A Practice Book of

ENGLISH GRAMMAR

&

COMPOSITION

(GRAMMAR IN USE)

for

Class IX

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

PUNJAB SCHOOL EDUCATION BOARD
Sahibzada Ajit Singh Nagar
All rights, including those of translation, reproduction
and annotation, etc. are reserved by the
Punjab Government

**Warning**

1. The Agency-holders shall not add any extra binding with a view to charge
extra money for the binding. (Ref. CI. No.7 of agreement with Agency-
holders).

2. Printing, Publishing, Stocking, Holding or Selling etc. of spurious Text-books
qua text-books printed and published by the Punjab School Education Board
is cognizable offence under Indian Penal Code.
(The text-books of the Punjab School Education Board are printed on paper
carrying watermark of the Board.)

Price:

Published by: Secretary, Punjab School Education Board, Vidya Bhawan, Phase-8, Sahibzada Ajit
Singh Nagar-166062 and printed by H.T. Media Ltd. Greater Noida.
FOREWORD

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

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

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

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

Chairman
Punjab School Education Board
ABOUT THE BOOK

(A Note to the Teachers)

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

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

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

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

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

Manoj Kumar

Subject Expert (retired)
# CONTENTS

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Lesson</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>GRAMMAR</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Determiners</td>
<td>01</td>
</tr>
<tr>
<td>2.</td>
<td>Modals</td>
<td>12</td>
</tr>
<tr>
<td>3.</td>
<td>Prepositions</td>
<td>27</td>
</tr>
<tr>
<td>4.</td>
<td>Conjunctions</td>
<td>41</td>
</tr>
<tr>
<td>5.</td>
<td>Simple and Complex Sentences</td>
<td>53</td>
</tr>
<tr>
<td>6.</td>
<td>Voice</td>
<td>61</td>
</tr>
<tr>
<td>7.</td>
<td>Narration</td>
<td>74</td>
</tr>
<tr>
<td>8.</td>
<td>Non-Finites</td>
<td>88</td>
</tr>
<tr>
<td>9.</td>
<td>Tenses (Concord and Sequence)</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td><strong>COMPOSITION</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td><strong>VOCABULARY</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Nature of Words (Context-Meaning)</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>(b) Words as different Parts of Speech</td>
<td>106</td>
</tr>
<tr>
<td></td>
<td>(c) Synonyms</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>(d) Antonyms</td>
<td>112</td>
</tr>
<tr>
<td></td>
<td>(e) Homonyms</td>
<td>114</td>
</tr>
<tr>
<td></td>
<td>(f) Formation of words</td>
<td>115</td>
</tr>
<tr>
<td></td>
<td><strong>II. READING SKILLS (Reading Comprehension)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Prose Passages</td>
<td>130</td>
</tr>
<tr>
<td></td>
<td>(b) Poems</td>
<td>134</td>
</tr>
<tr>
<td></td>
<td><strong>III. WRITING SKILLS-I</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(A) NOTE-MAKING AND WRITING SHORT MESSAGES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Note-making &amp; Messages</td>
<td>137</td>
</tr>
<tr>
<td></td>
<td>(b) E-mail messages</td>
<td>141</td>
</tr>
<tr>
<td></td>
<td>(B) LETTER WRITING</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Informal letters</td>
<td>144</td>
</tr>
</tbody>
</table>
(b) Formal letters

IV. WRITING SKILLS-II

PARAGRAPH WRITING

(a) Describing People
(b) Describing Places
(c) Describing Events/Incidents
(d) Describing Procedures
Chapter-1

DETERMINERS

Look at the sentences given below carefully:

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

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

Kinds of Determiners:

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

USE OF ARTICLES:

‘*A*’ and ‘*an*’ are Indefinite Articles.
USE OF 'A'

Article ‘A’ is used:

(i) before singular common nouns not beginning with a vowel sound e.g.:
    a boy, a table, a young man, a year, a useful thing, a utensil, a European country, a history book, a one-eyed man etc.

(ii) In the sense of any, every or single:
    He did not speak a word.
    He makes thirty thousands a year.

(iii) before a Proper Noun to make it a Common Noun
    He is a Milton (an inspired poet).
    He is a second Newton (a great scientist).

USE OF 'AN'

(i) Before a Common noun in Singular form beginning with vowel sound, as:
    an orange, an egg, an owl, an umbrella, an ass, an inkpot, an M.L.A., an S.D.O., an enemy.

(ii) Before a Common noun in Singular form beginning with silent ‘h’:
    an honest man, an honourable man, an heir.

USE OF THE DEFINITE ARTICLE 'THE':

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

(i) For a particular person, thing or animal that has already been mentioned:
    I have a coat.
    The coat has a pocket.
    The pocket has a pen in it.
    The pen is blue in colour.

(ii) To denote the whole class:
    The dog is a faithful animal.
    The camel is, the ship of the desert.

(iii) Before Adjectives in the Superlative Degree:
    He is the best man in the city.
    She is the most beautiful girl in the town.

(iv) Before Comparatives:
    The higher you go, the cooler it is.
    This is the better of the two pens.

(v) In certain phrases:
    You met him on the way.
She is on the point of death.
Rajan will win in the long run.
You are in the wrong.
Crime is on the decrease.
On the whole the scheme is good.

(vi) Before words indicating number, weight and measure:
Cloth is sold by the metre.
Oranges are sold by the dozen.

(vii) Before words denoting well-known historical events:
The French Revolution, The Partition of India,
The Liberation of Bangla Desh.

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

(ix) Before a Proper Noun used as a Common Noun, before a Common Noun used as an Abstract Noun:
Lala Lajpat Rai was *the* lion of *the* Punjab. Kalidas is called *the* Shakespeare of India.
Gandhi ji is *the* father (= having the quality of) of *the* nation.
The beast (=beastly quality) in man sometimes overpowers *the* angel (angelic quality) in him.
He is *the* star of *the* family.

(x) To give superlative force to Noun:
He is *the* professor. (= the best)
He is *the* hero of the home. (=the best)
It is *the* event of the year. (=the best)

(xi) Before high titles of honour and rank:
Pitt *the* younger, *the* Great Caesar, *the* Honourable Minister, *the* Immortal Shakespeare, Alexander *the* Great.

(xii) Before the names of communities, nations and commissions:
The Sikhs, *the* English, *the* Sarkaria Commission.

(xiii) Before unique objects and objects of strength:
The moon, *the* earth, *the* sky, *the* tempest.

(xiv) Before ordinals:
The 3rd prize, *the* second son, *the* fourth girl, *the* 10th of June.
(xv) Before the organs of the body:

*The* head, *the* heart, *the* liver, *the* lungs.

(xvi) Before a thing which stands for the agent, or the thing associated:

*The* pen (=those who use *the* pen) is mightier than *the* sword (=those who use *the* sword).

*The* hand (mother) that rocks *the* cradle rules *the* world.

He is fond of *the* bottle (=liquor).

(xvii) Before an Adjective to make it a Noun in the Plural:

*The* rich must help *the* poor.

*The* educated should teach *the* illiterate.

(xviii) Before an Adverb in such sentences as:

*The* more they get, *the* more they want.

*The* more you speak, *the* less I understand.

**Cases Where Articles Should Not Be Used**

(i) Before a common Noun used in its widest sense:

*Animals* have an undeveloped brain.

*Man* is mortal.

(ii) Before Proper Nouns:

*Tagore* was truly a great poet.

*Everest* is the highest peak in the world.

*Delhi* is the capital of India.

*Stalin* was a ruthless dictator.

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

(iii) In certain Verbal Phrases:

Rajesh *sent word* that he was going to Mumbai.

(not ‘sent a word’)

Don't *take offence* so easily.

Raju *left school* at an early age.

Don't *lose* heart.

The ship *set sail* for Australia.
Before Abstract Nouns:

*Wisdom* is better than riches.

*Common sense* is as great virtue.

*Patience* and *perseverance* can conquer all obstacles.

Before Material Nouns:

*Iron* is a useful metal.

This pillar is made of *concrete*.

There are idols made of *silver* and *gold* in the temple.

### USE OF NUMERICAL AND QUANTITATIVE:

Determiners and Wh-determiners

1. **Some and Any**

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

**Examples:**

(i) He bought **some** mangoes. (a small number)

(ii) Give me **some** milk. (a small quantity)

(iii) There are **some** boys in the class. (a few)

(iv) There is **some** ink in the ink-pot. (a small amount)

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

**Examples:**

(i) There are **some** good girls in the class. (Affirmative)

(ii) Are there **any** good girls in the class? (Question)

(iii) There are not **any** good girls in the class. (Negative)

(iv) There is **some** tea in the cup. (Affirmative)

(v) Is there **any** tea in the cup? (Question)

(vi) There is not **any** tea in the cup. (Negative)

2. **Few, A Few, The Few**

*Few* = very small number or zero

*A Few* = some

*The Few* = small but all the ones under reference

**Examples:**

(i) He has **few** friends in the city. (almost none)

(ii) He does have a **few** friends in the city. (a small number)

(iii) The **few** friends he has are loyal to him. (whatever small number)
3. **Each, Every**

   \[\text{Each} = \text{everyone out of a known number or group.}\]
   \[\text{Every} = \text{each thing or person of the whole}\]

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

4. **Either, Neither**

   \[\text{Either} = \text{one of the two}\]
   \[\text{Neither} = \text{none of the two}\]

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

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

   \[\text{Little} = \text{very small amount, almost negligible}\]
   \[\text{A little} = \text{Some amount, though not much}\]
   \[\text{The little} = \text{whatever little exists, but the whole of it}\]

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

   **Examples:**

6. **Much, More, Less**

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

   **Examples:**
   
   He has not taken *much* water today.
   
   You need some *more* water today.
   
   *More* boys were called in to help.
   
   We spent *less* time in Shimla than in Kufri.
   
   If you are careful you'll have *less* trouble.

7. **Wh-words as Determiners**

   What books have you read?
   Whose children are they?
   Which pen do you like?
Exercises for Practice

Exercise 1
Fill in the blanks with suitable Determiners:

(i) Jack was seven years old. His sister Jill was one year old. Their house was on .......... hill. One day Jack and Jill were playing with .......... ball. .......... ball rolled down .......... hill. Jack ran after it. Jill rolled down after Jack. There was .......... road at .......... foot of .......... hill. .......... ball stopped there.

(ii) When Edison was 12 years old, he became .......... newsboy on .......... train that left Port Huron in .......... evening. Edison set up a laboratory in .......... baggage car of .......... train because he did not want to waste .......... time. Later he bought .......... printing press and set it up in his laboratory on wheels. He published .......... weekly paper, which he sold for three cents .......... copy. At .......... same time Edison spent .......... of his free hours reading in .......... Public Library.

(iii) The old man was left with only .......... money in the bank. He didn’t spend .......... on himself. He wanted to save .......... for his rainy days. .......... of his three sons bothered to care for him. He didn’t want to be dependent on .......... of them, either.

Exercise 2
Fill in the blanks with ‘few’, ‘a few’ or ‘the few’:

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

Exercise 3
Read the following passage. There is an error in each line. Underline the error and write your correction in the space provided:

There lived the poor .......... weaver in the (..........) village. He had a daughter who was always lost in his .......... day dreams. One day she was walking along the .......... road. She had the .......... basket of eggs on his .......... head. She began to dream of a .......... riches she would earn. Suddenly the .......... cow hit her. His .......... basket of eggs fell down on a .......... road. All eggs .......... were broken. She started crying.
**Exercise 4**

Fill in the blanks with suitable Determiners:

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

**Exercise 5**

Fill in the blanks with suitable Determiners:

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

**Exercise 6**

Fill in the blanks with suitable Determiners:

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

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

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

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

**Exercise 7**

Fill in the blanks with suitable Determiners:

1. He is a man of ................. words.
2. .................. persons can keep a secret.
3. There are ................. letters for you.
5. What is .................. latest information?

**Exercise 8**

Fill in the blanks with Suitable Determiners:

(i)  .................. doctor was called in to see .................. ailing old man. .................. doctor treated him so unskillfully that .................. man died. Thereupon .................. family seized .................. doctor and tied him to .................. post, intending to punish him.

(ii) But during .................. night, he got loose from .................. cord that held him, and escaped by swimming across .................. Ganges. On reaching his home .................. doctor found his son studying some medical books. “My son”, said he, “do not be in .................. hurry to study .................. books. .................. first and .................. most important thing for .................. doctor to do is to learn to swim.”

**Exercise 9**

Fill in the blanks with suitable Determiners:

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

**Exercise 10**

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

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

**Exercise 11**

Fill in the blanks with suitable Determiners:

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

**Exercise 12**

Fill in the blanks with suitable Determiners:

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

**Exercise 13**

Fill in the blanks with suitable Determiners:

1. Is there ................. body in the house?
2. The players had ................. practice.
3. I have ................. work to do.
4. He lent me ................. books.
5. ................. people sleep on the footpaths.
6. He gave me ................. bananas he had.
7. June is the ................. month of the year.
8. He has ................. wealth than his brother.
9. ................. little knowledge is ................. dangerous thing.
10. I borrowed ................. few books from him.

**Exercise 14**

**Fill in the blanks with suitable Determiners:**

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

MODALS

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

2. Auxiliaries in English are of two types:
   (a)

<table>
<thead>
<tr>
<th>Be</th>
<th>is, am, are, was, were, being, been</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have</td>
<td>has, have, had</td>
</tr>
<tr>
<td>Do</td>
<td>do, does, did</td>
</tr>
</tbody>
</table>

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

   Example :  (i) As Main Verbs:
   
   The book is on the table.
   We are brothers.
   I have a pen.
   I do my duty.
   She has a book.
   I had two balls.

   Example :  (ii) As Helping Verbs:
   
   She is playing a match.
   I am not writing a letter.
   I did not hit him.
   An apple was eaten by Sita.
   Are the boys being punished by the teacher?
   Has this picture been seen by you?

   (b) Modal Auxiliaries or Modals:

   - Modal Auxiliaries (or Modals) cannot be used as main verbs or as independent Primary Auxiliaries.
• Modals are never used alone. They are used to help a main (principal) verb.
• They do not have the infinitive, Present Participle or Past Participle forms.
• They cannot be used in all tenses.
   Modals are mainly used to indicate one's attitude towards what one is saying or when one is concerned about the effect of one's speech on the other person in the communication channels.
• Modals have a special use in 3 types of complex sentences.
• Modals are followed by the base form of a verb.
   
   I must leave now.
   It will be nice to say so.
   You ought to pay the taxes.
• When a modal is followed by ‘be’ + Present Participle, this indicates that one is talking about the Present or Future, e.g.
   
   He may be watching.
   The play will be starting soon.
• But when a modal is followed by have + Past Participle, this indicates that one is talking about the past e.g.
   
   You must have noticed his behaviour.
   She may have left already.
   I ought to have replied.
• In passive sentences, the pattern is:

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

**Examples**: His statement will be published soon.
You can be arrested any time now.
Such changes may have been justified.
• A modal is never followed by the auxiliary verb ‘do’ or any other modal.
• Modals do not inflect. They do not have any- ‘s’ form, ‘ing’ or ‘-ed’ forms.

3. The use of Modals

   **1. Use of ‘WILL’**

‘Will’ is used:

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

1. It will rain tomorrow.  
   (I predict so)
2. You will go to school.  
   (Simple Future)
**Important Notes:**

(a) In Declarative sentences, with I/We as subjects, the use of shall and will is interchangeable.

(b) Will/shall are not used in clauses beginning with ‘if’, ‘when’:

If I go to Mumbai, I’ll bring a camera for you.
If it rains heavily, we'll float paper boats.
When he comes, we shall begin the work.

(ii) to express willingness/intention/wish:

I will lend you some money. \(\text{(I am willing to do so)}\)
Who will go home? \(\text{(Who is willing to?)}\)

(iii) to express a request/invitation or order in yes/no question with ‘you’ as a subject:

Will you accompany me home? \(\text{(I request you to do so)}\)
Will you shut up? \(\text{(I order you so)}\)
Will you like to have a cup of tea? \(\text{(Invitation)}\)

(iv) to express general facts:

Oil will float on water. \(\text{(Oil floats on water)}\)
Pigs will eat anything. \(\text{(Pigs eat anything)}\)

(v) to express a characteristic habit:

She'll sit there for hours doing nothing. \(\text{(habit)}\)
He will tell you anything. \(\text{(habit)}\)

(vi) to express threat or promise or a single impersonal command:

I will teach him a lesson. \(\text{(threat)}\)
I will try to improve next time. \(\text{(promise)}\)
You will not attend my class. \(\text{(command)}\)

2. USE OF 'SHALL'

(i) to express simple future or a prediction in the same way as ‘will’.

(ii) to express suggestion (in yes/no question with ‘we’ as subject):

Shall we start the game? \(\text{(I suggest we start)}\)
Shall we play cards? \(\text{(let us.........)}\)

(iii) volition/will of the listener:

(In yes/no question with ‘I’ as subject)
Shall I come tomorrow? \(\text{(Do you want me to come?)}\)
Shall I make some tea for you? \(\text{(Do you want so?)}\)

(iv) to express willingness, intention or insistence on the part of the speaker:

He shall go. \(\text{(I insist on his going)}\)
He **will** go. \hspace{1cm} (He insists on his going)
He **shall** be rewarded if he remains patient. \hspace{1cm} (I'll do that)

(v) in Declarative sentences:

Jack **will** do it. \hspace{1cm} (Simple Future)
Jack **shall** do it. \hspace{1cm} (I'll see to it that Jack does it)
You **will** not betray my trust. \hspace{1cm} (You'll have to go)
He **shall** not betray my trust. \hspace{1cm} (determination/order)

### 3. USE OF ‘WOULD’

‘Would’ is used:

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

She **told** me that he **would** go.
He **said** that you **would** tell a lie.

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

I **would** do that for you. \hspace{1cm} (I am willing- If you ask me)
He **would** be at home now. \hspace{1cm} (probability)
I **would** go out for a long walk. \hspace{1cm} (intention)
I **would** give up smoking. \hspace{1cm} (determination)

*Note: ‘Would’ here indicates more tentativeness than ‘will’*

(iii) to express a habitual activity:

She **would** sit here for hours, saying prayers. \hspace{1cm} (would in this sense = used to)
He would take a long walk after meals every day.

(iv) to express a wish:

I wish he **would** stand first.
I wish there **would** be no rumour.
**Would** that I were rich!

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

I **would** like to have a glass of water.
Would you say something on the subject? \hspace{1cm} (request)

(vi) to express as unreal condition:

Had you worked hard, you **would** have passed.
If I had reached there in time, I **would** have caught the train.

(vii) to express a preference:

I **would** rather die than beg.
I **would** like to stay with her today. \hspace{1cm} (= I like to stay)
4. USE OF ‘SHOULD’

‘Should’ is used:

(i) to express *duty/necessity/obligation*:
   (i) You *should* serve your country.
   (ii) We *should* help the poor.
   (iii) You *should* take exercise daily.

(ii) to express tentative use (meaning ‘in case’):
   *Should* you come early, you can see me in my room.
   (I know you won’t but in case you do)

   *Should* he give up drinking, he can hope to win her over.
   (I know he won’t but in case he does)

(iii) to express *purpose or suggestion or condition*:
   Walk fast lest you *should* miss the train. (purpose)
   You *should* not leave this place so late in the night. (suggestion)
   I *should* be glad to meet him. (condition)

5. USE OF ‘CAN’

‘Can’ is used:

(i) to express *ability*:
   He *can* lift this heavy load.
   She *can* drive a car.

(ii) to refer to a characteristic (only a sporadic pattern of behaviour, usually in a derogatory sense):
   She *can* be cunning at times. (it is her nature)
   Raghu *can* tell awful lies. (Characteristic)

(iii) to make a *request*:
   *Can* I use your pen, please?
   *Can* you pass on the salt, sir?

(iv) to express permission:
   You *can* go home now.
   He *can* make his own choice.

(v) to express *possibility*:
   She *can* be hiding.
   He *can* come today.

(vi) with verbs of *sensation (empty use)*:
   I *can* see the moon. (= I see the moon)
   I *can* hear music. (= I hear music)
6. USE OF ‘COULD’

‘Could’ is used:

(i) as a Past Tense of can:

I told him that he could take the test.
She said that she could do that.

(ii) to express ability (past time):

He could lift that heavy load. (He had the capability to)

Important Note : In this sense could is never used to refer to a single successful achievement : e.g.
He ran fast and was able to catch the bus (not ‘he ran fast and could catch the bus’).

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

She could be very unkind. (It was her nature)
He could be cunning.

(iv) to make a request:

Could you give me a glass of water, please?

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

(v) to request for permission:

Could I take her out, mother?

Important Notes: ‘Could’ is more polite than ‘can’.

(vi) With verbs of sensation:

I could hear music. (I heard music)

Other Examples:

You could have helped him.
He could not help laughing.

7. USE OF ‘OUGHT TO’

‘Ought to’ is used:

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

I ought to go now.
You ought to take medicine regularly.
We ought to serve your country.

Important Notes:

1. Ought to is not as forceful as must.
   He ought to go but he won't. We can't say : He must go but he won't.

2. The Past Tense of ought to is expressed with ought to have + 3rd form of the verb.
   He ought to have attended the meeting.
   She ought to have helped you.
8. USE OF ‘MUST’

'Must' is used:

(i) to express compulsion, obligation, necessity, duty, advice:

You must attend the class. (compulsion)
We must respect our elders. (obligation)
You must serve your country. (duty)
A subordinate must obey his boss. (necessity)
You must wear a helmet. (advice)
You must not waste your time. (advice)

(ii) to express a determination:

I must top the list this time.
I must get a seat this time.

(iii) to express a logical necessity or expectation:

You must feel sorry for the mess you have made.
He must have played foul somewhere.
He must be mad to do it. (Past = must have)

(iv) to express a possibility:

She must have reached Mumbai by now.

9. USE OF ‘MAY’

'May' is used:

(i) to express permission (or seek permission):

You may leave now. (I permit you to leave)
May I come in, sir? (Am I permitted to come in?)

(ii) to express benediction (or rarely malediction):

May you go up in life!
May he live long!
May he be burnt alive! (I curse him)

(iii) to express possibility:

Sita may turn up any moment now. (it is possible that)
She may be there now. (possibility)

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

Sita may have turned up last week.

(iv) to express a purpose:

He is building his body so that he may join army.
He is working hard so that he may pass with good marks.
**Important Notes:**

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

   He may be hiding.
   He can be hiding.

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

Can he be hiding?
But we cannot say:
May he be hiding?

---

**10. USE OF ‘MIGHT’**

‘**Might**’ is used:

(i) to express the Past Tense of ‘*May*’:

   He *thought* he *might* play a useful role.
   He *asked* her if he *might* take the test.
   He *told* me that he *might* join the party.

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

   *Might* I come in, sir?

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

   He might be there now.          (It is possible)
   It might rain today.
   He might win a lottery.

**Note:** ‘**Might**’ here shows greater tentativeness or uncertainty than ‘*May*’.

---

**11. USE OF ‘USED TO’**

‘**Used to**’ is used:

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

   (Note: It does not have a Present Tense form).
   He *used to* go out for a walk every morning.
   As a child, she *used to* love dolls.
   I am not *used to* such treatment.
   I am *used to* hard work.

---

**12. USE OF ‘DARE’**

(i) Dare is used to express ‘*courage*’ or ‘*venture*’:

   He *dare* not oppose me.
   How *dare* you insult me?
   He *dare* not face me.
**Important Notes:**

1. The positive form of *dare* does not function as auxiliary in declarative sentences in the main clause.
   We can say:
   
   I daren't do it.
   He needn't go.
   Dare you do it?
   Nee he go?
   But *we cannot say*:
   
   I dare do it.
   He need go.

2. The Past Tense form corresponding to *dare* is
daren't have + *3rd form of verb*.

3. Dare is used as a *regular verb in all tenses* with ‘to’ in order to express *courage/challenge*.
   
   She *does not dare* to offend you.
   He *dared me* to a duel.

---

**13. USE OF ‘NEED’**

‘**Need’ is used:**

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

(Used in Present Tense)

   He *need* not go there again.
   She *need* not worry for her test.
   *Needn’t* you go there at all?
   *Need* I stay there?
   No, you *needn’t.*

**Important Notes:**

1. ‘Need’ questions generally get a negative answer.

2. As Past Tense, *need* is expressed with *need* + *have* + *3rd form* of the verb.
   
   You *needn’t* have done it.
   She *needn’t* have used unfair means.

3. *Needn’t* expresses absence of obligation. It can be used in questions as well as statements.

4. *Need* is used as main verb to express requirement.
   
   He *needs* some money.
   He doesn’t *need* punishment, he *needs* help.
Exercise 1

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

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

Exercise 2

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

List 5 things you can do. List 5 things you cannot do

Example: 1. I can drive a car. 1. I cannot fly a plane.
2. .................... 2. ....................
3. .................... 3. ....................
4. .................... 4. ....................
5. .................... 5. ....................
6. .................... 6. ....................

Exercise 3

Fill in the blanks with appropriate Modals:

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

Fill in the blanks with appropriate Modals:

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

Exercise 5

Fill in the blanks with appropriate Modals:

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

Exercise 6

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

1. .................. you bet hundred rupees? (will/shall)
2. The police ................. find out the culprit. (will/shall)
3. A judge .................. be upright. (must/ought)
4. Students .................. to maintain discipline. (must/ought)
5. India .................. not win this match. (can/may)
6. The girl ................. or ................. not dance. (can/may)
Exercise 7
Fill in the blanks with appropriate Modals :
1. ................. you please stop talking?
2. You ................. go home whenever you like.
3. It ................. rain, it is so sultry.
4. One ................. always be kind to others.
5. If you have a ticket, you ................. go inside.
6. Your father is sleeping, you ................. not speak loudly.
7. I ................. visit my sister tomorrow.

Exercise 8
Complete the following conversation by supplying suitable Modals in the blanks :
Gita : ................. you help me with some money?
Sita : How much do you need?
Gita : I ................. do with just two hundred rupees.
Sita : ................. it be fine if I give you a cheque?
Gita : ................. I get it encashed today?
Sita : Why not? But you ................. go to the bank soon as it is already 12:30. The bank ................. close at 1 p.m today.
Gita : Please write the cheque at once. I ................. rush to the bank just now.

Exercise 9
Fill in the blanks with appropriate Modals :
1. He said that it ................. be true. (may/might)
2. He ................. enter the college next year. (would/must)
3. Sita ................. win the first prize in English.
4. ................. you live long to enjoy it!
5. I ................. speak English.
6. Even as a child she ................. sing well.
7. ................. you come to the meeting tomorrow?
8. We ................. not tell lies.

Exercise 10
Fill in the blanks with appropriate Modals :
1. You ................. clean your teeth every morning.
2. ................. you finish this work in two hours?
3. It ................. rain today. (very little possibility)
4. This box is very heavy, I ................ not lift it.
5. ................ his soul rest in peace!
6. You ................ take a taxi or you will miss the train.
7. The doctor says that I ................ eat anything I like.
8. ................ you like to read this book?
9. Walk carefully lest you ................ sprain your foot.
10. ................ you lift this elephant?

**Exercise 11**

**Fill in the blanks with appropriate Modals :**

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

**Exercise 12**

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

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

**Exercise 13**

**Fill in the blanks with appropriate Modals :**

1. You ................ have your prize tomorrow.  (promise)
2. I ................ do or die.
3. I ................ lend you some money.
4. We decided that we ................ not go any farther.
5. He said that you ............... be absent.
6. I ................. help him with money before I leave for London.
7. I ................. try to do better next time.
8. You ................. do your home work regularly.
9. You ................. have a holiday tomorrow.
10. ................. I help you?

**Exercise 14**

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

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

**Exercise 15**

**Fill in the blanks with appropriate Modals :**

1. I ................. rather die than beg. (will/would)
2. Now let me see, ................. you read this name? (can/will)
3. You ................. see it happen gradually! (will/would)
4. He ................. not be pacified in any way. (could/should)
5. You ................. hear the music. (can/might)
6. Hamlet promised that he ................. do that. (will/would)
7. He finds reasons why he ................. not do so yet. (should/would)
8. You ................. not go on wasting your time. (may/should)
9. You ................. never make that mistake again. (should/must)
10. He says that he ................. never pay the money. (will/should)
Exercise 16

Fill in the blanks with appropriate Modals:

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

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

Some Important Distinctions in the Use of Certain Prepositions

1. **In** - ‘In’ is generally used before the names of countries and large cities, or before the name of the place in which one is at the time of speaking e.g. in a country, in town, in a street; as,
   
   He settled in Ludhiana.
   
   He was educated in London.

2. **At** - ‘At’ is used when there is a small extent of space or time. When we refer to small towns or villages, we use ‘at’. ‘At’ means inside, just outside or just beside the building.

3. **In, Into** - ‘In’ denotes position of rest inside something; while ‘into’ denotes motion or direction towards the inside of something.

For Examples:

- Ram went into the room.
- He ran into the room.
- Water in the well is dirty.

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

   **On** is used with the days of the week or month: as, On Sunday, On March 28, On Friday.
   
   **At** is used with exact time: as, at five, at sunset, at midnight.
   
   **In** is used with a period of time, as, in the evening, in the morning, in winter, in 1978.

For Example:

- She came on Monday.
- I go to college at ten.
- She takes rest in the evening.
5. ‘To’, ‘Till’ (Until) - These are both used for time.

*For example*:

She is busy from six to eight.
She worked till twelve.

6. To, At (Movement):

To is used to express motion from one place to another.
At expresses place or position.

*For example*:

We go to office every day.
Ritu is standing at the door.
Why are you standing at the gate?

7. For, At (Price):

For is used if the actual amount is given.
At is used if the actual amount is not given.

*For example*:

I bought the book for Rs.5/-.
I bought the book at a low price.

8. For, Since, From (Time):

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

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

*For example*:

Nitu has been here for five years.
Nitu has been here since four o’clock.

From can be used for place and time both. When denoting a point of time, it must be followed by ‘to’ or ‘till’, *as*:
She has been busy from morning till evening.
You are allowed to attend the college from today.

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

My college is beside the river.
Besides books, she was given fee concession.

10. Between, Among:

Between is used for two persons or two things only.
Among is used for more than two.
For example:
This is between you and me.
Distribute these books among the students.

11. For, During (Time):
For is used for a period of time definite in length. It shows that the action continues for the whole time or period.
During: Its action can either last the whole period or occur at sometime within the period.

For example:
He worked for a long time.
I was ill for a week and during the period I ate nothing.

12. With, By - With relates to instrument and ‘By’ to the agent or the doer; as,
She beat the baby with a stick.
This book has been written by Mr. Lal.

13. In, After (Time):
‘In’, shows the close of some future period, while ‘after’ relates to the past.

For example:
I shall return in a month.
I returned from Mumbai after a week.

14. On, Upon:
On is generally used in speaking of things at rest, while ‘upon’ is used to speak of things in motion or action.as

For example:
The pen is on the table.
The cat jumped upon the wall.

15. In, Within:
In denotes the close or end of some period, while ‘within’ denotes some time short of the close.

For example:
I shall return in two days. (at the end of two days)
I shall return within two days (before the end of two days)

16. After and Afterwards:
After is a preposition and must be followed by a noun or a noun equivalent.
Afterwards is an adverb that is used when there is no noun or noun equivalent.

For example:
I left after saying ‘good evening’.
I went to college and afterwards had lunch at home.
Appropriate Use of Prepositions

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

Poverty is no bar to greatness. (obstacle)
She begged a favour of me. (asked for)
I bear out his statement. (confirm)
I can no longer bear with his rudeness. (tolerate)
He is bent upon (or on) doing mischief. (firm)
He was born to rich parents.
He was born in a rich family.
Beware of that dangerous fellow. (take heed)
He is blind of one eye. (unable to see)
He is blind to his shortcomings.
His health broke down due to overwork. (collapsed)
I have broken with him for political reason. (to cut off connection)
The thief broke into the house at the dead of night. (to enter by force)
Cholera has broken out in the city. (spread)
The meeting broke up at 9 p.m. (dispersed)
He is busy with his work.
He is busy in learning his lesson.

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

He deals in sugar. (trades)
Never deal roughly with your younger. (behave)
He demanded an explanation from me. (asked for)
He died of cholera. (died because of)
I would like to dispose of this case first. (finish)
Distinguish right from wrong. (explain the difference)
You may try to distinguish between the two cases.
You are eligible for this post. (qualified)
She excels everybody in music. (beats, is superior to)
He has been expelled from the college. (turned out)
We are familiar with his tricks. His name is familiar to us. (fail)
The scheme fell through for want of funds. (to become fewer)
Friends fall off in adversity. (interested in)
He is fond of reading novels.

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

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

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

Take off your shoes before you enter the kitchen. (remove)
Take down these notes and prepare for the examination. (to record)
He was talking to me about you.
He talked of her success.
He has no taste for music. (liking for)
I was tired of waiting. (sick of)
I am tired with hard work.
He treats us with respect.
He is true to his promise.
Trust in God and do the right. (have faith)
He turned down my request. (rejected)
He has turned out to be a false friend. (prove)
He turned up late at night. (appeared)
We are used to hardships. (accustomed)
I was vexed at his behaviour. (annoyed)
He is victim to the fury of the cyclone.
I shall wait for you.
He waited upon the minister, but in vain. (waited to see)
He was warned of the danger. (cautioned)

---

**Exercises for Practice**

**Exercise 1**

Put Suitable Prepositions in the blank spaces:

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

**Exercise 2**

Put Suitable Prepositions in the blank spaces:

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

Put Suitable Prepositions in the blank spaces:

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

Exercise 4

Correct the following sentences:

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

Exercise 5

Correct the following sentences:

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

**Exercise 6**

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

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

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

**Exercise 7**

*Fill in the blanks with suitable Prepositions:*

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

(i) Fill in the blanks with suitable Prepositions :
I have not heard ................. him since he left but I’ve heard ................. his accident from a friend. He has been shifted ................. Mumbai. I learn he is ................. plaster and is unable to move ................. of bed. He has also been injured ................. the head. I must visit him ................. the B.Candy Hospital when I go ................. Mumbai next week.

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

Exercise 9

Fill in the blanks with suitable Prepositions :

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

Exercise 10

Fill in the blanks with suitable Prepositions :

1. He has been ill ................. Friday last.
2. I shall be there ................. 6o’ clock.
3. His answer is ................. the point.
4. ................. being found guilty, he was imprisoned.
5. I prefer walking ................. cycling.
6. She was fond ................. reading novels.
7. What is the time ................. your watch?
8. I have no use ................. it.
Exercise 11

Fill in the blanks with suitable Prepositions:

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

Exercise 12

Fill in the blanks with suitable Prepositions:

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

Exercise 13

Fill in the blanks with suitable Prepositions:

1. This copy is very different ............... that.
2. Some lady is knocking ............... the door.
3. Ritu is not suitable ............... this post.
4. Helen is not ............... home just now.
5. Ram comes ............... a noble family.
7. Ranjit was seated ............... the two girls.
8. He takes ............... his father.
Exercise 14

Fill in the blanks with suitable Prepositions:

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

Exercise 15

Fill in the blanks with suitable Prepositions:

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

Exercise 16

Fill in the blanks with suitable Prepositions:

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

Exercise 17

Fill in the blanks with suitable Prepositions:

1. You must take care .................. your health.
2. He died .................. fever.
3. He is ill .................. malaria.
4. The basket is full .................. flowers.
5. He invited me .................. dinner.
6. She prays .................. God every day.
7. He is tired .................. this life.
8. Have pity .................. us.
Exercise 18
Fill in the blanks with suitable Prepositions:
1. He did not reply ............... my letter.
2. She lives close ............... my house.
3. He fought ............... his enemies.
4. He complained ............... me.
5. He borrowed money ............... me.
7. Ram is married ............... Sita.
8. Basu depends ............... your help.
9. Who rules ............... England?
10. We laughed ............... her dress.

Exercise 19
Fill in the blanks with suitable Prepositions:
1. Turn left ............... the traffic lights.
2. Keep ............... the left.
3. Turn light ............... the mall.
4. He stayed here ............... a while.
5. I have known him ............... a long time.
6. He died ............... the night.
7. We will wait here ............... he comes.
8. We arrived ............... the town yesterday.

Exercise 20
Fill in the blanks with suitable Prepositions:
1. The boy climbed ............... the tree.
2. Have you seen an aeroplane go ............... ?
3. He lives close ............... .
4. I hope to see you ............... Monday.
5. When are you going to start ............... your journey?
6. The 9.15 train started ............... time.
7. He will probably arrive ............... 6.00 p.m.
8. I hired a taxi ............... my holidays.
9. He died ............... cholera.
10. The mother looks ............... the child.
CONJUNCTIONS

Study the following sentences:

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

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

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

Kinds of Conjunctions

Conjunctions can be classified into three types:

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

(A) Co-ordinative Conjunctions

Study the following sentences:

1. (a) He has seen this house.
   (b) He has decided to buy it.
   (c) He has seen this house and has decided to buy it.

2. (a) Ram went to see the circus show.
   (b) His brother stayed at home.
   (c) Ram went to see the circus show but his brother stayed at home.

3. (a) He cannot write.
   (b) He cannot read.
(c) He cannot write or read.

4. (a) Go where you like.
   (b) Do not disturb me.
   (c) Go where you like, only do not disturb me.

5. (a) The hero was rewarded.
   (b) The hero was praised.
   (c) The hero was both praised and rewarded.

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

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

Here are some examples:

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

(B) Subordinative Conjunctions

Study the following sentences:

1. (a) The thief was caught red-handed.
   (b) He was stealing a jewellery box.
   (c) The thief was caught red-handed while he was stealing a jewellery box. (Time)

2. (a) She is extremely happy today.
   (b) She has been engaged to a boy of her choice.
   (c) She is extremely happy today because she has been engaged to a boy of her choice. (Reason)

3. (a) He continued gambling.
   (b) He lost all his money.
   (c) He continued gambling till he lost all his money. (Time)

4. (a) The students work hard.
   (b) They want to pass.
(c) The students work hard so that they should pass. (Effect)

5. (a) It was quite cold.
(b) She did not light a fire.
(c) Although it was quite cold, yet she did not light a fire. (Contrast)

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

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

**Here are some more examples:**

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

**Use of ‘If’ as Subordinate Conjunction**

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>If you go to Delhi you like this colour</td>
<td>bring a camera for me. get three sets right now.</td>
</tr>
<tr>
<td>B</td>
<td>If she goes there I go to Kashmir</td>
<td>she will find things totally changed. I shall bring some apples for you.</td>
</tr>
<tr>
<td>C</td>
<td>If you had gone there I had been the headmaster she had worked hard</td>
<td>you would have been in trouble. I would have dismissed this foolish peon. she would have passed.</td>
</tr>
</tbody>
</table>
(C) Correlative Conjunctions

Study the following sentences:

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

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

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

1. Neither ...... nor :
   (i) This book is neither useful nor cheap.
   (ii) Ramesh can neither see nor hear.

2. Either ......or :
   (i) Either you or your friend has stolen my book.
   (ii) You can either play or work.

3. Not only...... but also :
   (i) He is not only poor but honest also.
   (ii) The cruel lady not only dismissed her servant but also got him arrested.

4. Though ...... yet :
   (i) Though he is rich, yet he is not mean.
   (ii) Though he is quite hard-working, yet he could not pass.

5. Lest..... should :
   (i) Walk carefully, lest you should stumble.
   (ii) She is careful this time, lest she should fail again.

6. Both ..... and:
   (i) He is both handsome and sensible.
   (ii) Both Sita and her sister were absent.

7. Such ...... as:
   (i) I love such students as are industrious.
   (ii) He is such a fool as no one likes.

8. As ......as, so.... as :
   (i) Exercise is as necessary as food.
   (ii) You do not love her so much as I do.
9. Scarcely ..... before:
   (i) We had *scarcely* reached the river *before* it started raining.
   (ii) The leader had *scarcely* entered *before* the audience became restless.

10. Hardly ..... when :
   (i) They had *hardly* reached the school *when* the bell rang.
   (ii) She had *hardly* stepped out *when* she got the sad news.

11. So ..... that :
   (i) He worked *so* hard *that* he won a scholarship.
   (ii) He is *so* foolish *that* you cannot expect any sensible talk from him.

12. Whether ........ or:
   (i) It is all the same for me *whether* you take part in games *or* not.
   (ii) I am going ahead with my plans *whether* I succeed *or* fail.

13. No sooner ...... than :
   (i) *No sooner* is the sky overcast *than* the peacock begins to dance.
   (ii) *No sooner* did the thief see the policeman *than* he took to his heels.

14. The same ........ that/as:
   (i) This is the *same* man *that* came to my help.
   (ii) It is *the same* kind of pen *as* mine.

15. Rather ........ than :
   (i) I shall *rather* starve *than* steal.
   (ii) He would *rather* die *than* beg.

**Use of Relative Pronouns as Connectors or Conjunctions**

**Study the following sentences:**

1. (a) The farmer is very sad.
   (b) His crops were damaged.
   (c) The farmer, *whose* crops were damaged, is very sad.

2. (a) God helps those people.
   (b) They help themselves.
   (c) God helps those *who* help themselves.

3. (a) Listen to this.
   (b) Your teacher says something.
   (c) Listen to *what* your teacher says.

4. (a) Dr. Manmohan Singh is a very able administrator.
   (b) He was the Prime Minister of India.
(c) Dr. Manmohan Singh, who was the Prime Minister of India, is a very able administrator.

5. (a) This building is very strong even today.

(b) It was constructed in 1870.

(c) This building, which was constructed in 1870, is very strong even today.

6. (a) The model was sold for rupees six hundred.

(b) I prepared this model.

(c) The model, that was prepared by me, was sold for rupees six hundred.

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

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

---

**Exercises for Practice**

**Exercise 1**

**Fill in the blanks with appropriate Connectors:**

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

**Exercise 2**

**Fill in the blanks with appropriate Connectors:**

1. We eat .................. we may live.
2. Men will reap .................. they sow.
3. He ran .................. he had been shot.
4. He is .................. a rogue .................. a fool.
5. .................. you sow, .................. shall you reap.
Exercise 3
Rewrite each of these pairs of simple sentences as one sentence using the Connectors given in the brackets:
1. You must start early. You will catch the train. (if)
2. They batted badly. They won the match. (although)
3. Their house is small. It is comfortable. (still)
4. Sign these papers. You'll get the loan. (if)
5. Tell me the truth. I shall punish you. (unless)

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

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

Exercise 6
Pick out the Subordinate Conjunctions from the following sentences:
1. Let us go to bed as it is late now.
2. He studied hard in order that he might pass.
3. He carried a stick in his hand lest he should stumble.
4. He threatened to dismiss him unless he confessed his guilt.
5. He remained silent when he heard that.
6. We never understood why he behaved in that silly way.
7. We shall leave the class as soon as you start speaking.
8. He wished to know whether I was ready to accompany him.
9. If he is here, I shall call on him.
10. He was alarmed lest he should be taken in.

**Exercise 7**

Combine the following sets of sentences by using suitable Connectors:

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

**Exercise 8**

Choose the correct conjunction given in brackets:

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

**Exercise 9**

Fill in the blanks with suitable Conjunctions:

1. I leave my bed ................ the sun rises.
2. ................ you say so that I shall proceed in the matter.
3. ................ you walk fast, you will catch the train.
4. Work hard ................ you may pass.
5. Walk carefully ................ you should slip.
6. She is not so wise ............... you think.
7. ................ fast you may run, you cannot beat me in the race.
8. Though she worked hard, ................ she could not top the list.
9. As you sow ................. shall you reap.
10. He speaks ................ he were my officer.

**Exercise 10**

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

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

**Exercise 11**

*Fill in the blanks with suitable Conjunctions:*

1. It is a week ................ the holidays began.
2. The crops will die ................ the rains fall.
3. Work hard ................ you should fail.
4. You will fail ................ you do not put in proper efforts.
5. I shall be surprised ............... you fail.
6. He took medicine ............... he might get well.
7. You may not go out ............... your work is done.
8. You can stay here ............... you wish.
10. He went to the doctor ............... he was ill.
Exercise 12

Fill in the blanks with suitable Conjunctions :

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

Exercise 13

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

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

Exercise 14

Fill in the blanks with Subordinate Conjunctions :

1. He will join the meeting .................. he is allowed to do so.
2. .................. it was quite cold, yet she did not light a fire.
3. We eat .................. we may live.
4. The sun will shine .................. the world lasts.
5. He continued gambling .................. he lost all his money.
6. She is extremely happy .................. she has been engaged to a boy of her choice.
7. He will not pass .................. he works hard.
8. The thief was caught red-handed .................. he was stealing a jewellery box.
Exercise 15
Join the following pairs of sentences into single sentences using the Subordinative Conjunctions given in brackets:

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

Exercise 16
Fill in the blanks with the suitable Conjunctions:

1. Hardly had he gone there .......... it started raining.
2. He is both a painter .......... a singer.
3. Life is such a puzzle .......... cannot be solved.
4. I am so tired .......... I cannot walk.
5. He is as tired .......... you are.
6. Not only is he rich but generous .......... 
7. He is not only anxious to acquire knowledge .......... eager to display it.
8. His action was either just .......... unjust.
9. Hardly had I reached the station .......... the train started.
10. Scarcely had I arrived there .......... all the visitors dispersed.
Exercise 17

Fill in the blanks with suitable Conjunctions:

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

Exercise 18

Fill in the blanks with suitable Conjunctions:

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

1 Types of Sentences:

Sentences are of three types:

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

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

For Example:

My sister works very hard.
Subject Predicate

Three of the students were absent.
Subject Predicate

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

For Example:

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

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

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

For Example:

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

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

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

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

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

For example:

\[
\begin{array}{ccc}
\text{I know a man} & \text{who sells oranges} & \text{where the two roads meet} \\
\text{Principal Clause} & \text{Subordinate Clause (I)} & \text{Subordinate Clause (II)} \\
\end{array}
\]

Principal Clause : I know a man
Subordinate Clause I : who sells oranges
Subordinate Clause II : where the two roads meet

Exercise 1

Specify whether the following sentences are simple or complex:

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

2. Types of Subordinate Clauses:

Subordinate Clauses can be divided into three types:

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

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

(a) Subject of a verb:

That Simran is honest is a fact.

Subject
Whoever spoke on the stage was given a prize.

Subject

(b) Object of a verb:

Tell me where the doctor lives

Object

I understand that he needs money very badly.

Subject

(c) Complement of a be-type verb:

The truth is that he does not love you.

Be-type verb

The reality was that she loved only money.

Be-type verb

(d) Object of a preposition:

She agreed to what I said.

Preposition

We cannot rely upon What she says.

Preposition

(e) Object of an infinitive:

We were glad to learn that India had won the match.

infinitive phrase

I am unable to understand why she did not go home.

infinitive phrase

(f) Object of a participle:

I went to the teacher finding that I could not solve the sum myself.

(participle)

We did not visit him learning that he was down with fever.

(participle)

Exercise 2

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

1. Please tell me where I can find good sweaters.
2. She hopes that she will pass this year.
3. You should understand why you failed last year.
4. He does not know what harm can come to him.
5. We do not know how she completed such a difficult job.
6. When the train will arrive is not certain.
7. I did not reply to what she said.
8. We visited her knowing that she had met with an accident.
9. I was very glad to get what I wanted.
10. The truth is that most people are after money.

**ii) Adjective Clause:**

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

1. By relative pronouns like who, whose, whom, which, that etc.

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

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

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

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

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

2. By relative adverb like when, how etc:

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

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

**Exercise 3**

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

1. The girl whose father is a doctor lives here.
2. God helps those who help themselves.
3. The book I bought yesterday is missing.
4. This is the same story as my sister told me yesterday.
5. I have found the books which you lost yesterday.
6. Papa forgot to tell us the time when he would return.
7. This is the school where Raju got education.
8. Greed for money is a long road that has no end.
9. That was the film that I liked the most.
10. The hand that rocks the cradle rules the world.

(iii) Adverb Clause:

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

An Adverb Clause may express one of the following:

1. **Clause or Reason**: An Adverb clause of reason begins with *because, since, for, as etc.*
   - (a) She could not meet me then *because she was teaching*.
   - (b) I cannot attend school for *I am down with malaria*.

2. **Time**: An adverb clause of time is introduced by *when, after, before, until, as long as, while etc.*
   - (a) Please telephone me *as soon as you reach home*.
   - (b) You must wash your hands *before you eat breakfast*.

3. **Purpose**: An adverb clause of purpose begins with *so that, in order that, lest, should etc.*
   - (a) He joined the boarding school *so that he could study well*.
   - (b) Don't touch the live electric wire, *lest you should die*.

4. **Condition**: An adverb clause of condition begins with *if, in case, provided that etc.*
   - (a) I cannot go out *unless mother allows me to do*.
   - (b) *If you want to keep fit, take exercise daily*.

5. **Place**: An adverb clause of place begins with *where, wherever, whence etc.*
   - (a) My dog will follow me *wherever I go*.
   - (b) Nobody knows *whence he came*.

6. **Manner of Extent**: An adverb clause of Manner or Extent is introduced by *as if, as though, as far as, so far etc.*
   - (a) He is walking *as if he were lame*.
   - (b) *As far as I know, he has left Ludhiana*.

7. **Contrast as Concession**: An Adverb clause of concession or contrast begins with *though, even if, however, whatever, notwithstanding etc.*
   - Although he is very rich, he hardly spends any money.
   - However fast you run, you cannot catch the train.

8. **Comparison**: An adverb clause of comparison begins with *than, as much as, no less than etc.*
(a) Girls are not generally so tall as boys.

(b) I am more intelligent than your sister.

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

(a) He drove so slow that we could not reach on time.

(b) The girl sings so well that nobody helps clapping for her.

9. Proportion: An Adverb clause of proportion begins with The + comparative degree of Adjective or Adverb.

(a) The deeper the well, the sweeter the water.

(b) The earlier she starts, the better it will be.

**Exercise 4**

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

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

**Exercise 5**

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

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

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

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

(use when)
(use what)
(use who)
(use whose)
(use so... that)
(use were)
(use so that)
(use after)
(use although)
(use who)

Exercise 7

Transform the following into Simple Sentences:

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

Exercise 8

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

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

**Exercise 9**

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

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

**Exercise 10**

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

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

VOICE

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

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

<table>
<thead>
<tr>
<th>Active</th>
<th>Subject</th>
<th>Verb</th>
<th>Object (tense)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passive</td>
<td>(new) Subject</td>
<td>New form</td>
<td>Object</td>
</tr>
<tr>
<td>Present and</td>
<td>Continuous Tenses</td>
<td>Perfect Tenses</td>
<td>to-infinitive</td>
</tr>
<tr>
<td>Past Indef.</td>
<td>is/am/are/was/were</td>
<td>was/were (not)</td>
<td>has/have/had</td>
</tr>
<tr>
<td>(is, am, are</td>
<td>(being)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/was/were)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- When the person doing the action (the agent) is not known, or when it is unnecessary to mention the agent.
  e.g. My pen has been stolen.
   Milk is often sold in cartons.

- To emphasise the action or event rather than the agent.
  e.g. Letters are collected from the boxes, taken to the sorting office, sorted and then sent to the given addresses.

- To avoid using 'you' or 'one' when making an impersonal statement.
  e.g. Taking photographs in the museum is forbidden.
   Children are not allowed in the bar.

Exercises for Practice

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

   SPACE FOR ANSWERS

2. Complete the passage with either the Active or Passive forms of the verbs given in the box:
   block, press, blow, cause, live, sweep, cut, rescue
Damage worth millions of rupees (a) ....................... by a storm which (b) ........................... across coastal areas of Orissa. The army (c) ......................... into service. Many people (d)............................. from the floods by the army. Winds (e) ................................. at the speed of about 150 kms. an hour in some places. Roads (f) ................................. by fallen trees. Electricity lines (g) ......................... and people had to ......................... without electricity for several hours.

3. **Change the Voice of the following passage:**
   Raju killed a snake with a stick. He threw it in a pond nearby. He played cricket for some time. Then he plucked some flowers to make garlands. He put the garland on Lord Krishna’s statue.

4. **Look at some newspaper headlines given below. Then use the information in the headlines to complete the sentences that follow (select the proper form of the verb to be used).**
   (a) **THREE PASSENGERS CRUSHED**
       ....................... to death when they fell from of roof-top of a bus.
   (b) **FIFTY HUTS DESTROYED IN FIRE**
       A fire broke out in a resettlement colony in which.................................
       ...................................................
5. The Passive voice can be used in several tenses. Complete the following table, filling in the blanks with suitable form of the verbs:

<table>
<thead>
<tr>
<th>Tenses</th>
<th>Subject</th>
<th>Verb ‘to be’</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (Future Indefinite)</td>
<td>Lunch</td>
<td>..................</td>
<td>taken at 1 p.m. here.</td>
</tr>
<tr>
<td>2. (Past Continuous)</td>
<td>The house</td>
<td>..................</td>
<td>built.</td>
</tr>
<tr>
<td>3. (Present Perfect)</td>
<td>The lost purse.</td>
<td>..................</td>
<td>found.</td>
</tr>
<tr>
<td>5. (Past Continuous)</td>
<td>The door</td>
<td>..................</td>
<td>repaired.</td>
</tr>
<tr>
<td>6. (Past Perfect)</td>
<td>A suitable action</td>
<td>..................</td>
<td></td>
</tr>
<tr>
<td>8. (Past Perfect)</td>
<td>Letters</td>
<td>..................</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

8. Given below is an outline. Using the outline in the box, fill in the blanks in the passage below:
New School on the outskirts of Delhi. Is located in Tijara (90 km. drive from Delhi). Brainchild of legal expert Vidya Sagar. Uniform syllabus. Yearly boarding and tuition expenses believed to be around 1.25 lacs.

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

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

**HOW TO MAKE TEA**

i. Take a kettle.

ii. Put half a cup of water in it.

iii. Put it on the gas stove.

iv. Switch on the stove.

v. When the water begins to boil, add a teaspoonful of tea leaves.

vi. Add half a cup of milk and some sugar to it.

vii. Switch off the stove when the mixture starts boiling.

viii. Pour the mixture into a cup through a sieve (sifter).

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

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

<table>
<thead>
<tr>
<th>admit</th>
<th>register</th>
<th>hit</th>
<th>arrest</th>
</tr>
</thead>
</table>

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

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

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

**SPACE FOR ANSWERS**
12. **Change the Voice in the following passage:**

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

**SPACE FOR ANSWERS**

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

   **dig**  **select**  **prepare**  **lower**  **cover**  **sprinkle**

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

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

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

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

   1. Dismantle the air conditioner.
   2. Take out the main machine from inside the box.
3. Blow off the entire dust from the body with the help of a vacuum cleaner.
4. Wash the body with a spray of water from a pipe.
5. Let it dry in the sun for about an hour.
6. Fix it back into place.

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

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

SPACE FOR ANSWERS

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

SPACE FOR ANSWERS

18. Rewrite the following sentences in the notice format using the Passive Voice:
(See example 1)
1. We do not allow cameras inside.
   Ans: Cameras are not allowed inside.
2. We do not allow children below 12 in this show.
3. We book seats here.
4. We require a shop assistant immediately.
5. We do not allow vehicles inside the campus.

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

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

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

1. **RAIN KILLS OVER TWO DOZEN**
   
   Kathmandu: About ......................... in the remote villages of north-western Kalikot district in the rains that hit the area.

2. **LARGEST DISCOVERY OF DINOSAUR EGGS**
   
   Lerida: More than 100 eggs of dinosaur ......................... in north-eastern Spain.

3. **PAK DEFEATED BY A BIG MARGIN**
   
   The Pakistani cricket team ......................... in the first one-dayer by a big margin yesterday. The match ......................... at Lahore in the Gaddafi Stadium.

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

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

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

7. **RICH HOMAGE PAID TO MAHATMA GANDHI; STATUE UNVEILED**
   
   Rich homage ......................... to the Father of the Nation, Mahatma Gandhi, on the occasion of his birth anniversary, yesterday. A bronze statue of the great visionary ......................... on the occasion.
8. D.J. SIMPSON ACQUITTED
   In the judgement given today by an American court, the famous football legend D.J. Simpson ......................... of murder charges against him.

9. IDOLS IMMERSED IN RIVER
   The ten-day Dushehra festival comes to an and today when all the idols carried in a procession ......................... in the Ganges by the devotees.

10. THREE MILITANTS KILLED, SEVEN ARRESTED
    During the past 24 hours ......................... and seven have been arrested in the Kashmir Valley. A large number of weapons were also seized from those arrested.

11. AFGHAN FORCES CAPTURE KABUL AIRPORT
    After a five-day bloody battle the Kabul Airport ......................... by the rebels early today. Dozens of people were killed and more than 2500 were injured.

12. GOVT. TO TAKE STERN STEPS
    It has been announced by the government that ......................... to check the black-marketing and adulteration of essential goods.

13. FIRE DESTROYS GOODS WORTH ₹ 25 LAC; CAUSE UNKNOWN
    Goods .................................................. when two houses in Tilak Nagar caught fire yesterday. The cause of fire which rendered four families homeless, could not be known.

14. 1923 KG HEROIN SEIZED:
    In the biggest -ever drug haul in the country, a consignment of 193 kg of heroin ......................... by the Mumbai police from a luxury apartment in Central Mumbai.

15. TOURISTS ATTACKED BY SHARK
    Last Monday several Australian tourists ......................... while surfing off Pasiraman beach.

16. SUSPECT ARRESTED
    Shahpur police report that the suspect in Nasir Khan murder case .........................

17. WOMAN, CHILD KILLED IN ROAD MISHAP-SIX INJURED
    A woman and ......................... on the spot the six persons were injured, two of them serious, when a tempo in which they were travelling fell into a pit near Lalpani.

18. BANKMEN GIVE FREE HAWAI CHAPPALS FOR LEPPERS
    Lepers, living in the Asha Deep Colony of the city, ......................... on Thursday by the employees of State Bank of India. The Bankmen were celebrating the 42nd anniversary of their branch.

19. SHOPKEEPER ARRESTED, FINED:
    Ashok Kumar, a shopkeeper of Bilaspur ......................... by the police on Tuesday for selling adulterated flour. Later he was produced before the chief Judicial Magistrate by whom he ......................... Rs. 5000.
20. **ADVANI RELIEVED OF HIS POST:**

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

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

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

   SPACE FOR ANSWERS

   ……………………………………………………………………………………………………………………………

   ……………………………………………………………………………………………………………………………

   ……………………………………………………………………………………………………………………………

   ……………………………………………………………………………………………………………………………

   ……………………………………………………………………………………………………………………………

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

   SPACE FOR ANSWERS

   ……………………………………………………………………………………………………………………………

   ……………………………………………………………………………………………………………………………

   ……………………………………………………………………………………………………………………………

   ……………………………………………………………………………………………………………………………

   ……………………………………………………………………………………………………………………………

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

   SPACE FOR ANSWERS

   ……………………………………………………………………………………………………………………………

   ……………………………………………………………………………………………………………………………

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

SPACED FOR ANSWERS

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

SPACED FOR ANSWERS

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

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

**SPACE FOR ANSWERS**

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

**SPACE FOR ANSWERS**

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

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

   SPACE FOR ANSWERS
NARRATION

1 Direct Speech and Indirect Speech

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

There are two ways in which Ram can report this.

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

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

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

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

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

Before going further, note the following grammatical terms:

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

**Reporting Verb- Reported Speech**

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

(i) The actual words of the speaker are put within inverted commas.

(ii) There is a comma before the Reported Speech begins.

(iii) The Reported Speech begins with a capital letter.

2 Changing Declarative Sentences into Indirect Speech

Study the following examples:

1. **Direct**: My brother says, “I cannot do this sum."
   **Indirect**: My brother says that he cannot do this sum.

2. **Direct**: Baljeet said, “I cannot do this sum.”
   **Indirect**: Baljeet said that he could not do that sum.

3. **Direct**: They said to us, “We will help you tomorrow.”
   **Indirect**: They told us that they would help us the next day.

4. **Direct**: The teacher said to me, “I am very busy now.”
   **Indirect**: The teacher told me that she was very busy then.
Note the following points in respect of the Indirect Speech:

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

3. **Rules Regarding Change of Tenses:**

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

*Examples:*

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

**Rule II**

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

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

Under the same condition,

- Past Indefinite changes into Past Perfect.
- Past Continuous changes into Past Perfect Continuous.

   Can changes into could
   May " " might
   Shall " " should
   Will " " would

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

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

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

4. Rules Concerning change of Pronouns and Possessive adjectives:

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

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

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

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

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

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

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

Now change into then
This ” ” that
These ” ” those
Today changes into that day
Tonight " " that night
Tomorrow " " the next day
Yesterday " " the previous day
or
the day before
Last night " " the previous night
Here " " there
Hither " " thither
Ago " " before
Thus " " so
Hence " " thence
Next week " " the following week
Next day " " the following day

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

Examples:

1. Direct : Ram said, “I cannot help you now.”
   Indirect : Ram said that he could not help me then.

2. Direct : My brother says, “I cannot help you now.”
   Indirect : My brother says that he cannot help me now.

3. Direct : They said to me, “Mohan will do his work tomorrow.”
   Indirect : They told me that Mohan would do his work the next day.

4. Direct : He says to me, “Mohan will read this story tomorrow.”
   Indirect : He tells me that Mohan will read this story tomorrow.

5 Changing Imperative Sentences into Indirect Speech:

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

(i) Change Reporting Verb into request/requested, beg/begged, order/ordered, command/commanded, advise/advised according to the sense of the Reported Speech.

(ii) Change the verb of Reported speech into
   to + v₁ (First form of the verb)
   Or
   not to + v₁ (First form of the verb)

Examples:

1. Direct : The master said to the servant, “Bring me a new flower today.”
   Indirect : The master ordered the servant to bring him a new flower that day.
2. **Direct**: The doctor said to the patient, “Eat fresh oranges and don’t sit in the sun.”
   **Indirect**: The doctor *advised* the patient to eat fresh oranges and not to sit in the sun.

3. **Direct**: The beggar woman said to us, “Please buy me a meal.”
   **Indirect**: The beggar woman begged us to buy her a meal.

4. **Direct**: The captain said, “Soldiers, don’t attack the enemy until the rain stops.”
   **Indirect**: The captain *commanded* the soldiers not to attack the enemy until the rain stopped.

**Use of ‘Let’ in Imperative Sentences**

‘Let’ can be used in several ways as follows:

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

**Examples**:

1. **Direct**: She said to us, “Let us play hide-and-seek.”
   **Indirect**: She proposed to us that we should play hide and seek.

2. **Direct**: Raju said to his friend, “Let us go out for a picnic.”
   **Indirect**: Raju proposed to his friends that they should go out for a picnic.

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

**Examples**:

1. **Direct**: Rani said to her father, “Let me marry the boy I like.”
   **Indirect**: Rani asked her father to let her marry the boy she liked.
   
   Or
   
   Rani suggested her father that she might be allowed to marry the boy she liked.

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

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

**Examples**:

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

**Interrogative Sentences**

There are two types of interrogative sentences:

(a) Sentences beginning with a word like *What, When, Why, Where* etc.

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

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

**Examples:**

1. **Direct** : I said to him, “When are you coming?”
   **Indirect** : I asked him when he was coming.

2. **Direct** : He said, “Where is my mother?”
   **Indirect** : He asked where his mother was.

3. **Direct** : He asked, “Will you serve me faithfully?”
   **Indirect** : He asked him whether he would serve him faithfully.

4. **Direct** : Rattan said to me, “Will I accompany you to Shimla?”
   **Indirect** : Rattan asked me if he would accompany me to Shimla.

5. **Direct** : The daughter said to her mother, “Did you prepare the breakfast?”
   **Indirect** : The daughter asked her mother if she had prepared the breakfast.

### Exclamatory and Optative Sentences

**Rules:**

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

**Remember:**

(a) We wish good morning, good evening, good night etc. and bid welcome, farewell, good-bye etc.

(6) Ho! Hurrah! Hu! etc. express joy
What! Oh! etc. ” surprise
Bravo! Here! etc. ” approval
Alas! etc. ” grief or pain
Hark! Hush! Lo! Behold! etc. 
Pooh! Pshaw! etc.

"attention
contempt"

Examples:

1. **Direct**: She said, "What a beautiful flower!"
   **Indirect**: She exclaimed that the flower was very beautiful.

2. **Direct**: I said, "Long live my nephew!"
   **Indirect**: I wished that my nephew might live long.

3. **Direct**: Mother said, "Alas! I shall never be able to see him again!"
   **Indirect**: Mother exclaimed with sorrow that she would never be able to see him again.

4. **Direct**: The singer said, "Hurrah! I have won the prize!"
   **Indirect**: The singer exclaimed with joy that she had won the prize.

5. **Direct**: "What a pity! You have been wasting your life," I said.
   **Indirect**: I regretted that he had been wasting his life.

---

**Exercises for Practice**

**Exercise 1**

*Change the following into Indirect Speech:*

1. He says, "My brother likes apples."
2. He says to me, "I do not live here."
3. You say to Gagan, "You like English but I like Hindi."
4. They say to us, "We are not well today."
5. Harpreet said, "I shall talk to you tomorrow."
6. Ram will say, "I have done my work."
7. Mohan will say to her, "You can do this thing tonight."
8. My sister said to me, "I will visit my friend next week."
9. Mrs. Sharma said, "I am teaching my son English."
10. The teacher said to us, "Slow and steady wins the race."
11. My father said, "Your friend met me yesterday."
12. You said to Asha, "You had already done your work."
13. My mother said, "I shall go to your school today."
14. I said to her, "The English defeated the French in India."
15. Mother said to me, "I shall wait for you here."
Exercise 2

Change the following into Indirect Speech:

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

Exercise 3

Change the following into Direct Speech:

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

Exercise 4

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

1. The man asked me what I want.
   ........................................................................................................

2. I told to her that Mohan had eaten his lunch.
   ........................................................................................................

3. She was telling that she would not eat rice.
   ........................................................................................................
4. Ram suggested that let us go for a picnic.
   ........................................................................................................

5. The teacher said that two and two made four.
   ........................................................................................................

6. My sister asked when I have arrived.
   ........................................................................................................

7. I told her wait until Mohan comes back.
   ........................................................................................................

8. He told me that the earth moved around the sun.
   ........................................................................................................

9. She said that she lives in Ludhiana.
   ........................................................................................................

10. I said that she looks very ugly in this dress.
    ......................................................................................................

**Exercise 5**

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

**Example:**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>You should go to the doctor. (Speaker)</td>
<td>What did she say? (you)</td>
<td>she advised me to go the doctor. (friend) (advice)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go Away</td>
<td>What did she say? (him)</td>
<td>[order]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wish I wasn’t so rude to Meena!</td>
<td>What did she say?</td>
<td>[regret]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t touch this wire</td>
<td>What did she say? (you)</td>
<td>[warn]</td>
</tr>
</tbody>
</table>
4. You can do well in the competition. What did she say? [persuade]
   Go ahead.

5. I won't go to the picnic. what did she say? [refuse]

**Exercise 6**

*Change the following into Indirect Speech:*

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

**Exercise 7**

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

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

Ram told Mohan that .................................................................
Mohan replied that .................................................................
Ram said further that the guests ..................................................
Mohan replied that then they would ...........................................
................................................................. Ram suggested that they should
Exercise 8

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

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

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

Exercise 9

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

A customer went to a shopkeeper and (a) ............................................................................. The shopkeeper took out one and told him (b) ............................................................................. The customer told him (c) .............................................................. as it was costly. The shopkeeper told him (d) ..............................................................................
**Exercise 10**

*Change the Narration:*

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

**Exercise 11**

*Change the Narration:*

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

**Exercise 12**

*Change the following sentences into the Indirect form of speech:*

1. I said to him, “Will you return tomorrow?”
2. She said to me, “Will you come to the party?”
3. She said to the fox, “Are the grape sour?”
4. He said to me, “Do you like sweets?”
5. I said to him, “Do you like apples?”
6. He said to me, “Do you like apples?”
7. I said to him, “Should I depend on you for help?”
8. Rama said to Sohani, “Are you angry with me?”
9. Ritu said to Gurvir, “Are you happy with my performance?”
10. I said to him, “Did you like my new suit?”
Exercise 13

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

Exercise 14

*Change the Narration:*

a. The traveller said, “Can you tell me the way to the nearest inn?” “Yes”, said the peasant. “Do you want one in which you can spend the night?” “No”, replied the traveller, “I only want a meal.”

b. He said to me, “Hello, is it you? Come in, take a seat. I have heard of your distress. But why do you look so forlorn? I shall do all I can to help you.”

Exercise 15

*Read the following dialogue:*

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

449/2, Civil Lines
Ludhiana

26th January 20....

Dear Madhu

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

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

........................................................................................................................................

........................................................................................................................................

Yours affectionately

Radha
NON-FINITES
(INFINITIVES, PARTICIPLES, GERUNDS)

There are three kinds of Non-Finites:

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

(i) Infinitive:

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

   It is time to ring the bell.  
     (Active)

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

'Infinitives' are of two kinds:
1. Simple Infinitives
2. Gerundial Infinitives or Adverb Infinitives

1. Simple Infinitives are used as:

   (a) Subject of a verb:

       To err is human.

   (b) Object of a verb:

       I want to go there.

   (c) Complement of a verb:

       My ambition is to become a lawyer.

   (d) Object of a Preposition:

       He is about to leave for Mumbai.

2. Gerundial Infinitives are used:

   (a) to express purpose:

       I went to Delhi to meet my uncle.

   (b) to qualify an adjective:

       This apple is sweet to taste.
(c) to qualify a noun:

This house is to let.

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

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

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

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

He was expected to have solved the sums.

(ii) Participle :

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

He gave me a broken slate.

This book is interesting.

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

Thus Participles are of three kinds:

(i) The Present Participle

(ii) The Past Participle

(iii) The Perfect Participle

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

   The news is alarming.

   Don’t disturb a sleeping baby.

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

   A burnt child dreads fire.

   I found my lost book.

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

   Having finished our work, we went to the garden.

   The sun having set, they stopped working.

(iii) Gerund :

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

As both the Gerund and the Infinitive have the force of a noun and a verb, in many sentences either of them can be used without any special difference in meaning, as:
Teach me to swim.
OR
Teach me swimming.
To give is better than to receive.
OR
Giving is better than receiving.

Use of Gerund:
(a) Subject of a verb:
   Walking is a good exercise.
   Dancing is an art.
(b) Object of a verb:
   Give up drinking.
   She likes dancing.
(c) Object of a preposition:
   I am fond of singing.
(d) Complement of a verb
   I like sleeping in the afternoon.

---

Exercises for Practice

Exercise 1
(a) Fill in the blanks selecting suitable to-infinitives from the following list:
   (to see, to implement, to do, to announce, to show, to join, to let, to waste, to play, to do,
   to go, to solve, to post, to ask, to remember)
   1. It is time .................... .
   2. That was a sight .................. .
   3. The judge has a judgement ................ .
   4. That is something ................ .
   5. I have a new plan ................ .
   6. I have a nice picture ................ .
   7. Have you any plan .................. the college?
   8. I have some questions ................ you.
   9. Have you any work ..................?
   10. I have a house .................... .
   11. She has no problem ................ .
12. I have no time ...................
13. Do you have any letters ...................?
14. He has some home-work ...................
15. Bedi has a match ..................... on Sunday.

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

<table>
<thead>
<tr>
<th>I have</th>
<th>some letters</th>
<th>to ask you</th>
</tr>
</thead>
<tbody>
<tr>
<td>some homework</td>
<td>to waste</td>
<td></td>
</tr>
<tr>
<td>some good news</td>
<td>to play on Sunday</td>
<td></td>
</tr>
<tr>
<td>a question</td>
<td>to show you</td>
<td></td>
</tr>
<tr>
<td>some pictures</td>
<td>to do</td>
<td></td>
</tr>
<tr>
<td>a match</td>
<td>to tell you</td>
<td></td>
</tr>
<tr>
<td>no time</td>
<td>to post</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 2

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

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

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

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

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

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

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

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

Exercise 4

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

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

**Exercise 5**

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

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

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

**Exercise 6**

*Combine the following sentences using Participles or Gerunds or Infinitives:*

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

1 Use of Tenses:

1. Present Indefinite Tense

The Present Indefinite Tense is used:

(a) To express what is actually taking place at the present moment: as,
   (i) I play.
   (ii) The boys sing a song.
   (iii) See how he works!

(b) To express a habitual action, a habit or a custom: as,
   (i) She reads newspaper every day.
   (ii) I get up early in the morning.
   (iii) He goes for a walk every day.

(c) To express a general truth, as,
   (i) The earth revolves round the sun.
   (ii) Man is mortal.
   (iii) Sugar is sweet.

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

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

(e) To express a future event, which is already arranged: as,
   (i) The ship sails for England next week.
   (ii) Our examination begins on Wednesday.

(f) To quote authors: as,
   (i) Keats says, “A thing of beauty is a joy for ever.”
   (ii) Pope writes, “A little knowledge is a dangerous thing.”

(g) In conditional sentence: as,
   (i) If I go to Delhi, I shall bring a camera for you.
   (ii) If Sachin plays in this match, we shall win.
(h) With a Verbs which cannot be used in the continuous form; *as*,
(i) She *loves* me. (*It is wrong to say*; She is loving me.)
(ii) I *know* you. (not ‘I am knowing you’)
(iii) It *seems* proper.
(iv) Virtue *means* goodness.

2. **Present Continuous Tense**

This tense is used:

(a) To express an action that is going on at the time of speaking, *e.g.*
   1. She *is knitting* socks.
   2. You *are deceiving* your friend.

(b) As a substitute for the immediate future, *e.g.*
   1. My brother *is reaching* after an hour.
   2. She *is leaving* this place tomorrow.
   3. You *are proceeding* to America next month.

3. **Present Perfect Tense**

This tense is used:

(a) To indicate an action which as just been over, *e.g.*
   1. I *have finished* my work.
   2. She *has drafted* the application.

(b) To denote a past action, the results of which are still present, *e.g.*
   1. He *has opened* a new shop.
   2. She *has passed* the M.A examination.

(c) In Adverbial clauses beginning with ‘when’, ‘if’, ‘before’, ‘after’, ‘as soon as’ or ‘till’ and when the principal verb is in Future Tense, *e.g.*
   1. As soon as I *have finished* this job, I shall come to see you.
   2. I shall ring up after I *have talked* to her.

4. **Present Perfect Continuous Tense**

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

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

(The use of the preposition ‘for’ or ‘since’ in a sentence of the present perfect continuous tense is essential.)
5. Past Indefinite or Simple Past Tense

This tense is used:

(a) To express a single act of the past, e.g.
   1. He broke this table.
   2. They were in the garden.
   3. She was absent yesterday.

(b) To express a habitual action or custom in the past, e.g.
   1. She got up at 4 a.m. every day.
   2. Our ancestors were honest and hard working.

(c) As a substitute for the Past Continuous Tense, e.g.
   1. While they played, we took tea.
   2. While we talked, they slept.

6. Past Continuous Tense

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

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

7. Past Perfect Tense

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

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

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

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

He had already finished his paper.

8. Past Perfect Continuous Tense

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

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

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

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

10. Future Continuous Tense

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

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

11. Future Perfect Tense

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

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

12. Future Perfect Continuous Tense

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

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

2 Concord: Agreement of the Verb with Subject

Some useful Hints

1. A verb must agree with its Subject in **Number** and **Person**, i.e. when the **Subject** is **Singular**, the **Verb** must be **Singular**; when the **Subject** is **Plural**, the **Verb** must be **Plural**, as,

(i) (a) He *plays* cricket.
   (b) They *play* cricket.
   
(ii) (a) I *am* sad.
      (b) We *are* sad.

(iii) (a) A boy *is* running.
    (b) Boys *are* running.

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

(i) The *attitude* of the officers is really friendly.
(ii) A *list* of girls was prepared.
(iii) One of my friends has gone to U.S.A.

2. If the Subject consists of two or more Singular Nouns or Pronouns joined by ‘and’, it takes a Plural Verb.

(i) John and Jolly were two brothers.
(ii) The poet and the dramatist are being honoured. (two separate persons)
(iii) Kolkata, Mumbai, Chennai and Delhi are the most important cities of India.
(iv) He and I were present.

Exceptions

(a) If the nouns refer to the same person or thing or express one idea, the Verb is Singular:

(i) The poet and dramatist is being honoured. (One person only)
(ii) My friend, philosopher and guide was invited to preside over the function.
(iii) Rice and Curry is his favourite dish.
(iv) Slow and steady wins the race.
(v) Bread and butter is a wholesome food.

(b) If Two Singular Subjects joined by and are qualified by each or every, they take a Singular verb.

(i) Every man and every woman desires happiness.
(ii) Each hour and each minute is important.

3. Singular Subjects connected by or, either ............... or, neither ............... nor, are followed by a Singular verb.

(i) No prize or trophy was given to him.
(ii) Either Ramesh or Ashoka has won the prize.
(iii) Neither Hari nor Ramesh has gone to school today.

4. When the Subjects connected by or or nor are of different Numbers, the Plural Subject should be written last and it is followed by a Plural Verb.

(i) Either Ashok or his parents are to blame.
(ii) Neither he nor his friends have joined the college.
(iii) Neither the headmaster nor the teachers were present there.

5. When the Subjects connected by nor or or are of different Persons, the Verb agrees in Person with the Subject nearest to it.

(i) Either you or Lucy is responsible for our defeat.
(ii) Neither you nor John seems to be interested in this pain.
(iii) Neither he nor I have any money to buy a car.

6. When the Subject consists of two Nouns or Pronouns joined by ‘with’, the Verb agrees with the first of them.
(i) All the students, with their teacher, were present at the show.
(ii) He, with all his friends, was ready to do or die.

7. When two Subjects are connected by ‘not only ….. but also’, the Verb agrees with the latter Subjet.
   (i) Not only the master but his servants also have been badly wounded.
   (ii) Not only the soldiers but their captain also has been arrested.

8. When the Subject is the formal ‘there’ the Verb agrees with the real subject that follows it. There is no hope of his success.
   There were many difficulties to be removed.

9. Either, neither, each, everyone, one of the, take a Singular Verb:
   (i) Neither of the two books was interesting.
   (ii) Everyone of these workers is an expert.
   (iii) One of these students is handicapped.
   (iv) Each of these two girls is intelligent.
   (v) Either of these two boys is fit for this work.

10. Nouns which are Plural in form but Singular in meaning should be followed by Singular Verbs:
    (i) Mathematics is my favourite subject.
    (ii) Politics is a dirty game.
    (iii) The wages of sin is death.
    (iv) The news is too good to be true.
    (v) The United Nations is a useful institution.
    (vi) ‘Gulliver’s Travels’ is an interesting book.

11. A Collective Noun (crew, jury, committee) is followed by Singular Verb when the group is thought of as a Singular unit. But when individual members of the group are referred to, the Plural Verb is used.
    (i) A committee was appointed to suggest some reforms.
    (ii) The committee were divided on the issue.
    (iii) The jury was unanimous in its verdict.
    (iv) The jury were divided in their opinions.

12. When the Subject of a Verb is a Relative Pronoun, the Verb agrees in number and Person with the antecedent of the Relative Pronoun.
    (i) The boy, who always stands first, is my son.
    (ii) The time, which is lost, is lost for ever.
(iii) I, who am your friend, will certainly help you.
(iv) This is one of the most interesting books that have (not has) ever appeared.

13. When the **Subject** is a sum of money considered as a whole, the **Singular Verb** is used. If the subject is a sum of money and it refers to the bills or coins considered separately, the **Plural Verb** is used.

(i) A hundred rupees *is* not a small sum.
(ii) A hundred rupees *were* found in his purse.
(iii) Five hundred pounds *is* a good price for this tape-recorder.
(iv) There *were* fifty rupees in his pocket.
(v) There *are* ten silver rupees in my box.

3 **Sequence of Tenses**

(Some Important Points)

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

**Exceptions to this rule**

(a) If the subordinate clause expresses some universal or habitual fact, its verb can remain in the present tense *e.g.*
   
   1. She **remarked** that honesty is the best policy.
   2. The teacher **said** that the earth revolves round the sun.
   3. He admitted that he **is** a liar.

(b) If the subordinate clause is introduced by *‘than’* or *‘as much as’*, its verb can be of any tense that suits the sense *e.g.*
   
   1. She **favoured** me more than she **favours** anybody else.
   2. She **admired** me as much as she **admired** her husband.

(c) If the subordinate clause in an Adjective Clause, its verb may be in any tense that suits the sense *e.g.*
   
   1. **I liked** the book which you **have** always **criticised**.
   2. They **presented** a play which **will be liked** by all.

2. A Present or Future Tense in the Main Clause can be followed by any tense whatever in the Subordinate Clause *e.g.*
(a) *I know* she will not come.

(b) You *will soon know* if she comes here.

Distinction Between Present Perfect and Past Indefinite

Study the following sentences:

1. (a) *I saw* the Qutab Minar last Sunday. (Past Indefinite)
   (b) *I have seen* the Qutab Minar. (Present Perfect)

2. (a) *I wrote* to him yesterday. (Past Indefinite)
   (b) *I have written* to him. (Present Perfect)

3. (a) The sun *set* at 6:15 p.m. yesterday. (Past Indefinite)
   (b) The sun has *set*. (Present Perfect)

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

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

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

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

Study the following sentences:

1. (a) I play cricket **almost every day**. (Present Indefinite)
   (b) I am playing cricket **now**. (Present Continuous)

2. (a) He drinks **every evening**. (Present Indefinite)
   (b) He is drinking **now**. (Present Continuous)

3. (a) It rains in August **every year**. (Present Indefinite)
   (b) It is raining **at the moment**. (Present Continuous)

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

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

**Exercises for Practice**

**Exercise 1**

**Correct the Tense in the following sentences :**

(a) 1. They have come yesterday.
2. I have bought this house last year.
3. I am the person who have saved your life.
4. I shall call you when the lunch will be ready.
5. Dinesh will come if you will invite him.
6. I had been to Delhi recently.
7. She is one of those persons who never tells a lie.
8. She is working in the office for two years.
9. I had gone to the club last night.
10. I have written to him yesterday.

(b) 1. I hoped that my friend will help me.
2. Take care that you will not be cheated.
3. I know them for the last four years.
4. The patient died before the doctor arrived.
6. I am studying hard for the last three weeks.
7. He is suffering from fever since Monday.
8. I had visited Shimla last summer.
9. I am sorry I did not write that letter yet.
10. His younger sister is died.

**Exercise 2**

**Put the correct Verb in the blanks :**

1. The tallest of these boys .................. next door to me. (live, lives)
2. Slow and steady .................... the race. (win, wins)
3. Neither Ashok nor Prem ................. any right to the property. (has, have)
4. Neither the captain nor the soldiers .................. been arrested. (has, have)
5. Neither he nor I ...................... money to spare for his. (has, have)
6. You, as well as he, .................... innocent. (is, are)
7. None but the brave ................... the fair. (deserve, deserves)
8. The United States .................. a prosperous country. (is, are)
9. The committe .................... divided in their opinion. (was, were)
10. I, who ...................... your friend, will stand by you. (is, am, are)

**Exercise 3**

**Put the correct Verb in the blanks:**

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

**Exercise 4**

**Put the correct Verb in the blanks:**

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

**Exercise 5**

**Put the correct Verb in the blanks:**

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

Exercise 6

Put the correct Verb in the blanks :

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

VOCABULARY

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

(a) Nature of Words

(Context Meaning)

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

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

Exercise

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

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

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

1. My mother gifted a set of handkerchiefs to my younger sister - a group of same things.
2. The jewels were set beautifully in gold. ______________________________
3. Raghu is well set in his new job. ______________________________
4. Several TV sets have been stolen from his shop. 

5. Let's start wearing woollen clothes; the winter has set in.

6. The date of the test has not been set yet.

7. She has set the alarm for 5 o'clock, so that she is not late.

8. The surgeon who set my uncle's hip bone is very popular.

9. Old people have set views about everything.

10. The table has been set for the tea party.

**(B) WORDS AS DIFFERENT PARTS OF SPEECH**

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

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

Here first time the word watch is used as a verb, whereas the second time it is used as a noun.

Read some more sentences in which the word fair has been used as different parts of speech.

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

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

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

**EXAMPLES:**

**Act**

Verb : You should act on my advice.

Noun : This is an act of kindness.

**All**

Noun : We lost our all in the recent rains.

Adjective : He ate all the apples.

**Bail**

Verb : He will be bailed out today.

Noun : He was set free on bail.

**Back**

Verb : Will you back me up in this case?

Noun : He carried the load on his back.

Adjective : He came from the back door.

**Better**

Adjective : This book is better than that.

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

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

Noun (pl.) : Follow your betters.
Book
Verb : Get your luggage booked.
Noun : It is a nice book.

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

Dawn
Verb : The truth dawnd upon him yesterday.
Noun : I always get up before dawn.

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

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

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

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

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

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

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

Iron
Verb : He will iron his clothes.
Noun : Strike the iron when it is hot.
Adjective : Patel was an iron man.
**Idle**
Verb : Do not idle away the time.
Noun : The idle are disliked everywhere.
Adjective : He is an idle fellow.

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

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

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

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

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

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

**Second**
Verb : He will second the proposal.
Noun : I will do it in a second.
Adjective : The second boy was crying.
Still
Noun : In the *still* of the night, a thief entered our house.
Adjective : The night was *still*.

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

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

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

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

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

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

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

One must travel *light* while travelling by air. (   )
This clock is ten minutes *fast*. (   )
The chief guest’s speech was *brief* and to the point. (   )
The officer was *briefed* about the facts of the case. (   )
This bicycle *cost* him twelve hundred rupees. (   )
Manvinder ran *fast* enough to reach the school in time. (   )
What is your examiner’s *schedule* for tomorrow? (   )
You can buy many fancy items from Meena Bazar.
That tastes real good. Where did you get it from?
What is the cost of this pair of socks?

B. Use the given words in sentences as directed:
Fare as noun and verb
Bear as noun and verb
Wound as noun and verb
Round as adjective, preposition and adverb
Fast as adjective, adverb and noun
Stand as noun and verb
Produce as noun and verb

(C) **Synonyms**

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

right = correct
end = finish, conclude, stop
huge = big, enormous

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

Here are some more examples:

**List of Synonyms**

<table>
<thead>
<tr>
<th>Allow</th>
<th>Permit</th>
<th>Tidy</th>
<th>Clean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beautiful</td>
<td>Pretty</td>
<td>Vast</td>
<td>Big</td>
</tr>
<tr>
<td>Correct</td>
<td>Right</td>
<td>Wealthy</td>
<td>Rich</td>
</tr>
<tr>
<td>Discover</td>
<td>Find</td>
<td>Actual</td>
<td>Real</td>
</tr>
<tr>
<td>End</td>
<td>Finish</td>
<td>Begin</td>
<td>Start</td>
</tr>
<tr>
<td>Enough</td>
<td>Plenty</td>
<td>Annual</td>
<td>Yearly</td>
</tr>
<tr>
<td>Excuse</td>
<td>Pardon</td>
<td>Arrive</td>
<td>Reach</td>
</tr>
<tr>
<td>Foolish</td>
<td>Stupid</td>
<td>Big</td>
<td>Large</td>
</tr>
<tr>
<td>Glad</td>
<td>Happy</td>
<td>Brave</td>
<td>Bold</td>
</tr>
<tr>
<td>Haste</td>
<td>Hurry</td>
<td>Difficult</td>
<td>Hard</td>
</tr>
<tr>
<td>Injure</td>
<td>Hurt</td>
<td>Quiet</td>
<td>Silent</td>
</tr>
<tr>
<td>Lazy</td>
<td>Inactive</td>
<td>Vacant</td>
<td>Empty</td>
</tr>
<tr>
<td>Ordinary</td>
<td>Common</td>
<td>Wide</td>
<td>Broad</td>
</tr>
</tbody>
</table>
reply       answer       desire       longing
task        work         essential     necessary
kinds       varieties   plenty       enough
marvellous  wonderful   bodily        physical
struggle    fight        scarcely     hardly
suffering   pain, trouble thoroughly    completely
wallet      purse        shelter      refuge
drag        pull         right        correct
study       examine     close         near (prep)
wear        put on      marvellous    excellent
afraid      in fear     wonderful    amazing
certain     sure         nearly        about
find out    discover    lovely        beautiful
anxious     worried      cheerful     happy

**Exercises**

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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>just</td>
<td>reach</td>
</tr>
<tr>
<td>leave</td>
<td>wrath</td>
</tr>
<tr>
<td>permit</td>
<td>refuge</td>
</tr>
<tr>
<td>brave</td>
<td>fearless</td>
</tr>
<tr>
<td>certain</td>
<td>vanish</td>
</tr>
<tr>
<td>disappear</td>
<td>sure</td>
</tr>
<tr>
<td>anger</td>
<td>prevent</td>
</tr>
<tr>
<td>forbid</td>
<td>fair</td>
</tr>
<tr>
<td>shelter</td>
<td>inactive</td>
</tr>
<tr>
<td>attempt</td>
<td>depart</td>
</tr>
<tr>
<td>lazy</td>
<td>allow</td>
</tr>
<tr>
<td>arrive</td>
<td>try</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>inactive</th>
<th>pouring</th>
<th>bright</th>
<th>finish</th>
</tr>
</thead>
<tbody>
<tr>
<td>annoyed</td>
<td>enormous</td>
<td>collect</td>
<td>wear</td>
</tr>
</tbody>
</table>

1. Is the new student *intelligent*? Yes, he is very ____________.
2. It was raining *heavily*. In fact, it was ____________.
3. The show *stopped* at 10 p.m. because the policemen asked us to ___________ it early.
4. She was very *angry* with my brother. I don’t know why she was so ___________ with him.
5. It was very *huge* animal. We have never seen such an ___________ animal before.
6. He likes to have *rare* photographs. He has decided to ___________ about one thousand rare ones.
7. Don’t *put on* the red cap. ___________ the black one.
8. She is quite *lazy*. I don’t know why she is so ___________.

**(d) ANTONYMS**

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

The arrival of the train is 1330 hrs. Its departure is at 1400 hrs.
Robin is very timid, but his brother is quite bold.
Do pay attention to him. Don’t ignore him.

Here are some more antonyms:

<table>
<thead>
<tr>
<th>accept</th>
<th>reject</th>
<th>increase</th>
<th>decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>active</td>
<td>lazy</td>
<td>junior</td>
<td>senior</td>
</tr>
<tr>
<td>ancient</td>
<td>modern</td>
<td>kind</td>
<td>cruel</td>
</tr>
<tr>
<td>arrival</td>
<td>departure</td>
<td>lend</td>
<td>borrow</td>
</tr>
<tr>
<td>attack</td>
<td>defend</td>
<td>light</td>
<td>heavy</td>
</tr>
<tr>
<td>bent</td>
<td>straight</td>
<td>light</td>
<td>dark</td>
</tr>
<tr>
<td>better</td>
<td>worse</td>
<td>majority</td>
<td>minority</td>
</tr>
<tr>
<td>blunt</td>
<td>sharp</td>
<td>maximum</td>
<td>minimum</td>
</tr>
<tr>
<td>bold</td>
<td>timid</td>
<td>oral</td>
<td>written</td>
</tr>
<tr>
<td>coarse</td>
<td>fine</td>
<td>permanent</td>
<td>temporary</td>
</tr>
<tr>
<td>create</td>
<td>destroy</td>
<td>please</td>
<td>displease</td>
</tr>
<tr>
<td>contract</td>
<td>expand</td>
<td>plus</td>
<td>minus</td>
</tr>
<tr>
<td>deep</td>
<td>shallow</td>
<td>positive</td>
<td>negative</td>
</tr>
<tr>
<td>early</td>
<td>late</td>
<td>punish</td>
<td>reward</td>
</tr>
<tr>
<td>expensive</td>
<td>cheap</td>
<td>rough</td>
<td>smooth</td>
</tr>
<tr>
<td>forward</td>
<td>backward</td>
<td>safe</td>
<td>dangerous</td>
</tr>
<tr>
<td>found</td>
<td>lost</td>
<td>sickness</td>
<td>health</td>
</tr>
</tbody>
</table>
freeze     melt     success     failure
fresh     stale     superior     inferior
gain     loss     sweet     sour
great     small     top     bottom
generous     miser     true     false
happiness     misery     ugly     beautiful
happy     sad     wet     dry
honest     dishonest     wild     tame (pet), domestic
huge     tiny     wither     bloom
absent     present     left     right

Exercises

A. Match the antonyms correctly:

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

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

<table>
<thead>
<tr>
<th>modern</th>
<th>spend</th>
<th>withdraw</th>
<th>vacant</th>
<th>remember</th>
</tr>
</thead>
<tbody>
<tr>
<td>success</td>
<td>punctual</td>
<td>expensive</td>
<td>plus</td>
<td>import</td>
</tr>
</tbody>
</table>

1. Ramesh, you are always ____________, but why are you late today?
2. We will not ____________ all the money now. We will save it for the rainy day.
3. Seven seats are still ____________. They were all full by now last year.
4. I will _deposit_ the whole amount. I can ____________ it at any time I want to.
5. The Goyals ____________ wool from Australia, make garments and export them to the U.K.
6. Don't forget your sweater here. ___________ to wear it when it is cold in Srinagar.
7. ___________ and failure go hand in hand in life.
8. This umbrella is very ___________. I need a cheap one.
9. Rome has both ancient and ___________ buildings.
10. Can you tell me the minus and ___________ points of this proposal?

**Homonyms**

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

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

**Example:**

The teacher allowed me to go home a little early.
Please read this poem aloud.

**More examples of Homonyms:**

1. **Berth** - We cancelled the trip because we weren't getting a berth.
   **Birth** - You must write your date of birth correctly.
2. **Brake** - The brake failed and the bus hit the Maruti car in front.
   **Break** - This vase is made of glass. If it falls, it will immediately break.
3. **Cell** - This transistor works on two pencil cells.
   **Sell** - We want to sell our old furniture.
4. **Died** - His father died at the age of eighty.
   **Dyed** - She dyed her hair dark brown.
5. **Dose** - Just one dose of this medicine cured me of my headache.
   **Doze** - (To take light sleep:) If I can doze for a few minutes, I will be refreshed.
6. **Hair** - Grey hair is thought to be a sign of wisdom.
   **Hare** - The hare could run very fast but he was lazy.
7. **Heal** - The wound took a long time to heal.
   **Heel** - He fell on a piece of broken glass and got a cut on the heel.
8. **Pain** - She over-ate and got pain in the stomach.
   **Pane** - The ball hit the window pane and broke it.
9. **Pair** - I have bought a new pair of shoes.
   **Pare** - You must pare your nails regularly.
10. **Peace** - A country can progress only during peace time.
    **Piece** - I need a piece of rope to tie this bundle.
11. **Pray** - I pray to God for your good health.
    **Prey** - The tiger jumped on its prey.
12. Principal - My mother went to the school to meet the Principal.
   Principle - Gandhiji always followed noble principles.
13. Root - A plant gets water through its root.
   Route - Trains running on this route are often late.
14. Stair - The man slipped while climbing the stairs.
   Stare - It is a bad habit to stare at anyone.
15. Storey - My room is on the upper storey of the house.
   Story - My grandmother told me a very interesting story.
16. Their - Their house is small but comfortable.
   There - We went there in a group.
17. Wait - Don’t wait for me for more than ten minutes.
   Weight - What is the weight of this bag of cement?
18. Waist - The water in the river soon rose above his waist.
   Waste - Don’t waste money; spend it carefully.
19. Weather - The weather has suddenly turned cold.
   Whether - I want to know whether this answer is correct.
20. Heir - Kanwar Mahendra Singh is the next heir to the throne.
   Air - Go out for a walk in fresh air.

Exercise

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

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

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

(f) Formation of Words

(1) Compound Words

Sometimes two or more words are combined to make a new word. They are called compound words. Here are some examples:
Snow + bound = snowbound; holiday + makers = holidaymakers; time + table = timetable
foot + ball = football; grand + daugher = granddaughter; motor + racing = motor racing

**Exercise**

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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>basket</td>
<td>wife</td>
</tr>
<tr>
<td>grand</td>
<td>light</td>
</tr>
<tr>
<td>sun</td>
<td>yard</td>
</tr>
<tr>
<td>milk</td>
<td>ball</td>
</tr>
<tr>
<td>house</td>
<td>book</td>
</tr>
<tr>
<td>vine</td>
<td>post</td>
</tr>
<tr>
<td>lamp</td>
<td>glasses</td>
</tr>
<tr>
<td>wild</td>
<td>maid</td>
</tr>
<tr>
<td>over</td>
<td>worked</td>
</tr>
<tr>
<td>world</td>
<td>father</td>
</tr>
<tr>
<td>text</td>
<td>grocer</td>
</tr>
<tr>
<td>green</td>
<td>wide</td>
</tr>
</tbody>
</table>

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

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

**Exercises**

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

fifty nine ________  headache _________
easy going ________  well oiled _________
preschool _________  up to date _________
mothertobe _________  self study _________
busy body _________  in laws _________
high way _________  in com etax _________
easy going _________  water based _________
snow storm _________  house hold _________

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

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

(2) Prefixes and Suffixes

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

Examples :

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

(i) Forming Nouns from Verbs :

- tion

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

- sion, - ssion

admit
admission
conclude
conclusion
permit
permission
extend
extension
<table>
<thead>
<tr>
<th>-al</th>
<th></th>
<th>-ance</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>arrive</td>
<td>arrival</td>
<td>approve</td>
<td>approval</td>
</tr>
<tr>
<td>bury</td>
<td>burial</td>
<td>remove</td>
<td>removal</td>
</tr>
<tr>
<td>accept</td>
<td>acceptance</td>
<td>abound</td>
<td>abundance</td>
</tr>
<tr>
<td>assist</td>
<td>assistance</td>
<td>appear</td>
<td>appearance</td>
</tr>
<tr>
<td>apply</td>
<td>application</td>
<td>occupy</td>
<td>occupation</td>
</tr>
<tr>
<td>multiply</td>
<td>multiplication</td>
<td>civil</td>
<td>civilization</td>
</tr>
<tr>
<td>organize</td>
<td>organization</td>
<td>satisfy</td>
<td>satisfaction</td>
</tr>
<tr>
<td>amuse</td>
<td>amusement</td>
<td>agree</td>
<td>agreement</td>
</tr>
<tr>
<td>appoint</td>
<td>appointment</td>
<td>develop</td>
<td>development</td>
</tr>
<tr>
<td>enjoy</td>
<td>enjoyment</td>
<td>harass</td>
<td>harassment</td>
</tr>
<tr>
<td>authorize</td>
<td>authority</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ity</td>
<td></td>
<td>-ee</td>
<td></td>
</tr>
<tr>
<td>employ</td>
<td>employee</td>
<td>evacuate</td>
<td>evacuee</td>
</tr>
<tr>
<td>train</td>
<td>trainee</td>
<td>trust</td>
<td>trustee</td>
</tr>
<tr>
<td>bribe</td>
<td>bribery</td>
<td>deliver</td>
<td>delivery</td>
</tr>
<tr>
<td>enter</td>
<td>entry</td>
<td>recover</td>
<td>recovery</td>
</tr>
<tr>
<td>begin</td>
<td>beginning</td>
<td>draw</td>
<td>drawing</td>
</tr>
<tr>
<td>build</td>
<td>building</td>
<td>meet</td>
<td>meeting</td>
</tr>
<tr>
<td>spell</td>
<td>spelling</td>
<td>sew</td>
<td>sewing</td>
</tr>
<tr>
<td>patrol</td>
<td>patrolling</td>
<td>smoke</td>
<td>smoking</td>
</tr>
<tr>
<td>custom</td>
<td>accustom</td>
<td>company</td>
<td>accompany</td>
</tr>
<tr>
<td>marry</td>
<td>marriage</td>
<td>carry</td>
<td>carriage</td>
</tr>
<tr>
<td>seap</td>
<td>seapage</td>
<td>drain</td>
<td>drainage</td>
</tr>
<tr>
<td>know</td>
<td>knowledge</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### -ise, -ize, -ice

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>critic</td>
<td>criticise</td>
<td>drama</td>
<td>dramatize</td>
</tr>
<tr>
<td>harmony</td>
<td>harmonize</td>
<td>memory</td>
<td>memorize</td>
</tr>
<tr>
<td>sympathy</td>
<td>sympathize</td>
<td>serve</td>
<td>service</td>
</tr>
</tbody>
</table>

### -ure

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>close</td>
<td>closure</td>
</tr>
<tr>
<td>please</td>
<td>pleasure</td>
</tr>
</tbody>
</table>

### -ence, -ance

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>exist</td>
<td>existence</td>
</tr>
<tr>
<td>prefer</td>
<td>preference</td>
</tr>
</tbody>
</table>

### -th

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>grow</td>
<td>growth</td>
</tr>
<tr>
<td>die</td>
<td>death</td>
</tr>
</tbody>
</table>

### -er, -or, -ar

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>act</td>
<td>actor</td>
<td>edit</td>
</tr>
<tr>
<td>beg</td>
<td>beggar</td>
<td>employ</td>
</tr>
<tr>
<td>fight</td>
<td>fighter</td>
<td>work</td>
</tr>
<tr>
<td>write</td>
<td>writer</td>
<td>select</td>
</tr>
</tbody>
</table>

### Exercises

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

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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>vibrate</td>
<td>burial</td>
</tr>
<tr>
<td>permit</td>
<td>preference</td>
</tr>
<tr>
<td>prosper</td>
<td>actor</td>
</tr>
<tr>
<td>prefer</td>
<td>permission</td>
</tr>
<tr>
<td>act</td>
<td>settlement</td>
</tr>
<tr>
<td>employ</td>
<td>relation</td>
</tr>
<tr>
<td>relate</td>
<td>vibration</td>
</tr>
<tr>
<td>settle</td>
<td>authority</td>
</tr>
<tr>
<td>bury</td>
<td>employee</td>
</tr>
<tr>
<td>authorize</td>
<td>prosperity</td>
</tr>
</tbody>
</table>

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

- preach	create	appear	arrive	enjoy
- apologize	develop	meet
deliver	memorize

(ii) Forming Verbs From Nouns:

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

- **en-, em-, im-**
  - body embody courage encourage
  - trap entrap danger endanger
  - cash encash list enlist
  - joy enjoy prison imprison
  - power empower print imprint

- **be-**
  - head behead fool befool
  - friend befriend witch bewitch

**Exercise**

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

1. We will ________ our house by growing flowering plants. (beauty)
2. Don't ________ your life by going near the fire. (danger)
3. In a few years the government is likely to ___________ several villages. (electricity)
4. She could'nt ____________ her stay abroad for so many months. (justice)
5. You can't ___________ me with your lies my more. (fool)
6. My friends ____________ playing in the sun even in the summer. (joy)
7. Can you ____________ the bad points of smoking? (list)
8. I won't ____________ you by talking again about that accident. (terror)

(iii) **Forming Adjectives From Nouns:**

<table>
<thead>
<tr>
<th>-ial, -ical, -al, -cial</th>
<th>editor</th>
<th>editorial</th>
<th>economy</th>
<th>economical</th>
</tr>
</thead>
<tbody>
<tr>
<td>empire</td>
<td>empirical</td>
<td>face</td>
<td>facial</td>
<td></td>
</tr>
<tr>
<td>flower</td>
<td>floral</td>
<td>globe</td>
<td>global</td>
<td></td>
</tr>
<tr>
<td>condition</td>
<td>conditional</td>
<td>judge</td>
<td>judicial</td>
<td></td>
</tr>
<tr>
<td>territory</td>
<td>territorial</td>
<td>clerk</td>
<td>clerical</td>
<td></td>
</tr>
<tr>
<td>geometry</td>
<td>geometrical</td>
<td>geography</td>
<td>geographical</td>
<td></td>
</tr>
<tr>
<td>influence</td>
<td>influential</td>
<td>history</td>
<td>historical</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-ive</th>
<th>expense</th>
<th>expensive</th>
<th>defence</th>
<th>defensive</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>-ful</th>
<th>colour</th>
<th>colourful</th>
<th>duty</th>
<th>dutiful</th>
</tr>
</thead>
<tbody>
<tr>
<td>faith</td>
<td>faithful</td>
<td>harm</td>
<td>harmful</td>
<td></td>
</tr>
<tr>
<td>hope</td>
<td>hopeful</td>
<td>joy</td>
<td>joyful</td>
<td></td>
</tr>
<tr>
<td>need</td>
<td>needful</td>
<td>power</td>
<td>powerful</td>
<td></td>
</tr>
<tr>
<td>use</td>
<td>useful</td>
<td>wish</td>
<td>wishful</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-ary</th>
<th>example</th>
<th>exemplary</th>
<th>discipline</th>
<th>disciplinary</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>-ual</th>
<th>habit</th>
<th>habitual</th>
<th>spirit</th>
<th>spiritual</th>
</tr>
</thead>
<tbody>
<tr>
<td>context</td>
<td>contextual</td>
<td>text</td>
<td>textual</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-en, -n</th>
<th>silk</th>
<th>silken</th>
<th>wool</th>
<th>woollen</th>
</tr>
</thead>
<tbody>
<tr>
<td>gold</td>
<td>golden</td>
<td>Asia</td>
<td>Asian</td>
<td></td>
</tr>
<tr>
<td>India</td>
<td>Indian</td>
<td>Germany</td>
<td>German'</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-ial, -cal</th>
<th>history</th>
<th>historical</th>
<th>office</th>
<th>official</th>
</tr>
</thead>
<tbody>
<tr>
<td>practice</td>
<td>practical</td>
<td>picture</td>
<td>pictorial</td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td>Word</td>
<td>Word</td>
<td>Word</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
<td>----------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>black</td>
<td>blackish</td>
<td>boy</td>
<td>boyish</td>
<td></td>
</tr>
<tr>
<td>child</td>
<td>childish</td>
<td>fool</td>
<td>foolish</td>
<td></td>
</tr>
<tr>
<td>slave</td>
<td>slavish</td>
<td>fever</td>
<td>feverish</td>
<td></td>
</tr>
<tr>
<td>danger</td>
<td>dangerous</td>
<td>glory</td>
<td>glorious</td>
<td></td>
</tr>
<tr>
<td>industry</td>
<td>industrious</td>
<td>labour</td>
<td>laborious</td>
<td></td>
</tr>
<tr>
<td>luxury</td>
<td>luxurious</td>
<td>ruin</td>
<td>ruinous</td>
<td></td>
</tr>
<tr>
<td>blind</td>
<td>blindness</td>
<td>dark</td>
<td>darkness</td>
<td></td>
</tr>
<tr>
<td>deaf</td>
<td>deafness</td>
<td>rich</td>
<td>richness</td>
<td></td>
</tr>
<tr>
<td>blood</td>
<td>bloody</td>
<td>dew</td>
<td>dewy</td>
<td></td>
</tr>
<tr>
<td>dust</td>
<td>dusty</td>
<td>fish</td>
<td>fishy</td>
<td></td>
</tr>
<tr>
<td>fun</td>
<td>funny</td>
<td>grass</td>
<td>grassy</td>
<td></td>
</tr>
<tr>
<td>greed</td>
<td>greedy</td>
<td>gloom</td>
<td>gloomy</td>
<td></td>
</tr>
<tr>
<td>guilt</td>
<td>guilty</td>
<td>honest</td>
<td>honestly</td>
<td></td>
</tr>
<tr>
<td>heart</td>
<td>hearty</td>
<td>hair</td>
<td>hairy</td>
<td></td>
</tr>
<tr>
<td>hunger</td>
<td>hungry</td>
<td>need</td>
<td>needy</td>
<td></td>
</tr>
<tr>
<td>might</td>
<td>mighty</td>
<td>mud</td>
<td>muddy</td>
<td></td>
</tr>
<tr>
<td>noise</td>
<td>noisy</td>
<td>rain</td>
<td>rainy</td>
<td></td>
</tr>
<tr>
<td>risk</td>
<td>risky</td>
<td>taste</td>
<td>tasty</td>
<td></td>
</tr>
<tr>
<td>friend</td>
<td>friendly</td>
<td>love</td>
<td>lovely</td>
<td></td>
</tr>
<tr>
<td>man</td>
<td>manly</td>
<td>master</td>
<td>masterly</td>
<td></td>
</tr>
<tr>
<td>time</td>
<td>timely</td>
<td>king</td>
<td>kingly</td>
<td></td>
</tr>
<tr>
<td>month</td>
<td>monthly</td>
<td>mother</td>
<td>motherly</td>
<td></td>
</tr>
<tr>
<td>prince</td>
<td>princely</td>
<td>week</td>
<td>weekly</td>
<td></td>
</tr>
<tr>
<td>year</td>
<td>yearly</td>
<td>hour</td>
<td>hourly</td>
<td></td>
</tr>
<tr>
<td>difference</td>
<td>different</td>
<td>intelligence</td>
<td>intelligent</td>
<td></td>
</tr>
<tr>
<td>discipline</td>
<td>disciplinary</td>
<td>cook</td>
<td>cookery</td>
<td></td>
</tr>
<tr>
<td>India</td>
<td>Indian</td>
<td>Canada</td>
<td>Canadian</td>
<td></td>
</tr>
</tbody>
</table>
Exercises

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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>expense</td>
<td>yearly</td>
</tr>
<tr>
<td>year</td>
<td>intelligent</td>
</tr>
<tr>
<td>economy</td>
<td>defensive</td>
</tr>
<tr>
<td>edit</td>
<td>exemplary</td>
</tr>
<tr>
<td>flower</td>
<td>needful</td>
</tr>
<tr>
<td>example</td>
<td>floral</td>
</tr>
<tr>
<td>defence</td>
<td>editorial</td>
</tr>
<tr>
<td>intelligence</td>
<td>economical</td>
</tr>
<tr>
<td>need</td>
<td>expensive</td>
</tr>
</tbody>
</table>

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

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

C. Form Adjectives from the following Nouns:

accident adventure abuse east fault
hand guilt might difference example

(iv) Forming Nouns From Adjectives:

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

- **-ness**
empty emptiness fast fastness
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Word</th>
<th>-dom</th>
<th>Word</th>
<th>-th</th>
<th>Word</th>
<th>-ence</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>ill</td>
<td>ill</td>
<td>kind</td>
<td>kind</td>
<td>useful</td>
<td>usefulness</td>
<td>backward</td>
<td>backwardness</td>
</tr>
<tr>
<td>great</td>
<td>greatness</td>
<td>near</td>
<td>nearness</td>
<td>quick</td>
<td>quickness</td>
<td>wild</td>
<td>wildness</td>
</tr>
<tr>
<td>boring</td>
<td>boredom</td>
<td>free</td>
<td>freedom</td>
<td>wise</td>
<td>wisdom</td>
<td>kingly</td>
<td>kingdom</td>
</tr>
<tr>
<td>dead</td>
<td>death</td>
<td>deep</td>
<td>depth</td>
<td>long</td>
<td>length</td>
<td>strong</td>
<td>strength</td>
</tr>
<tr>
<td>warm</td>
<td>warmth</td>
<td>broad</td>
<td>breadth</td>
<td>absent</td>
<td>absence</td>
<td>excellent</td>
<td>excellence</td>
</tr>
<tr>
<td>present</td>
<td>presence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exercise**

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

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

(v) Forming Verbs from Adjectives:

- **en**
  - broaden
  - deepen
  - flatten
  - soften

- **em-en-**
  - embitter
  - enrich
  - enfeeble

- **ize, -ise**
  - equalize
  - generalize
natural naturalize maximum maximize
minimum minimize special specialize
popular popularize commercial commercialise

- iate
different differentiate

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

Exercises
A. Form Verbs from the following Adjectives:
able broad black divisive false
popular sad sick glorious minimum

B. Add suffixes/prefixes to the words given in the brackets and write them in the space provided:
1. Go to the Rose Garden. The roses will ________ (glad) you.
2. You can ________ (rich) your knowledge by reading good books.
3. Some children cannot ________ (different) between p and b.
4. I think the mystery will further ________ (deep) in the novel I am reading.
5. Buy a cycle; It will ________ (able) you to reach your school in time.
6. I am trying to ________ (minimum) my expenses.
7. The computer will ________ (right) the error if you give the correct command.
8. Sukhbir will like to ________ (special) in medicine.

(vi) Forming Adjectives From Verbs:
- able
agree agreeable admire admirable
change changeable charge chargeable
measure measurable separate separable

- ful
boast boastful doubt doubtful
help helpful wonder wonderful

- ive
collect collective protect protective
select selective create creative

- ent
differ different prevail prevalent
Exercise

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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>admirable</td>
</tr>
<tr>
<td>admire</td>
<td>selective</td>
</tr>
<tr>
<td>select</td>
<td>collective</td>
</tr>
<tr>
<td>doubt</td>
<td>helpful</td>
</tr>
<tr>
<td>collect</td>
<td>removable</td>
</tr>
<tr>
<td>change</td>
<td>agreeable</td>
</tr>
<tr>
<td>remove</td>
<td>changeable</td>
</tr>
<tr>
<td>help</td>
<td>doubtful</td>
</tr>
</tbody>
</table>

(vii) Forming Adverbs From Adjectives:

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

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

Exercise

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

brief → briefly
broad → boardly
bitter → bitterly
calm → calmly
easy → easily
frequent → frequently
generous → generously
occasional → occasionally
peaceful → peacefully

EXAMPLE: The DEO was highly impressed by our school.
(viii) Formation of Abstract nouns:

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

**Exercises**

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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>beggar</td>
<td>brotherliness</td>
</tr>
<tr>
<td>brother</td>
<td>earldom</td>
</tr>
<tr>
<td>chemist</td>
<td>membership</td>
</tr>
<tr>
<td>ear</td>
<td>begging</td>
</tr>
<tr>
<td>friend</td>
<td>inspection</td>
</tr>
<tr>
<td>inspector</td>
<td>patriotism</td>
</tr>
</tbody>
</table>
member  friendship
patron  chemistry
patriot  widowhood
widow  patronage

B. Form Abstract Nouns from the following words and use them in sentences:
act     agent     child     infant     mother
hero    partner   recruit   move

(ix) Negative Prefixes:

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

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

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

(x) Prefixes That Denote Degree:

extra -  : extracurricular, extraordinary
mini-    : mini-skirt, mini-track
out-     : outshine, outspoken, outshoot
over -   : over-dose, over-draw, over-age
semi- : semi-darkness, semi-commercial, semi-liquid
sub- : sub-region, sub-depot
super- : supernatural, superman
under- : underage, underhand, undergraduate

(xi) Prefixes that Express Time of Sequence:
ex- : ex-principal, ex-inspector
fore- : forewarn, forecast, forefather
post- : postindependence, posthaste
pre- : pre-occupy, pre-eminent
re- : recast, remarry, recall

(xii) Prefixes That Express Number:
bi- : bicycle, bi-yearly
mono- : mono-drama, mono-type, mono-rail
tri- : tri-pod, tri-partite, tri-cycle

(xiii) Prefixes That Express Attitudes:
anti- : antiseptic, anti-tank
co- : co-accused, co-education
counter- : counterpart, counterbalance
pro- : pro-establishment

Exercise

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

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

Reading Comprehension

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

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

(a) Prose Passages

A. Read the passage and answer the questions:

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

1. Circle the correct answer:
   (i) Mr. Jones earned his living by
      (a) selling drugs
(b) telling future
(c) giving advice to people

(ii) Mr. Jones was looked after by
(a) the landladies
(b) the visitors
(c) the author

(iii) _____ came to visit Mr. Jones.
(a) old people
(b) young people
(c) people of all ages

2. What did the landladies do for Mr. Jones?
3. Write the words in the brackets which in the passage mean:
   (a) not in a good condition ( _____)
   (b) easy to understand ( _____)
   (c) thin and attractive ( _____)

4. Describe Mr. Jones in not more than five sentences.

B. Read the passage carefully and answer the questions:

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

He leads the way up a further flight of polished wooden stairs to his studio. 'This is my room and I absolutely love it.' The idea is that the studio look like a ship. Its walls are covered with pinewood and natural light comes in through the windows in the roof. On the floor there are cotton rugs which were made in central Asia. The whole of one wall is covered with letters in frames, paintings and prints, mostly collected by his wife Diana. 'Anything I have of beauty or value was given to me by my wife, including herself.' He does'nt like empty surfaces. 'I need many tables.' The card table proves his point, with its neat rows of objects standing around a figure that was found in the Athens antique market. The grand piano belonged to Menuhin's mother-in-law, who was a brilliant pianist. Rows of photographs are displayed on top. An Indian string instrument lying by the window contrasts with the record player and tape deck nearby.

1. Where does Yehudi Menuhin live?
2. What instrument does he play?
3. When did he perform for the public for the first time?
4. Circle the correct answer:
   Yehudi Menuhin's first performance was in:
   (a) San Francisco
   (b) London
   (c) Athens

5. Does he live in his home-town through out the year?

6. Briefly describe Yehudi Menuhin's studio. (3-4 sentences only)

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

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

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

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

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

D. Read the following passage and answer the questions:

Tokyo is an ugly city. There are hardly any beautiful or even good buildings; there are very few parks; there are no mountains or even hills inside or outside the city; there is no green
belt; there are few monuments worth looking at; the air pollution is terrifying; the perpetual noise deafening; the traffic murderous.

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

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

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

1. Is Tokyo environment friendly? Mention at least three characteristics that go against Tokyo.

2. Is Tokyo different at night? How?

3. What makes the city pleasant?

4. Does the author like the city? How does he describe it?

5. Write the words in the brackets which in the passage mean:
   
   (a) gives satisfaction  
   (b) atmosphere

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

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

Missing an Olympic medal by a whisker caused me more disappointment than the happiness which I expressed after winning the medals in the Asian Games and from my winning sequence all over the Europe. Looking back I would say it was a matter of luck. I am sure Ron Clarke would agree with that. The great middle-distance runner set 17 world records but could not win an Olympic gold. Even to this day, I regret not having entered the 200 metre race, where I could have figured among the medal winners. There is no question about it.
1. What disappointment does Milkha Singh talk about?
2. Why does his heart bleed?
3. Why does Milkha Singh mention Ron Clarke?
4. Write the words in the brackets which in the passage mean:
   (a) thought keeps coming again and again.       
   (b) different from what you expect.          
   (c) a narrow margin.                           
5. Which words describe Milkha Singh’s feelings best? why?
   (a) pain               (b) anger              (c) disappointment

(b) Poems

F. Read the poem given below:
   An Irish Airman Foresees His Death

I know that I shall meet my fate
Somewhere among the clouds above;
Those that I fight I do not hate
Those that I guard I do not love;
   My country is Kiltartan's poor.
   No likely end could bring them loss
   Or leave them happier than before,
   Nor law, nor duty bade me fight,

Nor publicmen, nor cheering crowds,
A lonely impulse of delight
Drove to this tumult in the clouds;
   I balanced all, brought all to mind,
   The years to come seemed waste of breath,
   A waste of breath the years behind
   In balance with this life, this death.

W.B. Yeats

A. Now answer the following questions:
   1. Which country does the airman belong?
   2. Who does he hate?
   3. ‘Those that I guard I do not love’. Does this line mean;
      (a) he hates the people he guards?
      (b) he dislikes the people he guards?
(c) he does not know the people enough to love them?

4. If he dies, will his country men's life be affected? Quote the lines that give you the answer.

5. Why does the poet use 'waste of breath' twice?

6. Does the poet like war? How do you know?

7. Is the tone of the poem:
   (a) cheerful?
   (b) sad?
   (c) encouraging?

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

   **The Road Not Taken**

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

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

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

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

   Robert Frost
Now answer the following questions:

1. Where did the two roads diverge?
2. Why did the poet choose the grassy road?
3. The phrase 'wanted wear' means:
   (a) the road needs repair.
   (b) the road was too difficult to travel on
   (c) not many people travelled on that road
4. 'Yet knowing how way leads on to way' means ________
5. Was the poet certain that he would travel on that road some day? How do you know?
6. Choose the correct answer:
   The poet uses the word 'road' to talk about ________ in life.
   (a) meeting failures   (b) taking decisions   (c) facing distractions
7. The words wood, stood and could rhyme in the first stanza. Which last words rhyme in stanzas 2, 3 and 4?
WRITING SKILLS-I

A. Note-making and short messages

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

(a) Note-Making & Messages

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

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

\[
\begin{align*}
\therefore & \quad \text{therefore} & < & \quad \text{smaller} \\
\because & \quad \text{because} & \text{no.} & \quad \text{number} \\
\leftarrow & \quad \text{before} & \# & \quad \text{house number} \\
\rightarrow & \quad \text{after} & c/o & \quad \text{care of} \\
> & \quad \text{greater}
\end{align*}
\]

Example:

History of Writing

The history of writing began in Mesopotamia around 3500 BC, when the need to keep records of property, dues and taxes arose. The cheapest and the most easily obtainable material on records was clay, which was rolled out into thin tablets, draw on while still damp, and then dried in the sun. The first scripts were word-signs; every object had its own symbol, normally a simplified picture of the object itself. The word-signs were drawn by pointed sticks.
In a short time a large number of symbols were designed in order to make accurate recording possible. There was, for example, a single word-sign for sheep but different symbols to describe rams, ewes, lambs and so on. The system soon became unmanageable as more and more symbols were added.

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

[Source: Encyclopedia or Inventions]

**History of Writing**

1. Writing began around 3500 BC in Mesopotamia
   
   - **Why**: for keeping records
   - **How**: symbols created on wet tablets made of clay then dried
   - **Characteristics**: every object own symbols (simplified pictures) of script drawn with a pointed stick
   - **Disadvantages**: too many symbols unmanageable
   - **Solution**: simplified script

2. Characteristics of New Script:
   - Symbols created by jabbing with wedge-shaped reed impressions (not drawing) called Cuneiform writing-Latin word.
   - Symbols reduced determinatives Symbols (value of adjectives)

   **Advantages (Adv.)**: Single symbol needed & determinatives added for details more manageable

**Exercises**

A. Read the following passage:

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

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

Classification of American rice

(a) How it looks:
   (i)
   (ii)
   (iii)

(b) How it is processed:
   (i)
   (ii)
   (iii)

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

The Indian Toll

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

[Source: Reader's Digest, January 2006]

I. Report on Road Accidents from Transport Ministry (2002):
   (a) No. of road accidents each year ________.
   (b) % accidents by bus drivers ________.
   (c) % deaths caused by these accidents ________.
   (d) Money spent on problems related to accidents ________.

II. Solution:
   (a) training drivers : ________ problems : ________
   (b) condition of drivers : ________
   (c) better roads - how?

C. Read the passage and complete the notes:

The Interim Test Range (ITR) was established in 1989 as a dedicated range for launching missiles, rockets and flight test vehicles. A number of missiles of different class including the multi-role Trishul, multi-target capable Akash, the anti-tank Nag missile. the surface-to-
surface missile Prithvi, and long range technology demonstrator Agni, have been test-fired from the ITR, BrahMos, the Indian-Russian joint venture, set up to develop supersonic cruise missiles has also been tested at this range. The ITR has also supported a number of other missions such as testing of the multi-barrel rocket launcher Pinaka and pilotless aircraft Lakshya. The ITR has also been made capable for testing airborne weapons and systems with the help of sophisticated instrumentation.

[Source : Ignited Minds: APJ Abdul Kalam]

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

D. Read the passage given below and make notes:

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

E. Make notes on the following passage:

The ancient kingdom of the pharaohs, Egypt, is one of the oldest civilizations with the recorded history of 5000 years. Egypt is the doorway between Africa and Asia. In recent times, the Suez Canal has made it an important country in the world. This country is a land of astonishing contrast between the rich and the poor, the lush Nile valley and the surrounding desert. Cairo, the capital, is an enormous overcrowded city with a population of over ten million people. It is considered a cosmopolitan city in the world. Another important city is Alexandria with a population of over four million people. The Greek historian Herodus, writing 2500 years ago, called Egypt the 'gift of the Nile', because its existence depends on the waters of this great river. The Nile is 669 kilometers long- the longest in the world. The rich soil deposited by the flood waters along the bank of the Nile has supported people
since its history began. The country consists of two deserts divided by the Nile valley. There are several big oases, to name a few - Baharya, Dakhla, Farafra. Egypt is hot, dry land with little rain except on the Mediterranean Coast. The average summer temperature in Cairo is 36°C, in winter it is 18°C. In recent years, Egypt has made big progress in industrial development and today it is the second largest industrial nation in the African continent after South Africa. Over 90% people are Muslims, but Egypt is not an extreme Islamic society. In this land of Cleopatra, women enjoy more freedom than anywhere else in the Arab world.

(b) **E-mail Messages**

*E-mail (Electronic Mail)* is the fastest means of communication these days. It is being used by people who have access to the *internet*. The *internet web* mail is a service that allows people to send and receive messages from across the world. Through the internet, it is even possible to send attachments, such as pictures and documents, along with the message.

Below is given a sample of filled-up e-mail format.

![E-mail Interface](image)

To send a message through e-mail the following steps should be taken:

1. Type your e-mail address in the 'from' slot.
   
   **Examples**: 11@yahoo.com; yetshen@yahoo.com

2. Type the e-mail address of the person whom you are sending the e-mail message in the 'to' slot.

   **Example**: ravi701@hotmail.com; spshing@bankofpunjab.com

3. Type the subject of the message in the 'subject's slot.

   **Example**: 'Hello!,' 'my certificates.'
4. Type the message in the 'message' slot. It should be brief but clear.

**Examples**:

(i) Coming on 16th Will stay with U for 2 days. Wife and children also coming. Hope not inconvenient to U.

(ii) Send my certificates required for filling form. Send by registered post.

5. Click on the 'send' button to send the message.

Here are some short forms (acronyms) which are commonly understood by the e-mail users

- ADN = Any day now
- BBL = Be back later
- DIKU = Do I know you?
- GA = Go ahead
- OIC = Oh! I see
- OTOH = On the other hand
- THX = Thanks
- TIA = Thanks in advance

People have the tendency of making the messages extremely brief to save money. Very often such messages lose clarity. Students, especially whose first language is not English, should avoid very brief messages, because they (students) might unlearn many things (such as grammar and spellings) they painstakingly learnt in the English class in the schools.

**Examples**:

C U at 3 in dept.
(See you at 3 in the department).

C U 4 T in eve.
(See you for tea in the evening)

Shyam coming on thurs A N so plz b there 4 sure.
(Shyam is coming on Thursday afternoon, so please be there for sure).

**Exercise**

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Name</th>
<th>Message to be sent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Surjit</td>
<td>Vipin</td>
<td>I am going to Government College</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:surjit@hotmail.com">surjit@hotmail.com</a></td>
<td><a href="mailto:goyal@vsnl.net">goyal@vsnl.net</a></td>
<td>for Women,</td>
</tr>
</tbody>
</table>
Amritsar to watch the play on 6 July 2004. Would you like to come? Let me know by Tuesday so that I can buy your ticket too.

My father wants to rent out the second floor of our house. There are two rooms, a kitchen and two attached bathrooms. He would like to have Rs. 2000 as rent. He will take two months rent in advance. He wants to rent out the house to students. Please put up a notice on your college notice board.

I have learnt that you are engaged.

Congratulations! Who is the lucky girl? Where does she live and what does she do? Let me know when you are getting married? Is the date fixed?

Sorry, I couldn't write to you earlier. I visited the south with my friend last month. We spent eight days there. We liked the Meenakshi Temple at Madurai very much. The sunset at Kanyakumari was fascinating. We also went to the Arbindo Ashram at Pondicherry. It was very peaceful there.

Love.
B. Letter Writing

Letters form an important part of written communication. One writes letters to friends and relations. Such letters are called informal or personal letters. Letters are also written to those who may not be known to us. They may be written for getting jobs, complaining against someone, applying for leave or ordering things and so on. Such letters are called formal or business letters. The layout of a personal informal letter is different from a business/formal letter.

(a) Informal Letters

Read the letter given below and observe the arrangement of the different parts:

Hostel No. 2
Model School
Shimla Hills
Dagshai (Solan, HP)
3 April 20....
Dear Papa

I reached here safe at 7pm day before yesterday. The journey was quite enjoyable. The hostel room, which I am sharing with three other girls, is quite airy and large. Each student has a cot, a table and a chair to herself. The mess is also quite clean, though I have already started missing the home food.

Yesterday I attended the school for the first time. There are about 65 students in my class. I think, I am perhaps the youngest of the whole group, but I didn't feel out of place. The entire evening I spent talking to the students, who like me, were the 'freshers'. I have met a student. Her name is Nimrat- who, I hope, will become my good friend. We plan to study together in the spare time. On Sunday we will be going to the market to buy books and other things. The market is quite close to our hostel.

Well, I must finish now. Please do tell mummy I'm quite comfortable here. I remember Bitu a lot.

Love to everyone

Yours

Supriya

The above letter is an example of a personal letter. The style is informal and conversational. The letter has six parts.

(a) address of the sender
(b) the date
(c) the salutation

[All the three parts are written on the left hand side. Some people still prefer to write the address and the date on the right, but the style used in the letter above is being used by most now].
(d) the body of the letter
(e) the subscription / closing of the letter
(f) the signature
(g) Another important point to remember is the address on the envelope. The pin code is an essential part of the address.

**Example:**

```
Mr. Tarlochan Singh Saini  
Vill. Kera Khera  
Tehsil Abohar  
Distt. Ferozepur  
Punjab 152 116
```

**Remember the following points:**

1. Write the address on the left-hand side. The practice of writing the address on the right-hand side should be avoided. The commas at the end of the town/city are also not used.

2. The **date** is also written on the left. There are several ways of writing the date. They are:
   - July 10, 2020
   - 10th July, 2020
   - 10 July, 20
   - 10/7/2020
   - 10/7/2020
   - 10-7-2020
   - 10.7.2020

3. When writing to a friend, address him by name (Dear Ajit, Dearest Ajit and not Dear/Dearest Ajit Singh Dhillon/A.S. Dhillon).

4. Commas should not be put after the name.

5. **The body of the letter**: It is the most important part of the letter. You must use simple, conversational English. The tone of the letter should be informal-personal.

6. **The subscription**: Use a suitable expression to close the letter. The common expressions are:
   - Yours sincerely
   - Sincerely your

   Yours (note that there is no apostrophe (’) before (s) in 'yours'. If one likes, one can also use a few phrases while closing the letter. They are:
   - Yours ever
   - With regards
   - With warm regards
With best wishes
With kind regards
Ever yours
With love to everyone at home
Looking forward to meeting you
With Love

Examples:

1. Asking a cousin to spend summer vacation together:
   
   1/5 Moti Bagh (East)
   New Delhi 110 006
   April 25, 20....

   My dear Golu

   Sorry for writing after a long time. I had been very busy with the exams. Luckily my hard work has been rewarded and I have passed the examination with good marks.

   During the short break before the school re-opened, I got busy helping my father in setting up a new shop in Karol Bagh. Now I am back to studies. I hope you and Meenu have also done well in the exam.

   We have not met for a long time, why don't you and Meenu, and if possible, aunty and uncle, visit us during the summer vacation? Although Delhi is quite hot during that time, yet going out in the evenings will be sheer joy. We can see the Qutab Minar, the Red Fort and the newly built Lotus Temple which attracts a lot of tourists. We will shop in Palika Bazar and Kamla Market. You, I am sure, will like having a ride in the Metro.

   I hope you will really make it. I am eagerly waiting for your visit.

   Your loving cousin

   Parmod

2. Apologizing for not attending a birthday party:

   29 Defence Colony
   BRS Nagar
   Ludhiana-141001
   12 June 20......

   Dear Anju

   I am really sorry that I couldn't come to your birthday party although I had promised you that I would attend it. I had made all the arrangements—my father was to come from office early to drop me at your house. At the last moment he was asked to attend a meeting called by his boss, so he was held up in office till late in the evening.
I am sure you must have had a nice time with your friends and relatives. Once again I sincerely apologize for not attending your party. However the loss is mine.

Yours ever
Sukhpreet

3. Letter from a father asking his son not to waste time in school:
151 Green Field
Sangrur (Punjab)
May 2, 20......

Dear Sonu
I hope you have adjusted well to the new routine of your school. You must be missing the home food and the comforts of home. I hope you realize how necessary it was for you to leave home to be in a good school to get proper exposure. From your letter I have learnt that you are busy till evening and left only with a few hours to relax and enjoy. I am sure you are using the spare time properly. Do read good books. Students are often attracted towards 'chatting' on the internet. There is no harm if something is done in moderation, but too much indulgence is not good. Also avoid bad company. Many students take to drugs. I think you are quite aware of the consequences of this deadly habit. If you like you can play some games, such as football, table tennis or hockey. It will not only keep you fit, but also enable you to enjoy and avoid bad company.
I hope I have not moralized too much. Your mummy and your sister miss you a lot. Do write to them.

With lots of love from all of us
Yours
Gurmeeet

4. Letter to a sister describing a school trip:
DAV School
Sector 8-C
Chandigarh-160009
18 August 20....

My dear Pooja
I hope you are keeping fit and fine. I am well and quite enjoying myself. I was away on a four-day trip to the Shimla Hills. The warden told me that you had called. I am sorry I ought to have informed you that I would be away from 14-17 August.
The students of both sections A and B of our class were taken on a trip to Shimla. We started early on 14th August by a private bus. Our first stop was at Kasauli. It was quite neat and clean. After buying tickets at the check post, we entered the town, which still has the ambience of the British era. We climbed the Monkey Point. I was one of the first few students who made to the top in a very short time. From the Monkey point we could see
the entire Kasauli town and the neighbouring areas. It was fascinating. We were told that at night time one can see lights of Chandigarh also. Soon we boarded the bus and while halting at one or two places, reached Shimla at 5 p.m. Since the tourist season is over, the city was not over-crowded. We went to the Mall and had dinner in one of the eating places there. The next day we went trekking to some places and collected specimens for our Biology Lab. Mr. Gupta, our Biology teacher, showed us some plants and rare herbs that grow in the hills. We also visited Mashobra and Naldera.

On 16th, we went to Kufri. Here we saw quite a few tourists. There was no snow, but we came to know that people like to come here for skiing in winters. I saw some yaks here and got myself photographed mounting one of them. The view was exotic here. We had planned to see some more places around Shimla, but it started raining heavily and we could not move out of the hotel. So we spent the evening indoors playing cards and singing. In Shimla I discovered that my best friend Harshit is a good singer.

On the last day, our way back to Chandigarh, we stopped at the Timber Trail and had a ride on the Trolley. It was real fun. I have bought something for you, but I won’t tell you now.

Now we are back to studies, working hard for the test we have the next week.

With lots of love
Yours sincerely
Vipin

5. **Condoling with a friend:**

5 Surya Apts
Rajgarh Road
Solan (HP)
2/1/20......

Dear Rohit

I learnt from the newspaper that your father expired on 31 December and that the kriya ceremony will be held on 12 January. I was very much upset to read the news. I understand he was quite hail and hearty. Later a friend told me that he was badly injured when he was knocked down by a bus, and that he struggled for life in hospital for three days.

I could never imagine that this could happen to him. But it was destined to happen. Your loss is irreparable. I deeply condole with you, aunty and your brother. Your grandmother must be in a great shock.

May his soul rest in peace!

With deep sympathies

Sincerely yours

Surinder
6. **Letter to brother on his bad performance:**
2/1 Jagjit Colony
Gurpal Nagar
Sirohi (Raj)
25 July 20.....

Dear Pappu

I had rung up father this morning to know how you failed in the exam. I was really upset (so was father), that you did not take the exam, as you feared you might not get through in Maths and English.

If you had feared that these subjects would pose problems for you, you should have asked father to arrange for some guidance.

Pappu, you should realise how difficult it is for our father to spare money for educating three children on a small salary. Moreover, his retirement is also approaching. You should have asked me to send you money for your tuition expenses. Do take studies seriously. I hope you are not wasting time like some non-serious students of your class. Remember we always wish for your well-being and whatever I have written is not meant to criticise you. Do take care of yourself.

Sincerely yours

Alok

7. **Congratulating a friend on the birth of a niece.**
3 Motibagh Ext
Ambedkar Complex
Meerut
31 August 20....

Dear Suchi

I am so happy to know that your sister has been blessed with a baby girl recently and that you have named her Ridhima. There must be a lot of excitement in your and your brother-in-law's family—especially when she is the first grand child. It is needed a blessing to have a daughter in the house. We are three sisters and my parents are extremely proud of us. Do you know both my sisters are working with the corporate sector? I pray that the little one does well in life and does her parents proud. Please congratulate everyone at home on my behalf. Hoping to meet you during the holidays.

Your friend

Smita
Exercises

You received the following E-mail from your friend whom you had invited for your sister’s wedding.

I met with an accident so I cannot attend the wedding.
Rajinder
Below is given a half-complete letter to Rajinder. Complete it with the hints given below:
88 Tagore Nagar
Patiala

9 October 20....
Dear Rajinder
I am sorry to learn that you met with an accident. When did it happen?

Hoping for your early recovery
Yours
Anand

Hints:
(a) Ask about his health/accident.
How did it happen?
How are you now?
Parents must be worried.

(b) Write a few lines about the marriage.
Missed you at the marriage.
Ceremonies delayed- heavy downpour
Arrangements disturbed
Groom and his parents showed concern

(c) Wish him to get well soon.

1. Write a letter to your sister along with a present on her birthday. Wish her all success in life.
2. Acknowledge a gift sent to you by your grandfather on your getting through class X examination. Thank him for his lovely gift. Also write about what you want to do now.
3. You visited a historical place with a group of friends. Describe the trip to your pen-friend John Smith who lives in Australia.
(B) FORMAL LETTERS

Formal letters are also called business letters. These letters are concise, to the point, brief and written in a formal tone. They include letters to editors of newspapers and magazines, applications for jobs/leave and other official letters.

**Read the letter given below and take note of the layout:**

406 Sector 18-A  
Chandigarh- 160018  
The Medical Officer of Health  
Health Department  
Chandigarh Administration  
Chandigarh  
5 Aug 20....

Dear Sir  
Subject : Removal of Garbage  
I wish to draw your attention to the fact that insanitary conditions exist in our sector. For the past several days the back-lanes have not been cleaned and the garbage has started stinking. The heaps of garbage have become a breeding ground for mosquitoes and flies. Stray dogs have scattered the garbage all over leading to unhygienic conditions. We fear an outbreak of Malaria and other diseases if proper steps are not taken. Kindly get the garbage removed and the backlanes sprayed with disinfectants, so that we live in hygienic conditions and get spared from diseases.  
Hoping for a speedy action  
Yours faithfully  

_H. Singh_  
(HARNAM SINGH)

**The above letter has the following parts :**

(a) Sender's address on the top of the left-hand corner. (Till recently writing the sender's address on the right-hand corner was popular).

(b) Address of the person/company/department etc. to whom the letter is addressed. This is also written on the left-hand side. (The practice of writing 'to' and 'from' before the sender's and the receiver's address has been done away with).

**Here are a few examples:**

Messrs Bhalla & Co.  
18 Narayan Chambers  
Court Road  
Ahmedabad-380006
The Executive Engineer (Electricity)
Chandigarh Administration
Chandigarh
Mr. R.N. Khosla
8 Mall Road
Shimla-3

(c) The date
Different ways of writing the date have already been discussed under informal letters.

(d) The salutation:
Sir, Dear Sir, Madam are the most common forms. If the person addressed to is known to you, full names, such as Dear Dr. M S Randhawa, Mrs. Kaushal, Mr. Kumar, can be used.

(e) The subject: To make things easier for the person(s) to whom the letter is written, subject is mentioned in a few words, for example:
inflated 'telephone bill', 'payment of bill', 'leave of absence', etc.

(f) Body of the letter:
This part contains the actual message. The letter should be brief, clear and courteous. Short forms such as hasn't, wouldn't, it'll, etc. should not be used. Certain phrases which were commonly used earlier, should be avoided. Following phrases may be used.

Your letter is at hand.....
I beg to state......
I request for your esteemed favour.
..... your letter of 22nd instant....

(g) The subscription: While closing the letter, the most common forms used are:

Yours truly
Faithfully yours
Yours faithfully

[Sincerely yours, Yours sincerely (the common forms used in informal letter) are not normally written]

Phrases such as given below are also avoided:

Your most humble servant
Your obedient servant
Yours respectfully

Remember if personal name is used in the salutation, in the subscription 'Your sincerely' or 'Sincerely yours' not 'Yours faithfully' or 'Faithfully yours' are used.

(h) The signature:
In formal letters full signatures (not just the first name) should be used. Below the signature, the name of the person and position, if necessary, should be written. For example:

B Singh

[BALWANT SINGH]
Manager
Examples of formal letters:

1. **Complaining against delivery of an inferior electric iron:**

   Harsimran Singh
   Vill. Ghuman Khurd
   Distt. Gurdaspur
   Punjab-143518
   16 December 20...

   M/S Rawail & Sons
   Tagore Nagar
   Civil Lines
   Ludhiana - 141001
   Subject : Inferior Electric Iron
   Sir
   I had ordered an electric iron (make, black & Decker). In response to my letter dated 26 October '05, I received an iron by VPP. On opening the parcel, I found that instead of the brand I ordered, I was sent another make (Super). I am not at all satisfied with that iron. Moreover, I have paid much more for this inferior iron. Kindly ask your local dealer to get the iron replaced.
   Hoping for an early compliance
   Yours faithfully
   **Harsimran Singh**
   (HARSIMRAN SINGH)

2. **Ordering a magazine:**

   Sushma Gupta
   44A Preet Nagar
   Ambala Cantt Haryana-33001
   10 January 20....

   The Editor
   Femina
   Times of India Building
   Dr. D.N. Road, Fort
   Mumbai,-560044
   Subject: Subscribing to Femina
   Dear Madam
   I would like to subscribe to your fortnightly magazine, Femina. Kindly send a copy of the magazine by VPP and get the year's subscription collected.
   Yours faithfully
   **Sushma Gupta**
   (SUSHMA GUPTA)
3. **Ordering stationery items:**
Yashvir Trikha
1035, Dhab Khatikan
Amritsar
M/s Payare Lal & Sons
Books Market
Jalandhar
March 7, 20...

Subject : Supply of Stationery items.

Dear Sir

Below is given a list of stationery articles which I wish to purchase from your shop.

- Pencils (HB, Soft) 8 doz
- Erasers (Medium Size) 5 doz
- Note-books (Single line, 144 pages) 7 doz
- Ball-point Pens (Tips, Black) 3 doz

Kindly send these articles at the earliest.

Yours truly

*Yashvir Trikha*
(YASHVIR TRIKHA)

4. **Complaint against a taxi driver:**
Dr. Hitender Shah
Patel Nursing Home
40, Sansoon Road
Pune-411001
The Superintendent of Police (Traffic)
Police Headquarters
Pune-411001
3 November 20...

Subject : Complaint against taxi driver

Dear Sir

On 2 November 20... around 10 am I hired a taxi from Apsara Apartments taxi stand for Ganesh Temple, Ambedkar Road. The Registration No. of the taxi was MHP-01-3287. On the way the taxi driver started misbehaving with us. He stopped at several places and
even spent some time buying things in Daulat Bazar. So he wasted a lot of our time. When we objected to this, he left me, my wife and two small children on the road. We had to board a bus to reach our destination. For a professional like me time means a lot. I am writing this letter with a request that strict action should be taken not only against the taxi driver but also the taxi owner for employing such an irresponsible driver.

Faithfully yours

Signature
(DR. HITENDER SINGH)

5. Letter of complaint to the Editor of a newspaper:

Wazir Hussain
163, East Complex
Sector 26
Chandigarh-160019
October 25, 20....

The Editor
The Jagriti
Adampura Road
Azad Nagar
New Delhi-110015
Subject : News item in the Jagriti dated October 23, .......

Dear Sir,

Please refer to the news item 'Road Blocked' published in your newspaper dated 23rd October 20..., in which some remarks were made against our community. It has deeply hurt our feelings. We are responsible citizens of India and follow the rules and regulations like members of any other community. I hope you understand our sentiments and take suitable action against the reporter who filed that news item. I also wish that your paper apologizes to our community.

Anticipating an early action

Yours truly

Signature
(WAZIR HUSSAIN)

6. Complaint against the poor bus service:

2/5 Village Nabha
Distt. Patiala
Punjab
The Manager
Chandigarh Transport Undertaking
Chandigarh
8 January 20....

Subject : Complaint against the poor bus service
Sir
I would like to draw your attention to the poor bus service from my village (Nabha) to Patiala. I study in Mohindra College, Patiala and commute daily. Buses are supposed to pass through my village every hour. The 8.30 bus in the morning is often late. Moreover, it is so over-crowded that many a time the driver does not stop. As a result I am seldom in time to attend my class which begins at 9 am.
I request you to take note of this problem and instruct the drivers to be regular and make a stop at our bus stop.
Hoping for an early action

Yours faithfully

Signature

[MOHIT KUMAR]

7. **Applying for a Job:**
The following advertisement appeared in the Indian Express dated January 7, 20...

```
Wanted smart, active, 10+2 girl as
Office Assistant, SCO 335, Sector 9, Chandigarh.
Apply with bio-data
```

Read the application written in response to the advertisement.

Sumeet Bakshi
438, Phase-2
Mohali
8 January 20...

The Advertiser
SCO 335, Sector-9
Chandigarh

Dear Sir

Subject: Application for the job of an Office Assistant.

I saw your advertisement in the Indian Express of 7 January 20... for the post of an Office Assistant. I wish to apply for the job. The biodata listing my qualification and experience is enclosed.

I shall be happy to present myself for an interview.

Yours faithfully

Signature

[SUMEET BAKSHI]

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

Name : Sumeet Bakshi
Date of Birth : 06.06.1985
Present Address : 203, Phase-2, Mohali.
Sex : Female
Qualification : 10+2
Experience : Taught under Adult Education Scheme at night school for 6 months
(June to November 2005)
Special Interests : Badminton, Sewing
Languages known : Punjabi, Hindi, English
Reference : Mrs. Pritam Kaur Bedi, Principal, Govt. Senior Secondary School,
Phase 3B1, Mohali (Punjab)

8. Request for character certificate to do a summer Job:
203, Phase IX
Mohali (Punjab) 160062

The Principal
Govt. Senior Secondary School
Phase XII
Mohali (Punjab)
30 March 20...
Subject : Request for issuing a Character Certificate.
Sir
I wish to take up a summer job in a restaurant in Chandigarh during the summer vacation.
For this, my employer wants me to produce a character certificate. I was a student of XB
and have appeared for the PSEB Examination this March. I had taken part in all the activ-
ies arranged by the school and also represented the school in Drawing and Painting Com-
petition twice. I was awarded a second prize in one of them. I also took part in the one-act
play enacted during the Annual Prize Distribution Function held in November last year.
I would feel obliged if the certificate is issued at the earliest.
Thanking you
Yours faithfully
Signature
(Gurdeep Singh)
(Student : Class XB, Roll No. 14)

Exercises

(a) Write a letter to Hilton Store, RA Kidwai Road, Kolkata- 700016, complaining about the
wrist watch purchased from the shop a month ago.
(b) Write a letter of application to the Headmaster, Govt. High School, Sohana (Punjab), asking
for a transfer certificate. State the reasons why you need the certificate.
WRITING SKILLS-II

(PARAGRAPH WRITING)

Paragraph writing involves a number of sub-skills. One has to collect ideas, organize them, and then put them in right order in grammatically correct sentences. One has to make choice of appropriate words, take care of their spellings and also of punctuation to avoid ambiguity. In other words one has to collect ideas, organize them in logical order, draft a piece of composition, edit it and re-draft it. In order to make writing easy for the school students, hints are provided in the form of outlines, pictures, graphs, flow-charts etc.

(a) Describing People

Example:

Mr. M.S. Bedi is my neighbour. He is around 82 years old. He taught as a professor of Mathematics in various government colleges of Punjab before he retired. After his retirement, he did not sit idle and engaged himself in social work, which included teaching the poor students. About a decade ago, in order to help the poor and needy orphans, he sold off his big house situated in a posh locality and moved into a smaller one in another sector. With the money he got by selling his house, he bought a piece of land in a village not very far from the city he lives in. There he set up an orphanage. He approached the sarpanch of that village and with his help he identified some poor boys and brought them with him. Now he looks after them and sends them to a near-by government school to study. He has also opened a dispensary for the villagers who cannot afford expensive treatment. He is also planning to open a vocational centre for training girls in sewing and other skills so that they become independent. People have great respect for him because he has achieved so much in spite of his old age and the handicap—he was struck by polio in his childhood.

Points of remember while writing a paragraph:

1. Collect ideas that are suitable to the topic.
2. Organize ideas in a proper sequence.
3. Use linking words to have continuity of ideas.
4. Write only grammatically correct sentences. Use simple language. Avoid sentences with too many clauses. This may lead to ambiguity.
5. Re-read what you have written. Check spelling and punctuation. Rewrite the paragraph if necessary.
Exercises

A. Write a paragraph of 10-12 lines taking help of the hints given:


B. Make use of the information given below and write a paragraph of 10-12 lines on the tribals of Orissa;

Location: Live in forests of Kalahandi _______. in one of the districts of Orissa _______. a backward one.

Description: Dark skin, black hair. Women wear bright coloured saris _______. tuck flowers in their hair. Men wear loin cloth _______. no shirts.

Beliefs of the tribals: Ruled by kings before the Independence _______. Still believe India ruled by kings. Illiterate _______. no schools _______. No modern means of transportation. _______. No motorable roads. _______. Cut off from the world. _______. No idea of currency notes. _______. Still have barter system. Live in groups. _______. Have common property, _______. believe it is common like air and sunshine. Practice black magic-Cure disease with herbs- Set bones by rubbing oils.

The beginning and the end of the paragraph is given below:

There are many tribal groups in Orissa. They live in remote places. One such group lives _______.

There should be good government schemes to educate these people to bring them to the main stream.

(b) Describing Places

Example:

The north coastal region of Andhra Pradesh is one of the most beautiful parts of the state. It is known for its golden sand beaches and dense forests. Riverlets, caves, hills, valleys and wildlife offer the tourists an amazing experience. Tyda Jungle Bell Nature Resort situated in this region is worth visiting. This place is located 75km. away from Vishakapatnam on the Araku Road, Tyda. Jungle Bell is the name of the nature camp which is so different from other places. People living in crowded cities come to this place to know about the role nature plays in their lives. They have a very nice time here. Tyda is an ideal place for
watching the wildlife and some rare birds. One can also go rock-climbing, trekking and target-shooting with bow and arrows. Here tourists are also trained to understand the language of birds and animals. If one wants to enjoy nature, Tyda is the right place to visit.

**Exercises**

A. **Write a paragraph on the Golden Temple with the help of the hints given:**

Amritsar is also called guru-ki-nagari ---- famous for the Golden Temple---- The temple---- situated in the city----surrounded ---- narrow lanes. The golden shrines, built in the middle of the sarover shines at sunrise and sunset---- Built by Guru Arjan Dev Ji---- It is an exprience ---- when ---- Granth Sahib brought out from the Akal Takhat. It---- amidst chanting of hymns and blowing of bugles. ---- The Akal Takhat, facing ---- Harmandir Sahib, built by Guru Hargobind Ji.---- Used for holding courts ever since built ---- The complex has a museum ---- rare paintings, books, shashtras---- Describe lives of the gurus ---- Near Darshani Deori ---- big bazaars ---- sell gutakas, karas and other articles ---- Home made Papad----Varian, chura-bangles and also dry fruit are sold at near-by shops. ---- Mouth-watering sweets and lassi main attractions ----Number of hotels ---- guest houses for tourists to stay --------A sarai for pilgrims ---- worth visiting place.

B. **With the help of the information given below, write a paragraph of about 10-12 lines about Canada, the largest country of the world:**

<table>
<thead>
<tr>
<th>Area</th>
<th>9 976 139 km</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>32,000,000</td>
</tr>
<tr>
<td>Capital</td>
<td>Ottawa</td>
</tr>
<tr>
<td>Currency</td>
<td>Canadian dollar</td>
</tr>
<tr>
<td>Language</td>
<td>English, French</td>
</tr>
<tr>
<td>Climate</td>
<td>In winter very cold-some regions (-65°C). Average temperatures in Ottawa ranges from -15°C to -6°C in January and 15 to 26°C in July.</td>
</tr>
<tr>
<td>Main products</td>
<td>fruit, vegetables, livestock, tobacco, copper, zinc, iron, salt and oil and natural gas.</td>
</tr>
<tr>
<td>Major industries</td>
<td>agriculture, forestry, food-processing, transport, chemicals, oil and gas refining and cement</td>
</tr>
<tr>
<td>Main exports</td>
<td>vehicles, machinery, foodstuffs, natural gas, meat, coal and timber</td>
</tr>
</tbody>
</table>

(C) **Describing Events/ Incidents**

**Example:**

Pritam Lal is a reckless driver. He always drives very fast. Last week when he was driving round the bend in a hilly area, a herd of sheep came before his truck. Pritam Lal pressed hard on his horn but the sheep did not move. So he moved his steering wheel towards the left to save them. But he lost his balance and struck against a huge rock. Unluckily there was a labourer sitting near the rock. He was badly hurt. So was the cleaner of the truck.
Pritam Lal could not move because the steering wheel pressed hard against his chest. They were all bleeding profusely. There was no one around. After a few minutes, a car drove past and the driver stopped to see what had happened. The owner of the car and his driver managed to get Pritam Lal out of the truck. But he was breathing with great difficulty. He had the other injured people taken to a near-by hospital. All, including Pritam Lal, are still in hospital. Pritam Lal is battling for his life.

**Exercises**

A. **Write a paragraph with the help of the outline given:**

Mr. Ramanathan and his family---out of town. --- Attend a wedding. No one --- home. -- House --- locked--- Thief broke into house. --- Wife’s jewellery, valuables, --- money stolen --- Neighbour saw lights on --- Informed police. --- Police came along with a dog. --- Found thief’s glove. --- Dog sniffed --- scent --- thief. Policemen took fingerprints. --- Dog took policeman to--- thief's house. --- Thief had to admit the crime. Burglary solved in two days. Policemen rewarded.

B. **Suppose you were in Mumbai when many people of the city were marooned because of the heavy rainfall in July ............... . Write a paragraph of about 10-12 lines about that incident with the help of outline. The beginning and the end of the paragraph are already given:**

On July 26, ............ I was busy shopping in a famous crowded market although it was raining. Gradually --- started raining heavily. --- Impossible --- move away --- --- I took shelter --- shop. Soon --- place got flooded --- Water started entering the shops --- . Articles started floating --- Shopkeepers tried to retrieve valuable articles. Failed --- Entire area --- submerged. --- People ---stranded on roads --- vehicles stopped. People stayed on in parked cars, --- others took shelter in houses-shops. It --- risky for school children. --- Suddenly it started raining like hell. People ran for safety. Now water 6-7 feet. People moved to first floor--- shops and houses. In no time the army swung into action--- Volunteers started helping --- with food and water. --- Went on for 24 hours. I cannot forget this horrifying experience.

C. **Write a paragraph on ‘Lohri’ based on the hints provided:**

Lohri-festival of fun and frolic --- celebrated --- January which --- peak of winter, --- related to folklore of Dula and Bhatti. People build bonfires---homes or mohallas. --- special arrangements for celebrations --- for a newly married son. Also --- celebrated on a large scale where a son is born. --- Some --- perform Gidha or Bhangra to the beats of the drums. Children form groups---go door to door singing- just like Christians sing hymns during Christmas. --- Collect money-sweets. Lohri a busy festival --- People visit several homes on a single evening.

‘अभिव्रतिरिक्ता भावनावत फेऐन सिंवा डिगू बिखारा’, धनबाद
(d) **Describing Procedures**

**Example:**

It is very easy to make a candle. First wax is broken into small pieces. Then water is boiled in a double boiler. Now the wax is put in the top container of the double boiler to melt. It is made to boil to 21°. Care is taken not to over boil it because if heated more it starts smoking. If one wants coloured candles, colour is added at this stage. A wick is inserted inside a mould which is lubricated from inside. It is made sure that the wick does not fall inside the mould by placing a rod across on its top. The wick is tied to it. Now the melted wax is poured into it. The filled mould is put into a bucket containing cold water. The weight is removed and the wax is left to harden over night. Next day the candle is gently pulled out. The candle is ready.

**Exercises**

A. **With the help of the hints given, write a paragraph describing the way in which papier-mache toys are made out of waste paper.**

In order to make toys with papier-mache, old newspaper sheets are taken. --- torn into small pieces. --- The pieces -soaked in water overnight. Next day --- mixture boiled for half an hour. ---. Mixture whipped till soft-pulpy. Water squeezezd out --- two tablespoon white gum added to the mixture. --- Mixture stirred well. Toys made --- left to dry overnight (or more time---if needed). --- Toys painted --- water-based colour. --- to make them water proof, two or three coars of lacquer given. Masks are also made the same way.

B. **Note down the steps for making gajrela:**

1. Wash and peel 3kg. carrots
2. Grate them
3. Mix 2½ kg milk with the carrots
4. Put the mixture in a pan and boil it till the mixture is very thick
5. Add 3/4 cup of sugar and 250 gm khoya
6. Stir the mixture till it becomes thick-stir continuously -- mixture should not stick to the pan
7. Remove the pan from the fire
8. Add nuts
9. Let the gajrela cool
   
   (Can be served hot also)

Now write procedure mentioned above in the form of a paragraph. Begin like this:

It is very easy to make gajrela at home. Take three kilograms of big size carrots and wash them properly. Then ----