A PRACTICE BOOK OF ENGLISH

(Elective Course)

Class–XI

PUNJAB SCHOOL EDUCATION BOARD
Sahibzada Ajit Singh Nagar, Mohali
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Edition 2021-22................. 6,200 Copies

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Published by : Secretary, Punjab School Education Board, Vidya Bhawan, Phase-8, Sahibzada Ajit Singh Nagar-160062 & Printed by Universal Offsets, noida
FOREWORD

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

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

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

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

Chairman
Punjab School Education Board

'मानित निर्देश', अधिवक्ता नहीं पॉट प्रारंभी विद्यार्थी' पंजाब
NOTE TO THE TEACHER

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

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

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

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

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

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

Authors
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(I)

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

Ranjit : How long will it take us to reach Delhi? Do you think that we will be able to see the procession?
Santosh : I think we will be on time to see the procession. It is only six hours’ journey.
Tony : Six hours! What a long journey it is going to be!
Urmil : Please hurry up and get into the car. Don’t make us late by asking any more questions.

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

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

1. How long will it take us to reach Delhi?
   This sentence asks a question, which can be answered in a declarative sentence like 2 below:

2. It will take us about six hours.
   Interrogative sentence asks a question directly. Sometimes a question can be asked in an indirect way. Look at 3 below:

3. So please tell me how long it will take us to reach Delhi.
   Sentence 3 asks for the same information as sentence 1 does but while sentence 1 is in the interrogative form, sentence 3 is in the imperative form.

Now look at 4.

4. I would like to know how long it will take us to reach Delhi.
   In which form is sentence 4?
   It is in declarative form.
Exercise 1

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

1. How does the story finish? (Change it into an imperative sentence.)
   (Hint. Tell us how ...............)

2. I would like to know why you went there. (Change it into interrogative.)
   (Hint. Why did ..............)

3. Can you tell us when the bus will arrive?
   (Make it declarative.)

4. We would like to know who the candidates are.
   (Make it interrogative.)

5. Can you tell me how to do it?
   (Make it imperative.)

6. Tell us where gold is mined in India.
   (Make it declarative.)

7. Which is the costliest thing in the world?
   (Make it imperative.)

8. Who is the most reliable person?
   (Make it declarative.)

9. Can you burn anything without fire?
   (Make it imperative.)

10. We would like to know the date of the next examination.
    (Change it into interrogative.)

II

Now read the following:

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

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

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

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

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

9. Our earth is very big. (Declarative)
10. How big our earth is! (Exclamatory)
11. How big is our earth? (Interrogative)
Exercise 2
Change the following exclamatory sentences into declarative ones:
1. What a good idea!
2. How funny you are!
3. What grand ideas you have!
4. What beautiful music they are playing!
5. What lovely flowers you have brought!
6. How charming the scenery is!
7. What a clever student you are!
8. What awful news!

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

Exercise 4
Put a full stop, or a mark of exclamation or a mark of interrogation whichever is correct, at the end of each sentence:
1. What can money not buy
2. What can be bought must be bought at once
3. How high is this mountain
4. We went nowhere
5. How high this mountain is
6. Stand up
7. What a big noise
8. Please help me
9. Will you help me, please
10. I am sorry, I can’t help you
The Sentence and its Kinds

(1)

Look at the following sentences:

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

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

Sentence 2

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

Sentence 4

(a) Sita saw Rama.
(b) she became glad.

(a) and (b) are joined by **and**.

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

Exercise 5

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

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

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

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

(II)

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

A non-simple sentence is either complex or compound. Look at the following two sentences:
1. Gurmeet’s father works in an office and his mother teaches in a school.
2. Anybody who has money can buy a car.

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

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

The clauses of sentence 2 are:

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

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

Anybody who has money.

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

(Anybody who has money) can buy a car.

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

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

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

<table>
<thead>
<tr>
<th>In Compound Sentences</th>
<th>In Complex Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>who, whom, which</td>
</tr>
<tr>
<td>but</td>
<td>whose</td>
</tr>
<tr>
<td>or</td>
<td>that</td>
</tr>
<tr>
<td>nor</td>
<td>if, unless</td>
</tr>
<tr>
<td>neither</td>
<td>when, while, till, until</td>
</tr>
<tr>
<td>either</td>
<td>before, after</td>
</tr>
<tr>
<td>neither ... nor</td>
<td>where</td>
</tr>
<tr>
<td>either ... or</td>
<td>why</td>
</tr>
<tr>
<td>as well as</td>
<td>as, because, since</td>
</tr>
<tr>
<td></td>
<td>so that, lest</td>
</tr>
<tr>
<td></td>
<td>though</td>
</tr>
</tbody>
</table>

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

**Compound Sentences**

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

**Complex Sentences**

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

Sometimes there is a complex sentence corresponding to a compound sentence. Then the two sentences express almost the same idea. Read the following examples:
<table>
<thead>
<tr>
<th>Compound</th>
<th>Complex</th>
<th>Simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. (a) Sita saw Rama and she became happy.</td>
<td>(b) When Sita saw Rama, she became happy.</td>
<td>(c) Seeing Rama, Sita became happy.</td>
</tr>
<tr>
<td>15. (a) I don’t mind lending you my umbrella but you must promise to use it carefully.</td>
<td>(b) I don’t mind lending you my umbrella if you promise to use it carefully.</td>
<td></td>
</tr>
<tr>
<td>16. (a) You must work hard or you will fail.</td>
<td>(b) Unless you work hard you will fail.</td>
<td></td>
</tr>
<tr>
<td>17. (a) Read that book and you will find the answers to your questions.</td>
<td>(b) If you read that book, you will find the answers to your questions.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

<table>
<thead>
<tr>
<th>Compound</th>
<th>Complex</th>
<th>Simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. (a) Sita saw Rama and she became happy.</td>
<td>14. (b) When Sita saw Rama, she became happy.</td>
<td>14. (c) Seeing Rama, Sita became happy.</td>
</tr>
<tr>
<td></td>
<td>(2 clauses)</td>
<td>(2 clauses)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Compound</th>
<th>Complex</th>
<th>Simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. (a) Read that book and you will find answers to your questions.</td>
<td>17. (b) If you read that book, you will find the answers to your questions.</td>
<td>17. (c) To find the answers to your questions you must read that book.</td>
</tr>
<tr>
<td>(2 clauses)</td>
<td>(2 clauses)</td>
<td>(1 clause)</td>
</tr>
</tbody>
</table>
By using an ‘ing’ form or a to-infinitive form the number of clauses is reduced, and the complex or compound sentence is changed into a simple one.

**Exercise 6**

Classify the following sentences into simple, complex and compound:

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

**Exercise 7**

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

**Exercise 8**

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

1. All the pictures painted by S.G. Thakur Singh were sold in no time.
2. One of those injured in the accident was sent to hospital.
3. Our teacher advised us not to waste our time during the holidays.
4. The inspector asked the boys the name of the inventor of the aeroplane.
5. Are you certain about your passing the next examination?
6. Time lost is lost for ever.
7. Hearing about the death of his aged mother he left for the village.
8. There is always a great rush for admission on the re-opening of the schools.
9. The children began to laugh at the sight of the clown.
10. Our English teacher always comes to the class before the start of the period.
11. She wept on being punished.
12. The load may become too heavy for you to bear.
13. I am strong enough to bear it.
14. Is Harmeet too poor to buy even an old bicycle?
15. He has enough money to buy a car.
16. Everybody seems to be suffering from bad cold.
17. Nobody thought him to be innocent.
18. I have an urgent matter to decide just now.
19. Finding the question a bit difficult, Neelu came to me to seek help.
20. I found the boxes broken.
21. We are interested to know the cause of her failure.
22. Inspite of hard work she failed.
23. The teacher asked me the reason of my coming late on the second day.
24. People living in glass houses should not throw stones at others.
25. But for your help, I would have been drowned.

**Exercise 9**

**Change the following sentences into simple sentences:**

1. He behaves as if he were a millionaire.
2. If weather permits, we shall play the match tomorrow.
3. It is certain that he will win.
4. It is said that he is a thief.
5. It is said that Lincoln was born of poor parents.
6. It seems that the temperature is falling down.
7. Everybody congratulated him when he won a lottery.
8. Those men who are honest are always respected.
9. Shobha was shocked when she heard that her mother had died.
10. The patient had not died before the doctor arrived.
11. If your timely advice had not been there, the project would have failed.
12. You all know that Satnam Singh has earned a lot of money.
13. Ajit is so timid that he won’t utter a single word.
14. If you have no money, you cannot buy anything.
15. John is so rich that he can feed fifty persons everyday.
The Clause and its Kinds

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

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

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

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

**Compound Sentences**

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

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

**Complex Sentences**

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

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

4. (a) When I heard the news of your uncle’s death, I was shocked.
5. (a) If you want to catch the bus, you should hurry up.
6. (a) Since he had not applied in time, he was refused admission.

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

*1. (a) But Geeta is interested in dancing. Sohan is interested in music.
*2. (a) And his mother teaches in a school, Sukhjit’s father works in an office.
*3. (a) Or you may send a telegram, you may write a letter.

**Exercise 10**

Name the clauses in each of the following sentences:
(Principal, Co-ordinate or Subordinate):

1. I know the meaning of this sentence but I cannot explain it to you.
2. He is kind and generous and he will help you.
3. If you do not mend your ways you will get into trouble.
4. Please look into the matter and report to the principal at once.
5. His words are harsh, but he means well.
6. You will get no marks, if you copy the answers.
7. The students went on shouting until their headmaster came in.
8. As long as you remain lazy, you will not be able to achieve much.
9. Hari didn’t come back nor did he send any message.
10. Since you have apologized, I am ready to forgive you.
11. Though he is intelligent, he does not work hard.
12. Let’s play some word-games or sing a few nursery rhymes.
13. We must call in the doctor, because the patient’s condition is serious.
14. You should not deceive others and others will not deceive you.
15. If you do not deceive others, others will not deceive you.

**Exercise 11**

In some of the sentences in exercise 10 the order of the clauses can be reversed. Rewrite those sentences, changing the order of the clauses.
In your earlier classes, you have studied that a simple sentence consists of a subject and a predicate. Look at the following sentences, which have been divided into subject and predicate:

[A] **Subject**  
Man  
He  
My watch  
The brown leather suitcase  
The small boy sitting in  
the corner  
Your sister  
A young princess educated  
in Indian *dharma*  
Smoking  
The poor  
Slow and steady  
To live  

**Predicate**  
is mortal.  
is generally honest.  
is very expensive.  
contains currency notes.  
has not paid the fee.  
stood first in the test.  
wanted to go to the forest.  
is injurious to health.  
cannot afford woollen clothes.  
wins the race.  
is not easy.

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

[B] **Rakesh** is honest.  
**Petrol** is very expensive.  
**The box** contains currency notes.  
**The boy** has not paid the fee.  
**The girl** stood first in the test.  
**The Princess** wanted to go to the forest.  
**Smoking** is injurious to health.  
**Farmers** cannot afford woollen clothes.  
**The tortoise** wins the race.  
**The sum** is not easy.
Therefore all the groups of words used in the subject position in examples A are like nouns. Some modern grammars call all of them noun phrases. According to such grammars, even the group to live is a 'noun phrase' in the sentence:

To live is not easy.

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

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

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

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

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

**Exercise 12**

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

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

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

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

1. English Grammar
2. Burma
3. Our English teacher
4. the end, the vast garden
5. ghee, heart
6. Rama, her husband
7. the garden, the emperor
8. her scientists
9. electricity
10. them
Exercise 13

Pick out noun phrases from the following paragraph:

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

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

Other longer noun phrases are

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

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

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

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

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

<table>
<thead>
<tr>
<th>determiner</th>
<th>adverb</th>
<th>adjective</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>very</td>
<td>pleasant</td>
<td>journey</td>
</tr>
<tr>
<td>our</td>
<td>most</td>
<td>difficult</td>
<td>problem</td>
</tr>
<tr>
<td>all</td>
<td>well</td>
<td>qualified</td>
<td>people</td>
</tr>
</tbody>
</table>

Examples of longer noun phrases:

<table>
<thead>
<tr>
<th>determiner</th>
<th>adjective</th>
<th>adjective</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>brown</td>
<td>wooden</td>
<td>box</td>
</tr>
<tr>
<td>the</td>
<td>tall</td>
<td>young</td>
<td>man</td>
</tr>
<tr>
<td>a</td>
<td>charming</td>
<td>little</td>
<td>girl</td>
</tr>
<tr>
<td>determiner</td>
<td>determiner</td>
<td>adjective</td>
<td>noun</td>
</tr>
<tr>
<td>all</td>
<td>the</td>
<td>old</td>
<td>women</td>
</tr>
<tr>
<td>quite</td>
<td>an</td>
<td>attractive</td>
<td>picture</td>
</tr>
<tr>
<td>both</td>
<td>the</td>
<td>married</td>
<td>ladies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>determiner</th>
<th>adverb</th>
<th>adjective</th>
<th>adjective</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>really</td>
<td>beautiful</td>
<td>young</td>
<td>princess</td>
</tr>
<tr>
<td>some</td>
<td>very</td>
<td>thrilling</td>
<td>modern</td>
<td>ideas</td>
</tr>
<tr>
<td>many</td>
<td>highly</td>
<td>useful</td>
<td>new</td>
<td>substances</td>
</tr>
</tbody>
</table>

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

a green country-made leather suitcase

the new triangular wooden box

and so on.
Exercise 14

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

Example: All were dressed in their finest clothes.

<table>
<thead>
<tr>
<th>Noun phrase</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>all</td>
<td>pronoun</td>
</tr>
<tr>
<td>their finest clothes</td>
<td>determiner + adjective + noun</td>
</tr>
</tbody>
</table>

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

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

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

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

Exercise 15

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

Example:

delightful, a, dream
Noun phrase; a delightful dream

(A) 1. journey, enjoyable, an
    2. a, difficult, book
    3. class, a senior
    4. story, an, interesting
    5. very, bird, a remarkable

(B) 6. bread, brown
    7. much, work, hard
    8. thrilling, news
    9. hill, scenery, beautiful
    10. fresh, milk, buffalo

(C) 11. newspapers, three, English
    12. loaves, twenty, large
    13. all, classes, senior
    14. my, brothers, elder, all
    15. large, jet, planes

(D) 16. thing, any, other
17. sister, younger, my
18. her, fee, monthly
19. her, sweet, song
20. brown, wooden, the box

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

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

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

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

Look at the nouns in column A and B below:

<table>
<thead>
<tr>
<th>(A)</th>
<th>(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>city</td>
<td>population</td>
</tr>
<tr>
<td>class</td>
<td>education</td>
</tr>
<tr>
<td>egg</td>
<td>poultry</td>
</tr>
<tr>
<td>loaf</td>
<td>bread</td>
</tr>
<tr>
<td>metal</td>
<td>brass</td>
</tr>
<tr>
<td>newspaper</td>
<td>news</td>
</tr>
<tr>
<td>notebook</td>
<td>stationery</td>
</tr>
<tr>
<td>person</td>
<td>Ranjit</td>
</tr>
<tr>
<td>scene</td>
<td>scenery</td>
</tr>
<tr>
<td>table</td>
<td>furniture</td>
</tr>
<tr>
<td>teapot</td>
<td>crockery</td>
</tr>
</tbody>
</table>

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

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

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

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

**Exercise 16**

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

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

Let us now take you back to Exercise:

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

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

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

**Exercise 17**

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

.......... week ago I went to .......... Simla with .......... friend of mine by bus. It took the bus .......... hours to reach Kalka and another three hours from there to Simla. On the way we stopped at Solan for .......... refreshments. Some passengers ate .......... fruit, others had .......... tea. My friend ate .......... bread and drank .......... milk. I enjoyed .......... the scenery instead.
To check this exercise, you must make sure that wherever in a noun phrase you have used a/an, the headword is a countable noun in the singular, e.g. weak, hour.

**Exercise 18**

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

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

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

---

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

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

In affirmative sentences much is even less common than many.

**Exercise 19**

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

(The exercise should be done orally.)

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

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

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

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

Now look at the following sentences:
(a) She bought a new pink dress and matching socks. (dress = frock)
(b) Our teacher does not pay much attention to dress. (dress = clothing)

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

Exercise 20

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

<table>
<thead>
<tr>
<th>dress = clothing</th>
<th>dress = a frock</th>
</tr>
</thead>
<tbody>
<tr>
<td>fish = a water animal</td>
<td>fish = fish as food</td>
</tr>
<tr>
<td>glass = hard, brittle substance (used in windows for example)</td>
<td>glass = a drinking vessel</td>
</tr>
<tr>
<td>iron = तीला, संगन</td>
<td>iron = टिला (पिचक)</td>
</tr>
<tr>
<td>light = opposite of darkness</td>
<td>light = source of light, e.g. a lamp.</td>
</tr>
<tr>
<td>paper = कपास, बिलास</td>
<td>paper = an essay or an article</td>
</tr>
<tr>
<td>stone = solid mineral (not metallic)</td>
<td>stone = a piece of stone.</td>
</tr>
</tbody>
</table>

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

(a) In Chandigarh, the walls of many houses are made of ........... glass instead of ........... stone in order to allow ........... light in the daytime. A thief can easily break such a wall with ........... stone.
and enter the house. To prevent the thieves from entering their houses people usually put .......... light in the courtyard.

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

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

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

---

**GENDER**

**Study the following sentences:**

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

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

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

In the above sentences you find that :

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

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

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

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

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

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

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

(Also see the last paragraph of chapter)

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

**Exercise 21**

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

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

2. When Seeta heard all this .......... spoke out.
3. Fleming found out that even when the penicillin mould was diluted 800 times ........... was effective as a germ-killer.

4. We have a duty towards our motherland; we must protect ............ from foreign aggression.

5. My office chair is broken. Will you get ............. repaired for me? If repair is impossible, get me a new one.

6. Last week my cousin came to meet me. ............... teaches in a school in Delhi.

7. The teacher was absent today. We learnt that ............. was down with fever.

8. My friend knows that I am busy with my studies till 10 p.m. Still ............. always calls on me at 8 p.m. and disturbs me.

9. Yesterday I met a doctor. I told ............. that ............. should give up ............. private practice.

10. The news of your success appeared today ............. was on page 3 of the Indian Express.

You will notice that in sentences 6, 7 and 8 above you can have either he or she. Also in sentence 9 you can have either him, he, his or her, she, her. This shows that in English the nouns cousin, teacher, friend, doctor (and many others—like clerk, typist, cook, student) are used both for males and females. We may regard such nouns as having the common gender. You will use he, him, his to replace them if the reference is to a male cousin, teacher, friend, etc; you will use she, her instead if the reference is to a female.
In the earlier classes you have studied various kinds of pronouns, e.g. personal pronouns, possessive pronouns, relative pronouns, reflexive pronouns, demonstrative pronouns, interrogative pronouns. In this class, you will study some of the important points about pronouns and their use in sentences.

The personal pronouns can be classified according to

(a) person e.g. First person .......... I, we.
Second person .......... you.
Third person .......... he, she, it, they.

(b) case e.g. Nominative .......... I, he.
Objective .......... me, him.
Possessive .......... my, mine, his

(c) number e.g. Singular .......... I, he
Plural .......... we, they

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

Masculine gender .......... he
neuter gender .......... it
feminine gender .......... she

All the classifications are shown in the following table:

<table>
<thead>
<tr>
<th></th>
<th>Nominative</th>
<th>Objective</th>
<th>Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>Singular</td>
<td>I</td>
<td>me</td>
</tr>
<tr>
<td></td>
<td>Plural</td>
<td>we</td>
<td>us</td>
</tr>
<tr>
<td>Second person</td>
<td>Singular</td>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td></td>
<td>Plural</td>
<td>you</td>
<td></td>
</tr>
<tr>
<td>Third person</td>
<td>Singular</td>
<td>he</td>
<td>him</td>
</tr>
<tr>
<td>(masculine)</td>
<td></td>
<td>she</td>
<td>her</td>
</tr>
<tr>
<td>(feminine)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(neuter)</td>
<td></td>
<td>it</td>
<td>it</td>
</tr>
<tr>
<td>Plural</td>
<td></td>
<td>they</td>
<td>them</td>
</tr>
</tbody>
</table>

Gender: In Chapter 5 you read that nouns have the masculine, feminine, or neuter gender, according to the pronouns, he, she or it, that can replace them when in the singular. Thus sun, which can be replaced by he, is a noun of the masculine gender, ship, which can be replaced by she, is a noun of the feminine gender; and bus, which can be replaced by it, is a noun of the neuter gender.
Exercise 22

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

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

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

Case

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

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

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

From sentences 1 to 5 we can conclude that the objective case must be used when the pronoun:
(i) is the object of the verb, as in sentence 1;
(ii) is the indirect object of the verb, as in sentence 2;
(iii) is preceded by a preposition, as in sentences 3 and 4;
(iv) is preceded by let, as in sentence 5.

From sentences 6 and 7 we can generalize that either the objective case or the nominative case can be used:
(i) after the conjunction than as in sentence 6, and
(ii) when the pronoun is a complement.

In all other cases the nominative case should be used.

Exercise 23

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

**Indirect Object**

Read the following sentences:

(1) Michael showed Luke his fields.
(2) He brought his sister a packet of sweets.

These sentences have two objects each:

<table>
<thead>
<tr>
<th>Sentence (1)</th>
<th>Sentence (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct object .............. his fields</td>
<td>a packet of sweets.</td>
</tr>
<tr>
<td>Indirect object .............. Luke</td>
<td>his sister.</td>
</tr>
</tbody>
</table>

The structure of the above sentences is as follows:

subject verb indirect object direct object

The above sentences can also be rewritten as:

1. (a) Michael showed his fields to Luke.
2. (a) He brought a packet of sweets for his sister.

Now the structure of these sentences is as follows:

Subject + verb + direct object + preposition + indirect object

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

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

**Exercise 24**

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

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

Kamlesh gave her the book.

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

---

The -self forms

The self forms of personal pronouns are:

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

Plural: ourselves, yourselves, themselves.

These are sometimes called reflexive pronouns:

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

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

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

(i) In sentence 1, myself is not stressed; in 2 it is.

(ii) When the reflexive pronouns are stressed, the stress is on the second part of the word.

For example:

mySELF, yourSELF, themSELVES.

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

I cut all vegetables myself.

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

“You must avail yourself of this opportunity.”

Exercise 25

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

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

**Anticipatory ‘It’**

Read the following sentences:

(A) To get up early is necessary.

That his mother is dead is unfortunate.

Talking to him is no good.

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

(a) to-infinitive: to get up early.
(b) that-clause: that his mother is dead.
(c) ing forms: talking to him.

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

(B) It is necessary to get up early.

It is unfortunate that his mother is dead.

It is no good talking to him.

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

**Exercise 26**

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

1. Crying over split milk is no use. It is of no use crying over split milk.
2. That Sohrab was his son, was not known to Rustam.
3. To swim in rough seas is not a joke.
4. Fighting over small matters is no good.
5. That we are in class XI is known to all.
6. Working hard for the examination, may be worth while.
7. To get a taxi in this city is not easy.
8. That we should work hard goes without saying.
9. Trying to convince a stupid person is useless.
10. To live in poverty is disgraceful.
Other uses of ‘It’
Notice the use of ‘It’ in the following sentences:
It is very hot today.
It is six o’clock.
It kept raining all day yesterday.
It seems he is mistaken.

Exercise 27
Answer the following questions, using it as the subject:
1. How far is it to Delhi?
2. What time is it?
3. What day is it today?
4. What is the weather like today?
5. What is the date today?
6. How hot was it yesterday?
7. What festival is it on 13 April?
8. What day was it yesterday?
9. What day will it be on 1 January, 1980?
10. What time was it when we started?

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

Relative pronouns
The words who, whose, whom, which, what, when they are not used as question words, and the word that, are sometimes called relative pronouns. (See chapter 16, Adjective clauses.)
Words like a, an, another, any, each, every, no, my, the, this, are called determiners. In this chapter, you will read about determiners and their use.

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

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

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

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

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

**Exercise 28**

Pick out determiners from the following sets of sentences:

(a) Many years ago a shepherd named Michael lived in this valley. His cottage stood on the top of the hill over there.

(b) Now an unexpected misfortune befell Michael. Years before, he had stood surely for his brother’s son, who had borrowed some money. This was a bolt from the blue.

(c) All preparations were made for Luke to leave the next day. As Michael and Luke walked
together towards the valley, the father said to the son, “Both my father and grandfather, like other men before them, loved these fields.”

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

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

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

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

Example:

- a table
- an umbrella
- a university
- an hour

The definite article has only one written form – the.

Example:

- the table
- the apple

The indefinite article a/an

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

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

Exercise 29

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

1. Many years ago, a shepherded named Michael lived in valley.
2. Luke was bright and healthy boy.
3. Often they worked late into the night by the dim light of a lamp.
4. It must have looked like star in the sky.
5. Isabel and Michael had only son.
6. Nor did Vikramaditya ever punish an innocent man.
7. The king lived in city which was very far from Ujjain.
8. At these words, the King felt as if a light had blazed up within him and shown him long line of tyrannical wishes.
9. After long pause, he said, “No, I am not worthy.”
10. Is your heart like that of little child?
Exercise 30

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

The definite article ‘the’

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

The uses of the definite article

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

2. The girl in that corner is my sister.
3. Often they worked by the dim light of a lamp.
4. The boy who stood first is Manjit’s brother.
5. The Prime Minister will visit Chandigarh tomorrow.

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

(i) When a certain noun has been made definite by an earlier mention. In 1, we say
the book
when the word book occurs first, but we say
a new book
when the word book occurs again.

(ii) When a noun is made definite by the use of a qualifying phrase or clause after it:
the girl in that corner (qualifying phrase: in that corner)
the dim light of a lamp (qualifying phrase: of a lamp)
the boy who stood first (qualifying clause: who stood first)

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

refers to the Prime Minister of India.

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

The definite article is not used with proper names;

Alexander Fleming was born in Scotland.
(The definite article is used with certain proper names.)

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

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

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

When we cough, air comes out suddenly through the throat.
He fights with remarkable **courage**.

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

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

**Exercise 31**

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

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

**Exercise 32**

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

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

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

**Other determiners**

Now in the rest of this chapter, we shall illustrate the use of other determiners with the help of tables.
Table 1
Determiners used with countable singular nouns only:

<table>
<thead>
<tr>
<th>another, one</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have Brinder has kept</td>
</tr>
</tbody>
</table>

Table 2
Determiners used with countable plural nouns only:

<table>
<thead>
<tr>
<th>a few, a large number of, a small number of, many, several, two, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to buy books on English Grammar. newspapers everyday.</td>
</tr>
<tr>
<td>Sukhbir loves to read</td>
</tr>
<tr>
<td>a few</td>
</tr>
<tr>
<td>a large number of</td>
</tr>
<tr>
<td>a small number of</td>
</tr>
<tr>
<td>many</td>
</tr>
<tr>
<td>several</td>
</tr>
<tr>
<td>two</td>
</tr>
<tr>
<td>twenty</td>
</tr>
</tbody>
</table>

Exercise 33
Construct 10 grammatically correct and meaningful sentences from the following table:

<table>
<thead>
<tr>
<th>I have put watch in the box.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our friends have seen places in India.</td>
</tr>
<tr>
<td>Kamla has written letters.</td>
</tr>
<tr>
<td>The Prime Minister has visited since morning.</td>
</tr>
<tr>
<td>a few</td>
</tr>
<tr>
<td>a large number of</td>
</tr>
<tr>
<td>another</td>
</tr>
<tr>
<td>five</td>
</tr>
</tbody>
</table>

Table 3
Determiners used with uncountable nouns only:

<table>
<thead>
<tr>
<th>a great deal of, a good deal of, a large quantity of, a small quantity of, (a) little (= a small quantity), much</th>
</tr>
</thead>
<tbody>
<tr>
<td>We need</td>
</tr>
<tr>
<td>My mother</td>
</tr>
<tr>
<td>The servant</td>
</tr>
<tr>
<td>bought</td>
</tr>
<tr>
<td>a great deal of</td>
</tr>
<tr>
<td>a good deal of</td>
</tr>
<tr>
<td>a large quantity of</td>
</tr>
<tr>
<td>a small quantity of</td>
</tr>
<tr>
<td>(a) little</td>
</tr>
<tr>
<td>(not much)</td>
</tr>
<tr>
<td>milk</td>
</tr>
<tr>
<td>sugar</td>
</tr>
<tr>
<td>atta</td>
</tr>
<tr>
<td>in our house.</td>
</tr>
<tr>
<td>from the bazaar.</td>
</tr>
</tbody>
</table>
Table 4
Determiners used with countable and uncountable nouns:
a lot of, any, enough, no, plenty of, some

Note: 1. Some is used in positive sentences only, any in negative and interrogative sentences only:
2. No is not used after not or n’t.

<table>
<thead>
<tr>
<th>I have (n’t) got</th>
<th>a lot of</th>
<th>magazines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>any</td>
<td>money</td>
</tr>
<tr>
<td></td>
<td>enough</td>
<td></td>
</tr>
<tr>
<td></td>
<td>no</td>
<td></td>
</tr>
<tr>
<td></td>
<td>plenty of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>some</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with me now.</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 34
Construct 10 grammatically correct and meaningful sentences from the following table:

<table>
<thead>
<tr>
<th>Our teacher has</th>
<th>a good deal of</th>
<th>library books.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every student in</td>
<td>a small number of</td>
<td>furniture in the</td>
</tr>
<tr>
<td>our class possesses</td>
<td>a little number of</td>
<td>house.</td>
</tr>
<tr>
<td></td>
<td>a little</td>
<td>money.</td>
</tr>
<tr>
<td></td>
<td>a lot of</td>
<td>patience.</td>
</tr>
<tr>
<td></td>
<td>some</td>
<td>drama tickets.</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td>knowledge of</td>
</tr>
<tr>
<td></td>
<td>enough</td>
<td>history.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>any</th>
<th>book</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>books</td>
</tr>
<tr>
<td>some</td>
<td></td>
</tr>
</tbody>
</table>

All, Both
All and both can occur before possessives and other determiners.

Examples:
All the boys are naughty.
Both these girls are shy.
All my books were lost.
Both his sisters love dancing.
All Mr Mehta’s children are bright.
All the twenty students passed the final examination.
Each, Every

Read the following sentences:
1. Each student must pay ten rupees.
2. Every student must pay ten rupees.

Between these two sentences there is very little difference of meaning. Now look at the following sentences:
3. Each must do his duty.
   In this sentence, each has been used as pronoun. You cannot use every in place of each here. Similarly, we can say ‘Each of us must do his duty’, but not ‘Every of us must do his duty’.

Again, read the following sentences:
4. Two thieves entered the house.
   Each one of them carried a pistol in his hand.
5. Many thieves entered the house.
   Every/Each one of them carried a pistol in his hand.

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

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

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

Look at the following sentences:
1. The young Akbar kept his eyes and ears open.
2. Akbar was young when he succeeded his father.

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

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

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

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

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

The young Akbar kept his eyes and ears open.

Exercise 35

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

Agreement

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

However, the demonstrative adjectives this and that become these and those with plural nouns, as in the following:
this girl  these girls
that book  those books

Comparison
Look at the following sentences:
Seeta was as brave as her husband.
Women are generally not as strong as (or so strong as) men.
Notice that positive comparison between two equals is done by the expression
as adjective as
and the negative comparison by
as adjective as
so adjective as

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

Exercise 36

Say the following expressions with stress on the adjective only:
as long as  so long as
as tall as  so tall as
as bright as  so bright as
as weak as  so weak as
as old as  so old as

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

Examples:
The eleventh class is higher than the tenth class.
For us, Russian is more difficult than English.
You have also studied that while comparing three or more persons or things, the superlative degree of adjective is used.

Examples:
This is the highest class in the school.
Kailey was the youngest of the three queens of Raja Dashrath.

Adjectives used with one/ones.
Read the following sentences:
1. Don’t give me such a small banana; I’ll take a big one.
2. Young children are more honest than old ones.

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

**Exercise 37**

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

**Example**:

Mohan likes the blue pens. (red)
Response: But I like the red ones.

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

---

**ADJECTIVE EQUIVALENTS**

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

**a beautiful scene**

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

**1) Nouns as adjective equivalents**

Take the phrase: A flower shop.

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

**Exercise 38**

Underline adjective equivalents in the following phrases:

- a brick wall
- a Hindi dictionary
- a wall clock
- an evening show
- a table lamp
- headlights
- a steamboat
- our family doctor
- country cheese

Such adjective equivalents never become completely adjectival:
You cannot use them in comparative or superlative forms, you cannot use them predicatively either.

(2) **-ing forms of verbs as adjective equivalents.**
The -ing forms of many verbs can modify nouns.

**Examples:**
- the **coming** season
- a **walking** stick
- a **sleeping** child
- **running** water
- a **swimming** pool
- a **dining** room

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

Take the sentences:
- An interesting thing happened.
- A very interesting thing happened.
- A still more interesting thing happened.
- The most interesting thing happened.

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

- This story is quite interesting.

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

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

Look at the following sentences:
1. These are difficult books.
2. These are John’s books.
3. These books are difficult.
4. These books are John’s.

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

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

- **My** motor car is damaged.
Her memory is very sharp.

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

This flowerpot is my.

Instead, we must say:

This flowerpot is mine.

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

<table>
<thead>
<tr>
<th>Attributive</th>
<th>Predicative</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
<td>mine</td>
</tr>
<tr>
<td>our</td>
<td>ours</td>
</tr>
<tr>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td>his</td>
<td>his</td>
</tr>
<tr>
<td>her</td>
<td>hers</td>
</tr>
<tr>
<td>their</td>
<td>theirs</td>
</tr>
</tbody>
</table>

The possessive its is used only attributively.

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

Example:

This is John’s book.
This book is John’s.

Exercise 39

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

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

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

(4) Prepositional phrases as adjective equivalents

Read the following sentences:

The boy in the corner answers all questions.
The girl by the window stood first last year.
The letter on the table is for you.
The shop **opposite the cinema** sells motor parts.

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

**For Example:**

*The boy in the corner answers all questions*

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

**Exercise 40**

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

1. Those people defend our country.
   
   They are near the border.
   
   The people near the border defend our country.

2. Match these words with the clues.
   
   The words are in the boxes.

3. The Gandhi Memorial High School is one of the best schools.
   
   The Gandhi Memorial High School is in our town.

4. Soon they were looking down upon a deep solitary valley.
   
   The valley had a stream. (Use the preposition with)

5. Luke must go to a relative.
   
   The relative was in the city.

6. The Gobind was brought to the town.
   
   The town was in the foothills of the Himalayas.

7. Our English teacher lives in that house.
   
   The house has glass windows. (Use the preposition with)

8. These people find the winter in the South very pleasant.
   
   The people are from the North.

9. A house was set on fire yesterday. The house is opposite our school.

10. Those question papers are all very difficult.
    
    The question papers are on the table.

   **(5) Relative clauses as adjective equivalents**

   Look again at the pairs of sentences in Exercise 6. You have seen that they can be combined with the help of prepositional phrases. For example, the pair of sentences numbered 5 can be combined as follows:
Luke must go to a relative in the city.
The same pair of sentences can also be combined as follows:
Luke must go to a relative who was in the city.
In the above sentence,
   who was in the city
is a relative clause. It modifies the noun relative.

**Exercise 41**

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

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

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

The Structure of the Verb Phrase

(The Main Verb and the Helping Verbs)

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

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

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

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

In sentences 9-11 each verb phrase consists of three words. One is the main verb and the other two are helping verbs. The helping verbs are have been, was being and shall be. In sentence 12 the verb phrase is the longest: it consists of four words. One is the main verb and the other three must have been function as helping verbs.
**Note**: A five word verb phrase may also occur in English, but it is not very common. Look at the verb phrase in the following sentence: “At that time this bridge must have been being built.”

To conclude we can say that:

(i) in every sentence there is always one verb called the main verb. (It is at the end of the verb phrase).

(ii) there may not be any helping verb in a sentence; and

(iii) there may be one or more than one helping verb in a sentence.

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

<table>
<thead>
<tr>
<th>Set I</th>
<th>Set II</th>
<th>Set III</th>
<th>Set IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>will</td>
<td></td>
<td>be</td>
<td>do</td>
</tr>
<tr>
<td>would</td>
<td>have</td>
<td>been</td>
<td></td>
</tr>
<tr>
<td>shall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>should</td>
<td>has</td>
<td>being</td>
<td>does</td>
</tr>
<tr>
<td>can</td>
<td>has</td>
<td></td>
<td></td>
</tr>
<tr>
<td>could</td>
<td>had</td>
<td></td>
<td></td>
</tr>
<tr>
<td>may</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>might</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>must</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>need</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dare</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>used to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ought to</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Read the following sentences:

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

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

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

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

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

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

Exercise 42

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

(i) We learn our mother tongue more easily than any other language.
(ii) He tested many medicines on monkeys.
(iii) They awarded him a degree.
(iv) Some students learn more quickly than others.
(v) The cattle were grazing in the fields.
(vi) Half the girls did not pass.
(vii) He was grazing the cattle.
(viii) His father did not agree.
(ix) A great accident happened.
(x) The lazy son has wasted all the property of his father.
(xi) All heavy things sink.
(xii) The tired old man was resting.
You have just seen that the verbs **burnt, changed** and **grow**, as used in sentences 1, 2 and 3 on page 62, are transitive: they are followed by objects. Compare those sentences with sentences 7, 8 and 9 below:

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

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

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

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

Here are a few more examples:

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

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

**Exercise 43**

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

1. (a) Sometimes Akbar **hunted** the whole week.
   (b) Long ago men in jungles sometimes **hunted** the whole herds of cattle.
2. (a) The enemy **spreads** rumours in the days of war.
   (b) Bad news **spreads** quickly especially in the days of war.
3. (a) I cannot **wake up** every morning at 5 o’clock.
   (b) I cannot **wake up** everybody at 5 o’clock.
4. (a) **Do you smoke** only a particular brand of cigarette?
   (b) Do you **smoke** only at a particular hour of the day?
5. (a) The friends felt sad when they **separated**.
   (b) They **separated** the good potatoes from the bad ones.
6. (a) The balloon **burst** with a noise.
   (b) She **burst** crackers on the Diwali night.
7. (a) Sunder Singh **runs** a shop in the village.
(b) His watch runs very fast.
8. (a) There is no way to mix water and oil.
   (b) Water and oil do not mix.
9. (a) All the thirty students worked hard.
   (b) She was working the machine with her foot.
10. (a) A sword hangs over his head.
    (b) They will hang him.

**Exercise 44**

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

**Example:** marry

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

<table>
<thead>
<tr>
<th>collect</th>
<th>fight</th>
<th>teach</th>
</tr>
</thead>
<tbody>
<tr>
<td>marry</td>
<td>approach</td>
<td>leave</td>
</tr>
<tr>
<td>build</td>
<td>sell</td>
<td>write</td>
</tr>
<tr>
<td>read</td>
<td>speak</td>
<td>hide</td>
</tr>
<tr>
<td>burn</td>
<td>drink</td>
<td>begin</td>
</tr>
<tr>
<td>sing</td>
<td>fail</td>
<td>draw</td>
</tr>
<tr>
<td>break</td>
<td>rush</td>
<td>gather</td>
</tr>
</tbody>
</table>
You have seen that:

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

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

1. Sohrab was Rustam’s son.

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

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

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

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

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

You may also remember that the verbs is, am, are, was and were are also called helping verbs. That is true. Is, am, are, was, were, in fact, all the eight forms of BE are used both as helping verbs and as linking verbs. In the presence of a main verb the forms of BE function as helping verbs. When there is no other verb following BE, the forms of BE function as linking verbs as illustrated in the following table:
### FORMS OF ‘BE’ USED AS HELPING AND LINKING VERBS

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

### Exercise 45

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

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

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

1. Bairamkhan **became** Akbar’s greatest enemy.
2. In fact, he **turned** a traitor.
3. Akbar grew suspicious about him.
4. But he remained calm.
5. He appeared satisfied.

**Exercise 46**

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

**Linking verbs**
- remained
- becoming
- was
- being
- be
- become
- growing
- look

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

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

    Marry : I am all right, John.
    John : No, no. Don’t try to hide things from me.
    
    Do you think you can be clever with me.

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

**Exercise 47**

Use the following as linking verbs in your own sentences:

- appear
- look
- become
- turn
- feel
- seem
- lie
- prove
The Tense

(Some common patterns in use)

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

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

These tenses are exemplified in the following table:

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

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

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

The complex sentence has two clauses. The clause “They had been waiting for a suitable opportunity” is in the past perfect continuous tense while the other clause “before they
“attacked” is the past indefinite tense. Similarly, the clauses of sentence 2 below show the past indefinite and the past continuous tense.

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

Exercise 48

Identify the tense of each clause in the following sentences:

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

Exercise 49

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

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

Exercise 50

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

**Exercise 51**

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

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

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

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

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

**Exercise 52**

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

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

Once I (make up) my mind and (start) (learn) the game with determination. But I (discourage) by the initial failures and finally (give) it up in disgust. Since then, I never (try) my hand at it and (remain) only a good watcher.
Prepositions and Prepositional Phrases
You have read about the noun phrase and the verb phrase. There is another kind of phrase; it is called the **prepositional phrase**.

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

**For Example**

- at Amritsar
- in Punjab
- for all our students

Look at the following table:

<table>
<thead>
<tr>
<th>Prepositions</th>
<th>Noun Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>with</td>
<td>my brother</td>
</tr>
<tr>
<td>from</td>
<td>our teachers</td>
</tr>
<tr>
<td>to</td>
<td>everybody</td>
</tr>
</tbody>
</table>

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

- with my brother; with our teachers; with everybody;
- from my brother; from our teachers; from everybody;
- to my brother; to our teachers; to everybody.

Now look at this table:

<table>
<thead>
<tr>
<th>Prepositions</th>
<th>Noun Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>a pencil</td>
</tr>
<tr>
<td>under</td>
<td>a house</td>
</tr>
<tr>
<td>with</td>
<td>a bridge</td>
</tr>
</tbody>
</table>

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

(i) with a pencil
(ii) in a house
(iii) under a bridge

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

**Exercise 53**

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

<table>
<thead>
<tr>
<th>Prepositions</th>
<th>Noun Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>since</td>
<td>that day</td>
</tr>
<tr>
<td>at</td>
<td>this hour</td>
</tr>
<tr>
<td>from</td>
<td>those books</td>
</tr>
<tr>
<td>by</td>
<td>all my answers</td>
</tr>
<tr>
<td>in</td>
<td>one big house</td>
</tr>
<tr>
<td>into</td>
<td>everybody here</td>
</tr>
<tr>
<td>for</td>
<td>my most favourite friend</td>
</tr>
<tr>
<td>with</td>
<td>a milk jug</td>
</tr>
<tr>
<td>without</td>
<td></td>
</tr>
</tbody>
</table>

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

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

1. Abide by : You should abide by your promise.
2. Abstain from : We should abstain from drinking.
3. Accused of : The servant was accused of theft.
4. Agree with : I am sorry I cannot agree with you.
5. Agree to : He did not agree to my proposal.
6. Aptitude for : She has special aptitude for music.
7. Apply for : Have you applied for this post?
8. Apply to : I applied to the Principal for fee concession.
10. Attend to : You should attend to your work.
11. Avail oneself of : I avail myself of the chance.
12. Associate with : You should not associate with bad boys.
13. Believe in : I believe in God.
14. Belong to : This book does not belong to me.
15. Blind of : He is blind of one eye.
16. Blind to : She is blind to her weaknesses.
17. Boast of : One should not boast of one's riches.
18. Borrow from : He borrowed some money from me.
20. Care of : You should take care of your health.
21. Care for : Who cares for the poor man?
22. Charge with : He was charged with theft.
23. Congratulate on : I congratulate her on her success.
24. Differ with : I differ with you on this point.
25. Different from : This book is different from that.
26. Eligible for : He is not eligible for this post.
27. Enquire into : The police will enquire into the matter.
28. Excluded from : He has been excluded from the team.
29. Familiar with : Are you not familiar with him?
30. Familiar to : His face is familiar to me.
31. Fond of : I am fond of reading books.
32. Glad at : We are glad at your arrival.
33. Good at : She is good at Mathematics.
34. Grateful to : I am grateful to you for your help.
35. Import from : India imports oil from other countries.
36. Interested in : He is not interested in studies.
37. Junior to : He is junior to me by one year.
38. Key to : Hard work is the key to success in life.
39. Lead to : The road leads to Delhi.
40. Marvel at : Everybody marvels at his performance.
41. Obliged to : I am obliged to you for your help.
42. Object to : He did not object to my proposal.
43. Opposite to : His house is opposite to the market.
44. Part with : A greedy man cannot part with money.
45. Part from : He parted from his money.
46. Popular with : Our teacher is popular with the boys.
47. Proud of : She feels proud of her beauty.
48. Pleased with : Her teacher is pleased with her.
49. Recover from : She has recovered from her illness.
50. Remind of : I reminded him of his promise to me.
51. Remember to : Please remember me to your father.
52. Reply to : She has not replied to my letter.
53. Satisfied with : My father is satisfied with my performance.
54. Send for : You should send for the doctor at once.
55. True to : I am true to my friends.
56. Useful to : This book is very useful to me.
57. Wish for : Everybody wishes for happiness in life.
58. Worthy of : Our English teacher is worthy of praise.

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

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

1. (a) Akbar was fifteen when he succeeded to the throne.
   
   (b) Akbar was fifteen when he succeeded his father, Humayun.

2. (a) The teacher taught us many new things.
   
   (b) The teacher explained to us many new things.

   (It is wrong to say - ‘The teacher explained us many new things.’)

3. (a) She takes after her mother.

   (b) She resembles her mother.

   (It is not correct to say - ‘She resembles with her mother.’)

4. (a) Both the boys went into the office.

   (b) Both the boys entered the office.

   (It is wrong to say - ‘Both the boys entered into the office.’)

5. (a) We have arrived at the station.

   (b) When shall we reach the station?

   (It is not correct to say — ‘When shall we reach at the station?’)

6. (a) The police are searching for the thief.

   (i.e., the thief is not yet caught)

   (b) They are searching the thief.

   (i.e., the thief is caught and they are making a search of his pockets etc.)

7. (a) The train was at the platform.

   (b) The passengers were on the platform.

8. (a) My father has been ill since that day.

   (Don’t say - ‘My father has been ill from that day.’)
9. (a) We shall travel by car.
   (b) We shall travel in a car.
10. (a) This book consists of three parts.
    (b) This book comprises thirteen chapters.
         (It is wrong to say - ‘This book comprises thirteen chapters.’)

**Exercise 54**

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

1. I am looking .......... my spectacles.
2. His arm was broken ........ an accident.
3. The tea set broke .......... accident; nobody broke it deliberately.
4. The road has been .......... repairs ........ two weeks now.
5. He failed .......... his duty and was dismissed ........ service.
6. They found him interested ........ State affairs.
7. All orders were given by Bairam Khan .......... Akbar’s name.
8. You must deal .......... those representatives carefully.
9. “I am leaving .......... the forest immediately,” said Rama.
10. A great sorrow has come ........ the old king.
11. Having lived together, now they are parting company .......... each other.
12. The patient is not well; send .......... the doctor at once.
13. I have given the maximum help; there is no room .......... anything more.
14. .......... great patience, Sir Ronald Ross conducted many experiments.
15. Children are full .......... curiosity.
16. They are curious .......... know more ........ anything they see.
17. The news spread quickly all .......... the country.
18. Guard yourself .......... your enemies.
19. The driver brought the train .......... a stop.
20. He should die .......... this disloyalty.
22. He died .......... his country.
23. The ministers were displeased .......... Akbar’s hunting trips.
25. Can you believe .......... what he says ?
26. If you can’t type all these letters .......... yourself, take someone else’s help.
27. You are making good progress; you will become an officer ........ course ........ time.
28. How can you separate the milk ........ the water ........ which it is mixed?
29. Their cottage looked ........ a star.
30. Michael had to pay the money ; that was a bolt ........ the blue.

**Exercise 55**

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

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

**Exercise 56**

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

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

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

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

The hunter killed the tiger.

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

This fish is well cooked.
This fish is cooked well.

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

Now study the following sentences:

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

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

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

**Classification of adverbs**

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

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

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

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

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

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

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

   Now look at the following sentences:

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

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

   Now look at the following sentence:

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

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

   **Exercise 57**

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

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

Study the following sentences:

Put the books there.

Can you ring me up at my office tomorrow?

I saw him running to the station, last evening.

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

Exercise 58

Insert the adverbs given in brackets in their usual place:

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

Adverbs of manner

Study the following sentences:

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

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

Now look at the following sentence:

Our friend spoke well at the school yesterday.

There are three adverbs in the above sentence: well, at the school, yesterday. These are adverbs of manner, place and time, and this is the order in which these adverbs are normally arranged in sentences.
Exercise 59

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

Adverbs of frequency

Study the following sentences:
1. The sun \textbf{always} rises in the east.
2. He will \textbf{often} be visiting America.
3. Our principal is \textbf{never} late.

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

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

Adverbs of degree

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

In sentences 4, 5 and 6, you notice that the adverbs \textbf{almost, just quite}, called ‘adverbs of degree’, are used in the same position in which adverbs of frequency were used in sentences 1, 2, and 3 above.

Exercise 60

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

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

Generally, it does not rain in November.
Already, you have completed half the Grammar course.
My father goes to the Club, occasionally.

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

1. I can never finish my work in time.

Or

Never can I finish my work in time. (not : Never I can ..............)

2. He hardly cares about his old mother.

Or

Hardly does he care about his old mother. (not : Hardly he cares ..............)

3. Our teacher seldom remains absent.

Or

Seldom does our teacher remain absent. (not : Seldom our teacher remains ..............)

Exercise 61

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

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

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**ONLY**

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

**Examples**

Only you can guess. (= No one else can guess.)
You can only guess. (= You cannot do anything more.)

**Sentence adverbs**

Study the following sentences:

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

**Honestly,** I don’t like his manners.

**Probably,** he will be coming late tonight.

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

- It was fortunate,
- If I may speak honestly,
- It is probable,
- Such adverbs usually take the front position.
Conditional Sentences

(I)
Conditional sentences beginning with if are mainly of three types as shown below:

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

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

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

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

(i) When the if-clause has the present tense forms like go and write, the main clause has will + the first form.

(ii) When the if-clause has the past tense forms like went and wrote, the main clause has would + the first form.

(iii) When the if-clause has the past perfect tense forms like had gone and had written, the main clause has would + have + the third form.

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

Look at the following table:

Table Showing the Structure of Conditional Sentences

<table>
<thead>
<tr>
<th>Type</th>
<th>If-Clause</th>
<th>Main Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Verb in the present tense (go, write, speak)</td>
<td>will shall, can, may + the first form</td>
</tr>
<tr>
<td>II</td>
<td>Verb in the past tense (went, wrote, spoke)</td>
<td>would should, could, might + the first form</td>
</tr>
<tr>
<td>III</td>
<td>Verb in the past perfect tense (had gone, had written, had spoken)</td>
<td>would should, could, might + have + the third form</td>
</tr>
</tbody>
</table>
The following sentences are not correct:
4. If you take poison, you would die.
5. If you took poison, you will die.
6. If you would have taken poison, you would have died.
Their correct forms are:
4. If you take poison, you will die.
5. If you took poison, you would die.
6. If you had taken poison, you would have died.

**Exercise 62**

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

(II)

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

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

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

(III)

**Type I and Type II**

What is the difference between sentences of type I and those of type II, when both these types refer to future time? The difference is that the sentences of type I express a greater likelihood of the condition being fulfilled than do the sentences of type II. Look at sentence 1
and sentence 2 again. In sentence 1, the speaker finds that there is a greater likelihood of their going to Amritsar. In sentence 2, the speaker feels that there is very little likelihood of his going to England.

**Exercise 63**

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

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

(IV)

**Type-III**

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

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

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

Here is another example:

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

This sentence means:

(a) You raised your hand.

(b) I did not turn to any other student.

The if-clause is negative, but the meaning is positive, while the main clause is positive, the meaning is negative.
Exercise 64

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

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

Exercise 65

Combine the following pairs of sentences into single sentences using if-clauses of type III. (Sentences 1 and 2 have been done as examples).
1. (a) Anil did not help Ranju.
   (b) Ranju did not pass.
   If Anil had helped Ranju, she would have passed.
2. (a) Anil helped Ranju.
   (b) Ranju passed.
   If Anil had not helped Ranju, she would not have passed.
3. (a) Penicillin was discovered.
   (b) Alexander Fleming became famous.
4. (a) Alexander Fleming did not throw away the mould.
   (b) Penicillin was discovered.
5. (a) Fleming was observant.
   (b) He noticed the growth of the mould.
6. (a) I did not go to Delhi.
   (b) I did not see the Fort.
7. (a) The peasant did not feel angry.
   (b) The Devil’s mission failed.
8. (a) I kept the money in the bank.
   (b) It was not stolen.
9. (a) I did not notice the book on the floor.
(b) I did not pick it up.

10. (a) I had got no money.
    (b) I did not buy any new furniture.
    (Hint: Use “some”)

11. (a) Narinder did not apologize.
    (b) Sohan did not forgive him.

12. (a) The doctor injected the medicine carelessly.
    (b) The patient died.

**Exercise 66**

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

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

**Exercise 67**

Complete the following sentences in any suitable way:

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

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

**For example:**

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

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

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

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

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

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

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

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

The correct form is:

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

- **who**
- **whose**
- **whom**
- **that**
- **which**

Read the examples given below:

5. The boy **who** is wearing a black coat is Mohan’s brother.
6. The man **whom** you met downstairs was the manager.
7. The cups **which** you see here are all made of silver.
8. All the candidates whose applications have been received will be called for interview.
9. The book that you gave me was very boring.

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

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

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

where why
when how

Look at these examples:

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

**Exercise 68**

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

1. The tea has become cold which you poured into that cup.
2. The play has been taken from this book which they are going to act.
3. Articles are sold at these shops which are made of ivory.
4. The greatest of the leaders was born in India who influenced mankind all over the world.
5. The forts which were built by these powerful kings are now in ruins.
6. The forts which these powerful kings built are now in ruins.
7. The forts are now in ruins which were built by these powerful kings.
8. The knife is very sharp with which we cut the bread.
9. The girl is my cousin who works in the booking-office.
10. The girl has left the room whose mother I was talking to.
11. The place is very famous where we are going now.
12. The reason is not known to anybody why the manager is absent today.
13. The two boys are very shy whom I was talking to just now.
14. The policeman whom you saw at the crossing has come to talk to you.
15. We haven’t yet met a person who can do this job.
Exercise 69

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

(a) The man is standing at the door.
(b) I always forget his name.

(1) The man whose name I always forget is standing at the door.

(a) People value the trees.
(b) The trees bear fruit twice a year.

(2) People value the trees which bear fruit twice a year.

(a) Can you remember the person?
(b) You took this newspaper from him.

(3) Can you remember the person from whom you took this newspaper?

1. (a) Where is the man?
   (b) He sold me these sun-glasses.

2. (a) The painting was done by my uncle.
   (b) You are looking at the painting.

3. (a) This is the pen.
   (b) My father usually wrote his letters with this pen.

4. (a) This is the shop.
   (b) This shop sells good vegetables.

5. (a) I received a letter.
   (b) The letter had no stamps on it.

6. (a) The milkman comes from Amritsar.
   (b) He brings milk for all of us.

7. (a) The tree stands near the gate.
   (b) Our old headmaster planted the tree.

8. (a) You don’t know the man.
   (b) I have just written his address.

9. (a) The bird is not found in India.
   (b) It lays eggs twice a day.

10. (a) The boy has not come today.
    (b) The headmaster punished him yesterday.
You have read about sentences in the passive voice. A passive voice sentence has the main verb in the third form (i.e. the past participle form). It also has one or more than one helping verb. Look at the following verb phrases in a passive voice:

**Verb phrases in the passive voice**

<table>
<thead>
<tr>
<th>Helping verbs</th>
<th>Main verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
<td>repaired</td>
</tr>
<tr>
<td>are</td>
<td>written</td>
</tr>
<tr>
<td>was</td>
<td>broken</td>
</tr>
<tr>
<td>were</td>
<td>made</td>
</tr>
<tr>
<td>can be</td>
<td>used</td>
</tr>
<tr>
<td>may be</td>
<td>printed</td>
</tr>
<tr>
<td>will be</td>
<td>caught</td>
</tr>
<tr>
<td>should be</td>
<td>sent</td>
</tr>
<tr>
<td>must be</td>
<td>issued</td>
</tr>
<tr>
<td>has been</td>
<td>informed</td>
</tr>
<tr>
<td>have been</td>
<td>done, etc.</td>
</tr>
<tr>
<td>is being</td>
<td></td>
</tr>
<tr>
<td>was being</td>
<td></td>
</tr>
<tr>
<td>will have been</td>
<td></td>
</tr>
<tr>
<td>must have been</td>
<td></td>
</tr>
</tbody>
</table>
You can make sentences of the passive voice using the verbs from the table on page 105. Here are a few examples:

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

**Exercise 70**

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

**Exercise 71**

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

- battle, in 1626, fight, here,
- A battle was fought here in 1626.
- (Notice that the above sentence requires the verb to be in the past indefinite tense. Passive voice sentences of the past indefinite tense use the helping verb **was** or **were**.)

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

**Exercise 72**

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

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

**Exercise 73**

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

- all examinations, postpone
  All examinations have been postponed.

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

**Exercise 74**

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

**Example**:

decision, announce, very soon

The decision will be announced very soon.

1. job, finish, in about two years
2. these lessons, teach, next week
3. you, not allow to go, so soon
4. All employees, give bonus
5. the test match, play, on our school playground
6. breakfast, serve, in the dining hall
7. our office, shift, to the new site very soon
8. more trees; plant, along the roads
9. many magic tricks, show, to the audience, in the hall
10. murderer, catch, within a few days.

**Exercise 75**

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

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

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

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

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

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

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

There are a number of sentences which may occur either in the active voice or in the passive voice. Look at the following table, which shows sentences in the active voice and their corresponding passive-voice counterparts.
<table>
<thead>
<tr>
<th><strong>Active</strong></th>
<th><strong>Passive</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We grow a lot of wheat in Punjab.</td>
<td>A lot of wheat is grown in Punjab.</td>
</tr>
<tr>
<td>2. People have made another dam.</td>
<td>Another dam has been made.</td>
</tr>
<tr>
<td>3. They are repairing the roads.</td>
<td>The roads are being repaired.</td>
</tr>
<tr>
<td>4. They told you not to go.</td>
<td>You were told not to go.</td>
</tr>
<tr>
<td>5. We will allow them everything.</td>
<td>They will be allowed everything.</td>
</tr>
<tr>
<td>6. You should not insult anybody.</td>
<td>Nobody should be insulted.</td>
</tr>
<tr>
<td>7. Nobody can disprove this point.</td>
<td>This point cannot be disproved.</td>
</tr>
<tr>
<td>8. You must respect your elders.</td>
<td>Elders must be respected.</td>
</tr>
</tbody>
</table>

**Change of voice of Imperative Sentences**

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

<table>
<thead>
<tr>
<th><strong>Active</strong></th>
<th><strong>Passive</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Post the letter.</td>
<td>Let the letter be posted.</td>
</tr>
<tr>
<td>2. Respect your parents.</td>
<td>Let your parents be respected.</td>
</tr>
<tr>
<td>3. Do not tell a lie.</td>
<td>Let a lie not be told.</td>
</tr>
<tr>
<td>4. Never shirk work.</td>
<td>Let work never be shirked.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>Active</strong></th>
<th><strong>Passive</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It is time to do this work.</td>
<td>It is time for this work to be done.</td>
</tr>
<tr>
<td>2. It is time to reap the harvest.</td>
<td>It is time for the harvest to be reaped.</td>
</tr>
<tr>
<td>3. I want you to write a letter.</td>
<td>I want a letter to be written by you.</td>
</tr>
</tbody>
</table>

**Exercise 76**

Change the following sentences from active to passive:

1. We take it for granted.
2. They have reported many events today.
3. We are making new discoveries everyday.
4. They don’t understand your point.
5. Are they listening to our point of view?
6. We have recently seen a wolf near this village.
7. I do not know anything at all.
8. Has anybody made you the monitor?
9. Where do we find the best pearls?
10. Who is looking into this matter?
11. Do you spend all your money on clothes?
12. What are you doing about it?

**Exercise 77**

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

**Exercise 78**

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

**Exercise 79**

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

**Exercise 80**

Rewrite the following sentences in the passive voice:

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

**Exercise 81**

Change the following sentences from passive to active:

1. A letter had already been written by me.
2. A gift was sent to me by my father.
3. Kites were being flown by the children.
4. The most beautiful verses were written about the nightingale by the poets.
5. Has the plan been chalked out by you?
6. I felt that I was being deceived by my friend.
7. How much money is wanted now?
8. By whom are you taught English?
9. Was this song sung by the girls?
10. When was Ravi seen by you last?
11. By whom was the Chief Guest thanked?
12. Nothing is known to me at all.
13. Let it be done today.
14. My parents must be spoken to. \textbf{(Hint : You must......)}
15. Let this moral not be forgotten.
16. A lot of wheat is grown in Punjab.
17. Let your word always be kept.
18. I was told not to go.
19. It is said that honesty is the best policy.
20. The food will have been cooked.

\textbf{Exercise 82}

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

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

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

For example:

(i) tense
1. Direct: The teacher said, “Kuldip’s report is good.”
   Indirect: The teacher said that Kuldip’s report was good.

(ii) pronouns
2. Direct: The teacher said to Kuldip, “Your report is good”.
   Indirect: The teacher told Kuldip that his report was good.

(iii) adverbs of time
3. Direct: The teacher said, “Kuldip is coming today.”
   Indirect: The teacher said that Kuldip was coming that day.

(iv) adverbs of place
4. Direct: The teacher said, “When I came, Kuldip was sitting here in this room”.
   Indirect: The teacher said that when he came, Kuldip was sitting there in that room.

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

For example:

5. Direct: Kanhaiya said, “Yes, my Lord, I have been giving water to everyone”.
   Indirect: Kanhaiya admitted that he had been giving water to everyone.

6. Direct: Well! “I have nothing more to say”, said the speaker.
   Indirect: The speaker remarked that he had nothing more to say.

7. Direct: “Oh dear! Oh dear! Don’t be angry with me”, said Rajan to Gita.
   Indirect: Rajan requested Gita not to be angry with him.
Moreover, short answers like “Yes” and “No” are reported in suitable phrases.

For example:

   “Yes”, replied Sonia.

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

   “Tomorrow”, said Harjit.

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

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

10. Direct : He said, “Where do you live?”
    Indirect : He asked me where I lived.

11. Direct : Sunil said, “Don’t talk loudly”.
    Indirect : Sunil told him not to talk loudly.

12. Direct : The boy said, “What a huge dam!”
    Indirect : The boy exclaimed that it was a huge dam.

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

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

1. While changing the direct speech into the indirect speech the pronouns are changed as shown below:
   
   (i) Pronouns of the first person are changed into pronouns of the person of the speaker.
   
   (ii) Pronouns of the second person are changed into pronouns of the person of the addressee.
   
   (iii) Pronouns of the third person remain unchanged.

2. When the reporting verb is in the present tense or the future tense, the tense of the reported speech does not change.

3. When the reporting verb is in the past tense, the tense in the reported speech changes as shown in the following table:

<table>
<thead>
<tr>
<th>In direct speech</th>
<th>In Indirect speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>present indefinite</td>
<td>past indefinite</td>
</tr>
<tr>
<td>present continuous</td>
<td>past continuous</td>
</tr>
<tr>
<td>present perfect</td>
<td>past perfect</td>
</tr>
<tr>
<td>present perfect continuous</td>
<td>past perfect continuous</td>
</tr>
<tr>
<td>past indefinite</td>
<td>past perfect</td>
</tr>
<tr>
<td>past continuous</td>
<td>past perfect continuous</td>
</tr>
</tbody>
</table>


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

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

<table>
<thead>
<tr>
<th>Direct speech</th>
<th>Indirect speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>today</td>
<td>that day</td>
</tr>
<tr>
<td>yesterday</td>
<td>the previous day</td>
</tr>
<tr>
<td>tomorrow</td>
<td>the next day</td>
</tr>
<tr>
<td>last week</td>
<td>the previous week</td>
</tr>
<tr>
<td>next week</td>
<td>the following week</td>
</tr>
<tr>
<td>now</td>
<td>then</td>
</tr>
<tr>
<td>tonight</td>
<td>that night</td>
</tr>
<tr>
<td>this place</td>
<td>that place</td>
</tr>
<tr>
<td>here</td>
<td>there</td>
</tr>
</tbody>
</table>

5. **(a)** In interrogative sentences, the interrogative form changes into the declarative form.
   **(b)** If the interrogative sentence begins with a helping verb (like is, am, are, do, does, has, have, will, shall) the indirect speech begins with **if** or **whether**.
   **(c)** If the interrogative sentence begins with a question word (like what, where, when) the indirect speech begins with the same question word.

6. **(a)** In imperative sentences, the indirect speech begins with a suitable verb of command or request etc.
   **(b)** The reporting verb is followed by the object and the to-infinitive.
   **(c)** Negative imperatives are changed into indirect speech by using **not**+ to-infinitive.

7. ‘Let us’ becomes ‘suggest’ in indirect speech.

8. Exclamatory sentences become declarative in indirect speech.

**Exercise 83**

Report the following in indirect speech.

1. Akbar said, “I am tired of life here.”
2. “I am sending out fresh letters tomorrow”, said Bairam Khan.
3. The teacher said, “We shall finish reading this lesson by the end of this week.”
4. “It is my duty to fulfill my father’s wish,” said Rama.
5. Kaushalaya said to Rama, “If you go away, how can I stay all alone among enemies?”
6. Sita said, “I will eat wild fruits and roots and I will not lag behind as we walk.”
7. “Wherever I go, people thank me for saving their lives”, said Alexander Fleming.
8. “We will kill your Kala Nag if we see him”, the children said to Ganga Ram. .
9. “Give me my share of the family’s property”, said the son to the father.
10. Akbar said to Bairam Khan, “Deal with them yourself as long as I am away.”

Exercise 84

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

Exercise 85

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

8. "They call him Sohrab," the men said. "He fights like a lion."


10. "I'll go to the Caliph. You'll go to his wife," said Abou Hassan.

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

1. Direct : "How much does this table cost?" said the customer to the shopkeeper.

   Indirect : The customer asked the shopkeeper how much that table cost.

2. Direct : "Two thousand rupees only", said the shopkeeper.

   Indirect : The shopkeeper said that it cost two thousand rupees.

3. Direct : "What a wonderful thing!" said he.

   Indirect : He exclaimed that it was a wonderful thing.

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

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

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

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

The two sentences in the direct speech are:

(i) I am the son of Rustam, and

(ii) Why did you hide it from me, Mother?

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

1. Direct : John said, "I am tired. Is the station very far?"

   Indirect : John said that he was tired and wanted to know if the station was very far.

2. Direct : Neeta said, "Mary, we are lost. Run and ask that policeman the way."

   Indirect : Neeta said that they were lost. She asked Mary to run and ask that policeman the way.
3. **Direct**: “What a nice coat! I wish I could buy it!” said the poor man.

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

**Exercise 86**

Rewrite the following sentences using indirect speech:

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

**Exercise 87**

Report the following conversations using indirect speech:

1. **Suresh**: How many marks do I get in this paper, Sir?
   **Teacher**: Eighty. I am very happy with your paper, Suresh.
   **Suresh**: Thank you, sir.
2. **Mona**: Which film are we going to see tonight?
   **Sukhjit**: We are not going to see any film tonight.
   **Mona**: Why not?
   **Sukhjit**: Because we couldn’t buy any tickets.
3. **Abou**: Can’t you make anything better.’
   **Wife**: There’s nothing in the house to make anything better with. Go to the Caliph and ask him for more money.
   **Abou**: It’s a disgrace. How can I ask him for more money?
4. Akbar : These are nothing but rumours. Don’t believe them.
Adham Khan : They aren’t, your Majesty. They are facts.
Akbar : Well, then, would you be ready to prove them?
Adham Khan : Yes, your Majesty.
5. Manager : I want to send all these letters by today’s post.
Can you type all of them?
Typist : I’ll try my best, sir.
Manager : Please do.

Exercise 88

Rewrite the following in direct speech:

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

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

succeed  success  successful  successfully

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

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

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

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

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

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

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

(noun) : 8. Make corrections in these spellings.
(verb) : 9. Correct the spellings.
(adj) : 10. Make the spellings correct.
(noun) : 11. He lives a life of **comfort**.
(verb) : 12. He lives a **comfortable** life.
(adj.) : 13. He lives **comfortably**.

**Exercise 89**

Write the noun forms of the following words:

- complete
- tempt
- pay
- easy
- develop
- sure
- warn
- persist
- publish
- keen
- withdraw
- effective
- thorough
- modest
- conquer
- contribute

- threaten
- popular
- invade
- young
- prepare
- defend
- encourage
- separate
- long
- loyal
- intend
- observe
- attract
- moist
- curious

- represent
- discuss
- suspect
- suitable
- absurd
- alert
- offend
- recover
- combine
- oppose
- console
- prevent
- annoy
- sympathize
- solve

**Exercise 90**

Write the adjective forms of the following words:

- ambition
- praise
- terror
- youth
- discipline
- prepare
- regard
- sympathize
- fear

- length
- anxiety
- care
- loyalty
- thoroughness
- develop
- separation
- intention
- interest

- offence
- face
- contribute
- curiosity
- prevent
- attraction
- modesty
- effect
- appear

**Exercise 91**

Write the verbs forms of the following words:

- threat
- defence
- intention

- conference
- conquest
- contribution

- annoyance
- attraction
- development
proof  observation  encouragement
offence  prevention  recovery
combination  solution  separation
moist  sympathy  modern

**Exercise 92**

Write the adverb forms derived from the following words:

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

**Exercise 93**

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

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

**Exercise 94**

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

(A) 1. He is always **obedient**.  
   **Answers**  
   2. He always shows ............  
   3. He always ............  
   4. He always acts ............  
   2. obedience  
   3. obeys  
   4. obediently

(B) 1. He tackled this problem intelligently.  
   2. He showed great ............ in tackling this problem.  
   3. He tackled this problem in an ............ way.

(C) 1. The rich should **sympathize** with the poor.  
   2. The rich should be ............ towards the poor.  
   3. The rich should show ............ to the poor.  
   4. The rich should treat the poor ............ .

(D) 1. She heard the sad news **patiently**.  
   2. She was ............ while she heard the sad news.  
   3. She showed great ............ while hearing the sad news.

(E) 1. This argument will make the case **strong**.  
   2. This argument will ............ the case.  
   3. This argument will add ............ to the case.  
   4. With this argument you can present the case more ............

**Exercise 95**

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

1. You must be careful while driving a car. (Use the adverb form of **careful**.)  
   (Ans.: You must drive a car carefully.)

2. **He** failed in his enterprise.  
   (Use the noun form of **fail**.)

3. What is the length of its tail?  
   (Use the adjective form of **length**.)

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

Baljit: Pavan, do you live in Punjab?
Pavan: Yes, I do.
Baljit: Can you speak Punjabi, then?
Pavan: Yes, I can.
Baljit: Have you also learnt how to write Punjabi?
Pavan: No, I haven’t.
Baljit: Would you like to learn it, then?
Pavan: Yes, I would.
Baljit: Will you be able to afford a private tutor?
Pavan: No, I won’t.

Note that Pavan’s answers are:

Yes, I do.
Yes, I can.
No, I haven’t.
Yes, I would.
No, I won’t.

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

Do you live in Punjab?
he does not say:

Yes. I live in Punjab ............ (1)

Instead, he says:

Yes. I do. ........................ (2)

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

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

Where do you live?

Can also be answered without framing a ‘complete’ sentence. But here you will learn how to frame short responses to yes/no type questions only.
(a) Affirmative:
Examples: Yes, I do.
    Yes, I can.
    Yes, I would.

(b) Negative:
Examples: No, I haven’t.
    No, I won’t.

The structure of the responses is as follows:

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, +pronoun+auxiliary</td>
<td>No, +pronoun+auxiliary+n’t.</td>
</tr>
</tbody>
</table>

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

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

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

How to express them [1]

Look at the following sentences:
Please lend me five rupees.
Could you lend me five rupees?
Will you please lend me five rupees?
Would you mind lending me five rupees?

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

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

ABILITY

can
Can you read English?
Can you drive a motor-car?
Now man can reach the moon.

be able to
My father is able to speak German well.
I am sorry I am not able to help you.

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

Look at the following sentences:

1. Rakesh could cross the river.
2. Rakesh was able to cross the river.

Sentence 2 suggests that Rakesh crossed the river. The use of ‘could’ in sentence 1 only suggests that Rakesh had the ability or capacity to cross the river. A sentence, like the following, is impossible:
I could go to the cinema yesterday and had a good time. Its correct form will be:
I was able to go to the cinema yesterday and had a good time.

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

ACHIEVEMENT

was/were able to

(See under ABILITY at page 99)

manage to

Harish managed to swim across the river.

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

succeed in

Harish succeeded in getting a job.

(=Harish was able to get a job.)

Exercise 97

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

1. Fleming was able to discover penicillin.
   (Use succeed in.)
   Fleming succeeded in discovering penicillin.
2. One can learn English at any age.
   (Use be able to.)
3. Harish kept his temper.
   (Use manage to.)
4. Kanta could pass the examination, and joined a college afterwards.
   (correct it.)
5. Hillary was able to climb Mount Everest.
   (Use manage to.)
6. India can supply bicycles to the neighbouring countries.
   (Use be able to.)
7. Our team succeeded in making two goals.
   (Use manage to.)
8. We can all learn English Grammar at school.
   (Turn into past tense to convey the meaning : We had the ability to learn.....and we learnt....)

9. We could learn English Grammar at school.
   That is why we now speak English correctly. (Correct the first sentence.)

10. My parents were at last able to send me to college.
   (Use manage to.)

   **CAUSE OR REASON**

   **Independent Sentence :**
   1’m not going to work now. I’ m tired.

   **because, as, since**
   My brother succeeded in business because he worked hard.
   As he behaved badly, he must be punished.
   Since I have’t got much money, I can’t buy a motor car.
   The conjunction since draws more attention to the cause then **as**.

   **For** (Used in written English only)
   Bhagat Singh fought fearlessly, for he was a brave man.

   **that**
   The conjunction **that** is used to introduce an adverbial clause of cause after adjectives that express emotions. In spoken English the conjunction **that** is usually dropped.
   I’ m glad (that) you’ve come at last.
   He’s sorry (that;) he can’t help us.

   **Infinitive construction**
   I’m glad to have come.
   We are sorry to lose you.
   
   The infinitive constructions can be used only when the subject of the finite verb and the subject of the infinitive are the same. The above sentences mean :
   **I'm glad because I've come.**
   **We are sorry because we are losing you.**

   **Reason+why**
   The reason why he was absent was that he was ill.

   **Exercise 98**

   Express the cause or reason in the following sentences in a different way, as directed.
   Sentence I has been done for you as an example :
1. Ganga Ram would feed and protect snakes because snakes were the vilest of God’s creatures on earth.

   (Use since)

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

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

   (Express the cause in an independent sentence.)

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

   (Use that.)

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

   (Use because.)

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

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

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

**COMMANDS**

**order, tell ask**

The captain ordered his man to fire.

The headmaster told the students to be regular.

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

**Imperative sentences**

Be here at nine o’clock.

Don’t make so much noise.

**must**

You must be here at nine o’clock.

You must not make so much noise.

**be+to-infinitive**

You are always to apply before you go on leave.

You are not to come into my room without knocking.

**COMPARISION AND CONTRASTS**

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

**as... as**
Your car is as big as mine.
Sita works as hard as her brother.
Kapil is not as strong as his brother.

so... as

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

When we compare two objects, persons or qualities, etc., that are in some respects unequal, we use the comparative degree of the adjective or adverb with than.
Your house is larger than mine.
Sita works harder than her brother.
Instead of than we use to after inferior, superior, junior, senior.
This tyre is surely superior to that.
Ganesh is senior to me by two years.

the... the with comparatives:

The more you read, the more you learn.
The longer we lived in Chandigarh, the more we liked it.
The sooner you start, the better.

CONCESSION

though, although

Although they are in class XI, they behave like children.
Though the bus was crowded, we managed to get in.

may

In this city, the children may come from poor homes, but they are quite neatly dressed.
He may be educated, but he cannot add up.

matter

No matter what I did, no one paid any attention.
(=Although I did many things, no one paid any attention.)
It doesn’t matter how hard you try, you cannot succeed.
(=Although you may try very hard, you cannot succeed.)

even if

1 couldn’t be angry with her even if I tried.
(Although I tried, I couldn’t be angry with her.)
Even if he promises, you can’t depend on him.
Exercise 99

Express the following sentences in another way.
Sentence 1 has been done for you as an example:
1. The Principal said to the students, “Be here at nine o’clock.”
   The Principal ordered the students to be there at nine o’clock.
   
   Or
   The Principal said to the students that they must be there at nine o’clock.

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

HOPE

**hope+that-clause**
I hoped that he arrived safely.
Let’s hope that we all pass.
The conjunction that is often dropped in speech.

**hope+for something**
I’m hoping for the news of his safe arrival.
The rains have failed. Still we’re hoping for the best.

**hope+to-infinitive**
I am hoping to hear that he has arrived safely.

INTENTION

**intend+to-infinitive**
I intend to buy a new bicycle next year.
Rama did not intend to take Sita to the forests.

**means+to-infinitive**
The teacher means to make his pupils respect him.
I have said some harsh words, but I did not mean to hurt you.

going to

I am going to buy a new bicycle next year.
I was going to take the final examination last year, but then fell ill.

**Exercise 100**

Do as directed:

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

**INVITATION**

**Imperative constructions:**

Come and dine with us.
Have a cup of tea.

**Imperative+won’t you**

Come in, won’t you?
Have a cup of tea, won’t you?

**Interrogative beginning with won’t you**

Won’t you have a cup of tea?
Won’t you stay here a little longer?

**OBLIGATION**

**must:**

You must do as you are told.
It’s late. I must leave now.

**Must** can be used to express immediate or future obligation.
In reported speech **must** is also used for the past time.
The teacher said that the student **must do as they** were told.
Otherwise for the past time **must** cannot be used. (See **have to** below.)

**have to**
- I have to be at the cinema hall at 6 p.m.
- We shall have to hurry.
- Have we to answer all the questions?
- We had to work hard in order to pass the examination.
- We’ll have to work even on Sundays.

In spoken English we often use **have got to** in place of **have to**.
- Have we got to answer all the questions?
- Students have got to be in their classes before eight.

**ought to**

**Ought to** is used to express moral obligation.
- You ought to obey your parents.
- The absence of obligation is expressed in the following ways:

**need not**
- You needn’t walk so fast. There’s plenty of time.
- We need’t worry about our examinations.

**do not need to**
- You do not need to walk so fast.
- The lack of obligation in the past is expressed by.

**didn’t need to**
- We didn’t need to work so hard. The courses were very easy.
- I didn’t need to push the box into the corner. It was already there.

**don’t have to/haven’t got to**
- He is so rich that he doesn’t have to work.
- We didn’t have to spend any money. Our uncle bought us everything.
- You haven’t got to answer all the questions.

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

**Exercise 101**

Do as directed:
1. I must finish my work before 5 p.m. (Remove obligation)
2. You have recovered now. You may start reading again.
   (Turn the second sentence into an obligation.)
3. Children should obey their parents.
   (Turn into a moral obligation.)

4. A. You must run if you want to catch the train.
   B. No, but there is plenty of time ......... (Complete it.)

5. You don’t have to worry about Mathematics. The teacher will give you a model paper.
   (Use need’t in the first sentence)

6. The Principal has ordered us to wear the school dress.
   (Use must in the sentence and state the whole thing again)

7. I wish that you should dine with us.
   (Write as an invitation, using won’t you.)

8. You must pay your fee before the fifth of every month.
   (Express obligation in the past time. Hint: have to)
How to express them [2]

PERMISSION

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

Please permit me to say a few sentences.

Can you allow me to use your bicycle?

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

Please let me say a few sentences.

Can you let me use your bicycle.

may

**May** is very commonly used for seeking permission.

May I come in?

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

He asked if he might leave the office early.

can

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

Can I come in?

Can I go for a swim this afternoon, Mother?

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

PLANS AND ARRANGEMENTS

plan

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

I have planned to spend the summer in Kashmir.

India is planning to manufacture electric cars.

Present progressive tense

I am spending the summer in Kashmir.

We are leaving for Delhi tomorrow.
Future progressive tense
I’ll be spending the summer in Kashmir.
We’ll be arriving at Ludhiana at 3 p.m.

Simple present tense
I leave for Delhi tomorrow.

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

Excercise 102

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

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

Possibility

possible/possibility
It is possible that we will win the match.
For Rajneesh, it is not possible to pass the examination.
There is a possibility of our winning the match.

may/might
It may rain tomorrow.
The weather forecast said that it might rain.

Note: Might, which is the past tense form of may, has been used in the last sentences, because the reporting verb ‘said’ is in the past tense. Might can also be used to express a possibility in the future. e.g.:
It might rain tomorrow.
The above sentence shows a remoter possibility of rain than the sentence.
It might rain tomorrow.
Also look at the following sentences:
1. I have applied for a loan, I may get it.
2. I have bought a lottery ticket, I might get ten lakh rupees.
Sentence 1 expresses a greater possibility than does sentence 2.

**PROHIBITION**

*must not*
- Books must not be taken away from the reading-room.
- You must not leave the class without the permission of the teacher.

*cannot*
- You cannot (play) football in the park on Sunday.
- Cars cannot be parked in front of the entrance.

**no+ing form**
- No smoking
- No parking

**PROMISE**

Promises are expressed by the use of the word *promise*, generally in the verb form. When this word is used as a noun, we use the verb make before it.
- He has made many promises, but has never fulfilled any.
- As a verb, promise is used in a number of different constructions.

**promise+to-infinitive**
- Her husband always promises to come early.

**promise+indirect object+to-infinitive**
- He always promises her to come early.

**promise+indirect object+direct object**
- My father has promised me a watch if I pass the examination.

**promise+that-clause**
- The carpenter promised that the chairs would be ready by Saturday.

**Exercise 103**

Express each of the following sentences in some other way without changing the essential meaning of the sentence.
1. My brother, who is in Calcutta, may return home tonight.
2. You must not cycle on the pavement.
3. The headmaster has promised to give me the fee concession.
4. You should take an umbrella with you, because it may rain.
5. No overtaking on this road.
6. You cannot take my son to the cinema.
7. You must not smoke in a cinema hall.
8. I promised that I would buy him a bicycle.

**PURPOSE**

to

I have come here to talk to you.

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

**in order to**

You don’t have to go to England in order to perfect your knowledge of English.

In order to finish the work in time, I had to bring the files home.

Note: **In order to** express the purpose more strongly than to.

**so as to**

I shall go on working today so as to be free tomorrow.

My father works in the evening also so as to keep the family in comfort.

Note: The idea of results is also contained in **so as to**.

**in order that; so that**

I want to learn typing in order that I may get a typist’s job.

Many people are learning to keep poultry in order that they may get eggs.

I stepped aside so that she may go in.

We bought thirty copies of the book so that each boy in the class should get one.

**for+verb+ing**

We use a hammer for knocking in nails.

**REFUSAL**

**refuse+direct object**

They refused our offer of help.

(=They said they did not want our help.)

The invitation was refused.

(=The invitation was not accepted.)

**refuse+to infinitive**

In the hour of need, even friends refuse to help each other.
The shopkeeper refused to take back the books.

**refuse+indirect object+direct object**
My husband refuses me nothing.
(=He gives me everything I ask for.)

**will not (won’t), wouldn’t (would not)**
1 won’t do it.
They won’t accept your offer.
He wouldn’t answer any question.

**REQUESTS**

Imperative sentence with *please* or *will you*
Shut the door, please.
Help me with this luggage, will you ?
Interrogative sentence with *will you.*
Will you be back early this evening ?
Will you pass the salt, please ?

**would you mind**
Would you mind waiting for me here ?
Would you mind helping me with this luggage ?

**will in conditional clauses**
If you will help me, we shall soon finish the work.
(=Please help me, then we shall soon finish the work.)

**Note** : Compare the following sentences :
1. If you come here on Sunday, we shall go to Pinjore Garden.
2. If you will come here on Sunday, we shall go to Pinjore Garden.

The conditional clause in 1 (in the simple present) expresses a pure condition ; the conditional clause in 2 (in the future tense) expresses a request more than a condition.
Sentence 2 means :

**Please** come on **Sunday** because then we can go to Pinjore Garden.

**could**
Could you lend me five rupees ?
Could I take your bicycle, please ?

**might**
You might make a little less noise.

**Exercise 104**

Do as directed :
1. Mahatma Gandhi gave his life to win freedom for India.
   (Express the purpose more strongly.)
2. He said that he could not help me.  
(Make one clause, using, refuse.)
3. I am studying in a medical college so as to become a doctor.  
(Use in order that.)
4. Please tell me how to go to Ludhiana. Would you mind ....  
(Complete this sentence).
5. If you go to the Deputy Commissioner’s office, speak to him about me. (Turn it into a request by using the future tense in the conditional clause).
6. Please come back home early tonight. (Use will you.)
7. The headmaster refused to grant me leave.  
(Express the refusal by using will not.)
8. Would you mind reading this letter for me? Please ..... (Complete).
9. If you will grant me leave. I shall be grateful to you.  
(Express the request in a different way.)
10. They won’t accept our explanation (Use refuse+to-infinitive.)

SUGGESTIONS

Let’s
Let’s start as early as we can.
Let’s eat it, shall we
Notice that we use let’s not let us to make a suggestion.
Let us would mean please allow us to.

Compare
1. Let’s go now.
2. Let us go now.

Sentence
1. means
   We should go now.
Sentence
2. means
   Please allow us to go now.

had better
We’d (=we had) better start tomorrow.
You’d (=you had) better do as the doctor says and stay in bed.
Here suggestion and advice are combined.

WISHES

wish+that-clause
I wish (that) I knew how to do it.
(=I’m sorry I don’t know.....)
(That can often be dropped.)
Note the use of the past tense in the that-clause. It does not stand for the past time.

**wish+indirect object+direct object**

He wished me a pleasant journey.
Shall we go and wish the headmaster a happy Baisakhi?

**wish for**

What do you wish for?
My mother buys me everything I wish for.

**If only-clause**

If only the rain would stop!
(=I wish the rain would stop.)

**should (or would) like+to-infinitive**

I’d like to be there on time.
(I’d=I would or I should)
Would you like me to order a taxi?

**may**

May God bless you!
May the King live long!

**Imperative sentences**

Have a good time!
Enjoy yourself!
The imperative sentences are used to express wishes in an informal manner.

**Exercise 105**

Do as directed:
1. Please give me permission to leave.
   (Use let.)
2. You and I should leave now.
   (Use let’s.)
3. It will be good if you finish your work before you go home. (Start with: You’d better  
   .....
4. My mother wished that I should get a first class.
   (Use the structure: wish+indirect object+direct object)
5. I wish that you should live long.
   (Start with: May ....)
6. I wish that he should stop quarrelling.
   (Start with: If only ....)
7. I cannot help you because I don’t have any money.
   (Fill up the blank: I wish I .... some money to help you.)
8. Have a nice time.
   (Start with: I wish that...)
9. I wish that I should finish learning English.
   (Start with: I’d like .....)
10. The mother wished her baby a quick recovery.
    (Use wish+that-clause.)
Read the following sentences:

1. Please show me the last paragraph.
2. Please explain to me the last paragraph.

You will notice that in sentence 1 there is no preposition before the indirect object me, while in sentence 2 there is a preposition to before the indirect object me. The indirect object in sentence 2 requires the preposition because of the verb explain; the indirect object in sentence 1 does not require the preposition because of the verb show. It is incorrect to say:

*Please explain me the paragraph.

Now read the following sentences.
3. He told me that he would be late.
4. He said to me that he would be late.

You will notice that the verb told can be followed by an indirect object (e.g. me) without any preposition, but the verb said requires the preposition to before an indirect object (e.g. me). It is incorrect to say:

He said me that he would be late.

*He told to me that he would be late.

Also read the following sentences:
5. We discussed the problems of our country.
6. We talked about the problems of our country.

Notice that we use the preposition about between the verb talk and its object, the problems of our country, but we do not use any preposition between the verb discuss and its object. It is incorrect to say:

*We discuss about the problems of our country.

Now consider the following sentences:
7. My younger brother refused to eat meat.
8. My younger brother denied eating meat.

After the verb refuse we cannot say eating (the-ing form of the verb eat); after the verb deny, on the other hand, we cannot say to eat (the to-infinitive form the verb eat).

Similarly, we say:

Sentences marked with * are grammatically incorrect. This mark has however not been used with incorrect sentences in the exercises.
9. I started **out to pack** my luggage.
10. I set **about packing** my luggage.

The above two sentences mean the same thing. But **start out** requires to infinitive after it. while **set about** requires the-**ing** form of the verb after it. It is incorrect to say :

* I started out packing my luggage.
* I set about to pack my luggage.

Thus we see that different verbs appear in different patterns: some verbs require prepositions before objects; others do not. Some verbs are followed by **to-infinitive**; others are followed by the-**ing** form of verbs. Some common errors can be avoided if the patterning of a few verbs is properly learnt. In this chapter, we shall deal with this subject in two sections. **Section I** will deal with the patterning of some verbs in respect of the use of preposition after them; **Section II** will discuss the use of **to-infinitive or the-ing** form of verbs after some selected verbs. In both the sections only those verbs are taken in which Indian students generally make mistakes.

**Section I**

**(a) Explain, describe, suggest**

Some of the patterns in which these verbs can be used are given below:

(i) **| Subject | Verb | Direct object**
---|---|---|---
He | explained | the paragraph.
He | described | the journey.
I | suggested | another solution.

(ii) **| subject | verb | Direct object | to | Indirect object**
---|---|---|---|---|---
The teacher | explained | the difficult paragraph | to | the whole class.
She | described | the journey | to | all the children.
I | suggested | a new idea | to | the headmaster.

(iii) **| Subject | Verb | to | Indirect object | Direct object**
---|---|---|---|---|---
The teacher | explained | to | me | the difficult paragraph.
He | described | to | us | the adventurous journey.
suggested | to | him | a very new idea.

**Note:** Pattern (ii) is generally preferred to pattern (iii) when the indirect object is long.

Also study the following patterns:
<table>
<thead>
<tr>
<th>(iv)</th>
<th>Subject</th>
<th>Verb</th>
<th>that-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>explained</td>
<td></td>
<td>that he had been delayed by the rain.</td>
</tr>
<tr>
<td>She</td>
<td>suggested</td>
<td></td>
<td>that we could travel by car.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(v)</th>
<th>Subject</th>
<th>Verb</th>
<th>Conjunction</th>
<th>Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mechanic</td>
<td>explained</td>
<td>why</td>
<td>the machine had stopped.</td>
<td></td>
</tr>
<tr>
<td>The teacher</td>
<td>described</td>
<td>how</td>
<td>oxygen is prepared.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(vi)</th>
<th>Subject</th>
<th>Verb</th>
<th>Conjunction</th>
<th>to-infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mechanic</td>
<td>explained</td>
<td>how</td>
<td></td>
<td>to do it.</td>
</tr>
</tbody>
</table>

From the above tables, you may note the following points:

1. **Explain**, **describe**, and **suggest** can all be used in patterns (i), (ii) and (iii).
2. **Describe** cannot be used in patterns (iv) and (vi). You cannot say:
   *He described that he had got late.*
   *The mechanic described how to do it.
3. **Suggest** cannot be used in patterns (v) and (vi); you cannot say:
   *The teacher suggested how to pass the examination.*
   *The mechanic suggested how to do it.
4. In each of the patterns (iv), (v) and (vi) the indirect object can be used after the verb; but in each case, the preposition to must precede the indirect object.

**Examples:**

He explained **to the teacher** that he had been delayed by the rain.
She suggested **to me** that we could travel by car.
The teacher described **to the class** how oxygen is prepared.
The mechanic explained **to the driver** how to do it.

5. The most important thing to note, therefore, is that whenever an indirect object is to be used with the verbs **explain**, **describe**, and **suggest**, the preposition **to** must precede the indirect object.

**Exercise 106**

Say which of the following sentences are incorrect, and then correct them:

1. Please explain me the meaning of the last stanza.
2. Savita described the trip to the zoo.
3. I shall tell your father that you don’t attend the classes regularly.
4. My brother said me that he would join the army.
5. The Students’ Union must discuss about the rights of students.
6. She explained the patterning of verbs.
7. The teacher described us how snow is formed.
8. We all talk about these problems but do nothing to solve them.
9. My father suggested me another career.
10. Our English teacher explained me how to prepare a summary.
11. The Minister explained the problems to all the students.
12. The leader of the team suggested a new idea.
13. He explained why he had got late.
14. Ravi suggested me that we could buy second-hand books.
15. Please describe me all the happenings.
16. Describe this method to the whole class.
17. Let’s suggest this scheme to the Principal. He may agree.
18. Please explain to us the working of the radio.
19. Who can describe me all the events of the story?
20. We suggested to the Mayor the need to beautify the garden.
21. The poor man explained that he was helpless.
22. The doctor suggested that I should rest for a week.
23. My friend described me how he became rich.
24. The Mathematics teacher explained how to solve this problem.
25. I shall explain you how television works.

You have seen that the verbs explain, describe and suggest require the preposition to before the indirect object. In this respect, these verb are NOT like advise, ask, inform, show, teach and tell, which DO NOT require a preposition before the indirect object.

Examples:
The teacher advised me to work hard.
He asked me my name.
The weather officer informed us in time.
Please show me the book.
Will you teach me Mathematics?
Please tell me the meaning.
The verbs explain, describe and suggest on the other hand are somewhat like the verb say, which requires the preposition to before the indirect object.
Example:
He said to us that he would help us.
Compare the above sentence with.
He told us that he would help us.

Exercise 107

(i) Correct the incorrect sentences:
1. The doctor has advised me complete rest.
2. The teacher asked me to work hard.
3. He said me that I was wrong.
4. You should have informed us earlier.
5. Will you please show me your pass?
6. Why don’t you describe me your experience?
7. Please tell him to go away now.
8. Please suggest him to leave the class.
9. When will you teach us the new poem?
10. When you receive a mail, inform to me.
11. I advise to you to stop smoking.
12. He teaches to me English.
13. Please show to me the way to the station.
14. The child explained to his mother how he was hurt.
15. He described to me the beauty of the hills.

(ii) Now read out the correct and the corrected sentences three times each.

(b) discuss, stress

Earlier in this chapter we pointed out that no preposition is used between discuss and its object. We say.

We have discussed the problem.

It is incorrect to say

*We have discussed about the problem.

Similarly no preposition is required between the verb stress and its object. We say

The Prime Minister stressed the importance of prohibition. It is incorrect to say

* The Prime Minister stressed on the importance of prohibition. However, when the noun forms of the verbs discuss and stress are used, the preposition on is required.
Examples:

We held a lengthy discussion on this problem.
The Prime Minister laid stress on the importance of prohibition.

(c) apologize, depend, insist, listen, look, succeed, sympathize

These verbs require certain fixed prepositions after them. Read following sentences:
We must apologize to the headmaster.
Punjab depends on (or upon) agriculture.
The teacher insists on our learning the correct patterning of verbs.
Please listen to me for a while.
Look at the blackboard.
You may succeed in the examination.
Nobody sympathizes with the poor.

These verbs must be learnt along with the prepositions that follow them. The prepositions must be retained even when these verbs are used in the passive voice:

The monsoon cannot be depended upon.
Correct learning must be insisted on.
The teacher should at least be listened to.
The paintings are meant to be looked at.
The poor are not sympathized with.

Exercise 108

In the following sentences insert an appropriate preposition where required, and delete it, where not required.

1. Let’s discuss this problem.
2. The teacher stressed on the need to work hard.
3. Shall we stop talking about this matter?
4. Right habits should always be insisted.
5. We must not depend on notes and guides.
6. Please look the chart.
7. You can succeed in getting the job.
8. Why do you lay so much stress on punctuality?
9. As you have misbehaved, you must apologize your parents.
10. I have no friend who could be depended.
11. I must insist on your learning these verbs.
12. Please listen me first.
13. If he has failed, you should sympathize with him.
14. Wrong actions must not even be looked.
15. Let’s hold a discussion on this subject.
16. The parents’ advice must be listened.
17. The dumb should not be laughed at, they should be sympathized.
18. It is important to stress regularity.
19. We discussed about all the points.
20. Look at the progress made by Japan.

Section II

(A) Verbs not followed by the-ing form

decide, refuse, start out, want.

After the verbs given above, you cannot use other verbs in their -ing forms; instead, you can use them in their to-infinitive forms.

Examples:

We decided to leave early in the morning.
They refused to help us.
I started out to pack my luggage.
We all want to become rich in a day.
It is incorrect to say
*We decided leaving early in the morning.
*They refused helping us.
*I started out packing my luggage.
*We all want becoming rich in a day.

(B) Verbs not followed by the to-infinitive-avoid, deny, enjoy, escape, finish, give up, help (as in I can’t help-) mind, (in negative and interrogative sentences postpone, put off, set about (=begin)

After the above verbs you cannot use other verbs in their to-infinitive forms; instead, you can use them in their-ing forms.

Examples:

I could not avoid meeting him.
He denied stealing my pen.
The whole class enjoyed hearing her song.
You can’t escape being laughed at.
Have you finished reading this book?
You must give up eating sweets.
We couldn’t help laughing.
Would you **mind opening** the window?  
We can’t **postpone** (put off) **answering** that letter.  
When will you set **about packing**?

It is incorrect to say
* I could avoid to meet him.  
* He denied to steal my pen.  
* The whole class enjoyed to hear her song.  
* You can’t escape to be laughed at.  
* Have you finished to read this book?  
* You must give up to eat sweets.  
* We couldn’t help to laugh.  
* Would you mind to open the window?  
* We can’t postpone (put off) to answer that letter.  
* When will you set about to pack?

**Exercise 109**

Correct the incorrect sentences in the following list:

1. We have decided to take the examination.  
2. The boys started out eating their lunch.  
3. All of us enjoyed to play cricket.  
4. We can’t help crying when we see someone killed.  
5. When will you set about to write the letter?  
6. They refused listening to us.  
7. India wants to develop fast.  
8. How can you avoid going to school?  
9. Shall we escape catching cold?  
10. When will you finish telling all those stories?  
11. Please don’t mind to get late.  
12. Why do you put off writing to your brother?  
13. When will you finish to write the letter?  
14. The child denied breaking the glass.  
15. You must give up telling lies.  
16. Have you decided going home next summer?  
17. Everbody refused to join his party.  
18. Do you want going home early today.  
19. Can you avoid to see him?
20. All the children enjoyed swimming in the canal.
21. Shall we start out to pack our luggage?
22. The thief denied to steal money.
23. Can you escape to get hurt in a crowd?
24. Please give up to spread rumours.
25. Would you mind helping me with the luggage?

(C) Some verbs can be used with either to-infinitive or the-ing form of other verbs, but the
meaning in the two cases does not remain the same. Study the following sentences:

I like swimming.

I would like to swim on a hot day.

In the first sentence, like is followed by the -ing form of swim. This expresses general
liking.

In the second sentence, like is followed by the to-infinitive of swim. This expresses liking
on a particular occasion.

The verbs hate, love and prefer also behave in the same way as the verb like.

I hate borrowing money.

I would hate to stay at home on such a fine-day.

He loves going to the cinema.

He would love to help you in this matter.

I generally prefer staying at home.

I would prefer to stay at home this evening.

Remember; forget

The verbs remember and forget are used with the -ing form of other verbs with the
reference is to the past time, e.g.:

Do you remember posting the letter?

(=Do you remember whether you posted the letter or not?)

Have you forgotten meeting her at the party?

(=Have you forgotten that you met her at the party?)

The verbs (i.e. remember and forget) are used with the to-infinitive of other verbs when
the reference is to the future time, e.g.:

Please remember to post the letter.

(The letter is still to be posted.)

Don’t forget to meet her at the party.

(The party is yet to be attended.)
COMPOSITIONS

Paragraphs

Only well-connected ideas can be put together in one paragraph. The reader should be able to clearly see the connection between the sentences in a paragraph.

To make paragraph-writing easy for you, we shall first give you a few sample paragraphs written on easy subjects, using mainly some chosen structures. But before reading each sample paragraph, you will do some structure practice.

PARAGRAPH 1

Subject: Write a paragraph of about 100 words on yours school education up to now.

Structure Practice

Study the following sentences:

Type (a) 1. Before I went to school, I spent all my time with my mother.
            2. When I was five, I went to school.
            3. While I was at the primary school, I had no homework to do.
            4. After I passed the fifth class, my father bought me a bicycle.

Notice that each of the above sentences has two clauses: an adverbial clause of time followed by the main clause. The order of the two clauses can interchanged. The above sentences can be rewritten as:

Type (b) 1. I spent all my time with my mother before I went to school.
            2. I went to school when I was five.
            3. I had no home work to do while I was at the primary school.
            4. My father bought me a bicycle after I passed the fifth class.

Notice that when sentences began with a subordinate clause, as in set (a), we put a comma between the two clauses. When they begin with the main clause, as in set (b), there is no comma between the two clauses.

Exercise 110

Using type (a), frame five sentences each beginning with before, when, while and after.
Exercise 111

Now read the sentences constructed in Exercise 110 changing the order of the clauses in each sentence.

Exercise 112

Complete the following sentences:
1. I had no books before ...........
2. While I was in the seventh class, ........
3. After I left my village,.....
4. My father got me admitted to a Model School when ........
5. When I passed my high school examination, ..... 
6. Before going to a high school, ......

Sample Paragraph

Before I went to school, I spent all my time with my mother. When I was five, my father got me admitted to the Junior Model School. This is a primary school. While I was at this school, I was given no homework to do. I always did well in Arithmetic and English. After I passed the fifth class, I was admitted to the Senior Model School. This is a higher secondary school. My parents bought me a bicycle after I passed the sixth class with high marks. I worked still harder after I got the bicycle and hope to pass out in the first class.

Exercise 113

You will find that the sample paragraph given above contains many sentences of the type you practised earlier. Pick out all such sentences.

Exercise 114

Write a paragraph of about 100 words, narrating all important events during your education at the high school. Many of the sentences in the paragraph should be of the type you studied under Structure Practice.

PARAGRAPH 2

Subject: Your parents want you to become a doctor. But you have no interest in the medical profession. You want to become a teacher. Write a paragraph on this, giving reasons for your choice.

Structure Practice

Study the following sentences:
1. My parents want me to become a doctor because doctors earn a lot of money.
2. They will spend a lot of money on my education, therefore they will expect a good dowry at the time of marriage.
3. I want to become a teacher so that I may spread education. Notice that each sentence consists of two clauses, the main clause followed by a subordinate or a co-ordinate clause. The order can be interchanged only in the case of sentence 1:

Because doctors earn lot of money, my parents want me to become a doctor.

**Exercise 115**

Frame five sentences, each containing clauses beginning with because, therefore and so that.

**Exercise 116**

Complete the following sentences:

1. My teachers like me, because ............
2. I want to study medicine so that ............
3. Kamlesh is working very hard so that she ............
4. We are studying biology, therefore ............
5. Lawyers keep many books in their libraries because ............
6. Girls usually become teachers, because ............
7. Our science teacher is doing M. Sc. so that he may ............
8. I want to become a lecturer, therefore ............
9. I get up at five, because ............
10. We must do this exercise carefully, because it ............

**Sample paragraph**

My parents want me to become a doctor because doctors can earn a lot of money. They will spend a lot of money on my education, therefore, they will try to get a good dowry at the time of my marriage. Girls’ parents have often to earn money by dishonest means so that they can give large dowries in their marriages. Thus one evil leads to another. I do not like all this. I want to become a teacher so that my parents may not demand any dowry. Further, I want to become a teacher because a teacher spreads education. This is very necessary, because only educated young men can remove bad customs like the custom of dowry.

**Exercise 117**

From the sample paragraph, pick out the sentences of the type you learnt under Structure Practice.

**Exercise 118**

Write a paragraph of about 100 words saying why you want to become a doctor. You can get ideas from the following outline. Many of the sentences in the paragraph should be of the
type you studied under Structure Practice.

Health more important than anything else—doctor can improve public health—can serve the ill and dying people—can reduce misery by curing the poor patients—can earn a lot of money—spend it on educating the poor.

PARAGRAPH 3

Subject: Tell the story of how once you lost an expensive pen.

Structure Practice

Study the following sentences:

1. I did not remember where I had left my pen.
2. I did not know how I had forgotten my pen.
3. I do not know what happened to me.

In each of the sentences given above there are two clauses—the main clause followed by a subordinate noun clause. The noun clauses in these sentences are introduced by where, how and what. Other similar words which can introduce a noun clause are who, when, why, which.

Exercise 119

Complete the following sentences. You can complete each sentence many times in different ways:

1. I tried very hard to remember where .......... 
2. I did not know where I had ................
3. There were no thieves in our class, so I wondered how ............
4. When I went to the teacher, he asked me why ............... 
5. I could not recall what had ................. 
6. Do you know how .............

Exercise 120

Given below is an incomplete substitution. Use is to make complete sentences. An example is given below the substitution table.

(Your friend tried to help you.)

<table>
<thead>
<tr>
<th>My friend</th>
<th>advised me</th>
<th>how ...........</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>suggested to me</td>
<td>where ...........</td>
</tr>
<tr>
<td></td>
<td>knew</td>
<td>what ...........</td>
</tr>
<tr>
<td></td>
<td>asked me</td>
<td>when ...........</td>
</tr>
</tbody>
</table>
Example: My friend asked me where I had left my pen.

Sample paragraph

(In this paragraph, you will find the structures of paragraph 1 and 2, used for revision along with the structure practised above).

One morning, when I was in the seventh class, I lost my new fountain pen. I became very sad, because it was an expensive pen. I tried hard to remember where I had left it. Suddenly I remembered that before I went to school that morning, I had gone to the post office. At the post office, I had lent my pen to a stranger so that he could write an address. After he had written the address, he went to another window. I completely forgot to take back my pen. I know how this can be avoided. When you lend a pen, keep the cap with you. I now follow this practice, therefore, I have not lost any pen since.

Exercise 121

Write your own paragraph describing how you lost your identity card.

A FEW MORE SAMPLE PARAGRAPHS

4. Describe how you became interested in photography.

My hobby is photography. It is an expensive hobby. I got interested in it when I was fourteen years old. It was during the long summer vacation when I came to the ninth class. My cousin had come to spend a few days with us. He showed me some nice photographs taken by him. This impressed me so much that I soon learnt from him how to take good photographs. The important thing is not just the handling of the camera, but having an eye for the right scene or the right pose. Having learnt this from my cousin, I have myself made a good collection of photographs by now. My only worry is that I cannot spend as much money on it as my cousin can.

5. While coming back from an educational tour you were left behind. Describe in a paragraph how it happened and how at last you managed to return home on your own.

On our educational tour, when we returned to Agra from Fatehpur Sikri, I took leave from my teacher to visit my uncle. My uncle and aunt were so happy to see me that they did not let me come back the same night to the hotel where my companions were staying. My uncle telephoned to the hotel and told our teacher that I would join them in the morning. When next morning I came to the hotel, the group had already left for the station. I hired a rickshaw and rushed to the station. To my grief I discovered that the train had already left. I was now in great distress because I had no more money with me. At last I walked a distance of 5 kilometres to my uncle’s place, borrowed twenty rupees from him and took the next train to Jalandhar.

6. Last Sunday, you and your friends went to a canal for swimming. There was a crowd of people swimming there. Suddenly you saw a boy drowning and heard his cries for help. Describe how you rescued the boy.
While we were splashing water on one another in sheer joy, we heard a loud cry: “Save me! Save me! I saw that a boy was drowning in the canal. I swam at once to his direction and caught him by the arm. Pulling him along, I brought him to the bank of the canal. The boy was unconscious. I had learnt First Aid, I put him on my kneepads upside down. The water began to flow out of his belly. Jagdish tried artificial breathing on him. Our efforts soon succeeded the boy came to his senses after some time. We heaved a sigh of relief, and took him to his parents. They thanked us very much and offered us tea and sweets. We were happy we had saved a life.

7. Write a paragraph of ten sentences on the following incidents. You must write the first and the last sentences as it is and for the remaining sentences, make use of the words given in the brackets.

First sentence : We arrived at the railway station at 7 p.m.

Last sentence : If we had arrived even five minutes earlier, we would have caught the train.


We arrived at the railway station at 7 p.m. We engaged a coolie at once. He took our luggage to the platform. Meanwhile I rushed to the booking-office to buy tickets. There was a long queue in front of the booking window. I stood at the tail of the queue and anxiously waited for my turn. At last when I bought the tickets we all entered the platform. We were disappointed to see that the train had just left. We very much repented that we were late. If we had arrived even five minutes earlier, we would have caught the train.

8. Write a paragraph of ten sentences using the following opening sentence, closing sentence and the hints given in the brackets.

Opening sentence : Last month my father bought me a new bicycle.

Closing sentence : I decided to always lock my bicycle when parked. (cinema–parked without locking near the booking office–found missing–reported to the police–a policeman wanted to teach me a lesson)

Last month my father bought me a new bicycle. One day my friend Harish and I decided to go to the pictures. On arriving at the cinema we noticed a large queue at the booking office. We left our bicycle near the booking office and hurriedly joined the queue. On buying the tickets we rushed to the hall and saw the film. When the show ended we came leisurely to the booking office. While Harish’s bicycle was there, there was no sign of mine. When we reported the matter to the police station near by, a policeman came in at once with the bicycle. He had taken it away deliberately to teach me a lesson. I decided to always lock my bicycle when parked.

9. With the first and the last sentences as given below and using the hints given in the brackets, write a paragraph of ten sentences.

First sentence : Last week I received a letter from my cousin that I should visit him at Shimla.
Last sentence: I hired a porter for my luggage and walked to my cousin’s house in Lower Bazaar.

(packed the luggage—rickshaw—bus station—booking window—tickets—the bus started—hills, valleys—clouds floated below us—arrived at Shimla)

Last week I received a letter from my cousin that I should visit him at Shimla. After taking my mother’s permission, I packed my luggage. I hired a rickshaw and went to the bus-station. There I engaged a porter and went to the booking-window to buy a ticket. Soon after I got onto the bus, it started. The road to Shimla passes through high hills and deep valleys. I saw pine trees on both sides of the road. At places, the clouds floated below us. After a four-hour journey, the bus arrived at Shimla. I hired a porter for my luggage and walked to my cousin’s house in Lower Bazaar.

10. First sentence: A public meeting was held in the Gandhi Park last Friday.

Last sentence: The meeting came to an end in the evening.

(Social problems—large gathering—the Deputy Commissioner presided important persons—dowry system—views expressed—resolution: abolish dowry system—wedding party not more than twenty persons—president’s speech)

With the help of the above opening and closing sentences and the hints given in brackets, write a paragraph in ten sentences.

A public meeting was held in the Gandhi park last Friday. It was about some social problems in modern times. There was a large gathering. The meeting was presided over by the Deputy Commissioner. As such all important people of the city attended the meeting. Views were expressed on the dowry system. At the end a resolution to abolish the dowry system was passed unanimously. It was also resolved that a wedding party should not consist of more than twenty persons. After passing the resolution the president made a short speech. The meeting came to an end in the evening.

11. First sentence: Last night I went to the railway station to see off my uncle.

Last sentence: Soon the train left and I returned home by rickshaw.

(to see off my uncle—reserved his berth—platform ticket—mad rush—Kashmir Mail ready—looked up reservation chart—the train left—I returned home)

Using the above hints, the first sentence and the last sentence, write a paragraph in ten sentences.

Last night I went to the railway station to see off my uncle. He had already got his berth reserved. I bought a platform ticket and accompanied him to the train. There was a mad rush on all platforms. Coolies were carrying luggage to the trains or to the exist. We had to cross over the bridge to go to the platform No. 3. When we arrived there, we saw the Kashmir Mail almost ready to leave. My uncle looked up the reservation chart. Finding his berth number from the chart he boarded the train. Soon the train left, and I returned home by rickshaw.

12. Given below are the first and last sentence of a paragraph. Using these and the hints for another 8 sentences, write a paragraph of 10 sentences in all.
First sentence : A fire broke out last night near the railway station.
Last sentence : Luckily, there was no loss of life.

Hints : a great noise—people rushing to the mill of Seth Damrimall—on fire—people splashing water and throwing sand—fire—fire brigade arrived—brought the fire under control—heavy loss of property.

A fire broke out last night near the railway station. There was a great noise on all the roads leading to the station. I at once came out of my house and joined the people, rushing to Seth Damrimall’s mill near the station. The mill was on fire. I helped the people who were splashing water and throwing sand on the fire. Soon, the fire brigade arrived. The firemen brought the fire under control only after a long fight. They showed great courage in pulling some labourers caught in the fire. There was a heavy loss of property. Luckily, there was no loss of life.

13. Using the following opening and closing sentences and the hints, given in brackets, write a paragraph of ten sentences.

First sentence : We can read stories, novels and plays in our own language.
Last sentence : We must love our language, but we must not hate other languages.

(learn other subjects through mother tongue—English helps in talking—to people from other places—study of scientific research—travel all over the world—English literature—understanding mankind)

We can read stories, novels and plays in our own language. We can also learn arithmetic, history, geography and other subjects through our mother tongue. Still we must learn English. It helps us to talk to people from other parts of the countries or from other countries. Through English, we can also study the scientific research going on in other countries. With the help of English we can travel all over the world. When we learn English we can also read and enjoy English literature. We can read Shakespeare and Milton. This can widen our understanding of mankind. We must love our language, but we must not hate other languages.
1. A dialogue is a conversation between two persons. Since a dialogue takes place in the spoken form, the sentences are generally short and simple. Though complex sentences may sometimes occur, a sentence of the following type is rare:

Panjab University, which is one of the oldest universities in India, is now located at Chandigarh.

In the above sentence, the clause which is one of the oldest universities in India is a non-defining relative (adjectival) clause. In its place we prefer to have another sentence in speech. The complex sentence given above is generally replaced in speech by two simple sentences, viz.

Panjab University is now located at Chandigarh.
It is one of the oldest universities in India.

2. In a dialogue there are usually questions and answers. Remember how questions are framed correctly. Below are given some questions in their incorrect forms together with their correct forms.

   Incorrect : When you passed your higher secondary examination?
   Correct   : When did you pass your higher secondary examination?

   Incorrect : Why you were not present yesterday?
   Correct   : Why were you not present yesterday?

3. The most natural answers to questions in a conversation are ‘short-responses’, as illustrated below:

   Q. Where do you live?
   A. In Chandigarh (Not : I live in Chandigarh.)

   Q. Do you play football?
   A. Yes, I do. (Not : Yes, I play football.)

   Q. Have you passed B.A.?
   A. No, I haven’t. (Not : I have not passed B.A.)

4. In a conversation, a number of contracted form like the following are generally used:
Isn’t, don’t, shan’t, haven’t
I’ve, I’d, I’m, that’s, he’s and so on.

Sample dialogue

Student : Good morning, sir.
Principal : Good morning. Please sit down.
       When did you pass your higher secondary examination ?
Student : In April this year, sir.
Principal : In which class did you pass it ?
Student : In the first class. I stood first in my school, sir, securing 75% marks.
Principal : That’s very good ! Do you also play any game ?
Student : Yes, sir. I play hockey.
Principal : Have you ever been the captain of a team ?
Student : No, sir. I don’t play that well.
Principal : What do you intend to become after your education ?
Student : A doctor. That’s why I’ve applied for admission to the medical group of subjects, sir.
Principal : Right. We shall be glad to take you.
Student : Thank you very much, sir.

Dialogue 2

Suppose you have not done well in English Paper A. Now your only chance lies in making up in English Paper B. Write a dialogue of about 120 words on this subject with your friend Sukhbir. The beginning and the end should be as given below. Use also the hints given below :

The beginning :
Sukhbir : Hello Gurmeet ! How have you done in English Paper A ?

The end :
I : Yes, thank you, Sukhbir. I have learnt a lesson.
       You can learn a language only by regular practice.

Hints : not done well .......... memorized from bazaar notes ...... usual questions ..... make up in Paper B ..... write compositions yourself.

Sample dialogue

Sukhbir : Hello Gurmeet ! How have You done in English paper A ?
I : Not all well.
Sukhbir : Why ? What happened ?
I : You see, I hadn’t studied the textbooks. I had only memorized some questions and answers from the bazaar notes.
Sukhbir : I see. That let you down. The paper-setter was too clever. Some questions were of an unusual type. You couldn’t answer them without studying the texts.
I : Yes, Sukhbir, I shall no longer depend on learning by rote.
Sukhbir : I think your only chance now lies in making up in English Paper B. Why don’t you write a few paragraphs, dialogues and letters, and show them to your father ?
I : Yes, thank you, Sukhbir. I’ve learnt a lesson. You can learn a language only by regular practice.

**Dialogue 3**

Suppose your father has been transferred here from Rajasthan. You have been recently admitted to a school here. One day your class-fellow Jasbir meets you near the tuck shop and holds a dialogue with you on your courses in Rajasthan. The dialogue begins and ends as follows :

**Beginning**

Jasbir : Hello Kamlesh ! I learn that you have come here from Rajasthan.

**Ending**

Jasbir : How about a cup of tea ?
Kamlesh : Fine ! I’d love to join you.

Write a full dialogue in about 120 words, using the following hints :

father transferred .......... courses different ........ Mathematics and English more difficult here ........ Hindi easy ........ Social Studies courses different ...... stories of Rajputana kings in English readers.

**Sample dialogue**

Jasbir : Hello Kamlesh ! I learn that you have come here from Rajasthan.
Kamlesh : Yes, Jasbir. My father got transferred here from Ajmer.
Jasbir : I see. You must have found the courses very different here.
Kamlesh : Yes, they are. The Mathematics and English courses here are more difficult.

Jasbir : What about Hindi ?
Kamlesh : I think I find your Hindi books fairly simple.

Jasbir : And Social Studies ?

Kamlesh : It is only very different here, not more difficult or less difficult. In Rajasthan, we study more of Rajput history.

Jasbir : Yes ! That’s quite natural.

Kamlesh : True ! And even in their English textbooks there were many stories about the kings and queens of Rajputana.

Jasbir : I see. That’s interesting.

(Pause)

How about a cup of tea ?

Kamlesh : Fine ! I’d love to join you.

PARAGRAPHS AND DIALOGUES FOR FURTHER PRACTICE

Exercise 122

Last Friday, soon after you started for school it began to rain.

Using the first and the last sentence as given below, and with the help of the hints also given below, describe your experience in about 120 words.

First sentence

Last Friday when I started for my school it was cloudy, but it was not raining.

Last sentence

When I arrived at the school, I found all other students also drenched, and that consoled me a bit.

Hints : (dark and thick clouds .... drizzled at first ..... then heavy downpour ..... no shelter ..... drenched through and through ..... books got soaked ..... roads muddy and slippery ..... a slip and a fall ..... hurt myself ...... walked through little pools and puddles.)

Exercise 123

Suppose you went to some other school in your district to take part in a debate. Krishan, a student of that school, wants to know about your school. Write a dialogue of questions and answers on this subject. Krishan’s first question and your last answer are given below. Also use the hints given in the brackets to frame the questions asked by Krishan.

Krishan : Which school do you come from ?

I : You are most welcome.

Hints : (headmaster .... how many teachers ..... how many students ..... co-educational ..... primary section .... English teacher library .. playground ..... can I visit)
Exercise 124

Your friend is very good at studies, but he does not like games. Tell him about the importance of games in ten sentences. Your first sentence and last sentence are given below. Write eight sentences more. Make use of the hints given below in brackets.

First sentence : Games are very useful for our physical and mental health.

Last sentence : But students must not be encouraged to play at the cost of their studies, because that will defeat the real aim of education.

Hints : (a good exercise to build up body and strengthen muscles...outdoor games... manly games... indoor games ... teach cooperation and discipline ...develop the spirit of sportsmanship .... how to play the game of life... to give and take blows without personal bitterness...help in moulding character.)

Exercise 125

Describe the following incident in ten sentences. You must write the first and last sentence as they are given below and for the remaining sentences make use of the outline given in brackets.

First sentence : Suddenly, the people of our village were informed of a possible flood in the Satluj.

Last sentence : We should always be ready to help the needy.

Outline:—(people left for places of safety ...took a round of the village ..... a woman with two children ...helpless ...arrangements for their rescue ..... medicine...taken to an inn in the town.)

Exercise 126

Look up the paragraph you have written in Exercise 121 above.

To save your lives, you and all the other villagers have been brought to a camp set up in a nearby town. A press correspondent (news man) comes to the camp and looks for an educated person to talk to. He meets you and wants to get from you all information about the flood in your village. Write a dialogue of about 120 words in which the press correspondent asks you questions and in your answers you narrate the incident you have described in the above exercise. The dialogue can begin as follows :

Press correspondent : Have you come from the village X on the bank of the Satluj?

Exercise 127

Write a paragraph of ten sentences ‘on the farewell party’ in your school. The first and the last of these ten sentences are given below. Use the expressions given in the brackets and make use of the passive voice in the eight sentences that you frame yourself.

First sentence : It was a day we were all waiting for.
Last sentence: The function was marked with mixed feelings of joy and sorrow.

Hints: (arrangements made ...a variety of programme ............. enthusiasm shown by X class....... advice given by the principal... farewell address read.. address replied ...students praised for their outstanding achievements.)

Exercise 128

7. Your school has taken you on a sight – seeing tour of the South. You are the leader of the group. You are now at Bangaluru, from where you have to proceed to Cochin. You go to the Bangaluru station to make rail reservation for the journey. The booking clerk does not understand Punjabi or Hindi. So you have to speak to him in English. Write a dialogue in about 120 words beginning as follows and using the hints given below.

I : Good morning. Which trains go to Cochin?

Booking clerk : There are only two : the Cochin Express and the West Coast Express.

Hints : (timings—time of arrival at Cochin—fare—if 20 berths available in 3-tier sleeper—possibility of attaching an extra coach—students of Punjab on excursion—meet station master)

Exercise 129

Last time when you were travelling from Delhi to Kanpur you met one Mr Gogoi, and Assamese, in the Gomti Express. He could not speak Punjabi or Hindi and you do not know Assamese, You were compelled to talk with him in English. Mr Gogoi wanted to know about your family, your way of life, festivals, and so on. Write a dialogue in about 120 words on this. His first question and your last answer are given below. Also use the expression given in brackets to frame the questions asked by Mr Gogoi ; Where do you live ?

I : Yes, they spend a lot of money on marriages.

Hints: (house-family—brothers and sisters—father’s occupation -food you eat—women’s dress-festivals—people’s main occupation-marriages.)

Exercise 130

From the outline given below guess the name of the festival described. Put down this name as the heading, and write a paragraph of about 120 words, using the outline and first sentence as given below :

First sentence: Dressed in new clothes, I went with my friend to see the fair.

Outline : dressed in new clothes—happy and gay- open *maidan*-temporary bazaar-sweet shops—merry-go-round— *bhangra* dances-songs—Panjabi festival to celebrate harvesting — enjoyed heartily—returned home at sunset.

Exercise 131

You live in a boarding school, which you joined only two months ago. You have now come borne on a short holiday. Your mother is very anxious to know how you live there, what you
eat there, and so on. Imagine a mother’s anxiety about her son’s well-being and write a dialogue of about 120 words in which she asks you questions and you give answers. You can start with the first sentence given below, and use the hints given in the brackets:

First sentence

Mother : Rakesh, at the boarding-house, do they give you any milk to drink, dear?

Hints: (breakfast—any parathas—desi ghee-hot water for bath—dhobi—servant for cleaning etc., room-mates—games-studies—.)
In your earlier classes, you learnt that there are many types of letters and each type has its own rules regarding the beginning and the ending. In fact, each type requires its own style of the language also. For example, when inviting an intimate friend to come to your school and join the youth festival, you may write:

Hey, why don’t you come over here during the youth festival? We’ll have so much fun.

But when you are inviting a senior officer to visit your school to witness the same function, you will write something like this.

It will give us great pleasure (or: we shall be obliged) if you kindly visit our school and witness the youth festival.

In an earlier class, you have been taught as many as nine different kinds of salutation (e.g. Dear Brother, Dear Sir) and sub-scription (e.g. Yours affectionately), (Yours faithfully). It will make your task easier if you remember only the following four distinct types:

<table>
<thead>
<tr>
<th>Letters addressed to</th>
<th>Begin as</th>
<th>End as</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relatives</td>
<td>Dear—</td>
<td>Yours affectionately</td>
</tr>
<tr>
<td>2. Friends and acquaintances</td>
<td>Dear—</td>
<td>Yours sincerely</td>
</tr>
<tr>
<td>3. Your principal/teacher</td>
<td>Dear Mr/Miss/Mrs</td>
<td>Yours obediently</td>
</tr>
<tr>
<td>4. Officers, newspapers businessmen</td>
<td>Dear Sir/Madam</td>
<td>Yours faithfully</td>
</tr>
</tbody>
</table>

**Note:**

1. —stands for name. In letters to elders, we write the relation• e.g. Father, Aunt etc.
2. With friends’ names we generally do not use ‘Mr’, ‘Miss’ or ‘Mrs’; with the names of acquaintance we do.
3. We generally address officers as ‘Sir! Madam’ and newspaper editors and businessmen as ‘Dear Sir/Dear Madam’.
4. If you like, before writing the subscription, you can write expressions of regard, affection, good wishes or thanks, as suggested below:
Relatives—With respects (or regards) to—With love to—, Friends—With best wishes.
Principal, teachers, officers,—thanking you
newspapers, businessmen.

SPECIMEN LETTERS AND APPLICATIONS

1. You have received the following letter from a friend of yours. Write him a suitable reply, within about one week of receiving his letter, using the hints given in brackets.

135, Model Town
Ludhiana 170003
20 November 20....

Dear Rakesh

I am sure you remember that last month I applied for the post of a teacher for adult education. You will be glad to hear that I have been called to take a test and an interview. The test is to be held on 7 December. If I pass the test I shall have to appear at an interview on 9 December. Both the test and the interview are to be held at Chandigarh.

Now, you know my financial position well. I do not know whether I should spend money on this. The Department is not paying any fares. Moreover, I wonder if I can stay with you for three days. To stay at some hotel, even a cheap one, will be out of the question for me. Please let me know what you say in this matter. I shall take the test and the interview only if you think there is some chance of my selection.

Pay my regards to your parents.

With best wishes,

Yours sincerely

Mohan

Mr Rakesh Ahuja
205 Sector-11 A
Chandigarh 160011

Hints : (good chance of selection—his brilliant record as a student.—good many posts—can stay with me.)

Sample reply

205, Sector 11 A
Chandigarh 160011.
29 November, 20.....

Dear Mohan

When your letter of 20th November came here, I was away to Delhi. I came back only last night.

I am really happy to learn that you have been called to take a test and an interview. I feel very strongly that you must take this chance.
My father tells me that there are a number of posts, because they want to open adult-education centres in nearly all big villages. Then you had a brilliant record as a student. I have no doubt that you will do well at the test. Further, because you can speak English and Punjabi well, I think you will do well at the interview also.

You should not at all worry about your stay at Chandigarh. You should feel no hesitation in staying with us. My mother and father will welcome you heartily.

Do not miss this chance. Later when, you have earned enough money for college education, you can always join a college for higher studies.

With best wishes
Yours sincerely
Rakesh

Mr Mohan Singh
135 Model Town
Ludhiana-170003

2. Suppose you are Mohan Singh. You have just received Rakesh’s reply (given above). Write him a letter of thanks, and confirm programme of visit to Chandigarh to take the test and the interview.

135 Model Town
Ludhiana 170003

Dear Rakesh

I have just now received your letter of 29 November, 20.... My father agrees that there may be a chance for my selection. Mother is not very happy that I should start earning so early. But then what can one do about it? My idea is that I can easily study and acquire higher qualifications as a private candidate. There is no point in making the family suffer so that I may receive higher education by joining a college.

I have, therefore, decided to take this and similar other chances to get a job. I shall be arriving at Chandigarh on the evening of 6 December. I must thank you for your invitation to stay with you. On arrival at the Chandigarh bus station, I shall take a local bus and reach your place.

Please give my regards to your mother and father. I look forward to seeing you all in a few days.

With best wishes
Yours sincerely
Mohan
Mr Rakesh Ahuja
205 Sector I1-A
Chandigarh 160011

3. You are Mohan Singh and you are very lucky. After your test and interview held at Chandigarh, you have been selected as a teacher at an adult education centre. The appointment order shows that you have to work in a village. Write an application to the Director, Department of Adult Education in Chandigarh, requesting that you should be posted in some town so you can continue your studies.

Sample application

135, Model town
Ludhiana
10 January 20.....

The Director
Department of Adult Education
Chandigarh
Subject : Appointment of teachers at the adult/education centres
Sir
Kindly refer to your appointment DAE 1415/4579, dated 5 January, 20.....
I have been selected as a teacher and posted at the village Kuriman in the Ferozepur District. I do not mind leaving my home to take up this post but I would request you to post me in a town. The reason for my request is as follows:

I have been a brilliant student. In the higher secondary examination I passed in the first division, securing nearly 68% marks. I have a keen desire to carry on my studies, but my father cannot afford my higher studies at college. I, therefore, intend to earn my own living and study privately by attending coaching classes in the evenings.

Now coaching classes are available only in towns, not in villages. I shall, therefore, be grateful to you if you kindly post me in some town.

Thanking you
Yours faithfully
Mohan Singh

4. Suppose you receive the following letter from your father. Give him a suitable reply.
Tiger Lodge
Sheikhpura
Dist. Gurdaspur
5 January 20.....
Dear Rajan

I am shocked at your result of the December test. The progress report sent by your principal is very disappointing. It seems that you are not serious about your studies and you are not keeping good company. I am also writing to your warden to keep an eye on you and send me now and then report about your work.

I advise you to be serious about your studies and show better result next time.

Love from your mother.

Yours affectionately

Gurbachan Singh

Mr Rajinder Singh
X1 Class Student
Govt. Higher Secondary School
Pathankot

Sample reply

Govt. Higher Secondary School
Pathankot
10 January 20.....

Dear Father
I received your letter of 5th January two days ago.

I am sorry that this time you did not receive a good report of my studies. I did not do well in the December test, because I remained ill for a few days before the test. I did not write to you about my illness, thinking that it would upset you. Now I am perfectly all right, and I am trying to make up for the loss in my studies. I have not fallen into any bad company. Rest assured that I shall do much better in the annual examination.

My regards to dear mother and love to Kitty.

Yours affectionately
Rajan

Sh Gurbachan Singh
Tiger Lodge
Sheikhpura
Dist. Gurdaspur

5. Suppose you are Harcharan Kaur. You live at 213, Katra Ahluwalia, Amritsar. You have just now passed your Higher Secondary Examination in the first class. You see the following advertisement in The Tribune of 20 June:
Wanted a young lady clerk, matriculate with a fair command of English. Pay ₹14000/- p.m. Apply: Manager Chopra Industries, 56-A, Naraina Industrial Estate, Delhi.

Sample reply

213 Katra Ahluwalia,
Amritsar
22 June, 20....

The Manager
Chopra Industries
56-A Naraina Industrial Estate
Delhi

Dear Sir
Kindly refer to your advertisement in The Tribune for the post of a lady clerk, and consider me a candidate.

I have just now passed the Higher Secondary Examination of the Punjab School Education Board in the first class. I obtained 70% marks English. I can also speak English well. At school I took part in debates and speeches In English. During last two months I have also learnt a bit of typewriting. I think I shall soon gain speed in it.

I am a young girl of 17 and I am in good health.
I assure you that I shall do my duties properly.
Thanking you.

Yours faithfully
Harcharan Kaur

6. On Monday, 15 July, you read the following notice on the school notice board:

Notice

Lala Jagan Nath of Jalandhar has offered three scholarships of 500/- p.m. to be awarded every year to the students of XI class who are very good in their studies and whose parents’ income is not high. Applications for the award of the scholarship should reach the Principal by Friday, 19 July.
Sd/
Principal

Sample application

223, Bakvi Mohalla
Phagwara
16 July, 20....
The Principal
D.A.V. Higher Secondary School
Phagwara
Sir

Kindly refer to your notice, announcing the award of scholarships offered by Lala Jagan Nath of Jalandhar, I wish to apply for one.

I have always passed all school examinations till now. On many occasions I have secured the first class, on some occasions the second class. In the tenth class examination, held a few months ago I obtained 65 per cent marks.

My father is an assistant in the office of the DPI. His total salary is no more than 8000/- per month. He has to support his old mother and a family of four.

I shall be thankful to you if you kindly award one scholarship to me.

Thanking you

Yours obediently
Kuldeep Arora
Roll No. 22
XI Class

7. You are a typist working in an office of the Punjab Govt. Your pay-scale is 150-300 p.m. You read the following news item in the Indian Express of 2nd December:

D.A. Hike

The Punjab Government has announced an increase in the dearness allowance of all classes of its employees. Employees whose pay is up to ₹15,000/- p.m will get an increase of ₹1,000/- p.m Those drawing above ₹15,000/- p.m: will get an increase of 5% of their pay, subject to a minimum of ₹1,000/- p.m and a maximum of ₹2,500/- per month. The additional dearness allowance will be payable from September last.

Write a letter to the Indian Express, pointing out that the amount of increase in the dearness allowance is too small. The price of food and other essential articles has gone up by at least 20 per cent during one year.

Sample letter

103, Phase IV
Sahibzada. Ajit Singh Nagar
3 December 20....

The Editor
The Indian Express
Chandigarh
Dear Sir

Would you kindly publish the following few lines in the ‘Letters to the Editor’ column of your newspaper.

The increase in the dearness allowance announced by the Punjab Government has come as a shock to the State Employees. The present dearness allowance was fixed more than one year ago. Since then, the cost of living has gone up by at least 20 per cent. The prices of food items have gone up very high. The prices of other essential articles like clothing have also increased. The landlords have also increased house rents. Therefore, the Government should at least double the increase in the dearness allowance, without which the low-paid employees will be hit hard.

Thanking you
Yours faithfully
Karma Sachdev

8. You read the following poster displayed on your school notice board. Order the book.

OXFORD ADVANCED LEARNER’S DICTIONARY OF CURRENT ENGLISH
by
A. S. Hornby
Third Edition available in paperback from
Malhotra Book Depot
Kashmiri Gate, Delhi 110006

Sample letter

Govt. College
Ludhiana
25 August 20.....

Messrs Malhotra Book Depot
Kashmiri Gate
Delhi 110006

Dear Sir

Kindly send me one copy of Oxford Advanced Learner’s Dictionary of Current English, third edition (paperback) per V.P.P. at the address given above. I assure you that I shall take delivery of the parcel the day it arrives.

Thanking you
Yours faithfully
Anil Kumar
Class XI-C
9. Suppose you are Rakesh. Do you remember that one Mr A.C. Gogoi became your friend when you were travelling with him from Delhi to Kanpur? Do you also remember that you did not do well in English Paper A, and your friend advised you to make up in English Paper-B?

*Now at the end of your examination write a letter to Mr Gogoi A/225 Panan Bazaar, Gauhati (Assam telling him about the examination, particularly how you did in the two English Papers.*

**Specimen letter**

2204-A, Model Town Patiala
20 April, 20...

Dear Mr Gogoi

You will probably recall that two months ago we met in the Gomti Express travelling from Delhi to Kanpur. Before parting, we took each other’s address and I promised to write to you first. I could not however write earlier because of the examination. Only yesterday I finished my last paper.

On the whole, I have done well in the examination. My Mathematics and Science papers have been very well done. In Social Studies and Punjabi too I hope to get at least second class marks. It is only in English that I have not done too well. In fact, at the end of English Paper-A I was completely disappointed. I was about to give up when my friend Hardeep advised me to take heart and make up in Paper-B. I think I should get at least 50 marks in Paper-B, so that I shall at least pass in English.

This examination has taught me that the English texts must be read again and again, and I should not depend on bazaar notes.

Now I am free for more than two months. I shall go to college in July. I plan to spend my holidays with a friend at Kasauli. It will be cool and pleasant there. Why don’t you join us there for a few days?

With best wishes
Yours sincerely
Rakesh
Mr A. C. Gogoi
A/225, Paan Bazaar
Gauhati (Assam)

10. Suppose you are Parkash. You live at 125, Kucha Harman Singh, Phagwara. Your friend Gurinder, who lives opposite Govt. Middle School, Goraya, is thinking of running away to Mumbai to become a film actor. Write him a letter of advice, telling him that it is not wise to do so. Use also the hints given below:

**Hints:** (not easy to become a film actor—should look after lands- if really interested in acting-join the Film and TV Institute at Poona after B.A.)
Specimen letter

125, Kucha Harnam Singh  
Phagwara  
5 May, 20.....  
Dear Gurinder

Last week, Subhash came here to buy seeds for his farm. He told me that you were planning to run away to Mumbai to become a film actor. I do not think this will be a wise step for you. Don’t you know now many young boys rush to Mumbai with the dream of becoming film actors? Often, they starve there and sleep on pavements. No film company gives them even an extra’s role.

I think you should look after your father’s lands. You can really earn a lot of money this way. If, however, you feel a strong urge to become a film actor, then you should first practise acting on the college stage. You should complete your B. A. first and then join the Film and Television Institute at Poona. If you have talent for acting, you will do well at that Institute. If you do well at that Institute, you will surely get good offers from film companies.

I am sure you will consider my advice and act upon it.

With best wishes  
Yours sincerely  
Rakesh

Mr Gurinder Singh  
Opp. Govt. Middle School  
Goraya

Exercise 132

11. You receive the following letter. Write a suitable reply to it, using the hints given in the brackets.

Office of the Director of Public Instruction  
Punjab, Chandigarh  
5 August, 20....

Mr Gurdial Singh  
527-A. Street 5  
Adarsh Nagar  
Jalandhar  

Please refer to your application, dated 1 July, 20.... for transfer.

The Department wants to make it clear that there is no move to transfer teachers at this time of the year. However, considering the circumstances given in your application, the Department may allow mutual transfer. Therefore, if you can arrange for any teacher at Pathankot to apply for transfer to Jalandhar, you can be transferred to Pathankot to work in his place.
The Department does not pay T. A. and D. A. in the case of mutual transfer.

Sd/-
Registrar.

Hints: (willing for mutual transfer—Mr Harnam Singh of Higher Secondary School, Pathankot, applying for transfer to Jalandhar—)

12. “Wanted a clerk knowing typing. Pay 13,000 p. m. Apply to the secretary, Digamber Jain Higher Secondary School, Loharu, Rajasthan.”

The above advertisement appeared in the Hindustan Times of 10 September, 20.. Apply for the post, stating your qualifications, speed in typing, experience as a clerk or typist and your age.

13. Imagine you are Robert William and you are studying in Class XI at the Mayo College, Ajmer. In a few months, you have to appear in the final examination. Your father sent you the examination fee last month, which you spent away in buying some clothes for yourself. You cannot write to your father again for the fee. Write to your brother, who lives at 23/2, South Extension III, New Delhi, explaining everything and asking him to lend you ₹700/- only.

14. Imagine you are Sarla. You live in Sector-22D, your House No. is 3337. Your father is a clerk. He has been transferred to Patiala. Write an application to the Principal of your school, requesting her to issue you a school-leaving certificate.

15. Imagine you are Kamal. You live in Ambala. Your house is in Model Town there, Its number is 428/B. Write a letter to your parents, who live in Amritsar (House No. 151) in Hall Bazar, telling them about the drama staged in your school in which you played the part of a servant. People liked your acting very much and you got the first prize.

16. On Friday last week, while you were returning home from school, it suddenly started raining. The roads became slippery and cycling became dangerous. Right then, you ran into an old man and he had to be taken to hospital. Write a letter of not more than 100 words, to your mother, giving her an account of what happened. Your name is Seeta and you live in Amritsar. Your house is situated on Court Road, its number is 729.

17. Imagine you are Baldev Singh. You live in Chandigarh. Your House No, is 1059 Sector 22 B. Write a letter to the Editor, The Tribune, complaining of the long hours of power shutdown.

Hints: power shut-down a regular feature-affects students study -examinations drawing near-because of power shutdown—the water-supply remains suspended-streets not lighted-fear of thefts,

18. You are Harpreet Kaur. You live at 125-A, Railway Road. Jalandhar City. A class-fellow of yours (Surinder) comes from Nakodar and tells you that Gurpreet’s parents are arranging (Gurpreet’s) marriage shortly. Gurpreet does not like to get married so soon. After all, like you, she has just passed the higher secondary examination and is barely 16. Write a letter to Gurpreet (House No. 233, Mohalla Kalyana. Nakodar), advising her how she can convince her parents that it is too early for her to get married. You can tell her that even law does not permit it.
19. Imagine you are Pritam Singh. You live at Ferozepur. Your house No. is 105 B in Guru Nanak Nagar. Your younger brother is a bookworm. He is good at studies but weak in health. Write him a letter advising him to improve his health.

20. Imagine you are Subhash Chander. You live at Arjan Nagar in Hoshiarpur. Your House No. is 1035. Now during vacation, you want to go to Delhi to stay with your aunt at 103, Lajpat Nagar III, New Delhi. Write a letter to the Postmaster to redirect your mail to Delhi during the period of vacation (give dates).
Good friends are rare like gems. Lucky is the man who has a good friend. Jaspal is my bosom friend. He lives at a stone’s throw from my house. His father is a farmer. Jaspal is my classmate. He takes keen interest in his studies. But he is not a bookworm.

He behaves with everybody in a decent way. He is obedient and respectful. He is in the good books of his teachers. He is always keen to add to his knowledge. Everyday he reads newspapers.

He takes interest in games. Football is his favourite game. He knows the value of laughter. He always remains happy and keeps me happy. He is honest and dependable. Whenever I am sad, he consoles me.

He has many good qualities for which I like him very much. He believes in self help. He does not poke his nose into the affairs of others. He guards his self-respect. He helps the poor and the needy. He keeps his room spick and span.

He does not waste his time in gossip. He spends it usefully. He has number of hobbies. He is interested in stamp collecting, kitchen gardening and music.

His good habits will go a long way in making him a great man. When he grows up, he is sure to make a mark in life. I am proud of such a nice friend. It is very difficult to have good friends like him. He is a source of great inspiration to me.

An Accident

Accidents are of daily occurrence in big cities. They are generally due to reckless driving. They result in loss of human lives.

Last week I was in Delhi. I had to go to Lajpat Nagar. I was travelling in a local bus. Another bus on the same route was going a few yards ahead. It was evening.

Just near the Zoo there is a sharp bend in the road. When the two buses were turning round, a scooter rickshaw and a motorcycle were coming from the opposite direction. Their drivers delighted in rash driving. They wanted to pass by the bus in a flash. The bus driver sensed the trouble He slowed down and did his best to avoid the mishap. The two vehicles in their effort to take the turn, struck against each other. Then they crashed into the bus.

I heard a terrible sound. I got off the bus and hurried to the spot. I saw the two vehicles smashed to pieces. I was shocked as many others were.

The scene was quite heart-rending. The girl on the scooter got a terrible shock. She
could not support herself. Somebody nearby helped her sit down. Her brother had received a serious cut on the head. His face was smeared with thick blood. He lay crying with terrible pain. The driver had escaped with slight injuries. The man on the motorcycle lay unconscious. It was very painful to hear the cries of the wounded.

A big crowd immediately collected on the spot. Many were heard exclaiming: “It is really tragic!” The policeman on duty near the scene of the accident rushed to the spot. He asked the people not to make a crowd. An ambulance was immediately sent for. The injured persons were removed to hospital.

The police inspector arrived soon. A photographer was called to take the photograph of the place. Enquiries were made from the eyewitnesses. Their statements as well as that of the bus driver were recorded. The traffic was held up for about an hour.

The tragedy lingered on in my mind for some time and made me sad.

I wish people were more careful while driving. They must drive at moderate speed to prevent such horrible accidents.

**A Kabaddi Match**

Last Sunday, a kabaddi match was held in our school ground. Players of the Government School and the Khalsa School participated in this match. The ground had been prepared well in advance. The boundaries were marked with lime powder. Our school PTI acted as the referee. At 2.00 p.m., he blew the whistle. Many supporters of the players formed a human fence on all sides of the boundary. The players entered the arena.

First of all, the Government School was asked to send its player into the rival’s field. Although Jagtar was an active player yet four boys of the Khalsa School pounced upon him and held him down. He tried hard to get himself free, but all in vain. Thus the Khalsa School was awarded the first point. The spectators rent the sky with noise. Then the Khalsa School team sent its first player, but nobody dared to touch him. All the players of both the sides went into each other’s territory, saying “Kabaddi kabaddi”. It was really a funny moment when Sohan’s turn came. He had hardly crossed the central line when somebody from outside shouted “Pakar lo”. Sohan jumped back like a frightened cat. Everybody burst into peals of laughter.

The match continued for about thirty minutes. Although in the first round, the Government School got more points, yet in the last round the Khalsa School team turned the tables. The Khalsa School team was declared the winner. Everybody cheered and congratulated the players. Our Headmaster personally came to congratulate the winners. It was really an interesting match with many breath stopping moments.

**Ranjit Singh**

Ranjit Singh was born on 13 November 1780. He was the only son of Sardar Maha Singh. His mother was the daughter of a Sardar of Jind. His parents paid little attention to his education. He could not get any regular education. In childhood, he fell a victim to smallpox. He was so seriously stricken by the disease that there was little hope of his survival. He
survived but lost his left eye. He was hardly ten years old when he started participating in battles. Thus he learnt the tricks of battle in his teens. Around the year 1792, his father died. In 1796, he was married to Mehtab Kaur. Soon after the death of his father, he took over the reins of administration. In 1798, Shah-Zaman attacked Punjab Some of his cannon fell into the Jhelum. Ranjit Singh got the cannon out of the river and restored them to Shah Zaman. This gesture pleased Shah-Zaman. He gifted the City of Lahore to Ranjit Singh. Thus he started ruling the Punjab on behalf of the Afghan King.

He became a symbol of intellect and wisdom. He was always surrounded by competent lieutenants. He respected men of wisdom and learning. He was a secular ruler. He devotedly listened to the recitations from holy books.

He listened to the complaints of his subjects with attention. He decided matters on the spot and instructed his officers to take prompt action. In the matter of appointment he took care to see that people of all communities got their share. He possessed a sharp eye for merit, capacity and capability. He made all possible efforts to streamline his administration.

After a long rule of about four decades, on 27th June, 1839, this great ruler of Punjab fell seriously ill. In spite of the best efforts of his well wishers, he could not overcome his illness and fell into the cold hands of death.

**An Ideal Student**

Students have to play a big role in the development of the country. So they must realise their duties. They are the raw material out of which administrators, soldiers, statesmen and teachers are to be produced. They should try to become ideal students so that they are able to play their role in a proper manner.

An ideal student is one who has developed a sense of true discipline. He knows the value of self-control and does not take part in useless and foolish activities. He knows manners and behaves in a decent way. He applies his own sense of judgement and is not blindly led by others. He is able to distinguish between what is right and what is wrong. He follows the right path of life.

He is obedient and respectful. He shows due regard to his parents and teachers. He cannot think of any disrespect to his elders. He does not boast of his learning, scholarship or achievement He is devoted to duty and does his work regularly.

He is always anxious to add to his knowledge. In his free time, he is in the library, reading newspapers, magazines or other useful books. He has interest in the affairs of the world.

Apart from his class work, he takes keen interest in extra curricular activities. He is not a bookworm and truly understands the value of games and sports. He tries to develop his personality in every possible way. He takes part in debates and declamations.

An ideal student loves his country. He is not without the noble sentiments of patriotism. He works for the growth and progress of the country. He takes his work seriously and honestly. Whatever he does, he does keeping the interest of the nation in view.

If all students imbibe these qualities, India can progress rapidly and rise to great heights of glory and development.
A Scene at an Election Booth

It was the 3rd of March 1977. The sun was shining in the sky. Our school building was the nerve-centre of the area. It appeared as if all roads ended there. Villagers clad in colourful clothes were making their way towards the school as an election booth had been set up there. Some people came on their tractors. They were full of enthusiasm.

A number of political parties had set up shamanias in front of the school building. Every visitor was being given a V. I. P. welcome. They were led to the tables where the polling agents of various parties were sitting. They had the lists of voters. They checked the names numbers of the voters.

There was a snake-like line outside the election booth. Some of the voters were serious and silent, others quite talkative and jolly. These were discussing the prospects of various candidates. There were some illiterate persons also. Some of them felt as if they were standing in a puzzle house.

The voters were being ushered to the polling booth. Some blind men also came to cast their vote. In spite of their blindness, they were fully acquainted with the cross currents of politics. Some people tried to cast votes on behalf of others. They were caught and handed over to the police.

Now it was evening and the sun was setting behind a group of trees. At the stroke of five, the main gate was closed. A few late comers had to go back disappointed. It was really a day full of hurry, excitement, joy and anxiety.

A Visit to a Circus

Last year, a circus visited our village. They set up their tent in an open space. As I am a great lover of animals, I requested my father to take me to the circus. He readily agreed.

The whole place was lit up with bright lights. Music was on. Farmers dressed in colourful clothes were coming in large numbers. Some of them came on foot, but those who lived in far off villages came in trucks and tractor-trolleys. First of all, we looked at the posters and had a round of the place. There was a great rush in front of the ticket window. The ticket clerk was very busy selling tickets. My father also bought two tickets. After taking tea, we walked in. A long passage led to the arena. The whole place had been divided into different classes. We had bought ‘A’-class tickets. Guides were hurrying to and fro. We showed our tickets to one of them. He led us to our seats. Their band was playing the tune of a latest film song. The whole arena was full of thrill and excitement. Hawkers were selling tea, cold drinks and snacks. Children were shouting and crying.

After sometimes, a bell rang. Some lights were switched off and the show began. Young boys and girls were swinging on high ropes. I missed many heartbeats, when I saw them changing their positions in the midair without any support. Then the horses and elephants came. They held a mock class. After that, a bear came with an old motorcycle. I was really surprised to see a bear driving a motorcycle so efficiently. Everybody cheered.

After an interval of five minutes, the show again started. A man first swallowed many
things and then brought them out. Then a young boy came driving a jeep and made the jeep jump over a seven foot high fence. In the end, two tigers came. They walked on a thick iron rope. I was really surprised to see them balancing so efficiently. The show was over at about 9 p.m. The bell rang and we walked back to our house.

**An Ideal Teacher**

A teacher is a nation-builder. He has an important role to play in society. He is the pivot of the entire educational system. At schools and colleges, the character and attitudes of young people are built and the qualities of leadership are developed. The quality of students is determined by the quality of teachers. So every teacher should aim at becoming an ideal teacher.

The first task of an ideal teacher is to raise the quality of human material put under his care. He should have love for his pupils. He should have an understanding of student psychology. He should regard his students as his own children. He should understand their problems and difficulties. A teacher who loves his students is sure to win their love and respect.

An ideal teacher should be the master of his subject. He should be the best in the faculty. At the same time, he should have the ability to impart knowledge to students. He must be able to sustain the interest of The class throughout and for this he should have a sense of humour.

An ideal teacher should, by his own example, inculcate a sense of true discipline in his pupils. He should enable them to develop into responsible citizens. He should look after the all-round development of his pupils and produce competent personalities who would bring about progress and prosperity in various spheres of national life.

An ideal teacher is also a student throughout his life. He understands that knowledge is limitless. He spares time to read the latest books to brush up his knowledge. He is never proud and learn things with a sense of humility. He also encourages his students to read beyond the textbooks and thus enrich their knowledge. If he makes a mistake, he should have the moral courage to admit it.

An ideal teacher sees to it that his private life is blameless. This way he can exercise great influence his pupils.

**A Trip to the Hills**

Last year in June, I got a chance to enjoy a holiday at Simla. I was very happy.

I made necessary preparations and boarded the bus for Kalka, from where I wanted to go by train. It was eight in the morning, yet it was quite hot. The train started at 8-15 a.m. Hardly had the train covered a few miles, when the air seemed to cool down. Clouds were seen floating in the sky. The hills presented a lovely sight. The scenery became more and more charming, The train went round the winding rail track. It was not my first chance to visit the hills, yet their sight thrilled me much They were covered with tall pine-trees and wild flowers. As the train crossed Solan, the scene of the distant hills, covered with snow, looked beautiful. I was full of joy and eyed the green mountain ranges with a sense of wonder.
In the evening I was at Simla. It was a pleasure to see big crowds of young and old people in their best dresses. They all seemed gay and cheerful.

I stayed at Simla for ten days, I visited all places worth seeing. I went to see Wild Flower Hall, the Tara Devi Temple, the Jakoo Temple, Kufri, Chadwick Fall etc. It was a thrilling experience. I visited cafes and restaurants. I enjoyed riding, too. I spent most of my evenings on the Mall and the Ridge.

I made the return journey from Simla by bus. I reached Kalka in about four hours. As I boarded another bus for home. The hills receded in the distance. The memory of my pleasant trip will live lone with me.

**Life in a Big City**

Life in a big city is full of charm and bustle. It has many Advantages. So the people, who are rich and resourceful, prefer to live in cities. Modern amenities are available in a city. They make life comfortable. There are public schools and government schools. There are so many arts and science colleges. There are technical institutions. Young boys and girls have many opportunities to grow and develop in an atmosphere of freedom. Medical aid is readily available to the residents. There are big hospitals and also private doctors. There are public libraries. People can go there for pleasure and profit.

There are many sources of entertainment. Air-conditioned cinema houses are a big attraction. In the evening, people pass pleasant hours the public parks. There are clubs where one can spend time in pleasure. Cultural shows are held and those who have time and money can enjoy themselves. Restaurants provide a good escape from the daily routine. Visit a coffee-house and you find yourself in a different world. People are seen discussing everything under the sun. They refresh themselves and exchange views.

There are factories and offices. There are big and small industries. So there are lots of jobs available. However, life in a big city is, to some extent, artificial. People are clever and crafty. They are not honest like simple village folk. Air near the factories is full of smoke and injurious to health. Food is often impure. So people fall ill and suffer. But despite these drawbacks, life in a big city is full of attractions.

**An Annual Prize-Distribution Function**

The prize-distribution day is a very colourful occasion in the school life. This function is generally held towards the end of the session. It is a time of great joy for the students, especially the prize winners.

This year the function in our school was held in the month of February. The Education Minister was kind enough to preside at the function. A big shamiana was put up. The enclosure was beautifully decorated. Flowerpots and bunting made the place look bright and lovely. Prizes were arranged on the side tables. They were wrapped in coloured paper. The teachers took great pains to see that the whole show was a grand success.

The function was to begin at 3 p.m. but the students began to gather much before the appointed hour. Everybody was in high spirits. They were all anxious to occupy the best seats.
Guests began to arrive at 2:30 p.m. They were received by the members of the reception committee. The front rows were reserved for them. The prize-winners occupied seats meant for them.

The chief guest arrived at the right time. He was given a guard of honour by NCC students. Then he entered the shamiya. All stood up in their seats. There was perfect order and pindrop silence.

The programme started with a national song. A colourful variety programme was presented by the students. Then the principal read annual report. He also spoke highly of the chief guest and welcomed him to the school.

Then the distribution of prizes began. Names were called out. As the winners went forward to get prizes, the students clapped loudly.

When the distribution of the prizes was over, the chief guest delivered a short speech. He congratulated the prize-winners and the school staff on the excellent results and achievement in sports. He then called upon the youth to work honestly for building up their country. The principal then thanked the chief guest and the function came to a close with the singing of National Anthem.

**My Hobby**

A hobby is an interesting occupation which we take up for our amusement in our spare time. Different people have different hobbies, according to their tastes. There are many hobbies such as painting, singing, stamp-collecting, wood-carving, needle work and gardening.

There are many advantages of having a hobby. It adds greatly to the pleasure of life. It provides diversion from the daily routine. It is often an education in itself. It fills our vacant hours with pleasure.

I have great taste for photography but it is a very expensive hobby. So I have taken up gardening as my hobby. The lovely colour of flowers and their sweet smell keep me happy.

I have a small plot in front of my house. Here, I have developed a garden, complete with flower-beds and green turf. I have planted different varieties of roses. A mango tree and a guava-tree provide the cool shade in summer. Soft grass looks like a sheet of green velvet.

In the morning, I spend about an hour tending the flower-plants. I remove the weeds and do the trimming. I water the lawn and the saplings. I do not mind soiling my clothes. In fact, I enjoy much doing all this. In the evening when I come back from school, I again devote some time to my garden. Surrounded by the flowers as I stand I forget the books for some time. Their fragrance is refreshing. Sometimes when we sit there in the moon-lit night, we feel ourselves far away from the fever and fret of the world.

It is a real fun to eat unripe and ripe guavas. The tree gives a good harvest. I distribute the fruit among the children of my neighbours.

I keep my garden neat and in good trim. My younger brother also helps me in its upkeep. With the change of seasons, I lay out new beds for flowers. Manure is turned in and seeds are carefully sown in rows. This hobby keeps me quite busy in my free time. I delight in looking after my garden.
An Indian Festival

The Diwali is the grandest of all the Indian festivals. It is a festival of lights. It is celebrated with great enthusiasm all over the county. Most people believe that it is celebrated in honour of the return of Lord Rama to Ayodhya after his fourteen years’ exile.

It falls on the twentieth day after the Dussehra. It comes off in the month of Kartik. So it marks the advent of winter.

The Diwali brings with it the message of cleanliness. About a week before the festival all the houses and shops are cleaned and whitewashed. Some of them are gaily decorated. Every house and every shop puts on a new and bright appearance. The streets and bazaars are tastefully decorated.

The Diwali day is a day of, great rejoicing among the Hindus and the Sikhs. All people, young and old, rich and poor, look happy and gay. They put on their best clothes. The shops of confectioners and toy-sellers are overcrowded. They make sweets of different colours and shapes, which the children like very much. They talk proudly, telling others how they eat lions and elephants. At night, all the members of a family assemble and worship Lakshmi, the goddess of wealth. They pray for health, wealth and happiness. Sweets are distributed among all friends and relatives.

At night, the houses and shops are brightly lit up with earthen lamps and candles. Children play fireworks and explode crackers. The bazaars look as bright as the day. On the Diwali night, the Golden Temple at Amritsar presents very charming sight. People come from far and near to see the Diwali celebrations at Amritsar.

But it is a pity that the evil custom of gambling is associated with it. Many persons gamble the whole night. Most of them ruin themselves. This evil custom should be stopped.

The importance of this festival is great. It keeps the memory of Lord Rama alive. It marks the beginning of the new financial year among the hindus. On this day the shopkeepers and merchants open new accounts for the next year.

The Craze for the Cinema and T.V.

Gone are the days when people used to see their favourite stage actors in flesh and blood. Now the stage has been replaced by the silver screen. The T. V. has also joined the cinema family. The T.V. and cinema have not only become a medium of mass communication, but they are also a source of entertainment. Whenever one may go, cinema-houses are always overcrowded. People start queuing up in front of the booking-windows much before the showtime. Sometimes, their pockets are picked and shirts are torn, but they bear all this.

Young boys and girls often play truant and go to see the movies. They dress up like the film stars on the screen. They talk and walk like them and try to live like them. The cinema has taken everybody by storm. This has affected their studies also. They squander the hard-earned money of their parents. They live in a fool’s paradise. They try to copy the tricks they see in the films.

Recently, the T. V. has also become an effective medium of entertainment. On some days,
when an interesting programme is to be telecast, young enthusiasts even forget to eat their food. They sit in front of the television-set to view their favourite programmes. Even the busy farmers find time to view the programmes of their interests. Thus at only entertain themselves but also learn the new and advanced methods of farming.

In the present age, the cinema and T. V. have become an important part of life. In spite of their drawbacks, they continue to draw crowds. They are really a boon for the tired man. They are a big craze with everybody. Our government is trying its utmost to improve the standard of the programmes.

**Blessings of Science**

The present age is the age of science. It has changed the world. It has touched every aspect of modern life. It cools our houses in summer. In winter, it makes them warm. It cooks our food and washes our clothes. There are machines that can do anything for us. There are washing-machines. There are cooking machines. Nowadays, there are calculating-machines also. There are lofty buildings, having a number of storeys, called skyscrapers. But we need not climb upstairs. There are lifts to take us to the topmost storey.

In offices and factories, there are various machines to help us do our work quickly. These machines do not make mistakes; only they have to be kept in working order.

We have quick means of transport. Science has brought us nearer to other countries. We can travel by air or by train. We can take a taxi or a bus or a steamer. Oceans and mountains are no barriers now.

The telephone and the internet have put us in close touch with our friends and relatives. The radio and the television enable us to hear and see things happening in distant countries. We have cinemas and theatres to entertain us.

Medical science has overcome disease and suffering. Even defective hearts and lungs can be repaired or replaced. Atomic energy has added enormously to our resources.

Even the moon is no longer out of our reach. Science has given us untold joys. We should always make proper use of the advantage that science has given us.

**Life of an Indian Farmer**

India is an agricultural country, and our farmers are the backbone of our society. If they stop working in the fields, the whole society shall suffer.

Yet a farmer leads a very hard life. He works from morning till evening. He toils without minding the scorching heat of summer or bitter cold of winter. He ploughs the fields, sows seeds, waters them and looks after the crops at all times.

His life is very busy. He goes to the field in the morning and works. Then he takes rest under a tree. His wife brings his food there. After resting, he gets busy again till it is dark.

He lives in poverty. He is often in debt. He is contented with his miserable lot. While he provides food for others, he himself remains hungry. He works like a beast of burden.

The condition of the farmer is, however, improving now. The government has done much for the farmers. Almost all villages have been electrified. Link roads connect the villages with
the main road. Fertilizers are supplied to the farmers. Good quality seeds are given to them. Tubewells are sunk for irrigation. So his produce is good. The prices of foodgrains are fixed by the government. So good profits are ensured. His future is bright indeed.

**Shri Guru Gobind Singh Ji**

Guru Gobind Singh was the tenth Guru of the Sikhs. He was born at Patna on 26 December 1666. He was the only son of Guru Tegh Bahadur. Guru Gobind Singh spent the first six years of his life at Patna. Right from his childhood, he showed a keen interest in games and various skills. Even in his childhood, he took part in mock fights. He was a master of the bow and arrow. In 1673, the family shifted to Anandpur Sahib. There, he learnt horse-riding, and became a master of the sword. He learnt Persian and Punjabi.

Around the year 1699, Guru Gobind Singh was a force to be reckoned with. As the poor and the depressed people were being harassed by their local rulers, Guru Gobind Singh called a conference of Sikhs created the Khalsa Panth. The first five Sikhs who offered to sacrifice their lives in the cause of justice and righteousness were known as the ‘Panj Piaraa’. The Guru told his disciples that all distinctions made on the basis of colour, creed, profession or financial status were baseless. In fact, everybody was equal in the eyes of God.

The local rulers became jealous of him because of his rising power and popularity. They started conspiring against him. As a consequence, the great Guru had to fight many battles at Anandpur Sahib and Chamkaur Sahib. During these years, he wrote his immortal Zafar-Nama. In this great work, he took Aurangzeb to task for his anti-religious policies.

In 1707, Aurangzeb died and the new Emperor Bahadur Shah extended his hand of friendship to the Guru. In 1708, Guru Gobind Singh travelled to the South. One day in October 1708, it crafty Pathan stabbed him and the great Guru closed his eyes for ever.

**Baisakhi Fair**

A fair is an event of great joy. It breaks the dullness of life. It enables us to see people of different tastes and habits who dress up in colourful clothes, dance, sing and eat. It is a beautiful sight to see thousands of men, women and children going to the site of the fair.

Punjab is known for the Baisakhi fair which is celebrated every year on 13 April. In the second week of March, wheat and other crop start blossoming and the farmers are happy to see the fruit of their labour. On the Baisakhi day, they offer their prayers to the god of rain and food. Early in the morning, they go to their fields and harvest a portion of the field. Then they dress themselves in their best and flock to the fair.

It is really a sight to see. Everybody looks happy. Vendors from the nearby towns come and set up stalls. They sell toys, balloons and bells for oxen. The sweet shop, draw the biggest crowds. Young boys wear colourful turbans and the whole place looks like a sea of turbans. Young girls and married women are seen buying earrings, pins and bangles. The hawkers cry at the top of their voice and try to catch the eye of the customers. Jugglers and magicians also come to this fair. They entertain the people with their skills and amusing remarks.
Sometimes, government stalls are also set up at the Baisakhi Fair. There, the farmers queue up to buy new varieties of seeds. Some of them are seen with bags of manure on their heads.

Bazigars also visit the Baisakhi Fair. They entertain the people with their skill. Competitions in different games are held. The prizewinners are cheered. Farmers bring their bullocks and carts and take part in cart and camel races. The winners are awarded prizes. Children feel excited. They are very happy to have sweets and other things. Baisakhi is indeed a day of rejoicing for the hardworking Punjabi farmers.

**Subhash Chander Bose**

Subhash Chander Bose was a great Indian. He was a man who believed in action and not in words. He will always be remembered for boldness, courage, and his intense love for the motherland.

Bose was born on 23 January 1897. His father, Jankinath Bose, was a lawyer. Even as a child, Subhash was interested in organizing things. Once, at school, he organized his classfellows into a group of volunteers who performed social service. He got military training during his college days. In Cuttack, he organized another voluntary corps. In spite of his love for such activities he never allowed his studies to suffer. He maintained a record of high performance. He stood second in the Matriculation Examination of Calcutta University. Also in B. A. he stood second in the University. When he went to England, he sat for the I. C. S. examination. Although he had just eight months to prepare for the examination, he was placed fourth on the list of the successful candidates. His parents and relatives were proud of his achievement.

He came back to India in 1921 and wanted to work for the freedom of his country. He resigned the I. C. S. He met Deshbandhu Chitranjan Das and Mahatma Gandhi. He was very much impressed by Chitranjan Das. Subhash joined the Congress and was made its General Secretary. But being a man of a rebellious nature, he left the Congress Party and tried to organize the youth of the country. He was arrested. In the jail, he fell ill. He was sent to Europe for treatment. There, he met Sardar Patel who was another person to influence him.

Subhash thought that Gandhiji’s peaceful methods would not bring freedom to India. He believed in force. He organized an army known as the I. N. A. (the Indian National Army.) He was called Netaji. He wanted to fight the British and expel them from India. The Second World War was about to end, when news came that Subhash Chander Bose died in an air-crash. Many people believe that this news was false, and they still think him to be alive.

**A Cricket Match**

“All work and no play makes Jack a dull boy.”

Therefore our school makes sufficient arrangements for games and matches. Recently, an exciting match was played by our School Cricket Team on our school playground.

The smooth green grass of our school playground is like velvet spread on the earth. A day before the match it was levelled by heavy rollers, and white boundary lines were drawn
on it. Flag posts were pitched on the boundary lines. There was a good seating arrangement all around the field. Now it seemed as if the lovely playground was inviting the players.

In the morning, the visitors of the match began to take their seats. Now the Government High School team arrived. After some time, the Umpires and the Captains of both the teams went to the field, among loud cheers from both the sides. Our School Team won the toss.

The pair of Romesh and Sunil, the best players of our school went to open the first innings. The Captain of the opponent’s team arranged the players and Ajit was now to attack. Ajit bowled the first ball. Romesh hit it with a hard stroke and the ball flew whirling and twirling in the air. Mohan ran to catch it but he missed it; the ball crossed the boundary. Our school students shouted, “Hurrah! hurrah!” and a wave of gloom spread over the faces of the opponents.

Ajit bowled the second ball. Romesh again drove it hard but it was stopped quite near the boundary. It yielded two runs. In the beginning, the pair scored forty in twenty minutes. But the change in bowling brought a dead stop in scoring; and after fifteen minutes, Surinder took three wickets in one over, a wonder of wonders! Again, the pair of Nirmal and Surjit went to bat. Every time, Nirmal hit the ball with a whirl of motion and the ball appeared on the boundary line.

In the first innings, our school team declared, when the score was 400, with the loss of five wickets. Now the Government High School team was to bat. Surinder opened his account with a boundary. The score had reached 150, with no loss of wickets. All the efforts of our bowlers ended in smoke. So our Captain brought Nirmal to bowl.

In 40 overs, Nirmal took all the ten wickets, giving only 125 runs more. The hopes of victory of our opponents were dashed to the ground. In the second innings our school team scored 305 runs, while the Government School Team scored only 139 runs. It was impossible for the opponents to complete the total in one day. So, the match ended in a draw.

**Some suggested topics for practice in essay-writing**

Write essays, each in about 250 words, on the following topics:

- What I want to do after passing Class XI
- Three hours in the examination hall
- How many unpleasant things will happen if I fail
- How I found my lost bicycle
- How I spent the last Sunday
- How I prepare myself for school in the morning
- How I polish my shoes and wash my clothes
- Once I lost the money I had brought to school to pay my fee
- One day I found a purse
- One day I fell ill
A sleepless night that I spent in the forest
One day my father did all the cooking
A day in the life of farmer.
A day in the life of a headmaster/headmistress
A day in the life of a housewife
A day at harvesting
A scene at bus-station
A scene at a lake
A scene before the examination hall
A journey by cart
A flight in an aeroplane
An interesting journey
If I won a prize in a lottery
If I were the headmaster
A fair celebrated in Punjab
A village in Punjab
A Punjabi wedding
The foods that the Punjabis eat
What the Punjabis eat and drink in winter
What the Punjabis eat and drink in summer
My favourite leader
My favourite film star
My favourite poet or writer
My favourite hobby
Fishing as a hobby
The person I like the most
The person I dislike the most
The film I have liked the most
The book I have liked the most
A hockey match
A football match
Why I want to become a college student
Harms of smoking
Value of games and sports
Value of discipline in life
An autobiography of a motor-cycle
An autobiography of a coat
The choice of a profession
A moonlit night
A day dream
A flood scene
A cattle fair
Patriotism
Superstitions
Prohibition
Fashions
A visit to the Golden Temple
A visit to an exhibition
A visit to theatre
A visit to a hospital
A visit to a bank
A visit to a post office
A visit to a big hotel
A visit to a factory
A visit to the moon
A visit of a VIP to our school
Benefits of science
Our modern means of transport
The Cinema
Newspapers
The increasing popularity of the T.V. in Punjab
Advantages of getting up early
A rainy day in winter
A school competition
An accident between a scooter and a bus
Dussehra
Baisakhi
Christmas
Guru Nanak Dev ji
Sardar Hari Singh Nalwa
Lala Lajpat Rai
The City of Amritsar
The City of Patiala
Chandigarh
India of my dreams
Diary-writing
Pleasures of reading
Wrestling as an art
The role of women in India
Childhood memories
On preparing a cup of tea
The joys of living in a small village
The attraction of living in a big city
Look at the table of tenses given on page 70.
Each sentence shows the verb phrase constituted in a different way so that it represents a different tense. In the following sections you will compare the sentences in English with those in Hindi or Punjabi. The sentences are of various tenses:

**Present Indefinite Tense**

1. बच्चे हिंदे मन्त्र दिया जेहदे गए।
   बच्चे यहाँ सारा दिन खेलते हैं।
   The children play here the whole day.

2. सुरिन्दर अफस़ उठे सरहदे भेजे रहिए नाही Checkout.
   सुरिन्दर प्राप्त: सुबह मेरे दफ्तर आता है।
   Surinder generally comes to my office in the morning.

3. छिड़ किया मात्रीभांग गेहरा रही वही गलती।
   वह यह सारी बातें नहीं समझती है।
   She does not understand all this.

4. क्या तुम मेला खाना खाने से पहले हाथ धो लेते हो?
   वी दुभी वैदी धरते दे पवित्र जेह पड़े दे?
   Do you wash your hands before eating a meal?

5. छिड़ भेजी भवन तो तो बदला।
   वह मेरी सहायता नहीं करता।
   He does not help me.

6. क्या तुम अपना समय क्यों व्यर्थ गंवाते हो?
   क्या तुम घम धरते दे?
   Why do you waste your time?

7. क्या तुम उठते हो?
   क्या तुम उठते हो?
   When do you get up in the morning?

**Past Indefinite Tense**

1. छिड़ भेजी गाना गाना गाना।
   उसने सब्बा में गाना गया।
   She sang a song in the meeting.

2. दिदिया छाड़े बिच भी भी पीछे उठे दिने।
   इस बच्चे ने खिड़की का शीशा तोड़ दिया।
   This child broke the window-pane.
3. मुझे भेजे वैसे उस समय डरपार सवार।  Satwant borrowed ten rupees from me.
   सतवान ने मुझ से दस रुपये उधार लिए।

4. गृह में भेजी बांध तवी गुड़ी।  He did not listen to me.
   उसने मेरी बात नहीं सुनी।

5. वी अभी आप मबूर वगी गाते का?  Did you not go to school today?
   क्या तुम आज स्कूल नहीं गए?

6. वी अभी बूढ़ तवी धर्मनाथ?  Did you not tell a lie?
   क्या तुमने बुढ़ नहीं बोला?

Future Indefinite Tense

1. भेज मः जेस्टर मः महें भेज पहुंच सांवांग।  I shall reach the station in time.
   में स्टेशन समय पर पहुंच जाऊँगा।

2. बेंजी ले दो रहे बेंजी।  The train will leave at 2 o’ clock.
   गाड़ी दो बजे छूटेगी।

3. मारी नीह भेज भेज संग ताचेगी।  Our team will win this match.
   हमारी टीम यह मैच जीत लेगी।

4. भेज वेस्ट उड़ार भिखरा।  I shall meet you tomorrow.
   में कल तुम्हारे यहाँ आऊँगा।

5. वी धुर भागनी पगुणी लगी बेंजेगा का?  Will he continue his studies?
   क्या वह अपनी पढ़ाई जारी रखेगा?

6. अभी मबूर वर्ते पहुँचेगे का?  When will you reach the school?
   तुम स्कूल कब पहुँचोगे?

7. वी धुर भेज जी बेंजेगा का?  Will he not speak the truth?
   क्या वह सच नहीं बोलेगा?

Exercise 137

Present Indefinite Tense

(A) Positive Sentences

(I) Translate the following sentences into English:

1. धुर आप देश उ भरा बंध विहर बैठसी दे।  वह प्राय: कश्म में पीछे बैठती है।

2. नविन आप देश उ भरा वे मबूर भे मारे आपसे इसके संग।  सुनेर देश: सबके के समय अपने दफ्तर जाता है।
3. वेंद्य अपनी चीजों मांड़े घरवीं में देखने ले।
   रेनू। अपनी चीजों साफ़ सुखरी रखती है।
4. छिम दबावणे रेंट र तिम्बड़णु बक्शने हैं, धु छिम ले रहूँ।
   वह वफादार होने का दिखावा करता है, पर वह है नहीं।
5. इसी छिम छुए प्रेम्ये झिंझ बो गुड़पुरा ले?
   तुम उसे पूछो वह क्या चाहता है?
6. छिम छुए डुगड़ी गोल मध्य रुद्री खुर्ची।
   उसे तुम्हारी बात समझ नहीं आती।
7. बचे बिख़िरे बंस बैठते रह भुजे खराब के गाठ देखने रहते।
   बचे खिड़की के पास बैठते हैं और अनी मानें बालों को देखते हैं।
8. नहीं मुझे जेंडर ले उंग मारन पर भक्ति संभातं छेड़े गए।
   जब बचन होती है तो जो नवाब शारण दौड़ते हैं।
9. छिम अपने तंग रहे रह भुजे झिंझे रख झुंड़े गए।
   वे अपने हाथ थोपते हैं और तीनों से पोखरे हैं।
10. बादः जानकी बिच अपने आस्थां घटनापूर्ण रह भुजे मच्छर बिच रंगड़ हेल छिम सांगे गए।
    पक्षी गम्भीर में अपने घोसले बनाते हैं और सदियों में दक्षिण की ओर उठ जाते हैं।
11. मे हमें डुगड़ी हिंडी गाजी दे बचे बिच भिड़ना उँग।
    मैं हमेशा तुम्हारे यह गली के कोने में मिलती हूँ।
12. छिम मारने वेंद्री देखने है।
    सुरूँ हमें रोशनी देते हैं।

HINTS: 1. neat and tidy 2. poses, pretends 3. passersby 4. shelter 5. towel 6. wipe 7. nests

(B) Negative Sentences

(II) Translate the following sentences into English:
1. छिम भेंदी तीन ज़मीं देने गर्म बाज़ार ले।
   वह मेरी नियत पर सन्देह नहीं करता है।
2. भे माफ़े देंगे हूं रही माखण्ड उँग।
   मैं सभी तथ्यों को नहीं जानता हूँ।
3. उंग छिम तपते घंटे फिरों सुरूः वड़ी ली बर्दारी, छीं स्वरूप रही देखी छीं।
   तुम्हें अपना कार्यक्षेत्र निभाने के लिए किसी प्रकार के नेतृत्व की आवश्यकता नहीं पड़ती।
4. नहीं भेंदी अवस्थापन मध्यम तमांगी वर्द़ना है उंग में छिम हो तह मध्य रुद्री आपसी।
   जब मेरा अभ्यासक जलद-जलद बोलता है तो मुझे उसकी समझ नहीं आती है।
5. छिम छीं लीहंग वातावरण फिर जबालू रही बचने विश्रवार छिम दुख दे विध नेपाली रही देखी छीं।
(III) Translate the following sentences into English:

1. क्या तुम हर खाने से पहले हाथ धोते हो?
   Your hands are washed before eating?

2. क्या तुम इस समय क्या करते हो?
   What are you doing now?

3. क्या तुम बहन की बजक भवजन दिखाये देते है?
   Do you show respect to your sister?

4. छह दिन बाहर रहे दो दिन नहीं बाहर रहे?
   Did you stay out for six days but not for two days?

5. क्या राम चहरे बबसे बबसा बजर बजता है?
   Does Ram look tired when he is tired?

HINT: 1. corner house

Exercise 138
Past Indefinite Tense
(A) Positive Sentences

(IV) Translate the following sentences into English:

1. वह उसे दूसरे कस्बे में ले गया।
   He took him to another village.

2. रमेश ने टीवी देख गेंग उठान धार्मिक बेंकेलांग्रा।
   Ramji watched TV and got up.

3. मेरे दादा जी ने तीन बार निकलवा दिए।
   My grandfather took me out three times.

4. राजा को अपनी सेना के कमांडो की बड़ी दली देतें देते यें वें।
   The prince gave his army to the chief commander.

5. जब ने फिल्म निर्माता बन डिझाइन बन अभिशिक्षा देकर स्पष्ट प्रामाण्य से बनाया।
   When he became a director, he clarified his position and received clear evidence.

6. राम शहर छोड़ने से पहले रामी कोशल्या के पास आशीर्वाद लेने के लिए गए।
   When Ram left the city, he went to the palace of Rama for a blessing.

HINTS: 1. got three teeth extracted 2. loyalty, faithfulness 3. acquitted 4. evidence
(B) Negative Sentences

(V) Translate the following sentences into English:

1. पिछले मास मे भें घाजा विच डूंगर तूने विखे।
   विखे वर्ष मे लगे मे फूल नहीं खिले।

2. मैं अक्षीरा पूर्व तूनी ममडिवा।
   मैंने अनिम प्रपन नहीं समझा।

3. उतमा में पिछले उड़े बंदी धज तूनी सिष्णुवा।
   रणनीत के पिछले सताह कोई पत्र नहीं लिखा।

4. उनी बेस्तु अधिुल भागु विच उण्ड सताह तूनी मी।
   हरी कल अपनी कंशा मे उपस्थित नहीं था।

5. भानी गैंड से स्वामु विच संबंधुवा तूनी सिवै।
   मेरी बहन ने स्कूल मे संस्कृत नहीं सीखी।

6. गैंड ते लोकु वे इंटो के इंटो लिंटर तूनी एंटो।
   उसने दीवार पर लगे एंटर नहीं देखे।

7. गैंड ले भिंटर गैंड डूं भिलेबा ले बाजर तूनी भिले।
   उसके मित्र उसे सिनेमा के बाहर नहीं मिले।

HINT: 1. bloom.

(C) Interrogative Sentences

(VI) Translate the following sentences into English:

1. दुमा तेळ्टर शेजा दुमा विचे ध्वनिस्वामा?
   यह सुन्दर वेल तुमने कहाँ से खरीदा?

2. दी डूंगरू अभिष्कर्ष अविधम भोध लेलिस्वामा?
   क्या तुम्हें अनिम अभ्यास करत लगा?

3. दी दुमा दुमा दुमा दुमाब्र रहणी बीजी?
   क्या तुमने उसकी प्रतीक्षा नहीं की?

4. दुमा तुम्हें विच दी ठिकणा?
   तुमने नाश्ते में क्या लिया?

5. डूंगरू डूंगरू भागुवं विच्चे विच्चे बिंटरी चंडी चंडी?
   तुम्हें उन पुस्तकों में से कौन-सी अच्छी लगी?

6. दुमा दुमा विंटर महं बने?
   तुम वहाँ कितना समय रहे?

7. दुमा बेस्तु विंटे बंध चपण धोजी?
   तुमने कल कितने कप चाय पी?

HINT: 1. for breakfast.
Exercise 139

Future Indefinite Tense

(A) Positive Sentences

(VII) Translate the following sentences into English :

1. अभी मी आपके पेड़-पौधे विच बनव भूल गयान्हों।
   हम अपने खेलों में गेहूँ उगाएंगे।

2. मेरे पिता नी माता चिकित्सक अभेद देते चमकात्मक दी सिखायेंगे।
   मेरे पिता जी सभी पत्र दीनाहर के बाद ही लिखेंगे।

3. मैं ठहर रहे मैं फिसे में घुम भरन बनवेंगे।
   मुझे डर है कि इस पर बहुत बिगाड़ होगा।

4. भूरा भावने मानुष घुम भरन बढ़ता।
   वे अगले साल बहुत परिश्रम करेंगे।

5. मैं उगायँ बुश प्राम्य गुढ़ेंगा।
   जब तुम्हें कुछ प्रश्न पूछेंगा।

6. मैं फिसे मानुष फिसे जलवाहां ची खुंटी लड़न चाहूँगा।
   मैं इस वर्ष तीन सप्ताह की छट्टी लूंग।

7. अभी मैं उगाएं दिशे भेंट तहीं बढ़वाउँ बढ़ाने।
   हम दुनिया यहाँ स्वागत रखेंगे।

HINTS : 1. grow 2. welcome

(B) Negative Sentences

(VIII) Translate the following sentences into English :

1. मेरे बेंग फिसे उठवे दिनाहर बीच। महीने भर ठहर रहीं बनवेंगा।
   मेरे पास इस सप्ताह अचित खाली समय नहीं होगा।

2. भूरा मैं उगाएं दुर्गे रहे तस्मान सवेद तस्मान भ्रष्ट विवेचन।
   दुकानें आज रात को दस बजे तक नहीं खुली रहेंगी।

3. भावने मीडिया भूरा बेंगी सापेक्ष ठहरी खेलेंगी।
   अगले समाज को कोई कश्चा नहीं लगेगी।

4. मेरे पिता नी माता भवानी बनवें देशदेवन।
   मेरे पिता जी अपना मकन नहीं बेचेंगे।

5. फिसे उठवे बेंगी केर तस्वीर फोटो स्थापित करेंगा।
   इस सप्ताह कोई मैच नहीं खेला जाएगा।

6. भूरा भवानी भूरा बेंगी स्थापित तस्वीर स्थापित।
   उस मकन को पियरा नहीं जाएगा।
7. में ऑन जूनियर का धातु धात धवन धवन धच्छावा।
 अब आज चोप्पर का खाना खाने पर नहीं आइगा।

HINTS : 1. free time 2. remain open 3. lunch

(C) Interrogative Sentences

(IX) Translate the following sentences into English:

1. वी पूर्ण भागी पूर्णबाप लड़का बढ़ गया?
 वह तुम की पूर्णबाप कामना नहीं करेगा?

2. वी बेंसु मजदूर 8 बजे बड़गर्म धंसू समझौते?
 क्या कल सुबह 8 बजे दुकानें खुल जाएंगी?

3. उमी धवन बिंचे बाधित?
 तुम घर कैसे जाओगे?

4. उमी धवन बिंचे बाधित?
 तुम यहां फिर कब आओगे?

5. जगभी थीसीँ थॉबीँ बिंच उमी बिंचे बाधित?
 गरमी की छुट्टियों में तुम कहां जाओगे?

6. उमी धवन भेदबाज सुभी बी बढ़ौ?
 तुम इस रविवार की कब करेगे?

7. वी धवन मिलाउट धीरझ तुर्ज़ धैर्य बाधित?
 क्या वह सिगरेट दिना नहीं छोड़ेगा?

HINT : 1. give up

Present Continuous Tense

1. धवन भाग्य धवन जाप्त वज नही जा।
 वह अपना पाठ याद कर रही है।

2. मूर्त धवन निंग है।
 सूर्य आज हो रहा है।

3. धेरो भवाना धिँच धिंच तो उठ।
 पक्षी आकाश में उड़ी रहे हैं।

4. सलबे में वज तवी भन्न तो उठ।
 लड़के के शोर नहीं मचा रहे हैं।

5. वी धवन धुंगा भवाना धुंगा निंग दे?
 क्या वह तुम्हारी सहायता कर रहा है?
6. तुम्ही गुट्ट वी बच वळे थे ?
   कब अब क्या कर राहे हो ?
   What are you doing now ?
   What are you doing now ?

7. बेचा विद्वे वे विन्ग थे ?
   कबा क्याँ रो राहा है ?
   Why is the child crying ?
   Why is the child crying ?

**Past Continuous Tense**

1. भीमी शील उँच सा बाजे थी।
   हम सील पर जा राहे थे।
   We are going to the lake.

2. लड़कियाँ दुर गए थें उम बसी थीं।
   लड़कियाँ तुम पर हंस रही थीं।
   The girls were laughing at you.

3. अभिभाषक गुफ़ती तुमी सा डाफ थी।
   अभिभाषक हांजीर नहीं, लगा राहा था।
   The teacher was not taking the roll call.

4. वो बिंचे वेंसू वर्तमान थे वो थी ?
   क्या वहाँ कल क्षण हो रही थी ?
   Was it raining here yesterday ?

5. बदुदार नशा तुम तुम विद्वे वे विन्ग थे ?
   कब तुमसे नाराज क्या हो राहा था ?
   Why was he getting angry with you ?

6. तुम्ही मरे सी बिंचे ना तुम थी मिं ?
   तुम प्रातः कहाँ जा राहे थे ?
   Where were you going in the morning ?
   Where were you going in the morning ?

**Future Continuous Tense**

1. बदुदार भास्कर गुफ़ तुमी वेंकेती ?
   वह अश्वदार पढ़ रही होगी ?
   She will be reading the newspaper.

2. भीमी झंझरण सुरवात तुम थें वेंकेती।
   हम उन लड़कों के साथ खेल रहे होंगे।
   We shall be playing with those boys.

3. भीमा फिंम सभी प्रथम घटना तुमी वेंकेती।
   आशा इस समय खाना बना रही होगी।
   Asha will be cooking food at this time.

4. बदुदार स्वाभाव मृत्यु वा विन्ग वेंकेती।
   वह चायस नहीं, आ रहा होगा।
   He will not be coming back.

5. वो बेंसू बचना वें तुमी वेंकेती ?
   कबा कल क्षण हो रही होगी ?
   Will it be raining tomorrow ?

6. तुम्ही बदुदार उँच सा बाजे बुझे थें ?
   तुम उस दुकान पर क्या खरीद राहे होगे ?
   What will you be buying from that shop ?

7. दुर्गकी नागिङ्ग बेंसू बच विन्ग वेंकेती ?
   तुम्हारी कौन सहायता कर राहा होगा ?
   Who will be helping you ?
   Who will be helping you ?
Exercise 140
Present Continuous Tense

(A) Positive Sentences

(I) Translate the following sentences into English:

1. भेज ब्रेमनूट बुङ रिसें दिच जी ना विघ जा।
   मेरा भित्त कुछ दिनों में ही जा रहा है।

2. मैं अच्छे बी बुङमी ठीक्के बल विघ गुङ।
   मैं अभी भी कुंसी ठीक कर रहा हैं।

3. लूट भ्रंगाचोमी भांड़ वडे रहूँ।
   बे अंग्रेजी पढ़ रहे हैं।

4. भेजे भारत सी रुबरो एबोरॉ बहुतनाट बचके पेस्न डे रहूँ।
   मेरे माता जी नया रेडियो खोलने की सोच रही हैं।

5. लूट बन रुप बेबके विघ जा।
   वह डर से कांसा रहा है।

6. भाग्य आपाटे बरस्नां दिच बंधीः कुंच बड़ी।
   आशा अपने बालों को कंधीः कर रही है।

HINTS: 1. repair  2. tremble  3. comb

(B) Negative Sentences

(II) Translate the following sentences into English:

1. लूट लूट धुग ठूट रुबी घटन को उठ।
   वे उस पुल को नहीं बना रहें हैं।

2. भेजे फिडर खी भारत टेलीविजन रुबरी बेंच को उठ।
   मेरे पिता जी अपना टेलीविजन नहीं बेंच रहे हैं।

3. महावर ठुडे बड़ुआ रूपी ठीकी बल बड़ी है।
   सरकार नए कानून लागू नहीं कर रही है।

4. भाग्य बाग्य दिच बाग्यी रुबी बल विघ जा।
   माली बाग्य में गुड़ाई नहीं कर रहा है।

5. लूट दे भारत फिडर फिडर माफिक्यां दे विघ रुबी बल को उठ।
   उसके माता-पिता इस समस्या पर विचार नहीं कर रहे हैं।

HINTS: 1. implement  2. problem

(C) Interrogative Sentences

(III) Translate the following sentences into English:

1. की तूमी हिंट उबडू चुड़कार मधिह ना को दे ?
   क्या तुम इस सप्ताह दोनोरा शहर जा रहे हो ?
2. तुम्ही मर्यमां लीह्म डूंगीयं सिंच विचे स्वल्प वडे ने? 
तुम सदियों को छोट्टियों में कहाँ जा रहे हो?

3. तर डूंगे विभावी दे सौंदे दे रोग ने? 
क्या वह बीमारी से ठीक हो रहा है?

4. तुम्ही आपटे डिँठे वडे सुधाम आः तोडे ने? 
तुम अपने गाँव कब जापिस आ रहे हो?

5. तर ऊंचा दे तौदंत-विवाह के निवार दे? 
क्या आज जीवन-निवासः महसुल हो रहा है?

6. तर बेचे अंगुठा चूमे निवार दे? 
क्या बच्चा अंगुठा चूमा रहा है?

HINTS : 1. recover 2. living 3. suck

Exercise 141

Past Continuous Tense

(A) Positive Sentences

(IV) Translate the following sentences into English:

1. तुम्ही आपटे धड विच अल्मध बच रिपा मी। 
वह अपने घर में आराम कर रहा था।

2. भोजन भाचें मी ठीक दे रिपा मी। 
बीमार आदमी ठीक हो रहा था।

3. भेगा बुध दिनढो यस्ती किल्ला रिपा मी। 
मेरा भाई चिट्टू कहीं लिख रहा था।

4. बाली में शेष ध्यान रोड ने मी। 
कई बच्चों शोरूगुल कर रहे थे।

5. भामी उठे पिंड किच तिरु रोड ने मी। 
हम तब गाँव में रह रहे थे।

6. मैं दीवारे भ्रूणी भापटों भुजड़ीयं विदुहण सूं बेचे रिपा मी। 
मैं पिछले महीने अपनी पुरानी किताबों को बेच रहा था।

(B) Negative Sentences

(V) Translate the following sentences into English:

1. तुम्ही उठे ध्यान छिटु गमनवर करो मों रोड ने मी। 
वे उस दिन हस्पताल नहीं जा रहे थे।

2. सूफा वर्मंतीयं तजीं इन्हों रोड ने मी। 
सुधा हरमोनियम नहीं बजाँ रही थी।
3. मैं धिक्सके भरीहै भापाँर विभक्तवर तयी दे विग थी।
 मैं पिछले महीने अपनी परीक्षा नहीं दे रहा था।

4. दूत दे भागन सो दूत ली विगम तयी बढ़ देने मो।
 उस की माता जी उस की चित्तवा नहीं कर रही थी।

5. दूत बैंसू गम्य गम्य यथा तयी में उठे मत।
 वे कल रात बाग में नहीं सो रहे थे।

6. दूत मुम्मत जबबंबे भिन्नभाग तयी बढ़ देने मत।
 वे आलसी लड़के मेंनत नहीं कर रहे थे।

**HINTS** : 1. play upon 2. worry 3. lazy

**C) Interrogative Sentences**

**(VI) Translate the following sentences into English :**

1. दूती विगम दे दूत दे न हो मो?
 तुम किस पर हैंस रहे थे?

2. वी दूत दूत दूत दूत दूत मो?
 क्या वह कुछ दिनों में जा रहा था?

3. वी दूत दूत दूत दूत दूत मो?
 क्या वे समस्त प्रबन्ध कर रहे थे?

4. दूती विन्नववल दी विन्नववल दी दूतिये दूतिये दूतिये दूतिये मो?
 तुम परीक्षा की तैयारी कैसे नहीं कर रहे थे?

5. अध्यापक दूती दूत दूत दूत मो?
 अध्यापक उसे कैसे तत्काल दे रहा था?

**HINT** : 1. arrangement

**Exercise 142**

**Future Continuous Tense**

**(A) Positive Sentences**

**(VII) Translate the following sentences into English :**

1. मैं भटाए रात रात में ध्यान दे ध्यान दे ध्यान दें ध्यान दें ध्यान दें।
 मेरा भागी रात के खाने के बाद पर का कार्य कर रहा होगा।

2. अभम्म भागम्म विभक्तवर भागम्म भागम्म भागम्म बढ़ देने वेंगो।
 हम अपनी परीक्षा के लिए कठिन परिश्रम कर रहे होंगे।

3. मैं बैंसू धारे रे तयी वेंगो।
 मैं कल कपड़े धो रही हूँगी।
4. भेंगा भिघुर दिँगर बने सी गाड़ी उंगे सा किङ उंडेवा।
मेरा मित्र तीन बजे की गाड़ी से जा रहा होगा।

5. मैं सुबहबाबा भी श्रमिकाःशत दें वाड़ी देवा।
मैं सुक्खार की परीक्षा दे रही हूँगी।

6. भासना गाड़ी उंगे भुआं देवा उंडेवा।
यात्री गाड़ी से उतर रहे हैं भागे।

HINT : 1. get down

(B) Negative Sentences

(VIII) Translate the following sentences into English :
1. बेस्के भील तुली भे बिङ देवा।
कल बचां नहीं हो रही होगी।

2. भुआं भित्र विच तुली बेस्के निङ देवा।
वह नहीं में नहीं तैरा रहा होगा।

3. मैं भुआं भाँभे तुली में निङ देवा।
मैं उस समय नहीं सो रहा हूँगा।

4. भेंगा बुंद भापाड़ महं भुआं दुरषी बुभां निङ उंडेवा।
मेरा भाई अपना समय व्यर्थ नहीं गन्ना रहा होगा।

HINT : 1. swimming

(C) Interrogative Sentences

(IX) Translate the following sentences into English :
1. भुआं विंडे बांधे बिच तिंडीभां टांडीइंग वर तुली देवा?
वह किस कमरे में पत्र दाफ़ कर रही होगी?

2. अध्यायध कंडी वांडे देवा उंडेवा?
अध्यायध कंडी वांडे हुए हंगे?

3. वी दुमाँ 11 बजे उंड धड़ को वेब्ले?
क्या तुम 11 बजे तक पड़ रहे होगे?

4. वी विंडे भापाड़ बांधे विच में निङ देवा?
क्या विंडे भापाड़ अपने कमरे में सो रहा होगा?

5. दुमाँ विंडे दुंडीइंग वर को वेब्ले?
तुम कहां प्रतीक्षा कर रहे होगे?

6. विंडीथूं सुबहबाबा भी दुंडीइंग वेंटीभां भीरे विंडीथूं भा तुलीभां वेंटीभां?
कितनी लड़कियाँ नाच रही होंगी तथा कितनी गा रही होंगी?
Present Perfect Tense

1. मैं डिग डाक्टर की मदद सक्ती है। I have consulted a doctor.
   मैंने एक डाक्टर की सलाह ली है।

2. ये मैं भय अभ्यास कर रही है। He has insulted me.
   उसने मेरा अपमान किया है।

3. ये मैं आफ्तबाद देखने में चुनिंदा है। He has not kept his word.
   उसने अपना नामद दूर नहीं किया है।

4. क्या सब लड़कों ने फीस दे दी हैं ? Have all the boys paid their fees?

5. तुम भी बिना विद्वेश बिंदे हो देंगे क्या ? Where have you kept my book ?
   तुमने मेरी पुस्तक कहाँ रखी है?

6. ये मैं चीज खरीदती हैं ? What has he bought ?
   उसने क्या खरीदा है?

7. क्या तुम ने यह खबर सून ली है ? Have you heard this news ?
   क्या तुम ने यह खबर सून ली है?

Past Perfect Tense

1. चूर पटवार ने वें हत्याय वर द्वारा पटवार !
   वह पहले ही काम समाप्त कर चुका था।

2. सब लड़की आश्चर्य उगने में वें हत्याय वर
   वर द्वारा पटवार !
   जब तुम आए तो मैं काम समाप्त कर चुका था।

3. माँ का मत्स्य ने धुंधल के पाँच पशुओं
   वें गो नल भरे।
   वहाँ स्टेशन पर गाड़ी से पहले
   गाड़ी जा चुकी थी।

4. वी चूर डांड़ी भाग्य की भिंति
   चूर पटवार !
   क्या वह तुम्हें पहले ही मिल चुका था?

The train had left before we reached the station.

Had he already met you?
5. दृष्ट है दुःखी मायाविद्या दिशित ।
    तर्कों बोली मी ।
    उसके तम्मारी सहायता क्यों नहीं की थी ।

6. मैं परिसंचरण में भी भाविक हमें दृष्ट है।
    मैं नहीं देखा था।

**Future Perfect Tense**

1. दृष्ट है मैं हूँ जाने में चुके रहैंगे।
   You must have left that place by that time.

2. दृष्ट भूमि दिशित उन पत्रविकां आपका।
   बन धर्म व दुःखित वेदिता।
   वह सूर्य अस्त होने से पहले अपना
   कार्य समाप्त कर चुका होगा।

3. दुःखी आपको वेदिता में चिंतों ली।
   मैं उसी लिख दुःखिता।
   तुम्हारे आने तक मैं पत्र नहीं लिखे
   चुका हूँ।

4. चाँद बनी उन भीषण घंटे दुःखिता वेदिता।
   चाँद बने तक रात्रि समाप्त हो चुकी होगी।

5. वी वेदिता आपको आपका वेदिता
   धर्म व दुःखित वेदिता।
   क्या कहा तक हम अपना काम
   समाप्त कर चुके होंगे ।

6. वी दुःखिता मान। पत्रविकां दुःखिता
   बन नाम दुःखिता वेदिता।
   क्या आपके जाने से पहले आप का
   भाई चला गया होगा ।

**Exercise 143**

(A) Present Perfect Tense

Positive Sentences

(I) Translate the following sentences into English:

1. आपने सहायता दिया मद्यभक्षण में भारतीय व चुके रहे।
   हम लगभग यह अभ्यास समाप्त कर चुके हैं।
2. दृष्टि ते धिक्के पृथ्वी मानं अं दरी वी छुट्टी तयी करी।
उसने पिछले पाँच वर्ष में कभी छुट्टी नहीं ली।
3. दृष्टि ची मंडल ते दृष्टि दे धुःख विहार तू धुःख-धुःखव पढ़त पढ़त।
उसकी मूल्य ने उसके सम्पूर्ण परिवार को अस्त-व्यस्त कर दिया।
4. मैं भेंगा दृष्टि तू ठीक परिवर्तने विचर सेवित है।
मैं ने हमेशा उसे ठीक पहाड़ी में देखा है।
5. सबवंड ते देव विचर धुःख मुला बोंदे गुढ़।
सरकार ने देश में बहुत-से सुधार किये हैं।

HINTS : 1. almost 2. exercise 3. upset 4. reforms

(B) Negative Sentences

(II) Translate the following sentences into English :

1. मैं दृष्टि हूँ नभे देव तयी तयी भिक्षवार दूँ।
     मैं उसको अभी तक नहीं मिला हूँ।
2. मृी ताथड़ ते बरे दी मभें दे बिच तयी ब्रह्मव दे।
     श्री गुरु ने कभी भी समय पर बिल अदा नहीं किया है।
3. दृष्टि भट्टा भट्ट दू बेब तयी बीड़ दे।
     तुमने अपना गृह-कार्य नहीं किया है।
4. मैं बरे दिवांग तयी देविक्षा दे।
     मैं ने कभी जिराफ़ नहीं देखा है।
5. तिथि विहंग में भिक्षा भिक्षा भिक्षा तयी तयी धरी है।
     यह पुस्तक मुझे अधिक महंगी नहीं पड़ी है।
6. अधिकांश ते मार्च विहंग धर्मता सती तयी विधा है।
     अध्यापक ने हमें किताबें खोलने के लिए नहीं कहा है।

HINTS : 1. giraffe

(C) Interrogative Sentences

(II) Translate the following sentences into English :

1. ठीसू दिवांग बाढ़ी है?
     नीलू कहाँ कई है?
2. की दृष्टि भट्टा धुःख तोड़त दिवांग बीड़ दे?
     क्या अपने अपना सम्पूर्ण जीवन यहाँ व्यतीत किया है?
3. दृष्टि धिक्के पृथ्वी भिक्षा भिक्षा भिक्षा विधा विधा धरी धरी दे?
     तुमने पिछले कुछ महीनों में कौन-कौन से किताबें पढ़ी हैं?
4. की दृष्टि ठीसू मरे धुःख दिर्घ दिच करे गुढ़?
     क्या तुमने वे सभी प्रसन्न लिख लिए हैं?
Exercise 144
Past Perfect Tense
(A) Positive Sentences

1. कैसे के अभी मैं स्कूल में गई थी?
2. आती और गई?
3. क्या उन्हें लॉक बॉर्ड से कभी नहीं देखा?

HINT: 1. Whole life

(V) Translate the following sentences into English:

1. वह अपने सपने में जगह ना पड़े थे।
2. वह अपने सपने में जगह ना पड़े थे।
3. तुम्हें यह सच नहीं दिखा होता?
4. तुम्हें यह सच नहीं दिखा होता?

(B) Negative Sentences

1. वे अपना कार्य समाप्त करते से पहले घर नहीं गए।
2. वे अपना कार्य समाप्त करते से पहले घर नहीं गए।
3. वे अपने कार्य समाप्त करते से पहले घर नहीं गए।
4. वे अपने कार्य समाप्त करते से पहले घर नहीं गए।
(VI) Translate the following sentences into English:

1. वी पतां किथौ सिख बे लुङ बिच याँ झूङ भी?
   क्या तुम चित्र लिख कर डाल में डाला चुके थे?

2. वी उम्मी भविष्यां जी नेम धुम वा झूङ भी?
   क्या आप पहले ही काम समाप्त कर चुके थे?

3. वी उम्मी भविष्यां बटे जीमाूँ टूँटी टूँटी भी?
   क्या तुमने पहले कभी चीनाइंटी नहीं देखा था?

4. झूङ भविष्यां झूङ भविष्यां झूङ झूङ भी झूङ भी?
   तुम्हारे आने से पहले वे चार पी चुके थे?

5. वी झूङ भविष्यां झूङ भविष्यां झूङ भविष्यां झूङ भी?
   क्या डाक्टर के आने से पहले रोगी मर चुका था?

6. वी बिसे झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ
   क्या किसी प्रकार की सहायता के बिना ही स्वी मर चुकी थी?

HINTS: 1. post 2. leopard

Exercise 145
Future Perfect Tense
(A) Perfect Sentences

(VII) Translate the following sentences into English:

1. वी ज्यां जाम भविष्यां डेम बे बहुजी प्रमाण भुटे झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ
   इस वर्ष के अन्त तक में काफी पुस्तकें पढ़ चुका हूँगा।

2. ते देम उम्मी बहुजी वाह्यो झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ
   जब तक तुम वापस आओगे वह फेंक चुका होगा।

3. झूङ भविष्यां झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ
   वह अपने अगले जन्म दिन तक परीशा दे चुका होगा।

4. भेंत विभाग ने वी झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ झूङ
   मेरा ख्यात है कि चार बजे तक वर्षा बन्द हो चुकी होगी।
5. तत्त्व भागी हिंचे प्रतिबंध हरा महापद उंची उठेगें।
जब तक हम वहाँ पहुँचेंगे सभा' समाप्त हो चुकी होगी।
6. मात्र में प्रतिबंध उंच प्रतिबंध चयनभागी धारा ँचा उठेगा।
हमारे पहुँचने से पहले चपरासी घटी बजा चुका होगा।

HINTS : 1. meeting

(B) Negative Sentences

(VIII) Translate the following sentences into English :

1. भेज भरु जेट उंच लोर नहीं खुला उठेगा।
जा शुरू होने तक वह नहीं आ चुका होगा।
2. से प्रतिबंध देखे उंच प्रतिबंध हिंचे तत्त्व प्रतिबंध, उंच मात्रों चीजों घर ली भुंजे उठेगे।
वर यस प्रतिबंध विना नहीं भुंजे उठेगे।
3. भेज विचार देव वर उंच विच विच तत्त्व प्रतिबंध, भुंजे उंची भुंजे उठेगे।
मेरा विचार है कि तुम कल तक ये बातें नहीं भूल चुके होंगे।
4. भेज में प्रतिबंध उंच प्रतिबंध ठीक सी हें बेचता रहती धवलपत्र उठेगा।
मेरे घर पहुँचने से पहले माता जी ने भोजन नहीं पकाया होगा।
5. मुहूर्त विचार उंच प्रतिबंध शिकारी' शेष ठीक भाग भुंजे उठेगा।
सूर्य-अश्व होने से पहले शिकारी' शेष नहीं मार चुका होगा।

HINTS : 1. hunter

(C) Interrogative Sentences

(IX) Translate the following sentences into English :

1. वी आपिकुल दे समाज विच आपूर्त उंच प्रतिबंध भरे विचारभागी धर्म उंची उठेगे ?
क्या अध्यापक के कस्ता में आने से पहले सभी विद्वार्थी धर्म हो चुके होंगे?
2. वी भेज में भुंजे प्रतिबंध उंच प्रतिबंध चयनभागी धारा ँचा उठेगा ?
क्या मेरे स्कूल गुजाने से पहले चपरासी घटी बजा चुका होगा?
3. वी पुलिस दे शेष ठीक धारा उंच प्रतिबंध धर्म भुंजे उठेगा ?
क्या पुलिस के चीज को पकड़ने से पहले वह भाग चुका होगा?
4. वी भागी हें वेश आपूर्त उंच प्रतिबंध धारे भुंजे धारे ऊपर उठेगे ?
क्या माता के वहाँ आने से पहले चचे फूल तोड़ चुके होंगे?
5. वी गाड़ी आपूर्त उंच प्रतिबंध भरे तिर्क धारा ऊपर उठेगा?
क्या गाड़ी आने से पहले में तिर्क धारा ऊपर उठेगा?
6. वी भेज में आपूर्त उंच प्रतिबंध रेत विच रेत भुंजे उठेगे ?
क्या मनो के आने से पहले लोग मैदान में इकट्ठे हो चुके होंगे?

HINTS : 1. pluck
Present Perfect Continuous

1. डिए दे धूमिंग्गे ते बूंम बन तियी दे।
   वह दो घण्टे से काम कर रही है।
   She has been working for two hours.

2. मेरा वर्ग या मास दें दिम मबुसु विच धजन विंग दे।
   मेरा भाई दिस वर्ष से इस स्कूल में पढ़ रहा है।
   My brother has been teaching in this school for ten years.

3. मे मबेते दे नुम दी डीवी वट विंग दे।
   में प्राते से तुम्हारी प्रतीक्षा कर रहा हूँ।
   I have been waiting for you since morning.

4. डिए 1975 दे दिम मबुसु विच धजन तियी दे।
   वह 1975 से इस स्कूल में पढ़ रही है।
   She has been studying in this school since 1975.

5. वी बंजु दे बंजु दे तियी दे?
   क्या कल से वर्ष हो रही है?
   Has it been raining since yesterday?

6. तुम्ही दिंग्गे वटे दे धजने दे?
   तुम वहाँ कब से खड़े हो?
   Since when have you been standing here?

7. डिए मबेते दे वी वट तियी दे?
   में प्राते से त्या कर रही है?
   What has she been doing since morning?

Past Perfect Continuous

1. मे बादी सधे देंब दिम भवान विच विंग दिया ही।
   में काफी समय तक इस मकान में रहता रहा था।
   I had been staying in this house for a long time.

2. अभिवेद दें मास दे अभिवेद डिए धजन
   मास दे दिम मबुसु विच धजन विंग दिया ही।
   अमरीका जाने से पहले वह पाँच वर्ष तक इस स्कूल में पढ़ता रहा था।
   He had been teaching in this school for five years before he left for America.

3. चार घण्टे देंब तीत दी वह धजन डीसी तियी।
   चार घण्टे तक जोर को वर्ष होती रही।
   It had been raining heavily for four hours.

4. वी भरस्न मबेते दे विंग्गे ते धजन तियी दे?
   क्या माली सुबह से पीमों को पानी दे रहा था?
   Had the gardener been watering the plants since morning?
Future Perfect Continuous

1. वे दुबारा उड़ाने लेंगे और तभी वर्तनी रखेंगे?
   They will have been discussing this topic since morning.

2. वे भी मेहरबान करेंगे तथा वर्तनी रखेंगे.
   By tomorrow I shall have been reading in this school for three years.

3. हमें दूरदर्शिता करेंगे और दौड़ागी उड़ानें देंगे.
   They will have been travelling for ten hours before they reach Delhi.

4. वे दुबारा उड़ाने लेंगे और तभी वर्तनी करेंगे?
   Will he not have been teaching you for two years?

5. वे दूरदर्शिता करेंगे और तभी रहेंगे.
   They will not have been playing since 3 o’clock.

Exercise 146

Present Perfect Continuous

(A) Positive Sentences

(I) Translate the following sentences into English:

1. वे दूरदर्शिता करेंगे और तभी रहेंगे?
   वह तीन घंटे से लेकर रहता है?

2. वे भी 1954 में विज्ञापन देंगे?
   वे यहाँ 1954 से रहते हैं?

3. मैं दुबारा सुबह से विदाई कर रहे हूँ?
   मैं तुझसे सुबह से इन्तजार कर रहा हूँ?

4. मैं दूरदर्शिता करने ले दूरदर्शिता देंगे?
   मैं पांच दिनों से यह पुस्तक पढ़ रहा हूँ?
5. मैं भिड़ा बनाने में दे भीमता है।
मेरा निर्देश काफी समय से बिहारा है।

6. दूरे में भावण्डा उं वीक भाषा है।
वह सोमवार भी गैरहारिज़ है।

HINTS : 1. has been ill for a long time  2. has been absent since Monday.

(B) Negative Sentences

(II) Translate the following sentences into English :

1. छिड़े नों दे अपम विच मने घट, छिड़ घूँ मस तनी चेहरा कर गए।
वे जब से आपस में लड़ें भी, एक दूसरे से नहीं बोल रहे हैं।

2. दिखले हे भीवक़ा उं वरस सम मिस विचं से धूँ सुत तनी बध विच है।
पिछले 6 महीनों से कलाकार इस चित्र को पूरा नहीं कर रहा है।

3. रत्तवरा निचले हे चित्रें उं रक्षी में निच।
लड़का पिछले दो दिनों से नहीं सो रहा है।

4. छिड़े विच बढ़ी भीविक्षा उं तनी है।
वह यहाँ कई महीनों से नहीं है।

5. छिड़े दिए चित्रें उं आपस में धुंध जन्म तनी बध तनी है।
वह तीनों दिनों से अपना रात याद नहीं कर रही है।

HINT : 1. has not been here

(C) Interrogative Sentences

(III) Translate the following sentences into English :

1. बी दूरे दे भीविक्षा उं दिखवात दी दिखानी बध विच है?
क्या वह दो माह से परिश्रम की तैयारी कर रहा है?

2. दूरे छिड़े धूँ दू हिंदी देव उं धड़ वं घट?
वे उस पूल को कितने समय से बना रहे हैं?

3. देह चित्रे धूँ दीविक्षा उं में देय घर?
बच्चे कितने घण्टों से सो रहे हैं?

4. दुमी दिए वरें उं वध वं घर?
तुम यहाँ कब से रह रहे हो?

5. दुमी मेरी बरें उं ज्ञानी बध वं घें?
तुम मेरी कब से इतना कर रहे हो?
Exercise 147
Past Perfect Continuous
(A) Positive Sentences

(IV) Translate the following sentences into English:

1. मैं 1960 में दुर्गा माता के शिष्य बन गया था।
   मैं 1960 से लूधियाना में रह रहा था।

2. बच्चे के घर भी बड़े बच्चे की दुनिया थी।
   बच्चे दो घंटों से रो रहा था।

3. मेरे पिताजी की बड़ी मां के बड़े पिताजी ने मेरे घर से बुधवार कर रहे थे।

4. उसके दादा जी कई महीनों से बीमार रहे थे।

5. तियार में तकिया खिल उठा था।
   वह सुबह से पत्र लिख रही थी।

(B) Negative Sentences

(V) Translate the following sentences into English:

1. तियार नहीं था। तियार नहीं था। तियार नहीं था।
   वह तुम्हें भोजन देने की कोशिश नहीं कर रहा था।

2. मेरा नहीं था। भुगतान में नहीं था। भुगतान में नहीं था।
   मेरा नहीं था। भुगतान नहीं किया था।

3. विभिन्न कई नहीं थे। विभिन्न कई नहीं थे। विभिन्न कई नहीं थे।
   रामेश कई दिनों से स्कूल नहीं आ रहा था।

4. भेंट नहीं थे। भेंट नहीं थे। भेंट नहीं थे।
   मेरे पिता जी कई दिनों से कार एंड पीस नहीं पढ़ रहे थे।

5. भंडार नहीं थे। भंडार नहीं थे। भंडार नहीं थे।
   भिक्षारी प्रातः से भीषण नहीं मांग रहा था।
(C) Interrogative Sentences

(VI) Translate the following sentences into English:

1. तुम्हारे पिताजी सो बर्तक देंगे टेबलटैब धनिया थाने में घर लगे मजे? 
   तुम्हारे पिता जी कब से नया टैबलटैब खरीदने की सोच रहे थे?

2. तुम्हारे पिताजी देंगे चबावा धज्ज़ा लगे मजे?
   तुम कब से दरबारा खट्टाटा रहे थे?

3. दोनों बर्तक देंगे धनिया धज्ज़ा लगे मजे?
   वे कब से उस सड़क की पुरीत कर रहे थे?

4. तुम्हारे पिताजी देंगे अवसर देंगे देंगे देंगे मजे?
   तुम इस अवसर को कब से देख रहे थे?

5. तुम्हारे पिताजी देंगे मजे देंगे मजे देंगे देंगे मजे?
   तुम इस पद के लिए कब से कोशिश कर रहे थे?

Exercise 148

Future Perfect Continuous

(A) Positive Sentences

(VII) Translate the following sentences into English:

1. भाषाभाषक सन्त मार्ग अं देंगे मंगल दिन दिर्घ किया विदेशोऽ करो।
   अध्यापक पाँच साल से इस स्कूल में पढ़ा रहा होगा।

2. दिन बने अं देंगे बच्चे देंगे देंगे देंगे विदेशोऽ
   तीन बने से भारी वर्षा हो रही होगी।

3. चप्पां देंगे देंगे मंगल देंगे देंगे देंगे अं विदेशोऽ
   चप्पानी दो दिन से स्कूल देर से आ रहा होगा।

4. धरती मंगल अं देंगे देंगे देंगे देंगे विदेशोऽ
   पक्षी सुबह से चहचहा रहे होंगे।

5. भाषा दो दिन देंगे देंगे मंगल देंगे देंगे देंगे विदेशोऽ
   माली पाँच दिन से पौधों को पानी दे रहा होगा।

(B) Negative Sentences

(VIII) Transalte the following sentences into English:

1. भाषा भाषाकर्ता देंगे देंगे मार्ग अं देंगे मंगल दिन दिर्घ किया विदेशोऽ
   पुख्ता अध्यापक गत दो साल से इस शहर में नहीं रह रहा होगा।

2. देंगे दिन देंगे मंगल देंगे देंगे मार्ग दिन दिर्घ किया विदेशोऽ
   धोती तीन चट्टे से कपड़े प्रेस नहीं कर रहा होगा.
3. दे चित्त अं सुंदरगाँवी सुगी दे तवी तंदेवी।
     दो दिन से बूढ़ाबांदी नहीं हो रही होगी।

4. लक्षितमण्डिलिः दिव्य भविष्यमाणे उं संगम ठूँ सुगी सं दिव्य वेदेवार।
     लक्षितमण्डिलिः यो महीने से जंगल को नहीं जा रहा होगा।

5. भजनलिखित चचा किदु कं भापुर्णे बंधे दे सुगी सं दिव्य वेदेवार।
     डूरवर चार दिन से अपने काम पर नहीं जा रहा होगा।

(C) Interrogative Sentences

(IX) Translate the following sentences into English:

1. वी लक्षितमण्डिलिः महेत उं पापम गाव लक्षितमण्डिलिः लक्षितमण्डिलिः ?
     क्या लक्षितमण्डिलिः सुबह से गाना गा रही होंगी?

2. चित्र मी दिह्व घंटे उं टिंटे बैठे चेतो?
     पिता जी एक घंटे से कहाँ बैठे होंगे?

3. चचा चचा किन्हा किन्हा दे चुबार विशिष्टी तवी देखु दिव्य वेदेवार?
     दर्जै चार दिन से दुकान क्यों नहीं खोल रहा होगा?

4. वी शीला दिह्व घंटे उं पंच बार तवी तंदेवी?
     क्या शीला एक घंटे से पूर्व तक रही होंगी?

5. अधिकपुर्णे दे भविष्यमाणे उं दी परात दिव्य वेदेवार?
     अध्यापक दो घंटे से क्या पढ़ा रहा होगा?

Some Useful Expressions of Everyday Use

1. वैज्ञानिक ब्रह्म ग्रंथ दे?
     ग्रंथ का क्रम भाव है?

2. चित्त बिचे नि:स्यो लक्ष्मी दे?
     वह कैसी लच्ची है?

3. दीर्घे दे दीर्घ चीज़।
     यह रहे वह चीज़।

4. मैं उड़ाड़ी गोश मंगल तवी मंगिया।
     मैं तुम्हारी बात समझ नहीं पाना।

5. दुम्मो दीन गोश देव समार बच दवे दे?
     तुम्हें उड़ाड़ी भविष्य दे?
     तुम किस बात की ओर संकेत कर रहे हो?
     या
     तुम्हारा मतलब क्या है?
6. सिरा सिभाण्या पढ़ून विभाण्या सिभो।
जितना अधिक पढ़ो, उतना अधिक सीखो।

The more you read, the more you learn.

7. छिम मजबूत उं भल्ला गोंडी उं
भलो विचवावली हो वीग्रा रहे।
इस सड़क पर अगली गाड़ी से
आगे निकलने की कोशिश न करो।

No overtaking on this road.

8. बी मन मारूर संभल चॉवकर बिच
भेंजी महरखटों बंधों?
क्या जरा यह सामान उठवाने में
मेरी सहायता करोगे?

Would you mind helping me
with this luggage?

9. छिम ठूँ सूणण बन लूं।
इसे दोहरा कर लो।

Fold it in half.

10. आफ्ने बटन बंध बन लूं।
अपने बटन बंध कर लो।

Do your buttons up.

11. साँघ ज्वलनु, विषय ता सामे रङ बंधे।
जब तक दुरंत न जाए, मत बोलो।

Don’t speak until you’re spoken to.

12. टेंटिएँ। थेंगो पेहुँचै तथ।
देखना, आगे सीधी है।

Mind the steps.

13. साँघ उं वक्ष्ण चरणामा बंध बंधा।
जाने के बाद दरवाजा बंध कर देना।

Shut the door after you.

14. आफ्नो सुणण ठुंठै ठुंठ लू।
अपनी जुबानी ऊपर बढ़ा लो।

Pull your socks up.

15. मे डिलिजित मुरलांगा। मां
मे डिलिजित मा विकर ला बेट है?
मे टेलिफोन सुरू। या
मे देखाना हूँ तिसका फोन है?

I will answer the phone.

16. मे मरेकां ती चीता धीरी निकाल गां।
मे सुबह से ही चीता खेती रहा हूँ।

I have been shopping all the morning.

17. सिरा ठुंठँन ठुंठो ठंगाल ठंगाल।
यह उनके लिए अच्छा होगा।

It will do them good.

18. भेड़ गृह सांझा चपोखो वे।
मुझे अब चलना चाहिए।

I must be off now.
19. चेचा देवदछ बने।
ठीक तरह से व्यवहार करो।

20. दुःस्मी पाउन हेंगर हेंगर-सिंगर
वर मबूने रे।
आप यात्रा के दौरान रास्ते में
थोड़ा सा रुक सकते हो।

21. भेजा भलमध्य।
मीका आज्ञामाओ।

22. मे वैजी उ वैजी डॉर बांसे... अगर बुरी से बुरी बात भी हो जाए...

23. घम, घमड़ रे।
बस, बहुत है।

24. की चाय चलेगी?
क्या चाय चलेगी?

25. बुमे फिच रह भड़ि।
गुस्से में मत आओ।

26. रिंग उधि रे विभ्रम रे।
यह तय हो गया है।

27. ञटिंग बेंगी मारवूड बजेता।
वह कोई शरारत करेगा।

28. दुःस्मी कैहू बी महसूल रे?
तुम गुंजे क्या समझते हो?

29. दुःस्मी टूंड झंडा गाड़ी रे।
तुम्हें टूंड लग गई है।

30. दुःस्मी धड़ धड़ भापपड़ डंब जी डंडल।
तुम इसे अपने तक ही रखना।

31. धड़ धड़ बेंगी ठोऱी डंब मवड़।
उसे कोई नहीं रोक सकता।

32. धड़ते हुं धड़ते रे वाले।
उसके रोंगटे कहड़े हो गए।

Behave yourself.
You can break the journey.
Take a chance on it.
If the worst comes to the worst.
That’ll do.
What about having some tea?
OR
How about having some tea?
Keep your temper.
It is all fixed up.
He is up to some mischief.
What do you take me for?
You have got a cold coming (on).
I hope you will keep it to yourself.
There’s no stopping him.
His hair stood on end.
33. भें चाय बना कर ची न, वी वेंज वेंज नाट ?

में चाय बना ली है, क्या रात निकाले जाएँ?

34. विं मम एं वेंज वेंज रुपये बिठलौ, विं वेंज वेंज रुपये माफिंग् जू फेंटस वी राम राम नाट ध्वेंगा।

इस समय कोई बस नहीं मिलेगी, इसलिए हम सभी को पैदल ही चापस जाना होगा।

35. फिह फिमिनखार दे विं वूमी फिम खू धम रची रचा बस मबे।

यह निर्देश है कि तुम उसे खुश नहीं कर सकते।

36. में विं मम गौंह दे विमाकू बेंगारा वि वूमी धम ठीव-ठाच धुंच पाई।

में इस बात का ख्याल रखूंगा कि तुम घर ठीक-ठाक पहुंच जाओ।

37. विं दां भड़कस फित विगिमं वि दुभतें रुपय लेबा बीउग विगिमं दे।

यह इस मतलब हुआ कि तुमसे धोखा किया गया है।

38. वूमी बी लवल दभें ते ?

तुम क्या करने चाहते हो?

39. वूमी फितुं वेंज-विमं फिमिन्गसं राम दी वेंज चुरा ठहरांगो।

हम इन शोधा से पैसों से ही काम चला लेंगे।

40. वूमी अप्पटी वमीसं अंजुं वल सच।

तुम अपनी कमीज अद्धर कर लो।

41. वूमी अप्पटी अप्प ठू बी ममखे ते ?

तुम अपने आप को क्या समझते हो?

42. फेंग वेंज बटाफ।

में आह साध बटाफो।
43. दिन मगर ठूं मास्व-वेंम दिच रेख।
इस शब्द को शब्द-कोष में देखो।

44. मे निमानुसार देख ठूं मास्वना।
में ज्यादा देर नहीं लगाऊंगा।

45. मेहूं नाय पे फिर।
मुझे जगह दे दो।

46. दिन रास्ता दुःखराज बेंटी भूलभूत ठूं।
इस से तुम्हारा कोई मतलब नहीं।

47. दिन दुःखराज वर ठूं मास्वना।
वह तुम्हें कुछ नहीं समझता।

48. रंगरा वे बिं उमें चले नाच।
अच्छा है कि तुम चले जाओ।

49. दिन भली वज्र वे।
यह मशीन खराब है।

50. दिन भले भाग दें भयज वे।
यह मेरे बस से बाहर है।

51. उमें मर्म जन्म भारीवो।
तुम हमें याद आओगे।

52. मे भाली चुराहर वे मे उत्तरी वेंट।
वेंट ठूं मुझी।

53. चुरंग वे विमान।
बहुत हो गया।

54. दिनसार हं अभव है भरं।
उन्हें अन्दर ले आओ।

55. दिन हं वी वे विमान वे?
उसे क्या हो गया है?

56. वी दुमें भूतुं मास्वतो प्रेत-मधुसुंहिंडयो?
हिंद रही नीं।
क्या तुम मुझे अपनी पेस्नल दोगे? यह लो जी।

57. मेहूं दिन भेंट छूं जी ठूं।
मुझे यह बात सूझी ही नहीं।

Look up this word in the dictionary.
I won’t be long.
Make room for me.
It has nothing to do with you.
He doesn’t think much of you.
You had better go now.
This machine is out of order.
This can’t be helped.
We’ll all miss you.
I beg your pardon, I did not hear you.
Enough of it.
Show them in.
What’s wrong with him?
Can you lend me your pencil?
Here you are!
It did not occur to me.
58. मैं अपना दिव्यांग वर्ग सिखा दे।
मैंने अपना इरादा बदल लिया है।

59. आपने अपने अंधकार तूं वापस तूने ठिकने।
हम अभी मुश्किलों से बाहर नहीं निकले।

60. मैं व्हालिब्रांग रंग पृथ्वी वालज़ा।
तुम निम्ने का प्रबन्ध करेगा।

61. रिव तित तुमी दोनों दो मार्चोन।
एक दिन तुम पकड़े ही जाओगे।

62. मैं रिव रागी रिव राग तूं बंद से मशहूर गं।
मैं एक ही बार में दस क्लेश खा सकता हूं।

63. दोमी मारा वृष नापट वह दिंदुग दे।
तुमने सब कुछ चोपट कर दिया है।

64. मारे निकट मारी शिक्षक्कड़ी और देख देख देख।
हमारे पिता हमारी बेहद ही नहीं होने देंगे।

65. मेहे कस्स बंसल तूं उड़ उड़ उड़।
पुरे कालिज के पास उठार देना।

66. बी रूंग भुंग भुंग सेह्लभाँग बेहत बेहत रहूँगा।
क्या वह आतु के अनुसार लम्बा नहीं लगता है?

67. दुमी उँग जब दिव्य रास इज़र
भूल लेंगे बिच्चे दे।
तुम तो हर एक से झगड़ा मोल लेने रहते हो।

68. अपना चिंता निभाओ।
अपना चिंता निभाओ।

69. भेंडी रुम टप्पू बउँक टप्पू दूज़ी दे।
मेरी उससे बोलचाल नहीं है।

70. अपना बैंसी ठंडे।
आज नितनी सर्दी है।

71. दुमी बिंडु बेंज़े दे?
तुम क्यों दौड़ते हो?

72. मैं तालमें विच गं।
मैं जल्दी में हूं।

I have changed my mind.

We are not out of the wood yet.

I’ll see about the rooms.

Sooner or later you will be caught.

I can eat ten bananas in one go.

You have made a mess of it.

Our friends will not let us down.

Drop me near the college.

Doesn’t he look tall for his age?

You are picking quarrels with everybody.

Always keep your word.

I am not on speaking terms with him.

How cold it is today!

What makes you run?

I am in a hurry.
73. दिया विलक्कुल दूरांत उंगरे उंगरे बसे चिंत है।
     यह बिलकुल तुम्हारे और मेरे बीच में है।
74. दिया दूर घर निबंध जीआ।
     उसने तुम्हारा लिखा किया।
75. उगरा सफाचार जी है?
     ताता समाचार क्या है?
76. उगरा उगरा घर छोड़े गई सी चर्चा ठहरी।
     तुम्हें अब बहां जाने की आवश्यकता नहीं।
77. अथरा, घर में चेकरना तू।
     अच्छा, अब मैं चलता हूँ।
78. मिलकरी ठास ठिका।
     स्वाही से लिखो।
79. में दूर घर भिड़े ब्रज धनी वेदी।
     मुझे तुम से मिल कर बड़ी प्रसन्नता हुई।
80. दिया दूर घर है।
     फह उदास है।
81. दिया इंट-इंट बैठे दे धरी।
     फूट-फूट कर रो पड़ी।
82. मस्त भिड़कर दे सी ठा चुराइ।
     कठिन परिश्रम से जी गत चुराओ।
83. मानकर दे गलड़ी बुझी है।
     हम सभी से गतियो होती है।
84. चंगा दे वि झटक रही मस्त बैठे सबे।
     अच्छा है कि डॉक्टर की सलाह ले लो।
85. उगरा दूर घर की मिसाल है?
     तुम्हारा उससे क्या रिश्ता है?
86. दिया मैंना बिच बुजधी दे गिंहा।
     वह सेना में भर्ती हो गया।
87. अभी चंगे दे वि वाची बैठे
     अभी त्यों बिच दत्त थोंट बैठे।
     हम चाहते हैं कि गरीबी और
     अमीरी के बीच अंतर कम हो।
88. दिख भे वी उंग गां।
यह में ही तो हूँ।

89. विभुद वठले अधै वैश्वन वठले।
हिम्मत बांधो और कोरिएश करो।

90. दुर्गाजी दुर्गाजी मंगाउ दे मंडाहर मंडाहर दे।
तुम्हें बुरी संगति से बचना चाहिए।

91. दृम दे दुर्गाजी दे हेमंगी वस्त्र सूरी बहिष्कर।
उसके भाषण का लोगों पर कोई असर नहीं हुआ।

92. बी हम विभुष दक्ष दुर्गाहर वेभम चल वस्त्र सूषिक |
बड़ा इस पुस्तक से तुम्हारा काम चलेगा?

93. विशुद्ध वठले अंगो चेंस।
कृपया आगे चलो।

95. दृमसँ भेठु येंस दिंग।
उससे मुझे भोक्ता दिया।

96. मसी का भेष भर निरंभ गरे।
सदी का मौसम आ गया है।

97. भाग दिर्घ धरण वी धरण मी।
बाग में बहार ही बहार थी।

98. भूली बेंध रा बुगर रत्नी भरभुंडर।
मेरी बात का बुरा मत मनाना।

99. वेभ्य दे लडी सवेड दें।
काम के लिए करार कस लो।

100. दृम वीभत्त अंधक निर्घ अंधतु भर गाढ़े।
उसकी आँखों में आँसू आ गए।
101. रिम वृंद रिच भेंगा दुध तवी ले।
इस बात में मेरा हाथ नहीं है।

102. रिम हे बेडिया जी आपकीवां भक्तवरं वे वस्रु पर लिखा।
उससे शीघ्र ही अपनी कठिनाइयों पर काम पा लिया।

103. भिंगठां रू जमेशं फल हिले।
परिश्रम का हमेशा फल मिलता है।

**TRANSLATION**

In the following sections, the patterns of sentences in English are not based on tenses. They are based on arrangements of words, phrases and clauses. You may find combinations of tenses (*i.e.*, more than one tense) in the same sentence.

Compare the forms of sentences in Punjabi/Hindi with those in English.

**SECTION I**

Pattern : It + verb + ... clause

(i) It is certain that...

(ii) It so happened that...

(iii) It is possible that...

1. रिम रिमचिर वे वि दुबारां 
   वेष विरिजुरवें।
   यह निर्दिष्ट है कि दुकानें बन्द रहेंगी।

2. मंडर हे वि रिम हुं मृत्त ठर
   भिंगी उठे।
   संभवतः उसे सूचना न मिली हो।

3. भिंगठां देशिल वि मादीवां वेस
   देशिल वेष वे कालीवन।
   ऐसा हुआ कि सभी रेलगाड़ीयां बन्द हो गई।
Exercise 149

Translate the following sentences into English, according to the pattern given at page 274:

1. फिर विनिर्दिष्ट दे विच समस्या उंचाई।
   यह निरीक्षण है कि लड़ाई होगी।

2. नगरक गाँव में नवरत्र का भस्म।
   शायद हमें सहयोग न मिले।

3. अभी फिर विनिर्दिष्ट रजस्तिर है विच बिंदु भविष्य आगूत्तर।
   अभी यह निरीक्षण नहीं है कि कितने मेहमान आयेंगे।

4. फिर विनिर्दिष्ट दे विच भविष्यवात दिन महीनें रजस्तिर वेड़ते।
   यह निरीक्षण है कि परिस्थित इस महीने नहीं होगी।

5. नगरक मस्तिष्क तुर साचे।
   शायद लड़ाई रहे जायें।

6. वी फिर मंचन दे विच मस्तिष्क भविष्य साचे?
   क्या यह सम्भव है कि लड़ाई समाप्त हो जाए?

7. वी फिर मंचन दे विच चीजें मस्तिष्क दे सागर?
   क्या यह सम्भव है कि वस्तुएं सती हो जाएं?

8. रजस्तिर, फिर रजस्तिर दे मस्तिष्क चीजें मस्तिष्क दे सागर।
   नहीं, यह नहीं हो सकता कि वस्तुएं सती हो जाएं।

9. भविष्यवात विच मस्तिष्क उर्ध्वरुप रूप में किसी भी वकील?
   ऐसा हुआ कि सभी के बेतन बढ़ा दिए गए।

10. फिर विनिर्दिष्ट दे विच गांव रह विच धर्म सातो।
    यह निरीक्षण है कि गवर्मर महोदय पढ़ाए।

11. भविष्यवात दे विच मस्तिष्क द्वारा यही मंचन दिस्त दे विच भविष्य।
    ऐसा हुआ कि लड़ाई कुछ सम्भव में पड़ गया।

12. अभी फिर विनिर्दिष्ट रजस्तिर है विच उद्योग पर बेच, बम बेचे।
    अभी यह निरीक्षण नहीं है कि उद्योग कौन करेगा?

SECTION II

Pattern : If + ... had + would have/might have/could have

1. त्योहार दिनों ट्यूनी विच ज्वर हुआ?
   खेती बढ़त दुःखी?
   यदि तुम दवाई छिड़कते तो अच्छी फसल होती।
   If you had sprayed the insecticide, the crops would have been better.
2. सेवक प्रभावत मगे मिल ठा पहुँच उंग माड़ी भेंख भव गाढ़ी उंची।
   यदि डाक्टर समय पर न पहुँच पाता तो हमारी भेंख मर गई होती।
3. सेवक झुंझी बीम सभूं बदलनी उंची उंग बुझारी लघुस्थ भिक्ष मबर हो।
   यदि उमने फीस जमा करता दी होती तो उन्हें दाखिला मिल सकता था।

**Exercise 150**

Translate the following sentences into English, according to the pattern shown above.

1. सेवक झुंझी भेंख भव उंग में बेंख भेंख।
   यदि आप मुझे न रोकते तो मैं बोल पड़ता।
2. सेवक झुंझी बुझ झंझी उंग में बेंख भव भव।
   यदि झंझी रुक जाती तो मैं गाढ़ी न पड़ता।
3. सेवक झुंझी झंझी झंझी भेंख झंझी झंझी उंग झंझी झंझी झंझी झंझी झंझी झंझी।
   यदि हमने पहले से टिकट न खरीद होती तो यह नाटक न देख सकते।
4. सेवक झुंझी झंझी झंझी झंझी झंझी झंझी झंझी झंझी झंझी झंझी।
   यदि तुमने वचन न निभाया होता तो मुझे बड़ी निराशा होती।
5. सेवक में झंझी झंझी झंझी झंझी झंझी झंझी झंझी झंझी झंझी झंझी।
   यदि मैं यह गलती करता तो वह मुझे कभी माफ न करते।
6. सेवक तबकर ता मीठी भाव सींझी सींझी उंग केंद्र बुझ झंझी।
   यदि कपास ने सींझी बजा दी होती तो खेल रुक जाता।
7. सेवक झंझी सुबी सुबी सुबी सुबी झंझी झंझी झंझी झंझी झंझी।
   यदि यह लड़की एट्रस्टू पर पड़ूं जाती तो शायर चुन ली जाती।
8. सेवक झंझी झंझी झंझी झंझी झंझी झंझी झंझी झंझी झंझी झंझी।
   यदि आप डाक में पत्र डाल देते तो मुझे समय पर सूचना मिल जाती।
9. सेवक झंझी झंझी झंझी झंझी झंझी झंझी झंझी झंझी झंझी झंझी।
   यदि तुमने फास दस लाख रुपये होते तो क्या आप मुझे एक लाख रुपये दे देते?
10. सेवक झंझी झंझी झंझी झंझी झंझी झंझी झंझी झंझी झंझी झंझी।
    यदि तुम्हारे पास दस लाख रुपये होते तो क्या बैंक इन्हें अर्थ दे देता?
SECTION III

Pattern : I could have ... + but I ....
1. मैं मरने पृथक़ छूठ बच छूँँचा घर भें बेस बाली मांगा तरीक़ी मी।
   मैं सभी प्रश्न हल कर लेता लेकिन मेरे पास पर्याप्त समय नहीं था।
2. मैं डुगड़ू नवून थुथुँग़िँच घर भें बेस डुगड़ू घरँ तरी भी।
   मैं तुझे अवश्य निम्नित करता लेकिन मुझे तुम्हारा पता मालूम न था।

I could have answered all the questions but I hadn’t enough time.

I would certainly have invited but I didn’t know your address.

Exercise 151

Translate the following sentences into English, according to the pattern shown above :
1. मैं धावटी के सहुँच सांझा घर राग दिंद रागी बेसम धवधि के वाघी।
   मैं पारी पर पहुँच जाता रक्षस में हमारी बस खराब हो गई।
2. मैं डुगड़ू नवून थुथुँग़िँच घर भें बेस घरँ तरी भी।
   मैं तुम्हारी अवश्य सहयोग करता लेकिन मेरे पास समय नहीं है।
3. भें बर भें बेस मछला लेक़ भा सांझा घर धुम्धुम स्मार खेल डिंडग।
   मेरा भाई मेरे पास सलाह लेने आ जाता लेकिन उसको उसकी मिट्टी ने रोक दिया।
4. डुगड़ू नवून घर दिंद दिंद जीवने देशे हे धुम्धुम दे ठेंग रा घरँ धवधि बग डिंडग।
   लड़ाई छिंड जाती लेकिन एक तीसरे देश के प्रभाव ने दोनों का समझौता कर दिया।
5. मैं छेत उन मोसी चलता डिंडग घर डिंड डेंग दिखा।
   मैं चोर पर गोली चला देता लेकिन वह भाग गया।
6. मैं डुगड़ू चेष्ठ ची चुख भूँचा घर लेख संध वड़े मर।
   मैं दूसरा केक भी उठा लेता लेकिन लोग देख रहे थे।
7. भाई मरने पृथक़ बेस डिंडग छूँचे पर भीतर भे बेस मछला बग डिंडग।
   हम शायद मैं जीत लेते लेकिन वर्षा ने काम खराब कर दिया।
8. डुगड़ू बीवारसे जे घर जी भी मृत्यु बेस डिंडग।
   तुम्हारी गैरहाती लग जाती लेकिन मैंने भाजी बोल दी।
SECTION IV

Pattern : As long as +clause+clause.

1. सत्ते तेय भेते बेंस यात जै, मेघु विकारी ची धुंधल तै।
   जब तक मेरे पास धन है, मुझे किसी बात की चिंता नहीं।
   As long as I have money I do not bother about anything.

2. सत्ते तेय भेते पिघो वा, उगाई विकारी चुरू में बेंस ताट ची लंब तै।
   जब तक में यहाँ हैं, तुम्हें किसी दूसरे के पास जाने की आवश्यकता नहीं।
   You needn’t go to anybody else as long as I am here.

Exercise 152

Translate the following sentences into English, according to the pattern shown above :

1. सत्ते तेय कुमारी विकारी ची, हिय चड़प धर।
   जब तक तुम बीमार हो, यह दबाई खाओ।

2. सत्ते तेय कुमारी विकारी धिंध विच वा, भेते बेंस ठाव।
   जब तक आप इस गाँव में हो, मेरे पास ठहरो।

3. सत्ते तेय भील बेंस के कुमारी विकारी दृष्ट रखी ठिक।
   जब तक वर्षा होती रहे, तुम कमरे से बाहर न निकलो।

4. सत्ते तेय कुमारी विकारी विच पड़ू वा, उगाई भापण्डत चा धारण करत बिजला बहेगा।
   जब तक तुम इस स्कूल में पढ़ते हो, तुम्हें अनुशासन का पालन करना पड़ेगा।

5. सत्ते तेय तथ्य, दुर्मतकं ची बाबुसी दे कठी तौर।
   जब तक गियो, दूसरे की भलाई के लिये जी।

6. सत्ते तेय भेते छूटे विच, छूटम विच।
   जब तक में वहाँ रहा, उदास रहा।

7. सत्ते तेय उगाई बेंस यात जै, टेंबरं ची बाबी तै।
   जब तक तुम्हारे पास धन है, मिठी की कभी नहीं।

8. सत्ते तेय टेंबरी विच पड़ेव है, भेंड़मशीबल कह लगे।
   जब तक टेंबरी में पैट्रोल है, मोटरसाइकिल चलता रहेगा।

9. सत्ते तेय भूण विच घमभीतव है, बेंस ची विजय सह बेंस।
   जब तक मुंह में धमालकर हैं, बोलने की कोशिश मत करो।

10. सत्ते तेय प्रभाम, उत्र तेय भाग।
     जब तक साँस, तब तक आस।
SECTION V

Pattern : .....so + adj + that + Clause....

1. झूठ झूठा उर्मिलाभार भी वा माने मेंहि झूठ हुई फिरने।
   वह इतना होशियार था कि सभी मैल उसी को मिले।
   He was so brilliant that he got all the medals.

2. झूठ मावज झूठा मेंगठ है वि झेब युक्ता झिम झूठ टेपट आफिशे के तथा।
   यह नगर इतना सुन्दर है कि लोग दूर-दूर से इसे देखने आते हैं।
   This city is so beautiful that people come from distant places to see it.

Exercise 153

Translate the following sentences into English, according to the pattern given at page 280 :

1. झूठ की निःक्षेप झिंटी बयांते वे वि झूठ सिब झंटा को बेंक तरी वह मबरुच।
   उसका स्वास्थ्य इतना कमजोर है कि वह एक घंटा भी काम नहीं कर सकता।

2. झूठ विन्दुष झिंटी रहस्यमय है वि झिम झूठ हाजर हुम खपूर्त हुम सी बढ़त है।
   यह पुस्तक इतनी रोचक है कि इसे बार-बार पढ़ने को मन करता है।

3. खड़ा ही भावात्मा झिंटी मिंटी है वि उब बेबी झिमते बाहे जोड़ गुड़ मुटरा बढ़ंगे के।
   लता की आवाज़ इतनी मधुर है कि हर कोई उसके गाए हुए गाने सुनना चाहता है।

4. मेथ गोपाल लगा झिंटा पतली है वि उब माइस रबी बदीर्ष कन्न।
   सेट गोपालदास इतना धनी है कि हर साल नई गाड़ी खरीदता है।

5. धब्बा झिंटा अंधक भी वि निःक्षेप दे झिंट विन्द्वाहवी दी झँटूह दे मधे।
   पर्चा इतना कठोर था कि केवल दो तीन विद्यार्थी ही उत्तर दे पाए।

6. में झिंटा पतली रनो वि टैयिनीभन झिंट मझर बढ़ता रहा।
   मैं इतना धनी नहीं हूँ जो कि डॉक्सियों में सफर करता रहूँ।

7. झिंट खबरवतः प्रामाणिक झिंटे सूफीभाषा दर वि भे वेषे हुप रे ही विशिष्टात्व बढ़ झिंटे गरा।
   यह डॉक्टर साहिब इतने बुद्धिमान हैं कि मृत को भी जीवित कर देते हैं।

8. भें झिंट झिंटा भवनीक्ष है वि झेबी मिंटी गोस्ले दे ही बढ़ सार्च वै।
   में दिल इतना कमजोर है कि छोटी सी बात पर भी डर जाता है।
9. माने खिमार छिंडे वाचीय उठे वि टवेरठ तवी धर्मीत मवक्ये।

हमारे कृतक इतने निर्धारण हैं कि ट्रैकर नहीं खरीद सकते।

10. उलझी छिंडी अच्छे वि भज्जू तवी मवह्र।

रोशनी इतनी कम है कि मैं पढ़ नहीं सकता।

**SECTION VI**

Pattern : Noun + verb + to-infinitive.

I shall remember to meet him.

1. छिमे के किंचे भेंटकूट घं घंचलवाल वब छिंडा।
   उसने यहाँ आने से इनकार कर दिया।

2. वी झुँग्गूँ द्वार बिच छिंडी
   धंही जान्त बनेवी?
   क्या तुम्हें डाक में पत्र डालना याद रहेगा?

3. गुट भानी भज मारता ध्रमी तवी बसरे।
   अब हम पर जाना पस्त नहीं करेंगे।

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**Exercise 154**

Translate the following sentences into English, according to the pattern shown above:

1. भानी धीर्मिता बिच नाटा चारंचं गं।
   हम मीटिंग में जाना चाहते हैं।

2. वी भुमी भेंट बेंट धेरठ धमी ववें?
   क्या तुम मेरे पास बेडना पस्त करोगे?

3. मैं भिंगा लेठना चारंचं गं।
   मैं भाग लेना चाहता हूँ।

4. टीटूं हे मधकूट टेंट हा दचठुं छिंडा दे।
   टीटूं ने सहायता देने का वचन दिया है।

5. भानी वेंथ धुआँ बलठ दी बेंटि वव बसरे गं।
   हम आयर समाप्त करने की कोशिश कर रहे हैं।

6. छिम हूं छिंड्यां घड़ार्डुं जाप्च ता विच।
   उसे ताला लगाना याद न रहा।

7. छेंचं हे टेंट टेंट उं लंभाअ छिंडा।
   लोगों ने कर देने से इनकार कर दिया।

8. छियं टेंट छेंचा भट्टी।
   वह रोने लग पड़ी,
SECTION VII

Pattern : ...... have got + to-infinitive

1. अभी दूर जाने के लिए है।
   हमें जा जाना ही है।
   We have got to go there.

2. उम्मी दूर जाने के लिए है।
   तुम्हें यहाँ रहना ही है।
   You have got to stay here.

3. रामा दूर दूर दिशा से दूर जाने के लिए है।
   रामे को परीक्षा देनी ही होगी।
   Rama has got to take the test.

Exercise 155

Translate the following sentences into English, according to the pattern given at page 283 :

1. मेरे गुमानस पर रहने के लिए है।
   मुझे अस्पताल जाना ही पड़ेगा।

2. एक दूर रहने के लिए है।
   तुम्हें यह समस्त कार्य समाप्त करना ही है।

3. भले तू रहीं तो रामे के धार्मिक पढ़ाई है।
   मनजीत को नई सादी खरीदनी चाहिए।

4. मेरे दूर रहने के लिए है।
   मुझे यह टाइम-पैस चूक करवाना ही पड़ेगा।

5. दूर दूर दिशा से दूर जाने के लिए है।
   उन्हें यह गाँव छोड़ना ही है।

6. मेरे हृदय के लिए है।
   सभी बच्चों को पानी बिचारा में पा होना चाहिए।

7. अब दूर दूर रहने के लिए है।
   तुम्हें ये पैसे देने ही पड़ेगे।

8. मेरे दूर दूर दिशा से दूर रहने के लिए है।
   हमें उनकी सहायता करनी ही पड़ी।
SECTION VIII

Pattern : Helping verbs in question of tags

Note : 1. The question tag makes use of the same helping verb as is used in the main clause. Remember to use do where needed.

2. If the main clause is positive, the question tag is negative and vice versa.

(i) He is not a fool, is he?
(ii) They are not honest, are they?
(iii) You have followed it, haven’t you?

1. तुम माफ करे ते रात ?
   तुम समझ गये हो न ?
   You have followed it, haven’t you ?
   You ?

2. राम सिंह आएगा तू ?
   राम सिंह आएगा न ?
   Ram Singh will come, won’t he ?
   Ram Singh will not come ?

3. बंदी है गौंडी ते रात ?
   बंदी है गौंडी है न ?
   The bell has rung, hasn’t it ?
   The bell has not rung ?

4. दुरा दुरा सरसी ते रात ?
   वह तुम्हें जानती है न ?
   She knows you, doesn’t she ?
   She doesn’t know you ?

Exercise 156

Translate the following sentences into English, according to the pattern shown above :

1. माफ़े चले गाए गुला रात ?
   सभी लड़के चले गए हैं न ?

2. दुरा अंजामें लखरे राते रात ?
   दुरा अंजामें लखरे राते हो हैं न ?

3. दुरा धिरंग सी हिमें माफ़ित हिंदा हिंदा गिये रात रात।
   दुरा धिरंग सी हिमें माफ़ित हिंदा हिंदा गिये रात रात ?
   तुम्हारे पिताजी जी इसी शहर में रहते हैं न ?

4. अंजामें समझे धमा वा रुषी ते रात ?
   मोहन ने दसवों पास कर ली है न ?
   Mohan has passed ten miles ?
5. तेजब चलिबा उंग तरी दिखा था?
नीकर चला तो नहीं गया न?

6. डुगढ़ भन्नीहायं रेखा जाप उठ था?
तुम्हें सारी बातें याद हैं न?

7. मैं डुगढ़ी वचन रूपम बन सिंडी वे रहा?
मैंने तुम्हारी रकम लौटा दी है न?

8. अमी मार्ठा बुझा उंग तरी हिंडा वे रहा?
तुमने हरमें भुला तो नहीं दिया है न?

9. अमी दिच झंठा निपु बंध उंग बन मचे वे रहा?
तुम यह छोटा सा काम तो कर सकते हो न?

10. भौमन्त सलम उंग उठ था?
मेहमान खुश तो हैं न?
Look at the following examples:

1. विफलता भरे नागाशोधी सप्ताह दिशे में मिलत यथा। बुधवार विक्रम लूं किल्ले जोता वेदक बंध कर मार तत्त्व रख उठे दिखाई दिये वशी। दिनिया 1945 की तारीख है। इस दिन मित्र वे दिखाई देते रहे उनकी बर्बरता देख देखते दिख उठे।

2. जिसमें दिल स्वयं सीताशरण दी संज्ञा दिया दिशा। जिसमें दिल स्वयं सीताशरण दी संज्ञा दिया दिशा।

Hiroshima and Nagasaki are two cities in Japan. During the Second World War, they were destroyed by atomic bombs. This happened in 1945. The destruction of the two cities filled the people of the world with great fear. They became uncertain about their lives. They realized that this weapon was very terrible and destructive. The common man sighed and asked, “Is this what science can give us?”

Nepal has always remained independent. It has never been conquered by any foreign power. In older times, the Greeks, the Sakas, the Kushanas or even the Huns could not conquer it. After them, came the Muslims and the British, who ruled over large parts of India. They invaded Nepal, but they could not establish their authority over it.
Dhanwant and Balwant are two real sisters, living in the same town. Dhanwant is employed in a government hospital, but Balwant is still receiving her education. Both the sisters live in peace with each other; they do not quarrel. Still their temperaments are different. Dhanwant sometimes loses her temper or speaks in an irritated tone. But Balwant is a girl of a calm temperament. She has greater tolerance.

India has given birth to many great warriors. The brave warriors of India are famous in the history of the world. The land of Punjab has also produced many heroes. Maharaja Ranjit Singh was a brave king of Punjab. He is also called the ‘Lion of Punjab’. His army was ably organized and skillfully trained. In his reign the welfare of the people was very well looked after. People of all the communities lived in great peace.
One day King Bhima went to a forest for hunting. Suddenly catching sight of a deer, he set his horse after it. He went on chasing the deer until it was midday. He felt very tired and thirsty, so he looked around to see if there was any water. But there was no water. At last he came to a big tree. He took rest under the tree for a while.

**EXERCISES FOR PRACTICE**

**Exercise 157**

15 अगस्त 1947 तीन अंध्यदेशों में बचाव खुद बिखर दिया गया। छत्र पिछल माटा बेंग आखारे गोरीशा मी। 26 सुबह, 1950 तीन बचाव विच माटा आधुनिक माटीवास गोरीशा मी। 26 सरहदों जी बचाव वाहू थे घर बिखरे । उर्वर भारी उत माटा 15 अगस्त अगों 26 सरहदों के पिछले जी वाहू पृथ्व-पवन राजा घर बिखरे गये। छत्र पिछल माटा उपचार अंधे घरा राजा र नर्म चक्रवर्त्त थे। 26 सरहदों जी मुस्कराते भादी रौंदी एवं चौंदी के छत्र रा विभाग तोड़े गये।

26 अगस्त 1947 के दिन दिनों ने भारत छोड़ दिया था। उस दिन हमारा देश स्वतंत्र हुआ था। उस दिन हमारा देश स्वतंत्र हुआ था। 26 जनवरी, 1950 को भारत में हमारा अपना बनना हुआ संविधान स्वतंत्र हुआ था। 26 जनवरी से ही भारत गणतंत्र बन गया।

**HINTS:** 1. Constitution 2. came into force 3. republic
   4. with great elation (enthusiasm) 5. progress
   6. new aspiration, hopes.

**Exercise 158**

चंदीगढ़ दिन वर्णन यथाप्राप्त भविष्य के हैं। हिंदी बचाव के डिटेल-डिटेल भूमिका दे लेब तकलीफ रहा। हिंदी के लेब स्वाधीन भारतीय वर्तमान वर्तमान के हैं। हिंदी के भारत समाज के शव तेज रूप से बदल रहा। 20वीं सदी में भारत समाज के वर्तमान स्थिति के हैं। हिंदी संस्कृत वर्तमान वर्तमान के हैं। भारत भूमिका दिखाया, अवमानक का ध्वनि वर्तमान वर्तमान के हैं। वर्तमान भूमिका दिखाया, अवमानक का ध्वनि वर्तमान वर्तमान के हैं। वर्तमान भूमिका दिखाया, अवमानक का ध्वनि वर्तमान वर्तमान के हैं।

**HINTS:** 1. modern city 2. different States 3. government employees
   4. almost 5. design 6. wide
   7. worth seeing
   8. museum 9. foreigners.
Exercise 159

पिछले पिछले खुद माँ आपनी डॉक्टर बेबी निप्पणिया वृत्ती करना है। "डॉक्टर साहब, मेरे पति में दर्द है। कोई अच्छी सी दवा दे दीजिए!" डॉक्टर ने बुढ़े व्यक्ति से पूछा, "तुमने कल रात को क्या खाया था?" इस पर बुढ़े व्यक्ति ने उत्तर दिया, कल रात मैंने कच्ची रोटी खायी थी। यह सुनकर डॉक्टर ने शीघ्र ही बुढ़े व्यक्ति की आँखों में दम डाल दी। "भला पति के दर्द से आँखों के इलाज का क्या समय है?" बुढ़े व्यक्ति ने कहा। "यदि तुम्हारी आँखों की नजर ठीक होती तो तुम कभी भी कच्ची रोटी न खाते", डॉक्टर ने जवाब दिया।

HINTS: 1. stomach-ache 2. medicine 3. half-baked bread 4. connection, relation.

Exercise 160

मिर्गी कबुद चे दिला भवन धरातात रात्रीः मल। चुट मासीव चे पऱ्ये पुन्नगोळ रात्री। चुटसंघ ला अहंकारिक सोड़ते
भगवान के म्फ़र्दे के वेळे रूस चुटूळा सी। मिर्गी उंट उडल कबुद वर्तत वस्त्रमधे चिर चुटसंघ ला धराते। चुटसंघ ला होरर विक्षेपण वेळे चुट, पता जी वेळे संविधाण वेळे अपने सोड़त ला अहंकार चुटूळा। मेटी दुर्भाव चिर की चुटसंघ ला धराते उंट उडल चुटूळा रात्मक चुटूळा रात्रीः मल।

शिवाजी भारत के एक महानूं शूरवीरः थे। वे व्यापक संस्कार के दृढ़ पुजारी थे। उसका आर्थिक जीवन बहादुरी और साहस के कारणः से परिपूर्ण था। पिता के दूर रहने के कारण बाल्यकाल में उसका पालन-पोषणः उनकी माता तथा दादा श्री कोपेश्वर के द्वारा हुआ। उन्होंने जननी की आँखों से दूर, पहाडियां एवं जंगली स्थानों में अपने जीवन का आरंभ किया। चौथी उम्र में दी ही उन्होंने लीला और कुशलता का परिचय देना आरंभ कर दिया था।

HINTS: 1. great warrior 2. early life 3. deeds of courage and bravery 4. upbringing.

Exercise 161

उज्जवल भगवान ला बाहुः रुस भवन तस्फ़ त्यौहार भोजन दिनरात्रिः है। दूर-दूर ली लालारः एक धुंध ली परिभाषा दिन बीजी संरक्षणः है। बाहुः, बाहुः, छोड़ देवसंघ कल्याणः भवनस्थः देमं उभार उज्जवल भगवान ला तस्फ़ है। उज्जवल दिन गायक देवसंघः ही भगवान उज्जवल भगवान ला संरक्षण दिन एक धुं धुं धुं धुं धुं धुं धुं धुं करते हैं। ऐसे उंट उंट देवसंघः देव आपसे उज्जवल भगवान ला। मात्रें देवसंघः देव आपसे आपसे उज्जवल भगवान ला।

हवाई जहाज के आविष्कारः से मुन्नू जाति को बढ़ा लाभ पहुँचा है। दूरदूर की यात्राएँ अब कुछ ही घण्टों में की जाती हैं। अकालः, बाहुः और भूरुक्षः जैसी विपिनसः के समय हवाई जहाजः द्वारा तकनीकः
सहायता पहुँचाई जा सकती है। समुद्र में दूरी बढ़ते हजारों की मदद के लिए हवाई जहाज एकदम दौड़ पड़ते हैं। आज तो सभी देशों के पास अपने हवाई जहाज हैं। हमारे देश में भी अनेक हवाई जहाज हैं।

HINTS: 1. invention
2. long-distance travels
3. famine
4. floods
5. earthquake
6. disasters, misfortunes
7. quickly
8. sinking ships
9. fly off

Exercise 162

भारत भूचँच धेरे पश्चिम भे में भे मंगे सांगे गुहा। दूर विधुजनस्त्र दे दूरो हेटे सिंहे गमे दे भूचँच मत। दूर तर ता पश्चिम-पश्चिम, दूर तर भे भूचँच एंफ भे भूचँच दूर दूर तर ता पश्चिम। दूर तर ता पश्चिम-पश्चिम। दूर तर ता पश्चिम-पश्चिम। दूर तर ता पश्चिम-पश्चिम। दूर तर ता पश्चिम-पश्चिम। दूर तर ता पश्चिम-पश्चिम।

महात्मा बुद्ध बीज धर्म के प्रवर्तक माने जाते हैं। वह कपिलवसु के एक छोटे से राजा के पुत्र थे। उनका लालन-पालन था और ऐसवर्ष में हुआ। यशोधरा के साथ उनका विवाह हुआ। राहुल नामक एक पुत्र पैदा हुआ। जब तक संसार के दुःख उनसे छिपे रहे, उनका जीवन सुख से बीता। कहा जाता है, कि एक बार जब वे राज महल से बाहर गए, तो उन्होंने जीवन के दुःखों को देखा।

HINTS: 1. founder
2. was brought up
3. in luxury
4. palace

Exercise 163

महाभीविनवेशित नी न नदन 1863 शरी। दिश गुरु। सप्तसप्त दिश दुरित सा तं तवारू ताष मी। दूर युज जी दीं देवदर भर। दूर तर रे अभिरी नाभुं दिश दिश गुरु बोधी भ्रम भर है 1884 शरी। दिश घो दो दी दिनाली सही। दूर तर जी दूर दूर अंग दिश दिश पृथु भूस भूस भूस भूस भूस मी। दूर तर दुर उंच दी दूर दूर दिश गुरु मानने दे अभिरी हैन दे। दूर उं देद दिन नाभुं दिश दिश दिश भ्रम भर है।

स्वामी विवेकानंद जी का जन्म 1863 ईं में हुआ। वर्चन पूर्व में उनका नाम नहरंद्र नाथ था। वे प्रारंभ में ही होनार थे। उन्होंने अंग्रेज़ी स्कूलों में शिक्षा पाई और सन् 1884 ईं में बी.ए. की डिग्री प्राप्त की। वर्चन पूर्व में ही उनके अंदर एक प्रव आध्यात्मिक भूख थी। कुछ दिनों तक वे ब्रह्म-समाज के अनुयायी रहे। वे नित्य प्रार्थना में समर्पित होते थे।

HINTS: 1. full of promise
2. strong spiritual hunger
3. follower
4. joined, attended

Exercise 164

मां देवं दिश दिश दिश दिश दिश दिश दिश दिश दिश दिश दिश दिश दिश दिश मां। दिश दिश दिश दिश दिश दिश दिश दिश मां। दिश दिश दिश दिश दिश दिश दिश दिश मां। दिश दिश दिश दिश दिश दिश दिश मां।

हमारे देश के घर-घर में दीवाली के दिन लक्ष्मी की पूजा होती है। दीपावली एक ऐसा त्योहार है, जो रात्रि के समय मनाया जाता है। इस त्योहार का बच्चों को बड़ा चाल रहता है। घर-घर में मिठाई लाई जाती है। कहा जाता है, कि जब भगवान् श्री रामचन्द्र जी चौथे वर्ष के बनवास के पश्चात् लंका को जीतकर अयोध्या लौटे, तो
नगर बासियों ने असंख्य दीपक जला-जला कर बड़ी खुशी मनाई। तब से सारे भारत में इस त्योहार को प्रतिवर्ष बड़े चाव से मनाया जाता है।

HINTS : 1. is celebrated 2. exile 3. citizens 4. with great enthusiasm (pomp and show).

Exercise 165

अजसब ने पुस्तेचा आशिम भर ढूंढ़े गोंड़े चड़ी सी आशिमा दे लिंजी। आशिम भर में कटा है वे लोगों की आश्वमा। गाँवी पुत्रवाची दृश्य रतन सहित हर लोग रतनी दिखाने वाली मी। गाँवी लिंजी है वे अपनी कुमारी। गाँवी लागा गांवी के मजबूत मी। गांवी हैं लागा गांवी उदार से मजबूत बौद्धिक।

अकबर ने सूबेदार आसिफ खान को गोंड़ पर चढ़ाई करने की आज्ञा दी। आसिफ खां ने सोना लेकर आगे बढ़ा। रानी दुर्गावती श्री का सामना करने के लिए तैयार हो रही थी। रानी निर्धन आगे आगे बढ़ी। रानी संवर हाथी पर सवार थी। उसने श्री का पूरी तरह देख कर सामना किया। रानी की बीतता भर समुझ आसिफ खाँ तिंक न सका। इस प्रकार दुर्गावती ने दो बार श्री को फीस्ट किया।

HINTS : 1. advanced 2. fearlessly 3. faced the enemy dauntlessly 4. pushed back

Exercise 166

अजसबा क्षेत्री हिंसा प्रलम्ब ग्रामी मी। गांवी पात्री लग मोहक हाथी बसती मी। गांवी लागा बॉम्बा हिंसा हिंसा मी। गांवी अकबरः विस्तृत पात्री गांवी बसती मी। गांवी हिंसा हिंसा बाढ़ी के स्तगत हिंसा हिंसा।

अजसबा क्षेत्री हिंसा प्रलम्ब ग्रामी मी। गांवी पात्री लग मोहक हाथी बसती मी। गांवी अकबरः विस्तृत पात्री गांवी बसती मी। गांवी हिंसा हिंसा बाढ़ी के स्तगत हिंसा हिंसा।

अहिद्धालाई हृदय निर्भीक रानी थी। वह सादगी का जीवन व्यतीत करती थी। उनकी इंसार में बड़ी आश्चर्य थी। वह चापलूसी बिलकुल फंसा नहीं करती थी। एक दिन एक कवि रानी के दरबार में गया। उसने रानी को एक पुस्तक भेंट की। उसमें रानी की प्रशंसा में कुछ प्रशिक्षण लिखे हुए थे। रानी ने कवि के साथ तो अच्छा व्यवहार किया, लेकिन उस पुस्तक को नीति में फैकेन का आदेश दे दिया।

HINTS : 1. ideal 2. life of simplicity 3. faith 4. flattery 5. presented 6. verses 7. ordered the book to be thrown

Exercise 167

उतने छेड़ चापुंचे घर छिड़े लूट ने मलिकऱ्ड़ हटाऊँ आदे बसरे। छिड़ लूट आदे बसरे। छिड़ लूट आदे बसरे। छिड़ लूट आदे बसरे। छिड़ लूट आदे बसरे। छिड़ लूट आदे बसरे। छिड़ लूट आदे बसरे।

रानी क्षेत्री का विकास उनकी राज्यीय परम्परा के अनुसार हो। तमाम देश भर, लेखक और कलाकार उनकी इस उदाहरण भावना को संचालन करने का प्रयत्न करते हैं।
अपनी सांस्कृतिक विरासत पर गर्व है। उस विरासत में जो कुछ सुन्दर और महान है, उसे वे अपने सृजनात्मक कार्यों द्वारा आगे बढ़ाना चाहते हैं। उसमें जो कुछ मिश्रित है, उसे वे छोड़ देना चाहते हैं हमारी जनता अपने जीवन को स्वाधीन और समृद्ध बनाने के लिए प्रयत्नशील है।

HINTS : 1. literature 2. art 3. development 4. tradition 5. cultural heritage 6. creative work 7. dead and useless, that which has served its purpose 8. discard, reject 9. independent and prosperous

Exercise 168

बादल धरारा से ग्रामीण सेवकी विशेष भी हिम दे भाग उम्रा सुभक भी। हिम से बादल भुस्वाप माँ अगे 1908 ई. अपने चेहरे वेद विश्वास देर रहा। बादल वार्षिक वर्ष वखर वे कुट दिख खेल वजन निगरा। 1917 दिक बादल ठुं अपस्था। वे भागी। हिम दे बिखरी भी। हिम से भागी अपने निकट दो श्वसन है। वादल वर्षों से वे हिम दी भूती धे एडन्ड हिम से सही हिंसी भावुक है।

काफा प्राण का यहूदी लेखक था जिसकी मातृ-भाषा जर्मन थी। उसने कानून पढ़ा था और 1908 में मृत्यू पर्यन्त वह प्राण के एक बीमा संस्थान में कानून कर्म के रूप में काम करता रहा। 1917 में काफा को यूरोप में हो गया। उसकी कृतियों में बहुत-कुछ अपना जीवन ही समाविष्ट है। काफा कहता था कि उसके लेखन का महत्व केवल उसी के लिए है।

HINTS : 1. Jew 2. insurance office 3. tuberculosis 4. His writings are the reflection of his own life 5. personal importance

Exercise 169

प्राप्त होए ठुं बागी गदकुल मी। हिम दे भम भूस्वाप, यद्यपि अगे साजी धे दुखवत लघु समृद्ध है। पुरी वर्ष पहुँच पित्य नाजी दी पिठ वर्ष। भनैते-भनैते देश साथ नाजी ठं दों भित्ती भित्ती ठं दों दुखवत वर्ष। मुसीघायित विश्ववर्जन ब्रह्माण धे राणीटू है। मानवीय दुर्गीयाएँ अगे चालीश वर्ष ठं दों देवता ठं दी पिठ वर्ष। वे भागी भलाम धे, पर्याय भम साजी साजी साजी साजी साजी रहत।

शिशा मनुष्य को योग्य बनाती है। इसके द्वारा मनुष्य देश, धर्म तथा जाति का उपकार कर सकता है। 

पूर्णरूपीय शिक्षित जाति कभी पिछड़ी हुई नहीं रह सकती। जो-जो देश या जाति समृद्ध हुए हैं, उनमें शिक्षित व्यक्तियों का बहुत हाथ है। मुस्तिक्षित व्यक्ति समाज का आभूषण है। सामाजिक कृतियाएँ तथा राजनीतिक त्रुटियाएँ की सुधारणा शिक्षित व्यक्तियों का ही काम है। अशिक्षित मनुष्य पशु के समान समझ जाते हैं।

HINTS : 1. able 2. can contribute to the welfare 3. educated 4. prosperous 5. gem, jewel 6. social evils 7. political ills

Exercise 170

मारे तुह-बादल विश्व मटा देश दो दिख-निखर समृद्ध हुं ठंडा। हिम दे हिम दो ह्यंटर सां दिखें हुं हेड़ा सी भावना स्नात। मार्ंवं असे पथ-समझि ठं देवान भविष्य स्नाता स्नात। असें दिखें हिम दे बादल ठं देश दी दिखाई सां हेड़ा सां हेड़ा स्नात। मार्ंवं असे पथ-समझि ठं देवान भविष्य स्नाता स्नात। भविष्य से देवान सां हेड़ा सां हेड़ा स्नाता स्नात। परंतु, साजी आपि तत वे वेसी
ितिवदन नवरथी भक्तिप्रमाण अन्वय भक्ति अभिप्राय तिनें सांगने वाला।

हमारे नव-भारत में सब का समान प्रतिष्ठा होती है। यहाँ किसी को छोटा या बड़ा, नहीं माना जाता। मजारों और पत्थरों को बराबर समझा जाता है। ऐसे व्यक्ति जो राष्ट्र की उन्नति के लिए प्रयास करते हैं, आदर के पात्र माने जाते हैं। अपनी योग्यता के अनुसार कोई भी व्यक्ति किसी बड़े से बड़े पद पर पहुंच सकता है। इसके अतिरिक्त आदि के कारण कोई तैयार नहीं माना जाता। सभी को उन्नति के समान अवसर और समान अधिकार दिए जाते हैं।

**HINTS:** 1. equal respect 2. worthy of respect 3. ability 4. highest position 5. equal opportunities 6. equal rights

**Exercise 171**

इतिवादन भक्ति तात्विक वाक्य है। इतिवादन भक्ति के रूप में लिखें विचक ख्याति बाकी अन्य चिन्हों के साथ लिखें विचक ख्याति बाकी चिन्हों के साथ। जिस भक्ति के रूप में लिखे जाएं, उसे खूब स्वस्ति होती है। अत्यधिक वर्षाकार होने से कई बार देश के भिन्न-भिन्न भागों में बाढ़ आ जाने से भारी नुकसान होता है। इन बाढ़ों को रोकने के लिए निष्ठित इतिहास के बाह्य तरीक़े बनाए जा रहे हैं।

**HINTS:** 1. agriculture 2. depends on 3. have to depend on others for foodgrains 4. floods 5. heavy loss 6. dams 7. means of irrigation

**Exercise 172**

इतिवादन भक्ति भक्तिराजा खुंप हें बेहो गाथी। खुंप रहे खुंप हों तिनें खिसलेंगे हुंकर भए अतीशी। खुंप खुंप के मौली। खुंप हें खुंप हें बिनार, “भक्तिराज भएं खुंकर खुंकर यह लिखें।” खुंप हें बिनार, “मैं खुंप खुंप खुंप सीता कहा है।” खुंप हें खुंप हें खुंप हें खिसलेंगे हुंकर भए अतीशी।

एक बार एक स्त्री महामाया बुद्ध के पास गई। उसका हाल ही में इकलीनता पुत्र मर गया था। वह बहुत दुखी थी। उसने बुद्ध से कहा, “महाराज, मेरे पुत्र को जीवित कर दीजिए।” बुद्ध ने कहा, “मैं इस बच्चे को पुत्र: जीवित नहीं कर सकता। जो जन्म लेता है, वह मरता भी है।” लेकिन वह स्त्री न मानी। तब बुद्ध ने स्त्री से कहा, “तुम मुझे एक ऐसे पर से मुझे भर चावल ला दो जहां मृत्यु न कभी प्रवेश न किया हो।” यह सुनकर वह स्त्री चावल से चली गई।

**HINTS:** 1. recently 2. only son 3. cannot bring... back to life 4. handful of rice
Exercise 173

घरोंकेंटा दिन गायं माश की निश्चित उंच और दिन भुजे दे बजड़ कुंडा पेढ़ूँ दे। चम्बू नूटी उंच दिविषण मुखीूँ दे। दिन तारीय वड़ीय भविष्यावर दिन उड़ूँ दे। दिम रेगुँ दे कों रांगकु रूँ, दिरिवर अबे मानने वाली चूनीँ दे कों दोषा। दिंदे दे शुभा माचे बजारे दुई यहं दे नया, देख के अरे जेसुँ शहूँ दे अरे भले रात्री रोज सब नम्रा। माते पेढ़े उंच्चुरो निंशे उण अबे सहाता दिंदे-सिंदे बजंगे पड़े उठँ।

थाईलैंड में बाहर साल की आयु तक पत्रकेय लड़के-लड़की को पढ़ा करता है। क्षेत्र चार तक शिक्षा अनिवार्य यह है। यह सब पहले मातृभाषा में होती है। इस बीच में पत्रकेय बच्चा भूतो, इतिहास और साधारण ज्ञान की बातें पढ़ लेता है। यहाँ के स्कूलों के समान आप खेले हो जाए, हंसमुख और स्वास्थ्य चेहरों को देखकर कोई उनके ज्ञान और निर्धारित होने का आनुमान नहीं लगा सकता। सभी बच्चे सस्ते रहते हैं और लगभग एक से बस्तर पहलते हैं।

HINTS : 1. compulsory 2. mother-tongue 3. cheerful 4. healthy

Exercise 174

1498 ई. दिन बंदसंखा दे जीवीय जागरण अथवा बिजी। दिन पापा ची घमुड़ संखी मी। दिम बाजी उं बेगा अबे गाढ़ी दी प्रभाव दे दिनमा। दिक्षण बंदसंखा दे भविष्य शुग्रुप भांगकार बिजी। दिम बाजी सिम्बर दोबु ।

1498 ई। में कोलाम्स ने तीसरी यात्रा आरंभ की। यह यात्रा भी अधिक लम्बी थी। अब की बार तो भोजन तथा पानी भी समाप्त हो गया। निराघा कोलाम्स ने ईंधन से प्रारंभ की कि इस बार जो घरीफ़ उसे मिलेगा, उसका नाम ईसाइयों के मतानुसार तीन पवित्र आत्माओं के नाम पर रखेंगा। हुआ भी ऐसा ही। उसे तीन चारों दिखाई दी, जिसका नाम उसने दत्तीढ़ करा।

HINTS : 1. disheartened 2. island 3. according to the Christian faith 4. pious (holy) souls 5. peaks

Exercise 175

कब्बूर-कब्बूर स्वेदकर चा मपट चुंचूँ दे। कब्बूर-कब्बूर चूँ देख दे कब्बूर भुजे उठँ। कब्बूर-कब्बूर दे सांग-सांग कब्बूर-कब्बूर दे बीसवर झुकना नाथ-नाथ। कब्बूर-कब्बूर दे सांग-सांग दिन कों दिखे निन्दा दे नाथ। कब्बूर-कब्बूर दे सांग-सांग दिन कों दिखे निन्दा दे सांग-सांग कब्बूर-कब्बूर दे दिखे निन्दा।

लोक-नृत्य मनोरंजन का साधन होता है। लोक-नृत्य को देखकर लोग खुश होते हैं। लोक-नृत्य के साथ-साथ लोक-गीत भी गाये जाते हैं। लोक-नृत्यों और लोक-गीतों में लोगों के हृदय का प्रेम और जीवन का उत्साह उलझकता है। पंजाब के लोक-नृत्यों में भी पंजाबियों के जीवन की खुशियाँ भरी पड़ी हैं। पंजाब के लोक-नृत्यों में पंजाब के जीवन की झौंकियों दिखाई देती हैं।

HINTS : 1. folk-dance 2. folk-songs 3. zeal and fervour 4. glimpse
Exercise 176

हालात में तिन भिन्न तरीकों में शिक्षा दी गई हैं। शिस्ता में अपना वंश वहीं विद्यार्थी दर्शाता है। तीन तरीकों में से एकता, दूसरी तरीके से अभिव्यक्ति, तीन से विशेष उद्देश्य अनुसार वही पेश चुनते मर्यादियाँ आनंदकारी होती हैं। शिस्ता के तीन भलोबासवल, प्रभावल आदि तंत्रज्ञातीय होती हैं।

इसका एक महत्वपूर्ण और इसामाद कर्मचारी होता है। उसे अपना काम बड़ी साधारण से करना पड़ता है। वर्षों बाद या अंदर, सड़क हो या गार्मी, वह किसी बात से नहीं चर्चाता। वह हर हालत में अपना काम ठीक समय पर करता है। हमारे नवीन पत्र, दस्तरों की चित्रित, कई प्रकार के दूसरे संदेश सब काम लाता है। इसके अलावा मनीअर्द, पारंपरिक तथा राजस्तानिय भी वही बाँधता है।

HINTS : 1. worker 2. carefully 3. personal letters 4. delivers

Exercise 177

तिहिठिट शिव भगवान शिवहरि मे। शिम तु हिमालय उँचा उठा तु जग भक्ति मे। शिम गहुँ तेहे अँधे मंडल जगमल यह भक्ति मे। तिहिठिट जग जगे जग ले दिने दिन उठ देवी। शिम मे शिक्षा दी गई, “तिहिठिट, जब मेरे मंडले रहि भगवान शिवहरिने।” दिन गहुँ उँचा मंडल। तिहिठिट जग जगे जग ले दिने दिन उठ देवी। “हे शिम जग! मेरे शिक्षाते ही उठोँ मंडल हे दिने दिन ले देवी। शिम मे शिक्षा दी गई, जब मेरे मंडले रहि।” नस वि शिक्षात आपूर्ति मंडल भेजे मंडल हे आपूर्ति दिंि हिमालय है।”

न्यूटन एक महान व्यक्ति था। उसे अपने ज्ञान पर गवत नहीं रहा। वह बहुत ही नेक तथा शान्त स्वभाव का व्यक्ति था। एक दिन वह घर के आंगन में टहल रहा था। उसी समय उसका एक भित्ता उसके पास आया। उसे न्यूटन से कहा, “न्यूटन, तुम वाष्प में एक महान व्यक्ति हो!” यह सुनकर न्यूटन पहले तो चुप रहा, पर जोड़ी देव बाद शान्त स्वरूप में बोला, “हे मित्र! मेरे बच्चे की भांति समुद्र के किनारे खड़ा हूँ और रेत में पड़े कंकड़ों को उठा रहा हूँ, जब कि सत्य का अपार तथा असीमित समुद्र मेरे सामने अज्ञात पड़ा है।”

HINTS : 1. noble 2. cool-headed 3. in a gentle voice 4. I am a child standing on the seashore, picking some pebbles from the sand while the unbounded ocean of truth lies undiscovered before me.

Exercise 178

29 भाद्र, 1953 चैत्र महीने में 6.30 दर सभी मे। विशेष भले उठा मिला साढ़े चौं दस्के। उठे हुए भरत धी दे आपमान मे। विशेष दे एक बंधन में। विशेष भी धी दे उठा मिला ठुप्पी अंगीरो चेहरे सत्तर में। विशेष धी हे एक बंधन थे सीधे सीधे। एक दिन दे एक बंधन में। विशेष भी हे। विशेष दे एक बंधन में। विशेष भी हे। विशेष दे एक बंधन में। विशेष भी हे। विशेष दे एक बंधन में।

29 मई, 1953 के प्रातः काल 6.30 बजे का समय था। हिलीरी और तेन्द्रीं देरी से चले। प्रत्येक ने अपनी पोष पर आधीरक बुक रख के देरी के पैर ठहर थे। इसलिए उसने तेन्द्रीं से आगे चलने को कहा। हिलीरी उसके पैर चलता। अगर मे वे एक परि स्वरूप में पहुँचे। वह लगभग 28,000 फुट ऊँचा था। इसलिए हिलीरी के पैर गर्म हो गए थे। इसलिए उसने आगे चलना आरम्भ किया।
**Exercise 179**

हिंदी साहित्य में महत्त्वपूर्ण भूमिका के लिए उपयोग अन्तर्गत मानवता रहती है। इसका कारण है कि हमें जीने के साथ साथ आत्मा की प्रतिवेदना तथा विश्वास है। हमारे सिद्धांत के साथ साथ हमें जीने के लिए साक्षरता दें। अनेक लोगों के मायने में जीवन का समर्थन किया जाता है। इसलिए हमें जीने के लिए साक्षरता की महत्वपूर्णता को जानना चाहिए।

**HINTS:** 1. camp 2. oxygen equipment 3. mountain-range

**Exercise 180**

तुम्हें दिखा भाग्य माफ़ मोह भी। आज़ाद है। इसी तेज़ स्रोत नामस्कार हैं देखिए उद्धार करने। पूर्ण संगम पुंज उंग सम्बन्ध है। यह मानसिक तीर्थ पुरी भी। पूर्ण तुम्हारे अनुभव में रोमांच का नाव की। गान पर लाए उपयोग सिद्धांत। दिन दिन जीवन का रूप सिद्धांत। हमारे वेदांत देखिए उद्धार करने। भाग्ययोग्य बनाए उद्धार रोकने। दिन दिन हमारे अनुभव की भाषा समझने।

**HINTS:** 1. the poor and the distressed 2. every ready 3. did not feel small

**Exercise 181**

लॉक डरवा बुद्धि दिख रहा सिद्ध। बाबू के चक चक दें। लॉक डरवा बुद्धि दिख रहा सिद्ध। बाबू के चक चक दें। लॉक डरवा बुद्धि दिख रहा सिद्ध। बाबू के चक चक दें। लॉक डरवा बुद्धि दिख रहा सिद्ध। बाबू के चक चक दें। लॉक डरवा बुद्धि दिख रहा सिद्ध। बाबू के चक चक दें।

**HINTS:** 1. League of Nations 2. institution 3. was established, set up 4. United Nations Organisation 5. foundation 6. curtains

**Exercise 182**

बुद्धि माफ़ करें सवेरे माफ़ करें। तब से माफ़ करें तब सवेरे माफ़ करें। अपना माफ़ करें सवेरे माफ़ करें। तब से माफ़ करें सवेरे माफ़ करें। तब से माफ़ करें सवेरे माफ़ करें। तब से माफ़ करें सवेरे माफ़ करें।

**HINTS:** 1. cave 2. torchlight 3. a shining heap 4. felt uneasy 5. despair 6. turned into
बिन विज्ञान भत्त बेजार हो झरै। से उमी नीचो दिव आर्य धर्म हुगँ मबर परम में उम धर्म भिन्तभि बने। बिसे बेगम हु मेटेंर मर माजे। डूब हिर अपना भत लागँ। शाटी में शाटी में वेग दौरे सिफिरह घर नाजँजेगा।

बहुत-से लोग समझते हैं कि यदि हमें काम न करना पड़े तो हम बहुत खुश रहेंगे। बेकाम से जी चुराते हैं। अपना सारा समय निकामे बैठ कर या गयों में व्यतीत कर देते हैं। बुद्धिमान आदमियों का कथन है कि खाली मन शैतान का घर है। यदि तुम जीवन का आनन्द प्राप्त करना चाहते हो तो खुद परिश्रम करो। किसी काम को छोटा न समझो। उसमें अपना न्यारा, घटिया से घटिया काम भी आनन्ददायक बन जाएगा।

HINTS : 1. shirk work 2. sitting idle 3. in gossips 4. an idle brain is the devil’s workshop 5. enjoy 6. petty 7. the meaneast 8. pleasant, enjoyable.

Exercise 183

भवंभर गांवी मंगा में भक्त पुराण में बिंच बिंच मार। डूबंगे से मारे देखे डूबं जीत जलल वेढ़। डूबंगे से मारे डूबे जीत बालकाँ। डूबंगे से मारे बेजार हुगँ देखले। डूबंगे से मारे डूबे जीत भुज। जद्दे विच दी भक्त पुराण में बिंच बिंच मार।

महात्मा गांधी संसार के महानु पुरुषों में से एक हैं। उन्होंने हमारे देश के हित के लिए बहुत काम किये। उन्होंने हमारे देश को बचाया। उन्होंने सारा जीवन हरजों के अधिकारों के लिए लड़ाई लड़ी। उन्होंने हिंदू-मुस्लिम एकता के लिए काम किया। उन्होंने हमारे देश को स्वतंत्र करवाया। उन्होंने सारे जीवन में सत्य और आत्महिंसा से प्रेम किया। स्कूल में भी हमेशा सत्य बोलने का प्रयत्न किया।


Exercise 184

भूषण आपटी बिलभट्ट दर आप तिलभट्ट दे। से डूब आपटे डूब दी ठीक बबटे। बंग डूब तंग जी नीचो बिंच डूबंजी बबटा। पहेलू में डूब निमो डूबरे बबटा। उंग डूब पहलेवा। भते नीचो बिंच दूब बबटे। डूबे कटिया में बबटे जीं बंग कुमारी धर्म घटे। नकरी नीचो इतिहासी बले। डूब जामी बबटे। उंग डूब तंग बबटे।

मनुष्य अपने भाग्य का स्वयं निर्माण करता है। यदि वह अपने समय का उचित प्रयोग करें तो वह अवश्य ही जीवन में उन्नति करेगा। परंतु यदि वह इस का विपरीत करता है तो उसे पछतावा होगा और दुःखी जीवन व्यतीत करेगा। समय को नष्ट करना दुरी बात है। इसलिए तुम कहाँ हैं कि तुम बुद्धिमान बनो। जवानी जीवन का स्वर्णकाल है। यदि तुम इस अगुस्तक काम को नष्ट करोगे तो पछताना पड़ेगा।

HINTS : 1. fate, destiny 2. architect, maker 3. proper use 4. otherwise 5. will repent 6. miserable 7. lead 8. golden period 9. precious, invaluable
Translation from English into a Modern Indian Language

While translating passages and sentences from Punjabi/Hindi into English, you must have noticed that very often the expressions in the two languages (Punjabi/Hindi on the one hand and English, on the other) differ considerably as far as their constituent words are concerned. You should, therefore, remember once again that translating a sentence means expressing the whole idea in the other language rather than translating it word for word. Look at the following examples:

1. He came to realize his mistake.
   Instead of translating it as we say
   वह अपनी गलती महसूस करने आया।
   उसे अपनी गलती महसूस हुई।
   There is no word for came in the Hindi/Punjabi translation.

2. It is no good making things.
   While translating sentence 2, don’t say
   यह अच्छा नहीं चीज़ें बनाना।
   चीज़ें बनाने का कोई लाभ नहीं।
   The idea is better expressed in the following sentence:
   चीज़ें बनाने का कोई लाभ नहीं।

Read the following sentences in English and their translation in Punjabi/Hindi. Compare the words and phrases in each case.

1. I laughed gently to myself.
   मुझे मन ही मन में हँसी आई।

2. He hurt his leg.
   उसकी टोप पर चोट लगी।
3. She caught a cold.

छिमठुँ ठुंठे लुगा गाली।
उसे सर्दी लग गई।

4. We gave up all hope.

आमी मर्टलांग समां छँड हँडीनांगः।
हमने सारी उम्मीदें छोड़ दीं।

5. Work is necessary to keep the world going.

छँडी रोड़े चढ़पुट लहरी बेवकूफ चड़ायौँ वृक्षी।
दुनियां को चलाए रखने के लिए काम करना जरूरी है।

6. To begin with, many of us are tired.

पहिली तेल रेखे एक विष मिले बिचे बदी गेते ताजे उठ।
पहली बात यह है कि हम में से बहुत से तक गए हैं।

7. Then we come to yet another kind of problem.

उठ एक देन विषम शी सँभैला शी माछे मांझे भाँध्ये देय।
अभी एक और प्रकार की समस्या भी हमारे सामने है।

8. I want you to go.

मैं चाहूँ गां वि तुमी सँझे माँझः।
मैं चाहता हूँ कि तुम जाओ।

9. This will do.

सिम्र लगा नील वड़ लाघेभो।
इससे काम चल जाएगा।

10. This can’t be helped.

सिम देन विषम रची आफ़ क्षेत्र।
इसे नहीं रोका जा सकता।


देयःदेन घे।
दौड़ते रहो।

12. It is no use talking to you.

दुन्हयेन राम बेल बर्तन एंग वेसी डालस्तर रची।
तुम्हारे साथ बात करने का कोई फायदा नहीं।


छिम ठुे छो बैठन रची।
उसे भी बैठने दे।
14. She does not talk to me kindly.
    दीर्घ भेद भोजां बोल जानी नहीं है।
    उसे मेरी बातें अच्छी नहीं लगाती।

15. He is wanting in common sense.
    दीर्घ विचार अच्छा लोग बात नहीं।
    उसमें अक्त की कमी है।

16. I shall hold you responsible for this.
    मैं दूर दूर दीर्घ रच सों अस्ताहर टहलाए।
    मैं उसा अभी का जिज्ञासा देख लाए।

17. It has nothing to do with you.
    क्षति राम कृपात्र राम बदी मंजिल टूटी।
    इसका तुझे साथ कौं सम्बन्ध नहीं।

18. No action is called for.
    अभी बेटी बच्च ढंग चुप्पे की संजय टूटी।
    अभी कोई कदम उठाने की आवश्यकता नहीं।

19. This is why he was punished.
    दिनी बच्च दे विच दूर दूर दर्शन भिक्ष।
    यही कारण है कि उसे सजा मिली।

20. Here, take your due.
    छठि, आपस्त्र दिमा रई।
    लो, अपना हिस्सा समझाओ।

**Some Solved Passages**

1. The next morning, the boys were there again, and a man was standing at the gate, watching them. I stopped and looked, just to see what the white boy was making his little servant do. To my utter astonishment, the little dark boy was walking imperiously up and down the lawn, while the white youngster walked meekly behind him.

    असली दिन समझ में दिन दिन रहे दिन आपसी रचाने वेद खुना, दिन दिन दुःख दिन दिन दिन नुकसान मैं। मैं वह दिन खिला देते लेता विच विच अच्छे नाच उन्हें देख किया नी। अभी दिन खुश उन्हें देते लेते विच विच अस्ताहर टहलाए। अभी कौं दिन खुश उन्हें देते लेते विच विच अस्ताहर टहलाए।

    अगले दिन लड़के के फिर वहां थे और एक आदमी दरवाजे पर खड़ा उन्हें देख रहा था। मैं रुक गया और देखने लगा की गोरा लड़का अपने छोटे लड़के से क्या करता है। मैं बोला कि वह बड़ी है। तो मैं दिन दिन देखने लगा कि गोरा लड़का अपने छोटे लड़के से क्या करता है। मैं बोला कि वह बड़ी है।
2. I saw it now. This was indeed a game, a game I had played as a child. Each boy took it, in turn, every alternate day, to be the boss, the other the slave. It had been great fun to me as a youngster. I smiled as I remembered, I looked at the man standing at the gate. He was a white man. I remembered what I had thought yesterday. I laughed gently to myself.

3. “Give me blood, and I shall give you freedom.” This was the call that the great National Hero gave to the nation. He thought that in order to attain a great thing like liberty one is required to pay a very heavy price and that price is blood. Liberty of a country can never be a gift; one has always to pay for it.

4. Shri Visvesvar was born in 1861 in Kolar. Kolar, which is famous for its gold mines, gave a gem to India which was far more precious than the yellow metal. He studied up to middle standard at his native place. The urge to quench his thirst for knowledge made him shift to Bangalore where he did further studies. He gave tuitions to the children of a rich family and thereby was no longer a burden on his parents.
5. Much that was useless in Ancient India has already perished. Widows have long ceased to be burnt on their husbands’ pyres. Girls may not by law be married. In buses and trains all over India Brahmins rub shoulders with the other castes and the temples are open to all by law.

6. Having realized that Gandhi and other leaders of the Congress did not see eye to eye with him, he decided to become a revolutionary to achieve his end. He felt that the enemy of the enemy could help India in gaining freedom. When World War II started, Bose thought that it was the most appropriate time for action.

7. He was a man, who by his achievements, brought honour not only to the country but also to the engineering profession. Engineers must be proud of him and his contribution to the development of the country. He was an Engineering Wizard who successfully executed any plan that he laid his hand upon.
8. Some people, notably the landlords of our village and the money-lenders, say that he is a cheat: his talk about his connections with the royal family is non-sense. Others, like the priest of the temple, admit that his ancestors were certainly attached to the court of the Great Mughals, but as servants.

कुछ लोग, विशेष रूप से धाम लेने वाले, संदेह भरा है कि उनके पूर्वजों के सम्बन्ध में कोई सच्चाई नहीं है। अन्य लोग, जैसे कि तपस्वी नामक एक भीमसेन ने अपने पूर्वजों के संबंध में सच्चाई का दावा किया है, जिसे भ्राता ने सर्वप्रथम साबित किया था।

9. While at college, Subash Chander Bosse was attracted by Vivekanand's gospel. He longed to become a hermit. At the age of seventeen he left home without the knowledge of his family. He set out in search of truth and performed a long pilgrimage. But he was soon disgusted. He came back to the university.

शूराएं शंकर शेष बासन सीढ़ दिच ती वेदीबंदल की ती भिक्षाबाधा दें बृहद भूषण दिच दें। दूष पाप घटता चरणें गर्व गर्व। मन्दिर सास सी भिक्षु दिच ती धर्म दिचा ती दिचा दें। वह चतुर्वेक चले चले दूष पाप रहे दूष पाप रहे दूष पाप रहे। दूष दूष दूष दूष दूष दिच तिव्र पक्ष चरणें गर्व चरणें गर्व चरणें गर्व चरणें गर्व। झंझ झंझ झंझ दिच दिच दिच दिच दिच दिच।

सुभाषचन्द्र बोस्कोलेज कीवीन में ही विवेकानन्द के उपदेश से बहुत प्रभावित हुए। वे साधु बनना चाहते थे। सत्य वर्ष की आयु में ही अपने परिवार को बिना बताए वह गर छोड़ कर चले गये। वे सत्य की खोज में निकल पड़े और उन्होंने बहुत लम्बी तीर्थयात्रा की। लेकिन शीघ्र ही वे निराश हो गए। वे यूनिवर्सिटी में चापस आ गए।

10. She was a great favourite with her mates, being sweet-tempered. She was never so happy as when copying flowers on her slate. Her teachers often complained, but she got through her lessons and managed to escape punishment.

भागतं भिन्न ग्राम दूर भागतं भागतं सम्भवंत दिच धर्म भागतं भिन्नं मी। मलेटं दें हुंक दान दिच मिंडल धर्म धूं भिन्नं मी। दें हुंक दान दिच तिड़ी धर्म धूं भिन्नं मी। उन दिच विश्वासपालं तूं भवनतं निवर्णित दिच तिड़ी मी, धर्म भागतं पाठ धूं भिन्नं मी।

वह सुशील स्वभाव के कारण अपने सहपाठियों में बहुत प्रिय थी। स्लेट पर पूर्तियों के चित्र बनाने में उसे बड़ा आनन्द आता था। इतना आनन्द उसे और किसी बात में नहीं आता था। उसके अध्यापकों को अकसर शिकायत रहती थी, लेकिन वह अपने पाठ पढ़ लेती थी जिसके कारण सजा से बचती रही।

**EXERCISES FOR PRACTICE**

Translate the following passages into Punjabi or Hindi:

1. It is not enough to say there is a shortage of funds¹ in our country; worse, there is a shortage of hope. We cast all the blame on fate². It does not strike us³ that the remedy is in our own hands.

   ¹ shortage of funds ² fate ³ It does not strike us
Hints: 1. पठ बढ़य 2. जिम्मद 3. तरीक़े सहचर
1. धन की कमी 2. भारि 3. नहीं सुझाता

2. He who is lacking in hope must perish. No one can save him by offering alms or some other help. He must be made to realize that what is not possible for a single individual will be possible when fifty unite in a group.

Hints: 1. तपस्या उदार 2. भिक्षा 3. अतिरिक्त आपातभागी
1. नष्ठा होना 2. भिक्षा 3. अकेला व्यक्ति

3. The Guru was not only a warrior but also a learned personality. He was a poet. His compositions are read with reverence by the followers of all religions alike. He acquire wide knowledge of Sanskrit and Persian and learnt by heart the Holy Grant Sahib.

Hints: 1. उत्तरांक 2. आगरा अहें रहणा 3. नववाति आपूर्ति
1. उज्वल 2. आदर और श्रद्धा

4. Disease germs are found in particles of dust and moisture. Coughing and sneezing are the common ways of spreading them so that they attack other people. They may also be spread in drinking-water and in food. In milk germs thrive particularly well.

Hints: 1. पुंज देव बट 2. खिरकट (सिंह माता) 3. घुंट बढ़े उठा
1. घूल के कण 2. छैंकना 3. खबर बढ़े हैं।

5. There are many thousands of men who are busy with the ground; only they spend their time not in growing things on it, but in digging things out of it. They are the miners, who dig out coal and iron, precious stones, gold, silver, copper and other minerals. There are also those who dig out stone for buildings and roads.

Hints: 1. पब्जी वर्षे देवे हवेंगे उठा 2. घट देव भवदूष 3. धर्म धरण धार
1. जिनको धतु व्यस्त रखती है 2. खान के मूतुर 3. खानिज पदार्थ

6. Now we come to yet a fourth kind of workers, who are just as useful and necessary as the other three. The things you want to eat or to wear or to use will not come to you by themselves. Things have to be brought from the place where they are made to grow, to the place where they are wanted.

Hints: 1. धेर बढ़ा गणिका की अनें दिव देव चेंबर विभाग बी है 2. सिंहधर्म एंडरी है।
1. काम करने वालों की अभी एक और चौथी प्रकार भी है
2. लानी पढ़ती है।

7. There are three chief ways by which speed can be increased. We can improve the engine, we can improve the fuel which drives the engine, we can reduce the air-resistance. Until a few years ago, little attention was given to air-resistance.

Hints: 1. गहर डो 2. उनं बढ़े से दुगवाय आपूर्ति देवे छिम फु भटा पव्वें उब।
1. ईधन 2. हवा के कारण जो स्काय पाया है उसे घटा सकते हैं।
8. If we walk slowly, we do not feel the air on our face, but if we run, on ride in an open car, it seems as if a strong wind is blowing at us. This is called air-pressure and it increases at a very rapid rate. If we run twice as fast as we walk, the air-pressure increases four times, and if we run four times as fast as we walk, the air-pressure is sixteen times as great.

Hints: 1. चूहे बूटे मस्त लगे 2. शेक बाच घर पर दो सड़क तक चला तो दीनाथ से दौड़ा दे।
1. बहुत तेजी से 2. अगर हमारे दौड़ने के गत चलने से दुःखी हो।

9. A farmer can hardly do good business with a small surplus of a litre of milk. But if a hundred men collect all their spare milk, they can produce and sell ghee after they have bought a butter churning-machine. In Europe this is a common practice. People in Denmark and other small countries have combined and by the proper marketing of butter, cheese and cream they have eliminated poverty from their lives.

Hints: 1. मिर्च भिज भिजत पे चपे बेश बे 2. मिर्च बंदर लान भरी भाँति 3. मीठ, पत्थर भाग भरी बुनाए धनक ठीक ठीक बुना लगा बेश बे 4. मधुमक्खा बच भिज के।
1. केवल एक तितर दूध बचा कर 2. मक्खन निकालने की मशीन 3. मक्खन, पनीर और श्रीम का व्यापार ठीक ठंग से चला कर 4. समाप्त कर दी है।

10. Not so very long ago, before machinery was invented, even such a tiny thing as a pin was not made by one man, but by a dozen or more, each doing his particular bit of the work. One straightened out the wire, another cut it into lengths, another sharpened the point, and so forth.

Hints: 1. गोल जल भरी छोटी चीज की 2. अध्यापक चिमे लग बेश 3. गोल भट भट भट भट 4. टूटा ते 5. प्लें।
1. पिन जैसी छोटी चीजें भी 2. अपने हिस्से का काम 3. सीधा करता था 4. टूटा ते 5. नोक।

11. Look round the room you are in and think of all the different kinds of workers that have been needed to make the things in it. First there are the walls. If they are made of brick, a worker had to dig up the clay, then another worker made the clay into bricks and yet another worker moved the bricks from the place where they were made to the place where the builder wanted them. The builder built them up into a wall.

Hints: 1. अध्यापक बने चिंच वाण उत्तर रेखे 2. भिज। 1. अपने कमरे में चारों ओर देखो। 2. भिज।

12. It is no good making things unless they are wanted. We say that work deserves to be paid for. But it will only be paid for it is work that is wanted by someone. It is no use for people to work hard at something that nobody wants and then complain that they get no money for it. People do not get paid for their work unless it is something that other people want.
Hints: 1. नचें चीनी दी लेनज़ जी तगीं ठेरतां ठेर ठुंडपुटो च बेंकी सज्जा रच्चीं।
1. जब चीनी जाने की आवश्यकता ही नहीं तो उसने बनाने का कोई लाभ नहीं।

13. It was almost dark, one evening in the spring, when I met him in the street, alone. He spoke to me more warmly1. I acted pleased2 to see him, and I shook his hand, as if he had been my closest friend.

Hints: 1. गुंडे धिम्बनूँ रघुः 2. में धिम्ब पहाट बींडर चिय में घुटंड धुंड गं।
1. बटे यार से 2. मैंने यह प्रकट किया कि मैं बहुत खुश हूँ।

14. The great city where he dwelt was a very pleasant place. Many strangers visited it everyday. One day two impostors3 arrived who gave themselves out for weavers4 and claimed they knew how to weave the most beautiful cloth.

Hints: 1. ठेजा 2. भगते भाग ठेर बेंकी सज्जा सज्जा देशमा।
2. उग 1. अपने आप को कपड़ा बनाने बाला बताया।

15. I went up to him and found him in exactly the position I had left him—white-faced, with cheeks flushed by the fever1 and staring2 at the wall. I took his temperature. “Your temperature is all right”, I said, “It’s nothing to worry about.”

Hints: 1. धुरत बच्चे धिम चीनी तांबू झट बघीभंगं मर। 2. धुसू तिम भी।
3. छाता कृष्ण बेती धेंगा रच्ची। 1. युक्तन के कारण उसके गाल तमतमा रहे थे। 2. धूर रहा था।
3. छिंटा बाली कोई बात नहीं।

16. “They would indeed be valuable clothes”, thought that Emperor. “By wearing them, I could find out which of my ministers are unfit for the posts they occupy and I could tell the wise from the stupid”. He gave the two impostors a lot of money in advance5 so that they might begin their work at once.

Hints: 1. धिम्बपर भरें भुजाभ क्षेण पहाट पहाट। 2. धेंगी।
1. बुद्धमान और मूख की पहचान कर सकेंगा। 2. देशमा।

17. Knowing that there is neither air nor water on the moon, we shall hardly expect1 to find men or animals, trees or flowers there. In fact the moon has been observed for centuries and no one has ever found any trace of life2 on it.

Hints: 1. धिम गंभीर दी भाग तगीं बोझी झग्दा सज्जा। 2. नीचे ले छिंट।
1. इस बात की आशा नहीं की जा सकती। 2. जीवन के छिन्न

18. “Here”1 I said, “deposit it”.
He took the money and gave it to another clerk.
He made me write the sum on a slip and sign my name in a book.
“Is it deposited?” I asked.
“It is”1, said the accountant.
“Then I want to draw a cheque”.2
Hints: 1. घर 2. नमक भी गाढ़ी है
   3. उन्हें तेल खाने बैठें दिखांचे विश्वसनीय चारण गं
1. लो 2. जमा हो गई है
3. तो में कुछ रक्म निकलाना चाहता हूँ।

19. Men very soon found that it was much better to divide the work among them, so that one built houses and another made chairs and tables, and another grew corn¹, and so on. This was a better plan, because by always doing the same kind of work you can do it far more quickly and easily. So nowadays all work is divided up as much as possible.²

Hints: 1. अवसर धरावणिष्ठा
2. सिंघे डेव मंडब घे से मारे बैठे बैठे बीच वे बीच नांटे गं
1. अनु उगाया 2. जहाँ तक हो सके सारे काम बांट कर किए जाते हैं।

20. In the modern world many new problems have arisen owing to the invention¹ of the steam-engine and the petrol-engine. These inventions have made it possible to travel at very high speeds. Rapid transport saves so much valuable time, that mechanics everywhere are doing their utmost² to increase the speeds of motor-cars, ships and aeroplanes.

Hints: 1. अविश्वसनीय चें बांट 2. पृथ्वी बैंगन दिख गं
1. आविष्कार के कारण 2. भरसक प्रयत्न कर रहे हैं।
Appendix I

A GLOSSARY OF SOME GRAMMATICAL TERMS

Clause : A clause is marked by the presence of a finite verb (See below) No group of words can constitute a clause if there is no finite verb in it. For example, “To write a second book after having written one” is not a clause : all the verb forms are non-finite.

One other feature of a clause is that it has a subject and a predicat, or, in other words, it has a noun part and a verb part)

Complement : The part of the sentence after the verb BE is called complement. The complement and the subject refer to the same person or thing. For example :

1. John is the director.
2. Miss Sukhjit Kaur will be our new English teacher.

Determiner : The articles, the demonstrative pronouns (this, that, those, these), the numerals, and works like much, many, more, some, any are called determiners.

Finite form : This form of verb shows tense and agreement with the subject. In every sentence, the first word in the verb phrase is in the finite form. All the subsequent words of the verb phrase are non-finite.

Three forms of the verb, corresponding to to write, writing and written are always non-finite. The other forms are generally finite. The first and the second forms of the verb (corresponding to write/writes and wrote) are always finite. When there is only one word in the verb phrase in a sentence, that word is always finite.

Remember that a finite verb is not always the same thing as a helping verb. There are two helping verbs and one main verb in the following example.

He might be coming. The helping verb might is in the finite form while the helping verb be is not. The main verb coming is in the non-finite form. In the following sentence the main verb is in The finite form :

Everybody knows him.
Forms of the verb: Most verbs have five forms go, went, gone, going and goes. The verb BE has eight forms-is, am, are, was, were, be, been, being.
Must and ought have one each.
Phrase: According to construction the principal phrases in English are the noun phrase, the verb phrase and the prepositional phrase.
A prepositional phrase (consisting of a preposition and a noun) performs two main functions. It may function as an adjective, as in,
A man from America = An American man
The traditions of India—The Indian traditions

(Also see pp 56-57)
Or a prepositional phrase may function as an adverb; as in
John comes from America.
From America in the above sentence is an adverb of place.
Appendix II

Some Commonly Mispronounced Words—Their Pronunciation

The following words are commonly mispronounced in this part of the country. Their correct pronunciation is given in Gurmukhi and Devanagari scripts to the extent it is possible to transcribe English words in these scripts.

- ancient
- architect
- bare
- bear
- beat (past tense)
- bicycle
- biscuit
- blue
- breakfast
- canal
- career
- clerk
- climb
- clue
- comb
- correct
- cough
- creature
- crew
- crude
- cupboard
- drew
- example

- एनशन्ट
- आरक्टिकेटर
- बेर
- बीर
- बीट
- बाइसिकल
- बिसकिट
- ब्लू
- ब्रेकफास्ट
- कैनेल
- कैरियर
- कलक्के
- क्लाइरम
- क्लू.
- कोम
- करेक्ट
- काफ
- क्लूंू
- क्रूू
- क्रूू
- क्रूूड
- क्रूू
- क्रूू
- क्रूू
- क्रूू
- क्रूू
- क्रूू
- क्रूू
- क्रूू
<table>
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<th>Hindi Word</th>
<th>English Word</th>
<th>Hindi Word</th>
</tr>
</thead>
<tbody>
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<td>flute</td>
<td>फ्लूट</td>
<td>grammar</td>
<td>ग्रेमर</td>
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<td>ग्रैमरमदर</td>
<td>handkerchief</td>
<td>हैंडकर्चरफ</td>
</tr>
<tr>
<td>healthy</td>
<td>हैल्थि</td>
<td>hear</td>
<td>हिअर</td>
</tr>
<tr>
<td>heart</td>
<td>हार्ट</td>
<td>heir</td>
<td>एअर</td>
</tr>
<tr>
<td>here</td>
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"महत्वपूर्ण हैंजर, अपितुएड अडे बेंट जिम्बो विजिओ विज्ञान" पंजाब
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