GRAMMAR

B.A. III

Directorate of Distance Education
Maharshi Dayanand University
ROHTAK – 124 001
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Maharshi Dayanand University
ROHTAK – 124 001

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**SCHEME OF EXAMINATION**

There shall be questions with adequate choice on the prescribed items from the Grammar book.  

(15 Marks)
Precis (10 Marks)
Introduction

Read the following sentences:

1. I write this article to help him.
2. I wrote this article to help him.
3. I shall write this article to help him.

In sentence (1), the verb write refers to Present time.
In sentence (2), the verb wrote refers to Past time.
In sentence (3), the verb shall write refers to Future time.

The above three sentences show different meanings because they have different forms of verbs referring to three divisions of time.

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

There are three main tenses which correspond to the three divisions of time. They are:

a. Present Tense
b. Past Tense
c. Future Tense

NOTE: The word Tense comes from the Latin tempus, time

Again these three tenses can be divided into four forms:

a. Simple or Indefinite (Present, Past, Future)
b. Continuous or Progressive (Present, Past, Future)
c. Perfect (Present, Past, Future)
d. Perfect Continuous (Present, Past, Future)

Look at the following table to see the twelve forms of the verb 'to play' before we take up each form of all the three Tenses.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Simple/Indefinite</th>
<th>Continuous/Progressive</th>
<th>Perfect</th>
<th>Perfect Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>I play</td>
<td>I am playing</td>
<td>I have played</td>
<td>I have been playing</td>
</tr>
<tr>
<td>Past</td>
<td>I played</td>
<td>I was playing</td>
<td>I had played</td>
<td>I had been playing</td>
</tr>
<tr>
<td>Future</td>
<td>I shall play</td>
<td>I shall be playing</td>
<td>I shall have played</td>
<td>I shall have been playing</td>
</tr>
</tbody>
</table>
**The Simple Present Tense**

I sing

Form: Subject + auxiliary verb + main verb

<table>
<thead>
<tr>
<th>Subject</th>
<th>Auxiliary verb</th>
<th>Main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ I, you, we, they</td>
<td>do</td>
<td>like coffee</td>
</tr>
<tr>
<td>He, she, it</td>
<td>does</td>
<td>like coffee</td>
</tr>
<tr>
<td>– I, you, we, they</td>
<td>not</td>
<td>like coffee</td>
</tr>
<tr>
<td>He, she, it</td>
<td>not</td>
<td>like coffee</td>
</tr>
<tr>
<td>? Do</td>
<td>I, you, we, they</td>
<td>like coffee?</td>
</tr>
<tr>
<td>Does</td>
<td>he, she, it</td>
<td>like coffee?</td>
</tr>
</tbody>
</table>

Let us look at the following examples with the main verb to like:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ I</td>
<td>am French</td>
</tr>
<tr>
<td>You, we, they</td>
<td>are French</td>
</tr>
<tr>
<td>He, she, it</td>
<td>is French</td>
</tr>
<tr>
<td>– I</td>
<td>am old</td>
</tr>
<tr>
<td>You, we, they</td>
<td>are old</td>
</tr>
<tr>
<td>He, she, it</td>
<td>is old</td>
</tr>
<tr>
<td>? Am</td>
<td>I late?</td>
</tr>
<tr>
<td>Are</td>
<td>you, we, they late?</td>
</tr>
<tr>
<td>Is</td>
<td>he, she, it late?</td>
</tr>
</tbody>
</table>

Uses of the Simple Present or Indefinite Present

The simple present Tense is mainly used:

1. to express a habitual action:
   a. I drink milk every morning.
   b. I get up at six o'clock.
   c. He keeps his promise.

2. to express general truth, that is, what is universally true:
   a. The pole star guides the sailors.
   b. Fortune favours the brave.
   c. Honey is sweet.
   d. Neem is bitter.
   e. Cow gives milk.
3. to describe a vivid narrative, as a substitute for the simple Past. This is also called historic present:
   a. He attacks the country and carries away whatever he sees.
   b. The goalkeeper rushes forward and grabs the ball to save a crucial goal.
   c. The Prince fights gallantly and rescues his capital.
4. to indicate or express a future event that is part of a plan or arrangement; as
   a. His marriage comes off next week.
   b. When does the college reopen?
   c. Riwik leaves for Kolkata next month.
5. to express what is actually happening at the present moment:
   a. There goes the bus.
   b. It rains like this every monsoon.
   c. There blows the whistle.
Some other uses of the Simple Present Tense are:
6. It is used in exclamatory sentences beginning with here and there to express what is actually taking place in the present:
   a. Here comes the bus!
   b. There, the train leaves!
7. It is used to introduce quotations:
   a. Keats says, 'A thing of beauty is a joy forever'.
   b. Shakespeare says 'All the world is a stage'.
8. It is also used in broadcast commentaries on sporting events, to describe activities in progress where it is necessary to stress on the succession of happenings rather than on the duration.
   a. When the next ball comes in, the batsman swings his bat and makes a neat square drive.
   b. The bowler mutters in frustration.
9. It is used in clauses of time and of condition, where there is an idea of routine:
   a. She takes the boy to the school before she sets out to work.
   b. If it rains we shall get wet.
10. In a complex sentence present tense is used in the subordinate clause when the main clause expresses or implies future:
    a. I shall write the letter only if you tell me to do so.
    b. We shall go as soon as you are ready.
        When your father comes back from the tour, we will have a great time.
11. It can be used in newspaper headlines:
b. Sharma cracks, tells it all.

12. It can be used in conditional sentences:
   a. If I see Bunty, I will ask him his future plans.
   b. Unless you clean the filter, the water wouldn’t circulate.

13. Some verbs which do not express an activity in progress are generally used in present tense only:
   a. This box contains books (not “is containing”)
   b. She seems to think he is very rich (not “is seeming”)
   c. I believe this is true (not “am believing”)

   Let us look at a few more examples to grasp the usage of simple present Tense.
   a. I live in Delhi.
   b. The moon goes round the Earth.
   c. John drives a taxi.
   d. He does not drive a bus.
   e. We do not work at night.
   f. Do you play hockey?

   Now look at these examples to see how the verb to be in the simple present Tense expresses general situations as also present situations.

   Am I right?
   Sheila is not at home.
   You are excited

   Past   Present   Future
   The situation is now.
   I am thin.
   Why are you so good?
   Nitin is tall.

   Past   Present   Future
   The situation is general. Past, Present and Future

**Present Continuous Tense or Present Progressive Tense**

**Form**

This tense indicates that the action is actually happening at the moment of speaking. It describes the action when it is in progress. Moreover, the action is incomplete or continuous, that is, it is still going on.

The form of the sentence with present Continuous Tense is:

Subject + auxiliary verb + main verb

   be             base+ing

For example:
TENSES

a. She is singing.
b. He is making a steady progress.

Let us look at these examples:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Auxiliary Verb</th>
<th>Main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>speaking</td>
</tr>
<tr>
<td>+</td>
<td>You</td>
<td>reading</td>
</tr>
<tr>
<td>She</td>
<td>is</td>
<td>listening</td>
</tr>
<tr>
<td>She</td>
<td>is not</td>
<td>staying</td>
</tr>
<tr>
<td>–</td>
<td>He</td>
<td>not going</td>
</tr>
<tr>
<td>We</td>
<td>are not</td>
<td>playing</td>
</tr>
<tr>
<td>?</td>
<td>Is he</td>
<td>watching</td>
</tr>
<tr>
<td>Is</td>
<td>she</td>
<td>cooking</td>
</tr>
<tr>
<td>Are</td>
<td>they</td>
<td>waiting</td>
</tr>
</tbody>
</table>

Thus we see that in making the verb, 'is', 'am', 'are', are followed by the verb+ing. Thus for affirmative (+) sentences:

Subject + is/am/are + Present Participle
(auxiliary) (verb+ing form)

For negative (–) sentences

Subject + is/am/are + not + Present Participle
(verb+ing form)

For interrogative (?) sentences

+ Is/am/are + Subject + present participle
– Is/am/are + Subject + not + present participle

NOTE:

a. If the verb ends in 'e', the final 'e' is dropped before adding 'ing'. Thus, write will become writing live will become living argue........................arguing and so on.
b. If the verb ends in a consonant, which is preceded by a vowel, the consonant at the end is doubled. Thus, stop – stopping, clap – clapping run – running, hug – hugging and so on.
c. If the verb has a single 'l' preceded by a vowel, 'l' is doubled before adding 'ing'. Thus, quarrel – quarrelling, compel – compelling travel – travelling [exception – American; travel—traveling

Use of the Present Continuous or Present Progressive Tense
The Present Continuous is used:

1. For an action that is actually going on at the time of speaking, that is, a happening thing.
   a. She is dancing.
   b. The boys are busy watching the test match.
   c. I am not wearing my raincoat.
   d. Why are you standing in the corner?

2. For a temporary action which may or may not be actually happening at the time of speaking.
   a. I am reading 'Mill on the Floss'.
   b. I am knitting.
   c. He is teaching Japanese to Indian students.
   d. She was eating and watching T.V.

**NOTE:** In case of compound sentences joined by 'and' as in the fourth example, the auxiliary verb may be dropped before the main verb in the second sentence.

3. For an action that is planned or arranged to take place in the near Future.
   a. I am going to the theatre tonight.
   b. Are you going to take your exams tomorrow?

**Some other uses of the Present Continuous (Progressive) Tense**

In the previous section, we saw that for habitual action, Simple Present is used. But when the reference demands the use of Present Continuous persistently, for repeated action, we use it mostly with adverbs like always, continually, constantly.

   a. My dog is always running on the road.
   b. Vicky always lives spending his holidays at his seaside resort.
   c. Maya is always dropping things from her hand.

**NOTE:** The Present Continuous is very rarely used to indicate the point in time where the action begins before that point and continues after it. The train is running over the bridge when one of its compartments derails.

Verbs not usually used in Continuous form

There are some verbs which are not normally used in the Continuous form due to their meaning.

1. Verbs of perception (senses): See, hear, small, notice recognize, feel, watch, touch.
3. Verbs of emotion: want, wish, desire, feel, like, love, hope, hate, refuse, prefix, forgive, care, dislike.
4. Verbs of thinking: think, suppose, believe, agree, consider, trust, remember, forget, know, understand, imagine, mean, mind, recollect etc.
5. Verbs of possession: own, possess, belong to, contain, consist of, be (except when used in the passive).
These verbs are mostly used in the simple present form. But they may be used in the Continuous Tenses with a change of meaning.

For example:

a. I am thinking of visiting him tomorrow (contemplating/considering the idea of).

b. Tomorrow we have an hearing.
   (hearing of a case/listen formally to).

c. She is expecting a baby in December.
   (awaiting her baby/delivery).

**The Present Perfect Tense**

**Form**

The present Perfect Tense expresses an action begun sometime in the Past time and completed written the time sphere of the present. It is thus a sort of link between the Past and the Present.

The structure of the sentence with Present Perfect Tense is:

Subject + auxiliary verb + main verb

(have) (Past participle)

**NOTE:** In the present Perfect Tense 'has' with a singular number and 'have' with a plural number is followed by the third form of the verb but 'I' and 'you' are always followed by 'have'.

$+$ Subject + has/have + third form of the verb.

$?$ In the interrogative sentences we have,
   Has/have + subject + third form of verb

$-$ In the negative sentences we have,
   subject+has/have + not+third form of the verb

Let us look at the following examples to understand the above concept clearly.

<table>
<thead>
<tr>
<th>Subject</th>
<th>auxiliary verb</th>
<th>main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>have</td>
<td>seen</td>
</tr>
<tr>
<td>You</td>
<td>have</td>
<td>taken</td>
</tr>
<tr>
<td>She</td>
<td>has not</td>
<td>been</td>
</tr>
<tr>
<td>We</td>
<td>have not</td>
<td>gone</td>
</tr>
<tr>
<td>Have</td>
<td>you finished</td>
<td>your work?</td>
</tr>
<tr>
<td>Have</td>
<td>they done</td>
<td>it?</td>
</tr>
</tbody>
</table>

**Contractions with the Present Perfect Tense**

When we use the present Perfect Tense in speaking, we usually contract the subject and the auxiliary verb. Sometimes, while writing also we use such contractions.

a. I've finished my work (I have ............)

b. James's seen the movie. (James has............)
c. They've gone to the theatre (They have.......)

The following table will give a more clear picture

<table>
<thead>
<tr>
<th>Subject</th>
<th>Present Perfect Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I've</td>
</tr>
<tr>
<td>You</td>
<td>You've</td>
</tr>
<tr>
<td>He</td>
<td>He's</td>
</tr>
<tr>
<td>She</td>
<td>She's</td>
</tr>
<tr>
<td>It</td>
<td>It's</td>
</tr>
<tr>
<td>John</td>
<td>John's</td>
</tr>
<tr>
<td>We</td>
<td>We've</td>
</tr>
<tr>
<td>They</td>
<td>They've</td>
</tr>
<tr>
<td>Where</td>
<td>Where've</td>
</tr>
<tr>
<td>What</td>
<td>What's</td>
</tr>
</tbody>
</table>

**Use of The Present Perfect Tense**

The Present Perfect is used:

1. To indicate the activities which have been completed in the immediate past.
   a. He has just left.
   b. The phone has just gone dead.
   c. You have just taken lunch, haven't you?

2. To express the actions in the past whose time is not given and definite (We usually do not mention the time either by ignorance or by deliberation to make such sentences).
   a. I have met the artist holding this exhibition.
   b. I have never seen such anger in his eyes.
   c. I have seen this movie.

3. To describe some past event where more emphasis is given to the effect of the event on the present rather than the action itself.
   a. I have hurt my eyes. (it is painful now).
   b. I have completed my chores. (I am free).
   c. Sheetal has failed. (She is unsuccessful she will have to reappear).

4. To denote an action which had begun at some time in the past but has continued up to the present moment.
   a. He has been my best friend since my childhood.
   b. We have lived in Delhi all our lives.
   c. She has been suffering from jaundice since last week.

**NOTE:** The present Perfect is never used with the adverbs of Past time. We should not say—

He has gone to Agra yesterday. (X)

Instead, we should use Simple Past and say—

He went to Agra Yesterday ( ✓ )
Other Uses
Certain adverbs or adverb phrases are used with the Present Perfect Tense. They are:

- a. In questions only — just, after, never, ever.
- b. In negatives and questions—so far, till now, yet
- c. Phrases — already, since, for, today, this week, this month etc.

**NOTE:** These adverbs and phrases help to make the period of time complete.

Present Perfect tense may also be used for an action which lasts throughout an incomplete period.

- a. He has been in the army for two years.
- b. I have been singing since my childhood.
- c. He has been working for us for the last five years.

The Present Perfect is also often used in newspapers and broadcasts to introduce an action which will then be described in the simple Past Tense.

The old lady has been sleeping while she was murdered. The murderer or murderers broke into the flat by breaking a window pane. All valuables see have been stolen and the house was in a state of disorder.

The Present Perfect Tense is often used in letters also.

I am sorry that I haven’t written to you for a long time. I have been going through some bad time lately.

The Present Perfect Continuous Tense

Form: This Tense shows that the action which began in the Past is continuing up to the present time.

- a. He has been reading his book since noon.
- b. I have been writing this book for two months.

The structure of the sentence with Present Perfect Continuous Tense is:

Subject + auxiliary verb + auxiliary verb + main verb

<table>
<thead>
<tr>
<th>Subject</th>
<th>Auxiliary Verb</th>
<th>Auxiliary Verb</th>
<th>Main Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>+  I</td>
<td>have</td>
<td>been</td>
<td>waiting</td>
</tr>
<tr>
<td></td>
<td>You</td>
<td>been</td>
<td>talking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>for you</td>
</tr>
<tr>
<td>–  It</td>
<td>has</td>
<td>not</td>
<td>been</td>
</tr>
<tr>
<td></td>
<td>We</td>
<td>not</td>
<td>raining</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>heavily</td>
</tr>
<tr>
<td>? Have</td>
<td>you</td>
<td>been</td>
<td>seeing</td>
</tr>
<tr>
<td>Have</td>
<td>they</td>
<td>been</td>
<td>doing</td>
</tr>
</tbody>
</table>

Here are some examples of the Present Perfect Continuous Tense:
Contractions

There are some contractions also while we use the Present Perfect Continuous Tense in speaking as well as in formal writing.

<table>
<thead>
<tr>
<th>I have been</th>
<th>I've been</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have been</td>
<td>You've been</td>
</tr>
<tr>
<td>He has been</td>
<td>He's been</td>
</tr>
<tr>
<td>She has been</td>
<td>She's been</td>
</tr>
<tr>
<td>It has been</td>
<td>It's been</td>
</tr>
<tr>
<td>John has been</td>
<td>John's been</td>
</tr>
<tr>
<td>We have been</td>
<td>We've been</td>
</tr>
<tr>
<td>They have been</td>
<td>They've been</td>
</tr>
</tbody>
</table>

a. I've been reading.
b. The car's been giving trouble.
c. We've been playing for one hour now.

Use of the Present Perfect Continuous Tense

This tense is called the Present Perfect Continuous tense as there is usually a connection with the present or now. There are basically two uses for the Present Perfect Continuous tense:

1. An action that has just stopped or recently stopped.
   We use the Present Perfect Continuous tense to talk about an action that was started in the past and has stopped just recently. There is usually a result now.
   
   I'm tired because I've been running

   a. I'm tired (now) because I've been running.
   b. Why is the grass wet (now)? Has it been raining?
   c. You don't understand (now) because you haven't been listening.

2. An action continuing up to now.
   We use the Present Perfect Continuous tense to talk about an action that started in the past and is continuing now.

   This is often used with 'for' 'Since'.
   a. I have been reading for two days.
      [I am still reading.]
   b. We've been studying since 8' o clock.
      [We're still studying.]
c. How long have you been learning English?
   [You are still learning.]

d. We have not been smoking.
   [We are not smoking now.]

'For' and 'Since' with Present Perfect Continuous Tense

We often use 'for' or 'since' with the present Perfect tense.

- We use 'for' to talk about a period of time — 5 minutes, 2 weeks, 6 years, etc.
- We use 'since to talk about a point of time in the Past—9'clock First January, Monday

<table>
<thead>
<tr>
<th>For</th>
<th>Since</th>
</tr>
</thead>
<tbody>
<tr>
<td>a period of time</td>
<td>a point of time in past</td>
</tr>
<tr>
<td>20 minutes</td>
<td>6.15 pm</td>
</tr>
<tr>
<td>4 days</td>
<td>Tuesday</td>
</tr>
<tr>
<td>5 Months</td>
<td>February</td>
</tr>
<tr>
<td>2 years</td>
<td>1999</td>
</tr>
<tr>
<td>2 decades</td>
<td>1200</td>
</tr>
<tr>
<td>Ever</td>
<td>the beginning of time</td>
</tr>
<tr>
<td>a long time</td>
<td>Sometime in Past</td>
</tr>
</tbody>
</table>

a. I have been studying for 2 hours.
b. I have been watching TV since morning.
c. He has been playing football for a long time.
d. He has been living in Mumbai since he left school.

The Past Tense

The Simple Past Tense

Form: To make simple Past Tense, we use:

- Past form only
- Or
  Auxiliary did + base form

Let us see some examples of the Past form and base form for irregular verbs and regular verbs:

<table>
<thead>
<tr>
<th>Base</th>
<th>Past</th>
<th>Fast participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irregular verb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go</td>
<td>Went</td>
<td>Gone</td>
</tr>
<tr>
<td>See</td>
<td>Saw</td>
<td>Seen</td>
</tr>
<tr>
<td>Sing</td>
<td>Sang</td>
<td>Sung.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The past form for the irregular verb is variable and needs to be learnt.</td>
</tr>
<tr>
<td>Regular Verb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td>Worked</td>
<td>Worked</td>
</tr>
<tr>
<td>Explode</td>
<td>Exploded</td>
<td>Exploded</td>
</tr>
<tr>
<td>Like.</td>
<td>Liked</td>
<td>Liked</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The past form for all regular verbs ends in ed.</td>
</tr>
</tbody>
</table>
NOTE: The Past participle form is not needed to make the simple Past Tense.

The structure of the positive sentences in the simple Past Tense is:

- Subject + main verb (second form)
  (Past)

The structure for negative (—) sentences in the simple Past Tense is:

- Subject + auxiliary verb + not + main verb
  Past form (base)
  (did)

The auxiliary verb 'did' is not conjugated. It is the same for all persons (I did, you did, he did etc.) And the base form and past form do not change.

Let us look at these examples with the main verbs 'go' and work:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Auxiliary Verb</th>
<th>Main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>I, She</td>
<td>went</td>
</tr>
<tr>
<td></td>
<td></td>
<td>worked</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to school very</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hard</td>
</tr>
<tr>
<td>−</td>
<td>You, We</td>
<td>did</td>
</tr>
<tr>
<td></td>
<td></td>
<td>not</td>
</tr>
<tr>
<td></td>
<td></td>
<td>go</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>yesterday</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>?</td>
<td>Did, Did</td>
<td>you</td>
</tr>
<tr>
<td></td>
<td></td>
<td>go</td>
</tr>
<tr>
<td></td>
<td></td>
<td>work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to London?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>at home?</td>
</tr>
</tbody>
</table>

Exception: The verb 'to be' is different. We conjugate the verb to be (I was, you were, he/she/it was, we were, they were) and we do not use an auxiliary for negative and question sentences. To make a question, we exchange the subject and the verb. Let us look at these examples to understand more clearly.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>I, he/she/it</td>
</tr>
<tr>
<td></td>
<td>You, we, they</td>
</tr>
<tr>
<td></td>
<td>was</td>
</tr>
<tr>
<td></td>
<td>were</td>
</tr>
<tr>
<td></td>
<td>here</td>
</tr>
<tr>
<td></td>
<td>in Tokyo</td>
</tr>
<tr>
<td>−</td>
<td>I, he/she/it</td>
</tr>
<tr>
<td></td>
<td>You, we, they</td>
</tr>
<tr>
<td></td>
<td>was</td>
</tr>
<tr>
<td></td>
<td>Were</td>
</tr>
<tr>
<td></td>
<td>not</td>
</tr>
<tr>
<td></td>
<td>not</td>
</tr>
<tr>
<td></td>
<td>there</td>
</tr>
<tr>
<td></td>
<td>happy</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>?</td>
<td>Was, Were</td>
</tr>
<tr>
<td></td>
<td>I/he/she/it/you,</td>
</tr>
<tr>
<td></td>
<td>we, they</td>
</tr>
<tr>
<td></td>
<td>right?</td>
</tr>
<tr>
<td></td>
<td>late?</td>
</tr>
</tbody>
</table>

**Uses of the Simple Past Tense**

1. The Simple Past Tense is used to indicate an action that has been completed in the Past. It often occurs with adverbs or adverb phrases of Past time.
   a. The boat sailed yesterday.
   b. I received his report last week.
   c. She left this house last year.

2. Sometimes this Tense is also used without an adverb of time. In such cases the time may be either implied or indicated by the context.
   a. I learnt Bengali in Durgapur. (i.e. when I was in Durgapur)
   b. I didn't sleep well in the afternoon. (i.e. afternoon is over by the time of speaking)
   c. Alexander defeated King Porus. (i.e. long back in time)
3. The Simple Past is also used to describe Past habits.
   a. He studied for many hours every day.
   b. She always carried her inhaler.
   c. He always drummed his fingers while he was tense.

4. The Simple Past Tense is also used in conditional sentences.
   a. If I had a map, I would lend it to you.
   b. If someone tried to give me a knock, I would retaliate.
   c. If I were you, I would do gardening every day.

**Past Continuous (Progressive) Tense**

Form: The Past Continuous (Progressive) Tense expresses an action that was going on at some point in the Past.

a. I was studying when my friend called on me.

b. The children were making a noise when the teacher entered the class.

In this Tense we use—

Was/ were + Present Participle.

The structure of the sentence with Past Continuous Tense is:

Subject + auxiliary verb Be + main verb
(conjugated in simple Present participle Past Tense)

Was base+ing
Were

For negative sentences in the Past Continuous tense, we insert 'not' between the auxiliary verb and the main verb. For interrogative sentences, we exchange the 'subject' and auxiliary verb. Let us look at the following examples to grasp the concept in a better way.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Auxiliary Verb</th>
<th>Main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>I</td>
<td>was watching</td>
</tr>
<tr>
<td></td>
<td>You</td>
<td>were working</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T.V. hard</td>
</tr>
<tr>
<td>-</td>
<td>He/She/It</td>
<td>was not helping</td>
</tr>
<tr>
<td></td>
<td>We</td>
<td>were not joking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>us</td>
</tr>
<tr>
<td>?</td>
<td>Were</td>
<td>you being</td>
</tr>
<tr>
<td></td>
<td>Were</td>
<td>they playing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>silly? football?</td>
</tr>
</tbody>
</table>

**Uses of the Past Continues Tense**

1. The Past Continuous Tense expresses action at a particular moment in the past. The actions started before that moment but had not been finished at that moment.

a. (Yesterday, I watched a film on the T.V. The film started at 7 pm and finished at 10 pm.)
At 8 pm yesterday, I was 'watching a film on T.V.

b. I was working at 10 pm last night.
c. They were not playing football at 12 pm today.
d. What were you doing when he arrived?
e. We were having dinner when it started to rain.

2. This tense is also used with always, continually etc. for the persistent habits in the Past.
   a. He was always gambling.
b. She was always fidgeting.

3. We use this Tense for descriptions.

   A wood fire was burning in the hearth, and a dog was sleeping in front of it. A boy was playing with a ball while his grandmother was knitting a pair of socks. Suddenly there was a loud bang outside. The boy stopped playing. The old woman stopped knitting and the dog woke up and ran to the door.

Some other uses of the Past Continuous Tense

4. This Tense can be used as a Past equivalent of the present Continuous.
   a. She said, 'I am going to Bangalore.' (Direct)
b. She said she was going to Bangalore. (Indirect)

5. The Past Continuous can be used to express definite ‘Future’ arrangement in the past:
   a. Since the Prime Minister was coming to the town everybody was busy.
b. He was busy packing as he was leaving that night.

6. The Past Continuous can also be used as an alternative to the simple Past to indicate a more casual and less deliberate action:
   a. I was talking to Vineet the other day.
b. From four to eight, Vikram was busy playing.
c. What were you doing in my room?

Past Perfect Tense

Form: The Past Perfect Tense expresses an action which had been completed before another was begun, as:

a. I had done my work when some visitors came to meet my father.
b. I had written to my friend before I went to school.

NOTE: Past Perfect Tense is not used for a single action in the Past except when there were such words as already, before, till then, up to this time, etc.

a. I had not seen Mumbai before this.
b. I had not learnt my lesson when the teacher asked me to repeat it.

The structure of the sentence with Past Perfect Tense is:

   Subject+ auxiliary verb (have)+ main verb
(conjugated in simple Past Tense)

had

For negative (–) sentences in the Past Perfect Tense, we insert 'not' between the auxiliary verb and the main verb. For question sentences, we exchange the subject and the auxiliary verb.

Let us look at some example sentences to understand more clearly.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Auxiliary verb</th>
<th>Main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>I</td>
<td>finished</td>
</tr>
<tr>
<td></td>
<td>had</td>
<td>my work</td>
</tr>
<tr>
<td>You</td>
<td>had</td>
<td>stopped</td>
</tr>
<tr>
<td></td>
<td></td>
<td>before me.</td>
</tr>
<tr>
<td>They</td>
<td>had</td>
<td>moved</td>
</tr>
<tr>
<td></td>
<td></td>
<td>on</td>
</tr>
<tr>
<td>−</td>
<td>She</td>
<td>not</td>
</tr>
<tr>
<td></td>
<td>had</td>
<td>gone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to school</td>
</tr>
<tr>
<td>You</td>
<td>had</td>
<td>not</td>
</tr>
<tr>
<td></td>
<td></td>
<td>slept</td>
</tr>
<tr>
<td></td>
<td></td>
<td>well</td>
</tr>
<tr>
<td>We</td>
<td>had</td>
<td>not</td>
</tr>
<tr>
<td></td>
<td></td>
<td>left</td>
</tr>
<tr>
<td>?</td>
<td>Had</td>
<td>arrived?</td>
</tr>
<tr>
<td></td>
<td>you</td>
<td>eaten</td>
</tr>
<tr>
<td>Had</td>
<td>they</td>
<td>dinner?</td>
</tr>
<tr>
<td>Had</td>
<td>they</td>
<td>not</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rested</td>
</tr>
<tr>
<td></td>
<td></td>
<td>enough?</td>
</tr>
</tbody>
</table>

When speaking with the Past Perfect Tense, we often contract the subject and auxiliary verb:

<table>
<thead>
<tr>
<th>Subject</th>
<th>I had</th>
<th>I'd</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>had</td>
<td>You'd</td>
</tr>
<tr>
<td>He</td>
<td>had</td>
<td>He'd</td>
</tr>
<tr>
<td>She</td>
<td>had</td>
<td>She'd</td>
</tr>
<tr>
<td>It</td>
<td>had</td>
<td>It'd</td>
</tr>
<tr>
<td>We</td>
<td>had</td>
<td>We'd</td>
</tr>
<tr>
<td>They</td>
<td>had</td>
<td>They'd</td>
</tr>
</tbody>
</table>

**NOTE:** The 'd' contraction is also used for the auxiliary verb would. For example, we'd can mean: We had or We would.

But usually the main verb is in a different form, for example:

a. We had arrived (Past participle).

b. We would arrive (base).

**Uses of the Past Perfect Tense**

1. The Past Perfect Tense expresses action in the past before another action in the past.
   a. (The train left at 9 am.) We arrived at 9.15 am when we arrived, the train had left.
   b. I wasn't hungry. I had just eaten.
   c. They were hungry. They had not eaten for five hours.
   d. I didn't know who he was. I had never seen him before.
2. Sometimes, the Past Perfect Tense can be identified with the Present Perfect Tense but instead of the
time being 'now' the time is 'Past'.

<table>
<thead>
<tr>
<th>Past Perfect Tense</th>
<th>Present Perfect Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>had</td>
<td>have</td>
</tr>
<tr>
<td>done</td>
<td>done</td>
</tr>
<tr>
<td>&gt;</td>
<td>&gt;</td>
</tr>
</tbody>
</table>

For example:

Imagine that you arrive at the station at 10 p.m. The station master tells you:

a. "You are too late. The train has left".
Later, you go and tell your parents.
b. "We were too late. The train had left."

3. We often use the Past Perfect Tense in reported speech after verbs like said, told, asked, thought,
wondered.

a. He told us the train had left.
b. I thought I had met her before, but I was wrong.
c. He explained that he had closed the window because of the rain.
d. I wondered if I had been there before.
e. I asked them why they had left me alone.

4. To express an impossible condition of the Past

a. If he had worked hard, he would have passed the examination.

5. It can also be used in time clauses.

**when**

It is used often with 'when' when we wish to emphasise that the first action was completed before the
second one started:

a. When he had shut the window we opened the door of the cage.
b. When he had seen all the paintings, he was ready to leave.

**till/until/before**

It is used with ‘till’, ‘until’ and ‘before’ to emphasise the completion or expected completion of an action.

a. He refused to go till he had seen all the paintings.
b. He did not wait till we had finished our meal.
c. Before we had finished our meal, he ordered the dessert.

**NOTE:** Past Perfect Tenses in both time clause and main clause are also possible:

It was a very expensive town. Before we had been here a week, we had spent all our money.
TENSES

**after**
It is normally followed by a Perfect Tense.
a. After the will had been read, there were angry exclamations.

6. The Past Perfect Tense is also used in indirect speech.
a. Present Perfect Tenses in direct speech become Past Perfect Tenses in indirect speech.
   She said, "I'll lend you the novel as soon as I have read it myself."
   = She said she'd lend me the novel as soon as she'd read it herself.

b. Simple Past Tenses in direct speech also change in a similar manner.
   He said, 'I knew the place well'.
   = He said that he had known the place well.

**The Past Perfect Continuous Tense**
Form: The Tense is formed with had been + the present participle
I had been singing.

Structure of the sentence with Past Perfect Continuous Tense is:
Subject + auxiliary verb have + auxiliary verb Be + main verb
(conjugated in simple) (Past participle) (Present Participle)
Past Tense) been base + ing
(had)

For negative sentences in the Past Perfect Continuous Tense, we insert 'not' after the first auxiliary verb. For question sentences, we exchange the subject and first auxiliary verb.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Auxiliary verb</th>
<th>Auxiliary verb</th>
<th>Main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>I had</td>
<td>had</td>
<td>been</td>
</tr>
<tr>
<td></td>
<td>You</td>
<td>had</td>
<td>been</td>
</tr>
<tr>
<td>-</td>
<td>It had</td>
<td>not</td>
<td>been</td>
</tr>
<tr>
<td></td>
<td>We had</td>
<td>not</td>
<td>been</td>
</tr>
<tr>
<td>?</td>
<td>Had you</td>
<td>not</td>
<td>been</td>
</tr>
<tr>
<td></td>
<td>Had they</td>
<td></td>
<td>been</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When speaking with the Past Perfect Continuous Tense, we often contract the subject and first auxiliary verb.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Auxiliary verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I'd</td>
</tr>
<tr>
<td>You</td>
<td>You'd</td>
</tr>
<tr>
<td>He</td>
<td>He'd</td>
</tr>
<tr>
<td>She</td>
<td>She'd</td>
</tr>
<tr>
<td>It</td>
<td>It'd</td>
</tr>
</tbody>
</table>
Uses of the Past Perfect Continuous Tense

For the action before the time of speaking in the Past and continued up to that time, or stopped just before it, we can often use either form

a. It was now six and he was tired because he had worked since dawn=
   It was now six and he was tired because he had been working since dawn.

1. A repeated action in the Past Perfect can sometimes be expressed as a Continuous action by the Past Perfect Continuous.
   a. He had tried five times to get her on the phone.
   b. He had been trying to get her on the phone.

2. But there is a difference between a single action in the simple Past Perfect and an action in the Past Perfect Continuous.
   By six o'clock he had repaired the engine. He had been painting the door.

The Future Tense

The Simple Future

Form: The Simple Future Tense is formed by using shall/will + infinitive without 'to' (first form of the verb)
The negative is formed by putting not after shall/will. In interrogative sentences, shall/will is placed before the subject.

a. I shall/will play.
b. Will Satbir visit us tomorrow?
c. I will/shall not go out today.

Uses of the Simple Future

1. To show Future
   He will go to Kolkata next Saturday.

2. To express the speaker's opinions or assumptions about the future.
   a. I think he will not come back.
   b. We hope that he will pass the exam.

3. Sometimes, it is used to express habitual actions or general truths.
   a. He will always be like this.
   b. A dog's tail will always remain crooked.
4. Generally, 'shall' is used with first person (I, we) and 'will' is used with second and third persons. But will can be used with first person in order to express intention or promise. Shall can be used with promise, prohibition etc.
   a. I will always help you in your need (Promise).
   b. We will fight to the finish (determination).
   c. You shall not enter my room with muddy feet (prohibition).

5. We often use the simple Future Tense with the verb 'to think' before it.
   a. I think I'll go to the gym tomorrow.
   b. I think I will have a holiday next year.
   c. I don't think I'll buy that car.

6. We often use this Tense for prediction about the Future.
   a. It will rain tomorrow.
   b. People won't go to the Jupiter before twenty second century.

7. When the main verb is 'be', we can use the simple Future Tense even if we have a firm plan or decision before speaking.
   a. I'll be in London tomorrow.
   b. Will you be at work tomorrow?
   c. I am going shopping. I won't be very long.

**Future Continuous Tense**

I will be singing.

Form: Subject + auxiliary verb + auxiliary verb + main verb

<table>
<thead>
<tr>
<th>(will)</th>
<th>(be)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Invariable)</td>
<td>(invariable)</td>
</tr>
<tr>
<td>present participle</td>
<td>base+ing</td>
</tr>
</tbody>
</table>

For (–ve) sentence in the Future Continuous Tense, we insert not between will and be. For interrogative sentences, we exchange the 'subject' and 'will'.

<table>
<thead>
<tr>
<th>I will</th>
<th>I'll</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will</td>
<td>You'll</td>
</tr>
</tbody>
</table>

When we use the Future Continuous Tense in speaking we after contract the subject and will.
He will
She will
It will
We will
They will

He'll
She'll
It'll
We'll
They'll

NOTE: For spoken negative sentences in the Future Continuous Tense, we contract with won't.

I will not
He will not
We will not

I won't
He won't
We won't

Uses of the Future Continuous Tense
1. To express an action which is expected to take place in the normal course. It is less definite than the present Continuous.
   a. We are seeing the manager tomorrow.
   b. We shall be seeing the manager tomorrow. (Less definite)
2. To express an action that will be in progress at a given point of time in future:
   a. When you reach Simla, it will be snowing there.
   b. At this time tomorrow, I shall be travelling in a train.
3. In the interrogative, the Future Continuous implies a polite request or query.
   Will you be coming with me?

The Future Perfect Tense
I will have sung.

Form
The Future Perfect Tense talks about the Past in the Future.
The structure of the sentence with Future Perfect Tense is:
Subject + auxiliary verb (will) + auxiliary verb (have) + main verb
   (invariable) (invariable) (past participle)
   (will) (have)

a. I will have finished by 10 am.
b. You will have forgotten me by then.
c. She will not have gone to school.
d. We will not have left.
e. Will you have arrived?
f. Will they have received it?
While speaking with the Future Perfect Tense, we often contract the 'subject' and 'will'. Sometimes we contract the 'subject', 'will' and 'have' all together.

<table>
<thead>
<tr>
<th>I will have</th>
<th>I'll have</th>
<th>I'll've</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will have</td>
<td>You'll have</td>
<td>You'll've</td>
</tr>
<tr>
<td>They will have</td>
<td>They'll have</td>
<td>They'll've</td>
</tr>
</tbody>
</table>

Note: we sometimes use 'shall' instead of will especially for I and we.

**Uses of the Future Perfect Tense**

1. To express an action which is expected to be completed by a given Future time.
   a. I shall have finished the work by that time.

2. To express the speaker's belief or guess about an action.
   a. Mr. Dabas will have reached Delhi by now.
   b. You will have read about the great Alexander.

**The Future Perfect Continuous Tense**

Form:

The Future Perfect Continuous Tense is formed with shall/will + have been + present participle (1st form + ing)

The negative is formed by putting not after shall/will.

In the interrogative sentences, will/shall is put before the subject.

I will have been singing.

Thus the structure of the sentence with Future Perfect Continuous Tense is:

Subject + auxiliary verb (will) + auxiliary verb (have) + main verb + past participle + present participle

(base + ing)

a. I will have been working for four hours.

b. You will have been travelling for two days.

c. She will not have been using the car.

d. We will not have been waiting long.

e. Will you have been playing football?

f. Will they have been watching TV?

When we use the Future Perfect Continuous Tense in speaking, we often contract the subject and auxiliary verb.
For negative sentences in the Future Perfect Continuous Tense, we contract with won't like this:

<table>
<thead>
<tr>
<th>I will not</th>
<th>I won't</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will not</td>
<td>You won't</td>
</tr>
<tr>
<td>We will not</td>
<td>We won't</td>
</tr>
</tbody>
</table>

**Uses of the Future Perfect Continuous Tense**

We use this Tense to talk about a long action before some point in the Future.

1. I will have been working here for ten years next week.
2. He will be tired when he arrives.
3. He will have been travelling for 24 hours.

**Exercises**

i. Fill in the blanks with the correct form of the verb given in bracket. (Use Past Indefinite or Past Continuous Tense).

1. When he got into the bus, it …………(move) off.
2. When I went to see him, he …………(sleep).
3. He…………(sit) in the room when the roof fell down.
4. He ………….(fire) a shot when he saw a tiger.
5. When I ………….(reach) home yesterday, I …………(find) my younger brother sitting in one corner.

ii. Choose the correct verb form from those in brackets:

1. I ___________ him only one letter up to now. (sent, have sent, shall send)
2. It started to rain while we _________ tennis. (are playing, were playing, had played)
3. I'm sure I ___________ him at the party last night. (saw, have seen, had seen)
4. He ________ a mill in this town. (have, has, is having)
5. I ___________ him for a long time. (know, have known, am knowing)
6. Abdul ___________ to be a doctor (wants, wanting, is wanting)
7. He ___________ out five minutes ago. (has gone, had gone, went)
8. The baby ___________ all morning. (cries, is crying, has been crying)
9. I ___________ Veena this week. (haven’t seen, didn’t see, am not seeing.)
10. By this time next year Manish___________ his University degree. (takes, will take, will have taken)
TENSES

iii. Choose the correct alternative from those given:

1. I ______________ a new bicycle last week. (bought, have bought, had bought).
2. It ______________ since early morning. (rained, is raining, has been raining)
3. I _____________ something burning (smell, am smelling, have been smelling)
4. She ______________ unconscious since four o'clock (is, was, has been)
5. Every day last week my aunt ______________ a plate. (breaks, broke, was breaking).
6. My uncle ______________ tomorrow. (arrives, has arrived, will have been arriving.)
7. We _____________ our breakfast half an hour ago. (finished, have finished, had finished).
8. When we went to the cinema, the film _____________ (already started, had already started, would already start).
9. Did you think you ______________ me somewhere before? (have seen, had seen, were seeing)
10. When I get home my dog ______________ at the door waiting for me. (sits, will be sitting, has been sitting).

iv. Insert the correct tense of the verb in the following:

1. I waited for my friend until he ______________ (To come)
2. He speaks as one who ______________ (To know)
3. He ran away because he ______________ afraid. (To be)
4. He was so tired that he ______________ scarcely stand. (Can or could?)
5. He ran because he ______________ very angry. (To be)
6. We shall wait here until you ______________. (To come)
7. You may sit wherever you _______________. (To like)
8. I studied hard in order that I ______________ succeed. (May or might)
9. He ______________ so hard that he is certain to succeed. (To work)
10. He come oftener than we ______________ . (To expect)

v. Fill in the blanks with the right form of the Simple Present Tense of the verb in brackets:

1. Do you ______________ for morning walk everyday? (go)
2. Ashu ______________ politely with every one. (speak)
3. It seldom ______________ here in autumn. (rain)
4. He ______________ to finish all his work today. (expect)
5. The students ______________ their school corridor to welcome the chief guest (decorate)
6. Fish ______________ in the water. (swim).
7. The sun ______________ in the West. (set)
8. He ______________ movie every weekend. (watch)
9. The church bell ______________ every Sunday morning. (ring)
10. Children ____________ their parents. (obey)

vi. Supply the correct tense of the verb in the following:
1. The girl is singing for two hours.
2. It is long since I have heard from you.
3. Wright Brothers has invented the aeroplane.
4. I lived in Delhi since 1993.
5. He remembered that he did not lock the pump house gate that evening.
6. After I posted the letter I remembered I did not address it properly.
7. My sister has stayed away from work yesterday.
8. I have returned the CD last Friday.
9. Never I met anyone who in so short a time attracted me so much.
10. I shall reach the meeting before he arrives.

vii. Fill in the blanks with the correct form of the verb as given in brackets:
1. As I ____________ (walk) back home I ____________ (observe) that even at midnight the road ____________ not (desert) in the true sense of the word.
2. My neighbour ____________ (suffer) from a serious attack of typhoid since Saturday last.
3. The Principal asked if the fees ____________ (pay) by every one.
4. The man ____________ (commit) the crime but the judge ____________ (acquitted) him.
5. A fierce wind ____________ (blow) at night and many houses ____________ (crash) down while several others were badly. (damage)
6. Truth and non-violence ____________ (be) the two great principles of Gandhiji and he not only ____________ (preach) them but also ____________ (base) his life and his work on them.
7. He ____________ (squander) the money left to him by his father and ____________ (be) soon a pauper.
8. The doctor ____________ (advise) my mother to spend a few months at a sea shore.
9. "A large number of books ____________ (add) to the library," said the librarian.

viii. Supply the correct Tense of the verb (Use the correct form of future tense).
1. Thou ____________ not steal.
2. I ____________ go whenever I have time to do it.
3. He ____________ obey me.
4. You ____________ (write) your answer tomorrow.
5. The boys ____________ (make) noise during the break.
6. They ____________ (hear) the news before they read the newspapers.
7. We ____________ (study) hard before examination.
8. They ____________ (serve) this master for some years.
9. He ____________ (receive) a prize at this time the other day.
10. You ____________ (take) the medicines for a week before you get well.

ix. Use the correct form of Past Tense to fill in the blanks with the correct form of verb given in brackets.
1. When he got into the bus, it ____________ (move) off.
2. He ____________ (fire) a shot when he saw the tiger.
3. We ____________ (take) tea and ____________ (go) out.
4. As soon as he ____________ (reach) home, he ____________ (find) that his mother was not there.
5. When father entered the house, the children ____________ (play) in the garden.
6. After the teacher ____________ (go) out, we all ____________ (begin) to make a noise.
7. The farmers ____________ (return) home when the sun ____________ set.
8. After the baby ____________ (go) to sleep, we went out to buy a few things.
9. The spectators ____________ (rush) out of the cinema hall when it ____________ (catch) fire.
10. He ____________ (suffer) from fever for several days before he ____________ (send) for the doctor.

x. Put the verbs in the brackets into the Simple Past or Past Continuous tense:
1. We (write) a letter to the authorities and (ask) them to sort out the matter.
2. I suddenly (find) that I (travel) in the wrong direction.
3. When I (enter) the class-room, I found that the lecture had begun and the teacher (write) on the blackboard.
4. I (hear) the news yesterday itself.
5. It (rain) heavily when he woke up.
6. My daughter, Muskan (read) quietly when a stranger (rush) in.
7. Suresh was (play) cricket when he (hear) the news of the train accident.
8. I (pick) up the receiver and (dial) a number. The bell (ring) but nobody was there.
9. He (find) that they (take) his electronic typewriter.
10. By the time the fire engine (arrive) no one in the house will be alive.

xi. Complete the sentences using these pairs of verbs. Use the past simple in one space and the past continuous in the other.

Met/work, Look/slip, Wait/order, arrive/get, go/get, ski/break

1. When his mother ____________ in the other direction, Manish ____________ away quietly.
2. Somya ____________ her leg while she ____________ in Switzerland's.
3. I ____________ a drink while I ____________ for Manila to arrive.
4. Just as I ____________ into the bath the fire alarm ____________ off.
5. We ____________ when I ____________ in a music shop.
6. Our guests were early. They ____________ as I ____________ changed.
This time use the same tense in both spaces:

Come/put, shut/start, write/drive, take/place, close/sit, not concentrate/think

7. It was an amazing coincidence, just as I ________ to Sheila, she ________ to my house to come and see me.
8. When the taxi ________, I ________ my luggage on the carrier.
9. I ________ the windows as soon as it ________ to rain.
10. She ________ the door and ________ down quickly.
11. He ________ the pizza out of the oven and ________ it carefully on a tray.
12. I'm sorry, I ________ I ________ about Rajesh.

xii. Retell the following as if Borrow were describing his actions as taking place in the present:

The spirit of stone hinge was strong upon me! And after I had remained with my face on the ground for some time, I arose, placed my hat on my head, and taking up my stick and bundle, wandered around the wondrous circle, examining each individual stone, from the greatest to the least; and then, entering by the great door, seated myself upon an immense broad stone, one side of which was supported by several small ones, and the other started upon the earth; and there, in deep meditation, I sat for an hour or two till the sun shone in my face above the tall stones of the eastern side.

(George Borrow)

xiii. Here is a waiter describing how excited he was about something important that was going to happen. He is looking back and describing what he did in the past. Now suppose it is still early the same morning and none of these things has happened. Retell the matter as if the waiter is looking forward to these things happening later in the day. Begin, "All day I shall be like a maniac…"

All day I was like a maniac. Every time I heard a paper boy my heart turned right over. At lunch I got all the orders wrong. I served egg curry instead of dum aloo and if I broke one plate, I broke twenty. My hand was like a shuttle. And then at last I got a paper.
Unit 2

Modals (Auxiliary Verbs)

1. Definition

A verb that helps another verb to form its tense, voice or mood is called an Auxiliary Verb. They are also known as Helping Verbs.

A list of some Auxiliary Verbs is given below:

1. will, would.
2. shall, should.
3. can, could.
4. may, might.
5. must (am to, is to, are to, have to, etc.)
6. ought to, used to, dare, need.

2. Characteristics of Modal Auxiliary

1. Modal Auxiliary is used with the main verb. For example:
   a. She will come.
   b. He might go.
2. Modal auxiliaries are not influenced by the person and number of the noun. For example:
   a. I will run fast.
   b. They will run fast.
3. To is never used before any modal auxiliary. In other words, it will be wrong to write or use—to will; to can, to may, to must, etc.
4. –ing is never used with any modal auxiliary.

3. Uses of Modal auxiliaries

1. Use of Will

   For a present habit.

   Will is used to describe a habit which is peculiar to a person or an animal. For example:
   - Snakes will bite at the slightest provocation.
   - A policeman will always help you.
Will is used in two different ways in the affirmative. That is,

a. Willingness to do something unreasonable. For example:
   If she will eat so much ice cream, of course she will get ill.

b. To convey an order. For example:
   You will drink the milk whether you like it or not.

**in the negative**
In this situation, it can imply a refusal to do something. For example:

He won’t tell me the truth.

**in the interrogative**
Will you? In the interrogative can be used in three different ways. They are as follows:

a) as an invitation to somebody to do something. For example:
   Will you read this book to me?

b) as a request or as a sort of polite imperative. For example:
   Will you turn off the music, please?

c) as a question tag after an imperative. For example:
   Give me the book, will you?

**2. Use of Would**

**For a past habit**
Would is used to describe a habit that has stopped taking place. In other words, it helps in describing a thing that used to take place. For example:

- As a child, he would sit quietly on the terrace for hours.

**After the verb ‘to wish’**
When we want to describe something that has a remote chance of happening, we use the verb to wish usually followed by would. For example:

She wishes it would rain.

We can also use if only to express the same idea of to wish. For example:

If only it would rain.

**Would you? – a question tag**
In the interrogative, ‘would you?’ is a politer alternative to the will you? For example:

a. Would you come here, please?

b. Would you lend me a pen?
**Would rather**

It is used to give a similar meaning as would prefer will give. For example:

- I would rather go to the movies than to stay here alone.

But be careful and do not confuse would rather which means preference with had better which is a moral obligation.

**Would like**

It is a polite way of saying 'want'.

For example:

- I would like to have a cup of tea, please.
- Would he like to go with us on picnic.

**in indirect speech**

While converting the future simple from direct speech to indirect, would is used in the place of will when the reporting verbs in past tense.

For example:

a. They said that snakes would bite on the slightest provocation.
b. He asked me if I would turn off the radio.

**3. Uses of shall**

**in the affirmative**

In this situation, shall conveys an order. For example:

- You shall drink your milk whether you like it or not.

⇒ However, will is usually used in such sentences/situations.

**in the negative**

In this situation, a speaker does not allow something to happen. For example:

- You shall not leave the room until you finish your homework.

**shall I? and shall we? in the interrogative**

It can be used in three different situations and they are as follows:

a. for suggestions and in questions asking for advice and/or instructions. For example:
   - Shall I call him now?
   - Shall we go to the market in car?

b. for offers of help. For example:
   - Shall I give you something to eat?
   - Shall I do it for him?

c. after Let’s as a question tag. For example:
MODALS (AUXILIARY VERBS)

- Let’s sleep here, shall we?
- Let’s eat there, shall we?

4. Uses of should
with advice and duty

It conveys two ideas, one when giving an advice. For example:
- You should go and apologise to him.
- You should try to concentrate more on your studies.

and while describing a sense of duty. For example:
- In difficult times, we should help each other.
- You should be studying for tomorrow’s exam instead of watching television.

⇒ Ought + to can also replace should in the above cases. For example:
- You ought to go and apologise to him.
- In difficult times, we ought to help each other.

after ‘in order that’ and ‘so that’

Should is used in these cases to express an intention. For example:
- I wrote to him in order that he should know when to come.
- We asked her to come here so that she should meet our son.

⇒ So that can also be followed by would in the context but certainly not with in order that.

after ‘in case’

For example:
- I’ll call in case she should think I’m not coming.
- He stayed in case she should have any difficulties.

Use of ‘should’ and omission of ‘if’ in probable conditionals

In a sentence, should is usually placed at the beginning when if is omitted in probable conditionals. Though it can be used in the ordinary speech, it is more often seen in instructions.

For example:
- Should she come, I’ll give her the message.
- Should you be faced with the choice of choosing between truth and lie, choose truth.

‘should have’ with the past participle

It is used to express both advice and duty, but in this case the action did not happen. For example:
- He should have asked her to stay, but he was too shy.
Ravi should have helped his friends more than he did.

**after some verbs and adjectives**

For example:

a. Verbs
   - We agree that they should be punished.
   - The Principal has ordered that she should leave the room.

b. Adjectives
   i. It was necessary that they should leave.
   ii. It’s strange that he should come now.

**in indirect speech**

In an affirmative, negative and interrogative sentence, should is used in the place of shall, while converting the sentence into indirect speech. For example:

- He asked if he should call her?
- He asked if she should give him something to eat.

**5. Uses of can, could and may**

**to express permission**

They are used with the infinitive but without to.

a. They are all used in the interrogative with ‘I’ or we to request permission. But, the use of Can I / we is less polite than the other two forms. For example:
   - Can I ask you something?
   - Could I get you something to eat?
   - May we leave our bags here.

b. To give permission in the present tense ‘can’ and ‘may’ are used. For example:
   - You can stay till morning.
   - They may go to movies if they complete their homework.

   Whereas to express ‘permission’ given in the past, was/were allowed to is used. For example:
   - He was allowed to stay till morning, but still left at night. Why?
   - They were allowed to go to the movies as they had completed their homework.

c. To refuse permission in the present, cannot/can’t or may not is used. For example:
   - No, it’s impossible. You can’t complete this work by night.
   - I’m sorry, but you may not leave the hospital until I say so.

   ⇒ Whereas to express ‘refusal of permission’ in the past, was not/wasn’t allowed to and were not/weren’t allowed to is used. For example:
   - He wasn’t allowed to go to movies because he didn’t complete his homework.
They weren’t allowed to stay there till morning.

d. To request help, can you? or could you? can also be used though it is less polite than the other two. For example:

- Can you tell me when he will come?
- Could you show me how to do this?

6. Uses of can, could and be able

To express Personal Ability or in the negative inability

a. To express present ability, ‘can’ is used whereas cannot/can’t is used for inability. For example:

- I can sing and my friends can sing too.
- It’s no good. I can’t sing as beautifully as you.

b. To express future ability, shall/will be able to is used, whereas shall not/shan’t be able to and will not/won’t be able to is used for inability. For example:

- I shall/will be able to paint better after I practice more.
- You won’t be able to write Arabic after learning it for just a day.

c. To express ability in the Present Perfect, has/have been able to is used, whereas ‘not’ is added to both for inability. For example:

- I’ve been able to walk for more than a month.
- We haven’t been able to find him since he escaped from the prison last year.

d. To express ability in the simple past, either could or was/were able to can be used in accordance with the context given below:

i. To express a past habit, could or was/were able to is used. Moreover, could is also followed by to.

For example:

- Till last year I could/was able to sing.

ii. To express specific past ability only was/were able to is used. For example:

- They were able to save him because the rescue workers reached the spot just in time.

iii. To express inability in the simple past, either could not/couldn’t; was not/wasn’t able to or were not/weren’t able to is used. For example:

- When he was a little boy, he couldn’t/wasn’t able to sing.
- They weren’t able to/couldn’t get out of the burning building.

To express external possibility
When we want to express external possibility/impossibility, then can, be able to or could is used. In other words, when we want to tell something that was not able to take place because of the external circumstance, the we use the above three.

**a. When something is possible the we use can and when something is impossible we use cannot/can’t.**

For example:

- You can buy fruits at any vegetable market.
- They can’t go now because it’s pouring outside.

**b. When something is possible in the future, we use shall/will be able to, whereas to express future impossibility we add not.** For example:

- You will be able to buy fruits at any vegetable market.
- They will not be able to go out because it’s pouring heavily outside.

**c. To express possibility in the present perfect, has/has been able to is used, whereas not is added to show its impossibility.** For example:

- I have been able to sing for a very long time.
- I haven’t been able to sing since last July.

**d. To express possibility in the past, could or was/were able to is used, whereas not is added to show its impossibility.** For example:

- When I came here last year I could/was able to sing.
- They couldn’t/weren’t able to go out because it was pouring heavily.

### 7. Use of may and might; must and cannot

**a. To express doubt, ‘may’ and might is used for both the present or future to mean ‘perhaps something happens’ or ‘will happen’.** For example:

- She may/might sing, but I really don’t know.
- They may/might come today. Their message wasn’t very clear.

⇒ In the same context, not is added to express the negative idea. For example:

- She may not/might not sing, I am not really sure.
- They may not/might not come today. Their message wasn’t very clear.

**b. To express doubt concerning the past, may or might is used with the perfect infinitive without to.** For example:

- She may have/might have gone there yesterday. I’ll ask her to be sure.

⇒ In the same context not is added to express the negative. For example:

- She may not have/might not have gone there yesterday. I’ll go and ask her.

**c. To express belief, ‘must’ can be used in many ways. Such as:**
39

MODALS (AUXILIARY VERBS)

i) To express belief concerning the present, must is used. For example:
   - She can paint, sing and dance. She must be a very talented girl.

ii) To express belief concerning the past, must is used along with perfect infinitive without to. For example:
   - He was the greatest poet of his time. It must have been a pleasure knowing him.

iii) To express disbelief, cannot/can’t and could not/couldn’t is used in many ways.

d. To express disbelief concerning the present, cannot/can’t is used. For example:
   - He cannot be smart if he thinks that birds live in water.

e. To express disbelief concerning the past events, can’t or couldn’t and the perfect infinitive without to is used. For example:
   - “She can’t have/couldn’t have failed. She worked so hard for it.”

8. Uses of ‘be’

with ‘to’

To describe the future events to be is used in the following ways:

a. ‘Be’ is used to express some kind of official event which ‘is to’ take place in the near future. For example:
   - The Prime Minister is to open this school next week.
   - Julia is to receive her degree tomorrow.

⇒ In the same context, the present continuous and the going to future expresses the same meaning. Moreover, its use is more formal.

⇒ The past tense of this formation is as follows:
   - The Prime Minister was to open the school that day.

b. To express something that is going to take place in the very near future, the word be + about to is used. For example:
   - They are about to start their lunch.

⇒ The past tense of this construction will be:
   - They were about to start their lunch when someone knocked at the door.

9. Uses of ‘be’, ‘must’ and ‘have to’

To express obligation all can be used in the following ways:

a. For giving an order, be (with the infinitive + to) is a formal way to express an obligation. For example:
   - Visitors are to remove their shoes before entering the temple.

b. When the speaker himself imposes an order or obligation, then must + the infinitive without to is used. For example:
   - You must drink your milk. I insist!
Moreover, must is also used when the speaker is expressing someone else’s order with which he also agrees. For example:

- The rules says that you must have 75% of attendance to sit in the exam.

c. To express the obligation or order that does not come from the speaker himself but from some outside source, have to with the infinitive is used.

For example:

- New players have to work very hard to prove themselves.
  In the above sentence, the speaker is merely making an observation.

10. **Uses of ‘must’ and ‘have to’ in other tenses and forms is as follows:**

a) In the affirmative

<table>
<thead>
<tr>
<th>Tense</th>
<th>Must</th>
<th>Have to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infinitive</td>
<td>to have to</td>
<td>To have to</td>
</tr>
<tr>
<td>Past</td>
<td>I had to</td>
<td>I had to</td>
</tr>
<tr>
<td>Present</td>
<td>I must</td>
<td>I have to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I have got to</td>
</tr>
<tr>
<td>Future</td>
<td>I must</td>
<td>I shall/I will have to</td>
</tr>
</tbody>
</table>

For example:

- Last week I had to go and receive my father at the airport.
- Today you must go and buy the pair of glasses.

b) In the Interrogative

<table>
<thead>
<tr>
<th>Tense</th>
<th>Must</th>
<th>Have to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>Did you have to?</td>
<td>Did you have to?</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>Have you had to?</td>
<td>Have you had to?</td>
</tr>
<tr>
<td>Present</td>
<td>Must you?</td>
<td>Do you have to?</td>
</tr>
<tr>
<td></td>
<td>Do you have to?</td>
<td>Have you got to?</td>
</tr>
<tr>
<td></td>
<td>Have you got to?</td>
<td></td>
</tr>
<tr>
<td>Future</td>
<td>Same as above</td>
<td>Will you have to?</td>
</tr>
</tbody>
</table>

For example:

- Did you have to go and receive your father at the airport?
- Must I/Do I have to/Have I got to go and buy a pair of glasses today.

c) In the Negative

<table>
<thead>
<tr>
<th>Tense</th>
<th>Must</th>
<th>Have to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>—</td>
<td>I didn’t have to</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>—</td>
<td>I haven’t had to</td>
</tr>
<tr>
<td>Present</td>
<td>I mustn’t</td>
<td>I don’t have to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I haven’t got to</td>
</tr>
<tr>
<td>Future</td>
<td>I mustn’t</td>
<td>I shan’t have to</td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I won’t have to</td>
</tr>
</tbody>
</table>

For example:

a. To forbid an action must not/mustn’t is used. For example:
   • You must not tell them our secret.

b. All the other negative forms listed above means that there is, has been, was or will be no obligation. For example:
   • I didn’t have to go there after all.
   • They won’t have to sell their houses because their debt has been paid.

**11. Uses of didn’t need to do and needn’t have done**

1. To express an action which wasn’t necessary and which wasn’t performed, ‘didn’t need to + the infinitive’ is used. For example:
   • I didn’t need to explain my reasons for leaving to him because I am sure he already knows.

2. To express an action which wasn’t necessary but which was done anyway and needlessly, needn’t + the perfect infinitive is used. For example:
   • I spent all night reading the book and then, when I got back to school, I found I needn’t have read it as it wasn’t in the course.

**Exercises**

a. Write ‘will’ or ‘shall’ in the positive, negative or interrogative form according to the context.

1. New students ________ report at Principal’s office on arrival.
2. ________ you go out for a movie?
3. What ________ I ask about?
4. He ________ take the dog for a walk because it’s snowing.
5. ________ I help you arrange the books.
6. A cat ________ usually drink milk.
7. ________ we start without Raghav?
8. Let’s have a nice cup of coffee, ________ we?
9. All students ________ wear the school badge.
10. A Swiss ________ tell you that Swiss chocolates are the best in the world.

b. Write would, should or should have in the following sentences.

1. They ________ like to visit us next week.
2. You ____________ told him the truth.
3. He gave me the directions so that I ____________ not get lost.
4. She suggested that I ____________ take rest.
5. I’m sorry, but I ____________ rather not do it if you don’t mind.
6. The doctor insisted that I ____________ stop drinking.
7. When my father was a boy, he ____________ walk to school everyday.
8. ____________ anybody phone while I’m out, tell them I’ll be back soon.
9. I find it odd that he ____________ react like that.
10. It’s his own fault; he ____________ looked before crossing the road.

c. In the following sentences, use the correct auxiliary verb form to express permission or request help with the help of can, could or may.
   1. (We) give you a hand?
   2. (You) show me how to do this?
   3. I am sorry, but you (not) park your bus here.
   4. “(I) borrow your book?”
      “No, you (not). You lost the other one.”
   5. (You) lend me your car.
   6. Mr. Kharata, (I) marry your daughter, please?

d. Insert the correct auxiliary verb to express doubt, belief, or disbelief in the given context. Use may and might, must and cannot. Also make any other changes you can.
   1. He (         ) phone tonight. I’m not sure.
   2. It (         ) snow today, so I’ll put the car away.
   3. He (         ) pass his driving test tomorrow, I don’t think he will.
   4. He (         ) be very naïve if he thinks that fish can fly.
   5. I’m working as fast as possible, but I (         ) be able to finish by tomorrow night.
   6. “Who wrote Animal Farm?”
      “Well, George Orwell (         ) written it, but I’m not sure.”

e. Insert the auxiliary verb ‘to be’ in the correct tense in the given sentences.
   1. The students (         ) to leave for Paris next month.
2. She ( ) about marry Prince Charles’s son. The wedding ( ) to take place today.

3. The government ( ) to take action against people who avoid paying tax.

4. The Prime Minister ( ) to appear on TV tonight.

5. I ( ) to call Helena yesterday, but I got busy with some other work.

f. Write is/are to; must or has/have to according to the given context in each of the following sentences.

1. The police sometimes ________ do very unpleasant jobs.

2. Notice in a library: All books ________ be returned after one week.

3. My neighbour ________ leave work at six or he misses his bus.

4. You were very rude to her and you ________ apologise.

5. Nurses ________ work long hours but earn very little.

g. Insert the correct form of ‘need’ and combine it with the verb in brackets.

1. She (clear) the snow from the path this morning because almost a metre has fallen since! what a waste of time!

2. I (put) pesticide on the plants; because it rained all the next day, the chemicals had no effect.

3. If only I’d known she was coming this morning! I (spend) all the night writing her a letter!

4. You (pay) so much for a second-hand scooter. You could have had mine and I’d have given it to you.

5. He (buy) all that juice because we had a lot in the kitchen. However, he didn’t know at that time.

h. Complete the following with modals appropriate to the meaning given in the brackets.

1. You ________ not ask for any more chocolates for the rest of the day. (prohibition)

2. If you ________ do this for me, I ________ be very grateful to you. (polite request)

3. I ________ stay if I ________ (willingness, obligation)

4. You ________ take the initiative and speak to her. (duty)

5. You ________ wait till you are asked to do something. (advisability)

6. It ________ rain soon, or the temperature will soar. (necessity)

7. You ________ not come to see me at my office. It is enough if you give me a call. (absence of compulsion)

8. ________ we go to Jim Corbett Park for our picnic? (suggestion)
9. He _____________ tell his parents the complete truth. (absence of courage)

10. Rajat and his sister Muskan _____________ sit for hours together talking and their father _____________ sit and listen eagerly. (Habitual action in the past)

i. Complete the sentences with 'will have' or 'would have' and the past participle of one of these verbs.
   Spend, forget, develop, call, save, collapse, pass, disapprove, enjoy, receive.

1. I am sure you _____________ your letter of appointment by now.
2. I _____________ the home to tell that I would be late, but I was stuck in a meeting.
3. The government _____________ years ago without the support of the allied parties.
4. Radhika's mother certainly _____________ of the amount of make-up she was wearing.
5. Ravi is going to spend a year away from his family in Japan. By the time he sees his friends again he _____________ what they look.
6. Why didn't you buy the vegetables from the market? You _____________ a lot of money.
7. Professor Larry is confident that before the year 2020, scientists _____________ a cure for the AIDS.
8. Even if I had worked harder, I don't think I _____________ the science exam.
9. By the time we reach Australia on Thursday, we _____________ over 45 hours travelling.
10. It's a pity that Samir wasn't there to see the play. He _____________ it.

j. Which sentence, (a) or (b), is most likely to follow the one given?

1. Don't throw the toys away, give it to Rajat.
   a. She might have liked it.
   b. She might like it.

2. When he went out this morning he left his bag here.
   a. He might have meant to leave it behind.
   b. He might mean to leave it behind.

3. Nobody knows where the money has gone.
   a. It might have been stolen.
   b. It might be stolen.

4. Don’t wait for me.
   a. I might be a few minutes late.
   b. I might have been a few minutes late.

5. Don’t throw away the rest of the food.
   a. We might want it for dinner.
   b. We might have wanted it for dinner.
k. Write new sentences with a similar meaning. Use 'have/ has got to' where it is possible or preferable; otherwise use have/has to.

1. It is rarely necessary to tell Radhika anything twice.
2. Was it necessary for you to pay Rahul to fix the window.
3. It is sometimes necessary for John to clean his neighbour's car before they give him any pocket money.
4. It is necessary to do all of this work before the end of the week.
5. It is necessary to build the bridge to take traffic away from the city centre.
6. Is it necessary for us to sleep early tomorrow night?
7. It wasn’t necessary for her to take time off work when her mother was ill.

1. Match the following:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You mustn't eat ice cream</td>
<td>a. to enjoy drawing.</td>
</tr>
<tr>
<td>2. You don't have to point well</td>
<td>b. who gave them the information.</td>
</tr>
<tr>
<td>3. Newspapers mustn't</td>
<td>c. to use the swimming pool.</td>
</tr>
<tr>
<td>4. You mustn't keep knives</td>
<td>d. to play on the road.</td>
</tr>
<tr>
<td>5. You don't have to be a member</td>
<td>e. mislead the public.</td>
</tr>
<tr>
<td>6. You don’t have to drink alcohol</td>
<td>f. where children get them.</td>
</tr>
<tr>
<td>7. You mustn’t be surprised</td>
<td>g. when you’ve got cold.</td>
</tr>
<tr>
<td>8. Kids mustn’t be allowed</td>
<td>h. if management disapproves this.</td>
</tr>
<tr>
<td>9. Journalist don't have to say</td>
<td>i. when you go to a party.</td>
</tr>
</tbody>
</table>
Unit 3
The Passive Voice

Introduction
The passive voice in English is very important and often used both in conversational and formal language.

Changing a Verb into the Passive Voice
Form: A verb in the active form (e.g. takes, was writing, has admired etc.) is made passive by introducing an appropriate form of the verb ‘to be’ and by changing the form of the active verb to its past participle.

For example:
- takes …………. becomes …………. is taken
- was  writing …………. becomes …………. was being written
- has admired …………. becomes …………. has been admired

Note that the passive form of continuous tenses uses the continuous form of the verb to be (i.e., was writing becomes was being written).

The following is a list of verb tenses in the active and passive forms.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past Perfect Simple</td>
<td>had taken</td>
<td>had been taken</td>
</tr>
<tr>
<td>Past Simple</td>
<td>Took</td>
<td>was/were taken</td>
</tr>
<tr>
<td>Past Continuous</td>
<td>was/were taking</td>
<td>was/were being taken</td>
</tr>
<tr>
<td>Present Perfect Simple</td>
<td>has/have taken</td>
<td>has/have been taken</td>
</tr>
<tr>
<td>Present Simple</td>
<td>takes take</td>
<td>Is taken</td>
</tr>
<tr>
<td>Present Continuous</td>
<td>am/is/are taking</td>
<td>am/is/are being taken</td>
</tr>
<tr>
<td>Future simple</td>
<td>shall/will take</td>
<td>shall/will be taken</td>
</tr>
<tr>
<td>Going to future</td>
<td>am/is/are going to take</td>
<td>am/is/are going to be taken</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tense</th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conditional</td>
<td>should/would take</td>
<td>should/would be taken</td>
</tr>
</tbody>
</table>
**Formation of the Passive Form of Auxiliary Verbs**

With auxiliary verbs, the infinitive form of the main verb is converted into the passive infinitive.

a. **Actv.** They ought to send these packets by post.
    
    **Pass.** These packets ought to be sent by post.

b. **Actv.** You should polish your shoes everyday.
    
    **Pass.** Your shoes should be polished everyday.

**Sentence Structure**

The sentence structure is changed when a sentence is converted from the active to the passive voice. Let us look at these examples:

a. **Actv.** They built a new house.
    
    **Pass.** A new house was built.

b. **Actv.** Someone has broken these showpieces.
    
    **Pass.** These showpieces have been broken.

There are four very important points to remember here:

i. The object of the active sentence (e.g. a new house/these showpieces) becomes the subject of the passive sentence.

ii. When the subject of the passive sentence is plural (e.g. these showpieces), the verb must be put into the plural form (e.g. have been broken).

iii. The tense of the verb remains the same and must not be changed.

iv. The subject of the active sentence (e.g. they/someone) is eliminated in the passive when it is not important. We should avoid finishing the sentence with ‘by them’ or ‘by someone’.

**Elimination of no one and nobody in passive sentences:**

No one and nobody are both eliminated when an active sentence is made passive:

a. **Actv.** No one has done it.
Pass.  It hasn’t been done.

Pass.  He was never seen again or
He wasn’t ever seen again.

c.  Actv.  Nobody ever said anything about it.
Pass.  Nothing was ever said about it.

Use or Non-use of the Agent in Passive Sentences

In all of the above examples, the person who performs the active (e.g. they, someone, no one or you) is omitted because he/she/they are less important than the action itself i.e. the most important idea in the sentence is the action, not the person who is doing it. This person (or ‘agent’) is also omitted if he is unknown, or if mentioning him is unnecessary:

a.  Actv.  As he walked to office, someone hit him on the head.
Pass.  As he walked to office, he was hit on the head.

b.  Actv.  When I went to Paris, someone stole my ring.
Pass.  When I went to Paris, my ring was stolen.

c.  Actv.  They built this house in only three weeks.
Pass.  This house was built in only three weeks.

However, when the agent is important, it is included in the passive form of the sentence and is introduction by means of the preposition by:

Pass.  This piece of music was composed by Bard.

b.  Actv.  Rabindranath Tagore wrote the Indian National Anthem.
Pass.  The Indian National Anthem was written by Rabindranath Tagore.

Conversion to the Passive Voice of Verbs with both a Direct and an Indirect Object

Some verbs take both a direct and an indirect object. Take care when converting such expressions into the passive. Let us look at these examples:

a.  Actv.  Some one told me a funny incident
Subject     verb     Indirect object     Direct object
Pass.  I was told a funny incident
Subject     verb     Direct object

NOTE:

i.  The indirect object in the active sentence (me) becomes the subject of the passive sentence, and is transformed into I.

ii.  The verb is, of course, converted into the passive voice.
iii. The direct object in the active sentence remains the direct object in the passive sentence.

iv. The original subject is eliminated in this particular context because it is unimportant. Look at these examples:

a. **Actv.** Someone sent him a box of chocolates.
   
   **Actv.** Someone sent a box of chocolates to him.
   
   **Pass.** He was sent a box of chocolates.

b. **Actv.** The President sent my parents an invitation card.
   
   **Pass.** My parents were sent an invitation card by the President.

Although second variations of these sentences are theoretically possible, these are generally considered clumsy and should be avoided whenever possible.

### Use of Preposition in Passive Sentences

Let us consider these examples:

a. **Actv.** Who wrote Famous Five?
   
   **Pass.** Who was Famous Five written by?

b. **Actv.** Where did they take him to?
   
   **Pass.** Where was he taken to?

c. **Actv.** They looked at him in a strange way.
   
   **Pass.** He was looked at in a strange way.

Notice how the preposition comes directly after the verb.

**Use of the preposition ‘with’ in the passive voice:**

The preposition ‘with’, instead of by, is used in certain cases:

i. His house was covered with snow.

ii. This pillow is filled with cotton.

iii. This ice-cream is made with powdered milk.

‘With’ is used because snow, powdered milk and cotton are not the agents of the actions discussed.

### Verbs with Two Passive Forms

Use of certain verbs which have two passive forms:

Certain verbs, when in the passive, can take either of two possible forms:

- People/they know that he is very cunning.

…… can either be transformed into:
It is known that he is very cunning …. or:
He is known to be very cunning.
Let us see these examples:

a. Actv. People believe that he killed his father.
   Pass. 1 It is believed that he killed his father.
   Pass. 2 He is believed to have killed his father.

b. Actv. They said that he stole the documents.
   Pass. 1 It was said that he stole the documents.
   Pass. 2 He was said to have stolen the documents.

Same other verbs which take this sort of construction are:
accept acknowledge agree
believe claim consider
find know presume
report say suppose
think understand

**Exercises**

1. Change the following verbs from the active to the passive form. Make sure that the tense remains the same.

   a. breaks
e. trod
f. tore
h. would take
j. seeks
b. woke
f. bore
g. bore
h. would take
i. are telling
j. seeks
c. shall lend
d. forbid
f. tore
g. bore
h. would take
i. are telling
j. seeks
k. will keep
l. lighting
m. would bear
n. has met
o. should lose
p. splits
q. began
r. were hitting
s. threw
t. has put

2. Change these sentences into the passive form. Write out the complete sentence in each case.

   a. You ought to clean your shoes more regularly.
b. They should wash these clothes.
c. You must finish the work before evening.
d. They can find these candles in the ware house.
e. They can’t leave their pet locked up.
f. Mohan beat his neighbour yesterday.
g. The peon will ring the bell.
h. The mason mends the pane.
3. Put the following sentences into passive voice:
   a. Woollen clothes keep us warm in winter.
   b. The judge found the prisoner innocent.
   c. Our telephone lines have been cut.
   d. He taught me how to do well in exams.
   e. The news surprised us.
   f. Someone left his watch in the boardroom yesterday.
   g. The postman clears this box three times everyday.
   h. When did Avik come home from his school?
   i. Are they building a new flyover on this road?
   j. The police gave up the search after a month.
   k. Someone stole my wallet.
   l. His friends laughed at him.
   m. They sent for the doctor.
   n. Bipin knocked at the door.
   o. Rakesh ordered a new pair of shoes.

4. Change these sentences into the passive form. Write out the complete sentences in each case.
   a. Someone found his jewels.
   b. They have painted a picture.
   d. They are going to demolish the illegal constructions.
   e. Nobody used that house again.
   f. They were selling beautiful flowers.
   g. Someone would shut the gate every night at eight.
   h. No one has mopped the floor.
   i. You should polish your shoes regularly.
   j. Someone must ask them to remain quiet.

5. Put these sentences into the passive form, deciding whether an agent is necessary or not.
   a. Milton wrote Paradise Lost.
   b. Someone switched off the light.
   c. People soon forgot his art.
   d. Pick pockets have just stolen my purse.
   e. You can watch the programme on National Channel today.
   f. He invented a new machine.
   g. They liberated France in 1944.
   h. Rabindranath Tagore wrote Geetanjali.
   i. You can find this book in the Council library.
6. Change the following sentences into the passive form giving two different forms for each sentence.

a. They acknowledge that he is the greatest football player.
   i. ______________________
   ii. ______________________

b. Journalists report that the notorious gangster is living in Afghanistan.
   i. ______________________
   ii. ______________________

c. People generally agree that he was guilty.
   i. ______________________
   ii. ______________________

d. People thought that he escaped the crash.
   i. ______________________
   ii. ______________________

e. They said that Nathuram Godse assassinated Mahatma Gandhi.
   i. ______________________
   ii. ______________________

f. They found that the house was too expensive.
   i. ______________________
   ii. ______________________

h. They understand that he speaks excellent Sanskrit.
   i. ______________________
   ii. ______________________

i. They claim that smoking is harmful to one’s health.
   i. ______________________
   ii. ______________________

7. Rewrite these sentences. Instead of using ‘people’, ‘somebody’ or ‘they’, write a passive sentence with an appropriate verb form:

a. Somebody introduced me to Mr. Jatin Das last week.

b. People are littering large amount of garbage everyday.

c. Somebody has bought the land next to Priti’s house.

d. Somebody had already lodged a complaint before I could.

e. I hope they will have completed all the work by tomorrow.

f. People were using the park, so we could not play.

g. Somebody will tell you when you should meet the reporter.

h. They should have checked out of the hotel by the time you arrived.

i. No doubt somebody will blame me for the problem.

j. People expect better results soon.

8. Change the following sentences from passive to active:

a. By whom was this cup broken?  
   b. He was made king by them.
c. You are requested to enter by this door.  

d. Why should I be suspected by you?  

e. The injured were at once removed to the hospital.  

f. Promises must be kept at all costs.  

g. I was greatly impressed by the show.  

h. We shall be blamed by everyone.  

i. The child was knocked down by a car.  

j. My pocket has been picked.
Unit 4

Questions

Introduction
Questions play an important part in everyday communication. If you understand them, you can reply correctly and ask questions yourself.

Questions without inversion of the Verb
No inversion when interrogative pronouns are subjects: subject and verb are not automatically inverted in a question. Let us look at these examples:

- What made you run inside the house?
- Who drinks lots of coffee?
- Which car hit the tree?
- Whose pencil broke?

In the first two examples ‘what’ and ‘who’ are interrogative pronouns, whereas in the most two examples ‘which’ and ‘whose’ are interrogative adjectives which (+car) and whose (+pencil) are the subjects of the questions. The answers to these questions demonstrate the facts:

Q. What made you run inside the house?
Ans. The storm made me run inside the house.

Q. Who drinks lots of coffee?
Ans. John drinks lots of coffee.

Q. Which car hit the tree?
Ans. The blue car hit the tree.

Q. Whose pencil broke?
Ans. Harry's pencil broke.

NOTE: Therefore, when the interrogative (or 'question word') is the subject, there is no inversion and no auxiliary verb 'do'. Consequently, sentences such as what did make you run inside? And who does drink lots of coffee? are to be avoided.

Questions with inversion of the verb
Use of inversion when interrogative pronouns are objects:

If the interrogative pronouns and adjectives are used as objects, inversion does take place and, if no other auxiliary verb is used, the correct form of ‘do’ is added.
Q. What does she like?
Ans. She likes playing.
Q. Who (m) did the dog bite?
Ans. The dog bit the milkman.
Q. Which do you prefer?
Ans. I prefer that one.
Q. Which dress have you chosen?
Ans. I have chosen this dress.
Q. Whose computer did they steal?
Ans. They stole Mr. Brown's computer.

**NOTE:**
2. The answer is in the same tense as the question.

Use of prepositions in interrogatives: In Modern English, prepositions in interrogative sentences are placed immediately after the verb.

Q. Who (m) did they laugh at?
Ans. They laughed at their classmate.
Q. What was he listening to ?
Ans. He was listening to music.

Avoid, therefore, asking old-fashioned questions such as:

At whom did they laugh?
To what was he listening?

**What?**

Use of ‘what?’ as an interrogative pronoun and as an interrogative adjective:

Q. What does she like?
Ans. She likes ice cream.
Q. What kind/What sort of ice cream does she like?
Ans. She likes chocolate ice cream.
Q. What is he doing? (=What is he doing at the moment?)
Ans. He is doing his homework.
Q. What does he do? (=What job does he do?)
Ans. He's a doctor.
Q. What did he do? (Asking about a job or a specific incident in the past)
QUESTIONS

Ans. 1. He was a doctor. (Job)
Ans. 2. He broke his pencil. (specific incident)

Q. What does `humid` mean?
Ans. `Humid' means `hot and wet'.

Q. What day is it today?
Ans. It's Thursday (today).

Q. What date is it today?
Ans. It's May 1st (today).

Q. What size shirts does he take?
Ans. He takes size 40 shirts.

Q. What do you call a Scottish church? (Not How?)
Ans. You call a Scottish church a Kirk.

Q. What time (or: When) is she arriving?
Ans. She's arriving at six o'clock.

Q. What is a corkscrew for?
Ans. A corkscrew is for opening bottles With.

Q. What are you writing to him for? (or: why are you writing to him?)
Ans. I'm writing to him because I think I should.

Q. What happened to you yesterday?
Ans. I was not well yesterday.

**Use of what? plus like?**

The word like is very frequently used when asking questions:

Q. What's the weather like?
Ans. It's very hot.

Q. What was the trip like? (Not How?)
Ans. The trip was long and boring.

Q. What does it feel like to have lost your dog?
Ans. It feels very painful.

Q. What does it look like?
Ans. It looks like a caterpillar, but I'm not sure it is.

Q. What does his new record sound like?
Ans. His new record sounds excellent.
Q. What does the dish taste like?
Ans. The dish tastes delicious.
Q. What does she look like?
Ans. She looks like her mother.
Q. What is he like? (Asking about physical appearance or personality).
Ans. 1. He is extremely good-looking. (Physical appearance).
Ans. 2. He is very cheerful. (Personality).

How?, When?, Where? and Why?

Use of How?, When?, Where? and why? As interrogative adverbs:

Now look at these questions and answers:
Q. How did he fare in his exams?
Ans. He fared very well in his exams.
Q. How is she now?
Ans. She's better now.
Q. How can I help you?
Ans. You can help by washing the dishes.
Q. How deep is the well?
Ans. The well is twenty metres deep.
Q. How far (away) is (it to) the nearest shop?
Ans. The nearest shop is one kilometer away.
Q. How fast can that car travel?
Ans. That car can travel at 120 k.p.h.
Q. How high is that building?
Ans. That building is over forty metres high.
Q. How long did she go there for? (time)
Ans. She went there for one week.
Q. How old is he?
Ans. He's twenty-one.
Q. How often do they write to you?
Ans. They write to me thrice a month.
Q. When did she get here?
QUESTIONS

Ans. She got here yesterday.
Q. When are you joining your new job?
Ans. I'm joining my new job next Monday.
Q. Where did you go to?
Ans. I went to the theatre.
Q. Why did they go there?
Ans. They went there to see a movie.

Exercises

i. Put the verbs into the interrogative form.
   1. He comes.
   2. They have come.
   3. She wept.
   4. She's going.
   5. It was snowing.
   6. There was a storm.
   7. He beat.
   8. They are not laughing.
   9. I have not got that book yet.
   10. You are not going to win today.

ii. Make questions for the given answers which are related to the underlined words in the answers.
   1. Question:
      Answer: This movie is the most entertaining.
   2. Question:
      Answer: Shine broke all the glasses.
   3. Question:
      Answer: My pencil fell off the table.
   4. Question:
      Answers: The one over there is the oldest.
   5. Question:
      Answer: His sister looks like an angel.
   6. Question:
      Answer: Minti and Mani are coming this afternoon.
7. Question:
   Answer: My neighbour owns a White Toyota.

8. Question:
   Answer: He said that:

9. Question:
   Answer: Harish and Sunil know German.

10. Question:
    Answer: That monkey snatched my camera!

iii. Use ‘What?’ in each question while you convert the given sentences into interrogative form.

1. She is extremely beautiful.
2. It was very calm last night.
3. He is a painter.
4. It is early in the morning.
5. It tastes like mint.
6. That roast chicken looks delicious.
7. A hammer is used for knocking nails into wood.
8. I need my reading glasses.
9. He did it because he wanted to do it.
10. Today is Monday.

iv. Use any appropriate wh – word and the given verb to complete the question. If possible try to include ‘that’.

1. ________ you don't like Neeraj? (say).
2. ________ would be a good person to ask? (think).
3. ________ he'll be arriving? (suppose).
4. ________ I should do to lose weight? (recommend).
5. ________ is a good time to arrive? (suggest).
6. ________ we should go for a walk? (advise).
7. ________ should be the next to resign? (guess).
8. ________ is wrong with Martha? (suppose).
9.  ———— are you going this summer? (thought)
10. ———— didn't tell me earlier? (hide).

v.  Give an appropriate negative question for each situation.

1. a.  Can you show me where he works?
     b.  why?
2. a.  I'm afraid I won't be able to help you?
     b.  Why not?
3. a.  I've recently resigned from my job.
     b.  Why?
4. a.  Will you help me find my earrings?
     b.  Why?
5. a.  May be we should postpone our trip to Pune.
     b.  Why?
6. a.  We might as well sleep now.
     b.  Why?
7. a.  I'm sorry, but I cannot help you.
     b.  Why not?
8. a.  I was waiting for you the whole day.
     b.  Why?
9. a.  I have not been able to complete my painting.
     b.  Why not?
10. a.  I have broken my friendship with Rajesh.
     b.  Why?

vi.  Complete the sentences with 'how', what or both if possible.

1. '——— is your dog now?
2. '——— about having a cup of tea?
3. '——— did you enjoy your vacation?
4. '——— do you do in your free time?
5. '——— do you manage to work so hard?
6. '——— do you plan to cook in the contest?
7. '——— did you think of his story?
8. '——— will you go there?
9. '_________ is your nephew’s name?'
10. '_________ do you like my new house?'
Unit 5

Verbs – Infinitives, 'ing' Form

Introduction

The non-finite verbs are those verbs which are not limited by number, person or tense. For example:

a. He wants to drive the cars.
b. They want to drive the cars.
c. Sheila wanted to drive the car.
d. I want to drive the car.
e. She will want to drive the car.

In all these examples ‘to drive’ did not change even when the other verb ‘want’ kept changing according to the number, person and tense.

Hence ‘to drive’ is a non-finite verb.

There are three types of non-finite verbs: They are:

a. The Gerunds.
b. The Infinitives.
c. The Participles.

The Gerund

Form

A gerund is a noun which is formed from a verb by adding the letters ‘ing’ after the infinitive form of the verb, without ‘to’.

a. to eat/eat/eating
b. to live/live/living
c. to make/make/making
d. to smile/smile/smiling

A gerund in the negative is preceded by ‘not’

a. not eating.
b. not living.
c. not making.
d. not smiling.

Uses of Gerunds
Let us study some uses of gerunds.

1. After Prepositions: One of the easiest things about gerunds is that, when a verb follows a preposition, it is always in the gerund form:
   a. What about going for a walk?
   b. After seeing the film, she bought the sound track.
   c. Before going to bed, she put the cat out.
   d. Between eating and listening to the news, I rang Mum.
   e. There is no point in shouting here.

   Notice in particular the use of the gerund with the preposition to:
   i. We are looking forward to seeing you on Sunday.
   ii. The thief confessed to stealing the old lady’s money.
   iii. My mother is used to making her own spices.
       (= is accustomed to making)
       He used to go there every week. (past habit)

2. After do and go: The verb ‘do ’plus a’lot of” or ‘much’ is also followed by the gerund:
   a. She does a lot of swimming.
   b. We did a lot of mountaineering when we were in Shilong.
   c. He doesn’t do much exercising.
   d. She doesn’t do much travelling.

   Similarly, the verb ‘go’, when describing certain sports, is also used with the gerund:
   a. She likes to go walking but she doesn’t like to go jogging.
   b. In summer he goes sea surfing and in winter he goes Para diving.
   c. She likes to go touring in autumn breaks.

3. After certain verbs: All of the verbs in the given example are followed by gerunds:

   Form: Subject + verb + gerund + rest of the sentence.
   a. He admitted copying in the exam.
   b. I appreciate visiting old historical places from time to time.
   c. They considered buying a new refrigerator.
   d. My cat detests getting wet in the rain.
   e. I enjoy listening to instrumentals.
   f. I don’t feel like going to work today.
   g. If you go on crying, I shall be annoyed.
h. If they keep on talking, I will punish them.
i. He stopped working at five and went home.

Notice also these constructions:

i. I can’t bear listening to my mother’s lectures.
ii. She can’t help laughing as soon as she sees him.
iii. I can’t resist eating this cake.
iv. We can’t stand watching that programme on T.V.

4. With possessive adjectives: The gerund, like any other noun, can be preceded by a possessive adjective or by a noun in the possessive case:

a. Pardon my saying this, but you were rather tactless.
b. I can’t imagine Dabas taking such risks.

However, the object pronoun is becoming very popular.

i. Pardon me for saying this, but you were rather tactless.
ii. I can’t imagine Viney taking such risks.

**Some other uses of Gerunds**

Uses of gerunds with verbs of like, dislike and preference.

1. The verbs love, hate, like and dislike are generally followed by the gerund.
   a. I love playing football on holidays.
   b. My cat hates going out in the rain.
   c. His brother dislikes ironing his own clothes.

2. If ‘to prefer’ is followed by two verbs describing a habit, these verbs take the form of the gerunds.
   a. The old general has always preferred reading the newspaper to watching the news on television.

Uses of gerunds with forget, regret and remember.

The use of gerunds with verbs ‘forget’, ‘regret’ and remember is a little typical. Let us see the following examples to understand the usage.

a. Do you remember coming to my house last year?
b. Do you remember (now) coming to my house (before)?

Of the two verbs in the sentence (remember and coming), the first one to take place chronologically is ‘coming’.

A similar situation exists in this sentence:

a. He will never forget going to her place on Sundays.
Again, the first action to take place chronologically is the verb ‘going’.

What we have can be chalked out in the following way:

forget/regret/remember + gerund  
(second action)  (first action)

Some other examples are:

a. In the end, he regretted staying alone.

b. He told the policeman, he didn’t remember stealing the necklace.

**Use of gerunds with ‘try’**

With the gerund, try means ‘to experiment’ or to do something to see if it works:

a. If you can’t get your car to start, try cleaning the carburetor.

b. Before shampooing your hair, try massaging them with hot oil.

c. When using a pesticide, try covering your nose and mouth.

**Use of gerunds with ‘need’ and ‘want’**

With the verbs ‘need’ and ‘want’, the gerund gives a passive meaning to the verb which follows:

a. My car needs repainting. (= needs to be repainted)

b. Your hair wants trimming. (= wants = needs to be trimmed)

**Infinitives**

Use of infinitives after certain verbs.

Form: Subject + verb + infinitive + rest of the sentence.

Let us look at the following examples to understand better.

a. We can’t afford to go away on holiday this year.

b. They agreed to help us decorate the drawing-room.

c. Vineeta appeared to be very tired.

d. If you choose to come with us, please let us know.

e. Don’t be surprised if he comes to ask you for some money.

f. I happen to know that he’s a friend of yours.

g. I helped (to) cook the meal.

h. The servant hurried to cook the vegetable.

i. He intends to make a speech tomorrow.

j. I learnt to play the piano when I was in school.

k. We managed to persuade him to accompany us.

l. They meant to help us but could not.
m. After the party, he offered to drive me back.

n. The little boy pretended not to hear.

o. Vinit promised to come here at five.

p. Rocky proved to be an exceptionally bright child.

q. The driver refused to be admitted the hospital.

r. You don’t seem to be in a good mood today.

s. They want to finish the book as soon as possible.

**NOTE:** If two infinitives depend on the same verb, the second ‘to’ is omitted and the infinitive is preceded by ‘and’.

i. Next year I want to get a job and buy a bike.

ii. She wanted to finish early and go home.

**Object and infinitive construction after certain verbs**

Certain verbs are followed not only by an infinitive, but by an object and then the infinitive.

Form: Subject + verb + object + infinitive + rest of the sentence.

Such verbs fall into two groups:

1. Some of the verbs may take this sort of construction, like
   a. He asked her to reply to the letter.
   b. She begged him not to leave her.
   c. They requested him to be their leader.
   d. Rajat expects you to live here this weekend.
   e. They helped me (to) understand the problem.
   f. He had meant us to do the work.
   g. I would prefer you to do it rather than Simon.
   h. The teacher wanted them to listen to the cassette.

2. The verbs in the following examples are not used with an infinitive alone but with an object and infinitive together.
   a. He advised you to visit a doctor.
   b. The instructor allowed them to have a break.
   c. The accident caused them to postpone their plans.
   d. The warden compelled him to submit his apology.
   e. The old man encouraged the boy to try once more.
   f. His father forbade him to go there.
   g. The manager forced the clerk to open the safe.
   h. We invited her to dance at the party.
i. They obliged us to tell the truth.

j. Mr. Deepak teaches me to play the guitar.

k. Tell him to make up his mind quickly.

l. I warned him to avoid his company, but he wouldn’t listen.

Use of infinitives with certain verbs in the passive voice

1. The verbs shown in the above section, are also used in the passive voice with an infinitive.
   a. You were advised not to waste your time.
   b. I was allowed to have a break.
   c. He was compelled to submit his apology.
   d. He was forbidden by his father to go there.
   e. We were obliged to tell the truth.

2. There are other verbs in the passive voice which can be followed by an infinitive or by a perfect infinitive (to have been, to have danced), when the action it describes took place before the verb in the passive.

Use of verbs in how + to infinitive pattern

We use the verb + how + to infinitive pattern if we wish to know/ask/follow/tell the way of doing something.

a. I know how to paint.

b. I discovered how to learn new recipes.

c. He explained to me how to solve this problem.

d. I wondered how to win the championship.

NOTE: It is a common mistake to use ‘know’ without ‘how’ in the to-infinitive pattern.

i. I know to drive a car (✗)

ii. I know how to drive a car (✓)

Use of to-infinitives after adjectives

To-infinitives may be used after adjectives to express emotions, to express the quality of a noun, or to show behaviour, result etc. A number of adjectives are used in this pattern.

a. I am happy to receive this trophy.

b. It was rude to treat him like that.

c. The girl was frightened to swim for the first time.

d. This painting is easy to paint.

e. He is a very able person to do the work.
f. This man has an absurd way of talking to others.
g. This is an amusing story to read.
h. It is foolish to feel scared.
i. It is interesting to note this fact.
j. I am inclined to believe him.

Some other adjectives used in this pattern are: astonishing, careful, certain, eager, face, fine, dangerous, delighted, determined, slow, sad, proud, strange, hard, glad, convenient etc.

**Use of infinitives with Nouns**

To-infinitives can be used with nouns to modify them or to show how they can be used or what is to be done with them.

a. I have an ambition to become a doctor.
b. I have some essays to compose.
c. I have an invitation to attend the seminar.
d. I have a tendency to forget past events.
e. He has the ability to pass the interview.

**Use of to-infinitive as a subject**

a. To play with fire is dangerous.
b. To obey our elders is our duty.

**Use of infinitives with ‘for’ + object**

The infinitive (with to) is also used with the preposition for and an object. The construction to be used is as follows:

Subject + verbs + for + object + infinitive

a. I can’t wait for her to arrive.
b. I have borrowed these photos for you to look at.
c. There is no need for her to say such things.
d. There is too much work for us to do.
e. There is not enough for them to eat.

Notice also the following cases:

i. His problem is that he hasn’t got enough to do.
ii. He was too lazy to get up.
iii. I was the second person to arrive.
iv. It is time to go home.

**Use of infinitives to describe an intention**

The infinitive can be used to describe an intention (i.e. as adverb of intention, purpose, etc.):

a. She went to the bank (in order) to get her cheque deposited.

b. They opened all the windows to let some fresh air in.

c. He ran all the way to catch the bus.

d. Shuba worked hard to pass her exams.

**Use of infinitives with verbs of likes, dislikes and preference**

1. When in the conditional, the following verbs can only take the infinitive:

a. She says she would hate to leave Goa.

b. They wouldn’t like to hear you say that.

c. I would love to come and meet you tomorrow.

2. If the context is specific and introduced by ‘prefer’ in the conditional, infinitives are used.

a. “Now then! Would you prefer to come dining with me or stay here?”

   “Neither! As a matter of fact, I think I would prefer to go home.”

b. I would prefer to read a novel than do my assignment.

3. ‘Would rather’ and ‘had better’ take the infinitive without to:

a. They would rather stay at home than go out.

b. She would rather eat fruit salad than French fries.

c. You have already said too much. You had better be quiet.

d. It’s late so I had better get my coat and leave.

**Use of infinitives with forget, regret and remember**

With verbs like forget, regret and remember, there is a typical use of the infinitive. For example:

   He always forgets to say thank you
   He always forgets (now) to say thank you (afterwards)

Chronologically, therefore, the first action is ‘forgets’ and the second is ‘to say thank you’.

The situation is thus:

Forget/regret/remember + infinitive
(first action) (second action)

a. Remember to switch the lights off.

b. I regret to inform you that I shall be unable to attend the meeting.

c. The manager forgot to lock the door.

d. Don’t worry! I shall remember to send you a card on your birthday.
e. We regret to announce the death of our employer.

**Use of infinitives with ‘try’**

With the infinitive (with to), ‘try’ means to try hard to achieve something difficult.

a. I tried to tell him, but he wouldn’t listen.

b. We saw him trying to teach his dog to open the door.

c. I don’t speak Tamil. I tried to learn it years ago but found it too hard.

**Use of infinitives with ‘need’ and ‘want’**

With the verbs ‘need’ and ‘want’, the infinitive has an active meaning.

a. I need to see her as soon as possible.

b. He wants to leave tomorrow.

**The Participles**

Form: The participle is a non-finite verb. It has some of the qualities of adverb and adjective.

Participles are of three kinds:

a. The Present Participle or the Active Participle:
   
   It represents an action which is going on and its form is 
   
   Verb + ing

b. The Past Participle:
   
   It expresses the completed action and usually ends with ‘ed’, ‘d’, ‘t’, ‘en’ or some other third form of the verb.

c. The Perfect Participle:
   
   It expresses an action completed at some time in the past and is formed by putting ‘having’ before the past participle.

**The Present Participle**

The present participle is used in the following ways:

1. as an adjective:
   
   a. I saw a burning train.

   b. This is an amusing story.

2. as a subject complement:
   
   a. The movie was appealing.

   b. His behaviour was saddening

3. as an object complement:
a. I saw Rajiv taking the bus.
b. I heard the ambulance ringing the siren.

to express two actions that are happening side by side:

a. I felt the bed shaking.
b. The girls entered carrying books.

5. to perform the function of an adverbial clause, chiefly of time, reason, condition etc.

When he arrived home, he found the door open.

= Arriving home, he found the door open.

6. to replace a relative clause:

The girl who is standing in the corner is my best friend.

= The girl standing in the corner is my best friend.

**Present Participle and the Infinitive**

We can use both the Present Participle and the infinitive with verbs like feel, have, hear, notice, see, watch, etc. but the usage varies slightly for both the cases:

1. The present participle with these verbs denote an action which is in progress and has a certain duration.

a. I saw her coming down stairs.
b. I felt the table shaking.
c. I watched him running across the road.

2. The infinitive with these verbs refers to an action that is complete.

a. I saw her come downstairs.
b. I felt the table shake.
c. I watched him run across the road.

**The Past Participle**

The past participle is used:

1. as an adjective
   - The defeated team returned dejected.

2. as a subject complement:
   - He became dejected.

3. as an object complement:
   - I found the rains unguarded.

4. to express the first of the two actions where the two actions occur consecutively and the first one is immediately followed by the second.
● Shot by a bullet, the deer fell on the ground.
5. to replace a relative clause:
● Please tell me about the lesson which was taught yesterday.
= Please tell me about the lesson taught yesterday.
6. the past participle may also follow the noun or pronoun it qualifies.
● Do you know the number of persons killed in the stampede?

The Perfect Participle

Form: The perfect participle is formed by having the third form of the verb.
The perfect participle is used to combine two sentences when one action is followed by another with the same subject.
a. Having seen her off, he returned.
b. Having completed the work, she slept peacefully.
c. Having met him earlier, I could recognise him.

Exercises

1. Put the verbs in brackets into the correct form (gerund or infinitive)
   a. I prefer (drive) to (be driven).
   b. I suggest (telephone) the hospitals before (ask) the police (look) for him.
   c. After (hear) the conditions I decided (not enter) for the competition.
   d. He warned her (not touch) the wire.
   e. Would you mind (show) me how (work) the lift?
   g. The boys like (play) games but hate (do) lessons.
   h. I don’t allow (smoke) in my drawing room.
   i. Why do they object to our (play) here?
j. The child begged me (come).
k. You seem (be) fired, don’t you?

2. Report these sentences using one of these verbs in a to-infinitive construction. (Use each verb once only):
   agree, encourage, invite, order, promise, volunteer, warn.
   a. You can’t borrow the bike! He ______________.
   b. You really should continue with your studies. He ______________.
   c. I’ll call you soon. He ______________.
   d. I’ll come with you, okay. He ______________.
   e. Stop! stop the bus! He ______________.
f. Would you like to go out for lunch? He ______________.
g. I’ll work late today. He ______________.
h. Don’t go out without your helmet. He ______________.

3. Complete these sentences in any appropriate way using either the to-infinitive or the –ing form of the verb in the brackets. You may give both the forms if possible.
   a. Passing by the water cooler, he stopped to ________ (drink.)
   b. When the bus broke down, she started ________ (walk.)
   c. Here’s the book I borrowed from you. I meant ________ (return.)
   d. To lose your weight, I would advise you ________ (exercise.)
   e. Please don’t hesitate ________ (call.)
   f. The latch came off when I tried ________ (open.)
   g. The musicians were just beginning ________ (play.)
   h. To help me get to sleep, I tried ________ (read.)
   i. I found that my head was ________ (ache.)
   j. When she found she couldn’t see, she began ________ (cry.)

4. Complete the sentences with an object form (i) and the past participle form of one of the verbs in (ii).
   (i) her paintings, my bike, your bedroom, herself, the play,
   (ii) tidy, beat, display, repair, perform, lift up.
   a. It was disappointing to see ______________ by weaker opposition.
   b. She wants ______________ in the gallery, but we don’t think they'd be very popular.
   c. I’ll need ______________ before. I can go very far.
   d. We heard ______________ on the radio a few years ago.
   e. I’d like ______________ before I get home from work.
   f. She left ______________ by the wind and thrown to the ground.

5. Complete these sentences
   a. He felt tired after (drive) all day.
   b. They never drink coffee before (go) to bed.
   c. I’m not looking forward to (write) that letter.
   d. She’s capable of (do) it if she tries.
   e. He’s not used to (speak) in public.
   f. Janet doesn’t mind (not, see) that film tonight.
   g. I can’t stand (she, look) at me like that.
   h. Can you imagine (he, do) all that work.
   i. I miss (hear) the sound of the chime.
Complete the sentences using infinitives

a. We begged (they, give) us some water.
b. She won’t expect (you, pay) her anything.
c. I have chosen (she, be) my new secretary.
d. They helped (we, do) the kitchen work.
e. They meant (he, do) the work by himself.
f. She warned (we, not, go) in the old house.
g. They have allowed (I, take) the exam again.
h. The detective requested (she, accompany) him to the police station.
i. I couldn’t tempt (he, have) another piece of chocolate.
j. I’ve told (you, not, exaggerate) at least a thousand times!

Decide which verb form to use (gerund or infinitive) in these sentence:

a. They stopped (play) tennis when it started to rain.
b. The farmer stopped (I, give) bread to his sheep because he said it makes them ill. Is it true?
c. Did you stop (say) hello to her when you saw her?
d. Have you ever stopped (look) at that status?
e. The company stopped (make) cars when it went bankrupt.
f. It was only when she was ten that she stopped (suck) her thumb.
g. My computer broke down and it meant (I, do) the work all over again.
h. He left his girlfriend (go) out with someone else.
i. Would you like to stop (work) and come and have some tea?
j. On my way home I stopped (see) how Vineeta was.

Choose the infinitive (without to) or the present participle.

a. I saw the bomb (explode).
b. He watched the boat (sail) along the river.
c. I heard him (walk) very slowly down the corridor.
d. I could smell something (burn).
e. She saw him deliberately (drop) the cup on the floor.
f. I listened to him (read) the story aloud.
g. Helplessly, they watched the car (fall) off the bridge.
h. Can you smell them (bake) cake?
i. Mr. Srivastav heard his son (play) the flute.
j. I saw him (run) in through the garden gate.

9. Rewrite the following sentences using infinitives according to the following example:

Example: I am so tired that I cannot work. I am too tired to work.

1. It will be bad if you waste time.
2. The conductor stood at the gate, so that he might check the tickets.
3. I shall succeed and I am sure if it.
4. He has come to Delhi so that he might see the places worth seeing.
5. Everyone wishes that he might enjoy life.

10. Combine the following sentences by using an infinitive:

Example: I speak the truth. I am not afraid of it.
I am not afraid to speak the truth.

1. Everyone should do his duty. The country expects this of everyone.
2. He took out the knife. His object was to stab the passerby.
3. He works hard. He wants to earn his living.
4. He must apologise to me. This is the only way to escape improvement.
5. He has risen from the ranks. It is very creditable.
6. She visits the poor. It is in this way that she can help them.
7. He has many children. He must provide for them.
8. He must go now. He will be late for the seminar.

11. Correct the following:

1. I hope to thoroughly master this book in a fortnight.
2. He does nothing but to gossip.
3. I heard him to say so.
4. He persisted to disobey my orders.
5. I will try and come.
6. I intended to have dived with you yesterday.
7. I am not afraid of speaking the truth.
8. She did nothing but to weep and to cry.
9. I should have liked to have gone.
10. I request you to kindly grant me leave for two days.
12. Combine the following sentences by making use of the Participle.
   1. The letter is illegible. I have great difficulty in reading it.
   2. The gate keeper opened the door. We entered.
   3. The hunter took up his gun. He wanted to shoot the dog.
   4. He caught him by the arm. He led him away.
   5. He picked up his stick. He rushed out.
   6. A hungry fox saw some bunches of grapes. They were hanging from a vine.
   7. The aeroplane was delayed by a storm. It reached its destination late.
   8. He was repentant. He promised to work hard.
   9. He alighted from the train. He hailed a coolie.
  10. He liked the suit piece. He bought it.

13. Pick out the infinitives, the gerunds and the participles in the following sentences.
   1. I saw him dancing.
   2. I saw him reading magazines.
   3. Skipping is a good exercise.
   4. Hearing the noise the thieves ran away.
   5. He is fond of reading adventures.
   6. Praising all alike is praising none.
   7. These mangoes are not good to eat.
   8. To give is better than to receive.
   9. I saw a tree laden with fruit.
  10. I like to play table tennis.
  11. Everybody worships the rising sun.
  12. You had better read this book.

14. Complete the following sentences:
   1. The sun having risen ________________.
   2. He bade him ________________.
   3. Plucking flowers ________________.
   4. It being racing ________________.
   5. He is a man ________________.
   6. Considering his age ________________.
   7. Having done my work ________________.
   8. Walking along the road ________________.
9. I could not help ________________.
10. The match having begun ________________.

15. Correct the following sentences:
1. He bade me to go.
2. He made me to do it.
3. He forbade him from going.
4. She is learning swimming.
5. She left for Kolkata on Saturday last, arriving there on Sunday.

6. What is the good of me going there?
7. These mangoes are not good for eating.
8. I heard him to say so.
9. He succeeded to do it.
10. She did nothing but to laugh.
11. He prevented me to help him.
12. He is very desirous to succeed.
13. I avoid to go there.
14. It is no use to cry like a baby.
15. Going up the hill, a strange sight was seen.
16. Lying in bed the sun rose.
17. Prevent the child to suck its thumb.
18. He is fond to play hockey.
19. You are fortunate to get a good job.
20. Being in haste the door was left open.

16. Complete the sentences with a suitable form of one of the following verbs and either to or for. Put these in appropriate places.

You may need to use some verbs more than once:
Take, power, owe, lend, award, fetch, leave, write, tell

1. I won’t be able to visit Bonny on her birthday. So could you ___________ some ___________ me.
2. Vikram explained that he hadn’t actually given Rohit the bike, but had only ___________ it ___________ him until he could buy one himself.
3. When he was young he always felt able to ___________ his problems ___________ his parents.
4. When you go into the kitchen, can you ____________ a glass of water ______________ me?
5. My grandfather ______________ all his books ______________ me in his will.
6. Vandana will be coming in later, after we’ve eaten. Can you ____________ some food ______________ her?
7. Anju ______________ some flowers ______________ her old aunt in hospital.
8. As soon as we got in, she ______________ some coffee ______________ us and gave us a piece of cake.
9. Mr. Seth ______________ a letter of complaint ______________ the editor of the newspaper.
10. The university ______________ a scholarship ______________ Padamakaran, allowing him to continue his research.
11. The company ______________ money ______________ six different banks.

17. Put the verbs in brackets into the correct form (Infinitive Gerund, Present Participle):

1. After a time I got used to (live) alone and even got (like) it.
2. I meant (buy) an evening paper but didn’t see anyone (sell) them.
3. I tried (convince) him that I was perfectly capable of (manage) on my own, but he insisted on (help) me.
4. I have (stay) here, I am on duty. But you needn’t (wait); you’re free (go) whenever you like.
5. He suggested (call) a meeting and (let) the workers (decide) the matter themselves.
6. There is no point in (arrive) half an hour early. We’d only have (wait). I don’t mind (wait). It’s better (be) too early than to late.
7. I know. I wasn’t the first (arrive), for I saw smoke (rise) from the chimney.
8. I’m not used to (drive) on the left. When you see everyone else (do) it you’ll find it quite easy (do) yourself.
9. There are people who can’t help (laugh) when they see someone (slip on) a banana skin.
10. Ask him come in; don’t keep him (stand) at the door.

18. Combine the following pairs of sentences by using a participle.

1. We started early. We arrived at noon.
2. Cinderella hurried away in haste. She dropped one of her little glass slippers.
3. My sister was charmed with the silk. She bought ten yards.
4. He staggered back. He sank to the ground.
5. The porter opened the gate. We entered.
Unit 6
Reporting

A person can convey his thoughts, feelings, etc. in either direct speech or in the indirect speech.

1. Direct Speech

When anything said by a person is told as it is then it is called a direct speech. In other words, in a direct speech a person's exact words are reported or written inside the inverted commas [ " " ]

Direct Speech can be divided into two parts. They are:-

a. Reporting Verb

It is written before the sentence inside the inverted commas (" ") to tell the reader/listener about the speaker and the listener.

b. Reported Speech

It is written inside the inverted commas (" ") to tell what is exactly said by the speaker.

2. Indirect Speech

When we report anything said by a person in our own words then it is known as the indirect speech.

3. How to change Direct Speech into Indirect.

3.1 Change the Reporting Verb

If an 'assertive' sentence is given in the Reported Speech then the Reporting Verb is changed as follows:

1. 'say' becomes 'say'
2. 'says' becomes 'says'.
3. 'said' becomes 'said'
4. 'say to' becomes 'tell'
5. 'says to' becomes 'tells'.
6. 'said to' becomes 'told'.

3.2 Remove inverted commas [" "]

When we change a direct speech in the indirect then inverted commas (" ") are removed and that is put in their place.
3.3 Change Pronouns in the Reported Speech

a. Pronouns present in First Person (I, my, one; we, our, us) in the Reported Speech are always changed in accordance with the subject of the Reporting Verb. For example:-

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I say, &quot;I am happy&quot;</td>
<td>1. I say that I am happy.</td>
</tr>
<tr>
<td>2. You say, &quot;I am sorry&quot;</td>
<td>2. You say that you are sorry.</td>
</tr>
<tr>
<td>3. He says, &quot;I love singing&quot;</td>
<td>3. He says that he love singing.</td>
</tr>
</tbody>
</table>

b. Pronouns present in Second Person (you, your, you) are changed in accordance with the object of the Reporting Verb. For example:

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I say to you, &quot;You are nice&quot;</td>
<td>1. I tell you that you are nice.</td>
</tr>
<tr>
<td>2. You say to me, &quot;You are nice&quot;</td>
<td>2. You tell me that I am nice.</td>
</tr>
<tr>
<td>3. I say to him, &quot;You are nice&quot;</td>
<td>3. I tell him he is nice.</td>
</tr>
</tbody>
</table>

c. Pronoun present in third person (He, his, him; She, her, her; they, their, them) are never changed. For example

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I say, &quot;He is nice&quot;</td>
<td>1. I say that he is nice.</td>
</tr>
<tr>
<td>2. You say, &quot;She is good&quot;</td>
<td>2. You say that she is good.</td>
</tr>
<tr>
<td>3. She says, &quot;They are happy&quot;</td>
<td>3. She says that they are happy.</td>
</tr>
</tbody>
</table>

3.5 Change of tense

While converting direct speech into indirect, the tenses are also changed. A list of few tense which are changed is given below:

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. am/is/are/doing</td>
<td>1. Was/were doing</td>
</tr>
<tr>
<td>2. do/does</td>
<td>2. did</td>
</tr>
<tr>
<td>3. Did</td>
<td>3. had done</td>
</tr>
<tr>
<td>4. has/have done</td>
<td>4. had done</td>
</tr>
<tr>
<td>5. Has/have been doing</td>
<td>5. had been doing</td>
</tr>
<tr>
<td>6. was/were been doing</td>
<td>6. had been doing</td>
</tr>
</tbody>
</table>

However there are some tenses which remain same and they are as follows:

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. to do</td>
<td>1. to do</td>
</tr>
<tr>
<td>2. Doing</td>
<td>2. doing</td>
</tr>
</tbody>
</table>
All Present tenses are changed into the corresponding past tenses while changing direct speech into indirect. For example.

a. A Simple Present becomes a Simple Past. For example:

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He said, &quot;I work hard&quot;.</td>
<td>1. He said that he worked hard.</td>
</tr>
<tr>
<td>2. She said, &quot;I cook meals&quot;.</td>
<td>2. She said that cooked meals.</td>
</tr>
</tbody>
</table>

b. A Present Imperfect becomes a Past Imperfect. For example:

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He said, &quot;My friend is painting&quot;.</td>
<td>1. He said that his friend was painting.</td>
</tr>
</tbody>
</table>

c. A Present Perfect becomes a Past Perfect. For example

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He said, &quot;I have done all the chores&quot;.</td>
<td>1. He said that he had done all the chores.</td>
</tr>
</tbody>
</table>

d. The Past tense remains unchanged. For example:

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He said, &quot;I lived in isolation&quot;.</td>
<td>1. He said that he lived in isolation.</td>
</tr>
</tbody>
</table>

e. Sometimes the simple past in the 'direct speech' is changed into 'past perfect' in the Indirect. For example:

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He said, &quot;The cat died in the morning.&quot;</td>
<td>1. He said that the cat had died in the morning.</td>
</tr>
</tbody>
</table>

4. Conversion of 'Will' and 'Shall' to 'Would'

When the simple Future is used in the sentences then both 'will' and 'shall' are changed into the conditional 'would'.

For example:

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. &quot;They will come tomorrow,&quot; she shouted.</td>
<td>1. She shouted that they would come the next day.</td>
</tr>
<tr>
<td>2. &quot;I shall go and look for him as soon as possible.&quot;</td>
<td>2. She cried that she would go and look</td>
</tr>
</tbody>
</table>
as I can," she cried. for him as soon as she could.

5. **Non-conversion of 'should' and 'would'**

Should does not change when it means ought to. 'Would' is also not changed.

For example:

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He said, &quot;Ravi should study more&quot;.</td>
<td>1. He said that Ravi should study more.</td>
</tr>
<tr>
<td>2. She said, &quot;He would come&quot;.</td>
<td>2. She said that he would come.</td>
</tr>
</tbody>
</table>

In the same manner, "ought to' is also not changed.

For example:

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. She said to me, &quot;you ought to do more practice&quot;.</td>
<td>1. She told me that I ought to do more practice.</td>
</tr>
</tbody>
</table>

6. **Conversions of Adverbs of time and place and other expressions**

While converting direct speech into indirect, the adverbs of time and place are changed. Some of the changes are given below:

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yesterday</td>
<td>1. the day before/the previous day</td>
</tr>
<tr>
<td>2. Today</td>
<td>2. that day</td>
</tr>
<tr>
<td>3. Tomorrow</td>
<td>3. the next day/the following day</td>
</tr>
<tr>
<td>4. Tonight</td>
<td>4. that night/that evening</td>
</tr>
<tr>
<td>5. Last week</td>
<td>5. the week before/the previous week.</td>
</tr>
<tr>
<td>6. This week</td>
<td>6. that week</td>
</tr>
<tr>
<td>7. Next week</td>
<td>7. the following week.</td>
</tr>
<tr>
<td>8. A week ago</td>
<td>8. the week earlier/the previous week.</td>
</tr>
</tbody>
</table>

6.1 Month, year, decade, etc. can be changed in the same way as last week, this week and next week.

Whereas 'fortnight' can be changed in the same way as a week ago.

For example:
6.2 The words 'here', 'now', 'this' and 'these' in the direct speech change into 'there', 'then' (usually omitted), 'that/the' 'those/the' respectively in the indirect speech. For example

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He said, &quot;I saw her yesterday&quot;.</td>
<td>1. He said he had seen her a day before.</td>
</tr>
<tr>
<td>2. We said, &quot;We met her a week ago&quot;.</td>
<td>2. We said (that) we had met the week before.</td>
</tr>
</tbody>
</table>

However, if in 'direct-speech', now is stressed then immediately must be used in the place of now. In the light of this, the above example.

"I'd like a cup of coffee now," he said, would become – He said he would like a cup of coffee immediately.

6.3 In the expressions of time, this and these are converted to that and those, respectively.

Whereas in all the other cases these two changes in 'the'.

For example:

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. &quot;I'll be here next week,&quot; she told me.</td>
<td>1. She told me she would be there the following week.</td>
</tr>
<tr>
<td>2. &quot;I'd like a cup of coffee now,&quot; he said.</td>
<td>2. He said he would like a cup of coffee.</td>
</tr>
</tbody>
</table>

7. **Interrogative Sentences**

7.1 To change an Interrogative sentence from direct to indirect speech, following things should be kept in mind.

a. **Change the Reporting Verb**

If the interrogative sentence is given in the Reported Speech then the Reported Verb is changed in the following manner:

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Said</td>
<td>asked/inquired</td>
</tr>
<tr>
<td>Said to</td>
<td></td>
</tr>
</tbody>
</table>

b. **To remove inverted commas ("  ")**

If the interrogative sentence is given in the Reported Speech then the 'Inverted Commas' ("  ") are removed in the following ways:-
i. If the question has any helping verb (is, am, are, was, were, do, does, did, has, have, had, will, would, shall, should, can, could, may, might, must, etc.); then if or whether is used to remove the inverted commas (" ").

ii. If the question includes wh-family (who, whose, whom, when, where, which, what, why) and how, then inverted commas are removed without adding any new word. For example.

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. She said to me, &quot;Are you going to the school?&quot;</td>
<td>1. She asked me if I was going to the school.</td>
</tr>
<tr>
<td>2. He said to me, &quot;Did you break my pen?&quot;</td>
<td>2. He asked me if I had broken his pen.</td>
</tr>
<tr>
<td>3. She said to me, &quot;Who teaches you dance?&quot;</td>
<td>3. She asked me who taught me dance.</td>
</tr>
<tr>
<td>4. He said to Rita, &quot;How you like this class?&quot;</td>
<td>4. He asked Rita how she liked that class.</td>
</tr>
</tbody>
</table>

### 8. Imperative Sentences

Following things should be kept in mind while changing imperative sentences from the direct speech to the indirect.

a. To change the Reporting Verb

   If the imperative sentence is given in the Reported Speech, the Reporting Verb is changed as follows:

   - 'said to' becomes 'ordered', 'commanded', 'advised', 'requested', asked.

b. To remove inverted commas (" ")

   In the imperative sentences, 'to' is used to remove the inverted commas (" "). If in a sentence ReporteSpeech begins with 'Do not' then 'not to' is used in its place.

c. Change Pronouns of the Reported Speech as discussed earlier.

d. Change the verbs of the Reported Speech as discussed earlier.

e. Other Changes

   If in a sentence, there is please/kindly then they are removed leaving the rest of the sentence as it is. For example:

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Principal said to the peon, &quot;Bring a cup of tea for me.&quot;</td>
<td>1. The Principal ordered the peon to bring a cup of tea for him.</td>
</tr>
<tr>
<td>2. I said to her, &quot;Please give me your book&quot;.</td>
<td>2. I requested her to give me her book.</td>
</tr>
<tr>
<td>3. Rahul said to me, &quot;Take a glass of milk.&quot;</td>
<td>3. Rahul asked me to take a glass of milk.</td>
</tr>
</tbody>
</table>
4. The teacher said to me, "Do not steal".

4. The teacher advised me not to steal.

9. The sentences having 'let'

If in the Reported Speech of a sentence there is 'Let me' then in the place of 'said to', 'requested' is written.

Write 'to' after removing the inverted commas ("").

If in the Reported Speech there is 'Let him/her/them', then in the place of 'said to', 'asked/suggested' is written.

Write 'to' after removing the inverted commas ("").

If in the Reported Speech there is 'Let us' then in the place of 'said to', you have to write 'proposed', and write 'we should' in the place of 'Let us'.

Write 'that' after removing the inverted commas ("").

Few examples

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He said to me, &quot;Let me relax.&quot;</td>
<td>1. He requested me to let him relax.</td>
</tr>
<tr>
<td>2. She said to me, &quot;Let him come in.&quot;</td>
<td>2. She asked me to let him go in.</td>
</tr>
<tr>
<td>3. He said to me, &quot;Let us go to theatre for a change.&quot;</td>
<td>3. He proposed to me that we should go to theatre for a change.</td>
</tr>
</tbody>
</table>

Exercises

1. Report what was said, quoting the speaker's exact words with one of the following reporting verbs. Present it as the direct speech.
   Wonder, command, decide, announce, complain, plead, promise, remark.
   1. I think Rohit was right after all.
   2. Don't go near him.
   3. This tea's cold.
   4. Those paintings look beautiful.
   5. Why did they do that?
   6. We're getting engaged!
   7. I'll certainly call you tomorrow.
   8. Please let me go to the party.

2. Report what was said using a sentence with a that - clause. Use an appropriate model verb in the that - clause.
   1. "My advice is to look for a new apartment."
   2. "It's possible that I'll never come back."
3. "I'll be disappointed if I don't win the competition."
4. "It's okay if you want to borrow my book."
5. "I'm sorry I couldn't come to visit you at hospital."
6. "It's important for you to be at the meeting on time."
7. "You should have used brighter paint for the drawing room."
8. "I'd recommend that you take the cycle back to the shop."

3. Choose the more appropriate verb. If both are possible, write them both.
1. She says that she could/can visit us at any time we want.
2. Rahul tells me that he will/would be leaving tonight.
3. When I called Radhika this morning I told her I may/might come today.
4. They thought that Ravi would/will easily get admission, but they were wrong.
5. Ranjan understands that we won't/ wouldn't be able to visit her his weekend.

4. Complete these sentences with either 'said' or 'told'.
1. He …………. that the car needed repairing.
2. Anita ………….. me that you are leaving the job.
3. They ……….. to us that they will be there.
4. When Ravi came back, he …………. us all about his visit to America.
5. We've finally …………. Rahul's parents that he has had habit of lying.
6. My friend ……….. me about the time he was in jail.
7. On the news, they ………….that there had been a big earthquake in Gujarat.
8. My brother …………. to me that I ought to do it.

5. Report what was said using the most appropriate verb and -ing clause or a that – clause.
   Mentioned, admitted, mentioned, denied.
   1. "I didn't take the ball."
   2. "Yes, I lied to the Principal."
   3. "I saw bright flashing lights in the sky".
   4. "I saw Kartik in the market."

6. Change the sentences into reported speech. Choose the most appropriate verb from the list.
   alleged, announced, boasted, confessed, confirmed, protested, moaned.
   1. "Oh; I'm too cold." She …
   2. "It's true, we were losing".
   3. "The Principal forced me to tell."
   4. "I've found my books."
   5. "I easily beat everyone else in the competition."
6. "I knew nothing about the terrorists."
7. "I must say that at first I was confused by the sentence."
Unit 7

Nouns and Compounds

1. Definition
A word used as the name of a person, place or thing is known as Noun.

2. Kinds of nouns
2.1. Common noun
A name which is common to every person or thing of the same kind or class is called a common noun. For example:
girl, city, boy, country, etc.

2.2. Proper noun
A name which for a particular person or place is known as a proper noun. For example:
Sita, Mumbai, Yamuna, New York, etc.

2.3. Collection noun
A name which is for persons or things taken as 'one whole' is known as a collection noun. For example:
flock, crowd, mob, fleet, jury, etc.

2.4. Material noun
A name which is for a particular substance used for making any other thing is known as a material noun. For example:
gold, milk, cotton, etc.

2.5. Abstract noun
A name of a quality, action or state apart from the object to which it belongs is called an abstract noun. For example:
beauty, honesty, movement, judgement, youth, sleep.

3. Gender of nouns
3.1. Most nouns in English are neuter. For example:
book, flower, love, story, train, etc.
The pronouns/possessive adjectives it and its (in the singular) or they, them, their and theirs (in the plural) are used with these neuter nouns.

3.2. Some nouns are masculine. For example:

- boy, father, grandfather, man, nephew, etc.

The pronouns/possessive adjectives he, him and his – or they, them, their and theirs are used with the masculine nouns.

3.3. Other nouns are feminine. For example:

- girl, mother, grandmother, women, etc.

The pronouns/possessive adjectives she, her and hers – or they, them, their and theirs are used with the feminine nouns.

3.4. Depending on the context, many nouns can be used either as masculine or feminine. For example:

- writer, guide, assistant, baby, player, teenager, pianist.

Whereas some nouns that describe people, have both masculine and feminine form. For example:

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
<td>Actress</td>
</tr>
<tr>
<td>Husband</td>
<td>Wife</td>
</tr>
<tr>
<td>King</td>
<td>Queen</td>
</tr>
<tr>
<td>Prince</td>
<td>Princess</td>
</tr>
<tr>
<td>Waiter</td>
<td>Waitress</td>
</tr>
</tbody>
</table>

4. Countable and uncountable nouns

4.1. Nouns which can be counted and be used as plurals are known as countable nouns. A/an can be used before them. For example:

- She has two kids, one dog and three cats.

4.2. Nouns which cannot be counted and cannot be used as plurals are known as uncountable nouns. A/an cannot be used before them.

For example:

- The valley was filled with fresh air.

5. Uses of countable and uncountable nouns

5.1. An uncountable noun is used when we talk about the whole substance or idea. For example

- a. I prefer milk to tea.
- b. There is cheese in the box.
- c. She has curly hair.
In the same context, a noun can be used as a countable noun in the following manner:

a. By recognising container of things.
   Two glasses of milk, please.

b. While talking about a type, brand or make of thing.
   There were dozens of chocolates to choose from.

c. While talking about physical or concrete thing.
   There is a hair in my tea.

Some other nouns like these are – water, fruit, shampoo, toothbrush, vegetable, cake, land, noise, snow, stone, abuse, fear, improvement, life, pain, success, etc.

5.2. Some nouns when used both as countable and uncountable convey different meaning. For example:-

a. Who is the largest producer of glass?  (substance)

b. The cupboard was full of glasses.  (container)

Some other nouns like this are – tin, iron, lace, grammar, paper, speech, time, etc.

6. Agreement between the subject and the verb

6.1. In a sentence, a verb can be said to be in agreement with subject, only if a singular subject is followed by a singular verb, and in the same manner if a plural subject is followed by a plural. For example:-

a. She drinks milk.

b. More people drink tea than milk.

6.2. In a sentence having two or more subjects with and joining them, a plural verb is used. For example:-

She and her friends are sleeping.

Ravi, Rohit and Rahul are good friends.

6.3. A singular verb is used when two singular nouns joined with and refer to same person or thing. For example:-

a. My friend and benefactor has come.

b. A great politician and humanitarian is dead.

⇒ Remember if in a sentence, two nouns talks about the same person, then the article is used only once. But, if it talks about many persons then the articles is used with each of them. For example:-

● The great politician and the spokesperson are dead. (two persons)

6.4. In a sentence, a singular verb is used when two subjects are talking about the same thing. For example:-
a. Slow and steady wins the race.
b. Bread and tea is his only food.

6.5. A singular verb is used, if in a sentence two and more subjects are preceded by each or every. For example:-
a. Every boy and girl is special.
b. Each man and woman was given something to eat.

6.6. A singular verb is used, if in a sentence two or more singular subjects are joined with the help of or, nor, either ...... or, neither ........ nor.
a. Neither Rahul or nor his friend was there.
b. Either you or your sister is going to complete this work.

6.7. A plural verb is used, if in a sentence one subject is singular and the other is plural and if both of them are joined with the help of or or nor. For example:-
a. Neither you nor your friends were telling the truth.
b. Sahil or his brothers are not criminals.

6.8. A singular verb is used, if in a sentence a collective noun is used to represent a whole group as one. Whereas a plural verb is used when we talk about the individuals of a group. For example:-
a. There is a large group of girls standing outside.
b. A number of girls were looking for jobs.

7. **Compound nouns**

**Formation**

When two or more nouns are combined together then it makes a compound noun. They help in saying something which might otherwise be more difficult. For example:-

- a car door – a door on a car.
- a football – a ball kicked with the foot.
- a shopping bag – a bag used for shopping.
- a train driver – a person who drives a train.

a) In the plural compound nouns, it is generally the second noun which is written as a plural. For example:-

    coffee beans; office-worker(s); step-daughters; etc.

b) In a compound noun if two nouns are joined with either in or of, the first noun is made plural to make a plural compound noun.
For example:

- Brother(s) – in – law; bird(s) of prey; commander(s) – in – chief.

⇒ Some compound nouns are written as one word like football; some are written as two words like home town; and some are hyphenated like dinner-party. As it is there is no specific rule to write a compound noun.

8. The possessive case

To describe something that belongs to someone, the possessive case of nouns is used.

Formation

a) In a sentence, when the noun is singular we can form the possessive case by adding ’s to that noun.

For example:

- The boy’s hat
- The queen’s throne

⇒ However if there are too many hissing sound in a word the letter s is omitted. For example:-

- for goodness’ sake
- for conscience’ sake.

b) In a sentence, if a noun is plural and ends in s then the possessive case can be formed by adding only the apostrophe (’) at the end of it. For example:-

- the boys’ class
- the girls’ doll.

c) In a sentence, if a noun is plural and does not end in s then the possessive case can be formed by adding ’s for example:-

- Women’s club, children’s book;
- People’s magazine.

Use of the Possessive case

a) with the names of living things. For example:

- the Prime Minister’s bodyguards;
- the lion’s den.
- Krishan’s books.

b) with the names of personified objects. For examples:

- India’s heroes;
- Nature’s law;
- at duty’s call, etc.

c) with nouns denoting time, space or weight. For example:

- a week’s time;
- at stone’s throw;
NOUNS AND COMPOUNDS

- a pound's weight, an arm's length; etc.

d) often the words like cathedral, house, school, shop are omitted after a possessive case. For example:
  - Tonight I dine at my aunt's.
  - I go to AIIMS hospital whereas my friend goes to Batra's.

Non-use of the Possessive case

Very often instead of the possessive case we are more likely to use the form of + noun in the following ways:

a. when referring to something non-living. For example:-
  - the cover of the magazine. (or the magazine cover rather than the magazine's cover).
  - The construction of the shopping mall. (rather than the shopping mall's construction).

b. while talking about a process, or a change over time. For example:-
  - the establishment of the committee (rather than the committee's establishment).
  - the destruction of the forest (rather than the forest's destruction).

c. when the noun is a long noun phrase. For example:
  - He is the brother of someone I used to go to office with. (rather than He is someone I used to go to office with's sister)

9. Plural forms

Formation and its use

a. The plural form of most nouns is formed simply by adding an 's'. for example:-
   flower – flowers; key – keys; way - ways; book – books

However, nouns ending in y after a consonant takes ies. For example –
   family – families; army – armies; party – parties.

i. Nouns ending with f or fe take ves in the plural. For example:-
   half – halves; knife – knives; leaf – leaves; wife – wives, etc.

ii. Nouns ending with ch, sh, s, ss or x add es. For example:-
   church – churches; dish – dishes; bus – buses; glass – glasses, etc.

iii. The plural of words ending with o are as follows: For example:-
   photo – photos; piano – pianos.

But some other words ending with o form a plural by adding es. For example:-
hero – heroes; tomato - tomatoes, etc.

b. Some irregular plurals are as follows:

child – children; tooth – teeth; goose – geese; man – men; woman – women; etc.

But some words do not change in plural

For example: - fish – fish; sheep – sheep

c. Uncountable nouns are rarely found in the plural. But some of the uncountable nouns may be made plural by preceding the noun with piece of. For example:-

- When we moved house, we lost more than a dozen pieces of furniture.
- The porter took two pieces of luggage and I carried the other one.

d. There are certain nouns that are always plural and are consequently accompanied by a verb in the plural form. For example:-

- cattle, glasses; police, scissors, trousers.

Exercises

1. Give the masculine form of the following:-

   1. Countess
   2. Tigress
   3. Mother
   4. Land – lady
   5. Lady
   6. Niece
   7. Heiress
   8. Daughter
   9. Duchess
   10. Hostess

2. Give the feminine form of the following:-

   1. Lord
   2. Marquir
   3. Baron
   4. Administrator
   5. Jew
   6. Executor
   7. Mayor
   8. Czar
   9. Peer
   10. Viscount

3. Choose two correct words from the following list. One word will be used in the plural form whereas the other can be used as it is to complete the sentence.

   Work; accommodation; tool; job; bag; luggage; equipment; shower; house; painting; sunshine; jewellery.

   1. Both my friends are looking for ............... 
   2. The hotel lounge was full of people and their ..........; there was no where to sit.
3. The price of ………… has increased by 15% this month alone.

4. Repairing car engines is easy if you've got the right………….

5. According to today's weather forecast, there would be ………. this afternoon.

6. There's a fascinating exhibition of ………. from 19th century is going on at Paris.

4. Choose the correct word from the following list. Add a/an if the word you choose is a countable noun or make it plural to complete the following.
Life; dislike; language: chicken; success; improvement.

1. Students study both ………… and literature in their English degree.

2. ………. is too short to worry about small troubles like cleaning a house.

3. Since childhood I've had ……….. for green vegetables.

4. A score of 45% may not be very good but it's certainly ………. on her marks.

5. After so many previous …………. it was inconceivable that one of the show will bomb in theatres.

6. Shamali used to keep …………. in her garden until they started to get out.

5. Complete the sentences with the singular or plural form of the verb in brackets.

1. Smuggling illegal immigrants out of Mexico…….. against the law. (be)

2. An early analysis of the results …………… that the communists have won. (show)

3. To rely only on written tests of English to measure language ability …………. to be an inappropriate option. (appear)

4. The issues which have been considered in the previous meeting ……………. us to know about the problems of the workers. (help)

5. The only people who are interested in the films …………….. to be the youngsters. (seem)

6. Complete the sentences with either is/are or has/have. If both singular and plural form are possible, write them both.

1. I am sure that everything ………. okay.

2. I hope everyone …………. something to eat.

3. A number of people …………. complained about the erratic electricity.

4. Either of books …………. not available. You can try some other shops.

5. Some people …………. strangest habits.

6. All the workers ……………agreed to stay late to complete the job.

7. Change these descriptions into compound nouns.

1. The holidays at Christmas. 2. A roof of a house.

3. A leg of a table. 4. A person who teaches History.
5. A story about immigrants.  
7. Fishing for whales.  
8. A licence which permits you to own a car.  
9. A station where trains stop.  
10. A plant which one can grow in the house.  
11. A place where cars are parked.  
13. The mother of the king.  
14. The university of Cambridge.  
15. A hall used for concerts.

8. Change the following into the possessive case.

1. The house of the man.  
2. The books of my brother.  
3. The daughter of boss.  
4. The car of the woman.  
5. The cat of Mrs. Sharma.  
6. The habit of the young man.  
7. A walk of one hour.  
8. The son of my uncle.  
9. The bell of the cow.  
10. The people of China.  
11. The news of tomorrow.  
12. The climate of Delhi.  
13. The traffic of Bombay.  
14. The eggs of the hen.  
15. The railways of India.

9. Make the words into the plural forms.

1. child  
2. sheep  
3. mouse  
4. luggage  
5. lady  
6. box  
7. half  
8. shelf  
9. house  
10. dining  
11. knowledge  
12. bush  
13. daughter-in-law  
14. key.
Unit 8

Articles

1. Definition
The adjectives a or an and the are usually called articles. They are also known as demonstrative adjectives.

2. A/an and one
'A' and 'an' are indefinite articles. They are called so because they do not point out any particular person or a thing. The use of 'a' and 'an' is determined by sound.

3. Uses of a/an and one
3.1. A is used before a word beginning with a consonant sound and also before a word which begins with a vowel letter but has a consonant sound. For example:
   a cow; a reindeer; a farmer; a ewe; a pen; a union; a European; a one-sided match.
3.2. An is used before a word beginning with a vowel sound. For example:
   an idea; an apple; an honest man;
   an heir; an honourable institution
3.3. A or an can be used before singular countable nouns. Sometimes instead of a/an; one can also be used before singular countable nouns. For example:
   a. You can use this machine for one (or an) hour.
   b. We are all going abroad for one (or a) year.
3.4. We can also use one if we want to emphasise on any one person or thing. For example:
   • I want one book.
   • We only know one person by that name.
3.5. Instead of a/an, one is also used in the form one............other/another. For example:
   • Sheena travels from one place to another to get her work done.
   • Raise your one hand, and then the other.
3.6. If we want to express any one of a particular type of thing then we do not use 'one' for example:
   • A student should respect his teacher.
3.7. An/an, not one, can also be used for certain ideas like numbers, price, quantity, speed or frequency. For example:

a. He bought a dozen bananas.
b. He has to take medicine twice a day.
c. He sells milk fifty rupees a litre.
d. There are a few bouquets left.
e. There is a little hope of finding any survivors of the drowned ship.
f. She was driving her car at hundred kilometers an/per hour.

3.8. In case of possessives, we use a instead of one. For instance:

- She’s a close friend of mine.

4. Use of ‘the’ and ‘a’/‘an’ to emphasise ‘the only one’

4.1. A/an is used with a singular noun when we want to describe some one or something or to say what type of thing someone or something is. For example:

- He is a very intelligent boy.
- One should have a carefree holiday.

4.2. The is used when we want to say that someone or something is unique. In other words, to describe someone or something which is only one of its kind, then we use the. It is also known as a definite article. In such case we never use a/an. For example:

a. He is the most intelligent boy in school.
b. The rose is the sweetest of all flowers.

4.3. A/an is also used when we want to describe a person's job as it is, was or will be.

a. Mr. Shukla is a great teacher.
b. I am sure he will become a good doctor.
c. She retired as a successful baker.

4.4. A/an is not used when we give a title to person's job or their unique position. In such cases, the or zero article is used. For example

a. He was appointed as (the) head of the department.
b. I am chef at Oberai Hotel.

4.5. The is used before a superlative adjective (like, the longest, the best player, etc.) when it is followed by a noun or defining phrase. For example:

a. Shah Rukh is the most talented young actor around today.
b. Nobody in the least expected Simran to win the competition.
4.6. The can be left out when the superlative adjective is not followed by a noun or defining phrase, particularly in an informal style. For example:

- Why did you select Mr. Arora?
- He was the best.

4.7. In cases where most comes before an adjective and means very or extremely, and when there is no following noun–we can use 'a' with countable singulars or zero article with plurals and uncountables instead of the.

Moreover, most is particularly used in a rather formal spoken style whereas we can generally use very in everyday conversation. For example:

a. Monalisa is a most beautiful piece of art.

b. He gave his wife a most expensive diamond ring.

4.8. The is used with something that is unique or when we know that it is only one of its kind. For example:

The moon, the sun, the world, the stone age, the tourism industry.

Same is the case with the things to which we refer to in a general way. For example:

the truth, the beach, the coast,

the stars, the seaside, the atmosphere, the wind, the humankind.

5. Uses of ‘the’ and ‘a’/‘an’ to express the things already known, etc.

5.1. The is used when we expect the listener or reader to recognise a thing or person we are talking about and a/an when we do not expect them to recognise. For example:

a. I study in a college in Bangalore. (not recognised by reader/listener)

b. I study in the college in Bangalore. (College we have previously talked about or when there to only one college of its type in Bangalore)

c. We want to see a film.

d. We want to see the film. (a definite film)

5.2. The is also used in a situation when we are certain about the thing or person we are talking about. For example:

a. Here is the book I was talking about

b. He plays the guitar and his wife plays the sitar.

5.3. In some cases while introducing something for the first time we use a/an; but use the in the following sentence for the same things as the reader or the listener by then knows what we are talking about. For example:

a. Rahul gave a box of cigars and a bottle of wine to his friend. His friend liked both the gifts.
Thus we use a while introducing the gifts for the first time. But the in following sentences as the reader/listener can easily infer what we are talking about.

5.4. In some cases the is used even if we haven't mentioned the person or thing before but which can be easily related to by the listener from what has been said earlier. For example:
   a. Last night a building collapsed in Bandra. Many people are feared to be trapped inside the rubble.
      ('the rubble' here signifies the collapsed building, that is, listener/reader is not to be told again about the collapsed building in the following sentence)

5.5. The is also used when we want to describe something for the first time to build up expectation, suspense, etc., especially while writing fiction novels, or stories, etc. For example, a novel or a story might begin as:-
   a. Through the windshield, they watched the wide empty road, so well-lit and…

5.6. The is also used frequently with nouns before a phrase beginning of ……….This of ……….phrase helps in joining the noun with a particular thing or person. For instance:
   a. He was the Napoleon of his age.
   b. Mumbai is the Manchester of India.

5.7. In the pattern, the…………of …………, some nouns are commonly used to tell about a particular place, time, etc. The list of nouns includes–side, bottom, beginning, back, top, middle, end.
   For example:
   At the end of the play, every body applauded the work of the performers.
   a. I wish all the success to you from the bottom of my heart.

6. ‘Some’ and zero article with plural and uncountable nouns

6.1. Some is used when we are talking about limited, but unknown numbers or quantities of things. In other words, some is used with plural and uncountable nouns in affirmative sentences and questions. Moreover, some can be used both in its weak and strong forms in this case. For example
   a. Would you give me some advice?
   b. Can you buy me some clothes when you go to the market.
   c. He bought some new paintings.
   d. I would like some information.

6.2. Zero article is used with the uncountable and plural nouns while generally talking about people or things. For example:
• Bread is made with flour.

This sentence not only describes something general but also involves two uncountable nouns. That is, you can count loaves of bread and sacks of flour but you cannot count the substances itself.

Some more examples:

a. What glorious weather?
b. Milk is good for you.
c. I have got two pens.
d. Sheep gives us wool.
e. Literature is fascinating.

6.3. In some cases, we can either use zero article or ‘some’ as it will result in very little difference in meaning. For example:

a. I got (some) bad news yesterday.
b. I just wanted to have (some) fun.

4. Some is also used when we want to give some approximate quantity or number. For example:

• Some 200 people were feared killed in an air crash.

• Some 50,000 people gathered in Times Square New York to celebrate new year.

7. Zero Article—people and places

7.1. Zero article is used before the names of any particular people. In other words, people's title and names are not preceded by any article. For example:

a. The name of Mother Teresa is synonymous with compassion.
b. Kennedy was assassinated in 1963.

Zero article is used with the names of countries and U.S. states, also with languages and the names of continents. For example:

a. California is a wealthy state.
b. He speaks German and can understand French.
c. Europe and Asia are two neighbouring continents.

⇒ However, 'the' is used with

a. Geographical features like the Himalayas, the Pacific, the river Thames, etc.
b. Countries that form some kind of federation like the United states of America.

7.3. Zero article is used with the names of certain religious entities like:

Buddha, Jesus, God, etc.

However, the titles of men of religion is preceded by the article the like:
The Pope, the vicar, the Shankaracharya, …

7.4. 'The' is used when we talk about either cinema, theatre, opera in general or about the building where such entertainment is shown.
For example:-
   a. We generally enjoy going to the theatre at weekends.
       However zero article is preferred if we are talking about a form of art. For example:
   b. Young people today do not enjoy classical music.
   c. Today, classical music is not popular among young people.

8. Uses of Articles for holidays, times of the day, meals, etc.

8.1. Zero article is used with the names of holidays, special times of the year, or with the names of months and days of the week, unless of course, they are made specific. For example:
   a. We met in March.
   b. He stayed at my place on Sunday.
   c. We went for shopping before Christmas.
   d. She visited the hospital in the afternoon and came back late at night.

8.2. Zero article or the is used with the names of seasons (winter, spring,……) and New Year (holiday period). For example;
In (the) winter, I like to stay indoors.

8.3. The and a/an is used when we talk about the particular time of day like morning/afternoon or evening. For example:
   a. I always wake up early in the morning.
   b. In the evening, I like to take a stroll.
       However, zero article is used with 'at night' and ‘by night’. For example:
       I usually like to read a book before going to bed at night.

8.4. Zero article is used when we talk about meals. For example:
   a. I like to eat French toast in breakfast.
       However, we can use an article if we want to describe any particular type of meal. For example.
   b. I enjoyed the dinner very much at my friend's place.

9. Some other cases

9.1. Zero article is used before both or most noun. For example:
   a. Both girls were laughing.
   b. He spends most of his time at home.
9.2. The is used in three cases involving ordinal numbers only in spoken language and not in written.

For instance:

<table>
<thead>
<tr>
<th>Spoken language</th>
<th>Written Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>February the thirteenth</td>
<td>February 13th</td>
</tr>
<tr>
<td>the thirteenth of February</td>
<td>13th February.</td>
</tr>
<tr>
<td>king Charles the second</td>
<td>King Charles II.</td>
</tr>
</tbody>
</table>

**Exercises**

1. Insert a or an, but only where necessary.
   a. He comes from () European country.
   b. For (a) breakfast, he ate () toast and () jam.
   c. What () wonderful plan?
   d. He's () dedicated teacher.
   e. It is () interesting book.
   f. She says she saw () U.F.D.
   g. The WHO is () honourable organisation.
   h. He drank () pineapple juice and I had () milk.

2. Complete the following with a/an or one:
   a. It weighs over ……………hundred kilos.
   b. Rules differ from…………institution to another.
   c. Somewhere in the distance…………bell rang.
   d. I only asked for ……………sandwich.
   e. He left home late………night and hasn't been seen since.
   f. ……………. hour later, all was dead quiet.

3. Put a, an or the in the spaces given below.

        terrible blunder by Wrestling Federation of India (WFI) and Sports Authority of India has prevented wrestler from boarding flight to Asian Games at last minute. Satish Kumar, 96 kg CISF grappler from Punjab, was prevented from boarding plane to Busan minutes before it took off.

4. Put 'some' in the spaces where necessary
   a. My hobby is making□ …………candles.
   b. My aunt bought …………expensive jewellery for me.
   c. Don't disturb me. I've………work to do.
d. This will give you …… time to think.
e. Did you hear that ……… tigers escaped from the zoo last night.

5. Complete the sentences using the same word for both the blanks. Add 'the' wherever necessary.
   French, history, magazines, music, teachers, advice, coffee, food.
   a. In my opinion ……… deserve more respect. ……… need to have enormous patience.
   b. I remember most of ……… I learnt at school.
      I am learning ……… at night school.
   c. I'll always be grateful for ……… he gave me.
      I asked my father for ……… about the problem.
   d. ……… play a most important part in his life. I thought ……… used in the film was the best part.
   e. Put ……… you got straight into the cupboard. ……… at that new Indonesian restaurant was excellent.
   f. I never did enjoy learning ………
      I'm reading a book about ……… of the new Zealand Maori.
   g. The price of ……… had dropped a record low.
      ……… we got last week from the Brazialian café was excellent.
   h. ……… all over the world have published photos of the royal king.
      Emily left ……… we asked for on the table.

6. Complete the following sentences by using the article 'a or an' wherever necessary with the words or phrases given in the brackets.
   1. Robert Browning was ……… (famous English poet).
   2. We have had ……… (very tiring day).
   3. We shall get ……… next time. (Longer leave)
   4. India is ……… country. (very large)
   5. Ice is ………. (frozen water)
   6. My elder sister is ……… (doctor)
   7. I have never known such ……… (cold weather)
   8. It gives me ……… to do this for you. (pleasure)
   9. He hopes to become ……… when he has completed his course. (teacher)
   10. She took ……… of her students. (great care)

7. Complete the following sentences by using "the" wherever necessary with the words given in the brackets.
   1. He plays ……… very well. (golf)
   2. In China more people drink ……… than ……… (tea, coffee)
3. _______ in that well is not suitable for drinking (water)
4. When do you have _______? (dinner)
5. There is eggs for _______ today. (lunch)
6. Some ornaments are made of ______ and some of _______ (silver, gold)
7. _______ are not allowed to park here. (buses)
8. _______ in that vase are very beautiful. (flowers)
9. What are we having for _______? (breakfast)
10. He thanked his uncle for _______ (gift)

8. Write 'a' or 'an' in the spaces:
   1. ______ unreasonable request.
   2. ______ atom bomb.
   3. ______ school.
   4. ______ unit of work.
   5. ______ honourable minister.
   6. ______ happy occasion.
   7. ______ universal feeling.
   8. ______ UFO.
   9. ______ ewe.
   10. ______ eucalyptus tree.

9. Insert 'a', 'an' or 'the' wherever necessary in the blanks in the following paragraphs:
   1. At daybreak on _____ sixth morning of _____ gale we saw land ahead. It was _____ island encircled by _____ reef of coral on which _____ waves broke in fury. There was calm water within this reef, but we could only see one narrow opening into it. For this opening we steered, but, ere we reached it, _____ tremendous wave broke on our stern, tore _____ rudder completely off, and left us at _____ mercy of _____ wind and waves.

   "It's all over with us now, lads," said _____ captain to _____ men; "get _____ boat ready to launch; we shall be on _____ rocks in less than half _____ hour."

   2. There was _____ long, loud swishing astern of _____ boat, and _____ gleaming trail of phosphorescence, like blue flame, was furrowed on _____ black waters. It might have been made by _____ monstrous knife.

   Then there came _____ stillness, while _____ correspondent breathed with _____ open mouth and looked at _____ sea.

   Suddenly there was another swish and another long flash of bluish light, and this time it was alongside _____ boat, and might almost have been reached with _____ oar. _____ correspondent saw _____ enormous fin speed like _____ shadow through _____ water, hurling _____ crystalline spray and leaving _____ long glowing trail.

10. Complete the following using 'little', 'a little', 'few' and 'a few'.
   1. The Principal declared a holiday as very _____ students had come to school.
   2. Rachna is a girl of _____ words.
   3. You can master any language by _____ effort.
   4. The classical music is appreciated only by _____.
5. _________ words of appreciation can do wonders.
6. Can learn cooking if you have _________ patience.
7. I have _________ money in the bank.
8. _________ boys were caught using unfair means in the examination.
9. Raghav has _________ time to sleep.
10. Only _________ students attended the History lecture.
Unit 9
Determiners and Qualifiers

Introduction

The word ‘determine’ means 'to mark', 'to limit' or 'to fix'. Determiners are words which determine or fix the meaning of the noun that follows it. In other words, we can call determiners to be noun-modifiers. They can also be called noun-markers.

For example:

1. We bought an umbrella while visiting Paris, the capital of France.
2. He needs some stamps.
3. Can you see anybody coming?
4. Each artist sees things differently.
5. All of this land has been sold.

What do we see in the above sentences? The underlined words are determiners, which either point out, limit or fix individual things and persons. But they do not describe them. Therefore, determiners can be used as adjectives to signal the noun that follows without giving a description of its quality. These determiners can be Nouns, Participles, Gerunds, Adverbs, Possessives, or Prepositional Phrases.

For example

i. Nouns: return ticket, a gold watch, an evening paper etc,

ii. Participles and Gerunds: a walking stick, an interesting story, a crying child

iii. Adverbs: the down train, in later years

iv. Possessives: a ten minute's walk, fortnight’s holiday.

v. Prepositional phrases: a woman of substance, a man of word, a lot of people.

Kinds of Determiners

Determiners can be listed as:

i. Articles (a, an, the)
   These make a general or a particular reference to a noun.

ii. Possessives (my, our, your, his, her, its, their)
   These show the relationship of the possessors to something (possession)

iii. Demonstratives (this, that these, those)
   Our attention is drawn to a noun by these determiners.
iv. Quantitatives (some, any, each, every, little, much)
These denote the quantity or degree of noun
v. Numerals (one, two, third, fourth, all, both)
These show the number of a noun.

NOTE: We cannot put any of these words together before a noun side by side.

For example:
we cannot say ‘my this pen’
or, ‘These some toys’,
or, ‘That your house, etc.

Let us now take up each kind of determiners individually and see their usage.

I. Articles
The adjectives ‘a’ or ‘an’ and ‘the’ are known as articles. They are in fact demonstrative adjectives.
‘The’ and A/An are called articles. We can further divide the articles into two groups—‘definite article’ and ‘indefinite article.

<table>
<thead>
<tr>
<th>Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definite</td>
</tr>
<tr>
<td>the</td>
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</tbody>
</table>

• We use ‘definite’ to mean sure, certain. “Definite” is thus particular.
• We use ‘indefinite’ to mean not sure, not certain. ‘Indefinite’ is thus general.
• We use the when we are talking about a thing or person in particular. Thus ‘the’ is used when we are talking about a definite thing ‘The’ is known as the Definite article.

For example
1. He is the doctor of Apollo Hospital who joined recently.
2. She is the professor of literature at Rohtak University who has won a prize.
   Here, we are speaking of some particular persons and hence we are using ‘the’.
• We use a or an when we are talking about something in general Thus ‘a’ or ‘an’ is known as the Indefinite Article

For example
1. We need a doctor to diagnose Ramesh’s disease.
2. Do you want to have an ice cream?

In the above examples, we are not talking about any particular person or thing. Remesh’s doctor can be any Mr X, Y, Z. Similarly, the brand of ice-cream can be any as well as its flavour. Thus we use a and an respectively.

Look at the following examples closely:
The capital of India is Delhi
I have at last found the pen I lost.
Have you cleaned the red Maruti van?
There are six eggs in the egg tray.
Please switch off the lights when you leave the room.

A, An
He was born in a town
Jasmine had an egg in her breakfast.
Sanjay ordered a glass of lime juice
Mani went to buy an umbrella
Do you have a sharpener?

**NOTE:** We can often use ‘the’ or ‘a/an’ for the same word. But our usage depends on the situation.

For example
- We want to buy an umbrella. (Here umbrella can be any umbrella and not a particular one.)
- Where is the blue umbrella I gifted to you? (Here, one is asking about a specific umbrella gifted to somebody).

Read this little story to understand the difference between the uses of ‘The’ and A/An more clearly.

One night, soon after we entered the tropics, an awful storm burst upon our ship. The first squall of wind carried away two of our masts, and left only the fore mast standing. Even this, however, was more than enough, for we did not dare to hoist a rag of sail on it. For five days the tempest in all its fury…

The above excerpt shows that our decision to use ‘a’ /‘an’, ‘the’ or no article might affect the meaning of what we are saying. You can try experimenting by altering/or removing the articles used in the above excerpt and see the effect. This leads to two important questions –

- When to use the definite and indefinite articles?
- When to omit the use of articles?

**Rules For The Use Of Articles**

**The Indefinite Article (A/An):**

Form: A and an are indefinite articles. The choice is determined by sound.

An: We use the form an with the words beginning with a vowel sound. For example: an anatomy examination, an egg, an orange, an apple, an ink pen, an umbrella etc.

Moreover, in words like hour, honest, heir, honour, the initial ‘h’ is silent and we pronounce such words with their vowel sounds.

- hour – h+our;
- honest – h+onest
- heir – h+eir,;
- honour – h+onour

Thus, we put ‘an’ before these words also.

A: We use the form a before the words beginning with a consonant sound.

For example: a boy, a woman, a man, a cow, a rainbow, a table etc.

We can also, use ‘a’ for, words like ‘university’ ‘unicorn’, European, useful’ and so on.

You must be wondering why?
It is because these words begin with a consonant sound in spite of beginning with vowels letter like `u’ and `e’

**Uses of the Indefinite Article**

The Indefinite Article is used—

i. With singular countable nouns mentioned for the first time:
   a. I see a butterfly on that rose bush
   b. An aquarium has fish
   c. A computer has a keyboard

ii. To single out an individual as the representative of a class:
   a. A student should concentrate on studies.
   b. A cow is a useful animal.
   c. A Lion lives in a den.

iii. In its original numerical sense of ‘one’.
   a. Not a word was spoken between them.
   b. Twelve inches make a foot.
   c. He gave me a pen.

iv. With a modifier + uncountable noun.
   **Little**
   The crow was thirsty but there was little water in the pitcher.
   There is a little water in the bottle.
   **Few**
   There are few tall trees in the garden
   A few of these trees bear fruit.

v. In the vague sense of ‘a certain’. A Vishal Pandey is suspected of having committed the theft (meaning—a man named Vishal Pandey is suspected as a possible thief.

vi. To make a common noun of a proper noun;
   a. A Solomon in judgment (King Solomon’s abilities to judge is being attributed a wider meaning—
      A Solomon—very wise/able judge.)
   b. A Shakespeare in comedy (As great as Shakespeare in composing comedies.)

vii. To account for professions and occupation:
   a. My brother is an engineer.
   b. My cousin is a professor.
   c. He became a politician after being a commander in the army.

viii. With expressions of price, speed, etc. i.e. When you talk about frequency.
a. The car speeds at 80 km an hour on the national highway.
b. The oranges were priced at twelve a dozen.

**The Definite Article (The):**

Form: We use 'the' when we are referring to a particular thing, or to something already identified, or to a class or group of things.

For example:

a. The pipette was used to measure the amount of water
b. I saw the moon last night.
c. The sun rises in the east.

**Uses of the Definite Article**

The definite article 'the' is used –

i. When the noun refers to one thing only: The sun, the moon, the sky, the earth, the poles, the universe, the heaven, the hell etc.

ii. When the noun refers back to a person or thing already known / identified:

a. The man in the dock was sentenced to death.
b. I dislike the fellow.
c. The book you want is presently out of print.

iii. When it is clear which person or thing we mean.

a. The Principal is on leave.
b. Has the postman come yet?
c. Do you want the Book of Accounts?

iv. When we are referring to a whole class, group or clan.

a. The Hindus, the Muslims
b. The English ruled India for a long time
c. The French colonies still exist in Greenland.

v. Before the names of well-known or sacred books, newspapers and magazines;

a. The Bhagwad Gita, the Bible, the Quran.
b. The Hindustan Times, The Outlook, The Tribune, The Pioneer etc.

vi. Before adjectives and superlative degree
a. This is the best song I have ever heard
b. This is the most intelligent student in the academy
c. The poor are always with us.
d. The darkest cloud has a silver lining.

vii. With the names of gulfs, rivers, seas, oceans, groups of lands and mountain ranges, historical buildings and monuments etc.

The Indian Ocean (Oceans)
The Taj Mahal, The Red Fort, The Jantar Mantar
The Teen Murti Bhavan The Rashtrapati Bhavan
The Sind The Ganga
The Himalayas (Monuments) The Andes
The Hawaiian Islands (Buildings) The Netherlands
The United States of America (Rivers) The Ganga
The Mediterranean (Seas) The Sind
The Red Sea
The Thar Desert
The Deccan Plateau

viii. With uncountable nouns like the sugar, the pain in my neck, the headache etc.

ix. With some words of amount or quantity:

a. The Mayor refused to pay the amount of thousand gold coins promised to the Piper.
b. The weight of the dumbells was fifty kilos.

x. Before musical instruments:

a. He can play the santoor
b. He can play the guitar

xi. As an adverb with comparatives:

a. The more, the merrier
b. The more they get, the more they want.
xii. With proper nouns only when it is qualified by an adjective or a defining adjectival clause:
   a. The genius of Einstein  
   b. The great Caesar  
   c. Alexander, the Great  
   d. The Emperor Akbar

xiii. With ordinals:
   a. He was the first man to arrive at the party  
   b. The last chapter of this book ends dramatically

xiv. Before the nouns of directions preceded by prepositions:
   a. The sun rises in the east and sets in the west

xv. Before common nouns to make them particular and definite:
   a. Most hospitals deal with accident cases after formal investigation, but, he was taken to the Red Cross hospital  
   b. I went to the hospital to meet my cousin who was admitted there.

Omission Of The Articles

Articles are omitted in the following cases:

i. Before a common noun which is used in its widest sense:
   a. Man is mortal  
   b. What kind of herb is it?  
   c. Which species of animal do we see here?

ii. Before names of metals/materials used in general sense:
   a. Platinum is more expensive than gold.  
   b. Cotton is grown in black soil.  
   c. Diamond mines are rare in India.

iii. Before Proper nouns:
   a. India is rich in human resources  
   b. Shakespeare was a great dramatist.  
   c. Rabindranath Tagore was a Nobel Laureat.

NOTE: When we use the article before Proper noun, they become common nouns;
   a. He is a Solomon in judgment. (A judge as wise as Solomon)
b. He is a Second Hitler. (As ruthless and eccentric as Hitler)

iv. Before Abstract nouns used in a general sense, as
   a. Honesty is the best policy.
   b. Friendship is a gift from above.
   c. Happiness lies within.
   d. Silence is golden

**NOTE:** When an abstract noun is qualified by an adjective, or an adjective phrase/clause, articles may be used.

For Example:
   a. The judgement of Solomon is well known.
   b. The kindness of the old man cannot be forgotten.

v. Before languages:
   a. We are studying Hindi as course A.
   b. He would like to learn Japanese.
   c. French is used in some English literary works.

vi. Before names of relations as well as people of certain professions
   a. Mummy went to visit granny.
   b. Driver uncle has come to take Sonu to school
   c. Uncle Mohan wants to meet you.

vii. Before places which are visited or used for their primary purposes:
   a. I went to school.
   c. We often stay in bed till ten on Sunday morning.
   d. Rose visits church on every Sunday.

viii. Before predicative nouns denoting a unique position held by a person:
   a. He became Professor of Physics in 1974.
   b. The post of MLA was given to him.

ix. In certain phrases consisting of a transitive verb followed by its object:
   to cast anchor, to bring word, to take leave, to take offence, to set sail

x. In certain phrases which consists of a preposition followed by its objects:
   a. at night, at anchor, by land, on foot, at home, in hand, by noon, on earth, by name, at dinner etc:
xi. When two or more adjectives refer to the same Noun, the article 'the' is used before the first adjective only:
   a. The tall fat wrestler was soon defeated (one person)
   b. The white and brown cow has been milked (one cow)

The white and brown cow were separated in two groups.

xii. The article 'the' is omitted before the names of meals used in a general sense. But we use 'the' for a specified meal.
   a. We were invited to lunch. We came at 1.00 pm
   b. The lunch was a grand affair

II. Possessives

Possessives may be adjectives as well as personal and reflexive pronouns:

<table>
<thead>
<tr>
<th>Possessive adjectives</th>
<th>Possessive pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
<td>mine</td>
</tr>
<tr>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td>his/her/its</td>
<td>his/hers</td>
</tr>
<tr>
<td>our</td>
<td>ours</td>
</tr>
<tr>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td>their</td>
<td>theirs</td>
</tr>
</tbody>
</table>

**NOTE:** We do not use apostrophes before 's'.

Thus you should guard against mistakes like its (possessive) and it's (it is) theirs (possessive) and there's (there is)

**Agreement And Use Of Possessive Adjectives**

i. Possessive adjectives refer to the possessor and not to the thing possessed. Everything possessed by a man or a boy is his thing.

   Similarly, everything possessed by a girl or a woman is her thing.

   a. Tom's father visited his team
   b. Rubina's hair is her prime attraction

Again, for living things other than human beings, we use it to define their possession.

   a. A tree drops its leaves in autumn
   b. The dog wagged its tail

**NOTE:** For animals, if the gender is known, his/her may be used.
For plural possessor, we use 'their'.

a. Their friendship is praise-worthy
b. The students loved their teacher

**NOTE:** Possessive adjectives remain same whether the thing possessed is singular or plural.

<table>
<thead>
<tr>
<th>my pen</th>
<th>my pens</th>
</tr>
</thead>
<tbody>
<tr>
<td>his finger</td>
<td>his fingers</td>
</tr>
</tbody>
</table>

ii. Possessive adjectives used with clothes and parts of the body:

a. She changed her clothes
b. He injured his arm.

iii. To add emphasis, 'own' can be placed after 'my', 'your', 'his' etc. and also after one's:

my own house      her own house

'own' can be an adjective or a pronoun: a room of one's own.

**NOTE:** I am on my own.

**Possessive pronouns replacing possessive adjectives + nouns**

(a) This car is ours  (This is our car.)
(b) That pen is mine  (That is my pen).

**Other uses of possessives**

(i) A possessive must agree with its antecedent in person, gender and number

For example:

a. Every boy must report to his instructor.

b. We love our country.

b. Freedom is his birth right

(ii) When two singular nouns are joined by either … or / neither…nor

For example:

a. Neither Gita nor Mita did her work

b. Either Ravi or Nitish broke the window pane.

(iii) Sometimes a possessive may be used without a noun.

a. He has a mind of his own

b. He has a fine house

**Personal pronouns**

Form:
Use of subject and object forms

i. There is no difficulty to present 'you' and 'it' as they have the same subject and object form. For example:

Did you see the tiger? Yes I saw it. It had stripes.

ii. First and third person forms (other than it.)

(a) I, he, she, we they can be subjects of a verb or complements of the verb to be:

I see it. He knows you They live here
It was she It is I That was he

But if the pronoun is followed by a clause, we use the subject forms:

Did Sheena say that? It was she who broke this lamp.

(b) me, him, her, us, them can be used as direct objects of a verb:

I saw her.
He likes them.
They helped me.

Use of 'one' and 'they' as indefinite pronouns.

(a) 'You' and 'one'

We can use either as subjects:

can you / one climb that mountain?

When used as objects, 'you' is the normal pronoun.

'They fine you for overtaking.

'You' is a more friendly pronoun and implies that the speaker can imagine himself/herself in the situation itself.

'One' is a less frequently used possessive and more impersonal.

(b) 'they'
They is used as subject only. By they we mean 'people'. They is mostly used in plural – to express number or group.

People do this They do this.

People say They say

They governing body took They took this decision
this decision.

**Reflexive pronouns**

These are: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

myself, yourself are used as objects of a verb when the action of the verb returns to the doer, i.e. when subject and object are the same person

- I hurt myself
- He can't eat himself.
- It is not easy to pacify oneself.
- They were to blame themselves for the mistake.

**III. Demonstrative**

Demonstratives are this / these, that/those

'That' demonstrates/shows things at a distance while 'those' is the plural form of 'that'

'This’ demonstrates/shows things nearby while ‘there’ is the plural form of ‘this’

For example:

a. That bus is not going to Jaipur.
b. Are those buses going to Jaipur?
c. This house looks deserted.
d. These trees are hiding those houses.

Demonstratives can be either adjectives or pronouns. They help to draw our attention to a noun.

a. Demonstratives which are used as adjectives, agree with their nouns in number.
   i. This gallery was almost empty in the last exhibition.
   ii. This festival will be celebrated till next week.
   iii. These people come from British Isles.
   iv. What does that symbol mean?
   v. That pen was bought last week.

This / these / that / those + noun + of + yours / hers etc. are sometimes used for emphasis.
- This pen of mine. / My pen isn't writing smoothly.
- This house of Shubham's / Shubham's house has a beautiful garden.

b. this/these, that/ those used as pronouns:
   i. This is my umbrella.
   ii. That's yours.
   iii. These are the old clothes.
   iv. Those are the new ones.
   - This is also used in introductions:
     - This is my sister Manavi.
     - This is Vineet
   - Those can be followed by a definite relative clause:
     - Those who don't want to attend the seminar may leave.

c. this / that can also represent a previously mentioned noun, phrase or clause:
   i. They are fixing up the water line again. They do this regularly these days.
   ii. Ravi blamed Tina of theft knowing that she was innocent. Wasn't that horrid of him?

d. this / these , that / those used with one / ones
   When there is some idea of comparison or selection, the pronoun one/ones is often placed after these demonstratives.

**NOTE:** It is not necessary that pronouns one/ones will follow except when 'this' etc. is followed by an adjective:
   a. This chair is too low. I'll sit in that (one).
   b. I like this (one) best.
   c. This (one) is favourite pen.
   d. This house is very ancient. This (one) was built by a runaway prisoner.

### IV. Quantitatives And Numerals

Determiners which are reflective of quantity are known as quantitatives. Some/any, little / few, much / less etc.

**Some and Any**

Some = a little, a few or a small number or amount

Any = one, some or all.

Usually, we use 'some' in positive (+) sentences and 'any' in negative (-) and interrogative (?) sentences

<table>
<thead>
<tr>
<th></th>
<th>Some</th>
<th>any</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>I have some money</td>
<td>I have Rs 10,000</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>I don't have any money</td>
<td>I don't have Re one even</td>
<td></td>
</tr>
</tbody>
</table>
In general, we use something/anything and somebody / anybody in the same way as some / any.

Look at these examples:

| + | a. He needs some stamps |
|   | b. I have some work to do |
|   | c. I want something cold to drink |
|   | d. I see somebody standing there. |
| or | a. He doesn't need any stamps. |
|    | b. I don't have any work to do. |
|    | c. I don't want to have any drink |
|    | or I don't want to drink anything. |
| a. | I can't see anybody standing there |
| b. | Does he need any stamp? |
| c. | Do you have any work to do? |
| d. | Do you want anything to drink? |
| e. | Can you see anybody coming? |

We use any in a positive sentence when the real sense is negative.

- I refused to give them money.  
  (= I did not give them any money)
- She finished the test without any difficulty.  
  (= she did not have any difficulty)

Sometimes we use 'some' in a question when we expect a positive YES answer (We could say that it is not a real question, because we think we know the answer already).

- Would you like some more tea?

**Each / Every**

'Each' and 'every' have similar but not always identical meanings. Verbs with 'each' and every are always conjugated in the singular.

- Each = every one separately
- Every = each, all.

Sometimes, 'each' and 'every' have the same meaning:

- Prices go up each year.
- Prices go up every year.
But, often they are not exactly the same. 'Each' expresses the idea of 'one by one'. It emphasizes individuality. 'Every' is half-way between each and all. It sees things or people as singular, but in a group or in general.

See the following examples:

- a. Every artist is sensitive.
- b. Each artist sees things differently.
- c. Every soldier saluted as the President arrived.
- d. The President gave each soldier a medal.
- e. Each soldier received a medal from the President

'Each' can be used in front of the verb:

- The soldiers each received a medal.

'Each' can be followed by 'of':

- a. The President spoke to each of the soldiers.
- b. He gave a medal to each of them

'Every' cannot be used for two things. But for two things we can use 'each'.

- He was carrying a bag in each (of) his hands.

'Every' is used to say how often something happens:

- a. There is a plane to Mumbai everyday.
- b. There is a charter which leaves every hour.

**all and both**

a. all (pronoun) can be followed by of + the/this/these/that/ those/possessives and proper nouns.

both (pronoun) + of can be used similarly but with plural forms only. The 'of' here is omitted especially with 'all' + a singular.

- all the town
- all his life
- all (of) these

b. with all/both + of + personal pronoun the 'of' cannot be omitted:

- both of them
- all of them

But there is an alternative construction also

- all of it can be replaced by it all
- all of us can be replaced by us all
- all of you = you all
Similarly,

- both of us = we both
- both of you = you both

c. When one of these pronouns + all/both combinations is the subject of a compound tense the auxiliary verb usually precedes all/both:

- We are all waiting.
- You must both help me
- You all have ropes.
- They both were lost.

**no and none**

no and none are respectively adjectives and pronouns.

no and none can be used with affirmative verbs to express a negative:

a. I have no oranges this year.
b. I had some last but year none this year.

no + noun can be the subject of a sentence:

a. No books were bought.
b. No repair work was done today.
c. No buses moved on the road yesterday.

none is used as a subject very rarely

a. We expected some guests today but none arrived.
b. She was waiting for a parcel but none came

c. None of is however used as a subject frequently

a. None of them wanted to enter the haunted house.
b. None of them visited the scene of disaster.

**Numerals**

Numerals are words which are related to numbers.

There are three types of numerals

(a) **Definite**
(b) **Indefinite**
(c) **Distributive**.

**Definite numerals**

a. Definite numerals define the exact number and may be divided into two groups: Cardinals (one, two, three, etc.) which can be used with countable nouns.

- I have one computer.
- Please bring one pen for me.
- Can you lend me two plates?

Ordinals first, second, third etc. which indicates order.
a. He was the first to reach the river bank.
b. He came last in the race.

**Indefinite numerals**

They are vague and indefinite in number such as many, few, plenty, lot, large etc.

For example
a. Only a few persons attended the meeting.
b. Several people attended the meeting.
c. Only a few rooms in the hotel have air conditioner.
d. Plenty of rooms in the hotel are well furnished.
e. We have a large quantity of bread in the kitchen.
f. There is more bread in the plate than we need.
g. Many cups were broken
h. Some cups were damaged.

**Distributive numerals**

These words refer to each of a group.

**Either / neither**

Either has two meanings

i. one of the two

ii. each of the two (that is both)

Neither is the opposite of either and it means neither the one nor the other.

a. That is either one half of this cup or that one. Both are exactly the same.
b. I do not like either of the two friends. They both are quarrelsome.

or, I like neither of them.

**NOTE:** [Both quantitatives and numerals are used with countable and uncountable nouns. The countable nouns are all common and collective nouns while the uncountable nouns are proper, material and abstract nouns.

- We can also call determiners like lot, plenty, large, good deal, large number, some, any, no, etc as compound determiners.
- Both quantitatives and numerals point out some definite or indefinite amounts/quantity/number/identity of persons or things.]

**Exercises**

i. Underline the determiners in the following sentences:

1. Several of the books were found damaged.
2. A great deal of work remains unfinished.
3. A lot of mischief has already been done.
4. He has not enough food in the refrigerator.
5. The chief guest shook hands with the board members.
6. Many of us took refuge from the storm inside the cave.
7. Give in charity a little of what you have.
8. He spent half of his money in gambling and parties.
9. We all like to watch football match.
10. Some of my clothes were spoiled by the washer-men.

ii. Complete the sentences by using 'a' or 'an' or 'the' as may be suitable:-

1. Gold is ---------------- expensive metal.
2. ----------- world is --------- happy place.
3. -------- Himalayas stretch over -------- northern part of India.
4. We watched -------- beautiful movie yesterday.
5. ------ apple -------- day keeps -------- doctor away.
6. Today many people are learning German which is ------ foreign language.
7. -------- Mahabharata is considered as -------- sacred Hindu epic.
8. Venus is also known as -------- evening star.
9. Sanskrit is -------- difficult language.
10. I asked Mr. Kathuria if he had -------- hose pipe. He said, he kept one in -------- garage. I went to -------- garage and found -------- pipe.

iii. Insert Articles where necessary:

1. While there is life there is hope.
2. Sun rises in east.
3. I liked house very much.
4. She is Kathak dancer.
5. He loves playing flute.
6. Have you visited British Isles?
7. What beautiful scene this is!
8. River flowed between two populated towns.
9. What tall tree!
10. How green fields look!

iv. Fill in the blanks with few, a few or the few:

1. ------------- persons can keep a secret.
2. He lent me --------- books.
3. --------- clothes he had, got spoiled in the rain.
4. She sold --------- ornaments she had.
5. He had only --------- rupees in his wallet.
6. --------- of them could read or write.
7. --------- words of appreciation can boost the morale.
8. The art film was appreciated only by --------- critics.
9. --------- people can understand the value of silence.
10. Since there were ------ boys in the class, the professor postponed the lecture.

v. Correct the following by choosing the right word from the brackets:
1. None of the dishes (is, are) to my taste.
2. He has (much, plenty of, a lot of) time at his disposal.
3. A large amount of money (was, were) lost in transit.
4. A little dust (is, are) visible.
5. Both of them (play, plays) guitar.
6. A lot of food we take (is, are) wasted.
7. She has (much, many) money.
8. There is not (much, many) water in the bottle.
9. He bought (some/any) honey.
10. I didn't have many (information/details/facts/news) to help me make my decision.

vi. Correct the following sentences:
1. Learned lecturer advised students to help themselves.
2. Do not make noise in the class.
3. Older he grew, wiser he became.
4. Rich are not happy.
5. Each soldier were praised for his bravery, and each were given a medal.
6. Everyone call her Ruby but her real name is Rubina.
7. Has anything seen Rohit recently? I haven't seen him any day.
8. The regulations demand the student to pass at least all subject to gain pass percentage.
9. I hope each of us can run the race.
10. None of the information were particularly helpful to me.

viii. Fill in the blanks with suitable determiners.
1. You must take ------- dog out for ------- walk.
2. There are ------- rules to be followed before we play ------- game.
3. He held one finger over ------- top of the bottle.
4. He turned to look at ------- parents.
5. ------- people came to the meeting.
6. When I got off ------- bus, I met ------- old man.
7. There is ------- old mother waiting for ------- to return from ------- battle field.
8. He went to ------- post office to post ------- letters.
9. Come down from ------- tree or I will punish you.
10. Education is necessary for ------- young and old.
11. Can ------- tell me the direction to camp I.
12. ------- of his excuses saved him from ------- punishment.
13. The pastor's sermons had ------- effect on the hardened rogue.
14. They took samples of ------- blood of dead cows to detect the disease.
15. I want to give a gift to ------- of my guests.
16. He was carried away by ------- beauty and colour of ------- rainbow.
17. It was ------- historical event of great importance
18. She is ------- untidy girl.
19. This year I visited ------- tourist spot in my continental trip.
20. I have ------- confidence is his ability to do the job well.

ix. a. Give the singular form of these plural possessive nouns:
    - dogs'
    - mice's
    - turkeys'
    - allies'
    - men's
    - ladies'
    - wolves'
    - tomatoes'

b. Give the plural form of these singular possessive nouns:
    - negro's
    - baby's
    - donkey's
    - ox's
    - rabbit's
    - wolf's
    - lady's
    - Jones's

x. Rewrite the following phrases, by casting one of the words in the possessive form.

1. the web of the spider.
2. the lair of foxes.
3. the mistake of the mouse.
4. the playfulness of the kittens.
xi. Here is an extract from a fiction by Jack London, 'White Fang'. Fill the gaps with appropriate determiners.

--------- night, when --------- was still, White Fang remembered -------- mother and sorrowed for --------. He sorrowed too loudly and woke up Grey Beaver, who beat ---------.

After -------- he mourned gently when -------- gods were around. But sometimes, straying off to the edge of the woods by --------, he gave a vent to his grief, and cried -------- out with loud whimperings and wailings. -------- was during -------- period that he might have harkened to the memories of the lair and the stream and run back to -------- Wild. But the memory of -------- mother held him. So, she would come back to the village -------- time. So he remained in his bondage waiting for her. But -------- was not altogether -------- unhappy bondage. There was ------ to interest him. -------- was always happening. There was --------end to the strange things ------- gods did, and he was always curious to see. Besides, he was learning how to get along with Grey Beaver. Obedience, rigid, undeviating obedience, was what was exacted of him, and in return he escaped beatings and --------- existence was tolerated.

[Use the following determiners: That, all, he, him, his, her, himself, the, a, an, some, this, these, it, something]
Unit 10

Relative Clauses and Other Types of Clauses

Introduction

Let us explain with an example:

a. The book has a red cover.

This sentence seems incomplete, and we automatically want to ask ‘which book’? A slight addition makes it more meaningful.

b. The book that he lost has a red cover.

The clause ‘that he lost defines’ a particular book and so is called a defining relative clause. There are three types of relative clauses: Defining, Non-defining and Connective.

Defining Relative Clauses

Form: A defining relative clause defines the thing or person mentioned in the first part of the sentence. It is the most common sort of relative clauses and cannot be omitted from the sentence as the main clause would become unclear.

Now consider defining relative clauses in the following sentences, and notice how each one is an essential part of the sentence:

a. The boy that you saw is called Ram.

b. The magazine which she bought was one month old.

c. The train which hit them didn’t stop.

d. The person who came here had a German accent.

Note: Do not confuse whose with who’s:

a. This is the boy whose father is Dutch.

b. The girl who’s (= who has) won the trophy is delighted.

Defining Relative Pronouns
Different relative pronouns are used in the above clauses, and the choice of pronoun depends on two factors, consequently, you have to ask yourself two questions. Firstly, does the pronoun describe a person or a thing? Secondly, is the pronoun:

a. the subject of the clause
b. the object, or
c. in the possessive case?

In tabular form, the defining relative pronouns to be used are as follows:

<table>
<thead>
<tr>
<th>Case</th>
<th>People</th>
<th>Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject (Nominative)</td>
<td>who/that(^1)</td>
<td>which/that(^2)</td>
</tr>
<tr>
<td>Object (Accusative)</td>
<td>(who/whom/that)(^3)</td>
<td>(which/that)(^4)</td>
</tr>
<tr>
<td>Possessive</td>
<td>whose(^5)</td>
<td>whose(^6)</td>
</tr>
</tbody>
</table>

Look at these examples and the usage of above pronouns.

1. The man who/that died was taken to the cremation ground.
2. The apple which/that fell off the tree hit Newton on the head.
3. The boy (who/whom/that) she met last year is going abroad.
4. The software (which/that) they bought last week is already out of date.
5. Will the person whose vehicle is blocking the road please remove it?
6. A farm whose main produce is milk is called a dairy farm.

**NOTE:**

i. Commas are NOT used in defining relative clauses.
ii. Object pronouns are very often omitted.
iii. When a preposition directly precedes a relative pronoun the pronoun cannot be omitted.

**Use of and Non-use of ‘that’ in Defining Relative Clauses**

1. With ordinal numbers and superlatives we, use ‘that’ in both the subject and object cases — but, in the object case, we may omit it:
   a. It’s the first thing that happened. (Subject)
   b. The second point (that) I have on my list is about children. (Object)
   c. It’s the most wonderful thing that’s ever happened to me. (Subject)
   d. It’s the best wine (that) I’ve ever tasted. (Object)

2. With the following list of words, we use ‘that’ for both cases – but we may omit it in the object case:
RELATIVE CLAUSES AND OTHER TYPES OF CLAUSES

<table>
<thead>
<tr>
<th>all</th>
<th>anything</th>
<th>everything</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>no one</td>
<td>nobody</td>
</tr>
<tr>
<td>none</td>
<td>nothing</td>
<td>only</td>
</tr>
</tbody>
</table>

a. All that was predicted came true. (Subject)
   She gave me all the documents (that) I wanted. (Object)

b. Anything that broke was replaced. (Subject)
   Is there anything (that) you need? (Object)

c. Everything that remained was sold. (Subject)
   Everything (that) he told me was false. (Object)

d. Nothing (that) we could say would stop her crying. (Object)
   Nothing that grows in my garden survives. (Subject)

e. No fruit that falls off the tree is sold in the market. (Subject)
   No book (that) I have here contains your poetry. (Object)

3. That must not be used immediately after preposition.

   The house into which they crashed was later cleared.

   ……..but……..

   The house (which/that) they crashed into was later cleared …….. is also perfectly correct.

**Conversion of Who to Whom**

Notice that who MUST be converted to whom when directly preceded by a preposition and that it cannot then be omitted.

a. The woman to whom he wrote never replied.

b. The person at whom the bomb was thrown died.

   …….. but ……..

The woman (who/whom/that) he wrote to never replied. The person (who/whom/that) the bomb was thrown at died.

**Non-defining Relative Clauses**

A non-defining relative clause does not define the person or thing mentioned, and so is not essential to our understanding of it:

   Mr. Ram, who was twenty five, was the manager of a company.
Form: The clause who was twenty-five does not define Mr. Ram (this is done by the precise nature of the name itself), it nearly gives us additional and unessential information about him.

Now consider these other non-defining relative clauses and notice how, in each case, the clause gives us additional information about the person or thing in question, but that it does not define it:

a. My brother Sham, who has done B.Tech, is an engineer.
b. This diamond ring, which costs me Rs. 5,000, comes from Africa.
c. Mrs. Gupta, who they met in Mumbai, once wrote a book about interior designing.

**Pronouns to be used with Non-defining Relative Clauses**

The following table lists the pronouns used in non-defining relative clauses. Note that they are not always the same as those used with defining relative clauses:

| Case                | People | Things
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject (Nominative)</td>
<td>Who</td>
<td>which</td>
</tr>
<tr>
<td>Object (Accusative)</td>
<td>who/whom</td>
<td>which</td>
</tr>
<tr>
<td>Possessive</td>
<td>Whose</td>
<td>whose/or which</td>
</tr>
</tbody>
</table>

Look at these examples:

1. Mrs. Clinton, who came here last year, once spent a year in Germany.
2. The President’s car, which used to be white, has now been painted black.
3. The Zoo, which I first visited last year, is closed on Mondays.
4. My brother-in-law, whose house was broken into last year, is a policeman.

Beware of three points in non-defining relative clauses.

When dealing with non-defining relative clauses, there are three extremely important points to remember:

1. The pronoun can never be omitted.
2. The pronoun ‘that’ cannot be used.
3. The use of commas is obligatory.

**Common Constructions used with Non-defining Relative Clauses**

Notice these constructions and their obligatory commas:

…. a few of which/whom…,
…. all of which/whom…,
…. both of which/whom…,
…. most of which/whom…,
RELATIVE CLAUSES AND OTHER TYPES OF CLAUSES

..., none of which/whom..., 
..., the majority of which/whom..., 

Let us look at these examples:

1. The monuments, all of which are at least five hundred years old, can be visited throughout the year.
2. The mangoes, some of which were rotten, were not sold to the public.
3. The children, none of whom had eaten for twelve hours, were in good spirits.

**Commas**

Use and non-use of commas in relative clauses:

The use of commas is obligatory in non-defining relative clauses. Do not confuse this with defining relative clauses, which do not take commas. So remember:

**Defining—no commas**

**Non-defining—with commas.**

Let us consider the importance that these commas can have. Look at these sentences:

i. The fans, who had heard of the concert, went to buy tickets for it.

ii. The fans who had heard of the concert went to buy tickets for it.

In (i), all of the fans went to buy tickets for the concert. In (ii), who had heard of the concert defines those fans who went to buy tickets. In other words, this implies that there were other fans who had not heard of the concert and who, consequently, did not go to buy tickets for it.

Now indicate the difference in the following pairs of sentences:

i. The products, which had been stolen, were confiscated by the police.

ii. The products which had been stolen were confiscated by the police.

i. Implies that:

   All the products had been stolen.

   Consequently, all the products were confiscated.

ii. Implies that:

   There were many products but not all were stolen.

   Consequently, only the products that had been stolen were confiscated.

**when, where, why, which and what**

Use of when, where and why as relative adverbs
From time to time you may come across when, where and why in relative clauses, which can either be defining or non-defining:

a. Last Wednesday, when I got the mail, it was already too late.

b. This is the reason why I have come to see you.

c. The school where she studies is in the high street.

**Connective relative clauses – Use of which to mean and this**

Look at this sentence:

- They said they couldn’t afford another car, and this surprised me.

  In this sentence, the words ‘and this’ refer to all of the preceding sentence, and they can be replaced by, which, thus connecting the first part of the sentence to the second:

- They said they couldn’t afford another car, which surprised me.

  Consider another example: She gave me a nasty look, which (= and this) I didn’t appreciate. (which here is the object)

### NOTE:

1. Which is used in both cases.
2. The comma is obligatory.

**Use of what to mean the thing(s) that**

What may be used to mean ‘the thing(s) that’:

- The things that happened were depressing.

- What happened was depressing. (What is the subject)

- They described the thing that they had seen.

  They described what they had seen (what is the object).

### NOTE:

1. What is used in both cases.
2. No commas are used in this content.

**Exercises**

1. Underline the defining relative clause in each of the following sentences.

   - People who speak two languages fluently are said to be bilingual.

   - The cat which jumped on his shoulders belongs to our neighbours.

   - Most of the people who came to my party went home after midnight.
RELATIVE CLAUSES AND OTHER TYPES OF CLAUSES

d. The longest film that I’ve ever seen was Devdas.

e. I’m looking for the person who stole the gloves that my father gave me.

2. Complete the sentences with the correct or most appropriate relative pronoun. Give alternative if possible. (use – to indicate zero relative pronoun.)

a. There was little _________ we could do to help her.

b. Lighting bonfires at this time of the year is a tradition _________ goes back to the 17th century British culture.

c. We were told that we would be held responsible for anything _________ went wrong.

d. She was probably the hardest working student _________ I’ve ever taught.

e. The thought of going home to his family was all _________ kept him happy while he was working abroad.

3. Correct these sentences or put a (√)

a. My brother who is in the Navy, he came to see me.

b. A small amount of valuables was all which was taken in the theft.

c. The path was made by trackers who tracked the mountains each spring.

d. The difficulties of living near the sea shore are well understood by the fishermen there.

e. The person whom we selected to represent us on the committee has had to resign due to illness.

4. Write two sentences as one, using a non-defining relative clause beginning, with all, both, etc + ‘of which’ or ‘of whom’.

a. The film is about the lives of three women. Rekha plays all the women.

b. The island’s one-fourth inhabitants have been badly affected by the disease. Most of the island’s inhabitants are tribals.

c. She has two elder sisters. Neither of her sister went to foreign countries.

d. India have won their last eight international matches. One of these matches was against Australia.

e. The minister recently visited Kashmir. They have large Pandit minorities there.

5. Choose one of the relative clauses below to add to each sentence in an appropriate place. Use each relative clause once only. Add commas where necessary.

a. Whose first language is not English.

b. Whose caterpillars tunnel under the bark.

c. Who meanings you don’t know.
d. Whose head office is situated in France.

e. Whose work involves standing for most of the day.

f. Whose mother is Indonesian.

i. People often suffer from backache.

ii. It has been found that the trees are being destroyed by a moth.

iii. The airline has recently begun to fly between Paris and Lima.

iv. My friend Miriam has gone to live in Jakarta.

v. First go through the text underlining the words.

vi. He’s a teacher in London working with children.

6. Define these items using ‘whose’ and ‘in which’.

   a. A widower is a man _______________

   b. An orphan is _______________

   c. A plumber is _______________

   d. A refuse collector is _______________

   e. A barber is _______________

   f. A VJ is _______________

   NOTE: You may use the dictionary.

7. Rewrite these sentences so that they are more appropriate for formal written English. Use preposition + which or preposition + whose as appropriate.

   a. Vikram Gupta, whose car the weapons were found, has been imprisoned.

   b. Vanity Fair, the novel on which the TV series is based, will appear in the coming Film Festival.

   c. Dr. Vijay owns the land whose grounds the stream passes through.

   d. The dragonfly is an insect that we know very little of.

   e. Priti Masina is now the owner of the Publishing House, the organisation that she was once an accountant in.

8. Complete these sentences with the past participle form of an appropriate verb and one of the given phases.

   a. from the jeweller  b. to the players

   c. on the label  d. on the motor way
e. to represent Britain  f. in the storm  
g. at today’s meeting  
i. The road repairs ____________ might delay traffic.  
ii. The decisions ____________ will affect all of us.  
iii. The building ____________ will have to be demolished.  
iv. Jack Sullivan was the man ____________ in the hundred metres.  
v. The warning ____________ about their behaviour on the pitch was ignored.  
vi. All the rings and necklaces ____________.  
vii. The instructions ____________ say it should only take a few minutes to cook.  

9. Complete the sentences with the ‘having + past participle’ form of one of the given verbs. In which is it also possible to use an –ing form with a similar meaning?  

Arrive, climb, spend, take, work.  

a. ____________ the wrong bus, Vivek found himself in an unfamiliar town.  
b. ____________ a tree, Hamid was able to see a way out of the forest.  
c. ____________ as a clerk, painter and bus driver, Amit decided to go back to his village.  
d. ____________ all morning working in the garden, Shina took a short lunch break.  
e. ____________ early for his appointment, Manav spent some time looking at the magazines.  

10. In the following defining relative clauses, write the correct relative pronoun. If the pronoun can be omitted, enclose it in brackets.  

a. The girl ______ wrote this should be congratulated.  
b. The pullover _____ you gave me is lovely.  
c. Where is the assistant _____ sold me this pair of shoes?  
d. Who is the girl _____ brother has just got married?  
e. I can’t stand the comments _____ he makes.  

11. By means of defining relative pronouns, combine the following pairs or groups of sentences into one sentence. Do not use ‘and’ or ‘but’. Mention all the relative pronouns which can be used. Enclose them in brackets if they could be omitted.  

a. This is the girl. Her parents came to see you yesterday.  
b. The man has just been given a reward. He caught the bank robber.  
c. She is a very beautiful girl. I have never seen a more beautiful girl.
d. Where is the paper? I bought the paper this morning.

e. The oldest man was born in Russia. He lives in our village.

f. The person was his brother. He threw the stone at the person.

g. The man was looking for you. He wanted to give you something.

h. I have just finished the exercise. I started it four hours ago.

i. He told me about a dog. This dog was a special hunting breed.

j. He just bought the house. It’s portico is green in colour.
**Unit 11**

Pronouns, Substitution and Leaving-out Words

**Pronouns**

A word that is used in the place of noun is known as a Pronoun. They are of the following kinds.

**Personal Pronouns**

The Pronoun that tells us about some person is called Personal Pronouns. For example– you, he, she, they, etc.

**Characteristics of Personal Pronouns**

a. Personal Pronouns tell us about the First, Second and Third person, that is,

   (i) The person who is speaking indicates the first person, that is, I, we.

   (ii) The person who is listening indicates the second person, that is, you.

   (iii) The subject about which a person is speaking indicates the third person, that is, ‘he, she, it, they.’

b. Form and use of Personal Pronouns

   (i) Form of Personal Pronouns

<table>
<thead>
<tr>
<th>Subject</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Me</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
</tr>
<tr>
<td>He</td>
<td>Him</td>
</tr>
<tr>
<td>She</td>
<td>Her</td>
</tr>
<tr>
<td>It</td>
<td>It</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
</tr>
<tr>
<td>We</td>
<td>Us</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
</tr>
<tr>
<td>They</td>
<td>Them</td>
</tr>
</tbody>
</table>

(ii) Some examples to show the use of Personal Pronouns are given below–

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
</table>
1. I like you.
2. You adore them.
3. He hates her.
4. She swallows it.
5. It stunned him.
6. We stopped you.
7. You lifted me.
8. They locked us.

**Interrogative Pronouns**

In a sentence, when the Pronoun is used to ask a question, it is called an Interrogative Pronoun. Such as—

a. ‘Who’, ‘whose’, ‘whom’ are used for the people.

b. ‘What’ is used for the things.

c. ‘Which’ is used both a person and a thing.

For example—

1. Who is standing there?
2. Whose book is this?
3. Whom are you calling?
4. What do you need from this bag?
5. (a) Which one is your daughter? (person)
   (b) Which book are you looking for? (thing)

**Possessive adjectives and Pronouns**

Sometimes in Possessive cases, personal pronouns may take the form of Possessive Adjectives, so called because they are formed from Pronouns.

a. Form of Possessive adjective and pronouns is given in the table below.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My</td>
<td>Mine</td>
</tr>
<tr>
<td>2. Your</td>
<td>Yours</td>
</tr>
</tbody>
</table>
3. His  
4. Her  
5. Its  
6. Our  
7. Your  
8. Their  

b. Some examples showing the use of possessive adjectives and pronouns–

1. “Whose pen is it?”
   “It is Radha’s pen. / It’s her pen. / It’s Radha’s. / It’s hers.

2. This is the children’s book.
   It’s their book. / It belongs to them. / It’s theirs.

**Reflexive and Emphasising Pronouns**

In a sentence, when a Pronoun influences only the subject then it is known as the Reflexive Pronoun.

A Reflexive Pronoun is used as the object when in a sentence, ‘subject’ and ‘object’ refers to the same person or thing. Let us see some forms of reflexive / emphasising pronouns in the table given below–

a.  

<table>
<thead>
<tr>
<th>Subject Pronoun</th>
<th>Reflexive / Emphasising Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I</td>
<td>myself</td>
</tr>
<tr>
<td>2. you</td>
<td>yourself</td>
</tr>
<tr>
<td>3. he</td>
<td>himself</td>
</tr>
<tr>
<td>4. she</td>
<td>herself</td>
</tr>
<tr>
<td>5. it</td>
<td>itself</td>
</tr>
<tr>
<td>6. we</td>
<td>ourselves</td>
</tr>
<tr>
<td>7. you</td>
<td>yourselves</td>
</tr>
<tr>
<td>8. they</td>
<td>themselves</td>
</tr>
</tbody>
</table>

b. Uses of Reflexive Pronouns

The examples given below show the use of reflexive pronouns.

1. She sent three letters herself.

2. If you are not careful, you may hurt yourself.

3. They consider themselves superior to everybody else.
c. Use of Emphasising Pronouns

Reflexive pronouns are used for emphasis, after an intransitive verb to emphasise the subject; after the subject or object or the verb to emphasise that something is done without any help; and after a noun to emphasise that noun. For example—

1. The Prime Minister himself opened the new school.
2. She wrote the poem by herself.
3. I did it myself.

Note: that Personal Pronoun is used after the preposition of place or position instead of reflexive pronoun. For example—

1. He put his purse next to her.
2. Kartik had the file with him.

But reflexive pronoun is used when the subject and object refer to the same thing in a sentence in which prepositions are closely linked to their verbs. For example—

She came out of the examination hall looking pleased with herself.

Some other expressions of this type are—

be ashamed of ; believe in ; do with ;
care about ; hear about ; look after ;
look at ; take care of.

Each other or one another is used when some verbs describe actions in which two or more people or things do the same thing to the other(s). For example—

1. They embraced each other / one another.

2. We helped each other / one another in carrying the bags.

Some other verbs of this type are: attract, complement, avoid, felt, fight, marry, meet, repel.

Moreover, ‘with’ is used before each other / one another with some verbs. For example—

They co-operated with each other / one another during the project.

Substitution

The words ‘one’ and ‘ones’; ‘so’; ‘do so’; ‘such’, are used in place of nouns, adjective, etc. given in a sentence when the latter is repeated twice or thrice in a sentence. Let us read about them.

One and Ones: One is used in the place of singular countable noun when the latter comes for the second time in a sentence. By doing so, the meaning of a sentence is not affected.
For example:

1. ‘Can I get you a newspaper?’
   ‘It’s okay, I’ve already got one.’

In the above sentence ‘one’ is used for the newspaper and the reader/listener can easily infer the idea from its use.

Whereas ‘ones’ are used in the place of plural noun.

For example: I think his best stories are his early ones.

2. One / ones are not used for an uncountable nouns. For example:
   ● I asked him to get pineapple juice, but he got orange.

Remember, orange one/ones is not used.

3. Non – use of one/ones
   ⇒ We do not use one/ones after ‘a’, rather we leave ‘a’ as it is. For example:
   ● Have you got any pens? I need one for a letter I’m writing.
   ⇒ We do not use one/ones for nouns used as adjectives. For example–
   ● I thought I’d put the watch in my trouser pocket, but in fact it was in my jacket pocket.
   ⇒ One / ones can be left out after the following:
     which; superlatives, this, that, these, those, either, neither, another, each, etc. See the following examples:
     ● Look at that watermelon! It’s the biggest I’ve seen this year.
     ● Help yourself to cherries. These are the sweetest, but those taste best.

2. So (I think so; so I hear)
   i. So is used in place of an adjective, adverb, or a whole clause instead of repeating them in a sentence. For example–
      ● The students were ecstatic and they had every reason to feel so.
      ● Henry made the right decision. At least I think so.
   ii. So is used after verbs that are concerned with thinking. Here is a list of few of them – assume, believe, expect, guess, hope, imagine, presume, suspect and also after say and tell (with an object). For example–
      ● I found his suggestion ludicrous and said so.
   iii. Not or not ... so is used in negative sentences and also with appear, seem, suppose. For example:
They want to go to the party, although they didn’t say so directly.

Do you think something bad has happened to him? I hope not.

I think they are happy. At least they appear so.

⇒ Not ... so is used with appear, expect, imagine, think believe, etc. For example.

⇒ “Is he a pathological liar?” They didn’t believe so.

iv. So can be used in the short answers in place of ‘Yes... ’ to tell something which we know is true, especially if we are surprised that it is true. For example–

⇒ “All ministers are here.” “So they are.”

⇒ “Sharat has lost his wallet.” “So he has.”

v. So can also be used in the same way with verbs like believe, gather, say, seem, hear, understand. All these imply that the person already knows about the things he is being told. For example:

⇒ ‘You had a great time yesterday.’ ‘So I hear from your friends.’

3. Do so; such

1. Do so is used in the place of verb + object or verb + complement when we already know the context. Does so; did so; doing so, etc. can also be used. For example–

⇒ The Principal said, “Go out.” Manu did so and went out of the room.

⇒ She is winning the race continuously for the last three years and is likely to do so again this year.

⇒ In formal written and spoken English do so is used; whereas in Informal English one can use do it or do that. For example:

⇒ Shantanu told me to use a new flavour of apple juice. I did so/it/that, but didn’t like a bit.

⇒ Such + a/an+noun is used to tell about something that has happened before. Moreover, such+noun is used for the uncountable or plural noun.

⇒ Whereas such + a/an + noun is used for the countable noun. For example–

⇒ We provide free medical service to the poor. We are the first hospital to provide such a service.

3. Leaving out words after auxiliary verbs

⇒ In a sentence to avoid the repetition of words from the previous clause or sentence, we use an auxiliary verb like be, have, can, will, etc. in place of a whole verb group or a verb and what follows it. For example–

⇒ “Would you like to go out for a dinner with me?” “I would.”
If in a sentence there are more than one auxiliary verb in the previous clause or sentence, then we leave out all the auxiliary verbs except the first one. For example–

- “They could have reached there on time.” “Yes, they could.”

The form of the verb be is repeated if it is the auxiliary verb in the previous clause or sentence. For example:

- “Is Esha staying for dinner?” “Yes, I think she will (be).”

A form of either do or have is used if have is the main verb in the previous clause or sentence. For example–

- “Do you think you have the courage to do it?” “Yes, I think I do.”

If in a sentence have is used as an auxiliary verb then it is followed by done. For example:

- “She has always succeeded in her plans.”
- “Well, she has (done) it again.”

In spoken English, we can use do after a modal auxiliary verb (can, could, may, might, must, ought to, shall, should, will, would). For example–

- “Will you call him today?” “I might (do).”

4. Leaving out to – infinitives (she didn’t want to (go))

In a sentence, to is used in the place of a clause beginning with a to – infinitives when the context is clear. For example:

- “I really want to go with you, but I am afraid to.”

i. Non – use of to – infinitive

In a sentence, sometimes to – infinitive clause is left out or only to is used after some adjectives and nouns. For example:

- ‘Could you and Reena help me move this desk?’
  ‘Well, I’m willing (to), and I’ll ask Reena.’

In the same manner, we can use to with verbs agree, ask, expect, forget, try, wish, refuse, promise. For example:

- He will come to my party. At least he promised (to).
- She will do a good job. At least I expect her (to).

In if – clauses and whether – clauses, we can leave out to – infinitive or to can be used after want and would like. For example–
• You can sing if you want (to).
• I will cook whatever you would like (to) eat.

⇒ To – infinitive is left out after like. For example–
• You can go wherever you like. I won’t stop you.

Exercises
1. Add a reflexive pronoun wherever possible.
   i. That’s a beautiful sweater, Rekha, did you knit it ___________?
   ii. Young people ___________ need to get more involved in voluntary social work.
   iii. Amita was only two when she started to walk by ___________.
   iv. I haven’t tried it ___________, but I am told that it tastes good.
   v. For all the answers, we have to look back at the beginning of the situation ___________.

2. Rewrite the sentences where you will remove one / ones to make them correct.
   i. In the pack there are 26 red cards and 26 black ones.
   ii. These mangoes aren’t as good as the ones we grow ourselves.
   iii. The Zoo is the only one where you can find a white tiger.
   iv. I have my history exam tomorrow morning, but I’ve already prepared for that one.
   v. Australia may have the most poisonous spiders, but the biggest ones live in Asia.

3. Complete the answers using the verb in brackets and so, not or not .......... so; as deemed appropriate.
   i. The parcel won’t have reached him yet, will it? I ___________ (expect).
   ii. Don’t you think its time for you to come home? I ___________ (guess)
   iii. It looks like John isn’t going to keep his promise after all. It ___________ (seem)
   iv. Surely you don’t think, I would have made that call? I ___________ (hope)

4. Complete the sentences with do / did / does / doing + so / or with do / did / does / doing.
   i. You can call me Susan. Everyone __________
   ii. I didn’t think John knew Reena, but apparently he __________
   iii. I thought the article was really good, and John ___________, too.
   iv. I gave her the injection, and I take full responsibility for __________
   v. They went to the police station. The __________ voluntarily.
5. Complete the sentences with an appropriate form of do, be or have.

i. Will you make some tea? I already ...........

ii. I thought Cathy had the book, but she says she ...........

iii. We’re early. He looked at his watch. ‘You’re right.? We ...........

iv. She had nothing to say. No one at the home ...........

v. I started collecting coins when I was five years old, and I still ...........
Unit 12

Adjectives

Definition
The words which tells about the quality or the state of noun are called Adjectives. In other words, the word which describes a noun is called an adjective.

Kinds of Adjectives

Adjective of Quality
An adjective which tells the quality of the noun is known as an adjective of quality. It always gives answer to the question ‘of what kind’: Some of the adjectives of quality are — red, soft, clever, ugly, young.

Adjective of Quantity
In a sentence, a word which quantifies the thing we are talking about is known as an adjective of quantity. It always answers the question ‘how much’. Some of the adjectives of quantity are — much, little, enough, sufficient, no, some.

Adjective of Number
In a sentence, a word which tells about the number of things or person we are talking about is known as an adjective of number. It always answers the question ‘how many’. Some of the adjectives of number are — seven, third, few, all, several, double, hundreds.

Demonstrative Adjective
In a sentence, a word which tells about the placing of the noun is called the demonstrative adjective. It always answers the question ‘which’. Some of the demonstrative adjectives are — this, that, these, those.

Interrogative Adjective
In a sentence, an adjective which answers the question is called an interrogative adjective. For example:

a. What colour is his shirt?  
b. Which cup do you want?  
c. Whose book is this?

Adjectives— Form and Position

a. Adjectives remain the same, whether the nouns they describe are masculine, feminine, neuter, singular or plural.
b. Adjectives precede the noun, unless used as a complement of the verb to be.

c. Some adjectives are rarely or never used before the noun they describe. Such as – afraid, alive, asleep, alone, aware, etc.

But some of these adjectives have their related adjective which can be used either after a linking verb or before a noun. Such as –

asleep – sleeping; afraid – frightened; alike – similar; etc.

d. There are also classifying adjectives and emphasising adjectives. They cannot be used after a linking verb. Some of the classifying and emphasising adjectives are given in the table below:

<table>
<thead>
<tr>
<th>CLASSIFYING ADJECTIVES</th>
<th>EMPHASISING ADJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical, chief, main, occasional, maximum, underlying, only, digital, etc.</td>
<td>Absolute, utter, completely, mere.</td>
</tr>
</tbody>
</table>

e. In a sentence, the sequence of adjectives usually depends on the idea to be expressed. Generally speaking, the most important adjective is closest to the noun. For example:

i. a boring old movie.

ii. a wonderful new book.

iii. an interesting short poem.

iv. a beautiful young girl.

v. a nice little house.

However, numbers always come first. Adjectives of colour, place and materials are placed (in that order) just before the noun. For example:

i. a wonderful new red dress.

ii. two boring old German teachers.

iii. an interesting little English poem.

However, if you write your sentence in such a way as the adjectives follow the noun, then the last adjective must be preceded by and. Also see the use of commas in this context. For example:

i. The monument looked grand and inspiring in the sunset.

ii. The man is clever, dishonest, vulgar and selfish.

**Gradable and ungradable adjectives**

a. When an adjective is used with adverbs like rather or really to describe a more or less particular quality of a person is known as a gradable adjective.

b. Whereas an adjective used with adverbs absolutely or completely to imply itself to a large degree is called an ungradable adjective.

c. Some adverbs used to make gradable adjectives are – extremely, deeply, reasonably, slightly, hugely, fairly.

d. Some adverbs used to make ungradable adjectives are – absolutely, totally, simply, pretty, utterly.
We can put either a comma (,) or and between the two gradable adjectives that comes before a noun. For example:

i. a beautiful, nice girl, or
ii. a beautiful and nice girl.

We can put and between the two ungradable adjectives if they belong to same class, but not if they are from different classes. For example:

i. economic and social conditions; and
ii. improving social condition.

**Adjectives and Adverbs**

To describe how something happened or was done, an adverb is used and not an adjective. For example:

I’ve always greatly enjoyed his movies.

Adverbs of manner are often formed from an adjective by adding ‘-ly’. For example:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>strange</td>
<td>strangely</td>
</tr>
<tr>
<td>kind</td>
<td>kindly</td>
</tr>
<tr>
<td>ready</td>
<td>readily</td>
</tr>
<tr>
<td>single</td>
<td>singly</td>
</tr>
<tr>
<td>wise</td>
<td>wisely</td>
</tr>
<tr>
<td>clever</td>
<td>cleverly</td>
</tr>
<tr>
<td>heavy</td>
<td>heavily</td>
</tr>
<tr>
<td>double</td>
<td>doubly</td>
</tr>
</tbody>
</table>

Adverbs may have two forms either of which can be used without changing the meaning. The two forms are as follows —

i. one ending with –ly, and
ii. other without it.

But in the formal manner, use of –ly form is preferred. For example:

i. I’ll speak as loud(ly) as I can.
ii. I’ll come as quick(ly) as possible.

Some other adverbs of this type are as follows –

clear(ly), fine(ly), cheap(ly), final(ly).

**Formation of adjective from Verbs**

Adjectives can be often formed with the present (-ing) or past (-ed) participles of verbs. For example –

a. An active situation is described by the Present Participle. For example:
   - The room was full of laughing kids.

b. A passive situation is described by the Past Participle. For example:
   - The cake was covered with whipped cream.
Some participles are used immediately after nouns and help in identifying and defining the noun. For example:

He had to pay for the pen used.

Whereas few participles are used after nouns but hardly before them. For example:

None of the passengers found was alive.

There are certain participles that can be either used before or immediately after nouns. For example:

i. Read the passage chosen from the book. ‘OR’

ii. Read the chosen passage from the book.

**Compound Adjectives**

These adjectives can be categorised into three kinds:

a. **Noun + Present / Past Participle.** For example:
   i. home-made bread.
   ii. cigarette – smoking friend.
   iii. a hand-written script.

b. **Adverb/adjective + present/past participle.** For example:
   i. a beautiful-looking girl.
   ii. slowly-dripping water.
   iii. rapidly-spreading disease.

c. **Number + noun.** For example:
   i. a first-class ticket.
   ii. two-day holiday.
   iii. a three-star hotel.
   iv. second-hand book.

Remember, all compound adjectives are hyphenated and the adjectives like three-star, two-day are like all adjectives singular.

**Prepositions after adjectives**

Some adjectives are usually followed by a particular preposition. For example:

a. angry or annoyed + about / with
   i. She was very annoyed with him.
   ii. He was angry about the whole situation.

b. answerable + for/to. Example:
   i. I am not answerable to anybody.
   ii. You are answerable for your deeds.
c. bad or good + at/for. Example:
   i. He is not good at anything.
   ii. Smoking is bad for health.
d. glad + for/of. Example:
   I’m glad for them.

Some other prepositions after adjectives are as follows –

   Afraid + of/for; anxious + about/for; good + about/to/with; pleased + about/at/with; right + about/for; sorry + about/for.

**Adjective + that-clause or to-infinitive**

A number of things can be put after the adjective, when an adjective follows a linking verb with a personal subject.

To express someone’s feeling or opinion, or how sure you are of something, adjective + that – clause is used. For example:

i. I’m afraid (that) he might be hurt.
ii. I’m positive (that) it was he.

Some other adjectives which can be used with – that clause are –

alarmed, amazed, ashamed, astonished, concerned, delighted, shocked, upset, worried, certain, sure.

Adjective + to – infinitive. For example:

i. You are crazy even to think of running away from home.
ii. I was curious to know more absolutely.

Some other adjectives which can be used with to – infinitive are –

free, easy, careful, difficult, good, hard, impossible, nice, prepared, welcome, willing.

Adjective + -ing form. For example:

i. It was worth waiting for him.
ii. It was a very frightening experience.

It + linking verb + adjective.

It can be used often to avoid beginning a sentence with a that – clause or a to – infinitive. For example:

i. It became clear that something was wrong.
ii. It is essential to complete the work.

of + subject or for + subject.

Either can be used between the adjective and a to-infinitive. For example:

i. It was nice of her to help me.
ii. It seemed too easy for him.
Some other adjectives which can be used in this pattern ‘of + subject’ are – careless, greedy, generous, kind, silly, wrong.

Some other adjectives which can take ‘for + subject’ are – easy, essential, hard, important, necessary, unacceptable, vital.

**Comparative and Superlative Adjectives**

a. The standard pattern for the comparison of adjectives is as follows:

<table>
<thead>
<tr>
<th>Ordinary</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>Smaller</td>
<td>The smallest</td>
</tr>
<tr>
<td>Cheap</td>
<td>Cheaper</td>
<td>The cheapest</td>
</tr>
<tr>
<td>Old</td>
<td>Older</td>
<td>The oldest</td>
</tr>
</tbody>
</table>

i. In the comparative and superlative forms, adjectives of one syllable with one short vowel, and which ends in one consonant, the end consonant is doubled. For example:

<table>
<thead>
<tr>
<th>Ordinary</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hot</td>
<td>Hotter</td>
<td>The hottest</td>
</tr>
<tr>
<td>Big</td>
<td>Bigger</td>
<td>The biggest</td>
</tr>
<tr>
<td>Fat</td>
<td>Fatter</td>
<td>The fattest</td>
</tr>
</tbody>
</table>

ii. In the comparative and superlative forms, adjectives having one syllable and ending with e, the r and the st are added to them. For example:

<table>
<thead>
<tr>
<th>Ordinary</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large</td>
<td>Larger</td>
<td>The largest</td>
</tr>
<tr>
<td>Brave</td>
<td>Braver</td>
<td>The bravest</td>
</tr>
<tr>
<td>Rare</td>
<td>Rarer</td>
<td>The rarest</td>
</tr>
</tbody>
</table>

b. More in the comparative form and most in the superlative form precede the adjectives of three syllables. For example:

<table>
<thead>
<tr>
<th>Ordinary</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hesitant</td>
<td>More hesitant</td>
<td>The most hesitant</td>
</tr>
<tr>
<td>Beautiful</td>
<td>More beautiful</td>
<td>The most beautiful</td>
</tr>
<tr>
<td>Wonderful</td>
<td>More wonderful</td>
<td>The most wonderful</td>
</tr>
</tbody>
</table>

c. However, things become somewhat more complicated with adjectives of two syllables as some of these adjective take er and est, while some take more and most. Usually the adjectives that end with y are used as follows.

<table>
<thead>
<tr>
<th>Ordinary</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleepy</td>
<td>Sleepier</td>
<td>The sleepiest</td>
</tr>
<tr>
<td>Mighty</td>
<td>Mightier</td>
<td>The mightiest</td>
</tr>
<tr>
<td>Happy</td>
<td>Happier</td>
<td>The happiest</td>
</tr>
<tr>
<td>Lively</td>
<td>Liveliest</td>
<td>The liveliest</td>
</tr>
</tbody>
</table>

Adjectives of two syllables which ends with ful and ing use more and most in the comparative and superlative form respectively. For example:

<table>
<thead>
<tr>
<th>Ordinary</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
</table>
Some two-syllable adjectives can be used in both forms. For example:

<table>
<thead>
<tr>
<th>Ordinary</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common</td>
<td>Commoner</td>
<td>The commonest</td>
</tr>
<tr>
<td>Pleasant</td>
<td>Pleasanter</td>
<td>The pleasantest</td>
</tr>
<tr>
<td>Pleasant</td>
<td>More pleasant</td>
<td>The most pleasant</td>
</tr>
</tbody>
</table>

d. There are a few irregular comparative and superlative form also. For example:

<table>
<thead>
<tr>
<th>Ordinary</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Better</td>
<td>Best</td>
</tr>
<tr>
<td>Little</td>
<td>Less</td>
<td>Least</td>
</tr>
<tr>
<td>Bad</td>
<td>Worse</td>
<td>Worst</td>
</tr>
<tr>
<td>Late</td>
<td>Later</td>
<td>Latest</td>
</tr>
<tr>
<td>Old</td>
<td>Older</td>
<td>Oldest</td>
</tr>
<tr>
<td>Old</td>
<td>Elder</td>
<td>Eldest</td>
</tr>
<tr>
<td>Much</td>
<td>More</td>
<td>Most</td>
</tr>
<tr>
<td>Many</td>
<td>More</td>
<td>Most</td>
</tr>
</tbody>
</table>

**Use of Adjectives in Comparisons and Superlatives**

a. To compare two objects that are considered to be equal, we use ‘as + ordinary adjective + as’ formation. For example:

i. My life is as good as Raghav’s.

ii. I am as intelligent as my brother.

Whereas a formation of not as + ordinary adjective + as or not so + ordinary adjective + as is in the negative sentence. For example:

i. I am not as/not so intelligent as my brother.

ii. Rahul’s house is not as/not so big as Ravi’s

b. When two things are compared, and a difference of degree is important, a comparative adjective with than is used.

For example:

i. His life is better than his friend’s.

ii. Chris is more intelligent than I am.

For describing continuing progression also the comparative adjective is used. For example:
i. With each passing year, he grew more and more anxious about his father’s health.

ii. He became less and less satisfied with his house and decided to sell it.

c. A superlative may be used while comparing three or more things. For example:

i. Ritika is pretty, but Suniti is prettier and Rachna is the prettiest of all.

⇒ The formation of the + superlative adjective can also be used. For example:

ii. It’s the most intriguing story (that) I’ve ever heard.

iii. He’s the best painter in world.

**Other uses of ‘the’ with adjectives**

a. the + an ordinary adjective indicates a group of people. For example:

i. the unemployed ⇒ people that are unemployed.

ii. the needy ⇒ people who are in need.

iii. the injured ⇒ people who have been injured.

iv. the Indians ⇒ Indian people.

v. the Swiss ⇒ Swiss people.

In the above examples the adjective is used as a plural noun. Some common examples include:

i. the beautiful; the ugly; the dying;

ii. the dead; the rich; the old; the young;

iii. the starving; the living; the blind.

iv. the young are full of life.

v. the blind can also do anything they want to do.

⇒ But remember, this use of adjectives is possible only in the plural. In the singular, the adjective must be accompanied by a noun. For example:

i. This morning I saw a young man helping a blind man across the road.

⇒ Nouns like a Swiss, a Russian and Japanese usually indicate men. The feminine form of these nouns would therefore be as follows:

a Swiss woman, a Russian Girl and a Japanese lady, etc.

b. To describe an apparently inevitable progression ‘the’ can be used with a comparative adjective. For example:

The more expensive the house, the higher the selling price.

c. To compare two objects or people, a superlative cannot be used and therefore the is used with a comparative adjective in this case. For example:

i. Rahul has two sisters, Akruti and Aarti. Akruti is the more beautiful of the two.

d. Remember, most is not always accompanied with the. For example:
i. Most girls like to play with dolls.
ii. Ranjan was most generous and kind.

**Exercises**

a. Write appropriately the words given in the bracket, either before or after the noun.
   1. Radhika always seemed such a ____________ girl ____________. (responsible)
   2. The ____________ situation ____________ has been resolved. (present)
   3. Most of the ____________ people ____________ in the riots are roaming scot-free. (involved)
   4. Rahul and Samir were the ____________ children ____________ for the chaos. (responsible)
   5. There were over four thousand ____________ people ____________ at the rally. (present)

b. Complete the sentences by putting the adjectives in the most appropriate order.
   1. Mine’s the ____________ doll. (red, Japanese, big)
   2. I rent a ____________ house. (well, large, furnished)
   3. He gave me a ____________ box. (small, metal, jewellery)
   4. There was a ____________ rug on the floor. (woollen, wonderful, soft)
   5. I’ve just bought a ____________ table. (expensive, wooden, coffee).

c. Correct the following sentences, if necessary.
   1. She speaks German fluent.
   2. I think you acted very cowardly.
   3. Everyone says that he’s now extremely poor.
   4. He plays the violin remarkable good for his age.
   5. Chop the ginger finely and sprinkle it over the pizza.
   6. She turned to him surprisingly. ―I don’t trust you,‖ she said.

d. Write the missing form/forms in the following series of ordinary, comparative or superlative adjectives.
   1. good, ____________, best.
   2. boring, ____________, ____________.
   3. incredible, ____________, ____________.
   4. ____________, ____________, the pleasantest.
   5. ____________, simpler, ____________.
   6. ____________, ____________, fastest.
   7. horrible, ____________, ____________.
   8. ____________, worse, ____________.
   9. enormous, ____________, ____________.
   10. ____________, more careful, ____________. 
e. Rewrite the sentences using ‘good’ followed by an appropriate preposition.

1. I like dancing because I do it well.
2. As she worked well with animals, she became a vet.
3. At school, I always did well in sports.
4. Scientists now say that coffee is healthy.
5. The election result benefits democracy.

f. Use the following pairs of adjectives + preposition in sentences to show the difference in their meaning.

1. right about/right for.
2. please about/pleased with/pleased at.
3. good about/good to/good with.
4. afraid of/afraid for.
5. anxious about/anxious for.
6. answerable for/answerable to.
7. sorry about/sorry for.
8. glad for/glad of.

g. Make the sentences of the following adjective with the help of that clause.

1. amazed
2. sure
3. delighted
4. alarmed
5. concerned
6. upset
7. ashamed
8. astonished
9. worried
10. certain

h. Complete these sentences with ‘as………as’ or ‘not as……as’. Use the words in the brackets and add any other necessary words.

1. It’s ____________ I’d imagined. (beautiful, painting)
2. It’s ____________ I’ve ever read in a magazine. (article, interesting)
3. Mr Sharma is ____________ his predecessor was. (not/popular/president)
4. They’re ____________ in the last office I worked at. (well-behaved/colleague)
5. Since her husband’s untimely death, Ruchika has tried to lead ____________ life. (normal/life)
i. Complete these sentences with as much as, as many as, as little as, or as few as.

1. I used to drink _____________ four pegs a day.
2. He doesn’t read now _____________ he used to.
3. I sometimes have to spent _____________ Rs 200 on bus fares.
4. On the holidays _____________ thousand people visit the exhibition.
5. It was sad that _____________ 100 people came to the meeting.

j. Join the pair of sentences, using so + adjective + as to.

1. The music was played softly. It was nearly inaudible.
2. The difference between the two was negligible. It was insignificant.
3. The painting was unusual. It seemed almost a joke.
4. The management has been co-operative. They let me employ ten people.

k. Are the adjectives given below in the sentences gradable or ungradable? Use an appropriate adverb to complete each sentence and try to use a different adverb each time.

1. I was ___________ terrified by the news
2. He’s a(n) ___________ essential member of the party.
3. The instructions were ___________ complicated.
4. I was ___________ disappointed.
5. The question is ___________ simple.
6. His new office is ___________ enormous.
7. The answers were ___________ absurd.
8. The question he asked was ___________ hard.
9. His novels are ___________ popular.
10. He was ___________ devastated by the information.

l. Rewrite the sentences given below using ’It ___________ (adjective) for/of.

1. You were very kind to visit.
2. She found it difficult to say anything.
3. It find it unacceptable that news channel telecast such a story.
4. I think it’s important that you take some vitamins every day.
5. I think you were selfish when you took the last pastry.

m. Complete each of the following sentences in an appropriate way:

1. The show was so ___________ that ___________
2. The music was so ___________ that ___________
3. He was so ___________ that ___________
4. The weather was so ___________ that ___________
5. The teacher was so ___________ that ___________

n. Use ‘as much as’; ‘as many as’; ‘as little as’; or ‘as few as’ to complete the following sentences.
1. In the afternoon ___________ one hundred people came to this restaurant.
2. He doesn’t play cricket now ___________ he used to.
3. I used to drink ___________ fifteen cokes a day.
4. It was sad that ___________ fifty people came for the exhibition.
5. I sometimes have to spend ___________ Rs. 50 a day on bus fares.

o. Rearrange the words given in brackets to complete the following sentences. Add capital letters and the word ‘and’ if required.
1. This morning I saw (new, a, Japanese, sports, very expensive, car) in town.
2. He's lost his (silk, scarf, red).
3. Will you go to the market for me and buy (glasses, three dozen, crystal)
4. When she was a girl she had (German, lovely, a, black) shepherd dog.
5. The people had I met were (simple, loving, helpful).

q. Change the verbs in brackets into the correct form of adjective.
1. This is a (pre-record) programme.
2. He acted like a (spoil) child).
3. She sent me a hand (write) script.
4. Spanish (peak) people have difficulty understanding English slang.
5. He's got a poorly (pay) job at the Railways.
6. She married a well (educate) man from Shimla.

r. Convert the followings into nouns preceded by compound adjectives.
1. A child who has been badly treated.
2. Water which drips slowly.
3. A holiday that lasts for four weeks.
4. A doctor who is old-fashioned.
5. A horror story that chills the spine
6. A journey of five hours.
7. Clients who speak French.
8. A gentlemen who dresses well.
9. A recipe that takes five minutes to prepare.
10. A woman who looks attractive.
Unit 13

Adverbs and Conjunctions

Adverbs

- Sheilia speaks softly.
- It is a very crooked tree.
- The baby slept quite peacefully.
  - In the first example, 'softly' shows how (or in what manner) Sheila speaks; that is, 'softly' modifies the verb 'speaks'.
  - In the second example, 'very' shows how much (or in what degree) the tree is crooked, that is, 'very' modifies the adjective crooked.
  - In the third example, 'quite' shows how far (or to what extent) the baby slept peacefully; that is 'quite' modifies the adverb peacefully.

Hence, an Adverb is a word which modifies the meaning of a verb, an Adjective or another Adverb.

Formation of Adverbs

A. Adverbs can be formed by addition of 'ly' to adjectives, nouns or participles:

<table>
<thead>
<tr>
<th>Word</th>
<th>Adverb</th>
<th>Word</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>badly</td>
<td>soft</td>
<td>softly</td>
</tr>
<tr>
<td>brave</td>
<td>bravely</td>
<td>slow</td>
<td>slowly</td>
</tr>
<tr>
<td>clever</td>
<td>cleverly</td>
<td>sudden</td>
<td>suddenly</td>
</tr>
<tr>
<td>cruel</td>
<td>cruelly</td>
<td>week</td>
<td>weekly</td>
</tr>
<tr>
<td>cunning</td>
<td>cunningly</td>
<td>peaceful</td>
<td>peacefully</td>
</tr>
<tr>
<td>fortunate</td>
<td>fortunately</td>
<td>loving</td>
<td>lovingly</td>
</tr>
<tr>
<td>kind</td>
<td>kindly</td>
<td>beautiful</td>
<td>beautifully</td>
</tr>
<tr>
<td>month</td>
<td>monthly</td>
<td>strong</td>
<td>strongly</td>
</tr>
</tbody>
</table>

B. While forming an adverb, if an adjective has 'y' in the end and is preceded by a consonant, 'y' is then changed into, 'i' and 'ly' is added. But if an adjective ends in 'le', only 'e' is changed to 'y'.

For Example:
Adjective  Adverb
able          ably
angry         angrily
ready         readily
true          truly
happy         happily

C. Some adverbs are also formed by adding some prefix 'a', 'b', 'to' etc. to 'nouns' and 'adjectives'.

For Example:
ahead, asleep, today, tomorrow (from Nouns)
along, abroad, behind, below (from Adjectives)

D. Some adverbs are formed by combining a noun and an adjective.

For Example:
likewise, meantime, midnight, otherwise.

E. Some adverbs are also formed by adding prepositions to adverbs:

For Example:
thereafter, therein, hereafter, herein, thereby, herewith, wherefore, wherein, hitherto, thenceforth, henceforth.

F. Two adverbs sometimes go together, joined by conjunction 'and';

For Example:
again and again, by and by, far and near, far and wide, now and then, now and again, off and on, once and again, out and away, out and out, over and above, to and fro.

**Kinds of Adverbs**

There are three kinds of adverbs:

1. Simple Adverbs
2. Interrogative Adverbs
3. Relative Adverbs

1. Simple Adverbs: Adverbs which modify the words with which they are used are known as simple adverbs. They can further be divided into the following classes according to their meaning.

   a. Adverbs of Time (shows 'when')
   
   - I went to see him yesterday.
   
   - He formerly lived in America.
• I am already late for the party.
• She did not see her friend since she had left London.
• Don't call me daily.
• The end soon came.
• He came here a few months ago.

b. Adverbs of Frequency (shows 'how often')
• When should we meet again?
• He seldom writes to me.
• She often calls her.
• He frequently makes mistakes.
• I have not seen him once.

c. Adverbs of Place (shows 'where')
• Come here.
• He looked up.
• There he goes.
• Maya has gone out.
• March forward.
• Please come inside.
• Step backward.
• What is kept within the box?

d. Adverbs of Manner (shows 'how' or 'in what manner')
• This essay is well written.
• The little girl slept soundly
• The athletes ran fast.
• The snail moved slowly.
• You should not do so .

e. Adverbs of Degree or Quantity (shows 'how much', or in what degree 'or to what extent')
• He is good enough for my purpose.
• You are altogether out of mark.
• She recites pretty well.
• She is too weak to travel.

f. Adverbs of Affirmation and Negation ('yes', 'certainly', 'surely' are adverbs of affirmation and 'no', 'not' are adverbs of negation).
• She will certainly die if you don't get a doctor.
• Surely you are mistaken.
• I do not know him.
• He warned me not to be late.
g. Adverbs of Reason
   - He is hence unable to refute the charge.
   - He therefore left school.

Note: (Some of the above adverbs may belong to more than one class).

Her voice is delightfully sweet. (Adverb of Degree)
She dances delightfully. (Adverb of Manner)
His mother told him not to go far. (Adverb of Place)
She is for better now. (Adverb of Degree)

2. Interrogative Adverbs: An Interrogative Adverb not only modifies some word, but also introduces a question.
   - Where will you go during the holidays? (Interrogative Adverb of Place)
   - When did you come here? (Interrogative Adverb of Time)
   - Why are you sad? (Interrogative Adverb of Reason)
   - How did you solve this puzzle? (Interrogative Adverb of Manner)
   - How many students are newly enrolled? (Interrogative Adverb of Number)
   - How high is Qutub Minar? (Interrogative Adverb of Degree)

3. Relative Adverbs: A relative adverb not only modifies some word, but also join two clauses. It refers back to some antecedent.
   - Sunday is the day when I am very busy.
   - I remember the house where I was born.
   - Show me the place where he was assaulted.
   - No one knows the reason why she left early.

**Position of Adverbs**

Generally, an Adverb is placed immediately next to the word it modifies. See the given examples.

- Only Rama came to see me. [Rama alone and no one else]
- Rama came to see only me. [Me alone and nobody else]
- Rama came only to see me. [Not to do anything else]

An Adverb is generally placed:

a. Adverbs of manner. (well, fast, quickly, carefully, calmly) are generally placed after the verb or after the object if there is one; as
b. Adverbs or Adverb phrases of place (here, there, where, on the wall) and of time (now, then, yet, today) are also usually placed after the verb or after the object if there is one;
   - I looked everywhere.
   - They are to be married next week.

c. When there are two or more adverbs after a verb (and its object), the normal order is, adverb of manner, adverb of place, adverb of time.
   - We should go there tomorrow evening.
   - She sang well in the concert.

d. Before an adjective or another adverb it modifies.
   - Neeta is a very good singer.
   - The patient moved rather slowly.

   But the adverb 'enough' is placed after the word it modifies:
   - She sings well enough.
   - You are old enough to know better.

e. The auxiliaries 'have to' and 'used to' prefer the adverb in front of them.
   - I often have to go to college on foot.
   - He always used to agree with me.

d. As a general rule, the word 'only' should be placed immediately before the word it modifies; as,
   - I worked only two chapters.
   - He has slept only for an hour.

g. Adverbs of frequency which answer the question 'How often'? (always, never, often, rarely, usually, generally, nearly and certain other adverbs like almost, already, hardly, just, quite) are normally placed between the subject and the verb if the verb consists of only one word; if there are more than one word in the verb, they are put after the first word.
   - He has never seen a camel.
   - I have often told Kumar to write legibly.
   - My dad has just gone out.
   - I quite agree with your reasoning.

h. If the verb is am/are/is/was, these adverbs are placed after the verb.
   - We are never late for an appointment.
   - We are just off.
i. These adverbs are usually put before an auxiliary or a single verb 'be', when it is stressed.
   - 'Do you eat pork?' "Yes, I sometimes do."
   - "When will you complete the novel?" "It is already completed."

Note: If adverbs of manner, place and time occur in a sentence, they are put in the following order.

First place: Adverbs of Manner.
Second place: Adverbs of Place.
Third place: Adverbs of Time.

- She spoke fluently at the meeting yesterday.

### Comparisons of Adverbs

Some Adverbs like Adjectives have three degrees of comparison. Such Adverbs are generally compared like Adjectives.

Ruchika sings well. (Positive)
Smita sings better than Ruchika. (Comparative)
Arpita sings best of all. (Superlative)

Note: [An adverb of the Superlative Degree is not preceded by the definite article 'the'.

She speaks loudest of all (correct).
She speaks the loudest of all. (Incorrect).

### Formation of Degrees

1. Adverbs of one syllable form the comparative by adding '-er' and the superlative by adding– 'est' to the positive:

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast</td>
<td>faster</td>
<td>fastest</td>
</tr>
<tr>
<td>hard</td>
<td>harder</td>
<td>hardest</td>
</tr>
<tr>
<td>late</td>
<td>later</td>
<td>latest</td>
</tr>
<tr>
<td>long</td>
<td>longer</td>
<td>longest</td>
</tr>
<tr>
<td>loud</td>
<td>louder</td>
<td>loudest</td>
</tr>
<tr>
<td>near</td>
<td>nearer</td>
<td>nearest</td>
</tr>
<tr>
<td>soon</td>
<td>sooner</td>
<td>soonest</td>
</tr>
<tr>
<td>early</td>
<td>earliest</td>
<td></td>
</tr>
</tbody>
</table>

2. Adverbs ending in 'ly' form their comparisons by adding 'more' and 'most'.

- beautifully
- more beautifully
- most beautifully
ADVERBS AND CONJUNCTIONS

<table>
<thead>
<tr>
<th>Carefully</th>
<th>More Carefully</th>
<th>Most Carefully</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fortunately</td>
<td>More Fortunately</td>
<td>Most Fortunately</td>
</tr>
<tr>
<td>Frequently</td>
<td>More Frequently</td>
<td>Most Frequently</td>
</tr>
<tr>
<td>Skilfully</td>
<td>More Skilfully</td>
<td>Most Skilfully</td>
</tr>
<tr>
<td>Wisely</td>
<td>More Wisely</td>
<td>Most Wisely</td>
</tr>
</tbody>
</table>

Exceptions:

early earlier    earliest

3. Some adverbs form their comparison irregularly:

<table>
<thead>
<tr>
<th>Bad, Ill</th>
<th>Worse</th>
<th>Worst</th>
</tr>
</thead>
<tbody>
<tr>
<td>Far</td>
<td>Farther</td>
<td>Farthest</td>
</tr>
<tr>
<td>Forth Further</td>
<td>Furthest</td>
<td></td>
</tr>
<tr>
<td>Late</td>
<td>Later</td>
<td>Latest, Last</td>
</tr>
<tr>
<td>Little</td>
<td>Less</td>
<td>Least</td>
</tr>
<tr>
<td>Much</td>
<td>More</td>
<td>Most</td>
</tr>
<tr>
<td>Well</td>
<td>Better</td>
<td>Best</td>
</tr>
<tr>
<td>Nigh, Near</td>
<td>Nearer</td>
<td>Next</td>
</tr>
</tbody>
</table>

Note: [It will be noticed that only Adverbs of Manner, Degree and Time admit of comparison].

Many Adverbs from their nature cannot be compared.

Now, then, where, there, once.

**Use of Some Adverbs and Adverb Phrases**

i. Much, Very: 'Much is used before Adverbs in the comparative Degree and Past Participles:

- My aunt is much better today.
- I am much troubled to hear this news.

'Very' is used before the Adverbs of the Positive Degree and Present prticiple:

- He runs very fast.
- The way of his walking is very funny.

Note: ['Very' is also used with 'much' but it should be avoided].

ii. (a) 'Too' is used in the sense of 'more than enough'.
• This stick is too big for me to carry.
• Sugar is too sweet.

(b) 'Too' is also used to mean 'also' and 'as well':

Take him with you too.

Note: ['Too' shouldn't be placed directly after the subject].

iii. 'Since, ago, before':

'Since' used as an Adverb refers to the time dating backwards from now. It is preceded by a verb in the Past Indefinite and a noun denoting period of time:

• We came here a week since.

'Ago' is used to express period of time measuring back from now:

• He lost his father six months ago.

'Before' is used to express some indefinite previous time:

• I have seen him 'before'.

iv. 'Quite' means 'completely' Hence it is wrong to use it in the sense of 'very'.

• You are quite (not 'very') right.

**Conjunctions**

A conjunction is a word which is a joiner, a word that connects (conjoins) parts of a sentence.

• I bought apples and mangoes.
• He worked hard but he failed.
• We cannot go out because it is raining.

**Kinds of Conjunctions**

Conjunctions are of three kinds:

1. Coordinating Conjunctions.
2. Subordinating Conjunctions.
3. Correlative Conjunctions.

1. Coordinating Conjunctions: A Conjunction that joins together sentences of equal rank or order is called a Coordinate Conjunction.

• He is poor, still people like him.
ADVERBS AND CONJUNCTIONS

- He has been ill but he never misses his class.

In these sentences, we can divide each of them into two equal, independent parts. They are joined by 'still' and but'.

'Still' and 'but' are therefore, Coordinate Conjunctions.

Coordinating Conjunctions

and but or yet for nor so.

Note: [You may remember these conjunctions by recalling that they all have fewer than four letters. Also you may use the acronym.

FANBOYS: For-And-Nor-But-Or-Yet-So.

You should be careful of the words 'then' and 'now' as neither is a coordinating conjunction. Also the role of coordinating conjunction in a sentence and punctuation does not apply to these two words 'now' and 'then'.

When a coordinating conjunction connects two independent clauses, it is (but not always) accompanied by a comma.

- Vinod wants to play for Table Tennis Championship, but has trouble qualifying.

When the two independent clauses connected by a coordinating conjunction are nicely balanced or brief, the comma may be omitted.

- Kamla has a great jump but she isn't quick on her feet.

The comma is always correct when used to separate two independent clauses connected by a coordinating conjunction.

- Sonia spent her summer studying economics, accounts, and reading old English classics.

When a coordinating conjunction is used to connect all the elements in a series, a comma is not used.

- Radha Swamies and Nirankaries and Bramhkumaries are the prevalent congregations in Haryana.

A comma is also used with 'but' when expressing a contrast.

- This is a useful rule, but difficult to remember.

In most of their other roles as joiners, coordinating conjunctions can join two sentence elements without the help of a comma.

- Rabindranath Tagore and Sharat Chandra Chatterjee are among the greatest of pre-independence Indian writers.

Co-ordinate Conjunctions are of four kinds:

a. Cumulative: These conjunctions merely add one statement to another.

- The father as well as the son was arrested.
- We carved nest a line, and we raised not a stone.

Cumulative Conjunctions are:
And, also, too, no less than, as well as, both, only, no only......but also etc.

b. Adversative: They express opposition or contrast between two statements:
   - I was angry; still I kept quiet.
   - He walked fast; nevertheless he missed the bus.

Adversative Conjunctions are:
But, still, yet, only, nevertheless, while, whereas etc.

c. Alternative: They express a choice between two statements.
   - Neither a borrower, nor a lender be.
   - Walk quickly, else you will miss the bus.

Alternative Conjunctions:
Either-or, neither-nor, else, otherwise.

d. Illative: These show that one statement or fact is inferred from another:
   - I cannot give you anything, for I have none myself.
   - He did not work; therefore he failed.
   - They did not walk fast; so they were late.

Illative Conjunctions are:
For, therefore, so, then,

2. Subordinating Conjunction: When a word joins a clause to another on which it depends for its full meaning, it is called Subordinate Conjunction.
   - He will leave the place if he is allowed to do so.
   - I do not know when he will come.

The sentence if he is allowed to do so or ‘when he will come’ depends for its full meaning on ‘He will’ leave the place or ‘I do not know’. The conjunction ‘if’ or ‘when’ therefore joins two sentences of unequal rank and are called Subordinate Conjunction.

A conjunction that joins together two sentences of unequal rank or order is called a Subordinate Conjunction.

Subordinate Conjunction denote time, place, purpose, condition, cause, effect, comparison, contrast, extent or manner.
   (i) He has been ill since he came here (Time)
   (ii) If you wander about, you will fail (Condition)
   (iii) He is cleverer than his brother (is) (Comparison)
   (iv) Although he worked hard, yet he failed (Contrast)

The most important Subordinate Conjunctions are:
   (i) Till, until, after, before, ere, while, since, as soon as , as long as. (Time)
   (ii) Where, wherever, (Place)
ADVERBS AND CONJUNCTIONS

(iii) That, so that, in order that (Purpose)
(iv) If, unless, provided that, in case, whether (Condition)
(v) Because, since, as (Cause)
(vi) That, so that (Effect)
(vii) As, then, no less than (Comparison)
(viii) Though, although, however, not withstanding (Contrast)
(ix) As, so far as (Extent or Manner)
Note: (All the above Conjunctions introduce an adverbial clause)

3. Correlative Conjunctions: There are some conjunctions that are used in pairs. They are called Correlative Conjunctions. These are phrase conjunctions:

(i) Either...or: Either Jai or Kumar has broken the vase.
   Either you or he has done this mischief.

(ii) Neither...nor: Neither I nor my companions have stolen the money.
Note: (In the above sentences the verb agrees in number and person with the second subject).

(iii) Though...yet: Although he is poor yet he is honest.

(iv) Not only...but also: Not only did he go himself but took his friend with him also.
   He not only gambles but drinks also.

Exercises

1. Complete the sentence with adverbial clauses:
   a. He suddenly shut his mouth ______
   b. She hired a trainer ______
   c. His hands were bruised______
   d. We went swimming ______
   e. We were so happy ______
   f. He continued to argue______
   g. She forgave him ______
   h. I will meet you ______
   i. The music concert will take place ______
   j. She lived in ______

2. Put a tick (right mark) if no improvement is needed or if necessary rewrite the sentence:
a. He has just bought a new scooter.
b. I was totally unprepared for the news.
c. Rajiv became soon bored with the books.
d. She had been to Bangalore never before
e. Although he is 75, he has a young heart.
f. Being alone brought her usually a sense of peace.
g. It was now time for Madhu to give her lecture.
h. Ravi frequently was away from his home in his new job.
i. He has been given three days of leave.

3. Complete the sentences by putting the words and phrases in brackets in the most likely order for written English.

For Example:

i. Spectators cheered excitedly throughout the match ( throughout the match / excitedly)
ii. He sailed ............. ( around world/ in ten months )
iii. He stayed ..... ( all day/ at office)
iv. We're going ......(to Shimla/week)
v. He sat ..... ( for a few minutes / silently)
vi. She waited ............(patiently / outside the door)
vii. She speaks ............ (fluently / in five languages)
viii. I have ...... ( a new car / bought)
ix. He was arrested ..... ( at the customs counter of Delhi airport / last month)
x. On Sundays we ........... ( play / cricket).

4. If necessary, correct these sentences. If they are already correct, put a right mark ( √ ).

a. It’s still three hours before I have to back.
b. They ordered ice creams when they ate their dinner.
c. When the two leaders had met, they shook hands.
d. You can watch television after you have cleaned your room.
e. He will be 21 when he completes his college.
f. I was only just in time. As I had taken my seat, the movie started.
g. He will be released from jail after he will have served of seven years.
h. Dr. Sangwan has been appointed recently professor of English.
i. He won't give up before I will finish what he set out to do.
j. Before she will know it, her children will have grown up.

5. Choose ‘as’, ‘when’ or ‘while’, whichever is correct or more likely, to complete the sentences. If there is more than one possible answer, write them all.

a. ________ he was ten, he moved with his parents to Chennai.

b. He cut himself ______ he was shaving.

c. Madhu was still angry ______ she hung up the phone.

d. He was walking along the street ______ he tripped over.

e. Sachin hurt his back ______ he was fielding the ball.

f. She was quite good at history ______ she was at college.

g. Do you remember ______ we went trekking with Jai.

h. Rajni started to cry ______ Seema left the room.

i. Leave the bread on the table ______ you leave.

j. ________ the kitchen window broke I was cooking dinner.

6. Put ‘even’ ‘only’ or ‘alone’ in the most appropriate place in each sentence.

a. 20,000 cases of T.B. were reported during ________ July.

b. When Raja died ______ his enemies ______ agreed he was a good man.

c. It is often said that ________ money _____ can’t bring you happiness.

d. When Sachin scored a hundred ______ Australians acknowledged it.

e. ________ Poonam raised her hand to the question put to the class.

f. He ________ was able to withstand the scathing attack of the opposition.

g. I didn’t ______ know that my brother was involved in the robbery.

h. ________ he could have done the thing he did.

i. ________ the tickets _____ would be more than I could afford. I certainly couldn’t pay the hotel bills, too.

j. The match was ________ on my television.

7. Match the sentences in the most appropriate way and then write the sentences using in order infinitive or so as to infinitive.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I didn’t want to embarrass him.</td>
<td>1. Trees were planted along the street.</td>
</tr>
<tr>
<td>b. She didn’t want to have to say goodbye.</td>
<td>2. We crept up the stairs.</td>
</tr>
<tr>
<td>c. This was done to reduced traffic noise.</td>
<td>3. I swept broken glass off the path.</td>
</tr>
</tbody>
</table>
d. I wanted to prevent an accident.
e. We didn’t want to wake Shiela.
f. He did this to carry out his business
g. We didn’t want to forget her birthday.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. She always buys me a birthday present.</td>
<td>1. The result seems unlikely</td>
</tr>
<tr>
<td>b. There is still room for improvement.</td>
<td>2. The injury was serious.</td>
</tr>
<tr>
<td>c. It didn’t keep her out of the game.</td>
<td>3. She is poor.</td>
</tr>
<tr>
<td>d. They are never the less earnest.</td>
<td>4. She was tired.</td>
</tr>
<tr>
<td>e. Pallavi walked home.</td>
<td>5. The invention is ingenious.</td>
</tr>
<tr>
<td>f. Nobody will ever buy it.</td>
<td>6. The building was huge.</td>
</tr>
<tr>
<td>g. They put up a good performance</td>
<td>7. The food is excellent.</td>
</tr>
<tr>
<td>h. It wasn’t sufficiently vast to hold the city library.</td>
<td>8. They were outnumbered.</td>
</tr>
</tbody>
</table>

9. If necessary, correct these sentences

   a. The video stops if you press this button.
   b. Speak to the manager if you want to book a room.
   c. If he doesn’t break the window then who is responsible?
   d. If Ashok had been honest, he would return the money.
   e. You’d be surprised if I told you how much this cost.
   f. If Rana will continue to work hard, he would pass the exams easily.
   g. I’d be able to visit Amit first thing in the morning if I stay in Bombay overnight.
   h. We might soon be making a profit if all will go according to plan.
   i. Shiv would have been attacked if I hadn't come along.
   j. If he knew what it was going to be like, why did he come?

10. Underline the correct phrase. If either is possible, underline them both.

   a. Unless it had been/if it hadn't been/for my friends, I wouldn't have got the job.
c. Unless we cut/if we don't cut/resource use and waste, we face a decline in the quality of our lives.

d. The workers have threatened to go on strike unless they are given/if they are not given/a pay rise.

e. Unless we hear from you/if we don't hear from you/we'll expect you around 1 a.m.

f. I must get on with my job unless you want/if you don't want/to help me.

g. The club will have to close/unless we can attract/if we can't attract/more members.

h. He wouldn't have failed his exams/unless he had/if he hadn't/been/ill.

i. What will you do/unless you go/if you don't go/away for the weekend?
Unit 14

Prepositions

Definition
A Preposition is a word which is placed before a noun or pronoun to tell its relation with other words in a sentence. In other words, it clarifies the relation of a noun or pronoun with a place, direction or source in a sentence. Some examples of prepositions are:

In, into, on, upon, at, with, of, off, over, to, from, within, for, above, through, after, against, behind, under, about, etc.

Position of the Preposition

Accusative Case
The noun or pronoun which is used with a preposition is called its object. In this case, the object is usually governed by the preposition. For example:

- My pen is in my purse
- He was looking at the painting.

Relative Pronoun
A preposition is always placed at the end when the object is a Relative Pronoun. In other words, when a preposition governs a relative pronoun it is always placed at the end. For example:

- This is the book I was telling you about.
- Look at the stars above.

Interrogative Pronoun
A preposition is also placed at the end when the object is interrogative pronoun. In other words, when a preposition governs an Interrogative pronoun, it always comes at the end. For example:

- What are you looking for?
- Where did this book come from?

Uses of Prepositions
Prepositions of Place — At, in and on

At

'At' is used when we want to tell about a specific point of place instead of an area. It is also used to tell about an event where there is a group of people. For example:

- His shop is at the corner of the street.
- Very few opposition leaders attended the meeting at the Prime Minister's residence.

On

'On' is used when we want to tell about some flat surface or about something which we think of on the lines of road or river.

- Please put the file on my desk.
- There was a picture on the wall.

In

'In' is used when we are talking about something within a larger area or space. For example:

- She lives in a small town in Australia.

Prepositions of Time—'at', 'in' and 'on'

At

'At' is used to describe a point of time or the periods of time that we consider as points. For example:

- at dawn; at midday/noon;
- at night; at 12 o'clock.

- He wakes up at dawn to see the sunrise.
- We will meet at noon.
- Here it gets very cold at night.
- I have to be there at 5 o'clock sharp.

'At' is also used with the short periods of holiday and with the meal times. For example:

- We usually go for camping at weekends.
- I will see you at thanksgiving dinner.
When we want to say that 'it is night' or 'each night', we use the preposition at, but we use ‘in’ to say that it is 'in the middle of'. For example:

- He likes to drink coffee at night before going to bed.
- She was rushed to the hospital in the night.

In

'In' is used while talking about longer periods of time like seasons, months, years, decades or centuries. For example:

- In summer, we love to go on a long drive.
- There are 365 days in a year.

'In' is also used while talking about ‘how long something takes' or 'how long it will be before something happens.’ For example:

- I could learn to speak French in two weeks.
- The hostage situation lasted only for a few minutes.

On

'On' is used while talking about a particular day, date or part of a particular day. For example:

- I will meet you on Sunday.
- Gandhi Jayanti is celebrated on 2nd of October.
- Our shop is closed on Tuesday evening.

Some special characteristics of 'In', 'at' and 'on'

When we talk about the names of countries and big towns then 'in' is used; whereas 'at' is used while speaking of small towns and villages.

When we talk about the things at rest, 'in' and 'at' are used; whereas to and into are used while speaking of things in motion.

We can also use 'on' while talking about the things at rest.

Some more prepositions of time

During, for, in, over, throughout

During or in is used to describe something that happened during a particular period of time. For example:

- His condition has deteriorated during in the last few years.
● No one was allowed to go at work during the strike.

However, we use during and not ‘in’ while talking about something which happened during the same time as another event or activity took place. For example:

● She was hurt during her practice session of dance.
● He created a scene during the meeting.

During or throughout can be used to highlight something that continues for the whole of a particular period of time. For example:

● It drizzled throughout the football match.
● No one was allowed to go out of the Parliament during the Prime Minister's speech.

Over or during is used to highlight something that goes on either for a whole period of time or some period of time. For example:

● She have been really busy over/during the past few days.

For is used 'for how long something continues' and 'during is used for ‘when something takes place.’ For example:

● She was with him for two days.
● Award ceremony will take place during the annual function.

**By, until**

By is used to describe 'when something will happen' or will be done before a particular time' or 'atleast at that time'. Whereas until is used to describe something that will continue up to a particular time. For example:

● I have to reach my office by 9 o’ clock.
● You can't succeed until you work hard.

However, until is also used in a 'negative sentence' and it here means 'not before.' For example:

● You mustn't leave until you hear from him.

**Prepositions of Position**

**Across or over**

Across or Over is used when we are talking about something on the other side or 'to get on the other side' of things like bridge, road, river, etc.

But remember, that we use 'over' instead of across while talking about getting on the other side of something which is high.
Whereas across is better suited while talking about getting on the other side of something that is wide. For example:

- The child ran across the road.
- He lives just across the street.
- She was the first woman to swim across the English channel.
- He jumped over the wall to escape.

**Above, over**

Above or over is used when we want to tell that one thing is higher than the other. But remember, the use of above is more appropriate when we want to describe something that is not directly over the other.

Whereas over is appropriate to describe things that completely covers one another and are in direct contact with one another. For example:

- The sun was shining brightly over our head at noon.
- Some people climbed over the wall to get a better view of the match.

**Below, under**

'Below' and 'under' are used in the same manner as above and over. Moreover, below is the opposite of above and under is the opposite of over. For example:

- She keeps her keys under the pillow.
- The part of an iceberg under the water is much larger than the part above the water.

**Some other prepositions and their uses**

**Between, among**

Between or among can be used as the 'prepositions of place' Though between is used in a sentence where there are two people, places or things that are seen as individuals.

Whereas among is used in the sentences that have more than two people, places or things. For example:

- She was among the people who were arrested at the protest rally.
- He was not among the people who were rescued from the rubble.
- There is a lot of difference between the two brothers.
- He parked his bike between the two cars.

But remember that while talking about comparisons or relationships between is used.

Whereas in case of something 'occurring in' or 'out of', among is the better option. For example:
There can be no compromise between the strong and the weak.

Among all the actors, he is the best.

By, beside, close to, near (to), next (to)

By, beside or next is used when we want to describe something or some one that is at the side of another. In other words, they all mean 'very close.' For example:

- He was sitting beside me in the church.
- She walked by me without speaking.
- His house is next to mine.

Next is also used as an adjective, describing one thing following another in a series. For example:

- She went to her next class.
- The doctor was ready for her next operation.

Near is used while talking about towns and cities. For example:

- His hometown is near the border area.

Except or except for

Except or Except for is used to tell about the thing (or things) or person (or people) that the main part of the sentence does not include.

However, remember that except for is used to tell that the general statement made in the main part of the sentence is not completely true.

Whereas except is used before prepositions, to — infinitives, and — that clause. For example:

- He did not sustain any grievous injury except few scratches in the accident.
- I hardly go out except to buy some grocery.

Besides

Besides is used in a sentence to mean 'in addition to' or 'as well as'. For example:

- Besides being a good academician, he is also a good sportsman.
- I have three books besides this.

However, beside means 'at (or by) the side of'. For example:

- He was sitting beside me.

Apart from

Apart from can be used in place of 'except (for)' and 'besides'. For example:
Apart from being a singer, he is also a good dancer.

**But for**

But for is used when we want to say what might have happened if something else might not have happened. For example:

- I would have got seriously injured but for his timely intervention.

**Prepositions after verbs**

Prepositions are very commonly used in composition with verbs, to form new verbs. They are sometimes prefixed also. For example:

- Outbid, overlook, undergo, uphold, withhold, withstand.

But more frequently they follow the verb and remain separate. For example:

- He boasted about his victory.
- He looked for his watch everywhere.

Some more prepositions after verbs are:

1. **Act upon**–He acted upon his instincts.
2. **Know about/of + noun**
   - I knew about/of his drinking habit.
3. **Learn about** and **know about**
   - These two are used to talk about specific subjects we study. For example:
     - He learned all about stars during his science subject.
4. **Ask about** and **Enquire about**
   - These two are used to get information about something or someone. For example:
     - He enquired about the new course from the university.
5. **Think of**
   - It is used to describe something which suddenly catches your fancy. For example:
     - I suddenly thought of calling him.
6. **Think about**
   - It is used when you have pondered upon something over a long period of time. For example:
     - I have been thinking about his proposal.
7. **Hear about**
   It is used to get some news about someone or something. For example:
   - Did you hear about Rahul's new invention?

8. **Hear of**
   It is used when we are certain about the existence of something or somebody. For example:
   - I have never heard of any such bizarre happening.

9. **Laugh about**
   It is used when we are remembering an amusing person, thing or situation at a later date. For example:
   - The film was so funny! We laugh about whenever we think of it.

10. **Laugh at**
    We use it for an amusing person, thing or situation at that very moment. For example:
    - We spent many hours laughing at each other's absurd habits.

11. **Some other prepositions after verbs are as follows:**
    Agree with, agree to, agree about, afraid of, arrive at, busy with, care for/about, shout/point/throw at/to, belong to, live on, pleased with, pity on, quarrel with, jealous of, hear of/from, knock at, lead to, shock at, stand by, sure of, taste for, wait for, wander about, wonder at.

12. **Two–word verbs**
    These verbs are formed when some verbs are commonly used either with a particular preposition or adverb. In other words, verb / preposition/adverse = two — word verb. For instance:
    - His debts are mounting up.

13. **Three-word verbs**
    These verbs are formed when some verbs are used with preposition and adverbs. In other words, verb + adverb + preposition = three-word verbs. For example:
    - I doubt that he would really go through with his scheme.

    **Verb +preposition/adverb + noun phrase.**

    When verb + preposition is used, the noun phrase goes after the preposition. For example:
    - The back door opens onto a alley.

    when verb + adverb is used, the noun phrase usually goes after the adverb unless the noun phrase is a pronoun. For example:
The inspector followed out the orders exactly.

The Inspector read the instructions and followed them out precisely.

Verb + preposition/adverb + noun phrase or Verb+ noun phrase + preposition/adverb.

In some cases when verb + adverb is used, the noun phrase can go either before or after the adverb. For example:

- Buying a new house has eaten up all my savings or
- Buying a new house has eaten all my savings up.

Verb + noun phrase + preposition/adverb is used when noun phrase is a pronoun. For example:

- I won't be able to participate in the drama. You have to count me out.

Verb + adverb + preposition + noun phrase

When three–word verbs are used the noun phrase goes after the preposition. For example:

- She really looks up to her teacher.

**Exercises**

1. Complete these sentences with at, in or on and the most likely word or phrase.

   [his pocket; the Opera House; Tunisia; the table; a dinner; parties; the pitch; this country; this booklet; the top end; your lawn; the main road].

   a. I know that people like to dress up………… but it is stupid.
   b. He put the keys…………. and went away.
   c. Rahul lived………… of my street.
   d. The information………… is not correct.
   e. The film was shot mainly………… in New Zealand.
   f. Who's moved my bag? I left it ……………
   g. I met Rahul…………I went to him the other evening.
   h. He was undoubtedly the best player………… the second half.
   i. Although he has been acting for ages, it will be the first time he has appeared…………
   j. It will be the biggest show of its kind ever held…………
   k. Their house is ……………, so there's a lot of traffic going past.
1. Do you know that there's a goose, and it's eating your flowers?

2. Choose the correct preposition given in the brackets to complete the sentences:
   a. The boy jumped the roof. (of, at, off)
   b. I bought this purse. (in, for, from)
   c. Please look me (at, on, in)
   d. We sat the shade of a tree. (under, below, in)
   e. Please write your name ink. (by, with, in)
   f. The building was destroyed fire. (with, in, by)
   g. What time is it your watch. (at, in, on, by)
   h. Water boils centigrade. (at, in, on)
   i. You should learn the poem heart. (by, with, in)
   j. The table is made wood. (of, with, from)

3. Fill in the gaps using suitable prepositions.

   When I go office, I pass the temple. Sometimes I stop the temple a short while and listen the sound the bells ringing the temple. My office is quite far my house. So I go a car or bus. I come back from office 9 'o'clock. night. my way back I don't stop anywhere. My children and wife anxiously wait me.

4. Use across or over to complete the following sentences.
   a. He lives just the river.
   b. The cat ran away from me and disappeared the hill.
   c. They cycled India to see different places.
   d. I saw the children walking slowly the road.
   e. Their ball is always coming the fence and damaging the flowers in my garden.

5. Choose the correct or most appropriate word(s) in each sentence.
   a. She was the first woman to swim across/over/along/through the English Channel.
   b. He was walking across/over/along/through the road.
   c. A boy climbed across/over/along/through the wall to get a glimpse of his favourite star.
   d. She only had time to dress and run a comb across/over/along/through her hair before he came.
e. I was fortunate to get across/over/along/through the road in such heavy traffic unhurt.

6. Correct the prepositions (above, over, below, under) if necessary.
   a. She put her hands under her eyes and began to cry.
   b. He left the keys below his bed pillow.
   c. She just swept the dirt under the carpet.
   d. Below the table is a hidden camera.
   e. There was a hole in the wall over the window.

7. Complete these sentences with between/among and the most likely phrase from the ones below.
   [butter, the many winners, the president, Poland, the North, the successful applicants, the members of
   the choir, four of them, young men].
   a. Since the meeting in Warsaw, relations ............, Hungary and Germany have steadily improved.
   b. You could be ............ of the lucky draw.
   c. I have difficulty in distinguishing ............and margarine.
   d. There was mutual agreement ............that they should not sing any more.
   e. They had one apple to share ............
   f. There is little difference ............and the members of the ruling party.
   g. The ever-widening economic gap ............and the south must be dealt with now.
   h. My cousin was ............ for the new jobs in the tourism industry.
   i. There are particularly high rates of suicide ............ on the island.

8. Choose by or until to complete these sentences.
   I. a. I waited ............7 o'clock, and then I left.
       b. ............7 o'clock everybody had left.
   II. a. You had to hand in your assignments ............ April.
       b. Students have ............April to hand in their assignments.
   III. a. You have to bring back my book ............ the end of this session.
       b. You can borrow my book ............ the end of the session.
   IV. a. ............ four o' clock I was tired, but the meeting was still going on.
       b. The meeting went on ............ after four o' clock.
V. a. The exhibition is open.............March 3rd, when it moves on to Bombay.
   b. .............3rd March, when the exhibition moves on to Bombay, some hundred people will have visited it.

9. Complete the sentences with except or except for.
   a. I was not good at any subject at school.............sports.
   b. He seemed to have friends everywhere.............in his home town.
   c. All the countries signed the treaty.............France.
   d. This plant is similar to the one in our garden, .............that the leaves are smaller.
   e. I didn't stop working all morning, .............to make a cup of tea at around 12 o'clock.
   f. We didn't eat anything else at home.............rice.
   g. We hardly go to the theatre.............around holidays.
   h. I don't know what more we can do to help.............encourage him to do his best in the exam.

10. Correct the following sentences, if necessary.
   a. I spoke to her on the phone.
   b. Can I pay by my credit card?
   c. To escape, I had to break a window by a chair.
   d. The report is urgent, so could you send it to me from fax.
   e. I finally crushed the mosquito by a rolled-up magazine.

11. Put in the correct preposition.
   a. Did you hear.............the film? It seems to be doing well.
   b. He usually stays aloof, afraid of being laughed.............
   c. After much deliberation, they arrived.............unanimous verdict.
   d. Most people in the village have never even heard .............a telephone.
   e. They heard.............the department of electricity that their connection will be cut due to non-payment of bills.

12. Complete the following with suitable prepositions.
   1. .............spite .............the cold, he refused to put .............his coat.
   2. I apologise .............being late. I was caught up .............the traffic jam.
   3. He was sick .............days and .............that time his mother never left his side.
4. Have you heard _________ Ravi _________ his return? Yes, I got an e-mail _________ Saturday. He’s thinking _________ going back _________ Japan.

5. Othello is _________ Shakespeare, and you’ll find more _________ his plays _________ the bookcase _________ that corner.

13. Use ‘at, by, for, in, of, on, past, till/until, to with’, wherever necessary to complete the following:
   1. She sold the painting _________ an American dealer.
   2. They paid _________ me _________ the flowers.
   3. Keep a place _________ me and _________ Sharon too.
   4. They showed _________ us pictures _________ their house.
   5. Rohan is a guitarist. He sometimes plays _________ us _________ the evening.
   6. Buying gifts _________ friends is sometimes very difficult.
   7. When you have dinner _________ a hotel, who pays _________ the bill? Oh, each _________ us pays _________ what he has had.
   8. The management promised _________ us a share _________ the profits.
   9. I thought he would offer _________ Rashi the job, but he offered it _________ me.
  10. Pass the salad _________ your father, and pass _________ me the salt, please.

14. Use ‘at, by, in, into, of, off, on, out, (of), to, under, with’ wherever necessary to complete the following:
   1. Someone threw a piece of chalk _________ the teacher. It hit her _________ the head.
   2. The scooter stopped _________ the traffic light and wouldn’t start again. So the driver pushed it _________ the side _________ the road.
   3. How do you go _________ office? It depends _________ the weather _________ wet days I go _________ bus; _________ fine weather I go _________ foot.
   4. I saw him standing _________ the roadside, but I don’t know whether he got _________ the car or not.
   5. I want to parcel this _________ a friend _________ America. Will she have to pay duty _________ it?
   6. According _________ Thomas, it is impossible to live _________ Antarctica.
   7. Children get gifts _________ festivals and _________ their birthdays.
   8. You ought to be ashamed _________ yourself for coming late _________ my birthday party.
   9. Are you _________ your own (alone)?
   No, I’m _________ a friend _________ mine.
10. How can we get _________ this mess?

15. Complete the following sentences by choosing prepositions from the given list:

   [Among/between; beside/besides; by/with; from/with; to/with; in/at and under/underneath].

   1. My aunt lives _________ Chandigarh.
   2. The ball is _________ the chair.
   3. Four boys _________ Ramesh were seen in the lab.
   4. The books are to be distributed _________ twelve students.
   5. The innocent child was murdered _________ the robbers.
   6. The notes are to be divided _________ Nisha and Shalini.
   7. Shiven sat _________ Swati.
   8. She parted _________ her golden bangles.
   9. He cut the fruits _________ a knife.
   10. The letter is _________ that book.

16. Some phrases consisting of nouns, with the preposition ‘for’ after them are given below. Use them in sentences.

   1. Pity for 6. Aptitude for
   3. Affection for 8. Blame for
   4. Passion for 9. Craving for
   5. Compassion for 10. Pretext for

17. Some ‘adjectives and ‘participles’ are given below. Use the preposition ‘to’ after them to form your own sentences.

   1. Akin 2. Callous
   3. Entitled 4. Indebted
   5. Alien 6. Analogous
   7. Suited 8. Condemned
Precis Writing

Precis comes from the French word "Prescee" connected with the English word 'precise'. A precis is a summary and precis writing means summarising. Precis writing is an exercise in compression and includes all the essential points contained within a passage/paragraph that has to be summarised.

A precis is the gist or main theme of a passage expressed in as few words as possible. A precis should be lucid, succinct and full. But it is to be noted that precis should not be taken for paraphrasing. A paraphrase reproduces not only the substance (crux) of the passage but also all its details. It is therefore equal in length or even longer than the original passage whereas a précis is shorter than the original passage with all its details (garnishing) chopped off to express only the main, substantial theme.

Though there is no rigid rule for the length of a precis, yet ordinarily it should not contain more than one third of the number of words present in the original passage.

Precis writing is a very useful exercise both in reading and writing. Intense reading of paragraphs before writing a précis not only tests the memory and concentration but also forces you to pay close attention and trains the mind to clarity, perception, and accumulation. In writing, precis serves to express one's thoughts clearly, concisely and effectively in a composition and enables the students to develop the power of grasping ideas and stating them in their own words. Brevity is the key word in writing a precis and you should develop the art of putting your matter in a logical order.

**Effective ways to make a Precis**

1. Read the passage carefully, several times if necessary to get the central theme of the passage. This is essential as the summary might lack the salient facts if read unattentively.
2. Keep a note of the significant ideas in relation to the main theme.
3. Go through the passage again and underline all that seems relevant within the passage.
4. Arrange the marked lines in the best possible manner to make an outline summary.
5. Then write out the summary or draft a rough summary first. You should be careful to omit all the illustrations and examples. The summary must be in your own words and should not contain the original words or phrases from the given passage. Otherwise the summary loses its compactness and unity.
6. You should try to keep to the prescribed length (approx. one-third). Count the number of words in the given passage and decide the length of your precis before you start writing. You should always prepare a rough draft, count the words and then proceed to shorten or tighten your summary before presenting the final draft.
7. Use the same tense throughout.
8. Write your summary in the indirect form of speech and in the third person.
9. Assign a suitable title, expressive of the theme of the given passage.
10. Follow the art of compression and conciseness and do the revision before presenting it as a final draft. Compare the draft with your original to see that you have included all the points. Let the language be simple and direct.

**Ways of compressing**

A good precis is without all superfluities. This is not quite easy to achieve and requires a lot of patience, hardwork and practice. Certain devices help to reduce words in a precis and assists in compressing it.

**One word substitution**

Sometime a single word is sufficient for many. Hence the more one-words you know, the better for you. This requires vocabulary development which extensive reading and good dictionaries and other sources can provide.

For example:

- One who is not professional—Amateur.
- An assembly of hearers—Audience.
- A battle or match in which neither party wins—Drawn.
- Fit to be eaten—Edible.
- That which cannot be conquered—Invincible, etc.

Note how the following sentences are put in a compressed form by using one word for many:

<table>
<thead>
<tr>
<th>Original</th>
<th>Compressed form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am reading a book which tells the life story of an individual.</td>
<td>I am reading a biography.</td>
</tr>
<tr>
<td>Most tribals are unable to read and write.</td>
<td>Most tribals are illiterate.</td>
</tr>
</tbody>
</table>

**Compressing a Sentence**

Sentences can be compressed in two ways—(a) by removing redundancies and ornamental expressions and (b) by combining a number of sentences into one sentence.

Examples

- When sorrows come, they do not come alone but in battalions—Misfortunes never come alone.
- The thunder-storm continued unabated and did not cease until after it was dawn.
  —The thunder-storm continued till dawn.
Many scouts went to Kuruṣhētra. It is one of the greatest pilgrim centres of India. They went there to serve the pilgrims. Pilgrims came from all parts of India. It was the occasion of the last solar eclipse. (40 words).

• On the occasion of the last solar eclipse, many scouts went to Kuruṣhētra, one of the greatest pilgrim centres of India, to serve the pilgrims coming there from all parts of the country. (33 words).

• I was standing at the gate. It was the time of sunset. At that time a carriage drew up. The carriage contained a gentleman. The gentleman was middle-aged. (29 words)

• While I was standing at the gate at sunset, a carriage containing a middle-aged gentleman drew up. (18 words)

A paragraph consists of a number of sentences dealing with a single topic or idea. It has thus a unity of purpose and is quite easy to summarize. The first sentence generally states the theme. Each sentence develops the subject in a logical manner. All sentences which elaborate or explain the main idea are omitted while writing a precis. We deal only with the crux of the paragraph.

**Solved Examples**

**Example 1**

The test of a great book is whether we want to read it only once or more than once. Any book, which we want to read the second time even more than we wanted to read it the first time, is really a great book. Every additional reading will help us understand it better and we will find new beauties in it. A book that a person of education and good taste does not care to read more than once is very probably not worth much. (words 87)

**NOTE:** The topical sentence in the above paragraph is ‘the test of a good book’. It describes what a good book is. The concluding sentence points out what a worthless book is.

Summary: A good book is one to which we turn again and again to discover new beauties but if we do not turn to it again, it must be a bad one. (Words 31)

**Example 2**

A good book is one of our best friends. It is the same today that it always was and it will never change. It is the most patient and cheerful of companions. It does not turn its back upon us in times of adversity or distress. It always receive us with the same kindness; amusing and instructing us in youth, comforting and consoling us in age. (Words 66)

**NOTE:** Here the topical sentence is the ‘usefulness of books’. It describes what books do for us. The concluding sentence points out the comfort and consolation which books bring to an old man. The precis of the passage will be like this.

Summary: A good book is a patient, never-changing and cheerful friend helping us in sorrow, in youth and comforting and consoling us in old age. (Words 25)

**Example 3**

Life is to be lived and not wasted. We should measure our achievements not by the wealth we have amassed but by what we have done to add to human happiness. To know whether our lives have been lived
fruitfully, we should ask ourselves: Have we relieved the sufferings of those who are in distress? Have we fought injustice and cruelty in life? If the answer is in affirmative, our lives have been lived. (Words 74)

**NOTE:** Here the topical sentence is 'life is to be lived and not wasted'. It tells us what makes life worth-living.

We shall make the precis of the paragraph thus:

Summary. Life lived successfully is the life which has been spent in relieving the sufferings of others and making them happy. (Words 22)

Example 4

Letters are invaluable means of keeping our friendship with those who are away. Without the interchange of letters our absent friends and relations would be practically dead to us. We might learn from books the surroundings in which they dwell or hear from travellers about their prosperity or failure, but it is through letters that we can converse with them as often as we want and obtain a clear picture of what they are doing or thinking and of everything in the distant lands in which they live. (Words 84)

**NOTE:** Here the topical sentence is 'letters are invaluable means of keeping our friendship'. The paragraph tells us what letters do for us. We shall make the precis of this paragraph thus.

Summary: Letters help us keep our friendship. They are the means by which we converse with our friends dwelling in a far off lands and thus get in touch with them. (Words 28)

Example 5

It is of great importance for the young that they accustom themselves from their earliest years to trust as little as possible to others for what they want. They should learn to put on their own clothes, to wash themselves, to take their food with their own hands and not expect mothers or servants do these things for them. They should learn to read and write and store their minds with knowledge so that they can earn their own bread when they go into the world. (Words 84)

**NOTE:** The topical sentence in this paragraph is 'the importance of self-reliance'.

The paragraph can be summarised thus:

Summary: Young persons should learn to rely on themselves from their childhood so that when they grow up, and enter life they should be able to earn their living. (Words 28)

Example 6

Life for most of us is pretty humdrum always. Nothing exciting, dangerous or adventurous ever seems to happen to us. Through books, children are able to live in a highly exciting, dangerous and adventurous world. Books such as "Treasure Island" provide the child with an exciting and dangerous world in which anything can and does happen. Later, spy stories, stories of explorations into dark inaccessible jungles, stories and actual accounts of wars and battles, all provide the escape that is often necessary from one's ordinary everyday life. These are safety valves, they provide an outlet and are an antidote to boredom. Everyone needs this, from Presidents to the lowest citizens. Children who read widely and intensively are less likely to go around throwing stones at buses, breaking up buildings and tearing down public property.
They get their thrills through books and do not seek them in dark alleys and through the senseless and mindless cruelties of knifing and killing. (Words 168)

Heading: Books—an Antidote to Boredom.

Summary: Life would be dull in the absence of books. Books provide all the excitement that is needed to make life interesting. Children find in books an outlet from boredom. They first read stories of children and then pass on to books of adventures and explorations. Books keeps them away from unsocial activities.(Words 56)

In the above solved examples, the highlighted lines show the crux of the paragraphs which are used to make the precis. Also observe the word count of the precis which is almost one-third of the original paragraph. A few more examples to help you understand precis are:

Example 7

Water is the basis of all life. Every animal or every plant contains a substantial proportion of free or combined water in its body, and no kind of physical activity is possible in which water does not play an essential part. Water is necessary for animal life, while moisture in the soil is equally imperative for life and growth of plants and trees, though the quantity necessarily varies enormously from plant to plant. The conservation and utilisation of water is thus fundamental for human welfare.

The main source of water is rainfall or snowfall. Much of Indian agriculture depends on seasonal rainfall and is, therefore, very sensitive to any failure or irregularity of the same. During the rainy season large quantities of rain-water flow down into the streams and rivers and ultimately find their way to the sea, and are, therefore, lost to the country. The harnessing of our rivers is, therefore, a great national problem to be dealt with on national lines. Vast areas of land which at present are mere scrub jungles could be turned into fertile and prosperous country by harnessing this source of water. (Words 188)

Heading: Conservation and Utilisation of Water.

Summary: Water being so necessary for animal and plant life should be harnessed to our own use. The main source of water is rain. Most of the rain-water goes into rivers. This water must be used for making our barren land fertile. The conservation and utilisation of water is, therefore, a great national problem to be dealt with at the national level. (Words 60)

Example 8

Art occupies a position of great importance in the modern world. By this I do not mean that modern art is better than the art of other generations. It is obviously not. The quantity, not the quality, of modern art is important. More people take a conscious interest in art as art. And more people devote themselves to its practice than at any other period. Our age, though it has produced few masterpieces, is a thoroughly aesthetic age. The increase in the number of practitioners and of the dilettante in all the arts is not unconnected with the decrease in the number of religious believers. To minds whose religious needs have been denied their normal fulfillment, art brings a certain spiritual satisfaction. In its lowest forms art is for ritual’s sake so popular. In its higher and more significant forms it is philosophy as well as ritual.

The arts including music and certain important kinds of literature have been, at most periods, the handmaids of religion. Their principal function was to provide religion with the visible or audible symbols which create in the mind of the beholder those feelings which for him personally are the God. Divorced from religion, the arts are now independently cultivated for their own sake. The aesthetic beauty which was once
devoted to the service of God has not set up a God of its own. The cultivation of art for its own sake has become a substitute for religion.

Word-meanings: Aesthetic = सुन्दरता का ज्ञान; practitioners = अभ्यास करने वाले; dilettante = कलाप्रेमी; masterpieces = महान कलाकृतियाँ; handmaids = दासियाँ; audible = सुनने वाला; divorced = दूर रहने का; cultivated = विकसित होना।

Precis: In the past, the arts including music and literature were the handmaids of religion. Their main function was to provide religion with visible or audible symbols. But now, the cultivation of art for its own sake has become a substitute for religion. Art brings a certain spiritual satisfaction to those whose religious needs have been denied their normal fulfillment. Hence, in the world today, art occupies an important place and there is an increase in the number of people who practise it.

Title: Place of Art in the Modern Word.

Example 9

As early as the sixth or seventh century B.C. Panini wrote his great grammar of the Sanskrit language. He mentions previous grammars and already in his time Sanskrit had crystallised and become the language of an ever-growing literature. Panini’s book is something more than a mere grammar. It has been described by the Soviet Professor Th. Stcherabatsky, of Leningrad, as one of the greatest productions of the human mind’. Panini is still the standard authority on Sanskrit grammar. Though subsequent grammarians have added to it and interpreted it. It is interesting to note that Panini mentions the Greek script. This indicates that there were some kind of contacts between India and the Greeks long before Alexander came to the East. The study of astronomy was specially pursued and it often merged with astrology. Medicine had its text books and there were hospitals. Dhanwantri is the legendary founder of the Indian science of medicine. The best known old text-books however, date from the early centuries of the Christian era. These are by Charak on medicine and Sushruta on surgery. Charak is supposed to have been the royal court physician of Kanishka who had his capital in the north-west. These text-books enumerate a large number of diseases and give methods of diagnosis and treatment. They deal with surgery, obstetrics, baths, diet, hygiene, infant-feeding, and medical education. The approach was experimental, and dissection of dead bodies was being practised in course of surgical training. Various surgical instruments are mentioned by Sushrutas, as well as operations including amputation of limbs, abdominal, caesarean section, cataract, etc. Wounds were sterilised by fumigation. In the third or fourth century B.C. there were also hospitals for animals. This was probably due to the influence of Jainism and Buddhism with their emphasis on non-violence.

Word-meanings: Grammarian = व्याकरण ज्ञान; era = युग; wounds = जखम।

Precis: Panini wrote his great grammar of Sanskrit in the 6th century B.C. This grammar is the standard grammar of Sanskrit language. In ancient India, the study of astronomy was merged with astrology. Medicine was also much developed at that time. Charak wrote books on medicine and Shushruta wrote on surgery. These books deal with many diseases and the methods of their treatment. They also deal with surgery, obstetrics, hygiene and medical education. Surgery was also much developed. The sterilisation of wounds was known to physicians of that time. Due to the influence of Jainism and Buddhism, there were hospitals for animals in India in the third or fourth century.

Title: India’s advancement in the Ancient Ages.
Example 10

Personality is a grace that lends itself to one possessed of self-confidence. What is self-confidence? It is a state of mind entirely sure of its own thoughts and actions whether right or wrong. Believe in yourself and in this belief you will grow more and more confidence in yourself. Surety invokes the approval of others, the needed encouragement to greater confidence. The most effective and beneficial influence towards this end is the understanding gained by experience of life so that you can see life in its true proportion and realise that it is not enough to be fine; one must be fitting and know that he alone is the fittest who takes the least cognizance of what others’ opinion of him is. It is the fear of others opinion that binds and imprisons one, while it is fearlessness of that opinion that gives one one's freedom. If we desire that our life should make a fascinating appeal and be full of charm, we must have personality. It is not a thing reserved for the gifted. It can be had by any who wills to have it. But the will must be strong enough to endure the most discouraging experiences, for nothing that is worth having can be gained with ease, and of all the goals in life, personality is the most difficult to gain, precisely as it is the greatest prize to win.

Word-meanings: Cognizance = ध्यान देना fascinating = शानदार; endure = रहन करना |

Precis: Of all the goals in life, personality is the most difficult to gain. For the development of personality, the most important thing is self-confidence. A self-confident man is sure of his own thoughts and actions whether right or wrong. He has a firm belief in himself and is strong enough to endure the most discouraging experiences. His belief in himself and his fearlessness of others' opinions gives him more and more confidence in himself. And this confidence builds up his personality.

Title: The Importance of self-confidence.

Example 11

Books are a delightful society. If you go into a room filled with books even without taking them down from the shelves, they seem to speak to you, seem to welcome you, seem to tell you that they have something inside their covers that will be good for you and that they are willing to impart it to you. Value them and endeavour to turn them to good account. As to the books which you should read there is hardly anything definite that can be said. Any good book, that is wiser than yourself, will teach you something—a great many things directly or indirectly. If your mind be open to learn, the very wish and curiosity, you have to read it, indicate that you are a person who likes to get good out of it.

Word-meanings: Delightful = प्रसन्न; impart = देना; curiosity = उत्सुकता |

Precis: Books are good friends. They seems to converse with a book lover. Nothing definite can be said about the choice of books. A book which tells you more than you know will be beneficial for you. If you approach a book with a curious mind, you may get good out of that.

Title: Value of books.

Example 12

The spirit of sportsmanship is what we are lacking in today. Sports tell us that we should take a defeat or disappointment with a smile. We should not go about insisting on our success in whatever we attempt. It is not possible for every man to succeed in every desire which he has. There may be ambitions of groups, there may be ambitions of individuals which they set before themselves and they must try, if they are
disappointed in the carrying out of their ambitions, to take that disappointment and that defeat with a smile and not take law in their own hands. What will happen if every individual in the street wishes to go his own particular way without observing the rules of traffic; there will be clashes, there will be accidents. What happens on the road-side will also happen in the public activities, in the public life of the country.

Word-Meanings: Defeat = हार; disappointment = निराशा; insist = जोर देना; ambition = महत्त्वाकामाः।

Precis: Today we lack the spirit of sportsmanship. This spirit teaches us to accept defeat and disappointments smilingly. One cannot succeed in every desire. If our ambitions are not fulfilled we should not be disappointed. If everyone wishes to go his own way without caring for others, there would be chaos in our life and in the public life too.

Title: Sportsmanship.

Example 13

It is physically impossible for a well-educated intellectual or brave man to make money the chief object of his thoughts: Just as it is for him to make his dinner the principal object of them. All healthy people like their dinner, but dinner is not the main object of their lives. So all healthy-minded people like making money, ought to like it. And enjoy the sensation of winning it; but the main object of their life is not money; it is something better than money. A good soldier, for instance mainly wishes to do his fighting well. He is glad of his pay — very properly so, and justly grumbles when you keep him ten years without it — still, his main notion of life is to win battles, not to be paid for winning them. So of the doctors. They like fees no doubt, ought to like them; yet if they are brave and well-educated, the entire object of their lives is not the fees. They, on the whole, desire to cure the sick, and if they are good doctors, and the choice were fairly put to them, they would rather cure their patient, and lose the fee than kill him and get it. And so with all other brave and rightly trained men: their work is first, their fee second — very important no doubt but still second. But in every nation, as I said, there are vast numbers of people who are ill-educated, cowardly and more or less stupid. And with these people just as certainly the fee is first and the work second.

Word–meanings: Intellectual = बुद्धिजीवी; grumble = सूक्ष्मबुख्सण; शिकायत करना; notion = विचार; cowardly = कायर; stupid = मूर्ख

Precis: It is impossible for a well-educated intellectual or brave man to make money the chief object of his thought. It is true that money is very important. All healthy-minded people like making money. They ought to like it and enjoy the sensation of winning it. Yet, their main object is not money, but doing their job well. Only with ill-educated, cowardly and foolish people, fee is more important than work. But with brave and rightly trained men, their work is first, their fee second.

Title: Work-More Important than Money.

Example 14

Indian culture has survived for nearly fifty centuries. Though it passed through many ups and downs, it has come down to us with its unfathomable depths and great capacity for devotion and service. What constitutes the national spirit or genius springs from sources deep and ancient, all the time diverting and altering their course. The facts of our history look stranger than fiction. We have suffered defeat on many occasions. These misfortunes have not broken our spirit.
After every blow, India found herself again and made advances in spite of pain and sorrow. Today, we are in one of the creative epochs of our history. We are trying our best to remould our heritage with insight into the profundities and with awareness of the demands of our age. We have faith in the spirit of man to mould history. Let us dedicate our energies to the building of a co-operative, cohesive and homogenous community. If we undertake this work and carry on, we will be working in the true spirit of those cordial and dedicated servants of our country of whom we are proud.

Word-meanings: Survive = जीवित रहना; unfathomable = जिसे नाघा न जा सके; devotion = भक्ति; altering = बदलना; defeat = हार; epochs = वर्तमान; remould = फिर से ढालना; heritage = विशाल; cohesive = जुड़ा हुआ; homogenous = एक रूपक।

Precis: Indian culture has passed through many ups and downs. We have suffered defeat on many occasions. But these defeats have not broken our spirits. We revived after every blow. Today we are trying to reshape our heritage according to the demand of the age. We have faith in the spirit of man to reshape history. We should endeavour to build a cooperative and homogenous community.

Title: Indian Culture.

Example 15

That science has become one of the most powerful factors in modern life is a generally accepted and indeed an obvious fact. The proper role of the scientist himself, is however, a point on which there is no general agreement. On the one hand are those die hands who, ignoring the changed circumstances of the outside world, contend that, outside the laboratory personal influence of the scientist should be no more than that of an ordinary citizen. On the other hand are extremists who advocate a stage verging on a technocracy, in which scientists would have special privileges and a large measure of control. Those who tend towards the latter view are much vociferous than their more conservative, and much more numerous colleagues with the unfortunate result that there is a wide-spread impression that scientists generally share these views and wish to claim a far larger share in the control of world affairs than they possess at present. It is, therefore timely attempt, an assessment of the proper status of the scientists in modern society.

Word-meanings: Obvious = रंग; agreement = समझौता; circumstances = परिस्थितियों; vociferous = उपद्रवी; colleagues = साबित; assessment = अनुमान।

People have different opinions about a scientist’s role in society. Some people think that outside his laboratory, the scientist is just an ordinary citizen. Others say that scientists should have special privileges. Many scientists also share this view. They wish to have more share in controlling the world. We should properly assess the status of a scientist.

Title: The status of a scientist.

So far you have been reading solved examples intended to help you understand precis-writing. But it is practice alone which would enable you to grasp the technique in a proper way. So write the precis of the following paragraphs and give an appropriate heading in each.
Exercises

1. Misers are generally characterised as men without honour or without humanity, who live only to accumulate, and to this passion sacrifice the most of the joy of abundance, banish every pleasure, and make imaginary wants real necessities. But few, very few, correspond to this exaggerated picture; perhaps there is not one in whom all these circumstances are found united. Instead of this we find the sober and the industrious branded by the vain and the idle with the odious appellation; men who by frugality and labour, raise themselves above their equals and contribute their share of industry to the common stock. Whatever the vain or the ignorant may say, well were it for society had we more of this character among us. In general with these avaricious men we seldom lose in our dealings; but too frequently in our commerce with prodigality.

Word-meanings: Accumulate = इक्ष्ज्ञा करना; odious = नफरत योग्य; appellation = शीर्षक; frugality = अर्थव्यवस्था; avaricious = तालाची; prodigality = ज्यादा देना.

2. Men and women are of equal rank but they are not identical. They are a peerless pair being supplementary to one another, each helps the other so that without one the existence of the other cannot be conceived and, therefore it follows as a necessary corollary from these facts that anything that will impair the status of either of them will involve the equal ruin of them both. In framing any scheme of women's education this cardinal truth must be constantly kept in mind. Man is supreme in the outward activities of a married pair and, therefore, it is in the fitness of things that he should have a greater knowledge thereof. On the other hand, house life is entirely the sphere of woman and, therefore, in domestic affairs, in the upbringing and education of children, woman ought to have more knowledge. Not that knowledge should be divided into water-tight compartments or that some branches of knowledge should be closed to anyone, but unless courses of instruction are based on discriminating appreciation of these basic principles, the fullest life of man and woman cannot be developed.

3. Among the manifold misfortunes that may befall humanity, the loss of health is one of the severest. All the joys which life can give cannot outweigh the sufferings of the sick. Give the sick man everything and leave him his sufferings and he will feel that half the world is lost to him. Lay him on a soft silken couch, he will nevertheless be under the pressure of his sufferings while the miserable beggar, blessed with health, sleeps sweetly on the hard ground. Spread his table with dainty meals and choice drinks, and he will thrust back the hand that proffers them, and envy the poor man that thoroughly enjoys his dry crust. Surround him with the pomp of kings, let his chair be a throne, and his crutch a world-swaying sceptre, he will look with contemptuous eye on marble, on gold and on purple and would deem himself happy, could he enjoy, even were it under a thatched roof, health of the meanest of his servants.

(Words 168)

Word-meanings: Delightful = प्रसन्न; impart = देना; curiosity = उत्सुकता.

4. Machines have, in fact, become the slaves of modern life. They do more and more work that human beings do not want to do themselves. Think for a moment of the extent to which machines do work for you. You wake, perhaps, to the hoot of a siren by a machine in a neighbouring factory. You wash in water brought to you by the aid of machinery, heated by machinery and placed in basins for your convenience by a machine. You eat your breakfast quickly cooked for you by machinery, go to school...
in machines made for saving leg labour. And if you are lucky to be in a very modern school, you enjoy cinema where a machine teaches you or you listen to lessons broadcast by one of the most wonderful machines.

So dependent has man become on machines that a certain writer imagines a time when machines will have acquired a will of their own and become the master of men, doomed once more to slavery. (Words 170)

5. Certain people consciously or unconsciously cherish the desire that some part of their work and of their accomplishment will outlive their own individual life. The influence which they have exercised on the world in which they lived, the concern which they have built up, the books which they have written, the work they have laid as a part of some scientific edifice, whose completion they themselves will not live to see – all such things inspire the people that some aspect of themselves will outlast their own personal existence, the artist bequeathes his pictures, the scholar his contribution of knowledge while poets and composers are primarily concerned that posterity shall take pleasure in their creations. Statesmen envisage that particular agreement in whose development they themselves had played a crucial part, will preserve their names for future generations. People are not unconcerned for their posthumous reputation. Many an old person is distinctly preoccupied with this question and keeps a zealous watch to ensure that his achievements are properly quoted and recorded.

6. Several times in the history of the world particular countries and cities or even small groups of people have attained a high degree of civilisation. Yet none of these civilisations, important as they were, have lasted and one of the reasons why they did not last was that they were confined to a very few people. They were like little oasis of civilization on deserts of barbarism. Now it is no good being civilised if everybody round about you is barbarious, or rather, it is some good, but it is very risky. For the barbarians are always liable to break in on you, and with their greater numbers and rude vigour scatter your civilization to the winds. Over and over again in history comparatively civilised people dwelling in cities have been conquered in this way by barbarians coming down from the hills and burning and killing and destroying whatever they found in the plains.

Word-meanings: Confined = लीमिट; oasis = मरस्थान; barbarism = बर्बरता; break in on = हमला; dwelling = रहना |

7. We live in an age of great hurry and great speed. Men have lost their inward resources. They merely reflect, like a set of mirrors, opinions which they get from the outside. When they get a little leisure, they turn to material diversions from outside rather than to inward resources. This internal vacuum is responsible for mental and nervous troubles. The cure for this is not so much treatment by medicine and surgery but a recovery of faith in the ultimate goodness, truth and the decency of things. If we are able to recover that faith, if we are able to live in this world with our consciousness centred in the ultimacy of the spirit, many of the problems to which we are subject today may be overcome. Our people were regarded as aspiring after metaphysical insight, but we seem to forget that it never occurred to them to equate eternal life with either the surrender of the mind or the sacrifice of the body. When an Upanished writer was asked to define what is meant by spiritual life, he gave the answer that it consists of the satisfaction of the mind, the abundance of tranquillity of the spirit. Body, mind and spirit must be integrated and they must lead to a harmonious developed life. If we get that, we have life eternal.
8. A keen sense of humour is the hallmark of culture. When a person can crack a joke on himself, he raises himself at once in the estimation of his friends. There are people who can throw jokes at others, but never take one thrown against themselves. This one-way traffic is not really a high sense of good humour. It is the essence of humour that there should be give and take in the process. Good humour is often the test of tolerance. A fanatic is incapable of good humour. He is tearing others to pieces fearing of getting himself torn all the time. Good humour defeats itself, if there is malice in it; or is indulged in to hurt others. A joke should never hurt, otherwise it is no joke at all. A joke should make the person who makes it and the person who has to take it, laugh together. That is why tolerance and culture are the sources of every good joke.

9. Education ought to teach us how to be in love always and what to be in love with. The great things of history have been done by the great lovers, saints, men of science, and artists, and the problem of civilisation is to give every man a chance of being a saint, a man of science, or an artist. But this problem cannot be solved unless men desire to be saints, men of science, and artists. And if they are to desire that continuously they must be taught what it means to be these things. We think of the man of science, or the artist if not of the saint, as a being with peculiar gifts who exercises more precisely and incessantly perhaps, activities which we all ought to exercise. It is a commonplace belief that art has ebbed away out of our ordinary life, out of all the things which we use, and that it is practised no longer by workmen but only by a few painters and sculptors. That has happened because we no longer recognize the aesthetic activity as an activity of the spirit and common to all men. We do not know that when a man makes anything he ought to make it beautiful for the sake of doing so, and that when a man buys anything he ought to demand beauty in it for the sake of that beauty. We think of beauty, if we think of it at all, as a mere source of pleasure, and therefore it means to us an ornament added to things for which we can pay extra as we choose. But beauty is not an ornament to life, or the things made by man. It is an essential part of both.

10. The thing above all that a teacher should endeavour to produce in his pupils if democracy is to survive, is the kind of tolerance that springs from an endeavour to understand those who are different from ourselves. It is perhaps a natural impulse to view with horror and disgust all manners and customs different from those to which we are used. Ants and savages put strangers to death. And those who have never travelled either physically or mentally find it difficult to tolerate the queer ways and outlandish beliefs of other nations and other times, other sects and other political parties. This kind of ignorant intolerance is the antithesis of civilised outlook and is one of the gravest dangers to which our over-crowded world is exposed. The educational system ought to be designed to correct it, but much too little is done in this direction at present. In every country nationalistic feeling is encouraged and school children are taught what they are only too ready to believe, that the inhabitants of other countries are morally and intellectually inferior to those of the country in which the school children happen to reside. In all this the teachers are not to blame. They are not free to teach as they would wish. It is they who know most intimately the needs of the young. It is they who through daily contact have come to care for them. But it is not they who decide what shall be taught or what the methods of instruction are to be.
11. Almost every country in the world believes that it has some special dispensation from Providence, that it is of the chosen people or race and that others, whether they are good or bad, are somewhat inferior creatures. It is extraordinary how this kind of feeling persists in all nations of East as well as of the West without exception. The nations of the East are strongly entrenched in their own ideas and convictions and sometimes in their own sense of superiority about certain matters. Anyhow in the course of the last two or three hundred years, they have received many knocks on the head and they have been humiliated, and they have been debased and they have been exploited. And so, in spite of their feeling that they were superior in many ways, they were forced to admit that they could be knocked about and exploited. To some extent, this brought a sense of realism to them. There was also an attempt to escape from reality by saying that it was sad that we were not so advanced in material or technical things but that these were after all superficial things. Nevertheless we were superior in essential things, in spiritual things and moral values. I have no doubt that spiritual things and moral values are ultimately more important than other things, but the way one finds escape in the thought that one is spiritually superior simply because one is inferior in a material and physical sense, is surprising. It does not follow by any means. It is an escape from facing up the causes of one's degradation.

12. Discipline is of the utmost importance in student life. If the young students do not obey their superiors and go without discipline, they will be deprived of much of the training they should have at this period and in future they will never be able to extract obedience from others in the society. Society will never accept them as persons fit for commanding and taking up any responsible positions in life. So it is the bounden duty of all the students to observe discipline in the preparatory stage of their life. A college without discipline can never impart suitable education to students.

   The rule of discipline in the playground and the battle-fields as well plays a very important role. A team without discipline may not fare well in spite of good players for want of mutual understanding and cooperation. In an army everyone from the rank of the general down to the rank of an ordinary soldier must observe discipline. In case a soldier does not obey his immediate superior the army becomes a rabble quite unfit for the achievement of the common ends of war.

   At first sight it may appear to us that discipline takes away individual liberty. But on analysis it is found that it does not do so, for liberty is not license. We find disciplined liberty at the root of all kinds of human happiness.

13. India has witnessed great expansion of educational opportunities since the attainment of independence. However, the disabled children have not yet benefited in any substantial manner from the growth in educational facilities. Education of handicapped children, including the mentally retarded, has always faced obstacles. Also there are misconceptions held by health, education and social welfare workers. The common misconceptions are that handicapped children ultimately become more dependent and non-productive. It is therefore believed that scarce national resources should not be wasted on them. Further, it has been our misconceived notion that the education of handicapped children requires highly specialised people and as such, it must essentially be very costly. Maybe, precisely for these wrong notions we have not been able to involve clinical and educational specialists in programmes of training and education exclusively meant for handicapped children.
It is encouraging to note that the new National Policy on Education has recommended the placement of such children in regular schools so as to provide them integrated education along with normal students. The integrated education will take care of the different needs of various categories and types of disabled children. The objective is to place the disabled children in ordinary schools for imparting education with the help of special teachers, aids and other resources. For fulfilling this objective, an array of the necessary infrastructure by way of training of teachers, provision of equipment and book etc are some of the basic pre-requisites. Hopefully, the parents and their handicapped children will be greatly relieved when the latter are transferred to regular schools.

14. The world today is divided into smokers and non-smokers. It is true that the smokers cause some nuisance to the non-smokers, but this nuisance is physical while the nuisance that the non-smokers cause the smokers is spiritual. There are, of course, a lot of non-smokers who don't try to interfere with the smokers and wives can be trained even to tolerate their husbands smoking in bed. That is the surest sign of a happy and successful marriage. It is sometimes assumed, however, that the non-smokers are morally superior. But have missed one of the greatest pleasures of mankind. I am always scared and ill-at-ease when I enter a house in which there are no ash-trays. The room is apt to be too clean and orderly, the cushions are apt to be in their right places and the people are apt to be correct and unemotional. And immediately I am put on my best behaviour which means the same thing as the most uncomfortable behaviour.

Some more exercises are given below. Write the precis of the following paragraphs giving an appropriate title to each. Also count the number of words and write it below the precis.

1. Character is destiny. Character is that on which the destiny of a nation is built. One cannot have a great nation with men of small character. If we want to build a great nation, we must try to train a large number of young men and women of character. We must shave young men and women who look upon others as the living images of themselves. Whether in public life or in student life, we cannot reach great heights if we are lacking in character. We cannot climb the mountain when the very ground at our feet is crumbling. When the very basis of our structure is shaky, how can we reach the heights which we have set before ourselves? We must all have humility. Here is a country which we are interested in building up. For whatever service we take up, we should not care for what we receive. We must know how much we can put into that service. That should be the principle which should animate our young men and women. (Words 175)

2. Of all the amusements which can possibly be imagined for a hard-working man, after his daily toil, there is nothing like reading an entertaining book. It calls for no bodily exertion, of which he had enough. It relieves his home of its dullness. It transports him to a livelier and more interesting scene; and while he enjoys himself there, he may forget the evils of the present moment. Nay, it accompanies him to his day's next work, and if the book he has been reading be anything above the very idlest and lightest, it gives him something to think about, besides the drudgery of his evening occupation. If I were to pray for a taste which should stand me in good stead under every variety of circumstances, and be a source of happiness and cheerfulness through life, it would be the taste for reading. Give a man this taste and the means of gratifying it and you can hardly fail to make him happy.

3. Apart from the great pleasure the cinema gives us as a means of entertainment, it is in many ways an education in itself. The film companies from time to time produce historical pictures and these
pictures are of great assistance to the teacher of history. A couple of hours spent in the company of historical personages dressed in the proper dress of the period can teach us far more than we can learn from a whole week's reading of an historical text book. Some educational film companies devote their time to the filming of the habits and customs of animals, insects, fishes and germs and many other branches of scientific life. We can see the hatching of the eggs of fish and their gradual development into large fishes. We can watch the increasing activity of many kinds of germs and their effect on water, milk or blood. All these activities and movements are greatly magnified on the screen. Such pictures are quite interesting and are a great help in the cause of education.

4. Nations, like individuals, deserve support and strength from the feeling that they belong to an illustrious race, that they are the heirs of their greatness, and ought to be the perpetuators of their glory. It is of momentous importance that a nation should have a great past to look back upon. It steadies the life of the present, elevates and upholds it and lights and lifts it up, by the memory of the great deeds, the noble sufferings, and the valorous achievements of the men of old. The life of nations, as of men, is a great treasury of experience, which wisely used, issues in social progress and improvement; or misused, issues in dreams, delusions and failures. Like men, nations are purified and strengthened by trials. Some of the most glorious chapters in their history are those containing the record of sufferings by means of which their character has been developed. Love of liberty and patriotic feeling may have done much but trial and suffering nobly borne do more than all.

5. A proper consideration of the value of time will inspire the habit of punctuality. Punctuality is the politeness of kings, the duty of gentlemen and necessity of men of business. Nothing begets confidence in a man sooner than the want of it. He who holds to his appointment and does not keep you waiting for him, shows that he has regard for your time as well as his own. Thus punctuality is one of the ways in which we show our personal respect for those whom we are called upon to meet in the business of life. It is also conscientiousness in a manner, for an appointment is a contract and he who does not keep it, is guilty of breaking faith as well as of dishonestly wasting other people's time. We naturally come to the conclusion that the person who is careless about time will be careless about business, and he is not to be trusted with the transaction of matters of importance. When Washington's secretary excused himself for the lateness of his attendance and laid the blame on his watch, his master quietly said. "Then you must have another watch or I, another secretary".

6. India is really very rich in its natural resources, but these resources are of little value to us if we cannot make use of them. For instance, we have learnt how the rivers flow through the plains, but it is obvious that they cannot go to every part of the land. We have to use our cleverness in making use of this natural supply of water. One way of doing it is to cut channels through the land and to make canals which can carry water to places far distant from the river. Another way is to build dams in the hills which store the river water in big reservoirs or lakes from which we make the water flow through hydro-electric plants. In these plants, the force of the water turns great wheels which generate or make electricity, and this electricity which is a form of energy, can be carried by wires to distant parts of the country, and this electricity can be used to make motors work which can pump water from the wells which reach far down into the earth. These are two ways in which man's cleverness can turn to practical use, one of the resources which nature supplies.

7. Man does not live for himself alone. He lives for the good of others as well himself. Everyone has his duty to perform, the richest as well as the poorest. To some, life is pleasure; to others, suffering. But
the best do not live for self-enjoyment or even for fame. Their aim is useful work in every good cause. We should, therefore, do our duty towards man and God. This is possible only if we have the knowledge of good and evil, the knowledge of what is right and what is wrong. (Words 90)

8. For the student, walking is preferable to all other exercises. It is simple. The apparatus is all at hand. No machinery is needed. It is in the open air that the lungs can at once receive the pure air of heaven and the eyes gaze upon the objects of nature, the hill and dale, the trees and the flowers. Another advantage of walking is that you can have a friend to walk with and open up your mind by pleasant conversation. (Words 76)

9. Wireless has made the world one. The peoples of the earth are bound together by an invisible bond over which speech can be freely carried. An ocean cable can be cut. Telephone wires may be blown down but the invisible ether through which sound waves travel knows no natural boundaries and is subject to no hazards. A whole country, half the world, can be the audience of a single speech News can be given a world-wide distribution in a few moments. The wireless is as swift as the human speech. By its means the world is made one. (Words 93)

10. Not only does a library contain infinite riches in a little room, but we may sit at home and yet be in all quarters of the earth. We may travel round the world with Captain Cook or Darwin, with Kingsley or Ruskin, who will show us much more perhaps than we should see for ourselves. The world itself has no limits for us, time has no more bounds than space; history stretches us behind and geology will carry us back for millions of year before the creation of man, even to the origin of the material universe itself. (Words 98)

11. I have visited people occupying dingy rooms in by-lanes, and also those living in yet to be completed houses in the suburbs of the city and even those residing in rented houses in better localities but paying exorbitant rent. Wherever I have been to I have found that people are hospitable in the true sense of the word. They offer tea, coffee, cold drinks, biscuits, potato chips, bananas, sweets etc. to guests who may go to visit them at any odd hour. People use bicycles for going to offices, banks, market places, to consult doctors, dentists, lawyers and even to visit friends and relatives.

12. Over eating is one of the most wasteful practices among those who can afford it. This class of people can save a lot by missing a meal per week and at the same time improve their health. A heavy meal at night before retiring is the fashion with many. It is largely wasted. Three to five hours are needed to digest food. While sleeping, this food is converted into excess fat and thus makes a person fat and ungainly. The evening meal should be light and should be taken three or four hours before going to bed. If this is followed, it till conserve energy and reduce food costs. It would also save a good deal of food and at the same time improve their health.

13. As result of the long series of discoveries, man's life has altered more rapidly during the last one hundred and fifty years than during the preceding two thousand years. In what ways does this alteration chiefly show itself? Man has either overcome or is on a fair way of overcoming all external enemies. If we look back over man's life in the past we find that the man was then at the mercy of the forces of nature. Floods and earthquakes and drought, pestilence and famine took a heavy toll of life. Today, thanks to science, all these enemies have disappeared or have been reduced comparatively.
Machines have taken over a large part of man’s dull and arduous work and have given him leisure. Medical Science has tracked down the causes of many diseases and has made man immune from them.

14. There are two natural sources of power — wind and water; but wind cannot be commanded at will and, therefore, spinning and weaving machines were at first driven by water. Consequently the mills which were at that time being erected in great numbers in England, were plied by the streams which had a good supply of water and a sufficient fall to render the current powerful. Many a lonely northern valley, where for centuries only the murmur of the stream had broken the silence, now hummed with the noise of machinery in mills. In some respects, water is unsatisfactory, for the flow of water needs to be carefully regulated, which is not always possible; and it was found that a greater power existed and could be utilized. In factory after factory steam engines began to be introduced. Water power was no longer used, and many a deserted mill on the banks of a stream bore witness, as it fell into ruins, to the superior power of steam.

15. There is a mysterious power that cannot be defined but which is present in everything. I feel it, though I do not see it. It is this unseen power that makes itself felt and yet defies all proof because it is so unlike all that I perceive through my senses. It is beyond the range of the senses; but it is possible to reason out the existence of God to a limited extent. Even in ordinary affairs we know that people do not know who rules. And yet they know that there is a power that certainly rules. In my tour in Mysore I met many poor villagers, and I found upon inquiry, that they did not know who ruled Mysore. They simply said some god ruled it. If the knowledge of these poor people is so limited about their ruler, I, who am infinitely lesser in respect to God than they to their ruler, need not be surprised if I do not realize the presence of God, the King of Kings. Nevertheless I do feel, as the poor villagers felt about Mysore, that there is orderliness in the Universe. There is a law governing everything, and that law which governs all life is God.

16. Progress in life depends a good deal on crossing one threshold after another. Some time ago a man watched his little nephew try to write his name. It was hard work, very hard work. The little boy had arrived at an effort threshold. Today he writes his name with comparative ease. Now new thresholds confront him. This is the way with all of us. As soon as we cross one threshold, as soon as we conquer one difficulty, a new difficulty appears. Some people make the mistake of steering clear of thresholds. Anything that requires genuine thinking and use of energy they avoid. They prefer to stay in a rut. Probably they have been at their job for a number of years. Things are easy for them. They make an effort to seek out new obstacles to overcome. Real progress stops under such circumstances.

Some people greatly enrich their lives by continuing to cross new thresholds. De Morgan didn’t start to write novels until he was past sixty. Psychologists have discovered that man can continue to learn throughout life. And it is undoubtedly better to try and fail than not to try at all. When a new difficulty rises to obstruct your path, do not complain. Accept the challenge. Determine to cross this threshold as you have crossed numerous other thresholds in your past life.

Hints: Theme: Overcoming New Difficulties.

Main (i) Progress in life depends upon overcoming difficulties. (ii) There can be no progress where people move in a rut and never seek out new obstacles. (iii) We should never complain of difficulties but try to overcome them.
17. The pain was fearful but instead of coming the old Soldier, put his blood up. He quashed his teeth with rage and squeezed the animal’s neck with iron force, The eyes of the two that of the old soldier and the Leopard glared at one another. The animal found that the old man was throttling her and made a wild attempt to free herself. She dragged his coat all over his face and blinded him and tore her claw out of his shoulder, flesh and all but still he throttled her with hands and arms of iron. Presently her long tail went down and her body lost its elasticity and he held a choked and powerless thing. He gripped it still till all motion eased, then dashed it to earth. The Leopard lay mute at his feet with tongue protruding. And for said time Martin, “I am a dead man. I have slain the Duke's Leopard.”

Hint: Martin’s Encounter with the Duke's Leopard.

i. Terrible pain made Martin furious.
ii. He gripped the Leopard's neck and squeezed it.
iii. In her most struggle the beast dragged his garment over his face and plunged her claws deep.
iv. Martin kept throttling her till she fell down dead.

18. The machine serves as a substitute for the skill and dexterity of the human worker. It carries out automatically countless jobs which had previously been done by workers whom only long practice could make perfect. By this means the required period of training or work of this type is immensely shortened and unskilled labour becomes for more readily interchangeable from one mechanical task to another. At the same time, as machines grew more delicate and complicated they can be used more and more to replace human dexterity. It does not mean that skilled labour ceases to be needed and in every highly mechanized industry. There may be call for ever higher skill than before. Not is the machine content to stop short at the process of production. It invades the offices and the counting houses as well. The typewriter and the calculating machines have revolutionized the work of the clerical and administrative departments of modern industry and even the private home can be revolutionized, for soon the supply of domestic servants and the unpaid labour of working class housewives is going to cease to be available.

Hint: Machines as substitutes for the skill and labour of human workers.

19. One of the pleasantest things in the world is going on a journey but I like to go by myself. I can enjoy society in a room, but out of doors, nature is company enough for me. I am then never less alone than when alone. I cannot see the wit of walking and talking at the same time. When I am in the country, I wish to vegetate like the country. I am not for criticising hedgerows and black cattle. I go out of town in order to forget the town and all that is in it. There are those who for this purpose go to watering places, and carry the metropolis with them. I like more elbow-room and few encumbrances. I like solitude when I give myself up to it, for the sake of solitude, nor do I ask for a friend in my retreat. The soul of a journey is liberty, perfect liberty to think, feel, do just as one pleases. We go on a journey chiefly to be free of all inconveniences, to leave ourselves behind. It is because I want a little breathing space to muse on different matters, that I absent myself from the town for a while without feeling at a loss. The moment I am left to myself, instead of a friend to exchange the same stale topics over again, let me have a truce with this sort of impertinence. Give me the clear blue sky over my head and the green turf beneath my feet, a winding road before me and a three hour's march to dinner — and then to thinking.

Hints: Heading: Going on a Journey (Hazlitt)
i. The writer wants to go on a journey but alone and not in the company of his friend.

ii. He wants to have a little breathing place and to think alone without any sort of disturbance.

iii. He wants to enjoy himself all alone and to come back home to dinner after a long walk with his sharpened appetite.