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THIRD EDITION

CONTEMPORARY ENGLISH GRAMMAR STRUCTURES AND COMPOSITION

DAVID GREEN

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ENGLISH GRAMMAR
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COMPOSITION**

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By
David Green
B.A. (London)



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Printed and bound in India

Typeset at : Goswami Associates, Delhi.

First Edition : 1971, Second Edition : 2015, 2016, 2018, 2019, 2021

Third Edition : 2022

ISBN : 978-93-5138-127-3

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PUBLISHED IN INDIA BY



(An Imprint of Laxmi Publications Pvt. Ltd.)

An ISO 9001:2015 Company

113, GOLDEN HOUSE, GURUDWARA ROAD,

DARYAGANJ, NEW DELHI-110002, INDIA

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C—00000/022/03

Printed at : Ajit Printing Press, Delhi

Preface

This book has been written to meet the widespread demand for a modern approach to English Grammar and Composition. It represents a synthesis of the traditional and the structural methods of teaching English Grammar. These two methods are, of course, not mutually exclusive, but complementary. While the structural method will drill into the student the linguistic skills necessary for using certain patterns of expression, a systematic study of the fundamentals of Grammar will help to co-ordinate such skills, and give a comprehensive grasp of modern English usage.

Part I of the book contains a study of the various parts of speech, both from the theoretical and functional points of view. Whereas Part II is concerned with the structure of the sentence, its analysis and synthesis, Part III comprises four chapters dealing with verb patterns and basic structures. Most of the important sentence patterns—both literary and conversational—have been presented in this section in a simple and analytical manner. With a little practice, the student should easily be able to acquire adequate skill to use these structures in his own conversation and writing.

Part IV deals with Vocabulary—Word-Formation, Synonyms and Antonyms, Words often Confused, One-Word Substitutes, etc.—and Composition, which includes Paragraph Structure, Letter-Writing, Expansion, Précis-Writing, Essay-Writing, Paraphrasing and Writing Stories from Outlines.

The book carries 196 exercises covering all the main elements of Grammar, Structures and Composition. These carefully framed exercises will, no doubt, be found most useful for classroom work.

It is hoped that in view of its special features, *Contemporary English Grammar, Structures and Composition* will serve as a textbook for Higher Secondary and College classes throughout the country.

Contents

Part I: Grammar and Usage

1. The Sentence	3
2. Parts of Speech	10
3. Nouns-I	14
4. Nouns-II	19
5. Adjectives	27
6. Comparison of Adjectives	32
7. Articles	42
8. Pronouns	49
9. Demonstrative, Indefinite, Interrogative, Distributive and Reciprocal Pronouns	58
10. Relative Pronouns	64
11. Verbs	71
12. Verbs—Mood and Tense	80
13. Concord or Agreement of the Verb with the Subject	92
14. Non-Finite Verbs	97
15. Strong and Weak Verbs	108
16. The Auxiliaries	120
17. Modal Auxiliaries	126
18. Anomalous Finites	141
19. Adverbs	149
20. Prepositions	159
21. Conjunctions	166
22. Interjections	176

Part II: Sentence Structure

23. Simple, Compound, Complex and Compound- Complex Sentences	179
24. Clauses	182
25. Synthesis of Sentences	196

26. Transformation of Sentences-I	205
27. Transformation of Sentences-II	214
28. Sequence of Tenses and Direct and Indirect Speech	221
29. Punctuation and Capitals	230

Part III: Structures, Literary and Conversational

30. Verb Patterns and Structures-I	241
31. Verb Patterns and Structures-II	253
32. Verb Patterns and Structures-III	263
33. Verb Patterns and Structures (Mainly Conversational)	279

Part IV: Vocabulary and Composition

34. Word-Formation—The Use of Prefixes	293
35. Word-Formation—The Use of Suffixes	297
36. Word-Formation—Compound Words	303
37. Synonyms and Antonyms	306
38. One-Word Substitutes for Phrases and Clauses	315
39. Words often Confused	324
40. Words with Appropriate Prepositions	333
41. Words Involving Animals/Birds	343
42. Paragraph-Writing	347
43. Letter-Writing	352
44. Précis-Writing	366
45. Expansion of Passages	373
46. Essay-Writing	378
47. Paraphrasing	391
48. Writing Stories from Outlines	399

Part I
Grammar and Usage

1

The Sentence

Look at the following groups of words:

1. Birds fly in the air.
2. Read this book carefully.
3. How cold it is today!
4. What is his name?

Each of the above four groups of words means something definite and each makes complete sense. Each is a complete sentence. A *Sentence* may be defined as a group of words which is arranged in a definite order and which makes complete sense. Now compare them with the following groups of words:

1. Air in the birds fly.
2. Book carefully this read.
3. Cold today is how it.
4. Name what is his.

None of the above makes sense and is not a sentence. Each of them is a set of jumbled words.

KINDS OF SENTENCES

There are four different kinds of sentences. Examine the following:

1. He is a good cricketer.
2. His name is Amarnath.
3. Amarnath is from Delhi.

4 CONTEMPORARY ENGLISH GRAMMAR STRUCTURES AND COMPOSITION

These three sentences are simple statements of facts and state, assert or declare something. Such sentences are called *Assertive* or *Declarative Sentences*.

Now, read these sentences:

1. Shut the door.
2. Please, get me a glass of water.
3. Mind your own business.

You will notice that the first is a command, the second is a request, and the third expresses a piece of advice. A sentence which expresses a command, a request or a piece of advice is called an *Imperative Sentence*.

Now, have a look at the following sentences:

1. What a fool you are!
2. How generous of him to have helped me in my hour of need!
3. What a pity you couldn't come!

These sentences express a strong and sudden feeling: of amusement or anger in the first sentence, of appreciation and gratitude in the second, and of sorrow and sympathy in the third. A sentence which expresses such a sudden, strong feeling is called an *Exclamatory Sentence*. An Exclamation Mark (!) should always be put at the end of such a sentence.

Now take note of a few sentences of a different type:

1. Have you done your homework?
2. Where do you propose to go during the summer holidays?
3. Did you not hear the bell?

You can see, all these are questions. A sentence which asks a question is called an *Interrogative Sentence*. It should be followed by a question mark (?).

Note: All sentences should begin with a Capital Letter and end with a Full Stop (.), an Exclamation Mark (!), or a Question Mark (?), according to the type to which they belong.

Exercise 1

Name the kind against each of the following sentences:

1. How hot it is outside!
2. Don't waste time.
3. The PM delivered a motivating speech.
4. Where is your water bottle?
5. Always speak the truth.

6. London is the capital of England.
7. Don't you love your country?
8. Two and three make five.
9. May you succeed in life!
10. Did he visit you in the hospital?

Exercise 2

Change the following Affirmative sentences into Negative form:
(Place 'No' or 'Not' after the helping verb.)

1. It is cold outside: It is not cold outside.
2. I can solve these sums.
3. My friend has a car.
4. You are allowed to go.
5. She is well.
6. There is milk in the jar.
7. Nainital is in UP.
8. They were wasting their time.

Exercise 3

(A) Change the following sentences into Interrogative form:

(Place the helping verb before the subject)

1. Abu is a late comer: Is Abu a late comer?
2. Shiny is regular in her work.
3. I am a cricket player.
4. We shall meet at the airport.
5. They must work hard for the examination.
6. The girls can leave now.
7. Foreigners are happy here.
8. Father is an early riser.

(B) Change the following sentences into Interrogative form:

(Place: 'Do', 'Does' or 'Did' before the subjects and use the first form of the verb.)

1. They landed on the moon: Did they land on the moon?
2. Samuel enjoys horse riding.
3. The sun shines during the day.
4. Children enjoy cartoon films.
5. They ran quite fast.

6 CONTEMPORARY ENGLISH GRAMMAR STRUCTURES AND COMPOSITION

6. It did not rain in March.
7. He worked in Japan for some time.
8. Sarla solved the puzzle in no time.

(C) Change the following sentences into Interrogative form:
(Begin with an Interrogative pronoun, adverb or adjective.)

1. We go to school. Why do we go to school?
2. She met him there.
3. Rakesh wanted help from me.
4. He ran everyday.
5. The nightingale will sing.
6. Gaurav went to the U.S.
7. This house belongs to someone.
8. I kept my specs somewhere.

Exercise 4

Change the following sentences into Assertive (Declarative) form:

1. Has he curly hair?
2. These boys are not serious.
3. Is gold very costly?
4. Were you gossiping?
5. They do not get up early.
6. Is Africa a dark continent?
7. She could not move easily.
8. Should we wait for sometime?

Subject and Predicate

A simple sentence has two main parts— (a) the Subject (b) and the Predicate. The Subject must contain a Noun or a Pronoun and the Predicate must contain a Verb.

Look at this sentence:

The sun set behind the western hills.

The first part of the sentence—‘The sun’—*names* the thing about which something is said. The second part—‘set behind the western hills’—*tells* something about ‘The sun’. The naming part is called the *Subject* and the

telling part is called the *Predicate*. Usually the Subject of the sentence comes first and the Predicate follows.

Study, how the Subject and the Predicate are placed in the following sentences:

	<i>Subject</i>	<i>Predicate</i>
1.	The river	flowed swiftly.
2.	Mahatma Gandhi	taught Truth and Non-Violence.
3.	Two American astronauts	landed on the moon.
4.	The peaks of the Himalayas	are always covered with snow.
5.	The U.S President	visited India on the Republic Day.

- (A) Sometimes the subject may be in the middle of the sentence or at the end, as in the following sentences:
1. How are *the mighty* fallen!
 2. After the dinner came *the dance*.
 3. Beyond the valley was *a row* of hills.
 4. Gone are all those golden *dreams*.
- (B) In Imperative Sentences, the Subject is usually omitted; Open your books. (This means ‘*You* open your books.’ The subject *you* is understood and not expressed.)
1. Thank you. (This means ‘*I* thank you.’)
 2. Help me, please. (‘*You* help me, please.’)
- (C) In Interrogative sentences, the Subject is usually placed after a part of the Predicate, such as, Do you like me?
- (D) In Exclamatory sentences, the Subject is placed after the Predicate, such as,
1. What a great fall it is!
 2. How charming the scenery is!

Exercise 5

Match the subjects and the predicates given in the following table to form complete sentences.

<i>Subject</i>	<i>Predicate</i>
God	is a good hobby.
The moving moon	discovered America.
Slow and steady	is very complicated.
The life of Gandhiji	be with you.
The rabbit and the hare	perished in the war.
Christopher Columbus	went up the sky.
Gardening	ran a race.
The language problem	can solve the food problem.
Millions of people	should inspire every Indian.
Only an agricultural revolution	wins the race.

Phrases and Clauses

Look at this sentence:

'In the beginning, God made the heavens and the earth.' The first three words form a group by themselves. They make sense, but not a complete sense. They cannot stand by themselves and have to be part of a larger group of words which makes a complete sense. They have no Subject or Predicate of their own. Such a group of words is called a *Phrase*.

Notice the phrases in the following sentences:

1. An old castle stood *beside the lake*.
2. He was *in a desperate mood*.
3. Jayaram was shouting *at the top of his voice*.
4. I shall do it *as soon as possible*.
5. The wise men came *from the east*.

Now examine this sentence:

Here is a man whom you can trust.

It contains two groups of words—*Here is a man* and *whom you can trust*. Each makes complete sense and has a Subject and a Predicate of its own. These two groups are called Clauses. A *Clause* is a group of words which has a Subject and Predicate of its own, makes complete sense and forms part of a larger sentence.

Exercise 6

Supply the subjects to each of these Predicates:

1. shines during the day.
2. rises from the east.
3. follow different faiths.
4. is the captain of India's cricket team.
5. is a good source of home entertainment.
6. shows time.
7. sets in the west.
8. is also called the Bollywood.

Exercise 7

Supply Predicates to each of the following Subjects:

- | | |
|-------------------------|-----------------------|
| 1. Delhi | 6. The Ganges |
| 2. Mumbai | 7. Berlin |
| 3. The baker | 8. The Thames |
| 4. My grandmother | 9. Isaac Newton |
| 5. Salman Khan | 10. Mathematics |

Exercise 8

Say whether the italicized groups of words in the following sentences are Phrases or Clauses:

1. *A thing of beauty* is a joy forever.
2. I concluded *that the boy was innocent*.
3. *When the cat is away*, the mice play.
4. The old woman sat *in a corner*.
5. *Up in the sky* they saw a new star.
6. *Although Mohan was hurt*, he played extremely well.
7. A stitch *in time* saves nine.
8. Birds *of the same feather* flock together.
9. God helps those *who help themselves*.
10. A plane, *which flies faster than sound*, is called a supersonic plane.

2

Parts of Speech

Sentences, clauses and phrases are made of words, formed by joining letters. They must stand for a person, a place, object, action, or an attribute, etc. According to their nature and function in the sentence, words are divided into the following eight classes, called *Parts of Speech*.

1. Noun

Look at the following sentences:

Gandhiji was the *Father* of the *Nation*.

India is the biggest *democracy* in the *world*.

Money is the *root* of all *evil*.

The words in italics are all names of persons, places or things. They are called Nouns. A *Noun* may be defined as the name of a person, place or thing. By *thing*, we mean something that can be seen and touched (*concrete*) or something that can only be thought of and not seen and touched (*abstract*).

2. Pronoun

Hari said that *he* was a good swimmer.

When Gopal hit the dog, *it* bit *him* with *its* sharp teeth.

Mary told *her* parents that *they* should not force *her* to marry Francis.

The italicized words stand for certain nouns, mentioned earlier in the sentence; *e.g.*, *he* for *Hari*, *it* for *dog*, *they* for *parents* and *her* for *Mary*. They are called Pronouns. A *Pronoun* may be defined as a word used instead of a noun. It enables us to avoid repeating the noun again and again.

3. Adjective

He is an *eloquent* speaker.

I have *many* friends in Delhi.

Sita is *clever* and *industrious*.

The words in italics are Adjectives. They qualify certain nouns which follow or precede them; *i.e.*, they tell us something about the quality, number, etc., of the people or things mentioned. An *Adjective* can, therefore, be defined as a word which qualifies a noun and adds something to its meaning.

4. Verb

The thief *jumped* over the wall.

The sun *sets* in the west.

This year the winter *is* very severe.

The italicized words are Verbs. They describe the action or condition of the subject, *i.e.*, what the subject does, or what happens to it, or what it is.

5. Adverb

Copy this out *carefully*.

These shoes are *too* big for me.

He ran *very* fast.

The words in italics are Adverbs. They modify or add something to the meaning of a verb (*copy*), an adjective (*big*) or an adverb (*fast*). An *Adverb* may, therefore, be defined as a word that modifies a Verb, an Adjective or another Adverb.

6. Preposition

I put it *in* the box.

The monkey climbed *up* the tree.

The horse galloped *around* the field.

The italicized words are Prepositions. They show how the nouns (*box*, *tree*, *field*) are related to other words (I, monkey, horse) in the sentence. So the *Preposition* is a word, which is usually placed *before* a noun or a pronoun to show the latter's relation to some other word in the sentence.

7. Conjunction

He works hard to earn his bread *and* butter.

To fight *or* give up—that is what we have to decide.

12 CONTEMPORARY ENGLISH GRAMMAR STRUCTURES AND COMPOSITION

Though I like him, I cannot excuse his offence.

The italicized words are Conjunctions. They link or join words. They link together words (first sentence), phrases (second sentence) and clauses (third sentence). A *Conjunction* may be defined as a word used to join together words, phrases or clauses.

8. Interjection

Oh! I have lost my purse.

Alas! the poor woman died in the hospital.

Hurrah! we have a holiday tomorrow.

The italicized words are interjected or ‘thrown in’ to express a sudden emotion. They have no grammatical relation to the rest of the sentence. An *Interjection*, therefore, is a word of exclamation, expressing a sudden feeling or excitement.

Notes. 1. It should be noted that the above classification is based on the function of words in a sentence.

Since a particular word may have different functions in different contexts, its classification also will have to change. The same word may be a noun in one sentence, an adjective in another, a verb in a third and so on: *e.g.*,

The sun gives us *light*. (Noun)

A *light* purse makes a heavy heart. (Adjective)

We need a torch to *light* us on our way. (Verb)

He treated it in a *light-hearted* manner. (Adverb)

2. There is a small, but important group of words—*a, an, the*—known as the **Articles**. They are essentially *Adjectives* and will be discussed in detail in Chapter 7.

Exercise 9

Name the Part of Speech of each italicized word in the following sentences:

1. *Where* there is a *will*, there is a way.
2. *He will* return *next* week.
3. *Man is mortal*.
4. *An* idle brain is *the devil's* workshop.
5. You may go *either* today *or* tomorrow.
6. *Alas!* she is *no more*.
7. *Man* is the architect *of his own* fortune.
8. Wisdom is *better than riches*.

9. The *king* ruled *for twenty* years.
10. He *spoke* *very well*.

Exercise 10

Use the following words as different Parts of Speech:

1. Fire (Noun, Verb and Adjective)
2. Fast (Adjective and Adverb)
3. Fly (Verb and Noun)
4. Plain (Adjective and Noun)
5. Sentence (Verb and Noun)
6. Produce (Verb and Noun)
7. Right (Adjective, Verb, Adverb and Noun)
8. Round (Adjective, Preposition, Adverb and Noun)
9. Till (Preposition and Verb)
10. Crown (Noun and Verb)

3

Nouns-I

CLASSES AND GENDER

Nouns can be divided into two main classes—*CONCRETE* and *ABSTRACT*.

Look at the following list of nouns:

Mohan, table, water, crowd, gold.

These are names of persons, or things that we can touch and see. They exist physically or materially. Such nouns are called *CONCRETE NOUNS*.

Now look at the following words:

patience, beauty, death, youth, pleasure, flight, logic, astronomy.

These are names of things that we can only think of, but cannot touch or see. They have no physical existence. They express a quality (*patience, beauty*), a state (*death, youth*), a feeling or an action (*pleasure, flight*) or a general idea or system of thought (*logic, astronomy*). Such nouns are called *ABSTRACT NOUNS*.

CONCRETE NOUNS

Concrete Nouns can be sub-divided into four categories:

1. Proper Nouns

*Govind, Akbar, Lata, Delhi, Everest, Africa,
Maruti (car), Lipton (tea)*

These are all names of particular persons, places or things. They are called Proper Nouns. A *Proper Noun* may be defined as the name of a particular person, place, thing or brand. A Proper Noun begins with a Capital Letter.

2. Common Nouns

boy, girl, king, river, mountain, tree, chair, cow, car

These are all names that can be applied to anyone of a class of persons, places or things. Such nouns are called *Common Nouns*.

Note. Some Proper Nouns can also be used as Common Nouns:

He is the *Shakespeare* of our age (the greatest dramatist).

Valmiki is the *Homer* of India (the greatest epic poet).

Mumbai is the *Hollywood* of India (the greatest film producing city).

He is a *Hercules* (a very strong man).

He is a *Nero* (a very cruel person).

She was driving an *Austin* (a car made by Austin company).

He has a *Turner* in his collection (a painting by Turner).

3. Collective Nouns

a <i>crowd</i> of people;	a <i>band</i> of robbers
a <i>herd</i> of cattle;	a <i>team</i> of players;
a <i>flock</i> of sheep;	a <i>fleet</i> of ships;
a <i>squadron</i> of aeroplanes;	a <i>ring</i> of keys;

The words in italics (*crowd, herd, fleet, ring, team, band, block, squadron*) are names of *groups* of persons or objects *of the same kind*, considered as a single whole. Such a group name is called a *Collective Noun*.

Notes. 1. A Collective Noun is usually Singular. But when the reference is to the individual members of the group and not to the group as a whole, the Collective Noun is used as a Plural and is followed by a Plural Verb. It is then called a *Noun of Multitude*:

The *jury were* unable to agree on the point.

The *committee were* divided in their opinion.

The *Government have* announced certain tax concessions.

2. A few Collective Nouns are always treated as Plurals: *cattle, people* (except when referring to a nation), *vermin poultry* and *gentry*.

4. Material Nouns

gold, silver, clay, stone, wood, cotton, iron, wool.

These are names of materials or substances out of which things are made. Such nouns are called *Material Nouns*.

Some Material Nouns are also used as Common Nouns, such as,

1. This is made of *marble*.
The boy played with *marbles*.
2. The bottle is made of *glass*.
I had a *glass* of lime juice.
3. *Tin* is imported from Malaya.
We bought a *tin* of cheese.
4. I want a ream of *paper*.
The news appeared in today's *paper*.

Exercise 11

Underline the Nouns in the following sentences and mention the kind of each:

1. Ashoka was a great emperor.
2. The balloon is made of rubber.
3. Adversity is the touchstone of character.
4. The boy drew a picture on his slate.
5. Sir C. V. Raman is called the Newton of India.
6. The Taj is made of white marble.
7. Everest is the highest peak in the world.
8. A gang of robbers attacked the party of travellers.
9. Prevention is better than cure.
10. The crew of the ship saluted the Admiral of the fleet.

GENDER

Look at these sentences:

1. A *man* was walking along the road.
2. The *queen* sat on her royal throne.
3. Govind liked his *teacher*.
4. I saw a *flock* of sheep grazing in the *meadow*.

In sentence 1, we have the word *man* which is Masculine. All names of male animals or persons are of the *Masculine Gender*:

boy, king, hero, father, lion, bull

In sentence 2, we have the word *queen* which is Feminine. All names of female animals or persons are of the *Feminine Gender*:

girl, woman, heroine, mother, lioness, cow

The word *teacher* in sentence 3 is of the *Common Gender*, because a teacher may be *male* or *female*. Names that can be applied to both male and female are of the *Common Gender*:

child, pupil, friend, neighbour, servant

In sentence 4, the noun *meadow* is of the *Neuter Gender*. All inanimate things which do not have life like animals and human beings are said to be of the *Neuter Gender*:

meadow, tree, chair, room, stone, iron

Abstract Nouns and Collective Nouns are also regarded as belonging to the *Neuter Gender*:

flock, crowd, gang, beauty, truth, height

Ways of Forming the Feminine

1. By using separate words:

*king-queen; boy-girl; brother-sister; sir-madam;
bull-cow; horse-mare; dog-bitch; cock-hen.*

2. By adding *-ess* to the Masculine:

*heir-heiress; actor-actress; host-hostess;
master-mistress; Count-Countess; lion-lioness.*

3. By adding a word, indicating sex, before or after the main word:

*he-goat, she-goat; man-servant, maid-servant;
milk-man, milk-maid; land-lord, land-lady;
pea-cock, pea-hen; cock-sparrow, hen-sparrow.*

Miscellaneous:

*Hero-heroine; fox-vixen; widower-widow;
Czar-Czarina; Sultan-Sultana; bridegroom-bride.*

Exercise 12

Fill in the gaps in the following sentences with these Material Nouns, here used as Common Nouns:

copper, land, iron, wood, slate, paper, glass, marble, stone, bronze.

1. The boy did his sums on his
2. He has some beautiful in his collection.
3. The two friends walked into the
4. People living in glass houses cannot afford to throw.....
5. I want to buy an electric

6. The in the Vatican are priceless.
7. Sudhakar Reddy has some fertile in Nellore.
8. The young girl admired her reflection in the
9. The poor beggar did not have a in his pocket.
10. The cartoon appeared in this morning's

Exercise 13

Fill in the gaps in the following sentences with suitable Collective Nouns:

1. There was a meeting of the of Ministers.
2. This of mountains is called the Western Ghats.
3. He gave a of lectures on electronics.
4. The ship had a of eighty sailors.
5. There are some wild living in Central Africa.
6. There is a fine of pictures in the palace.
7. Don't disturb that of bees.
8. There is a large of fish near the coast.
9. There seems to be a plan behind this of events.
10. I have lost my of keys.

Exercise 14

Fill up the gaps in the following sentences with the Feminine forms of the words given in brackets:

1. He bought a beautiful chestnut (horse)
2. The wore a diamond necklace. (prince)
3. She remained a all her life. (bachelor)
4. The gave birth to a litter of young ones. (bear)
5. My gained admission to the Medical College. (nephew)
6. The welcomed the guests. (host)
7. He married an of a wealthy state. (heir)
8. The young did not know what to say. (lad)
9. The could foretell the future. (monk)
10. Rani Laxmi Bai is the of the story. (hero)

4

Nouns-II

NUMBER AND CASE

Number

There are two *Numbers* in English—the *Singular Number* (denoting one person or thing) and the *Plural Number* (denoting more than one person or thing). A Singular Noun must be followed by a Singular Verb and a Plural Noun by a Plural Verb.

Ways of Forming the Plural

1. The majority of Nouns are formed by adding *-s*:
table-tables; chair-chairs; book-books; cup-cups, house-houses.
2. Nouns ending in *-s, -sh, -ch* (soft), *-x* or *-z*, are formed by adding *-es*:
gas-gases; dish-dishes; branch-branches; fox-foxes; topaz-topazes.
3. Nouns ending in *-y*, preceded by a consonant, form Plurals by changing *-y* into *-ies*:
story-stories; pastry-pastries; city-cities; lily-lilies, variety-varieties, sally-sallies; ally-allies.

But if the final *-y* is preceded by a vowel, it is usual to add an *-s* to the singular:

valley-valleys; key-keys; storey-storeys; journey-journeys; alley-alleys; boy-boys, buoy-buoys.

4. Nouns ending in *-o*, preceded by a consonant, generally form the plural by the addition of *-es*:

tomato-tomatoes; potato-potatoes; mango-mangoes; hero-heroes; echo-echoes; Negro-Negroes.

Exceptions: Some scientific or technical words borrowed from Latin, like *dynamo, canto, quarto, piano, grotto*, etc., have only *-s* added to them to make the plural.

5. Nouns ending in *-o*, preceded by a vowel, form the Plural by the addition of *-s*:

radio-radios; studio-studios; folio-folios; curio-curios; bamboo-bamboos; cuckoo-cuckoos.

6. Nouns ending in *-f* or *-fe* form Plurals by changing *-f* or *-fe* into *-ves*:

calf-calves; leaf-leaves; loaf-loaves; half-halves; knife-knives; thief-thieves.

Exceptions: (i) *Safe, fife, strife* and *cafe* form the Plural by adding *-s*.

(ii) Nouns ending in *-ff, -rf, -oof, -eef* and some Nouns ending in *-f* and *-ief* generally form Plurals by the addition of *-s*:

proof-proofs; roof-roofs; chief-chiefs; belief-beliefs; grief-griefs, cliff-cliffs; kerchief-kerchiefs.

But some of them take both Plural forms:

staff (in the sense of 'stick')—*staffs* and *staves*; *scarf*—*scarfs* and *scarves*; *wharf*—*wharfs* and *wharves*.

7. A few Nouns form their Plural by changing their internal vowel:

mouse-mice; man-men; foot-feet; goose-geese; tooth-teeth, etc.

8. A few have the Old English Plural ending *-en* or *-ne*:

ox-oxen; child-children; cow-kine (archaic Plural of *cow*); *brother-brethren*.

Note. *Children, kine* and *brethren* are Double Plurals. There is a vowel change to indicate the Plural and also the addition of *-en* or *-ne*.

9. Compound Nouns generally form plurals by using the plural of the *principal* word:

brother-in-law	—	brothers-in-law
son-in-law	—	sons-in-law
passer-by	—	passers-by
hanger-on	—	hangers-on

footman	—	footmen
man-of-war	—	men-of-war
looker-on	—	lookers-on
Major-General	—	Major-Generals
Governor-General	—	Governors-General

But there are a few Compound Nouns which take a double plural:

Man-servant	—	men-servants
Woman-servant	—	women-servants
Woman-student	—	women-students

10. Foreign Plurals

(a) Words ending in *-a* have a Plural in *-ae*:

formula, formulae or formulas; larva, larvae; nebula, nebulae or nebulas; vertebra, vertebrae or vertebrae.

(b) Words ending in *-us* with a Plural in *-i*:

alumnus, alumni; bacillus, bacilli; focus, foci or focuses; fungus, fungi or funguses; nucleus, nuclei; radius, radii; stimulus, stimuli.

(c) Words ending in *-um* with a Plural in *-a*:

bacterium, bacteria; curriculum, curriculums or curricula; datum, data; dictum, dicta or dictums; medium, media; memorandum, memoranda or memorandums; stratum, strata or stratums.

(d) Words ending in *-ex, -ix, -is* with a Plural in *-es*:

apex, apexes or apices; index, indexes or indices; appendix, appendixes or appendices; axis, axes; amanuensis, amanuenses; analysis, analyses; basis, bases; crisis, crises; ellipsis, ellipses; hypothesis, hypotheses; oasis, oases; parenthesis, parentheses; synopsis, synopses; thesis, theses.

(e) Words ending in *-on* with a Plural in *-a*:

automaton, automata; criterion, criteria; phenomenon, phenomna.

(f) *Species, series, corps* have the same form in the Singular as well as in the Plural.

Exercise 15

Fill in each blank with the correct form of the Plural of the word given in the brackets:

1. I saw many on the underside of the leaf. (*larva*)
2. The building had seven (*storey*)
3. He is good at telling funny (*story*)

4. Several witnessed the accident on the road. (*passer-by*)
5. My two have come to see me. (*son-in-law*)
6. They are of our University. (*alumnus*)
7. The of uranium and thorium atoms can be split. (*nucleus*)
8. The of these two circles are different. (*radius*)
9. In the last few years, the Middle East has passed through several (*crisis*)
10. There are several in the Sahara. (*oasis*)
11. These are the written by Ph.D. candidates. (*thesis*)
12. These are not the by which they should be judged. (*criterion*)
13. We are struck with wonder by some of the natural (*phenomenon*)
14. Give the of these three stories. (*synopsis*)

Correct use of Certain Nouns

1. Certain Nouns ending in *-ry*, are used only in the Singular form, though they have a Plural significance:

drapery, imagery, machinery, poetry, scenery, stationery, statuary.

Never say ‘imageries’, ‘sceneries’, ‘machineries’, etc. These words in the Singular form naturally take Singular verbs after them:

The imagery in this poem *is* really matchless.

The machinery for this factory *was* imported from Germany.

In Darjeeling, the scenery *is* marvellous.

2. Some Nouns have the same form in the Singular as well as in the Plural:

Sheep, deer, swine, grouse, trout, salmon, means, innings, gallows, offspring.

Never write ‘sheeps’, ‘offsprings’, ‘deers’, etc.

3. Some Nouns are always only in the Plural, because they go in pairs:

scissors, spectacles, trousers, pantaloons (pants), tongs, bellows.

So never say ‘my pant’, ‘trouser’, ‘scissor’, etc.

4. Miscellaneous Nouns, always used in the Plural:

draughts (game), billiards, mumps, measles, annals, thanks, tidings, premises, wages.

However, *wage* is used in the Singular in Compound Nouns and phrases like *a living wage, wage-freeze, wage-board, wage-rise, wage-earners*, etc.

Draught (singular) means 'current of air' and is also an alternative spelling of *draft* in certain senses.

5. Names of certain subjects of study are Plural in form, but Singular in meaning:

Mathematics, Physics, Politics, Economics, Civics.

6. Certain Nouns are used only in the Singular form:

Furniture: 'The furniture in this house *is* really grand.' You can refer to 'bits or pieces of furniture', but not 'furniture'.

Information: 'All the information you need *is* given in this booklet.' You can speak of 'items or bits of information', but not 'informations'.

Advice: 'I gave him sound advice,' or 'a piece of advice' but not 'advices'. (The Plural 'advices' is used only in a technical sense in commercial or legal parlance.)

Exercise 16

Correct the following sentences:

1. I went to the shop to buy some stationers.
2. We have ordered a lot of machineries for the factory.
3. He is a rich farmer who has many cattle and sheeps, but no swines or gooses.
4. My trouser was torn, when I got down from the tree.
5. Politics give a number of theories about the State.
6. I like the poetries of Tagore and Kalidas.
7. Two of my brother-in-laws are staying with me.
8. In Zambia they grow bananas, but not potatoes or tomatoes.
9. The hunter shot down many deers.
10. The thief entered the bakery and took a dozen loafs.
11. The Negroes have curly hairs.
12. I bought two dozens mangoes.
13. The first innings are still going on.
14. Measles are a dangerous disease.
15. Inspite of all my advices, the young fellow took to drink.

THE CASE

The Nominative Case

Read the following sentences:

1. *Sankar* built a house.
2. *Gopal* bought a bicycle.
3. *Modi* delivered a wonderful speech.
4. Liz laughed at them.

In sentence 1, *Sankar* is the subject of the verb *built*. *Gopal*, *Modi* and *Liz* are the subjects of the three other sentences. A Noun which is the Subject of a Verb is said to be in the *Nominative Case*. Descriptive sentences usually start with a subject.

The Objective Case

Now look at these sentences again:

- Sankar built what? A house.
 Gopal bought what? A bicycle.
 Modi delivered what? A speech.
 Liz laughed at whom? Them.

The answer to *what* or *whom* gives the Direct Object of the Verbs in the above sentences. These Direct Objects—*house*, *bicycle*, *speech*, *them*—are in the *Objective* (or *Accusative*) *Case*.

In the fourth sentence, *them* is governed by **Preposition at**. It is the object of the Preposition and hence it is also in the *Objective Case*.

A Noun which is the Direct Object of a Verb or the Object of a Preposition is said to be in the *Objective Case*.

The Possessive Case

Now examine these sentences:

1. I went to *Sankar's* house.
2. This is *Gopal's* bicycle.

In these sentences, *Sankar's* and *Gopal's* are in the *Possessive* (or *Genitive*) *Case*, because they show possession. The house belongs to Sankar and the bicycle belongs to Gopal.

Ways of Forming the Possessive Case

1. By adding ('s) to Singular Nouns:
Shiva's dance, *cow's* milk, *dog's* tail, *girl's* song, *king's* death.

2. By adding ('s) to Plural Nouns which do not end in s:
men's wear, women's college, children's books.
3. By adding only the *apostrophe* to Singular Nouns, which contain two or more hissing sounds:
in *Jesus's name, for conscience's sake, Moses's laws, for righteousness's sake.*

Note. But when there is only one s sound in the Singular Nouns, 's should be added; e.g. *Keats's poetry, horse's head, Bates's business.*

4. By adding only the *apostrophe* to Plural Nouns ending in s:
birds' nests, Students' Union, Merchants' Association.
5. By adding ('s) only to the last of a group of Nouns taken together:
The Government of *India's* Policy. The University of *Bombay's* regulations, Richardson and *Robert's* workshop, my brother-in-law's marriage.
6. By adding ('s) to the second of the two Nouns in apposition:
Patel, the *advocate's* house; Murthy, the *magician's* tricks; Smith, the *jeweller's* shop.

Note. Generally speaking, only Nouns representing living beings are used in the Possessive Case. In the case of inanimate objects, the idea of possession is indicated by the use of the Preposition *of*:

The state *of* her health (*Not* her health's state).

The development *of* agriculture (*Not* agriculture's development).

The League *of* Nations (*Not* the Nations' League).

But there are exceptions to this rule. When an object is personified, it can be used in the Possessive Case:

India's millions, *Nature's* laws, *Fortune's* favourite.

There are also a few common phrases in which inanimate things are used in the Possessive form, such as,

a stone's throw, a hair's breadth, at arm's length, out of harm's way, in a week's time, to his heart's content, at his wits' end, etc.

The Dative Case

Look at these sentences:

1. I gave *Sita* a present.
2. Sudhir sent *me* a book.

3. Gabriel bought his *son* a watch.

I gave a present to whom ? To *Sita*.

Sudhir sent a book to whom ? To *me*.

Gabriel bought a watch for whom? For his *son*.

The answer to the question *to whom* or *for whom* is the Indirect Object, usually a person or a living thing.

Sita, *me* and *son* are said to be in the *Dative Case*, because they are the Indirect Objects of *gave*, *sent* and *bought* respectively.

A Noun or a Pronoun which forms the Indirect Object of a Verb is in the *Dative Case*.

The Vocative Case (or Nominative of Address)

Read the following sentences:

1. Come here, *Tom*.
2. O *Death*, where is thy sting?
3. *Friends*, let us form a new Democratic Party.

In these sentences *Tom*, *Death* and *Friends* are the people who are *called* or addressed. Hence these Nouns are said to be in the *Vocative Case*. (*Vocative* is from a Latin word which means *call*.)

A person or thing, that is addressed, is said to be in the *Vocative Case* (or *Nominative of Address*).

Thus we find that the Case of a Noun shows its relationship with other words in the sentence. It shows whether it is the Subject or Object of a Verb; whether it is the Object of a Preposition, etc.

Exercise 17

Correct the following sentences:

1. There is no Womans' College in this town.
2. Besides his salary he gets childrens' allowance also.
3. I love Keats' poetry very much.
4. We buy rice from Chettiar's, the grocer's shop.
5. For industry's development we must have capital to invest.
6. I held him at arm's length.
7. The Jews follow Moses's laws.
8. Family planning is for population's control.
9. The Peoples' Party has won a majority in the Assembly.
10. The pen of Ram was taken by the son of Shyam.

5

Adjectives

Look at the following sentences:

1. Rajgopal is a *brilliant* speaker.
2. He can stay in *that* room.
3. I bought *six* apples.
4. I want *some* tea.

In sentence 1, *brilliant* shows the *quality* of the speaker. In sentence 2, *that* points out *which* room, he is going to occupy. In the third sentence, *six* shows the *number* of apples bought, and in the last sentence *some* refers to the *quantity* of tea required. These words are different kinds of Adjectives. An *Adjective* may be defined as a word which qualifies a Noun and indicates the quality, kind, quantity, number, etc., of the person or thing, represented by the Noun.

Most Adjectives in the language are *descriptive* epithets, e.g., *excellent*, *large*, *blue*, *noble*, *wicked*. The rest of the Adjectives, may be called *limiting* Adjectives, as they limit the persons or things represented by the Nouns to a particular number, quantity, etc. (*that*, *six*, *some* in sentences 2, 3 and 4 above).

Adjectives can be used in two ways. Read the following sentences:

1. Advani is a *clever* lawyer.
2. This lawyer is *clever*.

In the first sentence, the Adjective *clever* is used as an *epithet* or *attribute* of the Noun, *lawyer*. Therefore it is said to be used *attributively*.

In the second sentence, the Adjective *clever* is used along with the Verb *is* and helps to complete its meaning. It thus becomes part of the Predicate and is, therefore, said to be used *predicatively*. Other examples of such use:

It looks *beautiful*. He seems *angry*.
He is *foolish*. Are you quite *sure*?

Kinds of Adjectives

1. Adjectives of Quality (or Descriptive Adjectives)

Pankaj is a *good* athlete.
The sky is *blue*.
The *wearry, old* man had a *frightened* look.
He is a *German* sailor.
The *British* Ambassador is coming here tomorrow.

The italicized words are Adjectives which show the quality, kind or condition of the Nouns, they qualify. The last two; *German and British* are formed from Proper Nouns and are sometimes called Proper Adjectives. But they are generally included under Adjectives of Quality. Other examples: *Indian* Independence, *Chinese* revolution, *Siamese* cats, *Himalayan* heights, *Herculean* struggle, *Titanic* strength, etc.

Note. One important group of Adjectives of Quality consists of the Present and Past Participles of Verbs. These are called Participial Adjectives.

She has a *smiling* face.
He has a *tired* look.
The boy has *pleasing* manners.
It was an *unexpected* blow.
I gave him my *visiting* card.
His *broken* leg had to be put in plaster.

2. Adjectives of Quantity

He drank a *little* water.
We don't have *much* time.
I don't get *enough* exercise these days.
This has *no meaning*.
I could not get *any* sugar.
He had to pay the *whole* amount.
Half a loaf is better than *no* bread.

The italicized words are Adjectives of Quantity and they show *how much* of a thing is meant.

3. Adjectives of Number (or Numeral Adjectives)

There are *fifty* students in the class.

All men are mortal.

There are *no* pictures on the wall.

Most people love sweets.

Only a *few* people came to the meeting.

I want *some* more books.

There are *several* picnic spots here.

He was the *first* person to get a Ph.D. in English.

Pinky is the *last* in the list.

Adjectives of Number show *how many* persons or things are meant or *in what order* any of them stands.

Adjectives of Number (or Numeral Adjectives) are of two kinds.

(a) *Definite Numeral Adjectives* which show an exact number:

one, two, three, etc., (called *Cardinals*)

first, second, third, etc., (called *Ordinals*)

The *Cardinals* show *how many* things are referred to and the *Ordinals* show their *order* in the series. Obviously, these Adjectives can be used only with *countable* Nouns.

(b) *Indefinite Numerals*, which do not indicate an exact number:

many, few, all, some, any, several, etc.

Note. Some of these can be used as Adjectives of Quantity, when used with *uncountable* Nouns:

Some sugar, *all* the rice, *any* oil.

Some kerosene, *all* the salt, *any* coal.

4. Demonstrative Adjectives

This city is bigger than that.

These grapes are sour.

Those paintings are original.

He lives in *yonder* village.

Such questions should not be asked.

Demonstrative Adjectives point out *which* person or thing is referred to.

5. Distributive Adjectives

Each contestant has to sign this document.

Each minister is to follow the Prime Minister.

Every boy had to come in uniform.

Every nation must work for peace.

He has to work in the factory *every* day.

Either side may win.

He can write with *either* hand.

Neither charge has been proved.

The judge agreed with *neither* side.

The *Distributive Adjectives* refer to each one of two or more persons or things, taken singly or in separate groups.

Note. *Either* refers to one of only two things or persons.

Neither is its negative, meaning *not either*.

Each refers to one of two or more things or persons, the emphasis being on the individual, and not on the group.

Every refers to *all* of a group of more than two, *taken singly*.

All these four words are in the Singular Number and take Singular Verbs after them.

6. Interrogative Adjectives

What sort of a man is he?

What truth is there in his story?

What guarantee can you give?

Which path should we follow?

Which fool did this?

Whose house is that?

Whose signature is this?

What, *which* and *whose*, when they are used with Nouns to questions, are called *Interrogative Adjectives*.

Exercise 18

Make sentences with the Participial Adjectives (Present and Past Participles) derived from the following verbs: excite, swell, terrify, boil, steam, burn, interest, roll, know, light, please, hunt, cut, knit, absorb, hide, print, lock, paint, tire, promise.

Exercise 19

Correct the following sentences:

1. Every men have their own work to do.
2. Neither of these old guns are of any use.
3. I don't like either of these three pictures.
4. Each one of you have to sing a song.
5. Don't try to please either sides.
6. You can't trust these sort of people.
7. His both hands are paralysed.
8. The two first boys in the class will get prizes.
9. Her all ornaments were stolen.
10. He is a millionaire; he has enough money.
11. I have some milk, but I don't have some sugar.
12. I don't think I have some money on me.
13. Any man cannot help him.
14. I have just half rupee left in my purse.
15. My friend too has no any money.

6

Comparison of Adjectives

Read the following sentences:

1. Sreedhar is a *clever* boy.
2. Sukumar is *cleverer* than Sreedhar.
3. Sushil is *the cleverest* of them all.

Sentence 1 says that Sreedhar has a certain degree of cleverness, but does not say how clever he is. No comparison is made between Sreedhar and anyone else on the point of cleverness. An Adjective like *clever*, used without any comparison, is said to be in the *Positive Degree*.

In sentence 2, comparison is made between Sreedhar and Sukumar, and the word *cleverer* is used to indicate that Sukumar has greater cleverness than Sreedhar. An Adjective like *cleverer*, used to compare only two persons or things, is said to be in the *Comparative Degree*. It is normally followed by *than*.

In sentence 3, more than two boys are compared and the word *cleverest* is used to indicate that of all those boys Sushil has the highest degree of cleverness. An Adjective like *cleverest*, used to compare more than two persons or things and indicating the highest degree of a quality, is said to be in the *Superlative Degree*. It is normally preceded by the Definite Article, *the*.

Formation of Comparative and Superlative Degrees

There are mainly two ways of forming Degrees of Comparison—by adding *er* and *est* to the Positive (sometimes called the Synthetic method), or by

using *more* and *most* before the Positive (sometimes called the Analytic method). The present tendency is towards more frequent use of the Analytic method.

A detailed classification of the ways of forming Degrees of Comparison is given below:

1. Adjectives of one syllable and a few Adjectives of two syllables, which do not end in *e*, add *er* and *est* to the Positive.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
Long	longer	longest
Soft	softer	softest
High	higher	highest
Young	younger	youngest
Clever	cleverer	cleverest
Shallow	{ shallower more shallow	{ shallowest most shallow

2. When the Positive ends in *e*, only *r* and *st* are added.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
Large	larger	largest
Dense	denser	densest
Handsome	{ handsomer more handsome	{ handsomest most handsome
Pure	purer	purest
True	truer	truest

3. Adjectives ending in a single consonant (especially *d*, *t*, *m* or *n*), preceded by a short vowel, double the final consonant before adding *er* and *est*.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
Hot	hotter	hottest
Slim	slimmer	slimmest
Sad	sadder	saddest
Thin	thinner	thinnest
Dim	dimmer	dimmest
Fat	fatter	fattest

34 CONTEMPORARY ENGLISH GRAMMAR STRUCTURES AND COMPOSITION

4. Adjectives ending in *y* preceded by a consonant, change *y* into *i* before adding *er* and *est*.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
Dry	drier	driest
Holy	holier	holiest
Silly	sillier	silliest
Lovely	lovelier	loveliest
Jolly	jollier	jolliest

Note. If the *y* is preceded by a vowel, it is not changed into *i*.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
Gay	gayer	gayest
Grey	greyer	greyest

5. Most Adjectives of two syllables and all Adjectives of more than two syllables take *more* and *most* before them to form the comparative, and superlative degrees.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
Difficult	more difficult	most difficult
Honest	more honest	most honest
Profound	more profound	most profound
Fruitful	more fruitful	most fruitful
Splendid	more splendid	most splendid

Note. In a sentence like ‘We had a *most enjoyable* holiday’ we find a Superlative with *most* used without the Definite Article. There is no idea of comparison here and the sentence just means ‘We had an extremely enjoyable holiday.’ Other examples:

It was a most pathetic sight.
This is most unfortunate.

Irregular Comparison

Some Adjectives have a Superlative ending in *most*, and a Comparative which is more or less irregular, or no Comparative at all.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
Eastern	—	easternmost
Fore	former	foremost (<i>or</i> first)
Hind	hinder	hindmost
In	inner	{ inmost innermost
Northern	—	northernmost
Out	Outer, utter	{ outermost uttermost utmost
Southern	—	southernmost
Top	—	topmost
Up	upper	uppermost
Western	—	westernmost

A few irregularities are caused by certain sound changes:

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
Fore	further	furthest
Late	later, latter	latest, last
Old	older, elder	oldest, eldest
Nigh (near)	nearer	nearest, next

Finally, a few Adjectives have Comparatives and Superlatives of different roots:

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
Bad, ill	worse	worst
Good	better	best
Little	less, lesser	least
Much, many	more	most

Notes 1. Where two forms have developed (*foremost, first; outermost, uttermost; later, latter; latest, last; older, elder; less, lesser, etc.*) there is usually a differentiation in meaning. *Farther* and *further* also have different meanings. The correct use of such Adjectives is explained in the next section.

2. There are some Adjectives which cannot legitimately have any comparison: *dead, singular, perfect, unique*. It is wrong to say: 'more dead', 'more singular', 'most perfect', 'most unique', etc.

3. There are some Comparative Adjectives, derived from Latin, which are followed by *to* and not *than* :

Inferior : This cloth is *inferior to* the other one there.

Superior : Japanese cameras are *superior to* those made in China.

Junior : Mr. Misra is very considerate *to* those *junior to* him.

Senior : Mr. Mukherji is *senior to* all others on the staff.

Prior : Mr. Green visited us *prior to* his departure for England.

4. Some Latin Adjectives have lost their original Comparative force and are now used as Positive Adjectives:

Interior : He has specialized in *interior* decoration.

Exterior : The *exterior* walls are built of granite.

Major : A *major* war has been averted by the intervention of the United Nations.

Minor : It is a *minor* matter over which you need not spend much time.

Ulterior : David had an *ulterior* motive in coming to our help.

Posterior : This is the *posterior* lobe of the liver.

Anterior : This is the *anterior* lobe of the lung.

The last two words are occasionally used as Comparatives:

'This event was anterior (or posterior) to that.' But they are fast losing their Comparative force.

The Correct Use of Some Adjectives

Little, a little, the little

Little: hardly any, practically nil. It has a *negative* meaning:

She has *little* (practically no) chance of becoming the Chief Minister.

He has *little* (hardly any) chance of going abroad.

There is *little* (practically no) hope of his success.

A little: some, but not much. It has a *positive* meaning:

There is *a little* hope of your getting promoted.

We have still *a little* money left in the bank.

With *a little* patience, you can succeed in your plan.

The little: the small quantity available. This phrase cannot stand alone and must be followed by an Adjectival clause or phrase defining what exactly it refers to:

I shall give him *the little* money I possess.

In *the little* time at my disposal I can't do justice to the subject.

From *the little* I know about him, he does not seem serious.

Few, a few, the few

Few: hardly any, practically none. It has a *negative* significance:

Few people (practically none) achieve what they aspire for.

I have seen *few* people (hardly any) who are true to their promise.

Few adults (hardly any) believe in fairies and elves these days.

A few: a small number, not many. It has a *positive* meaning:

I have *a few* friends in the film industry.

On *a few* occasions she managed to win.

Only *a few* days are left for us to prepare for the exams.

The few: the small number. This phrase must be followed by an Adjectival phrase or clause to define its meaning:

I can pack *the few* things I need in this handbag.

The few men who turned up were merely spectators.

I gave him *the few* spare clothes I had.

First, foremost

First: first in order.

Nehru was the *first* Prime Minister of India.

Neil Armstrong was the *first* man to land on the moon.

Foremost: leading, most eminent.

R.K. Narayan was the *foremost* Indian story writer in English.

H. Khurana was the *foremost* Indian scientist of his time.

Elder, older; eldest, oldest

Elder and *eldest* are used only of persons, not of animals or inanimate things. *Elder* is never followed by *than*:

He is the *elder* of the two brothers.

Kamla is my *eldest* sister.

Jack is my *eldest* son.

Adjectives *elder* and *eldest* are now used only for the members of the same family.

Older and *oldest* are used for living beings as well as inanimate things:

Kamini is *older* than her sister.

This fort is *older* than the one at Agra.

Ali is the *oldest* person in this area.

Bodhi Gaya in Bihar is the *oldest* Buddhist shrine in India.

This elephant is much *older* than the other one.

Nearest, next

Nearest denotes nearness in space, whereas *next* refers to position or order.

The *nearest* clinic was two blocks away.
I made my way to the *nearest* telegraph office.
The Principal was sitting *next* to the Chief Guest.
I was the *next* to be called for the interview.

Farther, further

Farther refers to distance.

Let us walk a little *farther*.
Nothing can be *farther* from the truth (than that).
Further means *additional*, *beyond what exists now*.
This requires *further* consideration.
He may be given *further* punishment.
You may continue working until *further* orders.

Note. Nowadays, *further* is being increasingly used in place of *farther*.

Later, latter; latest, last

Later and *latest* refer to time.

This is a *later* edition of the India today.
A *later* bulletin confirmed the death of two more victims of the disaster.
What is the *latest* news from Berlin?
What is the *latest* score?
She adheres to the *latest* hair style.
Latter and *last* refer to order or position.
Of the two major political parties in India: the B.J.P. and the Congress, the *latter* is older.
As to Jekyll and Hyde, the former is a fool and the *latter* a scoundrel.
This is your *last* chance to win a prize.
He was the first to come and the *last* to go.

Many, many a, a great many

Many means 'numerous' (*Many* refers to number, while *much* refers to quantity).

I have *many* friends in Mumbai.
How *many* people were present at the meeting?

Many a is singular in form but plural in meaning. It is followed by a noun and verb in the singular. The emphasis is on the individual's experience and the implication is that there are many like him.

Many a man feels frustrated because of side-spread corruption.

Many a fool thinks he can have rights without responsibilities.

A great many means 'a large number.'

A great many people came to listen to the Prime Minister's speech.

As we have *a great many* books in stock, we shall sell them at reduced rates.

Outermost, uttermost, utmost

Outermost means 'farthest from the centre'.

The *outermost* walls of the fort were damaged by the earthquake. Scientists are trying to probe the *outermost* reaches of space.

Our forces climbed over the *outermost* defences of the city.

Uttermost: (1) the most distant or remote.

He is a great traveller who has been to the *uttermost* parts of the earth.

With this telescope, you can see the *uttermost* stars of the galaxy.

(2) in the highest degree (the same as *utmost*). This is a very rare use.

The country's art has reached *uttermost* perfection.

Utmost: extreme, in the highest degree.

He showed the *utmost* indifference to our idea of river-rafting.

I shall try my *utmost* to see that justice is done.

It is a matter of the *utmost* importance.

Utter: Though Comparative in form, it has a Superlative meaning: 'complete, unqualified'.

In *utter* disregard of the principles of *panchasheel*, the Chinese attacked India.

Anyone can see the *utter* absurdity of your suggestion.

There will be *utter* chaos in the country, if the States are allowed to have their own currencies.

Less, lesser

Less: smaller in size, measurement, duration, number, etc. *Less* is followed by *than*:

I have *less* confidence in him than in you.

There were *less* than twenty people present.

Lesser: not so great as the other one. Though originally a double comparative, it is now never followed by *than*:

It is the *lesser* of the two evils.

A *lesser* man would have given up the struggle—but not so Dr. Johnson.

Exercise 20

Correct the following sentences:

1. I am his younger brother; he is elder to me by five years.
2. French planes are more superior than Italian planes.
3. This drawing is more perfect than the other one.
4. Sunil Chatterji is the eldest man in the village.
5. Subhadra has got much lesser marks than I.
6. This is the most unique occasion in the history of our club.
7. Mr. Pattabhi is more senior than you, isn't he?
8. Subodh is the most intelligent of all the other boys in the class.
9. Leela is younger than all the girls in the class.
10. Which is most popular newspaper in Marathi?

Exercise 21

Fill in the blanks with suitable words selected from those given at the end of each sentence:

1. He is the novelist in Hindi today. (*first, foremost*)
2. I am than Suresh. (*elder, older*)
3. His name is the in the list. (*latest, last*)
4. As to tea and coffee, I prefer the..... (*later, latter*)
5. We can decide it only after investigation. (*farther, further*)
6. I will try my to help you. (*utmost, outermost*)
7. He is much junior me. (*to, than*)
8. This is of use to me. (*little, a little*)
9. I have only letters to write. (*few, a few*)
10. Many a man imprisoned without trial in Fascist countries. (*is, are*)

Exercise 22

Fill in the blanks with 'some, any, no, each, every, either, neither':

1. Last year, it rained day.
2. She may take side.
3. My father has money.
4. I have not got honey.
5. workers went to see the leader at his residence.
6. of us wants to participate.
7. of you can lift this box.
8. player played well.
9. Choose of the two books.
10. people are born great.

Exercise 23

Fill in the blanks with 'many, much, all, whole, the whole':

1. The village mourned his death.
2. Einstein had knowledge.
3. a man wants to be rich over night.
4. that glitters is not gold.
5. soldiers died in war.
6. of India's worshipped Gandhi.
7. The little boy ate the lunch.
8. are not intelligent.

7

Articles

Look at the following sentences:

A telegram was sent to Patel.

An umbrella was bought for Sita.

The sun is just rising.

The king of Japan will be visiting India shortly.

A, *an* and *the* are called *Articles*. They are essentially Demonstrative Adjectives.

A and *an* are called Indefinite Articles and *the* is called the Definite Article.

A and *an* are called Indefinite Articles because they are used when we do not specify which particular person or thing we are referring to; the person or thing remains *indefinite*, *i.e.*, not specifically defined.

I saw *a man* standing on the road (some man—not definite).

He said he would have an orange (any orange—not definite).

But when you say:

'*The* boy, who was run over, was a student of this school'. You are referring to a particular boy and hence the Definite Article is used.

The is called the Definite Article because it is used to refer to a *particular* person or thing.

'A' and 'An'

A is used with words beginning with a consonantal *sound*. These include:

1. Words which begin with consonants (including *y* and *h* when they are pronounced): as, *a boy, a horse, a human being, a historical novel, a yard, a yell, a yellow paper, a young man, a youth, a year.* (It is wrong to say 'an year'. This is a common error which should be carefully avoided.)
2. Words beginning with certain vowels which have a consonantal sound:
 - (a) Words which begin with a *y* sound: as, *a ewe, a university, a useful thing, a unit, a European, a uniform, a union, a eulogy.*
 - (b) Words which begin with a *w* sound: as, *a one-legged man, a one-man tribunal, a one-rupee coin, such a one, a one-way ticket.*

An is used before words beginning with a vowel *sound*. These include:

1. Words beginning with vowels (except those in 2(a) and 2(b) above): as, *an arm-chair, an army, an Alsatian, an American, an Australian, an enemy, an idiot, an umbrella, an eye, an ear, an ulcer, an ell.*
2. Words beginning with a silent *h*: as, *an hour, an honour, an heir, an heirloom, an honest man, an honourable man.*

Use of the Indefinite Article

1. *A* and *An* are weakened forms of *one*. So their primary use is in the sense of *one*:

I bought *a* dozen oranges.
He has *an* ulcer on his leg.
We shall be leaving in *a* day or two.
A bird in the hand is worth two in the bush.
A stitch in time saves nine.
2. It is used sometimes in the rather vague sense of *a certain*:

I saw *a* hawker selling his wares in the street.
A man came and knocked at the door.

In this letter *a* correspondent pleads for the use of the Roman script for all Indian languages.
3. It is occasionally used in the sense of *any* or *a single*:

At this rate, there won't be *a* lion left in the Gir forest in a few years' time.

There is not *a* man here who will not support you.

She did not speak *a* word in self-defence.

4. It is also used in the sense of *every*:

He gets a salary of ₹ 2,000/- *a* month.

He makes thirty thousand *a* year.

Tennis balls cost ₹ 108/- *a* dozen now.

5. It is sometimes used with a Singular Noun to make the latter represent a whole class:

A lion is the king of the forest. (meaning *all lions*)

Only *a* soldier knows what war is. (*all soldiers*)

A parrot can repeat what you say. (*all parrots*)

Note. This use is similar to that of the Definite Article for the same purpose. 'Compare', 'The lion is the king of the forest'.

6. The Indefinite Article is occasionally used before a Proper Noun to make it a Common Noun:

Here is *a* Daniel (a wise and upright judge) come to judgement.

He is *a* Tagore (an inspired poet).

Why should you worry? You are an Ambani (a millionaire).

He is *a* second Newton (a great scientist and philosopher).

Use of the Definite Article

The Definite Article (*the*) is used in various contexts:

1. When we speak of things which are the only ones of their kind: as, *the sun, the moon, the sea, the earth, the sky.*

2. When we speak of a particular person or thing: as,
The student, who stood first, was given a prize.
 Call *the* visitor waiting outside.

Betrayal is *the* main theme of this play.

You will notice that an Adjectival Clause or Phrase is generally used to particularize the person or thing.

3. When a person or thing has been already mentioned earlier, the Definite Article is used in later references to that particular person or thing.

I saw a beggar near the bus stop; *the* fellow came to me with outstretched hands.

We came across a little, bubbling stream; *the* stream flowed through a wooded valley.

4. When it is clear from the context that a particular person or thing is meant, the Definite Article is used:

I was talking to *the* Mayor yesterday. (Must be the Mayor of the speaker's city.)

I asked the urchins not to play in *the* street. (Must be the street in front of their house.)

He went to *the* market to buy provisions. (Must be the market where he usually goes.)

5. When a Singular Noun is used to represent the whole class of things to which it belongs:

The rose is a lovely flower.

Can *the* leopard change its spots?

The camel is the ship of the desert.

The Eskimo lives in an igloo.

When *the* atom is split, it releases immense energy.

6. Before names of rivers, gulfs, seas, oceans, groups of islands, mountain ranges, etc.:

The Ganges, the Mississippi, the Nile, the Amazon, the Persian Gulf, the Pacific Ocean, the Dead Sea, the Himalayas, the Andamans.

Note. *The* is not used before the names of individual peaks and mountains: Mount Everest, Mt. Etna, Kanchenjunga.

7. Before the names of certain well-known books, newspapers and magazines.

The Bible, *the* Ramayana, *the* Koran, *the* Iliad, *the* Odyssey, the Tribune, the Hindu, the Illustrated Weekly.

Note. But *the* is dropped when the author's name is prefixed to the name of the book: Homer's *Iliad*, Valmiki's *Ramayana*.

8. Before a Proper Noun when it is used as a Common Noun: Kalidas is *the* Shakespeare (the greatest dramatist) of India.

Einstein is *the* Newton (the greatest scientist) of our age.

Bombay is the Manchester (the biggest cloth producing centre) of India.

9. Before an Adjective in the Superlative Degree:
The corruption of *the* best becomes *the* worst.
The longest has *the* shortest night.
Socrates was *the* wisest of Greek philosophers.
10. Before an Adjective to make it a Noun in the Plural:
The mighty must help *the* weak.
The educated should teach *the* illiterate.
Oligarchy is the rule of *the* many by *the* few.
11. As an Adverb in such sentences as:
The more she is consoled, *the* more she weeps.
The more, *the* merrier.
The more you are silent, *the* better it is for you.

Cases where Articles should not be used

1. Before Proper Nouns:
Keats was a truly great poet.
Saddam Hussein was a ruthless dictator.
Delhi is the capital of India.
Everest is the highest peak in the world.
2. Before Abstract Nouns:
Wisdom is better than riches.
Common sense is a great virtue.
Patience and *perseverance* can conquer all obstacles.
3. Before Material Nouns:
Iron and *steel* are controlled commodities.
This pillar is made of reinforced *concrete*.
There are vessels made of *silver* and *gold* in the temple.
Michelangelo carved his 'David' in white *marble*.
4. Before a Common Noun used in its widest sense:
Man is mortal.
Gorillas have an undeveloped brain.
Science tries to discover the laws of *nature*.
5. In certain Verbal Phrases (Transitive Verb + Noun):
He *sent word* that he was coming to Delhi. (not 'sent a word')
Don't *take offence* so easily.

Pamela *left school* at an early age.

Don't *lose heart*, but face the situation courageously.

The ship *set sail* for Malaysia.

Her clothes *caught fire*, while she was cooking.

6. In certain Prepositional Phrases (Preposition + Noun):

The ship was riding *at anchor*.

You can travel *by road*, *(by) rail* or *(by) air*.

The players can start *at daybreak*, *at noon* or *at night*.

We had company *at breakfast*, *(at) lunch*, *(at) tea* and *(at) dinner*.

7. Before the titles, used in apposition to a Proper Noun, or as the Complement of a Subject:

Ashok, *son of Bindusar*, was the wisest of Indian monarchs.

Philip, *King of Spain*, planned to invade England.

My brother is *Manager of Dustoor & Co., Ltd., Chennai*.

Dr. Zakir Husain was elected *President of India*.

Elizabeth II became *Queen of England* after the death of her father.

When to repeat the Article

1. The article is used before each noun or adjective to express the different attributes of the same person or thing; as

(a) *The* learner, *the* forceful and *the* patriotic Gandhi lives in our hearts.

(b) De Gaulle was *a* great general, *a* wise statesman, *an* excellent orator and *a* charming personality.

2. The article is repeated to differentiate one person or thing from another, as,

(a) Before two Nouns:

(i) *The* great freedom fighter and *the* statesman *are* dead.

(ii) *The* freedom fighter and statesman *is* dead.

(In the first sentence, two different persons are meant, and hence the verb is plural. In the second sentence, only one person is meant, and, therefore, the verb is singular.)

(b) Before two adjectives qualifying the same noun; as,

(i) I have *a* black and *a* white cow.

(ii) I have *a* black and white cow.

(In the first sentence, two cows are meant. In the second sentence, only one cow is there and hence the verb is singular.)

Exercise 24

Fill up the blanks with appropriate Articles:

1. We want help of few volunteers.
2. This is historic occasion.
3. After year or two question can be reconsidered.
4. He is real Hitler.
5. Mussolini was Hitler of Italy.
6. higher you climb, colder it gets.
7. There was ugly scar on face of prisoner.
8. We should have compassion for poor.
9. Amazon is longest river in world.
10. In park I saw one-eyed beggar.
11. He reads Bible every day.
12. Frank is American, but Robinson is European.
13. Mumbai is Manchester of India.
14. He has been appointed for year in the first instance.
15. I cannot remember story which he told.

Exercise 25

Correct the following sentences:

1. I saw a elephant in the zoo.
2. Wordsworth wrote poems on the beauty of the nature.
3. In few years he became a richest merchant.
4. More I hear pop music, less I like it.
5. Umbrella is of no use in thunderstorm.
6. Livingstone was great explorer!
7. What beautiful picture it is!
8. What kind of a bird is that?
9. He is a best friend of mine.
10. Of the two brothers, Shyam and Ram, former is good man, but latter is very selfish fellow.

8

Pronouns

Personal, Reflexive and Emphatic Pronouns

Look at the following sentences:

Hussein painted a picture.

Hussein gave the picture to Madhuri.

Madhuri got the picture framed.

Here the Nouns *Hussein*, *picture* and *Madhuri* are repeated. But suppose we write:

Hussein painted a picture.

He gave *it* to Madhuri.

She got *it* framed.

The tedious repetition is avoided by the use of the words *he*, *it* and *she*. Such words are called *Pronouns*. (The word *Pronoun* means *for a Noun*.) A *Pronoun*, therefore, is a word used instead of a Noun.

Kinds of Pronouns

There are nine kinds of Pronouns:

1. Personal Pronoun
2. Reflexive Pronoun
3. Emphatic Pronoun
4. Demonstrative Pronoun
5. Indefinite Pronoun
6. Interrogative Pronoun
7. Distributive Pronoun
8. Reciprocal Pronoun
9. Relative Pronoun

Personal Pronoun

Look at the following sentences:

<i>I</i> know <i>him</i> .	<i>You</i> know <i>them</i> .
<i>He</i> knows <i>me</i> .	<i>They</i> know <i>you</i> .
<i>We</i> know <i>it</i> .	<i>She</i> knows <i>us</i> .

The words in italics are examples of *Personal Pronoun*. The word *Person* in Grammar refers to the three possible subjects of speech. The *First Person* stands for the speaker, the *Second Person* for the person spoken to, and the *Third Person* for anyone or anything else. (In most Grammar books, the Third Person is said to stand for 'the person spoken of'.) This definition, however, can be misleading. In such a sentence as 'I am young' or 'You are clever' the persons spoken of are *I* and *you* and so, if the old definition is accepted, *I* and *you* may have to be included in the Third Person, whereas they belong to the First and Second Person respectively.

A. First Person

<i>I</i> have a watch!	<i>My</i> watch is new.
A friend gave <i>me</i> the watch.	The watch is <i>mine</i> .
<i>We</i> have a car.	<i>Our</i> car is new.
A friend bought the car for <i>us</i> !	The car is <i>ours</i> .

The Pronouns *I, my, mine, me, we, our, ours, us* are said to be in the *First Person* because each of them stands for the person who is speaking.

B. Second Person

<i>Thou</i> art merciful, O God!	We praise <i>Thee</i> .
We glorify <i>Thy</i> name.	All power is <i>Thine</i> .
Blessed are <i>ye</i> , O angels!	<i>You</i> are a good man.
<i>You</i> are responsible people.	Which is <i>your</i> house?
Who gave <i>you</i> these presents?	Is this pen <i>yours</i> ?

The Pronouns *thou, thine, thee, ye, you, your, yours*, are said to be in the *Second Person*, because they stand for the person or persons spoken to.

Note. The forms *thou, thy, thine, thee, ye*, are archaic and seldom used except in poetry or when referring to God, the angels, etc.

C. Third Person

<i>He</i> has a camera.	<i>It</i> is <i>his</i> camera.
A friend gave <i>him</i> the camera.	<i>She</i> has a necklace.

(b) As the Object of a Verb:

He lost his pen; so I lent him *mine*.

I shall tell his fortune first, and then *yours*.

(c) As the Object of a Preposition:

I prefer your company to *theirs*.

We have received no application except *yours*.

(d) As the Subject of an Infinitive:

Our neighbour's boy has gone to the picture, but we didn't want *ours* to follow him.

My neighbour got his house whitewashed. I want *mine* to be whitewashed too.

Use of 'It'

1. For lifeless things and animals:

This chair is in the way; please, take *it* away.

I have bought a table; *it* is made of rosewood.

The horse is hurt; *it* should be taken to the hospital.

Pratap shot the tiger, when *it* jumped at him.

2. For a young child, except when the sex has to be made explicit:

The baby cried because *it* was hungry.

The mother is nursing the child and *it* looks happy.

3. As a provisional Subject at the beginning of a sentence, to represent the real Subject which follows later. This may be called the *preparatory use of It*:

It is useless to discuss any more (To argue any more is useless).

It is doubtful whether Kalam will be selected.

It is true that the government promised to help the villagers.

You notice that the real Subject is an Infinitive Phrase or a Noun Clause.

4. To refer to some statement in the preceding clause:

He is really responsible for this muddle; and he knows *it*.

He was telling a lie; and he knew *it*.

You caused all this trouble; and you know *it*.

He was an impoverished zamindar; and he felt sorry for *it*.

He had made a mistake; and he realized *it*.

5. As an Impersonal Pronoun:
 - It* snowed heavily.
 - It* has been raining incessantly for an hour.
 - Then *it* thundered and the earth trembled.
6. In speaking of the weather or the time:
 - It* is very fine today.
 - It* is warm weather now.
 - It* was very wet yesterday.
 - It* is morning.
 - It* is four o'clock.
 - It* is winter.
 - It* is time we opposed the wrong policies.
7. For a Collective Noun when it is viewed as a single whole:
 - The committee decided to hold *its* next meeting on the 25th.
 - The jury gave *its* unanimous verdict against the prisoner.
 - The team was ably led by *its* captain.
 - The fleet reached *its* destination the next day.

Note. If the Collective Noun is used to refer to its separate members, then the Pronoun which stands for it must be in the Plural Number.
The Committee *were* divided in *their* views on the Language problem.

On the use of Personal Pronouns

1. Agreement with the Noun in Number, Gender and Person:
 - Srinivas* is a good student. *He* won a prize in Mathematics.
 - Savitri* sings well. *She* has a golden voice.
 - The *children* went on a picnic. *They* had a nice time.

The Pronouns *he*, *she* and *they* are of the same Number, Gender and Person as the Nouns *Srinivas*, *Savitri* and *children* respectively. Personal Pronouns must agree in this manner with the Nouns, they stand for.
2. Consider these sentences:
 - My uncle and guardian gave *his* consent to my plan.
 - The Secretary and Treasurer put *his* signature to the document.
 - The Collector and District Magistrate then *was* Mr. N. Chaturvedi.

54 CONTEMPORARY ENGLISH GRAMMAR STRUCTURES AND COMPOSITION

When two Singular Nouns are connected by *and*, but refer to the same person, the Pronoun should be Singular. But when they represent different persons, the Pronoun should be in the Plural.

My uncle and my guardian *have* given *their* consent to my plan.

The Secretary and the Treasurer *were* asked to settle *their* differences quickly.

The Collector and the District Magistrate *have* sent in *their* resignations.

3. Look at these sentences:

Every General and every Admiral did *his* duty well.

Each man and each boy cast *his* vote for you.

When two Singular Nouns connected by *and* are preceded by *each* or *every*, the Pronoun must be in the Singular.

4. After *or*, *either...or*, and *neither...nor*:

Hari *or* Govind may offer *his* services.

Either Priya *or* Rabiya will bring *her* guitar.

Neither Shyam *nor* Ram took *his* food today.

When two Singular Nouns are joined by *or*, *either...or*, *neither...nor*, the following Pronoun should be in the Singular.

But when a Singular Noun and a Plural Noun are joined by *or* or *nor*, the Pronoun should be in the Plural.

Neither the Manager nor his Assistants did *their* duty.

Either the Minister or his sons have to admit *their* responsibility for this.

5. After *than*:

Usain Bolt ran faster than *I* (not *me*).

She is taller than *he* (not *him*).

Alex was smarter than *they* (not *them*).

You did better than *we* (not *us*).

I like you better than *him* (not *he*).

The Pronoun following *than* must be in the same Case as the Noun or Pronoun preceding it. This will be clear when you write the sentences in full:

Usain Bolt ran faster than I ran.

She is taller than he is.

Alex was smarter than they were.

You did better than we did.

I like you better than I like him.

Note. Notice the difference between these two sentences:

George likes her better than *I* (like her).

George likes her better than *me* (*i.e.*, better than he likes me).

6. Good manners require that *I* should come last in expressions like, *George and Harris and I, You and George and I, Hari and I, You and I*, etc.

You and *I* can lift this box easily.

Robert and *I* have planned to fly to Delhi.

You and Robert have been appointed.

You and Robert and *I* can expect rewards.

The rule is: the person addressed should come *first*, the person spoken of *second* and the speaker himself *last*.

7. The Double Possessive:

He is a friend *of mine* (one of my friends).

I have a book *of yours* with me.

Some friends *of ours* are coming to stay with us.

Where is that silly boy *of yours*? He has broken my windowpane again.

In these sentences, both the Possessive Pronoun and *of* are used together. Hence *of mine, of yours, etc.*, are Double Possessives.

Exercise 26

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

1. You are stronger than (he, him)
2. Between you and, I don't trust him. (I, me)
3. Gopal is as old as (I, me)
4. He was waiting for my brother and (I, me)
5. Nobody but was present. (he, him)
6. Whom can I trust if not? (he, him)
7. We shall expect you and at the function. (he, him)
8. If I were, I wouldn't accept it. (he, him)
9. It isn't for such as to tell us what to do. (they, them)
10. Nobody will help you but (I, me)

Note. Remember that after a Preposition the Pronoun must be in the Objective case.

Reflexive Pronouns

Read the following sentences:

I enjoyed *myself*. We enjoyed *ourselves*.
 You enjoyed *yourself*. You enjoyed *yourselves*.
 He enjoyed *himself*. They enjoyed *themselves*.
 She enjoyed *herself*.

The cat was enjoying *itself* chasing the mouse.

When *-self* is added to *my, your, him, her* and *it* and *-selves* to *our, your* and *them*, we get *Compound Personal Pronouns*. When these are used as the Object of a Verb, they are called *Reflexive Pronouns*, because they help to *reflect* or turn the action of the Verb back upon the Subject itself.

Other examples:

He hurt *himself*. She killed *herself*.
 Show *yourself* a man. Behave *yourself*.
 I washed *myself*. They patted *themselves* on the back.
 Know *thyself*.

Sometimes the Reflexive is used after a Preposition:

He was beside *himself* with rage.
 She did it all by *herself*.
 The girls went all by *themselves*.

Note. In the following sentences the Reflexive is wrongly used:

No one knows it better than *yourself* (should be *you*).
 Robert and *myself* (*I*) went together.
 They selected Hameed and *myself* (*me*).
Myself (*I*) wrote that letter.
 Who did this? *Myself* (*I*).

Emphatic Pronouns

Look at the following sentences:

I *myself* will take you there.
 I was just thinking of that *myself*.
 You *yourself* are to blame.
 They *themselves* admitted it.
 The house *itself* is good, but not its surroundings.
 The announcement was made by the Principal *himself*.

In all these cases, the Compound Personal Pronouns are used for the sake of emphasis and hence they are called *Emphatic Pronouns*. They are usually placed immediately after the Noun or Pronoun, which they emphasize. Sometimes, they follow at a distance:

I saw the Minister *myself*.

He said so *himself*.

Exercise 27

Correct the following sentences:

1. We had a grand party and we enjoyed very much.
2. The Principal wants to see Krishnan and yourself.
3. Myself has been asked to take you to the Principal.
4. Have they not invited your wife and yourself to the party?
5. I and Sumitra will also be attending the party.
6. You are more efficient than him.
7. Every boy and every girl have to take the entrance examination.
8. Neither the father nor the son were prepared to pay damages.
9. Either Ram or his brother have to find the money.
10. Neither Ram nor Shyam has done their homework.

Exercise 28

Fill in each blank with the correct Reflexive or Emphasizing Pronoun:

1. We are ready to move
2. Mother saw a cobra in the kitchen.
3. Do you wash after you get up in the morning.
4. Babita has hurt
5. Do not deceive
6. He gave a lot of importance.
7. They quit without being asked.
8. My friend thinks to be an authority to solve the problem.

Demonstrative, Indefinite, Interrogative, Distributive and Reciprocal Pronouns

Demonstrative Pronouns

Read the following sentences:

This is the prize I was awarded.

That is Mohan's suitcase.

These are the apples I bought.

Those are the pictures to be framed.

Both pictures are good, but *this* is better than *that*.

Kashmir carpets are better than *those* made in Persia.

Yonder is the Taj, glistening in the moonlight.

I may have offended you, but *such* was not my intention.

He is the landlord and as *such* (as the landlord) he has the right to collect the rent.

He then narrated his tragic experience. *That* was too much for me.

In these sentences, the Pronouns in italics *point out* the persons or things for which they stand. Hence, they are called *Demonstrative Pronouns*.

Sometimes the Antecedent of the Demonstrative Pronoun comes after it:

Let me tell you *this*. You cannot have your cake and eat it.

Bear *this* in mind. No man can worship God and Mammon.

Note. You must carefully distinguish between Demonstrative Pronouns and Demonstrative Adjectives, as the same words—*this, that, these, those, such,* and *yonder*—can be used in either capacity.

Look at the following:

I like *this* picture, but not *that* one.

These mangoes are quite good.

Those houses look imposing.

I don't like *such* people.

Let us climb *yonder* hill tomorrow.

You will notice that the italicized words qualify the Nouns (or Pronouns) which immediately *follow* them. Hence they are Demonstrative Adjectives. But Demonstrative Pronouns only *stand for* certain Nouns, and they are not immediately followed by the Nouns, *e.g.*

This is my book.

That is her hat.

These are the only apples left. *Those* were the good old days.

Indefinite Pronouns

Look at the following sentences:

One does not know what to believe.

One should be careful how *one* (not *he*) selects *one's* (not *his*) friends.

None of his relatives have come forward to help him.

None of these conditions is acceptable to us.

(*None* means *not one*: it may be followed by a Singular or Plural Verb.)

Nobody came to meet them.

Nothing more was heard of the culprit.

Some are lucky, others are not.

Something is better than nothing.

All were involved in the accident.

Few escaped unhurt.

Many lost their lives in the accident.

Have you received *any* reply yet?

Anybody could have told you that.

What is *everybody's* business is *nobody's* business.

The Pronouns in italics do not refer to any person or thing in particular and are used in a general way, and hence they are called *Indefinite Pronouns*.

Some of these Indefinite Pronouns can be used as Indefinite Adjectives:

e.g.

One girl was selected as their leader.

The worker was given *another* task to perform.

Both boys were sent abroad.

Didn't you get *enough* sleep last night?

All people cannot be trusted.

I have *many* relatives settled in the US.

Interrogative Pronouns

Read the following sentences:

Who is he? *Whom* do you want? Of *whom* are you speaking?
Whose is this pen? *What* do you mean? *Which* is the road going
to the Railway Station?

The Pronouns in italics are called *Interrogative Pronouns*, because they are used for asking questions.

Who has different forms for the different Cases: *Who* (Nominative), *whose* (Possessive), *whom* (Objective). *What* and *which* remain unchanged in all Cases.

Interrogative Pronouns are used in Indirect Speech in the following manner:

I asked her *who* she was.

Babita told me *what* she had done.

She asked *which* I preferred, tea or coffee.

The Interrogative Pronouns, *what* and *which*, may be used as Interrogative Adjectives when they are followed by the Nouns which they qualify:

What reasons can you give for that?

What accommodation is available in the hostel?

Which book would you like to read?

Which way shall we go?

Use of Interrogative Pronouns

1. **Who** is used only for *persons*:

Who sleeps there?

Who will be the next President?

Whose is this shawl?

Whom did you invite to preside over the meeting?

2. **Which** is used for both persons and things:

Which is your essay?

Which of you has made this painting?

I don't know *which* of them will actually get it.

Which is your friend?

3. **What** is used only for *things*:

What did you pay for this?

What is this soup made of?

What did you decide?

What on earth do you mean?

4. Distinction between **What is he?** and **Who is he?**

What is he? refers to a man's profession.

Who is he? refers to a man's name.

What is he? He is a doctor.

Who is he? He is Mr. Mihir Mukherji.

What are you? I am a doctor.

Who are you? I am Dr. Biswas.

Distributive Pronouns

Read the following sentences:

Each of you will get a share.

Either of these men may be selected.

Neither of them has the requisite qualification.

Each, *either* and *neither* are called *Distributive Pronouns* because they refer to persons or things *taken one at a time*. Hence, they are always *Singular* and are followed by Singular Verbs.

Notes. 1. *Each* refers to every one of a number of persons or things taken separately.

Either and *Neither* can be used only when speaking about *two* persons or things. *Either* means one or the other of the two. *Neither* means not one, nor the other of the two. When speaking about more than two persons or things, *any*, *no one*, *none* should be used:

I don't like *any* of these books.

No one offered to accompany him.

None but the brave deserve the fair.

2. Distributive Pronouns may also be used as Distributive Adjectives.

Each participant was given a medal.

Either road will lead to the Post Office.

Neither side can win a decisive victory.

3. *Each* can have different positions in a sentence.

Each of the boys was given ten rupees.

The boys were *each* given ten rupees.

The boys were given ten rupees *each*.

Reciprocal Pronouns

Study the following sentences:

The two rivals hated *each other*.

We must all trust *one another*.

Each other and *one another* are called *Reciprocal Pronouns*, because they express a mutual or *reciprocated* relationship. They are now considered as single units or Compound Pronouns and form their possessives as single units:

They gripped *each other's* hand.

They meet regularly at *each other's* house.

They are always ready to go to *one another's* help.

The disciples were asked to wash *one another's* feet.

As single units, they also serve as Objects of Prepositions:

They keep away *from* each other.

They won't talk *to* one another.

Note. *Each other* is usually used in speaking of two persons or things and *one another* when speaking about more than two.

Avoid statements like:

The two brothers loved *one another* (say *each other*).

We should all love *each other* (say *one another*).

Exercise 29

Correct the italicized words and expressions in the following sentences:

1. One should love *his* neighbour as *himself*.
2. Everybody thinks *they have* the right to strike.
3. Everyone should love *one's* country.

4. He was desperate and felt that all *were* lost.
5. The climate of Hyderabad is better than Chennai.
6. The three sisters quarrelled with *each other*.
7. The couple seemed to love *one another* very much.
8. There were three pictures for sale; I did not like *either* of them.
9. Who is he? He is a *wrestler*.
10. Neither side *have* scored any goal.

Relative Pronouns

Who, Which, That, What, As, But

Read the following pairs of sentences:

1. I saw a beggar. He was deaf and dumb.
2. He got a letter. He had been expecting it.
3. This is the book. You had left it behind.

Each of these pairs can be combined into a single sentence:

1. I saw a beggar *who* was deaf and dumb.
2. He got the letter *which* he had been expecting.
3. This is the book *that* you had left behind.

Who, *which* and *that* are examples of Relative Pronouns. Let us examine the work done by them.

In sentence 1, *who* stands for the beggar: hence it is a Pronoun. It also connects the two statements—‘I saw a beggar’ and ‘he was deaf and dumb’. Hence it acts as a Conjunction. Thus it does double work and may be called a Conjunctive Pronoun. But it is actually called a *Relative Pronoun* because it *relates* or *refers* to a Noun that has gone before it—namely the Noun *beggar*.

In sentences 2 and 3, the words *which* and *that* also do double work as Pronoun and Conjunction. *Which* relates to the ‘letter’ and *that* to the ‘book’. Both are, therefore, Relative Pronouns.

The Noun to which a Relative Pronoun relates or refers is called its *Antecedent*. *Beggar*, *letter* and *book* are the Antecedents of *who*, *which* and *that* respectively.

Functions of the Relatives within Their Clauses

Within the subordinate clause, the Relative Pronoun may serve as Subject or Object of the Verb, or Object of a Preposition.

As Subject

Trust no man *who* does not love his country.
 The trees *that* grew here were cut down for firewood.
 We cannot accept his theory *which* is obviously unsound.
 There was none there *but* was willing to help her.
 Her condition was such *as* caused great anxiety.

As the Object of a Verb

There I met an old man *whom* my father had known.
 The snake, *which* we could not kill, crept into a hole.

As the Object of a Preposition

The man, to *whom* I owed money, demanded immediate payment.
 There is no room in *which* I can stay.

Note. When the Relative is the Object of a Preposition, we can put the Preposition at the end of the clause, but then the Relative is usually omitted:

The man I owed money *to* demanded immediate payment.
 (*Whom* is omitted.)
 There is no room I can stay *in*. (*Which* is omitted.)

Forms of the Relative Pronouns

1. **Who**

Read the following sentences:

Here is a boy *who* is good at sports.
 I know a man *whose* son is at Oxford.
 He is a leader *whom* many follow.
 These are the boys *who* won the match.
 Who are the boys *whose* exercises have not been submitted?
 There are a few leaders *whom* we all respect.

You will notice that:

Who is used in the Nominative Case. (Singular & Plural)
 (Masculine & Feminine)
Whose is used in the Possessive Case. (Masculine & Feminine)
Whom is used in the Objective Case. (Masculine & Feminine)

2. **Which**

This is the car *which* belongs to my brother.

This is the car *which* my brother bought for ₹ 7,000.

This is the car *of which* he is very proud.

A triangle *whose* three sides are equal is called an equilateral triangle.

You will notice that *which* remains unchanged in the Nominative and Objective Case. It has no Possessive Case, but *whose* is sometimes used as a substitute for *of which*.

3. **That, what, as** and **but** have the same form in all **Cases**.**Use of the Relative Pronouns**1. **Who, whose, whom**. Generally used only for persons, occasionally for some animals and some inanimate things too:

A boy *who* does not play games will never be healthy.

This is the boy *whose* father was killed by the dacoits.

I have an Alsatian *whose* name is Bruce.

This is Daniel *whom* I have known since childhood.

I saw the setting sun *whose* rays had reddened the sky.

The ancients worshipped the moon *whom* they called Diana.

2. **Which**

(a) *Which* is used for animals and inanimate things:

Mangoes *which* are over-ripe should be thrown away.

The horse *which* won the race is called Handsome.

This is a case *which* calls for thorough investigation.

(b) *Which* is also used to refer to a previous statement:

The man said that he was a C.I.D. Officer, *which* was not true.

He wants me to give up my claim, *which* is impossible.

People happened to be there at the time, *which* was fortunate.

That

That is used for persons and things:

This is the boy *that* stood first in class.

Here is the cheat *that* I told you of.

This is a monument *that* was built by Shahjehan.

Uneasy lies the head *that* wears a crown.

You will notice that the Relative Pronoun *that* is used only in Adjectival Clauses and restricts limits or defines its Antecedent. It has a *restrictive force*. In this respect, it is different from *who* and *which*, as these can be also used in non-restrictive clauses which merely give some additional information about the Antecedent.

The Manager sent for the clerk, *who* came at once.

(Here *who* = *and he*: it gives additional information about the clerk.)

The Hyderabad House in New Delhi, *which* is now being used by the External Affairs Ministry, is to be sold. (The *which* clause merely gives additional information about the Hyderabad House, without restricting it in any way.)

In writing, non-restrictive clauses are set off with commas, but restrictive clauses are not.

Another difference between *that* and *who*, *which*, is that while the latter can be used in the Possessive case (*whose*, *of which*) and with Prepositions (*of whom*, *to whom*, *by which*, etc.) the former cannot be so used.

This is my boy *of whom* I am proud.

This is the man *whose* house was burgled.

I have an axe *with which* I cut wood.

You cannot substitute *that* for *whom*, *whose* or *which* in these sentences.

What

What is used to refer to only things and not persons. When used as a Relative Pronoun *what* means *that which*:

I mean *what* (that which) I say.

What (that which) is one man's meat, is another man's poison.

Take down *what* I dictate.

I saw *what* looked like a flying saucer.

What cannot be cured must be endured.

As

As is used as a Relative Pronoun after *such*, and sometimes after *the same*:

He is *such* a man *as* I honour.

His reaction was *such as* might have been expected.

My position is *the same as* yours.

This case is not *the same as* the other.

Such assets, *as* I possessed even ten years ago, have largely vanished.

I want to sell *such* books *as* I do not require.
 I have *such* friends *as* will stick to me through thick and thin.
 He heard *such* stories *as* made him mad at her treachery.

But

After a negative, the word *but* is used as a Relative Pronoun in the sense of *who...not* or *which...not*:

There was *not* a man among them *but* hoped (*who* did *not* hope) to get out alive.
 There is *no* rose *but* has (*which* does *not* have) some thorn.
 There is *none* here *but* will (*who* will *not*) support you.

Omission of the Relative Pronoun

When the Relative Pronoun is the Subject of the clause in which it occurs, it cannot be omitted. But when it is the Object either of the Verb in the clause, or of a Preposition, it is often omitted, especially in colloquial usage:

I am monarch of all (*that*) I survey.
 Be loyal to the friends (*that*) you have.
 I still remember the jester (*whom*) I knew in my youth.
 Here is the torch (*that*) you were looking for.
 The worker (*whom*) I was talking to, was once a great political leader.
 That is the agreement (*which*) I told you about.

Agreement of the Relative Pronoun and Its Antecedent

The Relative Pronoun must be of the same Number and Person as its Antecedent. Hence, the Verb which follows the Relative Pronoun must agree with the Antecedent in Number and Person:

I, who *am* Caesar, give you your freedom.
You, who *are* a traitor, will be punished.
He, who *is* so strong, cannot control his own family.
They, that *were* caught, were hanged.
 Bribery is one of the *charges* that *have* been levelled against him.

Note. The Antecedent of *that* is *charges* and not *one*: hence the verb used is *have* and not *has*. Carefully study the examples given below.

This is one of the best *pictures* that *have* been released this year.

One of the *officers* who *were* suspected of treachery was the Major himself.

This is the only *one* of his novels that *is* worth reading.

He is the only *one* among our politicians who *is* popular throughout the country.

Exercise 30

Tick mark (✓) the correct form of the Relative Pronoun from the choices given in bracket against each sentences:

1. Follows (what, which) I say.
2. (Which, What) is done, is done.
3. I am the Monarch of all (that, which) I survey.
4. The flowers (who, which) grow in this garden are not for sale.
5. (What, That) you said is not correct.
6. I remember the teacher (whom, who) was my inspiration in school.
7. The man (which, who) is honest is trusted.
8. Rani is the girl (which, who) has a sweet voice.
9. I, (whom, who) am your king, will never desert you.
10. I say (which, what) I mean.

Exercise 31

Fill in the blanks with suitable Relative Pronouns:

1. Do you know has happened?
2. You should not envy such a man he.
3. They always preach they never practise.
4. I know to you are alluding.
5. Where is the book I gave you?
6. He has no sword with to fight.
7. It is the same case I told you of.
8. Where is the lady purse was lost?
9. The man you refer to left for France long ago.
10. the Gods love die young.

Exercise 32

Join together each of the following pairs of sentences by means of a Relative Pronoun:

1. I met a man. He has just returned from France.
2. You need something. I shall give you that.
3. You read some books. Such books are not worth reading.
4. Truth does not convert some. It provokes them.
5. He wears the shoe. Only he knows where it pinches.
6. The spectators applauded Ravi. Ravi's bowling was very effective.
7. Ajit Singh is always mischievous. He was punished.
8. Cochin has a natural harbour. It can handle large ships.
9. This is my gold medal. I am very proud of it.
10. He is a poet. His works are well-known.

11

Verbs

Look at the words italicized in the following sentences:

1. Usain Bolt *ran* very fast in the Olympics.
2. The plane *took off* to a great height.
3. Tenzing *climbed* Mt. Everest.

Ran, *took off* and *climbed* tell us something about Usain Bolt, the plane and Tenzing respectively. These are the most important words in these sentences and are called *Verbs*. A *Verb* is a word which tells us what a person or a thing is doing.

A Verb may tell us about an *action* as in the above sentences. But look at the following:

Robert *is* a smart boy.

There *are* fifty students in this class.

Here the Verbs tell us not about an action, but about a *state of being* or *existence*. Now look at these:

I *have* twenty rupees with me.

She *has* curly hair.

Here the Verbs indicate *possession*.

Thus, we find that a Verb may tell us about an *action*, a state of *being* or *existence*, or *possession*.

Transitive and Intransitive Verbs

Look at the following sentences:

1. Madhu *likes* mangoes.
2. I *know* the minister well.

3. Stephen *gave* the beggar a dollar.

4. The old man *sat* in a corner.

Madhu likes what? Mangoes.

I know whom? Minister.

Mangoes and *Minister* are the *Objects* of *likes* and *know* respectively.

A Verb which has an Object is called a *Transitive Verb*.

Sometimes a Transitive Verb may have two Objects.

Look at the third sentence:

Stephen gave—what? A dollar
to whom? The beggar.

A dollar is the *Direct Object* of *gave* and *the beggar* is the *Indirect Object*. (The answer to *what?* or *whom?* is the Direct Object and the answer to *to whom?* or *for whom?* is the Indirect Object).

Now look at the fourth sentence:

The old man sat—whom? what?

The questions are absurd and meaningless. *Sat* has no Object. A Verb which has no Object is called an *Intransitive Verb*.

Usually the Indirect Object, if it is short, comes before the Direct Object as shown in the Table below:

No.	Subject + Verb	Indirect Object	Direct Object
1.	I shall send	you	a message.
2.	The Rotary Club gave	the boy	a scholarship.
3.	She has given	me	her address.
4.	I shall tell	you	a secret.
5.	He wrote	me	a long letter.
6.	Will you buy	me	some apples?
7.	Can you spare	me	sometime?
8.	You should buy	yourself	a new suit.
9.	Will you make	me	a cup of coffee?
10.	Can you get	me	a dozen kerchiefs?

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

No.	Subject + Verb	Direct Object	Preposition	Indirect Object
1.	I shall send	a message	to	you.
2.	The Rotary Club gave	a scholarship	to	the boy.
3.	She gave	her address	to	me.
4.	I shall tell	a secret	to	you.
5.	He wrote	a long letter	to	me.
6.	Will you buy	some apples	for	me?
7.	Can you spare	sometime	for	me?
8.	You should buy	a new suit	for	yourself.
9.	Will you make	a cup of coffee	for	me?
10.	Can you get	a dozen kerchiefs	for	me?

Many verbs can be used both transitively and intransitively, i.e., with an Object or without any Object:

Please, *boil* some water. (Transitive)

The water *is boiling*. (Intransitive)

Will you, please, *ring* the bell ? (Transitive)

The bell *rang* loudly. (Intransitive)

You must always *speak* the truth. (Transitive)

He *spoke* for more than an hour. (Intransitive)

Exercise 33

Supply suitable Verbs or Objects where necessary:

1. The river down the mountain.
2. Hit the on his head.
3. The dog after the stranger.
4. Let me ask you a
5. They there in silence.
6. The rain throughout the night.
7. He told me a
8. I gave a good thrashing.
9. Birds in the trees.
10. Don't so loudly.

Verbs of Incomplete Predication

Look at the sentences:

He sleeps. He seems tired.

He sleeps makes complete sense. But if you say *He seems*, the sense is incomplete. You have to supply a word like *tired* (or *sad*, *happy*, *cheerful*, etc.) to make the sense complete. *Seems* is therefore a *Verb of Incomplete Predication*. (*Predication* means saying something about the subject). The word *tired* which completes the meaning of the sentence is called the *Complement of the Verb*.

Other examples of Verbs of Incomplete Predication:

She was a wicked queen.

Sita *appears* intelligent.

The sky *grew* dark.

He *looked* angry.

Sugar *tastes* sweet.

The Complements of Verbs can be of different kinds.

1. Pande became a *pilot*. (Noun)
2. Khali is *tall*. (Adjective)
3. I heard Lata *singing*. (Present Participle)
4. I got them *arrested*. (Past Participle)
5. He tried to *run away*. (Infinitive)
6. He seems to *have disappeared*. (Perfect Infinitive)
7. The artist has fallen *asleep*. (Adverb)
8. We held him *in great esteem*. (Adverbial Phrase)

Exercise 34

Complete the following sentences by adding suitable *Complements of Verbs* chosen from the right-hand column:

1.	The lion is	with horror.
2.	The prisoner wanted	to be hanged.
3.	Roses smell	to let.
4.	The rumour proved	free.
5.	The ass continued	the king of the forest.
6.	Her story filled us	sweet.
7.	His attempt was	absolutely baseless.
8.	This house is	to escape.
9.	The judge set him	braying.
10.	He wanted his enemy	a failure.

Active and Passive Voice

Look at these two sentences:

The snake bit the man.

The man was bitten by the snake.

Both sentences mean the same thing. But while the first says that the Subject (*snake*) *did* something, the second says that something *was done* to the Subject (*man*).

The first sentence is said to be in the *Active Voice* because its Subject is active and does something. The second sentence is said to be in the *Passive Voice* because its Subject does nothing, but passively allows something to be done to him.

Changing a Sentence from the Active to the Passive

1. Read these sentences:

1. He killed *a tiger*.

A tiger was killed by him.

2. Kurup caught *a big fish*.

A big fish was caught by Kurup.

You notice that the Object of the Verb in the Active Voice becomes the Subject of the Verb in the Passive Voice.

2. Examine these sentences:

1. *Gulzar* wrote a poem.

A poem was written *by Gulzar*.

2. *Julius Caesar* invaded Britain.

Britain was invaded *by Julius Caesar*.

You notice that the Subject of the Verb in the Active Voice becomes an Object of the Preposition *by* in the sentence in the Passive Voice.

3. Study the following:

1. Gopal *broke* the mirror.

The mirror *was broken* by Gopal.

2. The postman *brought* a telegram.

A telegram was *brought* by the postman.

You notice that the Verb in the Active Voice in the first sentence is changed into the Passive form in the second.

Broke is changed into *was broken*.

Brought is changed into *was brought*.

4. Examine these sentences:

<i>Active</i>	<i>Passive</i>
1. Mother gave <i>me</i> a present.	(a) <i>I</i> was given a present by mother. (b) A <i>present</i> was given to me by mother.
2. Gandhiji taught <i>us</i> the <i>doctrine</i> of non-violence.	(a) <i>We</i> were taught the doctrine of non-violence by Gandhiji. (b) The <i>doctrine</i> of non-violence was taught to us by Gandhiji.

You notice that in both these sentences the Verbs have two objects each—the one Direct and the other Indirect. Therefore, each sentence can be changed into the Passive in two ways. Either of the Objects can be made the Subject of the Passive Verb and the other can be retained as an Object.

However, it should be noted that it is more natural in English to make the personal Object (Indirect) the Subject of the Passive. Therefore, in the two examples given above, form (a) of the Passive is to be preferred to form (b).

It should also be noted that when the Subject who is the doer of the action is to be made prominent, the Active Voice should be preferred. It is when the Subject is vague, or when we do not care to mention the Subject, or when the action is to be made prominent that the Passive Voice is used. In such cases the use of the expression ‘by So and So’ is to be avoided. A Passive sentence which needs the expression ‘by So and So’ is better written in the Active form.

The Passive Voice has an impersonal effect and is hence more common in scientific and objective reporting.

Some Examples of the Active and Passive Forms

Active. Someone has picked my pocket.

Passive. My pocket has been picked.

Active. People say that there will be another war in West Asia.

Passive. It is said that there will be another war in West Asia.

Active. We hope that now they will call off the strike.

Passive. It is hoped that the strike will now be called off.

Active. You must understand that such a thing will not be tolerated again.

Passive. It must be understood that such a thing will not be tolerated again.

- Active.* They say that there are living beings on Mars.
Passive. It is said that there are living beings on Mars.
- Active.* You cannot deny that we tried our best to do so.
Passive. It cannot be denied that we tried our best to do so.
- Active.* Prepare yourself for the worst.
Passive. Be prepared for the worst.
- Active.* Advertise the post.
Passive. Let the post be advertised.
- Active.* Circumstances obliged him to resign his post.
Passive. He was obliged to resign his post.
- Active.* No one told me about it.
Passive. I was not told about it.
- Active.* Who sent this message?
Passive. By whom was this message sent?
 (This sounds awkward. Questions are better asked in the Active Form)
- Active.* Warner Brothers produced this film.
Passive. This film was produced by Warner Brothers.
 (By is justified as the agent has to be made prominent)
- Active.* The police gave him a reward of ₹ 100/.
Passive. He was given a reward of ₹ 100/- by the police.
 (By justified)
- Active.* Rash driving causes many accidents.
Passive. Many accidents are caused by rash driving.
 (By justified)

The Passive form should never appear awkward. Only such sentences should be written in the Passive as will look more natural in that form than in the Active.

'It is hoped', 'It is said', 'It must be borne in mind', 'It has been decided', 'It is generally agreed' etc., are some common Passive Sentence openings.

Exercise 35

Change the Verbs in the following sentences into the Passive form:

1. Shastriji gave the slogan 'Jai Jawan, Jai Kisan.'
2. Who drew that picture on the wall?

3. Covet not wealth or honour.
4. You cannot expect little children to understand that.
5. People hoped that the Government would take some action.
6. You must never say that he was unsympathetic.
7. They have decided to start a new sugar factory here.
8. Sengupta had told him about the incident.
9. Gopal said that he would visit his native village this summer.
10. By 1974 I shall have completed four years in office.

Exercise 36

Change the Verbs in the following sentences from the Passive to the Active Voice:

1. The criminal was arrested by the police.
2. The young boy is being cheated of his inheritance by his unscrupulous uncle.
3. Why were you punished by the teacher?
4. Not a word was spoken by the criminal in self-defence.
5. I shall be greatly surprised, if I am selected by the Committee.
6. Let the letter be dispatched.
7. Promises should be kept.
8. He was obliged to agree to the proposal.
9. He was refused admittance.
10. It was expected that today would be a holiday.

Exercise 37

Change the following sentences to Passive Voice:

1. Did you lose your purse?
2. They are helping you.
3. Trust in God.
4. I have found a job.
5. Why did you hit her?
6. He kept us waiting.
7. Please help me.
8. She brought a message.

Exercise 38

Change the following sentences into Active Voice:

1. By whom are you taught Hindi?
2. She is always praised by the teacher.
3. Let my advice be followed.
4. A purse was stolen by her.
5. He was taken for a thief.
6. The cat was chased by the dog.
7. Several birds were caught by them.
8. The reality is known to all of us.

Verbs—Mood and Tense

Mood

Look at these sentences:

1. Robert likes detective novels.
2. When are you going to Nepal?
3. Shut that door.
4. If I were you, I should not let him go.

You notice that sentence 1 merely states a fact. Sentence 2 asks a question. Sentence 3 is a command. Sentence 4 makes a supposition—an impossible supposition at that, because *I* can never be *you*. Thus we find that Verbs can be used in different ways—to state facts, to give commands, to ask questions and so on. The *manner* in which a Verb is used is called its *Mood*.

There are three Moods in English—*Indicative*, *Imperative* and *Subjunctive*.

1. Indicative Mood

1. The farmer is ploughing the field.
2. When the sun set, we returned home.
3. Patel was a great statesman.
4. India is the biggest democracy in the world.
5. If it does not rain, the crops will dry.

In these sentences you find simple statements of facts. Now look at these:

1. When does the plane fly to Mumbai?
2. Where do you propose to stay in London?
3. What is the price of this oven?

These are all plain questions.

When a Verb is used to state a fact, or ask a question, it is said to be in the *Indicative Mood*.

2. Imperative Mood

1. *Keep* to the left.
2. *Drive* slowly.
3. Never *postpone* till tomorrow what you can do today.
4. *Be* regular and systematic in your routine.
5. *Speak* the truth, whatever be the consequence.
6. Jesus, *have* mercy upon us.
7. *Forgive* our sins.

The first two sentences are commands. Sentences 3, 4 and 5 contain serious and solemn advice. Sentences 6 and 7 are petitions or prayers.

A sentence which contains a command, a piece of serious advice or a petition is said to be in the *Imperative Mood*.

The subject of the Imperative Sentence is generally *You*—i.e., the person to whom the command, advice or entreaty is addressed. It is usually omitted.

Sentences beginning with the Auxiliary Verb *let* are also considered to be Imperative Sentences:

1. *Let* me *speak*.
2. *Let* us *go*.
3. *Let* him *stay*.
4. *Let* them *play*.

Also sentences expressing a *Supposition*:

Give him an inch and he will take a mile.

(i.e., If you *give* him an inch, he will take a mile.)

Take care of the pence and the pounds will take care of themselves.

3. Subjunctive Mood. It is used to express—

1. *A wish or a desire*
Long *live* the Indian Republic!

God *save* the President!

God *be* with us.

Heaven *help* him.

God *forbid* that such a calamity should happen again.

These are some set phrases expressing a solemn wish and the Verb is used in Subjunctive Mood.

The Subjunctive is used in other expressions of a wish or a desire also:

O that I *were* young once again!

I wish she *were* with me now.

I wish they *would* help us.

I wish he *were* dead.

2. *A purpose*

Judge not that he *be* not *judged*.

We eat that we *may live*.

Let him take heed lest he *fall*.

Take care that no time *be lost* in doing this.

Work hard that you *may rise* in your career.

3. *A doubtful condition or possibility*

If you *could do* this, we *should be* obliged

If he *should arrive* before Diwali, how happy we *would be*.

I am hoping that he *may come* soon.

I am hoping that he *might come* soon.

(*Might* expresses greater doubt than *may*.)

4. *A condition or supposition contrary to fact*

If it *were* possible, the boss would do it.

If I *were* you, I shouldn't let him go.

If I *were* King of Tartary, you should be my queen.

I wish he *were* present with us now.

You talk as if you *were* a monarch.

I wouldn't accept him though he *were* a Rockefeller.

Conjunctions like *if* and *though*, which connect these Adverb Clauses, are sometimes omitted; but then the Verb in the Adverb Clause is placed before its Subject:

Were he a Rockefeller, I wouldn't accept him.

Were it possible, the boss would do it.

Were I the King of Tartary, you should be my queen.

Were he present with us now, he would certainly approve of our plan.

5. The Subjunctive is also sometimes used in certain Noun Clauses that follow Verbs of *asking, ordering, urging, insisting, etc.*

The Judge ordered that the prisoner *be* set free.

The officer requested that he *be* transferred to another city.

He asked that I *go* to his office to settle the bill.

It is imperative that he *catch* the next plane.

But the present tendency seems to be to use *should* along with the Verb in preference to the Subjunctive in such sentences:

'The Judge ordered that the accused *should* be set free,' 'The officer requested that he *should* be transferred to another city,' etc.

In fact, the Modal Auxiliaries are now being increasingly used in place of the simple Subjunctive.

Exercise 39

Complete the following sentences by matching corresponding parts from the column on the right:

1.	If there is time,	we shall be very thankful.
2.	Never postpone till tomorrow	how delighted we would be.
3.	God forbid	I shall visit the zoo.
4.	Give them one thing	that he might agree to this.
5.	If you can help us	I shouldn't believe these astrologers.
6.	If you could help us	I were a millionaire.
7.	If you should visit us	what you can do today.
8.	We are hoping	that another war should break out.
9.	If I were you	we should be grateful indeed.
10.	I wish	and they will ask for another.

Tense

Read the following sentences:

1. I *gave* her a new watch.
2. I *pay* a rent of ₹ 10,000/- for this shop.
3. We *shall* apply for a scholarship.

Sentence 1 refers to something that took place in the Past. Sentence 2 refers to something that takes place in the present. Sentence 3 refers to something that will take place in the future. *Past*, *Present* and *Future* are the three main Tenses. *Tense* means the time at which the action of the Verb takes place.

Now look at the following:

1. I *give* – (Present Indefinite or Simple Present)
2. I *am giving* – (Present Continuous)
3. I *have given* – (Present Perfect)
4. I *have been giving* – (Present Perfect Continuous)

All these sentences refer to the Present Time. The Verb in Sentence 1 is said to be in the *Present Indefinite Tense* because it simply makes a statement without indicating definitely whether the action is complete or not.

Sentence 2 shows that the action is going on at the time of speaking and hence the Tense of the Verb is called *Present Continuous*.

Sentence 3 shows that the action has been completed or perfected, and hence the Tense of the Verb is called *Present Perfect*.

The Verb in Sentence 4 is said to be in the *Present Perfect Continuous Tense* because it indicates that the action which started some time back in the Past has been going on continuously ever since and is still going on.

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

1. I *gave* – (Past Indefinite or Simple Past)
2. I *was giving* – (Past Continuous)
3. I *had given* – (Past Perfect)
4. I *had been giving* – (Past Perfect Continuous)

In the same way the Future Tense also has *four* forms:

1. I *shall give* – (Future Indefinite or Simple Future)
2. I *shall be giving* – (Future Continuous)

- 3. I *shall have given* – (Future Perfect)
- 4. I *shall have been giving* – (Future Perfect Continuous)

Most of these *Active* forms have their corresponding *Passive* forms also. All the Tense forms of the Verb *give* are mentioned in the table below:

<i>Tense</i>	<i>Voice</i>	<i>Indefinite or Simple</i>	<i>Continuous</i>	<i>Perfect</i>	<i>Perfect Continuous</i>
Present	<i>Active</i>	I give	I am giving	I have given	I have been giving
	<i>Passive</i>	I am given	I am being given	I have been given	
Past	<i>Active</i>	I gave	I was giving	I had given	I had been giving
	<i>Passive</i>	I was given	I was being given	I had been given	
Future	<i>Active</i>	I shall give	I shall be giving	I shall have given	I shall have been giving
	<i>Passive</i>	I shall be given		I shall have been given	

Thus you see that there are twelve Tenses in the Active Voice and eight in the Passive.

Exercise 40

The Verbs in the following sentences are given in italics. Test yourself and mention the tense of the verb against each sentence.

- 1. The lion *killed* the deer.....
- 2. The wind *is blowing* fiercely
- 3. He *has been promoted* to the higher post
- 4. Asif *will be going* to Kolkata next week
- 5. I *have promised* to give him a gift.....
- 6. I *knew* he would keep you waiting
- 7. Suresh said he *had spoken* to the Manager about it
- 8. The dacoit *was sleeping* when the police went to arrest him
- 9. The contractor *will have completed* the whole work by January next
- 10. The camel *is called* the ship of the desert
- 11. He *is being given* the first aid.....
- 12. I *have been thinking* of going to Europe for a holiday.....

Exercise 41

Fill in each blank with the correct form of the verb given at the end of each sentence.

1. I a letter from my brother yesterday. (*receive*)
2. He felt that he by the shopkeeper. (*cheat*)
3. It to my notice that you have been very irregular of late. (*bring*)
4. He tomorrow. (*come*)
5. He told me that he nothing for two days. (*eat*)
6. I this place before he comes. (*leave*)
7. I the painting by then. (*finish*)
8. I in Mumbai for the last ten years. (*live*)
9. By the time we reached the station the train (*arrive*)
10. I writing the letter and now I want to post it. (*finish*)

Exercise 42

Choose the correct verb from those given in brackets:

1. The sun in the east. (rose, rises)
2. The train an hour ago. (had left, is leaving, left)
3. The train after an hour. (is leaving, will leave, left)
4. Raju to meet the doctor. (is wanting, wants, has wanted)
5. My mother to speak to you. (is wanting, has wanted, wants)
6. They jumped off the train, while it (moved, had moved, was moving)
7. May I have some rest before I out? (go, shall go, went)
8. She her homework now. (does, is doing, has done)
9. They always strange noises. (make, are making, have made)

Exercise 43

Correct the following sentences:

1. The sun rose from the east.
2. You are troubling me for an hour.
3. They left playing in the park.
4. Let me be doing my work peacefully.
5. Time and tide waits be none.
6. He said that he can go alone.
7. Each of us have a separate room.

8. Robert never go to office late.
9. Early to bad and early to rise make a man wise.
10. I shall clear Class Xth after five years.
11. He is sleeping since yesterday.
12. I forget to pray last night.
13. Many a man have died in floods.
14. When we go, we stopped there for a week.

The Uses of the Tenses

1. The Present Indefinite the (Simple Present)

1. Here *comes* Robert.
See, how well he *plays*.
How fiercely the wind *blows*!

Here we find that the *Present Indefinite* tells what actually happens at the time of speaking.

2. Birds *fly* in the air.
Cows *eat* grass.
Hari *writes* with his left hand.
Grandpa *goes* for a walk every morning.

Here the *Present Indefinite* is used to express a habitual action.

3. Man *is* mortal.
The earth *revolves* round the sun.
Sugar *is* sweet.
Heat *expands* bodies.

Here the *Present Indefinite* is used to express some general or universal truth.

4. The two boxers sparred for some time. Suddenly, Mohammad Ali *rushes* at his opponent like lightning and with a terrific upper cut *knocks* him out for the full count.

When a narrative begins in the Past Tense and suddenly switches over to the Present to make the action more vivid and exciting, the *Present Indefinite* is used. It is then called the *Historic Present*. It is a trick used by the narrator to make past events seem immediate.

5. The college *re-opens* on Monday.
They *leave* for Chennai tomorrow.
The Chief Minister *returns* next Tuesday.

The *Present Indefinite* is used to represent a future action when its futurity is clear from the context.

2. The Present Continuous

1. *It is raining.*
The baby *is sleeping.*
Mother *is cooking.*

The *Present Continuous* is used to represent an action, going on at the time of speaking. (It is more frequently used for this purpose than the *Present Indefinite*.)

2. *I am going* to Kolkata on Wednesday.
Jackson *is coming* soon.
She *is leaving* for Delhi tomorrow.

The *Present Continuous* is used to indicate a future action especially in colloquial usage.

3. The Present Perfect

1. *I have finished* the book.
I have applied for leave of absence.
There, *I have done* my good deed for the day.

The *Present Perfect* expresses an action just completed.

2. *I have often gone* to that theatre.
We have lived in this flat for fifteen years.
Have you ever been to Darjeeling?

Here the *Present Perfect* is used not to indicate an action just completed, but to refer to a past action in a more general sort of way.

Note. It is wrong to say: 'I have written to him *yesterday*' or 'I have seen him *last week*.' No definite point of time should be mentioned after the *Present Perfect*. If you have to mention a definite point of time, use the Simple Past: 'I *wrote* to him *yesterday*.' 'I *saw* him *last week*.'

4. The Past Indefinite or Simple Past

1. *I went* to the Public Library yesterday.
The Swamiji *spoke* very eloquently.
The elephant *stood* on two legs.

The *Past Indefinite* expresses a past action or event.

2. Edison *sold* (used to sell) newspapers before he became a famous inventor.

In my youth I *took* (used to take) exercise every day.

While in college he *studied* (used to study) eight hours a day.

The *Past Indefinite* is used in the sense of *used to do* to express a habitual action in the past.

5. The Past Continuous

The boys *were playing* football.

It *was raining* when we went out.

Was he *hiding* himself in the bathroom?

The *Past Continuous* represents an action that was going on, or was being done at some time in the Past.

6. The Past Perfect (also called Pluperfect)

I *had seen* him twice before he left for New York.

The maid *had not finished* cooking when the visitors came.

Thomas *had taken* two wickets before the play was interrupted by the rain.

The *Past Perfect* denotes an action completed at some point in the Past before some other past action commenced.

7. The Future Indefinite or Simple Future

I *shall write* to you as I reach Paris.

We *shall buy* a house in the city.

He *will* certainly get through the interview.

The *Future Indefinite* denotes an action or event which is still to take place.

8. The Future Continuous

He *will be having* a nap in the afternoon.

They *will be assembling* at the club this evening.

We *shall be visiting* Mussorie in the summer.

The *Future Continuous* represents an action supposed to be going on at some time in the future.

9. The Future Perfect

I *shall have taken* my bath by then.

Margret *will have gone* to Chennai before Stuart arrives.

We *shall have completed* half the course by Christmas.

The *Future Perfect* denotes that some action will be completed before a certain point of time in the future.

Common Errors in the Use of Tenses

1. *Incorrect.* I *am waiting* here for the last two hours.
Correct. I *have been waiting* here for the last two hours.
Incorrect. He *is working* in this office for three years now.
Correct. He *has been working* in this office for three years now.

Here the error lies in using the *Present Continuous* instead of the *Present Perfect Continuous*.

2. *Incorrect.* I *have written* to him yesterday.
Correct. I *wrote* to him yesterday.
Incorrect. He *has returned* from London last week.
Correct. He *returned* from London last week.

The error lies in using the *Present Perfect* instead of the *Simple Past*.

3. *Incorrect.* See that you *will come* for the meeting in time.
Correct. See that you *come* for the meeting in time.
Incorrect. Take care that you *will not be cheated*.
Correct. Take care that you *are not cheated*.

It is wrong to use the Future Tense in the Subordinate Clause after a Verb in the *Imperative* in the Main Clause. In such a Clause, the Present Indefinite should be used instead of the Future Indefinite.

4. *Incorrect.* I shall call you when the painting *will be* ready.
Correct. I shall call you when the painting *is* ready.
Incorrect. I shall come if you *will invite* me.
Correct. I shall come if you *invite* me.

When the Verb in the Main Clause is in the Future Tense, the Verb in the Subordinate Clause should be in the Present and not in the Future.

5. *Incorrect.* I *had been* to Mumbai recently.
Correct. I *went* to Mumbai recently.
Incorrect. I *had written* a letter to him last week.
Correct. I *wrote* a letter to him last week.
Incorrect. We *had gone* to the picture last night.
Correct. We *went* to the picture last night.

Here the error lies in using the Past Perfect instead of the Simple Past.

6. *Incorrect.* He said that he *was suffering* from fever for three days.

Correct. He said that he *had been suffering* from fever for three days.

Incorrect. The man complained that his cycle *was stolen*.

Correct. The man complained that his cycle *had been stolen*.

Incorrect. The doctor concluded that the man *was killed* twelve hours ago.

Correct. The doctor concluded that the man *had been killed* twelve hours ago.

Here the error lies in using the Simple Past instead of the Past Perfect, or the Past Continuous for the Past Perfect Continuous.

Exercise 44

Correct the following sentences:

1. We must see that all the students will bring their textbooks to the class.
2. I have returned all the books to the Library yesterday.
3. I shall call on him when he will come.
4. I had visited Kenya last summer.
5. Newton has discovered the Law of Gravitation.
6. I am waiting for him for an hour. He did not come yet.
7. I am sorry I did not write that letter yet.
8. I am working hard for the last two weeks.
9. I am suffering from fever since yesterday.
10. They had been to Delhi during the Diwali holidays.

Concord or Agreement of the Verb with the Subject

Read the following sentences:

I *like* coffee.

You *like* coffee.

He *likes* coffee.

It *likes* coffee.

You find that the verb *like* has two different forms in the Singular:

Like, when the Subject (*I/you*) is in the first or second person.

Likes when the Subject (*he/it*) is in the third person.

The Verb must agree with the Subject in *Person*, i.e., it must be of the same Person as the Subject.

Now look at the following sentences:

He *likes* coffee.

They *like* coffee.

The Subjects *he* and *they* are in the same Person—Third—but the first is Singular and the second Plural in Number. The Verb *like* has two forms in the Third Person—*likes*, Singular, and *like*, Plural. The Verb must agree with its Subject in *Number*.

Thus, we find that the Verb must agree with its Subject in *Person* and *Number*; i.e., it must be of the same Person and Number as its Subject.

Note. Nouns usually have *s*-ending in the plural.

Verbs have no *s*-ending in the plural.

e.g., The eagle flies. The eagles fly.
 The star shines. The stars shine.
 The lady sings. The ladies sing.
 The boy sleeps. The boys sleep.

You will notice that actually only the Third Person Singular —*he/it likes*—has different endings. The verb remains unchanged—*like*—in all other forms.

The verb *to be* has different forms in the Singular, but not in the Plural.

	<i>Singular</i>	<i>Plural</i>
1st Person	<i>I am/was</i>	<i>We are/were</i>
2nd Person	<i>You are/were</i>	<i>You are/were</i>
3rd Person	<i>He is/was</i> <i>It is/was</i>	<i>They are/were</i>

Some Useful Hints

On the Agreement of the Verb with the Subject

1. Look at these sentences:

One of my friends *has* gone to Zambia.

Each of the students *was* given a fountain pen.

Every *one* of the clerks *has* applied for casual leave today.

Neither of the combatants *was* able to win a decisive victory.

The verbs in italics are all in the Singular although the Nouns immediately before them are all in the Plural. That is because the real subjects of these verbs are not the Plural Nouns immediately before them, but the Singular Nouns in italics at the beginning of each sentence. So the verb must agree in Number and Person with its real subject, and not with any other Noun that may immediately precede it.

2. Read these sentences:

Tobacco and alcohol *are* injurious to health.

Oil and water *do* not mix.

He and I *were* at Oxford together.

Sumati, Sumitra and Susheela *are* great friends.

We see that two or more Singular Nouns connected by *and* are normally followed by a Plural Verb.

3. Age and experience *brings* wisdom to man.

Slow and steady *wins* the race.

Bread and butter *is* what they want.

The long and the short of the matter *is* that the whole Department is corrupt.

Here we see that when two Singular Nouns, connected by *and*, together express *one* idea, they are followed by a Singular Verb.

4. My uncle and guardian *wants* me to study medicine.

A notable patriot and revolutionary *was* lost to India in the death of Subhash Chandra Bose.

My friend and colleague, Anil Mukherji, *has* gone abroad.

The orator and statesman *is* no more.

You notice here that when two Nouns, connected by *and*, refer to the same person, the Singular Verb is used.

Note. If the two Nouns refer to two different persons, the Articles and Possessive Pronouns should be repeated, and the Verb should be used in the Plural.

My uncle and *my* guardian *want* me to study medicine.

The orator and *the* statesman *are* no more.

5. Look at these sentences:

Each man and *each* woman *has* a vote.

Every officer and *every* soldier *has* to be ready to sacrifice *his* life for the country.

The ship was wrecked and *every* man, woman and child *was* drowned.

When Singular Nouns connected by *and* are preceded by *each* or *every*, they are followed by the Singular Verb.

6. Read the following:

Neither Ram *nor* Govind *has* any job.

No prize *or* medal *was* given to my friend, though he stood first in the examination.

Either Pratap *or* Pradeep *has* hidden you file.

You find that Singular Subjects connected by *or*, *either...or*, *neither...nor*, are followed by a Singular Verb.

7. *Neither* the Principal *nor* the teachers *were* present in the assembly.
Either Shiny *or* her parents *are* responsible for this.
Neither the Prime Minister *nor* his colleagues *have* given any explanation for this.

When the Subjects connected by *or* or *nor* are of different Numbers, the Plural Subject should be written last and it should be followed by a Plural Verb.

8. Neither he *nor* I *have* any money to spare for you.
 Neither you *nor* Ram *seems* to be capable of doing this job.
 Either you *or* Gopal *has* to take the lead in this matter.

This shows that when the Subjects connected by *or* or *nor* are of different Persons, the Verb should agree in Person with the Subject nearest to it. (The Subjects should be arranged in the proper order—the person spoken to, first; the person spoken of, second; and the speaker, last.)

9. The ship's crew *was* a mixed group of different nationalities.
 When the ship arrived in port, the crew *were* taken into custody on a charge of mutiny.
 A Committee *was* appointed to study the question.
 The Committee *were* divided on the question of increased D.A. for the employees.

Here you find that a Collective Noun (*crew*, *committee*) is followed by a Singular Verb when the group is thought of as a single unit. But when individual members of the group are thought of, the Plural Verb is used.

10. The news *is* too good to be true.
 The wages of sin *is* death.
 Politics *is* a dirty game.
 The United Nations *is* our only hope.
 'Gulliver's Travels' *is* an interesting book.

Some Nouns are Plural in form, but Singular in meaning. They should be followed by Singular Verbs.

11. A thousand dollars *is* not a small sum.
 A thousand dollars *were* distributed among the prize winners.
 One thousand five hundred rupees *is* this Advocate's fee for a single appearance in the Supreme Court.
 There *were* twenty silver rupees jingling in his pocket.

When the Subject is a sum of money considered as a whole, the Singular Verb is used. When the Subject is a sum of money and the reference is to the bills or coins, considered separately, the Plural Verb is used.

Exercise 45

Correct the following sentences:

1. Gautam is one of the players who has been selected for the Test Match.
2. Each of the candidates were interviewed by the board members.
3. The Secretary and Treasurer quarrelled with each other.
4. The dacoits attacked the village and every man, woman and child were put to death.
5. Neither Ali nor Hussein have passed.
6. One of my brothers have settled down in Dubai.
7. Neither the Ministers nor the Governor was present at the Exhibition.
8. Each man and each woman have the right to vote.
9. It was a drawn game; neither of the teams were able to secure a goal.
10. Neither Afzal nor you have been selected.

Exercise 46

In each of the following sentences, supply a verb in agreement with the Subject:

1. Slow and steady the race.
2. The great novelist and dramatist no more.
3. None but the brave the fair .
4. Jack and Jill fast friends.
5. One of the boys away from the class.
6. Each of the students given a gift.
7. Neither of his friends is the city now.
8. Iron and coal found in India.
9. Iron as well as coal found in India.
10. The Arabian Nights an exciting book.
11. No news a good news.

Non-Finite Verbs

The Infinitive, the Participle and the Gerund

Look at these sentences:

1. Hameed *thinks* that he is a great poet.
2. I wish *to learn* French.

In sentence 1, the Verb *thinks* has a Subject and is limited by the Number and Person of its Subject, namely *Hameed*. Verbs which are thus limited by Person and Number are called *Finite Verbs*. In fact all Verbs in the Indicative, Imperative and Subjunctive Moods are *Finite*, because they have Subjects and are limited by the Person and Number of their Subjects.

In sentence 2, *wish* is Finite because it has a Subject, and is limited by the Person and Number of its Subject, namely *I*. But *to learn* has no Subject and is not limited by Person and Number. It is used without any change, whatever be the Subject of the sentence— ‘You wish *to learn*,’ ‘He wishes *to learn*,’ ‘They wish *to learn*,’ etc. It is therefore described as a *non-Finite Verb*, and its specific name is an *Infinitive*.

There are three groups of *Non-Finites*:

1. *The Infinitive*

To learn, to write, to speak, to break. (Present Infinitive)

To have learned, to have written, to have spoken, to have broken.
(Perfect Infinitive)

2. *The Participle*

Learning, writing, speaking, breaking. (Present Participle)

Learned, written, spoken, broken. (Past Participle)

3. *The Gerund or Verbal Noun*

Learning, writing, speaking, breaking.

Infinitives

Read these sentences:

I want *to write* a poem.

I ought *to have written* the essay.

I can *write* the essay.

I could *have written* the essay.

In the first two sentences, the *Infinitives* (italicized) are used with *to*, and in the next two sentences they are used without *to*. These two kinds of *Infinitives* are distinguished by the terms ‘*to*-Infinitives’ and ‘bare infinitives’.

Use of the Bare Infinitives

1. After the Auxiliaries *shall, should, will, would, may, might, do, did, can, could, must, need, dare*:

I shall *write* to him.

I will *say* what I like.

I may *go* to the conference.

We can *manage* it.

The boys *must* obey rules.

You need not *go*.

He dare not *refuse*.

Note. *Dare* and *need* as Principal Verbs are followed by the *to*- Infinitive:

Did he dare *to say* that?

We need two months *to complete* the work.

2. After some Principal Verbs like *bid, watch, see, let, make, help, hear*:

I bade him *come*.

Let him *sit* down.

I saw him *do* it.

We heard her *cry*.

He made me *wait*.

Help him *lift* that luggage.

I watched him *fall*.

3. After *rather, better, had better* :

I would rather *go* away now.

You had rather *visit* him.

He would rather *starve* than yield to pressure.

You had better *go* back home.

Better *make* it up with your parents.

Better *get* some rest if you can.

4. After certain Prepositions like *except, but, save, than*:

He does nothing all day *except complain*.

She can do everything *but cook*.

What could I do *save scold* the fellow?

The men said that they would starve rather *than surrender*.

Note. Bare Infinitives can often be re-written as *to*-Infinitives.

She can *sing*. (She is able *to sing*.)

I bade him *go*. (I asked him *to go*.)

Let him *speak*. (Allow him *to speak*.)

I must *help* him. (I ought *to help* him or
I am obliged *to help* him.)

I will *dismiss* him. (I am determined *to dismiss* him.)

Better *re-write* this essay. (It is better *to re-write* this essay.)

Use of the *to*-Infinitive

1. Look at the following sentences:

To err is human.

To find fault with others is easy.

To retreat now would be a disgrace.

What are the Subjects of these three sentences? You will find that they are *To err*, *To find fault* and *To retreat*—all Infinitives. Thus the *to*-Infinitive can be used as a Noun to form the Subject of a Sentence.

Note. However, it should be noted that it is more common to write these sentences with a preparatory *it* as the provisional Subject.

It is human *to err*.

It is easy *to find fault* with others.

It would be a disgrace *to retreat* now.

2. Look at these sentences:

Michael likes *to read* Science fiction.

The Chairman offered *to resign* his post.

My father decided *to contest* the election.

Michael likes what? To read.

The Chairman offered what? To resign.

My father decided what? To contest.

To read, to resign, to contest are the Objects of *likes, offered, decided* respectively. The *to-infinitives* are thus used as Nouns to form the Objects of Transitive Verbs.

3. The mistake I made was *to invite* my aunt.

The best thing to do now is *to run* away.

Their duty obviously is *to support* her.

The italicized *to-Infinitives to invite, to run* and *to support* are the complements of the subjects *mistake, thing* and *duty* respectively.

4. That was a sight *to see*.

It is time *to move*.

That is something *to remember*.

Here the italicized *Infinitives* function like *Adjectives*, qualifying the nouns, *sight, time* and *something*.

5. The delegates are anxious *to leave*.

Automation has come *to stay*.

She is willing *to work*.

The visitor rose *to speak*.

Here we find the *Infinitives* modifying *Verbs (come, rose)* and *Adjectives (anxious, willing)*. This is the *Adverbial* function of the *to-infinitive*.

Forms of the to-Infinitive

<i>Tense</i>	<i>Active</i>	<i>Passive</i>
Simple Present	<i>to know</i>	<i>to be known</i>
Present Perfect	<i>to have known</i>	<i>to have been known</i>
Present Continuous	<i>to be knowing</i>	
Present Perfect Continuous	<i>to have been knowing</i>	

The Split Infinitive

1. We would expect the police *to thoroughly investigate* the case.

2. Government will do well *to carefully examine* the reasons for this popular discontent.
3. I wish *to really understand* his intention.

In sentence 1, the Adverb *thoroughly* intervenes between the Infinitive *investigate* and its sign *to*, thereby splitting the *Infinitive* into two. So *to thoroughly investigate* is an example of the *Split Infinitive*. It is generally considered wrong to split an Infinitive in this manner. The Adverb could be used either before *to* or after the Infinitive.

1. We would expect the police to investigate the case thoroughly.
2. Government will do well to examine carefully the reasons....

In the third sentence, however, the Adverb *really* cannot be easily shifted to any other position without changing the meaning of the sentence:

I really wish to understand....

I wish really to understand....

I wish to understand really....

None of these means the same thing as:

I wish to really understand

Hence some modern Grammarians have justified the use of the Split Infinitive in such contexts. However, students are advised to avoid the use of the Split Infinitive in their compositions.

Exercise 47

Correct the following sentences:

1. Did they dare insult you like that?
2. He bade me to go away.
3. It makes my blood to boil.
4. We shall try to help to raise funds for the club.
5. Better to wait until you hear from him.
6. She does all the work except to wash the dishes.
7. Robert should learn to usefully spend his leisure time.
8. You had better to send another application.
9. What we should do is leave things to the President to decide.
10. I watched them to drive away together.

The Participle

Read this sentence:

Seeing the tiger the man ran away.

Seeing is a form of the Verb *see* and has an Object, namely *tiger*. At the same time seeing is also like an Adjective, because it qualifies the Noun, *man*. It is, therefore, called a *Verbal Adjective* or *Participle*.

1. The Present Participle

I see a farmer *running* across the field.

Hearing a loud sound, they rushed out of the room.

The boy cried, *thinking* that he would be whipped.

The italicized words are *Present Participles*. You notice that all of them end in *-ing*. They represent an action as *going on* and *incomplete*.

In the first sentence, the action takes place in the Present, while in the other two, the action takes place in the Past. Thus, the *Present Participle* does not indicate the Present time but an unfinished action. It can be used with all the Tenses. The time of action is shown by the Finite Verbs in the sentences (*see, rushed, cried*), and not by the Participle.

2. The Past Participle

Driven by the rain, we took shelter under a tree.

We saw a lorry *loaded* with wheat.

Judged by our standards they appear uncivilized.

Ill-gotten wealth is a curse.

Stricken with grief she threw herself on the body.

Bent with age the old man tottered along.

You notice that the Past Participles usually end with *-ed, -d, -t* or *-en*. They represent a *completed* action.

Now look at these sentences:

Having given the message, the courier departed.

Not *having applied* in time, I could not get the scholarship.

Having been elected to the Rajya Sabha, Mr. Swami came to New Delhi.

The italicized Verbs are not simple Past Participles, but *Perfect Participles*. The *Perfect Participle* represents an action as having been completed some time in the past.

Some Uses of the Participle

1. To form the *Continuous* and *Perfect* Tenses:

I am *writing*. (Present Continuous)

I was *writing*. (Past Continuous)

I shall be *writing*. (Future Continuous)

I have *written*. (Past Perfect)

I had *written*. (Past Perfect)

I shall have *written*. (Future Perfect)

2. As an Adjective in all the positions and functions of the plain Adjective:

1. A *rolling* stone gathers no moss.

She is fighting a *losing* battle.

Don't cry over *spilt* milk.

Sweep away the *fallen* leaves.

Here the Participles are used as Adjectives before the Nouns they qualify.

2. The scene was *exciting*.

Your absence was *maddening*.

The caller looked *worried*.

He was left *stranded*.

Here we find the Participles as part of the Predicate.

3. The woman, *quivering* and *trembling*, was afraid to speak.

Dejected and *disgusted*, Sankar left the room.

The Participles are used here in the Appositive position.

4. He thinks the study quite *rewarding*.

I found the patient somewhat *recovered*.

Here the Participles are used as Complements of the Objects— *study* and *the patient*.

5. *The wounded* and *dying* were put into a police van and taken to the hospital.

The dead leave their blessing upon *the living*.

Like plain Adjectives, the Participles are used here as Nouns by placing the Definite Article before them.

6. As an Adverb modifying an Adjective:

It is *piping* hot. It is *freezing* cold.

It is *dripping* wet. I am *dead* tired.

He was *dead* drunk. It is *dazzling* white.

7. Participles are used in Absolute Phrases with a Noun or Pronoun going before them:

God *willing*, we shall meet again soon.

The sea *being* rough, they postponed the Channel swim.

The fog *having lifted*, the plane took off.

Each of these Absolute Phrases can be transformed into a Subordinate Clause:

If God is willing, we shall meet again soon.

As the sea was rough, they postponed the Channel swim.

When the fog had lifted, the plane took off.

A Common Error

Having bitten the postman, the farmer decided to shoot the dog.

This means that it was the farmer who bit the postman and not the dog! So the sentence should be rewritten as follows:

The dog having bitten the postman, the farmer decided to shoot it.

The Participle being a Verb-Adjective should be related to a proper subject of reference. If the subject is lacking, or if a wrong subject is used, the whole sentence would be wrong. Other examples:

Being a rainy day, they had to abandon the match.

(*It being* a rainy day match.)

Being a small cot, I could not sleep on it.

(*It being* a small cot, it.)

Being too costly for him, he could not buy the coat.

(*The coat being* too costly for him, he could not buy it.)

The Gerund or Verbal Noun

Look at this sentence:

Singing is his hobby.

Singing is a Verb ending in *-ing*. At the same time it is the Subject of the Verb *is*, and hence does the work of a Noun. Such a form of the Verb ending in *-ing* and used as a Noun is called a *Gerund* or *Verbal Noun*.

Forms of the Gerund

1. I like *shooting*. (*Present*)
2. *Being shot* is no joke. (*Present, Passive*)
3. Mohan was charged with *having shot* a policeman. (*Present Perfect*)

4. His *having been shot at* made him nervous. (*Present Perfect, Passive*)

Numbers 2, 3 and 4 are called *Compound Gerunds*. They are not very often used. Other examples:

He does not like *being seen* in their company.

He was charged with *having committed* the crime.

We heard of the Germans *having crossed* the Belgian frontier.

He complained of *having been tortured* by his employer.

Uses of the Gerund

1. As the Subject of a Verb:

Climbing mountains is a good sport.

Trespassing is prohibited.

Cramming for examination should be discouraged.

2. As Subject Complement:

Our mistake was *trusting* the Chinese and *neglecting* our border defence.

Our primary need is *building up* a strong navy.

3. As the Object of a Verb:

I love *driving* a fast car.

I enjoy *swimming* in the sea.

4. As the Object of a Preposition:

I am fond of *seeing* pictures.

Murthy was arrested for *stealing* a policeman's helmet.

We can finish the work only by *burning* the midnight oil.

5. In Apposition to a Noun:

His crime, *stealing* a policeman's helmet, was considered serious.

Our object, *collecting* a million dollars for the project, cannot be easily fulfilled.

Gerunds as Simple Nouns

Partings are never sweet.

The *lightning* struck the buffalo.

He has had a second *helping*.

I have had three *fillings*.

Hussein's *paintings* have been exhibited in London.

The italicized words, originally Gerunds, are now treated as simple Nouns. Most of them take Articles before them and form Plurals with -s.

Substituting a Gerund for an Infinitive

1. *To die* is better than *to surrender*.
Dying is better than *surrendering*.
2. *To attack* is better than *to wait* indefinitely.
Attacking is better than *waiting* indefinitely.
3. Can you teach me *to paint*?
Can you teach me *painting*?

A Preposition + a Gerund used Instead of an Infinitive After Certain Verbs and Adjectives

I am thinking *of visiting* Kashmir. (not *to visit*)
 He is desirous *of having* friendship with me. (not *to have*)
 I despair *of reforming* that fellow. (not *to reform*)
 She is fond *of chatting*. (not *to chat*)
 We are confident *of winning* the election. (not *to win*)
 We were prevented *from leaving* the venue.
 The students abstained *from attending* classes.
 You must refrain *from talking* to such people.
 We were prohibited *from reading* the comics. (But ‘forbidden to read’ is right.)

Gerunds in Certain Compound Words

Walking-sticky, *frying*-pan, *writing*-table, *looking*-glass,
carving-knife, *sleeping*-bag, *a-begging*, *a-hunting* (archaic)

A Common Error

The boss insisted on *me* resigning the post. (should be *my*)
 They objected to *Hari* applying for that post. (should be *Hari’s*)

However, this rule is not strictly followed especially in the case of Proper Nouns.

The Possessive Case should not be used with the Gerund in the following cases:

1. When the Gerund is in the Passive form:
 We were shocked at President Kennedy *being assassinated*
 (not *Kennedy’s*)
 We were all very happy at Mr. Khoranna *being awarded* the
 Nobel Prize. (not *Khoranna’s*)

2. When the Noun denotes a lifeless thing:

There is no danger of the *roof* crashing. (not *the roof's*)

There is no hope of the *fog* lifting for another hour. (not *the fog's*)

Exercise 48

Complete the following sentences:

1. The riots having ended
2. The holidays being over
3. Having dashed against a tree
4. God willing
5. Other things being the same
6. The assembly having been dissolved
7. The storm having subsided
8. The fields being flooded
9. Having committed such a crime
10. That being the case

Exercise 49

Correct the following sentences:

1. They were counting on me helping them.
2. I am thinking to write my autobiography.
3. To die with honour is better than live with dishonor.
4. The clever girl was confident to win the gold medal.
5. I am hopeful to secure a loan to build my house.
6. There is a danger of this old tree's falling on the hut.
7. Being a stormy day, the students were given a holiday by the Principal.
8. Walking along the road, the lorry ran over an old man.
9. Having failed in my Practicals, the examiner asked me to try again.
10. Riding upon his horse, the tiger jumped at him.

Strong and Weak Verbs

We have already seen that the main Tenses of a Verb are the *Present*, the *Past* and the *Past Participle*. All other Tenses can be formed from them.

Examine the main Tenses of the following Verbs:

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
Post	Posted	Posted
Flee	Fled	Fled
Feel	Felt	Felt

In the first, the vowel sound remains unchanged in the Past and Past Participle, and - *ed* is added. In the second, the vowel sound is changed, and *d* is added. A Verb which forms its *Past Tense* by adding *ed*, *d* or *t* to the Present Tense, either with or without a change in the main vowel sound, is called a **Weak Verb**.

Now look at the following:

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
Give	Gave	Given
Abide	Abode	Abode
Sit	Sat	Sat

In all these verbs the vowel sound is changed in the Past Tense, but no ending (like, *t*, *d* or *ed*) is added, as in the case of the Weak Verbs. A verb which forms its *Past Tense* by a change in the main vowel of the Present Tense and without the addition of any ending is called a **Strong Verb**.

Strong Verbs may be divided into **two groups**:

1. Those that form the Past Participle by the addition of *n*, *en* or *ne*.
2. Those that form the Past Participle without any such addition.

Strong Verbs of Group I

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
Arise	Arose	Arisen
Bear (a child)	Bore	{ Born Borne
Bear (a burden)	Bore	Borne
Beget	Begot	Begotten
Bid	{ Bade Bid	{ Bidden Bid
Bite	Bit	Bitten
Blow	Blew	Blown
Break	Broke	Broken
Chide	Chid (or Chided)	{ Chidden Chid
Choose	Chose	Chosen
Draw	Drew	Drawn
Drive	Drove	Driven
Eat	Ate	Eaten
Fall	Fell	Fallen
Fly	Flew	Flown
Forbear	Forbore	Forborne
Forbid	Forbade	Forbidden
Forget	Forgot	Forgotten
Forsake	Forsook	Forsaken
Freeze	Froze	Frozen
Give	Gave	Given
Grow	Grew	Grown
Hide	Hid	{ Hidden Hid
Know	Knew	Known
Lie	Lay	Laid
Mistake	Mistook	Mistaken

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
Ride	Rode	Ridden
Rise	Rose	Risen
See	Saw	Seen
Shake	Shook	Shaken
Slay	Slew	Slain
Smite	Smote	Smitten
Speak	Spoke	Spoken
Steal	Stole	Stolen
Swear	Swore	Sworn
Take	Took	Taken
Tear	Tore	Torn
Thrive	Throve	Thriven
Throw	Threw	Thrown
Tread	Trod	Trodden
Wear	Wore	Worn
Weave	Wove	Woven
Write	Wrote	Written

Notes. 1. *Bear* has two Past Participle forms, *born* and *borne*. When referring to the birth of a child, *born* is used in the passive sense of 'brought into this world'. 'A child was *born* to Nalini'. But *borne* is used in the active sense of 'given birth to':

Nirod is delighted that his wife Nalini has *borne* him a child.

In the sense of *carry*, *endure*, the Past Participle is always *borne*:

The prize was *borne* away by the Kerala team.

The arches have *borne* the weight quite satisfactorily.

The front line has *borne* the enemy attack very well.

2. *Bid* has two forms of the Past Tense and Past Participle: *bade*, *bidden* and *bid*, *bid*. The latter is used only in the case of offering a certain price at an auction.

He *bid* ₹ 2,000/- for the picture.

He had *bid* ₹ 2,000/- for the picture, but couldn't get it, as someone else made a higher bid.

In all other senses '*bade*, *bidden*' should be used:

He *bade* him farewell.

After I had *bidden* him farewell, I hurried away.

I *bade* him go away at once.

Strong Verbs of Group II

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
Abide	Abode	Abode
Awake	Awoke	Awoke
Become	Became	Become
Begin	Began	Begun
Behold	Beheld	{ Beheld { Beholden*
Bind	Bound	{ Bound { Bounden†
Cleave	{ Cleft { Clove	{ Cleft { Cloven†
Cling	Clung	Clung
Come	Came	Come
Dig	Dug	Dug
Drink	Drank	{ Drunk { Drunken†
Fight	Fought	Fought
Find	Found	Found
Fling	Flung	Flung
Get	Got	{ Got { Gotten†
Grind	Ground	Ground
Hold	Held	Held
Ring	Rang	Rung
Run	Ran	Run
Shine	Shone	Shone
Shrink	Shrank	{ Shrank { Shrunken†
Sing	Sang	Sung
Sink	Sank	{ Sunk { Sunken†
Sit	Sat	Sat
Slide	Slid	Slid
Sling	Slung	Slung
Slink	Slunk	Slunk

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
Spin	{ Spun Span	Spun
Spit	Spit	{ Spat Spit
Spring	Sprang	Sprung
Stand	Stood	Stood
Stick	Stuck	Stuck
Sting	Stung	Stung
Strike	Struck	{ Struck Stricken†
String	Strung	Strung
Swim	Swam	Swum
Swing	Swung	Swung
Wake	Woke	Woken
Win	Won	Won
Wind	Wound	Wound
Wring	Wrung	Wrung

*Beholden = obliged (archaic)

†The words: *cloven*, *drunken*, *gotten*, *shrunk*, *sunken*, *stricken* are now used only as verbal Adjectives and not as past Participles:

The horse has *cloven* hoofs.

A *drunken* wrestler was passing by.

Harry's ill-*gotten* wealth has made him arrogant.

My grandma had *shrunk* cheeks and *sunken* eyes.

He fell down like a *stricken* deer.

Exercise 50

Fill up the blanks with the *Past* or *Past Participle* of the words given in brackets:

- The sailors to the broken mast, as the ship
(*cling*, *sink*)
- The villagers a deep well, but no water. (*dig*, *find*)
- The snake round the snake charmer's hand, but he
it away. (*wind*, *fling*)

4. When the bell was , the swimmers into the water.
(*ring, spring*)
5. As the woodcutter the axe, it fell from his hands and his toe
was in two. (*swing, cleave*)
6. When the boy down, his head against the broken
branch of a tree. (*slide, strike*)
7. He was by the insult and round to face his enemy.
(*sting, spin*)
8. As they got in the mire, they their hands in despair.
(*stick, wring*)
9. They the child who had the whistle. (*chide, blow*).
10. The body was on their shoulders across the fields.
(*bear, freeze*)

Weak Verbs

Weak Verbs fall into six groups:

- I. Verbs which add a dental sound (*d, t* or *ed*) in the Past Tense, with no other change. Most of the Verbs in the language, including all newly formed Verbs, belong to this class, e.g., *blend, blended; hate, hated; nationalize, nationalized; hypnotize, hypnotized; legalize, legalized*.
- II. Verbs which add *d* or *t* and also change the vowel sound: e.g., *creep, crept; deal, dealt; tell, told; say, said; feel, felt; keep, kept; may, might*.
- III. Verbs which end in *d* or *t* and simply shorten their vowel sound in the Past Tense: e.g., *bleed, bled; feed, fed; breed, bred; meet, met; shoot, shot*.
- IV. Verbs which form the Past Tense by changing the final *d* to *t* e.g., *bend, bent; lend, lent; send, sent; spend, spent; build, built*.
- V. Verbs which omit a final consonant before adding *d* or *t* e.g., *bring, brought; catch, caught; seek, sought; teach, taught; think, thought*.
- VI. Verbs which undergo no change at all in the Past Tense: e.g., *put, put; shut, shut; set, set; burst, burst; hurt, hurt; cost, cost; cast, cast; broadcast, broadcast*.

114 CONTEMPORARY ENGLISH GRAMMAR STRUCTURES AND COMPOSITION

Here is a list of *Weak Verbs* excluding those that form their Past Tense and Past Participle by adding *d* or *ed*:

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
Bend	Bent	Bent
Bereave	{ Bereft Bereaved	{ Bereft Bereaved
Beseech	Besought	Besought
Bleed	Bled	Bled
Breed	Bred	Bred
Bring	Brought	Brought
Build	Built	Built
Burn	Burnt	Burnt
Buy	Bought	Bought
Catch	Caught	Caught
Creep	Crept	Crept
Deal	Dealt	Dealt
Dream	{ Dreamt Dreamed	Dreamt
Dwell	Dwelt	Dwelt
Feed	Fed	Fed
Flee	Fled	Fled
Gild	{ Gilded Gilt	Gilt
Gird	{ Girded Girt	Girt
Have	Had	Had
Keep	Kept	Kept
Kneel	Knelt	Knelt
Lay	Laid	Laid
Lead	Led	Led
Leap	Leapt	Leapt
Learn	{ Learnt Learned	{ Learnt Learned
Leave	Left	Left
Lend	Lent	Lent
Light	{ Lighted Lit	{ Lighted Lit

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
Lose	Lost	Lost
Make	Made	Made
Mean	Meant	Meant
Meet	Met	Met
Pay	Paid	Paid
Rend	Rent	Rent
Say	Said	Said
Seek	Sought	Sought
Sell	Sold	Sold
Send	Sent	Sent
Shoe	Shod	Shod
Sleep	Slept	Slept
Smell	Smelt	Smelt
Speed	Sped	Sped
Spell	Spelt	Spelt
Spend	Spent	Spent
Spill	Spilt	Spilt
Sweep	Swept	Swept
Teach	Taught	Taught
Tell	Told	Told
Think	Thought	Thought
Weep	Wept	Wept

Exercise 51

Fill up the blanks with the *Past* or *Past Participle* forms of the words given in brackets.

1. The injured was badly wounded and profusely. (*bleed*)
2. When night came, the poor fellow under an arch and (*creep, sleep*)
3. We him everywhere, but couldn't find him. (*seek*)
4. Samson attacked the lion and him into pieces. (*rend*)
5. The cat licked up the milk. (*spill*)
6. The bearer the table for dinner. (*lay*)
7. Sharmila was of all hope. (*bereave*)

- 8. I sent my condolences to the family. (*bereave*)
- 9. The failure of the monsoon has the farmers a heavy blow. (*deal*)
- 10. The suffering villagers their M.P. to help them in their agony. (*beseech*)

There are some *Weak Verbs* which have the same form in the *Present*, *Past* and *Past Participle*.

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
Bet	Bet	Bet
Bid	{ Bid Bade	{ Bid Bidden
Broadcast	Broadcast	Broadcast
Burst	Burst	Burst
Cast	Cast	Cast
Cost	Cost	Cost
Cut	Cut	Cut
Forecast	Forecast	Forecast
Hit	Hit	Hit
Hurt	Hurt	Hurt
Let	Let	Let
Put	Put	Put
Read	Read	Read
Rid	Rid	Rid
Set	Set	Set
Shed	Shed	Shed
Shut	Shut	Shut
Slit	Slit	Slit
Split	Split	Split
Spread	Spread	Spread
Thrust	Thrust	Thrust

There are some *Mixed Verbs* partly Weak and partly Strong. They have a Weak Past and a Strong Past Participle or *vice versa*.

<i>Present</i>	<i>Weak Past</i>	<i>Strong Past Participle</i>
Beat	Beat	Beaten
Do	Did	Done
Go	Went	Gone
Hew	Hewed	Hewn
Load	Loaded	Laden*
Melt	Melted	Molten*
Mow	Mowed	Mown
Saw	Sawed	Sawn
Sew	Sewed	Sewn
Shave	Shaved	Shaven*
Shear	Sheared	Shorn
Show	Showed	Shown
Sow	Sowed	Sown
Strew	Strewed	Strewn
Swell	Swelled	Swollen*

*The Weak forms also exist side by side — *loaded, melted, shaved* and *swelled*.

The revolver was *loaded*.

The lorry was heavily *loaded*.

The mango tree was *laden* with fruit.

The bearer, *laden* with the heavy tray, threaded his way through the crowd.

The snow had just *melted*.

The *molten* lava poured down the mountain.

The guest had *shaved* and bathed before breakfast.

The guest was *clean-shaven*.

The *shaven* head of the monk glistened in the sunlight.

Their numbers have *swelled* since those days.

He has a *swelled* head.

The river is *swollen* with flood.

Swollen with pride, the vain king defied even the gods!

Exercise 52

Correct the italicized words in the following sentences:

1. He *betted* and lost a lot of money at the races.
2. Nehru's speech was *broadcasted* over All India Radio.
3. After some time the balloon *burstted* and came down.
4. The law suit *costed* me a great deal of money.
5. The astrologer has *forecasted* a global war next year.
6. They *splitted* all this wood today.
7. The seeds were *sowed* in the field.
8. The log was taken to the saw-mill to be *sawed*.
9. The bride, *loaded* with presents, smiled at the guests.
10. The tailor returned the shirt after the buttons were *sewed* on.

A few verbs have both Weak forms and Strong forms side by side, sometimes with different meanings.

1. *Hang*. Weak: *hanged* (Past), *hanged* (Past Participle)

Strong: *hung* (Past), *hung* (Past Participle)

The Weak forms are used when referring to the hanging of a person:

They *hanged* the traitors in the market place.

The murderer will be *hanged* tomorrow.

The Strong forms are used when referring to the hanging or suspending of something from something else:

Clothes *hung* from a bracket.

They *hung* the silver lamps from the ceiling.

2. *Lie*. Weak: *lied* (Past), *lied* (Past Participle)

Strong: *lay* (Past), *lain* (Past Participle)

The Weak forms refer to speaking falsehood:

She *lied* that she had never seen him before.

The boy had *lied*, hoping to escape punishment.

The Strong forms refer to lying down, or being placed somewhere:

The old man *lay* on the bed and rested for a while.

The camel *lay* there half buried in the sand.

I had hardly *lain* down when the telephone rang.

The body was cremated after it had *lain* in state for three days.

Note. The Verb *lie* should not be confused with the Verb *lay* (Past Tense *laid*, Past Participle *laid*). *Lay* means to place or put down.

The minister *laid* the foundation stone of the new hospital.

The goose had *laid* a golden egg.

The table was *laid* for five guests.

Rekha *laid* her books on the table.

3. *Thrive*. Weak: *thrived* (Past), *thrived* (Past Participle)

Strong: *throve* (Past), *thriven* (Past Participle)

No change in meaning, but the Strong forms are more frequently used.

Exercise 53

Fill up the blanks with suitable words taken from those given in the brackets.

1. The Israeli spies were in Iraq. (*hung, hanged*)
2. The balloon in the mid air at the end of a thread. (*hanged, hung*)
3. There my lost umbrella in the midst of a cluster of small plants. (*lied, lay, laid*)
4. I down the telephone in great indignation. (*lied, lay, laid*)
5. The manuscript had remained on the publishers shelf for 20 years without seeing the light of day. (*lied, lain, laid*)
6. The cow has twins. (*born, borne*)
7. Bill Gates has \$ 1,000,000 for the Mona Lisa. (*bid, bidden*)
8. At the end of the party, the host had become so that he had to be carried into his car. (*drunk, drunken*)
9. The ship was wrecked and the sailors were all (*sunk, drowned*)
10. The Ganges has its banks. (*overflowed, overflown*)

The Auxiliaries

Look at these sentences:

Rama *has* a new cycle.

They *have* a big garden.

In these sentences *has* and *have* express a meaning of their own, the idea of possessing or owning something. Verbs which have a meaning of their own are called *Principal Verbs* or *Full Verbs*.

Now read the following:

Rama *has* returned from Varanasi.

They *have* caught the culprit.

In these sentences, though *has* and *have* are used, they do not express the idea of possession at all. They merely *help* to form the Present Perfect Tenses of *return* and *catch* respectively. Such *helping verbs* are called *Auxiliaries*. An **Auxiliary Verb** is one which helps other verbs to form other Tenses than the simple Present or Past.

The following are the Auxiliary verbs in English:

Be and its forms: **am, is, are, was, were.**

Have and its forms: **has, had.**

Do and its forms: **does, did.**

Shall, should; will, would.

Can, could; may, might.

Must; ought; need; dare.

Now read these sentences:

The cow *is* eating grass.

I *am* writing a novel.

The US forces *were* marching into Afghanistan.

He *has* done no wrong.

They *have* worked very hard.

The Chief Guest *did* not come in time.

In these sentences, the Auxiliaries *be*, *have* and *do* help merely to express statements of fact. These three Auxiliaries (and their various forms) are called *Primary Auxiliaries*.

Look at the following sentences:

He *will* come. He *shall* come.

He *can* come. He *may* come.

He *must* come. He *ought* to come.

He *need* not come. He *dare* not come.

These sentences are not statements of fact. They express actions or events that exist only as conceptions of the mind—probabilities, possibilities, obligations, wishes, expectations, etc. Several factors may prevent these probabilities, possibilities, expectations, etc., from being fulfilled. Auxiliaries which help to express such conceptions of the mind are called *Modal Auxiliaries*. (*Modal* is the adjective of *mode* which means ‘mood’ or ‘manner’). They help to express the Subjunctive and Imperative Moods. They may even be called coloured Auxiliaries, because they are coloured by the speaker’s feelings (hopes, fears, expectations, etc.). However, it must be admitted that they do not always express such moods. Sometimes, for example, they may express simple futurity, without any hint of personal feeling. On the other hand, the Primary Auxiliaries may sometimes be used with modal force, e.g., ‘If it *were* possible, I would do it.’ ‘You *are to* go to the Principal at once.’ In spite of this partial overlapping of their functions, the distinction between the Primary and Modal Auxiliaries is a useful one.

Use of the Primary Auxiliaries—Be, Have, Do

Be, *have*, *do* are used both as *Principal Verbs* and as *Auxiliaries*. They are Auxiliaries only, when they help other verbs to form their Tenses and Moods.

Look at the following sentences:

1. Pratap Singh *is* a good footballer.
2. Meera *was* writing a letter.
3. I *have* a bad headache.

4. She *has* taken my pen.
5. He *did* his work very well.
6. When *did* you return from Delhi?

In the first sentence, *is* is a Principal Verb, as it states or predicates something about the subject (Pratap Singh) without the help of any other Verb. In the second sentence, *was* is an Auxiliary Verb helping to form the Past Continuous of *write*.

While *have* is a Principal Verb in sentence 3, *has* is an Auxiliary in sentence 4, helping to form the Present Perfect of *take*.

In the same way *did* is a Principal Verb in sentence 5, but an Auxiliary in sentence 6, helping to ask a question in the Past Tense.

Now we shall see the uses of these Verbs—*Be*, *Have*, *Do*—both as Principal Verbs and as Primary Auxiliaries.

Uses of 'Be'

A. As a Principal Verb

1. *Be* and its forms are usually used as *linking verbs*, linking the Subject with a following word:
 - Nariman *is* a lawyer. (*linking the subject with a Noun*)
 - Sumathi *is* very intelligent. (*linking with an Adjective*)
 - My house *is* there. (*linking with an Adverb*)
 - My car *was* in the garage. (*linking with an Adverbial Phrase*)
 - Our boss *is* to retire next year. (*linking with an Infinitive*)
2. *Be* is used as a full verb by itself in the sense of *exist*:
 - God *is*. (*exists*)
 - I think, therefore I *am*. (*exist*)
3. *Be* is also used to express a command or request:
 - Be* quiet. *Be* off.
 - Be* a good boy. *Be* nice to her.

B. As an Auxiliary Verb

1. I *am* reading a novel.
 - You *were* standing at the gate.
 - She *is* knitting a sweater.
 - They *are* marching forward.

Here we find different forms of *be* combining with the Present Participles of Verbs to form the Present and Past Continuous Tenses.

2. I *was* being spied.

You *are* being considered for the job.

The dinner *is* being cooked.

The people in the custody *were* being questioned.

Here the forms of *be* combine with the Passive of the Present Participle to form the Passive of the Continuous Tenses.

3. I *am* sent to Jaipur.

You *were* rewarded for it.

He *is* treated badly.

They *are* sold cheap.

Here the forms of *be* combine with the Past Participles of Transitive Verbs to form the Passive Voice.

4. The tiger *is* gone.

You *are* quite mature.

The moon *was* risen.

The players *were* engaged in a heated argument.

Here they combine with the Past Participles of certain Intransitive Verbs to form the Perfect Tense.

Uses of 'Have'

A. As a Principal Verb in the sense of *possess, take, experience, receive*:

They *have* a Honda car. (*possess*)

We *have* dinner at 7.30 P.M. (*take*)

The runner *had* a heart attack. (*experienced*)

I *had* an e-mail from my son in New York. (*received*)

B. As an Auxiliary Verb

I *have* completed my work.

You *have* created a problem.

He *has* turned down my suggestion.

The factory owners *have* violated the agreement.

Here *have* combines with the Past Participle to form the *Present Perfect Tense*.

I *had* heard of this before.

You *had* *left* by that time.

She *had* never agreed to do it.

They *had* forgotten to reply.

Here *had* combines with the Past Participle to form the *Past Perfect Tense*.

Uses of 'Do'

A. As a Principal Verb

It is used in the sense of *perform* or *act*.

You must *do* your work well. (*perform*)

Please, *do* as I tell you. (*act*)

Can't you *do* it by yourself? (*perform*)

B. As an Auxiliary

It is used in three ways.

1. *To ask a question:*

Do you know where the P.M. lives?

Did he ask you to write to him?

Do they take me for a fool?

2. *To form a negative statement:*

<i>Positive</i>	<i>Negative</i>
I saw the picture last week.	I <i>did</i> not see the picture last week.
He gave me a present.	He <i>did</i> not give me a present.
They want a doctor.	They <i>do</i> not want a doctor.

3. *To emphasize an assertion:*

I *do* admit that I was wrong.

She *does* look rather charming.

They *did* say that they would help us.

Exercise 54

Write ten sentences using *am, are, is, was, were* as Principal Verbs and ten other sentences using them as Auxiliary Verbs.

Exercise 55

Write ten sentences using *have, has, had* as Principal Verbs and ten other sentences using them as Auxiliary Verbs.

Exercise 56

Write ten sentences using *do, does, did* as Principal Verbs and ten other sentences using them as Auxiliary Verbs.

Exercise 57

Fill in the blanks with appropriate forms of *be*, *have*, *do* as Auxiliaries:

1. I shall go to Kolkata after I finished my work here.
2. She playing the piano when I entered the room.
3. The boy become unconscious before the doctor came.
4. you ever been to Darjeeling?
5. That is what he not seem to understand.
6. Sumitra been having music lessons.
7. If you been there, you would have done just what we did.
8. We been on the island for two weeks before the ship came to rescue us.
9. We admit our responsibility in the matter.
10. How he propose to find the money for it?

Exercise 58

Use a Gerund or an Infinitive to complete each of the following sentences:

1. I have a horse
2. The policemen stopped us for
3. All of us enjoy
4. This is not the time
5. She started at my suggestion.
6. He started for nothing.
7. She has a question
8. Stop

Exercise 59

Fill in each blank with the Past Tense or the Past Participle of the given verb:

1. Your comment has him. (sting)
2. Rani has been by a bee. (sting)
3. She up the letter in anger. (tear)
4. Tamil is in Tamil Nadu. (speak)
5. The people in Tamil Nadu Hindi. (oppose)
6. It is a long time since I had you last. (meet)
7. I have you before. (meet)
8. I was much by the news. (delight)
9. They came with their performance. (delight)
10. I was in UK. (bear)

Modal Auxiliaries

Shall, should; will, would; can, could; may, might; must; ought; need; dare.

These *Modal Auxiliaries* have three common characteristics.

1. They are never used alone. A Principal Verb is either present or implied:

I *can* fly a helicopter.

He *should* learn swimming.

Will you go? Yes, I *will*.

Principal Verb can stand alone:

Mehta *flies* a jet plane.

Dayal *learns* swimming.

Ahmed *goes* to the factory everyday.

2. The Modal Auxiliaries have a single form throughout the Present Tense, whatever be the Person:

I *can* swim. You *can* swim. He *can* swim.

I *may* pass. You *may* pass. He *may* pass.

Contrast the Primary Auxiliaries which have different forms:

I *am* singing. You *are* singing. He *is* singing.

I *have* written. You *have* written. He *has* written.

I *do* agree. You *do* agree. He *does* agree.

Contrast the Principal Verbs also, which have a different form in the Third Person.

I work.	You work.	He works.
I run.	You run.	He runs.

3. The Modal Auxiliaries do not have the Infinitive or Participle forms:

You cannot say: *to shall*; *to must*; *to may*, etc.

Note. When you say *to will*, *to need*, *to dare* the verbs *will*, *need* and *dare* are Principal Verbs, and not Auxiliaries.

In the same way you cannot add *-ing* to any of these Auxiliaries to make Present Participles. And they have no Past Participles either.

Note. When you say *willing*, *needing*, *daring*, the verbs *will*, *need* and *dare* are used as Principal Verbs, and not Auxiliaries.

Now contrast the Primary Auxiliaries. They have the *Infinitive* and *Participle* forms.

<i>Infinitives.</i>	He wants <i>to be</i> promoted. She seems <i>to have</i> gone.
<i>Present Participle.</i>	He is <i>being</i> blackmailed. <i>Having</i> lost the war, Iraq surrendered.
<i>Past Participle.</i>	My brother has <i>been</i> promoted. I have <i>had</i> the car painted.

As the Modal Auxiliaries do not have the Infinitive and Participle forms, they are sometimes called *Defective Verbs*.

We shall now consider the use of the Modal Auxiliaries one after another.

Shall

With the First Person

I *shall* leave for Kolkata tomorrow.
We *shall* discuss the matter with the Principal.
I *shall* be eighteen next Monday.
We *shall* invite them to dinner.

Here *shall* simply expresses the strong possibility or near certainty of an action or event which is to take place in the future. In the First Person, therefore, *shall* expresses simple futurity.

With the Second and Third Persons

1. *Shall* in the Second and Third Persons may express a *command*:
Thou *shall* not steal. (Thou are commanded not to steal).
You *shall* go at once. (You are commanded to go at once).
He *shall* carry out my instructions.
(He is commanded to carry out my instructions).
2. Sometimes it is used to make a *promise*:
My friend *shall* be given a present if he passes this year.
You *shall* get a medal if you stand first.
He *shall* be promoted to a Gazetted post.
3. It is also used to express a *threat*:
You *shall* regret this.
He *shall* be sacked for negligence of duty.
They *shall* pay for this in due course.
4. It sometimes expresses *determination*:
You *shall* apologize. (I am determined that you must apologize).
You will be obliged to apologize).
You *shall* obey me, as long as you work here.
(I am determined that you must obey me).
Everything *shall* be done according to law.
(It has been determined that everything
must be done according to law).

Will

With the First Person

Will expresses determination on the part of the speaker, or a promise, threat, or willingness.

1. *Determination*:
I *will* do it, whatever happens.
We *will* not accept defeat.
I *will* not allow him go.
2. *Promise*:
I *will* do whatever I can to help them.
We *will* think over it and let you know later.
I *will* try to get you a job in Mahendra & Co.

3. *Threat:*

I *will* teach him a lesson.

We *will* dismiss you from service.

I *will* punish any one who creates trouble.

4. *Willingness:*

All right, I *will* come with you.

Yes, I *will* lend you my car for the day.

Well, in that case, we *will* attend the session.

With the Second and Third Persons

The train *will* leave at 7.30 p.m.

Dr. Reddy *will* be back in May.

I am sure you *will* pass this time.

Here *will* expresses simple futurity i.e., an action or event which is almost certain to take place, without reference to the wishes of the speaker.

Thus you notice that whereas in the First Person *shall* indicates simple futurity, *will* does so in the Second and Third Persons.

Note on 'Shall' and 'Will'

The distinctions between *shall* and *will*, noted above, have been breaking down to some extent, and are now strictly observed only by precise speakers. *Shall* has been steadily losing ground, especially with the Second and Third Persons. In the First Person, however, *shall* is still being used to indicate the simple future.

In conversation people generally use the shortened form 'll:

We 'll have a party to welcome Mr. Johnson.

I 'll be going to Delhi tomorrow.

I think I 'll send him a wire.

In these sentences according to strict grammatical rules one has to use *shall*. But 'll may be the contraction of either *shall* or *will*. However, research has shown that most people consider 'll to be a contraction of *will*, which proves that in actual usage *will* has been replacing *shall*.

Instead of using *shall* with the Second and Third Person to indicate a command, promise, threat or determination, people often use other verbs and forms of expression.

For 'You *shall* go at once' (command), people often say:

You will have to go at once.

You are to go at once.

You must go at once.

For ‘the agitators *shall* be dismissed from service’ (threat) you might say:

I’ll see that the agitators are dismissed from service.

You *shall* obey me (determination).

You will have to obey me.

I’ll see that you obey me.

You will be obliged to obey me.

He *shall* be promoted. (promise)

I promise that he will be promoted.

He’ll certainly be promoted—it’s a promise.

In *Interrogative* sentences, *shall* is usually used only in the First Person:

Shall I buy a scooter? (seeking permission or advice)

Shall we visit Ajanta and Ellora? (making a suggestion and ascertaining the wishes of the person addressed).

In the Second and Third Persons, *will* is generally used:

Will you come with us to Ajanta?

Will he play for our team?

Will they advertize the post?

Sometimes (but rarely) *will* is used in the First Person also, though this is against the old grammatical rules:

Will I get a prize if I stand first in the debate?

Will I be permitted to take up this course of study?

Note. The old rule was that *will* should *never* be used with *I* in a question and that if *shall* was expected in the reply, *shall* should be used in the question also, e.g., ‘*Shall* you be coming?’ ‘Yes, I *shall* be coming’. This rule is now seldom observed.

Should

1. *Should* is the Past Tense of *shall* and is used as such in Indirect Speech:

Direct: The Captain said, ‘Players *shall* assemble at the College at 4 p.m.’

Indirect: The Captain said that players *should* assemble at the College at 4 p.m.

Direct: He said ‘The scoundrel *shall* be thrashed.’

Indirect: He said that the scoundrel *should* be thrashed.

2. *Should* expresses duty or obligation in all the three Persons:

We *should* not be unfair to him.

You *should* have given him a helping hand.

We *should* all work for the common good.

You *should* tell the truth.

Everyone *should* pay the fees in time.

They *should* have paid the tax without grumbling.

3. *Should* is used in conditional clauses expressing possibilities, suppositions, etc.

If he *should* come, ask him to wait.

Should it rain, there will be no picnic today.

If Pakistan *should* attack again, we shall give them a be fitting response.

If he should come indicates less likelihood of ‘his coming’ than *if he comes*. The sentence means something like this. ‘There is not much chance of his coming. But if he turns up, ask him to wait.’

4. *Should* expresses less possibility than *shall*:

I *shall* be happy to meet Robinson.

I *should* be happy to meet Robinson.

Should adds a colouring of doubt to the statement. The first sentence expresses a greater probability of the event—meeting Robinson—taking place.

5. *Should* is used in main clauses which are preceded or followed by a clause expressing unreal conditions:

If I were you, I *should* accept this offer.

No, Hari, I *shouldn't* do that, if I were you.

Were I a King, I *shouldn't* be more happy than I am.

As you will notice this type of sentence is often used to give polite advice or gentle admonition.

6. *Should* is the only Auxiliary that may be used after *lest*:

Watch and pray *lest* you *should* fall into temptation.

The police surrounded the building *lest* the criminals *should* escape.

7. *Should* is also used in the expression ‘should like to’ which is a polite form of making a statement:

I *should like to* congratulate the speakers on the high level of the debate we have had.

I *should just like to* mention that we have been given only a day to complete the task.

8. *Should* also expresses possibility or likelihood:

I *should* be able to beat any one of you.

You *should* be able to finish this work in time.

We *should* see Mt. Everest from Tiger Hill, if the sky is clear.

Would

1. *Would* is the Past Tense of *will* and is used as such in Indirect Speech.

The Manager said: 'The office *will* be closed on Friday.'

The Manager said that the office *would* be closed on Friday.

She said: 'I *will* not live here any more.'

She said that she *would* not live there any more.

2. *Would* expresses willingness or a rather perverse determination.

The Doctor said he *would* visit the patient. (willingness).

He said he *would* try his best to help me. (willingness).

Jack *would* bet on that horse; though I asked him not to. (determination).

Elizabeth *would* have her own way. (determination).

They *would* cut classes in spite of the warning given by the Headmaster. (determination).

3. *Would* expresses a customary action in the Past:

After dinner all of us *would* sit in the common room and chat for a while.

The lazy man *would* recline in a corner and sleep most of the time.

The sparrows *would* come and pick up crumbs from grandma's hand.

4. *Would* and *would like to* express a wish:

I *would* know what my duty is.

I *would like to* know what my duty is.

Do unto others as you *would* be done by.

Behave towards others as you *would like* them to behave towards you.

5. *Would rather* expresses choice or preference:

She *would rather* die than marry the drunkyard.

I *would rather* read a novel than see that useless picture.

They *would rather* go to jail than pay the fine.

6. *Would* is used for asking polite questions:
 ‘*Would* you like a cup of coffee?’ This is more polite than.
 ‘Will you have a cup of coffee?’
Would you mind lending me your pen for a minute?
Would you like to go to the pictures tonight?
Would you, please, call me a taxi?
7. *Would* is used in the main clause, when preceded or followed by a subordinate clause expressing an impossible or improbable condition:
 If I were a king, I *would* make you my queen.
 If I could fly like a bird, I *would* be with you now.
 Were I the Prime Minister, I *would* try to establish friendly relations with China.

Can

Can expresses ability:

- He *can* run a mile in four minutes.
 She *can* play badminton very well.
Can you speak Latin?

Can is also used in the sense of *may* to give permission, though *may* is more correct.

- You *can* take one of these novels, if you like.
 You *can* go now.
 You *can* take a casual leave to visit your parents.

Note. Now-a-days *can* is also being increasingly used to *ask* permission.

Can I come in, Sir?

Gone are the days, when to that question the master could answer ‘you can, but may not!’

Can I go to the movies, Mum?

The mother can be a purist only at her peril! However, students are advised to keep the distinction between *can* and *may* in this respect and use only *may* for asking permission.

Could

1. *Could* is the Past Tense of *can* and is used to indicate ability that existed in the Past:
 In my younger days I *could* run four miles at a stretch.
 Till last year I *could* read without glasses.

Why *couldn't* they attend the meeting yesterday?

We found that we *couldn't* depend on our guide.

But *could* refers to past time only when the context makes the time clear.

2. *Could* is used as the Past Tense of *can* in Indirect Speech:

He said: I can clear 6'-2".

He said he *could* clear 6'-2".

She said: ' I can't climb up the hill.'

She said that she *couldn't* climb up the hill.

3. *Could* is used to express possibility, or uncertainty or something dependent on unreal conditions:

You *could* do it, if you tried hard. (possibility)

We *could* succeed, if we all pulled together. (possibility)

If only I had some working capital, I *could* start this business.
(uncertainty)

If only my brother were here, we *could* have worked up this scheme together. (uncertainty)

4. *Could* is also used to ask polite questions:

Could I have a word with the doctor?

Could you, please, take me to the Vice-Chancellor?

Could I have a glass of water, please?

May

1. *May* is used to express permission:

May I come in, please?

Yes, you *may*.

May I go home now?

No, you *may not*.

Note. Now-a-days the denial of permission is often expressed by *cannot* in preference to *may not*.

May we play carroms, Mummy?

No, you *can't*.

This usage is encouraged by the fact that the contraction *can't* is easier to say than *mayn't*.

Really, Suresh, you *might* have told me this before.

(Gentle reproach).

Must

Must remains unchanged, or uninflected in form, whatever be its Tense or the Number and Person of the Subject. It can point to the Present or Future. It can refer to the Past only when it is with the Present Perfect of the Principal Verb:

He *must have gone* home. (Past)

They *must have written* to him already. (Past)

We *must* see the minister now. (Present)

He *must* be attending the Senate meeting. (Present)

You *must* file a writ petition. (Future)

They *must* pay damages. (Future)

Uses

1. *Must* expresses compulsion or strong obligation or duty:
It is a much stronger word than *should*:
You *must* apologize for your mistake.
The police *must* recognize our rights.
We *must* be loyal to our country.
We *must* worship the Lord in the beauty of holiness.
We *must* help the poor and the needy.
2. It expresses necessity:
We *must* get up early and start on our way.
We *must* build up a strong navy to defend our long coastline.
Must you use that word?
3. It expresses probability or likelihood:
Rani *must* be mad to do this.
That *must* have been a shooting star.
Oh, there's the door bell; that *must* be the postman.
4. It signifies strong determination:
I *must* go to Kashmir in the summer, whatever happens.
My sister says she *must* have her own way in the matter.
You *must* insist on being given your full share.

Ought

Ought was originally the Past Tense of *owe*; but now generally points to Present and Future time. It differs from other Auxiliaries in being followed by the *to*-form of the Infinitive (e.g., 'You ought *to do* it.') and not the simple form. (e.g., 'You must *do* it.') *Ought* is not as forceful as *must*, but is stronger than *should*.

Ought expresses duty, necessity, fitness, moral obligation, etc.

We *ought to* help our parents. (duty)

He *ought to* attend his shop regularly. (duty)

The captain *ought to* be ashamed of himself. (fitness)

You *ought to* obey your teachers. (duty)

We *ought to* help the poor. (moral obligation)

We *ought to* buy some furniture. (necessity)

You *ought to* visit Kashmir before leaving India. (fitness)

When *ought* refers to Past time, it is followed by the Perfect Infinitive:

He *ought to have helped* me.

We *ought not to have wasted* so much time over it.

We have done things which we *ought not to have done*.

We have left undone things which we *ought to have done*.

Need

Need is used both as a Principal Verb and as an Auxiliary: As a Principal Verb it is used in the sense of *require*:

My friend *needs* my help.

We *need* two more players for the team.

We have got what we *needed*.

He *needed* some more time to take the decision.

But as an Auxiliary, *need* is uninflected (remains unchanged whatever be the Person or Number of the Subject) and is commonly used with *not*:

He *need not* ask my permission.

He *need not* wait any longer.

They *need not* create such a fuss over it.

You *need not* mention this to my father.

Sometimes it is used with *hardly*:

I *need hardly* say that I feel highly obliged.

We *need hardly* remind you of your promise to visit us.

I *need hardly* add that you are always welcome.

It can be used with *only*:

He *need only* say what he wants and it will be granted.

You *need only* sign this form and I shall do the rest.

I *need only* add that we shall always remain indebted to you for your help.

Need is usually used in questions without '*not*'.

Need I wait any longer?

Need she come again?

He need not pay any fine, *need* he?

If the answer is in the negative, 'No, he *need not*' or 'No, you *need not*'
But if the answer is in the positive, you should say—'Yes, he *must*' or 'Yes, you *must*.' The opposite of *need not* in such a context is not *need* but *must*.

Need without *not* is also used in the following kinds of statements:

You *need* pay only ₹ 50 as the first instalment.

I don't think we *need* copy all these figures.

There *need* be no further correspondence on this matter.

When referring to Past time, *need* is followed by the Perfect Infinitive:

He *need not have lost* his temper.

They *need not have come* all this way.

We *need not have waited* for his permission.

Dare

Dare is used both as a Principal Verb and as an Auxiliary. As a regular verb, it is used in the sense of *defy*, *challenge* or *face boldly* and is regularly inflected:

He *does not dare* to swim the Bay of Bengal.

Robin *dares* you to do it.

He *dares* you to a fight.

She *dared* to call him a liar.

There is nothing that Tom *does not dare*.

He *dared* me to my face.

As an Auxiliary, *dare* is uninflected and is commonly used with *not*, or in Interrogative Sentences and only occasionally in positive statements:

He *dare not* do so. (does not have the courage to)

I *dare not* take such a risk.

He *dare not* challenge me.

Dare you say that to the boss?

How *dare* he do such a thing?
 I am surprised that he *dare* speak in such a tone to the Manager.
 It is scandalous that he *dare* rob us in this manner.

Note. The expression *I dare say* has lost its original force, and now just means 'perhaps'.

I dare say he will agree to our proposal.
I dare say that is correct.
 'Do you think he will come?' 'I *dare say*, he will.'

Some Equivalents of Modal Auxiliaries

1. *Be able to*

He *is able to* support her. (can)
 They *were able to* catch the criminals. (could)
 I *shall be able to* go home for a week. (can)

2. *Be to*

He *is to* retire this year.
 We *are to* have a test in English next week.

This indicates simple future, like *shall* or *will*, but perhaps with a slight degree of uncertainty. *He is to retire*, but whether he will actually retire or not is not quite certain. In the same way whether the *test* will actually take place is not absolutely certain.

You *are to* complete the work in two days.
 He *is to* report for duty within a week.

Here *be to* has a stronger meaning; almost like *must*, but not quite so strong or blunt.

3. *Had better*

You *had better* have some rest. (should)
 We *had better* consult a specialist. (should or ought)
 He *had better* be careful. (threat)

4. *Have to, have got to*

I *have to be* there at 10 o'clock. (must)
 Did you *have to* do that? (was that necessary?)
 I *have got to* see her. (colloquial, like *have to*)

Exercise 60

Fill in the blanks in the following sentences with suitable Modal Auxiliaries.

1. Help! He be drowned, if no one saves him.
2. Pay your fees in time lest you be fined.
3. I send an application?
4. he be allowed to play the match?
5. If I were you, I dream of doing it.
6. You have thought of this before.
7. you mind opening that window, please.
8. I have a word with you?
9. Study hard that you get a First Class.
10. Poor fellow! We have offered him a scholarship.

Exercise 61

Correct the following sentences:

1. I think it shall rain tonight.
2. Will I buy a mobile?
3. Shall you be able to visit us tomorrow?
4. I shouldn't have done that if I was you.
5. If I was the President of India, I would make English the only official language of the country.
6. Use mosquito nets that you will not get malaria.
7. 'Need I wait any longer?' 'Yes, you need.'
8. He needs not have insulted me like that.
9. Rocky dares not go against his wife's wishes.
10. You need to pay only the first instalment now.

Anomalous Finites

The term *Anomalous Finites* is used for the group of 24 Finites, given in the table below:

<i>Present Tense</i>	<i>Past Tense</i>
am, is, are	was, were
have, has	had
do, does	did
shall	should
will	would
can	could
may	might
must	—
ought	—
need	—
dare	—
—	used

As you can see, these are all Auxiliaries. Some of them are also used as Principal Verbs (see the previous Chapter). As Auxiliaries, their function is to help Principal Verbs to form their Tenses and Moods. As Anomalous Finites, they have other functions.

These Verbs are Irregular, like *give, get, sit, speak*, etc., because they do not form the Past Tense in the regular manner by the addition of *-ed*, *-d*, or *-t* but by a change in the root vowel. Indeed, some of them have no Past Tense forms at all. But these Irregular Finites are different in their

functions from other Irregular Finites and hence they have been called *Anomalous Finites* or *Special Finites*.

The most obvious difference is that unlike other Finites, these can be used along with *n't*, the shortened form of *not*:

It *isn't* true.
 They *aren't* going.
 You *shouldn't* do that.
 I *haven't* decided what to do.
 They *couldn't* have gone yet.

Here is a list of the contracted forms of the Anomalous Finites + *not*:
ain't (colloquial; in Standard English, *I'm not*), *isn't*, *aren't*; *wasn't*, *weren't*; *haven't*, *hasn't*, *hadn't*; *don't*, *doesn't*, *didn't*; *shan't*, *shouldn't*; *won't*, *wouldn't*; *can't*, *couldn't*; *mayn't*, *mightn't*; *mustn't*; *oughtn't*; *needn't*; *daren't*; *usedn't* (the *d* is not pronounced in this).

Look at this sentence:

I *haven't* written this poem.

Here *have* is an Auxiliary, because it helps to form the Present Perfect of *write*. It is also *Anomalous* because it combines with *n't*.

Examine this sentence:

I *haven't* enough capital to start the factory.

Here *have* is a Principal Verb, and also Anomalous because it combines with *n't*.

Consider this:

We *have* dinner at 8 p.m.

Here *have* is a Principal Verb, meaning 'take' or 'eat'. It is *not* Anomalous, because you can't say, 'we *haven't* dinner at 8 p.m.' You have to say: 'We *don't have* dinner at 8 p.m.', thus forming the negative not by the simple addition of *n't*, but with the help of the Auxiliary *do*.

Of the 24 Anomalous Finites, the forms of *be*, *have* and *do* and also *need* and *dare* are sometimes used as Principal Verbs and sometimes as Auxiliaries. The remaining are always Auxiliaries and also Defective verbs, as they do not have different forms for certain Tenses (see the Chapter 49).

The Use of Anomalous Finites

1. To make Negative Statements:

You know him. You *do* not know him. not him. (*Not* 'you know not him')

She cheated him. She *did* not cheat him. (*Not* 'she cheated not him')

They visited us. They *did* not visit us. (*Not* 'they visited not us')

Here the Anomalous Finites *do* and *did* help to turn positive statements into negative statements. The simple addition of *not* to the positive sentence is not enough in modern English.

In Modern English, the Anomalous Finites are the only verbs which can form their negatives by the simple addition of *not*:

Will you allow it?	I <i>won</i> 't.
Can I do it?	You <i>can</i> 't.
Should I take it?	You <i>shouldn</i> 't.
Could I manage it?	You <i>couldn</i> 't.

And as we have already seen, they are the only Verbs which can be used along with the shortened form of *not*.

2. To form Questions

A Question is usually formed by putting the Anomalous Finite before the Subject of the sentence:

He <i>is</i> a good doctor.	<i>Is</i> he a good doctor?
They <i>have</i> won the race.	<i>Have</i> they won the race?
The cat <i>will</i> kill the mice.	<i>Will</i> the cat kill the mice?

Only the 24 Anomalous Finites can thus be inverted with the Subject. In the case of other Finites, the Auxiliary *do* and its forms have to be used:

He fell from the ladder.	<i>Did</i> he fall from the ladder?
They went to Ceylon.	<i>Did</i> they go to Ceylon?
She likes to see pictures.	<i>Does</i> she like to see pictures?
They make good cheese.	<i>Do</i> they make good cheese?

3. To form Negative Questions

He does not like it. Does he not like it? Doesn't he like it?
 They do not eat meat. Do they not eat meat? Don't they eat meat?

She did not touch it. Did she not touch it? Didn't she touch it?

4. To form other inverted sentence patterns

I had no sooner got into the train than it steamed off.

No sooner had I got into the train than it steamed off.

I little thought that she would cheat me.

Little did I think that she would cheat me.

I had scarcely reached the school when the bell rang.
Scarcely had I reached the school when the bell rang.
 I *tried* my best to convince him, but in vain.
In vain did I try my best to convince him.
Our success is in no small measure due to his labours.
In no small measure is our success due to his labours.

5. *To avoid repetition of Principal Verbs*

Do you want this?	Yes, I <i>do</i> .	(want that).
Can you hear me?	Yes, I <i>can</i> .	(hear you).
	No, I <i>can't</i> .	(hear you).
Who broke the mirror?	Murthy <i>did</i> .	(broke the mirror).

I may go to Dubai; and If I *do* (go to Dubai) I shall get you a radiogram.

6. *To form the tag question (disjunctive question)*

It is rather hot today, *isn't* it?
 She can sing very well, *can't* she ?
 You want this camera, *don't* you ?
 The match won't be cancelled, *will* it?
 They shouldn't have resented, *should* they?

You will notice that when the statement is in the positive, the tag question is in the negative and *vice versa*.

7. *To emphasize an affirmative statement*

I want you to fight.	I <i>do</i> want you to fight.
I wrote to him.	I <i>did</i> write to him.

If a war *does* break out, there will be an end to our civilization.

Notes on the Anomalous Finites

Am, Is, Are, Was, Were

These Verbs are usually Anomalous. Their negatives are formed by the simple addition of *not* or *n't*:

She *isn't* so clever, after all.
 We *aren't* anxious to buy it.
 He *wasn't* a drunkard at all.
 They *weren't* given passports.

Interrogatives are formed by *simple inversion* of Subject and Finite Verb without the use of *do*.

Isn't she clever? *Wasn't he* a drunkard?
Were they given passports? *Are we* anxious to buy it?

Have, Has, Had

These are Anomalous:

1. When used as Auxiliaries to form the Present Perfect and Past Perfect Tenses.

I have seen her. *Have I* seen her? I *haven't*.
 I had told him. *Had I* told him? I *hadn't*.
 He has taken it. *Has he* taken it? He *hasn't*.
 They have disappeared. *Have they* disappeared? They *haven't*.

2. When used as a Principal Verb to express the idea of possession—either of material things or of characteristic features.

I have a watch. *Have I* a watch? No, I *haven't*.
 He has a car. *Has he* (got) a car? No, he *hasn't*.
 He has two brothers. *Has he* two brothers? No, he *hasn't*.
 She has curly hair. *Has she* curly hair? No, she *hasn't*.

But these Finites are *not* Anomalous when used in any other way:

I had (= experienced) an accident.
 Did I have an accident? (*Not* 'Had I an accident?')
 I did not have an accident. (*Not* 'I hadn't an accident')

Similarly these Finites are *not* Anomalous in the following:—

I had (= received) a letter from my son.
 I had (= took) my dinner at 7.30 p.m.
 I have (= take) a bath in the morning.
 Have a good time.
 Have a game of tennis.
 I had the drain repaired. (Causative use of *had*)
 I had the house whitewashed. (Causative use of *had*)

Do, Does, Did

1. These Finites are Anomalous when they are used as Auxiliary Verbs, and to form Negatives, to ask Questions and to make Emphatic Assertions:

He *does not* want to read. *Does he* not want to read?
 No, he *doesn't* want to read.

They *did not* come in time. *Did they* not come in time?

No, they *didn't*.

He *does* look rather grim. *Doesn't* he look rather grim?

Yes, he *does*. No, he *doesn't*.

2. But when these Finites are used as Principal Verbs, they are not Anomalous:

He *did* his work well.

Did he *do* his work well? (*Not*: 'Did he his work well?')

No, he *didn't do* his work well. (*Not*: 'He did not his work well.')

Martha *does* all the house work.

Does Martha *do* all the house work?

No, she *doesn't do* all the house work.

Shall-should, Will-would, Can-could, May-might, Must and Ought

These Finites are always Anomalous. They form negatives by the addition of *n't*, and interrogatives by the simple inversion of Subject and Finite Verb. They also perform all the other functions of the Anomalous Finites; *e.g.*,

She will not sing. *Will she sing?* Yes, she *will*. No, she *won't*.

He cannot swim. *Can he swim?* Yes, he *can*. No, he *can't*.

Need

1. *Need* is used as a Principal Verb and as an Auxiliary. When it is used as a Principal Verb (see the Chapter 49) it is never Anomalous. The Auxiliary *do* has to be used along with it to form negatives and questions:

We need new balls. But we *don't need* a new net.

Do we need new bats?

What we really need is a new leader.

We *don't need* a new party. *Do we need* a new Cabinet?

2. But when *need* is an Auxiliary, it is Anomalous. When it is an Auxiliary, *need* is followed by a bare infinitive and is used only in the negative and interrogative:

Need we consult him? Yes, we *must*. No, we *needn't*.

Need we wait? Yes, we *must*. No, we *needn't*.

We *needn't* have waited. (We waited, but now we find that we *needn't* have done so).

Dare

1. When used as a Principal Verb, *dare* is not Anomalous: (See the Chapter 49).
2. When used as an Auxiliary, *dare* is Anomalous. It is followed by a bare Infinitive in negatives and in questions:

How dare he insult you like that?

Dare he insult you like that?

Dare he climb this rock?

He *daren't* climb this rock.

I *daren't* tell him that we have decided to go on strike.

I *daren't* show my Progress Report to my father.

Used To

Used to is always Anomalous. It is usually followed by a bare Infinitive:

He *used to* play football in his youth.

Used he to play football in his youth?

Or, *Did he use* to play football in his youth?

He *usedn't* to play football in his youth.

Or, He *didn't use* to play football in his youth.

You *used to* live at Parry's Corner, *usedn't* you? (or *didn't* you?)

George *used to* live at Parry's Corner.

Oh, *used he?* (Or *did he?*)

Exercise 62

Each Positive Sentence given below is followed by two forms of its Negative. Put a tick (✓) against the correct one and say why the other one is wrong.

1. We had a meeting of the Union yesterday.
 1. We hadn't a meeting of the Union yesterday.
 2. We didn't have a meeting of the Union yesterday.
2. Sankar had his head shaved at Tirupathi.
 1. Sankar hadn't his head shaved at Tirupathi.
 2. Sankar didn't have his head shaved at Tirupathi.
3. I have a bath before dinner every day.
 1. I don't have a bath before dinner every day.
 2. I haven't a bath before dinner every day.

4. Does he have typhoid?
 1. He does not have typhoid.
 2. He hasn't typhoid.
5. We had lunch at Maurya Sheraton.
 1. We hadn't lunch at Maurya Sheraton.
 2. We didn't have lunch at Maurya Sherator.
6. Did you have instructions from the Minister?
 1. I hadn't instructions from the Minister.
 2. I didn't have instructions from the Minister.
7. I have a message from the President.
 1. I haven't a message from the President.
 2. I don't have a message from the President.

Exercise 63

Correct the tag questions in the following sentence:

1. You had a good start, *had you?*
2. The earth moves round the sun, *isn't it?*
3. It is not fair to shout at him, *isn't it?*
4. You will be going home in the summer, *will you?*
5. He should be returning, soon, *isn't it?*
6. You could do it, if you tried, *could you?*
7. Govind is quite efficient, *is he?*
8. They were sent out, *were they?*
9. You have been selected, *have you been?*
10. He will be admitted, *won't he be?*

Adverbs

Look at the following sentences:

1. The flowers were *artistically* arranged.
2. It was a *very* delightful function.
3. He spoke *quite* eloquently.

In Sentence 1, *artistically* modifies the Verb *arranged*.

In Sentence 2, *very* modifies the Adjective *delightful*.

In Sentence 3, *quite* modifies the Adverb *eloquently*.

Artistically, *very* and *quite* are examples of Adverbs. An *Adverb* is a word which modifies the meaning of a Verb, an Adjective or another Adverb.

Kinds of Adverbs

There are three kinds of Adverbs—*Simple*, *Interrogative* and *Relative*. The vast majority of Adverbs belong to the first group; there are only a few Adverbs of the second and third types.

Simple Adverbs

1. *Adverbs of Time*. (Which answer the question, *When?*)

She came very *late*.

Let us start *now*.

I shall go there *tomorrow*.

They *never* turned up.

You must get up *early*.

He comes here *daily*.

I have met him *before*.

I have cautioned him *already*.

Ram came here a few minutes *ago*.

They will *soon* return.

He was *formerly* our Chairman. I haven't seen him *lately*.

2. *Adverbs of Place*. (Which answer the question *Where*?)

He lives *here*.

I want to go *there*.

I looked for them *everywhere*. I found him *nowhere*.

The boss has gone *out*. Please, come *in*.

They went *ahead*. They fell *backwards*.

Is there anything *inside*? They all went *away*.

3. *Adverbs of Number*. (Which answer the question *How often*? Or *In what order*?)

You are *always* welcome. The captain called on him *again*.

We *often* go there. They *seldom* come here.

I have seen him only *once*. He *frequently* comes late.

Secondly, I can't afford it. Thus I am *doubly* rewarded.

4. *Adverbs of Manner* or *Quality*. (Which answer the question *How*? Or *In what manner*?)

Our forces fought *bravely*. She sings *melodiously*.

My mother managed it *skilfully*. It is *well* written.

I was *terribly* annoyed. The traveller was *dreadfully* tired.

She is *seriously* upset. I was *pleasantly* surprised.

I told him *thus*. Do you really think *so*?

5. *Adverbs of Degree* or *Quantity*. (Which answer the question *How much*? Or *In what degree*?)

The scene was *very* tragic. It was *too* tough.

They were *fully* prepared. She is *quite* strong.

He was *rather* upset. I have *almost* finished.

This is good *enough*. You are *utterly* wrong.

Is he *any* good? He is *as* good as the other.

You are *partly* right. He is *entirely* right.

6. *Adverbs of Reason*.

Consequently he refused to go.

Therefore they decided to boycott the agitation.

Hence I am unable to help you now.

7. *Adverbs of Affirmation or Negation.*He is *certainly* right.I am *not* going.You are *surely* mistaken.I shall *probably* go.**Interrogative Adverbs**

Adverbs which are used for asking questions are called *Interrogative Adverbs*:

1. *When* will you go to Delhi? (Inter. Adverb of Time)
How long will you stay there? (Inter. Adverb of Time)
How early will the school reopen? (Inter. Adverb of Time)
How soon can you start work? (Inter. Adverb of Time)
2. *Where* are my shoes? (Inter. Adverb of Place)
Where has he come from? (Inter. Adverb of Place)
3. *How many* dancers were present? (Inter. Adverb of Number)
How often does the committee meet? (Inter. Adverb of Number)
4. *How* did the boss behave? (Inter. Adverb of Manner)
How did Anupam sing? (Inter. Adverb of Manner)
How are you today? (Inter. Adverb of Manner)
5. *How much* did it cost? (Inter. Adverb of Quantity)
How far did you go? (Inter. Adverb of Quantity)
How much more do you want? (Inter. Adverb of Quantity)
6. *Why* did you resign? (Inter. Adverb of Reason)
Why do you wish to study there? (Inter. Adverb of Reason)

Relative Adverbs (Where, When, Why)

Examine this sentence:

Do you know the place *where* the meeting will be held?

In this sentence:

Where is an adverb as it modifies the verb *will be held*.

Where is also a Relative as it connects the two clauses of the sentence and at the same time refers back to its antecedent, *place*. *Where* is therefore called a *Relative Adverb*. A Relative Adverb connects an Adjectival clause to the main clause.

Other examples:

That was the reason *why* I detained you.

These are the days *when* no one feels safe.

That is the spot *where* the murder was committed.
 He is at an age *when* such indiscretions are natural.
 That is the spot *where* Aurangzeb camped during the siege of Golconda.

Formation of Adverbs

1. By adding *-ly* to an Adjective:

He is a *strange* person.

He behaved *strangely*.

She is very *beautiful*.

She is *beautifully* attired.

There are numerous other examples:

able-ably; cheerful-cheerfully; modest-modestly; probable-probably; handsome-handsomely; vigorous-vigorously; selfish-selfishly, etc.

2. The suffixes *wise, ways, ward* and *wards* are also used to form Adverbs:

He crawled *crab-wise* across the floor.

She glanced *sideways* at the visitor.

I looked *upwards* and saw a shooting star.

Let us march *onwards*.

If you walk *backwards*, you may trip and fall.

Most of these words can be used both as Adverbs and Adjectives. You can speak of a *crab-wise* crawl, a *sideways* glance, an *upward trend*, an *onward* march, a *backward* look.

3. Compounds of a Preposition and a Noun:

Afoot (on foot), abed, asleep, aboard, ahead, away, besides, be-times, overboard, today, tomorrow, etc.

4. Compounds of a Preposition and an Adjective:

Abroad, along, aloud, around, anew, behind, below, etc.

5. Compounds of an Adverb and a Preposition:

Hereafter, hereby, herein, herewith, wherefore, whereof, wherein, hitherto, thereby, thereupon, thereof, therein, henceforth, thenceforth, etc.

6. Two Adverbs joined by the Conjunction *and*:

By and by, far and wide, first and foremost, now and then, off and on, out and out, over and above, to and fro, through and through, etc.

Words used as both Adjectives and Adverbs

Here are a few examples:

<i>Adjectives</i>	<i>Adverbs</i>
I am an <i>early</i> riser.	I got up <i>early</i> today.
His <i>late</i> arrival caused some trouble.	He came <i>late</i> to the class.
He is a <i>fast</i> bowler.	He drives <i>fast</i> .
It is a very <i>hard</i> work.	He works very <i>hard</i> .
I have a <i>high</i> opinion of him.	Always aim <i>high</i> .
There is <i>enough</i> sugar left.	You have worked <i>enough</i> .
It is a <i>long</i> way.	She waited <i>long</i> .
He spoke in a <i>loud</i> voice.	Don't talk so <i>loud</i> .
He lives in the <i>next</i> house.	I shall call him <i>next</i> .
It is an <i>easy</i> job.	Take it <i>easy</i> .
I had a <i>leisurely</i> walk.	Do it <i>leisurely</i> .

Comparison of Adverbs

Descriptive Adverbs, like descriptive Adjectives, have three Degrees of Comparison. These Degrees are formed in different ways:

1. If the Adverb is of one syllable, add *-er* to form the Comparative and *-est* to form the Superlative:

<i>Positive</i>	<i>Comperative</i>	<i>Superlative</i>
Hard	Harder	Hardest
Soon	Sooner	Soonest
Fast	Faster	Fastest
Late	Later	Latest

Almost all the Adverbs, which are also used as Adjectives, belong to this class.

2. Adverbs which end in *-ly*, take *more* for the Comparative and *most* for the Superlative:

<i>Positive</i>	<i>Comperative</i>	<i>Superlative</i>
Softly	More Softly	Most Softly
Swiftly	More Swiftly	Most Swiftly
Greedily	More Greedily	Most Greedily

But there is one exception:

<i>Positive</i>	<i>Comperative</i>	<i>Superlative</i>
Early	Earlier	Earliest

3. A few Adverbs form Degrees of Comparison in an irregular manner:

<i>Positive</i>	<i>Comperative</i>	<i>Superlative</i>
Well	Better	Best
Badly	Worse	Worst
Far	{ Farther { Further	{ Farthest { Furthest
Little	Less	Least
Much	More	Most

Position of Adverbs

Adverbs should be placed as near as possible to the Verbs they modify.

1. When the Verb is Intransitive, place the Adverb immediately after it:

He works *hard*. She rises *early*.
They walk *fast*. She smiles *sweetly*.
She speaks *fluently*. He came *late*.

2. When the Verb is Transitive with an object following, place the Adverb immediately after the object:

He gave his reply *immediately*. The artist drew the picture
carefully.
He did the work *satisfactorily*. She offered her help *willingly*.
He refuted the charge *effectively*. We suffered the agony
bravely.

3. Adverbs of time like *always*, *before*, *never*, *often* are placed before the verb:

She *seldom* comes to see me.

They *never* admitted their fault.

We *always* try to help the needy.

He *often* absented himself.

Nothing *ever* seems to change in this office.

I *sometimes* feel like resigning this job.

He *frequently* attended the Lions' Club meetings.

4. When the Verb consists of an Auxiliary and a Principal Verb, the modifying Adverb is placed between the two; if there are two Auxiliaries, the Adverb is placed between them.

Sardar Patel is *greatly* praised for his service to the nation.

I have *always* wanted to visit Kenya.

I should *never* have thought it impossible.

One *couldn't possibly* have suspected her.

I have *not* had the time to look into the matter.

5. An Adverb is placed *before* an Adjective or another Adverb which it modifies:

Rajan is *very* competent.

You are *absolutely* right.

He is a *rather* careless fellow.

Note. The Adverb *enough* comes after the Adjective which it modifies.

I was foolish *enough* to believe her.

If I were rich *enough*, I would have given a scholarship to every poor student.

Our forces are strong *enough* to defend the country.

Correct use of Some Adverbs

1. *Only*: The Adverb *only* should be placed immediately before the word which it modifies. Note the change in the meaning of a sentence according to the change in the position of *only*:

1. *Only* John helped me to buy the house. (i.e., only John and no one else helped me).

2. John *only* helped me to buy the house. (i.e., John helped me to buy the house, but didn't actually buy it for me.)
3. John helped *only* me to buy the house. (i.e., he helped me, but did not help anyone else.)
4. John helped me *only* to buy the house. (i.e., he helped me to buy the house but not to do anything else.)
5. John helped me to buy *only* the house. (i.e., he helped me to buy the house, but not to buy anything else.)

[Students often make the mistake of placing 'only' *after* the word it modifies and not *before*. You must carefully avoid this error.]

2. *Too*: *Too* means 'more than is good or desirable or required for a specific purpose'. It should not be used in the general sense of *very* or *much*. It is usually followed by *to* or *for*:

It is *too* hot *to* go out now.

It is *too* good *to* be true.

The shoes are *too* large *for* me.

Don't say:

He is *too* healthy. (say *very*)

You are *too* kind. (*very*)

She is *too* good. (*very*)

3. *Before, ago*:

Ago is used only when you date back from *now* i.e., the time of speaking. *Before* can be used when you date back from any point of time which is made specific.

I saw him two years *ago*. (two years before *now*)

I saw him two years *before* I went to England.

I shall be seeing him at Oxford *before* I return to India.

4. *As, so*:

As is generally used in Affirmative sentences and *so* in Negative sentences:

Sita is *as* tall as Sarada.

Sarma is not *so* tall as Samant.

Exercise 64

Correct the following sentences:

1. He often comes very lately to the class.
2. He came here before two months.
3. He comes often to our house.
4. Though Rajaram worked very hardly, he failed.
5. But Niranjan, who took things easily, passed.
6. He comes to see me seldom.
7. I have wanted to meet him always.
8. He is rather a lazy fellow.
9. I have never seen such a man; he is too noble.
10. When I met Krishnan last summer he told me he had lost his father two years ago.

Adverb Phrases

Look at these sentences:

The boy sat *alone*.

The boy sat *by himself*.

Alone is an Adverb showing the manner in which the boy sat. *By himself* is a phrase which means the same thing as *alone* and does the work of an Adverb. Hence it is an *Adverb Phrase*, which can be substituted for the Adverb *alone*.

Some Adverbs can thus be changed into an Adverb Phrase and *vice versa*. But not all Adverbs can be changed into an Adverb Phrase. You will notice that it is with the help of the Preposition *by* that the Adverb Phrase *by himself* is formed. Most Adverb Phrases, but not all, begin with a Preposition:

He writes *carefully*.

He writes *with care*.

He fought *courageously*.

He fought *with courage*.

Soon he returned.

In a short while he returned.

She searched *everywhere*.

She searched *all over the place*.

Exercise 65

Substitute *Adverbs* for the Adverb Phrases in the following sentences:

1. Seats must be booked *in advance*.
2. I thanked him *with all my heart*.
3. He looked at me *with suspicion*.
4. I accepted the offer *without laying down any conditions*.
5. The workmen were hurrying *towards their homes*.
6. Let us act *with resolution*.
7. I treated him *with respect*.
8. *Full of anxiety* he sat *by the side of the patient*.
9. He spoke *like a king*.
10. He appealed to them *in a pathetic manner*.

Exercise 66

Rewrite each sentence using the *Adverb* correctly:

1. They have left for Germany. (already)
2. She comes here. (Seldom)
3. Grandpa wakes up at 5.00 a.m. (usually)
4. I have any money. (hardly)
5. Let us hope we meet. (again)
6. John will pick it up. (gradually)
7. Most Indians speak the truth. (always)
8. My mother tells a lie. (never)
9. That was a very fine performance. (indeed)
10. The painting is good. (fairly)

Prepositions

Look at the following sentences:

1. There is no sugar *in* tea.
2. Our boss is coming *by* plane.
3. Rama is very angry *with* you.

In the first sentence, *in* shows the relation between *sugar* and *tea*, (both Nouns). In the second, *by* shows the relation between *coming* (Verb) and *plane* (Noun). In the last sentence, *with* shows the relation between *angry* (Adjective) and *you* (Pronoun). *In*, *by* and *with* are the examples of *Prepositions*. A *Preposition* is a word placed before a Noun or Pronoun to show its relation to some other word in the sentence.

Although the Preposition is usually placed *before* (*Pre* means before) a Noun or Pronoun, sometimes it comes *after* the word which it governs.

1. The Preposition is always placed at the end of the sentence when its object is the Relative Pronoun *that*: e.g.,
Here is the book *that* you were looking *for*.
This is a song *that* I am very fond *of*.
2. The Preposition is usually placed at the end, when its object is an Interrogative Pronoun: e.g.,
What are you talking *about*?
Whom are you thinking *of*?
3. The Preposition is placed at the end when its object is a Relative Pronoun, understood and not stated: e.g.,
There is the singer I was speaking *of*.
That is the poet I was referring *to*.

Exercise 67

Fill up the blanks with appropriate Prepositions:

1. That is what I was searching
2. He is the man that I was talking to you
3. Here is the taxi that we have been waiting
4. What have you been dreaming ?
5. This is the kind of music that I like to listen
6. Have you got anything to cut it ?
7. We have a great deal to be thankful his guidance.
8. What do you want to speak to me ?
9. I have nothing to dig
10. That is an inconvenience one has to put up

Phrase Prepositions or Conglomerate Prepositions

In addition to single-word Prepositions like *on, in, about, above, outside, underneath*, etc., there are some word groups which function as Prepositions: *e.g., in front of, in spite of, by means of, in order to, owing to, instead of, for the sake of, on behalf of, in the course of, with regard to*, etc. These are called *Phrase Prepositions* or *Conglomerate Prepositions*.

Exercise 68

Fill up the blanks with suitable Phrase Prepositions:

1. She was standing the mirror.
2. the Students' Union, I thank all of you most heartily.
3. I went to Delhi attend a Conference.
4. my best efforts, I could not win the election.
5. A mother will undergo any difficulty her child.
6. We were given a holiday the busmen's strike.
7. complaining to anyone, let us try to help ourselves.
8. The millionaire, his speech, referred to his poverty and suffering in his early days.
9. I can get you a room, but food, you will have to make your own arrangements.
10. They climbed up to the first floor window rope ladders.

Objects of Prepositions

A Preposition can have as its Object a Noun, a Pronoun, a Gerund, an Infinitive or a Noun Clause.

Noun: The Taj Mahal was built near the Yamuna at Agra.

Pronoun: A little boy was walking beside *her*.

Gerund: Since his *joining*, the school has improved much.

Infinitive: What would you like to do besides *swim in* the pool?

Noun Clause: You must be content with *what you have*.

Relations Shown by Prepositions

Prepositions show various kinds of relations. The chief are the following:

1. *Place*

He ran *across* the road.

She fell *among* the bushes.

He was *at* the foot of the tree.

The baby stood *behind* the curtain.

2. *Time*

He came *at* 6 o'clock.

You must return *before* sunset.

Wait *till* tomorrow.

He stayed *for* a week.

3. *Method and Manner*

The message came *by* post.

He cut the cake *with* a knife.

He fought *with* courage.

By hard work he succeeded.

4. *Reason and Purpose*

He trembled *with* anger.

She died *of* a fever.

Exercise is good *for* health.

Our leaders struggled *for* freedom.

5. *Possession*

Delhi is the capital *of* India.

I saw a boy *with* red hair.

Gandhi was a man *of* principles.

He came *by* a lot of money.

6. *Direction and Motion*

The lion jumped *into* the well.

She walked *towards* the park.

He climbed *up* the stairs.

The moon moves *around* the earth.

Correct use of Prepositions

Though the Prepositions are small words, they are very important ones, and their correct use is a test of your mastery of the language. Here are some hints about the correct use of some Prepositions.

Beside, Besides

Students often get confused about the meaning and use of these two words.

Beside means *by the side of* and *besides* means *in addition to*.

The house was *beside* the river (by the side of the river).

She stood *beside* me (by my side).

He plays Tennis *besides* (in addition to) Basketball and Football.

Besides (in addition to) being a good speaker, he is also an excellent actor.

Since, For

This is another set of Prepositions often confused by Indian students. *Since* means 'from a point of time in the past' and it should be used with the Present Perfect Tense of the verb.

The maid has been absent *since* Monday last.

It has been raining continuously *since* yesterday morning.

(Don't say 'He *is* absent since last' or 'It *is* raining since morning.')

For is used only when you refer to a period of time and not a point of time.

I have been waiting here *for* two hours.

The Chairman has been appointed *for* three years.

A common mistake is to use *since* when referring to a period of time. You must not say 'He has been absent *since* *two* days.' or 'I have been studying *since* three hours.'

Between, Among

Between is used when you refer to:

(a) two persons or things:

I have to choose *between* these two pictures.

I stood *between* Adani and George.

(b) any two of a large number:

He walked across the park *between* the flower beds.

They marched up the aisle *between* the pillars.

(c) the speaker and a group of people:

Ladies and gentlemen, *between* ourselves, let me tell you that this Government is about to fall.

Among is used with more than two people or things:

The British were able to conquer India because the Indian princes quarrelled *among* themselves.

The United Nations tries to maintain peace *among* the nations of the world.

This is a custom which exists *among* the Santals.

A Common Error

A curious mistake that is often noticed these days is the use of *to* after *between*; as in ‘The interview will be held between 2 *to* 4 p.m.’, or ‘The conference will take place between the 12th *to* the 16th of this month.’ In both the cases *and* should replace *to*. Or else, you can say ‘*from* 2 *to* 4 p.m.’ and ‘*from* the 12th *to* the 16th.’

By, With

By is used in referring to the *doer* of an action, and *with* in referring to the instrument with which the action is done.

The master was killed *by* his servant.

He was killed *with* an axe.

The tiger was shot *by* me *with* my new gun.

In, At

In is usually used when referring to large places—countries, districts, large cities, etc.,—while *at* is generally used for small and unimportant places like villages, small towns, etc.

He lives *at* Tandur *in* Andhra Pradesh.

But his brother lives *in* Hyderabad.

We shall meet Ramesh *at* the Club this evening.

This rule is not very rigidly followed, and *in* is often used for small places too, though *at* is seldom used for big places.

On, In, At, By

While speaking about time *at* indicates an exact point of time, *on* a more general point of time and *in* a period of time:

I shall be there *at* 4 p.m. *on* Friday.

We set out *at* dawn *on* March 15.

We had a grand party *at* 5 p.m. *on* the 21st, which was Ravi's birthday.

The courier brought this *in* the morning.

I shall visit Ootacamund *in* the summer.

It is very hot *in* the day but quite cold *at* night.

(*At night* is an exception to this rule).

By is used to show the latest time at which an action will be finished. So it is usually used with the Future Tenses:

I shall be leaving *by* 6 o'clock.

I hope to finish the work *by* New Year's Day.

In, Into

In denotes a state of rest or being inside something, whereas *into* indicates movement to the inside of something.

She is *in* bed. (or in deep sleep, in a coma, in town, in his room, etc.)

The cat fell *into* the well. (or into the river, into the sea.)

The Principal came *into* the classroom. (*into* the hall, the auditorium, etc.)

On, Upon

On is generally used about things at rest and *upon* about things in motion.

I sat *on* a chair.

He jumped *upon* his horse.

However, this rule is not rigidly followed now, and *on* is often used about things in motion too.

In, Within

With reference to time, *in* means *at the end of* a certain period, whereas *within* means *before the end of* a certain period.

The spaceship will reach the moon *in* three days (at the end of three days).

The spaceship will reach the moon *within* three days (before the end of three days).

The loan will be repaid *in* a year.

The loan will be repaid *within* a year.

However, this distinction is not always kept and *in* is often used for *within*.

Exercise 69

Fill up the blanks with suitable Prepositions chosen from those given in brackets.

1. I was standing her. (*beside, besides*).
2. There is no agreement the Great Powers about a treaty to ban nuclear weapons. (*between, among*).
3. They have been waiting here a long time. (*since, for*).
4. The land was ploughed the farmer the help of a tractor. (*by, with*).
5. The Congress Session will be held Monday to Friday. (*between, from*).
6. The board will interview candidates 9 and 11 a.m. (*between, from*).
7. He was born Vikrampur, a village Bengal. (*in, at*).
8. Divide this the two of you. (*between, among*).
9. As he fell debt, our neighbour decided to sell his house and live a small hut. (*in, into*).
10. I have been studying here last year. (*since, for*).

Conjunctions

Look at the following sentences:

1. A fool *and* his money are soon parted.
2. The Governor came *and* inaugurated the Assembly Session.
3. He tried his best *but* could not pass the test.
4. You must pay damages *or* face the consequences.
5. I was annoyed, *still* I kept quite.

In the first sentence the Conjunction *and* joins together two words. In the others the Conjunctions join together two sentences. A *Conjunction* is a word which joins together sentences or words.

We have already seen that Relative Pronouns and Relative Adverbs also join sentences together:

1. This is the book *which* I bought. (*Relative Pronoun*)
2. This is the place *where* he lived. (*Relative Adverb*)
3. John *and* Mary got married. (*Conjunction*)
4. He played well *and* won the match. (*Conjunction*)

The Relative Pronoun *which* in sentence 1 and the Relative Adverb *where* in sentence 2 not only join clauses together, but refer back to the antecedents *book* and *place* respectively. But the Conjunction *and* in sentences 3 and 4 has no other function than joining words or sentences. A Conjunction is merely a connecting word and has no other function in the sentence.

Phrase Conjunctions

A number of phrases are used as Conjunctions:

As if: He looks *as if* he were on the brink of a breakdown.

As though: It looks *as though* it is going to rain.

As soon as: *As soon as* I finish this book, I shall begin another.

As well as: Ram, *as well as* Shyam, played in the match.

As far as: That is *as far as* I can go.

Even if: I wouldn't do it *even if* it were possible.

In order that: He wore a coat *in order that* he might not catch cold.

So that: We started early *so that* we might not miss the train.

On condition that: The accused was let off *on condition that* he would not repeat the offence.

Co-ordinating and Subordinating Conjunctions

Conjunctions can be divided into two broad classes— *Co-ordinating* and *Subordinating*:

Look at these sentences:

God made the country *and* man made the town.

I told him *that* he should join the Evening College.

In the first sentence, two independent clauses of equal rank or importance are joined together by *and*. A Conjunction that joins together sentences or clauses of equal rank, is called a *Co-ordinating Conjunction*.

In the second sentence, *that* joins together two clauses of unequal rank. *I told him* is the main clause, and *that he should join the Evening College*, is a subordinate clause which is the object of the verb *told* in the main clause. A Conjunction that joins together Clauses of unequal rank is called a *Subordinating Conjunction*.

Co-ordinating Conjunctions

The main Co-ordinating Conjunctions are *and, but, or, nor, for, yet, so, either... or, neither... nor*. They generally connect sentence elements of the same grammatical class: e.g., Nouns with Nouns, Adverbs with Adverbs, Phrases with Phrases and Clauses with Clauses.

Jack and Jill went up the hill. (*Nouns*)

He may be *wise or foolish*. (*Adjectives*)

He worked *diligently and patiently*. (*Adverbs*)

Tom went *across the fields and into the woods*. (*Prepositional Phrases*)

We want no one *who is unwilling to work or who won't stick to his job*. (*Adjectival Clauses*)

Kinds of Co-ordinating Conjunctions

1. Some of them merely add one statement to another:

And: The dog got up *and* slowly walked away.

Both...and: She was *both* wise *and* pretty.

As well as: Tom *as well as* Brown qualified for the finals.

Not only...but also: He was *not only* praised *but also* rewarded.

Conjunctions which merely add one statement to another are called **Cumulative** or **Copulative** Conjunctions.

2. Some of the Co-ordinating Conjunctions express opposition or contrast between two statements:

But: My uncle is ill *but* he is cheerful.

Still, yet: He is very wealthy, *yet* (or *still*) very unhappy.

Whereas, while: Tom is ambitious *whereas* (or *while*) his brother is quite the reverse.

Nevertheless: There was little hope of success *nevertheless* the doctors decided to perform the operation.

Conjunctions which express opposition or contrast between two statements are called **Adversative** Conjunctions.

3. Some Co-ordinating Conjunctions present two alternatives sometimes indicating a choice between them:

Or: You can have tea *or* coffee.

Either...or: He is *either* a fool *or* a rogue.

Neither...nor: The miser will *neither* spend his money *nor* invest it.

Neither, nor: My friend does not smoke, *neither* (or *nor*) does he drink.

Otherwise, else: You must apologize, *otherwise* (or *else*) you will be punished.

Conjunctions which present two alternatives, sometimes indicating a choice between them are called **Disjunctive** or **Alternative** Conjunctions.

4. Some Co-ordinating Conjunctions express something inferred from another statement or fact.

For: He must be asleep, *for* there is no light in his room.

So: Gerald has been working hard, *so* he will pass.

Conjunctions which express an inference are called **Illative** Conjunctions.

Subordinating Conjunctions

A Subordinating Conjunction connects a Noun clause or an Adverb clause to some other clause. Subordinating Conjunctions are not used to connect Adjective clauses. The latter are joined to other clauses by Relative Pronouns or Relative Adverbs.

Subordinating Conjunctions Introducing Noun Clauses

The most common conjunction used for this purpose is *that*; others are *whether, if, when, where, why, how*.

1. I think *that* he is trustworthy.
2. I don't know *whether* Sachin will come.
3. I don't care *if* he comes or not.
4. Do you know *when* the Mumbai Mail arrives?
5. This is *where* I live.
6. I don't understand *why* he was punished.
7. Tell me *how* you managed it.

Notes. 1. The use of *if* in sentence 3 is not quite correct from the strict grammatical point of view. *Whether* should be used instead. But *if* is very widely used, especially in colloquial speech.

2. *When, where* and *why* in sentences 4, 5 and 6 are not Relative Adverbs, as they have no antecedents. They are Conjunctions introducing Noun Clauses.

Subordinating Conjunctions Introducing Adverb Clauses

1. Adverb Clause of Time

I have not seen him *since* he was a boy.
 Please, see me *before* you leave.
 I will not forget it *till* I die.
 I remembered his name *after* he had gone.
 Don't laugh *while* we are talking.
 I want my dinner *as soon as* it is ready.
 I met her first *when* I was in Kolkata.
 We returned home *as* the sun went down.

2. Adverb Clause of Reason

I must go now *as* I have some work to do.
 I shall promote him *because* he is efficient.
 It shall be done *since* you desire it.

3. *Adverb Clause of Purpose*

Work hard *that* you may succeed.

Strengthen our defences *lest* the enemy should attack us.

Play games *in order that* your health may improve.

4. *Adverb Clause of Result or Consequence*

The patient was *so* weak *that* he could hardly stand.

Mary ate *so* much *that* she fell ill.

5. *Adverb Clause of Condition*

I shall go abroad *if* I am sponsored.

He can't help you *unless* you tell him the truth.

She can help you *provided* you tell her the truth.

It looks *as if* it might rain.

6. *Adverb Clause of Concession*

He works hard *though* he is weak.

Nutan is always neatly dressed *although* she is poor.

7. *Adverb Clause of Comparison*

He is cleverer *than* I.

I like him better *than* her.

Correlative Conjunctions

Some Conjunctions are used in pairs. They are called Correlative Conjunctions. Most of them are of the Co-ordinating type.

Either...or

You must *either* follow my instructions *or* resign.

Sarin is *either* a fool *or* a madman.

Either you *or* your friend will have to go.

Neither...nor

I shall *neither* follow his instructions *nor* resign.

He is *neither* a fool *nor* a madman.

Neither Joshi *nor* Sastri could have done this.

Not only...but also

They *not only* looted the bank, *but also* set fire to it.

Not only Ray, *but* Bose *also* got a prize.

He visited *not only* France *but also* Germany.

Note. *Also* is often omitted: 'He was *not only* brave *but* prudent.'

Not...but

The culprit was *not* Afzal *but* Ahsan.
 After the accident, he did *not* stop the car *but* drove on.
 It is *not* First rate *but* reasonably good.

Though...yet

Though he is not well *yet* he wants to play.
Though he worked hard *yet* he could not pass.

Note. *Yet* is often omitted in such sentences. It is wrong to use *but* instead of *yet*, as many students do.

Though it was costly *but* we bought it. (*wrong*)

Though it was costly, *yet* we bought it. (*right*)

Though it was costly, we bought it. (*right*)

Whether...or

I don't know *whether* she should stay *or* go back.
Whether he comes *or* not makes no difference.

Both...and

He is *both* scholarly *and* polite.
Both Ram *and* Shyam spoke at the meeting.

As...so

As you sow, *so* shall you reap.
As a father loves his children, *so* does God love all of us.

So...as

He is not *so* bad *as* you think.
 The situation is not *so* difficult *as* people make out.

So...that

The task is *so* difficult *that* one man alone can't do it.
 The officer was *so* inefficient *that* he had to be sacked.

Such...that

I have *such* regard for him *that* I will do anything to please him.
Such was Portia's beauty *that* princes from far and near came to woo her.

Such...as

I gave him *such* help *as* I could.
 You must give *such* an assurance *as* will satisfy the people.
Such valuables *as* she left were sold at an auction.

Note. It is wrong to use *that* instead of *as* in these sentences, as many students do.

No sooner...than

No sooner did the tiger appear *than* the hunter shot it down.

No sooner had she read the message *than* she fainted.

No sooner did I hear the shot *than* I rushed to the spot.

Note. It is wrong to use *when* instead of *than* in these sentences. It is also wrong to say ‘No sooner the tiger appeared than...’. The Auxiliary *did* or *had* must come immediately after *no sooner*:

Scarcely...when

Scarcely had they reached the station *when* the train steamed out.

Scarcely had I solved one problem *when* another cropped up.

Note. It is wrong to use *than* instead of *when* in these sentences. The Auxiliary *had* should follow immediately after *scarcely*:

Scarcely *I had* reached the station..... (wrong)

Scarcely had I reached the station..... (right)

Scarcely had I reached the station *than* (wrong)

Scarcely had I reached the station *when* (right)

I had scarcely reached the station *when* (right)

Correct use of Some Conjunctions

As: This is often confused with *like*.

He did *as* he was told. (right)

He did *like* he was told. (wrong)

He fought *like* a tiger. (right)

He fought *as* a tiger does. (right)

He fought *as* a tiger. (wrong unless you mean ‘in the capacity of a tiger’)

He worked *as* a mason. (right because it means ‘in the capacity of a mason’)

He is as old as *I*. (right)

He is as old as *me*. (wrong)

As in the sense of *though*:

Though he was young, he fought valiantly.

Young *as* he was, he fought valiantly.

Though the elephant was strong, it could not face the swift leopard.

Strong *as* the elephant was, it could not face the swift leopard.

As if and *as though*:

These expressions are now used more or less synonymously:

It looks *as if* it might rain.

It looks *as though* it might rain.

But it is wrong to say:

It looks *like* it might rain.

However, this is widely used in colloquial language.

So as: (indicates *purpose*)

We went early *so as* to get a good seat.

He climbed up a tree *so as* to get a good view of the procession.

Such as: (indicates *result*)

His actions were *such as* to offend everyone.

The weather was *such as* to make one drowsy.

Study also *as yet*, *as it were*, *as to*, *as for*, *as against*.

Than: This is a Subordinating Conjunction. The subordinate clause that follows *than* is often a problem to students.

He is taller than *he*. (wrong)

He is taller than *I*. (i.e., than *I am tall*). (right)

I like you better than *him*. (i.e., better than *I like him*)

I like you better than *he*. (i.e., better than *he likes you*)

Mixing up '*as*' and '*than*':

Sumathi is *as* tall if not taller *than* Sumitra. (wrong)

Sumathi is *as* tall *as* Sumitra, if not taller. (right) (*than Sumitra* is understood)

Sudhir is braver but not so prudent *as* Subodh. (wrong)

Sudhir is braver *than* Subodh, but not so prudent. (right) (*as Subodh* is understood)

Unless: This means *if not* and, therefore, it will be superfluous to introduce another *not* into the following clause.

Unless you do *not* give the keys of the safe you will be shot. (wrong)

Unless you give the keys of the safe, you will be shot. (right)

If you do *not* give the keys of the safe, you will be shot. (right)

You will be suspended *unless* you do *not* pay your fees. (wrong)

You will be suspended *unless* you pay your fees. (right)

You will be suspended *if* you do *not* pay your fees. (right)

174 CONTEMPORARY ENGLISH GRAMMAR STRUCTURES AND COMPOSITION

Lest: This means *that...not*, and, therefore, it will be wrong to add another *not* in the following clause. Moreover, it should be noted that the only Auxiliary Verb that can be used after *lest* is *should*.

Take care *lest* you do *not* slip. (wrong)

Take care *lest* you slip. (right)

Take care *lest* you *should* slip. (right)

Book early *lest* you do *not* miss this chance. (wrong)

Book early *lest* you miss this chance. (right)

Book early *lest* you *should* miss this chance. (right)

That: Students often make the mistake of using *that* before Interrogatives like *what*, *where*, *when*, *whether*, and *why*:

He asked *that* what was my name. (wrong)

He asked what my name was. (right)

He enquired *that* where was the Office. (wrong)

He enquired where the Office was. (right)

They wanted to know *that* when classes would begin. (wrong)

They wanted to know when classes would begin. (right)

I did not know *that* whether I should buy it or not. (wrong)

I did not know whether I should buy it or not. (right)

He asked me *that* why was the school closed. (wrong)

He asked me why the school was closed. (right)

Some Correlatives: When the Correlatives *either...or*, *neither...nor*, *both... and*, *not only... but also* are used, you must see that they are placed immediately before the words which they are to relate:

The car *either* dashed against a goat *or* a donkey. (wrong)

The car dashed against *either* a goat *or* a donkey. (right)

Neither he would play *nor* allow us to play. (wrong)

He would *neither* play *nor* allow us to play. (right)

He *both* won a medal *and* a scholarship. (wrong)

He won *both* a medal *and* a scholarship. (right)

Not only we saw the Education Minister *but also* the Chief Minister. (wrong)

We saw *not only* the Education Minister *but also* the Chief Minister. (right)

Exercise 70

Fill in the blanks with appropriate Conjunctions:

1. I would rather be a doctor a lawyer.
2. I cannot excuse you you apologize.
3. Neither a lender a borrower be.
4. Work hard you should fail.
5. Clever she was, she could not solve the problem.
6. I gave him such advice was necessary.
7. No sooner was the pistol fired the competitors started running.
8. Though it was raining the match was played.
9. He enquired I could take him to the Principal.
10. We eat we may live.
11. He must be deaf he doesn't seem to hear us.
12. This bridge must be repaired it will soon collapse.
13. He is rich miserable.
14. She is intelligent not industrious.
15. Scarcely had I recovered from the cold I had an attack of chicken-pox.

Exercise 71

Correct the following sentences:

1. She is more intelligent than him.
2. He looks as if he was ill.
3. Though he was poor but he was contented.
4. No sooner had he appeared on the stage when there was a burst of cheering.
5. Do it carefully lest you may not make a mistake.
6. This boy has either stolen my purse or that girl.
7. Neither it is possible nor it is desirable to do so.
8. He was very kind, if rather vain.
9. Though he was rather very handsome, but she refused to marry him.
10. I wouldn't go abroad even if foreign exchange is available.

Interjections

Look at the following sentences:

Hurrah! We have won the match.

Hello! What brings you here?

Alas! Poor thing.

Hush! Don't wake the baby up.

Oh! That's terrible.

Such words as *Hurrah*, *Hello*, *Alas*, *Hush*, *oh*, etc., are called Interjections. They express some sudden emotion—joy, surprise, sorrow, fear, anger, etc. They are not grammatically connected with the rest of the sentence. An *Interjection*, therefore, may be defined as a word which expresses a sudden feeling and has no grammatical connection with the rest of the sentence.

There are some compound expressions also which are used as Interjections: *Good Heavens!* *Good Gracious!* *For Shame!* *Ah me!* etc.

Exercise 72

Fill in each blank with the correct interjection from the brackets:

1. ! Our forces have defeated the enemy. (Hello, Hurrah)
2. ! The patient is resting. (Hush, Hurrah)
3. ! It pains a lot. (Ouch, Hello)
4. ! Listen to me for a while. (Hurrah, Hello)
5. ! My grandma is no more. (Oh, Alas)
6. ! The car has broken down again. (Alas, Oh)
7. ! You have lost the gift I had given. (Oh, What)
8. ! My father has suffered a great loss.

(Good Gracious, Good Heavens)

Part II
Sentence Structure

Simple, Compound, Complex and Compound- Complex Sentences

We have seen in Chapter 1 that according to their meaning and word order, sentences can be divided into four classes— Assertive, Imperative, Interrogative and Exclamatory.

But according to their clause structure, sentences can be divided into four different kinds—*Simple, Compound, Complex and Compound-Complex*.

The Simple Sentence

Look at these sentences:

1. The sky is blue.
2. The cow gives milk.
3. The annual sports will be held tomorrow.

These sentences have only one Subject and one Predicate each.

<i>Subject</i>	<i>Predicate</i>
The sky	is blue.
The cow	gives milk.
The annual sports	will be held tomorrow.

A sentence which has only one Subject and one Predicate is called a *Simple Sentence*.

The Compound Sentence

Read the following sentences:

1. Smith went to the station and boarded the Mumbai train.
2. You can go by bus or by train.
3. He went to Chennai, got his visa and came back.

Sentence 1 is a combination of two parts *Smith went to the station* and *Smith boarded the Mumbai train* joined by the Co-ordinating Conjunction *and*. Each part has its own Subject and Predicate and therefore each is a clause. Moreover, they are clauses of equal rank or importance, independent of each other. Such clauses are called *Co-ordinate Clauses*.

Sentence 2 is a combination of two independent clauses of equal rank, *you can go by bus* and *you can go by train*, joined together by the Co-ordinating Conjunction *or*. Sentence 3 has three independent clauses of equal rank—*He went to Chennai*, *he got his visa*, *he came back*—and these are joined together by the Co-ordinating Conjunction *and*.

A sentence which consists of two or more Co-ordinate clauses is called a *Compound Sentence*.

The Complex Sentence

Examine the following sentences:

1. I shall do as I like.
2. When we went there we found that he had gone.

Sentence 1 consists of two clauses, *I shall do* and *as I like*. The first is an independent clause which can stand by itself, and so it is called the *Main* or *Principal Clause*. But the second clause cannot stand by itself. It depends for its meaning on the first clause. It is therefore called a *Dependent* or *Subordinate Clause*.

In Sentence 2 we find three clauses—*when we went there*, *we found* and *that he had gone*. The Main Clause is *we found*, and the other two are Subordinate Clauses.

A sentence which consists of one Main Clause and one or more Subordinate Clauses is called a *Complex Sentence*.

The Compound-Complex Sentence

Now look at these sentences:

1. While the man played the harmonium, the boys sang and the girls danced.
2. I knew that he was ill, but I did not know that he suffered from cancer.

In sentence 1, we have two Co-ordinate Main Clauses:

- (a) the boys sang.
- (b) the girls danced.

and one Subordinate Clause:

- (c) while the man played the harmonium.

In sentence 2, there are two Co-ordinate Main Clauses:

- (a) I knew.
- (b) but I did not know.

and two Subordinate Clauses:

- (c) that he was ill.
- (d) that he suffered from cancer.

A sentence containing two or more Main Clauses and at least one Subordinate Clause is called a *Compound-Complex Sentence*. This is a more appropriate and meaningful term for this type of sentence than the term 'Double Sentence' used by older Grammarians. As there are two (or more) Main Clauses in the sentence, it partakes of the nature of a Compound Sentence. As there is at least one Subordinate Clause in it, it also partakes of the nature of a Complex Sentence. Hence the term *Compound-Complex*.

Exercise 73

Divide the following sentences into Clauses and state whether each of them is Simple, Compound, Complex or Compound-Complex.

1. The pig got up and walked slowly away.
2. While Gopal threw down the hay, Govind milked the cow and Govardhan cleaned out the barn.
3. The angry boxer punched the referee on the nose.
4. The boy, whom I met at the circus, went to the Manager and said that he wanted to become an acrobat.
5. I wanted to scream, but my throat was parched and I could make no sound.
6. Where there is a will there is a way.
7. The elephant with its huge body and stumpy legs is naturally show in its gait.
8. You can have all the money you require.
9. You have a better memory than I have.
10. The expert chuckled as he looked at the picture and said he wondered what modern young things were coming to.

Clauses

A clause is a group of words, having a Subject and a Predicate of its own. It forms part of a bigger sentence.

Now, look at this sentence:

The dog ran up when I whistled.

It has two groups of words—(a) *The dog ran up*, and (b) *when I whistled*. Each has a Subject and Predicate of its own and each makes complete sense. Such groups of words are called Clauses.

Now study the following sentences, given in pairs:

1. (a) This is the villa *built by James*.
(b) This is the villa *which James built*.
2. (a) The mice will play *in the absence of the cat*.
(b) The mice will play *when the cat is away*.
3. (a) I know *of her sickness*.
(b) I know *that she is sick*.

In 1 (a) *built by James* is an Adjective Phrase

In 1 (b) *which James built* means the same as the phrases in 1 (a) and qualifies the noun 'villa'. It is an Adjective Clause.

In 2 (a) *In the absence of the cat* is an Adverbial Phrase.

In 2 (b) *when the cat is away* tells us *when the mice will play*. It is an Adverbial Clause.

In 3 (a) *of her sickness* is a Noun Phrase.

In 3 (b) The Clause *that she is sick* does the work of a noun. It is, therefore, a Noun Clause.

Kinds of Clauses

There are three kinds of Subordinate Clauses—*The Noun Clause, the Adjective Clause and the Adverb Clause.*

The Noun Clause

Examine these sentences:

1. I told him the truth.
2. I told him that he had passed.

In sentence 1, the Object of *told* is *truth*. (A Noun)

In sentence 2, the Object of *told* is *that he had passed*, which is a clause that does the work of a Noun. Hence it is called a Noun Clause. A *Noun Clause* is a group of words which has a Subject and a Predicate of its own and does the work of a Noun.

Other examples:

Ramesh asked me *where I lived*.

It is certain *that Suresh will be selected*.

Whether Mohini will come is doubtful.

The Adjective Clause

Read these sentences:

1. Bill Gates is a *wealthy* man.
2. Bill Gates is a man *who has great wealth*.

In sentence 1 *wealthy* is an Adjective which qualifies *man*. In sentence 2 the noun *man* is qualified by the clause *who has great wealth*. As the clause does the work of an Adjective, it is called an Adjective Clause. An *Adjective Clause* is a group of words which has a Subject and Predicate of its own and does the work of an Adjective.

Other examples:

The house, *which is very old*, requires immediate repairs.

This is the thief *who stole the horse*.

There was a time *when I could lift 250 lbs*.

The man *whose leg was broken* was taken to the hospital.

The Adverb Clause

Read these sentences:

1. The milkman came *at dawn*.
2. The milkman came *when the sun rose*.

In sentence 1 *at dawn* is a phrase which serves as an Adverb of time. When did the milkman come? *At dawn*. In sentence 2 the Clause *when the sun rose* does the work of an Adverb and hence it is called an Adverb Clause. An *Adverb Clause* is a group of words which has a Subject and Predicate of its own and does the work of an Adverb.

Other examples:

The judge smiled *as he looked at the impudent youth*.

Iyengar grumbled *because he was not respected*.

Grapes won't grow *where there is too much rain*.

You can come, *if you like*.

Let us now consider the function of each of these three kinds of Clauses in greater detail.

Functions of the Noun Clause

The Noun Clause can have several functions in a Complex Sentence.

1. The Subject of a Verb

What she said is true.

Whether he will agree to this is doubtful.

Why you should get involved in this is more than I can understand.

How on earth he manages it is a mystery.

When the explorers will come has not been announced.

Where he has gone is not known to anybody.

That he should have married her is not surprising.

2. The Object of a Verb

He asked *how they were going to solve the problem*.

I don't remember *what he said then*.

Can you tell me *where my painting has gone?*

Nobody knows *who did this mischief*.

I don't know *when he will return*.

I wonder *why the workers are on a strike today*.

Take *whatever you want*.

Check *whoever comes*, before you let him in.

Ensure *whether they will accept the fees today*.

I know *what he said* is false.

Whatever he does, he does well.

3. The Complement of a Verb

The problem is *how the refugees can be helped*.
 My fear is *that they may make a surprise attack*.
 The question is *where we can find the funds for it*.
 Life is *what we make of it*.
 He is not *what he seems*.

4. The Object of a Preposition

They quarrelled over *where the wedding should take place*.
 He paid no attention to *what I said*.
 You may take my advice for *what it is worth*.
 He is all right except *that he talks too much*.
 This is addressed to *whomsoever it may concern*.
 He had to manage with *whatever he could procure*.
 There is some doubt as to *where the murder was committed*.

5. In Apposition to a Noun or Pronoun

It is surprising *that he hasn't spoken a word about him*.
 Isn't it a pity *that she should have lost her job?*
 I accept the principle *that all men are equal*.
 I don't accept the theory *that man is a cousin of the monkey*.
 Do you know the maxim *that health is wealth?*
 We must remember this important fact, *namely, that Falstaff had a big belly!*
 But you forget one thing, *that is, that Principal is short-sighted;*
 then how could he recognize the accused at that distance?

6. Nominative of Address

Noun Clauses introduced by *whoever* or *whatever* are sometimes used in Direct Address:

Get out of my way, *whoever you are*.
 Lend me a hand with this, *whatever your name is*.

Exercise 74

Pick out the Noun Clauses in the following sentences and explain how each is used.

1. I cannot understand why she hasn't yet come.
2. This is just what I expected.
3. That he is seldom sober is known to all.

4. Have you heard that Mrs. Mantramoorthy had triplets?
5. It is curious that he never visits his aunt.
6. I know what he says must be taken with a pinch of salt.
7. You can have whatever you like.
8. What is the source of what you are reporting?
9. Don't you know the proverb that silence is golden?
10. Give whoever finishes the race a consolation prize.

Exercise 75

Complete the following by adding suitable Noun Clauses:

1. Can you tell me
2. It is uncertain
3. I often wonder
4. Do you deny
5. will not change my view.
6. I want to know
7. There were no complaints except
8. is really strange.
9. No one knows
10. is a mystery.

The Adjective Clause

As we have already seen, an Adjective Clause does the work of an Adjective and qualifies some Noun or Pronoun.

An Adjective Clause is introduced by a Relative Pronoun or a Relative Adverb.

Introduced by the Relative Pronouns, Who, Which, That, But, As

The thief *who stole the watch* was caught.

He *who is afraid to take risks* can never do anything great.

The man *whose jeep was stolen* complained to the police.

This is the house *that Jack built*.

This is matter *of which I am proud*.

There is no one here *but will support you*.

(i.e., There is no one here *who will not support you*.)

There was no woman present *but wept at the news*.

I gave him *such* money *as I had with me*.

She shed tears *such as angels weep*.

Introduced by the Relative Adverbs, Where, When, Why

The spot *where Gandhi was cremated* has become a place of pilgrimage.

This is the place *where the murder was committed*.

At the time *when this incident took place* I was only eight.

Spring is the season *when Nature appears at her best*.

That is the reason *why I insist on dropping him*.

Omission of the Relative

The Relative Pronoun or Adverb is sometimes understood and not expressed:

Take all you want. (*that* is omitted)

He is the leader everybody likes. (*whom* is omitted)

But he is also a man nobody likes to lend money to. (i.e., to *whom* nobody likes to lend money)

We may accept the suggestion he has made. (*which*)

At the time he wrote this poem Keats was ill. (*when*)

Notes. 1. Sometimes the clause introduced by a Relative Pronoun may appear to be an Adjective Clause, but may in reality be a Co-ordinate Clause:

I met your brother *who told me of your arrival*. *Who told me of your arrival* does not define the *brother*, but gives additional information about what the brother said. The sentence can be rewritten.

I met your brother *and he* told me of your arrival.

Other examples:

He whipped the boy *who (and he)* howled with pain.

There I met a friend *who (and he)* took me round the city.

He sold away his lands *which (and they)* fetched a handsome amount.

2. Sometimes what appears to be an Adjective Clause may be an Appositional Noun Clause:

The idea *that Sankar is a thief* is ridiculous. *That Sankar is a thief* does not qualify *idea*, but stands in apposition to it.

Other examples:

I cannot accept the view *that we are helpless in this matter*.

The truth *that we have not made a real effort* must be admitted.

The idea *that all men are equal* is a half-truth.

Exercise 76

Pick out the Adjective Clauses in the following Complex Sentences and say which Nouns or Pronouns they qualify:

1. He is the man whom we all hold in high esteem.
2. The time when the visitors will arrive is not known.
3. The house where the theft took place is near the police station.
4. There was not a man there who would help him.
5. The boy who is lazy cannot pass.
6. All that glitters is not gold.
7. Uneasy lies the head that wears a crown.
8. There was not a man but wept at the news of Gandhiji's death.
9. I shall give you everything you need.
10. They never fail who die in a great cause.

Exercise 77

Add a suitable Adjective Clauses to complete each sentence:

1. He that is down
2. Where is the horse
3. Sardar Patel was the man
4. He is sure to fall.
5. I shall travel by the train
6. Shanti Niketan is the University
7. Varanasi is the city
8. The reason is not clear.
9. The room is at the top.
10. This is the river

Exercise 78

Write the correct Adjective Clauses (only the letter) from those given under B to complete each sentence under A:

A	B
1. This is the watch	(a) why he left the office early.
2. All those have been called by the principal.	(b) that goes to the hospital.
3. God helps those	(c) who missed the class yesterday.

4. The reason is not clear.	(d) when the meeting will start.
5. It is the lane	(e) which provides milk three times a day?
6. The Thames is the river	(f) whom god loves.
7. He that is down	(g) who help themselves.
8. I do not know the time	(h) need fear no fall.
9. Where is the cow	(i) that flows through London.
10. Those die young.	(j) my uncle had gifted me on my birthday.

The Adverb Clause

The Adverb Clause, as we have seen, does the work of an Adverb. Hence it can modify a Verb, an Adjective or an Adverb.

Adverb Clauses are of different kinds:

1. *Clause of Time*
2. *Clause of Place*
3. *Clause of Manner*
4. *Clause of Degree or Comparison*
5. *Clause of Cause*
6. *Clause of Purpose*
7. *Clause of Result*
8. *Clause of Condition*
9. *Clause of Concession or Supposition.*

1. The Adverb Clauses of Time

Adverb Clauses of Time are introduced by Subordinating Conjunctions like *when, whenever, before, after, as, since, till, once, now that*:

When the policeman appeared, the rioters ran away.

Whenever you get an idea for a story, you should jot it down in a pocket book.

We got the seeds planted before the rains came.

After the play ended, we sang the national anthem.

As the visitor arrived, we all stood up.

I haven't been to a cinema since I saw 'The Sound of Music'.

I shall wait until you have finished dressing.

Don't talk while the priest is chanting the mantras.

Once and *now that* are also sometimes used as Conjunctions in Adverb Clauses of Time:

Once a decision is made, you must stick to it.

Now that summer has come, we had better buy another air conditioner.

2. Adverb Clauses of Place

Adverb Clauses of Place are introduced by the Conjunctions *where*, *wherever*: also the more archaic *whence*, *wheresoever*.

Where there is a will, there is a way.

Grapes won't grow *where there is heavy rainfall*.

Wherever you go, she shall follow you.

I asked him *whence he came*.

Wheresoever we looked, we saw black ants, a whole army of them.

Sometimes in colloquial language, *everywhere* is used for *wherever*:

Everywhere we went, we saw that the shops were closed.

The people greeted us warmly, *everywhere we visited*.

3. Adverb Clauses of Manner

Adverb Clauses of Manner answer the question *how?* The principal Conjunctions are *as*, *as if*, *as though*, *in that*:

You may do *as you please*.

He looks *as if he were upset*.

The old man nodded, *as though he understood every word*.

It looks *as though it might snow*.

Arvind gave us a pleasant surprise *in that he stood first in the examination*.

Aziz disappointed his mother *in that he didn't write to her very often*.

The Clauses starting with *as it were*, *as I remember*, *as you know*, *as it happened*, may be classified as Adverb Clauses of Manner:

There were, *as it happened*, thirteen of us sitting down to dinner.

As I see it, Krishnan had no business to attack the Chairman.

There are, *as you know*, several difficulties in taking up this programme.

Subjects are sometimes omitted from Clauses of Manner:

Do *as seems best*. (as it seems best)

Proceed *as follows*. (as it follows)

4. Adverb Clauses of Degree or Comparison

The Adverb Clauses of Degree answer the questions *how much*, *how little*, or *how many*? The chief Conjunctions used are *as*, *as ... as*, *so ...as*, *than*.

It is not a bad price, *as prices go up these days*.

It is a rather high price, *even as prices go these days*.

She is as wise *as she is beautiful*.

She is as pretty *as a doll*.

She is not *so intelligent as her sister*.

Krishnan is much younger *than I*.

Sita is not taller *than her husband*.

The Correlatives *the...the* may also be included as Conjunctions introducing Clauses of Degree:

The older you grow the wiser you become.

The more he reads the less he understands!

The more you get the more you become extravagant.

5. Adverb Clauses of Cause

This Clause gives the reason for the activity mentioned in the Main Clause. The chief Conjunctions used are *because*, *since*, *as*, *inasmuch as*, *that*:

I paint *because it is my hobby*.

Daniel thinks he can do anything *because his father is a police officer*.

Since he has expressed his regrets, we will take no further action against him.

As I could not find him I left a message with his brother.

Inasmuch as he dedicated himself to the service of the poor he may be considered a true servant of God.

I am glad *that you like my suggestion*.

They were disappointed *that you were out*.

He was furious *that his novel was ignored by most reviewers*.

The Conjunction *that* is often omitted:

I am glad you like it.

They were disappointed you were out.

That Clause sometimes modifies a Verb rather than an Adjective:

I grieve *that* we shall not meet again.

I rejoice *that* all of you are now happily settled.

6. Adverb Clauses of Purpose

They state the purpose of the action mentioned in the main clause. The common Conjunctions used are *that, in order that, so that,* and *lest*:

We eat *that we may live*.

The poor lady starved herself *that her children might be fed*.

The school was closed early *in order that the children might reach home before the curfew*.

I worked hard *so that I might win the Gold Medal*.

Put on your warm clothes *lest you catch a chill*.

Coming late, Henry tiptoed into the room *lest he should disturb the class*.

7. Adverb Clauses of Result or Consequence

They state what has happened or what may happen as a result of the action in the Main Clause. The usual conjunctions are *so that, so...that, such...that*.

The storm raged furiously *so that many trees fell down*.

The drought was *so severe that thousands perished*.

Our soldiers fought *so bravely that the enemy forces retreated in disarray*.

Such were his words and gestures *that the listeners were hypnotized*.

She spoke in such a low voice *that only few could hear her*.

That is often omitted:

I am so weak I can hardly stand.

It was so hot I could not go out.

8. Adverb Clauses of Condition

The principal conjunctions used are *if, unless, whether, provided, that* and *so long as*:

If it rains, the match will be cancelled.

You may come *if you like*.

You won't pass *unless you work hard*.

That is Ramanathan *unless I am mistaken*.

We'll have plenty to eat, *provided that no uninvited guests turn up*.

There will be no trouble *so long as you keep your mouth shut*.
 You must do it *whether you like it or not*.
 I will forgive you *on condition that you don't repeat the offence*.
 He will stick to us *whether you offer him bribes or threaten him with death*.

You will notice that the Adverb Clauses of condition give the circumstances under which the action in the Main Clause will take place.

Sometimes the conjunction *if* is omitted:

Had you been there, we could have fought it out with them.
Were the horse mine, I would have shown it to the Veterinary doctor.
Should you meet my brother, tell him I have been called for the interview.

9. Adverb Clauses of Concession or Supposition

The principal conjunctions used are *though, although, even though, even if, while, whereas*:

Though he is poor, he is honest.
Although the elephant was strong, it was no match for the agile tiger.
 The men managed to survive *even though there were three days without water*.
Even if you fail, try again and again until you succeed.
While it was true that I had some lands and houses, I did not have ready cash to invest in industry.
Whereas Hari had several enemies, his brother was extremely popular.

As is sometimes used in the sense of *though*:

Young as he is, Jackson occupies a responsible position in the firm.
Tyrant as he is in his office, he is meek as a lamb before his wife.

Exercise 79

Underline the Adverb Clauses in the following sentences and explain how they function:

1. He works hard *that he may become rich*.
2. She couldn't do it *even if she tried*.
3. The more they get *the more they demand*.

4. Brave though he was he could not fight against three people at once.
5. Try, try, try again until you achieve your goal.
6. It is not a high rent, as rents go these days.
7. We are glad you could come.
8. We will not move away unless you release the accused.
9. You must take the medicine whether you like it or not.
10. Should something happen to me, give this envelope to Meera.

Exercise 80

Complete the following sentences with an Adverb Clause as indicated within brackets:

1. You may go home (Adverb Clause of Time)
2. No sooner did he see us (Adverb Clause of Time)
3. The people were friendly (Adverb Clause of Time)
4. He drew his sword (Adverb Clause of Purpose)
5. He behaved (Adverb Clause of Manner)
6. She is as witty (Adverb Clause of Degree)
7. The the better for your health. (Adverb Clause of Degree)
8. I was annoyed (Adverb Clause of Reason)
9. Such was his fear (Adverb Clause of Result)
10. She won't survive (Adverb Clause of Condition)

Exercise 81

(Miscellaneous)

Underline the subordinate Clause in each sentence and mention its kind:

1. She does as she pleases.
2. I prefer a cup of coffee when it is hot.
3. Strike while the iron is hot.
4. This is the hospital where I was born.
5. That I told the truth is quite evident.
6. Your show will be a hit if it is well-advertized.
7. That he is not serious is known to all of us.
8. I believe that honesty always wins.
9. Friends are plenty when the purse is full.
10. My father wanted to know why I was abnormally serious.

Exercise 82

Complete the sentences as required:

1. You cannot succeed in the exam (Adverb Clause)
2. is still a mystery. (Noun Clause)
3. Gandhiji is held in high esteem by all of us. (Adjective Clause)
4. Such people are not afraid of odds. (Adjective Clause)
5. The fact is (Noun Clause)
6. All of us know (Noun Clause)
7. The plane had taken off (Adverb Clause)
8. Mohammad Ali was such a matchless boxer (Adjective Clause)
9. My friend is in the I.C.U. at Moolchand. (Adjective Clause)
10. That he would help us (Noun Clause)

Synthesis of Sentences

Look at the following sentences:

The thieves heard a shout. They ran away.

Hearing a shout, the thieves ran away.

The first two sentences are combined into a single sentence in the third one. This process is called Synthesis. *Synthesis* means the combination of two or more Simple sentences into *one* new sentence—Simple, Compound or Complex.

Ways of Combining Two or More Simple Sentences into One Simple Sentence

1. By using a Participle

This is possible only when the sentences have a common Subject:

1. I read the book. I returned it to the Library.

Having read the book I returned it to the Library.

2. The washerman jumped on his horse. He rode to the market.

Jumping on his horse the washerman rode to the market.

3. He opened the gate. He took the dog out for a run.

Opening the gate he took the dog out for a run.

4. Henry planted a rose. He watered it. He manured it.

He was delighted to see it beginning to flower.

Having planted a rose, and watered and manured it,

Henry was delighted to see it beginning to flower.

2. By using the Absolute Construction

This is done when the sentences have different Subjects:

1. The President took his seat on the dais. The meeting began.
The President having taken his seat on the dais, the meeting began.
2. The storm subsided. We began our march again.
The storm having subsided, we began our march again.
3. The monsoon started. The village roads became muddy.
The monsoon having started, the village roads became muddy.
4. The examination was over. The College was closed.
The students left for their homes. The Campus looked deserted.
The examination being over, the College being closed and students having left for their homes, the Campus looked deserted.

3. By using an Infinitive

1. I have some work. I must do it tonight.
I have some work *to do* tonight.
2. You must help your mother in the kitchen. It is your duty.
It is your duty *to help* your mother in the kitchen.
3. The box is very heavy. I cannot lift it.
The box is too heavy for me *to lift*.
4. I got enough foreign exchange. I could go to London for the conference. I could also visit America.
I got enough foreign exchange *to go* to London for the conference and also *visit* America.

4. By using a Noun or Phrase in Apposition

1. Rama defeated Ravana. He was the King of Lanka.
Rama defeated Ravana, *the King of Lanka*.
2. Mr. Reddy is my tenant. He pays the rent regularly.
Mr. Reddy, my tenant, pays the rent regularly.
3. He won the first prize in Long Jump, High Jump and Pole Vault. It was a glorious performance.
He won the first prize in Long Jump, High Jump and Pole Vault—a glorious performance.
4. Stalin was the Dictator of Russia. He had talks with Roosevelt and Churchill. Roosevelt was the President of the United States. Churchill was the Prime Minister of Britain.

Stalin, the Dictator of Russia, had talks with Roosevelt, the President of the United States, and Churchill, the Prime Minister of Britain.

5. By using a Preposition + a Noun or a Gerund

1. My friend had many faults. But he was a good man at heart.
In spite of having many faults, my friend was a good man at heart.
2. Rossetti was a painter. He was also a poet.
Besides being a painter, Rossetti was also a poet.
3. Sam had a great deal of influence. But he could not get the job.
With all his influence Sam could not get the job.

6. By using an Adverb or an Adverbial Phrase

1. Sohrab will win the election. That is certain.
Sohrab will *certainly* win the election.
2. They decided to wind up the company. All agreed to this.
They *unanimously* decided to wind up the company.
By common consent they decided to wind up the company.
3. There was an epidemic of cholera in the village. The doctor worked hard. He had no rest. He had none to assist him.
During the epidemic of cholera in the village the doctor worked hard without any rest and with none to assist him.

Note. Several of these methods can be usefully combined in the same sentence:

Ashok had an interview with Mr. Dean. Mr. Dean was the British Consul. Ashok requested him to grant him a visa. He wanted to go to England. His aim was to do his F.R.C.S.

During his interview with Mr. Dean, the British Consul, Ashok requested him to grant him a visa to go to England in order to do his F.R.C.S.

Exercise 83

Combine each of the following sets of sentences into a Simple Sentence:

1. He won a lottery. He built a big mansion.
2. I stood on tip-toe. I reached for the apple. I plucked it.
3. The rain stopped. We continued the match. We played till the sun set.
4. The strike was called off. The workers went back to work. The management increased their wages. They also increased their bonus.

5. Uncle is going to Surat. He wants to set up a factory there.
6. Hitler was a great conqueror. But he failed to unite the various conquered territories into a well-knit empire.
7. Milton was the Homer of England. He wrote *Paradise Lost*. It is the greatest epic poem in English.
8. The lawyer laughed. He had outwitted his opponent. He had received a handsome amount from his client.
9. Patel was a strong man. He brought all the Princely States into the Indian Union. He used the method of persuasion. Sometimes he used the method of coercion.
10. Gandhiji was the Father of the Nation. He realized the danger of violent communal conflicts. He sacrificed his life to bring about unity.

Ways of Combining Two or More Simple Sentences into One Compound Sentence

A compound sentence is one having two or more Co-ordinate clauses. Hence it can be formed only with the help of Co-ordinating conjunctions.

1. By using **and, both...and, not only...but also, as well as**. These Conjunctions merely add one statement to another.
 - (i) I got up. I went to the Post Office.
I got up *and* went to the Post Office.
 - (ii) He had many friends. He also had several enemies.
Not only had he many friends *but also* several enemies.
 - (iii) Tom passed the test. Brown also passed the test.
Tom *as well as* Brown passed the test.
2. By using **but, yet, whereas, nevertheless**. These are used when contrasting statements have to be joined together.
 - (i) He is ill. He is cheerful.
He is ill *but* he is cheerful.
 - (ii) Midas was rich. Midas was miserable.
Midas was rich, *yet* miserable.
 - (iii) Tom is ambitious. His brother is quite the reverse.
Tom is ambitious *whereas* his brother is quite the reverse.
 - (iv) There was little hope of success. The doctors decided to perform the operation.
There was little hope of success, *nevertheless* the doctors decided to perform the operation.

3. By using **or, either...or, nor, neither...nor, otherwise, else**. These are used when two alternative facts or statements have to be presented.
- (i) You can have tea. You can have coffee.
You can have tea *or* coffee.
 - (ii) The boy is a fool. The boy is a madman.
The boy is *either* a fool *or* a madman.
 - (iii) He does not smoke. He does not drink.
He *neither* smokes *nor* drinks.
 - (iv) He will not spend his money. He will not invest it.
He will *neither* spend his money *nor* invest it.
 - (v) You must apologize. You will be fined.
You must apologize, *otherwise* you will be fined.
4. By using **for, so**. These are used when you have to make an inference from another statement or fact.
- (i) Mother must be asleep. There is no light in her room.
Mother must be asleep *for* there is no light in her room.
 - (ii) He has been working hard. He will pass.
He has been working hard; *so* he will pass.

Exercise 84

Combine each of the following sets of sentences into one Compound sentence:

1. Kapil plays Hockey. He plays cricket as well.
2. My friend knows Urdu. My friend also knows Hindi.
3. Santosh is quite friendly. He is rather reserved.
4. There was little hope of success. They tried hard.
5. Parents should discipline their children. Actually they seem to have little control over them.
6. Perhaps McGill is an American. Perhaps he is an Australian.
7. He will not attend office regularly. He will not resign.
8. He is wise. He is scholarly. He is proud. So he is not very popular.
9. It must have been a terrible storm. Many trees have been uprooted.
10. He is a hard-working young man. He should be promoted.

Ways of Combining two or more Simple Sentences into one Complex Sentence

A Complex Sentence must have a Principal Clause and one or more Subordinate Clauses. The Subordinate Clause may be a Noun Clause, an Adjective Clause or an Adverb Clause.

1. Forming a Complex Sentence with a Noun Clause

- (i) India stands for peace. That should be known to everybody.
That India stands for peace should be known to everybody.
 (The subject of the sentence.)
 It should be known to everybody *that India stands for peace*.
 (In Apposition to *It*.)
- (ii) He had failed. I told him that.
 I told him *that he had failed*. (The Object of the Verb *told*.)
- (iii) Where can we find the money for it? That is the problem.
 The problem is *where we can find the money for it*.
 (The Complement of the verb *is*.)
- (iv) They proposed to do so. I was surprised at that.
 I was surprised at *what they proposed to do*. (The Object of the Preposition *at*.)

2. Forming a Complex Sentence with an Adjective Clause

Connected by the Relative Pronouns *who, which, that*:

- (i) The boy was caught. He had stolen the rare antique.
 The boy *who* had stolen the rare antique was caught.
- (ii) The man arrived on Friday. His name is Shankar.
 The man *whose* name is Shankar arrived on Friday.
- (iii) This is a fine opportunity. It should not be lost.
 This is a fine opportunity *which* should not be lost.
- (iv) This is an old fort. It was built by Akbar.
 This is an old fort *that* was built by Akbar.

Connected by the Relative Adverbs *where, when, why*:

- (v) This is the house. The theft was committed here.
 This is the house *where* the theft was committed.
- (vi) My sister died. At that time I was only eight.
 At the time *when* my sister died I was only eight.

(vii) You refused to sing. Can you tell me the reason?

Can you tell me the reason *why* you refused to sing?

3. Forming a Complex Sentence with an Adverb Clause

Connected by the Subordinating Conjunctions *when, as, since, till, where, if, though, unless, that, lest, whether, whereas, etc.*

(i) I went there. The house was locked.

When I went there the house was locked.

(ii) There was little rain this year. The crops have dried up.

As there was little rain this year the crops have dried up.

(iii) The servant has expressed his regret. We will forget all about it.

Since the servant has expressed his regret, we will forget all about it.

(iv) You finish dressing. I shall wait here.

I shall wait here *until* you finish dressing.

(v) There is heavy rainfall there. Grapes will not grow at such a place.

Grapes will not grow *where* there is heavy rainfall.

(vi) It may rain. Then the show will be cancelled.

If it rains, the show will be cancelled.

(vii) He is poor. He is honest in spite of it.

Though he is poor, he is honest.

(viii) You must work hard. Otherwise you won't pass.

You won't pass *unless* you work hard.

(ix) Mother starved herself. She wanted her children to be fed.

Mother starved herself *that* her children might be fed.

(x) Henry tiptoed into the room. He did not want to disturb the class.

Henry tiptoed into the room *lest* he should disturb the class.

(xi) Shiny may have gone. I don't know.

I don't know *whether* Shiny has gone.

(xii) Joseph had several enemies. On the other hand his brother was extremely popular.

Whereas Joseph had several enemies, his brother was extremely popular.

Exercise 85

Combine each of the following sets of sentences into one Complex sentence:

1. The strike was going to be called off. The Union leader told me that.
2. We can succeed only by combined effort. That goes without saying.
3. He may become a member. I don't know.
4. Harry is not educated. He has practical knowledge.
5. I sank into the water. I felt great confusion of thought.
I cannot describe it.
6. One tongue is enough for a woman. Milton thought so. Therefore he taught his daughters only English.
7. Socrates was given a cup of hemlock. He drank it. His friends were standing near him then. So history says.
8. Shakespeare wrote comedies and tragedies. His comedies are the better of the two. So said Dr. Johnson. We cannot agree.
9. We stayed be the night at an inn. It was a dark, stormy night. The sky was overcast with clouds.
10. She spoke very clearly. There were people standing at a distance. Even they could hear her well.
11. The boy behaved badly. Therefore he would be sent out of the school. The Headmaster said so.
12. The boy climbed up to the top of the tower. The tower was steep and old. The boy was my younger brother. He was none other.

Exercise 86

Combine the sets of simple sentences, as indicated in brackets.

1. We won't wait. We won't leave. (Use neither ... nor)
2. He was unkindly. He was having some problem. (Use either ... or)
3. Do not spoil the painting. Your father will punish you. (Alternative)
4. Mother loves her children. She punishes them for their mischiefs. (Adversative expressing contrast)
5. He insulted me. He beat me also. (Cumulative not only... but also)
6. The train stopped at Ambala. We had our tea there. (Relative)
7. The old man will die one day. All men are mortal. (Use for)
8. The doctor was unfair to us. We did not mind it. (Use still or yet)
9. Robert was disturbing others in class. He was punished. (Illative showing inference)
10. Don't violate the traffic rules. The policeman is likely to fine you. (Use else or otherwise)

Exercise 87

Combine the sets of sentences as indicated:

1. Justice George is very able. Everyone knows it. (Complex)
2. Portia knew it. Shylock was greedy. (Complex)
3. The sun shone brightly. The corn ripened. It did this in a short time.
(Simple)
4. Our teacher is a disciplinarian. Otherwise he is a good teacher. (Complex)
5. Our teacher loses his temper quite often. Otherwise he is hard-working.
(Simple)
6. Smith is very careless. He won't convey the message to his parents.
(Simple)
7. Jolly is immensely careful. He won't forget his duty. (Complex)
8. Jack is very studious. He would not fail in the examination. (Simple)
9. I was hungry. I did not stop to have my food on the way. (Complex)

Transformation of Sentences–I

The **Transformation** or **Conversion** of a sentence means changing its form without altering its sense. It is a very useful exercise, as we learn to express ourselves in different ways, in case we practise it thoroughly.

1. Changing an Exclamatory Sentence into an Assertive Sentence and vice versa

- | | |
|------------------------|---|
| 1. <i>Exclamatory.</i> | What a wonderful opportunity! |
| <i>Assertive.</i> | It is a very wonderful opportunity. |
| 2. <i>Exclamatory.</i> | O that I were young again! |
| <i>Assertive.</i> | I wish I were young again. |
| 3. <i>Exclamatory.</i> | How kind of you to help him like that! |
| <i>Assertive.</i> | It is very kind of you to help him like that. |
| 4. <i>Assertive.</i> | He is truly great. |
| <i>Exclamatory</i> | How great he is! |
| 5. <i>Assertive.</i> | This is indeed a great pleasure. |
| <i>Exclamatory.</i> | What a great pleasure it is! |

Exercise 88

Transform the following Exclamatory Sentences into Assertive Sentences:

1. How cold it is today!
2. What a glorious morning!
3. What a fall was there, my countrymen!

4. Death to the traitors!
5. What a pity you can't attend the wedding!
6. Shame on them to abuse an old man like this!
7. How glad I am that you have come!
8. What misfortunes he had to suffer!
9. What a disgrace for all of us!
10. How mean of him to have treated you so!

Exercise 89

Transform the following Assertive Sentences into Exclamatory Sentences:

1. It was an extremely delightful party.
2. Gaurav has become very rich in a few years.
3. There are many homeless vagabonds in a city.
4. It is shameful that he does not look after his old mother.
5. I wish I were young again.
6. It is a bitterly cold morning.
7. It is stupid of me to forget your address.
8. He lives a very miserable life.
9. Nargis danced very beautifully.
10. I wish I had never met you.

2. Changing an Interrogative Sentence into an Assertive Sentence and vice versa

1. *Interrogative.* Is not wisdom better than riches?
Assertive. Wisdom is much better than riches.
2. *Interrogative.* Why worry about what others say?
Assertive. It is foolish to worry about what others say.
3. *Assertive.* I never asked you to do it.
Interrogative. Did I ever ask you to do it?
4. *Assertive.* There is no sense in doing that.
Interrogative. Is there any sense in doing that?
5. *Assertive.* It matters little whether we win or lose.
Interrogative. What does it matter whether we win or lose?

Exercise 90

Change the following Interrogative Sentences into Assertive Sentences:

1. Who does not know that two and two make four?
2. Is that the way a gentleman should behave?
3. What though you fail in the first attempt?
4. What does it profit a man if he gains the whole world and loses his own soul?
5. Have you ever seen such a wonderful monument as the Taj?
6. Can the leopard change its spots?
7. Are all of us not mortal?
8. What more can I do?
9. Who can bear such an insult?
10. What is more important than my country?

Exercise 91

Change the following statements into questions:

1. No man can serve God and Mammon.
2. This is not the kind of dress a young lady should wear.
3. Health is more precious than wealth.
4. Character is the greatest treasure a man can have.
5. It is useless to preach religion to a hungry man.
6. There is no better beach in the whole of India than the Kovalam beach in Kerala.
7. The beauty of nature is beyond description.
8. None can be so heartless.
9. A sailor should not be afraid of tides.
10. God punishes the sinners.

3. Changing an Imperative Sentence into an Interrogative Sentence and vice versa

- | | |
|-----------------------|--|
| 1. <i>Imperative.</i> | Stop talking. |
| <i>Interrogative.</i> | Will you stop talking? |
| 2. <i>Imperative.</i> | Shut the door. |
| <i>Interrogative.</i> | Shut the door, will you? |
| 3. <i>Imperative.</i> | Please, get me a glass of water. |
| <i>Interrogative.</i> | Will you, please, get me a glass of water? |

- | | |
|--------------------------|--------------------------------------|
| 4. <i>Interrogative.</i> | Will you get out of here or not? |
| <i>Imperative.</i> | Get out of here. |
| 5. <i>Interrogative.</i> | Will you tell Sreedhar to come here? |
| <i>Imperative.</i> | Tell Sreedhar to come here. |

The Interrogative form is a milder or more polite form of the Imperative. However, the addition of *or not* (see No. 4 above) adds a touch of threat to the command.

Exercise 92

Change the following Imperative Sentences into Interrogative Sentences and *vice versa*:

1. Carry out these orders.
2. Pack up your things and leave the place immediately.
3. Speak loudly.
4. Please, take me to the Director of the Institute.
5. Eat your lunch slowly.
6. Will you stand up?
7. Will you keep quiet?
8. Will you, please, allow me to use your phone?
9. Will you, please, give me a lift?
10. Will you help the man to cross the road?

4. Interchange of the Degrees of Comparison

Degrees of Comparison of Adjectives and Adverbs can be changed without changing the meaning.

Study the following examples:

- | | |
|------------------------|--|
| 1. <i>Positive.</i> | No other man was so <i>strong</i> as Hercules. |
| <i>Comparative.</i> | Hercules was <i>stronger</i> than any other man. |
| <i>Superlative.</i> | Hercules was the <i>strongest</i> of all men. |
| 2. <i>Comparative.</i> | Everest is <i>higher</i> than all other peaks. |
| <i>Superlative.</i> | Everest is the <i>highest</i> peak in the world. |
| <i>Positive.</i> | No other peak in the world is so <i>high</i> as Everest. |
| 3. <i>Superlative.</i> | Tibet is <i>the most beautiful</i> place I have seen. |
| <i>Positive.</i> | No other place I have seen so <i>beautiful</i> as Tibet. |

- Comparative.* Tibet is *more beautiful* than any other place I have seen.
4. *Positive.* Nothing else travels so *fast* as light.
Comparative. Light travels *faster* than anything else.
Superlative. Of all the things in the world light travels *fastest*.
5. *Superlative.* Mumbai is one of the *biggest* cities in India.
Comparative. Very few cities in India are *bigger* than Mumbai.
Positive. Most of the cities in India are not so *big* as Mumbai.

Exercise 93

Change the Degree of Comparison of the Adjectives or Adverbs in the following sentences, without altering the meaning:

1. He is the best man for the job.
2. America is scientifically more advanced than Russia.
3. No other people in the world are so courteous as the Japanese.
4. Kerala is more thickly populated than any other State in India.
5. The Greek civilization is one of the oldest in the world.
6. I have never seen such a beautiful picture as the Last Supper.
7. This is the most interesting novel I have read.
8. He is not so generous as his father.
9. No other place in India is considered so sacred as Varanasi.
10. The Nile is the longest river in Africa.

5. Changing Active into Passive Voice and vice versa

A sentence in the Active form can be changed into the Passive form without change of meaning:

1. *Active.* The people elected him Mayor.
Passive. He was elected Mayor by the people.
2. *Active.* Who gave you this pen?
Passive. By whom were you given this pen?
3. *Active.* Give the order.
Passive. Let the order be given.

- | | |
|--------------------|--|
| 4. <i>Active.</i> | Listen to me. |
| <i>Passive.</i> | You are requested to listen to me. |
| 5. <i>Active.</i> | They were questioning the culprit. |
| <i>Passive.</i> | The culprit was being questioned by them. |
| 6. <i>Active.</i> | She expected to get the job. |
| <i>Passive.</i> | It was expected by her that she would get the job. |
| 7. <i>Active.</i> | Circumstances obliged me to do so. |
| <i>Passive.</i> | I was obliged to do so. |
| 8. <i>Passive.</i> | My pocket has been picked. |
| <i>Active.</i> | Someone has picked my pocket. |
| 9. <i>Passive.</i> | Our team has been defeated. |
| <i>Active.</i> | Our opponents have defeated our team. |

Note. The Active Voice is used when the Agent or doer of the action is to be made prominent.

The Passive Voice is used when the Agent is unknown, or when we do not care to name him; also when the person or thing acted upon is to be made prominent.

For further details regarding Voice change, refer back to Chapter 11.

Exercise 94

Change the following sentences into the Passive:

1. Call the police.
2. Go in by this door.
3. We hope to win the race.
4. I offered him a post.
5. Please, stand still.
6. He pretended that he was ignorant.
7. Did you ever hear such a story?
8. Why did he deprive you of your membership?
9. I saw him opening the almirah.
10. Someone will wake you up early in the morning.

Exercise 95

Change the following sentences into the Active form:

1. You are requested to keep off the lawn.
2. Our plan has been discovered.
3. Nothing can be achieved without hard work.
4. The phone wires have been cut.
5. He was chosen as the leader of the party.
6. The play was being staged.
7. Let him be subjected to a severe cross-examination.
8. It was expected that a message would be received that day.
9. You are requested to leave your shoes outside.
10. Let Rani be told to leave at once.

6. Changing Negative Sentences into Affirmative Sentences and vice versa

Study the following examples:

1. *Negative.* He is not illiterate.
Affirmative. He is literate.
2. *Negative.* Ram is not so foolish as you think.
Affirmative. Ram is wiser than you think.
3. *Negative.* His action is not without logic.
Affirmative. His action is quite logical.
4. *Negative.* I was not sure whether you would like it.
Affirmative. I was doubtful whether you would like it.
5. *Negative.* No one but a coward would act like that.
Affirmative. Only a coward would act like that.
6. *Affirmative.* Everyone will admit that he is quite deserving.
Negative. No one will deny that he is quite deserving.
7. *Affirmative.* This is all I possess.
Negative. I do not possess anything else.

Exercise 96

Change the following Negative sentences into Affirmative sentences and *vice versa*:

1. I shall not forget your generosity.
2. There is no smoke without fire.
3. The two friends are not unlike each other.
4. I am not a little puzzled by this.
5. It is not improbable that he will join our party.
6. This is no small matter.
7. He is as cunning as a fox.
8. As soon as we entered the compartment, the train started.
9. He is sometimes undecided.
10. Kolkata is the biggest city in India.

7. Transforming Sentences Beginning with 'No sooner'

This can be done in two ways—using the expressions 'as soon as' and 'scarcely (hardly) had... when...'.

1. *No sooner* had I reached the station *than* the train left.

As soon as I reached the station, the train left.

Scarcely (or *hardly*) *had* I reached the station *when* the train left.

2. *No sooner* had the umpire given the batsman out *than* the crowd rushed onto the field.

As soon as the umpire gave the batsman out, the crowd rushed onto the field.

Scarcely had the umpire given the batsman out *when* the crowd rushed onto the field.

3. *No sooner* had the prisoner run out of the jail *than* the watchman fired at him.

As soon as the *prisoner* ran out of the jail, the watchman fired at him.

Scarcely had the prisoner run out of the jail *when* the watchman fired at him.

8. Transforming Sentences containing ‘too...to’

This can be done by using *so... that*:

1. The boy was *too* clever *to* be caught.
The boy was *so* clever *that* he could not be caught.
2. The orphan is *too* poor *to* continue his studies.
The orphan is *so* poor *that* he cannot continue his studies.
3. We are *too* late *to* catch the plane.
We are *so* late *that* we cannot catch the plane.

Exercise 97

Rewrite as directed:

1. No sooner did I enter the room than the thief ran away.
(using *as soon as*.)
2. The germ is too small to be seen with the naked eye.
(using *so ... that*.)
3. Scarcely had I sat down to breakfast when the telephone rang.
(using *no sooner ... than*.)
4. The old man was too tired to move.
(using *so ... that*.)
5. As soon as the speech started, the demonstrators rushed to the platform.
(using *scarcely had ... when*.)
6. It is never too late to mend.
(using *so ... that*.)
7. No sooner did the plane land than there was a loud explosion.
(using *scarcely had ... when*.)
8. He is too noble to harbour ill feelings.
(using *so ... that*.)

Transformation of Sentences–II

1. Conversion of Simple Sentences to Compound Sentences

A Simple Sentence has only one subject and one predicate. A Compound Sentence must have two or more Co-ordinate clauses, each with its own subject and predicate.

Simple. Climbing up the tree, he plucked some mangoes.

Compound. He climbed up the tree and plucked some mangoes.

Here the Participial Phrase *Climbing up the tree* is changed into the clause *He climbed up the tree* and connected to the original clause with the Co-ordinating Conjunction *and*. Thus a Simple Sentence can be converted into a Compound Sentence by expanding a word or a phrase into a clause and by using a Co-ordinating Conjunction to connect the clauses. Other examples:

Simple. Being tired, the traveller fell asleep.

Compound. The traveller was tired *and* fell asleep.

Simple. Besides being pretty, she is clever.

Compound. She is *not only* pretty *but also* clever.

Simple. In spite of his illness he attended classes.

Compound. He was ill, *but still* he attended classes.

Simple. Notwithstanding his great learning, he is humble.

<i>Compound.</i>	He is very learned, <i>yet</i> humble.
<i>Simple.</i>	You must work hard to get the first prize.
<i>Compound.</i>	You must work hard, <i>or</i> you will not get the first prize.
<i>Simple.</i>	Owing to ill health, he could not continue his studies.
<i>Compound.</i>	He was ill, <i>therefore</i> , he could not continue his studies.
<i>Simple.</i>	You must plead guilty in order to escape capital punishment.
<i>Compound.</i>	You must plead guilty <i>otherwise</i> you can't escape capital punishment.

Exercise 98

Convert the following Simple Sentences into Compound Sentences:

1. Being innocent, he never thought of running away.
2. Besides being thrown into jail, Daniel was heavily fined.
3. Owing to a friend's intervention, he was later released.
4. The old man sat under a tree, smoking and drinking.
5. By his pleasant manner, the boy became popular.
6. In the event of our going abroad, we shall sell this house.
7. They were forbidden to re-enter the country on pain of death.
8. The flood having washed away the bridge, communications were disrupted.
9. In spite of being ill, George continued to work.
10. In addition to his valuable advice, he gives them financial assistance.

2. Conversion of Compound Sentences to Simple Sentences

This can be done only by reducing the number of clauses to one:

<i>Compound.</i>	He got up and walked away.
<i>Simple.</i>	<i>Getting up</i> , he walked away.

Here the clause, *he got up*, is reduced to the Participial Phrase, *getting up*.

<i>Compound.</i>	He gave them not only a house but some land also.
<i>Simple.</i>	<i>Besides a house</i> , he gave them some land also.

Here the clause, *he gave them not only a house*, is reduced to the Prepositional Phrase, *besides a house*.

Compound. He ran away and thus escaped arrest.

Simple. He ran away in order *to escape* arrest.

Here the clause '*thus escaped arrest*' is replaced by the Infinitive Phrase *in order to escape arrest*.

Thus in order to convert Compound Sentences into Simple Sentences, Clauses have to be reduced to Participial, Prepositional or Infinitive Phrases.

Exercise 99

Convert the following Compound Sentences into Simple Sentences:

1. You must take your medicine, otherwise you cannot recover.
2. The storm subsided and we continued our journey.
3. Not only the crops, but cattle and sheep also were destroyed by the flood.
4. He is rich, yet he is not happy.
5. You must not repeat this, otherwise you will be dismissed.
6. The sun set and we decided to go home.
7. He not only robbed the old man, but killed him.
8. He must apologize or else he will be punished.
9. We were shocked because all our hopes were shattered.
10. Hurry up or else you will miss the train.

3. Conversion of Simple Sentences to Complex Sentences

This can be done by expanding a word or phrase into a Subordinate Clause—which may be a Noun Clause, an Adjective Clause or an Adverb Clause.

Noun Clause

Simple. She liked *my suggestion*.

Complex. She liked *what I suggested*.

Simple. *His advice* did not prove very useful.

Complex. *What he advised* did not prove very useful.

Simple. I don't know *the time of his arrival*.

Complex. I don't know *when he will arrive*.

Simple. Find out *his residence*.

Complex. Find out *where he lives*.

You will notice that it is usually a Noun or a Noun Equivalent that can be changed into a Noun Clause.

Adjective Clause

Simple. There I saw a *very old* lady.

Complex. There I saw a lady *who was very old*.

Simple. A *wounded* tiger is very fierce.

Complex. A tiger *that is wounded* is very fierce.

Simple. He follows *his father's* example.

Complex. He follows the example *which is set by his father*.

Simple. This is not the way *to do it*.

Complex. This is not the way *in which it should be done*.

Simple. My cousin, *a journalist*, wrote this article.

Complex. My cousin, *who is a journalist*, wrote this article.

You will notice that it is Adjectives or Adjective Equivalents or Appositional words or phrases that are generally converted into Adjective Clauses.

Adverb Clause

Simple. She was *too poor to educate her son*.

Complex. She was *so poor that she could not educate her son*.

Simple. *On being challenged*, the dacoits ran away.

Complex. *When they were challenged*, the decoits ran away.

Simple. *Being sick*, he could not work.

Complex. *As he was sick*, he could not work.

Simple. He tried *to the best of his ability*.

Complex. He tried *as best as he could*.

Simple. Your reward will be in *proportion to your performance.*

Complex. *The more you perform* the greater your reward.

You will notice that it is mostly Adverb Phrases and occasionally simple Adverbs, that are converted into Adverb Clauses.

Exercise 100

Convert the following Simple Sentences into Complex Sentences by changing the italicized words or phrases into clauses.

1. Sudhir admitted *his guilt.*
2. The Headmaster is likely *to excuse him.*
3. I have informed him *of our success.*
4. Bhogle is said *to be a clever lawyer.*
5. His looks proclaim *his innocence.*
6. *The reason for his arrest* is still not clear.
7. Robin is a man *of great talent.*
8. Suresh was the first *to offer his services.*
9. *Being an air hostess* she has seen most of the world.
10. *The fog having lifted,* the plane took off.
11. *In spite of all precautions,* the dam burst.
12. Let us wait *till his arrival.*

4. Conversion of Complex Sentences to Simple Sentences

This can be done by changing Noun Clauses, Adjective Clauses and Adverb Clauses to a word or phrase.

Noun Clauses

Complex. He admitted *that he was guilty.*

Simple. He admitted *his guilt.*

Complex. *That you have been indiscreet* is evident.

Simple. *Your indiscretion* is evident.

Complex. Tell me *when the meeting will commence.*

Simple. Tell me *the time of the meeting.*

Complex. *Whoever is learned* is respected.

Simple. *The learned* are respected.

- Complex.* Do you know *how long he will stay*?
Simple. Do you know *the duration of his stay*?

Adjective Clauses

- Complex.* Alexander *who was the King of Macedon* tried to become a world conqueror.
Simple. Alexander, the *King of Macedon*, tried to become a world conqueror.
Complex. This is the hall *where the meeting will be held*.
Simple. This is *the venue of the meeting*.
Complex. I have no money *that I can lend you*.
Simple. I have no money *to lend you*.
Complex. People *who live in glass houses* cannot afford to throw stones.
Simple. People *living in glass houses* cannot afford to throw stones.
Complex. Only *people who rely upon their own efforts* can succeed.
Simple. Only *self-reliant people* can succeed.

Adverb Clauses

- Complex.* *When the second world war ended*, the United Nations was formed.
Simple. *At the end of the second world war* the United Nations was formed.
Complex. He was *so weak that he could not walk*.
Simple. He was *too weak to walk*.
Complex. The students were punished *because they were disobedient*.
Simple. The students were punished *for disobedience*.
Complex. *When he saw the police* he ran away.
Simple. *On seeing the police* he ran away.
Complex. I was surprised *when I saw his obstinacy*.
Simple. I was surprised *to see his obstinacy*.

Exercise 101

Convert the following Complex Sentences into Simple Sentences:

1. He insisted that he should be admitted.
2. Can you tell me where he lives?
3. There was no harm done to the car except that the windscreen was cracked.
4. That he is seldom serious is well-known.
5. We wanted to know when the guests would arrive.
6. That I have failed once does not discourage me.
7. A man who is generous will have many friends.
8. He is a man who has risen by his own efforts.
9. Gulliver came upon a country where there were only dwarfs.
10. Can you find any work that you can do?
11. As the man was not there I left a message for him.
12. Wherever Gandhiji went large crowds followed him.

Exercise 102

(Miscellaneous)

Rewrite each sentence as directed:

1. My suggestion was appreciated by all. (Voice)
2. Gandhi was a virtuous man. (Use virtue)
3. What a lovely bird the peacock is! (Statement)
4. Had you not gone to his help, Michael would have been ruined. (Simple sentence)
5. I shot the bird sitting on the tree. (Complex sentence)
6. With all my wealth, I am not a happy man. (Compound sentence)
7. He is never missing from the office. (Affirmative)
8. Work hard, or you will have to repent afterwards. (Complex sentence)

Sequence of Tenses and Direct and Indirect Speech

The Sequence of Tenses

1. When the Principal Clause is in the Past Tense, the Verb in the Subordinate Clause should also be in the Past Tense:

<i>Principal Clause</i>	<i>Subordinate Clause</i>
He <i>said</i>	that he <i>was</i> not guilty.
He <i>asked</i>	whether he <i>might go</i> home.
She <i>was</i> so weak	that she <i>could not stand</i> .

Exceptions: There are two exceptions to this rule.

1. Look at these sentences:

Copernicus *proved* that the earth *moves* round the sun.

The preacher *said* that there *is* only one God.

The holyman *said* that honesty *is* always the best policy.

All the Subordinate Clauses in these sentences express a universal truth—something that is true for all time. When the Subordinate Clause expresses *a universal truth*, it may be put in the Present Tense, even if the Verb in the Principal Clause is in the Past Tense.

2. He *demanded* a higher price than I *can* pay.

He *liked* him better than he *likes* you.

Then the value of the rupee *was* much higher than it *is* now or *will be* in the future.

All the Subordinate Clauses in these sentences come after the Comparative Conjunction *than*. When the Subordinate Clause comes after *than*, it may be put in any Tense required by the context.

2. Read these sentences:

<i>Present</i>	<i>Future</i>
I maintain that he <i>is</i> honest.	I shall maintain that he <i>is</i> honest.
I maintain that he <i>was</i> honest.	I shall maintain that he <i>was</i> honest.
I maintain that he <i>will be</i> honest.	I shall maintain that he <i>will be</i> honest.

When the Verb in the Principal Clause is in the Present or Future Tense, the Verb in the Subordinate Clause may be in any Tense that the context requires.

3. Read these sentences:

We start early lest we should miss the train.

We started early lest we should miss the train.

We shall start early lest we should miss the train.

When the Subordinate Clause comes after *lest*, the only Auxiliary Verb that it may use is *should*, whatever be the Tense of the Verb in the Principal Clause.

Direct and Indirect Speech

We can report what a person says in two ways. Look at the following sentences:

1. Mohan said, 'I want to become a doctor.'
2. Mohan said that he wanted to become a doctor.

In the first sentence, we actually quote the words of Mohan. This is called *Direct Speech*. Mohan's words are put within inverted commas or quotation marks. In the second sentence, we report what Mohan said without quoting his exact words. This is called *Indirect* or *Reported Speech*.

Notice the changes effected in the first sentence when it is turned into Indirect Speech.

1. The comma after *said*, and the quotation marks are removed.
2. The Conjunction *that* is put between the Principal Clause and the Subordinate Clause. (However, it is often omitted especially in conversation).

3. The Pronoun *I* is changed to *he*.
4. The Verb *want* is changed into *wanted*, according to the rule of the Sequence of Tenses.

Rules for Changing Direct into Indirect Speech

If the reporting Verb in the Principal Clause is in the Past Tense, and Third Person, the following rules should be observed:

1. All Present Tenses of the Direct are changed into their corresponding Past forms in the Indirect:

For example:

is, am become *was*;

are becomes *were*;

has, have become *had*;

can becomes *could*;

may becomes *might*;

shall becomes *should*, *will* becomes *would*.

The Simple Present form of the Verb is changed into the Simple Past:

Direct: The boy said, 'I *like* sweets.'

Indirect: The boy said that he *liked* sweets.

The Present Continuous is changed into the Past Continuous:

Direct: He said, 'I *am buying* a new pen.'

Indirect: He said that he *was buying* a new pen.

The Present Perfect is changed into the Past Perfect:

Direct: He said, 'I *have read* this novel.'

Indirect: He said that he *had read* that novel.

The Present Perfect Continuous, becomes the Past Perfect Continuous:

Direct: He said, 'I *have been waiting* here for a long time.'

Indirect: He said that he *had been waiting* there for a long time.

2. The Simple Past in the Direct sometimes remains unchanged in the Indirect, and sometimes is changed into the Past Perfect:

Direct: He said, 'I *bought* a house in Paris.'

Indirect: He said he *had bought* a house in Paris.

these becomes *those* *tomorrow* becomes *the next day*
now becomes *then* *yesterday* becomes *the previous day*
here becomes *there* *last night* becomes *the night before*

or

the previous night.

hither becomes *thither* *ago* becomes *before*
thus becomes *so in that way* *come* sometimes becomes *go*
hence becomes *thence*

Direct: He said to Ram, ‘You may *come* with me *tomorrow*.’

Indirect: He told Ram that he (Ram) might *go* with him *the next day*.

Direct: The firemen said, ‘There was a big fire *here last night*.’

Indirect: The firemen said that there had been a big fire *there the previous night*.

Hither to we have been dealing with Assertive or Declarative sentences or simple statements. Now we shall turn to Interrogative, Imperative and Exclamatory sentences and see how they can be changed into the Indirect form.

Exercise 103

Change the following sentences into the Indirect Speech:

1. Father said to me, “I am not feeling well today.”
2. The man at the cash counter said, “You have no money in your account.”
3. “Barking dogs seldom bite,” says my mother to me.
4. He will say, “I am always ready to fight for my country.”
5. The teacher said, “Two and three make five.”
6. I said, “You will have to go alone today, Nisha.”
7. They said, “We cannot sit here.”
8. She said to me, “You are working hard these days.”
9. The Captain says, “I prefer death to dishonour.”
10. The teacher said, “You may go out to play.”

Exercise 104

Change the following sentences into the Direct Speech:

1. She said that someone had stolen her books the previous day.
2. My sister told me that mother had been cooking for quite a long time the night before.
3. The General said that his soldiers were really brave.
4. Father says that he goes out for a walk every morning.
5. The driver said that he had brought the car.
6. She said that she might succeed.
7. They said they had been cheated by a taxi driver.
8. She said to them that they could not sit there.
9. Ali said that I was telling the truth.
10. The child said that the sun rises in the east.

Interrogative Sentences or Questions

When we have to report a Question in the Indirect form, we must change the introductory verb into *asked, inquired, demanded*, etc.

Direct: He said, 'How many brothers *have you?*'

Indirect: He asked how many brothers *I had*.

Notice that the question mark is dropped in the Indirect and the order of the last two words is inverted. The verb follows the subject, as in a normal Assertive sentence. All questions beginning with interrogative words like *how, why, where, what, who, which, when*, etc., can be changed into the Indirect in this manner.

But there is another class of questions beginning with *have, has, will, may, do, did, is, are*, etc. The answer to these questions must be either *yes*, or *no*. When reporting such questions, the reporting verb has to be followed by *whether* or *if*.

Direct: The teacher said, 'Have you done your homework?'

Indirect: The teacher asked *if* I had done my homework.

Direct: Tom said, 'Will you come and play ball with me?'

Indirect: Tom asked *whether* I would go and play ball with him.

Exercise 105

Change the following sentences into Indirect Speech:

1. 'Have you no manners?' shouted the woman angrily.
2. 'Why don't you get vaccinated?' asked the doctor.
3. He said, 'Where can I get an application form?'
4. 'Do you write a good hand?' asked the employer.
5. 'May I have a little more pudding?' said the little girl.
6. The teacher asked, 'What are the rivers that flow through Andhra Pradesh?'
7. 'Who was the first man to fly in the space?' questioned the examiner.
8. 'What on earth do you mean?' they shouted.
9. The poet wrote, 'What is this life, if full of care, we have no time to stand and stare?'
10. 'Would you like to attend the summer camp?' said the N.C.C. Officer.

Imperative Sentences (Commands and Requests)

Sentences containing an order, request, warning, advice, etc., are in the Imperative Mood. In reporting them in the Indirect form, the introductory word *said* has to be replaced by *asked, ordered, commanded, requested, implored, advised, warned, etc.*

Moreover the Verb in the Direct speech has to be changed into the Infinitive (beginning with *to*) in the Indirect.

Direct: 'Keep quiet,' said the mother to the child.

Indirect: The mother *asked* the child *to* keep quiet.

Direct: 'Call the witness,' said the magistrate.

Indirect: The magistrate *ordered* them *to* call the witness.

Direct: 'Please, take me to the officer,' said the visitor.

Indirect: The visitor *requested* them *to* take him to the officer.

Direct: 'Don't sleep late and miss the train,' said my boss.

Indirect: My boss *advised* (*warned*) us not *to* sleep late and miss the train.

Direct: He said: 'Please, let me go.'

Indirect: He *requested* them *to* let him go.

Note. But when *let* in the Direct speech expresses a proposal or suggestion, the introductory verb should be changed into *proposed* or *suggested*; and we should use the Auxiliary *should* along with the verb, instead of the Infinitive.

Direct: She said, 'Let us have a picnic on Saturday.'
Indirect: She *suggested* that they *should have* a picnic on Saturday.

Exercise 106

Turn into the Indirect form:

1. 'Please, help a poor blind boy,' said the beggar.
2. 'Off with his head,' shouted the tyrant.
3. 'Mind, you don't fall when you play on the terrace,' said the mother.
4. 'Love your neighbour as yourself,' says the Golden Rule.
5. 'Hands up!' shouted the robber, waving a gun in his hand.
6. 'Drive fast and overtake that car,' said the man in the taxi.
7. 'Off to bed, now, children,' said the Mother.
8. 'Neither a borrower, nor a lender be,' said Polonius to his son.
9. 'Could you, please, lend me your pen for a minute?' said the stranger.
10. 'Don't waste your time, but work hard during the Christmas holidays,' said the teacher.

Exclamations and Wishes (Exclamatory Form)

In reporting exclamations and wishes, the reporting Verb (usually *said*) has to be changed into some Verb expressing exclamation or wish, like *exclaimed*, *declared*, *cried out*, *wished*, *prayed*, etc. Interjections and exclamations in the Direct speech, like *oh*, *alas*, *bravo*, *hurrah*, etc., and the exclamation mark, are omitted in the Indirect form and phrases like *with delight*, *with regret*, *with sorrow*, etc., are often added to bring out the intensity of feeling.

Direct: He said 'What a fool Tom is!'
Indirect: He *exclaimed* that Tom was a big fool.
Direct: As the curtain fell, the audience shouted 'bravo!' 'bravo!'
Indirect: As the curtain fell, the audience *repeatedly applauded* the actors.
Direct: He said 'God save the king.'
Indirect: He *prayed* that God might save the king.

<i>Direct:</i>	She said ‘Alas! the poor woman died that very night.’
<i>Indirect:</i>	She <i>exclaimed with sorrow</i> that the poor woman died that very night.
<i>Direct:</i>	‘Hurrah! we have overtaken them,’ said the boys.
<i>Indirect:</i>	The boys <i>shouted with delight</i> that they had over taken them.
<i>Direct:</i>	‘How clever of you to have solved the puzzle so quickly,’ said the mother.
<i>Indirect:</i>	The mother <i>exclaimed admiringly</i> that it was very clever of him to have solved the puzzle so quickly.

Exercise 107

Turn the following sentence into the Indirect Speech:

1. ‘O, the pity of it, Iago! the pity of it?’ cried Othello.
2. ‘Hurrah! I have won! I have won!’ shouted Cassius Clay after the title bout.
3. ‘May God bless you!’ said the priest to the little boy.
4. ‘What nonsense!’ said the angry woman to her son.
5. ‘Good Heavens!’ cried to officer, ‘did he really commit such a crime?’
6. ‘Thank God!’ said the lady, ‘they are all safe in spite of the earthquake.’
7. ‘Oh dear!’ said the boy, ‘I forgot to post that letter.’
8. ‘Alas! what shall I do?’ cried Lucy, ‘I have lost my way in the snow.’
9. ‘O for a glass of wine!’ said Omar Khayyam.
10. ‘Goodbye! father,’ said my friend, as he got into the train.

Punctuation and Capitals

Read the following sentences:

The Judge says the criminal should be beheaded.

‘The Judge,’ says the criminal, ‘should be beheaded.’

Whose head should come off seems to depend upon the commas and the quotation marks! It is evident that Punctuation marks can often alter the meaning of a sentence. *Punctuation* means the right use of the stops or marks in writing in order to make the meaning of a sentence, or passage clear.

The following are the principal Punctuation Marks:

- | | |
|----------------------------|---------------------------|
| 1. Full Stop or Period (.) | 5. Interrogation Mark (?) |
| 2. Comma (,) | 6. Exclamation Mark (!) |
| 3. Semicolon (;) | 7. Inverted Commas or |
| 4. Colon (:) | Quotation Marks (‘ ’) |
| | 8. Apostrophe (‘ ’) |

1. The Full Stop

The *Full Stop* represents the longest pause. It is used:

(a) At the end of an Assertive or Imperative sentence:

He is a good fellow. Put it down.

(b) After abbreviations and initials:

B.A., Ph.D., M.P., Co., Ltd., Dr. A. V. Rao, Mr. and Mrs. Milford.

When, however the abbreviation ends with the final letter of the full word, some writers prefer to omit the full stops: e.g., Mr, Mrs, Dr, St (street), st (saint).

2. Comma

The *Comma* marks the shortest pause. It is used:

1. To separate three or more words of the same part of speech (nouns, verbs, adjectives and adverbs); placed together; as,
Noun. I want to buy a pencil, a pen, a notebook and some paper.
Verb. Srinivas bathed, breakfasted, dressed and went out.
Adjective. He is efficient, hard working and conscientious.
Adverb. He lifted the precious treasure gently, reverently and with infinite caution.

Note. (a) No comma is required before *and*.

(b) Where the words are arranged in pairs joined by *and* or *or*, the comma is omitted:

We can go by car *or* bus, by rail *or* air.

He can sketch with pen *and* ink, or brush *and* paint.

Nearer *and* nearer, louder *and* louder came the roar of the mob.

2. To mark off *phrases in apposition*:
 Gandhiji, the Father of the Nation, had a simple life.
 Nalini, my brother's daughter, is getting married tomorrow.
3. To mark off the *Nominative of address*:
 I tell you, Sir, I cannot give it.
 O Lord, have mercy upon us.
4. After *adverbial phrases formed by absolute construction*:
 The weather being fine, they decided to have a picnic.
 Dinner over, they went back to the sitting-room.
5. Before and after *an adjectival phrase formed with a participle*, provided it is a non-defining phrase, i.e., one which does not merely qualify or define the subject which it refers to, but tells us more about it:
 Ashoka, having conquered Kalinga, decided not to fight any more wars.
 The Chairman, getting to his feet, rebuked the ill-mannered fellow who had disturbed the meeting.

Note. A defining phrase should not be separated by a comma:

A man *wearing a top hat* got out of the car.

He gave her a ring *studded with diamonds*.

A casket *made of ivory* lay on the dressing table.

6. To separate words, phrases, or clauses inserted into the body of a sentence:
He, too, was partly responsible for this.
The police did not, however, succeed in arresting him.
He is, after all, a mere boy.
She has, to my great surprise, married him after all.
The Arabs, who were trained by British officers, fought against the Germans.
7. To avoid the repetition of a verb:
I gave him a book, and her, a pen.
Mohan is a merchant and Ashok, a lawyer.
8. To separate a Subordinate Clause of any sort that comes before the Principal Clause:
When the bell rings, we shall go to the class.
If it rains, the match will have to be cancelled.
9. To separate short Co-ordinate Clauses of a Compound Sentence:
He gasped, he panted, and collapsed on the floor.
They waved, they cheered, they shouted words of welcome.
Men may come, and men may go, but I go on forever.
10. To mark of the words 'yes', 'no', 'will', 'sir'; as:
Yes, you may go out.
Sir, I want leave.
11. After the salutation or subscription in a letter; as:
My dear Father, Yours faithfully.
12. To separate the date of the month from the year; as:
March 5, 2016 July 7, 2005.
13. After the reporting verb in a sentence in the Direct speech as:
She says "I can't work"
The teacher said, "Play outside."

Exercise 108

Place commas, where necessary, in the following sentences:

1. The biggest cities in India are Kolkata Mumbai Chennai Delhi and Hyderabad.
2. Where there is a will there is a way.
3. This is how I earn my bread and butter.
4. He told me however that he was going away soon.
5. I came I saw I conquered.

6. Weary worn and sad he crept into his room and lay down.
7. As soon as you hear the whistle run up to me.
8. The thief softly opening the door peeped into the room.
9. Mr. Rao my next-door neighbour has gone to Kolkata.
10. Rich and poor high and low young and old all must die.
11. They said "We are happy here."
12. I was born on July 7 1985.
13. How are you my dear son?
14. No you cannot listen to music at this time.

3. The Semicolon

The *Semicolon* marks a longer pause than the Comma. It is usually followed by conjunctions like *and*, *but* or *or*. It is used:

1. To separate the clauses of a Compound Sentence, when they contain a comma:

Our teacher was a simple, modest, unassuming person; but we all respected him.

The sweet, melodious music came to a close; and there was thunderous applause.

2. To separate sentences which are closely connected in thought:

As Caesar loved me, I weep for him; as he was fortunate, I rejoice at it; as he was valiant, I honour him.

Reading maketh a full man: conference a ready man; writing an exact man.

4. The Colon

The *Colon* marks a more complete pause than that indicated by the Semicolon. It is used:

1. To introduce a quotation:

Solomon says: "Of the making of books there is no end."

Shakespeare said: "Neither a borrower nor a lender be."

2. To introduce a list:

These are the things we have to take with us: a flask of tea, some biscuits, sandwiches and fruit.

The poets I like best are: Milton, Wordsworth, Shelley and Keats.

3. To introduce an explanation, a statement or a proposition:
The excuse he gave was this: he had not properly understood the rules and regulations!
4. To separate two contrasted sentences; as:
Man proposes: God disposes.

Exercise 109

Put semicolons and colons where necessary in the following sentences:

1. Some are born great some achieve greatness and some have greatness thrust upon them.
2. They came they looked at the house and they went away.
3. The proposition before the House is this if we want peace we must be prepared for war.
4. I want a new dress then I want a new handbag and last of all, a new hat.
5. The problem is this which came first, the hen or the egg?
6. First you lie flat on your back then take a deep breath and then raise your legs without bending the knees.
7. The Bible says the fear of God is the beginning of wisdom.
8. We have to buy these things a table, four chairs and two cots.
9. He also told me about his uncle but that is another story.
10. The family went for a picnic the father carried the rugs the mother the food and the children the rest of the things.
11. I built the building they demolished it in no time.
12. Bacon says, "Reading maketh a full man writing an exact man and conference a ready man."

5. The Interrogation Mark

The *Interrogation Mark* is used after a direct question:

Where are you going?

Have you written to your father?

- Note.**
1. The Interrogation Mark is not used after an indirect question:
He asked me where I was going.
He enquired whether I had written to my father.
 2. The Interrogation Mark is not used after a polite request or submission:
Would you mind posting this letter for me.
Would you mind passing the jam.
May I submit, Sir, that this is a false charge.

6. The Exclamation Mark

The *Exclamation Mark* should not be used too frequently. It should be used only after real exclamations or interjections, and phrases and sentences, expressing sudden emotion or wish.

Oh dear! Alas! Hello! Good luck!

What a terrible storm!

Sometimes it is also used after a short and peremptory order:

Get out! I don't want to see you again.

Shut up! I don't want to hear a word.

7. Inverted Commas

Inverted Commas or *Quotation Marks* are used to indicate Direct Speech, *i.e.*, to enclose the actual words of a speaker or a quotation:

He said, 'I won't allow it.'

Pope says, 'The proper study of mankind is man.'

8. The Apostrophe (')

1. Used to show that some letter or letters have been omitted; as,
it's, (it is); isn't (is not); aren't (are not); weren't (were not); won't (would not); don't (do not); shan't (shall not).
2. Indicates the plurals of letters and figures; as,
t's; 7's ; B. Sc's ; M. Com's
3. Indicates possession; as,
India's population; Karan's mouth organ; a cow's horns ;
cuckoo's song.

Note: Apart from the 8 punctuation marks, the Dash (—), Hyphen (-) and Brackets () are also used.

Exercise 110

Insert full stops, Mark of Interrogation/Exclamation, Inverted commas and Apostrophe, wherever required:

1. Speech is silver silence is gold.
2. Will you lend me your umbrella Reena.
3. He is BA. B.Ed
4. May you rise in life says my grandma to me.
5. I don't know where they have gone.

6. The student said teacher may I have my essay backplease.
7. Keats said a thing of beauty is a joy forever.
8. All that glitters isnt gold wrote Shakespeare.
9. Were waiting for a friends reaction.
10. 5 BAs 7 MAs and 4 Ph.Ds have applied for this job.

Note on the Punctuation of Direct Speech

1. The introductory words, such as:
 He asked, you said, cried Sukumar, etc.
 whether at the beginning, in the middle or at the end of the sentence should be separated from the actual words spoken by Commas, *if no other stop is used*:
 ‘Hands up!’ said the leader of the gang.
 (No comma after *Hands up* because there is an exclamation mark).
 ‘Have you seen this man before?’ asked the Inspector.
 (No comma after *before* because there is a Question mark).
 ‘I want,’ said the boy, ‘an air-gun as a present.’
 (commas before and after *said the boy* because no other stops are used).
2. The actual words of direct speech should be enclosed in Inverted Commas and punctuated as ordinary sentences with Capital letters, Commas, Question Marks and Exclamation Marks where necessary.
3. The words of each fresh speaker should be given in a new paragraph:
 ‘Did you hear a sound?’ he asked.
 ‘No,’ she said, ‘I heard nothing.’
 ‘Listen!’ said he, ‘can’t you hear a low moaning from that hut there?’
 ‘Yes,’ she whispered, ‘I do hear it now. Let us go and find out what it means.’

Exercise 111

Punctuate these sentences:

1. Hello he said when did you get here.
2. What on earth he asked do you mean.
3. These saris have only just arrived he said would you like one.
4. Yes I’d like one she replied but how about the price.

5. Only ₹ 40/- each said he Goodness that's too much she replied .
I wont pay more than ₹ 30/- for one.
6. OK Now would you mind if I asked you to lend me your car for a day.
7. Good Heavens no she replied that is impossible.
8. Very well madam said he if it is impossible I dont want it.
9. Good bye she said see you later shall ring you up if I need anything.
10. He is engaged to me Is he Since when Since yesterday Well congratu-
lations Has your father consented.

The Use of Capital Letters

Capital letters are used:

- (a) At the beginning of a sentence—
Prevention is better than cure.
Necessity is the mother of invention.
- (b) At the beginning of each line of poetry—
A little learning is a dangerous thing,
Drink deep or taste not the Pierian spring.
- (c) To start the names of people, places, mountains, rivers, etc.—
Atlee, Kolkata, the Himalayas, the Godavari.
- (d) For nations and adjectives of nationality—
India, Indian, an Indian, France, French, a Frenchman
- (e) For names of days, months, festivals and historical eras—
Friday, October, Diwali, the Middle Ages, the Romantic
Period.
- (f) For names of books, plays, works of art—
the Mahabharata, the Taj Mahal, the Mona Lisa, the Last
Supper, the Fifth Symphony, the Bible.
- (g) For titles of people and names of things, when we refer
to unique examples—
an Emperor, but the Emperor of Japan; similarly, the Mayor
of Mumbai, the King of Afghanistan, etc. Also, the Golden
Fleece, the Holy Grail, the Eternal City.
- (h) For all adjectives derived from Proper Nouns—Christian,
Hindu, Himalayan, Herculean, Elysian, Biblical.

- (i) For all Nouns and Pronouns which stand for God.
the Lord, the Trinity, Satchidananda, Viswambhara, Allah,
etc., O Lord, be *Thou* our help and strength.
- (j) To write the pronoun *I* and the interjection *O*.

Exercise 112

Use Capital Letters, wherever necessary, in the following sentences:

1. on new year's day we went on a picnic to golconda.
2. when mr. and mrs. rockefeller came, we gave a dinner at which the mayor of new york and the queen of ethiopia were also present.
3. i am going to germany on the first of april this year.
4. it was a himalayan blunder to leave the passes in the himalayas undefended against possible chinese attacks.
5. pearl buck got the nobel prize for *the good earth*.
6. telugu, tamil, canarese and malayalam are dravidian languages.
7. on the tuesday after christmas alakesan flew to canada.
8. a new bridge is to be built over the ganges at allahabad in uttar pradesh.
9. shakespeare's *hamlet*, and *king lear* are his famous tragedies.
10. sir winston churchill was the prime minister of great britian during the second world war.

Exercise 113

Punctuate the following sentences, using Capitals, wherever necessary:

1. Oh mother cried the daughter i am so sorry to hurt your feelings.
2. Yes are going to attack the enemy forces after midnight said the commander to his regiment.
3. gandhi, nehru, patel, tilak, netaji were some of the leaders who fought for indias freedom.
4. You cant escape so easily shylock, said portia you ve plotted against the life of a Christian and citizen of venice.
5. He did B.A from Chennai and M.A from Oxford.
6. Man proposes god disposes.
7. Send me the following a pen four pencils two eraser and a dozen envelope.

Part III
Structures, Literary and
Conversational

Verb Patterns and Structures—I

By *structures* we mean sentence patterns. In this Section, we shall first consider some of the basic verb patterns and then some of the other important structures, both literary and conversational.

We have already seen in Chapter 1 that the sentence consists of two main parts—the Subject and the Predicate. The Subject must contain a Noun or a Pronoun and the Predicate must contain a Verb. Sometimes the Subject is omitted and then you may get one-word sentences:

Stop. Who goes there?
Listen. I want to tell you something.
Wait. I shall see what can be done about it.

Then there are sentences of two words—just a Noun and an Intransitive Verb:

Birds fly. Fire burns.
 Dogs bark. Time flies.

But you can't get very far with brief, bare sentences of this type, and so, more elaborate sentence patterns may be evolved, as shown below:

1. Subject + Intransitive Verb

<i>Subject + Attributes</i>	<i>Verb + Adverbials, etc.</i>
Putin	is coming on Tuesday.
The sun	has already risen.
The terrible storm	has at last subsided.
The little children	were frightened of the old beggar.
A gentle breeze	was blowing across the meadow.

Exercise 114

Write six sentences with the Subjects given below and using Intransitive Verbs and Adverbials, as required:

1. The small boat
2. The crescent moon
3. The excited spectators
4. The spring season
5. The golden-voiced nightingale
6. A squadron of jet fighters

2. Subject + Transitive Verb + Direct Object

A *Transitive Verb* is one that has an Object. The normal order of words in an English sentence is Subject+Verb+Object. (Contrast the Indian languages in which you usually have the order—Subject+Object+Verb).

Example: He broke the toy. (English)

He the toy broke. (Hindi)

<i>Subject</i>	<i>Transitive Verb</i>	<i>Direct Object</i>
The baby	likes	milk.
The Principal	punished	the boy.
The Chinese	attacked	India.
The unruly demonstrators	invaded	the platform.
The scoundrels	should be given	a good thrashing.
The Buddhist monk	burnt	himself.
The Central Government	should ban	all <i>Senas</i> and other militant organizations.

‘The baby likes’ what? *Milk.*

‘The Principal punished’ whom? *The boy.*

The answer to the question *what* or *whom* is the Direct Object.

Notice the use of the Reflexive Pronoun (*himself, herself, etc.*) as an Object.

Exercise 115

Fill up the gaps with a Subject, a Transitive Verb or an Object, as required:

1. The assembly the Minimum Wages Bill.
2. The Chief minister a Press Conference.
3. The Chinese exploded
4. have started a space race.
5. The Indian Navy an aircraft carrier.
6. India must build up
7. Gandhi ji *Ahimsa*.
8. They laughed at
9. People him from going away.
10. The Principal declared

3. Subject + Verb + Object + Adverb Particle

There are some Verbs followed by Particles, e.g., *put on, take off, give away, bring up, call in*. Sometimes the particle is detached from the Verb and put after the Object.

<i>Subject</i>	<i>Verb</i>	<i>Object</i>	<i>Adverb Particle</i>
Peter	put	his hat	on.
They	called	the doctor	in.
He	threw	it	away.
His uncle	had brought	him	up.
	Take	yourself	off.
	Please, put	it	out.
You	must send	them	back.

The Particle is thus put after the Object, when the Object is a Personal Pronoun—*it, me, us, them, etc.*,—or when it is comparatively short.

Note. The difference between a Particle and a Preposition is that while the Particle is closely tied to its Verb to form idiomatic compounds, the Preposition is closely tied to the Noun or Pronoun which it controls. The following are used only as Particles and never as Prepositions—*away, back, out, backward, forward, upward, downward*. But *on, off, in, up, down, to, from, etc.*, are used as Particles and Prepositions.

When the Object is long or has to be made prominent or when it is qualified by an Adjectival Phrase or Clause, the Particle comes before the Object.

<i>Subject</i>	<i>Verb</i>	<i>Particle</i>	<i>Object</i>
The President	gave	away	the prizes.
He	put	on	an air of innocence.
We	will not throw	away	anything useful.
The poor widow	had to bring	up	all the three children.
He	brushed	aside	all the plans I had carefully formulated.
They	called	in	Dr. Chatterji, a famous cardiologist.
The sailors	put	out	the fire in the hold of the ship.

4. Subject + Verb + Indirect Object + Direct Object

This order is preferred when the Indirect Object is shorter than the Direct Object, or when the Direct Object has to be made prominent.

<i>Subject + Verb</i>	<i>Indirect Object</i>	<i>Direct Object</i>
The President awarded	Tendulkar	a gold medal.
The World Bank gave	India	a big loan.
Our guest told	us	an interesting story.
The robber dealt	the traveller	a heavy blow.
I sent	my pen-friend	a Christmas present.
We promised	our guide	a handsome reward.
The teacher wished	the boys	all success.
I bade	my friends	a sad farewell.

‘The President awarded the gold medal’ to whom? To *Tendulkar*. ‘The World Bank gave a big loan’ to whom? To *India*. The answer to the question *to whom* or *for whom* is the Indirect Object. The Indirect Object is usually a person or persons.

Exercise 116

Complete the following sentences adding an Indirect or a Direct Object, as required:

1. The Russians gave *a squadron* of M.I.G. fighters.
2. I bought *a present*.
3. He threw *the beggar*
4. The British Council offered *him*
5. The man sent *a message*.
6. India has promised *Nepal*
7. The Principal offered a scholarship.
8. Father narrated to us

5. Subject + Verb + Direct Object + Preposition + Indirect Object

This order is preferred when the Direct Object is shorter than the Indirect Object, or when the Indirect Object has to be stressed.

<i>Subject + Verb</i>	<i>Direct Object</i>	<i>Preposition</i>	<i>Indirect Object</i>
He distributed	sweets	to	all the boys in the class.
I don't lend	books	to	anybody.
Don't show	the letter	to	any of your friends.
He promised	the prize	to	me, not you.
She bought	a present	for	her mother.
He made	coffee	for	all of us.
She ordered	a new dress	for	herself.
The tailor made	a suit	for	my brother-in-law.

6. Object Complement 1: Subject + Verb + Object + Complements

Some Transitive Verbs are followed by an Object and an Object Complement (A *complement* is a word or phrase necessary to *complete* the meaning of the sentence).

	<i>Subject</i>	<i>Transitive Verb</i>	<i>Object</i>	<i>Object Complement</i>
1.	We	elected	Gopal	President of the College Union.
2.	They	made	me	Secretary of the Association.
3.	The people	wanted to crown	Caesar	king.
4.	They	have named	the baby	Christopher.
5.	They	found	the place	a desert.
6.	You	may call	it	what you will.
7.	We	choose	Govind	our leader.

Notes. 1. Here, the Complement of the Object is a Noun or Noun equivalent.

2. The preposition *as* or *for* is sometimes used with Verbs *elect* and *choose*, but not with the others.

Whom will they choose *for* their leader?

I wonder whom they will elect *as* President.

7. Object Complement 2: Subject + Verb + Object + Complement

<i>Subject</i>	<i>Transitive Verb</i>	<i>Object</i>	<i>Object Complement</i>
The noise	drove	him	mad.
That case	made	the lawyer	famous.
He	painted	the car	green.
We	found	the house	empty.
Robin	thought	the plan	impracticable.
We	find	the cost of living	rather high.
We	consider	the matter	very important.

Note. Here the Complement of the Object is an Adjective.

Sometimes *to be* is used before the Complement.

<i>Subject</i>	<i>Verb</i>	<i>Object</i>	<i>to be + Complement</i>
I	consider	the plan	(to be) unwise.
Most people	supposed	him	(to be) innocent.
I	have not found	such enquiries	(to be) useful.
They	have proved	themselves	(to be) worthy of our trust.
Events	proved	him	(to be) wrong.
I	knew	him	to be conscientious.

8. Subject Complement 1: Subject + to be + Complement

The Verb *to be* is followed by a Subject Complement:

The Subject Complement may be a Noun, an Adjective or an Adverb or Adverbial Phrase.

<i>Subject</i>	<i>Verb</i>	<i>Subject Complement</i>		
		<i>Noun</i>	<i>Adjective</i>	<i>Adverbial</i>
He	is	an engineer.		
They	are	our neighbours.		
Those	are	our fields.		
The food	is		delicious.	
The play	was		superb.	
The programme	was		entertaining.	
He	is			in the next room.
It	was			late at night.
God	is			everywhere.

9. Subject Complement 2

Some Intransitive Verbs are followed by Subject Complements:

<i>Subject</i>	<i>Verb</i>	<i>Subject Complement</i>		
		<i>Noun</i>	<i>Adjective</i>	<i>Adverbial</i>
She	remained	a spinster.		
Raman	looks	a genius.		
This	appears	a suitable site.		
The crowd	turned		violent.	
That	sounds		funny.	
I	felt		helpless.	
Mr. Sampath	went			abroad.
Bolt	ran			very fast.
He	acted			in a treacherous manner.

Here also we find that the Subject Complement may be Noun, an Adjective, and Adverb or an Adverbial Phrase.

10. (Conjunctive + Infinitive) as Direct Object: Subject + Verb + (Conjunctive + Infinitive)

<i>Subject + Verb</i>	<i>Direct Object</i>
	<i>Conjunctive + Infinitive, etc.</i>
I don't know	where to turn for solace.
We must find out	what to do next.
Let us decide	when to start.
Have you been told	where to study?
I don't know	how to stop it.
I'll enquire	how to reach the place.
We must remember	where to turn off the main road.
Do you know	what to look for?

Notes. 1. Conjunctive means an Interrogative which also serves as a Conjunction.

2. It is wrong to use 'what to do?' as a question. You must say 'what shall we do?' or 'what is to be done?'

3. The Conjunctive + Infinitive can be changed into a Noun Clause:

I don't know where to turn for help means *I don't know where I should turn for help.*

We must find out what to do next means *We must find out what we should do next.*

Exercise 117

Change the Conjunctive + Infinitive in the remaining six sentences in the above Table into Noun Clauses.

11. Subject + Verb + Indirect Object + (Conjunctive + Infinitive) as Direct Object

<i>Subject + Verb</i>	<i>Indirect Object</i>	<i>Direct Object</i>
		<i>Conjunctive + Infinitive</i>
I shall show	you	how to manage it.
Could you tell	me	where to find a good hotel?
Please, show	him	where to put my things.
Please, direct	me	how to get there.
Could you tell	me	where to apply for a ration card?
Please, instruct	me	how to learn a foreign language.
Some one should teach	you	how to behave.
A good dictionary tells	you	how to pronounce the words.

Here also the Conjunctive + Infinitive can be changed into a Noun Clause. (See the previous section)

Exercise 118

Change all the Direct Objects in the Table above into Noun Clauses.

12. The Present Perfect

It generally represents an action which has been completed within a period of time that extends up to and includes the Present:

Transitive Verbs

<i>Subject + Present Perfect</i>	<i>Object</i>	<i>Adverbials, Complements, etc.</i>
Have you seen	him	this morning?
Have you seen	him	today?
I have <i>never</i> seen	him	before.
We have endured	his tyranny	<i>for three years now.</i>
Hari has <i>not yet</i> returned	the money	he borrowed from me.
I have <i>just</i> completed	my book	on the Philosophy of Shri Aurobindo.
They have <i>already</i> paid	the arrears	from 1965 onwards.

Intransitive Verbs

<i>Subject + Present Perfect</i>	<i>Adverbials, Complements, etc.</i>
They have lived	here <i>since</i> 1960.
They have lived	here <i>for twelve years now</i> .
The boy has grown	enormously <i>in the last two years</i> .
The patient has slept	<i>for two hours now</i> .
A telegram has <i>just</i> come	from the President of the Cricket Board.
Has the peon gone	to the Post Office <i>already</i> ?
I have been	there <i>this morning</i> .

Note. The Present Perfect is a Present Tense. So when you use the Present Perfect, the action cannot be placed at any point of time in the Past. But a period of time extending upto the time of speaking may be mentioned—*for two hours, for three years, in the last two years, etc.* Adverbs like *just, recently, as yet, ever, never, already, today, this morning, etc.*, may also be used.

Common Errors

- I have seen him yesterday. (wrong)
I saw him yesterday. (right)
We have lived there till 1960. (wrong)
We lived there till 1960. (right)
- 'Where is Ramu?' 'He has been to Mumbai.' (wrong)
'He has gone to Mumbai'. (right)
'He has been to Mumbai' means that sometime in the past he went to Mumbai and came back. So he knows Mumbai; he is not a stranger to Mumbai.
'He has gone to Mumbai' implies that he is still in Mumbai; hasn't come back yet.

13. The Present Perfect in Subordinate Clauses

<i>Principal Clause</i>	<i>Conjunction</i>	<i>Subordinate Clause</i>	
		<i>Subject + Verb</i>	<i>Objects, Adverbials, etc.</i>
We will not begin the work	until	they have agreed	to our conditions.
I shall come back	after	I have had	my lunch.
He cannot be appointed	before	he has cleared	the interview.
I understand	that	you have resigned	from the Committee.

You notice that the Present Perfect is used in the Subordinate Clause only when the Verb in the Principal Clause is either in the Present or Future Tense—not in the Past Tense.

14. The Present Perfect Continuous

<i>Subject</i>	<i>Verb</i>	<i>Object, Complement, Adverbials, etc.</i>
Sheila	has been knitting	a sweater for her brother.
Scientists	have been planning	to land a man on Venus.
The anxious father	has been waiting	for a letter from his son in the U.S.A.
The leaning tower of Pisa	has been leaning	more and more every year.
The Americans	have been spending	billions of dollars on space research.
Some farmers in South India	have been trying	to grow wheat there.
The Government	has been carrying on	propaganda to popularise family planning.

The Present Perfect Continuous shows an action that started in the Past, has continued upto the Present and is still continuing.

Notes. 1. The question form in this Tense will be as follows:

Have you been waiting here long?

Has Sheila been knitting a sweater for her brother?

Has the leaning tower of Pisa been leaning more and more every year?

2. Since the action started in the Past and has been continuing ever since, the only point of time that can be mentioned in such a sentence is the time when the action started.

He has been serving here *since* 1962.

The lady has been waiting for a bus *since* 8 o'clock.

You can also mention the period of time during which the action has been going on:

He has been serving here *for* seven years.

The lady has been waiting for a bus *for* one hour.

But it is wrong to say:

We have been working all yesterday.

It has been raining during the whole of last week.

You must say:

We worked all yesterday.

It rained during the whole of last week.

15. The Past Perfect

It denotes an action completed some time in the Past before another Past action or event started:

<i>Past Perfect</i>	<i>Past</i>
I had been in Hyderabad for two years	when the Police Action took place.
The Prime Minister had visited Moscow	before he went to London.
The visitors had left	by the time I reached home.
Classes had been discontinued	two weeks before the examination (started).
Classes had gone on	till two weeks before the examination (started).
As soon as the clients had gone	I locked up my office and went home.
The sun had set	by the time we got the car repaired.
The rebels had already been shot	before the United Nations could intervene.

The Past Clause may come before the Past Perfect Clause. Before the United Nations could intervene, the rebels had already been shot.

Robin said that he had offered ₹ 8,000/- for the car.

A Common Error

We had been to Mumbai two weeks ago. (wrong)

We went to Mumbai two weeks ago. (correct)

We had gone to the pictures last night. (wrong)

We went to the pictures last night. (correct)

Verb Patterns and Structures–II

16. Introductory ‘There’

1. The most common way of indicating existence in English is by using *there+to be*. Normally *there* is an Adverb of Place. But the introductory ‘*There*’ has no Adverbial sense and is just used to introduce the sentence:

There are two people in the room.

This may also be written thus:

Two people are in the room.

But normally the first form is preferred, though the subject is *two people*.

<i>There + Verb</i>	<i>Subject, etc.</i>
There is	a bridge over the Thames in London.
There were	very few accidents last year.
There is	a way (no way) out.
There have been	many such rumours.
There won't be	any difficulty about it.
There must be	a definite reason for it.
There's	no going back on it.
There's	no denying the fact that she broke it.
There's	no knowing what they will do.

In the last three sentences we have a peculiar structure—*no + gerund*, which indicates impossibility.

There's no going back on it = It is impossible to go back on it.

There's no denying ... = It is impossible to deny ...

There's no knowing = It is impossible to know ...

Note. The expression 'There is *no question of* denying the fact', 'There is *no question of* going back on it', etc., is an Indianism which should be avoided. But you can say 'Going back on it is out of the question.'

Exercise 119

Rewrite the following sentences, using the *no + gerund* construction:

1. It is impossible to satisfy these people.
2. It is impossible to say what will happen.
3. It is not possible to back out of it now.
4. We cannot withdraw from our commitments.
5. The fact cannot be gainsaid that we failed in our duty to these people.
6. It is not possible to retreat from our present position.
7. It is not possible to get over this difficulty.

2. Introductory '*There*' can also be used with some Intransitive Verbs, or with an Intransitive Verb + *to be*.

<i>There + Verb</i>	<i>Subject, etc.</i>
There seems to be	some misunderstanding between them.
There came	a knock at the door.
There happened to be	no one near by to help her.
There arose	a dispute about the leadership of the party.
There fell	a deep silence upon them.
There grew	a warm friendship between the two.
There spread	a rumour that she was a Pakistani spy.

Exercise 120

Rewrite the above sentences without using *There*.

17. Introductory 'It' (Provisional subject)

1. When the subject is an Infinitive Phrase, the sentence often begins with *It*. Instead of saying, 'To accept your advice is difficult', we say, 'It is difficult to accept your advice.'

<i>It + Verb</i>	<i>Subject Complement</i>	<i>Infinitive Phrase (Real Subject)</i>
It is (not)	easy	to learn English.
It was (not)	difficult	to understand his motive.
It will (not) be	comfortable	to sit on the beach.
It may (not) be	premature	to think of it now.
It might (not) be	advisable	to consult specialists.
It could be	dangerous	to drive so fast.
It must be	tempting	to get such an offer.

However, when you wish to emphasize the Infinitive Phrase, it may be put at the beginning, especially if it is short:

‘To err is human, to forgive, divine.’

To become a millionaire was his life-long ambition.

To withdraw now will be sheer folly.

Exercise 121

Rewrite the following sentences using Introductory *It*:

1. To buy a car now is not advisable.
2. To invest all your money on land will be foolish.
3. To reveal the deployment of the army units would not be in the public interest.
4. Not to accept the democratic demands of the common people would be unwise.
5. To ensure the industrial development of all the States is essential.
6. Not to control the increase in population would be disastrous.
7. To provide young people with facilities for games and sports is absolutely necessary.
8. To prevent unhealthy activities by encouraging healthy ones is the need of the hour.
9. To depend so much on foreign aid seems humiliating.
10. To avoid foreign borrowings altogether is not feasible.

2. When the Subject is a Phrase that includes a Gerund, *It* is used as a provisional subject to begin the sentence. Instead of saying ‘Your trying to deceive us is no good’, we generally say: ‘It is no good your trying to deceive us.’

<i>It + Verb</i>	<i>Subject Complement</i>	<i>Subject with a Gerund</i>
It won't be	any good	my talking to him about it.
It is	no use	trying to convince him of this.
It wouldn't be	much good	complaining to the Mayor about it.
It was	a difficult business	starting the car with such a weak battery.
It is	no fun	having so many children to look after.
Will it be of	any use	my meeting the boss about it?
It is	just silly	throwing away your chances like that.

Notes. 1. The Gerund can be changed into the Infinitive: e.g.,
 It won't be any good for me *to talk* to him about it.
 It is no use (for us) *to try* to convince him of this.

2. These sentences can also be re-written as Exclamatory sentences:
 e.g.,
 How silly of you to throw away your chances like that!
 What a difficult business it was to start the car with such a weak battery!
 What a nuisance having so many children to look after!

Exercise 122

Rewrite the sentences in the above Table as Exclamatory and Assertive sentences using the Infinitive instead of the Gerund.

3. When the Subject is a Clause, the sentence usually begins with *It*. Instead of saying 'That he was once a terrorist is true,' we say: 'It is true that he was once a terrorist.'

<i>It + Verb, etc.</i>	<i>Clause</i>
It does not matter	whether it rains or not.
It is stated here	that he must pay the fine.
It was not required	that he should pay in advance.
It will be sufficient	if they fulfil this condition.
It is certain	that he left the place in unannounced.
It may not be desirable	that you should go there yourself.

Exercise 123

Rewrite the following sentences using introductory *It*:

1. Whether he can pay so much is doubtful.
2. That he overheard our conversation is clear.
3. That we did our best to help him cannot be denied.
4. Whether you buy it now or later does not matter.
5. That you are not really interested in the election is quite evident.
6. That the weather was so wet was unfortunate.
7. How the burglars got into the house is a mystery.
8. When you are promoted as Manager of the firm will be a great day.
9. That he misunderstood what I said is possible.
10. How he is going to do it is difficult to understand.

4. Introductory *It* is also used with *seem*, *appear* and *look* when the subject is an Infinitive Phrase, a Phrase with a Gerund in it, or a Clause.

<i>It + Verb</i>	<i>Subject Complement</i>	<i>Infinitive Phrase, Gerund, Clause, etc.</i>
It seemed	strange	to see him missing.
It does not seem	much good	going on with the work.
It seems	a pity	that he should go away like that.
It appears	possible	that the two companies may merge.
It looked	doubtful	whether the match would come off.
It appeared	unwise	to offend the visitors.
It seems	selfish	to think only of your own good.
It looks	improper	to behave like that.

5. 'It' is sometimes used as the Object of the Verbs *think*, *feel*, *deem*, *count*, *consider*, etc., and it represents *that*—clauses, infinitive phrases, etc., which come later on in the sentence:

<i>Subject + Verb</i>	<i>it</i>	<i>Complement</i>	<i>Clause, Phrase, etc.</i>
I consider	it	a privilege	to have this opportunity of welcoming you.
We think	it	odd	that you never think of us these days.
We deem	it	an honour	to have you here with us.
I think	it	a pity	that you could not attend the wedding.
Don't you think	it	dangerous	to swim in these rough waters?

Exercise 124

Rewrite the following sentences using the Introductory 'It' after the Verb.

1. That I was not invited to the party was insulting.
2. To be able to serve you is counted an honour by me.
3. That he should be so obstinate appears amazing.
4. Don't you find that it is a pleasure to drive this new car?
5. Do you think that it is wise not to insure your household items?
6. To yield to such pressure is considered by us to be sheer cowardice.
7. To visit the Holy Land is deemed by them to be a rare privilege.
8. That they waste so much money on rituals is thought foolish by us.
9. That the powers of Nature should be appeased is considered necessary by some people.
10. To believe that a cat crossing one's path can affect one's future appears to me a mere superstition.

6. Introductory 'It' in Questions

It was Ahmed who broke the window.

Who was *it* that broke the window?

It was at 9 a.m. that the postman came.

When was *it* the postman came?

It was at Srinagar that the Conference met.

Where was *it* the Conference met?

It is because he is ill that he is absent.

Why is *it* he is absent?

You will notice that in the question form the Relative *that* is frequently omitted.

Exercise 125

Form questions to which the following sentences are the answers; the correct interrogatives are given at the end of each sentence.

1. It was the day before yesterday that I got the e-mail. (when)
2. It was because he was poor that he stole the bread. (why)
3. It is in the Durbar Hall that the meeting will be held. (where)
4. It was your fault that the pudding was spoilt. (whose fault)
5. It is the President's consent that we have to get. (whose consent)
6. It is his laptop that he is looking for. (what)
7. It was in Switzerland that he spent the summer. (where)
8. It was Rama's dog that was run over. (whose dog)
9. It was last June that I met the King for the first time. (when)
10. It is this that I want you to do. (what)

18. 'If' Clauses

1. 1. *He will do it if you ask him.* (This merely states that something will happen if a certain condition is fulfilled—and the condition is nothing improbable or impossible.)
 - I shall guide him if you want.
 - He will accept the post if it is offered.
 - You will be informed if the meeting is arranged.
2. *He would do it if you asked him.* (This states the probable result of an imaginary condition. The possibility of 'your asking him' and 'his doing it' is more doubtful in 2 than in 1.)
 - You could do it if you tried.
 - They would help you if you asked.
 - I should meet him if he turned up.
3. *He could do it if he were a dictator.* (This is the *unreal if*. It is clear that he is not a dictator and, therefore, his 'doing it' is impossible.)
 - If I were king of Tartary, I would make you my queen.
 - If he were twenty years younger, he could perhaps do it.
 - I would do it if it were possible.

Notice a special use of this construction where *if* = *even if*.

 - If he were the devil himself, I would oppose him.*
 - If he were the Emperor of China, he couldn't be more autocratic.*

Another use of this structure is to give advice or gentle admonition:

If I were you, I should accept the post.

I shouldn't provoke the officer, if I were you.

4. *He would have done it if you had asked him.* (This is the *unreal Past*. You did not ask him and therefore he did not do it. But one likes to imagine the result if the condition had been fulfilled, i.e., if you had asked him.)

They would have come if you had invited them.

The strike would have been called off if the workers' demands had been granted.

He would have agreed if you had been more courteous.

Exercise 126

Complete the following sentences:

1. I shall buy a car if
2. You shall have a present if
3. We could buy a villa if
4. They would join us if
5. You could win the first prize if
6. If I were a bird
7. If he were a Hercules
8. If he were Hercules himself
9. If I were you
10. I would have attended the wedding if

2. Omission of 'if' and inversion of Subject and Verb

If *it should* prove to be true, I shall resign from the Cabinet.

Should it prove to be true, I shall resign from the Cabinet.

If *he had* told me earlier, I would have arranged it.

Had he told me earlier, I would have arranged it.

If *it were* possible, I would visit Moscow.

Were it possible, I would visit Moscow.

Exercise 127

Complete the following sentences:

1. Should he continue to be irregular.
2. Should it prove too difficult
3. Should there be another strike

4. We shall transfer him, should
5. I shall go abroad, should
6. Had he worked a little harder
7. Had he not been so obstinate
8. Were I a millionaire
9. We could have been here on time, had
10. The Chinese wouldn't have attacked us, had

19. 'If ... were to' and its inverted form, 'were ... to'

1. If that boy *took* more exercise, he wouldn't get so fat.
If that boy *were to take* more exercise, he wouldn't get so fat.
Were that boy *to take* more exercise, he wouldn't get so fat.
2. If you *spoke* a little louder, we could all hear you.
If you *were to speak* a little louder, we could all hear you.
Were you *to speak* a little louder, we could all hear you.

Exercise 128

Change the following sentences into the *If were to* and *were to* forms:

1. If that man smoked less, he wouldn't develop cancer.
2. If George drank less, he wouldn't develop heart trouble.
3. If you played games regularly, you would become strong and healthy.
4. If you listened more carefully, you wouldn't make so many mistakes.
5. If I became a doctor, I could save many lives.
6. If you bet on that horse, you would win.
7. You would be ruined if you invested your money in those shares.
8. If it stopped raining we could continue the game.
9. You would be dismissed if this happened again.
10. We should be delighted if our M.P. paid us a visit.

20. What = that which, that

- Listen carefully to *what* I am going to tell you.
Listen carefully to *that which* I am going to tell you.
or Listen carefully to *the things that* I am going to tell you.
Plan *what* you have to accomplish.
Plan *that which* you have to accomplish.
Plan *the targets that* you have to accomplish.

Exercise 129

Rewrite the following sentences using *what* instead of the words italicized.

1. You had better sell it for *any sum that* you can get.
2. I am not surprised by *the things that* he has done.
3. *The reason that* I don't understand is why they waited so long without lodging a complaint.
4. It all depends on *the thing that* they propose to do.
5. After *the incident that* has happened I don't wish to see him again.
6. I cannot justify *the things* they have done.
7. *That which* you deserve is much more than *that which* I can give.
8. May I remind you of *the things* you told me yesterday?
9. This is not relevant to *the topic* we are discussing.
10. They went out through *an opening that* looked like a door.

21. Emphatic Connectives

Whoever, whatever, whichever, wherever, whenever, however, whosoever:

1. In the sense of 'it doesn't matter *who, what, which*, etc., it may be'.
 - Whatever* you may say, I am not going to take him back.
(It doesn't matter what you say, I won't take him back).
 - Wherever* you go, I shall follow. (It doesn't matter where you go, but I shall follow you).
 - Whoever* goes against the law must be punished. (It doesn't matter who goes against the law; he must be punished).
 - I shall do *whatever* I can to help you.
 - We shall accommodate *whoever* comes to attend the ceremony.
 - I shall give it *whenever* you want.
 - You can choose *whichever* you like.
2. Suggesting something not definitely known:
 - I shall come *whenever* I can slip away.
 - We shall send *whoever* is available.
 - You will have to be satisfied with *whatever* you can get.

Verb Patterns and Structures–III

22. The Infinitive

1. The Infinitive is often used after *is, am, are, was, were* to indicate an agreement or arrangement, to ascertain the wishes or orders of someone else, to express a complaint, a protest, etc.

<i>Subject + Verb</i>	<i>To-Infinitive, etc.</i>
The Assembly is	to meet on the 15th of February.
Sumitra and I are	to go to the training camp.
Vijayan and Vimala are	to be married next month.
Where are we	to go for our holiday?
How long are we	to wait like this?
I am	to convey to you that ...
When am I	to visit you again?
Am I	to post all these letters?
The handbag was	not to be found anywhere.
The poor exile was	never to see his native land again.

2. *Be + to-Infinitive* is also used as a mild form of command:

The teacher says, “You *are to* learn the poem by heart.”

The scouts *are to* wear their uniforms for the parade.

Father says you *are not to* go to the pictures tonight.

This order says we *are to* pay the tax before the 1st of next month.

23. The Infinitive Subject + Verb + Object + Infinitive

<i>Subject + Verb</i>	<i>Object</i>	<i>Infinitive, etc.</i>
Newton saw	the apple	fall to the ground.
I watched	the servant	cook the food.
Wordsworth heard	the highland lass	sing a sad song.
They made	the child	drink the milk.
We saw	the criminal	break the door open.
Did any one see	Bejoy	leave the house?
Did you see	Pataudi	hit that boundary?
Did you notice	anyone	come in?

In this construction the Infinitive expresses a completed action. But a Present Participle in its place would indicate an action that is going on and not completed.

24. Subject + Verb + Object + Present Participle

<i>Subject + Verb</i>	<i>Object</i>	<i>Present Participle, etc.</i>
Newton saw	the apple	falling to the ground.
She watched	the servant	lighting the fire.
Did you see	anyone	standing near the gate?
He observed	them	rehearsing the play.
We heard	the children	singing in the next room.
We watched	the ship	steaming slowly away.
Can you smell	something	burning?
We listened to	the band	playing in the park.

25. The Infinitive (Phrase) used as Equivalent to a Clause

<i>Subject + Verb</i>	<i>To-Infinitive</i>
Byron awoke one morning	to find himself famous.
The pleasant dreams of youth have vanished	never to return.
Space travel has come	to stay.
The drunken man awoke	to find himself in the gutter.
The poor woman awoke	to find herself robbed.
Ram trusted Shyam	only to find that he was betrayed.
We have learned our lesson	never to trust these neighbours again.

These sentences can be changed into Compound Sentences by transforming the Infinitive Phrases into Co-ordinate Clauses:

Byron awoke one morning *and* found himself famous.

The pleasant dreams of youth have vanished *and* will never return.

Exercise 130

Change the remaining sentences in the Table into Compound Sentences in the manner shown above.

26. 'For' + Object + Infinitive

It only takes ten minutes *for me to walk to the school.*

It is not necessary *for you to lose your temper.*

There were no toys *for the children to play with.*

It is now too late *for us to begin a new lesson.*

There is nothing else *for you to do.*

It is difficult *for anyone to control him.*

It was hard *for the police to disperse the crowd.*

It isn't easy *for me to let him go.*

1. Some of these sentences can be re-written with the italicized words as Subjects:

For me to walk to the school takes only ten minutes.

For you to lose your temper is not necessary.

For me to let him go isn't easy.

2. The sentence: 'It is now too late for us to begin a new lesson' can be re-written as:

It is now so late that we cannot begin a new lesson.

3. Certain clauses can be transformed into this Infinitive form:

It would be risky *if you attempted it.*

It would be risky *for you to attempt it.*

It wouldn't be wise *if you boycotted the function.*

It wouldn't be wise *for you to boycott the function.*

Exercise 131

Change the italicized words in the following sentences into this type of Infinitive phrase:

1. It is essential *that they earn while they learn.*
2. It would be dangerous *if they indulged in such activities.*
3. The car is not ready; *so you cannot use it.*
4. Is this coat big enough? *Can you wear it?*
5. There are a few more issues *that we have to consider.*
6. This is something *that you should take into consideration.*
7. The radiogram was *so expensive that I couldn't buy it.*
8. Open the door *so that the cat may go out.*
9. Democracy guarantees *that people may freely speak out their minds.*
10. What a stupid thing it was *that I did!*

27. Gerund (Verbal Noun)

A Gerund is a Verb + *ing*, used as a Noun.

<i>Subject + Verb</i>	<i>Gerund, etc.</i>
India has started	producing atomic power.
Don't give up	playing tennis.
I could not help	hearing their conversation.
I do not mind	helping you with your homework.
You should practise	playing the guitar every day.
She likes	singing.
I love	washing my car.
I hate	having dinner so late.
He prefers	boxing to wrestling.
Lata likes	going to the pictures.

The Gerunds (Verbal Nouns) on the right are the Objects of the Transitive Verbs in the left-hand column.

Gerund and Infinitive

1. Rita likes *painting*.
2. She would like *to paint* this landscape.
3. Sudhir likes *playing* tennis.
4. Would you like *to play* tennis this evening?

Sentence 1 means that Rita likes painting as an art. It is a *general* statement. Sentence 2 says that she would like to paint a *particular* scene.

In the same way sentence 3 is a *general* statement about Sudhir's liking for tennis as a game. Sentence 4 is a question about playing tennis on a *particular* occasion.

The *Gerund* is used for making general statements and the *Infinitive* for making statements about particular occasions—especially after Verbs expressing likes and dislikes.

Exercise 132

Study sentences 6–10 in the Table on page 268. Notice that the verbs on the left side indicate preferences and dislikes.

Now frame sentences of your own, using the *to*-Infinitives that correspond to the Gerunds in these sentences.

Interchange of Gerund and Infinitive

1. *Playing games* is good for health.
To play games is good for health.
2. *Smoking* is forbidden.
To smoke is forbidden.
3. *Reading* is a good habit.
To read is a good habit.
4. We began *to talk* about old times.
We began *talking* about old times.
5. I intend *to visit* Nairobi next year.
I intend *visiting* Nairobi next year.

You find that Gerunds and Infinitives are often interchangeable, both as Subjects and Objects of Verbs.

28. Gerund after Prepositions

A Gerund is often governed by a Preposition:

<i>Subject + Verb, etc.</i>	<i>Preposition</i>	<i>Gerund, etc.</i>
He earns his living	by	working in a factory.
We can establish peace	by	strengthening the United Nations.
Priya is clever	at	learning languages.
Pankaj is fond	of	singing <i>bhajans</i> .
Are you interested	in	learning <i>Kathakali</i> ?
A red pencil is used	for	marking mistakes.
He made a strong plea	for	maintaining communal harmony.
He got married only	after	getting a good job.
I cannot go away	without	saying goodbye to my friend.
They left the party	without	thanking the host.

Exercise 133

Complete the following sentences using Gerunds:

1. This mechanic is good at
2. She is very fond of
3. He won the prize by
4. This is the balance left after
5. I can not prevent you from ?
6. Don't be afraid of
7. Does he indulge in?
8. What is the use of?
9. He has been rewarded for
10. You can do nothing great without

29. Causative use of 'Have'

Getting something done by somebody else is expressed by *have* (or *get*) + Object + Past Participle.

<i>Subject</i>	<i>Verb</i>	<i>Object</i>	<i>Past Participle, etc.</i>
I	must have	my shoes	polished.
I	must get	my shoes	polished.
Gopal	had	his brother	trained as a mechanic.
Gopal	got	his brother	trained as a mechanic.
Ranjit	had	his watch	repaired.
She	has had	her photograph	taken.
You	should have	your hair	cut.

Exercise 134

Rewrite the following sentences using *have* or *get* followed by a Past Participle.

1. This tailor makes my clothes for me. (I get ...)
2. A famous architect designed our house for us. (We got ...)
3. Tell the waiter to bring me an ice-cream.
4. My shoes need mending.
5. Someone washed my car for me today.
6. We got someone to whitewash the house.
7. I got the washerman to iron my shirts.
8. This knife needs sharpening.
9. Somebody sends me apples from Kashmir.
10. I shall ask the carpenter to make me a bookshelf.

30. ‘The ... the...’ with Comparatives of Adjectives

Comparison and contrast are expressed by the use of *the... the...* with Comparatives in parallel clauses. This structure is used to show proportionate increase or decrease.

<i>Definite Article + Comp. of Adj.</i>	<i>Subject + Verb, etc.</i>	<i>Definite Article + Comp. of Adj.</i>	<i>Subject + Verb, etc.</i>
The less	I see him	the more	I like him.
The more	he reads	the less	he understands.
The older	we grow	the wiser	we become.
The richer	one grows	the more	one’s worries.
The higher	you climb	the colder	it gets.

Exercise 135

Complete the following sentences:

1. The less you speak
2. The more he eats
3. The sooner they go
4. The longer you live
5. The harder one works
6. The heavier the load
7. The faster the train
8. The more complicated the machinery
9. The more frustrating your experience
10. The more the government tries to control

31. Order of Words in Indirect Questions

Direct: Where *are you* going?

Indirect: He wants to know where *you are* going.

Direct: When *does he* intend to start?

Indirect: I want to know when *he intends* to start.

The Indirect Question is really not a question at all. It has no inversion of Subject and Predicate as in a Direct Question: nor does it use the Auxiliary *do*, which is necessary in most Direct Questions.

Exercise 136

Turn the following Direct Questions into Indirect using the introductory clauses given:

1. (I should like to know) 'What are your plans?'
2. (She wondered) 'Why did you refuse to see her?'
3. (Tell me) 'What do you mean by that?'
4. (Can you tell me whether) 'Is it true?'
5. (He wants to know) 'Why are you angry?'
6. (I have no idea) 'How does this machine work?'
7. (Please, explain to me) 'Why should such hooliganism be tolerated?'
8. (I cannot tell you) 'How is it relevant to our plans?'
9. (I can't imagine) 'Why hasn't that idiot got dinner ready yet?'
10. (You may not understand) 'Why have they refrained from using force to settle matters?'

32. Use of 'Would' and 'Should'

1. As the Past Tense of *will* and *shall*, especially in Indirect Speech.
2. To express a wish or preference. (*Should* with the First Person and *Would* with the Second and Third Persons).
 - I wish you wouldn't talk so loudly.
 - He wishes she would give him an answer soon.
 - I should like to go to the pictures tonight.
 - He would rather stay at home and read.
 - She would rather have tea than coffee.
3. To make a polite request (*Would* with the 2nd Person).
 - Would you mind passing the sugar, please?
 - Would you be so kind as to post this letter for me?
4. To express an obligation or an assumption.
 - You should be more punctual. (obligation, duty)
 - They should be more considerate. (obligation, duty)
 - It should be possible to do it. (assumption)
 - They should be here any minute now. (assumption)
 - We should see the battlements when the fog lifts. (assumption)

Exercise 137

Fill in the blanks with *should* or *would* whichever is suitable:

1. The minister said he be attending the F.A.O. Conference in Manila.
2. I told him that I be sorry if things turned out that way.
3. you like to go sight-seeing?
4. I wish you keep to the subject instead of diverting the attention.
5. They rather see a circus than a movie.
6. you mind calling me a taxi?
7. One be respectful to one's seniors.
8. You do your duty whatever happens.
9. We like to have a holiday tomorrow.
10. I wish you were with us in the meeting.

33. Position of Frequency Adverbs

Adverbs like *often*, *never*, *always*, *sometimes*, *generally*, *usually*, *seldom*, *rarely*, *ever*, *hardly ever*, *frequently*, etc., are usually placed:

1. Before the Principal Verb.
2. After the Verb *be*.

3. Between the Auxiliary and the Principal Verb.
4. Before *used to* and *have to*.

Exercise 138

Build up as many sentences as you can with words taken from the columns in the Tables below:

1.

<i>Subject</i>	<i>Adverb</i>	<i>Verb</i>	<i>Object, etc.</i>
I	often	buy	comics.
	never		detective stories.
You	always	read	thrillers.
We	sometimes	write	foreign periodicals.
	seldom		books in foreign languages.
They	rarely	translate	commercial news.
	hardly ever		sports news.
	frequently		letters to the editor.
			social novels.
			science fiction.
			epic poetry.

2.

<i>Subject + be</i>	<i>Adverb</i>	<i>Complement, etc.</i>
I am	often	ready for work at 8 A. M.
	always	late in going to college.
You are	seldom	anxious about my well-being.
He is	ever	worried about my finances.
We are	sometimes	asked to speak at public meetings.
	usually	invited to dinner parties.
They are	rarely	consulted by investors.
	hardly ever	blamed for other people's faults.
	never	to come late again.

3.

<i>Subject</i>	<i>Auxiliary</i>	<i>Adverb</i>	<i>Verb</i>	<i>Object, etc.</i>
I You We He They			thought done	of standing for election. justice to all.
	have	often	forgotten	those unfortunate events.
	has	always	given	them credit for their achievement.
	had	never	behaved	very badly.
		seldom	been	here on time.
		sometimes	managed	to hoodwink others.
		generally		
	shall, should	rarely	seek	such opportunities.
	can, could	hardly ever	appreciate	such courtesy.
	will, would	usually	regret	having done this.
	may, might	never	be	ready for compromise.
	must need	always	try	to win over our enemies.
	do, does		admit	my (your, his) mistakes.
	did		take	big risks.
			suppress	such news.

Note. But when the Auxiliaries are to be stressed, they are sometimes put after the Adverbs.

- I often *am* worried, about my finances.
- You always *have* done justice to all.
- We never *should* take such big risks.

4. *Used to, have to* are always placed after the Adverbs:

- We *sometimes* used to fish in that lake.
- He *occasionally* used to visit us.
- You *seldom* have to consult a doctor.
- The fire brigade *always* has to be ready for emergencies.

34. 'Enough to' Shows Sufficiency and has a Positive Meaning

<i>Subject + Verb</i>	<i>Adjective or Adverb or Noun</i> } + <i>enough</i>	<i>To-Infinitive, etc.</i>
He is	strong enough	to lift that box.
The boy is	clever enough	to understand it.
We are not	rich enough	to buy a car.
The policeman did not run	fast enough	to catch the thief.
We haven't	time enough	to get his response.
Was he	foolish enough	to listen to her?

35. 'Too...to' Shows Undesirable Excess and has a Kind of Negative Meaning

<i>Subject + Verb, etc.</i>	<i>too + Adjective Adverb, etc.</i>	<i>To-Infinitive, etc.</i>
She was	too tired	to walk.
This is	too good	to be true.
The coffee is	too sweet for me	to drink.
The boy has	too little intelligence	to understand this.
His behaviour was	too impudent for me	to tolerate.
She has become	too fat	to wear her old jumper.
He has become	too much of a nuisance	to put up with.

Note. 'She was too tired to walk' means 'she was so tired that she could not walk.' So it has a negative meaning.

36. Since, For, Ago, Before

Since when used with the Present Perfect Tense, means from a point or period of time in the Past upto *Now*.

e.g., I have lived here *since* my birth.

For, when used with the Present Perfect Tense, refers to a period of time upto *now*.

We have lived here *for* fifteen years.

Ago is used when you date back from *Now* to a point of time in the Past.

It was two years *ago* that I first met the Yoga teacher.

Before is used when you date back from any point of time in the Past or Future.

The roof must be repaired *before* the rain starts.

Exercise 139

Fill in the blanks with *since, for, ago, or before*, whichever is suitable:

1. I haven't seen him last week.
2. He has been living here three years now.
3. India has made rapid progress the dawn of independence.
4. The strike has continued two weeks.
5. I saw him in Kolkata two months
6. I shall be seeing him in Kolkata two months I leave for New York.
7. the last three days it has been extremely hot here.
8. last November we haven't had any letter from him.
9. I haven't played tennis ages.
10. The last time I played was five years.....

37. Future Substitutes

The Future Auxiliaries *will* and *shall* are often replaced by other verbs and expressions to stress a particular feeling or attitude of the speaker.

Exercise 140

Rewrite the following sentences, using the Verbs given within brackets, instead of *will* or *shall*:

1. I think I shall visit Kerala during the summer. (hope)
2. I will be going to Delhi next week. (intend)
3. Shall I get you a cup of tea? (want)
4. Will you have a game of tennis? (like)
5. He says he will get a salary increase soon. (expect)
6. You shall have a new cricket bat. (promise)
7. We'll teach him a lesson. (mean)
8. I won't yield to his threats. (refuse)
9. He will be appointed Manager in due course. (is to)
10. He shall wait here until he is called. (is to)

38. Inversion of Subject and Verb

The normal order of words in a sentence is Subject, Verb and Object. But sometimes certain Adverbs are put first and then this order is inverted, and *the Verb comes before the Subject*.

Study the following sentences:

1. Scarcely *had the game* started when the rain came pouring down.
2. Hardly *had I* reached the station when the train departed.
3. No sooner *had she* read the telegram than she fell down fainting.
4. Never before *had I* seen such a vast crowd.
5. Never again *will I* trust that fellow.
6. Much *do I* care what you think of me!
7. Only in this way *could I* manage to get it done.
8. Not only *was he* abused but also beaten.
9. On no account *will I* permit him to do that.
10. Seldom *have I* seen such a delightful party.
11. So badly *was he* hurt that he had to be taken to the hospital.
12. Nowhere in the world *can you* find such beautiful scenery as in Switzerland.

Exercise 141

Rewrite the following sentences, putting the Adverb first and inverting the Subject and Verb:

1. I have seldom heard such a sweet voice.
2. He had hardly finished his meditation when someone knocked at the door.
3. He had not only given them valuable advice but also extended financial assistance.
4. I have never heard such utter nonsense.
5. You know little of what really goes on in the boy's mind.
6. They did not speak a word in self-defence.
7. We had no sooner crossed the border than we were stopped by the police.
8. I will, on no account, allow him to give up his studies.
9. I had never before seen such a tragic sight.
10. He was so badly hurt that they took him to the hospital.

39. Inversion of Adjective

Young *as* he was, he had already become famous as a poet (or scholar, painter, administrator, etc.)

Here *as* means *though*. Though he was still young he had become famous as a poet, scholar, etc. The Adjective is placed first to emphasize the contrast between it and what is stated in the Main Clause.

Exercise 142

Complete the following sentences:

1. Strong as he was
2. Clever as she was
3. Mighty as the Russian armies are
4. Vast as the desert was
5. Impenetrable as the forests were
6. Ferocious as the giant was
7. Limited as our resources are

40. Inversion of Adverb Particles

(The chief Adverb Particles are *up, down, in, out, on, off, away, back*). The inversion is for the sake of emphasis:

<i>Particle</i>	<i>Subject</i>	<i>Verb</i>	<i>Adverbials, etc.</i>
Off	they	went	on a hunting expedition.
Down	he	fell	from the roof, with a heavy thud.
Up	we	went	to the thirty-second floor of the hotel.
Away	it	flew	at the sound of the gun.
Out	they	came	from their dark hiding place.

Here the Subjects are all Personal Pronouns and they come between the Particle and the Verb. But if the Subject is a Noun, or any Pronoun other than a Personal Pronoun, it will come after the verb.

<i>Particle</i>	<i>Verb</i>	<i>Subject</i>	<i>Adverbials, etc.</i>
Off	went	the soldiers	with the prisoners and booty.
Up	went	the National Flag	as the President pressed the button.
Down	fell	the traitors	as the soldiers cut them down.

Inversions in Exclamatory sentences:

Down with the traitors!

Down with all dictators!

Away with them!

Off with their heads!

Mild Commands:

In you go.

Off you go.

Out you come.

Back you go to your study.

Exercise 143

(a) Complete the Exclamatory sentences:

1. he fell with a bang!
2. flew the birds after hearing the shot!
3. flew the kite in the wind.
4. they moved!
5. came the snake with a hissing sound.

(b) Use 'Off, Down, Up, Away, Out' in the beginning to complete each sentences:

1. came the thieves from their hide-out.
2. they went in search of their missing horse.
3. came the delegates from the conference room.
4. flew the plane with a sudden jerk.
5. flew the bird from the tree after being fired at by a hunter.

Verb Patterns and Structures (Mainly Conversational)

41. Avoidance of Repetition

A. Do you want it?

B. Yes, I *do*. (= want it)

A. Did you see him?

B. Yes, I *did*. (= saw him)

A. Who sent the telegram?

B. Robin *did*. (= sent the telegram)

Khali didn't often fight, but when he *did* (*i.e.*, fought) he was a terror.

Usman went to school and so *did* his brother. (*i.e.*, his brother also went to school)

If you can do it, so *can* I. (I can do it, too)

The plumber didn't turn up today.

Neither *did* the painter.

I can't solve this problem. Nor *can* anyone else.

You will regret it. So *will* he.

A. Should I tell him?

B. Of course, you *should*.

A. Will they agree to this?

B. I am sure they *will*; they *have to*.

A. I hear you have bought a new car.

B. So I *have*.

- A. I am told there is trouble in your office.
 B. So there *is*.
 A. I hear you cut your classes these days.
 B. No, I *don't*. (denial)
 A. Why did you take away my pen?
 B. But I *didn't*. (indignant denial)
 A. Why didn't you help the poor boy?
 B. But I *did*. (vehement assertion)
 A. I am going to thrash the rogue.
 B. But you *shouldn't*. (protest and prohibition)
 A. I hear you won't join the new party.
 B. No, I *won't*. Why *should I*?
 A. Do you think she will come?
 B. She *might* or she *might not*—it depends.

You will notice that it is the Anomalous Finites that are thus substituted for the Principal Verbs in order to avoid repetition.

42. The Addition of Contraries to Remarks already Made

He *used to* drink, but I *never did*.

She *needn't* pay, but you *must*.

The negative of *used to* is *never did* or *usedn't to*. (rare)

The negative of *must is needn't*. (no obligation)

The negative of *can* (= permission) is *mustn't* or sometimes *mayn't*, (prohibition)

The negative of *can* (= ability) is *can't*.

Must I wait? You *needn't*. (no obligation to wait)

Can I go? You *mustn't*. (prohibition)

Exercise 144

Fill in the blanks with contrary additions:

1. He can smoke if he wants, but you (mustn't)
2. You needn't wait here, but he
3. You must attend the camp; your sister
4. He can swim well, but I
5. You may go now, but he

6. You needn't go there early, but I
7. He mustn't eat any more ice-cream, but you
8. They used to think he was clever, but I
9. He used to work hard, but you
10. Must he pay the fine? No, he

43. 'Must' to Express Inference or Probability

She *must be* about thirty years old.

What he says *must be* true.

You *must have been* mad to do such a thing.

Here *must* does not express compulsion or obligation, but inference.

I *suppose* he is the oldest man in the village.

= He *must be* the oldest man in the village.

I *think* she is older than her husband.

= She *must be* older than her husband.

Exercise 145

Rewrite the following sentences, using *must*:

1. I suppose he is mistaken.
2. Surely he is a fool to behave like that.
3. I suppose the poor fellow was cheated by somebody.
4. I think they did it unintentionally.
5. I presume he has become a rich man by now.
6. I suppose the people have gone to sleep, for there is no light in the house.
7. They think we had committed the crime.
8. They need to wait for him.

44. 'Can be' + Adjective

He can be very annoying.

She could be very obstinate.

He is not *always* annoying, but occasionally he is.

She is not *always* obstinate, but sometimes she is.

Exercise 146

Rewrite the following sentences using *can be*:

1. Tom is not always polite, but sometimes he is.
2. The teacher is at times very stern.

3. It is sometimes very wet here in July.
4. Smoking is sometimes very dangerous.
5. Ashok is quite amusing when he wants to be.
6. In certain circumstances he turns violent.
7. He is occasionally rather impertinent.
8. Sarma is sometimes very boring.

45. Going to

This indicates either simple futurity or intention.

<i>Subject + be + going</i>	<i>to-Infinitive, etc.,</i>
The drought is going	to continue.
The food problem is going	to become more acute.
It's going	to rain.
The summer is going	to be very hot this year.
It's going	to be tougher than we thought.
I'm going	to have a cup of coffee.
I'm not going	to yield to his threats.
We're going	to build a farmhouse here.
This tree is not going	to be cut down.
Is Rosy going	to get married?

The first five examples show simple futurity or strong probability. The others express intention or determination.

Going to, which started as a colloquial expression, has now gained currency in standard written English.

46. Two Forms of the Possessive

My—mine; your—yours; his—his; their—theirs; our—ours.

Exercise 147

Fill up the blanks with the right form of the possessive:

1. This is pen; where is ?
2. This land is all; have you got any land of own?
3. car is quite new; what about ?
4. We are selling car; neighbours are also selling
5. hair is black; is grey.
6. You can take and give me

7. This house is; Tom does not have a house of own.
8. This is turn; I shall have later.
9. Here is address; give me
10. I have lost book; can you lend me ?

47. Double Possessives

e.g. He is a friend of *mine*. (= one of my friends)

Exercise 148

Insert the missing Possessives:

1. A cousin of got into the I.A.S. last year.
2. Is she not a friend of?
3. Once I lent him a book of and never got it back.
4. He got the President's Award for a picture of
5. A neighbour of got his daughter married the other day.
6. They asked me to visit a friend of in Kolkata.
7. It was a good idea of to arrange a picnic like that.
8. An uncle of emigrated to Australia last year.

Note. The Double Possessive is used when we wish to emphasize the person who possesses rather than the thing which he possesses: A friend of *mine* (the emphasis is on *mine* not *friend*).

Exercise 149

Change the phrases in italics into the Double Possessive construction:

1. That was *one of my uncle's favourite proverbs*.
2. It is *one of John's weaknesses* to bet on horses.
3. I hear that *one of your neighbours* has filed a suit against you.
4. They tell me that *some of your relations* have come from the country.
5. *One of his pictures* won an international award.
6. *One of my colleagues* has bought a new car.

Another Use of the Double Possessive:

This idea of yours isn't practicable.

When used with, *this, that, these, those*, the Double Possessive often expresses slight contempt or ridicule or indignation.

This cat of yours drank up all the milk.
These shoes of mine pinch me terribly.
That boy of yours has broken my window pane.
Those dirty fingers of yours have stained my painting.

48. A Common Inversion in Conversational English

‘She has made, I don’t know *how many mistakes.*’

The normal order is:

I don’t know how many mistakes she has made.

But the Subject and Verb of the Subordinate Clause are put before the Main Clause so that the emphasis may fall on the final phrase—*how many mistakes.*

I have read, I don’t know how many books on the subject.
She has written, I don’t know how many letters.
I am referring to, you know whom.
He has been away, I don’t know how long.
The meeting will be held, I don’t know where.
The amount will be repaid, I don’t know when.
Increased bonus has been promised, I don’t know how often.
Well, I mean, you know what.

49. Preposition at the End of Questions

What are you looking *for*?
Who were you speaking *to*?
Which movie are you talking *about*?

You notice that when a Preposition governs an Interrogative like *who*, *what* and *which*, it is placed at the end of the sentence in spoken English.

What is this prize *for*?
What are you crying *for*?
What is this gadget *for*?
What is the ring made *of*?
What are you laughing *at*?
Who were you playing *with*?
Who switched the television *on*?

Exercise 150

Fill in the blanks with appropriate Prepositions or Interrogatives:

1. What are you dreaming
2. Who shall I give this
3. What are you waiting
4. Which actress were you talking
5. Which candidate have you voted
6. is this telegram for?
7. can you cut it with?
8. chair did you sit on?
9. was she angry with?
10. ship did she sail on?

50. Use of Certain Longer and Shorter Alternatives

<i>Plenty of</i>	}		=	<i>Many</i>
<i>A lot of</i>			=	<i>Much</i>
<i>A great deal of</i>				=
<i>A long way</i>			=	<i>Far</i>
<i>A long way off</i>			=	<i>Far off</i>

The longer forms are generally preferred in the Affirmative and the shorter forms in the Negative and Questions.

I have *a lot of* work to do.

Do you have *much* work to do?

No, I don't have *much* work to do.

Plenty of people wish to buy cars.

Are there *many* people who want cars?

Yes, but there aren't *many* people who can afford them.

(You can't say: 'there aren't plenty of people who can afford them').

There is *a great deal of controversy* about the language problem.

Is there *much* controversy about it?

There isn't *much* controversy about it.

The sea is *a long way* off.

Is the sea *far off*?

No, it isn't *far off*.

Many and *far* may be occasionally used in the Affirmative, but *much* is almost never used in that way. The longer forms are almost never used in the Negative and only occasionally used in Questions.

Exercise 151

Make the following sentences Negative.

1. A great deal of research has been done on the subject.
2. A lot of money has been spent on the project.
3. Kolkata is a long way from here.
4. He has plenty of money in the Bank.
5. The population explosion has a great deal to do with the food problem.
6. We have done a lot of work today.
7. The examination is still a long way off.
8. There is plenty of time to catch the train.

51. 'Do a lot of' + Gerund

He *does a lot of writing*. (Positive)

He *doesn't do much writing*. (Negative)

I used to *do a lot of gardening*.

I have no time to *do much gardening* these days.

In my job I have to *do a lot of travelling*.

I hate having to *do much travelling*.

This construction helps to emphasize the frequency with which we perform an action.

Exercise 152

Rewrite the following sentences using the *Do a lot of + Gerund* constructions:

1. I rode a lot in my youth.
2. During the holidays we swam a lot at Kovalam.
3. Afzar drank too much last night.
4. This old woman talks too much.

5. We used to run a lot when we were at school.
6. I have a colleague who smokes too much.
7. A pilot has to fly a lot before he can get his licence.
8. You can fish a lot in this lake.
9. The politicians have to speak a lot especially before the elections.
10. We shall have to entertain a lot of visitors when the show is held.

52. Tag Questions

You will do it, won't you?

This can be said in two ways. If you say it with the voice falling on *do it* and *won't you*, it means 'I am sure, you will do it. I think I can depend upon your doing it.' But if you say it with the voice rising on *won't you?*—it becomes a query. 'I think you will do it—but I am not quite sure—please, tell me if I am wrong.'

Exercise 153

Read the following tag questions in the two ways indicated above:

He will come today, *won't he?*

You won't disappoint us, *will you?*

The plane is landing on time, *isn't it?*

You can help us, *can't you?*

It is worth the trouble, *isn't it?*

We could do with another fan, *couldn't we?*

He shouldn't have lost his temper, *should he?*

Notice that when the statement is Positive, the tag question is Negative and when the statement is Negative, the tag question is Positive.

53. Exclamatory Sentences

Form as many sentences as you can with the words given in different columns of the Tables below:

What a (followed by a Singular Noun)	pity! nuisance! lovely sight! grand idea! funny thing to say! perfectly idiotic thing to do!		
	fool charming-girl hypocrite clever boy mean fellow silly ass goose	you Pinky he Sudhir you I she	are! is! is! is! are! am! is!
What (with an Abstract Noun or with Plural Nouns)	treachery! child-like innocence! awful weather!		
	wonderful ideas funny things atrocities absurd notions	they you they he	have! say! have committed! has!
How (modifying an Adjective, an Adverb, or a Verb)	clever of you! noble of him to do that! utterly ridiculous!		
	glorious the view is! arrogant the fellow is! charming she looks!		
	I wish I could be there! you frightened us! he shed tears!		
	badly she sings! foolishly he has behaved! heroically our forces fought!		

54. 'How about' or 'what about' + Gerund, etc.

How about going to the pictures tonight?

What about having an outing next week?

What do you think of this suggestion? Is it a good idea?

Sometimes the gerund is omitted:

How about another cup of tea?

What about some more cake?

What about a game of tennis?

Sometimes *how about* and *what about* are used while considering people, things, etc., for a particular purpose.

How about Mehta? Do you think he will be able to manage it?

What about Misra? He should be a good choice.

How about *Macbeth*? That should be suitable for the Degree course.

Exercise 154

Write five sentences with *how about* or *what about* + gerund, etc., and five more sentences with *how about* or *what about* without a gerund.

55. 'Why not' + Infinitive, etc.

Why not arrange a party in his honour?

This means, 'Why should we not arrange a party in his honour?' It is a way of suggesting something for other people's consideration and acceptance. This is a more pointed way of making a suggestion than 'What about arranging a party in his honour?'

Note. It is wrong to say 'Why not *we* arrange a party in his honour'. This is a common error which should be carefully avoided. No Noun or Pronoun should come after *why not*.

Why not fly now and pay later?

Why not fire the fellow?

Why not claim damages from the railways?

Why not make it up with the old man?

Why not? is also sometimes used as a rhetorical question of protest, if not defiance, after a negative command or statement.

'You are asked not to hold any meeting here.'

'Why not?'

'He is not eligible to stand for election.'

'Why not?'

Exercise 155

Write six sentences with *why not* + *Infinitive*, etc.

56. Adjective + (of + Noun) + to-Infinitive

It was *good of Sudhir to help* the poor boy.

It is *foolish of Joseph to throw up* his job.

It was *clever of you to solve* the equation so quickly.

These sentences can also be rewritten in the Exclamatory and Interrogative forms:

How *good of Sudhir to help* the poor boy!

How *foolish of Joseph to throw up* his job!

How *clever of you to solve* the equation so quickly!

Wasn't it *good of Sudhir to help* the poor boy?

Isn't it *foolish of Joseph to throw up* his job?

Exercise 156

Rewrite the following sentences in the Exclamatory and Interrogative forms:

1. It is kind of you to visit us.
2. It was thoughtless of him not to have written to us.
3. It was impudent of the servant to behave like that.
4. It is careless of him to leave the keys of the safe on the table.
5. It is naughty of the children to draw such pictures on the wall.
6. It was brave of him to jump into the river and save the boy.
7. It is kind of Gilbert to have considered me for the post.
8. It is great of her to have acted in the play.
9. It was carelessness of the guard to have allowed the strangers in.
10. It was nice of him to have rushed the wounded to the hospital.

Part IV
Vocabulary and Composition

Word-Formation—The Use of Prefixes

Some words are formed with the help of a prefix. A *Prefix* is a syllable (or syllables) placed at the beginning of a word to qualify its meaning and form a new word. Most of the *Prefixes* in English have been borrowed from Latin and Greek. A few are from Old English. A list of the more important *Prefixes* is given below with illustrations.

A (*on*): Asleep, aloft, ashore, adrift, aside, aright, away.

Ambi (*on both sides*): Ambidextrous, ambivalent, ambiguous.

Ante (*before*): Antechamber, antedate, antediluvian, antenatal, antecedent.

Anti (*against*): Antidote, anti-romantic, anti-Indian, anti-social, anti-national.

Arch (*chief*): Arch-bishop, arch-enemy, arch-villain, arch-hypocrite.

Auto (*self*): Autobiography, autocrat, automobile, autosuggestion, automatic, autograph.

Bene (*well*): Benediction, benevolent, benefactor, benefit.

Bi (*two, twice*): Bicycle, bilateral, bigamy, biweekly, biennial, bisect.

Circum (*around*): Circumference, circumvent, circumnavigation, circumstance, circumscribe.

Co (*with*): Co-operate, co-ordinate, co-existence, co-alition.

Contra, counter (*against*): Contradict, contraband, contraceptive, contravene, controversy, counteract, counterbalance, counterattack, counter-revolution.

De (*down*): Dethrone, defame, demoralize, denationalize.

Demi (*half*): Demigod, demi-official, demi-paradise.

Dis (*apart*): Disconnect, discord, disorganize, disparity, dispassionate.

En, Em (*in, on*): Endanger, engulf, enable, enrage, enlist, embolden, embody, embark, emplane.

Equi (*equally*): Equilateral, equidistant, equilibrium, equivalent.

Ex (*out of*): Expel, extract, extend, express, exhale, extinguish, ex-factory, ex-President.

Extra (*beyond*): Extraordinary, extravagant, extramural, extra territorial.

Hetero (*different*): Heterodox, heterogeneous.

Hexa (*six*): Hexagon, hexameter.

Hyper (*over*): Hypercritical, hypersensitive, hypertension.

In, Il, Im, Ir (*not*): Indecent, invisible, incurable, indelicate, illegal, illegible, illiterate, illogical, immaterial, impracticable, impious, improper, irregular, irrational, irresponsible, irresistible.

Inter (*between*): International, intercaste, intercollegiate.

Intra (*within*): Intramural, intravenous, intramuscular.

Male, Mali, Mal (*ill, evil*): Malefactor, malevolent, malignant, malicious, maltreat, malpractice, malnutrition.

Mis (*ill*): Mischief, misrule, mismanage, misappropriate.

Mis (*error*): Mislead, mishap, misconduct, mistrust.

Mono (*alone*): Monogamy, monopoly, monotheism, monotony, monosyllable, monologue.

Non (*not*): Non-violent, nonsense, nonentity, non-co-operate.

Omni (*all*): Omnipresent, omnipotent, omnivorous, omniscient.

Over (*too much*): Overfed, overjoyed, overbear.

Pan (*all*): Panacea, Pandemonium, Pan-American, Pan-islamic.

Philo, Phil (*love*): Philosophy, philanthropy, philander.

Poly (*many*): Polygamy, polytheism, polyandry, polysyllabic.

Post (*after*): Post-war, post-script, post-mortem, post-dated.

Pre (*before*): Pre-war, prevent, precaution, premature, prefix, prehistoric, prejudice.

Pro (*for*): Pro-American, pro-chancellor, pro-communist.

Pseudo (*false*): Pseudo-classic, pseudo-critic, pseudo-scientist, pseudonym.

Re (*again*): Return, refund, regain, revive, reascent, research.

Semi (*half*): Semicolon, semi-official, semi-circular, semi-final.

Sub (*under*): Subconscious, sub-human, sub-Himalayan, sub-caste, sub-plot, subordinate, sub-standard, subjugate.

Super, Sur (*over*): Superman, supernatural, superhuman, superfine, supervise, surpass, surcharge, surplus, survive, survey.

Supra (*above*): Supramundane, supranational.

Trans, Tra (*across*): Trans-Atlantic, transfer, transit, translate, transcribe, transcend, traverse.

Tri (*three*): Tricycle, trinity, triangle, tricolour.

Ultra (*beyond*): Ultramodern, ultraviolet, ultra-marine.

Un (*not*): Unable, unnatural, unbalanced, unthinking.

Un (*back, against*): Undo, unwind, unbind, unearth, unman.

Vice (*in place of*): Vice-President, Vice-Principal, Viceroy, Vice Admiral.

Exercise 157

The important negative prefixes are: *non, un, in, im, il, ir*. Using prefixes, form the opposites of the following: able, applicable, considerate, decent, practicable, rational, violent, legible, regular, sense, literate, manly, natural, delicate, responsible, polite, pious, stable, constant, intelligible, co-operate.

Exercise 158

Here are some prefixes that denote numbers: *mono* = one; *bi, di* = two; *tri* = three; *tetra, quadru, quadri* = four; *penta* = five, *hexa* = six. Give examples of words beginning with these prefixes.

Exercise 159

What is the difference between *inter* and *intra*; *super* and *supra*; *ante* and *anti*? Illustrate with examples.

Exercise 160

Demi, hemi and *semi* mean 'half'. Give examples of words beginning with these three prefixes.

Exercise 161

Omni and *pan* mean 'all'. Give a few examples of words beginning with these prefixes.

Exercise 162

Give the opposites of the following words by changing the prefix:
benediction, benevolent, homogeneous, heterodox, male, factor, maleficent,
philanthropist, post-war, posterior, subhuman, subscribe, monogamy,
polytheism, monologue, polysyllabic.

Exercise 163

Give antonym of each word, formed by adding a prefix:
disallow, debar, befool, illogical, illegal, immature, impure, inaccurate,
incorrect, irrelevant, illiterate, belittle, disappear, unlock, mislead, foretell,
overrate, inattentive, automobile, empower.

Exercise 164

Prefixes *en*, *em*, *im*, *de*, *dis* may be used to make verbs from nouns and adjectives.

Form verbs from the following words:

able, base, circle, plane, rich, prison, face, courage, peril, throne, mantle,
noble, cover, list, fame, danger, credit, gulf, port, bark, guise, body, rage,
list, tangle, feeble, press, franchise, cipher, brute, fraud, pale, broil,
paradise, camp, power, part, dear, joy, band, colour, spirit, train, clutch.

Word-Formation—The Use of Suffixes

Some words are formed with the help of a suffix. A *Suffix* is a syllable (or syllables) placed at the end of a word to qualify its meaning and form a new word. One part of speech can be turned into another with the help of a *Suffix*. Nouns can be formed out of verbs, adjectives and adverbs, verbs out of nouns and adjectives, and so on.

Noun Suffixes

- 1. Forming Abstract Nouns** (denoting quality, condition, action, system of thought, etc.)
 - age:** Baggage, mileage, foliage, bondage, personage.
 - ance, -ence:** Abundance, observance, brilliance, innocence.
 - cy, -sy:** Lunacy, aristocracy, democracy, phantasy.
 - dom:** Freedom, wisdom, kingdom, martyrdom, boredom.
 - hood:** Childhood, manhood, neighbourhood.
 - ing:** Reading, writing, speaking. (Verbal Nouns).
 - ion:** Action, expression, oration, radiation, tension.
 - ice:** Cowardice, practice, service, avarice.
 - ism:** Socialism, capitalism, patriotism, linguism.
 - ment:** Punishment, astonishment, enchantment.
 - mony:** Harmony, matrimony, acrimony, ceremony.
 - ness:** Boldness, calmness, openness, darkness.
 - red:** Hatred, kindred.

-ship: Friendship, lecturership, lordship, hardship.

-th: Health, wealth, width, depth, birth, death.

-tude: Latitude, longitude, fortitude, magnitude.

-ty: Loyalty, reality, cruelty, dignity, priority.

-ure, -eur, -our: Culture, stature, grandeur, tenure, honour.

-y: Envy, memory, gluttony, villainy, study, remedy.

2. Forming Concrete Nouns Representing Persons, Agents, etc.

-ard: Coward, drunkard, dullard, sluggard, niggard.

-ate, -ee, -ey, -y: Advocate, curate, magnate, examinee, payee, absentee, attorney, jury.

-er, -or, -ar, -eer, -ier, -ary: Speaker, writer, orator, sailor, beggar, mountaineer, pamphleteer, secretary, financier, dignitary.

-ain, -an, -en, -on: Captain, villain, chieftain, pagan, librarian, citizen, warden, sexton, deacon.

-ist, -ast: Dentist, novelist, scientist, enthusiast.

-ster: Youngster, spinster, songster, trickster.

-monger: War-monger, fish-monger, iron-monger, rumour monger.

-wright: Playwright, wheel-wright, cart-wright.

3. Forming Diminutives

-let: Booklet, pamphlet, rivulet, streamlet, owlet.

-ling: Darling, duckling, stripling, weakling.

-el, -le, -ule, -cel, -sel, -cle: Globule, granule, parcel, damsel, particle, chronicle, corpuscle.

-erel: Cockerel, pickerel, mongrel.

-en: Chicken, kitten, maiden.

-et, -ette: Coronet, packet, cigarette, kitchenette.

-ock: Hillock, bullock, paddock.

-y, -ie: Daddy, mummy, birdie, girlie, puppy.

4. Other Noun Suffixes

-ade: Crusade, brigade, cascade, blockade, barricade.

-al: Animal, capital, arrival, denial, proposal.

-ant: Merchant, descendant, tenant, giant.

-ary, -ery, -ory, -ry: Aviary, dispensary, dormitory, nunnery, monastery, vestry, pantry, salary, dowry.

-ic, -ique: Lunatic, logic, physic, physique, critic, critique.

Exercise 165

Form Abstract Nouns from the following words:

Cart, leak, provident, secret, wise, father, boy, idiot, foolish, inspect, extract, co-operate, coward, democratic, socialist, Stalin, agree, fulfil, advise, harmonious, frank, hate, lord, broad, deep, young, real, prior, stupid, grand, valiant, glutton.

Exercise 166

Form Concrete Nouns from the following words:

drunken, sluggish, dull, examine, absent, run, sleep, beg, carry, profit, pay, lie, play, finance.

Exercise 167

Give a single word for the following:

1. One who writes pamphlets.
2. One who looks after his wards.
3. One who follows an art.
4. An unmarried woman.
5. One who plays tricks on others.
6. One who spreads rumours.
7. One who sells fish.
8. One who writes plays.
9. One who always has a grievance.
10. One who makes wheels.

Exercise 168

Form diminutives from the following:

Island, river, leaf, dear, cat, duck, cock, ankle, dame, maid, globe, part, spark, lion, crown, cigar, hill, bull, kitchen, pup, lass.

Exercise 169

Form nouns from the following by adding or changing suffixes:

Arrive, escape, propose, descend, study, migrate, block, refuse, deny, animate.

Exercise 170

Give a single word for each of the following:

1. A hastily erected barrier across the street.
2. One who lives in a rented building.
3. One who leaves his country to settle in another.
4. A place where birds are kept.
5. A place where monks live.
6. The physical constitution of a person.
7. A place where medicines are dispensed.
8. The rod of authority of a king.
9. One who goes against the established doctrines of the church.
10. Sleeping room with several beds.
11. One who cannot see.
12. One who cannot hear.
13. One who does not believe in God.
14. That which cannot be heard.
15. That which cannot be seen.

Adjective Suffixes

-al: National, parochial, provincial, royal, loyal.

-ar: Nuclear, stellar, lunar, solar, circular.

-ary: Necessary, contrary, honorary, arbitrary.

-ant, -ent: Radiant, brilliant, magnificent, obedient.

-able, -ible, -ble, -bile: Practicable, lovable, audible, visible, mobile.

-ed (*Past Participle Suffix*): learned, bearded, moneyed, deserted.

-en (*P. P. Suffix*): Molten, drunken, forbidden, frozen.

-en (*made of*): wooden, earthen, brazen, golden.

-esque (*like to*): Picturesque, grotesque, statuesque.

-ful (*full of*): Playful, fearful, tearful, wilful, hopeful.

-ic, -ique: Rustic, public, aquatic, supersonic, patriotic, telegraphic, antique, unique. Two forms *-ic* and *-ical* in comic (comical), tragic (tragical), politic (political), economic (economical), electric (electrical), magic (magical), etc.

-ive: Masculine, feminine, divine, Alpine, feline.

-ish, -sh (*having the quality of*): Foolish, stylish, slavish, swinish, peevish, thievish, (*somewhat*) greenish, bluish, youngish, oldish. (*depreciative*) amateurish, boorish, bookish.

-ive (*apt for*): Progressive, massive, active, talkative, possessive, deceptive.

-lent (*full of*): Violent, turbulent, virulent, corpulent.

-less (*without*): Senseless, meaningless, fearless, lawless.

-ly (*like*): Beastly, friendly, manly, cowardly, kindly.

-ory: Illusory, migratory, prefatory, introductory.

-ous (*full of*): glorious, curious, dangerous, murderous.

-some (*apt to*): Tiresome, meddlesome, fulsome, wearisome, (*productive of*) gladsome, winsome, noisome, wholesome.

-ward (*towards*): homeward, forward, backward, heavenward.

-y (*having the quality of*): Healthy, wealthy, weary, greedy.

Exercise 171

Form Adjectives from the following nouns:

Patriot, province, language, literature, law, norm, spirit, matter, circle, triangle, tube, sun, moon, earth, mercy, picture, brass, statue, wood, silver, sound, lion, slave, boor, amateur, progress, illusion, violence, radiance, virtue, glory, preface, compulsion, brain, filth, friend, man, shape, fear.

Exercise 172

Form Adjectives from the following verbs:

Repent, prevail, require, resolve, practise, move, hear, see, touch, forbid, desert, learn, freeze, drink, talk, include, exclude, deceive, abuse, tire, meddle, possess, bind, melt, sink, shrink, hide, load, curve, defeat, mark, seem, smile.

Verb Suffixes

-ate, -ite: Meditate, nominate, designate, venerate, expedite, requite, invite, excite.

-en: Broaden, brighten, lighten, fatten, strengthen.

-fy (*Forming causative verbs*): Beautify, pacify, falsify, testify, simplify.

-ise, -ize: 1. Changes an Adjective into a Verb:

Nationalize, equalize, liberalize, generalize.

2. Changes a Noun into a Transitive Verb:

Scandalize, monopolize, patronize, memorize.

3. Changes a Noun into an Intransitive Verb:

Sympathize, materialize, philosophize, sermonize.

Exercise 173

Form Verbs from the following Adjectives:

Liberal, equal, fertile, rational, fat, general, local, false, fast, particular, clear, broad, wide, individual, legal, bright, vivid, universal, long, popular, immortal, light, deep, regular, eternal, external, just, dark, straight, simple, quick, domestic, Indian, national, vital.

Exercise 174

Give the causative verbs related to the following Nouns:

Satisfaction, dignity, glory, beauty, peace, fruit, testimony, certificate, terror, indemnity, horror, deity, significance, intensity, person, class, gas, solid, liquid, speech, identity.

Exercise 175

Form Verbs from the following Nouns:

Victim, patron, memory, hospital, magnum, profit, maximum, minimum, synthesis, utility, summary, gourmand, length, strength, crystal, moral, sermon, height, command.

Adverb Suffixes

-ly: *After Adjectives:* Ably, aimlessly, beautifully.

After Present Participles: Amazingly, lovingly.

After Past Participles: Crookedly, devotedly, mistakenly.

After Nouns: Daily, weekly, wholly, individually.

-ce: Once, twice, thrice.

-st: Amidst, amongst, betwixt.

-ther: Hither, thither, whither.

-ward: Backward, forward, upward, onward, northward.

Exercise 176

Form Adverbs related to the following Nouns and Verbs:

Silence, unity, smile, love, wonder, dejection, skill, fear, know, month, devotion, reverence, respect, whole, learn, ability, competence, wisdom, decency, difference, emphasis, laugh, care, analysis, reason, intellect, pride.

Word-Formation—Compound Words

English is a genius for the formation of very expressive compound words, *e.g.*, *pick-pocket*, *sun-stroke*, *humming-bird*, *ail-bird*, *over-load*, *elbow room*, *land-lord*.

In some of these words, the component parts have become so closely connected that they are written as one word, without any *hyphen*, between them, *e.g.*, *sunstroke*, *overload*, *landlord*. In others, the hyphen is still used. In certain compound words, complete integration has been achieved by modifying one or both of the component parts. *e.g.*, *partake* (part take), *pastime* (pass time), *holiday* (holy day), *primrose* (prime rose).

Compound words may be classified as follows:

I. Compound Nouns

1. **Noun + Noun.** Maid-servant, crown-prince, bag-pipe, table-talk, horse-power, hero-worship, master-piece, shoe-maker, bread winner.
2. **Noun + Gerund.** Sooth-saying, bull-baiting, play-acting, snake-charming, wool-gathering, fruit-picking.
3. **Noun + Adjective.** Knight-errant, court-martial.
4. **Gerund + Noun.** Dressing-room, laughing-stock, skipping-rope, walking-stick, drawing-room.
5. **Adverb + Noun.** After-thought, post-script, under-tone, fore-sight, in-sight, over-load, out-patient.

6. **Adverb + Verb.** Out-cast, out-put, out-let, out-burst, out-look, in-put, up-start, over-throw.
7. **Verb + Noun.** Cut-throat, pick-pocket, dare-devil, break-fast, spend- thrift, pass-port.
8. **Adjective + Noun.** Free-thinker, short-hand, double-dealing, hard-ware, lay-man, strong-hold.
9. **Present Participle + Noun.** Flying-fish, humming-bird, loving-kindness, sliding-scale.
10. **Past Participle + Noun.** (The Participial ending *d, ed, en*, is omitted) Mince-meat (*minced* meat), charcoal (charred coal), skim-milk, driftwood, clasp-knife, lock-jaw.
11. **Pronoun + Noun.** He-goat, she-devil.
12. **Noun in the Possessive Case + Noun.** (The apostrophe is usually omitted) Marksman, craftsman, sportsman, statesman, coxcomb, doomsday, hair's-breadth, stone's-throw, child's-play.
13. **A Verb or Noun + Adverb.** Draw-back, break-down, run-away, fare-well, go-between, lock-up, passer-by.

II. Compound Adjectives

1. **Noun + Adjective or Participle.** Home-sick, weather-beaten, hen-pecked, moth-eaten, frost-bitten, thunder-struck, purse-proud, water-proof, knee-deep.
2. **Adverb or Adjective + Participle or Adjective.** Broad-based, wide-spread, far-fetched, red-hot, long-suffering, half-blind.
3. **Noun + Present Participle or Adjective.** Self-sacrificing, heart-rending, time-serving, ear-splitting, note-worthy, face-saving, tax-paying.
4. **Preposition + Noun.** Over-land, out-door, post-graduate, up-hill.
5. **Adjective (or Noun used as Adjective) + Noun.** A *four-horse* carriage, a *bare-foot* messenger, a *two-fold* increase, a *six-course* dinner, the *three-year* degree course, a *ten-rupee* note.

III. Compound Verbs

1. **Adverb+Verb.** Cross-examine, out-vote, over-reach, under-sell, out-run, over-come, over-hear, fore-see, under-take, out-number.

2. **Adjective + Verb.** Safe-guard, whitewash, rough-hew, fulfil.
3. **Noun + Verb.** Waylay, brow-beat, hood-wink, back-bite, slave-drive, star-gaze.

IV. Phrase Compounds

These are phrases whose words are connected by hyphens:

Good-for-nothing, forget-me-not, well-to-do, will-o'-the-wisp, coat of-arms, son-in-law, commander-in-chief, man-of-war.

Exercise 177

Fill in each blank with a compound word:

1. David delivers post. He is a
2. I have settled abroad. I often feed
3. David studied for two years after graduation. He did his from Mumbai.
4. The Lawyer asked questions from the culprit before the judge. He him.
5. The merchants were looted on the way. They were
6. The boss thinks that Hamid can do nothing correctly. He calls him a fellow.
7. One who fights in the army is called a
8. We arranged a party when the Principal retired. He delivered an emotional speech.
9. If you want to go abroad, you must apply for a
10. My room is full of moths. Look at my shirt!

Synonyms and Antonyms

Synonyms are words of the same grammatical class (Nouns, Verbs, Adjectives, etc.) that have a similar meaning. No word means exactly the same as any other word and, therefore, there are no exact synonyms with identical meaning in English.

Certain words may convey the same general notion, e.g., *slay*, *kill*, *murder*, *execute*, *slaughter*. Though they are used in different senses and in different contexts, they may be treated as synonyms. The different uses of the above words may be illustrated by the following sentences:

He was *slain* on the battlefield.

He was *killed* in action.

The robbers *killed* him and looted his property.

He was *murdered* in cold blood.

The criminal was *executed*.

The sheep were all *slaughtered*.

A list of Synonyms is given below. No such list, of course, can be exhaustive. Students may refer to Rogert's *Thesaurus* if they want a further list of synonyms.

Abbreviate = abridge, shorten.

Abstain = refrain.

Absurd = ridiculous.

Accomplish = achieve, perform.

Adversity = calamity, misfortune.

Adversary = opponent, enemy.

Alteration = change.

Amusement = diversion, recreation.

Anger = ire, wrath, rage.

Ascend = rise, soar, climb.

Authentic = genuine.

Autocrat = despot, tyrant.

Avaricious = greedy.

Aversion = dislike, antipathy.

- Bias = prejudice.
Blend = mix, mingle.
Bondage = slavery.
Brave = courageous, bold.
Brief = concise, short.
Brisk = vigorous.
- Cause = reason.
Check = restrain, stop, curb.
Command = order.
Compel = coerce, force.
Competition = rivalry.
Comprehend = understand, grasp.
Confer = grant.
Confess = admit.
Confuse = confound, perplex.
Conscious = aware.
Contemplate = meditate.
Contrary = opposite.
Couple = pair, brace.
Courteous = polite, civil.
- Degeneration = deterioration.
Deplorable = regrettable, lamentable.
Despise = scorn, disdain.
Deny = refuse.
Dexterous = clever, skilful.
Dismal = gloomy.
Divide = part, separate.
Dizzy = giddy, dazed, unsteady.
- Eccentric = peculiar, odd.
Efficient = able, competent.
Emphasize = stress.
Endure = suffer, tolerate.
Energy = force, vigour.
Enormous = huge, immense.
- Error = mistake, blunder.
Eternal = timeless, perpetual.
- Famous = celebrated, renowned.
Feeble = weak, infirm.
Felicity = happiness, bliss.
Ferocious = fierce, savage.
Flashy = showy, gaudy.
Foolish = silly, stupid.
Frailty = weakness, failing, foible.
Frank = candid, open.
- General = universal.
Gentle = tender, mild, kind.
Gigantic = huge, stupendous.
Giggle = laugh, titter.
Grave = sober, serious.
Grief = sorrow, pain, agony.
Guard = defend, protect.
- Habit = custom, practice.
Hasty = rash.
Hazardous = risky.
Heave = lift, raise.
Hideous = repulsive, ugly.
Hinder = obstruct, prevent.
Holy = sacred.
Humble = meek.
- Idle = lazy, indolent.
Illegal = unlawful, lawless.
Impudent = impertinent, insolent.
Incite = instigate, provoke.
Include = comprise.
Increase = enlarge, augment.
Irritation = vexation, annoyance.
Jealous = envious.

308 CONTEMPORARY ENGLISH GRAMMAR STRUCTURES AND COMPOSITION

Jeer = mock, sneer.	Novice = beginner.
Just = fair, impartial.	Obscene = filthy, indecent.
Juvenile = youthful.	Observe = watch, remark.
Keen = sharp.	Obstacle = hindrance.
Keeper = custodian.	Obstinate = stubborn.
Keepsake = memento.	Obvious = clear, evident.
Kind = benevolent.	Occurrence = event, happening.
King = monarch, ruler.	Odd = strange, peculiar.
Labour = work, toil.	Opportunity = occasion.
Laconic = brief, concise.	Option = choice.
Latent = dormant, hidden.	Ornament = adornment, jewel.
Lax = loose, negligent, careless.	Ostensibly = apparently.
Learning = knowledge, scholarship.	Pardon = forgive, excuse.
Lenient = tolerant, gentle, mild.	Permit = allow.
Liberal = generous.	Pious = devout, godly, religious.
Liberty = freedom, independence.	Precise = exact.
Lie = falsehood.	Premature = hasty.
Loyal = faithful, true.	Proficient = adept, expert.
Mad = insane.	Profuse = lavish, extravagant.
Magnificent = splendid, stately.	Progeny = offspring, descendants.
Magnify = exaggerate, glorify.	Project = plan, scheme.
Malady = illness, disease.	Proprietor = owner.
Marvel = miracle, wonder.	Proscribe = ban, banish.
Miserly = stingy, closefisted, niggardly.	Proverb = adage, saw.
Misery = suffering, tribulation.	Prudent = discreet, wise, sagacious.
Modest = bashful, unassuming.	Quake = shake.
Mourn = lament.	Quantum = amount, share.
Naive = artless, simple.	Queer = strange, eccentric.
Nasty = filthy, dirty.	Quest = search.
Nativity = birth.	Quit = leave, depart.
Need = necessity.	Quiver = tremble, shiver.
Noble = lofty, illustrious.	Rare = scarce, infrequent.
Norm = standard.	Recover = regain, retrieve.
	Relate = tell, narrate.

- Remember = recollect, recall.
 Reserved = reticent.
 Residue = remainder, remnant.
 Respect = esteem, regard.
 Restraint = restriction, curb.
 Revenge = vengeance, retribution.
 Reverence = veneration.
 Rude = impolite, discourteous.
 Savage = barbarous, cruel.
 Scold = rebuke, reprove, reprimand, censure.
 Secret = hidden.
 Sense = meaning, import.
 Severe = stern, strict.
 Shy = bashful, coy.
 Slander = defamation.
 Sly = crafty, cunning.
 Solitary = lonely.
 Superfluous = unnecessary, needless.
 Sympathy = compassion, fellowfeeling.
 Tacit = silent, unspoken.
 Teach = instruct, educate.
 Tedious = tiresome.
 Tender = soft, delicate.
 Thin = slender, lean.
 Thrifty = frugal, economical.
 Thrive = prosper, flourish.
 Timid = shy, diffident.
 Tradition = custom, convention.
 Transient = fleeting, transitory.
 Transparent = clear, lucid.
 Truism = platitude, commonplace.
- Ubiquitous = omnipresent.
 Ultimate = final, last.
 Umbrage = offence.
 Underhand = dishonest, clandestine.
 Undergo = suffer, endure.
 Unique = unequalled, incomparable.
 Useful = advantageous, beneficial.
 Usual = common, ordinary.
 Vacant = empty, void.
 Vacation = holiday.
 Vacillate = waver.
 Vagrant = vagabond.
 Vague = indistinct.
 Vain = fruitless, conceited.
 Valiant = brave.
 Vanquish = conquer, defeat
 Variety = diversity.
 Various = several.
 Venom = poison.
 Vertical = perpendicular.
 Vulgar = coarse, indecent.
 Wane = decrease.
 Wax = increase.
 Wholesome = healthy.
 Winsome = charming, attractive.
 Withstand = resist, oppose.
 Wizard = magician.
 Workable = practicable.
 Yearly = annual.
 Yield = give, surrender, produce.
 Zeal = enthusiasm.
 Zest = relish, gusto.

Antonyms

Antonyms are words of the same grammatical class (Nouns, Verbs, Adjectives, etc.) that have opposite meanings.

A list of Antonyms is given below:

Above: below, beneath.	Bright: dim, dull.
Abstract: concrete.	Carnal: spiritual.
Accept: reject.	Centrifugal: centripetal.
Acquit: condemn.	Cheap: dear, costly.
Advance: retreat.	Cheerful: gloomy.
Affirm: deny.	Clean: dirty.
Affluence: poverty.	Clergy: laity.
Aggravate: alleviate, lessen.	Clever: stupid.
Agree: differ.	Common: rare.
Allow: forbid.	Compulsory: optional.
Analysis: synthesis.	Concord: discord.
Ancestor: descendant.	Confident: diffident.
Ancient: modern.	Convex: concave.
Aristocrat: commoner.	Covert: overt.
Arrive: depart.	Create: destroy.
Ascent: descent.	Dark: light.
Assent: dissent.	Dawn: dusk.
Asset: liability.	Debit: credit.
Attract: repel.	Debtor: creditor.
Awake: asleep.	Deduction: induction.
Barren: fertile.	Deep: shallow.
Base: noble.	Defendant: plaintiff.
Beautiful: ugly.	Defensive: offensive.
Belief: doubt.	Deficit: surplus.
Benediction: malediction.	Deflate: inflate.
Benevolent: malevolent.	Deliberate: unintentional, accidental.
Bold: timid.	Democracy: autocracy.
Bonafides: malafides.	Diligent: lazy.
Boom: slump.	Dilute: concentrated.
Bravery: cowardice.	Dwarf: giant.

- Ebb: flow.
 Efflux: influx.
 Egoism: altruism.
 Elevation: depression.
 Emigrant: immigrant.
 Exaggeration: understatement.
 Exclude: include.
 Exit: entrance.
 Exotic: indigenous.
 Expand: contract.
 Explicit: implicit.
 Exterior: interior.
 External: internal.
 Extravagant: frugal, thrifty.

 Famous: obscure.
 Fast: loose, slow.
 Fat: lean, thin.
 Fictitious: real.
 Flattery: detraction.
 Float: sink.
 Foreign: native.
 Forget: remember.
 Frequent: rare.
 Fresh: stale.
 Friendly: hostile.
 Full: empty.

 Gain: loss.
 Gather: scatter.
 General: particular, special.
 Generous: mean.
 Gentle: rough.
 Genuine: spurious.
 Glut: scarcity.
 Gradual: abrupt, sudden.
 Grave: gay.

 Guilty: innocent.

 Harsh: gentle.
 Hasty: leisurely.
 Hate: love.
 Haughty: meek.
 Heavy: light.
 Help: hinder.
 Hero: villain.
 High: low.
 Hit: miss.
 Hollow: solid.
 Homogeneous: heterogeneous.
 Honour: shame.
 Hope: despair.
 Host: guest.
 Hurt: heal.

 Ideal: actual.
 Idle: busy.
 Imagination: reality.
 Immanent: transcendent.
 Import: export.
 Increase: decrease.
 Individual: general.
 Industrious: indolent, lazy.
 Inferior: superior.
 Inhale: exhale.
 Input: output.
 Insert: extract.

 Jolly }
 Jovial } : morose, gloomy.
 Joy: sorrow.
 Junior: senior.
 Justify: condemn.

312 CONTEMPORARY ENGLISH GRAMMAR STRUCTURES AND COMPOSITION

Keen: blunt, dull.		Monotony: variety, diversity.
Kernel: shell.		Motion: rest.
Kill: resurrect.		Naive: sophisticated.
Kind: cruel.		Narrow: broad.
Kindle: extinguish.		Native: foreign.
King: subject.		Natural: artificial.
Knowledge: ignorance.		Nebulous: distinct, clear.
Lament: rejoice.		Negative: positive.
Landlord: tenant.		Neutral: partial.
Lascivious] :	Niggard: spendthrift.
Licentious		[chaste
Lewd		[mortal
Later: earlier.		Observe: reverse.
Latter: former.		Odd: even.
Latitude: longitude.		Offer: refuse.
Lead: follow.		Often: seldom.
Lend: borrow.		Omission: commission.
Let: hire.		Optimistic: pessimistic.
Liberate: enslave.		Oral: written.
Literal: figurative.		Oriental: occidental.
Loose: tight.		Original: duplicate, copy.
Loquacious: taciturn.		Orthodox: heterodox.
Lose: find.		Ostensible: actual.
Major: minor.		Partly: wholly.
Many: few.		Permanent: temporary.
Marriage: celibacy.		Permit: prohibit.
Masculine: feminine.		Philanthropist: misanthropist.
Material: spiritual.		Pleasure: pain.
Maximum: minimum.		Practice: theory.
Memory: oblivion.		Pragmatic: idealistic.
Microcosm: macrocosm.		Praise: blame.
Mild: stern, severe.		Precede: succeed.
Miser: spendthrift.		Pride: humility.
Monogamy: polygamy.		Profit: loss.
Monotheism: polytheism.		Progress: regress, retrogression.
		Progressive: reactionary, retrograde.

- Promote: demote.
Prow: stern.
Public: private.
- Quiet: noisy.
Queer: normal.
- Rash: cautious, careful.
Rapid: slow, leisurely.
Recede: advance.
Relative: absolute.
Reluctant: ready, willing.
Remember: forget.
Remitter: receiver, recipient.
Reserved: sociable.
Resist: submit.
Retail: wholesale.
Reward: punish.
Rigid: flexible.
Ripe: raw.
Rise: fall, set.
Rough: smooth.
Rude: polite.
- Sacred: secular, profane.
Safe: risky, dangerous.
Saint: sinner.
Servant: master.
Sharp: blunt.
Simple: complex, complicated.
Sink: swim, float.
Smile: frown.
Sober: drunk, rash.
Solid: liquid.
Starboard: port, larbord.
Straight: crooked, curved.
Strait: broad.
Strange: familiar.
Subjective: objective.
Succeed: fail.
- Sure: doubtful.
Sweet: bitter, sour.
Sympathy: antipathy.
- Tall: short.
Temporal: spiritual, eternal.
Tense: relaxed.
Terrestrial: celestial.
Thesis: antithesis.
Thick: thin.
Tight: loose, slack.
Top: bottom.
Tranquil: disturbed, agitated.
Transparent: opaque.
Triumph: defeat.
Trivial: important.
True: false.
- Unite: separate.
Upper: lower.
Upright: dishonest.
Urban: rural.
Urbane: rude, uncultured.
- Vacant: occupied.
Vague: clear, definite.
Variable: constant.
Vanguard: rearguard.
Vertical: horizontal.
Victory: defeat.
Virtue: vice.
Voluntary: compulsory.
- Wake: sleep.
Wax: wane.
Wealth: poverty.
Wide: narrow.
Win: lose.
Wise: foolish.
Zenith: nadir.

Exercise 178

Fill in each blank with the word opposite in meaning to the one given in brackets:

1. His watch is to yours. (inferior)
2. Mr. Abraham is to me in office. (senior)
3. Most of the people here are (literate)
4. Father congratulated me on my (failure)
5. They have the war. (lost)
6. Do not him. (encourage)
7. The government is trying for upliftment. (urban)
8. How can I eat mangoes. (ripe)
9. A breeze is blowing. (warm)
10. He is as as a lamb. (guilty)

Exercise 179

Fill in each blank with the word opposite in meaning to the word given in italics:

1. Their *departure* is as sudden as was their
2. Our *imports* are more than
3. Man *proposes* but God
4. As the *supply* is not sufficient we cannot meet the rising
5. We want *peace*, not with our neighbours.
6. *Life* and are under no one's control.
7. A enemy is preferable to a *foolish* friend.
8. Is your job here *permanent* or ?
9. *Failures* lead you to in life.
10. *Play* according to rules whether you *win* or

One-Word Substitutes for Phrases and Clauses

This is a carefully selected list. Study it closely to increase your vocabulary. Learn to use the words in sentences of your own.

Aborigines: The original inhabitants of a place.

Accomplice: A partner in crime.

Ambiguous: Capable of being interpreted in two ways: of double meaning.

Ambidextrous: Able to use the left hand as well as the right.

Amphibian, Amphibious: Living both on land and in water.

Anachronism: Something out of harmony with the present time; something attributed to a wrong period of time.

Animate: Objects possessing life.

Anniversary: Yearly return of a particular date.

Anonymous: Of unknown name, or undeclared authorship.

Antibiotic: Capable of destroying bacteria.

Antidote: Medicine given to counteract poison or disease.

Antiquary: Collector of ancient relics.

Antiseptic: That prevents substances from rotting or putrefying.

Aquarium: Artificial pond or tank for keeping live fish, water plants, etc.

Archaeology: Study of antiquities, especially of the prehistoric period.

Archaism: Old word or expression no longer in common use.

Architect: One who prepares plans for buildings.

- Artiste:** (Pronounce *Arteest*) Professional singer, dancer, etc.
- Astronaut:** One who flies a space vehicle.
- Atheism:** Disbelief in the existence of God.
- Audience:** Assembly of listeners.
- Autobiography:** The story of one's own life.
- Autocrat:** One who rules with absolute power, not subject to any control.
- Aviary:** Place for keeping birds.
- Aviation:** Art or practice of flying an aircraft.
- Bankrupt:** One who cannot pay his debts.
- Barricade:** Hastily erected barrier across a street.
- Blasphemy:** Words uttered impiously about God.
- Blind:** One who cannot see.
- Blockade:** Shutting-up of a place by enemy forces.
- Bourgeois:** (Pronounce *Boor zhwah*) (Member) of the middle class; (person) of humdrum middle-class ideas.
- Boycott:** To shut out from all social or commercial relations.
- Bureaucracy:** Government dominated by officials.
- Cannibal:** Man who eats human flesh; animal that feeds on its own species.
- Capitalism:** Dominance of private capitalists or people who invest huge amounts in industry and business. (X Socialism).
- Carnivorous:** Feeding on flesh (used about animals).
- Cartoon:** Usually humorous illustration, especially on politics, in a newspaper.
- Catholicity:** Broad outlook, free from prejudice.
- Celibacy:** The state of being unmarried.
- Circumlocution:** A round-about way of expression.
- Co-existence:** Living together, especially of nations with different social systems.
- Colleague:** An associate in the same office or profession.
- Collusion:** A secret understanding or agreement between two parties in order to deceive or harm someone else.
- Compatriot:** A person belonging to one's own country.
- Complacent:** Satisfied with one's own character, achievement, etc.

- Compromise:** A settlement of disputes, differences, etc., by both parties making concessions.
- Computer:** Electronic calculating machine.
- Connoisseur:** (Pronounce *Konaser*) One well-versed in any art and therefore a sensitive critic and judge of that art.
- Consensus:** Agreement of opinion among different groups and parties.
- Contemporaries:** Those who live in the same period, study at the same time in the university, etc.
- Cosmopolitan:** Free from national or regional prejudices; universal in outlook.
- Credulous:** Too ready to believe what others say.
- Dead letter:** A letter not claimed by anyone.
- Deadlock:** Situation that brings action or progress to a standstill.
- Digress:** To wander away from the main point.
- Diplomacy:** The art and practice of conducting negotiations between nations.
- Drought:** Extreme, dry weather without any rainfall.
- Dumb:** One who cannot hear.
- Edible:** Fit to be eaten as food.
- Egoist:** One who is self-centred.
- Eligible:** Qualified to be selected for any office or duty.
- Emigrant:** One who leaves one's country to settle in another.
- Encyclopaedia:** A book giving information on all branches of knowledge.
- Epicure:** One who enjoys and appreciates good food and drink or is fond of luxury.
- Epilogue:** Concluding part of a literary work.
- Epidemic:** Disease that is widely prevalent at a particular time.
- Epitaph:** Words inscribed on a tomb about the person buried therein.
- Extempore:** (Speaking) without previous preparation.
- Fanatic:** A person filled with excessive and mistaken enthusiasm, especially in religion; an intolerant bigot.
- Fauna:** The animals of a particular region.
- Fatalist:** One who believes that fate controls human life.
- Feminist:** One who champions the claims of women.

Fission: Splitting of the nucleus of an atom.

Flora: The plants that grow in a particular region.

Galaxy: Large band of stars encircling the heavens.

Genealogy: Account of a person's descent from his ancestors.

Geology: Science of the earth's crust, its strata, etc.

Gravitation: Attractive force by which bodies are pulled towards the centre of the earth.

Gymnasium: Room with appliances for practice in physical exercises.

Hallucination: Seeing something which is not actually present.

Hedonist: One who lives for pleasure.

Hereditary: Descending from father to son.

Heresy: Opinion contrary to accepted doctrines.

Honorary: Serving without pay.

Horticulture: Art of garden cultivation.

Hovercraft: Vehicle that rides on a cushion of air.

Hypothesis: Supposition made as basis for reasoning.

Idealism: Practice of forming and following after ideals.

Ideology: Set of ideas at the basis of certain economic or political systems.

Ignoramus: A thoroughly ignorant person.

Illegal: Which is against the law.

Illiterate: Not able to read or write.

Immemorial: Too old to be remembered.

Immigrant: Foreigner who comes and settles in a country.

Imminent: About to happen.

Immunity: Being proof against infection, etc.

Impunity: Exemption from punishment.

Inaudible: That cannot be heard.

Inaugural: In connexion with an opening ceremony.

Inauspicious: Not of good omen.

Incomprehensible: That cannot be understood.

Incorrigible: Incurably bad or depraved.

Incurable: That cannot be corrected.

Inevitable: That cannot be avoided: sure to happen.

Inexplicable: That cannot be explained.

- Infallible:** Incapable of going wrong.
- Infectious:** (Disease) liable to be transmitted by air or water
(*cf.* contagious = transmitted by touch or contact).
- Insatiable:** That which cannot be satisfied.
- Insuperable:** That cannot be overcome.
- Intangible:** That cannot be touched: that cannot be grasped mentally.
- Intelligentsia:** The class of people who can think independently.
- Intolerable:** That cannot be endured or tolerated.
- Introspection:** Examination of one's own mental processes.
- Intuition:** Immediate apprehension by the mind without reasoning.
- Invalid:** (Pronounce *Invaleed*) Person disabled by illness.
- Invalid:** (Pronounce *Invallid*) Having no force, null and void.
- Invincible:** That cannot be conquered.
- Invisible:** That cannot be seen.
- Invulnerable:** That cannot be wounded.
- Isthmus:** Narrow neck of land connecting two bigger land masses.
- Journalism:** Art of editing or writing for newspapers and magazines.
- Judicious:** Sound in judgement.
- Jurisdiction:** Extent of a person's authority.
- Kennel:** Place where dogs are kept.
- Laissez-faire:** (Pronounce *Leisei-fair*) Non-interference by Government
in trade, commerce, industry, etc.
- Legible:** Capable of being clearly read.
- Lethal:** Sufficient or designed to cause death.
- Linguist:** Someone expert in many languages.
- Litigant:** Party to a law-suit.
- Lunar:** Pertaining to the moon.
- Migratory:** (Of birds, etc.) moving from one region to another with
the change of seasons.
- Mediate:** Negotiate between opposing parties to settle their differences.
- Menu:** Bill of fare; list of dishes available in a restaurant.
- Misanthrope:** One who hates mankind.
- Misogamist:** One who hates marriage.
- Misogynist:** One who hates women.
- Monogamy:** Practice of being married to one only at a time.

Monopoly: Exclusive possession of the trade in some commodity.

Monotheism: Doctrine that there is only one God.

Mortuary: Building in which dead bodies are kept for a time.

Museum: Building used for the exhibition of antiquities, objects of art, sculpture, etc.

Nemesis: Retributive justice: downfall that satisfies such justice.

Neologism: A new word coined by an author.

Nepotism: Undue favour shown by a person in power to his relatives.

Neurotic: A person who suffers from nervous disorder.

Neutral: Taking neither side in a dispute, but remaining impartial.

Nucleus: Central portion of an atom; beginning (of something) that is meant to receive additions.

Obituary: Notice of a person's death, especially in a newspaper.

Observatory: Building provided with telescope, etc., from where stars and planets may be watched.

Omnipotent: Having infinite power.

Omnipresent: Being present everywhere.

Omniscient: Having infinite knowledge.

Optimist: One who always looks at the bright side of things.

Orbit: Curved path of a planet, satellite, etc.

Pacifist: One who believes in the total abolition of war and refuses to fight.

Panacea: A remedy which is supposed to cure all diseases.

Panorama: Unbroken view of surrounding region.

Paradox: Statement contradictory to commonly accepted opinion: seemingly absurd but really well-founded statement.

Passport: Document permitting a person to travel abroad.

Patent: Sole right to make and sell some invention.

Pedant: One who over-rates or shows off book-learning.

Perquisite: Gain or profit over and above one's salary or wages.

Pessimist: One who always looks at the dark side of things.

Philistine: An uncultured person whose interests are purely material and commonplace.

Polygamy: Having several wives at the same time.

Portable: That can be easily carried about.

- Posthumous:** Occurring after death.
- Pseudonym:** A fictitious name used by an author.
- Radar:** Apparatus for finding out the direction and range of aircraft, ships, etc.
- Radio-active:** Capable of giving forth spontaneously certain powerful, invisible rays.
- Red-tapism:** Excessive use of official formalities which cause unnecessary delay.
- Regime:** Method of government; existing system of things.
- Reinforce:** Strengthen by additional men or material.
- Reinstate:** Restore to lost place, privileges, etc.
- Retinue:** Band of persons in attendance on somebody.
- Sabotage:** (Pronounce *sabotazh*): wanton destruction, especially of plant, etc., by disaffected workers.
- Sacrilege:** Violation of what is sacred.
- Sanctimonious:** Making a show of piety.
- Sarcasm:** Bitter or wounding remark, especially one ironically worded.
- Scapegoat:** Person who is made to bear the blame due to others.
- Sceptic:** Person who doubts the truth of religious doctrines.
- Scion:** Young member of a noble family.
- Sculpture:** Carving figures in stone, wood, marble, etc., or casting them in metal.
- Silhouette:** A black shadow-like picture on white background.
- Simultaneous:** Happening at the same time.
- Sojourn:** A short stay at a place.
- Soliloquy:** Speaking one's thoughts aloud to oneself.
- Solo:** A piece of music played or sung by one person.
- Spendthrift:** One who spends money extravagantly.
- Spinster:** An unmarried woman.
- Stable:** A place where horses are kept.
- Stampede:** A sudden rush of a large number of frightened animals.
- Superfluous:** More than is necessary.
- Tableau:** Silent and motionless group of persons arranged to represent a scene.

Teetotaller: One who never touches strong drink.

Transmigration: Belief that the soul passes into a new body after the death of a person.

Truant: Child who stays away from school without leave.

Ultimatum: Final proposal or warning given by one party or government to another.

Unanimous: Being all of one opinion.

Upstart: A person who has suddenly risen from low rank to wealth and importance.

Utopian: Perfect and ideal, but imaginary and impossible.

Vacillate: To waver in opinion or resolution.

Valetudinarian: One who is too anxious about his own health.

Vegetarian: One who does not eat meat.

Virtuoso: One who has great skill in an art, especially in music.

Voluntary: Acting of one's own free will.

Windfall: An expected piece of good fortune.

Witticism: A clever and amusing saying.

Zenith: Highest point in the sky, directed above the observer.

Zoo: Garden where rare animals are kept for show.

Exercise 180

Complete the second of the two sentences against each number with the correct One Word Substitute:

1. Gandhiji wrote 'My Experiments with truth'. It is his
2. Atalji used to deliver speeches without any preparation. They were mostly
3. My servant could not attend any school. He is
4. Gaurav committed the theft with George. He was his in the crime.
5. My coat protects me from the rain. It is
6. People having no vehicle, risk their life while crossing the road from anywhere. They must use the
7. You cannot sell liquor here. It is
8. Hit is used to kill insects. It is an
9. A storm is likely to come. It is
10. My friend does not go to any temple. He is an

HELPBOX

Zebra-crossing, atheist, autobiography, water proof, prohibited, insecticide, imminent, extempore, accomplis, illiterate

Exercise 181

Fill in the blanks with a single word for each of the following groups of words in brackets:

1. A sea horse is an animal. (living in water)
2. Tuberculosis is a disease. (that can be cured)
3. England can boast of having the oldest in the world. (government by the people through their elected representatives)
4. Accepting a bribe is (contrary to law)
5. Hockey is an game. (of all the nations)
6. It is risky to see a eclipse. (pertaining to the sun)
7. I cannot repay the loan. I have actually become a (unable to pay debts)
8. P.M. Modi does not prepare his speeches beforehand. They are mostly (speech made without preparation)
9. dies many time before his death. (a courageless person)
10. He speaks very loudly. He is even from a distance. (that can be heard)

Words Often Confused

- 1. Affect:** (to act upon or to pretend) The extreme cold *affected* his health. The culprit *affected* madness to escape punishment.
Effect: (to bring about) Ashoka *effected* many reforms in the country.
- 2. Adverse:** (hostile) The officer was not promoted because there was an *adverse* report against him.
Averse: (harbouring dislike *to*) He is *averse* to violent methods. What cat is *averse* to fish?
- 3. Accelerate:** (to increase the speed) He suddenly *accelerated* the car; it shot forward and soon disappeared from view.
Expedite: (to assist and hasten the progress of) All steps were taken to *expedite* the formation of the new State.
- 4. Application:** (the process of applying; enforcement) The *application* of the tax measures will cause hardship especially to the middle income group.
Implication: (meaning implied but not explicitly stated) The *implications* of his statement are far-reaching.
- 5. Ancient:** (very old) Some people harp on the *ancient* glory of Indian culture.
Antique: (old-fashioned; after the manner of the ancients). In the museum we have some remarkable relics of *antique* sculpture.

6. **Apprehend:** (to grasp, to get a hold on the meaning of a thing).
Comprehend: (to understand fully) I can *apprehend* the bare principles of the Theory of Relativity but I cannot *comprehend* the full implications of that theory.
7. **Assent:** (official concurrence or sanction) The bill, passed by the Parliament, has to obtain the royal *assent* (or the President's *assent*).
Ascent: (climbing up) The *ascent* of Everest by Tenzing and Hillary was a great achievement.
8. **Amiable:** (lovable) His *amiable* nature has endeared him to everybody.
Amicable: (friendly) We have arrived at an *amicable* settlement of the dispute.
9. **Adapt:** (make something suitable *to* or *for* a purpose) Success often depends on your ability to *adapt* yourself to changing circumstances.
Adopt: (to take a person into a new relationship) The merchant who had no children of his own *adopted* an orphan as his heir.
10. **Apposite:** (relevant, suitable) He illustrated his argument with *apposite* quotations.
Opposite: (contrary) The two cars were speeding in *opposite* directions.
11. **Allusion:** (reference) W. B. Yeats makes several *allusions* to Indian mythology in his poems.
Illusion: (false notion) Don't be under the *illusion* that any foreign power will fight your battles for you.
12. **Abstract:** (a brief summary) He gave an *abstract* of the whole novel in about 300 words.
Extract: (a passage taken from a book, etc.) This is an *extract* from Milton's *Paradise Lost*.
13. **Avert:** (to turn away, ward off) We must make every effort to *avert* a Third World War.
Invert: (to turn upside down) He *inverted* the bottle to show that there was not a drop left.
14. **Attenuate:** (to make thin) The bill was actually passed in an *attenuated* form because of the several amendments suggested by the members.
Extenuate: (to diminish, lessen). It was a very vicious act and there is nothing but the criminal's youth to *extenuate* it.

15. **Accept:** (to receive with favour) I *accepted* their invitation.
Except: (to exclude, leave out) He was *excepted* from the general pardon.
16. **Aught:** (anything) For *ought* we know he may be innocent.
Ought: (should) We *ought* to support the United Nations.
17. **Advise:** (Verb) I *advised him* to study law.
Advice: (Noun) His *advice* was most helpful.
18. **Affection:** (love) He has great *affection* for his younger brother.
Affectation: (pretence or artificiality) I hate *affectation* in speech or manner.
19. **Artful:** (cunning) He is a clever, *artful* rogue.
Artificial: (not natural) These are *artificial* flowers.
20. **Artist:** (one who practises the fine arts, especially painting) Leonardo da Vinci was a highly imaginative *artist*.
Artisan: (one who follows one of the useful crafts) Government has a scheme to help the *artisans*—especially the weavers and ivory workers—to find a market for their products.
21. **Accede:** (agree) The Principal *acceded* to the request of the students and granted them a holiday.
Exceed: (be greater than) Balance your budget and see that your expenditure does not *exceed* your income.
22. **Beside:** (by the side of) The castle stood *beside* the lake.
Besides: (in addition to) *Besides* my two sons, my nephews too have joined the army.
23. **Beneficial:** (useful) Regular exercise is *beneficial* to health.
Beneficent: (kind, doing good) Ashoka was a *beneficent* ruler.
24. **Bridal:** (of bride or wedding) She looked lovely in her *bridal* dress.
Bridle: (control) You must learn to *bridle* your tongue.
25. **Canon:** (a rule or principle) We must not violate the *canons* of law.
Cannon: (a heavy gun) Some of our *cannon* (the plural has the same form as the singular) have a range of over twenty miles.
26. **Canvas:** This tent is made *of canvas*.
Canvass: (to request votes) The candidates have been vigorously *canvassing* the support of the voters.

27. **Council:** (an assembly of leaders, advisers, etc.) Under President's rule the Governor carries on the administration with the help of a *council* of advisers.
Counsel: (advice) Bacon's aim in writing his essays was to impart moral and social *counsel* to his readers.
28. **Corporal:** (physical) The students should not be given *corporal* punishment.
Corporate: (of or belonging to a body politic) We should try to enrich the *corporate* life of the community by co-operating with others for the welfare of society.
29. **Continual:** (frequent) The speaker was *continually* interrupted by some back-benchers.
Continuous: (unceasing) After the *continuous* rain for two days all the rivers in the area were flooded.
30. **Childlike:** (like a child) He has a *childlike* simplicity about him.
Childish: (immature) His conduct is extremely *childish*.
31. **Congenial:** (suitable, agreeable) In *congenial* surroundings a child's mind develops very well.
Congenital: (from birth) His blindness is *congenital*.
32. **Capture:** (seize) He was *captured* by his money-lenders.
Captivate: (fascinate) He was *captivated* by her beauty.
33. **Ceremonious:** (observing formalities) The visitor was welcomed *ceremoniously* and introduced to the Governor.
Ceremonial: (connected with a ceremony) The banqueting hall is used only on *ceremonial* occasions.
34. **Collision:** (violent contact) Yesterday there was a *collision* between a bus and a lorry.
Collusion: (secret understanding in order to deceive somebody) The Engineer, in *collusion* with the contractor, cheated the Government for a lot of money.
35. **Compliment:** (expression of regard) Please, convey my *compliments* to your brother.
Complement: (full number required) The ship has its full *complement* of sailors.
(That which completes) Find out the *complement* of the verb in this sentence.

36. **Confident:** (sure) I am *confident* of getting a job this time.
Confidential: (trusted, secret) I shall tell you something, but keep it *confidential*.
He is the Manager's *confidential* clerk.
37. **Comprehensive:** (exhaustive) This book gives a *comprehensive* account of the new taxation laws.
Comprehensible: (understandable) You must present your ideas in a lucid and *comprehensible* manner.
38. **Confirm:** (ratify) The decisions of the Board were later *confirmed* by the Chairman.
Conform: (comply with) This practice does not *conform* to the rules laid down by the Committee.
39. **Contagious:** (spreading by contact) Leprosy is a *contagious* disease.
Contiguous: (adjoining, bordering) China has claimed certain Russian territories *contiguous* to her borders.
40. **Dependent:** (Adjective) He is *dependent* upon his uncle for his educational expenses.
Dependant: (Noun) Besides his children he has several *dependants* to take care of.
41. **Destiny:** (fate) It is character that decides our *destiny*—not external circumstances.
Destination: (goal) After walking through the jungle for three days, we reached our *destination*—a Santal village.
42. **Dual:** (double) He plays a *dual* role in the film.
Duel: (a combat between two persons) Fighting a *duel* with one's rival for the love of a lady was very common in France in the eighteenth century.
43. **Disease:** (illness) Smallpox is a terrible *disease*.
Decease: (death) After his father's *decease*, Pratap sold the house and went abroad.
44. **Distinct:** (separate) These two words are quite *distinct*, though they sound alike.
Distinctive: (characteristic) What is *distinctive* of the Gurkha is his utter fearlessness.

- 45. Disposal:** (sale, getting rid of) These shop-soiled articles are for quick *disposal* at very low prices.
Disposition: (arrangement) The *disposition of* troops on the border is a military secret.
- 46. Eligible:** (qualified) You are not *eligible* for the post.
Illegible: (unreadable) His hand-writing is *illegible*.
- 47. Elusive:** (evading notice) He is a rather *elusive* person.
Illusive: (deceptive) The hope of striking oil in the new well proved *illusive*.
- 48. Emigrate:** (to leave one's country with a view to settling in a foreign country) Several Indians have *emigrated* to Australia in the last few years.
Immigrate: (to come into a country to settle there) Britain is trying to check the *immigration* of coloured people into that country.
- 49. Eminent:** (illustrious) A. K. Roy is the most *eminent* lawyer in Kolkata.
Imminent: (about to happen) Another confrontation between the Jews and the Arabs is *imminent*.
- 50. Estimate:** (calculation) Before starting any work one must prepare an *estimate* of the expenditure involved.
Estimation: (opinion) In my *estimation*, the Chinese are not likely to precipitate a war in the near future.
Esteem: (respect) I hold Nehru in high *esteem*.
- 51. Facilitate:** (make easy) Audio-visual aids will *facilitate* the teaching of science subjects in particular.
Felicitate: (congratulate) We held a meeting to *felicitate* Niranjun De on his getting the Padma Bhushan.
- 52. Fain:** (gladly) I would *fain* oblige you in this matter but there are insuperable difficulties in doing so.
Feign: (pretend) He *feigned* ignorance to escape punishment.
- 53. Flagrant:** (glaring, scandalous) It was a *flagrant* violation of the terms of the agreement.
Fragrant: (sweet-smelling) The air was *fragrant* with the odour of a thousand flowers.

54. **Graceful:** (full of grace) Noor was charming and *graceful*.
Gracious: (full of kindness) The princess was very *gracious* and readily agreed to preside over the Women's Conference.
55. **Imaginary:** (not real) He tends to worry over *imaginary* fears.
Imaginative: (gifted with imagination) Wordsworth was a very *imaginative* poet.
56. **Industrial:** (pertaining to industry) India's *industrial* development in recent years has been remarkable.
Industrious: (hard-working) *Industrious* workers should be encouraged and rewarded.
57. **Ingenuous:** (frank, open) His *ingenuous* nature has made him popular.
Ingenious: (clever) He has invented an *ingenious* device for making sugar out of coal.
58. **Judicial:** (legal) He is working in the *Judicial* Department.
Judicious: (prudent) He made a *judicious* selection of light essays as well as thought-provoking ones to be included in the book.
59. **Junction:** (meeting-place) We stopped at the *junction* to make enquiries.
Juncture: (grave situation) At this *juncture* I am unable to give you any such guarantee as you ask for.
60. **Luxurious:** (given to luxury) He is living a *luxurious* life in the city, neglecting his old parents in the village.
Luxuriant: (rich in growth) The growth of paddy was *luxuriant* after the application of fertilizers.
61. **Momentary:** (lasting for a moment) I experienced a *momentary* pang as I heard the sad news.
Momentous: (very important) In 1942 the Congress Working Committee took the *momentous* decision that a Quit India movement should be started.
62. **Masterful:** (imperious) He was very *masterful* and would not allow any argument or protest.
Masterly: (skilful) He gave a *masterly* analysis of the situation facing the country.

- 63. Metal:** (substance like iron, gold, etc.) Iron is perhaps the most useful of metals.
Mettle: (quality, courage) He proved his *mettle* by facing the situation with supreme tact and confidence.
- 64. Official:** (pertaining to an office) The minister paid an *official* visit to Delhi to take part in a conference.
Officious: (offering service that is not wanted) When I stayed in the guest house, I found the caretaker too *officious* and meddlesome.
- 65. Popular:** (liked by the people) Nehru was a very *popular* leader.
Populous: (thickly inhabited) Kolkata is a very *populous* city.
- 66. Principal:** (chief) Cotton is the *principal* export from Mumbai.
Dr. Mukherji is the *Principal* of our college.
Principle: (general law as guide to action) We must follow certain moral *principles*. (Fundamental truth) Everyone should know the *principles* of economics.
- 67. Reverend:** (worthy of reverence) He was a *reverend* old gentleman with a tall stature and a flowering beard.
Reverent: (feeling reverence) We entered the monastery in a very *reverent* mood.
- 68. Stationary:** (motionless) In the olden days people believed that the earth was *stationary*.
Stationery: (writing materials) I want to buy some good *stationery* for the office.
- 69. Sanguine:** (hopeful) I am not very *sanguine* about getting their support in this matter.
Sanguinary: (bloody) It was a *sanguinary* fight in which many of our men were killed.
- 70. Verbal:** (relating to words) This is only a *verbal* distinction without any real difference in meaning.
Verbose: (wordy, prolix) His style of writing is too *verbose*.
- 71. Wave:** (brandish) The robber *waved* a pistol and threatened the passengers.
Waive: (relinquish) I shall not *waive* my right to this house, unless you promise to allot a bigger one to me later.

Exercise 182

Underline the correct word in brackets to complete each sentence:

1. A mirage is an optical (allusion, illusion).
2. The soldier fell (prey, pray) to the enemy bullets.
3. We (prey, pray) in the morning assembly.
4. I could not get any (berth, birth) in the railway compartment.
5. People in India often celebrate the (berth, birth) of a child in the family.
6. Have you even seen a polar (bare, bear)?
7. The beggar came to me (bare, bear) footed.
8. Our teacher is a man of (principle, principal).
9. Long ago Mayo College had a (principal, principle) from Canada.
10. They are on the (beech, beach).
11. Many people (die, dye) of hunger.
12. The (die, dye) of your turban has faded away.

Exercise 183

Complete each sentence with the correct choice from the words in brackets:

1. The wind fast in the morning. (blue, blew)
2. Give me that navy (blew, blue) jacket please.
3. Peter wants to (marry, merry) a beautiful girl.
4. How can I be (marry, merry), after suffering a huge loss in business.
5. (loss, lass) and profit are to be faced in a normal way.
6. Wordsworth was enchanted after hearing a highland (loss, lass) sing.
7. Open the (gate, gait).
8. Her (gate, gait) is like that of princess.
9. The landlord was (throne, thrown) from the house.
10. Who is going to inherit the British (throne, thrown)?

Words With Appropriate Prepositions

- Abide by:** You must *abide by* the terms and conditions of this agreement.
- Abound in:** This area *abounds* (is rich) *in* valuable minerals.
- Abounds with:** The ravines in Rajasthan *abound* (are infested) *with* dacoits.
- Abundance of:** There is an *abundance of* wheat in Punjab this year.
- Absent from:** Pradeep has been *absent from* classes for three days now.
- Absorbed in:** He is completely *absorbed in* his research work.
- Abstain from:** The labourers *abstained from* work today.
- Accede to:** I am sorry I can't *accede to* your request.
- Acceptable to:** This suggestion is not *acceptable to* us.
- Access to:** I have no *access to* the Chief Minister.
- Accuse of:** Gopal was *accused of* theft.
- Acquainted with:** I am only slightly *acquainted with* him.
- Acquitted of:** Accused was *acquitted of* the charge of theft.
- Adapt to:** You must learn to *adapt yourself to* changing circumstances.
- Addicted to:** Johny Walker is *addicted to* drink.
- Adjacent to:** *Adjacent to* the Railway Station is Hotel Swaraj.
- Admit to:** Govind was *admitted to* the Law College.
- Admit of:** This is an urgent matter which *admits of* no delay.
- Affiliate to:** The college is *affiliated to* the Osmania University.
- Afflict with:** He was *afflicted with* leprosy.
- Agree to:** I *agreed to* his proposal.

Agree with: Coffee does not *agree with* me.

Agree upon: We *agreed upon* a certain course of action.

Aim at: I could not achieve all that I *aimed at*.

Alight from: He was the first to *alight from* the plane.

Allotted to: They have performed the task *allotted to* them.

Allude to: He *alluded to* a story in the Mahabharata.

Amazed at: I was *amazed at* her stupendous ignorance.

Anxious to: He is *anxious to* visit Goa.

Anxious about: I am *anxious about* his health.

Apologise to: You must *apologise to* him for your rudeness.

Appeal to: They *appealed to* us for immediate help.

Appear to be: He *appears to be* rather unbalanced.

Appoint to: The best candidate should be *appointed to* the post.

Aptitude for: John has an *aptitude for* research.

Arrive at: The Southern Express *arrives at* New Delhi at 9 a.m.

Avail ... of: *Avail* yourself of this opportunity to visit Kashmir.

Aware of: I am not *aware of* their plans.

Backward in: Aruna is rather *backward in* her studies.

Bank on: I don't think we can *bank on* their support this time.

Bargain for: They are *bargaining for* a better price for sugarcane.

Bear with: We have to *bear with* all sorts and conditions of men.

Believe in: $\left. \begin{array}{l} \text{I don't } \textit{believe in} \text{ communism.} \\ \text{I don't } \textit{believe in} \text{ encouraging beggars.} \end{array} \right\}$

Beneficial to: Regular exercise is *beneficial to* health.

Bent on: He seems to be *bent on* mischief.

Bestow on: We must be grateful for the blessings that God has *bestowed on* us.

Beware of: *Beware of* self-seeking friends.

Boast of: She *boasts of* her aristocratic upbringing.

Blind to: The fond mother is *blind to* her children's faults.

Born of: He was *born of* poor parents.

Bound for: The ship was *bound for* New York.

Break into: The robbers *broke into* his shop and looted it.

Bring about: He has *brought about* many reforms.

Bring up: We *brought up* the child tenderly.

- Brood over:** It is harmful to *brood over* past failures.
- Busy with:** Of late he has been *busy with* his research.
- Call on:** We decided to *call on* the President of the Society.
- Call at:** On the way we *called at* a friend's house.
- Call for:** The Principal has *called for* an explanation from the strike leaders.
- Care for:** I don't *care for* your objections. I have decided to do it.
- Care of:** Take good *care of* your health.
- Charge with:** Godse was *charged with* the murder of Bapu.
- Close to:** His house is *close to* the market.
- Close by:** The post office is *close by*.
- Close down:** The old office has been *closed down*.
- Come across:** On the way we *came across* an old gipsy.
- Commend ... to:** I *commend* him *to* your care.
- Comment ... on:** The inspector *commented* favourably *on* our work.
- Compete with:** Russia and America are *competing with* each other for world domination.
- Complain of:** He suddenly *complained of* chest pain.
- Complain against:** We *complained against* the high-handedness of the police.
- Comply with:** We regret that we cannot *comply with* your request.
- Confer on:** The Minister *conferred* with local officials *on* the drought situation.
The Ph.D. Degree was *conferred on* him at the convocation.
- Confide in:** I know I can fully *confide in* party workers.
- Confident of:** He is quite *confident of* success.
- Confine to:** He was *confined to* his bed by illness.
The discussion should be *confined to* the subject proper.
- Congratulate ... on:** I *congratulated* my nephew *on* his success.
- Conscious of:** I am fully *conscious of* my responsibility in this matter.
- Consent to:** I cannot *consent to* this proposal.
- Contrary to:** *Contrary to* our expectations, the government increased the tax on fertilizers.
- Conversant with:** He is thoroughly *conversant with* the problem.
- Convict of:** He was *convicted of* theft and sent to prison.

Craving for: He has a *craving for* liquor.

Cure of, for: He was *cured of his* rheumatism by a specialist. This is a *cure for* malignant malaria.

Deaf to: He was *deaf to* all our requests.

Deal in: He *deals in* woollen garments.

Decide upon: We *decided upon* a plan to collect all the arrears.

Deficient in: A rice diet is *deficient in* proteins and vitamins.

Deal with: You must learn how to *deal with* different kinds of people.

Depend on: Always *depend on* your own efforts.

Deprive of: Mehta was *deprived of* his patrimony by his unscrupulous uncle.

Derive from: His income is chiefly *derived from* his lands.

Desirous of: She is *desirous of* going to U.S.A. to join her husband.

Despair of: I *despair of* ever reforming my spoiled nephew.

Deviate from: Never *deviate from* the path of truth.

Differ from: This plan *differs radically from* the original one.

Diffident about: I am *diffident about* passing the I.A.S. this time.

Disagree with: I entirely *disagree with* you on this point.

Disgrace to: She is a *disgrace to* her family.

Dispose of: I wish to *dispose of* my old car.

Dissuade from: I tried to *dissuade him from* following his advice.

Disgusted with: His father is *disgusted with* him for his addiction to drink.

Distinct from: This is similar to the other tune, but quite *distinct from* it.

Distinguish from: The turban and the beard easily *distinguish* a Sikh *from* others.

Due to: The delay was *due to* engine trouble on the way.

Dwell on: He *dwelt* at some length *on* the problem of student unrest.

Eligible for: He is not *eligible for* admission to this course.

Embark on: He has *embarked on* a very ambitious project.

Engaged to, on: The girl is *engaged to* a young doctor.

He is *engaged on* an important job.

Enticed into: Don't allow yourself to be *enticed into* evil habits by wicked men.

Entrusted with: I was *entrusted with* the task of suppressing the riots.

Envious of: Work hard for your own progress without being *envious of* others.

- Equal to:** He was not *equal to* the heavy responsibilities laid on him.
- Estranged from:** He was *estranged from* his own people as he became thoroughly westernized.
- Excuse for:** You had really no *excuse for* attacking the referee.
- Exchange for:** I want to *exchange* my Hillman *for* a Honda.
- Fall under:** He *fell under* the government's displeasure.
- Familiar with:** I am quite *familiar with* this author.
- Fancy to:** He has taken a *fancy to* growing vegetables.
- Fascination for:** The sea has a *fascination for* me.
- Fit for:** He is not really *fit for* this job.
- Fly into:** She *flew into* a rage at the very sight of the beggar.
- Fond of:** I am very *fond of* grapes.
- Forgetful of:** Don't be *forgetful of* your duties.
- Free from:** You are not *free from* responsibility in this matter.
- Furnish with:** The laboratory was *furnished with* all necessary equipment.
- Get at:** I want to *get at* the true facts of the case.
- Get over:** I can't *get over* this nasty cold.
- Gift for:** He has a *gift for* making friends.
- Gifted with:** He is *gifted with* a talent for painting.
- Glad of:** I shall be *glad of* your co-operation in this matter.
- Glance over:** I had time only to *glance over* the house.
- Grateful for:** He will be *grateful to you for* your help.
- Grieved by:** I was very much *grieved by* his misdemeanour.
- Grumble at:** He is always *grumbling at* something or the other.
- Guard against:** We must *guard against* anti-social elements exploiting the students.
- Guilty of:** He has been *guilty of* gross impropriety.
- Hand over:** I *handed it over* to the police.
- Hanker after:** Don't *hanker after* wealth and position.
- Hard on:** Don't be so *hard on* the poor boy.
- Heir to:** We are *heirs to* the glorious culture of ancient India.
- Hide from:** I have nothing to *hide from* you.
- Hit upon:** We *hit upon* a plan to catch the thief.
- Hopeful of:** I am *hopeful of* getting his co-operation.
- Hostile to:** He has been *hostile to* me from the beginning.

Identical with: This handwriting is *identical with* that.

Identity of: The *identity of* the intruder has not been established.

Ignorant of: We are *ignorant of* his present whereabouts.

Impatient of: He is *impatient of* the slightest restriction.

Included in: Your name has been *included in* the list.

Incorporate in: Results of recent research on the subject have been *incorporated in* this book.

Indebted to: I am *indebted to* you for all your encouragement.

Indifferent to: The stoic is *indifferent to* pleasure and pain.

Indignant at: I was *indignant at* the behaviour of the police towards the satyagrahis.

Inform of: He was *informed of* the serious condition of his father.

Inquire into: A committee was appointed to *inquire into* the incident.

Inquire of: I *inquired of* him whether he would follow me.

Inquire after: We *inquired after* his health.

Insist on: I *insisted on* his going away at once.

Interfere in: I cannot *interfere in* his affairs.

Interfere with: You may cultivate your hobbies so long as they do not *interfere with* your studies.

Invited to: We shall *invite him to* dinner one of these days.

Jealous of: You should not be *jealous of* the rich.

Join in: I *joined (with)* them *in* celebrating Diwali.

Jump at: I *jumped at* the opportunity of going to Kashmir.

Jump to: Don't *jump to* the conclusion that I am opposed to your plan.

Keen on: She is *keen on* continuing her music lessons.

Keep to: *Keep to* the right till the end of the road.

Keep up: You must *keep up* your courage.

Knock at: There is a *knock at* the door. See who it is.

Last for: This will *last for* only three days.

Laugh at: Don't *laugh at* poor people.

Lead to: This road *leads to* Allahabad.

Your move may *lead to* complications later.

Limit to: There is no *limit to* their demands.

Live at, in, on, by: He *lives at* 112, Karol Bagh, New Delhi-5.

He *lives in* Delhi.

He *lives on* vegetables and fruit.

He *lives by* working as a carpenter.

Long for: How we *long for* the good old days!

Look up to: We *look up to* you for help and guidance.

Look down upon: Don't *look down upon* the so-called untouchables.

Look after: You must *look after* your baby brother.

Lost to: He was *lost to* all sense of decency.

Lost in: He sat there *lost in* his dreams.

Manage with: Can you *manage with* two meals a day?

Married to: She is *married to* a renowned doctor.

Match for: Sudhir is no *match for* Sunder.

Meddle with: Please, don't try to *meddle with* my affairs.

Meet with: He *met with* a car accident.

Mistaken in: You are sadly *mistaken in* your calculations.

Mix with: He doesn't easily *mix with* outsiders.

Mix up: You have got it all *mixed up*. (confused)

Moved by: I was greatly *moved by* their kindness.

Murmur against: People are *murmuring against* the heavy taxes.

Name after: The stadium was *named after* Subash Chandra Bose.

Necessity for: There is no *necessity for* doing that.

Need of, for: There is *need for* a post office in this area.

He has poor sight and is in *need of* glasses.

Negligent in: He has been very *negligent in* his studies.

Object to: I don't *object to* (have objection to) your plan.

Obliged to: I am *obliged to* you for your suggestion.

Occur to: It *occurred to* me that we should seek his co-operation.

Officiate for: Dr. Mukherji is *officiating for* the Vice-Chancellor.

Open to: The show is not *open to* the public.

Opposed to: She is *opposed to* the idea of my going abroad.

Originate in: The fight *originated in* a silly argument.

Overwhelmed with: I was *overwhelmed with* grief at his misfortune.

Part with: I can't *part with* this car (won't give it up).

Part from: I *parted from* my friends and went home.

Partial to: I am not *partial to* any side in this dispute.

Partiality for: The Principal has a *partiality for* sportsmen.

Partake of: We *partook of* the humble meal provided by the villagers.

Passion for: He has a *passion for* rural uplift.

Pass for: Among the villagers he *passed for* a scholar.

Peculiar to: This is a custom *peculiar to* the Nagas.

Popular with: Nehru was very *popular with* the masses.

Prefer to: I *prefer* your company *to* him.

Prejudice against: He has a *prejudice against* homoeopathy.

Present with: The athletes were *presented with* gold medals.

Preside over: The Chief Minister *presided over* the function.

Prevent from: We must *prevent* him *from* making a fool of himself.

Pride in: He takes *pride in* his well-kept library.

Proficient in: He is very *proficient in* English.

Prohibit from: We were *prohibited from* entering the cave.

Protest against: We *protested against* the umpire's partiality.

Proud of: He seems to be very *proud of* his ancestry.

Provide for: We must *provide* facilities *for* recreation.

Puzzled at: I was *puzzled at* his objection.

Qualified for: He is not *qualified for* the post.

Quarrel over: They *quarrelled over* a minor issue and soon started fighting.

Quick at: She is *quick at* learning languages.

Ready for: I am generally *ready for* work by 8 a.m.

Reconciled to: They are now *reconciled to* their lot.

Reconciled with: She is now *reconciled with* her husband.

Recover from: He has completely *recovered from* his illness.

Refer to: Cultivate the habit of *referring to* the dictionary for the meanings of words.

Refrain from: You must *refrain from* smoking and drinking.

Regard for: I have great *regard for* my old teachers.

Relations with: My *relations with* them are very cordial.

Relieve of: His letter *relieved* me *of* my anxiety.

Relief from: This medicine will give you *relief from* pain.

Rely on: You can't *rely on* a fellow like him.

Remarkable for: This engine is *remarkable for* its strength and efficiency.

Remind of: I *reminded* him of his promise.

When I think of the present political situation, I *remind of* a story from Æsop's Fables.

Repent of: You must *repent of* the wrong you have done.

Reputation for: He has a *reputation for* administrative ability.

Retired from: He was *retired from* service at the age of fifty-five.

Revenge on: He took *revenge on* his enemies.

Room for: There is no *room for* building a garage here.

There is *room for* further improvement.

Run on: There was a *run on* the bank and it had to be wound up.

Run of: The picture had a *run of* fifty nights.

Run down: I feel absolutely *run down*.

Don't *run down* (disparage) others.

Run out of: We have *run out of* kerosene.

Search for: They *searched for* the missing plane for a whole week.

Send for: As she was badly hurt, we *sent for* a doctor.

Sensitive to: He is very *sensitive to* criticism.

Short of: We are *short of* labour now.

Sick of: I am *sick of* his self-righteousness.

Similar to: Their customs are *similar to* ours.

Smile on: Fortune *smiled on* him and he prospered.

Steeped in: The villagers are *steeped in* ignorance and superstition.

Stoop to: Don't *stoop to* such base methods.

Submit to: Everyone has to *submit to* discipline.

Subscribe to: I cannot *subscribe to* the doctrine of rebirth.

Succeed to: Solomon *succeeded to* the throne of David.

Suitable for: This site is *suitable for* the factory.

Sure of: I am *sure of* passing this phase of crisis.

Suspected of: He was *suspected of* complicity in the murder.

Suspicious of: I am rather *suspicious of* his true intentions.

Sympathise with: I *sympathise with* you in your struggle for better wages.

Tamper with: He *tampered with* the office files and registers.

Taste for: He has a *taste for* drawing.

Testify to: I can *testify to* his honesty.

Thankful for: I am *thankful* to my voters *for* electing me.

Tired of: I am *tired of* reminding him about it.

Touch at: The ship *touched at* Colombo on the way to Australia.

Touch upon: He *touched upon* unemployment and allied problems in his talk.

Trifle with: Don't *trifle with* her feelings.

True to: Be always *true to* the highest in you.

Understanding with: We came to an *understanding with* the workers.

Used to: The Japanese are *used to* periodic cyclones and earthquakes.

Useful for: The vitamins are *useful for* building up resistance to diseases.

Versed in: She is *well-versed in* music.

Victim of: I was a *victim of* their conspiracy.

Wanting in: He is *wanting in* sympathy and understanding.

Warned against: I *warned* him *against* her treachery.

Wedded to: He is *wedded to* the ideals of *Vivekanand*.

Worthy of: He is *worthy of* our reverence and esteem.

Yield to: Do not *yield to* such temptations.

Zealous for: He is a *zealous* fighter *for* freedom.

Zest for: He has a *zest for* adventure.

Exercise 184

Correct the following sentences:

1. Be kind with animals.
2. He hid himself under a tree.
3. We shall abide to you.
4. Don't mix in those people there.
5. The fox jumped in the well.
6. Have you kept your books into your bag?
7. He is well-versed with politics.
8. Thank him to his co-operation.
9. He touched with unemployment amongst the youth in his speech.
10. Many people die with hunger all over the world.

Words Involving Animals/Birds

(a) Offspring

Animals	Offspring	Animals	Offspring
Ass	Foal	Goose	Gosling
Bear/Tiger	Cub	Horse	Colt, filly
Cow	Calf	Hare	Leveret
Cock/Hen	Chicken	Lion	Cub, whop
Cat	Kitten	Stag	Fawn
Dog	Pup, Puppy	Sheep	Lamb
Duck	Duckling	Swan	Cygnets
Dear	Fawn	Wolf	Cub
Frog	Tadpole	Goat	Kid

(b) Animals–Cries

Animals	Cries	Animals	Cries
Apes	Gibber	Eagles	Scream
Asses	Bray	Elephants	Trumpet
Bees	Hum	Frogs	Croak
Birds	Sing, Chirps, Twitter	Flies	Buzz, Hum
Bulls	Bellow	Goats	Bleat
Bears	Growl	Hens	Cackle

344 CONTEMPORARY ENGLISH GRAMMAR STRUCTURES AND COMPOSITION

Cats	Mew, Purr	Horses	Neigh
Cows	Low	Jackals	Howl
Cocks	Crow	Kittens	Mew
Cattle	Low	Lions	Roar
Camels	Grunt	Monkeys	Chatter
Ducks, Crows	Quack, Caw	Owls	Hoot, Scream
Dogs	Bark, Howl	Snakes	Hiss

Exercise 185

Tick the correct word from the brackets:

1. Serpents (bray, hiss, hum)
2. Bees (squeak, hum, hiss)
3. Dogs (howl, bray, bark)
4. Monkeys (squeak, howl, chatter)
5. Camels (bellow, grunt, howl)
6. Lions (bark, talk, roar)
7. Owls (hiss, howl, hoot)
8. Birds (chirp, hum, bark)
9. Horses (bleat, roar, neigh)
10. Kittens (chatter, hiss, mew)
11. Bears (roar, grout, bark)

Exercise 186

Fill in each blank either the name of the correct animal or its young one:

1. The dog is outside with its
2. The is standing beside the calf.
3. The sheep is in the den but the is outside.
4. The is running behind the horse.
5. The got separated from the tiger.
6. The cat is licking the
7. How beautiful the looks with the fawn.
8. The and the duckling are swimming in the lake.

(c) Animals–Homes

Animals	Homes/Dwellings
Bees	Apiary
Birds	Aviary/Nests
Cattle/Animals	Fold/Shed
Dogs	Kennel
Horse	Stable
Mouse	Hole
Lion	Den/Lair
Owl	Tree
Pig	Sty
Rabbit	Burrow
Spider	Web
Sheep	Den
Tiger	Lair/Den

(d) Some Common Comparisons Involving Birds/Animals

1. As **black** as a crow.
2. As **busy** as a bee.
3. As **brave** as a lion.
4. As **cunning** as a fox.
5. As **cheerful** as a lark.
6. As **fast** as a hare.
7. As **fierce** as tiger.
8. As **gentle** as a lamb.
9. As **nimble** as squirrel.
10. As **obstinate** as a mule.
11. As **proud** as a peacock.
12. As **silly** as a sheep.
13. As **timid** as a mouse.
14. As **tame** as a hare.
15. As **vain** as a peacock.

(e) Words Expressing Animal Collections:

1. A **brood** of chickens.
2. A **cloud** of locust.
3. A **flight** of birds.
4. A **flock** of ship.
5. A **herd** of cattle.
6. A **hive** of bees.
7. A **litter** of puppies.
8. A **pack** of hounds.
9. A **string** of animals.
10. A **swarm** of bees, ants.
11. A **yoke** of oxen.
12. A **shoal** of fish.

Exercise 187

Fill in each blank with the correct animal name to complete the comparison:

1. Usain Bolt ran like a in Rio Olympics.
2. Phelps swims like a..... .
3. Bharat was as brave as a
4. Noor is feeling like a in her new dress.
5. He is meek like a before his boss.
6. Ali doesn't listen to anyone and is obstinate like a
7. My mother remains as busy as a throughout the day.
8. Do not believe him easily, as he is cunning like a by nature.
9. Even a is not as black as my neighbour.
10. My friend is always cheerful like a

Exercise 188

Fill in each blank with a word denoting collection:

1. A of cattle.
2. A of fish.
3. A of bees.
4. A of sheep.
5. A of birds.
6. A of locust.
7. A of ants.
8. A of puppies.
9. A of chickens.
10. A of hounds.

Paragraph-Writing

In the foregoing sections of the book our main concern has /been with the structure of the sentence and the acquisition of a good vocabulary. We have seen how different kinds of words are arranged according to certain patterns to form phrases, clauses and sentences.

In this section of the book we shall learn how to put sentences together in a coherent and logical manner in order to express our ideas effectively and coherently. This is the art of composition.

The smallest unit of prose composition is the paragraph. A *paragraph* may be defined as a group of sentences relating to a single topic, or developing a single central idea. Letters, essays, stories, chapters in books, etc., are divided into paragraphs on this basis, and not in any arbitrary manner.

A paragraph may be long or short—sometimes as long as a page or more, and sometimes as short as a sentence or two. But students are advised to avoid these extremes and see that a paragraph is just as long or short as is necessary for the development of the particular point it is dealing with. Variation in the length of paragraphs is necessary and desirable, like variation in the length of the sentences that compose them. A short paragraph after a long one will afford variety and relief to the eye as well as to the mind.

Hints on Paragraph Structure

1. **Unity of Thought.** Just as a sentence deals with one thought, a paragraph should deal with only one central idea. The idea may be briefly stated in the very first sentence—sometimes called a topical

or key sentence—and elaborated in the rest of the paragraph and rounded off in the last sentence. Or the idea may be just suggested in the first sentence through a quotation, anecdote, etc., and then gradually worked up in the succeeding sentences, sometimes coming to a climax, as it were, and a fuller statement at the end of the paragraph. Whichever method you adopt, the main point to remember is that there should be a certain unity of thought or idea in the paragraph.

2. **Order.** Such unity cannot be achieved unless there is a logical order in which the idea is allowed to develop. One thought must logically lead to another. There should be unbroken continuity of thought within the paragraph. If you are trying to describe a scene or narrate an event, the details must be given in a natural sequence, so that the reader may get a clear and coherent picture of the scene or the event. Clarity of thought and vividness of presentation cannot be achieved without the proper arrangement and order of ideas.
3. **Coherence.** To achieve the effect of unbroken continuity of thought, certain conjunctions and ‘coherence words’ are found useful. *Hence, so, therefore, but, or, and, then* are some of the words which, if rightly used, will connect sentences up and make the paragraph a well-knit, organic whole.

If ideas have to be contrasted or alternatives presented, expressions like *on the other hand, on the contrary, nevertheless, but, yet, still* will be found useful. Look at this paragraph:

‘Now these two types of courage, *physical* and *moral*, are very distinct. I have known many men who had marked *physical* courage **but** lacked *moral* courage. Some of them were in high places **but** they failed to be great in themselves because they lacked it. **On the other hand**, I’ve seen men who undoubtedly possessed *moral* courage but were very cautious about taking *physical* risks. **In contrast** I’ve never met a man with *moral* courage who wouldn’t, when it was really necessary, face *bodily* danger. *Moral* courage is a higher and rarer virtue than *physical* courage.’

(From *What is Courage?* by Sir William Slim)

The first sentence is the key sentence introducing the central topic—distinction between physical and moral courage. The contrast is elaborated in the body of the paragraph. Notice the use of *but* and *on the other hand*, and the repetition of the

words *physical* and *moral* in order to make the contrast vivid. The last sentence rounds off the paragraph by asserting the superiority of moral courage over physical courage.

- 4. Variety.** This is another characteristic of a good paragraph, in fact, of all good writing. The sentence patterns used in the paragraph must be varied. There should be long and short sentences, simple and complex, direct and involved, straightforward and inverted. There should thus be a variety of design and richness of texture and a well-regulated movement in each paragraph in addition to the structural unity and force, mentioned earlier. However, this richness and variety of style is possible only for those who have attained a certain mastery of the language. Students are advised to aim at simple structural patterns and achieve whatever variety is possible within those limits.

Look at this short paragraph:

‘I’ll stand on the roof of the world. I’ll climb Tibet’s highest mountains, sail on its rivers, and swim in lakes that are not on any map. I’ll walk in valleys and cross deserts untrodden by human beings. Mine will be the first foot-prints there.’

In spite of the repetition of *I’ll* in the first three sentences, there is a variety of structure in this paragraph. The first is a simple sentence, the second a compound-complex sentence, the third a compound sentence and the last an inverted sentence. *I’ll* is repeated to emphasize the speaker’s determination to undertake his adventures. The sentences move briskly and vigorously to suit the action described and the paragraph concludes with the confident assertion ‘*Mine* will be...there’. The inversion helps to emphasize his confidence and optimism.

Types of Paragraphs

- 1. Descriptive.** A paragraph in which you describe a scene, a thing or a person falls in this category. In such a paragraph you have to give all the significant details of the object described in a certain natural sequence. The aim should be to give a vivid picture of the object so that the reader may be able to visualise it before his mind’s eye. Only the significant details should be given, otherwise the picture will be blurred and confused.

2. **Narrative.** In such a paragraph you narrate an incident or an anecdote, giving significant developments in the progress of the event in a coherent manner. Your account must be clear and cogent, and, when the occasion demands it, dramatic and full of suspense.
3. **A Paragraph of Definition.** Precise and accurate use of words is required for defining things—whether abstract or concrete. Don't waste words, and be objective, scientific and dispassionate in defining things.
4. **A Paragraph of Similarities.** When you compare two things, you have to bring out the similarities between them in a convincing manner. A simile or a metaphor often has to be worked out, especially when an abstract thing is compared to something concrete.
5. **A Paragraph of Differences.** When you contrast two things, the differences have to be stated in an explicit manner. The coherence words, *but, whereas, on the other hand, on the contrary, etc.*; will be useful for this purpose.
6. **A Paragraph of Comparison and Contrast.** Sometimes in the same paragraph the similarities, as well as the differences between two persons or things may be brought out.
7. **A Paragraph of Reasoning.** On the basis of a certain data or facts you try to arrive at a certain conclusion by the process of reasoning. Reasoning may be of two kinds—*Inductive*, when you argue from particular facts to a general principle or theory, and *Deductive* when you follow the reverse process of starting from a general principle or theory and arriving at particular inferences.
8. **Statement of Facts and Figures.** There are paragraphs which do not belong to any of the above categories and are mainly concerned with giving facts and figures in a clear and emphatic manner.

Exercise 189

Go through some of the essays prescribed for your study and pick out paragraphs belonging to the several types detailed above.

Exercise 190

Write a paragraph on each of the following subjects:

1. A sun-set. (descriptive)
2. An accident. (narrative)
3. A patriot. (definition)
4. The growth of virtue and the growth of a plant. (similarity)
5. Town life versus country life. (contrast)
6. Painting and photography. (comparison and contrast)
7. Why population should be controlled. (reasoning)
8. A typical village in my State or The condition of Agriculture in my State. (facts and figures)

Letter-Writing

Letter-writing is a very useful art. All of us have to write letters, as occasion demands—personal letters to friends and relations, business letters, invitations, applications and so on. It is necessary, therefore, that we should cultivate the art of writing different kinds of letters.

The Form of Letters

Each type of letter has its own particular form, but there are certain features common to all of them. These are:

1. **The Heading.** This consists of the writer's address and the date, which should be written in the following manner at the top left-hand corner of the letter paper:

64, Rashtrapati Road,
Secunderabad, Andhra Pradesh.
Pin
28th March, 2016.

- Notes.**
1. The Heading is not written in official notes of invitation.
 2. The date may be written as March 28, 2016. The shortened form 28-3-2016 is used in official correspondence, but is better avoided in personal letters, as it looks too arithmetical!
 3. In letter papers the name of the writer is often printed at the top left-hand corner.

2. **Greeting or Salutation.** The salutation should be written below the address and date, beginning from the left hand side of the page

and should be followed by a *comma* (not a colon or an exclamation mark as is sometimes used). The form of the salutation will vary according to the type of letter you write. In personal letters it will depend upon the degree of intimacy, you have with the person addressed.

(a) To members of your family, the salutation will be:

My dear Father, My dear Mother, My dear Sister, etc.

My dear is more intimate and affectionate than *Dear*.

As for uncles, aunts, cousins, etc., you can use either *My dear* or *Dear* as you like, and as you feel your correspondent would expect.

(b) To friends, the salutation will be:

Dear Mr. Rama Rao (not very intimate)

Dear Rama Rao (more intimate)

My dear Rama Rao (very intimate and affectionate)

If the person is much older than you, you should not be too familiar with him and should greet as *Dear Mr. Rama Rao*.

(c) To strangers the salutation should be *Dear Sir* for men, *Dear Madam* for women.

(d) Teachers and Official Superiors are to be greeted as *Dear Sir* or *Sir*.

(e) *Honoured Sir* and *Respected Sir* are Indianisms which should be avoided.

3. The Body of the Letter. This is, of course, the main part of the letter. It should be written in a simple, natural style. Though a formal manner is followed in official correspondence, a familiar, colloquial style may be used in personal letters to friends and relations. If the letter is long, it should be divided into paragraphs. You should see that you write all that you want to say before concluding the letter so that you may not have to add a postscript.

4. Leave-taking or Subscription. After you have completed the body of the letter you should write the leave-taking phrase to the left side of the page and put your signature below it thus:

Yours sincerely,

Prabodh

- Notes.**
1. There is no apostrophe in *yours*, either before or after the *s*.
 2. There should be a comma after *sincerely*.
 3. Many people, before they write the leave-taking phrase, use expressions like *with kind regards*, *with every good wish*, *hoping to hear from you soon*, *looking forward to seeing you* (only when a visit is planned), etc.
 4. In personal letters instead of *Yours sincerely* you can say *Yours very sincerely*, *Sincerely yours*, *Yours affectionately* (to relations), *Your affectionate brother*, *Your loving son*, etc. In official letters the normal expression used is *Yours faithfully* or sometimes *Yours truly*. But while writing to teachers and to official superiors *Yours obediently* is to be used. *Yours respectfully* is seldom used except by shopkeepers, writing to patrons and servants writing to masters, etc.

5. The Address on the envelope or the Superscription. The Address should be written very clearly in this manner:

Mr. K. R. Gopinath,
184, Mount Road,
Chennai-2.

or thus:

Mr. K R Gopinath
184, Mount Road
Chennai-2.

If you are writing to an English-speaking foreigner, don't use *Shri*, but add *Esq.* (Esquire) after his name, thus:

G. F. Andrews, Esq.,
35, Esplanade,
Kolkata.

Note. When you write a letter in an examination paper, don't write your real name or address. You may use a fictitious name. Also, after the conclusion of the letter, write the superscription on the left hand side of the paper.

Some specimen Letters

I. Personal Letters

Personal letters should be written in a familiar and intimate style, depending upon the degree of intimacy you have with the person addressed. The sentences should be short and simple, as a rule: or loosely connected, rather than formal and elaborate. Conversational idioms and colloquial expressions may be used, as also the shortened forms of the Auxiliaries, like, *didn't*, *won't*, *shan't*, etc.

The personal letter should express of, rather exude your personality. It should be like a friendly, heart-to heart talk and the reader should, as it were, hear your voice as he goes through your letter.

At the same time you must see that you don't devote all the space to yourself. You must write about things of common interest and about the people in whom, you know, your correspondent is interested. One of your main aims in writing a personal letter should be to give pleasure to the person to whom it is addressed, and for this you must show genuine interest in him.

If, however, you have a particular purpose in writing the letter—say, to convey some message or make some request—you should see that it is not obscured by the other details you might put in to make your letter interesting to your reader.

Here are a few personal letters:

1

210, Hyderguda,
Hyderabad-8,
15th November 2017
My dear Subhadra,

What are you planning to do with yourself during the Christmas holidays? Why not pay us a visit, as you have often promised to do?

You know Hyderabad is a beautiful place with several historical monuments and interesting sights. And the weather is just perfect in December—quite cool and pleasant, unlike your hot and humid weather in Chennai.

I want you particularly to see the Salar Jung Museum—perhaps the best collection of art treasures made by an individual anywhere in the world. Salar Jung was the Prime Minister of the old Hyderabad State under the Nizams. He had no children and spent all his money, collecting works of art from all over the world—Chinese vases, Japanese pottery, Persian carpets, anything you can think of. And then the dressing table of that most tragic queen—Marie Antoinette; items of furniture which belonged to Napoleon, beautiful marble statues from Greece, original paintings from Italy I hope I have said enough to whet your curiosity. But the thing that attracts the common people most is a big clock from which a turbaned and be-whiskered man steps out with a hammer in his hand to strike the hour on a metal disc, and having done so, steps back into his hiding place.

I do hope you will come this time Write and say you will.

Yours affectionately,

Leela

Miss Subhadra Rajaram,
31/B, Manikyavasagar Street,
Chintadripet,
Chennai.

2

305, International House,
University of Utah,
Salt Lake City.

19th January, 2018

My dear Mummy and Daddy,

Many thanks for your letter which arrived this morning. Sorry, I have not been writing as regularly as I should.

The fact is I have started cooking my own food here. It is much cheaper than the Hostel food and sometimes even better. There is a kitchenette next to my room. Breakfast—porridge, eggs and coffee—can be prepared in about 10 minutes and there is always some bread and cheese and fruit to go with it. Lunch takes about the same time. And the most it takes to prepare a good dinner is less than an hour. And part of the time you can be watching T. V. in the next room. So it is no trouble at all. Moreover, I have teamed up with a friend of mine, so we share the work, which makes it much easier.

Do send me some recipes—for frying fish, cutlets and so on. We can get real good ground (minced) meat here and all the spices and very fine rice. So we can make anything we want.

There are lots of Indians at International House this year. The latest to come is one from Hyderabad who is working for his Doctorate in Geophysics. During the Xmas-New Year break we were invited by several Indian families here. So we went out and ate a lot! My host family also called me over. And we called all the Indian families over. I cooked *kheema* for forty people. And it was perfectly edible! You don't believe it? Well.....

How is everybody at home? Ask Reema to write to me, unless she is too busy cutting up corpses in the Medical College.

Your affectionate son,

Ravi

3

116, Veer Savarkar Road,
Mumbai,
20th April, 2017.

My dear Bhoopal,

I have just seen from the papers that you have been selected for the I. A. S. Please, accept my heartiest congratulations. It is a glorious achievement of which anyone might be proud. You have brought credit and distinction to your family, and your parents and relations must be overjoyed by your success.

I know that success will not go to your head and that you will always be the modest, unassuming, but purposeful and determined young man that you were at college. I am sure you will always remember that you are in the Indian Administrative Service—with the accent on the last word. You will have plenty of opportunities of serving your country and your people.

Do I sound too didactic? Well, you know, that is my weakness. Having nothing else to give away, I give advice freely! May you become one of the shining lights among the administrators of our country.

With kind regards,
Yours Sincerely,
Gopal

4

227/A, Santa Cruz,
Mumbai,
7th Dec., 2017.

My dear Dinesh,

Just a line to greet you on your birthday, and wish you many, many happy returns of the day. May you live to be a hundred and may your future life be all bright and happy.

I didn't quite know what to send you for a present, but I saw a beautiful ivory figure of the Buddha the other day and bought it for you. I hope you will like it. I know your great veneration for the Buddha. We are, neither of us, as young as we used to be, and as days pass by, we are inevitably drawn to such spiritual lights as the Buddha.

With affectionate regards,
Your old friend,
Suresh

5

67, Sardar Patel Road,
Poona,
9th January, 2018.

My dear Suresh,

What a pleasant surprise it was to receive your letter and your handsome present! I couldn't have thought of a more suitable present than this. Thank you very much indeed. I have always loved ivory carving and this figure of the Enlightened One looks particularly fascinating. Let me hope that it brings with it a measure of the serenity and spiritual wisdom that the Buddha signifies.

Thank you once again for your exquisite gift and good wishes.

With kindest regards,

Yours very sincerely,

Dinesh

II. Invitations

6

Formal Note of Invitation

(This is always written in the Third Person. The writer's address is given not at the beginning, but at the end. There is no salutation and no leave-taking or signature.)

Mr. and Mrs. Paul Appadurai request the pleasure of the company of Mr. and Mrs. Saul Annadurai at dinner on Friday, the 25th of April, at 8 o'clock.

21, Upper Circular Road,
Kolkata,

17th December, 2017.

(Venue: The Taj, 35 Circular Road)

7

Formal Note of Acceptance

Mr. and Mrs. Saul Annadurai have pleasure in accepting the kind invitation of Mr. and Mrs. Paul Appadurai to dinner on Friday, the 25th of April, at 8 o'clock.

6, Chowringhee,
Kolkata,

28th January 2018.

8

Formal Note of Refusal

Mr. and Mrs. Saul Annadurai regret that owing to a previous engagement they are unable to accept the kind invitation of Mr. and Mrs. Paul Appadurai to dinner on Friday, the 25th of April, at 8 o'clock.

6, Chowringhee,
Kolkata,
18th April, 2014.

9

Informal Note of Invitation

Lake View,
Aurangabad,
15th February, 2018.

My dear Mr. Jalaluddin,

My wife and I will be very happy if you and Mrs. Jalaluddin could come and have dinner with us on Tuesday the 20th at 8 o'clock.

There will be a few other friends also here, but I think you know most of them.

Looking forward to seeing you,

Yours very sincerely,
Ghulam Ahmed

10

Informal Note of Acceptance

6, Pearl Mosque Road,
Aurangabad,
17th February 2018.

My dear Mr. Ahmed,

Thank you very much for your kind invitation to dinner on Tuesday the 28th.

My wife and I are delighted to accept your invitation. I am sure we'll have a very pleasant evening with all the other friends expected to turn up on the occasion.

Very sincerely yours,
Jalaluddin

11

Informal Note of Refusal

6, Pearl Mosque Road,
Aurangabad,
17th February, 2018.

My dear Mr. Ahmed,

Thank you very much for your kind invitation.

Unfortunately my wife has been laid up with influenza for the last three days. And you know how weak one becomes after a bout of flu.

Under the circumstances, we won't be able to be with you on Tuesday and are awfully sorry to disappoint you.

With best wishes,

Yours sincerely,
Jalaluddin

III. Business Letters

12

16, Station Road,
Sholapur,
18th November, 2017.
Messrs Patel, Puranik & Co.,
68, Fort Road,
Mumbai-1.

Dear Sirs,

I shall be obliged if you send me by V. P. P. a set of stainless steel cutlery, as advertised in your catalogue (p. 152 No. 48) for ₹ 250.

Yours faithfully,
C. P. Malhotra

13

218, Rashtrapathi Road,
Secunderabad,
21st December, 2017.
Laxmi Publication Pvt Ltd.
113, Daryaganj
New Delhi-2

Dear Sirs,

I shall be obliged if you send me the following books by V.P.P. at your earliest convenience:

1. *The Morning of the World*, by Graham Cooper— 2 copies.
2. *In search of Peace*, by Neil Richards— 3 copies.
3. *The Ape and You*, by Brian Darwin— 1 copy.

Yours faithfully,
Ghulam Rasul

IV. Application

14

1. For Leave of Absence

78, Rash Behari Avenue
Kolkata,
17th January, 2018.
The Principal,
Presidency College,
Kolkata.

Dear Sir,

As I have been laid up with fever since last evening, I am unable to attend the College. I shall be grateful, if you kindly grant me leave of absence for two days.

Yours obediently,
Sushil Kumar Rudra,
(IV yr. Student).

15

2. For a Post

35, Thambu Chetty Street,
George Town,
Chennai-1.
15th February, 2018.
The Manager,
Gordon, Mackenzie & Co.,
Bangalore-3.

Dear Sir,

In response to your advertisement in *The Hindu* for an Assistant Manager in your firm, I wish to offer myself as a candidate.

I was a student of the Madras Christian College, Tambaram, from where I graduated in 2006 securing a high Second Class B.Sc. Degree. Then I did my M.Sc. in Mathematics from the same College with Statistics as my special subject. I took my M.Sc. Degree in 2008, securing a First Class and getting the third position in the University.

From 2008 onwards I have been working in Patny & Co., Chennai, as an Office Assistant. I have thus become familiar with all aspects of office work in a reputed concern.

While I was a student I was a member of the Madras Christian College Cricket team, which I captained in my last year. I also play Tennis and Hockey and won the Singles Championship in the Tennis tournament, conducted by Patny & Co., last year.

I am 29 years of age; and am quite healthy and capable of hard work.

I enclose copies of testimonials regarding my character and abilities, both from my Principal and Professors at Tambaram and from the Manager, Patny & Co., Chennai.

Assuring you of my devoted services, if appointed to the post.

I remain,

Yours faithfully,

K. C. Abraham

V. Official Letters

16

68, Amherst Street,
Kolkata,
5th December, 2017.
The Post Master,
General Post Office,
Kolkata

Sir,

On the 15th of November I had sent a registered parcel containing some valuables to my brother, Shri Hridoy Bhushan Misra, Headmaster, Zillah Parishad School, Midnapore. The parcel has not reached the addressee so far.

I shall be obliged if you will kindly make enquiries and trace the parcel. The number of the registered parcel receipt is 168 and it is dated 15-11-2017.

Hoping to receive an early reply,

I remain,

Yours faithfully,

Benoy Bhushan Misra

17

The Director,

All India Radio,

Hyderabad.

18th January, 2018

Sir,

We request you to arrange a weekly quiz programme for students, to be broadcast over All India Radio, Hyderabad. We are sure that all the colleges in the city and even mofussil colleges will be glad to cooperate with you in this programme by sending teams to take part in the quiz, if you arrange it.

If you approve of the idea, we shall be glad to come and discuss the details personally with you, in case you to desire.

Hoping to hear from you soon,

We remain,

Yours faithfully,

(a) Madan Mohan

(President, College Union,

Vivekananda College,

Hyderabad)

(b) Srihari Rao

(Secretary, College Union,

Vivekananda College, Hyderabad)

VI. Letters to Newspapers

The Editor,
The Chennai Mail,
Mount Road,
Chennai-2.
15th November, 2017

Sir,

Through the columns of your esteemed daily, I would like to draw the attention of the Milk Commissioner to the fact that some of the milk bottles distributed through the milk booths appear to have been tampered with and the milk diluted.

Of late it has been noticed that the seals of some of the bottles are loose, and the milk in such bottles is invariably found to be diluted. Milk in the properly sealed bottles is found to be good. Will the Commissioner, please, find out who is responsible for tampering with the seals and diluting the milk?

We hope that at least in future we shall be supplied with good, wholesome quality milk.

Yours truly,
Mrs. Vimala Vasant
115, Besant Road,
Adyar,
Chennai,

Exercise 191

Write the following letters:

1. To your cousin, inviting him to come and spend the Diwali holidays with you.
2. To your father, asking him to send money for paying your examination fee.
3. To your uncle, thanking him for sending you a birthday present.
4. To a friend, giving him an account of a picnic you had.
5. To a friend, describing your school or college Annual Day.
6. To a friend, describing an accident you witnessed.
7. To a friend, expressing sorrow and sympathy at the death of his brother.
8. To a friend who is ill, expressing sympathy and trying to cheer him up.

9. To your younger brother, asking him to take interest in sports and games.
10. To the Town Rationing Officer, applying for a ration card.
11. To your Principal, requesting leave of absence for two days.
12. To the Manager of a firm, applying for the post of a clerk in his office.
13. To the Headmaster of a School, applying for the post of a teacher.
14. To the Municipal Commissioner, about the need for installing public taps in your locality.
15. To the Chief Engineer, Electricity Board, complaining that the current gets cut off frequently in your area.
16. To the Editor, *The Hindu*, about accidents caused by rash driving of cars and lorries in your town.

Précis-Writing

A précis (pronounced *praysee*) means a brief summary or abstract of a given passage. If no particular length is prescribed for it in the question, you should restrict it to about one-third of the length of the original.

Précis-writing is of great practical importance in the busy world of today. Business executives, politicians, etc., who have little time to spare to wade through long reports and other documents, depend upon their secretaries to prepare a précis of such things for them. The correctness of the decisions finally made by these executives depend largely upon the accuracy of the précis presented to them by their secretaries.

Here are some guidelines for writing a précis:

1. Read the passage rapidly once to find out
 - (a) What the passage is about (the central theme)
 - (b) What its tone is (serious, satirical, humorous, etc.)
 - (c) What type of writing it is (descriptive, narrative, reflective, etc.)
2. Find a title for the passage. This will be a brief statement of the central theme. Very often you will find that the central theme is suggested in the very first sentence of the given passage. But sometimes it may be found in the middle or in the concluding sentence. The title should be brief and to the point, not vague. Every word in the title, except Prepositions and Conjunctions, should begin with a capital letter.

3. Now you read the passage again, as slowly as possible, trying to understand every sentence and selecting the main ideas. Since you have already understood the central theme and the gist of the passage, it should be easy for you to find out what is important and what is not important. Anything that is not related to the central theme is obviously irrelevant or superfluous and should be omitted. In particular you must cut out the following:
 - (a) Repetition. The author may have repeated the same idea in different words for emphasis.
 - (b) Examples and illustrations. If you find an example indispensable, it may be retained. But normally you will find that examples and illustrations can be easily dispensed with.
 - (c) Quotations and anecdotes.
 - (d) Metaphors, similes and other figures of speech.
 - (e) Any superfluous or irrelevant point.
4. Make a list of the important ideas and points you have noted in the passage. Do not underline the essential sentences in the original passage, because if you do so, you will be tempted to transfer the underlined words and phrases bodily into your précis. The précis should be written as far as possible in your own words and should not become a patchwork of phrases and clauses culled from the text. This does not mean, of course, that you should not use any word that occurs in the text. A key word or an important phrase may have to be used—but the sentences should be your own. After listing the main ideas, read the passage again to see whether you have left out anything important.
5. The order of the ideas in the given passage may generally be preserved in the précis also. But in a few cases, it may be necessary to change the order for the sake of clarity, coherence and logical development of thought. The précis should have an organic plan, a clear unbroken sequence of ideas.
6. The précis should be written in the Third Person, even if the original is in the First Person or in the form of a dialogue.
7. It should contain no ideas that are not found in the original. Writing précis is not an essay. Do not add your comments or criticism. Do not introduce your own thoughts, however bright they may be.

8. Bearing these points in mind and using the list of ideas you have made (see item 4 above), make a rough sketch of your précis without referring to the text. Then read it and see whether it is clear and coherent. Revise and rewrite passages which appear vague or loose. Don't leave out conjunctions and link words which are indispensable to preserve coherence and continuity.
9. Check up the length of your précis. If it is longer than required, condense it again. Ten words more or less than the required number will not be considered a serious lapse.
10. When you are satisfied that the draft is of the proper length, and written in the clearest and most coherent manner possible, copy it out neatly for submission. You must first make sure that your précis does not read like a summary or a collection of detached ideas, but a piece of original composition.

Some Examples

Example 1

Make a précis of the following passage:

To have a second language at your disposal, even if you only know it enough to read it with pleasure, is a sensible advantage. Our educationists are too often anxious to teach children so many different languages that they never get far enough in any one to derive any use or enjoyment from their study. The boy learns enough Latin to detest it, enough Greek to pass an examination, enough French to get from Calais to Paris, enough German to exhibit a diploma, enough Spanish or Italian to tell which is which, but not enough of any to secure the enormous boon of access to a second literature.

Choose well, choose wisely and choose *one*, concentrate upon that one. Do not be content until you find yourself reading in it with real enjoyment. The process of reading for pleasure in another language rests the mental muscles; it enlivens the mind by a different sequence and emphasis of ideas. The mere form of speech excites the activity of separate brain cells, relieving in the most effective manner the fatigue of those in hackneyed use. One may imagine that a man who blew the trumpet for his living would be glad to play the violin for his amusement. So it is with reading in another language than your own.

—Churchill

Title. The Study of a Second Language.

Main Points

1. It is advantageous to know a second language well enough to read it with pleasure.
2. In England, too many languages are taught with the result that the boys do not know any of them thoroughly.
3. A person should choose only one language other than his own for study. He should learn it so thoroughly that he can read and enjoy the literature written in it.
4. If a man can read a second language with pleasure, it will enliven the mind and stimulate the brain.

Précis

In the author's opinion it is highly advantageous to learn thoroughly a language other than one's own. In England the students are taught many languages, but none thoroughly. Everyone should choose *one* second language and learn it so well as to read with pleasure the literature written in it. Such a thorough study of a second language refreshes the mind and stimulates the brain.

(Notice how the references to Latin, Greek, etc., in para 1 and the trumpeter in para 2 have been omitted from the précis—because they are only examples and illustrations).

Example 2

It is easy to say, 'Enlarge your vocabulary; first, that you may enter upon the privileges of a cultivated woman; and secondly, that you may be able to tell the truth easily and accurately.' But it is another and more difficult matter to prescribe the means by which this is to be done. Every girl must, to a large degree, work out her own method. The reading of the best books and conversation with cultivated folk both help to the free use of words. The dictionary is the best friend for your task. Never allow a strange word to pass unchallenged. Usually, it is wise to look it up at the moment. If that is impossible, it must be written firmly on the memory and traced at the first opportunity. It is good to encourage in yourself the habit of dawdling a little over the dictionary. It is the only place where dawdling reaps a harvest. To learn two new words a day—thoroughly learn them so that their use will not have a foreign accent—is to insure a large vocabulary before you reach middle age.

(From miss Hersey's *Talks to Girls*.)

Title. How to Enlarge One's Vocabulary.

Main Points

1. The advantages of having a large vocabulary, as a mark of culture and a means of self-expression.
2. Each girl must work out her own way of learning new words.
3. Reading good books and talking to cultured people are two useful methods. But the best method is to use a dictionary.
4. Each new word should be looked up either immediately or as soon as possible.
5. Cultivate the habit of dawdling a little over the dictionary.
6. You can build up an adequate vocabulary, if you learn at least two new words a day thoroughly.

Précis

As a mark of culture and for successful self-expression, every girl should endeavour to enlarge her vocabulary. Reading and conversation are good means of doing so, but the best means is the dictionary. Each new word should be looked up immediately or soon after. The habit of glancing idly over the dictionary should be cultivated. If two new words are learned every day, an adequate vocabulary can soon be built up.

Example 3

Self-reliance is the pilgrim's best staff, the worker's best tool. It is the master key that unlocks all the difficulties of life. 'Help yourself and Heaven will help you' is a maxim that receives daily confirmation. He who begins with crutches will generally end with crutches. Help from within always strengthens, but help from without invariably enfeebles the recipient. It is not in the sheltered garden, but in the rugged Alpine cliff, where the storms beat most violently, that the toughest plants are reared. It is not by the use of corks, bladders and life-buoys that you can best learn to swim, but by plunging courageously into the waves and buffeting them. To wait until some charitable man passes by, to stand with arms folded, sighing for a helping hand, is not the part of any manly mind. The habit of depending upon others should be vigorously resisted, since it tends to weaken the intellectual faculties and paralyse the judgement. The struggle against adverse circumstances has, on the contrary, a bracing and strengthening effect, like that of the pure mountain air on an enfeebled frame. This is a lesson which, now a days, is not taught in colleges. To us it seems the vice of modern systems of education that they lay down too many 'royal roads' to knowledge. Those impediments which formerly compelled the student to think and labour for himself are now most carefully removed, and he

glides so smoothly along the well built highway that he pauses not to heed the flowers on either side.

Title. Self-Reliance.

Main Points

1. The importance of self-reliance in all walks of life.
2. Self-reliance strengthens; dependence weakens and makes one unmanly.
3. The struggle against adversity has a bracing effect.
4. Unfortunately, modern systems of education overlook this fact and try to make it easy for students to acquire knowledge.
5. The result is that the modern University product can hardly think or labour for himself.

Précis:

Self-reliance is important for overcoming difficulties in all walks of life. Self-help strengthens, whereas dependence on others weakens the mind and makes one unmanly. The struggle against adverse circumstances has a bracing effect on the mind. Unfortunately, this lesson is not taught in colleges now a days, because modern systems of education tend to make it easy for students to acquire knowledge. The result is that the modern University product can hardly think or labour for himself.

Example 4

Without the knowledge of grammar it is impossible for you to write correctly; and, it is by mere accident if you speak correctly. And pray, bear in mind that all well-informed persons judge a man's mind (until they have other means of judging) by his writing or speaking. The labour necessary to acquire this knowledge is indeed not trifling. Grammar is not like Arithmetic, a science consisting of several distinct departments, some of which may be dispensed with. It is a whole, and the whole must be learned, or no part is learned. The subject is abstruse; it demands much reflection and much patience but, when once the task is performed, it is performed for life, and in every day of that life it will be found to be a source pleasure or of profit or both together. And, what is the labour? It consists of no bodily exertion; it exposes the student to no cold, no hunger, no suffering of any sort. The study need subtract from the hours of no business, nor, indeed, from the hours of necessary exercise. The hours usually spent in the tea and coffee shops and in the mere gossip which accompany them—these wasted hours, of only one year, employed in the study of English grammar would make you a correct speaker and writer for the rest of your life.

I learned grammar when I was a private soldier on the pay of six pence a day. The edge of my berth was my seat to study in, my knapsack was my bookcase; a bit of board lying on my lap was my writing table; and the task did not demand anything like a year of my life. And if I, under such circumstances, and without parents or friends to advise or encourage me, accomplished this undertaking, what excuse can there be for any youth, however poor, however pressed with business, or however circumstanced as to room or other conveniences?

(From *Advice to Young Men* by William Cobbett)

Title. The Study of Grammar.

Main Points

1. A knowledge of grammar is indispensable for correct writing and speaking. And it is by one's writing and speaking that one is often judged.
2. A difficult subject, of which no part can be left out. The whole has to be studied. Hence patient effort is required.
3. But the effort is not physical and need not encroach into your time for business or exercise. Hours usually wasted in gossip will do.
4. Once the subject is mastered, you will derive pleasure and profit from it. You will be a correct speaker and writer for life.
5. The author learned grammar by himself, while he was a private soldier, without anyone to advise or encourage. Hence no young man, however poor or busy, has any excuse for not learning it.

Précis:

The knowledge of grammar is indispensable for correctness in writing and speaking, by which one is often judged. Grammar is difficult and has to be studied as a whole, without omitting any part. Therefore it does require patient effort, which, however, need not encroach into time required for business or exercise. Hours wasted in gossip over tea and coffee during one year will suffice. Once the subject is mastered, one can derive pleasure and profit from it and become a correct speaker and writer for life.

The author learned grammar by himself, as a private soldier, under the most difficult conditions. Hence no young man, however poor or busy, should have any excuse for not learning it.

Expansion of Passages

This exercise is, in a way, the opposite of Précis-writing. In Précis-writing you learn the art of compression. In Expansion you learn the art of elaboration. But there is one important difference between the two. In a Précis you have to give in a compressed form the salient points of a given passage. You are not permitted to add any ideas of your own. But in an Expansion you have to think out the ideas in the given passage, elaborate and illustrate them and thus write what might be called a miniature essay.

An Expansion should be neither too short nor too long. If it is too short, it will not be an Expansion and if it is too long, it will almost become an Essay.

How to Write an Expansion

1. Read the given sentence or passage carefully and think over it, until you feel that you have clearly understood its meaning. Find out the central idea of the passage and see whether you can express it in a single word or phrase. This will help you to keep to the point, while you write, without introducing anything irrelevant.
2. Having grasped the meaning of the passage, you must proceed to analyse it and find out its implications. Subsidiary ideas, really relevant to the point, can be incorporated in your expansion.
3. Your aim should be not only to elaborate and expand, but also to elucidate and explain. For this purpose, you can use illustrative stories, anecdotes, examples and pertinent quotations.

4. If the topic is a controversial one, like ‘If you want peace, you must be prepared for war’, you must first explain the point of view expressed in the given statement. If you agree with it, you should give arguments and illustrations in support of your view. On the other hand, if you disagree, you may very briefly point out the reasons for your disagreement in a sentence or two.
5. The sentences given are usually maxims, proverbs or weighty expressions of thought—‘finished products’. In your Expansion you should try to trace the steps by which the maxim is arrived at. You must try to understand the wisdom and the experience of life that lies behind such utterances.
6. If the statement is metaphorical, as in ‘Lilies that fester smell far worse than weeds,’ or ‘All the world is a stage and all the men and women merely players’—you must explain the metaphor in a simple language and point out its meaning and significance. It would also be wise to mention the origin of the quote, if feasible.
7. After writing the Expansion, read and revise it, correcting errors in spelling, grammar, punctuation, etc. Your Expansion must be like a piece of original composition, which can stand by itself and can be understood apart from the given passage.

Specimens

1

*Stone walls do not make a prison
Nor iron bars a cage.*

A man can be physically confined within stone walls and iron bars. His freedom of movement and action may thus be restricted. But his mind and spirit will still remain free. His hopes and aspirations, ideals and ambitions will still remain with him. No tyranny or oppression can intimidate the lover of liberty. Did not the British incarcerate Gandhiji and Nehru, Patel and Subhash Bose, and a whole host of freedom fighters? What was the result? Did not these men come out of prison with renewed zeal and determination to fight for freedom and win it? No prison, no oppression can ever extinguish the invincible spirit of man.

2

*Peace hath her victories
No less renowned than war.*

The word 'victory' generally reminds us of wars and of conquerors like Alexander, Caesar and Napoleon. Or we may think of the Allied victories in the two World Wars. But these victories were associated with immense destruction and devastation. Thousands of people were killed, or maimed and hundreds of towns and cities were destroyed. But there is another type of victory, which is creative and constructive. In this category we may include the achievements of scientists and scholars, statesmen and social reformers, workers in fields and factories, all of whom contribute to the progress of the human race. Thus the victories of peace are more lasting and useful to humanity than are the so-called victories of war.

3

The paths of glory lead but to the grave.

People try to win glory in different ways. Some endeavour to amass immense wealth, others to achieve political or military power, and yet others to become famous as scientists, writers, painters and so on. Some are born great in princely families, others achieve greatness by their own efforts. But to what use is all this fame and glory? 'The glories of our blood and state are shadows, not substantial things.' Even the greatest ones in the world will have to bow before death one day or the other day. Death is a great leveller and before it all are equal. 'In the midst of life we are in death' and this thought should have a sobering effect on us, though it should not frighten or paralyse our activities.

4

Failures are the stepping stones to success.

Failure is nothing to be ashamed of, for there is no man who has not failed, not once but many times. From the little child who tries to stand up to the would-be conqueror who tries to annex some new territory, every one fails. It has been well said that he who never made a mistake never made anything. What is important is the way we take our failure. If we get dispirited by failure and stop trying again, we can never make progress. But if without despair or defeatism, we try to learn the lessons of our failure, we shall be able to fight better next time and achieve victory in the long run, if not immediately. We must be resolute, confident and optimistic. Then alone the lessons of failure can be stepping-stones in our march to victory.

5

Education is all that is left when all that is taught is forgotten.

Many people think that education means storing the mind with knowledge of all kinds—literary, philosophical, scientific and so on. If this were education then the computer would be the most educated thing in the world! No, education does/not aim at making human computers, with wonderfully developed memory power and storage space in the mind. It is a process of training the mind, drawing out its latent powers and developing them. It must aim at developing the reasoning power, for example, enabling the student to think for himself and acquire knowledge by his own efforts. It must train the moral as well as the aesthetic sense. Thus education means an all-round development of human personality. And this personality, this well-trained reason, moral sense and aesthetic sense will remain, even when all the information, laboriously stored up in the mind, is forgotten.

Exercise 192

Expand the idea contained in each of the following into a paragraph of about 100 words:

1. Slow and steady wins the race.
2. Where there is a will there is a way.
3. A bird in the hand is worth two in the bush.
4. Great talkers are never great doers.
5. Adversity is the touchstone of character.
6. Variety is the spice of life.
7. They are slaves who dare not be
In the right with two or three.
8. Honour and shame from no condition rise.
Act well your part; there all the honour lies.
9. Only the actions of the just
Smell sweet and blossom in the dust.
10. Character is Fate.
11. One crowded hour of glorious life
Is worth an age without a name.
12. Life is action, not contemplation.
13. Whatever is worth doing at all, is worth doing well.

14. What is this life, if full of care,
 We have no time to stand and stare?
15. Honesty is the best policy.
16. Sweet are the uses of adversity.
17. Necessity is the mother of invention.
18. The child is father of the man.
19. Neither a borrower nor a lender be;
 For a loan loses both itself and friend;
 And borrowing dulls the edge of husbandry.
20. There is a divinity that shapes our ends
 Rough-hew them how we will.

Essay-Writing

An essay is a piece of prose composition, generally short, on any chosen subject. The word *essay* literally means an 'attempt'. The essay is, properly speaking, an attempt at expressing your thoughts on a given topic and differs in this respect from a treatise which is an elaborate and thorough study of a subject.

There are different classes of essays:

1. **Descriptive Essays:** A descriptive essay is perhaps the simplest type of essay consisting of a description of some place, person or thing, e.g., A Game Sanctuary, A Water-fall, A Village Fair, The Taj Mahal.
2. **Narrative Essays:** A narrative essay consists in the narration of an incident, a journey, a natural calamity, a biography, a story, etc., e.g., A Street Fight, A Visit to Agra, A Flood, A Train Accident, The Boyhood of Gandhiji.
3. **Reflective Essays:** A reflective essay expresses the writer's thoughts or reflections on various themes like:
 - (a) qualities, e.g., Courage, Patience, Love, Truth.
 - (b) social and domestic themes, e.g., Friendship, Marriage, The Class Struggle, Poverty, Education, Social Customs.
 - (c) political themes, e.g., Democracy, Elections, War, International Peace.
 - (d) philosophical and religious topics, e.g., The Purpose of Living, The Meaning of the Universe, The Immortality of the Soul.

4. Imaginative Essays: These deal with imaginary situations. The writer has to place himself in a situation in which he has never been before and describe what he would do in such circumstances, e.g., 'If I were a Millionaire', 'Cast on a Desert Island', 'The Autobiography of a Rupee'.

5. Expository Essays: These expound a theory or doctrine e.g., Evolution, Nature Cure, *Karma* and Rebirth; or a literary topic, e.g., The Art of the Short Story, Literature and Life.

Expository essays are generally objective and impersonal. The personal element appears in varying degrees in the other types of essays. Perhaps the most subjective type is the rambling kind of essay developed as a fine art by writers like A. G. Gardiner and Robert Lynd. Such an essay is a 'loose sally of the mind' and the essayist often appears to be 'a snapper-up of unconsidered trifles'. It is not easy to write such an essay and students are advised to attempt essays that conform to the definite types, detailed above.

Some Characteristics of the Essay

Normally the essay should have a beginning, a middle and an end—an introduction, the main body of the essay and a conclusion. Sometimes the introduction is dispensed with and the writer plunges right into the subject. In any case the essay should have an organic unity. The main theme should be kept in view throughout and nothing that is not relevant to it should be allowed to creep in.

There should be an orderly development of thought from paragraph to paragraph, a logical sequence of ideas, one point leading naturally to another.

The style and treatment should be adapted to the subject. A serious or philosophical theme should be treated in a dignified manner. A subject like a picnic or a village fair may be dealt with in a familiar, light-hearted manner. Simple, direct expression should be preferred to pompous or verbose writing.

Anecdotes and illustrations may be used to make the essay interesting. The personal approach is what makes an essay distinctive. The essay should reflect not only the opinions and thoughts of the writer but his very personality.

Hints on Writing an Essay

1. Study the subject carefully. Do not start writing the essay straightaway, but analyse the subject so as to get a clear and accurate

idea of its scope. The wording of the subject is very important. If the subject is 'Travel as a Means of Education', don't write on travelling in general, the different modes of travel by land, sea and air, the difficulties of present-day travel and so on; but focus your attention on the knowledge of other countries and people, their customs, culture and civilization that can be acquired through travelling. If the subject is 'The Limitations of Democracy', don't expatiate on the history of Democracy, the advantages of Democracy over other forms of Government and so on, but only on the weaknesses of Democracy as it exists today and how these can be remedied. Keep to the point and avoid all that is not relevant to it.

2. As you think over the subject, several thoughts will pass through your mind. Jot them down on a piece of paper. Perhaps some examples, illustrations and apt quotations will also occur to you. Write them down immediately lest you should forget them.
3. Having set down all your ideas, try to arrange them under various heads. Order and arrangement of thought is very important. Each main point should be developed in a separate paragraph, and one paragraph should logically lead to another. Thus there should be an organic unity and continuity of thought in the essay. You should also see that no aspect of the subject is unduly stressed or elaborated at the expense of another. There should thus be a certain balance and proportion in the development of ideas.
4. The introduction should be brief and striking. It should at once catch the interest of the reader. Perhaps the most common opening in essays is with a definition of the subject. But there are more striking ways of beginning an essay as shown in the next section.
5. However effective the introduction may be, your effort will be a failure, if the main body of the essay is not well-planned and well-written. So you must spend at least ten minutes, planning your essay carefully.
6. The conclusion too must be forceful and effective. Several ways of doing this are indicated below.

How to Begin an Essay

Many people find it difficult to begin an essay. Once they begin, they can go on writing without much trouble. Here are some ways of opening an essay:

1. Without any Introduction

The writer often plunges right into his subject without wasting words on an introduction. This kind of abrupt opening is often effective:

1. 'Studies serve for delight, for ornament and for ability.'

Francis Bacon, 'Of Studies'

2. 'No young man believes he shall ever die. It was a saying of my brother's, and a fine one.'

William Hazlitt, 'On the Feeling of
Immortality in Youth'

3. 'Silence is unnatural to man. He begins life with a cry, and ends it in stillness.....'

Robert Lynd, 'Silence'

2. With a Definition

The definition may be brief and concise, or elaborate and detailed. It may be your own, or borrowed from others. For example, when asked to write on Democracy, many people begin with the words of Abraham Lincoln:

Democracy is 'the government of the people, by the people and for the people'.

Bacon begins his essay on Revenge thus:

'Revenge is a kind of wild justice.'

3. With an Anecdote or Reminiscence

Personal essays often begin with an anecdote or reminiscence. The advantage is obvious. The reader immediately gets interested in what you have to say. Of course, it goes without saying that the anecdote must be quite relevant to the subject, and should be amusing or striking in some way. Look at the following examples:

'The other night I heard a voice on the radio in my living-room asking who was King George's great-grand-mother. I felt terribly pleased—because I knew the answer—Queen Victoria!'

Stephen Leacock, 'Who knows it?'

'I read the other day of an Australian Professor, who on arriving in London from Sydney for the purpose of attending an educational conference, discovered that he was twelve months in advance.'

E.V. Lucas, 'Concerning Dates'

4. With a Quotation

Many writers use an apt quotation as a spring-board from which to launch into their themes. You must first make sure, of course,

that the quotation is striking and relevant and that the author is worthquoting: e.g.

1. “‘What is Truth?’ said Jestling Pilate: And would not stay for an answer.’

Francis Bacon, ‘On Truth’

2. ‘The majority,’ cried Dr. Stockmann in Ibsen’s *An Enemy of the People*, ‘is never right.’

‘Never I say! That is one of those conventional lies against which a free, thoughtful man must rebel. Who are they that make up the majority of a country? Is it the wise men or the foolish?..... The majority has might—unhappily—but right it has not. I and a few others are right. The minority is always right!’

C.K. Allen, ‘The Majority Principle’

5. With a Question

An effective way of opening an essay is with a question. The reader’s attention is at once gripped by a striking question and by your answer to it: e.g.,

‘In what consists the most characteristic quality of our species? Some would say, in moral virtue; some, in godliness; some, in courage; some, in the power of self-sacrifice. Aristotle found it in reason’

C.E.M. Joad, ‘The Gandhian Way’

‘What might Art do for Society? Leaven it; perhaps even redeem it; for Society needs redemption.’

Clive Bell, ‘Art and Society’

‘What do we mean by democracy? How do the beliefs of a citizen of democracy differ from those of a citizen of an authoritarian State?’

Sir Ernest Simon, ‘The Faith of a Democrat’

6. With a Proverb or a Striking Statement

A proverb or a statement that arrests the attention of the reader can be used as an opening for an essay. The statement may be paradoxical or epigrammatic or merely witty:

‘*Bad news, they say, travels fast*’

Robert Lynd, ‘The School Cap’

‘Men fear death, as children fear to go in the dark’

Francis Bacon, ‘Of Death’

‘God Almighty first planted a Garden. And indeed, it is the purest of human pleasures.’

Francis Bacon, ‘Of Gardens’

‘Where there’s a will, there’s a way—I said so to myself as I walked down Chancery Lane....’

William Hazlitt, ‘The Fight’

7. With a Piece of Vivid Description

The author may begin his essay with a striking description of a scene or a character: e.g.,

‘He was a smallish man, wearing a coat that had obviously been given to him by a broad-shouldered six-footer... He was, I should say, in the late sixties—an elderly man with a parrot nose and a grey moustache—and walked, like Mammon, with his eyes on the ground.’

Robert Lynd, ‘The Butt-Gatherer’

How to Conclude the Essay

1. With a Brief Summary

In the last paragraph you can briefly sum up, the main arguments or ideas that you have developed in the course of the essay. You can draw your conclusions on the basis of the arguments. The conclusion should be stated briefly but forcefully, with an air of finality. Look at these examples:

1. ‘To sum up the stages—first a whirling disc of gas, then eddies, clouds, condensations, and finally stars.’

Fred Hoyle, ‘The Birth of Stars’

2. ‘Gandhi grows as one watches small men coping with mounting problems. The life of Gandhi, the Hindu-Christian—Buddhist-Jewish-Moslem, reveals a purity of purpose, a humility, a devotion to truth, and a greatness of mind, spirit and character which easily make him the outstanding individual of the twentieth century and, may be, too, of the preceding nineteen. He was an Indian. He belongs to the world.’

Louis Fischer, ‘Gandhi and the Western World’

2. With a Prediction

Some essays, especially those dealing with political or social themes, sometimes end with a speculation about the future:

in the pit of the stomach. Mr. Lloyd George, I believe, was nervous to the last.’

A. P. Herbert, ‘The Torture Chamber’

‘When next I meet a rich man I intend to walk up to him in the street and address him with oriental hyperbole. He will probably run away.’

G.K. Chesterton, ‘The Worship of the Wealthy’

SPECIMEN ESSAYS

1

Erosion of Moral Values in Youth

or

Relevance of an Ideal Guru

All of us in India have been suffering from the erosion of ethical and moral values in our day-to-day life. The worst affected from this crisis is our young generation, who seems to believe in drink and be happy and adhere to the saying:

Lead a happy and carefree life as long as you live,
Hesitate not to borrow for a life of luxury to survive.

The tragedy is that no deterrent is capable of bringing them back to tread on the right path. This is why there is stupendous rise in the cases of road-rage, with arrogant drivers simply running away after killing, or maiming the innocent on roads and in alleys. Even the onlookers either shun away from helping the injured, or look for a chance to take away their belongings, including cash, ATM cards, or mobile.

Late night drinking and merry-making; recklessly, risky stunts on mobikes, haphazard and rash driving to exhibit chivalry and derive pleasure from teasing and molesting the fair sex on way has become a usual trend of the day. Big cities are the worst affected. Delhi’s ‘Nirbhaya tragedy’ was not only the last; it has become a daily occurrence on lonely highways and secluded unprotected areas. Then there is the problem of drug addiction, considered a sign of being modern and sophisticated by our school and college going boys and girls. Consequently, they lose the capacity to pursue studies or walk and earn and resort to begging robbing and getting involved in criminal activities.

Politeness and humility, once considered the main attributes of good upbringing and polished family background, have now become rare commodities. Gone are the days when people believed:

A fruit laden tree bowing to the ground,
 Reflects a virtuous man bowing all around,
 A fruitless tree is arrogant and straight,
 Similar is a man without virtues, hollow without any trait.

What then is the remedy to overcome the crisis? The solution lies in changing the role of our present-day teachers to that of our Guru of by-gone era in India, who used to be an example for their taught. They imbibed in their character the virtues like truth, honesty, being helpful to the needy, not to harm others for personal gains, humility, respect to the elderly and observing kindness to all living beings. Moreover, they were God-fearing and avoided sinful acts. They adhered to what they preached and presented a perfect model of:

Example is better than what you preach.

The Guru was an embodiment of moral, social and ethical values and was considered superior even to the Almighty. This is why, the great mystic Hindi poet, Kabir was not sure whom he should worship first: God or the Guru! But in the end, the Guru was his preference as he was the one to have introduced him to the Shupreme Authority.

2

Clean India Campaign

Though we all believe in the oft-quoted saying ‘CLEANLINESS IS NEXT TO GOD’, we seldom put it into actual practice. The result is the ever-increasing generation of polluted air, water and sound pollution all around, giving birth to all sorts of prevalent diseases, like respiratory difficulty, restlessness, asthma, nausea and insomnia.

The genesis of the problem lies in our casual, careless approach towards cleanliness, personal hygiene and lack of seriousness in taking care of our surrounding area, public places like parks, playgrounds and archaeological sites. How serious we are to overcome problem is evident from the comment of a Canadian Tourist who summarized his experience like this:

“If the number of baths, taken by a person in a day, is a yardstick to judge his cleanliness, an Indian should be ranked first; but unfortunately the reality is just the opposite. Though two or three baths a day for him is a routine, personal cleanliness and hygiene often remain neglected.”

To summarize, it is not wrong to say that we pollute our environment unmindful of the consequences. We dirty our neighborhood, deprive ourselves of oxygen by cutting the trees recklessly, make the water of our rivers and lakes unfit for use by throwing garbage and animal skeletons in it and allowing the drains, carrying sewage and toxic discharge from mills

and factories, to fall in it. We clean our houses and throw the garbage on the road and play music at an unbearable level of decibels, day in and day out. And above all-there is also the trend of non-stop honking of horns and over spreading of vehicles.

The most burning question is how we are going to have safe escape from all this. In spite of the best efforts of the police, nothing seems to serve. Even the government efforts appear to be of no use. The solution lies in public awareness and mass-awakening. The tree plantation drive and NAMAML GANGE PROJECT seem to have brought a ray of hope. To make these projects successful, mass involvement of the school and college students and NGO's is very necessary.

Luckily for all of us, 'The Clean India Campaign' 'THE SWACHH BHARAT ABHIYAN' initiated by our great visionary P.M. on October 2, 2014 from Rajghat in Delhi was undoubtedly the most befitting step in the direction. Setting an example, he wielded the broom and cleaned a road. It was followed by his sweeping a parking area at the Mandir Marg police station and a pavement in a Valmiki Basti, near C.P. The campaign has been the biggest cleanliness drive with more than 3 million government employees and students participating in it.

The only ray of hope is that CLEAN INDIA CAMPAIGN is getting tremendous mass support to make it a success. The mission aims at fulfilling the vision by October 2, 2019, the 150th birth anniversary of the Father of the Nation. It is estimated to cost the exchequer over ₹ 62,000- crore, equivalent to U.S. \$ 10 billion.

3

The Leader I like Most

or

Lives of Great Men All Remind Us

or

Our Prime Minister

An ideal leader is our guide, whom we often worship and adore. He is full of all sorts of virtues like courage, patience, kindness, sincerity, knowledge and dedication to his mission. He is great according to any yardstick and has the capability to mould individuals and the society. Most probably, the same type of character poet Long Fellow had in his mind, when he wrote:

Lives of great men all reminds us,
We can make our lives sublime,
And departing leave behind us,
Footprints on the sands of time.

An ideal personality can belong to any country, place, religion, race or political thinking. In India they include great characters like the sage Valmiki, Emperor Ashok, Chanakya, Tagore, Gandhi, Tilak, Gokhle, Baba Amte, Swami, Dayanand, Mother Teresa and Raja Ram Mohan Roy.

From amongst the greats of today, I adore, admire and hold Narendra Modi in the highest esteem. He was not born with a silver spoon in his mouth and spent his childhood like other children from poor families. Born on the 17th of September, 1950 in a small town, called Vadnagar in Mehsana District of Gujarat, since his early age, he started helping his father in running a small tea-shop near the railway station and served tea-glasses to the passengers in the train on the platform. He got associated with RSS since school days and soon became its full-time Pracharak. After this, there was no turning back. Working for and in the organization became his full-time job. He accompanied the then Senior Party Leader, L.K Advani on his 'Rath Yatra' from Somnath to Ayodhya and became the National Secretary and then the General Secretary of the party.

The then topmost leader of the party and the country's Prime Minister, Atal Bihari Vajpayee, foresaw Modi's hidden talents and had him elected as the Chief Minister of Gujarat on October 7, 2001. He proved himself a tactful, efficient, competent administrator and soon won the hearts of the people of his state. He served as the C.M. for three consecutive terms before assuming the charge of India's Prime Minister.

Our Prime Minister has been working day and night to fulfil the promises, he had made to the people. He has made all possible efforts to improve our relations with almost all the foreign countries and has been continuously visiting as many nations, as feasible. However, he does not seem to have befriended Pakistan and China our nearest neighbour.

It is worrying that many of the promises, made by my beloved leader still remains unfulfilled. They include getting the black money back from foreign banks, controlling the rising prices of essential commodities, solving the unemployment, providing medical facilities to the poor and protecting the minorities and the people from the backward classes from the atrocities, committed by the so-called defenders of religion.

However, these lapses are sure to be the problems of the past in due course of time. What I sincerely wish now is to rise like my ideal leader, when I start my own career.

4

Rio Olympics

The 31st Olympics, the biggest sports carnival of the World, were held in Rio, the Capital of Brazil from August 5 to August 21, 2016. The

former Silver and Gold medalist in shooting in the previous Olympics, Abhinav Bindra, led the Indian contingent of 118 athletes in the opening ceremony. The closing ceremony had P.V Sindhu lead the team of Indian participants in the games. The next Olympics are due to be held in 2020, in Tokyo, the capital of Japan.

The sports-lovers all over the world, including India, remained glued to their TV sets from the start to the finish. Most Indians hoped the tally of our medals to go higher than it was in the London Olympics, which was 6(2 Silver + 4 Bronze). Sports fans had been anxiously expecting gold in shooting, wrestling, badminton and tennis. Days and days were spent on praying and performing religious rituals for the Divine Mercy to have spectacular wins, but the outcome was far from satisfactory. The sports lovers had to console themselves with only two medals: one silver and another Bronze.

Sakshi Malik from Sonapat was the first winner. She bagged a Bronze in wrestling. It was followed by a Silver, won by P.V Sindhu from Hyderabad, in women's singles Badminton. Amongst the prominent losers were Abhinav Bindra (shooting), Dipa Karmakar (gymnastics) and Sania Mirza (badminton) who had come close to winning. Yogeshwar Dutta, whose hopes to win in wrestling were very high, lost in the first round itself. Thus, in overall tally of medals, our athletes finished at the 67th position.

With 46 Gold, 37 Silver and 38 Bronze (total 121 medals), the US stood first in the ranking, followed by Great Britain with 27 Gold, 23 Silver and 17 Bronze (total 67). China and Russia were able to hold 3rd and 4th rankings, with a medal tally of 70 and 56 respectively.

Individual player wise, Usain Bolt from Jamaica dominates the tally of medals and showed superb performance in 4 × 100 m relay race. He won 3 Gold in Rio and 6 Gold in other Olympics. Likewise, Michael Phelps (USA) won 6 Gold and 1 Silver in Rio and 17 Gold, 2 Silver and 3 Bronze in other Olympics. Both these legends have now said goodbye into participating in future Olympics.

Taking the overall picture, consideration, every sports lover will agree that serious and drastic steps will have to be taken to enhance and improve the performance of our players at the international levels. No doubt, soon after the games, the winners become exceptionally rich over night and are blessed with all sorts of gains; but what happens afterwards! The same tragic state of affairs! They need continuous, rigorous coaching by renowned experts, proper facilities, rich diet, freedom from political and bureaucratic interference and unbiased selection on a regular basis.

Exercise 193

Write essays on the following subjects:

1. A Football Match
2. An Excursion
3. A Festival
4. A Day on the River
5. The Favourite Author
6. The Autobiography of an Old Coat
7. Your Hobby
8. The Profession I Wish to Follow
9. My Favourite Hero in History
10. The Role of the United Nations in World Affairs
11. How to Achieve International Peace?
12. Non-violence
13. Should India Make Nuclear Weapons?
14. Rural Upliftment
15. Population Increase and Its Consequences
16. College Elections
17. The Case for Forming Small States
18. How to Establish Communal Harmony
19. How to Achieve Industrial Progress in India
20. A Street Fight
21. Atoms for Peace
22. The Problem of a Common Language for India
23. A Day at the Zoo
24. Pet Animals
25. Kite Flying
26. The Need to Cultivate Good Habits
27. Students and Politics
28. Politicians and Students
29. The Pleasures of Reading
30. The Position of Women in Indian Society

Paraphrasing

Paraphrasing means ‘the restatement of the sense of a passage in other words.’ It must faithfully reproduce the thought of the original passage in simpler language.

A paraphrase differs from a précis in that while the latter is a brief summary of the salient points of a given passage, the former is a full rendering of the sense of the passage with all its details in the writer’s own idiom and style. A précis is much shorter than the original, while the paraphrase is about as long as the original. Sometimes it may be even slightly longer, because you may have to explain a metaphor or elucidate an epigram which occurs in the original.

Neither in the précis nor in the paraphrase are you expected to add any idea that is not already there in the original passage.

Before beginning to write a paraphrase you should study the passage carefully and grasp its central idea. Don’t start paraphrasing line by line and sentence by sentence without first trying to understand the passage as a whole.

The paraphrase, like the expansion and the précis, must be read like an original piece of composition, which can stand by itself and can be understood easily without reference to the given passage.

Usually in Indian School and University examinations you are asked to paraphrase not a prose passage, but a passage of verse. When you have to make a prose rendering, the following points should be borne in mind.

1. In poetry the order of words is often inverted. Instead of the subject coming first, as in normal prose, the object or the verb may come

first. You have to change it into prose order—subject, verb, object—as shown below:

Verse: Neither a borrower nor a lender be.

Prose: Do not be either a borrower or a lender.

Verse: Much have I travelled in the realms of gold.

Prose: I have travelled much in the realms of gold.

After changing the passage into prose order, you must rewrite it (in your own words) in a simple and direct manner.

2. In poetry archaic and out-of-the-way words are sometimes used. You must change them into their modern equivalents, *e.g.*,
Albeit = although; in days *of yore* = long ago.
Perchance, haply = perhaps; *well-nigh* = almost.
I ween = I think; *Quoth* = said.
3. The colourful or ornate language of poetry should be changed into sober prose. Rhyme and poetic Rhythm should be avoided.
4. Direct speech in the original may be preserved in the paraphrase. Contrast the *précis*, wherein you are expected to change direct into indirect speech.
5. If the passage contains metaphors, their meaning should be clearly brought out. The easiest way of doing this is by changing metaphors into similes. Sometimes you may even drop the metaphor altogether and express the idea in simple, direct language.
6. Poetry often uses epigrammatic diction. You may have to expand such expressions to bring out their meaning. On the other hand, if there is any repetition of thought in the passage, it may be omitted in the paraphrase.
7. Rhetorical questions and explanatory sentences should be converted into simple, affirmative statements.

How to Write a Paraphrase

1. Read the poem slowly and carefully to understand its central idea.
2. When you have grasped the main theme, read the poem again to understand all the details. Note all archaic or unusual words and expressions, as well as similes, metaphors and other figures of speech which will have to be expressed in a simple, direct language.
3. Note all inversions, which will have to be changed into prose order, and long sentences, which may have to be broken up into shorter ones.

4. See whether sentences have to be rearranged in order to make the meaning clear: also whether there is any repetition of thought which will have to be eliminated.
5. The paraphrase should be written in your own words. But this does not mean that every word in the original should be changed. If a word in the original is simple and just the right word for the context, it need not be changed. But all archaic, technical, unusual or obscure words should be changed into simple, ordinary words.
6. If you are writing the paraphrase in indirect speech and you begin with the words, 'The poet says', do not repeat the words or their variants like 'The poet adds' 'the poet further says', etc., in the body of the paraphrase. The 'saying verb' need be used only once—at the beginning.
7. Make a rough draft of the paraphrase (only about as long as the original or a little longer). Compare it with the given passage and see whether all the details have been reproduced. Then revise it, correcting all grammatical, spelling and other errors. Make a fair copy for submission.

Some Specimens

1. The Question

I wonder if the old cow died or not?
Gey bad she was the night I left, and sick.
Dick reckoned she would mend. He knows a lot—
At least he fancies so himself, does Dick.

Dick knows a lot: but happen I did wrong
To leave the cow to him and come away.
Over and over like a silly song
These words keep humming in my head all day—

And all I think of as I face the foe
And take my lucky chance of being shot
Is this—that if I'm hit, I'll never know
Till Doomsday if the old cow died or not.

Paraphrase

A soldier says that the night he left home to join the army, his old cow was very ill. He had to leave it in the care of a man called Dick, a very knowledgeable man, at least in his own opinion. Dick said the cow would recover. But perhaps the soldier was wrong in leaving the cow to Dick and before returning, he is very anxious to know whether it died or recovered. Even when he is facing the foe and running the risk of getting shot, the thought comes back to him again and again, like the verses of a song, that if he dies in battle, he will never know till the Judgement Day whether the old cow died or recovered.

2. The Old Stoic

Riches I hold in light esteem,
 And Love I laugh to scorn;
 And lust of fame was but a dream
 That vanished with the morn:

And if I pray, the only prayer
 That moves my lips for me
 Is, 'Leave the heart that now I bear,
 And give me liberty!'

Yes, as my swift days near their goal,
 'Tis all that I implore:
 In life and death a chainless soul,
 With courage to endure.

Emily Bronte

Paraphrase

I do not care for wealth. I despise the pleasures of love. To me fame is as unreal and short-lived as a dream. If I should pray at all, it will not be for any of these things. My only prayer, as I grow older and approach my end, will be that the courageous soul of the stoic within me should always remain unchanged, that I should have the fortitude to endure whatever befalls me, and that in life as well as in death, my soul should be absolutely free.

3. Advice to a Girl

Never love unless you can
Bear with all the faults of man!
Men sometimes will jealous be
Though but *little* cause they see,
And hang the head as discontent,
And speak what straight they will repent.

Men, that but one Saint adore,
Make a show of love to more:
Beauty must be scorned in none,
Though but truly served in one:
For what is courtship but disguise?
True hearts may have dissembling eyes.
Men, when their affairs require,
Must awhile themselves retire;
Sometimes hunt, and sometimes hawk,
And not ever sit and talk:—
If these and such-like you can bear,
Then like, and love, and never fear.

Thomas Campion

Paraphrase

Do not fall in love unless you are prepared to put up with the faults of men. For example, men may sometimes feel jealous without much cause, and appear dissatisfied with you and speak to you harshly, though they will repent of it the very next moment. They may also give you the cause for jealousy, appearing to love others, though actually they worship only you and that almost as a Saint. After all, beauty should not be scorned in anyone and hence it is but natural that men should pay compliments to other women too. But such light gallantry is quite harmless and needs to be ignored.

Again, men may not be able to devote as much time to you as you wish. Business affairs may call them away from you for a while. They may wish to go hunting or hawking by themselves. Thus they will not always be able to sit and chat with you. If you can put up with these and other similar faults, you may go ahead and fall in love without fear.

Exercise 194

Paraphrase the following poems:

1. The Human Seasons

Four seasons fill the measure of the year;
 There are four seasons in the mind of man;
 He has his lusty Spring, when fancy clear
 Takes in all beauty with an easy span:
 He has his Summer, when luxuriously
 Spring's honeyed cud of youthful thought he loves
 To ruminate, and by such dreaming high
 Is nearest unto heaven: quiet coves
 His soul has in its Autumn, when his wings
 He furlth close; contented so to look
 On mists in idleness—to let fair things
 Pass by unheeded as a threshold brook.
 He has his Winter too of pale misfeature,
 Or else he would forego his mortal nature.

John Keats

2. Haply I may Remember

When I am dead, my dearest,
 Sing no sad songs for me;
 Plant thou no roses at my head,
 Nor shady cypress tree:
 Be the green grass above me
 With showers and dewdrops wet;
 And if thou wilt, remember,
 And if thou wilt, forget.
 I shall not see the shadows,
 I shall not feel the rain;
 I shall not hear the nightingale
 Sing on, as if in pain;
 And dreaming through the twilight
 That doth not rise nor set,
 Haply I may remember,
 And haply may forget.

Christina Rossetti

3. The Scholar

My days among the dead are past;
 Around me I behold,
 Wherever these casual eyes are cast,
 The mighty minds of old:
 My never failing friends are they,
 With whom I converse day by day.
 My thoughts are with the Dead; with them
 I live in long past years,
 Their virtues love, their faults condemn,
 Partake their hopes and fears;
 And from their lessons seek and find
 Instruction with an humble mind.

*R. Southey***4. Patriotism**

Breathes there the man with soul so dead,
 Who never to himself hath said,
 ‘This is my own, my native land!’
 Whose heart hath ne’er within him burned
 As home his footsteps he has turned
 From wandering on a foreign strand?
 If such there be, go, mark him well;
 For him no minstrel raptures swell;
 High though his titles, proud his name,
 Boundless his wealth as wish can claim;
 Despite those titles, power, and pelf,
 The wretch, concentred all in self,
 Living, shall forfeit fair renown,
 And, doubly dying, shall go down
 To the vile dust from whence he sprung,
 Unwept, unhonour’d and unsung.

*Sir Walter Scott***5. Requiescat**

Strew on her roses, roses,
 And never a spray of yew!
 In quiet she reposes;
 Ah, would that I did too!

Her mirth the world required;
She bathed it in smiles of glee.
But her heart was tired, tired,
And now they let her be.

Her life was turning, turning,
In mazes of heat and sound.
But for peace her soul was yearning,
And now peace laps her round.

Her cabin'd, ample spirit,
It flutter'd and fail'd for breath.
To-night it doth inherit
The vasty hall of death.

Matthew Arnold

6. Crossing the Bar

Sunset and evening star,
And one clear call for me!
And may there be no moaning of the bar,
When I put out to sea,

But such a tide as moving seems asleep,
Too full for sound and foam,
When that which drew from out the boundless deep
Turns again home.

Twilight and evening bell,
And after that the dark!
And may there be no sadness of farewell,
When I embark;

For tho' from out our bourne of Time and Place
The flood may bear me far,
I hope to see my Pilot face to face
When I have crost the bar.

Lord Tennyson

Writing Stories From Outlines

The purpose of this exercise is to write brief narratives or stories using certain key points provided by the text. These points form a skeleton or outline. This is what you should do:

First read the outline carefully. Try to make up your story, supplying missing links with your inventiveness.

Plan a proper introduction and conclusion.

You are free to bring in direct speech, jokes, anecdotes — anything to build the structure of a sequence of thought. The rules of grammar and punctuation should be adhered to strictly.

When you have finished, read what you have written carefully and conclude the work by giving it a proper title.

Exercise 195

Write stories from the following outlines:

1. Young man knocks down Bernard Shaw — Upset — Shaw cool — gets up. Says silly fellow, you missed a chance to get into history — Young man, a college student — understands what a great man Bernard Shaw was.
2. Shaw sends two complimentary tickets to the opening night of one of his plays — The note to Winston Churchill said — “For you and a friend of yours if any.” Churchill’s reply: “I will come for the second show if any.”
3. Contest between Athena and Neptune for right of guardianship of Athens — Jupiter’s decree: whoever gives the greater gift to the city. Neptune — sea god — gives man a war horse summoning it from nothingness with his trident — Athena strikes the earth with her spear and there sprouts an olive tree. Jupiter declares Athena the greater benefactor of man.

Exercise 196

Expand the given outline into a well-knit story:

1. The mice thought of outwitting their common enemy, the cat — They sat in council — One mouse suggested tying a bell round the neck of the cat — This would serve as a warning — The proposal met with general approval — But an old mouse got up and said: “That’s all very well, but who will bell the cat?”
2. An old lady, rich and lonely, becomes blind — calls in a doctor — agrees to pay large fee if cured, but nothing if not — doctor calls daily — takes away the lady’s furniture — delays cure — all pieces of furniture taken away — cures her at last — demands his fees — lady refuses to pay, saying cure not complete — doctor takes her to court — judge asks her why she will not pay — she says sight not properly restored — she cannot see all her furniture — judge gives verdict in her favour.
3. An eccentric rich man — wants to find out the laziest man in town — walks the streets — finds everybody busy — sees three beggars lying in the sun — shows gold piece, saying “to the laziest” — two jump up — each claims coin — third wins — too lazy even to claim prize for laziness.
4. An English sailor becomes prisoner of war in Germany — war ends — he is released — reaches home — London — walks the streets one evening — finds a bird-seller selling birds — buys all cages — opens them and sets all the birds free — why?
5. A miser—never bought an umbrella, walked in rain and shine without one — a friend presented him one — went out one day taking the umbrella — rained heavily on the way back home — he put his umbrella in his coat—dripping wet, but worried if umbrella would be spoilt — down with fever.
6. A court-jester — takes liberty with courtiers — makes fun of them — courtiers unhappy, but powerless — one day cracks a joke at the king — king furious — sentences him to death — but asks to choose the kind of death he wants — “death by old age”, says the jester — king pleased with his wisdom — pardons him.
7. The manager of a farm — advertised for a night watchman — applicants presented themselves to him — found something wrong with each man — there was one man Williams, patiently waiting his turn — his turn came — manager questioned him about his health — “nothing wrong except that I don’t get sleep at night”, says Williams — manager pleased — appointed him.
8. Three men broke into a rich man’s house — got a box of money — decided to share equally among them — went to a forest — felt hungry — sent one to buy food — greedy — poisoned food — returned — the other two killed him — ate the food — the result?

CONTEMPORARY ENGLISH GRAMMAR STRUCTURES AND COMPOSITION

DAVID GREEN



TRINITY
PRESS

(An Imprint of Laxmi Publications Pvt. Ltd.)
An ISO 9001:2015 Company

ISBN 978-93-5138-127-3



RCE:3572-349-CONTEMP ENG GRAMM STRU-GRE