

BASIC KNOWLEDGE OF ENGLISH GRAMMAR

BAENG-101

Self Learning Material



Directorate of Distance Education

SWAMI VIVEKANAND SUBHARTI UNIVERSITY

MEERUT-250005

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B.A. English 1st Year (I- Sem)
Basic Knowledge of English Grammar
Course Code: BAENG101

Course Objectives-

To enable the students to-

1. Acquire Knowledge of English Grammar.
2. Develop understanding of desirability of Conducive Environment.
3. Apply guidance ability to solve personal, academic and vocational problems.

| | |
|-------------------|--|
| Unit-one | Sentence and its kinds of sentences, Transformation of sentences Tense aspects: Indefinite, continuous, perfect and perfect continuous, Use of Tenses, |
| Unit-Two | Common Errors, Punctuation, Active and passive voice. Direct and indirect narration, Synonyms and antonyms. |
| Unit-Three | One word substitution, Idioms and phrases, Homonyms and homophones. Application (Element and Structure) |
| Unit- four | Paragraph, Writing paragraph on story, Letters (Formal and informal) Essay Writing. |

Recommended Readings:

- Fluency in English part-1, Macmillan, Delhi,2005, Units 1-18
- Business English, Pearson, Delhi,2008, Units 1-3
- Language through Literature (forth coming). Dr. Gauri Mishra, Dr. Ranjana Kaul, Dr. Brat Biswas, Primus Books, Delhi,2005, Chapter 1-17
- Martin Hewing, Advanced English Grammar, Cambridge University Press, New Delhi, 2010, Unit 1-60.

UNIT

*Sentence and Its Kinds,
Sentence Transformation,
Aspects of Tense and
Use of Tenses*

NOTES

1

SENTENCE AND ITS KINDS, SENTENCE TRANSFORMATION, TENSE ASPECTS AND USE OF TENSES

STRUCTURE

- 1.1 Objectives
- 1.2 Introduction
- 1.3 Sentence and Its Kinds
 - 1.2.1 Simple Sentence
 - 1.2.2 Compound Sentence
 - 1.2.3 Complex Sentence
- 1.4 Transformation of Sentences
 - 1.4.1 Sentences with Adverb 'Too'
 - 1.4.2 Sentences with a Comparative Degree
 - 1.4.3 From Positive to Comparative and Superlative
 - 1.4.4 Interchange of Affirmative and Negative
 - 1.4.5 Interrogative into Assertive and Vice Versa
 - 1.4.6 Interchange of Exclamatory and Assertive Sentences
 - 1.4.7 Substituting One Part of Speech for Another
 - 1.4.8 Simple Sentences into Compound Ones
 - 1.4.9 Compound Sentences into Simple Ones
 - 1.4.10 Simple Sentences into Complex Ones
 - 1.4.11 Complex Sentences into Simple Ones
 - 1.4.12 Complex Sentences into Compound Ones
 - 1.4.13 Compound Sentences into Complex Ones
- 1.5 Tense Aspects and Use of Tenses
 - 1.5.1 The Present Tense
 - 1.5.2 The Past Tense
 - 1.5.3. The Future Tense

NOTES

1.1 OBJECTIVES

After studying this unit, you will be able to:

- explain about sentences,
 - know the types of sentence,
 - use and differentiate all sentences,
 - transform sentences,
 - know the aspects of tense, and
 - use tenses appropriately.
-

1.2 INTRODUCTION

Sentence and Its Kinds:

A sentence is a group of words containing a subject and a predicate. Sometimes, the subject is “understood”, as in a command: “[You] go next door and get a cup of sugar.” That probably means that the shortest possible complete sentence is something like “Go!” A sentence ought to express a thought that can stand by itself, but it would be helpful to review the section on Sentence Fragments for additional information on thoughts that cannot stand by themselves and sentences known as “stylistic fragments”. Sentences are also defined according to function: declarative (most of the sentences we use), interrogative (which ask a question — “What’s your name?”), exclamatory (“There’s a fire in the kitchen!”), and imperative (“Don’t drink that!”). A sentence may be simple, complex or compound. When a sentence has one independent clause, it is called simple sentence.

Example: He won the race.

When a sentence has one clause and one or more subordinate clauses, it is called a complex sentence.

Example: He won the race and got an award.

When a sentence has more than one main clause, it is called the compound sentence.

Example: He wanted to participate in the race, but he met with an accident.

Sentence Transformation:

We can, for example, transform an exclamatory sentence into an assertive sentence or vice-versa. We can also transform simple sentences into complex or compound sentences. To transform a sentence is to change it from one grammatical structure to another without altering its meaning.

Tense Aspects and Use of Tenses:

Tense indicates the time of an action or event. The tense of a verb expresses the time of an action and the degree of its completeness. It tells us whether it took place in the past (the past tense), whether it takes place now (the present tense) or whether it will take place sometime in the future (the

future tense). The verb shows the time of an action by changing its form. There are four aspects of tenses: **indefinite, continuous, perfect, and perfect continuous**. The aspect of a tense allows us to describe or understand how an event unfolds over time.

NOTES

1.3 SENTENCE AND ITS KINDS

In this chapter, we will see how sentences are classified on the basis of combination of clauses.

But, before we do that, let us first revise what a clause is. A clause is that part of a sentence which has a subject and a (only one) finite verb of its own.

- A clause that can stand independently is called the *main* or *principal clause*. Main clauses having equal status in a sentence are called coordinate clauses. They are joined by coordinating conjunctions.
- Some examples of coordinating conjunctions are *and, or, either...or, but, yet, etc.*
- A clause that cannot stand alone and is dependent on another clause is called a *subordinate clause*. Subordinate clauses are joined to their main clauses with the help of subordinating conjunctions.
- Some examples of subordinating conjunctions are *that, who, why, what, when, etc.*

Examples:

(i) Children derive a great pleasure from playing games and cannot do
co. clause
without their daily dose of playing time.
co. clause

(ii) He loves the work that he does.
prin. cl. sub. cl.

(iii) I do not know what to say.
prin. cl. sub. cl.

(iv) He has been punished because he lied.
prin. cl. sub. cl.

(v) He is not only foolish but (he is) also arrogant.
co. clause co. clause

Now, let us learn how, on the basis of combination of clauses, sentences are classified into the following:

1.3.1 Simple Sentence

A sentence, which has only one subject and only one finite verb, and which wholly acts as the principal (main) clause, is called a Simple Sentence.

Examples:

(i) The Principal rewarded Akshay for his honesty and bravery.
s v

(ii) A strong puff of wind blew the flickering lamp out.
s v

NOTES

(iii) The common man has nothing to do with politics.

s v

(iv) They did not accept my invitation to the party.

s v

(v) As the President of the Residents' Welfare Society, he is respected by one and all.

s v

(vi) Having completed the work, he kept the project file inside the cabinet.

s v

(vii) They endured all the humiliation without showing any emotion, whatsoever.

s v

Remember

- ◆ A clause, which has an independent meaning and on which the other clause(s) depend(s), is called the principal clause.
- ◆ A simple sentence can be said to have no other clause than itself.

1.3.2 Compound Sentence

A Compound Sentence is one in which there are two or more coordinate (of equal rank) clauses, providing contextual support to one another.

Examples:

(i) Rita recited a patriotic poem and Rosy presented an act of break dance.

co. clause

co. clause

(2 main/coordinate clauses joined by *and*)

(ii) He is either ignorant or he has gone insane.

co. clause

co. clause

(2 main/coordinate clauses joined by *either...or*)

(iii) Something was certainly amiss, for I could sense tension in the air.

co. clause

co. clause

(2 main/co. ordinate clauses joined by *for*)

(iv) I was all right; only I felt drained out.

co. clause

co. clause

(2 main/coordinate clauses joined by *only*)

(v) I picked up my bag, started the motor cycle and left for college.

co. clause

co. clause

co. clause

(3 main/coordinate clauses)

(vi) The four sons were lazy, so their father wanted them to learn a lesson that they would never forget.

co. clause

co. clause

sub. clause

(2 main/coordinate clauses + 1 subordinate clause)

(vii) He is a corporate lawyer and (he is) an orator par excellence

co. clause

co. clause

who has never lost a case while his wife is a public prosecutor

sub. clause

co. clause

who is dreaded for her merciless grilling.

sub. clause

(3 main/coordinate clauses + 2 subordinate clauses)

NOTES

Remember

- ◆ Coordinate clauses are independent in sense and are of equal status or rank.
- ◆ In compound sentences, coordinate clauses are joined by coordinate conjunctions like *and*, *but*, *so*, etc.
- ◆ A compound sentence has one of its coordinate clauses functioning as the principal (main) clause.

1.3.3 Complex Sentence

A Complex Sentence has one principal (main) clause and at least one subordinate (dependent) clause.

Examples:

(i) The criminal confessed that he was guilty.

prin. cl.

sub. cl.

(ii) The minnows lost the match although they gave the favourites a run for their money.

prin. cl.

sub. cl.

sub. cl.

(iii) The arrangements were as bad as they could be.

prin. cl.

sub. cl.

(iv) Give me whatever is ready to eat. [Principal clause: Give me () to eat.]

sub. cl.

(v) I do not know why the consignment has not arrived yet.

prin. cl.

sub. cl.

(vi) Do you know where you were born?

prin. cl.

sub. cl.

(vii) That the lapse will not occur again is our unanimous resolve.

sub. cl.

prin. cl.

Each kind of sentence—simple, compound and complex—can be transformed into the other two kinds.

Remember

- ◆ A subordinate clause is a dependent clause and it depends on the principal (main) clause for the completion of its meaning.
- ◆ In some complex sentences, subordinate clauses occur as the *subject* or *object* of the main verb and, thus, form an integral part of their principal clauses. See examples (iv) and (vii) above.

NOTES

CHECK YOUR PROGRESS

- A. *Identify the coordinate clauses or the main and subordinate clauses, as the case may be, in the following sentences.*
1. He practised daily and became a professional in no time.
 2. It was owing to his diligence that he emerged as the victor.
 3. He saved the child though he had put his own life at risk.
 4. Nandan decided to lie down for a while because he was feeling dizzy.
 5. Neither a borrower, nor a lender be.
- B. *Identify whether the following sentences are simple, compound or complex.*
1. Those who have no reason to smile are indeed poor.
 2. Why are you looking so forlorn?
 3. Blessed is he who doesn't have to make an effort to feel cheerful.
 4. My father works in a private organisation but my mother is a government servant.
 5. How is your grandfather now?
 6. You and your sister can participate as a team in this competition.
 7. Can you tell me when the storm is predicted to occur?
 8. That she is down with typhoid is true.
 9. Mohan was expelled from the school because he did not mend his ways even after repeated warnings.
 10. The tomatoes are quite fresh while the potatoes are rotten.

SUMMARY

- A sentence is a group of words containing a subject and a predicate.
- A simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought.
- A compound sentence contains two independent clauses joined by a coordinator. The coordinators are as follows: for, and, nor, but, or, yet, so.

KEYWORDS

Simple Sentence: A sentence has subject and verb.

Compound Sentence: A sentence contains two independent clauses joined by a coordinator.

Complex Sentence: A sentence contains an independent clause joined by one or more dependent clauses.

REVIEW QUESTIONS

*Sentence and Its Kinds,
Sentence Transformation,
Aspects of Tense and
Use of Tenses*

1. Define sentence and its types.
2. Write 10 sentences and specify whether each of them is simple, compound or complex.
3. Define a complex sentence with examples.

NOTES

1.4 TRANSFORMATION OF SENTENCES

1.4.1 Sentences with Adverb 'Too'

1. We can change the form of a sentence containing the adverb 'too', as shown below:
 1. It is never too late to learn.
One can always try to learn.
 2. He is too honest to cheat anyone.
He is so honest that he cannot cheat anyone.
 3. Natwarlal was too clever to be caught.
Natwarlal was so clever that he couldn't be caught.
 4. The job was too hard for me to do it alone.
The job was so hard that I could not do it alone.

CHECK YOUR PROGRESS

- A. Rewrite the following sentences so as to get rid of the adverb 'too'.
1. His heart was too full for words.
 2. The old man was too weak to walk.
 3. He was too late for the 11 o'clock train.
 4. He is too good to be dishonest.
 5. The news is too good to be true.
 6. This question is too difficult for Ramesh.

NOTES

2. *We can reverse the process and add 'too' to turn the complex sentence into a simple sentence.*

1. He is so selfish that he will not help you.

He is too selfish to help you.

2. He was so frightened that he could not speak.

He was too frightened to speak.

3. He is so intelligent that you cannot cheat him.

He is too intelligent for you to cheat.

CHECK YOUR PROGRESS

B. *Rewrite the following sentences using 'too'.*

1. He is so proud that he will not seek my help.

2. He is so ignorant that he cannot use computers.

3. The tree was so high that he could not climb it.

4. He speaks so fast that we cannot understand him.

5. The bag was so heavy that I could not carry it.

6. Faith in someone beyond a proper limit becomes blind faith.

7. He is so noble that he cannot harbour ill-feelings.

8. The water was so polluted that it could not be drunk.

1.4.2 Sentences with a Comparative Degree

If a sentence has an adjective or adverb showing comparison, the sentence can be transformed by changing the degree of comparison.

1. *From Comparative to Positive.*

1. Sita is taller than her sister.

Her sister is not as tall as Sita.

2. Modi is more popular than other leaders.

No leader is as popular as Modi.

3. Sohan is not stronger than Mohan.

Mohan is at least as strong as Sohan.

CHECK YOUR PROGRESS

*Sentence and Its Kinds,
Sentence Transformation,
Aspects of Tense and
Use of Tenses*

C. *Rewrite the following sentences using the positive degree of comparison.*

1. Delhi is more important than any other city of India.
2. It is easier to preach than to do.
3. Rose is not fairer than my love.
4. Some planets are bigger than our earth.
5. He is not more talented than you.

NOTES

2. *From Superlative to Positive*

Examples

1. This is the best book on English Grammar.
No other book on English Grammar is as good as this.
2. He is the oldest boy in the class.
No other boy in the class is as old as he.
3. Rose is the most beautiful flower.
No flower is as beautiful as rose.

CHECK YOUR PROGRESS

D. *Rewrite the following sentences using the positive degree of comparison.*

1. Everest is the highest mountain peak in the world.
2. Light travels the fastest.
3. Australia is the largest island.
4. Helen was the most beautiful woman.
5. She loves her son the most.

1.4.3 From Positive to Comparative and Superlative

Examples

1. Positive: No book is as popular as the Ramayana.

NOTES

Superlative: The Ramayana is the most popular book.

Comparative: No book is more popular than the Ramayana.

2. Positive: No state of India is as big as U.P.

Comparative: U.P. is larger than any other state of India.

Superlative: U.P. is the largest state of India.

CHECK YOUR PROGRESS

E. *Change the degree of comparison of the following sentences without changing the meanings.*

1. King Cobra is the most deadly of all snakes.
2. Few countries in the world are as large as India.
3. The bullet train runs faster than all other trains.
4. Kolkata is one of the biggest cities of India.
5. Even sound cannot run as fast as some aeroplanes do.
6. He likes philosophy more than fiction.
7. Kashmir is the most beautiful part of India.
8. Virat is as good a batsman as any other batsman in the world.
9. Haryana is richer than Bihar.
10. Gold is more precious than silver.

1.4.4 Interchange of Affirmative and Negative

Sentences can sometimes be changed from positive into negative and negative into positive without changing their meaning.

Examples

1. He loved his brother.
He was not without love for his brother.
2. I am sure it was he.
I have no doubt that it was he.
3. There has been no leader as great as Gandhi.
Gandhi has been the greatest leader.
4. No body was absent.
Everyone was present.

5. None but a beast could be so cruel.
Only a beast could be so cruel.

NOTES

CHECK YOUR PROGRESS

- F. *Change the following sentences—negative into positive and positive into negative without changing the meaning.*
1. Honesty is the best policy.
 2. He made no objections to the proposal.
 3. It is not possible for a man to be always right.
 4. He refused to hear me.
 5. I do not like to meet him.
 6. He died young.
 7. God will not forget us.
 8. Everyone was happy there.
 9. No one doubts your intention.
 10. She loves him.
 11. Ram is an intelligent boy.
 12. This knife is not blunt.
 13. None but the brave deserves the fair.
 14. As soon as the train arrived, we got in.
 15. He is not dishonest.

1.4.5 Interrogative into Assertive and Vice Versa

Examples

1. What though we are poor?
It does not matter that we are poor.
2. Why wait for the impossible to happen?
It is foolish to wait for the impossible to happen.
3. Has God sent us on earth just to pass time?
God has not sent us on earth without a purpose.
4. Who lives if India dies?
Our life depends on the well-being of India.

5. When can their glory fade?
Their glory can never fade.

NOTES

CHECK YOUR PROGRESS

- G. *Transform the following into assertive sentences.*
1. Who wants to die?
 2. Who can touch pitch and not get defiled?
 3. What if we fail?
 4. Is this the way you treat your guests?
 5. Is that an example to be followed?
 6. Who will for ever submit to injustice?
 7. Who dies if India lives?
 8. What could I do without your help?
 9. Why be wise where ignorance is a bliss?
 10. Who has not heard of Lord Krishna?
- H. *Transform the following into questions.*
1. It is foolish to waste time in reading trash.
 2. Man cannot die better than serving the cause of humanity.
 3. Nothing can be more inspiring than that.
 4. I can never forget your help.
 5. Everyone wants to be happy.
 6. Virtue is its own reward.
 7. Face is the index of mind.
 8. No one can please everyone.
 9. You cannot say that I am responsible for your misery.
 10. There is no place like home.

1.4.6 Interchange of Exclamatory and Assertive Sentences

1. *From Exclamatory to Assertive.*
 1. What a beautiful flower!
It is a very beautiful flower.

2. How sweet the rainfall seems after the hot summer!
The rainfall seems very sweet after the hot summer.
3. If only my father were alive!
I wish my father had been alive.
4. To think of our meeting here!
It is strange that we are meeting here.
5. How kind of you!
It is really very kind of you.
6. Ah, what a sight was there!
That was a very strange sight indeed.
7. Alas that man must die!
It is sad to think that man must die.
8. What a piece of work is woman!
Woman is a wonderful piece of work.
9. What would I not do to see you happy!
I am prepared to do anything to see you happy.
10. What a delicious meal!
It was a very delicious meal indeed.

NOTES

CHECK YOUR PROGRESS

- I. *Transform the following sentences into assertive without changing the meaning.*
 1. A student and afraid of hard work!
 2. O for a glass of water!
 3. How beautiful nature is!
 4. How beautiful Taj looks!
 5. How stupid of me to forget your name!
 6. Shame on you!
 7. What a great idea!
 8. If only I were safe at home!
 9. How you have grown!
 10. How cold your hand is!

NOTES

2. *From Assertive to Exclamatory.*

Examples

1. I am so sad that my mother is not alive.
How I wish my mother were alive!
2. It is a horrible sight.
What a horrible sight!
3. He leads a very unhappy life.
How unhappy his life is!
4. Anything could be done, if man were wise.
What could not be done if man were wise!
5. A tiger is a wonderful creature.
What a wonderful creature a tiger is!
6. He manages his books very awkwardly.
How awkwardly he manages his books!
7. He is a very popular leader.
How popular a leader he is!
8. I wish we were two infants playing.
O that we two were infants playing!
9. He has a very large nose.
What a large nose!
10. It is shameful that you use a poor man in that manner.
Shame on you to use a poor man so!

CHECK YOUR PROGRESS

- J. *Transform the following into exclamatory sentences.*
1. It was base of him to desert his helpless wife.
 2. It is hard to believe that he has failed.
 3. Night is very beautiful.
 4. Alas that youth should pass away.
 5. I wish that I were rich.
 6. God's ways are mysterious.
 7. It was very inhuman what happened in France.
 8. He has committed a great blunder.
 9. I wish to stand first.
 10. You are very wise.

1.4.7 Substituting One Part of Speech for Another

*Sentence and Its Kinds,
Sentence Transformation,
Aspects of Tense and
Use of Tenses*

1. *Substituting a Noun.*

Examples

1. It does not *amuse* me.
It gives me no *amusement*.
2. A good laptop *costs* a lot.
The *cost* of a good laptop is high.
3. He *disgraced* his family.
He brought *disgrace* to his family.
4. I will *help* you.
I will come to your *help*.
5. He *replied* curtly.
He gave a curt *reply*.

NOTES

CHECK YOUR PROGRESS

K. *Replace the italicised words with their noun form.*

1. He *fought* bravely.
2. I *consented* to his promotion.
3. He *advised* me to go there.
4. He rejected all that we *proposed*.
5. He waited *patiently* for an hour.
6. He *agreed* to supply me funds.
7. We passed an *anxious* hour.
8. I see him *daily*.
9. He read the paper *carefully*.
10. I am no longer *interested* in the matter.

2. *Substituting an Adjective.*

Examples

1. He showed *generosity* even to the enemies.
He was *generous* even to the enemies.

NOTES

2. Bhim was full of great *strength* of character.
Bhim had a very *strong* character.
3. Steel gains *strength* from the addition of nickel.
Steel becomes *strong* when nickel is added.
4. He made a success of all his undertakings.
He was successful in all his undertakings.

CHECK YOUR PROGRESS

- L. Rewrite the following sentences using the adjective forms of the italicised words.
1. He deserves our *respect*.
 2. Do not lose *grace* even when defeated.
 3. Rana Pratap fought *bravely*.
 4. He *regretted* his action.
 5. His *sincerity* was obvious.
 6. If you *carefully* analyse these substances, you will see that they differ in essence.
 7. The rats gave us a great deal of *trouble*.
 8. In all *probability*, he shall pass.
 9. He was dismissed for *negligence*.
 10. He *evidently* lacked industry.

3. Substituting a Verb.

Examples

1. He has *intention* to see you.
He *intends* to see you.
2. We take a bath daily.
We *bathe* daily.
3. The *cost* of pulses is high.
The pulses *cost* much.
4. He put up a brave *fight*.
He *fought* bravely.

CHECK YOUR PROGRESS

M. Rewrite the following sentences replacing the italicised words with their verb forms.

1. His *intention* is not clear.
2. No one can get *admission* without a ticket.
3. I have a *disinclination* for work.
4. These mangoes have a sour *taste*.
5. All his proposals met a *rejection*.
6. He was *admittedly* clever.
7. Our leader is held in great *esteem*.
8. His *dress* was poor.
9. The British *rule* lasted over a hundred years.
10. The police *investigations* are on.

4. *Substituting an Adverb*.

Examples

1. He *presumed* to ignore my advice.
He presumptuously ignored my advice.
2. They passed an *anxious* hour.
They passed an hour anxiously.
3. We read the papers with *care*.
We read the papers carefully.
4. There is a *slight* difference between the two shades.
The two shades are *slightly* different.

NOTES

CHECK YOUR PROGRESS

N. Rewrite the following sentences using the adverb forms of the italicised words.

1. It is *certain* that he will succeed.
2. He seems to speak without *effort*.
3. He does everything with *success*.
4. He is *definite* to reach in time.
5. He responded to our request with *kindness*.
6. There has been no bad *incident* in recent times.
7. I shall be back in a *short* time.

NOTES

8. Kindly listen to me with *patience*.
 9. He heard the news with *joy*.
- O. *Rewrite the following sentences using another part of speech of the italicised words.*
1. This kind of movie does not *entertain*.
 2. This Supreme Court judgement should be *remembered* as landmark.
 3. I cannot *consent* to your going.
 4. He gave me no *reply*.
 5. He *behaves* like an enemy.
 6. We *examined* the document carefully.
 7. The act made the country *free*.
 8. He is *sympathetic* to the poor.
 9. A good book *refreshes* the mind.

1.4.8 Simple Sentences into Compound Ones

A simple sentence has only one subject and one predicate while a compound sentence must have at least two independent clauses.

Simple : Climbing up the tree, he plucked the fruit.

Compound : He climbed up the tree and plucked the fruit.

Thus a simple sentence can be converted into a compound sentence by expanding a word or phrase into a clause. Here are some more examples.

1. Being sick, he did not attend school.

He was sick and did not attend school.

2. Besides being pretty, she is a good actress.

She is not only pretty but also a good actress.

3. In spite of his illness, he danced in the party.

He was ill, still he danced in the party.

4. The old man sat near the fire smoking and drinking.

The old man sat near the fire and kept smoking and drinking.

5. Work hard to avoid failure.

You must work hard or you will fail.

CHECK YOUR PROGRESS

*Sentence and Its Kinds,
Sentence Transformation,
Aspects of Tense and
Use of Tenses*

NOTES

P. *Transform the following simple sentences into compound ones.*

1. In spite of his illness, he goes to work.
2. Besides being an M.P., he is also a minister.
3. Walking on the road, he met an old friend.
4. To his eternal disgrace, he betrayed his nation.
5. Players must work hard to win the series.
6. People had to obey the king on pain of death.
7. Father punished the son for disobedience.
8. With all his learning, he was far from being a pedant.
9. Notwithstanding several efforts, he failed.
10. Throwing off his shirt, he plunged into the river.

1.4.9 Compound Sentences into Simple Ones

To convert a compound sentence into a simple one, we have to convert one of the two independent clauses into a phrase.

Examples

1. He finished his work and put away the tools.
Having finished his work, he put away the tools.
2. Not only he learns at school, his father also teaches him.
Besides learning at school, he is taught by his father too.
3. He worked hard, yet he did not succeed.
Notwithstanding his hard work, he did not succeed.
4. He must work hard or he will not win the first prize.
He must work hard to win the first prize.
5. The student was disobedient so the teacher punished him.
The teacher punished the student for disobedience.

CHECK YOUR PROGRESS

Q. *Transform the following compound or complex sentences into simple ones?*

1. In this city, he spent a long time writing his first book.

NOTES

2. Everyone was delighted for Mangalyan had reached Mars.
3. The car ran at less than half speed for the fog was very dense.
4. He not only robbed the man but also murdered him.
5. He must not try to escape or face death.
6. He worked hard, yet he did not succeed.
7. He was busy in his office and had no time for his family.
8. He betrayed his family and this was his eternal disgrace.
9. He did not go to school for he was ill.
10. He worked hard, yet he did not succeed.

1.4.10 Simple Sentences into Complex Ones

To convert a simple sentence into a complex one, we have to expand a word or phrase into a subordinate clause.

Examples

1. He admitted his guilt.
He admitted that he was guilty.
2. A man's modesty is in direct proportion to his learnings.
The more learned a man is, the more modest he is.
3. His silence proves his guilt.
The fact is that his silence proves his guilt.
4. He being the host, sat at the head of the table.
He was the host and therefore sat at the head of the table.
5. The house is thoroughly good.
The house is as good as it could be.
6. He bought my house.
He bought the house which belonged to me.
7. His success made us proud.
He succeeded which made us proud.
8. Being snobbish, he looked down upon the poor.
As he was snobbish, he looked down upon the poor.
9. The train being late, I could not attend the function.
As the train was late, I could not attend the function.
10. He failed unexpectedly.
He failed although nobody had expected it.

11. Only Indians are admitted here.
If you are not an Indian, you cannot be admitted here.
12. He worked hard for his success.
He worked hard so that he might succeed.
13. I owe my success to God's grace.
It was by God's grace that I succeeded.
14. The plane will fly on the arrival of the leader.
The plane will fly when the leader arrives.

NOTES

CHECK YOUR PROGRESS

- R. *Change the following simple sentences into complex ones.*
1. We hope to see him tonight.
 2. He is supposed to have spoken the truth.
 3. He is not likely to donate a large sum.
 4. He confessed committing the crime.
 5. The captain wishes him to play.
 6. He, being jealous of me, did not like the proposal.
 7. He overheard all his remarks.
 8. I have long suspected his honesty.
 9. I do not think it fit to reply to his remarks.
 10. His hiding place is still unknown.
 11. He pleaded ignorance.
 12. Tell the truth.
 13. I'll gladly accept all your suggestions.
 14. I am not yet sure of my arrival time.
 15. I request your favour.
 16. He is said to be a millionaire.
 17. I was the first to arrive.
 18. I saw an injured man.
 19. He is happy in his present job.
 20. This is not the place to play.
 21. This is not the way to answer.
 22. He liked the former place.
 23. On being punished, he wept.

24. He was too dull to understand.
25. Owing to ill-health, he has resigned.

NOTES

1.4.11 Complex Sentences into Simple Ones

A complex sentence can be changed into a simple one by changing the subordinate clause/clauses into words or phrases.

1. *By reducing a noun clause into a word/phrase*

Examples

1. I say *it is an interesting story*.
I call it an interesting story.
2. He believes *that his success is certain*.
He is certain of his success.
3. He admitted *that he had stolen the gold*.
He admitted stealing the gold.

2. *By reducing an Adverb Clause into word/phrase*

Examples

1. He worked hard *because he needed much money*.
He worked hard to earn much money.
2. If *you are late*, you will not be admitted.
Late-comers will not be admitted.
3. He wept *while he was being punished*.
He wept on being punished.

3. *By reducing an Adjective Clause to some words/phrases*

Examples

1. He bought the house *which belonged to his uncle*.
He bought his uncle's house.
2. Mohan is happy *in the state he is*.
Mohan is happy in his present state.
3. He is not the sort of boy *that will bring credit to the school*.
He is not the sort of boy to bring credit to the school.

CHECK YOUR PROGRESS

*Sentence and Its Kinds,
Sentence Transformation,
Aspects of Tense and
Use of Tenses*

S. *Transform the following sentences into Simple ones.*

- (a)
1. I hope that I meet him today.
 2. It is expected that he will win a prize.
 3. Tell whatever is the truth.
 4. It is well known where he hides.
 5. Can you tell me when he will arrive?
 6. I wish that you were quiet.
- (b)
1. There were many wars when the Mughals ruled India.
 2. He replied as best as he could.
 3. He is so good that he can't cheat anyone.
 4. I'll help you in whatever way it is possible.
 5. He made his will before he died.
 6. Although he is young, he is very capable.
- (c)
1. Our guru is a man whose life is blameless.
 2. He is the one who teaches my brother.
 3. I was the one who arrived first.
 4. I have no place where I can sleep.
 5. A classroom is not the place where the boys should play.
 6. The smoke appeared which was an indication of the fire.

NOTES

1.4.12 Complex Sentences into Compound Ones

To change a complex sentence into a compound one the subordinate clause is to be changed into an independent clause, i.e. a coordinate clause to the Principal clause.

Examples

1. As the train was late, he could not arrive on time.
The train was late so he could not arrive on time.
2. No sooner did the train arrive than the passengers rushed in.
The train arrived and the passengers rushed in.
3. I have found the book that I had lost.
I had lost the book but I have found it.
4. Unless we do our work, the teacher will be angry.
We must do our work or the teacher will be angry.

NOTES

CHECK YOUR PROGRESS

- T. *Convert the following complex sentences into compound ones.*
1. I am sure he has passed.
 2. We can prove that the earth revolves around the sun.
 3. I know what you want.
 4. If he is at home, I'll see him.
 5. He worked hard so that he might win the prize.
 6. As soon as he got the call, he left in a taxi.
 7. He is something of a poet but rather more of a philosopher.
 8. If you do not hurry, you will miss the flight.
 9. We sow so that we may reap.
 10. He lost more than he could afford.

1.4.13 Compound Sentences into Complex Ones

Examples

1. Search his pockets and you will find the watch.
If you search his pockets, you will find the watch.
2. He wanted to reach early, so he took a taxi.
As he wanted to reach early, he took a taxi.
3. Obey your teachers or you will be punished.
If you do not obey your teachers, you will be punished.
4. He wishes to become an engineer; therefore, he is taking special coaching.
Since he wishes to become an engineer, he is taking special coaching.

CHECK YOUR PROGRESS

- U. *Transform from compound to complex sentences.*
1. Keep quiet or you will waken the child.
 2. The car was wrecked but the passengers were safe.
 3. Either he will come or he will send a message.
 4. He got the money and left the place at once.

5. Only do the right and you will never repent.
6. He adored his wife but he feared her temper.
7. Resist the devil and he will flee from you.
8. Time flies fast, yet it sometimes appears to move slowly.
9. He is poor but content.
10. I will recover it or die in the attempt.

NOTES

SUMMARY

1. We can change the form of sentence containing the adverb 'too'.
2. We can reverse the process and add 'too' to turn the complex sentence into a simple one.
3. If a sentence has an adjective or adverb showing comparison, the sentence can be transformed by changing the degree of comparison.
4. Sentences can be sometimes changed from positive into negative and negative into positive, without changing their meaning.
5. A simple sentence can be converted into a compound one by expanding a word or phrase into a clause.
6. To convert a compound sentence into a simple sentence, we have to convert one of the two independent clauses into a phrase.
7. To convert a simple sentence into a complex one, we have to expand a word or phrase into a subordinate clause.
8. A complex sentence can be changed into a simple one by changing the subordinate clause/clauses into words or phrases.
9. To change a complex sentence into a compound one the subordinate clause is to be changed into an independent clause, i.e. a coordinate clause to the principal clause.

KEY WORDS

transformation: change
substituting: replacing

REVIEW QUESTIONS

Recast the following sentences as directed.

1. The students ran out of their classrooms as soon as the bell rang.
(Begin with 'No-sooner')
2. The teacher taught his poor students and helped them with money.
(use 'not only but')

NOTES

3. Mr Sharma is the best teacher in the school.
(use the comparative form of 'good')
4. He was compelled by goons to sign on a blank paper.
(use the active voice)
5. I am acquainted with him. (use the noun form of 'acquainted')
6. Nelson knew the value of obedience so well that he anticipated some censure for the act. (use 'too')
7. He sent me no reply. (use 'reply' as a verb)
8. Her reason for not going with us was that he had no money.
(change into a compound sentence)
9. Besides having a pension, he has income from his books.
(use 'not only ... but')
10. When the monsoon broke, the temperature fell rapidly.
(Make a simple sentence)
11. He has discovered new facts and advanced new arguments but my opinion remains unchanged. (Begin with a negative principal clause)
12. His only recreation is his morning walk. (Make a negative sentence)
13. It is probable that he will come back.
(Replace 'probable' and 'come back' by nouns)

1.5 TENSE ASPECTS AND USE OF TENSES

1. Read the following sentences carefully:

- (i) Birds **fly** in the air.
- (ii) My brother **flew** to England last week.
- (iii) I **shall fly** a kite on Sunday.

In the first sentence the verb '**fly**' refers to the *Present* time, in the second sentence the verb '**flew**' refers to the action in the *Past*, and the verb in the third sentence '**shall fly**' refers to the *Future*.

2. The **tense of a verb** shows the time when an action takes place.

There are three tenses:

I. Present Tense

II. Past Tense

III. Future Tense

3. In order to show at what stage an action is, each of the three tenses has been sub-divided into four heads. These sub-divisions are—

| Tense | Indefinite | Continuous or Progressive | Perfect | Perfect Continuous |
|---------|--------------|---------------------------|---------------------|---------------------------|
| Present | I play | I am playing | I have played | I have been playing |
| Past | I played | I was playing | I had played | I had been playing |
| Future | I shall play | I shall be playing | I shall have played | I shall have been playing |

NOTES

Thus, the *tense* of a *verb* does not show the time of an *action* or *event* alone. Rather it shows the *state* of that action also.

1.5.1 The Present Tense

A. THE PRESENT INDEFINITE TENSE

(First form of the Verb)

4. (a) In the **Present Indefinite (Simple Present) Tense** the *first form* of the *verb* is used ; as—

I **learn** my lesson.

We **pray** to God daily.

You **fly** kites.

They **reach** the school in time.

(b) If the **Subject** is of the **third person** and **singular in number**, we add 's' or 'es' to the first form of the verb; as—

Ram **tells** a lie.

She **speaks** the truth.

Manu **goes** to school.

Mrs. Sharma **teaches** us English.

Note: (i) we add 'es' to the verbs which end in 'o', 's', 'ss', 'sh', 'ch' or 'x'.

(ii) If some verb has 'y' after a consonant, change 'y' into 'i' and add 'es' to it; as—'carry—carries'. However, this rule does not apply in the condition if 'y' follows a vowel in the verb 'destroy—destroys'; 'pray-prays', etc.

(c) '**Do**' or '**does**' is used in **Interrogative, Negative and Emphatic sentences**.

(i) Interrogative Sentences

['Do, does' is placed before the subject and the first form of the verb is placed after the subject, e.g.]

(Do/does + Subject + 1st form of the verb + ?)

Do you like your new school ?

Does he know you well ?

When **does** he get up ?

(ii) Negative Sentences

If the subject of a sentence happens to be 'I', 'we', 'you', 'they' or plural nouns, put *do not* with them.

Similarly, if the subject is anyone of 'he', 'she', 'it' or any other III Person Singular Noun, *does not* will be used with them. Begin the sentence with '*Do not*' in Imperative sentences; as—

(Subject + do/does + not + 1st form of the verb)

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I do not tell a lie.

Do not sit here.

Rakesh **does not learn** his lesson.

Exception—He never **takes** tea.

(Here the sentence means—He does not ever take tea.)

(iii) **Emphatic Sentences**

You **do smoke** but do not confess.

He **does go** to the movie; but on Sundays.

Note. Only the *first form of the Verb* is used with 'do' and 'does'.

Uses of the Simple Present Tense

5. The Simple Present Tense is used with the words—*always, every day, every week, every month, once a week, twice a week, frequently, generally, sometimes, usually, quite often*, etc. and in the following cases—

(a) to express **some habitual action, daily routine or custom**; as—

I *go* out for a walk daily.

My father always *reaches* the office in time.

(b) to express certain **General/Universal, Permanent** truth; as—

Ice *melts* at 0° centigrade.

The earth *moves* round the sun.

(c) (i) to express certain *fact* that is true at the time of speaking.

Our school *opens* at 10 a.m. these days.

Here *comes* my uncle.

(ii) In exclamatory sentences beginning with *here* and *there* to express what is actually taking place at the time of speaking.

There she *hides*!

(d) to express a **situation** or a **fact** that is permanent.

Agra *stands* on the bank of the Yamuna.

This road *leads* to Gurgaon.

(e) (i) to narrate different **actions** taking place at the time of speaking.

Ashok *carries* the ball.

He *hits* it hard and *scores* a goal.

(ii) to describe activities in progress when there is stress on the succession of happenings, *e.g.* in broadcasting commentaries or sporting events.

Nikunj *carries* the ball. He *hits* it hard and *scores* a goal.

(f) to narrate a **past event** through a dramatic narrative for the sake of vividness.

Shivaji now *draws* his sword and *attacks* the enemy.

When the curtain *rises*, Ravana is *seen* sitting on his throne.

(g) to express a **planned Future action**.

His marriage *comes off* next week.

NOTES

The train *steams* off at 11 o'clock.

I *leave* for Kolkata tomorrow.

(h) to express a **Subordinate Clause of time and condition** introduced by 'if', 'till' or 'when' in a conditional sentence.

If you *run* fast, you will catch the train.

When you *reach* there, send me a telegram.

I shall stay here till you *get* ready.

(i) to begin **Imperative Sentences**.

Obey your teachers.

Always *speak* the truth.

(j) to **quote someone; as,**

Kalidas says, "Beauty needs no ornaments."

Shelley says, "If winter comes, can spring be far behind?"

Note. (i) The **Present Indefinite Tense** generally contains such Adverbs and Adverb Phrases; as—

Always, frequently, daily, generally, often, sometimes, usually, etc.

Every day, every week, every now and then, every month, once a week, thrice a week, etc.

(ii) Such phrases as 'at the moment', 'at present', etc. are not used in this tense.

(iii) This tense can be used in place of **Present Continuous Tense** with the (those) verbs which cannot be used in *Continuous form*. For example—

1. Verbs of appearing, *e.g.* appear, look, seem.
2. Verbs of thinking, *e.g.* agree, believe, consider, deem, forget, know, imagine, mean, mind, remember, think, suppose, understand.
3. Verbs of emotion, *e.g.* desire, feel, hate, hope, likes prefer, love, refuse, want, wish.
4. Verbs of perception, *e.g.* hear, notice, recognize, see, smell.
5. Verbs of possession, *e.g.* belong, contain, consist of, own, possess.

Wrong

He **is loving** me.

I **am thinking** you are in the wrong.

She **is looking** sad.

He **is having** a Maruti car.

These grapes **are tasting** sour.

Right

He **loves** me.

I **think** you are in the wrong.

She **looks** sad.

He **has** a Maruti car.

These grapes **taste** sour.

Exceptions: The verbs listed above convey a changed meaning if they are used in the present continuous tense, *e.g.*

She **is thinking** of going abroad. (has the idea of)

They **are having** lunch. (busy in taking)

She **is feeling** better now. (has become)

CHECK YOUR PROGRESS

NOTES

A. Fill in the following blanks with correct tense of the verbs given in brackets.

1. I in Model Town and my friend, Sham also there. (live)
2. My mother water and I rice every morning. (boil)
3. My father to his office and we to our schools at 8 a.m. (go)
4. I what my sister (eat)
5. you in the same school in which Radha? (read)
6. The sun in the day and the stars at night. (shine)
7. Beauty no ornaments as you them. (need)
8. Sohan his fields in the same manner as other farmers their fields. (plough)
9. Rajni on the bed but her sisters on the floor. (sleep)
10. Sarla as sweet as Sharda and Sushma (sing).

B. PRESENT CONTINUOUS TENSE

(*Is/am/are + Verb + ing*)

6. (i) In order to form the **Present Continuous Tense**, we add **Present Participle** to **is, am** or **are**. The **Present Participle** is formed by adding 'ing' to the *first form* of the verb.

'Is' is used with *he, she, it* or Third Person Singular Noun, 'am' is used with 'I' and 'are' is used with *we, you, they* and plural Nouns.

Examples: She *is singing* a song.

Birds *are flying* in the sky.

(ii) In **Interrogative form**, the **helping verb** is used before the **subject**.

[*Is/am/are + Subject + (Verb + ing)..... ?*]

Examples: Are you *going* home?

Is it hailing?

(iii) In **Negative form**, we add 'not' between the **Principal Verb** and the **operative helping verb**.

[*Subject + is/am/are + not + (Verb + ing) ...*]

Examples: She is *not weeping*.

I *am not appearing* in the test.

Uses of the Present Continuous Tense

*Sentence and Its Kinds,
Sentence Transformation,
Aspects of Tense and
Use of Tenses*

7. The Present Continuous Tense is used with the words—*at this time, at present, at the moment, now, nowadays, still*, etc. and in the following cases:

(a) To describe **an action in progress and/or the continuity of the action.**

The girls *are singing* a chorus.

The ducks *are swimming* in the pond.

(b) To describe **an action in progress, but not necessarily at the time of speaking.**

India *is exporting* onions to the Middle East.

What *are you writing* these days?

I *am writing* a book on Mathematics.

(c) To express **an action definitely planned for the near Future.**

I *am not going* to Amritsar tomorrow.

Is she inviting you to the feast?

(d) To express **an action that has become a habit for doing it over and over again.**

Manu *is always asking* questions.

She *is always borrowing* money.

Note. The following words are seldom used in the Present Continuous Tense.

(a) Hear, notice, see, smell

(b) Admire, adore, care, desire, forgive, hate, like, refuse, want, wish, know and forget, etc.

(c) Own, owe, belong, possess

The above words can however be used in the Continuous Tenses. In that case, they convey a changed meaning, *e.g.*

Sarla *is tasting* the soup to confirm if it needs more salt.

(She *is tasting* the flavour of the soup.)

She *is thinking* of visiting my house.

(thinking of means planning.)

They *are having* rest.

(Having means taking.)

NOTES

CHECK YOUR PROGRESS

B. *Fill in the following blanks with correct tense of the verbs given in brackets.*

1. Look! the sun (rise)

NOTES

2. Why you so fast? (run)
3. The children in the park. (play)
4. Mohini a novel now. (read)
5. Water from the running tap. (flow)
6. it outside now? (rain)
7. What your sister these days? (do)
8. I tonight. (return)
9. They for Kanpur tomorrow. (leave)
10. Why you a noise? (make)

C. PRESENT PERFECT TENSE

(Subject + Has/have + III form of the verb)

8. (i) In the **Present Perfect Tense** the past participle (III) form of the verb is used with *has* or *have*. **'Has'** is added with third person singular subjects, as—*'he'*, *'she'*, *'it'* and **'Have'** is added with *'I'*, *'we'*, *'you'*, *'they'* and plural nouns.

He *has won* a prize.

You *have insulted* me.

I *have taken* the dose of medicine.

(ii) In **Interrogative form** [**Has, have** are placed before the subject.]

(*Has/have + Subject + III form of the Verb...?*)

Have they *crossed* the river?

Where *have you seen* my brother?

(iii) In **Negative form** [**'not'** is used between the main verb and the helping verb.]

(*Subject + has/have + not + III form of the Verb...*)

She *has not come* yet.

I *have not received* any information.

Uses of the Present Perfect Tense

9. The Present Perfect Tense is used with the words: *yet, as yet, already, just, just now, so far, since, ever since, presently, once, twice, thrice, etc.* and in the following cases:

(a) To express **an action that has been recently completed.**

I *have just received* the letter.

We *have won* the match.

He *has chalked out* a programme.

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(b) To describe **an action the time of which is not given.**

The train has steamed in.

They have left for Australia.

(c) To describe **a past experience.**

I have seen this picture several times.

Have you been to Kashmir?

(d) To express **an action that began in the Past and still continues.**

He *has worked* in this school **for** five years. (is still working)

I *have not seen* him **since** Monday last.

Remember that we do not use *Adverbs of Time denoting* the past tense in **Present Perfect Tense.**

Father *has returned* from Mumbai *yesterday.*

(This sentence is wrong)

Father *has returned* from Mumbai.

Father *has just returned* from Mumbai.

If we aspire to use an **Adverb of Time** showing *Past Tense*, we should better frame the sentence in **Past Indefinite.**

Father *returned* from Mumbai yesterday.

I *passed* my IX class in the year 1991.

CHECK YOUR PROGRESS

C. *Fill in the following blanks with correct tense (present) of the verbs given in brackets.*

1. Where you your purse? (lose)
2. she not yet her work? (finish)
3. How many sums she? (solve)
4. My sister from Meerut presently. (return)
5. Raju Saroj since 1980. (know)
6. Asha never the Red Fort. (see)
7. you not your bath as yet? (take)
8. I not my lesson. (revise)
9. We not from Rajni for the last four months. (hear)
10. She in Delhi for eight years. (live)

NOTES

D. PRESENT PERFECT CONTINUOUS TENSE

(Subject + has/have + been + I form of the Verb + ing...)

10. In order to form the **Present Perfect Continuous Tense**, we put **has been** or **have been** before the **Present Participle Form** of the Verb; as—

It has been raining for **two** hours.

I have been flying a kite **since** 2 o'clock.

Has the gardener been watering the plants **since** morning ?
(Interrogative)

She has not been dancing **for** an hour. (Negative)

11. (a) The Present Perfect Continuous Tense is **used** to describe an action that began in the Past, is still continuing and may extend into the Future; as—

She has been waiting for you **for** three hours.

They have been playing cards **since** 10 a.m.

(b) This tense is also used to express an action in a sentence which begins with 'For how long' or 'Since when', as in—

For how long *have you been sitting* here?

Since when *has he been living* in this house?

(c) This tense is also used to express an action which began in the past and has been just completed. However, its result is visible in the present, as in—

I have been studying **since** morning and I am much tired now.

She has been washing the dishes **for** an hour and her clothes are dirty now.

Note: **Since** is used for a *point of time*.

For is used for a *period of time*.

Remember that if *time (of the beginning of an action)* is given in **Present Continuous Tense**, it would automatically become **Present Perfect Continuous Tense**.

Mohan is weeping. (Simple Present Continuous)

But

Mohan has been weeping **for** an hour.

(Present Perfect Continuous)

Because *Mohan has been weeping for an hour* means *he has completed (perfected) some portion of the action of weeping, the action (of weeping) is still continuing*. Therefore, it is the sentence of **Present Perfect Continuous Tense**.

We say

Point of time

Since morning

Since Monday

Since June

Since 1979

Period of time

For two hours

For a week

For a long time

For five years

CHECK YOUR PROGRESS

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D. Fill in the following blanks with correct tense (present) of the verbs given in brackets.

1. It outside for half an hour. (hail)
2. The storm since 4 o'clock. (howl)
3. I for the bus since morning. (wait)
4. Since when you in this school? (read)
5. It not since midnight. (rain)
6. She midnight oil for five years. (burn)
7. I for the examination for one year. (prepare)
8. Malaria in this city since July. (rage)
9. How long you for me? (wait)
10. The washerman our clothes since 1985. (wash)

1.5.2 The Past Tense

A. THE PAST INDEFINITE TENSE

(Subject + II form of the Verb...)

12. In the **Simple Past (Past Indefinite) Tense** the **second form** of the **Verb** is used; as—

- He **came** here yesterday.
- They **killed** a lion.
- You **wrote** a letter.

13. '**Did**' is used in the **Interrogative** and **Negative** sentences. '**Did**' is also used to lay **emphasis**. Only the **first form** of the **Verb** is used with '**did**'.

(i) **In Interrogative Sentences** [*'did'* is placed before the subject and verb in first form after it; as—]

(Did + Subject + I form of the Verb...?)

- Did** you *show* me your homework?
- Did** she *give* you the message?

(ii) **In Negative Sentences** [*'did not'* is put after the subject and first form of the verb is used thereafter; as—]

(Subject + did + not + I form of the Verb...)

- I **did** not *apply* for leave.
- You **did** not *attend* the class.

Exception—I **never told** a lie.

(This sentence means—I did not ever tell a lie)

(iii) **To lay emphasis**

- I **did** *try* to solve the question but was not able to solve it.
- She **did** *sing*, but not with a will.

NOTES

Uses of the Past Indefinite Tense

14. The **Past Indefinite (Simple Past)** Tense is used:

(a) To express **an action completed in the past with reference to the time of speaking.**

I *saw* many birds in the zoo.

You *reached* the school late (on) that day.

An accident *took place* in front of our house.

(b) To express **habitual or regular action in the Past.**

Gandhiji always *spoke* the truth.

I *went* out for a walk daily in the morning last year.

In those days my mother *gave* me some pocket money every day.

The habitual past can also be expressed by using **'used to'**.

When I was a student I *used* to keep late hours.

He *used to* read a few chapters of the Gita every day.

But 'used to' means that it happened in the past, now it does not happen.

He *used* to smoke a lot.

(c) To express **an event which occurred at a particular point in the Past.**

She *walked* very slowly.

My father *came back* home yesterday.

(d) To express **an action which occupied a period of time in the Past, which is now ended.**

We *lived* in this house for ten years. (Do not live now)

I *stayed* at the Green Hotel for two months. (Not staying now)

(e) To express **an action where some word, showing past action (yesterday, ago, last, etc.) is given in the sentence, as—**

He *received* your message yesterday.

I *passed* the S.S.C. Examination last year.

India *got* freedom over five decades ago.

(f) To express **two actions taking place simultaneously (at the same time), as—**

While I *sipped* coffee, I *revised* my lesson.

While Sushma *sang*, Radha *danced*.

She *watched* the TV as well as *knitted* the sweater.

(g) To express **two actions, where the first action leads instantly to the second action, as—**

When he *called* her a flirt, she *hit* him.

When the circus show *ended*, the spectators *stepped* out.

When I *opened* the window, the bird *flew* out.

(h) **When 'when' or 'while' is used in simple past tense, it indicates that both the actions took place in the same duration of time, as—**

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I played chess while he slept.

When we *lived* in Delhi, we often *travelled* by bus.

When I *went* to bed, the light *went* out.

(i) **When 'till', 'until', 'as soon as', 'before' are used in simple past tense, they indicate that one action follows the other, as—**

She *waited* for her mother till/until it *got* dark.

As soon as we *bolted* the door, some guests *arrived*.

(j) **Verbs of 'Knowing', 'Understanding', etc. are generally used in Simple Past Tense in time clauses, as—**

As soon as he *understood* his mistake he *begged* for excuse.

When he *perceived* his brother's indifference, he *left* his house.

15. Mark the correct use of the Past Indefinite Tense in the following sentences.

| | <i>Incorrect</i> | <i>Correct</i> |
|----|--|--|
| 1. | He <i>has passed</i> the Secondary School Examination in 1978. | He <i>passed</i> the Secondary School Examination in 1978. |
| 2. | They <i>have left</i> for Agra yesterday. | They <i>left</i> for Agra yesterday. |
| 3. | She <i>has written</i> a letter to her father last evening. | She <i>wrote</i> a letter to her father last evening. |
| 4. | Babar <i>has founded</i> the Mughal Empire. | Babar <i>founded</i> the Mughal Empire. |

Note: The difference in the meaning of the following sentences:

(i) He *has worked* in this office for five years.

(*He is still working here.*)

(ii) He *worked* in this office for five years.

(*He is no longer working here.*)

CHECK YOUR PROGRESS

E. *Fill in the following blanks with correct tense of the verbs given in brackets.*

- I your letter this morning. (receive)
- How many deer you in the zoo ? (see)
- My father a new house last month. (buy)
- Prices by forty percent last year. (rise)
- Columbus America. (discover)

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6. Thousands of people their lives in the earthquake. (lose)
7. Gangu ten rupees from me. (borrow)
8. When you from Allahabad ? (return)
9. I to her house on foot. (go)
10. A thief into our garage last night. (break)

B. THE PAST CONTINUOUS TENSE

(Subject + was/were + I form of the Verb + ing...)

16. (i) The Past Continuous Tense denotes an action going on in the past. In order to form **Past Continuous Tense** we add *Present Participle* to *was* or *were*; as—

The train *was running* at full speed.

The boys *were taking* a test in English.

(ii) In Negative form [*'not'* is placed between the helping verb and the principal verb; as—]

(Subject + was/were + not + Verb + ing...)

She *was not weeping*.

You *were not solving* the sums.

(iii) In Interrogative form [the helping verb is placed before the subject; as—]

(Was/were + Subject + Verb + ing + ... ?)

Were the sheep *grazing* in the field?

Was the gardener *plucking* flowers?

Uses of the Past Continuous Tense

17. (i) The Past Continuous Tense is used to *express an action that was happening in the Past at the time of speaking*. The time of the action may or may not be mentioned.

Examples: The old lady *was crying* at the top of her voice.

They *were not making* a noise.

Were the milkmen *milking* the cows?

(ii) The use of this tense with Simple Past Tense denotes that the previous action was going on when the latter action took place; as—

My mother *was cooking* when I **reached** home.

I *was ironing* my clothes when my friend **telephoned** to me.

Rohit *was taking* tea when I **visited** his house.

CHECK YOUR PROGRESS

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F. *Fill in the following blanks with correct tense of the verbs given in brackets.*

1. The baby in the room. (weep)
2. Children a noise in the class. (make)
3. Why you at her ? (look)
4. We saw the aeroplane while it (take off)
5. The students their morning prayer when I reached their school. (say)
6. I my beard when the telephone bell rang. (shave)
7. My mother when I returned home. (sleep)
8. The old lady the Gita when the guests arrived. (read)
9. Mother tea for us when the school bus horned. (prepare)
10. She found that the baby bitterly. (cry)

NOTES

C. THE PAST PERFECT TENSE

(Subject + had + III form of the Verb)

We often make mistakes while using the **Past Perfect Tense**. We use 'had' at random wherever we view 'था' in a sentence in our mother tongue.

I *had gone* to Delhi yesterday.

This sentence should be formed in *Simple past*.

I *went* to Delhi yesterday.

Past Perfect Tense is in reality, the *past* of the *past*. It is used when we say that an action was completed before another action took place. Both the actions are related to each other in some way. Of the two actions the one that took place first is given by Past Perfect Tense. The action which takes place later is expressed by *Simple Past* or *Past Indefinite Tense* as—

The train had left before I reached the station.

18. In order to form the **Past Perfect Tense** we use 'had' before the **Past Participle (III) form of the Verb**.

(i) **In Interrogative form** [*'Had' is used before the subject*]

(Had + Subject + not + III form of the Verb + ?)

Had he **left** when you *came*?

Had the doctor **arrived** before the patient *died*?

(ii) **In Negative form** [*'not' is used after 'had'*]

(Subject + had + not + III form of the Verb +)

I **had not seen** you before.

The doctor **had not reached** before the patient breathed his last.

NOTES

Uses of the Past Perfect Tense

19. (a) The **Past Perfect Tense** is used to *express an action completed before another action took place*; as—

When he *came* to me, I **had posted** the letter.

The match **had begun** before I *reached* the playground.

The rain **had stopped**, when we *entered* the cinema hall.

(b) In a **Simple Sentence** we never use the **Past Perfect Tense** unless it has in it some such words; as—*still, before, never, already, till, since* etc.; as—

The Mother **had already cooked** the food.

She **had never seen** such a terrible sight before.

She **had not travelled** by a train *till* then.

I **had not written** to her *since* my going abroad.

(c) (i) It is also used to express an unfulfilled action in the past; as—

If she **had worked** hard she would have passed.

If you **had come** in time we would have taken you with us.

(ii) It is also used to express an unfulfilled wish in the past; as—

I wish I **had won** the election.

I wish I **had accepted** the job.

I wish I **had appeared** at the test.

(d) To denote the *action or event* which has been completed before *some point of time*.

By afternoon he **had completed** much work.

At 9 p.m. all the members **had come**.

By sunset, we **had watered** the plants.

Use of Past Indefinite and Past Perfect Tenses in Time Clauses

We can express time by using some 'time-denoting' Adverbs or through Adverbial clauses of Time. The combination of two past actions depends upon their mutual relevance.

Examples:

I **had waited** for my friend until he arrived.

After he **had sailed** many days the mariner reached the coast.

She **had not been** well since she returned from Mumbai.

I **had taken** a bath when the telephone rang.

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G. *Fill in the following blanks with correct tense of the verbs given in brackets.*

1. Mohan already his breakfast. (take)
2. If she for the examination she would not have failed. (prepare)
3. The bell before I reached the school. (go)
4. The patient before the doctor arrived. (die)
5. She not the place before her husband permitted her. (leave)
6. the child before his mother returned from office? (sleep)
7. The rain when we stepped out of our house. (stop)
8. If you her, she would have got first division. (help)
9. The cinema show when I reached the hall. (start)
10. If she a bus, she would have caught the train. (board)

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D. THE PAST PERFECT CONTINUOUS TENSE

(Subject + had + been + Present Participle...)

20. (a) The **Past Perfect Continuous Tense** expresses an action that had been going on for some time in the past. In order to use this tense we use **had been** with **Present Participle (ing) form** of the verb.

Examples:

Children **had been playing** since morning.

It had not been drizzling since last night. (*Negative*)

Had you been waiting for me for two hours? (*Interrogative*)

(b) The **Past Perfect Continuous Tense** is also used to express an action that had been going on for some time before another action took place in the past; as—

Examples:

They **had been playing** chess for two hours when I joined them.

The Chinese **had been preparing** for war for many years before they attacked India.

We **had been standing** in a queue for half an hour before the bus arrived.

(i) In Interrogative form, 'had' precedes the subject and 'been' comes after the subject; as—

Had he *been quarrelling* with you for some time?

Hadn't they *been preparing* hard for the examination?

- (ii) In negative form, 'not' is placed after 'had' and before 'been'; as—
They **had not been** *working* on this project for many years.
He **had not been** *thinking* to go abroad.

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CHECK YOUR PROGRESS

- H. *Fill in the following blanks with correct tense of the verbs given in brackets. Use the Past Tense.*
1. She hard since December. (study)
 2. Sarla her lover for many years. (befool)
 3. How long the two neighbours when a third one joined them? (quarrel)
 4. I for four hours when you knocked at my door. (sleep)
 5. Tenzing to climb Everest for many years before he succeeded in his mission. (try)
 6. Sheela preparations for four years before she appeared at the IAS examination. (make)
 7. They the sums for four hours when I joined them. (solve)
 8. The Americans for war for many years. (prepare)

1.5.3. The Future Tense

A. THE SIMPLE FUTURE/FUTURE INDEFINITE TENSE

(*Shall/will + Verb*)

21. The **Future Indefinite Tense** is used to express the *action* or *event* which is likely to happen in **Future**. In this tense we use *shall/will* between the subject and the first form of the verb. Normally we use '*shall*' with pronouns of first person (I, We). In the same way, we use '*will*' with the pronouns of second person (you) and third person (he, she, it, they).

(i) In **Negative** sentences '*not*' is added after '*shall/will*' as the case may be; as—

We *shall* not see the picture today.

They *will* not come here soon.

(ii) In **Interrogative** sentences '*will/shall*' is placed before the subject and first form of the verb after it; as—

Will you go to college today?
Shall we play now?

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Uses of the Simple Future/Future Indefinite Tense

22. There are several ways of expressing **Future Time** in English. We can express future actions/events in the following ways.

In these sentences the Present Indefinite Tense expresses the work planned for the near future.

(a) by using Present Indefinite Tense

Our party *leaves* for Agra tomorrow morning.

We *stay* there for two days.

We *enjoy* the beauty of the Taj on the full moonlit night and *return* the next day.

In the sentences given above, planned activities for the near future have been expressed by Present Indefinite Tense.

(b) by using Present Continuous Tense

I *am leaving* for Amritsar next week.

Are you coming on Monday?

She *is not inviting* you to her marriage.

(c) by using 'going to'

I *am going* to buy a new pen.

If you don't admit your mistake, I *am not going* to pardon you.

On using 'Going to' the structure of the sentence will be—

Form. (*Subject + is/am/are + going to + Verb*)

In both the sentences given above the speaker is certain about the occurrence of the action. But mostly we use 'going to' when we know that the decision of getting an action done has been taken. Probably some steps have been taken towards it and the action is certain to be completed as—

My uncle has bought a plot of land in Delhi, he *is going to build* a house next year.

I have drawn 16,000 rupees from the bank, I *am going to buy* a scooter tomorrow.

The sky is overcast with dark clouds. It *is going to rain*.

Sham has broken the window pane. He *is going to be fined*.

(d) by using 'be + to + Verb'; as—

I *am to reach* school at 7 a.m.

The Prime Minister *is to broadcast* his speech today.

(e) by denoting the Principal Clause of a conditional sentence;
as—

If she works hard, she *will get* a scholarship.

If we hire a taxi, we *shall catch* the train.

If you run fast, you *will win* the race.

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CHECK YOUR PROGRESS

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I. *Fill in the following blanks with correct tense of the verbs given in brackets.*

1. We not to the market, in case it rains. (go)
2. She here till I do not return. (stay)
3. She me next week. (see)
4. If I work hard, I the examination. (pass)
5. If she hires a scooter, she the train. (catch)
6. She hopes you her. (help)
7. If Nitin works hard, he the class. (top)
8. She my house next Monday if she comes to Delhi. (visit)
9. Now that her husband is here, she indoors. (keep)
10. No one my room. (enter)

B. THE FUTURE CONTINUOUS TENSE

(*Will/shall + be + Verb + ing*)

23. The **Future Continuous Tense** is used to *express an event that is expected to take place in the normal course or at some time in the future; as—*

We shall be playing a football match on Sunday.

The new edition of this book will be coming out shortly.

When I reach Kolkata, it will be raining heavily there.

Will you be taking part in the debate? (Interrogative)

*The farmers will not be watering the plants at this time.
(Negative)*

CHECK YOUR PROGRESS

J. *Fill in the following blanks with correct tense of the verbs given in the brackets (Future Tense).*

1. Dinesh for us at the appointed time. (wait)
2. When Sarla calls on me, I my clothes. (iron)
3. The gardener the plants next month. (water)
4. Sonu his lesson tomorrow at this time. (revise)

5. Mohini tea when you enter her room. (make)
6. The patient rest when the doctor arrives. (take)
7. The peon the bell by the time I reach the school. (ring)
8. Sharda for Madras by this time tomorrow. (leave)
9. We our courses by the end of January. (complete)

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C. THE FUTURE PERFECT TENSE

(Shall/will + have + III form of the Verb)

24. (i) The **Future Perfect Tense** expresses an action which is expected to be completed by a certain time in the Future; as—

She **will have covered** half of her journey by Monday next.

I **shall have revised** my lesson by 9 p.m. tomorrow.

The plane **will have landed** by the time you reach the airport.

(ii) The **Future Perfect Tense** sometimes expresses the speaker's belief that something has taken place. In such sentences it does not express the Future; as—

“In the newspaper you **will have read** about the railway accident that took place today,” said my father.

“You **will have discussed** the plans how to celebrate the function”, said my mother.

(iii) It is also used for an action which at a given future time will be in the past; as—

In two years' time (*i.e.* two years from now) I **shall have** taken my degree.

When we reach Bangalore, we **shall have** completed the major part of our round tour to South India.

Note: In a complete sentence we use '*shall/will*' only in the Principal Clause.

I will go to play when I finish my work.

Or

I will go to play when I have finished my work.

CHECK YOUR PROGRESS

K. *Fill in the following blanks with correct tense of the verbs given in brackets.*

1. The picture by the time we reach the hall. (start)
2. you your studies by 2025? (finish)
3. The farmers not the harvest before September. (reap)
4. I exercise before the sun rises. (take)
5. He his lesson by next week. (learn)

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D. THE FUTURE PERFECT CONTINUOUS TENSE

(*Shall/will + have been + Verb + ing*)

25. The **Future Perfect Continuous Tense** is used to *express an action that will have been going on at or before some point of time in the Future; as—*

We **shall have been waiting** for you for a long time.

She **will have been weeping** since 3 p.m.

Will they **have been taking** the test for a week?

(*Interrogative*)

The boys **will not have been** flying kites since noon. (*Negative*)

CHECK YOUR PROGRESS

L. *Fill in the following blanks with correct tense of the verbs given in brackets using future tense.*

1. They the sums since morning. (solve)
2. We in the river for three hours before noon. (bathe)
3. We our time during examination days. (not waste)
4. The farmers the fields since 2008. (plough)
5. he for you for an hour? (wait)
6. By next year, I in Jaipur for seven years. (live)
7. Our school team the other team for the seventh time. (defeat)
8. She since 8 a.m. before I reach home at noon. (study)

SUMMARY

- The **Tense of a Verb** shows the time when an action takes place.
- The tense of a verb does not show the time of an *action* or *event* alone. Rather it shows the *state* of that action also.
- In the **Present Indefinite (Simple Present) Tense** the *first form* of the *verb* is used.
- In order to form the **Present Continuous Tense**, we add **Present Participle** to **is, am** or **are**. The **Present Participle** is formed by adding '*ing*' to the *first form* of the verb.
- In the **Present Perfect Tense** the past participle (III) form of the verb is used with *has* or *have*. '**Has**' is added with third person singular subjects, as—'*he*', '*she*', '*it*' and '**Have**' is added with '*I*', '*we*', '*you*', '*they*' and plural nouns.
- In order to form the **Present Perfect Continuous Tense**, we put **has been** or **have been** before the **Present Participle Form** of the Verb.
- In the **Simple Past (Past Indefinite) Tense** the **second form** of the **Verb** is used
- The **Past Continuous Tense** denotes an action going on in the past. In order to form **Past Continuous Tense** we add *Present Participle* to *was* or *were*.
- **Past Perfect Tense** is used when we say that an action was completed before another action took place.
- The **Past Perfect Continuous Tense** expresses an action that had been going on for some time in the past. In order to use this tense we use **had been** with **Present Participle (*ing*) form** of the verb.
- The **Future Indefinite Tense** is used to express the *action* or *event* which is likely to happen in **Future**. In this tense we use *shall* / *will* between the subject and the first form of the verb.
- The **Future Perfect Tense** expresses an action which is expected to be completed by a certain time in the *Future*.
- The **Future Perfect Continuous Tense** is used to express an action that will have been going on at or before some point of time in the *Future*.

KEYWORDS

Indefinite: lasting for a period having no end

Continuous: continuing for a period of time

Perfect: when action has been completed by the present or a particular point in the past or future.

Emphatic sentence: used to put stress on the matter what you are telling

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Participle: a word formed from a verb ending in-ing (the present participle) or -ed, -en, etc. (= the past participle)

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REVIEW QUESTIONS

- I. *Fill in the blanks with correct present tense form of the verbs given in brackets.*
1. Water at 100°C. (boil)
 2. We a hockey match tomorrow. (play)
 3. your brother his account? (clear)
 4. The cattle in the field. (graze)
 5. She meat several times. (taste)
 6. You a losing game. (play)
 7. Everybody with the rising sun. (rise)
 8. They football for two hours. (play)
- II. *Fill in the blanks with the correct form of the verbs (present tense) given in brackets.*
1. There (go) the bell!
 2. If you not (obey), you will be punished.
 3. you (go) for a walk daily?
 4. The players (warm) themselves up at the moment.
 5. The train just (arrive).
 6. Where you (put up) these days?
 7. He (not pass) his B.A. yet.
 8. Asha (suffer) from fever since Monday.
 9. He (wait) for me for the last three hours.
 10. you (write) letters for one hour?
- III. *Rewrite the following sentences changing the Verbs into the Past Tense.*
1. Our hen lays one egg daily.
 2. Whenever my mother comes, she brings toys for me.
 3. She knows that your brother turns with a tide.
 4. Anyone who travels by railway through India can see that the country is well supplied with natural wealth.
 5. He behaves nicely at tables, talks gently, remains cheerful, thinks of others, keeps an eye on the company and tries to be pleasant and polite in every way.
- IV. *Rewrite the following sentences changing the Verbs into the Present Tense.*
1. No one knew what was in store for him.
 2. Work, not worth, shall rule mankind.
 3. Why did he abuse you?

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4. Fortunately the fighting was over soon.
 5. Meanwhile President Kennedy's father fell ill.
 6. A school bus accident killed scores of children.
- V. *In the following sentences supply the tense of the Verbs as directed.*
1. My brother (*carry*) the day in the races today. (*Past Indefinite*)
 2. I (*lose*) my two ten-rupee notes. (*Present Perfect*)
 3. The train (*leave*) (Present Perfect) and the platform (Present) a deserted look. (*Present Indefinite*)
 4. He (*hang*) his coat on the peg. (*Past Indefinite*)
 5. Why do you always (*run*) him down? (*Present Continuous*)
 6. He never (*see*) a lion before. (*Past Perfect*)
- VI. *Rewrite the following sentences changing the Verb into the Future Tense.*
1. I reached the station after the train had left.
 2. The log of wood broke and they fell into the ditch.
 3. They bound his hand and foot and held him fast.
 4. I broke open the lock and got into the room.
 5. The gardener was watering the plants.
 6. You have really committed a blunder.
 7. He found her weeping bitterly.
- VII. *Express the following sentences in the Future Indefinite and 'going to' forms.*
1. Our next terminal test begins on Monday.
 2. I tell you an interesting story at night.
 3. We play a cricket match tomorrow.
 4. I finish this work next week.
 5. The train leaves at 7 p.m.
 6. Our team plays two matches in Agra.
 7. The Inspector is visiting the school tomorrow.
- VIII. *Correct the following sentences.*
1. He has left for his native village yesterday.
 2. I had completed the work.
 3. He told me that he has solved all the sums.
 4. I informed you about this before.
 5. I know you for many years.
 6. She had seen a lion in the circus.
 7. He is pass in English and is fail in Mathematics.
 8. If you help me, I give you a reward.
 9. It is raining heavily since a week.

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10. The patient died before the doctor arrived.
 11. He will meet me as soon as he will return.
 12. The teacher punished the boys because they are making a noise.
- IX. *Rewrite the following with the correct forms of the Verbs given within the brackets.*
1. They (*live*) in Kolkata for ten years now.
 2. At that moment the baby (*play*) in the ground.
 3. I (*wish*) I knew the boy's name.
 4. He (*take*) the bath when the telephone rang.
 5. I (*tell*) you already what to do under the circumstances.
 6. If you promise to work hard, I (*allow*) you to go home this weekend.
 7. He (*read*) since morning.
 8. He (*tell*) me that he had never met you.
- X. *Fill in the blanks with the correct forms of the verbs given in brackets.*
1. you (have) some more tea?
 2. We (go) to Mumbai next week.
 3. The gardener (water) the plants now.
 4. They (complete) their courses before the month ends.
 5. The train (leave) before we reach the station.
 6. we (wait) for him since morning that day?
 7. By next Monday I (stay) with you for two months.
 8. Mohan (wait) for me at the fixed time.
 9. When I reach Kufri, it (snow) there.
 10. How they (not go)?
- XI. *Give the Tense of the verbs in the following sentences.*
1. She is working hard day and night.
 2. Water boils at 100°C.
 3. They have not yet returned home.
 4. You were disturbing her.
 5. I shall wait for you outside.
 6. The sun rises in the east.
 7. I am revising my lesson.
 8. She will be knitting my sweater.
 9. He does not bother for others' interests.
 10. I was not making a noise.
 11. It has been raining since morning.
 12. I do not know how to swim.
 13. He is cheating you.

14. You did not show your homework.
15. They had finished their syllabus.
16. The poor woman died yesterday.
17. You had been swimming for an hour.
18. She will have served us tea.
19. I shall have been doing my sums since morning.

*Sentence and Its Kinds,
Sentence Transformation,
Aspects of Tense and
Use of Tenses*

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2

COMMON ERRORS, PUNCTUATION, ACTIVE AND PASSIVE VOICE, DIRECT AND INDIRECT NARRATION AND SYNONYMS AND ANTONYMS

STRUCTURE

- 2.1 Objectives
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 - 2.3.2. Errors in the Use of Pronouns
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2.4.8. The Use of Capital Letters

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2.5 Active and Passive Voice

2.5.1. Change of Voice—Present Tense

2.5.2. Change of Voice—Past Tense

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2.5.4. Change of Voice—Miscellaneous

2.6 Direct and Indirect Narration

2.6.1. Transformation of Direct Speech into Indirect Speech

- *Summary*
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2.7 Synonyms and Antonyms

2.7.1. Synonyms

2.7.2. Antonyms

- *Summary*
- *Keywords*
- *Review Questions*

2.1 OBJECTIVES

After studying this unit, you will be able to:

- identify common errors, in English text,
- punctuate English text,
- know about direct and indirect narration
- use active and passive voice, and
- learn about synonyms and antonyms.

2.2 INTRODUCTION

English, not being a mother tongue, often poses a problem to Indian students in schools, colleges and universities. This requires emphasis to be laid on the teaching of English as a language. Should there be an error in the framing of a sentence in English, the intended meaning remains unclear and often its intelligibility becomes a casualty.

Common Errors: A large number of very small but persistent hurdles come in the way of the students in the pursuit of this language because the errors that generally creep in originate from an inadequate knowledge of rules of grammar and punctuation, a faulty placement of a word in a sentence,

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indigenous expressions, and so on. Let us keep in mind that good English can never stand on a faulty structure, a weak grammatical foundation and an erroneous or confusing use of a word.

Punctuation: Read the following sentences:

The Judge says the criminal should be beheaded.

‘The Judge’ says the criminal, ‘should be beheaded.’

Whose head should come off seems to depend upon the commas and the quotation marks! It is evident that Punctuation marks can often alter the meaning of a sentence. Punctuation means the right use of the stops in a sentence.

Active and Passive Voice: Voice is the form of a verb that tells us whether the person or thing denoted by the subject (active subject) does something or something is done to the person or thing (inactive or passive subject).

Examine the following sentences:

John killed a rat.

...(i)

Who killed a rat? John.

John is the subject of the sentence because he did the act and rat is the object. John is the *doer* of the action. Hence, the first sentence is an example of the Active voice because the subject is the doer of the action ‘killed’, John is therefore the *active subject*.

Examine the following sentence now:

A rat was killed by John.

In this case something was done to the subject ‘rat’ (object of the sentence at (i) above) by the doer John (subject of the sentence at (i) above). This is therefore an example of the Passive voice. Here, the object ‘rat’ is the receiver of the action by the subject John. The sentence, therefore, is in the passive voice because the subject (rat) is passive. It received or suffered some action. ‘Rat’ is therefore the *passive subject*.

There are two kinds of voice:

- (1) The Active voice or simply the Active
- (2) The Passive voice or simply the Passive

Direct and Indirect Narration: There are two different ways in which we can report the words of a speaker:

(a) *Direct Speech or Direct Narration*

(b) *Indirect Speech or Indirect Narration*

(a) **Direct Speech** contains the actual words of the speaker; as—

Sarla said, “*My father has a roaring business in Mumbai.*”

He said to me, “*I am feeling unwell today.*”

She said to them, “*Who teaches you English?*”

You said to her, “*Show me your frock.*”

In these sentences, actual words of the speaker are given within inverted commas without any change.

(b) **Indirect Speech** gives the substance of the speaker's actual words and not the exact words spoken by him or her; as–

Sarla said *that her father had a roaring business in Mumbai.*

He told me *that he was feeling unwell that day.*

She asked them *who taught them English.*

You requested her *to show you her frock.*

Synonyms and Antonyms: A synonym is a word that conveys a meaning similar to a given word. An antonym is a word that conveys a meaning opposite to the given word.

2.3 COMMON ERRORS

1. I saw a slim and young woman. (wrong)

I saw a slim young woman.

(When there are two or more adjectives before a noun, 'and' is not usually used to separate them.)

But: I saw a black and white picture. (When two or more adjectives of colour are used, the last two adjectives are separated by 'and'.)

I saw a black, white and blue bird.

2. I have more time than they.

This sentence is grammatically correct but the following construction is better.

For Example:

I have more time than they have.

So also, 'He is more intelligent than she is' is a better construction than 'He is more intelligent than she.'

It is always better to repeat the verb after than/as, if they are followed by a third person pronoun.

But the verb is usually omitted if they are followed by a first or second person pronoun.

For Example:

She is as beautiful as you. He is more intelligent than I.

3. The student, who stands first in the class, will get the prize. (wrong)

In this sentence the clause, 'who stands first in the class' is a *defining relative clause* because it actually defines the student. If we omit this relative clause it is not clear who will get the prize. It is therefore essential to use a clause of this type to make the meaning clear.

If a defining relative clause is used, *no comma* should be used between the noun and the relative clause. The correction therefore is:

The student who stands first in the class will get the prize.

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4. My father who is God-fearing has advised me to be kind to the poor.
(wrong)

In this sentence the relative clause 'who is God-fearing' is a non-defining relative clause because even if we omit this clause the meaning of the sentence is complete. It only gives additional information about the subject. Such clauses are called *non-defining relative clauses* and they should always be separated by commas. Hence, the given sentence may be corrected as shown under:

My father, who is God-fearing, has advised me to be kind to the poor.
The officer, who is incorruptible, refused to accept the gift.

2.3.1. Errors in the Use of Nouns

2.3.1.1 Certain Nouns are Always Singular

For example, advice, furniture, progress, luggage, information, news, etc., being always singular, are governed by the rule for uncountable nouns such as milk, bread, sugar, sand, weather, nonsense, etc. They do not take the indefinite article. They can, however, be preceded by 'some', 'any', 'the' when used alone.

Examples:

- (i) The news I have just received seem incredible. (Incorrect)
The news I have just received seems incredible. (Correct)
- (ii) He gave me many advices to improve my conduct. (Incorrect)
He gave me advice to improve my conduct. (Correct)

2.3.1.2 Certain Nouns are Always Plural

Examples: spectacles, goods, riches, scissors, trousers, statistics, thanks, police, etc. Therefore, they take verbs in the plural.

Examples:

- (i) The police has arrested the thief. (Incorrect)
The police have arrested the thief. (Correct)
- (ii) Riches has wings. (Incorrect)
Riches have wings. (Correct)
- (iii) This premises looks very small. (Incorrect)
These premises look very small. (Correct)

2.3.1.3 Compound Nouns

When two independent nouns are compounded or combined into one we have a compound noun.

For example, 'lady' is a noun and so is 'doctor'. We can have a compound noun when we say 'lady-doctor'.

We have to be careful about using them in plurals.

Examples:

- (i) Mother-in-law = Mother-in-laws (Incorrect)
Mothers-in-law (Correct)
- (ii) Woman teacher = Woman teachers (Incorrect)
Women teachers (Correct)

2.3.1.4 Collective Nouns

A collective noun is the one representing a collection or cluster of persons or things.

For example, ‘army’, ‘crowd’, ‘team’, ‘public’, ‘family’, ‘committee’, etc., are known as collective nouns.

Collective nouns may be singular or plural, according to the context.

Examples:

- (i) Our cricket team is doing well. (Correct)
(Team here is taken as a unit.)
- (ii) The Committee is divided on the issue. (Incorrect)
The Committee are divided on the issue. (Correct)
(Here the members are referred to individually.)
- (iii) The Academic Council are seized of the matter. (Incorrect)
The Academic Council is seized of the matter. (Correct)
(The academic council is to be taken as a unit and hence the verb is in the singular.)

2.3.1.5 Possessive Nouns

As a general rule, an inanimate object does not take the possessive form. However, there can be exceptions to this rule.

Examples:

- (i) His house’s number is 231. (Incorrect)
The number of his house is 231. (Correct)
- (ii) The table’s legs (Incorrect)
The leg of the table (Correct)
- (iii) At a stone’s throw (Correct)
- (iv) At my wit’s end (Correct)
- (v) A month’s salary (Correct)

Possessives occur in certain idiomatic expressions. Note the examples: mind’s eye, for goodness’ sake, out of harm’s way.

2.3.1.6 Group Genetives

- Adam and Eve’s children (Correct) (single unit sense)
Tennyson and Browning’s poetry (Incorrect) (being two different poets)
Tennyson’s and Browning’s poetry (Correct)

CHECK YOUR PROGRESS

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Correct the following sentences.

1. My trousers is tight at the waist.
2. My scissors needs sharpening.
3. The gang was arrested by the police.
4. What are the news?
5. Sheela's friend's father is a teacher of some distinction.
6. 'Lives of the Poets' are written by Dr. Johnson.
7. This books-shop cater to my need.
8. How can we remain indoors in a fine weather like this?
9. The rich is often bereft of love and sympathy.
10. Much need to be done.
11. All my son-in-laws are very brilliant and smart.
12. I found the sheeps grazing in the valley.
13. The police is investigating the case.
14. The innocent often suffers while the guilty enjoys himself.
15. The sister of Kiran is very good at cooking.

2.3.2. Errors in the Use of Pronouns

1. Note the following examples:
 - (i) Who is there? It is I. (Incorrect)
Who is there? It is me. (Correct)
 - (ii) One should follow the dictates of his conscience. (Incorrect)
One should follow the dictates of one's conscience. (Correct)
2. A reflexive pronoun is a word that shows that the action contained in the verb pertains to the person performing it. 'Self pronouns' is another word in common parlance for reflexive pronouns. Examples: 'myself', 'himself', 'themselves'. A reflexive pronoun is a must in some cases.

Examples:

- (i) I will avail of this opportunity. (Incorrect)
I will avail myself of this opportunity. (Correct)
- (ii) Do not absent from the class. (Incorrect)
Do not absent yourself from the class. (Correct)

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3. 'Such' is followed by 'as', not by 'who' or 'which', etc.

Examples:

- (i) He is such a person whom you can never trust. (Incorrect)

He is such a person as you can never trust. (Correct)

- (ii) Such people who are idle never make a mark in life. (Incorrect)

Such people as are idle never make a mark in life. (Correct)

4. A relative pronoun (who, whose, whom, which, that) is one that refers to a preceding noun, sentence or part of a sentence.

A relative pronoun must agree with its person and number.

Example:

- (i) He is one of the most charming persons that has come into my contact. (Incorrect)

He is one of the most charming persons who have come into my contact. (Correct)

5. Placement of a relative pronoun or a relative adverb requires an appropriate juxtaposition:

Examples:

- (i) Those can never succeed who shirk work. (Incorrect)

Those who shirk work can never succeed. (Correct)

- (ii) Those make a mark in life who are diligent. (Incorrect)

Those who are diligent make a mark in life. (Correct)

6. 'Each other' and 'one another' should be carefully used:

Example:

All our neighbours help each other. (Incorrect)

All our neighbours help one another. (Correct)

7. Pronouns like 'all', 'some', 'many', 'few' are used as plurals:

Examples:

- (i) Some is born great. (Incorrect)

Some are born great. (Correct)

- (ii) All was drowned. (Incorrect)

All were drowned. (Correct)

8. 'What' as a relative pronoun with an antecedent is not used in a sentence:

Examples:

- (i) The information what you gave me was incorrect. (Incorrect)

The information that you gave me was incorrect. (Correct)

or

The information you gave me was incorrect.

- (ii) The poem what he recited was fascinating. (Incorrect)

The poem that he recited was fascinating. (Correct)

or

The poem he recited was fascinating.

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9. Notice the following mistake:

Examples:

(i) It is only Radha who failed to turn up. (Incorrect)

It is only Radha that failed to turn up. (Correct)

(ii) It is only the teacher who can shape the future of his students. (Incorrect)

It is only the teacher that can shape the future of his students. (Correct)

(Avoid using 'who' as a relative pronoun if the antecedent is used with 'it is', 'only', 'any', 'all' or a superlative degree. It is customary to prefer 'that' to 'who' with the above words.)

('who', 'whose', 'whom' are applied to persons. 'Which' is used for other than persons. 'That' can come in place of 'who' or 'which' occurring as the subject of a clause.)

CHECK YOUR PROGRESS

Correct the following sentences.

1. Each of the students should do their best.
2. My father that is a commuter covers a long distance to attend his office.
3. My wife always cooks herself but only on a holiday.
4. Who do you think will she marry?
5. None in their senses can do that.
6. One always tries to hide his own faults.
7. All the members of the staff seem to fight with each other.
8. The girl is charming whom my son married.
9. My father was a great scholar whose portrait is hanging on the wall.
10. The new lecturer is a lady whom we are sure will be able to control the class.
11. Of the two, who are more amiable.
12. If I were him, I would not marry her.
13. This is the same person who I saw in the balcony.
14. The maltreatment meted out to me was such which no one would tolerate.
15. This is as difficult a situation which I faced last time.
16. I will revenge upon him for this betrayal.
17. Those who absent from the class will repent.

18. I enjoyed a lot during my trip to Goa and would love to avail another opportunity to go there.
19. He is older than me, yet he always seeks my advice.
20. None of the students are able to answer the question as each of them are busy idling away the time.

*Common Errors,
Punctuation, Active and
Passive voice, Direct and
Indirect Narration and...*

NOTES

2.3.3. Errors in the Use of Adjectives

1. The use of the following adjectives poses a tricky problem:

asleep, alive, awake, afraid, ashamed, alike, alone as they are to be used predicatively (after the noun), not attributively (before the noun)

Examples:

(i) An asleep man cannot defend himself from a physical assault.
(Incorrect)

A man asleep cannot defend himself from a physical assault. (Correct)

(ii) An awake nation can never take this humiliation lying down.
(Incorrect)

A nation awake can never take this humiliation lying down. (Correct)

2. Note the difference between 'few' and 'a few', 'little' and 'a little', 'much' and 'many'.

Examples:

(i) There are few students attending the lecture because of the strike.
(It means no student is attending the lecture)

(ii) There are few takers of your queer suggestions because they are too far-fetched.
(No one is the taker)

(iii) My grandmother tells me many fairy tales before my going to sleep.
(‘many’ is used for number)

(iv) Much depends on your support. (‘much’ is used to show quantity/ amount)

(v) Little is expected of him as he is a tippler. (Nothing is expected)

(vi) A little help rendered in distress proves morale boosting. (Some help)

(vii) When you are in Rome do as the Romans do. (Not ‘like the Romans do’)

3. Certain adjectives are not preceded by the degrees of comparison.

Examples:

(i) He made a supreme sacrifice in the service of the nation. (not ‘the most supreme’)

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- (ii) That was a unique idea to occur to him. (not 'the most unique')
- (iii) This book is better written than the other one. (not 'well written')
- Notice the exception to the rule made by none else but Shakespeare.
'That was the most unkindest cut of all' (An example of poetic licence)
4. Adjectives like 'superior', 'inferior', 'senior', 'junior' are followed by 'to' not by 'than'.
- Examples:**
- (i) My shoes are superior to yours (not 'than yours') and signify the latest trend in fashion.
- (ii) He is senior to me in service (not 'than me') even though he is junior to me in age and experience.
- (iii) He is more intelligent than any other student in the class, (not 'than any student in the class') yet he always fails to score good marks.
5. Certain nouns are followed by adjectives. For example: notary public, from time immemorial, etc.

CHECK YOUR PROGRESS

Correct the following sentences.

1. I can afford a car, as I have little earning and a few expenses.
2. I prefer watching television than gossiping among friends.
3. An asleep child looks lovelier than an awake child.
4. I made the most supreme sacrifice in defence of the country.
5. A fraught journey with danger presents unnecessary risks to life.
6. Mount Everest is the top-mostest peak in the world.
7. My wife is more capable of cooking, a delicious meal than any woman in the neighbourhood.
8. The climate of Punjab is more congenial to health than Bihar.
9. Of the two sandwiches left on the plate, I took the biggest one.
10. What a most unique event in the history of the University!
11. The house I live in is bigger enough to meet my requirements.
12. He is too wise to advise you in this matter but he won't give unsolicited advice.
13. He is enough smart not to be taken in by your gimmicks.
14. Between the two brothers, the younger one is most intelligent while the elder one is most hard-working.
15. This is the eldest church built by the Portugese on the Goan soil.

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16. Elder though I am than my neighbour, I always hold him in respect which is generally due to an older brother.
17. 'Nearer the Church, furthest from God' is a proverb which shows the difference between religion and religiosity.
18. Lahore is further from Delhi than Amritsar.
19. He could not speak farther as he was choked with emotion.
20. I should lay my hand on the last edition of the book.

2.3.4. Errors in the Use of Articles (a, an, the)

1. To understand the intricacies in the use of definite article, we must bear in mind that, 'the' precedes a word that is referred to either by context or by a clause.

Example:

(i) The guest I was waiting for failed to arrive. ('I was waiting for' is the clause that specifies the guest and makes him definite.)

2. 'The' always precedes the names of: rivers, seas, oceans, ships, mountains, newspapers, hotels, museums, buildings, etc.
3. 'The' is never put before 'half', 'double', 'both', 'all', etc. It is used after these words.

Example:

(i) Both the poems are built on the theme of unrequited love. (not 'the both poems')

4. We generally say 'a dozen' rather than 'one' dozen.

CHECK YOUR PROGRESS

Correct the following sentences.

1. I prefer travelling by the train to travelling by the air as it affords me the opportunity to enjoy the sights of nature.
2. Going to a hill station in search of the health will hardly be rewarding if you keep worrying about the high expenses involved in it.
3. The music is the food of the love.
4. I have the toothache that keeps recurring too frequently.

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5. The retired teacher still keeps himself busy by reading and writing the books.
6. Himalayas has a great attraction for Anuradha as she loves its peaks covered with the snow.
7. Widow in family is always woeful sight.
8. Ghazals sung by Jagjit Singh are soul-stirring and have calming effect on troubled mind.
9. The butter is to be discarded in the lunch as well as in the dinner.
10. Tribune is the daily newspaper, I willingly subscribe to it for its editorials.
11. More we discuss it, worse it becomes.
12. You are the extraordinary sight in the blue saree.
13. Whosoever is knocking at door, tell him I am out.
14. Let us go to theatre to watch latest movie with Amitabh in leading role.
15. Can there be a smoke without a fire?
16. Taj can be curiosity for the foreign tourists, but to me it is only an extravagant exhibition of sentimental love.
17. Only the fool would take unnecessary risks in the life.
18. He always talks with air of authority and demands a servility from the others.
19. My little ones go to the school in the van.
20. A truth is always bitter but bitter pill is sometimes required to cure disease.

2.3.5. Errors in the Use of Tenses/Verbs

The students are required to have considerable exposure to the use of different tenses. The following points must be borne in mind while using present perfect tense, which poses much difficulty in its use.

1. Do not use present perfect tense in a sentence where the adverbial of time in the past is stated.

Examples:

(i) I have completed the project only yesterday. (Incorrect)

I completed the project only yesterday. (Correct).

(ii) I have met him only yesterday. (Incorrect)

I met him only yesterday. (Correct)

2. An exception is made to the rule above in case time stated is not yet completed.

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Examples:

- (i) I visited him four times this month. (Incorrect)
(month not yet finished)

I have visited him four times this month. (Correct).

- (ii) It has rained cats and dogs last week. (Incorrect)

It rained cats and dogs last week. (Correct)

3. 'Since' and 'for' when used in case of time up to the present always take present perfect tense.

Examples:

- (i) I reside in this house since I joined service. (Incorrect)

I have resided in this house since I joined service. (Correct)

or

I have been residing in this house since I joined service.

- (ii) He did not write to me for a week. (Incorrect)

He has not written to me for a week. (Correct)

4. Adverbials of present time such as 'just', 'now', 'not yet', 'already' take present perfect tense.

Examples:

- (i) I did not yet work with him. (Incorrect)

I have not yet worked with him. (Correct)

- (ii) I undertook two different projects this year. (Incorrect)

I have undertaken two different projects this year. (Correct)

- (iii) He did not respond favourably to my suggestions so far. (Incorrect)

He has not responded favourably to my suggestions so far. (Correct)

5. Future tense is not to be used when a present meaning is intended.

Examples:

- (i) I shall look forward to being with you some time next month. (Incorrect)

I look forward to being with you some time next month. (Correct)

- (ii) Unless you will work hard success will continue to elude you. (Incorrect)

Unless you work hard success will continue to elude you. (Correct)

6. Conjunctions like until, unless, when, before, as soon as, etc., do not take the future tense.

Examples:

- (i) I will do it when I will be ready. (Incorrect)

I will do it when I am ready. (Correct)

- (ii) Before you will reach there I shall be around. (Incorrect)

Before you reach there I shall be around. (Correct)

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7. Questions in the first person indicating future are formed by 'shall' and not 'will'.

Examples:

- (i) Will I help you? (Incorrect)
Shall I help you? (Correct)

- (ii) Will we be at the gate to receive the chief guest? (Incorrect)
Shall we be at the gate to receive the chief guest? (Correct)

8. Expressions like 'if only', 'as if', 'would rather', 'I wish', take second form of the verb when indicating a past future that is not real.

Examples:

- (i) I would rather you stand by your old parents. (Incorrect)
I would rather you stood by your old parents. (Correct)

- (ii) It is time/it is high time you start working hard at your books. (Incorrect)
It is time/it is high time you started working hard at your books. (Correct)

9. Correct tense must be used in both the clauses of a conditional sentence.

Examples:

- (i) If wishes were horses beggars may ride. (Incorrect)
If wishes were horses beggars might ride. (Correct)

- (ii) If I were a millionaire, I will help the poor. (Incorrect)
If I were a millionaire, I would help the poor. (Correct)

- (iii) If I reached the station in time, I would have caught the train. (Incorrect)
If I had reached the station in time, I would have caught the train. (Correct)

- (iv) He will obey you if you were responsive to his immediate needs. (Incorrect)
He will obey you if you are responsive to his immediate needs. (Correct)

10. The use of can, could or is/am/are, able to, was/were able to.

Examples:

- (i) When the king died, the prince could ascend the throne. (Incorrect)
When the king died, the prince was able to ascend the throne. (Correct)

- (ii) When the lion chased him he could save his life by climbing a tree. (Incorrect)
When the lion chased him he was able to save his life by climbing a tree. (Correct)

NOTES

11. The use of a gerund or a to+infinitive construction is a sentence.

Examples:

(i) I enjoy to watch TV programmes. (Incorrect)

I enjoy watching TV programmes. (Correct)

(ii) He managed getting first class. (Incorrect)

He managed to get first class. (Correct)

(iii) We cannot risk to leave our houses unattended these days. (Incorrect)

We cannot risk leaving our houses unattended these days. (Correct)

(iv) Would you mind to help me in my hour of need. (Incorrect)

Would you mind helping me in my hour of need. (Correct)

(v) I resent to be left alone by my friends. (Incorrect)

I resent being left alone by my friends. (Correct)

12. Notice the following sentences:

(i) Being a wintry night, I preferred to stay indoors. (Incorrect)

As it was a wintry night, I preferred to stay indoors. (Correct)

(ii) Born and brought up in a rich family, he led a simple life. (Incorrect)

Although he was born and brought up in a rich family, he led a simple life. (Correct)

13. The subject must agree with its verb.

Examples:

(i) Nothing but prayers are required in the present situation. (Incorrect)

Nothing but prayers is required in the present situation. (Correct)

(ii) Not a word of his lectures were audible to the students. (Incorrect)

Not a word of his lectures was audible to the students. (Correct)

CHECK YOUR PROGRESS

Correct the following sentences.

1. Would you mind that I ask you to lend me a helping hand?
2. If you offend your boss, you would invite trouble to yourself.
3. To undertake a number of projects at the same time are not in the best of our interests.
4. Has the Prime Minister's speech been telecasted?
5. My husband wants that I avoid to get mixed up with my male colleagues in the office.

NOTES

6. Do not jump to the conclusions before you will view the problem from every angle.
7. If I had known the pangs of love before, I would not love at all.
8. I wish I can do something for you.
9. His seven years stay at the University have not at all been rewarding.
10. Who can risk to take a leap in the dark?
11. If only I was born at a time when freedom movement was in full swing.
12. As I crossed the road, I found myself running into a speeding car.
13. You had better to wait till the time a regular Principal took over.
14. I have come across an old buddy a couple of days ago.
15. From time immemorial, the Gita was the holiest of the holy scriptures for the Hindus.
16. How long are you waiting for your turn?
17. Unless you lie by something for the rainy day, you are in for a trouble.
18. My kitchen garden has laid barren for quite some time now.
19. If you will cry over the spilt milk, it gets you nowhere.
20. Imagine to be in a glittering company of young ladies.

2.3.6. Errors in the Use of Adverbs

1. Certain adverbs are not to be used as adjectives.

Examples:

- (i) You have given me quite a surprise. (Incorrect)
 You have given me quite a big surprise. (Correct)
2. An adverb must be placed in a sentence, keeping in view the context or the emphasis to be laid.
3. 'Hardly' and 'scarcely' cannot be used as adjectives.

CHECK YOUR PROGRESS

Correct the following sentences.

1. I go to his residence rarely, though he comes to mine often.
2. She burst into tears almost with joy when she heard the news of her son topping the list of successful candidates.

NOTES

3. I have hardly a clue to his whereabouts.
4. My lawn needs mowing badly.
5. His bungalow always remains locked in Chandigarh.
6. I have one copy of the book only. Hence, I am afraid, I can't part with it.
7. Take heart as the destination is a few minutes away only.
8. People most believe that merit can't get you a position alone.
9. The man in blue was armed with a revolver and looked hardly at me.
10. Gone are the days when servants were too faithful to their masters.

2.3.7. Errors in the Use of Prepositions

The parts of speech such as verbs, nouns, adjectives, are followed by a set preposition. Therefore, students are advised to do a lot of practice vis-a-vis the use of prepositions. The following exercise are meant to provide the required practice to the students.

1. The following are the commonly used prepositions: against, at, from, for, in, of, on, to, with, into, between, among, under, during, within, underneath, over, above, across, by, up, beside, etc.
2. Sometimes, verbs followed by a preposition or an adverb yield different meanings. Note the following:
make up, make out, run into, run after, come by, come across, etc. These are known as phrasal verbs.

CHECK YOUR PROGRESS

Correct the following sentences.

1. It is the mistakes made with carelessness that one can avoid in a bit of caution.
2. Widows in India are normally dressed with white.
3. A sad look over your face will hardly earn you people's sympathy.
4. I do believe to religion without dogmas.
5. I expect you to congratulate me over my grand success.
6. The teacher seems to have glanced casually over my answer books.
7. One sometimes shows undue favour for someone from one's village or town.

NOTES

8. You seem to be smelling with liquor.
9. She never allows him to sit with her.
10. You can't rise in life by jostling among the streets.
11. Unless you chart your course with the distant stars, you will ever remain starved with a coveted position.
12. Could I confide to you a secret that has lain buried in my heart since a long time?
13. Do you ever think for the poor living under poverty line?
14. I am just surprised on his topping to the examination.
15. Sometimes even those accused with the charge for murder are acquitted.
16. It is your bounden duty to take care after your old parents.
17. He spends a lot for items of luxury.
18. You can go on objecting against the decision, but there is no use.
19. He can't smoke at his house because he is afraid from his wife.
20. The sight of the old man reminds me to my late grandfather.
21. He is repeatedly warned for his late-coming, but he hasn't shown any sign for improvement.
22. According to Eliot, good poetry is born from an escape of emotion.
23. Don't indulge with childish pranks if you want to stay out of harm's way.
24. You do not seem to have reflected over the goal you have set unto yourself.
25. The youth today run for a life soaked with glamour.

2.3.8. Errors in the Use of Conjunctions

Like 'both', 'and', 'either', 'or' 'neither', 'nor', 'not only', 'but also', etc.
(Students must be careful while using conjunctions in sentences.)

CHECK YOUR PROGRESS

Correct the following sentences.

1. Neither you are here nor there when you take an indefensible position.
2. Whether you come across an old friend, bring him home.

NOTES

3. My father was ploughing the field while my mother was cooking the meal.
4. The child is a prodigy and is not only well-versed in a number of languages but in mathematics.
5. My brother makes always heavier demands on my parents than me.
6. The both students have remained absent from the class for a week now.
7. Would you be generous to me like your late father?
8. No sooner he reached the station, the train started moving.
9. As soon as he stepped out of his house than it started raining.
10. Hardly he had started speaking than his father told him to keep quiet.
11. Give every man thy ear and few thy tongue.
12. Tired he was, he agreed to accompany me on the long journey.
13. Either you work hard otherwise you will fail.
14. Unless you don't have a word from me, you are not to move out.
15. Explain me how you found your way to the strong room.

SUMMARY

- Uncountable nouns do not take the indefinite article.
- When two independent nouns are compounded or combined into one, we have a compound noun.
- A collective noun is the one representing a collection or cluster of persons or things.
- As a general rule, an inanimate object does not take the possessive form.
- A reflexive pronoun is a word that shows that the action contained in the verb pertains to the person performing it.
- A relative pronoun (who, whose, whom, which, that) is one that refers to a preceding noun, sentence or part of a sentence. A relative pronoun must agree with its person and number.
- Placement of a relative pronoun or a relative adverb requires an appropriate juxtaposition.
- Pronouns like 'all', 'some', 'many', 'few' are used as plurals.
- 'What' as a relative pronoun with an antecedent is not used in a sentence.
- ('Who', 'whose', 'whom' are applied to persons. 'Which' is used for other than persons. 'That' can come in place of 'who' or 'which' occurring as the subject of a clause.)

NOTES

- The use of the following adjectives poses a tricky problem: asleep, alive, awake, afraid, ashamed, alike, alone as they are to be used predicatively (after the noun), not attributively (before the noun)
- Certain adjectives are not preceded by the degrees of comparison.
- Adjectives like 'superior', 'inferior', 'senior', 'junior' are followed by 'to', not by 'than'.
- Certain nouns are followed by adjectives. For example: notary public, from time immemorial, etc.
- 'The' always precedes the names of: rivers, seas, oceans, ships, mountains, newspapers, hotels, museums, buildings, etc.
- 'The' is never put before 'half', 'double', 'both', 'all', etc. It is used after these words. We generally say 'a dozen' rather than 'one' dozen.
- Do not use present perfect tense in a sentence where the adverbial of time in the past is stated though an exception is made to misrule in cage time stated is not yet completed.
- 'Since' and 'for' when used in case of time up to the present always take present perfect tense.
- Adverbials of present time such as 'just', 'now', 'not yet', 'already' take present perfect tense.
- Future tense is not to be used when a present meaning is intended.
- Conjunctions like until, unless, when, before, as soon as, etc., do not take the future tense.
- Questions in the first person indicating future are formed by 'shall' and not 'will'.
- Expressions like 'if only', 'as if', 'would rather', 'I wish', take second form of the verb when indicating a past future that is not real.
- Correct tense must be used in both the clauses of a conditional sentence.
- The subject must agree with its verb.
- Certain adverbs are not to be used as adjectives.
- Sometimes, verbs followed by a preposition or an adverb yield different meanings. Note the following: make up, make out, run into, run after, come by, come across, etc These are known as phrasal verbs.

KEYWORDS

compound: combined

collective: collection

genitive: the special form of a noun, pronoun or an adjective that is used to show possession or close connection between two things

conjunction: connector

REVIEW QUESTIONS

1. Write ten sentences and see if they are grammatically correct or you have made common errors.
 2. Write ten rules you have read inside. Give examples.
-

2.4 PUNCTUATION

The following are the principal Punctuation Marks:

1. Full Stop or Period (.)
2. Comma (,)
3. Semicolon (;)
4. Colon (:)
5. Interrogation Mark (?)
6. Exclamation Mark (!)
7. Inverted Commas or Quotation Marks (‘ ’) (“ ”)

2.4.1. The Full Stop

The *Full Stop* represents the longest pause. It is used:

(a) At the end of an Assertive or Imperative sentence:

He is a good fellow. Put it down.

(b) After abbreviations and initials:

B.A., Ph.D., M.P., Co., Ltd., Dr. A. V. Rao, Mr. and Mrs. Milford

When, however the abbreviation ends with the final letter of the full word some writers prefer to omit the full stops: *e.g.* Mr, Mrs, Dr, St (street), st (saint).

2.4.2. The Comma

The *Comma* marks the shortest pause. It is used:

1. To separate three or more words of the same part of speech (nouns, verbs, adjectives and adverbs):

Noun. I want to buy a pencil, a pen, a notebook and some paper.

Verb. Srinivas bathed, breakfasted, dressed and went out.

Adjective. He is efficient, hard-working and conscientious.

Adverb. He lifted the precious treasure gently, reverently and with infinite caution.

Note. (a) No comma is required before *and*.

(b) Where the words are arranged in pairs joined by *and* or *or*, the comma is omitted:

We can go by car *or* bus, by rail *or* air.

He can sketch with pen *and* ink, or brush *and* paint.

Nearer *and* nearer, louder *and* louder came the roar of the mob.

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2. To mark off *phrases in apposition*:
Gandhiji, the Father of the Nation, lived a simple life.
Nalini, my brother's daughter, is getting married tomorrow.
3. To mark off the *Nominative of address*:
I tell you, sir, I cannot give it.
O Lord, have mercy upon us.
4. After *adverbial phrases formed by absolute construction*:
The weather being fine, they decided to have a picnic.
Dinner over, they went back to the sitting-room.
5. Before and after *an adjectival phrase formed with a participle*, provided it is a non-defining phrase, *i.e.* one which does not merely qualify or define the subject which it refers to, but tells us more about it:
Ashoka, having conquered Kalinga, decided not to fight any more wars.
The Chairman, getting to his feet, rebuked the ill-mannered fellow who disturbed the meeting.
Note. A defining phrase should not be separated by a comma:
A man *wearing a top hat* got out of the car.
He gave her a ring *studded with diamonds*.
A casket *made of ivory* lay on the dressing table.
6. To separate words, phrases, or clauses inserted into the body of a sentence:
He, too, was partly responsible for this.
The police did not, however, succeed in arresting him.
He is, after all, a mere boy.
She has, to my great surprise, married him after all.
The Arabs, who were trained by British officers, fought against the Germans.
7. To avoid the repetition of a verb:
I gave him a book, and her, a pen.
Mohan is a merchant and Ashok, a lawyer.
8. To separate a Subordinate Clause of any sort that comes before the Principal Clause:
When the bell rings, we shall go to the class.
If it rains, the match will have to be cancelled.
9. To separate short Co-ordinate Clauses of a Compound Sentence:
He gasped, he panted, and collapsed on the floor.
They waved, they cheered, they shouted words of welcome.
Men may come, and men may go, but I go on forever.

CHECK YOUR PROGRESS

Place commas where necessary in the following sentences.

1. The biggest cities in India are Kolkata Mumbai Chennai Delhi and Hyderabad.
2. Where there is a will there is a way.
3. This is how I earn my bread and butter.
4. He told me however that he was going away soon.
5. I came I saw I conquered.
6. Weary worn and sad he crept into his room and lay down.
7. As soon as you hear the whistle run up to me.
8. The thief softly opening the door peeped into the room.
9. Mr. Rao my next-door neighbour has gone to Kolkata.
10. Rich and poor high and low young and old all must die.

2.4.3. The Semicolon

The *Semicolon* marks a longer pause than the Comma. It is usually followed by conjunctions like *and*, *but* or *or*. It is used:

1. To separate the clauses of a Compound Sentence, when they contain a comma:

Our teacher was a simple, modest, unassuming person; but we all respected him.

The sweet, melodious music came to a close; and there was thunderous applause.

2. To separate sentences which are closely connected in thought, where a full stop would be too complete a break:

As Caesar loved me, I weep for him; as he was fortunate, I rejoice at it; as he was valiant, I honour him.

Reading maketh a full man: conference a ready man; writing an exact man.

2.4.4. The Colon

The *Colon* marks a more complete pause than that indicated by the Semicolon. It is used:

1. To introduce a quotation:

Solomon says: "Of the making of books there is no end."

Shakespeare said: "Neither a borrower nor a lender be."

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2. To introduce a list:

These are the things we have to take with us: a flask of tea, some biscuits, sandwiches and fruit.

The poets I like best are: Milton, Wordsworth, Shelley and Keats.

3. To introduce an explanation, a statement or a proposition:

The excuse he gave was this: he had not properly understood the rules and regulations!

CHECK YOUR PROGRESS

Put semicolons and colons where necessary in the following sentences.

1. Some are born great some achieve greatness and some have greatness thrust upon them.
2. They came they looked at the house and they went away.
3. The proposition before the House is this if we want peace we must be prepared for war.
4. I want a new dress then I want a new handbag and last of all, a new hat.
5. The problem is this which came first, the hen or the egg?
6. First you lie flat on your back then you take a deep breath and then raise your legs without bending the knees.
7. The Bible says the fear of God is the beginning of wisdom.
8. We have to buy these things a table, four chairs and two cots.
9. He also told me about his uncle but that is another story.
10. The family went for a picnic the father carried the rugs the mother the food and the children the rest of the things.

2.4.5. The Interrogation Mark

The *Interrogation Mark* is used after a direct question:

Where are you going?

Have you written to your father?

Notes. 1. The Interrogation Mark is not used after an indirect question:

He asked me where I was going.

He enquired whether I had written to my father.

2. The Interrogation Mark is not used after a polite request or submission:

Would you mind posting this letter for me.

Would you mind passing the jam.

May I submit, Sir, that this is a false charge.

2.4.6. The Exclamation Mark

The *Exclamation Mark* should not be used too frequently. It should be used only after real exclamations or interjections, and phrases and sentences expressing sudden emotion or wish.

Oh dear! Alas! Hello! Good luck!

What a terrible storm!

Sometimes it is also used after a short and peremptory order:

Get out! I don't want to see you again.

Shut up! I don't want to hear a word.

2.4.7. Inverted Commas

Inverted Commas or *Quotation Marks* are used to indicate Direct Speech, *i.e.* to enclose the actual words of a speaker or a quotation:

He said, 'I won't allow it.'

Pope says, 'The proper study of mankind is man.'

Note on the Punctuation of Direct Speech

1. The introductory words, such as:

He asked, you said, cried Sukumar, etc.

whether at the beginning, in the middle or at the end of the sentence should be separated from the actual words spoken by Commas, *if no other stop is used*:

'Hands up!' said the leader of the gang.

(No comma after *Hands up* because there is an exclamation mark).

'Have you seen this man before?' asked the Inspector.

(No comma after *before* because there is a Question mark).

'I want,' said the boy, 'an air-gun as a present.'

(commas before and after *said the boy* because no other stops are used).

2. The actual words of direct speech should be enclosed in Inverted Commas and punctuated as ordinary sentences with Capital letters, Commas, Question Marks and Exclamation Marks where necessary.
3. The words of each fresh speaker should be given in a new paragraph:

'Did you hear a sound?' he asked.

'No,' she said, 'I heard nothing.'

'Listen!' said he, 'can't you hear a low moaning from that hut there?'

'Yes,' she whispered, 'I do hear it now. Let us go and find out what it means.'

CHECK YOUR PROGRESS

Punctuate these sentences.

NOTES

1. Hello he said when did you get here.
2. What on earth he asked do you mean.
3. These saris have only just arrived he said would you like one.
4. Yes I'd like one she replied but how about the price.
5. Only ₹ 40/- each said he Goodness that's too much she replied.
I won't pay more than ₹ 30/- for one.
6. O.K. Now would you if I asked you he asked lend me your car for a day.
7. Good Heavens no she replied that is impossible.
8. Very well madam said he if it is impossible I don't want it.
9. Good bye she said see you later shall ring you up if I need anything.
10. He is engaged to me Is he Since when Since yesterday Well congratulations
Has your father consented.

2.4.8. The Use of Capital Letters

Capital letters are used:

(a) At the beginning of a sentence:

Prevention is better than cure.

Necessity is the mother of invention.

(b) At the beginning of each line of poetry:

A little learning is a dangerous thing,

Drink deep or taste not the Pierian spring.

(c) For names of people, places, mountains, rivers, etc.:

Pratap, Kolkata, the Himalayas, the Godavari

(d) For nations and adjectives of nationality:

India, Indian, an Indian, France, French, a Frenchman

(e) For names of days, months, festivals and historical eras:

Friday, October, Diwali, the Middle Ages, the Romantic Period

(f) For names of books, plays, works of art:

the Mahabharata, the Taj Mahal, the Mona Lisa, the Last Supper, the Fifth Symphony, the Bible

(g) For titles of people and names of things, when we refer to unique examples:

an Emperor, but the Emperor of Japan; similarly, the Mayor of Mumbai, the King of Afghanistan, etc. Also, the Golden Fleece, the Holy Grail, the Eternal City

(h) For all adjectives derived from Proper Nouns:

Christian, Hindu, Himalayan, Herculean, Elysian, Biblical

(i) For all Nouns and Pronouns which stand for God:

the Lord, the Trinity, Satchidananda, Viswambhara, Allah, etc.,
O Lord, be *Thou* our help and strength.

(j) To write the pronoun *I* and the interjection *O*

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CHECK YOUR PROGRESS

Put Capital Letters wherever necessary in the following sentences.

1. on new year's day we went on a picnic to golconda.
2. when mr. and mrs. rockefeller came, we gave a dinner at which the mayor of new york and the queen of ethiopia were also present.
3. i am going to germany on the first of april this year.
4. it was a himalayan blunder to leave the passes in the himalayas undefended against possible chinese attacks.
5. pearl buck got the nobel prize for *the good earth*.
6. telugu, tamil, canarese and malayalam are dravidian languages.
7. on the tuesday after christmas alakesan flew to canada.
8. a new bridge is to be built over the ganges at allahabad in uttar pradesh.
9. shakespeare's *hamlet, prince of denmark* is a famous tragedy.
10. sir winston churchill was the prime minister of great britian during the second world war.

SUMMARY

- The *Full Stop* represents the longest pause.
- The *Comma* marks the shortest pause.
- The *Semicolon* marks a longer pause than the Comma.
- The *Colon* marks a more complete pause than that indicated by the Semicolon.
- The *Interrogation Mark* is used after a direct question.
- The *Exclamation Mark* should be used only after real exclamations or interjections, and phrases and sentences expressing sudden emotion or wish.
- *Inverted Commas* or *Quotation Marks* are used to indicate Direct Speech, *i.e.* to enclose the actual words of a speaker or a quotation.

KEYWORD

punctuation: the marks used in writing that divide sentences and phrases.

NOTES

REVIEW QUESTIONS

1. Write a paragraph your choice in 200 words of and punctuate it properly.
 2. Write five famous quotation and punctuate appropriately.
-

2.5 ACTIVE AND PASSIVE VOICE

1. The **voice** shows whether the *Subject* of a Verb acts or is acted upon.
Active Voice : When the **Subject** of a **Verb** acts, the Verb is said to be in the Active Voice ; as—

I *made* a mistake.

She *is reciting* a poem.

She *will help* me.

Passive Voice : When the *object* of the Active Voice becomes the *Subject*, the Verb is said to be in the Passive Voice; as—

A mistake *was made* by me.

A poem *is being recited* by her.

I *shall be helped* by her.

The *Subject* dominates in *Active Voice* but the *Object* dominates in *Passive Voice*.

Note. It is only the form of the verb in a sentence which shows whether the subject is the *doer* or the *receiver* of the action.

2. **When to use the Passive Voice:**

- (i) When the action shown by the verb and not the *subject* is important.
- (ii) When the *subject* or *agent* is either unknown or insignificant.
- (iii) When there is need for objective reporting while describing some scientific or Technical process.

3. **Rules for changing a Verb from the Active Voice into the Passive Voice:**

1. The *object group* (because sometimes a group of three—four words can also be an object) of the **Active Verb** is made the Subject of the Passive Verb.
2. The Subject of the **Active Verb** is made the object of some Preposition (generally 'by').
3. The *Verb* of the Active Voice must have the Past Participle form of the Finite Verb and some form of the verb '**to be**' (*be, is, am, are, has been, will be, is being* etc.) will be used before it.

NOTES

4. Some vague and indefinite subjects like *everyone, they, people, someone, somebody, everybody, anybody*, etc. are dropped when the sentence is changed into passive voice.
5. *The Tense of the Verb does not change.*

Example: He *has done* his work. (Active)

His work *has been done* by him. (Passive)

4. **The Pronouns** (*when these act as subject*) are changed as given below:

| <i>Subject</i> | <i>becomes</i> | <i>Object</i> |
|----------------|----------------|---------------|
| <i>I</i> | becomes | <i>me</i> |
| <i>We</i> | becomes | <i>us</i> |
| <i>You</i> | becomes | <i>you</i> |
| <i>She</i> | becomes | <i>her</i> |
| <i>He</i> | becomes | <i>him</i> |
| <i>They</i> | becomes | <i>them</i> |
| <i>It</i> | remains | <i>it</i> |
| <i>Who</i> | becomes | <i>whom</i> |

5. The following table gives the form of the verb 'see' in Passive Voice in the various Tenses:

TENSE CHART (*Passive Voice*)

| <i>Tense</i> | <i>Indefinite</i> | <i>Continuous</i> | <i>Perfect</i> |
|----------------|--|--|---|
| <i>Present</i> | is/am/are + verb in third form <i>is seen</i> <i>am seen</i> <i>are seen</i> | is/am/are + being + verb in third form <i>is being seen</i> <i>am being seen</i> <i>are being seen</i> | has/have + been + verb in third form <i>has been seen</i> <i>have been seen</i> |
| <i>Past</i> | was/were + verb in third form <i>was seen</i> <i>were seen</i> | was/were + being + verb in third form <i>was being seen</i> <i>were being seen</i> | had + been + verb in third form <i>had been seen</i> |
| <i>Future</i> | will/shall + be + verb in third form <i>will be seen</i> <i>shall be seen</i> | — No change | will/shall + have been + verb in third form <i>will have been seen</i> <i>shall have been seen</i> |

6. In the following sentences the *Intransitive Verbs* have **no Objects**. They *cannot be changed* into the *Passive Voice*:

The birds **fly** in the air.

These horses **run** fast.

Only *transitive verbs* can be changed into *passive voice* and not the *intransitive verbs*.

2.5.1 Change of Voice—Present Tense

2.5.1.1 Present Indefinite or Simple Present Tense

NOTES

- (i) **Affirmative Sentences: Rule.** In passive voice, if the Subject is 'I', put *am*. Put *is* if the subject is *third person singular (in number)*. With all other subjects put '*are*' with the past participle form of the verb.

| <i>Active</i> | <i>Passive</i> |
|-------------------|-------------------------------|
| 1. I read a book. | A book <i>is read</i> by me. |
| 2. He loves me. | I <i>am loved</i> by him. |
| 3. You eat bread. | Bread <i>is eaten</i> by you. |
| 4. We teach you. | You <i>are taught</i> by us. |

- (ii) **Negative Sentences: Rule.** The same as affirmative but *not* is added to *is/are/am* and the helping verb *do/does* is dropped off.

| <i>Active</i> | <i>Passive</i> |
|--------------------------|-----------------------------------|
| 1. I do not read a book. | A book <i>is not read</i> by me. |
| 2. He does not love me. | I <i>am not loved</i> by him. |
| 3. You do not eat bread. | Bread <i>is not eaten</i> by you. |
| 4. We do not teach you. | You <i>are not taught</i> by us. |

- (iii) **Interrogative Sentences: Rule.** While changing interrogative sentences into passive voice, put *is/am/are* before the subject and past participle after it. The *helping verbs—do/does* are never used in passive voice.

| <i>Active</i> | <i>Passive</i> |
|--------------------------|--|
| 1. Do I read a book? | <i>Is</i> a book <i>read</i> by me? |
| 2. Does he love me? | <i>Am</i> I <i>loved</i> by him? |
| 3. Do you eat bread? | <i>Is</i> bread <i>eaten</i> by you? |
| 4. Do we teach you? | <i>Are</i> you <i>taught</i> by us? |
| 5. Who tells you that? | By whom <i>are</i> you <i>told</i> that? |
| 6. Where do you see him? | Where <i>is</i> he <i>seen</i> by you? |
| 7. How do you know him? | How <i>is</i> he <i>known</i> to you? |

- (iv) **Interrogative-Negative Sentences: Rule.** While changing interrogative-negative sentences into passive voice, put *is/am/are* before the subject and put *not* before the past participle.

| <i>Active</i> | <i>Passive</i> |
|--------------------------------|--|
| 1. Do I not read a book? | <i>Is</i> a book <i>not read</i> by me? |
| 2. Does he not love me? | <i>Am</i> I <i>not loved</i> by him? |
| 3. Do you not eat bread? | <i>Is</i> bread <i>not eaten</i> by you? |
| 4. Do we not teach you? | <i>Are</i> you <i>not taught</i> by us? |
| 5. Who does not tell you that? | By whom <i>are</i> you <i>not told</i> that? |
| 6. Where do you not see him? | Where <i>is</i> he <i>not seen</i> by you? |
| 7. How do you not know him? | How <i>is</i> he <i>not known</i> to you? |

CHECK YOUR PROGRESS

A. *Change the voice of the following sentences.*

1. We respect our teachers.
2. He does not keep his room clean.
3. Does he cook the dinner?
4. The Inspector does not investigate the murder.
5. Is not a song sung by Mohan?
6. What do you want?
7. Why is a race run by you?
8. They do not make a mischief.
9. Do you not enjoy a sound sleep?
10. I never keep Mohan waiting.
11. People praise him for his intelligence.
12. Do you see Radha in the crowd?
13. I always admire the brave.
14. Is my help needed by them?
15. These trees do not give fruits.

*Common Errors,
Punctuation, Active and
Passive voice, Direct and
Indirect Narration and...*

NOTES

2.5.1.2 Present Continuous Tense

(i) **Affirmative Sentences: Rule.** **'Is/are/am + being'** are added to the past participle form of the verb.

Active

Passive

- | | |
|-------------------------|-------------------------------------|
| 1. I am reading a book. | A book <i>is being read</i> by me. |
| 2. You are loving me. | I <i>am being loved</i> by you. |
| 3. He is eating bread. | Bread <i>is being eaten</i> by him. |
| 4. We are teaching you. | You <i>are being taught</i> by us. |

(ii) **Negative Sentences: Rule.** **'Is/are/am + not + being'** are added to the past participle of the verb.

Active

Passive

- | | |
|-----------------------------|---|
| 1. I am not reading a book. | A book <i>is not being read</i> by me. |
| 2. You are not loving me. | I <i>am not being loved</i> by you. |
| 3. He is not eating bread. | Bread <i>is not being eaten</i> by him. |
| 4. We are not teaching you. | You <i>are not being taught</i> by us. |

NOTES

(iii) **Interrogative Sentences: Rule.** *'Is/are/am'* is placed before the subject and **'being + past participle'** after the subject.

Active

Passive

- | | |
|--------------------------------|--|
| 1. Am I reading a book? | <i>Is a book being read by me?</i> |
| 2. Are you loving me? | <i>Am I being loved by you?</i> |
| 3. Is he eating bread? | <i>Is bread being eaten by him?</i> |
| 4. Are we teaching you? | <i>Are you being taught by us?</i> |
| 5. Why are you running a race? | <i>Why is a race being run by you?</i> |
| 6. What are you doing? | <i>What is being done by you?</i> |
| 7. Whom are you serving? | <i>Who is being served by you?</i> |

(iv) **Negative-Interrogative Sentences: Rule.** *While changing negative-interrogative sentences into Passive Voice, put 'is/am/are' before the subject and not + being + past participle, after the subject.*

Active

Passive

- | | |
|------------------------------------|--|
| 1. Am I not reading a book? | <i>Is a book not being read by me?</i> |
| 2. Are you not loving me? | <i>Am I not being loved by you?</i> |
| 3. Is he not eating bread? | <i>Is bread not being eaten by him?</i> |
| 4. Are we not teaching you? | <i>Are you not being taught by us?</i> |
| 5. Why are you not running a race? | <i>Why is a race not being run by you?</i> |
| 6. What are you not doing? | <i>What is not being done by you?</i> |
| 7. Whom are you not serving? | <i>Who is not being served by you?</i> |

CHECK YOUR PROGRESS

B. *Change the voice of the following sentences.*

1. His teachers are praising him.
2. He is keeping me waiting.
3. The police is not arresting the thief.
4. They are not passing the resolution.
5. Is the bell being rung by the peon?
6. Is someone stealing our goods?
7. Are you not sending the servant?
8. Am I not writing the essay?
9. By whom is the country not being loved?
10. Who are you talking to?
11. Are the farmers not reaping the crops?

12. Who is disturbing you?
13. Why are you beating the boy?
14. Are the examiners not marking the answer books?
15. Who is being scolded by you?

*Common Errors,
Punctuation, Active and
Passive voice, Direct and
Indirect Narration and...*

NOTES

2.5.1.3 Present Perfect Tense

- (i) **Affirmative Sentences: Rule.** *While changing affirmative sentences into passive voice we put 'been' between 'have', 'has' and the past participle form.*

Active

Passive

- | | |
|--------------------------|-------------------------------------|
| 1. I have read a book. | A book <i>has been read</i> by me. |
| 2. He has loved me. | I <i>have been loved</i> by him. |
| 3. You have eaten bread. | Bread <i>has been eaten</i> by you. |
| 4. We have taught you. | You <i>have been taught</i> by us. |

- (ii) **Negative Sentences: Rule.** *While changing negative sentences into passive voice, 'has/have + not + been + past participle form of the verb' is used.*

Active

Passive

- | | |
|------------------------------|---|
| 1. I have not read a book. | A book <i>has not been read</i> by me. |
| 2. He has not loved me. | I <i>have not been loved</i> by him. |
| 3. You have not eaten bread. | Bread <i>has not been eaten</i> by you. |
| 4. We have not taught you. | You <i>have not been taught</i> by us. |

- (iii) **Interrogative Sentences: Rule.** *Add 'has/have' before the subject and 'been + past participle' after the subject.*

Active

Passive

- | | |
|-----------------------------|---|
| 1. Have I read a book? | <i>Has a book been read</i> by me? |
| 2. Has he loved me? | <i>Have I been loved</i> by him? |
| 3. Have you eaten bread? | <i>Has the bread been eaten</i> by you? |
| 4. Have we taught you? | <i>Have you been taught</i> by us? |
| 5. Why have you run a race? | <i>Why has a race been run</i> by you? |
| 6. What have you done? | <i>What has been done</i> by you? |
| 7. Whom have you served? | <i>Who has been served</i> by you? |

- (iv) **Negative-Interrogative Sentences: Rule.** *Negative-interrogative sentences are turned into passive voice in the same way as the interrogative sentences above but 'not' is added before 'been'.*

NOTES

Active

1. Have I not read a book?
2. Has he not loved me?
3. Have you not eaten bread?
4. Have we not taught you?
5. Why have you not run a race?
6. What have you not done?
7. Whom have you not served?

Passive

- Has a book not been read by me?*
Have I not been loved by him?
Has bread not been eaten by you?
Have you not been taught by us?
Why has a race not been run by you?
What has not been done by you?
Who has not been served by you?

CHECK YOUR PROGRESS

Change the voice of the following sentences.

1. We have made all arrangements.
2. We have sent them invitations.
3. I have never tasted this dish before.
4. They have not taken any notice of me.
5. The cat has not drunk all the milk.
6. Has the film been seen by you ?
7. Have they not visited Delhi ?
8. How have you earned money ?
9. What has been bought by you ?
10. Why have you not beaten him ?
11. Where have they placed my books ?
12. Has he not astonished you ?
13. Your brother has done a lot in this matter.
14. I have not stolen your clothes.
15. Why has the car been sold by you ?

2.5.2 Change of Voice—Past Tense

2.5.2.1 Past Indefinite or Simple Past Tense

- (i) **Affirmative Sentences: Rule.** *In the affirmative sentences of passive voice, put 'was' with first person and third person singular (I, he she,*

It). Similarly, put **'were'** with all others. Past Participle form of the verb is put after **'was/were'** as in all other sentences of the Passive Voice.

Active

1. I read a book.
2. He loved me.
3. You ate bread.
4. We taught you.

Passive

- A book *was read* by me.
I *was loved* by him.
Bread *was eaten* by you.
You *were taught* by us.

(ii) **Negative Sentences: Rule.** Negative sentences are changed into passive voice, like the Affirmative sentences. The only difference is that **'did'** is removed and **'was not'** or **'were not'** are used before past participle in passive voice.

Active

1. I did not read a book.
2. He did not love me.
3. You did not eat bread.
4. We did not teach you.

Passive

- A book *was not read* by me.
I *was not loved* by him.
Bread *was not eaten* by you.
You *were not taught* by us.

(iii) **Interrogative Sentences: Rule.** Interrogative sentences too are changed into passive voice, like the Affirmative sentences. **'Did'** is removed and **'was/were'** is put before the subject.

Active

1. Did I read a book?
2. Did he love me?
3. Did you eat bread?
4. Did we teach you?
5. Why did you run a race?
6. What did you do?
7. Whom did you serve?

Passive

- Was* a book *read* by me?
Was I *loved* by him?
Was bread *eaten* by you?
Were you *taught* by us?
Why was a race *run* by you?
What was done by you?
Who was served by you?

(iv) **Negative-Interrogative Sentences: Rule.** Negative Interrogative sentences are changed into passive voice in the same manner as the Interrogative sentences given above. The **'not'** added with the verb of the Active Voice is placed before the past participle in passive voice.

Active

1. Did I not read a book?
2. Did he not love me?
3. Did you not eat bread?
4. Did we not teach you?
5. Why did you not run a race?
6. What did you not do?
7. Whom did you not serve?

Passive

- Was* a book *not read* by me?
Was I *not loved* by him?
Was bread *not eaten* by you?
Were you *not taught* by us?
Why was a race *not run* by you?
What was not done by you?
Who was not served by you?

NOTES

NOTES

If a sentence contains a preposition, the preposition is retained and is placed after the Past Participle in the Passive Voice. As—

Active Voice

The children laughed **at** the joker.

Passive Voice

The joker was laughed **at** by the children.

CHECK YOUR PROGRESS

Change the voice of the following sentences.

1. The boys laughed at the beggar.
2. I was spoken to by her.
3. He did not look into the matter.
4. We did not clean the house yesterday.
5. I did not ask him to lend me the money.
6. Did Mohan obey his parents?
7. Was not Ramesh loved by everyone?
8. Why did you kill the snake?
9. Where did he meet Suresh?
10. What did I know?
11. We were refused admission by them.
12. Did Lakshman not draw a circle round the hut?
13. Did she realise her mistakes instantly?
14. Prince Dara was not hated by all the people.
15. Where was he hit by the ball?

2.5.2.2 Past Continuous Tense

(i) **Affirmative Sentences: Rule.** *To change into passive voice, we use 'was/were + being + past participle'.*

Active

Passive

- | | |
|--------------------------|-------------------------------------|
| 1. I was reading a book. | A book <i>was being read</i> by me. |
| 2. He was loving me. | I <i>was being loved</i> by him. |

NOTES

3. You were eating bread. Bread *was being eaten* by you.
4. We were teaching you. You *were being taught* by us.

(ii) **Negative Sentences: Rule.** *These sentences are changed into passive voice and they have 'was/were + not + being + past participle'.*

Active

Passive

1. I was not reading a book. A book *was not being read* by me.
2. He was not loving me. I *was not being loved* by him.
3. You were not eating bread. Bread *was not being eaten* by you.
4. We were not teaching you. You *were not being taught* by us.

(iii) **Interrogative Sentences: Rule.** *These sentences are changed into passive voice by adding 'was/were' before the subject of the passive voice and putting 'being + past participles' after the subject.*

Active

Passive

1. Was I reading a book? Was a book *being read* by me?
2. Was he loving me? Was I *being loved* by him?
3. Were you eating bread? Was bread *being eaten* by you?
4. Were we teaching you? Were you *being taught* by us?
5. Why were you running a race? Why *was a race being run* by you?
6. What were you doing? What *was being done* by you?
7. Whom were you serving? Who *was being served* by you?

(iv) **Negative-Interrogative Sentences: Rule.** *These sentences are changed into passive voice by adding 'was/were' before the subject of the passive voice and putting 'not + being + past participle' after the subject.*

Active

Passive

1. Was I not reading a book? Was a book *not being read* by me?
2. Was he not loving me? Was I *not being loved* by him?
3. Were you not eating bread? Was bread *not being eaten* by you?
4. Were we not teaching you? Were you *not being taught* by us?
5. Why were you not running a race? Why *was a race not being run* by you?
6. What were you not doing? What *was not being done* by you?
7. Whom were you not serving? Who *was not being served* by you?

CHECK YOUR PROGRESS

NOTES

Change the voice of the following sentences.

1. He was not disputing the fact.
2. They were inviting us.
3. You were hammering nails into the wall.
4. Was I not admitting girls?
5. Was the teacher being irritated by us?
6. Was Mohan breaking the rules?
7. Why were you spoiling your clothes?
8. Where was Mohan spending all his money?
9. Was he challenging you?
10. Where was I wasting my time?
11. Why were the policemen chasing the boys?
12. They were not driving the car at full speed.
13. Were they winding up the business?
14. Good news was being expected by us.
15. You were not being deceived by him.

2.5.2.3 Past Perfect Tense

(i) **Affirmative Sentences: Rule.** To change into passive voice 'had + been + past participle' is used.

Active

Passive

- | | |
|--------------------------------|--|
| 1. I had read a book. | A book <i>had been read</i> by me. |
| 2. He had loved me. | I <i>had been loved</i> by him. |
| 3. We had taught you. | You <i>had been taught</i> by us. |
| 4. You had finished your work. | Your work <i>had been finished</i> by you. |

(ii) **Negative Sentences: Rule.** To change into passive voice, we use 'had + not + been + past participle'.

Active

Passive

- | | |
|-------------------------------|---|
| 1. I had not read a book. | A book <i>had not been read</i> by me. |
| 2. He had not loved me. | I <i>had not been loved</i> by him. |
| 3. We had not taught you. | You <i>had not been taught</i> by us. |
| 4. You had not finished work. | Work <i>had not been finished</i> by you. |

(iii) **Interrogative Sentences: Rule.** For changing into passive voice place **'had'** before the subject and **'been + past participle'** after the subject.

Active

1. Had I read a book?
2. Had he loved me?
3. Had we taught you?
4. Had you finished your work?

5. Why had you beaten him?

Passive

- Had a book been read by me?*
Had I been loved by him?
Had you been taught by us?
Had your work been finished by you?

Why had he been beaten by you?

(iv) **Negative-Interrogative Sentences: Rule.** To change them into passive voice, use **'had'** before the passive subject and **'not + been + past participle'** after the subject.

Active

1. Had I not read a book?
2. Had he not loved me?
3. Had we not taught you?
4. Had you not finished work?

Passive

- Had a book not been read by me?*
Had I not been loved by him?
Had you not been taught by us?
Had work not been finished by you?

*Common Errors,
Punctuation, Active and
Passive voice, Direct and
Indirect Narration and...*

NOTES

CHECK YOUR PROGRESS

Change the voice of the following sentences.

1. The farmers had reaped the crops.
2. Mother had just cooked the food.
3. They had finished the work.
4. By whom had the clerk been bribed?
5. How had the police caught the thief?
6. Why had he not painted the picture?
7. When had he won the match?
8. Had not the truth been told by you?
9. Had she posted the letter?
10. Had Mohan beaten Afzal?
11. Many hardships had already been suffered by them.
12. Where had they kept my camera?
13. Had the building been destroyed by the fire?
14. Whom had you met before ?
15. We had never visited the Taj before.

2.5.3 Change of Voice—Future Tense

2.5.3.1 Future Indefinite Tense

NOTES

(i) **Affirmative Sentences: Rule.** To change them into passive voice, we use **'shall/will + be + past participle'**.

Active

Passive

- | | |
|--------------------------|--------------------------------------|
| 1. I* shall read a book. | A book <i>will be read</i> by me. |
| 2. He will love me. | I <i>shall be loved</i> by him. |
| 3. We shall teach you. | You <i>will be taught</i> by us. |
| 4. You will finish work. | Work <i>will be finished</i> by you. |

(ii) **Negative Sentences: Rule.** To change them into passive voice, we use **'shall/will + not + past participle'**.

Active

Passive

- | | |
|------------------------------|--|
| 1. I shall not read a book. | A book <i>will not be read</i> by me. |
| 2. He will not love me. | I <i>shall not be loved</i> by him. |
| 3. We shall not teach you. | You <i>will not be taught</i> by us. |
| 4. You will not finish work. | Work <i>will not be finished</i> by you. |

(iii) **Interrogative Sentences: Rule.** To change them into passive voice place **'shall/will'** before the subject and **'be + past participle'** after it.

Active

Passive

- | | |
|------------------------------------|--|
| 1. Shall I read a book? | <i>Will</i> a book <i>be read</i> by me? |
| 2. Will he love me? | <i>Shall</i> I <i>be loved</i> by him? |
| 3. Shall we teach you? | <i>Will</i> you <i>be taught</i> by us? |
| 4. Will you finish the work? | <i>Will</i> the work <i>be finished</i> by you? |
| 5. When will Mohan pass the test? | When <i>will</i> the test <i>be passed</i> by Mohan? |
| 6. When will he deposit his money? | When <i>will</i> his money <i>be deposited</i> by him? |
| 7. How shall I solve the sum? | How <i>will</i> the sum <i>be solved</i> by me? |
| 8. What will he have? | What <i>will be had</i> by him? |

(iv) **Negative-Interrogative Sentences: Rule.** Place **'shall/will'** before the subject and **'not + be'** or **'be + not' + 'past participle'** after it.

Active

Passive

- | | |
|----------------------------------|---|
| 1. Shall I not read a book? | <i>Will</i> a book <i>not be read</i> by me? |
| 2. Will you not finish the work? | <i>Will</i> the work <i>not be finished</i> by you? |

*[Here, you have to remember that 'shall' is used with 'I'. ('I' is first person). However, in passive voice we shall use 'will' because the subject 'book' is third person.]

- | | |
|---|--|
| 3. Will he not love me? | <i>Shall I not be loved by him?</i> |
| 4. Shall we not teach you? | <i>Will you not be taught by us?</i> |
| 5. When will Mohan not pass the test? | <i>When will the test not be passed by Mohan?</i> |
| 6. Where will he not deposit the money? | <i>Where will the money not be deposited by him?</i> |
| 7. How shall I not solve the sum? | <i>How will the sum not be solved by me?</i> |
| 8. What will he not have? | <i>What will not be had by him?</i> |

*Common Errors,
Punctuation, Active and
Passive voice, Direct and
Indirect Narration and...*

NOTES

☞ Please note that the sentence having '*shall/will*' + *be* + *not* + *past participle* is also considered as correct by some of the modern grammarians; as—

- | | |
|---------------------------------------|------------------|
| Will a book <i>be not</i> read by me? | <i>(Correct)</i> |
| Will a book <i>not be</i> read by me? | <i>(Correct)</i> |

CHECK YOUR PROGRESS

Change the voice of the following sentences.

1. They will bury their dead.
2. The doctor will examine the patients.
3. They will not look after the child.
4. Will he not paint the walls?
5. Why will you send him a telegram?
6. Why will he be beaten by you?
7. Where shall I find him?
8. When will she teach you?
9. The train will not be missed by me.
10. How much will you really need?
11. A new car will be bought next year by them.
12. Will the farmers water the fields next week?
13. When will you write a letter?
14. How much money will you need next week?
15. Will the magistrate not send him to jail?

2.5.3.2 Future Perfect Tense

NOTES

(i) **Affirmative Sentences: Rule.** Use **'will/shall + have + been + 3rd form of the verb'**.

Active

Passive

- | | |
|-------------------------------|---|
| 1. I shall have read a book. | A book <i>will have been read</i> by me. |
| 2. He will have loved me. | I <i>shall have been loved</i> by him. |
| 3. You will have eaten bread. | Bread <i>will have been eaten</i> by you. |
| 4. We shall have taught you. | You <i>will have been taught</i> by us. |

(ii) **Negative Sentences: Rule.** To change them into passive voice, use **'will/shall + not + have + been + past participle'**.

Active

Passive

- | | |
|-----------------------------------|---|
| 1. I shall not have read a book. | A book <i>will not have been read</i> by me. |
| 2. He will not have loved me. | I <i>shall not have been loved</i> by him. |
| 3. You will not have eaten bread. | Bread <i>will not have been eaten</i> by you. |
| 4. We shall not have taught you. | You <i>will not have been taught</i> by us. |

(iii) **Interrogative Sentences: Rule.** To change into passive voice, use **'shall/will'** before the subject and **'have + been + past participle'** after it.

Active

Passive

- | | |
|------------------------------------|--|
| 1. Shall I have read a book? | <i>Will a book have been read</i> by me? |
| 2. Will he have loved me? | <i>Shall I have been loved</i> by him? |
| 3. Will you have eaten bread? | <i>Will bread have been eaten</i> by you? |
| 4. Shall we have taught you? | <i>Will you have been taught</i> by us? |
| 5. Why will Mohan have run a race? | Why <i>will a race have been run</i> by Mohan? |
| 6. What shall I have done? | What <i>will have been done</i> by me? |
| 7. Whom will you have served? | Who <i>will have been served</i> by you? |

(iv) **Negative-Interrogative Sentences: Rule.** To change them into passive voice, use **'shall/will'** before the subject and **'have + not + been + past participle'** after it.

The rule ('shall/will' before the subject and *not + have been + past participle*' after it) is also in practice; as—

Will a book not have been read by me?

or

Will a book have not been read by me?

Both of the above sentences are considered as correct now.

| <i>Active</i> | <i>Passive</i> |
|--|--|
| 1. Shall I not have read a book? | <i>Will a book have not been read by me?</i> |
| 2. Will he not have loved me? | <i>Shall I have not been loved by him?</i> |
| 3. Will you not have eaten the bread? | <i>Will the bread have not been eaten by you?</i> |
| 4. Shall we not have taught you? | <i>Will you have not been taught by us?</i> |
| 5. Why will Mohan not have run a race? | <i>Why will a race have not been run by Mohan?</i> |
| 6. What shall I not have done? | <i>What will have not been done by me?</i> |
| 7. Whom will you not have served? | <i>Who will have not been served by you?</i> |

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NOTES

CHECK YOUR PROGRESS

Change the voice of the following sentences.

1. We shall have invited them.
2. Mohan will have posted the letter.
3. I shall not have been helped by you.
4. I shall not have won a prize.
5. Will he have watched television?
6. Will Sita not have written a letter?
7. Where will Sita have served them?
8. He will not have been invited by me.
9. When will they have punished him?
10. How will Ramesh have opened the window?
11. When will he have finished his homework?
12. The poem will not have been composed by them.
13. The booking clerk will not have issued the tickets.
14. The watchman will not have caught the thief.
15. Will a telegram have been received by now by her?

NOTES

 **Note.** *The following four types of sentences cannot be changed into passive voice:*

1. Present Perfect Continuous
2. Past Perfect Continuous
3. Future Continuous
4. Future Perfect Continuous

CHECK YOUR PROGRESS

I. *Rewrite the following sentences putting the Verbs given against them in the appropriate Passive Voice form.*

1. She up by her aunt. (*bring*)
2. Invitation cards to all her friends. (*send*)
3. You will to the feast. (*invite*)
4. The result on Monday. (*declare*)
5. They at the report of the gun. (*alarm*)
6. We at his failure. (*shock*)
7. Rice in many parts of the world. (*grow*)
8. The political prisoners tomorrow. (*release*)
9. Sweets among the students. (*distribute*)
10. The enquiry next month. (*conduct*)
11. You of our decision on Sunday next. (*inform*)
12. When I reached the hall, the picture (*screen*)

II. *Change the voice of the following sentences.*

1. She sings a sweet song.
2. Do you not play hockey?
3. Does he sell lottery tickets?
4. I am bending the branch.
5. Is she boiling potatoes?
6. Are the servants bringing tea?
7. The child has caught the ball.
8. Nobody has compelled me.
9. Have they not dipped their fingers in the water?
10. Did you drop the mirror?
11. Was she not feeding her baby?

NOTES

12. Had the doctor not felt the patient's pulse?
13. They will keep my photos with them.
14. Shall we have left our books there?
15. Shall I not sweep the floor?

III. Change the Voice of the following sentences.

1. This ticket will be given to you by the manager.
2. Why have you done this?
3. A car ran over the dog.
4. We must obey the laws of the land.
5. By whom was the fair inaugurated?
6. Gopal stole her butter.
7. Floods have destroyed many houses.
8. Have you written these letters?
9. Old people do not take butter.
10. This little boy will post my letter.
11. Kalidas wrote many plays.

2.5.4 Change of Voice—Miscellaneous

2.5.4.1 Two Objects of the Verb

Some verbs have dual (two) objects—the *Direct objects* are normally the things. Similarly, the *Indirect objects* are normally the animate beings—Either of them may be made the *Subject* of the Verb in the Passive Voice. The other one (object) remains unchanged.

Examples:

1. *Active Voice* : Jehanara sent **him** a **bracelet**.
Passive Voice : **A bracelet** was sent to him by Jehanara.
or
He was sent a **bracelet** by Jehanara.
2. *Active Voice* : I shall *tell* **you** an **interesting story**.
Passive Voice : **You** will be told an **interesting story** by me.
or
An **interesting story** will be told to you by me.
3. *Active Voice* : He has given **you** a **message**.
Passive Voice : A **message** has been given to you by him.
or
You have been given a **message** by him.

Note. While changing into Passive Voice whenever we make the *direct object*, the subject (of the Passive Voice), we add 'to/for' before that *indirect object* which is retained without any change.

NOTES

CHECK YOUR PROGRESS

Change the Voice of the following sentences :

1. I shall do him a favour.
2. The booking clerk issued me a ticket.
3. He gave me five rupees.
4. Did he lend you any money?
5. The teacher asked me a question.
6. She offered me a ring.
7. The Principal granted me three days' leave.
8. He teaches us English.
9. Her uncle sent her a birthday present.
10. He gave his wares a fancy name.
11. He was taught English by his elder brother.
12. Kavita was presented a beautiful watch by her cousin.
13. The landlord showed Mohan the house.
14. Suresh told me an interesting story.
15. Dinesh prepared Suresh a cup of tea.

2.5.4.2 The Passive of Modal Auxiliaries (followed by verbs)

(i) While changing into Passive Voice, put *be* between the *modal auxiliary* and past participle form of the Verb. Other rules will remain the same; as—

| <i>Active Voice</i> | <i>Passive Voice</i> |
|---------------------|----------------------|
| can see | can be seen |
| must tell | must be told |
| ought to write | ought to be written |
| might sell | might be sold |
| would give | would be given |

should use
may take
could speak

should be used
may be taken
could be spoken

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(ii) While changing the 'Auxiliary + perfect infinitive' into passive voice, use the *passive perfect infinitive*. Its form will be—

Active Voice

Passive Voice

Modal Auxiliary

Modal Auxiliary + have + been

+ perfect infinitive

+ perfect infinitive

must have sold
could have written
ought to have seen

must have been sold
could have been written
ought to have been seen

Examples:

Active Voice

Passive Voice

1. You may leave this place.
2. She can help you.
3. You should serve your mother.
4. You must obey me.
5. She might suffer a heavy loss.
6. He could have helped you.
7. She might have pointed out the mistake.
8. You ought to have seen him.

- This place may be left by you.
You can be helped by her.
Your mother should be served by you.
I must be obeyed by you.
A heavy loss might be suffered by her.
You could have been helped by him.
The mistake might have been pointed out by her.
He ought to have been seen by you.

NOTES

CHECK YOUR PROGRESS

Change the Voice of the following sentences.

1. We should give him a warning.
2. She can write a letter.
3. They must win the match.
4. You may take my umbrella with you.
5. We must give it to them pretty hot.
6. She should have her part in the ceremony.

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7. Such wrong would not be done to him again.
8. Nobody can vanquish death in battle.
9. You cannot give up smoking.
10. She may win a scholarship.
11. May I have your scooter tomorrow?
12. You ought to have informed me.
13. You might have been helped by Harish.
14. Could you have solved the sum?
15. May your umbrella be had by me?

2.5.4.3 Sentences with Question-Word

- (i) If the question, given in active voice begins with *Simple Present / Simple Past* or *who + do/does/did*, the form of the verb in passive voice will be—*Question-word + is/am/are/was/were + verb in third form* and other rules will remain the same.
- (ii) If a *Question-word* is followed by a *modal auxiliary* the form of the verb in passive voice will be—*Question-word + Modal auxiliary + be + Verb in third form*.
Note. (i) 'Who' changes into 'By whom' and 'whom' into 'who'.
- (ii) If a question beginning with 'wh' has two objects, either of them may be the subject in the passive voice.
- (iii) If 'wh-word' forms part of the subject or acts as subject, it will not undergo any change, e.g. 'How many books do you want?' will be 'How many books are wanted by you?' in passive voice. But 'How many boys did this job?' will be 'By how many boys was this job done?'

Examples:

| <i>Active Voice</i> | <i>Passive Voice</i> |
|----------------------------|---|
| 1. Who teaches you Hindi? | By whom are you taught Hindi? <i>or</i> By whom is Hindi taught to you? |
| 2. Who stole your book? | By whom was your book stolen? |
| 3. Who will bell the cat? | By whom will the cat be belled? |
| 4. Whom did you see there? | Who was seen there by you? |
| 5. Whom are you calling? | Who is being called by you? |
| 6. What are you doing? | What is being done by you? |
| 7. Why did you disturb me? | Why was I disturbed by you? |

- | | |
|---------------------------------|-------------------------------------|
| 8. Where has he lost his pen? | Where has his pen been lost by him? |
| 9. Which shirt do you like? | Which shirt is liked by you? |
| 10. How much money do you want? | How much money is wanted by you? |
| 11. Whom do you want? | Who is wanted by you? |
| 12. Who told you this? | By whom were you told this? |
| | <i>Or</i> |
| | By whom was this told to you? |
| 13. When did he insult you? | When were you insulted by him? |
| 14. What did you see? | What was seen by you? |

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CHECK YOUR PROGRESS

Change the Voice of the following sentences.

1. What is she sewing?
2. Why are you teasing this poor man?
3. Who broke the window pane?
4. Whom did you beat?
5. Whom will you give the message?
6. Where have you concealed my pen?
7. Who will take a lead?
8. Who are you speaking to?
9. Why did he not obey his parents?
10. Which book was brought for you by him?
11. Where will you spend your summer vacation?
12. How much sugar is contained in this pot?
13. How many times do you take bath these days?
14. Why have you not done your homework?
15. Why cannot this be written again by her?

2.5.4.4 Passive of Commands, Advice etc. or Imperative Sentences

- (i) When the verbs expressing *command, order, advice or request* are changed into passive voice, 'Let' is placed at the beginning of the subject. Also place '**Passive Infinitive**' without 'to' after 'be'. The form of the Passive Voice will be—*Let + Subject + be + verb in third form*. **Subject** is placed between 'Let' and 'be' + *verb in third form*.

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(ii) Put 'You are requested' + 'to' + 'verb in the first form' while changing the imperative sentences beginning with *please* and *kindly* into passive voice.

(iii) If the *advice/order* is limited only to the subject and the action is not carried up to the object, we use 'You are advised/ordered' followed by active infinitive in the passive voice.

Active Voice

1. Post this letter.
2. Speak the truth.
3. Do not tell a lie.
4. Please open the door.
5. Kindly grant me leave.
6. Get out of my sight.
7. Love your country.
8. Sit down, please.
9. Shut the windows.
10. Keep to the left.

Passive Voice

- Let this letter be posted.
Let the truth be spoken.
You are advised not to tell a lie.
You are requested to open the door.
You are requested to grant me leave.
You are ordered to get out of my sight.
Let your country be loved.
You are requested to sit down.
You are ordered to shut the windows.
You are advised to keep to the left.

CHECK YOUR PROGRESS

Change the Voice of the following sentences.

1. Obey your parents.
2. Please lend me your book.
3. Never tell a lie.
4. Do not pluck flowers.
5. Do not spit everywhere.
6. Kindly help me.
7. Please do this much for me.
8. Unload all the horses.
9. Do not make a noise.
10. Do not touch it.
11. Please pour some water into this glass.
12. You are ordered to run away from here.
13. Never speak ill of others.
14. You are advised to avoid bad company.
15. Let his speech be listened to with attention.

2.5.4.5 Change of Voice in the Infinitive

- (i) While changing *Present infinitive* into passive voice, put 'to + be + verb in third form' (*Past Participle* in place of *infinitive form*).
- (ii) While changing the voice of *Infinitive*, the main verb is not to be changed in all the cases.
- (iii) Use the following structure while changing the sentences beginning with 'It is time to—' into *passive voice*.

It is time + for + object + to be + past participle.

Examples:

| <i>Active Voice</i> | <i>Passive Voice</i> |
|---|--|
| 1. You will have to do it. | It will have to be done by you. |
| 2. The paper is to write on. | The paper is to be written on. |
| 3. We wish you to forget this episode. | We wish this episode to be forgotten by you. |
| 4. It is time to stop the work. | It is time for the work to be stopped. |
| 5. It is time to call in the doctor. | It is time for the doctor to be called in. |
| 6. Women like men to flatter them. | Women like to be flattered by men. |
| 7. Pakistan wants to annex Kashmir. | Pakistan wants Kashmir to be annexed. |
| 8. It is time to speak the truth. | It is time for the truth to be spoken. |
| 9. It is time to do the work. | It is time for the work to be done. |
| 10. It is necessary to write this letter. | It is necessary for this letter to be written. |
| 11. It is time to till the land. | It is time for the land to be tilled. |

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CHECK YOUR PROGRESS

Change the Voice of the following sentences.

1. It is time to stop the business.
2. You will have to do it.
3. It is time to ring him up.
4. He wished to win a scholarship.
5. I expect to bring him round.

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6. He ought to pay the fee.
7. She expects me to help her.
8. It was time to strike work.
9. China wanted to conquer Tibet.
10. There is no shop to let.
11. You hope to win the match.
12. You ought to read this book.
13. Mohan worked hard to pass the examination.
14. It is time to send for the doctor.
15. Is it not necessary to close the shop now?
16. Is it time to call the roll?
17. We expect you to obey your parents.

2.5.4.6 Intransitive Verbs

Intransitive Verbs can be changed into the Passive Voice only when:

- (a) there are *Cognate objects* with **Intransitive Verbs**.
- (b) there are prepositions which can be transformed.
- (c) in the transformation of a sentence we do not remove 'prepositions' or 'adverbial participles'. They are added to the 'Verbs'.

Examples:

| <i>Active Voice</i> | <i>Passive Voice</i> |
|--|--|
| 1. She sang a sweet song. | A sweet song was sung by her. |
| 2. They lived a happy life. | A happy life was lived by them. |
| 3. She looked at me. | I was looked at by her. |
| 4. Who looks after you? | By whom are you looked after? |
| 5. Why do you laugh at me? | Why am I laughed at by you? |
| 6. He listened to me. | I was listened to by him. |
| 7. Police looked into the matter. | The matter was looked into by the police. |
| 8. She thought over it. | It was thought over by her. |
| 9. The students switched off the lights. | The lights were switched off by the students. |
| 10. The king supplied the beggars with quilts. | The beggars were supplied with quilts by the king. |

CHECK YOUR PROGRESS

Change the Voice of the following sentences.

1. I shall wait for you here.
2. You do not listen to me.
3. She prevented me from going to the pictures.
4. You don't take care of your health.
5. Her aunt looks after her.
6. I am searching for a job.
7. Why do you object to my proposal?
8. You have complained against me.
9. I never spoke to her.
10. She acted upon my advice.
11. You must write to him.
12. The minister acceded to my request.
13. Who is knocking at the door?
14. What are you looking for?
15. Can't you see through his tricks?
16. They did not wonder at his success.
17. Do not look down upon the poor.
18. Who are you laughing at?

2.5.4.7 Where 'by' is Not Used

The preposition 'by' cannot be annexed to the 'verbs' in passive voice in the following sentences. Some other preposition is added in place of the 'by'.

Examples:

| <i>Active Voice</i> | <i>Passive Voice</i> |
|---|--|
| 1. She knows you well. | You are well known <i>to</i> her. |
| | <i>or</i> |
| | You are known well <i>to</i> her. |
| 2. This bottle contains ink. | Ink is contained <i>in</i> this bottle. |
| 3. I cannot please her. | She cannot be pleased <i>with</i> me. |
| 4. My success surprised him. | He was surprised <i>at</i> my success. |
| 5. This news will alarm him. | He will be alarmed <i>at</i> this news. |
| 6. Your behaviour annoyed her. | She was annoyed <i>at</i> your behaviour. |
| 7. You have disgusted me. | I have been disgusted <i>with</i> you. |
| 8. Nobody acts upon my advice. | My advice is not acted <i>upon</i> . |
| 9. The class never listened to the teacher. | The teacher was never listened <i>to</i> . |
| 10. The magistrate charged him with theft. | He was charged <i>with</i> theft. |

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11. Somebody switched off the light. The light was switched *off*.
12. I shall look into the matter. The matter will be looked *into*.

NOTES

CHECK YOUR PROGRESS

Change the Voice of the following sentences.

1. Your remark will offend him.
2. Her behaviour vexed the teacher.
3. I am dissatisfied with you.
4. His honesty pleases me.
5. This tumbler contains milk.
6. This mill grinds corn.
7. The news of your failure has shocked me.
8. The noise frightened the child.
9. The report of the gun alarmed the people.
10. I know the reason of your coming late.
11. Does his success satisfy his father?
12. I am vexed at her behaviour.
13. I was shocked at the news.
14. People thronged the streets.
15. I am interested in the social work.

2.5.4.8 When the Use of the Agent 'by' is Superfluous

- (i) Sometimes the need for the use of 'by' and the agent does not arise, but it is understood. The use of 'by' is considered as superfluous when the special interest of the speaker is not in the active subject but in predicate (very activity). For example—'People speak French in many parts of the world.' The word 'people' is superfluous when we are required to transform the sentence into passive voice.
- (ii) If there is a mention of some materials, they will invariably be used in the passive voice, as—'Smoke filled my room' will be transformed into passive voice as—'My room was filled with smoke'.
'They say' can be changed into 'It is said by them'.

Examples:

Active Voice

1. The Management has asked him to resign.

Passive Voice

He has been asked to resign (by the Management).

| | |
|--|---------------------------------------|
| 2. The Police arrested him. | He was arrested (by the Police) |
| 3. The Principal has fined him. | He has been fined (by the Principal). |
| 4. They say that he is a spy. | It is said that he is a spy. |
| 5. The storm wrecked the ship. | The ship was wrecked. |
| 6. You must do your duty. | Duty must be done. |
| 7. One should keep one's promises. | Promises should be kept. |
| 8. The police shot the dacoit dead. | The dacoit was shot dead. |
| 9. The audience cheered his speech much. | His speech was cheered much. |
| 10. Can anybody gather grapes from thistles? | Can grapes be gathered from thistles? |

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CHECK YOUR PROGRESS

Change the voice of the following sentences.

1. Time once passed cannot be recalled.
2. The prisoner was set free.
3. The bill will be discussed next week.
4. He was elected the President.
5. The whole case will be looked into.
6. Has the enemy been defeated?
7. Is rice eaten all over the world?
8. Someone wants you outside.
9. People say he is intelligent.
10. Has he been taken to hospital?

2.5.4.7 When 'To' Is To Be Added In Passive Voice

Rule. *Verbs such as—'see, hear, watch, bid, let, make, feel etc.' do not take 'to' after them in active voice but when the sentences are changed into passive, 'to' is required.*

NOTES

Examples:

Active

1. I made him go.
2. Sita made him cut her hair.
3. They heard the child cry.
4. They let Mohan read.

Passive

- He was made to go.
- He was made to cut Sita's hair.
- The child was heard to cry.
- Mohan was let to read.

2.5.4.8 Quasi-Passive Verbs or Transitive Verbs Passive in Sense

Rule. *Some verbs have a passive meaning though they retain the active form. They are changed into passive by a change in their 'adjective complements'.*

Examples:

Active

1. The flower smells sweet.
2. Medicine tastes bitter.
3. Your shoes need mending.
4. The book is under printing.

Passive

- The flower is sweet when smelt.
- Medicine is bitter when tasted.
- Your shoes need to be mended
- The book is being printed.

CHECK YOUR PROGRESS

Change the voice of the following sentences.

1. Acid smells pungent.
2. The fruit tastes sweet.
3. Your room needs cleaning.
4. Your room needs whitewashing.
5. My shoes need polishing.
6. Does your hair need cutting ?
7. Curd tastes sour.
8. At least this book reads well.
9. The house needs sweeping.
10. The grass requires to be cut.

SUMMARY

- When the Subject of a Verb acts, the Verb is said to be in the Active Voice.
- When the object of the Active Voice becomes the Subject, the Verb is said to be in the Passive Voice.
- When to use the Passive Voice: (i) When the action shown by the verb and not the subject is important. (ii) When the subject or agent is either unknown or insignificant. (iii) When there is need for objective reporting while describing some scientific or Technical process.
- The object group (because sometimes a group of three-four words can also be an object) of the Active Verb is made the Subject of the Passive Verb.
- The Subject of the Active Verb is made the object of some Preposition (generally 'by').
- The Verb of the Active Voice must have the Past Participle form of the Finite Verb and some form of the verb 'to be' (be, is, am, are, has been, will be, is being etc.) will be used before it.
- Some vague and indefinite subjects like 'everyone', 'they', 'people', 'someone', 'somebody', 'everybody', 'anybody', etc. are dropped when the sentence is changed into passive voice.
- The Tense of the Verb does not change.

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KEYWORDS

Active Voice: When the subject of a verb acts, the verb is said to be in the Active Voice.

Passive Voice: When the object of Active Voice becomes the subject, the verb is said to be in the Passive Voice.

REVIEW QUESTIONS

1. Select a passage from a magazine and change the voice.
2. Select five headlines from a newspaper and rewrite complete sentences.

2.6 DIRECT AND INDIRECT NARRATION

1. The *actual words of the speaker*, given within '*inverted commas*' are called the **Reported Speech**. In the same way, the *Verb which introduces the Reported Speech* is called the **Reporting Verb**.

Reporting Verb and Reported Speech. Look at the following sentences:

Radha says, "I shall finish my homework today."

Sushma said to Pushpa, "Show me your dolls."

"Have you lost your purse?" asked my mother.

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“I can’t give you a lift,” replied my neighbour.

“May God bless you!” said my grandmother.

☞ The verbs ‘says’, ‘said’, ‘asked’ and ‘replied’ in the above sentences are ‘Reporting Verbs’.

The exact words of the speaker given within the inverted commas are ‘Reported Speech’.

2. Here are some distinctive points regarding the Direct Speech and Indirect Speech:

(a) *In the Direct Speech*

1. The Reported Speech is put within Reported (Inverted) Commas.
 2. The Reported Speech and the Reporting Verb are separated by a Comma.
 3. The *first* word of the Reported Speech begins with a capital letter.
3. In the Reported Speech we may use any *Tense* required by the sense and any kind of sentence.

(b) *In the Indirect Speech*

1. Inverted Commas are removed.
2. The Comma separating the Reporting Verb from the Reported Speech is removed.
3. Reported Speech is introduced by a conjunction like—*that, if, what, why* etc.
4. Reporting Verb changes according to the sense.
5. The *Tense* of the Reporting Verb is never changed.
6. All kinds of sentences change into *Assertive* ones.
7. The mark of interrogation (?) and the mark of exclamation (!) at the end of the sentence are changed into full stops.

2.6.1. Transformation of Direct Narration into Indirect Narration

I. Rules for the Change of Tense

Rule I. If the *Reporting Verb* is in the *Present* or *Future Tense*, the *Tense* of the Verb in the Reported Speech does not change.

Examples

1. *Direct* : Rajesh says, “She *has brought* a fair name to her family.”
Indirect : Rajesh says that she *has brought* a fair name to her family.
2. *Direct* : I say, “I *spoiled* all my books.”
Indirect : I say that I *spoiled* all my books.
3. *Direct* : Rajni says “I *am burning* midnight oil.”
Indirect : Rajni says that she *is burning* midnight oil.
4. *Direct* : Rohit has said, “I *cannot displease* my friend.”
Indirect : Rohit has said that he *cannot displease* his friend.
5. *Direct* : I shall say, “I *went* to Agra on Monday.”
Indirect : I shall say that I *went* to Agra on Monday.

Rule II. If the *Reporting Verb* is in the *Past Tense*, the tense of the verb in the Reported Speech must be changed into the corresponding Past Tense.

Examples

1. *Direct* : I said, "I am speaking the truth."
Indirect : I said that I was speaking the truth.
2. *Direct* : The teacher said, "Boys fail because they do not study regularly."
Indirect : The teacher said that boys failed because they did not study regularly.
3. *Direct* : We said, "They cannot cross the river unless the boatmen help them."
Indirect : We said that they could not cross the river unless the boatmen helped them.

Change of Verbs

| | | |
|--|---|--|
| 1. Present Indefinite Tell or tells (1st form) Do or does | <i>Changes into</i> <i>Changes into</i> <i>Changes into</i> | Past Indefinite told (2nd form) did |
| 2. Present Continuous Is, am or are telling | <i>Changes into</i> <i>Changes into</i> | Past Continuous was or were telling |
| 3. Present Perfect Has or have told | <i>Changes into</i> <i>Changes into</i> | Past Perfect had told |
| 4. Present Perfect Continuous Has or have been telling | <i>Changes into</i> <i>Changes into</i> | Past Perfect Continuous had been telling |
| 5. Past Indefinite Told (did tell) | <i>Changes into</i> <i>Changes into</i> | Past Perfect had told |
| 6. Past Continuous Was or were telling | <i>Changes into</i> <i>Changes into</i> | Past Perfect Continuous had been telling |
| 7. Will Shall | <i>Changes into</i> <i>Changes into</i> | would should/would |
| 8. May Can Must | <i>Changes into</i> <i>Changes into</i> <i>Changes into</i> | might could must/had to |
| Has to, have to, had to | <i>Changes into</i> | had to |
| 9. <i>Past Perfect and Past Perfect Continuous Tenses remain unchanged.</i> | | |

NOTES

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☞ The future tense of the reported speech is changed as under:

Future Indefinite—would/should

Future Continuous—would/should be

Future Perfect—would/should have

Future Perfect Continuous—would/should have been

Examples

1. *Direct* : You said, "He *is* a very good athlete."

Indirect : You said that he *was* a very good athlete.

2. *Direct* : I said, "I *have finished* my work."

Indirect : I said that I *had finished* my work.

3. *Direct* : He said, "Her parents *will pay* a visit to Delhi."

Indirect : He said that her parents *would pay* a visit to Delhi.

4. *Direct* : The doctor said, "If the patient *does not take* medicine, he *will not recover*."

Indirect : The doctor said that if the patient *did not take* medicine, he *would not recover*.

5. *Direct* : The Headmaster said, "Those who *did not work* hard, *failed*."

Indirect : The Headmaster said that those who *had not worked* hard *had failed*.

6. *Direct* : I said, "It *may take* him a year to make up his deficiency."

Indirect : I said that it *might take* him a year to make up his deficiency.

7. *Direct* : You said, "They *were busy* the whole day."

Indirect : You said that they *had been busy* the whole day.

8. *Direct* : I said, "She *was waiting* for us at her uncle's house."

Indirect : I said that she *had been waiting* for us at her uncle's house.

Exception to Rule II

(i) *If there is a Universal Truth or Habitual fact in the Reported Speech, the Tense of the verb is never changed; as—*

1. *Direct* : He said, "Face *is* the index of mind." (*Proverbial truth*)

Indirect : He said that face *is* the index of mind.

2. *Direct* : The teacher said, "The earth *rotates* round its axis."

(*Geographical truth*)

Indirect : The teacher said that the earth *rotates* round its axis.

3. *Direct* : Horatius said, "Death *comes* sooner or later."

(*Universal truth*)

Indirect : Horatius said that death *comes* sooner or later.

4. *Direct* : Her uncle said, "Two and two *make* four and not five."

(*Factual truth*)

Indirect : Her uncle said that two and two *make* four and not five.

5. *Direct* : I said, "I *am* an early bird." (Habitual fact)

Indirect : I said that I *am* an early bird.

Common Errors,
Punctuation, Active and
Passive voice, Direct and
Indirect Narration and...

(ii) *The Tense of the Verb in the Reported Speech does not change if the reported speech states a past historical fact; as—*

Direct

Indirect

- | | |
|--|---|
| 1. He said, "India <i>became</i> free on 15th August, 1947." | He said that India <i>became</i> free on 15th August, 1947. |
| 2. She said, "Her father <i>lived</i> at Lahore for ten years." | She said that her father <i>lived</i> at Lahore for ten years. |
| 3. The teacher said, "Akbar <i>defeated</i> Hemu in the second battle of Panipat." | The teacher said that Akbar <i>defeated</i> Hemu in the second battle of Panipat. |

(iii) *If two such actions are given in the Reported Speech which take place at the same time, the Past Indefinite or Continuous Tense does not change.*

Direct : He said, "Mohan *was singing* a song while Gopal *was playing* on a flute."

Indirect : He said that Mohan *was singing* a song while Gopal *was playing* on a flute.

(iv) *If the Reported Speech contains some Improbable or Hypothetical (imaginary) Condition, Past Indefinite Tense does not change ; as—*

Direct : He said to me, "If I *were* there, I *would snub* him."

Indirect : He told me that if he *were* there, he *would snub* him.

Examples

Direct

Indirect

- | | |
|--|---|
| 1. She said, "I <i>am</i> a top-class singer." | She said that she <i>was</i> a top-class singer. |
| 2. We said, "He <i>is</i> writing a poem." | We said that he <i>was</i> writing a poem. |
| 3. They said, "We <i>played</i> hockey yesterday." | They said that they <i>had played</i> hockey the previous day. |
| 4. The teacher said, "If the student <i>does not become</i> serious in studies, he will fail." | The teacher said that if the student <i>did not become</i> serious in studies, he would fail. |
| 5. He said, "It <i>may</i> rain tonight." | He said that it <i>might</i> rain that night. |
| 6. He said, "A devil ever <i>remains</i> a devil." | He said that a devil ever <i>remains</i> a devil. |

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|---|--|
| 7. The old man said, "Death and a customer <i>keep</i> no calendar." | The old man said that death and a customer <i>keep</i> no calendar. |
| 8. The maidservant said, "I <i>am</i> always a loser." | The maidservant said that she <i>is</i> always a loser. |
| 9. The teacher said, "Shah Jahan <i>built</i> the Taj Mahal." | The teacher said that Shah Jahan <i>built</i> the Taj Mahal. |
| 10. The grandmother said, "Rama <i>killed</i> Ravana with an arrow." | The grandmother said that Rama <i>killed</i> Ravana with an arrow. |
| 11. My friend said, "Majnu <i>loved</i> Laila deeply." | My friend said that Majnu <i>loved</i> Laila deeply. |
| 12. She said, "Rajni <i>was washing</i> her clothes while Sarla <i>was suckling</i> her baby." | She said that Rajni <i>was washing</i> her clothes while Sarla <i>was suckling</i> her baby. |
| 13. She said to me, "If I <i>were</i> awake, I <i>would</i> catch the thief." | She told me that if she <i>were</i> awake, she <i>would catch</i> the thief. |
| 14. The bride said, "If my father <i>were</i> alive, I <i>would get</i> (have got) many ornaments." | The bride said that if her father <i>were</i> alive, she <i>would get</i> (have got) many ornaments. |
| 15. He said, "The father <i>was playing</i> cards while the son <i>was enjoying</i> sound sleep." | He said that the father <i>was playing</i> cards while the son <i>was enjoying</i> sound sleep. |

CHECK YOUR PROGRESS

Change the following sentences into Indirect Speech :

1. I said, "Ashok may come back in the evening."
2. My father said, "Honesty is the best policy."
3. The teacher said, "The Sikhs defeated the English in the battle."
4. You said, "They were solving sums of Arithmetic."
5. She said, "Mother does not eat meat at all."
6. I said, "She should help her sister at that time."
7. You said, "They might have won the match."
8. The mother said, "He could help his friend if he would."
9. I said, "I waited for him in the morning."
10. The student said, "Sham did not leave the school without permission."

Note. In statements, if the Reporting Verb has an Object after it, it *generally* changes into 'told'.

Change of Tenses at a Glance

(a) Present Indefinite

- *Direct* : He said, "Asha *washes* the clothes."
Indirect : He said that Asha *washed* the clothes.
- *Direct* : The teacher said, "The sun *rises* in the east."
Indirect : The teacher said that the sun *rises* in the east.
(*Universal truth*)
- *Direct* : He said, "I *rise* at 5 a.m. daily."
Indirect : He said that he *rises* at 5 a.m. daily. (*Habit*)

(b) Present Continuous

- Direct* : He said to me, "My sister *is reading* a novel."
Indirect : He told me that his sister *was reading* a novel.

(c) Present Perfect

- Direct* : She said to me, "I *have washed* my clothes."
Indirect : She told me that she *had washed* her clothes.

(d) Present Perfect Continuous

- Direct* : I said to him, "Sita *has been reading* a novel since 2 p.m."
Indirect : I told him that Sita *had been reading* a novel since 2 p.m.

(e) Past Indefinite

- Direct* : He said to me, "I *did not go* to Delhi."
Indirect : He told me that he *had not gone* to Delhi.

(f) Past Continuous

- Direct* : I said to him, "She *was singing* a song."
Indirect : I told him that she *had been singing* a song.

(g) Future Indefinite

- Direct* : Mohan said to me, "I *will do* my homework."
Indirect : Mohan told me that he *would do* his homework.

(h) Future Continuous

- Direct* : He said to me, "She *will be singing* a song."
Indirect : He told me that she *would be singing* a song.

(i) Future Perfect

- Direct* : I said to her, "I *shall have written* letters."
Indirect : I told her that I *would have written* letters.

(j) Future Perfect Continuous

- Direct* : He said to me, "I *shall have been digging* the ground for half an hour."
Indirect : He told me that he *would have been digging* the ground for half an hour.

*Common Errors,
Punctuation, Active and
Passive voice, Direct and
Indirect Narration and...*

NOTES

II. Rules for the Change of Pronouns

NOTES

Rule I. Pronouns of the **First Person** (*I, my, me ; we, our, us*) in the Reported Speech are changed into (according to) the persons of the **Subject** (*noun or pronoun*) **of the Reporting Verb**; as—

Table of Change of Pronouns of the First Person

| | I | My | Me | | We | Our | Us |
|-----------------|----------|-----------|-----------|------------------|-----------|------------|-----------|
| I said | I | my | me | We said | we | our | us |
| You said | you | your | you | You said | you | your | you |
| He said | he | his | him | They said | they | their | them |
| She said | she | her | her | | | | |

1. *Direct* : I said to her, “*I shall bring my camera with me.*”
Indirect : I told her that *I* should (would) bring *my* camera with *me*.
2. *Direct* : He said to me, “*I haven’t got my glasses with me.*”
Indirect : He told me that he hadn’t got *his* glasses with *him*.
3. *Direct* : You said to him, “*I did not give Sham my book.*”
Indirect : You told him that *you* had not given Sham *your* book.
4. *Direct* : She said to me, “*Shashi insulted my brother in my presence.*”
Indirect : She told *me* that Shashi had insulted *her* brother in *her* presence.
5. *Direct* : They said, “*We helped our neighbours as much as we could.*”
Indirect : They said that *they* had helped *their* neighbours as much as *they* could.

Rule II. Pronouns of the **Second Person** (*you, your, you*) existing in the Reported Speech are changed into (according to) the persons of the **Object** (*noun or pronoun*) **of the Reporting Verb**; as—

1. *Direct* : I said to *him*, “*You have taken your turn.*”
Indirect : I told *him* that *he* had taken *his* turn.
2. *Direct* : He said to *me*, “*You did not admit your mistake.*”
Indirect : He told *me* that *I* had not admitted *my* mistake.
3. *Direct* : You said to *her*, “*I cannot take you at your word.*”
Indirect : You told *her* that you could not take *her* at *her* word.
4. *Direct* : I said to *you*, “*Your chances of success are not bright.*”
Indirect : I told *you* that *your* chances of success were not bright.
5. *Direct* : We said to *them*, “*You cannot get the posts you aspire for.*”
Indirect : We told *them* that *they* could not get the posts *they* aspired for.

Table of Change of Pronouns of the Second Person

| | <i>You (subject)</i> | <i>Your</i> | <i>You (object)</i> |
|------------------------|----------------------|-------------|---------------------|
| You said to <i>me</i> | I | my | me |
| He said to <i>you</i> | you | your | you |
| I said to <i>him</i> | he | his | him |
| You said to <i>her</i> | she | her | her |
| He said to <i>us</i> | we | our | us |
| I said to <i>them</i> | they | their | them |

Note. All Nouns are of the Third Person.

Rule III. *Pronouns of the Third Person in the reported speech undergo no change; as—*

- Direct** : I said, “*He* cannot contain *himself* for joy.”
Indirect : I said that *he* could not contain *himself* for joy.
- Direct** : You said to me, “*They* will carry the day even against heavy odds.”
Indirect : You told me that *they* would carry the day even against heavy odds.
- Direct** : She said to you, “*He* will surely drop a line in reply.”
Indirect : She told you that *he* would surely drop a line in reply.

Note. Students can remember these rules by remembering :

| | | |
|---|---|---|
| 1 | 2 | 3 |
| ↓ | ↓ | ↓ |
| S | O | N |

i.e.

- (1st person) according to S (subject)
- (2nd person) according to O (object)
- (3rd person) according to N (no change)

III. Change in Words or Expressions

Rule. *Words indicating nearness are changed into those indicating distance.*

| | | |
|----------|------|--------------|
| This | into | that |
| These | into | those |
| Here | into | there |
| Hence | into | thence |
| Now | into | then |
| Today | into | that day |
| Tonight | into | that night |
| Tomorrow | into | the next day |

*Common Errors,
Punctuation, Active and
Passive voice, Direct and
Indirect Narration and...*

NOTES

NOTES

| | | |
|----------------------|------|---|
| Yesterday | into | the day before <i>Or</i> the previous day |
| Last night | into | the previous night <i>Or</i> the night before |
| Thus | into | so |
| Ago | into | before |
| Just | into | then |
| Day before yesterday | into | the day before the previous day |
| Day after tomorrow | into | the day after the next day |

Examples

Direct

Indirect

- | | |
|---|--|
| 1. I said to her, "I shall see you <i>here tomorrow.</i> " | I told her that I should (would) see her <i>there the next day.</i> |
| 2. She said to him, "I bought <i>these books yesterday.</i> " | She told him that she had bought <i>those books the previous day.</i> |
| 3. You said to them, " <i>Now</i> I shall tell you another story." | You told them that <i>then</i> you would tell them another story. |
| 4. He said to me, "I saw your brother two years <i>ago.</i> " | He told me that he had seen my brother two years <i>before.</i> |
| 5. I said to you, "I intend to start business <i>next year.</i> " | I told you that I intended to start business <i>the following year.</i> |

Words showing nearness (e.g. **'this', 'here', 'now'**, etc.) in Direct Speech do not undergo any change when they refer to the objects present at the *time of reporting*, or to the *place* or *time* at which the speech is reported; as—

1. *Direct* : She says, "I shall settle accounts *just now.*"
Indirect : She says that she will settle accounts *just now.*
2. *Direct* : He said, "*This is* the house where my father lives."
Indirect : He said that *this was* (is) the house where his father lived
(*the house where he was standing*).

CHECK YOUR PROGRESS

Change the following sentences into Indirect form of Speech :

1. He said, "I am feeling out of sorts today."
2. I said to him, "Uneasy lies the head that wears the crown."

NOTES

3. You said to me, "I shall not appear in the examination this year."
4. They said, "We shall not play the match tomorrow."
5. He said, "This is the play that these people want to stage here tonight."
6. She said to me, "I shall invite all of you to the feast next week."
7. The Prime Minister said to the nightingale, "You are expected at the court today."
8. I said to him, "Your brother abused me here yesterday."
9. She said, "Father will have reached home by now."
10. Ram said, "It rained in torrents last night."

A. REPORTED STATEMENTS

CONVERSION OF ASSERTIVE SENTENCES REPORTING STATEMENTS

A

FROM DIRECT SPEECH INTO INDIRECT SPEECH

Rules:

1. The *Reporting Verb* generally changes into *tell* when an object is used after it. But in order to give clarity of meaning '*answer*', '*reply*', '*inform*', '*remark*' etc., '*may*' also be used instead of '*say*' or '*tell*'.
2. If the Reporting Verb has no object, it does not change.
3. Reported Speech is introduced by the conjunction '**that**'.
4. All nouns in the *vocative case* in the *Reported Speech* become objects of the Reporting Verb.
5. The *Comma* and the *Inverted Commas* after the *Reporting Verb* are removed.

Note. Never use preposition 'to' after 'tell' or 'told'.

Examples

Direct

Indirect

- | | |
|---|--|
| 1. Jehanara said to Aurangzeb, "I shall suffer all that you mete out to our aged father." | Jehanara told Aurangzeb that she would suffer all that he meted out to their aged father. |
| 2. I said, "I care not a fig for him." | I said that I cared not a fig for him. |
| 3. "Prem," said the teacher, "you will pass only if you work hard." | The teacher told Prem that he would pass only if he worked hard. |
| 4. "Today it is clear," said the teacher to the class, "but it will rain heavily tomorrow." | The teacher told the class that that day it was clear, but it would rain heavily the next day. |

NOTES

- | | |
|---|---|
| 5. He <i>said</i> to me, "Your speech <i>was</i> heart-touching." | He <i>told</i> me that my speech <i>was</i> heart-touching. |
| 6. She <i>said</i> to him, "Your sister <i>is</i> a naughty girl." | She <i>told</i> him that his sister <i>was</i> a naughty girl. |
| 7. The servant <i>said</i> to the master, "I <i>have finished</i> all my work." | The servant <i>replied</i> to the master that he <i>had finished</i> all his work. |
| 8. Bhim <i>said</i> to the Yaksha, "I <i>have</i> come here to drink water." | Bhim <i>answered</i> to the Yaksha that he <i>had come</i> there to drink water. |
| 9. The teacher <i>said</i> to the students, "I <i>shall take</i> you to Dehradun tomorrow." | The teacher <i>informed</i> the students that he <i>would take</i> them to Dehradun the next day. |
| 10. The Principal <i>said</i> , "Mr. Ahuja's work is neither neat nor satisfactory." | The Principal <i>remarked</i> that Mr. Ahuja's work <i>was</i> neither neat nor satisfactory. |

CHECK YOUR PROGRESS

Change the following sentences into Indirect Speech.

1. Once Lincoln said, "If elected I shall be thankful, if not it will be all the same."
2. Gautama said to his disciples, "If others speak against me, or against my religion, or against the order, there is no reason why you should be angry."
3. Socrates said, "This plain speaking of mine is the cause of my unpopularity."
4. The old mother said to Pasteur, "If you can cure animals, you can cure my son."
5. Mahatma Gandhi said, "Our quarrel is not with the British people; we fight with their imperialism."
6. The voice shouted, "Bhimsena, you may drink only after answering my questions."
7. "My son," said the old man, "you have shown true wisdom. I am ready to hand over all my money to you."
8. "Well son," said the Devil to the Imp, "you have discovered a fine drink and you have quite made up for your mistake about the bread."
9. I said to him, "I have lost the book I bought yesterday. I shall buy another tomorrow."
10. When Mahadev went out early in the morning, he would say, "God is truth and the giver of everything."

B
FROM INDIRECT SPEECH TO DIRECT SPEECH

*Common Errors,
Punctuation, Active and
Passive voice, Direct and
Indirect Narration and...*

Rules:

1. Change Verb in the Past Tense in Indirect Speech into the corresponding Present Tense in the Direct Form according to the sense.
2. Put Direct Speech within Inverted Commas (“.....”).
3. Separate the Reported Speech from the Reporting Verb by a Comma.
4. Change the Reporting Verb into a suitable form of ‘say’.
5. Change the Pronouns according to the sense.
6. Change words showing remoteness and distance by the corresponding words showing nearness.

NOTES

Examples

1. *Indirect* : I told her that she *had* not returned my book even that day.

Direct : I said to her, “You *have* not returned my book even today.”

2. *Indirect* : Our teacher told us that blood *is* thicker than water.

Direct : Our teacher said to us, “Blood *is* thicker than water.”

3. *Indirect* : My father informed you that he *had told* him to see you the next day on his behalf.

Direct : My father said to you, “I *have told* him to see you tomorrow on my behalf.”

4. *Indirect* : I told my friend, Lal, that he *was tired* and that I *would take* him home.

Direct : “Lal!” said I to my friend, “You *are tired*. I *will take* you home.”

CHECK YOUR PROGRESS

Change the following sentences into Direct Speech.

1. Buddha said that he must go away the poorer because he had lost a friend.
2. The officer said that he was absolutely certain that he had seen him run into the cellar.
3. She told him that if he liked her book, she would give it to him.
4. The Hermit came to me in a smiling way. I told him that I had a very long walk, and that I was tired out.
5. The shopkeeper told the customer that the previous day he had sold him bananas five for a rupee, but that day he could not sell even three for a rupee.

NOTES

6. All her maidens who were watching her said that she must weep or she would die.
7. The poor frightened lamb thought for a moment and then replied respectfully that the water was flowing from him to it.
8. The monkey told the cats that they knew he didn't like things to be done by halves. He further said that since they had come to him, he must do full justice to them.
9. Ravana looked at Sita and told her that it was no use pining for her husband and that he would never come to her help.
10. He told them that his message to them was to be courageous. He further said that he had lived a long time and that he had seen history repeat itself again and again.

B. INTERROGATIVE SENTENCES

CONVERSION OF INTERROGATIVE SENTENCES

A

FROM DIRECT INTO INDIRECT

Rules:

1. The Reporting Verb is changed, into 'ask', 'enquire', 'inquire' or 'demand' etc.
2. No conjunction is used to introduce the Reported Speech if the question begins with (an interrogative) word; such as—what, who, whose, which, when, where, why, how, whom etc.
3. **If** or **whether** is used to introduce the Reported Speech if the question is in *Yes/No* and begins with a helping verb—*do, does, is, am, are, was, were, has, have, did, had, shall, will, can, could, should, would, may, might, must, etc.*
4. If the sense of 'must', 'necessity' or 'compulsion' is shown at the time of speaking, it will be changed into 'had to'. If the same 'necessity' or 'compulsion' shows the future, it will be changed into 'would have to'. It would remain unchanged if it shows 'permanent ruling' or 'prohibition'.
5. Change the questions into statements. Put *full stop* in place of *mark of interrogation* (?).
6. Observe the rules while you change Tense of the Verb, *pronouns* and words showing *nearness*.
7. Interrogative sentences beginning with 'shall' are changed to indirect speech as under.

NOTES

Examples

1. *Direct* : Ram said, “*Shall* I ever cheat you?”

Indirect : Ram wondered if he *would* ever cheat me. (Here ‘shall’ shows ‘pure future’. Hence it is changed into ‘would’.

2. *Direct* : She said, “*Shall* I lend you my necklace?”

Indirect : She asked if she *should* lend me her necklace. (Here ‘shall’ is used in the sense of ‘do you want me to ’. Hence it is changed into ‘should’.

Note. 1. ‘*That*’ never introduces the Reported Speech in the Interrogative Sentences.

2. *Enquire, inquire, and demand* take ‘*if*’ before a Personal Object.

Examples

(a) **Questions Beginning with a Helping Verb**

| <i>Direct</i> | <i>Indirect</i> |
|--|--|
| 1. He said to her, “ <i>Shall</i> I accompany you to Agra?” | He asked her <i>if</i> he <i>would</i> (<i>should</i>) accompany her to Agra. |
| 2. She said to him, “ <i>Had</i> I been absenting myself from school for a month?” | She asked him <i>if</i> she <i>had been</i> absenting herself from school for a month. |
| 3. He said to us, “ <i>Has</i> she been spinning since yesterday?” | He asked us <i>if</i> she <i>had been</i> spinning since the previous day. |
| 4. They said to you, “ <i>Shall</i> we be going on picnic tomorrow?” | They asked you <i>if</i> they <i>would be</i> going on picnic the next day. |
| 5. I said to her, “ <i>Will</i> you have ironed your clothes?” | I asked her <i>if</i> she <i>would have</i> ironed her clothes. |
| 6. He said to her, “ <i>Had</i> you displeased your brother?” | He asked her <i>if</i> she <i>had displeased</i> her brother. |
| 7. We said to them, “ <i>Shall</i> we have been revising our courses since January?” | We asked them <i>if</i> we <i>would have been</i> revising our courses since January. |
| 8. He said to you, “Does she create a problem for you?” | He asked you <i>if</i> she created a problem for you. |
| 9. She said to us, “Am I not writing a letter to you now?” | She asked us <i>if</i> she was not writing a letter to us then. |
| 10. He said to them, “Were you not scolding your sons?” | He asked them <i>if</i> they had not been scolding their sons. |

(b) Sentences Having 'Yes' or 'No'

NOTES

| <i>Direct</i> | <i>Indirect</i> |
|---|---|
| 1. "Are there any more files?" He asked. "Yes, sir," said the peon. | He <i>asked</i> the peon <i>if</i> there <i>were</i> any more files. The peon <i>replied respectfully</i> in the affirmative. |
| 2. The teacher said to Lila, "Did you break the window pane?" "No, sir," said Lila, "I <i>did</i> not." | The teacher <i>asked</i> Lila <i>if</i> she <i>had broken</i> the window pane. Lila <i>respectfully replied</i> that she hadn't. |
| 3. "If you <i>find</i> my answers satisfactory, <i>will</i> you <i>give</i> me five rupees?" said the astrologer. "No," replied the customer. | The astrologer <i>asked</i> the customer <i>whether</i> he <i>would give</i> him five rupees if he <i>found</i> his answers satisfactory. The customer replied in the negative. |
| 4. I said to him, "Do you <i>want</i> to go to Chandigarh?" He said, "No, sir." | I asked him <i>if</i> he <i>wanted</i> to go to Chandigarh and he respectfully replied in the negative. |
| 5. He said to me, "Does Mohan still <i>play</i> ?" I said, "Yes, sir." | He asked me <i>if</i> Mohan still <i>played</i> and I respectfully replied in the positive. |
| 6. He said to her, "Has Radha <i>invited</i> you to dinner?" | He asked her <i>if</i> Radha <i>had invited</i> her to dinner. |
| 7. I said to him, "Did you <i>enjoy</i> the film?" He said, "No, sir." | I asked him <i>if</i> he <i>had enjoyed</i> the film. He respectfully replied in the negative. |
| 8. Mohan said, "Renu, <i>do</i> you <i>see</i> what I <i>see</i> ?" Renu said, "Yes." | Mohan asked Renu <i>if</i> she <i>saw</i> what he saw. She replied in the affirmative. |
| 9. He said, "Do you not <i>like</i> it?" She said, "Yes." | He asked <i>if</i> she <i>did not like</i> that and she replied in the affirmative |
| 10. She said to me, "Shall we ever <i>see</i> each other again?" I said, "Perhaps, never." | She asked me <i>if</i> we <i>would</i> ever see each other again but I replied that it would perhaps never be. |

(c) Questions Beginning with Interrogative Words

| <i>Direct</i> | <i>Indirect</i> |
|---|--|
| 1. He said to me, "Whom <i>does</i> she <i>want</i> to contact?" | He asked me whom she <i>wanted</i> to contact. |
| 2. They said to her, "Whose house <i>are</i> you <i>purchasing</i> ?" | They asked her whose house she <i>was purchasing</i> . |
| 3. You said to him "Why <i>are</i> you <i>making</i> mischief?" | You asked him why he <i>was making</i> mischief. |
| 4. They said to us, "How <i>have</i> you solved this sum?" | They asked us how we <i>had</i> solved that sum. |
| 5. We said to them, "Who <i>has</i> <i>misguided</i> you?" | We asked them who <i>had misguided</i> them. |

NOTES

| | |
|---|---|
| 6. They said to him, “Where <i>have</i> you <i>been wandering</i> since yesterday?” | They asked him where he <i>had been wandering</i> since the previous day. |
| 7. She said to me, “Why <i>were</i> you <i>hiding</i> today?” | She asked me why I <i>had been hiding</i> that day. |
| 8. She said to us, “When <i>will</i> you <i>see</i> me again?” | She asked us when we <i>would see</i> her again. |
| 9. He said to her, “What <i>shall</i> I be <i>offering</i> you with tea?” | He asked her what he <i>would be offering</i> her with tea. |
| 10. We said to them, “When <i>shall</i> we <i>have paid</i> you a visit?” | We asked them when we <i>would have paid</i> them a visit. |

(d) Questions beginning with modal auxiliaries

| <i>Direct</i> | <i>Indirect</i> |
|--|--|
| 1. I said to him, “ <i>May</i> Sunita come in to discuss with you something?” | I asked him <i>if</i> Sunita <i>might</i> come in to discuss with him something. |
| 2. The traveller said to me, “ <i>Can</i> you tell me the way to the nearest inn?” | The traveller asked me <i>if</i> I <i>could</i> tell him the way to the nearest inn. |
| 3. He said to me, “ <i>Must</i> I leave for Mumbai tomorrow?” | He asked me <i>if</i> he <i>had to</i> leave for Mumbai the next day. |
| 4. I said to her, “ <i>Could</i> you give me your notes?” | I asked her <i>if</i> she <i>could</i> give me her notes. |
| 5. I said to him, “ <i>Need</i> I go to him?” | I asked him <i>if</i> I <i>had to</i> go to him. |
| 6. She said to me, “ <i>Must</i> we read now?” | She asked me <i>if they had to</i> read then. |
| 7. They said, “ <i>Shall</i> we go now to cinema?” | They asked <i>if</i> they <i>should</i> go then to cinema. |
| 8. I said to her, “ <i>Can</i> you jump into the river?” | I asked her <i>if</i> she <i>could</i> jump into the river. |
| 9. He said to me, “ <i>Dare</i> you go near the Principal?” | He asked me <i>if</i> I <i>dared</i> go near the Principal. |
| 10. He said to the teacher, “ <i>May</i> I go to the library?” | He asked the teacher <i>if</i> he <i>might</i> go to the library. |

CHECK YOUR PROGRESS

I. *Convert the following sentences into Indirect Speech.*

1. He said to her, “Do you want to go home?”
2. He said to you, “Where are you going?”

NOTES

3. I said to him, "What brings you here?"
 4. You said to us, "How do you solve this sum?"
 5. She said to me, "How are you getting on with your studies?"
 6. I said to my friend, "Have you been to England?"
 7. Sheela said to Sarla, "Why are you so happy today?"
 8. He said to his brother, "Are you going away for long?"
 9. Devesh said to me, "Has the bell gone?"
 10. We said to Monika, "Is your mother also going with you?"
 11. Chabili said to me, "Where do you live?"
 12. My sister said to me, "Who teaches you English?"
- II. *Convert the following sentences into Indirect Speech.*
1. She said to me, "Who taught you English?"
 2. He said to his mother, "Why did you not wash my school dress?"
 3. The mother said to the child, "Did you have your breakfast?"
 4. Anil said to his sister, "How did you fare in the interview?"
 5. The policeman asked me, "Had the thief stolen your watch?"
 6. "Who put salt in my coffee?" he asked.
 7. The fat woman asked the doctor, "Could I lose five kilos in one week?"
 8. The policeman said, "Could I speak to the manager?"
 9. I asked him, "Had you enjoyed voting?"
 10. She said to me, "Where did you meet my son?"
 11. You said to Mohan, "When could you lend me a hundred rupees?"
 12. Tom said, "Did you see what I saw, Mary?"
- III. *Change the following sentences into Indirect Speech.*
1. "Do you see what is going to happen to you through your foolish loyalty to your friend?" said the king to Damon.
 2. The poet said, "Will anybody tell me what she sings?"
 3. The aunt said, "Son, will you hesitate to say the honest thing because you fear a quarrel?"
 4. "Shall I bring them, sir?" said the peon. "Yes," he said and got absorbed in reading.
 5. "Don't I want the good of the people too?" said Sita Ram to the officer.
 6. "Did you go to Delhi yesterday, Rakesh?" said Jai Tirath. "Yes," said Rakesh.
 7. "Have you done your home task, Lal?" said the teacher. "No, sir," replied Lal.
 8. Shashi said, "Will you bring toys for me when you come back from Amritsar." "Yes," replied Rajesh, "very gladly."

9. "May I go home now, Sir?" said the peon to the officer. "No," replied the officer, "we shall leave together."
10. "Did you deliver her my message, Rajan?" said Raman. "No," replied Rajan, "I am sorry."

*Common Errors,
Punctuation, Active and
Passive voice, Direct and
Indirect Narration and...*

NOTES

B

FROM INDIRECT INTO DIRECT

Rules:

1. Change the Tense in Indirect Speech into its Corresponding Tense form according to the sense.
2. Put Direct Speech into inverted Commas (".....").
3. Put a Comma between the Reporting Verb and the Reported Speech.
4. Use 'said' in place of 'asked'/'enquired of'/'demanded of' etc.
5. Put the Interrogative words at the beginning of the Reported Speech.
6. Put the Interrogative sign at the end of the Reported Speech after you have changed it into statements.
7. Change the pronouns and words showing nearness according to the rule.
8. Remove 'if' or 'whether'.

Examples

| <i>Indirect</i> | <i>Direct</i> |
|--|---|
| 1. She asked me if I <i>played</i> . | She said to me, " <i>Do you play?</i> " |
| 2. He asked us if she <i>slept</i> . | He said to us, " <i>Does she sleep?</i> " |
| 3. You asked me if you <i>were playing</i> . | You said to me, " <i>Am I playing?</i> " |
| 4. She enquired of me if he <i>was going</i> to school that day. | She said to me, " <i>Is he going to school today?</i> " |
| 5. I enquired of you if he <i>had failed</i> . | I said to you, " <i>Has he failed?</i> " |
| 6. He asked me if I <i>had won</i> the prize. | He said to me, "Have you won the prize?" |
| 7. They asked him if <i>he could solve</i> the sum. | They said to him, "Can you solve the sum?" |
| 8. He asked me who my teacher <i>was</i> . | He said to me, "Who is your teacher?" |
| 9. She asked us whose book that <i>was</i> . | She said to us, "Whose book is this?" |
| 10. You asked me whom I <i>wanted to</i> see. | You said to me, "Whom do you want to see?" |

CHECK YOUR PROGRESS

NOTES

I. Change the following sentences into Direct Speech.

1. I asked her what had brought her there.
2. Vikas asked Ankur what had been wrong with her.
3. The teacher asked him which game he had played at school.
4. He asked him if he had wished to become a teacher.
5. My mother asked if I had posted the letter the previous day.
6. She asked Sandhya how she had solved the sum.
7. He asked Mohan why he had been making a noise.
8. I asked Suresh if he had ever met the Prime Minister.
9. He asked Mohan if he had seen that picture before.
10. He asked me if I had won the prize.

II. Convert the following sentences into Direct Speech.

1. He asked me if my friend had stood first.
2. She asked me if my brother had been teaching me English.
3. He asked me if the smuggler had been running away to Pakistan.
4. I asked her what had brought her there.
5. Vikas asked Ankur what had been wrong with her.
6. The teacher asked him which game he had played at school.
7. He asked him if he had wished to become a teacher.
8. My mother asked if I had posted the letter the previous day.
9. She asked Sandhya how she had solved the sum.
10. He asked Mohan why he had been making a noise.

MIXED INTERROGATIVE SENTENCES

Examples

(a)

1. *Direct* : Auster said, "Who *is* not ready to die for his Motherland, my countrymen?"

Indirect : Auster *urged* his countrymen to follow him saying that he was sure everyone *was* ready to die for his motherland.

2. *Direct* : "Am I not your father? *Did* I not *bring* you up? Why *do* you *insult* me in this way?" said he to his sons.

Indirect : He *enquired* of his sons if he *was* not their father and if he *had* not *brought* them up. He *further asked* them why they *insulted* him in that way.

NOTES

- (b)
1. *Direct* : “Boys,” said the teacher, “*why don’t you attend* to the lesson? You *will repent* if you *are not careful* now.”
Indirect : The teacher *asked* the boys why they *didn’t attend* to the lesson and *warned* them that they *would repent* if they *were not careful* then.
 2. *Direct* : “Don’t I *want* the good of the people too?” said Sita Ram to Professor Ramukshi. “Why *am I making* frantic efforts to have the college started? A stitch in time *saves* nine.”
Indirect : Sita Ram *assured* Professor Ramukshi that he also *wanted* the good of the people. That was why he *was making* frantic efforts to have the college started. He knew that a stitch in time *saves* nine.

CHECK YOUR PROGRESS

J. *Change the following sentences into Indirect Speech.*

1. He said to the Inspector of Police, “Why do you cross-question me as if I were a thief or robber ? I am travelling on a business of my own and there is no need to question me.”
2. I said to Mohan, “Can you come tomorrow ?” Mohan said, “No, tomorrow I shall not be here.”
3. “Father,” said the girl, “were you always good, when you were a boy ?” “I was generally good,” said the father, “at least, when I was asleep.”
4. “Have you any news from my family ?” asked the trader. “Yes,” replied the man. “Well ! How is my son ? I am very anxious about him,” said the trader.
5. The officer said to the merchant, “Where did you spend the night ? Were you alone ? Did you see the other merchant this morning ? Why did you leave the inn before dawn ?”
6. The teacher said to her, “Why are you late today ? Were you present yesterday ?”
7. The teacher said, “Are you not ashamed of what you did, Ashok ? Would you not mend your ways ? Should I report it to the Headmaster ?”
8. “What are you looking for ?” said the first citizen to Diogenes. “Have you lost something ?” said another. “Why do you carry a lighted lantern in broad daylight ?” cried the third.
9. “How are you getting along at school, my boy ?” said the father. “The teacher said,” replied the son, “if all the boys were as good as you, I shall soon have to close up the school.”

10. The farmer said to the stranger, “Who are you ? Where do you come from ? What do you want here ?”

NOTES

C. IMPERATIVE SENTENCES

CONVERSION OF IMPERATIVE SENTENCES

Rules: Change the Reporting Verb according to the sense as:

1. **Request:** request, beg, entreat, ask, appeal, etc.
2. **Advice :** advise, forbid, urge, exhort, etc.
3. **Order :** order, command, tell, etc.
4. The Imperative word is changed into Infinitive one by putting ‘to’ before the verb. In the case of a Negative Imperative, drop the auxiliary ‘do’ and place ‘to’ after ‘not’.
5. **No Conjunction** is used to introduce the Reported Speech.
6. If the Conjunction ‘that’ is used, ‘should’ is placed before the infinitive.
7. Observe the rules for the change of Pronouns and words showing nearness.
8. Change the pronouns and words showing remoteness as per rules.

A

DIRECT TO INDIRECT

Imperative Sentences—From Direct Speech into Indirect Speech

An **Imperative Sentence** is the sentence which expresses (bears) some *request, advice, order or invitation*; as—

| | |
|-------------------------------------|------------------------|
| “Help me please” | (request) |
| “Don’t smoke” | (advice), (prevention) |
| “Have a cup of tea with me, please” | (invitation) |
| “Prepare a cup of tea for me” | (order) |

One of the specialities of an **Imperative Sentence** is that it begins with a Verb. It has no subject. The reason behind the absence of the subject is that its subject is the person you are talking to. In other words ‘You’ is always its subject. It is discourteous to say ‘you’ in English.

“Stand up”

It is a simple order.

“Mohan, you stand up”

It is an abusive sentence and shows anger or arrogance.

Rules for Converting an Imperative Sentence from Direct to Indirect Speech:

NOTES

- (1) We change the Reporting Verb—*said* into *ordered*. But we do this only when some big officer or authority gives an order, as—

The Commander said → The Commander ordered.

But when the elderly people ask the younger ones to do something we change *said* into *told*, as—

Father said to me → Father told me.

But when the younger ones say something to the elderly ones we change *said* into *asked*. as—

I said to father → I asked father.

- (2) We remove Comma or Inverted Commas (, “.....”) and connect the reported speech with ‘to’ (*infinitive with to*), as—

Direct : The teacher said to the boys, “Stand up on your benches.”

Indirect : The teacher ordered the boys to stand up on their benches.

Direct : Father said to me, “Go and wash your hands.”

Indirect : Father told me to go and wash my hands.

- (3) If a request has been made, we change *said* into ‘requested’ or ‘begged’ and connect the reported speech with *to*.

Direct : He said to Mohan, “Help me, please.”

Indirect : He requested Mohan to help him.

‘Beg’ is followed by ‘of’ in case of a person and by ‘for’ in case of thing, as—

Direct : The beggar said to me, “Give me a rupee for a cup of tea, please.”

Indirect : The beggar begged of me a rupee for a cup of tea.

He begged for money.

In case there is an invitation, *said* is changed into *invited*.

Direct : He said to me, “Have a cup of tea with me, please.”

Indirect : He invited me to have a cup of tea with him.

- (4) In case there is an advice we change the reporting verb—*said* into *advised*.

Direct : He said to me, “Help your younger brother.”

Indirect : He advised me to help my younger brother.

- (5) Remember that we connect the reported speech with *not to* in case the sentence is negative.

Direct : The teacher said to the boys, “Don’t make a noise.”

Indirect : The teacher ordered the boys not to make a noise.

- (6) Remember one thing more that in case there is some mode of address in reported speech as—my son, my daughter, etc. used by the speaker for his own son or daughter, make it the object of the reporting verb as—

NOTES

Direct : The old man said to his child, “My son, don’t make a noise.”

Indirect : The old man told his son not to make a noise.

(7) In case somebody addresses someone as my son or my daughter out of affection, we shall connect it in the following manner.

Direct : The beggar said to Mohan, “My son, give me a rupee for a cup of tea.”

Indirect : Calling Mohan his son, the beggar begged of him a rupee for a cup of tea.

Examples

1. ORDER

1. *Direct* : The Commander said, “My lads, pick up your guns and open fire at the enemy.”

Indirect : The Commander ordered his lads (or soldiers) *to* pick up their guns and open fire at the enemy.

2. *Direct* : The teacher said to the boys, “Take out your books and read them silently.”

Indirect : The teacher ordered the boys *to* take out their books and read them silently.

3. *Direct* : Mother said to Karuna, “Go to the kitchen, and prepare a cup of tea for me.”

Indirect : Her mother told Karuna *to* go to the kitchen and prepare a cup of tea for her.

2. REQUEST

1. *Direct* : My servant said to me, “Sir, *let* me go out for an hour to *meet* my friend who is ill.”

Indirect : My servant requested me *to let* him (or to allow him to) *go* out for an hour *to meet* his friend who was ill.

2. *Direct* : The old woman said to Santvana, “My daughter, I am shivering with cold, give me some old sweater of yours.”

Indirect : Calling Santvana, her daughter, the old woman said that she was shivering with cold, and begged of her for an old sweater of hers.

[Keep in mind that in the above sentence, the first part is a statement. Therefore, we connected it with ‘that’. But the second part is a request. Therefore, we connected it with ‘begged of’.]

3. *Direct* : My neighbour said to me, “This box is very heavy, come please, and help me lift it up.”

Indirect : My neighbour said that the (that) box was very heavy, and asked me to move and help him lift that up.

(Here also, the sentences are of two types—we connected one part with ‘that’ and the other part with ‘to’.)

NOTES

3. INVITATION

1. *Direct* : Mohan said to me, “Would you like to have a cup of tea with me?”

Indirect : Mohan warmly invited me to have a cup of tea with him. (Remember that the sentence above is an affectionate invitation. It is not a question. Therefore, we did not use ‘If’ or ‘Whether’.)

2. *Direct* : Suresh said to Dinesh “Well man, come and have a cup of coffee with me.”

Indirect : Suresh invited Dinesh to have a cup of coffee with him. (Here, the sense of ‘well’ and ‘come’ is implied in *invited*.)

3. *Direct* : Mohan said to Sohan, “You are having your lunch with me today.”

Indirect : Mohan invited Sohan to have his lunch with him that day.

4. ADVICE

Whenever some advice is given, we change the reporting Verb—‘said’ into ‘advised’ and connect the reported speech with ‘to’ + *infinitive* (present form of the verb)

1. *Direct* : Prashant said to me, “You should not smoke so much.”

Indirect : Prashant advised me not to smoke so (that) much.

2. *Direct* : Prashant said to Pradeep, “You are seriously ill; you must consult some good physician.”

Indirect : Prashant told Pradeep that he was seriously ill, and advised him to consult some good physician.

(Here the first sentence is a statement. Hence we connected it with ‘that’ and replaced the reporting Verb—‘said’ with ‘told’. But the second sentence is a strong advice. Therefore we joined it with ‘and’. We replaced ‘you must’ by ‘advised him to’.)

3. *Direct* : Mother said to Pramita, “Avoid meeting such bad girls.”

Indirect : Mother advised Pramita to avoid meeting such bad girls.

4. *Direct* : Father said to me, “Never waste your time in idle gossips with your boon companions.”

Indirect : Father advised me not to waste my time in idle gossips with my boon companions.

(Boon companions are congenial and near companions or friends, who are fond of rivalry.)

5. *Direct* : Mother said to Pushplata, “Don’t wash your hands with the washing soap.”

Indirect : Mother advised Pushplata not to wash her hands with the washing soap.

(Sometimes we use the reporting verb ‘forbade’ to prevent the listener from doing something; as—Mother forbade Pushplata to wash her hands with the washing soap.)

CHECK YOUR PROGRESS

NOTES

Change the following sentences into indirect narration.

1. The Captain said to the soldiers, "You will guard this bridge."
(Here *you will* is an order.)
2. Mother said to Krishna, "Go to your father's study and bring some magazine for me to read."
3. Mohan said to Suresh, "That dog is rabid. Don't go near it."
4. The old beggar said to Pran, "Give me some money, please."
5. The poor old man said to Naresh, "Help me cross this crowded street, please."
6. Mohan said to me, "You should go for a morning walk daily."
7. Mother said to Vinita, "You must attend your classes regularly."
8. Mother said to Sohan, "Come, fellow, have coffee with me."
9. Suresh said to Dinesh, "You should not read these dirty novels."
10. My servant said to me, "Sir, give me one hundred rupees in advance against my next month's pay".

B

INDIRECT SPEECH TO DIRECT SPEECH

1. Change the Reporting Verbs—'requested', 'advised', 'invited', 'told', 'ordered' etc., into 'said'.
2. If the reporting verb has an object, put a Comma after the object. In case there is no object, put the comma after the reporting Verb. Then put inverted Commas or Commas. (Some scholars put double Commas "....." and others use single Commas '.....'.) Then change the pronoun of the reported speech and remove 'to'; as—
 1. *Indirect* : Father told me to go to market and bring a packet of cigarettes for him.
Direct : Father said to me, "Go to market and bring a packet of cigarettes for me."
 2. *Indirect* : The teacher ordered the boys to take down all that he had written on the blackboard.
Direct : The teacher said to the boys, "Take down all that I have written on the blackboard.."
 3. *Indirect* : The Captain commanded his soldiers to get ready to open fire at the enemy.
Direct : The Captain said to his soldiers, "Get ready to open fire at the enemy."

NOTES

4. *Indirect* : The beggar begged of Mohan a rupee for a cup of tea.
Direct : The beggar said to Mohan, "Give me a rupee for a cup of tea, please."
5. *Indirect* : Mohan advised me to play some game to keep myself physically fit."
Direct : Mohan said to me, "Play some game to keep yourself physically fit."
6. *Indirect* : Pran cordially invited me to have a cup of tea with him.
Direct : Pran said to me, "Would you like to have a cup of tea with me?"
7. *Indirect* : Mother told Kalpna to go to the kitchen and prepare a cup of tea for her.
Direct : Mother said to Kalpna, "Go to the kitchen, and prepare a cup of tea for me."
8. *Indirect* : Suresh advised me to avoid moving in the company of such bad boys.
Direct : Suresh said to me, "Avoid moving in the company of such bad boys".

CHECK YOUR PROGRESS

(Indirect to Direct)

(Order, advice, request and invitation)

Change the following sentences into Indirect speech.

1. The old woman begged of Kavita for some woollen garment, for she was shivering with cold.
2. Mother told Geeta not to tamper with her sewing machine.
3. Dinesh told Suresh to do some light exercise every morning.
4. The captain ordered his soldiers to go and help the people in the flood-stricken area.
5. That poor man requested Dinesh to give him some money to satisfy his hunger.
6. Kailash invited me to have my lunch with him in a restaurant.
7. Father told me not to read cheap and dirty novels.
8. The general ordered the soldiers to fall in a line and get ready for their daily drill.
9. Suresh advised Dinesh to go to Mumbai not by train but by air.

10. The servant begged of his master for three days' leave to go and see his wife who was in hospital.

NOTES

D. SENTENCES WITH 'LET'

A

DIRECT TO INDIRECT SPEECH

TRANSFORMING SENTENCES WITH 'LET' INTO INDIRECT NARRATION

We use 'Let' in two ways. On one hand, 'Let' means 'a type of order'.

Father said to me, "Let the child play in the garden."

He said to the watchman, "Let the visitor come in."

Shalini said to her classmates, "Let me return home now."

We change such type of sentences like the Imperative sentence into indirect speech by adding 'to' after 'told' or 'ordered'.

Father told me to let the child play in the garden.

He ordered the watchman to let the visitor come in.

Shalini requested her classmates to let her return home then.

But sometimes we use 'Let' in the form of a proposal; as—

Mohan said, "Come, let us play cricket."

I said to my friends, "Let us go to the picture."

Rajni said to us, "Let us sit in the shade."

In sentences of such type we use 'proposed' as reporting verb. Then we use 'that' as conjunction. In reported speech we use 'should + infinitive' (First form of the verb without 'to'); as—

Mohan proposed that we should play cricket.

(Here the sense of 'come' is implied in 'proposed')

I proposed to my friends that we should go to the pictures.

Rajni proposed to us that we should sit in the shade.

Examples

1. *Direct* : Mohan said to his friends, "It is a sweet sunny day, come let us play cricket."

Indirect : Mohan told his friends that it was a sweet sunny day, and proposed that they should play cricket.

(Remember that, the first sentence in direct narration is a simple statement. Therefore, it was connected by 'told' and 'that'. But the second sentence contains 'Let'. Therefore, we connected it with 'and', then we used

'proposed' and also used 'should'. We wrote 'they should' and not 'we should' because Mohan had asked his friends and we were not among them.)

2. *Direct* : Harish said to me, "Let us see a movie today."

Indirect : Harish proposed to me that they should see a movie that day.

3. *Direct* : The teacher said to the peon, "Let the boys play in the ground."

Indirect : The teacher ordered the peon to let the boys play in the ground.

4. *Direct* : Mother said to me, "Let Sarita do her home task in your study."

Indirect : Mother told me to let Sarita do her home task in my study.

Some examples of 'let' as an order

1. *Direct* : Father said, "Let no one enter my room and touch my books."

Indirect : Father said that no one was to enter his room and touch his books.

or,

Father ordered not to let anybody enter his room and touch his books.

2. *Direct* : Mother said to Karuna, "Let the servant do his washing and cleaning in the room."

Indirect : Mother told Karuna to let the servant do his washing and cleaning in the room.

3. *Direct* : Teacher said to Prakash, "Let Harish do what he is doing."

Indirect : The teacher told Prakash to allow Harish do what he was doing.

Some examples of 'let' as a proposal

1. *Direct* : Kavita said to her friends, "Come, let us play marbles."

Indirect : Kavita invited her friends to play marbles.

2. *Direct* : Mohan said to his friends, "Let us play cricket on this sweet sunny day."

Indirect : Mohan proposed to his friends that they should play cricket on that sweet sunny day.

3. *Direct* : Harish said to Dinesh, "Let us go to market and buy some fruit."

Indirect : Harish proposed to Dinesh that they should go to market and buy some fruit.

Some examples of 'let' as a condition or supposition

1. *Direct* : Rohit said, "Let it blow ever so hard, I shall visit your house."

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Indirect : Rohit said that he would visit your house, however hard it *might* blow.

2. *Direct* : The Director said, "Let him flatter ever so hard, he cannot get the promotion."

Indirect : The Director said that he could not get the promotion however hard he *might* flatter.

CHECK YOUR PROGRESS

Change the following into indirect narration.

1. Suresh said to Dinesh, "Let your younger brother do his home task peacefully in his room."
2. Teacher said to the boy, "Let none of you make any noise in the classroom."
3. Father said to me, "Don't let the dog jump in the flower beds."
4. Mother said to Kavita, "Let the water in the kettle boil."
5. The Commander said to the soldiers, "Don't let any enemy plane fly over these bunkers."
6. Krishna said to Kavita, "Come, let us have a coffee each and some snacks in a restaurant."
7. Suresh said very angrily, "Ravindra is a stupid fellow, let him go to hell!"
8. Pradeep said to us, "Dinesh is very much worried about money."
9. The teacher said to the boys, "Let your bags lie on your desks, and go out and play in the ground."
10. Snehlata said to Karuna, "We have nothing important to do, come let us see some good movie."

B

FROM INDIRECT TO DIRECT SPEECH

'Let' as order

1. *Indirect* : Father told me to let his wet clothes dry in the sun.

Direct : Father said to me, "Let my wet clothes dry in the sun."

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2. *Indirect* : Mother told Karuna to let the kittens play in the garden.”

Direct : Mother said to Karuna, “Let the kittens play in the garden.”

3. *Indirect* : The Commander ordered the soldiers not to leave the bridge unguarded.

Direct : The Commander said to the soldiers, “Don’t let the bridge be left unguarded.”

‘Let’ as a proposal

1. *Indirect* : Mohan proposed to his friends that they should play cricket on that sweet sunny day.

Direct : Mohan said to his friends, “Come, let us play cricket on this sweet sunny day.”

2. *Indirect* : Karuna proposed to her friends to play marbles in the room.

Direct : Karuna said to her friends. “Come, let us play marbles in the room.”

3. *Indirect* : Harish suggested that we should all stop talking to Dinesh because he was a cheat.

Direct : Harish said to us, “Let us all stop talking to Dinesh because he is a cheat.”

CHECK YOUR PROGRESS

I. *Transform the following into direct narration.*

1. Father told me to let the kitten lie in his bed.
2. Mohan told his friends that that was a fine moonlit night and proposed that they should all stroll down to the sea beach.
3. Karuna told Mohan not to let the dog enter the kitchen.
4. Suresh told Dinesh that Mahesh was in hospital and proposed that they should go and see him in the hospital.
5. Kavita told Karuna that a fine movie was on in the cinema hall and proposed that they should both go and see it.
6. Father told mother not to let anyone enter the garden and walk on the grass in the lawn.
7. The teacher said to his students that the hall was really dirty and ordered that they should all go and clean up the hall.
8. She suggested to her friends that they should enjoy boating in the river.

(Remember that sometimes we use ‘suggested’ in place of ‘proposed’.)

9. He proposed to them that they should cast lots and decide the issue.
10. I said that he might work ever so hard, he could not win the scholarship.

(We begin this type of sentence also with 'Let him'.)

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II. Read the following dialogue and complete the report appropriately. Write the answers in your answer sheet against the correct blank number. Do not copy the dialogue and the report.

1. *Manish* : Where are you coming from?

Madhavi : I am coming from the meeting.

Manish : What was it about?

Madhavi : It was about the formation of students union in our school.

Manish asked Madhavi where she was coming from. Madhavi replied (a) _____. Manish wanted to know (b) _____. Madhavi told that (c) _____.

2. *Rajeev* : Where are you going?

Pradeep : I am going to the airport.

Rajeev : Why are you going there?

Pradeep : My mother is to arrive from the U.S.A. at 7.30 a.m.

Rajeev asked Pradeep (a) _____.

Pradeep replied (b) _____.

Rajeev further inquired (c) _____.

Pradeep replied that his mother was to arrive from the U.S.A. at 7.30 a.m.

3. *Teacher* : Why are you late, Sam?

Sam : I missed the school bus.

Teacher : You should have reached the bus stop on time.

Sam : My mother is ill and was hospitalized yesterday.

Teacher : Oh, I am sorry, Sam. Don't worry, she may get well soon.

The teacher asked Sam why he was late. Sam replied that (a) _____.

The teacher told him that (b) _____. Sam said that his mother was ill and (c) _____.

4. *Sanju* : I've lost my lucky bat with which I made all my runs.
Tomorrow we are playing at Delhi School.

Mother : If confident, you can still make all the runs.

Sanju told his mother that (a) _____ with which he had made all the runs. He was all the more upset because (b) _____. His mother assured him that (c) _____.

5. *Renu* : The world will end tomorrow.

Shankar : Who told you this?

Renu : I have heard your father say so.

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Renu said that (a) _____.
Shankar asked him (b) _____.
Then Renu replied that (c) _____.

6. Kumari : Where are you going now?

Gulab : I am going to look after my grandfather.

Kumari : What has happened to him?

Gulab : He has been suffering from high fever.

Kumari asked Gulab (a) _____ Gulab replied that (b) _____

Kumari further asked him (c) _____ Gulab told her that
(d) _____.

7. Teacher : Aishwarya, why are you late today?

Aishwarya : Sir, I missed my bus.

Teacher : Take care in future.

The teacher asked Aishwarya (a) _____. Aishwarya replied
respectfully (b) _____. The teacher advised (c) _____.

III. *Read the dialogue given below and complete the passage that follows. Write the correct answers in your answer sheet against the correct blank numbers. Do not copy the whole passage.*

1. Beggar : Please give me some money.

Girl : I have no money to give.

Beggar : Miss, come with me and earn the money.

At the bus stand a beggar was begging. A beautiful girl came there. He requested the girl (a) _____. The girl told him that (b) _____. At this the beggar advised her (c) _____ and earn the money.

2. Teacher : Why have you not completed your homework?

Mohan : I have been suffering from fever for five days.

Teacher : Why did you not take rest?

Mohan : Today, I am feeling well.

The teacher asked Mohan why (a) _____ his homework. Mohan replied that (b) _____ for five days. The teacher again asked (c) _____. Mohan replied that he was feeling well that day.

3. Shubham : Why are you weeping?

Pakshaj : Someone has stolen my purse.

Shubham : Where did you keep it?

Pakshaj : In the back pocket of my pant.

Shubham asked Pakshaj (a) _____. Pakshaj replied that someone (b) _____. Shubham then enquired where he had kept the purse. Pakshaj replied that (c) _____ in the back pocket of his pant.

4. Husband : Did you talk to Dr. Batra?

Wife : Yes, but it is important for you to rest.

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Husband : What is it?

Wife : It is a tumour.

Raghav was admitted in a hospital with a complaint of severe pain. He was resting. A few minutes later, he opened his eyes and asked his wife (a) _____. She replied in positive and said that (b) _____. He again asked (c) _____. She replied that it was a tumour.

IV.

1. *Monkey* : Will you marry me?

She Monkey : Are you an NRI?

Monkey : Yes, I am.

She Monkey : Give me your bio-data.

Once a monkey asked a she monkey (a) _____. The she monkey enquired (b) _____. The monkey answered in affirmative. Then the she monkey told the monkey (c) _____.

2. *Lawyer* : How did you kill the dog?

Criminal : Sir, I did not kill him.

Lawyer : How did it die?

Criminal : I told him about his master and he died of heart attack.

The lawyer asked the criminal how (a) _____. The criminal replied respectfully saying that (b) _____. The lawyer further asked him (c) _____. The criminal replied that he had told him about his master and he had died of heart attack

3. *Teacher* : Why did you not come to school yesterday?

Kunal : I was suffering from fever.

Teacher : Did you see a doctor?

Kunal : Yes, I did.

The teacher asked Kunal (a) _____ to school the previous day. Kunal replied to the teacher that (b) _____ from fever. The teacher asked him (c) _____. Kunal replied in the affirmative.

4. *Mother* : Why were you shouting at your brother?

Isha : He was teasing me.

Mother : Did you tease your sister, Ranjan?

Ranjan : No, I don't know how to tease.

The mother asked Isha (a) _____ brother. Isha replied that (b) _____. Then the mother asked Ranjan (c) _____. Ranjan replied innocently that he did not know how to tease.

5. *Chander* : Why did you sell your new house?

Manisha : It was a haunted house.

Chander : Do you believe in ghosts?

Manisha : No, but the ghosts believe in human beings.

Chander asked Manisha (a) _____ new house. Manisha replied (b) _____ haunted house. Chander further asked (c) _____ in ghosts. Manisha replied that she did not, but the ghosts believed in human beings.

*Common Errors,
Punctuation, Active and
Passive voice, Direct and
Indirect Narration and...*

NOTES

SUMMARY

- The actual words of the speaker, given within ‘inverted commas’ are called the **Reported Speech**. In the same way, the Verb which introduces the Reported Speech is called the **Reporting Verb**.
- The verbs *says, said, asked* and *replied* in the above sentences are ‘Reporting Verbs’.
- The exact words of the speaker given within the inverted commas are ‘Reported Speech’.
- In the direct speech, the reported speech is put within reported (inverted) commas.
- In the direct speech, the reported speech and the reporting verb are separated by a comma.
- In the direct speech, the first word of the reported speech begins with a capital letter.

KEYWORDS

Direct narration: the actual words of the speaker given within inverted commas.

Indirect narration: substance of the actual words of the speaker

REVIEW QUESTIONS

1. Write 10 sentences in direct speech and change into indirect speech.
2. Write 10 sentences in indirect speech and change into direct speech.

2.7 SYNONYMS AND ANTONYMS

2.7.1. Synonyms

Words which are apparently identical in their meaning are called synonyms. They always possess subtle shades of different words. The student has to choose the right word or words by which the various trends of ideas that are passing through the mind may be most fitly and aptly expressed and various shades of feeling which accompany them may be depicted in their true colour and proportions. For instance, to choose between *confer* and *bestow*, is necessary to understand that to confer is the part of authority while to bestow

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is the part of a generous man. Again, *crime* is an offence against the state, *vice* an offence against morality, and *sin* is an offence against religion. The student will do well to familiarise himself with the gradations of words given in the following list.

1. **Assent** (relates to matters of judgment). 'He gave his *assent* on this question.'

Consent (relates to matters of conduct). 'He gave his *consent* to distribute the prizes.' 'I *consented* to let him go.'

2. **Allow** (denotes a negative action and means 'to abstain from refusal'). 'The students were *allowed* to talk in the class by the teacher.'

Permit (denotes a positive action and means 'to give a decided assent'). 'He was *permitted* to appear at the B.A. examination.'

3. **Abstain** (from a thing). 'We should *abstain* from wine.'

Refrain (from action). 'We should *refrain* from drinking.'

4. **Avenge** (to inflict just punishment on evil-doers; it does not imply the gratification of personal grudge, or enmity). 'Hamlet was asked to *avenge* the death of his father.'

Revenge (to inflict pain or injury simply to gratify one's resentment or grudge; it denotes the gratification of a personal feeling). 'Francis *revenged* himself upon Hastings by tenting agitation against him in England.'

5. **Admit** (to acknowledge or concede as true, to give assent to). 'He *admitted* that he was present when the accident took.'

Confess (not only to concede that a fact is true, but also to acknowledge responsibility or guilt). 'He *confessed* that he has stolen the watch.'

6. **Anger** (sudden feeling of displeasure) 'He showed great *anger* at the news.'

Resentment (a more lasting feeling of displeasure). 'My words did not *lessen* his *resentment*.'

7. **Answer** (to answer a question). 'I *answered* only five questions out of seven set in the paper.'

Reply (to answer a letter or a charge). 'I sent an immediate *reply* to his letter.'

8. **Attain** (to get by exertion or labour). 'He *attained* a high measure of success in his plan.'

Acquire (to have and hold permanently). 'Recently, he has *acquired* a thorough knowledge of Botany.'

9. **Ancient** (opposed to modern). 'There is not much material available about the *ancient* history of India.'

Old (opposed to new and to young). 'The *old* edition of this book is not available in the market.' 'Old people prefer simplicity to show.'

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10. **Ability** (power to do something; skill in the use of physical powers or intellectual faculties. Ability is developed through exercise). ‘Men are promoted on the basis of the *ability* that they show.’ ‘He has unusual *ability* as a mechanic.’

Capacity (power to achieve, hold or contain; as applied to intellectual faculties). ‘His *capacity* for Mathematics is very limited.’

11. **Astonishment** (extreme surprise; implies some degree of perplexity or confusion). ‘I was *astonished* to see him begging on the roadside.’

Surprise (arises on the occurrence of something new or unexpected). ‘Your failure in the examination has *surprised* me.’

Wonder (surprise mingled with admiration or curiosity). ‘We *wonder* at the skill of those who built the Taj.’

12. **Bravery** (lies in the blood and depends on the physical environment). ‘The brave man does not reason and reflect: he rushes into the thick of the fight and finds his joy in the battle.’ ‘The *bravery* of the English gave them victory over the indolent and luxurious Nawabs of Bengal.’

Courage (lies in the mind and is a matter of reason and reflection. It is a result of man’s character and conviction. It is a lofty sentiment.). ‘He has the *courage* to speak out his mind.’ ‘In the hour of crisis his *courage* failed him.’

Valour (is a higher quality than either bravery or courage and possesses the grand characteristics of both.) ‘The man who possesses valour forms great projects and is ready to risk his life for glory’. ‘The knights of King Arthur’s court were known for their deeds of valour.’

Boldness (is usually short lived, suggestive or rising to the occasion). ‘He showed boldness in fighting the fire.’

Daring (suggests rashness and is venturesome). ‘He is daring but not prudent, that is why he ventures to do thing which no wise man would ever do.’

13. **Battle** (a single contest between two opposing armies). ‘The third battle of Panipat gave a deathblow to the Mughal Empire.’

War (a series of contests between opposing armies continued for a long time). ‘The German militarism was crushed in the last Great war.’

Fight (a combat between a small number of persons). ‘Many were wounded and a few killed in the *fight* between the students and the police.’

14. **Begin** (used on all occasions). ‘The sooner you *begin* the work, the earlier you finish it.’

Commence (used only in official and formal language). ‘The examinations will *commence* on the 5th of July.’

Start (implies an idea of an actual physical motion). ‘The train *starts* at 10 o’clock.’

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15. **Beautiful** (implies certain degree of delicacy and beauty for a woman or of feminine nature). 'She is the most *beautiful* girl of our village.'
Handsome (is used for man, or for the beauty of some person or thing that is trained or cultivated). 'He is a *handsome* boy of twenty.' 'It is a very *handsome* horse.'
16. **Custom** (generally refers to the repeated action of many persons, a community, a society, a race, etc.). 'It is the *custom* of the British to be honest in their business dealings.'
Habit (is applicable when we are speaking of just person). 'It is her *habit* to do the cooking early in the morning.'
17. **Cite** (is used for things or persons). 'He *cited* the authority of the Quran.' 'It is advisable to *cite* no one whose authority is likely to be challenged.'
Quote (is used for things only). 'He *quoted* passage after passage from Milton.'
18. **Compulsion** (is physical; we are compelled to do what is generally against our wishes). 'He was *compelled* by the court to be present on that day.'
Obligation (is moral; we are obliged to do what is imposed on us as a duty). 'We are *obligated* to maintain those who depend on us.'
19. **Confer** (conferring is an act of authority). 'The government *confers* titles on eminent persons.'
Bestow (bestowing is an act of generosity or charity). 'Many presents were *bestowed* on the refugees.'
20. **Crime** (an offence against the law of the State). 'It is a *crime* to go into a stranger's house at night.'
Vice (an offence against morals). 'Drinking is a *vice*.'
Sin (an offence against the law of God or religious law). 'It is a *sin* to tell a lie.'
21. **Ceiling** (the inner part of a roof). 'A lamp is hanging from the *ceiling*.'
Roof (the entire covering of a room or house). 'They are flying kites on the *roof* of their house.'
22. **Character** (mental or moral nature). 'A man of *character* overcomes all temptations.'
Conduct (one's actions). 'None can blame you if your *conduct* is good.'
23. **Contentment** (a state of mind in which one does not wish for more). 'Happiness consists in *contentment*.'
Satisfaction (fulfilment of one's expectations). 'The principal is not *satisfied* with his work.' 'He completed the work to my entire *satisfaction*'.
24. **Contagious** (used for a disease which is caught by contact). 'Small-pox is a *contagious* disease.'
Infectious (used for a disease which is spread through air or water). 'Malaria is an *infectious* disease.'

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25. **Cool** (denotes a pleasant sensation). 'India is a land of fertile land and *cool* breezes.'
- Cold** (denotes an unpleasant sensation). 'It is very *cold* this evening.'
26. **Defend** (refers to present danger). 'The Rajputs heroically *defended* the fort against the assault of the Mughal army.'
- Protect** (refers to approaching danger). 'An umbrella *protects* the body from sun and shower.'
27. **Deny** (refers to matters of fact or knowledge, and therefore, we deny as to the past. A denial affects our veracity or truthfulness.). 'The prisoner *denied* the charge that had been brought against him.' 'He *denied* his participation in the meeting held on Sunday last.'
- Refuse** (refers to matters of wish or request, and therefore, we refuse as to the future. 'Refuse' is generally followed by an infinitive. A refusal affects our good nature.). 'He *refused* to lend me his book.'
28. **Doubt** (to doubt a fact or a statement is to be inclined to think it untrue). 'I *doubt* his honesty (*i.e.* I am inclined to think that he is not honest).'
- Suspect** (to suspect is to be inclined to think a thing true). 'The police *suspect* him to be a thief (*i.e.* the police are inclined to think that he is a thief).'
29. **Discover** (to find out a thing or country that existed before) 'Captain Scott *discovered* the South Pole.'
- Invent** (to create what did not exist before). George Stephenson *invented* the locomotive engine.'
30. **Drown** (refers to persons). Do not bathe in deep water or you will *drown*.'
- Sink** (refers to things). 'The ship dashed against a rock and *sank*.'
31. **Desire** (is used of that which is near at hand or in thought). 'We *desire* wealth, distinction, honour, fame etc.'
- Wish** (is used of that which is remote). 'I *wish* I were a bird so that I could fly to you.'
- Want** (is used of that which is lacking or absent). 'I *want* many things but I need only a few of them.'
- Need** (is used of that which is both lacking and necessary). 'I want my *needs* to be fulfilled.'
- Require** (demand or ask in words). 'Your presence is *required* there.'
32. **Envy** (feeling uneasy at others' good fortune). 'He is *envious* of his sister's wealth.'
- Jealousy** (a passion to possess or retain what is our own.) 'The citizens were *jealous* of their ancient privileges.'
33. **Enough** (relates to the quantity which one wishes to have or anything; all that one wants). 'For a miser nothing is *enough*.'
- Sufficient** (relates to the use that is to be made of anything all that a one needs). 'In Russia, every citizen is provided with as much as is *sufficient* for his healthy living.'

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34. **Event** (an important happening). 'The defeat of Rana Sanga was a great *event* in the history of India.'
- Incident** (an ordinary happening). 'Our local newspapers give us a detailed account of daily *incidents*.'
- Accident** (an unexpected occurrence). 'These days car *accidents* are common.'
35. **Excuse** (is used with reference to trifling matters). 'You will *excuse* my meeting you at this odd hour.'
- Forgive** (is used with reference to give offences). 'To err is human, to *forgive* divine.'
- Pardon** (is used with reference to simpler offences). 'I beg your *pardon*.'
36. **Famous** (is used in a good sense). 'Paris is *famous* for its cafes and hotels.'
- Notorious** (is used in a bad sense). 'He is a *notorious* drunkard.'
- Renowned** (is used for a high and dignified kind of reputation). 'Dr. Radhakrishnan is a *renowned* scholar.'
37. **Freedom** (implies absence of restraint at the present moment). 'The English people enjoy a *freedom* which no other nation possesses.'
- Liberty** (implies freeness under discipline). 'The prisoner was set at *liberty*.'
38. **Falsehood** (something said or done with or without the idea of deceiving a man). 'He was guilty of *falsehood* when spoke against the character and culture of the Indians.'
- Lie** (speaking untrue words with the intention of deceiving others). 'He was punished for telling a *lie*.'
39. **Grateful** (one who makes a return for the kindness of a benefactor is 'grateful': it refers to conduct). 'We should always be *grateful* to those who help us in need.'
- Thankful** (one who cherishes the memory of the favours shown by one's benefactor is thankful; it refers to a state of mind). 'We should be *thankful* to our friends.'
40. **Hope** (is used when what we anticipate is welcome, and not /against our wishes). 'Even the most incompetent lawyer *hopes* to succeed.'
- Expect** (is used when what we anticipate is certain whether welcome or not). 'Every student is *expected* to carry out the instructions of the principal.'
41. **House** (the dwelling-place: building in which one lives). 'I have got a new *house*.'
- Home** (a place where our family affections are centred and which is dear to us for several reasons). 'Men make houses, women make *homes*.'

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42. **Hear** (to perceive by the ear). 'I *heard* him talking to himself in a lonely room.'
- Listen** (to give attention). 'Do not *listen* to the advice of a false friend.'
43. **Hardly** (refers to degree). 'You can *hardly* imagine how much I suffered in his company.'
- Scarcely** (refers to quantity). 'Not to speak of lending, I have *scarcely* enough for my own use.'
44. **Idle** (idle through circumstances). 'He has been sitting *idle* for the last three years.'
- Lazy** (lazy from habits). 'He is too *lazy* to write letters to his friends.'
45. **Ill** (out of health). 'He is *ill* these days.'
- Sick** (feeling effects of some disease). 'He is a *sick* man and should take particular care of his diet.'
46. **Justice** (is founded on the laws of society; it is written prescribed law to which one is bound to conform). 'The object of *justice* is to secure property to one to whom it is due.'
- Equity** (is the law that dwells in our hearts and our consciousness right and wrong). 'The object of *equity* is to protect the rights of humanity.'
47. **Libel** (is always written or printed). 'The statement in the newspaper amounted to *libel*.'
- Slander** (is always spoken). 'His remark was overheard and an action for *slander* followed.'
48. **Mistake** (taking of one person or thing for another). 'It is *mistake* to suppose that every Brahmin is a vegetarian'.
- Blunder** (a serious or gross mistake). 'You have committed a *blunder* by informing him of your secrets, for he is altogether an unreliable person.'
- Error** (departure from what is recognised as right or correct). 'Your composition is full of grammatical errors.'
49. **Oral** (applies to spoken words.) 'The *oral* examination in English will take place the day after tomorrow.'
- Verbal** (applies to written words). 'He did not demonstrate anything but simply gave *verbal* arguments.'
50. **Presume** (we presume what we think is true). 'I *presume* he has gone mad.'
- Assume** (we assume what we think ought to be true). 'I *assume* he will come to my help in all circumstances.'
51. **Place** (to put). '*Place* the lamp on the table.'
- Keep** (to put for a long time). 'I *keep* my books in the box.'
52. **Possible** (may happen, not contrary to natural condition). 'Is it *possible* to finish the work today?'
- Probable** (that may be expected to happen). 'It is *probable* he may harm us.'

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53. **Praise** (commend a person for what he does). 'His actions are *praiseworthy*.'
- Admire** (commend a person for what he is). 'We should never fail to *admire* a good man's virtues.'
54. **Prohibit** (restrictions for doing some action, has often a more official character than is implied by forbid). 'The Government wants to *prohibit* the sale of liquor.'
- Forbid** (not to allow to do, is often used in relation to private life). '*Forbidden* fruits are sweeter.' 'My father forbade me to go late night.'
55. **Redress** (refers to matters of right and justice). 'An injured person looks to the government for *redress*.'
- Relief** (refers to matters of kindness and humanity). 'An unfortunate person looks for *relief* to the kind and merciful.'
56. **Rob** (to take away by force). 'He *robbed* me of the money I had.'
- Steal** (to take away secretly). '*He stole* away all the goods of my house last night.'
57. **Recollect** (call to mind after some efforts). 'Can you *recollect* his statement?'
- Remember** (call to mind with little or no efforts), '*Remember* what he told me the other day.'
58. **Regret** (sorrow for a thing done or left undone). 'I felt great *regret* in doing that.'
- Sorrow** (is caused by the sense of loss or the occurrence of evil). 'His wife's death caused him deep *sorrow*.'
59. **Substitute** (we replace one thing for another). 'I am going to appoint a *substitute* in place of the clerk who is on leave.'
- Replace** (we change old things by new ones). 'I am going to *replace* the old dishes by new ones.'
60. **Seem** (to seem requires some reflection and comparison of objects in the mind with another). 'The sun *seems* to move.'
- Appear** (to appear is the impression of the things themselves on us: it is, therefore, peculiarly to such objects as make an impression on us). 'The sun *appears* dark through the clouds.' 'The stars *appear* in the sky but do not seem.'
61. **Say** (to assert or declare). 'What do you *say*, Kishore?'
- Speak** (to utter words or express thought in the ordinary way). 'He *speaks* very bad English.'
- Talk** (to converse). 'I *talked* to him for half an hour.'
- Tell** (to inform; to narrate; to command mildly). 'He *told* me that my friend was ill.' 'He *told* me a fine story.' 'He told his servants to clear out of the room.'

NOTES

62. **See** (implies no effort). 'I *see* a man passing on the road.'
Look (implies effort). '*Look* at that funny fellow.'
Watch (to observe closely). 'The lion *watched* at the sleeping man.'
Witness (is used not of persons but of events or incidents). 'Did you *witness* the quarrel of those drunkards?'
63. **Sight** (faculty of vision; anything seen). 'His *sight* is not good.' 'The Himalayan regions offer a beautiful *sight* to the visitor.'
Scenery (the view of landscape). 'The *scenery* of Kashmir beggars all description.'
Scene (landscape; a place where an event or accident takes place). 'Wordsworth was a great lover of natural *scenes*.' 'I was present at the *scene* of the action.'
64. **Shade** (a spot sheltered from the rays of the sun). 'The weary traveller ate in the *shade* of the tree.'
Shadow (dark figure projected by a body). 'In the evening, trees cast long *shadows* on the ground.'
65. **Transpire** (to become known). 'Three days after the event, it *transpired* that the man had been murdered.'
Happen (to take place; occur). 'Will you please give me full details of what had *happened* at the last meeting?'
66. **Trade** (it is on either small or large scale; it can be within or without the country). 'He trades in rice.'
Commerce (it is always on a large scale; it is always with foreign countries). 'These days *commerce* defies every wind, outsides every tempest and invades every zone.'
67. **Trifling** ('merely of no importance'; does not imply contempt). 'He never neglects a *trifling* matter.'
Trivial ('a small matter made too much of'; it implies contempt). 'Do not waste your time in *trivial* affairs.'
68. **Truce** (just a suspension of hostilities between two armies). 'On Christmas Eve, there was a *truce* between the fighting armies.'
Treaty (a more formal and prolonged arrangement than truce). 'The *Treaty* of Versailles ended the Second World War.'
69. **Vacant** (a thing is vacant when there is nothing in it at present, but was previously filled or occupied) 'The post of a teacher has fallen vacant.'
Empty (a thing is empty when there is nothing in it.) *Empty vessels* make much noise.'

CHECK YOUR PROGRESS

Supply the correct word in the blank space from the bracket.

NOTES

1. No one is a _____ man because he has a _____ fortune. (large, great)
2. We do not blame a man who is _____ of his achievements, so much as one who is _____ of his dress. (vain, proud)
3. The duck is very _____. Report says that he has been a _____ man; but there is good reason to hope, that he has repented of his _____ deeds. (evil, bad, ill)
4. It has been wisely said that we may _____ a friend, though we may not _____ his faults. (love, like)
5. His library contains many _____ Editions of the _____ classical writers. (ancient, old)
6. The whole story at length _____ and we all knew what had _____. (happened, transpired)
7. Coming from a/an-family _____ for courage and bravery in war, he was also _____ for his reckless daring in battle. (noted, notorious, illustrious)
8. He who _____ my purse _____ trash; but he who _____ me of my good name leaves me poor indeed. (robs, steals, steals)
9. I _____ in an old house, in the same town in which my family has been accustomed to _____ for generations, (live, dwell)
10. We should _____ only for what we _____, and be content to _____ what we can get. (wish, require, want)
11. I have got a _____ supply of eggs, but I cannot say whether they are _____ or not. (fresh, new)
12. A _____ tree cannot be expected to revive; a _____ one may recover. (faded, withered)
13. It has become one of our _____ to say that the _____ of the English people are good but, truly speaking, many of their _____ are objectionable. (customs, manner, habits)
14. He has tried nearly every _____ in existence; but no _____ has yet been effected. (cure, remedy)
15. We speak of the _____ of new plan or island, but of the _____ of a new machine. (invention, discovery)
16. I have _____ fear that you will soon be able to master so _____ a book. (small, little)
17. The _____ in his education will not excuse the serious _____ in his conduct. (faults, defects)
18. Most of my _____ friends are still young; but I have lately become acquainted with a very _____ man. (aged, old)

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19. I again _____ you that you must _____ your life and your property against accident if you want to _____ peace of mind. (insure, assure, ensure)
20. I took _____ drink sitting in the _____ shade of the tree. (cool, cold)
21. We can foresee the _____ of the present war, may conjecture its _____ but cannot definitely discover its _____. (results, consequences, effects)
22. The miser never has _____ to satisfy his wants. (sufficient, enough)
23. It is more from carelessness about the truth, than from intention of _____ that there is so much _____ in the world. (falsehood, lying)
24. He _____ to agree with me when I said that he had _____ the charges that had been brought against him. (refused, denied)
25. The statesman possessed not only wide _____ but a mature _____ in political affairs. (wisdom, Knowledge)

2.7.2. Antonyms

Antonyms are words of opposite or contrary meaning: thus *blunt* is the antonym of *sharp*, *fall* is of *rise*, *top* is of *bottom*. The negative form of a word indicated by a prefix, or a suffix, is an antonym of the positive form: *valueless—valuable; unnecessary—necessary; mortal—immortal; noncommunal—communal*. But it is not always possible to form an appropriate antonym by using a suffix or prefix, or by giving any word of opposite meaning. A careful study of the following antonyms will not only enrich the student's vocabulary but also enable him to make/telling statements in his composition.

| | | | |
|------------|----------------------------|-------------|-------------------|
| Ability | ...Inability, Incompetence | Ascent | ...Descent |
| Acceptance | ...Rejection | Association | ...Dissociation |
| Attraction | ...Repulsion | Arrangement | ...Derangement |
| Advance | ...Retreat | Attack | ...Defence |
| Adversity | ...Prosperity | Armament | ...Disarmament |
| Ancient | ...Modern | Ample | ...Meagre |
| Anterior | ...Posterior | Absurdity | ...Reasonableness |
| Arrival | ...Departure | Abundance | ...Domestic |
| Acquittal | ...Conviction | Economical | ...Extravagant |
| Aches | ...Ecstasy | Elevation | ...Depression |
| Activity | ...Passivity | Ease | ...Difficulty |
| Barbarism | ...Civilization | Enthroned | ...Dethrone |
| Blunt | ...Sharp | Enrich | ...Impoverish |
| Bravery | ...Cowardice | Expedite | ...Impede |

NOTES

| | | | |
|--------------|--------------------|------------|---------------|
| Belief | ...Disbelief | Entrance | ...Exit |
| Beauty | ...Ugliness | Ebb | ...Flow |
| Beneficial | ...Injurious | Earning | ...Spending |
| Barren | ...Fertile | Enjoy | ...Suffer |
| Bride | ...Bridegroom | Fame | ...Infamy |
| Bless | ...Curse | Faith | ...Doubt |
| Boon | ...Bane | Faithful | ...Tracherous |
| Care | ...Neglect | Fail | ...Succeed |
| Cheerfulness | ...Gravity | Frankness | ...Reserve |
| Comparison | ...Contrast | Fresh | ...Stale |
| Classicism | ...Romanticism | Friendly | ...Hostile |
| Confidence | ...Diffidence | Full | ...Empty |
| Consent | ...Dissent | Firm | ...Infirm |
| Concord | ...Discord | Fortune | ...Misfortune |
| Confession | ...Denial | Fatigue | ...Refresh |
| Credit | ...Cash, discredit | Flexible | ...Rigid |
| Continuity | ...Discontinuity | Front | ...Rear |
| Conceited | ...Modest | Fine | ...Coarse |
| Courage | ...Timidity | Favour | ...Frown |
| Complication | ...Simplification | Foreign | ...Native |
| Converge | ...Diverge | Gain | ...Lose |
| Civilized | ...Savage | General | ...Particular |
| Creation | ...Destruction | Genuine | ...Spurious |
| Cause | ...Effect | Guest | ...Host |
| Christian | ...Pagan | Gaiety | ...Gravity |
| Celebrated | ...Obscure | Giant | ...Dwarf |
| Cautious | ...Reckless | Honour | ...Shame |
| Conservative | ...Reactionary | Hope | ...Despair |
| Defence | ...Offence | Humble | ...Haughty |
| Deep | ...Shallow | Humanity | ...Brutality |
| Debtor | ...Creditor | Heaven | ...Hell |
| Diligence | ...Idleness | Hereditary | ...Acquired |
| Domestic | ...Wild | Hypocrisy | ...Sincerity |
| Do | ...Undo | Import | ...Export |
| Docile | ...Stubborn | Increase | ...Decrease |
| Distress | ...Comfort | Individual | ...Universal |
| Deficit | ...Surplus | Inhale | ...Exhale |
| Dwarf | ...Giant | Include | ...Exclude |
| Delay | ...Hurry | Illuminate | ...Darken |

| | | | |
|----------------|------------------|-------------|------------------|
| Dynamic | ...Static | Insert | ...Extract |
| Diverge | ...Converge | Initial | ...Final |
| Deposit | ...Withdraw | Innocent | ...Guilty |
| Diminish | ...Increase | Important | ...Trivial |
| Demand | ...Supply | Glory | ...Shame |
| Death | ...Life | Migrates | ...Immigrates |
| Introspection | ...Extrospection | Progressive | ...Retrogressive |
| Inherit | ...Bequeath | Quiet | ...Disquiet |
| Junior | ...Senior | Rash | ...Mild |
| Knowledge | ...Ignorance | Religious | ...Secular |
| Kill | ...Revive | Recover | ...Lose |
| Like | ...Dislike | Rational | ...Irrational |
| Logical | ...Illogical | Resolute | ...Irresolute |
| Literate | ...Illiterate | Repute | ...Disrepute |
| Legitimate | ...Illegitimate | Relief | ...Aggravation |
| Lad | ...Lass | Reveal | ...Conceal |
| Make | ...Mar | Rejoice | ...Lament |
| Material | ...Spiritual | Raw | ...Ripe |
| Masculine | ...Feminine | Rude | ...Civil |
| Maximum | ...Minimum | Romantic | ...Prosaic |
| Mount | ...Dismount | Sacred | ...Profane |
| Merit | ...Demerit | Savagery | ...Kindness |
| Miraculous | ...Commonplace | Strange | ...Familiar |
| Moderation | ...Excess | Serious | ...Trifling |
| Manly | ...Effeminate | Steadfast | ...Fickle |
| Miser | ...Spendthrift | Sympathy | ...Antipathy |
| Noble | ...Ignoble | Slow | ...Prompt |
| Natural | ...Artificial | Solid | ...Liquid |
| Optimist | ...Pessimist | Tragedy | ...Comedy |
| Oral | ...Written | Transparent | ...Opaque |
| Principal | ...Subordinate | Town | ...Country |
| Prodigality | ...Parsimony | Top | ...Bottom |
| Philanthropist | ...Misanthropist | Uniform | ...Varied |
| Patriot | ...Traitor | Uncle | ...Nephew |
| Peace | ...War | Virtue | ...Vice |
| Plenty | ...Scarcity | Violent | ...Gentle |
| Persuade | ...Dissuade | Vivacious | ...Languid |
| Plaintiff | ...Defendant | Voluntary | ...Compulsory |
| Pride | ...Humanity | Victor | ...Vanquished |
| Prohibition | ...Permission | Venturesome | ...Timid |

*Common Errors,
Punctuation, Active and
Passive voice, Direct and
Indirect Narration and...*

NOTES

NOTES

| | | | |
|----------|--------------|---------|-------------|
| Pure | ...Impure | Vague | ...Definite |
| Polite | ...Impolite | Written | ...Verbal |
| Pursuit | ...Avoidance | Wisdom | ...Folly |
| Poverty | ...Affluence | Wild | ...Tame |
| Paradise | ...Purgatory | | |

CHECK YOUR PROGRESS

Supply the correct antonym of the word given in brackets or the word underlined.

1. Use this knife carefully. This is quite _____ (blunt).
2. As she is very rich, she is very _____ (economical).
3. The workbook has _____ (meagre) space for writing.
4. Don't _____ more than you earn.
5. This cloth is very _____ (coarse).
6. The more you work hard, the more you will _____ (lose) in life.
7. You are fond of public speaking. But when you go to the stage, you lost your _____ (diffidence).
8. An _____ (guilty) man should never be imprisoned.
9. Don't _____ (hurry) lest you should miss your train.
10. The matter is not as _____ (trivial) as you think of it to be.
11. You will fall sick if you eat _____ (fresh) food.
12. I was sitting on the _____ (front) seat but how you couldn't see me.
13. _____ (hate) and laugh can't be hidden.
14. Don't panic. You can _____ (do) the command and save your data.
15. Why are you ploughing this field? Don't you know this is _____ (fertile)?
16. Don't lose your _____. Despair will kill you and the consequence will be disastrous.
17. Do you know how necessary oxygen and carbon dioxide are for us as well as plants respectively? We _____ oxygen and exhale carbon dioxide for trees.
18. A little _____ (ignorance) is a dangerous thing.
19. You have brought _____ (glory) to your family.
20. Don't _____ (reveal) anything from him. He is after all your doctor.
21. India is a _____ (religious) country and we must not forget it.
22. This is _____ (trifling) matter so don't overlook it.
23. One must be _____ (opaque) in relations.

24. The police must take a _____ (slow) action to solve the murder mystery.
25. He is so busy in _____ (avoidance) of his dreams that he has forgotten us.

*Common Errors,
Punctuation, Active and
Passive voice, Direct and
Indirect Narration and...*

NOTES

SUMMARY

- Words which are apparently identical in their meaning are called synonyms.
- Antonyms are words of opposite or contrary meaning: thus *blunt* is the antonym of *sharp*, *fall* is of *rise*, *top* is of *bottom*.

KEY WORDS

synonyms: apparently identical

antonym: opposite or contrary

REVIEW QUESTIONS

1. Write 10 pairs of synonyms and use in your own sentences.
2. Write 10 pairs of antonyms and use in your own sentences.

NOTES

3

ONE WORD SUBSTITUTION, IDIOMS AND PHRASES, HOMONYMS AND HOMOPHONES, AND APPLICATION (ELEMENT AND STRUCTURE)

STRUCTURE

- 3.1 Objectives
- 3.2 Introduction
- 3.3 One Word Substitution
 - *Summary*
 - *Key Words*
 - *Review Questions*
- 3.4 Idioms and Phrases
 - 3.4.1. Some Popular Idioms
 - 3.4.2. Phrases
 - *Summary*
 - *Key Words*
 - *Review Questions*
- 3.5 Homonyms and Homophones
 - 3.5.1. Homophones
 - 3.5.2. Homonyms
 - *Summary*
 - *Key Words*
 - *Review Questions*
- 3.6 Application (Element and Structure)
 - *Summary*
 - *Key words*
 - *Review Questions*

3.1 OBJECTIVES

After reading this chapter, you will be able to:

- know how to use one word substitution,
- learn how to use idioms and phrases,
- learn homonyms and homophones, and
- know how to write an application.

3.2 INTRODUCTION

One Word Substitution: “Brevity,” says Shakespeare “is the soul of wit.” This is certain, that of whatever kind the sentiment be, witty, humorous, grave, animated or sublime, the briefly it is expressed, the greater is the energy or the more enlivened is the sentiment. In English, there are many excellent words each of which expresses the idea of numerous words. For instance, it is far more effective to say that ‘He is a *pessimist*.’ than to say that, ‘He is gloomy and morose and has a tendency to look always to the dark side of things.’

Idioms and Phrases: English language, having borrowed much from various foreign sources, is especially rich in idioms and idiomatic phrases. These words and phrases have special meanings independent of the dictionary definitions and often go against the rules of grammar. Under ‘Idioms’, we include peculiar use of particular words, and also particular phrases or terms of expressions which from long usage have become stereotyped in English. The modern trend of style is preeminently towards idiomatic English and such terms of expressions are usually forcible, terse, and vivid. It is considered that ‘to write idiomatically is to write vigorously, graphically, and naturally’. A number of idioms in English are coming up day-by-day. The best way to study them is to arrange them in some grammatical order.

Homonyms and Homophones: A homonym is a word that is the same in form (spoken as well written) as another but different in meaning for example.

Beach (shore). ‘The clash of ripples against the *beach* was a graceful sight.’

Beech (a kind of tree). ‘There is a line of *beech* trees in front of his mansion.’

A *homophone* is a word that is *pronounced* like another but is *different in meaning*; they are sound-alikes, for example weak/week, hole/whole, etc.

The distinctions are explained in the following table:

| | Homonyms (sound-and look-alikes) | Homophones (sound-alikes) |
|---------------|-------------------------------------|------------------------------|
| Pronunciation | Same | Same |
| Spelling | Same | Different |
| Meaning | Different | Different |

NOTES

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Application: An application letter is written to sell one's services. It is basically a self promotion instrument used by the applicant to boost his/her professional value and career prospects. It is a covering letter of the resume to apply for job. It serves several purposes. It—

- (a) introduces the applicant to the hiring organisation,
- (b) introduces the applicant's resume,
- (c) highlights the applicant's positive qualities and achievements,
- (d) show how the applicant's special talent will benefit the organisation,
- (e) emphasises how the applicant is right for the job by matching the requirements of the job with his/her qualifications, and
- (f) asks for an opportunity to be interviewed by the organisation.

Thus, writing a job-application letter should involve a careful self-analysis. The applicant should evaluate his/her academic and professional qualifications, internal skills, special traits, strengths, experiences and career-goals and interest. He/She should analyse the organisation to know their needs so that he can match his personal strengths to employers' need and job.

3.3 ONE WORD SUBSTITUTION

It is supposed that if the students make themselves familiar with some of them which are very important, they will not only enrich their vocabulary but at the same time, develop the profitable habit of choosing short clear-cut words that mean only one thing and leave no vagueness. They will acquire the virtues of brevity and precision in their expression and also make their way smooth towards the art of precis-writing.

1. A person who hates the institution of marriage (**Misogamist**)
2. The state of being unmarried (**Bachelorhood**)
3. The state of being married (**Matrimony**)
4. The practice of marrying one at a time (**Monogamy**)
5. The practice of having two wives or two husbands at a time (**Bigamy**)
6. The practice of marrying more than one wife at a time (**Polygamy**)
7. The practice of marrying more than one husband at a time (**Polyandry**)
8. Allowance due to a wife on legal separation from her husband (**Alimony**)
9. A woman whose husband is dead (**Widow**)
10. A man whose wife is dead (**Widower**)
11. That which happens once in a year (**Annual**)
12. That which happens in two years (**Biennial**)
13. That which happens once in three years (**Triennial**)
14. One who is present everywhere (**Omnipresent**)
15. One who is all-powerful (**Omnipotent**)

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16. One who knows everything (**Omniscient**)
17. That which can be seen through (**Transparent**)
18. That which cannot be seen through (**Opaque**)
19. Morning Prayer in the church (**Matin**)
20. Evening prayer in the church (**Vesper**)
21. Eclipse of the sun (**Solar**)
22. Eclipse of the moon (**Lunar**)
23. A lover of mankind (**Philanthropist**)
24. A hater of mankind (**Misanthrope**)
25. A lover of womankind (**Philogynist**)
26. A hater of womankind (**Misogynist**)
27. A lover and collector of books (**Bibliophile**)
28. A hater of learning and knowledge (**Misologist**)
29. A lover of oneself (**Egoist**)
30. A lover of others (**Altruist**)
31. A person who loves his own country (**Patriot**)
32. A person who regards the whole world as his country (**Cosmopolitan**)
33. A person who believes in the total abolition of war (**Pacifist**)
34. A person who is fond of fighting (**Bellicose**)
35. A person who looks to the bright side of things (**Optimist**)
36. A person who looks to the dark side of things (**Pessimist**)
37. A person who believes in the existence of God (**Theist**)
38. A person who does not believe in the existence of God (**Atheist**)
39. A person who renounces the world and devotes himself to a strictly devout life, torturing the body for the good of the soul (**Ascetic**)
40. A person with whom money or gain is the most important consideration (**Materialistic**)
41. A person who is very fond of sensuous enjoyments (**Epicure**)
42. A person who is very careful about his health (**Hygienist**)
43. A person who is indifferent to pleasure and pain (**Stoic**)
44. A person who helps a stranger or a helpless person in difficulties (**Samaritan**)
45. A man who is devoted to the welfare of women (**Feminist**)
46. A man who is womanish in his habits (**Effeminate**)
47. A man who amuses himself by love-making (**Philanderer**)
48. One who is very selective in one's taste and cannot be easily pleased (**Fastidious**)
49. One who does not know reading and writing (**Illiterate**)

NOTES

50. One who is very simple and who easily believes whatever is told (**Credulous**)
51. One who relies on experience and observation (**Empiric**)
52. One who has a long experience of any occupation (**Veteran**)
53. One who does a thing for pleasure and not as a profession (**Amateur**)
54. One who is very particular or over scrupulous about small details (**Meticulous**)
55. One who talks continuously (**Loquacious**)
56. One who depends on another (**Parasite**)
57. One who depends on and believes in fate (**Fatalist**)
58. One who is filled with excessive and mistaken enthusiasm in religious matters (**Fanatic or Bigot**)
59. One who is out to destroy all government, law and order (**Anarchist**)
60. One who does not care for art and literature (**Philistine**)
61. One who is a breaker of art and literature (**Iconoclast**)
62. One who assumes a character or title not one's own for the purpose of deceiving others (**Impostor**)
63. One who eats human flesh (**Cannibal**)
64. Government by one person (**Autocracy**)
65. Government by a few (**Oligarchy**)
66. Government by the rich (**Plutocracy**)
67. Government by the nobles (**Aristocracy**)
68. Government by the officials (**Bureaucracy**)
69. Government by all (**Pant isocracy**)
70. Government by the gods (**Thearchy**)
71. Government by the people, of the people, and for the people (**Democracy**)
72. Rule by mob (**Mobocracy**)
73. The art practised by statesmen and politicians (**Diplomacy**)
74. A diplomatic messenger of the highest order sent by one sovereign power to another (**Ambassador**)
75. Nations engaged in war (**Belligerents**)
76. One who takes up arms against the government (**Rebel**)
77. Admitting a person to the citizenship of state to which he does not belong (**Naturalization**)
78. Article sent from one country to the other (**Export**)
79. Article received by one country from the other (**Import**)
80. Murder of oneself (**Suicide**)
81. Murder of a man (**Homicide**)

NOTES

82. Murder of a king (**Regicide**)
83. Murder of an infant (**Infanticide**)
84. Murder of mother (**Matricide**)
85. Murder of father (**Patricide**)
86. Murder of brother (**Fatricide**)
87. One who eats everything (**Omnivorous**)
88. Animals which live in water (**Aquatic**)
89. Animals which live on herbs (**Herbivorous**)
90. Animals which live both on land and sea (**Amphibian**)
91. Animals which give milk (**Mammals**)
92. Animals which live in flocks (**Gregarious**)
93. A tank where fish or water plants are kept (**Aquarium**)
94. One who can use either hand with ease (**Ambidextrous**)
95. Things which contain elements of the same nature (**Homogeneous**)
96. Things which contain elements of opposite nature (**Heterogeneous**)
97. One who is well-versed in any subject, a critical judge of any art, particularly fine arts (**Connoisseur**)
98. One who knows many languages (**Linguist**)
99. One who is particular about the purity of one's language (**Purist**)
100. A style in which a writer makes a display of his knowledge (**Pedantic**)
101. An imaginary name assumed by an author for disguise. (**Pseudonym**)
102. A new word coined by an author (**Neologism**)
103. A child born after the death of its father or a book published after the death of its author (**Posthumous**)
104. Commonplace remarks (**Platitudes**)
105. A style full of words (**Verbose**)
106. Repetition of a writing, word for word (**Verbatim**)
107. A roundabout way of expression (**Circumlocution**)
108. A word which is no longer in use (**Obsolete**)
109. That which can be interpreted in any way (**Ambiguous**)
110. Matter written by hand (**Manuscript**)
111. The practice of borrowing words and ideas from other authors and using them as one's own; literary theft (**Plagiarism**)
112. The science which deals with derivation of words (**Etymology**)
113. Dramatic performance with dump show (**Pantomime**)
114. A speech or a short poem addressed to the spectators after the conclusion of a drama (**Epilogue**)
115. A long narrative poem (**Epic**)
116. The life-history of a man written by himself (**Autobiography**)

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117. The life-history of a man written by someone else (**Biography**)
118. The first speech delivered by a person (**Maiden**)
119. A speech which is delivered without any previous preparation or delivered on the spur of the moment (**Extempore**)
120. The theory that actions are right because they are useful (**Utilitarianism**)
121. The science of animal life (**Zoology**)
122. The science of vegetable life (**Botany**)
123. Walking in sleep (**Somnambulism**)
124. Talking in sleep (**Somniloquism**)
125. The act of speaking aloud one's thoughts when alone (**Soliloquy**)
126. A lady's umbrella (**Parasol**)
127. A lady's purse (**Reticule**)
128. The foolish belief that one is God (**Theo mania**)
129. The act of speaking disrespectfully about sacred things (**Blasphemy**)
130. The act of violating the sanctity of the Church (**Sacrilege**)
131. The passage of soul after death from one body to the other body (**Transmigration**)
132. Medical examination of the dead body (**Post-mortem**)
133. The period of gradual recovery of health after illness (**Convalescence**)
134. Deviation or departure from common rule or standard (**Anomaly**)
135. A student who runs away from class or school without permission (**Truant**)
136. A child brought up by persons who are not his parents (**Foster-child**)
137. A person chosen by quarrelling parties to settle their differences (**Arbitrator**)
138. The original inhabitants of a country (**Aborigines**)
139. Persons who work in the same department of an office (**Colleagues**)
140. Persons living at the same time (**Contemporaries**)
141. That which has the quality of attracting iron (**Magnetic**)
142. That which prevents animal and vegetable substances from rotting or decaying (**Antiseptic**)
143. A medicine that induces sleep (**Narcotic**)
144. A disease which spreads by contract (**Infectious**)
145. A remedy for all kinds of diseases (**Panacea**)
146. An office for which no salary is paid (**Honorary**)
147. A Person who is unable to pay his debts (**Insolvent**)
148. An office which has no work but high salary (**Sinecure**)
149. The sum paid to a man for his labour (**Remuneration**)

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150. A soldier who fights for the sake of money (**Mercenary**)
151. Right of succession belonging to the first born (**Primogeniture**)
152. Gold or silver before coining or manufacture (**Bullion**)
153. A game or battle in which no party gains victory (**Drawn**)
154. Voluntary renouncement of throne by a king in favour of his son or brother (**Abdication**)
155. Tendency to quarrel or fight (**Pugnacity**)
156. Words which are inscribed on the grave or the tomb in the memory of the buried (**Epitaph**)
157. A formal written charge against a person for some crime offence (**Indictment**)
158. A truth which is often repeated (**Truism**)
159. Place where clothes are kept (**Wardrobe**)
160. To import the goods illegally without the payment of custom duties (**Smuggle**)
161. To take place at the same time as another event (**Synchronize**)
162. To turn out of society and fellowship (**Ostracize**)
163. Fit to be chosen (**Eligible**)
164. A sound that cannot be heard (**Inaudible**)
165. A person who cannot be easily approached (**Inaccessible**)
166. Incapable of being corrected (**Incorrigible**)
167. Incapable of being understood (**Unintelligible**)
168. Incapable of being wounded (**Invulnerable**)
169. Incapable of being imitated (**Inimitable**)
170. Incapable of being avoided (**Inevitable**)
171. Incapable of being read (**Illegible**)
172. Incapable of being practised (**Impracticable**)
173. Incapable of being repaired (**Irreparable**)
174. A decision upon which one cannot go back (**Irrevocable**)
175. One who is free from all mistakes and failures (**Infallible**)
176. A fort which cannot be entered into by the enemy (**Impregnable**)
177. A fault that may be forgiven (**Venial**)
178. Something which belongs to a person from his birth (**Congenital**)
179. An effect which has a reference to the past (**Retrospective**)
180. A person who leaves his own country and goes to live in another (**Emigrant**)
181. A person who comes to one country from another in order to settle there (**Immigrant**)

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182. One who commits the first act of attack, offence or hostility
(**Aggressor**)
183. Belonging to the same country and having same interests and feelings
(**Compatriot**)
184. Extreme old age when a person behaves in a childish and foolish
manner (**Dotage**)
185. To send out of one's native country (**Expatriate**)
186. To exclude all objectionable matter (from same book or document)
(**Expurgate**)
187. A disease which is peculiar to a locality or a class of persons
(**Endemic**)
188. To deliver a criminal to the authorities of the country from which he
has come (**Extradite**)
189. A noisy and bombastic speech addressed to a large assembly
(**Harangue**)
190. To insert new matter in a book or manuscript (**Interpolate**)
191. An established principle of practical wisdom (**Maxim**)
192. A peculiarity of temperament which distinguishes an individual from
others (**Idiosyncrasy**)
193. One who travels from place to place; particularly a preacher
(**Itinerant**)
194. The worship of idols or images (**Idolatry**)
195. One who leads others in any field (**Pioneer**)
196. One who does not take any intoxicating drinks (**Teetotaler**)
197. One who talks about another's private affairs and secrets (**Telltale**)
198. One who lends money on high rates of interest (**Usurer**)
199. A person who always thinks that he is ill (**Valetudinarian**)
200. To accustom oneself to a foreign climate (**Acclimatize**)

CHECK YOUR PROGRESS

1. Tick the correct answer from the options given.
 - (a) Her husband has divorced her. Now he will have to pay her
_____.
 - (b) I have to pay my insurance premium once a year, that is, I pay it
_____.
 - (c) There is no place on the earth where God is not present. God is
_____.

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- (d) I can't see anything through this glass. This glass is not _____.
- (e) Don't hate mankind. People call you _____.
- (f) His main hobby is collecting books as he is fond of them. He is _____.
- (g) You are obsessed with yourself. You are an _____.
- (h) This glass is half filled with water. If you say the glass is half empty, you are a _____, and if you say the glass is half full, you are an _____.
- (i) I am sick of those who give importance to money or profit. They are purely _____.
- (j) He avoids oily food and sweets. He is a _____.

2. Write the correct word in each blank.

- (a) He is womanish in his habits. _____
- (b) He helps a stranger or a helpless person in difficulties. _____
- (c) He relies on experience and observation. _____
- (d) He talks continuously. _____
- (e) He depends on and believes in fate. _____
- (f) He is out to destroy all government, law and order. _____
- (g) He assumes a character or title not one's own for the purpose of deceiving others. _____
- (h) One who eats human flesh. _____
- (i) He has murdered himself. _____
- (j) He eats everything. _____

3. Write the one-line meaning of each of the following.

1. Posthumous
2. Obsolete
3. Epic
4. Autobiography
5. Maiden
6. Zoology
7. Somnambulism
8. Parasol
9. Idolatry
10. Eligible

NOTES

SUMMARY

- The meaning, with Re replacement of the phrase remains identical while the sentence becomes shorter.
 - One word substitution is the use of one word in place of a word phrase in order to make the sentence structure clearer.
-

KEY WORDS

- **substitution:** replacement
 - **one Word Substitution:** A sentence has to be replaced by a word.
-

REVIEW QUESTIONS

1. What is the importance of one word substitution?
 2. Write a paragraph using ten one word substitutions.
-

3.4 IDIOMS AND PHRASES

Salient Features of Idioms

1. An idiomatic expression usually cannot be understood from the individual meanings of the constituent words but can be understood as a whole whereby it conveys a separate meaning of its own.
2. Idioms are commonly used in all forms of language—be it informal or formal, spoken or written—because their usage adds colour besides rendering overall expressions more interesting as well as effective.
3. Idioms often convey a stronger meaning than non-idiomatic phrases.
4. Idioms may also express, in an indirect way, a particular attitude, such as, *humour, exasperation, admiration*, etc., of the person using them.

3.4.1. Some Popular Idioms

To call a spade a spade—to be frank and truthful

Usage: Those who *call a spade a spade* are generally looked down upon by this crooked world.

In fits and starts—irregularly

Usage: Mohan studies *in fits and starts*; sometimes studying for fifteen hours at a stretch and sometimes not studying at all for fifteen days.

Achilles' heel—a weak point

Usage: Mohan is in the habit of drinking every day. Hence, alcoholism is the *Achilles' heel* of this otherwise ideal man.

To cool one's heels—to wait patiently

Usage: I *cooled my heels* outside the Principal's office for hours before he could spare time to see me.

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By hook or by crook—using any possible means, good or bad

Usage: I must get my work done *by hook or by crook*.

A snake in the grass—a deceitful person

Usage: Beware of his intentions, he is *a snake in the grass*.

An oily tongue—a flattering way of talking to others

Usage: His *oily tongue* gets him many friends, though they all part with him before long.

On the horns of a dilemma—making a choice between two things, usually both unpleasant

Usage: He is *on the horns of a dilemma* with regard to the issue of separation from his wife of five years.

Hush money—bribe given for concealing a crime

Usage: Many criminals escape punishment by paying *hush money*.

Hale and hearty—very healthy or having sound health

Usage: Till the afternoon, he was quite *hale and hearty*. Hence, the news of his illness is shocking.

High time—time beyond the proper time but before it is too late

Usage: It is *high time* India brought in sweeping reforms in the agricultural sector.

In cold blood—cruelly

Usage: The dacoits killed the house owner *in cold blood*.

In full swing—in great progress

Usage: The preparations for the Republic Day celebrations are *on in full swing*.

In the soup—in trouble; in a precarious situation

Usage: Acting in haste is likely to land you *in the soup*.

To grease the palm—to bribe

Usage: Unless you *grease the palm* of that unscrupulous clerk, your work will not be done.

For good—forever

Usage: The Quit India Movement spearheaded by Mahatma Gandhi had compelled the British to leave India *for good*.

Lion's share—major share

Usage: The *lion's share* of the profit will go to my partner.

To go to the wall—to suffer defeat; to fail (in business)

Usage: In a war, it is the militarily weak nation that *goes to the wall*.

(To see) eye to eye with—to agree

Usage: I do not *see eye to eye with* those who maintain that India should declare herself a Hindu state.

A dog in the manger policy—a policy whereby a person stops others from having or enjoying what he cannot have or does not want

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Usage: His children love sweets; but being a diabetic, he neither eats sweets himself nor allows his family members to have any. Thus, he follows *a dog in the manger policy*.

Kith and kin—relatives

Usage: He invited his *kith and kin* to the wedding.

Hue and cry—an angry protest

Usage: She raised a *hue and cry* when she saw that her defenceless colleague was being treated unfairly.

Hold good—be applicable

Usage: This rule does not *hold good* in your case.

To hit below the belt—to be mean; to fight unfairly

Usage: Some people would not hesitate to *hit below the belt* because winning is all that matters in today's competitive world.

A laughing stock—an object of ridicule

Usage: He has made himself *a laughing stock* for the neighbourhood by failing in the examinations thrice.

To leave in the lurch—to leave (someone) in a difficult situation

Usage: Beware of fair-weather friends who might *leave you in the lurch* in times of need.

At a low ebb—on the decline

Usage: His fortunes were *at a low ebb* until a breakthrough in his research made him much sought after.

To lead a dog's life—to lead a miserable life

Usage: In the wake of an economic crisis, a majority of people in the poor countries are *leading a dog's life*.

To leave no stone unturned—to do one's best

Usage: I will *leave no stone unturned* to complete the project in time.

A man of letters—a scholar

Usage: Dr S. Radhakrishnan was *a man of letters*.

A man of many parts—a talented person who can do various (many different) things

Usage: Being *a man of many parts*, he is held in high esteem.

A man of straw—a weak person; a man with no choice or will of his own

Usage: Who cares what he does? Everybody knows that he is *a man of straw*.

A man in the street—an ordinary person

Usage: Even *a man in the street* is aware of his rights.

To miss the boat/bus—to miss a chance

Usage: I badly wanted a ticket to the concert but I *missed the boat*—all the tickets had already been sold out.

NOTES

A mare's nest—a rumour; a hoax

Usage: The police followed up the tip-off with a raid but it turned out to be *a mare's nest*.

A man of means—a rich man

Usage: Everyone in our town knows that Md Ashraf is *a man of means*.

A narrow escape—to manage to avoid a mishap by a little margin

Usage: The soldiers had *a narrow escape* when they found themselves trapped in the enemy territory and somehow managed to get out of there.

Every nook and cranny—everywhere

Usage: I looked for him in *every nook and cranny* but in vain.

Once in a blue moon—rarely

Usage: He comes to see me *once in a blue moon*.

Over and above—in addition to

Usage: *Over and above* his scholarship, Krishna Menon was known for his excellence in debate.

An olive branch—an offer of peace

Usage: India has offered *an olive branch* to its belligerent neighbour many a time.

On tenterhooks—nervous, and in suspense, about something that is to happen

Usage: He was *on tenterhooks* as the result of long months of devoted studies was to be announced shortly.

Part and parcel—an essential part

Usage: Hard work and dedication are *part and parcel* of any endeavour one may undertake.

To play truant—to stay away from class without prior permission

Usage: Students who *play truant* fail not only in the school examinations but also in the test of life.

Pell-mell—helter-skelter; without order or method.

Usage: Everything in your room is in a state of *pell-mell*. Why don't you tidy up your room?

To pave the way (for)—to prepare the foundation for something to take place

Usage: Sound coaching at a premier institution *paved the way* for his success in the IAS examination.

Open a Pandora's box—to create a complex situation fraught with problems; to start a process that is likely to cause many problems

Usage: My court case could *open a Pandora's box* as many people having similar claims might follow suit.

A rainy day—time of difficulty

Usage: Wise people always save something for *a rainy day*.

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A red letter day—a memorable or joyous day/event

Usage: August 15 is a *red letter day* in the history of India.

To rain cats and dogs—to rain heavily

Usage: Yesterday, it had *rained cats and dogs*.

Rhyme or reason—logic

Usage: There is no *rhyme or reason* in your shouting like this.

A queer fish—a strange person

Usage: He does not accept any logic—he is a *queer fish*.

To smell a rat—to suspect that something is being plotted, a trick is being played, etc.

Usage: When I saw them exchanging glances in the middle of the meeting, I *smelt a rat*.

To steer clear of—to avoid

Usage: She hates Radha, and she therefore, tries to *steer clear* of her every time they end up at the same place.

Sweat of one's brow—hard labour

Usage: Those who earn by the *sweat of their brow*, know the value of money.

To turn a deaf ear—to pay no attention

Usage: He *turned a deaf ear* to my request.

Tooth and nail—with full force

Usage: We must fight poverty *tooth and nail*.

To throw down the gauntlet—to challenge someone or something

Usage: The incumbent captain *threw down the gauntlet* asking the selectors to replace him if they had someone else to fill his shoes.

Ups and downs—good and bad periods of time

Usage: I have seen many *ups and downs* in life.

A white elephant—costly to maintain and useless; a burdensome possession

Usage: The antique possessions of the erstwhile kingdoms are many a time considered a *white elephant*.

From the horse's mouth—from the original or authoritative source of information

Usage: I was lucky to meet the minister's secretary and hence I got all the information about the minister right *from the horse's mouth*.

A firm hand—strong discipline or control

Usage: That boy needs a *firm hand* in order to become a good citizen.

To pick somebody's brains—to ask someone questions seeking information and be benefited by doing so

Usage: May I *pick your brains* with regard to rocket science for I am told you're a space scientist.

NOTES

To plough a lonely furrow—to work without help or support.

Usage: He has not made much progress in life, perhaps, because he *ploughs a lonely furrow*.

To put the cart before the horse—to reverse the order

Usage: We have become so reliant on science and technology today, that leading a life like that of our ancestors would be like *putting the cart before the horse*.

To pour oil on troubled waters—to try to calm a disagreement

Usage: The two religious communities were bent upon fighting over a trifle when the saner elements among both *poured oil on troubled waters*.

To pay lip service—to show false sympathy

Usage: The modern world has grown so selfish that even the children *pay lip service* to their parents.

(From) Pillar to post—from one person, place or situation to another

Usage: He ran *from pillar to post* for his son's admission in the medical college but in vain.

To put the cat among the pigeons—to introduce someone (somewhere) who is likely to cause trouble

Usage: The new officer is a known crime-buster. So, posting him in this region would be seen as *putting the cat among the pigeons* by the underworld.

To run riot—to wander about without any check

Usage: The youth of this country are *running riot*. What will happen to them?

Root and branch—completely

Usage: Unless corruption in the political circles is removed *root and branch*, the masses will continue to suffer.

Rough and ready—crude but effective

Usage: His methods are quite *rough and ready*.

A raw deal—unfair treatment

Usage: Honest persons, more often than not, end up being given a *raw deal*.

A square meal—a full meal

Usage: A *square meal* is a distant dream for millions of the poor across the globe.

A small fry—an ordinary person

Usage: No one cares for his suggestions for he is considered a *small fry*.

NOTES

CHECK YOUR PROGRESS

I. Each question in this section is followed by four options. Out of the four options, only one is correct. Mark the right option.

1. **Part and parcel** means

- (a) the part of a parcel (b) an essential part
(c) a missing parcel (d) some part of a parcelled machine

2. **An oily tongue** means

- (a) flattering language
(b) an abusive tongue
(c) a tongue
(d) a tongue on which oil has been applied

3. **A lion's share** means

- (a) the part of a lion (b) the share of a lion
(c) the major part (d) prey

4. The English **have left India for good** means

- (a) the English have left India in good condition
(b) the English have presented a good picture of India to the other countries
(c) the English have left India forever
(d) the English have taught good things to the Indians

5. **A man of straw** means

- (a) a poor man
(b) a man made of straw
(c) a man who can walk quickly
(d) a man with no choice or will of his own; a weak person

6. **To miss the boat** means

- (a) to be left out of the boat ferrying passengers
(b) to miss seeing the boat that sailed away
(c) to miss a chance
(d) to be left out of a group

7. **A white elephant** means

- (a) an elephant with white skin (b) a costly thing
(c) a costly but useless thing (d) a cheap but useful thing

8. You must save something for **a rainy day** means that you must save something for

- (a) a day on which it rains heavily (b) the rainy season
(c) times of difficulty (d) none of the above

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9. A queer fish means

- (a) a disobedient student (b) a boastful fellow
(b) a wrong-doer (d) a strange person

10. Once in a blue moon means

- (a) often (b) rarely
(c) once in 27 days (d) once in 14 days

II. Fill in the blanks with appropriate idioms choosing from those given in the box.

earned his place in the sun • turn a deaf ear • in the soup
• paid the price • went to the wall • pick your brains • by
the sweat of his brow • a rainy day • the best of both worlds
• ups and down

1. He is a hardworking man. Although he has been through difficult times, he has supported his family _____.
2. The recession has forced many companies to close down. As was expected, after nine months of massive losses, their company too _____.
3. A career in the fashion industry holds the promise of a mixture of good and bad things. Predictably, the renowned fashion designer's biography charts the _____ he faced in his career.
4. Hey! Something tells me that you're the expert around here. Can I _____ about computers?
5. She has a couple of thousand rupees kept aside which she's saving for _____.
6. My car's tyre is flat and I have got no spare. I don't know what to do; I am _____.
7. I've filed several complaints with the municipality with regard to the bad condition of the roads in our locality. It seems, they like to _____.

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- _____
- _____ to such complaints as the roads are still as bad as they were earlier.
8. After struggling for years to make a name for himself, he's finally enjoying success. It seems, he has certainly _____.
9. She works in the city and lives in the country. It appears that she gets _____ as she says, "I don't have anything to complain about."
10. I've _____ for working nonstop for weeks—I've not been keeping well lately.

3.4.2. Phrases

Certain verbs when followed by certain prepositions or adverbs become compound verbs bearing a new meaning. They are very likely to be confused by the student. For instance *to carry* is *to bear*; *to carry through* is *to accomplish*. Some of these compound verbs have more than one preposition added to the simple verb; as *bear up against*, *come in for*, *come up with*, etc. The term 'phrases' means different shades of meaning that the addition of preposition gives to the verb in such phrases. They should be carefully studied by the students, particularly by noting their usages.

Act

1. **Act on** (produce effect). 'Strong acids *act on* metals.'
2. **Act up to** (fulfil). 'He will *act up to* his promise.'
3. **Act upon** (on the lines of). 'The police, *acting upon* the information they had received, caught the robbers.'

Bear

1. **Bear down** (over throw, or crush by force). 'They were *borne down* by the enemy's large force.'
2. **Bear down upon** (approach with a fair wind). 'The fleet *bore down upon* the enemy.'
3. **Bear out** (support or confirm). 'Your statement is not *borne out* by facts.'

NOTES

4. **Bear through** (manage; to support to the end). 'Religion can *bear* man *through* all the ills of life.'
5. **Bear up** (Support; keep from falling or sinking; to be firm not to sink). 'His patience alone *bore* him *up* in his troubles' 'I must try to bear up against this misfortune.'
6. **Bear with** (endure; tolerate). 'A sincere man should *bear with* his friends' shortcomings.'
7. **Bear upon** or **on** (to be connected with). 'Your remarks do not *bear upon* the subject in hand.'

Beat

1. **Beat down** (destroy; crush; lessen). 'To *beat down* a wall; 'to *beat down* opposition'; 'to *beat down* the price of an article'
2. **Beat off** (drive back). 'The enemy was *beaten off*.'
3. **Beat up** (gather; search out and collect). "He went round to all his friends to *beat up* meeting."

Blow

1. **Blow out** (extinguish). '*Blow out* all the lights.'
2. **Blow up** (explode). 'A match-stick is enough to *blow up* a petrol tank.'
3. **Blow upon** (taint; blast). 'I will not allow my reputation to *blow upon*.'
4. **Blow over** (pass away without injurious effect). 'The cloud of misfortune has now *blown over*.'

Break

1. **Break down** (1. come down by breaking. 2. Fail in an undertaking. 3. to be overwhelmed). 'He *broke down* in the middle of his speech.' 'The poor boy was *broken down* with grief at his mother's death.'
2. **Break forth** (burst out). '*He broke forth* into shouts of gladness.' 'Hearing this, the prisoner *broke forth* into loud appeals for mercy.'

Bring

1. **Bring about** (cause to happen). 'I do not know what has *brought about* this wonderful change in his character.'
2. **Bring back** (recall, remember). 'I could not *bring back* his name to my memory.'
3. **Bring forth** (bears offspring). 'The lioness brings *forth* only one cub at a time'.
4. **Bring forward** (produce to view). '*Bring forward* your reasons.'
5. **Bring in** (produce; introduce). 'His property *brings in* the ₹ 1 lacs a year.' 'Strange fashions have recently been *brought in*.'
6. **Bring on** (Cause to bring). 'Cold *brings on* fever.'
7. **Bring out** (show or expose). '*Bring out* the meaning of this paragraph.' 'The investigation is sure to *bring out* some surprising results.'

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8. **Bring over** (draw to a new party). 'They soon *brought* him *over* to the side of the Government.' Three Hindus have recently been *brought over* to Mohammedanism.
9. **Bring to** (restore to consciousness). 'He fainted, and was *brought to* sense with great difficulty.'
10. **Bring up** (1. educate. 2. finish). 1. '*Bring up* a child in the habits of truth and honesty.' 2. 'The manager of the hotel will not give him anything on credit unless he *brings up* his arrears.'
11. **Bring under** (subdue, capture). 'All the rebels were easily *brought under*.'

Call

1. **Call at** (visit) 'When I *called at* his house, he gave me a warm reception.'
2. **Call to account** (demand an explanation from). 'He was *called to account* for his conduct in the affair.'
3. **Call back** (revoke; summon back). 'I will not *call back* any of my statement.' 'The governor was *called back* at once.'
4. **Call down** (invoke; bring down). 'They *call down* the anger of God upon the enemy.' 'He will *call down* thunderbolts from heaven.'
5. **Call forth** (bring into action). 'This work will *call forth* all his energies.' 'His remarks *called forth* much opposition.'
6. **Call for** (demand or require). 'This statement *calls forth* no remark.' 'This offence *calls for* a great punishment.'
7. **Call in** (collect payment; withdraw from circulation). '*Call in* debts.' '*Call in* incurrent coins.'
8. **Call off** (to summon away; to divert). 'He *called off* my attention.' 'I *called off* workman from their employment.'
9. **Call name** (abuse). 'When I refused to accept his view, he began to *call* my *names*.'
10. **Call on** or **upon** (1. make a short visit to 2. invoke). 'I *called on* my friend before I left.' '*Call upon* me in the hour of trouble.'
11. **Call out** (speak aloud; call to service; challenge to fight). 'I *called out* to him from a distance.' 'I *called out*, but the fellow was too great a coward to come.'
12. **Call over** (read out the particulars or items of anything). 'He entered the classroom when that teacher had *called over* the attendance roll.'
13. **Call up** (bring to views or recollection). 'Can you *call up* the image of an absent friend?'

Carry

1. **Carry off** (1. kill 2. bear away). 'When the epidemic broke out in the district, thousands of people were *carried off*.' 'The wind *carried off* the smell.'

2. **Carry on** (continue). 'He *carried on* his studies even after his failure.'
3. **Carry out** (accomplish; execute). 'I shall *carry out* your orders.'
4. **Carry through** (sustain or support to the end). 'His labour and honesty *carried him through* all difficulties.'

Cast

1. **Cast about for** (try to get). 'As soon as the book was ready for publication, he began to *cast about for* subscribers.'
2. **Cast aside** (reject as useless). 'He soon got tired of his job and *cast it aside* for a new one.'
3. **Cast away** (reject). 'Such a golden opportunity should not be cast away.' 'We were *cast away* on a barren island.'
4. **Cast down** (dejected; depressed). 'He looks *cast down* after his recent loss.'
5. **Cast eyes on** (see). 'He is the ugliest man. I have never *cast eyes on him*.'
6. **Cast off** (reject or throw away). 'His relatives and friends have *cast him off* entirely.'
7. **Cast out** (throw or turn out). 'The man was charged of *casting out* evil spirits with the aid of the devil.'
8. **Cast up** (compute). 'You had better carefully *cast up* the expense of this elaborate scheme before you undertake it.'

Come

1. **Come about** (happen). 'How did this sad event *come about*?'
2. **Come by** (get). 'He *came by* his wealth by dishonest means.'
3. **Come in** (be brought into use or fashion). 'The custom *came in* with the British rule.'
4. **Come of** (issue from; to be born in). 'Shri J.L. Nehru *came of* a rich and respectable family.'
5. **Come off** (1. emerge; come out. 2. Take place). 'He *came off* successful at the B.A. examination.' 2. When does Dassehra festival *come off*?'
6. **Come on** (approach). 'Winter is *coming on*'.
7. **Come out** (become public). 'The matter has *come out* at last.'
8. **Come round** (recover.) 'Doctors hope that he will *come round*.'
9. **Come to one's self** (recover consciousness.) 'He fainted and it was a long while before he *came to himself*.'
10. **Come upon** (1. fall upon; attack. 2. meet with. 1. 'They *came upon* the enemy all of a sudden.' 2. On their way, they accidentally *came upon* an obstacle and had to turn back.'
11. **Come up to** (amount to). 'His debts *come up to* a thousand rupees.'
12. **Come up with** (overtake; capture). 'I *came up with* the running thief in an hour's time.'

NOTES

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Cry

1. **Cry down** (condemn). 'We should not *cry down* a book simply because we dislike the author.'
2. **Cry up** (praise). 'A merchant will naturally *cry up* his goods.'
3. **Cry out** (scream; complain loudly). 'Do not *cry out* before you are hurt.'

Do

1. **Do away with** (put an end). 'The custom has *been done away with*.'
2. **Do by** (treat). 'Do as you would be *done by*.'
3. **Do for** (answer or be sufficient for). 'This will *do for* my purpose.'
4. **Do up** (pack up). 'My pillow is *done up* in the bundle.'
5. **Do with** (dispose of; employ). 'What am I to *do with* this money?'
6. **Have done with** (have no further concern with). 'I have *done with* him.'
7. **Do without** (dispense with). 'We should learn to *do without* luxuries.'

Draw

1. **Draw back** (retire). 'I will not *draw back* whatever the difficulties in my way may be.'
2. **Draw off** (retire). 'He *drew off* his forces from the field.'
3. **Draw on** or **upon** (obtain money from, by a draft or order). 'I have *drawn on* the bank for a large sum of money.'
4. **Draw out** (out lead, detach, or array (troops), prolong, elicit induce to talk; write out in proper form; (of days) become longer). 'The opposition put many ticklish questions in order to *draw* the minister *out*.' 'He *draws out* his remarks to a great length.' 'He *draws out* his sword to kill him.'
5. **Draw up** (compose). 'He has been asked to *draw up* the petition.'

Fall

1. **Fall away** (1. lose flesh 2. decrease in number). 1. 'He has *fallen away* a great deal since his illness.' 2. 'His followers *fell away* rapidly.'
2. **Fall from** (withdraw from). 'He has *fallen from* his agreement.'
3. **Fall in with** (1. agree with 2. meet with). 1. 'He *fell in with* my views' 2. 'On the way he *fell in with* thieves.'
4. **Fall off** (1. withdraw or become separated 2. perish; die away 3. drop). 1. 'Friends *fall off* in bad days.' 2. 'Words *fall off* by misuse.' 3. 'Fruits *fall off* when ripe.'
5. **Fall on** (attack). 'They *fell on* him and threw him down.'
6. **Fall out** (1. quarrel 2. happen or befall). 1. 'The dogs *fell out* over a bone and attacked each other fiercely.' 2. 'It so *fell out* that no guard was on duty that night.'
7. **Fall short of** (to be less than). 'The result *fell short of* my expectations.'
8. **Fall to** (begin eagerly and hastily). 'The sailors eagerly *fell to* homely food.'

NOTES

9. **Fall under** (1. come under 2. be placed in). ‘These things do not *fall under* human sight or observation.’ 2. ‘These substances *fall under* a different class.’
10. **Fall back** (retreat; get back). ‘The rebels *fell back* to a place of safety.’
11. **Fall through** (come to nothing). ‘As nobody supported him, his resolution *fell through*.’ ‘The scheme you made for building a new house has *fallen through* for lack of fund.’

Get

1. **Get at** (come near; reach). ‘I could not *get at* him on account of the crowd. ‘Other object in this inquiry is to *get at* the truth.’
2. **Get ahead** (advance; prosper). ‘Shruti *got ahead* of her brother in studies.’
3. **Get along** (proceed). ‘We must manage to *get along* with our small means.’
4. **Get away** (leave; escape). ‘I *got away* early from the meeting.’
5. **Get back** (recover; return). ‘He tried to *get back* the money.’ ‘He *got back* safe to his house.’
6. **Get off** (1. alight from 2. escape). 1. ‘He *got off* with the money.’ 2. ‘He *got off* from the attack.’
7. **Get down** (descend). ‘He *got down* from the platform.’
8. **Get forward** (advance). ‘This is very discouraging to one who is trying to *get forward* in the world.’
9. **Get hold of** (seize). ‘He has to *get hold of* his property.’
10. **Get in** (enter). ‘Do not stand at the door, *get in* please.’
11. **Get into** (enter; become involved into). ‘They could not *get into* the house as the doors were locked.’ ‘He has *got into* serious troubles.’ This new reform is *getting fast into* favour with the people.’
12. **Get loose** (become free). ‘He *got loose* from constables.’
13. **Get on** (progress; live together pleasantly). ‘How is he *getting on* at the school?’ ‘The husband and wife cannot *get on* together at one working place.’
14. **Get out** (escape). ‘He *got out* of the difficulty.’
15. **Get over** (overcome). ‘I have *got over* my difficulties.’
16. **Get rid of** (free oneself from). ‘He cannot *get rid of* drinking.’
17. **Get round** (1. recover 2. circumvent or prevail with a person by deception or flattery.). 1. ‘The patient is *getting round*.’ 2. ‘Do not worry; I will *get him round* very soon.’
18. **Get to** (reach). ‘We have *got to* the end of the first book.’
19. **Get together** (assemble). ‘They *got together* at the cinema hall.’
20. **Get through** (finish; pass through). ‘He has *got through* half the work.’ ‘He is sure to *get through* the B.A. examination.’

21. **Get up** (1. rise from sleep. 2. prepare 3. dress). 1. 'Children should *get up* early.' 2. '*Get up* some entertainment for these visitors.' 3. 'He was *got up* like a prince.'

NOTES

Give

1. **Give away** (give in charity or as gift). 'He *gave away* all his property to the poor.'
2. **Give in** (yield). 'Though defeated, he would not *give in*.'
3. **Give out** (emit; announce). 'Some flowers *give out* their richest fragrance at night'. 'He *gave out* that he was going to England.'
4. **Give over** (abandon). 'We should *give over* these useless activities.'
5. **Give rise to** (cause or produce). 'His conduct *gave rise to* grave suspicion.'
6. **Give up** (resign; cease from). 'He has *given up* smoking altogether.'
7. **Give vent to** (express). 'He *gave vent* to his grief in tears.'
8. **Give way** (break, yield to pressure). 'The bamboo *gave way* and the roof came down.' 'The old man *gave way* under his misfortunes and died of a broken heart.'

Go

1. **Go abroad** (go out of the country; become public). 'He is *going aboard* for a year.' 'A story *went aboard* to the effect that he had committed suicide by jumping into a well.'
2. **Go astray** (wander from the right course). 'They have *gone astray* from the path of virtue.'
3. **Go off** (1. depart 2. be discharged). 1. 'He *went off* home.' 2. 'The gun would *go off*.'
4. **Go on** (proceed). 'Everything *went on* as usual for a time.'
5. **Go out** (become extinguished). 'The light *went out*.'
6. **Go over** (1. read. 2. change sides). 1. 'I have *gone over* this book.' 2. 'He has *gone over* to the Socialist Party.'
7. **Go through** (suffer). 'If you knew all I have *gone through*, you would pity me.'
8. **Go up** (increase). 'These days prices have *gone up* very high.'
9. **Go in for** (1. enter as a competitor. 2. try to get 3. advocate). 1. 'I will *go in for* the Indian Administrative Service Examination.' 2. 'Do not *go in for* luxurious things unless your means allow you to do so.' 3. 'All sensible Hindus should *go in for* the abolition of caste.'

Hold

1. **Hold fast** (adhere to firmly). 'Honest men *hold fast* to their principles.'
2. **Hold on** (continue). 'I find it impossible to *hold on* any longer, and I must, therefore, resign my place.'
3. **Hold One's own** (maintain one's ground) 'I cannot *hold my own* against him in argument.'

4. **Hold out** (resist; not to yield). 'They *held out* against the enemy for six months.' 'I can *hold out* no prospect of promotion to you.'
5. **Hold together** (remain united). 'They will fail in their mission because they cannot *hold together*.'
6. **Hold up** (sustain; not to rain). 'His faith in God *held* him up in the midst of all his troubles.' 'If the weather *holds up*, I shall be glad.'
7. **Hold over** (postpone). 'The high school examination has been *held over* till Monday next.'
8. **Hold off** (keep at a distance). 'I love him very dearly; I cannot *hold him off*.'

NOTES

Keep

1. **Keep back** (reserve or withhold). 'I will not *keep it back* from you.'
2. **Keep down** (hold under control). '*Keep down* your temper.'
3. **Keep from** (refrain from). 'He cannot *keep from* the use of tobacco.'
4. **Keep in** (restrain). 'He could not *keep in* his tears.'
5. **Keep off** (remain at a distance.). 'Always *keep off* wicked people.' These curtains are meant to *keep off* mosquitoes.'
6. **Keep on** (continue to advance). 'In spite of difficulties, he *kept on* steadily.'
7. **Keep to** (adhering to; doing according to). 'We should not *keep to* bad customs.' 'We should *keep to* our word.'
8. **Keep up** (maintain). 'It is not possible for everyone to *keep up* an elephant.' 'I will try to *keep up* reputation of my family.'
9. **Keep up with** (not to fall behind). 'Can America *keep up with* Britain in the building of ships?'

Lay

1. **Lay bare** (expose). 'He laid bare all my secrets.'
2. **Lay before** (present to view). 'He *laid* his sad case *before* the judge.'
3. **Lay by** (1. save for future use. 2. put aside). 'One should *lay by* something for one's old age. 'He has now *lain by* his other hobbies.'
4. **Lay in** (store). '*Lay in* provisions for winter.'
5. **Lay oneself down** (retire to rest; recline). 'He *laid* himself *down* on the soft grass.'
6. **Lay out** (1. expend 2. put aside 3. dress in gay clothes). 1. 'He *laid out* a thousand rupees in jewellery.' 2. 'He *laid out* all his ambitions.' 3. 'He *laid* himself *out*.'
7. **Lay up** (1. store 2. confine to bed). '*Lay up* for yourself treasures in heaven.' 'He is *laid up* with fever.'
8. **Lay under** (subject to). 'He has *laid* me *under* a great obligation.'
9. **Lay waste** (destroy or desolate). 'They *laid waste* the enemy's country with fire and sword.'

NOTES

Look

1. **Look after** (take care of). 'He has no one to *look after* him.'
2. **Look about** (be watchful). 'You have every need to *look about* you.' 'As they went along, they *looked about* for a good place on which to pitch their tent.'
3. **Look down upon** (despise). 'We should not *look down upon* the untouchables.'
4. **Look for** (1. expect. 2. search). 'I am *looking for* the arrival of the goods by the ship.' 'Look for the key I lost yesterday.'
5. **Look into** (examine closely). 'When we *look into* the works of nature, the evidence of skill and design is marvelous.'
6. **Look on** (be a spectator). '*Look on* while we are playing the game.'
7. **Look out** (be on the watch). 'He is *looking out* for an opportunity for revenge.'
8. **Look over** (examine). '*Look over* these exercises.'
9. **Look to** (expect from). 'I shall *look to* you for payment.'
10. **Look through** (understand thoroughly). 'I must *look through* the case before giving my opinion.'
11. **Look upon** (regard; consider). 'He *looks upon* me as his brother.'

Make

1. **Make against** (injure). 'The circumstances will *make against* you in the case.'
2. **Make away with** (destroy; kill; remove in an underhand manner). 'He made *away with* four thousand rupees.'
3. **Make for** (1. move towards, 2. to be advantageous to). 'The boat *made for* the shore.' 2. 'A war between India and Pakistan will *make for* the interest of the Great Powers.'
4. **Make much of** (to treat as of much importance or value). 'He *made much* of his speech for the defence.'
5. **Make of** (1. understand. 2. esteem). 1. 'I do not know what to *make of* this letter.' 'He does not *make of* me more than a slave.'
6. **Make out** (1. understand 2. prove). 1. 'I cannot *make out* why he comes to see me so often.' 'He failed to *make out* his case.'
7. **Make over** (transfer or give). 'He *made over* all his property to his son.'
8. **Make up** (1. collect into a mass on sum 2. adjust 3. supply what is lacking, 4. compose. 5. compensate 6. determine). 1. '*Make up* a bundle.' 2. '*Make up* your quarrel,' 3. 'I want a rupee to *make up* the account.' 4. 'This book is *made up* of extract.' 5. 'He cannot *make up* his loss.' 6. '*Make up* your mind.'
9. **Make up for** (compensate). 'Her learning *makes up* for her want of beauty.'

NOTES

10. **Make up to** (approach; try to win favour). 'He always *make up* to rich people.'
11. **Make up with** (be reconciled with). 'I can never *make up with* him.'
12. **Make off with** (run away with). 'A thief broke into his house and *made off with* all his cash.'

Pass

1. **Pass through** (undergo). 'Great man *passes through* many difficulties.'
2. **Pass for** (to be regarded). 'He *passes for* a learned professor in our little community.'
3. **Pass away** (expire; die). 'His uncle *passed away* last night.'
4. **Pass over** (come and depart). 'A frown *passed over* his face as he read the letter.'

Put

1. **Put (it) across** (succeed in anything). 'I thought he would fail but he contrived to *put it across*.'
2. **Put by** (save). 'He *puts by* a little money every month.'
3. **Put down** (subdue). 'The rebellion was *put down* cruelly.'
4. **Put forth** (exert). 'He *put forth* all his skill to defeat me.'
5. **Put in for** (offer oneself for). 'Several candidates have *put in for* the headmastership.'
6. **Put off** (postpone). 'Never *put off* till tomorrow what you can do today.'
7. **Put on** (wear; assume). He puts on his coat. He puts on an angry look.
8. **Put out** (1. extinguish 2. make angry 3. disturb). 1. '*Put out* all the lights.' 2. 'He was very much *put out* by my conduct.' 3. 'This has *put out* all of my arrangements.'
9. **Put up** (lodge or stay). 'These days he is *putting up* in the hostel.'
10. **Put up with** (1. submit to or tolerate 2. stay at a person). 1. 'He could not *put up with* such an insult.' 2. 'He is *putting up with* his uncle at his villa.'

Run

1. **Run after** (pursue; follow). 'He *ran after* the thief but could not catch him.'
2. **Run down** (speak disparagingly of). 'We must not *run a man down* simply because we do not like him.'
3. **Run high** (be violent). 'Party spirit was *running high* at that time.'
4. **Run on** (be continued). 'His account in my office has been *running on* for a year.'
5. **Run out** (come to an end). 'My leave has *run out*.' 'If land is cropped and not manured, it will soon *run out*.'

NOTES

6. **Run over** (1. go over hastily 2. overflow 3. ride or drive over). 1. 'Run over this book.' 2. 'The cup is *running over*.' 3. 'His car *ran over* a dog.'
7. **Run through** (1. waste money. 2. pierce). 1. 'He *ran through* his whole fortune in a year.' 2. 'His words *ran through* my heart.'
8. **Run up** (enlarge by additions). 'Your bill is *running up* fast.'

Set

1. **Set about** (begin). 'He *set about* his task with the great enthusiasm.'
2. **Set aside** (1. reject 2. leave out of account). 1 'The judgment was *set aside*.' 2. 'Setting all other reasons *aside*, I can say.'
3. **Set forth** (exhibit). 'He *set forth* his views with clearness and the force.'
4. **Set in** (begin). 'The winter has *set in*.'
5. **Set off** (1. start 2. show to advantage). 'They *set off* in search of the lion.' 'The dress *sets off* her figure.'
6. **Set on** (instigate). 'He has been *set on* to do this.'
7. **Set out** (1. start on journey 2. display). 1. 'He *set out* on his travels.' 2. 'He *set out* his case with all the grace of a rhetorician.'
8. **Set up** (establish). 'It is difficult to *set up* world peace on a permanent basis.'
9. **Set up for** (claim to be considered as.). 'I do not *set up for* a saint.'
10. **Set with** (studded with). 'The bracelet is *set with* pearls.'

Stand

1. **Stand by** (support). 'I will *stand by* you in your troubles.'
2. **Stand out** (be prominent). 'The trees *stand out* against the dark sky.'
3. **Stand over** (be postponed). 'The matter must *stand over* for the present.'
4. **Stand to** (be consistent with). 'Her conduct does not *stand to* reason.'
5. **Stand up for** (defend; maintain). 'We are determined to *stand up for* our right.'
6. **Stand** (tolerate). 'I cannot *stand* this behavior of yours.'

Strike

1. **Strike for** (start suddenly on a course for). 'The swimmer *struck for* the shore.'
2. **Strike off** (remove, as name from a list). 'His name was *struck off* the attendance register.'
3. **Strike up** (begin to play, said of musical instruments). 'The musicians were told to *strike up*.'
4. **Strike down** (attack). 'My friend is *struck down* with malaria.'
5. **Strike in with** (agree with). 'His views *strike in with* yours.'
6. **Strike out** (devise). '*Strike out* some plan to finish this work as early as possible.'

Take

1. **Take after** (resemble). 'He *takes after* his mother.'
2. **Take down** (1. bring down from a height. 2. reduce to writing). 1. 'Take down the flag.' 2. 'Take down these notes.'
3. **Take for** (suppose to be). 'I *took him for* a drunkard.'
4. **Take in** (1. contract 2. deceive 3. comprise). 1. 'He *took in* that business.' 2. 'I cannot be *taken in* by his high-sounding words.' 3. 'The definition *took in* many things.'
5. **Take off** (mimic, copy in jest). 'He *takes off* his father's manner of walking.'
6. **Take to** (1. adopt the profession 2. become addicted to). 1. 'My friend has *taken to* teaching.' 2. 'He has *taken to* smoking.'
7. **Take up** (occupy). 'It *takes up* much time to write a book on grammar.' 'These boxes take up large space.'
8. **Take aback** (surprised). 'He was *taken aback* when he came to know that all his jewels had been stolen.'

Throw

1. **Throw about** (fling here and there). 'We should not *throw about* our books.'
2. **Throw away** (lose by neglect). 'He has *thrown away* a fine opportunity.'
3. **Throw back** (retort). 'Do not *throw back* words on me.'
4. **Throw up** (resign). 'This man has *thrown up* his appointment.'
5. **Throw out** (reject). 'The bill was *thrown out* by ten votes to three.'
6. **Throw off** (fling off.). 'He has *thrown off* all sense of shame.'

Turn

1. **Turn out** (1. expel 2. prove to be). 1. 'He was *turned out* of the class.' 2. 'He *turned out* to be a fool.'
2. **Turn against** (become hostile to). 'Do not *turn against* your friends.'
3. **Turn aside** (avert; deviate). 'Never *turn aside* from the path of virtue.' 'How can a wicked man hope to *turn aside* the judgment of God?'
4. **Turn away** (dismiss). 'He has so far *turned away* three servants.'
5. **Turn down** (reject). 'I do not know why he *turned down* my plan.'
6. **Turn in** (to bend inwards). '*Turn in* this ring.'
7. **Turn off** (1. dismiss 2. change the course). 'I mean to *turn* this servant *off* to the right.'
8. **Turn over** (consider). 'I will soon *turn over* this matter.'
9. **Turn upon** (depend upon). 'The whole argument *turns upon* the truth of this document.'
10. **Turn up** (1. happen 2. come). 1. 'None can say what will *turn up* tomorrow.' 2. 'He did not *turn up* that day.'

NOTES

NOTES

Work

1. **Work against** (work in opposition to). 'For three years, he has been *working against* me.'
2. **Work at** (to be engaged upon). 'I *worked at* enlarging my prospects as a lawyer.'
3. **Work off** (get rid of gradually). 'He *worked off* his debts.'
4. **Work on** (influence). 'The temptation can *work on* any honest man.'
5. **Work out** (1. produce a result 2. solve). 1. 'Our reformation *worked itself out*.'
6. **Work for** (work as an agent for). 'I am *working for* Tata Mills.'

CHECK YOUR PROGRESS

Fill up the following blank spaces with appropriate prepositions to make the correct phrases.

1. Many are convinced that they ought to give _____ superstition but they have no courage to act _____ their convictions.
2. Every man must answer _____ his actions of God.
3. The bride cannot long bear _____ the force of the current.
4. The police broke _____ the robbers when they were in a lonely place dividing their booty.
5. You seem to have broken _____ him altogether.
6. The king tried to bring _____ the rebels by offering a free pardon to all who would lay _____ their arms.
7. Parliament will be called _____ next session to undertake important legislation.
8. Cholera has carried _____ half the people of the village.
9. Perseverance and luck will carry a man _____ many difficulties.
10. He was cast _____ an opportunity of taking revenge on you.
11. He looked much cast _____ on his mother's death.
12. Will you please cast _____ this column of figures for me.
13. If the weather clears _____ in the afternoon, we shall go for a drive.
14. The event came _____ just as he has predicted it.
15. A look of terror came _____ the sweet smiling face.
16. This man has had a severe illness but is coming _____ again.
17. This book comes _____ my idea of what a school book ought to be.
18. They force him to comply _____ their request.

19. The admiral counted _____ assistance from the land forces.
20. This man cries _____ his own wares as the best in the fair.
21. A judge should deal _____ equal justice to all.
22. The man who was so genial that I was drawn _____ him at once.
23. I dropped _____ at the club on my way home.
24. The weak _____ minded boy quickly fell – the plans of the burglar.
25. As neither of us would give _____ the bargain fell _____

NOTES

SUMMARY

- Idioms are commonly used in all forms of language—be it informal or formal, spoken or written—because their usage adds colour besides rendering overall expressions more interesting as well as effective. An idiom is a form of expression which is peculiar to a language and gets established by usage over generations.
- The term ‘phrases’ means different shades of meaning that the addition of preposition gives to the verb in such phrases.

KEY WORDS

idiom: a group of words whose meaning is different from the meanings of the individual words

phrase: a group of words that have a particular meaning when used together.

REVIEW QUESTIONS

1. Write ten idioms and make sentences.
2. Write ten phrases and make sentences.

3.5 HOMONYMS

3.5.1 Homophones

1. **Accede** (agree). ‘He has *acceded* to my request.’
Exceed (surpass; to be greater). ‘Write an essay not *exceeding* four pages.’
2. **Access** (approach; reach; admittance). ‘Everyone should have an *access* to the places of religious worship.’
Excess (superabundance; more than due). ‘*Excess* of everything is bad.’

NOTES

3. **Accept** (take). 'He *accepted* my presents with thanks.'
Except (leaving out). 'You cannot say that every Congressman *except* Sri Nehru was corrupt.'
4. **Adapt** (suit; accommodate to). 'One should *adapt* oneself to whatever circumstances one is placed in.'
Adept (expert; skilful). 'He is an *adept* in the art of public speaking.'
Adopt (take up). 'I have not yet decided which course of life I should *adopt*.'
5. **Affect** (1. to pretend. 2. to act upon). 'He *affects* too much ignorance.'
'The famine *affected* a large part of the district.'
Effect (as verb it means 'accomplish', or carry into practice; as noun, it means 'result'). 'He *effected* his plans by hard labour.' 'Cinema-films produce a bad *effect* on the youth of our country.'
6. **Addition** (putting more). 'Will you have some snacks in *addition* to tea?'
Edition (a number of books printed at one time). 'The first *edition* of his book sold like hot cakes.'
7. **Alter** (change). 'Nothing can *alter* my opinion about him.'
Altar (place of offering in a temple or church). 'In Indian temples incense is burnt at the *altar*.' 'He died at the *altar* of freedom.'
8. **Allusion** (indirect reference). 'We looked at each other wondering which of us he was *alluding* to.' 'This poem is full of *allusions*.'
Illusion (a deceptive appearance). 'Vedantists regard the material world as an *illusion*.'
9. **Apposite** (proper; suitable). 'He made in his speech some very *apposite* remarks on the present system of education in our country.'
Opposite (standing in front or contrary). 'There is a small house *opposite* the officebuilding.'
10. **Assent** (agreement; concurrence). 'He gave his *assent* to the proposal.'
Ascent (going up). 'The *ascent* to the Himalayas is a difficult task.'
11. **Antic** (odd; strange). 'His gestures are *antic*.'
Antique (ancient; old-fashioned). 'He is very fond of collecting *antique* coins.'
12. **Assay** (1. attempt. 2. test the purity of metals). 'He *assayed* hard to win success.' 'He *assayed* the gold ornaments.'
Essay (a piece of composition). 'Your *essay* is full of grammatical errors.'
13. **Ail** (to be ill). 'He is *ailing* with pneumonia.'
Ale (a drink). 'He daily goes to the *ale*-house.'
14. **All together** (in a body). 'Let us visit him *all together*.'
Altogether (completely). 'It is *altogether* impossible.'

NOTES

15. **All ready** (all things or persons are ready). 'We are *all ready* to go to the market.'
Already (at the moment). 'I have *already* told him.'
16. **Ark** (covered floating vessel). 'Noah at the Deluge crossed the Red Sea in an *ark*.'
Arc (a part circle). One straight line drawn in a circle divides it into two *arcs*.'
17. **Amiable** (lovable). 'His brother is an *amiable* person.'
Amicable (friendly). 'They stopped the discussion and came to an *amicable* settlement.'
18. **Bale** (package of goods). 'I have received four *bales* of cotton.'
Bail (security). 'He was released on *bail*.'
19. **Berth** (a sleeping place in a train). 'He got reservation for a second-class *berth* in the Punjab Mail.'
Birth (coming to life). 'The *birth* of a son in a Hindu family is a great event.'
20. **Bare** (uncovered). 'He walks on *bare* foot.'
Bear (as verb, to carry or to tolerate; as noun, it means a kind of animal). 'The woman *bore* a heavy load on her head.' 'I cannot *bear* your remarks.' 'Last night in the circus, I saw a *bear* riding on a bicycle.'
Beer (a kind of wine). 'People think that *beer* is good for health.'
21. **Beach** (shore). 'The clash of ripples against the *beach* was a graceful sight.'
Beech (a kind of tree). 'There is a line of *beech* trees in front of his mansion.'
22. **Brake** (lever; an instrument to stop a wheel). 'One should not use a bicycle without *brakes*.'
Break (to make apart). 'You cannot *break* this stick.'
23. **Bough** (a branch of a tree). 'Birds sit on the *boughs* of trees in my garden and by their sweet notes fill the air with music.'
Bow (bend). 'Let us *bow* to our motherland.'
24. **Borrow** (to take on loan). 'We should never *borrow* money from others.'
Burrow (a hole in earth). 'Serpents live in *burrows*.'
25. **Baron** (a Norman noble; a landlord). 'During the Middle Ages, all power rested in the hands of rich *barons*.'
Barren (not fertile; unfruitful). 'It is a bleak and *barren* tract of land.'
26. **Bridal** (pertaining to marriage; adjective of 'bride'), 'She brought to her husband's house many *bridal* presents.'
Bridle (reins used to drive a horse). 'It is very difficult to *bridle* a vicious horse.'

NOTES

27. **Calendar** (chart showing the months and days of the year). 'I consult the wall *calendar* almost every day.'
- Calender** (as verb, 'to press or give finishing to a piece of cloth, paper etc.'; as noun, it means 'a roller machine'). '*Calender* my shirt.'
28. **Cannon** (a big gun). 'The sudden roar of *cannons* startled the soldiers.'
- Canon** (a practice that has become as binding as a law through long usage; a rule). 'One should have a thorough knowledge of all the *canons* of literary criticism before one pronounces judgment on any given work of literature.'
29. **Canvas** (a kind of rough cloth). 'My shoes are made of *canvas*.'
- Canvass** (to solicit votes). 'During election days, people are seen busy *canvassing* for their candidates.'
30. **Casual** (accidental or occasional). 'In Secretariat, fifteen days' *casual* leave is granted to every employee.'
- Causal** (relating to cause). 'There is no *causal* connection between the miseries of mankind and the position of stars.'
31. **Cast** (as verb, 'to throw'; as noun, it means 'a list of actors taking part in a play'). '*Cast* off your old shoes.' 'The *cast* includes the names of some very famous actors.'
- Caste** (community). 'He is a Brahmin by *caste*.'
32. **Censer** (a vessel in which incense is burnt in a temple). 'Place the incense into the *censer*.'
- Censor** (an official examiner of play, films, etc.) 'Immoral films must be banned by the *censor*.' 'During war days, all letters were *censored*.'
- Censure** (disapprove; criticize adversely). 'We should pass a vote of censure against the President of our Union.' 'His conduct in the Parliament has been much *censured*.'
33. **Cite** (quote). 'He *cited* many examples from history to prove his argument.'
- Site** (local position). 'Our college building has a good *site*.'
- Sight** (view; scene). 'Wordsworth was a great lover of natural scenes and *sights*.'
34. **Cession** (noun of the verb 'cede' which means 'to yield'). 'India should not have made a *cession* of an inch of its territory for the establishment of Pakistan.'
- Session** (the time when a court or a public body sits). 'Half of the *session* is over and no work has been done in my college.'
35. **Check** (1. prevent 2. test). 'I cannot *check* him from drinking.' 'He *checked* the railway line and found it satisfactory.'
- Cheque** (a written order for money to a bank). 'He gave me a bearer *cheque* for ₹ 5000.'

36. **Chord** (a string of a musical instrument). 'His violin has fine chords.'
Cord (a thin rope). 'Join these *cords* in a knot.'
37. **Career** (profession). 'Mr. J. L. Nehru did not achieve any great success in his legal *career*.'
Carrier (one who carries). 'Modern cinema-films are the *carriers* of corruption.'
38. **Coarse** (rough). 'It is a very *coarse* cloth.'
Course (1. way, line of action 2. each of successive divisions of meal especially soup, fish, goint and so on). 'I have not yet decided which *course* of life I should adopt.' 'The dinner consisted of twelve *courses*.'
39. **Collision** (clashing; dashing together). 'In a *collision* between a tram-car and a bus, four persons were killed and twenty seriously injured.'
Collusion (secret agreement for an evil purpose). 'The thief was in *collusion* with the servant of the house.'
40. **Corpse** (dead body). 'The *corpse* was covered with wreaths.'
Corps (pronounced as 'kore'; a body of troops). 'National Cadet *Corps* is very useful for young boys and girls.'
41. **Coma** (state of senselessness). 'The patient was in a *coma* for two hours.'
Comma (a mark of punctuation). 'A good writer is always very careful about the use of *commas*.'
42. **Complacent** (over-pleased). 'The Indian villagers are uncritically *complacent* in their outlook.'
Complaisant (polite; obliging). 'Kishore is a boy of very *complaisant* nature.'
43. **Complement** (that which completes). 'Contentment is *complementary* to happiness.'
Compliment (salute; regards). 'Pay my best *compliments* to your brother.'
44. **Conscious** (aware). 'He is not *conscious* of his weakness.'
Conscientious (honest; careful; scrupulous). 'My new servant is very dutiful and *conscientious*.' 'Pope is a very *conscientious* artist in the use of blank verse.'
Consensus (agreement of opinion). 'There is a wide *consensus* of opinion in our country that Hindi should become our national language.'
45. **Council** (an assembly). 'This bill was passed four years ago 'in the legislative *council*.'
Counsel (advice). 'Bacon's essays are *counsels* for civil and moral.'
46. **Credible** (believable). 'What you say is hardly *credible*.'
Creditable (worthy of praise). 'His performance of Alexander's role was really very *creditable*.'

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47. **Cymbal** (a kind of musical instrument). 'I like the sound of *cymbals*.'
Symbol (one thing which is employed to represent another). 'King is the *symbol* of national honour.'
48. **Cell** (a small cavity or a room under the ground). 'The thief hid himself in the *cell*.'
Sell (dispose of; give for a price). 'They *sell* novels.'
49. **Cease** (stop; discontinue). 'He has *ceased* to be the Principal of our college.'
Seize (catch; hold tightly). 'We should *seize* the opportunity as soon as it comes.'
Siege (state of being surrounded). 'The castle was *sieged* by the enemy.'
50. **Current** (a stream). 'The rapid *current* of the flooded river washed away everything that came in its way.'
Currant (dried grapes). 'He is very fond of *currants*.'
51. **Capital** (1. centre of administration 2. money invested in a business). 'Cairo is the *capital* of Egypt.' 'It is a matter of *capital* importance.'
Capitol (Roman Temple of Jupiter on Tarpeian Hill, U.S. Congress house.) 'The U.S. Congress meets in the *capitol*.'
52. **Defy** (challenge). 'You cannot *defy* authority.'
Deify (to worship as a god). 'Mahatma Gandhi is *deified* by Indians.'
53. **Desert** (as noun, a waste tract of land; as verb, to forsake). 'The Sahara is the largest *desert* in the world.' 'His friends *deserted* him in adversity.'
Deserts (what one deserves). 'He was rebuked by his officer and he just got his *deserts*.'
Dessert (fruit served after dinner). 'The *dessert* course in the dinner was liked by all.'
54. **Decry** (disparage of cry down). 'The foreign policy of Indian government is much *decried*.'
Descry (discover; see dimly). 'Across the waste land, we could *descry* a palm tree dimly outlined against the horizon.'
55. **Deduce** (infer: draw conclusion). 'You may *deduce* whatever conclusions you like from what I have said.'
Deduct (take something). 'A sum of ₹ 400 was *deducted* from his salary.'
56. **Deference** (respect). 'I have always shown him high *deference*.'
Difference (dissimilarity). 'It does not make any *difference* if you stay at my house.'
57. **Descent** (1. coming down 2. derivation). 'The hill has a steep *descent*.'
'The Rajputs trace their *descent* to the royal families of the Ramayan.'
Dissent (as verb, 'to differ'; as noun, 'disagreement'). 'He did not register his *dissent* to the proposal.'

58. **Device** (noun, a plan). 'He used all *devices* to defeat me.'
Devise (verb, to plan). 'He *devised* many plans but all of them came to nothings.'
59. **Disease** (malady or illness). 'It is an incurable *disease*.'
Decease (death). 'Owing to the sudden *decease* of his father, he had to give up his studies.'
60. **Dye** (as verb, 'to colour'; as noun, 'colour'). '*Dye* my shirt in blue.'
Die (expire). 'He *died* last night.'
61. **Duel** (a fight between two). 'Orlando defeated Charles in the *duel*.'
Dual (double). 'I hate those who follow a *dual* policy.'
62. **Dose** (the quantity of medicine taken, at a time) 'I have taken four *doses* of this mixture.'
Doze (sleep). 'Let him sleep, he is *dozing*.'
63. **Draught** (the quantity of liquid drunk at a time). 'The patient wanted a *draught* of water.'
Drought (want of rain). 'India suffered from a severe *drought* in 1938.'
64. **Dam** (a barrier for checking the downward flow for water). 'The building of *dams* is an important part of the Five-Year Plans.'
Damn (condemn). 'His habits are *damned* by all.'
65. **Eminent** (distinguished). 'Nirala is an *eminent* poet of Hindi.'
Imminent (impending; approaching). 'He is in *imminent* danger of losing his job.'
66. **Eligible** (fit to be chosen). 'Only graduates are *eligible* for this post.'
Illegible (indistinct; that which cannot be read). 'He writes an *illegible* hand.'
67. **Elusive** (baffling; escaping from grasp). 'Shelley's language is often *elusive*.'
Illusive (deceptive). 'Mirage is an *illusive* spot of sunlight seen in the deserts.'
68. **Eruption** (bursting out). 'Some years ago, there was a volcanic *eruption* in Japan.'
Irruption (sudden invasion). 'The *irruption* of the Huns destroyed the glory of the Roman Empire.'
69. **Emerge** (to come out suddenly). 'All evils *emerge* from idleness.'
Immerge (to plunge into). 'He is *immersed* in philosophic thoughts.'
70. **Faint** (as verb, 'to swoon'; as adjective, 'indistinct'). 'He *fainted* and fell on the ground.' 'I heard a *faint* murmur.'
Feint (pretension). 'He made a *feint* of doing it, but I know he was not sincere.'
71. **Fain** (gladly). 'I would *fain* see my friend again.'
Feign (pretend). 'When his wife scolds him too much, he thinks it is better to *feign* deafness.'

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72. **Fair** (1. fine 2. passage 3. a show). 'It is a *fair* article.' 'I think you will use only *fair* means.' 'Let us go to the *fair*.'
- Fare** (1. food 2. passage money). 'Those who work hard enjoy their *fare* most.' 'What is the *fare* for a railway journey from Agra to Calcutta?'
73. **Feat** (an exploit). 'The wrestler showed several *feats* of strength.'
- Feet** (the plural of foot). 'Place your *feet* upon the stool.'
74. **Forego** (go before). 'This point has been referred in the *foregone* paragraph.'
- Forgo** (abstain from). 'We should *forgo* our own pleasures for the welfare of others.'
75. **Fir** (a tree). 'There are many trees of *fir* in Jhansi.'
- Fur** (soft hair of animals). 'Her purse is made of cat's *fur*.'
76. **Felicity** (happiness). 'True *felicity* cannot be enjoyed by a sinner.'
- Facility** (1. ease 2. opportunity). 'With practice and experience, we acquire *facility* in writing English.' 'Our college gives many *facilities* to science students.'
77. **Foul** (dirty; unfair). 'We should never adopt *foul* means even if our object is noble.'
- Fowl** (a bird). 'God gives food to the beasts of the field and the *fowl* of the air.'
78. **Gage** (security; pledge). 'I cannot give any money without *gage*.'
- Gaze** (to look attentively). 'We *gazed* at each other but could not recognize.'
79. **Gamble** (to play for money). '*Gambling* has ruined many rich families.'
- Gambol** (to frisk or dance about). 'Young lambs were *gamboling* in the meadow.'
80. **Gait** (manner of walking). 'She has a graceful *gait*.'
- Gate** (large door). 'Enter through the main *gate*.'
81. **Goal** (aim). 'Our *goal* of life should be the service of others.'
- Gaol** (prison; jail). 'He has been to *gaol* many times.'
82. **Gild** (to apply a thin covering of gold). 'I do not want *gilded* ornaments.'
- Guild** (society of men belonging to a particular profession). 'In the Middle Ages, players and artisans were organized into *guilds*.'
83. **Hail** (1. frozen rain 2. to salute). 'Last night the downpour of *hail* destroyed all the ripe crops.' 'His arrival was *hailed* with delight.'
- Hale** (healthy). 'He is now quite *hale* and hearty.'
84. **Hoard** (to store). 'A miser finds pleasure in nothing but *hoarding* money.'
- Horde** (a gang). 'A *horde* of hill-men attacked the fort.'
85. **Hart** (a male deer). 'He has a beautiful pair of *harts*.'
- Heart** (an organ of the body). 'His words appeal to my *heart*.'

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86. **Ingenious** (clever). 'He is an *ingenious* man always forming clever plans.'
Ingenuous (frank and simple). 'He is so *ingenuous* that he is liked by all.'
87. **Incite** (to provoke to anger). 'His words *incited* me much.'
Insight (a clear perception). 'The poem gives us a thorough *insight* into the character of the poet.'
88. **Indite** (to compose or write). 'The clerk *indited* a letter but it was not approved by the officer.'
Indict (to accuse). 'An *indictment* was brought against Socrates that he corrupted the youth of his country and disbelieved the established gods.'
89. **Jealous** (envious of one's advantages). 'He is a man of *jealous* nature.'
Zealous (enthusiastic). 'He is very *zealous* about his new work.'
90. **Knotty** (difficult). 'It is a *knotty* problem to solve.'
Naughty (mischievous). 'He is a very *naughty* boy.'
91. **Lightening** (making lighter). 'He appealed to the High Court for *lightening* the sentence.'
Lightning (electric discharge or flash in clouds). 'There is *lightning* in the sky.'
92. **Loath** (adjective: unwilling). 'Nothing *loath* he did as he was told.'
Loathe (to dislike greatly). 'I *loathe* his character.'
93. **Loose** (adjective, 'slack' or 'relaxed'). 'Her hair is *loose*.'
Lose (to have no more). 'We should not *lose* our friends.'
94. **Later** (comparative of late, meaning 'more late in time'). 'He came *later* than I.'
Latter (opposed to 'former', meaning second of the two things in their position). 'Of gold and radium, the *latter* is more precious.'
95. **Mead** (meadow). 'I met a lady in the *meads*.'
Meed (reward). 'Shakespeare has received a universal *meed* of praise.'
96. **Metal** (iron, brass, copper, etc.). 'Iron is a kind of *metal*.'
Mettle (the spirit, courage, etc.). 'Show you *mettle* by fighting against your enemies.'
97. **Meter** (or metre, both mean rhythm of verse). 'Do you know in what *meter* Shelley's skylark' is written?'
Metre (a measuring instrument). 'We have a gas *metre* in our house.'
98. **Minor** (1. under age 2. lesser). 'Women and *minors* enjoy special protection of law.' 'It is a question of *minor* importance.'
Miner (one who works in a mine). 'The *miners* of Lancashire are now better off than before.'
99. **Moat** (a ditch surrounding a castle). 'The knight crossed the *moat* by a draw bridge and reached the gate of the castle.'

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- Mote** (a particle of dust). 'Small *motes* cannot be seen without the help of telescope.'
100. **Monetary** (relating to money). 'He is always guided by *monetary* motives.'
- Monitory** (giving or working advice). 'We should not neglect the *monitory* counsels of our good friends.'
101. **Main** (chief). 'Speak on the *main* point.'
- Mane** (long hair on an animal's neck). 'My horse has a fine *mane*.'
102. **Marshal** (a military officer). 'He is a *Marshal* of the court.'
- Martial** (warlike). 'He has *martial* spirits.'
103. **Maize** (Indian corn). 'He likes to eat *maize* cakes.'
- Maze** (labyrinth). 'He has a big house full of *mazes*.'
104. **Oar** (is used for rowing a boat). 'Life without purpose is a boat without an *oar*.'
- Ore** (the mineral from which metal can be extracted). By melting, iron is extracted from *ore*.'
105. **Ordinance** (a rule made by the government). 'During the Non-Cooperation Movement, many *ordinances* were issued by the British government.'
- Ordnance** (a gun). 'There is an *ordnance* factory at Muradnagar.'
106. **Persecute** (to harass or oppress). 'The Pathan money-lenders *persecute* their debtors in a heartless manner.'
- Prosecute** (1. to bring before a court 2. to pursue). 'He was *prosecuted* on a charge of trespass.' 'He *prosecuted* his studies in difficult circumstances.'
107. **Physic** (medicine). 'No *physic* can cure him of his madness.'
- Physique** (bodily health). 'He possesses a sound *physique*.'
108. **Prescribe** (to give directions). 'What medicine has the doctor *prescribed* for you?'
- Proscribe** (to prohibit). 'All party meetings and demonstrations were *proscribed* by the government.'
109. **Practice** (noun). '*Practice* makes a man perfect.'
- Practise** (verb). '*Practise* what you preach.'
110. **Precede** (go before). 'He was *preceded* by his brother.'
- Proceed** (to go on). 'He *proceeded* with his work.'
111. **Pray** (offer prayer to God; entreat). 'He *prays* to God every day.'
- Prey** (hunt and kill: game). 'We should not *prey* upon others' rights.'
112. **Principal** (chief). 'We are expecting a new *Principal* in our college.'
- Principle** (a rule). 'My *principles* of life differ entirely from his.'
113. **Prophecy** (noun: something foretold). 'The *prophecy* of H.G. Well regarding the World War came true.'
- Prophesy** (verb: to foretell). It is *prophesied* that worse is yet to come.'

114. **Proffer** (offer). 'He was *proffered* with many proposals, but he did not agree to any one of them.'
Prefer (like). 'I *prefer* mangoes to grapes.'
115. **Peal** (a loud sound of thunder or bells). 'I heard *peals* of trumpets.'
Peel (to remove the skin). '*Peel* this banana.'
116. **Pair** (two of a thing). 'He has a strong *pair* of lungs.'
Pare (to trim; to part). '*Pare* your finger-nails.'
117. **Plane** (1. level 2. a tree 3. to smoothen). He has a high *plane* of thinking.'
'There is a row of *planes* in front of my house.' '*Plane* your hair with cream.'
Plain (simple; easy). 'Explain this passage in a *plain* language.'
118. **Quite** (altogether). 'It is *quite* impossible to eat an egg without breaking it.'
Quiet (silent). 'He asked me to be *quiet*.'
119. **Rein** (bridle, to drive and control the horse). '*Rein* the horse well otherwise it will throw you off.'
Reign (rule). 'Mankind is longing for a *reign* of liberty, justice and peace.'
120. **Rite** (ceremony). 'Several *rites* are performed at the time of an Indian wedding.'
Write (compose). '*Write* a letter to your father asking him to send you some money.'
121. **Rest** (peace; respite). 'I stand in need of *rest*.'
Wrest (snatch by force). 'He *wrested* his sword from him.'
122. **Roll** (to run over). 'He *rolled* over the log to the river-side.'
Role (part). 'Education plays an important *role* in man's life.'
123. **Route** (course). 'By which *route* will you go to Kolkata?'
Rout (flight). 'The British armies were put to *rout*.'
124. **Rap** (a sharp blow). '*Rap* him on the cheek.'
Wrap (to enclose). 'The bottle was *wrapped* in a piece of paper.'
125. **Raise** (to lift up). 'He *raised* several questions in the meeting.'
Raze (to destroy). 'Evil habits are not easily *razed*.'
126. **Sooth** (truth). '*Sooth* to say, he was a perfect rogue.'
Soothe (to calm; console). 'Slow recitation of short lyrical poems *soothes* our troubled spirits.'
127. **Spacious** (having enough room or space). 'His house contains many *spacious* rooms.'
Specious (outwardly pleasing or attractive). 'By your *specious* arguments, you cannot disprove what is true.'
128. **Stationary** (fixed). 'In Middle Ages, men believed that the earth was *stationary*.'

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- Stationery** (writing material). 'Much *stationery* is wasted in government offices.'
129. **Straight** (opposed to curve). 'This is a *straight* road.'
- Strait** (narrow). '*Strait* is the path and narrow is the way that leads unto truth.'
130. **Sore** (painful). 'I have a *sore* throat.'
- Soar** (to fly high). 'Idealists *soar* in the air.'
131. **Story** (a tale). 'The 'Home-Coming' is a very pathetic *story*.'
- Storey** (floor of a building). 'You will find him in the second *storey*.'
132. **Suit** (1. set of clothes 2. an action in a law-court). 'He has two wolen *suits*'. 'He intends to file a *suit* against his brother.'
- Suite** (1. a retinue 2. a set of rooms). 'The king is attended by a *suite* of servants.' 'This hotel has fifteen *suites*.'
133. **Serge** (a kind of cloth). 'I have two suits made of *serge*.'
- Surge** (move as in waves). 'In moonlit nights, the waves of the ocean *surge* violently.'
134. **Shear** (to clip the wool of sheep). 'The sheep is *shorn*.'
- Sheer** (downright). 'He achieved success by the *sheer* force of his honest labour.'
135. **Team** (a party of players). 'Our college cricket *team* has won the trophy.'
- Teem** (to abound; to be full of). 'India is a land *teeming* with natural resources.'
136. **Toe** (a part of the foot). 'We should not tread upon the *toe* of others.'
- Tow** (a rope: to draw by a rope). 'The boatman *towed* his boat ashore.'
137. **Tenor** (drift; purpose). 'The *tenor* of what he says is that Gandhi was a religious thinker, not a political leader.'
- Tenure** (conditions under which land is held, occupied or used). 'The Zamindari Abolition Act has not fully solved the problem of land *tenure* system in India.'
138. **Umpire** (a referee). 'The players were asked to obey the judgment of the *umpire*.'
- Empire** (dominion). 'After the battle of Kalinga, Asoka gave up all his ambitions of expanding his *empire*.'
139. **Vain** (useless; proud). 'He tried to reform his son, but in *vain*.' 'I dislike this *vain* displays of yours.'
- Vein** (a blood-vessel). 'Tissues and *veins* play an important part in human body.'
140. **Vane** (weather-cock). 'There is a *vane* on the top of the church.'
- Wane** (to decrease). 'These days the moon is *waning*.'
141. **Weracity** (truthfulness). 'Nobody can call in question the *weracity* of his statement.'

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- Voracity** (greediness). 'His *voracity* for money will one day recoil upon him.'
142. **Vale** (valley). 'The *vale* of Kashmir is a treasure of nature beauty.'
Wail (to weep). 'We should not weep and *wail* for those things which we do not possess.'
143. **Wreck** (to destroy). 'The house was *wrecked* by earthquake.'
Wreak (to take revenge). 'He *wreaked* a bitter vengeance upon his enemies.'
144. **Waive** (forgo). 'Take the cash in hand, and *waive* the rest.'
Wave (in seas). '*Waves* strike against the shore in vain.'
145. **Weather** (climate; a state of atmosphere). 'It is a fine *weather*.'
Whether (if). 'I do not know *whether* he will come or not.'
146. **Whither** (to what place; where). 'One day, she left the house of her cruel husband, knowing not *whither*.'
Wither (to decay; to fade away). 'All the roses of my garden have now *withered* away.'
147. **Yolk** (the yellow portion of an egg). 'We should take only the *yolk* and throw away the rest of the egg.'
Yoke (bondage; wooden structure put on a bullock's neck). 'India is now free from the *yoke* of British domination.'
148. **Yarn** (thread). 'Life is a mingled *yarn*, good and ill together.'
Yearn (to long for a thing). 'She *yearns* to see her long-parted son.'

CHECK YOUR PROGRESS

Which of the two words bracketed in the following sentences is correct?

1. When boys are tired, they begin to (*doze, dose*).
2. The scout (*petrol, patrol*) got into train bound for Lucknow.
3. The recent floods have (*rot, wrought*) a great havoc in areas near the Ganges.
4. Wicked persons are not (*illegible, eligible*) for responsible posts.
5. Akbar kept an army of (*spies, spice*) who informed him of minutest details of things happening in his vast (*umpire, empire*).
6. A military (*corps, corpse*) was sent to suppress the rebels.
7. Good persons never (*desert, dessert*) their friends in adversity.
8. We should act according to the (*advice, advise*) of our elders.

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9. The policeman (*seized, seiged*) the thief by the (*choler, collar*) and knocked him down.
10. The carpenter cut off a large (*bough, bow*) of timber.
11. Can you (*cite, site*) an example of a great man who has not loved his mother?
12. Do not (*altar, alter*) the (*course, coarse*) of action once adopted.
13. He is a boy of (*lose, loose*) character.
14. Dr. R. N. Tagore was an (*imminent, eminent*) scholar of this country.
15. The wood-cutter (*hawed, hued*) the branch of a tree in no time.
16. One should (*adapt, adopt*) oneself to all circumstances.
17. The emperor is staying at the royal (*mansion, mention*).
18. The (*site, sight*) of our college building is very fine.
19. All the (*principle, principal*) citizens of Agra were present at the meeting.
20. He said good (*by, bye*) and went away.
21. If you wish to (*commend, command*) learn to obey.
22. The property of the (*deceased, diseased*) rebel was confiscated by the government.
23. A gang of robbers lives near the (*border, boarder*) of the forest.
24. According to some philosophers of India, this world is an (*allusion, illusion*).
25. The plea for a (*bail, bale*) was rejected by the Magistrate.
26. (*Yoke, Yolk*) with milk is a nutritious food.
27. The tiger lives in a (*dens, dense*) forest.
28. The dingy atmosphere of the (*cellar, seller*) does not suit the patient.
29. An expert player should be posted at the (*gaol, goal*) post.
30. A man of (*decent, descent*) birth will never stoop down to (*adapt, adept*) ignoble means to achieve his end.
31. People of (*divers, diverse*) temperaments never agree.
32. The president gave a note of (*descent, dissent*) and all were silent.
33. The thirsty need only a (*drought, draught*) of water.
34. A good man never (*illudes, eludes*) his friends by making false promise.
35. The French (*emigrants, immigrants*) settled in Canada.
36. He was (*prosecuted, persecuted*) for committing nuisance in the market.
37. Poets often (*sore, soar*) at night.
38. A foot-ball (*team, teem*) consists of eleven players.
39. Knowledge (*proceeds, precedes*) from the Goddess of Learning.
40. The tower was struck by (*lightning, lightening*) and fell down.

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41. Kanpur lies on the air (*rout, route*) to Calcutta.
42. (*Voracity, Veracity*) is the essential quality of gentleman.
43. Seditious literature is generally (*proscribed, prescribed*) by the government.
44. Everyone is (*jealous, zealous*) of him.
45. People hate him for he is (*ingenious, ingenuous*).
46. Thieves stole away all the (*hoard, horde*) of gold and silver.
47. The crocodile (*immersed, emmerged*) from the river and (*seized, ceased*) a goat.
48. The better you (*convass, canvas*), the more votes you secure.
49. He was found in (*collusion, collision*) with the plotters,
50. A staunch Hindu does not violate the (*canons, cannons*) of his religion.
51. Our Principal is on (*causal, casual*) leave.
52. He put so much mental exertion into the work that his health was seriously (*affected, effected*).
53. A true patriot has no special regard for any (*cast, caste*) or community.
54. Do or (*dye, die*) should be the motto of every honest worker.
55. Do not (*stare, stair*) at the little girl, otherwise she will be terrified.
56. Aurangzeb (*reined, reigned*) from 1658 to 1707.
57. The fury of the storm (*wrecked, wreaked*) the (vassal, vessel).
58. The sun is (*stationery, stationary*).
59. People of (*martial, marshal*) spirit cannot be kept in bondage.
60. In ancient times, when no decision was arrived at, disputes were settled by (*dual, duel*).
61. The crop will (*whither, wither*) for want of water.
62. Wise persons at once (*device, devise*) plans to get rid of their difficulties.
63. I cannot (*waive, wave*) my claim to the ancestral property.
64. All should have (*deference, difference*) for their elders.
65. Lord Krishna made a (*prophecy, prophesy*) that he would incarnate himself in times of trouble.
66. Persons of niggardly habits (*loath, loathe*) the generous.
67. The government is going to (*levy, levie*) a punitive tax upon the rioters of Delhi.
68. In Africa (*maze, maize*) grows in abundance.
69. Shepherds (*sheer, shear*) sheep in summer.
70. The Red Indians have (*antic, antique*) customs and manners.

NOTES

3.5.2 Homonyms

1. Bank (1. river bank, 2. bank account)
2. Lie (1. to tell a falsehood, 2. to lie on the bed)
3. Fine (1. to pay a monetary penalty, 2. superior quality or skill)
4. Light (1. sunlight, 2. light as a feather)
5. Pound (1. a weight, 2. to forcefully strike)
6. Tip (1. pencil tip, 2. to knock or fall over, 3. a gratuity)
7. Zip (1. to close or open a zipper, 2. to move fast)
8. Play (1. have fun, 2. drama)
9. Watch (1. wristwatch, 2. look at)
10. Bark (1. growl, 2. the outer layer of a tree)
11. Address (1. speak to, 2. details of where somebody lives or works and where letters, etc. can be sent)
12. Band (1. group of musicians; 2. crowd)
13. Bat (1. a baseball/cricket bat/racket; 2. an animal like a mouse with wings that flies and feeds at night)
14. Match (1. game, 2. go with)
15. Mean (1. denote, 2. trivial)
16. Right (1. correct, 2. not left)
17. Ring (1. circle, 2. a piece of jewellery that you wear on your finger)
18. Rose (1. a flower, 2. past simple of rise)
19. Well (1. healthy, 2. a deep hole made in the ground through which water can be removed)
20. Letter (1. Correspondence, 2. any of the set of symbols used to write a language, representing a sound in the language)
21. Wood (1. timber, 2. forest)
22. Ruler (1. leader, 2. rule)
23. Sink (1. basin, 2. go under/down)
24. Tie (1. to make a knot in a piece of string, rope, etc., 2. bond or connection)
25. Wave (1. movement, 2. flood)
26. Duck (1. bend, 2. drop)
27. Foot (1. the lowest part of leg, 2. bottom)
28. Can (1. container, 2. a modal verb)
29. Get up (rise), Get-up (appearance)
30. Reclaim (to win back or away from vice or error), Re-claim (claim again)

CHECK YOUR PROGRESS

Write ten homonyms and make their sentences.

- Example: Fine (penalty): If you don't your fees in time, you will have to pay fine.
Fine (well): You don't look as fine as you did five years ago.

NOTES

SUMMARY

- Homophones are the ones that are alike in pronunciation and sound but different in meaning.
- Homonyms are the ones that have same pronunciation and spelling but different in meaning.

KEY WORDS

homophone: a pair of words having same pronunciation but different spelling and meaning

homonym: a pair of words having same pronunciation and spelling but different in meaning

REVIEW QUESTIONS

1. Write 10 homophones and make sentences.
2. Write 10 homonyms and make sentences.

3.6 APPLICATION (ELEMENT AND STRUCTURE)

Now-a-days, there is cut-throat competition everywhere for any job. A prospective employer could form his first impression about the candidate from his application. So, the application becomes the reflection of the mental status and personality of the candidate. If an application is neatly typed, well framed and mailed in a clean envelope of proper size, it will appeal to the authorities and they will go through it seriously with interest.

Types of application-letter: There are two types of application-letter:

I. Solicited Application: It is written in response to an advertisement made in any newspaper or magazine.

II. Unsolicited Application: It is written at the writer's own initiative.

In both cases, a resume of the writer's own professional record must be enclosed. Such a resume may form part of the letter itself or may be written on a separate sheet.

NOTES

The steps for the structure of application-letter:

1. Writer's own address and date
2. Inside Address
3. Response to the advertisement
4. Salutation
5. The opening paragraph
6. Main paragraph with conclusion
7. Complimentary close and signature
8. Enclosures

Avoid writing in an application: While writing a letter of application there are a number of things which must be avoided:

1. One must never give a personal reason for needing the job. Appointments are usually made on the grounds of ability, suitability, personality, etc., not out of charity.
2. One must not write about from one point to another just as ideas come into one's head. This gives the impression of being disorderly and casual.
3. The letter must be written from the reader's point of view, not from the writer's; information essential to the prospective employer must be set out clearly and anything irrelevant is to be omitted.
4. On the other hand, it is tactless to make demands and stipulate conditions when asking for favour.
5. Above all, one must not criticise one's present or former employer, even when he is a competitor of the one to whom application is being made. Employers inevitably tend to sympathise with other employers.

EXAMPLES OF APPLICATION

1. Application for a post of Translator / Interpreter

To
The Advertiser
Box-C-221
Times of India
New Delhi.
Sir,

Sub: Application the post of Translator/Interpreter.

I would like to apply for the post of translator/interpreter in your institute which was advertised in Sunday edition, *i.e.* on 21.04.20××.

You will find a full account of my career and qualifications in the attached resume sheet. The copies of all the certificates and testimonials are enclosed here with. I am bilingual in those languages and I also speak Punjabi and English fluently. I have had considerable experience of an interpreter.

If you feel that my qualifications fulfil your requirements, I shall be pleased to come for an interview.

Thanks

Yours faithfully,

XYZ

2. Application for the job of a Medical Representative

From

275, Chandani Chowk

New Delhi.

12th May, 20××

To

The Manager HR

Lambda Pharmeceutics Pvt. Ltd.

Ahemdabad

Gujarat.

Dear Sir,

Sub: Application for the job of a Medical Representative

With reference to your advertisement published in ‘Times of India’, New Delhi on 5th May, 20××, I wish to place my candidature for the above mentioned post.

I am a Science Graduate with PCB as my optional group. My school and college education has been completed from Gwalior. I am a throughout first-class holder. During the entire 3 years of my college career, I have been the member of Students Union in different capacities. While working in these capacities, I had ample opportunities to visit the persons of high esteem for obtaining advertisements for the college magazine and organising activities for students.

I am 23 years of age, unmarried and am blessed with sound physique. I have enclosed the copies of mark sheets and testimonials along with this application. I hope my qualification will suit your advertisement.

Awaiting for the response for interview soon.

Yours faithfully,

Ravi Gupta.

3. Suppose you have attained B.E degree in Computer Science with distinction and a position in the university this year. Write an application to the Chairman, Defence Research and Development Organisation, Delhi for the post of a Scientist.

Ans.

28 HIG Ashoka Garden

Govindpura, Bhopal.

21 December, 20××

*One Word Substitution,
Idioms and Phrases,
Homonyms and
Homophones and...*

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To,
The Chairman
Defence Research and Development Organisation
New Delhi.

Dear Sir,

Sub: Job-application for the post of a Scientist.

Kindly refer to your advertisement No.04/201 dated 15 December, 20×× in Times of India, Delhi for the post of Scientist, I wish to apply for the same.

I have completed my B.E in Computer Science with distinction and got first position in the university. I have keen interest in the research works. I shall be very fortunate if I am selected as a Scientist in your prestigious organisation as it will fulfil my cherished dream of pursuing research at one of the best research centres in India.

My detailed resume is enclosed herewith for your kind perusal. I shall be eagerly looking forward to hearing from you.

Yours sincerely,

(Signature)

Rimjhim Gupta

Enclosure: Resume

RESUME

Objective: To be a successful researcher through its dynamic working

Availability: Immediately

Present Status: Appearing in Research Entrance exams of different institutions

Education Qualification: GATE cleared 2012 with 98 percentile

- M.Tech, IIT Delhi in 2012 with 88% / I division
- B.Tech, IIT Delhi in 2010 with 85% / I division
- Intermediate, D.A.V College, Indore in 2006 with 89% I division
- High School, D.A.V College, Indore in 2004 with 88% I division

Academic Achievements:

- Third Position in the state level merit in Intermediate
- Second Position in the state level merit in High School

Extra Curricular Activity:

- Paper published in technical journal in 2011
- Attended a National Seminar in Computer Science at IIT, Bombay in 2010
- Won III prize in Technical Project organised at IIT, Pawai in 2009
- Won II prize at All India Level Debate Competition in 2008

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References:

- I. Prof. R.K. Shukla
HOD Computer Science Dept.
IIT, Delhi.
- II. Mr. K.K. Chowdhary
Bank Manager
SBI, Rajori Garden
New Delhi.

Personal Details:

D.O.B: 11 April, 1991
Father's Name: Mr. Shashank Gupta
Address: 28, H.I.G Ashoka Garden, Govindpura, Bhopal
Contact: 0755-4662340
Email ID: rimjhimgupta23@gmail.com

Signature
Rimjhim

4. **Prof. Gupta has asked you whether you would be interested in the post of an Electronic Engineer in a reputed company. Draft a letter of thanks to Prof. Gupta for the post of the Electronic Engineer. Attach the resume in a separate sheet.**

Ans.

To
The Managing Director
LG Electronics
Malanpur, Bhind
29th Dec., 20xx
Respected Sir

Sub: Application for the post of an Electronics Engineer

First of all let me thank you for the suggestion of applying for the post of Electronic Engineer as I am an M.E in Electronic and Communication.

With reference to your advertisement no-LG/2052/14, published in Hindustan Times of dated 15 December, 2014, I am placing my application for the above mentioned post. I have working experience of this post of three years.

If you provide me a chance to serve, I will leave no stone unturned during my services in your Organisation.

Thanks
Yours faithfully
XYZ

Enclosure: Resume

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CHECK YOUR PROGRESS

1. Draft an application for the post of an Accountant in Pioneers (Pvt.) Ltd. Co. Hyderabad in response to their advertisement that appeared in 'The Times of India' dated 1st August, 20xx. Prepare a biodata to be enclosed. You are Nipum/Aparna.
2. You are Ankit/Amrita staying at 4, Pycrofts Road, Chennai. You have come across an advertisement in 'The Times of India' for the recruitment of a Computer Engineer Trainees by Shivam Software. Apply in response to this advertisement, giving your detailed bio-data (curriculum vitae). Invent all necessary details.
3. Read the advertisement given below and write a letter applying for the job. Also give your detailed resume to be sent along with the letter. You are Praveen Kumar of 95, HAL Colony, Bangaluru.

SITUATIONS VACANT

Wanted Post Graduate Teacher in English to teach Senior Secondary Classes in a reputed school in Bangalore. Candidate should have a minimum of three years teaching experience. Apply to Box No. 178, C/O 'The Deccan Herald', Bengaluru 500 015.

4. You see a classified advertisement in the newspaper inviting applications for the post of a Sales Executive in a reputed bank. Write a letter with bio-data in about 120-150 words to the HR Manager, HABC Bank, Lajpat Nagar, New Delhi, applying for the post advertised. You are Avani/Aviral of 120, Kirti Nagar, Delhi.
5. Bal Vidya Public School, Bhilai, urgently requires a post-graduate Teacher to teach Political Science for which they have placed an advertisement in 'The Bhilai Express'. You are Sanjay/Sanjana Sharma from 21, Vasant Marg, Bhilai. Draft a letter including a CV, applying for the advertised post. (120-150 words)

SUMMARY

1. An application is a kind of a formal letter written to submit a specific request to a person of position.
2. The tone of such letters is formal but polite.
3. An application neatly typed, well framed and mailed in a clean envelope of proper size, will appeal to the authorities and they shall go through it seriously with interest.

KEY WORDS

application: a kind of a formal letter

element: one of several parts that something contains

structure: a particular arrangement of parts

REVIEW QUESTION

It is digital era yet we feel the need to write parts of an application. Why?

*One Word Substitution,
Idioms and Phrases,
Homonyms and
Homophones and...*

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4

PARAGRAPH, WRITING PARAGRAPH ON A STORY, LETTERS (FORMAL AND INFORMAL), AND ESSAY WRITING

STRUCTURE

- 4.1 Objectives
- 4.2 Introduction
- 4.3 Paragraph
 - 4.3.1. Salient Features of a Paragraph
 - 4.3.2. How to Write a Paragraph
 - 4.3.3. Tips for Paragraph-writing
 - *Summary*
 - *Key Words*
 - *Review Questions*
- 4.4 Writing Paragraph on a Story
 - 4.4.1. How to Come up with Ideas
 - 4.4.2. Creating the Main and Other Characters
 - 4.4.3. Planning the Plot
 - 4.4.4. Conflict or Problem in the Story
 - 4.4.5. Tips for Writing a Good Story
 - 4.4.6. Developing a Story on Hints Provided
 - *Summary*
 - *Key Words*
 - *Review Questions*
- 4.5 Letters (Formal and Informal)
 - 4.5.1. Kinds of Letters
 - 4.5.2. Formal Letters—Structure

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- *Summary*
- *Key Words*
- *Review Questions*

4.6 Essay Writing

- 4.6.1. Some Characteristics of an Essay
- 4.6.2. Hints on Writing an Essay
- 4.6.3. How to Begin an Essay
- 4.6.4. How to Conclude an Essay

- *Summary*
- *Key Words*
- *Review Questions*

4.1 OBJECTIVES

After reading this unit, students will be able to:

- know what a paragraph is,
- write a paragraph on a story,
- learn about formal and informal letters, and
- write essays.

4.2 INTRODUCTION

Paragraph:

Writing a paragraph on a story:

Writing a paragraph on the given outline is an art. It means writing a good story.

Letter (Formal and Informal):

Letters are of two types: formal and informal. Formal letters are writing to the authorities while informal letters and written to relatives.

Essay Writing:

The word 'essay' literally means 'an attempt'; it is a piece of composition on any subject, usually in prose. A good essay is an artistic composition and is the result of a conscious effort to produce a unified, coherent, balanced, proportionate, and consistent piece of writing.

As a first step in the ambitious art of writing good essays, it is better to attempt short descriptions of everyday activities or places and persons we know, or personal experiences; the writing of short descriptions will give us the necessary training in clarity of expression and logical arrangement of facts, qualities which are essential in any piece of composition.

The smallest unit of prose composition is the paragraph. A paragraph may be defined as a group of sentences relating to a single topic, or developing

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a single central idea. Letters, essays, stories, chapters in books, etc., are divided into paragraphs on this basis.

A paragraph may be long or short—sometimes as long as a page or more, and sometimes as short as a sentence or two. But students are advised to avoid these extremes and to see that a paragraph is just as long or as short as is necessary for the development of the particular point it deals with. Variation in the length of paragraphs is necessary and desirable, like variation in the length of the sentences that compose them. A short paragraph after a long one will afford variety and relief to the eye as well as to the mind.

4.3 PARAGRAPH

A paragraph is a group of sentences that, in totality, introduces, develops and sums up an idea.

A paragraph consists of a topic sentence, a few supporting sentences and a concluding sentence.

4.3.1. Salient Features of a Paragraph

Before you actually begin to write, you should have a clear understanding of the subject at hand. Remember, just as a sentence deals with one thought, a paragraph deals with one topic or idea.

First, write down the main idea or topic. It can be a single word, more than one word, or a short phrase. Build on the words or short phrase to come up with additional ideas that support the main idea. You may change the order of the points or supporting ideas according to their occurrence or importance when you actually begin to write your paragraph.

4.3.2. How to Write a Paragraph?

It is very important that while writing you do not repeat your ideas. Hence, you have to introduce many more points to support the main idea of your paragraph.

However, the basic structure remains the same.

The Topic Sentence: It is the first sentence of the paragraph that introduces the topic. In a way, it conveys the overall theme of the paragraph. This sentence is very important as it introduces to the reader the subject matter of the paragraph.

The Supporting Sentences: These sentences are used to support the main idea stated in the topic sentence. These sentences are used to elaborate what the topic sentence says in brief. They give more information about the main idea through examples.

The Concluding Sentence: This is usually the last sentence of your paragraph that sums up what the topic sentence and the supporting details talk about. This sentence is used to tie up all the loose ends and give a logical end to your paragraph.

Let us take up a topic, for example, ‘**Sending Cards**’, and jot down the ideas, as they occur, randomly.

- Especially sent on certain occasions
- Different kinds of cards available
- Most popular occasions
- Miscellaneous cards
- E-cards are popular now
- Hand-painted cards are treasured
- Cards can cheer up

Now expand the ideas into complete sentences. You can change the order if need be.

Sending Cards

All over the world, people send cards to one another on special occasions. There are many kinds of cards available in stores for every occasion. However, birthday cards are the most popular ones. Other than occasion cards, there are also miscellaneous cards like get well soon cards, thank you cards, congratulation cards, etc. However, these days, e-cards have become very popular with the advent of the Internet. Most e-cards are available free on some sites. These days, very few people take the pains to send hand-painted cards. Nevertheless, a hand-painted card not only brings a smile but is also treasured by the receiver as it shows the effort the sender has taken to cheer him/her up. Any kind of card with beautiful words written inside is a wonderful way of greeting someone.

Some Extended Paragraphs

Now, observe the following examples. See how you can begin your paragraph using words/ideas and then expand or build on these to come up with effective sentences that will form the paragraph. Then write the paragraph.

1. Skiing

Words You Know

- ✓ Done on snow
- ✓ Famous skiing grounds in India
- ✓ Skiing instructors
- ✓ Winter season
- ✓ Skiing competitions

Expanding

- Skiing is an exhilarating sport practised on snow.
- However, skiing can be done only during the winter season when the layer of ice is thick in mountainous regions.
- Gulmarg and Auli are the most famous skiing grounds in India.
- Skiing competitions are held there during the winter months.
- Even if you are a beginner, you can find a skiing instructor who can train you.

2. Best Holiday Destination

Words You Know

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- ✓ Goa — best place
- ✓ Blue waters and balmy beaches
- ✓ Fine restaurants
- ✓ Sunny and warm
- ✓ Water sports

Expanding

- Goa is the perfect place for a vacation.
- It is always sunny and warm.
- The deep blue sea and the balmy beaches are beautiful.
- People can avail themselves of various water sporting activities like: speed boats, para sailing, water scooters, etc.
- It has many fine restaurants where you can gorge on a variety of dishes, origins of which can be traced to various parts of the world.

3. Aeroplanes and the Modern Day

Words You Know

- ✓ Aeroplanes changed human lives
- ✓ Travelling is much faster
- ✓ You can travel to distant places
- ✓ Delivery of goods has improved
- ✓ The world seems smaller

Expanding

- Aeroplanes are a boon to the modern man as they have made travelling much faster and easier.
- Aeroplanes have made distant places accessible.
- Now, delivering goods to remote corners of the world is not a problem as cargo planes ensure smooth and hassle-free delivery.
- Because of aeroplanes, the world has shrunk and distance no longer matters.

Some More Paragraphs

- 1. Importance of Fruits and Vegetables in Our Daily Diet:** Vegetables and fruits are an important part of a healthy diet. Fruits and vegetables are packed with vitamins and minerals that help to keep our body functioning smoothly. They give us the energy and strength to lead a healthy and active life. In addition, they have lots of fibre to help our digestive system work properly. Finally, it has been scientifically proven that the nutrients in fruits and vegetables can help fight diseases. If we take a diet rich in fruits and vegetables, we'll be on the road to better health.
- 2. Sense of Humour:** Laughter is an expression of joy and happiness. Man alone, among countless creatures of God, has the capacity to laugh. Life, indeed, would have been very dreary without humour and laughter. The ability to laugh relieves man of stress, and enables him to see the brighter

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side of life. A man with a good sense of humour is welcomed at every gathering—he often enlivens a dull conversation with his sparkling wit and jokes. Humour in many ways helps people not to lose their temper. It helps maintain mental equilibrium even, as it helps attract friends. A man devoid of a sense of humour always remains tense and unhappy. He is unable to see the lighter side of life. Hence, humour has great practical value in an individual's life.

3. The Art of Conversation: The manner in which a man speaks and communicates his ideas sets him apart from the rest. The art of conversation is one of the most distinctive features of human personality. It is aptly said that a man reveals himself through his conversation. A man, who has mastered this art, can make a great impact on people. He can enliven a social gathering with his wit and gain popularity among friends and colleagues. We may strive for perfection in the art of dressing well but tend to be rather sloppy when it comes to developing the ability to converse well. A person, who speaks well, stands out in a crowd. He makes his presence felt. He exudes confidence and poise. The ability to speak well is undoubtedly an art and like all other art forms, it can be acquired with practice.

4. Time Is Money: Life is a journey travelled on the highway of time. Therefore, time is precious. Every moment in life should be properly utilised, as time, once lost, can never be recovered. And there is no way to stop the hands of time from ticking. Hence, right from childhood one should learn to appreciate the value of time. Just as one should learn to make the best use of money, one should learn to make the best use of time too. It has been rightly said, 'Time and tide wait for none.' People, who realise the value of time, believe in action rather than procrastination. They use it to acquire knowledge and various useful skills.

4.3.3 Tips for Paragraph-writing

- Before you start writing your paragraph, jot down points that are related to the subject matter at hand.
- The topic sentence is the introductory statement of your paragraph as it introduces the main idea. Keep in mind, that the readers will greatly rely on what it says to decide if the paragraph is worth reading or not.
- Develop the main idea with the help of relevant details, examples, etc.
- Do not write unrelated sentences. One idea should lead to the other.
- Try to come up with a concluding sentence that is thought provoking or appealing so that it lingers on in the reader's memory.
- Every sentence in the paragraph must be closely related to the main idea or topic. Do not write sentences which are not in any way related to the topic.
- Ensure that the structure of your detailed sentences is such that there is no logical gap in the sequence of thoughts or development of the main idea.

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- To come up with a good paragraph, it is advisable to introduce variety. It is very important to avoid monotony while writing a paragraph. Do not repeat the same ideas.
- Remember to write complete sentences.
- Read all that you have written again, and if need be, change the order of the sentences.
- Once you have completed your paragraph, revise for spelling, punctuation and grammatical errors.

CHECK YOUR PROGRESS

A. Write a paragraph on each of the following topics. Pointers have been given for each topic.

1. Conservation of Natural Resources

Pointers:

- Several ways to conserve natural resources
- Turn off lights and other appliances when not in use
- Use lights that consume less power
- Drive less—adopt car pooling instead
- Make a habit of walking short distances
- Use recycled items
- Don't waste water
- Use waste water for watering your plants
- Each of us should do our bit

2. Knowledge Is Power

Pointers:

- Man is a social animal who can think
- Despite being physically weak, he rules over all other animals
- Man has knowledge which makes him powerful
- Even among men, the ignorant bows before the knowledgeable
- Philosophers, scientists, religious leaders, etc. have great influence over others
- Thus, knowledge is power
- However, knowledge cannot control the natural processes

3. The Importance of Hobbies

Pointers:

- Hobbies are one's favourite pastime

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- Different types of hobbies
- Have an important role in developing one's personality
- It is beneficial to develop career-oriented hobbies
- Some common hobbies—painting, music, software development, graphic designing, etc.
- The old and the young derive pleasure from pursuing hobbies
- Creative satisfaction as well as a sense of relaxation

4. Our Cultural Heritage

Pointers:

- A rich and unique cultural heritage
- Religious tolerance is an important aspect of our cultural heritage
- Unique works of sculpture, painting and architecture
- There are negative aspects to our culture too
- Western culture should not be followed blindly
- Preserve what is good and discard what is bad

5. Patriotism

Pointers:

- It is more than a mere sentiment
- Inspires people to do noble deeds
- A social reformer, an ideal statesman, sportsman, etc., are all patriots
- A patriot does a country proud
- In turn, patriots rejoice in the glory of their country
- It is a positive as well as strong force that binds the people of one nation together

6. Corporal Punishment in Schools

Pointers:

- Corporal punishment means 'physical punishment' or torture of any kind that affects the human body adversely
- It could involve beating, thrashing or even whipping
- Corporal punishment affects a student psychologically and may disturb him/her mentally for a very long period of time
- It may impair a child physically for his whole life
- In India, corporal punishment persists as a common feature in many schools
- Several incidents of physical assault have been reported in newspapers
- Discipline is a must for students but it should never be enforced through corporal punishment

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- The teacher should deal with his/her students patiently, advising and guiding them in every sphere of life
- Students obey and respect those teachers who love, and take care of, them

7. Science—A Blessing or a Curse?

Pointers:

- Science has revolutionised human existence
- Electricity is one of the greatest wonders of science
- The fast modes of transport and communication have changed the world into a global village
- Science is a help in the agricultural field also
- We have scores of meteorological satellites in space
- Science has enabled man to diagnose and treat many dangerous diseases
- Information technology and computers have revolutionised our lifestyles
- Science, a blessing, has turned into a curse in many cases
- Weapons are a danger to mankind
- The world is facing the problem of all-round pollution
- Negative effects of television and the Internet can be seen everywhere
- Science should be used for peaceful purposes and positive developments

8. Indian Festivals

Pointers:

- Festivals break the monotony of life
- Indian festivals are of three types—National, Religious and Seasonal
- The national festivals of India include the Republic Day, the Independence Day and the Gandhi Jayanti
- The religious festivals of India include—Durga Pooja, Dussehra, Diwali, Ram Navami, Guru Parav, Chhath, Eid, Buddha Poornima, Mahavira Jayanti, Christmas, Nauroz and other festivals
- The seasonal festivals reflect the human attitude towards nature
- The seasonal festivals include Holi, Baisakhi, Lohri, etc.
- Festivals should be celebrated to promote national integration and communal harmony

9. Child Labour

Pointers:

- Children are looked upon by Indians as gifts of God but a large number of them are forced to do manual labour
- There are millions of child workers in our country
- The root cause of child labour is poverty
- The unskilled child labourers mature into an incompetent labour force which is detrimental to the future of the country
- The Government announced plans to expand the National Child Labour Project across the country during the 12th Five Year Plan
- The need of the hour is to impart vocational and technical education from the primary stage of education itself

B. Write a paragraph on each of the following topics.

1. Keeping a Pet
2. Capital City
3. Teacher's Day
4. Have Modern Gadgets Made Life Simpler?
5. The Rainbow
6. Our National Animal
7. Look before You Leap

SUMMARY

A paragraph is a group of sentences that, in totality, introduces, develops and sums up an idea.

KEY WORDS

paragraph: a collection of sentences put together

KEY WORDS

1. Write a paragraph of your choice. Write the pointers, and expand them properly.
2. Write a paragraph of your choice, using the tips for paragraph writing.

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4.4 WRITING PARAGRAPH ON STORY

Writing a paragraph on a story is an art, which can be perfected only with practice. To do so, one must have the whole plot clear in one's mind. Or else, one is likely to repeat or omit items, or for that matter, dwell on unimportant details and fail to emphasise the important ones. Writing paragraph on a story is actually writing a good story.

4.4.1. How to Come up with Ideas?

You can combine several ideas and use them to form the foundation or the skeletal structure for a completely original story! Amazing things are happening all around you. Cultivate a habit of jotting down interesting, remarkable or intriguing occurrences. Read more to improve your vocabulary and writing skills. Reading a storybook is one of the most pleasurable and enriching activities.

4.4.2. Creating the Main and Other Characters

Your main character may be commonplace—a school student, a bellboy, or a wrestler. It may also be a dog, a tiger or an alien from outer space. Spell out the strengths and weaknesses of your main character. Such details make a character come alive. You may include secondary characters such as mentors that help the main character; a good friend or an ally who assists him or her in solving the problem at hand; jokers who will lighten things up; and villains who constrain the main character from reaching his or her goal or resolving the problem.

4.4.3. Planning the Plot

The plot is the sequence of events around which the pursuits of the main as well as the other characters in your story revolve. Plan the setting of your story well. Start by mentioning the day and time, and gradually unfold the sequence of events. This would set the tone of your story. Introduce your main character and hint at the problem it is slated to encounter. And then, get the action rolling to build the climax of the story. Tie up the loose ends in addition to giving an interesting twist to the story without losing continuity. The ending of any story, however short, is very crucial. Sometimes, you may need to write the ending of the story more than once to get it right.

4.4.4. Conflict or Problem in the Story

Characterisation and conflict make up the foundation of a story. There are different kinds of conflicts that the main character of your story can be made to contend with. It may be 'person versus person' or 'good versus evil'. Conflict can also be an internal and personal fight of the main character to overcome his own weaknesses.

4.4.5. Tips for Writing a Good Story

1. Before beginning to write, form a clear idea about the plot. You must know how the story is going to unfold and ultimately end. If you can start well and end well, your story will certainly be a good one.
2. Adhere to the outline given, i.e. neither omit any point, nor distort the order of the points given in the outline.
3. Connect the points in such a manner as to come up with a coherent composition. Or else, the unity in the story as one whole will be lost.
4. You may insert dialogues wherever possible. They certainly make the story interesting.
5. These dialogues should be short, lively and interesting.
6. Give names to characters. Even animals can have names. These names should be short and interesting.
7. Let your story not be unduly long. Adhere to the word limit, if prescribed.
8. The importance of the conclusion cannot be overlooked. It leaves a lasting impact on the reader.
9. Give a suitable title to the story. You may name it after the main character, object, incident or proverb/quotation.
10. Write the story in the past tense.
11. Use short sentences to write your story. Remember, if you write long winding sentences, the meaning of what you want to convey, might be lost.
12. Do not use slang. We do not write the way we speak.
13. Go through your story. This will help you to refine it. Omit all unnecessary details.
14. Edit the mistakes in punctuation, grammar and spelling.

Stories are written either in the first person; or, as a third person account with or without dialogues.

A. First Person Account

How I Met My Best Friend

The green and yellow fields were a beautiful sight under the azure blue sky. It was an ideal day to play with Lobo, my pet dog, in the fields. The moment I came back from school, I called out, “Lobo!” But he was nowhere to be seen.

Just then, the doorbell rang. I ran and yanked the door open and Lobo jumped up to hug me. Then I saw Tina. How I detested the very sight of this bully from school! I slammed the door shut in her face.

I could hear her saying, “I saw your dog in the park. It looked a little sick so I picked it up and brought it to you.”

When I realised I would have lost Lobo if it were not for Tina, I felt bad and apologised for treating her that way. Soon, Tina and I became the best of friends. These days, we spend Sundays and other holidays with Lobo in the green and yellow fields.

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B. Narrative or Third Person Account

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Narrative

Carol had her home deep in the forest. She and her family lived in a tree house, high up in the air, in this enchanted forest. She was a friendly girl and soon all the creatures of the forest had become her friends.

One day, Carol went for a leisurely afternoon walk with her family. As soon as they crossed an old wooden bridge, they came



to a huge stone castle. The castle was barely visible. It was surrounded by tall trees and thick bushes. Carol's mother walked up to the majestic castle gates and pulled a rope that was hanging by the side. Immediately, the gates of the castle opened and revealed a beautiful rose garden. On the other side of the rose garden, Carol could see ornate windows and imposing wooden doors to the castle.

Strangely, nobody was in sight, so Carol and her family stealthily made their way to the main door. Before they could knock at it, the doors swung open. A huge red-carpeted royal corridor lay before them. As soon as they entered, a beautiful queen appeared and greeted them with a charming smile. The queen took them on a royal tour of the castle. Carol stared at everything wide-eyed. She had never seen anything so majestic.

After the long tour, the queen invited them to a banquet. A sumptuous fare had been laid out on the magnificent dining table. They all heartily feasted on roasted turkey, mouth-watering cakes and scones.

After the royal feast, Carol and her family said their farewells and began their journey home. The moment they reached the castle gates, Carol awoke in her bed with a start, wondering if it was all a dream.

C. Story with Dialogues

A Rascal Is Always a Rascal

Once upon a time, there was a tiger, who grew so old that he could hardly go about hunting. So he thought of a plan.

One fine morning, the tiger stood in a lake holding a blade of holy Kusha grass in one paw and a gold bracelet in the other, and shouted out, "Here you are, ladies and gentlemen! A gold bracelet! Yours for the asking."



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A traveller passing by was allured by the reference to the gold bracelet. He stopped and said to himself, "This looks like a piece of good luck. However, when there is risk involved, one must play it safe. So I'll be wary."

Then the man said to the tiger, "Where is the gold bracelet you speak of?"

The tiger opened its paw and showed the bracelet.

"But how can I trust you?" asked the man, "Given that you are a predator."

The tiger started, "Listen traveller," and went on to say, "I admit, in my youth, I was wicked and killed many cows, goats and human beings. My wife and children died because of my evil deeds. Then I consulted a holy man who advised me to give alms. So, now I take a bath and give away things for the sake of charity. Besides, I've grown old. My teeth and claws have fallen off. So, why do you fear me?"

The traveller was taken in by this clever talk and went into the lake, but got stuck in the deep mud.

When the tiger saw this, he comforted him, "Oh! Don't worry. I'll help you," and slowly waded towards the traveller and seized him.

As he was being dragged out to the bank, the poor man gasped, "Ah! This villain's talk of holiness completely took me in. A rascal is always a rascal. Like a fool I believed him and now I must pay for it."

Soon after, the tiger killed the greedy traveller and ate him up.

D. Story without Dialogues

Unity is Strength

Nazir Hussain had three sons. They often quarrelled among themselves. The family was facing many problems. Nazir Hussain often told them to face the problems unitedly. But they did not listen to him. One day he hit upon a plan. He took a thick stick and asked his sons, one by one, to try to break it. They tried their best, but could not do so. Then he advised them to join hands and try to break it again. It was much easily broken. He then explained to them that if they faced problems unitedly, they would overcome them easily. They then understood the value of unity.

Soon, they became a happy and prosperous family.

4.4.6 Developing a Story on Hints Provided

Sometimes, hints are provided for writing a story. Such hints can be in the form of:

- an outline or a few pointers pertaining to the plot;
- words, phrases, slogans, proverbs, idioms, etc. which need to be included in the story; or

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- the beginning or ending of the story you would be constructing.

More often than not, such an exercise comes with a prescribed word-limit of, say, a hundred and fifty words.

Let us now see some examples.

1. *Write a story based on the given pointers in about 150 words. Also, give a title to your story.*
 - (i) A tiger gets caught in a cage.
 - (ii) A kind traveller releases it.
 - (iii) Tiger pounces on the man.
 - (iv) The man pleads for mercy.
 - (v) Tiger allows him three chances to seek help.
 - (vi) The man pleads with a tree—the tree says men are selfish.
 - (vii) The man seeks the pathway's help—it declines to help, calls people ungrateful.
 - (viii) A jackal comes by, the man calls for help.
 - (ix) The jackal asks the tiger how he had got caught.
 - (x) The tiger enters the cage to show just that and the jackal latches the cage.

Now observe how these pointers can be developed into an interesting story.

The Clever Jackal

Once, a tiger got trapped in a cage. A kind traveller took pity on it and released it. The tiger immediately pounced on the man to kill him. The man pleaded for mercy and was allowed three chances to seek help. First, the man pleaded with a tree which said, "Why should I help a man? I give men so much and they still cut me down." Then, the man called out to the pathway for help. It said, "Men are ungrateful creatures. I show them the way and they, in turn, trample on me."

The man then sought the help of a jackal that was passing by. The jackal asked the tiger, "I wonder how you got trapped in the first place!"

The tiger readily went into the cage to show how. The jackal quickly latched the cage and went off smiling along with the grateful traveller.

2. *Write an interesting story justifying the proverb, 'Slow and Steady Wins the Race'.*

Slow and Steady Wins the Race

Once, a hare who was very proud of his speed was challenged, to a long race, by a tortoise. The hare had been mocking the slow tortoise

NOTES

for days before it became intolerable for the tortoise to bear the humiliation; and so, he mustered up the courage to challenge the hare. They agreed to race from one end of the forest to the other.

The race began the next day with the first ray of the sun. The hare was halfway through within no time. The tortoise was nowhere to be seen. Laughing away arrogantly, the hare lay down under a tree to rest for a while and then he fell asleep. While he slept, the tortoise continued on, slowly but steadily, towards the destination.

The hare woke up with a start to find that evening was drawing to a close. He leapt fast and reached the finishing line to see that the tortoise had already reached there.

He hung his head in shame.

3. *Incorporate the following words and phrases in a folktale, i.e. a grandmother's story.* (At least 100 words)

a monkey on a tree laden with fruits; river; out on the bank; a crocodile; gave fruits; became friends; greedy wife; the monkey's heart; midstream; truth; quickly climbed up the tree

The Monkey and the Crocodile

Once, a monkey lived on a tree laden with fruits by the side of a river. In that river, lived a huge crocodile with his family. He often came out on the bank in search of food. The monkey gave the crocodile lots of fruits from the tree. Gradually, the monkey and the crocodile became friends. The crocodile ate some of the fruits and also took some for his wife. One day, his greedy wife, demanded the monkey's heart. The crocodile agreed, though reluctantly. He invited the monkey to his house for dinner. Carrying the monkey on his back, the crocodile started his journey home. Once they reached midstream, he told the monkey the truth.

The monkey was clever. He said that he had left his heart on the tree. So, the crocodile, with the monkey on his back, returned to the tree. On reaching the bank, the monkey quickly climbed up the tree. He told the crocodile that that was the end of their friendship.

4. The students of class VIII were asked to write one story each. Meena began well but fell short of ideas and was unable to complete her story. *Help her to complete writing the story in about 100 words.*

Once, a wood-cutter was cutting a branch of a tree on the bank of a river. His axe accidentally fell into the river. He began to curse the river. The river god appeared before him ...

NOTES

The Wood-Cutter and the River God

Once, a wood-cutter was cutting a branch of a tree on the bank of a river. His axe accidentally fell into the river. He began to curse the river. The river god appeared before him holding a golden axe.

“Here! Take your axe back,” the river god said.

“No sir, mine was an iron axe,” said the wood-cutter. The river god was so pleased with the man’s honesty that he gave him both the axes—the golden one as well as the wood-cutter’s own.

So, the moral of the story is—Honesty is the best policy.

5. *Given below is an unfinished story. Complete the same in not less than 80 words.*

Once, a stag who came to a river to drink water noticed his own reflection in it.

“What lovely horns I have!” he said with great pride.

But the sight of his thin and ugly legs filled him with hatred. ...

The Foolish Stag

Just then, he saw a pack of hounds approaching. At once, he took to his heels and ran to safety. But as he hid himself in the bushes his horns got entangled into them. The more he tried to free himself, the more his horns got trapped. Soon, the hounds closed in and tore his body into pieces.

As he lay dying, the stag realised that he had been a fool to value beauty over usefulness. His ugly legs could have carried him to safety if his beautiful horns hadn’t got trapped in the bushes.

6. *Given below is the ending of a story that you are required to construct in around 100 words. Also provide a suitable title to the story.*

This was the same lion whom Androcles had helped—he had removed the thorn that had somehow got stuck in its paw while Androcles was spending his days back in the jungle.

Androcles and the Lion

The crowds were tempestuous with excitement to see the fight.

Androcles stood in the arena waiting for imminent death in the shape of a fierce lion.

As the lion came roaring out of its confines, the spectators went wild and Androcles’s heart hammered against his chest. But lo! The lion,

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instead of pouncing at Androcles, crouched at his feet and began licking him fondly. And Androcles, overcome with happiness, threw his arms round its neck. Wide-eyed in amazement, like everyone else witnessing the scene, the king announced Androcles a free man for the lion had demonstrated Androcles's power over itself.

This was the same lion whom Androcles had helped—he had removed the thorn that had somehow got stuck in its paw—while Androcles was spending his days back in the jungle.

CHECK YOUR PROGRESS

1. *You are on a holiday by the sea-side when suddenly the sea seems to heave and swell. The waves begin to appear more like huge walls. It was the fearsome Tsunami.*

Write a heartrending story of the initial shock followed by the struggle for survival. Recount the devastation caused. (Not less than 100 words)

Brainstorming:

- How was it that you were by the sea-side?
 - Recreate the setting and the characters around you.
 - What were the things first sighted by you?
 - Recount the struggle to stay afloat.
 - Try to give an interesting end to your story.
2. *Write a dialogue-based story between a cat and a mouse. The mouse is trying to explain why the cat shouldn't eat it. Try to come up with a humorous story in not less than 100 words.*
 3. *One day, while returning home from office your pocket was picked by a thief; you ran after the thief and then a chain of events followed which were completely bizarre. It is meant to be a thrilling experience, so include anecdotes wherever befitting. (100 words or more)*
 4. *Write a first person account in not less than 100 words, of an incident where a fire broke out. Incorporate the given words and phrases in your narrative.*

a car; scorching heat of the sun; traffic snarl; charred; cell phone; hospital; ambulance

5. *Construct a story that would justify the proverb—'As you sow, so you reap'. (100 words)*

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6. *Relate a story for which the beginning has been provided below. (100 words)*

The rains came splattering on the windowpanes. He looked up....

7. *Weave a story, in about 80 words, using the outline provided.*

a hungry fox—a crow with a piece of bread in its beak—the fox flatters the crow—the crow begins to sing—the fox grabs the piece of bread

8. *Relate a story with the ending as suggested below. (100 words)*

.... And they became the best of friends from that day on.

9. *Given below is the outline of a story. Complete the story in about 100 words.*

Robert Bruce—defeated—finds himself in a hopeless situation—tempted to give up the struggle—chances upon a spider—observes how the spider keeps trying to reach its web—nine times it fails to climb up the thread—succeeds in the tenth attempt—Robert Bruce gets inspired—he tries again and succeeds—reclaims his kingdom

10. *Write a story, in about 100 words, using the following outline.*

an old farmer had four sons—the sons were lazy—the farmer got worried about them—on his death-bed, summons his sons—tells them a treasure lies buried in the long-neglected fields—the old man dies—the sons go to the fields looking for the treasure—dig hard—rains fall—they sow the seeds—reap a good harvest—they discover the real treasure.

11. *Given below is the story of a king and his three daughters. Complete the following story using suitable words.*

an old king decides to step down from the throne and divide his kingdom equally among his three daughters. But before that, he puts _____ through a test, asking _____ tell him _____ they loved him. The _____ daughters tell him _____ more than their life. However, the third daughter—according to her duty as a daughter, _____ nor less, and _____ flatter him. The king _____ and disowns her. He _____ kingdom equally _____ daughters. After some _____ goes to live _____ eldest _____.

NOTES

She _____ badly _____
leave her palace. The disheartened _____
second daughter who _____. Left with
nothing, _____ jungle. He is unable to believe
_____ betrayed him. Out of _____
grief, he goes insane.

Soon, _____ youngest _____
gets the news and _____ stand by his side in his
_____. She takes care _____.
recovers. The king now realises _____
_____. It
was his youngest _____ most. He blessed
_____ and lived with her _____.

SUMMARY

Characterisation and conflict make up the foundation of a story.

- Before beginning to write, form a clear idea about the plot. You must know how the story is going to unfold and ultimately end. If you can start well and end well, your story will certainly be a good one.
- Adhere to the outline given, i.e. neither omit any point, nor distort the order of the points given in the outline.
- Connect the points in such a manner as to come up with a coherent composition. Or else, the unity in the story as one whole will be lost.
- You may insert dialogues wherever possible. They certainly make the story interesting.
- These dialogues should be short, lively and interesting.
- Give names to characters. Even animals can have names. These names should be short and interesting.
- Let your story not be unduly long. Adhere to the word limit, if prescribed.
- The importance of the conclusion cannot be overlooked. It leaves a lasting impact on the reader.
- Give a suitable title to the story. You may name it after the main character, object, incident or proverb/quotation.

NOTES

- Write the story in the past tense.
- Use short sentences to write your story. Remember, if you write long winding sentences, the meaning of what you want to convey, might be lost.
- Do not use slang. We do not write the way we speak.
- Go through your story. This will help you to refine it. Omit all unnecessary details.
- Edit the mistakes in punctuation, grammar and spelling.

KEY WORD

writing paragraph on a story: story writing

4.5 LETTERS (FORMAL AND INFORMAL)

Writing letters is a fundamental skill which you'll use all through in school and in personal relationships and later as professionals to communicate information or simply to express your affection to someone close to you.

With the advent of the e-mail, hand-written letters are becoming less common. However, letters remain the best mode of communication till date as they help to convey our feelings, emotions, problems and intentions much more effectively. But, for effective communication, using the right words and the right format is very important.

4.5.1 Kinds of Letters

Broadly speaking, letters are of two types:

I. Informal Letters: Informal letters you write to your friends and relations, or people you know well. These letters are personal. There is no set length of such letters. You can write whatever you want. You can use simple language or use fancy words to describe places, people, events, your emotions, etc.

II. Formal Letters: Formal letters are actually official or business letters. They are written in a strictly formal style. The tone is slightly more formal than your everyday language. These are written to convey official information, to enquire about something or to lodge a complaint. Unnecessary words, flowery language or expression of emotion is strictly avoided.

4.5.1.1 Informal Letters—Structure

- The **sender's address** should always appear on the top left hand corner of the page.

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- Right below the address, the **date** is written.
- Leave a line and write the **greeting** on the left hand, close to the margin, for example ‘Dear’ or ‘Hi’.
- Write one or two **introductory lines**.
- Next, write the **body of the letter**. In the main text, you can include as many paragraphs as you want. For each new topic you can have a new paragraph. Remember to leave a line before each new paragraph.
- Write a proper **conclusion**.
- Write your **name** below it.
- Follow it up with the **complimentary close** which can be a short comment, like ‘See you soon’, ‘Take care’, ‘With love’, ‘Yours affectionately’ or simply ‘Your sister’, ‘Your uncle’, etc.
- You may add a **postscript** at the end of your letter—write **P.S.**, add a note and then end it with your initials.

4.5.1.2 Format of an Informal Letter

| | | |
|-----------------------------|---|---|
| • <i>Sender’s Address</i> | → | B-12, Satya Niketan New Delhi |
| • <i>Date</i> | → | December 2, 20×× |
| • <i>Salutation</i> | → | My dear _____ |
| • <i>Body of the Letter</i> | → | Your letter just arrived _____ _____ _____ _____ _____ _____ _____. |
| | | Please give my love/regards _____ _____. |
| • <i>Subscription</i> | → | Your affectionately |
| • <i>Signature</i> | → | Megha |

1. Letters to Friends and Relatives

What kind of things can you write in a friendly letter?

- Tell your friend or cousin about something of great fun you recently did.
- Congratulate your friend on a recent accomplishment.

NOTES

- If he/she is a new friend, you can ask the usual questions to know about his/her likes/dislikes pertaining to food, clothes, games, etc.
- Share your experiences about a place you visited.
- If he/she is a bosom friend, you can seek advice or write about something which may have caused you some kind of pain or anguish.
- Tell about a book you have read or a movie you have watched recently.

D-1003

Park Road

Defence Colony

New Delhi – 110034

April 15, 20××

Dear Mahi

I failed to keep in touch during the last few weeks as I was down with flu. Mom took leave and looked after me well, helping me recover. Thanks to her, I am fine now.

You will be happy to know that I met Ricky the other day at the shopping mall. He is now studying at St. Francis School in Shimla. He has grown much taller than before. You will be surprised to know that he shares his living quarters with Gogol. Remember Gogol? the frail little boy we used to make fun of in primary classes!

I miss you very much. Why did you take up a course so far away? I'm left alone during the weekends and holidays. It's been quite a while. When will I see you?

Meanwhile, my studies are going on well. I have been selected to represent the school debate team at the Inter-school Debating Competition. However, I'm yet to make new friends in this new school. I do feel a little left out. I wish our group could still be studying in the same High School.

Next time, when you come to the city, do inform me a few days in advance; we can plan a get-together. We can invite all our friends from our old school. What a fun it would be!

Take care and write soon.

With love

Raina

2. Letter to a Friend in Hospital

Flat number 14

Green View Apartments

Sector 15 A, Noida

Uttar Pradesh–201301

May 10, 20××

NOTES

Dear Abhigyan

I have just heard from your brother about your illness. Had I known earlier, I would have written to you before.

I'm glad to know that the worst is over and you are much better now. Your brother said that your condition is improving slowly but surely and that you are fine and cheerful again.

I hope you'll get well soon and join school shortly. Until then, I will take down notes for you. I will send the homework to be done, through your brother.

Don't worry about anything. I'll help you and ensure that you are not too far behind when you are fit to join school again.

Please, do let me know about your health. Also, let me know if you need anything else, I'll be glad to help.

Your friend

Rekha

3. Letter of Congratulations

A-1/12C, Paradise

Paschim Vihar

New Delhi-110038

May 29, 20xx

Dear Salma

You really stole the show last night. Heartiest congratulations!

Our dance teacher declared that she had never seen such a graceful Bharatnatyam performance by such a young disciple. All my friends are talking about you, Salma. I am proud to have a friend like you.

My parents are now your admirers.

I can't tell how much we enjoyed your dance performance. It was indeed a pleasure watching it. We look forward to another performance of yours.

Congratulations once again.

Love

Radhika

4. 'Thank You' Letters

(a) 'Letter of Thanks' for a Favour Received

A-15

Rasbehari Lane

NOTES

Chittaranjan Park
New Delhi – 110084

April 17, 20××

Dear Kaustabh

Thank you for all the help you have given me with the project. Because of you, I could finish the project work in time.

I especially appreciate how you'd helped in collecting the information from the library and other sources. It was not an easy task.

Life is so much easier with friends like you around. If you are in need of any kind of assistance, do let me know, I'd be more than happy to help.

Thanks again.

Love

Debashish

(b) 'Thank You Note' after an Event

Dear Manya and Raghav

Dinner was absolutely fantastic. Sam and I truly enjoyed it. The food was scrumptious—the starters, main course and the mouth-watering dessert, everything was just delicious. We had a marvellous time with the two of you and the other couples you had invited. Such nice people! Let's get together again, sometime soon, at our place.

Thanks again for a lovely evening.

Sam and Jenny

4.5.1.3 Tips for Informal Letter Writing

- Keep the recipient in mind. Ask yourself what all needs to be communicated.
- Don't use abbreviated dates, for example use April 20, 2021 and not 20/4/21.
- Use short sentences instead of long winding ones. That way, you are likely to make fewer mistakes.
- Avoid using slang in your letter.
- After writing the letter, check for sentence structure, grammar, spelling mistakes, etc. This will help you refine your letter and remember what else to include.
- Remember to always use your best handwriting, so that the person who receives your letter can read it without any difficulty.
- Proofread your letter finally before folding and posting it.

4.5.2. Formal Letters—Structure

- **Sender's Address:** The sender's address is placed at the top left-hand corner. *Here the name of the sender is not included.*
- **Date:** Below the sender's address comes the date. You may write 'Dated' followed by a colon.
- **Recipient's Address:** The address of the person receiving the letter goes on the left-hand side below the date.
- **Subject:** State in few words the main purpose of writing the letter—to seek information or to lodge a complaint against a person or service, etc.
- **Greeting:** Next, leave a line and write the greeting—Dear sir or Dear Madam. You can use the titles *Ms* or *Mr* along with the name, if you know the name of the person to whom you are writing.
- **First paragraph:** The first paragraph should include an introduction to the purpose of the letter.
- **Body paragraph(s):** The second and following paragraphs should provide the main information of the letter and should build on the main purpose stated in the first paragraph.
- **Last paragraph:** The final paragraph should summarise the intent of the formal letter. In case of a complaint letter, it can end with some call to action. It is good to conclude with 'Thanking you' or 'Regards'.
- **Complimentary Close:** 'Yours faithfully' or 'Yours sincerely' are used most commonly.
- **Signature:** Sign the letter.
- **Name:** Write your name in block letters. This ensures that the receiver knows exactly who has sent the letter as the signature may not be legible. Do not write any title (*Miss/Mr/Mrs/Master/Ms/Dr*) before your name.

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4.5.2.3 Format of a Formal Letter

| | | |
|------------------------------|---|---|
| • <i>Sender's Address</i> | → | H. No. 387 South Extension Part - II New Delhi - 110049 |
| • <i>Date</i> | → | November 7, 20×× |
| • <i>Recipient's Address</i> | → | ABC Publications Tagore Garden New Delhi - 110027 |
| • <i>Subject</i> | → | _____ |
| • <i>Salutation</i> | → | Dear Sir/Madam |

NOTES

I am only twelve years old but have been training in classical guitar since the age of seven. I would be obliged if the age criterion is overlooked in my case and my ability as a musician is considered instead.

I sincerely hope that, as a patron of music, you will not let age stand in the way of promising talents.

Thank you and I look forward to hearing from you soon!

Yours faithfully

(Signature)

RICHA ANAND

(b)

3/A, JVC Bldg

Inner Circle

Borivali (W)

Mumbai - 400 032

Date: March 21, 20xx

To

The Dean

Ohio State University

P.O. Box – 81095

Columbus

OH – XXXXX-XXXX

Dear Sir/Madam

[Subject: Enquiry—Admission to undergraduate programme]

I am a citizen of India. I am, currently, enrolled with XYZ School, Mumbai.

Once I finish school, I would like to join your university for an undergraduate programme.

For this, I need to know the rules, date of admission, fees, etc. I would appreciate if you could furnish additional details like the eligibility criteria for full financial support from the university to cover tuition fee; what other scholarships, if any, are available; and what other documents would be necessary to complete all formalities pertaining to admission.

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Kindly send me your prospectus along with the above-mentioned information.

I shall always remain grateful for this help.

Thanking you.

Yours faithfully

(signature)

ABC

- 2. Letter of Complaint:** These letters are written when one wants to lodge a complaint about the delivery of unsatisfactory goods or bad service. These are mostly addressed to companies, organisations or government bodies.

House number 114/2

Block – B

Vasant Vihar

New Delhi – 110 008

March 8, 20××

To

The Commissioner

MCD, Vasant Vihar

New Delhi – 110 008

Dear Sir

[Subject: Poorly-lit streets]

I am a resident of Vasant Vihar, an area which is poorly lit with few street lights. The poor lighting of the streets makes commuting difficult for residents of the area as it poses the risk of unforeseen hazards. Statistics available show that Vasant Vihar accounts for the highest number of automobile accidents taking place due to this. Women on foot feel unsafe and children returning home after playing or taking tuitions also face problems. The problem becomes serious during the winters when it is foggy all around, and visibility is low.

I request the MCD to instal more street lamps to improve the state of lighting in the area. This will benefit all residents living in the area and will ensure the safety of their loved ones.

I hope you will take immediate action to solve our problem.

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Thanking you.

Yours faithfully

(signature)

J.M. Krishna

- 3. Letter to the Editor:** A letter to the Editor of a daily or a periodical is written to express one's views on a published work, a social malady, an unprecedented occurrence, etc. It may be an appreciation, a complaint or even a suggestion.

3/A, JVC Bldg

Inner Circle

Borivali (W)

Mumbai – 400 032

Date: March 21, 20xx

To

The Editor

Fiction Plus

14, Andheri East

Mumbai

Dear Sir

[**Subject:** Offensive material in the Cartoon Section]

I am a regular reader of your newsletter *Fiction Plus* and especially enjoy reading the comic section very much; but lately, I have become upset with the page 2 comic strip, 'What's up'. For the last few days, 'What's up' has been poking fun at homeless people.

Being homeless should not be made a laughing matter. In fact, it's a case of violation of human rights. I feel that the cartoonist, 'Mr A', has been grossly abusing the position he is in, that of influencing the readers of your publication to ridicule the homeless. Those, who think homelessness is funny, should try putting themselves in the position of people who are forced by cruel destiny to live on the streets. It is a serious problem in any society and instead of poking fun at it, the cartoonist should creatively suggest what the readers can do to help.

Please take note of this grave matter.

Thanking you

Yours truly

Shweta Raj

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4.5.2.4 Tips for Formal Letter Writing

- Be concise and keep to the point, but don't leave out important information.
- Try to keep the letter short so that it fits in a single page. If the letter is long, it would be wise to break it into points.
- Use short sentences instead of long winding sentences as you are likely to make fewer mistakes in the former case.
- Be respectful when you write, even if you are writing a letter of complaint.
- Do not use abbreviated dates, for example use April 20, 2021 and not 20/4/21
- Always proofread your letter after writing it. Check for spelling mistakes and grammatical errors.

CHECK YOUR PROGRESS

1. *Write a letter to your childhood friend who now lives in another city. Write everything about your school, studies or anything exciting that you have recently done.*

Pointers:

- (a) Many teachers have changed.
 - (b) The workload on students has increased.
 - (c) The school previously a middle school is now a senior secondary school.
 - (d) New plants—for the purpose of beauty and knowledge—have been planted around.
 - (e) The strength of the students in school has increased manifold due to its reputation.
 - (f) Mid-day meals have changed for the better.
 - (g) The new Principal, being a disciplinarian, has imposed strict rules.
2. *Write a letter to one of your elder cousins thanking him/her for taking care of you in the absence of your parents who were out of town at that time.*

Pointers:

- (a) He/She woke you up in the morning and got you ready for school on time.
- (b) He/She prepared your lunch-box and carried it to school.
- (c) He/She washed your clothes and ironed them.

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- (d) He/She cleaned your room and arranged your belongings when you were in school.
- (e) He/She went to school in the evening to bring you back from there.
- (f) He/She helped you in doing your homework before dinner.
- (g) He/She made your bed before you went to sleep.
- (h) While you were at home, he/she gave you juice, snacks, etc. from time to time.

3. Write a letter to the instructor of your computer institute asking for the details of a graphic designing course you want to take up.

Pointers:

- (a) You are interested in doing a graphic designing course.
- (b) You want to know its details, such as the duration of the course, fees, eligibility criteria, etc.
- (c) Request the instructor to send you the brochure.
- (d) Ask the instructor about the kind of certificate the institute offers; whether it is recognised all over the country or not.
- (e) Thank him in advance.

4. Write a letter to the postmaster of the local post office complaining that you have not received a parcel that was sent to you long back.

Pointers:

- (a) As a birthday gift, your brother sent you a book by parcel.
- (b) To your shock and surprise, you did not get it despite the lapse of a month.
- (c) You are extremely eager to go through the book.
- (d) Similar cases have been reported by your neighbours.
- (e) If the matter is not looked into seriously and does not get resolved, you may approach the higher authorities to recover the book.
- (f) You wait for the book anxiously.
- (g) None in the post office tries to understand your agony on this account.
- (h) Thank in advance.

5. Write a letter of complaint to the local municipal body complaining about the excessive dumping and non disposal of garbage in your locality.

Pointers:

- (a) Pile of garbage—a health hazard to the local people.
- (b) It blocks a good portion of the road.
- (c) Flies and mosquitoes breed here.
- (d) An unbearable stench emanates from the rotting of the garbage.
- (e) Even the dead animals (carcasses) are dumped there which decompose causing diseases of various kinds.

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- (f) Children playing games sometimes fall into it and risk dangerous infection.
- (g) Request for disposal of the piled-up garbage at the earliest so that people may heave a sigh of relief.
6. Write a letter to the editor of your local newsletter, highlighting rampant wastage of water in your colony. Also give your suggestions on how one can avoid wastage and save water.
 7. You ordered for some books to a bookseller. The books you received, were torn. Some of them were of the old edition. Write a complaint letter to the bookseller.
 8. You are going on an excursion trip from your school. Write a letter to your father, asking for permission as well as some money.
 9. Since your mother is down with fever for a week and your examination is at hand, you find it difficult to manage the daily household chores as well as simultaneously prepare for examination. Write a letter to your grandparents residing at Ranchi to come over to your house at New Delhi so that, with their helping hand, you may devote time to study for your examination.
 10. Most of the time you find that the front page of a newspaper is replete with vulgar posters or sensational crime reports. Write a letter to the editor requesting him/her to rectify this malicious practice which does no good to the society, and suggest ways instead, to make the newspaper more attractive and saleable.

SUMMARY

- Informal are the letters which you write to your friends and relations, or people you know well.
 - Formal letters are actually official or business letters.
-

KEY WORDS

formal: impersonal

informal: personal

REVIEW QUESTIONS

1. Write five informal letters to your relatives on your favourite topics.
2. Write five informal letters on the following topics:
 - (a) to a bookseller ordering some books for your school library as a librarian.

- (b) to a bookseller cancelling an order for some books due to delay from his side
- (c) to the NDPL authorities complaining constant power failure in your area
- (d) to the police authorities complaining about frequent burglaries in your area.
- (e) to the MCD authorities complaining about the water shortage in your area

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4.6 ESSAY WRITING

An essay is a piece of prose composition, generally short, on any chosen subject. The word *essay* literally means an ‘attempt’. The essay is, properly speaking, an attempt at expressing your thoughts on a given topic and differs in this respect from a treatise which is an elaborate and thorough study of a subject.

There are different classes of essays:

1. **Descriptive Essay:** A descriptive essay is perhaps the simplest type of essay consisting of a description of some place person or things, e.g. A Game Sanctuary, A Water fall, A Village Fair, The Taj Mahal.
2. **Narrative Essay:** A narrative essay consists in the narration of an incident a journey, a natural calamity, a biography, a story, etc. e.g. A Street Fight, A visit to Agra, A Flood, A Train Accident, The Boyhood of Gandhi ji.
3. **Reflective Essay:** A reflective essay expresses the writer’s thoughts or reflections on various themes like:
 - (a) Qualities, e.g. Courage, Patience, Love, Truth.
 - (b) Social and domestic themes, e.g. Friendship, Marriage, The Class Struggle, Poverty, Education, Social Customs.
 - (c) Political themes, e.g. Democracy, Elections, War, International Peace.
 - (d) Philosophical and religious topic, e.g. The Purpose of Living, The Meaning of the Universe, The Immortality of the Soul.
4. **Imaginative Essay:** These deal with imaginary situations. The writer has to place himself in a situation in which he has never been before and describe what he would do in such circumstances, e.g. ‘If I were a Millionaire’, ‘Cast on a Desert Island’, ‘The Autobiography of a Rupee’.
5. **Expository Essay:** These expound a theory of doctrine, e.g. Evolution, Nature Cure, *Karma* and Rebirth; or a literary topic, e.g. The Art of the Short Story, Literature and Life.

Expository essays are generally objective and impersonal. The personal element appears in varying degrees in the other types of essays. Perhaps the most subjective type is the rambling kind of essay developed as a fine art by

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writers like A. G. Gardiner and Robert Lynd. Such an essay is a 'loose sally of the mind' and the essayist often appears to be 'a snapper-up of unconsidered trifles'. It is not easy to write such an essay and students are advised to attempt essays that conform to the definite types detailed above.

4.6.1. Some Characteristics of an Essay

Normally the essay should have a beginning, a middle and an end an introduction, the main body of the essay and a conclusion. Sometimes the introduction is dispensed with and the writer plunges right into the subject. In any case the essay should have an organic unity. The main theme should be kept in view throughout and nothing that is not relevant to it should be allowed to creep in.

There should be an orderly development of thought from paragraph to paragraph, a logical sequence of ideas, one point leading naturally to another.

The style and treatment should be adapted to the subject. A serious or philosophical theme should be treated in a dignified manner. A subject like a picnic or a village fair may be dealt with in a familiar, light-hearted manner. Simple, direct expression should be preferred to pompous or verbose writing.

Anecdotes and illustrations may be used to make the essay interesting. The personal approach is what makes an essay distinctive. The essay should reflect not only the opinions and thoughts of the writer but his very personality.

4.6.2. Hints on Writing an Essay

1. Study the subject carefully. Do not start writing the essay straightaway, but analyse the subject so as to get a clear and accurate idea of its scope. The wording of the subject is very important. If the subject is 'Travel as a Means of Education', don't write on travelling in general, the different modes of travel by land, sea and air, the difficulties of present-day travel and so on: but focus your attention on the knowledge of other countries and people, their customs, culture and civilization that can be acquired through travelling. If the subject is 'The Limitation of Democracy', don't expatiate on the history of Democracy, the advantage of democracy over forms of other government and so on, but only on the weaknesses of democracy as it exists today and how these can be remedied. Keep to the point and avoid all that is not relevant to it.
2. As you think over the subject, several thoughts will pass through your mind. Jot them down on a piece of paper. Perhaps some examples, illustrations and apt quotations will also occur to you. Write them down immediately lest you should forget them.
3. Having set down all your ideas, try to arrange them under various heads. Order and arrangement of thoughts is very important. Each main point should be developed in a separate paragraph, and one paragraph should logically lead to another. Thus, there should be an organic unity and continuity of thought in the essay. You should also see that no aspect of the subject is unduly stressed or elaborated at the expense of

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another. There should thus be a certain balance and proportion in the development of ideas.

4. The introduction should be brief and striking. It should at once catch the interest of the reader. Perhaps the most common opening in essays is with a definition of the subject. But there are more striking ways of beginning an essay as shown in the next section.
5. However effective the introduction may be, your effort will be a failure, if the main body of the essay is not well-planned and well-written. So you must spend at least ten minutes planning your essay carefully.
6. The conclusion too must be forceful and effective. Several ways of doing this are indicated below.

4.6.3. How to Begin an Essay

Many people find it difficult to begin an essay. Once they begin they can go on writing without much trouble. Here are some ways of opening an essay:

1. **Without any Introduction:** The writer often plunges right into his subject without wasting words on an introduction. This kind of abrupt opening is often effective:

1. ‘Studies serve for delight, for ornament and for ability.’

Francis Bacon, ‘Of Studies’

2. ‘No young man believes he shall ever die. It was a saying of my brother’s, and a fine one.’

William Hazlitt, ‘On the Feeling of Immortality in Youth’

3. ‘Silence is unnatural to man. He begins life with a cry, and ends it in stillness...’

Robert Lynd, ‘Silence’

2. **With a Definition:** The definition may be brief and concise, or elaborate and detailed. It may be your own, or borrowed from others. For example when asked to write on Democracy, many people begin with the words of Abraham Lincoln:

Democracy is ‘the government of the people, by the people and for the people’.

Bacon begins his essay on Revenge thus:

‘Revenge is a kind of wild justice.’

3. **With an Anecdote or Reminiscence:** Personal essays often begin with an anecdote or reminiscence. The advantage is obvious. The reader immediately gets interested in what you have to say. Of course, it goes without saying that the anecdote must be quite relevant to the subject and should be amusing or striking in some way. Look at the following examples:

‘The other night I heard a voice on the radio in my living-room asking who was King George’s great-grandmother. I felt terribly pleased—because I know the answer—Queen Victoria!’ Stephen Leacock, ‘Who knows it?’

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‘I read the other day of an Australian Professor, who on arriving in London from Sydney for the purpose of attending an educational conference, discovered that he was twelve months in advance.’

E.V. Lucas, ‘Concerning Dates’

- 4. With a Quotation:** Many writers use an apt quotation as a spring-board from which to launch into their themes. You must first make sure, of course, that the quotation is striking and relevant and that the author is worth quoting, *e.g.*

1. ‘What is Truth?’ said Jesting Pilate: And would not stay for an answer.
Francis Bacon, ‘On Truth’

2. ‘The majority’, cried Dr. Stockmann in Ibsen’s *An Enemy of the People*, ‘is never right.’

‘Never I say! That is one of the those conventional lies against which a free, thoughtful’ man must rebel. Who are they that make up the majority of a country? Is it the wise men or the foolish?.....

‘The majority has might—unhappily—but right it has not. I and a few others are right. The minority is always right!’

C.K. Allen, ‘The Majority Principle’

- 5. With a Question:** An effective way of opening an essay is with a question. The reader’s attention is at once gripped by a striking question and by your answer to it: *e.g.*

‘In what consists the most characteristic quality of our species? Some would say, in moral virtue; some, in godliness; some, in courage; some in the power of self-sacrifice. Aristotle found it in reason...’

C.E.M. Joad, ‘The Gandhian Way’

‘What might Art do for Society? Leave it; perhaps even redeem it; for Society needs redemption.’
Clive Bell, ‘Art and Society’

‘What do we mean by democracy? How do the beliefs of a citizen of democracy differ from those of a citizen of an authoritarian State?’

Sir Ernest Simon, ‘The Faith of a Democrat’

- 6. With a Proverb or a Striking Statement:** A proverb or a statement that arrests the attention of the reader can be used as an opening for an essay. The statement may be paradoxical or epigrammatic or merely witty:

‘*Bad news, they say, travels fast...*’ Robert Lynd, ‘The School Cap’

‘Men fear death, as children fear to go in the dark.’

Francis Bacon, ‘Of Death’

‘God’ Almighty first planted a Garden. And indeed, it is the purest of human pleasure.’
Francis Bacon, ‘Of Gardens’

‘*Where there’s a will, there’s a way*—I said so to myself as I walked down Chancery Lane....’
William Hazlitt, ‘The Fight’

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7. With a Piece of Vivid Description: The author may begin his essay with a striking description of a scene or a character, e.g.

‘He was a smallish man, wearing a coat that had obviously been given to him by a broad-shouldered six-footer... . He was, I should say, in the late sixties—an elderly man with a parrot nose and a grey moustache—and walked, like Mammon, with his eyes on the ground.’

Robert Lynd, ‘The Butt-Gatherer’

4.6.4. How to Conclude the Essay

1. With a Brief Summary: In this last paragraph you can briefly sum up, the main arguments or ideas that you have developed in the course of the essay. You can draw your conclusion on the basis of the arguments. The conclusion should be stated briefly but forcefully, with an air of finality. Look at these examples:

1. ‘To sum up the stages—first a whirling disc of gas, then eddies, clouds, condensations, and finally stars.’ Fred Hoyle. ‘The Birth of Stars’
2. ‘Gandhi grows as one watches small men coping with mounting problems. The life of Gandhi, the Hindu-Christian Buddhist-Jewish-Moslem, reveals a purity of purpose, a humility, a devotion to truth, and a greatness of mind, spirit and character which easily make him the outstanding individual of the twentieth century and, may be, too, of the preceding nineteen. He was an Indian. He belongs to the world.’

Louis Fischer, ‘Gandhi and the Western World’

2. With a Prediction: Some essays, especially those dealing with political or social themes, sometimes end with a speculation about the future:

‘A clear choice must be made within fifty years, the choice between Reason and Death. And by ‘Reason’ I mean willingness to submit to law as declared by an international authority. I fear that mankind may choose Death. I hope I am mistaken.’

Bertrand Russell, ‘Science and War’

‘Until humanity adopts the scientific point of view, these enemies (from bacteria to cyclones) will not be conquered.’

J.B.S. Haldane, ‘The Scientific Point of View’

‘If you can do so, the way lies open to a new paradise; if you cannot, nothing lies before you but universal death.’

Bertrand Russell, ‘Man’s Peril’

3. With a Quotation, Witticism or Anecdote: An effective way of concluding an essay is by using a quotation, witticism or an anecdote, which neatly summarizes what you have been saying or leaves the reader in an amused and satisfied frame of mind.

Bacon, in his *Essay on Study*, says, ‘Study is for delight, for ornament and for ability. For delight its chief use is in privateness and retirement.’

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Walton, at the end of his most famous and delightful book, puts simply this quotation:

‘Study to be quiet.’ Viscount Grey, ‘The Pleasures of Reading’
‘A very neat reply’ has been attributed to Sir James Knowles, when editor of the *Nineteenth Century*. He received a sonnet from the late Mr. Luther Munday entitled ‘Why do I live?’ Sir James wrote in answer: ‘You live, my dear Munday, because you sent your poem by post, and did not bring it yourself.’

Sir Edward Sullivan, ‘The Artless Art of Repartee’

- 4. With a Question or an Abrupt Remark:** A rather sudden and thought provoking conclusion can be given if you end the essay with a rhetorical question, or an abrupt remark. But you should never end with a question if you have already begun the essay with one: ‘Well, well, well—what are we coming to?’

A.P. Herbert, ‘The Mystical Business of My Passport’
‘But rare, I swear, is the man who says to himself as the Speaker calls him: “I am going to be good (*i.e.* as a speaker) today”— even if he was good last time. Hence those sinking feelings in the pit of the stomach. Mr. Lloyd George, I believe, was nervous to the last.’

A.P. Herbert. ‘The Torture Chamber’
‘When next I meet a rich man I intend to walk up to him in the street and address him with oriental hyperbole. He will probably run away.’

G.K. Chesterton, ‘The Worship of the Wealthy’

CHECK YOUR PROGRESS

Write essays on the following subjects.

1. A football match
2. An Excursion
3. A Festival
4. A Day on the River
5. My Favourite Author
6. The Autobiography of an Old Coat
7. My Hobby
8. The Profession I Wish to Follow
9. My Favourite Hero in History
10. The Role of the United Nations in World Affairs

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11. How to Achieve International Peace
12. Non-violence
13. Should India Make Nuclear Weapons?
14. Rural Uplift
15. Population Increase and Its Consequences
16. College Election
17. The Case for Forming Small States
18. How to Establish Communal Harmony
19. How to Achieve Industrial Progress in India
20. A Street Fight
21. Atoms for Peace
22. The problem of a Common Language for India
23. A Day at the Zoo
24. Pet Animals
25. Kite Flying
26. The Need to Cultivate Good Habits
27. Students and Politics
28. Politicians and Students
29. The Pleasure of Reading
30. The Position of Women in Indian Society

SUMMARY

- *The essay is, properly speaking, an attempt at expressing your thoughts on a given topic and differs in this respect from a treatise which is an elaborate and thorough study of a subject.*

KEY WORD

essay: a short piece of writing on a particular subject

REVIEW QUESTIONS

1. What is an essay? How many kinds of essays are there?
2. Divide the essays as per their category given above in 'Check Your Progress'.

