

(L) 'How much' से शुरू होने वाले प्रश्न : **How much** का अर्थ होता है 'कितना'। इसका प्रयोग quantity (मात्रा) के सन्दर्भ में किया जाता है। जब Answer में मात्रा का सन्दर्भ हो तब ही How much से प्रश्न बनता है।

Read the following examples :

Answer	Question
(a) He drinks one kg. milk daily.	How much milk does he drink daily?
(b) I spent two hundred rupees today.	How much money did you spend today?
(c) I have two kg sugar.	How much sugar have you?
(d) He purchased five kilo milk.	How much tea did he purchase?



How much से प्रश्न शुरू करें। उसके बाद noun + helping verb लिखकर subject + verb (main) लिख दें, यदि object भी है तो अन्त में लिख दें।

Tensewise Structure of Questions with Wh-words

Present Indefinite

1. Present Indefinite Tense में Affirmative एवं Interrogative sentences का structure निम्न होता है:

Subject + V-I (s or es) + Object.

Affirmative

Do/Does + Subject + V-I + Object

Interrogative

तथा Wh-words से शुरू होने वाले Interrogative sentences का प्रयोग structure होता है:

Wh-word + do/does + Subject + V - I + Object ?

(a) What does he do?

(b) Where do you play?

(c) Why do you cry?

(d) How do you do?



ध्यान से देखने पर ज्ञात होगा कि Wh-word को Interrogative (Auxiliary do/does से शुरू होने वाला) Sentence के पूर्व लगाने से ही इस तरह के प्रश्न बन जाते हैं। जैसे:

He plays.

Affirmative

Does he play?

Interrogative (Auxiliary)

What does he play?

Interrogative (Wh-word)

Where/when/does he play?

Interrogative (Wh-word)

See more examples :

(e) I write.

Affirmative

Do I write?

Interrogative

(Auxiliary)

What do I write?

Interrogative

(Wh-word)

(f) He writes a letter.

Affirmative

Does he write a letter?

Interrogative

(Auxiliary)

What does he do?

Interrogative

(Wh-word)

(g) She washes clothes at 10 a.m.

Affirmative

Does she wash clothes at 10 a.m.

Interrogative

(Auxiliary)

When does she wash clothes?

Interrogative

(Wh-word)

What does she do at 10 a.m?



'Who' के case में निम्न प्रकार के structure में do/does का प्रयोग नहीं होगा।

(a) Who teaches you English?

(b) Who comes here?

(c) Who knows you?

लेकिन Interrogative-negative वाक्यों में does not का प्रयोग किया जाता है।

(a) Who does not teach you English? (b) Who does not come here?

(c) Who does not know you?

2. Wh-words से शुरू Interrogative negative sentences का structure निम्न होता है:

Wh + do/does + Subject + not + V- I + Object ?

(a) What does he not do?

(b) When do you not read?

(c) What do you not like?

(d) Why do you not protest?

(e) Where does he not stay?

Present Continuous

Present Continuous में Affirmative एवं Interrogative sentences का structure निम्न होता है:

Subject + is/am/are + Verb (ing form) + Object. *Affirmative*

Is/Am/Are + Subject + Verb (ing form) + Object? *Interrogative*

Wh-words से शुरू होने वाले Interrogative sentences का structure निम्न होता है:

Wh-word + is/am/are + Subject + Verb (ing form) + Object?

(a) What am I doing ?

(b) Where are you going?

(c) When is he coming ?

(d) Why is she crying?



Auxiliary verb के पूर्व Wh-word लगाने पर इस तरह के question बनाये जा सकते हैं। अन्य Examples देखें

(I) He is going to market.

Affirmative

Is he going to market?

Interrogative (Auxiliary)

Where is he going?

Interrogative (Wh-word)

(II) Nisha is reading a book.

Affirmative

Is Nisha reading a book?

Interrogative (Auxiliary)

What is Nisha reading?

Interrogative (Wh-word)

What is Nisha doing?

Interrogative (Wh-word)

Wh-words से शुरू होने वाले Interrogative-negative sentences का structure निम्न होता है:

Wh-word + is/am/are + Subject + Verb (ing form) + object?

(a) Why are you not writing ?

(b) Why is she not speaking ?

(c) What is she not eating ?

Present Perfect

Present Perfect में Affirmative एवं Interrogative sentences का structure निम्न होता है:

Subject + have/has + V- III + object. *Affirmative*

Have/has + subject + V- III + object ? *Interrogative*

Wh-words से शुरू होने वाले Interrogative sentences का structure निम्न होता है:

Wh-word + have/has + subject + V- III + object?

- (a) What has he written to his father?
- (b) Why has she written to her father?
- (c) Where have they gone?
- (d) Where have you been?
- (e) How has he passed his time ?

इस तरह के प्रश्न बनाते समय Wh-word के बाद Auxiliary, have/has लगाई जाती है।

Interrogative-negative वाक्यों में not, subject के बाद निम्न structure में लगता है:

Wh-word + have /has + Subject +not+ V-III + object?

- (a) Why has he not played? (b) What have they not done?
- (c) Where has he not going?

Present Perfect Continuous

Present Perfect Continuous में Affirmative एवं Interrogative sentences का structure निम्न होता है:

Subject + have/has + been + V (ing form) + since/for + Affirmative

Have/has + subject + been + V (ing form) + Since/for +? Interrogative

Wh-words से शुरू होने वाले Interrogative sentences का structure निम्न होता है:

Wh-word + have/has+Subject + been + Verb (ing form) + ?

- (a) What has he been doing since morning? (b) Why have they been making a noise?
- (c) Where have you been playing? (d) What have you been doing for two hours?
- (e) How long have you been waiting for me?

Wh-words से शुरू होने वाले Interrogative-negative sentences का structure निम्न होता है:

Wh-word + have/has + subject + not + been + Verb (ing form) +..... ?

- (a) Why have you not been writing ?
- (b) Why have they not been keeping silence ?
- (c) Why has she not been going with you ?

Past Indefinite

Past Indefinite में Affirmative एवं Interrogative sentences के structure निम्न होते हैं:

Subject + V-II + Object

Affirmative

Did + subject + V- I + object + ?

Interrogative

Wh-words से शुरू होने वाले Interrogative sentences का structure निम्न होता है:

Wh-word + did + subject + V-I ?

- (a) What did he do? (b) Where did she go? (c) Why did you cry?
- (d) When did Ram come? (e) How did he reply?



Wh-word को Auxiliary Verb से पूर्व लगाया जाता है तथा Verb की 1st form का प्रयोग होता है।

Wh-word से शुरू होने वाले Interrogative-negative sentences में not को Subject के बाद निम्न structure में लगाते हैं:

Wh-word + did + sub + not + V-I ?

- (a) Why did she not speak to me? (b) Why did he not do his work? (c) Where did he not go?

Past Continuous

Past Continuous में Affirmative एवं Interrogative sentences का structure निम्न होता है:

Subject + was/were + Verb (ing form) + Object. *Affirmative*
Was/Were + Subject + Verb (ing form) + Object ? *Interrogative*

Wh-words से शुरू होने वाले Interrogative sentences का structure निम्न होता है:

Wh-word + was/were + Subject + Verb (ing form) +?

- | | |
|--------------------------------------|--------------------------------------|
| (a) Why were you speaking so loudly? | (b) What was he doing? |
| (c) Where were they going? | (d) When were you leaving the hotel? |
| (e) What were you writing? | |

जब इस तरह के Interrogative sentences को Interrogative-negative में परिवर्तित किया जाता है तो Subject के बाद 'not' लगाया जाता है। Interrogative negative sentences का निम्न structure होता है:

Wh-word + was/were + subject + not + Verb (ing form) + ?

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|--------------------------------|----------------------------|
| (a) Why were you not writing ? | (b) What was he not doing? |
| (c) Why was he not speaking? | |

Past Perfect

Past Perfect tense में Affirmative एवं Interrogative sentences का structure निम्न होता है:

Subject + had + V-III + Object. *Affirmative*
Had + Subject + V-III + Object ? *Interrogative*

Wh-words से शुरू होने वाले Interrogative sentences का structure निम्न होता है:

Wh-word + had + Subject + V-III + ?

- | | |
|--|-----------------------------------|
| (a) When had Ram reached Delhi ? | (b) Why had he gone to hospital ? |
| (c) What had he done before Ram came ? | |
| (d) Where had he gone before Shyam arrived ? | |
| (e) Why had she phoned to me ? | |

इस तरह के वाक्यों को negative में परिवर्तित करने पर sentences का structure निम्न होता है:

Wh-word + had + Subject + not + V-III + ?

- | | |
|--|--------------------------------------|
| (a) Why had Ram not liked Shyam? | (b) Why had he not gone to hospital? |
| (c) Why had he not done the allotted work? | |

Past Perfect Continuous

Past Perfect Continuous में Affirmative एवं Interrogative sentences का structure निम्न होता है:

Subject + had been + Verb (ing form) + since/for + *Affirmative*
Had + subject + been + Verb (ing form) + since/for + *Interrogative*

Wh-words से शुरू होने वाले Interrogative वाक्यों का structure निम्न होता है:

Wh word + had + subject + been + Verb (ing form) +?

- | | |
|--|----------------------------------|
| (a) Why had he been playing since morning ? | (b) Where had she been working ? |
| (c) What had they been doing for two hours ? | |
| (d) Why had Nisha been crying for two hours ? | |
| (e) How had you been passing your time since then? | |

इस तरह के वाक्यों को negative में परिवर्तित करने पर वाक्यों का structure निम्न होता है:

Wh-word + had + subject + not + been + V (ing form) +?

- (a) Why had she not been working since last night ?
- (b) What had they not been doing ?
- (c) Why had Nisha not been saying anything for two hours ?

Future Indefinite

Future Indefinite Tense में Affirmative एवं Interrogative sentences का structure निम्न होता है:

Subject + shall / will + V-I + object *Affirmative*

Shall/Will + subject + V-I + object + ? *Interrogative*

Wh-word से शुरू होने वाले Interrogative sentence का structure निम्न होता है:

Wh-word + shall/will + subject + V- I + object + ?

- (a) Why will he go to Jaipur? (b) What shall I say to her ?
- (c) Where will they meet us? (d) When will you go to Meerut ?
- (e) How will you treat him?

इस तरह के वाक्यों को negative में परिवर्तित करने पर Interrogative-negative sentences का Structure निम्न होता है:

Wh-word + will/shall + Subject + not + V-I + ?

- (a) Where will he not go ?
- (b) Why will she not work here ?
- (c) What will he not do for me ?
- (d) Why will Ram not cooperate you ?
- (e) When will you not telephone me ?

Future Continuous

Future Continuous में Affirmative एवं Interrogative sentences का structure निम्न होता है:

Subject + will/ shall + be + V (ing form) + Object. *Affirmative*

Will/shall + subject + be + V (ing form) + Object ? *Interrogative*

Wh-words से शुरू होने वाले Interrogative sentences का structure निम्न होता है :

Wh-word + will/shall + Subject + be + V (ing form) + Object ?



इस structure में Wh-word को साधारण Interrogative sentence के पहले लगाया जाता है। जैसे :

- (a) Where will he be going now? (b) What will you be doing next month?
- (c) Why will he be waiting for you? (d) How Will he be enjoying his time?
- (e) What will she be reading now?

इस तरह के Interrogative sentences को जब negative में परिवर्तित किया जाता है, तो Interrogative-negative sentences का structure निम्न होता है:

Wh-word + will/shall + Subject + not + be + V (ing form) +?

- (a) Why will you not be doing anything ?
- (b) Why will she not be flying the kites?
- (c) Where will he not be staying now ?

Future Perfect

Future Perfect में Affirmative एवं Interrogative sentences का structure निम्न होता है:

Subject + will/shall have + V-III + Object +..... . *Affirmative*

Will/Shall + Subject + have + V-III + Object +? *Interrogative*

Wh-words से शुरू होने वाले Interrogative sentences का structure निम्न होता है:

Wh-word + will/shall + Subject + have + V-III + Object ?

- (a) Where will he have gone before she reaches here.
- (b) Why will he have left before the train arrives.
- (c) What will he have done, before his wife comes.

इस तरह के Interrogative sentences को जब negative में परिवर्तित किया जाता है, तो Interrogative-negative sentences का structure निम्न होता है:

Wh-word + will/shall + subject + not + have + V-III + object + ?

- (a) Where will he not have gone before I reach there?
- (b) Why will he not have left before the teacher comes?

Future Perfect Continuous

Future Perfect Continuous में Affirmative एवं Interrogative sentences का Structure निम्न होता है:

Subject + will/shall + have been + V (ing form) + since/for + *Affirmative*

Will/Shall + Subject + have been + V (ing form) + since/for + ... *Interrogative*

Wh-words से शुरू होने वाले Interrogative sentences का structure निम्न होता है:

Wh-word + will/shall + Subject + have been + V (ing form) +.... ?

- (a) What will he have been doing since yesterday?
- (b) Why shall they have been making a noise for so long?
- (c) Where will you have been playing for two hours?

इस तरह के वाक्यों को negative में परिवर्तित करते समय 'not' को subject के बाद में लगाया जाता है एवं Interrogative-negative sentences का structure निम्न होता है:

Wh-words + will/shall + Subject + not + have been + V (ing form) + ?

- (a) Why will they not have been playing for two hours ?
- (b) What will you not have been doing since morning ?

Some Important Points about Questions with Wh-Words

(1) जब who, whose, which, what का प्रयोग subject रूप में होता है, तो इनके तुरन्त बाद main verb का प्रयोग निम्न प्रकार किया जाता है:

- | | |
|------------------------|----------------------------------|
| (a) Who pay the fees ? | (b) Who took my pen ? |
| (c) Whose horse won ? | (d) Whose vehicle broke down ? |
| (e) Which horse won ? | (f) Which animal arrived first ? |
| (g) What happened ? | (h) What caused this noise ? |

(2) Whom, whose, which, what का प्रयोग verb के object के रूप में निम्न प्रकार किया जाता है:

- (a) Whom did the society appoint ?
- (b) Whose vehicle broke down ?
- (c) Whose clothes did you borrow ?
- (d) Which hand do you use?
- (e) Which of these dates would you be available?
- (f) What magazine do you subscribe?
- (g) What did they eat?

यहाँ whom, whose, which एवं what का प्रयोग verb के object के रूप में हुआ है।

(3) प्रश्न के रूप में who, whom, which एवं what के साथ preposition का प्रयोग निम्न प्रकार किया जाता है:

Preposition + Whom :

- (a) With whom did you go?
- (b) To whom were you speaking?

आजकल whom की जगह who का प्रयोग प्रचलित है। who का प्रयोग निम्न प्रकार किया जाता है:

- (a) Who did you go with?
- (b) Who were you speaking to?

इसी तरह which/what के साथ preposition का प्रयोग निम्न structure में किया जा सकता है:

- (a) In which class do you read?
- (b) On what do you base your arguments?

इन वाक्यों को निम्न प्रकार भी लिखा जा सकता है:

- (c) Which class do you read in?
- (d) What do you base your arguments on ?

(4) Use of what : What का प्रयोग question हेतु कई अर्थ में होता है। जैसे:

- | | |
|---|---|
| (a) What bird is that? | यह कौन-सा पक्षी है? |
| (b) What makes that noise? | यह शोर कौन मचा रहा है? |
| (c) What country do you come from? | आप किस देश से आए हैं? |
| (d) What do you say? | आप क्या कहते हैं? |
| (e) What do you do that for?/ Why do you do that? | आप वह क्यों/किसके लिए करते हैं? |
| (f) What was the examination like? | परीक्षा कैसी थी? |
| (Ans : It was very difficult.) | |
| (g) What was the weather like? | मौसम कैसा था? |
| (Ans : It was very hot.) | |
| (h) What does she look like? | वह कैसी दिखाई देती है? |
| (Ans : She is tall and glamorous. She looks like a film heroine.) | |
| (i) What is he? What is his profession? | वह क्या है? अर्थात् उसका व्यवसाय क्या है? |
| (j) What is his father? | उसके पिताजी का व्यवसाय क्या है? |
| (k) What age are you? | तुम्हारी कितनी उम्र है? |
| (l) What is your age? | तुम्हारी उम्र क्या है? |
| (m) What height is she? | वह कितनी ऊँचाई की है? |
| (n) What is her height? | उसकी ऊँचाई (लम्बाई) कितनी है? |



TEST YOURSELF Exercises

01

Frame a question to get the following answers :

- | | |
|----------------------|--|
| Q. 1.? | Ans. Yes, I play football. |
| Q. 2. When? | Ans. He will go to Delhi next week. |
| Q. 3. How many? | Ans. She has two sons and a daughter. |
| Q. 4. Where? | Ans. He keeps his money in a nationalised bank. |
| Q. 5. How many? | Ans. There are 366 days in the leap year. |
| Q. 6. How much? | Ans. Our cow gives twenty kilo milk in a day. |
| Q. 7. Whose? | Ans. It (car) is mine. |
| Q. 8. How old? | Ans. He (his son) is ten years old. |
| Q. 9.? | Ans. Yes, I have paid my tuition fees. |
| Q. 10. Who? | Ans. Mr. Sharma teaches us Physics. |

02

Frame a question to get the following answers :

- | | |
|----------------------|---|
| Q. 1. Why? | Ans. He has gone to the railway station to see off his cousin. |
| Q. 2. Who? | Ans. It is my friend Rajendra (at the gate). |
| Q. 3. How many? | Ans. I got three prizes. |
| Q. 4. How far? | Ans. It (My village) is forty kilometers from here. |
| Q. 5. How much? | Ans. We buy two kg. milk of cow daily. |
| Q. 6. What? | Ans. My hobbies are reading novels and making friends. |
| Q. 7. Which? | Ans. I play football and cricket. |
| Q. 8.? | Ans. No, she could not catch the train. |
| Q. 9. What? | Ans. He (my brother) is an engineer. |
| Q. 10.? | Ans. Yes, we have tea in the morning. |

03

Frame a question to get the following answers :

- | | |
|----------------------|---|
| Q. 1. How far? | Ans. It (Delhi) is 160 kilometers from here. |
| Q. 2. What? | Ans. I am writing a letter. |
| Q. 3. How? | Ans. She was welcomed warmly by her friends. |
| Q. 4. Where? | Ans. You can find it on the table. |
| Q. 5. Why? | Ans. We eat to live. |
| Q. 6.? | Ans. Yes, I'm afraid of ghosts. |
| Q. 7. How many? | Ans. I made 58 runs yesterday. |
| Q. 8. Who? | Ans. My friend has invited me. |
| Q. 9. How long? | Ans. We have been living in this country for three years only. |

- Q. 10. When? **Ans.** I go to school at seven o' clock in the morning.
 Q. 11. Is there.....? **Ans.** Yes, there are three cinema halls in our town.
 Q. 12. How often? **Ans.** I go to the cinema every Sunday.
 Q. 13. How? **Ans.** He (my father) is 55.
 Q. 14. Who? **Ans.** Mr. S.K. Jain is my class teacher.
 Q. 15. When? **Ans.** I reached home at 9 p.m.

**SOLUTIONS****TEST YOURSELF Exercises****Solution TYE 01**

- | | |
|---|--|
| (1) Do you play football? | (2) When will he go to Delhi? |
| (3) How many children has she? | (4) Where does he keep his money? |
| (5) How many days are there in the leap year? | (6) How much milk does your cow give in a day? |
| (7) Whose car is it? | (8) How old is your son? |
| (9) Have you paid your tuition fees? | (10) Who teaches you Physics? |

Solution TYE 02

- | | |
|---|--|
| (1) Why has he gone to the railway station? | (2) Who is at the gate? |
| (3) How many prizes did you get? | (4) How far is your village from here? |
| (5) How much milk of cow do you buy daily? | (6) What are your hobbies? |
| (7) Which games do you play? | (8) Could she catch the train? |
| (9) What is your brother? | (10) Do you have tea in the morning? |

Solution TYE 03

- (1) How far is Delhi from here?
- (2) What are you doing?
- (3) How was she welcomed by her friends?
- (4) Where can I find it?
- (5) Why do we eat?
- (6) Are you afraid of ghosts?
- (7) How many runs did you make yesterday?
- (8) Who has invited you on this occasion?
- (9) How long have you been living in this country?
- (10) When do you go to school?
- (11) Is there any cinema hall in your town?
- (12) How often do you go to the cinema?
- (13) How old is your father?
- (14) Who is your class teacher?
- (15) When did you reach home?

QUESTION TAG

जैसा पूर्व में बताया गया है। Question tag एक पूर्ण प्रश्न नहीं है, बल्कि यह एक कथन के पीछे लगा पुछल्ला प्रश्न है। Question tag का प्रयोग आपसी वार्तालाप में किया जाता है। इसका उद्देश्य, श्रोता का ध्यान वक्ता के कथन की ओर आकर्षित करना या अपने कथन की पुष्टि चाहना होता है।

Rules of Framing Question Tag

Rule 1 Question tag बनाने के लिए Helping verbs जिन्हें Anomalous finites भी कहते हैं (Total 24) का प्रयोग subject के साथ किया जाता है। यदि Question tag, Negative है, तो Anomalous verb का प्रयोग संक्षिप्त रूप (abbreviated form) में किया जाता है। जैसे : Isn't he ?, Aren't I ?, Won't they? etc. इन Anomalous finites की 'not' के साथ Abbreviated form निम्न होती है :

do + not	=	don't	will + not	=	won't
does + not	=	doesn't	can + not	=	can't
did + not	=	didn't	should + not	=	shouldn't
am I not...	=	aren't I	would + not	=	wouldn't
is + not	=	isn't	could + not	=	couldn't
are + not	=	aren't	may + not	=	mayn't
has + not	=	hasn't	might + not	=	mightn't
have + not	=	haven't	ought + not	=	oughtn't
had + not	=	hadn't	must + not	=	mustn't
was + not	=	wasn't	used + not	=	usedn't
were + not	=	weren't	need + not	=	needn't
shall + not	=	shan't	dare + not	=	daren't

Rule 2 Question tag का structure निम्न होता है :

Helping Verb + Subject ? *Positive*

Helping Verb + n't + Subject? *Negative*

यदि वक्ता का कथन Positive हो, तो Question tag, Negative होता है। यदि कथन Negative हो तो Question tag, Positive होता है।

वक्ता के कथन (statement) के बाद comma लगाकर, Question tag लिखा जाता है।



Question tag, Capital letter से शुरू नहीं किया जाता है।

Rule 3 Question tag के साथ noun नहीं लगता है, pronoun का प्रयोग होता है। जैसे :

(a) Ram is going to Jaipur, isn't he?

(b) Sita is not cooking, is she?

Rule 4 यदि कथन में कोई Helping verb नहीं हो तो Question tag में do/does/did को काम में लेते हैं। जैसे :

- (a) He goes to office, doesn't he ? (b) They play football, don't they?

Rule 5 यदि वक्ता के कथन का subject, एक Personal pronoun है तो Question tag में वही personal pronoun प्रयुक्त होता है, लेकिन यदि कथन में subject कोई noun (किसी का नाम) है, तो Question tag में जो pronoun प्रयुक्त होगा, वह कथन के subject के Gender (male or female) तथा Number (singular or plural) के अनुसार होगा, अर्थात् यदि वक्ता के कथन में subject, male एवं singular है, तो Question tag में pronoun 'he' का प्रयोग होगा। जैसे:

- (a) It is not correct, is it? (b) It is true, isn't it ?
 (c) They play, don't they? (d) He is watching TV, isn't he?
 (e) You know it, don't you? (f) Ram and Sita are swimming, aren't they?
 (g) She is very beautiful, isn't she? (h) We played a match, didn't we?

Rule 6 यदि वक्ता के कथन में there, this, that, those, these आदि subject रूप में हो, तो Question tag में subject निम्न प्रकार लगता है :

कथन का Subject

There
One
This
That
These
Those

Question Tag में Subject

There
One
It
It
They
They

Read the following examples :

- (a) There is a cow, isn't there? (b) One can hold it, can't one?
 (c) This is his pen, isn't it? (d) That is his house, isn't it ?
 (e) These are animals, aren't they? (f) Those are birds, aren't they?

Rule 7 यदि one, this, that, these, those का प्रयोग कथन में एक adjective की तरह हुआ है अर्थात् यदि इनके साथ कोई noun आया है तो Question tag का subject, noun के gender एवं person के अनुसार लगता है। जैसे :

- (a) One man can pull it, can't he? (b) This girl was present there, wasn't she?
 (c) This book is very useful, isn't it? (d) That boy has no manners, has he?
 (e) This boy won the race, didn't he? (f) Those books are mine, aren't they?

Rule 8 यदि वक्ता के कथन का Subject, no one, none, anyone, someone, everyone, everybody, somebody या nobody है, तो Question tag का subject they होगा। जैसे :

- (a) None can say so, can they? (b) No one voted against the bill, did they?
 (c) Someone invited me, didn't they? (d) Somebody will be there, won't they?
 (e) Anyone can attend the function, can't they?
 (f) Nobody has praised the move, have they?

Rule 9 यदि वक्ता के कथन का Subject, nothing, anything, something या everything हो, तो ध्यान रखें, Question tag का subject-it होगा। जैसे

- (a) Everything is arranged, isn't it? (b) Something is missing, isn't it?
 (c) Anything can be arranged, can't it? (d) Nothing can be seen, can it?

Rule 10 यदि वक्ता के कथन का Subject निम्न में से कोई होता है, तो Question tag का subject-we होता है।

All of us, Some of us, Any of us, None of us, Most of us, Everyone of us, Either of us, Neither of us etc.

लेकिन यदि us की जगह you या they का प्रयोग किया गया हो, तो Question tag का subject you या they/them होता है। जैसे :

- (a) All of us are invited, aren't we? (b) All of you are invited, aren't you?
 (c) All of them are invited, aren't they? (d) Either of you can join, can't you?
 (e) Neither of you can do it, can you? (f) None of us was present there, were we?

Rule 11 जब कथन में I am का प्रयोग होता है एवं Question tag नकारात्मक में बनाना है, तो Amn't I कभी भी न लिखें। इस हेतु Aren't I लिखा जाएगा। लेकिन Affirmative में Question tag बनाना हो तो Am I लिखना सही है। जैसे :

- (a) I am going to meet her, aren't I ? (b) I am not going there, am I ?
 (c) I am your friend, aren't I ? (d) I am not your friend, am I ?

Rule 12 Dare/need को semi modal auxiliary माना जाता है, इनका प्रयोग Main verb के रूप में भी किया जाता है। जब Dare/need का प्रयोग modal auxiliary की तरह किया गया हो, तो Question tag में dare/need का प्रयोग किया जाता है। जैसे :

- (a) He dare not speak so, dare he? (b) She need not come here, need she?
 (यहाँ dare not एवं need not का प्रयोग auxiliary की तरह हुआ है।)

लेकिन यदि dare/need का प्रयोग मुख्य verb की तरह हुआ हो, तो Question tag में किसी Auxiliary verb का प्रयोग पूर्व में बताए गए नियमानुसार किया जाता है। जैसे :

- (a) He dares to speak like this, doesn't he? (b) They dare to meet the chairman, don't they?
 (c) He needs your help, doesn't he? (d) They need my assistance, don't they?
 (यहाँ dare, need का प्रयोग मुख्य Verb की तरह हुआ है।)

Rule 13 यदि वक्ता के कथन में used to का प्रयोग हुआ हो, तो Question tag में usedn't या didn't का प्रयोग किया जा सकता है। यदि Question tag Affirmative में बनाना हो, तो used या did का प्रयोग किया जाता है। जैसे :

- (a) She used to go to temple, usedn't she? or didn't she?
 (b) He used to smoke, usedn't he ? or didn't he ?
 (c) He usedn't smoke, used he ? or did he?
 (d) He usedn't go to temple, used they ? or did they?

Some Important Points

- (1) कई बार वक्ता के कथन में 'not' का प्रयोग तो नहीं होता है, लेकिन ऐसे शब्दों का प्रयोग होता है जिनसे वाक्य का अर्थ नकारात्मक (negative) हो जाता है। जैसे : Few, little, neither, none, no one, nothing, hardly, rarely, seldom, scarcely, never etc.

ऐसे कथन के साथ Question tag, Positive में बनता है। जैसे :

- (a) None was present there, were they? (b) No one can solve this question, can they?
 (c) Nobody believe it, do they? (d) They said nothing about it, did they?
 (e) I know little about U.S.A, do I ? (f) She rarely comes here, does she?
 (g) Neither of them was available there, were they?
 (h) Few people can live in such circumstances, can they?

- (2) यदि कथन एक सकारात्मक (positive) Imperative sentence (जिसमें प्रार्थना, आदेश का भाव होता है) हो, तो Question tag, will या won't किसी से भी बन सकता है, लेकिन Negative imperative sentence का Question tag हमेशा positive बनता है। जैसे :

- (a) Open the gate, will you? (b) Open the gate, won't you?
 (c) Don't open the gate, will you? (d) Go there, will you? or won't you?
 (e) Consult a doctor, won't you? (f) Don't pluck the flowers, will you?
 (g) Please come here, will you? (h) Please come here, won't you?

इस तरह के Imperative sentence में बात को अधिक प्रभावशाली बनाने के लिए नकारात्मक (negative) Question tag का प्रयोग किया जाता है।

- (3) यदि Imperative sentence से कोई नाराजगी जाहिर की जाती है या नाराजगी व्यक्त करते हुए कोई कथन किया जाता है, तो can't you, Question tag लगाना उचित रहता है। जैसे :
- (a) Use your own vehicle, can't you? (b) Keep shut, can't you?
(c) Use your own stationary, can't you? (d) Mind your own business, can't you?
- (4) Let's (Let us) से शुरू हुए वक्ता के कथन के साथ Question tag, 'shall we?' लगता है एवं Let him/let you/let them से शुरू वक्ता के कथन के साथ Question tag 'will you' लगेगा। जैसे :
- (a) Let's play, shall we? (b) Let us sing, shall we?
(c) Let's go, shall we? (d) Let them play, will you?
(e) Let him work, will you? (f) Let her cook, will you?



TEST YOURSELF Exercises

01

Complete the following sentences by using the correct Question tags :

- (1) Everybody was watching the cricket match on TV,.....?
(2) He is a very wise man,? (3) Mrs. Meena is a good teacher,?
(4) We saw a rainbow in the sky yesterday,?
(5) Sita is a beautiful girl,.....? (6) You should not smoke,?
(7) Miss Neha does not play tennis,? (8) I am older than you,?
(9) You always have your lunch at 1 o'clock,.....?
(10) I can do it for you,? (11) She doesn't want to go to college today,?
(12) Let's pray to Almighty,? (13) He had met you before,?
(14) We couldn't enjoy the picnic,.....?

02

Write the letter a, b, c or d as the correct answer in the brackets :

- (1) Do as I say,?
(a) didn't you (b) won't you (c) needn't you (d) shan't you ()
- (2) Now you can make question tags,?
(a) can you (b) won't you (c) can't you (d) will you ()
- (3) You fell on your back,?
(a) didn't you (b) weren't you (c) have you (d) did you ()
- (4) Few people know that you are an artist,?
(a) do they (b) don't they (c) aren't they (d) haven't they ()
- (5) Tomorrow we will attend our college,?
(a) shall we (b) will we (c) won't we (d) shouldn't you ()
- (6) The Bishnois of Rajasthan protect trees and animals,?
(a) have they (b) weren't they (c) do they (d) don't they ()
- (7) Everyone wanted a ticket,?
(a) didn't they (b) didn't he (c) didn't she (d) haven't they ()

- (8) Let's take a little rest before we start again,?
 (a) will we (b) should we (c) shall we (d) needn't we ()
- (9) Anjali dances very well,?
 (a) does she (b) doesn't she (c) aren't she (d) isn't she ()
- (10) Both Ram and Shyam are engineers,?
 (a) isn't he (b) isn't she (c) are they (d) aren't they ()
- (11) He knows nobody in the colony,?
 (a) does he (b) did he (c) doesn't he (d) didn't he ()
- (12) Jehangir was a great judge,?
 (a) doesn't he (b) didn't he (c) wasn't he (d) weren't he ()
- (13) I am looking after the garden,?
 (a) amn't I (b) aren't I (c) isn't I (d) don't I ()
- (14) It is quite hot outside today,?
 (a) is it (b) isn't it (c) doesn't it (d) aren't it ()

03

Write the letter a, b, c or d as the correct answer in the brackets :

- (1) Nisha dances very well,?
 (a) doesn't she (b) does she (c) aren't she (d) isn't she ()
- (2) We have not met before,?
 (a) did we (b) didn't we (c) haven't she (d) have we ()
- (3) I am senior to you,?
 (a) do I (b) don't I (c) aren't I (d) amn't I ()
- (4) You are a bit late today,?
 (a) aren't you (b) don't you (c) are you (d) do you ()
- (5) I do not now live in this colony ,?
 (a) did I (b) aren't I (c) don't I (d) do I ()
- (6) We are learning English Grammar,?
 (a) are we (b) shall we (c) aren't we (d) shan't we ()
- (7) She is too old,?
 (a) doesn't she (b) isn't she (c) aren't she (d) is she ()
- (8) You will come tomorrow,?
 (a) will you (b) shouldn't you (c) won't you (d) needn't you ()
- (9) The house needs immediate repairing,?
 (a) does it (b) isn't it (c) is it (d) doesn't it ()
- (10) You don't like sugar in your coffee,?
 (a) didn't you (b) do you (c) will you (d) don't you ()
- (11) Open the window,?
 (a) don't you (b) aren't you (c) will you (d) should you ()
- (12) I have already taken tea,?
 (a) didn't I (b) haven't I (c) did I (d) have I ()
- (13) I am working hard on this book,?
 (a) don't I (b) won't I (c) aren't I (d) can't I ()
- (14) He was asleep,?
 (a) was he (b) wasn't he (c) didn't he (d) did he ()
- (15) Let us start now,?
 (a) shall we (b) should we (c) could we (d) would we ()

04

Complete the following sentences by using the correct Question tags :

- | | |
|---|--|
| (1) Delhi is not very far from Meerut | (2) Shalini is very young |
| (3) You are always punctual, | (4) Students are learning swimming |
| (5) They don't like to bathe in winter, | (6) You should not drink wine, |
| (7) Miss Minu does not play chess, | (8) I am elder to you, |
| (9) You always have your lunch at 12 O'clock, | |
| (10) I can do it for you, | |

05

Complete the following sentences by using the correct Question tags :

- | | |
|---|---------------------------------------|
| (1) He doesn't want to go to college today, | (3) You had met me before, |
| (2) Let's pray to God, | (5) He is a rude man, |
| (4) We couldn't enjoy the picnic, | (7) Mrs. Saxena is a good lady, |
| (6) Everybody was watching the TV, | (9) Someone might come, |
| (8) Something must be done for us, | (11) I needn't write, |
| (10) He needs money, | |
| (12) Nisha need not go there, | |



SOLUTIONS



TEST YOURSELF

Exercises

Solution TYE 01

- | | | | | |
|-------------------|----------------|-----------------|----------------|----------------|
| (1) weren't they, | (2) isn't she, | (3) isn't she, | (4) didn't we, | (5) isn't she, |
| (6) should you, | (7) does she, | (8) aren't I, | (9) don't you, | (10) can't I, |
| (11) does she, | (12) shall we, | (13) hadn't he, | (14) could we. | |

Solution TYE 02

- | | | | | | |
|---------|---------|--------|---------|---------|---------|
| (1) b, | (2) c, | (3) a, | (4) a, | (5) c, | (6) d, |
| (7) a, | (8) c, | (9) b, | (10) d, | (11) a, | (12) c, |
| (13) B, | (14) B. | | | | |

Solution TYE 03

- | | | | | | |
|---------|---------|---------|---------|---------|---------|
| (1) a, | (2) d, | (3) c, | (4) a, | (5) d, | (6) c, |
| (7) b, | (8) c, | (9) d, | (10) b, | (11) c, | (12) b, |
| (13) c, | (14) b, | (15) a. | | | |

Solution TYE 04

- | | | | | |
|-----------------|----------------|-----------------|------------------|---------------|
| (1) is it, | (2) isn't she, | (3) aren't you, | (4) aren't they, | (5) do they, |
| (6) should you, | (7) does she, | (8) aren't I, | (9) haven't you, | (10) can't I. |

Solution TYE 05

- | | | | | |
|-------------------|----------------|-----------------|--------------------|------------------|
| (1) does he, | (2) shall we, | (3) hadn't you, | (4) could we, | (5) isn't he, |
| (6) weren't they, | (7) isn't she, | (8) mustn't it, | (9) mightn't they, | (10) doesn't he, |
| (11) need I, | (12) need she. | | | |

USE OF CAPITAL LETTERS AND PUNCTUATION

Alphabet : अंग्रेजी भाषा 26 अक्षरों से बनी है, जिन्हें Alphabet कहते हैं।

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z.

उपर्युक्त दर्शाए सभी Capital Letters हैं, जबकि Small Letters को निम्न प्रकार लिखा जाता है :

a b c d e f g h i j k l m n o p q r s t u v w x y z.

Capital letters एवं Small letters की आकृति भिन्न होती है लेकिन उच्चारण समान होता है

English भाषा में 5 स्वर अर्थात् Vowels (A E I O U) तथा 21 व्यंजन अर्थात् Consonants होते हैं। हिन्दी भाषा में 52 अक्षर (16 स्वर एवं 36 व्यंजन) होते हैं। हिन्दी भाषा में Capital letter या Small letter जैसा कोई अक्षर भेद नहीं होता है।

English में एक शब्द, कई प्रकार की ध्वनि हेतु प्रयुक्त होता है। जिन अक्षरों को स्वर (A E I O U) माना गया है उनका प्रयोग बहुत बार व्यंजन की तरह होता है अर्थात् उनसे बनने वाले शब्द का उच्चारण व्यंजन की तरह होता है। अतः अंग्रेजी भाषा में शब्दों के सही उच्चारण का बहुत महत्त्व है।

अंग्रेजी भाषा में Alphabet में Capital letter, Small letter में अन्तर किया गया है। अतः यह भी ध्यान रखना आवश्यक है कि कहाँ, किस word में Capital letter का प्रयोग होता है। सही अंग्रेजी लिखने हेतु Capital letters के सही प्रयोग का ज्ञान होना परम आवश्यक है।

Use of Capital Letters

Rules

निम्न स्थितियों में Capital letter के प्रयोग का ध्यान रखें :

- (1) First letter of a sentence : हर वाक्य हमेशा Capital letter से शुरू होता है। जैसे :
 - (a) He is a good boy.
 - (b) They came to meet me.
- (2) Proper noun एवं Proper adjective का पहला अक्षर Capital होता है। अर्थात् किसी व्यक्ति, शहर, देश, राज्य, समुद्र, नदी, दिन, माह, ग्रन्थ, भवन, जाति, त्यौहार तथा भाषा के नाम का पहला अक्षर Capital होता है जैसे :

Ram, Delhi, India, Rajasthan, Indians, The Himalayas, The Ramayan, Sunday, December, The Rajputs, Diwali, English, Hindi, The Tajmahal.

- (3) ईश्वर (God) या उसके लिए प्रयुक्त समस्त nouns एवं pronouns; जैसे :
My God, Thou art merciful, The Lord, The Almighty, God is Omnipresent.
- (4) पद का नाम, डिग्रियों के नाम का पहला अक्षर Capital letter में होता है। जैसे :
Prime Minister, M.A, B.A
- (5) Pronoun 'I' एवं Interjection 'O' जब किसी वाक्य में अकेले आएँ, तो हमेशा Capital letter में लिखे जाते हैं।
जैसे :
(a) He is taller than I. (b) O, my God !
- (6) English Poem (कविता) में प्रत्येक लाइन का प्रथम अक्षर Capital letter होता है। जैसे :
Twenty days has September, April , June and November.
- (7) Inverted commas (" ") के अन्दर के वाक्य का पहला अक्षर Capital letter होता है। जैसे :
He said, "She will go to market."
- (8) Initials एवं abbreviations के लिए प्रयुक्त अक्षर Capital letter होता है। जैसे :
Sh. M.K. Gandhi, S.D.O., G.M., R.M.P.
- (9) उपाधियों के नाम, राजनीतिक दलों के नाम, समाचार-पत्रों के नाम, मुख्य ऐतिहासिक घटनाओं के नाम, सार्वजनिक संस्थानों के नाम, किताब के नाम, Title या Heading के नाम का पहला अक्षर Capital letter होता है। जैसे :
Padma Bhushan, Congress, Bhartiya Janata Party, The Hindustan Times, The First World War, The Battle of Panipat, The Nirmal Shiksha Kendra, The General English Book, A Clever Monkey, A Visit to Water Park.
- (10) अंग्रेजी में लिखे जाने वाले First, Middle एवं Last name का पहला अक्षर Capital होता है। जैसे :
Dipesh Jain, Suresh Chandra Gupta, Veer Pratap Rao, Man Mohan Singh.
- (11) व्यक्ति के नाम से पहले लगने वाले Title का पहला अक्षर Capital letter में लिखा जाता है। जैसे :
Mr, Mrs, Miss, Sir, Madam, Dr., Lt., Prof.
- (12) जब वाक्य में Father/Uncle/Mother/Aunt etc. का प्रयोग Proper noun की तरह होता है, तो इनके पूर्व my, his, her, your, the etc. का प्रयोग नहीं होता है और इनका पहला अक्षर Capital letter में लिखा जाता है। यदि इनके पहले my, his, her the, your etc. का प्रयोग होता है, तो इनका पहला अक्षर small letter ही होगा जैसे :
(a) Father was happy but Mother was sad. (b) I am waiting for Father.
(c) I dare not face Mother and Aunt. (d) My father is a businessman.
(e) Where is your uncle?
- वाक्य (a), (b), (c) में Father/Mother/Aunt एक Proper noun की तरह प्रयुक्त हुए हैं।

Words

Alphabets को आपस में मिलाकर लिखने से जब उसका कोई अर्थ (meaning) निकलता है, तो उसे शब्द (word) कहते हैं। एक शब्द बनाने के लिए कम-से-कम एक स्वर एवं एक व्यंजन का होना आवश्यक होता है। यदि स्वर न हो तो उसकी ध्वनि वाला व्यंजन होना चाहिए। जैसे Sky, Try. यहाँ y स्वर का काम करता है, लेकिन A, I, O जैसे शब्द, जिनमें एक ही Alphabet है इसका अपवाद है। A = एक I = मैं, O = ओ।

यदि Alphabets को मिलाकर लिखने से उनका कोई अर्थ (meaning) नहीं निकलता है तो उसे शब्द नहीं कहा जाता है। जैसे :
etahr, elhdi, yrt.

Punctuation

अधिकांश छात्रों को Punctuation का बहुत कम ज्ञान होता है। स्कूल, कॉलेज में भी इसे नितान्त महत्वहीन विषय समझकर, ढंग से नहीं पढ़ाया जाता है। शुद्ध अंग्रेजी लिखने हेतु तथा वाक्य का सही अर्थ व्यक्त करने हेतु Punctuation के नियमों का ज्ञान होना आवश्यक है।

Definition: The right use of putting in marks or stops in writing is called Punctuation. अर्थात् लिखते समय marks or stops या points का सही रूप में प्रयोग करना Punctuation कहलाता है।

यदि Punctuation marks गलत स्थान पर लगाए जाएँ तो वाक्य का अर्थ ही बदल सकता है। जैसे :

“The cat”, said the owner, “is very faithful.”

The cat said, “The owner is very faithful.”

Punctuation Marks

अंग्रेजी भाषा में मुख्य Punctuation marks निम्न हैं :

- | | |
|------------------------|------------------------------|
| 1. Full stop (.) | 2. Ellipsis (...) |
| 3. Question mark (?) | 4. Mark of Exclamation (!) |
| 5. Comma (,) | 6. Semi colon (;) |
| 7. Colon (:) | 8. Dash (—) |
| 9. Hyphen (-) | 10. Inverted Commas (“ ”) |

(1) Full stop [पूर्ण विराम (.)] :

- (1) Interrogative एवं Exclamatory sentences के अतिरिक्त सभी प्रकार के sentences के अन्त में Full stop लगता है। चाहे वह वाक्य सामान्य statement हो अथवा command हो या sentence के मध्य में कोई प्रश्न (indirect question) हो। जैसे :

He is a good boy. (Statement)

Do not open the gate (Command)

He asked me where I was. (Indirect question)

- (2) Initials एवं Abbreviations के बाद Full stop का प्रयोग होता है। जैसे :

R.K. Sharma	P.K. Jain	M.L.A.	M.P.	U.K.
F.I.R.	M.Sc.	M.A.	A.M.	U.S.A.



(a) आजकल Mr, Mrs, Dr, Ltd. जैसे कई Abbreviations के बाद में Full stop नहीं लगाया जाता है।

(b) यदि कोई वाक्य Abbreviations से ही समाप्त हो तो वाक्य के अन्त में एक ही Full stop आता है।
He is an M.L.A.

(2) Ellipsis (... or) : जब वाक्य में से कुछ शब्द या शब्दों का लोप (omit) किया गया हो, तो Ellipsis का प्रयोग किया जाता है।

- (1) यदि किसी वाक्य में शुरू के या बीच के शब्दों का लोप (omission) किया गया हो, तो Ellipsis में तीन full stop का प्रयोग किया जाता है। जैसे :

a beautiful girl she ... with her sister.

- (2) यदि किसी वाक्य के अन्तिम शब्दों का लोप (omission) किया गया हो, Ellipsis में चार full stop (....) का प्रयोग किया जाता है। जैसे :

(a) Rahul went to Jaipur with

(b) Ramesh is the man who

(3) Question mark [प्रश्नवाचक चिह्न (?)] :

(1) Interrogative sentence के अन्त में तथा एक sentence में question पूछने वाले word (Question tag), clause या phrase के बाद भी Question mark लगाया जाता है। जैसे :

- | | |
|--|--------------------------------|
| (a) Who invited you to dinner? | (b) Where does she live? |
| (c) "Is everything ok?", Ram asked. | (d) Open the window, will you? |
| (e) Whom shall we elect? Rahul? Meenakshi? | |

(2) जब वाक्य में किसी प्रकार की अनिश्चितता या शंकात्मक प्रश्न जैसा भाव हो तो Question mark लगाया जाता है। जैसे :

Gandhiji died in 1948?

उपरोक्त वाक्य 1948 के लिए uncertainty का भाव प्रदर्शित करता है।

(4) Mark of Exclamation [विस्मयादिबोधक चिह्न (!)] : ऐसे sentences, clause, phrase या single word जो अति आश्चर्य, अति दुःख अति प्रसन्नता, प्रशंसा या कामना का भाव प्रकट करते हैं; के बाद Mark of exclamation (!) का प्रयोग किया जाता है। जैसे :

- | | |
|------------------------------------|----------------------------------|
| (a) Hurrah! we have won the match. | (b) What a beautiful bird it is! |
| (c) Alas! I have ruined! | (d) Wow! you are great. |

(5) Comma [अल्प या अर्द्ध विराम (,)] :

(1) यदि किसी वाक्य में एक ही part of speech के तीन या अधिक (more than two) शब्द आते हैं, तो इन शब्दों को एक-दूसरे से पृथक् करने के लिए comma (,) का प्रयोग किया जाता है। अन्तिम शब्द से पहले यदि and का प्रयोग हुआ हो, तो वहाँ पर Comma नहीं लगाया जाता है। जैसे :

- (a) She purchased an eraser, a pen, and some copies.
 (b) She is a dedicated, sincere and honest lady.

उपरोक्त वाक्यों में and से पूर्व comma नहीं लगाया गया है लेकिन कई ऐसे वाक्य भी होते हैं जिनमें and से पूर्व comma लगाना आवश्यक होता है। जैसे :

Their equipments included airplanes, helicopters, artillery, amphibious, vehicles and tanks.

यदि and से पूर्व comma हटा दिया जाए तो यह समझा जा सकता है कि tanks भी amphibious है।

(amphibious means can be used in land and water both).

(2) वाक्य के शुरू में आने वाले adjective, adverb, participle या participle phrase के बाद भी comma का प्रयोग किया जाता है। जैसे :

- (a) Technically, the scheme is quite feasible.
 (b) Pleased with the result, she called a press conference.

(3) Words of address, interjection जो वाक्य को शुरू करने में प्रयुक्त होते हैं। जैसे : Oh, Yes, No, However, Nevertheless, Still, Anyway, Well, Why, Frankly, Really, Moreover, Incidentally etc. के बाद Comma का प्रयोग किया जाता है। जैसे :

- | | |
|-------------------------------------|---|
| (a) Ramesh, where have you gone? | (b) Oh, she is here! |
| (c) Why, you can't say so? | (d) Still, he must realise that he is my guest. |
| (e) Fine, we will organise a party. | (f) No, I can't solve it. |

(4) Direct speech में Reporting verb को Reported speech से अलग करने के लिए comma का प्रयोग किया जाता है।

He said to me, "I will come on Monday."

- (5) Compound sentence में छोटी-छोटी Coordinating clause को स्पष्ट रूप से पृथक्-पृथक् करने के लिए comma का प्रयोग किया जाता है।
 (a) He sold his house, sold his furniture, rented his computer, and left the city.
 (b) We went to hill station, made some purchasing, visited the temple, and returned home at 12 p.m.
- (6) वाक्य में pair of words को पृथक् करने के लिए (He is intelligent and trustworthy, devoted and dedicated, sincere and honest.) comma का प्रयोग किया जाता है तथा Principal clause से Noun clause, Adjective clause तथा Adverbial clause को अलग करने के लिए comma का प्रयोग किया जाता है। जैसे :
 (a) Since he says so, she should obey him. (b) How he passed, is a point of controversy.
 (c) If he does not go there, he will loose.
- (7) वाक्य के मध्य आने वाले words, phrases या clauses के दोनों तरफ उन्हें स्पष्ट रूप से पृथक्-पृथक् दिखाने हेतु comma लगाया जाता है। जैसे :
 (a) The treaty, as everybody knows, may be signed today.
 (b) She, as per my calculations, is not capable enough to carry out this work.
 (c) Her way of cooking is as good as, or better than, yours.
- (8) किसी शब्द को महत्वपूर्ण बनाने के लिए उसे बार-बार प्रयुक्त किया जाता है, जो उनके बीच comma लगाया जाता है। जैसे :
 (a) Come, come ; don't delay. (b) Try, try and try again.
- (9) वाक्य को सुन्दर बनाने हेतु कई बार शब्दों को omit कर दिया जाता है। इन शब्दों के लिए comma लगाकर इन शब्दों की पूर्ति की जाती है। जैसे :
 (a) Rakhi is seventeen; Sarita, ten. (is-omitted)
 (b) Rahul is twenty; Suraj, eighteen. (is-omitted)
- (10) किसी Noun या Appositive या Phrase in apposition को अलग एवं स्पष्ट दिखाने के लिए उसके पहले एवं बाद में दोनों तरफ comma लगाते हैं। जैसे :
 (a) Akbar, the great king, was a great religious scholar also.
 (b) Ramesh, the son of a millionaire, was sent to jail.
- (11) Letter में Salutation या Subscription के बाद comma अवश्य लगाया जाता है। जैसे :
 My dear father, My dear friend, Yours faithfully, Yours sincerely.
- (12) जब दो Independent clause आपस में and, but, or, yet, for, nor जैसे Coordinating conjunction से जुड़े हों, तो इनके पहले comma लगाया जाता है। जैसे :
 (a) She can't talk, nor can she walk. (b) He is not only rich, but he is generous also.
 (c) He is poor, yet he is honest.
- (13) Address लिखते समय House no, street या अन्य सन्दर्भ को अलग स्पष्ट करने हेतु comma लगाया जाता है। जैसे :
 (a) 129, South West Block. (b) 329, Kala Kuan, Near Jain Temple, Alwar



यदि Adjectives एक-दूसरे से closely सम्बद्ध हों, तो comma का प्रयोग नहीं करते हैं। इसके लिए यह देखना चाहिए कि comma की जगह 'and' का प्रयोग करने पर यदि वाक्य अधिक स्पष्ट एवं सुन्दर लगता है तो and लगाएँ अन्यथा comma लगाना चाहिए। जैसे :

- (a) Three happy little children, (b) A dozen colourful oranges, (c) Beautiful tall European girls.

(6) Semi Colon (;) : Comma का प्रयोग वहाँ किया जाता है जहाँ full stop से कम रुकने/ठहरने की आवश्यकता होती है, जबकि Semi colon का प्रयोग वहाँ पर किया जाता है जहाँ comma से कुछ अधिक लेकिन full stop से कुछ कम रुकने/ठहरने की आवश्यकता है। Semi colon वास्तव में comma एवं full stop के बीच की स्थिति (ठहरने की) में प्रयुक्त किया जाता है। Semi colon का प्रयोग निम्न स्थिति में किया जाता है :

- (1) जब विभिन्न प्रकार के नाम व पदनाम एक series में, एक ही वाक्य में एक-दूसरे के साथ आएँ तो इन्हें अलग एवं स्पष्ट रूप से व्यक्त/प्रदर्शित करने के लिए Semi colon का प्रयोग किया जाता है। जैसे :
The nominated members are S. Krishnan, Chairman; K. Krishnan Vice Chairman; L. Krishnan, Secretary and M. Krishnan, Joint Secretary.
- (2) जब दो Independent clauses के मध्य कोई conjunction नहीं आया होता है, तो उनके बीच में Semi colon का प्रयोग किया जाता है। जैसे :
(a) The hotel burnt down; it was the biggest hotel in the city.
(b) The efforts must continue; war can be fruitless.
- (3) दो Independent clauses के मध्य therefore, hence, henceforth, however जैसे conjunction प्रयुक्त हुए हों, तो इन conjunctions के पहले Semi colon लगाया जाता है। जैसे :
(a) He was not well; so, he could not attend the meeting.
(b) Registrations exceed all expectations; however, there is shortage of good teachers.
- (4) जब कोई Phrase या कुछ शब्द, एक वाक्य में Introductory word या Explanatory word की तरह आते हैं तो उस Phrase या उन words से पूर्व Semi colon लगाया जाता है। जैसे :
(a) She completes her work in time; she never wastes her time in taking tea, in gossiping or in making useless calls.
(b) On the advice of a friend, he chose to invest in shares of some industries; i.e. steel, I.T, and Petro products.

(7) Colon (:) :

- (1) Colon का प्रयोग किसी उदाहरण या सूची को शुरू करने हेतु किया जाता है। जैसे :
(a) The three committees are as follows : Finance, Administration and Sports.
(b) He nominated five members : Rahul, Sarla, Rajani, Girish and Janardhan.
- (2) वाक्य में लम्बे quotation, statement या question से पूर्व colon का प्रयोग किया जाता है। जैसे :
(a) This is the point : Can an officer insult a clerk for no material reason.
(b) Ramesh replied : "You are absolutely correct. A fight requires atleast two persons."
(c) This I believe : Sincerity pays, if not today, after some time, but it pays.
- (3) किसी शब्द या Noun के बाद उसकी definition या उसका description दिया जाता है। इसके बाद Colon का प्रयोग किया जाता है। जैसे :
Noun : Name of any person or a thing.
Peacock : A large beautiful bird with blue neck and colourful feathers.
- (4) एक नाटक (play) में speaker के नाम के बाद Colon का प्रयोग होता है। जैसे :
(a) Ram : I shall forgive Ravana for his misdeeds.
(b) Laxman : I shall kill Ravana.

- (5) समय लिखते समय Hours एवं minutes के बीच Colon का प्रयोग किया जाता है। जैसे :

10 : 30 a.m.

3 : 45 p.m.

- (6) Colon का प्रयोग वाक्य में 'For example' या 'Namely' के substitute के रूप में भी किया जाता है। जैसे :

It is a city renowned for beautiful parks : Every lane is clean, parks were full of beautiful flowers, trees are planted at the road side and so many other such things.

- (7) Proportion या अनुपात बताने के लिए Colon का प्रयोग किया जाता है। जैसे :

15 : 3 :: 5 : 1

4 : 3 : 7

- (8) Dash (—) :** Dash का प्रयोग निम्न स्थितियों में किया जाता है :

- (1) यदि किसी वाक्य में, विचारों में या grammatical construction में abrupt change हो, तो Dash का प्रयोग किया जाता है। जैसे :

(a) He lost the game – but I am to go to hospital.

(b) He was passed in interview – but his father is ill.

- (2) वाक्य में किसी प्रकार की रुकावट को प्रदर्शित करने हेतु भी Dash का प्रयोग किया जाता है। जैसे :

(a) “Rahul, don’t go now – you are too late.”

- (3) वाक्य में हिचकिचाहट को प्रदर्शित करने के लिए भी Dash का प्रयोग किया जाता है। जैसे :

(a) “Well”, he said, “You—you can’t speak like this.”

- (4) अपनी कही बात को स्पष्ट करने के लिए brackets की जगह भी Dash का प्रयोग किया जा सकता है। जैसे :

(a) The other man – Mukul – didn’t know me.

- (5) Long pause को प्रदर्शित करने के लिए, किसी चीज को महत्वपूर्ण बनाने के लिए भी Dash प्रयुक्त करते हैं। जैसे :

(a) That agreement was signed differently – it must be taken into account.

- (6) कभी-कभी colon की जगह भी Dash का प्रयोग किया जाता है। जैसे :

I have demanded following things:

(1) One eraser.

(2) One pen.

(3) One pencil.

- (7) Dash का प्रयोग बीच में संख्याओं Page number etc. को Omit करने के लिए भी किया जाता है। जैसे :

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Chapter V—IX

- (9) Hyphen (-) :**

- (1) वाक्य का अन्तिम शब्द पहली पंक्ति में यदि पूरा नहीं आ पाता है एवं दूसरी पंक्ति में पूरा किया जाए तो पहली पंक्ति में अपूर्ण शब्द के बाद Hyphen लगाया जाता है। जैसे :

(a) Ram was not pre-sent yesterday in his shop.

(b) Sita is indeed an intelli-gent girl.

- (2) Twenty-one से Ninety-nine तक के Compound numerals लिखते समय निम्न प्रकार से Hyphen लगाया जाता है। जैसे :

(a) Thirty-nine feet.

(b) Thirty-seven miles.

- (3) बहुत से compound एवं complex words के भागों को अलग-अलग सा दिखाया जाता है एवं उनके बीच Hyphen प्रयोग किया जाता है। जैसे :

Anti-government

Ex-President

Ex-wife

Pre-planned

A 10-days journey

Self-respect

H-Bomb

Door-to-door campaign

House-to-house service

Co-operation

Co-ordination

bell-like

(4) बोलने की तुलनाहट को प्रदर्शित करने के लिए भी Hyphen प्रयोग किया जाता है। जैसे :

P-p-p-please madam, R-r-r-Rahul don't beat me.

(10) Inverted commas (“ ”) : Inverted commas को Quotation marks भी कहा जाता है। ये Single (‘ ’) भी प्रयोग में आते हैं एवं Double (“ ”) भी।

Inverted commas का प्रयोग निम्न स्थिति में किया जाता है :

(1) Inverted commas का प्रयोग Direct narration में Reported speech को बन्द करने के लिए निम्न प्रकार किया जाता है :

(a) He said, “Where do you live?”

(b) She said to me, “I am going to market.”

(2) किसी के कथन (Quotation) को भी Inverted commas में बन्द किया जाता है। जैसे :

(a) Shakespeare say, “Sweet are the uses of adversity.”

(b) Ram says, “Honesty is the best policy.”

(3) किसी पुस्तक, समाचार-पत्र, कविता, लेख, कहानी के नाम को भी Inverted commas से बन्द करके, उनको पृथक् रूप में दिखाया जाता है। जैसे :

(a) I haven't read ‘Hamlet’ so far?

(b) ‘An Arrogant Hare’ is a good story.

(c) ‘Leap Year’ is a famous poem.

(d) I read ‘The Economic Times’ daily.

(4) कई बार वाक्य में प्रयुक्त कुछ Phrases या Words को Inverted commas द्वारा बन्द किया जाता है, जिसका उद्देश्य ऐसे Words या Phrases को अलग से दिखाना या उन पर विशेष ध्यान देना होता है। जैसे :

(a) The word ‘Nature’ is also used to mean the aptitude of a person.

(b) Many persons were jailed under ‘POTA’ in Tamil Nadu.

(5) यदि किसी quotation के अन्दर भी कोई quotation हो या Direct narration के मध्य कोई quotation आए, तो उसे भी Inverted commas के मध्य रखा जाता है। इस सन्दर्भ में यह ध्यान रखें कि ये दोनों Inverted commas अलग-अलग प्रकार के होंगे। अन्दर वाला Inverted comma सामान्यतया Single होता है। जैसे :

(a) She said to me, “Have you read ‘Godan’ of Prem Chand ?”

(b) Ram said to me, “Haven't you seen ‘The Spiderman’ so far?”

Important

(a) Avoid using exclamation mark!

Someone once said using exclamation mark in your writing is like laughing at your own jokes!!

Never use exclamation mark in your formal writing!!!

(b) Never leave a space between the last word of the sentence and the punctuation mark.



TEST YOURSELF Exercises

01. Punctuate the following sentences using capital letters where necessary :

- | | |
|---|-------------------------------------|
| (1) if you don't understand it tell him. | (2) he said to me what is his name. |
| (3) try try and try again. | (4) ram and Shyam went to punjab. |
| (5) ram not shyam is responsible. | (6) do what you were told. |
| (7) oh you are here. | (8) o lord help me. |
| (9) gandhiji the father of the nation loved the poor. | |
| (10) the answer she said is this. | |

02. Punctuate the following sentences using capital letters where necessary :

- | | |
|--|----------------------------------|
| (1) hands up said the dy sp. | (2) oh dear where have you been. |
| (3) follow me ordered the jailer. | (4) she is after all an orphan. |
| (5) yes please he said. | (6) she said I cant do it. |
| (7) when you are ready tell me. | (8) where have you been. |
| (9) you must you can you shall do it . | (10) if you try you will pass. |

03. Punctuate the following sentences using capital letters where necessary :

- | | |
|---|--|
| (1) I like reading he likes playing | (2) ppp please try again he said |
| (3) please move fast it is getting late | (4) I want the following items pencil rubber and a pen |
| (5) he said I can't agree with your policy divide and rule at this moment | |
| (6) raju do you follow me. sudha yes I do | |
| (7) the other girl gayatri sharma refused to accept the gift | |
| (8) no I don't remember it | (9) ram is a hindu ashraf is a muslim |
| (10) I saw the note welcome | |

04. Insert the correct punctuation mark in the gaps. Remember not to leave any spaces before or after the punctuation marks :

- (1) Alas, poor Bill ..
- (2) Do you recall in the last grammar exercise, how he fell from his horse ..
- (3) You may remember that he cracked his skull as he landed on the rocky ground ..
- (4) Shall we resume the story ..
- (5) I seized Bill's lifeless wrist and felt for a pulse ..
- (6) Nothing ..
- (7) How could he have died so easily, by merely falling from a horse ..
- (8) What was I going to do ..
- (9) It was such a God-forsaken place ..
- (10) Help was at least a day's ride away ..
- (11) Suddenly I became aware of the large, icy drops of rain on the wind ..
- (12) There was nothing else I could do ..
- (13) I would have to make camp for the night ..
- (14) And what a very long and very cold night it was going to be.

**SOLUTIONS****TEST YOURSELF Exercises****Solution TYE 01**

- | | |
|---|---|
| (1) If you don't understand it, tell him. | (2) He said to me, "What is his name?" |
| (3) Try, try and try again. | (4) Ram and Shyam went to Punjab. |
| (5) Ram, not Shyam is responsible. | (6) Do, what you were told. |
| (7) Oh! you are here. | (8) O, Lord, help me. |
| (9) Gandhiji, the father of the Nation, loved the poor. | (10) "The answer", she said, "is this." |

Solution TYE 02

- | | |
|---|-------------------------------------|
| (1) "Hands up!", said the Dy. SP. | (2) "Oh dear! where have you been." |
| (3) "Follow me!", ordered the jailer. | (4) She is, after all, an orphan. |
| (5) "Yes please", he said. | (6) She said, "I can't do it." |
| (7) When you are ready, tell me. | (8) Where have you been? |
| (9) You must, you can, you shall do it. | (10) If you try, you will pass. |

Solution TYE 03

- | | |
|---|--|
| (1) I like reading; he likes playing. | (2) "P-p-p-please try again", he said. |
| (3) Please move fast; it is getting late. | (4) I want the following items : pencil, rubber and a pen. |
| (5) He said, "I can't agree with your policy 'Divide and Rule' at this moment." | |
| (6) Raju : Do you follow me? | |
| Sudha : Yes, I do. | |
| (7) The other girl—Gayatri Sharma—refused to accept the gift. | |
| (8) No, I don't remember it. | |
| (9) Ram is a Hindu ; Ashraf is a Muslim. | |
| (10) I saw the note Welcome. | |

Solution TYE 04

- (1) Alas, poor Bill!
- (2) Do you recall in the last grammar exercise, how he fell from his horse?
- (3) You may remember that he cracked his skull as he landed on the rocky ground.
- (4) Shall we resume the story?
- (5) I seized Bill's lifeless wrist and felt for a pulse.
- (6) Nothing!
- (7) Could he be dead already, merely from falling off a horse?
- (8) What was I going to do?
- (9) It was such a God-forsaken place!
- (10) Help was at least a day's ride away.
- (11) Suddenly I became aware of the large, icy drops of rain on the wind.
- (12) There was nothing else I could do.
- (13) I would have to make camp for the night.
- (14) And what a very long and very cold night it was going to be!

FORMATION OF WORDS

‘Word’ के Base रूप से नए word का निर्माण करना Word Formation कहलाता है। Word Formation कई प्रकार से किया जा सकता है।

- (1) **Prefix द्वारा:** Base word के पहले एक Syllable लगाकर नया Word बनाया जा सकता है। Prefix एक syllable है, जो मूल शब्द के पहले लगता है। जैसे:

Un + lucky	Unlucky
In + dependent	Independent
Im + polite	Impolite

- (2) **Suffix द्वारा:** Base word के बाद एक syllable लगाकर भी नया शब्द बनाया जा सकता है। Suffix एक syllable है, जो मूल शब्द के बाद लगता है। जैसे:

Great + ness	Greatness
Social + ism	Socialism
Leak + age	Leakage

- (3) **Compounding द्वारा:** दो या दो से अधिक शब्दों को मिलाकर भी नए शब्द का निर्माण किया जाता है। जैसे:

Drawing + room	Drawing room
Tax + paid	Taxpaid
Pre + paid	Prepaid

- (4) **Merging द्वारा:** दो शब्दों को आपस में merge करने पर भी नया शब्द बन जाता है। जैसे:

Breakfast and lunch	Brunch
Hotel for motorist	Motel

- (5) **Cutting or clipping द्वारा:** इसके द्वारा शब्दों के कुछ भाग को cut करके भी नया शब्द बनाया जा सकता है। जैसे:

Telephone	Phone
Teenagers	Teens
Picture with movement	Movie

Prefix द्वारा नए शब्द का निर्माण

मूल शब्द से पहले im, in, ir, il, re, em, en, de, un, dis, mis, pre, non, mini, semi, vice इत्यादि कुछ syllable लगाकर नए शब्द का निर्माण किया जा सकता है। इस तरह के बहुत से Prefix हैं, जिनसे नए शब्द का निर्माण होता है।

जैसे:

<i>impolite</i>	<i>impotent</i>	<i>impure</i>
<i>immaterial</i>	<i>indiscipline</i>	<i>incompetent</i>
<i>irregular</i>	<i>irrelevant</i>	<i>immoral</i>
<i>illogical</i>	<i>illegal</i>	<i>illiterate</i>
<i>recast</i>	<i>refund</i>	<i>reclaim</i>
<i>empower</i>	<i>embody</i>	<i>embark</i>
<i>encourage</i>	<i>enrich</i>	<i>enlist</i>
<i>deform</i>	<i>defame</i>	<i>demoralise</i>
<i>unfortunate</i>	<i>untie</i>	<i>unexpected</i>
<i>disappear</i>	<i>dislike</i>	<i>discourage</i>
<i>miscarriage</i>	<i>mistrust</i>	<i>mismanage</i>
<i>premature</i>	<i>prepaid</i>	<i>prefix</i>
<i>non-cooperation</i>	<i>non-refundable</i>	<i>nonsense</i>
<i>mini computer</i>	<i>mini-car</i>	<i>miniskirt</i>
<i>semi modal</i>	<i>semicircle</i>	<i>semicolon</i>
<i>vice captain</i>	<i>vice chairman</i>	<i>vice-president</i>

Suffix द्वारा नए शब्द का निर्माण

मूल शब्द के बाद में ed, ist, ing, en, ish, ful, ly, ship, ness, less इत्यादि लगाकर नए शब्द का निर्माण किया जा सकता है।

<i>gifted</i>	<i>ruined</i>	<i>talented</i>
<i>socialist</i>	<i>artist</i>	<i>rightist</i>
<i>painting</i>	<i>gardening</i>	<i>watering</i>
<i>bolden</i>	<i>hidden</i>	<i>maiden</i>
<i>selfish</i>	<i>boyish</i>	<i>womanish</i>
<i>joyful</i>	<i>truthful</i>	<i>fearful</i>
<i>colourful</i>	<i>powerful</i>	<i>cheerful</i>
<i>graceful</i>	<i>godly</i>	<i>manly</i>
<i>suddenly</i>	<i>friendship</i>	<i>membership</i>
<i>hardship</i>	<i>kindness</i>	<i>fastness</i>
<i>goodness</i>	<i>artless</i>	<i>tasteless</i>

Conversion of Words

Noun को Verb या Adverb में बदलना या Verb को Noun या Adjective अथवा Adverb में बदलना। इसके लिए कई बार Suffix एवं कई बार Prefix का प्रयोग किया जाता है। नीचे दिए उदाहरणों को देखें। कई परीक्षाओं में परीक्षार्थियों से इस तरह के प्रश्न पूछे जाते हैं।

(A) Changing Noun into Adjective

Noun	Adjective	Noun	Adjective
Angle	Angular	Brass	Brazen
Adam	Adamic	Body	Physical
Ancestor	Ancestral	Beast	Bestial
Authority	Authoritative	Contempt	Contemtuos

Noun	Adjective	Noun	Adjective
Advice	Advisable	Coward	Cowardly
Brother	Fraternal	Cat	Feline
Blue	Bluish	City	Urban
Beginning	Initial	Calamity	Calamitous
Bounty	Bounteous	Circle	Circular
Brute	Brutal	College	Collegiate
Conscience	Conscientious	Nose	Nasal
Circumstance	Circumstantial	Ocean	Oceanic
Dog	Canine	Offence	Offensive
Emperor	Imperial	Omen	Ominous
Expectation	Expectant	People	Popular
Example	Exemplary	Population	Populous
Enemy	Inimical	Professor	Professorial
Earth	Earthen	Patriot	Patriotic
Essence	Essential	Pathos	Pathetic
Elephant	Elephantine	Picture	Picturesque
Explanation	Explanatory	Prejudice	Prejudicial
Egg	Oval	Problem	Problematic
Eye	Optical	Punishment	Penal
Famine	Famished	Sentence	Sententious
Fraud	Fraudulent	Place	Local
Foot	Pedal	Palace	Palatial
Flower	Floral	Ruin	Ruinous
Fear	Timorous	Sedition	Seditious
Fable	Fabulous	Service	Serviceable
Fever	Feverish	Secretary	Secretarial
Fate	Fatal	Study	Studious
Flesh	Carnal	Paradise	Paradisiacal
Grief	Grievous	Series	Series
Grass	Grassy	Salt	Saline
Hand	Manual	Serpent	Serpentine
Hypocrite	Hypocritical	Superstition	Superstitious
Island	Insular	Ship	Naval
Industry	Industrious (Industrial)	Sky	Etherial
Spring	Vernal	Joy	Joyous
Sun	Solar	Joke	Jocular
Star	Starry	Judge	Judicial (Judicious)
Tooth	Dental	Tribe	Tribal
Licence	Licentious	Town	Urban
Lustre	Lustrous	Talk	Talkative
Love	Amorous	Table	Tabular
Money	Monetary	Youth	Juvenile
Moon	Lunar	Vice	Vicious
Merchant	Mercantile	Voice	Vocal

Noun	Adjective	Noun	Adjective
Metal	Metallic	Village	Rural
Medicine	Medicinal	War	Martial
Myth	Mythical	Title	Titular
Minister	Ministerial	Worth	Worthy
Muscle	Muscular	Watch	Vigilant
Merit	Meritorious	Wood	Sylvan
Night	Nocturnal	Year	Annual
Neighbour	Neighbourly	Zodiac	Zodiacal
Nihil	Nihilistic	Zenith	Zenithal

(B) Changing Noun into Verb

Noun	Verb	Noun	Verb
Authority	Authorize	Hard	Harden
Assertion	Assert	Harmony	Harmonize
Apology	Apologize	Haste	Hasten
Allusion	Allude	Height	Heighten
Blood	Bleed	Idol	Idolize
Beauty	Beautify	Justice	Justify
Black	Blacken	Knee	Kneel
Brass	Braze	Loss	Lose
Bed	Embed	List	Enlist
Body	Embody	Monopoly	Monopolize
Circle	Encircle	Magnet	Magnetize
Centre	Centralize	Memory	Memorize
Cipher	Decipher	Nature	Naturalize
Class	Classify	Notice	Notify
Certainty	Ascertain	Necessity	Necessitate
Colony	Colonize	Night	Be Night
Collision	Collide	Origin	Originate
Company	Accompany	Office	Officiate
Conception	Conceive	Perception	Perceive
Custom	Accustom	Patron	Patronize
Character	Characterise	Peace	Pacify
Danger	Endanger	Person	Personify
Drop	Drip	Prison	Imprison
Enthusiasm	Enthuse	Power	Empower
Excellence	Excel	Relief	Relieve
Economy	Economize	Robe	Enrobe
Electricity	Electrify	Society	Associate
Furniture	Furnish	Sermon	Sermonize
Frost	Freeze	Spark	Sparkle
Food	Feed	Shrine	Enshrine
Force	Enforce	Slave	Enslave
Friend	Befriend	Title	Entitle
Fraud	Defraud	Tomb	Entomb

Grass	Graze	Utility	Utilize
Glory	Glorify	Vapour	Evaporate
Gold	Gild	Verse	Versify
Habit	Habituate	Vacancy	Vacate
Hand	Handle	Vice	Vitiate

(C) Changing Noun into Abstract Noun

Noun	Abstract Noun	Noun	Abstract Noun
Beggar	Beggary	Machine	Mechanism
Coin	Coinage	Priest	Priesthood
Coward	Cowardice	Person	Personage
Cunning	Cunningness	Royal	Royalty
Creature	Creation	Regent	Regency
Elector	Electorate	Servant	Service
Hero	Heroism	Witch	Witchery

(D) Changing Adjective into Verb

Adjective	Verb	Adjective	Verb
Abundant	Abound	Large	Enlarge
Able	Enable	Lamp	Lamp
Abusive	Abuse	Dramatic	Dramatize
Bitter	Embitter	Little	Belittle
Brief	Abbreviate	Long	Prolong
Brutal	Brutalize	Liquid	Liquidize
Base	Debase	Mad	Madden
Clear	Clarify	Moist	Moisten
Civil	Civilize	Noble	Ennoble
Clean	Cleanse	Public	Publish
Dense	Condense	Popular	Popularize
Different	Differentiate	Poor	Impoverish
Double	Duplicate	Perpetual	Perpetuate
Dramatic	Dramatize	Pure	Purify
Equal	Equalize	Real	Realize
Fat	Fatten	Rich	Enrich
Fertile	Fertilize	Safe	Save
Firm	Confirm	Stupid	Stupidity
Fresh	Refresh	Sweet	Sweeten
Feeble	Enfeeble	Solid	Solidity

(E) Changing Adjective into Noun

Adjective	Noun	Adjective	Noun
Adequate	Adequacy	Intense	Intensity
Acid	Acidity	Just	Justice
Bankrupt	Bankruptcy	Merry	Merriment
Brief	Brevity	Magnificent	Magnificence

Busy	Business	Notorious	Notoriety
Chaste	Chastity	Obedient	Obedience
Civil	Civility	Pious	Piety
Compulsory	Compulsion	Public	Publicity
Dense	Density	Rival	Rivalry
Gay	Gaiety	Solitary	Solitude
Double	Duplicate	Perpetual	Perpetuate
Grand	Grandeur	Splendid	Splendour
Hot	Heat	Vain	Vanity
Humble	Humility	Wide	Width
Local	Locality	Worthy	Worth

(F) Changing Verb into Noun

Verb	Noun	Verb	Noun
Acquit	Acquittal	Conceive	Conception
Bathe	Bath	Commit	Committal
Betray	Betrayal	Compare	Comparison
Deceive	Deception	Precise	Precision
Defy	Defiance	Predict	Prediction
Deny	Denial	Precede	Precedence
Do	Deed	Pursue	Pursuit
Prohibit	Prohibition	Yean	Yeanling
Heal	Health	Recede	Recess
Know	Knowledge	Rely	Reliance
Lend	Loan	Respond	Response
Give	Gift	Redeem	Redemption
Narrate	Narration	Steal	Stealth
Oblige	Obligation	Urge	Urgency
Move	Motion	Seize	Seizure
Please	Pleasure	Weave	Web
Persuade	Persuasion	Vary	Variety

इस तरह से आपने देखा कि नए शब्द का निर्माण किस तरह से किया जा सकता है। नए शब्द-निर्माण की विधि एवं शब्द को विभिन्न Part of Speech में बदलना, English Vocabulary की वृद्धि में काफी सहायक है।



TEST YOURSELF Exercises

01.

Write the Adjective form of the following Nouns:

- | | | | | |
|---------------|-------------|------------|-----------|--------------|
| (1) Calamity, | (2) Coward, | (3) City, | (4) Blue, | (5) Emperor, |
| (6) Brute, | (7) Cat, | (8) Beast, | (9) Body, | (10) Brass. |

02.*Write the Noun form of the following words:*

- | | | | | |
|-------------|------------|---------------|---------------|---------------|
| (1) Floral, | (2) Fatal, | (3) Populous, | (4) Inimical, | (5) Penal, |
| (6) Saline, | (7) Naval, | (8) Solar, | (9) Dental, | (10) Jocular. |

03.*Change the following Nouns into Verbs:*

- | | | | | |
|--------------|--------------|-------------|----------------|--------------|
| (1) Hard, | (2) Loss, | (3) Magnet, | (4) Centre, | (5) Bed, |
| (6) Circle, | (7) Food, | (8) Grass, | (9) Collision, | (10) Nature, |
| (11) Origin, | (12) Office. | | | |

04.*Change the following Verbs into Noun:*

- | | | | | |
|------------|--------------|------------|-------------|---------------|
| (1) Bathe, | (2) Predict, | (3) Defy, | (4) Please, | (5) Lend, |
| (6) Move, | (7) Pursue, | (8) Steal, | (9) Oblige, | (10) Respond, |
| (11) Yean, | (12) Do. | | | |

05.*Form the words as directed from the following words:***[Inspectors of Income-tax]**

- | | |
|---|--|
| (1) a noun from <i>err</i> (verb). | (2) A noun from <i>flow</i> (verb). |
| (3) a noun from <i>precise</i> (adjective). | (4) an abstract noun from <i>witch</i> (noun). |
| (5) a verb from <i>office</i> (noun). | (6) Adjectives from <i>coast, home</i> . |
| (7) Abstract noun from <i>fool, poor, laugh</i> . | |

06.*Use each of the following words as a noun and as a verb in your own sentences:***[IAS]**

- | | | | | |
|-------------|-----------|--------------|-------------|----------------|
| (1) quarrel | (2) book | (3) hand | (4) lock | (5) water |
| (6) stand | (7) field | (8) chair | (9) notes | (10) sacrifice |
| (11) train | (12) work | (13) present | (14) record | |

07.*Fill in the blanks with the appropriate word in the second sentence in the following pairs of sentences:***[Inspectors of Income-tax]**

- (1) The corrupt politician is about to be exposed.
The corrupt politician faces
- (2) Most of the cups broke in transit.
Most of the cups suffered in transit.
- (3) The passengers were annoyed at the delay.
The passengers expressed their at the delay.
- (4) The Court ordered the building to be demolished.
The Court ordered of the building.
- (5) The strange word is repeated in all his poems.
All his poems shows of the strange word.
- (6) He told me not to be in such haste.
He told me not to so much.
- (7) My grandfather fell down.
My grandfather had a
- (8) The visitor frightened the child.
The visitor gave the child a look.



SOLUTIONS

TEST YOURSELF *Exercises*

Solution TYE 01

- | | | | | |
|-----------------|---------------|--------------|--------------|---------------|
| (1) Calamitous, | (2) Cowardly, | (3) Urban | (4) Bluish, | (5) Imperial, |
| (6) Brutal | (7) Feline, | (8) Bestial, | (9) Physical | (10) Brazen. |

Solution TYE 02

- | | | | | |
|-------------|-----------|----------------|------------|-----------------|
| (1) Flower, | (2) Fate, | (3) Population | (4) Enemy, | (5) Punishment, |
| (6) Salt | (7) Ship, | (8) Sun, | (9) Tooth | (10) Joke. |

Solution TYE 03

- | | | | | |
|---------------------------------|-----------|---------------|-----------------|------------------|
| (1) Harden, | (2) Lose, | (3) Magnetize | (4) Centralize, | (5) Embed, |
| (6) Encircle | (7) Feed, | (8) Graze, | (9) Collide | (10) Naturalize, |
| (11) Originate, (12) Officiate. | | | | |

Solution TYE 04

- | | | | | | |
|--------------|-----------------|----------------|----------------|----------------|-------------|
| (1) Bath, | (2) Prediction, | (3) Defiance | (4) Pleasure, | (5) Loan, | (6) Motion, |
| (7) Pursuit, | (8) Stealth, | (9) Obligation | (10) Response, | (11) Yeanling, | (12) Deed. |

Solution TYE 05

- | | | | | |
|----------------------|-----------|-------------------------------|---------------|-----------------|
| (1) error, | (2) flow, | (3) precision | (4) witchery, | (5) officiating |
| (6) coastal, homely, | | (7) folly, poverty, laughter. | | |

Solution TYE 06

Use as a Noun:

- | | |
|---|--|
| (1) <i>Quarrels</i> take place over the property. | (4) The <i>locks</i> of Aligarh are durable. |
| (2) The <i>books</i> written by Mr. S.C. Gupta are very useful. | (6) You should have taken a <i>tough stand</i> . |
| (3) The <i>hands</i> of Mafia are many. | (8) This is a comfortable <i>chair</i> . |
| (5) <i>Water</i> is necessary for life. | |
| (7) The <i>field</i> of Red Corner, China is plane. | |
| (9) She has taken my <i>notes</i> . | |
| (10) The <i>sacrifice</i> made by Subhash Chandra Bose is indeed great. | |
| (11) The <i>train</i> is a good mode of travel. | (12) Complete your <i>work</i> today positively. |
| (13) This is a good <i>present</i> for her. | (14) Sachin has made several <i>records</i> . |

Use as a Verb:

- | | |
|--|---|
| (1) You should not <i>quarrel</i> with your brother. | (2) The scooter was <i>booked</i> for Alwar. |
| (3) A representation was <i>handed</i> over to the Chairman. | (4) <i>Lock</i> the house properly while going out. |
| (5) He is <i>watering</i> the plants. | (6) The inflation rate now <i>stands</i> at 4% only. |
| (7) Sachin <i>fields</i> the ball very quickly. | (8) The Home Minister <i>chaired</i> the meeting of M.Ps. |
| (9) Please <i>note</i> down my telephone number. | |
| (10) Subhash Chandra Bose <i>sacrificed</i> his service and fought for independence. | |
| (11) Pakistan is <i>training</i> militants. | (12) He <i>works</i> in this office. |
| (13) She <i>presented</i> a wrong information. | (14) Please <i>record</i> my dissent in this matter. |

Solution TYE 07

- | | | | |
|-----------------|---------------|---------------|------------------|
| (1) exposure, | (2) breakage, | (3) annoyance | (4) demolition, |
| (5) repetition, | (6) hurry | (7) fall, | (8) frightening. |

SPELLING RULES

सही अंग्रेजी लिखने हेतु न केवल व्याकरणिक नियमों का ज्ञान आवश्यक है बल्कि सही Spelling लिखना भी अनिवार्य है। गलत Spelling, न केवल आपकी अज्ञानता, लापरवाही एवं असावधानी को व्यक्त करती है, बल्कि परीक्षक पर भी बहुत नकारात्मक प्रभाव डालती है।

सही Spelling लिखने हेतु निरन्तर प्रयास की आवश्यकता है। सही Spelling लिखने हेतु निम्न बिन्दुओं पर अमल करें

- (1) लिखते समय, जिस किसी शब्द की Spelling के गलत/सही होने का सन्देह हो, उसे तुरन्त Dictionary में देखकर Spelling सुनिश्चित कर लें।
- (2) कुछ शब्दों की Spellings अन्य शब्दों से हटकर होती है, उन्हें अलग से लिखकर बार-बार Revise करने पर गलतियों से बचा जा सकता है।
- (3) Formation of words में Suffix, Prefix लगाने के नियमों का भी ध्यान रखें।
- (4) शब्दों का सही उच्चारण भी सही Spelling लिखने में सहायक होता है।
- (5) कुछ शब्दों का उच्चारण एक जैसा लगता है अतः वाक्यों के अर्थ का ध्यान रखकर ही शब्द को लिखें।
- (6) निम्न Spelling Rules का ध्यान रखें एवं बताए गए 'अपवाद' (Exceptions) को अच्छी तरह Revise कर लें।

Spelling Rules

Rule 1 कुछ words, एक syllable के होते हैं, जिनके अन्त में एक consonant आता है एवं उससे पहले एक vowel (a, e, i, o, u) आता है। यदि इस प्रकार के word में consonant के बाद किसी vowel letter के साथ Suffix लगता है तो इस consonant को double कर दिया जाता है। जैसे:

run	running	get	getting
rob	robbed	plan	planning
put	putting	war	warring

Rule 2 एक से अधिक syllable वाले शब्द जो single vowel + single consonant में समाप्त होते हैं। इनमें अन्तिम consonant, double हो जाता है। जैसे:

begin	beginning	refer	referring
permit	permitted	transfer	transferring
occur	occurred	control	controller

Exceptions are :

suffer	suffered	offer	offered
benefit	benefited	differ	differed

Rule 3 बहुत से words के अन्त में 'l' आता है तो वह 'l' double हो जाता है। जैसे:

quarrel	quarrelled	equal	equalled
distil	distilled	travel	travelled
jewel	jeweller	expel	expelled

Exceptions are:

parallel	paralleled	peril	perilous
----------	------------	-------	----------

Rule 4 (a) कुछ words के अन्त में e आता है। ऐसे words के साथ vowel से शुरू होने वाला Suffix लगाने पर e हट जाता है। जैसे:

live	living	bite	biting
fame	famous	make	making
move	moving	blame	blaming
value	valuable	love	loving
note	notable	issue	issuing

(b) लेकिन e से समाप्त होने वाले शब्दों के साथ consonant से शुरू होने वाला Suffix लगाने पर e भी लगा रहता है। जैसे:

hope	hopeful	excite	excitement
engage	engagement	nice	nicely

Exceptions are:

true	truly	awe	awful
whole	wholly	argue	argument
due	duly	simple	simply

Rule 5 जो words -ce या -ge से समाप्त होते हैं इनके साथ a, o, u से शुरू होने वाला Suffix लगाने पर e लगा रहता है। जैसे:

replace	replaceable	manage	manageable
change	changeable	marriage	marriageable
courage	courageous	service	serviceable

Rule 6 जब कोई word, y से समाप्त होता है एवं पहले कोई consonant आता है तो Suffix (except -ing) लगाने पर y, i में बदल जाता है। जैसे:

cry	cried	pity	pitiful
mercy	merciful	carry	carried

Exceptions are:

shy	shyly	dry	dryly
sly	slyly		

Rule 7 यदि कोई word, ll से समाप्त होता है तो उसके साथ 'full' Suffix लगाने पर word एवं Suffix दो में एक-एक l ही रह जाता है। जैसे:

skill + full	skilful	will + full	wilful
full + fill	fulfil		



लेकिन यदि y के पहले कोई vowel आता है तो y वैसा ही रहता है।

pray	prayed	buy	buyer
play	played	pay	payable
enjoy	enjoyment	stay	stayed

Exceptions are:

say	said	pay	paid
lay	laid	day	daily

Rule 8 अगर किसी word का ie से अन्त हो और उसमें 'ing' Suffix लगाया जाए तो ie बदलकर 'y' हो जाता है। जैसे:

die	dying	lie	lying
tie	tying	vie	vying

Difference between American and British Spelling

- (1) कुछ words के अन्त में American English में or रहता है, किन्तु British English में our रहता है। जैसे:
 American English — labor, color, rumor, humor, neighbor etc.
 British English — labour, colour, rumour, humour, neighbour etc.
 - (2) American English में कुछ शब्दों के अन्त में og रहता है, किन्तु British English में oque आता है। जैसे:
 American English — catalog, dialog
 British English — catalogue, dialogue
 - (3) American English में word के अन्तिम शब्द l को double नहीं किया जाता है, किन्तु British English में यह double हो जाता है। जैसे:
 American English — Traveler, leveling
 British English — Traveller, levelling
 - (4) बहुत से verbs के अन्त में American English में ize रहता है, किन्तु British English में -ise या -ize दोनों लगते हैं। जैसे:
 American English — Realize, analyze
 British English — Realise, realize, analyse
 - (5) American English में कुछ शब्दों के अन्त में ter रहता है, किन्तु British English में tre आता है। जैसे:
 American English — Theater, meter, center
 British English — Theatre, metre, centre
- अनेक शब्दों में American English एवं British English में spelling सम्बन्धी अन्तर है। जैसे:

American English	British English
tire	tyre (on a vehicle)
program	programme
jail	gaol, jail
aluminum	aluminium
defense	defence
jewelry	jewellery



India में British English प्रचलित है। अतः हमें British English की spellings को ही ध्यान में रखना चाहिए।

List of Commonly Mis-spelt Words

Autumn	Conscience	Irresistible	Phenomenon
Accommodate	Cigarette	Irrelevant	Physique
Accustom	Colloquial	Irreparable	Psychology
Agility	Commemorate	Indefatigable	Potato
Athlete	Competition	Indigenous	Pharmaceutical
Accommodate	Convenient	Incorrigible	Pursue

Acquaintance	Conceive	Juggler	Quarrel
Assailant	Condemn	Jealousy	Queue
Aggregate	Curriculum	Jubilee	Quinine
Acquiesce	Deceive	Juvenile	Rogue
Abbreviate	Discernible	Knave	Routine
Ascetic	Deficiency	Kitchen	Regrettable
Annihilate	Dialogue	Knee	Restaurant
Appropriate	Descendant	Knight	Repetition
Aerodrum	Division	Kneeled	Referee
Architecture	Dilemma	Knives	Rehearsal
	Deteriorate	Leniency	Rupee
Alcohol	Dysentery	Leisure	Sceptre
Adherent	Ecclesiastical	Laurel	Scissors
Abhorrence	Etiquette	Luxurious	Schedule
Accessible	Erroneous	Lieutenant	Strategy
Acknowledgement	Exaggeration	Manageable	Simultaneous
Acquittal	Ecstasy	Magnificent	Symmetrical
Apparatus	Equilibrium	Martyr	Soliloquy
Amateur	Exchequer	Manoeuvre	Sovereign
Appetite	Extravagance	Misdemeanor	Stomach
Acclamation	Efficiency	Meagre	Technique
Affectionate	Efficacious	Moustache	Transience
Aesthetic	Embarrass	Mosquito	Tenacious
Alienate	Fallacious	Missionary	Transgressor
Ambassador	Fascinate	Millionaire	Utterance
Ambition	Facilitate	Massacre	Vacation
Assassin	Felicitate	Museum	Vaccination
Bankruptcy	Freight	Mischievous	Vicissitude
Beneficent	Favourable	Musician	Vocabulary
Behaviour	Fourth	Noticeable	Vicious
Bequeath	Genuine	Nuisance	Villainous
Besiege	Guarantee	Neighbour	Wednesday
Bureaucracy	Gorgeous	Necessary	Weigh
Budget	Grievance	Necessitate	Woolen
Buffoon	Grotesque	Occurrence	Written
Circumstance	Geometry	Omitted	Writing
Commitment	Grammar	Oscillate	Xenomania
Committee	Gazette	Ominous	Xylography
Condescend	Harassment	Parallel	Yawning
Connoisseur	Heinous	Pneumonia	Yeoman
Correspondence	Heterogenous	Proletariat	Zodiac
Counterfeit	Hygiene	Perceive	Zealous
Catalogue	Inflammable	Proprietor	Zootomy
Convalesce	Incarcerate	Perspicuous	Zythepsary



Spelling सम्बन्धी गलती आपकी लापरवाही (negligency) एवं अधूरे ज्ञान को उजागर करती है, अतः आप इन्हें अच्छी तरह याद करें। इन शब्दों को बार-बार पढ़कर, लिखकर निरन्तर अभ्यास करें। इनको लिखते समय अधिकांश छात्र गलती करते हैं।



TEST YOURSELF Exercises

01

Insert 'ance' or 'ence' into the following words:

- | | | | | |
|------------------|-----------------|---------------------|-------------------|-----------------|
| (a) exist | (b) attend | (c) correspond | (d) magnific | (e) occur |
| (f) persist | (g) entr | (h) emin | (i) prud | (j) vigil |
| (k) compli | (l) hindr | (m) acquaint | (n) assure | (o) repent |
| (p) differ | (q) refer | | | |

02

Insert 'ant' or 'ent' into the following words:

- | | | | | |
|-----------------|------------------|------------------|------------------|--------------------|
| (a) attend | (a) cog | (c) immigr | (d) complim | (e) disinfect |
| (f) immin | (g) serp | (h) inhabit | (i) serv | (j) brilli |
| (k) monum | (l) pertin | (m) fragr | (n) promin | (o) perman |
| (p) vali | (q) adjac | (r) restaur | (s) resist | (t) suffici ... |
| (u) excell | (v) benefic | | | |

03

Add 'tion', or 'sion' to complete the spelling of the following words:

- | | | | | |
|--------------------|------------------|---------------------|-----------------|------------------|
| (a) applica | (b) discus | (c) deci | (d) colli | (e) posses |
| (f) profes | (g) combina | (h) explo | (i) confu | (j) permis |
| (k) sugges | (l) atten | (m) ambi | (n) ammuni | (o) associa |
| (p) determina | (q) divi | (r) exclu | (s) compul | (t) conclu |
| (u) commis | (v) direc | (w) administra | (x) resolu | (y) reputa |
| (z) ses | | | | |

04

Insert 'ary', 'ery', 'ory' or 'ry' into the following words:

- | | | | | |
|-----------------|------------------|--------------------|------------------|------------------|
| (a) brav | (b) bound | (c) contra | (d) sal | (e) slav |
| (f) jewell | (g) gallant | (h) second | (i) prim | (j) secret |
| (k) cook | (l) coroll | (m) dai | (n) geomet | (o) laborat |
| (p) liter | (q) mercen | (r) milit | (s) mission | (t) monast |
| (u) myst | (v) necess | (w) satisfact | (x) machin | (y) fact |
| (z) begg | | | | |

05

Insert 'cial' or 'tial' in the following words:

- | | | | | |
|-------------------|-------------------|-----------------|-----------------|--------------------|
| (a) pala | (b) residen | (c) superfi.... | (d) ra | (e) par |
| (f) spe | (g) influen | (h) pruden | (i) provin | (j) sacrifici |
| (k) finan | (l) judi | (m) cru | (n) nup | (o) prejudi |
| (p) presiden | (q) preferen | (r) essen | | |

06*Insert 'eous' or 'ious' into the spelling of the following words:*

- | | | | | |
|--------------------|--------------------|----------------|------------------|-----------------|
| (a) nutrit | (b) courag | (c) court | (d) notor | (e) erron |
| (f) meritor | (g) superstit | (h) bount | (i) industr | (j) licent |
| (k) prec | (l) prodig | (m) cur | (n) feroc | (o) grac |
| (p) conscient | (q) luxur | | | |

07*Add the suffix 'able' or 'ible' with the following words:*

- | | | | | |
|-------------------|----------------|-----------------|-----------------|------------------|
| (a) agree | (b) love | (c) resist | (d) blame | (e) move |
| (f) access | (g) value | (h) eat | (i) change | (j) reduce |
| (k) contempt | (l) force | (m) pay | (n) profit | (o) discern |

08*Fill in 'age', 'dge' or 'ege' in the following words:*

- | | | | | |
|---------------|----------------|----------------|----------------|-----------------|
| (a) pill | (b) coll | (c) carri | (d) mess | (e) man |
| (f) line | (g) ple | (h) dam | (i) bu | (j) bri |
| (k) he | (l) pres | (m) pack | (n) mortg | (o) posti |
| (p) vill | (q) suffr | (r) lo | (s) pass | (t) cartri |

09*Insert 'cious' or 'tious' into the following words:*

- | | | | | |
|----------------|---------------|-------------------|-------------------|------------------|
| (a) Mali | (b) fero | (c) supersti | (d) conscien | (e) ostenta |
| (f) ambi | (g) vi | (h) ficti | (i) deli | (j) perni |
| (k) atro | (l) vora | (m) sedi | (n) infec | (o) saga |
| (p) avari | | | | |

10*Insert 'ei' or 'ie' into the following words:*

- | | | | | |
|--------------|--------------|-------------|--------------|-------------|
| (a) Perc..ve | (b) hyg ..ne | (c) bel..f | (d) ach..ve | (e) ch..f |
| (f) dec..ve | (g) rel..f | (h) conc..t | (i) th..f | (j) v..l |
| (k) n..gh | (l) y..ld | (m) br..f | (n) n..ce | (o) forf..t |
| (p) L..ge | (q) surf..t | (r) f..gn | (s) retr..ve | (t) rec..pt |
| (u) gr..ve | (v) pr..st | | | |

11*Tick mark the word with correct spellings:***[Railway Apprentice]**

- | | | |
|---------------------|----------------|----------------|
| (1) (a) temperature | (b) temprature | (c) tempareter |
| (2) (a) definate | (b) definite | (c) difinite |
| (3) (a) expirience | (b) exparience | (c) experience |
| (4) (a) incident | (b) insident | (c) insidant |
| (5) (a) extasy | (b) ecstasy | (c) acstasy |

12*Find out the wrongly spelt word:*

- | | | | |
|--------------------|---------------|----------------|-----------------|
| (1) (a) pompous | (b) populous | (c) prejudiced | (d) pretentous |
| (2) (a) exempleary | (b) embarrass | (c) envious | (d) excellence |
| (3) (a) dispose | (b) dipose | (c) demote | (d) denote |
| (4) (a) casual | (b) candid | (c) convercant | (d) catastrophe |
| (5) (a) procession | (b) passion | (c) posession | (d) profession |

13

Find out the wrongly spelt word:

- | | | | |
|--------------------|--------------|-----------------|---------------|
| (1) (a) rein | (b) neigh | (c) neither | (d) neice |
| (2) (a) efficient | (b) reticent | (c) magnificent | (d) deficient |
| (3) (a) vocal | (b) focal | (c) mystical | (d) vehical |
| (4) (a) altogether | (b) alrigh | (c) almighty | (d) allottee |
| (5) (a) pretence | (b) offence | (c) dence | (d) deference |

**SOLUTIONS****TEST YOURSELF Exercises****Solution TYE 01**

- | | | | |
|-------------------|------------------|---------------------|-------------------|
| (a) existence, | (b) attendance, | (c) correspondence, | (d) magnificence, |
| (e) occurrence, | (f) persistance, | (g) entrance, | (h) eminence, |
| (i) prudence, | (j) vigilance, | (k) compliance, | (l) hindrance, |
| (m) acquaintance, | (n) assurance, | (o) repentance, | (p) difference, |
| (q) reference. | | | |

Solution TYE 02

- | | | | |
|-------------------|-----------------|----------------|-----------------|
| (a) attendant, | (b) cogent, | (c) immigrant, | (d) compliment, |
| (e) disinfectant, | (f) imminent, | (g) serpent, | (h) inhabitant, |
| (i) servant, | (j) brilliant, | (k) monument, | (l) pertinent, |
| (m) fragrant, | (n) prominent, | (o) permanent, | (p) valiant, |
| (q) adjacent, | (r) restaurant, | (s) resistant, | (t) sufficient, |
| (u) excellent, | (v) beneficent. | | |

Solution TYE 03

- | | | | |
|------------------|-----------------|---------------------|--------------------|
| (a) application, | (b) discussion, | (c) decision, | (d) collision, |
| (e) possession, | (f) profession, | (g) combination, | (h) explosion, |
| (i) confusion, | (j) permission, | (k) suggestion, | (l) attention, |
| (m) ambition, | (n) ammunition, | (o) association, | (p) determination, |
| (q) division, | (r) exclusion, | (s) compulsion, | (t) conclusion, |
| (u) commission, | (v) direction, | (w) administration, | (x) resolution, |
| (y) reputation, | (z) session. | | |

Solution TYE 04

- | | | | |
|----------------|----------------|-------------------|----------------|
| (a) bravery, | (b) boundary, | (c) contrary, | (d) salary, |
| (e) slavery, | (f) jewellery, | (g) gallantry, | (h) secondary, |
| (i) primary, | (j) secretary, | (k) cookery, | (l) corollary, |
| (m) dairy, | (n) geometry, | (o) laboratory, | (p) literary, |
| (q) mercenary, | (r) military, | (s) missionary, | (t) monastery, |
| (u) mystery, | (v) necessary, | (w) satisfactory, | (x) machinery, |
| (y) factory, | (z) beggary. | | |

Solution TYE 05

- | | | | |
|-------------------|------------------|------------------|-------------------|
| (a) palatial, | (b) residential, | (c) superficial, | (d) racial, |
| (e) partial, | (f) special, | (g) influential, | (h) prudential, |
| (i) provincial, | (j) sacrificial, | (k) financial, | (l) judicial, |
| (m) crucial, | (n) nuptial, | (o) prejudicial, | (p) presidential, |
| (q) preferential, | (r) essential. | | |

Solution TYE 06

- | | | | |
|------------------|------------------|--------------------|--------------------|
| (a) nutritious, | (b) courageous, | (c) courteous, | (d) notorious, |
| (e) erroneous, | (f) meritorious, | (g) superstitious, | (h) bounteous, |
| (i) industrious, | (j) licentious, | (k) precious, | (l) prodigious, |
| (m) curious, | (n) ferocious, | (o) gracious, | (p) conscientious, |
| (q) luxurious. | | | |

Solution TYE 07

- | | | | |
|-----------------|-----------------|-------------------|---------------|
| (a) agreeable, | (b) lovable, | (c) resistible, | (d) blamable, |
| (e) movable, | (f) accessible, | (g) valuable, | (h) eatable, |
| (i) changeable, | (j) reducible, | (k) contemptible, | (l) forcible, |
| (m) payable, | (n) profitable, | (o) discernible. | |

Solution TYE 08

- | | | | |
|---------------|---------------|---------------|----------------|
| (a) pillage, | (b) college, | (c) carriage, | (d) message, |
| (d) manage, | (e) lineage, | (f) pledge, | (h) damage, |
| (i) budge, | (j) bridge, | (k) hedge, | (l) presage, |
| (m) package, | (n) mortgage, | (o) postage, | (p) village, |
| (q) suffrage, | (r) lodge, | (s) passage, | (t) cartridge. |

Solution TYE 09

- | | | | |
|-------------------|-----------------|--------------------|--------------------|
| (a) malicious, | (b) ferocious, | (c) superstitious, | (d) conscientious, |
| (e) ostentatious, | (f) ambitious, | (g) vicious, | (h) fictitious, |
| (i) delicious, | (j) pernicious, | (k) atrocious, | (l) voracious, |
| (m) seditious, | (n) infectious, | (o) sagacious, | (p) avaricious. |

Solution TYE 10

- | | | | |
|---------------|--------------|---------------|--------------|
| (a) perceive, | (b) hygiene, | (c) belief, | (d) achieve, |
| (e) chief, | (f) deceive, | (g) relief, | (h) conceit, |
| (i) thief, | (j) veil, | (k) neigh, | (l) yield, |
| (m) brief, | (n) niece, | (o) forfeit, | (p) liege, |
| (q) surfeit, | (r) feign, | (s) retrieve, | (t) receipt, |
| (u) grieve, | (v) priest. | | |

Solution TYE 11

- | | | | | |
|----------|----------|----------|----------|----------|
| (1) (a), | (2) (b), | (3) (c), | (4) (a), | (5) (b). |
|----------|----------|----------|----------|----------|

Solution TYE 12

- | | | | | |
|----------|----------|----------|----------|----------|
| (1) (d), | (2) (a), | (3) (b), | (4) (c), | (5) (c). |
|----------|----------|----------|----------|----------|

Solution TYE 13

- | | | | | |
|----------|----------|----------|----------|----------|
| (1) (d), | (2) (c), | (3) (d), | (4) (b), | (5) (c). |
|----------|----------|----------|----------|----------|

SENTENCE STRUCTURE AND ANALYSIS

Sentence क्या है ?

दो या दो से अधिक शब्दों को एक क्रम में लिखने से बनने वाले सार्थक शब्द-समूह को वाक्य (sentence) कहा जाता है।
He goes to market एक वाक्य है।

क्योंकि, इस शब्द-समूह का अर्थ निकलता है। लेकिन To he market goes यद्यपि शब्द-समूह तो है लेकिन इस शब्द-समूह का कोई अर्थ नहीं निकलता है अर्थात् निरर्थक है। अतः यह एक वाक्य नहीं है।

Sentence के निम्नलिखित दो भाग होते हैं :

(1) Subject

(2) Predicate

1. **Subject** : जो कार्य को करने वाला है या जिसके बारे में वाक्य में कुछ व्यक्त किया गया है Subject है।

2. **Predicate** : Subject द्वारा किए जाने वाले कार्य या Subject के बारे में जो कुछ वाक्य में कहा गया है, उसे Predicate कहते हैं। वाक्य में Subject के अतिरिक्त जो कुछ भी होता है, वह Predicate कहलाता है।

Subject	Predicate	Subject	Predicate
(a) Ram	is a good man.	(c) She	went to market.
(b) Rahim	plays football.	(d) He	is writing a letter.

Sentence structure के अनुसार sentences को निम्नलिखित चार भागों में वर्गीकृत किया गया है :

(1) Simple sentence

(2) Compound sentence

(3) Complex sentence

(4) Mixed sentence

Analysis : इसका अर्थ है वाक्य में विद्यमान clauses की पहचान करना एवं वाक्य किस प्रकार का है, इसकी जाँच करना अर्थात् वाक्य में Principal, Coordinate, Subordinate clause कौन-सी है, यह जानना, फिर यह जानना कि वाक्य किस प्रकार का; simple/compound /complex/mixed; है?

Clause क्या होती है ?

Clause is such a group of words that forms part of a sentence and contains a subject and a finite verb.

अर्थात् clause, एक sentence का भाग है, (ध्यान रखें, clause स्वयं एक वाक्य नहीं है) जिसमें एक subject एवं एक finite verb अवश्य होती है। Finite verb वह verb होती है, जो subject के number (singular/plural) एवं person (first /second /third person) के अनुसार बदलती है।

Kinds of Clause

Clause निम्नलिखित तीन प्रकार की होती हैं :

- (1) Principal Clause
- (2) Subordinate Clause
- (3) Coordinate Clause

(1) Principal clause : इसे Main या Independent clause भी कहा जाता है। Principal clause वह है जिसका स्वयं का पूर्ण अर्थ निकलता है, जो अपने अर्थ के लिए किसी अन्य clause पर आश्रित नहीं होती है। जैसे

(a) This is the fan, which I bought yesterday. (b) I will help her, as far as I can do.

उक्त वाक्यों में underlined clause, Principal clause है, जिसका अपना अर्थ निकलता है।

(2) Subordinate clause : इसे Dependent clause भी कहा जाता है, जो अपने पूर्ण अर्थ के लिए Principal clause या अन्य clause पर निर्भर है। वाक्य में Principal clause तथा Subordinate clause को पहचानने का सरल तरीका यह है कि Subordinate clause हमेशा Subordinating conjunctions से प्रारम्भ होती है। अतः यदि वाक्य में कोई clause निम्न Subordinating conjunction से शुरू होती है तो वह Subordinate clause है। शेष Clauses, Principal clause हैं।

When, where, which, what, how, who, whom, whose, whether, if, provided, provided that, notwithstanding, as, as if, as though, as much as, as far as, as soon as, as long as, so long as, according as, after, before, because, since, until, unless, for, in that, than that, now that, though, so that, in order that, so much, so that.

Important

Principal clause beginning with who/which/where/when.

कई वाक्यों में who/which/where/when का प्रयोग निम्न प्रकार के structure में होता है :

Noun +, (comma) + who/which/ where/when +

तो ऐसी स्थिति में who/which/where/ when से शुरू होने वाली clause, Principal clause होती है। उस स्थिति में who/which/where/ when एक दूसरे अर्थ में, continuous sense प्रयुक्त होते हैं।

Look at the following sentences :

(a) I worked there for three days, when I received a telegram.

यहाँ रेखांकित clause एक Principal clause है तथा when का अर्थ 'and then' है।

(b) I went to London, where I got a job.

यहाँ रेखांकित clause एक Principal clause है तथा where का अर्थ 'and there' है।

(c) The mirror, which was broken, is now changed.

यहाँ रेखांकित clause एक Principal clause है।

(d) The girl, who was there, is very beautiful.

यहाँ रेखांकित clause एक Principal clause है।



इस तरह के वाक्यों में noun के बाद comma अवश्य लगाया जाता है।

(3) Coordinate clause : यह एक वाक्य का भाग होते हुए भी अपने अर्थ के लिए किसी clause पर आश्रित नहीं होती है।

"A coordinate clause is not a component part of any other clause but forms a complete grammatical whole by itself."

—Nesfield

Coordinate clause एक equal rank की clause होती है इसलिए Principal एवं Subordinate clause के भी Coordinate clause हो सकते हैं।

दो या अधिक Principal clauses या Subordinate clauses, Coordinating conjunctions; जैसे : and, both and, as well as, but, Not only.... but also, or, eitheror, neither.....nor, इत्यादि; द्वारा coordinate किए जा सकते हैं।

Look at the following sentences :

- (a) He as well as she is very wise. (b) He went to hospital and saw her.
(c) He is poor but very honest. (d) He met her and talked to her.

उपरोक्त वाक्यों में दोनों ही clause, Principal clause हैं। पहले भाग को Principal clause एवं दूसरे भाग को Coordinate to principal clause कहा जाता है।

इसी तरह Subordinate clauses भी Coordinating conjunction द्वारा coordinate की जा सकती हैं। जैसे :

- (a) I don't know when she came and what she did.
(b) I can't say what he will do or what are his plans.

इन वाक्यों में दो Subordinate clauses, and/or, Coordinating conjunctions द्वारा coordinate की गई हैं।

Kinds of Subordinate Clause

Subordinate clause को वाक्य में इनके द्वारा किए कार्य के अनुसार निम्नलिखित तीन भागों में वर्गीकृत किया गया है

- (1) Noun clause (b) Adjective clause (3) Adverb clause

(1) Noun Clause

जो Subordinate clause वाक्य में Noun का कार्य करती है, वह Noun clause कहलाती है। Noun clause को पहचानने हेतु, Main Verb से 'क्या' प्रश्न करने पर जो उत्तर आता है वह Noun clause है। Noun clause को शुरू करने वाले conjunction का अर्थ 'कि' होता है।

- (a) She asked me where I was going.

Ans. Where I was going.

She asked me what?

(Subordinate noun clause)

- (b) I know that you are an intelligent student.

Ans. That you are an intelligent student.

I know what?

(Subordinate noun clause)

इस तरह noun clause की पहचान की जा सकती है।

Noun clause वाक्य में निम्न कार्य करती है :

Functions

(A) As subject of the verb : Noun clause, वाक्य में verb के subject का कार्य करती है। जैसे :

- (a) What he does is not known to me.

यहाँ what he does, verb 'is' का subject है।

- (b) What I will do is uncertain.

यहाँ what I will do, verb 'is' का subject है।

- (c) That you abused him, surprised me.

That you abused him, verb 'surprised' का subject है।

(B) As object of the verb : Noun clause, वाक्य में verb के object के रूप में भी प्रयुक्त होती है। जैसे :

- (a) I asked him where he was going.

रेखांकित clause, verb 'asked' का object है।

- (b) I can't say what does he do.

रेखांकित clause, verb 'say' का object है।

- (c) She told me that she would resign.

रेखांकित clause, verb 'told' का object है।

- (C) **As object of the preposition** : Noun clause वाक्य में preposition के object के रूप में भी प्रयुक्त होती है। जैसे :
- (a) Please listen to what he says.
रेखांकित Noun clause, preposition 'to' का object है।
- (b) I have no problem, except that you should behave properly.
रेखांकित Noun clause, preposition 'except' का object है।
- (c) I find no sense in what you spoke to her.
रेखांकित Noun clause, preposition 'in' का object है।
- (D) **As complement to a verb** : Noun clause वाक्य में verb के complement की तरह भी प्रयुक्त होती है। जैसे :
- (a) This is what I said.
What I said, एक noun clause है जो verb 'is' का complement है।
- (b) Life is how we enjoy it.
रेखांकित Noun clause, verb 'is' का complement है।
- (c) It is what I mean.
रेखांकित Noun clause, verb 'is' का complement है।
- (E) **As case in apposition to the noun or pronoun** : यदि किसी वाक्य में कोई clause, noun या pronoun के अर्थ को स्पष्ट करती है, तो उसे apposition to the noun or pronoun कहते हैं। जैसे :
- (a) The news that Rajeev Gandhi was killed shocked everyone.
यहाँ The news shocked everyone Principal clause है तथा that Rajeev Gandhi was killed -Subordinate noun clause, noun, news के साथ case in apposition की तरह प्रयुक्त है।
- (b) The information that Osama bin Laden is killed is wrong.
यहाँ रेखांकित clause, noun information के साथ case in apposition है।
- (c) His wish that he may become an MLA is unreasonable.
रेखांकित clause noun-wish के साथ case in apposition में प्रयुक्त है।
- (F) **As object to a participle** : Noun clause वाक्य में participle के object के रूप में function करती है। जैसे :
- (a) I reached there hoping that she would be there.
(b) He came to me, hoping that I would give him some money.
(c) She came to me thinking that I should help her.
उपरोक्त वाक्यों में रेखांकित clause, participle (hoping, thinking) के object के रूप में भी प्रयुक्त होती है।
जैसे :
- (G) **Object to an Infinitive** : वाक्य में Noun clause, infinitive के object के रूप में प्रयुक्त हुई है। जैसे :
- (a) I want to know what he thinks. (b) I want to see how does he live.
(c) He wants to enquire where does he live.
उक्त वाक्यों में रेखांकित Noun clauses, Infinitives (to know, to see, to enquire) के object के रूप में भी प्रयुक्त हुई है।

(2) Adjective Clause

Subordinate clause वाक्य में adjective का कार्य करती है। यह वाक्य में noun/pronoun की विशेषता बताती है। जैसे :

- (a) She is the girl who secured first position. (b) This is the house where I lived.
(c) That is the girl whom I love.

उपरोक्त वाक्यों में रेखांकित clause, एक adjective का कार्य करती है एवं वाक्यों में प्रयुक्त noun (Girl, house, girl) की विशेषता को व्यक्त करती है।



यहाँ Noun एवं Adjective clause के मध्य comma नहीं लगता है।

(3) Adverb Clause

Subordinate clause वाक्य में एक adverb का कार्य भी करती है। Adverb के प्रकार (kind) के अनुसार ही Adverb clause के विभिन्न रूप भी हैं।

(A) Adverb clause of time : यह कार्य के होने का समय व्यक्त करती है। जैसे :

- (a) I get up before the sun rises. (b) She cooked after her husband went to market.

रेखांकित clauses वाक्य में adverb का कार्य कर रही है एवं कार्य होने के समय को व्यक्त कर रही है।

(B) Adverb clause of place : कार्य के होने का स्थान व्यक्त करती है। जैसे

- (a) This is the room, where I lived in. (b) This is the hotel where she was murdered.

रेखांकित Adverb clause, कार्य के होने का स्थान व्यक्त कर रही है।

(C) Adverb clause of manner : यह कार्य के सम्पन्न होने के ढंग को व्यक्त करती है। जैसे

- (a) She behaved as if she is known to me. (b) He cried as though he was ruined.

रेखांकित clause, कार्य के होने का manner (ढंग या तरीका) व्यक्त करती है।

(D) Adverb clause of reason : यह कार्य के होने के कारण (reason) को व्यक्त करती है। जैसे :

- (a) I am happy because my son passed in IAS. (b) He is sad as he failed in the examination.

उपरोक्त रेखांकित clause, कार्य के reason को व्यक्त करती है। जैसे :

(E) Adverb clause of purpose : ये clauses कार्य के उद्देश्य को व्यक्त करती हैं। जैसे :

- (a) He worked hard so that he could succeed. (b) Run fast lest you should miss the train.

रेखांकित clause कार्य के उद्देश्य (purpose) को व्यक्त करती है।

(F) Adverb clause of condition : ये clauses कार्य के पूर्ण होने की शर्त को व्यक्त करती हैं। जैसे:

- (a) I will go if he comes. (b) You can't pass unless you study sincerely.

रेखांकित Adverb clauses, कार्य के पूर्ण होने की शर्त को व्यक्त करती है।

(G) Adverb clause of contrast or concession : ये clauses, वाक्य में विरोधाभास को व्यक्त करती हैं। यह clause, Principal clause में व्यक्त तथ्यों के विपरीत तथ्यों को व्यक्त करती है। जैसे :

- (a) Though he is poor, he is reliable. (b) He didn't work hard, however he passed.

रेखांकित clause, वाक्य में contrast (विरोधाभास) को व्यक्त करती है।

(H) Adverb clause of comparison : यह वाक्य में तुलना हेतु प्रयुक्त होती है। जैसे:

- (a) He is not so strong as his brother. (b) She is as beautiful as her elder sister.

Clause वाक्य में तुलना हेतु प्रयुक्त होती है।

(I) Adverb clause of result (consequence) : यह clause, कार्य के परिणाम को व्यक्त करती है। जैसे :

- (a) He is so poor that he cannot buy a pen.
(b) She speaks so slowly that I cannot hear her.

उक्त वाक्यों में रेखांकित clause, Adverb clause of result है जो कार्य के परिणाम को व्यक्त करती है। इस तरह की clause सामान्यतया that से शुरू होती है।

आप clauses के विभिन्न के विभिन्न प्रकारों, उनकी विशेषताओं और उनके function के बारे में जान चुके हैं। अब sentence की पहचान करने व इसे बनाने के लिए अग्रांकित बिन्दुओं पर ध्यान दें :

Simple/Compound/Complex/Mixed Sentences

(1) Simple sentence : One Principal clause only (One finite verb only.)

ऐसे वाक्य जिनमें एक finite verb होती है। जैसे :

- | | |
|---------------------------|----------------------|
| (a) I play football. | (Finite verb 'play') |
| (b) She goes to market. | (Finite verb 'goes') |
| (c) They make a noise. | (Finite verb 'make') |
| (d) We swim in the river. | (Finite verb 'swim') |

उक्त सभी Simple sentence हैं। इनमें एक ही Principal clause होती है। एक ही Finite verb है, Finite verb ऐसी होती है जो subject के number एवं person के अनुसार संशोधित होती है।

(2) Compound sentence : At least two Principal clauses.

Principal clauses एक-दूसरे से Coordinating conjunction द्वारा जुड़ी रहती हैं। जैसे :

- | | | |
|------------------------------|-----|------------------------------|
| (a) <u>He came</u> | and | <u>he wrote a letter.</u> |
| a | | b |
| (b) <u>He is poor</u> | but | <u>he is honest.</u> |
| a | | b |
| (c) <u>He is intelligent</u> | so | <u>he passed.</u> |
| a | | b |
| (d) <u>He is not well</u> | so | <u>he will not go there.</u> |
| a | | b |

उक्त सभी वाक्यों में (a) एवं (b) Principal clauses हैं, जो Coordinating conjunction द्वारा जुड़ी हुई हैं।

यदि दो Simple sentences को Coordinating conjunction द्वारा जोड़ दिया जाए तो वह Compound sentence बन जाता है।

(3) Complex sentence : One Principal clause + at least one Subordinate clause

(Simple sentence + at least one subordinate clause)

Complex sentence में एक Principal clause एवं कम-से-कम एक Subordinate clause का होना आवश्यक है। Subordinate clause, Principal clause के साथ Subordinate conjunction द्वारा जुड़ी रहती है। जैसे :

- | Principal Clause | Subordinate Clause |
|---------------------|--|
| (a) She is the girl | who stole my purse. |
| (b) He is the man | who was arrested by the police. |
| (c) I think | that she threw the gifts which I gave her. |
| (d) Ram is happy | because he passed the examination. |

ध्यान रखें Subordinate clause अपने पूर्ण अर्थ के लिए Principal clause पर निर्भर (depend) रहती है।

(4) Mixed sentence : At least two principal clause + at least one Subordinate clause

(Compound sentence + At least one Subordinate clause)

ऐसे वाक्य, जिनमें कम-से-कम दो Principal clause एवं कम-से-कम एक Subordinate clause होती है, Mixed sentence कहलाते हैं। Compound sentence में यदि एक Subordinate clause और जुड़ी रहे तो वह Mixed sentence है। जो sentence, अन्य किसी sentence की definition में नहीं आता, वह Mixed sentence होता है। जैसे :

- | | |
|---|--------------------|
| I met a girl, who informed me that my purse had been stolen by a thief. | |
| I met a girl, | Principal clause |
| who informed me | Principal clause |
| that my purse had been stolen by a thief. | Subordinate clause |

यह एक Mixed sentence है।

When to Use Which Sentence ?

Simple : The Simple sentence is ideal when what you have to say is a single thought. Without unrelated and unnecessary words and thoughts confusing the issue, your meaning will be much easier for readers to grasp.

Compound : Use a Compound sentence when you want to show that two ideas, are related, and of equal significance.

Complex : Use a Complex sentence when you want to show a relationship between two or more ideas, one of which is more important than the others are. Most of the sentences you write will probably be complex. It is up to you as a writer to decide what thoughts you wish to stress.



TEST YOURSELF Exercises

01

Pick out the Principal clause and the Subordinate clause from the following sentences :

- | | |
|---|-------------------------------------|
| (1) He runs as fast as possible. | (2) Your shirt is better than mine. |
| (3) She as well as I went there. | (4) All that glitters is not gold. |
| (5) He drew the revolver, took aim and fired. | |

02

Pick out Relative clause from the following sentences :

- | | |
|---|--|
| (1) This is the pen, that Ram bought yesterday. | (2) He, who helps the poor, is helped by Almighty. |
| (3) I have found the purse, which I lost yesterday. | (4) The dog that barks does not bite. |
| (5) He, who serves the helpless, is always happy. | |

03

Pick out the Adverb clause from the following sentences :

- | | |
|--|--|
| (1) We eat that we may live. | (2) The more she gets, the more she demands. |
| (3) The tree is so tall that an old can't climb it up. | (4) However hard she may work, she will not succeed. |
| (5) Even if he doesn't cooperate me, I will fight alone. | |

04

Find out the Noun clause from the following sentences :

- | | |
|---|--|
| (1) Where he lives is not known to me. | (2) She told me that she would not support me. |
| (3) Please ask him, what he wants. | (4) I can't say what he does. |
| (5) It is useless to discuss, what he utters. | |

05

Pick out the Adjective clause from the following sentences :

- | | |
|---|--|
| (1) I know the place, where she is hidden. | (2) This is the place, where the murder was committed. |
| (3) The idea why she spoke so is now clear. | (4) This is the hotel, that my friend built. |
| (5) One who lives in glass house, should refrain from throwing stone at others. | |

06

State which of the following sentences are Simple, Compound or Complex :

- (1) Take whatever you like.
- (2) I am certain that she has gone mad.
- (3) I am very tired for I have been walking all the morning.
- (4) Honesty is the best policy.
- (5) He acted according to my advice.
- (6) God made the country and man made the town.
- (7) She wrote a letter and posted it through her brother.
- (8) Write as fast as you can.
- (9) She as well as her sister is guilty.
- (10) He is the leader whom we all respect.
- (11) I gave her the bag because she needed it.
- (12) He is sure of his success.
- (13) I like you no less than him.
- (14) I don't know the month of my birth.
- (15) She told me that she would come on Monday.

07

State which of the following sentences are Simple, Compound or Complex :

- (1) Joe waited for the train, but the train was late.
- (2) I looked for Mary and Samantha at the bus station, but they arrived at the station before noon and had left on the bus before I arrived.
- (3) Mary and Samantha arrived at the bus station before noon and they had left on the bus before I arrived.
- (4) Mary and Samantha had left on the bus before I arrived, so I did not see them at the bus station.
- (5) Because Mary and Samantha arrived at the bus station before noon, I did not see them at the station.
- (6) While he waited at the train station, Joe realized that the train was late.
- (7) After they left on the bus, Mary and Samantha realized that Joe was waiting at the train station.
- (8) Joe waited for the train.
- (9) The train was late.
- (10) Mary and Samantha took the bus.
- (11) I looked for Mary and Samantha at the bus station.

08

State about the following sentences, whether Simple/Compound/Complex/Mixed, and explain your answer :

- (1) I do not own a Porche.
- (2) When the train arrives and if Ms Langlois is on it, she will be served with a subpoena.
- (3) Suzanne wanted to be here, but she cannot come because her car is in the shop.
- (4) The football game was cancelled because of the rain.
- (5) The football game was cancelled because it was raining.
- (6) Unless my girlfriend postpones her visit from Calgary, I will not have time to study for my exam.
- (7) I ate the sushi and left the restaurant.
- (8) Call your father as soon as you arrive in Antigonish.
- (9) Democracy is a noble goal; it is important, however, to protect the minority from the tyranny of the majority.
- (10) Ottawa is the capital of Canada, but Toronto is the capital of Ontario.

**SOLUTIONS****TEST YOURSELF Exercises****Solution TYE 01**

- (1) He runs
as fast as possible
- (2) Your shirt is better
than mine
- (3) She went there
as well as I went there
- (4) All is not gold
that glitters
- (5) He drew the revolver
He took aim
He fired

Principal clause
Subordinate clause
Principal clause
Subordinate clause
Principal clause
Subordinate clause
Principal clause
Principal clause
Principal clause

Solution TYE 02

- (1) that Ram bought yesterday.
- (2) who helps the poor.
- (3) which I lost yesterday.
- (4) that barks.
- (5) who serves the helpless.

Solution TYE 03

- (1) that we may live.
- (2) the more she gets.
- (3) that an old can't climb it up.
- (4) However hard she may work.
- (5) Even if he doesn't cooperate me.

Solution TYE 04

- (1) Where he lives.
- (2) that she would not support me.
- (3) what he wants?
- (4) what he does?
- (5) what he utters?

Solution TYE 05

- (1) where she is hidden.
- (2) where the murder was committed.
- (3) why she spoke?
- (4) that my friend built.
- (5) Who lives in glass house?

Solution TYE 06

- | | | | | |
|---------------|---------------|---------------|---------------|---------------|
| (1) Complex, | (2) Complex, | (3) Compound, | (4) Simple, | (5) Simple, |
| (6) Compound, | (7) Compound, | (8) Compound, | (9) Compound, | (10) Complex, |
| (11) Complex, | (12) Simple | (13) Complex, | (14) Simple, | (15) Complex. |

Solution TYE 07

- | | | | | |
|---------------|---------------|---------------|---------------|--------------|
| (1) Compound, | (2) Compound, | (3) Compound, | (4) Compound, | (5) Complex, |
| (6) Complex, | (7) Complex, | (8) Simple, | (9) Simple, | (10) Simple, |
| (11) Simple. | | | | |

Solution TYE 08

- (1) This is a Simple sentence, containing only one independent clause.
- (2) This is a Complex sentence. At first glance, it might look like a Compound complex sentence because of the conjunction 'and' joining the two dependent clauses 'When the train arrives' and 'if Ms Langlois is on it'; however, there is only one independent clause in the sentence, so it cannot be Compound.
- (3) This is a Mixed (Compound-complex) sentence. First, it contains two independent clauses 'Suzanne wanted to be here' and 'she cannot come because her car is in the shop' joined by the Co-ordinating conjunction 'but'; the second independent clause, however, contains the dependent clause 'because her car is in the shop', making the sentence Complex as well as Compound.
- (4) This is a Simple sentence: since it does not have a predicate, 'because of the rain' is a phrase rather than a clause.
- (5) This is a Complex sentence since it contains the dependent clause 'because it was raining.'
- (6) This is a Complex sentence, containing the independent clause 'I will not have time to study for my exam' and the dependent clause 'Unless my girlfriend postpones her visit from Calgary.' Note the Subordinating conjunction 'unless' at the beginning of the dependent clause.
- (7) This is a Simple sentence. It is easy to see, however, why someone might think that this is a Compound sentence, since it contains the Co-ordinating conjunction 'and'; however, the conjunction actually joins two predicates : 'ate the sushi' and 'left the restaurant' -- within a single clause. The clue that you are dealing with.
- (8) This is a Complex sentence because it contains the dependent clause 'as soon as you arrive in Antigonish.' If that information were in a phrase instead of a clause, however, the sentence would be a Simple sentence:
Call your father upon your arrival in Antigonish.
- (9) This is a special type of Compound sentence, where the two independent clauses : 'Democracy is a noble goal' and 'it is important, however, to protect the minority ...' are joined by a semicolon instead of a Co-ordinating conjunction.
- (10) This is a Compound sentence, because it contains two independent clauses joined by the Co-ordinating conjunction 'and'.

SYNTHESIS OF SENTENCES

Synthesis एक ऐसी प्रक्रिया है जिसके द्वारा बहुत से वाक्यों को जोड़कर एक वाक्य बनाया जाता है अर्थात् दो या अधिक वाक्यों को संयुक्त कर, एक Simple, Compound, Complex या Mixed Sentence बनाने की प्रक्रिया को Synthesis of Sentence कहा जाता है।

Synthesis of a Simple Sentence

आपने पढ़ा है कि Simple sentence ऐसा sentence है, जिसमें एक ही Finite verb होती है। अतः दो या अधिक Simple Sentences को संयुक्त कर जो Simple Sentence बनेगा, उसमें एक ही Finite verb होनी चाहिए। यह निम्न प्रकार से किया जा सकता है :

(A) Using Participle

- (a) Simple Sentences को जोड़ने हेतु Participle का प्रयोग सामान्यतया तब किया जाता है जब वाक्यों में एक ही कर्ता (subject) हो या एक वाक्य में It का प्रयोग हो।
- (b) वाक्य इस तरह के हों, जिनसे यह ज्ञात हो कि एक कार्य दूसरे कार्य के बाद सम्पन्न हुआ है।

Rule 1

यदि एक वाक्य में is/am/are/was/were जैसी verb का प्रयोग हुआ है, तो इनकी जगह being का प्रयोग करके नया simple वाक्य बनाया जाता है। जैसे :

- | | |
|--|---------------------------------|
| (1) (a) He is very weak.
Being very weak he cannot go alone. | (b) He cannot go alone. |
| (2) (a) He is intelligent
Being intelligent he can solve this question. | (b) He can solve this question. |
| (3) (a) It was Sunday.
Being Sunday the market was closed. | (b) The market was closed. |

Rule 2

यदि दूसरे वाक्य में Action में fastness व्यक्त हो तो पहले वाक्य की verb को participle की तरह प्रयुक्त करते हैं जो कार्य पहले हुआ है, उस वाक्य की verb को participle के तरह प्रयोग करके नया वाक्य बनाना चाहिए। जैसे :

- | | |
|--|----------------------------|
| (1) (a) He saw a lion.
Seeing a lion he fled away. | (b) He fled away. |
| (2) (a) She heard a noise.
Hearing a noise she ran out. | (b) She ran out. |
| (3) (a) He was late.
It being late he ran to the station. | (b) He ran to the station. |

Rule 3

यदि वाक्य में Action में fastness व्यक्त न हो तो having + V-III को प्रयोग किया जाता है। जैसे :

- | | |
|---|-------------------------|
| (1) (a) I took my lunch.
Having taken my lunch I went to office. | (b) I went to office. |
| (2) (a) He wrote a letter.
Having written a letter he posted it. | (b) He posted it. |
| (3) (a) He played a match.
Having played a match he went to college. | (b) He went to college. |

Rule 4

Past participle का adjective की तरह प्रयोग करके भी simple sentence बनाया जा सकता है जैसे :

- | | |
|--|----------------------------|
| (1) (a) He met a child.
He met a weeping child. | (b) The child was weeping. |
| (2) (a) She found a dog.
She found a black dog. | (b) The dog was black. |
| (3) (a) I saw a lion.
I saw a wounded lion. | (b) The lion was wounded. |

(B) By Using Conjunction 'And'

'And' conjunction द्वारा इस तरह के वाक्यों को जोड़ा जा सकता है, जिनमें predicate समान हो, subject अलग हों। ऐसे वाक्यों को and से जोड़कर नया Simple sentence बनाया जा सकता है। जैसे :

- | | |
|---|----------------------------|
| (1) (a) Harish played cricket.
Harish and Ramesh played cricket. | (b) Ramesh played cricket. |
| (2) (a) Ram knows driving.
Ram and Shyam know driving. | (b) Shyam knows driving. |
| (3) (a) Ram went to hospital.
Ram and Sita went to hospital. | (b) Sita went to hospital. |

जब predicate अलग हो एवं subject समान हो, तो वाक्यों को निम्न प्रकार जोड़ा जाता है :

- | | |
|---|-------------------------|
| (1) (a) Ram can write.
Ram can write and read. | (b) Ram can read. |
| (2) (a) Sita can dance.
Sita can dance and swim. | (b) Sita can swim. |
| (3) (a) He will play.
He will play and support us. | (b) He will support us. |

(C) By Using Nominative Absolute

जब वाक्यों में Subject अलग-अलग हो एवं वाक्यों में व्यक्त कार्यों के बीच कारण परिणाम का सम्बन्ध हो, अर्थात् एक कार्य के होने के बाद दूसरा कार्य उसका परिणाम हो, तो ऐसे वाक्यों को जोड़ने हेतु Nominative absolute का प्रयोग किया जाता है।

Nominative absolute उस कर्ता (nominative) को कहा जाता है जो वाक्य की क्रिया पर प्रभाव नहीं डालता है। जैसे :

- | | |
|-----------------------------|----------------------------|
| (i) (a) The police arrived. | (b) The thieves fled away. |
|-----------------------------|----------------------------|

यहाँ Police (Nominative absolute) है।

वाक्य The police arrived में police द्वारा कोई कार्य नहीं किया गया है। Verb arrived, police के द्वारा किया कोई कार्य नहीं है (The police arrested him. यहाँ arrested, police द्वारा किया कार्य है) इसका Norminative thieves है।

ऐसे वाक्यों को निम्न प्रकार एक Simple sentence में बदला जाता है।

The police having arrived the thieves fled away.

Rule

यदि वाक्य Active voice में है, तो having + V-III का प्रयोग किया जाता है एवं Passive voice में having been + V-III का प्रयोग किया जाता है।

See the following examples :

- | | |
|---|---|
| (1) (a) The sun rose.
The sun having risen the fog disappeared. | (b) The fog disappeared. |
| (2) (a) The building caught fire.
The building having caught fire, all the household articles were burnt to ashes. | (b) All household articles were burnt to ashes. |
| (3) (a) The job was completed.
The job having been completed he went on leave. | (b) He went on leave. |
| (4) (a) The lion was caught in the net.
Having been caught in the net the lion struggled to get free. | (b) He struggled to get free. |



वाक्य (1) एवं (2) Active voice में हैं, अतः having + v-III का प्रयोग किया गया है, जबकि वाक्य (3) एवं (4) Passive voice में हैं, अतः having been + v-III का प्रयोग किया गया है।

(D) By Using Noun or Phrase in Apposition

Apposition का अर्थ होता है, 'side by side', जब वाक्य इस तरह के होते हैं कि पहले वाक्य में आए किसी noun के बारे में ही दूसरे वाक्य में कुछ details दी जाती हैं, तो ऐसे वाक्यों में noun के साथ ही उस detail को देखा (apposition) जाता है। जैसे :

- | | |
|--|---------------------------------------|
| (1) (a) I went to London.
I went to London, the capital of Britain. | (b) London is the capital of Britain. |
| (2) (a) I like Sakshi.
(b) Sakshi is the most beautiful girl in this town.
I like Sakshi, the most beautiful girl in this town. | |
| (3) (a) Gandhiji was a moralist.
(c) He struggled hard to attain freedom.
Gandhiji, a moralist, once a lawyer, struggled hard to attain freedom. | (b) He had once been a lawyer. |

(E) By Using Preposition with Noun or Gerund

ऐसे Simple sentences को जोड़ने हेतु Preposition का प्रयोग किया जाता है, जिनमें आपस में कोई कारण या अन्य प्रकार का सम्बन्ध होता है। जैसे :

- | | |
|---|--------------------------------------|
| (1) (a) He was rusticated.
He was rusticated for breaking the school window. | (b) He had broken the school window. |
| (2) (a) He completed his work.
He completed his work upto seven O'clock. | (b) It struck seven. |
| (3) (a) His wife died.
(c) He lost consciousness.
On hearing the news of his wife's death, he lost consciousness. | (b) He heard the news. |

(F) By Using Infinitive

Infinitive का प्रयोग ऐसे वाक्यों को जोड़ने हेतु किया जाता है, जिन वाक्यों में आपस में Inter dependence दृष्टिगोचर होती है। ऐसे वाक्यों में भी Infinitive का प्रयोग किया जाता है, जिनमें आपस में कारण-परिणाम का सम्बन्ध दिखाई देता है। (ध्यान रखें ऐसे वाक्यों को Nominative absolute द्वारा इसलिए नहीं जोड़ा जा सकता क्योंकि Nominative absolute के मामले में कर्ता भिन्न होते हैं तथा एक कार्य के बाद दूसरा कार्य होता है)। Infinitive द्वारा जोड़े गए वाक्यों में कार्य आगे-पीछे नहीं होता है बल्कि साथ-साथ होने का आपस में सम्बन्ध-सा होता है। जैसे :

- | | |
|---|-------------------------------|
| (1) (a) I will go there.
I will go there to settle the matter. | (b) I will settle the matter. |
| (2) (a) He came here.
He came here to sign the agreement. | (b) He signed the agreement. |
| (3) (a) I have no money.
I have no money to pay you now. | (b) I cannot pay you now. |

(G) By Using Adjective or Adverb

जब दो वाक्य इस तरह के होते हैं कि एक में कार्य होने का कारण, दूसरा वाक्य होता है, तो ऐसे वाक्यों में enough का प्रयोग करके एक Simple sentence बनाया जाता है। जैसे :

- | | |
|--|-------------------------------|
| (1) (a) He is intelligent.
He is intelligent enough to solve this puzzle. | (b) He can solve this puzzle. |
| (2) (a) I have time.
I have time enough to go to hospital. | (b) I can go to hospital. |
| (3) (a) He is rich.
He is rich enough to buy this hotel. | (b) He can buy this hotel. |

(H) By Using 'Too -to'

जब दो Simple sentences में किसी कार्य के न होने का कारण, पहले वाक्य में दिया गया हो, तो 'Too-to' का प्रयोग करके एक Simple sentence बनाया जाता है। जैसे :

- | | |
|--|-----------------------------|
| (1) (a) He is very weak.
He is too weak to walk. | (b) He cannot walk. |
| (2) (a) He is very poor.
He is too poor to pay his fees. | (b) He cannot pay his fees. |
| (3) (a) The tea is very hot.
The tea is too hot to drink. | (b) I cannot drink it. |

Synthesis of a Compound Sentence

Compound sentence में दो Principal clause होती हैं। उनमें कोई Subordinate clause नहीं होती है। Compound sentence को बनाने के लिए दो Simple sentences को एक Coordinating conjunction द्वारा जोड़ा जाता है, जो निम्नलिखित हैं :

And, both....and, also, too, as well as, not only....but also, either....or, neither....nor, for, otherwise, or, but, yet, however, so, therefore etc.

मुख्य बात यह है कि Compound sentence बनाते समय Subordinating conjunction का प्रयोग कदापि न करें। कौन-सा Coordinating conjunction प्रयोग किया जाएगा, यह वाक्यों के अर्थ से पता चलेगा। यदि वाक्यों में कोई choice है तो either....or यदि कोई विरोधाभास है, तो but, however, yet इत्यादि का प्रयोग किया जाता है।

(A) By using Cumulative Conjunction

दो Simple sentences को Cumulative conjunction द्वारा जोड़कर, एक Compound sentence बनाया जाता है। मुख्य Cumulative conjunctions निम्नलिखित हैं:

And, both and, as well as, not only but also, not less than etc.

(a) Using 'And' :

- | | |
|---|-------------------------|
| (1) (a) I watched T.V.
I watched T.V and he played football. | (b) He played football. |
| (2) (a) The police came.
The police came and the thief ran away. | (b) The thief ran away. |
| (3) (a) She came.
She came and watched T.V. | (b) She watched T.V. |

(b) Using 'Both and' :

- | | |
|--|-----------------------------|
| (1) (a) He ate a biscuit.
He ate both a biscuit and an orange. | (b) He ate an orange. |
| (2) (a) He is a student.
He is both a student and a painter. | (b) He is a painter. |
| (3) (a) She purchased a pen.
She purchased both a pen and a pencil. | (b) She purchased a pencil. |

(c) Using 'As well as' :

- | | |
|--|--------------------------------|
| (1) (a) Suresh is going to Jaipur.
Suresh as well as Kukku is going to Jaipur. | (b) Kukku is going to Jaipur. |
| (2) (a) Saurav is playing cricket.
Saurav as well as Sachin is playing cricket. | (b) Sachin is playing cricket. |
| (3) (a) He is intelligent.
He is intelligent as well as smart. | (b) He is smart. |

(d) Using 'Not only but also' :

- | | |
|--|-----------------------------|
| (1) (a) He is a painter.
He is not only a painter but also a student. | (b) He is a student. |
| (2) (a) Ram will go to Jaipur.
Not only Ram but also Sita will go to Jaipur. | (b) Sita will go to Jaipur. |
| (3) (a) Sita is intelligent.
Sita is not only intelligent but also beautiful. | (b) Sita is beautiful. |

(B) By Using Adversative Conjunction

But, still, yet, however, where, whereas, only, while इत्यादि Adversative conjunctions कहलाते हैं। इनका प्रयोग दो विरोधाभासी वाक्यों को जोड़ने हेतु किया जाता है। जैसे :

(a) Using 'But' :

- | | |
|--|----------------------------|
| (1) (a) He is smart.
He is smart but he is not intelligent. | (b) He is not intelligent. |
|--|----------------------------|

- (2) (a) He worked hard.
He worked hard but he could not pass. (b) He could not pass.
- (3) (a) He is rich.
He is rich but he is miser. (b) He is miser.

(b) **Using 'Still or yet' :**

- (1) (a) I don't support her.
I do not support her still she respects me. (b) She respects me.
- (2) (a) He is poor.
He is poor yet he is honest. (b) He is honest.
- (3) (a) He worked hard.
He worked hard yet he failed. (b) He failed.

(c) **Using 'However' :**

- (1) (a) She did not prepare well.
She did not prepare well however she succeeded. (b) She succeeded.
- (2) (a) Your leaves are not due.
Your leaves are not due however you may go. (b) You may go.
- (3) (a) I do not like this pen.
I do not like this pen however I may buy it for you. (b) I may buy it for you.

(d) **Using 'Nevertheless' :**

- (1) (a) He is a miser.
He is a miser nevertheless he spent one lac in the marriage. (b) He spent one lac in the marriage.
- (2) (a) He is a rich man.
He is a rich man nevertheless he is not contented. (b) He is not contented.
- (3) (a) He is poor.
He is poor nevertheless he is trustworthy. (b) He is trustworthy.

(e) **Using 'Or' :**

- (1) (a) Go away.
Go away or come in. (b) Come in.
- (2) (a) Run fast.
Run fast or you will miss the train. (b) You will miss the train.
- (3) (a) Work hard.
Work hard or you will be failed. (b) You will be failed.

(f) **Using 'Only' :**

- (1) (a) He could solve it.
He could solve it only he became hopeless. (b) He became hopeless.
- (2) (a) Go anywhere you like.
Go anywhere you like only inform me. (b) You inform me.
- (3) (a) You can do whatever you like.
You can do whatever you like only you don't make unnecessary telephones. (b) You don't make unnecessary telephones.

(g) **Using 'While/Whereas' :**

- (1) (a) He was playing.
He was playing while she was watching TV. (b) She was watching TV.

- (2) (a) I was reading.
While I was reading, he was flying kites. (b) He was flying kites.
- (3) (a) Ram won the game.
Ram won the game whereas Shyam lost this chance. (b) Shyam lost this chance.

(C) By Using Causative Conjunction

जब वाक्यों में कारण परिणाम का सम्बन्ध होता है, तो Causative conjunction का प्रयोग करके Compound sentence बनाया जाता है। मुख्य Causative conjunction हैं; therefore, so, for, hence etc.

(a) Using 'Therefore' :

- (1) (a) He broke the glass.
He broke the glass therefore he was punished. (b) He was punished.
- (2) (a) He is honest.
He is honest therefore he was rewarded. (b) He was rewarded.

(b) Using 'So' :

- (1) (a) You are late.
You are late so you are fined. (b) You are fined.
- (2) (a) We are late.
We are late so we should move fast. (b) We should move fast.

(c) Using 'For'

- (1) (a) Everyone has to die one day.
Everyone has to die one day for man is mortal. (b) Man is mortal.
- (2) (a) He forgave her.
He forgave her for she apologized publicly. (b) She apologized publicly.

(d) Using 'Hence' :

- (1) (a) It is very cold.
It is very cold hence we purchased some winter wears. (b) We purchased some winter wears.
- (2) (a) He is a sincere worker.
He is a sincere worker hence he was promoted. (b) He was promoted.

(D) By Using Who, When, Where, Which, In Continuative Sense

Who, which, where, when का प्रयोग Continuative sense में किया जाता है, तो ये Subordinating conjunction की तरह प्रयुक्त नहीं होते हैं एवं शुरू होने वाली clause भी Principal clause होती है। जैसे :

- (1) (a) I went to London.
I went to London, where I got a job. (b) I got a job.
- (2) (a) I worked there for three days.
I worked there for three days, where I received a telegram. (b) I received a telegram.
- (3) (a) There is a girl.
There is a girl, who is very intelligent. (b) She is very intelligent.
- (4) (a) I killed a rat.
I killed a rat, which was a cruel act. (b) It was a cruel act.



जब who/where/which का प्रयोग Continuative sense में किया जाता है, तो noun के बाद comma अवश्य आता है।

Synthesis of a Complex Sentence

Complex sentence में एक Principal clause होती है तथा एक या अधिक Subordinate clause होती है जो Subordinating conjunction द्वारा Principal clause से जुड़ी रहती है। अतः जब दो या अधिक Simple sentences को जोड़कर एक Complex sentence बनाना हो, तो एक sentence को Principal clause बनाएँ तथा अन्य को Subordinate clause बनाएँ।

Subordinate clause जैसा आपने analysis के अध्याय में पढ़ा है तीन प्रकार की होती हैं

(a) Noun clause

(b) Adjective clause

(c) Adverb clause

Subordinate clause को Principal clause के साथ Subordinating conjunction; जैसे : that, who, which, what because, since, so that, in order that, as, as if, as soon as, though, before, after if, when, till until etc., द्वारा जोड़ा जाता है।

कौन-सा Subordinating conjunction, प्रयुक्त होगा, यह वाक्यों के आशय या अर्थ पर निर्भर करता है।

(A) By Using Noun Clause

I. Use of conjunction (who/which/whom/whose/what/when/where/why/how/if/whether) : जब दो Simple sentences में एक तो Assertive/Imperative/Interrogative वाक्य होता है एवं दूसरा वाक्य Interrogative होता है, तो Complex वाक्य बनाते समय दूसरे Interrogative वाक्य को Assertive बनाते हुए पहले वाक्य से जोड़ा जाता है। यहाँ इन words से जो clause शुरू होती है वह Noun clause है। जैसे :

(1) (a) I do not know.

(b) Who is he?

(Assertive + Interrogative)

I do not know who he is.

(2) (a) I cannot say.

(b) Has he come?

(Assertive + Interrogative)

I cannot say whether he has come.

(3) (a) Tell me.

(b) Where does she live ?

(Imperative + Interrogative)

Tell me where she lives.

(4) (a) Inform him.

(b) When will she go ?

(Imperative + Interrogative)

Inform him when she will go.

(5) (a) Do you know?

(b) What does he do ?

(Interrogative + Interrogative)

Do you know what he does ?

(6) (a) Can you inform me?

(b) Where has she gone ?

(Interrogative + Interrogative)

Can you inform me where she has gone?

निम्न प्रकार के वाक्यों को भी Wh-word का प्रयोग करके (वाक्यों के आशय के अनुसार) Complex sentence बनाया जा सकता है। Wh-words से शुरू होने वाली clause, Noun, clause है। जैसे :

(1) (a) Someone telephoned me.

(b) I do not know who.

I do not know who telephoned me.

(2) (a) She will not come.

(b) I do not know why.

I do not know why she will not come.

(3) (a) How had he performed !

(b) None could expect this.

None could expect how had he performed.

(4) (a) What a beautiful bird it is !

(b) I cannot imagine.

I cannot imagine what a beautiful bird it is.

II. Use of 'That' : यदि दो simple sentence इस तरह के हैं कि कथनों के स्वीकार या अस्वीकार का सम्बन्ध आपस में स्थापित किया जा सकता है, तो ऐसे वाक्यों का Complex sentence बनाने के लिए 'that' का प्रयोग निम्न प्रकार किया जाता है जैसे :

- | | |
|--|---------------------------|
| (1) (a) He is innocent.
I am confident that he is innocent. | (b) I am confident of it. |
| (2) (a) He has committed a mistake.
I believe that he has committed a mistake. | (b) I believe so. |
| (3) (a) She is an intelligent girl.
I do not doubt that she is an intelligent girl. | (b) I do not doubt it. |

III. इस तरह के वाक्यों को जोड़कर भी Complex sentence बनाया जा सकता है, जिनमें कोई इच्छा व्यक्त की गई हो। जैसे :

- | | |
|---|--------------------------|
| (1) (a) I wish to be a queen.
I wish I were a queen. | (b) I am not a queen. |
| (2) (a) I wished to marry her.
I wished I had married her. | (b) I did not marry her. |

(B) By Using Adjective Clause

Adjective clause का प्रयोग उस स्थिति में करना उपयुक्त होता है जब एक वाक्य में किसी व्यक्ति/वस्तु के बारे में बताया गया है एवं अन्य वाक्यों में उसी noun के सम्बन्ध में कुछ कहा गया है, तो where/which/when/who/that etc. का प्रयोग करके एक या अधिक वाक्यों को Subordinate adjective clause बनाया जाता है एवं एक वाक्य को Principal clause बनाकर जोड़ा जाता है। जैसे :

- | | |
|---|------------------------------------|
| (1) (a) This is the magazine.
This is the magazine that I want to purchase. | (b) I want to purchase. |
| (2) (a) This is the hotel.
This is the hotel where I lived for three months. | (b) I lived here for three months. |
| (3) (a) This is the girl.
This is the girl who secured first position. | (b) She secured first position. |

(C) By Using Adverb Clause

Adverb clause का प्रयोग तब किया जाता है, जब दो वाक्यों में किए गए कथनों में आपस में, विरोधाभास, तुलनात्मक, समय, स्थान, कारण या शर्त का सम्बन्ध व्यक्त हो। ध्यान रखें Adverb के functions के अनुसार जब दो वाक्यों में परस्पर सम्बन्ध हो, तो Adverb clause का प्रयोग करके, वाक्यों को जोड़कर Complex sentence बनाया जाता है। जैसे :

- | | |
|---|---|
| (1) (a) I wrote a letter.
I posted the letter after I had written it. | (b) I posted it. |
| (2) (a) I watched T.V.
I went to market after I had watched T.V. | (b) I went to market. |
| (3) (a) He is so poor.
He is so poor that he cannot buy his books. | (b) He cannot buy his books. |
| (4) (a) He is intelligent.
He is as intelligent as his sister. | (b) His sister is equally intelligent . |
| (5) (a) He finished his work.
He didn't watch a movie until he finished his work. | (b) Then he watched a movie. |
| (6) (a) He is an intelligent student.
(b) No other student in the class is more intelligent.
No other student in the class is more intelligent than he. | |

Synthesis of a Mixed Sentence

Mixed sentence ऐसा वाक्य होता है जिसमें कम-से-कम दो Principal clauses होती हैं एवं कम-से-कम एक Subordinate clause होती है अर्थात् Mixed sentence एक Compound sentence में Subordinate clause जोड़कर बनाया जा सकता है या एक Simple sentence, जिसे Principal clause माना जाए, के साथ एक Complex sentence को संयुक्त कर एक Mixed sentence बनाया जा सकता है। इस हेतु Coordinating एवं Subordinating Conjunctions का प्रयोग किया जाता है, जिनके बारे में विस्तृत रूप से Synthesis of Simple/Compound/Complex sentences में बताया जा चुका है।



TEST YOURSELF Exercises

01

Combine these Simple sentences into a simple sentences :

- | | |
|---|---|
| (1) (a) She heard a noise. | (b) She woke up. |
| (2) (a) He saw a tiger. | (b) He ran away. |
| (3) (a) He was tired of playing. | (b) He went to take bath. |
| (4) (a) She sat on a chair. | (b) She wrote a letter. |
| (5) (a) He has two kids. | (b) He has to nourish them. |
| (6) (a) Turn to the right. | (b) You will reach the railway station. |
| (7) (a) I will go to market. | (b) I want to buy a box. |
| (8) (a) I received her message. | (b) I was very happy. |
| (9) (a) My parents were much delighted. | (b) They got the news of my promotion. |
| (10) (a) He was punished. | (b) He had stolen my bag. |

02

Combine these Simple sentences into a complex sentences :

- | | |
|--------------------------------------|---|
| (1) (a) He is a gangster. | (b) Everybody knows it. |
| (2) (a) I informed you yesterday. | (b) You should rely on it. |
| (3) (a) I met a girl. | (b) She was very beautiful. |
| (4) (a) I met a woman. | (b) Whose purse was snatched by some one. |
| (5) (a) Tell me the time. | (b) You went there on Sunday. |
| (6) (a) I have seen the place. | (b) The accident had taken place there. |
| (7) (a) The thief saw the constable. | (b) He ran sway. |
| (8) (a) Ram is intelligent. | (b) His brother Shyam is equally intelligent. |
| (9) (a) He fled somewhere. | (b) The police could not trace him. |
| (10) (a) India is a powerful nation. | (b) Pakistan is not so powerful. |

03

Combine these Simple sentences into a compound sentences :

- | | |
|----------------------------------|--------------------------------|
| (1) (a) He is slow. | (b) He is sincere. |
| (2) (a) He was annoyed. | (b) He kept quite. |
| (3) (a) He is a hardworker. | (b) He is an intelligent man. |
| (4) (a) I went to the market. | (b) I purchased a pen. |
| (5) (a) Get in. | (b) You may fall ill. |
| (6) (a) I shall try to help you. | (b) I cannot make any promise. |
| (7) (a) Do not walk so quickly. | (b) You may fall. |

- (8) (a) I went to the fair. (b) I bought a scenery.
 (9) (a) You may have some cold. (b) You may have some coffee.
 (10) (a) He got up. (b) He went to the college.

04

Convert these Compound sentences into Complex sentences :

- (1) He is a poor man, but he is honest . (2) My brother gave me a watch and I have lost it.
 (3) She was very tired and so she didn't cook food.
 (4) She is still in teens, but she has the wisdom of a matured woman.
 (5) I have lost the purse, but I have found it now. (6) She is very affable and so I love her.
 (7) He is doing his best and I am sure of it. (8) Be sincere and you will be respected by everyone.
 (9) Send the money in advance or you will not get the magazine.
 (10) You are a teetotalter and I know it.

05

Combine the following pairs of sentences :

- (1) (a) Are you an editor? (b) Are you an author?
 (2) (a) She is very weak. (b) She can't climb up the hill.
 (3) (a) He will pass. (b) It is certain.
 (4) (a) She is a thief. (b) She was sentenced to prison.
 (5) (a) He heard the news. (b) He became sad.
 (6) (a) It may rain. (b) We may cancel our programme.
 (7) (a) He is a disabled. (b) He is self-confident of winning the race.
 (8) (a) He did not attend the function. (b) He did not inform me.
 (9) (a) He is a liar. (b) It is known to everybody.
 (10) (a) The tea is very hot. (b) One cannot drink it.

06

Combine the following pairs of sentences :

- (1) (a) He was absent. (b) He was ill.
 (2) (a) He was cooking. (b) His wife arrived.
 (3) (a) He was washing the clothes. (b) She was watching TV.
 (4) (a) You must learn grammar. (b) You will not pass.
 (5) (a) Hari cleaned the room. (b) Shyam washed the dishes.
 (c) Ram cooked the food.
 (6) (a) Jacob washed the clothes. (b) Jena ironed the clothes.
 (c) Reena put the clothes in the cupboard.
 (7) (a) Ram is my friend. (b) He is waiting for me.
 (8) (a) He lost his purse. (b) He lost his bicycle.
 (9) (a) Tell me. (b) How many times did you telephone her?
 (10) (a) This is the office. (b) I work here.



SOLUTIONS



TEST YOURSELF Exercises

Solution TYE : 01

- (1) Hearning a noise she woke up. (2) Seeing a tiger he ran away.
 (3) Tired of playing he went to take bath. (4) Sitting on a chair she wrote a letter.
 (5) He has two kids to nourish.

- (6) Turning to the right you will reach the railway station.
- (7) I will go to market to buy a box.
- (8) I was very happy to receive her message.
- (9) My parents were much delighted to get the news of my promotion.
- (10) He was punished for stealing my bag.

Solution TYE : 02

- (1) Everybody knows that he is a gangster.
- (2) You should rely on what I informed you yesterday.
- (3) I met a girl who was very beautiful.
- (4) I met a woman whose purse was snatched by someone.
- (5) Tell me the time when you went there on Sunday.
- (6) I have seen the place where the accident had taken place.
- (7) As soon as the thief saw the constable he ran away.
- (8) His brother Shyam is as intelligent as Ram.
- (9) He fled where the police could not trace him.
- (10) Pakistan is not so powerful as India.

Solution TYE : 03

- (1) He is slow but he is sincere.
- (2) He was annoyed but he kept quite.
- (3) He is not only a hard worker but also an intelligent man.
- (4) I went to the market and purchased a pen.
- (5) Get in or you may fall ill.
- (6) I shall try to help you but I can't make any promise.
- (7) Do not walk so quickly, you may fall.
- (8) I went to the fair and bought a scenery.
- (9) You may have some cold or some coffee.
- (10) He got up and went to the college.

Solution TYE : 04

- (1) He is an honest man although he is poor.
- (2) I have lost the watch which my brother gave me.
- (3) As she was very tired, she didn't cook food.
- (4) She has the wisdom of a matured woman, although she is still in teens.
- (5) I have found the purse that I had lost.
- (6) I love her because she is very affable.
- (7) I am sure that he is doing his best.
- (8) If you are sincere, you will be respected by everyone.
- (9) You will not get the magazine unless you send the money in advance.
- (10) I know that you are a teetotaler.

Solution TYE : 05

- (1) Are you an editor or an author?
- (2) She is too weak to climb up the hill.
- (3) It is certain that he will pass.
- (4) She is a thief so she was sentenced to prison.
- (5) When he heard the news he became sad.
- (6) If it rains, our programme may be cancelled.
- (7) Though he is a disabled yet he is self-confident of winning the race.
- (8) He neither attended the function nor informed me.
- (9) That he is a liar is known to everybody.
- (10) The tea is too hot to drink.

Solution TYE : 06

- (1) He was absent because he was ill.
- (2) When his wife arrived he was cooking.
- (3) While he was washing the clothes, she was watching T.V.
- (4) Unless you learn grammar you will not pass.
- (5) Hari cleaned the room, Shyam washed the dishes and Ram cooked the food.
- (6) Jacob washed, Jena ironed and Reena put the clothes in the cupboard.
- (7) Ram, my friend, is waiting for me.
- (8) He not only lost his purse but also his bicycle.
- (9) Tell me how many times you telephoned her?
- (10) This is the office where I work.

PHRASAL VERBS

Phrasal verbs are part of a group of verbs called 'multi-word verbs'. Multi-word verbs, including phrasal verbs, are very common, especially in spoken English. A multi-word verb is a verb like 'pick up', 'turn on' or 'get on with'. Generally people refer to all multi-word verbs as Phrasal verbs. These verbs consist of a basic verb + another word or words. The other word(s) can be preposition and/or adverb. The two or three words that make up multi-word verbs form a short 'phrase', which is why these verbs are often all called 'Phrasal verbs'.

The important thing to remember is that a multi-word verb is still a verb. 'Get' is a verb. 'Get up', is also a verb, a different verb. 'Get' and 'get up' are two different verbs. They do not have the same meaning.

There are three types of multi-word verbs :

- (1) Prepositional Verbs (2) Phrasal Verbs (3) Phrasal-prepositional Verbs

Prepositional Verbs

Prepositional verbs are made of : Verb + Preposition

As a preposition always has an object, so all Prepositional verbs have direct objects. Here are some examples of Prepositional verbs:

Prepositional Verbs	Meaning	Examples	Direct Object
believe in	have faith in the existence of	We believe in	God.
look after	take care of	He is looking after the	dog.
talk about	discuss	Did you talk about	me?
wait for	await	She is waiting for	Mira.



Prepositional verbs cannot be separated. That means that we cannot put the direct object between the two parts. For example, we cannot say "look the baby after."

Phrasal Verbs

Phrasal verbs are made from a verb plus another word or words. Many people refer to all multi-word verbs as Phrasal verbs.

Phrasal verbs are made of : **Verb + adverb**

Phrasal verbs can be : Transitive (direct object) or Intransitive (no direct object).

Here are some examples of Phrasal verbs :

Transitive phrasal verbs :

(a) put off (postpone) : We will have to put off *the meeting*.

Direct Object

(b) turn down (refuse) : They turned down *my offer*.

Direct Object

Intransitive phrasal verbs :

- (a) get up (rise from bed) I don't like to get up.
 (b) break down (cease to function) He was late because his car broke down.



When Phrasal verbs are transitive (that is, they have a direct object), we can usually separate the two parts. For example, 'turn down' is a separable Phrasal verb. We can say: "Turn down my offer" or "Turn my offer down."

However, if the direct object is a pronoun, we have no choice. We must separate the Phrasal verb and insert the *pronoun* between the two parts.

Look at this example with the separable Phrasal verb 'switch on' :

- (a) John switched on the radio. (b) John switched the radio on.
 (c) John switched it on.

We can write any of the above sentences, but we can't write the following :

John switchedless on it. *Incorrect*

Phrasal-prepositional Verbs

Phrasal-prepositional verbs are made of : Verb + Adverb + Preposition

Look at these examples of Phrasal-prepositional verbs :

- (a) get on with (have a friendly relationship with) : He doesn't get on with *his wife*.
 (b) put up with (tolerate) : I won't put up with *your attitude*.
 (c) look forward (to anticipate with pleasure) : I look forward to *seeing you*.
 (d) run out of (use up, exhaust) : We have run out of *eggs*.

Italic Words are Direct Objects

Because Phrasal-prepositional verbs end with a preposition, there is always a direct object. And, like Prepositional verbs, Phrasal-prepositional verbs cannot be separated. So, we can say that Phrasal-prepositional verbs are inseparable.

- (a) We ran out of fuel. (b) We ran out of it.

Various Phrasal Verbs and Their Uses

Act up : [misbehave (for people); not work properly (for machines) :

- (a) "The babysitter had a difficult time. The children *acted up* all evening."
 (b) "I guess I'd better take my car to the garage. It's been *acting up* lately."

Act on : (produce effect) : In general, Acids *act on* metals.

Act upon : (in accordance with) : The captain *acting upon* the secret information caught the militants.

Act like : (behave in a way that's like ...) : "What's wrong with Bob? He's *acting like* an idiot."

Add up : (logically fit together.):

- (a) "His theory is hard to believe, but his research *adds up*." *Note* : This Phrasal verb is often negative.
 (b) "His theory seems, at first, to be plausible, but the facts in his research don't *add up*."

Add up : (find the total) : “What’s the total of those bills? Could you *add them up* and see?”

Add up to : (to total) : “The bills *add up to* ₹ 8570/- only. That’s more than I expected!”

Ask out : (ask for a date) : “Shalu has a new boy friend. Johnny *asked her out* last night.”

Back down : (not follow a threat) : “Tom was going to call the police when I told him I’d wrecked his car, but he *backed down* when I said I’d pay for the damages.”

Back off : (Not follow a threat) : “Tom was ready to call the police when I told him I’d wrecked his car, but he *backed off* when I said I’d pay for the damages.”

Back up : (Move backward; move in reverse) :

(a) “You missed the lines in the parking space. You’ll have to *back up* and try again.”

(b) “The people waiting in line are too close to the door. We won’t be able to open it unless they *back up*.”

Back up : [drive a vehicle backwards (in reverse)] :

(a) “You’re too close! *Back* your car *up*, so I can open the garage door.”

Back up : (confirm a story, facts or information) : “If you don’t believe me, talk to Dev. He’ll *back me up*.”

Back up : (make a ‘protection’ copy to use if there are problems with the original) “When my computer crashed, I lost many of my files. It’s a good thing *I backed them up*.”

Beg off : (decline an invitation; ask to be excused from doing something) : “At first Lily said, she would be at the party. Later she *begged off*.”

Blow up : (inflate) : “We need lots of balloons for the party. Will you *blow them up*?”

Bear down : (to crush by force) : “She was successful in *bearing down* the opposition group.”

Bear out : (verify or confirm) : “Your arguments do not *bear out* the facts.”

Bear up : (to face hardships bravely) : “He must try to *bear up* against this temporary phase of economic slump.”

Bear with : (endure to have patience) : “A good wife *bear with* the habits of her husband.”

Beat down : (to crush) : “He *beat down* the opposition with a single trick.”

Beat off : (to repulse, to drive back) : “Indian army successfully *beat off* the enemy forces.”

Beat up : (to beat) : “Ramesh was *beaten up* by Suresh for no reason.”

Blow up : (explode; destroy by exploding) :

(a) “That old building really came down quickly!”

(b) “That’s because the construction company used dynamite to *blow it up*.”

Blow up : (suddenly become very angry) : “When I told Jerry that I’d an accident with his car, he *blew up*.”

Bone up on : (review/study thoroughly for a short time) : “If you’re going to travel to the U.K., you’d better *bone up on* your English.”

Break down : (separate something into component parts) : “We spent a lot of money at the supermarket. When we *broke* the total cost down, we spent more on cleaning supplies than food.”

Break down : (stop working/functioning) : “Shalini will be late for work today. Her car *broke down* on the way.”

Break in : [enter by using force : (and breaking a lock, window etc.)]:

(a) “John’s apartment was burglarized last night. Someone *broke in* while John was at the movies.”

(b) “Somebody broke in to John’s apartment while she was at the movies.”

Break in : (wear something new until it’s/they’re comfortable) : “These are nice shoes, but they’re too stiff. I hope it doesn’t take too long to *break them in*.”

Break in : (train; get someone/something accustomed to a new routine) : “I hope I can learn my new job quickly. The manager hasn’t scheduled much time for *breaking me in*.”

Break up : (disperse; scatter) : “What time did the party *break up* last night?”

Break up : (end a personal relationship) :

(a) “Tom and Jassi aren’t going steady any more. They got really angry with each other and *broke up*.”

(b) "Have you heard the news? Jassi *broke up* with Tom!"

(c) "I'm sorry to hear that their marriage *broke up*. I'm sure the divorce will be difficult for the children."

Bring/take back : (return something) :

(a) "Yes, you can borrow my pen, don't forget to *bring it back* to me when you're finished."

(b) "This book is due tomorrow. I guess I should *take it back* to the library."

Bring off : (accomplish something difficult; accomplish something people had considered impossible or unlikely) : No one thought Raju could get an A in that course, but he *brought it off*."

Bring up : [mention (as a topic of discussion)] : "We planned to discuss overtime pay in the meeting. Why didn't someone *bring that topic up*?"

Bring up : (raise; rear) : "Shalu's parents died when she was a baby. Her grandparents *brought her up*."

Brush up : on (review/study thoroughly for a short time) : "If you're going to travel to the U.K., you'd better *brush up* on your English."

Burn down : (become destroyed/consumed by fire) : *Note*: For upright things trees, buildings, etc. only "Lightning struck Mr. Kallan's barn last night. It burned down before the fire fighters arrived."

Burn up : (become destroyed/consumed by fire) : *Note* : For people and non-upright things only. "All of Mr. Kalhan's hay *burned up* when his barn *burned down*."

Burn up : (cause someone to become very angry) : "Did you hear how rudely Golu talked to me? That really *burned me up*!"

Butt in : [impolitely interrupt (a conversation, an action)] : "Hey, you! Don't *butt in*! Wait for your turn!"

Butter up : (praise someone excessively with the hope of getting some benefit) : "I guess Mohan really wants to be promoted. He's been *buttering his boss up* all week."

Call off : (cancel something that has been scheduled) : "We don't have school today. The Collector *called classes off* because of the snow."

Call on : (ask someone for an answer in class) : "I don't know why the teacher never *calls on* you. You always know the answer."

Calm down : (become calm/less agitated or upset; help someone become calm/ less agitated or upset) :

(a) "Why are you so upset? Sheela didn't intend to spill orange juice on you. *Calm down*!"

(b) "I know Raju is upset, but can you *calm him down*? He's making so much noise that he's irritating everyone in the office."

Care for : (like; want) : *Note*: This Phrasal verb is usually negative though it may be used affirmatively in questions.

(a) "Would you *care for* something to drink? We have coffee, tea or orange juice."

(b) "Could I have water, please? I don't *care for* coffee, tea or juice."

Care for : (take care of; supply care to; attend/watch) : "Ann's father got out of the hospital last week. The family is *caring for* him at home."

Catch on : (develop understanding or knowledge of something) : "Bholu had never used a computer until he took this class, but he *caught on* very quickly and is now one of the best students."

Catch up (with) : (stop being behind) : "Toshu stopped to rest for a few minutes. He'll *catch up/catch up with* us later."

Check in (to) : (register for/at a hotel, conference, etc; let someone know officially that you have arrived) :

(a) "My plane will arrive around 5:00 p.m. I should be able to *check into* the hotel by 6:00 or 6:30 p.m."

(b) "When you arrive at the convention, be sure to *check in* at the registration desk."

Check off : (make a mark to indicate that something on a list has been completed) : "Here are the things you need to do. Please *check each one off* when you've finished it."

Check out (of) : (follow procedures for leaving a hotel etc.) : "Don't forget to take your room key to the front desk when you *check out* (when you check out of the hotel)."

Check out : [follow procedures for borrowing something (usually for a limited period of time)] : “I’m sorry, but you can’t take that encyclopaedia home. The library won’t allow you to *check* reference books *out*.”

Cheer up : (help someone feel less worried/ depressed/sad) : “Shalu’s brother was depressed about not getting a promotion, so she sent him a funny card to *cheer* him *up*.”

Chew out : (scold someone severely; berate) : “Golu’s father was really angry when Tom didn’t come home until 3:00 a.m. He *chewed* Tom *out* and then said Tom had to stay at home for three weeks.”

Chicken out : (lose the courage or confidence to do something-often at the last minute) : “Sahu said he was going to ask Tili for a date, but he *chickened out*.”

Chip in : [contribute/donate (often money) to something done by a group] : “We’re going to buy a birthday cake for our boss and I’m collecting donations. Do you want to *chip in*?”

Clam up : (suddenly become quiet/refuse to talk about something) : “Lila wouldn’t talk about the accident. When I asked her what happened, she *clammed up*.”

Come across : [find (unexpectedly)] : “I’ve lost my extra car keys. If you come across them while your’re cleaning the room, please put them in a safe place.”

Come down with : (become ill with _____) : “George won’t be at the office today. He *came down with* the flu over the weekend.”

Come to : (total) : “Your charges *come to* \$124.38. Will you pay by check, in cash, or with a credit card?”

Come to : (regain consciousness) : “When I told Gita, that she’d won a million dollars, she fainted. When she *came to*, I told her it was a joke and she almost hit me!”

Count on : (depend on; trust that something will happen or that someone will do as expected) “I’m *counting* on you to wake me up tomorrow. I know I won’t hear the alarm.”

Cross out : (show that something written is wrong or unnecessary by making an X across it) : “We can’t afford to buy everything on your shopping list, so I’ve *crossed* all the unnecessary things *out*.”

Cut back : (on) (use less of something) :

(a) “You drink too much coffee. You should *cut back*.”

(b) “You should *cut back* on the amount of coffee that you drink.”

Do in : (cause to become very tired) : “Those three games of tennis yesterday afternoon really *did* me *in*. I slept for ten hours after I got home.”

Do in : (to kill; to murder) : “The policeman said that the murdered man was done in between 10 and 11 o’clock last night.”

Do over : (do something again) : “Oh, no! I forgot to save my report before I turned the computer off! Now I’ll have to *do it over*!”

Drag on : (last much longer than expected or is necessary) : “I thought the meeting would be a short one, but it *dragged on* for more than three hours.”

Draw up : (create a formal document) : “The Ajax and Tip-Top Banks have decided to merge. Their lawyers will *draw* all the official documents *up* sometime this month.”

Drop off : [deliver something; deliver someone (by giving him/her a ride)] :

(a) “Yes, I can take those letters to the post office. I’ll *drop* them *off* as I go home from work.”

(b) “You don’t have to take a taxi. You live fairly close to me, so I’ll be happy to *drop* you *off*.”

Drop in : (on) [visit informally (and usually without scheduling a specific time)] : “If you’re in town next month, we’d love to see you. Please try to *drop in*./Please try to drop in on us.”

Drop by : [visit informally (and usually without scheduling a specific time)] : “If you’re in town next month, we’d love to see you. Please try to *drop by* the house.”

Drop out : (of) (stop attending/ leave school or an organization) : “No, Parish isn’t at the university. He *dropped out*./He *dropped out* of school.”

Draw out : [prolong something (usually far beyond the normal limits)] : “I thought that speech would never end. The speaker could have said everything important in about five minutes, but he *drew* the speech *out* for over an hour!”

Eat out : [have a meal in a restaurant] : “I’m too tired to cook . Why don’t we *eat out*?”

Egg on : [urge/encourage greatly toward doing something (usually something negative)] : “At first Bobby and Kaku were just having a mild argument, but Bobby’s friends *egged* them on until they started fighting.”

End up : (finally arrive at; arrive at an unexpected place) : “We got lost last night and *ended up* in the next town.”

End up : (arrive somewhere as a result or consequence) : “You’re working too hard. If you don’t take it easy, you’ll *end up* in the hospital!”

Face up to : (admit to; take responsibility for) : “You can’t pretend that you’re doing OK in this course, John. Sooner or later, you’ll have to *face up* to the fact that you’re failing it.”

Fall through : [not happen (*Note* : Describes something that was planned but didn’t happen.)] : “We had originally intended to go to Morocco for our vacation, but our trip *fell through* when I got sick.”

Feel up to : (feel strong enough or comfortable enough to do something) : “I know the accident was a terrible shock. Do you *feel up* to talking about it?”

Figure out : (logically find the answer to a problem; solve a problem by thinking about it carefully) : “For a long time I couldn’t understand the last problem, but I finally *figured* it out.”

Figure out : (understand why someone behaves the way she/he does) : “I can’t *figure* marry *out*. Sometimes she’s very warm and friendly and sometimes she acts as if she doesn’t know me.”

Fill in : (add information to a form) : “The office needs to know your home address and phone number. Could you *fill* them *in* on this form?”

Fill in : (on) (supply information that someone doesn’t know) : “I wasn’t able to attend the meeting yesterday, but I understand that it was important. Could you *fill* me *in*?/Could you *fill* me *in* on what was discussed?”

Fill in for : (temporarily do someone else’s work; temporarily substitute for another person) : “Professor Neeraj is in the hospital and won’t be able to teach for the rest of the term. Do you know who’s going to *fill in* for her?”

Fill out : (complete a form by adding required information) : “Of course I completed my application! I *filled* it *out* and mailed it over three weeks ago!”

Fill out : (become less thin; gain weight) : “Jerry used to be really skinny, but in the last year he’s begun to *fill out*.”

Find out : (about) [learn/get information (about)] : “I’m sorry that you didn’t know the meeting had been cancelled. I didn’t *find out* (Find out about it) myself until just a few minutes ago.”

Get across : (make something understood; communicate something understandably) : “Alan is really intelligent, but sometimes he has problems *getting* his ideas *across*.”

Get along : (with) [have a friendly relationship (with); be friendly (toward)] : “Why can’t you and your sister get along? Everyone else *gets along* with her just fine!”

Get around : (avoid having to do something) : “Tisha *got around* the required math classes by doing well on a math proficiency test.”

Get around : (move from place to place) : “She doesn’t have a car. She *gets around* by bicycle, bus or taxi.”

Get around to : (do something eventually) : “I really should wash the dishes, but I don’t feel like it. May be I’ll *get around to* them tomorrow morning.”

Get by : (survive, financially, in a difficult situation) : “It’s going to be hard to pay the rent now that you’ve lost your job, but somehow we’ll *get by*.”

Get in : (enter a small, closed vehicle) : “I don’t know where Jasmine was going. She just *got in* her car and drove away.”

Get in : (arrive) : “Do you know what time Ted’s plane *gets in*?”

Get on : (enter a large, closed vehicle) : “I’m sorry, but you’re too late to say goodbye to Anita. She *got on* the plane about 20 minutes ago.”

Get off : (leave a large, closed vehicle) : “When you *get off* the bus, cross the street, turn right on Oak Street, and keep going until you’re at the corner of Oak Hotel.”

Get off : [be excused (for a period of time) from work, class or other regularly scheduled activities] “Some schools *got* President’s Day *off*, but ours didn’t. We had classes as usual.”

Get off : (make it possible for someone to avoid punishment) : “Everyone knew he was guilty, but his lawyer was clever and *got him off*.”

Get out of : (leave a small, closed vehicle) : “There’s something wrong with the garage door opener. You’ll have to *get out of* the car and open it by hand.”

Get out of : (escape having to do something) : “Liz said, that she had a terrible headache and *got out of* giving her speech today.”

Get over : [finish (*Note* : as for individual activities, not ones that happen again and again)] : “What time do your *classes get over*?”

Get over : (recover from an illness or painful experience) : “Kelly was really upset when she failed the test. She thought she would never *get over* feeling so stupid.”

Get rid of : (dispose of; give away or throw away) : “That shirt is really ugly. Why don’t you *get rid of* it?”

Get rid of : (dismiss someone; fire someone from a job; cause someone to leave) : “The treasurer of the ABC company was spending too much money, so the company president *got rid of* him.”

Get up : (leave bed after sleeping and begin your daily activities) :

(a) “You’ll have to *get up* much earlier than usual tomorrow. We have to leave by no later than 6:00 a.m.”

(b) “I know I won’t hear the alarm tomorrow morning. Can you *get me up* at 6:00 a.m.?”

Give up : [Stop doing something (usually a habit)] : “He knows smoking isn’t good for his health, but he can’t *give it up*.”

Give up : [decide not to try (unsuccessfully) to solve a problem] :

(a) “What’s black and white and red all over?” (b) “I *give up*. What?”

(c) “An embarrassed zebra!”

Go out with : (have a date with) : “You *went out* with Shalini last night, didn’t you?”

Go with : [look pleasing together (*Note* : for clothes, furniture etc.)] : “You should buy that shirt. It will go well *with* your dark brown suit.”

Go with : (date regularly and steadily) : “Is Hina *going with* Joe? I see them together all the time.”

Goof off : (be lazy; do nothing in particular) :

(a) “Do you have any special plans for your vacation?”

(b) “No, I’m just going to stay home and *goof off*.”

Grow up : (spend the years between being a child and being an adult) “Did you know that Kallu *grew up* in Malaysia?”

Grow up : (behave responsibly; behave as an adult, not a child) :

(a) “Lee really irritates me sometimes. He’s really silly and childish.”

(b) “I agree, I wish he would *grow up*.”

Hand in : (submit homework, an assignment etc.) : “You’d better get started on your report. You know that you have to *hand it in* at 8:30 tomorrow morning!”

Hand out : (distribute) : “Why don’t you have a course description and list of assignments? The teacher *handed them out* on the first day of class.”

Hang up : (end a phone conversation by replacing the receiver) : “I’d like to talk longer, but I’d better *hang up*. My sister needs to make a call.”

Have to do with : (be about) : “This class *has to do with* the behaviour of people in groups.”

Hold up : (raise; lift to a higher-than-normal position) : “The winner of the race proudly *held* his trophy *up* for all to see.”

Hold up : (delay) : “I’m sorry I’m late. There was an accident on the freeway and traffic *held* me *up*.”

Hold up : (rob; threaten someone with harm unless he/she gives his/her money or other valuable things) : “Shalu is very upset. When she was walking home last night, two men *held* her *up* and took her purse and jewellery.”

Iron out : (mutually reach an agreement; mutually resolve difficulties) : “Yes, I know we disagree on lots of things, Susan, but we can *iron* them *out*.”

Jack up : (raise/lift by using a jack) : “We’ll have to *jack* the back of the car *up* before we can change the tyre.”

Jack up : [raise (used for prices)] : “The car dealer bought my old Ford for ₹ one lakh and *jacked* the price *up* to ₹ 150000.00, when they sold it.”

Jump all over : [severely scold someone; berate someone] : “Amar is really upset. His boss *jumped all over* him because he’s been late for work three times this week.”

Keep on : (continue) : “I’m not ready to stop yet. I think I’ll *keep on* working for a while.”

Keep on : (someone) : [continue to remind someone to do something until he/she does it (even if this irritates her/him)] : “Jack’s very forgetful. You’ll have to *keep on* him or he’ll never do all the things you want him to do.”

Kick out : (expel; force someone to leave because of his/her poor performance or unacceptable behaviour) : “Jim’s club *kicked* him *out* because he didn’t pay his dues or come to meetings.”

Knock out : (Make unconscious)

(a) “The boxing match ended when one boxer *knocked* the other one.”

(b) “That medicine really *knocked* me *out*. I slept for 14 hours straight!”

Knock oneself out : (work much harder than normal or than what is expected) : “We completed the project on time because of Jack. He *knocked himself out* to be sure we didn’t miss the deadline.”

Lay off : (dismiss someone from a job because of lack of work or money (not because of poor performance) : “I feel really sorry Shalu’s family. Her father was *laid off* yesterday.”

Leave out : (forget; omit) : “Oh, no! When I made the list of those who attended the meeting, I *left* your name *out*!”

Let down : (disappoint) : “I know I *let* you *down* when I didn’t do what I promised. I’m really sorry.”

Let up : (become less intense or slower) : “It’s been raining hard for a long time. Will it ever *let up*?”

Look back on : (remember; reflect on/consider something in the past) : “When they *looked back on* their many years together, they realized that their marriage had been a very happy one.”

Look down on : (hold in contempt; regard as inferior) : “It’s not surprising that Ted has few friends. He seems to *look down on* anyone who doesn’t like the same things that he does.”

Look forward to : (anticipate pleasantly; think about a pleasant thing before it happens) : “I’m really *looking forward to* vacation. I can’t wait for it to begin!”

Look in on : (visit in order to check something’s/ someone’s condition) : “My father just came home from the hospital. I plan to *look in on* him today after I finish work.”

Look into : (investigate/get more details about something) : “Someone said there was a meeting at 9:30, but I haven’t heard anything about it. Shall I *look into* it?”

Look like : [resemble (in appearance)] : “Does he *look like* his father or his mother?”

Look over : [check; review] : “I think I may have some types in this report. Could you *look it over*?”

Look up : [find something in a reference work] : “I’m sorry, but I don’t know what that word means. I’ll have to *look it up*.”

Look up : (find where someone lives or works and visit him/her) : “Thanks for giving me your brother’s address. When I’m in Chicago next month, I’ll be sure to *look him up*.”

Look up to : (respect) : “Everyone *looks up to* John because he always makes time to help others.”

Luck out : (be unexpectedly lucky) : “Gloria was worried because she wasn’t prepared to give a report at the meeting, but she *lucked out* because the meeting was postponed.”

Make fun of : [make jokes about (usually unkindly)] : “I agree that Bob looks ridiculous since he shaved his head, but don’t *make fun of* him. You’ll hurt his feelings.”

Make up : [invent/create (Imaginary) information] : “Judy’s story is hard to believe. I’m sure she *made it up*.”

Make up : (compensate for something missed or not done by doing extra or equivalent work) : “I’m sorry I missed the test. May I *make it up*?”

Make up : (with) (re-establish a friendly relationship by admitting guilt) : “Jack and his girlfriend were very angry with each other, but last night they finally *made up*.”

Make out : [see/hear something well enough to understand what it means (*Note* : often negative.)] :

(a) “Kath’s writing is very small. I almost need a magnify glass to *make it out*.”

(b) “What were the last two examples that he gave? I couldn’t *make them out*.”

Make for : (go to or toward) : “Her teen-aged children are always hungry. As soon as they arrive home from school, they *make for* the refrigerator.”

Make for : (result in; cause) : “Many hands *make for* light work. (If many people work together, there’s less work for everyone.)”

Mark up : [increase the price (for resale)] : “Mrs. Britt’s import shop is profitable because she buys things inexpensively and then *marks them up*.”

Mark down : [reduce the price (as an incentive to buy)] : “These shoes were really a bargain! The store *marked them down* by 40%!”

Mix up : (cause to become confused) : “I didn’t complete the assignment because I didn’t know how the directions *mixed me up*.”

Nod off : [fall sleep (usually unintentionally)] : “The speech was so boring that several people in the audience *nodded off* before it was finished.”

Pan out : [succeed; happen as expected (for plans)] : *Note* : almost always negative when in statements. “I’ll be here next week after all. My trip to Chicago didn’t *pan out*”

Pass away : (die) : “I was very sorry to hear that your grandfather *passed away*.”

Pass out : (faint; lose consciousness) : “When Kokila heard that she’d won a million dollars, she was so shocked that she *passed out*.”

Pass out : (distribute) : “Everyone in the room needs one of these information sheets. Who will help me *pass them out*?”

Pick out : (choose; select) : “Kelly’s grandmother especially liked her birthday card because Kelly had *picked it out* himself.”

Pick up : (lift; take up) : “Those books don’t belong on the floor. Will you help me *pick them up*?”

Pick up : (arrange to meet someone and give her/him a ride) : “Of course we can go there together. What time should I *pick you up*?”

Pick up : (get; buy) : “The children just drank the last of the milk. Could you *pick some more up* on your way home this evening?”

Pick up : (refresh; revitalize) : “He was feeling a little tired, so he drank a glass of orange juice. *It picked him up* enough to finish his work.”

Pick on : (bully; intentionally try to make someone upset) : “You should be ashamed of teasing your little brother, Tony! *Pick on* someone your own size!”

Pitch in : (help; join together to accomplish something) : “We’ll be finished soon if everyone *itches in*.”

Pull over : (drive a vehicle to the side of the road) : “When the policeman indicated that I should *pull over*, I knew he was going to give me a ticket.”

Put away : (return something to the proper place) : “I just took these clothes out of the dryer. Will you help me *put them away*?”

Put off : (postpone; delay; avoid) :

(a) “I can’t *put* this work off any longer. If I don’t do it soon, it’ll be impossible to finish it in time.”

(b) “When will Mr. Jack agree to a meeting? I keep asking for an appointment, but he keeps putting me off.”

Put on : (begin to wear; don) : “It’s a little bit chilly outside. You’d better *put* a sweater *on*.”

Put on : (try to make someone believe something that is ridiculous or untrue) : “Don’t believe a word of what Jaru was saying. He was just *putting us on*.”

Put (someone) out : (inconvenience someone) : “I hate to *put you out*, but I need a ride to the train station and hope you can take me.”

Put up : (return something to the proper place) : “Your toys are all over the floor, Tinni. Please *put them up*.”

Put up : (provide someone with a place to sleep) : “There’s no need for you to check into a hotel. I’ll be happy to *put you up*.”

Put up with (tolerate) : “It’s really important to come to work on time. The boss won’t *put up with* tardiness.”

Put back : (return something to the proper place) : “I’ve finished with these books. Do you want me to *put* them back on the shelves?”

Rip off : (cheat; take advantage of; charge too much) : “Don’t even think about buying a car there. They’ll *rip you off*.”

Round off : (change from a fraction to the nearest whole number) : “*Round* all prices *off* to the closest whole rupee amount. For example round ₹ 83.71 off to ₹ 84.00.”

Run into : (meet by chance) : “Yesterday at the super market, Jan *ran into* her former roommate. Before yesterday, they hadn’t seen each other for nearly five years.”

Run out of : (use the last of) : “On the way home from work, Art *ran out of* gas.”

Set-up : (make arrangements for something) : “You’ll see Mr. Kamas tomorrow. I’ve *set* a meeting *up* for 9:30 a.m.”

Set back : (cause a delay in scheduling) : “We’ve had some problems with the project that have *set us back* at least two days. We’ll give you a progress report tomorrow.”

Set back : (cost) : “I wonder how much Am’s new car *set him back*?”

Slip up : (make a mistake) : “You *slipped up* here. The amount should be ₹ 54,172.00, not ₹ 54127.00.”

Stand out : (be noticeably better than other similar people or things) : “Good job, Ann! Your work really *stands out*!”

Stand up : (rise to a standing position) : “When the Chairperson entered the room, everyone *stood up*.”

Stand up : (Make a date but not keep it) : “Angela was supposed to go to the dance with Fred, but she *stood* him *up* and went with Chuck instead.”

Show up : (arrive; appear) : “The boss was very upset when you didn’t *show up* for the meeting. What happened?”

Show up : [do a noticeably better job (often unexpectedly) : than someone else] : “Everyone thought Harsha would win, but Zean did. Actually, Zean really *showed* Harsha *up*.”

Stand for : (represent) : “These letters seem to be an abbreviation. Do you know what they *stand for*?”

Stand for : [tolerate; permit (usually negative)] : “I’m not surprised that Mrs. John rejected your report. She won’t *stand for* shoddy work.”

Take after : (resemble; *Note* : used for people) : “Both my sister and I *take after* our father.”

Take/bring back : (return) :

(a) “This book is due tomorrow. I guess I should *take it back* to the library.”

(b) “Yes, you can borrow my pen, but don’t forget to *bring it back* to me when you’re finished.”

Take care of : (provide care for; watch one’s health) :

(a) “Louis has been *taking care* of her father since he returned home from the hospital.”

(b) “You’ve been working too hard lately. You’d better *take care* of yourself !”

Take care of : [make arrangements (for something to happen); ; take responsibility for] “Will you *take care* of making reservations for our flight to London?”

Take off : [remove (Something you’re wearing)] : “Please *take* your hat *off* when you go inside a building.”

Take off : [leave; depart (often suddenly or quickly)] :

(a) “Was something wrong with Kelly? She *took off* without saying goodbye.”

(b) “When does your plane *take off*?”

Take off : (make arrangements to be absent from work) : “Jusan isn’t here today. She’s *taking* today and tomorrow *off*.”

Take up : [begin (a hobby or leisure-time activity)] :

(a) “Do you like to ski?”

(b) “I’ve never been skiing, but I think I’d like to *take it up*.”

Tell (Someone) off : (speak to someone bluntly and negatively, saying exactly what she/ he did wrong) : “Julie was really angry at Bob; she *told* him *off* in front of all of us.”

Tick off : (irritate someone; make someone upset or angry) : “It really *ticks* her *off* when someone is late for an appointment.”

Tick off : [show that something has been completed by putting a tick (check) beside it] : “Here are the things you need to do. *Tick* each one *off* when you finish it.”

Throw away : (discard; put in the garbage) : “You shouldn’t *throw* those newspapers *away*; they’re recyclable.”

Throw out : (discard; put in the garbage) : “This food smells bad. You’d better *throw it out*.”

Throw out : [forcibly make someone leave (usually because of bad behaviour)] : “Those people are drunk and making everyone uncomfortable. The manager should *throw* them *out*.”

Throw up : (vomit) : “Rau was so nervous about his job interview that he *threw up* just before he left for it.”

Try on : (wear something briefly to check its fit, how it looks etc.) : “I’m not sure that jacket is large enough. May I *try* it *on*?”

Try out : (use a machine briefly to determine how well it works) : “I really like the way this car looks. May I *try* it *on*?”

Try out : (for) (try to win a place on a team or other organization) :

(a) “I know you want to be on the football team. Are you going to *try out*?”

(b) “If you like to sing, you should *try out* for the choir.”

Turn around : (move so that you are facing the opposite direction) : “Everyone *turned around* and stared when I entered the meeting late.”

Turn around : (move so that someone/something is facing the opposite direction) : “I don’t want this chair facing the window. Will you help me *turn* it *around*?”

Turn around : (make changes so that something that was unprofitable is profitable) : “The company was doing poorly until it hired a new president. He *turned* it *around* in about six months and now it’s doing quite well.”

Turn down : (decrease the volume) : “Your music is giving me a headache! Please *turn it down* or use your headphones!”

Turn down : (refuse) : “I thought I could borrow some money from Joe, but when I asked, he *turned me down*.”

Turn in : (give/deliver/submit to someone) : “I’ve written my report, but I haven’t *turned it in*.”

Turn in : (go to bed) : “I’m pretty tired. I guess I’ll *turn in*.”

Turn in : (report or deliver wrongdoers to the authorities) : “Two days after the robbery, the thieves *turned themselves in*.”

Turn off : (stop by turning a handle or switch) : “I’m cold. Do you mind if I *turn* the air conditioner *off*?”

Turn off : [bore; repel (very informal)] : “That music *turns me off*. Please play something else!”

Turn on : (start by turning a handle or switch) : “It’s cold in here. I’m going to *turn* the heater *on*.”

Turn on : [interest very much; excite (very informal)] : “What kind of music *turns you on*?”

Turn up : (increase the volume) : “I can barely hear the T.V. Can you *turn it up* a little?”

Turn up : (appear unexpectedly) : “We were all surprised when Rani *turned up* at the party. We didn’t even know she was in town.”

Wait on : [serve (usually customers in a restaurant, shop etc)] : “I want to make a complaint. The person who just *waited on* me was very impolite.”

Wait for : (wait until someone/something arrives or is finished with something else) :

(a) “When will Jenny be finished with work? I’ve been *waiting for* him for almost an hour!”

(b) “I’m tired of *waiting for* the bus. I guess I’ll take a taxi instead.”

Wake up : (stop sleeping) : “I usually *wake up* around 6:00 a.m. each day.”

Wake up : (rouse someone; cause someone to stop sleeping) : “I have an important meeting tomorrow and I’m afraid I won’t hear my alarm. Will you *wake me up* at 6:00 a.m.?”

Watch out for : (be careful of; beware of) :

(a) “There’s a school at the end of this block. *Watch out for* children crossing the street.”

(b) “If you take that road, *watch out for* ice during the winter.”

Wear out : (wear something/use something until it can no longer be worn/be used) :

(a) “I need a new pencil sharpener. I *wore* this one *out*.”

(b) “I suppose I should get some new shoes. I’ve almost *worn* this pair *out*.”

Wear out : (cause to become exhausted; cause to become very tired) :

(a) “I had four different meetings today. They *wore me out*.”

(b) “I suppose I should get some new shoes. I’ve almost *worn* this pair *out*.”

Work out : [exercise (usually in a gym etc.) to build muscles, body tone etc.] : “Instead of eating lunch on Monday, Wednesday, and Friday, Sheila goes to the recreation centre to *work out*.”

Work out : [solve a problem/resolve a difficult situation (usually by working together)] : “I know we disagree on many points, but I believe we can *work things out*.”

Wrap up : (wear enough clothes to keep warm) : “It’s really cold today. Be sure you *wrap up* when you leave the house.”

Wrap up : (finish something; bring something to a conclusion) : “We’ve been talking about the problem for nearly three hours. I hope we’ll be able to *wrap* the discussion *up* soon.”

Write down : (record something in writing) : “Could you tell me your e-mail address again? I want to *write it down*.”

Write up : (record; report in writing) : “You’ll need to make a report on your business meetings. Be sure you *write them up* as soon as possible after you return from your trip.”

Zonk out : (fall asleep quickly because of exhaustion) : “I intended to go shopping after work, but I was so tired that I *zonked out* as soon as I got home.”



TEST YOURSELF Exercises

01.

(1) Give the meaning of Phrasal verbs italicized in the following sentences and then use them in your own sentences : [RAS 1989]

- (a) Don't worry. I shall try to *bring him round*. (b) You must *make up* your differences.
 (c) He has promised to *go into* the matter. (d) I shall *stand* by you through thick and thin.
 (e) You will have to *make good* this loss.

(2) Make sentences by using any five of the Phrasal verbs given below : [RAS 1992]

- (a) bear out (b) take off (c) look into (d) make for
 (e) pick up (f) give in (g) come round

(3) Complete the Phrasal verb in each of the following sentences : [RAS 1994]

- (a) If the business continues to lose money, I'm afraid we'll have to close
 (b) You'd better ring her and tell her you'll be late.
 (c) I invited her to drop any time she was passing, and have a cup of tea.
 (d) He won't buy the car without trying it on the road first.
 (e) If you can't afford it, you'll have to do it.

(4) Complete the Phrasal verbs in each of the following sentences : [RAS 1996]

- (a) They left the bomb in the street. Many people died when it blew
 (b) The dacoits refused to give even though they were surrounded by the troops.
 (c) The Prime Minister pulled his partymen for their rude behaviour.
 (d) Each time a new problem cropped, he rushed to his parents for advice.
 (e) She broke when she heard the news of her son's death.
 (f) The chief guest gave the prizes.

(5) Make sentences by using any three of the following Phrasal verbs so as to bring out their meanings : [RAS 1997]

back up; look over; put out; put up; lay off; see back.

(6) Make sentences by using any four of the following Phrasal verbs so as to bring out their meanings :

hold up; lay off; call off; set back; calm down; bear with.



SOLUTIONS



TEST YOURSELF Exercises

Solution TYE 01

- (1) (a) persuade to accept something (b) finish a quarrel (c) investigate/go in detail
 (d) support or help (e) compensate
 (2) See the uses of Phrasal verbs.
 (3) (a) down, (b) up, (c) in, (d) out, (e) without.
 (4) (a) up, (b) in, (c) up, (d) up, (e) down, (f) away.
 (5) See the uses of Phrasal verbs.
 (6) See the uses of Phrasal verbs.

IDIOMS AND PHRASES

दैनिक व्यवहार में प्रयुक्त होने वाले कुछ महत्वपूर्ण idioms एवं phrases को उनके वाक्य में प्रयोग करते हुए और सरल English में meaning समझाते हुए, नीचे दिया जा रहा है। छात्रों को इन idioms एवं phrases को ध्यानपूर्वक याद करना चाहिए। इनका प्रयोग, आपकी लेखन शैली को प्रभावी बनाता है। छात्रों द्वारा विभिन्न Competitive Examinations में लिखे जाने वाले Explanations, Essays आदि में इनका प्रयोग करने पर आपका लेख अधिक सशक्त, सुन्दर एवं प्रभावशाली बनेगा।

A gentleman at large (an unreliable person) : He is *a gentleman at large*, you must not trust him.

A man of straw (a weak person) : The assistant being *a man of straw*, his advice were often discarded by his colleagues.

A bull in a China shop (one who causes damage) : Many political leaders have proved *bulls in a China shop* in respect to the democratic fabric of the nation.

A damp squib (complete failure) : The visit of our Foreign Minister to USA proved a *damp squib* on terrorist issue.

A green horn (inexperienced) : Though *a green horn* in politics, he appears to win the election this time.

A stalking horse (pretence) : The demands of the trade union seem only *a stalking horse* to blackmail the management.

A mare's nest (a false invention) : The involvement of politicians in the developmental scheme proved to be a *mare's nest*.

A wolf in sheep's clothing (a dangerous person pretending harmless) : Charles Shobhraj is a *wolf in sheep's clothing* for general public.

ABC (very common knowledge) : He doesn't know *ABC* of Physics.

Above board (fair and honest) : He is a straight forward man. His financial dealings are *above board*.

Again and again (repeatedly) : One who tries *again and again* gets success positively.

All and sundry (without making any distinction) : He invited *all and sundry* in the marriage party of his younger brother.

All in all (whole-sole, most important) : The Forest Minister *all in all* of our department.

Alpha and omega (first and last letter of Greek alphabet, means beginning and end) : The *alpha and omega* of British policy was to keep the Indians divided.

An eye wash (a pretence) : He does nothing without self interest, all his excuses are, but *an eye wash*.

An iron hand (by force) : Indira Gandhi put down the opposition with *an iron hand*.

At odds (in dispute) : The two groups of the society are *at odds* over the selection procedure of peons.

At sixes and seven (persons who are having different opinions) : Economists are *at sixes and seven* on the policy of rationing.

Back and call (at the service) : Don't worry I am at your *back and call*.

Bag and baggage (with all goods): He returned his village *bag and baggage*.

Bated breath (in anxiety, expectancy) : Every Indian was waiting for the outcome of the cricket match with *bated breath*.

Bank on (depend on, count on) : You can *bank on* me in odd times.

Between Scylla and Charybdis (choice between two unpleasant alternatives) : Don't make haste, take care so that in avoiding *Scylla* you don't fall in *Charybdis*.

Between the cup and the lips (on the point of achievement) : Until I got the appointment letter in hand, I was not sure of the posting as there were many slips *between the cup and the lips*.

Black and white (in writing) : It is always better to get every thing in *black and white*.

Blow hot and cold (having no stand, shows favour at one time and unfavour at another) : He can't be relied upon as he *blows hot and cold* in this matter.

Body and soul (entirely) : She devoted *body and soul* to win the medal.

By fits and starts (irregularly) : Work done *by fits and starts* never completes in time.

By hook or by crook (by any means) : I want to get this licence *by hook or by crook*.

By leaps and bound (speedily) : The population is increasing *by leaps and bounds*.

By & By (gradually) : She is recovering *by and by* after long illness.

Call a spade a spade (straight talks) : He believes in *calling a spade a spade*.

Cats and dogs (heavy rain) : It has been raining *cats and dogs* for the last three hours.

Cock and bull story (untrue story) : All his excuses seems a *cock and bull story*.

Confusion worse confounded (be in further worse position) : Such demonstrations and communal speeches in present situation make *confusion worse confounded*.

Cut and dried (readymade form) : There is no *cut and dried* method of English speaking.

Curtain lecture (a reproof by wife to her husband) : My younger brother never pays any attention to his wife's *curtain lecture*.

Egg on (to urge somebody) : The Captain *egged* the players *on* to continue the struggle.

Ever and anon (now and then) : She goes to temple *ever and anon*.

Fair and square (honest) : He is *fair and square* in his dealings.

Fair field and no favour (equal opportunity to all) : All the staff want *fair field and no favour* in the matter of transfer.

Far and wide (everywhere) : Many tourists come to see the Taj from *far and wide*.

Fabian policy (policy of delaying decisions) : Mr. Narsimha Rao always followed a *Fabian policy* in all political issues.

Few and far between (very rare) : His visits to his parents are *few and far between* because of his busy schedule.

Fire and brimstone (fearful penalties) : The USA has threatened Iraq with *fire and brimstone*, if she refuses to follow the resolutions of UNO.

Fire and fury (extreme enthusiasm) : The speech of the leader was full of *fire and fury*.

First and foremost (highest priority) : To be sincere and devoted is the *first and foremost* requirement of a good employee.

Fishy (doubtful) : They seems to be something *fishy* going on.

Foot the bill (bear expenses) : Although, she hosted the feast, her father had to *foot the bill*.

Free and easy (natural and simple) : The principal found his arguments *free and easy*.

Flesh and blood (human nature) : I am only *flesh and blood* as anybody else.

Gall and wormwood (source of irritation) : Her remarks about his father were *gall and wormwood* to him.

Gird up the loin (to be ready) : We should *gird up the loin* to fight the poverty and menace of dowery.

Give in (surrender) : He is a brave man , he will not *give in* easily.

Goods and chattels (belongings of home) : On transfer he brought all *goods and chattels* by road.

Hand and gloves (very intimate friends) : Ram and Rahim are *hand and gloves* to each other.

Hard and fast (certain) : There are no *hard and fast* rules to sanction the loan in the banks.

Haughty and naughty (arrogant and naughty) : The *haughty and naughty* attitude of the president is not liked by any member of the society.

Heart and soul (with full devotion) : He threw himself *heart and soul* to pass the examination.

Head and shoulder (superior) : Shri Man Mohan Singh is *head and shoulder* above his counter parts.

Helter skelter (here and there) : On arrival of the police the strikers ran *helter skelter*.

Herculean task (a tedious job) : Getting selected in IAS is a *herculean task* for everybody.

Hit below the belt (contrary to principles of fairness) : By making his private secretes public he *hit* him *below the belt*.

Hither and thither (here and there) : He is in the habit of putting his goods *hither and thither*.

Hornet's nest (raise controversy) : The speaker of Lok Sabha stirred up *hornet's nest* by referring to impending changes in several rules.

Hole and corner policy (a secret policy for an evil purpose) : The officer adopted *hole and corner policy* to get his P.A. transferred.

Hue and cry (great noise) : A lot of *hue and cry* was raised in Parliament against this bill. I am ready to move heaven and Earth to bring him to justice.

Hush money (a bribe) : He managed to escape punishment by paying *hush money*.

Ins and outs (full detail) : Before starting any new business you must know all *ins and outs* of it.

Intents and purposes (practically) : My wife is the incharge of the house for all *intents and purposes*.

Ivory tower (imaginary world) : Those who talk of non-violence as a useful tool in tackling the militants live in *ivory tower*.

Kith and kin (blood relatives) : All *kith and kin* were invited in the marriage of his son.

Latin and Greek (unable to understand) : His speech in English was *Latin and Greek* to the rural folk.

Law and equity (legal and moral justice) : *Law and equity* demands that the reservation should be based on economic parameters.

Leave no stone unturned (make all possible efforts) : I shall *leave no stone unturned* to get the promotion.

Length and breadth (all over) : Anti English agitation spread through the *length and breadth* of the country.

Life and soul (main support) : Soniya Gandhi is the *life and soul* of congress(I).

Like a fish out of water (in every difficult and unsuitable situation) : Ram was given an unremunerative post. He is feeling *like a fish out of water*.

Live-wire (energetic) : India needs *live-wire* scientists who can put the country on the fast track of progress.

Loaves and fish (material interests) : Now-a-days Government servants are concerned with the *loaves and fish* of the office than to solve the problems of common public.

Lock and key (In safe place) : He keeps jewellery under *lock and key*.

Might and main (with all enthusiasm) : If you study with *might and main* you will positively secure the success.

Milk and water (weak) : The foreign policy of India is nothing more than a *milk and water* policy.

Neck and crop (completely) : The Pak army ruined the border village *neck and crop*.

Need of the hour (necessity of time) : Providing full security for the residents of border area is the *need of the hour*.

Nook and corner (everywhere) : I searched her in every *nook and corner*.

Not born yesterday (worldly wise) : You can't befooled as I was *not born yesterday*.

Now and then (occasionally) : I visit church *now and then*.

Null and void (of no use, without force of application) : The law passed by legislature was declared *null and void* by the Supreme Court.

Odds and ends (remaining goods) : Except *odds and ends*, all the items have since been arranged in order.

Odds and ends (scattered things) : The thief took away all the *odds and ends* lying in his bed room.

Often and often (frequently) : She visits her parents *often and often*.

Once and again (repeatedly) : I have told you *once and again* that I have no money to purchase the car at the moment.

One's Achilles'heel (a weak point) : Her involvement in sex scandal has been *her Achilles'heel*.

Open and above board (very clear, transparent) : He believes in *open and above board* discussion on every point before arriving at a conclusion.

Order of the day (in fashion) : Sending greetings on all occasions has become a *order of the day*.

Out of gear (in disorder) : The strike of employees always put the government machinery *out of gear*.

Out and out (completely) : Mahatma Gandhi was a great leader *out and out*.

Over and above (besides) : I paid him rupees ten thousand *over and above* what he demanded.

Over head and ears (excessively) : He is *over head and ears* in debt.

Oily tongue (flattering words) : One should be aware of the persons with *oily tongue*.

Part and parcel (being an important part of) : Each employee should feel himself *part and parcel* of the business enterprises.

Pell mell (putting one upon the other, in confusion) : He was in such a hurry that he put all the articles *pell mell* and closed the room.

Pick and choose (to choose selectively as per wish) : The management adopted *pick and choose* policy in the promotions from clerical to assistant cadre.

Pins and needles (small items) : It is unwise to use swords and scissors where *pins and needles* can do.

Pin-money (allowance given to housewife for personal use) : My wife asked me to enhance her *pin-money*.

Pros and Cons (merits and demerits) : Before signing this agreement you must understand all *pros and cons* well.

Queer fish (strange person) : He is such a *queer fish* that we can't expect anything positive from him.

Rain or shine (favourable or unfavourable circumstances) : *Rain or shine*, I will speak oppose the proposal.

Rank and file (everyone without discrimination) : For the actual prosperity of the nation, the economic conditions of *rank and file* should be improved.

Rank and ruin (complete destructions) : The present drought has put the farmers at the verge of *rank and ruin*.

Rhyme or reason (rational cause) : He resigned from the service without any *rhyme or reason*.

Right and left (in all ways) : The robbers looted the village right and left and fled away.

Root and branch (complete) : Poverty among the public is the root and branch of all the crimes.

Safe and sound (quite well) : She reached their *safe and sound*.

Seamy side of life (immoral side of society) : The present day cinema depicts the *seamy side of life* in our society.

Speck and span (neat and smart) : Mr. J. L. Nehru was always *speck and span* in his dressing style.

Stuff and nonsense (worthless) : The judge found all his arguments *stuff and nonsense*.

Sum and substance (the actual theme) : The *sum and substance* of the paragraph must be reflected in a good precis.

Take bull by horns (to meet the danger boldly) : One should have courage to *take bull by horns* if one wants to succeed in life.

The die is cast (decided finally) : The *die is cast* there is not point of discussing over it now.

The last nail in the coffin (the last action which resulted in the complete end of something) : The reservation policy of V.P. Singh was *the last nail in the coffin* of Janta Party.

Thick and thin (in all circumstances) : I shall support you through *thick and thin*.

Through fire and water (in all sort of difficulties) : He can go *through fire and water* to achieve his goal.

Time and tide (course of time) : *Time and tide* waits for none.

To and fro (going and coming, backward and forward) : What are the *to and fro* taxi charges for Alwar to Delhi?

Toil and moil (hard labour) : It require too much of *toil and moil* to secure first position.

Tom Dick and Harry (everyone) : Every *Tom Dick* and *Harry* knows that Mohd. Kaif is the wonderful cricketer.

To lead up the garden path (to cheat) : The tricky traders try to *lead* the customers *up the garden path* by assuring them of warranty and good discount.

Tooth and nail (with all force) : Students of general caste opposed the reservation policy *tooth and nail*, but of no avail.

Ups and downs (prosperity and adversity) : There are *ups and downs* in every business.

Uphill task (difficult task) : Passing CAT examination is an *uphill task*.

Warp and woof (essential parts of a thing) : Blood and bones are *warp and woof* of human body.

Watch and ward (careful guard) : At least three guards are required to have perfect *watch and ward* of the building.

Weal and woe (prosperity and adversity) : I will abide by you in all *weal and woe*.

Whips and spur (with greatest hurry) : He completed the project *whips and spur*.

Why and wherefore (the basic roll season) : Please tell me the *why and wherefore* of your decision to take voluntary retirement.

Willy nilly (wish or not wish) : *Willy nilly* you are to obey the orders of your parents.

Yellow press (newspapers publishing sensational news) : These days newspapers with *yellow press* are earning like anything.

Idiomatic Expressions

अंग्रेजी भाषा में प्रयुक्त होने वाले कुछ Idiomatic expressions नीचे दिए जा रहे हैं। इनका प्रयोग आपकी लेखन शैली को प्रभावी बनाता है। छात्रों को इन Idiomatic expressions का प्रयोग करने का अभ्यास करना चाहिए। इनका प्रयोग करने पर आपका लेखन अधिक सशक्त, सुन्दर एवं प्रभावशाली बनेगा।

To add fuel to the flame or fire (to make matter worse or aggravated) : The arrest of the leader of agitators, the government only *added fuel to the flame*.

To assume airs (to pretend superiority) : He is in the habit of *assuming airs* in the presence of his inlaws.

To add a new feather in one's cap (Additional success) : His success in his ICFAI exams has *added a new feather in his cap*.

To be at sea (a person confused) : My wife is quite *at sea* in maths.

To be in fix (in a dilemma) : The police department was *in a fix* about the threatening calls sent by the militants.

To be in the good books (to be in favour with a person) : A good student is always *in the good books* of his teachers.

To be under a cloud (to be under suspicion) : His connections with the militants have brought him *under a cloud*.

To be at large (free) : The man who tried to kill her is still *at large*.

To be not worth one's salt (not deserving) : You should not help Ramesh, he is *not worth his salt*.

To be in tune (in agreement or mood) : The Principal asked the students, if they were *in tune* for organising the annual function.

To be out of sorts (to be unwell) : She had been *out of sorts* for several days and so could not do her office work.

To break the news (to give bad news) : He *broke the news* of her husband's death very cautiously in order to lessen the shock.

To burn the midnight oil (to work upto late hours) : I have *to burn the midnight oil* for several days in order to complete the work in time.

To be up to (to be familiar with) : He is not *up to* all the tricks of this new business.

To be born with a silver spoon in one's mouth (to be born in a rich family) : Indira Gandhi *born with a silver spoon in her mouth*.

To be worth its weight in gold (something extremely valuable) : For a hungry man a piece of bread is often *worth its weight in gold*.

To be lost in clouds (a person with confused or unclear thoughts) : Philosophers are *often lost in clouds*.

To be weak or vacant in the upper storey (a feeble minded person) : I can't assign such work to him, as he is *vacant in the upper storey*.

To be under a cloud (under suspicion) : With the recovery of a revolver from his office has put him *under cloud*.

To be under one's thumb (to be under control) : She is no more *under the thumb* of her mother in law.

To be at daggers drawn (ready to fight) : Both the brothers are *at daggers drawn*.

To be at a loss (to be puzzled or confused) : In interview he found himself *at a loss*, couldn't answer even very simple questions.

To be at one's wit's end (unable to decide the right course of action) : Seeing the income tax officer at his shop he was *at his wit's end*.

To be at the helm of (enjoying the best position) : Until his father was a minister he was *at the helm* of affairs.

To be in a fix (unable to decide) : He was *in a fix* when the inspector discovered many irregularities in the accounts book.

To be in the teens (between the age of twelve and twenty) : Two girls still *in their teens* caught taking alcoholic drinks.

To be on one's last legs (to be about to collapse) : It is wrong to say that caste system in India is *on its last legs*.

To be on the tenter hooks (to be in a state of distress) : When police caught him with stolen money, he was *on the tenter hooks*.

To be true to one's salt (to prove faithful) : The Rajput soldiers in Akbar's army were *true to their salt*.

To be at loggerheads (to quarrel) : The two brothers are now *at loggerheads*.

To bear the brunt of (to bear the main attack) : The secretary has *to bear the brunt of* minister's wrath.

To beard the lion in his own den (to attack a ferocious and powerful person in his own territory) : Only a person like Shivaji dared to *beard the lion in his own den*.

To bell the cat (doing anything at a great personal risk) : All can boast of their boldness, but none can *bell the cat*.

To blow one's own trumpet (to speak about self, boast about self) : You can't discuss with him, he is always *blowing his own trumpets*.

To break the ice (make a beginning): Everyone kept silence for sometime then Ramesh *broke the ice* by asking introductions.

To burn candle at both ends (to spend lavishly) : He will soon be a pauper as he is *burning the candle at both ends*.

To beat about the bush (to talk in an ambiguous manner) : Don't *beat about the bush*, come to the point.

To build castles in the air (to make visionary schemes) : He is in the habit of *building castles in the air* and so does not succeed in life.

To bring to book (to call to account) : The corrupt officer was *brought to book* for his neglect of duty.

To be at the bottom of (to be mainly responsible for) : It was found that Shanti was *at the bottom of* the whole family fuss.

To bury the hatchet (to make peace forgetting the past enmity) : Hindus and Muslims should *bury the hatchet* for the development and prosperity of the nation.

To burn one's boats (Point of no return) : Our country has *burnt the boats* by declaring that we will not talk to Pakistan.

To blaze the trail (to start a movement) : Bhagat Singh *blazed the trail* of Indian National Movement in Punjab youths.

To brow beat (to bully) : He always tries to *brow beat* his colleagues who are opposed to him.

To bite the dust (to be defeated) : Pakistan had to *bite the dust* in the war with India twice.

To breathe one's last (to die) : P. J. Nehru *breathed his last* in early sixties.

To be nipped in the bud (to destroy in the very beginning) : All kind of evils must be *nipped in the bud*.

To buy a pig in a poke (to purchase a thing without knowing its actual worth) : Please tell me full details of the company, so that I may think to purchase its shares otherwise I can't *buy a pig in a poke*.

To come home to (to understand) : It *came home to him* that he was not fit for the post of police inspector as his eye sight is very weak.

To check by jowl (very near to each other) : As the space was short, so he kept all the articles *check by jowl*.

To cool one's heels (to be kept waiting) : We had to *cool our heels* before we could meet the Prime Minister.

To cross one's mind (to occur to oneself) : In the examination hall, it *crossed my mind* that I had left my admit card in the canteen.

To change hands (passing from one hand to another) : That hotel has *changed hands* thrice within a short span of six months.

To cast a slur upon (to disrepute) : He assured not to do anything which might *cast a slur upon* the reputation of the family.

To cast pearls before swine (to offer to a person such valuable things, which he does not appreciate) : Presenting Shakespeare's book to an illiterate is *to cast pearls before swine*.

To catch a tartar (to catch a person who is more powerful than the catcher) : Aurangzeb soon found out that he had *caught a tartar* in Shivaji.

To clip one's wings (to deprive one of power) : The Prime Minister has *clipped the wings* of his minister by taking away the power of spending more than two lacs on a project.

To carry the day (to win a victory) : After initial setback, India *carried the day* in the hockey match against Pakistan.

To cut a sorry figure (to give a poor show) : The organiser *cut a sorry figure* in the meeting for not giving proper feedback to The Chief Guest.

To cry over spilt milk (to repent) : Careless students often have *to cry over spilt milk* during the examination days.

To come to a standstill (to come to a stop) : As the *car came to stand still* for want of petrol the thief ran away on foot.

To come off with flying colours (to come out from a conflict with brilliant success) : Everyone was trying for ticket of Congress party, but Ramesh *came off with flying colours*.

To count the chickens before they are hatched (to anticipate gain prematurely, before time) : You will feel unhappy, if you *count the chickens before they are hatched*.

To cross one's t's and dot one's i's (to make minor changes) : His book is almost ready, he has just to *cross his t's and dot its i's*.

To cry for the moon (to aspire for an impossible thing) : Your hope for marrying with Aishwarya is like *a cry for the moon*.

To curry favour (to win favour by gifts or flattery) : By giving present and visiting again and again you are trying *to curry his favour*.

To draw the long bow (exaggerate) : In calling her the best racer of the world, her admirers *draw the long bow*.

To dig the grave (to tarnish, to destroy) : By taking a side of the thief, he *dug the grave* of his honest image.

To end in smoke/fiasco (come to nothing) : He spoke a lot about his new book but it all *ended in smoke*, when the book was in the market.

To feather one's own nest (to provide first for one self) : Our leaders are busy *feathering their own nests* and have no concern for the general mass.

To flag a dead horse (to revive interest in old matters) : The rivals always *flag a dead horse* to insult their enemies.

To fall flat (to have no effect) : The Principal's speech *fell flat* on the students.

To get upper hand (to get the better position) : Between the two rivals, each is trying *to get upper hand* in the local politics.

To get into hot water (to be in a difficult situation) : The manager *got into hot water* participating in the union meeting.

To gild the pill (to cover an unpleasant thing by a pleasant one) : On one hand he was issued charge sheet and the officer *gild the pill* by verbally praising his sincere working.

To give the devil his dues (to give the credit to a bad man for his good work) : No doubt he is a haughty man, but *to give the devil his dues*, he is dedicated and hard working.

To give chapter and verse for a thing (to submit proof) : He can *give chapter and verse* for all the allegations he made against the minister.

To go on fool's errand (to go on an expedition where only a fool can go) : The key was in his pocket and he sent me *on a fool's errand* to search the same at the shopping complex.

To gain ground (to succeed slowly) : The belief in the abolition of Sati rites has *gained ground*.

To go with tail between the legs (to go as a defeated dog, behave cowardly) : The Minister was talking a lot about the values of honesty etc, but when Ramesh reminded him about the money paid to him for the work, he *went away with his tail between the legs*.

To get off scot free (to escape without punishment) : He *got off scot free* for lack of evidence.

To give one a long rope (to let someone commit mistakes) : He never *gives* his employees *a long rope* and so you will find his office neat and tidy.

To give currency (to make publicly known) : The Government refused *to give currency* to a number of secrets relating to national security.

To get down to brass tacks (deal with the matter straight) : Instead of wasting time in discussion, please *get down to brass tacks*.

To give a wide berth (to avoid) : I try my best to *give a wide berth* to such a selfish person.

To get oneself into a mess (to drift into trouble) : He seems to have *got himself into a mess* because of the involvement of his wife in a criminal case.

To go the dogs (to be ruined) : He *went to the dogs* because of his son's involvement in the murder of a girl.

To grease the palm (to bribe) : You cannot get this contract unless you *grease the palm* of the officials.

To have gift of the gab (art of speaking) : Ram is simply middle pass, but he has the *gift of the gab*.

To have an iron will (strong will) : A person *with iron will* can achieve anything.

To hold a candle to (match for, equal) : She is the daughter of a famous dancer, but she does not *hold a candle* to her mother.

To have brush with (to have encounter) : Our neighbours *had a brush with* one another over the matter of throwing the garbage.

To hang fire (remain unsolved) : The problem of poverty has been *hanging fire* for the last fifty five years.

To have feet of clay (full of faults) : The inquiry has revealed that most of the politicians *have feet of clay*.

To have thing at one's finger tips (to know a thing thoroughly) : He has all the statistics of employment *at his finger tips*.

To have an axe to grind (to have a personal interest) : I am sure he *has an axe to grind* in this proposal.

To have no backbone (to have no strength and support) : The movement against the reservation based on caste, *had no backbone* and to collapsed soon.

To harp on the same string (to repeat the same arguments) : Every new speaker had nothing new to say, everyone *harped on the same string* of his predecessor.

To keep abreast of (not to fall behind) : It is very important for the young persons, to *keep abreast of* all current events.

To keep one's fingers crossed (to wait expectantly) : We should *keep our fingers crossed* till the last ball is bowled.

To knit the brow (to frown) : My father always *knits the brow* at everything I do.

To kick the bucket (to die) : She had *kicked the bucket* after suffering from cancer for several years.

To keep someone at arm's length (to keep someone at a distance and not allow to get close) : She is not a good girl and must be *kept at arm's length*.

To keep body and soul together (to maintain life) : Because of the inflation it has become difficult *to keep body and soul together*.

To keep the wolf from the door (to avoid starvation) : In our country the poor have to struggle hard *to keep the wolf from the door*.

To lose ground (fail to keep position) : He has *lost ground* and so his opponent has won the election.

To leave no stone unturned (to make all possible efforts) : The Prime Minister has assured the country that he shall *leave no stone unturned* to uplift the condition of the countrymen.

To live in a fool's paradise (false hope) : It is wrong to *live in a fool's paradise* and do not put hard to achieve success.

To lie in the bed one has made (to reap the fruits of one's acts) : He has made his fortune so he must *lie in the bed he has made*.

To move heaven and earth (to make all possible efforts) : Prime Minister Man Mohan Singh is *move heaven and earth* to find the solution of Kashmir problem.

To make light of (not to care) : She is in the habit of *making light* of the advice of the doctors.

To make both ends meet (to live within one's earning) : Sudden increase in prices has made it difficult for the employees *to make both ends meet*.

To make much ado about nothing (to make a fuss over a small matter of no importance) : He is a quarrelsome man, he *makes much ado about nothing*.

To make hay while the sun shines (to seize the opportunity at the right time) : As the Congress party came into power, he became chairman of UTI. He rightly says *to make hay while the sunshines*.

To make the most of (to utilize time) : Students should *make the most of* their time, if they want to secure good marks.

To make sure (to ascertain) : I went to the college *to make sure* if our exams would commence from the next week.

To make neither head nor tail (not to understand) : The leader spoke so rapidly that the audience could *make neither head nor tail* of his lecture.

To nip in the bud (to destroy in the beginning) : The militancy must be *nipped in the bud*.

To play ducks and drakes (to waste money) : He is playing *ducks and drakes* with parental money.

To pass the buck (to blame each other) : Political parties *pass the buck* on to one another on all small or big matters.

To play the gallery (to gain popularity) : Every action of the political leaders aimed to *play the gallery*.

To pull a long face (to look sad) : My son *pulled a long face* when he was scolded by his mother.

To play truant (to be absent without permission) : It is a very bad habit of the students *to play truant* from class.

To put all eggs in one basket (to risk all money in one enterprise) : It is a wrong policy *to put all eggs in one basket*.

To pour oil on troubled water (to rectify the matter) : Both of them were fighting for the property, but the justified decision of their mother *poured oil on troubled water*.

To play fast and loose (repeatedly change one's attitude) : You should not trust her, she is used *to play fast and loose* with her friends.

To pay off old scores (to take revenge) : By suspending the clerk on frivolous grounds the officer *paid off old scores*.

To pay one back in the same coin (to return like for like) : I believe in the policy of *paying back in the same coin*.

To put the cart before the horse (being at the wrong side) : He made a contract with the publisher, without getting the book ready. He *put the cart before the horse* as such.

To put a spoke in one's wheel (to create hindrance) : Every competitor in the market is trying *to put a spoke in the wheel* of others.

To ripe up old sores (to revive forgotten quarrel) : Ramesh and his wife can't live in peace; they are always *ripping up old sores*.

To rub one the wrong way (annoy) : If you *rub him the wrong way*, he will oppose the proposal.

To read between the lines (to understand the hidden meaning) : If you go through the book seriously, you will be able *to read between the lines*.

To rule the roost (to dominate) : Today the scheduled caste ministers *rule the roost* in the government.

To send about one's business (to dismiss) : His employer *sent him about his business* when he was caught involved in forgery.

To stand ones ground (remain firm) : He did not yield to pressure and *stood his ground* till he won the game.

To sail under false colours (hypocrite) : We should not believe the politicians because they *sail under false colours*.

To set Thames on fire (to achieve something impossible) : Qualifying Civil Services examination for you is like *setting Thames on fire*.

To say ditto to (to agree) : You are bound *to say ditto to* what your boss says.

To see a thing through coloured glasses (to Judge a thing with prejudiced mind) : A prejudiced man will *see the thing through coloured glasses*. He can't judge the things properly.

To show the white feather (to act as a cowardice) : He will *show the white feather* when the real time of action comes.

To stem the tide of (to put a check) : As a true social worker, first of all you *stem the tide of* poverty and unemployment.

To speak volumes for (to have abundant proof) : The sacrifice made by freedom fighters *speak volumes for* their true love for the country.

To steal a march (to get ahead secretly) : Shalini *stole a march* on her friend in marketing her products slowly and steadily.

To steer clear of (to avoid) : You should try *to steer clear of* such nasty girls.

To take people by storm (to surprise unexpectedly) : The refusal by Soniya to accept the Prime Ministership *took the nation by storm*.

To the backbone (thoroughly) : We need leaders who are honest *to the backbone*.

To take wind out of another's sails (to gain advantage by anticipation) : Intelligent Generals can gather a lot of important information by *taking wind out of enemy's sails*.

To take heart (feel bold) : You must *take heart* and face the failures boldly.

To take up arms (to fight) : We must not shy for *taking up arms* against the misdeeds of the public departments.

To turn the corner (to change the opinion) : He *turned the corner* by passing the examinations with good marks.

To take to one's heels (to run away) : On seeing the police, the thief *took to his heels*.

To take up the cudgels (to defend someone) : I *took up the cudgels* on behalf of my brother and proved him innocent.

To travel incognito (to travel under a false name) : The freedom fighters used *to travel incognito*.

To throw out of gear (not working properly) : Our small scale units have been *thrown out of gear* because of lack of infrastructure.

To throw cold water (to discourage) : He tried to *throw cold water* on my plans.

To win laurels (to win distinction) : Dr. Kalam *won laurels* in the world of Missiles.

To worship the rising sun (to respect a person who is becoming powerful) : Everyone *worships the rising sun*.

To wash hands of (to have nothing to do) : I have *washed hands of* this affair because he has no relations with me.

To wrangle over an ass' shadow (to quarrel over trifles) : Only foolish persons *wrangle over an ass' shadow*.

To wear the trousers (dominant) : It is Shalu who *wears the trousers* and her husband simply obeys her.

Frequently used Idioms *and* Phrases

Frequently used Idioms with verbs 'break, carry, cast, catch, come, cut, do, fall, get, give, go, have, hold, keep, lay, make, play, put, set, stand, take, throw, turn.

BREAK

To **break cover**, If you break cover, you leave a place where you have been hiding or sheltering from attack, usually in order to run to another place.

They began running again broke cover and dashed towards the road.

To **break a fall** is to lessen the force of a fall.

To **break ground** means to commence an undertaking.

To **break the heart** means to afflict grievously, to cause to suffer seriously from grief.

To **break the ice** means to start conversations. The phrase also means to get over the feeling of restraint which one may have in the presence of a new acquaintance.

To **break the news to a person** means to communicate news quite unexpectedly to him in such a way as to diminish the shock : He broke the news to his wife as gently as he could that he had lost all his money due to the failure of the bank.

To **break the back of a job** is to have disposed of the main part of the task assigned to him.

Broken health is impaired health or not in good health.

Broken sleep is interrupted sleep.

CARRY

To **carry one's point** is to achieve the desired goal; to overcome obstacles placed in the way; to defeat the opposition in a public debate : Most of the reformers find it very difficult to get people to give up a long prevailed custom, but they carry their point in the end.

To **carry everything** or all means to win the victory or to overcome the opposition fully. How is it that of these two persons engaged in the same business, one can scarcely get a living, while the other carries all before him?

To **carry away captive** means to take away into captivity, as prisoners of war.

In ancient times, many prisoners of war were led captive and forced to live as slaves.

To **carry a thing too far** means to continue it beyond what is logical or safe. How far will this gun carry? means, how far will a bullet shot from this gun go?

To **carry matters with a high hand** means to take strong measures, to exercise authority with full force. The principal of the college carried matters with a high hand and expelled two students for a trivial offence.

CAST

To **cast an eye upon** is to glance at : He cast a stern eye upon the two persons sitting against him, trying to tease the girl at the reception.

To **cast, or throw light upon** means to illuminate : After a long investigation, a woman came forward and stated some facts which cast fresh light upon the causes of suicide committed by the man.

To **cast into the shade** means to put into the shade; throw into the shade : A newspaper gives a thrilling account of Godhra carnage, next day's paper tells of more horrible things still; the latter account casts the other into the shade.

To **cast a slur upon one** means to cast a slight reproach upon him : Many a man brings a slur on his own reputation by stooping to some mean or hateful act.

To **cast in one's teeth** means to retort reproachfully, to make an insulting statement to one openly : She cast it in her husband's teeth that she had seen him drunk, whereas later on it turned out that she had mistaken another man for her husband.

CATCH

To **catch fire** is to become alight or ignited : The dry grass soon caught fire.

To **catch one's eye** means to attract one's notice by being seen, to come under one's notice or if I keep looking at a lady till her look meets mine, I am said to catch her eye : As I looked through the novel, printer's several errors caught my eye.

To **catch a train** means to arrive at the railway station in time to go by a train. If you want to catch the train, move at once.

To **catch it** means to get a scolding or a beating or some other unpleasant treatment.

To **catch at a straw**. There is a proverb 'A drowning man will catch at a straw': When a man is in difficulties, finding nothing substantial to lay hold of, grasps at something trifling he is said to catch at a straw.

To **catch a Tartar** is to seize or encounter an adversary who proves too strong for him. The story goes that in battle with the Turks an Irish soldier shouted to his comrade, 'I've caught a Tartar.' 'Then bring him with you', *i.e.* as a prisoner. 'But he won't come.' 'Then come along yourself.' 'But he won't let me.' The fact was that the Tartar had caught the Irishman. Hence, the general meaning of the phrase as given above.

COME

To **come to close quarters** means to tackle an enemy closely.

To **come to light** is to become known.

To **come to pass** is to happen, to occur.

To **come to grief** is said of a person who meets with disaster or of a scheme that proves abortive.

To **come to hand** is idiomatic for, to reach one : Her letter came to hand yesterday—it reached me yesterday.

To **come to be** means generally, to become important : He has come to be highly thought of means that he has so risen in people's esteem that they now think highly of him. His word has come to be considered of great value.

To **come amiss**. This means to come in an inconvenient or improper time or way. When it is said of a man that nothing comes amiss to him, the meaning is that he is a very capable man, able to do any work or meet any difficulty that presents itself to him. A legacy seldom comes amiss to anybody.

To **come home to a person** means to appeal successfully to his reason or his self-interest; to touch his feelings closely.

To **come to age** means to become adult.

To **come to a head** means to be ready to burst forth—said; e.g. of a conspiracy to make open. He allows his spiteful feelings to come to a head.

To **come to a standstill** means to bring to a standstill : When the steam was shut off, the engine soon came to a standstill.

To **come to his proper level** means to bring a man to his (proper) level. This expression means to bring a vain man down from his undue estimate of himself, and teach him to esteem himself at his true level.

To **come to know**; to get the knowledge or information : I came to know a thing, or a thing comes to my knowledge. It is the form of these idioms that needs to be noted.

To **come to no good** means to come to a bad end. It can be said of an idle young fellow, 'That youth will come to no good.'

To **come out of a business with clean hands** is sometimes said of a person who comes out perfectly innocent while others have done misdeeds. The phrase 'clean hands' is in this phrase synonymous with uprightness, innocence.

To **come, or fall, under one's notice or observation**: Such a worse case of small pox never fell under my notice earlier. If such conduct as you describe comes under my notice, I shall take serious notice of it.

To **come short of, or fall short of** means to be less than what is required or expected : When great deficiency is meant, the word 'far' is introduced into the phrase. And short of, which means 'less than', is sometimes used with other expressions. We have tried gold mining in India, but the results have come far short of or fallen far short of, our expectations.

To **come off with flying colours** means to emerge from a conflict with brilliant success. The idea involved is this : A regiment goes into battle with its banner or colours displayed; it engages in the fight and emerges with banner unscathed in the conflict, with colours fluttering in the breeze. At the recent examinations, Rajani came off with flying colours.

To **come off second best** means to get the worst of it. These are similar in meaning. They mean to be defeated in a contest or in an argument or in a legal action.

CUT

To **cut short** means to shorten or abridge what is likely to lengthen out.

A man is said to have cut short his speech when he ceases speaking sooner than he was expected to. We also say of a person that his life was cut short meaning that he died prematurely.

To **cut, or sting, to the quick**. The quick is the sensitive flesh, that which is susceptible of keen feeling. The phrase means to cause acute pain.

Your scoldings cut him to the quick.

A reputed man is often stung to the quick by baseless imputations and slanders.

To **cut off in its prime** means to destroy a fair thing when in its prime. Cholera cut him off in his prime.

To **cut the Gordian knot** 'Gordian knot', a knot tied by Gordias, king of Phrygia, in the thong which connected the pole of his chariot to the yoke, and which was so very intricate that there was no finding where it began or ended. An oracle declared that he who should untie this knot should be master of Asia. Alexander the Great, fearing that his inability to untie it would prove an ill augury, cut it as under with his sword. Hence a Gordian knot is an inextricable difficulty; and to cut the Gordian knot is to remove a difficulty by bold or unusual measures. And the phrase is sometimes used when an unexpected turn of affairs opens a way out of a serious difficulty.

To **cut a figure; to cut a dash**: To cut a figure, is to perform a conspicuous part, to attract attention either in wonder or admiration.

To **cut a dash** means to make a flourish or to make a vain show. Both these expressions, especially the latter, are slightly contemptuous and rather old-fashioned.

To **cut and run** is to be off with all possible speed. The phrase was applied first to cutting a ship's cable and the ship sailing off immediately from her moorings.

DO

- (1) It means to perform, to accomplish, to execute a work. Do your job. I cannot do more than indicate the line of thought which he pursued. Will you kindly show me how to do (=solve) this problem?
- (2) Do also means to finish, to complete : Done is often used in the sense of completeness; so that to be done is often means to be used up, to be exhausted. For example If a tailor says that his thread was done, we should understand him to mean that his supply of thread was used up and was exhausted. So,

to have done, is to have finished. I have done writing means I have completed my writing work.

To **have done with** is to have completed, to have no further concern with : I have now done with this dis-respectful business.

- (3) **Do** sometimes means to bring about, to cause to happen : Have the heavy rains done your house any damage ?
- (4) **Do** is sometimes intransitive and means behave or act : Be careful not to do such things again.
- (5) **Do** has, in some particular context, the peculiar meaning of, to cook, to make ready a thing for eating. To do a mutton chop, is, to cook it and prepare it for eating. When it is done to a turn it is perfectly cooked.

It sometimes means cooked; so that expressions like, Are the cakes done? The rice is done, would mean Are the cakes exhausted ? or Are the cakes cooked? The rice is all used up or the rice is cooked. In such cases, all ambiguity is removed by the connection in which done stands in the sentence.

- (6) **Do** is at times used in conversation for, to deceive, to play a trick upon, to outwit : He felt he had been done by designing man. Be careful as to the terms of your bargain, for that man will try to do you if he can.
- (7) **Do**, again, sometimes means to fare, to thrive, to profit. How do you do? The first **do** is the auxiliary verb.

'**Do**' is also found with the meaning to answer an end, in such expressions as : 'That will do', meaning that will be enough to serve the purpose.

'It did very well', *i.e.* it suited very well, it was quite sufficient.

To **do good** means to act in a manner that others are benefitted : Do good in all the ways you can, to all the people you can .

He is doing well means succeeding in his new line of business.

The patient has been doing well means progressing favourably.

He is doing good by his lecturing means he is accomplishing good results.

He is doing well by his lecturing means he is making a good deal of money by his lecturing.

He is doing well in his lecturing means he is doing the work of a lecturer well.

To **do well out of something** means to derive profit from the activity.

Ramesh did well out of that investment.

To **do one's best** means to put forth one's best efforts.

To **be well to do** is to be in prosperous circumstances, to be well off.

Well-to-do is sometimes put before a noun as a Compound adjective, and is also used as a noun. He is a 'well to do man' means he is a prosperous man.

To **do one good** means to be of advantage or benefit to one.

These medicines did me good.

To **do one a favour or a kindness**. A formally polite expression.

Will you do me the favour of accepting this small gift ?

You will do me a kindness if you will append your name to the list of donors.

To **do a thing by fits and starts** means to do a thing impulsively and a small portion of it at a time.

To study by fits and starts is not the proper way to prepare oneself for the IAS examinations.

To **do a thing off-hand** means to do it at once without delay or hesitation;

To do it with ease and without preparation. I gave him a difficult problem in Algebra and he did it off-hand.

To **do a thing by hook or by crook** means to do it by any means fair or unfair, no matter by what means.

Now-a-days every one wants to make money by hook or by crook. It is said that a French admiral in a time of war once wanted to bring his warship into Waterford Bay, in the South of Ireland. At the entrance to the bay there are two headlands, one on each side, one called Hook Head, and the other Crook Head. The admiral declared that he would enter either 'by Hook or by Crook', meaning that he would pass in by keeping near to one or other of the headlands.

To **do wrong** means to make a blunder or to commit an error of judgement.

In my opinion you have chosen the right course and you would do wrong to make a change.

To **do honour to**, to **do reverence to** means to honour, to reverence.

To **do the honours** means to act as host or hostess at a party or function.

Do to death means to put to death. Byron uses the words, 'Done to death by sudden blow.' Jack done himself to death for his love lost.

To **do a city** or **do the sights** means to visit the city.

'**done!**' said in response to a proposal means I assent, I agree.

'**No sooner said than done!**' means that as soon as a thing is proposed to anyone, he immediately executes it, and utters this phrase as his response.

To **do a thing under the rose**, is to do it in a secret manner. In ancient times, the rose was taken as a symbol of secrecy and was hung up at entertainments, to indicate that nothing said there was to be divulged.

To **have to do with**, is to have business with, to deal with. She tried to clear herself of all blame, but she did have something to do with that immoral act.

FALL

To **fall foul of** means to come into collision with.

If this new manager continues his criticisms, he will soon fall foul of the Boss.

To **fall in love** means to fall into love.

The young couple quickly fell in love with each other.

To **fall out** means to quarrel. It is wrong to fall out for the ancestral property.

To **fall into abeyance** means to cease to be exerted or used. This law has been allowed to fall into abeyance.

To **fall out of use** means to cease to be used. We also say, drop out of use.

As a language grows, new words are coined and many words fall out of use.

To **fall to work** or **set to work** means to begin to do work. In these phrases work is a noun. We fell briskly to work and finished the job in two hours.

To **fall a prey to** means to be the victim of: When people plot against a man to ruin him and succeed in their malicious attempts, he is said to fall a prey to their designs.

Ramesh fell a prey to the ulterior designs of his colleagues and so he was not promoted.

To **fall to the ground** means to prove useless or to become ineffective.

The meeting was large, yet his motion found no support and therefore fell to the ground.

To **fall for** something means to yield to its charms: Mira fell for a pretty dress.

To **fall flat** means to collapse.

GET

To **get clear of** means to become free from difficulty or annoyance.

To **get drunk** means to become drunk : Where are you going to get drunk ?

To **get one's back up** to become irritated.

To **get on** means to advance; or to prosper : Let the men get on to the front.

He is a hard working man. He is sure to get on in the world.

To **get hold of** means to understand or to catch. I can't get hold of the meaning of this passage. With great difficulty the drowning man got hold of the rope.

To **get rid of**; to **be deprived of** means quitting of a thing or to get free from a thing : To be deprived of a thing means to have a thing taken from you which you wish to keep. Hence, we do not say that people are deprived of a tax, they get rid of a tax or are relieved of it, or are freed from it. A man may be deprived suddenly of his property.

To **get the upper hand**; to **get the better of**. These mean to get the superiority, to prevail over. Of two rival textile firms, one is richer and better managed than the other, and therefore soon gets the upper hand.

Trickery in trade may for a time being get the better of honesty, but soon lost its credibility.

To **get into hot water**; to **be in hot water**. To be in difficulty, irritating circumstances. The school master got into hot water with the Inspector for delivering a speech favouring a political party.

To **get into a mess** means to get into a muddle : His accounts seem to have got into a mess.

To **get into a scrape** means to find oneself in an awkward position.

The opposite is, to **get out of a scrape**.

It is easier to get into a scrape than to get out of one.

To **get wind of** means to hear a rumour of or to get the clue of : I got wind of the plot through hearing their conversation .

GIVE

To **give a person to understand** means to lead him to believe or to give him reason for believing a thing.

To **be given to understand** means to be led to believe.

The officer gave me to understand that there would soon be a vacancy for an assistant in his office.

To **give oneself to** means to devote oneself to it. This phrase express the habit. Give yourself to study and you will certainly secure good marks.

If a man give himself to bad habits, nothing good can be expected of him .

To **give oneself trouble about** or **over a thing** means to take pains about it : He gave himself great troubles over the problem of his younger brother.

To **give someone a bit** or a **piece of your mind** means to scold, to find fault with, to speak or write to :He has treated me very badly and I mean to write a letter and give him a bit of my mind.

To **give** or **show a person the cold shoulder** means to treat him coldly, to receive him in cold manner. It is common to give a cold shoulder to one's poor friends.

To **give chase** means to pursue something that is running away.

The police gave chase to the thief, but he escaped.

To **give way** means to yield, to succumb.

Only once his faithful wife gave way to emotions.

His reason has given way means he has become insane.

To **give someone the slip** means to avoid someone who is looking for you.

The thief saw the policeman and took care to give him the slip.

To **gave** a thing a **wide berth** means to keep at a distance from it.

A sailor gives a rocky headland a wide berth, i.e. he keeps his ship at a safe distance from it.

To **gave good measure** means to give rather more than full, correct measure. When a draper selling cloth, measures off the stipulated number of yards and then gives freely a little piece more, he is said to give good measure. So a man rebuking or scolding another is sarcastically said to give good measure when the rebuke or the scolding is more severe than the justice of the case demands.

To **give chapter and verse for a thing** means to produce the proof of it. I can give you chapter and verse for every statement I am making.

To **give countenance** or **lend countenance** to a project means to favour it, to give one's support to it. Some of the greatest benefactors of mankind have had few friends at first to give countenance to their inventions or discoveries.

To **give currency to** means to make publicly known. It is wicked to give currency to a dead scandal.

To **give place to** means to yield up one's place to. You give place to another when you allow him to take your place. The phrase is also used of inanimate things, customs etc. Carriages have given place to motor cars and sailing vessels to steamers.

A **give-and-take** policy means a policy involving mutual concessions : Now-a-days people believe in give and policy in maintaining their relations.

To **give a false colouring to** means to misrepresent : A man who is known to give a false colouring to any statement will not be believed even when he speaks the truth.

To **give loose rein to** means to give licence to, the leave without restraint. The idea is derived from leaving a mettlesome horse unchecked by the reins. A liberine is one who give loose rein to his lusts.

To **give rise to** means to be the cause of, to originate. The phrase is often applied to rumours or suspicions : What gave rise to this evil rumour? I don't know what gave rise to the idea that the capital of country was to be changed.

To **give vent to** means to allow to flow forth-usually said of one's own strong pent-up feeling, as anger, grief. I rushed out of the room to give vent to my feelings. He gave vent to his indignation in language more vigorous than polite.

To **give tone to** means to invigorate. In this phrase **tone** commonly means the healthy state of the organs of the body. The phrase is also used metaphorically of the character or faculties. The word **tonic** is derived from this use of tone.

The chairman's opening speech gave fine tone to the meeting.

The Swiss, living among mountains, are a hardy and thrifty people.

The very nature of their country gives tone to their character.

To **give or lend dignity** to an occasion means to bestow social importance. The attendance of the Queens gave dignity to the gathering.

GO

To **go mad** means to become mad. To **go crazy** is to become crazy.

My dog went mad and bit several other dogs.

To **go blind** means to become blind.

If you do not take care of your sight you will go blind.

To **go hand in hand**. When two or more persons cordially agree in pursuing the same course, they are said to go hand in hand.

In the matter of providing reservation to the scheduled castes and scheduled tribes most of the political parties go hand in hand.

To **go a long way** means to go far, to go to a great length : The newspapers went a long way in criticizing the Government.

To **go to law** means to litigate, to seek redressal through a court of law : Several people are too fond of going to law.

To **go halves**; to **(go) share and share alike** : When two persons agree to divide a thing equally between them, they are said to go halves or to (go) share and share alike. These phrases are commonly used of an enterprise, and the agreement to take equal shares—of say both risk and advantage—would be made before hand.

A party of ten students set out on a fortnight's tour and agreed to go share and share alike in the expenses.

To **go to great expense** means to be at great expense, both mean to expand much. The city has gone to great expense to give a suitable welcome to the President.

To **go out of one's way to do a thing** means to deviate from one's ordinary course of conduct in order to do something, generally a favour. You should be willing to go out of your way to oblige your friend.

To **go hard with** means to press heavily upon.

If Dengue breaks out again, it will go hard with the general mass.

To **go well with** : When a person prospers, it is often said that things go well with him, or that everyone goes well with him. Strictly speaking, to go well with means to agree with, to suit. I can't go well with such a quarrelsome girl. In harmonising colours, green goes well with red.

To **go on (sick) leave** When an official obtains leave of absence from ordinary duty, he is said to go on leave.

To **go on a fool's errand** means to go on an expedition such as a fool might go on, to go on an expedition which leads to a foolish end. There were many failed expeditions to Mount Everest : Can we say that those who took part in them were sent on a fool's errand?

To **go through fire and water for** a person or purpose means to encounter any difficulty and undergo any risk, however great, for his sake. This man would go through fire and water to save his wife.

To **go to the wall** means to be hard pressed, to fail, to get the worst in a contest or in the struggle of life. When the struggle comes, the weakest goes to the wall.

To **go to the bad** means to become of depraved character, to associate with evil companions so to lose character. To **go to the dogs** is also used with the same meaning. He is sure to go to the bads because he has a company of such depraved people.

To **go to rack and ruin**. Here rack has the same meaning as ruin, the meaning being intensified by using both words. The phrase is used both with regard to one's outward circumstances and also with regard to character.

The house is going to rack and ruin for want of looking after.

HAVE

To **have one's hands full (Over busy)**: When a man is so busily engaged that he cannot attempt anything more, we say, he has his hands full. Do not expect him to help you; he has his hands full already.

To **have clean hands** means to be perfectly innocent, to be a person of honesty and integrity. The phrase is commonly used in speaking of business transactions. One who receives bribes or engages in any nefarious scheme has not clean hands.

To **have to do a thing** means to be forced to do it, either from necessity of circumstances or from the will of another person.

He had to cut down the tree to save his house.

I had to walk two hours before I could find any shelter.

To **have (cash) in hand** means to have cash in possession to pay.

To have a work **in hand** is to have undertaken it, to be busy in it.

To **have a hand**, or **a voice in a thing** means to have some part in doing it, to have a role in doing it. To **have a finger in the pie**, also means the same for the same.

I am glad to say I had no hand in getting him transferred from here.

You always like to have your finger in everyone's pie means you are always meddling with the affairs of other fellows.

To **have a thing at one's finger ends** means to be fully familiar with a thing or to be able to apply one's knowledge readily.

She has the history of the World Wars at her finger ends.

To **have a mind** to do a thing means to be willing to do it or to show willingness to do it. She could tell you the secret of the Mahal if she had a mind.

To **have a way of one's own** means to have one's individual way of dealing with the thing. He has a way of his own in dealing with the subordinates.

To **have one's eye upon a thing; have an eye to a thing**. Either of these phrases may be used when a man has set a thing before him as the goal he desires or which he tries to achieve. The latter phrase also means to supervise or to watch so as to take care of.

The Headmaster of school has his eye upon the Principal's chair.

Please have an eye to the child and see that he does not go stray.

To **have the field before one** means to have full opportunity of showing what one can do, to be unopposed. To **have the field to oneself** means to be the sole worker in a particular field.

To **have a short memory** is to be unable to remember a thing even after a short time. The phrase is often applied to a person who says he forgets a thing while at the same time you suspect that he cannot have forgotten it.

To **have the face to do a thing** means to have the audacity to do it. Another slang expression is, to have the **cheek** to do it.

To **have a difference with a person** means to have mild quarrel (or difference of opinion) with him. When friendly relations are restored, the parties to the dispute, are said to have **made up their difference**.

To **have a bone to pick with one** means to have a difference with him which has not yet been expressed.

To **have a brush with** an opponent means to have a slight encounter : The President had a slight brush with one of the secretaries at the meeting.

To **have had its day; to have seen better days**. When an item which has been much used falls into disuse now, we say of it that it has had its day. When an article, *e.g.* a car, has become worn and shabby, we say that it has seen better days. The phrase would be use also of a *person* who, having been well off, had come down in the world.

Men drawn Palanquins used to carry the bride have had their day in India.

To **have too many irons in the fire**. If a blacksmith puts so many irons into the fire that he cannot attend to them all as they grow red hot, some will be wasted. The phrase means, to have so much work in hand that some part of it is left undone or is done very hastily.

He is sure to lose his health under the strain of overwork; he has too many irons in the fire.

To **have no backbone** (used for a vacillating person or one easily disheartened) : At first there was a show of resistance to this new act passed by the Parliament, but the movement had no backbone and speedily collapsed.

To **have the true or right ring** means to be genuine. A perfect coin has a clear, metallic ring when let fall on something hard.

The speech of the Home Minister on Jammu and Kashmir had the right ring about it.

HOLD

To **hold one's tongue** means to be silent, not to speak.

The militants ordered the captives to hold their tongue or they will be punished.

To **hold oneself ready** or in **readiness** means to be ready, to be in a state of preparedness. The commander ordered the soldiers to hold themselves ready to attack.

To **hold in check** means to curb or restrain within limits. It is always better to hold the children in check so that they are not spoiled by the miscreants.

To **hold in play** means to keep a person's attention occupied in some other task while you are doing something which you do not wish him to know.

It is a right policy to hold the foe in play while accomplishing the actual task.

To **hold one's own** means to maintain one's own position against opposition candidates; to keep what advantage one already has. The same meaning is expressed by, to **hold one's ground**, or **keep one's ground**, or **maintain one's ground**.

In the present odd circumstances it is better to hold one's own position instead of making new advancement.

To **hold up one's head** means to be able to look every man in the face. The phrase implies pride of one's character or position. He has no reason to be ashamed of so he can hold up his head among the so called philanthropists.

To **hold one's head high** means to bear oneself proudly.

To **hold true** means to regard as true, to continue to be true. The principles of Newton holds true even today.

KEEP

To **keep within bounds** means to keep within due limits.

To **keep happy** one should keep oneself within bounds. When his passion is roused, it is hard to keep him within bounds.

To **keep out of the way** means to absent oneself intentionally, to avoid being in the way. She tried her best to keep herself out of the way of her paramour.

To **keep a thing to oneself; keep one's own counsel**. These are same and mean not to disclose the thing that one knows : She never shares her problems with any body. She keeps things to herself.

To **keep a thing dark** means to keep it hidden or concealed, not to disclose it or make it known to others: She never discusses anybody about her plans but keeps everything dark.

To **keep oneself to oneself** means to live apart, to shun society : He does not mixes with any of his friends. He keeps himself to himself.

To **keep company with** a person means to associate with him as a companion: If you keep company with bad persons you will soon learn their ways.

To **keep to the house, or the room, or one's room** is said of a person who is ill or of one who is obliged from any cause to remain indoors: (a) She has had a severe illness, and still keeps to the house.

(b) A warrant is out for his arrest, and so Ramesh keeps to his rooms.

To **keep house** means to manage the business of a household. This phrase is used of a woman who acts as housekeeper.

To **keep open house** is to be ready to entertain all guests : She is a very nice lady and keeps her house open for all the friends.

To **keep a good table** means to entertain one's guests sumptuously and in the habit of providing food of excellent quality for one's own eating:

No one ever sees poor dinners at her house; I can tell you from long experience that she keeps a good table.

To **keep watch; keep watch and ward** means to be on the watch : We had better keep watch tonight against thieves.

To **keep a sharp look-out** means to maintain a keen watch : They keep a sharp look-out on boardship.

To **keep pace with** means to keep abreast of the development, to advance or progress equally fast with :

(a) How can you expect that a child keeps pace with a full-grown man?

(b) You cannot keep pace with Renu in 'Logics'.

To **break the peace; to keep the peace**. These are contrary expressions:

(a) Two men quarrel and fight; they are said to break the peace.

(b) They were brought before a judge and were bound over to keep the peace, i.e., to refrain thenceforth from quarrelling.

To **keep one's eyes on another person** means to keep watch on him, to observe his movements and actions : The policeman tried to keep his eye on the thief so that he might catch him stealing.

To **keep someone at arm's length** means to keep someone at a distance and not allow him an opportunity of close contact : It is always better to keep the evil persons at arms length.

To **keep one's head above** means to avoid getting into debt or trouble so as to be overwhelmed by it : It is always prudent to keep one's head above water in order to be happy and free from lot of troubles.

To **get one's head above water** means to tide over difficulties successfully : He sold part of his property in order to get his head above water.

To **keep good hours** means to be habitually early in returning home at night : The opposite is, keep bad hours or late hours : He always comes late in the night, he does not keep good hours.

To **keep body and soul together** is to keep alive, to keep from starving. She happily eats as much as would keep her body and soul together.

To **keep the wolf from the door** is to keep away extreme poverty, starvation, or death by hunger : In India thousands have a daily fight to keep the wolf from the door.

LAY

To **lay waste** means to make desolate : A few of the finest cities of Europe have been laid waste by bombing.

To **lay bare, lay open** means to disclose or reveal a secret thing.

He did not rest till he laid bare the whole conspiracy of his friend Pratham.

To **lay someone under an obligation** means to do a favour so that he feels indebted : You have laid me under a great obligation by helping me in my adversity.

To **lay oneself open** means to expose oneself to: By spending a lot of money on trifling occasion, he lays himself open to the suspicion of tax authorities.

To **lie in wait for** means to await in concealment, to be waiting as if in ambush : The murderer lady lies in wait for her victim as the tigress, for its prey.

To **lay, or set, a trap** means to prepare a trap and place it in a position to catch prey. It also means to prepare a scheme to deceive another and draw him in : A hunter lays (or sets) a trap to catch elephants.

To **lay on the shelf** means to lay aside as no longer fit for use, just as books and magazines not in use are put on the shelves of the book case : A retired person is sometimes called as laid on the shelf. Also a question or scheme moved and set aside, is said to be laid on the shelf, or shelved.

To **lay down the law** means to speak in tones of authority.

To **lay up for a rainy day** means to make provision for an adverse time and difficulty.

To **lay their heads together** means to consult together or frame common opinion.

MAKE

To **make peace** means to reconcile, to agree on a peace proposal by the parties at variance : There had been feuds for ages between the rival groups, it was the effort of the great grand old man that finally made peace between them.

To **make room** means to open a space or passage, to remove obstruction.

Room here means open space, while **a room** is an apartment : There is enough room on this road for two cars to pass each other.

To **make way**, **make headway**, or to **make one's way** means to progress slowly and steadily under difficult circumstances. To **make way for** is to allow space or room for.
I've the guts to make my own way.

These students are studying Russian, but they do not seem to be making much headway.

The crowd made way for the 'Hero of the game' as he advanced.

To **make a hash** of anything means to spoil it : The secretary made a hash on the club accounts.

To **make haste** means to hasten, to hurry : Make haste or you will miss the train.

To **make friends** means to win or secure the friendship of others.

This man is so genial, he makes friends wherever he goes.

To **make a will** means to make a testamentary disposal of his property : He made a will and entrusted the same to his advocate.

To **make use of** means to use : She has so many sandals and shoes as she will not be able to make use of them in her life.

To **make love to** means to make love with a woman : It was in vain that the young boy tried to make love to Lady Diana.

He makes a good soldier means he possesses qualities of a good soldier.

She will make you a good wife means she possesses the qualities for becoming a good wife.

To **make answer** means to reply.

To **make sure** means to ascertain positively; also to make secure.

To **make sure of** means to consider as certain .

To **make terms** means to come to an agreement.

To **make short work of** means to bring to a sudden end, or to dispose of speedily : This lawyer will make short work of his adversary's arguments.

To **make amends for** means to compensate for damage, injury or insult : By helping her now, he is trying to make amends for his past misdeeds.

To **make an example of** a person means to treat (punish) him so that the result will be a deterrent (warning) to others : By suspending the subordinate for his misbehaviour the officer made an example of him to others.

To **make a point of** means doing a thing, to set it before you as a thing to be certainly done : Johni makes a point of writing ten English pages daily.

To **make a clean breast of something** means to disclose fully and without reserve : It is always better to make clean breast of the whole things before the lawyer.

To **make a living** means to earn a livelihood for oneself.

To **make (both) ends meet** means to be able to supply the necessities of life while keeping expenditure within income. The phrase implies that the pinch of poverty is felt : It is far better to struggle and make both ends meet than to get into the clutches of an evil person for making quick bucks.

To **make common cause with** means to co-operate with; to unite with and share the common risk, work, and reward : Now-a-days political parties with different ideologies make a common cause temporarily to win the elections.

To **make one's escape** means to escape by one's own efforts : He made his escape through water route.

To **make one's mark** means to do some noteworthy thing, which brings honour or distinction : He made his marks by writing a very good book for the children.

To **leave one's mark** means to leave behind the effect of one's work : He was not long at college before he made his mark.

Men like Jai Prakash Narain, and Lal Bahadur Shastri leave their mark on the history of our country.

To **make a mountain of a molehill** means, to give great importance to trifles A man through great timidity or sloth often exaggerates a small obstacle and makes a mountain out of a molehill.

To **make a virtue of necessity** means to do a very disagreeable thing as though from duty but really because you must do it : Knowing that the landlord would forcibly eject him from the house, he himself delivered the key, making a virtue of necessity.

To **make much ado about nothing** is to make a great fuss about a trifle : Mr Rehman made much ado about nothing when he again raised the matter of throwing waste papers in front of his house by someone.

To **make no bones about a thing** means to make no scruple about doing it. The phrase implies that the thing is disagreeable : You need not raise imaginary difficulties, but just go and do the work and make no bones about it.

To **make bold to do a thing** means to venture to do a thing even though it may seem bold to do it : He makes bold to say that Government should spend less on Highways and more on village roads.

To **make neither head nor tail** of a thing means not to understand it or any part of it; not to be able to see the thing clearly : She spoke so quickly and in such a confused manner that nobody could make neither head nor tail of her sayings.

To **take no account of** a thing means to disregard it through oversight or because it is not worth notice : Government take no account of such senseless agitation by the gays.

To **make a fool of oneself** means to act stupidly. To **make a fool of someone** is to dupe him : He went to meet the president without any pre appointment, so he was not allowed to enter. He made a fool of himself.

To **make little of, light of, nothing of** means to disparage, to treat as of no account.

To **make nothing of**, has a second meaning. If a person is too stupid to learn, we say the teacher **can make nothing of him** it means the teacher cannot succeed with him. If the phrase is used in reference to a passage in a book, if I say I can **make nothing of it**, it means I am unable to understand it.

When I talked about his health, he made **light of his illness**.

We can make nothing of what she says, *i.e.*, we cannot understand her.

To **make much of** means to value highly, to treat as of great importance.

To **make too much of** means to over-estimate. The phrase '**to make enough of**' is commonly used with a negative expression.

To **make the best or the most of** a thing means to reap the greatest advantage one can from it ; to reduce to the least possible inconvenience : The accident was very serious, but the surgeon made the best he could of the few appliances within his reach.

To **make the best of a bad bargain**. When a man buys a thing which does not turn out as well as he expected, that thing is often called a **bad bargain** Hence the phrase means to turn a disappointment to the best possible account.

To **make hay while the sun shines** Sunshiny weather is the most suitable for making hay. Hence the phrase metaphorically means to take advantage of a favourable opportunity before it lasts, to use the opportunity to advantage : When trade was brisk, he worked very hard, and made his fortune: he believes in making hay while the sun shines.

To **make a tool**, or **cats paw of** someone, is to use him as a means of attaining or accomplishing your object : The story goes that a monkey, seeing nuts roasting at a strong fire and wishing to have them, but not liking to burn his own paw, laid hold of the paw of the cat and by means of it pulled the nuts to himself.

To **make a man of someone** means to elevate him, to raise him from an inferior position into an independent and prosperous condition, so that he can act in a manly way : A rich friend of mine took up this poor lad and kept him at school for seven years, and his education has made a man of him.

To **make believe** means to pretend, to act under pretence : He made believe he was going off for a month, and then unexpectedly returned in a week and found his wife messed with a fellow.

To **make a shift** means to get along by some means, though with some difficulty : A miser will always make a shift to save money.

To **make faces** is to make grimaces : Most of the people make faces while looking into a mirror.

To **make merry** means to be happy and jovial; Hence, the word **merry-making**.

We spent our winter holidays in eating and drinking and merry-making.

To **make free** means to take a liberty to which one has no right: (a) No one should make free to open a letter addressed to someone else.

(b) I make free to say in this gentleman's presence, that his conduct has not been straightforward.

The phrase implies boldness or impertinence, whereas the phrase, **take the liberty of**, does not indicate anything disrespectful.

To **make free with** means to treat freely or without formality.

To **make oneself at home** means to act with as much freedom and with as little formality as if you were at home. The phrase is used of a person who is in another person's home so that he will move and act as freely as though he were in his own house.

To **make one's mouth water**. If a hungry man smells food, the saliva gathers in his mouth, and he longs to taste the food, so the phrase means to excite a longing for. It is generally used when the thing desired cannot be achieved and enjoyed. In this phrase, **water** is as used as verb : The hungry man stood gazing at the baker's shop and it made his mouth's water to lump of fresh loaves.

PLAY

To **play**, is generally used in the sense of, to act, to operate on, e.g. the fire engine played (= poured water) on the burning house. In such phrases as, **call into play**, **bring into play**, the word **play** means active operation.

The guns of the fortress were called into play and the advancement of the enemy was checked.

To **play truant**, is to stay away, to loiter, to idle. The phrase is commonly used of a school-boy who when sent to school goes off to play. It also sometimes means to absent oneself from duty when one is supposed to be at his post : School boys playing truant should be punished.

To **play into the hands of another**, is so to act as to be of advantage to another.

Two contractors come to me with estimates for a work; they seem to be perfectly independent. One estimate is much higher than the other, and even the lower one seems high; so I accept neither. Afterwards I come to know that the contractors are friends, and that he, who gave the higher estimate, was only playing into the hands of the other; he meant by bringing his higher estimate to induce me to close at once with the other contractor.

To **play at cross purposes**, is said of two parties who oppose each other, or who have opposing plans but with the same end in view.

The Congress and the Communist parties have been at cross purposes for several months; yet in fact they are both working for the same object of keeping the BJP out of power.

To **play fast and loose with** means to disregard one's promises or engagements.

To **play second fiddle** the phrase means to take a subordinate part, like one who plays second to a leading performer on the violin. The phrase sometimes implies that he, who occupies the subordinate position, is expected to further the designs of his superior. Sometimes the phrase is **to be second fiddle** the instrument being taken for the performer.

Mrs. Sonia is the president of the Congress party and Mr. Man Mohan Singh is content to be second fiddle.

To **play with edged tools**. There is a saying, 'Children and fools should not handle edged tools.' Hence, the phrase is applied to a man who has to do with a matter which requires delicate handling.

To interfere in a quarrel between Ram and his wife is like playing with edged tools.

To **play one false** means to be deceitful to him, to cheat him : I relied on her support and she played me false.

To **play a double game**, or **act a double part** These mean to do one thing openly and a different thing in secret. The thing done openly is done to deceive, whereas the thing done in secret is the real object aimed at.

(a) I do not believe in playing double game.

(b) Generals often play a double game in war, but this is regarded as part of the war tactics.

PUT

'Put' is also used in several idiomatic expressions as per following:

To **put in mind** means to remind.

To **put to the sword** means to slay with the sword.

To **put to trial** or to **put trial** means to try to check.

To **put a thing to the test** or **proof** means to try it to examine it sincerely.

To **put to shame** means to make ashamed to disgrace.

To **put a thing to the vote** means to take a vote upon a proposal.

To **put (or get) things ship-shape** means to settle them in an appropriate order.

To **put to sea** means to start on a voyage.

To **put one's oar in** means to interfere to meddle in something.

To **put to use** means to make use of it.

To **put one to silence** means to silence him.

To **put in order** means to array in orderly fashion.

A mother **puts** her children **to bed** means the children **go to bed**.

A commander **puts** his enemies **to flight** means the enemies **take to flight**.

A magistrate **puts** the law **in force** against a criminal means the magistrate dispense the justice.

To **put** or **set** one **at his ease** means to free him from restraint.

To **put one to it** means to press one hard, to press him to the utmost of his powers. It, in this phrase, is impersonal : I felt so exhausted that I was put to it not fall over.

To **put it to one** is to lay a matter before one for his consideration that he may form an opinion upon it. This phrase would be used by one who was trying to persuade others : I put it to you, Is it wise to remain indifferent while the Government is making great efforts to extend education?

To **put a case**, is to set it forward for consideration.

To **put down one's foot** is to make a decide stand, to resist further encroachments.

To **put one on his guard** is to warn him.

To **put one on his mettle** is to rouse him to do his best in trying circumstances : The cry of wolves behind put my horse on his mettle and he brought me in safety to the village.

To **put one's hand to a thing** is to undertake it to begin it.

To **put a thing well** is to express one's meaning clearly and forcibly in speech or writing.

To **put the screw on one**. This means to coerce him; particularly to restrain another in regard to expenditure or idling : He could put the screw upon his son George.

To **put the cart before the horse** is to begin at the wrong end to do a thing, to attempt a thing while neglecting to do first what ought to be done first.

You certainly do put the cart before the horse. You have actually brought the masons to build a house but have not yet got the bricks.

To **put one's shoulder to the wheel** is to make a great effort oneself instead of looking to others for help.

To **put a thing down in black and white** is to put it in writing, so that a record is available : You tell me a long story; but put down what you want in black and white; and I will weigh its merits.

To **put**, or **set**, **right**, or to **put to rights**. These mean to adjust, regulate, correct, put in correct order: The engineer soon put the damaged T.V. to rights.

To **put a good face**, or **the best construction, on a thing** means to regard it in the most favourable way. The phrases are applicable to conduct, and commonly to unseemly conduct : A lawyer generally tries to put the best face on the faults of his client.

To **put one out of countenance** means to make him appear ashamed.

To **put this and that together** is to infer from a conjunction of circumstances.

To **put forth**, or **throw out, a feeler**: When a person brings forward a proposal or makes an observation to elicit the opinions of others, he is said to put forth or throw out a feeler : In his statement about Pakistan in the Lok Sabha the Prime Minister threw out a feeler to test the opinion of Parliament.

To **put a spoke in one's wheel** means to obstruct progress, to prove a serious barrier or hindrance : Rahim was getting on well in business till Rehman opened a rival establishment, and that put a spoke in Rahim's wheel.

To **put something by for a rainy day** means to save money for the adverse circumstances.

To **put someone through it** means to wear him out, e.g. by long interrogation.

SET

To **set a scheme on foot** is to start it, to **set it going**.

To **set a thing on fire** is to apply fire to it and make it burn; also to inflame- said of the passions.

To **set** or **put** a thing **on the fire** means to place it upon the burning fire to heat or cook it. Use of 'THE' implies that fire was already there. You may set a kettle **on the fire** but you cannot set it **on fire**. The girl set the pot on the fire. He set the withered leaves on fire.

To **set store by** is to value highly.

To **set the Thames on fire** means to do something extraordinary or brilliant : Nisha is a steady worker but never likely to set the Thames on fire.

To **set one's face against** means resolutely to resist : Attempts were made to draw the prince into rebellion but he set his face against such intrigues.

To **set one's house in order** means to arrange one's affairs : When he joined the new office he found the affairs of the office in desperate confusion; it took several months to set the house in order.

To **set people by the ears** means to provoke them to quarrel or wrangle.

To **be well set up** means to have a good physique to have a strong and well-built body.

To **set one's teeth** is to determine to endure hardship.

STAND

To **stand in another man's shoes** means to occupy another man's place.

To **stand in need of** means to be in need of : The house stands in need of painting.

To **stand in terror of** means to be in terror of, to be afraid of : The old person stood in secret terror of his son.

To **stand in good stead** means to be of great advantage to one in a time of difficulty : The wolves were after the traveller but his horse stood him in good stead and the traveller was able to escape.

To **stand one's ground** means to maintain one's position : He tried hard to stand his ground against the veteran lawyer but he failed.

To **stand to one's guns** means to persevere when hardships press.

To **stand in one's own light** means to act in a way that is disadvantageous to oneself : He stood in his own light when he refused this posting.

To **stand to reason** means to be consistent with reason and propriety of action.

To **stand one's trial** means to be tried in a court of law.

He **cannot stand it** means He is not able to endure it.

To **stand on ceremony with** means to be over punctilious in etiquette.

To **stand on one's dignity** means to maintain a dignified and unbending attitude.

He was offended or insulted, now stands on his dignity and insists that an apology be made to him by the offenders.

TAKE

Many idioms using **take** are given in Chapter iii, Section 38.

To **take into account** means to regard, to consider : Before purchasing this house he has taken into account all the merits and demerits of the locality.

To **take to task, call to account** means to reprove and require explanation : Take him to task for his negligence and unauthorised absent.

To **take advantage of** means to use any benefit offered by; also, to get benefit by cunning means.

To **take a thing in hand** means to undertake to do it, to attempt, to accomplish it : Several persons have taken in hand to write the history of the country, but only a few have been successful.

To **take the law into one's own hands** means to punish a person supposed to be guilty without his being legally tried.

To **take notice of** a thing means to observe it : He listened to my logics, objections patiently, but took no notice of them in submitting his report.

To **take a city by storm** means to capture it through a fierce and surprised attack.

To **take people by storm** means to captivate them unexpectedly : His singing took the audience by storm.

To **take one by surprise** means to come upon him suddenly.

To **take upon oneself** means to assume or undertake some work : She takes all the responsibility upon herself.

To **be taken aback** means to be taken by surprise, to be startled.

To **take part with** means to unite or join with.

To **take part in** is to unite or join in - said of things : Several good tennis players have consented to take part in this tournament.

To **take another person's part** means to side with him, to defend him.

To **take** (or **pay** or **give**) **heed** means to attend to carefully : I will take heed to what my mother says.

To **take in good part** means to receive without resentment- said of a disagreeable thing, as a rebuke or admonition : I tried to give Johni some good advice, but instead of taking it in good part, he became unhappy.

To **take to one's heels** means to run away : Seeing the police, the thief took to his heels.

To **take to one's bed** means to be obliged to lie down in bed through illness.

To **take in tow** means to drag along in water by means of a cable or chain.

To **take a statement on trust** means to accept it as true without inquiry, to accept it as true believing that he who makes it is trustworthy : One should not take any statement on trust unless we have something to prove our contentions.

To **take it into one's head**; to **come into one's head** means to occur to one, to suggest itself to one. The expressions sometimes imply whimsicality : Jack took it into his head to wake up all the servants at midnight.

To **take pride in** means to delight in, to be proud of : She takes pride in doing her stitching very neatly.

To **take a leaf out of another's book** means to take a hint from another's mode of action, to adopt another person's plan in the hope of reaching a result like his : Ram took a leaf out of Shyam's book in the matter of dealing with the customers and got success.

To **take the bull by the horns** is to grapple courageously with a difficulty that lies in your way : If you have factious opposition to deal with, do not avoid it, but take the bull by the horns.

To **take a leap in the dark** means to do a hazardous thing without any idea of what it may result in : It is wrong to leap in the dark without knowing the results.

To **take things easy**, or **take it easy** means to pass through life without being worried by work or anxieties. The phrase to **have an easy time of it** means to be without worry or hard work. To have an easy time of it, is because of outward circumstances; to **take it easy** is because of inward disposition and way of living.

To **take a fancy** or **liking**, to a thing means to conceive an admiration for it or a desire to get it : She has taken quite a fancy to my car.

To **take**, or **let, one into a secret** means to make known the secret to him, he also being expected to regard it as a secret : Two persons plan a theft but are not able to accomplish their object without a third person; so they take a third into the secret and carry the nefarious business very cleverly.

To **take the lead**; to **get the start**. When of several competitors, one at starting gets ahead of the others, he is said to **get a start**. In a competition when one gets ahead and takes the leading place, he is said to **take the lead** : All the boats started together, but Ramesh's soon took the lead.

To **take one home** means to accompany one to his home.

To **take care of**, or **look after** means, to look carefully : You should take care of your old parents.

To **take the measure of a man** means to form after careful observation a due estimate of a man : I asked some irrelevant questions to her friend in order to take measure of him.

To **take the cake (or the biscuit)**. This is a slang expression meaning 'to take first prize' - usually in some absurdity.

To **take the bread out of another's mouth** means to deprive him of his means of living. He is said to have taken the bread out of his friend's mouth by getting his job.

THROW

To **throw cold water upon** a project means to discourage it, to disparage the project.

To **throw dust in one's eyes**. The phrase means to deceive one : He talked glibly to me about his schemes and tried to show me that if I would lend him two thousand dollars he would soon be able to repay me the double; but I felt that he was only trying to throw dust in my eyes.

To **throw off the mask** is said of one who, having acted a deceitful part for a time, suddenly declares his real intentions. His deceit was as a mask to conceal his intentions.

The tenant soon threw off his masks and openly tried to dictate his terms to vacate the house.

To **throw up the sponge** means to give up a contest, to surrender.

Don't expect him to throw up the sponge so easily.

TURN

To **turn one's back upon** means to abandon, to reject or refuse unceremoniously, to change to a directly opposite course : I am happy to note that he had turned his back upon his former vices.

To **turn one's coat** means to change sides, to change to the opposite party. One who does this is called a turncoat.

To **turn over a new leaf**. This means to change completely one's course of action particularly changing from bad conduct to better : After a long career of crime, the terrorist suddenly turned over a new leaf and became a model citizen.

To **turn a matter over in one's mind** means to consider it carefully and look at it from all sides : You have given a very important proposal to me; I will turn the thing over in my mind and tell you about my opinion tomorrow.

To **turn the scale**. When an item is being weighed with beam and scales, a little thing will finally make one scale or the other go down. And when a man's judgement is divided between two opinions and something arises which makes him decide to choose one rather than the other, that something is said **to turn the scale**.

To **turn one's hand to** is to engage oneself in : This handy fellow seems to be able to turn his hand to anything.

To **turn tail** means to retreat ignominiously. It is said when a person behaves like a coward.

To **turn the day against one; to turn the fortunes of the day**. These mean to reverse superiority or success : The fall of a king from his horse in a field of battle often turned the fortunes of the day.

To **turn the tables** on someone, is to reverse his success.

To **turn a thing to account** is to utilize it : She had kept the trinket in..... the hope of turning it to better account.—*Dickens*

To **turn one's nose at a thing** means to treat it with contemptuous dislike or disgust : He has been reduced almost to beggary, and yet he turns up his nose at any suggestion that he should work.

To **turn one's head** or **one's brain** means to confuse him that he seems to have lost his judgement; to make giddy or conceited, or wild or insane : The sudden good fortune has turned his head.

To **have a turn for** means to have capacity or fitness for : This boy has a turn for classical music; send him to a good school of Music.



TEST YOURSELF Exercises

01

Directions (1-10): *Each of the following idiom is followed by four meanings. Indicate which one is correct:*

[RRB Ajmer, Bhopal]

- (1) To put two and two together
 - (a) to bear the brunt of
 - (b) to conclude from obvious fact
 - (c) to put off
 - (d) to put on a false appearance
- (2) To wash dirty linen in public
 - (a) to quarrel openly
 - (b) to clean solid lines
 - (c) to understand the hidden meaning of the word
 - (d) to wash dirty clothes
- (3) To read between the lines
 - (a) to suspect
 - (b) to read carefully
 - (c) to understand the hidden meaning of the word
 - (d) to do useless things
- (4) To face the music
 - (a) to prepare to give a music performance
 - (b) to suffer evil consequences
 - (c) to suffer hardship
 - (d) to change the things
- (5) To leave no stone unturned
 - (a) to keep clean and tidy
 - (b) to try utmost
 - (c) to work enthusiastically
 - (d) to change the things
- (6) Between the devil and the deep sea
 - (a) a deep sea diver
 - (b) to be evil tempered
 - (c) in a dilemma
 - (d) a man who is drowning
- (7) To flog a dead horse
 - (a) to revive interest in a subject which is out of date
 - (b) to beat a horse that is dead
 - (c) to do interesting things
 - (d) to try to take work from a weak horse
- (8) To bait the hook to suit the fish
 - (a) to prepare a box to pack the fish
 - (b) to do things to please others
 - (c) to look at things from other person's point of view
 - (d) to catch fish by providing suitable food

02

Directions (1-10): *In the following, pick out the correct meanings of the following idioms:*

[RRB Bhopal, Mumbai]

- (1) Take exception to
 - (a) different
 - (b) to take with difficulty
 - (c) object to
 - (d) difficult
- (2) Through thick and thin
 - (a) big and small
 - (b) large object
 - (c) under all conditions
 - (d) thin and fat

- | | |
|---|--|
| (3) Sitting on the fence | (b) uncomfortable |
| (a) unbalanced | (d) between two opinions |
| (c) coward | |
| (4) An axe to grind | (b) hard labour |
| (a) difficult job | (d) punishment |
| (c) private ends to serve | |
| (5) His wit's end | (b) confused |
| (a) finished | (d) very intelligent |
| (c) comedy | |
| (6) To be born with a silver spoon in one's mouth | (b) to be born in a jeweller's home |
| (a) to be born in a rich home | (d) to be a first born child |
| (c) to be fed milk with a silver spoon | |
| (7) A hard nut to crack | (b) a difficult problem to solve |
| (a) difficult things require extra effort | (d) costly things need careful handling |
| (c) a difficult problem solved effortlessly | |
| (8) From hand to mouth | (b) consuming food |
| (a) something repeated often | (d) hitting someone by hand on the mouth |
| (c) to survive without saving | |
| (9) To beat about the bush | (b) vigorous search for the culprit |
| (a) not to come to the point | (d) working hard to achieve the goal |
| (c) easily achieved success without much effort | |
| (10) To burn one's fingers | (b) to pay a heavy price |
| (a) to get injured in an accident | (d) to get a burn injury on the hands |
| (c) to suffer from meddling in something | |

03

Directions (1-11) : *In the following questions, four alternatives are given for the idioms/phrases. Choose the one which best expresses the meaning of the given idiom/phrase:*

[RRB Ajmer, Kolkata, Patna]

- | | |
|-------------------------------------|--------------------------------------|
| (1) To make mincemeat | (b) take care of something |
| (a) copy the appearance of somebody | (d) have the same opinion |
| (c) refute utterly | |
| (2) To carry all before one | (b) make a promise |
| (a) finish quickly | (d) be completely successful |
| (c) be free from danger | |
| (3) To run riot | (b) be violent in action |
| (a) befool other | (d) behave in an undisciplined way |
| (c) criticise other | |
| (4) To carry the conviction | (b) bear the proof of the truth |
| (a) be extremely fond of anything | (d) make overtures of reconciliation |
| (c) feel displeasure | |
| (5) To hold | (b) keep at a distance |
| (a) show unwillingness | (d) endure hardship or danger |
| (c) stop by threats of violence | |

- | | |
|---------------------------------|----------------------------------|
| (6) To come round | (b) to reach a roundabout |
| (a) to get well | (d) to reach and understanding |
| (c) to succeed | |
| (7) A white elephant | (b) a costly thing |
| (a) an elephant with white skin | (d) a costly but useless thing |
| (c) a costly and useful thing | |
| (8) To meet one's Waterloo | (b) to die fighting |
| (a) to meet a strong adversary | (d) to die an ignoble death |
| (c) to meet one's final defeat | |
| (9) To set the Thames on fire | (b) to destroy with fire |
| (a) to wreak evil on something | (d) to try to do the impossible |
| (c) to do a heroic deed | |
| (10) To smell a rat | (b) to smell bad odour |
| (a) to see hidden meaning | (d) to suspect a trick or deceit |
| (c) to misunderstand | |
| (11) To rise like a phoenix | (b) to get up with a start |
| (a) to resemble a Phoenician | (d) to rise with anger |
| (c) to rise with a new life | |

04

Directions (1-10): *In the following questions, out of the given alternatives, choose the one which has meaning of sense of the idiom/phrase given at the question place:* **[RRB Bhopal, Income Tax Inspectors Exam]**

- | | |
|---|---|
| (1) On the spur of the moment | (b) in accordance with the prevailing style |
| (a) at once or without any kind of deliberation | (d) on the side of something undesirable |
| (c) open to blame | |
| (2) To go hard with one | (b) to be busy over trifles |
| (a) to remain neutral | (d) to prove a serious matter |
| (c) to be unreliable | |
| (3) To keep house | (b) to be silent about one's own purpose |
| (a) to keep pace with | (d) to manage the business of the household |
| (c) to waste time | |
| (4) To talk over | (b) to discuss |
| (a) to consider | (d) to think over |
| (c) to understand | |
| (5) To show one's white feather | (b) to show signs of cowardice |
| (a) to show arrogance | (d) to become polite |
| (c) seek peace | |
| (6) To rule the roost | (b) to surrender |
| (a) to domineer | (d) to fight |
| (c) to run away | |
| (7) To turn down | (b) reject |
| (a) give up | (d) throw |
| (c) follow | |
| (8) He is <i>out and out</i> a liar | (b) consistently |
| (a) surely | (d) thoroughly |
| (c) basically | |

- (9) She is a clever girl and she can *put two and two* together.
 (a) make a formal statement (b) took very thoughtful
 (c) draw a logical conclusion (d) count very well

05

Directions (1-9) : *In the following questions, out of the four alternatives, choose the correct meaning of the following idioms/phrases:*

[Income Tax Inspectors]

- (1) To cut one short
 (a) to insult one (b) to criticise one
 (c) to interrupt one (d) to love one
- (2) To nail one's colours to the mast
 (a) to understand the fact (b) to refuse to surrender
 (c) to mishandle something (d) to accept the proposal
- (3) Beside the mark
 (a) out of assumptions (b) beyond the imagination
 (c) beyond the reach (d) irrelevantly
- (4) To put a good face on
 (a) to smile graciously (b) to be lucky in a business
 (c) to bear up courageously (d) to treat others politely
- (5) A far cry
 (a) a disadvantageous thing (b) an unfounded claim
 (c) a long way off (d) a thing which is neglected by all
- (6) I am *pissed off* with the behaviour of my employers.
 (a) in a very delicate state (b) annoyed or bored
 (c) to delay inordinately (d) very pleased or happy
- (7) He is *really up in the creek* without his friends and family members
 (a) in serious difficulties
 (b) forced to do a very hard work
 (c) in a situation of failure
 (d) shy or modest
- (8) He is a *silver tongued* doctor and patients listen to him.
 (a) speaking in a helpful but authoritative language
 (b) speaking in a way that make people angry
 (c) speaking in a way that annoy or bore the people
 (d) speaking in a way that charms persuade people
- (9) Every piece of furniture in her house in an *apple-pie order*.
 (a) very neatly arranged (b) painted in light colours
 (c) kept in a disorganised way (d) very delicately arranged

06

Directions (1-10) : *Use the following idioms in your own sentences:*

[IAS]

- (1) To play with fire
- (2) To come across
- (3) To burn one's boats
- (4) To read between the lines
- (5) To live in an ivory tower
- (6) To differ with
- (7) To carry the day
- (8) To skip over
- (9) To get along
- (10) To fall out

07**Directions (1-12) :** Use the following idioms in your own sentences:**[IAS, PCS, CDS]**

- | | |
|-------------------------------------|------------------------------------|
| (1) To have an axe to grind | (2) To have many irons in the fire |
| (3) To burn one's boat | (4) To play second fiddle |
| (5) To burn the candle at both ends | (6) To laugh in one's sleeve |
| (7) To bury the hatchet | (8) To keep at an arm's length |
| (9) Through thick and thin | (10) Off and on |
| (11) The Alpha and Omega | (12) Tooth and nail |

08**Directions (1-5) :** Given below are four alternatives for the idiom/phrase in italics in the sentence. Choose the one which best expresses the meaning of the idiom/phrase in italic: **[Assistant Grade, Income Tax Inspectors]**

- (1) We kept our fingers crossed till the final results were declared.

(a) kept praying	(b) waited anxiously
(c) felt sacred	(d) kept hopeful
- (2) The smell from the kitchen *makes my mouth water*.

(a) makes me giddy	(b) makes me vomit
(c) stimulates my appetite	(d) makes me sick
- (3) My friend *got the sack from* his first job.

(a) resigned	(b) got tired of
(c) was dismissed from	(d) was demoted from
- (4) I stepped forward fully determined *to take the bull by the horns*.

(a) to act without any hesitation	(b) to be fully alive
(c) to meet the danger boldly	(d) to act without preparation
- (5) He was unable *to account for the deficit* in the firm's bank balance.

(a) to give a satisfactory explanation	(b) speak the truth about
(c) maintain accounts properly	(d) give the accounts for

09**Directions (1-12) :** Make the correct meaning of the idioms from the alternatives given below:**[SBI PO, CDS]**

- (1) Will-o-the-wisp

(a) to cut in a childish way	(b) acting in a foolish way
(c) to have desires unbacked by effort	(d) anything which eludes or deceives
(e) yearning of the spirit	
- (2) A snake in the grass

(a) a hidden enemy	(b) unforeseen happening
(c) very ferocious enemy	(d) unrecognizable danger
(e) an reliable person	
- (3) To look down one's nose at

(a) to show anger	(b) to backbite
(c) to insult in the presence of other	
(d) to regard with half-hidden displeasure or contempt	
(e) None of the above	
- (4) Hobson's choice

(a) excellent choice	(b) no choice at all because there is only one thing to take or not
(c) choice to live or die	(d) big man's choice
(e) first choice	

- (5) To have a chip on one's shoulder
 (a) to be boastful
 (c) to have treated unfairly
 (e) signs on the shoulder showing timidity
 (b) to be deserving of piece
 (d) to have deep cut wound on the shoulder
- (6) To flog a dead horse
 (a) to try to achieve an impossible thing
 (c) to beat a horse that is dead
 (e) to act in a foolish way
 (b) to try to take work from a weak horse
 (d) to revive interest in a subject which is out of date
- (7) To be lost in the cloud
 (a) to be concealed from the view
 (c) to be perplexed
 (e) to meet with one's clouds
 (b) to find oneself in a very uncomfortable position
 (d) to fly deep in the clouds
- (8) To fish in troubled waters
 (a) to indulge in evil conspiracies
 (c) to be perplexed
 (e) to make the most of a bad bargain
 (b) to aggravate the situation
 (d) to catch fish in disturbed waters
- (9) To make the wind out of another's sails
 (a) to defect the motives of another
 (b) to cause harm to another
 (c) to anticipate another and to gain advantage over him
 (d) to manoeuvre to mislead another on the high seas
 (e) None of the above
- (10) To wrangle over an ass's shadow
 (a) to do something funny
 (c) to waste time on pretty things
 (e) to act in a foolish way
 (b) to quarrel over the possession of an ass
 (d) to quarrel over trifles
- (11) To fly off the handle
 (a) to dislocate
 (c) to lose one's temper
 (e) to act in a way unmindful of consequences
 (b) to be indifferent
 (d) to be airborne
- (12) To bring one's eggs to a bad market
 (a) to fail in one's plans because one goes to the wrong people for help
 (b) to bring one's commodities to a market where there is no demand for them
 (c) to show one's talent before audience which is incapable of appreciating them
 (d) to face a humiliating situation
 (e) to act when the opportunity is lost

10

Directions (1-10) : *Frame sentences to bring out the meaning of the following:*

[PCS]

- | | |
|--|-------------------------------|
| (1) On the horns of a dilemma | (2) A wild goose chase |
| (3) Take a leaf out of somebody's book | (4) Play into someone's hands |
| (5) Jack of all trades | (6) To nip in the bud |
| (7) In accordance with | (8) To take to one's heels |
| (9) To bear up | (10) Through thick and thin |

11**Directions** (1-8) : *Frame sentences to bring out the meaning of the following:***[PCS]**

- | | |
|-------------------------------|---------------------------|
| (1) To curry favour | (2) To bury the hatchet |
| (3) To blow one's own trumpet | (4) A man of show |
| (5) Take to heels | (6) In the long run |
| (7) To be up and doing | (8) To make up one's mind |

12**Directions** (1-10) : *Frame sentences to bring out the meaning of the following:***[IAS, PCS]**

- | | |
|-------------------------------|----------------------------|
| (1) Hold out an olive branch | (2) Read between the lines |
| (3) To beat about the bush | (4) Off and on |
| (5) Win the rubber | (6) Out of the wood |
| (7) To make a clean breast of | (8) To be at loggerheads |
| (9) To lose heart | (10) Bury the hatchet |

13**Directions** (1-9) : *Frame sentences to bring out the meaning of the following:***[IAS, PCS]**

- | | |
|-------------------------------|--------------------------------|
| (1) Ill at ease | (2) Man of letters |
| (3) Prime of life | (4) To fish in troubled waters |
| (5) A burning question | (6) To turn over a new leaf |
| (7) To laugh in one's sleeves | (8) Toe the line |
| (9) In full swing | |

14**Directions** (1-9) : *Frame sentences to bring out the meaning of the following:***[IAS, PCS]**

- | | |
|-------------------------------------|-------------------------------|
| (1) At the eleventh hour | (2) Bag and baggage |
| (3) A red letter day | (4) To play the second fiddle |
| (5) To burn the candle at both ends | (6) Turn down |
| (7) To show the white feather | (8) An apple of discord |
| (8) The sword of Democles | (9) At sixes and sevens |

15**Directions** (1-12) : *Frame sentences to bring out the meaning of the following:***[PCS]**

- | | |
|-------------------------------------|-------------------------------|
| (1) Null and void | (2) On the horns of a Dilemma |
| (3) Ad hoc | (4) Take your time |
| (5) A cold war | (6) Hot line |
| (7) A red letter day | (8) To mince words |
| (9) To have no axe to grind | (10) A bone of contention |
| (11) To have many irons in the fire | (12) A public secret |

16**Directions** (1-11) : *Frame sentences to bring out the meaning of the following:***[IAS]**

- | | |
|-----------------------------------|-----------------------------------|
| (1) Break the ice | (2) Keep the wolf from the door |
| (3) Make hay while the sun shines | (4) A rainy day |
| (5) Cry over spilt milk | (6) Kill two birds with one stone |
| (7) A wet blanket | (8) Cold blood |
| (9) Blow one's own trumpet | (10) Fall upon |
| (11) Put the eggs in one basket | |

17

Directions (1-10) : *Choose the correct meanings of the following idioms from the alternatives given below:*

- | | | |
|---|-----------------------------------|----------|
| (1) To fight tooth and nail | | [SBI PO] |
| (a) making every possible effort to win | (b) to fight cowardly | |
| (c) to fight heroically | (d) to fight a losing battle | |
| (e) to lose every thing while engaged in fighting | | |
| (2) To let the grass grow under one's feet | | [SBI PO] |
| (a) to miss the opportunity | | |
| (b) to let things go on in their natural way | | |
| (c) to be indolent and let others take advantage of one's indolence | | |
| (d) to idle away the time; to delay and linger | | |
| (e) to move very cautiously in order to avoid harming anything | | |
| (3) Melting pot | | [CDS] |
| (a) an earthen vessel | | |
| (b) a cooking utensil | | |
| (c) an iron cauldron | | |
| (d) a witch's brewing pot | | |
| (e) circumstances in which things may changed greatly | | |
| (4) To be a good Samaritan | | [CDS] |
| (a) a religious person | (b) a genuinely charitable person | |
| (c) to be obedient | (d) a citizen of Samaritan | |
| (e) to be law abiding | | |
| (5) To fly off the handle | | [CDS] |
| (a) to dislocate | (b) to lose one's temper | |
| (c) to take off | (d) to be airborne | |
| (e) to be indifferent | | |
| (6) The Alpha and Omega | | [CDS] |
| (a) a Shakespearean play | (b) beginning and end | |
| (c) a Greek song | (d) a Swiss watch | |
| (e) a beautiful object | | |
| (7) Merry as a cricket | | [CDS] |
| (a) to enjoy a game of cricket | (b) to dance and sing | |
| (c) to be carefree | (d) to be extremely cheerful | |
| (e) to be good at sports | | |
| (8) To make one's pile | | [CDS] |
| (a) to construct one's house | (b) to make a successful career | |
| (c) to make a fortune | (d) to keep up rubbish | |
| (e) to hit one's target | | |
| (9) To blaze a trail | | [CDS] |
| (a) to set on fire | (b) to blow the trumpet | |
| (c) to be annoyingly noise | (d) to initiate work | |
| (e) to be vehemently opposed | | |
| (10) Gift of the gab | | [CDS] |
| (a) talent for speaking | (b) to win a prize | |
| (c) to get something free | (d) to distribute gifts | |
| (e) talent for dancing | | |

**SOLUTIONS****TEST YOURSELF Exercises****Solution TYE 01**

- (1) (b), (2) (a) (3) (c), (4) (b), (5) (b), (6) (c), (7) (a), (8) (b),

Solution TYE 02

- (1) (c), (2) (c), (3) (d), (4) (c), (5) (b), (6) (a), (7) (b), (8) (c), (9) (a), (10) (c).

Solution TYE 03

- (1) (c), (2) (d), (3) (d), (4) (b), (5) (d), (6) (d), (7) (d), (8) (c), (9) (c), (10) (d),
(11) (d),

Solution TYE 04

- (1) (a), (2) (d), (3) (b), (4) (d), (5) (b), (6) (a), (7) (a), (8) (b),

Solution TYE 05

- (1) (c), (2) (b), (3) (d), (4) (c), (5) (c), (6) (b), (7) (a), (8) (d), (9) (a),

Solution TYE 06

- (1) USA is *playing with fire* by helping the government of Iraq.
- (2) I *came across* that girl while I was going to USA.
- (3) They have *burnt their boats* and taken the final plunge.
- (4) If you *read between the lines*, you will find that he never meant to over rule your decision.
- (5) If you describe someone as *living in an ivory tower*, you mean that they have no knowledge or experience of the practical problems of everyday life. They don't really, in their *ivory towers*, understand how pernicious drug crime is.
- (6) The opposition *differed with* the government over the question of disinvestment.
- (7) For the time being, the Congress seems to have *carried the day* (*To be winner*)
- (8) She should *skip over* the past and should reinvented a new life.
- (9) They seemed to be *getting along* fine.
- (10) She *fell out* with her husband.

Solution TYE 07

- (1) He suspects that your friend *has an axe to grind* in this proposal.
- (2) He has too *many irons in the fire* means he is involved with many activities.
- (3) The freedom fighter will not go back now from their decision. They *nor burnt their boats* and taken the final plunge.
- (4) He hates the thought of *playing second fiddle* to Ramesh. *Playing second fiddle* to someone means to be treated as less important.
- (5) He will soon come to road for he is *burning the candle at both ends*. (*To spend lavishly*)
- (6) He *laughed in his sleeves* at the foolish behaviour of the wife of his close friend.
- (7) India and Pakistan must *bury the hatchet* for the prosperity and progress of both the countries.

- (8) Unloyal friends must be *kept at an arm's length*.
- (9) I will abide by my wife *through thick and thin*.
- (10) I have been visiting her *off and on* (occasionally).
- (11) *The Alpha and Omega* of Mahatma Gandhi's life was to improve the pitiable condition of the untouchables.
- (12) She opposed me *tooth and nail* but could not succeed.

Solution TYE 08

- (1) (b), (2) (c), (3) (c), (4) (c), (5) (a),

Solution TYE 09

- (1) (d), (2) (d), (3) (d), (4) (b), (5) (c), (6) (a), (7) (c), (8) (e), (9) (c), (10) (d),
(11) (c), (12) (a),

Solution TYE 10

- (1) Mahatma Gandhi and other leaders were *on the horns of a dilemma* at the time of the division of the country in 1947.
- (2) He wondered if his boss had deliberately sent him on *a wild goose chase*. (Searching for a thing that have no chance to be found.)
- (3) The young generation must *take a leaf out of old generation's books* in the matter of observing moral values.
- (4) The terrorists are playing *into our enemy's hands*.
- (5) Ramesh is *jack of all trades*, but master of none.
- (6) Unlawful activities must be *nipped in the bud*.
- (7) The Assam accord was not *in accordance with* the expectations of the common mass.
- (8) When he saw the police, he *took to his heels*.
- (9) In present time of uncertainty, one must be ready *to bear up* against all disasters and misfortunes.
- (10) Good friends abide with each other *through thick and thin*.

Solution TYE 11

- (1) It seems that by presenting such a costly gift, he is trying *to curry favour* with her.
- (2) It is believed that the Naxalites will *bury the hatchet*, once the accord is reached.
- (3) One should not always *blow one's own trumpet*.
- (4) He is merely *a man of show*, the real boss is his elder brother.
- (5) As he saw her father, he *took to his heels*.
- (6) Honesty and sincerity pay *in the long run*.
- (7) One must be *up and doing* if one wish to achieve success in life.
- (8) Mrs Soniya Gandhi has *made up her mind* to fight the BJP.

Solution TYE 12

- (1) The Bush administration is *holding out an olive branch* in the matter of Iraq.
- (2) He was unable to *read between the lines* to get the true meaning of the letter.
- (3) It is of no use to *beat about the Bush* before the interview board.
- (4) I visit my native place *off and on*.
- (5) The Australians have *won the rubber*.
- (6) Kashmir is still not *out of the wood*.

- (7) This militant *made a clean breast* of the secrets before the Superintendent of Police.
- (8) USA and Iraq are *at loggerheads* now-a-days.
- (9) We should never *lose hearts* in adverse circumstances.
- (10) India and Pakistan must *bury the hatchet* for the peace and prosperity of both the nations.

Solution TYE 13

- (1) The Finance Minister is *ill at ease* in his new office under the present financial crisis.
- (2) Dr Abdul Kalam, the President of India, is a *man of letters*.
- (3) He is a young man. He is *in the prime of life*.
- (4) When two countries fight with each other, the other nations try *to fish in troubled waters*.
- (5) The Kashmir problem is a *burning question*.
- (6) The notorious terrorist Saudagar Lal *turned over a new leaf* of life by starting a new business.
- (7) He *laughed in his sleeves* at the foolish behaviour for his boss' wife.
- (8) India refused *to toe the line* of USA in the matter of Iraq.
- (9) The trade fair is *in full swing* at Pragati Maidan.

Solution TYE 14

- (1) The police party reached there at *the eleventh hour*.
- (2) People are leaving Kashmir *bag and baggage*.
- (3) 26th January is *a red letter day* in the history of India.
- (4) I do not like *to play the second fiddle* in any matter.
- (5) He will soon be in trouble for he is *burning the candle at both ends*.
- (6) My request for leave has been *turned down* by the boss.
- (7) When Ramesh asked him to argue in public he *showed the white feather*.
- (8) Kashmir is *an apple of discord* between India and Pakistan.
- (9) The fear of a war between India and Pakistan is hanging like a *sword of Democles* on the citizens of both the countries.
- (10) A thief entered my quarter and left everything at *sixes and sevens*.

Solution TYE 15

- (1) The recent Act for granting reservation based on religion was declared *null and void* by the court.
- (2) The political parties were *on the horns of a dilemma* on the point of granting reservation to the upper class.
- (3) She was given *ad hoc* posting.
- (4) You must take *your own time* to take final decision in the matter.
- (5) A *cold war* has been continuing between India and Pakistan since long.
- (6) There is a *hot line* (telephone line) between India and Pakistan.
- (7) August 15th, is a *red letter day* in the history of India.
- (8) A sycophant always *minces words* of flattery before his boss.
- (9) He has *no axe to grind* in this project, whatever is being done by him, is in the name of humanity.
- (10) Kashmir has been *a bone of contention* between India and Pakistan since long.
- (11) He is a man of multiple business. He has *many irons in the fire*.
- (12) The murder of the college girl is *a public secret* now.

Solution TYE 16

- (1) India and Pakistan have *broken the ice* by playing cricket matches after a long interval.
- (2) The poor have to put a daily fight to *keep the wolf from the door*.
- (3) He is a successful businessman. He believes in *making hay while the sun shines*.
- (4) He is a prudent man. He believes in saving for *a rainy day*.
- (5) It is useless to *cry over spilt milk* now.
- (6) By asking the opposition to support the bill, P.M. slapped his critics. Thus he *killed two birds with one stone*.
- (7) Ramesh is a *wet blanket*, do not include him in the list of picnic goers.
- (8) *Cold blooded* murders have become very common now-a-days.
- (9) Some leaders are in the habit of *blowing their own trumpet*.
- (10) He will have to *fall upon* me for help.
- (11) One must play safe and so must not *put all eggs in one basket*.

Solution TYE 17

- (1) (a), (2) (d), (3) (e), (4) (b), (5) (b), (6) (b), (7) (d), (8) (b), (9) (d), (10) (a),

A FEW PROVERBS

These are a variety of proverbs almost everyone is familiar with. Proverb is a short saying, which states a general truth or piece of advice. Some of the common proverbs are:

- (1) A bad man is better than a bad name—बद अच्छा बदनाम बुरा।
- (2) A bad workman quarrels with his tools—नाच न जाने आँगन टेढ़ा।
- (3) A bird in hand is worth two in the bush—नौ नगद न तेरह उधार।
- (4) A burnt child dreads the fire—दूध का जला छाछ या मट्ठा फूँककर पीता है।
- (5) A drop in the ocean—ऊँट के मुँह में जीरा।
- (6) A figure among cyphers—अन्धों में काना राजा।
- (7) A fog cannot be dispelled by a fan—ओस चाटे प्यास नहीं बुझती।
- (8) A honey tongue, a heart of gall—मुख में राम, बगल में छुरी।
- (9) A little knowledge is a dangerous thing—नीम हकीम खतरा-ए-जान।
- (10) All's well that ends well—अन्त भला तो सब भला।
- (11) An empty vessel sounds much—थोथा चना बाजै घना।
- (12) A nine day's wonder—चार दिन की चाँदनी फिर अँधेरी रात।
- (13) A rotten apple injures its companions—एक सड़ी मछली सारे तालाब को गन्दा कर देती है।
- (14) As the king so are the subjects—जैसा राजा वैसी प्रजा।
- (15) As you sow, so you reap—जैसी करनी वैसी भरनी।
- (16) Avarice is the root of all evils—लालच बुरी बला है।
- (17) A wolf in lamb's clothing—मुख में राम, बगल में छुरी, इन्सान की शक्ल में शैतान।
- (18) Barking dogs seldom bite—जो गरजते हैं सो बरसते नहीं।
- (19) Beggars and borrowers could not be choosers—दान की बछिया के दाँत नहीं देखे जाते।
- (20) Beneath the rose lies the serpent—विष रस भरा कनक घट जैसे।
- (21) Better wear your shoes than your bed clothes—बैठे से बेगार भली।
- (22) Between two stools we come to the ground—दुविधा में दोनों गए, माया मिली न राम।
- (23) Birds of a feather flock together—चोर का साथी गिरह कट, चोर-चोर मौसेरे भाई।
- (24) Black will take no other hue—सूरदास की काली कमरिया चढ़े न दूजो रंग।
- (25) Cattle do not die from crow's cursing—बिल्ली के श्राप से छींका नहीं टूटता।
- (26) Coming events cast their shadows before—होनहार बिरवान के होत चिकने पात।
- (27) Contentment is happiness—सन्तोष परम सुखम्।

- (28) Crows are never the whiter for washing—नीम न मीठी होय सींचो गुड़-घी से।
- (29) Crying in wilderness—भैंस के आगे बीन बजाना।
- (30) Cut your coat according to your cloth—तेते पाँव पसारिये जेती लाँबी सौर।
- (31) Deep rivers move with silent majesty, shallow brooks are noisy—अधजल गगरी छलकत जाय। भरी गगरिया चुप्पे जाए।
- (32) Diamond cut diamonds—लोहे को लोहा काटता है।
- (33) Do evil and look for like—कर बुरा तो हो बुरा।
- (34) Do good and cast it into the river—नेकी कर दरिया में डाल।
- (35) Drowning man catches at straw—डूबते को तिनके का सहारा।
- (36) Errors like straws upon the surface flow, one who is in search of truth must dive below—जिन खोजा तिन पाइयाँ गहरे पानी पैठ मैं बपुरी ढूँढन गई रही किनारे पैठ।
- (37) Even death cannot be had for the asking—माँगे मुँह मौत भी नहीं मिलती।
- (38) Every potter praises his pot—अपना पूत सब ही को प्यारा, अपनी दही को सभी मीठा कहते हैं।
- (39) Everything looks yellow to a jaundiced eye—सावन के अन्धे को हरा ही हरा दिखाई पड़ता है।
- (40) Evil gotten, evil spent—जैसा आया वैसे गया।
- (41) Example is better than precept—उपदेश करने से स्वयं करना भला।
- (42) Fool to others, to himself a sage—अपने मुँह मियाँ मिट्टू।
- (43) Forced labour is better than idleness—बेकार से बेगार भली।
- (44) Fortune favours the brave—पुरुष सिंह जे उद्यमी ताकी चेरी, उद्यमी पुरुष की दासी लक्ष्मी भी होती है।
- (45) Gather thistles and expect pickles—बोवे पेड़ बबूल का आम कहाँ से खाय।
- (46) God's will be done—ईश्वरेच्छा बलीयसी।
- (47) Good health is above wealth—तन्दरुस्ती हजार नियामत, शरीमाद्य खलु धर्मसाधनम्।
- (48) Good marksman may miss—घोड़े का सवार भी गिरता है, बड़े-बड़े भी चूक जाते हैं।
- (49) Good mind, good find—आप भला तो जग भला।
- (50) Great cry little wool—ऊँची दूकान फीका पकवान।
- (51) Guilty conscience is always suspicious—पापी का मन सदा शंकित रहता है, चोर की दाढ़ी में तिनका।
- (52) Half a loaf is better than no bread—कुछ नहीं से थोड़ा भला, नाही मामा से काना मामा अच्छा।
- (53) Hard nut to crack—लोहे का चना चबाना।
- (54) He breaks his wife's head and then buys a plaster for it —चूहा मारकर गोबर सुँघाना।
- (55) He jests at scars who never felt a wound—जाके पैर न फटी बेवाई, सो क्या जाने पीर पराई।
- (56) He, that is warm, thinks all are so—आप सुखी तो जग सुखी।
- (57) He who would catch fish must not mind getting wet—नाचने उठे तो घूँघट कैसा?
- (58) He who would sow well, must reap well—अच्छा करो अच्छा पाओ, कर भला तो हो भला।
- (59) High winds blow on high hills—बड़ों की बड़ी बात।
- (60) His wits are gone a wool-gathering—उसकी अक्ल चरने गई है।
- (61) If you want a thing well done, do it yourself—बिना अपने मरे स्वर्ग नहीं दिखाई पड़ता।
- (62) Ill got, ill spent—पाप का धन प्रायश्चित्त में जाता है, सूम का धन शैतान खाता है।
- (63) Ill gotten goods seldom prosper—चोरी का धन मोरी में जाता है।

- (64) Innocent have nothing to fear—साँच को आँच नहीं।
- (65) It is hard to live in Rome and to fight with the Pope—जल में रहकर मगर से बैर करना उचित नहीं।
- (66) It is no use crying over spilt milk—बीती ताहि बिसार दे, आगे की सुधि लेय।
- (67) It is too late to lock the stable-door when the steed is stolen—आग लगने पर कुआँ खोदना उचित नहीं, अब पछताए क्या होत है जब चिड़िया चुग गई खेत।
- (68) It is work that makes a workman—काम को काम सिखलाता है।
- (69) It takes two to make a quarrel—एक हाथ से ताली नहीं बजती।
- (70) Killing two birds with one stone—एक पंथ दो काज, एक तीर से दो शिकार।
- (71) Let bygones be bygones—बीती सो बीती, बीती ताहि बिसार दे, आगे की सुधि लेय।
- (72) Let the past bury the dead—बीती को गाड़ो या भूल जाओ।
- (73) Like cures like—विषस्य विषमौषधम्।
- (74) Like draws like—चोर-चोर मौसेरे भाई।
- (75) Like father, like son—जस बाप, तस बेटा।
- (76) Living from hand to mouth—रोज कुआँ खोदना रोज पानी पीना।
- (77) Make hay while the sun shines—बहती गंगा में हाथ धोना।
- (78) Man proposes, God disposes—मेरे मन में कुछ और है, कर्ता के कुछ और।
- (79) Many a little makes a mickle—बूँद-बूँद करके घड़ा भरता है।
- (80) Many a slip between the cup and the lip—कानी के ब्याह को नौ सौ जोखिम।
- (81) Many men, many minds—जितने नर उतनी बुद्धि, नाना मुनि नाना मति।
- (82) Measure for measure—हत्या के बदले फाँसी, जैसे को तैसा।
- (83) Might is right—जिसकी लाठी उसकी भैंस।
- (84) Misfortunes never come singly—मुफलिसी में आटा गीला, मुसीबत अकेले नहीं आती।
- (85) Money begets money—धन से धन कमाया जाता है।
- (86) Much cry and little wool—ऊँची दुकान फीका पकवान।
- (87) No one knows the weight of another's burden—जाके पाँव न फटी बिवाई, सो का जाने पीर पराई।
- (88) No pains, no gains—बिना सेवा मेवा मिलता नहीं, बिना कष्ट किए कृष्ण नहीं मिलते।
- (89) One flower makes no garland—एक फूल से माला नहीं बनती।
- (90) One nail drives out another—काँटे से काँटा निकलता है।
- (91) One today is better than two tomorrows—नौ नगद न तेरह उधार।
- (92) Out of the frying-pan into the fire—भाड़ से निकला मेंढ में पड़ा, आम से टपका, बबूल में अटका।
- (93) Pennywise pound foolish—मोहर लुटा जाय कोयले पर छाप।
- (94) Poverty breeds strife—दरिद्रता कलह की जड़ है, गरीबी झगड़े की जड़ है।
- (95) Pure gold does not fear the flame—साँच को आँच नहीं।
- (96) Quit not certainly for hope—आधी छोड़ सारी को धावै, आधी रहै न सारी पावै।
- (97) Respect yourself and you will be respected—अपनी मर्यादा अपने हाथ।
- (98) Riches have wings—लक्ष्मी चंचला होती है।
- (99) Rome was not built in a day—हथेली पर दही नहीं जमता।
- (100) Self praise is no recommendation—अपने मुँह मियाँ मिट्टू बनने से काम नहीं चलता।
- (101) Something is better than nothing—नहीं से कुछ भला, नाही मामा से काना मामा अच्छा।

- (102) Steal a goose and give giblets in alms—निहाई की चोरी और सुई का दान।
 (103) Strike the iron while it is hot—अवसर को कभी न गँवाओ, समय का उचित उपयोग करो।
 (104) The innocent have nothing to fear—साँच को आँच नहीं।
 (105) The wearer best knows where the shoe pinches—जिसका दुःख वही जानता है, जाके तन न फटी बिवाई, सो क्या जाने पीर पराई।
 (106) Tit for tat—जैसे को तैसा, शटे शाट्यम।
 (107) To cast pearls before swine—बन्दर अदरक का स्वाद क्या जाने?
 (108) To count one's chickens before they are hatched—घर घोड़ा नकास मोल।
 (109) To kill two birds with one stone—एक पंथ दो काज।
 (110) To make a mountain of a mole hill—राई का पर्वत बनाना, तिल से ताड़ बनाना।
 (111) To lock the stable-door when the steed is stolen—का वर्षा जब कृषि सुखानी, समय चुकि पुनि का पछतानी।
 (112) To make castles in the air—हवा में पुल बाँधना, हवाई किले बनाना।
 (113) Too many cooks spoil the broth—बहुत से जोगी मठ उजाड़।
 (114) Too much courtesy, too much craft—मधुर बानी, दगाबाजी की निशानी।
 (115) To rob peter to pay Paul—गाय मारकर जूता दान।
 (116) Union is strength—एकता ही बल है।

Conflicting Proverbs

Here are words of wisdom and taken by all with reverence, but some of these sayings look specious when weighed against each other.

Look at the following conflicting sayings:

- (1) Actions speak louder than words—The pen is mightier than the sword.
- (2) Knowledge is power—Ignorance is bliss.
- (3) Look before you leap—He, who hesitates, is lost.
- (4) A silent man is a wise one—A man without words is a man without thoughts.
- (5) Beware of Greeks bearing gifts—Don't look a gift horse in the mouth.
- (6) Clothes make the man—Don't judge a book by its cover.
- (7) Nothing ventured, nothing gained—Better safe than sorry.
- (8) Money talks—Talk is cheap.
- (9) The only thing constant is change—The more things change, the more they stay the same.
- (10) Two heads are better than one—If you want something done right, do it yourself.
- (11) Many hands make light work—Too many cooks spoil the broth.
- (12) The bigger, the better—The best things come in small packages.
- (13) Absence makes the heart grow fonder—Out of sight, out of mind.
- (14) What will be, will be—Life is what you make it.
- (15) Cross your bridges when you come to them—Forewarned is forearmed.
- (16) What's good for the goose is good for the gander—One man's meat is another man's poison.
- (17) With age comes wisdom—Out of the mouths of babes and sucklings come all wise sayings.
- (18) The more, the merrier—Two's company; three's a crowd.

SPOTTING THE ERRORS

विभिन्न प्रतियोगी परीक्षाओं के अंग्रेजी के प्रश्न-पत्र में Spotting the Errors के लगभग 10-15 प्रश्नों का समावेश होता है। अधिकांश प्रश्न Grammatical Rules पर आधारित होते हैं। यद्यपि यह कहना बहुत मुश्किल है कि मुख्यतया किस तरह की errors वाले प्रश्न परीक्षा में पूछे जाते हैं, लेकिन Spotting the Errors में अधिकांश प्रश्न Verb, Noun, Pronoun, Article, Participle, Adjective, Adverb etc. के सही प्रयोग पर आधारित होते हैं। कई बार Unenglish expressions तथा Superfluous expressions से सम्बन्धित प्रश्न भी परीक्षा में पूछे जाते हैं। छात्रों को एक बात बहुत अच्छी तरह समझ लेनी चाहिए कि अंग्रेजी में बिना व्याकरण (Grammar) की अच्छी जानकारी हुए आपको अंग्रेजी के प्रश्न-पत्र को हल (Solve) करने में और अच्छे अंक प्राप्त करने में निश्चय ही परेशानी होगी।

इस पुस्तक में English Grammar के नियमों को बहुत सरल शब्दों में हिन्दी व अंग्रेजी में समझाया गया है। नियमों पर आधारित वाक्य दिए गए हैं। जिससे नियमों का Practical प्रयोग आसानी से समझ में आ जाता है। Grammar के हर Topic से सम्बन्धित बहुत-सी Solved exercises दी गई हैं। हर Exercise, हर Topic पर आधारित Spotting the Errors की Exercises दी गई हैं। उनका उत्तर Explanation/Justification सहित दिया गया है। जो छात्रों को इस तरह प्रश्नों को Solve करने में नियमों को याद करने में बहुत मददगार साबित होगा। छात्रों को इस पुस्तक में दिए गए Grammar के सभी Topics से सम्बन्धित Exercises स्वयं हल करनी चाहिए तथा दिए गए Explanation/Justification को समझते हुए, ऐसे नियमों (Rules) का पुनः अध्ययन करना चाहिए। Spotting the Errors प्रश्नों के सही हल हेतु आपको लगातार अभ्यास (Practice) करने की आवश्यकता है। नियम रटकर, अंग्रेजी के प्रश्नों को हल करना सम्भव नहीं।



TEST YOURSELF Exercises

01

Directions (Q. 1-10): Read the following sentences to find error. The error will be in one part of the sentence.

- (1) Her and the (a)/other members of the group (b)/spoke to the person (c)/after their final victory. (d)/No error (e)
- (2) In early India (a)/there has been very little to read (b)/except for the books sent (c)/from Britain. (d)/No error (e)
- (3) Still remaining in the ancient castle (a)/are the Duke's collection of early Dutch paintings (b)/which will be (c)/donated to a museum. (d)/No error (e)
- (4) Most students preferred (a)/courses in the classical arts to (b)/courses in science unless (c)/they are science majors. (d)/No error (e)

- (5) When she comes (a)/to see us (b)/she usually will bring (c)/some thing with her. (d)/No error (e)
- (6) Why did you (a)/not told me (b)/that the meeting (c)/was postponed ? (d)/No error (e)
- (7) I did not want (a)/him to have spent (b)/all the money at (c)/the fair yesterday. (d)/No error (e)
- (8) The assistant (a)/is never found (b)/wherever the manager (c)/want him. (d)/No error (e)
- (9) He picked up (a)/the books (b)/and put it (c)/on the table. (d)/No error (e)
- (10) They decided (a)/to talk it over (b)/at dinner. (c)/No error (d)

02

Directions (Q. 1-10) : *Read the following sentences to find error. The error will be in one part of the sentence.*

- (1) I am not hungry (a)/beside (b)/I do not like eggs. (c)/No error (d)
- (2) Economics are (a)/now-a-days included as a subject (b)/in all colleges. (c)/No error (d)
- (3) When he (a)/had got what (b)/he wanted (c)/he has gone home. (d)/No error (e)
- (4) Of the two proposals (a)/we think (b)/the second is (c)/the most attractive. (d)/No error (e)
- (5) If I wrote (a)/to my father now (b)/he will receive (c)/the letter tomorrow. (d)/No error (e)
- (6) This road is (a)/worst than (b)/any other road (c)/of the city. (d)/No error (E)
- (7) The driver as well as (a)/the conductor are (b)/responsible for this accident. (c)/No error (d)
- (8) Some peoples (a)/feel that (b) no progress is possible (c)/without discipline. (d)/No error (e)
- (9) She told (a)/her mother that (b)/she is busy. (c)/No error (d)
- (10) After listening to (a)/little of songs (b)/she switched off (c)/the radio. (d)/No error (e)

03

Directions (Q. 1-10) : *Read the following sentences to find error. The error will be in one part of the sentence.*

- (1) We erect monuments (a)/in the memory of great leaders (b)/lest their achievements (c)/might be forgotten. (d)/No error (e)
- (2) He will not escape (a)/punishment unless (b)/he does not speak (c)/the truth. (d)
- (3) Being a cold day (a)/neither my friend (b)/nor I was (c)/in a mood to go to market. (d)/No error (e)
- (4) Such students (a)/who have not submitted (b)/their T.C. will not be allowed (c)/to appear in the examinations. (d)/No error (e)
- (5) I went to the librarian and cashier (a)/and they gave me (b)/all facilities required (c)/to complete the project. (d)/No error (e)
- (6) Milk is (a)/the most perfect (b)/food in the world. (c)/No error (d)
- (7) What is there (a)/which is a secret (b)/between you and me. (c)/No error (d)
- (8) By the death of Rajeev Gandhi (a)/a great statesman and politician (b)/were lost. (c)/No error (d)
- (9) You had better (a)/to stop (b)/your work (c)/for some time. (d)/No error (e)
- (10) A severe cold (a)/prevented the president (b)/being present (c)/at the function. (d)/No error (e)

04

Directions (Q. 1-10) : *Read the following sentences to find error. The error will be in one part of the sentence.*

- (1) I dislike (a)/my child (b)/watching T.V. (c)/all the time. (d)/No error (e)
- (2) These people (a)/get their bath water (b)/from the river (c)/and their drink water from a well. (d)
- (3) It was evident (a)/to me that there (b)/was any mistake (c)/in that account. (d)/No error (e)
- (4) He does not seem (a)/to be aware (b)/as to (c)/his merits. (d)/No error (e)
- (5) He declared (a)/at the top of his (b)/voice that (c)/it was not possible. (d)/No error (e)

- (6) Crossing the road (a)/a car knocked (b)/him down. (c)
- (7) The captain (a)/with all his team (b)/were held responsible. (c)
- (8) Bangladesh has come (a)/into existence (b)/thirty years ago. (c)
- (9) No sooner did (a)/she saw me (b)/than she came up (c)/and spoke to me. (d)/No error (e)
- (10) No monument in the world (a)/is so beautiful (b)/as the Taj Mahal. (c)/No error (d)

05

Directions (Q. 1-10) : *Read the following sentences to find error. The error will be in one part of the sentence.*

- (1) Many a man (a)/have been (b)/working under me. (c)/No error (d)
- (2) I told him (a)/the story (b)/in details (c)/to make him understand it fully. (d)/No error (e)
- (3) Different authorities (a)/defines (b)/intelligence in different ways. (c)/No error (d)
- (4) The old man (a)/told his sons (b)/that there was no such thing (c)/like luck. (d)/No error (e)
- (5) Everyone knows (a)/that the tiger (b)/is faster (c)/of all animals. (d)/No error (e)
- (6) Sakshi wrote an essay (a)/so well that (b)/her teacher was (c)/very pleased with her. (d)/No error (e)
- (7) The conference was (a)/attended (b)/by more than one hundred delegates(c). No error (d)
- (8) This is (a)/one of the most (b)/interesting book (c)/I have ever read. (d)/No error (e)
- (9) Ram was happy (a)/that Rita and her sister was going (b)/by the same train (c)/the next day. (d) No error (e)
- (10) The only criteria (a)/to judge (b)/a person (c)/is to observe his behaviour. (d)/No error (e)

06

Directions (Q. 1-10) : *Read each sentence to find out whether there is an error. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error, then the answer is E.*

[Bank PO]

- (1) No country can long endure (a)/if its foundations (b)/were not laid deep (c)/in the material prosperity. (d)/No error (e)
- (2) Mahatma Gandhi did not solve (a)/all the future problems (b)/but he did solve (c)/problems of his own age. (d)/No error (e)
- (3) We now look forward for (a)/some great achievements (b)/which to some extent (c)/can restore the country's prestige once again. (d)/No error (e)
- (4) While Mahendra was away (a)/on a long official tour (b)/his office receive an important letter (c)/which was marked 'Urgent'. (d)/No error (e)
- (5) We will pack not only (a)/the material properly (b)/but will also deliver it (c)/to your valued customers. (d)/No error (e)
- (6) We cannot handle (a)/this complicated case today (b)/unless full details are not given (c)/to us by now. (d)/No error (e)
- (7) According to one survey (a)/only those forests which were (b)/not under village management (c)/succumbed from fires recently. (d)/No error (e)
- (8) Our school is making (a)/every possible effort (b)/to provide best facilities (c)/and personal attention for each child. (d)/No error (e)
- (9) We have done everything (a)/that could be done (b)/to avert the storm (c)/which is now coming on. (d)/No error (e)
- (10) Jayesh loved his Guru immensely (a)/and gave him fullest loyalty, (b)/yet he had his own (c)/ independent way of thinking. (d)/No error (e)

07

Directions (Q. 1-10) : Read each sentence to find out whether there is any error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error, then the answer is E.

[Bank PO, RRB Trivendrum]

- (1) This laboratory of physicists is (a)/not only equipped with (b)/all state-of-the-art instruments (c)/but also with outstanding physicists. (d)/No error (e)
- (2) No method of making other (a)/ people agree to (b)/your view point is (c)/as effective as this method. (d)/No error (e)
- (3) I was pretty sure that (a)/he would support me (b)/for changing the age-old (c)/and static structure of our organization.(d)
- (4) I did not like his (a)/comments on my paper (b)/but I had no alternative (c)/as I had agreed to keep quiet. (d)/No error (e)
- (5) The report is candid in admitting (a)/that the investment by the government (b)/in health and family planning (c)/have eroded considerably. (d)/No error (e)
- (6) He tried as he could (a)/,but Naveen did not (b)/succeed in getting (c)/his car to start up. (d)/No error (e)
- (7) Foolishly Madhu threw (a)/some water on the electric heater (b)/when it catches fire and (c)/she got a shock. (d)/No error (e)
- (8) Rajesh was expecting (a)/a telegram from his uncle (b)/which would inform (c)/him whether he went or not. (d)/No error (e)
- (9) Either of the plans (a)/suits him and therefore (b)/he decided not to (c)/go out yesterday. (d)/No error (e)
- (10) In spite of the rumors (a) of an impending takeover (b)/by the government, (c)/Ramlal bought more shares of that company. (d)/No error (e)

08

Directions (Q. 1-10) : Read each sentence to find out whether there is any grammatical or idiomatic error in it.

[TC, RRB Kolkata]

- (1) Our housing society comprises (a)/six block and thirty flats (b)/in an area of (c)/about thousand square meters. (d)/No error (e)
- (2) They took to (a)/reading 'Times' (b)/for better knowledge (c)/of the facts. (d)/No error (e)
- (3) As I was to reach early (a)/I preferred train (b)/instead of (c)/bus. (d)/No error (e)
- (4) He did not go (a)/to the city on foot (b)/he went there (c)/by the train. (d)/No error (e)
- (5) One of the most (a)/widely spread (b)/bad habit (c)/is the use of tobacco. (d)/No error (e)
- (6) Myself and Ramanujam (a)/will take care of (b)/the function (c)/on Saturday. (d)/No error (e)
- (7) All the doctors (a)/were puzzled on the (b)/strange symptoms (c)/reported by the patient. (d)/No error (e)
- (8) India is in no way (a)/inferior than the USA (b)/in the fertility of soil (c)/and richness of resources. (d)/No error (e)
- (9) The visitors (a)/complained at (b)/the poor accommodation (c)/they were given. (d)/No error (e)
- (10) Amit's habit of (a)/delaying his work (b)/put his colleagues (c)/to a lot of trouble. (d)/No error (e)

09

Directions (Q. 1-10) : *One part of following sentences has an error; point out the portion carrying error in the answer sheet. If case no error is there mention accordingly.*

[RRB Patna, Mumbai, ASM]

- (1) I have been to a few of his lectures (a)/but understood little of (b)/what he has said. (c)/No error (d)
- (2) Not only the bandits robbed (a)/the traveller of his purse (b)/but also wounded him grievously. (c)/No error (d)
- (3) The old woman has had the best medical facilities available (a)/but she will not be cured (b)/unless she does not have a strong desire to live. (c)/No error (d)
- (4) Frozen foods are so popular today (a)/that many people wonder (b)/how they ever lived without them. (c)/No error (d)
- (5) We should never be (a)/cent per cent sure of our success (b)/in any walk of our life. (c)/No error (d)
- (6) Smith including (a)/all the members of his family (b)/goes to the church every Sunday. (c)/No error (d)
- (7) The students of now-a-days (a)/hesitate to talk (b)/to their teachers. (c)/No error (d)
- (8) If you would have (a)/practised regularly (b)/you would have won the match. (c)/No error (d)
- (9) Kanchenjunga is one of the (a)/beautiful peak (b)/of the (c)/Himalayan range. (d)/No error (e)
- (10) He is one of the (a)/most intelligent (b)/student (c)/I have ever taught. (d)/No error (e)

10

Directions (Q. 1-10) : *Read each sentence to find out whether there is any error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error, then the answer is E.*

[RRB, Secunderabad, ASM/TC]

- (1) Radha with (a)/her brothers (b)/and sisters (c)/are present here. (d)/No error (e)
- (2) Men (a)/proposes (b)/but God (c)/disposes. (d)/No error (e)
- (3) He gets (a)/up (b)/early at (c)/the morning. (d)/No error (e)
- (4) The house (a)/is built (b)/in an (c)/attractive manner. (d)/No error (e)
- (5) She worn (a)/a necklace (b)/studded (c)/with diamonds. (d)/No error (e)
- (6) None (a)/of these (b)/students (c)/was there. (d)/No error (e)
- (7) He (a)/was not (b)/blind (c)/from birth. (d)/No error (e)
- (8) I said (a)/that a interesting (b)/face could (c)/also be pretty. (d)/No error (e)
- (9) He love (a)/his father (b)/and his father (c)/also loved him. (d)/No error (e)
- (10) Milking used (a)/to be a task (b)/or a duty cost (c)/on him. (d)/No error (e)

11

Directions (Q. 1-10) : *Read each sentence to find out whether there is any error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error, then the answer is E.*

- (1) The doctor (a)/did not (b)/ask Mohan (c)/the time. (d)/No error (e)
- (2) How do (a)/Vinoba appeal (b)/to the (c)/landlords? (d)/No error (e)
- (3) Bats are (a)/sometime seen (b)/in our (c)/houses. (d)/No error (e)
- (4) I am glad (a)/Rex never saw (b)/a trained (c)/police dog jump. (d)/No error (e)
- (5) His (a)/son met (b)/him (c)/on the door. (d)/No error (e)
- (6) The plane (a)/was to (b)/take of (c)/at 6 a.m. (d)/No error (e)
- (7) This is (a)/our attitudes (b)/towards (c)/Ahimsa and Truth. (d)/No error (e)
- (8) I caught him (a)/from the hand (b)/and began (c)/to plead. (d)/No error (e)
- (9) We ought (a)/not to (b)/speak ill (c)/for others. (d)/No error (e)
- (10) Radha works (a)/harder than (b)/I did (c)/her age. (d)/No error (e)

12

Directions (Q. 1-10) : Read each sentence to find out whether there is any error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error, then the answer is E.

- (1) Krishna is (a)/the taller (b)/boy (c)/in the class. (d)/No error (e)
- (2) Bhima was (a)/the man (b)/who all (c)/the Indians loved. (d)/No error (e)
- (3) I can (a)/neither read (b)/or speak (c)/Hindi. (d)/No error (e)
- (4) I have been (a)/suffering from (b)/fever since (c)/three days. (d)/No error (e)
- (5) The committee (a)/is divided (b)/over (c)/this issue. (d)/No error (e)
- (6) The Planning Commission expects (a)/the Gross Domestic Product to (b)/grow by a satisfactory (c)/rate during the year. (d)/No error (e)
- (7) The language used for writing text books (a)/differs from other forms of writing (b)/in its preference on (c)/simplicity over style. (d)/No error (e)
- (8) One of the basics of good writing (a)/is to have a (b)/clear understanding of the target audience (c)/and its requirements. (d)/No error (e)
- (9) This is an (a)/excellent site for (b)/a stadium which we (c)/should like to acquire. (d)/No error (e)
- (10) If you absent (a)/from college, your (b)/name is likely to be (c)/struck off the rolls. (d)/No error (e)

13

Directions (Q. 1-10) : There is a mistake in each of the following sentences. Find out the part in which the mistake occurs. [RRB, Bhubaneswar, ASM]

- (1) The man (a)/is (b)/a (c)/social animal. (d)
- (2) Twenty five kilometers (a)/from Bhubaneswar to Cuttack (b)/are (c)/a long distance. (d)
- (3) The institute (a)/imparts training (b)/in (c)/the French. (d)
- (4) Looking forward (a)/to meet (b)/you (c)/soon. (d)
- (5) Pass on (a)/the salt, (b)/please, (c)/do you ? (d)
- (6) He is (a)/a mason (b)/who (c)/built my house. (d)
- (7) I cannot (a)/make from (b)/what you are saying (c)/about him. (d)
- (8) What (a)/you will think (b)/if school boys (c)/make fun of you ? (d)
- (9) The minister's speech (a)/has been reported (b)/to the newspaper. (c)/No error (d)
- (10) No sooner (a)/we reached there (b)/than it started raining. (c)

14

Directions (Q. 1-10) : The following sentences contain errors in grammar, usage, diction (choice of words) and idiom. Some sentences may be correct. No sentence has more than one error. Select the numbered part that according to you contains the error. Its number is the answer. [RRB, Mumbai]

- (1) Being a very cold day (a)/I would (b)/not go out for (c)/a morning walk. (d)
- (2) Such an act of cruelty (a)/had never (b)/be committed (c)/before. (d)
- (3) If you will/insist (a)/upon (b)/challenging me, (c)/I will fight it out alone. (d)
- (4) Fifty years (a)/have passed (b)/since (c)/Subhash Chandra Bose had died. (d)
- (5) A good house (a)/and a good bank (b)/account is what (c)/he wants. (d)
- (6) Of all the (a)/other teachers the (b)/students respected the history (c)/teacher the most. (d)

- (7) He is one of those persons (a)/who listen (b)/to all advice but keep/his (c) own counsel. (d)
- (8) No one but (a)/he knew (b)/who was (c)/setting the question paper. (d)/No error (e)
- (9) A box (a)/of apples are (b)/in (c)/the car. (d)
- (10) The principal threatened to (a)/inform to (b)/his father about (c)/his misdeeds. (d)

15

Directions (Q. 1-10) : *Read each sentence to find out whether there is any error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error, the answer is E.*

[Stenographers Allahabad (U.P.)]

- (1) Sharad was entrusted with (a)/the task of co-ordination yesterday (b)/but due to certain difficulties (c)/he does not do it. (d)/No error (e)
- (2) One should make (a)/his best efforts if (b)/one wishes to achieve (c)/success in this organization. (d)/No error (e)
- (3) Having deprived from their (a)/homes in the recent earthquake (b) they had no other option but (c)/to take shelter in a school. (d)/No error (e)
- (4) The technician reminded (a)/them to have a (b)/thoroughly cleaning of the (c)/machine after use. (d)/No error (e)
- (5) The villager told (a)/us where was the (b)/temple and even led (c)/us to the spot. (d)/No error (e)
- (6) The person who (a)/they are referring (b)/to is none other (c)/than my close friend. (d)/No error (e)
- (7) Mahesh was kind enough (a)/to inform us about the (b)/conspiracy but declined to (c)/name the person behind it. (d)/No error (e)
- (8) He told the policeman (a)/that he would rather (b)/starve to stealing to get (c)/what he had been aspiring for. (d)/No error (e)
- (9) In spite of the workload yesterday (a)/Nitin manages to play (b)/it cool and continued (c)/with his work as usual. (d)/No error (e)
- (10) The demand of the workers' (a)/union that the dismissed (b)/employee to reinstated, has (c), been accepted by the management. (d)/No error (e)

16

Directions (Q. 1-10) : (i) *In this section a number of sentences are given. The sentences are divided in three separate parts and each one is labelled (A), (B), (C). Read each sentence to find out whether there is an error in any part. No sentence has more than one error. When you find an error in any one of the parts [(A), (B) or (C)] indicate your response. You may feel that there is no error in a sentence. In that case letter (D) will signify a 'No error' response. (ii) You are to indicate only one response for each item. (If you indicate more than one response, your answer will be considered wrong.) Error may be in grammar, word usage or idioms. There may be a word missing or there may be a word which should be removed. (iii) You are not required to correct the error. You are required only to indicate your response.*

[CDS 1998]

- (1) Thinking that he has finally found (a)/someone with similar interests, (b)/the scholar tried to strike up a conversation. (c) / No error (d)
- (2) Earlier this year, (a)/Constantan had entered the news via a video-taped interview (b)/telecasted by commercial television channel. (c)/No error (d)
- (3) If you permit me to speak the truth, (a), I shall say without hesitation (b)/that you have done a mistake. (c)/No error (d)
- (4) My friend is so rich that (a)/he is having six houses in Mumbai (b)/and four in Pune. (c)/No error (d)
- (5) He asked me (a)/if I am ill (b)/and I answered that I was not. (c)/No error (d)

- (6) He lost his new knife (a)/shortly after (b)/he bought it. (c)/No error (d)
- (7) The ultimate problem of Physics (a)/is to reduce matter by analysis (b)/to its lowest condition or divisibility. (c)/No error (d)
- (8) By the time (a)/she finished typing (b)/it was not hardly ten. (c)/No error (d)
- (9) He like (a)/his companions (b) were deceived. (c)/No error (d)
- (10) He told me that you had left the school (a)/a year ago (b)/and seeking for a job. (c)/No error (d)

17

Directions (Q. 1-10) : (i) In this section, a number of sentences are given. The sentences are underlined in three separate parts and each one is labelled as (A), (B) and (C). Read each sentence to find out whether there is an error in any part. No sentence has more than one error. When you find an error in any one of the given parts (A), (B) or (C) indicate your response. You may feel that there is no error in a sentence. In that case letter (D) will signify a 'No error' response. (ii) You are to indicate only one response for each item. (If you indicate more than one response, your answer will be considered wrong.) Errors may be in grammar, word usage or idioms. There may be a word missing or there may be a word which should be removed. (iii) You are not required to correct the error. You are required only to indicate your response.

- (1) As I prefer coffee than tea (a)/my friends always take the trouble (b)/to get a cup of coffee, whenever I visit them. (c)/ No error (d)
- (2) There has been (a)/little change in the patient's condition (b)/since he was moved to the special ward. (c)/No error. (d)
- (3) The king was perturbed (a)/to found evidence (b)/against his own queen. (c)/No error (d)
- (4) They begged her (a)/not to go but she was determined (b)/ and left the castle. (c) /No error (d)
- (5) They cook meal, (a)/lay the table, (b)/clean the house and iron the clothes. (c)/No error (d)
- (6) No sooner did (a)/the doctor enter the house (b)/then the patient died. (c)/No error (d)
- (7) The drawing room was a mess (a)/with all the furnitures (b)/scattered in total disarray. (c)/No error (d)
- (8) The gap between what he preaches (a)/and what he practises is too wide (b)/to be accepted by anyone. (c)/ No error (d)
- (9) While flying over India (a)/we had glimpses of the two sources of her culture (b)/Ganges and Himalayas. (c)/No error (d)
- (10) This picture (a)/is the best (b)/of the two. (c)/No error (d)

18

Directions (Q. 1-10) : In this section, a number of sentences are given. These sentences are marked in three parts indicated by the letters (A), (B), and (C). Read each sentence to find out whether there is an error in any part of it. No sentence has more than one error. When you find an error in any one of the parts (A), (B) or (C), select that part as your answer. You may feel that there is no error in a sentence. In that case letter (D) will signify a 'No error' response. Errors may be in grammar, word usage or idioms. There may be a word missing or there may be a word which should be removed.

- (1) Finishing the work (a)/he was allowed rest (b)/for half an hour. (c)/ No error (d)
- (2) The pirates, who had hidden the treasure on the island, (a)/went back again (b)/because they thought they can now remove it with safety. (c)/No error (d)
- (3) In those early days (a)/the West paid lip-service (b)/to United Nations. (c)/ No error (d)
- (4) Ten Shillings (a)/was charged (b)/by him for the service. (c)/No error (d)

- (5) To an amusing degree (a)/he was addicted to read the jokes in punch aloud (b)/even when he was alone. (c)/No error (d)
- (6) Why not stop the first man you meet next and ask, (a)/“could you tell me (b)/what the time is?” (c)/No error (d)
- (7) The invention of the internal combustion engine (a)/is considered to be (b)/a most unique development. (c)/No error (d)
- (8) Put off (a)/the fire (b)/quickly. (c)/No error (d)
- (9) A fight (a)/took place (b)/on the board of the ship. (c)/No error (d)
- (10) Hardly the rains started (a)/when a child in the corner (b)/sent out a piercing wail. (c)/No error (d)

19

Directions (Q. 1-10) : (i) In this section, a number of sentences are given. The sentences are in three separate parts and each one is labelled (A), (B), (C). Read each sentence to find out whether there is an error in any of these parts. No sentence has more than one error. When you find an error in any one of these parts choose that part as your response. You may feel that there is no error in a sentence, in that case choose (D) as your response. Errors may be in grammar, word usage of idioms. There may be a word missing or a word which should be removed.

- (1) Don't think you can say unpleasant things (a)/about someone behind his back (b)/and not found out. (c)/No error (d)
- (2) The Americans speak (a)/different from us (b)/ though our grammar is the same. (c)/No error (d)
- (3) This is an instance (a)/of the blind (b)/leading the blinds. (c)/No error (d)
- (4) He took to drink (a)/to lessen (b)/his mental worries. (c)/No error (d)
- (5) My father could lead (a)/a full and happy life (b)/ without spending lot of money. (c)/No error (d)
- (6) All India Radio broadcasted (a)/a very good programme (b)/this morning. (c)/No error (d)
- (7) There were so much cattle (a)/on the road that (b)/it was difficult to drive safely. (c)/No error (d)
- (8) What, could have provoked him to behave (a)/in such a rude manner (b)/at dinner last night? (c)/No error (d)
- (9) They were rich zamindars in the thirties (a)/but now they have fallen on the evil days (b)/and have lost much of their property. (c)/No error (d)
- (10) The foreign ambassador was (a)/both noted for his charming manners (b)/as well as his wide knowledge of languages. (c)/No error. (d)

20

Directions (Q. 1-10) : (i) In this section, a number of sentences are given. The sentences are divided in three separate parts and each one is labelled (A), (B), (C). Read each sentence to find out whether there is an error in any part. No sentence has more than one error. When you find an error in any one of the given parts [(A), (B) or (C)] indicate your response according. You may feel that there is no error in a sentence. In that case letter (D) will signify a 'No error' response. (ii) You are to indicate only one response for each item. (If you indicate more than one response, your answer will be considered wrong. Errors may be in grammar, word usage or idioms. There may be a word missing or there may be a word which should be removed. (iii) You are not required to correct the error. You are required only to indicate your response.

- (1) The news of the disturbance (a)/was broadcasted (b)/the same evening. (c)/ No error (d)
- (2) Everyone visiting the house asked the young girl (a)/how could she kill the wolf (b)/single handed and without a weapon. (c)/No error (d).
- (3) While walking slowly in the park (a)/on a quiet summer afternoon (b)/a mad dog suddenly attacked him from behind. (c)/No error (d)

- (4) Since the attachment of air-conditioned sleeping cars to all important trains. (a)/travelling became very pleasant (b)/especially during the summer season. (c)/No error (d)
- (5) It is the newspapers (a)/that exposes us to the widest range (b)/of human experiences and behaviour. (c)/No error (d)
- (6) The method suggested in the lecture (a)/enables a student to learn more quickly (b)/and to have remembered for a longer period of time. (c)/No error (d)
- (7) Last month we celebrated (a)/the wedding of our sister for whom (b)/we have been looking for suitable alliance for three years. (c)/No error (d)
- (8) A leading textile manufacturer, one of the fastest growing in the industry. (a)/is looking for a marketing manager (b)/to look up the marketing network of the company. (c)/No error (d)
- (9) There was very heavy rain last night. (a)/and the rivers have over flown their banks. (b)/ causing severe hardship to the people living by them. (c)/No error (d)
- (10) The government warned the shopkeepers (a)/that if they persist in charging unfair prices (b)/ their licences would be cancelled. (c)/No error (d)

21

Directions (Q. 1-10) : *Read each sentence to find out whether there is any error in it. The error, if any will be in one part of the sentence. The number of that part is the answer. If there is no error, the answer is (E) (Ignore the errors of punctuation, if any.)*

- (1) Kamlesh asked the dealer (a)/what was the price (b)/of that bicycle and whether (c)/it is really made in Germany ? (d)/No error (e)
- (2) While luminaries of the dance world (a)/has no dearth of opportunities to display their art, (b)/upcoming dancers suffer from (c)/an unfortunate lack of exposure. (d)/No error (e)
- (3) Scarcely had I (a)/finished washing the car (b)/than the master came (c)/and asked me to clean the floor of the house. (d)/No error (e)
- (4) The job is much worse than I expected (a)/if I would have realised (b)/how awful it was going to be (C)/I would not have accepted it.(d)/No error (e)
- (5) I am trying to finish (a)/this letter for the last one hour (b)/I wish you would (c)/go away or stop disturbing me. (d)/No error (e)
- (6) I offered him part-time work (a)/ but he turned it over (b)/saying that he would (c)/rather wait for a full-time job. (d)/No error (e)
- (7) He fixed a metal ladder (a)/for the wall below his window (b)/so as to be able to (c)/escape if there was a fire. (d)/No error (e)
- (8) The foremost criteria of selection we adopted (a)/were the number of years of training (b)/a dancer had received (c)/under a particular guru. (d)/No error (e)
- (9) He refused to disclose to his friends (a)/whether he will leave (b)/for England immediately (c)/after finishing his studies. (d)/No error (e)
- (10) Despite for her protests (a)/I decided (b)/to buy the saree (c)/which she did not like. (d)/No error (e)

22

Directions (Q. 1-10) : Read each sentence to find out whether there is any grammatical or idiomatic error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error, the answer is (E). (Ignore the errors of punctuation, if any.)

- (1) The principle of equal justice (a)/for all is one of (b)/the corner stones of our (c)/democratic way of life. (d)/No error (e)
- (2) The trust has succeeded (a)/admirably in raising (b)/money for (c)/future programmes. (d)/No error (E)
- (3) Honesty, integrity and being intelligent (a)/are the qualities which (b)/we look for when (c)/ we interview applicants. (d)/No error (e)
- (4) In order to save petrol, (a)/motorists must have to (b)/be very cautious (c)/while driving along the highways. (d)/No error (e)
- (5) If the by-stander had not been (a)/familiar with first-aid techniques,(b)/the driver which had met (c)/with the accident would have died. (d)/No error (e)
- (6) Not one of the children (a)/has ever sang (b)/on any occasion (c)/in public before. (d)/No error (e)
- (7) Neither the earthquake (a)/nor the subsequent fire (b)/was able to dampen (c)/the spirit of the residents. (d)/No error (e)
- (8) The customer scarcely had (a)/enough money to pay (b)/to the cashier (c)/at the cash counter. (d)/No error (e)
- (9) The apparently obvious solutions (a)/to most of his problems (b)/were over look by (c)/many of his friends. (d)/No error (e)
- (10) By arresting the local criminals (a)/and encouraging good people (b)/we can end (c)/hostilities of that area. (d)/No error (e)

23

Directions (Q. 1-10) : In this section ten sentences are given. Each sentence has three parts, indicated by (A), (B) and (C). Read each sentence to find out whether there is an error. If you find an error in any one of the parts, [(A), (B) or (C)]. Indicate your response by blackening the letter related to that part in the answer sheet provided. If a sentence has no error, indicate this by blackening (D), which stands for 'No error'. Errors may be in grammar, appropriate word usage or idioms. **[NDA 1998]**

- (1) The flicker of light from the gas lamps (a)/indicated that the night (b)/was barely passed. (c)/ No error (d)
- (2) India was committed to keep maintaining peace (a)/and solving all outstanding problems (b)/ with her neighbours through dialogue. (c)/No error (d)
- (3) Being the second Saturday of the month, (a)/he got up late and spent the whole day at home, (b)/doing his share of the household chores. (c)/No error (d)
- (4) As economic restructuring in Central and Eastern Europe progresses, (a)/an estimated 15 million people may be out of work (b)/by the end of the year. (c)/No error (d)
- (5) Such of those who have not paid the fees, (a)/the circular says, (b)/will not be permitted to attend classes. (c)/No error (d)
- (6) There is a good British Library in the city (a)/and anyone interested in books (b)/can avail of the facility. (c)/No error (d)
- (7) Those who are excessively careful (a)/for their health (b)/are not generally healthy. (c)/ No error (d)
- (8) Once we have agreed on (a)/the fundamentals, there will hardly be (b)/anything left to discuss about. (c)/No error (d)
- (9) I did ask him (a)/where you were (b)/but he didn't tell me. (c)/No error (d)
- (10) I will wait for you (a)/at the office (b)/till you will finish your work. (c)/No error (d)

24

Directions (Q. 1-10) : Read each sentence to find out whether there is any grammatical or idiomatic error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error, then the answer is E. (Ignore the errors of punctuation, if any.)

- (1) We had swam (a)/across the river (b)/before (c)/the sunsets. (d)/No error (e) [SBI PO]
- (2) Madhuri is (a)/more prettier (b)/than her (c)/ younger sister. (d)/No error (e) [SBI PO]
- (3) A cell (a)/is the smallest (b)/identifiable unit of life and cannot be (c)/seen with a naked eye. (d)/No error (e) [IIT Kharagpur]
- (4) If a student needs advices about (a)/careers, (b)/he or she should consult (c)/the Career officer. (d)/No error (e) [IIT Kharagpur]
- (5) Had they have been in (a)/my condition, (b)/they would have felt (c)/miserable and thought of committing suicide. (d)/No error (e) [RRB, Kolkata]
- (6) The Secretary of the worker's union (a)/remarked that the present government is so selfish (b)/that it cared very little (c)/about solving anyone else's problem. (d)/No error (e) [RRB, Kolkata]
- (7) He don't know (a)/the difference between (b)/a ship and a submarine. (c)/No error (d) [SSC Clerical]
- (8) Yesterday I met an old friend (a)/when I am going (b)/to the market. (c)/No error (d) [SSC Clerical]
- (9) Cattles (a)/were grazing (b)/in the meadows (c)/near our farm. (d)/No error (e) [BSRB Clerical]
- (10) You are really (a)/senior than (b)/me (c)/in age. (d)/No error (e) [BSRB Clerical]

25

Directions (Q. 1-10) : Read each sentence to find out whether there is any grammatical or idiomatic error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error, then the answer is E. (Ignore the errors of punctuation, if any.)

- (1) Make haste (a)/lest (b)/you should not miss (c)/the train. (d)/No error (e) [BSRB Clerical]
- (2) Many of us (a)/do not know (b)/to swim (c)/at all. (d)/No error (e) [BSRB Clerical]
- (3) His car is (a)/more bigger than (b)/that of any of us. (c)/No error (d) [SSC Clerk Grade]
- (4) One of my uncles (a)/is a doctor / in America. (c)/No error (d) [SSC Clerk Grade]
- (5) This machine looks (a)/good but is very (b)/badly designed (c)/and doesn't work good. (d)/No error (e) [IIT Kharagpur]
- (6) He is well-known for both (a)/his kindness (b)/as well as (c)/his understanding. (d)/No error (e) [IIT Kharagpur]
- (7) Ramu closely (a)/resembles to his father (b)/not only in physical features. (c)/but also in habits. (d)/No error (e) [SBI PO]
- (8) After he had read the two first chapters (a)/of the novel (b)/he felt like reading (c)/the book at one sitting. (d)/No error (e) [SBI PO]
- (9) India is (a)/one of the leading (b)/film producing country (c)/in the world. (d)/No error (e) [CSRB Patna]
- (10) Hardly had (a)/I left the house (b)/then it began (c)/to rain. (d)/No error (e) [CSRB Patna]

26

Directions (Q. 1-10) : Read each sentence to find out whether there is any grammatical or idiomatic error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error, the answer is E. (Ignore the errors of punctuation, if any.)

- (1) He told me (a)/that he wrote a letter (b)/to his superior (c)/for a certain reason. (d)/No error (e) [BSRB Clerical Bhopal]

- (2) The teacher told the boys (a)/that one (b)/ought to work hard (c)/to earn one living (d)/No error. (e) [BSRB Clerical Bhopal]
- (3) The obstacles to which (a)/Gandhiji had to surmount (b)/were mostly (c) on the moral and spiritual grounds (d)/No error (e) [BSRB Lucknow]
- (4) Unless you do not (a)/take care of your health (b)/you will continue (c)/to suffer (d)/No error (e) [BSRB Lucknow]
- (5) After Ravi (a)/read the (b)/magazines, and newspapers and watched the TV programme, he decided (c)/to go out and meet some old friends. (d)/No error (e) [RRB Kolkata]
- (6) Everyone agrees that (a)/the Ganga is the holiest (b)/of all other rivers (c)/of India (d)/No error (e) [BSRB Bhopal Clerical]
- (7) The issues are (a)/complex and (b)/has been obscured (c)/by other factors. (d)/No error (e) [CSRB Patna]
- (8) The bus was (a)/hired by (b)/the ladies (c)/for its picnic. (d)/No error (e) [CSRB Patna]
- (9) If (a)/it snowed tomorrow (b)/we'll go (c)/skating. (d)/No error (e) [SBI PO]
- (10) A quarrel arose between the five members (a)/and for a time (b)/it appeared as if the party (c)/had been heading for a split. (d)/No error (e) [SBI PO]

27

Directions (Q. 1-10) : Read each sentence to find out whether there is any grammatical or idiomatic error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error, the answer is (E). (Ignore the errors of punctuation, if any.)

- (1) We had swam (a)/across the river (b)/before (c)/the sun sets. (d)/No error (e) [SBI PO]
- (2) Madhuri is (a)/more prettier (b)/than her (c)/younger sister. (d)/No error (e) [SBI PO]
- (3) Everyone of (a)/the staff members present here (b)/has given a day's pay (c)/as their contribution to the fund. (d)/ No error (e) [CSRB Patna]
- (4) Found guilty (a)/on murder (b)/the accused was (c)/sentenced to death. (d)/No error (e) [CSRB Patna]
- (5) The criminal was (a)/sentenced to death (b)/and was hung for his crime. (c)/No error (d) [SSC Clerical]
- (6) He said that (a)/he will help me (b)/to secure a decent job. (c)/No error (d) [SSC Clerical]
- (7) The recent symposium on censorship (a)/indicated that to refrain with saying or writing (b)/something, others might object, (c)/to, is a form of self-censorship. (d)/No error (e) [RRB Kolkata]
- (8) The Indian way (a)/of thinking is superior (b)/to most of the (c)/countries of the world. (d)/No error (e) [RRB Kolkata]
- (9) I am certain that none (a)/of these two books (b)/is useful to the (c)/students of the 8th standard. (d)/No error (e) [BSRB Lucknow]
- (10) The lawyer asked me (a)/where had I (b)/kept clothes (c)/before taking a dip in the river. (D)/No error (e) [BSRB Lucknow]

28

Directions (Q.1-10) : Read each sentence to find out whether there is any grammatical or idiomatic error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error, then the answer is E. (Ignore the errors of punctuation, if any.)

- (1) Like most young (a)/women living at homes, I can't really (b)/talk about my ideas or what I really feel, to my parents. (c)/No error (d)
- (2) The minister conferred /(a) with his colleagues (b)/and agreed that the new projects on education (c)/should be sanctioned immediately. (d)/No error (e) [RRB Kolkata]
- (3) Sunil is (a)/a best student (b)/in our class (c)/at present. (d)/No error (e) [CSRB Patna]

- (4) It is in 1929 (a)/that we first (b)/flew to (c)/the United States. (d)/No error (e) [CSRB Patna]
 (5) Being a (a)/fine day we went out (b)/for picnic (c)/at Okhla. (d)/No error (e) [BSRB Clerical]
 (6) Many a man (a)/have been (b)/working (c)/under me. (d)/No error (e) [BSRB Clerical]
 (7) Please explain to me (a)/how is a digital computer (b)/different from (c)/an analog computer. (d)/No error (e) [IIT Kharagpur]
 (8) I'll work for you (a)/as long as (b)/you'll pay (c)/well. (d)/No error (e) [IIT Kharagpur]
 (9) Had you informed me earlier (a)/I would have (b)/certainly purchase (c)/the car for you. (d)/No error (e) [BSRB Lucknow]
 (10) It was seven o'clock (a)/in the evening that (b)/the train steamed (c)/into the station. (d)/No error (e) [CSRB Patna]

29

Directions (Q. 1-10) : Read each sentence to find out whether there is any grammatical or idiomatic error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error, the answer is (E). (Ignore the errors of punctuation, if any.)

- (1) Even if he had been driving more slowly (a)/it will have been quite impossible (b)/to avoid the accident. (c)/No error (d) [Investigators]
 (2) Would you please (a)/stop from smoking (b)/while the ceremony (c) is in progress. (d)/No error (e) [Investigators]
 (3) When I offered him to help (a)/which he needed, (b)/he persisted in refusing it (c)/so I left him to his fate. (d)/No error (e) [BSRB Clerical Bhopal]
 (4) He reminded me (a)/that he has (b)/often told me not to (c)/play with fire. (d)/No Error (e) [BSRB Clerical Bhopal]
 (5) Our country need (a)/a number of (b)/self sacrificing and (c)/devoted political leaders. (d)/No error (e) [CSRB Patna]
 (6) Instead of (a)/his busy and hard life (b)/he still retains (c)/freshness and robustness. (d)/No error (e) [CSRB Patna]
 (7) The smuggler yielded (a)/for the temptation (b)/and fell into (c)/the police trap. (d)/No error (e) [CSRB Patna]
 (8) The girl said (a)/that she preferred (b)/the blue gown (c)/than the black one. (d)/No error (e) [CSRB Patna]
 (9) Of the two principles (a)/he put forward, the last one (b)/was the more (c)/difficult to understand. (d)/No error (e) [IIT Kharagpur]
 (10) All of us (a)/surprised (b)/to see an old man of (c)/sixty taking part in the Marathon held last month. (d)/No error (e) [IIT Kharagpur]

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Directions (Q. 1-10) : Read each sentence to find out whether there is any grammatical or idiomatic error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error, then the answer is E. (Ignore the errors of punctuation, if any.)

- (1) The new railway line will greatly improve (a)/transport and communication (b)/in eastern part of the country (c)/No error (d) [SSC Clerical]
 (2) The receptionist asked me (a)/who do I want (b)/to meet in the office. (c)/No error (d) [SSC Clerical]
 (3) At last (a)/he was married (b)/with a poor girl (c)/No error (d) [BSRB Clerical]
 (4) She said (a)/that she will help me (b)/whenever I was in difficulty. (c)/No error (d) [BSRB Clerical]
 (5) Neither Rakesh (a)/nor I are leaving (b)/for Hyderabad. (c)/No error (d) [SBI PO]

- (6) Death (a)/is preferable (b)/than life. (c)/No error (d) [SBI PO]
 (7) We were still talking (a)/about what we should do (b)/when we heard (c)/the children shouting. (d)/No error (e) [BSRB Clerical Bhopal]
 (8) As soon as the peon rings (a)/the first bell (b)/then all the students assemble (c)/on the playground for prayer. (d)/No error (e) [BSRB Clerical Bhopal]
 (9) Have you (a)/turned detective (b)/that you keep your eye (c)/on me like this ? (d)/No error (e) [BSRB Clerical Bhopal]
 (10) She asked him (a)/what it was that made him (b)/so much stronger and braver (c)/than any man. (d)/No error (e) [BSRB Clerical Bhopal]

31

Directions (Q. 1-9) : *Read each sentence to find out whether there is any grammatical or idiomatic error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error, the answer is (E). (Ignore the errors of punctuation, if any.)*

- (1) Being that he (a)/is interested in getting himself examined (b)/by a heart specialist (c)/we must try our best to take him to a reputed doctor. (d)/No error (e) [RRB Kolkata]
 (2) The college is (a)/hoding special lectures for their students (b)/and teachers so that they (c)/may get enlightened about the economic problems (d)/No error (e) [RRB Kolkata]
 (3) A cell (a)/is the smallest (b)/identifiable unit of life and cannot be (c)/seen with a naked eye. (d)/No error (e) [IIT Kharagpur]
 (4) If a student needs advices about (a)/carreers, (b)/he or she should consult (c)/the Career officer. (d)/No error (e) [IIT Kharagpur]
 (5) Many a man (a)/have been (b)/working (c)/ under me. (d)/No error (e) [BSRB Clerical]
 (6) To our surprise (a)/we noticed that (b)/every soldier and every sailor (c)/was in his place (d)/No error (e) [BSRB Lucknow]
 (7) Neither he nor I (a)/was able to (b)/finish the task within (c)/the time limit. (d)/No error (e) [BSRB Lucknow]
 (8) No sooner we entered (a)/than he got up (b)/and left the room. (c)/No error (d) [SSC Clerical]
 (9) The villagers fled away their houses (a)/when they saw (b)/the flood water rising. (c)/No error (d) [SSC Clerical]

32

Directions (Q. 1-10) *Read each sentence to find out whether there is any grammatical or idiomatic error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error, the answer is (E). (Ignore the errors of punctuation, if any.)*

- (1) I know (a)/he is having (b)/a lot of books (c)/on how to improve English. (d)/No error (e) [IIT Kharagpur]
 (2) The theory of relativity is (a)/so complicated (b)/as we cannot describe (c)/it in a few sentences. (d)/No error (e) [IIT Kharagpur]
 (3) After the brief appearence before the waiting crowds, (a)/he was taken (b)/to the Governor chamber (c)/for the swearing in ceremony. (d)/No error (e) [RRB Kolkata]
 (4) Congress dissidents and (a)/a wide range among the (b)/opposition has mounted a (c)/campaign to have the President renominated. (d)/No error (e) [RRB Kolkata]
 (5) If I would have (a)/worked regularly (b)/I would have passed (c)/the examination. (d)/No error (e) [CSR B Patna]
 (6) The gentleman (a)/together with his (b)/wife and daughter (c)/were drowned. (d)/No error (e) [CSR B Patna]
 (7) No man (a)/in our country (b)/is as rich (c)/as he is. (d)/No error (e) [BSRB Clerical Bhopal]

- (8) The teacher remarked (a)/very angrily yesterday (b)/that the boys have (c)/all done it very badly. (d)/No error (e) [BSRB Clerical Bhopal]
- (9) A letter of recommendation (a)/from the principal and (b)/the head of English department have helped him to (c)/get this lucrative job. (d)/No error (e)
- (10) An Indian driver or carpenter has to work (a)/about two hours to buy kilogram of rice (b)/while his counterparts in Austria, the Netherlands and Switzerland (c)/need work only fifteen minutes for it. (d)/No error (e) [Rly Rec Board Kolkata]

33

Directions (Q. 1-10) : Read each sentence to find out whether there is any grammatical or idiomatic error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error, the answer is (E). (Ignore the errors of punctuation, if any.)

- (1) The vehicle which is stopped (a)/by the policeman (b)/contained a number (c)/of smuggled watches. (d)/No error (e) [BSRB Lucknow]
- (2) One should look for his (a)/own faults first (b)/and then those (c)/of others (d)/No error (e) [BSRB Lucknow]
- (3) Sitting under the shade (a)/of a tree for a while (b)/made us fresh (c)/for the further journey (d)/No error (e) [BSRB Lucknow]
- (4) Although it is summer (a)/yet the weather at the (b)/hill station was (c)/quite pleasant (d)/No error (e) [BSRB Lucknow]
- (5) The smuggler yielded (a)/for the temptatation (b)/and fell into (c)/the police trap. (d)/No error (e) [CSRB Patna]
- (6) The girl said (a)/that she preferred (b)/the blue gown (c)/than the black one. (d)/No error (e) [CSRB Patna]
- (7) Cattles (a)/were grazing (b)/in the meadows (c)/near our farm. (d)/No error (e) [BSRB Clerical]
- (8) You are really (a)/senior than (b)/me (c)/in age. (d)/No error (e) [BSRB Clerical]



SOLUTIONS



TEST YOURSELF Exercises

Solution TYE 01

- (1) (a) 'Her' की जगह 'She' प्रयुक्त करें। Her एक Pronoun Object है, जो कि subject की तरह प्रयुक्त नहीं हो सकता है।
- (2) (b) 'has been' की जगह 'was' का प्रयोग किया जाना चाहिए। जब वाक्य में Past tense (In early India) के बारे में चर्चा है, तो Present perfect tense के स्थान पर Past tense का प्रयोग होगा।
- (3) (b) 'are' की जगह 'is' होगा subject, Duke's collection of early Dutch paintings है, जो Collective noun है और singular है अतः verb 'are' की जगह 'is' आएगी।
- (4) (a) 'preferred' की जगह 'prefer' आएगा। (The sentence is in Present tense.)
- (5) (c) 'Will bring' की जगह 'brings' आएगा। Subordinate clause का Tense, Principal clause के Tense के अनुसार ही होना चाहिए।
- (6) (b) 'told' की जगह 'tell' आएगा। Past interrogative में जब did का प्रयोग होता है, तो verb की 1st form ही आती है।
- (7) (b) 'to have spent' की जगह 'to spend' लिखना ही पर्याप्त है। have spent का प्रयोग अनावश्यक रूप से किया गया है।
- (8) (d) 'want' की जगह 'wants' आएगा। manager, Singular number 3rd person है, अतः wants आएगा।
- (9) (c) Put it की जगह 'Put them' होगा, यहाँ them का प्रयोग books के लिए है, जो Plural है।
- (10) (d) No error.

Solution TYE 02

- (1) (b) 'beside' की जगह 'besides' प्रयुक्त करें।
- (2) (a) Economics एक subject है, अतः इसके साथ 'is' का प्रयोग होगा।
- (3) (d) 'has gone' की जगह 'went' प्रयुक्त करें। जब वाक्य में Past tense है, तो Present Perfect का प्रयोग करना अनुचित है।
- (4) (d) 'the most' की जगह 'more' प्रयुक्त करें। more, comparison हेतु प्रयुक्त होता है, यहाँ दो proposals का comparison किया जा रहा है। 'most' Superlative degree है।
- (5) (a) 'wrote' की जगह 'write' प्रयुक्त करें।
- (6) (b) 'worst' की जगह 'worse' आएगा। comparison हेतु Comparative degree का ही प्रयोग होगा, Superlative degree का नहीं।
- (7) (b) 'are' की जगह 'is' आएगा। जब वाक्य में as well as, besides, in addition आए, तो पहले noun के अनुसार verb आएगी। यहाँ पहला noun, 'driver' singular है अतः verb भी singular ही लगेगी।
- (8) (a) 'peoples' की जगह 'people' आएगा। people का यहाँ अर्थ व्यक्ति विशेष (Individual) से है।
- (9) (c) 'is' की जगह 'was' प्रयुक्त करें। Indirect narration में Reported speech का tense, Reporting verb के अनुसार होगा।
- (10) (b) 'little of' की जगह 'some of' का प्रयोग करें। 'little' का प्रयोग uncountables हेतु किया जाता है।

Solution TYE 03

- (1) (d) 'might' की जगह should प्रयुक्त करें। 'lest' is always followed by 'should'.
- (2) (c) 'does not speak' की जगह 'speaks' प्रयुक्त करें। जब वाक्य में unless प्रयोग हुआ है, जो स्वयं negative है, तो double negative को avoid करें।
- (3) (a) 'Being' से पहले it लगाएँ। This is the problem of unrelated participle.
- (4) (b) 'who' की जगह 'as' or 'that' आएगा। such के साथ 'as' या 'that' का प्रयोग होता है।
- (5) (b) 'they' की जगह 'he' प्रयुक्त करें। यहाँ librarian एवं cashier एक ही व्यक्ति को refer कर रहे हैं।
- (6) (b) 'most' को delete करें क्योंकि perfect स्वयं ही Superlative है।
- (7) (b) 'which' की जगह 'that' प्रयुक्त करें। Interrogative sentences वाक्यों में सामान्यतया 'that' pronoun का प्रयोग किया जाता है। What is followed by 'that' instead of 'which'.
- (8) (c) 'were' की जगह 'was' प्रयुक्त करें। statesman एवं politician एक ही व्यक्ति को refer कर रहे हैं।
- (9) (b) 'to' को delete करें। यहाँ infinitive 'to' का प्रयोग गलत है।
- (10) (c) 'being' से पहले 'from' लगाएँ। prevented is always followed by preposition 'from'.

Solution Tye 04

- (1) (b) 'my child' की जगह 'child's' होगा, noun के बाद में, जब gerund (यहाँ watching) का प्रयोग होता है तो noun, possessive होगा।
- (2) (d) 'drink' की जगह drinking आएगा।
- (3) (c) 'any' की जगह 'some' प्रयुक्त करें। some का प्रयोग Affirmative में तथा any का प्रयोग Interrogative एवं negative में होता है।
- (4) (c) 'as to' की जगह 'of' प्रयुक्त करें। यहाँ aware के बाद preposition 'of' लगेगा।
- (5) (e) No error.
- (6) (a) 'Crossing the road' की जगह When he was crossing the road प्रयुक्त करें। This is the problem of unrelated participle.

- (7) (c) 'were' की जगह 'was' आएगा। यहाँ subject of the verb, captain है, जो singular है।
- (8) (a) जब वाक्य में past time adverbs 'ago, yesterday' etc. हों, तो Present Perfect का प्रयोग नहीं किया जाता है। change 'has come' to 'came.'
- (9) (b) 'saw' की जगह 'see' प्रयुक्त करें। did के साथ verb की 1st form आएगी।
- (10) (d) No error.

Solution TYE 05

- (1) (b) 'have' की जगह 'has' आएगा। 'Many a' is followed by singular verb.
- (2) (c) 'details' की जगह 'detail' आएगा।
- (3) (b) 'defines' की जगह 'define' प्रयुक्त करें। जब subject, 'authorities' plural है तो verb उसके अनुसार ही होगी।
- (4) (d) 'like' की जगह 'as' प्रयुक्त करें। 'such' के साथ सामान्यतया 'as' का प्रयोग होता है।
- (5) (d) 'of all animals' की जगह 'than any other animal' होना चाहिए।
- (6) (a) 'an essay' की जगह 'the essay' होना चाहिए। यहाँ essay particular हो गया है।
- (7) (d) No error.
- (8) (c) Change 'book' to 'books'. 'one of' is always followed by plural noun.
- (9) (b) change 'was' to 'were', as the subject 'Rita and her sister' is plural.
- (10) (a) Change 'criteria' to 'criterion', criteria का singular criterion होता है।

Solution TYE 06

- (1) (c) Change 'were not' to 'are not'.
- (2) (b) Change 'all the future problems' to 'the problems of the future'.
- (3) (a) Change 'forward for' to 'forward to'.
- (4) (c) Change 'receive' to 'received'.
- (5) (a) Change Part (A) to 'We will not only pack'.
- (6) (c) Avoid using double negative. Part (C) should be 'unless full details are given'.
- (7) (d) Change 'from' to 'to'. Part (D) should be 'succumbed to fires recently'.
- (8) (d) Change 'for' to 'to'. Part (D) should be 'and personal attention to each child'.
- (9) (e) No error.
- (10) (d) Delete independent. Part (D) should be 'way of thinking'.

Solution TYE 07

- (1) (d) The word 'physicists' is meaningless.
- (2) (a) Change Part (A) to 'No other method of making'.
- (3) (c) Change Part (C) to 'in changing the age-old'.
- (4) (e) No error.
- (5) (d) Change 'have' to 'has' the verb should agree with the subject 'investment'.
- (6) (d) Change 'his car to start up' to 'his car start up'.
- (7) (c) Change 'when it catches fire' to 'when it caught fire' क्योंकि वाक्य Past tense में है और इसमें प्रयुक्त संज्ञाओं का वाक्य के tense के साथ agreement होना आवश्यक है।
- (8) (d) Change 'he went or not' to 'he had gone or not'.
- (9) (b) Change 'suits him and therefore' to 'suited him therefore'. Superfluous use of and. Incorrect use of tense.
- (10) (e) No error.

Solution TYE 08

- (1) (b) वाक्य में प्रयुक्त six block and thirty flats के स्थान पर six blocks and thirty flats का प्रयोग होगा। six is plural so write blocks.
- (2) (c) वाक्य में प्रयुक्त for better knowledge के स्थान पर for the better knowledge का प्रयोग होगा। 'knowledge' is particularised in the sentence.
- (3) (c) Change 'instead of 'to'. Preposition 'to' is used with prefer, senior, junior etc.
- (4) (d) वाक्य में प्रयुक्त by the train के स्थान पर by train का प्रयोग होगा। In phrases like by train, by water, by bus etc. we should not make any change.
- (5) (c) वाक्य में प्रयुक्त 'bad habit' के स्थान पर 'bad habits' का प्रयोग होगा, क्योंकि one of के बाद noun या pronoun के plural form का प्रयोग होता है।
- (6) (a) वाक्य में प्रयुक्त Myself and Ramanujam के स्थान पर Ramanujam and I का प्रयोग होगा।
- (7) (b) Change puzzled on' to puzzled over' Wrong use of preposition.
- (8) (b) Change 'inferior than' to 'inferior to'. Wrong use of preposition, since, inferior, superior, senior, junior, prefer etc. take preposition 'to' instead of 'than.'
- (9) (b) Change 'complained at 'to' complained about'. Wrong use of preposition.
- (10) (e) No error.

Solution TYE 09

- (1) (c) Change 'what he has said' to 'what he said'. Wrong use of tense.
- (2) (a) Change 'Not only the bandits robbed' to 'The bandits not only robbed'. Improper placement of conjunction.
- (3) (c) Change 'unless she does not have a strong desire to live' to 'unless she has a strong desire to live'. Avoid double negative.
- (4) (d) No error.
- (5) (b) Change 'cent per cent' to 'hundred per cent'. Cent per cent is a wrong expression.
- (6) (c) Delete 'the' before church. Wrong use of article 'the'. Public institutions, जैसे church, temple, hospital, mosque, school, prison, college etc. के पहले 'the' उसी स्थिति में लगता है जब व्यक्ति इन स्थानों पर किसी अन्य उद्देश्य से visit किया करते हैं।
- (7) (b) अगर वाक्य से hesitation, dislike तथा risk का बोध हो तो हमें verb infinitive के बदले gerund का प्रयोग करना चाहिए। अतः यहाँ talk के स्थान पर talking होना चाहिए।
- (8) (a) Change 'would have' to 'had'. See the structure of Conditional sentence.
- (9) (b) Change 'peak' to 'peaks'. After of noun is pluralised in such sentences.
- (10) (c) Change 'student' to 'students'. After 'of' noun is pluralised in such sentences.

Solution TYE 10

- (1) (d) Change 'are' to 'is'. When two nouns are joined by the conjunction; 'with', 'as well as', 'together with', 'besides' etc., the verb should agree with the 1st noun. इसी कारण वाक्य में 'are present here' के स्थान पर 'is present here' का प्रयोग होना चाहिए।
- (2) (a) Change 'Men' to 'Man'.
- (3) (c) Change 'early at' to 'early in'. Wrong use of preposition.
- (4) (d) No error.
- (5) (a) Change 'worn' to 'wore'. Wore is the past form of wear.
- (6) (e) No error. None can be used as singular and as plural also.

- (7) (d) Change 'from' to 'by'. Wrong use of preposition.
- (8) (b) Change 'a' to 'an'. Wrong use of article.
- (9) (a) Change 'love' to 'loved' or 'used to love'. Wrong use of verb tense.
- (10) (c) Change 'a duty cost' to 'a duty cast'.

Solution TYE 11

- (1) (d) Change 'the time' to 'about the time'. Wrong use of preposition.
- (2) (a) Change 'How do' to 'How did'. Wrong use of tense verb.
- (3) (b) Change 'sometime' to 'sometimes'. Wrong use of word.
- (4) (d) Change 'police dog jump' to 'police dog jumping'.
- (5) (d) Change 'on the door' to 'at the door'. Wrong use of preposition.
- (6) (c) Change 'of' to 'off'. Wrong use of phrase.
- (7) (b) Change 'attitudes' to 'attitude'.
- (8) (b) Change 'from the hand' to 'by the hand police'. Wrong use of verb phrase.
- (9) (d) Change 'for' to 'of'. Wrong use of preposition.
- (10) (d) Change 'her age' to 'at her age'.

Solution TYE 12

- (1) (b) Change 'taller' to 'tallest'. Wrong use of degree of adjective.
- (2) (c) Change 'who' to 'whom'. Wrong use of pronoun.
- (3) (c) Change 'or' to 'nor'. Wrong use of conjunction.
- (4) (c) Change 'since' to 'for'. For used for period of time.
- (5) (b) Change 'is divided' to 'are divided'. Here, committee is not used as Collective noun as a unit.
- (6) (e) No error.
- (7) (c) Change 'in its preference on' to 'in its preference to'. Wrong use of preposition. Preference के पश्चात् Preposition के रूप में 'to' प्रयोग किया जाता है।
- (8) (e) No error.
- (9) (d) Change 'should like to acquire' to 'would like to acquire'.
- (10) (a) Change 'If you absent' to 'If you absent yourself'. Absent be used reflexively.

Solution TYE 13

- (1) (a) Delete 'The'. Wrong use of definite article 'The'.
- (2) (c) Change 'are' to 'is'. Wrong use of verb. Here, twenty five kilometers is used as a unit, so singular verb is used.
- (3) (d) Change 'the French' to 'French'. Do not use definite article 'the' before name of language.
- (4) (b) Change 'to meet' to 'to meeting'. Wrong use of infinitive.
- (5) (d) Change 'do you' to 'won't you'. It is a request.
- (6) (b) Change 'a mason' to 'the mason'. Wrong use of article.
- (7) (b) Change 'make from' to 'make out'. Wrong use of preposition or phrasal verb.
- (8) (b) Change 'you will think' to 'will you think'. Proper use of Inversion is necessary in questions.
- (9) (d) No error.
- (10) (b) Change 'reached there' to 'did we reached there'. Wrong use of inversion.

Solution TYE 14

- (1) (a) It should be 'It being a very cold day'. This is the problem of dangling participle.
- (2) (c) Change 'be' to 'been'.
- (3) (a) Change 'will insist' to 'insist'. Do not use will after if in such Conditional Type of sentences.
- (4) (d) Delete had. It should be Subhash Chandra Bose died.
- (5) (c) Change 'is' to 'are'. Wrong use of singular verb. When two nouns are joined with the conjunction 'and' use plural verb वाक्यों में 'is' के साथ पर 'are' का प्रयोग होना चाहिए।
- (6) (d) Delete 'the' before most. Wrong use of article 'the'.
- (7) (c) Change 'keep his' to 'keep their'. Pronoun their refer to 'those persons' not 'he'.
- (8) (e) No error.
- (9) (b) Change 'are' to 'is'. Wrong use of plural verb with singular subject 'box'.
- (10) (b) delete 'to' after inform.

Solution TYE 15

- (1) (d) Change 'he does not do it' to 'he did not do it'. Wrong use of tense.
- (2) (b) Change 'his best' to 'one's best'. Wrong use of pronoun. one का possessive one's होता है, न कि his.
- (3) (a) Change 'deprived from' to 'deprived of'. Wrong use of preposition.
- (4) (c) Change 'thoroughly' to 'through'. Unnecessary use of adverb.
- (5) (b) Indirect speech में Interrogative word के बाद subject आता है और फिर verb. So it should be : The villager told us where the temple was and even led us to the spot.
- (6) (d) Change 'than' to 'but'.
- (7) (e) No error.
- (8) (c) Change 'to' to 'than'. rather के बाद than का प्रयोग किया जाता है, न कि to का
- (9) (b) Change 'manages to play' to 'managed to play'. Wrong use of tense verb. वाक्य Past tense structure पर आधारित है।
- (10) (c) Change 'to reinstated' to 'be reinstated'.

Solution TYE 16

- (1) (a) It should be 'Thinking that he had finally found'. The sentence is in Past tense so to use Present perfect is incorrect.
- (2) (c) It should be 'telecast by a commercial television channel'. The Past of telecast is telecast.
- (3) (c) It should be 'that you have made a mistake' or 'you have committed a mistake'.
- (4) (b) It should be 'he has six houses in Mumbai'. Generally, the verb 'have' is not used in continuous form.
- (5) (b) It should be 'if I was ill'. If the reporting verb is in Past, the tense of the reported speech be also Past.
- (6) (c) It should be 'he had bought it'. For the action completed first, use Past perfect tense.
- (7) (b) It should be 'is to reduce matter by an analysis'. Use article a/an before countables.
- (8) (c) It should be 'it was hardly ten'. Hardly has negative meaning. Avoid using double negative.
- (9) (c) It should be 'was deceived'. If two nouns are joined with; like, in addition to, together with, etc., the verb will be as per the 1st noun.
- (10) (c) It should be 'and were seeking a job'. Use Past verb before seeking.

Solution TYE 17

- (1) (a) Part (A) should be: 'As I prefer coffee to tea'. Prefer always take preposition 'to'.
- (2) (d) No error.
- (3) (b) Part (B) should be : ".....to find evidence....."
- (4) (d) No error.
- (5) (d) No error.
- (6) (c) Change 'then' to 'than'. Than is used here in conjunctions.
- (7) (b) Noun 'furniture' can't be pluralise as 'furnitures'. Part (b) should be : ".....with all the furniture'.
- (8) (d) No error.
- (9) (c) Insert definite article 'the' as. 'The Ganges and the Himalayas'.
- (10) (b) Change to 'is the better.....'. For the comparison of two, use Comparative degree.

Solution TYE 18

- (1) (a) Change the Part (A) to 'After he finished the work'.
- (2) (c) Change 'can' to 'could' as. 'Because they thought that they could now remove it with safety'. The sentence is in Past tense.
- (3) (c) Insert 'the' before United Nations.
- (4) (b) Change 'was' to 'were'.
- (5) (b) Part (B) should be, 'he was addicted to reading the jokes in punch aloud'. Gerund form is used in such sentence structure.
- (6) (a) Use either first or next in the sentence. Part (B) should be, 'Why not stop the first man you meet and ask' Or 'Why not stop the man you meet next and ask'.
- (7) (c) 'Unique' cannot be compared. Part (C) should be, 'a unique development'.
- (8) (a) Put out means to extinguish. Part (A) should be, 'Put out.'
- (9) (c) Part (C) should be, 'on the deck of the ship'.
- (10) (a) Always use auxiliary had after hardly. Part (A) should be, 'Hardly had the rains started'.

Solution TYE 19

- (1) (c) Change 'and not found out' to 'and are not found out'. Use of verb is necessary here.
- (2) (b) Change 'different' to 'differently'. Incorrect use of verb in place of adverb.
- (3) (c) Change 'leading the blinds' to 'leading the blind'. The blind means the blind people.
- (4) (a) Change 'took to drink' to 'took to drinking'.
- (5) (c) Change 'lot of money' to 'a lot of money' as 'A lot of' is a phrase.
- (6) (a) Change 'broadcasted' to 'broadcast'. Broadcasted is the past of broadcast.
- (7) (a) Change 'much' to 'many'. Much is used for uncountables.
- (8) (a) Change 'What, could have provoked him' to 'What provoked him'. Incorrect use of Perfect tense.
- (9) (a) Change 'They were rich zamindars in thirties'. to 'They had been rich zamindars in thirties'.
- (10) (c) Change 'as well as' to 'and'. Incorrect use of conjunction as well as.

Solution TYE 20

- (1) (b) Change 'broadcasted' to 'broadcast'.
- (2) (b) Change 'how could she kill' to 'how she could kill'. Incorrect use of inversion in Indirect speech.
- (3) (a) Change 'While walking slowly in the park'. to 'While he was walking slowly in the park'. This is a problem of unrelated participle.
- (4) (b) Change 'travelling became very pleasant'. to 'travelling has become very pleasant'. Incorrect use of tense.

- (5) (b) Change 'exposes' to 'expose'. Incorrect use of singular verb.
- (6) (c) Change 'and to have remembered for' to 'and to remember for'. Incorrect use of Perfect tense.
- (7) (c) Change 'we have been looking for' to 'we had been looking for'. Incorrect use of tense.
- (8) (c) Change 'look up the marketing' to 'look after the marketing'. Incorrect use of Phrasal verb.
- (9) (b) Change 'have overflown' to 'have overflowed'. Part (b) should be 'and the rivers have overflowed their banks'.
- (10) (b) Change 'persist' to 'persisted'. The sentence structure is in Past.

Solution TYE 21

- (1) (d) Change 'it is really made' to 'it was really made'. Incorrect use of tense in Indirect speech.
- (2) (b) Change 'has no dearth of' to 'have no dearth of'. Incorrect use of verb.
- (3) (c) Change 'than' to 'when'. Incorrect use of than with 'scarcely'.
- (4) (b) Change 'if I would have realised' to 'if I had realised'. See the structure of Conditional sentences.
- (5) (a) Change 'I am trying' to 'I have been trying'. Incorrect use of tense.
- (6) (b) Change 'but he turned it over' to 'but he turned it down'. Incorrect use of Phrasal verb.
- (7) (b) Change 'for the wall below' to 'against the wall below'. Incorrect use of preposition.
- (8) (a) Change 'criteria' to 'criterion'. Criteria is plural of criterion.
- (9) (b) Change 'will' to 'would'. The sentence structure is in Past.
- (10) (a) Delete 'for'. Incorrect use of preposition.

Solution TYE 22

- (1) (a) Change 'principal' to 'principle'. Incorrect use of word.
- (2) (d) Change 'future programmes' to 'its future programme'.
- (3) (a) Change 'Honesty, integrity and being intelligent' to 'Honesty, integrity and intelligence'.
- (4) (b) Change 'must have' to 'have to' or 'must'.
- (5) (c) Change 'which' to 'who'. 'who' is used for living persons.
- (6) (b) Change 'sang' to 'sung'. Incorrect past participle of verb.
- (7) (c) Change 'was able to dampen' to 'could dampen'.
- (8) (b) Change 'enough money' to 'any money'.
- (9) (c) Change 'were overlook' to 'were overlooked'. In passive structure IIIrd form of the verb is used.
- (10) (d) Change 'hostilities of that area' to 'hostilities in that area'.

Solution TYE 23

- (1) (c) Change 'was' to 'had'. Incorrect use of tense.
- (2) (a) Change 'to keep maintaining' to 'to maintaining'.
- (3) (a) Change 'Being the second' to 'It being the second'. It is a problem of unrelated participle.
- (4) (d) No error.
- (5) (a) Change 'Such of those who have not paid the fees' to 'They who have not paid the fees'.
- (6) (c) Insert himself after avail. Avail is used reflexively.
- (7) (b) Change 'for' to 'of' ".... of their health..."
- (8) (c) Omit 'about'. Part (C) should be : "....anything left to discuss."
- (9) (b) Change pronoun 'you' to 'he'. Part (B) should be : "..... where he was."
- (10) (c) Part (C) should be : "..... till you finish your work." In such type of sentences don't use will after; when, as soon as, till, after, as etc.

Solution TYE 24

- (1) (a) 'swam' की जगह 'swum' का प्रयोग होगा क्योंकि swim की IIIrd form swum होती है।
- (2) (b) 'more' का प्रयोग नहीं होगा, क्योंकि Double comparative का प्रयोग वाक्य में नहीं किया जाता है। Avoid using double comparatives in a sentence.
- (3) (d) 'A' की जगह 'The' का प्रयोग होगा। 'with the naked eyes' is correct expression.
- (4) (a) 'advices' की जगह 'advice' का प्रयोग होगा यहाँ 'advice' Uncountable noun है। We cannot pluralise advice as such (Advices).
- (5) (b) 'they' के बाद 'have' का प्रयोग नहीं होगा। This is a conditional sentence with following structure. Had they invited me, I would have attended the function.
- (6) (b) 'is' की जगह 'was' होगा, क्योंकि Indirect narration में है और चूँकि Reporting verb Past tense में है, अतः Reported speech में भी Past tense का प्रयोग होगा।
- (7) (a) 'don't' के बदले 'doesn't' का प्रयोग होगा,
- (8) (b) 'am' की जगह 'was' का प्रयोग होगा। The sentence structure is in Past.
- (9) (a) 'Cattles' की जगह 'Cattle' का प्रयोग होगा क्योंकि 'cattle' स्वयं plural noun है।
- (10) (b) 'than' की जगह 'to' का प्रयोग होगा। Superior, senior, junior, inferior, prior के साथ 'to' preposition लगता है।

Solution TYE 25

- (1) (c) 'not' का प्रयोग नहीं होगा। Avoid double negative. Lest का अर्थ ही negative होता है।
- (2) (c) 'to' के पहले 'how' का प्रयोग होगा। ध्यान दें इस तरह के वाक्यों में know के बाद how/when/where/what आदि में से अर्थ के अनुसार किसी एक का प्रयोग कर infinitive का प्रयोग करते हैं। जैसे :
 - (i) I do not know how to swim.
 - (ii) I don't know how to play carrom.
 - (iii) I do not know where to go.
- (3) (b) 'more' का प्रयोग नहीं होगा, क्योंकि Double comparatives का प्रयोग वाक्य में नहीं किया जाता है। जैसे : He is stronger than you. (न कि more stronger)
- (4) (d) No Error.
- (5) (d) 'good' की जगह 'well' का प्रयोग होगा, क्योंकि यह 'work' (verb) की विशेषता बतलाता है, और यह काम एक Adverb ही कर सकता है, न कि Adjective. well एक Adverb है तथा good एक Adjective है। Adjective qualifies a noun.
- (6) (c) 'as well as' के बदले 'and' का प्रयोग होगा। The structure of the sentence is Both...and.
- (7) (b) 'resembles' के बाद 'to' का प्रयोग नहीं होगा। सदैव याद रखिए कि resemble एक Transitive verb है। अतः इसके बाद सीधा object का प्रयोग किया जाता है। इसके बाद prepositions का प्रयोग गलत है।
- (8) (a) 'the two first' की जगह 'the first two', क्योंकि जब Ordinal number (जैसे first, second, third, last आदि) Cardinal number (जैसे one, two three, four आदि) का प्रयोग एक साथ करना हो, तो पहले Ordinal और तब Cardinal आता है।
- (9) (c) 'country' की जगह 'countries' का प्रयोग होगा। 'one of, most of' के बाद आने वाला Noun Plural होता है।
- (10) (c) 'then' की जगह 'when' का प्रयोग होगा। 'Hardly', 'Scarcely' के बाद conjunction 'when' का प्रयोग होगा। जैसे : Hardly/scarcely had she left the hotel when it began to rain.

Solution TYE 26

- (1) (b) 'he wrote' की जगह 'he had written' का प्रयोग होता है। जब Direct Narration में Reporting Verb, Past Tense में हो तथा Reported speech में Simple past का प्रयोग हो तो Indirect narration में Reported speech को Past Perfect Tense में बदला जाता है।
- (2) (d) 'one' पर 's (Apostrophe) का प्रयोग होता है। सही expression होगा one's living.
- (3) (a) 'to' का प्रयोग Superfluous (अनावश्यक) है।
- (4) (a) 'do not' का प्रयोग गलत है। Unless, until के साथ not का प्रयोग नहीं होगा। 'Unless' is itself negative.
- (5) (b) 'read' के पहले 'had' का प्रयोग होगा, क्योंकि जब Past की दो घटनाओं का वर्णन हो, जिनमें से एक पहले तथा दूसरी बाद में घटी हो तो पहली घटना के लिए Past Perfect तथा दूसरी के लिए Past Indefinite का प्रयोग करते हैं; जैसे :
 (i) After he had reached the station, the train arrived.
 (ii) The patient had died before the doctor reached here.
- (6) (c) 'other' का प्रयोग Superfluous (अनावश्यक) है।
- (7) (c) 'has' की जगह 'have' का प्रयोग होगा। वाक्य का subject 'The issues' है, जो कि plural है।
- (8) (d) 'its' की जगह 'a' का प्रयोग होना चाहिए। 'for a picnic' is correct phrase.
- (9) (b) 'snowed' की जगह 'snows' का प्रयोग होगा, क्योंकि 'Tomorrow' future को सूचित करता है, जबकि snowed, Verb 'snow' का Past रूप है जो कि Past tense में प्रयुक्त होता है। The use of future and past like this is an incorrect combination.
- (10) (a) 'between' की जगह 'among' का प्रयोग होगा। 'between' is used for two and 'among' for more than two.

Solution TYE 27

- (1) (a) 'swam' की जगह 'swum' का प्रयोग होगा क्योंकि swim की IIIrd form swum होती है।
- (2) (b) 'more' का प्रयोग नहीं होगा, क्योंकि Double comparative का प्रयोग वाक्य में नहीं किया जाता है। Avoid using double comparatives in a sentence.
- (3) (d) 'their' की जगह 'his' का प्रयोग होगा। With 'everyone, everybody, anyone, anybody' always use singular possessive pronoun (his or her).
- (4) (b) 'on' की जगह 'of' Preposition का प्रयोग होगा।
- (5) (c) 'hung' की जगह 'hanged' का प्रयोग होगा। Verb 'hang' has two forms and two meanings as per following:

Ist form	IInd form	IIIrd form
(i) Hang (लटकाना)	hung	hung
(ii) Hang (फाँसी देना)	hanged	hanged

 यही कारण है कि 'hang' की V-I form और V-III form रूप में confusion होता है।
- (6) (b) 'will' की जगह 'would' का प्रयोग होना चाहिए, क्योंकि वाक्य Past tense में है।
- (7) (b) refrain के बाद 'with' के स्थान पर, 'from' का प्रयोग होगा, क्योंकि refrain, abstain, prohibit आदि के बाद 'from' का प्रयोग होता है।
- (8) (c) 'to' के बाद 'that of' का प्रयोग होगा, क्योंकि comparison 'The Indian way' तथा 'the way of most of the countries' के बीच है।
- (9) (a) 'none' की जगह 'neither' का प्रयोग होगा। दो व्यक्तियों या वस्तुओं के लिए 'neither' का प्रयोग होता है, जबकि दो से अधिक के लिए 'none' का प्रयोग होता है।
- (10) (b) 'where had I' की जगह 'where I had' का प्रयोग होगा। In 'Indirect narration' the sentence changes from Interrogative to Affirmative.

Solution TYE 28

- (1) (b) 'homes' की जगह 'home' का प्रयोग होगा, क्योंकि 'at home' एक phrase है।
- (2) (e) No error.
- (3) (b) 'a' की जगह 'the' प्रयोग होगा। Superlative के Adjective से पहले 'the' का प्रयोग होता है।
- (4) (a) 'is' की जगह 'was' का प्रयोग होगा, क्योंकि 'in 1929' से Past time का बोध होता है। The whole sentence reflects action in the Past.
- (5) (a) 'Being' के पहले 'It' का प्रयोग होगा। This is the problem of unrelated participle.
- (6) (b) 'have' की जगह 'has' का प्रयोग होगा। 'Many a' के बाद Singular noun and singular verb का प्रयोग होता है। जैसे:
 (i) Many a pen is on the stool. (ii) Many a person comes here daily.
- (7) (b) 'is' का प्रयोग 'a digital computer' के बाद होगा। This is an Assertive sentence, not an interrogative one.
See the following examples :
 (i) I do not know where he lives (न कि where does he live?)
 (ii) I know what he says (न कि What does he say?)
- (8) (c) 'you'll pay' के बदले 'you pay' होगा। जब Principal clause में future Indefinite tense हो, तो subordinate clause में simple present का प्रयोग होता है।
- (9) (c) 'purchase' की जगह 'purchased' का प्रयोग होगा। This is a conditional sentence with the following structure:
Had + Sub + V-III...+would have + V-III?
- (10) (e) No error.

Solution TYE 29

- (1) (b) 'will' की जगह 'would' का प्रयोग होगा। When the sentence reflects an action in the past it is incorrect to use will.
- (2) (b) 'from' का प्रयोग Superfluous है।
- (3) (a) 'help' के पहले 'to' का प्रयोग नहीं होगा।
- (4) (b) 'has' की जगह 'had' का प्रयोग होगा। Reporting Verb में Past tense का प्रयोग है। अतः Indirect narration में Reported Speech में Present Perfect का प्रयोग नहीं होगा, Past Perfect का प्रयोग होगा।
- (5) (a) 'need' की जगह 'needs' का प्रयोग होगा। वाक्य का Subject 'our' country' Singular number में है।
- (6) (a) 'Instead of' की जगह 'In spite of' का प्रयोग होगा, क्योंकि 'Instead of' का अर्थ है 'के बदले में', किन्तु 'In spite of' का अर्थ है 'के बावजूद'।
- (7) (b) 'for' की जगह 'to' का प्रयोग होगा, क्योंकि yield के बाद 'to' preposition का प्रयोग होता है।
- (8) (d) 'than' की जगह 'to' का प्रयोग होगा। Remember use 'to' after, 'senior, junior, prefer, prior' instead of 'than'.
- (9) (b) 'last' की जगह latter का प्रयोग होगा, क्योंकि दो व्यक्तियों या वस्तुओं के क्रम को बताने के लिए 'latter' का प्रयोग किया जाता है, किन्तु दो से अधिक व्यक्तियों या वस्तुओं के क्रम को बताने के लिए 'last' का।
 जैसे :
 (i) Ramesh and Suresh are friends. The latter is an engineer.
 (ii) Ramesh, Suresh and Medha are friends. The last is a banker.
- (10) (b) 'surprised' के पहले were का प्रयोग होगा। This is a Passive structure.

Solution TYE 30

- (1) (c) 'eastern' के पहले 'the' का प्रयोग होगा।
- (2) (b) 'who do I want' के बदले 'whom I wanted' का प्रयोग होगा, चूँकि वाक्य में Reporting verb, Past tense में है। अतः Reported speech में भी Past tense का ही प्रयोग होगा। In Indirect narration the sentence changed to Affirmative.
- (3) (c) 'with' की जगह 'to' का प्रयोग होगा।
- (4) (b) 'will' की जगह 'would' का प्रयोग होगा, क्योंकि वाक्य में Reporting verb है, जिसकी Reporting verb 'She said' Past tense में है। The tense of the reported speech changes accordingly.
- (5) (b) 'are' की जगह 'am' का प्रयोग होगा। जब दो-दो subjects Either....or, Neither....nor, Not only...but also से जुड़ते हैं, तो verb पास वाले subject के अनुसार प्रयुक्त होती है।
- (6) (c) 'than' की जगह 'to' का प्रयोग होगा, क्योंकि preferable, senior, junior, superior, inferior, prior, anterior, posterior etc. के बाद 'to' का प्रयोग किया जाता है। जैसे :
(i) They are senior to me (न कि than me) (ii) I prefer tea to coffee.
- (7) (e) No error.
- (8) (c) 'then' का प्रयोग superfluous (अनावश्यक) है। As because, since, as soon as के बाद therefore, so, then आदि का प्रयोग नहीं किया जाता है।
- (9) (e) No error.
- (10) (d) 'any' के बाद 'other' का प्रयोग होगा।

Solution TYE 31

- (1) (a) 'Being' की जगह 'That, Because, Since, As' आदि में से किसी का प्रयोग होगा। In this question Being is used in place of That or Because or Since or As.
- (2) (b) 'their' की जगह 'its' का प्रयोग होगा, क्योंकि वाक्य का subject 'the college' IIIrd Person Singular number में है और इसके लिए यहाँ Pronoun its का प्रयोग किया जाएगा।
- (3) (d) 'A' की जगह 'The' का प्रयोग होगा। 'with the naked eyes' is correct expression.
- (4) (a) 'advices' की जगह advice का प्रयोग यहाँ 'advice' Uncountable noun है। We cannot pluralise advice as such (Advices).
- (5) (b) 'have' की जगह 'has' का प्रयोग होगा। 'Many a' के बाद singular noun and singular verb का प्रयोग होता है। जैसे :
(i) Many a pen is on the stool.
(ii) Many a person comes here daily.
- (6) (e) No error.
- (7) (e) No error.
- (8) (a) No sooner के बाद 'had' का प्रयोग होगा, क्योंकि No sooner के बाद Auxiliary verb लगाना आवश्यक है। This is the question of inversion.
- (9) (a) 'fled' के बाद 'away' का प्रयोग Superfluous (अनावश्यक) है, क्योंकि 'fled' का अर्थ ही run away होता है। This is the question of superfluous expression.

Solution TYE 32

- (1) (b) 'is having' की जगह 'has' का प्रयोग होगा। Possession बताने वाले verbs (जैसे own, possess, have, belong आदि) का प्रयोग Continuous tense में नहीं होता है, बल्कि Simple Present में होता है।
- (2) (c) 'as' की जगह 'that' का प्रयोग होगा, क्योंकि वाक्य का structure 'so....that' पर आधारित है।
देखें :
(i) He is so poor that he cannot buy a pen.
(ii) She is so weak that she cannot climb up the stairs.
- (3) (c) 'Governor chamber' की जगह 'Governor's chamber' का प्रयोग होगा। This is the question of use of apostrophe.
- (4) (c) 'has' की जगह 'have' का प्रयोग होगा, क्योंकि वाक्य का Subject 'Congress dissidents and a wide range' है, जो Plural number में है। If the subject is plural, verb is plural.
- (5) (a) 'would have' की जगह 'had' का प्रयोग होगा। This is a Conditional sentence with specific structure:
IF + Subject + had + V-III + Would have + V-III.
- (6) (d) 'were' की जगह 'was' का प्रयोग होगा। जब दो Subjects with, as well as, along with, in addition to, besides, together with आदि से जुड़ते हैं, जो Verb इन Conjunction के पहले आने वाले Subject के Number और Person पर निर्भर करता है। If this subject is singular, verb is singular, If subject is plural, verb is plural.
- (7) (a) 'No' के बाद 'other' का प्रयोग करना पड़ेगा। While making comparison the item (being compared) is required to be excluded. As:
No other girl of this class is so/as beautiful as Rani.
- (8) (c) 'have' की जगह 'had' का प्रयोग होगा। Reporting verb Past tense में है।
- (9) (c) 'have' की जगह 'has' का प्रयोग होगा, क्योंकि वाक्य का Subject 'A letter' Singular number में है।
- (10) (b) 'kilogram' के पहले 'a' का प्रयोग होगा, क्योंकि kilogram एक Countable noun है।

Solution TYE 33

- (1) (a) 'is' की जगह 'was' का प्रयोग होगा। The sentence reflects an action in the past.
- (2) (a) 'his' की जगह 'one's' का प्रयोग होगा, क्योंकि 'one' का Possessive 'one's' होता है।
- (3) (a) 'under' की जगह 'in' preposition का प्रयोग नहीं होगा। Sit in the shade of a tree तथा Sit under a tree होता है।
- (4) (c) 'was' की जगह 'is' का प्रयोग होगा, क्योंकि वाक्य Present tense (It is summer) में है।
- (5) (b) 'for' की जगह 'to' का प्रयोग होगा, क्योंकि yield के बाद 'to' preposition का प्रयोग होता है।
- (6) (d) 'than' की जगह 'to' का प्रयोग होगा। After, senior, junior, prefer, prior, etc., always use 'to' instead of 'than'.
- (7) (a) 'cattles' की जगह 'cattle' का प्रयोग होगा, क्योंकि 'cattle' स्वयं plural noun है।
- (8) (b) 'than' की जगह 'to' का प्रयोग होगा। Superior, senior, junior, inferior, prior के साथ 'to' preposition लगता है।