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FOREWORD

The Punjab School Education Board has continuously engaged itself in the preparation and review of syllabi, text books of school subjects. 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 Government of Punjab introduced English as a subject from Class-I in the year 1998 due to strong demand from the field. As a consequence, the Punjab School Education Board prepared new syllabi of English for Classes I to VIII. New textbooks were prepared on the basis of these syllabi and new series of English Readers for classes I to VII were developed which are presently being used by all the schools in Punjab. This book is the 8th in the series.

The language package for class VIII includes this Grammar Book and an independent Reader. Through this Grammar Book we intend to equip the students to use Grammar rather than just be able to recite the rules of 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 Dharam Vir Jindal, External Faculty Member, Central Institute of English and Foreign Languages, Hyderabad and vetted by Mrs. Harjit Vasudeva, former Director, Regional Institute of English, Chandigarh and edited by Mr. Manoj Kumar (retired), Subject Expert.

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

Chairman

Punjab School Education Board

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SECTION - I

1

PARTS OF SPEECH

Language is the best medium of communication through which we convey or express our ideas, feelings, thoughts and emotions to others. A word is a basic unit in every language. A word is nothing but a proper combination of letters in the alphabet. The role of words or groups of words in a language should not be undermined at any cost. Speech consists of words and words make sentences.

Words are divided into eight classes or categories called **Parts of Speech**.

- | | | |
|-----------------|------------------|-----------------|
| 1. NOUNS | 2. PRONOUNS | 3. ADJECTIVES |
| 4. VERBS | 5. ADVERBS | 6. PREPOSITIONS |
| 7. CONJUNCTIONS | 8. INTERJECTIONS | |

NOUNS

A Noun is a word that refers to a person, place, thing, animal, event or quality. It is also not wrong to say that a Noun is the name given to all that is seen, felt or heard.

- e.g. :(1) Suresh is a good boy.
- (2) Mumbai is a big city.
- (3) The rose is a beautiful flower.
- (4) The dog is a faithful animal.
- (5) He lived in a cottage.
- (6) Gandhi Ji stood for truth and non-violence.
- (7) Beauty does not last long.
- (8) Honesty is the best policy.

In the above sentences all underlined words are **Nouns**.

PRONOUNS

A Pronoun is a word used in place of a noun, e.g. Chacha Nehru was our first Prime Minister. **He** was a great man. **He** had **his** education in London. It is a big city. Children went for a picnic but **they** returned late.

She wants **me** to teach **you** music. Rose is a beautiful flower but **it** has thorns.

In the above sentences all words in bold are **Pronouns**.

ADJECTIVES

An Adjective is a word that describes a Noun or Pronoun or adds to its meaning. It qualifies a Noun or a Pronoun, e.g.:

1. India is a great country.
2. Our country has many states.
3. There are thirty students in our class.
4. John is very handsome.
5. The cow is a useful animal.

In the above sentences all underlined words are **Adjectives**.

VERBS

A Verb is a word used to say something about some person, place or thing. It denotes action, feeling or existence. They are '**doing**' or '**saying**' words. They highlight something done or said about a subject, e.g.:

1. John reads a book. (action)
2. Sohan knew about the secret. (existence)
3. It is a fine day. (existence)
4. I helped the poor. (action)
5. The baby plays. (action)
6. Seema feels sad. (feeling)
7. Nehru was a great leader. (existence)

In the above sentences all underlined words are **Verbs**.

ADVERBS

An adverb is a word which modifies the meaning of a Verb, an adjective or another adverb. In other words adverb is used to add something to the meaning of a verb, an adjective or another adverb, e.g.:

1. He walked briskly.
2. He spoke politely.
3. She is very beautiful.
4. He works carefully.
5. The flight reached late.
6. She waited inside.

In the above sentences all underlined words are **Adverbs**.

PREPOSITIONS

A Preposition is a word that is used to show the relationship between two objects or persons. It is placed before a Noun or a Pronoun that it is to govern. It indicates some relation between the noun or pronoun to some other word, e.g.:

1. The pen is lying on the table.
2. She is writing with a gel pen.
3. The students are sitting in the class.
4. The party is at 6 o'clock.
5. He is fond of music.
6. He graduated from Cambridge University.

In the above sentences all underlined words are **Prepositions**.

CONJUNCTIONS

Conjunctions are joining words. They help us in joining words, phrases, clauses and even sentences. *For example:*

1. Jim and Seema are good friends.
2. You will get through if you work hard.
3. He ran fast but could not catch the bus.
4. He was rebuked because he was late.
5. Although he is handicapped, yet he is very hardworking.

6. Either Seema or Rita is at fault.

In the above sentences all underlined words are **Conjunctions**.

INTERJECTIONS

The word which is used to express some sudden feeling or emotion is called an Interjection. It is used to express an outburst. It has no grammatical connection with the remaining sentence. *For examples:*

1. Alas! He is no more.
2. Oh! Is this the site?
3. Hurrah! We have won the match.
4. Lo! She has arrived.

In the above sentences all underlined words are **Interjections**.

EXERCISES FOR PRACTICE

I. Write in the space provided the name of the part of speech to which the underline word belongs in the following sentences:

1. Seema is a beautiful girl. _____
2. Alas! His mother is dead. _____
3. The sun sets in the west. _____
4. The lion is a ferocious animal. _____
5. Delhi is a very big city. _____
6. Rahim is poor but honest. _____
7. Honesty is the best policy. _____
8. The cat is under the table. _____

II. Complete the following sentences with appropriate 'Nouns':

1. _____ is a good boy.
2. She goes to the _____ every day.
3. They go for a _____ daily.
4. _____ is the capital of India.
5. _____ is the best policy.

6. The _____ rises in the _____.
7. Chandigarh is the _____ of Punjab and Haryana.
8. Shimla is a beautiful _____.

III. Fill in the blanks with suitable 'Pronouns':

1. My son is playing with _____ toys.
2. _____ father is working in Mumbai.
3. _____ has gone abroad for higher studies.
4. This is _____ house.
5. The girls are doing _____ homework.
6. _____ is the bread-winner of the family.
7. We should respect _____ parents.
8. He loves _____ native place very much.

IV. Fill in the blanks with suitable 'Adjectives':

1. She is my _____ friend.
2. Pudding is my _____ dish.
3. The scenery of Mussoorie is _____.
4. She likes to wear _____ dresses.
5. Bible is a _____ book.
6. Cricket is a _____ game.
7. John is an _____ teacher.
8. Mango is a _____ fruit.

V. Fill in the blanks with suitable 'Verbs':

1. She _____ ice-cream.
2. They _____ a lot.
3. My mother _____ food.
4. John _____ in a factory.
5. They _____ football.
6. We should _____ a bath every day.
7. The school peon _____ the bell.
8. Seema _____ for a walk daily.

VI. Fill in the blanks with suitable 'Adverbs':

1. Sohan walks _____.
2. Everyone should work _____.
3. She sings _____.
4. His dad is a _____ respectable man.
5. Our teacher speaks _____ politely.
6. My sister sleeps _____.
7. John is a _____ hardworking boy.
8. Girls sang _____.

VII. Complete the following sentences with suitable 'Prepositions':

1. My grandfather is hard _____ hearing.
2. My mom is fond _____ music.
3. A burglar broke _____ our house last night.
4. The students should listen _____ their teachers attentively.
5. Yesterday we went _____ the Rose Garden.
6. Ayushi is playing _____ the piano.
7. Children have been playing _____ morning.
8. My uncle has been living _____ Canada _____ fifteen years.
9. I will play _____ finishing my homework.
10. I am standing _____ Anshu. Anshu is in front of me.

VIII. Fill in the blanks with suitable 'Conjunctions':

1. My younger brother is both intelligent _____ hardworking.
2. He says _____ he is a doctor.
3. _____ Seema _____ Rita is at fault.
4. Our servant is poor _____ honest.
5. He _____ his nephew manage the shop.
6. Ram went on leave _____ he was injured.
7. You will get the tickets _____ you reach there before 6 o'clock.
8. _____ he was late, yet he was able to catch the bus.

IX. Fill in the blanks with suitable 'Interjections' :

1. _____ We have won the game.
2. _____ The man is dead.
3. _____ They have come.
4. _____ Is this the place ?
5. _____ Well done.
6. _____ He has lost all his money in gambling.
7. _____ You are hurt.
8. _____ He has failed again.



2

NOUNS**1. DEFINITION:**

A **noun** is the name of a person, animal, place or thing. It may also name a feeling, quality or an idea. Thus a noun is a '**naming word**'.

Examples of nouns :

Persons	Places	Animals	Things	Ideas
Raman	India	lion	note-book	love
boy	Chandigarh	tiger	pencil	fear
girl	school	fish	pen	honesty
Mrs. Seema	Taj Mahal	snake	computer	kindness
teacher	hospital	bear	tree	freedom
postman	Rose Garden	giraffe	eraser	sympathy

2. KINDS OF NOUNS :

Nouns are categorized into five groups:

- (a) Proper Nouns
- (b) Common Nouns
- (c) Abstract Nouns
- (d) Collective Nouns
- (e) Material Nouns

(a) Proper Noun :

It denotes a particular person, place or thing, e.g. Sohan, Rita, Delhi, India, Asia, Taj Mahal, Diwali, Christmas, etc.

(b) Common Noun :

It is the name common to every thing or person of the same kind, class or group, e.g. pen, doctor, boy, woman, computer, tiger, city, bird etc.

(c) Abstract Noun:

An Abstract Noun denotes a quality, action, state, or an idea. Abstract nouns can neither be seen nor be touched. We can only think of them.

Examples:

truth, honesty, bravery, stupidity, sympathy, wisdom, hatred, theft, mischief, activity, childhood, adolescence, freedom, puberty, sickness, death, penury, politics, botany, music, grammar, astrology, etc.

(d) Collective Noun:

It is the name of the same type of persons or things taken together and regarded as one entity. *e.g.* class, army, crowd, jury, committee, herd, dozen etc.

(e) Material Noun:

A material noun is the name of a matter or substance of which things are made, *e.g.* iron, wood, silver, gold, wheat, paper, mud, etc.

SOME CHARACTERISTICS OF NOUNS:

1. Most nouns can form plurals by taking 's'.
e.g. tables, books, boys, girls.
2. Nouns can take possessive case (-'s).
e.g. John's, Reeta's, Sohan's, Uncle's.
3. Nouns can be typically preceded by articles.
e.g. a boy, an umbrella, the cat.

COUNTABLE AND UNCOUNTABLE NOUNS

All common nouns are either **Countable** or **Uncountable**.

Countable Nouns : Those nouns which are names of things which can be counted or divided into singular or plural are called Countable Nouns, *e.g.* chair, book, table, river, cup, pen, man, woman, computer, etc.

Uncountable Nouns : An uncountable noun is the name of a thing that cannot be counted or divided into singular or plural, *e.g.* milk, butter, sugar, wheat, ice, oxygen, beauty, gold, etc.

The following points of difference between the Countable and the Uncountable nouns are important:

Countable Nouns	Uncountable Nouns
1. They can be used both in singular and plural : book – books man – men computer – computers 2. They can take the indefinite article <i>a</i> or <i>an</i> in the singular: a boy, an umbrella. 3. They are qualified by adjectives like <i>many</i> and <i>a few</i> : <i>many</i> tables, <i>a few</i> students	They are always singular and take a singular verb : Gold is a precious metal. The tea is cold. Milk is good for everyone. They cannot take the indefinite article <i>a</i> or <i>an</i> . We cannot say: <i>a</i> rice, <i>a</i> gold or <i>a</i> milk. They are qualified by adjectives as <i>much</i> , <i>a little</i> , <i>some</i> . Give me <i>a little</i> tea. Do not eat <i>much</i> <i>sugar</i> . Can I get <i>some</i> coffee?

5. WORD AS NOUN:

As already mentioned, nouns are naming words. Words which denote the names of places, things, persons, animals, qualities, etc. act as nouns *e.g.*:

1. *Ram* killed the *snake* with a *rod*.
2. *Honesty* is the best *policy*.
3. *God* is *truth*.
4. *Gandhiji* was a *messenger* of *peace*.
5. *Pandit Nehru* loved *children*.

6. PHRASE AS NOUN:

In a sentence, a phrase can act as a noun. A Noun Phrase is a group of words that does the work of a noun in a simple sentence. A phrase is a part of the sentence and does not make complete sense by itself.

Examples:

1. I like *playing hockey*.
2. I do not know *how to prepare tea*.
3. He tried *to win the match*.
4. I did not expect *this type of behaviour*.
5. *To err* is human.

All the italicized groups of words in the above sentences perform the work of nouns and are **Noun Phrases**.

7. CLAUSE AS NOUN:

A clause which does the work of a noun is called a Noun Clause. A clause has a subject and a predicate of its own and makes complete sense in itself.

Examples:

1. The Principal believed *that she was innocent*.
2. Tell me *what you want*.
3. I am anxious *that he should succeed*.
4. John told me *that he was not well*.
5. I do not know *where he lives*.

8. GENDER:

Gender means 'Sex'. It is that grammatical property of a noun or a pronoun by which its sex is indicated. It is that distinction which is made among nouns to indicate whether they signify male sex, female sex, either sex or neither sex.

There are four genders:

- (a) Masculine gender
- (b) Feminine gender
- (c) Common gender
- (d) Neuter gender

(a) Masculine gender:

Nouns which are names of males are said to be of the Masculine gender., *e.g.*, man, dog, boy, lion, lord.

(b) Feminine gender:

Nouns which are names of females are said to be of the Feminine gender, *e.g.*, woman, bitch, girl, lioness, lady.

(c) Common gender:

Nouns which can be used for both males or females are of the common gender, *e.g.*, student, doctor, friend, teacher.

(d) Neuter gender:

Nouns which are the names neither of females nor of males, i.e., the names of lifeless things, are of Neuter gender, *e.g.*, chair, book, pen, tree, computer.

Notes:

- I. Objects associated with superiority, strength, violence, etc., are sometimes regarded as males, *e.g.*, the sun, winter, death, time etc.
- II. Objects associated with gentleness; beauty, gracefulness, etc. are sometimes regarded as females, *e.g.*, the moon, spring, liberty, mercy, nature, hope, peace etc.
- III. A nation, a ship and a train are considered to be of Feminine gender, *e.g.*,
 1. *The ship* collided with a rock which shattered *her*.
 2. *India* will strive hard and will never give up *her* hope of peace.
 3. *The train* has lost all *her* passengers.
 4. Germany is proud of *her* heritage and culture.

Formation of Gender:

There are three ways of forming the Feminine of nouns:

1. By using a totally different word; as:

Masculine	Feminine	Masculine	Feminine
boy	girl	male	female
bachelor	maid/spinster	monk	nun
bridegroom	bride	master	miss/mistress
brother	sister	Mr.	Mrs.
bull	cow	nephew	niece
buck	doe	papa	mamma
cock	hen	sir	madam
drake	duck	son	daughter
drone	bee	stag	hind
king	queen	uncle	aunt
father	mother	widower	widow
father-in-law	mother-in-law	wizard	witch
fox	vixen	hero	heroine
gander	goose	gentleman	lady
horse	mare	husband	wife
lad	lass	man	woman

2. a : By adding 'ess' to the masculine form:

Masculine	Feminine	Masculine	Feminine
count	countess	author	authoress
lion	lioness	host	hostess
tailor	tailoress	poet	poetess
priest	priestess	patron	patroness

b. By adding - 'ess' after dropping the Vowel of the masculine ending:

Masculine	Feminine	Masculine	Feminine
actor	actress	prince	princess
negro	negress	monitor	monitress
tiger	tigress	waiter	waitress
hunter	huntress	inspector	inspectress

c. By adding 'ess' in an irregular way:

Masculine	Feminine	Masculine	Feminine
duke	duchess	emperor	empress
governor	governess	murderer	murderess
god	goddess		

3. By placing/changing a word before or after:

Masculine	Feminine	Masculine	Feminine
beggar-man	beggar-woman	land-lord	land-lady
baby-boy	baby-girl	man-servant	maid-servant
constable	lady-constable	milkman	milkmaid
doctor	lady-doctor	peacock	peahen
fisherman	fisherwoman	step-father	step-mother
step-son	step-daughter	grandfather	grandmother
godfather	godmother	he-goat	she-goat
he-bear	she-bear	he-devil	she-devil

9. NUMBER :

Number is that property of nouns or pronouns which shows whether only one person or thing is meant or more than one is meant. The numbers are two viz. the Singular and the Plural.

Singular Number: A noun that denotes one person or one thing is said to be in the Singular Number, e.g., boy, book, box, child, country, foot, hand, king, pen, etc.

Plural Number: A Plural Number denotes more than one. Thus a noun that shows more than one person, place or thing, is said to be in the Plural Number, e.g., boys, books, boxes, children, countries, feet, hands, kings, pens, etc.

Formation of Plurals : The plural of nouns is formed in several ways. But a majority (95%) of all nouns form their plurals by adding '-s' or '-es' to the singular and only a minority (5%) of the nouns fall into the category of irregular or troublesome plural forms. The following are the ways in which the plurals of nouns are formed:

1. By the addition of '-s' to the singular :

Singular	Plural	Singular	Plural
act	acts	lad	lads
arm	arms	lord	lords
boy	boys	map	maps
beggar	beggars	manner	manners
book	books	neck	necks
ball	balls	neighbour	neighbours
chair	chairs	page	pages
cow	cows	pair	pairs
crime	crimes	plant	plants
cock	cocks	queen	queens
dog	dogs	question	questions
doll	dolls	race	races
duck	ducks	register	registers
egg	eggs	result	results
engine	engines	reward	rewards

Singular	Plural	Singular	Plural
feast	feasts	ship	ships
forest	forests	shoe	shoes
game	games	tail	tails
garden	gardens	shop	shops
gate	gates	table	tables
girl	girls	teacher	teachers
holiday	holidays	umbrella	umbrellas
horse	horses	uncle	uncles
village	villages	voice	voices

2. Singulars ending in '-s', '-ss', '-x', '-z', 'ch', or '-sh' add '-es' for plurals :

Singular	Plural	Singular	Plural
bus	buses	gas	gases
ass	asses	glass	glasses
class	classes	loss	losses
cross	crosses	box	boxes
fox	foxes	tax	taxes
buzz	buzzes	quiz	quizzes
bench	benches	bunch	bunches
catch	catches	church	churches
match	matches	speech	speeches
watch	watches	ash	ashes
bush	bushes	dish	dishes
wish	wishes		

Exception: If 'ch' has 'k' sound, the plural will be formed by adding '-s' only :

Examples:

monarch – monarchs

stomach – stomachs

3. Nouns ending in '-f' or '-fe' often change into '-ves' for plurals:

Singular	Plural	Singular	Plural
calf	calves	self	selves
half	halves	thief	thieves

Singular

knife

leaf

loaf

life

Plural

knives

leaves

loaves

lives

Singular

wife

wolf

calf

Plural

wives

wolves

calves

Exceptions :

roof

chief

proof

belief

grief

roofs

chiefs

proofs

beliefs

griefs

strife

puff

gulf

safe

strifes

puffs

gulfs

safes

4. Singular nouns, ending in 'y', form their plurals by changing the 'y' to 'i' and adding - 'es' :

Singular

army

body

copy

city

cry

duty

fly

fairy

Plural

armies

bodies

copies

cities

cries

duties

flies

fairies

Singular

family

lady

luxury

pony

penny

story

victory

Plural

families

ladies

luxuries

ponies

pennies

stories

victories

5. If singular nouns have (a, e, i, o, u) vowel before 'y' the plural is formed by adding '-s' to the singular, e.g. :

Singular

boy

donkey

day

essay

joy

journey

Plural

boys

donkeys

days

essays

joys

journeys

Singular

key

monkey

storey

toy

way

Plural

keys

monkeys

storeys

toys

ways

6. Most nouns ending in 'o' form their plurals by adding 'es',
e.g. :

Singular	Plural	Singular	Plural
cargo	cargoes	motto	mottoes
echo	echoes	potato	potatoes
hero	heroes	veto	vetoes
mango	mangoes		

7. Similarly, singular nouns ending in a vowel plus 'o' simply add 's' to form the plural, e.g. :

Singular	Plural	Singular	Plural
bamboo	bamboos	radio	radios
cuckoo	cuckoos	studio	studios
folio	folios	shampoo	shampoos

8. All compound nouns ending in '-man' are changed into '-men' in plural, e.g. :

Singular	Plural	Singular	Plural
chairman	chairmen	washerman	washermen
Englishman	Englishmen	workman	workmen
gentleman	gentlemen	statesman	statesmen
fisherman	fishermen		

9. Some compound nouns form the plural by adding 's' to the principal word, e.g. :

Singular	Plural	Singular	Plural
sister-in-law	sisters-in-law	daughter-in-law	daughters-in-law
looker-on	lookers-on	passer-by	passers-by
hanger-on	hangers-on		

In some cases, the second word of a compound noun is principal word e.g. :

Singular	Plural	Singular	Plural
arm-chair	arm-chairs	class-fellow	class-fellows
footman	footmen	governor-general	governor-generals

step-sister step-sisters maid-servant maid-servants
 deputy-commissioner deputy-commissioners

10. The plural of figures, letters and symbols is formed by adding an apostrophe 's', e.g. :

Singular	Plural	Singular	Plural
B.A	B.A.'s	M.A.	M.A.'s
M.L.A.	M.L.A.'s	M.P.	M.P.'s
7.	7's		

(Note : B.As, MLAs, MAs, MPs etc., are also acceptable these days.)

11. Irregular Plurals:

Singular	Plural	Singular	Plural
child	children	foot	feet
goose	geese	louse	lice
man	men	mouse	mice
ox	oxen	tooth	teeth
woman	women		

12. Miscellaneous forms:

Singular	Plural	Singular	Plural
Mr.	Messrs	Mrs.	Mesdames
Madam	Mesdames	Miss	Misses

13. Plurals of some foreign words:

Singular	Plural	Singular	Plural
Analysis	Analyses	Memorandum	Memoranda
Axis	Axes	Medium	Media
Basis	Bases	Oasis	Oases
Criterion	Criteria	Phenomenon	Phenomena
Crisis	Crises	Genius	Genii
Formula	Formulae	Radius	Radii
Index	Indices	Thesis	Theses

14. Nouns which do not undergo any change and remain the same in both the forms:

fish	sheep	deer	fruit
series	species	hair	means

15. Also note: A five-rupee note, A ten-year old boy, A twelve pound weight, An eight-day clock, A five-mile walk.

EXERCISES FOR PRACTICE

- I. Pick out the Nouns in the following sentences and state their kind:

- Gandhi Ji was known for his honesty.
- The Ramayana is a sacred book of the Hindus.
- Dalhousie is a beautiful hill station.
- Ludhiana is called the Manchester of India.
- I am fond of books.
- Beauty needs no ornaments.
- Honesty is the best policy.
- Platinum is a precious metal.

- II. State whether the following Nouns are countable or uncountable:

- | | |
|-------------|-----------|
| 1. Honey | 5. Beauty |
| 2. Book | 6. Milk |
| 3. Honesty | 7. Pen |
| 4. Computer | 8. Rain |

- III. Pick out countable and uncountable nouns from the following sentences:

- Corn is grown in the fields.
- The teacher rebuked the student.
- Curd is good for health.
- Rain is a must for crops.
- India is a big country.

6. Always speak the truth.
7. A number of animals eat grass.
8. Without electricity life is difficult.

IV. Underline the noun phrases in the following sentences:

1. To tell a lie is a bad habit.
2. I have heard his sad story.
3. We want a place in the city.
4. I know his admiration for art.
5. I salute my motherland.

V. Select suitable Noun Phrase from the list given and complete the following sentences:

The judgement of this court, early to rise, to become a doctor, the guilty man, the truth of his statement.

1. _____ is not known.
2. _____ is the aim of my life.
3. The judge found out _____.
4. _____ is a good habit.
5. We can challenge _____.

VI. Select the proper words from the given list of words and complete the following sentences:

Electricity	policy	kids	cards	honour
-------------	--------	------	-------	--------

1. _____ love books.
2. _____ for the function were sent to all.
3. Magnets can produce _____.
4. It is better to live with _____.
5. None can deny that honesty is the best _____.

VII. Underline the noun clauses in the following sentences:

1. I believe he is innocent.
2. He is sure that he will win the match.
3. I am sure he will help you.
4. They believed that he was honest.
5. No one doubts that he speaks the truth.

VIII. Write the opposite gender of the following:

Uncle, lass, hero, horse, bee, papa, actor, monk

IX. Use the feminine gender of following words in your own sentences:

lion, boy, monk, priest, father, duke, uncle, author

X. Change the gender of the nouns in the following sentences along with other appropriate changes (if required):

1. He married a widow.
2. The bride was a lass of seventeen.
3. The landlord has a dog and a horse.
4. The prince was a fast friend of the author.
5. She is the daughter of a well-known actor.
6. Your husband is a poet.
7. A tailor is a hard-working man.
8. His father-in-law gave him a watch.

XI. Give the masculine gender of the following words:

queen, wife, bride, niece, woman, mare, vixen, bitch.

XII. Give the masculine gender of the following words and use them in sentences:

maid, sister, cow, hen, poetess, mother-in-law, tigress, empress

XIII. Write the plural forms of the following words:

Hero, ox, knife, calf, man, baby, tooth, fish

XIV. Make sentences with the plural forms of the following words:

Song, ship, idea, hour, loaf, foot, ox, child.

XV. Give the singular forms of the following words:

angles, keys, plays, copies, feet, teeth, thieves, mice.

XVI. Make sentences using the singular forms of the following words:

roofs, geese, mice, pianos, storeys, ladies, flowers, stories.

**XVII. Change the number of the nouns in the following sentences.
Make other necessary changes also:**

1. A girl was riding a horse.
2. The cat is running after the mouse.
3. A goose is in the pond.
4. A mosquito is sitting on your arm.
5. My word had no effect on him.
6. She is not looking after her child properly.
7. He has a dog, a cow and a goat in his house.
8. Her tooth is aching.



3

THE PRONOUN

Definition

A word used in place of a noun is called a **pronoun**.

Look at the following sets of sentences :

a. Maheep is a good boy. Maheep gets up on time. Maheep brushes Maheep's teeth daily.

These sentences can be rewritten as :

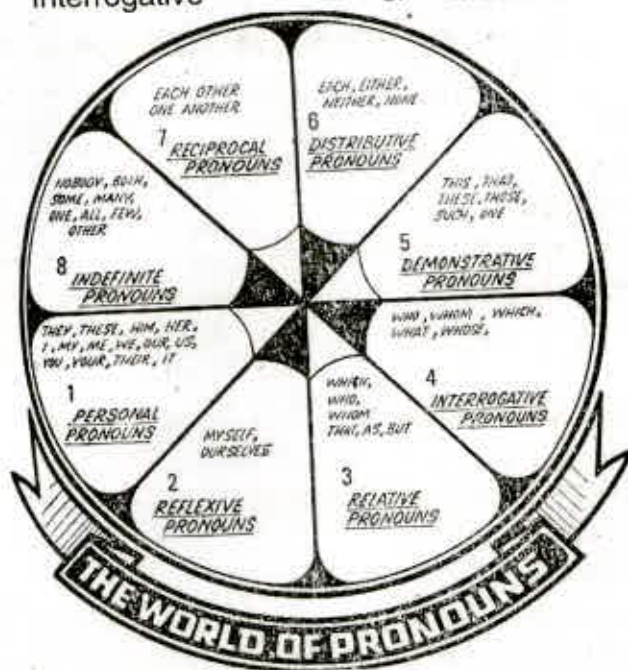
b. Maheep is a good boy. *He* gets up on time. *He* brushes *his* teeth daily.

So, it can be observed that in set (b) instead of repeating the noun 'Maheep', the words 'he' and 'his' have been used. Thus, in this set, the words *he* and *his* are *pronouns replacing the noun Maheep*.

Kinds of Pronouns:

Pronouns can be classified into eight main categories:

- | | |
|------------------|------------------|
| 1. Personal | 5. Demonstrative |
| 2. Reflexive | 6. Distributive |
| 3. Relative | 7. Reciprocal |
| 4. Interrogative | 8. Indefinite |



1. Personal Pronouns:

Definition: A Personal Pronoun is one which is used in place of the name of a person.

Examples:

1. Mr. Verma is a professor. *He* is an Indian.
2. Ramesh lives in Ludhiana. *He* teaches in a school.
3. *I* love *my* country.
4. *They* gave *him* a prize.
5. *She* asked *me* a question.

Here the words 'he', 'she', 'I', 'my', 'him', 'they' and 'me' are personal pronouns.

Personal Pronouns are of three kinds:

First person pronouns: These denote the person speaking as *I, me, my, mine, we, our, us.*

Examples:

1. *We* are going to Shimla.
2. *I* have a new dress for the party.
3. Mr. Sharma is *our* English teacher.
4. This is *my* book.

Second Person Pronouns: These denote the person spoken to as *you, your, yours.*

Examples:

1. This book is *yours.*
2. *You* are our best player.
3. *Your* books are in the bag.

Third Person Pronouns: These denote the person spoken of as *he, she, it, they, her, him, his, them, their, etc.,*

Examples:

1. *He* is Ram's brother.
2. Give *him* the red pen.
3. *They* are going to Delhi today.
4. *She* has two cars.
5. Give *them* some money.

These personal pronouns are used according to the number, gender and person of the nouns for which they are used. A personal

pronoun must be of the same number and gender as the noun for which it stands.

PERSONAL PRONOUNS

	NUMBER	
	Singular	Plural
First person	I (masculine or feminine)	We (masculine or feminine)
Second person	You (masculine or feminine)	You (masculine or feminine)
Third person	He (Masculine) She (Feminine) It (Neuter)	They (All genders)

Cases :

There are three 'Cases' of personal pronouns. They are given below:

1. **Nominative Case:** The pronouns like *I, we, you, she, they* etc., are generally subjects and are said to be in the Nominative Case.

Examples:

1. *I* am a teacher.
2. *You* can go now.

2. **Objective Case:** The pronouns like *me, us, him, her, you* and *them* are generally objects and are said to be in the Objective Case.

Examples:

1. Get *me* some water, please.
2. Let *them* go.

3. **Possessive (Genitive) Case:** The pronouns like *my, our, your, her, their* etc. show possession. They are said to be in the Possessive Case (Genitive Case).

Examples:

1. This pen is *mine*.
2. This house is *ours*.

The following table sums up all that we have studied so far:

Case	First person		Second person		Third person	
	Singular	Plural	Singular	Plural	Singular	Plural
Nominative	I	We	Thou, You	You	He, she it	They
Possessive	My	Our	Thy, Your	Your	His, her	Their
	Mine	Ours	Thine, Yours	Yours	Hers, its	theirs
Objective	Me	Us	Thee	You	Him, her It	Them

- Note:**
1. Thou, thee, thy, and thine are seldom used except in poetry and prayer.
 2. 'You' is used in both the singular and the plural and always takes a plural verb: as,
You are a good boy.
You are all good boys.

Use of Possessive Pronouns as Adjectives:

Some possessive pronouns like *my, our, your, his, her, its, and their*, are used as Adjective and are, therefore, sometimes called Possessive Adjectives.

Here are some *examples*:

This is *my* pen.

That is *your* book.

This is *our* country.

It is *their* stick.

All the pronouns in the italics act as Adjectives in these sentences. Also, they are in the *Possessive Case*.

So, they are called *Possessive Adjectives*.

It should, however be noted that in sentences like:

This book is *mine*.

That house is *yours*.

This room is *ours*.

This stick is *theirs*.

The words *mine, yours, ours, and theirs* do not act as Adjectives. They are called *Possessive Pronouns*.

Some Rules Regarding the use of Personal Pronouns:

1. If pronouns of different persons occur together in a sentence, they should be used in the following order:
Second Person, Third Person, and First Person; as,
You, he and I won the prize.
2. While confessing a fault, the order of personal pronouns should be as follows :
First Person, Second Person, Third Person; as,
I, you and he came late.
3. If a pronoun refers to more than one noun or pronoun of different persons, it must be of the first or second persons plural in preference to the third person; as,
I and you have done *our* work.
You and Ramesh have prepared *your* lessons.
4. Where two or more singular nouns are joined by 'either or', 'neither..... nor', the pronoun used is in the singular; as,
Either Hari or Vijay should give me *his* book.
Neither Gita nor Sita was in *her* uniform.
5. When a singular noun and a plural noun are joined by 'either or', 'neither..... nor', the pronoun used is in the plural; as,
Either Rita or her sisters have turned out *their* cook.
Neither he nor his friends have cleared *their* account.
6. When a pronoun is the object of a verb or a preposition, it must be in the Objective Case; as,
Let *you and me* do it.
Between *you and me* he is a thief.
7. When a pronoun is the Complement of the verb 'to be', it is in the Nominative Case; as,
If I were *he*, I would go in for a new house.
8. When a pronoun stands for a collective noun, it is in the singular number; as,
The jury will pronounce *its* verdict.

But when a pronoun stands for a noun of multitude, it is in plural number; *as*,

The jury were divided in *their* opinion.

The Use of 'It'

'It' is used:

1. For lifeless things, animals and young children when sex not expressed; *as*,
I want a house. *It* should be very beautiful.
We have a cow. *It* gives us milk.
The child is lying in *its* bed.
2. To emphasize some noun or pronoun coming after *it*;
It is Karam Singh who came late.
3. To refer to the weather, the season, or the time; *as*,
It is fine today.
It is winter.
It is six o'clock.
4. To refer to some statement going before; *as*,
He told a lie. You knew *it*.
5. In Interrogative sentences; *as*,
Who is *it*? *It* is the cook.
6. In Exclamatory sentences; *as*,
What a lovely sight *it* is!

EXERCISES FOR PRACTICE

I. Use pronouns instead of nouns wherever necessary:

1. Ramesh bought an interesting book. Ramesh read the book again and again.
2. Karim was absent from the class. Karim was fined for Karim's absence.
3. When Martha came back home, Martha found the door locked. Martha did not know how to open the door.

4. Kamlesh is a very good girl. Kamlesh is admired by everybody for Kamlesh's good habits.
5. Lata told Lata's friends that the friends should wait for Lata outside Lata's house.
6. Rita is ill. Rita cannot attend Rita's classes today.
7. Mohan made a kite for Mohan's son.
8. Veena won a gold medal. Veena's teacher praised Veena for Veena's feat.
9. Carol is wearing a pink frock. Carol is looking very pretty in Carol's pink dress.
10. Mohan's father bought a new bicycle for Mohan. Mohan liked the bicycle very much.

II. Supply the correct Personal Pronouns in the blanks:

1. There are some boys in the playground. _____ are playing football.
2. There is a cat in the kitchen. _____ is drinking milk.
3. Mohan is in the class. _____ is writing on the blackboard.
4. My sister is at home. _____ is cooking.
5. The girls are in the hall. _____ are dancing.
6. That man is beating the donkey. _____ is a cruel man.
7. The window is open. _____ is not shut.
8. I always sit with Hari. _____ are friends.
9. Someone is standing there. _____ might be a policeman.
10. There is a book on the table. _____ is an English book.

2. Reflexive Pronouns:

Definition : The Reflexive Pronouns are those that are formed by adding 'self' or 'selves' to Personal Pronouns; as,

I have painted this house *myself*.

You should do it *yourself*.

She *herself* took this step.

3. Emphatic Pronouns:

Definition: When Reflexive Pronouns are used to lay emphasis on a particular point, they are called Emphatic Pronouns e.g.,

The Principal *himself* declared a holiday.

You *yourself* know better than anybody else.

4. Interrogative Pronouns:

Definition: The pronouns which are used to ask questions are called Interrogative Pronouns. e.g., *who, whose, whom, which, what*, etc.,

Whose house is this?

Who lives in that palace?

What is there in your bag?

Use of Interrogative Pronouns

Who

Who is used for persons; as,

Who broke the windowpane?

Who came here yesterday?

Who presided over the meeting?

Which

Which is used for persons as well as things. It refers to one or a definite number.

Which is your bicycle?

Which pen do you like?

Which is your brother?

What

What applies to things; as,

What is in his pocket?

What do you like?

Whose, Whom

Whose may be used in the *possessive case* and *whom* in *objective case* after of; as,

Whose book did she steal?

Of whom can you say that?

Note : The sign of Interrogation (?) is used at the end of sentences beginning with Interrogative Pronouns.

When the Interrogative Pronouns are used before Nouns, they are called Interrogative Adjectives.

Whose pen is this?

Which medicine does he need?

What type of man are you?

5. Demonstrative Pronouns:

Definition: A pronoun that points to some noun going before it or some noun that is implied is called Demonstrative Pronoun.

Examples: *This, that, these, those, such, one, etc.,*

This is my pen.

These are beautiful toys.

The climate of Shimla is cooler than *that* of Ludhiana.

Note: Demonstrative Pronouns become Demonstrative Adjectives when they are followed by Nouns; as,

Demonstrative Pronouns	Demonstrative Adjectives
This is a beautiful watch.	This watch is beautiful.
That is a costly pen.	That pen is costly.
That is a rich man.	That man is rich.
These are fine people.	These people are fine.

6. Distributive Pronouns:

Definition: The Pronouns which refer to persons or things one at a time are called Distributive Pronouns. *e.g., 'each', 'either' and 'neither'* etc. They are always singular and take singular verb.

Each

Each means every one member of the group taken separately.

Each of the boys was given a book.

Either, Neither

Either and *Neither* are used while speaking about two persons or things. *Either* means one or the other of the two while *Neither* means not one nor the other of the two.

Either road will lead to the station.

Neither of the two candidates impressed me.

Any, No one, None

Any, No one, and None are used while referring to more than two things or persons.

She did not accept *any* of these six proposals.

None of the candidates was suitable for the jobs.

No one present there objected to the remarks.

7. Reciprocal Pronouns:

Definition: Pronouns that express a mutual or reciprocal relationship are called Reciprocal Pronouns. *Examples:*

Ram and Sita love *each other*.

All the three partners trust *one another*.

In these sentences *each other* and *one another* are Reciprocal Pronouns. *Each other* is used while speaking of *two* persons while *one another* is used for *more than two* persons.

8. Indefinite Pronouns:

Definition: Pronouns which refer to persons or things in a general way are called Indefinite Pronouns *e.g., One, all, some, many, few, other, nobody*, etc.

Examples:

One should obey one's parents.

All of us visited the Taj.

Anybody could have done that.

Some of my friends have joined the army.

EXERCISES

III. Supply the correct form of the Pronoun in the following sentences:

1. This is _____ book, this is _____. (our, my, yours)
2. Between you and _____, I don't trust him. (I, me)
3. Let _____ do it myself. (I, me)
4. Vikram is as old as _____. (I, me)
5. Your friend does as _____ likes. (he, they)
6. He was waiting for my brother and _____. (I, me)

7. I brush _____ teeth each morning. (my, our)
8. Whom can I trust if not _____? (he, him)
9. _____ shall carry this letter to _____ friend in Chandigarh.
(I, my, them)
10. We shall expect you and _____ at the function. (he, him)

IV. Fill in the blanks selecting the correct Reflexive and Emphatic Pronoun from the following :

yourself, herself, themselves, ourselves, myself, himself

1. I shall relate the story _____.
2. He _____ solved the question.
3. She should have saved _____.
4. You _____ committed the mistake.
5. He must not try to defend _____.
6. We _____ went to welcome him.
7. She _____ cooked all the food.
8. We should ask _____ if we are fit for democracy.
9. You should look into the matter _____.
10. They _____ are not clear about the facts of the case.

V. Put suitable Relative Pronouns in the blank spaces:

Relative Pronouns are *who, whom, which, that, whose, as, but*

1. The boy _____ met me in the market is my friend.
2. He is the only man _____ is eligible for the post.
3. The magistrate, _____ tried the case, fined the accused.
4. This is the pen _____ my father gave me.
5. This is the table _____ I bought last year.
6. Is there anybody _____ does not love his motherland?
7. There was none _____ wept.
8. Take _____ much money _____ you want.
9. This is the student about _____ we were speaking.
10. She is the girl _____ father is a doctor.

VI. Put proper Interrogative Pronouns (*who, whom, whose, what, why, which*) **in the blank spaces:**

1. _____ made that noise?
2. _____ do you want to see?
3. _____ did you say?
4. _____ is an Atom Bomb?
5. _____ do you prefer?
6. _____ pen is this?
7. _____ came here to see me?
8. _____ brings you here?
9. _____ of these girls is his sister?
10. _____ of these boys is the monitor?

VII. Fill in the blanks with the correct Pronouns :

1. _____ are the pictures to be framed. (that, these)
2. _____ is Sohan's room. (those, this)
3. _____ are the oranges I bought. (these, that)
4. _____ is the prize I got. (these, this)
5. _____ is my pen. (these, this)
6. The horses cost six hundred rupees _____. (each, either)
7. _____ of the five men received a reward. (either, each)
8. _____ of the two books will do. (either, every)
9. _____ of the two boys is willing to work. (either, every)
10. _____ girl had a slate in her hand. (every, none)

VIII. Fill in the blanks with the correct Pronoun :

1. We should all love _____. (each other, one another)
2. The two rivals hated _____. (each other, one another)
3. The two brothers loved _____. (each other, one another)
4. We must all trust _____. (each other, one another)
5. The three sisters quarrelled with _____. (each other, one another)
6. _____ are lucky, others are not. (few, some)
7. _____ of their conditions is acceptable to us. (none, some)

8. _____ escaped unhurt. (few, any)
9. Have you not received _____ reply yet? (any, none)
10. _____ does not know what to believe. (one, none)

IX. Combine together the following pairs of sentences by means of Relative Pronouns given in the brackets:

1. I met a girl. She was very honest. (who)
2. He is a villain. No one trusts him. (whom)
3. I have a friend. She is a very good artist. (who)
4. Cochin is a natural harbour. Large ships can anchor here easily. (where)
5. All praised John. He bowled very nicely. (who)
6. He is a poet. His poems are liked everywhere. (whose)
7. I do not go to that place now. I was born there. (where)
8. He wears a shoe. It pinches. (that)
9. I have a teakwood table. It is of excellent workmanship. (which)



4

ADJECTIVES

Definition: An adjective is a word which qualifies a noun or pronoun. In other words, an adjective adds something to the meaning of a noun or pronoun.

Examples:

a *black* horse
some money
thirty books
this *noble* appearance
a *clever* boy

KINDS OF ADJECTIVES:

Adjectives are of the following kinds:

1. Adjectives of Quality
2. Adjectives of Quantity
3. Adjectives of Number
4. Demonstrative Adjectives
5. Distributive Adjectives
6. Interrogative Adjectives
7. Possessive Adjectives
8. Exclamatory Adjectives
9. Emphasizing Adjectives

1. **Adjectives of Quality:** These show the kind, quality or state of a person or thing.

Examples:

a *blue* pen
a *good* boy

They answer the question '*what kind of?*'

Tagore was a *great* poet.

Raman is a *foolish* boy.

The forest is *green*.

He is an *intelligent* student.

The adjectives *great, foolish, green, intelligent* etc, are adjectives of quality because they denote the quality of nouns – poet, boy, forest, student etc, respectively.

2. **Adjectives of Quantity** : These adjectives show *how much* of a thing is meant.

Examples :

a few books

some money

sufficient fuel

They answer the question '*How much of it?*'

Examples:

He gave me *some* pens.

There is *enough* water in the pot.

There is *no* money in the bag.

A little work is better than *no* work.

The adjectives *some, enough, no, a little*, are adjectives of quantity or amount because they denote quantity of nouns – pens, water, money, and work respectively.

3. **Adjectives of Number** : These adjectives show *how many persons or things* are meant or *in what order* they stand:

Examples :

one, two, three

first, third

double, triple

all, many, several, certain, few, some.

They answer the question '*How many?*' They are also called *Numeral Adjectives*.

Examples:

There are *twelve* oranges in the basket.

He got the *second* position in the class.

4. **Demonstrative Adjectives** : These adjectives *point out* the person, place or thing concerned.

Examples:

this, that, these, those, yonder, such, same etc.,

They answer the question 'Which'?

Examples:

This book is difficult to read.

These boys belong to *that* village.

I have never seen *such* a scenery before.

5. **Distributive Adjectives:** These denote things taken *one at a time* e.g. *each, every, either, neither, etc.*

Examples:

1. *Each* candidate must enter the hall according to the number.
2. England expects *every* man to do his duty.
3. On *either* side of the road lie long fields of barley.
4. *Neither* boy is trustworthy.

6. **Interrogative Adjectives:** These are used with nouns *to form questions; e.g., which, what, whose etc.*

Examples :

Whose book is this?

Which pen do you like?

7. **Possessive Adjectives:** The words *our, my, your, her, his, its, their* etc when used attributively before a noun, are called Possessive Adjectives.

Examples:

Give me *my* book.

How is *your* son?

She has lost *her* umbrella.

8. **Exclamatory Adjectives:** They are used with nouns in exclamatory sentences:

Examples:

What a *fine* day!

What *good* luck!

9. **Emphasizing Adjectives:** These *emphasize (i.e. lay stress on or focus)* the particular object.

Examples:

This is my *own* house.

His *very* name makes me angry.

Here *own* and *very* are *Emphasizing Adjectives* as they emphasize the noun or pronoun to which they belong.

Degrees of Adjectives: Adjectives have three degree of comparison: Positive, Comparative and Superlative.

- The Positive degree** is used when no comparison is implied:
 Ram is a *good* boy.
 Delhi is a *big* city.
- The Comparative degree** is used to compare two persons or things:
 Ram is a *better* player than Sham.
 Delhi is *bigger* than Chandigarh.
- The Superlative degree** is used to compare more than two persons or things:
 Ram is the *best* boy in the class.
 Delhi is the *biggest* city in northern India.

Formation of Comparative and Superlative Degrees:

Type 1. Most Adjectives (one or two syllables) generally form the comparative degree by suffixing '**er**', and the superlative degree by suffixing '**est**'.

Positive	Comparative	Superlative
able	abler	ablest
bright	brighter	brightest
bold	bolder	boldest
base	baser	basest
clever	cleverer	cleverest
clean	cleaner	cleanest
dense	denser	densest
dear	dearer	dearest
deep	deeper	deepest
fond	fonder	fondest
few	fewer	fewest

Positive	Comparative	Superlative
fast	faster	fastest
great	greater	greatest
hard	harder	hardest
high	higher	highest
keen	keener	keenest
kind	kinder	kindest
light	lighter	lightest
noble	nobler	noblest
near	nearer	nearest
poor	poorer	poorest
pure	purier	purest
rare	rarer	rarest
rich	richer	richest
safe	safer	safest
sweet	sweeter	sweetest
sane	saner	sanest
short	shorter	shortest
strong	stronger	strongest
tall	taller	tallest
true	truer	truest
weak	weaker	weakest
young	younger	youngest
wise	wiser	wisest
less	lesser	least
small	smaller	smallest
white	whiter	whitest
big	bigger	biggest
empty	emptier	emptiest
humble	humbler	humblest
slow	slower	slowest

Type 2. Adjectives of three or more syllables

In the case of these words, comparative and superlative degrees are formed by adding the words **'more'** and **'most'** (or less and least) before the positive respectively.

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
courageous	more courageous	most courageous
brilliant	more brilliant	most brilliant
capable	more capable	most capable
difficult	more difficult	most difficult
diligent	more diligent	most diligent
ignorant	more ignorant	most ignorant
interesting	more interesting	most interesting
wonderful	more wonderful	most wonderful

Type 3. Adjectives of two syllables follow one or the other of the above rules. Those ending in '-ful', '-er', '-ve' usually take more and most.

Positive	Comparative	Superlative
active	more active	most active
doubtful	more doubtful	most doubtful
careful	more careful	most careful
harmful	more harmful	most harmful
proper	more proper	most proper
obscure	more obscure	most obscure
secure	more secure	most secure

Type 4. Those ending in '-y' or '-ly' add 'ier' and 'iest' after the removal of 'y'.

Positive	Comparative	Superlative
pretty	prettier	prettiest
heavy	heavier	heaviest
happy	happier	happiest
easy	easier	easiest
jolly	jollier	jolliest
holy	holier	holiest
busy	busier	busiest

Type 5. A Consonant preceded by a short vowel sound, doubles itself and adds, 'er' and 'est' in comparative and superlative forms.

Positive	Comparative	Superlative
big	bigger	biggest
hot	hotter	hottest
fat	fatter	fattest
sad	sadder	saddest
wet	wetter	wettest
thin	thinner	thinnest
red	redder	reddest
mad	madder	maddest

Type 6. Miscellaneous words.

Positive	Comparative	Superlative
bad	worse	worst
far	farther	farthest
good	better	best
late	latter, later	latest, last
little	less	least
low	lower	lowest
much	more	most
old	older, elder	oldest, eldest
up	upper	uppermost, upmost

Use of Adjectives:

- The comparative degree should be used only when some comparison is implied :
This book is better than the other.
- Comparatives ending in '-or' or '-er' are followed by 'to' :
I am senior *to* him.
He prefers health *to* wealth.

- c.** Use of double comparatives and superlatives should be avoided:
 Incorrect: He is *more abler* than his brother.
 Correct: He is *abler* than his brother.
 Incorrect: He is *the most richest* man in the city.
 Correct: He is *the richest* man in the city.

d. *Less, Fewer:*

Less is used for *quantity* while *fewer* is used for *number*.
Less is used with a *singular* and *fewer* is used with a *plural noun*.

Examples:

There were *fewer* calls this week.

There is *less* reason to be watchful now.

e. *Some, Any :*

Some is used in *affirmative* sentences as,

He has got *some* good story books.

There is *some* milk in the pot.

Any is used in *negative* sentences; as

He has not got *any* good story books.

There isn't *any* milk in the pot.

Some and *any* can both be used in interrogative but use of *any* in such sentences is preferable; as,

Has he got *some* story books?

Has he got *any* story books?

f. *Little, a little, the little:*

'*Little*' expresses a negative sense and means 'hardly any':

Incorrect: He has *a little* hope of success.

Correct: He has *little* hope of success.

'*A Little*' is positive and means some, a certain quantity of:

There is *a little* butter left in the tin. (It means that there is at least some butter left in the tin). On the other hand if we say:

'There is *little* butter left in the tin, it means that there is not much butter left in the tin.

'*The little*' implies both the negative and positive sense and means not much but the whole of it, as,

He has eaten *the little* butter left in the tin. It means that there was not much butter in the tin but he has eaten the whole of it.

g. *Few, a few, the few:*

'*Few*' is negative meaning *not many, almost none, as,*
Few men are free from faults.

It means not many men (almost none) are free from faults.

'*A few*' is used in the affirmative sense. It means *some, at least, as,*

I have read *a few* books.

It means I have read some books at least, though the number is small.

'*The few*' implies both the negative and the affirmative *as,*
 'I have read *the few* books I have.'

h. *Much, many, many a:*

'*Much*' implies quantity, and '*many*' refers to number:

I do not have *much* time to waste. (quantity)

Many girls are at play. (number)

'*Many a*' is singular in form but plural in meaning:

Many a plan was tried but nothing worked.

i. *Nearest, Next:*

'*Nearest*' signifies distance or closeness, *e.g.,*

Bareilly is the town *nearest* to our village.

My mother is my *nearest* relative.

'*Next*' signifies position or order, *e.g.,*

She was sitting *next* to me.

When will the *next* train arrive?

j. *Farther, further:*

'*Farther*' means more distance, *as,*

Delhi is *farther* from Amritsar than Chandigarh.

Let us walk a little *farther*.

'*Further*' means additional, beyond what exists now:

This requires *further* consideration.

He made no *further* remarks after that.

k. *Later, latter, latest, last.*

'Later' and 'latest' refer to time, e.g.,

You reached home *later* than me.

What is the *latest* news?

'Latter' and 'last' refer to order or position e.g.;

Of the two boys, already mentioned, the *latter* is my brother.

The *last* boy in this row is my friend.

l. *First, foremost.*

'First' means first in order:

Dr. Bakshi was the *first* Principal of our college.

'Foremost' means leading, the most important e.g.,

Mahatma Gandhi was the *foremost* leader of the country.

m. *Older, elder, oldest, eldest.*

'Older and oldest' may refer to either persons or things but *elder* and *eldest* apply to persons of the same family only. *Elder* is never followed by *than*.

'*Than*' is used after *older* as after any other adjective in the Comparative Degree, e.g.,

He is his *elder* brother.

She is my *eldest* daughter.

You are *older* than me.

This is the *oldest* house in the village.

n. *Each and Every.*

'*Each*' is used in speaking of two or more persons or things. It signifies the individuals in a group. It is used for the individuals in a group, when their number is definite and is limited:

Last week *each* day was a fine day.

Each of the five girls was given a prize.

'*Every*' is used in speaking of more than two persons or things. It signifies the total group especially when the group is indefinite and unlimited, e.g.,

Every chair in the hall was occupied.

Every student got a watch.

- o.** *Each other, one another:*
 'Each other' is used when *two* persons, things or groups are concerned; as,
 Both the sisters love *each other* very much.
 'One another' is used when *more than two* persons, things or groups are concerned; as,
 The three sisters love *one another* very much.
- p.** *Adjectives as nouns:*
 Sometimes Adjectives are used as Nouns. In such cases they generally take the definite article 'the' with them, e.g.,
The poor should be helped.
The rich are generally proud.
The powerful never think of *the weak*.
The elders asked me to do this.

EXERCISES FOR PRACTICE

- I.** Write out the story, putting one of the adjectives from the list in each blank:

long	delightful	high	sour	ripe	warm	hungry
------	------------	------	------	------	------	--------

It was a _____ day. A fox had just entered a garden. Among the many _____ things in the garden was a vine laden with bunches of grapes. One of them was a _____ bunch which hung invitingly over the fox's head. The very sight of it made the fox feel _____. He leapt up at the grapes several times. But they were too _____ for him to reach. After a _____ time he decided to give up trying. He went away declaring that the grapes were _____. This is the origin of the expression '**sour grapes**'.

- II.** Give the comparative and superlative degrees of the following Adjectives:

1. happy	_____	_____
2. good	_____	_____
3. beautiful	_____	_____

4.	simple	_____	_____
5.	careful	_____	_____
6.	costly	_____	_____
7.	low	_____	_____
8.	much	_____	_____
9.	rich	_____	_____
10.	harmful	_____	_____
11.	heavy	_____	_____
12.	busy	_____	_____
13.	bad	_____	_____
14.	big	_____	_____
15.	hot	_____	_____

III. Fill in the blanks with the comparative or superlative degree of the adjectives given in the brackets:

- The Taj is _____ than any other building. (beautiful)
- This is the _____ book I have ever read. (good)
- The climate of Shimla is _____ than that of Delhi. (good)
- Mohan is the _____ boy in his class. (tall)
- Haridwar is one of the _____ places for the Hindus. (holy)
- Ram is _____ than his sister. (intelligent)
- Mumbai is _____ than any other city in Maharashtra. (large)
- This dress is _____ than that. (costly)
- Radha has _____ sense than her sister. (much)
- My table is the _____ of all. (big)

IV.(a) Put the correct word in the blank spaces:

- He came _____ than Sham. (later, latter)
- The _____ train leaves the station at 11 p.m. (last, later)
- What is the _____ news? (latest, last)
- I met Shila and Rita yesterday. The former promised to come to the party but the _____ gave a flat refusal. (later, latter)
- Ram is _____ than Hari. (elder, older)

6. He is the _____ member of the family. (*eldest, oldest*)
7. The _____ brother controls the entire business. (*older, elder*)
8. Delhi is _____ from Ludhiana than Ambala. (*further, farther*)
9. You are not going to get any _____ help from us. (*further, farther*)
10. History is _____ difficult than Mathematics. (*less, fewer*)
11. _____ boys attended the meeting this time. (*less, fewer*)
12. These chairs cost sixty rupees _____. (*each, every*)
13. _____ man loves him. (*every, each*)
14. His days are numbered; he has _____ hope to survive. (*little, a little*)
15. _____ effort on your part will help me a lot. (*little, a little*)

- b.**
1. You should not hesitate from doing _____ you can. (*the little, a little*)
 2. Mohan gave me _____ milk. (*some, any*)
 3. He did not have _____ milk. (*some, any*)
 4. There are _____ schools in this city. (*many, much, many a*)
 5. _____ should help _____. (*the poor, the rich*)
 6. He gave me _____ help. (*many, much*)
 7. _____ man goes to see the Taj. (*many, many a*)
 8. He was the _____ to reach the theatre. (*foremost, first*)
 9. Gandhiji was the _____ man of his time. (*foremost, first*)
 10. I have _____ friends here because I am a complete stranger in this town. (*few, the few*)
 11. He has read _____ books. (*a few, the few*)
 12. He has read _____ books he has. (*the few, a few*)
 13. Ramesh is junior _____ me but he is much senior _____ Shila. (*to, than, from*)
 14. Health is preferable _____ wealth. (*to, from*)
 15. Respect your _____. (*elders, olders*)

V. Correct the following sentences:

1. The poors always deserve mercy.

2. The three friends helped each other.
3. Shakespeare is greater than any dramatist.
4. There were no less than fifty persons present.
5. Every of the two friends is ill.
6. Iron is more useful than any metal.
7. My hat is more superior than yours.
8. The three brothers understand each other well.
9. He is a best boy in the class.
10. The higher you go the coolest it is.



5

THE VERB

Definition : A Verb is a word that states something about a person or a thing; as,

Rama *laughs*.

Boys *run* fast.

A Verb tells something about a person or a thing in the state of (a) doing or (b) being or (c) being acted upon. Thus it is *an action word*.

Helping and Main Verbs:

Look at the following sentences:

1. She *is painting* a picture.
2. Mohan *has painted* a picture.
3. Meera *is singing* a song.
4. The boys *have taken* their lunch.

In these sentences, the verb is in two parts. In sentence 1 *is* is the Helping Verb and *painting* is the Main Verb. In sentence 2 *has* is the *Helping verb* and *painted* is the *Main Verb*. Similarly in sentences 3 & 4 *is* and *have* are Helping Verbs and *singing* and *taken* are Main Verbs respectively.

Let us take another sentence:

The rooms *are being cleaned*.

In this sentence, *are being* is the Helping Verb and *cleaned* is the Main Verb.

Sometimes helping verbs are used as *full verbs*; as,

Sheela *is* a good girl.

He *was* a good student.

We *are* good friends.

They *have* nothing in their pockets.

In these sentences, *is*, *was*, *are*, and *have* are acting as Main Verbs.

Transitive and Intransitive Verbs:

Transitive Verbs: A Transitive Verb is a verb that denotes an action which passes over from the subject or doer to something or somebody else called the object.

Examples:

1. *The policeman arrested the thief.*
2. *The boys are eating apples.*

In sentence 1, the action denoted by the verb (arrested) passes over from the subject or doer (policeman) to some object (thief). The verb *arrested* is, therefore, called a **Transitive Verb**. (Transitive means *Passing over*)

Note: If you can provide a reasonable answer to the question *What?* or *Whom?* after a Verb, the verb is *Transitive*.

Intransitive Verbs: An Intransitive Verb is a verb that denotes a state or an action that is *complete in itself*; it does not pass over to an object.

Examples:

1. *Silence is golden.*
2. *Mohan seems happy.*
3. *Water boils at 100° C.*
4. *He is laughing.*
5. *He died yesterday.*

In these sentences, the action of the verb does not pass over from the doer or the subject to an object. The action (or state) is represented as complete in itself. The action stops with the doer. The verbs *is*, *seems*, *boils*, *is laughing* and *died* in these sentences are, therefore, **Intransitive Verbs**.

Some Transitive Verbs: (*ask*, *give*, *offer*, *promise*, *tell*, etc.) take two objects after them:

1. an *Indirect Object* which denotes the person to whom something is given or for whom something is done.
2. a *Direct Object* which is usually the name of some *thing*.

Usually, the Indirect Object, comes before the Direct Object as in the examples below:

Sr. No	Subject + Verb	Indirect Object	Direct Object
1.	He gave	me	an apple.
2.	The teacher told	us	a story.
3.	Will you make	me	a cup of tea?
4.	He offered	me	a job.

These sentences can be rewritten with the Direct Object first, followed by a Preposition *to* or *for* and the Indirect Object.

Sr. No	Subject + Verb	Direct Object	Preposition	Indirect Object
1.	He gave	an apple	to	me.
2.	The teacher told	a story	to	us.
3.	Will you make	a cup of tea	for	me?
4.	He offered	a job	to	me.

There are some verbs which, without any change of form, can be Transitive or Intransitive according to the sense; as,

Transitive	Intransitive
1. The horse drew the cart.	She drew near me.
2. The driver stopped the train.	The train stopped suddenly.
3. The peon rang the bell.	The bell rang.

An Intransitive Verb may become Transitive when combined with a Preposition; as,

1. *They laughed at her.*
2. *He looked at the sun.*

Some Transitive Verbs can be used intransitively; as,

Transitive	Intransitive
He <i>eats</i> bread.	We <i>eat</i> to live.
He <i>burnt</i> his hands.	He <i>burnt</i> with rage.
They <i>opened</i> the door.	The door soon <i>opened</i> .

EXERCISES FOR PRACTICE

I. Say whether the Verbs in the following sentences are Transitive or Intransitive. If the verb is Transitive name the Object:

1. He killed a snake.
2. The fire burns brightly.
3. Birds fly in the air.
4. I drink tea five times a day.
5. A blind man cannot see.
6. He came here last night.
7. She has lost her books.
8. He walked twenty miles.
9. A woman came to buy tea.
10. You should teach him a lesson.

II. Point out the Direct and Indirect Objects in each of the following sentences:

1. He asked me a question.
2. Meena lent him twenty rupees.
3. The teacher taught us a new lesson.
4. My uncle gave me a gift.
5. You should buy yourself new shoes.
6. Will you make me a cup of tea?
7. I gave Savita a storybook.
8. Gaurav asked her a question.
9. Can you give us your address?
10. The farmer sold me his horse.

Object Complement :

Read the following sentences:

1. We elected him *our captain*.
2. I have painted my car *red*.
3. We found the house *in flames*.

In these sentences, the words *our captain*, *red*, and *in flames* are *Object Complements* because they help to complete what is said about the object.

EXERCISE**III. Point out the Object Complements in the following sentences:**

1. She told me a story.
2. I made him monitor.
3. She called him a rogue.
4. Your success made us happy.

Auxiliary Verbs:

An Auxiliary Verb is merely a helping verb; it helps to form the tense or mood of the Principal Verb.

Example:

He was going to the market. — *was* (Auxiliary) and *going* (Main).

You can play well. — *can* (Auxiliary) and *play* (Main).

Auxiliary Verbs are of two kinds:

1. Primary Auxiliaries
2. Modal Auxiliaries

Primary Auxiliaries help to form tenses, questions, negatives, passives etc. There are three Primary Auxiliaries: *be*, *have*, and *do*. Their forms are given below:

Be	Be, is, am, are, was, were, been, being
Have	Have, has, had, having
Do	Do, does, did, done, doing

Primary Auxiliaries change their form according to the person and number of the subject.

Examples:

He *is* (be + present) playing.

We *are* (be + present) playing.

I *am* (be + present) playing.

They *were* (be + past) playing.

Modal Auxiliaries express the mode or manner of the actions denoted by the verbs. They express ideas such as ability, possibility, probability, advisability, permission, expectation, certainty, intention, promise, obligation or duty, etc.

Some of the modal auxiliaries are: *can, could, may, might, shall, should, will, would, must, ought to, need and dare* etc.

A Modal Auxiliary differs from a Primary Auxiliary in that it does not change according to Number, Person, Tense and Voice.

Example:

He *can* play.

We *can* play.

I *can* play.

They *can* play.

Use of Modal Auxiliaries:

1. **May, Might**

May is used to denote:

1. Permission; *as,*

May I go out?

May I come in?

You *may* go now.

2. Possibility; *as,*

It *may* rain tonight.

He *may* come today.

3. A wish; *as,*

May you have a happy and long life!

May God bless you!

4. A Purpose; *as,*

We eat that we *may* live.

Similarly **Might** is used to express:

1. Possibility; *as,*

It *might* rain today.

2. A polite reply/ request; *as,*

You *might* accompany us.

3. A suggestion; *as,*

You *might* get this book from the library.

4. A reproach; *as,*

You *might* have told me that truth.

2. **Can, Could:**

Can is used to indicate:

1. Power or ability; *as*,
You *can* solve this sum. [You are able to solve this sum.]
He *can* outdo every competitor.
2. Permission; *as*,
You *can* go now. [You are permitted to go now.]
3. Can is also used to denote ability resulting from circumstances; *as*,
Can you come? [Are you in a position to come?]

Could is the past tense of 'can' and is similarly used.

3. **Must and Ought:**

Must is used to denote:

1. Compulsion or strong moral obligation; *as*,
We *must* keep our promises.
We *must* not tell lies.
2. Fixed determination; *as*,
I *must* face the circumstances bravely.
I *must* have my money back.
3. Duty; *as*,
A judge *must* be upright.
A soldier *must* fight for his country.
4. Certainty or strong likelihood; *as*,
He *must* be up by this time.
You *must* be hungry after your long walk.
5. Inevitability; *as*,
We *must* all die.

Ought is used to denote desirability, moral obligation and duty. Ought can indicate present or future time. It takes an infinitive object; *as*,

1. We *ought* to love our neighbours.
2. You *ought* to work hard.

Ought to have with a Past Participle is used to indicate a past obligation that was not fulfilled or carried out.

1. You *ought to have helped* her. (but you did not).
2. She *ought to have been* more careful. (but she was not careful enough)

Ought not to have is used to indicate disapproval of something that was done in the past.

You *ought not to have* misbehaved with her.

She *ought not to have* laughed at him.

4. **Will and Shall:**

Will in the first person is used to denote:

1. Determination; *as*,
I *will* do as I like. [I am determined to do as I like.]
2. Willingness; *as*,
I *will* lend you my pen.
I *will* do this for her sake.
3. Promise; *as*,
I *will* help you.
I *will* behave better next time.
4. A threat; *as*,
I *will* expose her.
I *will* dismiss you if you come late again.

Will in the second person and Third person expresses the simple future Tense:

He *will* be thirty next month.

Will you come tomorrow?

Will is also used to express a polite request in a question form:

Will you open the door?

Will you have another cup of tea?

Shall in the First Person (I, we) expresses the simple future tense; *as*,

I *shall* go to Chandigarh next month.

We *shall* go for a picnic tomorrow.

Shall in the Second (you) and Third (he, she, it, they) person expresses command or promise; *as*,

You *shall* not go there without my permission.

He *shall* get his salary tomorrow.

Shall is also used to express offers of service or suggestion in a question form; *as*,

Shall I open the door?

Shall we go for a picnic?

Shall I make a cup of tea for you?

5. Would and Should:

Would and **Should** are past tense forms of will and shall:

He said that he *would* bring me a gift.

Would in the Second Person is used to express polite request:

Would you lend me your book?

I *would* like to have a cup of tea.

Would is also used to express habitual action in the past:

When I was young, I *would* get up early.

Should is used to express obligation:

We *should* help the poor

You *should* be properly dressed.

EXERCISES

IV. Pick out the Auxiliary Verbs in the following sentences:

1. I am writing a novel.
2. He has done wrong.
3. He did not come in time.
4. He is treated badly.
5. I had heard of this before.
6. I shall leave for Mumbai tomorrow.
7. The boy said that he might have done so.
8. He must have gone home.
9. Did he ask you to write to him?
10. I can fly an aeroplane.

V. Fill in the blanks with can/could:

1. I _____ climb the trees when I was a boy.
2. He _____ come any moment.

3. She _____ sing well.
4. Although the water was cold, I _____ cross the river.
5. _____ you please help me?
6. Everybody _____ make a mistake.
7. I wish I _____ drive a car.
8. You _____ go home now. (permission)
9. _____ I take your scooter, please?
10. _____ you do me a favour please? (very polite)

VI. Fill in the blanks with *may/might*:

1. I think it _____ rain today.
2. _____ you live long!
3. I _____ win a lottery.
4. You _____ take my bicycle if you need.
5. _____ I use your pen?
6. I _____ visit Delhi. But I am not much sure.
7. _____ I join you, sir?
8. She said that she _____ leave in the afternoon.
9. You _____ go now.
10. She _____ or _____ not like the proposal.

VII. Fill in the blanks with *will/shall/would/should*:

1. I _____ know the result tomorrow.
2. He _____ go to Mumbai next week.
3. We _____ respect our elders.
4. _____ you like a cup of tea?
5. I _____ like to get a good post.
6. _____ you ring me up?
7. I _____ help you in this matter.
8. They _____ arrive here any moment.
9. I told him that I _____ do that work.
10. If you wish I _____ accompany you.

Agreement of the Verb with the 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*,

He *plays* cricket.

They *play* cricket.

I *am* sad.

We *are* sad.

A boy *is* running.

Boys *are* running.

The verb must agree with the Subject properly ; *as*,

The *attitude* of the officers *is* really friendly.

A *list* of girls *was* prepared.

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; *as*.

John *and* Jolly *were* two brothers.

The poet *and* the dramatist *are* being honoured. (two separate persons)

Calcutta, Mumbai, Madras *and* Delhi *are* the most important cities of India.

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; *as*,

The poet and dramatist *is* being honoured. (one person only)

My friend, philosopher and guide *was* invited to preside over the function. (same person – one only)

Rice and Curry *is* his favourite dish.

Slow and steady *wins* the race.

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; *as*,

Every man and every woman desires happiness.

Each hour and each minute is important.

3. Singular Subjects connected by *or*, *either-or*, *neither-nor*, are followed by a singular verb; *as*,

No prize or trophy was given to him.

Either Ramesh or Ashoka has won the prize.

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.; *as*,

Either Ashok or his parents are to blame.

Neither he nor his friends have joined the college.

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; *as*,

Neither you nor Lucy is responsible for our defeat.

Neither you nor John seems to be interested in this plan.

Neither he nor I have any money to buy a car.

6. When the subject consists of two nouns or pronouns joined by '*with*' or '*as well as*' the verb agrees with the first of them.

All the students, with their teacher, were present at the show.

He, with all his friends, was ready to do or die.

I, as well as they, am sick of his behaviour.

Good leaders, as well as a responsible public, are essential for the success of democracy.

7. When two subjects are connected by '*not only..... but also*'; the verb agrees with the latter subject; *as*,

Not only the master but his servants also have been badly wounded.

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; *as*,

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; *as*,

Neither of the two books *was* interesting.

Everyone of these workers *is* an expert.

One of these students *is* handicapped.

Each of these two girls *is* intelligent.

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; *as*,

Mathematics *is* my favourite subject.

Politics *is* a dirty game.

The wages of sin *is* death.

The news *is* too good to be true.

'Gulliver's Travels' *is* an interesting book.

11. Collective Noun (Crew, jury, committee) is followed by a 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; *as*,

A committee *was* appointed to suggest some reforms.

The committee *were* divided on the issue.

The jury *was* unanimous in its verdict.

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; *as*,

The *boy, who* always stands first, *is* my son.

The *time, which* is lost, is lost for ever.

I, *who am* your friend, will certainly help you.

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 separately, the plural verb is used; as,

A hundred rupees *is* not a small amount.

A hundred rupees *were* found in his purse.

Five hundred pounds *is* a good price for this tape-recorder.

There *were* fifty rupees in his pocket.

There *are* ten silver rupees in my box.

EXERCISES

VIII. Put the correct Verb in the blanks :

- (a) 1. The tallest of these boys _____ next door to me. (live, lives)
 2. All the players in my team _____ done well. (has, have)
 3. The cost of all types of pens _____ gone up. (has, have)
 4. The toys that were bought by my son _____ really useful. (are, is)
 5. He _____ regularly. (work, works)
- (b) 1. Slow and steady _____ the race. (win, wins)
 2. Bread and butter _____ what they want. (is, are)
 3. Time and tide _____ for none. (wait, waits)
 4. Oil and water _____ mix. (does not, do not)
 5. Tobacco and alcohol _____ injurious to health. (is, are)
- (c) 1. Neither Ashok nor Prem _____ any right to the property. (has, have)
 2. Either Sushil or Rakesh _____ done this mischief. (has, have)
 3. Either you or he _____ mistaken. (is, are)
 4. Neither the judge nor the witnesses _____ him. (believe, believes)
 5. Either the officer or the assistants _____ responsible for this error. (is, are)
- (d) 1. Neither the captain nor the soldiers _____ been arrested. (has, have)

2. Neither he nor his servants _____ honest. (was, were)
3. Either Rajinder or his parents _____ responsible for this.
(was, were)
4. Neither the Principal nor the lecturers _____ present at the meeting.
(was, were)
5. He or his friends _____ to blame. (was, were)
- (e)** 1. Neither he nor I _____ money to spare for this. (has, have)
2. Neither you nor Sham _____ to be capable of doing this.
(appear, appears)
3. Neither you nor I _____ lucky. (am, are)
4. Either he or I _____ wrong. (am, are)
5. Neither my brother nor I _____ ever been to Mumbai. (has, have)
- (f)** 1. You, as well as he, _____ innocent. (is, are)
2. Not only the workman but the supervisor also _____ been dismissed.
(has, have)
3. He, as well as you, _____ innocent. (is, are)
4. The workmen, with their leader _____ been arrested. (have, has)
5. The gallery, with its beautiful pictures, _____ a great attraction.
(is, are)
- (g)** 1. None but the brave _____ the fair. (deserve, deserves)
2. Each day and each hour _____ its own importance. (has, have)
3. None of the ships _____ rescued from the storm. (was, were)
4. One of my friends _____ the owner of this factory. (is, are)
5. Either of these two proposals _____ acceptable to me.
(is, are)
- (h)** 1. The United States _____ a prosperous country. (is, are)
2. The news of the flood _____ caused great anxiety. (has, have)
3. The Arabian Nights _____ interesting stories. (contain, contains)

4. Good crockery _____ expensive. (is, are)
5. The West Indies _____ a land of great cricketers. (is, are)
- (i) 1. The committee _____ passed the resolution unanimously. (has, have)
2. The committee _____ divided in their opinion. (was, were)
3. The crew did _____ best to save the ship. (its, their)
4. The jury _____ divided on the issue. (was, were)
5. The Assembly _____ in session. (is, are)
- (j) 1. I, who _____ your friend, will stand by you. (is, am, are)
2. This is one of the best novels that _____ been published this year. (has, have)
3. This is one of the most difficult lessons that _____ been taught. (has, have)
4. I am one who _____ always stood for justice. (has, have)
5. He is one of those leaders who _____ always ready to do or die. (is, are)



6

THE TENSES

Definition : Tense is a form taken by a verb to show the time of an action or a state.

There are three main tenses:

1. The Present Tense
2. The Past Tense
3. The Future Tense

Look at the following sentences:

1. I sing a song.
2. I sang a song yesterday.
3. I shall sing a song tomorrow.

In sentence 1, the verb 'sing', refers to the *present time* and is, therefore, said to be in the Present Tense.

In sentence 2, the verb 'sang' refers to the *past time* and is therefore, said to be in the Past Tense.

In sentence 3, the verb 'shall sing' refers to the *future time* and is therefore, said to be in the Future Tense.

Present Tense:

Read the following sentences:

- I call.
- I am calling.
- I have called.
- I have been calling.

All these four refer to the Present time, and, therefore, are all in the Present Tense. But there is a distinction in the ways in which the action is taking place.

In sentence 1, the action is mentioned simply. There is no reference to the completeness or incompleteness of the action. The verb '*call*' is therefore said to be in the **Simple Present Tense**. (or **Present Indefinite Tense**)

In sentence 2, the action mentioned is incomplete, it is still going on. The verb '*am calling*' is said to be in the **Present Continuous Tense. (Present Progressive)**

In sentence 3, the action is mentioned as finished, complete or perfect. The verb '*have called*' is said to be in the **Present Perfect Tense.**

In sentence 4, the action is mentioned as having been going on continuously but not completed at the present moment. The verb '*have been calling*' is said to be in the **Present Perfect Continuous Tense.**

So the Present Tense has four forms:

1. Simple Present (Present Indefinite)
2. Present Continuous (Present Progressive)
3. Present Perfect
4. Present Perfect Continuous

Past Tense:

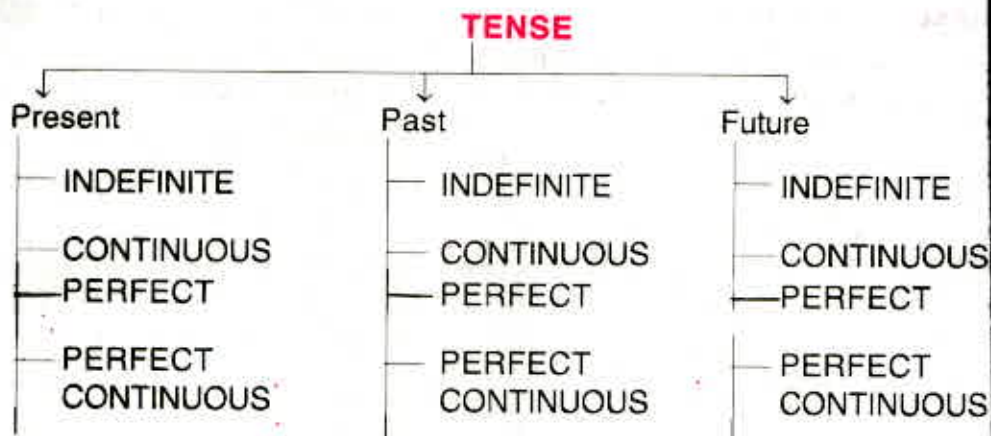
Just as the Present Tense has four forms, the Past Tense also has the following four forms:

1. I called. (Simple Past or Past Indefinite)
2. I was calling. (Past Continuous)
3. I had called. (Past Perfect)
4. I had been calling. (Past Perfect Continuous)

Future Tense:

Similarly, the future tense has the following four forms:

1. I shall call. (Simple Future or Future Indefinite)
2. I shall be calling. (Future Continuous)
3. I shall have called. (Future Perfect/ Future Progressive)
4. I shall have been calling. (Future Perfect Continuous)



USE OF THE TENSES

Simple Present or Present Indefinite Tense:

The **Simple Present** is used:

1. To express what is actually taking place now; *as*,
 Here *comes* the bride.
 There *goes* the bus.
2. To express a habitual action; *as*,
 He *gets* up early in the morning.
 He *takes* exercise every day.
 I *go* to school by bus.
3. To express some universal truth; *as*,
 The earth *moves* round the sun.
 The sun *rises* in the East and *sets* in the West.
 The soul *is* immortal.
4. To express a situation or a fact that is permanent; *as*,
 My house *faces* East.
 This road *runs* from Ludhiana to Delhi.
5. To express a future action, when the futurity is indicated by them; *as*,
 The college *reopens* next week.
 We *leave* by the 8.30 a.m. train.

Present Continuous Tense:

It is used to express an action going on at the time of speaking. It is often associated with adverbs and adverb phrases, *of present time, such as now, at present, at this moment, etc. e.g.,*

What *are you doing* now?

Mohan *is singing* a song now.

This tense is sometimes used to mark an action that will happen in the future; *as,*

We *are leaving* for Delhi tomorrow.

She *is coming* to meet me next week.

Present Perfect Tense: This Tense is used:

1. To express an action that has just been completed; *as,*
The sun *has set.*
We *have just arrived.*
2. To express a past action the results of which still continue; *as,*
I *have lived* in Kolkata for ten years. (the speaker is still living in Kolkata)
We *have known* each other for the past five years.
3. To express a Future Perfect when such words as '*when, before, as soon as, till, after*', are used before it; *as,*
I *shall go* there after I *have done* my lesson. (as soon as I finish my lesson)

Present Perfect Continuous Tense:

It shows the action that began in the past and is continuing up to the present time; *as,*

I *have been standing* here for two hours.

Note: In the Present Perfect Continuous Tense, *since* and *for* are used to indicate *point of time* and *period of time*, respectively; *as,*

1. We *have been living* here **since** 1958.
2. Sita *has been dancing* **since** morning.
3. The boys *have been playing* **for** three hours.
4. It *has been raining* **for** two hours.

EXERCISES FOR PRACTICE**I. Fill in the blanks with the Simple Present or Present Continuous forms of the verbs given in the brackets:**

1. The population of India _____ very fast. (increase)
2. Water _____ at 0° Celsius. (freeze)
3. The sun _____ in the West. (not rise)
4. _____ you _____ Mr. Jain? (know)
5. _____ he ever _____ cricket? (play)
6. The Ganges _____ into the Bay of Bengal. (flow)
7. Why _____ you _____ this? (eat)
8. She _____ a bath. (have)
9. I _____ cricket every day, but today I _____ tennis. (play)
10. She usually _____ a skirt but today she _____ trousers. (wear)

II. Fill in the blanks with the Present Perfect or Present Perfect Continuous forms of the verbs given in brackets:

1. Some one _____ the window. (break)
2. Rita _____ her pen. (lose)
3. The train _____ just _____ at the platform. (arrive)
4. We _____ many medals. (win)
5. I _____ for a house for two months. (search)
6. _____ he _____ a beard? (grow)
7. _____ you _____ the Bible? (read)
8. I _____ my uncle for months. (not visit)
9. She _____ to China twice. (be)
10. We _____ already _____ our breakfast. (have)

The Past Tense:

The Simple Past is used:

1. To express that something was done or took place in the past time. Usually adverbs and adverb phrases like *yesterday*, *ago*, *last week*, *last month*, *last year*, etc. are associated with Simple Past Tense; as,

I saw him yesterday.

He *failed* last year.

She *died* in 1970.

2. To express a habitual action in the past; *as*,
As a child, I *played* cricket.
3. To express an action actually going on at the time stated; *as*,
While they *bathed* (were bathing), we *fished*. (were fishing)

Past Continuous Tense :

It is used to indicate that the action was still going on in the past time referred to; *as*,

When we reached there, she *was singing*.

When you arrived, they *were having* lunch.

She *was cooking* when the telephone rang.

Past Perfect Tense:

It is used to denote an action which had been completed at some point in the past time before another action was commenced; *as*,

The train *had left* when we reached the station.

The patient *had died* before the doctor arrived.

The sun *had set* before we reached home.

Past Perfect Continuous Tense:

It is used to indicate that an action had continued for a certain time previous to the point of past time named:

We *had been waiting* for you for two hours when you came.

I *had been writing* for an hour when you came to see me.

EXERCISES

III. Fill in the blanks with the Simple Past Tense forms of the verbs given in the brackets:

Sher Singh smiled. He tossed his revolver in the air and _____ (catch) it by the handle. He _____ (take) careful aim at an empty sardine can and _____ (fire) another six shots. The bullets _____ (go) through into the earth kicking up whiffs of dust. His Alsatian dog _____ (begin) to bark with excitement. He

_____ (leap) up with a growl and _____ (run) down the canal embankment. He _____ (sniff) at the tin and _____ (take) it up in his mouth and _____ (run) back with it and _____ (lay) it at his master's feet.

IV. Fill in the blanks with the Simple Past or Past Continuous forms of the verbs in brackets:

1. I _____ an elephant on the way back home. (see)
2. _____ he _____ a letter to his father? (write)
3. He _____ to read when he was three. (learn)
4. When I saw him, he _____ a blue shirt. (wear)
5. _____ they _____ out yesterday? (go)
6. The scooter _____ a lot of money. (cost)
7. The First World War _____ in 1919. (end)
8. When I met Renu, she _____ at the bus stop. (wait)
9. Rita _____ first in the last test. (not stand)
10. Children _____ away when they _____ the policeman. (run, see)

V. Fill in the blanks with the Simple Past or Past Perfect forms of the verbs in the brackets:

1. The plane _____ when we reached the airport. (leave)
2. Ramesh _____ home when I phoned him. (return)
3. _____ he _____ his old car before he bought a new one? (sell)
4. The children _____ before I came home. (sleep)
5. The film had already begun when we _____ the theatre. (reach)
6. The teacher _____ the book before the examination began. (finish)
7. The robber had run away before the police _____. (come)
8. Tom _____ sleepy after having a good lunch. (feel)
9. I _____ the message before you came. (receive)
10. He _____ for India last year. (play)

The Future Tense**Simple Future Tense:**

It denotes an action that is about to take place or an action that will take place in the future; *as*,

I *shall do* it now. (at once, immediately)

We *shall go* there next week.

Meena *will come* here at six o'clock.

Future Continuous Tense:

It denotes an action going on at some point in future time; *as*,

She *will be singing* then.

I *shall be taking* my examination tomorrow at this time.

Future Perfect Tense:

It denotes that an action will be completed at some point of time in the future; *as*,

I *shall have done* my work before you come.

The play *will have begun* before you get to the theatre.

They *will have spent* all their money by then.

Future Perfect Continuous Tense:

It indicates that the action, whether finished or unfinished will have been in progress for some time; *as*,

We *shall have been playing* for three hours when you come here.

Ashok *will have been living* in Japan for ten years by the end of this month.

CONJUGATION OF VERBS**Present**

arise

bear

become

begin

behold

bind

Past

arose

bore

became

began

beheld

bound

Past Perfect

arisen

borne

become

begun

beheld

bound

Present

bite
blow
break
choose
cling
come
dig
do
draw
drive
drink
eat
fall
feed
fight
find
fly
forget
freeze
get
give
grind
grow
hide
hold
know
ride
ring
rise
run
shake
shine
shrink
sing

74

Past

bit
blew
broke
chose
clung
came
dug
did
drew
drove
drank
ate
fell
fed
fought
found
flew
forgot
froze
got
gave
ground
grew
hid
held
knew
rode
rang
rose
ran
shook
shone
shrank
sang

Past Perfect

bitten
blown
broken
chosen
clung
come
dug
done
drawn
driven
drunk
eaten
fallen
fed
fought
found
flown
forgotten
frozen
got
given
ground
grown
hidden
held
known
ridden
rung
risen
run
shaken
shone
shrank
sung

Present

sink
sit
slay
slide
speak
spin
spit
spring
stand
steal
stick
sting
strike
strive
swear
swim
take
tear
throw
wear
weave
win
wind
wring
write

Past

sank
sat
slew
slid
spoke
span
spat
sprang
stood
stole
stuck
stung
struck
strove
swore
swam
took
tore
threw
wore
wove
won
wound
wring
wrote

Past Perfect

sunk
sat
slain
slid
spoken
spun
spat
sprung
stood
stolen
stuck
stung
struck
striven
sworn
swum
taken
torn
thrown
worn
woven
won
wound
wring
written

SOME MORE VERBS**Present**

bend
bleed
build
burn
bring
buy

Past

bent
bled
built
burnt
brought
bought

Past Perfect

bent
bled
built
burnt
brought
bought

Present

can
catch
clothe
compel
creep
cross
dare
deal
die
dip
dream
drop
dwell
fan
feed
feel
flee
flow
fold
have
keep
kneel
lay
lead
leave
learn
light
line
lose
make
mean
meet
owe
pay

Past

could
caught
clothed
compelled
crept
crossed
dared
dealt
died
dipped
dreamt
dropped
dwelt
fanned
fed
felt
fled
flowed
folded
had
kept
knelt
laid
led
left
learnt
lit
lined
lost
made
meant
met
owed
paid

Past Perfect

could
caught
clothed
compelled
crept
crossed
dared
dealt
died
dipped
dreamt
dropped
dwelt
fanned
fed
felt
fled
flowed
folded
had
kept
knelt
laid
led
left
learnt
lit
lined
lost
made
meant
met
owed
paid

Present

say
 seal
 seek
 sell
 send
 shoot
 sleep
 smell
 speed
 spill
 spoil
 stay
 stop
 sweep
 teach
 tell
 think
 weep
 work

Past 77

said
 sealed
 sought
 sold
 sent
 shot
 slept
 smelt
 sped
 spilt
 spoilt
 stayed
 stopped
 swept
 taught
 told
 thought
 wept
 worked

Past Perfect

said
 sealed
 sought
 sold
 sent
 shot
 slept
 smelt
 sped
 spilt
 spoilt
 stayed
 stopped
 swept
 taught
 told
 thought
 wept
 worked

VERBS WHICH HAVE THREE FORMS ALIKE**Present**

bet
 burst
 cast
 cost
 cut
 hit
 hurt
 let
 put
 rid
 set

Past

bet
 burst
 cast
 cost
 cut
 hit
 hurt
 let
 put
 rid
 set

Past Perfect

bet
 burst
 cast
 cost
 cut
 hit
 hurt
 let
 put
 rid
 set

Present

shed
shut
spit
spread

Past

shed
shut
spit
spread

Past Perfect

shed
shut
spit
spread

Errors in the Use of Tenses

1. The Simple Past is often used wrongly for the Present Perfect Tense; as,

Incorrect: I did not write the letter yet.

Correct: I have not written the letter yet.

Incorrect: I have received the letter yesterday.

Correct: I received the letter yesterday.

Incorrect: I did not hear from her for a month.

Correct: I have not heard from her for a month.

Incorrect: I lived in Chennai since 1962.

Correct: I have lived in Chennai since 1962.

2. The Present Perfect is often used wrongly for the Simple Past; as,

Incorrect: Columbus has discovered America.

Correct: Columbus discovered America.

Incorrect: The Mughals have won the battle of Panipat.

Correct: The Mughals won the battle of Panipat.

Incorrect: The servant has not come when called.

Correct: The servant did not come when called.

3. The Present Perfect, since it denotes present time, cannot be connected with an adverb or any word that expresses past time generally or a definite point of past time; as,

Incorrect: I have written a letter to him yesterday.

Correct: I wrote a letter to him yesterday.

Incorrect: A new theatre has been started last Tuesday.

Correct: A new theatre was started last Tuesday.

Incorrect: I have finished my work last evening.

Correct: I finished my work last evening.

Incorrect: The old man has died of cold last night.

Correct: The old man died of cold last night.

Incorrect: A moment ago I have heard strange news.

Correct: A moment ago I heard strange news.

4. The Past Perfect is often used wrongly for the Simple Past; as,

Incorrect: I had written a letter to her yesterday.

Correct: I wrote a letter to her yesterday.

Incorrect: He had gone to Mumbai last week.

Correct: He went to Mumbai last week.

Incorrect: We had gone to the cinema last night.

Correct: We went to the cinema last night.

Incorrect: She had died in 1992.

Correct: She died in 1992.

5. The Simple Past is often used wrongly for the Past Perfect; as,

Incorrect: The train left before we reached the station.

Correct: The train had left before we reached the station.

Incorrect: The patient died before the doctor arrived.

Correct: The patient had died before the doctor arrived.

Incorrect: I finished my work before he came to see me.

Correct: I had finished my work before he came to see me.

6. The *Past Perfect* or *Perfect Continuous*, and not the *Simple Past* or *Past Continuous*, is used to express something that continued

up to a past time after beginning at a still earlier time; as,

Incorrect: He told me that she was ill for six days.

Correct: He told me that she had been ill for six days.

Incorrect: She was fasting for six weeks when the doctor came.

Correct: She had been fasting for six weeks when the doctor came.

7. The Simple Future is often used wrongly for the Future Perfect; as;

Incorrect: He will reach home before the sun will set.

Correct: He will have reached home before the sun sets.

Incorrect: I shall leave this place by the time she will come.

Correct: I shall have left this place by the time she comes.

EXERCISES

VI. Correct the following sentences:

1. The rain has stopped yesterday.
2. He had been born in 1950.
3. He is suffering from fever since last night.
4. Stephenson has invented the steam engine.
5. He will reach home before the storm will come.
6. I left Bihar before the earthquake occurred.
7. She will reach the station before the train will go.
8. The great reformer had died in 1977.
9. I waited at home for her since 9 o'clock.
10. She finished her dinner when I saw her.

VII. Fill in the blanks with the suitable forms of verbs given in brackets:

1. He generally _____ in English, but he _____ Hindi today. (speak)
2. The telephone bell _____ again. It sometimes _____ thirty times a day. (ring)

3. Ashok _____ his homework now. He usually _____ it at night. (do)
4. Mr. Bali _____ too much. Everytime I see him he is _____ (read)
5. My father _____ to his office every day. He _____ there now. (drive)
6. It _____ hardly now. It usually _____ in August. (rain)
7. I always _____ my umbrella, in case it rains. I _____ my umbrella today, because it looks that it might rain. (carry)
8. I _____ (watch) television whenever I can, but I _____ (not watch) television tonight because there is nothing worth seeing.
9. They _____ in the library at present. They _____ there for over an hour. (work)
10. Buses usually _____ along this road. No buses _____ today because the drivers are on strike. (run)

VIII. Fill in the blanks with the suitable forms of verbs given in the brackets:

1. The bus _____ at the corner now. It _____ there since midday. (wait)
2. As I _____ to school, I lost my pen. (go)
3. I bought another pen, as I _____ the old one. (lose)
4. I _____ to the zoo tomorrow. I _____ there nearly every weekend. (go)
5. I _____ English for the last two years, and now I _____ French, too. (learn)
6. At present he _____ a biography; it is the third biography he _____ this year. (read)
7. I _____ a strange-looking fellow yesterday. I don't think I _____ him before. (meet)
8. He generally _____ very well but today he _____ very badly. (play)
9. I _____ to Kashmir several times. I _____ there in 1994 and I _____ there again this year. (go)
10. "For how many years _____ you _____ German?" "I _____ it for three years." (study)

IX. Fill in the blanks with the correct tense, Simple Present/ Indefinite or Continuous. The verbs to be used are given in brackets:

1. Cuckoos _____ nests. They _____ the nests of other birds.
(not build, use)
2. The last train _____ the station at 12.30. (leave)
3. The kettle _____ now. Shall I make the tea? (boil)
4. In India women usually _____ saris. (wear)
5. He usually _____ coffee but today he _____ tea. (drink, drink)
6. I always _____ lottery tickets but I never _____ anything.
(buy, win)
7. These workmen are never satisfied; they _____ always _____.
(complain)
8. You _____ him. (love)
9. I _____ a hat today because the sun is very hot. (wear)
10. Indu _____ a dress for herself at the moment. She _____ all her own clothes.
(make, make)

EXERCISES

X. Put the verb in brackets into the Present Perfect or Past Indefinite Tense and fill in the blanks:

1. Tagore _____ (write) a number of poems.
2. He _____ (live) in Delhi for three years.
3. We _____ (miss) the bus. Now we'll have to walk.
4. I _____ (meet) him last Sunday.
5. He _____ (go) out fifteen minutes ago.
6. I _____ (write) the letter but I can't find a letterbox.
7. When he _____ (arrive)? He (arrive) at 3.00.
8. The newspaper _____ (come)? Yes, John is reading it.
9. Milton _____ (write) the Paradise Lost.
10. You _____ (lock) the door before you left?

XI. Correct the tense in the following sentences:

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.

II. Put 'for' or 'since' in the spaces:

1. The radio has been on _____ 6 a.m.
2. Sunil has been in prison _____ a year.
3. They have been living in Delhi _____ 1962.
4. I have been working in this office _____ six months.
5. She had been knitting a sweater _____ a month.
6. The boys have been studying English _____ two years.
7. It has been raining _____ morning.
8. I have been awake _____ a long time.
9. The workers have been on strike _____ July.
10. We have been waiting _____ half an hour.
11. I have been using this machine _____ ten years.
12. The police have been looking for you _____ five days.
13. They had been quarrelling ever _____ they got married.
14. That building has been there _____ 50 years.
15. He has not been doing anything _____ the last several hours.



7

ACTIVE AND PASSIVE VOICE

Definition: Voice is the form of the verb that shows its connection with the subject. It is of two kinds:

Active Voice

Passive Voice



Active Voice : When the verb shows that the subject does something, it is said to be in the Active Voice.

Passive Voice : Passive Voice shows that something is done to the subject.

Example:

Ram *eats* an apple. (Active Voice)

An apple *is eaten* by Ram. (Passive Voice)

NEED FOR CHANGING FROM ACTIVE TO PASSIVE VOICE:

Passive voice is generally used in the following cases:

1. Where the subject is obvious e.g.,

The letters were delivered. (*by the postman*)

My tooth was extracted this morning only. (*by the dentist*)

(In these examples, the subjects in the active voice 'the dentist' and 'the postman' need not be mentioned as they are quite obvious.)

2. Where the subject is not known: e.g.,

My pen was stolen. (*by someone*)

The window pane was broken. (*by someone*)

(In these examples, the identity or the subject in the active voice is not known)

3. Where the identity of the subject is not meant to be revealed.

Example:

Active: (The boss / the management) dismissed him from his job.

Passive: He was dismissed from his job.

4. In writing scientific procedures and reports: e.g.,

Twenty millilitres of sulphuric acid was taken in a test-tube and heated.....

5. Where the action is more important than the actor or the subject: e.g.,

The repair work of the roads has been completed.

Rules for Change of Voice:

1. The object of the verb takes the position of the subject.
2. The subject of the verb in the active voice becomes the object and is usually preceded by the preposition 'by'.
3. The tense of the verb in the passive voice remains the same as in the active voice.
4. In the passive voice, the third form of the verb is used.
5. Appropriate form of the verb *to be* [*is, am, are, been, have been, had been, was, were, will be, shall be, etc*] is used with the past participle form (third form of the verb) in the passive voice.

PASSIVE OF NEGATIVE SENTENCES :

Rule : The passive of negative sentences is formed by putting 'not' between the auxiliary and the third form of the verb. The other rules remain the same.

Examples :

Active : Tigers do not eat grass.

Passive : Grass is *not* eaten by tigers.

Active : He grows green vegetables.

Passive : Green vegetables are grown by him.

PASSIVE OF INTERROGATIVE SENTENCES:**A. Interrogative sentences beginning with helping verbs.****Rules:**

1. If the question begins with *do/does/did*, the form will be *is/am/are/ was/were + subject + III form*.

Examples:

Active : Do many people watch this serial?

Passive : Is this serial watched by many people?

Active : Did you complete your work in time?

Passive : Was your work completed by you in time?

2. If the question is in continuous tense, the passive form will be *is/am/are/ was/were + subject + being + III form*.

Example:

Active : Is she making coffee?

Passive : Is coffee being made by her?

3. If the question begins with *has/ have/had*, the passive form will be *has/have/had + subject + been + III form*.

Example:

Active : Has he written the letter?

Passive : Has the letter been written by him?

4. If the question begins with modal auxiliaries, the passive structure is: *modal auxiliary + subject + be + III form*.

Example:

Active : Can you sing this song?

Passive : Can this song be sung by you?

INTERROGATIVE SENTENCES WITH 'WH' – WORDS:

Rule: In the case of interrogative sentences beginning with 'wh' – words like 'what', 'why', 'when', etc. the question word is retained in the beginning of the sentences. The rest of the rules are the same as in the case of other interrogative sentences.

Examples:

Active : Why did you cut down the tree?

Passive : Why was the tree cut down by you?

Active : Where do you keep your books?

Passive : Where are your books kept by you?

In case of questions beginning with 'who', the form is: *by + whom + aux + subject + III form of the verb.*

Examples:

Active : Who will make a kite?

Passive : By whom will a kite be made?

Active : Who will bell the cat?

Passive : By whom will the cat be belled?

IMPORTANT : An interrogative sentence in the Active Voice remains an interrogative in the Passive form.

CHANGE OF VOICE INVOLVING TENSES :

1. SIMPLE PRESENT (INDEFINITE) TENSE

Rule: *is/am/are + III form of the verb*

Examples:

Active : Mohan *sings* a song.

Passive : A song *is sung* by Mohan.

Active : Uncle Podger *hangs* a picture.

Passive : A picture *is hung* by Uncle Podger.

EXERCISE FOR PRACTICE

I. Change the voice:

1. Harish plays cricket.
2. She likes singing.
3. We fly kites.
4. Meera helps the poor.
5. I open an account in the bank.
6. Hamid does his homework.
7. The boys watch television.
8. The cobbler mends my shoes.
9. She hates liars.
10. Children like sweets.

2. SIMPLE PAST (INDEFINITE) TENSE**Rule:** *was/were. + III form of the verb***Examples:****Active** : Kapil Dev *broke* the record.**Passive** : The record *was broken* by Kapil Dev.**Active** : The Principal *punished* the boys.**Passive** : The boys *were punished* by the Principal**EXERCISE****II. Change the voice:**

1. Rama lost his book.
2. They welcomed me.
3. Mina wrote a letter.
4. Mohan did not sing a song.
5. Radha did not drink coffee.
6. Harish did not paint a picture.
7. Did the boys fly kites?
8. Did you close the door?
9. Did Kavita help you?
10. The Prime Minister honoured Kapil Dev.

3. FUTURE INDEFINITE TENSE**Rule:** *will/shall + be + III form of the verb***Examples :****Active** : He *will play* two matches.**Passive** : Two matches *will be played* by him.**Active** : She *will help* me.**Passive** : I *shall be helped* by her.**EXERCISE****III. Change the voice:**

1. Manohar will solve the sums.
2. You will miss your bus.
3. The teacher will punish the boys.

4. The doctor will examine the patient.
5. The children will enjoy this game.
6. You will join the party.
7. He will not cook the food.
8. She will not wash the clothes.
9. Will they elect the President?
10. Will she speak the truth?

4. PRESENT CONTINUOUS TENSE

Rule: *is/am/are + being + III form of the verb*

Examples:

- Active* : He is telling a story.
Passive : A story is being told by him.
- Active* : She is not reading a book.
Passive : A book is not being read by her.

EXERCISE

IV. Change the voice:

1. The leader is making a speech.
2. They are playing hockey.
3. Sudhir is telling a story.
4. Pakistan is making an atom bomb.
5. The girls are making chairs.
6. The workers are not repairing the road.
7. We are not taking exercise.
8. I am not favouring you.
9. Are they knocking at the door?
10. Is he serving his country?

5. PAST CONTINUOUS TENSE

Rule: *was/were/ + being + III form of the verb*

Examples:

- Active* : The boys *were playing* football.
Passive : Football *was being played* by the boys.

Active : The men *were not repairing* the road.
Passive : The road *was not being repaired* by men.

Active : Was Meera *singing* a song?
Passive : Was a song *being sung* by Meera?

EXERCISE

V. Change the voice:

1. They were chasing the thief.
2. The boys were making a noise.
3. I was preparing my lesson.
4. We were helping the poor.
5. You were reading a novel.
6. The children were not reading books.
7. He was not closing his shop.
8. The servant was not cleaning the room.
9. Were our books being stolen by them?
10. Who was insulting the beggar?

6. FUTURE CONTINUOUS TENSE

Note : Sentences belonging to this tense cannot be changed into Passive Voice.

7. PRESENT PERFECT TENSE

Rule: *has/have + been + III form of the verb*

Examples:

Active : I *have won* the match.
Passive : The match *has been won* by me.

Active : He *has not spoken* the truth.
Passive : The truth *has not been spoken* by him.

Active : *Has she read* the letter?
Passive : *Has the letter been read* by her?

EXERCISE

VI. Change the voice:

1. She has torn my book.
 2. You have cheated everybody.
 3. We have said our prayers.
 4. Seema has written a poem.
 5. Kavita has missed the bus.
 6. She has not stolen my camera.
 7. The teacher has not scolded us.
 8. I have not told the entire story.
 9. Have you seen a zoo?
 10. Has the teacher marked you absent?
-

8. PAST PERFECT TENSE

Rule: *had + been + III form of the verb*

Examples:

Active : The gardener *had watered* the plants.

Passive : The plants *had been watered* by the gardener.

Active : She *had not told* a lie.

Passive : A lie *had not been told* by her.

Active : *Had* our team *won* the match?

Passive : *Had* the match *been won* by our team?

EXERCISE

VII. Change the voice:

1. Abdul had lost his bag.
 2. He had posted the letter.
 3. She had made a frock.
 4. I had learnt my lesson.
 5. The gardener had watered the plants.
 6. We had not plucked the flowers.
 7. He had not killed the snake.
 8. I had not seen a lion before.
 9. Had you hidden the books?
 10. Had our team won the match?
-

9. FUTURE PERFECT TENSE

Rule: *will/shall + have + been + III form of the verb*

Examples:

Active : They *will have taken* their lunch.

Passive : Their lunch *will have been taken* by them.

Active : I *shall not have finished* my work.

Passive : My work *will not have been finished* by me.

Active : Who *will have done* this?

Passive : By whom *will this have been done*?

EXERCISE

VIII. Change the voice:

1. Radha will have said her prayers.
2. You will have bought a new house.
3. Gurpreet will have painted the doors.
4. They will have caught the train.
5. Nobody will have betrayed you.
6. The tiger will not have killed the deer.
7. I shall have taken my lunch.
8. Will the letter have been posted by him?
9. Will they have checked the accounts?
10. Will you have received the money?

CHANGE OF TENSES FROM ACTIVE TO PASSIVE

Tense	Rule	Active Voice	Passive Voice
Present Indefinite	is/am/are + V ₁	My mother bakes cakes.	Cakes are baked by my mother.
Present Continuous	is/am/are + being + V ₁	My mother is baking cakes.	Cakes are being baked by my mother.
Present Perfect	has/have + been + V ₃	My mother has baked cakes.	Cakes have been baked by my mother.
Past Indefinite	was/were + V ₁	My mother baked cakes.	Cakes were baked by my mother.
Past Continuous	was/were+being+V ₁	My mother was baking cakes.	Cakes were being baked by my mother.

Past Perfect	had + been + V ₃	My mother had baked cakes.	Cakes had been baked by my mother.
Future Indefinite	will/shall + be + V ₃	My mother will bake cakes.	Cakes will be baked by my mother.
Future Perfect	will/shall + have + been + V ₃	My mother will have baked cakes.	Cakes will have been baked by my mother.

MISCELLANEOUS TYPES OF SENTENCES

1. PASSIVE VOICE WITH MODAL AUXILIARIES:

Rule: Modal auxiliary (would/should/can, etc) + be + III form of verb + by + agent (if necessary)

Examples:

Active : I can do this.

Passive : This can be done by me.

Active : My friend cannot help me.

Passive : I cannot be helped by my friend.

Active : Will you paint a picture?

Passive : Will a picture be painted by you?

EXERCISE

IX. Change the voice:

- I can lift this box.
- She dare not disobey me.
- We should respect our elders.
- You should take an umbrella.
- He may avoid you.
- He must not steal things.
- We could not cross the river.
- You need not fill this form.
- Can you deliver a speech?
- Should they hide the truth?

2. PASSIVE VOICE OF INTERROGATIVE SENTENCES

Passive Voice of Interrogative sentences beginning with 'Why', 'When', 'How', 'Which', 'Where', etc.,

Rule: As already discussed.

EXERCISE**X. Change the voice:**

1. Who broke this windowpane?
2. Where did you leave the car?
3. What do you want?
4. When did you post the letter?
5. How did you cross the river?
6. Why do you always insult me?
7. Which book do you want?
8. Whom did you see?
9. What are you reading?
10. What will you do tomorrow?

3. PASSIVE OF IMPERATIVE SENTENCES:**Rules:**

1. An imperative sentence is a sentence showing order, or request. So, accordingly, in the passive voice, we say:
You are requested/ordered/advised + infinitive with 'to'.
2. Sentences involving order/advice are preferably changed into p passive by using the word 'let' or 'should'.

Examples:

- | | | |
|----------------|---|---|
| <i>Active</i> | : | Please close the door. |
| <i>Passive</i> | : | You are requested to close the door. |
| <i>Active</i> | : | Save your soul. |
| <i>Passive</i> | : | Your soul should be saved.
Let your soul be saved. |
| <i>Active</i> | : | Do it. |
| <i>Passive</i> | : | Let it be done.
It should be done. |

EXERCISE

XI. Change the voice:

1. Please sit down.
 2. Post this letter.
 3. Don't tease the dog.
 4. Brush your teeth daily.
 5. Leave the room at once.
 6. Show the guests in.
 7. Don't shout so loudly.
 8. Let me finish the work.
 9. Send for the doctor.
 10. Don't write on the wall.
-

4. PASSIVE OF SENTENCES IN WHICH THE PREPOSITION 'BY' IS NOT USED

Examples:

Active : I know you.

Passive : You are known to me.

Active : This news alarmed us.

Passive : We were alarmed at this news.

Active : People lined the road on both sides.

Passive : The road was lined with people on both sides.

Active : This pot contains milk.

Passive : Milk is contained in this pot.

Active : Can you please her?

Passive : Can she be pleased with you?

Active : Your behaviour displeased me.

Passive : I was displeased at your behaviour.

Active : Spectators thronged the field.

Passive : The field was thronged with spectators.

EXERCISE**XII. Change the voice :**

1. His behaviour surprised me.
 2. This pot contains honey.
 3. Your reply vexed us.
 4. His performance displeased her.
 5. I know this man.
 6. Does this box contain books?
 7. Have you displeased her?
 8. The audience thronged the hall.
 9. Does she know the manager?
 10. I am surprised at her actions.
-

5. SUBJECT UNDERSTOOD TYPE

In some sentences, the subject has to be supplied according to the context while changing them into active form.

Examples:

Passive : He has been asked to resign.

Active : (His boss) has asked him to resign.

Passive : The thief was arrested.

Active : (The police) arrested the thief.

EXERCISE**XIII. Change the Voice :**

1. A meeting is being held here.
 2. The child has been named Tina.
 3. The city was destroyed.
 4. The murderer has been sentenced to death.
 5. He will have been marked absent.
 6. They have been informed.
 7. My notebook has been checked.
 8. Promises will always be kept.
 9. Mistakes were made.
 10. Many people were thrown out of jobs.
-

6. PREPOSITIONAL VERBS

Rule: Prepositions attached with the verbs in the Active form continue to be attached with them even in the Passive form.

Examples:

Active : Please listen to him.

Passive : You are requested to listen to him.

Active : He turned down my proposal.

Passive : My proposal was turned down by him.

EXERCISE

XIV. Change the Voice :

1. The boys laughed at the clown.
2. I looked for my book everywhere.
3. A car ran over the child.
4. He played upon your weakness.
5. She objects to their proposal.
6. We shall look into the matter.
7. Is the patient being looked after by the nurse?
8. Did the people cheer him up?
9. She has not asked for a new servant.
10. I have not sent for the doctor.

7. DOUBLE OBJECT TYPE:

Rule: In the case of a verb having two objects in Active voice, either of them can be retained in the passive.

Examples:

Active : Hari gave me an apple.

Passive : I was given an apple by Hari.
An apple was given to me by Hari.

Active : He teaches us English.

Passive : We are taught English by him.
English is taught to us by him.

EXERCISE**XV. Change the Voice :**

1. My uncle gave me a watch.
2. The teacher did not give us a test.
3. She teaches Mohan English.
4. They do not give him good food.
5. Has Raman told him the truth?
6. Father bought me a book.
7. Who gave you this money?
8. Are you giving the beggar a coin?
9. Have they sent you any gift?
10. Why had you given her my pen?

8. INFINITIVES

Rule: - to be + III form of the verb

For the sentences that begin with " It is time to ", the form is changed as: " It is time + for + object + to be + III form."

Examples:

Active : He wants to buy a car.

Passive : He wants a car to be bought.

Active : It is time to take lunch.

Passive : It is time for lunch to be taken.

Active : You have to do it.

Passive : It has to be done by you.

EXERCISE**XVI. Change the Voice :**

1. I have to attend a party.
2. You have to finish this work by tomorrow.
3. He wants to stop this work.
4. You have to do it carefully.
5. It is time to say our prayers.
6. It is time to take tea.
7. Shall I have to punish him?

8. I shall have to raise this question.
 9. Trees give us fruit to eat.
 10. Women like men to flatter them.
-

9. Some More Miscellaneous Sentences

1. *Active* : One must endure what one cannot cure.
Passive : What cannot be cured must be endured.
2. *Active* : They say that honesty is the best policy.
Passive : It is said that honesty is the best policy.
3. *Active* : God helps those who help themselves.
Passive : Those who are helped by themselves are helped by God.
4. *Active* : One expects better behaviour of a man like you.
Passive : Better behaviour is expected of a man like you.
5. *Active* : Fortune favours the brave.
Passive : The brave are favoured by fortune.
6. *Active* : Let them play the match.
Passive : Let the match be played by them.
7. *Active* : Let him come.
Passive : He should be allowed to come.
8. *Active* : He begged the teacher to forgive him.
Passive : He begged the teacher that he might be forgiven.
9. *Active* : Bad intentions pave the road to hell.
Passive : Road to hell is paved with bad intentions.
10. *Active* : Let her sing.
Passive : It is proposed that she should sing.
11. *Active* : May you prosper!
Passive : It is prayed that you may prosper.

12. *Active* : I like playing hockey.
Passive : Playing hockey is liked by me.
13. *Active* : This exercise needs correcting.
Passive : This exercise needs to be corrected.
14. *Active* : May I speak ?
Passive : Am I allowed to Speak ?
15. *Active* : You cannot gather grapes from thistles.
Passive : Grapes cannot be gathered from thistles.
16. *Active* : Many persons went to see the hanging of the patriot.
Passive : Many persons went to see the patriot being hanged.
17. *Active* : They took no notes.
Passive : No notes were taken by them.
18. *Active* : We consumed whatever we had in a day or two.
Passive : Whatever we had was consumed in a day or two.

EXERCISES FOR PRACTICE

Change the Voice in the following sentences:

- I. (*Interrogative Sentences - Wh - Type*)
1. What do you want?
 2. Why did you abuse me?
 3. Who stole your pen?
 4. Whom will you elect President?
 5. How has the teacher marked me absent?
 6. Who had visited Delhi?
 7. When did you pluck these flowers?
 8. Whom did you see?
 9. What is being read by you?
 10. Whose book had been taken by him?

.II (*Imperative Sentences*)

1. Sit down please.
2. Do not make a noise.
3. Speak no evil of anybody.
4. Show the guests in.
5. Never waste your time.
6. Pray to God daily.
7. You are ordered to get out.
8. You are advised not to smoke.
9. You are requested to keep quiet.
10. Let your parents be obeyed.

.III (*Sentences in which Preposition 'by' is not used*)

1. I know this man.
2. His behaviour surprised me.
3. Your harsh words will annoy everybody.
4. The audience thronged the hall.
5. This pot contains milk.
6. The sun ripens the hanging fruit.
7. His death has shocked everybody.
8. I was frightened at the lion's roar.
9. The fields are grown over with grass.
10. The road was lined with crowds on both sides.

.VI (*Prepositional Verbs*)

1. They laid out a small garden.
2. He has idled away his time.
3. A car knocked down the child.
4. Did the people cheer him up?

5. Why are you laughing at the poor man?
6. I have sent for the doctor.
7. Has she asked for a new servant?
8. His proposal was mocked at by everybody.
9. My lost purse was being looked for by her.
10. The poor child was brought up by a saint.

.V (*Infinitives*)

1. It is time to take tea.
2. I want to buy this book.
3. I have to attend a party.
4. I shall have to strike off his name.
5. You have to do it.
6. Women like men to flatter them.
7. It is time to say our prayers.
8. Shall I have to punish him?
9. He likes to be flattered by others.
10. The strike will have to be called off by the workers.

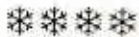
.IV (*Subject Understood Type*)

1. A meeting is being held here.
2. They were refused admission to this school.
3. Many persons were killed in the flood.
4. Promises will always be kept.
5. Duty must be done.
6. The child has been named Mohan.
7. I was made captain of the school cricket team.
8. He was elected President.
9. Was he picked up for the match?
10. He has been found guilty.

4. Promises will always be kept.
5. Duty must be done.
6. The child has been named Mohan.
7. I was made captain of the school cricket team.
8. He was elected President.
9. Was he picked up for the match?
10. He has been found guilty.

VII. (*Can, could, may, might, would, should, dare, must, etc.*)

1. I cannot do it.
2. May I take your book?
3. You ought to help the poor.
4. You should respect your parents.
5. He may win a scholarship.
6. Why should I do it?
7. That day can never be forgotten by the boys.
8. By whom can this stream be crossed?
9. Duty must be done.
10. He dare not be disobeyed by his servant.



8

THE ADVERB.

Definition An adverb is a word that modifies the meaning of an adjective, a verb or some other adverb. *e.g.*,

Meera is <i>very</i> sad.	(modifies an adjective)
The child wept <i>bitterly</i> .	(modifies a verb)
A horse runs <i>fast</i> .	(modifies a verb)
He walks <i>very</i> quickly.	(modifies another adverb)

In other words, an adverb tells us how a work is done. It answers the question '**how**'.

KINDS OF ADVERBS :

Adverbs are of three main kinds:

- I. Simple Adverbs
- II. Interrogative Adverbs
- III. Relative Adverbs

I. SIMPLE ADVERBS

Simple Adverbs can be further sub-divided into six categories:

1. **Adverbs of Time:** These indicate the *time* of an action. They answer the question '*when*' *e.g.*,

Leave this room *at once*.
I met an old friend *yesterday*.
He was married *some time ago*.
He reached the school *late*.

Now, then, before, after, when, soon, immediately, presently, instantly, early, late, today, tomorrow, yet, still, next, etc. are some of the Adverbs of Time.

2. **Adverbs of Place:** These indicate *where* an action is performed;
as,

He is sitting *there*.
She is *inside*.
I live *here*.

Adverbs of Place answer the question 'where', e.g., *behind, within, without, somewhere, above, down, back, inside, up, near, outside*, etc. are some of the Adverbs of Place.

3. **Adverbs of Number:** These indicate how often an action is performed. These are also called Adverbs of Frequency. They answer the question 'how often' or 'in what order'.

Examples:

I visit my grandmother *twice* a week.

He *never* comes here.

I *always* do my duty.

She *often* comes late.

Once, twice, thrice, often, seldom, again, etc. are some of the Adverbs of Number.

4. **Adverbs of Manner, Quality or State:** These indicate the manner of an action as,

She speaks English *fluently*.

He was *severely* beaten.

He works *carefully*.

You should work *hard*.

These adverbs answer the question 'how,' or 'in what manner' or 'state';

So, *likewise, badly, angrily, carefully, slowly, happily* etc. are some of the Adverbs of Manner.

5. **Adverbs of Quantity, Extent or Degree:** These indicate 'how much', 'in what degree' and 'to what extent':

Examples:

This problem is *too* difficult for me.

He is *rather* careless about his health.

Rahul is *very* intelligent.

I am *quite* well.

He is *clever enough* to see through your trick.

She is *much more* beautiful than her sister.

Very, wholly, little, exceedingly, all, only, somewhat, enough, too, etc. are some of the Adverbs of Quantity.

6. **Adverbs of Affirmation or Negation:** These affirm or deny something.

Examples:

Will you do it? *By all means.*

Did you mind it? *Not at all.*

Did he play? *Yes.* (affirmative)

Did he play? *No.* (negative)

'Yes' or 'No' can be used by themselves. In that case, they are equivalent to a sentence.

Nay, not at all, not, by all means, yes, no, certainly, indeed, etc. are some of the Adverbs of this category.

II. INTERROGATIVE ADVERBS

These adverbs are used to ask questions and may actually belong to any of the class of Adverbs mentioned above:

Example:

Why is he late? (Interrogative Adverb of Reason)

Where do you live? (Interrogative Adverb of Place)

When will you go there? (Interrogative Adverb of Time)

How are you? (Interrogative Adverb of Manner)

III. RELATIVE ADVERBS

These are the same in form as the Interrogative Adverbs but instead of asking questions; they join sentences. A Relative Adverb is therefore a double part of speech – an Adverb and a Conjunction combined.

Examples:

This is *where* he lives.

I don't know *why* he left.

Do you know *when* he is coming?

Tell me *how* I can do it.

FORMATION OF ADVERBS

- a. A large number of Adverbs are formed by adding 'ly' to certain adjectives. Most of the adverbs formed this way are the Adverbs of Manner. *e.g.*,

Adjective	Adverb	Adjective	Adverb
strong	strongly	neat	neatly
faithful	faithfully	busy	busily
sincere	sincerely	happy	happily
quick	quickly	true	truly
slow	slowly	severe	severely

- b. Some Adverbs have the same form as the corresponding Adjectives; *as*,

Adjective	Adverb
He put in <i>hard</i> work.	He worked <i>hard</i> .
I want <i>a little</i> sugar.	Please move <i>a little</i> .
He has <i>high</i> aims.	He aims <i>high</i> in life.
I want an <i>early</i> reply.	Please reply <i>early</i> .

- c. Some Adverbs are formed by combining a Noun and a Qualifying Adjective *e.g.*, yesterday, otherwise, meanwhile, sometimes.
- d. Some Adverbs are formed by adding a Noun to 'a', 'be', 'to', etc. *e.g.*,
today, abreast, ahead, besides etc.
- e. Some Adverbs are formed by combining a Preposition and a Noun *e.g.*,
herein, henceforth, thereupon, etc.
- f. Some Adverbs are formed by combining 'a', or 'be', and 'an' Adjective, *e.g.*,
aloud, anew, behind, aloud, along, etc.,

- g. Some adverbs are formed from Participles; as,
wittingly, surprisingly, knowingly, etc.,
- h. Some Adverbs are formed in the following ways , as,
- | | | |
|-------|---|----------|
| one | – | once |
| two | – | twice |
| four | – | fourfold |
| three | – | thrice |
| many | – | manifold |
- i. There are several Adverbs which are used together having been joined together by Conjunctions, to form Adverbial Phrases, e.g.,
1. by and by (i.e. within a short period)
 2. again and again
 3. far and wide
 4. first and foremost
 5. to and fro
 6. off and on (occasionally)

Use of Adverbs:

1. Since, Ago, Before:

'Since' refers to a previous time till now, as

I saw him five years ago and have *since* remembered his advice.

'Ago' denotes a period of time from the present dating backwards. It is always preceded by Past Indefinite Tense; as,

His father died two years *ago*.

I met him a year *ago*.

'Before' stands for formerly; as,

I have never seen him *before*.

2. Quite, Very :

'Quite' conveys the sense of wholly. 'Very' conveys the sense of high degree.

Examples:

He is *quite* all right.

She is *very* clever.

3. Very, Much:

Both, 'Very' and 'Much' imply 'to a high degree or extent'. However '**Very**' modifies a Present Participle while '**Much**' modifies a Past Participle.

This is a *very* interesting story.

He was *much* interested in the story.

Note:

Very is used with Past Participles like the following:

1. He is *very* pleased with me.
2. She is *very* tired today.
3. Your plan has a *very* limited scope.
4. He is a *very* experienced man.
5. He is *very* contented with his lot.

Another point of dissimilarity is that 'Very' modifies adjectives or adverbs in positive degree while 'Much' modifies those in the comparative degree.

He is a *very* good boy.

He is *much* better than Mohan.

'Very' sometimes modifies the adverb *much* as in,

He was *very much* obliged to her.

'Much' on the other hand, intensifies the adverb 'too' as in,

He is *much too* confused to do it.

4. Too, Enough:

'**Too**' means *more than enough* or more than the proper limits. It has a negative sense.

He is a bit *too* greedy.

He is *too* tired to go there.

However 'too' preceded by 'only' gives positive meanings, as in,

He will be *only too* happy to serve you.

Too intensifies and is intensified by 'much' or 'far' as in,

He ate far *too* much.

He pays *too* much attention to her.

Too can mean 'also' in some case:

I love apples but I love grapes *too*.

'**Enough**' implies that a proper limit has been reached. It has a positive sense.

Examples:

Your pay is good *enough* for your work.

He is now strong *enough* to stand without anybody's help.

I have money *enough* to buy that bicycle.

5. **Hardly, Barely, Scarcely:**

These three words are almost negative in meanings.

'**Hardly**' is chiefly used with 'any', 'ever' or the verb 'can'.

Hardly means *very little /few*.

Hardly ever means *very seldom*.

Hardly used with *can* means only with difficulty.

Examples:

I have *hardly* any money.

I *hardly* ever go out.

I can *hardly* see the mark.

'**Barely**' means *no more than* and is often used with Adjectives such as 'enough' and 'sufficient',

He had *barely* enough to eat for the day.

He was *barely* thirteen.

I can *barely* see it.

He had *barely* sufficient funds to complete the project.

'**Scarcely**' is also used almost in the same sense as the word 'hardly'.

I can *scarcely* see that.

I *scarcely* ever go out.

6. **Too Much, Much Too:**

Too much is used before a noun, while **much too** is used before an adjective; as,

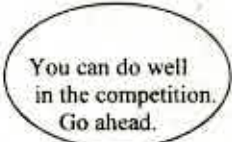




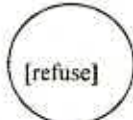
He is *much too* clever for me.

Too much of anything is bad.

7. **However, Rather:**

'**However**' means *as much as can be*; as in,

However hard you may try, you cannot succeed.

4.   
5.   

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) She replied that

(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 grapes 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.... er 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.

1962, 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

8. NON-FINITES

(Infinitives, Participles, Gerunds)

There are three kinds of Non-Finites :

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

(i) *Infinitive* :

'Infinitive' 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 1 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' (1 form of verb + ing). It has the force 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 up 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 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 some homework some good news a question some pictures a match no time	to ask you to waste to play on Sunday to show you to do to tell you 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, run, 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.

—

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** news paper 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 sentences ; *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 Verb which cannot be used in 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 has 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 to denote an action that began in the past and is continuing up to the present, *e.g.*

1. It **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 this tense is essential.)

5. Past Indefinite 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 hardworking.
- (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 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 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 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 to denote an action that 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 boyfriend regularly before her parents came to know about it.

9. Future Indefinite Tense

This tense is used 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** this 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) *Neither you nor 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.

(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 this. (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 regularly. (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)
-

I. 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. Sahay 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 *idle* away the time.
Noun : The *idle* are disliked everywhere.
Adjective : He is an *idle* fellow.

Like

- Verb : I *like* her ways.
Noun : Everybody has his *likes* and dislikes.
Adjective : *Like* poles repel each other.

Light

- Noun : *Light* comes from the sun.
Adjective : He is carrying a *light* packet.
Verb : *Light* the lamp.
Adverb : Travel *light* if you must.

Less

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

Near

- Adjective : He is a *near* relation of the headmaster.
Verb : He is *nearing* his end.
Adverb : Come *near*.

Right

- Noun : You have every *right* to attend this meeting.
Adjective : She hurt her *right* leg.
Verb : That fault will *right* itself.

Round

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

Second

Verb : He will *second* the proposal.

Noun : I will do it in a *second*.

Adjective : The *second* 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

- Is the new student *intelligent* ? Yes, he is very _____.
- It was raining *heavily*. In fact, it was _____.
- The show *stopped* at 10 p.m. because the policemen asked us to _____ it early.
- She was very *angry* with my brother. I don't know why she was so _____ with him.
- 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 quiet *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

forwards	backwards	safe	dangerous
found	lost	sickness	health
freeze	melt	success	failure
fresh	stale	superior	inferior
gain	loss	sweet	sour
great	small	top	bottom
generous	miserly	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	destroy
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

- Ramesh, you are always _____, but why are you *late* today?
- We will not _____ all the money now. We will save it for the rainy day.
- Seven seats are still _____. They were all *full* by now last year.
- I will *deposit* the whole amount. I can _____ it at any time I want to.
- The Goyals _____ wool from Australia, make garments and *export* them to the U.K.
- Don't *forget* your sweater here. _____ to wear it when it is cold in Srinagar.
- _____ and *failure* go hand in hand in life.
- This umbrella is very _____. I need a *cheap* one.
- Rome has both ancient and _____ buildings.
- 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* - have *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 ; stationery, stationary ; wait, weight (You must have to change the form of the word in some cases)

- It is my principle not to lend money to anyone.
- The player was badly hurt and was _____ with pain.
- 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

- In summer many people like to travel by _____ buses.
- Vikram Seth is a _____ writer.
- Chaman Lal got his house painted with _____ paints.
- Where did you buy this _____ paper ?
- He goes _____ every week to buy his grocery.
- Get your _____ checked, I think you need glasses.
- The policeman was saved because he was wearing a _____ jacket.
- 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 a 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
------	--------	-----	-------

- 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 :

- There were a lot of games for _____ at my cousin's party. (amuse)
- After the _____ of the bridge, the labourers will be sent to some other place. (complete)
- 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	B
vibrate	burial
permit	preference
prosper	actor
prefer	permission
act	settlement
employ	relation
relate	vibration
settle	authority
bury	employee
authorize	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 :

		<u>- fy, - ify</u>	
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 :

- We will _____ our house by growing flowering plants. (beauty)
- Don't _____ your life by going near the fire. (danger)
- In a few years the government is likely to _____ several villages. (electricity)
- She couldn't _____ her stay abroad for so many months. (justice)
- You can't _____ (fool) me with your lies any more.
- My friends _____ playing in the sun even in the summer. (joy)
- Can you _____ the bad points of smoking ? (list)
- 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
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- ent

difference different intelligence intelligent

- ary, -ery

discipline disciplinary cook cookery

- ian

India Indian Canada Canadian

EXERCISES

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

A	B
expense	yearly
year	intelligent
economy	defensive
edit	exemplary
flower	needful
example	floral
defence	editorial
intelligence	economical
need	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. (friendly)
7. I am going to make my _____ trip to Varanasi. (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)

Form Adjectives from the following Nouns :

accident	adventure	abuse	east	fault
hand	guilt	might	difference	example

v) **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
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

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. (freedom)
- Is there any _____ of the train coming late? (possibility)
- There is _____ in her behavior. (warning)
- Ramanand Jewellers is known for the _____ of their gold. (purity)
- No one spoke in the _____ of the police. (presence)
- His _____ was felt by all. (absence)

(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
natural	naturalize	maximum	maximize
minimum	minimize	special	specialize
popular	popularize	commercial	commercialise

-iate

different	differentiate
-----------	---------------

-fy

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

EXERCISES

Form Verbs from the following Adjectives :

able	broad	black	divisive	false
popular	sad	sick	glorious	minimum

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 :

		<u>-able</u>	
agree	agreeable	admire	admirable
change	changeable	charge	chargeable
measure	measurable	separate	separable

		<u>-ful</u>	
boast	boastful	doubt	doubtful
help	helpful	wonder	wonderful

		<u>-ive</u>	
collect	collective	protect	protective
select	selective	create	creative

		<u>-ent</u>	
differ	different	prevail	prevalent

EXERCISE

A. Match the verbs from column A with their Adjectives from column B:

A	B
agree	admirable
admire	selective
select	collective
doubt	helpful
collect	removable
change	agreeable
remove	changeable
help	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	broadly	beautiful	beautifully
careful	carefully	careless	carelessly

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 :**

-ion

act	action	inspect	inspection
-----	--------	---------	------------

-y, -cy, -ry, -ery

agent	agency	infant	infancy
brave	bravery	cook	cooking
potter	pottery	monarch	monarchy
democrat	democracy	pirate	piracy
photograph	photography	literate	literacy

-ship

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	B
beggar	brotherliness
brother	earldom
chemist	membership
earl	begging
friend	inspection
inspector	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-	:	malfunaction, 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).

1. Mr. Reddy is known for making *logical* statements.
Mr. Reddy is known for making *illogical* statements.
2. The speaker made several *relevant* points in his speech.
3. The fire-fighters were *able* to rescue the child trapped inside the house.
4. Savita is a very *mature* person.
5. Is it *legal* to have two wives ?
6. Some students are *regular* in attending classes.
7. Your handwriting is quite *legible*.
8. My father *likes* boys who have long hair.
9. Quite a lot of people are *literate* in any colony.
10. 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 :

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

II. 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) 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 means:

- 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 should 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 car will we 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 environmental 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 passing 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 parks 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 consist 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 which in the passage means :

- 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 live 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 experienced 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 Irishman Foresees His Death

I know I should meet my fate
Somewhere in the clouds above;
Those that I fight I do not hate,
Those 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 mispulse of delight
Drove 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.

Y.B. Yeats

Now answer the following questions :

1. Which country does the airman belong ?
2. Who does he hate ?
3. 'Those 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, 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 away 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 away leads on the 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 ?

(III) 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 is it 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, drawn 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 of Inventions]

HISTORY OF WRITING

1. Writing began around 3500 BC in Mesopotamia
 - 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 passages 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 on 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.

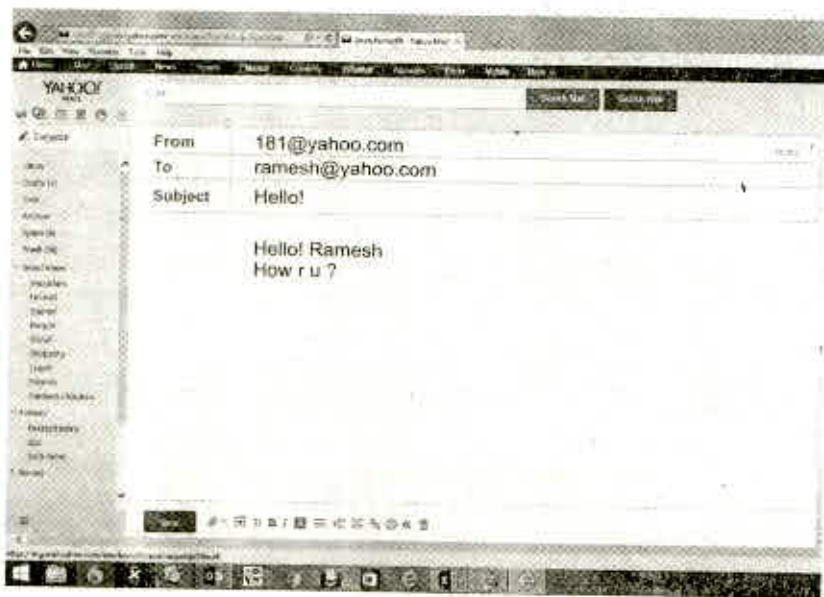
E. Make notes on the following passage :

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 a 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' slot.

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 message 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 pains takingly 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 Thursday afternoon, so please be there for sure).

EXERCISES

Fill up the following information on an E-mail format :

No.	Name E-mail address (sender)	Name E-mail address (to whom message is sent)	Message to be 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 Alok Wasu
gill@satyam.net.in 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 Ashna Lakhpal
284@rediffmail.com 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

Letter 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 7 pm 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.

- address of the sender
- the date
- 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].

- the body 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 Khara
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, 2013
 - 10th July, 2013
 - 10 July, '13
 - 10/7/2013
 - 10/7/13
 - 10-7-2013
 - 10.7.2013
- 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 written 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 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 Kutub 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 next week.

With lots of love

Yours sincerely

Vipin

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

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 faired 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 welcomed her with a lot of love.

a lot of excitement in your and your brother-in-law's family - especially when she is the first grand child. It is indeed 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.

2. Your uncle invites you to spend the weekend with him. Write a letter to accept the invitation. Mention the time when you will reach his house.
3. You returned from a visit to your uncle's house. Thank him for his hospitality. Also describe your journey back home.
4. You are blessed with a nephew. Write a letter to your friend informing him about his birth. Describe the child in a few words.
5. Write a letter to your sister along with a present on her birthday. Wish her all success in life.
6. 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.
7. Ramneek borrowed a book from Rajni. You sent it back through your neighbour. The neighbour forgot to deliver the book. Send the book through post and write a letter accompanying it. Apologize for the delay and explain why the delay took place.
8. Paul's friend Amarjeet is ill. He lives in a small town. Paul writes a letter to him enquiring about his health. Paul also suggests to come to Delhi for treatment as there are better hospitals there. Write the letter on behalf of Paul.
9. Roshni lost her grandfather. Write a letter of condolence. You are Ashok, Roshni's old classmate and you live at 176, Civil lines, Ludhiana.

10. 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 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

- 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 'Yours 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

Signature

(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

Signature

(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)

4. **Complaint against a taxi driver :**

Dr. Hiteder 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

(DR. HITENDER SHAH)

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

(WAZIR HUSSAIN)

6. **Complaint against the poor bus service :**

2/5 Village Nabha
Distt. Patiala
Punjab

The Manager
Chandigarh Transport Undertaking
Chandigarh
20..... 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 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

[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

[SUMEET BAKSHI]

Encls. : a) Bio-data sheet.
b) Testimonials.

BIO-DATA

Name : Sumet 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

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

(GURDEEP SINGH)
(Student : Class XB, Roll No. 14)

EXERCISES

- a. Read the advertisement which appeared in The Times of India on 7th March, 2006.

YMCA, Patiala
Starting classes soon for Judo, Karate and Swimming.
Apply to Secretary.

An incomplete letter has been given below : Fill in the details :

Subject :

Dear Sir

Please refer to _____ regarding judo karate and swimming classes _____. My sister wishes to learn swimming. And as I want to learn Judo. So I would like to have information on the following points:

Time of the classes

- * Whether separate timings for judo, karate and swimming
- * Whether separate timings for girls and boys
- * The fee for each course
- * The duration of each course

Whether a certificate will be awarded at the end of the course. You are requested to mail the information as early as possible as our exams will be over on 4 April and we would like to join the course immediately.

b. Write applications in response to the two advertisements given below:

i) Plus two pass students required for door-to-door selling of cosmetics and toiletries. Apply Box No. 2560 C/o The Tribune, Chandigarh.

ii) Wanted Sales girls selling across the counter, should have good communication skills (English), temporary job, fixed enrollment Rs. 6,000/- p.m. Apply Manager, the Grand Super Market, Jalandhar Cantt., Punjab.

c. Write an application in response to the advertisement given below :

Wanted Cook, atleast 2 years experience in 3 star hotels. Good in Chinese and Punjabi cooking. Apply Punjab Tourism Corpn., SCF 28, Sector 9, Chandigarh-160009

d. Prabha is not satisfied with the programmes on Doordarshan Jalandhar, so she wants to write a letter to the Director, Doordarshan, Jalandhar to improve the quality of the programmes. Write a letter on behalf of Prabha.

e. Charanjeet Kaur read a news item in Danik Bhaskar (23 Oct. 20....) about chain-snatching in her sector (Sector 68, Mohali). Two boys who had come on a motorcycle snatched a gold chain from a middle-aged woman near Shiv Mandir. Charanjeet Kaur is very disturbed. She feels that women are very unsafe. Similar incidents had happened in Sector 70 and Sector 69 early in the month. So she writes a letter to the Editor Danik Bhaskar, Chandigarh, expressing

concern over the safety of women. Imagine you are Charanjeet Kaur. Write the letter mentioning the facts given above.

- f. Write a letter to Azad Hind Store, Chaura Bazar Ludhiana, ordering an iron chair and a wooden bed. Also mention the measurements and colour of the pieces of furniture.
- g. Write a letter to Hilton Store, RA Kidwai Road, Kolkata - 700016, complaining about the wrist watch you purchased from the shop a month ago.
- h. Write a letter of complaint against a nurse of Sandhu Nursing Home 4, Shantineketan, New Delhi-110021. The owner of the Nursing Home is Dr. S.K. Sandhu.
- i. 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.
- j. You need a testimonial from your school, RS Model School, Ludhiana. Write a letter to the Principal requesting him to include the following particulars in it.
- * you were student of the school from April 1995 to March 2005.
 - * you passed Senior Secondary Examination in 2005, securing 70.5% marks.
 - * you got first prize in Interclass Paper Reading Contest.
 - * you represented the school in Kabbadi Competitions at the State Level in 2003 and 2004.
 - * attended NCC Camp in Panipat from 10-24 October 2004.
- k. Write a letter to the SDM, Bhatinda, bringing to his notice the felling of trees in your locality by a private builder.

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 to 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 75 km. 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-nagri. --- 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 --- 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° 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 and 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 move 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.

(d) DESCRIBING PROCEDURES

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-maché 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 squeezed 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 3 kg. 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 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 -----