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Text prescribed: A Remedial English Grammar for Foreign Student by F.T. Wood.

1. Items based on the examples/exercises given in the prescribed textbook at Grammar.
2. (a) Idioms and Phrases
   (b) Synonyms
   (c) One Word Substitution
3. Comprehension Passage (with five question at the end).
4. Paragraph
   The candidate will be required to write a paragraph on any one of the five given topics.
5. Letter/Application
   Students will be asked to write a letter or an application. The question will carry internal choice.
6. Translation (From Hindi to English) of a passage consisting of 6 to 8 sentences.
Chapter-1
The Articles

The articles ‘a’, ‘an’ and ‘the’ are broadly referred to as determiners. Of these, ‘the’ is called the definite article and is used to lend definiteness to a person, thing, event or group. The indefinite articles ‘a’ and ‘an’ are forms of the numeral ‘one’ but these do not refer to a particular thing or a person.

Use of the Definite Article (The)

1. The definite article the is used with a noun of which there is only one example. In other words, it is unique or unparalleled:
   The sun, the moon, the earth, the sky, the South Pole etc.

2. It is used with a noun of which there is only one example in a given situation:
   The manager of the factory ran away.
   Would you pass the salt please?

3. It is used with a noun that becomes definite when it is mentioned for the second time:
   There is a child going in that street. The child is Lucy.
   There is a building near the park. The building was constructed last year.

4. It is used before superlative adjectives:
   Sudhir is the fastest athlete.
   She is the best nurse in this hospital.

5. It is used before singular adjectives or nouns when they are used to represent a class of objects or persons:
   The rich do not care for the woes of the poor.
   The dog is a faithful animal.

6. It is used before the names of certain countries with plural names:
   The United States of America, The West Indies

7. It is used to indicate positions like first, second, third, only etc.:
   He was the first to leave the party.
   The second prize was won by Sunita.
   He was the only student present in the class.

8. It is also used before special meals:
   I liked the dinner served by Rakesh.
   What are we having in the dinner tonight?
(However, *the* is not used when nothing special is pointed out about meals: When do you take dinner?)

9. It is used before a noun that has been made definite by the addition of a phrase or a clause:

   The boy that got the prize.   the girl in red

   The man I met yesterday is a bureaucrat.   the place where we met

10. It is used before the names of certain geographical features like oceans, rivers, waterfalls, groups of islands, mountain ranges, deserts, valleys etc.:

    The Indian Ocean, The Pacific, The Thames, The Himalayas, The Andamans,
    The Victoria Falls, The Sahara desert, The Ganga, The Kashmir valley

11. It is used before holy books, newspapers, magazines etc.:

    The Bible, The Vedas, The Times of India, The Competition Master

12. It is used with the names of planes, ships and trains:

    The Kanishka, The Vikrant, The Rajdhani Express

13. It is used before nouns like English, French, German etc. to denote people belonging to the country concerned:

    The French defeated the English on the battlefield.

    (It may, however, be noted that the same nouns used without the definite article would stand for respective languages.)

14. It is used to denote the purpose (other than the normal one) behind the visit to a hospital, college, bed, temple, prison, market, office etc.:

    I went to the college to enquire about my son’s progress at studies.

    (But if the visit is for the usual purpose for which these places exist, then the definite article will not be used: *After the accident, the injured were taken to hospital.*)

15. It is used to refer to inventions in general:

    Who invented the computer?

    The train has become a common mode of transportation.

16. It is used with the names of historical events and buildings:

    The White House is situated in Washington D.C.

    The First World War ended in 1918.

17. It is used before he names of government departments. Also some business houses, hotels, banks etc. incorporate *the* in their names:

    The Ministry of Information & Broadcasting,
    The Grand Hotel, The Industrial Development Bank of India
(Note that those banks in India which were nationalized, dropped the use of the as e.g. Punjab National Bank, Canara Bank etc. Also the is not used in the case of firms whose names begin with personal names, as e.g. Clark’s Hotel, Murlidhar & Co. etc.)

**Omission of the Definite Article**

1. It is not used with the names of countries, towns, streets and proper names:
   Mohan resides in Delhi.
   His house is in Jamunabai Street.

2. It is not used before abstract nouns when these are used in a general sense:
   Love is the theme of this movie.
   Honesty is the best policy.
   (But when an abstract noun is used in a particular sense, it is preceded by the definite article: The animosity between the two brothers is well-known.)

3. It is not used with collective nouns like mankind, society, labour etc.:
   Our actions must benefit humanity.
   Man lives in society.

4. It is not used with proper nouns:
   Jawaharlal Nehru was the first Prime Minister of India.
   I met Mohan at the station.

5. It is not used with the names of metals, materials, games, diseases etc. when these are referred to in a general sense:
   Gold is a costly metal.
   There is craze for cricket among the youth of this area.
   (But when used in a particular sense, these would take the definite article: The cricket match held yesterday ended in a draw.)

6. It is not used before plural nouns when these are used in a general sense:
   Mangoes grow in plenty in this area.
   Lions have been seen in this forest.
   (But when used in a particular sense, the must be used: The mangoes on this tree are ripe.)

**EXERCISE No. 1:**

Fill in the blank spaces in the following sentences with the word given at the end, using either the plain noun, or the noun preceded by the (whichever you think is correct).

1. The box was made of…. (wood)

2. Some coins are made of …. and some of ….(silver, copper).

3. ……in that stream is not suitable for drinking . (water)
4. ……is not found in Australia and South Africa. (gold)
5. ……that we had for dinner was tough. (meat)
6. In Britain, more people drink….. than…..(tea, coffee).
7. When do you have…….? (breakfast)
8. There is fish for…… today. (dinner)
9. Are you attending…… tonight? (dinner)
10. ……. are grown in Spain, South Africa, Brazil and Israel.(oranges)
11. We wear….. to keep us warm. (clothes)
12. ……are not allowed to park here. (cars)
13. ……in that vase are very beautiful. (flowers)
14. Let us have a game of ……. (cricket)
15. She plays…… very well. (tennis)
16. What are we having for …….? (lunch)
17. …….in that field is very green.(grass)
18. Do you usually drink….. or …….? (tea, coffee)
19. …….are used in some countries to pull heavy loads. (elephants)
20. She thanked me for ……. I gave her. (present)

**EXERCISE NO. 2:**

**Fill in the blank spaces in the following sentences with the word or words given in brackets at the end. Use either the plain noun, or the noun preceded by the (whichever you think is correct).**

1. In Austria the people speak…..(German)
2. …….is spoken in many countries. (English)
3. …….have been a sea-faring people for many centuries. (English)
4. Can you speak…..? (French)
5. …….are a very musical nation. (Italians)
6. Many great ships cross…….(Atlantic Ocean)
7. …….is a very large country in …..(India, Asia)
8. We arranged to meet outside …….(Woolworth’s)
9. His uncle is manager of …….in this town. (Hongkong Bank)
10. He came for an hour, but stayed all…..(evening)
EXERCISE NO. 3:

Take each of the following nouns and compose two sentences in which it is included. In the first sentence use the plain noun (i.e., without the), in the second the noun preceded by the.

Air, iron, rice, flour, met, water, paper, grapes, horses, boys.

EXERCISE NO. 4:

In the following passage a number is placed in each of the blank spaces. Fill in the space with the word or expression which has the same number in the list given at the foot of the passage. Insert the before the word or expression if you think it necessary.

My uncle lives in a large house built of (1). He works in (2) of (3), which is situated in (4). He goes thee by (5) every morning, and stays there all (6). When he comes home in (7) he often feels tired. As soon as he gets in he has a cup of (8), and after that he feels refreshed. When he has had a meal he sits down and reads (9) which he bought on his way home. When he has finished with (10) he will sit listening to (11), or smoking. He sometimes smokes a pipe, but he prefer (12).

List of words and phrases to be inserted:

1. stone          5. bus           9. newspaper
2. day            6. day           10. newspaper
3. Barclays Bank  7. evening      11. radio
4. East Street    8. coffee        12. cigarettes

EXERCISE NO. 5:

Fill in the blank spaces in the following sentences with the noun given in brackets at the end. Insert the before the noun wherever you think it necessary.

a. He was found guilty of theft and sent to …..for six months. (prison)
b. My son will be old enough to go to …..next May. (school)
c. I must go to ……..to see the headmaster. (school)
d. My wife has gone to ….to visit a sick friend. (hospital)
e. He is very ill, and has to go to …. (hospital)
f. Mr. Smith and his family generally go to …..on Sunday morning. (church)
g. John is ill, so he cannot go to …….(school)
h. The vicar has gone to ………to inspect the damage done by the gale. (church)
i. I feel tired, as I went to ……..late last night. (bed)
j. In Britain many people do not go to ……..on Saturday morning. (business)
k. I no longer go to …..on Saturdays. (office)
l. I have not been to……..for several months. (cinema)
m. Some of the visitors came by…….. others by…….. (train, bus)
n. Are you going to India by…….. or by……..? (sea, air)
o. We sail tomorrow on……..(Dunbar Castle)

**The Indefinite Article (A And An)**

1. Of the two forms of the indefinite article, i.e., ‘a’ and ‘an’, ‘a’ is used before words beginning with a consonant or words beginning with a vowel but sounding like a consonant. Thus, it may be used in the following manner:
   - There goes a boy.
   - A room is to be built here.
   - A European member of the commission is absent.
   - He will definitely get admission to a university.

2. The form ‘an’ is used before words beginning with a vowel or with a mute ‘h’:
   - An ass seems to be braying.
   - An hour has passed since he left this place.
   - Brutus is an honourable man.

3. The indefinite article is used with the singular noun that can be counted:
   - Kanpur is a city.
   - A house is incomplete without windows.
   - A serpent is not a dangerous reptile.
   - (Even rewards and penalties are also considered countable.)

4. It is also used before a noun even if the noun is preceded by an adjective:
   - Delhi is a big city.
   - He is an intelligent boy.

5. The form ‘a’ is used when the reference is to a specific quantity or the numerical sense:
   - Please order a coffee for me.
   - My brother has sent me a gift.

6. The form ‘a’ is used in the sense of ‘per’:
   - Potatoes sell at three rupees a kilogram.
   - The car was running at the speed of eighty miles an hour.

7. It is used in exclamations before singular countable nouns:
   - What a fine weather!
   - How he did it!
What an honour!
Such a fine man!

8. It is used with Mr./Mrs./Miss followed by surname to indicate that the person referred to is a stranger to the reporter:

A Miss Sharma called up when you were away.

9. It is used to refer to the names of professions and vocations:

Dr. Malik is a professor.
He wants to be a doctor when he grows up.

10. It is used in expressions using ‘so’ and placed between the adjective and the noun:

I have never visited so beautiful a spot.
Have you ever met so great a musician?
I was never given so great an honour.

11. Its use with ‘few’ or ‘little’ changes the meaning. When these words are used as such, they refer to a small number or quantity respectively, where more was expected. But when these are used with ‘a’, they mean a small number or quantity respectively, where nothing at all was expected:

Few students were present in the class to take the test. (It means more were expected)
A few students turned up to attend the class on that rainy day. (It means nobody was expected to come.)

**Omission of the Indefinite Article**

1. The indefinite article is not used before plural nouns as it does not have any plural form:

   Cows give milk.
   Lions inhabit jungles.

2. It is not used before certain uncountable nouns:

   I do not need your advice.
   Money does not matter to me.
   This table is made of wood.
   Add milk to tea leaves.

3. It is not used with abstract nouns:

   A thing of beauty is joy for ever.
   His fear knew no bounds.
EXERCISE NO. 6:

Insert a or an in the blank spaces in the following sentences:

1. ……elephant is a very strong animal.
2. He had always hoped that his son would go to…….university.
3. Italy is…..European country.
4. I shall be back in less than…….hour.
5. Is there…….hospital in this town?
6. Everyone respects…….honest person.
7. By…..united effort we may achieve success.
8. I like to give…….useful present.
9. I understand he is to marry…….heiress.
10. …..honour was conferred on him for his services to his country.
11. We stayed at……hotel in the center of the town.
12. It is …….great honour to be invite to such a gather.
13. The door was opened by…….servant.
14. …….honorary secretary is one who is not paid for his services.
15. He was carrying…….heavy load.
16. There is…….hourly bus service on this route.
17. …….big dog dashed out of the gate.
18. We shall come if we get…….opportunity.
19. That was not …….very honest thing to do.
20. The proposal was accepted by…….unanimous vote.

EXERCISE NO. 7:

Complete the following sentences by inserting in the blank spaces the words or phrases given in brackets, either with or without the article a or an (whichever you think correct). If you insert a or an, make sure you put it in the right place.

1. New York is…….(large city)
2. Bernard Shaw was…….(famous English dramatist)
3. Ice is…….frozen water)
4. We have had…….(very tiring journey)
5. I have never known such……..(hot weather)
6. Have you ever seen so……..as that? (tall man)
7. I have never heard such……..(absurd story)
8. We shall get……next year. (longer holiday)
9. It gives me……to do it. (pleasure)
10. He took……over the work. (great care)
11. My younger brother is……(student)
12. He hopes to become……when he has finished his course. (teacher)
13. China is……country. (very large)
14. John’s ambition is to be……(engineer)
15. I had never been in so……before. (large house)

EXERCISE NO. 8:
Insert little or a little, few or a few in the following sentences.
1. We have only……minutes to spare.
2. Could you lend me……books?
3. He has many enemies, but……friends.
4. Mr. Brown was a man of……words.
5. The ground is very dry, as there has been……rain for the past……months.
6. A busy person has……time to spare.
7. We will stay here for……while.
8. I have spent nearly all my money, and have only……left.
9. As the matter is outside our control, there is……we can do about it.
10. You should be able to do the job if you have……practice.

EXERCISE NO. 9:
Fill the blanks in the following sentences with ‘a’, ‘an’ or ‘the’, wherever found necessary.
1. I go to ………cinema only once a week.
2. ………Nile flows into ……..Mediterranean.
3. My younger brother will go to………school next year.
4. What sort of………man is he?
5. The train left half………hour ago.
6. He is ……….clever boy.
7. Sunshine is necessary for………good health.
8. ………God made ……….country and man made………town.
9. ………Honesty is ………best policy.
10. This class makes ..........lot of noise.
12. Isn’t he ..........only issue of his parents?
13. ..........man is mortal.
14. Sundar is ..........honest person.
15. The teacher gave ..........advice to ..........students entering the examination hall.
16. ..........posterity will remember Swami Vivekananda with gratitude.
17. ..........Ganga is in spate.
18. He wants to buy ........Arab horse.
19. I read ........Tribune everyday.
20. ..........death of Mahatma Gandhi was ......big setback to the nation.

EXERCISE NO. 10.:

Fill in the blanks with ‘a’, ‘an’ or ‘the’ wherever found necessary.

1. ..........Bhakhra dam provides electricity to a large part of North West India.
2. ..........chief of the naval staff was given a standing ovation, when he rose to speak.
3. He promised to meet me at ..........Regal Cinema.
4. In ......assembly of ......members of ......association, this resolution was passed.
5. He was caught accepting ..........bribe, but was let off after a reprimand.
6. In........majority of cases, ......victims do not complain.
7. Lack of ........quorum led to ......adjournment of ......meeting.
8. ..........doctor advised him to take ........rest for ten days.
9. On.........both occasions, he was found missing from duty.
10. Sudhir is ..........student of ..........Hindu College.
12. ..........Maharshi Dayanand University is ......affiliating university.
13. Some miscreants entered ..........State Bank of India ......other day.
14. He has ..........M.A. degree in English literature.
15. One should gift ..........useful item to friends.

SOLUTIONS:

EXERCISE No. 1:

**EXERCISE NO. 2:**


**EXERCISE NO. 3:**

AIR:  
Air is essential to life.  
The air in the store-room was damp.

IRON:  
Iron is mined in this region.  
The iron used in this hammer is of very low quality.

RICE:  
Rice is the staple diet of the people of Vietnam.  
The rice that grows in this area has a unique flavour.

FLOUR:  
Flour is used in making pan-cake.  
The flour in that container has a bad odour.

MEAT:  
Meat is widely consumed in the west.  
This dish includes the meat of lamb.

WATER:  
Water covers the major portion of the earth.  
The water in this pond is stinking.

PAPER:  
The cost of paper has gone up of late.  
The paper used in the manufacture of currency notes is imported.

GRAPES:  
Wine is extracted from grapes.  
The child did not touch the grapes served to him.

HORSES:  
Horses are used for carrying loads up the hill.  
One of the horses in the coach needs to be replaced.

BOYS:  
Only boys are admitted in this college.  
The boys beat the girls in the competition.

**EXERCISE NO. 4:**

My uncle lives in a large house built of stone. He works in the local office of Barclays Bank, which is situated in the East Street. He goes there by bus every morning, and stays there all day. When he comes home in the evening, he often feels tired. As soon as he gets in, he has a cup of coffee and after that he feels refreshed. When he has ha a meal, he sits down and reads the newspaper, which he bought on his way home. When he has finished with the newspaper, he will sit listening to the radio or smoking. He sometimes smokes a pipe, but he prefers cigarettes.

**EXERCISE NO. 5:**

a. prison b. school c. the school d. the hospital e. hospital f. church g. school h. the church i. bed j. business k. office l. cinema m. train, bus n. sea, air o. the Dunbar castle
EXERCISE NO. 6:

EXERCISE NO. 7:
1. New York is a large city.
2. Bernard Shaw was a famous English dramatist.
3. Ice is frozen water.
4. We have had a very tiring journey.
5. I have never known such a hot weather.
6. Have you ever seen so tall a man as that?
7. I have never heard such an absurd story.
8. We shall get a longer holiday next year.
9. It gives me pleasure to do it.
10. He took great care over the work.
11. My younger brother is a student.
12. He hopes to become a teacher when he has finished his course.
13. China is a very large country.
14. John’s ambition is to be an engineer.
15. I had never been in so large a house before.

EXERCISE NO. 8:
1. a few 2. a few 3. few 4. few 5. little, few 6. little 7. a little 8. a little 9. little 10. a little

EXERCISE NO. 9:
1. I go to cinema only once a week.
2. Nile flows into the Mediterranean.
3. My younger brother will go to school next year.
4. What sort of a man is he?
5. The train left half an hour ago.
6. He is a clever boy.
7. Sunshine is necessary for good health.
8. God made the country and man made the town.
9. Honesty is the best policy.
10. This class makes a lot of noise.
11. Peas sell at twenty rupees a kilogram.
12. Isn’t he the only issue of his parents?
13. Man is mortal.
14. Sundar is an honest person.
15. The teacher gave advice to the students entering the examination hall.
16. Posterity will remember Swami Vivekananda with gratitude.
17. The Ganga is in spate.
18. He wants to buy an Arab horse.
19. I read the Tribune everyday.
20. The death of Mahatma Gandhi was a big setback to the nation.

**EXERCISE NO. 10:**

1. The Bhakhra dam provides electricity to a large part of North West India.
2. The chief of the naval staff was given a standing ovation, when he rose to speak.
3. He promised to meet me at the Regal Cinema.
4. In an assembly of the members of the association, this resolution was passed.
5. He was caught accepting a bribe, but was let off after a reprimand.
6. In a majority of cases, the victims do not complain.
7. Lack of a quorum led to the adjournment of the meeting.
8. The doctor advised him to take a rest for ten days.
9. On both occasions, he was found missing from duty.
10. Sudhir is a student of Hindu College.
11. The producer shot the film near Sukhna lake.
12. Maharshi Dayanand University is an affiliating university.
13. Some miscreants entered State Bank of India the other day.
14. He has an M.A. degree in English literature.
15. One should gift a useful item to friends.
Chapter-2
Agreement between Subject and Verb

By agreement, we mean the relationship between the subject and the verb that should exist according to the grammatical rules. While studying tenses, students learn about the rules governing sentences formed in present tense:

Ram goes to college at 9 a.m. She is washing the clothes.
They are flying kites. We play football.

Problems are faced by students when they come across instances other than these. The following rules should be kept in mind in this regard.

1. A singular subject, even though followed by plural words, will take a singular verb:
   A list of books required in the class has been given to the students.

2. When two or more than two singular subjects are joined by ‘and’, a plural form of verb is needed:
   Sunil and his friends are going to the movie.
   Jane and Lucy have gone to the market.
   (But when several nouns represent a compound name of a thing or a collective idea, a singular verb is used:
   All work and no play makes Jack a dull boy.
   Bread and milk is a nutritious food.

3. When several subjects are joined through the use of terms like with, together with, as well as, in addition to, except etc., the number of the subject/s is considered to be singular:
   Mohan as well as his brother is to blame.
   The General in addition to his forces deserves praise for the victory.

4. Singular verb follows singular pronouns like each, either, neither, anyone, someone, anybody, everybody, nobody, one, none etc.:
   Each of the brothers was served meals.
   Neither of them is ready to undertake the journey.
   Everybody performs his duty according to his understanding.
   Someone has definitely wrecked the plan.

5. When two or more singular subjects are connected by ‘or’ or ‘nor’, singular form of the verb is needed:
Neither she nor her sister has finished work.
Either the governor or the chief minister was to inaugurate the project.

(But when two subjects connected by ‘or’ or ‘nor’ have different persons, the verb agrees with the nearest:
Neither you nor I am to blame.
You or your brother is to do the job.

6. When a collective noun is used to represent a class or a unit, it takes a singular verb. But when the members of the group are considered undertaking action individually, a plural verb is used:
The jury was unanimous in its verdict.
The family are all attending different marriages tonight.

7. When the subject begins with the formal ‘there’, the verb agrees with the actual subject:
There is a fly in the soup.
There are more than seventy persons in this hall.

8. When a plural number refers to money, weights, distances etc., a singular verb is needed:
Twenty lacs is not a small amount.
Twenty kilometers is a long distance to walk.

9. The name of a business concern, hotel or a literary work is treated as singular:
The Sun and Sand is a famous hotel in Mumbai.
The Pride and Prejudice is a celebrated novel.

**EXERCISE NO. 1:**

*Insert the correct form of the present tense of the verb in the blank spaces in the following sentence. The verb to be used is given in brackets at the end of each sentence.*

1. A new car…………a lot of money.  *(cost)*
2. Most things…………more now than they did a few years ago.  *(cost)*
3. Jet aeroplanes………very fast.  *(fly)*
4. An aeroplane…………more quickly than a bird.  *(fly)*
5. The countryside ……..very beautiful in spring.  *(look)*
6. Those children………very healthy.  *(look)*
7. One of the players………from the same village as myself.  *(come)*
8. In Britain many workers………to work in their own cars.  *(go)*
9. All the pupils in our school learn English. (learn)
10. The owner of that factory is very rich, and lives in a large house. (be, live)
11. One of the pupils in our class owns a motor cycle. (own)
12. Some people dislike traveling by sea, as it makes them sea-sick. (dislike, make)
13. The postman calls each morning with the letters. (call)
14. A snail moves very slowly. (move)
15. All the books on that shelf belong to me. (belong)
16. He and his aunt and uncle have a house in the country. (have)
17. Four ounces is the smallest quantity we sell. (be)
18. Apple pie and custard is my favourite dish. (be)
19. Ten miles is a long way to walk. (be)
20. The tallest of the three boys lives next door to me. (live)

EXERCISE NO. 2:
Insert is or are after the word there in the following sentences.

1. There are many rooms in that large hotel.
2. There are several pages missing from this book.
3. If you want some sugar, there is some in that basin.
4. There are eleven players in a football team.
5. There is nothing to be afraid of.
6. There is a cause for everything.
7. There are no lamps in this street.
8. There are several bookshops in our town.
9. There is little hope of his coming now.
10. There is a fierce dog in that yard.

EXERCISE NO. 3:
Insert was or were after there in the following sentences.

1. There was a thunderstorm last night.
2. There was much damage done to the crops.
3. There were several people in the room.
4. There was an accident here last week.
5. There were many fine paintings at the exhibition.
SOLUTIONS

EXERCISE NO.1:
1. costs 2. cost 3. fly 4. flies 5. looks
6. look 7. comes 8. go 9. learn 10. is, lives
11. owns 12. dislike, makes 13. calls 14. moves
15. belong 16. have 17. is 18. is 19. is
20. lives

EXERCISE NO. 2:
1. are 2. are 3. is 4. are 5. is
6. is 7. are 8. are 9. is 10. is

EXERCISE NO. 3:
1. was 2. was 3. were 4. was 5. were
Chapter-3
Nouns: Singular and Plural

A noun is defined as a word which is the name of a person, place, thing etc. It has two numbers – singular, when it refers to one thing (man, tree, table etc.) and plural, when it refer to more than one thing (men, trees, tables etc.). Therefore, number is that property of noun which shows whether one or more than one item is referred to.

Most of the plural forms of nouns are formed by adding ‘s’ or ‘es’ at the end. Whereas most of the nouns ending with consonants take ‘s’, those ending with vowels normally take ‘es’. But this is not a hard and fast rule. There are exceptions galore. Thus, nouns like boy, dog and book have plural forms as boys, dogs and books. But then ass, bench and fox have plural forms as asses, benches and foxes.

The nouns ending in ‘y’ normally take a different form with ‘ies’ at the end of the plural form. Thus, lady, victory and family become ladies, victories and families. Also nouns ending in ‘f’ take ‘s’ in their plural forms: knife, leaf and life becoming knives, leaves and lives. But there are exceptions here also.

There is an entire category of what are known as ‘irregular’ plurals. In this case nouns like child, man and penny become children, men and pence. Compound nouns such as commander-in-chief and on-looker become commanders-in-chief and on-lookers. Then, there are unique cases like Mr., Miss, M.L.A. which become Messrs, Misses and M.L.A.’s respectively. So, the students are advised to learn the plural forms carefully. Here, we shall refer to some important categories of nouns and the rules governing their use.

1. Collective nouns that represent groups of human beings or animals are generally regarded as singular nouns:
   - A crowd has gathered near the gate.
   - A flock of sheep is crossing the road.
   However, when the actions of a group are considered at the individual level, a plural form is used:
   - The jury were divided on the issue.

2. Class nouns that refer to categories of things like food, footwear, machinery, stationary etc. also take singular verbs:
   - The stationary is lying on the floor.
   - The crockery has to be cleaned before use.

3. Some words like news, debris, information, equipment, scenery, wreckage etc. do not undergo any change in their plural form:
The wreckage of the plane is strewn all over the land.
The news regarding the match has been received from different agencies.

4. In case of money, land etc., the singular form of verb is used, even though the subject may be plural:
   Nearly Rs. 70,000/- was spent on the function.
   Some two hundred acres of land has been distributed among the landless.

5. Names of some diseases and branches of knowledge that end in ‘s’ are treated as singular nouns:
   Economics is a difficult subject.
   Measles afflicts a large number of children every year.

6. Phrases such as a lot of, plenty of, most of, some of etc. have dual positions. They are treated as singular when they are used with quantity, but plural when they refer to number:
   Plenty of penalty strokes were missed by the hockey player.
   A lot of work is pending.

**EXERCISE NO. 1:**

Supply the correct form of the verb (present tense) in the following sentences. The infinitive of the verb to be used is given in brackets at the end of each sentence.

a. All the food …………has been eaten. (have)
b. A large crowd ……..expected at the football match. (be)
c. These shoes…..almost worn out. (be)
d. A pair of gloves……..been found in the hall. (have)
e. Good cutler…….expensive. (be)
f. A great number of people…….visited the exhibition. (have)
g. A lot of money ……to be spent on repairs to the house. (need)
h. Most of the houses in this street…….been built within the last twenty years. (have)
i. Most of the money…….now been spent. (have)
j. Ill news……..fast. (travel)
k. These scissors……..sharpening. (need)
l. All the luggage………now been inspected by the customs officials. (have)
m. A lot of these apples…….bad. (be)
n. A lot of time…..been wasted. (have)
o. Good advice……not always needed. (be)

**EXERCISE NO. 2:**

Supply an appropriate verb to fill the blank spaces in the following sentences.

a. The people waiting for the train……getting impatient.
b. Mathematics……..his weakest subject.
c. There……plenty of time before the bus leaves.
d. There……..plenty of books on that subject.
e. Most of the candidates…….passed their examination.
f. The food we took with us……insufficient.
g. His trousers……..covered with mud.
h. The whole herd of cattle……to be sold.
i. A pair of trousers……hanging over the chair.
j. Warm clothing…….necessary in cold climates.
k. All the furniture in the house……old-fashioned.
l. Most of the land in this part of the country……uncultivated.
m. A pair of spectacles…….lying on the table.
n. The stationary……been ordered, but…….not yet been delivered.
o. An epidemic of measles…….broken out in the district.

**SOLUTIONS**

**EXERCISE NO. 1:**

a. has  b. is  c. are  d. has  e. is  
f. has  g. needs  h. have  i. has  j. travels  
k. need  l. has  m. are  n. has  o. is  

**EXERCISE NO. 2:**

a. were  b. is  c. is  d. are  e. have  
f. was  g. were  h. are  i. is  j. is  
k. is  l. is  m. is  n. has, has  o. has
Chapter-4
The Partitive use of ‘of’

The term partitive stands for words like ‘some’ and ‘any’ which refer to part of a mass or quantity. In this chapter, the use of the word ‘of’ with reference to quantity etc. has been discussed. The following rules govern its use.

1. The expressions ‘One of’, ‘two of’, ‘many of’, ‘several of’ or ‘the majority of’ are followed by plural nouns or pronouns and a singular verb as in the following sentence:
   
   One of the athletes has hurt himself.
   
   But if the number is greater than one, the verb must be plural:
   
   Three of the athletes have hurt themselves.
   
   Many of the students have won scholarships.

2. Please note that the phrase ‘the majority of’ can be used only in case of countable things or persons and not for non-countable things. In case of the non-countable commodities, the phrase ‘most of’ should be used. But when used as the superlative of ‘many’, the word ‘most’ can be used for countable things:
   
   The majority of students have taken part in the competition.
   
   Most of the milk spilt on the ground.
   
   Most of the buildings in the colony have developed cracks due to the earthquake.

3. The terms ‘some of,’ ‘half of’ etc. take a plural verb if the reference is to countable things or persons, but a singular verb if they refer to non-countables:
   
   Some of the buildings are not fit to live in.
   
   Some of the ink was spilt on the desk.
   
   Half of the oranges smelt bad.
   
   Half of the field was cultivated.

4. The term ‘many’ refers to number and is considered plural, whereas ‘much’ refers to non-countable commodity and is considered singular:
   
   Many of the books published during that period retain their appeal even now.
   
   Much of the valley was covered with snow.

5. When ‘of’ is followed by a ‘class’ noun such as furniture, footwear, luggage, stationary etc., it does not take any word denoting number before it and is considered singular:
Much of the stationary has been recently procured from the market.
Some of my clothing is not stitched well.
Most of the traffic has been held up at the crossing.

EXERCISE:
Select from the words given in brackets at the end of each of the following sentences the one which you think should be used to fill the blank space.

1. One of his…has been injured in a railway accident. (friend, friends)
2. We have now heard….of the evidence. (the majority, most)
3. I have decided to sell….of my furniture. (some, several)
4. One of the climbers….injured in a fall. (were, was)
5. Some of the luggage….not yet arrived. (have, has)
6. Several of my friends….been to Britain. (have, has)
7. One of the….had several pages missing. (book, books)
8. …….of the money has now been spent. (many, much)
9. Most of the visitors…..strangers to me. (were, was)
10. Most of the time……spent looking round the shops. (was, were)
11. Each of the pupils………..given two exercise books. (were, was)
12. …….of the fruit……been damaged by the frost. (some, several; have, has)
13. Much of what he says……….untrue. (are, is)
14. One of the……….escaped from the circus. (elephant, elephants)
15. One of the……….injured. (player was, players were, players was)

SOLUTION:
1. friends 2. most 3. some 4. was
5. has 6. have 7. books 8. Much
9. were 10. was 11. was 12. Some, has
13. is 14. elephants 15. players was
Chapter-5
Concord of Nouns, Pronouns and Possessive Adjectives  (*Third Person*)

This lesson focuses on the agreement of nouns and pronouns with the possessive adjectives in third person, i.e., his, her, hers, herself etc. The following rules govern their use.

1. If the number is singular, the words with reference to persons of the male sex are *he, him, his, himself*. In case of persons belonging to the female sex, the words used are her, hers, herself. Further, in case of non-living things and most of the animal kingdom, the words used are *it, its* and *itself*.

2. If the noun refers to persons of either sex, as is the case with words like pupil, scholar, person, reader etc., the pronouns for the masculine are normally used.

   A scholar studying in the institute can take his lunch in the mess.

   A driver is not entitled to receive his wages while he is on probation.

   But if the context makes it clear that the person being referred to is female, the feminine form has to be used. The word ‘member’ used in relation to a women’s organization makes it amply clear that the member ought to be a woman. In that case, the feminine form of pronoun etc. shall be used.

   The member who walked out of the Women’s Kitty meeting, left her bag behind.

   The words ‘baby’ and ‘child’ are used for both female and male sex:

   The doctor held the baby in her arms while its mother prepared to receive him.

3. The words ‘they’, ‘them’, ‘their’, theirs’ and ‘themselves’ are used for both the sexes:

   The male members of the staff have not covered themselves with glory.

   The women ought to be ashamed of themselves for having forsaken a girl in distress.

4. An animal generally takes ‘it’ irrespective of the sex involved:

   They bull pounced on the red scarf held before it by the matador.

   The cow licked its young one after giving birth to it.

   But if the context shows the sex of the animal, then the words ‘he’ or ‘she’ may be used.
5. The words beginning with ‘every’ like ‘everyone’, ‘everybody’ etc. are considered singular and therefore ought to be used with singular pronouns:

Every passenger has left the compartment.

Everything stored in this godown has been stolen by the thieves.

6. The possessives ‘his’ and ‘her’ and the words based upon them have to agree in gender with the words to which they refer. In case of non-living things, ‘its’ is used.

Hari received a kiss from his mother.

The following table can be helpful in forming an idea about the right pronouns and possessive adjectives to be used in such situations. It may be noted that whereas possessive pronouns are used without nouns, the possessive adjectives come alongside nouns. Thus, my pen, his dog etc. are examples of possessive adjective and ‘This pen is mine’ and ‘This dog is his’ are examples of possessive pronouns.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Possessive Pronoun/Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>man, boy, everyone, everybody, a person</td>
<td>he, him, his, himself</td>
</tr>
<tr>
<td>woman, girl, every woman, every girl</td>
<td>she, her, hers, herself</td>
</tr>
<tr>
<td>a thing, an animal</td>
<td>it, its, itself</td>
</tr>
<tr>
<td>one</td>
<td>one, one’s, oneself</td>
</tr>
<tr>
<td>men, women, people, animals, things</td>
<td>they, them, their, theirs, themselves</td>
</tr>
</tbody>
</table>

The following table gives various forms of personal pronouns and their derivatives for different numbers of all types of persons.

<table>
<thead>
<tr>
<th>Personal Pronoun</th>
<th>Possessive Adjective</th>
<th>Possessive Pronoun</th>
<th>Reflexive Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative-Accusative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>me</td>
<td>mine</td>
<td>myself</td>
</tr>
<tr>
<td>You</td>
<td>you</td>
<td>yours</td>
<td>yourself</td>
</tr>
<tr>
<td>He</td>
<td>him</td>
<td>his</td>
<td>himself</td>
</tr>
<tr>
<td>She</td>
<td>her</td>
<td>hers</td>
<td>herself</td>
</tr>
<tr>
<td>It</td>
<td>it</td>
<td>its</td>
<td>itself</td>
</tr>
<tr>
<td>One</td>
<td>one</td>
<td>one’s</td>
<td>one’s</td>
</tr>
<tr>
<td>We</td>
<td>us</td>
<td>our</td>
<td>ourselves</td>
</tr>
<tr>
<td>You</td>
<td>you</td>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td>They</td>
<td>them</td>
<td>their</td>
<td>theirs</td>
</tr>
</tbody>
</table>

EXERCISE NO.1:

Insert the correct pronoun or possessive adjective in the following sentences.

1. John has returned the book which you lent…….
2. You must write more carefully.
3. The dog followed master wherever went.
4. The children have gone for a holiday with parents.
5. Mary had misplaced handbag.
6. Could you please lend your dictionary?
7. He spoke so softly that we could not hear.
8. We offered to help in their difficulty.
9. It was very kind of father to give a lift in car.
10. Those girls are very fond of dog.

EXERCISE NO. 2:

Insert his, her, its or their in the blank spaces in the following sentences.

1. The little boy was crying because he had lost mother.
2. Joan is two years older than brother.
3. The two children were waiting for father to return.
4. Mr. Smith has taken wife to the seaside in the hope that it will improve health.
5. The manager asked the visitors into office.
6. The faithful dog kept guard over injured master.
7. Mary and two brothers have gone to visit aunt.
8. John spent all week’s pocket money on a birthday present for sister.
9. The headmistress interviewed the pupils one by one in study.
10. He is very proud of daughter’s success in examination.
11. Two women had handbags stolen during the showing of the film.
12. She told me that necklace was a present from husband.
13. No one likes word to be doubted.
14. The stray kitten was found by a policeman and restored to mistress.
15. All the guests signed names in the visitors’ book which the manager kept in office.
EXERCISE NO. 3:

After each of the following sentences you will find printed possessive adjective and a possessive pronoun. Insert whichever of them you think correct in the blank space (or spaces) in that sentence.

1. Have you seen…..pen anywhere? (my, mine)
2. I saw a pen lying in the table, but I don’t think it was…….(your, yours)
3. ………car is bigger than………..(your, yours; our, ours)
4. That hat is Susan’s, but this one is………….(my, mine)
5. We sat under the shade of a tree and ate……..sandwiches. (our, ours)
6. They should not have spent that money, as it was not ………(their, theirs)
7. Those children are very fond of………….dog. (their, theirs)
8. While I was on……….holiday I met a friend of………..(mine, your, yours)
9. We should always be careful in the choice of……friends. (our, ours)
10. Mary declared that the book was not………..She would have recognized it if it had been, for she had written……..name on the fly leaf. (her, hers)

SOLUTIONS:

EXERCISE NO. 1:

1. him 2. your 3. its, he 4. their 5. her 6. me 7. him 8. them 9. his, me, his 10. their

EXERCISE NO. 2:

1. his 2. his 3. their 4. his, her 5. his 6. its 7. her, their 8. his, his 9. her 10. his, her 11. their 12. her, her 13. his 14. its 15. their, his

EXERCISE NO. 3:

1. my 2. yours 3. your, ours 4. mine 5. our 6. theirs 7. their 8. my, yours 9. our 10. hers, her
Chapter-6
The Possessive Adjective or the Definite Article with Nouns Denoting Parts of the Body

As explained in the preceding chapter, the possessive adjective is used before a noun, e.g., my pen, your book, our house, their car etc. The definite article ‘the’ also has been discussed in chapter 1. Now, their usage alongside nouns referring to parts of the human body is discussed. The following rules should be followed in this connection.

1. In case of general reference, the definite article ‘the’ is used:
   - The eyes are one of the delicate parts of the human body.
   - The indigenous system of medicine is best to deal with the disorders of the stomach.
2. When the reference is to a particular person or persons, the possessive adjective is used:
   - The sprained my ankle while boarding the train.
   - You held his hand otherwise he would have hurt me.
   - They must clean their feet before entering the temple.
3. When the person referred to has also been mentioned before as the object or the indirect object of a verb, ‘the’ has to be used to specify the part of the body:
   - The ruffian attacked my friend on the head. After a while, you gave him a punch on the nose.
4. The definite article is used before the parts of the body affected by a disease like:
   - inflammation of the joints, cancer of the breast, shrinking of the bones

**EXERCISE:**

Fill in the blank spaces in the following sentences with the appropriate possessive adjective or the definite article ‘the’ (whichever you think is correct).

1. If you know the answer, put up…………hand.
2. When she fell off her bicycle she injured…………arm.
3. The stone struck him on……….knee.
4. As he went to kick the ball, he slipped, and twisted……..ankle.
5. He gave me a dig in………ribs.
6. Sheila is suffering from a cold in .......... head.
7. I have cut .......... finger on a piece of glass.
8. The dog was wagging .......... tail.
9. The policeman grabbed the thief by .......... arm.
10. Reading in a poor light may injure .......... eyes.
11. Excessive smoking is thought to cause cancer .......... lung.
12. The intruder could not be recognized, as he had a mask over .......... face.
13. You should always give .......... mind to the work you are doing.
15. There are some people who write with ......left hand.
16. The mother was carrying a baby in .......... arms.
17. He was struck on .......... head by a piece of falling masonry.
18. It has been said that great thoughts arise from .......... heart, but emerge from .......... head.
19. Unless you have something sensible to say, you had better hold .......... tongue.
20. The porter was carrying heavy burden on .......... back.

SOLUTION:
   1. your  2. her  3. the  4. his  5. the
   6. the  7. my  8. its  9. his  10. the
   11. the  12. his  13. your  14. the  15. the
   16. her  17. the  18. the, the  19. your  20. his


Chapter-7
Confusion of Adjectives and Adverbs

Adjectival Complements

1. The verbs ‘to be’, ‘to seem’, ‘to become’ etc. as also the words like ‘appear’, ‘feel’, ‘look’, ‘grow’, ‘turn’ etc. (when they mean ‘become’) are followed by an adjective and not by an adverb:

   Shyam became tense after he went through the newspaper.

   The situation in the town was calm.

   The sky grew dark.

   The milk that was not kept in the refrigerator turned sour.

   These verbs may need adverb when they are used to communicate different sense:

   The soldier turned round and fired from his rifle.

   This tree has grown rapidly.

   The news appeared suddenly on the screen.

   Here, the verbs turned, grown and appeared do not mean ‘became’ or ‘seemed’ but ‘moved round’, ‘increased in size’ and ‘came into sight’ respectively. Therefore, an adverb and not an adjective must be used here.

2. An adjective, not an adverb must be used after verbs like ‘feel’, ‘sound’, taste’, ‘smell’, etc. to denote a quality which is recognized by a physical sense only.

   The surface of this table feels rough. (not ‘roughly’)

   That coffee smells good. (not ‘well’)

   The juice tastes bitter. (not ‘bitterly’)

EXERCISE:

Fill in the blank spaces in the following sentences with one of the words given in brackets at the end.

1. The weather has turned very……..(warm, warmly)

2. At the sound of my voice he turned round……..(quick, quickly)

3. She seems very……..in her new job. (happy, happily)

4. We shall have to make haste, for time is growing……..(short, shortly)
5. This kind of tree grows very ……..(slow, slowly)
6. Mary’s dress looks very ……..(pretty, prettily)
7. If you feel ……. come nearer the fire. (cold, coldly)
8. His new novel is due to appear ……..(short, shortly)
9. The signature on the letter appears quite ……..(genuine, genuinely)
10. It feels very …….. in this room. (hot, hotly)
11. The speaker congratulated the prize winners …….. on their success. (warm, warmly)
12. Her story sounds ……..(true, truly)
13. He turned …….. upon his accusers. (angry, angrily)
14. The weather will remain …….. for the next few days. (cold, coldly)
15. The crowd became very …….. when the winning goal was scored. (excited, excitedly)
16. She looked …….. through all the papers on her desk. (careful, carefully)
17. This room smells …….. of tobacco smoke. (strong, strongly)
18. That soup smells very …….. (appetizing, appetizingly)
19. Our new neighbours seem very …….. (pleasant, pleasantly)
20. He was very …….. to tackle the intruder single-handedly. (brave, bravely)

EXERCISE NO. 2:

For each of the following verbs compose two sentences. In the first sentence the verb is to be followed by an adverb and in the second by an adjective used as a complement. Any tense of the verbs may be used.

Go; come; turn; appear; grow; feel; look; sound

SOLUTIONS

EXERCISE NO. 1:

18. appetizing 19. pleasant 20. brave

EXERCISE NO. 2:

1. Go With adverb: The child is going slowly towards the school.
   With adjective: The milk went sour.
2. Come With adverb: Come quickly into the room.
   With adjective: The pliers came handy in cutting the wire.
Confusion of Adjectives and Adverbs

3. Turn
   With adverb: He turned round when I called him.
   With adjective: The cheese turned bad after a while.

4. Appear
   With adverb: She appeared suddenly over the ridge.
   With adjective: He appears sullen today.

5. Grow
   With adverb: This plant grows quickly in this region.
   With adjective: The students grew restless.

6. Feel
   With adverb: She felt strongly about the issue.
   With adjective: We feel happy here.

7. Look
   With adverb: Look carefully before you step ahead.
   With adjective: The patient looked cheerful yesterday.

8. Sound
   With adverb: The guard sounded an alarm.
   With adjective: The container sounded empty.

Words Ending In –ly

By adding the suffix –ly, many adverbs, especially those of manners are made as in case of the following:

Harsh, harshly; wise, wisely; slow, slowly

In case of adjectives ending in –ly, this rule cannot be applied. Such cases can be classified in two categories:

1. Those which are used as both adjectives and adverbs without any change:
   daily, weekly, fortnightly, yearly, early, leisurely, weekly, only etc.

   They can be used both-ways:
   The Tribune is a daily newspaper. (‘daily’ is used as adjective here)
   The Tribune is published daily. (‘daily’, not ‘dailyly’ is used as adverb here)
   He left by an early flight.
   He left early. (not ‘earlily’)

2. Those adjectives that end in ‘–ly’ and can be used as adjectives only:
   likely, fatherly, motherly, sisterly, friendly, brotherly, gentlemanly, manly, lovely, lonely, homely etc.

   In order to use these words as adverbs, the expression ‘in a ………ly way/manner/fashion’ is used; the blank space being filled with the adjective of the category discussed here.
   He is a friendly person.
   He met us in a very friendly fashion.

EXERCISE NO. 1:

Give the second sentence in each of the following pairs the same meaning as the first by completing it with an adverb or an adverb phrase.
a. He is an early riser. He rises………

b. There is an hourly service of trains to the City. The trains to the City run………

c. She gave us a friendly greeting. She greeted us………

d. Your friend is a very gentlemanly person. He always behaves………

e. The doctor paid daily visits to the sick man. The doctor visited the sick man………

f. Mrs. Jones was a homely person. She entertained her guests………

g. Most manual workers receive a weekly wage. Most manual workers are paid…………

h. The old gentleman gave the child a fatherly smile. The old gentleman smiled at the child…………

i. I have taken this house on a monthly rental. I pay the rent………

j. That was a cowardly thing to do. That was behaving………

EXERCISE NO. 2:

For each of the following words compose two sentences. In the first sentence the word is to be used as an adjective and in the second as an adverb.

Only; weekly; poorly; early; leisurely

SOLUTIONS

EXERCISE NO. 1:

a. early 
    b. hourly 
    c. in a friendly way

d. in a gentlemanly way 
    e. daily 
    f. in a homely manner

g. weekly 
    h. in a fatherly manner 
    i. monthly

j. in a cowardly manner

EXERCISE NO.2:

1. Only 
   Used as adjective: John is the only person present in the office.
   Used as adverb: You have to only speak your mind.

2. Weekly
   Used as adjective: The weekly supplement of this newspaper is good.
   Used as adverb: ‘India Today’ is published weekly.

3. Poorly
   Used as adjective: After leaving the hospital, he has still been poorly.
   Used as adverb: The street is poorly lit, so please be careful.

4. Early
   Used as adjective: The early train to Shimla has already left the station.
   Used as adverb: She left early to catch the morning flight.

5. Leisurely
   Used as adjective: We had leisurely walks around the lake.
   Used as adverb: The clerks in this office work leisurely.
Confusion of Adjectives and Adverbs

**Hard, Hardly; Late, Lately; Most, Mostly**

The adjectives ‘hard’, ‘late’ and ‘most’ each have two adverbial counterparts, i.e., each one of these has two adverbs, which are normally confused while being used. The following table makes it clear:

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>ADVERB 1</th>
<th>ADVERB 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hard</td>
<td>hard</td>
<td>hardly</td>
</tr>
<tr>
<td>Late</td>
<td>late</td>
<td>lately</td>
</tr>
<tr>
<td>Most</td>
<td>most</td>
<td>mostly</td>
</tr>
</tbody>
</table>

Their meanings must be clearly understood, for there is a lot of difference involved here.

1. ‘Hard’ as adverb means ‘laboriously’ or ‘strenuously’ and it normally follows the verb:
   - This labourer works hard. (not hardly)
   - You tried hard to win the race. (not hardly)
   - There are a few exceptions like ‘to rain hard’ means ‘to rain heavily’. But ‘hardly’ means ‘scarcely’, ‘very little’ and is used before the verb:
   - The speaker spoke in whispers so that the audience could hardly understand his message.
   - He was so changed in appearance that I hardly recognized him.
   - Sometimes, ‘hardly’ is placed at the beginning of the sentence to stress a point:
   - Hardly had the train arrived at the station when the passengers started falling one over the other to get into the compartment.

2. Similarly, ‘late’ means both ‘after the time expected’ and ‘towards the end of a period of time’:
   - Throughout the week, he reported late for work.
   - The robbers struck at the farmhouse late at night.
   - ‘Lately’ means ‘recently’:
   - He has been doing the rounds of the Employment Exchange lately.
   - There has not been any word from him lately.
   - Note that while using ‘lately’, only the perfect tense is used, but this is not the case with ‘recently’.

3. The word ‘most’ as adverb means ‘to the greatest extent or degree’, whereas ‘mostly’ means ‘for the most part’:
   - Those who serve best are the ones who profit most.
   - He spoke most bitterly of his experiences in prison.
   - The adverb ‘mostly’ means ‘for the most part’
   - The audience consisted mostly of men.
EXERCISE NO. 1:

Fill in the blank spaces in the sentences below with ‘hard’ or ‘hardly’ (whichever you think correct).

a. She has eaten………..anything today.

b. You will have to work……….to pass your examination.

c. He tried very……….but did not succeed.

d. We could ………hear what the speaker said.

e. The pupil strove……to get to the top of the class.

f. We……….ever see each other now.

g. The child could……lift the heavy basket.

h. We have been working………all day.

i. It has been raining……….for the past two hours.

j. He had……..set foot on the street when he was knocked down by a car.

k. The stranger looked…………at me as he passed.

l. The peasants had to work………….for little reward.

m. He has tried so………….that he deserves praise.

n. It was…………….light when we set out.

o. The sick man could…………speak, he was so weak.

2. Fill in the blank space in the following sentences with ‘late’ or ‘lately’.

a. How is your brother getting on? I have not seen him………..

b. Peter arrived home very……….last night.

c. My birthday falls………….in October.

d. My sister has not been very well………….

e. ……………..the library has been used by fewer people.

f. He missed his bus, and so got to work…………

g. The fire broke out……..on Saturday night.

h. Have you had a letter from your cousin…………? 

i. Any one who comes………….will have to sit at the back of the hall.

j. The student worked…………..into the night.

k. The train arrived ten minutes…………

l. I have not been to the theatre…………

m. The examination will take place………….in March.
n. We have not had very good weather...........

o. The accident occurred.............on Sunday evening.

3. **Fill in each of the blank spaces in the following sentence with ‘most’ or ‘mostly’**.

a. The books on the stall were.........novels.

b. It was John who helped me.........to get over my difficulties.

c. Of the three books, this is the one that interested me...........

d. The great poets have been.........men.

e. Which of the subjects that you study do you care for.........?

f. The prize should go, not necessarily to the person who succeeds, but to whim who tries........

g. The trees in that plantation are.........birch.

h. The students are.........young people between the ages of sixteen and twenty.

i. You should adopt the course which will benefit you........

j. The apples were.........small ones.

4. **Write three sentence of your own containing ‘hardly’, three containing ‘hard’ (adverb), three containing ‘late’ (adverb), three containing ‘lately’, three containing ‘most’ (adverb) and three containing ‘mostly’**.

**SOLUTIONS**

**EXERCISE NO. 1:**

<table>
<thead>
<tr>
<th>a. hardly</th>
<th>b. hard</th>
<th>c. hard</th>
<th>d. hardly</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. hard</td>
<td>f. hardly</td>
<td>g. hardly</td>
<td>h. hard</td>
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<tr>
<td>i. hard</td>
<td>j. hardly</td>
<td>k. hard</td>
<td>l. hard</td>
</tr>
<tr>
<td>n. hardly</td>
<td>o. hardly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EXERCISE NO. 2:**

<table>
<thead>
<tr>
<th>a. lately</th>
<th>b. late</th>
<th>c. late</th>
<th>d. lately</th>
<th>e. lately</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. late</td>
<td>g. late</td>
<td>h. lately</td>
<td>i. late</td>
<td>j. late</td>
</tr>
<tr>
<td>k. late</td>
<td>l. lately</td>
<td>m. late</td>
<td>n. lately</td>
<td>o. late</td>
</tr>
</tbody>
</table>

**EXERCISE NO. 3:**

<table>
<thead>
<tr>
<th>a. mostly</th>
<th>b. most</th>
<th>c. most</th>
<th>d. mostly</th>
<th>e. most</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. most</td>
<td>g. mostly</td>
<td>h. mostly</td>
<td>i. most</td>
<td>j. mostly</td>
</tr>
</tbody>
</table>

**EXERCISE NO. 4:**

1. Hardly: (a) Hardly had he stepped out of his house when it started raining (b). I hardly knew him as he had shifted to this place only last week. (c) He failed because he hardly worked.
2. Hard (adverb): (a) The policeman looked hard at the criminal. (b) You must work hard if you wish to get first division in the examination. (c) The soldier struck him hard on the head with the baton.

3. Lately: (a) Lately, there has been some tension in the region. (b) Which film have you seen lately? (c) She has joined the cookery class lately.

4. Late (adverb): (a) You always come late to the office. (b) The engineer reported late in the evening about the breach in the canal. (c) He missed the train as he reached the station late.

5. Mostly: (a) There were mostly foreigners in the gathering. (b) The literature published was mostly about the political situation in the country. (c) The plots offered were mostly freehold.

6. Most (adverb): (a) The classmates like Ruby most. (b) He helped me most during those troubled days. (c) This is the theme that I like most.
The word ‘Fairly’ is used only before positive adverbs and adjectives, and then only if they denote something which is considered desirable. It is not used in case of things which are undesirable. Rather can be used for things either desirable or undesirable.

The lecture was fairly interesting.
The lecture was fairly well attended.
The lecture was rather boring.
The lecture was rather badly attended.

But not:
The lecture was fairly boring.
The lecture was fairly badly attended.

Rather is also used before comparatives and before too. (Fairly cannot be used for either of these.)

I am feeling rather better today. (But not fairly better).
You read rather too quickly. (But not fairly too quickly)

2. Before certain nouns which are descriptive of an attitude towards a person or a thing.

   It is rather a pity to cut down those trees.
   She makes rather a fuss about trivial matters.
   He is rather a fool to give up a good job like that.

3. As an adverb of degree before verbs that express a feeling or an attitude of mind.

   I rather like that book.
   I rather wish I had taken your advice.

EXERCISE:

**Insert fairly or rather in the following sentences:**

a. The patient is ..................better today.
b. We have had a ...............good holiday.
c. She can speak English..............well.
d. The price is .....................more than we wished to pay.
e. We............hoped that you would join our party.
f. She is .............a silly kind of girl.
g. This piece of work is ..........satisfactory.
h. We found our way ...............easily.
i. She reads ..........too quickly.
j. I find this exercise ...............difficult.
k. It was ............ stupid of you to say that.
l. We have had ............poor weather this summer.
m. He is a ...............intelligent boy.
n. We could understand what he said ...............well.
o. This breed is .................dry.
p. We had a .................comfortable journey.
q. He is .............a tyrant to those who work for him.
r. It is .............a shame to throw that book away.
s. She can speak French .............well, though she cannot read it.
t. I .............feared this would happen.

SOLUTION:
(a) fairly,  (b) Fairly,  (c) fairly,  (d) rather  
(e) rather,  (f) rather,  (g) fairly,  (h) fairly,  
(i) rather,  (j) rather,  (k) rather,  (l) fairly,  
(m) fairly,  (n) Fairly,  (o) rather,  (p) fairly,  
(q) rather,  (r) rather,  (s) fairly,  (t) rather
Chapter-9
Adverbial use of ‘No’, ‘Not’ and ‘None’

1. When ‘no’ is used before a positive adjective it almost functions as an adjective, qualifying the same noun as the other adjective does.
   They had no warm clothing. (i.e., no clothing that was warm).
   There are no stupid scholars in this class. (i.e., no scholars who are stupid.)

2. It is also adjectival if it is used before a comparative adjective, that is, used before a noun:
   Have you no cheaper garments than these? (i.e., no garments that are cheaper).
   There is no cleverer boy in the class than Sudhir. (i.e, no boy who is cleverer.)

3. But if the attributive adjective, whether positive or comparative, is preceded by the indefinite article ‘a’ or ‘an’, then ‘no’ cannot be used. The verb must be made negative by the use of ‘not’:
   There is not a stupid scholar in the class.
   There is not a cleverer boy in the class than Satish.

4. ‘Not’ is also used before a noun preceded by ‘a’ or ‘an’ even when it is not qualified by an adjective:
   Not a person could tell us the way.
   Not a morsel of food was wasted.

5. Adverbial ‘no’ is used only (a) before comparative adverbs, (b) before comparative adjectives used as predicates.
   The bus will get you there no sooner than the train.
   He is no older than I am.
   This exercise is no better than the one you did before.
   A positive adverb, or an adjective used predicatively, cannot be modified by ‘no’.
   Here ‘not’ must be used:
   \[
   \begin{array}{ll}
   \text{Incorrect} & \text{Correct} \\
   \text{She is no very well today.} & \text{She is not very well today.} \\
   \text{That clock is no right.} & \text{That clock is not right.}
   \end{array}
   \]

6. Adverbial ‘none’ (not ‘no’) must be used before (a) ‘too’ followed by a positive adjective or adverb, (b) ‘the’ followed by a comparative adjective or adverb.
   His health is none too good. \hspace{1cm} \text{(not no too good)}
   We arrived none too soon. \hspace{1cm} \text{(not no too soon)}
   We were none the worse for our experience. \hspace{1cm} \text{(not no the worse)}
Notes:

1. An exception to what has been said in (5) above is to be found in the sentence. *This dress is no different from the other*, which is perfectly good English. Here we have a positive adjective modified by no; but it really goes with the comparatives, since the idea of difference implies comparison. And the same is true of no other in such a sentence as *we could be no other than pleased at the result*.

2. *No good*, in such a sentence as *It is no good doing that*, is an apparent exception, but not a real one, as *good* is here, historically, not an adjective but a noun, meaning ‘advantage’. (It has the same meaning, as *for the good of one’s health*). The pattern having become established, we then get such sentences as:

This medicine is no good.
He is no good at English.
These are quite correct, but *good* is still, historically, a noun, and *no* an adjective, though the original meaning has been completely lost.

3. Although no is used before different, it cannot be used before its opposite, like. Instead we must use nothing.

EXERCISE NO.1:

Insert ‘no’ or ‘not’ in the blank spaces in the following sentences:

a. There was ............... a sound to be heard in the room.

b. This work is ............... better than the previous piece was.

c. We had ............... sooner set out than it started to rain.

d. ............... a single person knew the answer.

e. Can you think of ............... better reason than that?

f. It is ............... warmer today than it was yesterday.

g. It took us ............... less than three hours to do the work.

h. ............... a star was to be seen in the sky.

i. We ............... longer believe that madness is due to possession by evil spirits.

j. ............... less than five people have tried to solve the problem, but ............... one of them has been able to do it.

k. As they were ill they could ............... come to the party.

l. You could make ............... greater mistake than that.

m. The condition of the patient is ............... different today from what it was yesterday.

n. There is ............... a cleverer girl in the school than Joan.

o. ............... a spot of rain has fallen for over a month.

p. It is ............... good wishing for the impossible.
Adverbial use of ‘No’, ‘Not’ and ‘None’

q. There is .......... the slightest truth in his story.
r. The lecture was .......... interesting.
s. I can walk .......... faster than this.
t. .......... a word was said about the theft of the diamonds.

**EXERCISE NO.2:**

*Insert ‘no’, ‘none’ or ‘nothing’ in the blank spaces in the following sentences:*

a. He explained the matter to us at great length, but we were .......... the wiser.
b. It is .......... too warm today.
c. An elephant is .......... like a giraffe.
d. This cloth is .......... different from the other one.
e. The police are .......... nearer a solution of the mystery than they were a week ago.
f. The children were .......... the worse for their experience.
g. The garden is still attractive, but it is .......... like it used to be.
h. The pupils found the examination .......... too easy.
i. He may be generous with his money, but I like him .......... the more for that.
j. Will it be all right if we meet at six o’clock? Yes, but .......... later.

**SOLUTIONS:**

**EXERCISE NO.1:**

(a) not, (b) no, (c) no, (d) Not, (e) no, (f) not, (g) no, (h) Not, (i) no, (j) No, not, (k) not, (l) no, (m) no, (n) not, (o) Not, (p) no, (q) not, (r) not, (s) no, (t) Not

**EXERCISE NO.2:**

(a) none, (b) none, (c) nothing, (d) no, (e) no, (f) none, (g) nothing, (h) none, (i) none, (j) no.
Chapter-10
Difficulties with Comparatives and Superlatives

1. Some adjectives and adverbs are made comparative and superlative by adding –er and –est to the positive forms, as in cases like big (bigger), fast (faster), long (longer) etc., whereas in some cases ‘more’ and ‘most’ are added, as in cases like beautiful (more beautiful), quickly (more quickly) etc. Care must be taken to see that both ‘er’ or ‘est’ and ‘more’ are not used with the same word.

2. The word ‘than’ follows a comparative adjective or adverb, not a positive one:
   
   That ball is more big than this one.  (incorrect)
   That ball is bigger than this one.       (correct)

3. The superlative form is used when we compare or choose from amongst things or persons which more than two:
   
   This is the most interesting movie being screened at present.
   Economics is the most interesting of all the subjects I have studied.
   This is the most interesting novel I have ever read.
   Of all the stories I have heard, this is the funniest.

EXERCISE NO.1:

Fill in the blank spaces in the following sentences with the comparative or the superlative degree, whichever you think is needed, of the adjective or adverb that is given in brackets at the end.

a. This book is…….than the other one. (interesting)

b. My grandmother is the …….member of our family.  (old)

c. An aeroplane can travel……..than a train. (fast)

d. Everest is the………..mountain in the world (high)

e. Who arrived…………., John or James ? (early)

f. This is the ……….piece of work I have ever undertaken. (difficult)

g. She always did things the ………..way. (easy)

h. Which season is…………summer or winter? (hot)

i. Who is the ………..pupil in your class? (tall)

j. Which is the ………way to the railway station? (near)

k. Of the two brothers, the……..was the…………(young, clever)

l. I shall not stay………..than I can help. (long)
Difficulties with Comparatives and Superlatives

m. The………..I stay in this place, the………..I like it. (long, much)
n. Which of the three routes is the………..? (short)
o. The ……..man that has ever lived could not answer that question. (wise)
p. The carpet was………..than we expected. (dear)
q. The …………..person can sometimes make mistakes. (careful)
r. Could you walk a little………..please? (slow)
s. That is the………..joke I have ever heard. (good)
t. The journey was the………..we had ever experienced. (tedious)

EXERCISE NO. 2:

Fill in the blank spaces in the sentences below with the correct form of the adjective or adverb given in brackets at the end.

a. This box is………..than the other one. (big)
b. When my brother was at school he was the……….boy in his class. (clever)
c. That is the…………story I have ever read. (thrilling)
d. It is…………today than it was yesterday, and tomorrow it will probably be…………(hot)
e. It is……to be healthy than to be………. (good, rich)
f. She is the…………person I have ever met. (interesting)
g. The……..we start, the……..we shall get there. (soon)
h. Haven’t you a …….hat than that? (good)
i. Which of the three brothers is the……….? (young)
j. A………..name is ……..than gold. (good)
k. I feel much………….Today than I did yesterday. (well)
l. It is……….than ever today. (cold)
m. He is the ……….person in the village. (rich)
n. You will have to do your work………..than this. (carefully)
o. There is no-one whom I esteem………..than your father. (highly)

EXERCISE NO. 3:

Fill in the blank spaces in the sentences below with much or very (whichever you think correct).

a. You are……….lucky to have escaped.
b. This carpet is………..better in quality than the other.
c. She is not older than I am.
d. Is the message urgent?
e. My sister speaks English well.
f. She can speak it better than I can.
g. They should be here soon.
h. I hear that your mother has been ill.
i. Yes, she has, but she is better now.
j. The journey took us longer than we expected.
k. We found the exhibition interesting.
l. I have often wished I could visit Britain.
m. Was your father angry with you for staying out so late.
n. Your friend is late; we cannot wait for him longer.
o. After your explanation the subject is clearer than it was before.

EXERCISE NO.4:

Insert in the blank spaces below the comparative or superlative degree of the word given in brackets at the end.

a. Which of your sisters is Jane or Mary? (old)
b. Who is the person in your family? (old)
c. Which is the day of the year? (long)
d. That is the valley I have ever seen. (beautiful)
e. Which is the iron or lead? (heavy)
f. Is James or Henry the of the two sons? (young)
g. Both his children are clever, but the girl is of them. (clever)
h. Which will get us there the train or the bus? (quickly)
i. This is by far the of the two methods. (easy)
j. Even the person in the world could not solve that problem. (clever)

SOLUTIONS

EXERCISE NO. 1:

a. more interesting b. oldest c. faster d. highest e. earlier
f. most difficult g. easiest h. hotter i. tallest j. nearest
k. younger, cleverer l. longer, longer, more n. shortest o. wisest
p. dearer q. most careful r. slower s. best
t. most tedious
EXERCISE NO. 2:
(a) bigger (b) cleverest (c) most thrilling (d) hotter, the hottest (e) better, rich (f) most interesting (g) sooner, sooner (h) better (i) youngest (j) good, better (k) better (l) colder (m) richest (n) more carefully (o) more highly

EXERCISE NO. 3:
(a) very (b) much (c) much (d) very (e) very (f) much (g) very (h) very (i) much (j) much (k) very (l) very (m) very (n) very, much  (o) much

EXERCISE NO. 4:
(a) older (b) eldest (c) longest (d) most beautiful (e) heavier (f) younger (g) cleverer (h) more quickly (i) easier (j) cleverest
Chapter-11
Confusion of Participles: Active and Passive Voice

1. With transitive verbs the present participle (the one ending in ‘–ing’) is active, it tells us something that a person or a thing does. The past participle is passive; it tells us something that is done to a person or a thing.

Burning wood = wood that is burning.
Burnt wood = wood that is or has been burnt.
Dried fruit = fruit that has been dried.

2. If, therefore, we want, wish, require or should like something done to a person or a thing, we must use the past participle, not the present, to say what it is that is to be done.

I want this exercise written in ink. (not writing)
We should like the work finished by Friday. (not finishing)
Would you like the window closed? (not closing).

The verbs ‘need’ and ‘want’ can be followed by a verbal form ending in’ –ing’. This, however, is the gerund, not the present participle. It is equivalent in meaning to a passive infinitive. Consequently the subject must denote the thing (or sometimes the person) that needs or wants something done to it.

My shoes need mending.
This dress wants washing.
The invalid needs careful feeding.

3. The present participle can take only ‘be’ as an auxiliary, never ‘have’.

He is writing a book about his travels. (not has writing)
The train is standing at the platform. (not has standing)

The past participle of transitive verbs can take both ‘be’ and ‘have’. With ‘have’ it makes an active voice, with ‘be’ a passive.

The sun has ripened the fruit. (active)
The fruit has been ripened by the sun. (passive)

The past participle of most intransitive verbs can take only ‘have’, since normally intransitive verbs are used only in the active voice.

The girl has fainted. (not is fainted)
My grandfather has died. (not is died).

There are a few, however, that can take both ‘have’ and ‘be’, though with a slight difference of meaning.
Confusion of Participles: Active and Passive Voice

My father has gone to London.
When he looked in the place where he had hidden the money, he found that it was gone.
Mr. Kapoor has retired from business.
Mr. Kapoor no longer goes to business, he is retired.

When ‘it’ is preceded by the auxiliary ‘be’, the past participle of such verbs has the force of a predicative adjective describing a state, condition or situation.

4. Special care is necessary when the auxiliary is ‘have been’, ‘has been’ or ‘had been’. Because it starts with have/has/had, there is a temptation to regard it as a ‘have’ auxiliary, and to imagine that by placing the past participle after it, on the analogy of ‘I have finished my work’, we can make it active. But this is a mistake.

‘Have been’ is a compound tense of the auxiliary ‘be’, not ‘have’. To become active it must therefore be followed by the present participle, and by the past participle to become passive.

Active Voice:
I have not been waiting very long. (not have not been waited).
She had been visiting some friends. (not had been visited).
We have been playing cricket. (not have been played).

Passive Voice:
All the food has been eaten. (not eating)
Our house has just been repainted. (not repainting).

5. There are some verbs which can be used either transitively or intransitively. In such cases have/has/had been can be followed only by the present participle for the intransitive use, but for the transitive by either the present or the past participle.

Intransitive:
They have been working very hard today.

Transitive:
You have been working that horse very hard.
That horse has been worked very hard.

6. The verbs happen, occur, belong, and depend are never used in the passive.

The accident happened at 10.00 p.m. (not was happened)
The price depends on the quality. (not is depended on)
That car belongs to my father. (not is belonged to)
An explosion occurred in the factory. (not was occurred)

Similarly the compound verb to take place is intransitive in force, and can be used only in the active voice.
The wedding took place last Saturday. (not was taken place).

7. The past participles of verbs denoting some kind of feeling or emotion can be used only of living creatures (usually only of human beings), and never of things, since things cannot experience feelings or emotions. Such verbs are excite, interest, surprise, fascinate, frighten, satisfy, to mention only a few.
She is interested in music.
We were surprised by the news.
They were fascinated by the conjurer’s tricks.
The dog became very excited.
Are you satisfied with your new house?

The present participle of such verbs is used of the thing that provokes or gives rise to the feeling.
This book is very interesting.
They found the conjurer’s tricks fascinating.
The film was most exciting.
I have just heard some surprising news.
The meal was quite satisfying.

EXERCISE NO.1:

Fill in the blank spaces in the following sentences with the present or past participle (whichever you think correct) of the verb given in brackets at the end of the sentence.

a. Two men were ………..in the doorway. (stand).
b. Many houses were ………..by the gale. (damage).
c. We have been ………..for over half an hour. (wait).
d. The doctor has been ………..out to attend an urgent case. (call).
e. I want these parcels ………..immediately. (deliver)
f. Are you ……the goods with you, or would you like them ………..on later? (take, send)
g. She was ………..by the fire ………..a newspaper. (sit, read)
h. This house has been ………..nearly a hundred years. (build).
i. We should like two seats ………..for us. (reserve)
j. They were ………..that their team had never been ………..(boast), beat).

EXERCISE NO.2:

Insert a tense of the verb to be or to have in the blank spaces in the following sentences:

a. The little girl……….crying because she……….lost her money.
b. My father……….just bought a new car.
c. When we set out it……….raining very heavily.
d. My aunt……….coming to stay with us for a few days.
e. I……….misplaced my purse……….anyone seen it?
Confusion of Participles: Active and Passive Voice

f. He…………crossing the road when he…………knocked down by a cyclist.
g. I…………never been to Britain, but I…………hoping to go there before long.
h. Many accidents…………been caused by careless driving.
i. Who was that girl you…………speaking to?
j. On my twenty-first birthday I…………given a gold watch as a present.
k. Our team…………been beaten only once this season.
l. The thief…………arrested by the police as he…………leaving the railway station.
m. ………you heard the rumour that income tax…………going to be reduced?
n. My elder brother…………studying for the legal profession.
o. He…………passed his first examination, and…………taking the final examination next year.

EXERCISE NO.3:

In the blank spaces in the following sentences, insert the present or the past participle of the verb given in brackets at the end of the sentence:

a. a. Are you…………in stamp-collecting? (interest)
b. It is…………how soon the weather has changed. (surprise)
c. The children were…………at the prospect of going for a holiday. (excite).
d. We were all…………at the news of his success. (surprise)
e. Our visitor had some…………stories to tell about foreign parts. (interest)
f. The skill of the conjuror was…………(astonish).
g. His audience was…………at the tricks he performed. (astonish)
h. That must have been a…………experience. (terrify)
i. The speaker held his audience…………for over an hour. (interest)
j. His friends were…………by the news of his sudden death. (shock)
k. It is a…………state of affairs that people are allowed to starve while others live in luxury (shock).
l. A…………face is a pleasure to behold. (smile).

EXERCISE NO.4:

Compose sentences of your own to illustrate the use of the following words:

Amazing; terrifying; laughing; amused; interested; shocking; astonished; astonishing; pleasing; disappointed.
SOLUTIONS:

EXERCISE NO.1:
(a) standing,  (b) damaged,  (c) waiting,  (d) called
(e) delivered,  (f) taking,  (g) sitting,  (h) built reading
(i) reserved,  (j) boasting,  beaten

EXERCISE NO.2:
(a) is, has,  (b) has,  (c) was,  (d) is,
(e) have, has  (f) was, was,  (g) have, am,  (h) have,
(i) were, (j) was,  (k) has,  (l) was, was
(m) have, is,  (n) is,  (o) has, is

EXERCISE NO.3:
(a) interested,  (b) surprising,  (c) excited,  (d) surprised,
(e) interesting,  (f) astonishing,  (g) astonished  (h) terrifying,
(i) interested,  (j) shocked,  (k) shocking,  (l) smiling

EXERCISE NO.4:

a. It is amazing how he has secured the first place in the university.
b. The scene in the jungle was truly terrifying.
c. I found the girls laughing.
d. I was amused by the idiotic story told by her.
e. I am not interested in this proposal.
f. The news of his demise was very shocking.
g. I was astonished at the wit of the little boy.
h. His memory was astonishing.
i. Her manners were pleasing.
j. I was disappointed with her result.
Chapter-12
The Prop-word One

We use the word ‘one’ in order to avoid repeating a noun. The plural form of ‘one’ is ‘ones’:

I have sold my old scooter and purchased a new one.
The books on the shelf are the new ones.

The following points should be noticed about the use of this word.

1. It can be used only for things that are countable (books, pens, desks, houses, cars, trains, toys, dogs, tables)

   Do you prefer white wine or red? (not red one)
   I prefer white coffee to black. (not black one)

2. It is always used:
   (a) with an adjective preceded by the indefinite article ‘a’ or ‘an’, or by a possessive adjective (my, his, her, our, your, their).
   We are moving from our present house into a smaller one. (not into smaller one).
   Take off your blue dress and put on your green one. (not put on green one)
   (b) with the definite article ‘the’ preceding it, and an adjective phrase or adjective clause following it.
   If you can’t find your pen, use the one on the table.
   Of the two watches, I prefer the one that you showed us first.

3. An exception to rule (a) above occurs with this and that, when the article ‘a’ or ‘an’ is never used.
   You sit in that chair, and I’ll have this one.
   *This one* and *that one* may, however, should be followed by an adjective phrase or clause.
   The book I am referring to is that one on the second shelf.
   The most valuable ring that I possess is this one that I am wearing.

4. A plural noun is replaced by the plural ‘ones’.
   He ate all the big chocolates and left me the little ones.
   Even with things that are countable, one/ones cannot be used in the following cases.
   (a) Immediately after a genitive or a possessive adjective, if no other adjective comes in between.
As my own bicycle was broken, I borrowed John’s. (not John’s one).
Is this my pen, or is it yours? (not your one).

Note, incidentally, that the possessive adjective + one/ones is replaced by the possessive pronouns; yours, not your; mine, not my.

But we can say John’s old one, your new one, my best one, because here another adjective comes between the possessive and the noun.

You may borrow my old umbrella, if you wish, but I cannot lend you my best one.

After these and those, in spite of the fact that it can be used after the singular this and that.

I don’t care for those flowers; I would rather have these. (not these ones).

To replace class-nouns such as furniture, luggage, cutlery and clothing, which are countable things but are generalizing terms and therefore, express an idea which is itself non-countable.

All the old knives have been replaced by new ones.

But:

All the old cutlery has been replaced by new. (not new one, or new ones).

EXERCISE NO.1:

In some of the blank spaces in the following sentences one or ones is required, in others it would be incorrect to use one or ones. Write out the sentences, either inserting the correct word, or leaving the sentences it is, as the case may be. If you do not insert anything, no space should be left when you copy out the sentence.

a. They have left their old house and gone into a bigger……….

b. Mary has eaten all the big sweets, and left me the small……….

c. My bicycle was more expensive than…………(your one or yours).

d. You sit on that seat and I’ll sit on this………..

e. My coat is almost worn out; I shall have to get a new……….

f. Would you like these chocolates, or would you prefer those……………?

g. I prefer China tea to Indian ……….

h. Take off those new shoes and put on your old……….

i. Some people prefer brown bread, others prefer white……….

j. If you can’t get a brown loaf, get a white……….

k. Your watch is a much better…………than mine.

l. The pupils write their exercises in black ink, but the teacher corrects them in red……….
m. Joan was jealous because she thought her sister’s present was better than…….(her one or hers).

n. Would you like these white flowers, or those red………?

o. As she hadn’t a dictionary of her own, she borrowed her friend’s………..

p. Is that grey car……….? (yours or your one)

q. The film we saws was an American………..

r. If we can’t find a hotel in this town, we will go on to the next………..

s. If you could have your choice, would you rather have fair hair or dark……….? 

t. We failed to catch the train we had intended, so we had to go by a later………..

EXERCISE NO.2:

Include each of the following in a sentence of your own.

(a) a very long one 
(b) all the broken ones 
(c) a bigger one 
(d) a very cheap one 
(e) this one, 
(f) his black ones 
(g) the most expensive one 
(h) the best ones 
(i) a strange one 
(j) those tall ones.

EXERCISE NO.3:

Compose -

(a) Five sentences of your own in which ‘one’ is correctly used as a prop-word; 
(b) Five in which ‘ones’ is used.

SOLUTIONS:

EXERCISE NO.1

(a) One (b) ones (c) yours one, (d) one (e) one
(f) ones, (g) one (h) ones (i) one, (j) one, 
(k) one (l) one (m) Hers one, (n) ones, (o) one,
(p) yours one (q) one, @one, (s) one (t) one

EXERCISE NO.2

a. The tunnel we passed through was a very long one.

b. There were many chairs and he picked all the broken ones for repair.

c. Of these two picture-frames, I like the bigger one.

d. She saw a number of shirts and selected a very cheap one.

e. Of all these chairs, I like this one.
f. Of his all his shoes, he likes the black ones most.
g. He compared the prices of many televisions and in the end, selected the most expensive one.
h. The books written by him in English are the best ones.
i. I met many persons at the party, but the person who attracted me most was a strange one.
j. There are many players around; those tall ones are basket-ball players.

**EXERCISE NO.3**

(a) 1. I don’t want the red shirt; I want the blue one.
    2. You take that magazine, I will take this one.
    3. Out of the many books displayed in the exhibition, I selected the best one.
    4. You cannot find your pen, take this one.
    5. Among those boys, the smaller one is my brother.

(b) 1. He took away the bigger peaches and left the small ones.
    2. All the old chairs have been replaced by new ones.
    3. He left his old shoes and put on the new ones.
    4. I don’t like yellow flowers, I want the red ones.
    5. Not the big tables but the small ones will suit us.
Chapter-13
Prepositions

The Expression of Time

1. For a particular point of time, the preposition ‘at’ is used:
   
at dawn, at dusk, at noon, at midnight, at 8 a.m., at ten ‘o clock, at the end of the celebrations, at dinner time, at Dewali, at New Year, at 55 years of age, etc.
   
   (b) It is used to indicate period of time in case of festivals:
       
       At Dewali, at New Year, at Easter (It means around the time of Dewali, New Year or Easter)

2. The preposition ‘on’ is used to refer to a date, a day or part of a day:
   
on 11th February, on July 6th, on Sunday, on Christmas Day, on his birthday, on the morning of December 15, on New Year’s Day, on a sunny day in January etc.

3. The preposition ‘in’ is used to refer to a period of time:
   
in the morning, in the evening, in September, in the year 2001, in daytime, in two hours, in sixty days, in a week, in twenty years, in five months, in a few minutes, in an hour’s time etc.

4. The preposition ‘during’ is used to give the idea of continuity of an event throughout the period:
   
   During the war food was rationed.
   He was campaigning for his favourite candidate during the day.
   
   (b) It is also used when the intention is to tell that an event took place, or is to take place within a specified period of time:
       
       The shop was burgled during the night.
       I shall call at him during the day.

5. The preposition ‘by’ is used when the intention is to express the limit of the period allowed for an activity:
   
   I shall complete this job by Thursday.
   You must harvest this field by tomorrow.

6. The preposition ‘for’ is used to show the period during which an event occurred:
   
   He has not come here for a month.
   She will not be here for another fortnight.

Note: The prepositions ‘at’, ‘on’ and ‘in’ are not used if the noun referring to the time comes after an adjective:
I visited Mumbai last week.
Prateek will be twenty next year.
He calls her up almost every day.

Also, ‘yesterday’, ‘today’ and ‘tomorrow’ do not take a preposition when they are used as adverbs:

Mohan will meet his competitor tomorrow.

Did you not visit Delhi yesterday?

**EXERCISE NO. 1:**

**Fill in the blank spaces in the following sentences with the correct preposition.**

1. Shakespeare lived………..the reigns of Elizabeth I and James I.
2. He was born ………..1564, and died………….1616.
3. My birthday is…………October 28th.
5. I will call and see you………..Sunday,…………three o’ clock.
6. The work must be finished…….the end of the week.
7. The burglars entered the house…………..the owner’s absence.
8. The exhibition is to be officially opened……….Wednesday next,…………3 p.m.
9. Please let me have your answer……..the end of the month at the latest.
10. We are having a party………..New year’s Day.
11. She always went to see her parents…….Christmas.
12. A gale got up……..the night, and did much damage.
13. She will be twenty-five………..August 11th.
14. ………..what year was she born?
15. I shall be back…………..about twenty minutes’ time.
16. Could you meet me………….2.30………….Saturday afternoon?
17. They ought to be here…….now.
18. I will call at your office some time…….the morning.
19. They ceased work………….sunset.
20. Christmas Day is……..December 25th.

**EXERCISE NO. 2:**

In some of the blank spaces in the following sentences a preposition is needed, but in others it is not. Copy out the sentences, either inserting the correct
preposition or leaving the sentence as it is. (If you insert no preposition, do
not leave the space when you copy out the sentence.)

1. I get up........seven o’ clock every morning.
2. It has been very warm........today, but it may be ........cooler tomorrow.
3. We leave for our holiday........Friday.
4. The second World War ended........1945.
5. Would it be convenient if I called to see you........one day next week?
6. All the members of our family go to church........every Sunday. My sister and
I usually go........the morning, but my mother and father go........the evening.
7. ........last week my grandparents celebrated the fifteen anniversary of their
wedding.
8. I take up my new post........next April.
9. We intend to go to the theatre........this evening. The performance
begins........7.30, so we ought to leave home ........seven o’ clock at latest.
10. A news bulletin is broadcast........six o’clock........each evening.
11. ........one day you will regret what you have done.
12. It has rained........every day........this week.
13. My father will be retiring from business........two years’ time.
14. The subscription falls due........January 1“........each year.
15. ........ten o’clock only six people had arrived.

EXERCISE NO. 3:

Make sentences of your own which include the following expressions used
adverbially. Decide whether a preposition is required, and if it is, see that you
use the correct one.

Today; midnight; next year; every Saturday; eight o’clock; this afternoon; three
months’ time; last summer; the year 1805; each evening; many times

SOLUTIONS

EXERCISE NO. 1:

1. during 2. in, in 3. on 4. at, at 5. on, at
6. by 7. during 8. on, at 9. by 10. on
11. at 12. in 13. on 14. In 15. in
16. at, on 17. by 18. in 19. at 20. on
EXERCISE NO. 2:
1. I get up at seven o’clock every morning.
2. It has been very warm today, but it may be cooler tomorrow.
3. We leave for our holiday on Friday.
4. The second World War ended in 1945.
5. Would it be convenient if I called to see you one day next week?
6. All the members of our family go to church every Sunday. My sister and I usually go in the morning, but my mother and father go in the evening.
7. Last week my grandparents celebrated the fifteen anniversary of their wedding.
8. I take up my new post next April.
9. We intend to go to the theatre this evening. The performance begins at 7.30, so we ought to leave home by seven o’clock at latest.
10. A news bulletin is broadcast at six o’clock each evening.
11. One day you will regret what you have done.
12. It has rained every day this week.
13. My father will be retiring from business in two years’ time.
14. The subscription falls due on January 1st each year.
15. By ten o’clock only six people had arrived.

EXERCISE NO. 3:
1. He called me up today and expressed regrets for the lapse.
2. The party ended at midnight.
3. I shall visit U.S.A. next year.
4. He attends the congregation every Saturday.
5. At eight o’clock in the morning, his son was born.
6. Vishnu reaches Rohtak this afternoon.
7. I shall have got the diploma in three months’ time.
8. They got engaged to each other last summer.
9. My grandfather was born in the year 1805.
10. The musician struck the gongs many times.

The Expression of Place
1. When the reference is to the place of residence in general, the preposition ‘in’ is used: in a cottage, in a mansion, in a bungalow, in a village, in a city etc.
2. For a big city as also for the name of a state, country, continent, the preposition ‘in’ is used: in Mumbai, in Haryana, in India, in Asia etc.
3. The preposition ‘at’ is used to refer to a small town: at Sonepat, at Narwana etc.
4. ‘At’ is also used in case of a particular house or place of residence: at Taj Hotel, at Buckingham Palace etc.
5. For a place of work in general or the particular department of a big organization, ‘in’ is used: in the Home Ministry, in the Immigration Department of the Foreign Ministry, in a factory, in a bank, in a restaurant etc.

EXERCISE NO. 1:
Supply the correct preposition in the following sentence.
1. Would you rather live…….the town, or……….the country?
2. My uncle lives………a large house……….a village a few miles from Delhi.
3. John was brought up……………a farm, but at the age of sixteen.
4. My father is employed as a cashier……………the local branch of the Midland Bank.
5. When we were………London we stayed……………the Cumberland Hotel.
6. He told me that he lived………….23 Clarendon Road.
7. When he retired, he left London and went to live……………Kent.
8. People who live……………glass houses should not throw stones at others.
9. Mr. Smith teaches Modern Languages……………the High School.
10. I believe his father is a solicitor……………a small town not far from here.
11. He gave us to understand that he had some sort of job……………the dockyard.
12. A friend of my father’s has offered to get me a post……………the office of a large steel woks.
13. Miss Johnson is a typist……………the Town Hall.
14. Would you prefer to work……………a factory, or……….a farm?
15. Mr. And Mrs. Jones stay……………the seaside for a month each year.

SOLUTION:
1. in, in 2. in, in 3. at 4. in 5. in, at
6. at 7. in 8. in 9. at 10. in
11. at 12. in 13. at 14. in, on 15. at

Prepositions Attached to Verbs
1. The intransitive verbs followed by a preposition and its object retain the preposition:
   We listened to the music. (correct)
   We listened the music. (incorrect)
He looked at the picture. (correct)
He looked the picture. (incorrect)

It may be noted that the preposition must not be removed even if the sentence has interrogative form:

What are you looking for?
Where is he coming from?

Similarly, in passive sentences, the preposition is retained:
The handicapped should be looked after by the state.
I did not like being stared at.

OMISSION: Some transitive verbs like answer, approach, ask, attack and enter do not take a preposition, unless their idiomatic use requires the use of a preposition.

EXERCISE NO. 1:

Give the questions to which the following statements might be the answers. Use such interrogative words as who?, which?, what?, where? To introduce the question, e.g. This train has come from Edinburgh. –Where has this train come from?

1. I am looking for an English dictionary.
2. Everyone was talking about the latest news.
3. I was speaking to a friend.
4. He was sitting in that chair.
5. Mr Smith lives in that house.
6. I am writing to my mother.
7. Everyone was staring at the strange-looking person.
8. We are listening to the music.
9. I shall come by the train which leaves at 3.30.
10. I am thinking about that holiday I had in Paris.
11. That box is made of wood.
12. I gave the book to my sister.
13. The train starts from platform number 5.
14. I am waiting for a friend whom I have arranged to meet.
15. He borrowed the book from a friend.
EXERCISE NO. 2:

Complete the unfinished sentences in the following groups by using the same verb (though any tense of it you think suitable) that is used in the first sentence of each group.

1. She is looking at a picture.
   - What is she…….?  
   - In the museum there are all kinds of things to……..

2. He stood on a chair to reach the top shelf.
   - What did he………….?  
   - In order to reach the top shelf I need something to………….  
   - Why are you………….that chair?

3. John is waiting for his friend.
   - Who is John…….?  
   - I shallnot…………..him any longer.

4. We have been talking about the film we saw last evening.
   - What are you………….?  
   - Have you nothing better to…………..than that?  
   - Some people are always…………..their illnesses.

5. We offered to look after the children while their mothers went to the shop.
   - The sick woman had no-one to …………….her.  
   - She thanked me for…………..her dog while she was away from home.

6. The bank manager lives in a large house.
   - What kind of a house do you………….?  
   - After the hurricane many families had no house to …………….

7. The bill for the goods came to ten shillings.
   - How much doe the bill…….?  
   - If you let me know how much the bill…………., I will pay it.

8. The goods were packed in a cardboard box.
   - What were the goods…….?  
   - I want something to…………..these goods………….

EXERCISE NO. 3:

Make up sentences of your own containing the followig expressions. You may use any tense of the verb.

Run after; fall over; look for; think of; speak to; play with; write to; laugh at; go to; attend to
EXERCISE NO. 4:
Complete the following sentences by using the verb given in brackets at the end, either with or without a preposition (whichever you think is correct).

1. As I……….him he turned and walked away. (approach)
2. We saw two women……..the shop. (enter)
3. The child…………its father in looks. (resemble)
4. He gave us a general description of the plan, but did not……….details. (enter)
5. The ruffian………the traveler with a stout stick. (attack)
6. We could find no-one who could…………our inquiries. (answer)
7. She addressed me so rudely that I refused……….her. (answer)
8. The policeman………the motorist to move his car, as it was obstructing the traffic. (ask)
9. You need not……….the question if you do not wish. (answer)
10. The teacher invited each of the pupils to………..him a question in English. (ask)
11. The contents of the package did not……….the details given in the list that accompanied it. (answer)
12. As we……….the town the traffic became denser. (approach)
13. You should not…………your aunt in that rude manner. (answer)
14. In shape, the object……….an egg. (resemble)
15. The enemy……….the fortress three times, but all in vain. (attack)
16. I recognized him as soon as he …………the room. (enter)
17. The police would not allow anyone to…………the building. (enter)
18. Have you……….his letter yet? (answer)
19. If you……….that dog, it may……….you. (approach, attack)
20. If you do not know the way, ...........someone who does. (ask)

SOLUTIONS

EXERCISE NO.1:

1. What are you looking for?
2. What was everyone talking about?
3. Who were you speaking to?
4. Which chair was he sitting in?
5. Where does Mr Smith live?
6. Who are you writing to?
7. Who was everyone staring at?
8. What are you listening to?
9. Which train will you come by?
10. Which holiday are you thinking about?
11. What is that box made of?
12. Who did you give the book to?
13. Which platform does the train start from?
14. Who are you waiting for?
15. Who did he borrow the book from?

**EXERCISE NO. 2:**

1. looking at, look at 2. stand on; stand on 3. waiting for, wait for 4. talking about; talk about, talking about 5. look after, looking after 6. live in, live in 7. come to, com to 8. packed in, pack, in

**EXERCISE NO. 3:**

1. He does not run after money.
2. The porter stumbled and fell over a person sleeping on the platform.
3. What are they looking for?
4. You should think of your neighbours also.
5. I spoke to the manager of the restaurant about the food.
6. The children are playing with dolls.
7. I wrote to the Deputy Commissioner yesterday.
8. One must not laugh at the poor.
9. He goes to the temple every morning.
10. I have a lot of work to attend to this morning.

**EXERCISE NO. 4:**

Idiomatic use of Prepositions

EXERCISE :

Complete the following sentences by adding the correct preposition in the blank spaces.

1. Your father will be very angry ........ you when he hears of your conduct.
2. She found a purse full ........ money.
3. No-one has yet discovered a cure ........ the common cold.
4. As we had had no food for over six hours we were glad ........ a meal.
5. Are you interested ........ modern art?
6. I prefer coffee ........ tea.
7. I feel sorry ........ Mrs Smith; two of her children are ill and her husband is unemployed.
8. The great English poet John Keats died ........ consumption.
9. We were glad to get rid ........ such an untrustworthy person.
10. He accused one of his friends ........ stealing his watch.
11. What time did you arrive ........ the office this morning.
12. Our parents did not approve ........ playing games on Sunday.
13. We are sorry ........ your mother’s illness.
14. This coat should last you a long time if you take care ........ it.
15. As all the chairs were full, we had to sit ........ the floor.
16. She always dresses ........ bright colours.
17. His signature was written ........ pencil.
18. You had better tell the police what you have heard; it may be useful ........ them.
19. Which hand do you write ........?
20. Don’t throw that piece of rag away; it may be useful ........ polishing the car.
21. Her shoes were made ........ the finest leather.
22. We are very pleased ........ our new house.
23. That small boy is very proud ........ his father.
24. Some women are afraid ........ mice.
25. He sat ........ the table writing a letter.
26. Ever since her early years she had lived ........ the best of food.
27. That poor old lady must find it difficult to live ........ her small income.
28. The teacher was very angry ........ what had occurred in the classroom.
Chapter-14
The Word *home* : Used with and Without a Preposition

1. After verbs like *come, go, arrive, get, send, take, bring*, where it indicates destination, the word *home* is an adverb, and therefore, no preposition is used before it.

   My father comes home at five o’clock. (not to home or at home)
   We hope to arrive home about 8.30 (not to home or at home)
   The children brought a stray kitten home.

   But if ‘home’ is preceded by a genitive or a possessive adjective, then it is a noun, and a preposition is necessary in order to make an adverb or adjective phrase. After *come, go, get, send, take* and *bring*, the preposition used is to, after arrive it is at.

   I arranged to go to my friend’s home for tea.
   We could get to your home by six o’clock, if that would be convenient.

   No preposition is used after ‘reach’, since ‘reach’ is a transitive verb, and ‘home’ is its object. The same applies to ‘leave’.

   We hope to reach home by about 7.30.
   What is the best way to reach your home?
   We left home at 11.30.

2. If ‘home’ represents the place where one is, or here one does something, then it must be preceded by the preposition at.

   Mr. Seth is not at home.
   If you are not well, you should stay at home.

   (Similarly : live at home, work at home, dine at home).

   The following sentence, in which both ‘home’ and ‘at home’ are used, will illustrate the difference between the two.

   Mr. Seth is not ‘at home’; he will not be ‘home’ until six o’clock.

   The first part of the sentence means that Mr. Seth is not in the house. The second part means that he will not have returned from work, or from a journey, until six o’clock.
EXERCISE NO. 1 :

Insert ‘home’ or ‘at home’ (whichever you think is correct) in the blank spaces in the following sentences:

1. Has your father come ...........from work yet?
2. What time do you get ...........from the office?
3. We are spending our holidays ...........this year.
4. Susan has brought a friend ...........to tea.
5. I am afraid you cannot see Mrs. Smith, as she is not ...........
6. I could not unlock my desk, as I had left my keys ...........
7. I leave ...........every morning at eight o’clock.
8. I will telephone you as soon as I arrive ...........
9. Janet is married and has a house in the country, but Mary lives .......with her parents.
10. We called at the house, but there was no-one ...........
11. If the train is punctual, we should reach ...........about six o’clock.
12. I shall go ...........as soon as I have finished my work.

EXERCISE NO. 2 :

Fill in the blank spaces in the following sentences with home, or with home preceded by a preposition (whichever you think is required). If a preposition is needed, make sure you use the right one.

1. She spent the afternoon ...........her friend’s ...........
2. We are not far ...........now.
3. We were glad to get ...........after our long journey.
4. Some children go ...........for their midday meal; others have it at school.
5. I don’t think there is anyone ...........in that house.
6. She arrived ...........heavily laden with purchases from her afternoon’s shopping.
7. The police called ...........the ...........of each of the suspected persons.
8. He travels ...........his ...........to the office by car each day.
9. The boy took the stray dog ...........his ...........
10. Would you care to come ...........to tea with me?
11. They ran all the way ...........
12. When they got to the house, they found no-one ...........
13. When he arrived at school he found he had left his book ...........
14. If it is fine I usually walk ...........from work.
The doctor went ..........the patient’s ..........as soon as he received the message.

We have had an enjoyable holiday, but it is pleasant to be ..........again.

As the pupil was not well the teacher sent him ..........

They returned ..........sooner than was expected.

As she was ill and could not come out we went to visit her ..........her ..........

Need you go ..........yet?

**SOLUTIONS:**

**EXERCISE NO. 1:**


**EXERCISE NO. 2:**

Chapter-15
Negative Verbs

Normally, we use ‘not’ to turn an affirmative sentence into a negative one. In case of sentences written in simple present or simple past (Present Indefinite or Past Indefinite), the words ‘do not’ or ‘did not’ are used:

I like books. = I do not like books.
They play football. = They did not play football.

In case of compound auxiliaries like ‘have been’ ‘has been’ etc., ‘not’ is placed between the two or after the first auxiliary:

He has not taken the examination.
You have not responded to my call.

The following exceptions should be noted in this regard.

a. The forms of ‘be’ take only ‘not’ instead of ‘do not’:
   This chair is comfortable. = This chair is not comfortable.

b. When ‘have’ is used as an auxiliary, instead of ‘do not’, only ‘not’ is used:
   I have met him many times. = I have not met him many times.

c. In spoken English, ‘have not’, ‘has not’ etc. are contracted into ‘haven’t’, ‘hasn’t’ etc. and so ‘do not’ and ‘does not’ are not needed:
   I haven’t spoken to him of late.
   They had not the remotest idea of where she was.

d. With modals like can, may, must, ought, need, would, could, instead of ‘do not’ or ‘does not’ only ‘not’ is used:
   I cannot judge the situation.
   You should not take sides in this controversy.
   He may not turn up at the right moment.

2. In case of negative imperative, the ‘do’ form of the verb is used with ‘not’:
   Do not open the door.
   Do not go out in the open.

3. In case of negative infinitive, ‘not’ is placed before ‘to’:
   We tried not to offend him.
   I asked him not to pluck flowers.
EXERCISE NO. 1:

Write the following sentences in the negative form.

1. We are hungry.
2. The policeman caught the thief.
3. I has been raining very heavily.
4. Are you Mr. Brown?
5. The car was badly damaged.
6. My father can speak Russian.
7. I found that book very interesting.
8. We ought to hurry.
9. Will you have another cup of tea?
10. Close the door, please.
11. We have a television set.
12. I shall buy a new hat next week.
13. Are you well?
14. The prisoner managed to escape.
15. Your aunt has arrived.

EXERCISE NO. 2:

Give a negative reply to the following questions.

1. Is it time for lunch yet?
2. Is he seriously ill?
3. Did the explosion do much damage?
4. Have you ever been to Britain?
5. Have you any brothers?
6. Did you hear what he said?
7. Can you read the address on this letter?
8. Need we pay the bill this week?
9. Has the doctor been yet?
10. Ought I to give the porter a tip?

EXERCISE NO. 3:

Turn the following negative statements into negative questions, e.g. John does not like English grammar. – Doesn’t John like English grammar?

1. His father is not still living.
2. I cannot drink this coffee.
3. This book is not very easy to read.
4. Her parents were not cross with her.
5. I haven’t any money.
6. George will not lend us his camera.
7. My sister has not finished her homework yet.
8. The conductor would not let them get on the bus.
9. He is not sixteen yet.
10. They did not care for the concert.

EXERCISE NO. 4:

Sometime, instead of making appositive statement, English speakers use a negative question: e.g., instead of *It is cold today* they say *Isn’t it cold today?* Such questions are felt to be more expressive of feeling than the corresponding statement would be. Although they appear to ask for the opinion of the person addressed, they really express the opinion of the speaker, with which it is assumed the other person will agree.

**Express the following statements in the form of negative questions.**

1. That girl is tall.
2. Her dress looks pretty.
3. That man has a gruff voice.
4. The car swerved as it rounded the corner.
5. Mary likes ice-cream.
6. Those boys were rude to that elderly gentleman.
7. I told you you weren’t to play near the pond.
8. Your parents will be pleased when they hear of your success.
9. I am clever, to answer such a difficult question as that.
10. She screeches when she sings.
11. It was dark in the cave.
12. There was a strong wind last night.
13. Harry would have loved to see this view.
14. He is stupid, to waste his money like that.
15. We had an enjoyable holiday.

**SOLUTIONS**

**EXERCISE NO. 1:**

1. We are not hungry.
2. The policeman did not catch the thief.
3. It has not been raining heavily.
4. Are you not Mr. Brown?
5. The car was not badly damaged.
6. My father cannot speak Russian.
7. I did not find that book very interesting.
8. We ought not to marry.
9. Will you not have another cup of tea?
10. Do not close the door, please.
11. We do not have a television set.
12. I shall not buy a new hat next week.
13. Are you not well?
14. The prisoner did not manage to escape.
15. Your aunt has not arrived.

EXERCISE NO. 2:
1. No, it is not.
2. No, he is not.
3. No, it did not.
4. No, I have not.
5. No, I have not.
6. No, I did not.
7. No, I cannot.
8. No, we need not.
9. No, he has not been.
10. No, you ought not.

EXERCISE NO. 3:
1. Isn’t his father still living?
2. Can’t I drink this coffee?
3. Isn’t this book very easy to read?
4. Weren’t her parents cross with her?
5. Haven’t I any money?
6. Won’t George lend us his camera?
7. Hasn’t my sister finished her homework yet?
8. Wouldn’t the conductor let them get on the bus?
9. Isn’t he sixteen yet?
10. Didn’t they care for the concert?

EXERCISE NO. 4:
1. Isn’t that girl tall?
2. Doesn’t her dress look pretty?
3. Hasn’t that man a gruff voice?
4. Didn’t the car swerve as it rounded the corner?
5. Doesn’t Mary like ice-cream?
6. Weren’t those boys rude to that elderly gentleman?
7. Didn’t I tell you you weren’t to play near the pond?
8. Won’t your parents be pleased when they hear of your success?
9. Ain’t I clever to answer such a difficult question as that?
10. Doesn’t she screech when she sings?
11. Wasn’t it dark in the eve?
12. Wasn’t thee a strong wind last night?
13. Wouldn’t Harry have loved to see this view?
14. Isn’t he stupid to waste his money like that?
15. Hadn’t we an enjoyable birthday?
Chapter-16
Tenses

Simple Present Tense

1. The simple form of the present tense or the Present Indefinite tense is used to express:

   universal truths and that which happens again and again due to one’s habit or a rule:

   The earth moves round the sun.
   Death knocks at the door of everyone.
   The school bus arrives at this point at 7 a.m.
   I do not add sugar to my tea.

2. The simple present tense is also used to describe the working of a machine, or to relate the natural phenomenon or a story:

   This machine uses solar energy.
   The hero undertakes a hazardous journey to rescue the heroine.
   The soil of this region helps in the growth of strawberry.

3. It is also used to express a fact that is true at the time of speaking:

   My brother lives in the U.S.A.
   She does not use spectacles.
   RULES: In the simple present tense, the first form of verb is used in the affirmative sentences. In case the subject belongs to third person, singular number category, then ‘s’ or ‘es’ is added to the first form of verb:
   We play cricket in the evening.
   She reaches college at 9 a.m.
   In case of negative and interrogative sentences, ‘do’ is used along with ‘not’, but in respect of the third person, singular number ‘does’ is used with ‘not’:
   I do not smoke. They do not study in this college.
   He does not stay here. Rakesh does not speak English.
   Do you visit Delhi often? Why does he not understand the problem?

The Progressive (Continuous) Form of the Present Tense

1. This tense refers to an action that is in progress at the time of writing or speaking:

   Mohan is playing in the field.

2. It also expresses an action that is not actually going on at the time of writing or speaking but which is going on in a broader context of time:

   Prof. Kapoor is writing a new book these days.
3. It also refers to an action that is likely to happen in near future:
   He is visiting Mumbai next week.
   I am going to Delhi tomorrow.

   Even the simple present is also used in this very sense:
   We leave for Kolkata on Tuesday.

   But in case of passive voice, the progressive form of the present tense rather than
   its simple form is used to refer to a future action:
   The proposal is being discussed at the next board meeting.

4. An exception to the use of present continuous tense is in respect of verbs of
   senses (see, hear, smell etc.), emotion (feel, want, wish, desire, hate etc.), possession
   (own, possess etc.) and verbs like symbolize, appear, consist, cost etc. These
   verbs are not normally used in this form of tense.

RULES: In this tense, ‘-ing’ is added to the first form of verb with a form of the
auxiliary ‘be’ (is/am/are). In case of negative sentences, ‘not’ is added. To make
sentences in the interrogative format, the auxiliary is put before the subject.

EXERCISE NO. 1:

Fill in the blanks in the following sentences with the simple or the progressive
form (present tense) of the verb given in brackets at the end of each.

1. The Italians………….in Italy. (live)
2. Mr. Johnson…………..to the office in his car each morning. (go)
3. My aunt…………with us for a few weeks. (stay)
4. Jack cannot come out to play just now, as he…………….his home-work. (do)
5. We…………to the seaside for a month every summer. (go)
6. A vegetarian is a person who never……….meat (eat)
7. An honest person always………..the truth. (tell)
8. The workmen ……….the road near our house. (repair)
9. My husband will see you in about quarter of an hour; he…………….his lunch at the
   moment. (have)
10. Thee are some birds that…………every year. (migrate)
11. A person who……….ladies’ hats is known as a milliner. (sell)
12. That child………because it cannot find its mother. (cry)
13. My sister and I……..to the cinema every Thursday evening. (go)
14. The Pyrenees………….France from Spain. (divide)
15. It was very dull early this morning, but the sun……..now. (shine)
EXERCISE NO. 2:

Complete the following sentences by supplying the correct form of the verb given at the end of each. Use the present tense.

1. …………you………..playing football? (like)
2. A teetotaler…………not…………wine. (drink)
3. ………….the doctor…………to see your brother every day? (call)
4. ………you………….tea or coffee? (prefer)
5. …………..your uncle…………….that house? (own)
6. ………….the workmen still………….your house? (repair)
7. ………….you………….to read mystery stories? (like)
8. ………..the floods still………….? (rise)
9. ………….anyone…………..where Susan has gone? (know)
10. How often………….you………….to the cinema? (go)
11. Why………….that child………….? (cry)
12. ………….you………….or…………….you……….it seriously? (joke, mean)
13. ………….the cinemas………….on Sunday in your town? (open)
14. Where………….your friend……….when he goes to London? (stay)
15. To which station………....I…….to get a train for Liverpool? (go)

EXERCISE NO. 3:

For each of the following verbs compose one sentence of your own containing the simple form of the recent tense, and one containing the progressive form:

Eat, write, live, learn, sit, sleep, read, walk, stand, fly

EXERCISE NO. 4:

Write five sentences containing the progressive form of the present tense used with a future reference. Each sentence should contain a different verb.

SOLUTIONS:

EXERCISE NO. 1:

1. live 2. goes 3. is staying 4. is doing
5. go 6. eats 7. tells 8. are repairing
9. is having 10. migrate 11. sells 12. is crying
13. go 14. divide 15. is shining
EXERCISE NO. 2:

1. Do, like 2. does, drink 3. Does, call 4. Do, prefer
13. Do, open 14. does, stay 15. do, go

EXERCISE NO. 3:

1. eat He eats only vegetarian food.
   He is eating food, so don’t disturb him.
2. write She writes regularly to her mother.
   I am writing a letter at this moment.
3. live He lives from hand to mouth.
   Ram is living in Hyderabad at present.
4. learn We learn a lot when we visit countries.
   The child is learning her lesson.
5. sit I sit in the municipal park to study.
   She is sitting under the bunyan tree.
6. sleep The hostellers sleep outside in the open.
   He is sleeping upstairs.
7. read I read without spectacles.
   I am reading a novel at present.
8. walk He walks carefully to avoid stumbling over the stones.
   You are walking fast, so I cannot keep pace with you.
9. stand Students stand up when a teacher enters the class-room.
   He is standing in the doorway.
10. fly The ultrasonic planes fly very fast.
    The children are flying kits.

EXERCISE NO. 4:

1. I am going to Chennai next week.
2. He is returning from the U.S.A. in January.
3. Are you buying a new car?
4. Are you not meeting him next Friday?
5. She is leaving for Kolkata tomorrow.

Simple Form of the Past Tesne

The simple form of the past tense or the present indefinite tense refers to something that occurred in the past without pointing to progress or the completion of the event.
**Tenses**

**RULES:** The second form of verb is used in this tense without any auxiliary in the affirmative form. In the negative form of a sentence, ‘did not’ is used with the first form of the verb. Further, in case of interrogative sentences, ‘Did’ is placed before the subject which then takes the first form of the required verb.

1. It refers to something that happened again and again, in general. Also it deals with facts which occurred once only.
   - Mahatma Gandhi died in 1948.
   - I did my M.A. ten years ago.
   - People believed in superstitions in the Middle Ages.
   - We had lunch at 1.30 p.m.
   - At school, I always took part in extra curricular activities.

2. This tense also represents an activity which, though of progressive nature, is referred to in its entirety:
   - He climbed the hillock slowly.
   - We spent three hours waiting for him.

**The Progressive Form of the Past Tense**

The progressive form of the past tense or the past continuous tense refers to an ongoing activity of the past.

**RULE:** It takes ‘-ing’ with the first form of the verb along with an auxiliary (was/were)

In case of negative sentences, a simple ‘not’ is added next to the auxiliary. Further, in case of interrogative sentences, the auxiliary precedes the subject:

- The child was flying kite at that time.
- We were returning from the college at 4 p.m.
- Rahul was not sleeping in the class.
- Was not he creating disturbance in the class?

**EXERCISE:**

Fill in the blank spaces in the following sentences with either the simple or the progressive form of the past tense of the verb given at the end of each (whichever you think is appropriate).

1. He…….the room and ………..down in the chair. (cross, sit)
2. When we set out early this morning the un………….(shine)
3. As he………….the road a bus……………him down. (cross, knock)
4. The passenger in the next seat to me……….a newspaper. (read)
5. He…………and…….his leg as he was alighting from a bus. (slip, injure)
6. My grandfather was seventy-five years old when he……….(die)
7. When the doctor arrived he realized that the patient …………..(die)
8. The sound of their conversation……… the baby. (waken)
9. We were told that the manager could not see us at that moment, a he………some letters to his secretary. (dictate)
10. When he took off his hat I noticed that his hair………grey. (go)
11. My husband………quite a lot of money for that picture. (pay)
12. At one time it …….several weeks to get from Britain to America by sea. (take)
13. A schoolboy………a purse full of money lying in the gutter. (find)
14. We………someone opening the gate. (hear)
15. When we………he………the lawn. (arrive, mow)

SOLUTION:
1. Crossed, sat 2. was shining 3. was crossing, knocked 4. was reading 5. slipped 6. died 7. was dying 8. wakened 9. was dictating 10. was going 11. paid 12. took 13. found 14. heard 15. arrived, was mowing.

The Present Perfect Tense

When we wish to express the idea that some activity that took place in the past or a situation that originated in the past, is connected in some way with the present, we use the present perfect tense. It can also be a reference to the recent past. It shows that at the present moment the action is complete:

I have seen the pyramids of Egypt.
She has not taken her lunch.
Have you replied to my letter?

RULES: In this tense, the third form of verb is used along with an auxiliary (have/has). ‘Has’ is used with the third person singular number, whereas with all other persons, in any number, ‘have’ is used. In negative sentences, ‘not’ is used after the auxiliary and in interrogative sentences, the auxiliary is used before the subject.

The Past Perfect Tense

This tense refers to a completed action of the past before a certain point of time:

He had completed the job before being shown the door.
I had not seen Sudhir before 1999.
You had already reported the matter to the police.

RULES: As in the present perfect tense, here also the third form of verb is used, but the auxiliary is a uniform ‘had’ for all persons and numbers.

1. This tense is also used when of the two actions which happened in the past, one is sought to be placed before or after the other:
   The train had left before he reached the station.
   The patient had died before the doctor arrived at the hospital.
2. In the conditional sentences, a failed situation is represented:
   If he had worked sincerely, he would not have lost his job.
   Had she taken proper care of the child, it would not have suffered burns.

EXERCISE NO. 1:

Insert in the blank spaces in the sentences below he past or the perfect tense (whichever you think is correct) of the verb given at the end.

1. We……to the theatre last evening. (go)
2. My father……sixty years old last Tuesday. (be)
3. Do you know whether the doctor……yet? (be)
4. ………you…………the film that is showing at the Odeon? (see)
5. We……to this house in 1935 and……here ever since. (come, live)
6. It……every day this week. (rain)
7. No one……from him for the past six months. (hear)
8. Last Saturday we……to visit some friends in a neighbouring town. (go)
9. We……all our money, so we shall have to walk home. (spend)
10. Shakespeare……from 1564 to 1616. (live)
11. ………the postman……yet? (come)
12. We……you already that we cannot do what you ask. (tell)
13. When I……a boy we……on a farm. (be, live)
14. The weather ………warmer yesterday that it is today. (be)
15. Mrs. Smith is not at home; she……to visit some friends. (go)
16. She……out at ten o’clock, and……not yet……(go, return)
17. Several books on that subject……during the present year. (appear)
18. I cannot play in the match as I……my foot. (injure)
19. I……to him last week, but he……not…..yet. (write, reply)
20. The accident……at 10.30 this morning. (occur)

EXERCISE NO. 2:

Compose two sentences for each of the following verbs. In the first sentence of each pair, use the past tense, and in the second use the present perfect tense.

Buy, find, open, call, learn, read, write, walk, stop, fall, finish, drink, help, break, invent.
SOLUTIONS

EXERCISE NO. 1:

1. went 2 was 3. has been 4 Have, seen 5 came, have lived 6 has rained 7 has heard 8 went 9 have spent 10 lived 11 Has, come 12 have told 13 was, lived 14 was warmer 15 has gone 16 went, has, returned 17 have appeared 18 have injured 19 wrote, has, replied 20 occurred.

EXERCISE NO. 2:

1. buy I bought my son a present. 
   She has already bought the present for her son.
2. find Did you find the ring she had lost? 
   I have found the pen I lost last week.
3. open She opened the can of worms in the laboratory. 
   We have already opened the door of the lab.
4. call You called my name and so I came over. 
   The minister has called a meeting of the concerned officers.
5. learn I learnt a lot when I was abroad. 
   Have you learnt your lesson?
6. read I read this story when I was a young boy. 
   Have you read the latest newspaper?
7. write I wrote my first letter at the age of ten. 
   She has already written a letter to the authorities.
8. stop We stopped in our tracks on seeing the danger. 
   They have not stopped seeing each other.
9. fall They fell one over the other to get into the railway compartment. 
   Why have you not fallen in line yet?
10. finish We finished our home-work long ago. 
    Have you finished your work?
11. drink All of them drank to his health. 
    I have drunk all the milk lying in the fridge.
12. help He helped me a lot during those days. 
    He has helped her whenever she was in need.
13. break Who broke the china jar? 
    I have not broken the jar.
14. invent Who invented the telescope? 
    He has invented a new machine.
15. walk How did you walk the twenty kilometer distance? 
    Kamal has walked the entire distance with great difficulty.
**The Progressive Form of the Perfect**

This form of the tense is also known as the perfect continuous form. It shows the partial completion as well as continuation of an action:

I have been studying this novel for two hours.
She has been cooking food.

**RULES:** In case of the present tense, ‘-ing’ is added to the first form of the verb and ‘have been’ is added as the auxiliary form except in case of the third person singular number, in which case, ‘has been’ is added.

**EXERCISE:**

*Insert the correct form of the auxiliary in the following sentences in order to complete the sense.*

1. It has been fine most of the morning, but it …….raining now.
2. It ………..raining since ten o’clock.
3. I……………waiting here for almost half an hour.
4. The doctor………..visiting his patients all the morning.
5. The Joneses.........coming to dinner this evening.
6. My son…………going to that school for the past five years.
7. When I fist knew him he……….living in Birmingham.
8. The sick man…………improving steadily all the week.
9. The thieve ran away when they leaned that the police……….coming.
10. The baby ………..sleeping ever since six o’clock.

**SOLUTION**

1. is  2. has been  3. have been  4. has been  5. are  6. has been  7. was  8. has been  9. was  10. has been

**Tenses With Since**

1. The word ‘since’ is used to denote continuation of time period from a particular point. It is used in the perfect tense of the verb:

   I have seen him once only since I came here.
   She has lived in Mumbai since 1990.
   We have not met them since September.

2. It is also used in perfect continuous tense to show that a certain activity has been going on from a particular point of time:

   It has been raining since 6 a.m.
   I have been writing this letter since morning.
3. In case the point of time is shown by an adverbial clause of time introduced by ‘since’, the verb of this clause should also be in past tense:

I have been working in this office ever since I shifted to Delhi.
He has not looked for a job since he resigned as lecturer last year.

But when the main clause tells about a length of time rather than refer to a point of time, then the present tense is used in that clause:

It is fourteen years since I saw him. (not has been)
It seems a long time since our last meeting. (not has seemed)

**EXERCISE NO. 1:**

**Fill in the blank spaces in the following sentences with the correct tense of the verb given in brackets at the end.**

1. We…………nothing to eat since eight o’clock this morning. (have)
2. That child…………very much since I last…………her. (grow, saw)
3. It …..almost five years since my brother left for America. (be)
4. He health…….greatly since she…………to live in the country. (improve, go)
5. He……not………to us since last Christmas. (write)
6. Ever since he………that accident he…………with a limp. (have, walk)
7. I……..more highly of him as a writer since I…………his last novel. (think, read)
8. Since my son…………to that school he …………rapid progress. (go, make)
9. They…………not…………to each other since they had that quarrel. (speak)
10. It…………..continuously since six o’clock this morning. (rain)
11. He………three jobs since he……work five years ago. (have, start)
12. Since her husband…………she……….very unhappy. (die, be)

**EXERCISE NO. 2:**

**Complete the following sentences by adding words of your own.**

1. I have known him since………. (use a clause)
2. ………..since we had our holiday.
3. ………..since the end of the war.
4. I have not seen a good film since………..
5. ………..since he had that illness.
6. No less than five different people have lived in that house since………..
7. No-one has heard from him since………..
8. ………..since the Joneses went to London.
9. Since……….I have felt very much better.
SOLUTION

EXERCISE NO. 1:
1. have, had. 2. has grown, saw 3. is 4. has improved, went 5. has, written 6. had, walks 7. think, read 8. went, has been making 9. have, been speaking 10. has been raining 11. has had, started 12. died, has been.

EXERCISE NO. 2:
1. I have known him since he shifted to this city.
2. We have enjoyed every moment since we had our holiday.
3. Prices have gone up since the end of the war.
4. I have not seen a good film since 1999.
5. Since I learned to drive a car, I have not had any accident.
6. He has grown very weak since he had that illness.
7. No less than five different people have lived in that house since you left it.
8. No one has heard from him since he went abroad.
9. Their house here has remained unoccupied since the Joneses went to London.
10. Since I started my morning walk, I have felt very much better.

Tenses in Adverb Clauses Referring to the Future

In a main clause indicating time, the future tense or its equivalent is used, but in an adverb clause dependent on it the present tense is normally used:

I shall meet him when I visit Lucknow.
All of us shall cross the bridge when we reach it.
He will come only when he hears from you.
I shall go out when the rain stops.
Call again in the evening, when I shall have time to meet you.

Sometimes, the continuous tense is used in the adverb clause, if the activity mentioned is in progress. This is generally done in spoken English.

We shall not go out if it is raining.
We shall not drop in if you are having a family party.

EXERCISE:

Insert in the blank spaces in the following sentences the correct tense of the verb given in brackets at the end.

1. You will not succeed unless you……….harder. (work)
2. I will let you know as soon as I………..any information. (have)
3. Do not do anything further until you ………from me. (hear)
4. We shall go for a walk when it ………raining. (stop)
5. We must have everything ready before the guests ………(arrive)
6. We cannot come to a decision before we ………the facts. (know)
7. We should like to reach home before it ………dark. (get)
8. Nothing can be done until we ………his answer. (receive)
9. She will inherit a fortune of $20000 when she ………the age of twenty-one. (attain)
10. We had better take some food with us, in case the shops ………closed. (be)
11. When I ………enough money, I intend to buy a car. (have)
12. There will be a rush for seats when the train ………(arrive)
13. You will think very differently from this when you ………older. (be)
14. Think carefully before you ……….(answer)
15. When George ………twenty, John will be twenty three. (be)

SOLUTION

1. work 2. have 3. hear 4. stops 5. arrive 6. have known 7. gets 8. receive
9. attains 10. are 11. have 12. arrives 13. are 14. answer 15. is

Tenses in Adjective Clauses Referring to the Future

While referring to future, we use adjective clauses, which take either a future tense or a present tense. If we have the present moment in mind, then we look at the event referred to as pertaining to future and so use the future tense. But when we think of it in relation to another future event with which it is bound in some way, we use the present tense.

You are to bring me the papers which you will find on my table.
She will marry the person who promises to refrain from drinking.
I shall get on the first bus when it arrives at the terminus.
We shall award the prize to the student who gets the highest marks.

EXERCISE:

Insert in the blank spaces in the following sentences the correct tense of the verb given in brackets at the end.

1. I shall buy the hat that ………cheapest. (be)
2. We shall appoint the person who ………the best qualifications for the post. (have)
3. As soon as he ………, show him to my office. (arrive)
4. You are to go in by the main entrance, which you ………on your right. (find)
5. You should report at once any suspicious circumstances you ………(notice)
6. Anyone who………late will not be admitted. (come)
7. Make sure you take with you all the tools you………for the job. (need)
8. Is there a train that…………me to London about midday? (get)
9. We intend to have lunch at the first restaurant we………….(see)
10. The first person who…………the correct answer will be awarded the prize. (get)
11. You are not to admit anyone who…………a ticket. (have, use the negative)
12. I want a brief case that……….me until I retire from business. (last)

**SOLUTION**

1. is  2. has  3. arrives  4. will find  5. notice  6. comes  7. need  8. will get  9. see  10. gets  11. does not have  12. will last

**Tenses in Conditional Sentences**

The conditional sentences can be divided in three categories:

1. **Open condition which may or may not be fulfilled:**
   
   If it rains, we shall cancel our programme.

   So far as the tense is concerned, present tense is used if the reference is to present:
   
   If I reach college in time, it gives me satisfaction.
   If water freezes, it turns to ice.

   In case of future reference, the present tense is used in the conditional (dependent) clause, whereas future tense is used in the main clause:
   
   If I get an opportunity, I shall serve the institution well.
   If he meets Ramesh, he will take him to task.

   In case of an order or instruction, an imperative replaces the future tense in the main clause:
   
   If you order books, don’t forget to enclose a cheque with the order.

2. **In case of a condition which could have been fulfilled but is now part of past, we use ‘had’ in the conditional clause and ‘would/could have’ in the main clause:**
   
   If you had joined this institution, you could have ensured yourself a fine career.
   If I had reached the station in time, I would have got the train.

3. **In case of a condition which could not be true, we use the past subjunctive in the conditional clause if the verb is ‘to be’, and the past indicative of other verbs, while the main clause has the future in the past (conditional):**
   
   If I were a millionaire, I would donate ten millions for this cause.
   If I were the prime minister, I would make you a minister.
EXERCISE NO. 1:

Complete the following sentences by inserting in the blank spaces the correct part of any verb you think suitable in order to make a clause of open condition.

1. If it.................we shall not go out.
2. If you...........ill you should see a doctor.
3. We will have a game of tennis tomorrow, if the weather.......suitable.
4. If you...........a mistake, you should correct it.
5. Mr. Brown always cycled to work if the weather...........fine.
6. I shall leave the office at 4.30 if nothing .............me.
7. If the train...........punctually, we shall be in London just before three o’clock.
8. If an accident..........you should report it at once to the police.
9. I shall call and see him tomorrow evening if I...........time.
10. When I was a schoolboy we were punished if we...........late more than once in the same week.

EXERCISE NO. 2:

Complete the following sentences by inserting in the blank spaces the correct part of any verb you think suitable in order to make a clause of rejected or imaginary condition.

1. If I...........you I should refuse to accept his excuse.
2. If only we...........two minutes earlier, we should have caught the train.
3. If you...........me, I could have helped you.
4. If you...........to win $1000 in a lottery, what would you do with the money?
5. If he...........more careful, the accident would not have happened.
6. If I...........his address, I would have called on him.
7. I could never have solved the problem if you...........me. (Use a negative verb.)
8. If they...........my advice, they would not have made this mistake.
10. Nothing could have saved your life if you...........over that cliff.

EXERCISE NO. 3:

Add a main clause to the following conditional clauses in order to complete the sentence.

1. If it is not too far
2. If he had learned his lesson properly
3. If I have enough money
4. If I had known they were here
5. If I can get away from the office in time
6. If everyone were to do just what he liked
7. If you had carried out the instructions
8. If you need any assistance
9. If you would like a ticket for the concert
10. If I were a Member of Parliament

**EXERCISE NO. 4:**

**Put the following conditional sentences into the past.**

1. If it is fine, we always walk to work
2. If I were you, I should not accept the post.
3. If she has any free time, she spends it in the garden.
4. If I sold this house, I should get at least $4000 for it.
5. If she needs any advice, she always comes to me for it.
6. If I tell the truth, no-one will believe me.
7. If you spoke more slowly, we should hear you better.
8. We could buy a new car if only we had a little more money.
9. What would you do if you missed the last train?
10. If he were a year older, he would be eligible for the post.

**SOLUTIONS**

**EXERCISE NO. 1:**

1. rains  2. are  3. is  4. make  5. was  6. detains  7. runs  8. takes place  9. have  
10. were

**EXERCISE NO. 2:**

1. were  2. had been  3. were  4. were  5. had been  6. had known  7. had not helped  8. 
had accepted  9. were  10. had fallen

**EXERCISE NO. 3:**

1. If it is not too far, I shall go there.
2. If he had learned his lesson properly, he would have got the promotion.
3. If I have enough money, I shall buy a spacious bungalow.
4. If I had known they were here, I would have come to see them.
5. If I can get away from the office in time, I shall leave for Delhi.
6. If everyone were to do just what he liked, there would be total chaos all around.
7. If you had carried out the instructions, you would have made a big mark in the world.
8. If you need any assistance, ring me up.
9. If you would like a ticket for the concert, I could help you.
10. If I were a Member of Parliament, I would chasten the errant ministers.

**EXERCISE NO. 4:**

1. If it were fine, we would always have walked to work.
2. If I had been you, I would not have accepted the post.
3. If she had any free time, she would have spent it in the garden.
4. If I had sold this house, I would have got at least $4000 for it.
5. If she needed any advice, she always came to me for it.
6. If I had told the truth, no one would have believed me.
7. If you had spoken more slowly, we would have heard you better.
8. We could have bought a new car, if only we had had a little more money.
9. What would you have done if you had missed the last train?
10. If he had been a year older, he would have been eligible for the post.
Chapter-17
Redundant Pronouns and Prepositions in Complex Sentences

Two simple sentences are combined to make a complex sentence with the help of a relative pronoun *which, that, who, whom, or whose*. This relative pronoun replaces a noun or pronoun. The noun or pronoun thus replaced is not used. Take the following example:

I have found the book. I lost it yesterday.

When these are combined, it becomes which or that, and so disappears from the sentence.

I have found the book which I lost yesterday.  OR

I have found the book that I lost yesterday.

But not

I have found the book which I lost it yesterday. OR ........ that I lost it yesterday.

When the noun or pronoun which is converted to the relative is preceded by a preposition, the preposition remains, and is usually placed before the relative:

This is the person. I gave the money to him.  
These two sentences combined become.  
This is the person to whom I gave the money.

It is often possible, however, to place the preposition at the end of the sentence:

This is the person whom I gave the money to.  
It is always placed at the end:

(a) When the relative pronoun is ‘that’.  
This is the car that we came in. (not in that we came).

(b) When the relative pronoun is omitted altogether.  
There is the person we were looking for.

But the preposition must never be placed before the relative pronoun and at the end of the sentence as well. We must not say:

Here is the information for which you asked for.

The two correct alternatives are:

Here is the information for which you asked.  
Here is the information (which) you asked for.
EXERCISE NO.1:

Combine the following pairs of simple sentences to make a complex sentence, by converting one of each pair to a relative (adjectival) clause:

a. This is the watch. I had it for my birthday.
b. That is the house. I mentioned it to you just now.
c. I am going to read that book. You recommended it to me.
d. Do you remember that strange person? We met him in the café.
e. I gave the porter a tip. He thanked me for it.
f. We saw a film. It was very interesting.
g. He will give you a message. You must remember it.
h. She wore address. It was made of silk.
i. We have eaten all the food. We brought it with us.
j. I overheard the story. My neighbour was telling it to his friend.

EXERCISE NO.2:

Combine the following pairs of simple sentences to make a complex sentence, by converting one of each pair to a relative (adjectival) clause:

a. That is the field. We used to play in it.
b. Here is the magazine. You were looking for it.
c. He pointed out the car. The visitors came in it.
d. The police examined the safe. The money had been stolen from it.
e. We gazed at the object. The guide was pointing to it.
f. That is the weapon. The murder was committed with.
g. She showed me the envelope. The letter was enclosed in it.
h. We went to the spot. They directed us to it.
i. This is the seat. I was sitting in it.
j. The man sitting opposite to me offered to lend me the newspaper. He had been looking at it.

SOLUTIONS:

EXERCISE NO.1:

a. This is the watch which I had for my birthday.
b. That is the house I mentioned to you just now.
c. I am going to read the book you recommended to me.
d. Do you remember that strange person whom we met in the café.
e. I gave the porter a tip for which he thanked me.
f. We saw a film which was very interesting.
g. He will give you a message which you must remember.
h. She wore a dress which was made of silk.
i. We have eaten all the food that we brought with us.
j. I overheard the story which my neighbour was telling to his friend.

EXERCISE NO.2:

a. That is the field we used to play in.
b. Here is the magazine you were looking for.
c. He pointed out the car the visitors came in.
d. The police examined the safe the money had been taken from.
e. We gazed at the object the guide was pointing to.
f. That is the weapon the murder was committed with.
g. She showed me the envelope the letter was enclosed in.
h. We went to the spot to which they directed us.
i. This is the seat I was sitting in.
j. The man sitting opposite to me offered to lend me the newspaper he had been looking at.
Chapter-18
Redundant Conjunctions in Complex Sentences

When two sentences are combined so that they make one sentence, only one conjunction, or other joining word, is used to connect them. Take for example the following:

She was tired. She still went on working.

These two sentences may be combined in either of the following two ways:

(a) By using a coordinating conjunction, which places both the causes, grammatically, on an equal footing.

She was tired, but she still went on working.

By using a subordinating conjunction, and thus converting one of the sentences to a subordinating clause.

Although she was tired, she still went on working.

The following, however, when both conjunctions are used, is not correct.

Although she was tired, but she still went on working.

He transgressed the law. He was punished.

These may be combined in either of the following ways:

(a) He transgressed the law, so he was punished.

(b) Because he transgressed the law, he was punished.

But not, Because he transgressed the law, so he was punished.

EXERCISE: Combine the following pair of sentences in two ways, so as to make one sentence consisting of two clauses:

1. We missed the last bus. We had to walk home.
2. The task was very difficult. We managed to complete it.
3. It was a fine day. They decided to go for a walk.
4. The train was late in arriving. I missed my appointment.
5. I warned him of the danger. He took no notice.
6. He had finished his work. He left the office early.
7. The ground was unfit to play on. He left the office early.
8. No public transport was running. The employees were on strike.
9. He tried repeatedly. He could not succeed.
10. She promised to come early. She has not arrived yet.

**SOLUTION:**

1. (a) We missed the last bus and had to walk home.
   (b) We had to walk home as we missed the last bus.
2. (a) The task was very difficult but we managed to complete it.
   (b) Although the task was difficult, we managed to complete it.
3. (a) It was a fine day, so they decided to go for a walk.
   (b) As it was a fine day, they decided to go for a walk.
4. (a) The train was late in arriving, so I missed my appointment.
   (b) As the train was late in arriving, I missed my appointment.
5. (a) I warned him of the danger, but he took no notice.
   (b) Although I warned him of the danger, he took no notice of it.
6. (a) He had finished his work, so he left the office early.
   (b) As he had finished his work, he left the office early.
7. (a) The ground was unfit to play on, the match had to be abandoned.
   (b) As the ground was unfit to play on, the match had to be abandoned.
8. (a) The employees were on strike, so no public transport was running.
   (b) No public transport was running because the employees were on strike.
9. (a) He tried repeatedly, but he could not succeed.
   (b) Although he tried repeatedly, he could not succeed.
10. (a) She promised to come early, but she has not arrived yet.
    (b) Although she promised to come early, she has not arrived yet.
Chapter-19

Introductory *There*

Generally, in a statement, the subject precedes the verb. But if the sentence is so framed that the subject follows the verb instead of preceding it (or, in the case of a compound tense, if the subject follows the auxiliary) then its place before the verb must be supplied by the introductory word ‘there’. This cannot be omitted:

There is a page missing from this book. (not Is a page missing from this book).  
There was a dreadful thunderstorm last night. (not Was a dreadful thunderstorm last night).  
There once lived a very rich king. (not Once lived a very rich king).  
There has been a railway accident. (not Has been a railway accident).

In interrogative sentences ‘there’ follows the verb (or in the case of compound tenses follows the auxiliary), just as a subject would do in such sentences:

Is there a page missing from your book?  
Was there a thunderstorm last night?  
Has there been an accident?  

The verb is always third person, but in number it agrees with the ‘real’ subject that follows it:

There is a horse in the stable.  
There are three cows in the field.  
Was there a good attendance at the meeting?  
Were there many guests at the wedding?

In this connection, the following points should be noticed.  
‘A lot of’ and ‘plenty of’ take a plural verb when they denote number, and a singular verb when they denote quantity or amount:

There were a lot of people at the exhibition.  
There are a lot of streams in this district.  
There are plenty of opportunities for well-qualified people  
There is a lot of water in the well.  
There is plenty of time.  

‘A number of’ always takes a plural verb, since it means several, or many:

There have been a number of accidents at that spot.

A singular collective noun, like *a crowd of people, a gang of thieves, a company of soldiers, a group of boys*, takes a singular verb:
There was a crowd of people at the street corner.
A dozen, since it denotes a plural number, takes a plural verb.
There are a dozen eggs in that basket.

But a pair, when applied to things like scissors, shoes, trousers, where the two components are always thought of together, takes a singular verb:

There was a pair of trousers in the wardrobe.

Is there a pair of shoes in that cupboard?

There is/are is also used to denote the mere existence of something. The word there must not be omitted:

There is a saying that the third time is lucky. (not Is a saying)
At one time there were houses where that large factory now stands. (not at one time were houses)

‘Often’ also it denotes an occurrence:

There was a loud explosion. (i.e., a loud explosion occurred)
There is to be an inquiry into the cause of the accident. (i.e. an inquiry is to take place).

Again care must be taken not to omit the introductory there, for without it the sentence would be incorrect.

**EXERCISE NO.1:**

Rewrite the following sentences so as to bring out the same meaning by using the introductory word there.

a. To people were sitting at the next table to ours.
b. A policeman was standing at the entrance to the hall.
c. Something is wrong with this clock.
d. A time will come when you will regret your folly.
e. A seat happened to be vacant in the back row.
f. Sentries were posted all round the building.
g. Three cars were involved in the accident.
h. Nothing was to be seen but vast stretches of grassland.
i. A time comes in everyone’s life when he has to give up work.
j. Over a hundred people were present at the lecture.

**EXERCISE NO.2 :**

Give answers to the following questions, using the introductory word ‘there’.

a. How many days are there in a week?
b. Is there a library in this town?
c. Are there any tickets left for tonight’s concert?
d. Is there a post office near here?
e. What time is there a train to London?
f. Is there a dining car on that train?
g. Was anyone injured when the cars collided?
h. Could you please tell me where there is a chemist’s shop?
i. How many books are there on that shelf?
j. How many pupils are there in your class?

EXERCISE NO. 3:
Insert ‘was’ or ‘were’ (whichever you think correct) in the blank space in the following sentences:

a. We should several times, but there…………no answer.
b. There…………nothing we could do to help the injured man.
c. There…………papers scattered all over the floor.
d. Suddenly there…………a loud explosion.
e. There…………no room for any more passengers on the bus.
f. When we arrived there…………already a number of people there.
g. There…………plenty of food for everyone.
h. There…………no-one who could tell us the way.
i. There…………a lot of houses damaged in that gale.
j. As many of the guests who were expected did not turn up, there…a lot of food left.
k. In that large garden there…………plenty of room for the children to play.
l. There…………people of many nationalities staying at the hotel.
m. ………….there any chocolates left in that box?

n. ………….there any reason for his late arrival?
o. ………….there any letters for me by this morning’s post?

SOLUTIONS:

EXERCISE NO.1:

a. There were two people sitting at the next table to ours.
b. There was a policeman standing at the entrance to the hall.
c. There is something wrong with this clock.
There will come a time when you will regret your folly.

There happened to be a vacant seat in the back row.

There were sentries posted all round the building.

There were three cars involved in the accident.

There was nothing to be seen but vast stretches of Greenland.

There comes a time in everyone’s life when he has to give up work.

There were over a hundred people present at the lecture.

EXERCISE NO.2:

a. There are seven days in a week.

b. Yes, there is a library in this town.

c. There are no tickets left for tonight’s concert.

d. There is a post office round the corner.

e. There is a train to London at 7.30 a.m.

f. Yes, there is a dining car on that train.

g. There was no one injured when the cars collided.

h. There is a chemist’s shop at the next crossing.

i. There are three books on that shelf.

j. There are thirty pupils in our class.

EXERCISE NO. 3

(a) was (b) Was (c) were (d) was

(e) was (f) Were (g) was (h) was

(i) were (j) Was (k) was (l) were

(m) were (n) Was (o) were
There are two forms of verb used in English language – finite and non-finite. In order to distinguish between the two, the following two sentences may be considered:

1. They always find fault with others.
2. They always try to find fault with others.

In the first sentence, the verb ‘find’ has ‘they’ for its subject. The verb ‘find’ is limited by person and number. As such, it is called ‘finite verb’. But in the second sentence ‘to find’ merely names the action denoted by the verb ‘find’ and is used without mentioning any subject. It is not limited by any person or number of the subject. So, it is called non-finite. The non-finites are further divided into infinitives and participles. The form used in the second sentence above is ‘to-infinitive’. The following are the uses of the infinitive.

1. The infinitive, along with the words dependent on it, can be used as the subject of a finite verb:
   - To waste one’s money is a foolish habit.
   - To save money is possible.
   - It is, however, more usual to use it in the following way:

   - It is foolish to waste your money.
   - It is possible to save money.

   Instead of the infinitive following an adjective, it can also follow a noun:

   - It is a pleasure to see you all after so many days.
   - It was fun to watch those penguins on that island.

   Both the above forms of constructions can also include a phrase:

   - It is bad for the children to make fun of their elders.
   - It is a mistake on our part to refuse them help.

   - It was very kind of your uncle to give us a lift in his car.
   - It was wrong of me to rebuke the peon.

**EXERCISE NO.1:**

Rewrite the following sentence, using the introductory word ‘it’.

1. To take what belongs to another is wrong.
2. To understand what he meant was difficult.
3. To call people names is not polite.
4. To sit by the fire on a cold evening is pleasant.
5. To read your writing is impossible.
6. To force the lock was necessary in order to open the door.
7. To go by train would be best.
8. To miss this opportunity would be a pit.
9. To deceive your best friend is disgraceful.
10. To entrust him with so large a sum of money was a mistake.

**EXERCISE NO. 2:**

**Expand the following into sentence by using the ‘for’ adjunct.**

1. Is it safe………?
2. It is not easy…………
3. It was impossible…………
4. It is not fair…………
5. It is dangerous…………
6. I do not think it is right…………
7. It is not good…………
8. Is it necessary…………?
9. Will it be possible…………?
10. It is foolish…………

**EXERCISE NO. 3:**

**Complete the following using an infinitive:**

1. It was very kind………
2. It was foolish…………
3. It is good…………
4. It was brave…………
5. It would be stupid…………
6. It was thoughtful…………
7. It was cruel…………
8. It was wrong…………
9. It was quite right…………
10. It is nice…………
EXERCISE NO. 4:

Express the meaning of the following sentence by using an introductory ‘it’ and an ‘of’ adjunct, e.g. You are kind to help me. – It is kind of you to help me.

1. He was rude to say that.
2. I was stupid to forget the tickets.
3. That boy is very selfish to take all the sweets and leave none for the rest of us.
4. He was cowardly to strike a boy so much smaller than himself.
5. You are very good to carry that heavy parcel for me.
6. James was mean to refuse to tip the waiter.
7. The policeman was kind to help the old lady across the road.
8. She is silly to act in that way.
9. Your father is very generous to give us all that money to spend.
10. Our hostess was very thoughtful to provide us with sandwiches we left.

SOLUTIONS

EXERCISE NO. 1:

1. It is wrong to take what belongs to another.
2. It was difficult to understand what he meant.
3. It is not polite to call people names.
4. It is pleasant to sit by the fire on a cold evening.
5. It is impossible to read your writing.
6. It was necessary to force the lock in order to open the door.
7. It would be best to go by train.
8. It would be a pity to miss this opportunity.
9. It is disgraceful to deceive your best friend.
10. It was a mistake to entrust him with so large a sum of money.

EXERCISE NO. 2:

1. Is it safe to leave the house unlocked?
2. It is not easy to clear this obstacle.
3. It was impossible to cover that distance in ten minutes.
4. It is not fair to answer back your elders.
5. It is dangerous to travel through this jungle.
6. I do not think it is right to blame him for the lapse.
7. It is not good to make fun of your teachers.
8. Is it necessary to meet the officer?
9. Will it be possible to complete this job in an hour?
10. It is foolish to depend upon him.

EXERCISE NO. 3:
1. It was very kind of him to serve us dinner at midnight.
2. It was foolish of us to expect help from him.
3. It is good of your friends to support us in this case.
4. It was brave of you to travel through jungle at night.
5. It would be stupid of me to forget your birthday.
6. It was thoughtful of my brother to send me the money-order.
7. It was cruel of him to kick that dog.
8. It was wrong of me to ask that lady her age.
9. It is nice of him to send these flowers on my birthday.

EXERCISE NO. 4:
1. It was rude of him to say that.
2. It was stupid of me to forget the tickets.
3. It is very selfish of that boy to take all the sweets and leave none for the rest of us.
4. It was cowardly of him to strike a boy so much smaller than himself.
5. It is very good of you to carry that heavy parcel for me.
6. It was mean of James to refuse to tip the waiter.
7. It was kind of the policeman to help the old lady across the road.
8. It is silly of her to act in that way.
9. It is very generous of your father to give us all that money to spend.
10. It was very thoughtful of our hostess to provide us with sandwiches when we left.

Accusative with Infinitive: The Infinitive with and Without ‘to’

The infinitive with the prefix ‘to’ is generally used in constructions in which the function of the infinitive is to act as an object:

I shall advise you to see the doctor.
The bad weather compelled us to stay indoors.

But there are verbs that take an infinitive without ‘to’ (bare infinitive):

Let us go for a walk.
She noticed someone go out of the room.
The following rules must be kept in mind in this respect.

1. The modals *can, could, may, might, will, would, shall, should, dare, need* take bare infinitive:
   
   I can do this job in ten minutes.  
   You need not worry about your wages.  
   She will tell you all about the job.  
   Need I answer your question?

2. The bare infinitive is used with *have, make, let, had better, had sooner, would sooner, had rather, would rather, rather than* etc.:
   
   The supervisor made the labourers work till 8 p.m.  
   Let me come in, please.  
   I would rather starve than beg.  
   He had better tell the truth, otherwise he will be fined heavily.  
   She would rather like this pink dress than that black one.

3. Verbs of perception like *hear, see, feel, perceive, observe* etc. take a bare infinitive when the action is referred to in general or is complete:
   
   I heard the bell ring. (It means it was heard till it stopped ringing.)  
   saw her cross the road. (It means she was observed having completely crossed the road.)

4. Some of the verbs that take an infinitive with ‘to’:
   
   advise, allow, affect, afford, agree, aim, appear, ask, attempt, beg, begin, bring,  
   challenge, choose, come, contrive, cooperate, command, compel, convince, direct,  
   drive, dare, decide, decline, engage, expect, fail, guarantee, help, hope, instruct,  
   intend, learn, live, long, love, manage, mean, make, lead, leave, oblige, order, press,  
   promise, remind, request, requite, teach, tell, swear, seem, stand, strive, swear,  
   trouble, want, warn, watch, warn, wish, worry.

5. Verbs like *know, help, bid* take either the bare infinitive or to-infinitive:
   
   He bade us (to) enter the premises.  
   He helped me (to) recover my payment.

   But the passive form always takes a to-infinitive:
   
   We were bidden to enter the premises.
   I have been helped by him to recover my payment.

**EXERCISE NO. 1:**

Complete the following sentences by adding an infinitive or an infinitive followed by other words. (Sometimes an infinitive with ‘to’ will be needed; sometimes one without ‘to’)

1. No-one heard them...........

2. The farmer would not let us...........
3. The conductor asked the passengers...........
4. We expect the repairs..............
5. The children’s parents made them............
6. The bandit forced the travelers............
7. The police would not allow anyone..........
8. You should not let that dog................
9. They saw two men in dark overcoats.........
10. As he left the house he felt something.........
11. I like a room................
12. The ice on the road caused the car........
13. The manager wants us............
14. As I passed the shop I noticed someone............
15. I never let anyone.............
16. The gardener had a boy to help him.............
17. That is the first time I have known your father.............
18. A spell of fine weather enabled us.............
19. I will get my secretary............
20. The two boys watched the car..........
21. We have an hour to spare, so let’s............
22. Most of us felt the suggestion..............
23. The law requires all parents............
24. Can’t you persuade your friends.............?
25. I do not wish the neighbours.............

**EXERCISE NO. 2:**

*Rewrite the following sentences, using the passive instead of the active voice of the finite verbs.*

1. I have never known him tell a lie.
2. No-one could induce them to accept the offer.
3. Their parents did not allow them to play games on a Sunday.
4. Someone heard him say that he intended to steal the money.
5. The gardener told the boy to sweep up all the dead leaves.
6. We saw a small child dash across the road.
7. The magistrates made the young hooligans pay for the damage they had done.
8. The attendant asked us to return in an hour’s time.
9. They proved him to be the culprit.
10. I expect Mr. Brown to be back about 2.30.

**SOLUTIONS**

**EXERCISE NO. 1:**

1. No-one heard them sing a song.
2. The farmer would not let us enter the field.
3. The conductor asked the passengers to show their tickets.
4. We expect the repairs to be over in a week.
5. The children’s parents made them wear the woolens on that windy day.
6. The bandit forced the travelers to hand over their purses to him.
7. The police would not allow anyone to leave the hall.
8. You should not let that dog spoil our garden.
9. They saw two men in dark overcoats come out of the flat.
10. As he left the house he felt something obstruct his way.
11. I like a room to be tidy.
12. The ice on the road caused the car to skid.
13. The manager wants us to vacate this room.
14. As I passed the shop I noticed someone call my name.
15. I never let anyone make fun of me.
16. The gardener had a boy to help him water the plants.
17. That is the first time I have known your father get angry.
18. A spell of fine weather enabled us to go for picnic.
19. I will get my secretary to send these cards.
20. The two boys watched the car swerve to the right and hit the boy.
21. We have an hour to spare, so let’s have a round of chess.
22. Most of us felt the suggestion to be offensive.
23. The law requires all parents to get their children vaccinated.
24. Can’t you persuade your friends to help us in this noble cause?
25. I do not wish the neighbours to leave this place.
EXERCISE NO. 2:
1. He has never been known to tell a lie.
2. They could not be induced to accept the offer.
3. They were not allowed by their parents to play games on a Sunday.
4. He was heard to say that he intended to steal the money.
5. The boy was told by the gardener to seep up all the dead leaves.
6. A small child was seen to dash across the road.
7. The young hooligans were made to pay for the damages.
8. We were told to return in an hour’s time.
9. He was proved to be the culprit.
10. Mr. Brown is expected to be back about 2.30.

Some other Points about the use of the Infinitive

As already explained in this chapter, modals and some verbs like have, let, make take bare infinitive. However, these verbs take a to-infinitive in their passive form. In case of verbs like bid, know and help, either of the two forms of the infinitive may be used, but again in case of the passive constructions, only a to-infinitive is to be used.

1. When the verb ‘know’ is used in the sense that we know the way of doing something, the infinitive is preceded by ‘how’. This is also the case with verbs like ‘tell’ and ‘show’:
   I know how to repair the sewing machine.
   He told me how to run the wind-mill.
   I showed him how to draw the picture of an elephant.

2. Some adjectives like the ones given below denote some quality of a thing or a substance. These are followed by to-infinitive:
   easy, hard, good, difficult, comfortable, pleasant, pitiful, heavy, dreadful, difficult, hard

EXERCISE NO. 1:

Complete the following sentences by filling in the blank spaces with the correct part of the verb given in brackets at the end.

1. We could not………….what he said. (hear)
2. You must…………the money by the end of the week. (pay)
3. You may…………when you have finished your work. (go)
4. Can you…………to the concert tonight? (come)
5. She felt that she must…………someone her story. (tell)
6. If you are not well you ought to see a doctor.
7. May I have another cup of tea, please?
8. Must you leave so soon?
9. Could you lend me your dictionary for a moment, please?
10. You may borrow my bicycle, if you wish.

EXERCISE NO. 2:

Complete the following sentences by filling in the blank spaces with any suitable verb.

1. I am afraid she is ill.
2. You ought to pay more attention to your work.
3. No one can do the impossible.
4. I cannot understand what this sentence means.
5. We must do if we wish to catch the train.
6. Mary asked her mother whether she might...
7. She was told that she could invite anyone she liked to the party.
8. You ought not to...
9. Everyone must do if we are to succeed.
10. We may not until three o’clock.

EXERCISE NO. 3:

Complete the following sentences by adding an infinitive construction to denote the way or method of doing something, e.g. ‘He asked me how to translate the phrase.’

1. The pupil asked the teacher to...
2. Can you tell me how to...
3. John has promised to teach me to...
4. You ought to know how to...
5. No one could tell us how to...
6. Only two pupils in the whole class knew how to...
7. Can anyone tell us how to...
8. You will soon learn how to...
9. We soon found out how to...
10. The demonstrator explained how to...
11. The attendant kindly showed us...........
12. Is there anyone here who knows.........?

**EXERCISE NO. 4:**

Rewrite the following sentences so that they express the idea of something that should have been done but was not.

1. You ought to pay that bill.
2. 2. He ought not to speak to his elders in that way.
3. We ought to start earlier.
4. The pupils ought to work harder.
5. The shopkeeper ought not to charge so much for that butter.
6. I ought to get up earlier.
7. Someone ought to tell him of his mistake.
8. You ought to stay in bed, with a cold like that.
9. We ought to catch an earlier train.
10. Oughtn’t you to return that book to the library/

**EXERCISE NO. 5:**

Complete the following sentences by adding suitable infinitives.

1. This word is difficult............
2. This suit is too hot..........in this warm weather.
3. The chair was very comfortable...........
4. A dress made of this material is quite easy........
5. Very small objects are hard............
6. Her story was dreadful.......... 
7. This room is not suitable.........
8. These berries are not good........
9. That box is too big........ 
10. His story was interesting............
11. We found the exercise difficult..........without the help of the teacher.
12. The lecture was boring............, though some of the slides by which it was illustrated were rather interesting.
13. The clown was very amusing.......... 
14. The letter was difficult.............as some of the writing had faded.
15. The park is a very pleasant place............
SOLUTIONS

EXERCISE NO. 1:
1. hear  2. pay  3. go  4. come  5. tell  6. to see  7. have  8. leave  9. lend  10. borrow

EXERCISE NO. 2:
1. fall  2. to pay  3. do  4. understand  5. hurry  6. go  7. invite  8. to misbehave with your uncle  9. try  10. return

EXERCISE NO. 3
1. how to do the sum.
2. how to contact Mohan.
3. how to write a report.
4. how to swim.
5. how to solve this problem.
6. how to make précis of a paragraph.
7. how to locate a small town on a map.
8. how to fix a puncture in a tube.
9. how to prepare the balance sheet.
10. how to prepare a nice meal out of the available material.
11. how to work the micro-wave oven.
12. how to fix a leak in the roof.

EXERCISE NO. 4:
1. You ought to have paid that bill.
2. He ought not to have spoken to his elders in that way.
3. We ought to have started earlier.
4. The pupils ought to have worked harder.
5. The shopkeeper ought not to have charge so much for that butter.
6. I ought to have got up earlier.
7. Someone ought to have told him of his mistake.
8. You ought to have stayed in bed, with a cold like that.
9. We ought to have caught an earlier train.
10. Oughtn’t you have returned that book to the library?
EXERCISE NO. 5:

1. to explain  2. to wear  3. to sit in  4. to get  5. to see  6. to hear  7. to live in  8. to ear
9. to carry  10. to hear  11. to do  12. to hear  13. to watch  14. to read  15. to sit in

Infinitive and Gerund

1. The gerund is also called verbal noun. It is formed by adding ‘-ing’ to the first form of the verb:
   Smoking is not allowed in this office.
   I like reading novels.

2. It can also stand in apposition to an anticipatory ‘it’ or be a real subject for ‘there’:
   It is foolish watching four movies in a day.
   There is no knowing when the rain will stop.

3. In case of the verbs like forget, regret, remember etc. that take either a ‘to-infinitive’ or a gerund, the difference in sense that marks the use of each of the two, must be kept in mind. While the use of infinitive indicates an action that is yet to take place, the use of gerund refers to an action that has already taken place:
   Remember to ring him up tomorrow.
   I remember meeting him a week back.

4. The following are some of the verbs that take a gerund with them:
   Advise, allow, anticipate, appreciate, avoid, cease, choose, confess, consider, contemplate, continue, defend, delay, deny, discourage, dislike, enjoy, escape, finish, forbid, forget, forgive, help, include, justify, love, mind, miss, permit, recall, recommend, regret, remember, require, risk, sent, suggest etc.

5. Those adjectives and verbs which are always found in combination with a preposition (interested in, object to, annoyed at, responsible for, accustomed to, suitable for, averse to, aim at, agree with, approve of, persist in, prevent from, succeed in, think of etc.) must be followed by a gerund. In such cases, the preposition is not removed:
   I object to considering this issue at the moment.
   She is not interested in taking tea.

EXERCISE NO. 1:

Complete the following sentences by inserting in the blank spaces the correct part of the verb given in brackets at the end.

1. She was congratulated by her aunt on………..her examination. (pass)
2. The pupils were rebuked for……….so much noise. (make)
3. The prisoner was charged with……….into a shop. (break)
4. This water is not fit for………..(drink)
5. She became ill through too many chocolates. (eat)
6. The traveler gave the porter a tip for his luggage. (carry)
7. On the news, all the company cheered. (hear)
8. By early, they avoided the rush hour traffic jams. (start)
9. We were surprised at so few people there. (find)
10. They only managed to finish the task by far into the night. (work)
11. The candidate was disqualified for (cheat)
12. Nothing will prevent me from what I think right. (do)
13. Where do you think of for your holiday this year? (go)
14. Don’t let me hinder you from your work. (do)

EXERCISE NO. 2:

Make the following into sentences by adding a construction with a gerund or an infinitive (whichever you think correct).

1. He told the messenger to be careful
2. My little boy likes
3. The manager objected
4. My father was very angry
5. I do not intend
6. The inspector is certain
7. My parents were not accustomed
8. It would take a good deal to discourage me
9. Our teacher dislikes
10. You will succeed if you keep on
11. He went on as though he did not realize I had entered the room.
12. Would you mind?
13. The mischievous boys tried to annoy the old gentleman
14. We were very disappointed
15. She entered the room very quietly, as she was afraid
16. If there is anything you need, don’t be afraid
17. Most children enjoy
18. You will never have any money unless you stop
EXERCISE NO. 3:

**Explain the difference of meaning between the two sentences in each of the following pairs.**

1. (a) She stopped to look in a shop window.
   (b) She stopped looking in the shop window
2. (a) The servant was afraid to disturb his master.
   (b) The servant was afraid of disturbing his master.
3. (a) I regret to say he was dishonest.
   (b) I regret saying he was dishonest.
4. (a) He gave the man five shillings to wash his car.
   (b) He gave the man five shillings for washing his car.
5. (a) He went on speaking of his war experiences.
   (b) He went on to speak of his war experiences.

**SOLUTIONS**

EXERCISE NO. 1:

1. passing 2. making 3. breaking 4. drinking 5. eating 6. carrying 7. hearing 8. starting

EXERCISE NO. 2:

1. in preparing the breakfast 2. to play with toys 3. to their playing cards at the table.
4. to know about my failure in the test 5. to meet him in near future 6. to find fault with our work.
7. to living in a city 8. from smoking 9. talking in the class 10. working hard
11. speaking loudly 12. moving sideways a little? 13. with their shouting
14. to find him unhappy 15. of disturbing her ailing mother 16. to demand it
17. playing 18. gambling

EXERCISE NO. 3:

1. (a) She first stopped and then looked at the window.
   (b) She had already been looking at the window, which act she stopped at the time of reporting.
2. (a) The servant did not want to disturb his master at this particular instance.
   (b) The servant was generally afraid of disturbing his master.
3. (a) The speaker is levelling the charge at this moment.
   (b) The speaker had levelled the charge in the past.
4. (a) The payment was made before the car was washed.
   (b) The payment was made after the car was washed.
5. (a) He continued talking about his war experiences.
   (b) He was talking of something else from where he switched on the subject of war experiences.
Chapter-21
Anticipatory *it* with Noun Clauses and Adjective Clauses

1. The pronoun ‘it’ is used as an anticipatory subject with a noun clause:
   
   It is unlikely that he will disclose the terms of agreement to us.
   
   It is not certain if he will drop in here.

2. ‘It’ is also used as a subject qualified by an adjective clause:
   
   It is the village headman who is to blame.
   
   It is his courage that must be admired.

3. In the above sentences, a person is referred to by ‘it’. However, even a fact, quality or a thing can also be represented:
   
   It is a wise policy that requires the company personnel to be punctual.
   
   It is the problem which did not allow us to make any progress.

**EXERCISE NO.1:**
Rewrite the following sentences using the anticipatory *it* as the subject.

(a) That we shall have to do the work ourselves is obvious.

(b) That you were unable to come to the party is a pity.

(c) Whether we shall be able to go is uncertain.

(d) That we cannot rely on his help is obvious.

(e) That he should behave in that way is disgraceful.

(f) Why she did it is not known.

(g) What caused the fire has not yet been discovered.

(h) That he is a millionaire is said by some people.

(i) That we came just too late was unfortunate.

(j) That the thieves were still in the building was never suspected.

**EXERCISE NO.2:**
Express the ideas in the following sentences by using the construction with an anticipatory *it* qualified by an adjective clause.

(a) The heart that never rejoices is a poor heart.

(b) The thing that ruined him was gambling.
(c) The wind that blows no-one any good is an ill wind.
(d) The person who gave the secret away was Smith.
(e) The person who is responsible for the mistake is myself.
(f) The thing that killed him was drink.
(g) The people that amused the children most were the clowns.
(h) The thing that amazes me is the daring of the fellow.
(i) The person who won the prize was George, not Eric.
(j) Who was the person who said, ‘The child is father of the man’?

SOLUTIONS:

EXERCISE NO.1:
(a) It is obvious that we shall have to do the work.
(b) It is a pity that you were unable to come to the party.
(c) It is uncertain whether we shall be able to go.
(d) It is obvious that we cannot rely on his help.
(e) It is disgraceful that he should behave in that way.
(f) It is not known why she did it.
(g) It has not yet been discovered what caused the fire.
(h) It is said by some people that he is a millionaire.
(i) It was unfortunate that we came just too late.
(j) It was never suspected that the thieves were still in the building.

EXERCISE NO.2:
(a) It is a poor heart that never rejoices.
(b) It was gambling that ruined him.
(c) It is an ill wind that blows no-one any good.
(d) It was Smith who gave the secret away.
(e) It is myself who is responsible for the mistake.
(f) It was drink that killed him.
(g) It were the clowns who amused the children most.
(h) It is the daring of the fellow that amazes me.
(i) It was George, not Eric who won the prize.
(j) Who it was who said, ‘The child is father of the man’?
Chapter-22
The Position of Adverbs

1. Adverbs ought to be put in proper places. So far as the adverbs of frequency, e.g., often, never, usually, sometimes, always, occasionally etc., are concerned, these are placed between the subject and the verb in simple present tense. When the verb is some form of ‘be’, the adverb follows the verb:
   I always wear cotton clothes.
   He never takes liquor.
   I am never late.
   He is usually in his office till 6 p.m.

2. In case of a compound verb, the adverb is placed after the auxiliary or its first word:
   He will never start any business.
   I have occasionally been involved in such situations.

3. In negative sentences, the adverb of frequency comes after the verb ‘not’:
   I am not often late.
   They do not generally allow any discount to their customers.

4. In interrogative sentences, the adverb comes immediately after the subject:
   Have you ever visited England?
   Is he normally of serious temperament?

5. Sometimes, the adverb ‘never’ is placed right at the beginning of a sentence to stress a point. In such cases, the verb comes before the subject:
   Never did he offend me again.
   Never have I know such a hot summer.

6. Adverbs or adverbial expressions of place and time normally appear at the beginning or the end of a sentence or a clause forming a sentence:
   I go for a walk every morning.
   Every Tuesday he visits the Hanuman temple.
   The dog was found in the outhouse.

7. In case of imperatives, the adverbial expressions of time and place come after the verb:
   Please talk to me tomorrow.
   Don’t bother her now.
EXERCISE NO.1:

Insert always, ever, never, usually, often, seldom or sometimes in the following sentences. Make sure you put the adverb in the right place.

(a) You should show respect to your elders.
(b) No-one has been to Mars.
(c) It is too late to mend.
(d) We spend the week-end in the country.
(e) Even the most careful person can make a mistake.
(f) I go to see my uncle, as the journey is so difficult.
(g) You can trust a person who is dishonest.
(h) I get up at seven o’clock.
(i) Have you lived in this house?
(j) Have you been to Paris?
(k) Is the room any warmer than this?
(l) A bully is a person of much courage.

EXERCISE NO.2:

Insert still or just in the correct places in the following sentences.

(a) The train has left.
(b) It is raining.
(c) Is your son at school?
(d) My brother has got a new job.
(e) I do not understand the question.
(f) I have been told an astonishing piece of news.
(g) She insisted that she had never seen the person before.
(h) Though it was May the evenings were rather chilly.
(i) A party of travellers had arrived at the hotel.
(j) Have you finished that novel yet? No, I am reading it.
(k) Is the shop open?
(l) No, it has closed.
(m) He was leaving the house when the telephone bell rang.
(n) Do you need my help?
(o) He has paid me ten pounds, but he owes me another five.

(Use both still and just in this sentence.)
EXERCISE NO.3:

Rewrite the following sentences to bring out the same meaning by using only. See that you put the word in the correct place; e.g. He had a shilling and no more in his possession. – He had only a shilling in his possession.

(a) As expert, and no-one else, could do that.
(b) It was as recently as a week ago that I was speaking to him.
(c) When I said that, I was joking, that is all.
(d) No more than two pupils could answer the question.
(e) We have five minutes, and no more, in which to catch the train.
(f) The ticket is valid for one month, and for no longer.
(g) I have glanced at the letter, I have not read it thoroughly.
(h) No-one but a fool would waste his money like that.
(i) Some of those rescued from the fire had their night-clothes on, and nothing else.
(j) It was by nothing but an accident that the mistake was discovered.

EXERCISE NO.4:

Add to the following sentences suitable adverbs or adverbial expression of either time or place.

(a) I cannot see you.
(b) Be at the station.
(c) The weather has been fine.
(d) The child has been crying.
(e) We ate our meal.
(f) A serious accident occurred.
(g) The miser hid his gold.
(h) We stayed indoors.
(i) Several spectators fainted.
(j) A splendid view can be seen.

SOLUTIONS:

EXERCISE NO.1:

(a) You should always show respect to your elders.
(b) No-one has ever been to Mars.
(c) It is never too late to mend.
(d) We always spend the week-end in the country.
(e) Even the most careful person can sometimes make a mistake.
(f) I seldom go to see my uncle, as the journey is so difficult.
(g) You can never trust a person who is dishonest.
(h) I usually get up at seven o’clock.
(i) Have you ever lived in this house?
(j) Have you ever been to Paris?
(k) Is the room ever warmer than this?
(l) A bully is rarely a person of much courage.

**EXERCISE NO.2:**
(a) The train has just left.
(b) It is still raining.
(c) Is your son still at school?
(d) My brother has just got a new job.
(e) I still do not understand the question.
(f) I have just been told an astonishing piece of news.
(g) She still insisted that she had never seen the person before.
(h) Though it was May, the evenings were still rather chilly.
(i) A party of travellers had just arrived at the hotel.
(j) Have you finished that novel yet? No, I am still reading it.
(k) Is the shop still open?
(l) No, it has just closed.
(m) He was just leaving the house when the bell rang.
(n) Do you still need my help?
(o) He has just paid me ten pounds, but he still owes me another five.

**EXERCISE NO.3:**
(a) Only an expert could do that.
(b) It was only a week ago that I was speaking to him.
(c) When I said that, I was only joking.
(d) Only two pupils could answer the question.
(e) We have only five minutes in which to catch the train.
(f) This ticket is valid only for one month.
(g) I have only glanced at the letter.
(h) Only a fool would waste his money like that.
(i) Some of those rescued from the fire had only their night-clothes on.
(j) It was only by an accident that the mistake was discovered.

**EXERCISE NO.4:**

(a) I cannot see you at the moment.
(b) Be at the station in time.
(c) The weather has been fine for some days.
(d) The child has been crying for an hour.
(e) We ate our meal at the restaurant.
(f) A serious accident occurred near the college.
(g) The miser hid his gold in a hole in the earth.
(h) We stayed indoors all day long.
(i) Several spectators fainted in the stadium.
(j) A splendid view can be seen from this spot.
Chapter-23
Verbs Compounded with Adverbs: The Position of the Object

1. The best examples of the verbs compounded with adverbs are the phrasal verbs. In a number of phrasal verbs, we have adverbs joined to verbs, e.g., *take up, put off, turn down* etc. While using them, one must note that any object needed in such cases, has to be put either before or after the adverb:

   He turned down my suggestion.
   She has not taken off her shoes.

2. In case, the object is a personal pronoun, it has to be put in between the two parts of the phrasal verb:

   She rang me up.
   Why are you trying to shake me off?

3. When the object is a noun, the position of the compound adverb is determined by consideration of emphasis:

   If you wish to join the organization, put up your hands.

EXERCISE NO.1:

Complete the following sentences by inserting in the correct places the verb and adverb given at the end of each one. Only one space is indicated in each sentence, but this does not necessarily mean that both words are to go in the space. In some cases both may go there, but in others only the verb will go there and the adverb will be placed after the object. You must use your judgment.

(a) The cyclist.........a pedestrian. (knocked down).

(b) If you don’t get out of my way, I’ll.........you. (knock down).

(c) You are to.........the whole of this exercise. (write out).

(d) When you.........it, make sure there was no mistake in it. (have written out).

(e) No-one could.........the answer to the question. (find out)

(f) I’m not going to tell you the answer; you must.......it for yourself. (find out)

(g) If you don’t know how to spell a word, ...........it in a dictionary. (look up).

(h) The constable.........in his note book the information which the witness gave him. (took down).
(i) She……….the letter and threw the pieces on the fire. (tore up).
(j) Get the books from the cupboard and……….them to the pupils.  (give out)
(k) In order to apply for a ticket you must……….a form. (fill in)
(l) When she had put the letter in the envelope she…………it. (sealed up).
(m) The cashier slowly……….the money. (counted out).
(n) He……….a cheque for a hundred pounds. (wrote out).
(o) These figures are needed for a very important purpose, so see that you……….them correctly. (add up).

EXERCISE NO.2:
Where possible change the position of the italicized word in each of the following sentences.  If it is not possible to change it, explain why.

(a) The teacher told the pupils to put down their pens.
(b) The firemen quickly put out the fire.
(c) The writing on the blackboard is needed for next lesson, so don’t rub it out.
(d) The servant brought in the coffee.
(e) She put some sugar in the coffee.
(f) Write down all the particulars that I shall dictate to you.
(g) As the time is inconvenient we shall have to put the meeting off.
(h) An announcer called out the names of those who had won prizes.
(i) He put his hand in his pocket and took out some money.
(j) We invited the stranger in.

SOLUTIONS:

EXERCISE NO.1:

(a) The cyclist knocked down a pedestrian.
(b) If you don’t get out of my way, I’ll knock you down.
(c) You are to write out the whole of this exercise.
(d) When you have written it out, make sure there are no mistakes in it.
(e) No-one could find out the answer to the question.
(f) I’m not going to tell you the answer: you must find it out for yourself.
(g) If you don’t know how to spell a word, look it up in a dictionary.
(h) The constable took down in his note book the information which the witness gave him.
(i) She tore up the letter and threw the pieces on the fire.
(j) Get the books from the cupboard and give them out to the pupils.
(k) In order to apply for a ticket, you must fill in a form.
(l) When she had put the letter in the envelope she sealed it up.
(m) The cashier slowly counted out the money.
(n) He wrote out a cheque for a hundred pounds.
(o) These figures are needed for a very important purpose, you see that you add them up correctly.

EXERCISE NO.2:

(a) The teacher told the pupils to put their pens down.
(b) The firemen quickly put the fire out.
(c) No change: Pronoun is the object.
(d) The servant brought the coffee in.
(e) No change: in is the part of the noun phrase.
(f) No change: the object is long.
(g) As the time is inconvenient, we shall have to put off the meeting.
(h) No change: the object is long.
(i) He put his hand in his pocket and took some money out.
(j) We invited in the stranger.
Chapter-24
Tag Questions

1. These are the questions that are attached to a statement at the end to emphasize it. Normally, in a positive statement, a negative tag question would be used:
   
   She is progressing very well, isn’t she?
   It is very pleasant today, isn’t it?
   He is a clever fellow, isn’t he?
   You have a bad cold, haven’t you?

2. In case the statement has words like ‘little’, ‘few’, ‘hardly’ etc., a positive tag question is used:
   
   Little headway has been made, has it?
   Few students took the examination, did they?
   
   But if the words are ‘a few’, ‘a little’ etc., which stand for low quantities, we need a negative tag:
   
   A few students were present in the class, weren’t they?
   A little progress has been made, hasn’t it?

3. In case of the imperatives, we normally use ‘will you’ as the tag, regardless of the subject being a positive or a negative one:
   
   Pass me the salt, will you?
   Don’t bother her, will you?

4. The tag ‘won’t you’ suggests urgency, so it is used to lend force to a request, suggestion etc.in an imperative sentence:
   
   Read the instructions carefully, won’t you?
   Have another cup of tea, won’t you?

5. In case of suggestions beginning with ‘let’s’, the tag, ‘shall we’ is used:
   
   Let’s play baseball, shall we?
   Let’s go for a party, shall we?

6. In case ‘everybody’, ‘everyone’ or ‘none of them’ is used as a subject, the tag ‘they’ is required:
   
   Everybody joined the celebrations, didn’t they?
   Everyone can’t contribute to the kitty, can they?
   None of the participants praised our work, did they?

7. But for ‘none of us’ and ‘some of us’, the tag ‘we’ is required. ‘Some of you’ will take ‘you’ as the tag:
Some of us helped the handicapped, didn’t we?
Some of you spoke very well, didn’t you?

EXERCISE NO.1:
Add the appropriate tag to the following sentences. (Remember that when you add to the tag the existing full stop must be changed to a comma.)

1. We haven’t had our lunch yet.
2. We were only just in time.
3. The car broke down at a most awkward time.
4. Everyone is liable to make mistakes.
5. She will miss the train if she doesn’t hurry.
6. The garden looks very attractive.
7. The journey was not an easy one.
8. The attendant would not let us in.
9. I never drink tea.
10. The hotel was not too expensive.
11. Let’s go and see their new house.
12. He easily loses his temper.
13. Elephants are very strong animals.
14. There was not a single seat vacant.
15. We mustn’t forget to pay for our tickets.
16. You needn’t leave so early as this.
17. See that the safe is securely locked.
18. We hadn’t much time to spare.
19. No-one could tell us the way to the station.
20. Your father mightn’t like us to use his new typewriter.
21. That was not a very polite thing to say.
22. Most of us voted against the proposal.
23. There’s no sense in wasting one’s money.
24. Our team hasn’t been beaten all this season.
25. We could go for a trip round the world if we had the money.
26. Let’s go for a swim.
27. Sit in this more comfortable chair.
28. There won’t be time to get lunch before the lecture.
29. The house needs re-painting.
30. We shall have to start early.

SOLUTION:

EXERCISE NO.1:

1. Have we? 2. weren’t we? 3. didn’t it? 4. isn’t he? 5. won’t she?
6. doesn’t it? 7. was it? 8. would he? 9. do I? 10. was it?
11. shall we? 12. doesn’t he? 13. aren’t they? 14. was there? 15. must we?
16. need you? 17. will you? 18. had we? 19. could they? 20. might he?
21. was it? 22. didn’t we? 23. is there? 24. has it been? 25. couldn’t we?
26. shall we? 27. will you? 28. will there be? 29. doesn’t it? 30. shan’t we?
Chapter-25
Appended Questions

The appended questions are very much like tag questions. The differences can be summarized in the following manner.

1. The Appended questions are used for confirming a statement and while doing so, their form corresponds to the tense of the sentence:
   - The manager has just left the office, hasn’t he?
   - You will go to Mumbai all by yourself, won’t you?
   - Dr. Das comes to the college at 10 a.m., doesn’t he?

2. These are also used where any hope for the denial of a negative statement preceding the appended question exists:
   - You didn’t fill up the form for this job, did you?
   - This isn’t the type of book I wanted, is it?

EXERCISE NO.1:
Add to the following statements an appended questions, either asking for confirmation or inviting denial.

(a) I believe you have two brothers.
(b) Your father has retired from business.
(c) You wouldn’t care to come to the theatre with us.
(d) I think I have lent you this book before.
(e) You are not going out in that shabby old suit.
(f) *Paradise* Lost was written by John Milton.
(g) He lived in the seventeenth century.
(h) Now your son has got a new bicycle he doesn’t want to sell his old one.
(i) They haven’t lived here very long.
(j) We needn’t pay the money until we receive the goods.

EXERCISE NO.2:
Add to the following sentences an appended question asking the other person’s opinion.

(a) I don’t think much of that picture.
(b) I should like to go to America one day.
(c) I feel ready for a cup of tea.
(d) I can hear someone singing.
(e) I wasn’t very interested in his story.
(f) I shan’t give anything to the fund.
(g) I couldn’t hear what he was saying.
(h) I think Jane looks very tired.
(i) I have never been to Spain.
(j) I don’t like paying more for a thing than it’s really worth.

SOLUTIONS:

EXERCISE NO.1:
(a) haven’t you    (b) hasn’t he?    (c) would you?    (d) haven’t I?
(e) are you?      (f) wasn’t it?    (g) didn’t he?    (h) does he?
(i) have they?    (j) need we?

EXERCISE NO.2:
(a) do you?       (b) should you?   (c) don’t you?    (d) can’t you?
(e) were you?     (f) shall you?    (g) could you?   (h) doesn’t she?
(i) haven’t I?    (j) do I?
Indirect (Reported) Questions

Chapter-26
Indirect (Reported) Questions

In this chapter, the indirect form of speech has been discussed, though only in relation to interrogative sentences. Indian students may note that neither the speaker nor the listener has been pointed out here. These have to be supplied by the students themselves.

1. In indirect questions, the subject is followed by verb in the following manner.

   Direct question: Which is your pen?
   Indirect question: Tell me which your book is.
   I asked him which his book was.

2. In case the expected answer to the questions is ‘yes’ or ‘no’, then ‘whether’ is used in indirect question:

   Direct question: Do you know Russian?
   Indirect question: He asked me whether I knew Russian.
   Ask him whether he knows Russian.

EXERCISE NO.1:

Change the following direct questions into indirect questions by adding a suitable main clause to them and making any other necessary alterations.

(a) Do you think it will rain?
(b) When does not brother return from England?
(c) How does this machine work?
(d) When do you take up your new post?
(e) Shall I close the window?
(f) Where did you go for your holiday?
(g) Who lives in that large house at the corner?
(h) Why is that child crying?
(i) How many English lessons do you have each week?
(j) Could I borrow your bicycle?
(k) Do you find English a difficult language to learn?
(l) How many brothers and sisters have you?
(m) Is the train likely to be late?
(n) How long have you been learning English?
(o) Ned you work so late?
(p) Are you going to take an examination in English?
(q) Why was Mr. Brown late for work this morning?
(r) Have you written to your aunt to thank her for your present?
(s) What must I do to get a seat for the play?
(t) When shall I know the result of the examination?

EXERCISE NO.2

Give an answer to each of the questions in the previous exercise, in the form of a direct statement.

EXERCISE NO.3

Make up five sentences of your own in which an indirect question is included. The indirect question should start with the following words: (a) when, (b) where, (c) whether, (d) why, (e) how.

SOLUTIONS:

EXERCISE NO.1:

(a) He asked me if I thought it would rain.
(b) She asked him when his brother would return from England.
(c) Tell me how this machine works.
(d) Tell me when you take up your new post.
(e) Tell me if I shall close the window.
(f) He asked me where I had gone for my holiday.
(g) I want to know who lives in that large house at the corner.
(h) Find out why that child is crying.
(i) Tell me how many English lessons you have each week.
(j) I wonder if I could borrow your bicycle.
(k) Tell me if you find English a difficult language to learn.
(l) Tell me how many brothers and sisters have you.
(m) I wonder if the train would be late.
(n) I don’t know how long you have been learning English.
(o) Tell me if you need to work so late.
(p) I don’t know if you are going to take an examination in English.
Indirect (Reported) Questions

(q) Tell me why Mr. Brown was late for work that morning.
(r) I want to know if you have written to your aunt to thank her for your present.
(s) I don’t know what I must do to get a seat for the play.
(t) I wonder when I shall know the result of the examination.

EXERCISE NO.2:

(a) Yes, I think it will rain.
(b) My brother returns from England next month.
(c) This machine works on electricity.
(d) I take up my next post on Monday.
(e) Yes, please close it.
(f) I went to Jhumri Talaiya for my holiday.
(g) Man Mohan Singh lives in that large house at the corner.
(h) That child is crying because it cannot find its mother.
(i) I have three English lessons each week.
(j) Yes, you can borrow it.
(k) Yes, I find it a difficult language to learn.
(l) I have five brothers and sisters.
(m) No, the train is not likely to be late.
(n) I have been learning English for six months.
(o) Yes, I need to work so late?
(p) No, I am not going to take an examination in English.
(q) He was late for work this morning as he met with an accident.
(r) Yes, I have written to her.
(s) You must book your seat in advance.
(t) You will know the results next week.

EXERCISE NO.3:

(a) I don’t know when I shall reach Delhi.
(b) Tell where Radhe Shyam has gone.
(c) Ask him whether he likes coffee.
(d) She asked him why he did not help her.
(e) Tell me how to play table tennis.
Chapter-27
The Indirect Expression of Imperatives

1. This chapter is also devoted to indirect questions, but these questions relate to imperatives.

   Imperative: Shut the door.
   Indirect form: He told them that they were to shut the door.
                 He asked them to shut the door.

   Imperative: Don’t miss the opportunity.
   Indirect form: He told them that the must not miss the opportunity.
                 He told them not to miss the opportunity.

2. In case of verbs like ask, order, command only infinitive along with accusative should be used, whereas tell can take either the noun clause or the accusative plus infinitive:

   Imperative: Shoot the enemy.
   Indirect form: He ordered them to shoot the enemy.

   Imperative: Keep the gate closed.
   Indirect form: He asked them to keep the gate closed.

   Imperative: Take either of the two balls.
   Indirect form: She told them to take either of the two balls.
                 She told them that they could take either of the two balls.

3. The sense of the imperative sentence has to be determined. Thereafter ‘should’ for instruction and ‘order’, ‘is/are to’ etc. is to be used for command. Similarly, ‘ask’ is used for request:

   Imperative: Never tell a lie in such matters.
   Indirect form: He told us that we should never tell a lie in such matters.

   Imperative: Don’t come late again.
   Indirect form: He said that I was not to come late again.

   Imperative: Help me solve this sum.
   Indirect form: She asked me to help her solve the sum.

EXERCISE NO.1:

Express the following imperative sentences in the indirect form, using as the verb of the main clause that is given in brackets at the end of the sentence.

(a) Make less noise. (tell)
(b) Open the window, please. (ask)
(c) Don’t walk on the grass. (say)
(d) Meet me at 3.30 (ask).
(e) Write the exercise for homework. (tell)
(f) Stand up when the inspector enters (say).
(g) Don’t tell anyone the secret. (say).
(h) Pass me the sugar, please Susan. (ask).
(i) Turn to page 25 in your grammar books. (tell).
(j) Do stay a little longer. (entreat).
(k) Find Mr. Smith and give him this message. (ask).
(l) Read through your work when you have finished it. (say).

EXERCISE NO.2:

Express the following imperative sentences in the indirect form. In the main clause use whichever verb you think is the most suitable.

(a) Pick up all that paper from the floor.
(b) Don’t leave the office until I return.
(c) Find out what time the train starts.
(d) Give me another chance.
(e) Always be polite when you speak to people.
(f) Never cross the road without first looking to see that it is clear.
(g) Don’t be cross with the children.
(h) Let me have a look at that letter.
(i) Leave this room instantly.
(j) Put these papers on my desk.
(k) Do tell us a story, grandpa.
(l) Hand over your money.

SOLUTIONS:

EXERCISE NO.1:

(a) The teacher told the students to make less noise.
(b) She asked them to open the window.
(c) He says that we are not to walk on the grass.
(d) He asked me to meet him at 3.30.
(e) The teacher told them to write the exercise for homework.
(f) He says that we are to stand up when the inspector enters.
(g) He says that I am not to tell anyone the secret.
(h) He asked Susan to pass him the sugar.
(i) The teacher told the students to turn to page 25 in their grammar books.
(j) He entreated me to stay a little longer.
(k) She asked me to find Mr. Smith and give him that message.
(l) He says that we are to read through our work when we have finished it.

EXERCISE NO.2:

(a) He asked me to pick all that paper from the floor.
(b) The boss says that we aren’t to leave the office until he returns.
(c) He asks me to find out what time the train starts.
(d) You requested the officer to give you another chance.
(e) My father asked me to be always polite when I speak to people.
(f) The traffic constable says that we should never cross the road without first looking to see that it is clear.
(g) He says that we aren’t to be cross with the children.
(h) He requested me to let him have a look at that letter.
(i) He ordered me to leave that room instantly.
(j) He asked me to put those papers on his desk.
(k) The children entreated their grandpa to tell them a story.
(l) The mugger ordered him to hand over his money.
Chapter-28
The Use of Correlatives

Certain conjunctions or conjunctive expressions are used in pairs in English. These are also called correlatives. The following points must be kept in mind while using them.

1. The correlatives like *either/or, neither/nor, both/and, not only/but also* must be used at proper places in a sentence. There should be no inter-mixing of the elements of these pairs:

You may either have a cricket bat or a hockey stick. (incorrect)
You may have either a cricket bat or a hockey stick. (correct)

**Similarly:**

The spectators not only cheered the English players but the Pakistanis also. (incorrect)
The spectators not only the English players but also the Pakistanis. (correct)

The elephant both ate up the basket and the bananas. (incorrect)
The elephant ate up both the basket and the bananas. (correct)

He neither looks after his pets nor his plants. (incorrect)
He looks after neither his pets nor his plants. (correct)

2. In case of to-infinitives used with two actions indicated by these correlatives, the ‘to’ will be retained by both the infinitives:

The shopkeeper offered to exchange the material. The shopkeeper offered to refund the money.

These two actions of the shopkeeper can be joined in the following way:
The shopkeeper offered either to exchange the material or to refund the money.

3. As has been pointed out above regarding infinitives, the prepositions used in case of phrases and idioms also retain their place:

You may put the pictures on the shelf. You may put the pictures on the table.

These two actions can be brought together in a single sentence with the help of ‘either/or’:

You may put the pictures either on the shelf or on the table.

**EXERCISE NO.1:**

Express in one sentence the ideas contained in the following pair of sentences, by using correlatives.

1. He is not honest. He is not truthful.
2. You may have a camera for your birthday. You may have a watch for your birthday. (Express these as alternatives).

3. We shall go by bus. We shall go by train. (Express these as alternatives).

4. He sold the land. He sold the house.

5. The old man could not read. The old man could not write.

6. The thieves stole the jewels. The thieves smashed up part of the interior of the shop.

7. You must pay for the goods. You must return them. (Express as alternatives).

8. The driver was killed. His passenger was killed.

9. The driver was not injured. His passenger was not injured.

10. I am willing to meet you in Manchester. I am willing to meet you in Liverpool. (Express as alternatives).

11. They did not know where they had come from. They did not know where they were going.

12. She has lost her purse. She has lost her handbag.

SOLUTION:

EXERCISE NO. 1:

1. He is neither honest, nor truthful.

2. You may have either a camera or a watch for your birthday.

3. We shall go either by bus or by train.

4. He sold both his house and the land.

5. The old man could neither read nor write.

6. The thieves not only stole the jewels, but also smashed up part of the interior of the shop.

7. You must either pay for the goods or return them.

8. Both the driver and his passenger were killed.

9. Neither the driver, nor his passenger was injured.

10. I am willing to meet you either in Manchester or in Liverpool.

11. They knew neither where they had come from, nor where they were going.

12. She has lost both her purse and her handbag.
Chapter-29
Who and Whom

Students normally commit mistakes while using ‘who’ and ‘whom’. In this respect, the following guidelines should be kept in mind.

1. ‘Who’ is used as the subject of a verb, whereas ‘whom’ is used as the object of a preposition:
   - Who gave you that book?
   - This is the man who gave me the money.
   - She is a girl whom everyone likes.
   - Tell me the name of the student to whom you gave your bag.

   There is an exception in the case of spoken English. If there is a preposition coming at the end of the sentence, ‘who’ is used instead of ‘whom’:
   - Who is he speaking to?

EXERCISE NO.1:

Complete the following sentences by inserting who or whom in the blank spaces:

1. He is a person……….everyone admires.
2. I don’t mind……….you ask to the party.
3. Do you know……….was responsible for the damage?
4. ………..was the letter addressed to?
5. Always see that those with……….you associate are of good character.
6. ………..do you think we should invite?
7. Whether I will join the party depends on………..is organizing it.
8. He is not a person……….I would trust.
9. ………..was that dark-haired person you were sitting with?
10. This is not the waitress………served us the last time we were here.
11. Do you know……….that man in the grey suit is?
12. ………..did you mean, when you referred to ‘a certain person……….everyone knows?
13. I cannot bear people……….are always complaining of their misfortunes.
14. One of the people with……….I work has just won a large sum of money in a lottery.
15. I cannot remember………. I lent my English dictionary to.
16. ……….I choose to have as my friends is nothing to do with you.
17. Everyone………heard him speak agreed that he was a great orator.
18. I shall give the money to ………. I like.
19. He is a man of great experience, from……….much can be learned.
20. Do you know……….was the author of the novel *Lorna Doone*?

**SOLUTION:**

**EXERCISE NO.1:**

1. whom, 2. whom, 3. who, 4. Whom, 5. Whom,
6. Whom, 7. who, 8. whom, 9. Who, 10. who,
11. who, 12. Who, whom 13. who, 14. Whom, 15. who,
Chapter-30
Much and Many

‘Much’ normally refers to non-countable quantity and ‘more’ refers to number:

There are many mangos in the basket.
Much water has since flowed down the Ganga.
Many houses have been built by the government this year.
Much of the land remains to be cultivated.

The comparative and superlative forms of these words are the same: ‘more’ and ‘most’.

Many apples – more apples — most apples
Much water – more water — most water

EXERCISE NO.1:
Supply much or many to fill the blank spaces in the following sentences:

1. We have not had ............wet days this month.
2. Have you read ............English poems?
3. I haven’t ............opportunity for study during the day.
4. ............people were made homeless by the floods.
5. They lost ............their property.
6. She could not feel ............sympathy for a person who had come to grief through is own stupidity.
7. We have not had ............to eat.
8. ............of the eggs were broken.
9. We have walked ............miles today.
10. Not ............people could afford to buy so expensive a car as that.
11. ............of what he said was nonsense.
12. The medicine did not do him ............good.
13. She did not make ............mistakes in her essay.
14. ............of the passengers had a narrow escape.
15. We found the house without ............difficulty.
SOLUTION:

EXERCISE NO.1:
Chapter-31
*Much and Very*

1. Whereas ‘very’ is used to modify adjectives and adverbs of the positive degree, ‘much’ is used to modify those of the comparative degree:
   
   This is a very large auditorium.
   This auditorium is much larger than the other.
   She walks very fast.
   She works much more carefully than she used to.

2. ‘Much’ is used before ‘too’ and participles used in their verbal sense:
   
   You took much too long to return.
   We stand much benefited from this scheme.

3. ‘Very’ is used before participle used in adjectival sense:
   
   The child was very pleased.
   The principal was very satisfied with the students.

4. ‘Much’ is generally used in interrogative, negative and conditional sentences suggesting non-compliance:
   
   He does not smoke much.
   Have the rains damaged the railway track much?
   Does this shoe pinch you much?
   A drizzle would add to our enjoyment, but if it rains much, we shall have to cancel the picnic.

5. ‘Much’ can also take ‘very’ with it to emphasize a point:
   
   I am very much obliged to you.
   She was very much afraid of her mother.

**EXERCISE NO.1:**

Supply *much* or *very* in the following sentences:

(a) He is……….older than I thought.
(b) It is……….cold today.
(c) She is ……….interested in history.
(d) You must speak……….more clearly than that.
(e) I am……….concerned about his health.
(f) It will……….cruel of you to pull the car’s tail.
(g) I am feeling ……..better today.
(h) We are ……..obliged for the help you have given us.
(i) Do you come here ……..often?
(j) No, not ……..often but I should like to come ……..more often if I could.
(k) The box was ……..too heavy for me to lift.
(l) The children became ……..excited when they heard that their uncle was coming.
(m) That man is ……..esteemed for his kindness to the poor.
(n) Do you cycle ……..now a days?
(o) This material is not ……..different from the other.
(p) He is reputed to be ……..rich.
(q) Her health is ……..improved compared with what it was a few months ago.
(r) We shall have to start soon if we are to catch that train.
(s) You must do your work ……..more carefully than this.
(t) The exercise was ……..too difficult for the class to do.

EXERCISE NO.2:

Put much or much the in the blank spaces in the following sentences, in order to complete the sense.

(a) This way is ……..safer than the other.
(b) This way is ……..safest.
(c) Of all the methods we have tried this is ……..easiest.
(d) You couldn’t have any method ……..easier than this.
(e) Of the three routes, we found that the one by which we came was ……..shortest.
(f) We stayed ……..later than we had intended.
(g) We arrived ……..sooner than we thought we should.
(h) He is a ……..better scholar than his brother.
(i) This is ……..warmest room in the house.
(j) He can speak English ……..more fluently than I can.

SOLUTION:

EXERCISE NO.1:

(a) much, (b) very, (c) very, (d) much,
(e) very, (f) very, (g) much, (h) very,
(i) very, (j) very, much
(k) much,  (l) very,  (m) much,  (n) much,
(o) much  (p) very,  (q) much,  (r) very,
(s) much,  (t) much

**EXERCISE NO.2:**

(a) much,  (b) much, the,  (c) much the,  (d) much,
(e) much the,  (f) much,  (g) much,  (h) much,
(i) much the,  (j) much
Chapter-32  
Still and Yet

1. The adverb ‘still’ is used where the continuation of an activity or a situation from the past to the present is to be shown:
   - He is still young at heart.
   - Do you still think he is a reliable person?
   - Is he still studying in B.A.?

2. ‘Yet’ denotes the present situation with respect to the future:
   - The train has not yet arrived.
   - Has the doctor been yet?
   - I have yet to meet him, though he has been in this town since June.

3. ‘Still’ is normally placed before a simple tense form of a verb but if the verb is a form of ‘to be’, in that case ‘still’ follows the verb. It also follows the first auxiliary in case of a compound tense form:
   - He has still some energy left in his sinews.
   - He is still very young.
   - He has still not been reconciled with her.

4. ‘Yet’ is normally placed at the end of a sentence or a clause. In negative sentences, it usually follows ‘not’:
   - The bus for Lahore has not yet arrived.
   - We have three miles to go yet.

EXERCISE NO.1:
Supply still or yet in the following sentences:

1. When we set out at six o’clock in the morning it was ……dark.
2. Are you ………working for the same firm as when I saw you last?
3. Have you heard from your sister ………?
4. We can get to the station in about twenty minutes, and there’s almost another hour before the train goes, so we needn’t leave ………
5. I have not ………made up my mind whether I shall accept his offer.
6. There were ten cigarettes in this packet, and I have smoked six, so there are ………four left.
7. Does your daughter ………go to school? Yes, she has not left ………but she probably will be leaving next year.
Still and Yet

8. He said he would write to us, but he has not written………
9. I have oiled the hinge of the door, but it is………..stiff.
10. I……….cannot give you the information, as I have not received it myself.
11. When the doctor arrived the injured man was……….breathing.
12. The weather forecast said that it would rain, but it is not raining………

SOLUTION:

EXERCISE NO.1:

1. still 2. still, 3. yet, 4. yet, 5. yet,
6. still, 7. still, yet,8. yet, 9. still, 10. still, yet
11. still, 12. yet
Chapter-33

*Make and Do*

Both ‘make’ and ‘do’ are used as causatives in English language, so there is scope for confusion here. The following rules should be kept in mind.

1. In case the idea to be translated from a foreign language into English can be expressed with the help of the following words, ‘make’ should be used:

create, bring into being, compel, cause to be, construct, fashion, manufacture

This pot is made of stainless steel.
The children made much noise there.
You will make a good doctor.
The antics of the joker made the spectators laugh.
The chilly winds made us sick.
The jailor made the prisoners stand against the wall.

2. In case, the idea to be conveyed through the words like perform and act, then ‘do’ can be used. Also ‘do’ is used when the action is related to the normal functioning of an object:

You did well in the competition.
One must do one’s duty.
He is presently doing his garden.
She was doing her hair when I reached her house.

**EXERCISE NO.1:**

*Insert in the following sentences some part of the verb do or make (whichever you think correct).*

(a) The sudden pain...........him cry out.
(b) I must get the tailor to...........me a new suit.
(c) We have now...........all the work that was set for us.
(d) The teacher asked the class to ...........the exercise in their note books.
(e) That person once...........met a great kindness.
(f) This heavy rain will...........the ground very wet.
(g) You have...........three mistakes in one sentence.
(h) If you inherited a fortune, what would you...........with it?
(i) He is very interested in...........model aeroplanes.
(j) Many motor-cars are………in Coventry.
(k) She………a great effort to………..the work.
(l) Nothing will persuade me to………..what I know to be wrong.
(m) We all admire a person who………..a brave deed.
(n) Who is………..that noise?
(o) Could you please………..me a favour?
(p) You can’t trust that man; he says one thing and then………..something else.
(q) You cannot………..silk purses out of sows’ ears. (An English proverb).
(r) You ought to ……..those children behave better.
(s) This poor light………..it very difficult for us to read.
(t) He always………..what he promises.
(u) Take this medicine, it will………..you good.
(v) She………..the child a dress out of the piece of silk I gave her.
(w) A boy scout is supposed to………..at least one good turn each day.
(x) John is still………..his homework.
(y) I will bring the parcel next time I come; I do not want to………..a special journey to deliver it.

**SOLUTION:**

**EXERCISE NO.1:**

(a) made, (b) make, (c) done, (d) do, (e) did,
(f) make, (g) made, (h) do, (i) making, (j) made,
(k) made, do, (l) do, (m) does, (n) making, (o) do,
(p) does, (q) make, (r) make, (s) makes, (t) does,
(u) do, (v) made, (w) do, (x) doing, (y) make
Chapter-34
The Verb *Have*

1. Generally, ‘Have’ is treated as a regular verb meaning possession. In that case, its negative and interrogative forms shall be ‘have not’ (haven’t) and ‘have+subject?’ respectively, if the reference is to a specific occasion. The forms of ‘have’ with ‘do’ are reserved for what is habitual or recurrent:

   I haven’t any money. (at the present moment)
   Have you any relatives here?

   But

   I don’t have any pocket money. (It means the speaker does not get it as a rule)
   Do you have any pocket money? (Do you get it as a rule?)

2. When it occurs in a negative indirect statement or question which, for the direct form, would use haven’t or haven’t + subject, the plain form, i.e., ‘haven’t’ is preferred:

   He said that he hadn’t time to see me.

3. Similarly, when the situation is viewed in the context of a particular moment in the past, the simple form is used:

   When I got to the counter, I found that I hadn’t any money to pay the bill.

**EXERCISE:**

Rewrite the following sentences so as to bring out the same meaning, but using a negative form of ‘have’ followed by ‘any’, instead of the positive form followed by ‘no’ e.g. I have no money – I haven’t any money. Have you no work to do? You will sometimes need to use the plain form of ‘have’, and sometimes the form with ‘do’.

1. I had not breakfast this morning.
2. Mrs. Jones has no children.
3. The starving family had no food to eat.
4. I have no idea where he is.
5. An orphan is a child who has no parents.
6. I have no patience with a person who acts so foolishly.
7. As a rule she has no sugar in her tea.
8. We have no intention of selling the house.
9. I usually have no trouble to get my car to start.
10. You have no right to that piece of land.

SOLUTION:
1. I hadn’t any breakfast this morning.
2. Mrs. Jones doesn’t have any children.
3. The starving family hadn’t any food to eat.
4. I haven’t any idea where he is.
5. An orphan is a child who doesn’t have any parents.
6. I don’t have patience with a person who acts so foolishly.
7. As a rule she doesn’t have any sugar in her tea.
8. We haven’t any intention of selling the house.
9. I usually don’t have any trouble to get my car to start.
10. You don’t have any right to that piece of land.
Chapter-35
Shall and Will

1. Generally speaking, ‘shall’ is used with the first person and ‘will’ with the second and the third persons. But the reverse can also happen, when the subject expresses his desire, intention or determination:

I will meet you at the station at 1 p.m.
I will never have any connection with that person.
You shall have whatever you need.
You shall not open fire in any eventuality.

2. In case of indirect sentences, ‘will’ becomes ‘would’ and shall ‘should’ but if the speaker is third person, then it would require ‘would’ even if the reported speech has ‘I’ in it:

Direct: He said, “I shall be twenty next year.”
Indirect: He said that he would be twenty next year.

EXERCISE NO.1:
Fill in the blank spaces in the following sentences with will or shall in order to complete the future tense.

(a) We ……….all die one day.
(b) I am now twenty-five, so in one year’s time I ……….be twenty six.
(c) ……….you be thirty or thirty-one on your next birthday?
(d) I think we ……….get some rain before the day is out.
(e) When ……….the goods arrive?
(f) When ……….we know who has won the competition?
(g) I ……….have only five pounds left when I have paid all the bills I owe.
(h) ……….Uncle John be at the party?
(i) ……….we see him there?
(j) It ……….be ten o’clock by the time we get home.
(k) If we do not hurry the shops ……….be shut.
(l) I ……….be sorry to leave such a pleasant place as this.
SOLUTION:

EXERCISE NO.1:

(a) shall,  (b) shall,  (c) will,  (d) will,  (e) will,
(f) shall,  (g) shall,  (h) will,  (i) shall,  (j) will,
(k) will,  (l) will,
Chapter-36

Used to (Verb) and to be used to

1. ‘Used to’ denotes an action that was generally resorted to in the past but is contrasted with the present:
   - When I was a student, I used to wear cotton dresses only.
   - A building used to stand where this monument has come up now.

2. In the construction ‘to be used to’, the word ‘used’ is an adjective meaning ‘accustomed’ and ‘to’ is a preposition. It must be preceded by a tense of the verb ‘be’, ‘get’ or ‘become’. Only gerund can follow it as a verbal form, otherwise a noun or a pronoun should follow it. It can never be followed by an infinitive.
   - My parents are not used to living in the city.
   - The dog was not used to strangers.
   - He had not been used to such a hot climate.

EXERCISE NO.1:

Insert used followed by an infinitive, or used to followed by a gerund, in the blank spaces in the following sentences. The verb you should use is given in brackets at the end of each sentence.

(a) A very well-known person……….in this house. (live).
(b) That car……….to a friend of mine. (belong.)
(c) He was not……….so hard. (work.)
(d) I……….that if you drank too much tea you would get drunk. (think)
(e) I always……….tired when I lived in that place. (feel).
(f) At first she was very shy, as she had not been……….people. (meet).
(g) Where I lived as a boy we never……….snow in winter. (have).
(h) My father ……….that health was better than money. (say).
(i) The spot where a prosperous town now stands, at one time……….a barren waste.(be).
(j) A hundred years ago most people……….much longer hours than they do now. (work).
(k) I am not……….such long hours. (work).
(l) He was not……….at such an unearthly hour. (get up).
EXERCISE NO.2:

Express the sense of the following sentences by using used to:

(a) At one time I was a teacher, but now I am a business man.
(b) Our school was formerly a large private house.
(c) In past times the climate was much warmer than it is now.
(d) There was once a bridge across the river at this point.
(e) For some time after I left home I wrote to my mother every week.
(f) At one time people believed that a mad person was possessed of a devil.
(g) In my earlier life I imagined that I should be perfectly happy if I had plenty of money.
(h) Outbreaks of plague are not so frequent as they were at one time.
(i) At one time it was thought that there were lands where giants existed.
(j) When we were children our mother would read us a story each night before we went to bed.

SOLUTION:

EXERCISE NO.1:

(a) used to live, (b) used to belong (c) used to working
(d) used to think, (e) used to feel, (f) used to meeting,
(g) used to have, (h) used to say, (i) used to be,
(j) used to work, (k) used to working, (l) used to getting up

EXERCISE NO.2:

(a) I am a business man, but I used to be a teacher.
(b) Our school used to be a large private house.
(c) The climate used to be warmer than it is now.
(d) There used to be a bridge across the river at this point.
(e) I used to write to my mother every week.
(f) People used to believe that a mad person was possessed of a devil.
(g) I used to imagine that I should be perfectly happy if I had plenty of money.
(h) Outbreaks of plague used to be frequent.
(i) It used to be thought that there were lands where giants existed.
(j) When we were children our mother used to read us a story each night before we went to bed.
Chapter-37
So that and so as

Both ‘so that’ and ‘so as’ show purpose but whereas the former introduces a clause, the latter introduces an infinitive or an infinitive construction:

They started early so that they could get a good seat in the train.
They started early so as to get a good seat in the train.

EXERCISE NO.1:
Complete the following sentences by inserting so as or so that in the blank spaces:

(a) He put some oil on the hinge, ………. it should not squeak.
(b) They started in good time……….they should not be late.
(c) We went by a side street ………to avoid the crowds.
(d) She stepped very quietly across the room, ………she should not wake the baby.
(e) He wiped his shoes carefully, ………not to bring any dirt into the house.
(f) He took his brother with him……….to have a companion on the journey.
(g) They hid behind a wall, ………no-one would see them.
(h) I stayed up late that night……….I might finish the book.
(i) Carry the jar carefully, ………you do not spill any of the contents.
(j) She added the figures up twice ………. to make sure the total was correct.
(k) They destroyed all the papers, ………no-one should know what information they contained.
(l) ……….to escape notice, he slipped out by a back door.
(m) They packed the goods securely, ………they should not get damaged.
(n) The two boys took plenty of food with them, ………they should not be hungry.
(o) He took a revolver with him, ………to defend himself in case of attack.

SOLUTION:

EXERCISE NO.1:

(a) so that, (b) so that, (c) so as,
(d) so that, (e) so as, (f) so as,
(g) so that, (h) so that, (i) so that,
(j) so as, (k) so that, (l) So as,
(m) so that, (n) so that, (o) so as.
Chapter-38
Errors in the use of Individual Words

There are a large number of words which are wrongly used by students. Some of the important ones are given below.

1. The word ‘also’ is used only in positive sentences. In negative sentences, it is replaced by ‘neither’ or ‘nor’:
   Positive: He is rich and also scholarly.
   Negative: he is neither rich nor scholarly.

2. The noun ‘attention’ takes the verb ‘pay’:
   Pay attention to what I am saying.
   But if ‘attention’ is preceded by a possessive adjective, then ‘give’ should be used:
   Give your attention to this problem.

3. The word ‘coward’ is a noun. Its adjective form is ‘cowardly’:
   He is a coward.
   He is a cowardly person.

4. The word ‘damage’ in its singular form, it means destruction:
   The bomb blast caused much damage to the building.
   But ‘damages’ means ‘a sum of money awarded to a person by a court of law as compensation for any loss or injury he may have suffered at the hands of the one who is to pay this compensation’:
   He filed a suit to claim damages for the assault on him.

5. The word ‘furniture’ stands for things like tables, chairs, beds, almiras etc. But ‘frunishings’ denotes carpets, curtains etc. ‘Furnishings’ is always used in plural form.

6. ‘Tall’ and not ‘high’ is used to describe the physical stature of a person.
   Mohan is very high. (incorrect)
   Mohan is very tall. (correct)

7. ‘Lay’ (past tense ‘laid’) is transitive and must have an object. ‘Lie’ (past tense ‘lay’) is intransitive and has no object:
   He was tired, so he lay down on the floor.
   Lay the injured person on the stature.
The students must mark the confusing tense forms of these words, which could cause problem in understanding the two sentences given above. In the first sentence, the person lies down on the floor himself, but in the second sentence, the person was made to lie down by others.

8. The collective nouns like furniture, luggage etc. are used in their singular form, although they may denote many things:

The furniture in the room was very attractive.
The luggage of all the passengers was checked in a short time.

9. ‘Deny’ means to state emphatically that something is not true. It also denotes something that is not offered:

She felt her parents had denied her freedom.
The prisoner denied all the charges levelled against him.

‘Refuse’ means ‘not to accept what has been offered’ or ‘not to do what a person is asked to do’:

The porter refused the money I offered to him for carrying my luggage.
He refused to help me.

10. ‘Shortly’ is an adverb of time and it means ‘very soon’. ‘Briefly’ is an adverb of manner and means ‘in a few words’ or ‘in a simple manner’:

He started quite early, so he should be here shortly.
He narrated the entire story very briefly.

EXERCISE NO.1:

Fill in the blank spaces in the following sentences by inserting whichever of the alternatives given at the end you think is the correct one.

1) It needed several porters to carry all his………. (luggages, luggage)
2) You had better……….some food with you, in case you get hungry. (bring, fetch)
3) This is not my own bicycle, I have……….it from a friend. (lent, borrowed).
4) He had lived……….for a good many years. (abroad, in the abroad)
5) I am going to……….down for half an hour. (lie, lay)
6) Could you……….me your pencil, please? (borrow), lend.
7) That young fellow is never serious; he is always making………. (funs, jokes)
8) His uncle sells second-hand………. (furnitures, furniture)
9) I……….the weather would improve. (wish, hope).
10) That girl is very……….for her age. (tall, high).
11) You must……….the instructions of the teacher. (obey, obey to)
12) In the table-tennis tournament the girls……….the boys. (won, beat).
13) The manager asked his secretary to remember him to telephone his bank at 2.30. (remember, remind).

14) The thief broke into the safe and stole all the money. (robbed, stole).

15) We seldom see such a sight as this. (seldom, seldomly)

16) She refused to say where she had bought the ring. (denied, refused).

17) He had scarcely recovered from one illness when he had another. (than, when)

18) The facts of the case are briefly as follows. (shortly, briefly).

19) Miss Mercer teaches us English. (teaches, learns).

20) She would not say how old she was. (say, tell.)

21) She would not tell us how old she was. (say, tell).

22) We shall not wait any late-comers. (wait, wait for)

23) Move on, please, you cannot wait here. (wait, wait for).

24) That student is not very clever, and he is not very fond of work either. (too, either)

25) In my younger days I used to do a good deal of walking. (used to, was used to).

26) Our dog has been run over and killed by a car. (with, by).

27) This letter was written by a pen. (with by).

28) Uncle Tom is a very jolly person; he is full of fun. (fun, joke).

29) No sooner had we set out than a thunder storm occurred. (when, than)

30) Have you yet made up your mind where you will go for your holidays? (set, made)

31) Do you know how to repair a puncture? (know, know how).

32) We are now at the top of the highest mountain in the country. (tallest, highest)

33) I wish I had taken your advise. (hope, wish).

34) May I lay my coat on this chair? (lay, lie).

35) She was admiring herself in the mirror. (admiring, admiring at)

EXERCISE NO.2:

Explain the difference of meaning between the two sentences in each of the following pairs.

a) The bandits stole the mail van.
   The bandits robbed the mail van.

b) My son wishes to become a doctor.
   My son hopes to become a doctor.

c) I never lend money.
   I never borrow money.
d) I will explain the matter to you shortly.
   I will explain the matter to you briefly.

e) He was struck on the head by a stone.
   He was struck on the head with a stone.

EXERCISE NO.3

Insert the appropriate part of the verb to buy or to sell in the following sentences.

a) My shoes are worn out; I must ........ another pair.

b) I should have liked ........ the house, but I could not afford to pay the price that was asked.

c) A butcher ........ meat.

d) I am going into this shop to ........ Some cigarettes.

e) We have ........ our old car, and ........ a new one.

f) She had to ........ some of her jewellery in order to pay her debts.

SOLUTION:

EXERCISE NO.1:

(1) luggage (2) bring (3) borrowed (4) abroad
(5) lie (6) lend (7) jokes (8) furniture
(9) wish (10) tall (11) obey (12) beat
(13) remind (14) stole (15) seldom (16) refused
(17) when (18) briefly (19) teaches (20) say
(21) tell (22) wait for (23) wait (24) either
(25) used to (26) by (27) with (28) fun
(29) than (30) made (31) knowhow (32) highest
(33) wish (34) lay (35) admiring

EXERCISE NO.2:

(a) The bandits stole the mail van and took it away.
    The bandits forcibly took away the contents of the mail van.

(b) It’s my son’s desire to be a doctor.
    My son is working hard and hopes that he will become a doctor in future.

(c) I never give money to others as loan.
    I never take money as loan from others.

(d) I will explain the matter to you very soon.
    I will explain the matter to you in a summarised form.
(e) A stone fell on him and struck him on the head. Someone struck him on the head with a stone.

EXERCISE NO.3:

(a) buy    (b) buy    (c) sells    (d) buy
(e) sold, bought (f) sell
Students are generally aware of the use of ‘please’ and ‘thank you’. A few points, however, should be kept in mind.

1. Whereas in spoken English, ‘please’ is used at the end of a request, in written form, it is used at the beginning:
   
   Will you shut the door, please. (spoken form)
   
   Please shut the door. (written form)

2. ‘Please’ is used with affirmative answers to enquiries, but ‘thank you’ can be used with negative replies also:

   Enquiry: May I sit next to you?
   
   Response: Please do. Or Yes, please.
   
   Enquiry: Would you care for another cup of tea?
   
   Response: No, thank you.

EXERCISE NO.1:

**Fill in the blank spaces in the following sentences with either please or thank you.**

a) Will you close the window ..........?

b) .......... keep off the grass.

c) ..........for replying to my letter so promptly.

d) Could you tell me the time ..........?

e) How are you feeling today? Much better, .......... 

f) ..........give my congratulations to your son on his success in his recent examination.

g) Will you .......... send me particulars of your tours to Britain?

h) We can do without your help, .......... 

i) ..........for the very valuable assistance you gave me.

j) Close the door behind you, ..........
SOLUTION:

EXERCISE NO.1:

(a) please           (b) Please           (c) Thank you     (d) please
(e) thank you        (f) Please           (g) please       (h) thankyou
(i) Thank you        (j) please
Chapter-40
Dates and the Time

1. While writing the dates, we have the following choices before us:
   
   10 December read as the tenth of December
   December 10 read as December ten
   10th December read as Tenth december
   December 10th read as December the tenth

   **Note:** For days numbered 1 to 9, the second method is rarely used.

   For dates 1000 and later the number is read as so many hundreds. Thus 1300 would be read as thirteen hundred and not as one thousand three hundred.

2. Regarding time, there are two methods of expressing the time:
   
   a. By figures: 6.40, 1.30, 8.50 etc.
   
   b. The conversational method: (in words only) two twenty, half past one, quarter to nine, ten to five etc. The rule followed here is that for minutes up to thirty, we refer to the preceding hour, e.g., 1.20 would be read as ‘one twenty’. But from thirty minutes upward, we refer to the following hour. Thus, 3.50 would be referred to as ‘ten to four’.
   
   c. Fifteen minutes past the hour is always called ‘quarter past’ and thirty minutes past is ‘half past’. Forty-five minutes past a particular hour is quarter past the next hour.
   
   d. Midnight is referred to in spoken English, but not the noon. Instead of the noon, we say ‘twelve o’clock’.
   
   e. Time is also denoted with the help of ‘a.m.’ (ante meridiem=before midday) and ‘p.m.’ (post meridiem=after midday). This system is generally followed in written communications.

**EXERCISE NO. 1:**

Read the following dates, or write down the words you would use if you read them aloud.

a. August 27; January 1st; 17 October; May 5; 12 February; September 16th; March 3rd; November 11th; 21 April; June 23.

b. 415, 1893, 1601, 1745, 1500, 55 B.C., 1910, 1807, 1300.

**EXERCISE NO. 2:**

Give the conversational equivalents of the following times:

8.43; 12.30; 9.10; 10.15; 6.13; 7.45; 7.45; 2.55; 3.40; 1.38; 10.00.

**SOLUTIONS**

**EXERCISE NO. 1:**

August twenty-seven; January the first; the seventeenth of October; May five; the twentieth of February; September the sixteenth; March the third; November the eleventh; the twenty first of April; June twenty three.

**EXERCISE NO. 2:**

8.43: seventeen minutes to nine  
12.30: half past twelve  
9.10: ten minutes past nine  
10.15: quarter past ten  
6.13: thirteen minutes past six  
7.45: quarter to eight  
2.55: five minutes to three  
3.40: twenty minutes to four  
1.38: twenty two minutes to two  
10.00: ten o’clock
Chapter-41
Greetings and Salutations

The following are the usual greetings and salutations used:

1. On meeting:
   a. in the morning: Good morning
   b. in the afternoon: Good afternoon
   c. in the evening: Good evening
   d. at night: Good evening
   e. slang terms: Hi, Hullo

2. On parting:
   a. during day: Good Day
   b. at the office after finishing work, to colleagues even in late afternoon: Good Night
   c. in the evening: Good Night
   d. while retiring to bed: Good Night
   e. while proceeding for a long absence: Good Bye
   f. slang terms: Cheerio, So long, See you,
14. **At a stretch** (continuously) He used to work for seventeen hours a day at a stretch.

15. **All in all** (the most important and powerful person) The Deputy Commissioner is all in all in the district.

16. **As a rule** (generally speaking, usually) I am, as a rule, against borrowing or lending.

17. **At the dead of night** (at mid-night) The dacoits came at the dead night and murdered thee money-lenders.

18. **At a stone’s throw** (very near) I go to my office on foot because it is at a stone’s throw from my home.

19. **An axe to grind** (selfish motive) Do not trust him; he has his own axe to grind in this matter.

20. **At the eleventh hour** (at a late stage, almost too late) My friend promised to help me but he backed out at the eleventh hour.

21. **At one’s beck and call** (at one’s disposal or command) He has many servants at his beck and call.

22. **Alpha and Omega** (the beginning and the end) The Alpha and Omega of Nehru’s life was to raise the standard of living of the masses.

23. **Above all** (more than anything else) Tagore was a poet, novelist, writer of short-stories and above all a great patriot.

24. **At the outset** (in the beginning) At the outset of the meeting the President welcomed the audience.

25. **At random** (aimlessly) He talked at random, as he had no clear idea of his subject.

26. **At loggerheads** (to be enemies, to be at war) The two brothers are at logger heads with each other over a piece of land.

27. **At a low ebb** (in a state of decline) The popularity of politicians is at a low ebb these days.

28. **All agog** (In a state of excitement) Every Indian was all agog on winning the cricket match against Pakistan.

29. **Add Fuel to the fire** (To increase anger) The strike was to be called off, but the arrest of the union leader added fuel to the fire.

30. **By fits and starts** (irregularly) If you study by fits and starts you cannot succeed in the examination.

31. **Bag and baggage** (completely, leaving behind nothing) People have left this village bag and baggage.

32. **To the backbone** (thoroughly) Shri Lal Bahadur Shastri was a patriot to the backbone.
52. **To bear a grudge** (To have bitter feelings) We should not bear a grudge against anyone.

53. **To build castles in the air** (To form imaginary schemes) Most of us are not practical; we only build castles in the air.

54. **To blow hot and cold in the same breath** (To appear to both favour and disfavour a thing at the same time) He talks against the government, but also praises it. Thus he blows hot and cold in the same breath.

55. **To be in the good books of** (to be in favour with) If you want to be in the good books of your officer you should be honest and hard-working.

56. **Behind one’s back** (in one’s absence) Do not criticize anybody behind his back.

57. **Be all and end all** (the find end) In these days the be all and end all of our life is to earn money by all means.

58. **To beggar description** The beauty of the Taj beggars description.

59. **A blessing in disguise** (a certain thing which appears to be a curse in the beginning but proves to be a blessing in the end) Poverty turned out to be a blessing in disguise for Ramesh because it brought out his hidden qualities.

60. **Bread and butter** (livelihood) The problem of bread and butter has become very serious for our educated young men these days.

61. **To bell the cat** (To face a risk) Every clerk hates the new manager but nobody is prepared to bell the cat by telling him so.

62. **Beside the mark** (Irrelevant, not to the point) I can not help saying that your talk is beside the mark.

63. **To burn one’s boats** (to take a decision which cannot be changed) Gandhiji burnt his boats when he started Satyagrah to achieve freedom.

64. **Between the devil and the deep sea** (to be in a fix or between two great difficulties) If I stick to my job, my officer will continue scolding me. If I resign I will have to face starvation. I am between the devil and deep sea.

65. **To bear the brunt of** (to bear the consequences) The Principal had to bear the brunt of criticism for the dishonesty of his head-clerk.

66. **To bide one’s time** (to wait for a favourable chance) Jitender is not a careless man; he is simply biding his time.

67. **To catch red handed** (to catch some one in the act of doing) The pick-pocket was caught red-handed and was handed over to the police.

68. **A child’s play** (Something very easy) It is not a child’s play to succeed in an I.A.S. competition.

69. **To cut a sorry figure** (to feel insulted, to produce a poor result) His brother has cut a sorry figure in the M.B.B.S. examination.
88. **To be carrying off one’s feet** (to be wild with excitement) Tina was carried off his feet, when she learnt that she had been declared successful in the examination.

89. **To catch a glimpse of** (to see) From the clock-tower we caught a glimpse of the whole city.

90. **A drawn game or battle** (in which no party wins) The Indian and the Pakistan teams played well, but it was a drawn game.

91. **A dead letter** (something fallen into disuse) The Anti-corruption Act has now become a dead letter in our country.

92. **To dance attendance upon** (to wait on somebody always) The head-clerk dances attendance upon his officer to get a special increment.

93. **Damocle’s sword** (an impending danger) The Third World War hangs like the Damocle’s sword over our heads.

94. **To do away with** (to destroy, to abolish) Let us try to do away with the dowry system which is a social evil.

95. **To die in harness** (to die while working till death) Pt. Nehru died in harness.

96. **A dog in the manger policy** (a selfish policy) Neither Tom marries Jane nor allows others to marry her; he is simply following a dog in the manger policy.

97. **Dark horse** (a competitor of unknown capabilities) He was thought to be a weak student but his standing first in the examination proved him a dark horse.

98. **To end in smoke** (to come to nothing) He tried to get first division in the examination, but his efforts have ended in smoke.

99. **Eye-wash** (Deception) He pretended to help me as a true friend but later on I came to know that it was only an eye-wash.

100. **Eye for eye** (tit for tat) Gandhiji did not believe in “eye for eye” as it leads to bitterness.

101. **To eat humble pie** (to offer an humble apology) He was dismissed for his misconduct, but he tendered an apology, ate humble pie and came back.

102. **To fall flat** (to have no effect) I advised him a good deal, but my advice fell flat on him.

103. **A fair weather friend** (a selfish friend) Don’t depend on him as he is a fair weather friend.

104. **To feel at home** (to feel happy or at ease) I do not know why he does not feel at home in our company.

105. **From hand to mouth** (A miserable condition) In these days of high prices people live from hand to mouth.

106. **Far and wide** (everywhere) People come to visit the Taj from far and wide.
To gird up one’s loins (to prepare oneself for a work) Let us give up our lazy habits and gird up our loins to fight for our country.

To give oneself airs (to assume a superior attitude, to feel proud) The rich often give themselves airs and hate the poor.

To get on one’s nerves (to be a source of worry) Please do not get on my nerves; I am already worried.

To give a wide berth to (to avoid, to keep aloof from) We should always give a wide berth to selfish persons.

To get wind of (to come to know of) Somehow I got wind of the conspiracy and told it to everybody.

To go scot free (to escape unpunished) For want of evidence, the culprit went scot free.

To get into hot water (to get into trouble) The Officer got into hot water for taking part in politics.

To grease the palm (to bribe) He had to grease the palm of the clerk before he got the necessary information about the case.

To be Greek (not clear, unintelligible) Whatever the Russian leader said, was all Greek to me.

To go through fire and water (to make every sacrifice) Our national leaders went through fire and water to achieve freedom.

Give currency to (to give a wide publicity) Do not give currency to any rumour during the war days.

Ghost of a chance (least chance) He has not the ghost of a chance to pass in the examination, because he has not studied at all.

Gift of the gab (fluency of speech) In order to become a successful leader one must have the gift of the gab.

To go the whole hog (to go to the fullest extent to agree) I shall stand by him through thick and thin and go the whole hog with him whatever the consequences.

Over head and ears (completely) Naresh is over head and ears in debt.

Heart and soul (with full energy) Unless you throw yourself heart and soul in your studies, you cannot get first division.

Hand and glove with (to be very intimate) These two friends are hand and glove with each other and both are rogues.

A hair breadth escape (a narrow escape) Yesterday our car collided with a tree, but thank God we had a hair breadth escape.

Hard and fast (strict) No hard and fast rules can be laid down about précis writing.
164 **Hat trick** (the taking of three wickets by consecutive balls in cricket) With three consecutive balls Kumble took three wickets and achieved a hat trick.

165 **Hornet’s nest** (angry argument, criticism, etc) His letter to the papers has stirred up / uncovered a real hornet’s net.

166 **In the nick of time** (just in time) I reached the station in the nick of time, otherwise I would have missed the train.

167 **In cold blood** (cruelly) The M. P. was shot dead in cold blood.

168 **In full swing** (in great progress) I am glad to say that our business now is in full swing.

169 **In the twinkling of an eye** (in on time) The angel appeared and then went out of sight in the twinkling of an eye.

170 **In store for** (in one’s fate) We do not know what is in store for us.

171 **In the long run** (in the end) Truth conquers in the long run.

172 **In hot water** (in difficulty) The clerk used to accept bribes and now he is in hot water.

173 **In a nut shell** (briefly) I requested him to tell me the story of his escape in a nut shell.

174 **In lieu of** (in place of ) I have paid him forty rupees in lieu of his pen lost by me.

175 **In one’s heart of hearts** (from the depth of one’s heart, In my heart of hearts) I wish you every success in life.

176 **Ill at ease** (uneasy, uncomfortable) I am feeling quite ill at ease in this new place.

177 **An iron hand** (severe hand) The king put down the revolt with an iron hand.

178 **In the teeth of** (in the face of, in direct opposition to) Even in the teeth of opposition, Indira Gandhi did not lose heart.

179 **In tune with** (in keeping with) The whole programme was in tune with the occasion.

180 **Into the bargain** (besides, in addition to) He bought a horse and got a saddle into the bargain.

181 **In the light of** (keeping in view) In the light of your performance in the test, you cannot get through the examination.

182 **Jack of all trades** (a person supposed to know everything, but master of none) My friend is a jack of all trades but a master of none.

183 **Jail bird** (a person who has been to jail so many times) Munna, a jail bird, was again sentenced to five year’s rigorous imprisonment.

184 **To jump to the conclusion** (to arrive at a conclusion soon) I jumped to the conclusion that Mohan was not at the bottom of the whole mischief.
Lead by the nose (to compel to follow blindly) His wife is so clever that she leads her husband by the nose.

The long and short of (the sun and substance, in brief) The long and short of this woman’s complaint is that he misbehaved with her.

Look blue (to feel nervous or depressed) The student looked blue, when he looked at the question paper which was very stiff.

To lay heads together (to consult) Then they laid their heads together, and expressed their opinion.

Limelight (to be popular) Amitabh Bachan is in the limelight these days.

To learn by rote (to cram) Most of the students learn a few questions by rote to prepare themselves for the examination.

At a low ebb (on the decline) Business on the border is at a low ebb these days.

To live in glass houses (one should not criticize others when one has faults oneself) Those who live in glass houses, should not throw stones at others.

To let the cat out of the bag (to expose a secret) We tried our best to guard our secret, but Arun let the cat out of the bag.

Leap in the dark (an action, etc, that is risked in the hope that it is correct) His hasty marriage with an actress was a leap in the dark.

A left-handed compliment (a statement that seems to express admiration but is insulting) He is jealous of Kamesh and so gave him a left-handed compliment on his success.

Lock, stock and barrel (with all belongings) The English have left India look, stock and barrel.

Maiden speech (a speech made for the first time) The newly elected member made his maiden speech in the Assembly.

To make a mark (to distinguish oneself) He has made a mark in the field of painting.

A man of letters (a scholar with literary tastes) Pt. Nehru was not only a great politician, but also a man of letters.

To make both the ends meet (to live within one’s income) It is always difficult for the poor people to make both the ends meet.

To make a clean breast of a thing (to confess one’s guilt or sin) The culprit made a clean breast of his guilt in the court.

To make neither head nor tail of (not to understand) He spoke so rapidly that I could make neither head nor tail of his speech.

To make a mess of (a dirty state) The children have made a mess in the bathroom.
241. **To nurse a grievance or grudge** (to bear ill will) A gentleman does not nurse a grievance or grudge against anyone.

242. **Neck and neck** (in a competition, neither side having an advantage) The leading runners are neck and neck.

243. **Out of pocket** (without money, short of) I am sorry I can’t help you, I am out of pocket myself.

244. **Out and out** (completely) He is out and out a patriot.

245. **Of one’s own accord** (of one’s free will) He has adopted a new policy of his own accord.

246. **Oily tongue** (a flattering tongue) Beware of his oily tongue; he may not deceive you.

247. **On the spur of the moment** (without any deliberation, at once) He changed his programme on the spur of the moment.

248. **Order of the day** (something common or general) Corruption in every department is the order of the day.

249. **Off and on** (now and then) I am not a film fan; I go to pictures only off and on.

250. **Of no avail** (of no use) I advised him a good deal to work hard but of no avail.

251. **Off hand** (without previous preparation) It is not possible for me to speak off hand on this subject.

252. **Out of sorts** (not in good health) I refused to take part in the feast because I was rather out of sorts.

253. **On the eve of** (a day or evening before an event) A party was given by the President on the eve of Independence Day.

254. **Open secret** (a secret which everyone knows) It is an open secret that China is helping Pakistan against India.

255. **Over and above** (besides, in addition to) He paid the labourer two rupees over and above his wages.

256. **Once for all** (finally) I want to settle this question today once for all.

257. **On the anvil** (under consideration) Your application is on the anvil. You will soon hear the decision of the board.

258. **Odds and ends** (different things, big and small) The best articles in the sale are sold and now only a few odds and ends are left.

259. **Open mind** (a mind not yet made up about a particular thing) We should listen to his speech with an open mind.

260. **Part and parcel** (on essential part) Games are part and parcel of education.
279 **To palm off** (to pass off a thing deceitfully) Harish tried to palm off a false coin on me but I was too clever for him.

280 **To put one’s shoulders to the wheel** (to help oneself) Let us put our shoulders to the wheel, as we cannot look up to others for help for long.

281 **To put the cart before the horse** (to do things in a wrong manner, reverse order) Holding a feast before a marriage is like putting the cart before the horse.

282 **To play to the gallery** (to appeal to lower taste) A good actor does not like to play to the gallery.

283 **A queer fish** (a strange person) Our new manager is a queer fish, nobody likes his company.

284 **Rainy day** (A time of difficulty or poverty) A wise person always lays by something against a rainy day.

285 **To rain cats and dogs** (to rain heavily) Yesterday it rained cats and dogs, but even then we went to our college.

286 **A red letter day** (auspicious day of rejoicing, lucky and important day) 15th August is a red letter day in the history of India because we became free on this day.

287 **A right hand man** (a very useful person on whom one can depend) Our Vice-Principal is the right hand man of our Principal.

288 **To read between the lines** (to read carefully) If we read this statement between the lines, we will easily understand it.

289 **Root and branch** (completely, entirely) Let us do away with the dowry system root and branch.

290 **Rhyme or reason** (Reason) He insulted me without any rhyme or reason.

291 **A rolling stone** (One who is never constant to one work or the other) A rolling stone gathers no moss.

292 **To rise to the occasion** (to be found equal to the task) The mill owner rose to the occasion, fulfilled the demands of the labourers and averted the strike.

293 **A rough diamond** (an illiterate but noble person) Though people do not like him, yet Atul is a rough diamond.

294 **Red tapism** (office formality, too much delay due to office routine) The delay in replying to their petition was due to red tapism.

295 **To run amuck** (to go mad) The strikers ran amuck and set fire to the building.

296 **To ride rough shod** (to treat others with cruelty) The U. S. A government rides shod over the people of Iraq.

297 **To rest on one’s oars** (to rest after hard work) After the examination he is thinking of going to Simla to rest on his oars.
318 A screw loose (something wrong or missing, a mental defect) Don’t take him seriously, he has a screw loose in his brain.

319 A stepping stone (source of success or help) Failures often prove a stepping stone to success in life.

320 A stumbling block (a great obstacle) Our internal disputes are a stumbling block in the way of our progress.

321 To set at naught (to disregard) He set at naught my advice and had to suffer.

322 A storm in a tea cup (a quarrel for trifling reasons) The quarrel between the husband and the wife was only a storm in a tea cup.

323 Small fry (ordinary person) Ramu is very proud. He looks upon us as small fry.

324 A sheet anchor (the chief support) Patience is the only sheet anchor in poverty.

325 To sow the wild oats (to indulge in youthful follies) When he went to America, he began to sow the wild oats. The result was the he was soon ruined.

326 To stare in the face (to threaten) Even when starvation stared in his face, he did not lose heart.

327 To stand in the way (to oppose, to hinder progress) I wanted to start a new business, but my father stood in my way.

328 To split hairs (to go into minute details) This pleader is in the habit of splitting hairs over everything.

329 To step into another’s shoes (to take another’s place) He is waiting for his father to retire, so that he could step into his shoes.

330 A short cut (an easy way) There is no short cut to success in life; one has to struggle.

331 Scape goat (a person who is made to bear the blame of others) Political leaders often make a scape goat of the innocent people for their own interest.

332 To sail in the same boat (to be equally exposed to risk) I was much consoled when I learnt that there were many other unlucky persons sailing with me in the same boat.

333 To stem the tide of (to check, to stay) The government has not been able to stem the tide of popular discontent.

334 To set the Thames on fire (to try to achieve an impossible distinction) His effort to stand first in the examination is nothing short of setting the Thames on fire.

335 To serve one right (to treat as one deserves) After his rude behaviour towards your father, you served him right not to speak with him.

336 To speak one’s mind (to speak frankly) I wish he could speak his mind to me in this matter.
356 **Trump card** (the best means to attain success) His trump card was the threat that he would disclose the secret to everybody.

357 **To talk shop** (to discuss exclusively of one’s business or profession) Do not talk shop; I feel bored.

358 **To take time by the forelock** (to act at once, to avoid delay) Let us take time by the forelock as our examination is so near.

359 **True to one’s salt** (to be loyal to someone) I have decided to dismiss my servant because he is not true to his salt.

360 **To throw down the gauntlet** (to give an open challenge) Shivaji threw down the gauntlet, but none had the courage to take it up.

361 **On tenter hooks** (in a state of suspense and anxiety) The parents were on tenter hooks till their missing child came back safe and sound.

362 **To take by storm** (to conquer rapidly) Upon her first appearance on the stage she took the house by storm with her fine acting.

363 **To take up the cudgels** (to defend, to fight for somebody’s claims) Gandhiji always took up the cudgels on behalf of the untouchables.

364 **To take the bull by the horns** (to face a difficulty boldly) It is no use feeling discouraged. We should take the bull by the horns?

365 **A thorn in the flesh** (to be a source of anger or displeasure) My friends are jealous of me because my wealth is a thorn in their flesh.

366 **Too many irons in the fire** (Doing many things at the same time) His health is bound to break down because he has too many irons in the fire.

367 **Ups and downs** (good and bad times) Life is full of many ups and downs.

368 **Uphill task** (a difficult work) To solve the Kashmir issue is really an uphill task.

369 **Up to the mark** (up to a certain standard) Your essay is not up to the mark; write it again.

370 **Under lock and key** (carefully) Keep your account books under lock and key, lest they should be stolen.

371 **Utopian scheme** (a visionary scheme, not practicable) To restore world peace seems to be a Utopian scheme.

372 **A vexed question** (a question regarding which there has been such controversy but not solution has been arrived at) The future of Kashmir is still a vexed question.

373 **A white elephant** (a costly but useless thing) An English wife is white elephant for an Indian husband.

374 **A wet blanket** (a person whose presence damps or kills joy – a kill joy) We were having a happy time in the drawing room, but the entry of his father was a wet blanket to our merry making.
troubled waters; to flog a dead horse; Good – for – nothing; with a grain of salt; to go to the dogs; Hobson’s choice; in full swing; kith and kin; to keep the powder dry; to keep the wolf from the door; the kick the bucket; the last straw; lame excuse; to lead astray; to make a mark; to make allowance for; to make up one’s mind; to move heaven and earth; olive branch; open question; pillar to post; to poke one’s nose; to pull a long face; to pull the strings; sine die; swan song; to stand in good stead; to split hairs; to smell a rat; tooth and nail; to take up the cudgels; to be taken aback; to turn over a new leaf; to turn turtle; to throw cold water on; up and doing.

बड़ी भयानक है। ज्यों ही विद्यार्थी इसका नाम सुनते हैं उनके लाल चेहरे पीले पड़ जाते हैं, चमकीली आँखों में आंखू आ जाते हैं। वे सिनेमा, खेलकूद सब छोड़ देते हैं और आधी – आधी रात तक इसके लिए तैयारी करते हैं। वास्तव में यह कितनी निर्दंड़ी है। यह परमाणु बम्ब से अधिक विवाहकारी है और नारिकृष्ण से अधिक कूर।
A ‘Synonym’ may be defined as a word or phrase with the same or nearly the same meaning as another in the same language. For example, ‘shut’ and ‘close’ are synonyms. An ‘antonym’, on the other hand, is a word that is opposite in meaning to another word. For example, the antonym of ‘close’ is ‘open’. However, it is the context that decides which word to choose out of a list of synonyms and antonyms. For example, ‘old’ has two possible antonyms: ‘young’ and ‘new’. So the user has to apply his mind to find the right synonym or antonym as one cannot press a button and produce the desired word. If a synonym were an exact equivalent of another word, interchangeable with it, no need for its existence would arise, and the language might be comparatively poor in vocabulary. But a synonym is merely an approximation of the essential meaning of another word. Synonyms are described as ‘monuments to shades of thought and varieties of experience, and there are few cases indeed when one word will be as good as another’. The following list of synonyms and antonyms will help the student to make his choice from among the given synonyms and antonyms to express the shade of meaning that he wants.

1. Absorb : assimilate, digest, imbibe, incorporate, ingest.
   Ant : disgorge, disperse, dissipate, eject, emit, exude.
   Ant : consistent, sensible, logical, rational, reasonable, sagacious.
3. Accumulate : Amass, collect, gather, hoard.
   Ant : disperse, dissipate, scatter, spend, squander, waste.
4. Accurate : correct, exact, nice, precise, right, true.
   Ant : erroneous, false, inaccurate, incorrect, inexact.
5. Adapt : accommodate, adjust, conform, fit, reconcile.
   Ant : derange, disarrange, discompose, disjoin, dislocate, displace, dissent, misfit, resist.
6. Adequate : enough, sufficient, satisfactory
   Ant : deficient, inadequate, insufficient, unqualified, unsuitable.
7. Ancient : antique, hoary, immemorial, old.
   Ant : modern, new, novel, recent, up – to – date
8. Anxiety : angst, apprehension, disquiet, dread, foreboding, misgiving, uneasiness, worry.
   Ant : assurance, calmness, composure, confidence, ease, equability, equanimity, nonchalance, placidity, quietude, security.
   Ant: censure, disapprobation, disapproval, dissatisfaction.
10. Artistic: aesthetic, artificial, arty, harmonious, mannered, precious, stylized, tasteful.
    Ant: displeasing, distasteful, gaudy, inartistic, shoddy, tasteless, unaesthetic.
    Ant: compliant, constitutional, democratic, free, lenient, liberal, limited, permissive.
    Ant: credit, encourage, enhance, exaggerate.
    Ant: bad, detrimental, disadvantageous, harmful, injurious, ruinous, unhealthful, unprofitable, unwholesome.
    Ant: egoism, malice, miserliness, stinginess.
    Ant: impartiality, objectivity, open – mindedness, tolerance.
    Ant: dismal, gloomy, ill – humoured, melancholic, morose, sad, sullen, tranquil.
17. Boast: brag, crow, gloat, pride, strut, vaunt.
    Ant: belittle, minimize underrate.
18. Bother: disturb, harass, pester, plague, trouble, worry.
    Ant: comfort, console, placate, solace.
    Ant: afraid, cowardly, daunted, intimidated, timid.
    Ant: dim, dull, gloomy, obscure, opaque.
    Ant: idle, inactive, inert, passive, relaxed, unoccupied.
    Ant: heedless, neglectful, negligent, remiss, sloppy.
    Ant: maintain, stabilize, sustain, continue.
    Ant: dull, repulsive, tedious, ugly.
   Ant: downcast, gloomy, miserable, sad, woebegone.
26. Clarify: elucidate, explain, explicate, interpret
   Ant: befog, complicate, confuse, obfuscate, obscure,
27. Clean: fresh, immaculate, spotless, stainless
   Ant: adulterated, contaminated, dirty, grimy, impure, marked,
   polluted, stained, sullied, tainted.
   Ant: adroit, clever, dexterous, graceful, handy, skillful, sure.
29. Cold: chilled, chilly, cool, freezing, frigid, frosty, icy.
   Ant: balmy, hot, passionate, warm.
30. Comfort: ease, leisure, relaxation, relief, repose, rest.
   Ant: agitation, nervousness, restlessness, unrest.
31. Conceited: boastful, egotistical, proud, vain, vainglorious
   Ant: deferent, humble, modest, timid.
32. Connect: attach, couple, join, link, unite.
   Ant: alienate, dissociate, separate, sever.
33. Conserve: hoard, maintain, preserve, save, store.
   Ant: disperse, dissipate, scatter, spend, squander, waste.
34. Contemptuous: audacious, disdainful, insolent, scornful, supercilious.
   Ant: considerate, humble, polite, respectful, reverent.
35. Contradict: contravene, controvert, deny, disprove, gainsay, oppose, refute.
   Ant: affirm, agree, corroborate, maintain, uphold.
36. Controversy: argument, bickering, conflict, contention, debate, discord,
   Ant: agreement, coincidence, consensus, unanimity.
   Ant: cowardice, cowardliness, fear, pusillanimity, timidity, timorousness.
38. Creative: imaginative, ingenious, inventive, original, resourceful,
   Ant: banal, dull, helpless, mindless, myopic, witless.
39. Danger: hazard, jeopardy, menace, peril, risk, threat,
   Ant: defence, protection, safeguard, safety, security.
40. Deception: Chicanery, deceit, equivocation, fraud, trickery
   Ant: candour, frankness, honesty, sincerity, veracity.
41. Decrease: abate, decline, drop, dwindle, fall, sink, subside.
   Ant: increase, climb, enlarge, escalate, grow, strengthen, wax.
42. Delusion: Fantasy, hallucination, illusion, mirage,
   Ant: actuality, fact, reality, truth, verity.
43. Deplore: bemoan, bewail, lament, mourn.
   Ant: applaud, approve, cheer, command, praise.
44. Depraved: corrupt, degenerate, evil, heinous, infamous, nefarious, vicious, vile, villainous, wicked.
45. Despair: desperation, despondency, discouragement, hopelessness.
   Ant: confidence, encouragement, expectation, hope, hopefulness, optimism.
46. Despotic: autocratic, dictatorial, tyrannical, tyrannous
   Ant: compliant, conciliatory, democratic, lawful, representative.
47. Destroy: annihilate, demolish, eradicate, exterminate, extinguish, extirpate, raze, ruin, uproot, wreck.
   Ant: clean, pure, unsoiled, unsullied, virginal.
49. Disgrace: abase, debase, degrade, demean, humble, humiliate.
   Ant: compliment, exalt, praise, raise, respect.
50. Distant: faraway, inaccessible, remote.
   Ant: accessible, close, near, near-by, proximal, proximate.
51. Docile: amenable, submissive, tame, tractable
   Ant: aggressive, inflexible, stubborn, unruly, wild, willful.
52. Doubtful: ambiguous, dubious, equivocal, problematic, questionable, uncertain.
   Ant: Clear, confident, decided, definite, sure.
53. Eager: avid, desirous, enthusiastic, intent, keen.
   Ant: dead-beat, impassive, indifferent, listless, uninterested, uninolved.
54. Effort: exertion, pains, struggle, trouble.
   Ant: ease, facility, rest, sloth.
55. Egoism: conceit, egotism, narcissism, self-importance, selfishness, solipsism, vanity.
   Ant: altruism, humility, meekness, modesty, shyness.
56. Elegant: elaborate, grandiose, luxurious, ornate, sumptuous
   Ant: inexpensive, mediocre, plain, simple, unadorned, usual, vulgar.
57. Emotion: affect, desire, feeling, passion, sentiment
   Ant: indifference, insensibility, rationality, reason.
58. Encourage: embolden, foster, hearten, inspire, promote, support.
   Ant: abash, discourage, dishearten, hinder, thwart.
59. Enlarge: amplify, augment, expand, increase, magnify.
   Ant: condense, contract, decrease, narrow, reduce, shorten.
60. Enmity: animosity, animus, antagonism, hatred, hostility, rancour.
   Ant: amity, camaraderie, fellowship, harmony, love, sympathy.
61. Extend: draw out, enlongate, lengthen, prolong, protract, stretch, widen.
   Ant: contract, cut short, narrow, shorten, shrink, terminate, truncate.
<table>
<thead>
<tr>
<th>No.</th>
<th>Word</th>
<th>Synonyms</th>
<th>Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>62.</td>
<td>Famous</td>
<td>celebrate, noted, notorious, renowned, distinguished.</td>
<td>fugitive, inglorious, obscure, unknown.</td>
</tr>
<tr>
<td>63.</td>
<td>favourable</td>
<td>auspicious, fortunate, good, happy, lucky, propitious, providential.</td>
<td>adverse, bad, doomed, ill – fated, inauspicious, unfavourable, unlucky, untoward.</td>
</tr>
<tr>
<td>64.</td>
<td>Formal</td>
<td>affected, ceremonial, ceremonious, pompous, proper, punctilious, ritual.</td>
<td>haphazard, improvisatory, informal, natural, spontaneous.</td>
</tr>
<tr>
<td>65.</td>
<td>Fragile</td>
<td>brittle, frail, frangible, friable.</td>
<td>elastic, flexible, malleable, strong, supple, tough.</td>
</tr>
<tr>
<td>66.</td>
<td>Gaudy</td>
<td>flashy, garish, meretricious, tawdry</td>
<td>modest, plain, quiet, simple, tasteful.</td>
</tr>
<tr>
<td>68.</td>
<td>Genuine</td>
<td>actual, authentic, real, true.</td>
<td>artificial, fake, forged, imaginary, spurious.</td>
</tr>
<tr>
<td>69.</td>
<td>Grasp</td>
<td>clasp, clutch, grab, grip, seize, snatch</td>
<td>abandon, loose, release, relinquish.</td>
</tr>
<tr>
<td>70.</td>
<td>Greedy</td>
<td>acquisitive, avaricious, covetous, envious, gluttonous, miserly, rapacious, stingy.</td>
<td>generous, extravagant, lavish, thriftless.</td>
</tr>
<tr>
<td>71.</td>
<td>Grieve</td>
<td>lament, mourn, sorrow</td>
<td>exalt, jubilate, rejoice.</td>
</tr>
<tr>
<td>72.</td>
<td>Gullible</td>
<td>credulous, naïve, trusting.</td>
<td>critical, disbelieving, doubtful, dubious, questioning, skeptical.</td>
</tr>
<tr>
<td>73.</td>
<td>Hard</td>
<td>arduous, difficult, laborious, perplexing, troublesome, trying</td>
<td>simple, soft, easy, smooth, mild, gentle.</td>
</tr>
<tr>
<td>74.</td>
<td>Healthy</td>
<td>hale, hearty, robust, sound, strong, vigorous, well</td>
<td>ill, sick, sickly, unhealthy, weak, weakly.</td>
</tr>
<tr>
<td>75.</td>
<td>Heavy</td>
<td>burdensome, crushing, onerous, oppressive.</td>
<td>easy, light, mild, trivial.</td>
</tr>
<tr>
<td>76.</td>
<td>Heterogeneous</td>
<td>miscellaneous, mixed, motley</td>
<td>homogenous, identical, pure, uniform.</td>
</tr>
<tr>
<td>77.</td>
<td>Humane</td>
<td>benign, charitable, compassionate, human, humanitarian, philanthropic, sympathetic.</td>
<td></td>
</tr>
<tr>
<td>78.</td>
<td>Hurt</td>
<td>afflict, aggrieve, distress, pain</td>
<td>benefit, comfort, console, soothe.</td>
</tr>
<tr>
<td>79.</td>
<td>Immortal</td>
<td>deathless, imperishable, undying</td>
<td>mortal, perishable, temporary.</td>
</tr>
<tr>
<td>80.</td>
<td>Improve</td>
<td>ameliorate, better, meliorate.</td>
<td>deteriorate, impair, pollute, rot, worsen.</td>
</tr>
</tbody>
</table>
81. Incite: arouse, exhort, foment, instigate, provoke, rouse, stir up.
   Ant: discourage, hinder, subdue, restrain, prevent.

82. Indecent: immodest, improper, indecorous, indelicate, unseemly, descene
   Ant: decent, modest, delicate, chaste, moral.

83. Infinite: boundless, illimitable, limitless.
   Ant: circumscribed, finite, limited, permanent.

84. Innocent: blameless, quietness, irreprouachable, sinless, untainted.
   Ant: blamed, culpable, depraved, dirty, guilty, immoral, 
   impure, indecent, lewd, unhaste.

85. Insolvent: bankrupt, broke, impecunious.
   Ant: affluent, flush, loaded, prosperous, rich, solvent, wealthy, 
   well – to – do.

86. Intimidate: browbeat, bully, cow, daunt, dismay, overawe, terrorize.
   Ant: blandish, encourage, enhearten, induce.

   Ant: darken, extinguish, quench, smother, stifle.

88. Lenient: indulgent, lax, merciful, permissive, tolerant.
   Ant: exacting, rigid, severe, stern, strict.

89. Loneliness: alienation, desolation, disaffection, estrangement,
   Ant: allegiance, camaraderie, companionship, fellowship, 
   mutuality, reconciliation.

90. Loud: blatant, boisterous, clamorous, noisy, vociferous.
   Ant: disciplined, peaceful, retiring, silent, soft, subdued, taciturn, 
   tranquil.

91. Malleable: ductile, plastic, pliable, pliant.
   Ant: inflexible, intractable, recalcitrant, refractory, rigid, stubborn, 
   unyielding.

92. Meddlesome: interfering, intrusive, nosy, obtrusive, officious, prying
   Ant: incurious, inobstrusive, unobstrusive, unofficious.

93. Mediocre: commonplace, fair, ordinary, passable, second – rate, so – 
   so, tolerable.
   Ant: distinctive, excellent, fine, good, original, outstanding, superior, 
   unparralleled, unusual.

94. Merit: excellence, value, virtue, worth.
   Ant: fault, flaw, unworthiness, weakness, worthlessness.

95. Miserable: dismal, sorry, unhappy, wretched.
   Ant: cheerful, contended, joyous.

96. Modern: contemporary, current, present – day, recent, timely.
   Ant: ancient, old – fashioned, outdated.

97. Monotonous: boring, dull, tedious, tiresome.
   Ant: diversified, exciting, interesting, stimulating, varied.

98. Mutual: common, interchangeable, joint, reciprocal, shared.
   Ant: individual, inseparable, particular, separate, unshared.
   Ant: attention, attentiveness, care, concern, consideration, thoughtfulness.

100. Nervous : edgy, excitable, fidgety, flighty, jittery, jumpy, restless.
    Ant: imperturbable, self-controlled, self-possessed, steady, tranquil.

    Ant: frequent, invariable, often, usual.

102. Occasional : infrequent, rare, scattered, sporadic, uncommon.
    Ant: calm, hush, quiet, silence, tranquility.

103. Opposed : adverse, antagonistic, inimical.
    Ant: compatible, complementary, favourable, friendly, well-disposed.

104. Optimistic : confident, hopeful, sanquine.
    Ant: cynical, defeatist, pessimistic.

105. Orderly : natty, neat, tidy, trim.
    Ant: chaotic, disorderly, messy, untidy.

106. Organize : arrange, classify, marshal, order, sort.
    Ant: bungle, dishevel, disorganize, muddle.

107. Outrageous : atrocious, monstrous, scandalous, shocking, unspeakable.
    Ant: appropriate, commendable, decorous, discreet, polite, tasteful.

108. Overbearing : arrogant, domineering, haughty, imperious.
    Ant: deferential, docile, modest, obsequious.

    Ant: condemn, convict, penalize, punish.

110. Pathetic : moving, pitiable, pitiful, poignant, touching.
    Ant: farcical, ludicrous, ridiculous, unaffecting.

111. Penniless : destitute, indigent, needy, poverty-stricken.
    Ant: affluent, moneyed, opulent, rich, wealthy, well-heeled.

112. Permanent : abiding, durable, enduring, indelible, lasting, perennial, perpetual, stable.

113. Plain : apparent, conspicuous, evident, manifest, obvious.
    Ant: concealed, hidden, imperceptible, implicit, secret.

114. Pleasing : agreeable, attractive, engaging, enjoyable, gratifying, nice, pleasant.
    Ant: bad, displeasing, obnoxious, repulsive, unattractive, ungratifying.

115. Pleasure : delectation, delight, ecstasy, enjoyment, fun, glee, joy, rapture.
    Ant: agony, displeasure, misery, sadness, sorrow, suffering, unhappiness.

    Ant: clean, pure, purify, sterilize.
   Ant: betittle, censure, condemn, discredit.

118. Quicken: accelerate, expedite, hasten, hurry, rush, speed.
   Ant: delay, hinder, stop.

   Ant: formal, invariable, orderly, systematic

120. Reckless: daredevil, foolhardy, rash.
   Ant: calculating, careful, cautious, chary.

121. Reduce: abate, curtail, diminish, lower.
   Ant: enhance, enlarge, escalate, extend, raise.

122. Reject: decline, refuse, repudiate, spurn.
   Ant: accept, acknowledge, demand.

123. Religious: devout, pious, reverent, sanctimonious.
   Ant: atheistic, impious, irreligious, irreverent.

   Ant: cherish, claim, maintain, possess.

125. Repair: correct, fix, mend, rectify, remedy, renovate.
   Ant: break, destroy, replace, tear.

126. Reprehensible: blameworthy, culpable, deplorable, opprobrious, regrettable.
   Ant: admirable, excellent, innocent, praiseworthy.

   Ant: admirable, alluring, amiable, charming, commendable, excellent, pleasing, splendid.

128. Resolution: decision, determination, resolve.
   Ant: doubt, hesitation, irresolution, vacillation.

129. Respect: consideration, deference, esteem, honour, regard, reverence, veneration.
   Ant: contempt, dislike, disrespect, repugnance.

130. Rightful: deserved, due, equitable, fair, just, merited.
   Ant: evil, illicit, improper, outrageous, unlawful, wrongful.

131. Sad: dejected, depressed, despondent, disconsolate, lugubrious, melancholy.
   Ant: Blithe, cheerful, excited, exhilarated, exuberant, gay, glad, joyous, jubilant, lively.

   Ant: dirty, noxious, polluted, soiled, insanitary.

133. Sceptic: agnostic, atheist, doubter, freethinker, unbeliever.
   Ant: believer, bigot, pietist, religious, zealot.

134. Sensible: lucid, rational, reasonable, sane.
   Ant: confused, impractical, incoherent, psychic, unreasonable.

135. Sentimental: effusive, gushing, maudlin, mawkish, mushy, romantic, slushy.
   Ant: cynical, imperturbable, objective, realistic, sardonic, unmoved.
136. Shameful: disgraceful, dishonourable, ignominious, scandalous.
   Ant: exemplary, glorious, honourable, proud, reputable, upright, upstanding.
137. Significant: grave, important, momentous, serious, vital, weighty,
   Ant: insignificant, marginal, trivial, unimportant.
138. Sincere: genuine, heartfelt, honest, open, unfeigned, wholehearted
   Ant: affected, dishonest, dissembled, feigned, half-hearted, hypocritical, insincere, pretended, put-on, spurious,
139. Spendthrift: improvident, prodigal, thriftless, wasteful,
   Ant: cautious, frugal, miserly, niggardly, thrifty.
140. Stubborn: adamant, headstrong, obdurate, pertinacious, pigheaded.
   Ant: Adaptable, compliant, docile, malleable,
141. Tasty: delicious, palatable, toothsome
   Ant: bland, dull, flat, foul, inedible, tasteless, unsavoury
142. Temporary: ephemeral, evanescent, fleeting, momentary, passing, transient, transitory.
   Ant: everlasting, immortal, immutable, invariable, permanent, persistent.
143. Timid: bashful, coy, diffident, faint-hearted, shy, submissive, timorous.
   Ant: audacious, brave, confident, daring, poised
144. Tired: exhausted, fatigued, weary, worn out.
   Ant: invigorated, refreshed, relaxed, rested, strengthened.
145. Tranquil: calm, placid, quiet, severe, still, undisturbed, unruffled.
   Ant: agitated, disturbed, excited, frantic, nervous, turbulent.
146. Unruly: intractable, recalcitrant, refractory, restive, uncontrollable, ungovernable, unmanageable.
   Ant: adaptable, compliant, docile.
   Ant: clear, definite, plain, sensible.
148. Vindictive: malevolent, malicious, mean, rancorous, resentful, spiteful, splenetic, venomous.
   Ant: benevolent, friendly, generous, genial, gracious, humane, kind, well-meaning.
150. Zest: dash, energy, gusto, panache, verve
   Ant: blandness, dullness, exhaustion, hebetude, insipidty, lethargy, listlessness, weariness.
Exercises for Practice

1. **Fill in the blanks with the antonyms of the words given in brackets:**

   1. His behaviour seems to be ___________. (normal).
   2. He expressed his ____________ to attend the meeting. (ability)
   3. The village becomes ____________ during the rainy season. (accessible)
   4. The facilities for car parking are ____________. (adequate).
   5. I had a very __________ experience last night. (pleasant).
   6. God is _____________ (mortal).
   7. His action has brought __________ to his family. (credit)
   8. My neighbour is very ____________ (honest)
   9. He has ____________ me to do this business. (encouraged).
   10. The government is _____________ sugar (importing)

2. **Give suitable synonyms of the underlying words.**

   1. I find the work **monotonous**.
   2. He spends sleepless nights because of **anxiety**.
   3. Ramesh is my **associate** in this venture.
   4. My friend has an **expensive** house.
   5. He was **not punished** for coming late.
   6. His neighbour is a **decent** person.
   7. A railway accident **occurred** last night.
   8. Ram is a very **laborious** boy.
   9. He belongs to a **wealthy** family.
   10. He gave us a **cordial** welcome.
Chapter-44
One – Word Substitution

It makes no sense to use ten words where only one can do. We should, as far as possible, try to avoid being ‘wordy’. We should use ‘short clearcut words that mean only one thing and leave no vagueness’. Short words and expressions have a greater effect than long ones. For example, it is better to say that ‘he is an atheist’ than to say that ‘he does not believe in God’.

It is better for a student to pause and think while writing and find out whether he has used any lengthy expressions which can be substituted for by single words. This way, he can learn to be precise in speech and writing.

We give below some phrases or clauses whose meaning can be expressed by single words, without much altering the sense.

<table>
<thead>
<tr>
<th>Aboriginal</th>
<th>relating to the people or animals that have lived in a place or country since the earliest times.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolution</td>
<td>a system of government in which one leader has complete power and authority over a country and its citizens.</td>
</tr>
<tr>
<td>Abstemious</td>
<td>deliberately avoiding too much food or alcohol.</td>
</tr>
<tr>
<td>Accessible</td>
<td>that which can be easily reached or approached.</td>
</tr>
<tr>
<td>Alien</td>
<td>a person who is not a citizen of the country in which he or she is living.</td>
</tr>
<tr>
<td>Ambiguous</td>
<td>having more than one possible meaning</td>
</tr>
<tr>
<td>Anarchy</td>
<td>the absence or failure of government</td>
</tr>
<tr>
<td>Anonymous</td>
<td>without the name of the author, giver, etc, being known or declared.</td>
</tr>
<tr>
<td>Antiseptic</td>
<td>a substance that helps to prevent infection in a wound, esp. by destroying bacteria.</td>
</tr>
<tr>
<td>Arbitrator</td>
<td>one who makes a decision or judgment in a dispute.</td>
</tr>
<tr>
<td>Atheist</td>
<td>one who does not believe in God</td>
</tr>
<tr>
<td>Autobiography</td>
<td>the story of person’s life written by oneself.</td>
</tr>
<tr>
<td>Autocracy</td>
<td>a government by a ruler who has unlimited power.</td>
</tr>
<tr>
<td>Bigot</td>
<td>a person who has strong beliefs and opinions, especially about religion and politics, and will not listen to or accept the opinions of anyone who disagrees.</td>
</tr>
</tbody>
</table>
Bibliophile : a person who likes books very much and collects them.
Bilingual : written or spoken in two languages or one who speaks two languages equally well.
Blasphemy : the act of showing contempt or lack of respect for God and sacred things.
Brittle : hard but easily broken
Cannibal : one who eats human flesh
Circumlocution : an indirect, unnecessarily long way of saying something.
Connoisseur : an expert judge of the fine things of life, e.g. art, music, wine, etc.
Contemporary : living at, happening at or belonging to, the same period.
Cosmopolitan : belonging to all parts of the world.
Diehard : a person with very old – fashioned ideas who resists change very strongly.
Diplomacy : the business of looking after the affairs of one’s country in a foreign land.
Durable : likely to last for a long time
Edible : fit to be eaten.
Egoist : a person who thinks and speaks too much about himself.
Eligible : worthy of being chosen for a job, etc.
Emigrant : one who leaves one’s country and settles in another.
Endemic : a disease, or symptom found regularly in people or a district owing to local conditions.
Ephemeral : lasting for a short time.
Epilogue : the closing section of a book, programme, etc, a speech at the end of a play.
Eternal : lasting for ever.
Exhaustive : dealing thoroughly with a subject, etc.
Extempore : without previous thought or preparation.
Extradition : the act of giving someone up by one country to the police of another country for a crime committed there.
Fanatic : a person filled with excessive and often mistaken enthusiasm, e.g. in religion.
Fastidious : very critical and hard to please.
Fatalist : one who believes that events are decided by fate.
Feasible : that which can be done, practicable
Feminist : a believer in equal rights for women.
Glutton : a person who eats too much.
Gourmet : a person who enjoys, and knows a good deal about good food and wines.
Gullible : One who is willing to believe anything or anyone.
Hereditary : passed on from parent to child, from one generation to the following generations.
Honorary : a position without payment; a degree, etc., conferred on a person for his ability, without the usual requirements.
Idolatory : the worship of idols.
Illegal : something against the law
Illegible : impossible to read.
Illicit : unlawful or not permitted.
Illiterate : one who is unable to read and write.
Immigrant : a person who has come into a country to live there permanently.
Imminent : something about to happen: likely to happen very soon.
Impenetrable : that which cannot be penetrated, entered into or passed through.
Imperceptible : too small to be seen, heard, noticed, etc.
Imperishable : something that will never disappear, be destroyed, or be forgotten
Implacable : that cannot be changed or satisfied.
Impostor : a person who pretends to be someone else, to be something he is not in order to deceive another person.
Impracticable : what cannot be put into practice or used.
Impregnable : not able to be captured or conquered by force.
Inaccessible : not easily approached, reached or obtained.
Inaudible : not loud or clear enough to be heard.
Inaugural : a speech, lecture, or ceremony officially made when a person assumes office.
Iconoclast : a person who attacks popular beliefs or established customs.
Incredible : that which cannot be believed.
Indefatigable : untiring in effort.
Indefensible : that cannot be defended or justified or excused.
Indelible : a mark that cannot be removed.
Ineligible : not qualified for a job, etc.
Inevitable : that which cannot be avoided.
Inexplicable : impossible to explain or understand.
Infallible : (of a person or his judgment, etc) perfectly correct.
Infectious : a disease passed from one person or animal to another, esp. through the air they breathe.
Inflammable : easily set on fire.
Inimitable : (of a quality, etc.) belonging only to one person and impossible to imitate.
Insatiable : that which cannot be satisfied.
Insoluble : (of a substance, etc.) impossible to dissolve.
Insolvent : one who is not able to pay his debts.
Intermediary : a person who takes messages from one person or group of people to another in a negotiation, dispute, etc. especially a person who does so in order to settle the dispute.
Invaluable : something extremely useful
Invincible : that which cannot be overcome or defeated.
Invisible : that which cannot be seen.
Invulnerable : that which cannot be wounded, damaged or successfully attacked.
Irrefragable : (an argument, etc.) that which cannot be answered, indisputable.
Irreproachable : (or behaviour, etc.) free from faults.
Irretrievable : that which cannot be recovered or put right.
Irrevocable : that which cannot be altered or cancelled.
Irritable : one who is easily annoyed or made angry
Itinerant : one who travels from place to place.
Laudable : deserving praise and admiration
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguist</td>
<td>one who knows many languages.</td>
</tr>
<tr>
<td>Loquacious</td>
<td>one who talks a lot, talkative</td>
</tr>
<tr>
<td>Maiden speech</td>
<td>the first speech that a politician makes after being elected for the first time.</td>
</tr>
<tr>
<td>Malleable</td>
<td>a metal or substance that is easy to press into different shapes.</td>
</tr>
<tr>
<td>Manuscript</td>
<td>the handwritten or typed material for a book, etc, usually prepared for printing.</td>
</tr>
<tr>
<td>Martyr</td>
<td>a person who suffers death or hardship for his beliefs or principles.</td>
</tr>
<tr>
<td>Mercenary</td>
<td>one who is strongly influenced by a desire for money.</td>
</tr>
<tr>
<td>Migratory</td>
<td>having the habit of moving from one place to another.</td>
</tr>
<tr>
<td>Misanthrope</td>
<td>a person who hates mankind</td>
</tr>
<tr>
<td>Misogynist</td>
<td>a person who hates women.</td>
</tr>
<tr>
<td>Misologist</td>
<td>one who hates learning or knowledge.</td>
</tr>
<tr>
<td>Monogamy</td>
<td>the practice of being married to only one person at a time.</td>
</tr>
<tr>
<td>Monolingual</td>
<td>one who writes, speaks or uses only one language</td>
</tr>
<tr>
<td>Neologism</td>
<td>a new word coined by an author.</td>
</tr>
<tr>
<td>Notorious</td>
<td>one who is well-known for badness or wickedness.</td>
</tr>
<tr>
<td>Obsolete</td>
<td>that is no longer in use, out of date.</td>
</tr>
<tr>
<td>Octogenarian</td>
<td>a person between eighty and eight nine years old.</td>
</tr>
<tr>
<td>Oligarchy</td>
<td>government by a small group of all-powerful persons.</td>
</tr>
<tr>
<td>Omnipotent</td>
<td>having absolute, unlimited power, all-powerful</td>
</tr>
<tr>
<td>Omnipresent</td>
<td>present everywhere.</td>
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<tr>
<td>Omniscient</td>
<td>one who has infinite knowledge.</td>
</tr>
<tr>
<td>Opaque</td>
<td>which can not be seen through; not transparent.</td>
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<tr>
<td>Optimist</td>
<td>a person who always hopes or expects that something good will happen or that nothing unpleasant will happen.</td>
</tr>
<tr>
<td>Orator</td>
<td>a person who makes public speeches, especially very eloquent ones.</td>
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<tr>
<td>Orphan</td>
<td>a child who has lost both parents.</td>
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<tr>
<td>Pacifist</td>
<td>One who believes in peace and the abolition of war.</td>
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<tr>
<td>Panacea</td>
<td>a cure for everything.</td>
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<tr>
<td>Term</td>
<td>Definition</td>
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<tr>
<td>Parasite</td>
<td>an animal or plant that lives on another animal or plant without giving anything in return.</td>
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<tr>
<td>Patriot</td>
<td>a person who loves and serves his country.</td>
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<tr>
<td>Pessimist</td>
<td>a person who always expects bad things to happen.</td>
</tr>
<tr>
<td>Philanthropist</td>
<td>one who loves mankind, usually shows this by donations for public welfare.</td>
</tr>
<tr>
<td>Pioneer</td>
<td>the first person who studies some new subject or uses or develops a new technique, a person who goes to a new, often uncivilized, country to work and live there.</td>
</tr>
<tr>
<td>Plagiarist</td>
<td>one who steals the ideas or writings of someone else.</td>
</tr>
<tr>
<td>Polyandry</td>
<td>the custom of having more than one husband at the same time.</td>
</tr>
<tr>
<td>Polygamy</td>
<td>having more than one wife or husband at the same time.</td>
</tr>
<tr>
<td>Polyglot</td>
<td>written in, or using, many languages.</td>
</tr>
<tr>
<td>Portable</td>
<td>something easy to carry or move.</td>
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<tr>
<td>Posthumous</td>
<td>happening, coming, etc. after death.</td>
</tr>
<tr>
<td>Potable</td>
<td>fit to drink</td>
</tr>
<tr>
<td>Pseudonym</td>
<td>a false name, alias.</td>
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<tr>
<td>Quadruped</td>
<td>a four-footed animal.</td>
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<tr>
<td>Red tape</td>
<td>the strict attention to and observance of annoying and unnecessary procedure.</td>
</tr>
<tr>
<td>Sacrilege</td>
<td>the act of using a holy thing or place in an evil way or doing something bad to holy thing or place.</td>
</tr>
<tr>
<td>Sacrosanct</td>
<td>that which must never be harmed, changed or interfered with because of being holy.</td>
</tr>
<tr>
<td>Sceptic</td>
<td>a person who is unwilling to believe a theory, idea, etc, a doubter.</td>
</tr>
<tr>
<td>Simultaneous</td>
<td>happening or done at exactly the same time.</td>
</tr>
<tr>
<td>Sinecure</td>
<td>a job for which one is paid but in which one has little or no work to do.</td>
</tr>
<tr>
<td>Stoic</td>
<td>a person who bears pain, or adversity without complaining or showing any sign or feeling it.</td>
</tr>
<tr>
<td>Tangible</td>
<td>that which can be felt by touch, definite.</td>
</tr>
<tr>
<td>Teetotaler</td>
<td>a person who never takes alcoholic drink.</td>
</tr>
<tr>
<td>Titular</td>
<td>one who has the title of an office, but not the actual authority or duties.</td>
</tr>
</tbody>
</table>
Transient: lasting for a short time only; passing quickly.
Translucent: clear enough for light to pass through but not completely clear.
Transparent: able to be seen through
Truant: someone who stays away from school, etc., without permission.
Vegetarian: a person who does not eat meat.
Veteran: a person who is old and experienced as a soldier, etc., or in some other occupation.
Voluntary: done or given by choice, not by accident or because of being forced.

**Exercises on One – Word Substitution**

**Exercise – I**

Substitute single words for the italicized phrases into the following:

1. **A voice** that can hardly be heard.
2. **A word** no longer in use.
3. **A style** that is full of words.
4. **The council** were of one mind.
5. **He used** to come here from time to time.
6. **A medicine** that kills germs.
7. **A thing** that cannot be avoided.
8. **A scheme** that cannot be translated into action.
9. **One who** acts between two or more parties.
10. **A person** who eats too much.

**Exercise – II**

Give one word for the following expressions:

1. **That which** may be easily bent.
2. **One who** only works for money.
3. **A letter that** does not carry the author’s name.
4. **A thing that** cannot be destroyed by time.
5. **A person who** is indifferent to pleasure and pain.
6. A person who is easily made angry.
7. A disease incapable of being cured.
8. A person who looks at the dark side of life.
9. Incapable of being conquered.
10. A person who hates mankind.

**Exercise – III**

**Give one word for the following expressions:**

1. A person who is unable to pay his debts.
2. A language that is no longer spoken.
3. One who knows many languages.
4. A person who looks at the bright side of things.
5. A style which cannot be imitated.
6. A person who is not easily tired out.
7. A decision upon which one cannot go back.
8. A speech delivered on the spur of the moment.
9. Incapable of being corrected.
10. One who believes in fate.

**Exercise – IV**

**Give One word for the following expressions:**

1. A man who is too much like a woman.
2. A person who does not care for literature and art.
3. A government by one person.
4. The act of speaking about one’s thoughts when alone.
5. That which cannot be explained.
6. Things or ideas containing elements of opposite nature.
7. Things or ideas containing elements of the same nature.
8. The murder of one’s own father.

**Exercise – V**

**Give one word for the following expressions:**

1. A movement which cannot be suppressed.
2. The murder of one’s own mother.
3. A place of permanent residence.
4. A place for convalescents.
5. The murder of one’s own father.
6. A substance that can very easily catch fire and burn.
7. A leader of undesirable persons.
8. A government carried on through officers.
Chapter-45
Comprehension

Comprehension means ‘the ability to understand’ or ‘the power of understanding’. This question is given to students to see if they can understand the ideas contained in a given passage. It is an exercise to test a students ability to understand language, make out the theme of the passage. A student should read the passage carefully so that he may be able to understand it thoroughly and answer the questions clearly, concisely and correctly in his own words.

A student is required to answer different types of questions. He may be asked to deal with specific words and phrases. He may also be asked to explain proverbs, metaphors, etc. Besides, he may be required to explain particular sentences and give a suitable title. All these questions can be answered if the student has a thorough understanding of the passage and also the ability to answer the questions in his own language.

A student should remember the following points while attempting this question:

1. Read the passage carefully and grasp the main ideas given in the passage.
2. Try to find all important points connected with the main idea.
3. Underline the portions of the passage which contains the answers to the questions.
4. Answer the questions clearly in your own language.
5. Answer to each question should be to the point. You are not to give personal comments and opinions.
6. The title suggested for the passage should be brief and appropriate. It should indicate the theme or topic of the passage.

Solved Exercises

Read the passages given below and answer the questions that follow:

Exercise 1

The discipline in Japanese educational institutions, offices, factories and families is really enviable. I happened to visit a number of schools and colleges and to meet the teachers when their classes were working. It was a pleasant surprise for me to find that no student coughed, talked or even whispered, even though the teacher was busy talking to me. In fact all the students were seen busy with books while the teacher was away from the class. It was, indeed, a pleasure to read the motto in every
street there. “Honour the work and worship the worker”. I wish we could follow the noble example of the Japanese in maintaining proper discipline, both, in private and public life.

1. What is the passage about?
2. What is enviable for all of us?
3. What was a pleasant surprise for the writer?
4. What is the writer’s wish?
5. Explain: Honour the work and worship the worker.

**Answer:**
1. The passage is about discipline in life.
2. The discipline found in every field in Japan is enviable for all of us.
3. When the writer met some teachers in some schools and colleges in Japan, he found complete silence in the classes. The students were busy in their work even when the teacher was away from the class. It was a pleasant surprise for the writer.
4. The writer’s wish is to discipline himself so well in life.
5. It means that we should have dignity of labour and shouldn’t shirk work. We should also respect and take care of the workers. Both work and workers should be loved and liked.

**Exercise 2**

Health of the citizens is the responsibility of the state. For this purpose the state sets up health services, health centers, hospitals, maternity and child welfare centers. But all this has only a curative value. Diseases are located and cured. But the public is hardly being educated in hygienic living. Prevention is better than cure. More attention should be paid towards the prevention of disease than is being done. The preventive measures include vaccination, inoculation and above all instructing or educating the public in hygienic living. The school can play an important role in instructing the parents and the pupils in healthy living. Through a programme of health instructions pupils can have scientific knowledge about the body and its functioning, the principles of hygienic living, the advantages of healthful habits and the means of preventing diseases. Health instruction is so important that it should form an integral part of school education.

1. Supply a suitable title to the passage.
2. What does the state do to take care of the health of the citizens?
3. How can we prevent diseases?
4. What part can the school play in preventing diseases?
5. Explain: ‘Prevention is better than cure’.
Answer:

1. Importance of Health Instruction in Schools.

2. The state runs health services, health centers, hospitals, maternity and child welfare centers etc. to take care of the health of the citizens.

3. We can prevent diseases by taking preventing steps like vaccination, inoculation and educating the public about cleanliness and health.

4. The school can instruct the parents and the pupils in healthy living. The students can be given scientific knowledge about the body and its functioning. They can be advised to form a habit of cleanliness, etc.

5. It means that medicine cures a disease, but prevention or preventive steps keep a disease away. It is better to be careful about health than to welcome a disease and then to get oneself cured.

Exercise 3

There is no resting for any one of us till we redeem our pledge in full, till we make all the people of India what destiny intended them to be. We are citizens of a great country on the verge of a bold advance, and we have to live up to that high standard. All of us, to whatever religion we may belong, are equally the children of India with equal rights, privileges and obligations. We cannot encourage communalism or narrow – mindedness, for no nation can be great whose people are narrow in thought or action. To the nations and peoples of the world we send greetings and pledge ourselves to cooperate with them in furthering peace, freedom and democracy.

1. Why does Nehru say that people of India should not rest?

2. What can be the hurdles in the way of our country’s greatness?

3. What promise does Nehru hold out to the peoples of the world?

4. Nehru says that our country is ‘on the verge of bold advance’. What does it mean?

5. Use the following words in sentences of your own: redeem; pledge; destiny.

Answer:

1. Nehru says that the people of India should not rest because they are to work hard in order to keep our promises to the nation and to rise and prosper in life.

2. Communalism or narrow – minded can be the hurdles in the way of our country’s greatness.

3. Nehru promises the peoples of the world to cooperate with them in their cause of peace, freedom and democracy.

4. It means that we are now free and have to progress much. We have to take bold steps and be masters of our own destiny. Freedom is now an opportunity for us to make full use of.
5. Redeem: Bad people can be redeemed with love and pity.

Pledge: I pledge to stand by you through thick and thin.

Destiny: Man can write his own destiny with his hard work and sincerity.

Exercise 4

The great advantage of early rising is the good start it gives us in our day’s work. The early riser has done a large amount of hard work before other men have got out of bed. In the early morning the mind is fresh, and there are few sounds or other distractions, so that work done at that time is generally well done. In many cases the early riser also finds time to take some exercise in the fresh morning air, and this exercise supplies him with a fund of energy that will last until the evening. By beginning so early, he knows that he has plenty of time to do thoroughly all the work he can be expected to do, and is not tempted to hurry over any part of it.

1. What is the passage about?
2. What gives us a great start in our day’s work?
3. How does an early riser get energy for the day?
4. Why is an early riser not to hurry over his day’s work?
5. Use the following words and expressions in sentences of your own:
   advantage; to get out of bed; tempted to; hurry over.

Answers:

1. The passage is about the uses of early rising.
2. Early rising gives us a good start in our day’s work.
3. An early riser gets energy for the day by taking exercise early in the morning.
4. An early riser has not to hurry over the day’s work because he rises early. He gets plenty of time to do his day’s work.
5. Advantage: There are many advantages of discipline in life.
   To get out of bed: He is a late riser; he has not yet got out of bed.
   Tempted to: His poverty tempted him to steal.
   Hurry over: Do not hurry over your work; you know, haste makes waste.

Exercise 5

At the same time, life will always to be a large extent what we ourselves make it. Each mind makes its own little world. The cheerful mind makes it pleasant, and the discontented mind makes it miserable. “My mind to me a kingdom is”, applies alike to the peasant as to the monarch. The one may be in his heart a king, as the other may be a slave. Life is for the most part but the mirror of our own individual selves. Our mind gives to all
A Remedial English Grammar

situations, to all persons, high or low, their real characters. To the good, the world is good; to the bad, it is bad. If our view of life be elevated – if we regard it as a sphere of useful effort, of high living and thinking, of working for others, good as well as our own – it will be joyful, hopeful and blessed. If, on the contrary, we regard it merely as affording opportunities for self-seeking and pleasure, it will be full of toil, anxiety, and disappointment.

1. What is this passage about?
2. What is the role of mind in making life happy or unhappy?
3. What gives every person and situation its real character?
4. What is the determining factor regarding the quality of the world?
5. Who will find life joyful and blessed; and who will find it a dismal thing?

Answers:

1. This passage is about the functioning of our mind. It tells us about our thinking and our life.
2. Happiness or unhappiness of life depends on our thinking. So mind plays a very important role in making our life happy or unhappy.
3. One’s mental make-up gives real character to all situations and persons.
4. A noble heart finds world a blessed place and a wretched heart finds it a wretched place.
5. A man with a healthy and positive state of mind will find life joyful and blessed; but a man with unhealthy, negative, self-seeking attitude of mind will find it a dismal thing.

Exercise 6

Several times in the history of the world particular countries and cities, or even small groups of people, have attained a high degree of civilization. Yet none of these civilizations, important as they were, have lasted; and one of the reasons why they did not last was that they were confined to a very few people. They were like little oases of civilization in a desert of barbarism. Now it is no good being civilized if everybody round about you is barbarous, or rather, it is some good, but is very risky. For the barbarians are always liable to break in on you, and with their greater numbers and rude vigour scatter your civilization to the winds. Over and over again in history comparatively civilized peoples dwelling in cities have been conquered in this way by barbarians coming down from the hills and burning and killing and destroying whatever they found in the plains. In the thirteenth century most of Europe was overrun in this way by the Mongols from Central Asia, and such civilization as then existed was nearly destroyed. Thus any people which has advanced in civilization too far beyond its neighbours has always been liable to be set upon and pulled back by the others, just as if you build a high tower without proper supports, it is always liable to fall down to the level of the lower building round about it.

1. Why do advanced civilizations not last for long?
2. Being civilized is very risky: Why?
3. Who destroyed civilization in most of Europe in the thirteenth century?
4. Use the following in your sentences:
   Liable to; Set upon

Answers:
1. Advanced civilizations could not last for long because they were limited to a very few people.
2. Being civilized is very risky as civilized societies are likely to be attacked and destroyed by surrounding barbarians.
3. The Mongols from Central Asia destroyed civilization in most of Europe.
4. Liable to: You are liable to fine if you commit this mistake.
   Set upon: He was set upon by dacoits who took all his money.

Exercise 7

Mankind has undoubtedly progressed since medieval times. The earliest men lived like brutes. Individuals fought among themselves and the strong destroyed the weak, for that is the law of the jungle, the law of irrational life. But man was not an animal. He possessed rational faculties. These faculties gradually developed and appeared in his actions, and man gave up the law of the jungle and evolved his own rational laws. Men saw that the law of physical strength was not applicable to their lives. They realized that they had souls and the strength of being with a soul can consist in a variety of capabilities other than the power of the hack and hew and tear and bite. For instance, a man can be strong in fashioning tools, or in controlling the actions of other rational beings by the power of song or speech. Thus men realized that they should not be fighting among themselves but should be working together and giving one another opportunities to develop their respective strengths. This was the first step in man’s progress. By this means men gained such control over the forces of nature and made each other so much wiser and more comfortable that they were convinced that they were the best creation of God.

1. What is the law of the jungle?
2. In what respect was man different from animals?
3. What did man realize when his rational faculties fully developed?
4. How could man gain control over the forces of nature?
5. Use the following in sentences:
   give up; applicable; rational.

Answers:
1. The law of the jungle is the use of physical strength for fighting with others and destroying the weak.
2. Man was different from animals because he had rational faculties and was blessed with a soul.

3. Man realized the value of working in cooperation with other fellow – beings.

4. Man could get control over the forces of nature by cooperating with others.

5. Give up : He has given up smoking.
   Applicable : These rules are not applicable to old students.
   Rational : Man is a rational being.

**Exercise 8**

In fact, Buddha did not propound any new philosophy. He always avoided entering into any controversy regarding soul and God. His mission was to change the basis of the social and individual life from one of mutual strife and hatred to that of love and understanding. He gave a new message to humanity that life rests not on strife and hatred but on compassion. This was the first message of its kind which humanity received with attention and which gave that satisfaction of the mind for which man was craving. It is for this reason that Buddha’s message spread far and wide and captured the hearts of nearly the whole of humanity.

1. What did Buddha always avoid?
2. What was his mission?
3. What new message did he give to humanity?
4. What was the result of this message?
5. Use the following words in sentences of your own:
   - basis; mutual; compassion.

**Answer:**

1. Buddha always avoided any serious discussion with others about soul and God.
2. Buddha’s mission was to replace conflict and hatred with love and understanding in social and individual life.
3. His new message was that life depends not on conflict and hatred but on pity.
4. People paid great attention to the message, which gave them the desired satisfaction of mind.
5. Basis : Please tell me on what basis you have reached the conclusion.
   Mutual : The love between them was mutual
   Compassion: The plight of the beggars arouses our compassion.

**Exercise 9**

Success in life depends largely on good health. Keep your body fit, and by cleanliness, fresh air, regular habits and suitable recreations, make yourself strong to play the game, and to do it in every sense of the word. Avoid anything that will sap your strength.
Smoking in your youth stunts the body and clouds the brain. Be temperate in all things, and beware of drink. It is the deadly enemy of health and efficiency. Above all, remember that your character is a priceless possession. Therefore, keep it untarnished. But truthful in all things, courteous and considerate to everybody, fair to your rivals, kind and helpful to all who are weak and suffering, and do not be afraid to have the courage to stand up for what is good, pure and noble.

1. How can we maintain good health?
2. What are the things we should avoid in particular?
3. What are the traits of character that we should cultivate?
4. Explain: “Be temperate in all things”.
5. Give the opposite of: success, strength.

Answer:

1. Good health can be maintained by cleanliness, fresh air, regular habits and suitable recreation.
2. We should avoid smoking and drinking.
3. We should be truthful and courteous. Besides, we should be sympathetic to others, fair to our opponents. We should also be kind and helpful to the weak and the suffering.
4. It is said that excess of everything is bad. So we should be moderate in all things.
5. Success: Failure.
   Strength: Weakness.

Exercise 10

The press should have complete freedom in a democracy as it helps in educating the people and building their opinion on different matters. The press should look after interests of the common people. It should be an impartial representative of the public opinion. It cannot afford to neglect its duty to the people. It need not play in the hands of persons who have strong likes and dislikes. They will give coloured version of reality and the people will not find truth. Similarly, the press should not favour a particular party or group as they will exploit it as a means of propaganda only. Free and responsible press is the need of the hour for strengthening democracy.

1. Why should the press be free in a democracy?
2. What should the press do?
3. What happens when the press is exploited by a party or persons of strong likes and dislikes?
4. What kind of press will make democracy strong?
5. Give a suitable title to the passage.
Answers:

1. The press should be free in a democracy because it helps in educating the people and building their opinions on different issues.

2. The press should keep in mind the interests of the common people. It should be unbiased and should represent public opinion.

3. If the press is exploited by biased persons, truth will be the first casualty. Similarly, the press should not favour a particular party or group as they will use it as a means of propaganda.

4. A free and responsible press can make democracy strong.

5. Importance of the Freedom of Press in Democracy.

Exercise 11

Not a few of our troubles are the result of acting before thinking; we do our thinking afterwards and too late. It would be difficult to reckon how many friendships have been broken up simply because one of the friends did not use his head. He ought to have known; he did know, but he simply did not think, and what he did or said cannot be undone or unsaid. Afterwards we recall the matter and wonder why we were such fools, and then we go out and play the same foolish trick for the thousand and first time. A little thinking might save a thousand useless regrets. This is a difficult lesson to learn; it cannot be mastered easily. But, if it can be done, it will repay a thousandfold all the labour necessary for its accomplishment.

1. What do we do that we fall into many troubles?

2. What would be difficult to reckon?

3. What do we realize afterwards and what folly do we commit again?

4. What lesson is difficult to learn and of what use would it be if we mastered it?

5. Use the following words in sentences of your own:
   reckon; to use one’s head; to play a trick

Answers:

1. We fall into troubles because we act before we think.

2. It would be difficult to reckon how many friendships have been broken because one of the friends acted foolishly.

3. We realize afterwards that we acted so foolishly and we commit the same folly numberless times.

4. The lesson which is difficult to learn is that a little thinking will save us a thousand useless regrets.

5. reckon : He is reckoned among our best actors.
Comprehension

To use one’s head : We should use our head before we start doing any work.
To play a trick : The girls were always playing tricks on their teacher.

Exercise 12

Freedom has assuredly given us a new status and new opportunities. But it also implies that we should discard selfishness, laziness and all narrowness of outlook. Our freedom suggests toil and creation of new values for old ones. We should so discipline ourselves as to be able to discharge our new responsibilities satisfactorily. If there is any one thing that needs to be stressed more than any other in new set – up, it is that we should put into action our full capacity, each one of us in his own sphere, however humble the work. Unceasing work should now be our watch – word. Work is wealth and service is happiness. Nothing else is.

1. What has freedom given us?
2. What does freedom expect us to do?
3. Why should we discipline ourselves?
4. What should be our watch – word and why?
5. Use in sentences : imply, status.

Answers:

1. Freedom has given us new status and new opportunities.
2. It expects us to give up selfishness, laziness and narrowness of outlook.
3. We should discipline ourselves so that we can discharge our responsibilities satisfactorily.
4. Our watchword should be to work non – stop. We should work because is work wealth and service is happiness.
5. imply: His silence seemed to imply agreement.
   Status: Teachers do not have a very high status in our country.

Exercise 13

A proper consideration of the value of time will inspire habits of punctuality. Punctuality is the politeness of kings, the duty of gentlemen and the necessity of men of business. Nothing begets confidence in men sooner than the practice of this virtue, and nothing strikes confidence sooner than the want of it. He who holds to his appointment and does not keep you waiting for him shows that he has regard for your time as well as his own. Thus punctuality is one of the ways in which we show our personal respect for those whom we are called upon to meet in the business of life. It is also conscientiousness in a measure; for an appointment is a contract, express or implied, and he who does not keep it is guilty of breaking faith, as well as of dishonestly using other people’s time. We
naturally come to the conclusion that the person who is careless about time will be
careless about business, and he is not a person to be trusted with the transaction of
matters of importance.

1. What is punctuality?
2. What does the author mean by saying: “Punctuality is the politeness of kings”?
3. What, according to the author, is importance of punctuality?
4. How does lack of punctuality show that a man is not conscientious?
5. Suggest a suitable title for the passage.

Answers:

1. Punctuality is the habit of keeping to an appointed time.
2. The author means that it is very important to be punctual and very rude to be
   unpunctual.
3. Punctuality is important because it begets confidence. It is a way to show our
   respect for others as well as a way to show that we are conscientious.
4. A conscientious person is guided by a sense of duty. A person who fails to keep
   his appointment with others is no doubt careless about time and will be careless
   about work also. So lack of punctuality shows that a person is not conscientious.
5. Importance of Punctuality.

Exercise 14

The basis of society is some measure of security and stability. Without security and
stability there could be no society or social life, but how many today in our present –
day society have this security and stability? You know that millions have it not; they
have hardly enough to keep body and soul together. And it is a mockery to speak to
them of security. So long as the masses do not share in this security, you can have no
stable society. And so you see in the history of the world, revolution after revolution, not
because any person is a lover of bloodshed, anarchy and disorder, but because of this
desire for greater security for a larger number of persons. We shall have real security
and stability in the world only when it has come to signify the well – being of the vast
majority of the people, if not all, and not of small groups only. That time may not be near,
but society is continually, sometimes it may even seen blindly, struggling towards it. And
the greater the struggle, the greater the urge to that end, the healthier and more vital
and society. If this urge is wholly absent, society becomes static and lifeless and gradually
withers away.

1. How can there be a stable society?
2. What has been the cause of revolutions in the history of the world?
3. When will there be real security and stability in our society?
4. What happens to a society where the urge for security and stability is absent?
5. Use the following in sentences to bring out their meaning? To keep body and soul together, mockery; anarchy.

**Answers:**

1. There can be a stable society if there is some security and stability.

2. The cause of revolutions in the history of the world was because of the people’s desire for greater security for a larger number of persons.

3. We shall have real security and stability in the world only through the well – being of a large majority of people.

4. The society becomes static and lifeless and it slowly disappears.

5. **to keep body and soul together** : They hardly have any money to keep body and soul together.

   **Mockery** : The government is making a mockery of the constitution.

   **Anarchy** : In the absence of the king, there was complete anarchy in the country.

**Exercise 15**

It is the height of selfishness of man, who fully appreciate in their own case the great advantage of good education, to deny these advantages to women. There is no valid argument by which the exclusion of the female sex from the privilege of education can be defended. It is argued that women have their domestic duties to perform, and that, if they were educated, they would busy themselves in their books and have little time for attending to the management of their households. Of course it is possible for women, as it for man, to neglect necessary work in order to spare more time for reading sensational novels. But women are no more liable to this temptation than men, and most women will be able to do their household work all the better, being able to refresh their minds in the intervals of leisure with a little reading. Nay, education will even help them in the performance of the narrowest sphere of womanly duty. For education involves knowledge of the means by which health may be preserved and improved, and enables a mother to consult such modern books as will tell her how to rear up her children into healthy men and women and skillfully nurse them and her husband when disease attacks her household.

1. In what respect is man selfish?

2. What argument is given against the education of women?

3. How can education help women?

4. Use in your sentences : privilege, sensational.

5. Suggest a suitable title.
Answers:

1. Man is selfish because he knows the importance of good education in his own case. But he has denied the advantages of good education to women.

2. It is argued that women have to do the household work. If they were educated, they would neglect their domestic duties.

3. Women will be able to do their household work better if they get some time to entertain themselves with a little bit of reading.

4. privilege : As manager of the company, he enjoys many privileges.
Sensational : The effect of the discovery was sensational.

5. The Need for the Education of Women.

Exercise 16

There was a time when man took life easily and had enough leisure. Life was simple and wants were few and these could be easily satisfied. In those days man believed that whatever was worth doing should be done thoroughly. But gone is that time. With the industrial revolution, with the progress of scientific discoveries and inventions and with ever growing demand for machinery, our demands have increased and life has become complex. Now a days we want to do many things and enjoy too many benefits. Consequently we are always pressed for time, because it is the fashion of the age. Our complaint about want of time may be true or false. But the fact is that we want short cuts. Hence in the age of hurry, there is a persistent demand for short – hand, summaries, abridgements and précis. A busy politician or a merchant has got so many things to do and so many important decisions to take that he has no spare time for each. Yet he must know what is going on in the political or business world. So he asks his secretary or some other man to make a précis or summary of what is being said, done and thought about the thing which he is vitally interested in. This is the use of précis.

1. How was life in the past?
2. Why has life become so complex these days?
3. What is the use of a précis?
4. Use in meaningful sentences : persistent; abridgement.

Answers:

1. In the past, life was simple and there were few wants and these could be easily satisfied.

2. Our increasing demands have made our life very complex. We want to do many things and enjoy too many benefits.

3. A busy politician or a merchant has much time at his disposal as he has many things to do. A précis is useful for them because it gives him a quick idea of the activities in which he is interested.
4. Persistent : In spite of persistent denials, he is going to marry her.
   
   Abridgement : He has made an abridgement of this long novel.

**Exercises For Practice**

**Read each of the passages and answer questions that follow:**

1

Gandhi is known for his successful efforts to liberate India. Actually, for him the development of the Indian into a free man was more important than the freeing of India. Most of Gandhi’s followers in India were not Gandhians and did not share his ideals; they merely accepted his leadership because it smoothed the way to their objective which was an Indian nation without the British but with all the usual attributes of nationhood. For them, national independence was an end, good in itself, for him it was means to a better man and a better life and because his life was heavy with doubts whether these purposes would be furthered by the manner in which independence was achieved - two bleeding children torn violently from the body of Mother India – he did not celebrate on August 15, 1947, the day the Indian nation came into its own. He was sad and refused congratulations.

1. What is Gandhi known for?
2. What was more important for Gandhi than the freeing of India?
3. Why did his followers accept Gandhi’s leadership?
4. Why was Gandhi sad when India became free on August 15, 1947?
5. Use in your sentences:
   attribute, come into one’s own.

2

Character is formed by a variety of minute circumstances, more or less under the regulation and control of the individual. The best sort of character, however, cannot be formed without effort. There is the need of the exercise of constant watchfulness, self-discipline, and self-control. There may be much faltering, stumbling, and temporary defeat – difficulties and temptations manifold to be battled with and overcome; but if the spirit be strong and the heart upright, no one need despair of ultimate success.

The man of character is conscientious. He puts his conscience into his work, into his words, into his every action. He also reverential. The possession of this quality marks the noblest and highest type of manhood and womanhood: reverence for things consecrated by the homage of generations; for high objects, pure thoughts, and noble aims and for the great men of former times, and the high-minded workers amongst our contemporaries. Reverence is alike indispensable to the happiness of individuals, of families, and of nations. Without it there can be no trust, no faith, no confidence either in man or God; neither social peace nor social progress.
1. How is best sort of character formed?
2. How can one overcome temptations and difficulties?
3. How is a man of character conscientious and reverential?
4. What is the importance of reverence?
5. Suggest a suitable title for the passage.

A good book may be the best of friends. It is the same today that it always was and it will never change. It is the most patient and cheerful of companions. It does not turn its back upon us in times of adversity or distress. It always receives us with the same kindness, amusing and instructing us in youth and comforting and consoling us in age. A good book is often the best urn of a life enshrining the best thoughts of which that life was capable for, the world of a man’s life is, for the most part, but the world of his thoughts. Thus, the best books are treasuries of good words and golden thoughts which remembered and cherished, become our abiding companions and comforters.

Books possess an essence of immortality. They are by far the most lasting products of human effort. Temples crumble into ruin, pictures and statues decay, but books survive.

Books introduce us into the best society, they bring us into the presence of the greatest minds that have ever lived. We hear what they said and did, we see them as if they were really alive, we are participants in their thoughts, we sympathize with them, enjoy with them, grieve with them, their experiences become ours and we feel as if we were in a measure, actors with them in the scenes which they describe.

1. Why does the author regard a good book as the best of friends?
2. What does he mean by saying that a good book ‘is often the best urn of a life’?
3. How do books possess an essence of immortality?
4. How do books introduce us into the best of society?
5. Give the passage a suitable heading.

Above all else, I urge the young man who wishes to enter this important work to formulate at the outset a philosophy to govern his life. He must know what he believes and then carefully plan each step with strict loyalty to this principle. If he thinks that communism will bring the greatest happiness to the greatest number of people, let him raise the red flag so that all may see. Such a decision, however, should automatically exclude him both from the management side and the trade union side, and bar him from the field of industrial relations. His field should be politics. If, however, he should decide that free enterprise brings the largest measure of happiness to the greatest number of people, he must know why he thinks that. And he must relate all his actions to the maintenance of that system.
1. What is a young man advised to do at the start of his career?
2. What should he do if he believes in the good of communism?
3. What must he know and do?
4. From what fields is such a young man to be debarred?
5. What is he supposed to do if he believes in the system of free enterprise?

Speech is a great blessing, but it can also be a great curse, for, while it helps us to make our intentions and desires known to our fellows, it can also, if we use it carelessly, make our attitude completely misunderstood. Slip of the tongue, the use of an unusual word, or of an ambiguous word, may create an enemy where we had hoped to win a friend. Again, different classes of people use different vocabularies, and the ordinary speech of an educated man may strike an uneducated listener as showing pride, unwittingly we may use a word which bears a different meaning to our listener from what it does to men of our own class. Thus speech is not a gift to use lightly without thought, but one which demands careful handling. Only a fool will express himself alike to all kinds and conditions of men.

1. How is speech a blessing?
2. What can happen if we use speech carelessly?
3. In what way may we create an enemy?
4. What kind of gift is speech and how should it be used?
5. Explain the last sentence in your own words.

It is no doubt true that we cannot go through life without sorrow. There can be no sunshine without shade. We must not complain that roses have thorns, but rather, be grateful that thorns bear flowers. Our existence here is so complex that we must expect much sorrow and sufferings. Many people distress and torment themselves about the mystery of existence. But although a good man may at times be angry with the world, it is certain that no man was discontented with the world who did his duty in it. The world is like a mirror; if you smile, it smiles; if you frown, it frowns back.

1. What is true?
2. What should be our attitude to life?
3. What do many people trouble themselves about?
4. What kind of man never felt dissatisfied with the world?
5. What is this world like and how?
7
The effect of books is twofold, to preserve knowledge in time and spread it in space. Suppose, for example, that you think of an important idea or a beautiful poem. Unless you can write it down, your idea or poem will probably die. Even if you do write it down, it perishes as soon as the mice eat the paper. But once printing had been discovered, the idea or the poem could be made to last as long as one liked. And so it could live long after you had died. Not only could it live in time but also in space. By making enough copies of it you could bring it to the notice of hundreds, and thousands of people. In the modern times you can send it all over the world. Books are the chief carriers of civilization, because of them ideas live and spread.

1. What is the two – fold effect of books?
2. How will our idea or poem written down on a piece or paper, die after some time?
3. What has been the contribution of printing with regard to books?
4. How can books spread ideas?
5. How can ideas live with the help of books?

8
Most of the people who appear most often in history books are great conquerors and generals. Strangely enough the people who really helped civilization forward are often never mentioned at all. We don’t know who made the first boat or calculated the length of the year. But we know all about our killers and destroyers. We raise statues to them simply because they fought bravely and butchered many. But even animals fight. So do the savages. To fight is not to be civilized. Moreover, there are other ways of setting quarrels among men and nations. So really civilized people have been those who have brought peace and happiness to mankind. They have been prophets, saints, doctors, inventors and discoverers. They have been truly great, since instead of inflicting pain and hardships upon humanity, they have healed their wounds. Instead of killing, they have saved human lives. They really deserve our admiration and respect.

1. Who are the people that really appear in history books and who are not mentioned in them?
2. Who are the really civilized people?
3. Why do the really civilized people deserve our admiration and respect?
4. Use ‘at all’ and ‘in stead of’ in sentences of your own.

9
Mankind has undoubtedly progressed since medieval times. The earliest men lived like brutes. Individuals fought among themselves and the strong destroyed the weak, for that is the law of the jungle, the law of irrational life. But man was not an animal. He
possessed rational faculties. These faculties gradually developed and appeared in his actions, and man gave up the law of the jungle and evolved his own rational laws. Man saw that the law of physical strength was not applicable to his life. He realized that men had souls and the strength of having a soul gave him a variety of capabilities other than the power to hack and hew and tear and bite. For instance, a man can be strong in reasoning or in controlling the actions of other rational beings by the power of song or speech.

Thus man realized that he should not be fighting his fellow men but should be working with them to give each other the opportunities to develop their respective strengths. This was the first step in man’s progress. By this means man gained such control over the forces of nature and made mankind so much wiser and more comfortable that they were convinced that they were the God’s best creation.

1. How did the earliest men live?
2. What is the law of the jungle?
3. How did man behave when his faculties developed?
4. What was the first step in man’s progress?
5. How did men benefit from it?

We live in an age of great hurry and great speed. Men have lost their inward resources. They merely reflect, like a set of mirrors, opinions which they get from the outside. When they get a little leisure, they turn to material diversions from outside rather than to inward resources. In other words, this internal vacuum is responsible for mental and nervous troubles. The cure for this is not so much treatment by medicine and surgery but a recovery of faith in the ultimate goodness, truth and the decency of things. If we are able to recover that faith, if we are able to live in this world with our consciousness centred in the ultimacy of the spirit, many of the problems to which we are subject today may be overcome. Our people were regarded as aspiring after metaphysical insight and religious bliss, but we seem to forget that it never occurred to them to equate eternal life with either the surrender of the mind or the sacrifice of the body. When the Upanishad writer was asked to define what is meant by spiritual life or life eternal, he gave the answer that it consists of the play of the vital organism, the satisfaction of the mind, the abundance of tranquility of the spirit. Body, mind and spirit must be integrated and they must lead to a harmonious development in life. It we get that, we have life eternal.

1. What are the consequences of man’s losing his inward resources?
2. What cure does the author suggest?
3. How can we overcome many of our problems?
4. What, according to the author, is life eternal?
5. Give the meanings of ‘vital organism’ and ‘metaphysical insight’.
11

As your is all aware, our country is going through a silent industrial revolution. If our five-year plans have not neglected agriculture and irrigation they have also not neglected the progress of industry. Our planners believe that agriculture and industry are the two solid foundations on which the economy of our country should rest and flourish. But India knows that blindly rushing into a programme of industrialization might simply wipe out the cottage industries and small scale industries. This should lead to widespread unemployment and creation of industrial slums. India, therefore, has learnt from the mistakes of the West. Our Government is determined to see that small scale industries and cottage industries which are of vital importance in our economic life should not only exist, but also improve and flourish.

1. What is the whole paragraph about?
2. What have our five-year plans not neglected?
3. What do our planners believe?
4. What might be the result of the blindly rushing into a programme of industrialization?
5. What is the determination of our government?

12

The study of English still is and always will be of great importance in India, because in many ways it is extremely useful both to individuals and the country. Even a clerk in an office is likely to get on better and has a better chance of promotion, if he can write correct English. India is connected with outside world in many ways. For instance, in industry and commerce we must have dealings with other countries since we need both to export our own goods and to import goods from abroad if India is to prosper. In most other countries English is well understood while our Indian languages are not understood at all. Our correspondence with them must therefore be carried on in English. Again in the political affairs of the world. India has bee playing a greater and greater part. Since English is an international language, it is used in political discussion and correspondence. Besides, there are parts of India both in the North, where English is better understood than Hindi. It will be some time before Hindi can replace English in correspondence between these parts.

1. What is this passage about?
2. How is a clerk supposed to benefit from the knowledge of English?
3. How is English useful in the field of Industry and Commerce?
4. How is this language essential in the political affairs of the world?
5. How is English so important in our own land?
People fight to settle quarrels. Fighting means killing, and civilized people ought to be able to find some way of settling their disputes other than by seeing which side can kill the greater number of the other side, and then saying that side which has killed most has won. And not only has won, but because it has won, has been in the right. For that is what going to war means; it means saying that might is right.

That is what the history of mankind has on the whole been like. Even our own age has fought the two greatest wars in history, in which millions of people were killed or mutilated. And while today it is true that people do not fight and kill each other in the streets – while, that is to say, we have got to the stage of keeping the rules and behaving properly towards each other in daily life, nations and countries have not learnt to do this yet and still behave like savages.

1. What should civilized people do?
2. What does ‘might is right’ mean?
3. What has the history of mankind been like?
4. How are people today different from nations and countries?
5. Give a suitable title of the passage.

Why is this enormous increase in population taking place? It is really due to the spread of knowledge and the practice of what is coming to be called Death control. You have heard of Birth control. Death control is something rather different. Death control recognizes the work of the doctors and the nurses and the hospitals and the health services in keeping alive people, who a few years ago, would have died of some of the incredibly serious killing diseases, as they used to be. Squalid conditions, which we can remedy by an improved standard of living, caused a lot of disease and dirt. Medical examinations at school catch diseases early and ensure healthier school children. Medical care helps to keep people alive longer. We used to think that seventy was a good age, now eighty, ninety, it may be, are coming to be recognized as a normal age for human beings. People are living longer because of this death control and fewer children are dying. So the population of the world is shooting up.

1. Why is such an increase in population taking place?
2. How is Death control different from Birth control?
3. What does medical care ensure?
4. Use in your sentences: squalid, shoot up.
5. Give the passage a suitable title.
To be really great, a man – or for that matter, a nation – must possess both kinds of courage. In this the Japanese were an interesting study. No other army has ever possessed mass physical courage as the Japanese did. Its whole strength lay in emotional bravery of the individual soldier. The Japanese generals shared their men’s physical bravery to the full, but they lacked, to a man, moral courage. They hadn’t the moral courage to admit, when their plans had failed and ought to have been changed, to tell their superiors that their orders couldn’t be carried out, and to retreat while there was still time. We played on this weakness and by it the Japanese commander lost their battles and destroyed their armies.

1. What is the test of greatness of an individual or a nation?
2. What quality of the Japanese army impressed the author most?
3. What did the Japanese generals lack and what did they possess?
4. What weakness did ‘we’ play on and with what results?
5. Use in expressive sentences of your own: To a man; Carry out; Retreat.

Even if God didn’t exist, it would be necessary to invent him. “The French thinker must have had a reason for thinking thus, For, if men were animals just like the others, there would have been no need of inventing a God. But man is a social animal. And living in society necessarily implies restraints. How to ensure reasonable restraints must have grown to be a problem of problems. For this thinking animal had to urge to be wayward. And waywardness is enemy to good social behaviour. Again, men are not equally gifted with physical strength, nor equally with mental powers. How to control, reasonably enough, unequal individuals for a good society must have grown important. Then, someone, a genius indeed! Must have thought of a way out. To instill healthy fear in human hearts, he must have projected the unknown as the greatest force, which came to be ‘God’, in English.

1. What do you understand by the phrase ‘this thinking animal’?
2. How is man different from other kinds of animals?
3. What, according to the author, must have led to the invention of ‘God’?
4. Does God exist according to the French thinker?
5. Why does the author call the inventor of ‘God’ a genius?

The unequal distribution of wealth in society is unjust and unnatural. Everyone should have an equal share in all the products of social labour. Everything belongs to all. The sum total of wealth should be distributed in the spirit of love and social service, as the
income of a family is spent among its members at present. The father of a family does not starve some of his children, while others are pampered. The wealth of the whole world is the heritage of all who live on the earth. The very poor who lack even the necessaries of life, are therefore unjustly deprived of their share. They are robbed of what is their due. Some rich people are grabbing too much and these patient outcastes are given too little. Therefore, if you belong to upper middle class or the wealthier group of capitalists and landlords, you are called upon in the name of justice to make due restitution to those whom you have defrauded and swindled.

1. What is this passage about?
2. What does the father of a family do?
3. To whom does the wealth of the world belong and why?
4. What is the state of the poor in the world?
5. What should the landlords or the capitalists do for the poor?

18

Two solutions to over-population are migration and industrialization. An industrialized country can export its products and in return import food and other goods to enable it to raise its standard of living. But industrialization in the 19th century also led to over-population in some European countries and this in turn led to migration from these countries to others which were under-populated. Similarly, over-population in India has led to migration to East and South Africa and South America. The present effort to industrialize India and China is an attempt to solve the problem of over-population.

The pressure of population is responsible for the efforts being made to develop the under-populated areas of the world. Advances in scientific knowledge and modern equipment have made it possible to grow crops in Siberia, to make life easier in such difficult regions as the Amazon basin by eliminating diseases, to irrigate and electrify area which until recently were deserts.

1. What are the two solutions to over-population?
2. What can an industrialized country do?
3. What was the result of industrialization in the 19th century?
4. Why are efforts being made to develop under-populated areas?
5. Give the opposites of: present, develop.

19

Rare availability of textbooks have produced the phenomena of notes and guides, and to a lesser extent, coaching classes. There are notes and guides for all subjects from Std. II to post-graduation as well as for courses like the IAS. While the guides for the lower classes cost under Rs. 10, guides at the higher levels cost over Rs. 60. They sell
like hot cakes as students believe that they are the easy and quick way to learning. I have come across many teachers who not only use guides themselves but go to the extent of recommending them to their students!

Unfortunately for the guide – struck, the guides are no substitute for textbooks. They are, in fact, poor cousins, the majority of them have a shabby appearance and are sources of misinformation. There are grammatical and usage mistakes on every page, the answers given are frequently incomplete and solutions to problems are many a time illogical. The quickie methods provided by guides curtail the self-activity which is an essential part of the learning process and also hamper comprehension of the subjects involved. The parents have been taken in by the extensive advertising seen everywhere; in trains, on billboards, and in newspapers. These boast that certain guides are the shortest way to attain over 90 per cent marks, or that certain classes have 100 per cent results and three of their students in the first ten rankings.

1. What are the causes of production of notes and guides?
2. Why do guides sell?
3. Why are the guides no substitutes for textbooks?
4. What are the negative features of guides?
5. How do guides come in the way of self-activity?
Man is a social animal. So has to interact with his fellow – beings. He can convey his feelings and thoughts, plans and proposals, etc. through either the spoken or the written word.

He has to communicate with different kinds of people in connection with the activities of his life. He has to establish contact with friends, relatives and others who are living at distant places. He has to communicate with offices, firms and business associates at home and abroad. Telegrams, telephones, cellular phones and fax machines are the easiest means of conveying messages. Especially in the ever – expanding field of trade and industry, when multi – national companies have offices all over the globe, important decisions have to be conveyed to offices located at different and distant places without loss of time. Delay can mean loss of both business and money. But all business cannot be conducted through these fast means of communication. A fax, for example, is no substitute for a letter when it comes to making a formal approach to a potential customer.

Letter – writing is an art. It is like designing a good dress, cooking a delicious dish or constructing a well – planned house. So careful attention should be paid to both the form and content of a letter. It should be written in a simple and natural style so that it conveys to the addressee what we really want to say. Though it is not possible to lay down strict rules about letter writing, yet the style of the letters should be suited to the person, to the occasion and the subject.

Letter can be broadly divided into the following categories:

1. Personal or social letters (letters to friends, relations and acquaintances, letters of invitations and thanks)
2. Official letters (letters to officials, newspapers, job applications, etc)
3. Business letters (letters making inquiries, placing orders, making complaints, etc.)

1. Personal or Social letters

Personal or social letters are those which are written to friends, relatives and acquaintances. These letters include letters of congratulations, condolences, requests, thanks, invitations, etc. They are less formal than business letters. In our everyday life, we have to write letters congratulating a friend on his success in an examination, condoling with him the death of his mother, or thanking an uncle for a gift, etc. In a personal or social letter, we should talk about the person we are writing to rather than talk about ourselves. The language too should suit the occasion we are writing about. The best letter is like a conservation on paper.
The form of Personal Letter

1. **The Heading:** The address of the writer and the date is given at the top right hand corner of the letter. It is a standard practice these days to write each line flush with the other lines of the address, indicating the PIN Code. The PIN Code should also be given on the address of the recipient as it would facilitate the delivery of letters. Usually a comma (,) is put at the end of each line of the address and a full stop (.) at the end of the PIN Code. But the use of commas and full stops are no longer considered important.

   Note: Since a candidate is not supposed to disclose his identity, he can write: [Examination Hall X. Y. Z.] in place of his own address.

2. **The date:** The date should be written one or two spaces below the last time of the address and can have one of the following forms.

   (i) May 12, 2004
   (ii) May 12th, 2004
   (iii) 12 May, 2004
   (iv) 12th May, 2004

   The comma at the end of the month in (iii) and (iv) is optional.

   Avoid writing the date in the following style:
   (i) 12.5.2004
   (ii) 12/5/2004

   Such a style can cause real confusion as, to an American, it would mean ‘December the 5th, 2004 whereas in other countries it would be May the twelfth, 2004.

3. **The Salutation and the Subscription:** The words of greeting used at the beginning of a letter are known as the salutation and the words with which the letter is concluded are called the subscription or the complimentary close. The salutation is written on the left-hand side a little below the date. The form of both the salutation and the subscription depends upon the relationship between the writer and the addressee. The most common forms are:

   1. **Blood relations:**
      Older than the writer                  Salutation                  Subscription
      My dear or Dear                      Father, or Yours very affectionately
      Mother, or Yours affectionately
      Brother, or Affectionely yours,
      Sister, or
      Uncle, or
      Aunt, or Your affectionate
      Cousin, or Or
Your loving son, brother, sister, nephew, niece, cousin,

2. **Blood relations:**
   Younger than the Writer
   My dear Anup or My dear Anup
   or Or
   Dear Raju or Dear Raju
   Or
   Yours affectionately, or Affectionately yours,
   Or
   Your affectionate or Your affectionate
   Or
   Your loving or Your loving
   
   **Note:** The first and second words of the salutation should be capitalized. But if there are three words (my dear father), the second word is not capitalized.

3. **Friend:**
   My dear Rahul or My dear Rahul
   or or
   Dear Rahul or Dear Rahul
   Yours very sincerely, or Yours sincerely,
   Sincerely yours,

4. **Acquaintances:**
   Mr. Bhatia or Mr. Bhatia
   or or
   Dear Mrs. Bhatia, or Dear Mrs. Bhatia,
   Or or
   Dr. Bhatia or Dr. Bhatia
   Yours sincerely,

   **Note:** It is a common practice not to use a full stop after ‘Mr’ or ‘Mrs’ or ‘Dr’. If there is some doubt about the marital status of a woman, use ‘Ms’ instead of ‘Mrs’.

5. **Strangers:**
   Dear Sir or Dear Sir
   or or
   Dear Madam, or Dear Madam,
   Yours faithfully, or Yours truly,

   The subscription should be written on the right hand side, though some people do not follow the conventional rules and write it on the left hand side. It should be at least two spaces below the closing line of the letter.

   The first word of the subscription is to be capitalized but other words are written in small letters followed by a comma, as in:
   
   Yours very sincerely,
   Or
   Yours sincerely,
   Or
   Sincerely yours,

   Participal phrases such as the following should be avoided before the subscription:
   
   Thanking you for the gift.
Hoping to hear from you very soon.
Expecting an early reply
Instead, use informal phrases such as:
All the best.
Kind regards.
Best wishes.

6. **The Signature**:

This should be put below the subscription. While writing to strangers, the name should be legibly written under the signature so that the recipient knows by whom the letter has been written.

**2. Official Letters**

Official letters consist of letters written to public officials, editors of newspapers and applications for jobs, etc. They are very formal in tone. Letters to public officials are written to draw their attention to the absence of certain civic facilities. In the absence of such facilities, people have to face a lot of problems. The letters to editors are meant to highlight some current social problem. Or the letter – writer wants to express his views on a topic of public interest. Applications for jobs are written in response to advertisements in newspapers. An applicant has to give an idea of his qualifications, abilities, etc.

Official letters take the following form:

1. **The Heading:** The address of the writer and the date should be written at the top of the right – hand corner of the letter.

2. **Address:** The address of the addressee is to be written on the left – hand side, a line below the date or on the left – hand at the foot of the letter.

3. **The Salutation:** This is written below the address of the addressee on the left hand side. The salutation is usually ‘Dear Sir’ or ‘Sir’. But in letters to the editors of newspapers, it is ‘Sir’.

4. **The Subscription:** The usual form is ‘Yours faithfully’, but in the case of letters to the editors, it is generally ‘Yours truly’.

5. **The Signature:** This is put a line below the subscription.

**3. Business Letters**

Business letters play an important role in maintaining good business relations. They create a lot of goodwill, which is so essential for successful business. A good letter proves a great asset. It opens up new business opportunities or brings back lost customers. It is therefore important to pay careful attention both to the language and layout of a business letter.

A business letter mainly aims at bringing business. We may be required to answer inquiries from customers, place orders, deal with complaints, etc. The following points need attention while writing a business letter.
1. Avoid using cheap stationary.
2. The letters should be neatly typed and properly spaced.
3. Think before you start writing a letter and concentrate on it while writing.
4. We should be clear in what we are writing.
5. Avoid using outdated phrases and expressions.
6. Be brief, polite and straightforward.

The form of a business Letter

1. The heading and the Date: The name and address of a firm is indicated on its stationary. The name is usually printed in the middle and the address in the right-hand corner of the paper. The date is written below the address.

2. The name and address of the Addressee: The name and address are given on the left-hand side a line below the date. The usual practice these days is not to indent the lines and not to use commas and full stops to give the letter a streamlined look, e.g.

   The Eastern Leather Company
   College street
   Calcutta

   Partnership firms usually take the designation ‘Messrs’, e.g. ‘Messrs Ramesh & Co.’. But this is omitted when the name is impersonal, as in “Bharat Potteries”.

3. The Salutation: The salutation is written on the left side below the address of the addressee. ‘Dear Sir’ is commonly used in business letters. Some people use ‘Sir’, but when the relations are intimate with the addressee, the salutation takes the form ‘Dear Mr. Ramesh’. The other form of salutations ‘Dear Sirs’ and ‘Gentlemen’ are used in letters addressed to a company or a committee.

4. The Subject Heading: The subject heading serves the same purpose in a business letter as the headlines in a newspaper. It enables the reader to see immediately what is the subject – matter of the letter. It is written below the salutation:

   Dear Sirs,

   Delivery of Generator

5. The body of the Letter:

   (i) The Opening Paragraph: It should state the date and number of the letter, if any, which is being answered. It also introduces the subject with which the letter deals. Start the letter with a courteous conversational tone.

   (ii) The subject Matter: The subject matter should be divided into suitable paragraphs. Each paragraph of the letter should deal with one idea. The
paragraphs should be short, the language simple and the facts should be arranged in a logical order.

(iii) **The Closing Paragraph**: It should serve as a finishing touch to the letter. It gives a summary of what has been written before. We should avoid vague expressions like:

- Thanking you in anticipation
- Hoping for a favourable reply

(iv) **The Subscription**: The subscription is written two or three spaces below the last line of the letter and it is placed near the right-hand margin. It should agree with the salutation. The most common forms are:

<table>
<thead>
<tr>
<th>Salutation</th>
<th>Subscription</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dear Sir</td>
<td>Yours faithfully</td>
</tr>
<tr>
<td></td>
<td>Or</td>
</tr>
<tr>
<td></td>
<td>Yours truly</td>
</tr>
<tr>
<td>Dear Mr. Ramesh</td>
<td>Yours sincerely</td>
</tr>
<tr>
<td></td>
<td>Or</td>
</tr>
<tr>
<td></td>
<td>Yours very truly</td>
</tr>
</tbody>
</table>

(v) **The Signature**: This is put below the subscription. The name should be typed below the signature so that it can be recognized at once. If a person has to sign on behalf of a firm ‘For’ should be used before the name of the firm.

(vi) **Enclosures**: An ‘enclosure’ is a cheque or some document that is enclosed with the letter. The presence of enclosures is indicated by the word ‘Enclosure(s)’ or its abbreviated form: ‘Encls’. It is written in the left-hand corner outside the body of the letter.

**Personal Letter**

1. **Letter to a friend inviting him to spend his holidays with you.**

   Hill Cottage,
   Simla.
   May 15, 2004

   My Dear Ramesh,

   I learn from your letter that your college has broken up for the summer vacation. I am glad to know that you have now fully recovered from your illness but has become very weak. So you now need rest and change to regain your health. It must be terribly hot at Rohtak these days. I would therefore advise you to spend your holidays with us.

   The climate of Simla is very pleasant. The cool air of the hills will be highly beneficial to your health. It will refresh your mind and will enable you to recoup your health. The hills around are covered with green forests. The scenery is charming. There are many places worth – seeing.
If you come here, we shall really have a jolly good time together. I shall not feel as lonely as I am feeling you. My parents are also eagerly waiting for your arrival. I would really enjoy your company.

I must assure you that you will feel quite at home here. I may invite a few other common friends also so that you have good company here.

Yours sincerely,
Vikas

2. A letter to a friend congratulating him on his success in B. A. I. Examination.

660/3 Housing Board Colony,
Kurukshetra.
May 16, 2004

My Dear Mukesh,

I feel delighted at your grand success in the B. A. I. Examination. I am very happy to hear that you have stood second in the university. This is a very good achievement of which you and your parents should feel proud. I congratulate you on your brilliant success. I know that you had been working day and night for the last six months. Your efforts have been fully rewarded.

Your brilliant success, no doubt, will encourage you to better your performance in higher examinations. It has opened a new chapter in your life. If you keep up his performance, your dream of becoming an I. A. S. Officer will certainly be fulfilled. I am confident that you will rise high in life.

I wish you all success and happiness in life. Please convey my regards to your parents.

Yours sincerely,
Abhishek

3. A letter to your brother taking him to task for neglecting his studies.

10, Model Town,
Rohtak.
May 15, 2004

My Dear Tarun,

I was greatly pained by your poor performance in the examination. Only yesterday I received your result card from your Principal. You have failed in Physics and Mathematics. Even in English your performance is not good. You have only managed to get pass marks. It is clear that you have been neglecting your studies. This not good on your part.

You know that we got you admitted to the B.Sc. I (Non – Medical) with the aim of making you an engineer. But you have disappointed us. If father comes to know about your poor performance, he will not allow you to continue your studies. I, therefore,
advise you to be serious about your studies. It is never too late to mend. You should fully devote yourself to your studies and stop wasting your time in idle pursuits. If you are still careless and irresponsible, you will spoil your career.

I once again advise you to work hard. Only then you can attain your goal of becoming an engineer.

With love,

Yours affectionately,
Prem.

4. A Letter to your father requesting him to allow you to go on an educational tour.

Examination Hall,
X. Y. Z.
May 15, 2004

My Dear Father,

You will be glad to know that I have done well in the examination. I hope to get good marks. Our college breaks up for the summer vacation on 20th of this month. The Historical Society of the College has arranged a trip to Agra to see the Taj Mahal and other historical monuments. Our Lecturer in History will accompany the students. The expenses per student will be about Rs. 250/-. It will be ten days’ tour.

You know that such tours have great educational value. It is a rare opportunity for me and I am sure that you will allow me to go on this trip. Some of my close friends are also joining this tour. Since this tour will give me an opportunity of learning about the past glory of our country, I request you to allow me to accompany this educational tour.

Please convey my regards to dear mother.

Your loving son,
Vinod.

5. A Letter of condolence to a friend who has recently lost his mother.

520, Sector – 14,
Gurgaon.
May, 10, 2004

Dear Satish,

I am shocked and grieved to know about the sad and sudden death of your dear mother. For some time, I could not believe this sad news as she was quite hale and hearty when I visited you last. I could never think that her tragic end was so near. Her untimely death is a great blow to your father as he has lost his life – long companion. I feel it to be a personal loss because she always looked upon me as her own son. I can never forget the love that she showed to me.

Your mother was a religious – minded and noble lady. All the neighbours spoke
highly of her. She was ever ready and willing to help others in times of need. They also must be feeling her loss.

All the members of my family join me in condoling with you in this hour of grief. It is indeed an irreparable and unbearable loss for you. I extend my heart – felt sympathy to you and other members of your family.

All of us pray to God to grant peace to the departed soul and grant you strength to bear this tragic loss.

With deepest sympathies,

Yours sincerely,

Anup.

6. A letter to a friend advising him to take part in games.

202, Sector-3, Faridabad.
May 16, 2004

My dear Pawan,

I am sorry to learn that you have become very weak physically. You have done very well in your examination, but all this is at the cost of your health. You are always lost in your books and have not paid proper attention to your health. I feel worried to know that you neither go out for a morning walk nor take part in games.

Dear, keep in mind that a sound mind dwells in a sound body. Good health a great asset and a gift from God. It is not good on your part to neglect your health. Overwork is telling upon your health. You won’t be able to enjoy life if you don’t have a good health. Scholarship alone is not enough in life. Only a man with a good health can face the rough – and – tumble of life.

There is no doubt that your seriousness about your studies will help you in making your career. But just as our body needs rest after hard work, so our mind needs relaxation after studies. I would, therefore, advise you to spare some time for physical exercise. You should take part in games. They will keep you body fit. Let studies and sports go side by side.

I hope you will pay due attention to my advice.

Yours sincerely,
Joginder.

7. A letter to Friend describing your visit to a hill station.

Examination Hall, X. Y. Z.
May 13, 2004

My Dear Anil,

I returned from Srinagar on the 8th of this month after my trip to the hills. My
parents were also with me. All of us enjoyed this trip. The scenery around us was very charming. It was a wonderful sight to see the lofty trees, roaring streams and hills covered with greenery.

We stayed at the Grand Hotel in Srinagar. Both the board and lodging arrangements were good. We felt quite at home there.

Srinagar, the capital of Jammu and Kashmir Government, is a beautiful city. It is situated on the banks of river Jhelum. One of main attractions of the city is the Dal Lake. We stayed for some time in the house – boats. It was indeed a very pleasant experience for me.

We visited the Shahi Chashma, the Nishat Bagh, the Shalimar Bagh and some other beauty spots. We also visited Anant Nagh, Pehlgam and Sonemarg. Thousands of visitors flock to Kashmir during the summer. It is called the Switzerland of India. It is really a very beautiful place, with plenty of flowers and fruits.

I wish you had accompanied us.

Yours sincerely
Pankaj

8. A letter to your landlord of the house in which you live, asking him to get the house repaired.

202, Model Town,
Karnal.
May 11, 2004

Dear Sir,

I hope you will recall that I met you last month in connection with some urgent repairs in your house in which I live as a tenant. I am sorry to say that nothing has been done so far in this regard.

The house has not been white – washed for the last five years. The plaster on the walls has peeled at several places. The roof of the bedroom leaks badly during the rainy season. Besides, the electric fittings are worn out and naked wires may cause electric shock. The walls of the drawing room are also in a bad shape. The doors and windows are in no better condition. Some windows need glass panes. The hinges of some doors are so loose that the doors cannot be closed properly.

The rainy season is about to set in. If necessary repairs are not carried out in time, a part of the house may give in during the rainy season. In case you are unable to have the repairs carried out in about a fortnight’s time, I shall myself undertake to do the job. The necessary expenses will be deducted out of the rent that I have been paying to you regularly.

I presume you will not need any further reminder.

Yours faithfully,
R. K. Chopra
9. A letter to your mother telling her about your college Annual Athletic Meet.

Boys Hostel,
Govt. College,
Bhiwani,
May 14, 2004

My dear Mother,

The Annual Athletic Meet of our college was held on 7th May, 2004. It was an eventful day full of thrill and excitement. Sports for a student are more or less as important as his studies.

The Athletic Meet started at 8 a.m. in the college playgrounds. The athletes in their uniforms looked very smart. The Superintendent of Police was the Chief Guest on this occasion. He declared the meet open amidst cheers.

Students of the college took part in different events such as hurdle race, three-legged race, 200-metre race, relay race, etc. The games provided a lot of fun and amusement to the spectators. In the three-legged race, many competitors fell down. It aroused a lot of laughter. The tug of war was really an exciting event. Both the teams were equally strong. The competition was so tough that it was difficult to judge which team will be victorious. The highlight of the sports day was the musical chair race for the guests.

You will be glad to know that I also got a medal for standing first in the 200-metre race. My friend Ajit also got a medal for standing first in the hurdle race.

After the sports were over, the Principal of our college requested the Superintendent of Police to give away the prizes to the winners. The Chief Guest made a short speech emphasizing the importance of sports in life. After this, the Principal thanked the Chief Guest for sparing his valuable time. The Meet over, the guests were entertained with tea and snacks.

Yours affectionately,
Rajan.

10. A letter to your friend telling him about the profession you wish to follow.

Examination Hall,
X. Y. Z.
May 10, 2004

Dear Bijender,

I am glad to know from your letter that you have decided, to be an engineer. As for, me I have decided to be select the medical profession as my career. India badly needs doctors and I wish to be a successful and reputed doctor.

Our future success and happiness depend upon the right choice of a profession. Many young men fail to make a mark because they could not choose the right profession.
I have chosen to be a doctor because this profession is according to my aptitude. The profession of a doctor is a noble one. For the people a doctor is an angel because he saves their lives. He blesses them with a new life. To me it will give an opportunity to serve the people.

I know that most of the doctors these days are mercenary. They give too much importance to money and bring a bad name to this noble profession. No doubt, I shall also like to earn money but it will not be the chief object of my life. I shall like to give free medical aid to the poor people. Their blessings will be a sufficient reward for me. Service to the people, especially the poor, will give me great happiness.

Please convey my regards to your parents.

Yours sincerely,

Manish.

Official Letters

11. A letter to the Postmaster of your town complaining about the postman of your street.

Examination Hall,
X. Y. Z.
May 13, 2004

The Postmaster,
General Post Office,
X. Y. Z.
Dear Sir,

I would like to bring to your kind notice the negligence in the performance of his duty by the postman of our street. The postman, Ram Lal, is both irregular and careless. He throws important letters over the boundary wall instead of putting them in the letter-box at the gate of my house. Sometimes I find the letters lying on the open space between the boundary wall and the main building. In the rainy season, they get so wet that it is difficult to read them. Sometimes he leaves my letters in my neighbour’s house.

I have told the postman several times to put my letters in the letter box. But repeated warnings have produced no effect on him.

I hope you will direct the postman to perform his duty properly and take suitable action against him.

Yours faithfully,

Jagdish.
12. A letter to the President of the Municipal Council of your town requesting him to provide a park for the children in your locality.

12 Vikas Nagar,
Bhiwani
May 17, 2004

The President,
Municipal Council,
Bhiwani,
Dear Sir,

I beg to you approach you with a request to provide a park for children in our colony. Ours is a fully developed colony with about two hundred houses. But very few houses have open spaces in front of them. Having no proper place to play, the children keep playing in lanes and streets. This obstructs traffic and sometimes results in tragic accidents. It is, therefore, necessary that they should be provided with a park where they could play freely. Besides, it will give an opportunity to the people of the locality to have a morning walk. There is a big plot near the market which can be developed into a good park.

I hope you will fulfil the long-felt need of the people of this colony.

Yours faithfully,
Satish Batra
Secretary,
Vikas Nagar,
Association.

13. An application to the Deputy Commissioner of your district for opening a dispensary in your village.

Examination Hall,
X. Y. Z.
May 20, 2004

The Deputy Commissioner,
Dist. X. Y. Z.,
X. Y. Z.
Dear Sir,

I, on behalf of the people of village Ramugarh, beg to draw your kind attention to the need for a dispensary in our village.

Our village has a population of fifteen thousand persons. It has a boys’ high school and a girls’ Senior Secondary School. It is at a distance of fifteen kilometres from the district headquarters. There is no dispensary nearby which can cater to the needs of the people. I would point out that ours is the biggest village in this area. It is easily accessible from nearby villages. But unfortunately it has no dispensary.

The sanitary condition of the village is highly unsatisfactory. Villagers, especially
children, fall a prey to several diseases during the rainy season. Some of them die for want of proper medical aid.

I therefore request you to open a dispensary in our village at the earliest. The residents of the village will feel grateful to you if you fulfil their long – felt need.

Yours faithfully,
Roop Lal
President,
Village Welfare Association,
Ramugarh.

14. An application for the post of a clerk in a factory.

Examination Hall,
X. Y. Z.
May 19, 2004

The Manager,
Bharat Tools,
X. Y. Z.

Dear Sir,

In response to your advertisement in the Tribune dated 7th May inviting applications for the post of a clerk, I offer myself as a candidate.

As for my qualification, I beg to state that I passed the B. A. Examination from M. D. University, Rohtak in 1998. I stood first in my college and got first division. I know both shorthand and can operate the computer efficiently for typing. I also took a year’s course in book – keeping and commercial correspondence.

I have been serving as a clerk in a private firm for the last eight months. So I have gained every kind of knowledge connected with the job of a clerk. Since you are offering a decent salary, I am willing to join your firm.

I enclose copies of my certificates and testimonials which will give you an idea of my qualifications and abilities.

I may assure you, Sir, I shall prove worthy of the job and work to your entire satisfaction, if I am selected.

Yours faithfully,
Atul.

15. A letter to the editor of a newspaper complaining about the adulteration of food stuffs.

Green Villa,
Narnaul Road,
Rewari,
May 18, 2004

The Editor,
The Tribune,
Chandigarh,
Sir,

I shall be grateful if you allow me a little space in your esteemed newspaper to complain about the adulteration of foodstuffs in our district.

Adulteration of foodstuffs in our district has become quite common. It is difficult to get pure articles, particularly the food – stuffs. The adulterators are playing havoc
with the health of the people of our district. They mix water with milk, sand and dust with sugar. There is adulteration in tea leaves, pulses, cereals, chillies and other items of food. The result is that people suffer from one disease or the other. The greatest victims are the innocent children.

There is no doubt that the government has enacted the Prevention of Food Adulteration Act. But the shopkeepers grease the palm of the officials of the Dist. Health Department. So no action is taken against them. Even if action is taken, the adulterators are punished with a fine of a few hundred rupees or short term of simple imprisonment. Sometimes, they are let off with a warning only. Unless, exemplary punishment is given to the adulterators and strict action is taken against corrupt officials, things are not likely to improve.

The earlier the strict measures are taken, the better it is for the people of our district.

Yours truly,
Raman.

16. A letter to the Editor of a Newspaper condemning the dowry system.

Examination Hall,
X. Y. Z.
May 8, 2004

The Editor,
The Times of India,
New Delhi.
Sir,

I shall be thankful if you publish my views regarding the evil of dowry system in the columns of your esteemed newspaper.

The dowry system has become quite prevalent in our society. It has eaten into the very vitals of our society. It is a curse as it commercializes the noble institution of marriage. It shows the extent to which our society has degraded. Marriage has become a sort of business transaction. The parents of the boy openly and shamelessly demand expensive cars, costly jewellery and other things from the girl’s parents. They are not at all ashamed of selling their son. Both educated youths and their parents are responsible for this evil system. We hear everyday about so many brides being burnt or committing suicide because they could not bring sufficient dowry.

The dowry system has proved very harmful to the poor section of society. Circumstances force them to give dowry even if their financial condition does not allow them to pay it. The rich face no difficulty in giving a handsome dowry. They have enough black money at their disposal. But the poor people have to borrow money to give dowry. Often they go bankrupt as they have to sell their property to arrange a decent marriage for their daughters.

Both the government and the enlightened public should take steps to eradicate this evil root and branch. Social organizations should educate people about this evil. Panchayats in the villages can play an effective role in this regard.
The sooner the dowry system is done away with, the better it is for our society.

Yours truly,
Vipasha.

Business Letters

17. A letter to a book – seller, complaining about the delay in sending books and their wrong delivery.

Examination Hall,
X. Y. Z.
May 14, 2004

Doaba House
Nai Sarak
Chandni Chowk
Delhi
Dear Sirs,

I sent you an order for some books for the B. A. I. Class about a fortnight ago. I regret to inform you that the parcel has reached me only today. There was unnecessary delay in the delivery of books. Besides, the books which have been sent to me do not tally with my order.

I am, therefore, sending the books back to you and request you to replace them with those I had ordered. I need not mention that you will bear the expenses on packing and postage.

Yours faithfully,
Sachin.

18. A letter about making inquiries and sending catalogue.

Modern Leather House,
10-C, Bara Bazaar.
Meerut.

The Eastern Leather Co.
College Street
Calcutta
Dear Sirs,

We learn from M/s Roopa and Co. that you are producing for export hand – made shoes and gloves in pure hide and other natural materials.

There is a steady demand here for high – class goods of this type, especially in the brighter colours. Sales are not high, but a good price can be obtained for fashionable designs.
Will you please send us your catalogue and full details of your export prices and terms of payment. We are also interested in some samples.

We look forward to hearing from you.

Yours faithfully,

Pitamber Goel.

19. A letter about sending quotations.

The Eastern Leather Co.
College Street.
Calcutta.

May 25, 2004

Modern Leather House
10-C, Bara Bazaar
Meerut

Dear Sirs,

Please refer to your enquiry of May 18, 2004. We thank you for your interest in our goods.

A copy of our catalogue is being sent to you today. We are also sending a range of samples of the various skins used in the manufacture of shoes and gloves. We think that the colours are just what you want for your fashionable customers. The beauty of our designs, together with superb workmanship should appeal to your customers.

Our sales representative will visit Meerut next week. He will call on you with the full range of samples. He will also discuss with you the terms of an order.

It will be our pleasure to serve you.

Yours faithfully,

Vivek Bannerje.

20. A letter about placing an order for crockery.

Batra Crockery House
Subhash Chowk
Sonepat

May 20, 2004

Bharat Potteries
Industrial Area,
Faridabad

We have received your quotation of May 9, 2004 together with samples and we accept your quotation.

Please send us the following goods as early as possible. They should match your samples.
10 dozen Coffee cups and saucers.
10 dozen Tea cups and saucers.
10 dozen Dinner plates.

The goods should be packed as usual and dispatched by passenger train. You will get the payment for the bill within a week of the receipt of the goods.

Yours faithfully,
Parveen Batra.

Exercises for Practice

1. Write a letter to your father requesting him to postpone the question of your marriage.
2. Write a letter to your father asking him to increase your monthly allowance.
3. Write a letter to your mother describing your experiences of the hostel life.
4. Write a letter to your younger sister recommending some interesting books to study.
5. Write a letter of thanks to your uncle for the gift he has sent to you on your birthday.
6. Write a letter of protest to a neighbour whose radio set is a nuisance to you.
7. Write a letter to your friend congratulating him on his selection to the M. B. A.
8. Write a letter to your brother giving him an account of the youth festival organized in your college.
9. Write a letter to your friend, describing a birthday party attended by you.
10. Write a cheerful letter to a friend who is lying ill in hospital.
11. Write a letter to the Health Officer of the Municipal Council about the insanitary conditions in your locality.
12. Write a letter to the Superintendent of Police requesting him to take action against eave - teasers.
13. Write an application for the post of teacher in a school.
14. Write an application to the Principal of your college requesting him to grant you full fee concession.
15. Write a letter to the editor of a newspaper about the harmful effects of environmental pollution.
16. Write a letter to the editor of a newspaper against obscenity in the films.
17. Write a letter to the editor of a newspaper criticizing ragging in educational institutions.
18. Write a letter to the editor of a newspaper expressing concern about rising prices.
19. Write a letter of inquiry to the manufacturer of woolen goods required by you.
20. Write a letter to a firm complaining that the T. V. set you bought from them is not working properly.
21. Write a letter to a book – seller placing an order for the books required by you.
22. Write a letter to a customer quoting prices and terms of payment in reply to an inquiry.
23. Write a letter to your supplier pointing out certain defects in the goods you have received.
24. Write a letter to a firm complaining about the delay in the execution of an order and the loss suffered by you as a result of it.
25. Write a letter to a customer expressing your inability to supply the goods in time.
Translation is a difficult art. It may be defined as the art of translating the text of one language into that of another. While translating, we should keep in mind that there is equivalence between the two pieces of language. But it is not so easy to do that. We may not find an exact equivalent in the target language. This may be due to the vast cultural differences between the people speaking those languages. For example, there are some culture specific words or phrases which have no equivalents in the language into which we seek to translate them such as ‘How do you do?’

However, equivalence does not mean literal translation; we should keep the sense in mind. For example, the literal translation of ‘मेरा दिल बाग बाग, हो गया ‘ into ‘My heart became garden and garden’ is absurd. Besides this, they may be grammatical or structural differences between the two languages. So there is every likelihood of the learner committing errors on account of mother – tongue interference. For example, the sentence structure in Hindi is different from that in English. Hindi follows an ‘S+O+V’ pattern while English follows an ‘S+V+O’ pattern:

उसने पुतलक खरीदी

The student may translate the above sentence as

He a book bought

following the syntactic structure of Hindi, whereas the correct translation is:

He bought a book.

There are certain other points which create problems for the translator. There can be no ideal translation as such. So the students are advised to keep in mind the niceties and nuances of both the languages. He should bear in mind the following points while translating a given passage:

1. Read the passage carefully in order to understand it thoroughly. Look for suitable words in the target language which can faithfully convey the meaning intended.

2. Avoid literal translation. Rather keep close to the spirit of the original.

3. The translated passage should give the impression of a continuous and coherent piece. This can be done by using appropriate linkers.

4. Rules of grammar should be kept in mind as English has its own peculiar style and syntax.

5. Avoid using big, bombastic, and outdated words.
Solved Exercises

1.
विज्ञान एक नित्र भी है और शारीरिक भी है और अभिशाप भी। यह शान्तिकाल में देवदूत है और युद्धकाल में देवता। इसमें तनिक भी सन्देह नहीं है कि इसने हमें अनेक सुख प्रदान किए हैं तथा हमारे जीवन को अधिक सुखद बना दिया है। परन्तु साथ ही इसने मानवीय यत्नों की बुद्धि की है। आज लोग इसे कसते हैं। आधुनिक युद्ध विज्ञान का युद्ध है। यह भूतकाल के युद्धों से अधिक भयानक और विनाशकारी है। आधुनिक युद्ध अपने साथ वृ क्षु, विनाश तथा रोग लाते हैं।

Science is both a friend and a foe. It is a blessing as well as a curse. It is an angel in peace time but a devil in war. There is no doubt that it has brought us many comforts and has made our lives happier. But at the same time it has increased human sufferings. Today people curse it. Modern war is the war of science. It is more dreadful and destructive than the wars of yester years. It brings death, destruction and disease in its train.

2.
विद्यार्थी जीवन मनुष्य जीवन का स्वर्णकाल है। यह यह समय है जब कि मनुष्य भावी जीवन को सफल बनाने के लिए योग्यता और गुण संचित कर सकता है। देश, जाति और समाज का भविष्य आज के विद्यार्थियों पर निर्भर है। संस्कृति हम स्वार्थों होना नहीं सिखती। विद्यार्थियों पर देश, जाति तथा समाज के अनेक उपकर है। अतः विद्यार्थियों को चाहिए कि उन उपकारों के बदले में देश, जाति और समाज के प्रति अपने कर्त्तव्यों का पालन करें।

Student life is the golden era of a man’s life. In this age a person can attain the qualities and ability to make his future career. Future of a country, nation and society depends on the students of today. Our culture does not teach us to be selfish. The students owe a lot to their country, nation and society and therefore it becomes their duty to serve them in exchange for what they owe them.

3.
सत्य संसार का सबसे बड़ा वर्दन है। आप ने जार्ज वाशिंगटन की कहानी अवश्य सुनी होगी। उसने अपनी बातचीत के दिनों में कुल्हड़ी से अपने गाम का एक पेड़ काट डाला। जब उसके पिता ने उसे डांट कर पूछा यह वृक्ष किस ने काटा है। तो उसने सच बोल कर मान लिया कि उसने ही वृक्ष काटा है। कहते हैं कि उसके सच्ची बोलने पर इनका पिता बहुत प्रसन्न हुआ। उस ने भविष्य-वाणी की, कि जार्ज बड़ा होकर अवश्य नाम पदा करेगा। आखिर पिता की भविष्य - वाणी सच हुई। एक दिन यही जार्ज सत्य का पुजारी अमरीका का प्रधान बना।

Truth is the greatest blessing of the world. You must have heard the story of George Washington. During his days of childhood, he cut a tree of his garden with an axe. When his father, admonishing him, asked “Who has felled this tree?” he made a clean breast of his fault that he had cut it down. It is said that his father became very happy over his speaking the truth. He made a prophecy that George would surely win a name
for himself. Ultimately his father’s prophecy turned out to be true. One day the same George became the apostle of truth and the President of America.

4.

Yesterday I had a quarrel with a class–fellow. It was over a fountain–pen. He damaged its nib and then refused to get it repaired. It was sheer high–handedness on his part. I could not brook it.

From hot words we came to blows. The matter was brought to the notice of the Principal. He listened to our versions. We were awfully afraid of him. When he sternly asked us why we had taken the law in our own hands, we were dumb–founded. He asked us what punishment we preferred. I submitted that repentance would be punishment enough for us. He burst into laughter and let us off.

5.

We are citizens of no mean country and we are proud of the land of our birth, of our people, our culture and traditions. But we must not forget our many weaknesses and failings. It was Indian’s way in the past to welcome and absorb other cultures. That is much more necessary today, for we march to the one world of tomorrow where national cultures will be intermingled with the international cultures of the human race. We shall remain true Indians and become at the same time good internationalists and world citizens.
I have always been opposed to corporal punishment. I remember only one occasion on which I physically punished one of my sons. I have therefore never until this day been able to decide whether I was right or wrong in using the ruler. Probably it was improper, for it was prompted by anger and a desire to punish. Had it been an expression only of my distress, I should have considered it justified. But the motive in this case was mixed.

It is the mad craze for speed that is responsible for many motor accidents. Only last year I witnessed what might have been a fatal accident on the Kashmir road. I was moving down from Srinagar and as I was nearing Kohala, I came upon the wreckage of two cars on the road. The smash had been caused by a car coming down which swept round a sharp corner at forty miles an hour and crashed into a car coming up. Happily no one was killed; but several were badly injured, and the two cars were wrecked. To drive at such a speed down a twisting mountain road is to court disaster.

To earn money is, no doubt, very difficult. Some people do earn money but they do not spend it rightly. When they have money, they live like princes. But later on their condition is pitiable. They have, then, to borrow money from their friends and others. Only then they realise the real worth of money. It is, therefore, essential for everyone to spend less than what one earns. We can deposit our money anywhere in a bank or in a post–office, so that we may withdraw our money, when needed. In this way our money can be safe.
9.

There is a story about a hermit that he was one day sitting in prayer on the bank of a river. Suddenly, a scorpion passed by, flowing down the river. The hermit, putting his hand into the water, got it out. As soon as the scorpion was out, it stung him. The hermit was pained by this and the scorpion fell from his hands into the river. Seeing him again flowing down, the hermit took pity on it and, again took it out from the water. As is the nature of the scorpion, it stung the hermit again. In this very way, it was taken out several times and every time the scorpion stung the hermit. A man asked the hermit respectfully, why he was taking pity on such a cruel creature. The hermit replied that if it could not help stinging, why, then, he should give up his natural habit of doing good.

10.

A certain person was writing a letter to a friend of his. Some other friend sat beside him. This friend read whatever was written in the letter. The writer took it ill. Obviously a few things must remain a secret. He finished his letter, therefore, with the concluding sentence that he was yet to write a good deal but because of the presence of a fool, he would better give the detailed news later. His friend, on reading this, felt ashamed and said, “Do go on writing, please; I haven’t read anything”. The writer thereupon quipped back, “Does that need a further proof? Never read anyone’s letter without his permission”.

11.

A Remedial English Grammar
One day a man was going somewhere. On the way he met an old man whose beard was completely white. The man asked him, “Sir, how old are you?” The oldman replied, “Only four, sir”. At this, the man felt very angry. He said, “You should be ashamed of yourself. You tell a lie even at this old age I Who would judge you less than eighty?” The old man smiled to hear the man. He said politely, “Your guess is correct, but out of eighty years, I have wasted seventy six years. I only fed myself and my children. Neither did I help any poor man, nor did I do any other act of virtue. It is only for the last four years that I have realized the real purpose of life. That is why, my age is, in fact, four years”.

The greatest need of the whole world, not for our own country alone, is that of peace. Developing countries need it more strongly than the developed ones. They are backward in many fields. They are commonly poor and their production of necessities of life is low. Literacy in such countries is also limited. War means destruction in a short time of the things produced and created during so many years. Developing countries stand to lose the most in case of a war. That is why they endeavour for peace.

Marriage among the Hindus is no simple affair. The parents of the bride and the bride – groom often bring themselves to ruin over it. They waste their wealth, they waste their time. Months are taken up over the preparations – in making clothes and ornaments and in preparing budgets for dinners. Each tries to excel the other in the number and variety of dishes to be prepared. Women whether they have a voice or no, sing themselves hoarse, even fall ill, and disturb the peace of their neighbours.
Pandit Jawahar Lal was the Prime Minister of free India. He had prayed a significant role in the war of India’s Independence. His sacrifice was unique. He was born at Allahabad on November 14, 1889. Though he was brought up like a prince, yet he turned his back on the comforts and luxuries of life. He was a great speaker. His speeches cast a spell upon his listeners. He was also a great writer. He had great love for children also. He is counted among the great men of Asia and the world. Every Indian should be proud of such a selfless leader.

Jesus Christ spent the whole of his time in doing good to the poor. He went from place to place to help the poor workers and make friends with them. This does not mean that he did not desire the good of the rich, but he thought that the poor needed him more. He had love for all. Thus he cured the lame, the sick and the blind. He loved the children greatly and encouraged the bereaved. Will you not love such a man, if he were here?

Exercises for Practice

1.

एक चौर किसी की साइकल लेकर भगा। साइकल का मालिक उसकी पीछे पीछे दौड़ा। जब चौर चौराहे से होकर निकला तो सिपाही ने पूछा - ‘क्या बात है? यह आदमी तुम्हारे पीछे क्यों भाग रहा है?’ चौर ने धीरे से कहा - ‘यह कहता है कि मैं उबल लोदिंग करके अपना चालान नहीं कराउँगा।’ यह कह कर एक चौर नौ दो यात्राय हो गया।

2.

मुझे पर झूठ बोलने का आरोप लगाया गया। मुझे इससे बहुत दुख हुआ। मैं केसे अपनी निरोधता को साबित करता। मैं बहुत दुःख के कारण चिल्लाया। मैंने
3.

हमारी समय में बहुत से मनुष्य उन बीमारियों के शिकार हैं, जिनका कारण चिंता और मर्यादा है। आप लोगों को कहते हुए निकालें कि मुझे इसी कारण थी कि मैं भोजन न कर पाया। और बहुत से मनुष्य सोचते हैं कि कुछ समय के पश्चात ही बूढ़ लग जायेगी और सब कुछ ठीक हो जायेगा।

परन्तु यह किसी मनुष्य को कोई चिंता लगी रहे तो उसकी पात्रता बिगड़ जायेगी और अन्तर्विकल या अन्य भोजन सड़ने लगेगा। ऐसा होने पर बुढ़ा आर्थिक के किसी भाग में कोई धार्मिक आर्थिक हो जायेगी और अगर अनेक प्रकार के रोग हो सकते हैं। इस प्रकार चिंता के कारण मनुष्य बीमार हो सकते हैं।

4.

एक व्यक्ति आपुलाक्षण पोषक में एक बड़े पौधे में पहुँचा। वहाँ उसने बहुत अच्छा खाना खा और फिर एक कप कॉफी पी। उसके बाद वह मैनेजर के पास पहुँचा और बोला, ‘‘यह आप उस आदर्श को जानते हैं जो दो साल पहले एक खिलाड़ी के वेश में यहाँ खाना खाने आया था? उसके पास पैसे नहीं थे और अपने उसे अंदाज़ कर सड़क पर फंक देने का हक दिया था।’’

मैनेजर उसकी बातों से सकपल्ट गया और तुरंत हाथ जोड़कर बोला, ‘‘हाँ, ऐसा हुआ था श्रीमान।’’

‘‘तो आज भी मेरे पास नहीं है। उस व्यक्ति ने लापरवाही से कहा।’’

5.

‘‘न्यूटन बहुत नेकदित था। उसे कोई कभी नहीं आता था। उसके पास एक कुत्ता था जिसका नाम डायमंड था। एक बार उसने काम छोड़कर न्यूटन अपने घर से बाहर गया। कमरे में मेज पर मोमबत्ती जल रही थी। कुत्ता भी कमरे में ही था। न्यूटन के अनुपस्थिति में कुत्ता उछल कर मेज पर चढ़ गया और जलती हुई मोमबत्ती मेज पर फिर गई। मेज पर कुछ पत्ते गिरे थे। उन्हें आग लग गई और वे जलकर राख हो गये। न्यूटन ने इन पत्तों को वर्षों के परिणाम से तैयार किया था। जब वह वापस आया तो पत्र देखकर उसे बहुत दुख हुआ, परन्तु उसने कुत्ते को केवल इतने शब्द कहे, ‘‘डायमंड ! तुम्हें मालूम नहीं कि तुमने मुझे कितनी हानि पहुँचा है।’’

6.

हमारे देश में बहुत सी सामाजिक बुराई है। परन्तु सबसे बुरी देहांत प्रथा है। लड़की की शादी के समय पर विवाह होकर माँ बाप को घोड़ा बहुत देख देना पड़ता है। धनी लोग जिनके पास आवश्यकता से अधिक धन है, सानदर देहांत देते हैं। परन्तु निर्धारण माता - पिता को, चाहें या न चाहें, देहांत देना ही पड़ता है। वे रूपाया कर्ज लेते हैं; जमीन, मकान या दुकान बेचते हैं या धरीधरी रखकर रूपाया लेते हैं जैसे मातृ फल बिकते हैं। इसी प्रकार लड़कें बिकते हैं। इसी बुरी रसम ने कई लड़कियों के जीन को नष्ट किया है। कई लड़कियों शादी के बाद आत्महत्या कर लेती हैं, क्योंकि ससुराल वाले उन्हें तंग करते हैं। हमें इस बुरी रसम के बिरुद्ध आवाज उठानी चाहिए।
7. आज भारत के सामने बहुत सी समस्याएँ हैं जिन में से एक विकट समस्या जनसंख्या का असाधारण गति से बढ़ता है। इस समस्या से खाद्य समस्या भी बहुत गम्भीर रूप धारण करती जा रही है। हमारे देश में प्रतिदिन लगभग ५० हजार बच्चे पैदा होते हैं और इस संख्या को जोड़ने से हर वर्ष एक नया आस्ट्रेलिया, नामुं, स्वीडन बन जाता है। इसलिए अगर जनसंख्या इसी दर से बढ़ती रही तो यह भारत को ले जा जागेगी।

8. सब से मुख्य चीज है विश्व व्यापार। इस सिद्धांत का पालन उतना आसान नहीं है जितना कि प्रतीत होता है, क्योंकि प्रत्येक प्राणी यथा तो इस आज्ञादि का उपयोग करना वाहता है लेकिन अपने से भिन्न मत वालों को यह यह अद्वितीय देने को तैयार नहीं। विशेषकर धार्मिक और राजनीतिक मामलों पर लोग सहनशीलता खो देते हैं। लेकिन यदि हम लोगों से भिन्न मत रखने का अधिकार छीन लें तो उन्हें अपना मत स्वीकार करने पर बाध्य करें तो उन्हें का रास्ता बन्द हो जायेगा। यदि अपने पूर्वजों की भांति सोचना प्रारंभ कर दें तो हमारी दशा भी उन्हें जैसी हो जायेगी।

9. एक व्यापारी के पास एक गधा तथा एक बैल था। प्रत्येक शनिवार को व्यापारी सामान बेचने निकट के बाजार जाता था। मार्ग में एक नदी पड़ती थी जिस पर कोई पुल न था। एक बार बैल के ऊपर चीनी के बोरे तथा गधा पर रुई के बोरे लाद का व्यापारी बाजार की ओर चल पड़ा। बैल ने सोचा कि क्यों न अपना बोझ हटका कर दूं। उसे पता था कि चीनी पानी में ढूँढ जाती है। इसलिए उसने नदी पार करने समय एक दुबकी लगाई। गधे ने सोचा बैल ने जलका कोई चालाकी की है। फिर वह, पीछे क्यों रह जाए? या सोच कर गधे ने भी एक दुबकी लग ली। दुबकी लगा कर गधे ने महसूस किया कि बोझ पहले से उगाना हो गया है।

10. प्रकृति में जीवन है। हम प्रकृति से उतना ही सीख सकते हैं जितना कि पृथ्वी से। यदि तुम बाग में जाओ तो सक पौधे और फूल तुम्हारे प्राणी की कहानी सुनाएंगे। कदाचित तुम जानते हो कि पौधे और फूलों में भी जीवन है। वे उसी प्रकार तुःख का अनुभव करते हैं जिस प्रकार हम करते हैं। वे हमारी तरह बड़े होते हैं, कुछ समय के लिये जीवित रहते हैं, और फिर मर जाते हैं। कई पौधां कब बैल नका छुटे हैं, मर जाते हैं। कई ऐसे हैं कि जब हम उनके पास लग जाते हैं उनकी पतियां झड़ जाती हैं। यह कितना अदुष्ट है! कई फूल गर्मी के प्रारंभ में खिलते हैं। कई ऐसे हैं जो फूल के गर्मियों की प्रश्न करते हैं। कमल के फूल जब सूर्य उदय होता है, खिलते हैं। जब सूर्य अस्त होता है, बन्द हो जाते हैं।

11. स्वास्थ्य एक बड़ा वरदान है। परन्तु जब तक पुरुष स्वस्थ रहता है वह इस वरदान का मूल्यांकन नहीं करता। जब को मामूली सा रोग घर लेना है तो वह इसके महत्त्व का अनुभव करता है। यदि शरीर के किसी भाग में कट रहा हो जाता है तो सारे शरीर पर इसका प्रभाव पड़ता है। यदि तुम्हारा स्वास्थ्य बहुत अच्छा है तो तुम खाने - पीने, चलने और काम करने का आनन्द उठा सकते हो।
यदि तुम्हारा स्वास्थ्य खराब हो जाए तो तुम किसी चीज़ का आनन्द नहीं ले सकते। जो लोग प्रयास
रोगी रहते हैं, जीवन न सिकर उनके समाजमें के लिए बल्कि उनके लिए भी मुरीबत बन जाता
है। शायरिफ़ रोग के अतिरिक्त उन्हें बहुत कुछ ओ विषय पर व्यव करना पड़ता है। वास्तव में एक
रोगी पुरुष जीवित से अधिक मृत होता है।

12.
एक बाबूनी महिला डाक्टर के पास गई। उसने डाक्टर से कहा - “डाक्टर साहब, मुझे हर समय
चककर आते रहते हैं।
डाक्टर ने उसकी जांच की ओर कहा - “आपको को विमारी नहीं है, पर आपको आराम की सख्त
जरूरत है।"
महिला को इससे सनातन नहीं हुआ। वह बोली - “आप मेरी जबान भी तो देख लीजिए।”
“उसे भी आराम की जरूरत है”, डाक्टर ने बिढ़ कर कहा।

13.
मैंने कहा कि ज्योति बुझ गई है, परन्तु यह मेरी भूल थी क्योंकि जिस ज्योति ने इस देश को
जगमगाया था वह कोई सामान्य ज्योति नहीं थी। जिस ज्योति ने इस देश को इतने वर्षों तक
प्रकाशित किया है वह भविष्य में भी अनेक वर्षों तक इस देश को प्रकाशित करती रहेंगी और हजारों
वर्षों बाद भी हम उस ज्योति को इस देश में देख सकेंगे। उसे सारा संसार देखेगा और वह असंख्य
लोगों को सातत्विक प्रदान करेगी। वह ज्योति राजकालिक वर्तमान की ही नहीं थी। वह जीवित एवं
अज्ञात सत्यों का प्रतीक थी। वह हमें उचित मार्ग का स्पर्श कराती थी, मजबूत नजर से रोकती थी।
उसी ने इस प्राचीन देश को स्वतंत्रता दिलाई।

14.
समाचार - पत्र पढ़ना हमारे जीवन का भाग बन गया है। जब हम सुबह उठते हैं तो हम समाचार
- पत्र की बड़े शीर्ष के इतना जरूर करते हैं। बीससी शताब्दी समाचार - पत्रों का गुण है। समाचार
- पत्र मनुष्य की तीसरी आंख है। इनके द्वारा हम संसार के मिना - मिना भागों के बारे में
जानकारी प्राप्त कर सकते हैं। ये हमें ताज़ा खबरें देते हैं। ये लोगों के दिलों की आवाज़ हैं। ये
सरकार और लोगों के मध्य में एक कड़ी है। इनके द्वारा लोग मिना - मिना प्रकार की बुराइयों
की आत्मन्त्रण कर सकते हैं। समाचार - पत्र हमारे ज्ञान को बढ़ाते हैं। हमें इनको पढ़ने की सूचि
पेश करनी चाहिए।

15.
ताजमहल संसार भर में सबसे सुंदर स्थल - चिन्ह है। इसकी गणना संसार के सात महान आव्रों
में की जाती है। भारतमें सब मुद्दप, मसलिद और ऐतिहासिक स्थः न है - चिन्ह है। परन्तु सुंदरता
और घैंब में यह सबको पीछे छोड़ जाता है। ताजमहल एक सुंदर बाग के बीच में स्थित है। इसका
प्रवेश - द्वार बहुत ही मनोहर है और यह लाल में रंग के रेतीले पत्थर से बना हुआ है। द्वार की दीवार
पर कुरान की सुचियां खुदी हुई है। उसके आगे एक सुंदर बाग है जो द्वार से ताजमहल बत बना
हुआ है। मार्ग के दोनों ओर छायादार झाड़ियाँ और सर्द के वृक्ष क्षेत्र है। घास की हरी - हरी क्यारियों
16.
अंग्रेजी भाषा के बारे में लोगों के मिना - मिना विचार है। कई लोग कहते हैं कि स्वतंत्र भारत में हिंदी को अंग्रेजी का स्थान मिलना चाहिए। हमारी लोकसभा ने हिंदी को राष्ट्र भाषा बनाने का निर्णय कर लिया है। हर एक स्वतंत्र देश की अपनी भाषा होनी चाहिए। इसके बिना देश की समयता और संस्कृति उन्नति नहीं कर सकती। दूसरी ओर ये लोग हैं जो कहते हैं कि हम अंग्रेजी के बगैर नहीं जी सकते। अंग्रेजी एक अन्तर्राष्ट्रीय भाषा है। हम इसके द्वारा दूसरे देशों के साथ सम्बन्ध रख सकते हैं। लोगों को भाषा के प्रश्न पर लड़ना नहीं चाहिए। हिंदी अंग्रेजी दोनों को साथ - साथ पढ़ना चाहिए। जितनी ज्ञान भाषा हम पढ़ेंगे उसता ही हमारा ज्ञान व्याप करेगा।

17.
मनुष्य समय और अंतरिक्ष पर विजय प्राप्त कर चुका है। क्या वह मृत्यु को जीत सका है? नहीं, मनुष्य अभी तक मौत को जीतने योग्य नहीं हुआ है, परंतु वह इसे स्थगित करने में समर्थ हुआ है। यहां पर हम आधुनिक विज्ञान के लाभदायक पहलु - आधुनिक चिकित्सा के चमत्कारों पर आते हैं। मनुष्य ने बहुत से अत्यधिक रोगों के आशयांजक उपचार बुझे निकाले हैं जिन्होंने असंविच जीवितों को अकबल मृत्यु से बचाया है। आधुनिक चिकित्सा रोगों से दोहरा युद्ध कर रही है। एक ओर तो यह रोगों के कारण खोजने का प्रयास कर रही है तथा दूसरी ओर उनका उपचार करने वाली ओषधियाँ बुझे रही है।

18.
एक बार एक नवयुक्त एक प्रसिद्ध लेखक के पास गया और पूछा कि मैं कौन से लेखक बन सकता हूँ। मेरे मस्तिष्क में बहुत से विचार हैं परंतु मैं उनको लिखित रूप नहीं दे सकता। यह सुनकर लेखक ने कहा, “कलम, कागज और स्थान तो लिखना प्रारंभ कर दो। इसके अतिरिक्त, शर्तों के उचित प्रयोग की सशक्ति प्रदान कर दो सफ़ट सोचना ही अच्छा लिखने की खुज़ी है!” इस नवयुक्त ने इस लाभदायक परामर्श पर अमल किया और एक दिन बड़ा प्रसिद्ध लेखक बना।

19.
परिक्षा एक अभिशाप है। विद्यार्थी इसे खुशी से निमन्त्रण नहीं देते हैं, मगर यह विन बुलाए प्रत्येक वर्ष आ जाती है। इसकी शक्ति बड़ी भावना है। ज्याँ ही विद्यार्थी इसका नाम सुनते हैं उनके लाल चेहरे पीले पड़ जाते हैं, चमकीली ऑरंगों में आँसू आ जाते हैं। वे सिनेमा, खेलकूद सब छोड़ देते हैं और आधी - आधी रात तक इसके लिए तैयारी करते हैं। वास्तव में यह कितनी निर्दंशी है। यह परमाणु बम्ब से अधिक विनाशकारी है और नादीर्शाह से अधिक कूर।