

A Practice Book of

ENGLISH GRAMMAR & COMPOSITION

(GRAMMAR IN USE)

for

Class IX



Written by : **Dr. D.V. Jindal**
: **Mrs. Harjit Vasudeva**
Vetted by : **Dr. Gurupdesh Singh**
Edited by : **Mr. Manoj Kumar**
(Subject Expert, retired)



PUNJAB SCHOOL EDUCATION BOARD

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FOREWORD

The Punjab School Education Board has continuously been engaged in the preparation and review of syllabi and textbooks. The main objective of preparing language textbooks is to provide the students with interesting and appropriate reading material. This aims to equip the students with the skills of listening, speaking, reading and writing so as to enable them to use these in their day-to-day life.

The language package for class IX includes the Main Course Book, the Literature Book (Supplementary Reader) and A Practice Book of English Grammar & Composition. Through this functional Grammar Book we intend to equip the students to use grammar rather than just be able to recite the rules of the Grammar. A lot of practice in the use of grammatical items has been given through interesting exercises. The exercises are properly selected, carefully framed and graded.

The book in hand has been prepared by Dr. D.V. Jindal, External Faculty Member, Central Institute of English and Foreign Languages, Hyderabad and Mrs. Harjit Vasudeva, former Director, Regional Institute of English, Chandigarh and vetted by Dr. Gurupadesh Singh, Reader, Department of English, Guru Nanak Dev University, Amritsar and edited by Sh. Manoj Kumar, Subject Expert.

We would gratefully welcome comments and suggestions from teachers, experts and students to improve this book further.

Chairman

Punjab School Education Board

ABOUT THE BOOK

(A Note to the Teachers)

This textbook, based on the new syllabus; is a part of the package meant for class IX students. It comprises a Main Course Book for intensive study, a Literature Book (Supplementary Reader) for extensive study and development of reading skills and a functional grammar book for further developing different language skills. These books aim at making the teaching and learning of English an interesting exercise by presenting a variety of real life situations. They also fulfil the communicative, cultural and literary needs of the learner. The main objectives of teaching English at this stage are:

1. To develop communicative skills to enable the learners to perform different language functions.
2. To help them develop their cognitive and affective faculties.
3. To promote the skill of reading text intelligently and imaginatively.
4. To enrich the learner's vocabulary both active and passive.

The course is learner - centred. The learner is encouraged to think creatively through questions given at the end of each lesson. There are different types of exercises: Comprehension, Vocabulary, Grammar & Usage and Composition.

1. The comprehension exercises are for developing factual, inferential and global comprehension which will deepen students' understanding of the lesson.
2. Vocabulary exercises are meant for vocabulary enrichment and development of reference skills.
3. Grammar and Usage sections contain a wide variety of exercises on different areas of functional grammar.
4. Composition section is used to help learners communicate and express themselves effectively.

It is hoped that the textbook would meet the learners' needs and help them develop the important language skills and use English effectively and meaningfully for the purpose of communication.

Manoj Kumar

Subject Expert (retired)

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Chapter-1

DETERMINERS

Look at the sentences given below carefully :

1. You take *an* apple every day.
2. He is popular in *this* class.
3. I have *little* money to help you.
4. Give me *that* pen.
5. Our team won *the* match.
6. *These* mangoes are green.
7. *Each* boy got a packet of sweets.
8. There is not *any* ink in *this* ink-pot.
9. I do not see *any* sense in going there now.
10. *Every* student was given a book.

In all these sentences, the words in *italic* type indicate that a noun is going to be used. These words **determine the position** of a noun. Such words are called Determiners.

Kinds of Determiners :

Determiners

1	2	3
Article a, an, the	Demonstratives this, that, these, those	Possessives my, her, his, him, our, their, etc.
4	5	6
Numerical One, two, first, both, none, few, a few, each, every, either, neither	Quantitative some, any, much, more, less, little, a little, the little	Wh-Words what (ever), which (ever), whosoever, whose

USE OF ARTICLES:

‘A’ and ‘an’ are Indefinite Articles.

USE OF 'A'

Article 'A' is used :

- (i) before singular common nouns not beginning with a vowel sound e.g :
a boy, a table, a young man, a year, a useful thing, a utensil, a European country, a history book, a one-eyed man etc.
- (ii) In the sense of any, every or single:
He did not speak *a* word.
He makes thirty thousands *a* year.
- (iii) before a Proper Noun to make it a Common Noun
He is *a* Milton (an inspired poet).
He is *a* second Newton (a great scientist).

USE OF 'AN'

- (i) Before a Common noun in Singular form beginning with vowel sound, as:
an orange, an egg, an owl, an umbrella, an ass, an inkpot, an M.L.A., an S.D.O., an enemy.
- (ii) Before a Common noun in Singular form beginning with silent 'h':
an honest man, an honourable man, an heir.

USE OF THE DEFINITE ARTICLE 'THE':

The Definite Article (the) is used in the following cases:

- (i) For a particular person, thing or animal that has already been mentioned:
I have *a* coat.
The coat has *a* pocket.
The pocket has *a* pen in it.
The pen is blue in colour.
- (ii) To denote the whole class:
The dog is a faithful animal.
The camel is, the ship of *the* desert.
- (iii) Before Adjectives in the Superlative Degree:
He is *the* best man in the city.
She is *the* most beautiful girl in the town.
- (iv) Before Comparatives :
The higher you go, *the* cooler it is.
This is *the* better of the two pens.
- (v) In certain phrases :
You met him on *the* way.

She is on *the* point of death.

Rajan will win in *the* long run.

You are in *the* wrong.

Crime is on *the* decrease.

On *the* whole the scheme is good.

- (vi) Before words indicating number, weight and measure :

Cloth is sold by *the* metre.

Oranges are sold by *the* dozen.

- (vii) Before words denoting well-known historical events:

The French Revolution, *The* Partition of India,

The Liberation of Bangla Desh.

- (viii) Before the names of rivers, canals, ranges, sacred books, oceans, mountains, islands, a few countries and states where the names are descriptive, trains, buildings etc.:

the Himalayas, *the* Sutlej, *the* Punjab, *the* United States of America, *the* U.K., *the* Indian ocean, *the* Bhakhra Canal, *the* Gita, *the* Tribune, *the* Taj, *the* Golden Temple, *the* Shan-E-Punjab, *the* Gnat etc.

- (ix) Before a Proper Noun used as a Common Noun, before a Common Noun used as an Abstract Noun:

Lala Lajpat Rai was *the* lion of *the* Punjab. Kalidas is called *the* Shakespeare of India.

Gandhi ji is *the* father (= having the quality of) of *the* nation.

The beast (=bestly quality) in man sometimes overpowers *the* angel (angelic quality) in him.

He is *the* star of *the* family.

- (x) To give superlative force to Noun:

He is *the* professor. (= the best)

He is *the* hero of the home. (=the best)

It is *the* event of the year. (=the best)

- (xi) Before high titles of honour and rank:

Pitt *the* younger, *the* Great Caesar, *The* Honourable Minister, *The* Immortal Shakespeare, Alexander *the* Great.

- (xii) Before the names of communities , nations and commissions:

The Sikhs, *the* English, *the* Sarkaria Commission.

- (xiii) Before unique objects and objects of strength:

The moon, *the* earth, *the* sky, *the* tempest.

- (xiv) Before ordinals:

The 3rd prize, *the* second son, *the* fourth girl, *the* 10th of June.

- (xv) Before the organs of the body:
The head, the heart, the liver, the lungs.
- (xvi) Before a thing which stands for the agent, or the thing associated:
The pen (=those who use the pen) is mightier than the sword (=those who use the sword).
The hand (mother) that rocks the cradle rules the world.
He is fond of *the* bottle (=liquor).
- (xvii) Before an Adjective to make it a Noun in the Plural:
The rich must help the poor.
The educated should teach the illiterate.
- (xviii) Before an Adverb in such sentences as:
The more they get, the more they want.
The more you speak, the less I understand.

Cases Where Articles Should Not Be Used

- (i) Before a common Noun used in its widest sense:
Animals have an undeveloped brain.
Man is mortal.
- (ii) Before Proper Nouns:
Tagore was truly a great poet.
Everest is the highest peak in the world.
Delhi is the capital of India.
Stalin was a ruthless dictator.

Note: *'The' is not used before the names of individual peaks.*

- (iii) In certain Verbal Phrases:
Rajesh *sent word* that he was going to Mumbai.
(not 'sent a word')
Don't *take offence* so easily.
Raju *left* school at an early age.
Don't *lose* heart.
The ship *set sail* for Australia.

- (iv) Before Abstract Nouns:
Wisdom is better than riches.
Common sense is as great virtue.
Patience and *perseverance* can conquer all obstacles.
- (v) Before Material Nouns:
Iron is a useful metal.
This pillar is made of *concrete*.
There are idols made of *silver* and *gold* in the temple.

USE OF NUMERICAL AND QUANTITATIVE:

Determiners and Wh-determiners

1. Some and Any

Some means a small number. *Some* is followed by an *Uncountable Singular Noun* or *Countable Plural Noun*. When used with a *Plural Noun* it means 'a few' or a small number.

Examples :

- | | |
|--|--------------------|
| (i) He bought <i>some</i> mangoes. | (a small number) |
| (ii) Give me <i>some</i> milk. | (a small quantity) |
| (iii) There are <i>some</i> boys in the class. | (a few) |
| (iv) There is <i>some</i> ink in the ink-pot. | (a small amount) |

Generally *some* is used in affirmative statement while *any* is used in negative statement or questions.

Examples:

- | | |
|---|---------------|
| (i) There are <i>some</i> good girls in the class. | (Affirmative) |
| (ii) Are there <i>any</i> good girls in the class? | (Question) |
| (iii) There are not <i>any</i> good girls in the class. | (Negative) |
| (iv) There is <i>some</i> tea in the cup. | (Affirmative) |
| (v) Is there <i>any</i> tea in the cup? | (Question) |
| (vi) There is not <i>any</i> tea in the cup. | (Negative) |

2. Few, A Few, The Few

Few = very small number or zero

A Few = some

The Few = small but all the ones under reference

Examples:

- | | |
|---|-------------------------|
| (i) He has <i>few</i> friends in the city. | (almost none) |
| (ii) He does have <i>a few</i> friends in the city. | (a small number) |
| (iii) <i>The few</i> friends he has are loyal to him. | (whatever small number) |

3. **Each, Every**

Each = everyone out of a known number or group.

Every = each thing or person of the whole

- (i) *Each* player was given some prize.
- (ii) *Each* speaker will be given five minutes.
- (iii) *Every* person carried the torch.
- (iv) *Every* child likes sweets.

4. **Either, Neither**

Either = one of the two

Neither = none of the two

- (i) *Either* book is useful to me. (any one of the two)
- (ii) *Neither* house suits me. (none of the two)

5. **Little, a little, the little**

Little = very small amount, almost negligible

A little = Some amount, though not much

The little = whatever little exists, but the whole of it

- (i) There is *little* water in the jug. (very, very small or none at all)
- (ii) There is *a little* water in the jug. (some water, not much)
- (iii) I have drunk the *little* water the jug had. (whatever little it had)

Examples:

6. **Much, More, Less**

Much is generally used with uncountable singular nouns while *More* is used with uncountable singular nouns and countable plural nouns.

Examples:

He has not taken *much* water today.

You need some *more* water today.

More boys were called in to help.

We spent *less* time in Shimla than in Kufri.

If you are careful you'll have *less* trouble.

7. **Wh-words as Determiners :**

What books have you read?

Whose children are they?

Which pen do you like?

Exercises for Practice

Exercise 1

Fill in the blanks with suitable Determiners :

- (i) Jack was seven years old. His sister Jill was one year old. Their house was on hill. One day Jack and Jill were playing with ball. ball rolled down hill. Jack ran after it. Jill rolled down after Jack. There was road at foot of hill. ball stopped there.
- (ii) When Edison was 12 years old, he became newsboy on train that left Port Huron in evening. Edison set up a laboratory in baggage car of train because he did not want to waste time. Later he bought printing press and set it up in his laboratory on wheels. He published weekly paper, which he sold for three cents copy. At same time Edison spent of his free hours reading in Public Library.
- (iii) The old man was left with only money in the bank. He didn't spend on himself. He wanted to save for his rainy days. of his three sons bothered to care for him. He didn't want to be dependent on of them, either.

Exercise 2

Fill in the blanks with 'few', 'a few' or 'the few' :

- 1. were the words Rama spoke.
- 2. books she had were all destroyed.
- 3. He has read only poems.
- 4. friends she has are all insincere.
- 5. men can resist this temptation.
- 6. days' rest will do you good.
- 7. suggestions he gave were all accepted.
- 8. people live to be 80.
- 9. He is a man of words.
- 10. words spoken in earnest will win her to your side.

Exercise 3

Read the following passage. There is an error in each line. Underline the error and write your correction in the space provided:

There lived the poor (.....) weaver in the (.....) village. He had a daughter who was always lost in his (.....) day dreams. One day she was walking along the (.....) road. She had the (.....) basket of eggs on his (.....) head. She began to dream of a (.....) riches she would earn. Suddenly the (.....) cow hit her. His (.....) basket of eggs fell down on a (.....) road. All eggs (.....) were broken. She started crying.

Exercise 4

Fill in the blanks with suitable Determiners:

Why don't you go and get medicine? It is terrible disease. If you do not take precautions, you will have to feel sorry. I know friend of mine who is expert in treatingdisease. He lives in house situated in the street opposite Civil Hospital. Go and get medicine before it is too late.

Exercise 5

Fill in the blanks with suitable Determiners:

1. Have you got butter?
2. Will you give me sugar?
3. There were hardly mistakes in her essay.
4. man wishes to be happy.
5. You can go by road.
6. We haven't books.
7. How do you want?
8. He will pay price you asked.
9. She has bought pens.
10. Has he friends in the town?

Exercise 6

Fill in the blanks with suitable Determiners :

The day of party drew near. Matilda said to husband, "I haven't jewellery to wear, not even brooch. I shall look like perfect beggar. I would prefer not to go to party."

"You can wear fresh flowers," he suggested. But she was not convinced.

"Why don't you ask friend, Mrs. Forestier, to lend you jewellery?" he suggested.

She at once went to friend's house and returned home with lovely necklace. She attended ball and was great success.

Exercise 7

Fill in the blanks with suitable Determiners:

1. He is a man of words.
2. persons can keep a secret.
3. There are letters for you.

4. Give me a book; book will do.
5. What is latest information?

Exercise 8

Fill in the blanks with Suitable Determiners :

- (i) doctor was called in to see ailing old man. doctor treated him so unskillfully that man died. Thereupon family seized doctor and tied him to post, intending to punish him.
- (ii) But during night, he got loose from cord that held him, and escaped by swimming across Ganges. On reaching his home doctor found his son studying some medical books. "My son", said he, "do not be in hurry to study books. first and most important thing for doctor to do is to learn to swim."

Exercise 9

Fill in the blanks with suitable Determiners:

1. pen will do.
2. Did you see girls there?
3. Are there pens in that drawer?
4. She hasn't money.
5. How pounds of sugar do you want?
6. Delhi is from Mumbai than Surat.
7. The thief was taken to police station.
8. He does not sell than five kilograms of sugar.
9. He wasted the money he had.
10. There are books in the library.

Exercise 10

Fill in the blanks with 'Each', 'Every', 'Either' or 'Neither':-

1. of the two boys was fined.
2. seat in the hall was occupied.
3. man wants to rise in the world.
4. accusation is true.
5. soldiers was at his post.
6. side has won.
7. man has some duties to perform.
8. She visited us three days.

9. Five boys stood in row.
10. You can take side.

Exercise 11

Fill in the blanks with suitable Determiners:-

1. Gold is precious metal.
2. Ram is pride of his parents.
3. Delhi is London of India.
4. Hari Das is loyal servant.
5. Punjabi is official language of Punjab.
6. He is man who stole my bicycle.
7. I have sent him message.
8. umbrella is essential at hill station.
9. I have Alsatian dog.
10. Gita is intelligent girl.

Exercise 12

Fill in the blanks with suitable Determiners:

1. He is one-eyed man.
2. Mumbai is biggest port in India.
3. He teaches me for hour.
4. India wants peace all over world.
5. dog is faithful animal.
6. I bought apple.
7. I do not lend books to anyone.
8. mother is a teacher.
9. One should do duty.
10. We love motherland.

Exercise 13

Fill in the blanks with suitable Determiners:

1. Is there body in the house?
2. The players had practice.
3. I have work to do.
4. He lent me books.
5. people sleep on the footpaths.

6. He gave me bananas he had.
7. June is the month of the year.
8. He has wealth than his brother.
9. little knowledge is dangerous thing.
10. I borrowed few books from him.

Exercise 14

Fill in the blanks with suitable Determiners:

1. novel is more interesting than
2. My friend is teacher.
3. She is M.L.A
4. He will leave by next train.
5. The Principal gave him warning.
6. sun rises in east.
7. eagle is a bird of prey.
8. of the girls were present.
9. He was too modest to tell lie.
10. He went to call on friends of his.

Chapter-2

MODALS

1. A Modal is an auxiliary verb (generally termed a *helping verb*) which is used with a main verb to indicate a particular attitude such as *possibility, obligation, prediction*, etc. e.g. can, could, may, might, will, would, shall, should, must, ought to, dare, need, used to. Modals are also sometimes referred to as *Modal verbs* or *Modal Auxiliaries*.
2. Auxiliaries in English are of two types:

(a)

<u>Be</u>	is, am, are, was, were, being, been
<u>Have</u>	has, have, had
<u>Do</u>	do, does, did

These help to form *Tenses, Interrogatives* and *Negatives*. Many a time they act as *Main verbs* also.

Example : (i) **As Main Verbs:**

The book *is* on the table.

We *are* brothers.

I *have* a pen.

I *do* my duty.

She has a book.

I had two balls.

Example : (ii) **As Helping Verbs:**

She *is* playing a match.

I *am* not writing a letter.

I *did* not hit him.

An apple *was* eaten by Sita.

Are the boys *being* punished by the teacher?

Has this picture been seen by you?

(b) **Modal Auxiliaries or Modals :**

- Modal Auxiliaries (or Modals) *cannot be used as main verbs* or as independent Primary Auxiliaries.

- Modals *are never used alone*. They are used to help a main (principal) verb.
- They *do not* have the infinitive, Present Participle or Past Participle forms.
- They cannot be used in all tenses.

Modals are mainly used to indicate one's attitude towards what one is saying or when one is concerned about the effect of one's speech on the other person in the communication channels.

- Modals have a special use in 3 types of complex sentences.
- Modals are followed by the base *form* of a verb.

I must *leave* now.

It will *be* nice to say so.

You ought to *pay* the taxes.

- When a modal is followed by 'be' + *Present Participle*, this indicates that one is talking about the *Present* or *Future*, e.g.

He *may be* watching.

The play *will be* starting soon.

- But when a modal is followed by have + Past Participle, this indicates that one is talking about the past e.g.

You *must have* noticed his behaviour.

She *may have* left already.

I *ought to have* replied.

- In passive sentences, the pattern is:

(modal) +	+ be	+ (Past Participle)
	have been	3 rd form of verb

Examples : His statement *will be published* soon.

You *can be arrested* any time now.

Such changes may *have been justified*.

- A modal is never followed by the auxiliary verb 'do' or any other modal.
- Modals do not inflect. They do not have any- 's' form, 'ing' or '-ed' forms.

3. The use of Modals

1. Use of 'WILL'

'Will' is used :

- (i) to refer to or express Simple Future in the sense of *Prediction*:

1. It will rain tomorrow.

(*I predict so*)

2. You will go to school.

(*Simple Future*)

Important Notes:

- (a) In Declarative sentences, with I/We as subjects, the use of shall and will is interchangeable.
- (b) Will/shall are not used in clauses beginning with 'if', 'when':
If I go to Mumbai, I'll bring a camera for you.
If it rains heavily, we 'll float paper boats.
When he comes, we shall begin the work.
- (ii) to express *willingness/intention/wish*:
I will lend you some money. (*I am willing to do so*)
Who will go home? (*Who is willing to?*)
- (iii) to express a *request/invitation or order* in yes/no question with 'you' as a subject:
Will you accompany me home? (*I request you to do so*)
Will you shut up? (*I order you so*)
Will you like to have a cup of tea? (*Invitation*)
- (iv) to express *general facts*:
Oil will float on water. (*Oil floats on water*)
Pigs will eat anything. (*Pigs eat anything*)
- (v) to express a *characteristic habit*:
She'll sit there for hours doing nothing. (*habit*)
He will tell you anything. (*habit*)
- (vi) to express *threat or promise* or a single impersonal *command*:
I will teach him a lesson. (*threat*)
I will try to improve next time. (*promise*)
You will not attend my class. (*command*)

2. USE OF 'SHALL'

'Shall' is used:

- (i) to express simple future or a prediction in the same way as 'will'.
- (ii) to express suggestion (in yes/no question with 'we' as subject) :
Shall we start the game? (*I suggest we start*)
Shall we play cards? (*let us.....*)
- (iii) volition/will of the listener :
(In yes/no question with 'I' as subject)
Shall I come tomorrow? (*Do you want me to come?*)
Shall I make some tea for you? (*Do you want so?*)
- (iv) to express willingness, intention or insistence on the part of the speaker:
He *shall* go. (*I insist on his going*)

He *will* go. (He insists on his going)

He *shall* be rewarded if he remains patient. (I'll do that)

(v) in Declarative sentences :

Jack *will* do it. (Simple Future)

Jack *shall* do it. (I'll see to it that Jack does it)

You *will* not betray my trust. (You'll have to go)

He *shall* not betray my trust. (determination/order)

3. USE OF 'WOULD'

'Would' is used:

(i) to express future in the past (as in Reported Speech):

She *told* me that he *would* go.

He *said* that you *would* tell a lie.

(ii) to express *willingness, intention* or *determination* or probability:

I *would* do that for you. (I am willing- If you ask me)

He *would* be at home now. (probability)

I *would* go out for a long walk. (intention)

I *would* give up smoking. (determination)

Note : 'Would' here indicates more tentativeness than 'will'

(iii) to express a habitual activity:

She *would sit* here for hours, saying prayers. (would in this sense = used to)

He *would* take a long walk after meals every day.

(iv) to express a *wish* :

I wish he *would* stand first.

I wish there *would* be no rumour.

Would that I were rich!

(v) to express a *desire/make a request*:

I *would* like to have a glass of water.

Would you say something on the subject? (request)

(vi) to express as unreal *condition*:

Had you worked hard, you *would* have passed.

If I had reached there in time, I *would* have caught the train.

(vii) to express a preference:

I *would* rather die than beg.

I *would* like to stay with her today. (= I like to stay)

4. USE OF 'SHOULD'

'Should' is used:

- (i) to express *duty/necessity/obligation*:

(i) You *should* serve your country.

(ii) We *should* help the poor.

(iii) You *should* take exercise daily.

- (ii) to express tentative use (meaning 'in case') :

Should you come early, you can see me in my room.

(*I know you won't but in case you do*)

Should he give up drinking, he can hope to win her over.

(*I know he won't but in case he does*)

- (iii) to express *purpose or suggestion or condition*:

Walk fast lest you *should* miss the train.

(*purpose*)

You *should* not leave this place so late in the night.

(*suggestion*)

I *should* be glad to meet him.

(*condition*)

5. USE OF 'CAN'

'Can' is used:

- (i) to express *ability*:

He *can* lift this heavy load.

She *can* drive a car.

- (ii) to refer to a characteristic (only a sporadic pattern of behaviour, usually in a derogatory sense):

She *can* be cunning at times.

(*it is her nature*)

Raghu *can* tell awful lies.

(*Characteristic*)

- (iii) to make a *request*:

Can I use your pen, please?

Can you pass on the salt, sir?

- (iv) to express permission:

You *can* go home now.

He *can* make his own choice.

- (v) to express *possibility*:

She *can* be hiding.

He *can* come today.

- (vi) with *verbs of sensation (empty use)*:

I *can* see the moon.

(= *I see the moon*)

I *can* hear music.

(= *I hear music*)

6. USE OF 'COULD'

'Could' is used:

- (i) as a *Past Tense* of can:

I told him that he *could* take the test.

She said that she *could* do that.

- (ii) to express ability (past time):

He could lift that heavy load.

(*He had the capability to*)

Important Note : In this sense *could* is never used to refer to a single successful achievement : e.g.

He ran fast and was able to catch the bus (not 'he ran fast and could catch the bus').

- (iii) to express a *characteristic* (past time):

She *could* be very unkind.

(*It was her nature*)

He *could* be cunning.

- (iv) to make a *request*:

Could you give me a glass of water, please?

Important Notes : 'Could' in such cases shows more politeness than 'can'.

- (v) to request for permission:

Could I take her out, mother?

Important Notes: 'Could' is more polite than 'can'.

- (vi) With *verbs of sensation*:

I *could* hear music.

(*I heard music*)

Other Examples :

You *could* have helped him.

He *could* not help laughing.

7. USE OF 'OUGHT TO'

'Ought to' is used:

- (i) to express *duty/necessity/obligation* in the same way as *should*.

I *ought* to go now.

You *ought* to take medicine regularly.

We *ought* to serve your country.

Important Notes :

1. *Ought to* is not as forceful as *must*.

He *ought* to go but he won't. We can't say : He *must* go but he won't.

2. The Past Tense of *ought to* is expressed with *ought to have* + 3rd form of the verb.

He *ought to have* attended the meeting.

She *ought to have* helped you.

8. USE OF 'MUST'

'Must' is used:

- (i) to express *compulsion, obligation, necessity, duty, advice*:
 - You *must* attend the class. (compulsion)
 - We *must* respect our elders. (obligation)
 - You *must* serve your country. (duty)
 - A subordinate *must* obey his boss. (necessity)
 - You *must* wear a helmet. (advice)
 - You *must* not waste your time. (advice)
- (ii) to express a *determination*:
 - I *must* top the list this time.
 - I *must* get a seat this time.
- (iii) to express a *logical necessity or expectation*:
 - You must feel sorry for the mess you have made.
 - He must have played foul somewhere.
 - He must be mad to do it. (Past = must have)
- (iv) to express a *possibility*:
 - She *must* have reached Mumbai by now.

9. USE OF 'MAY'

'May' is used:

- (i) to express *permission* (or seek permission):
 - You may leave now. (I permit you to leave)
 - May I come in, sir ? (Am I permitted to come in?)
- (ii) to express *benediction* (or rarely *malediction*):
 - May you go up in life!
 - May he live long!
 - May he be burnt alive! (I curse him)
- (iii) to express *possibility*:
 - Sita may turn up any moment now. (it is possible that)
 - She may be there now. (possibility)

Important Note : The past form in such case would be *may have*, e.g.

Sita *may have* turned up last week.

- (iv) to express a *purpose*:
 - He is building his body so that he *may* join army.
 - He is working hard so that he *may* pass with good marks.

Important Notes:

1. In the sense of *permission*, 'can' and 'may' are interchangeable, though *may* is more formal.
2. In declarative sentences, *can* and *may* are interchangeable, in the sense of possibility, e.g.

He may be hiding.

He can be hiding.

Both *these sentences* have the *same meaning*. But in question it is not so. We can say:

Can he be hiding?

But we cannot say:

May he be hiding?

10. USE OF 'MIGHT'

'Might' is used:

- (i) to express the Past Tense of 'May':

He *thought he might* play a useful role.

He *asked* her if he *might* take the test.

He *told* me that he *might* join the party.

- (ii) to express permission (or seek permission):

Might I come in, sir?

- (iii) to express a *remote possibility* (Present time):

He *might* be there now.

(It is possible)

It *might* rain today.

He *might* win a lottery.

Note : 'Might' here shows greater tentativeness or uncertainty than 'May'.

11. USE OF 'USED TO'

'Used to' is used:

- (i) to express *a habit in the past*:

(Note : It does not have a Present Tense form).

He *used to* go out for a walk every morning.

As a child, she *used to* love dolls.

I am not *used to* such treatment.

I am *used to* hard work.

12. USE OF 'DARE'

- (i) Dare is used to express 'courage' or 'venture':

He *dare* not oppose me.

How *dare* you insult me ?

He *dare* not face me.

Important Notes:

1. The positive form of *dare* does not function as auxiliary in declarative sentences in the main clause.

We can say:

I daren't do it.

He needn't go.

Dare you do it?

Nee he go?

But *we cannot say*:

I dare do it.

He need go.

2. The Past Tense form corresponding to *dare* is *daren't have + 3rd form of verb*.
3. *Dare* is used as a *regular verb in all tenses* with 'to' in order to express *courage/challenge*.

She *does not dare* to offend you.

He *dared me* to a duel.

13. USE OF 'NEED'

'Need' is used :

- (i) *Need* is used to express *necessity/obligation*:

(Used in Present Tense)

He *need* not go there again.

She *need* not worry for her test.

Needn't you go there at all?

Need I stay there?

No, you *needn't*.

Important Notes:

1. 'Need' questions generally get a negative answer.
2. As Past Tense, *need* is expressed with *need + have + 3rd form of the verb*.
You *needn't* have done it.
She *needn't* have used unfair means.
3. *Needn't* expresses absence of obligation. It can be used in questions as well as statements.
4. *Need* is used as main verb to express requirement.

He *needs* some money.

He doesn't *need* punishment, he *needs* help.

Exercises for Practice

Exercise 1

Fill in the blanks with will/shall/need/must/used to:

1. My grandmother go for a morning walk every day in her youth.
2. You keep your promises.
3. He not go to the market. I have already brought the vegetables.
4. I lend you my pen if you give me your notebook.
5. You get a prize if you finish your work in time.

Exercise 2

Study the solved examples given below and use 'can'/'cannot' in the sentences you frame:

List 5 things you can do.

List 5 things you cannot do

Example: 1. I can drive a car.

1. I cannot fly a plane.

2.

2.

3.

3.

4.

4.

5.

5.

6.

6.

Exercise 3

Fill in the blanks with appropriate Modals :

- | | |
|---|-----------------|
| 1. you do me a favour? | (Will/May) |
| 2. We buy any sugar. There's enough in the house. | (need not/must) |
| 3. The rich help the poor. | (should/must) |
| 4. The breeze is cold and fresh. It rain soon. | (may/might) |
| 5. She speak English when she was hardly four. | (could/can) |
| 6. He have stolen your pen. | (may/can) |
| 7. I am afraid the news be true. | (may/might) |
| 8. She not disobey her husband. | (can/should) |
| 9. How you ride a bicycle without brakes? | (can/will) |
| 10. I have a holiday? | (can/need) |

Exercise 4

Fill in the blanks with appropriate Modals :

1. I open the windows?
2. we play in the garden?
3. They to work hard for a living.
4. You take exercise daily.
5. God bless you!
6. He be mad to do this. (must/should)
7. We to help the poor people.
8. We not spit on the floor.
9. We not waste time in idle gossips.
10. you please stop talking?

Exercise 5

Fill in the blanks with appropriate Modals :

1. You take exercise daily. (should/must)
2. You keep your promise. (must/may)
3. We not to walk on the grass. (ought/should)
4. Take heed lest you fall. (must/should)
5. Do you think she apologize? (will/can)
6. I like to see that book. (would/will)
7. We love our neighbour. (should/can)
8. You come to school in time. (should/may)
9. You see a doctor at once. (must/will)
10. I come if it rains. (shall/should)

Exercise 6

Choose the correct Modals from the brackets and fill in the blanks :

1. you bet hundred rupees? (will/shall)
2. The police find out the culprit. (will/shall)
3. A judge be upright. (must/ought)
4. Students to maintain discipline. (must/ought)
5. India not win this match. (can/may)
6. The girl or not dance. (can/may)

Exercise 7

Fill in the blanks with appropriate Modals :

1. you please stop talking?
2. You go home whenever you like.
3. It rain, it is so sultry.
4. One always be kind to others.
5. If you have a ticket, you go inside.
6. Your father is sleeping, you not speak loudly.
7. I visit my sister tomorrow.

Exercise 8

Complete the following conversation by supplying suitable Modals in the blanks :

- Gita : you help me with some money?
Sita : How much do you need?
Gita : I do with just two hundred rupees.
Sita : it be fine if I give you a cheque?
Gita : I get it encashed today?
Sita : Why not? But you go to the bank soon as it is already 12:30. The bank close at 1 p.m today.
Gita : Please write the cheque at once. I rush to the bank just now.

Exercise 9

Fill in the blanks with appropriate Modals :

1. He said that it be true. (may/might)
2. He enter the college next year. (would/must)
3. Sita win the first prize in English.
4. you live long to enjoy it!
5. I speak English.
6. Even as a child she sing well.
7. you come to the meeting tomorrow?
8. We not tell lies.

Exercise 10

Fill in the blanks with appropriate Modals :

1. You clean your teeth every morning.
2. you finish this work in two hours?
3. It rain today. (very little possibility)

4. This box is very heavy, I not lift it.
5. his soul rest in peace!
6. You take a taxi or you will miss the train.
7. The doctor says that I eat anything I like.
8. you like to read this book ?
9. Walk carefully lest you sprain your foot.
10. you lift this elephant?

Exercise 11

Fill in the blanks with appropriate Modals :

1. We hurry. We are very late. (may/might)
2. I am afraid I tell you that it is a secret. (may/shall not)
3. Children to obey their parents. (can, could, may, might, ought)
4. I borrow your pen for a minute? (must, may, will, should)
5. We to live like brothers. (could, should, ought, might)
6. I type eighty words in a minute. (may, can, could, should)
7. It rain today. (could, might)
8. He not go home now, he thought. (can, could)
9. He not insult me. (dare, must)
10. He play cricket in his childhood. (used to/could)

Exercise 12

Complete the following dialogue by filling in the blanks with suitable Modals :

- Hafiz : Sadaf, when you come to my place?
- Sadaf : Not before five in the evening.
- Hafiz : At what time we leave for the theatre then?
- Sadaf : There's plenty of time. Dont' worry. We reach on time.
- Hafiz : I am quite worried. Anything happen to the car and we have to miss the show.
- Sadaf : you please stop worrying for nothing?

Exercise 13

Fill in the blanks with appropriate Modals :

1. You have your prize tomorrow. (promise)
2. I do or die.
3. I lend you some money.
4. We decided that we not go any farther.

5. He said that you be absent.
6. I help him with money before I leave for London.
7. I try to do better next time.
8. You do your home work regularly.
9. You have a holiday tomorrow.
10. I help you?

Exercise 14

Fill in the blanks with may, might, can, could :

1. I solve the sums.
2. There be some flaw in their way of working.
3. you live long!
4. It rain today.
5. I come in, sir?
6. you die by inches!
7. I speak English when I was only five.
8. He worked hard so that he stand first.
9. You come to school in time.
10. You laugh at her mistakes.

Exercise 15

Fill in the blanks with appropriate Modals :

- | | |
|---|----------------|
| 1. I rather die than beg. | (will/would) |
| 2. Now let me see, you read this name? | (can/will) |
| 3. You see it happen gradually! | (will/would) |
| 4. He not be pacified in any way. | (could/should) |
| 5. You hear the music. | (can/might) |
| 6. Hamlet promised that he do that. | (will/would) |
| 7. He finds reasons why he not do so yet. | (should/would) |
| 8. You not go on wasting your time. | (may/should) |
| 9. You never make that mistake again. | (should/must) |
| 10. He says that he never pay the money. | (will/should) |

Exercise 16

Fill in the blanks with appropriate Modals :

1. I beat him. (could/might)
2. I thought I win. (will/would)
3. He play into my hands. (shall/should)
4. I felt I win by only a few inches. (could/may)
5. They all be waiting at the next stop. (can/will)
6. They stoop so low, he said. (cannot/would not)
7. A gentleman be fair to all. (will/shall)
8. You have the last laugh. (might/must)
9. I am afraid you have to go. (may/will)
10. He did not know what he do with himself. (shall/should)

PREPOSITIONS

Preposition is a very important part of speech. Certain words take a certain preposition to convey a certain sense. Prepositions carry little meaning in themselves. Words followed by inappropriate prepositions not only often wreck a sentence but also change its meaning. A Preposition, therefore, is an important word used with a noun or noun equivalent to show its relation with some other word in the sentence.

Some Important Distinctions in the Use of Certain Prepositions

1. **In** - 'In' is generally used before the names of countries and large cities, or before the name of the place in which one is at the time of speaking *e.g.* in a country, in town, in a street ; as,
He settled in Ludhiana.
He was educated in London.
2. **At** - 'At' is used when there is a small extent of space or time. When we refer to small towns or villages, we use 'at'. 'At' means inside, just outside or just beside the building.
3. **In, Into** - 'In' denotes position of rest inside something ; while 'into' denotes motion or direction towards the inside of something.

For Examples :

Ram went **into** the room.

He ran **into** the room.

Water **in** the well is dirty.

4. **On, At, In (for time):**

On is used with the days of the week or month : *as*, On Sunday, On March 28, On Friday.

At is used with exact time : *as*, at five, at sunset, at midnight.

In is used with a period of time, *as*, in the evening, in the morning, in winter, in 1978.

For Example :

She came on Monday.

I go to college at ten.

She takes rest in the evening.

5. **'To', 'Till' (Until)** - These are both used for time.

For example :

She is busy from six to eight.

She worked till twelve.

6. **To, At (Movement) :**

To is used to express motion from one place to another.

At expresses place or position.

For example :

We go to office every day.

Ritu is standing at the door.

Why are you standing at the gate?

7. **For, At (Price):**

For is used if the actual amount is given.

At is used if the actual amount is not given.

For example :

I bought the book for Rs.5/-.

I bought the book at a low price.

8. **For, Since, From (Time):**

For shows a period of time : *as*, for four years, for three months, for a few hours.

Since is used with a point of time at which an action started, and the action is then considered to continue to the time of speaking.

For example :

Nitu has been here for five years.

Nitu has been here since four o' clock.

From can be used for place and time both. When denoting a point of time, it must be followed by 'to' or 'till', *as* :

She has been busy from morning till evening.

You are allowed to attend the college from today.

9. **Beside, Besides** - **Beside** means 'at' or 'by the side of', **Besides** means 'in addition to'.

My college is beside the river.

Besides books, she was given fee concession.

10. **Between, Among :**

Between is used for two persons or two things only.

Among is used for more than two.

For example :

This is between you and me.

Distribute these books among the students.

11. For, During (Time) :

For is used for a period of time definite in length. It shows that the action continues for the whole time or period.

During : Its action can either last the whole period or occur at sometime within the period.

For example :

He worked for a long time.

I was ill for a week and during the period I ate nothing.

12. With, By - With relates to instrument and **'By'** to the agent or the doer; as,

She beat the baby with a stick.

This book has been written by Mr. Lal.

13. In, After (Time):

'In', shows the close of some future period, while **'after'** relates to the past.

For example :

I shall return in a month.

I returned from Mumbai after a week.

14. On, Upon :

On is generally used in speaking of things at rest, while **'upon'** is used to speak of things in motion or action.as,

For example :

The pen is on the table.

The cat jumped upon the wall.

15. In, Within :

In denotes the close or end of some period, while **'within'** denotes some time short of the close.

For example :

I shall return in two days. (at the end of two days)

I shall return within two days (before the end of two days)

16. After and Afterwards :

After is a preposition and must be followed by a noun or a noun equivalent.

Afterwards is an adverb that is used when there is no noun or noun equivalent.

For example :

I left after saying 'good evening'.

I went to college and afterwards had lunch at home.

Appropriate Use of Prepositions

A

Kindly abide <i>by</i> the discipline of our school.	(keep to)
He has been advised to abstain <i>from</i> alcohol.	(keep away)
I am not afraid <i>of</i> him.	(no fear of)
He acceded <i>to</i> my request.	(agreed)
He is ashamed <i>of</i> <i>his</i> conduct.	(sorry for)
You must account for your long absence <i>from</i> the office.	(explain the cause of)
Every man is accountable to God <i>for</i> what he does.	(responsible)
He was accused <i>of</i> theft.	(charged with)
He was acquitted <i>of</i> the charge of the theft.	(declared not guilty)
The watchman is addicted <i>to</i> opium and smoking.	(given)
It was decided to adjourn the meeting <i>to</i> Sunday.	(postpone)
The meeting was adjourned <i>for</i> two days.	(postponed)
Our school is adjacent <i>to</i> our house.	(just near)
He agreed <i>to</i> my proposal.	(accepted)
I cannot agree with you <i>on</i> this issue.	(be of one opinion)
He was alarmed <i>at</i> the news.	(full of fear)
All were amazed <i>at</i> his unexpected success.	(surprised)
Your speech amounts <i>to</i> an insult <i>to</i> us.	(is)
He was angry <i>with</i> me <i>at</i> my attitude.	(displeased)
I am answerable <i>to</i> none for my conduct.	(responsible)
His father is anxious <i>about</i> his success.	(worried)
I have no appetite <i>for</i> food.	(hunger)
I approve of your suggestion.	(accept as correct)
He is not attentive <i>to</i> your lecture.	(listening carefully)
Attend <i>to</i> what I say.	(pay attention to)
He failed to avail himself <i>of</i> the chance.	(take advantage of)
He was not aware <i>of</i> the plot against him.	(conscious)

B

Poverty is no bar <i>to</i> greatness.	(obstacle)
She begged a favour <i>of</i> me.	(asked for)
I bear <i>out</i> his statement.	(confirm)
I can no longer bear <i>with</i> his rudeness.	(tolerate)
He is bent <i>upon</i> (or <i>on</i>) doing mischief.	(firm)

He was born <i>to</i> rich parents.	
He was born <i>in</i> a rich family.	
Beware <i>of</i> that dangerous fellow.	(take heed)
He is blind <i>of</i> one eye.	(unable to see)
He is blind <i>to</i> his shortcomings.	
His health broke <i>down</i> due to overwork.	(collapsed)
I have broken <i>with</i> him for political reason.	(to cut off connection)
The thief broke into the house at the dead of night.	(to enter by force)
Cholera has broken <i>out</i> in the city.	(spread)
The meeting broke <i>up</i> at 9 p.m.	(dispersed)
He is busy <i>with</i> his work.	
He is busy <i>in</i> learning his lesson.	

C

We shall call <i>at</i> his place on Sunday.	(visit)
We have decided to call <i>on</i> the Principal tomorrow at 6 a.m.	(go to see)
The labourers have called <i>off</i> the strike.	(to withdraw)
I was carried <i>away</i> by her beauty.	(to be influenced by)
Ram Murti was charged <i>with</i> theft.	(accused of)
My school is close <i>to</i> my house.	(just near)
Your teacher feels much concerned <i>at</i> your failure.	(sorry for)
How did you come <i>by</i> this camera?	(get)
Our annual examination comes <i>off</i> in April.	(takes place)
Santosh comes <i>of</i> a noble family.	(belongs to)
I came <i>across</i> a beggar in the street.	(saw)
I am rather concerned <i>for</i> his health.	(anxious)
I have no concern in this matter.	(interest)
I have come to condole <i>with</i> my friend <i>upon</i> the death of his mother.	(express sympathy)
A degree was conferred <i>on</i> him.	(granted to)
The building consists <i>of</i> ten rooms.	(is made up of)
He was convicted <i>of</i> theft.	(charged with)
I count upon you <i>for</i> help.	(rely)
She is deaf <i>to</i> all our requests.	(does not listen to)

D, E, F

He deals <i>in</i> sugar.	(trades)
Never deal roughly <i>with</i> your younger.	(behave)
He demaded an explanation <i>from</i> me.	(asked for)
He died <i>of</i> cholera.	(died because of)
I would like to dispose <i>of</i> this case first.	(finish)
Distinguish right <i>from</i> wrong.	(explain the difference)
You may try to distinguish <i>between</i> the two cases.	

You are eligible <i>for</i> this post.	(qualified)
She excels everybody <i>in</i> music.	(beats, is superior to)
He has been expelled <i>from</i> the college.	(turned out)
We are familiar <i>with</i> his tricks. His name is familiar <i>to</i> us.	
The scheme fell <i>through</i> for want <i>of</i> funds.	(fail)
Friends fall <i>off</i> in adversity.	(to become fewer)
He is fond <i>of</i> reading novels.	(interested in)

G, H, I, J, K

He has got <i>into</i> serious troubles.	(to be involved)
My brother has got <i>through</i> the examination.	(to pass)
I get <i>up</i> at four in the morning.	
I am grateful to you <i>for</i> your help.	
He has given <i>up</i> smoking.	(to stop)
The gun did not go <i>off</i> .	(to explode)
The light will soon go <i>out</i> .	(be extinguished)
He hurled a shoe <i>at</i> the speaker.	(threw)
The train was held <i>up</i> near the bridge.	(stopped)
Always hope <i>for</i> the best.	
I have no hope <i>of</i> success.	
I am ignorant <i>of</i> the consequences.	(unaware)
I enquired <i>of</i> him about his residence.	(asked)
Smoking is injurious <i>to</i> health.	(harmful)
Hard work is a key <i>to</i> success.	(leads to)
Keep an eye <i>on</i> him in my absence.	(watch)
Who is knocking at the door?	(striking at)
He knocked him <i>down</i> with one blow.	(threw)

L, M, N, O

He lacks <i>in</i> common sense.	(wants, is short in)
She is laid <i>up with</i> fever today.	(confined to bed)
He lives <i>at</i> Phillaur in Ludhiana.	(a place)
She lives <i>on</i> milk only.	(takes)
Live <i>by</i> honest means.	(use)
Please look <i>into</i> the matter.	(enquire)
Parents look <i>after</i> their children.	(take care of)
I am looking <i>for</i> my missing dog.	(searching)
Look <i>up</i> this word in the dictionary.	(search for)
I look <i>upon</i> him as my uncle.	(regard)
I could make <i>out</i> nothing from his letter.	(understood)
I have made <i>up</i> my deficiency in English.	(compensated)
He is notorious <i>for</i> drinking.	(infamous)

He is obliged to you *for* your help. (grateful)
 Be obedient *to* your elders. (obey)

P, Q, R, S

I cannot part *with* this money. (give up)
 I cannot part *from* my beloved. (to be separated)
 He likes to play *at* cards.
 She fell a prey *to* his tricks. (victim)
 Grief is preying *upon* her mind. (consume)
 He is proficient *in* English. (good at)
 I was prompted *by* noble ideals. (inspired)
 I cannot put *up with* this insult. (tolerate)
 Do not put *off* till tomorrow what you can do today. (postpone)
 Do not quarrel *with* your friend over a trifle.
 He is ready *for* departure.
 He recovered *from* his illness. (got well)
 You must refrain *from* such activities. (avoid)
 He can safely rely *on* (or *upon*) my word. (depend)
 Do not run *after* material comforts. (pursue)
 His health has run *down*. (gone worse)
 I am now sick *of* this routine. (tired)
 He has set *up* a new factory. (started business)
 Winter has set *in*. (started)
 We are slaves *to* tradition.
 He badly stared him *in* the face. (looked)
 They started *for* Delhi. (left)
 He is suffering *from* fever.
 You must suffer *for* your folly.
 His speech was suitable *to* the occasion.
 I want a house suitable *for* me.
 I have no sympathy *for* idlers.

T, U, V, W, X, Y, Z

Take *off* your shoes before you enter the kitchen. (remove)
 Take *down* these notes and prepare for the examination. (to record)
 He was talking *to* me about you.
 He talked *of* her success.
 He has no taste *for* music. (liking for)
 I was tired *of* waiting. (sick of)
 I am tired *with* hard work.
 He treats us *with* respect.
 He is true *to* his promise.

Trust <i>in</i> God and do the right.	(have faith)
He turned <i>down</i> my request.	(rejected)
He has turned <i>out</i> to be a false friend.	(prove)
He turned <i>up</i> late at night.	(appeared)
We are used <i>to</i> hardships.	(accustomed)
I was vexed <i>at</i> his behaviour.	(annoyed)
He is victim <i>to</i> the fury of the cyclone.	
I shall wait <i>for</i> you.	
He waited <i>upon</i> the minister, but in vain.	(waited to see)
He was warned <i>of</i> the danger.	(cautioned)

Exercises for Practice

Exercise 1

Put Suitable Prepositions in the blank spaces :

1. Mothers have affection their children.
2. We are thankful God His blessing.
3. I feel no appetite food.
4. We are tired you.
5. He has an easy access this officer.
6. He was true his principles.
7. Pay great attention English.
8. Is he unfit practical work?
9. You are vexed my behaviour.
10. I have an advantage my enemy.

Exercise 2

Put Suitable Prepositions in the blank spaces :

1. He has no confidence me.
2. Rajinder is related me.
3. We have nothing but contempt him.
4. Be respectful your parents.
5. You have no authority me in this matter.
6. He has an ambition high business.
7. Sita is very sensitive criticism.
8. I have no objection his joining this college.
9. We are short money at present.
10. I am ready tea.

Exercise 3

Put Suitable Prepositions in the blank spaces :

1. He is a disgrace his family.
2. Agra is famous its historical buildings.
3. Pt. Nehru was popular the people.
4. I have no hatred him.
5. He stands in need money.
6. His face is familiar me.
7. We are familiar the present state of trade.
8. I am grateful you the timely help.
9. Are they not partial him?
10. She is quick English.

Exercise 4

Correct the following sentences :

1. He is on bed still.
2. We pray God daily.
3. He is accused for theft.
4. He writes from a pencil.
5. We travel in train.
6. They travel by horse back.
7. He will join school on tomorrow.
8. I prefer tea for coffee.
9. He is not ashamed for his.
10. I took pity at the beggar.

Exercise 5

Correct the following sentences :

1. It has been drizzling from Monday.
2. He delivered a speech into the college hall.
3. Sweets were distributed between the boys of the class.
4. Translate this passage in English.
5. His services have been dispensed.
6. Tibet is into the north of India.
7. His sister was married with a doctor.
8. The lion was shot with the hunter by a gun.

9. He warned me on the danger.
10. Have you disposed your goods?

Exercise 6

Fill up the blanks with suitable Prepositional Phrases from the given list :

(in favour of, for want of, on the point of, for the sake of, after all, in spite of, at home in, in search of, in the light of, find fault with, instead of, on behalf of, at the mercy of, in front of, on account of)

1. My house is situated his shop.
2. I could not attend the office an urgent piece of work at home.
3. We are going to cast our vote the best candidate.
4. We gave him dinner strong opposition from a few friends.
5. I want a pen a pencil.
6. The lawyer spoke his client.
7. The project failed funds.
8. The old lady is death.
9. Lala Lajpat Rai died his country.
10. Let us forgive him;, his being merely a child.
11. He is Mathematics.
12. After the death of his father, he was left his step mother only.
13. The crow flew hither and thither some pebbles.
14. It is easy to others.
15. our previous experience with this man, we are very careful in dealing with him now.

Exercise 7

Fill in the blanks with suitable Prepositions :

1. He came daybreak.
2. He was born 1990.
3. He will start five o' clock in the morning.
4. I met him at Moga Punjab.
5. We sat the ground.
6. The cat sprang the table.
7. He is his room.
8. He jumped the river.

Exercise 8

(i) Fill in the blanks with suitable Prepositions :

I have not heard him since he left but I've heard his accident from a friend. He has been shifted Mumbai. I learn he is plaster and is unable to move of bed. He has also been injured the head. I must visit him the B.Candy Hospital when I go Mumbai next week.

(ii) Fill in the blanks with suitable Prepositions :

India is now one the major nuclear powers of the world. The first Indian nuclear device was exploded Pokhran, a place 106 km. the town of Jaisalmer May 18, 1974. It was an underground explosion, many kilometres below the surface the earth. There was no smoke, no dreadful balls fire ; no animal or human life was destroyed the explosion a crater of about 150 metres diameter was formed.

Exercise 9

Fill in the blanks with suitable Prepositions :

1. He will return a week.
2. He lives Hyderabad.
3. He fell the river.
4. The tree was cut this man an axe.
5. this month many famous men died.
6. He begins school today.
7. He has been sleeping morning.
8. She came a good family.

Exercise 10

Fill in the blanks with suitable Prepositions :

1. He has been ill Friday last.
2. I shall be there 6o' clock.
3. His answer is the point.
4. being found guilty, he was imprisoned.
5. I prefer walking cycling.
6. She was fond reading novels.
7. What is the time your watch?
8. I have no use it.

Exercise 11

Fill in the blanks with suitable Prepositions :

1. He is true his words.
2. I differ you this point.
3. I am sick idleness.
4. The train is time.
5. Do not translate word word.
6. They are very proud their success.
7. I took him his word.
8. Divide the apple two parts.
9. He congratulated me my success.
10. He deals cloth.

Exercise 12

Fill in the blanks with suitable Prepositions :

1. We are in need money.
2. The train is time.
3. I am sick this job.
4. Do not be cruel animals.
5. He has applied leave.
6. He is quick his actions.
7. Trust God.
8. He is kind me.
9. He is no match you.
10. Cows feed grass.

Exercise 13

Fill in the blanks with suitable Prepositions :

1. This copy is very different that.
2. Some lady is knocking the door.
3. Ritu is not suitable this post.
4. Helen is not home just now.
5. Ram comes a noble family.
6. Open your book page twelve.
7. Ranjit was seated the two girls.
8. He takes his father.

Exercise 14

Fill in the blanks with suitable Prepositions :

Last week when I went home, I left my watch the drawer my brother's table and forgot all it. It was only reaching the hostel that I realised my mistake. Now I am requesting a friend mine, who is going my town, to call my brother and ask him to deliver the watch him.

Exercise 15

Fill in the blanks with suitable Prepositions :

1. She supplied the poor food.
2. He lives milk only.
3. He was killed a highway man a dagger.
4. The Flying Mail departs 12.20 p.m for Delhi.
5. I have been here a long time.
6. She was fond reading books.
7. She sat me.
8. We met her the station.

Exercise 16

Fill in the blanks with suitable Prepositions :

1. He walked the hall.
2. I have been suffering from fever Monday last.
3. He cut his finger a knife.
4. A quarrel arose the two sisters.
5. I shall not be there an hour.
6. He stood the crowd of boys.
7. She will come a week.
8. She died grief her lost son.

Exercise 17

Fill in the blanks with suitable Prepositions :

1. You must take care your health.
2. He died fever.
3. He is ill malaria.
4. The basket is full flowers.
5. He invited me dinner.
6. She prays God every day.
7. He is tired this life.
8. Have pity us.

Exercise 18

Fill in the blanks with suitable Prepositions :

1. He did not reply my letter.
2. She lives close my house.
3. He fought his enemies.
4. He complained me.
5. He borrowed money me.
6. My marriage comes next Sunday.
7. Ram is married Sita.
8. Basu depends your help.
9. Who rules England?
10. We laughed her dress.

Exercise 19

Fill in the blanks with suitable Prepositions :

1. Turn left the traffic lights.
2. Keep the left.
3. Turn left the mall.
4. He stayed here a while.
5. I have known him a long time.
6. He died the night.
7. We will wait here he comes.
8. We arrived the town yesterday.

Exercise 20

Fill in the blanks with suitable Prepositions :

1. The boy climbed the tree.
2. Have you seen an aeroplane go ?
3. He lives close
4. I hope to see you Monday.
5. When are you going to start your journey?
6. The 9.15 train started time.
7. He will probably arrive 6.00 p.m.
8. I hired a taxi my holidays.
9. He died cholera.
10. The mother looks the child.

Chapter-4

CONJUNCTIONS

Study the following sentences:

- (i) I went home *and* took my food.
- (ii) Give her a pen *or* a pencil.
- (iii) He is hard-working *but* not intelligent.
- (iv) I could not contact him *because* he was ill.
- (v) *Since* we have no money, we cannot buy a car.
- (vi) I talked to him *while* he was going to his office.
- (vii) He is so weak *that* he cannot walk.
- (viii) I shall come *if* you promise to keep quiet.

In all these sentences, the italicized words *join words or sentences*. They are *linking words* and are, therefore, called *conjunctions*, (or connectors).

Definition:- A *Conjunction* is a part of speech that *connects* words, clauses, or sentences, or shows relations between sentences.

Kinds of Conjunctions

Conjunctions can be classified into three types :

- 1. Co-ordinative Conjunctions
- 2. Subordinative Conjunctions
- 3. Correlative Conjunctions

(A) Co-ordinative Conjunctions

Study the following sentences:

- 1. (a) He has seen this house.
(b) He has decided to buy it.
(c) He has seen this house *and* has decided to buy it.
- 2. (a) Ram went to see the circus show.
(b) His brother stayed at home.
(c) Ram went to see the circus show *but* his brother stayed at home.
- 3. (a) He cannot write.
(b) He cannot read.

- (c) He cannot write *or* read.
- 4. (a) Go where you like.
- (b) Do not disturb me.
- (c) Go where you like, *only* do not disturb me.
- 5. (a) The hero was rewarded.
- (b) The hero was praised.
- (c) The hero was both praised *and* rewarded.

In each of the above five sets of sentences, sentences under (a) and (b) are *independent* of each other. They are joined in sentences under (c) by a Conjunction (italicized). Such Conjunctions are called *co-ordinative Conjunctions*.

Co-ordinative Conjunctions are those conjunctions that join words, phrases or clauses of *equal* rank.

Here are some examples:

1. Ram *and* Sham went to the market.
2. I did go there *but* I did not participate in the discussion.
3. Sonu is a coward *but* his brother is very brave.
4. You should ring up your mother, *for* she must be worried.
5. He is sick, *yet* he is always cheerful.
6. We went to Delhi *and* saw the zoo.
7. The Prime Ministers *as well as* the Home Minister paid a visit to the flood-hit areas.
8. He is better, *but* he does not attend the office.
9. Everybody opposed him; he, *however*, stuck to his plan.
10. You will succeed, *for* you are hardworking.

(B) Subordinative Conjunctions

Study the following sentences:

1. (a) The thief was caught red-handed.
- (b) He was stealing a jewellery box.
- (c) The thief was caught red-handed *while* he was stealing a jewellery box. (Time)
2. (a) She is extremely happy today.
- (b) She has been engaged to a boy of her choice.
- (c) She is extremely happy today *because* she has been engaged to a boy of her choice. (Reason)
3. (a) He continued gambling.
- (b) He lost all his money.
- (c) He continued gambling *till* he lost all his money. (Time)
4. (a) The students work hard.
- (b) They want to pass.

- (c) The students work hard *so that* they should pass. (Effect)
5. (a) It was quite cold.
 (b) She did not light a fire.
 (c) *Although* it was quite cold, *yet* she did not light a fire. (Contrast)

In all the above sets of sentences, sentences under (b) depend upon or are subordinate to the sentences under (a). They have been joined under (c) with the help of some conjunctions (in italics). Such Conjunctions are called Subordinative Conjunctions.

Subordinative Conjunctions are those conjunctions that join the Subordinate clause/clauses to the Principal clause. They generally indicate different relations in which the subordinate clause stands to the Principal Clause.

Here are some more examples:

1. He made a promise *that* he would behave better in future.
2. I shall try to help her *since* you desire it.
3. He will join the meeting *if* he is allowed to do so.
4. You cannot pass *unless* you work hard.
5. Let us go home *as* it is getting dark.
6. She will be able to win the scholarship *because* she is working very hard for it.
7. He is taking exercise regularly *in order that* he may improve his health.
8. The sun will shine *while* the world lasts.
9. The minister returned to the capital *after* he had delivered the speech.
10. The news is true *as far as* I know it.

Use of 'If' as Subordinate Conjunction

Read the following sentences and note how 'if' is used as a Subordinative Conjunction in various sentences:

A			
If	you go to Delhi		bring a camera for me.
	you like this colour		get three sets right now.
B			
If	she goes there		she will find things totally changed.
	I go to Kashmir		I shall bring some apples for you.
C			
If	you had gone there		you would have been in trouble.
	I had been the headmaster		I would have dismissed this foolish peon.
	she had worked hard		she would have passed.

(C) Correlative Conjunctions

Study the following sentences:

1. No sooner did he reach the station *than* the train steamed off.
2. Neither Sham *nor* his brother committed this crime.
3. He is so weak *that* he cannot walk.
4. She is *not only* beautiful *but* intelligent also.

In all the above sentences, Conjunctions are seen to occur in pairs such as no sooner than, *neither**nor*, *so* *that*, *not only* *but also*. Such Conjunctions are called *Correlative Conjunctions*.

Here are some examples to illustrate the use of some Correlative Conjunctions:

1. Neither nor :
 - (i) This book is *neither* useful *nor* cheap.
 - (ii) Ramesh can *neither* see *nor* hear.
2. Eitheror :
 - (i) *Either* you *or* your friend has stolen my book.
 - (ii) You can *either* play *or* work.
3. Not only..... but also :
 - (i) He is *not only* poor *but* honest *also*.
 - (ii) The cruel lady *not only* dismissed her servant *but also* got him arrested.
4. Though yet :
 - (i) *Though* he is rich, *yet* he is not mean.
 - (ii) *Though* he is quite hard-working, *yet* he could not pass.
5. Lest..... should :
 - (i) Walk carefully, *lest* you *should* stumble.
 - (ii) She is careful this time, *lest* she *should* fail again.
6. Both and:
 - (i) He is *both* handsome *and* sensible.
 - (ii) *Both* Sita *and* her sister were absent.
7. Such as:
 - (i) I love *such* students *as* are industrious.
 - (ii) He is *such* a fool *as* no one likes.
8. Asas, so.... as :
 - (i) Exercise is *as* necessary *as* food.
 - (ii) You do not love her *so* much *as* I do.

9. Scarcely before:
 - (i) We had *scarcely* reached the river *before* it started raining.
 - (ii) The leader had *scarcely* entered *before* the audience became restless.
10. Hardly when :
 - (i) They had *hardly* reached the school *when* the bell rang.
 - (ii) She had *hardly* stepped out *when* she got the sad news.
11. So that :
 - (i) He worked *so* hard *that* he won a scholarship.
 - (ii) He is *so* foolish *that* you cannot expect any sensible talk from him.
12. Whether or:
 - (i) It is all the same for me *whether* you take part in games *or* not.
 - (ii) I am going ahead with my plans *whether* I succeed *or* fail.
13. No sooner than :
 - (i) *No sooner* is the sky overcast *than* the peacock begins to dance.
 - (ii) *No sooner* did the thief see the policeman *than* he took to his heels.
14. The same that/as:
 - (i) This is the *same* man *that* came to my help.
 - (ii) It is *the same* kind of pen *as* mine.
15. Rather than :
 - (i) I shall *rather* starve *than* steal.
 - (ii) He would *rather* die *than* beg.

Use of Relative Pronouns as Connectors or Conjunctions

Study the following sentences:

1. (a) The farmer is very sad.
 (b) His crops were damaged.
 (c) The farmer, *whose* crops were damaged, is very sad.
2. (a) God helps those people.
 (b) They help themselves.
 (c) God helps those *who* help themselves.
3. (a) Listen to this.
 (b) Your teacher says something.
 (c) Listen to *what* your teacher says.
4. (a) Dr. Manmohan Singh is a very able administrator.
 (b) He was the Prime Minister of India.

- (c) Dr. Manmohan Singh, *who* was the Prime Minister of India, is a very able administrator.
5. (a) This building is very strong even today.
 (b) It was constructed in 1870.
 (c) This building, *which* was constructed in 1870, is very strong even today.
6. (a) The model was sold for rupees six hundred.
 (b) I prepared this model.
 (c) The model, *that* was prepared by me, was sold for rupees six hundred.

In each of these six sets of sentences, sentences under (a) and (b) have been combined into single sentences under (c) with the help of the italicized connectors. These connectors are *Relative Pronouns*.

Thus we see that Relative Pronouns can also act as Conjunctions in some cases.

Exercises for Practice

Exercise 1

Fill in the blanks with appropriate Connectors :

1. Ram would have helped her he had enough money.
2. Wisdom is better riches.
3. Sita had been waiting for 4 hours the train arrived.
4. Many are called few are chosen.
5. I ran fast I missed the train.
6. I would rather suffer apologize.
7. Wait I come back.
8. Let us go to bed it is twelve.
9. I would rather die tell a lie.
10. He likes her she is beautiful.

Exercise 2

Fill in the blanks with appropriate Connectors :

1. We eat we may live.
2. Men will reap they sow.
3. He ran he had been shot.
4. He is a rogue a fool.
5. you sow, shall you reap.

Exercise 3

Rewrite each of these pairs of simple sentences as one sentence using the Connectors given in the brackets:

1. You must start early. You will catch the train. (if)
2. They batted badly. They won the match. (although)
3. Their house is small. It is comfortable. (still)
4. Sign these papers. You'll get the loan. (if)
5. Tell me the truth. I shall punish you. (unless)

Exercise 4

Fill in the blanks with suitable Connector as given in the brackets :

1. I would have gone to the party I had been invited. (so that, although, if)
2. She went to the doctor she might be cured. (therefore, because, so that)
3. I shall wait for you you return. (unless, until)
4. She is a fine player she is so small. (because, although, unless)
5. The teacher punished him he had broken the window pane. (as, though)

Exercise 5

Fill in the blanks with appropriate Connectors :

1. She is beautiful not vain.
2. Though he is poor, he is honest.
3. He is neither an idler a gambler.
4. He had scarcely reached the school it began to rain.
5. A month has passed he came here.
6. Give me water to drink I shall die of thirst.
7. She is very honest she is poor.
8. I was so tired I at once fell asleep.
9. Make hay the sun shines.
10. He is neither hardworking intelligent.

Exercise 6

Pick out the Subordinate Conjunctions from the following sentences :

1. Let us go to bed as it is late now.
2. He studied hard in order that he might pass.
3. He carried a stick in his hand lest he should stumble.
4. He threatened to dismiss him unless he confessed his guilt.
5. He remained silent when he heard that.

6. We never understood why he behaved in that silly way.
7. We shall leave the class as soon as you start speaking.
8. He wished to know whether I was ready to accompany him.
9. If he is here, I shall call on him.
10. He was alarmed lest he should be taken in.

Exercise 7

Combine the following sets of sentences by using suitable Connectors :

1. It may rain. Take an umbrella.
2. Do not go out in this train. You may catch a cold.
3. Work hard. Otherwise you will fail.
4. It was raining hard. I stayed at home.
5. I eat. I am hungry.
6. You say so. I must believe it.
7. He is very poor. He is contented.
8. I am going to Delhi. I am expecting a merry time.
9. I did not listen to him. I failed badly.
10. You will succeed. You should work hard.

Exercise 8

Choose the correct conjunction given in brackets :

1. He tried hard (and, but) could not succeed.
2. He will not come (if, unless) you do not invite him.
3. He had died (before, after) the doctor came.
4. You will be late (if, unless) you hurry up.
5. You must see me (before, when) you leave for Delhi.
6. He worked hard (and, yet) he failed.
7. He is as clever (as, so) his father.
8. (Though, even if) he is my friend, I will not help him in this matter.

Exercise 9

Fill in the blanks with suitable Conjunctions :

1. I leave my bed the sun rises.
2. you say so that I shall proceed in the matter.
3. you walk fast, you will catch the train.

4. Work hard you may pass.
5. Walk carefully you should slip.
6. She is not so wise you think.
7. fast you may run, you cannot beat me in the race.
8. Though she worked hard, she could not top the list.
9. As you sow shall you reap.
10. He speaks he were my officer.

Exercise 10

Fill in the blanks selecting suitable words from those given in brackets :

1. The book you sent to me, is really interesting. (*that, who*)
2. The Chief Minister, is very popular with the masses, commands a great respect. (*that, who*)
3. This is the lady purse had been stolen. (*whom, whose*)
4. This is the house we want to purchase. (*that, who*)
5. The pen I like the most has been sold out. (*which, who*)
6. Varanasi is a city of temples is a place of pilgrimage for the Hindus. (*whose, which*)
7. The man she disliked came to her help in her hour of misery. (*who, whom*)
8. The bird sweet voice you heard every morning is no more. (*whose, whom*)
9. Can you identify the person abused you? (*whom, who*)
10. The prayer song we sing every day has been composed by my father. (*that, who*)

Exercise 11

Fill in the blanks with suitable Conjunctions :

1. It is a week the holidays began.
2. The crops will die the rains fall.
3. Work hard you should fail.
4. You will fail you do not put in proper efforts.
5. I shall be surprised you fail.
6. He took medicine he might get well.
7. You may not go out your work is done.
8. You can stay here you wish.
9. Wait here I return.
10. He went to the doctor he was ill.

Exercise 12

Fill in the blanks with suitable Conjunctions :

1. Leave the room; you will be caught.
2. Wise men love truth fools shun it.
3. She was found guilty she was punished.
4. He received a prize his brother was punished.
5. Don't make a noise I shall punish you.
6. He is a liar a cheat.
7. Trust in God do the right.
8. he is wrong I am wrong.
9. Ashok had no hope of success, he tried.
10. John was naughty ; I punished him.

Exercise 13

Fill in the blanks selecting the proper Subordinative Conjunctions from those given in brackets :

1. Tell me he has gone. (*as, nowhere, because, where*)
2. he satisfies me, he cannot get promotion. (*unless, if, because*)
3. The thief ran he saw the owner of the house. (*as soon as, as long as, how*)
4. Make hay the sun shines. (*while, before*)
5. He was late it was raining cats and dogs. (*as, how, when*)
6. Let us take lunch it is already twelve. (*as, so, while*)
7. He works hard he may win some position. (*in order that, lest, as*)
8. He is studying very hard he may top the list this time. (*as, because, so that*)
9. We eat we may live. (*so that, because, as if*)
10. He walked with care he should stumble. (*so that, lest, as*)

Exercise 14

Fill in the blanks with Subordinate Conjunctions :

1. He will join the meeting he is allowed to do so.
2. it was quite cold, yet she did not light a fire.
3. We eat we may live.
4. The sun will shine the world lasts.
5. He continued gambling he lost all his money.
6. She is extremely happy she has been engaged to a boy of her choice.
7. He will not pass he works hard.
8. The thief was caught red-handed he was stealing a jewellery box.

Exercise 15

Join the following pairs of sentences into single sentences using the Subordinative Conjunctions given in brackets:

1. You must leave the room. (whether)
You may wish it or not.
2. He is honest. (though)
He is a poor man.
3. You wish it. (since)
I shall help him.
4. He talked so much. (that)
He made himself hoarse.
5. He will succeed. (because)
He is working hard.
6. We called at his house. (as)
The clock struck four.
7. There is a will. (where)
There is a way.
8. He returned home. (after)
The rain had stopped.
9. The patient had died. (before)
The doctor came.
10. I called on him. (when)
He was at home.

Exercise 16

Fill in the blanks with the suitable Conjunctions :

1. Hardly had he gone there it started raining.
2. He is both a painter a singer.
3. Life is such a puzzle cannot be solved.
4. I am so tired I cannot walk.
5. He is as tired you are.
6. Not only is he rich but generous
7. He is not only anxious to acquire knowledge eager to display it.
8. His action was either just unjust.
9. Hardly had I reached the station the train started.
10. Scarcely had I arrived there all the visitors dispersed.

Exercise 17

Fill in the blanks with suitable Conjunctions :

1. Wait here I come back.
2. I like him he is honest.
3. We must eat we shall die.
4. You will never pass you do not work hard.
5. He failed he did not work hard.
6. He is very wise he is young.
7. Either take it leave it.
8. Work hard you will fail.
9. I would rather die yield.
10. I know he will come.

Exercise 18

Fill in the blanks with suitable Conjunctions :

1. Pinky was happy she passed the test.
2. You can do much better you try harder.
3. Always brush your teeth a meal.
4. I will not let you go you confess.
5. The children waited their mother come.
6. I have been living here 1990.
7. Make hay the sun shines.
8. He failed he tried again.
9. Walk quickly you will miss the train.
10. Cats can climb trees dogs cannot.

Chapter-5

SIMPLE AND COMPLEX SENTENCES

1 Types of Sentences:

Sentences are of three types:

1. Simple Sentences
2. Compound Sentences
3. Complex Sentences

- (i) **Simple Sentence :** A sentence which has only *one* subject and *one* predicate is known as a Simple Sentence.

For Example :

My sister works very hard.
Subject Predicate

Three of the students were absent.
Subject Predicate

- (ii) **Compound Sentence :** A Compound Sentence is composed of two or more *co-ordinate* clauses.

For Example :

Gurpreet loves Mathematics but Simran hates it.
Co-ordinate clause Co-ordinate clause

In this compound sentence, two co-ordinate clauses 'Gurpreet loves Mathematics' and 'Simran hates it' are joined by the co-ordinate conjunction *but*.

- (iii) **Complex Sentence :** A Complex Sentence is composed of two or more clauses. One of the clauses in a complex Sentence is more important than the other/others. The more important clause is called the Main Clause or the Principal Clause. The less important clause/ clauses is/are called the Subordinate or Dependent Clause/Clauses.

For Example :

I know a man who lives in Canada.
Principal Clause Subordinate Clause

The sentence given above is made up of two parts (clauses) each having a subject and a predicate of its own.

For example :

1. I know a man
2. who lives in Canada.

Clause 2, by itself, does not make a complete sense. For its meaning, it depends upon Clause 1. As shown above, Clause 1 is the Principal Clause and Clause 2 is the Subordinate Clause.

Here is an example of a Complex Sentence which contains one Principal Clause and two Subordinate Clauses.

For example:

<u>I know a man</u>	<u>who sells oranges</u>	<u>where the two roads meet.</u>
Principal Clause	Subordinate Clause (I)	Subordinate Clause (II)
<i>Principal Clause</i>	:	I know a man
<i>Subordinate Clause I</i>	:	who sells oranges
<i>Subordinate Clause II</i>	:	where the two roads meet

Exercise 1

Specify whether the following sentences are simple or complex :

1. God helps those who help themselves.
2. The teacher said that the earth moves around the sun.
3. The boy standing under the tree works very hard.
4. When it rains, we do not play.
5. The doctor advised the patient to give up drinking.
6. She went to the doctor because she had pain in her stomach.
7. She worked hard so that she should top the list.
8. There are seven days in a week.
9. All the good students in our school talk in English.
10. All the good teachers who teach us talk in Punjabi.

2. Types of Subordinate Clauses :

Subordinate Clauses can be divided into three types:

1. Noun Clauses
2. Adjective Clauses
3. Adverb Clauses

(i) **Noun Clause :** A Noun Clause functions as a noun in a Complex Sentence. It generally occupies the place of the subject or the object as illustrated in the following sentences :

(a) Subject of a verb :

That Simran is honest is a fact.

Subject

Whoever spoke on the stage was given a prize.

Subject

(b) Object of a verb :

Tell me where the doctor lives

Object

I understand that he needs money very badly.

Subject

(c) Complement of a be-type verb :

The truth is

Be-type verb

that he does not love you.

object

The reality was

Be-type verb

that she loved only money.

object

(d) Object of a preposition:

She agreed to

Preposition

what I said.

object

We cannot rely upon

Preposition

What she says

object

(e) Object of an infinitive :

We were glad to learn

infinitive phrase

that India had won the match.

object

I am unable to understand

infinitive phrase

why she did not go home.

object

(f) Object of a participle :

I went to the teacher finding

(participle)

that I could not solve the sum myself.

object

We did not visit him learning

(participle)

that he was down with fever.

object

Exercise 2

Pick out the Noun Clauses in each of the following sentences :

1. Please tell me where I can find good sweaters.
2. She hopes that she will pass this year.
3. You should understand why you failed last year.
4. He does not know what harm can come to him.
5. We do not know how she completed such a difficult job.

6. When the train will arrive is not certain.
7. I did not reply to what she said.
8. We visited her knowing that she had met with an accident.
9. I was very glad to get what I wanted.
10. The truth is that most people are after money.

ii) Adjective Clause :

An Adjective Clause functions as an Adjective. Therefore, it qualifies a noun or pronoun in some other clause. Adjective Clauses, are introduced in two ways :

- (1) By relative pronouns like *who, whose, whom, which, that* etc.

For Example : (a) She is the girl who came first.
Principal Clause Subordinate Clause

(b) I know the persons whose houses were destroyed.
Principal Clause Subordinate Clause

Functioning as Adjective Clause

(c) This is the town to which he came then.
Principal Clause Adjective Clause

(d) The boy who is in a red shirt is the monitor.
Adjective Clause

Principal Clause : The boy is the monitor.

Adjective Clause : who is in a red shirt.

(e) This is the same book as was badly needed by Asha.
Principal Clause Adjective Clause

- (2) By relative adverb like *when, how* etc :

(a) This is the time when he wakes up in the morning.
Main Clause Subordinate Clause functioning as
Adjective Clause

(b) Tell me the way how I can improve my English .
Main Clause Adjective Clause

Exercise 3

Pick out the Adjective Clause in each of the following sentences :

1. The girl whose father is a doctor lives here.
2. God helps those who help themselves.
3. The book I bought yesterday is missing.
4. This is the same story as my sister told me yesterday.
5. I have found the books which you lost yesterday.

6. Papa forgot to tell us the time when he would return.
7. This is the school where Raju got education.
8. Greed for money is a long road that has no end.
9. That was the film that I liked the most.
10. The hand that rocks the cradle rules the world.

(iii) Adverb Clause :

An Adverb Clause functions as an Adverb. It functions to modify a Verb, an Ajective or an Adverb.

An Adverb Clause may express one of the following :

1. Clause or Reason : An Adverb clause of reason begins with *because, since, for, as etc.*
 - (a) She could not meet me then because she was teaching.
 - (b) I cannot attend school for I am down with malaria.
2. Time : An adverb clause of time is introduced by *when, after, before, until, as long as, while etc.*
 - (a) Please telephone me as soon as you reach home.
 - (b) You must wash your hands before you eat breakfast.
3. Purpose : An adverb clause of purpose begins with *so that, in order that, lest, should etc.*
 - (a) He joined the boarding school so that he could study well.
 - (b) Don't touch the live electric wire, lest you should die.
4. Condition : An adverb clause of condition begins with *if, in case, provided that etc.*
 - (a) I cannot go out unless mother allows me to do.
 - (b) If you want to keep fit, take exercise daily.
5. Place : An adverb clause of place begins with *where, wherever, whence etc.*
 - (a) My dog will follow me wherever I go.
 - (b) Nobody knows whence he came.
6. Manner of Extent : An adverb clause of Manner or Extent is introduced by *as if, as though, as far as, so far etc.*
 - (a) He is walking as if he were lame.
 - (b) As far as I know, he has left Ludhiana.
7. Contrast as Concession : An Adverb clause of concession or contrast begins with *though, even if, however, whatever, notwithstanding etc.*
Although he is very rich, he hardly spends any money.
However fast you run, you cannot catch the train.
8. Comparison : An adverb clause of comparison begins with *than, as much as, no less than etc.*

- (a) Girls are not generally so tall as boys.
- (b) I am more intelligent than your sister.

Effect or Result : An adverb clause of effect or result begins with
so + adverb + that, such + adverb + that.

- (a) He drove so slow that we could not reach on time.
 - (b) The girl sings so well that nobody helps clapping for her.
9. Proportion : An Adverb clause of proportion begins with *The + comparative degree of Adjective or Adverb.*
- (a) The deeper the well. the sweeter the water.
 - (b) The earlier she starts, the better it will be.

Exercise 4

Pick out the Adjective Clause in each of the following sentences :

1. The tighter the belt, the smarter the person.
2. In case it rains, we shall play indoor games.
3. He woke up early so that he could catch the train.
4. I will join a college even if my parents are against it.
5. Look before you leap.
6. There is no need to worry as long as you are working hard.
7. As time went by, he saved a lot of money.
8. He reached the station after the train had left.
9. I'll put it where no one will see it.
10. I met him as he was coming from college.

Exercise 5

Combine the following sentences using an adverb clause in each case :

1. He injured himself. He was alighting from the bus. (use *as* or *while*)
2. The platform became quiet. The train had left. (use *when* or *after*)
3. Arrange these books. I have shown you. (use *as*)
4. I was very upset. I felt like crying. (use *so+adj+that*)
5. Your brother is tall. My brother is taller. (use *than*)
6. You finish the work early. We can play tennis. (use *if*)
7. It was raining cats and dogs. They were playing football. (use *although*)
8. Mohan should start very early. It will be better. (use *the earlier, the better*)
9. My brother could not do homework. There was no power last night. (use *because*)
10. She dances extremely well. You cannot help clapping. (use *so... that*)

Exercise 6

Transform the following sentences into complex ones without changing the meaning.

1. I don't know his house. (use *when*)
2. She said something and I could not hear it. (use *what*)
3. Some people help themselves and God helps them. (use *who*)
4. The boy is very intelligent and his father is a doctor. (use *whose*)
5. This box is too heavy for me to lift. (use *so... that*)
6. I wish to be rich. (use *were*)
7. My father went to my school to meet my headmaster. (use *so that*)
8. Taking off his coat, Simran jumped into the canal. (use *after*)
9. Mohan is old but strong. (use *although*)
10. A parentless child is called an orphan. (use *who*)

Exercise 7

Transform the following into Simple Sentences :

1. He promised that he would return the money soon.
2. That Mohan will win the race is certain.
3. She did not tell us who helped her.
4. What is one man's meat is another man's poison.
5. She may accept the suggestion given by Surjeet.
6. The sum was so difficult that nobody was able to do it.
7. We selected this plan because it was easy.
8. This is the reason why he refused to help us.
9. He is studying hard because he wants to become a doctor.
10. A professor earns respect as he has a lot of knowledge.

Exercise 8

Pick out the Noun Clauses in each of the following sentences :

1. That he is dead is true.
2. None knows where he lives.
3. That he will soon be killed is certain.
4. He promised that he would return the book after use.
5. I do not know when he left the place.
6. This is exactly what I expect of you.
7. He little knows what harm can come to him.
8. Nobody knows who did this mischief.

9. I wonder why there is a strike today.
10. The problem is how the refugees can be helped.

Exercise 9

Pick out the Adjective Clauses in each of the following sentences :

1. He killed the snake that bit his wife.
2. We may accept the offer he has made.
3. This is the garden in which we used to play.
4. I know the boy whose books were stolen yesterday.
5. I remember the house where I was born.
6. Youth is the time when seeds of character are sown.
7. Please tell me the story that everyday has liked so much.
8. There was not a man who laughed.
9. The place where he was born is still unknown.
10. The boy who stole the watch was caught.

Exercise 10

Pick out the Adverb Clauses in each of the following sentences:

1. He went home as soon as the school closed.
2. The boys work while the teacher is in the room.
3. You may come whenever you please.
4. She talks as if she were mad.
5. As far as I know, he is quite honest.
6. I could not come yesterday because I was ill.
7. I shall go out for a walk even if it rains.
8. After the play ended, we sang the national anthem.
9. Grapes won't grow where there is heavy rainfall.
10. She is as pretty as a doll.

Chapter-6

VOICE

The verb in English occurs in two special forms in relation to the 'doer' of the action. The first is the Active form and the second the Passive form. It is easy to identify a Passive verb as it contains be +v₃ (past participle) structure. The sentence using the Active form of the verb is said to be in Active Voice while the one using the Passive form of the verb is said to be in Passive Voice.

The diagram below shows how sentences in the Active form are changed into the Passive form :

Active	Subject	Verb	Object
			(tense)
Passive	(new) Subject be	New form V ₃ (Past Participle)	Object
Present and Past Indef. (is, am, are /was/were)	Continuous Tenses is/am/are/was/were (being)	Perfect Tenses has/have/had (been)	to-infinitive (to be) Modals (be)

	Active Voice	Passive Voice
1. Present Simple	Ist form of the verb +s/es	is/are/am + third form
2. Past Simple	do/does (not) + Ist form of the verb	is/are/am (not)+third form
3. Present Continuous	2nd form of the verb	was/were (not) + 3rd form
4. Past Continuous	is/are/am (not) + Ist form + ing	is/are/am (not) + being + 3rd form
5. Present Perfect	was/were (not) Ist form + ing	was/were (not) + being + 3rd form
6. Past Perfect	has/have (not) + 3rd form	has/have (not) been + 3rd form
7. Future Perfect	had (not) + 3rd form	had (not) been + 3rd form
8. Modal verb	will/shall (not) have + 3rd form	will/shall (not) have been + 3rd form
	will, shall,	will, shall
	would, should, can,	would, should, can
	could, may, might	could, may, might
	must, ought to	must, ought to
	Ist form of verb	be 3rd form
9. Infinitive	to	to be
	Ist form	3rd form

Main uses of the Passive Voice :

- When the person doing the action (the agent) is not known, or when it is unnecessary to mention the agent.
e.g. My Pen has been stolen.
Milk is often sold in cartons.
- To emphasise the action or event rather than the agent.
e.g. Letters are collected from the boxes, taken to the sorting office, sorted and then sent to the given addresses.
- To avoid using 'you' or 'one' when making an impersonal statement.
e.g. Taking photographs in the museum is forbidden.'
Children are not allowed in the bar.

Exercises for Practice

1. *Change the voice in the following sentences :*

- (a) Sita writes a letter.
- (b) He killed the lion.
- (c) They will help you.
- (d) He was eating an orange.
- (e) The nurse is looking after the patient.
- (f) I have completed my work.
- (g) I had learnt my lesson.
- (h) His enemies have defeated him.

SPACE FOR ANSWERS

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2. *Complete the passage with either the Active or Passive forms of the verbs given in the box :*

block, press, blow, cause, live, sweep, cut, rescue

Damage worth millions of rupees (a) by a storm which (b) across coastal areas of Orissa. The army (c) into service. Many people (d)..... from the floods by the army. Winds (e) at the speed of about 150 kms. an hour in some places. Roads (f) by fallen trees. Electricity lines (g) and people had to without electricity for several hours.

SPACE FOR ANSWERS

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3. *Change the Voice of the following passage :*

Raju killed a snake with a stick. He threw it in a pond nearby. He played cricket for some time. Then he plucked some flowers to make garlands. He put the garland on Lord Krishna's statue.

SPACE FOR ANSWERS

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4. *Look at some newspaper headlines given below. Then use the information in the headlines to complete the sentences that follow (select the proper form of the verb to be used).*

(a) THREE PASSENGERS CRUSHED

..... to death when they fell from of roof-top of a bus.

(b) FIFTY HUTS DESTROYED IN FIRE

A fire broke out in a resettlement colony in which.....

.....

(c) LEOPARD BEATEN TO DEATH

The Police report that a by villagers when it tried to attack them.

(d) SUSPECT ARRESTED

London police report that a suspect involved in the Bomb Blast Case

(e) TWO STABBED

It is learnt that in two separate incidents yesterday.

(f) INDIANS TO PAY MORE FOR PAK CITIZENSHIP

Indians applying for Pakistani citizenship will

5. *The Passive voice can be used in several tenses. Complete the following table, filling in the blanks with suitable form of the verbs :*

	<i>Tenses</i>	<i>Subject</i>	<i>Verb 'to be'</i>	<i>Past Participle</i>
1.	(Future Indefinite)	Lunch	.....	taken at 1 p.m. here.
2.	(Past Continuous)	The house	.....	built.
3.	(Present Perfect)	The lost purse.	.....	found.
4.	(Past Simple)	The culprit	.....	produced in the court.
5.	(Past Continuous)	The door	.....	repaired
6.	(Past Perfect)	A suitable action	.....
7.	(Past Indefinite)	My proposal	.....	posted.
8.	(Past Perfect)	Letters	.....

6. *Complete each of the following sentences using the correct form of the verb given in the bracket :*

1. This historical monument (build) thousands of years ago.
2. The money (steal) by Mr. Gupta's servant yesterday.
3. The largest 9-way flyover (construct) last month in Delhi.
4. Seema's marriage outfit (design) by the famous designer Ritu Beri.
(Present Perfect)
5. A letter (receive) by Mohan 10 days after it (post).

7. *In the sentences given below, change the verb into Passive form :*

- a. Robbers raided the bank.
- b. The terrorists injured ten people.
- c. They took away all the cash.
- d. They also shot the security guards.
- e. The police have arrested the thieves.

8. *Given below is an outline. Using the outline in the box, fill in the blanks in the passage below:*

New School on the outskirts of Delhi. Is located in Tijara (90 km. drive from Delhi). Brainchild of legal expert Vidya Sagar. Uniform syllabus. Yearly boarding and tuition expenses believed to be around 1.25 lacs.

A new school (a) of Delhi. It (b) in Tijara, 90kms. from Delhi. It is the brainchild of legal expert Vidya Sagar. (c) introduced in this school. It (d) that yearly expenses would be around 1.25 lacs per year.

9. *Read the following set of instructions and fill in the blanks :*

HOW TO MAKE TEA

- i. Take a kettle.
- ii. Put half a cup of water in it.
- iii. Put it on the gas stove.
- iv. Switch on the stove.
- v. When the water begins to boil, add a teaspoonful of tea leaves.
- vi. Add half a cup of milk and some sugar to it.
- vii. Switch off the stove when the mixture starts boiling.
- viii. Pour the mixture into a cup through a sieve (sifter).

A kettle was taken. Half a cup of water in it. It on the gas stove. The stove When the water began to boil, a teaspoonful of tea leaves to it. Half a cup of milk and some sugar to the mixture. The stove when the mixture started boiling. It was a cup through a sieve.

10. *Complete the passage with either the Active or Passive forms of the verbs given in the box :*

admit	register	hit	arrest
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A Ludhiana BJP leader, Radhey Shyam by a truck near Ambala bus depot last night. Radhey Shyam to a hospital in the city. The truck driver Hari Singh by the police. A case of causing death due to rash and negligent driving against him.

11. *Change the Voice in the following passage :*

A truck hit a bus yesterday. The carelessness of the driver caused the accident. The local people took the injured passengers to hospital. The police have arrested the driver.

SPACE FOR ANSWERS

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12. *Change the Voice in the following passage :*

We saw a magic show yesterday. The magician showed a number of wonderful tricks. First he took off his hat and put it on the table. He covered the hat with a piece of cloth. Then he moved a stick over the hat. He then took the cloth off. Out of the hat he pulled out three chickens.

SPACE FOR ANSWERS

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13. *Complete the passage with the Passive forms of the verbs given in the box:*

dig	select	prepare	lower	cover	sprinkle
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First, a plant from the nursery. Then a hole where the plant was to be placed into the soil. The soil by mixing manure with it. The plant into the hole carefully. The roots were with the prepared soil. Some water on the plant.

14. *Complete the following passage using the verbs in brackets in the Passive Voice:*

At least four crore worth of imported newsprint (a) (destroy) in yesterday's fire in one of the godowns outside Cochin port. The fire which broke out in the afternoon (b) (bring) under control only this morning. Fire fighting operations (c) (hamper). by the delay and difficulty in removing the huge newsprint rolls from outside the godown. The godown (d) (hire) for the Hindustan Newsprint by a private 'clearing and forwarding' agent. The port operations (e) (affect) due to the incident.

15. *Read the following set of instructions for the servicing of an air conditioner and complete the paragraph that follows, using Passive form of the verbs used:*

1. Dismantle the air conditioner.
2. Take out the main machine from inside the box.

3. Blow off the entire dust from the body with the help of a vacuum cleaner.
4. Wash the body with a spray of water from a pipe.
5. Let it dry in the sun for about an hour.
6. Fix it back into place.

The air conditioner is The main machine is out from inside the box. The entire dust from the body with the help of a vacuum cleaner. The body with a spray of water from a pipe. It then in the sun for about an hour. It is now back into place.

16. *Change the Voice in the following passage :*

Sita is singing a song. She sings film songs as well as folk songs. All like her. She helps the poor with the money she earns. God will certainly bless her. The country needs such artists.

SPACE FOR ANSWERS

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17. *Change the Voice in the following passage :*

1. The gardener is plucking flowers.
2. Boys are flying kites.
3. He is laughing at the beggar.
4. The peon was ringing the bell.
5. The watchman had already opened the gate.

SPACE FOR ANSWERS

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18. *Rewrite the following sentences in the notice format using the Passive Voice.: (See example 1)*

1. We do not allow cameras inside.

Ans : Cameras are not allowed inside.

2. We do not allow children below 12 in this show.
3. We book seats here.
4. We require a shop assistant immediately.
5. We do not allow vehicles inside the campus.

19. *Complete the passage with the Passive form of verbs given in the brackets:*

A three year old girl (rescue) by the police last Tuesday. She (kidnap) by a neighbour for ransom. The mother informed the police about the missing girl. The probe (supervise) by the DSP himself. More than 50 residents (interrogate). Ultimately, Danny, one of the residents of the colony, admitted the crime and disclosed where the girl (hide).

20. *Read the newspaper headlines given below and complete the sentences that follow:*

1. RAIN KILLS OVER TWO DOZEN

Kathmandu : About in the remote villages of north-western Kalikot district in the rains that hit the area.

2. LARGEST DISCOVERY OF DINOSAUR EGGS

Lerida : More than 100 eggs of dinosaur in north-eastern Spain.

3. PAK DEFEATED BY A BIG MARGIN

The Pakistani cricket team in the first one-dayer by a big margin yesterday. The match at Lahore in the Gaddafi Stadium.

4. BUSH ACCORDED WARM WELCOME

President Bush of USA a warm welcome on his arrival in India this year. He by the Prime Minister himself at the Delhi airport.

5. UNDERGROUND TUNNEL UNEARTHED

A half-dug underground tunnel by the police personnel inside the jail compound yesterday. The digging by the two convicts undergoing life terms in the jail.

6. COLD WAVE CLAIMS 37 LIVES

The cold wave prevailing in Punjab for more than a week has worsened further. There a fresh snowfall in the Himalayas. Meanwhile 37 lives so far by the cold wave.

7. RICH HOMAGE PAID TO MAHATMA GANDHI; STATUE UNVEILED

Rich homage to the Father of the Nation, Mahatma Gandhi, on the occasion of his birth anniversary, yesterday. A bronze statue of the great visionary on the occasion.

8. **D.J. SIMPSON ACQUITTED**
In the judgement given today by an American court, the famous football legend D.J. Simpson of murder charges against him.
9. **IDOLS IMMERSSED IN RIVER**
The ten-day Dushehra festival comes to an end today when all the idols carried in a procession in the Ganges by the devotees.
10. **THREE MILITANTS KILLED, SEVEN ARRESTED**
During the past 24 hours and seven have been arrested in the Kashmir Valley. A large number of weapons were also seized from those arrested.
11. **AFGHAN FORCES CAPTURE KABUL AIRPORT**
After a five-day bloody battle the Kabul Airport by the rebels early today. Dozens of people were killed and more than 2500 were injured.
12. **GOVT. TO TAKE STERN STEPS**
It has been announced by the government that to check the black-marketing and adulteration of essential goods.
13. **FIRE DESTROYS GOODS WORTH ₹ 25 LAC; CAUSE UNKNOWN**
Goods when two houses in Tilak Nagar caught fire yesterday. The cause of fire which rendered four families homeless, could not be known.
14. **1923 KG HEROIN SEIZED:**
In the biggest -ever drug haul in the country, a consignment of 193 kg of heroin by the Mumbai police from a luxury apartment in Central Mumbai.
15. **TOURISTS ATTACKED BY SHARK**
Last Monday several Australian tourists while surfing off Pasiraman beach.
16. **SUSPECT ARRESTED**
Shahpur police report that the suspect in Nasir Khan murder case
17. **WOMAN, CHILD KILLED IN ROAD MISHAP-SIX INJURED**
A woman and on the spot the six persons were injured, two of them serious, when a tempo in which they were travelling, fell into a pit near Lalpani.
18. **BANKMEN GIVE FREE HAWAI CHAPPALS FOR LEPERS**
Lepers, living in the Asha Deep Colony of the city, on Thursday by the employees of State Bank of India. The Bankmen were celebrating the 42nd anniversary of their branch.
19. **SHOPKEEPER ARRESTED, FINED:**
Ashok Kumar, a shopkeeper of Bilaspur by the police on Tuesday for selling adulterated flour. Later he was produced before the chief Judicial Magistrate by whom he Rs. 5000.

20. ADVANI RELIEVED OF HIS POST:

The BJP President L.K. Advani of his post today after he submitted his resignation in the meeting of the general body of the party.

21. *Rewrite the following passages after changing the Voice:*

01. The early men thought that every misfortune was caused by angry gods. They saw imaginary gods everywhere. They thought of God as a very irritable person who was always losing his temper. If due to some disaster, a large number of people were killed, they would think they had displeased God.

SPACE FOR ANSWERS

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02. Mr. Lal teaches us English. He was awarded Padma Shri by the President. He is one of the most dedicated teachers we have. Social work interests Mr. Lal very much. He loves his students as he loves his own children. We are lucky to be his pupils. May God bless him!

SPACE FOR ANSWERS

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03. A dove saw a bee fallen in a water tank. It dropped a large leaf into the water. The bee climbed on to the leaf and thanked the dove. A hunter took aim at the dove. The bee stung him. He missed his aim. Now the dove thanked the bee.

SPACE FOR ANSWERS

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04. Once a jester offended the king. The king at once condemned him to death. The jester pleaded for his life but the king refused to alter the sentence. One day the king visited the prison. He asked the jester to choose his manner of death. The clever jester at once said that he would like to die of old age.

SPACE FOR ANSWERS

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05. I explained my case to the doctor. I was seated on a chair against the table by him. I held my hat in my right hand and explained my symptoms. He then gave his advice and helped me liberally.

SPACE FOR ANSWERS

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06. The emperor was adorned in his royal robes. He was attended by his courtiers. He was escorted to the sea-shore. There he was seated upon a high chair. The chair had been placed there for his reception.

SPACE FOR ANSWERS

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07. If we look into practical life, we will find that fortune is usually on the side of the industrious. The winds and waves favour the best navigators. Lord Clive began his career in India as a clerk. When he ended his career he had founded the British Empire in the East.

SPACE FOR ANSWERS

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08. A poor Arab saw a spring of sweet water. He had never before tasted such water. He filled his leather bottle from the spring. He wanted to present it to the Khalifa. The courtiers desired to taste the precious water but the Khalifa forbade them. The Khalifa was touched by the Arab's concern for him. He awarded the poor man.

SPACE FOR ANSWERS

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09. We all know that Columbus discovered America. He was provided with ships and men by the king of Spain. He met with many difficulties on the way. All his fellow men wanted to turn back. But he did not stop till he reached his goal.

SPACE FOR ANSWERS

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10. It is nice that you are taking your studies seriously. Please don't do it at the cost of your health. Those who do brain work, need regular physical exercise. So don't avoid games. They teach you something which books can never teach, i.e. discipline.

SPACE FOR ANSWERS

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NARRATION

1 Direct Speech and Indirect Speech

One day Ram met Mohan. Ram asked Mohan where he was going. Mohan replied, “I am going to my uncle's house.”

There are two ways in which Ram can report this.

1. Mohan said, “I am going to my uncle's house.”
2. Mohan said that he was going to his uncle's house.

In the first way Ram uses the actual words spoken by Mohan. For this purpose, he uses inverted commas [“ ”] after the Reporting verb *said*.

In the second way, Ram gives the substance of what Mohan had said.

The first way of reporting is called Direct Speech or Direct Narration.

The second way of reporting is called indirect speech or Indirect Narration.

Before going further, note the following grammatical terms:

Sita said to me, “I cannot do this exercise today.”

Reporting Verb- Reported Speech

The verb of the Reporting Speech is called the Reporting Verb. Here the reporting verb is *said*. The following points must be noted:

- (i) The actual words of the speaker are put within inverted commas.
- (ii) There is a comma before the Reported Speech begins.
- (iii) The Reported Speech begins with a capital letter.

2 Changing Declarative Sentences into Indirect Speech

Study the following examples:

1. Direct : My brother says, “I cannot do this sum.”
Indirect : My brother says that he cannot do this sum.
2. Direct : Baljeet Said, “I cannot do this sum.”
Indirect : Baljeet said that he could not do that sum.
3. Direct : They said to us, “We will help you tomorrow.”
Indirect : They told us that they would help us the next day.
4. Direct : The teacher said to me, “I am very busy now.”
Indirect : The teacher told me that she was very busy then.

Note the following points in respect of the Indirect Speech:

1. No inverted commas are used.
2. No comma is used to separate Reported Speech from Reporting Verb.
3. A Conjunction (that) is used after Reporting Verb.
4. In most cases, tense of the Reported Speech changes into the corresponding past tense.
5. Pronouns and possessive adjectives undergo some changes.
6. If the Reported Speech is in past tense, words showing *nearness* are changed into words showing *distance*.

3. Rules Regarding Change of Tenses:

Rule 1 : If the Reporting Verb is in present tense or future tense. the tense of the Reported Speech does not change.

Examples :

1. *Direct* : Mother says, "Tea is ready."
Indirect : Mother says that tea is ready.
2. *Direct* : Asha will say, "The sum was difficult."
Indirect : Asha will say that the sum was difficult.
3. *Direct* : Ram will say to you, "I am honest."
Indirect : Ram will tell you that he is honest.
4. *Direct* : Your friend will say to you, "It rains heavily in Shillong."
Indirect : Your friend will tell you that it rains heavily in Shillong.

Rule II

If the Reporting Verb is in past tense and the Reported Speech is in present tense, it changes into its corresponding past tense. Thus,

Present Indefinite	changes into	Past Indefinite
Present Continuous	changes into	Past Continuous
Present Perfect	changes into	Past Perfect
Present Perfect Continuous	changes into	Past Perfect Continuous

Under the same condition,

Past Indefinite changes into Past Perfect.

Past Continuous changes into Past Perfect Continuous.

Can changes into could

May " " might

Shall " " should

Will " " would

Note : Past Perfect and Past Perfect Continuous tenses do not change.

Rule III

If the Reported Speech expresses some universal truth, religious truth, historical truth or a proverbial truth, its tense undergoes no change:

Examples :

1. *Direct* : The teacher said, “Two and three make five.”
Indirect : The teacher said that two and three make five.
2. *Direct* : The preacher said, “Love is God.”
Indirect : The preacher said that Love is God.
3. *Direct* : My father said, “Man proposes, God disposes.”
Indirect : My father said that Man proposes, God disposes.
4. *Direct* : Mother said, “The Second World War ended in 1945.”
Indirect : Mother said that the Second World War ended in 1945.

4. Rules Concerning change of Pronouns and Possessive adjectives :

Rule 1 : Pronouns of the first person in the Reported Speech change according to the Subject of Reporting Verb.

Examples :

1. *Direct* : My sister said to me, “I do not want to waste my time.”
Indirect : My sister told me that *she* did not want to waste *her* time.

Rule 2 : Pronouns of the Second Person change according to the *object* of Reporting Verb.

Examples :

1. *Direct* : I said to her, “You should do *your* work.”
Indirect : I told her that she should do *her* work.

Rule 3 : In the case of pronouns of the 3rd person, there is *No change*.

More Examples :

1. *Direct* : Asha said to me, “He is wasting his time.”
Indirect : Asha told me that he was wasting his time.
2. *Direct* : The teacher said to me, “You should not disturb him.”
Indirect : The teacher told me that I should not disturb him.
3. *Direct* : You said to me, “You are not my friend.”
Indirect : You told me that I was not your friend.

Nearness – Distance Rule : If the Reporting Verb is in Past Tense, words showing nearness are changed into words showing *distance*. Thus :

<i>Now</i>	<i>change into then</i>
<i>This</i>	” ” <i>that</i>
<i>These</i>	” ” <i>those</i>

<i>Today</i>	<i>changes into</i>	<i>that day</i>
<i>Tonight</i>	" "	<i>that night</i>
<i>Tomorrow</i>	" "	<i>the next day</i>
<i>Yesterday</i>	" "	<i>the previous day</i>
<i>or</i>		
		<i>the day before</i>
<i>Last night</i>	" "	<i>the previous night</i>
<i>Here</i>	" "	<i>there</i>
<i>Hither</i>	" "	<i>thither</i>
<i>Ago</i>	" "	<i>before</i>
<i>Thus</i>	" "	<i>so</i>
<i>Hence</i>	" "	<i>thence</i>
<i>Next week</i>	" "	<i>the following week</i>
<i>Next day</i>	" "	<i>the following day</i>

Note : Nearness - Distance Rule applies only if the Reporting Verb is in Past Tense.
If the Reporting Verb is *not* in Past tense, this rule does not apply.

Examples :

- Direct* : Ram said, "I cannot help you now."
Indirect : Ram said that he could not help me then.
- Direct* : My brother says, "I cannot help you now."
Indirect : My brother says that he cannot help me now.
- Direct* : They said to me, "Mohan will do his work tomorrow."
Indirect : They told me that Mohan would do his work the next day.
- Direct* : He says to me, "Mohan will read this story tomorrow."
Indirect : He tells me that Mohan will read this story tomorrow.

5 Changing Imperative Sentences into Indirect Speech :

In order to change Imperative Sentences into Indirect Speech, proceed as follows :

- Change Reporting Verb into request/requested, beg/begged, order/ ordered, command/ commanded, advise/ advised according to the sense of the Reported Speech.
- Change the verb of Reported speech into
to + v_1 (First form of the verb)
Or
not to + v_1 (First form of the verb)

Examples :

- Direct* : The master said to the servant, "Bring me a new flower today."
Indirect : The master *ordered* the servant to bring him a new flower that day.

2. *Direct* : The doctor said to the patient, "Eat fresh oranges and don't sit in the sun."
Indirect : The doctor *advised* the patient to eat fresh oranges and not to sit in the sun.
3. *Direct* : The beggar woman said to us, "Please buy me a meal."
Indirect : The *beggar* woman begged us to buy her a meal.
4. *Direct* : The captain said, "Soldiers, don't attack the enemy until the rain stops."
Indirect : The captain *commanded* the soldiers not to attack the enemy until the rain stopped.

Use of 'Let' in Imperative Sentences

'Let' can be used in several ways as follows:

- (i) To make a proposal : In such a case, Reporting Verb is changed into propose/suggest and let is changed into should.

Examples :

1. *Direct* : She said to us, "Let us play hide-and-seek."
Indirect : She proposed to us that we should play hide and seek.
2. *Direct* : Raju said to his friend, "Let us go out for a picnic."
Indirect : Raju proposed to his friends that they should go out for a picnic.

- (ii) To permit or persuade : In such cases, let is changed into to let or might be allowed to.

Examples :

1. *Direct* : Rani said to her father, "Let me marry the boy I like."
Indirect : Rani asked her father to let her marry the boy she liked.

Or

Rani suggested her father that she might be allowed to marry the boy she liked.

2. *Direct* : The teacher said, "Let him go home."
Indirect : The teacher suggested that he might be allowed to go home.

- (iii) To express a condition or supposition: In such a case, let is changed into might.

Examples :

1. *Direct* : He said, "Let her try ever so hard, she will not win."
Indirect : He said that she would not win however hard she might try.

Interrogative Sentences

There are *two types* of interrogative sentences :

- (a) Sentences beginning with a word like *What, When, Why, Where* etc.
- (b) Sentences beginning with some helping verb like : *Do, Does, Is, Am, Are, Was, Were, Has, Have, Had, Can, Could, Should, May, Might* etc.

Rules to be followed while changing the Interrogative sentences into the direct form of narration :

1. Use 'if' or 'whether' as conjunction to introduce the reported speech in sentences belonging to type (b) above.
2. Change the reporting verb 'say' into 'ask' 'enquire' or 'demand'. etc.
3. Change the *question form* into *assertive form* and remove the sign of interrogation (?).
4. Do not use any conjunction to introduce the reported speech in sentences belonging to type (a) above.
5. The conjunction 'that' is not to be used to introduce the reported speech in any case.

Examples :

1. *Direct* : I said to him, "When are you coming?"
Indirect : I asked him when he was coming.
2. *Direct* : He said, "Where is my mother?"
Indirect : He asked where his mother was.
3. *Direct* : He asked, "Will you serve me faithfully?"
Indirect : He asked him whether he would serve him faithfully.
4. *Direct* : Rattan said to me, "Will I accompany you to Shimla?"
Indirect : Rattan asked me if he would accompany me to Shimla.
5. *Direct* : The daughter said to her mother, "Did you prepare the breakfast?"
Indirect : The daughter asked her mother if she had prepared the breakfast.

Exclamatory and Optative Sentences

Rules :

1. The Optative or Exclamatory form is changed into Assertive form and dealt with accordingly.
2. The Reporting verb is changed into some such verb or expression as 'wish', 'bless' 'pray', 'exclaim', 'declare', 'confess', 'disapprove', 'say in astonishment' etc. with such phrases as 'with regret', 'with delight' or 'with joy', 'with sorrow' where needed.
3. All interjections or interjectional phrases are omitted and a new word or phrase is supplied in the principal clause to express their meaning.
4. The conjunction 'that' is used to introduce the *Reported speech*.
5. All other rules of change of pronouns and tenses are applied.

Remember :

- (a) We wish good morning, good evening, good night etc. and *bid welcome, farewell, good-bye* etc.
- | | | |
|---------------------------|----------------|---------------|
| (6) Ho ! Hurrah! Hu! etc. | <i>express</i> | <i>joy</i> |
| What!Oh! etc. | " | surprise |
| Bravo! Here! etc. | " | approval |
| Alas! etc. | " | grief or pain |

Hark! Hush! Lo! Behold! etc.	”	attention
Pooh! Pshaw! etc.	”	contempt

Examples:

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

Indirect : She exclaimed that the flower was very beautiful.
- Direct* : I said, "Long live my nephew!"

Indirect : I wished that my nephew might live long.
- Direct* : Mother said, "Alas! I shall never be able to see him again!"

Indirect : Mother exclaimed with sorrow that she would never be able to see him again.
- Direct* : The singer said, "Hurrah! I have won the prize!"

Indirect : The singer exclaimed with joy that she had won the prize.
- Direct* : "What a pity! You have been wasting your life," I said.

Indirect : I regretted that he had been wasting his life.

Exercises for Practice

Exercise 1

Change the following into Indirect Speech :

- He says, "My brother likes apples."
- He says to me, "I do not live here."
- You say to Gagan, "You like English but I like Hindi."
- They say to us, "We are not well today."
- Harpreet Said, "I shall talk to you tomorrow."
- Ram will say, "I have done my work."
- Mohan will say to her, "You can do this thing tonight."
- My sister said to me, "I will visit my friend next week."
- Mrs. Sharma said, "I am teaching my son English."
- The teacher said to us, "Slow and steady wins the race."
- My father said, "Your friend met me yesterday."
- You said to Asha, "You had already done your work."
- My mother said, "I shall go to your school today."
- I said to her, "The English defeated the French in India."
- Mother said to me, "I shall wait for you here."

Exercise 2

Change the following into Indirect Speech :

1. Father said to me, "Mohan was playing while I was reading my newspaper."
2. The man said, "I do not know what to do now."
3. He said, "Two and two make four."
4. "I may not come tomorrow," said Mohan to me.
5. Her brother said, "The sun rises in the East."
6. We said to her, "India won freedom in 1947."
7. The teacher said to us, "I am doing register work."
8. I said, "It has been raining since last week."
9. The teacher said, "If you work hard, you will get a prize."
10. The thief promised, "I will never steal again."

Exercise 3

Change the following into Direct Speech :

1. She told me that she had got a good grade in the examination.
2. Ram promised that he would help me with money.
3. The player said that he was quitting cricket for good.
4. The leader asserted that his party would do anything to uplift the poor.
5. The Principal said that truth wins in the end.
6. My sister said that she could not lift that box.
7. You said that you had not heard the news.
8. They told us that they liked oranges better than bananas.
9. The poor man said that he did not know what to do.
10. The D.C. assured us that he would look into the matter.

Exercise 4

Correct the errors in the following sentences. Write the correct sentences in the space provided:

1. The man asked me what I want.
.....
2. I told to her that Mohan had eaten his lunch.
.....
3. She was telling that she would not eat rice.
.....

4. Ram suggested that let us go for a picnic.
.....
5. The teacher said that two and two made four.
.....
6. My sister asked when I have arrived.
.....
7. I told her wait until Mohan comes back.
.....
8. He told me that the earth moved around the sun.
.....
9. She said that she lives in Ludhiana.
.....
10. I said that she looks very ugly in this dress.
.....

Exercise 5

Fill the empty bubbles in Column C with what was said in Column A as shown in the example:

Example :

- | A | B | C |
|---|--|---|
| <div style="border: 1px solid #00a0e3; border-radius: 15px; padding: 10px; width: fit-content; margin: 0 auto;"> <p>You should go to the doctor.
(Speaker)</p> </div> | <div style="border: 1px solid #00a0e3; border-radius: 15px; padding: 10px; width: fit-content; margin: 0 auto;"> <p>What did she say?
(you)</p> </div> | <div style="border: 1px solid #00a0e3; border-radius: 15px; padding: 10px; width: fit-content; margin: 0 auto;"> <p>she advised me to go the doctor. (friend)
(advice)</p> </div> |
| <p>1. Go Away</p> | <div style="border: 1px solid #00a0e3; border-radius: 15px; padding: 10px; width: fit-content; margin: 0 auto;"> <p>What did she say?
(him)</p> </div> | <div style="border: 1px solid #00a0e3; border-radius: 15px; padding: 10px; width: fit-content; margin: 0 auto;"> <p>[order]</p> </div> |
| <p>2. I wish I wasn't so rude to Meena!</p> | <div style="border: 1px solid #00a0e3; border-radius: 15px; padding: 10px; width: fit-content; margin: 0 auto;"> <p>What did she say?</p> </div> | <div style="border: 1px solid #00a0e3; border-radius: 15px; padding: 10px; width: fit-content; margin: 0 auto;"> <p>[regret]</p> </div> |
| <p>3. Don't touch this wire.</p> | <div style="border: 1px solid #00a0e3; border-radius: 15px; padding: 10px; width: fit-content; margin: 0 auto;"> <p>What did she say?
(you)</p> </div> | <div style="border: 1px solid #00a0e3; border-radius: 15px; padding: 10px; width: fit-content; margin: 0 auto;"> <p>[warn]</p> </div> |

- | | | | |
|----|---|-------------------------------|------------|
| 4. | You can do well
in the competition.
Go ahead. | What did
she say?
(you) | [persuade] |
| 5. | I won't go to
the picnic. | what did
she say? | [refuse] |

Exercise 6

Change the following into Indirect Speech :

1. He said to the teacher, "Please do not mark me absent."
2. I said to the driver, "Drive as fast as you can."
3. The teacher said to the students, "Imitate my pronunciation if you want to speak well."
4. The doctor said to me, "Take a cold shower before breakfast if you want to keep fit."
5. She said to me, "Kindly excuse me for coming late this time."
6. Mother said to me, "Never cheat in the examination."
7. Ram said to his friends, "Never tell a lie."
8. The servant said to the master, "Pardon me this time, please."
9. She said to her mother, "Let me join IAF."
10. He said to me, "Let Tinkle try ever so hard, she will not reach the goal."

Exercise 7

Read the following dialogue and report it by filling up the blanks in the paragraph that follows :

- Ram : I have invited three friends to dinner today.
Mohan : It is a very good thing.
Ram : The guests will come at 7 p.m.
Mohan : Then we will have to buy everything before going to office.
Ram : Let's go to the supermarket to buy the things required.

Ram told Mohan that
Mohan replied that
Ram said further that the guests
Mohan replied that then they would
..... Ram suggested that they should
.....

Exercise 8

Read the following dialogue and report it by filling up the blanks in the paragraph that follows :

- Wife : Our servant has run away.
Husband : Is anything missing?
Wife : Yes, my gold watch.
Husband : Where did you keep it?
Wife : On the dressing table, as usual.
Husband : I am going to the police to report.

The wife told her husband that (a)
..... . The husband asked the wife (b)
..... . The wife told him that (c)
..... . The husband then asked her where she (d)
(e)
the husband told her (f)

Exercise 9

Given below you can see a picture. Complete the following paragraph reporting what happened in the picture:



A customer went to a shopkeeper and (a)
..... . The shopkeeper took out one and told him (b)
..... . The customer told him (c)
..... as it was costly. The shopkeeper told him (d)
.....

Exercise 10

Change the Narration :

1. Ram told me that the window went to the hospital because it had panes in its sides.
2. My brother said, "The traffic policeman is the strongest man because he can stop a speeding truck with one hand."
3. She told me that SMILES was the longest word in English because there was a mile between the first S and the last S.
4. The teacher said, "An island and the letter t are alike because they are both in the middle of WATER."
5. She said, "A bald man has no use for keys because he has lost his locks."

Exercise 11

Change the Narration :

1. The teacher told me to do up my buttons.
2. She informed us that the film had already started.
3. The teacher said, "The earth pulls everything towards it."
4. "Shoot the prisoner," said the chief to his men.
5. Maya said, "India became a Republic on 26th January."
6. The doctor advised him to remain away from hurry, worry and curry.
7. He requested me to let him use my scooter.
8. My sister said, "I cannot lift this box."
9. I told my father that I was too young to marry.
10. The police informed us that they had arrested the thief.

Exercise 12

Change the following sentences into the Indirect form of speech:

1. I said to him, "Will you return tomorrow?"
2. She said to me, "Will you come to the party?"
3. She said to the fox, "Are the grape sour?"
4. He said to me, "Do you like sweets?"
5. I said to him, "Do you like apples?"
6. He said to me, "Do you like apples?"
7. I said to him, "Should I depend on you for help?"
8. Rama said to Sohani, "Are you angry with me?"
9. Ritu said to Gurvir, "Are you happy with my performance?"
10. I said to him, "Did you like my new suit?"

Exercise 13

Change the Narration :

1. He said, "May you live long!"
2. He said, "Alas! I have failed."
3. He said, "Would that I were rich!"
4. He said, "Good bye! My friends."
5. He said, "O for a glass of water!"
6. The captain said, "Bravo! A good shot."
7. He said, "Alas! I have been ruined."
8. The old man said, "May God bless you!"
9. "May you prosper!" said my mother to me.
10. "Pooh! Go to hell," said the old lady to her son.

Exercise 14

Change the Narration :

- a. The traveller said, "Can you tell me the way to the nearest inn?" "Yes", said the peasant. "Do you want one in which you can spend the night?" "No", replied the traveller, "I only want a meal."
- b. He said to me, "Hello, is it you? Come in, take a seat. I have heard of your distress. But why do you look so forlorn? I shall do all I can to help you."

Exercise 15

Read the following dialogue :

- Raghav : I think one of my snakes has escaped.
- Sheela : Isn't it dangerous? You really must stop collecting snakes, Raghav.
- Raghav : But I like snakes- they are unusual pets.
- Sheela : But I think it's a dangerous thing to keep such pets.
- Raghav : No, they're not, they are really quite friendly.
- Sheela : Huh! Snakes require a great deal of careful handling and are still a risk.
- Raghav : I don't mind. What matters is that I like them.
- Sheela : Well, quite frankly, I hate them. They are awfully frightening to look at.
- Raghav : Look, I am very careful and I handle them very gently. In fact, I don't have many.
- Sheela : Have you ever been bitten?
- Raghav : Well, its true. I've been bitten once or twice, But

You have overheard this conversation between Raghav and Sheela. Write to your sister Madhu reporting the whole account in your own words. Give the conversation an interesting unexpected or humorous ending.

449/2, Civil Lines

Ludhiana

26th January 20....

Dear Madhu

As I know, you're very interested in Raghav and his snakes. I thought I'd tell you about a conversation I've just heard between him and Sheela.

He told her that he thought one of his snakes had escaped and, as usual, she told him to stop collecting them because they were dangerous (Typical of Sheela! don't you think?)

.....
.....

Yours affectionately

Radha

NON-FINITES

(INFINITIVES, PARTICIPLES, GERUNDS)

There are three kinds of Non-Finites:

- (i) Infinitives
- (ii) Participle
- (iii) Gerund

(i) *Infinitive* :

'Infinitives' in form is 'to + I form of verb' in active voice and 'to be + III form of verb' in passive voice.

It is time to ring the *bell*. (Active)

It is time for the *bell* to be rung. (Passive)

'Infinitives' are of two kinds :

- 1. Simple Infinitives
- 2. Gerundial Infinitives or Adverb Infinitives

1. Simple Infinitives are used as :

- (a) Subject of a verb:

To err is human.

- (b) Object of a verb:

I want **to go** there.

- (c) Complement of a verb:

My ambition is **to become** a lawyer.

- (d) Object of a Preposition:

He is about **to leave** for Mumbai.

2. Gerundial Infinitives are used :

- (a) to express purpose:

I went to Delhi **to meet** my uncle.

- (b) to qualify an adjective:

This apple is sweet **to taste**.

- (c) to qualify a noun:

This house is **to let**.

As gerundial infinitives sometimes act as adverbs, they are called **Adverb Infinitives**.

‘To + I form of verb’ is the Present form of infinitive.

‘To have + III form of verb’ is the Perfect form of infinitive.

But the Perfect form is used after the past tense of a finite verb.

He was expected to **have solved** the sums.

(ii) Participle :

A Participle is a verbal form used as an adjective and sometimes as an adverb. It is also used as part of an adverb phrase:

He gave me a *broken* slate.

This book is interesting.

Having burnt his finger, he moved away from the fire.

Thus Participles are of three kinds:

(i) The Present Participle

(ii) The Past Participle

(iii) The Perfect Participle

1. The Present Participle is formed by adding 'ing' to the I form of verb : e.g. eating, writing, singing, sleeping etc.

The news is *alarming*.

Don't disturb a *sleeping* baby.

2. The Past Participle is the third form of verb : e.g. burnt, damaged etc.

A *burnt* child dreads fire.

I found my *lost* book.

3. The Perfect Participle is formed by adding *having* or *having been* (in the Passive form) before the Past Participle:

Having finished our work, we went to the garden.

The *sun having set*, they stopped working.

(iii) Gerund :

A Gerund ends in 'ing' (I form of verb + ing). It has the form of a noun and a verb. It is a verb in form but a noun in function. Both the Gerund and the Present Participle have the same form. But the former is used as a noun, while the latter is used as an *adjective*.

As both the Gerund and the Infinitive have the force of a noun and a verb, in many sentences either of them can be used without any special difference in meaning, as :

Teach me to *swim*.

OR

Teach me *swimming*.

To give is better than to *receive*.

OR

Giving is better than *receiving*.

Use of Gerund :

- (a) Subject of a verb :

Walking is a good exercise.

Dancing is an art.

- (b) Object of a verb :

Give up *drinking*.

She likes *dancing*.

- (c) Object of a preposition :

I am fond of *singing*.

- (d) Complement of a verb

I like **sleeping** in the afternoon.

Exercises for Practice

Exercise 1

- (a) Fill in the blanks selecting suitable to-infinitives from the following list:

(to see, to implement, to do, to announce, to show, to join, to let, to waste, to play, to do, to go, to solve, to post, to ask, to remember)

1. It is time
2. That was a sight
3. The judge has a judgement
4. That is something
5. I have a new plan
6. I have a nice picture
7. Have you any plan the college?
8. I have some questions you.
9. Have you any work?
10. I have a house
11. She has no problem

12. I have no time
13. Do you have any letters ?
14. He has some home-work
15. Bedi has a match on Sunday.

(b) *Frame seven meaningful sentences from the table below:*

I have	some letters	to ask you
	some homework	to waste
	some good news	to play on Sunday
	a question	to show you
	some pictures	to do
	a match	to tell you
	no time	to post

Exercise 2

Fill in the blanks with the-ing form (Present Participle form) as Gerund of the following verbs:

(a) *(smoke, look, spit, swim, read, wait, go, read, eat, see)*

1. is a very good exercise.
2. No in this compartment.
3. French is easier than to speak it.
4. after children requires patience.
5. between meals is bad.
6. No
7. He insisted on her.
8. I am quite used to in queues.
9. Do you feel like for a swim?
10. I am looking forward to that book.

(b) *(travel, talk, work, walk, ride, see, wait, steal, drop, smoke, cut) :*

1. He is used to at night.
2. Try to avoid in the rush hour.
3. There's nothing here worth
4. Stop
5. Would you mind a moment?
6. He prefers to
7. The grass needs
8. I don't allow here.
9. I heard the coin
10. I caught him my apples.

Exercise 3

Put the -ing forms (Participles) of the following Verbs in the blanks in the following sentences:

(please, write, rise, sun, tire, drip, bore, work, grow, amuse)

1. I caught a dog.
2. It was a sight.
3. We had a journey.
4. Give him a pad.
5. crops need care.
6. I do not like taps.
7. Did you see the flame?
8. It was a play.
9. We had an talk.
10. The government is looking after the classes.

Exercise 4

Given below are some pairs of sentences, Combine them into single sentences, using the Participle Phrases:

1. I saw a thief.
He was running away towards the station.
2. You can see the child.
She is sleeping peacefully.
3. His brother came home.
He brought an English wife with him.
4. Kindly give something to the poor beggar.
He is crying for alms.
5. The prince slept soundly.
He dreamt of his bright future.
6. My father came back home.
He brought some fruit for us.
7. Ram killed the witness.
He was giving a statement.
8. A police officer came to my house today.
He brought my missing bicycle with him.
9. I can hear my son.
He is saying prayers.

10. Could you bring me a pen?
It is lying on the shelf.

Exercise 5

Fill in the blanks with correct Past Participle form of the given verbs :

(wound, cook, burn, break, write, build, rot, lose, unlock, fade, close, paint, translate, finish, fail)

1. I got my house
2. He got the book
3. The soldier was taken to the hospital.
4. The overseer is getting this house
5. The rose was thrown out.
6. You must get the room
7. The food got spoilt.
8. Give a statement.
9. A child dreads the fire.
10. This college does not admit students.
11. He died of a heart.
12. The officer wants this work by today.
13. Who likes vegetables?
14. That lady found her purse.
15. I found all the doors

Exercise 6

Combine the following sentences using Participles or Gerunds or Infinitives :

1. I made a journey to Mumbai yesterday. I went there to get the best financial advice.
2. Your parcel never reached me. It had been addressed to the wrong place.
3. Turn to the right. You will find the office.
4. He drew his sword. He rushed at the king.
5. It was my purse. It had been lost.
6. He made a promise. He kept it also.
7. One must serve twenty years. After that one can retire.
8. He said he would come today. I was pleased at this.
9. I promise to help you in times of need. You can rely on this.
10. She was praised by all. She grew proud.

Chapter-9

TENSES (CONCORD AND SEQUENCE)

1 Use of Tenses :

1. Present Indefinite Tense

The Present Indefinite Tense is used :

(a) To express what is actually taking place at the present moment : as,

- (i) I **play**.
- (ii) The boys **sing** a song.
- (iii) See how he **works**!

(b) To express a habitual action, a habit or a custom ; as,

- (i) She **reads** newspaper every day.
- (ii) I **get up** early in the morning.
- (iii) He **goes** for a walk every day.

(c) To express a general truth, as,

- (i) The earth **revolves** round the sun.
- (ii) **Man** is mortal.
- (iii) Sugar **is** sweet.

(d) To narrate some past events in an exciting or a vivid manner ; as,

The plane **takes off**. Suddenly, a young man in black clothes **rushes** into the cock-pit. He **carries** a revolver in his hand. Two more youngmen and a young girl appear on the scene with hand grenades in their hands. They shout: "Nobody shall try to get up. Keep where you are."

(e) To express a future event, which is already arranged ; as,

- (i) The ship **sails** for England next week.
- (ii) Our examination **begins** on Wednesday.

(f) To quote authors; as,

- (i) Keats **says**, "A thing of beauty is a joy for ever."
- (ii) Pope **writes**, "A little knowledge is a dangerous thing."

(g) In conditional sentence ; as,

- (i) If I **go** to Delhi, I shall bring a camera for you.
- (ii) If Sachin **plays** in this match, we shall win.

- (h) With a Verbs which cannot be used in the continuous form; *as*,
- (i) She **loves** me. (*It is wrong to say ; She is loving me.*)
 - (ii) I **know** you. (not 'I am knowing you')
 - (iii) It **seems** proper.
 - (iv) Virtue **means** goodness.

2. Present Continuous Tense

This tense is used :

- (a) To express an action that is going on at the time of speaking, e.g.
 - 1. She **is knitting** socks.
 - 2. You **are deceiving** your friend.
- (b) As a substitute for the immediate future, e.g.
 - 1. My brother **is reaching** after an hour.
 - 2. She **is leaving** this place tomorrow.
 - 3. You **are proceeding** to America next month.

3. Present Perfect Tense

This tense is used :

- (a) To indicate an action which as just been over, *e.g.*
 - 1. I **have finished** my work.
 - 2. She **has drafted** the application.
- (b) To denote a past action, the results of which are still present, *e.g.*
 - 1. He **has opened** a new shop.
 - 2. She **has passed** the M.A examination.
- (c) In Adverbial clauses beginning with 'when', 'if', 'before', 'after', 'as soon as' or 'till' and when the principal verb is in Future Tense, *e.g.*
 - 1. As soon as I **have finished** this job, I shall come to see you.
 - 2. I shall ring up after I **have talked** to her.

4. Present Perfect Continuous Tense

This tense is used : (a) to denote an action that began in the past and is continuing up to the present, *e.g.*

- 1. I **has been raining** since morning.
- 2. We **have been living** in this house for two years.

(The use of the preposition '*for*' or '*since*' in a sentence of the present perfect continuous tense is essential.)

5. Past Indefinite or Simple Past Tense

This tense is used :

- (a) To express a single act of the past, *e.g.*
 - 1. He **broke** this table.
 - 2. They **were** in the garden.
 - 3. She **was** absent yesterday.
- (b) To express a habitual action or custom in the past, *e.g.*
 - 1. She **got up** at 4 a.m. every day.
 - 2. Our ancestors **were** honest and hard working.
- (c) As a substitute for the Past Continuous Tense, *e.g.*
 - 1. While they **played**, we **took** tea.
 - 2. While we **talked**, they **slept**.

6. Past Continuous Tense

This tense is used : (a) to denote an action that was going on at some time in the past, *e.g.*

- 1. They **were playing** hockey.
- 2. She **was singing** a song.

7. Past Perfect Tense

This tense is used : (a) to denote an action which had been completed before another action began in the past. It is always used in a complex sentence, *e.g.*

- 1. When I reached there, she **had finished** her work.
- 2. The doctor arrived after the patient **had died**.

Note : (i) The Past Perfect cannot be used to denote an isolated action in the past. For that, Past Indefinite should be used.

- (ii) Even when the Past Perfect is used by itself in a simple sentence: the action which followed it is implied *e.g.*

He **had already finished** his paper.

8. Past Perfect Continuous Tense

This tense is used : (a) to denote an action had been going on at or before some point of time in the past, *e.g.*

- 1. He **had been living** in this locality for two years before he became my friend.
- 2. She **had been meeting** her boy-friend regularly before her parents came to know about it.

9. Future Indefinite Tense

This tense is used : (a) to denote a single action in the future, *e.g.*

1. I **shall go** to see my friend.
2. He **will** help me.
3. They **will come** here tomorrow.

10. Future Continuous Tense

It denotes an action that will be going on at some time in the future, *e.g.*

1. We **shall be playing** cricket in the evening tomorrow.
2. They **will be discussing** this matter on the morning of the tenth.

11. Future Perfect Tense

It denotes an action that will have been completed at some point of time in the future, *e.g.*

1. We **shall have reached** there by that time.
2. I **shall have written** his essay when you come.

12. Future Perfect Continuous Tense

It denotes an action that will have been going on at or before some point of time in the future, *e.g.*

1. She **will have been dancing** for two hours before we reach there.
2. I **shall have been working** for seven days before my employer comes back.

2 Concord :Agreement of the Verb with Subject

Some useful Hints

1. A **verb** must agree with its Subject in **Number** and **Person**, i.e. when the **Subject** is **Singular**, the **Verb** must be **Singular**; when the **Subject** is **Plural**, the **Verb** must be **Plural**, as,
 - (i) (a) He *plays* cricket.
 - (b) They *play* cricket.
 - (ii) (a) I *am* sad.
 - (b) We *are* sad.
 - (iii) (a) A boy *is* running.
 - (b) Boys *are* running.

The **Verb** must agree with the **Subject Proper**, as,

- (i) The *attitude* of the officers is really friendly.
- (ii) A *list* of girls was prepared.

- (iii) *One* of my friends has gone to U.S.A.
2. If the **Subject** consists of **two or more Singular Nouns** or **Pronouns** joined by '**and**', it takes a Plural Verb.
- (i) *John and Jolly* were two brothers.
- (ii) The poet *and* the dramatist *are* being honoured. (two separate persons)
- (iii) Kolkata, Mumbai, Chennai *and* Delhi *are* the most important cities of India.
- (iv) He *and I* were present.

Exceptions

- (a) If the nouns refer to the same person or thing or express one idea, the Verb is Singular:
- (i) The poet and dramatist *is* being honoured. (*One person only*)
- (ii) My friend, philosopher and guide *was* invited to preside over the function.
- (iii) Rice and Curry *is* his favourite dish.
- (iv) Slow and steady *wins* the race.
- (v) Bread and butter *is* a wholesome food.
- (b) If **Two Singular Subjects** joined by **and** are qualified by **each** or **every**, they take a **Singular verb**.
- (i) *Every* man and *every* woman desires happiness.
- (ii) *Each* hour and *each* minute is important.
3. **Singular Subjects** connected by **or**, **either** **or**, **neither** **nor**, are followed by a **Singular verb**.
- (i) No prize *or* trophy *was* given to him.
- (ii) *Either* Ramesh *or* Ashoka has won the prize.
- (iii) *Neither* Hari *nor* Ramesh has gone to school today.
4. When the **Subjects** connected by **or** or **nor** are of **different Numbers**, the **Plural Subject** should be written last and it is followed by a **Plural Verb**.
- (i) *Either* Ashok *or* his parents *are* to blame.
- (ii) *Neither* he *nor* his friends *have* joined the college.
- (iii) *Neither* the headmaster *nor* the teachers were present there.
5. When the **Subjects** connected by **nor** or **or** are of **different Persons**, the **Verb** agrees in Person with the **Subject nearest to it**.
- (i) *Either* you *or* Lucy *is* responsible for our defeat.
- (ii) *Neither* you *nor* John *seems* to be interested in this pain.
- (iii) *Neither* he *nor* I *have* any money to buy a car.
6. When the Subject consists of **two Nouns or Pronouns** joined by '**with**', the **Verb** agrees with **the first of them**.

- (i) All the students, *with* their teacher, *were* present at the show.
- (ii) He, *with* all his friends, *was* ready to do or die.
7. When **two Subjects** are connected by '**not only but also**', the **Verb** agrees with **the latter Subject**.
- (i) *Not only* the master *but* his servants *also have been* badly wounded.
- (ii) *Not only* the soldiers *but* their captain *also has been* arrested.
8. When the Subject is the formal '**there**' the **Verb** agrees with the real subject that follows it.
- There is no *hope* of his success.
- There were many *difficulties* to be removed.
9. Either, neither, each, everyone, one of the, take a Singular Verb :
- (i) **Neither** of the two books *was* interesting.
- (ii) **Everyone** of these workers *is* an expert.
- (iii) **One of these** students *is* handicapped.
- (iv) **Each** of these two girls *is* intelligent.
- (v) **Either** of these two boys *is* fit for this work.
10. **Nouns** which are **Plural in form** but Singular in meaning should be followed by **Singular Verbs**:
- (i) Mathematics *is* my favourite subject.
- (ii) Politics *is* a dirty game.
- (iii) The wages of sin *is* death.
- (iv) The news *is* too good to be true.
- (v) The United Nations *is* a useful institution.
- (vi) 'Gulliver's Travels' *is* an interesting book.
11. A **Collective Noun** (crew, jury, committee) is followed by **Singular Verb** when the group is thought of as a **Singular unit**. But when individual members of the group are referred to, the **Plural Verb** is used.
- (i) A committee *was* appointed to suggest some reforms.
- (ii) The committee *were* divided on the issue.
- (iii) The jury *was* unanimous in its verdict.
- (iv) The jury *were* divided in their opinions.
12. When the **Subject** of a Verb is a **Relative Pronoun**, the **Verb** agrees in number and Person **with the antecedent of the Relative Pronoun**.
- (i) The *boy, who* always stands first, *is* my son.
- (ii) The *time, which* is lost, *is* lost for ever.

- (iii) I, *who am* your friend, will certainly help you.
 - (iv) This is one of the most interesting *books that have* (not has) ever appeared.
13. When the **Subject** is a **sum of money** considered **as a whole**, the **Singular Verb** is used. If the subject is a sum of money and it refers to the bills or coins **considered seperately**, the **Plural Verb** is used.
- (i) A hundred rupees *is* not a small sum.
 - (ii) A hundred rupees *were* found in his purse.
 - (iii) Five hundred pounds *is* a good price for this tape-recorder.
 - (iv) There *were* fifty rupees in his pocket.
 - (v) There *are* ten silver rupees in my box.

3 Sequence of Tenses

(Some Important Points)

1. A Past Tense in the Main Clause of a sentence having two or more clauses must be followed by a Past Tense in the Subordinate Clause *e.g.*
 - (a) He **passed** the examination because he **had worked** very hard.
 - (b) She **told** me that she **would meet** me in the market.
 - (c) We **laughed** as soon as he **started** singing.
 - (d) He **cried** when she **insulted** him.
 - (e) He **came** soon after you **rang** him up.

Exceptions to this rule

- (a) If the subordinate clause expresses some universal or habitual fact, its verb can remain in the present tense *e.g.*
 1. She **remarked** that honesty is the best policy.
 2. The teacher **said** that the earth revolves round the sun.
 3. He admitted that he **is** a liar.
 - (b) If the subordinate clause is introduced by '**than**' or '**as much as**', its verb can be of any tense that suits the sense *e.g.*
 1. She **favoured** me more than she **favours** anybody else.
 2. She **admired** me as much as she **admired** her husband.
 - (c) If the subordinate clause in an Adjective Clause, its verb may be in any tense that suits the sense *e.g.*
 1. **I liked** the book which you **have** always **criticised**.
 2. They **presented** a play which **will be liked** by all.
2. A Present or Future Tense in the Main Clause can be followed by any tense whatever in the Subordinate Clause *e.g.*

- (a) **I know** she **will not come**.
- (b) You **will soon know** if she **comes** here.

Distinction Between Present Perfect and Past Indefinite

Study the following sentences:

1. (a) I *saw* the Qutab Minar last Sunday. (Past Indefinite)
(b) I *have seen* the Qutab Minar. (Present Perfect)
2. (a) I *wrote* to him yesterday. (Past Indefinite)
(b) I *have* written to him. (Present Perfect)
3. (a) The sun set at 6:15 p.m. yesterday. (Past Indefinite)
(b) The sun has *set*. (Present Perfect)

A careful study of the above sentences in (a) would reveal that the **Past Indefinite** Tense is used when a **definite time in the past** is given or implied. In sentences (b) the **Present Perfect** has been used because no **definite point of time** has been mentioned. In these sentences, **we** are interested only in the completion of the action as we know it now.

Generally, the Past Indefinite carries expressions like *last night, yesterday, last Monday, in the evening, last year, at 5 p.m.*, etc. with it.

The Present Perfect carries expressions like *so far, by now, up to now, recently, lately, just now*, etc. with it.

Distinction between Present Continuous and Present Indefinite (with regard to the use of time expressions)

Study the following sentences:

1. (a) I play cricket **almost every day**. (Present Indefinite)
(b) I am playing cricket **now**. (Present Continuous)
2. (a) He drinks **every evening**. (Present Indefinite)
(b) He is drinking **now**. (Present Continuous)
3. (a) It rains in August **every year**. (Present Indefinite)
(b) It is raining **at the moment**. (Present Continuous)

From the above examples, it is quite clear that the **Present Continuous** Tense is used to represent an action **that is going on at the time of speaking** while the **Present Indefinite** is used to represent any **habitual action or general or universal truth**.

Time expressions like *generally, always, after, frequently, twice a day, once a year, usually, sometimes, every day, every Sunday, every year*, in August etc. are usually used with the **Present Indefinite Tense**.

Time expressions like *now*, *at the moment*, *at present*, etc. are generally used with the **Present Continuous Tense**.

Exercises for Practice

Exercise 1

Correct the Tense in the following sentences :

- (a)
1. They have come yesterday.
 2. I have bought this house last year.
 3. I am the person who have saved your life.
 4. I shall call you when the lunch will be ready.
 5. Dinesh will come if you will invite him.
 6. I had been to Delhi recently.
 7. She is one of those persons who never tells a lie.
 8. She is working in the office for two years.
 9. I had gone to the club last night.
 10. I have written to him yesterday.
- (b)
1. I hoped that my friend will help me.
 2. Take care that you will not be cheated.
 3. I know them for the last four years.
 4. The patient died before the doctor arrived.
 5. Newton has discovered the Law of Gravitation.
 6. I am studying hard for the last three weeks.
 7. He is suffering from fever since Monday.
 8. I had visited Shimla last summer.
 9. I am sorry I did not write that letter yet.
 10. His younger sister is died.

Exercise 2

Put the correct Verb in the blanks :

- | | | |
|---|----------------------------|---------------|
| 1. The tallest of these boys | next door to me. | (live, lives) |
| 2. Slow and steady | the race. | (win, wins) |
| 3. Neither Ashok nor Prem | any right to the property. | (has, have) |
| 4. Neither the captain nor the soldiers | been arrested. | (has, have) |
| 5. Neither he nor I | money to spare for his. | (has, have) |
| 6. You, as well as he, | innocent. | (is, are) |

7. None but the brave the fair. (deserve, deserves)
8. The United States a prosperous country. (is, are)
9. The committee divided in their opinion. (was, were)
10. I, who your friend, will stand by you. (is, am, are)

Exercise 3

Put the correct Verb in the blanks :

1. All the players in my team done well. (has, have)
2. Bread and butter what they want. (is, are)
3. Either Sushil or Rakesh done this mischief. (has, have)
4. Neither he nor his servants honest. (was, were)
5. Neither you nor Sham to be capable of doing this. (appear, appears)
6. Not only the workman but the supervisor also been dismissed. (has, have)
7. Each day and each hour its own importance. (has, have)
8. The news of the flood caused great anxiety. (has, have)
9. The jury divided in their opinion. (was, were)
10. This is one of the best novels that been published this year. (has, have)

Exercise 4

Put the correct Verb in the blanks :

1. The cost of all types of pens gone up. (has, have)
2. Time and tide for none. (wait, waits)
3. Either you or he mistaken. (is, are)
4. Either Rajinder or his parents responsible for this. (was, were)
5. Neither you nor I lucky. (am, are)
6. He, as well as you, to blame. (is, are)
7. None of the ships rescued from the storm. (was, were)
8. The Arabian Nights interesting stories. (contain, contains)
9. The crew did best to save the ship. (its, their)
10. This is one of the most difficult lessons that been taught. (has, have)

Exercise 5

Put the correct Verb in the blanks :

1. The toys that were bought by my son really useful. (is, are)

2. Oil and water mix. (does not, do not)
3. Neither the judge nor the witnesses him. (believe, believes)
4. Neither the Principal nor the lecturers present at the meeting. (was, were)
5. Either he or I wrong. (am, are)
6. The workmen, with their leaders, been arrested. (have, has)
7. One of my friends the owner of this factory. (is, are)
8. Good crockery expensive. (is, are)
9. The jury divided on the issue. (was, were)
10. I am one who always stood for justice. (has, have)

Exercise 6

Put the correct Verb in the blanks :

1. He reguraly. (work, works)
2. Tobacco and alcohol injurious to health. (is, are)
3. Either the officer or the assistants responsible for this error. (is, are)
4. Me or his friends to blame. (was, were)
5. Neither my brother nor I ever been to Mumbai. (has, have)
6. The gallery, with its beautiful pictures, a great attraction. (is, are)
7. Either of these two proposals acceptable to me. (is, are)
8. The West Indies a land of great cricketers. (is, are)
9. The Assembly in session. (is, are)
10. He is one of those leaders who always ready to do or die. (is, are)

COMPOSITION

Chapter-1

VOCABULARY

Vocabulary comprises words or group of words, such as environment, passersby, beyond, friendly, agree, took off, bride-to-be, software etc.

(a) Nature of Words (Context Meaning)

Words are the backbone of a language because they are used to express opinions and ideas, describe things and actions and so on. There cannot be any sentences without words. At the same time words cannot convey exact meaning in the absence of sentences. There should be a context in which the real meaning of a word can be understood fully. Read the sentences given below with the word *run* in them. In each sentence the word *run* conveys a different sense. The sense conveyed is given at the end of each sentence.

1. He can *run* very fast and win the prize. (race)
2. Don't you think that the film will *run* at least for 6 weeks? (continue)
3. Suman *runs* from one table to another to finish her work in time. (hurries)
4. It is strange that Mr. Sanjay is able to *run* two businesses effortlessly. (manage)
5. Our school will *run* Spoken English classes during the summer vacation. (provide)
6. Trains often *run* late in winter. (travel)
7. I can't *run* a car on my small salary. (afford)
8. When she peels onions, tears *run* down her cheeks. (flow)

Exercise

Read the words and phrases that convey different meanings of the word *set* given below:

Fixed, started, a group of same things, arranged, written or done, a piece of equipment, settled

Now read the following sentences. Write the word/group of words that give the meaning of *set* against each sentence. One sentence has been done for you. Consult a dictionary when in doubt.

1. My mother gifted a *set* of handkerchiefs to my younger sister - a group of same things.
2. The jewels were *set* beautifully in gold. _____
3. Raghu is well *set* in his new job. _____

4. Several TV *sets* have been stolen from his shop. _____
5. Let's start wearing woollen clothes; the winter has *set* in _____
6. The date of the test has not been *set* yet. _____
7. She has *set* the alarm for 5 o' clock, so that she is not late. _____
8. The surgeon who *set* my uncle's hip bone is very popular. _____
9. Old people have *set* views about everything . _____
10. The table has been *set* for the tea party. _____

(B) WORDS AS DIFFERENT PARTS OF SPEECH

Words can be used as different parts of speech. Read the sentence given below:

He *watches* films on the TV while selling *watches* in his shop.

Here first time the word *watch* is used as a verb, whereas the second time it is used as a noun.
Read some more sentences in which the word *fair* has been used as different parts of speech.

It is not *fair* to leave small children at home alone. (adj.)

People will respect you if you play *fair*. (adv.)

Children went to the *fair* with their parents. (noun)

EXAMPLES :

Act

Verb : You should *act* on my advice.

Noun : This is an *act* of kindness.

All

Noun : We lost our *all* in the recent rains.

Adjective : He ate *all* the apples.

Bail

Verb : He will be *bailed* out today.

Noun : He was set free on *bail*.

Back

Verb : Will you *back* me up in this case?

Noun : He carried the load on his *back*.

Adjective : He came from the *back* door.

Better

Adjective : This book is *better* than that.

Adverb : He fared *better* in the test than he had hoped.

Verb : We hope to *better* the conditions of our workers.

Noun (pl.) : Follow your *bettors*.

Book

- Verb : Get your luggage *booked*.
Noun : It is a nice *book*.

Close

- Noun : It is the *close* of the year.
Verb : Ramu *closes* his shop at 7.45 p.m.

Dawn

- Verb : The truth *dawned* upon him yesterday.
Noun : I always get up before *dawn*.

Drive

- Verb : Suresh is *driving* the car at top speed.
Noun : We had a good *drive* in the morning.

Effect

- Verb : The prisoner *effected* his escape.
Noun : My advice had the desired *effect*.

Fare

- Verb : I have *fared* badly in my test.
Noun : We paid the bus *fare*.

Fix

- Noun : We are in a *fix* now.
Verb : Let us *fix* the programme.

Face

- Verb : *Face* the difficulties like a man.
Noun : What a sweet *face*!

Fast

- Noun : They keep a *fast* every week.
Adjective : You are a *fast* friend of mine.
Verb : Do not *fast* unto death.

Hand

- Verb : The thief was *handed* over to the police.
Noun : My *hands* are clean.

Iron

- Verb : He will *iron* his clothes.
Noun : Strike the *iron* when it is hot.
Adjective : Patel was an *iron* man.

Idle

Verb	:	Do not <i>idle</i> away the time.
Noun	:	The <i>idle</i> are disliked everywhere.
Adjective	:	He is an <i>idle</i> fellow.

Like

Verb	:	I <i>like</i> her ways.
Noun	:	Everybody has his <i>likes</i> and dislikes.
Adjective	:	<i>Like</i> poles repel each other.

Light

Noun	:	<i>Light</i> comes from the sun.
Adjective	:	He is carrying a <i>light</i> packet.
Verb	:	<i>Light</i> the lamp.
Adverb	:	Travel <i>light</i> if you must.

Less

Adjective	:	He is paying <i>less</i> attention to studies these days.
Adverb	:	He is <i>less</i> intelligent than his brother.
Noun	:	He won't be satisfied with <i>less</i> .

Near

Adjective	:	He is a <i>near</i> relation of the headmaster.
Verb	:	He is <i>nearing</i> his end.
Adverb	:	Come <i>near</i> .

Right

Noun	:	You have every <i>right</i> to attend his meeting.
Adjective	:	She hurt her <i>right</i> leg.
Verb	:	That fault will <i>right</i> itself.

Round

Noun	:	The principal went on a <i>round</i> .
Adjective	:	The earth is <i>round</i> .
Verb	:	The police <i>rounded</i> up the bad characters.
Adverb	:	He turned <i>round</i> .
Preposition	:	She wore a necklace <i>round</i> her neck.

Second

Verb	:	He will <i>second</i> the proposal.
Noun	:	I will do it in a <i>second</i> .
Adjective	:	The <i>second</i> boy was crying.

Still

- Noun : In the *still* of the night, a thief entered our house.
Adjective : The night was *still*.

Stone

- Adjective : *Stone* walls do not make a prison.
Verb : The dog was *stoned* to death.
Noun : This building is made of *stone*.

Time

- Noun : *Time* is money.
Verb : Your reply was well *timed*.

Well

- Noun : There is a *well* of sweet water in our village.
Adjective : The patient is now *well*.
Adverb : He speaks *well*.
Verb : Tears *welled* up in his eyes.

While

- Noun : Rest a little *while*.
Verb : He is *whiling* away his time.

Water

- Verb : The gardener is *watering* the plants.
Noun : Bring me a glass of *water*.
Adjective : The *water*-mill is working.

Will

- Noun : It was the *will* of God.
Verb : God *willed* it so.

Exercises

A. Write n for noun, adj. for adjective, adv. for adverb and v for verb in the bracket for the italicized word given in the sentences :

- One must travel *light* while travelling by air. ()
This clock is ten minutes *fast*. ()
The chief guest's speech was *brief* and to the point. ()
The officer was *briefed* about the facts of the case. ()
This bicycle *cost* him twelve hundred rupees. ()
Manvinder ran *fast* enough to reach the school in time. ()
What is your examiner's *schedule* for tomorrow? ()

You can buy many *fancy* items from Meena Bazar. ()

That tastes *real* good. Where did you get it from? ()

What is the *cost* of this pair of socks? ()

B. Use the given words in sentences as directed:

Fare as noun and verb

Bear as noun and verb

Wound as noun and verb

Round as adjective, preposition and adverb

Fast as adjective, adverb and noun

Stand as noun and verb

Produce as noun and verb

(C) Synonyms

English has lots of words with similar but sometimes slightly different meaning. These words are called *synonyms*. For example.

right = correct

end = finish, conclude, stop

huge=big, enormous

But many of these synonyms are not always inter-changeable. For example, 'She has big and beautiful eyes' is an acceptable sentence, whereas 'She has huge and beautiful eyes.' is not.

Here are some more examples:

List of Synonyms

allow	permit	tidy	clean
beautiful	pretty	vast	big
correct	right	wealthy	rich
discover	find	actual	real
end	finish	begin	start
enough	plenty	annual	yearly
excuse	pardon	arrive	reach
foolish	stupid	big	large
glad	happy	brave	bold
haste	hurry	difficult	hard
injure	hurt	quiet	silent
lazy	inactive	vacant	empty
ordinary	common	wide	broad

reply	answer	desire	longing
task	work	essential	necessary
kinds	varieties	plenty	enough
marvellous	wonderful	bodily	physical
struggle	fight	scarcely	hardly
suffering	pain, trouble	thoroughly	completely
wallet	purse	shelter	refuge
drag	pull	right	correct
study	examine	close	near (prep)
wear	put on	marvellous	excellent
afraid	in fear	wonderful	amazing
certain	sure	nearly	about
find out	discover	lovely	beautiful
anxious	worried	cheerful	happy

Exercises

A. Match the words in column A with their synonyms in column B:

A	B
just	reach
leave	wrath
permit	refuge
brave	fearless
certain	vanish
disappear	sure
anger	prevent
forbid	fair
shelter	inactive
attempt	depart
lazy	allow
arrive	try

B. Complete the sentences with the words given in the box. The italicized words will help you to choose the right word:

inactive	pouring	bright	finish
annoyed	enormous	collect	wear

1. Is the new student *intelligent*? Yes, he is very _____.
2. It was raining *heavily*. In fact, it was _____.

3. The show *stopped* at 10 p.m. because the policemen asked us to _____ it early.
4. She was very *angry* with my brother. I don't know why she was so _____ with him.
5. It was very *huge* animal. We have never seen such an _____ animal before.
6. He likes to have *rare* photographs. He has decided to _____ about one thousand rare ones.
7. Don't *put on* the red cap. _____ the black one.
8. She is quite *lazy*. I don't know why she is so _____ ?

(d) ANTONYMS

Some words can be paired with words opposite in meaning. They are called antonyms. Here are a few examples:

The arrival of the train is 1330 hrs. Its departure is at 1400 hrs.

Robin is very timid, but his brother is quite bold.

Do pay attention to him. Don't ignore him.

Here are some more antonyms:

List of Antonyms

accept	reject	increase	decrease
active	lazy	junior	senior
ancient	modern	kind	cruel
arrival	departure	lend	borrow
attack	defend	light	heavy
bent	straight	light	dark
better	worse	majority	minority
blunt	sharp	maximum	minimum
bold	timid	oral	written
coarse	fine	permanent	temporary
create	destroy	please	displease
contract	expand	plus	minus
deep	shallow	positive	negative
early	late	punish	reward
expensive	cheap	rough	smooth
forward	backward	safe	dangerous
found	lost	sickness	health

freeze	melt	success	failure
fresh	stale	superior	inferior
gain	loss	sweet	sour
great	small	top	bottom
generous	miser	true	false
happiness	misery	ugly	beautiful
happy	sad	wet	dry
honest	dishonest	wild	tame (pet), domestic
huge	tiny	wither	bloom
absent	present	left	right

Exercises

A. Match the antonyms correctly:

A	B
admit	destory
public	straight
junior	conclude
bent	stale
defend	senior
dark	private
fresh	well-lit
create	descend
ascend	dangerous
safe	attack
start	modern
ancient	deny

B. Complete the following sentences with the Antonyms given in the box. The italicized words help you to choose the right words:

modern	spend	withdraw	vacant	remember
success	punctual	expensive	plus	import

1. Ramesh, you are always _____, but why are you *late* today?
2. We will not _____ all the money now. We will *save* it for the rainy day.
3. Seven seats are still _____. They were all *full* by now last year.
4. I will *deposit* the whole amount. I can _____ it at any time I want to.
5. The Goyals _____ wool from Australia, make garments and *export* them to the U.K.

6. Don't *forget* your sweater here. _____ to wear it when it is cold in Srinagar.
7. _____ and *failure* go hand in hand in life.
8. This umbrella is very _____. I need a *cheap* one.
9. Rome has both ancient and _____ buildings.
10. Can you tell me the *minus* and _____ points of this proposal?

(e) Homonyms

Sometimes two words share the pronunciation, but have different spellings and meanings. Such words are called **homonyms**. Here are a few pairs of words:

right, write; through, threw ; so, sew ; weight, wait ; scene, seen.

Example :

The teacher allowed me to go home a little early.

Please read this poem aloud.

More examples of Homonyms:

1. *Berth* - We cancelled the trip because we weren't getting a *berth*.
Birth - You must write your date of *birth* correctly.
2. *Brake* - The *brake* failed and the bus hit the Maruti car in front.
Break - This vase is made of glass. If it falls, it will immediately *break*.
3. *Cell* - This transistor works on two pencil *cells*.
Sell - We want to *sell* our old furniture.
4. *Died* - His father *died* at the age of eighty.
Dyed - She *dyed* her hair dark brown.
5. *Dose* - Just one *dose* of this medicine cured me of my headache.
Doze - (To take light sleep:) If I can *doze* for a few minutes, I will be refreshed.
6. *Hair* - Grey *hair* is thought to be a sign of wisdom.
Hare - The *hare* could run very fast but he was lazy.
7. *Heal* - The wound took a long time to *heal*.
Heel - He fell on a piece of broken glass and got a cut on the *heel*.
8. *Pain* - She over-ate and got *pain* in the stomach.
Pane - The ball hit the window *pane* and broke it.
9. *Pair* - I have bought a new *pair* of shoes.
Pare - You must *pare* your nails regularly.
10. *Peace* - A country can progress only during *peace* time.
Piece - I need a *piece* of rope to tie this bundle.
11. *Pray* - I *pray* to God for your good health.
Prey - The tiger jumped on its *prey*.

12. Principal - My mother went to the school to meet the *Principal*.
Principle - Gandhiji always followed noble *principles*.
13. Root - A plant gets water through its *root*.
Route - Trains running on this *route* are often late.
14. Stair - The man slipped while climbing the *stairs*.
Stare - It is a bad habit to *stare* at anyone.
15. Storey - My room is on the upper *storey* of the house.
Story - My grandmother told me a very interesting *story*.
16. Their - *Their* house is small but comfortable.
There - We went *there* in a group.
17. Wait - Don't *wait* for me for more than ten minutes.
Weight - What is the *weight* of this bag of cement?
18. Waist - The water in the river soon rose above his *waist*.
Waste - Don't *waste* money ; spend it carefully.
19. Weather - The *weather* has suddenly turned cold.
Whether - I want to know *whether* this answer is correct.
20. Heir - Kanwar Mahendra Singh is the next *heir* to the throne.
Air - Go out for a walk in fresh *air*.

Exercise

Choose the word from the pairs of words given and complete the sentences. The first sentence has been done for you:

fair, fare ; groan, grown ; practise, practice ; principle, principal; feet, feat; vain, vein; stationary, stationery; wait, weight (you must have to change the form of the word in some cases)

1. It is my principle not to lend money to anyone.
2. The player was badly hurt and was _____ with pain.
3. Can you _____ for sometime? The officer is very busy at the moment.
4. A passenger train hit a _____ goods train near Pune.
5. The _____ of buses may go up by 10% next month.
6. Have you done enough _____ to win the match?
7. Mamta tried in _____ to climb to the top of the building.
8. The Lotus Temple in Delhi is a great _____ of engineering.

(f) Formation of Words

(1) Compound Words

Sometimes two or more words are combined to make a new word. They are called compound words. Here are some examples:

Snow + bound = snowbound ; holiday + makers = holidaymakers; time + table = timetable
 foot+ball = football; grand + daughter = granddaughter ; motor+racing = motorracing

Exercise

Match words from column A with the words in column B to make Compound words:

A	B
basket	wife
grand	light
sun	yard
milk	ball
house	book
vine	post
lamp	glasses
wild	maid
over	worked
world	father
text	grocer
green	wide

- (ii) Compound words are also formed by joining two or three words with a hyphen (-) / hyphens.

Examples :

Sister in law, pre-nursery, back-up, open-minded, much-hyped, ready-to-serve

Exercises

A. Rewrite the word by inserting a hyphen (-), if required ;

fiftynine _____	headache _____
easygoing _____	welloiled _____
preschool _____	uptodate _____
mothertobe _____	selfstudy _____
busybody _____	inlaws _____
highway _____	incometax _____
easygoing _____	waterbased _____
snowstorm _____	household _____

B. Choose suitable compound words from the given list to complete the sentences:

world-famous	oil-based	handmade	bullet-proof
air-conditioned	absent-minded	eye-sight	downtown

1. In summer many people like to travel by _____ buses.
2. Vikram Seth is a _____ writer.
3. Chaman Lal got his house painted with _____ paints.
4. Where did you buy this _____ paper?
5. He goes _____ every week to buy his grocery.
6. Get your _____ checked, I think you need glasses.
7. The policeman was saved because he was wearing a _____ jacket.
8. My father is becoming _____, he never pays his bill on time these days.

(2) Prefixes and Suffixes

New meaning can be given to a word (a noun, a verb or an adjective) by adding a letter or group of letters to it. When the letter or a group of letters is used in front of the word it is called a prefix. Whereas when it is added at the end of the word it is called a suffix. Sometimes the spelling of the main word is changed when a prefix/suffix is added to it.

Examples :

en +cash = encash	up+grade = upgrade
mis+fortune = misfortune	discover+y = discovery
leak+age = leakage	wonder+full= wonderful
permit+ssion = permission	multiply+cation = multiplication

(i) Forming Nouns from Verbs :

-tion

abolish	abolition	admire	admiration
absorb	absorption	act	action
add	addition	calculate	calculation
collect	collection	complete	completion
create	creation	dictate	dictation
edit	edition	instruct	instruction
describe	description	elect	election
occupy	occupation	publish	publication
introduce	introduction	relate	relation

-sion, -ssion

admit	admission	conclude	conclusion
permit	permission	extend	extension

-al

arrive	arrival	approve	approval
bury	burial	remove	removal

-ance

accept	acceptance	abound	abundance
assist	assistance	appear	appearance

-cation, -ation, -zation

apply	application	occupy	occupation
multiply	multiplication	civil	civilization
organize	organization	satisfy	satisfaction

-ment

amuse	amusement	agree	agreement
appoint	appointment	develop	development
enjoy	enjoyment	harass	harassment

-ity

authorize	authority
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-ee

employ	employee	evacuate	evacuee
train	trainee	trust	trustee

-ry

bribe	bribery	deliver	delivery
enter	entry	recover	recovery

-ing

begin	beginning	draw	drawing
build	building	meet	meeting
spell	spelling	sew	sewing
patrol	patrolling	smoke	smoking

ac-

custom	accustom	company	accompany
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-age, edge

marry	marriage	carry	carriage
seap	seepage	drain	drainage
know	knowledge		

-ise, -ize, -ice

critic	criticise	drama	dramatize
harmony	harmonize	memory	memorize
sympathy	sympathize	serve	service

-ure

close	closure	depart	departure
please	pleasure		

-ence, -ance

exist	existence	interfere	interference
prefer	preference	clear	clearance

-th

grow	growth	die	death
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-er, -or, -ar

act	actor	edit	editor
beg	beggar	employ	employer
fight	fighter	work	worker
write	writer	select	selector

Exercises

A. Complete the sentences using the correct form of the words given in the brackets:

1. There were a lot of games for _____ at my cousin's party. (amuse)
2. After the _____ of the bridge, the labourers will be sent to some other place. (complete)
3. She is learning French in _____ to English and Punjabi. (add)
4. He was asked to show his passport for _____. (verify)
5. Due to the _____, the wall of the house collapsed. (seap)
6. I am going to write a letter to the _____ of that newspaper. (edit)
7. Many children receive awards for their _____ on Republic Day every year. (brave)
8. _____ classes are held in Adarsh Colony to train the needy women. (sew)
9. Some people kill animals and birds for _____. (please)
10. The main _____ of some tribals in Rajasthan is camel breeding. (occupy)

B. Match the Verbs under column A with their Nouns under column B:

A

vibrate
permit
prosper
prefer
act
employ
relate
settle
bury
authorize

B

burial
preference
actor
permission
settlement
relation
vibration
authority
employee
prosperity

C. Form Nouns from the following Verbs and use them in your own sentences:

preach	create	appear	arrive	enjoy
apologize	develop	meet	deliver	memorize

(ii) Forming Verbs From Nouns :

-fy, -ify

beauty	beautify	class	classify
electricity	electrify	example	exemplify
fruit	fructify	fort	fortify
glory	glorify	horror	horrify
justice	justify	right	rectify

en-, em-, im-

body	embody	courage	encourage
trap	entrap	danger	endanger
cash	encash	list	enlist
joy	enjoy	prison	imprison
power	empower	print	imprint

be-

head	behead	fool	befool
friend	befriend	witch	bewitch

Exercise

Fill in the correct words in the blanks with the help of words given in the brackets:

1. We will _____ our house by growing flowering plants. (beauty)
2. Don't _____ your life by going near the fire. (danger)

3. In a few years the government is likely to _____ several villages. (electricity)
4. She could'nt _____ her stay abroad for so many months. (justice)
5. You can't _____ me with your lies my more. (fool)
6. My friends _____ playing in the sun even in the summer. (joy)
7. Can you _____ the bad points of smoking? (list)
8. I won't _____ you by talking again about that accident. (terror)

(iii) Forming Adjectives From Nouns :

-ial, -ical, -al, -cial

editor	editorial	economy	economical
empire	empirical	face	facial
flower	floral	globe	global
condition	conditional	judge	judicial
territory	territorial	clerk	clerical
geometry	geometrical	geography	geographical
influence	influential	history	historical

-ive

expense	expensive	defence	defensive
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-ful

colour	colourful	duty	dutiful
faith	faithful	harm	harmful
hope	hopeful	joy	joyful
need	needful	power	powerful
use	useful	wish	wishful

-ary

example	exemplary	discipline	disciplinary
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-ual

habit	habitual	spirit	spiritual
context	contextual	text	textual

-en, -n

silk	silken	wool	woollen
gold	golden	Asia	Asian
India	Indian	Germany	German'

-ial, -cal

history	historical	office	official
practice	practical	picture	pictorial

-ish

black	blackish	boy	boyish
child	childish	fool	foolish
slave	slavish	fever	feverish

-ious, -ous

danger	dangerous	glory	glorious
industry	industrious	labour	laborious
luxury	luxurious	ruin	ruinous

-ness

blind	blindness	dark	darkness
deaf	deafness	rich	richness

-y

blood	bloody	dew	dewy
dust	dusty	fish	fishy
fun	funny	grass	grassy
greed	greedy	gloom	gloomy
guilt	guilty	honest	honesty
heart	heartly	hair	hairy
hunger	hungry	need	needy
might	mighty	mud	muddy
noise	noisy	rain	rainy
risk	risky	taste	tasty

-ly

friend	friendly	love	lovely
man	manly	master	masterly
time	timely	king	kingly
month	monthly	mother	motherly
prince	princely	week	weekly
year	yearly	hour	hourly

-ent

difference	different	intelligence	intelligent
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-ary, -ery

discipline	disciplinary	cook	cookery
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-ian

India	Indian	Canada	Canadian
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Exercises

A. Match the Nouns in column A with the Adjectives from column B:

A

expense
year
economy
edit
flower
example
defence
intelligence
need

B

yearly
intelligent
defensive
exemplary
needful
floral
editorial
economical
expensive

B. Use a prefix/suffix with the word given in the bracket. Make necessary changes in the word, if required :

1. There are many _____ hotels in Mumbai. (luxury)
2. A _____ function was held on the eve of Diwali. (colour)
3. Is it _____ to travel by air? (economy)
4. The stay in Singapore was very _____. (expense)
5. Sunil acts quite _____ at times. (child)
6. The discussion took place in a _____ atmosphere. (friend)
7. I am going to make my _____ trip to Varanasi in June. (year)
8. It turned very _____ in the evening. (dust)
9. The money will be given to some _____ persons. (need)
10. Abdul is a very _____ person; he works for 14 hours a day. (industry)

C. Form Adjectives from the following Nouns:

accident	adventure	abuse	east	fault
hand	guilt	might	difference	example

(iv) Forming Nouns From Adjectives:

-y, -ity

creative	creativity	jealous	jealousy
decent	decency	humble	humility
humid	humidity	local	locality
moral	morality	secure	security
possible	possibility	pure	purity

-ness

empty	emptiness	fast	fastness
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ill	illness	kind	kindness
useful	usefulness	backward	backwardness
great	greatness	near	nearness
quick	quickness	wild	wildness

-dom

boring	boredom	free	freedom
wise	wisdom	kingly	kingdom

-th

dead	death	deep	depth
long	length	strong	strength
warm	warmth	broad	breadth

-ence

absent	absence	excellent	excellence
present	presence		

Exercise

A. Form Nouns by adding the prefixes -ity, -th, -om, -ness, -ence to the words given in the brackets and fill in the blanks:

- Many areas of Bihar are known for their _____. (backward)
- I felt very uncomfortable in Chennai because of the _____. (humid)
- 'What's the _____ of your turban?' the foreigner asked. (long)
- Because of her _____, she could not go there. (ill)
- Nelson Mandela went to jail for the _____ of his people. (free)
- Is there any _____ of the train coming late? (possible)
- There is _____ in her behaviour. (warm)
- Ramanand Jewellers is known for the _____ of their gold. (pure)
- No one spoke in the _____ of the police. (present)
- His _____ was felt by all. (absent)

(v) Forming Verbs from Adjectives :

- en

broad	broaden	deep	deepen
flat	flatten	soft	soften

em- en-

bitter	embitter	rich	enrich
able	enable	feeble	enfeeble

- ize, -ise

equal	equalize	general	generalize
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natural	naturalize	maximum	maximize
minimum	minimize	special	specialize
popular	popularize	commercial	commercialise

- iate

different	differentiate
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- fy

beautiful	beautify	clear	clarify
just	justify	pure	purify
right	rectify	null	nullify

Exercises

A. Form Verbs from the following Adjectives:

able	broad	black	divisive	false
popular	sad	sick	glorious	minimum

B. Add suffixes/prefixes to the words given in the brackets and write them in the space provided:

- Go to the Rose Garden. The roses will _____ (glad) you.
- You can _____ (rich) your knowledge by reading good books.
- Some children cannot _____ (different) between p and b.
- I think the mystery will further _____ (deep) in the novel I am reading.
- Buy a cycle; It will _____ (able) you to reach your school in time.
- I am trying to _____ (minimum) my expenses.
- The computer will _____ (right) the error if you give the correct command.
- Sukhbir will like to _____ (special) in medicine.

(vi) Forming Adjectives From Verbs :

- able

agree	agreeable	admire	admirable
change	changeable	charge	chargeable
measure	measurable	separate	separable

- ful

boast	boastful	doubt	doubtful
help	helpful	wonder	wonderful

- ive

collect	collective	protect	protective
select	selective	create	creative

- ent

differ	different	prevail	prevalent
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Exercise

A. Match the Verbs under column A with their Adjectives under column B:

A

agree
admire
select
doubt
collect
change
remove
help

B

admirable
selective
collective
helpful
removable
agreeable
changeable
doubtful

(vii) Forming Adverbs From Adjectives:

By adding the suffix- ly, adverbs can be formed from Adjectives :

able	ably	active	actively
affectionate	affectionately	brief	briefly
broad	boardly	beautiful	beautifully
bitter	bitterly	careful	carefully
calm	calmly	cheap	cheaply
clear	clearly	deep	deeply
dear	dearly	easy	easily
false	falsely	free	freely
high	highly	kind	kindly
mad	madly	merry	merrily
obedient	obediently	occasional	occasionally
peaceful	peacefully	popular	popularly
punctual	punctually	rigid	rigidly
safe	safely	wise	wisely
urgent	urgently	useful	usefully

Exercise

B. Form Adverbs from the following Adjectives and use them in your sentences:

brief	broad	bitter	calm	easy
frequent	generous	occasional	peaceful	

EXAMPLE: The DEO was **highly** impressed by our school.

(viii) Formation of Abstract nouns :

<u>- ion</u>			
act	action	inspect	inspection
<u>- y, -cy, -ry, -ery</u>			
agent	agency	infant	infancy
brave	bravery	cook	cookery
potter	pottery	monarch	monarchy
democrat	democracy	pirate	piracy
photograph	photography	literate	literacy
<u>- ship</u>			
friend	friendship	king	kingship
partner	partnership	showman	showmanship
workman	workmanship	scholar	scholarship
<u>- hood</u>			
child	childhood	father	fatherhood
man	manhood	widow	widowhood
<u>- ity</u>			
enemy	enimty	clear	clarity
<u>- ing</u>			
school	schooling	anchor	anchoring
fish	fishing	skate	skating
<u>- ment</u>			
judge	judgement	move	movement
recruit	recruitment	require	requirement
<u>- ism</u>			
hero	heroism	patriot	patriotism
<u>- ice</u>			
serve	service		
<u>- age</u>			
patron	patronage	orphan	orphanage

Exercises

A. Match the words under column A with their Abstract Nouns under column B:

A

beggar
brother
chemist
earl
friend
inspector

B

brotherliness
earldom
membership
begging
inspection
patriotism

member	friendship
patron	chemistry
patriot	widowhood
widow	patronage

B. Form Abstract Nouns from the following words and use them in sentences:

act	agent	child	infant	mother
hero	partner	recruit	move	

(ix) Negative Prefixes:

in	:	inactive, incomplete, inanimate, inhuman
dis-	:	disappear, dislike
un-	:	unable, unkind
im-	:	impossible, impolite, immature
ir-	:	irregular, irresponsible
il-	:	illegal, illegible, illiterate
mis-	:	misplaced, misfortune, mislead
mal-	:	malfunction, maladjustment

Exercise

Write the opposite of the statements given below. Use the prefixes- *ir*-, *-un*-, *in*-, *im*-, *il*-, *dis*-, with the italicized words. (The first one has been done for you).

- Mr. Reddy is known for making *logical* statements.
Mr. Reddy is known for making *illogical* statements.
- The speaker made several *relevant* points in his speech.
- The fire-fighters were *able* to rescue the child trapped inside the house.
- Savita is a very *mature* person.
- Is it *legal* to have two wives?
- Some students are *regular* in attending classes.
- Your handwriting is quite *legible*.
- My father *likes* boys who have long hair.
- Quite a lot of people are *literate* in any colony.
- The foreigners were very *polite* to me.

(x) Prefixes That Denote Degree :

extra -	:	extracurricular, extraordinary
mini-	:	mini-skirt, mini-track
out-	:	outshine, outspoken, outshoot
over -	:	over-dose, over-draw, over-age

semi-	:	semi-darkness, semi-commercial, semi-liquid
sub-	:	sub-region, sub-depot
super-	:	supernatural, superman
under-	:	underage, underhand, undergraduate

(xi) Prefixes that Express Time of Sequence:

ex-	:	ex-principal, ex-inspector
fore-	:	forewarn, forecast, forefather
post-	:	postindependence, posthaste
pre-	:	pre-occupy, pre-eminent
re-	:	recast, remarry, recall

(xii) Prefixes That Express Number :

bi-	:	bicycle, bi-yearly
mono-	:	mono-drama, mono-type, mono-rail
tri-	:	tri-pod, tri-partite, tri-cycle

(xiii) Prefixes That Express Attitudes :

anti-	:	antiseptic, anti-tank
co-	:	co-accused, co-education
counter-	:	counterpart, counterbalance
pro-	:	pro-establishment

Exercise

A. Add fore-, pre-, mono-, anti-, post-, out-, ex-, under- to words given in the brackets and write them to complete the sentences:

1. It is proved that our _____ (fathers) were monkeys.
2. To avoid illness take _____ (malaria) tablets in the rainy season.
3. Soon _____ (rail) will be introduced in many big, crowded cities in India.
4. Mrs. Kapoor is so _____ (spoken) that few people like to talk to her.
5. The _____ (independence) progress is quite remarkable in our country.
6. The _____ (headmaster) of our school was the Chief Guest at the Annual Function.
7. The pilot was _____ (warned) about the bad weather.
8. _____ (age) children are not allowed to see the A movies in cinema halls.
9. My three year old nephew is studying in a _____ (nursery) class.
10. _____ (aircraft) guns are commonly used in wars.

READING SKILLS

Reading Comprehension

Reading, like any other, skill, needs to be practised regularly. In order to read fast with accuracy (i.e. to read the text with speed without missing any important points), the following points should be kept in mind :

1. Concentrate on the text.
2. Do not have backward eye movement (regress) to read the same words or phrases again. It lowers the speed of reading.
3. Make proper sense groups otherwise you might miss the real meaning.
4. If you do not know the meaning of a certain word, do not get disappointed. Try to guess the meaning from the surrounding sentences.
5. Try to predict what you are going to read after reading one or two sentences.
6. Read the questions carefully and answer them in your own words.

(a) Prose Passages

A. Read the passage and answer the questions:

During the winter of 1945 I lived for several months in a house in Brooklyn. It was not a shabby place, but a pleasantly furnished one. It was well kept by its owners- two elderly sisters. Mr. Jones lived in the room next to mine. My room was the smallest in the house, his the largest, a nice big sunshiny room, which Mr. Jones never left. All his needs- meal, shopping, laundry- were attended to by the middle-aged landladies. Also, he was not without visitors; on an average, half-dozen various persons, men and women, young and old, in-between visited him from early morning till late in the evening. He was not a drug dealer or a fortune teller; no, they just came to talk to him and apparently they made him small gifts of money for his conversation and advice. If not, he had no obvious means of support. I never had a conversation with him because I was out most of the time. He was a handsome man about forty; slender, black-haired and with distinctive face; a pale, lean face, high cheek bones, and with a birthmark on his left cheek. He wore gold-rimmed glasses with black lenses, for he was blind and cripple too. He was always dressed in pressed dark grey or blue three-piece suit and a light coloured tie-as though he was set off for work.

1. Circle the correct answer:
 - (i) Mr. Jones earned his living by
 - (a) selling drugs

- (b) telling future
- (c) giving advice to people
- (ii) Mr. Jones was looked after by
 - (a) the landladies
 - (b) the visitors
 - (c) the author
- (iii) _____ came to visit Mr. Jones.
 - (a) old people
 - (b) young people
 - (c) people of all ages
- 2. What did the landladies do for Mr. Jones?
- 3. Write the words in the brackets which in the passage mean :
 - (a) not in a good condition ()
 - (b) easy to understand ()
 - (c) thin and attractive ()
- 4. Describe Mr. Jones in not more than five sentences.

B. Read the passage carefully and answer the questions:

Yehudi Menuhin moved from Highgate into his early 19th century house in London's Belgravia last July but has only lived in it for a couple of months. Born in 1917, the famous violinist and conductor, who first began his public career at the age of seven in San Francisco, still spends nine months of the year on tour. His room is four storeys up on the top floor and a lift was waiting for us in the front hall. His wife greets us and we find the maestro waiting for us on the landing.

He leads the way up a further flight of polished wooden stairs to his studio. 'This is my room and I absolutely love it.' The idea is that the studio look like a ship. Its walls are covered with pinewood and natural light comes in through the windows in the roof. On the floor there are cotton rugs which were made in central Asia. The whole of one wall is covered with letters in frames, paintings and prints, mostly collected by his wife Diana. 'Anything I have of beauty or value was given to me by my wife, including herself'. He doesn't like empty surfaces. 'I need many tables.' The card table proves his point, with its neat rows of objects standing around a figure that was found in the Athens antique market. The grand piano belonged to Menuhin's mother-in law, who was a brilliant pianist. Rows of photographs are displayed on top. An Indian string instrument lying by the window contrasts with the record player and tape deck nearby.

1. Where does Yehudi Menuhin live?
2. What instrument does he play?
3. When did he perform for the public for the first time?

4. Circle the correct answer:
Yehudi Menuhin's first performance was in:
(a) San Francisco
(b) London
(c) Athens
5. Does he live in his home-town through out the year?
6. Briefly describe Yehudi Menuhin's studio. (3-4 sentences only)

C. Read the passage given below and answer the questions:

What kind of a car will be driving in 2010? Rather different from the type we know today, with the next 20 years bringing greater change than the past 50. The people who will be designing the models of tomorrow, believe that enviornmental problems may well accelerate the pace of the car's development. Today they are students of the transport design course at London's Royal College of Art.

Their vision is of a machine with three wheels instead of four, electrically powered, environmentally clean, and able to drive itself along 'intelligent' roads with built-in power supplies. Future cars will pick up their fuel during long journeys from a power source built into the road, or store it in small quantities for travelling in the city. Instead of today's seating arrangements- two in front, two or three behind, all facing forward-the 2010 car will have a different design with adults and children sitting in a family circle.

This view of the future car is based on a much more sophisticated road system, with strips built into motorways to supply power to vehicles pasing along them. Cars will not need drivers, because computers will provide safe driving control and route finding. All the driver will have to do is, say where to go and the computer will do the rest. It will become impossible for the cars to crash into one another. The technology already exists for the car to become a true automobile.

1. Why will the new cars be developed?
2. Who is going to develop them?
3. How will the future cars be different from the present ones?
4. Why will the future cars have different seating arrangement? Will the new seating arrangement be safe? How?
5. Complete the following statements:
(a) The driving will become safer and easier because _____
(b) The future cars will leave the environment clean because _____
6. Write 3-4 sentences about the future car.

D. Read the following passage and answer the questions:

Tokyo is an ugly city. There are hardly any beautiful or even good buildings; there are very few parks; there are no mountains or even hills inside or outside the city; there is no green

belt; there are few monuments worth looking at; the air pollution is terrifying; the perpetual noise deafening; the traffic murderous.

But not all is ugliness in Tokyo. There are a few good buildings and impressive temples and shrines; there are a few park worth visiting. And the overcrowding, the lack of space, has one advantage, pleasing at least to the eye. Everything has to be small in Tokyo; houses, rooms, shops-even, one feels, people, to fit into the small houses. Long side-streets consists of tiny houses only, and this often creates a toy-like, unreal quality, with small women tip-toeing along in their *kimonos* and equally small men sitting, motionless, inside their tiny shops.

Tokyo at night is very different place from Tokyo in daytime. After the offices have closed and commuters have left the town, Tokyo puts on a new face. Millions of neon signs are switched on. The cafes, bars and nightclubs, *sushi-places*, *yakitoriya*, Chinese restaurants and theatres, cinemas and many other places. This wild, high and mondaine nightlife goes on and on and on- until 10.30 at night. Some nightclubs stay open till much later. By 11 p.m. (earlier on Sundays) all the gaiety is over, everyone is at home and in bed.

A town is not its buildings alone; it is an atmosphere, its ambience, its feel, its pleasures, its sadness, its madness, its disappointments and above all its people. Tokyo may lack architectural beauty but it has character and excitement; it is alive. I found it a mysterious and lovable city.

1. Is Tokyo environment friendly? Mention at least three characteristics that go against Tokyo.
2. Is Tokyo different at night? How?
3. What makes the city pleasant?
4. Does the author like the city? How does he describe it?
5. Write the words in the brackets which in the passage mean :
(a) gives satisfaction ()
(b) atmosphere ()

E. Read the passage given below and answer the questions:

Even after three decades, the memory of that September afternoon is still fresh. It started and ended in a few seconds; but the disappointment haunts me till the day. The toil, the tension, the torment, I've lived with them all. Today when I recall those moments, my heart bleeds. Isn't it ironical that the best chapter of one's life should end in pain for me. The pain is more than words can ever describe.

Missing an Olympic medal by a whisker caused me more disappointment than the happiness which I expressed after winning the medals in the Asian Games and from my winning sequence all over the Europe. Looking back I would say it was a matter of luck. I am sure Ron Clarke would agree with that. The great middle-distance runner set 17 world records but could not win an Olympic gold. Even to this day, I regret not having entered the 200 metre race, where I could have figured among the medal winners. There is no question about it.

1. What disappointment does Milkha Singh talk about?
2. Why does his heart bleed?
3. Why does Milkha Singh mention Ron Clarke?
4. Write the words in the brackets which in the passage mean :
 - (a) thought keeps coming again and again. ()
 - (b) different from what you expect. ()
 - (c) a narrow margin. ()
5. Which words describe Milkha Singh's feelings best? why?
 - (a) pain (b) anger (c) disappointment

(b) Poems

F. Read the poem given below :

An Irish Airman Foresees His Death

I know that I shall meet my fate
 Somewhere among the clouds above;
 Those that I fight I do not hate
 Those that I guard I do not love;
 My country is Kiltartan's poor.
 No likely end could bring them loss
 Or leave them happier than before,
 Nor law, nor duty bade me fight,
 Nor publicmen, nor cheering crowds,
 A lonely impulse of delight
 Drove to this tumult in the clouds;
 I balanced all, brought all to mind,
 The years to come seemed waste of breath,
 A waste of breath the years behind
 In balance with this life, this death.

W.B. Yeats

A. Now answer the following questions :

1. Which country does the airman belong?
2. Who does he hate?
3. 'Those that I guard I do not love'. Does this line mean;
 - (a) he hates the people he guards?
 - (b) he dislikes the people he guards?

- (c) he does not know the people enough to love them?
4. If he dies, will his country men's life be affected? Quote the lines that give you the answer.
 5. Why does the poet use 'waste of breath' twice?
 6. Does the poet like war? How do you know?
 7. Is the tone of the poem:
 - (a) cheerful ?
 - (b) sad ?
 - (c) encouraging ?

B. Read the poem given below and answer the questions :

The Road Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I-
I took the one less travelled by,
And that has made all the difference.

Robert Frost

Now answer the following questions:

1. Where did the two roads diverge?
2. Why did the poet choose the grassy road?
3. The phrase 'wanted wear' means:
 - (a) the road needs repair.
 - (b) the road was too difficult to travel on
 - (c) not many people travelled on that road
4. 'Yet knowing how way leads on to way' means _____
5. Was the poet certain that he would travel on that road some day? How do you know?
6. Choose the correct answer:

The poet uses the word 'road' to talk about _____ in life.

(a) meeting failures (b) taking decisions (c) facing distractions
7. The words *wood*, *stood* and *could* rhyme in the first stanza. Which last words rhyme in stanzas 2, 3 and 4?

WRITING SKILLS-I

A. Note-making and short messages

Sometimes ideas are recorded/written by using phrases or very short sentences. Both brevity and clarity are required in short pieces of writing. Students have to learn the skill of selecting the main points and expressing them concisely.

(a) Note-Making & Messages

While making notes, students must have the power to know what points they should include and how much they should leave out. They should read the beginning and the end of the passage carefully to know what it is about. This is called **skimming**. They should follow the hints given below:

1. Write down the title if there is any.
2. Note down the main points, and sub-points if the passage is long.
3. Use letters and numbers to write the main points and sub-points for long passages.
4. Avoid writing full sentences (unless necessary). Mostly phrases should be written.
5. Abbreviations commonly understood can also be used. One can also make one's own abbreviations (abbs.), if the notes are meant for **personal** use only (e.g. w/o= without, bef.=before, concl=conclusion)
6. Some abbreviations which are used and understood by others are:

∴	therefore	<	smaller
∵	because	no.	number
←	before	#	house number
→	after	c/o	care of
>	greater		

Example :

History of Writing

The history of writing began in Mesopotamia around 3500 BC, when the need to keep records of property, dues and taxes arose. The cheapest and the most easily obtainable material on records was clay, which was rolled out into thin tablets, draw on while still damp, and then dried in the sun. The first scripts were word-signs; every object had its own symbol, normally a simplified picture of the object itself. The word-signs were drawn by pointed sticks.

In a short time a large number of symbols were designed in order to make accurate recording possible. There was, for example, a single word-sign for sheep but different symbols to describe rams, ewes, lambs and so on. The system soon became unmanageable as more and more symbols were added.

To simplify Mesopotamian Script two important steps were taken. First, the original method of drawing word- signs was given up and the symbols were created by jabbing the surface of the tablet with a piece of reed that was naturally triangular. In this way word-signs were built up from a number of wedge-shaped impressions in the clay to give what is today known as Cuneiform writing (from the Latin Cuneus, wedge). In the second development, the number of symbols were reduced by the use of 'determinative' signs which had the value of adjectives. As a result, only a single symbol was needed for 'sheep' to which could be added determinative signs to show whether it was a male, female or a lamb.

[Source: Encyclopedia or Inventions)

History of Writing

1. Writing began around 3500 BC in Mosopotamia
 - (a) Why : for keeping records
 - (b) How : symbols created on wet tablets- made of clay- then dried
 - (c) Characteristics : every object own symbols (simplified pictures)- of script drawn with a pointed stick
 - (d) Disadvantages : too many symbols- unmanageable
 - (e) Solution : simplified script
2. Characteristics of New Script : Symbols created by jabbing with wedge-shaped reed- impressions (not drawing) called cuneiform writing-Latin word.
 Symbols reduced- determinatives Symbols (value of adjectives)
 Advantages (Adv.) : Single symbol needed & determinatives added for details-more manageable

Exercises

- A. Read the following passage:

There are three types of American rice. *Long grain* is slender and the grains remain separate when cooked. It is suited to main dishes, salads and soups. *Medium grain* is plumper than *long grain* and more tender when cooked. *Short grain* is almost round; the grains stick together when cooked.

Rice is also classified according to the ways it is processed. *Brown rice* retains the bran and germ (and therefore more nutrient); *Parboiled* or *Converted* rice is soaked, steamed, and dried before milling. It retains more nutrients than white rice but takes 5 to 10 minutes longer to cook. *Precooked* white rice is cooked and dehydrated after milling and needs little cooking.

Now complete the notes:

Classification of American rice

- (a) How it looks:
 - (i)
 - (ii)
 - (iii)
- (b) How it is processed:
 - (i)
 - (ii)
 - (iii)

B. Read the passage carefully and write the main points in the space provided:

The Indian Toll

According to the Union Transport Ministry, although buses constitute only 1.2% of India's vehicles, in 2002 they were responsible for more than 11% of road accidents and 13% deaths. Around 85,000 people die every year from road accidents in India and the social cost of all this is a staggering Rs. 55,000 crores. In India, as in Asia, the driver is the main culprit- 78% of accidents are attributed to the driver's fault. And although there are programmes for teaching road safety, only a very few drivers attend it. Indeed, Dr. Sanjay K. Singh of IIT, Kanpur and a transport subject expert argues that bus safety in India will not improve unless drivers are better off economically and not overworked. In addition, he says, road infrastructure must improve with special lanes for cyclists and handcarts, and proper footpaths for pedestrians.

[Source : Reader's Digest, January 2006]

- I. Report on Road Accidents from Transport Ministry (2002):
 - (a) No. of road accidents each year _____ .
 - (b) % accidents by bus drivers _____ .
 - (c) % deaths caused by these accidents _____ .
 - (d) Money spent on problems related to accidents _____ .
- II. Solution :
 - (a) training drivers : _____ problems : _____
 - (b) condition of drivers : _____
 - (c) better roads - how?

C. Read the passage and complete the notes:

The Interim Test Range (ITR) was established in 1989 as a dedicated range for launching missiles, rockets and flight test vehicles. A number of missiles of different class including the multi-role *Trishul*, multi-target capable *Akash*, the anti-tank *Nag* missile. the surface-to-

surface missile *Prithvi*, and long range technology demonstrator *Agni*, have been test-fired from the ITR, *Brah mos*, the Indian-Russian joint venture, set up to develop supersonic cruise missiles has also been tested at this range. The ITR has also supported a number of other missions such as testing of the multi-barrel rocket launcher *Pinaka* and pilotless aircraft *Lakshya*. The ITR has also been made capable for testing airborne weapons and systems with the help of sophisticated instrumentation.

[Source : Ignited Minds: APJ Abdul Kalam]

1. Interim Test Range () establishes _____ for launching
2. Number of missiles launched
_____, _____, _____, _____, _____
3. Brah Mos _____
4. Other missions supported

D. Read the passage given below and make notes:

Hundreds of animals we know well are disappearing from the face of the planet for ever, dying out or being killed. In the course of this century, about 50 animals have been discovered. Within the same period, no less than a hundred species and subspecies of animals and birds have been wiped off the earth. From the first century AD man has destroyed 345 species of animals. Of them, 133 disappeared by the mid-18th century, and 212 in the last two centuries, of these, 36 species of mammals disappeared in the 18th and 19th centuries and about at least 40 in the 20th century. As regards to birds, only 10 species and subspecies of birds became extinct before the 18th century, 20 in the 18th century, about the same number in the first half of the 19th century, and about a hundred species of birds have been extinct since then. There are birds and animals which we see with our own eyes, will be seen in future in books and films. Scientists explain the decrease in the number of animals and birds due to many reasons, such as shrinking of forests and plains, man's encroachment in wild untouched areas, and water and air pollution.

E. Make notes on the following passage:

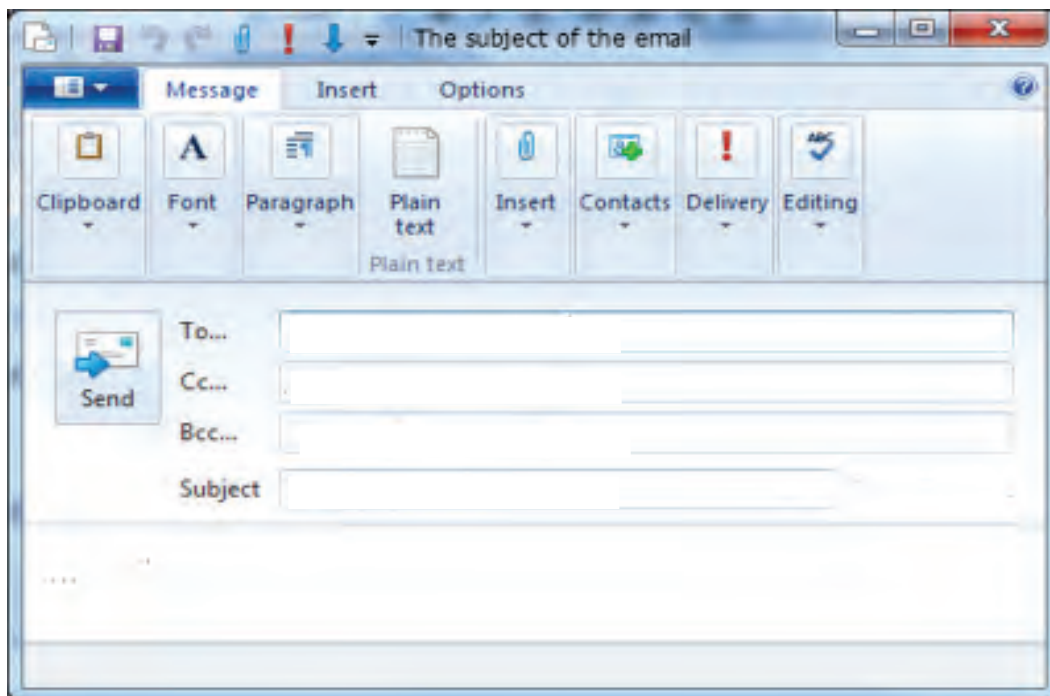
The ancient kingdom of the pharaohs, Egypt, is one of the oldest civilizations with the recorded history of 5000 years. Egypt is the doorway between Africa and Asia. In recent times, the Suez Canal has made it an important country in the world. This country is a land of astonishing contrast between the rich and the poor, the lush Nile valley and the surrounding desert. Cairo, the capital, is an enormous overcrowded city with a population of over ten million people. It is considered a cosmopolitan city in the world. Another important city is Alexandria with a population of over four million people. The Greek historian Herodotus, writing 2500 years ago, called Egypt the 'gift of the Nile', because its existence depends on the waters of this great river. The Nile is 669 kilometers long- the longest in the world. The rich soil deposited by the flood waters along the bank of the Nile has supported people

since its history began. The country consists of two deserts divided by the Nile valley. There are several big oases, to name a few - Baharya, Dakhla, Farafra. Egypt is hot, dry land with little rain except on the Mediterranean Coast. The average summer temperature in Cairo is 36°C, in winter it is 18°C. In recent years, Egypt has made big progress in industrial development and today it is the second largest industrial nation in the African continent after South Africa. Over 90% people are Muslims, but Egypt is not an extreme Islamic society. In this land of Cleopatra, women enjoy more freedom than anywhere else in the Arab world.

(b) E-mail Messages

E-mail (Electronic Mail) is the fastest means of communication these days. It is being used by people who have access to the *internet*. The *internet web* mail is a service that allows people to send and receive messages from across the world. Through the internet, it is even possible to send attachments, such as pictures and documents, along with the message.

Below is given a sample of filled-up e-mail format.



To send a message through e-mail the following steps should be taken:

1. Type your e-mail address in the 'from' slot.
Examples : 11@yahoo.com; yetshen@yahoo.com
2. Type the e-mail address of the person whom you are sending the e-mail message in the 'to' slot.
Example : ravi701@hotmail.com; spshing@bankofpunjab.com
3. Type the subject of the message in the 'subject's lot'.
Example: 'Hello!,' 'my certificates.'

4. Type the message in the 'message' slot. It should be brief but clear.

Examples :

- (i) Coming on 16th Will stay with U for 2 days. Wife and children also coming. Hope not inconvenient to U.
- (ii) Send my certificates required for filling form. Send by registered post.

5. Click on the 'send' button to send the message.

Here are some short forms (acronyms) which are commonly understood by the e-mail users

ADN	=	Any day now
BBL	=	Be back later
DIKU	=	Do I know you?
GA	=	Go ahead
OIC	=	Oh! I see
OTOH	=	On the other hand
THX	=	Thanks
TIA	=	Thanks in advance

People have the tendency of making the messages extremely brief to save money. Very often such messages lose clarity, Students, especially whose first language is not English, should avoid very brief messages, because they (students) might unlearn many things (such as grammar and spellings) they painstakingly learnt in the English class in the schools.

Examples :

C U at 3 in dept.

(See you at 3 in the department).

C U 4 T in eve.

(See you for tea in the evening)

Shyam coming on thurs A N so plz b there 4 sure.

(Shyam is coming on Thursday afternoon, so please be there for sure).

Exercise

Fill up the following information on an E-mail format :

No.	Name	Name	Message to be sent
	E-mail address	E-mail address	
	(sender)	(to whom message is sent)	
1.	Surjit surjit@hotmail.com	Vipin goyal@vsnl.net	I am going to Government College for Women,

- | | | | |
|----|------------------------------------|------------------------------------|--|
| | | | Amritsar to watch the play on 6 July 2004. Would you like to come? Let me know by Tuesday so that I can buy your ticket too. |
| 2. | Ramneek
ram@yahoo.com | Darshan Pal
pal@rediffmail.com | My father wants to rent out the second floor of our house. There are two rooms, a kitchen and two attached bathrooms. He would like to have Rs. 2000 as rent. He will take two months rent in advance. He wants to rent out the house to students. Please put up a notice on your college notice board. |
| 3. | Shvinder

gill@satyam.net.in | Alok Wasu

amtac@hotmail.com | I have learnt that you are engaged.

Congratulations! Who is the lucky girl? Where does she live and what does she do? Let me know when you are getting married? Is the date fixed? |
| 4. | Varsha Gill
284@rediffmail.com | Ashna Lakhpal
lak@vsnl.net | Sorry, I couldn't write to you earlier. I visited the south with my friend last month. We spent eight days there. We liked the Meenakshi Temple at Madurai very much. The sunset at Kanyakumari was fascinating. We also went to the Arbindo Ashram at Pondicherry. It was very peaceful there.

Love. |

B. Letter Writing

Letters form an important part of written communication. One writes letters to friends and relations. Such letters are called **informal** or **personal** letters. Letters are also written to those who may not be known to us. They may be written for getting jobs, complaining against someone, applying for leave or ordering things and so on. Such letters are called formal or business letters. The layout of a personal informal letter is different from a business/formal letter.

(a) Informal Letters

Read the letter given below and observe the arrangement of the different parts:

Hostel No. 2

Model School

Shimla Hills

Dagshai (Solan, HP)

3 April 20....

Dear Papa

I reached here safe at 7pm day before yesterday. The journey was quite enjoyable. The hostel room, which I am sharing with three other girls, is quite airy and large. Each student has a cot, a table and a chair to herself. The mess is also quite clean, though I have already started missing the home food.

Yesterday I attended the school for the first time. There are about 65 students in my class. I think, I am perhaps the youngest of the whole group, but I didn't feel out of place. The entire evening I spent talking to the students, who like me, were the 'freshers'. I have met a student. Her name is Nimrat- who, I hope, will become my good friend. We plan to study together in the spare time. On Sunday we will be going to the market to buy books and other things. The market is quite close to our hostel.

Well, I must finish now. Please do tell mummy I'm quite comfortable here. I remember Bitu a lot.

Love to everyone

Yours

Supriya

The above letter is an example of a personal letter. The style is informal and conversational. The letter has six parts.

- (a) address of the sender
- (b) the date
- (c) the salutation

[All the three parts are written on the left hand side. Some people still prefer to write the address and the date on the right, but the style used in the letter above is being used by most now].

- (d) the body of the letter
- (e) the subscription / closing of the letter
- (f) the signature
- (g) Another important point to remember is the address on the envelope. The pin code is an essential part of the address.

Example :

Mr. Tarlochan Singh Saini
 Vill. Kera Khera
 Tehsil Abohar
 Distt. Ferozepur
 Punjab 152 116

Remember the following points:

1. Write the address on the left-hand side. The practice of writing the address on the right-hand side should be avoided . The commas at the end of the town/city are also not used.
2. The **date** is also written on the left. There are several ways of writing the date. They are:
 July 10, 2020
 10th July, 2020
 10 July, 20
 10/7/ 2020
 10/7/2020
 10-7-2020
 10.7.2020
3. When writing to a friend, address him by name (Dear Ajit, Dearest Ajit and not Dear/ Dearest Ajit Singh Dhillon/A.S . Dhillon).
4. Commas should not be put after the name.
5. **The body of the letter:** It is the most important part of the letter. You must use simple, conversational English. The tone of the letter should be informal-personal.
6. **The subscription :** Use a suitable expression to close the letter. The common expressions are:
 Yours sincerely
 Sincerely your
 Yours (note that there is no apostrophe (') before (s) in 'yours'. If one likes, one can also use a few phrases while closing the letter. They are:
 Yours ever
 With regards
 With warm regards

With best wishes
With kind regards
Ever yours
With love to everyone at home
Looking forward to meeting you
With Love

Examples :

1. Asking a cousin to spend summer vacation together :

1/5 Moti Bagh (East)
New Delhi 110 006
April 25, 20....

My dear Golu

Sorry for writing after a long time. I had been very busy with the exams. Luckily my hard work has been rewarded and I have passed the examination with good marks.

During the short break before the school re-opened, I got busy helping my father in setting up a new shop in Karol Bagh. Now I am back to studies. I hope you and Meenu have also done well in the exam.

We have not met for a long time, why don't you and Meenu, and if possible, aunty and uncle, visit us during the summer vacation? Although Delhi is quite hot during that time, yet going out in the evenings will be sheer joy. We can see the Qutab Minar, the Red Fort and the newly built Lotus Temple which attracts a lot of tourists. We will shop in Palika Bazar and Kamla Market. You, I am sure, will like having a ride in the Metro.

I hope you will really make it. I am eagerly waiting for your visit.

Your loving cousin

Parmod

2. Apologizing for not attending a birthday party :

29 Defence Colony
BRS Nagar
Ludhiana-141001
12 June 20.....

Dear Anju

I am really sorry that I couldn't come to your birthday party although I had promised you that I would attend it. I had made all the arrangements-my father was to come from office early to drop me at your house. At the last moment he was asked to attend a meeting called by his boss, so he was held up in office till late in the evening.

I am sure you must have had a nice time with your friends and relatives. Once again I sincerely apologize for not attending your party. However the loss is mine.

Yours ever

Sukhpreet

3. Letter from a father asking his son not to waste time in school :

151 Green Field

Sangrur (Punjab)

May 2, 20.....

Dear Sonu

I hope you have adjusted well to the new routine of your school. You must be missing the home food and the comforts of home. I hope you realize how necessary it was for you to leave home to be in a good school to get proper exposure. From your letter I have learnt that you are busy till evening and left only with a few hours to relax and enjoy.

I am sure you are using the spare time properly. Do read good books. Students are often attracted towards 'chatting' on the internet. There is no harm if something is done in moderation, but too much indulgence is not good. Also avoid bad company. Many students take to drugs. I think you are quite aware of the consequences of this deadly habit. If you like you can play some games, such as football, table tennis or hockey. It will not only keep you fit, but also enable you to enjoy and avoid bad company.

I hope I have not moralized too much. Your mummy and your sister miss you a lot. Do write to them.

With lots of love from all of us

Yours

Gurmeet

4. Letter to a sister describing a school trip:

DAV School

Sector 8-C

Chandigarh-160009

18 August 20....

My dear Pooja

I hope you are keeping fit and fine. I am well and quite enjoying myself. I was away on a four-day trip to the Shimla Hills. The warden told me that you had called. I am sorry I ought to have informed you that I would be away from 14-17 August.

The students of both sections A and B of our class were taken on a trip to Shimla. We started early on 14th August by a private bus. Our first stop was at Kasauli. It was quite neat and clean. After buying tickets at the check post, we entered the town, which still has the ambience of the British era. We climbed the Monkey Point. I was one of the first few students who made to the top in a very short time. From the Monkey point we could see

the entire Kasauli town and the neighbouring areas. It was fascinating. We were told that at night time one can see lights of Chandigarh also. Soon we boarded the bus and while halting at one or two places, reached Shimla at 5 p.m. Since the tourist season is over, the city was not over-crowded. We went to the Mall and had dinner in one of the eating places there. The next day we went trekking to some places and collected specimens for our Biology Lab. Mr. Gupta, our Biology teacher, showed us some plants and rare herbs that grow in the hills. We also visited Mashobra and Naldera.

On 16th, we went to Kufri. Here we saw quite a few tourists. There was no snow, but we came to know that people like to come here for skiing in winters. I saw some yaks here and got myself photographed mounting one of them. The view was exotic here. We had planned to see some more places around Shimla, but it started raining heavily and we could not move out of the hotel. So we spent the evening indoors playing cards and singing. In Shimla I discovered that my best friend Harshit is a good singer.

On the last day, our way back to Chandigarh, we stopped at the Timber Trail and had a ride on the Trolley. It was real fun. I have bought something for you, but I won't tell you now.

Now we are back to studies, working hard for the test we have the next week.

With lots of love

Yours sincerely

Vipin

5. Condoling with a friend:

5 Surya Apts

Rajgarh Road

Solan (HP)

2/1/20.....

Dear Rohit

I learnt from the newspaper that your father expired on 31 December and that the kirya ceremony will be held on 12 January. I was very much upset to read the news. I understand he was quite hale and hearty. Later a friend told me that he was badly injured when he was knocked down by a bus, and that he struggled for life in hospital for three days.

I could never imagine that this could happen to him. But it was destined to happen. Your loss is irreparable. I deeply condole with you, aunty and your brother. Your grandmother must be in a great shock.

May his soul rest in peace!

With deep sympathies

Sincerely yours

Surinder

6. Letter to brother on his bad performance:

2/1 Jagjit Colony

Gurpal Nagar

Sirohi (Raj)

25 July 20.....

Dear Pappu

I had rung up father this morning to know how you failed in the exam. I was really upset (so was father), that you did not take the exam, as you feared you might not get through in Maths and English.

If you had feared that these subjects would pose problems for you, you should have asked father to arrange for some guidance.

Pappu, you should realise how difficult it is for our father to spare money for educating three children on a small salary. Moreover, his retirement is also approaching. You should have asked me to send you money for your tuition expenses. Do take studies seriously. I hope you are not wasting time like some non-serious students of your class. Remember we always wish for your well-being and whatever I have written is not meant to criticise you. Do take care of yourself.

Sincerely yours

Alok

7. Congratulating a friend on the birth of a niece.

3 Motibagh Ext

Ambedkar Complex

Meerut

31 August 20....

Dear Suchi

I am so happy to know that your sister has been blessed with a baby girl recently and that you have named her Ridhima. There must be a lot of excitement in your and your brother-in-law's family-especially when she is the first grand child. It is needed a blessing to have a daughter in the house. We are three sisters and my parents are extremely proud of us. Do you know both my sisters are working with the corporate sector? I pray that the little one does well in life and does her parents proud. Please congratulate everyone at home on my behalf. Hoping to meet you during the holidays.

Your friend

Smita

Exercises

You received the following E-mail from your friend whom you had invited for your sister's wedding.

I met with an accident so I cannot attend the wedding.

Rajinder

Below is given a half-complete letter to Rajinder. Complete it with the hints given below:

88 Tagore Nagar

Patiala

9 October 20....

Dear Rajinder

I am sorry to learn that you met with an accident. When did it happen?

Hoping for your early recovery

Yours

Anand

Hints : (a) Ask about his health/accident.

How did it happen?

How are you now?

Parents must be worried.

(b) Write a few lines about the marriage.

Missed you at the marriage.

Ceremonies delayed- heavy downpour

Arrangements disturbed

Groom and his parents showed concern

(c) Wish him to get well soon.

1. Write a letter to your sister along with a present on her birthday. Wish her all success in life.
2. Acknowledge a gift sent to you by your grandfather on your getting through class X examination. Thank him for his lovely gift. Also write about what you want to do now.
3. You visited a historical place with a group of friends. Describe the trip to your pen-friend John Smith who lives in Australia.

(B) FORMAL LETTERS

Formal letters are also called business letters. These letters are concise, to the point, brief and written in a formal tone. They include letters to editors of newspapers and magazines, applications for jobs/leave and other official letters.

Read the letter given below and take note of the layout:

406 Sector 18-A
Chandigarh- 160018
The Medical Officer of Health
Health Department
Chandigarh Administration
Chandigarh
5 Aug 20....

Dear Sir

Subject : Removal of Garbage

I wish to draw your attention to the fact that insanitary conditions exist in our sector. For the past several days the back-lanes have not been cleaned and the garbage has started stinking. The heaps of garbage have become a breeding ground for mosquitoes and flies. Stray dogs have scattered the garbage all over leading to unhygienic conditions. We fear an outbreak of Malaria and other diseases if proper steps are not taken. Kindly get the garbage removed and the backlanes sprayed with disinfectants, so that we live in hygienic conditions and get spared from diseases.

Hoping for a speedy action

Yours faithfully

H. Singh

(HARNAM SINGH)

The above letter has the following parts :

- (a) Sender's address on the top of the left-hand corner. (Till recently writing the sender's address on the right-hand corner was popular).
- (b) Address of the person/company/department etc. to whom the letter is addressed. This is also written on the left-hand side. (The practice of writing 'to' and 'from' before the sender's and the receiver's address has been done away with).

Here are a few examples:

Messrs Bhalla & Co.
18 Narayan Chambers
Court Road
Ahmedabad-380006

The Executive Engineer (Electricity)
Chandigarh Administration
Chandigarh
Mr. R.N. Khosla
8 Mall Road
Shimla-3

(c) **The date**

Different ways of writing the date have already been discussed under informal letters.

(d) **The salutation :**

Sir, Dear Sir, Madam are the most common forms. If the person addressed to is known to you, full names, such as Dear Dr. M S Randhawa, Mrs. Kaushal, Mr. Kumar, can be used.

(e) **The subject :** To make things easier for the person(s) to whom the letter is written, subject is mentioned in a few words, for examples:

inflated 'telephone bill', 'payment of bill', 'leave of absence', etc.

(f) **Body of the letter:**

This part contains the actual message. The letter should be brief, clear and courteous. Short forms such as hasn't, wouldn't, it'll, etc. should not be used. Certain phrases which were commonly used earlier, should be avoided. Following phrases may be used.

Your letter is at hand.....

I beg to state.....

I request for your esteemed favour.

..... your letter of 22nd instant....

(g) **The subscription:** While closing the letter, the most common forms used are:

Yours truly

Faithfully yours

Yours faithfully

[Sincerely yours, Yours sincerely (the common forms used in informal letter) are not normally written]

Phrases such as given below are also avoided:

Your most humble servant

Your obedient servant

Yours respectfully

Remember if personal name is used in the salutation, in the subscription 'Your sincerely' or 'Sincerely yours' not 'Yours faithfully' or 'Faithfully yours' are used.

(h) **The signature:**

In formal letters full signatures (not just the first name) should be used. Below the signature, the name of the person and position, if necessary, should be written. For example:

B Singh

[BALWANT SINGH]

Manager

Examples of formal letters :

1. Complaining against delivery of an inferior electric iron:

Harsimran Singh
Vill. Ghuman Khurd
Distt. Gurdaspur
Punjab-143518
16 December 20...

M/S Rawail & Sons
Tagore Nagar
Civil Lines
Ludhiana - 141001
Subject : Inferior Electric Iron
Sir

I had ordered an electric iron (make, black & Decker). In response to my letter dated 26 October '05, I received an iron by VPP. On opening the parcel, I found that instead of the brand I ordered, I was sent another make (Super). I am not at all satisfied with that iron. Moreover, I have paid much more for this inferior iron. Kindly ask your local dealer to get the iron replaced.

Hoping for an early compliance

Yours faithfully

Harsimran Singh

(HARSIMRAN SINGH)

2. Ordering a magazine:

Sushma Gupta
44A Preet Nagar
Ambala Cantt Haryana-33001
10 January 20....

The Editor
Femina
Times of India Building
Dr. D.N. Road, Fort
Mumbai, -560044
Subject: Subscribing to Femina

Dear Madam

I would like to subscribe to your fortnightly magazine, Femina. Kindly send a copy of the magazine by VPP and get the year's subscription collected.

Yours faithfully

Sushma Gupta

(SUSHMA GUPTA)

3. Ordering stationery items:

Yashvir Trikha
1035, Dhab Khatikan
Amritsar
M/s Payare Lal & Sons
Books Market
Jalandhar
March 7, 20...

Subject : Supply of Stationery items.

Dear Sir

Below is given a list of stationery articles which I wish to purchase from your shop.

Pencils (HB, Soft)	8 doz
Erasers (Medium Size)	5 doz
Note-books (Single line, 144 pages)	7 doz
Ball-point Pens (Tips, Black)	3 doz

Kindly send these articles at the earliest.

Yours truly

Yashvir Trikha
(YASHVIR TRIKHA)

4. Complaint against a taxi driver:

Dr. Hitender Shah
Patel Nursing Home
40, Sansoon Road
Pune-411001
The Superintendent of Police (Traffic)
Police Headquarters
Pune-411001
3 November 20...

Subject : Complaint against taxi driver

Dear Sir

On 2 November 20... around 10 am I hired a taxi from Apsara Apartments taxi stand for Ganesh Temple, Ambedkar Road. The Registration No. of the taxi was MHP-01-3287. On the way the taxi driver started misbehaving with us. He stopped at several places and

even spent some time buying things in Daulat Bazar. So he wasted a lot of our time. When we objected to this, he left me, my wife and two small children on the road. We had to board a bus to reach our destination. For a professional like me time means a lot. I am writing this letter with a request that strict action should be taken not only against the taxi driver but also the taxi owner for employing such an irresponsible driver.

Faithfully yours

Signature

(DR. HITENDER SINGH)

5. Letter of complaint to the Editor of a newspaper:

Wazir Hussain

163, East Complex

Sector 26

Chandigarh-160019

October 25, 20....

The Editor

The Jagriti

Adampura Road

Azad Nagar

New Delhi-110015

Subject : News item in the Jagriti dated October 23,

Dear Sir,

Please refer to the news item 'Road Blocked' published in your newspaper dated 23rd October 20..., in which some remarks were made against our community. It has deeply hurt our feelings. We are responsible citizens of India and follow the rules and regulations like members of any other community. I hope you understand our sentiments and take suitable action against the reporter who filed that news item. I also wish that your paper apologizes to our community.

Anticipating an early action

Yours truly

Signature

(WAZIR HUSSAIN)

6. Complaint against the poor bus service:

2/5 Village Nabha

Distt. Patiala

Punjab

The Manager

Chandigarh Transport Undertaking

Chandigarh

8 January 20....

Subject : Complaint against the poor bus service

Sir

I would like to draw your attention to the poor bus service from my village (Nabha) to Patiala. I study in Mohindra College, Patiala and commute daily. Buses are supposed to pass through my village every hour. The 8.30 bus in the morning is often late. Moreover. It is so over-crowded that many a time the driver does not stop. As a result I am seldom in time to attend my class which begins at 9 am.

I request you to take note of this problem and instruct the drivers to be regular and make a stop at our bus stop.

Hoping for an early action

Yours faithfully

Signature

[MOHIT KUMAR]

7. Applying for a Job:

The following advertisement appeared in the Indian Express dated January 7, 20...

Wanted smart, active, 10+2 girl as
Office Assistant, SCO 335, Sector 9, Chandigarh.
Apply with bio-data

Read the application written in response to the advertisement.

Sumeet Bakshi

438, Phase-2

Mohali

8 January 20...

The Advertiser

SCO 335, Sector-9

Chandigarh

Dear Sir

Subject :Application for the job of an Office Assistant.

I saw your advertisement in the Indian Express of 7 January 20... for the post of an Office Assistant. I wish to apply for the job. The biodata listing my qualification and experience is enclosed.

I shall be happy to present myself for an interview.

Yours faithfully

Signature

[SUMEET BAKSHI]

Encls. : (a) Bio-data sheet.

(b) Testimonials

Bio-Data

Name : Sumeet Bakshi
Date of Birth : 06.06.1985
Present Address : 203, Phase-2, Mohali.
Sex : Female
Qualification : 10+2
Experience : Taught under Adult Education Scheme at night school for 6 months
(June to November 2005)
Special Interests : Badminton, Sewing
Languages known : Punjabi, Hindi, English
Reference : Mrs. Pritam Kaur Bedi, Principal, Govt. Senior Secondary School,
Phase 3B1, Mohali (Punjab)

8. Request for character certificate to do a summer Job:

203, Phase IX
Mohali (Punjab) 160062

The Principal
Govt. Senior Secondary School
Phase XII
Mohali (Punjab)

30 March 20...

Subject : Request for issuing a Character Certificate.

Sir

I wish to take up a summer job in a restaurant in Chandigarh during the summer vacation. For this, my employer wants me to produce a character certificate. I was a student of XB and have appeared for the PSEB Examination this March. I had taken part in all the activities arranged by the school and also represented the school in Drawing and Painting Competition twice. I was awarded a second prize in one of them. I also took part in the one-act play enacted during the Annual Prize Distribution Function held in November last year. I would feel obliged if the certificate is issued at the earliest.

Thanking you

Yours faithfully

Signature

(Gurdeep Singh)

(Student : Class XB, Roll No. 14)

Exercises

- Write a letter to Hilton Store, RA Kidwai Road, Kolkata- 700016, complaining about the wrist watch purchased from the shop a month ago.
- Write a letter of application to the Headmaster, Govt. High School, Sohana (Punjab), asking for a transfer certificate. State the reasons why you need the certificate.

WRITING SKILLS-II

(PARAGRAPH WRITING)

Paragraph writing involves a number of sub-skills. One has to collect ideas, organize them, and then put them in right order in grammatically correct sentences. One has to make choice of appropriate words, take care of their spellings and also of punctuation to avoid ambiguity. In other words one has to collect ideas, organize them in logical order, draft a piece of composition, edit it and re-draft it. In order to make writing easy for the school students, hints are provided in the form of outlines, pictures, graphs, flow-charts etc.

(a) Describing People

Example :

Mr. M.S. Bedi is my neighbour. He is around 82 years old. He taught as a professor of Mathematics in various government colleges of Punjab before he retired. After his retirement, he did not sit idle and engaged himself in social work, which included teaching the poor students. About a decade ago, in order to help the poor and needy orphans, he sold off his big house situated in a posh locality and moved into a smaller one in another sector. With the money he got by selling his house, he bought a piece of land in a village not very far from the city he lives in. There he set up an orphanage. He approached the sarpanch of that village and with his help he identified some poor boys and brought them with him. Now he looks after them and sends them to a near-by government school to study. He has also opened a dispensary for the villagers who cannot afford expensive treatment. He is also planning to open a vocational centre for training girls in sewing and other skills so that they become independent. People have great respect for him because he has achieved so much in spite of his old age and the handicap-he was struck by polio in his childhood.

Points of remember while writing a paragraph:

1. Collect ideas that are suitable to the topic.
2. Organize ideas in a proper sequence.
3. Use linking words to have continuity of ideas.
4. Write only grammatically correct sentences. Use simple language. Avoid sentences with too many clauses. This may lead to ambiguity.
5. Re-read what you have written. Check spelling and punctuation. Rewrite the paragraph if necessary.

Exercises

- A. Write a paragraph of 10-12 lines taking help of the hints given:

Aruna Asif Ali _____ known as _____ 'Grand Old Lady' _____ Independence movement. Born in orthodox Hindu Bengali family _____ 1909 in _____ place called Kalka. _____ Broke conventions _____ married at 19 _____ Mr. Asif Ali also involved _____ freedom struggle _____ Took part _____ in salt Satyagrah _____ leadership _____ Gandhiji. Addressed public meetings. _____ Led processions. _____ Sentenced to one year imprisonment. _____ Did not give up the cause. _____ went _____ jail again. Later became editor _____ Inquilab. _____ After Independence _____ turned social worker. _____ Fought for rights of women. _____ Received Nehru Award for International Understanding _____ 1992. Died in July 1996. Honoured _____ Bharat Rattna posthumously.

- B. Make use of the information given below and write a paragraph of 10-12 lines on the tribals of Orissa;

Location: Live in forests of Kalahandi _____ in one of the districts of Orissa _____ a backward one.

Description: Dark skin, black hair. Women wear bright coloured saris _____ tuck flowers in their hair. Men wear loin cloth _____ no shirts.

Beliefs of the tribals: Ruled by kings before the Independence _____ Still believe India ruled by kings. Illiterate _____ no schools _____ No modern means of transportation. _____ No motorable roads. _____ Cut off from the world. _____ No idea of currency notes. _____ Still have barter system. Live in groups. _____ Have common property, _____ believe it is common like air and sunshine. Practice black magic-Cure disease with herbs- Set bones by rubbing oils.

The beginning and the end of the paragraph is given below:

There are many tribal groups in Orissa. They live in remote places. One such group lives _____

There should be good government schemes to educate these people to bring them to the main stream.

(b) Describing Places

Example:

The north coastal region of Andhra Pradesh is one of the most beautiful parts of the state. It is known for its golden sand beaches and dense forests. Riverlets, caves, hills, valleys and wildlife offer the tourists an amazing experience. Tyda Jungle Bell Nature Resort situated in this region is worth visiting. This place is located 75km. away from Vishakapatnam on the Araku Road, Tyda. Jungle Bell is the name of the nature camp which is so different from other places. People living in crowded cities come to this place to know about the role nature plays in their lives. They have a very nice time here. Tyda is an ideal place for

watching the wildlife and some rare birds. One can also go rock-climbing, trekking and target-shooting with bow and arrows. Here tourists are also trained to understand the language of birds and animals. If one wants to enjoy nature, Tyda is the right place to visit.

Exercises

A. Write a paragraph on the Golden Temple with the help of the hints given:

Amritsar is also called guru-ki-nagari ---- famous for the Golden Temple---- The temple--- situated in the city----surrounded ---- narrow lanes. The golden shrines, built in the middle of the sarover shines at sunrise and sunset---- Built by Guru Arjan Dev Ji---- It is an experience ---- when ---- Granth Sahib brought out from the Akal Takhat. It---- amidst chanting of hymns and blowing of bugles. ---- The Akal Takhat, facing ---- Harmandir Sahib, built by Guru Hargobind Ji.---- Used for holding courts ever since built ---- The complex has a museum ---- rare paintings, books, shashtras---- Describe lives of the gurus ---- Near Darshani Deori ---- big bazaars ---- sell gutakas, karas and other articles ---- Home made Papad----Varian, chura-bangles and also dry fruit are sold at near-by shops. - --- Mouth-watering sweets and lassi main attractions ----Number of hotels ---- guest houses for tourists to stay -----A sarai for pilgrims ---- worth visiting place.

B. With the help of the information given below, write a paragraph of about 10-12 lines about Canada, the largest country of the world:

Area	:	9 976 139 km
Population	:	32,000,000
Capital	:	Ottawa
Currency	:	Canadian dollar
Language	:	English, French
Climate	:	In winter very cold-some regions (-65°C). Average temperatures in Ottawa ranges from -15°C to -6°C in January and 15 to 26°C in July.
Main products	:	fruit, vegetables, livestock, tobacco, copper, zinc, iron, salt and oil and natural gas.
Major industries	:	agriculture, forestry, food-processing, transport, chemicals, oil and gas refining and cement
Main exports	:	vehicles, machinery, foodstuffs, natural gas, meat, coal and timber

(C) Describing Events/ Incidents

Example:

Pritam Lal is a reckless driver. He always drives very fast. Last week when he was driving round the bend in a hilly area, a herd of sheep came before his truck. Pritam Lal pressed hard on his horn but the sheep did not move. So he moved his steering wheel towards the left to save them. But he lost his balance and struck against a huge rock. Unluckily there was a labourer sitting near the rock. He was badly hurt. So was the cleaner of the truck.

Pritam Lal could not move because the steering wheel pressed hard against his chest. They were all bleeding profusely. There was no one around. After a few minutes, a car drove past and the driver stopped to see what had happened. The owner of the car and his driver managed to get Pritam Lal out of the truck. But he was breathing with great difficulty. He had the other injured people were taken to a near-by hospital. All, including Pritam Lal, are still in hospital. Pritam Lal is battling for his life.

Exercises

A. Write a paragraph with the help of the outline given:

Mr. Ramanathan and his family---out of town. --- Attend a wedding. No one --- home. --
- House --- locked--- Thief broke into house. --- Wife's jewellery, valuables, --- money
stolen --- Neighbour saw lights on --- Informed police. --- Police came along with a dog.
--- Found thief's glove. --- Dog sniffed --- scent --- thief. Policemen took fingerprints. ---
Dog took policeman to--- thief's house. --- Thief had to admit the crime. Burglary solved in
two days. Policemen rewarded.

B. Suppose you were in Mumbai when many people of the city were marooned because of the heavy rainfall in July Write a paragraph of about 10-12 lines about that incident with the help of outline. The beginning and the end of the paragraph are already given:

On July 26, I was busy shopping in a famous crowded market although it was raining. Gradually --- started raining heavily. --- Impossible --- move away --- --- I took shelter --- shop. Soon --- place got flooded --- Water started entering the shops --- . Articles started floating --- Shopkeepers tried to retrieve valuable articles. Failed --- Entire area --- submerged. --- People ---stranded on roads --- vehicles stopped. People stayed on in parked cars, --- others took shelter in houses-shops. It --- risky for school children. --- Suddenly it started raining like hell. People ran for safety. Now water 6-7 feet. People moved to first floor--- shops and houses. In no time the army swung into action--- Volunteers started helping --- with food and water. --- Went on for 24 hours. I cannot forget this horrifying experience.

C. Write a paragraph on 'Lohri' based on the hints provided:

Lohri-festival of fun and frolic --- celebrated --- January which --- peak of winter, --- related to folklore of Dula and Bhatti. People build bonfires---homes or mohallas. --- special arrangements for celebrations --- for a newly married son. Also --- celebrated on a large scale where a son is born. --- Some --- perform Gidha or Bhangra to the beats of the drums. Children form groups---go door to door singing- just like Christians sing hymns during Christmas. --- Collect money-sweets. Lohri a busy festival --- People visit several homes on a single evening.

‘ਸਮਾਜਿਕ ਨਿਆਂ ਅਧਿਕਾਰਤਾ ਅਤੇ ਘੱਟ ਗਿਣਤੀ ਵਿਭਾਗ’, ਪੰਜਾਬ

(d) Describing Procedures

Example:

It is very easy to make a candle. First wax is broken into small pieces. Then water is boiled in a double boiler. Now the wax is put in the top container of the double boiler to melt. It is made to boil to 21°. Care is taken not to over boil it because if heated more it starts smoking. If one wants coloured candles, colour is added at this stage. A wick is inserted inside a mould which is lubricated from inside. It is made sure that the wick does not fall inside the mould by placing a rod across on its top. The wick is tied to it. Now the melted wax is poured into it. The filled mould is put into a bucket containing cold water. The weight is removed and the wax is left to harden over night. Next day the candle is gently pulled out. The candle is ready.

Exercises

A. With the help of the hints given, write a paragraph describing the way in which papier-mache toys are made out of waste paper.

In order to make toys with papier-mache, old newspaper sheets are taken. --- torn into small pieces. ---The pieces -soaked in water overnight. Next day --- mixture boiled for half an hour. ---. Mixture whipped till soft-pulpy. Water squeeze out --- two tablespoon white gum added to the mixture. --- Mixture stirred well. Toys made --- left to dry overnight (or more time---if needed). ---Toys painted --- water-based colour. --- to make them water proof, two or three coats of lacquer given. Masks are also made the same way.

B. Note down the steps for making gajrela :

1. Wash and peel 3kg. carrots
2. Grate them
3. Mix 2½ kg milk with the carrots
4. Put the mixture in a pan and boil it till the mixture is very thick
5. Add ¾ cup of sugar and 250 gm khoya
6. Stir the mixture till it becomes thick-stir continuously -- mixture should not stick to the pan
7. Remove the pan from the fire
8. Add nuts
9. Let the gajrela cool
(Can be served hot also)

Now write procedure mentioned above in the form of a paragraph. Begin like this:

It is very easy to make gajrela at home. Take three kilograms of big size carrots and wash them properly. Then ----