁਹਾਨੂੰ ਇਹ ਪੈਸੇ ਦੇਣੇ ਹੀ ਪੈਣਗੇ।
ਤੁਮਹੇਂ ਯੇ ਪੈਸੇ ਦੇਨੇ ਹੀ ਪਏਂਗੇ।
8. ਸਾਨੂੰ ਉਹਨਾਂ ਦੀ ਸਹਾਇਤਾ ਕਰਨੀ ਹੀ ਪਵੇਗੀ।
ਹਮੇਂ ਉਨਕੀ ਸਹਾਯਤਾ ਕਰਨੀ ਹੀ ਪਏਗੀ।

9. ਤੁਹਾਨੂੰ ਬੈਂਕ ਤੋਂ ਕਰਜ਼ਾ ਲੈਣਾ ਹੀ ਪਵੇਗਾ।
ਆਪਕੋ ਬੈਂਕ ਸੇ ਠੁਣ ਲੇਨਾ ਹੀ ਪਫੇਗਾ।
10. ਸਰਕਾਰ ਨੂੰ ਤਨਖਾਹਾਂ ਵਧਾਉਣੀਆਂ ਹੀ ਪੈਣਗੀਆਂ।
ਸਰਕਾਰ ਕੋ ਕੇਤਨ ਬਫ਼ਾਨੇ ਹੀ ਪਫੇਂਗੇ।

SECTION VIII

Pattern : Helping verbs in question of tags

Note : 1. The question tag makes use of the same helping verb as is used in the main clause. Remember to use do where needed.

2. If the main clause is positive, the question tag is negative and vice versa.

(i) He is not a fool, is he ?

(ii) They are not honest, are they ?

(iii) You have followed it, haven't you ?

- | | |
|--|--|
| 1. ਤੁਸੀਂ ਸਮਝ ਗਏ ਹੋ ਨਾ ?
ਤੁਮ ਸਮਝ ਗਏ ਹੋ ਨ ? | You have followed it, haven't
you ? |
| 2. ਰਾਮ ਸਿੰਘ ਆਏਗਾ ਨਾ ?
ਰਾਮ ਸਿੰਘ ਆਏਗਾ ਨ ? | Ram Singh will come, won't he ? |
| 3. ਘੰਟੀ ਵੱਜ ਗਈ ਹੈ ਨਾ ?
ਘੰਟੀ ਬਜ ਗਈ ਹੈ ਨ ? | The bell has rung, hasn't it ? |
| 4. ਉਹ ਤੁਹਾਨੂੰ ਜਾਣਦੀ ਹੈ ਨਾ ?
ਵਹ ਤੁਮ੍ਹੇਂ ਜਾਨਦੀ ਹੈ ਨ ? | She knows you, doesn't she ? |

Exercise 156

Translate the following sentences into English, according to the pattern shown above :

1. ਸਾਰੇ ਲੜਕੇ ਚਲੇ ਗਏ ਹਨ ਨਾ ?
ਸਭੀ ਲੜਕੇ ਚਲੇ ਗਏ ਹਨ ?
2. ਤੁਸੀਂ ਤਾਂ ਅੰਗਰੇਜ਼ੀ ਜਾਣਦੇ ਹੋ ਨਾ ?
ਤੁਮ ਤੋ ਅੰਗਰੇਜ਼ੀ ਜਾਨਦੇ ਹੋ ਨ ?
3. ਤੁਹਾਡੇ ਪਿਤਾ ਜੀ ਇਸੇ ਸ਼ਹਿਰ ਵਿਚ ਰਹਿੰਦੇ ਹਨ ਨਾ।
ਤੁਮ੍ਹਾਰੇ ਪਿਤਾ ਜੀ ਇਸੀ ਸ਼ਹਿਰ ਮੇਂ ਰਹਦੇ ਹਨ ?
4. ਮੋਹਨ ਨੇ ਦਸਵੀਂ ਪਾਸ ਕਰ ਲਈ ਹੈ ਨਾ ?
ਮੋਹਨ ਨੇ ਦਸਵੀਂ ਪਾਸ ਕਰ ਲੀ ਹੈ ਨ ?

5. ਨੌਕਰ ਚਲਿਆ ਤਾਂ ਨਹੀਂ ਗਿਆ ਨਾ ?
ਨੌਕਰ ਚਲਾ ਤੋ ਨਹੀਂ ਗਯਾ ਨ ?
6. ਤੁਹਾਨੂੰ ਸਾਰੀਆਂ ਗੱਲਾਂ ਯਾਦ ਹਨ ਨਾ ?
ਤੁम्ਹੇਂ ਸਾਰੀ ਭਾਵੇਂ ਯਾਦ ਹੈਂ ਨ ?
7. ਮੈਂ ਤੁਹਾਡੀ ਰਕਮ ਵਾਪਸ ਕਰ ਦਿੱਤੀ ਹੈ ਨਾ ?
ਮੈਂਨੇ ਤੁਮ੍ਹਾਰੀ ਰਕਮ ਲੈਂਟਾ ਦੀ ਹੈ ਨ ?
8. ਤੁਸੀਂ ਸਾਨੂੰ ਭੁਲਾ ਤਾਂ ਨਹੀਂ ਦਿੱਤਾ ਹੈ ਨਾ ?
ਤੁਮਨੇ ਹਮੇਂ ਭੁਲਾ ਤੋ ਨਹੀਂ ਦਿਯਾ ਹੈ ਨ ?
9. ਤੁਸੀਂ ਇਹ ਛੋਟਾ ਜਿਹਾ ਕੰਮ ਤਾਂ ਕਰ ਸਕਦੇ ਹੋ ਨਾ ?
ਤੁਮ ਯਹ ਛੋਟਾ ਸਾ ਕਾਮ ਤੋ ਕਰ ਸਕਦੇ ਹੋ ਨ ?
10. ਮਹਿਮਾਨ ਖੁਸ਼ ਤਾਂ ਹਨ ਨਾ ?
ਮੇਹਮਾਨ ਖੁਸ਼ ਤੋ ਹੈਂ ਨ ?

TRANSLATION OF PASSAGES

Translation from a Modern Indian
Language into English

29

Look at the following examples :

1. ਹਿਰੋਸ਼ਿਮਾ ਅਤੇ ਨਾਗਾਸਾਕੀ ਜਾਪਾਨ ਵਿਚ ਦੋ ਸ਼ਹਿਰ ਹਨ। ਦੂਸਰੇ ਵਿਸ਼ਵ ਯੁੱਧ ਵਿਚ ਉਹ ਐਟਮ ਬੰਬ ਨਾਲ ਨਸ਼ਟ ਕਰ ਦਿੱਤੇ ਗਏ। ਇਹ 1945 ਦੀ ਗੱਲ ਹੈ। ਦੋਨਾਂ ਸ਼ਹਿਰਾਂ ਦੇ ਵਿਨਾਸ਼ ਨੂੰ ਦੇਖ ਕੇ ਦੁਨੀਆਂ ਦੇ ਲੋਕ ਡਰ ਗਏ। ਉਹਨਾਂ ਦੇ ਦਿਲਾਂ ਵਿਚੋਂ ਜੀਵਣ ਦਾ ਭਰੋਸਾ ਜਾਂਦਾ ਰਿਹਾ। ਉਹਨਾਂ ਨੂੰ ਵਿਸ਼ਵਾਸ ਹੋ ਗਿਆ ਕਿ ਇਹ ਅਸਤਰ ਬਹੁਤ ਹੀ ਡਰਾਵਨਾ ਅਤੇ ਵਿਨਾਸ਼ਕਾਰੀ ਹੈ। ਲੋਕਾਂ ਨੇ ਆਹ ਭਰੀ ਅਤੇ ਆਪਣੇ ਆਪ ਤੋਂ ਪੁੱਛਿਆ, “ਕੀ ਵਿਗਿਆਨ ਸਾਨੂੰ ਇਹੋ ਹੀ ਦੇ ਸਕਦਾ ਹੈ ?”

ਹਿਰੋਸ਼ਿਮਾ और नागासाकी जापान में दो नगर हैं। द्वितीय विश्व युद्ध में वे अणु बम द्वारा नष्ट कर दिए गए। यह 1945 की बात है। दोनों नगरों के विनाश को देखकर संसार के लोग भयभीत हो गए। उनके मन से जीवन का भरोसा जाता रहा। उनको विश्वास हो गया कि यह अस्त्र अत्यन्त भयंकर और विनाशकारी हैं। लोगों ने आह भरी और अपने आप से पूछा, “क्या विज्ञान हमको यही दे सकता है ?”

Hiroshima and Nagasaki are two cities in Japan. During the Second World War, they were destroyed by atomic bombs. This happened in 1945. The destruction of the two cities filled the people of the world with great fear. They became uncertain about their lives. They realized that this weapon was very terrible and destructive. The common man sighed and asked, “Is this what science can give us ?”

2. ਨੇਪਾਲ ਸਦਾ ਹੀ ਆਜ਼ਾਦ ਰਿਹਾ ਹੈ। ਇਸ ਨੂੰ ਕੋਈ ਵੀ ਵਿਦੇਸ਼ੀ ਸ਼ਕਤੀ ਨਹੀਂ ਜਿੱਤ ਸਕੀ। ਪੁਰਾਣੇ ਸਮੇਂ ਵਿਚ ਯੂਨਾਨੀ, ਸ਼ਕ, ਕੁਸ਼ਾਣ ਅਤੇ ਹੂਣ ਲੋਕ ਇਸ ਨੂੰ ਜਿੱਤ ਨਹੀਂ ਸਕੇ। ਇਨ੍ਹਾਂ ਤੋਂ ਪਿੱਛੋਂ ਮੁਸਲਮਾਨ ਅਤੇ ਅੰਗਰੇਜ਼ ਆਏ। ਉਹਨਾਂ ਨੇ ਭਾਰਤ ਦੇ ਬਹੁਤ ਸਾਰੇ ਹਿੱਸੇ ਤੇ ਰਾਜ ਕੀਤਾ। ਉਹਨਾਂ ਨੇ ਨੇਪਾਲ ਤੇ ਹਮਲਾ ਕੀਤਾ ਪਰ ਉਹ ਨੇਪਾਲ ਤੇ ਆਪਣਾ ਅਧਿਕਾਰ ਨਹੀਂ ਕਰ ਸਕੇ।

नेपाल सदैव स्वतन्त्र रहा है। इसे किसी विदेशी शक्ति ने कभी विजय नहीं किया। प्राचीन समय में यूनानी, शक, कुशान और हूण लोग इसको विजय न कर सके। इनके पश्चात् मुसलमान और अंग्रेज़ आए। उन्होंने भारत के अधिकांश भाग पर राज्य किया। उन्होंने नेपाल पर आक्रमण किया पर वे नेपाल पर अधिकार स्थापित न कर सके।

Nepal has always remained independent. It has never been conquered by any foreign power. In older times, the Greeks, the Sakas, the Kushanas or even the Huns could not conquer it. After them, came the Muslims and the British, who ruled over large parts of India. They invaded Nepal, but they could not establish their authority over it.

3. ਧਨਵੰਤ ਅਤੇ ਬਲਵੰਤ ਦੋਨੋਂ ਸਕੀਆਂ ਭੈਣਾਂ ਹਨ। ਉਹ ਇਕ ਸ਼ਹਿਰ ਵਿਚ ਰਹਿੰਦੀਆਂ ਹਨ। ਧਨਵੰਤ ਇਕ ਸਰਕਾਰੀ ਹਸਪਤਾਲ ਵਿਚ ਨੌਕਰੀ ਕਰਦੀ ਹੈ। ਬਲਵੰਤ ਅਜੇ ਪੜ੍ਹਾਈ ਕਰ ਰਹੀ ਹੈ। ਦੋਵੇਂ ਭੈਣਾਂ ਬੜੇ ਪਿਆਰ ਨਾਲ ਰਹਿੰਦੀਆਂ ਹਨ। ਉਹ ਕਦੇ ਆਪਸ ਵਿਚ ਲੜਦੀਆਂ ਅਤੇ ਝਗੜਦੀਆਂ ਨਹੀਂ। ਫਿਰ ਵੀ ਦੋਹਾਂ ਦੇ ਸੁਭਾਉ ਵਿਚ ਕੁਝ ਅੰਤਰ ਜ਼ਰੂਰ ਹੈ। ਧਨਵੰਤ ਕਦੇ-ਕਦੇ ਗੁੱਸੇ ਵਿਚ ਆ ਜਾਂਦੀ ਹੈ ਜਾਂ ਕਦੇ-ਕਦੇ ਖਿੱਝ ਕੇ ਬੋਲਣ ਲੱਗ ਜਾਂਦੀ ਹੈ। ਬਲਵੰਤ ਦਾ ਸ਼ਾਂਤ ਸੁਭਾਉ ਹੈ। ਉਸ ਵਿਚ ਸਹਿਣਸ਼ੀਲਤਾ ਬਹੁਤ ਹੈ।

ਧਨਵੰਤ ਅਤੇ ਬਲਵੰਤ ਦੋਨੋਂ ਸਹੀ ਬਹਨੇਂ ਹੈਂ। ਕੇ ਏਕ ਸ਼ਹਰ ਮੇਂ ਰਹਤੀ ਹੈਂ। ਧਨਵੰਤ ਏਕ ਸਰਕਾਰੀ ਅਸਤਪਾਲ ਮੇਂ ਨੌਕਰੀ ਕਰਤੀ ਹੈ। ਬਲਵੰਤ ਅਭੀ ਅਪਨੀ ਸ਼ਿਕਸ਼ਾ ਪ੍ਰਾਪਤ ਕਰ ਰਹੀ ਹੈ। ਦੋਨੋਂ ਬਹਨੇਂ ਬਹੁਤ ਹੀ ਪ੍ਰੇਮ ਸੇ ਰਹਤੀ ਹੈਂ। ਕੇ ਕਭੀ ਆਪਸ ਮੇਂ ਲੜਤੀ ਝਗੜਤੀ ਨਹੀਂ ਹੈਂ। ਫਿਰ ਭੀ ਦੋਨੋਂ ਕੇ ਸੁਭਾਵ ਮੇਂ ਕੁਝ ਅੰਤਰ ਅਵਸ਼ਯ ਹੈ। ਧਨਵੰਤ ਕਭੀ-ਕਭੀ ਗੁਸ਼ੇ ਮੇਂ ਆ ਜਾਤੀ ਹੈ ਯਾ ਕਭੀ-ਕਭੀ ਖੀੜ ਕਰ ਬੋਲਨੇ ਲਗਤੀ ਹੈ। ਬਲਵੰਤ ਕਾ ਸ਼ਾਂਤ ਸੁਭਾਵ ਹੈ। ਤਸਮੇਂ ਸਹਨਸ਼ੀਲਤਾ ਅਧਿਕ ਹੈ।

Dhanwant and Balwant are two real sisters, living in the same town. Dhanwant is employed in a government hospital, but Balwant is still receiving her education. Both the sisters live in peace with each other; they do not quarrel. Still their temperaments are different. Dhanwant sometimes loses her temper or speaks in an irritated tone. But Balwant is a girl of a calm temperament. She has greater tolerance.

4. ਭਾਰਤ ਵੱਡੇ-ਵੱਡੇ ਯੋਧਿਆਂ ਦੀ ਜਨਮ ਭੂਮੀ ਹੈ। ਭਾਰਤ ਦੇ ਬਹਾਦਰ ਸਿਪਾਹੀ ਸੰਸਾਰ ਦੇ ਇਤਿਹਾਸ ਵਿਚ ਪ੍ਰਸਿੱਧ ਹਨ। ਭਾਰਤ ਦੇ ਪੰਜਾਬ ਪ੍ਰਾਂਤ ਵਿਚ ਵੀ ਅਨੇਕ ਬਹਾਦਰਾਂ ਨੇ ਜਨਮ ਲਿਆ ਹੈ। ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ ਪੰਜਾਬ ਦੇ ਬਹਾਦਰ ਰਾਜਾ ਸਨ। ਇਹਨਾਂ ਨੂੰ 'ਸ਼ੇਰੇ-ਪੰਜਾਬ' ਵੀ ਕਿਹਾ ਜਾਂਦਾ ਹੈ। ਉਹਨਾਂ ਨੇ ਸੈਨਾ ਦਾ ਸੰਗਠਨ ਬੜੀ ਯੋਜਨਾ ਨਾਲ ਕੀਤਾ। ਸੈਨਾ ਨੂੰ ਸਿੱਖਿਆ ਧਿਆਨ ਨਾਲ ਦਿੱਤੀ ਜਾਂਦੀ ਸੀ। ਉਹਨਾਂ ਦੇ ਰਾਜ ਵਿਚ ਪਰਜਾ ਦੀ ਭਲਾਈ ਦਾ ਬਹੁਤ ਧਿਆਨ ਰੱਖਿਆ ਜਾਂਦਾ ਸੀ। ਸਾਰੀਆਂ ਜਾਤੀਆਂ ਦੇ ਲੋਕ ਬੜੇ ਅਰਾਮ ਨਾਲ ਰਹਿੰਦੇ ਸਨ।

ਭਾਰਤ ਕੱਡੇ-ਕੱਡੇ ਸ਼ੂਰਵੀਰੋਂ ਕੀ ਜੰਮ-ਭੂਮਿ ਹੈ। ਭਾਰਤ ਕੇ ਵੀਰ ਯੋਧਾ ਸੰਸਾਰ ਕੇ ਇਤਿਹਾਸ ਮੇਂ ਪ੍ਰਸਿੱਧ ਹੈ। ਭਾਰਤ ਕੇ ਪੰਜਾਬ ਪ੍ਰਾਂਤ ਨੇ ਭੀ ਅਨੇਕ ਵੀਰੋਂ ਕੋ ਜੰਮ ਦਿਯਾ ਹੈ। ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ ਪੰਜਾਬ ਕੇ ਵੀਰ ਰਾਜਾ ਥੇ। ਇਨ ਕੋ 'ਸ਼ੇਰੇ-ਪੰਜਾਬ' ਭੀ ਕਹਾ ਜਾਤਾ ਹੈ। ਤਨਹੋਂਨੇ ਸੈਨਾ ਕਾ ਸੰਗਠਨ ਕੱਡੀ ਯੋਗਯਤਾ ਸੇ ਕ੍ਰਿਯਾ। ਸੈਨਾ ਕੋ ਸ਼ਿਕਸ਼ਾ ਧ੍ਯਾਨ ਸੇ ਦੀ ਜਾਤੀ ਥੀ। ਤਨਕੇ ਰਾਜਯ ਮੇਂ ਪ੍ਰਜਾ ਕੀ ਭਲਾਈ ਕਾ ਬਹੁਤ ਧ੍ਯਾਨ ਰਖਾ ਜਾਤਾ ਥਾ। ਸਭੀ ਜਾਤਿਯੋਂ ਕੇ ਲੋਗ ਕੱਡੇ ਆਰਾਮ ਸੇ ਰਹਤੇ ਥੇ।

India has given birth to many great soldiers. The brave warriors of India are famous in the history of the world. The land of Punjab has also produced many heroes. Maharaja Ranjit Singh was a brave king of Punjab. He is also called the 'Lion of Punjab'. His army was ably organized and skillfully trained. In his reign the welfare of the people was very well looked after. People of all the communities lived in great peace.

5. ਇਕ ਦਿਨ ਰਾਜਾ ਭੀਮ ਜੰਗਲ ਵਿਚ ਸ਼ਿਕਾਰ ਖੇਡਣ ਗਏ। ਅਚਾਨਕ ਉਹਨਾਂ ਨੂੰ ਇਕ ਹਿਰਨ ਦਿਖਾਈ ਦਿੱਤਾ। ਉਹਨਾਂ ਨੇ ਆਪਣਾ ਘੋੜਾ ਹਿਰਨ ਦੇ ਪਿੱਛੇ ਦੌੜਾਇਆ। ਰਾਜੇ ਨੂੰ ਹਿਰਨ ਦਾ ਪਿੱਛਾ ਕਰਦੇ ਦੁਪਹਿਰ ਹੋ ਗਈ। ਉਹ ਬਹੁਤ ਖੱਕ ਗਏ ਤੇ ਉਹਨਾਂ ਨੂੰ ਬਹੁਤ ਜ਼ੋਰ ਦੀ ਪਿਆਸ ਲੱਗੀ। ਉਹਨਾਂ ਨੇ ਪਾਣੀ ਲਈ ਏਧਰ ਉੱਧਰ ਦੇਖਿਆ ਪਰ ਉਹਨਾਂ ਨੂੰ ਪਾਣੀ ਕਿਧਰੇ ਦਿਖਾਈ ਨਾ ਦਿੱਤਾ। ਅੰਤ ਵਿਚ ਉਹ ਇਕ ਵੱਡੇ ਦਰੱਖਤ ਹੇਠ ਪਹੁੰਚੇ। ਉੱਥੇ ਉਹਨਾਂ ਥੋੜ੍ਹੇ ਸਮੇਂ ਲਈ ਅਰਾਮ ਕੀਤਾ।

ਏਕ ਦਿਨ ਰਾਜਾ ਭੀਮ ਜੰਗਲ ਮੇਂ ਸ਼ਿਕਾਰ ਖੇਲਨੇ ਗਏ। ਅਚਾਨਕ ਤਨਹੋਂ ਏਕ ਹਿਰਣ ਦਿਖਾਈ ਦਿਯਾ। ਤਨਹੋਂਨੇ ਅਪਨਾ ਘੋੜਾ ਹਿਰਣ ਕੇ ਪੀਛੇ ਦੌੜਾਯਾ। ਰਾਜਾ ਕੋ ਹਿਰਣ ਕਾ ਪੀਛਾ ਕਰਤੇ-ਕਰਤੇ ਦੋਪਹਰ ਹੋ ਗਈ। ਵਹ ਬਹੁਤ ਥਕ ਗਏ ਔਰ ਜੋਰ ਕੀ ਪ੍ਯਾਸ ਲਗੀ। ਤਨਹੋਂਨੇ ਪਾਨੀ ਕੇ ਲਿਏ ਇਧਰ-ਤਧਰ ਦੇਖਾ। ਲੇਕਿਨ ਤਨਹੋਂ ਪਾਨੀ ਕਹੀਂ ਪਰ ਭੀ ਦਿਖਾਈ ਨ ਦਿਯਾ। ਅੰਤ ਮੇਂ ਕੇ ਏਕ ਕੱਡੇ ਪੇੜ ਕੇ ਨੀਚੇ ਪਹੁੰਚੇ। ਵਹਾਂ ਤਨਹੋਂਨੇ ਥੋੜੇ ਸਮਯ ਕੇ ਲਿਏ ਆਰਾਮ ਕ੍ਰਿਯਾ।

One day King Bhima went to a forest for hunting. Suddenly catching sight of a deer, he set his horse after it. He went on chasing the deer until it was midday. He felt very tired and thirsty, so he looked around to see if there was any water. But there was no water. At last he came to a big tree. He took rest under the tree for a while.

EXERCISES FOR PRACTICE

Exercise 157

15 ਅਗਸਤ 1947 ਨੂੰ ਅੰਗਰੇਜ਼ਾਂ ਨੇ ਭਾਰਤ ਨੂੰ ਛੱਡ ਦਿੱਤਾ ਸੀ। ਉਸ ਦਿਨ ਸਾਡਾ ਦੇਸ਼ ਅਜ਼ਾਦ ਹੋਇਆ ਸੀ। 26 ਜਨਵਰੀ, 1950 ਨੂੰ ਭਾਰਤ ਵਿਚ ਸਾਡਾ ਆਪਣਾ ਬਣਾਇਆ ਹੋਇਆ ਸੰਵਿਧਾਨ¹ ਲਾਗੂ ਹੋਇਆ ਸੀ।² 26 ਜਨਵਰੀ ਤੋਂ ਹੀ ਭਾਰਤ ਗਣਤੰਤਰ³ ਬਣ ਗਿਆ। ਹੁਣ ਅਸੀਂ ਹਰ ਸਾਲ 15 ਅਗਸਤ ਅਤੇ 26 ਜਨਵਰੀ ਦੇ ਦਿਨਾਂ ਨੂੰ ਬੜੀ ਧੂਮ-ਧਾਮ ਨਾਲ ਮਨਾਉਂਦੇ ਹਾਂ।⁴ ਇਹਨਾਂ ਦਿਨਾਂ ਵਿਚ ਸਾਡੀ ਤਾਕਤ ਅਤੇ ਪ੍ਰਗਤੀ⁵ ਦਾ ਪਤਾ ਚਲਦਾ ਹੈ। ਲੋਕਾਂ ਦੇ ਜੀਵਨ ਵਿਚ ਜਿਹੜੀ ਨਵੀਂ ਉਮੀਦ⁶ ਆਉਂਦੀ ਹੈ ਉਸ ਦਾ ਗਿਆਨ ਹੁੰਦਾ ਹੈ।

15 ਅਗਸਤ 1947 ਦੇ ਦਿਨ ਅੰਗਰੇਜ਼ਾਂ ਨੇ ਭਾਰਤ ਛੋੜ ਦਿੱਤਾ ਸੀ। ਉਸ ਦਿਨ ਹਮਾਰਾ ਦੇਸ਼ ਸੁਤੰਤਰ ਹੋ ਗਿਆ ਸੀ। 26 ਜਨਵਰੀ, 1950 ਨੂੰ ਭਾਰਤ ਵਿੱਚ ਸਾਡਾ ਆਪਣਾ ਬਣਾਇਆ ਹੋਇਆ ਸੰਵਿਧਾਨ¹ ਲਾਗੂ ਹੋ ਗਿਆ ਸੀ।² 26 ਜਨਵਰੀ ਤੋਂ ਹੀ ਭਾਰਤ ਗਣਤੰਤਰ³ ਬਣ ਗਿਆ। ਹੁਣ ਅਸੀਂ ਹਰ ਸਾਲ 15 ਅਗਸਤ ਅਤੇ 26 ਜਨਵਰੀ ਦੇ ਦਿਨਾਂ ਨੂੰ ਬੜੀ ਧੂਮ-ਧਾਮ ਨਾਲ ਮਨਾਉਂਦੇ ਹਾਂ।⁴ ਇਹਨਾਂ ਦਿਨਾਂ ਵਿਚ ਸਾਡੀ ਤਾਕਤ ਅਤੇ ਪ੍ਰਗਤੀ⁵ ਦਾ ਪਤਾ ਚਲਦਾ ਹੈ। ਲੋਕਾਂ ਦੇ ਜੀਵਨ ਵਿਚ ਜਿਹੜੀ ਨਵੀਂ ਉਮੀਦ⁶ ਆਉਂਦੀ ਹੈ ਉਸ ਦਾ ਗਿਆਨ ਹੁੰਦਾ ਹੈ।

HINTS : 1. Constitution 2. came into force 3. republic
4. with great elation (enthusiasm) 5. progress
6. new aspiration, hopes.

Exercise 158

ਚੰਡੀਗੜ੍ਹ ਇੱਕ ਆਧੁਨਿਕ ਸ਼ਹਿਰ ਹੈ।¹ ਇੱਥੇ ਭਾਰਤ ਦੇ ਭਿੰਨ-ਭਿੰਨ ਪ੍ਰਾਂਤਾਂ² ਦੇ ਲੋਕ ਰਹਿੰਦੇ ਹਨ। ਇੱਥੋਂ ਦੇ ਲੋਕ ਜ਼ਿਆਦਾਤਰ ਸਰਕਾਰੀ ਕਰਮਚਾਰੀ³ ਹਨ। ਇੱਥੋਂ ਦੇ ਮਕਾਨ ਲਗਭਗ⁴ ਇੱਕ ਹੀ ਨਮੂਨੇ⁵ ਦੇ ਹਨ। ਸੜਕਾਂ ਸਾਫ ਅਤੇ ਚੌੜੀਆਂ⁶ ਹਨ। ਇੱਥੇ ਬਹੁਤ ਸਾਰੀਆਂ ਥਾਂਵਾਂ ਦੇਖਣਯੋਗ⁷ ਹਨ। ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਸਕੱਤਰੇਤ, ਪੀ.ਜੀ.ਆਈ., ਅਸੈਂਬਲੀ ਹਾਲ, ਅਜਾਇਬ ਘਰ⁸, ਰੋਜ਼ ਗਾਰਡਨ, ਰੌਕ ਗਾਰਡਨ ਅਤੇ ਸੁਖਨਾ ਝੀਲ ਇੱਥੋਂ ਦੀਆਂ ਪ੍ਰਸਿੱਧ ਦੇਖਣ ਯੋਗ⁸ ਥਾਂਵਾਂ ਹਨ। ਵਿਦੇਸ਼ੀਆਂ⁹ ਲਈ ਵੀ ਇਹ ਸ਼ਹਿਰ ਖਿੱਚ ਰੱਖਦਾ ਹੈ।

ਚੰਡੀਗੜ੍ਹ ਇੱਕ ਆਧੁਨਿਕ ਸ਼ਹਿਰ¹ ਹੈ। ਇੱਥੇ ਭਾਰਤ ਦੇ ਭਿੰਨ-ਭਿੰਨ ਪ੍ਰਾਂਤਾਂ² ਦੇ ਲੋਕ ਰਹਿੰਦੇ ਹਨ। ਇੱਥੋਂ ਦੇ ਲੋਕ ਜ਼ਿਆਦਾਤਰ ਸਰਕਾਰੀ ਕਰਮਚਾਰੀ³ ਹਨ। ਇੱਥੋਂ ਦੇ ਮਕਾਨ ਲਗਭਗ⁴ ਇੱਕ ਹੀ ਨਮੂਨੇ⁵ ਦੇ ਹਨ। ਸੜਕਾਂ ਸਾਫ ਅਤੇ ਚੌੜੀਆਂ⁶ ਹਨ। ਇੱਥੇ ਬਹੁਤ ਸਾਰੀਆਂ ਥਾਂਵਾਂ ਦੇਖਣਯੋਗ⁷ ਹਨ। ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਸਕੱਤਰੇਤ, ਪੀ.ਜੀ.ਆਈ., ਅਸੈਂਬਲੀ ਹਾਲ, ਅਜਾਇਬ ਘਰ⁸, ਰੋਜ਼ ਗਾਰਡਨ, ਰੌਕ ਗਾਰਡਨ ਅਤੇ ਸੁਖਨਾ ਝੀਲ ਇੱਥੋਂ ਦੀਆਂ ਪ੍ਰਸਿੱਧ ਦੇਖਣ ਯੋਗ⁸ ਥਾਂਵਾਂ ਹਨ। ਵਿਦੇਸ਼ੀਆਂ⁹ ਲਈ ਵੀ ਇਹ ਸ਼ਹਿਰ ਖਿੱਚ ਰੱਖਦਾ ਹੈ।

HINTS : 1. modern city 2. different States 3. government employees
4. almost 5. design 6. wide 7. worth seeing
8. museum 9. foreigners.

Exercise 159

ਇਕ ਦਿਨ ਇਕ ਬੁੱਢਾ ਆਦਮੀ ਡਾਕਟਰ ਕੋਲ ਗਿਆ ਉਸ ਨੇ ਡਾਕਟਰ ਨੂੰ ਕਿਹਾ, “ਡਾਕਟਰ ਸਾਹਿਬ, ਮੇਰੇ ਢਿੱਡ ਵਿਚ ਦਰਦ¹ ਹੈ। ਕੋਈ ਚੰਗੀ ਜਿਹੀ ਦਵਾਈ² ਦੇ ਦਿਓ।” ਡਾਕਟਰ ਨੇ ਬੁੱਢੇ ਆਦਮੀ ਨੂੰ ਪੁੱਛਿਆ, “ਤੂੰ ਕੱਲ੍ਹ ਰਾਤ ਕੀ ਖਾਧਾ ਸੀ ?” ਇਸ ਤੇ ਬੁੱਢੇ ਆਦਮੀ ਨੇ ਉਤਰ ਦਿੱਤਾ, “ਕੱਲ੍ਹ, ਰਾਤ ਮੈਂ ਕੱਚੀ ਰੋਟੀ³ ਖਾਧੀ ਸੀ। ਇਹ ਸੁਣ ਕੇ ਡਾਕਟਰ ਨੇ ਜਲਦੀ ਹੀ ਬੁੱਢੇ ਦੀਆਂ ਅੱਖਾਂ ਵਿਚ ਦਵਾਈ ਪਾ ਦਿੱਤੀ। “ਭਲਾ ਢਿੱਡ ਦੇ ਦਰਦ ਦਾ ਅੱਖਾਂ ਦੇ ਇਲਾਜ ਨਾਲ ਕੀ ਸੰਬੰਧ⁴ ?” ਬੁੱਢੇ ਆਦਮੀ ਨੇ ਕਿਹਾ। “ਜੇ ਤੇਰੀਆਂ ਅੱਖਾਂ ਦੀ ਨਜ਼ਰ ਠੀਕ ਹੁੰਦੀ ਤਾਂ ਕਦੀ ਵੀ ਕੱਚੀ ਰੋਟੀ ਨਾ ਖਾਂਦਾ”, ਡਾਕਟਰ ਨੇ ਉੱਤਰ ਦਿੱਤਾ।

एक दिन एक बूढ़ा व्यक्ति एक डॉक्टर के पास गया। उसने डॉक्टर से कहा, “डॉक्टर साहब, मेरे पेट में दर्द¹ है। कोई अच्छी सी दवा² दे दीजिए।” डॉक्टर ने बूढ़े व्यक्ति से पूछा, “तुमने कल रात को क्या खाया था ?” इस पर बूढ़े व्यक्ति ने उत्तर दिया, कल रात मैंने कच्ची रोटी³ खाई थी। यह सुनकर डॉक्टर ने शीघ्र ही बूढ़े व्यक्ति की आँखों में दवा डाल दी। “भला पेट के दर्द से आँखों के इलाज का क्या सम्बन्ध⁴ ?” बूढ़े व्यक्ति ने कहा। “यदि तुम्हारी आँखों की नजर ठीक होती तो तुम कभी भी कच्ची रोटी न खाते”, डॉक्टर ने जवाब दिया।

HINTS : 1. stomach-ache 2. medicine 3. half-baked bread
4. connection, relation.

Exercise 160

ਸ਼ਿਵਾਜੀ ਭਾਰਤ ਦੇ ਇਕ ਬਹਾਦਰ ਯੋਧਾ¹ ਸਨ। ਉਹ ਅਜ਼ਾਦੀ ਦੇ ਪੱਕੇ ਪੁਜਾਰੀ ਸਨ। ਉਹਨਾਂ ਦਾ ਆਰੰਭਿਕ ਜੀਵਣ² ਬਹਾਦਰੀ ਤੇ ਸਾਹਸ ਦੇ ਕੰਮਾਂ³ ਨਾਲ ਭਰਪੂਰ ਸੀ। ਪਿਤਾ ਤੋਂ ਦੂਰ ਰਹਿਣ ਕਾਰਨ ਬਚਪਨ ਵਿਚ ਉਹਨਾਂ ਦੀ ਪਾਲਣਾ⁴ ਉਹਨਾਂ ਦੀ ਮਾਤਾ ਅਤੇ ਦਾਦਾ ਜੀ ਕੋਲੋਂ ਹੋਣੀ ਸੀ। ਉਹਨਾਂ ਨੇ ਜਨਤਾ ਦੀਆਂ ਅੱਖਾਂ ਤੋਂ ਦੂਰ, ਪਹਾੜੀ ਅਤੇ ਜੰਗਲੀ ਥਾਂਵਾਂ ਤੋਂ ਆਪਣੇ ਜੀਵਣ ਦਾ ਆਰੰਭ ਕੀਤਾ। ਛੋਟੀ ਉਮਰ ਵਿਚ ਵੀ ਉਹਨਾਂ ਨੇ ਬਹਾਦਰੀ ਤੇ ਨਿਪੁੰਨਤਾ ਦਾ ਪ੍ਰਗਟਾਵਾ ਸ਼ੁਰੂ ਕਰ ਦਿੱਤਾ ਸੀ।

शिवाजी भारत के एक महान् शूरवीर¹ थे। वे स्वतंत्रता के दृढ़ पुजारी थे। उसका आरंभिक जीवन² बहादुरी और साहस के कार्यों³ से परिपूर्ण था। पिता के दूर रहने के कारण बाल्यकाल में उसका पालन-पोषण⁴ उनकी माता तथा दादा श्री कोणदेव के द्वारा हुआ। उन्होंने जनता की आँखों से दूर, पहाड़ी एवं जंगली स्थानों में अपने जीवन का आरंभ किया। छोटी उमर से ही उन्होंने वीरता और कुशलता का परिचय देना आरंभ कर दिया था।

HINTS : 1. great warrior 2. early life 3. deeds of courage and bravery
4. upbringing.

Exercise 161

ਹਵਾਈ ਜਹਾਜ਼ ਦੀ ਕਾਢ¹ ਨਾਲ ਮਨੁੱਖ ਜਾਤੀ ਨੂੰ ਬਹੁਤ ਲਾਭ ਪਹੁੰਚਿਆ ਹੈ। ਦੂਰ-ਦੂਰ ਦੀ ਯਾਤਰਾ² ਹੁਣ ਕੁਝ ਹੀ ਘੰਟਿਆਂ ਵਿਚ ਕੀਤੀ ਜਾਂਦੀ ਹੈ। ਕਾਲ³, ਹੜ੍ਹ⁴ ਤੇ ਭੂਚਾਲ⁵ ਵਰਗੀਆਂ ਮੁਸੀਬਤਾਂ⁶ ਦੇ ਸਮੇਂ ਹਵਾਈ ਜਹਾਜ਼ ਨਾਲ ਤੁਰੰਤ⁷ ਸਹਾਇਤਾ ਪੁਚਾਈ ਜਾ ਸਕਦੀ ਹੈ। ਸਮੁੰਦਰ ਵਿਚ ਡੁੱਬਣ ਵਾਲੇ ਜਹਾਜ਼ਾਂ⁸ ਦੀ ਸਹਾਇਤਾ ਲਈ ਹਵਾਈ ਜਹਾਜ਼ ਇਕ ਦਮ ਉੱਡ ਪੈਂਦੇ ਹਨ। ਹੁਣ ਤਾਂ ਸਭ ਦੇਸ਼ਾਂ ਦੇ ਕੋਲ ਆਪਣੇ ਹਵਾਈ ਜਹਾਜ਼ ਹਨ। ਸਾਡੇ ਦੇਸ਼ ਦੇ ਕੋਲ ਵੀ ਅਨੇਕ ਹਵਾਈ ਜਹਾਜ਼ ਹਨ।

हवाई जहाज़ के आविष्कार¹ से मनुष्य जाति को बड़ा लाभ पहुँचा है। दूर-दूर की यात्राएं² अब कुछ ही घण्टों में की जाती हैं। अकाल³, बाढ़⁴ और भूकम्प⁵ जैसी विपत्तियों⁶ के समय हवाई जहाज़ द्वारा तत्काल⁷

सहायता पहुँचाई जा सकती है। समुद्र में डूबने वाले जहाज़ों की मदद के लिए हवाई जहाज एकदम दौड़ पड़ते हैं। आज तो सभी देशों के पास अपने हवाई जहाज हैं। हमारे देश में भी अनेक हवाई जहाज हैं।

HINTS : 1. invention 2. long-distance travels 3. famine
4. floods 5. earthquake 6. disasters, misfortunes
7. quickly 8. sinking ships 9. fly off

Exercise 162

महात्मा बुध बोधी परम दे मेची मने जां दे हन। उइ कपलवसतु दे ईक डेटे जिगे राजे दे पुँतर सन। उइहनां दा पालन-पोसण² दौलत अडे अइस इंसतर³ विच बीतिआ। यज्ञेदरा दे नाल उइहनां दा विआण होंइआ। राहुल नां दा इक पुँतर पैदा होंइआ। जिनी देर संसार दे दुँधां दा उइहनां नुँ पता नगीं लँगा, उइहनां दा जीवण सुँध नाल बीतिआ। किहा जांदा है, कि जदों इक वारी उइ राज मणल⁴ तें बाहर गडे, तां उइहनां ने जीवण दे दुँधां नुँ देधिआ।

महात्मा बुद्ध बौद्ध धर्म के प्रवर्तक माने जाते हैं। वह कपिलवस्तु के एक छोटे से राजा के पुत्र थे। उनका लालन-पालन धन और ऐश्वर्य में हुआ। यशोधरा के साथ उनका विवाह हुआ। राहुल नामक एक पुत्र पैदा हुआ। जब तक संसार के दुःख उनसे छिपे रहे, उनका जीवन सुख से बीता। कहा जाता है, कि एक बार जब वे राज महल से बाहर गए, तो उन्होंने जीवन के दुःखों को देखा।

HINTS : 1. founder 2. was brought up 3. in luxury 4. palace

Exercise 163

सवामी विवेकानंद जी का जन्म 1863 ई. विच होंइआ। बचपन विच उइहनां दा नां नरेंद्र नाथ सी। उइ सुतु तें ही गेठगार¹ सन। उइहनां ने अंगरेजी स्कूलों विचें सिंधिआ पापुत कीती अडे 1884 ई. विच बी.ए. दी डिगरी लयी। बचपन तें ही उइहनां अंदर इक पूबल अधिआत्मिक बुँध² सी। कुड दिनां तँक उइ घुम समाज दे अन्हायी³ रगे। उइ हर रोज पारबना विच सामल⁴ हुँदे सन।

स्वामी विवेकानन्द जी का जन्म 1863 ई० में हुआ। बचपन में उनका नाम नरेन्द्र नाथ था। वे प्रारम्भ में ही होनहार थे। उन्होंने अंग्रेजी स्कूलों में शिक्षा पाई और सन् 1884 ई० में बी.ए. की डिग्री प्राप्त की। बचपन से ही उनके अन्दर एक प्रबल आध्यात्मिक भूख थी। कुछ दिनों तक वे ब्रह्म-समाज के अनुयायी रहे। वे नित्य प्रार्थना में सम्मिलित होते थे।

HINTS : 1. full of promise 2. strong spiritual hunger 3. follower 4. joined, attended

Exercise 164

साडे देस विच षर-षर दिवाली वाले दिन लँडमी दी पूजा हुँदी है। दिवाली इक अजिहा तिउहार है जे रात नुँ ही मनाइआ जांदा है। इस तिउहार दा बँचिआं नुँ बडा चाअ हुँदा है। षर-षर विच मठिआयी लिआंदी जांदी है। किहा जांदा है कि जदों डगवान सी राम चंदर जी 14 साल दे बनवास² तें बाअद अडे लँका नुँ जिंत के अजोधिआ वापस आडे तां नगर वासीआं³ ने असंधां दीवे जगा के बडी खुशी मनायी। उदें तें सारे डारत विच इस तिउहार नुँ हर साल बडे चाअ नाल मनाइआ⁴ जांदा है।

हमारे देश के घर-घर में दीवाली के दिन लक्ष्मी की पूजा होती है। दीवाली एक ऐसा त्योहार है, जो रात्रि के समय मनाया जाता है। इस त्योहार का बच्चों को बड़ा चाव रहता है। घर-घर में मिठाई लाई जाती है। कहा जाता है, कि जब भगवान् श्री रामचन्द्र जी चौदह वर्ष के बनवास के पश्चात् लंका को जीतकर अयोध्या लौटे, तो

नगर वासियों³ ने असंख्य दीपक जला-जला कर बड़ी खुशी मनाई। तब से सारे भारत में इस त्योहार को प्रतिवर्ष बड़े चाव से मनाया जाता है।

- HINTS :** 1. is celebrated 2. exile 3. citizens
4. with great enthusiasm (pomp and show).

Exercise 165

अकबर ने सूबेदार आसिफ़ खां ਨੂੰ ਗੋਂਡ ਤੇ ਚੜ੍ਹਾਈ ਕਰਨ ਦੀ ਆਗਿਆ ਦੇ ਦਿੱਤੀ। ਆਸਿਫ਼ ਖਾਂ ਸੈਨਾ ਲੈ ਕੇ ਅੱਗੇ ਵਧਿਆ¹। ਰਾਣੀ ਦੁਰਗਾਵਤੀ ਦੁਸ਼ਮਨ ਦਾ ਸਾਹਮਣਾ ਕਰਨ ਲਈ ਤਿਆਰ ਹੋ ਰਹੀ ਸੀ। ਰਾਣੀ ਨਿਰਭੈ² ਹੋ ਕੇ ਅੱਗੇ ਵਧੀ। ਰਾਣੀ ਆਪ ਹਾਥੀ ਤੇ ਸਵਾਰ ਸੀ। ਉਸ ਨੇ ਸ਼ਤਰੂ ਦਾ ਪੂਰੀ ਤਰ੍ਹਾਂ ਡੱਟ ਕੇ ਸਾਹਮਣਾ ਕੀਤਾ³। ਰਾਣੀ ਦੀ ਬੀਰਤਾ ਦੇ ਸਾਹਮਣੇ ਆਸਿਫ਼ ਖਾਂ ਟਿਕ ਨਾ ਸਕਿਆ। ਇਸ ਤਰ੍ਹਾਂ ਦੁਰਗਾਵਤੀ ਨੇ ਸ਼ਤਰੂ ਨੂੰ ਦੋ ਵਾਰ ਪਿੱਛੇ ਧਕਿਆ⁴।

अकबर ने सूबेदार आसिफ़ खां को गोंड पर चढ़ाई करने की आज्ञा दे दी। आसिफ़ खां सेना लेकर आगे बढ़ा¹। रानी दुर्गावती शत्रु का सामना करने के लिए तैयार हो रही थी। रानी निर्भीक होकर² आगे बढ़ी। रानी स्वयं हाथी पर सवार थी। उसने शत्रु का पूरी तरह डट कर सामना किया³। रानी की वीरता के सम्मुख आसिफ़ खां टिक न सका। इस प्रकार दुर्गावती ने दो बार शत्रु को पीछे धकेला⁴।

- HINTS :** 1. advanced 2. fearlessly 3. faced the enemy dauntlessly
4. pushed back

Exercise 166

ਅਹਲਿਆ ਬਾਈ ਇਕ ਆਦਰਸ਼¹ ਰਾਣੀ ਸੀ। ਉਹ ਸਾਦਗੀ ਦਾ ਜੀਵਨ² ਬਤੀਤ ਕਰਦੀ ਸੀ। ਉਸ ਦਾ ਪ੍ਰਮਾਤਮਾ ਵਿਚ ਬੜਾ ਵਿਸ਼ਵਾਸ³ ਸੀ। ਉਹ ਖੁਸ਼ਾਮਦ⁴ ਬਿਲਕੁਲ ਪਸੰਦ ਨਹੀਂ ਕਰਦੀ ਸੀ। ਇਕ ਦਿਨ ਇਕ ਕਵੀ ਰਾਣੀ ਦੇ ਦਰਬਾਰ ਵਿਚ ਗਿਆ। ਉਸ ਨੇ ਰਾਣੀ ਨੂੰ ਇਕ ਪੁਸਤਕ ਭੇਂਟ ਕੀਤੀ⁵। ਉਸ ਵਿਚ ਰਾਣੀ ਦੀ ਪ੍ਰਸੰਸਾ ਵਿਚ ਕੁਝ ਬੰਦ⁶ ਲਿਖੇ ਹੋਏ ਸਨ। ਰਾਣੀ ਨੇ ਕਵੀ ਨਾਲ ਤਾਂ ਚੰਗਾ ਵਰਤਾਉ ਕੀਤਾ ਪਰ ਉਸ ਪੁਸਤਕ ਨੂੰ ਨਦੀ ਵਿਚ ਸੁੱਟਣ ਦਾ ਹੁਕਮ ਦੇ ਦਿੱਤਾ⁷।

अहिल्याबाई एक आदर्श¹ रानी थी। वह सादगी का जीवन² व्यतीत करती थी। उनकी ईश्वर में बड़ी आस्था³ थी। वह चापलूसी⁴ बिल्कुल पसंद नहीं करती थी। एक दिन एक कवि रानी के दरबार में गया। उसने रानी को एक पुस्तक भेंट की⁵। उसमें रानी की प्रशंसा में कुछ पद्य⁶ लिखे हुए थे। रानी ने कवि के साथ तो अच्छा व्यवहार किया, लेकिन उस पुस्तक को नदी में फेंकने का आदेश दे दिया⁷।

- HINTS :** 1. ideal 2. life of simplicity 3. faith 4. flattery
5. presented 6. verses 7. ordered the book to be thrown

Exercise 167

ਭਾਰਤ ਦੇ ਲੋਕ ਚਾਹੁੰਦੇ ਹਨ ਕਿ ਉਹਨਾਂ ਦੇ ਸਾਹਿਤ¹ ਅਤੇ ਕਲਾ² ਦਾ ਵਿਕਾਸ³ ਉਹਨਾਂ ਦੀ ਰਾਸ਼ਟਰੀ ਪਰੰਪਰਾ⁴ ਦੇ ਅਨੁਸਾਰ ਹੋਵੇ। ਸਾਰੇ ਦੇਸ਼ ਭਗਤ, ਲੇਖਕ ਅਤੇ ਕਲਾਕਾਰ, ਉਹਨਾਂ ਦੀ ਇਸ ਉਚਿਤ ਭਾਵਨਾ ਨੂੰ ਸੰਤੁਸ਼ਟ ਕਰਨ ਦਾ ਜਤਨ ਕਰਦੇ ਹਨ। ਉਹਨਾਂ ਨੂੰ ਆਪਣੇ ਸੱਭਿਆਚਾਰ ਵਿਰਸੇ⁵ ਤੇ ਮਾਨ ਹੈ। ਉਸ ਵਿਰਸੇ ਵਿਚ ਜੋ ਕੁਝ ਖੂਬਸੂਰਤ ਅਤੇ ਮਹਾਨ ਹੈ ਉਸ ਨੂੰ ਉਹ ਆਪਣੇ ਸਿਰਜਨਾਤਮਕ ਕੰਮ⁶ ਰਾਹੀਂ ਅੱਗੇ ਵਧਾਉਣਾ ਚਾਹੁੰਦੇ ਹਨ। ਉਸ ਵਿਚੋਂ ਜੋ ਕੁਝ ਬੇਲੋੜਾ⁷ ਹੈ ਉਸ ਨੂੰ ਉਹ ਛੱਡ ਦੇਣਾ⁸ ਚਾਹੁੰਦੇ ਹਨ। ਸਾਡੀ ਜਨਤਾ ਆਪਣੇ ਜੀਵਨ ਨੂੰ ਸੁਤੰਤਰ ਅਤੇ ਉੱਨਤ⁹ ਬਣਾਉਣ ਲਈ ਜਤਨਸ਼ੀਲ ਹੈ।

भारत के लोग चाहते हैं कि उनके साहित्य¹ और कला² का विकास³ उनकी राष्ट्रीय परम्परा⁴ के अनुसार हो। तमाम देश भक्त, लेखक और कलाकार उनकी इस उचित भावना को संतुष्ट करने का प्रयत्न करते हैं। उन्हें

अपनी सांस्कृतिक विरासत पर गर्व है। उस विरासत में जो कुछ सुन्दर और महान है, उसे वे अपने सृजनात्मक कार्यों द्वारा आगे बढ़ाना चाहते हैं। उसमें जो कुछ मिथ्या है, उसे वे छोड़ देना चाहते हैं हमारी जनता अपने जीवन को स्वाधीन और समृद्ध बनाने के लिए प्रयत्नशील है।

HINTS : 1. literature 2. art 3. development 4. tradition 5. cultural heritage 6. creative work
7. dead and useless, that which has served its purpose 8. discard, reject
9. independent and prosperous

Exercise 168

काफ़का पराग का ज़ुदौ¹ लेखक सी जिस ਦੀ ਮਾਤ ਭਾਸ਼ਾ ਜਰਮਨੀ ਸੀ। ਉਸ ਨੇ ਕਾਨੂੰਨ ਪੜ੍ਹਿਆ ਸੀ ਅਤੇ 1908 ਤੋਂ ਆਪਣੀ ਮੌਤ ਤੱਕ ਉਹ ਪਰਾਗ ਦੇ ਇਕ ਬੀਮਾ ਦਫ਼ਤਰ² ਵਿਚ ਕਾਨੂੰਨੀ ਕਲਰਕ ਦੇ ਰੂਪ ਵਿਚ ਕੰਮ ਕਰਦਾ ਰਿਹਾ। 1917 ਵਿਚ ਕਾਫ਼ਕਾ ਨੂੰ ਤਪਦਿਕ³ ਹੋ ਗਈ। ਉਸ ਦੀਆਂ ਕਿਰਤਾਂ ਵਿਚ ਜ਼ਿਆਦਾਤਰ ਉਸ ਦਾ ਆਪਣਾ ਜੀਵਨ ਹੀ ਝਲਕਦਾ ਹੈ⁴। ਕਾਫ਼ਕਾ ਕਹਿੰਦਾ ਸੀ ਕਿ ਉਸ ਦੀ ਲੇਖਣੀ ਦਾ ਕੇਵਲ ਉਸ ਦੇ ਲਈ ਨਿੱਜੀ ਮਹੱਤਵ⁵ ਹੈ।

काफ़का प्राग का यहुदी¹ लेखक था जिसकी मातृ-भाषा जर्मन थी। उसने कानून पढ़ा था और 1908 में मृत्यु पर्यन्त वह प्राग के एक बीमा संस्थान² में कानून क्लर्क के रूप में काम करता रहा। 1917 में काफ़का को क्षय रोग³ हो गया। उसकी कृतियों में बहुत-कुछ अपना जीवन ही समाविष्ट है⁴। काफ़का कहता था कि उसके लेखन का महत्त्व⁵ केवल उसी के लिए है।

HINTS : 1. Jew 2. insurance office 3. tuberculosis
4. His writings are the reflection of his own life 5. personal importance

Exercise 169

ਪੜ੍ਹਾਈ ਮਨੁੱਖ ਨੂੰ ਯੋਗ¹ ਬਣਾਉਂਦੀ ਹੈ। ਇਸ ਨਾਲ ਮਨੁੱਖ ਦੇਸ਼, ਧਰਮ ਅਤੇ ਜਾਤੀ ਦਾ ਉਪਕਾਰ ਕਰ ਸਕਦਾ ਹੈ²। ਪੂਰੀ ਤਰ੍ਹਾਂ ਪੜ੍ਹੀ ਲਿਖੀ³ ਜਾਤੀ ਕਦੇ ਪਿੱਛੇ ਨਹੀਂ ਰਹਿ ਸਕਦੀ। ਜਿਹੜੇ-ਜਿਹੜੇ ਦੇਸ਼ ਜਾਂ ਜਾਤੀ ਨੂੰ ਉੱਨਤੀ⁴ ਮਿਲੀ ਹੈ ਉਹਨਾਂ ਵਿਚ ਪੜ੍ਹੇ ਲਿਖੇ ਲੋਕਾਂ ਦਾ ਬਹੁਤ ਹੱਥ ਹੈ। ਸੁਸਿੱਖਿਅਤ ਵਿਅਕਤੀ ਸਮਾਜ ਦਾ ਗਹਿਣਾ⁵ ਹੈ। ਸਮਾਜਿਕ ਬੁਰਾਈਆਂ⁶ ਅਤੇ ਰਾਜਨੀਤਿਕ ਘਾਟਾਂ⁷ ਨੂੰ ਦੂਰ ਕਰਨਾ ਪੜ੍ਹੇ ਲਿਖੇ ਲੋਕਾਂ ਦਾ ਹੀ ਕੰਮ ਹੈ। ਜੇ ਮਨੁੱਖ ਅਨਪੜ੍ਹ ਹਨ, ਪਸ਼ੂ ਦੇ ਸਮਾਨ ਸਮਝੇ ਜਾਂਦੇ ਹਨ।

शिक्षा मनुष्य को योग्य¹ बनाती है। इसके द्वारा मनुष्य देश, धर्म तथा जाति का उपकार कर सकता है²। पूर्णरूपेण शिक्षित³ जाति कभी पिछड़ी हुई नहीं रह सकती। जो-जो देश या जाति समृद्ध⁴ हुए हैं, उनमें शिक्षित व्यक्तियों का बहुत हाथ है। सुशिक्षित व्यक्ति समय का आभूषण⁵ है। सामाजिक कुरीतियाँ⁶ तथा राजनीतिक त्रुटियों⁷ को सुधारना शिक्षित व्यक्तियों का ही काम है। अशिक्षित मनुष्य पशु के समान समझे जाते हैं।

HINTS : 1. able 2. can contribute to the welfare 3. educated 4. prosperous 5. gem, jewel
6. social evils 7. political ills

Exercise 170

ਸਾਡੇ ਨਵ-ਭਾਰਤ ਵਿਚ ਸਭ ਦਾ ਇੱਕੋ-ਜਿਹਾ ਸਨਮਾਨ¹ ਹੁੰਦਾ ਹੈ। ਇੱਥੇ ਕਿਸੇ ਨੂੰ ਛੋਟਾ ਜਾਂ ਕਿਸੇ ਨੂੰ ਵੱਡਾ ਨਹੀਂ ਮੰਨਿਆ ਜਾਂਦਾ। ਮਜ਼ਦੂਰਾਂ ਅਤੇ ਪੜ੍ਹੇ-ਲਿਖਿਆਂ ਨੂੰ ਬਰਾਬਰ ਸਮਝਿਆ ਜਾਂਦਾ ਹੈ। ਅਜਿਹੇ ਵਿਅਕਤੀ ਜਿਹੜੇ ਰਾਸ਼ਟਰ ਦੀ ਉੱਨਤੀ ਲਈ ਜਤਨ ਕਰਦੇ ਹਨ, ਸਤਿਕਾਰ ਦੇ ਕਾਬਲ² ਮੰਨੇ ਜਾਂਦੇ ਹਨ। ਆਪਣੀ ਯੋਗਤਾ³ ਦੇ ਅਨੁਸਾਰ ਕੋਈ ਵੀ ਵਿਅਕਤੀ ਕਿਸੇ ਵੱਡੇ ਤੋਂ ਵੱਡੇ ਅਹੁਦੇ⁴ ਤੇ ਪਹੁੰਚ ਸਕਦਾ ਹੈ। ਧਰਮ, ਜਾਤੀ ਆਦਿ ਕਰ ਕੇ ਕੋਈ

ਉੱਚਾ ਨਹੀਂ ਮੰਨਿਆ ਜਾਂਦਾ। ਸਾਰਿਆਂ ਨੂੰ ਉੱਨਤੀ ਦੇ ਸਮਾਨ ਅਵਸਰ⁵ ਅਤੇ ਸਮਾਨ ਅਧਿਕਾਰ⁶ ਦਿੱਤੇ ਜਾਂਦੇ ਹਨ।

हमारे नव-भारत में सब की समान प्रतिष्ठा¹ होती है। यहाँ किसी को छोटा या बड़ा, नहीं माना जाता। मजदूरों और पढ़े-लिखों को बराबर समझा जाता है। ऐसे व्यक्ति जो राष्ट्र की उन्नति के लिए प्रयत्न करते हैं, आदर के पात्र² माने जाते हैं। अपनी योग्यता³ के अनुसार कोई भी व्यक्ति किसी बड़े से बड़े पद⁴ पर पहुँच सकता है। धर्म, जाति आदि के कारण कोई ऊँचा नहीं माना जाता। सभी को उन्नति के समान अवसर⁵ और समान अधिकार⁶ दिए जाते हैं।

HINTS : 1. equal respect 2. worthy of respect 3. ability 4. highest position
5. equal opportunities 6. equal rights

Exercise 171

ਭਾਰਤ ਇਕ ਗਰਮ ਦੇਸ਼ ਹੈ। ਇੱਥੇ ਗਰਮੀਆਂ ਦੇ ਦਿਨਾਂ ਵਿਚ ਬਹੁਤ ਗਰਮੀ ਅਤੇ ਸਰਦੀਆਂ ਦੇ ਦਿਨਾਂ ਵਿਚ ਬਹੁਤ ਸਰਦੀ ਪੈਂਦੀ ਹੈ। ਇੱਥੋਂ ਦੀ ਖੇਤੀ¹ ਜ਼ਿਆਦਾਤਰ ਵਰਖਾ ਤੇ ਨਿਰਭਰ² ਕਰਦੀ ਹੈ। ਜਿਸ ਸਾਲ ਚੰਗਾ ਮੀਂਹ ਪੈਂਦਾ ਹੈ ਉਸ ਸਾਲ ਚੰਗੀ ਫਸਲ ਹੁੰਦੀ ਹੈ। ਪਰ ਜਿਸ ਸਾਲ ਸੋਕਾ (ਔੜ) ਪੈ ਜਾਂਦਾ ਹੈ ਤਾਂ ਲੋਕਾਂ ਨੂੰ ਅਨਾਜ ਲਈ ਮੁਥਾਜ³ ਹੋਣਾ ਪੈਂਦਾ ਹੈ। ਬਹੁਤ ਜ਼ਿਆਦਾ ਮੀਂਹ ਪੈਣ ਨਾਲ ਕਈ ਵਾਰ ਦੇਸ਼ ਦੇ ਵੱਖ-ਵੱਖ ਹਿੱਸਿਆਂ ਵਿਚ ਹੜ੍ਹ⁴ ਆ ਜਾਣ ਨਾਲ ਬਹੁਤ ਨੁਕਸਾਨ⁵ ਵੀ ਹੁੰਦਾ ਹੈ। ਇਹਨਾਂ ਹੜ੍ਹਾਂ ਨੂੰ ਰੋਕਣ ਲਈ ਨਦੀਆਂ ਤੇ ਕਈ ਬੰਨ੍ਹ⁶ ਬਣਾਏ ਜਾ ਰਹੇ ਹਨ। ਸਿੰਜਾਈ ਦੇ ਸਾਧਨਾਂ⁷ ਵਿਚ ਵੀ ਵਾਧਾ ਹੋ ਰਿਹਾ ਹੈ।

भारत एक गर्म देश है। यहाँ गर्मी के दिनों में अधिक गर्मी तथा सर्दी के दिनों में अधिक सर्दी पड़ती है। यहाँ की कृषि¹ अधिकतर वर्षा पर निर्भर² है। जिस वर्ष अच्छी वर्षा होती है, उस वर्ष खूब फसल होती है। लेकिन जिस वर्ष सूखा पड़ जाता है तो लोगों को अनाज के लिए मोहताज³ होना पड़ता है। अत्यधिक वर्षा होने से कई बार देश के भिन्न-भिन्न भागों में बाढ़⁴ आ जाने से भारी नुकसान⁵ भी होता है। इन बाढ़ों को रोकने के लिए नदियों पर कई बाँध⁶ बनाए जा रहे हैं। सिंचाई के साधनों⁷ में भी वृद्धि हो रही है।

HINTS : 1. agriculture 2. depends on 3. have to depend on others for foodgrains 4. floods
5. heavy loss 6. dams 7. means of irrigation

Exercise 172

ਇਕ ਵਾਰ ਇਕ ਇਸਤਰੀ ਮਹਾਤਮਾ ਬੁੱਧ ਦੇ ਕੋਲ ਗਈ। ਉਸ ਦਾ ਉਦੋਂ ਹੀ¹ ਇਕਲੌਤਾ² ਪੁੱਤਰ ਮਰ ਗਿਆ ਸੀ। ਉਹ ਬਹੁਤ ਦੁਖੀ ਸੀ। ਉਸ ਨੇ ਬੁੱਧ ਨੂੰ ਕਿਹਾ, “ਮਹਾਰਾਜ ਮੇਰੇ ਪੁੱਤਰ ਨੂੰ ਜੀਉਂਦਾ ਕਰ ਦਿਉ।” ਬੁੱਧ ਨੇ ਕਿਹਾ, “ਮੈਂ ਇਸ ਬੱਚੇ ਨੂੰ ਮੁੜ ਜੀਵਤ³ ਨਹੀਂ ਕਰ ਸਕਦਾ। ਜਿਹੜਾ ਜਨਮ ਲੈਂਦਾ ਹੈ ਉਹ ਮਰਦਾ ਵੀ ਹੈ।” ਪਰ ਉਹ ਇਸਤਰੀ ਨਾ ਮੰਨੀ। ਤਾਂ ਬੁੱਧ ਨੇ ਇਸਤਰੀ ਨੂੰ ਕਿਹਾ, “ਤੂੰ ਮੈਨੂੰ ਇਕ ਅਜਿਹੇ ਘਰ ਤੋਂ ਮੁੱਠੀ ਭਰ ਚੌਲ⁴ ਲਿਆ ਦੇ ਜਿੱਥੇ ਕਦੇ ਕੋਈ ਮਰਿਆ ਨਾ ਹੋਵੇ।” ਇਹ ਸੁਣ ਕੇ ਇਸਤਰੀ ਉੱਥੋਂ ਚਲੀ ਗਈ।

एक बार एक स्त्री महात्मा बुद्ध के पास गई। उसका हाल ही में¹ इकलौता² पुत्र मर गया था। वह बहुत दुःखी थी। उसने बुद्ध से कहा, “महाराज, मेरे पुत्र को जीवित कर दीजिए।” बुद्ध ने कहा, “मैं इस बच्चे को पुनः जीवित³ नहीं कर सकता। जो जन्म लेता है, वह मरता भी है।” लेकिन वह स्त्री न मानी। तब बुद्ध ने स्त्री से कहा, “तुम मुझे एक ऐसे घर से मुट्ठी भर चावल⁴ ला दो जहां मृत्यु ने कभी प्रवेश न किया हो।” यह सुनकर वह स्त्री वहां से चली गई।

HINTS : 1. recently 2. only son 3. cannot bring... back to life 4. handful of rice

Exercise 173

ਬਾਈਲੈਂਡ ਵਿਚ ਬਾਰਾਂ ਸਾਲ ਦੀ ਉਮਰ ਤੱਕ ਹਰ ਇਕ ਮੁੰਡੇ ਤੇ ਕੁੜੀ ਨੂੰ ਪੜ੍ਹਨਾ ਪੈਂਦਾ ਹੈ। ਚੌਥੀ ਸ਼੍ਰੇਣੀ ਤੱਕ ਵਿੱਦਿਆ ਜ਼ਰੂਰੀ¹ ਹੈ। ਇਹ ਸਾਰੀ ਪੜ੍ਹਾਈ ਮਾਤਭਾਸ਼ਾ² ਵਿਚ ਹੁੰਦੀ ਹੈ। ਇਸ ਦੌਰਾਨ ਹਰ ਬੱਚਾ ਭੂਗੋਲ, ਇਤਿਹਾਸ ਅਤੇ ਸਧਾਰਨ ਗਿਆਨ ਦੀਆਂ ਗੱਲਾਂ ਪੜ੍ਹ ਲੈਂਦਾ ਹੈ। ਇੱਥੋਂ ਦੇ ਸਕੂਲਾਂ ਸਾਹਮਣੇ ਤੁਸੀਂ ਖੜ੍ਹੇ ਹੋ ਜਾਓ, ਹੱਸਮੁਖ³ ਅਤੇ ਤੰਦਰੁਸਤ⁴ ਚਿਹਰਿਆਂ ਨੂੰ ਦੇਖ ਕੇ ਕੋਈ ਉਹਨਾਂ ਦੇ ਅਮੀਰ ਅਤੇ ਗ਼ਰੀਬ ਹੋਣ ਦਾ ਅਨੁਮਾਨ ਨਹੀਂ ਲਗਾ ਸਕਦਾ। ਸਾਰੇ ਬੱਚੇ ਤੰਦਰੁਸਤ ਰਹਿੰਦੇ ਹਨ ਅਤੇ ਲਗਭਗ ਇੱਕੋ-ਜਿਹੇ ਕੱਪੜੇ ਪਾਉਂਦੇ ਹਨ।

ਥਾਈਲੈਂਡ ਮੇਂ ਬਾਰਹ ਸਾਲ ਕੀ ਆਯੁ ਤਕ ਪ੍ਰਤਯੇਕ ਲੜਕੇ-ਲੜਕੀ ਕੋ ਪੜ੍ਹਨਾ ਪੜ੍ਹਤਾ ਹੈ। ਕਕਸ਼ਾ ਚਾਰ ਤਕ ਸ਼ਿਕਸ਼ਾ ਅਨਿਕਾਰਯ¹ ਹੈ। ਯਹ ਸਬ ਪੜ੍ਹਾਈ ਮਾਤ੍ਰਭਾਸ਼ਾ² ਮੇਂ ਹੋਤੀ ਹੈ। ਝਸ ਬੀਚ ਮੇਂ ਪ੍ਰਤਯੇਕ ਬਚਕਾ ਭੂਗੋਲ, ਝਤਿਹਾਸ ਔਰ ਸਾਖਾਰਯ ਜ਼ਾਨ ਕੀ ਬਾਤੋਂ ਪੜ੍ਹ ਲੇਤਾ ਹੈ। ਯਹਾੱ ਕੇ ਸਕੂਲੋਂ ਕੇ ਸਾਮਨੇ ਆਪ ਖੜ੍ਹੇ ਹੋ ਜਾਝਏ, ਹੱਸਮੁਖ³ ਔਰ ਸਵਸਥ ਚੇਹਰੋਂ ਕੋ ਦੇਖਕਰ ਕੋਝੈਂ ਤਨਕੇ ਧਨਵਾਨ ਔਰ ਨਿਰਧਨ ਹੋਨੇ ਕਾ ਅਨੁਮਾਨ ਨਹੀਂ ਲਗਾ ਸਕਤਾ। ਸਬੀ ਬਚਕੇ ਸਵਸਥ ਰਹਤੇ ਹੈਂ ਔਰ ਲਗਭਗ ਏਕ ਸੇ ਵਸਤ੍ਰ ਪਹਨਤੇ ਹੈਂ।

HINTS : 1. compulsory 2. mother-tongue 3. cheerful 4. healthy

Exercise 174

1498 ਈ. ਵਿਚ ਕੋਲੰਬਸ ਨੇ ਤੀਸਰੀ ਯਾਤਰਾ ਅਰੰਭ ਕੀਤੀ। ਇਹ ਯਾਤਰਾ ਵੀ ਬਹੁਤ ਲੰਮੀ ਸੀ। ਇਸ ਵਾਰੀ ਤਾਂ ਭੋਜਨ ਅਤੇ ਪਾਣੀ ਵੀ ਖ਼ਤਮ ਹੋ ਗਿਆ। ਨਿਰਾਸ਼¹ ਕੋਲੰਬਸ ਨੇ ਪ੍ਰਮਾਤਮਾ ਨੂੰ ਪ੍ਰਾਰਥਨਾ ਕੀਤੀ ਇਸ ਵਾਰੀ ਜਿਹੜਾ ਟਾਪੂ² ਉਸ ਨੂੰ ਲੱਭੇਗਾ, ਉਸ ਦਾ ਨਾਂ ਈਸਾਈ ਮੱਤ ਅਨੁਸਾਰ³ ਤਿੰਨ ਪਵਿੱਤਰ ਆਤਮਾਵਾਂ⁴ ਦੇ ਨਾਂ ਤੇ ਰੱਖੇਗਾ। ਹੋਇਆ ਵੀ ਇੰਜ ਹੀ। ਉਸ ਨੂੰ ਤਿੰਨ ਚੋਟੀਆਂ⁵ ਦਿਖਾਈ ਦਿੱਤੀਆਂ ਜਿਨ੍ਹਾਂ ਦਾ ਨਾਂ ਉਸ ਨੇ ਟ੍ਰਿਨੀਡਾਡ ਰੱਖਿਆ।

1498 ਈ. ਮੇਂ ਕੋਲੰਬਸ ਨੇ ਤੀਸਰੀ ਯਾਤ੍ਰਾ ਆਰੰਭ ਕੀ। ਯਹ ਯਾਤ੍ਰਾ ਭੀ ਅਧਿਕ ਲੰਬੀ ਥੀ। ਅਬ ਕੀ ਬਾਰ ਤੋ ਭੋਜਨ ਤਥਾ ਪਾਨੀ ਭੀ ਸਮਾਪਤ ਹੋ ਗਯਾ। ਨਿਰਾਸ਼¹ ਕੋਲੰਬਸ ਨੇ ਝੰਝਰ ਸੇ ਪ੍ਰਾਰਥਨਾ ਕੀ ਕਿ ਝਸ ਬਾਰ ਜੋ ਫ਼ੀਯ² ਤਸੇ ਮਿਲੇਗਾ, ਤਸਕਾ ਨਾਮ ਝੰਝਾਝਯੋਂ ਕੇ ਮਤਾਨੁਸਾਰ³ ਤੀਨ ਪਵਿੱਤਰ ਆਤਮਾਔਂ⁴ ਕੇ ਨਾਮ ਪਰ ਰਖੇਗਾ। ਝੁਆ ਭੀ ਏਸਾ ਹੀ। ਤਸੇ ਤੀਨ ਚੋਟਿਯਾਂ⁵ ਦਿਖਾਝੈਂ ਦੀਂ, ਜਿਸਕਾ ਨਾਮ ਤਸਨੇ ਟ੍ਰਿਨੀਡਾਡ ਰਖਾ।

HINTS : 1. disheartened 2. island 3. according to the Christian faith 4. pious (holy) souls
5. peaks

Exercise 175

ਲੋਕ-ਨਾਚ¹ ਮਨੋਰੰਜਨ ਦਾ ਸਾਧਨ ਹੁੰਦਾ ਹੈ। ਲੋਕ-ਨਾਚ ਨੂੰ ਦੇਖ ਕੇ ਲੋਕ ਖੁਸ਼ ਹੁੰਦੇ ਹਨ। ਲੋਕ-ਨਾਚ ਦੇ ਨਾਲ-ਨਾਲ ਲੋਕ-ਗੀਤ² ਵੀ ਗਾਏ ਜਾਂਦੇ ਹਨ। ਲੋਕ-ਨਾਚਾਂ ਅਤੇ ਲੋਕ-ਗੀਤਾਂ ਵਿਚ ਲੋਕਾਂ ਦੇ ਦਿਲ ਦਾ ਪਿਆਰ ਅਤੇ ਜੀਵਣ ਦਾ ਉਤਸ਼ਾਹ³ ਛਲਕਦਾ ਹੈ। ਪੰਜਾਬ ਦੇ ਲੋਕ-ਨਾਚਾਂ ਵਿਚ ਵੀ ਪੰਜਾਬੀਆਂ ਦੇ ਜੀਵਣ ਦੀਆਂ ਖੁਸ਼ੀਆਂ ਭਰੀਆਂ ਪਈਆਂ ਹਨ। ਪੰਜਾਬ ਦੇ ਲੋਕ-ਨਾਚਾਂ ਵਿਚ ਪੰਜਾਬ ਦੇ ਜੀਵਣ ਦੀ ਝਲਕ⁴ ਦਿਖਾਈ ਦੇਂਦੀ ਹੈ।

ਲੋਕ-ਨ੍ਰਯ¹ ਮਨੋਰੰਜਨ ਕਾ ਸਾਧਨ ਹੋਤਾ ਹੈ। ਲੋਕ-ਨ੍ਰਯ ਕੋ ਦੇਖਕਰ ਲੋਗ ਖੁਸ਼ ਹੋਤੇ ਹੈ। ਲੋਕ-ਨ੍ਰਯ ਕੇ ਸਾਥ-ਸਾਥ ਲੋਕ-ਗੀਤ² ਭੀ ਗਾਏ ਜਾਤੇ ਹੈਂ। ਲੋਕ-ਨ੍ਰਯੋਂ ਔਰ ਲੋਕ-ਗੀਤੋਂ ਮੇਂ ਲੋਗੋਂ ਕੇ ਝੁਝਯ ਕਾ ਪ੍ਰੇਮ ਔਰ ਜੀਵਨ ਕਾ ਉਤਸਾਹ³ ਝਲਕਤਾ ਹੈ। ਪੰਜਾਬ ਕੇ ਲੋਕ-ਨ੍ਰਯੋਂ ਮੇਂ ਭੀ ਪੰਜਾਬਿਯੋਂ ਕੇ ਜੀਵਨ ਕੀ ਖੁਸ਼ਿਯਾਂ ਭਰੀ ਪੜੀ ਹੈਂ। ਪੰਜਾਬ ਕੇ ਲੋਕ-ਨ੍ਰਯੋਂ ਮੇਂ ਪੰਜਾਬ ਕੇ ਜੀਵਨ ਕੀ ਝਾਂਕੀ⁴ ਦਿਖਾਝੈਂ ਦੇਤੀ ਹੈ।

HINTS : 1. folk-dance 2. folk-songs 3. zeal and fervour 4. glimpse

Exercise 176

ਡਾਕੀਆ ਇਕ ਮਿਹਨਤੀ ਅਤੇ ਇਮਾਨਦਾਰ ਕਰਮਚਾਰੀ¹ ਹੁੰਦਾ ਹੈ। ਉਸ ਨੂੰ ਆਪਣਾ ਕੰਮ ਬੜੀ ਸਾਵਧਾਨੀ ਨਾਲ² ਕਰਨਾ ਪੈਂਦਾ ਹੈ। ਮੀਂਹ ਹੋਵੇ ਜਾਂ ਝੱਖੜ, ਸਰਦੀ ਹੋਵੇ ਜਾਂ ਗਰਮੀ, ਉਹ ਕਿਸੇ ਗੱਲ ਤੋਂ ਨਹੀਂ ਘਬਰਾਉਂਦਾ। ਉਹ ਹਰ ਹਾਲ ਵਿਚ ਆਪਣਾ ਕੰਮ ਠੀਕ ਸਮੇਂ ਤੇ ਕਰਦਾ ਹੈ। ਸਾਡੇ ਨਿੱਜੀ ਪੱਤਰ³ ਦਫਤਰਾਂ ਦੀਆਂ ਚਿੱਠੀਆਂ ਅਤੇ ਕਈ ਪ੍ਰਕਾਰ ਦੇ ਦੂਸਰੇ ਸੁਨੇਹੇ ਉਹੀ ਲਿਆਉਂਦਾ ਹੈ। ਇਸ ਤੋਂ ਬਿਨਾਂ ਮਨੀਆਰਡਰ, ਪਾਰਸਲ ਅਤੇ ਰਜਿਸਟਰੀਆਂ ਵੀ ਉਹੀ ਵੰਡਦਾ ਹੈ।⁴

डाकिया एक मेहनती और ईमानदार कर्मचारी¹ होता है। उसे अपना काम बड़ी सावधानी से² करना पड़ता है। वर्षा हो या आंधी, सर्दी हो या गर्मी, वह किसी बात से नहीं घबराता। वह हर हालत में अपना काम ठीक समय पर करता है। हमारे निजी पत्र³, दफ्तरों की चिट्ठियां, कई प्रकार के दूसरे संदेश सब वही लाता है। इसके अलावा मनीआर्डर, पार्सल तथा रजिस्ट्रियां भी वही बाँटता है⁴।

HINTS : 1. worker 2. carefully 3. personal letters 4. delivers

Exercise 177

ਨਿਊਟਨ ਇੱਕ ਮਹਾਨ ਵਿਅਕਤੀ ਸੀ। ਉਸ ਨੂੰ ਗਿਆਨ ਤੇ ਘਮੰਡ ਨਹੀਂ ਸੀ। ਉਹ ਬਹੁਤ ਨੇਕ¹ ਅਤੇ ਸ਼ਾਂਤ ਸੁਭਾਉ² ਦਾ ਆਦਮੀ ਸੀ। ਇੱਕ ਦਿਨ ਉਹ ਘਰ ਦੇ ਵਿਹੜੇ ਵਿਚ ਟਹਿਲ ਰਿਹਾ ਸੀ। ਉਸ ਸਮੇਂ ਉਸ ਦਾ ਇੱਕ ਮਿੱਤਰ ਉਸ ਦੇ ਕੋਲ ਆਇਆ। ਉਸ ਨੇ ਨਿਊਟਨ ਨੂੰ ਕਿਹਾ, “ਨਿਊਟਨ, ਤੁਸੀਂ ਸੱਚ-ਮੁੱਚ ਇਕ ਮਹਾਨ ਵਿਅਕਤੀ ਹੋ।” ਇਹ ਸੁਣ ਕੇ ਨਿਊਟਨ ਪਹਿਲਾਂ ਤਾਂ ਚੁੱਪ ਰਿਹਾ ਪਰ ਥੋੜੀ ਦੇਰ ਬਾਅਦ ਸ਼ਾਂਤ ਅਵਾਜ਼³ ਵਿਚ ਬੋਲਿਆ, “ਹੇ ਦੋਸਤ! ਮੈਂ ਇਕ ਬੱਚੇ ਦੀ ਤਰ੍ਹਾਂ ਸਮੁੰਦਰ ਦੇ ਕਿਨਾਰੇ ਖੜ੍ਹਾ ਹਾਂ ਅਤੇ ਰੇਤ ਵਿਚੋਂ ਗੀਟੇ ਚੁਣ ਰਿਹਾ ਹਾਂ। ਜਦ ਕਿ ਵਿਸ਼ਾਲ ਅਤੇ ਅਸੀਮ ਸਮੁੰਦਰ ਮੇਰੇ ਸਾਹਮਣੇ ਅਗਿਆਤ ਪਿਆ ਹੈ।”⁴

न्यूटन एक महान व्यक्ति था। उसे अपने ज्ञान पर गर्व नहीं था। वह बहुत ही नेक¹ तथा शान्त स्वभाव² का व्यक्ति था। एक दिन वह घर के आंगन में टहल रहा था। उसी समय उसका एक मित्र उसके पास आया। उसने न्यूटन से कहा, “न्यूटन, तुम वास्तव में एक महान व्यक्ति हो।” यह सुनकर न्यूटन पहले तो चुप रहा, पर थोड़ी देर बाद शान्त स्वर³ में बोला, “हे मित्र! मैं एक बच्चे की भांति समुद्र के किनारे खड़ा हूँ और रेत में पड़े कंकड़ों को उठा रहा हूँ जब कि सत्य का अपार तथा असीमित समुद्र मेरे सामने अज्ञात पड़ा है।”⁴

HINTS : 1. noble 2. cool-headed 3. in a gentle voice 4. I am a child standing on the seashore, picking some pebbles from the sand while the unbounded ocean of truth lies undiscovered before me.

Exercise 178

29 ਮਈ, 1953 ਦੀ ਸਵੇਰੇ ਨੂੰ 6.30 ਦਾ ਸਮਾਂ ਸੀ। ਹਿਲੇਰੀ ਅਤੇ ਤੇਨ ਸਿੰਘ ਡੇਰੇ¹ ਤੋਂ ਚੱਲੇ। ਹਰੇਕ ਨੇ ਆਪਣੀ ਪਿੱਠ ਤੇ ਆਕਸੀਜਨ ਦਾ ਯੰਤਰ² ਰੱਖਿਆ ਸੀ। ਹਿਲੇਰੀ ਦੇ ਪੈਰ ਠੰਢੇ ਸਨ। ਇਸ ਲਈ ਉਸ ਨੇ ਤੇਨ ਸਿੰਘ ਨੂੰ ਅੱਗੇ ਚੱਲਣ ਲਈ ਕਿਹਾ। ਹਿਲੇਰੀ ਉਸ ਦੇ ਪਿੱਛੇ ਚੱਲਿਆ। ਅੰਤ ਵਿਚ ਉਹ ਇਕ ਪਰਬਤ ਸ਼੍ਰੇਣੀ³ ਤੇ ਪਹੁੰਚੇ। ਉਹ ਲਗਭਗ 28,000 ਫੁੱਟ ਉੱਚੀ ਸੀ। ਇਸ ਸਮੇਂ ਤੱਕ ਹਿਲੇਰੀ ਦੇ ਪੈਰ ਨਿੱਘੇ ਹੋ ਗਏ ਸਨ। ਇਸ ਲਈ ਉਸ ਨੇ ਅੱਗੇ ਚੱਲਣਾ ਸ਼ੁਰੂ ਕੀਤਾ।

29 मई, 1953 के प्रातः काल 6.30 बजे का समय था। हिलेरी और तेन-सिंह डेरे¹ से चले। प्रत्येक ने अपनी पीठ पर ऑक्सीजन का यन्त्र² रखा। हिलेरी के पैर ठण्डे थे। इसलिए उसने तेनसिंह से आगे चलने को कहा। हिलेरी उसके पीछे चला। अन्त में वे एक पर्वत श्रेणी³ पर पहुंचे। वह लगभग 28,000 फुट ऊंची थी। इस समय हिलेरी के पैर गर्म हो गए थे। इसलिए उसने आगे चलना आरम्भ किया।

HINTS : 1. camp 2. oxygen equipment 3. mountain-range

Exercise 179

ਇਬਰਾਹਿਮ ਲਿੰਕਨ ਅਮਰੀਕਾ ਦੇ ਸੋਲ੍ਹਵੇਂ ਰਾਸ਼ਟਰਪਤੀ ਸਨ। ਉਹਨਾਂ ਦਾ ਜਨਮ ਇਕ ਗਰੀਬ ਪਰਿਵਾਰ ਵਿਚ ਹੋਇਆ। ਉਹ ਬਚਪਨ ਤੋਂ ਹੀ ਮਿਹਨਤੀ ਤੇ ਇਮਾਨਦਾਰ ਸਨ। ਲੋਕੀ ਉਸ ਨੂੰ ਪਿਆਰ ਨਾਲ 'ਇਮਾਨਦਾਰ ਏਬ' ਕਹਿੰਦੇ ਸਨ। ਉਹ ਗਰੀਬਾਂ ਅਤੇ ਦੁਖੀ ਲੋਕਾਂ ਦੀ ਸਹਾਇਤਾ ਕਰਨ ਲਈ ਹਮੇਸ਼ਾਂ ਤਿਆਰ² ਰਹਿੰਦੇ ਸਨ। ਉਹਨਾਂ ਨੂੰ ਕਿਸੇ ਵੀ ਕੰਮ ਨੂੰ ਆਪ ਕਰਨ ਵਿਚ ਛੋਟਾਪਣ ਮਹਿਸੂਸ ਨਹੀਂ ਹੁੰਦਾ ਸੀ³। ਇਕ ਰਾਸ਼ਟਰਪਤੀ ਹੋਣ ਦੇ ਬਾਵਜੂਦ ਵੀ ਉਹ ਆਪਣੇ ਬੂਟ ਆਪ ਪਾਲਸ਼ ਕਰਦੇ ਸਨ।

ਅਬ੍ਰਾਹਿਮ ਲਿੰਕਨ ਅਮਰੀਕਾ ਦੇ ਸੋਲ੍ਹਵੇਂ ਰਾਸ਼ਟਰਪਤੀ ਥੇ। ਤਨਕਾ ਜਨਮ ਏਕ ਗਰੀਬ ਪਰਿਵਾਰ ਮੇਂ ਹੁਆ। ਵਹ ਬਚਪਨ ਸੇ ਹੀ ਮੇਹਨਤੀ ਔਰ ਈਮਾਨਦਾਰ ਥੇ। ਲੋਗ ਤਨ੍ਹੇਂ ਪਯਾਰ ਸੇ 'ਈਮਾਨਦਾਰ ਏਬ' ਕਹਤੇ ਥੇ। ਵਹ ਗਰੀਬੀਂ ਔਰ ਦੁ:ਖੀ ਲੋਗੀਂ ਕੀ ਸਹਾਯਤਾ ਕਰਨੇ ਕੇ ਲਿਏ ਸਦੈਕ ਤੈਯਾਰ² ਰਹਤੇ ਥੇ। ਤਨ੍ਹੇਂ ਕਿਸੀ ਭੀ ਕਾਰਯ ਕੋ ਸਕਯੰ ਕਰਨੇ ਮੇਂ ਛੋਟਾਪਨ ਮਹਸੂਸ ਨਹੀਂ ਹੋਤਾ³ ਥਾ। ਏਕ ਰਾਸ਼ਟਰਪਤੀ ਹੋਤੇ ਹੁਏ ਭੀ ਵੇ ਅਪਨੇ ਜੂਤੇ ਸਕਯੰ ਪਾਲਿਸ਼ ਕਰਤੇ ਥੇ।

HINTS : 1. the poor and the distressed 2. every ready 3. did not feel small

Exercise 180

ਉਸ ਦਿਨ ਮੌਸਮ ਸਾਫ਼ ਸੀ। ਅਗਲੇ ਦਿਨ ਅਸੀਂ ਲੀਗ ਆਫ ਨੈਸ਼ਨਜ਼¹ ਦਾ ਭਵਨ ਦੇਖਣ ਗਏ। ਪਹਿਲੇ ਸੰਸਾਰ ਯੁੱਧ ਤੋਂ ਬਾਅਦ ਉਸ ਸੰਸਥਾ² ਦੀ ਸਥਾਪਨਾ³ ਹੋਈ ਸੀ। ਇਸ ਨੂੰ ਤੁਸੀਂ ਅੱਜ ਦੇ ਸੰਯੁਕਤ ਰਾਸ਼ਟਰ ਸੰਘ⁴ ਦੀ ਨੀਂਹ⁵ ਕਹਿ ਸਕਦੇ ਹੋ। ਗਾਈਡ ਨੇ ਸਾਨੂੰ ਇਕ ਹਾਲ ਦਿਖਾਇਆ। ਇਸ ਵਿਚ ਭਾਰਤੀ ਰੇਸ਼ਮ ਦੇ ਚਿੱਟੇ ਪਰਦੇ⁶ ਲੱਗੇ ਹੋਏ ਸਨ। ਅਸੀਂ ਰੈਂਡ ਕਰਾਸ ਦਾ ਭਵਨ ਦੇਖਿਆ ਜਿਸ ਦੀ ਸਥਾਪਨਾ ਸੌ ਸਾਲ ਪਹਿਲਾਂ ਇੱਥੇ ਹੋਈ ਸੀ।

ਤਸ ਦਿਨ ਮੌਸਮ ਸਾਫ ਥਾ। ਅਗਲੇ ਦਿਨ ਹਮ ਲੀਗ ਆੱਫ ਨੇਸ਼ਨਜ਼¹ ਕਾ ਭਵਨ ਦੇਖਨੇ ਗਏ। ਪਹਲੇ ਵਿਸ਼ਵਯੁੱਧ ਕੇ ਬਾਦ ਤਸ ਸੰਸਥਾ² ਕੀ ਸਥਾਪਨਾ³ ਹੁਈ ਥੀ। ਈਸੇ ਤੁਮ ਆਜ ਕੇ ਸੰਯੁਕਤ ਰਾਸ਼ਟਰ ਸੰਘ⁴ ਕੀ ਨੀਂਹ⁵ ਕਹ ਸਕਤੇ ਹੋ। ਗਾਈਡ ਨੇ ਹਮੇਂ ਏਕ ਹਾਲ ਦਿਖਾਯਾ। ਈਸਮੇਂ ਭਾਰਤੀਯ ਰੇਸ਼ਮ ਕੇ ਸਫੇਦ ਪਦੇ⁶ ਲਗੇ ਥੇ। ਹਮਨੇ ਰੇਡਕਰਾਸ ਕਾ ਭਵਨ ਦੇਖਾ, ਜਿਸਕੀ ਸਥਾਪਨਾ ਸੌ ਵਰਸ਼ ਪਹਲੇ ਯਹਾਂ ਹੁਈ ਥੀ।

HINTS : 1. League of Nations 2. institution 3. was established, set up
4. United Nations Organisation 5. foundation 6. curtains

Exercise 181

ਉਹ ਲੜਕਾ ਗੁਫਾ¹ ਵਿਚ ਵੜ ਗਿਆ। ਕਾਫੀ ਦੂਰ ਤੱਕ ਚਲਦਾ ਰਿਹਾ। ਗੁਫਾ ਦਾ ਹਨੇਰਾ ਮਿਸ਼ਾਲ² ਦੀ ਰੌਸ਼ਨੀ ਨਾਲ ਘੱਟ ਹੋਣ ਲੱਗਾ। ਫਿਰ ਉਸ ਨੇ ਚਮਕਦਾ ਹੋਇਆ ਢੇਰ³ ਦੇਖਿਆ। ਢੇਰ ਦੇ ਕੋਲ ਪਹੁੰਚ ਕੇ ਉਹ ਤੁਬਕ ਗਿਆ⁴। ਉੱਥੇ ਲੋਹਾ ਹੀ ਲੋਹਾ ਸੀ। ਉਸ ਦੀ ਆਸ਼ਾ ਨਿਰਾਸ਼ਾ⁵ ਵਿਚ ਬਦਲ ਗਈ⁶।

ਵਹ ਲੜਕਾ ਗੁਫਾ¹ ਮੇਂ ਬੁਸ ਗਯਾ। ਕਾਫੀ ਦੂਰ ਤਕ ਚਲਤਾ ਰਹਾ। ਗੁਫਾ ਕਾ ਅਨ੍ਢੇਰਾ ਮਿਸ਼ਾਲ² ਕੀ ਰੋਸ਼ਨੀ ਸੇ ਕਮ ਹੋਨੇ ਲਗਾ। ਫਿਰ ਤਸਨੇ ਚਮਕਤਾ ਹੁਆ ਢੇਰ³ ਦੇਖਾ। ਢੇਰ ਕੇ ਪਾਸ ਪਹੁੰਚ ਕਰ ਵਹ ਠਿਠਕ ਗਯਾ⁴। ਯਹਾਂ ਲੋਹਾ ਹੀ ਲੋਹਾ ਥਾ। ਤਸਕੀ ਆਸ਼ਾ ਨਿਰਾਸ਼ਾ⁵ ਮੇਂ ਬਦਲ ਗਈ⁶।

HINTS : 1. cave 2. torchlight 3. a shining heap 4. felt uneasy 5. despair 6. turned into

Exercise 182

ਬਹੁਤ ਸਾਰੇ ਲੋਕ ਸਮਝਦੇ ਸਨ ਕਿ ਜੇ ਸਾਨੂੰ ਕੰਮ ਨਾ ਕਰਨਾ ਪਵੇ ਤਾਂ ਅਸੀਂ ਬਹੁਤ ਖੁਸ਼ ਰਵਾਂਗੇ। ਉਹ ਕੰਮ ਤੋਂ ਜੀ ਚੁਰਾਉਂਦੇ¹ ਹਨ। ਆਪਣਾ ਸਾਰਾ ਸਮਾਂ ਵਿਹਲੇ² ਬੈਠ ਕੇ ਜਾਂ ਗੱਪਾਂ³ ਵਿਚ ਬਿਤਾ ਦਿੰਦੇ ਹਨ। ਸਿਆਣਿਆਂ ਦਾ ਕਹਿਣਾ ਹੈ

ਕਿ ਵਿਹਲਾ ਮਨ ਸ਼ੈਤਾਨ ਦਾ ਘਰ ਹੈ⁴ ਜੇ ਤੁਸੀਂ ਜੀਵਨ ਦਾ ਆਨੰਦ ਪ੍ਰਾਪਤ⁵ ਕਰਨਾ ਚਹੁੰਦੇ ਹੋ ਤਾਂ ਖੂਬ ਮਿਹਨਤ ਕਰੋ। ਕਿਸੇ ਕੰਮ ਨੂੰ ਛੋਟਾ⁶ ਨਾ ਸਮਝੋ। ਉਸ ਵਿਚ ਆਪਣਾ ਮਨ ਲਾਓ। ਘਟੀਆ ਤੋਂ ਘਟੀਆ⁷ ਕੰਮ ਵੀ ਅਨੰਦ-ਦਾਇਕ⁸ ਬਣ ਜਾਵੇਗਾ।

ਬਹੁਤ-ਸੇ ਲੋਗ ਸਮਝਦੇ ਹਨ ਕਿ ਯਦਿ ਹਮੇਂ ਕਾਮ ਨ ਕਰਨਾ ਪਏ ਤੋ ਹਮ ਬਹੁਤ ਖੁਸ਼ ਰਹੇਂਗੇ। ਕੇ ਕਾਮ ਸੇ ਜੀ ਚੁਰਾਤੇ¹ ਹਨ। ਅਪਨਾ ਸਾਰਾ ਸਮਯ ਨਿਕਮੇ² ਬੈਠ ਕਰ ਯਾ ਗਘੋ³ ਮੇਂ ਵਯੀਤ ਕਰ ਦੇਤੇ ਹਨ। ਬੁਢਿਮਾਨ ਆਦਮਿਯੋਂ ਕਾ ਕਥਨ ਹੈ ਕਿ ਖਾਲੀ ਮਨ ਸ਼ੈਤਾਨ ਕਾ ਘਰ ਹੈ⁴। ਯਦਿ ਤੁਮ ਜੀਵਨ ਕਾ ਆਨੰਦ ਪ੍ਰਾਪਤ⁵ ਕਰਨਾ ਚਾਹਤੇ ਹੋ ਤੋ ਖੂਬ ਪਰਿਸ਼ਰ ਕਰੋ। ਕਿਸੀ ਕਾਮ ਕੋ ਛੋਟਾ⁶ ਨ ਸਮਝੋ। ਤਸਮੇਂ ਅਪਨਾ ਮਨ ਲਗਾਓ, ਬਟਿਯਾ ਸੇ ਬਟਿਯਾ⁷ ਕਾਮ ਖੀ ਆਨੰਦਦਾਯਕ⁸ ਬਨ ਜਾਏਗਾ।

HINTS : 1. shirk work 2. sitting idle 3. in gossips 4. an idle brain is the devil's workshop 5. enjoy 6. petty 7. the meanest 8. pleasant, enjoyable.

Exercise 183

ਮਹਾਤਮਾ ਗਾਂਧੀ ਸੰਸਾਰ ਦੇ ਮਹਾਨ ਪੁਰਸ਼ਾਂ¹ ਵਿਚੋਂ ਇਕ ਸਨ। ਉਹਨਾਂ ਨੇ ਸਾਡੇ ਦੇਸ਼ ਦੇ ਹਿੰਦ² ਲਈ ਬਹੁਤ ਕੰਮ ਕੀਤਾ। ਉਹਨਾਂ ਨੇ ਸਾਡੇ ਦੇਸ਼ ਨੂੰ ਬਚਾਇਆ³। ਉਹਨਾਂ ਨੇ ਸਾਰਾ ਜੀਵਨ ਹਰੀਜਨਾਂ ਦੇ ਅਧਿਕਾਰਾਂ⁴ ਦੇ ਲਈ ਲੜਾਈ ਕੀਤੀ⁵। ਉਹਨਾਂ ਨੇ ਹਿੰਦੂ ਮੁਸਲਮਾਨ ਏਕਤਾ⁶ ਦੇ ਲਈ ਕੰਮ ਕੀਤਾ। ਉਹਨਾਂ ਨੇ ਸਾਡੇ ਦੇਸ਼ ਨੂੰ ਸੁਤੰਤਰ ਕਰਵਾਇਆ। ਉਹਨਾਂ ਨੇ ਸਾਰਾ ਜੀਵਨ ਸੱਚ⁷ ਅਤੇ ਅਹਿੰਸਾ⁸ ਨਾਲ ਪਿਆਰ ਕੀਤਾ। ਸਕੂਲ ਵਿਚ ਹੀ ਹਮੇਸ਼ਾਂ ਸੱਚ ਬੋਲਣ ਦਾ ਜਤਨ ਕੀਤਾ।

ਮਹਾਤਮਾ ਗਾਂਧੀ ਸੰਸਾਰ ਦੇ ਮਹਾਨ ਪੁਰੁਸ਼ਾਂ¹ ਮੇਂ ਸੇ ਏਕ ਹਨ। ਤਨਹੋਂਨੇ ਹਮਾਰੇ ਦੇਸ਼ ਕੇ ਹਿੰਦ² ਕੇ ਲਿਏ ਬਹੁਤ ਕਾਰਯ ਕਿਏ। ਤਨਹੋਂਨੇ ਹਮਾਰੇ ਦੇਸ਼ ਕੋ ਬਚਾਯਾ। ਤਨਹੋਂਨੇ ਸਾਰਾ ਜੀਵਨ ਹਰਿਜਨੋਂ ਕੇ ਅਧਿਕਾਰੋਂ³ ਕੇ ਲਿਏ ਲੜਾਈ ਲੜੀ⁴। ਤਨਹੋਂਨੇ ਹਿੰਦੂ-ਮੁਸਲਿਮ ਏਕਤਾ⁵ ਕੇ ਲਿਏ ਕਾਮ ਕਿਯਾ। ਤਨਹੋਂਨੇ ਹਮਾਰੇ ਦੇਸ਼ ਕੋ ਸਵਤੰਤਰ ਕਰਵਾਯਾ। ਤਨਹੋਂਨੇ ਸਾਰੇ ਜੀਵਨ ਮੇਂ ਸੱਚ⁶ ਔਰ ਅਹਿੰਸਾ⁷ ਸੇ ਪ੍ਰੇਮ ਕਿਯਾ। ਸਕੂਲ ਮੇਂ ਖੀ ਹਮੇਸ਼ਾ ਸੱਚ ਬੋਲਨੇ ਕਾ ਪ੍ਰਯਤਨ ਕਿਯਾ।

HINTS : 1. great men 2. welfare 3. rights 4. fought 5. unity 6. truth 7. non-violence

Exercise 184

ਮਨੁੱਖ ਆਪਣੀ ਕਿਸਮਤ¹ ਦਾ ਆਪ ਨਿਰਮਾਤਾ² ਹੈ। ਜੇ ਉਹ ਆਪਣੇ ਵਕਤ ਦੀ ਠੀਕ ਵਰਤੋਂ³ ਕਰੇ ਤਾਂ ਉਹ ਜ਼ਰੂਰ ਹੀ ਜੀਵਨ ਵਿਚ ਉੱਨਤੀ ਕਰੇਗਾ। ਪਰੰਤੂ ਜੇ ਉਹ ਇਸਦੇ ਉਲਟ⁴ ਕਰਦਾ ਹੈ ਤਾਂ ਉਹ ਪਛਤਾਵੇਗਾ⁵ ਅਤੇ ਜੀਵਨ ਦੁੱਖ⁶ ਵਿਚ ਗੁਜ਼ਾਰੇਗਾ⁷। ਸਮੇਂ ਨੂੰ ਨਸ਼ਟ ਕਰਨਾ ਬੁਰੀ ਗੱਲ ਹੈ। ਇਸੇ ਲਈ ਮੈਂ ਕਹਿੰਦਾ ਹਾਂ ਕਿ ਤੁਸੀਂ ਬੁੱਧੀਮਾਨ ਬਣੋ। ਜਵਾਨੀ ਜੀਵਨ ਦਾ ਸੁਨਹਿਰੀ ਕਾਲ⁸ ਹੈ। ਜੇ ਤੁਸੀਂ ਇਸ ਕੀਮਤੀ⁹ ਸਮੇਂ ਨੂੰ ਨਸ਼ਟ ਕਰੋਗੇ ਤਾਂ ਪਛਤਾਉਣਾ ਪਵੇਗਾ।

ਮਨੁੱਖ ਅਪਨੇ ਖਾਯਾ¹ ਕਾ ਸਵਯੰ ਨਿਰਮਾਤਾ² ਹੈ। ਯਦਿ ਵਹ ਅਪਨੇ ਸਮਯ ਕਾ ਤਚਿਤ ਪ੍ਰਯੋਗ³ ਕਰੇ ਤੋ ਵਹ ਅਵਸ਼ਯ ਹੀ ਜੀਵਨ ਮੇਂ ਤਨਨਤਿ ਕਰੇਗਾ। ਪਰਨ੍ਤੂ ਯਦਿ ਵਹ ਇਸ ਕੇ ਵਿਪਰੀਤ⁴ ਕਰਤਾ ਹੈ ਤੋ ਤਸੇ ਪਛਤਾਵਾ⁵ ਹੋਗਾ ਔਰ ਦੁ:ਖੀ⁶ ਜੀਵਨ ਵਯੀਤ ਕਰੇਗਾ⁷। ਸਮਯ ਕੋ ਨਸ਼ਟ ਕਰਨਾ ਬੁਰੀ ਬਾਤ ਹੈ। ਇਸਲਿਏ ਮੈਂ ਕਹਤਾ ਹੂੰ ਕਿ ਤੁਮ ਬੁਢਿਮਾਨ ਬਨੋ। ਜਵਾਨੀ ਜੀਵਨ ਕਾ ਸੁਨਹਿਰੀ ਕਾਲ⁸ ਹੈ। ਯਦਿ ਤੁਮ ਇਸ ਅਮੂਲਯ⁹ ਸਮਯ ਕੋ ਨਸ਼ਟ ਕਰੋਗੇ ਤੋ ਪਛਤਾਨਾ ਪਏਗਾ।

HINTS : 1. fate, destiny 2. architect, maker 3. proper use 4. otherwise 5. will repent 6. miserable 7. lead 8. golden period 9. precious, invaluable

While translating passages and sentences from Punjabi/Hindi into English, you must have noticed that very often the expressions in the two languages (Punjabi/Hindi on the one hand and English, on the other) differ considerably as far as their constituent words are concerned. You should, therefore, remember once again that translating a sentence means expressing the whole idea in the other language rather than translating it word for word. Look at the following examples :

1. He came to realize his mistake.

Instead of translating it as we say

ਉਹ ਆਪਣੀ ਗਲਤੀ ਮਹਿਸੂਸ ਕਰਨ ਆਇਆ।

वह अपनी गलती महसूस करने आया।

ਉਸ ਨੂੰ ਆਪਣੀ ਗਲਤੀ ਮਹਿਸੂਸ ਹੋਈ।

उसे अपनी गलती महसूस हुई।

There is no word for came in the Hindi/Punjabi translation.

2. It is no good making things.

While translating sentence 2, don't say

ਇਹ ਔਛਾ ਨਹੀਂ ਚੀਜ਼ਾਂ ਬਣਾਉਣੀਆਂ।

यह अच्छा नहीं चीज़ें बनाना।

The idea is better expressed in the following sentence :

ਚੀਜ਼ਾਂ ਬਣਾਉਣ ਦਾ ਕੋਈ ਲਾਭ ਨਹੀਂ।

चीज़ें बनाने का कोई लाभ नहीं।

Read the following sentences in English and their translation in Punjabi/Hindi. Compare the words and phrases in each case.

1. I laughed gently to myself.

ਮੈਨੂੰ ਮਨ ਹੀ ਮਨ ਵਿਚ ਹਾਸਾ ਆਇਆ।

मुझे मन ही मन में हँसी आई।

2. He hurt his leg.

ਉਸ ਦੀ ਲੱਤ ਤੇ ਸੱਟ ਲੱਗ ਗਈ।

उसकी टाँग पर चोट लगी।

3. She caught a cold.
ਉਸਨੂੰ ਠੰਢ ਲਗ ਗਈ।
ਤਸੇ ਸਦੀਂ ਲਗ ਗਈ।
4. We gave up all hope.
ਅਸੀਂ ਸਾਰੀਆਂ ਆਸਾਂ ਛੱਡ ਦਿੱਤੀਆਂ।
ਹਮਨੇ ਸਾਰੀ ਤਸਮੀਦੋਂ ਛੋਡ਼ ਵੀਂ।
5. Work is necessary to keep the world going.
ਦੁਨੀਆਂ ਨੂੰ ਚਲਾਉਣ ਲਈ ਕੰਮ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੈ।
ਦੁਨਿਆਂ ਕੋ ਚਲਾਏ ਰਖਨੇ ਕੇ ਲਿਏ ਕਾਮ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੈ।
6. To begin with, many of us are tired.
ਪਹਿਲੀ ਗੱਲ ਇਹ ਹੈ ਕਿ ਸਾਡੇ ਵਿਚੋਂ ਕਈ ਥੱਕ ਗਏ ਹਨ।
ਪਹਲੀ ਭਾਤ ਯਹ ਹੈ ਕਿ ਹਮ ਮੇਂ ਸੇ ਭਹੁਤ-ਸੇ ਥਕ ਗਏ ਹੈਂ।
7. Then we come to yet another kind of problem.
ਹੁਣ ਇਕ ਹੋਰ ਕਿਸਮ ਦੀ ਸਮੱਸਿਆ ਵੀ ਸਾਡੇ ਸਾਹਮਣੇ ਹੈ।
ਅਭੀ ਏਕ ਔਰ ਪ੍ਰਕਾਰ ਕੀ ਸਮਸਯਾ ਭੀ ਹਮਾਰੇ ਸਾਮਨੇ ਹੈ।
8. I want you to go.
ਮੈਂ ਚਾਹੁੰਦਾ ਹਾਂ ਕਿ ਤੁਸੀਂ ਚਲੇ ਜਾਓ।
ਮੈਂ ਚਾਹੁੰਦਾ ਹੂੰ ਕਿ ਤੁਸ ਜਾਓ।
9. This will do.
ਇਸ ਨਾਲ ਗੱਲ ਬਣ ਜਾਏਗੀ।
ਇਸਸੇ ਕਾਮ ਚਲ ਜਾਏਗਾ।
10. This can't be helped.
ਇਸ ਤੋਂ ਬਚਿਆ ਨਹੀਂ ਜਾ ਸਕਦਾ।
ਇਸੇ ਨਹੀਂ ਰੋਕਾ ਜਾ ਸਕਤਾ।
11. Keep running.
ਦੌੜਦੇ ਰਹੋ।
ਦੌੜਦੇ ਰਹੋ।
12. It is no use talking to you.
ਤੁਹਾਡੇ ਨਾਲ ਗੱਲ ਕਰਨ ਦਾ ਕੋਈ ਫਾਇਦਾ ਨਹੀਂ।
ਤੁਮਹਾਰੇ ਸਾਥ ਭਾਤ ਕਰਨੇ ਕਾ ਕੋਈ ਫਾਯਦਾ ਨਹੀਂ।
13. Make room for him.
ਉਸ ਨੂੰ ਵੀ ਬੈਠਣ ਦਿਉ।
ਤਸੇ ਭੀ ਬੈਠਨੇ ਦੇ।

14. She does not talk to me kindly.
ਉਸ ਨੂੰ ਮੇਰੀਆਂ ਗੱਲਾਂ ਚੰਗੀਆਂ ਨਹੀਂ ਲੱਗਦੀਆਂ।
ਉਸੇ ਮੇਰੀ ਬਾਤਾਂ ਅੱਛੀ ਨਹੀਂ ਲਗਦੀਆਂ।
15. He is wanting in common sense.
ਉਸ ਵਿਚ ਅਕਲ ਦੀ ਘਾਟ ਹੈ।
ਉਸਦੇ ਅਕਲ ਦੀ ਕਮੀ ਹੈ।
16. I shall hold you responsible for this.
ਮੈਂ ਤੁਹਾਨੂੰ ਉਸ ਦਾ ਜ਼ਿੰਮੇਵਾਰ ਮੰਨਾਂਗਾ।
ਮੈਂ ਤੁਹਾਨੂੰ ਉਸਦਾ ਜ਼ਿੰਮੇਵਾਰ ਠਹਿਰਾਉਂਗਾ।
17. It has nothing to do with you.
ਇਸ ਦਾ ਤੁਹਾਡੇ ਨਾਲ ਕੋਈ ਸੰਬੰਧ ਨਹੀਂ।
ਇਸਦਾ ਤੁਹਾਡੇ ਨਾਲ ਕੋਈ ਸੰਬੰਧ ਨਹੀਂ।
18. No action is called for.
ਅਜੇ ਕੋਈ ਕਦਮ ਚੁੱਕਣ ਦੀ ਲੋੜ ਨਹੀਂ।
ਅਜੇ ਕੋਈ ਕਦਮ ਉਠਾਉਣ ਦੀ ਆਵਸ਼ਯਕਤਾ ਨਹੀਂ।
19. This is why he was punished.
ਇਹੀ ਕਾਰਨ ਹੈ ਕਿ ਉਸ ਨੂੰ ਸਜ਼ਾ ਮਿਲੀ।
ਇਹੀ ਕਾਰਨ ਹੈ ਕਿ ਉਸਦੀ ਸਜ਼ਾ ਮਿਲੀ।
20. Here, take your due.
ਲਓ, ਆਪਣਾ ਹਿੱਸਾ ਲਓ।
ਲਓ, ਆਪਣਾ ਹਿੱਸਾ ਸੰਭਾਲੋ।

Some Solved Passages

1. The next morning, the boys were there again, and a man was standing at the gate, watching them. I stopped and looked, just to see what the white boy was making his little servant do. To my utter astonishment, the little dark boy was walking imperiously up and down the lawn, while the white youngster walked meekly behind him.

ਅਗਲੇ ਦਿਨ ਲੜਕੇ ਫਿਰ ਉੱਥੇ ਸਨ ਅਤੇ ਇਕ ਆਦਮੀ ਦਰਵਾਜ਼ੇ ਤੇ ਖੜ੍ਹਾ, ਉਹਨਾਂ ਨੂੰ ਦੇਖ ਰਿਹਾ ਸੀ। ਮੈਂ ਰੁਕ ਗਿਆ ਅਤੇ ਦੇਖਣ ਲੱਗਾ ਕਿ ਗੋਰਾ ਲੜਕਾ ਆਪਣੇ ਛੋਟੇ-ਜਿਹੇ ਨੌਕਰ ਤੋਂ ਕੀ ਕਰਵਾਉਂਦਾ ਹੈ। ਮੇਰੇ ਲਈ ਇਹ ਬਹੁਤ ਹੈਰਾਨੀ ਦੀ ਗੱਲ ਸੀ ਕਿ ਛੋਟਾ-ਜਿਹਾ ਕਾਲਾ ਲੜਕਾ ਤਾਂ ਵਿਹੜੇ ਵਿਚ ਬੜੀ ਸ਼ਾਨ ਨਾਲ ਤੁਰ ਰਿਹਾ ਸੀ ਪਰ ਗੋਰਾ ਲੜਕਾ ਬੜੀ ਹੀਣਤਾ ਨਾਲ ਉਸ ਦੇ ਪਿੱਛੇ ਤੁਰ ਰਿਹਾ ਸੀ।

ਅਗਲੇ ਦਿਨ ਲੜਕੇ ਫਿਰ ਵहाँ ਥੇ ਐਂਡ ਏਕ ਆਦਮੀ ਦਰਵਾਜ਼ੇ ਪਰ ਖੜ੍ਹਾ ਤੁਹੱ ਦੇਖ ਰਹਾ ਥਾ। ਮੈਂ ਰੁਕ ਗਯਾ ਐਂਡ ਦੇਖਣੇ ਲਗਾ ਕਿ ਗੋਰਾ ਲੜਕਾ ਆਪਣੇ ਛੋਟੇ ਲੜਕੇ ਸੇ ਕਿਆ ਕਰਵਾਤਾ ਹੈ। ਮੇਰੇ ਲਿਏ ਯਹ ਬੜੀ ਹੈਰਾਨੀ ਕੀ ਬਾਤ ਥੀ ਕਿ ਛੋਟਾ-ਸਾ ਕਾਲਾ ਲੜਕਾ ਤੋ ਆਂਗਨ ਮੇਂ ਬੜੇ ਸ਼ੈਂਕ ਸੇ ਟਹਲ ਰਹਾ ਹੈ ਪਰ ਗੋਰਾ ਲੜਕਾ ਉਸਕੇ ਪੀਛੇ ਫੀਨਤਾਪੂਰਵਕ ਚਲ ਰਹਾ ਹੈ।

2. I saw it now. This was indeed a game, a game I had played as a child. Each boy took it, in turn, every alternate day, to be the boss, the other the slave. It had been great fun to me as a youngster. I smiled as I remembered, I looked at the man standing at the dgate. He was a white man. I remembered what I had thought yesterday. I laughed gently to myself.

ਇਸ ਗੱਲ ਦੀ ਹੁਣ ਮੈਨੂੰ ਸਮਝ ਆਈ। ਇਹ ਅਸਲ ਵਿਚ ਇਕ ਖੇਡ ਸੀ ਜਿਹੜੀ ਮੈਂ ਬਚਪਨ ਵਿਚ ਖੇਡੀ ਸੀ। ਵਾਰੀ ਸਿਰ ਹਰ ਦੂਜੇ ਦਿਨ ਇਕ ਮੁੰਡਾ ਮਾਲਕ ਬਣਦਾ ਤੇ ਦੂਸਰਾ ਇਸ ਦਾ ਗੁਲਾਮ। ਬਚਪਨ ਵਿਚ ਮੈਨੂੰ ਇਸ ਖੇਡ ਦਾ ਬਹੁਤ ਆਨੰਦ ਆਉਂਦਾ ਸੀ। ਇਸ ਗੱਲ ਨੂੰ ਯਾਦ ਕਰਕੇ ਮੈਂ ਮੁਸਕਰਾਣ ਲੱਗ ਪਿਆ। ਮੈਂ ਦਰਵਾਜ਼ੇ ਤੇ ਖੜ੍ਹੇ ਆਦਮੀ ਵੱਲ ਦੇਖਿਆ। ਇਹ ਇਕ ਗੋਰਾ ਆਦਮੀ ਸੀ। ਮੈਨੂੰ ਯਾਦ ਆਇਆ ਜੋ ਮੈਂ ਕੱਲ੍ਹ ਸੋਚਿਆ ਸੀ। ਮੈਨੂੰ ਆਪਣੇ ਆਪ ਤੇ ਹਾਸਾ ਆ ਗਿਆ।

अब यह बात मेरी समझ में आई। वास्तव में यह एक खेल था ऐसा खेल जो मैंने बचपन में खेला था। बारी-बारी से हर दूसरे दिन एक लड़का स्वामी बनता और दूसरा उसका नौकर। बचपन में इस खेल में बहुत मजा आता था। मुझे जब यह बात याद आई तो मैं मुस्करा उठा। दरवाज़े पर खड़े आदमी की तरफ मैंने देखा। वह गोरा था। मैंने कल जो बात सोची थी वह मुझे याद आई। मुझे मन ही मन में हंसी आई।

3. "Give me blood, and I shall give you freedom." This was the call that the great National Hero gave to the nation. He thought that in order to attain a great thing like liberty one is required to pay a very heavy price and that price is blood. Liberty of a country can never be a gift; one has always to pay for it.

“ਮੈਨੂੰ ਖੂਨ ਦਿਓ ਅਤੇ ਮੈਂ ਤੁਹਾਨੂੰ ਸੁਤੰਤਰਤਾ ਦੇਵਾਂਗਾ।” ਇਹ ਸੀ ਉਹ ਨਾਹਰਾ ਜੋ ਮਹਾਨ ਰਾਸ਼ਟਰੀ ਨੇਤਾ ਨੇ ਰਾਸ਼ਟਰ ਨੂੰ ਦਿੱਤਾ। ਉਹਨਾਂ ਦਾ ਵਿਚਾਰ ਸੀ ਕਿ ਸੁਤੰਤਰਤਾ ਵਰਗੀ ਮਹਾਨ ਚੀਜ਼ ਪ੍ਰਾਪਤ ਕਰਨ ਲਈ ਸਾਨੂੰ ਬਹੁਤ ਵੱਡੀ ਕੀਮਤ ਚੁਕਾਉਣੀ ਪੈਂਦੀ ਹੈ ਅਤੇ ਉਹ ਕੀਮਤ ਹੈ ਖੂਨ। ਦੇਸ਼ ਦੀ ਸੁਤੰਤਰਤਾ ਕਦੀ ਵੀ ਬਖਸ਼ਿਸ਼ (ਸੁਗਾਤ) ਵਿਚ ਨਹੀਂ ਮਿਲਦੀ, ਮਨੁੱਖ ਨੂੰ ਇਸ ਦੇ ਲਈ ਕੁਝ ਨਾ ਕੁਝ ਦੇਣਾ ਹੀ ਪੈਂਦਾ ਹੈ।

“मुझे रक्त दो और मैं तुम्हें स्वतन्त्रता दूँगा।” यह था वह नारा जो महान राष्ट्रीय नेता ने राष्ट्र को दिया। उसका विचार था कि स्वतन्त्रता जैसी महान चीज़ प्राप्त करने के लिए हमें बहुत बड़ा मूल्य चुकाना पड़ता है और वह मूल्य है रक्त। देश की स्वतन्त्रता कभी भी भेंट में नहीं मिलती, मनुष्य को उसके लिए कुछ अदा करना ही पड़ता है।

4. Shri Visvesv was born in 1861 in Kolar. Kolar, which is famous for its gold mines, gave a gem to India which was far more precious than the yellow metal. He studied up to middle standard at his native place. The urge to quench his thirst for knowledge made him shift to Bangalore where he did further studies. He gave tutions to the children of a rich family and thereby was no longer a burden on his parents.

ਸ਼੍ਰੀ ਵਿਸ਼ਵੇਸ਼ਵ ਦਾ ਜਨਮ 1861 ਨੂੰ ਕੋਲਾਰ ਵਿਚ ਹੋਇਆ। ਕੋਲਾਰ, ਜਿਹੜਾ ਸੋਨੇ ਦੀਆਂ ਖਾਨਾਂ ਲਈ ਪ੍ਰਸਿੱਧ ਹੈ, ਭਾਰਤ ਨੂੰ ਇਕ ਅਜਿਹਾ ਰਤਨ ਦਿੱਤਾ ਜਿਹੜਾ ਸੋਨੇ ਤੋਂ ਵੀ ਵੱਧ ਕੀਮਤੀ ਸੀ। ਉਹਨਾਂ ਨੇ ਅੱਠਵੀਂ ਤੱਕ ਦੀ ਪੜ੍ਹਾਈ ਆਪਣੇ ਜਨਮ ਸਥਾਨ ਵਿਚ ਹੀ ਪ੍ਰਾਪਤ ਕੀਤੀ। ਆਪਣੇ ਗਿਆਨ ਦੀ ਪਿਆਸ ਬੁਝਾਉਣ ਲਈ ਉਹ ਬੰਗਲੌਰ ਆ ਗਏ, ਜਿੱਥੇ ਉਹਨਾਂ ਨੇ ਅਗਲੇਰੀ ਵਿੱਦਿਆ ਪ੍ਰਾਪਤ ਕੀਤੀ। ਉਹਨਾਂ ਨੇ ਇਕ ਅਮੀਰ ਪਰਿਵਾਰ ਦੇ ਬੱਚਿਆਂ ਨੂੰ ਪੜ੍ਹਾਉਣਾ ਸ਼ੁਰੂ ਕਰ ਦਿੱਤਾ ਤੇ ਇਸ ਪ੍ਰਕਾਰ ਆਪਣੇ ਮਾਤਾ-ਪਿਤਾ ਉੱਤੇ ਬੋਝ ਨਹੀਂ ਰਹੇ।

श्री विश्वेश्व का जन्म 1861 ई० में कोलार में हुआ कोलार जो कि सोने की खानों के लिए प्रसिद्ध है, ने भारत को एक रत्न दिया जो सोने से अधिक मूल्यवान थी। उन्होंने आठवीं तक की शिक्षा अपने जन्म स्थान पर

ਹੀ ਪ੍ਰਾਪਤ ਕੀ। ਜ਼ਾਨ ਦੀ ਪ੍ਰਾਸ਼ਨਾ ਕੀ ਮਿਟਾਨੇ ਦੀ ਝੁੱਕਾ ਸੇ ਕੇ ਬੰਗਲੌਰ ਚਲੇ ਗਏ ਜਹਾਂ ਤਨ੍ਹੋਨੇ ਔਰ ਆਗੇ ਪਫਾਇ ਕੀ। ਕੇ ਏਕ ਖਨੀ ਪਰਿਕਾਰ ਕੇ ਬਚੀਂ ਕੋ ਟ੍ਰੇਨਿੰਗ ਪਫਾਟੇ ਥੇ ਔਰ ਇਸ ਪ੍ਰਕਾਰ ਸੇ ਅਪਨੇ ਮਾਤਾ-ਪਿਤਾ ਪਰ ਬੋਝ ਨਹੀਂ ਰਹੇ।

5. Much that was useless in Ancient India has already perished. Widows have long ceased to be burnt on their husbands' pyres. Girls may not by law be married. In buses and trains all over India. Brahmins rub shoulders with the other castes and the temples are open to all by law.

ਪ੍ਰਾਚੀਨ ਭਾਰਤ ਦੀਆਂ ਬਹੁਤ ਸਾਰੀਆਂ ਫਜ਼ੂਲ ਗੱਲਾਂ ਹੁਣ ਖਤਮ ਹੋ ਚੁੱਕੀਆਂ ਹਨ। ਵਿਧਵਾਵਾਂ ਦਾ ਆਪਣੇ ਪਤੀਆਂ ਨਾਲ ਚਿਤਾਵਾਂ ਵਿਚ ਸੜਨਾ ਕਾਫ਼ੀ ਦੇਰ ਤੋਂ ਬੰਦ ਹੋ ਗਿਆ ਹੈ। ਅਜਿਹਾ ਕੋਈ ਕਾਨੂੰਨ ਨਹੀਂ ਰਿਹਾ ਜਿਸ ਵਿਚ ਲੜਕੀਆਂ ਨੂੰ ਵਿਆਹ ਕਰਾਉਣਾ ਜ਼ਰੂਰੀ ਹੋਵੇ। ਭਾਰਤ ਵਿਚ ਸਭ ਥਾਵਾਂ ਤੇ ਬਸਾਂ ਅਤੇ ਗੱਡੀਆਂ ਵਿਚ ਬ੍ਰਾਹਮਣ ਦੂਸਰੀਆਂ ਜਾਤਾਂ ਦੇ ਨਾਲ ਬੈਠਦੇ ਹਨ ਅਤੇ ਕਾਨੂੰਨ ਅਨੁਸਾਰ ਸਾਰੇ ਲੋਕਾਂ ਲਈ ਮੰਦਰ ਖੁੱਲ੍ਹੇ ਹਨ।

ਪ੍ਰਾਚੀਨ ਭਾਰਤ ਦੀ ਬਹੁਤ ਸੀ ਬੇਕਾਰ ਭਾਵੇਂ ਅੱਜ ਸਮਾਪਤ ਹੋ ਚੁੱਕੀ ਹੈ। ਵਿਧਵਾਵਾਂ ਦਾ ਅਪਨੇ ਪਤੀਆਂ ਦੀ ਚਿਤਾਵਾਂ ਮੇਂ ਜਲਨਾ ਕਾਫ਼ੀ ਸਮਝ ਸੇ ਬੰਦ ਹੋ ਗਏ। ਏਸ ਕਾਨੂੰਨ ਨਹੀਂ ਰਿਹਾ ਜਿਸਕੇ ਅਨੁਕੂਲ ਲੜਕੀਆਂ ਕੋ ਵਿਆਹ ਅਵਸ਼ਯ ਕਰਨਾ ਪਏ। ਭਾਰਤ ਮੇਂ ਸਭ ਜਗ੍ਹਾ ਬਸੀਂ ਔਰ ਰੇਲਗਾਡੀਆਂ ਮੇਂ ਬ੍ਰਾਹਮਣ ਦੂਸਰੀ ਜਾਤੀਆਂ ਕੇ ਸਾਥ ਬੈਠਦੇ ਹੈਂ ਔਰ ਕਾਨੂੰਨ ਅਨੁਸਾਰ ਸਭੀ ਲੋਕੀਂ ਕੇ ਲਿਏ ਮੰਦਰ ਖੁੱਲ੍ਹੇ ਹੈਂ।

6. Having realized that Gandhi and other leaders of the Congress did not see eye to eye with him, he decided to become a revolutionary to achieve his end. He felt that the enemy of the enemy could help India in gaining freedom. When World War II started, Bose thought that it was the most appropriate time for action.

ਇਹ ਮਹਿਸੂਸ ਕਰਕੇ ਕਿ ਗਾਂਧੀ ਤੇ ਹੋਰ ਕਾਂਗਰਸ ਦੇ ਨੇਤਾ ਉਸ ਨਾਲ ਸਹਿਮਤ ਨਹੀਂ, ਆਪਣੇ ਟੀਚੇ ਨੂੰ ਪ੍ਰਾਪਤ ਕਰਨ ਲਈ ਉਸਨੇ ਕ੍ਰਾਂਤੀਕਾਰੀ ਬਣਨ ਦਾ ਨਿਰਣਾ ਕਰ ਲਿਆ। ਉਹਨਾਂ ਨੇ ਮਹਿਸੂਸ ਕੀਤਾ ਕਿ ਦੁਸ਼ਮਣ ਦਾ ਦੁਸ਼ਮਣ ਹੀ ਭਾਰਤ ਨੂੰ ਅਜ਼ਾਦੀ ਦਿਵਾਉਣ ਵਿਚ ਸਹਾਈ ਹੋ ਸਕਦਾ ਹੈ। ਜਦੋਂ ਦੂਜਾ ਸੰਸਾਰ ਯੁੱਧ ਛਿੜਿਆ ਤਾਂ ਬੋਸ ਨੇ ਸੋਚਿਆ ਕਿ ਕੰਮ ਕਰਨ ਦਾ ਇਹੋ ਹੀ ਉਚਿਤ ਮੌਕਾ ਹੈ।

ਯਹ ਮਹਿਸੂਸ ਕਰਕੇ ਕਿ ਗਾਂਧੀ ਔਰ ਕਾਂਗਰਸ ਕੇ ਅਨਯ ਨੇਤਾਗਣ ਤਨਕੇ ਸਾਥ ਸਹਮਤ ਨਹੀਂ ਹੈਂ, ਤਨ੍ਹੋਨੇ ਅਪਨੇ ਲਕਸ਼ ਕੋ ਪ੍ਰਾਪਤ ਕਰਨੇ ਕੇ ਲਿਏ ਕ੍ਰਾਂਤੀਕਾਰੀ ਬਨਨੇ ਕਾ ਨਿਸ਼ਚਯ ਕੀਯਾ। ਤਨ੍ਹੋਨੇ ਮਹਿਸੂਸ ਕੀਯਾ ਕਿ ਸ਼ਤ੍ਰੁ ਕਾ ਸ਼ਤ੍ਰੁ ਹੀ ਸੁਵਤਨ੍ਰਤਾ ਪ੍ਰਾਪਿ ਮੇਂ ਭਾਰਤ ਕੀ ਸਹਾਯਤਾ ਕਰ ਸਕਤਾ ਹੈ, ਜਬ ਦੂਸਰਾ ਵਿਸ਼ਵ ਯੁਫ਼ ਛਿੜ ਗਯਾ, ਬੋਸ ਨੇ ਸੋਚਾ ਕਿ ਕਾਮ ਕਰਨੇ ਕਾ ਯਹੀ ਸਭ ਸੇ ਉਚਿਤ ਸਮਝ ਹੈ।

7. He was a man, who by his achievements, brought honour not only to the country but also to the engineering profession. Engineers must be proud of him and his contribution to the development of the country. He was an Engineering Wizard who successfully executed any plan that he laid his hand upon.

ਉਸ ਵਿਅਕਤੀ ਨੇ ਆਪਣੀਆਂ ਪ੍ਰਾਪਤੀਆਂ ਨਾਲ ਨਾ ਕੇਵਲ ਆਪਣੇ ਦੇਸ਼ ਨੂੰ ਹੀ ਸਗੋਂ ਇੰਜੀਨੀਅਰਿੰਗ ਦੇ ਕਿੱਤੇ ਨੂੰ ਵੀ ਸਨਮਾਨ ਪ੍ਰਦਾਨ ਕੀਤਾ। ਇੰਜੀਨੀਅਰਾਂ ਨੂੰ ਉਸ ਦੇ ਤੇ ਉਸ ਦੁਆਰਾ ਦੇਸ਼ ਵਿਚ ਲਿਆਂਦੇ ਵਿਕਾਸ ਦੀ ਦੇਣ ਤੇ ਮਾਣ ਹੋਣਾ ਚਾਹੀਦਾ ਹੈ। ਇੰਜੀਨੀਅਰਿੰਗ ਵਿਚ ਤਾਂ ਉਹ ਇਕ ਜਾਦੂਗਰ ਸੀ, ਉਸ ਨੇ ਜਿਹੜੀ ਵੀ ਯੋਜਨਾ ਨੂੰ ਆਪਣੇ ਹੱਥ ਵਿਚ ਲਿਆ ਉਸ ਨੂੰ ਸਫਲਤਾ ਪੂਰਵਕ ਨੇਪਰੇ ਚਾੜ੍ਹਿਆ।

ਉਸ ਵਿਅਕਤੀ ਨੇ ਅਪਨੀ ਸਫਲਤਾਵਾਂ ਕੇ ਫਿਰ ਕੇਵਲ ਦੇਸ਼ ਕੋ ਹੀ ਨਹੀਂ, ਬਲਕਿ ਇੰਜੀਨੀਅਰਿੰਗ ਕੇ ਵਿਕਾਸ ਕੋ ਭੀ ਸਮਮਾਨ ਪ੍ਰਦਾਨ ਕੀਯਾ। ਇੰਜੀਨੀਅਰੀਂ ਕੋ ਉਸ ਪਰ ਤਥਾ ਦੇਸ਼ ਕੇ ਵਿਕਾਸ ਮੇਂ ਉਸਕੇ ਯੋਗਦਾਨ ਪਰ ਗਰਿੱਤ ਹੋਨਾ ਚਾਹਿਏ। ਇੰਜੀਨੀਅਰਿੰਗ ਮੇਂ ਤੋ ਵਹ ਏਕ ਜਾਦੂਗਰ ਥਾ, ਤਸਨੇ ਜਿਸ ਕਿਸੀ ਯੋਜਨਾ ਕੋ ਹਾਥ ਮੇਂ ਲਿਯਾ, ਸਫਲਤਾਪੂਰਵਕ ਪੂਰਾ ਕੀਯਾ।

8. Some people, notably the landlords of our village and the money-lenders, say that he is a cheat : his talk about his connections with the royal family is non-sense. Others, like the priest of the temple, admit that his ancestors were certainly attached to the court of the Great Mughals, but as servants.

ਕੁਝ ਲੋਕ, ਖਾਸ ਕਰਕੇ ਸਾਡੇ ਪਿੰਡ ਦੇ ਜਗੀਰਦਾਰ ਅਤੇ ਸ਼ਾਹੂਕਾਰ ਉਸ ਨੂੰ ਧੋਖੇਬਾਜ਼ ਸਮਝਦੇ ਹਨ; ਉਹ ਜੋ ਸ਼ਾਹੀ ਪਰਿਵਾਰਾਂ ਨਾਲ ਆਪਣੇ ਸੰਬੰਧ ਦਸਦਾ ਹੈ, ਇਹ ਸਭ ਬਕਵਾਸ ਹੈ। ਦੂਸਰੇ, ਜਿਵੇਂ ਕਿ ਮੰਦਰ ਦਾ ਪੁਜਾਰੀ ਹੈ, ਇਹ ਮੰਨਦੇ ਹਨ ਕਿ ਉਹਨਾਂ ਦੇ ਵੱਡੇ ਵਡੇਰਿਆਂ ਦੇ ਸੰਬੰਧ ਮਹਾਨ ਮੁਗਲਾਂ ਦੇ ਦਰਬਾਰ ਨਾਲ ਸੀ, ਪਰੰਤੂ ਨੌਕਰ ਦੇ ਰੂਪ ਵਿਚ।

ਕੁਝ ਲੋਗ, ਵਿਸ਼ੇਸ਼ਕਰ ਹਮਾਰੇ ਗਾँव के जमींदार और साहूकार कहते हैं कि वह एक धोखेबाज है, वह जो शाही परिवार के साथ अपने सम्बन्ध बनाता है यह सब बकवास है। मन्दिर का पुजारी तथा कुछ और लोग मानते हैं कि उनके पूर्वजों का सम्बन्ध महान् मुगलों के दरबार से था परन्तु नौकरों के रूप में।

9. While at college, Subash Chander Bosse was attracted by Vivekanand's gospel. He longed to become a hermit. At the age of seventeen he left home without the knowledge of his family. He set out in search of truth and performed a long pilgrimage. But he was soon disgusted. He came back to the university.

ਸੁਭਾਸ਼ ਚੰਦਰ ਬੋਸ ਕਾਲਜ ਜੀਵਨ ਵਿਚ ਹੀ ਵਿਵੇਕਾਨੰਦ ਦੀਆਂ ਸਿੱਖਿਆਵਾਂ ਤੋਂ ਬਹੁਤ ਪ੍ਰਭਾਵਿਤ ਹੋਏ। ਉਹ ਸਾਧੂ ਬਣਨਾ ਚਾਹੁੰਦੇ ਸਨ। ਸਤਾਰਾਂ ਸਾਲਾਂ ਦੀ ਉਮਰ ਵਿਚ ਹੀ ਉਹ ਘਰ ਦਿਆਂ ਨੂੰ ਬਿਨਾਂ ਦੱਸੇ ਘਰ ਛੱਡ ਕੇ ਚਲੇ ਗਏ। ਉਹ ਸੱਚ ਦੀ ਭਾਲ ਵਿਚ ਨਿਕਲ ਪਏ ਅਤੇ ਉਹਨਾਂ ਨੇ ਬਹੁਤ ਲੰਮੀ ਤੀਰਥ ਯਾਤਰਾ ਕੀਤੀ। ਪਰੰਤੂ ਉਹ ਛੇਤੀ ਹੀ ਨਿਰਾਸ਼ ਹੋ ਗਏ। ਉਹ ਯੂਨੀਵਰਸਿਟੀ ਵਿਚ ਵਾਪਸ ਆ ਗਏ।

सुभाषचन्द्र बोस कॉलेज जीवन में ही विवेकानन्द के उपदेश से बहुत प्रभावित हुए। वे साधु बनना चाहते थे। सत्रह वर्ष की आयु में ही अपने परिवार को बिना बताए वह घर छोड़ कर चले गये। वे सत्य की खोज में निकल पड़े और उन्होंने बहुत लम्बी तीर्थयात्रा की। लेकिन शीघ्र ही वे निराश हो गए। वे यूनिवर्सिटी में वापस आ गए।

10. She was a great favourite with her mates, being sweet-tempered. She was never so happy as when copying flowers on her slate. Her teachers often complained, but she got through her lessons and managed to escape punishment.

ਆਪਣੇ ਮਿੱਠੇ ਸੁਭਾਓ ਕਾਰਨ ਉਹ ਆਪਣੇ ਜਮਾਤੀਆਂ ਵਿਚ ਬਹੁਤ ਹਰਮਨ ਪਿਆਰੀ ਸੀ। ਸਲੇਟ ਤੇ ਫੁੱਲ ਵਾਹੁਣ ਵਿਚ ਜਿੰਨੀ ਖੁਸ਼ੀ ਉਸ ਨੂੰ ਮਿਲਦੀ ਸੀ ਹੋਰ ਕਿਸੇ ਗੱਲ ਵਿਚੋਂ ਨਹੀਂ ਸੀ ਮਿਲਦੀ। ਉਸ ਦੇ ਅਧਿਆਪਕਾਂ ਨੂੰ ਅਕਸਰ ਸ਼ਿਕਾਇਤ ਰਹਿੰਦੀ ਸੀ, ਪਰ ਉਹ ਆਪਣੇ ਪਾਠ ਪੜ੍ਹ ਲੈਂਦੀ ਸੀ ਅਤੇ ਸਜ਼ਾ ਤੋਂ ਬਚਦੀ ਰਹੀ।

वह सुशील स्वभाव के कारण अपने सहपाठियों में बहुत प्रिय थी। स्लेट पर फूलों के चित्र बनाने में उसे बड़ा आनन्द आता था। इतना आनन्द उसे और किसी बात में नहीं आता था। उसके अध्यापकों को अकसर शिकायत रहती थी, लेकिन वह अपने पाठ पढ़ लेती थी जिसके कारण सजा से बचती रही।

EXERCISES FOR PRACTICE

Translate the following passages into Punjabi or Hindi :

1. It is not enough to say there is a **shortage of funds**¹ in our country; worse, there is a shortage of hope. We cast all the blame on **fate**². **It does not strike us**³ that the remedy is in our own hands.

- Hints :** 1. ਧਨ ਦੀ ਕਮੀ 2. ਕਿਸਮਤ 3. ਨਹੀਂ ਸੁਝਦਾ
1. धन की कमी 2. भाग्य 3. नहीं सूझता

2. He who is lacking in hope must **perish**¹. No one can save him by offering **alms**² or some other help. He must be made to realize that what is not possible for a **single individual**³ will be possible when fifty unite in a group.

- Hints :** 1. ਨਸ਼ਟ ਹੋਣਾ 2. ਭਿਖਿਆ 3. ਇਕੱਲਾ ਆਦਮੀ
1. नष्ट होना 2. भिक्षा 3. अकेला व्यक्ति

3. The Guru was not only a warrior but also a learned personality. He was a poet. His **compositions**¹ are read with **reverence**² by the followers of all religions alike. He acquired wide knowledge of Sanskrit and Persian and learnt by heart the Holy Grant Sahib.

- Hints :** 1. ਰਚਨਾਵਾਂ 2. ਆਦਰ ਅਤੇ ਸ਼ਰਧਾ
1. कविताएँ 2. आदर और श्रद्धा

4. Disease germs are found in **particles of dust**¹ and moisture. Coughing and **sneezing**² are the common ways of spreading them so that they attack other people. They may also be spread in drinking-water and in food. In milk germs **thrive particularly well**³.

- Hints :** 1. ਧੂੜ ਦੇ ਕਣ 2. ਛਿੱਕਣਾ (ਨਿੱਛ ਮਾਰਨੀ) 3. ਬਹੁਤ ਵਧਦੇ ਹਨ
1. धूल के कण 2. छींकना 3. खूब बढ़ते हैं।

5. There are many thousands of men **who are busy with the ground**¹; only they spend their time not in growing things on it, but in digging things out of it. They are the **miners**², who dig out coal and iron, precious stones, gold, silver, copper and other **minerals**³. There are also those who dig out stone for buildings and roads.

- Hints :** 1. ਧਰਤੀ ਨਾਲ ਰੁੱਝੇ ਰਹਿੰਦੇ ਹਨ 2. ਖਾਨ ਦੇ ਮਜ਼ਦੂਰ 3. ਖਣਿਜ ਪਦਾਰਥ
1. जिनको धरती व्यस्त रखती है 2. खान के मज़दूर 3. खनिज पदार्थ

6. Now we come to yet a fourth kind of workers¹, who are just as useful and necessary as the other three. The things you want to eat or to wear or to use will not come to you by themselves. Things **have to be brought**² from the place where they are made to grow, to the place where they are wanted.

- Hints :** 1. ਕੰਮ ਕਰਨ ਵਾਲਿਆਂ ਦੀ ਅਜੇ ਇਕ ਹੋਰ ਚੌਥੀ ਕਿਸਮ ਵੀ ਹੈ
2. ਲਿਆਉਣੀ ਪੈਂਦੀ ਹੈ।
1. काम करने वालों की अभी एक और चौथी प्रकार भी है
2. लानी पड़ती है।

7. There are three chief ways by which speed can be increased. We can improve the engine, we can improve the **fuel**¹ which drives the engine, we **can reduce the air-resistance**². Until a few years ago, little attention was given to air-resistance.

- Hints :** 1. ਬਾਲਣ 2. ਹਵਾ ਕਰਕੇ ਜੋ ਰੁਕਾਵਟ ਆਉਂਦੀ ਹੈ ਉਸ ਨੂੰ ਘਟਾ ਸਕਦੇ ਹਾਂ।
1. ईंधन 2. हवा के कारण जो रुकावट आती है उसे घटा सकते हैं।

8. If we walk slowly, we do not feel the air on our face, but if we run, on ride in an open car, it **seems** as if a strong wind is blowing at us. This is called air-pressure and it increases **at a very rapid rate**¹. **If we run twice as fast as we walk**², the air-pressure increases four times, and if we run four times as fast as we walk, the air-pressure is sixteen times as great.

Hints : 1. ਬਹੁਤ ਤੇਜ਼ੀ ਨਾਲ 2. ਜੇਕਰ ਸਾਡੀ ਦੌੜਨ ਦੀ ਗਤੀ ਤੁਰਨ ਨਾਲੋਂ ਦੁੱਗਣੀ ਹੋਵੇ।
1. बहुत तेज़ी से 2. अगर हमारी दौड़ने की गति चलने से दुगुनी हो।

9. A farmer can hardly do good business **with a small surplus of a litre of milk**¹. But if a hundred men collect all their spare milk, they can produce and sell ghee after they have bought **a butter churning-machine**². In Europe this is a common practice. People in Denmark and other small countries have **combined and by the proper marketing of butter, cheese and cream**³ they have **eliminated**⁴ poverty from their lives.

Hints : 1. ਸਿਰਫ਼ ਇਕ ਲਿਟਰ ਦੁੱਧ ਬਚਾ ਕੇ
2. ਮੱਖਣ ਕੱਢਣ ਵਾਲੀ ਮਸ਼ੀਨ
3. ਮੱਖਣ, ਪਨੀਰ ਅਤੇ ਕਰੀਮ ਦਾ ਵਪਾਰ ਠੀਕ ਢੰਗ ਨਾਲ ਚਲਾ ਕੇ
4. ਸਮਾਪਤ ਕਰ ਦਿੱਤੀ ਹੈ।
1. केवल एक लिटर दूध बचा कर
2. मक्खन निकालने की मशीन
3. मक्खन, पनीर और क्रीम का व्यापार ठीक ढंग से चला कर
4. समाप्त कर दी है।

10. Not so very long ago, before machinery was invented, even such a **tiny thing as a pin**¹ was not made by one man, but by a dozen or more, each **doing his particular bit of the work**². **One straightened out**³ the wire, another cut it into **lengths**⁴, another **sharpened the point**⁵, and so forth.

Hints : 1. ਪਿੰਨ ਵਰਗੀ ਛੋਟੀ ਚੀਜ਼ ਵੀ 2. ਆਪਣੇ ਹਿੱਸੇ ਦਾ ਕੰਮ
3. ਸਿੱਧਾ ਕਰਦਾ ਸੀ 4. ਟੁਕੜੇ 5. ਨੋਕ।
1. पिन जैसी छोटी चीज़ें भी 2. अपने हिस्से का काम
3. सीधा करता था 4. टुकड़े 5. नोक।

11. **Look round the room you are in**¹ and think of all the different kinds of workers that have been needed to make the things in it. First there are the walls. If they are made of brick, a worker had to dig up the **clay**², then another worker made the clay into bricks and yet another worker moved the bricks from the place where they were made to the place where the builder wanted them. The builder built them up into a wall.

Hints : 1. ਆਪਣੇ ਕਮਰੇ ਵਿਚ ਚਾਰੋਂ ਤਰਫ਼ ਦੇਖੋ 2. ਸਿੱਟੀ।
1. अपने कमरे में चारों ओर देखो 2. सिट्टी।

12. **It is no good making things unless they are wanted.**¹ We say that work deserves to be paid for. But it will only be paid for it is work that is wanted by someone. It is no use for people to work hard at something that nobody wants and then complain that they get no money for it. People do not get paid for their work unless it is something that other people want.

Hints : 1. ਜਦੋਂ ਚੀਜ਼ਾਂ ਦੀ ਲੋੜ ਹੀ ਨਹੀਂ ਉਹਨਾਂ ਨੂੰ ਬਣਾਉਣ ਦਾ ਕੋਈ ਲਾਭ ਨਹੀਂ।

1. जब चीज़ों की आवश्यकता ही नहीं तो उन्हें बनाने का कोई लाभ नहीं।

13. It was almost dark, one evening in the spring, when I met him in the street, alone. He spoke to me **more warmly**¹. I **acted pleased**² to see him, and I shook his hand, **as** if he had been my closest friend.

Hints : 1. ਬੜੇ ਪਿਆਰ ਨਾਲ

2. ਮੈਂ ਇਹ ਪ੍ਰਗਟ ਕੀਤਾ ਕਿ ਮੈਂ ਬਹੁਤ ਖੁਸ਼ ਹਾਂ।

1. बड़े प्यार से

2. मैंने यह प्रकट किया कि मैं बहुत खुश हूँ।

14. The great city where he dwelt was a very pleasant place. Many strangers visited it everyday. **One** day two **impostors**¹ arrived who **gave themselves out for weavers**² and claimed they knew how to weave the most beautiful cloth.

Hints : 1. ਠੱਗ

2. ਆਪਣੇ ਆਪ ਨੂੰ ਕੱਪੜਾ ਬੁਣਨ ਵਾਲਾ ਦੱਸਿਆ।

1. ठग

2. अपने आप को कपड़ा बनने वाला बताया।

15. I went up to him and found him in exactly the position I had left him—white-faced, **with cheeks flashed by the fever**¹ and **staring**² at the wall. I took his temperature. “Your temperature is all right”, I said, “**It’s nothing to worry about.**”³

Hints : 1. ਬੁਖਾਰ ਕਰਕੇ ਉਸ ਦੀਆਂ ਗੱਲਾਂ ਭਖ ਰਹੀਆਂ ਸਨ।

2. ਘੁਰ ਰਿਹਾ ਸੀ।

3. ਚਿੰਤਾ ਵਾਲੀ ਕੋਈ ਗੱਲ ਨਹੀਂ।

1. बुखार के कारण उसके गाल तमतमा रहे थे।

2. घूर रहा था।

3. चिंता वाली कोई बात नहीं।

16. “They would indeed be valuable clothes”, thought that Emperor. “By wearing them, I could find out which of my ministers are unfit for the posts they occupy and **I could tell the wise from the stupid**”¹. He gave the two impostors a lot of money **in advance**² so that they might begin their work at once.

Hints : 1. ਸਿਆਣੇ ਅਤੇ ਮੂਰਖ ਨੂੰ ਪਛਾਣ ਸਕਾਂਗਾ।

2. ਪੇਸ਼ਗੀ।

1. बुद्धिमान और मूर्ख की पहचान कर सकूंगा।

2. पेशगी।

17. Knowing that there is neither air nor water on the moon, we **shall hardly expect**¹ to find men or animals, trees or flowers there. In fact the moon has been observed for centuries and no one has ever found **any trace of life**² on it.

Hints : 1. ਇਸ ਗੱਲ ਦੀ ਆਸ ਨਹੀਂ ਕੀਤੀ ਜਾ ਸਕਦੀ।

2. ਜੀਵਨ ਦੇ ਚਿੰਨ੍ਹ।

1. इस बात की आशा नहीं की जा सकती।

2. जीवन के चिन्ह

18. “**Here**” I said, “deposit it”.

He took the money and gave it to another clerk.

He made me write the sum on a slip and sign my name in a book.

“Is it deposited ?” I asked.

“**It is**”, said the accountant.

“**Then I want to draw a cheque**”.

- Hints :** 1. ਲਓ 2. ਜਮ੍ਹਾਂ ਹੋ ਗਈ ਹੈ
3. ਤਾਂ ਮੈਂ ਕੁਝ ਪੈਸੇ ਬੈਂਕ ਵਿਚੋਂ ਕਢਵਾਉਣਾ ਚਾਹੁੰਦਾ ਹਾਂ।
1. ਲੋ 2. ਜਮਾ ਹੋ ਗਈ ਹੈ
3. ਤੋ ਮੈਂ ਕੁਝ ਰਕਮ ਨਿਕਲਵਾਨਾ ਚਾਹੁੰਦਾ ਹੂੰ।

19. Men very soon found that it was much better to divide the work among them, so that one built houses and another made chairs and tables, and another **grew corn**¹, and so on. This was a better plan, because by always doing the same kind of work you can do it far more quickly and easily. So nowadays **all work is divided up as much as possible**.²

- Hints :** 1. ਅਨਾਜ ਉਗਾਇਆ
2. ਜਿੱਥੋਂ ਤੱਕ ਸੰਭਵ ਹੋਵੇ ਸਾਰੇ ਕੰਮ ਵੰਡ ਕੇ ਕੀਤੇ ਜਾਂਦੇ ਹਨ
1. ਅਨ ਉਗਾਇਆ 2. ਜहाँ तक हो सके सारे काम बाँट कर किए जाते हैं।

20. In the modern world many new problems have arisen **owing to the invention**¹ of the steam-engine and the petrol-engine. These inventions have made it possible to travel at very high speeds. Rapid transport saves so much valuable time, that mechanics everywhere are **doing their utmost**² to increase the speeds of motor-cars, ships and aeroplanes.

- Hints :** 1. ਅਵਿਸ਼ਕਾਰ ਦੇ ਕਾਰਨ 2. ਪੂਰੀ ਕੋਸ਼ਿਸ਼ ਵਿਚ ਹਨ
1. आविष्कार के कारण 2. भरसक प्रयत्न कर रहे हैं।

Appendix I

A GLOSSARY OF SOME GRAMMATICAL TERMS

Clause : A clause is marked by the presence of a finite verb (See below) No group of words can constitute a clause if there is no finite verb in it. For example, “To write a second book after having written one” is not a clause : all the verb forms are non-finite.

One other feature of a clause is that it has a subject and a predicator, or, in other words, it has a noun part and a verb part)

Complement: The part of the sentence after the verb BE is called complement. The complement and the subject refer to the same person or thing. For example :

1. John is **the director**.

2. Miss Sukhjot Kaur will be **our new English teacher**.

Determiner : The articles, the demonstrative pronouns (this, that, those, these), the numerals, and words like **much, many, more, some**, any are called **determiners**.

Finite form : This form of verb shows tense and agreement with the subject. In every sentence, the first word in the verb phrase is in the finite form. All the subsequent words of the verb phrase are non-finite.

Three forms of the verb, corresponding to **to write, writing** and written are always **non-finite**. The other forms are generally finite. The first and the second forms of the verb (corresponding to write/writes and wrote) are always finite. When there is only one word in the verb phrase in a sentence, that word is always finite.

Remember that a finite verb is not always the same thing as a helping verb. There are two helping verbs and one main verb in the following example.

He **might** be coming. The helping verb **might** is in the finite form while the helping verb **be** is not. The main verb **coming** is in the non-finite form. In the following sentence the main verb is in The finite form :

Everybody knows him.

Forms of the verb : Most verbs have five forms **go, went, gone, going** and **goes**. The verb **BE** has eight forms-**is, am, are, was, were, be, been, being**.
Must and **ought** have one each.

Phrase : According to construction the principal phrases in English are the noun phrase, the verb phrase and the prepositional phrase.

A prepositional phrase (consisting of a preposition and a noun) performs two main functions. It may function as an adjective, as, in,

A man **from America** = An **American** man

The traditions **of India**—The **Indian** traditions

(Also see pp 56-57)

Or a prepositional phrase may function as an adverb; as in

John comes **from America**.

From America in the above sentence is an adverb of place.

Appendix II

Some Commonly Mispronounced Words—Their Pronunciation

The following words are commonly mispronounced in this part of the country. Their correct pronunciation is given in Gurmukhi and Devanagari scripts to the extent it is possible to transcribe English words in these scripts.

ancient	ਏਸ਼ੰਟ	ਏਨਸ਼ਨਟ
architect	ਆਰਕੀਟੈਕਟ	ਆਰਕਿਟੈਕਟ
bare	ਬੇਅਰ	ਬੇਅਰ
bear	ਬੇਅਰ	ਬੀਅਰ
beat (past tense)	ਬੀਟ	ਬੀਟ
bicycle	ਬਾਈਸਿਕਲ	ਬਾਇਸਿਕਲ
biscuit	ਬਿਸਕਿਟ	ਬਿਸਕਿਟ
blue	ਬਲੂ	ਬਲੂ
breakfast	ਬ੍ਰੈਕਫਾਸਟ	ਬ੍ਰੇਕਫਾਸਟ
canal	ਕਨੈਲ	ਕਨੈਲ
career	ਕੈਰਿਅਰ	ਕੈਰਿਅਰ
clerk	ਕਲਾਰਕ	ਕਲਰਕ
climb	ਕਲਾਈਮ	ਕਲਾਇਮ
clue	ਕਲੂ	ਕਲੂ
comb	ਕੋਮ	ਕੋਮ
correct	ਕਰੈਕਟ	ਕਰੈਕਟ
cough	ਕਾਓਫ	ਕਾਓਫ
creature	ਕਰੀਚਰ	ਕ੍ਰੀਚਰ
crew	ਕ੍ਰੂ	ਕ੍ਰੂ
crude	ਕ੍ਰੂਡ	ਕ੍ਰੂਡ
cupboard	ਕੱਬਡ	ਕਥਬਡ
drew	ਡੂ	ਡੂ
example	ਇਗਜ਼ਾਂਪਲ	ਇਗਜ਼ਾਮਪਲ

flute	ਫਲੂਟ	ਫਲੂਟ
grammar	ਗ੍ਰੈਮਰ	ਗ੍ਰੈਮਰ
grandmother	ਗ੍ਰੈਨਮਦਰ	ਗ੍ਰੈਨਮਦਰ
handkerchief	ਹੈਂਕਰਚਿਫ	ਹੈਂਕਰਚਿਫ
healthy	ਹੈਲਥਿ	ਹੈਲਥਿ
hear	ਹਿਅਰ	ਹਿਅਰ
heart	ਹਾਰਟ	ਹਾਰਟ
heir	ਏਅਰ	ਏਅਰ
here	ਹਿਅਰ	ਹਿਅਰ
houses	ਹਾਊਜ਼ਿਜ਼	ਹਾਤਜ਼ਿਜ਼
husband	ਹਜ਼ਬੰਡ	ਹਜ਼ਬੰਡ
jew	ਜੂ	ਜੂ
jewel	ਜੂਅਲ	ਜੂਅਲ, ਜੂਲ
Joan	ਜੋਨ	ਜੋਨ
John	ਜਾਨ	ਜਾਨ
juice	ਜੂਸ	ਜੂਸ
jute	ਜੂਟ	ਜੂਟ
lamb	ਲੈਮ	ਲੈਂਬ
lawyer	ਲਾਯਰ	ਲਾਯਰ
liar	ਲਾਇਅਰ	ਲਾਇਅਰ
lute	ਲੂਟ	ਲੂਟ
machine	ਮਸ਼ੀਨ	ਮਸ਼ੀਨ
marry	ਮੈਰਿ	ਮੈਰਿ
Mary	ਮੈਅਰੀ	ਮੈਅਰਿ
mass	ਮੈਸ	ਮੈਸ
merry	ਮੈਰੀ	ਮੈਰੀ
mistake	ਮਿਸਟੇਕ	ਮਿਸਟੇਕ
monkey	ਮੰਕੀ	ਮੰਕੀ
pair	ਪੇਅਰ	ਪੇਅਰ
peasant	ਪੈਜੰਟ	ਪੈਜੰਟ

platform	ਪਲੇਟਫਾਰਮ	ਪਲੇਟਫਾਰਮ
plumber	ਪਲੰਮਰ	ਪਲਮਰ
pony	ਪੋਨੀ	ਪੋਨੀ
pretty	ਪ੍ਰਿਟੀ	ਪ੍ਰਿਟਿ
relative	ਰੈਲੇਟਿਵ	ਰੈਲੇਟਿਵ
sample	ਸਾਂਪਲ	ਸਾਮਪਲ
sandwich	ਸੈਂਡਵਿਚ	ਸੈਂਡਵਿਚ
Saturday	ਸੈਟਰਡੇ	ਸੈਟਰਡੇ
screw	ਸਕ੍ਰੂ	ਸਕ੍ਰੂ
shepherd	ਸ਼ੈਪਰਡ	ਸ਼ੈਪਰਡ
soot	ਸੂਟ	ਸੂਟ
Sue, sue	ਸੂ	ਸੂ
suite	ਸੂਟ	ਸਕੀਟ
tear (ਪਾੜਨਾ ਜਾਂ ਫਾੜਨਾ)	ਟੇਅਰ	ਟੇਅਰ
tear (ਰੰਝੂ, ਆਂਸੂ)	ਟਿਅਰ	ਟਿਅਰ
tour	ਟੂਅਰ	ਟੂਅਰ
true	ਟ੍ਰੂ	ਟ੍ਰੂ
vase	ਵਾਜ਼	ਵਾਜ਼
village	ਵਿਲਿਜ	ਵਿਲਿਜ
wander	ਵਾਂਡਰ	ਵਾਂਡਰ
wealthy	ਵੈਲਥੀ	ਵੈਲਥੀ
Wednesday	ਵੈਂਨਜ਼ਡੇ	ਵੈਂਜ਼ਡੇ
Woman	ਵੁਮਨ	ਵੂਮਨ
Women	ਵਿਮਿਨ	ਵਿਮਿਨ
Wonder	ਵੰਡਰ	ਵਠਡਰ
wool	ਵੂਲ	ਵੂਲ
woollen	ਵੁਲਨ	ਵੂਲਨ
wrath	ਰਾਥ	ਰੱਥ
year	ਯਿਅਰ	ਯਿਅਰ
zealous	ਜ਼ੈਲਸ	ਜ਼ੈਲਸ