

GENERAL ENGLISH

(INCLUDING USAGE, COMPREHENSION,  
PRECIS AND LETTER-WRITING)



UPKAR'S

# COMPENDIUM GENERAL ENGLISH

Dr. B. B. Jain

 **UPKAR'S**  
**COMPENDIUM**  
**GENERAL**  
**ENGLISH**

**Including Usage, Comprehension, Precis  
and Letter-Writing**

**(An Indispensable Book for Undergraduate Students)**

*By*

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*Revised & Enlarged Edition*

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## Preface

Adding a new book on English Grammar and Usage to the existing flood of books on the subject sounds rather audacious. But strangely enough, it is this flood of books, some of which are spurious and others too technical and abstruse to be followed by the learner, that has prompted the present author to write a new book on Applied Grammar, Usage and Comprehension which could well serve as a practical handbook and guide to the learning of English Language both by the primary as well as advanced learners.

English is indeed a difficult language to learn, and the rules of Formal and Applied Grammar and Usage which govern it are equally difficult for the learner to understand and apply correctly. This is more so because there are many exceptions to most of the rules. The learner would therefore need not only an explication of the rules but also a large number of illustrative examples and exercises for practice. This point has been kept in mind all through the course of writing of this book. The book has, therefore, turned out to be not only a complete Textbook of Grammar, but also a comprehensive Desk-book for practice.

The book is designed to be all-comprehensive in its range and scope. It has 45 Chapters which, as the contents would show, cover practically all aspects of Applied Grammar, Usage, Word-Formation, Comprehension, and Composition. It represents a synthesis of the traditional and structural methods to teach the learner how to read, write, and speak English correctly, idiomatically and fluently. While dealing with the grammatical and structural problems under various chapters, special attention has been paid to the intricate and ticklish problems which even the advanced students have to face. These problems relate particularly to the correct use of Syntax, Articles, Prepositions, Auxiliaries, Non-Finite Verbs, Position of Adverbs, Tense and Time sense, and Phrasal expressions. Due attention has also been paid to the special requirements of the candidates appearing at various competitive examinations at the State and Central levels.

It is confidently hoped that the book would serve as a complete and practical textbook and manual of English Grammar, Usage and Comprehension to the candidates preparing for the various University and competitive examinations throughout the country.

—B.B. Jain

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# 1

# Some Basic Concepts

## Letters and Syllables

**Letters**—There are 26 Letters in English. They can be classified into **two** groups :

- (i) **Vowels**
- (ii) **Consonants**

**Vowels**—The Letters that can be pronounced without the help of any other Letter are called Vowels. They are five—**a, e, i, o, u.**

**Consonants**—The remaining 21 Letters are called consonants. They cannot be pronounced without the help of a Vowel.

**Note**—W and Y are the two Letters that can be used both as Vowels and Consonants.

**Words**—Any sound produced by the mouth, which has a meaning, is called a word. A word is formed by one or more Letters.

**Syllables**—The part of a word pronounced in one instance is called a syllable. A word can have one or more syllables.

**As :**

- (i) Words of one syllable : you, me, go, run, sit, etc.
- (ii) Words of two syllables : Fa-ther, Wa-ter, mon-key, beau-ty, etc.
- (iii) Words of more than two syllables : Beau-ti-ful, de-mo-cra-cy; po-si-bi-li-ty, etc.

**Sentence**—“A combination of words that makes **complete** sense is called a sentence.”

—(J. C. Nesfield)

“A group of words which makes **complete** sense is called a sentence.”

—(Wren and Martin)

**Phrase**—“A combination of words that makes sense, but **not complete** sense, is called a phrase.”

—(Nesfield)

“A group of words which makes sense but not complete sense, is called a phrase.”

—(Wren and Martin)

**As**—of great courage, at the door, sands of time, etc.

**Clause**—“A group of words which forms part of a sentence, and contains a subject and a predicate, is called a clause.”

—(Nesfield)

He said **that he was not well.**

Do you know the man **who came here yesterday ?**

## Kinds of Sentences

Sentences are of **Four** kinds :

**1. Assertive or Declarative Sentence**—A sentence that makes a **statement** or **assertion** is called an **Assertive** or **Declarative** sentence.

**As**—India is a great country.

He is a noble man..

**2. Interrogative Sentence**—A sentence that asks a **question** is called an **Interrogative** sentence.

**As**—What is your name ?

Is he a dependable man ?

**3. Imperative Sentence**—A sentence that expresses a **command**, a **request** or an **entreaty** is called an **Imperative** sentence.

**As**—Be quiet.

Go away from here.

Forgive us.

**4. Exclamatory Sentence**—A sentence that expresses a sudden feeling of pleasure, sorrow, anger or surprise is called an **Exclamatory** sentence.

**As**—Alas ! I am ruined.

What a terrible shock it was !

How shameful !

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## Parts of Speech

Different words used in a sentence have different functions. According to these functions, words can be classified into 8 categories. No word has any fixed category. Its category depends upon its function in a sentence.

These eight categories are called **Parts of Speech**—

**1. Noun**—“A **noun** is a word used as the name of a person, place, or thing.”

—(Wren and Martin)

As—Ram, table, sweetness, iron, sheep, etc.

**2. Pronoun**—“A **pronoun** is a word used instead of a noun.”

—(Wren and Martin)

As—he, she, you, I, we, it, they, etc.

**3. Adjective**—“An **Adjective** is a word used to add something to the meaning of a noun (or a pronoun).

—(Wren and Martin)

An adjective qualifies a noun or a pronoun.

As—a **good** boy, a **fast** train, **much** labour, **five** coins.

**4. Verb**—“A **verb** is a word used to say something about some person, place, or thing.”

—(Wren and Martin)

As—She **went** to school.

Kanpur **is** an industrial town.

He **is** dumb.

**5. Adverb**—“An **Adverb** is a word used to add something to the meaning of a verb, an adjective, or another adverb.”

—(Wren and Martin)

As—

He worked **hard**.

He came **suddenly**.

She is **very** slow.

She finished her work **very** quickly.

**6. Preposition**—“A **Preposition** is a word used with a noun or a pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else.”

—(Wren and Martin)

As—**on** the road, **in** the house, **by** courtesy, **with** him, etc.

**7. Conjunction**—“A **conjunction** is a word which is used to join words, phrases, clauses, and sentences to one another.”

—(Wren and Martin)

As—Ram **and** Shyam, through thick **and** thin, He ran fast **but** missed the train.

**8. Interjection**—“An **Interjection** is a word which expresses some sudden feeling.”

—(Wren and Martin)

As—Alas ! Hurrah, Oh !

Bravo, etc.

# 2

# Syntax

**Syntax** means sentence-structure. There are certain rules of sentence-structure, which we must know and apply carefully. There are indeed some exceptions to these rules, but these exceptions are also governed by some rules. These rules must be applied keeping in mind their external forms as well as their spirit.

## Concord or Agreement

In the rules of syntax the most important ones are those of **concord** or **Agreement**. Every sentence has a subject, a verb and a predicate. There must be an agreement between these three parts of a sentence. There must be an agreement between the **Person**, **Number**, **Gender** and **Tense** used in the different parts of the sentence.

“By concord is meant formal agreement in person, number, gender or tense between two or more parts of a sentence.”

### Agreement of the Verb with the Subject

#### Subject—Verb Agreement

**Rule 1**—The **Verb** must agree with its **Subject** in **Number** and **Person**. The Number and Person of the verb must be in agreement with the Number and Person of its Subject. A Singular subject must have a Singular Verb, and a Plural Subject must have a Plural Verb.

#### Formula—

Subject	Verb
I	go
We	go
You	go
He	goes
They	go
Ram	goes
A bird	flies
Birds	fly

#### Formula—

Subject	Verb
Singular	Singular
Plural	Plural

#### Note—

(i) It should be remembered that a verb has a **Singular** or a **Plural** Number in the **Present Tense** only. In the Past Tense the Singular and the Plural forms of the verb are the same. In the original form a verb is supposed to be in the Plural Number and Present Tense. When ‘s’ or ‘es’ is added to the verb, it becomes a verb in the Present Tense and Singular Number. As—

Plural Verb in the Present Tense	Singular Verb in the Present Tense
Sit	Sits
Run	Runs
Eat	Eats
Go	Goes
Fly	Flies
Play	Plays
Smile	Smiles

It should be remembered here that when ‘s’ or ‘es’ is added to a verb, it becomes Singular, but when ‘s’ or ‘es’ is added to a Noun, it becomes Plural.

Singular Noun	Plural Noun
Book	Books
Dog	Dogs
House	Houses
Bench	Benches
Branch	Branches

#### Formula—

Verb + s/es	=	Singular
Noun + s/es	=	Plural

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(ii) Special attention needs to be paid to verbs ‘to be’. **Am, is, are, was, were** are called verbs ‘to be’. Their forms change according to their Person in the Singular Number only, but in the Plural Number they remain the same with all Persons. As—

	Singular	Plural
First Person	I am/was	We are/were
Second Person	You are/were	You are/were
Third Person	He is/was	They are/were It is/was

(iii) The following are the **Singular** and **Plural** forms of **Verbs ‘to be’ and has and have**—

Singular	Plural
is	are
am	are
was	were
are	are
has	have
have	have

(iv) **will, shall, would, should** always take **have** after them; they never take **has**, whether the subject is Singular or Plural. As—

1. I **shall have** a new ball.
2. We **shall have** new balls.
3. He **will have** a new ball.
4. They **will have** new balls.

Thus, according to Rule 1 above—

(a) If the subject is in First Person, Singular Number or Plural Number, the verb will be accordingly in the First Person, Singular Number or Plural Number. As—

1. I **am** late.
2. We **are** late
3. I **love** children
4. We **love** children.

(b) If the subject is in Second Person, Singular Number or Plural Number, the verb will be accordingly in the Second Person, Singular Number or Plural Number. As—

1. You **are** a scholar.  
(‘you’ Singular Number)
2. You **are** all afraid. (‘you’ Plural Number)
3. You **go** there. (Singular Number)
4. You **go** there. (Plural Number)

**Note**— It should be remembered that in English **I** and **you** are used as if they are in Plural Number. Therefore, with **I** and **you** the verb is always used in Plural Number. However, **I** takes **am** in the Present tense and **was** in the Past tense.

(c) If the subject is in Third Person, Singular or Plural Number, the verb will be accordingly in Third Person, Singular or Plural Number. As—

1. **He is** poor.
2. **They are** poor.
3. **He reads** a book.
4. **They read** books.
5. **He has** a new house.
6. **They have** a new house.

### Exercise

**(A) Correct the following Sentences :**

1. Birds flies.
2. Dogs is barking.
3. The child weep.
4. Darkness prevail.
5. Flowers is blooming.
6. The sun rise in the east.
7. The father and son works in the field.
8. All the students is present today.
9. He love his friend.
10. You and I goes to school.
11. I reads a novel.
12. You has a new pen.

**Hints**— 1. fly; 2. are; 3. weeps; 4. prevails; 5. are; 6. rises; 7. work; 8. are; 9. loves; 10. go; 11. read; 12. have.

**(B) Fill in the blanks in the following sentences with the correct verb from those given in brackets :**

1. His teeth ..... dirty. (are, is)
2. Where ..... all these men going ? (are, is)
3. Whose books ..... these ? (is, are)
4. All his sheep ..... grazing in the field. (are, is)
5. Do you know who this gentleman ..... ? (is, are)

6. My parents ..... here yesterday.  
(was, were)
7. My work ..... been finished.  
(has, have)
8. All my friends ..... gone. (has, have)

**Hints**— 1. are; 2. are; 3. are; 4. are; 5. is; 6. were;  
7. has; 8. have.

### Exceptions To Rule 1. Above

It has been said in Rule 1. above that a Singular Subject takes a Singular Verb and a Plural Subject takes a Plural Verb. There are, however, the following **three exceptions** to this general rule :

#### (1) Dare not and Need not

These are the two typical Verbs which in **Negative Sentences** (where **dare** and **need** are followed by **not**) are used in the Plural form even with Singular Subjects.

“The third person singular is **need**,’ and not ‘**needs**’ just as ‘**dare**’ is used for ‘**dares**’ provided it is followed by a negative.” —(Nesfield)

As—

1. He **dare** not oppose me.
2. They **dare** not oppose me.
3. He **need** not go.
4. They **need** not go.

**Note**—If **dare** and **need** are used in the affirmative sense (*i.e.* without ‘**not**’) they take Plural form with the Plural Subject and Singular form with the Singular Subject.

As—

- |                      |                       |
|----------------------|-----------------------|
| 1. He <b>dares</b> . | 2. They <b>dare</b> . |
| 3. He <b>needs</b> . | 4. They <b>need</b> . |

#### (2) Verbs of Supposition/ Subjunctive Mood

The second exception to Rule 1 above is that **Plural Verb** is used with **Singular Subjects** in sentences expressing mere imagination or impossible hope, wish or condition. As—

1. If I **were** a bird.
2. **Were** I a king.
3. How I wish she **were** here.
4. If I **were** you, I would do it.
5. He behaved as if he **were** our master.

#### (3) Verbs of Wish/Blessing

The third exception is that in sentences expressing deep and sharp wish, blessing or hope, Plural Verb is used with Singular Subjects. In these sentences the verb is used in the Subjunctive Mood. This use is now confined to a few sentences only. As—

1. Long live the King.
2. God save the King.
3. Lord bless you.
4. Long live our friendship.

### Exercise

**Fill in the blanks with the correct verb from those given in brackets :**

1. She ..... not come before me. (dare, dares)
2. He ..... not to do it. (need, needs)
3. He ..... to challenge me. (dare, dares)
4. She ..... to go very early. (need, needs)
5. Ram ..... not tell a lie. (dare, dares)
6. I wish my father ..... alive. (was, were)
7. ..... he in England to see the coronation ! (was, were)
8. If I ..... you, I would never accept it. (was, were)

**Hints**— 1. dare; 2. need; 3. dares; 4. needs; 5. dare; 6. were; 7. were; 8. were.

**Rule 2**—If **two or more Singular Subjects** are joined with **and**, they take verb in the Plural Number. As—

1. Ram **and** Mohan **come** here every day.
2. The father **and** son **work** together.
3. Lightning **and** thunder **come** together.
4. Shyam, Mohan **and** Ashok **have** come.

**Rule 3**— If **two Singular Nouns** point to only **one** person or thing, they take verb in the Singular Number. As—

1. The great poet and scholar **is** dead.
2. My friend and benefactor **has** come.
3. The great warrior and patriot **is** being honoured.
4. The chief Engineer and Manager of the factory **has** agreed.

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**Note**— It should be kept in mind that when two Nouns point to only one person or thing, the article is used **only once** with the first noun. If the article is used before both the Nouns separately, they would mean to point to two persons or things, and in that case Plural Verb would be used. As—

The Chief Engineer and the Manager of the factory **have** agreed.

### Exercise

**Correct the following sentences :**

1. Hari and Ram is close friends.
2. A man and his wife is standing at the door.
3. Your house and mine has been damaged.
4. The father and son was here yesterday.
5. Mohan and his friend was travelling together.
6. A car and a scooter has collided.
7. I and my friend was injured.
8. The great orator and scholar have been honoured.
9. The noted actor and musician are giving a demonstration.
10. My guide and guardian are here today.
11. The Chairman and Director are going to preside over the meeting.
12. The Governor and Chancellor of the University have passed this ordinance.

**Hints**— 1. are; 2. are; 3. have; 4. were; 5. were; 6. have; 7. were; 8. has; 9. is; 10. is; 11. is; 12 has.

**Rule 4**—If two Subjects taken together mean **one thing only**, they take the verb in the Singular Number. As—

1. **Bread and butter makes** a good breakfast.  
(Taken together)
2. The horse and carriage **stands** at the door.
3. Slow and steady **wins** the race.
4. Early to bed and early to rise

**Makes** a man healthy, wealthy and wise.

**Rule 5**—If two or more Subjects have **each** or **every** before them, they take the verb in the Singular Number. Remember that **each** and **every** are used before Singular Nouns only. As—

1. Each boy and girl **has** to go.
2. Every man, woman and child **was** glad.
3. Each day and each hour **is** important.
4. Every boat and every sailor **was** lost in the storm.

**Rule 6**—If two or more **Singular Subjects** are joined by **or, nor, either... or, or neither... nor**, they take a Singular Verb. As—

1. Either Ram or Shyam **is coming** today.
2. Neither he nor I **was** there.
3. Neither food nor water **was** available there.
4. No boy or girl **was** present on the field.

**Rule 7**—If two or more Subjects are joined by **or, nor, either ... or, or neither ... nor**, and if they are of **different Numbers**, the **Plural Subject** is placed near the verb and the verb is used in the **Plural Number**. As—

1. Neither the teacher nor his **students were** present there.
2. Either Ram or his **friends have** broken the glass.
3. Ram or his brothers **are** expected to come.
4. Mohan nor his **friends were** invited.

**Rule 8**—If two or more Subjects are joined by **or, nor, either ... or, or neither ... nor**, and if they are of **different Persons**, the verb is used according to the **subject nearest to it**. As—

1. You or Ram **is** responsible for it.
2. Either you or I **am** correct.
3. Neither he nor you **are** to blame.
4. Either she or you **have** to do it.

**Rule 9**—If two or more Subjects are joined by **and**, and if they are of **different Numbers** and **different Persons**, the verb is always used in the **Plural Number**. Also, if the subjects have any **First Person**, the verb will be in **First Person Plural**, but if there is no First Person, but there is a Second Person, the verb is used in the **Second Person Plural Number**. As—

1. He and I **are** going.

2. My father and I **have** known him for many years.
3. You and he **are** well known here.
4. You and I **have** done our best.

### *Exercise*

**Correct the following sentences :**

1. Pen and ink are my first requirement.
2. The crown and glory of life have departed.
3. Rice and fish make my favourite dish.
4. Milk and honey are a rich tonic.
5. Truth and honesty are the best policy for success in business.
6. The sum and substance of the matter are that his policy is bad.
7. The joy and happiness of life come from honest labour.
8. Bread and water are the basic need.
9. The long and short of the matter are this.
10. Mercy and kindness are the teaching of all religions.

**Hints**— 1. is; 2. has; 3. makes; 4. is; 5. is; 6. is; 7. comes; 8. is; 9. is; 10. is.

### *Exercise*

**In each of the following sentences supply a verb in agreement with its subject :**

1. Each boy and girl ..... ready to go.
2. Every table and chair ..... broken.
3. Every man, woman and child ..... to work in the field.
4. Each hour and each minute ..... important in life.
5. Every horse and camel ..... sold away in the fair.
6. Every cup and saucer ..... the name of the company printed on it.
7. Each boy and girl ..... given a prize.
8. Each page and line ..... badly printed.
9. Each man and woman ..... ashamed of the incident.
10. Each car and scooter ..... been removed.

**Hints**— 1. is; 2. is; 3. has; 4. is; 5. has been; 6. has; 7. was; 8. is; 9. was; 10. has.

### *Exercise*

**Fill in the blanks in the following sentences with appropriate verbs from those given in brackets against each sentence :**

1. Neither of these men ..... come here before. (**has, have**)
2. Either Ram or Mohan ..... a fool. (**is, are**)
3. Neither tree nor bush ..... there. (**was, were**)
4. No man or woman ..... found there. (**was, were**)
5. Neither of these sisters ..... qualified for the post. (**is, are**)
6. Neither the leader nor his followers ..... arrested. (**was, were**)
7. Either he or his friends ..... answerable for it. (**is, are**)
8. Neither the principal nor his teachers ..... ever attended the meeting. (**have, has**)
9. Neither the commander nor his soldiers ..... hurt in the action. (**was, were**)
10. Either she or her sisters ..... responsible for it. (**are, is**)
11. Either I or he ..... to blame. (**is, are**)
12. Neither he nor you ..... expected there. (**are, is**)
13. Either I or he ..... to bear the brunt. (**has, have**)
14. Either he or you ..... spoilt the game. (**has, have**)
15. He or I ..... to suffer. (**has, have**)
16. Ram and I ..... class-mates. (**are, am**)
17. I and you ..... participating in the debate. (**are, am**)
18. He and you ..... well known here. (**is, are**)
19. She and you ..... to be present there. (**has, have**)
20. He and I ..... lived in the same house. (**has, have**)

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**Hints**—1. has; 2. is; 3. was; 4. was; 5. is; 6. were; 7. are; 8. have; 9. were; 10. are; 11. is; 12. are; 13. has; 14. have; 15. have; 16. are; 17. are; 18. are; 19. have; 20. have.

### Collective Noun and the Verb

**Rule 10**—With collective Nouns verbs can be used either in the Singular or the Plural Number according to sense. If a Collective Noun represents a whole group or a body (institution), it takes a Singular Verb. But if the Collective Noun represents a part or parts or division of a body, it takes a Plural Verb.

The important Collective Nouns are these : Government, Parliament, Assembly, Council, committee, army, crew, staff, jury, fleet, crowd, majority, mob.

As—

1. The committee **has** agreed on this issue.  
(The verb is Singular because there is no division in the committee.)
2. The committee **are** divided on this issue.  
(Here the verb is Plural because the committee is divided.)
3. The crew **is** well trained.  
(Here the verb is Singular because the "crew" represents one undivided group.)
4. The crew **were** taken prisoners.  
(Here the verb is Plural because the members of the crew have to be taken prisoners separately.)

**In the same way—**

5. The Parliament **has** elected its Speaker.
6. The military **were** deployed over the troubled area.
7. The fleet **has** touched the shore.
8. The Government **have** decided to introduce the Bill.
9. The Assembly **is** in session
10. The mob **has** dispersed.
11. The mob **have** started throwing stones.
12. The jury **has** come to a unanimous verdict.
13. The jury **are** divided in opinion.

### Some Typical Nouns and the Verb

**Rule 11**—Some Nouns appear to be Plural in form, but actually singular in meaning . These nouns take the verb in the singular number.

The important Nouns of this type are News, Wages, Physics, Politics, Mathematics, Economics, Innings (both Singular and Plural), Gallows.

As—

1. Politics **is** not an easy game.
2. Mathematics **is** a difficult subject.
3. The wages of sin **is** death.
4. The news **is** correct.
5. Their first innings **was** disappointing.

**Rule 12**—Some Nouns appear to be Singular in form, but they are actually Plural in meaning and sense. These nouns take a Plural Verb. The more important of them are—Dozen, score, million, hundred, thousand, people, cattle. As—

1. A dozen **were** injured.
2. A million **were** affected by the drought.
3. A score **were** saved.
4. The cattle **are** grazing.
5. The people **are** satisfied.

**Rule 13**—If a Subject has such words or phrases as **with**, **together with**, **along with**, **in addition to**, **as well as** connected with it, these connected words or phrases do not affect the verb in any way (because they are parenthetical words or phrases) and the verb is used according to the real Subject. As—

1. The commander, with all his soldiers, **was** killed.
2. The chief cashier, together with all his men, **has** been dismissed.
3. He, as well as his friends, **has** failed.
4. Ram, like Mohan and Sohan, **is** fond of pictures.

**Note—**

Such other words and phrases are—like, and not, in addition to, no less than, rather than, more than, unlike, besides, including, excluding.

### Exercise

**Fill in the blanks in the following sentences with appropriate verbs from those given in brackets against each sentence :**

1. The commission ..... divided in their opinion on this issue. (are, is)
2. The committee ..... arrived at a unanimous decision. (has, have)
3. The ship sank and the crew ..... seen making efforts for life. (was, were)
4. The Government ..... been deliberating over this issue for the last two years. (have, has)
5. The public ..... cast its vote in favour of those who are honest and dependable. (has, have)
6. The Staff Council ..... unanimously passed this resolution. (has, have)
7. The Governing Body ..... not yet arrived at any agreeable decision. (have, has)
8. The jury... awarded death punishment on him in one voice. (has, have)
9. The mob ..... always fickle-minded. (is, are)
10. The Parliament ..... elected its Speaker without voting. (has, have)

**Hints**—1. are; 2. has; 3. were; 4. have; 5. has; 6. has; 7. have; 8. has; 9. is; 10. has.

### Relative Pronoun and Verb

**Rule 14**—If the Subject of a verb is a Relative Pronoun (**who, whom, whose, which, that**), the verb is used according to the Number and Person of the Antecedent (*i.e.* Noun or Pronoun used before it). As—

1. I, who **am** your friend, should help you.
2. You, who **are** my friend, should help me.
3. He, who **is** your friend, should help you.
4. The pen, which **is** in your hand, **is** mine.
5. The book, that **is** on the table, **is** very interesting.
6. He is one of those boys who **work** very hard.

**Rule 15**—If a Plural Noun denotes a definite quantity or number, or amount, or distance, or if it denotes the name of a country or title of a book, it takes a Singular Verb with it. As—

1. **The United States of America** is the most powerful country.
2. **Gulliver's Travels** is a novel of adventure.
3. Sixty miles **is** not a long distance for a motorist.
4. Ten lakh rupees **is** a huge sum.
5. Four quintals **is** a heavy load for a camel.

### Exercise

**Correct the following sentences :**

1. We, who is your loyal followers, should be trusted.
2. I, who is your servant, must obey you.
3. The books, which is sold here, are all old ones.
4. This is one of the books which is most popular.
5. He is one of those servants who is absolutely honest.
6. The cars that runs fastest are low-roofed.
7. He is one of the greatest leaders that has ever lived.
8. The books that was found here were mine.
9. Where are your friends who comes here every day ?
10. I don't remember the lesson that were taught yesterday.
11. Lamb's **Tales** are a very interesting book.
12. Even ten thousand rupees are a big sum for me.
13. The United States of America are the most advanced country today.
14. Twenty miles are a long distance for a pedestrian.
15. Five hundred rupees are a big sum for a poor man.

**Hints**—1. are; 2. am; 3. are; 4. are; 5. are; 6. run; 7. have; 8. were; 9. come; 10. was; 11. is; 12 is; 13. is; 14. is; 15. is.

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**Rule 16**—There are certain things which are made of two major parts. Such things are supposed to be in Plural Number and a Plural Verb is used with them. (Such common things are—Trousers, Scissors, spectacles, shears, tongs, etc.)

As—

1. Your trousers **are** dirty.
2. Your scissors **are** blunt.
3. The tongs **are** missing.
4. Where **are** your spectacles ?

**Note**—These things can also be referred to as A **pair of** ..... In that case only a Singular Verb will be used. As—

1. A pair of trousers **is** ready for you.
2. A pair of scissors **is** on the table.

**Rule 17**—If the Subject of a sentence is some infinitive/ gerund / phrase / clause, only a Singular Verb will be used. As—

1. **Walking** is a good exercise.
2. **To work** hard is his lot.
3. **How to reach there** is the problem.
4. **That he is honest** is known to all

### Exercise

**Correct the following sentences :**

1. Your trousers is ready.
2. Where is the scissors ?
3. Your scissors does not cut well.
4. My spectacles has been broken.
5. Here are a pair of trousers for you.
6. This pair of scissors are very sharp.
7. His tongs has been lost.
8. Telling lies are a bad habit.
9. Sun-bathing are good in cold countries.
10. Cheating your friends have become your habit.
11. To fish in deep waters are his hobby.
12. To insult the poor show lack of culture.
13. What to do in this case are my problem.
14. How to help this poor woman are our first consideration.
15. That he will be suspended are the foregone conclusion.
16. That he will win are certain.

17. That he is your brother now stand confirmed.
18. Late rising make him late every day.

**Hints**—1. are; 2. are; 3. do; 4. have; 5. is; 6. is; 7. have; 8. is; 9. is; 10. has; 11. is; 12. shows; 13. is; 14. is; 15 is; 16. is; 17. stands; 18. makes.

**Rule 18**—There are certain Adjectives which, when joined with the Article **the**, become Plural Nouns. They take the verb in the Plural Number. (The more common of these adjectives are—Poor, rich, humble, blind, honest, dumb, etc.)

As—

1. **The poor** **are** honest.  
("The poor" means "poor men")
2. **The rich** **are** not used to physical labour.  
("The rich" means "rich men".)
3. **The dumb** **do** not speak.
4. **The virtuous** **are** respected.

**Rule 19**—If in a certain sentence the **Subject** carries its **Apposition** with it, the verb will be used according to the actual Subject, not according to its Apposition. As—

1. **I, the Manager of the Mill**, am not happy with your work.
2. **You, my servant**, **are** not loyal to me.
3. **He, your teacher**, **was** here yesterday.
4. **We, your students**, **are** playing a match today.

**Note**—Apposition is the word or phrase used to explain or identify the Subject. In the above sentence '**the Manager of the Mill**' is the Apposition of the subject **I**. Similarly, **my servant**, **your teacher**, **your students** are Appositions.

**Rule 20**—When Adjectives of Quantity (**much**, **more**, **little**, **less**) are used as subjects, they take a Singular Verb. As—

1. **Much** **has** already been done.
2. **Little** **has** been done so far.
3. **Much more** **is** still needed.
4. **Much less** **was** expected.

### Exercise

#### Correct the following sentences :

1. The meek is blessed.
2. The rich lacks in human sympathy.
3. The noble is respected in society.
4. The poor deserves our sympathy.
5. The blind needs to get social recognition.
6. We, your admirers, wants to hear you.
7. He, your employer, are highly pleased with you.
8. You, my cousin, is my only supporter.
9. I, your guardian, is not pleased with your behaviour.
10. Mohan, your ward, have been absenting himself for the last four days.
11. Much remain to be done.
12. Little progress have been made since July this year.
13. Less than this were not acceptable.
14. More were expected from a friend like you.
15. More need to be done.

**Hints**— 1. are; 2. lack; 3. are; 4. deserve; 5. need; 6. want; 7. is; 8. are; 9. am; 10. has; 11. remains; 12. has been; 13. was; 14. was; 15. needs.

### Numeral Expressions and the Verbs

**Rule 21—Indefinite Number/Definite Number + of A number of/The number of**

- (a) **A number of** is Indefinite number.
- (b) **The number of** is Definite number.

Therefore **A number of + Noun** always takes the verb in the Plural Number because Indefinite Number is believed to be Plural. **The number of + Noun** takes Singular Verb because Definite Number is believed to be in the Singular Number. As—

- (a) 1. A number of boys have come.  
2. A number of books have been purchased.  
3. A number of children are playing.  
4. A number of students are absent.
- (b) 1. The number of students is going down.  
2. The number of graduates is increasing.  
3. The number of employees is fixed.  
4. The number of guests varies.

In the same way the following are some more phrases showing Indefinite Number / Definite Number in which the same rule applies—

(many of, a handful of, the rest of, half of, a quarter of, some of, most of, majority of, minority of, part of, percent of, none of, all of, a few of, etc.)

### Quantitative Expressions and the Verbs

#### Rule 22—Indefinite Quantity/Definite Quantity.

Some expressions suggest Indefinite / Definite quantity. Quantity whether definite or indefinite is always taken to be in Singular Number. The verb used with it is always in the Singular Number. As—

1. Much of milk **has** turned sour.
2. Plenty of tea **has** gone waste.
3. A lot of butter **has** been purchased.
4. A good deal of food **was** found to be tasteless.

In the same way some other expressions showing Indefinite / Definite Quantity are—a lot of, lots of, heap of, plenty of, half of, a quarter of, some of, much of, most of, part of, all of, rest of, a great deal of.

**Note**—Some expressions given above under Rules 21 and 22 can express both **Number** and **Quantity**. If the noun used after **of** in these expressions is **countable**, it would show **Number**; if it is **uncountable**, it would show **Quantity**. A **Plural Verb** is used with countable nouns, and a **Singular Verb** with uncountable nouns.

### Exercise

#### Choose the correct alternative verb in the following sentences :

1. A number of agitators **has** / **have** been arrested.
2. Some of the books **is/are** useless.
3. A handful of strikers **was/were** agitating.
4. Many of them **is/are** known to me.
5. Half of my old friends **has/have** retired.
6. The number of seats **is/are** fixed.
7. The number of my followers **is/are** increasing.
8. The number of books **is/are** not known.

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9. The number of visitors **has/have** considerably increased.
10. The number of members in the Parliament **does/do** not increase every time.
11. Much of time **has/have** been wasted.
12. A lot of energy **has/have** gone waste.
13. A great deal of patience **was/were** shown by him.
14. A lot of labour **is/are** needed to complete this task.
15. A great amount of suffering **was/were** involved in it.
16. Some of the milk **has/have** been set apart.
17. Some of the people **has/have** already gone back.
18. Plenty of time **has/have** been spent.
19. Plenty of men **has/have** already turned up.
20. None of my friends **has/have** arrived.

**Hints**—1. have; 2. are; 3. were; 4. are; 5. have; 6. is; 7. is; 8. is; 9. has; 10. does; 11. has; 12. has; 13. was; 14. is; 15. was; 16. has; 17. have; 18. has; 19. have; 20. both are correct—**has** in the singular sense and **have** in the plural.

**Rule 23—Many a/an + Singular Noun, More than one**

Look at expressions like these—**Many a boy**, **Many an opportunity**, **More than one chance**. They are all correct expressions. They are **Singular** in form, but **Plural** in meaning. Therefore according to their form, they take a **Singular Verbs**. As—

1. Many a boy **is** absent today.
2. Many a ship **is** lost in the ocean.
3. Many an **opportunity** is missed by negligence.
4. More than one chance **was** given to him.

**Note**—The above noted expressions can be changed and formed thus also—**More boys than one**, **More opportunities than one**, **More chances than one**. The Subject in all these expressions is Plural, therefore, they require a Plural Verb.

**Rule 24—Singular Collective Noun + of + Plural Noun**

There are some expressions in which Plural Nouns are used after Singular Collective Nouns joined with **of**, as **a group of boys**, **a team of players**, **a band of singers**. In these expressions the Subjects are **group**, **team**, **band**, and not **boys**, **players**, **singers** (they being Objects of the Preposition **of**.) Moreover, they are joined into **one unit** by a Singular Collective Noun. All these will take Singular Verb. As—

1. A team of players **is** staying here.
2. A garland of flowers **is** ready.
3. A batch of students **is** studying here.
4. A bunch of grapes **has** fallen from the creeper.

Some other singular collective nouns are these—

a chain of, a garland of, a class of, a bunch of, a series of, a herd of, a flock of, a band of, a set of, a bouquet of, a galaxy of, a fleet of, a pair of, a gang of, etc.

### Exercise

**Correct the following sentences :**

1. Many a chance **were** given to him.
2. Many a beggar **sleep** here.
3. Many a player **were** injured.
4. Many a game **are** lost for want of coordination.
5. Many a life **are** saved by timely help.
6. More chances **than one** **was** given to him.
7. More beggars **than one** **sleeps** here.
8. More games **than one** **is** lost for want of coordination.
9. A team of actors **are** going to give a demonstration.
10. A chain of pearls **have** been broken.
11. A flock of birds **nest** here every year.
12. A band of robbers **were** detected by the police.
13. A pair of shoes **are** urgently needed.
14. A galaxy of stars **are** visible in the sky.
15. A series of questions **were** put to me.

**Hints**—1. was; 2. sleeps; 3. was; 4. is; 5. is; 6. were; 7. sleep; 8. are; 9. is; 10. has; 11. nests; 12. was; 13. is; 14. is; 15. was.

### **Rule 25—Hyphenated Expressions/Singular Noun repeated after a Preposition**

There are some expressions in which the same Singular Noun is repeated after a certain Preposition. As—**wave after wave, ship after ship, brick upon brick, row upon row**. With all such expressions Singular Verb is used.

1. Ship after ship arrives here.
2. Wave after wave follows.
3. Brick upon brick is laid.
4. Shot after shot was heard.

### **Rule 26—Verb ‘to be’ + Complement**

The verbs ‘to be’ are—**am, is, are, was, were**. These verbs always take a complement after them. This complement cannot be the subject of the verb ‘to be’. The subject comes before the verb ‘to be’ and the complement comes after it. In all such sentences the verb should be used according to the subject, and not according to the complement of the verb ‘to be’. As—

1. It is I. (Not—**It am I.**)
2. It is they. (Not—**It are they.**)
3. It is my students who won the match. (Not—**It are my students**)
4. My great hope is my sons.
5. Here the greatest danger is the snakes.

### **Exercise**

#### **Choose the correct alternative verb in the following sentences :**

1. Question after question was/were asked to me.
2. Problem after problem was/were brought before me.
3. Box into box was/were placed and locked.
4. Attempt after attempt was/were made.
5. Storey upon storey is/are being built.
6. It is/are they who will help.
7. My great disappointment is/are my repeated failures.
8. It is/are we who have to take the responsibility.
9. It is/are they who have deceived me.
10. It is/are I who shall have to go.

**Hints**—1. was; 2. was; 3. was; 4. was; 5. is; 6. is; 7. is; 8. is; 9. is; 10. is.

### **Rule 27—As follows**

**As follows** is always used in the Singular Number. Therefore we can never say ‘As follow’. As—

1. The conditions are **as follows**.
2. The details of the case are **as follows**.
3. The account of expenditure is **as follows**.
4. The main points are **as follows**.

### **Rule 28—Not only ..... but.**

If two subjects are connected by ‘**Not only ..... but**’, the verb should agree in Person and Number with the second subject. As—

1. **Not only** the teacher **but** all his students were injured.
2. **Not only** I **but** all my brothers are worried about him.
3. **Not only** his sons **but** he himself is a great artist.
4. **Not only** they **but** you are also to blame.

### **Rule 29—Nothing but + Noun Singular/Plural**

Some sentences begin with ‘**Nothing but**’, and after this phrase a Singular or a Plural noun comes. In such sentences a **Singular Verb** is always used whether the noun following it is singular or Plural. The reason is that its subject is **Nothing** which is always Singular. As—

1. Nothing but blue waters **was** seen.
2. Nothing but smoke **was** there.
3. Nothing but ceaseless toil **was** his lot.
4. Nothing but hills **is** seen there.

### **Verb ‘to be’ and the Complement**

#### **Rule 30—There is/There are**

In sentences beginning with **There**, the verb **is** or **are** is used according to the Number of the Noun coming after the verb. As—

1. There **is** a book on the table.
2. There **are** some books on the table.
3. There **are** many chairs.
4. There **is** a chair in the room.

In the sentences given above, in sentences at No. 1 and 4 the Nouns **book** and **chair** are singular, therefore the verb is singular (**is**); in sentences at No. 2 and 3 the Nouns **books** and **chairs** are Plural, therefore the verb is also Plural (**are**).

### **Exercise**

#### **Correct the following sentences :**

1. My comments are as follow.
2. His observations were as follow.

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3. My story is as follow.
4. The details of the accident are as follow.
5. His concluding remarks were as follow.
6. Not only I but all my sons am ready to go.
7. Not only the strikers but also their leader were arrested.
8. Not only my watch but all my belongings has been stolen.
9. Not only Mahatma Gandhi but all his followers in the march was arrested.
10. Not only my sister but I also is innocent.
11. Nothing but green fields were seen over the whole area.
12. Nothing but darkness prevail there.
13. Nothing but heads of men were seen over the field.
14. Nothing but peak over peak appear over there.
15. Nothing but memories of the past last in the end.
16. There are a lion in the cage.
17. There is parrots of all colours in the cage.
18. There are no fact to hide.
19. There is no facts to hide.
20. There are my son with his friends.

**Hints**—1. follows; 2. follows; 3. follows; 4. follows; 5. follows; 6. are; 7. was; 8. have; 9. were; 10. am 11. was; 12. prevails; 13. was; 14. appears, 15. lasts; 16. is; 17. are; 18. is; 19. are; 20. is.

### Miscellaneous : *Test Exercise I*

#### Correct the following sentences :

1. Our only guide were the teachers.
2. Fifty years are a long period.
3. His friend and benefactor are dead.
4. Many a man have read this book.
5. He, as well as his friends, have come.
6. What is wanted are not buildings but good students.
7. **Arabian Nights** are a book for children.
8. Our followers is but a handful.
9. The great poet and dramatist are dead.
10. You, who is my friend, should support me.
11. The father, with his two sons, are standing outside.

12. Each of these brothers have started a good business.
13. The cattle is theirs.
14. Not only silver but also gold are widely popular in our country.
15. Every bush and tree were blossoming.
16. This is one of the best novels that has appeared this year.
17. Every one of the boys were on the playground.
18. The number of men employed were very small.
19. The sum and substance of the matter are that he is wrong.
20. Nothing but funny stories delight him.
21. Those who lives in glass houses should not throw stones.
22. A variety of charming scenes appear before the eye.
23. Good news have come today.
24. Neither of the sisters were liked.
25. Five thousand rupees a month are a good income.
26. Either of these books are worth reading.
27. Neither you nor Ram seem to be interested in the matter.
28. One of my cousins have settled in America.
29. The quality of the mangoes were not good.
30. Justice, as well as mercy, allow it.

**Hints**—1. was; 2. is; 3. is; 4. has; 5. has; 6. is; 7. is; 8. are; 9. is; 10. are; 11. is; 12. has; 13. are; 14. is; 15. was; 16. have; 17. was; 18. was; 19. is; 20. delights; 21. live; 22. appears, 23. has; 24. was; 25. is; 26. is; 27. seems; 28. has; 29. was; 30. allows.

### *Test Exercise II*

#### Supply a verb in agreement with its subject :

1. Two and two ..... four.
2. There ..... many proposals before us.
3. There ..... no provision for it.
4. Neither his father nor his mother ..... any knowledge of it.
5. The Board ..... chosen its chairman.

6. The public ..... requested not to cross the Railway track.
7. The popular leader with his followers ..... been arrested.
8. Not one of you ..... capable of doing this.
9. No news ..... good news.
10. One or the other of those boys ..... stolen my watch.
11. Neither of the guests ..... known to me.
12. Two-thirds of the city ..... in ruins.
13. Neither pleasure nor profit ..... my weakness.
14. Milton was one of the greatest poets that ..... ever lived.
15. The cost of all these articles ..... risen.

### Test Exercise III

**Explain why the following sentences are correct or incorrect :**

1. Much of time has been wasted.
2. Every one of them were present.
3. Mohan, with all his friends, have missed the train.
4. Three parts of the work still remains to be completed.
5. Three-fourths of the books has been eaten by white-ants.
6. Either he or I has to go.
7. One of the most serious accidents has occurred.
8. Many a passenger have missed the train.
9. The Parliament have been debating on the Bill since the morning.
10. She and I was playing in the garden.
11. Mystery within mystery was revealed before me.
12. A chain of accidents have occurred.

### Concord of Nouns, Pronouns and Possessive Adjectives

We have explained above the rules of agreement of Subject and Verb. In addition to these, there are also some rules of agreement between **Noun, Pronoun and Possessive Adjectives**. We give below these rules.

#### Rule 1—First Person Pronoun

- (a) First Person Pronoun Singular Number I takes **me, my, mine, myself**.
- (b) First Person Plural **We**, takes **our, us, ours, ourselves**. As—
  1. **I** shall do it **myself**.
  2. **I** shall have **my** chance.
  3. **We** shall do it **ourselves**.
  4. **We** shall have **our** chance.

#### Rule 2—Second Person Pronoun

Second Person Pronoun **you** remains the same both in Singular and Plural Numbers. It takes **your, yours, yourself, yourselves**. As—

1. **You** can do it **yourself**.
2. **You** should do **your** work.

#### Rule 3—Third Person Pronoun : Masculine/ Feminine, Singular/ Plural Number.

- (i) Third Person, Singular Number, Masculine Gender takes **he, him, his, himself**.
- (ii) Third Person, Singular Number, Feminine Gender takes **she, her, hers, herself**.
- (iii) Nouns of Neuter Gender and most of the animals in the Singular Number take **It, Its, Itself**.
- (iv) Third Person Plural Number, both in Masculine and Feminine genders, all neuter nouns and all animals in Plural Number take **They, them, their, theirs, themselves**. As—
  1. **He** will do **his** work **himself**.
  2. **She** will do **her** work **herself**.
  3. Those **boys** will do **their** work **themselves**.
  4. Those **girls** will do **their** work **themselves**.
  5. This **book** is mine. I lent **it** to you some time back.
  6. Those **books** are mine. I lent **them** to you some time back.
  7. **Every student** has completed **his** work.

#### Rule 4—Common Gender

Some Nouns are of **Common Gender**, i.e., they can be used both in the Masculine and Feminine Genders. With such nouns **Masculine Pronoun** is mostly used. These Nouns of Common Gender are :

Person, student, pupil, candidate, member, scholar, reader, etc. As—

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1. A candidate should know **his** strong and weak points.
2. A student should do **his** home work regularly.
3. Readers are advised to keep **their** belongings outside.

But if in a definite context the suggestion is clearly for a girl or a woman, **Feminine Pronoun** can be used. As—

1. A **student** of the Women's College should be regular in **her** work.
2. Every **member** of our club should pay **her** fee in time.

#### **Rule 5—Baby, child,**

The words **Baby** and **child** connote no sense of Gender. Therefore, for them we generally use **It**. As—

1. The small **child** was crying for **its** mother.
2. The **baby** fell down from **its** cradle.

#### **Rule 6—Animals**

Neuter Gender (**It**) is generally used for animals. As—

1. The cow is not in **its** shed.
2. The dog has hurt **its** leg.

**Note**—For pet domestic animals **He / his** or **She / her** are used.

#### **Rule 7—Possessives : His, Her, Its**

The Gender of a Possessive Pronoun / Adjective is determined by the gender of the noun that comes before it, and not by the one that comes after it. As—

1. A **son** must obey his mother. (not **her mother**)
2. A **girl** can learn many things from her father. (not **his father**)
3. The purse has been returned to **its** owner. (not **his owner**)

**Note**—The difference between a Possessive Pronoun and a Possessive Adjective is that—

(a) Possessive Adjective takes a Noun after it—

My book, your house, his pen, their college.

(b) Possessive Pronoun has no Noun after it.

This book is **mine**. This house is **yours**.  
This pen is **his**. This college is **theirs**.

On the basis of the rules explained above the following **two Tables** can be made for the correct use of **Pronouns**—

**Table I : Third Person Pronoun**

Noun	Corresponding Pronoun
man, boy, everyone, everybody, every person	he, him, his, himself
woman, girl, every woman, every girl	she, her, hers, herself
a thing, an animal	it, its, itself
one	one, one's, oneself
men, women, people, animals, things	they, them, their, theirs, themselves.

**Table II : All Forms of Personal Pronouns**

Personal Pronoun		Posse-sive Adjective	Posse-sive Pronoun	Reflexive Pronoun
Nomi-native	Accus-ative			
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
one	one	one's	one's	oneself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

#### **Exercise**

Fill in the blanks in the following sentences with correct pronouns or possessive adjectives :

1. You must write ..... essays more carefully.
2. The dog is very faithful to ..... master.
3. The children have gone on a picnic with ..... parents.
4. Sheela has misplaced ..... books somewhere.
5. Could you please lend ..... your dictionary for a day ?

6. She speaks so softly that we cannot hear ..... .
7. We offered to help ..... in their difficulty.
8. They will go there .....
9. My sister and ..... friends have come.
10. She cannot go against the wishes of ..... father.
11. The baby is in ..... mother's arms.
12. The train is running on ..... track.

**Hints**— 1. your; 2. its; 3. their; 4. her; 5. me; 6. her; 7. them; 8. themselves. 9. her. 10. her; 11. its; 12. its.

### **Test Exercise**

**Insert suitable pronouns or possessive adjectives in the blank spaces in the following sentences :**

1. The baby was crying because ..... was hungry.
2. Neeru is two years older than ..... brother.
3. These children are waiting for ..... father to return.
4. He and his two sons have gone to visit ..... grandfather.

5. The pet dog is playing with ..... master.
6. The street dog has hidden ..... behind the wall.
7. She received a beautiful present from ..... husband.
8. One should honour ..... word.
9. Visitors are requested to put ..... signatures in the register.
10. This pen is ..... . Where is ..... ?
11. They should not have spent that money, as it was not ..... .
12. We should be very careful in spending ..... money.
13. Do you remember ..... and ..... address ?
14. ..... house is bigger than ..... .
15. The principal asked the students to meet ..... in ..... office.
16. A reader has left ..... book on the table.

**Hints**— 1. it; 2. her; 3. their; 4. their; 5. his; 6. itself; 7. her; 8. one's; 9. their; 10. mine, yours; 11. theirs; 12. our; 13. her, her; 14. her, his; 15. him, his; 16. his.

# 3

# Articles

## Kinds of Articles

There are **two** kinds of Articles—

- (i) Indefinite Article—**A** or **An**
- (ii) Definite Article—**The**

Indefinite Article (**A/An**) shows indefiniteness and Definite Article (**The**) shows definiteness.

Articles (**A, An, The**) are used before Nouns under some rules. When a Singular Countable Noun is used for the first time, **Article A or An** is used before it. But when a Countable Noun, whether Singular or Plural, is used for a definite thing, or refers to a thing or person that has already been referred to earlier, **Article The** is used before it. Thus when a Singular Countable Noun is used for the first time, Article **a** or **an** is used before it, but when the same noun is repeated in the same sentence or in the subsequent sentences, Article **The** is used before it because then it becomes a definite thing already referred to earlier. As—

1. I have **a** book. **The** book is very informative.
2. I have **a** book, though **the** book is not very informative.
3. There was **a** house. **The** house was very large.
4. There was **a** house and **the** house was very large.

Singular Indefinite Noun	<b>A</b> or <b>An</b>
Singular/Plural Definite Noun	<b>The</b>

## Forms of Indefinite Article

Indefinite Article has two forms—**A** and **An**. Which one of these two forms will be used before a certain Noun depends upon the spellings, sound or pronunciation of the Noun under reference. The following are its rules—

(i) Article **A** is used before Nouns of which the spellings begin with a consonant. As—

**A** boy, **a** table, **a** house, **a** book.

(ii) Article **A** is also used before words which begin with a vowel but are pronounced as with a consonant. As—

**A** European, **a** unique chance, **a** one-rupee note, **a** usual sight, **a** universal truth.

Such other words are—University, utensil, uniform, union, unity, unit, united, unitarian, useful, one.

**Note**—You will see that all these words begin with the sound of **y** or **w** (which are consonants) and not with the sound of any vowel.

(iii) Article **An** is used before those words which begin with a vowel (**a, e, i, o, u**). As—

**An** enemy, **an** ox, **an** inkpot, **an** ass.

(iv) Article **An** is also used before those words which begin with silent / mute **h**. As—

**an** hour, **an** honourable man, **an** honest person.

Such other words are—heir, heiress, heirloom, honest, honesty, honorarium, honorary, honour, honourable, hour, hourly.

**Note**—Earlier **humble, humility, hotel, hostel, hospital** were also supposed to begin with silent **h**, and article **an** was used before them. But now these words are pronounced with the consonant sound of **h**, and therefore article **a** is used before them.

(v) Some **Abbreviations** are there which are pronounced with a Vowel sound and therefore article **an** is used before them. As—

**an** M. A.; **an** M. P.; **an** M. L. A.; **an** F. I. R; **an** S. D. O.; **an** H. M. T.; **an** R. T. O. etc.

**Note**—If the above noted Abbreviations are used in their full form, they take article **a**. As—

- A Member of Parliament (**an** M. P.)  
A Master of Arts (**an** M. A.)

### Exercise

**Fill in the blanks with a/an in the following sentences :**

1. He is ..... University Professor.
2. The workers have formed ..... union.
3. Here is ..... egg.
4. He is ..... M. A. in English.
5. I want to purchase ..... H. M. T. watch.
6. He gave the beggar ..... one-rupee note.
7. This is ..... usual sight.
8. This is ..... useful medicine.
9. We shall stay in ..... hotel.
10. There is ..... hospital in our colony.
11. He reached there ..... hour late.
12. I have to make ..... humble proposal.
13. This is ..... honorary job.
14. My brother is ..... M. P.
15. He is strong like ..... ox.
16. ..... boy is waiting for you.
17. He wrote ..... article for the paper.
18. There is ..... inkpot on the table.

**Hints**—(1) a; (2) a; (3) an; (4) an; (5) an; (6) a; (7) a; (8) a; (9) a; (10) a; (11) an; (12) a; (13) an; (14) an; (15) an; (16) A; (17) an; (18) an.

### (i) Use of Indefinite Article—‘A’/ ‘An’

The following are the rules of correct use of Indefinite Article **A** or **An** :—

#### Rule 1—Singular Countable Noun

When a **Singular Countable Noun** is used for the first time, Article **A** or **An** is used before it. As—

1. I have **a** book.
2. He is **a** boy.
3. There is **an** eagle.
4. Delhi is **a** city.

**Rule 2**—When a Singular Countable Noun represents a whole class, Article **A**, or **An** is used before it. As—

1. **A** cow has horns. (*i.e.*, All cows have horns.)
2. **An** eagle flies very high. (*i.e.*, All eagles fly very high.)
3. **A** dog is a faithful animal.
4. **A** rose smells very sweet.

**Rule 3**—Article **A** or **An** is used before a Noun Complement. As—

1. He is **a** lawyer.
2. He became **a** great sportsman.
3. She is **an** expert in this field.
4. You are **a** good companion.

#### Rule 4—a/an + Adjective/Adverb + Noun

If an Adjective /Adverb comes before a Noun, Article **A** or **An** is used before the Adjective / Adverb, and its form is determined by the nearest word. As—

1. She is **a beautiful** girl.
2. He is **an honest** man.
3. He is **a very honest** man.
4. This is **an old rare** book.

#### Rule 5—a/an + more than one Noun

(a) When more than one Noun or Adjective points to one Person or Thing only, Article **A** or **An** is used before the first word only, and its form is also determined by the same first word.

(b) But if they point to different Persons or Things, Article **A** or **An** is used before each word, and its form is determined by each word separately. As—

1. He gave me **a red and blue** pencil. (Only one pencil)
2. He gave me **a red and a blue** pencil. (Two pencils)
3. Here is **an ugly and foolish** man. (One person)
4. Here is **an ugly and a foolish** man. (Two persons)

### Exercise

**Correct the following sentences :**

1. She has beautiful toy.
2. I take egg every morning with breakfast.
3. I saw large a lion in the zoo.
4. Elephant has a long trunk.
5. Hungry lion would attack.

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6. Duck swims on water.
7. Eagle is a bird of prey.
8. My father is doctor.
9. His brother is a M. P.
10. He has become great a man.
11. He is an very industrious student.
12. Shakespeare is renowned dramatist.
13. This is a ancient monument.
14. He lives in old ancestral a house.
15. My teacher is a poet and a novelist.
16. A poet and novelist write differently.
17. He is honest and a dependable man.
18. There can be no friendship between a clever and selfish man.

**Hints**—(1) a beautiful; (2) an egg; (3) a large lion; (4) An elephant; (5) A hungry lion; (6) A duck; (7) An eagle; (8) a doctor; (9) an M. P.; (10) a great man; (11) a very; (12) a renowned; (13) an ancient; (14) an old ancestral house; (15) a poet and novelist; (16) a novelist; (17) an honest and dependable; (18) a selfish man.

#### Rule 6—Such + a/an

When **such** is used with a Countable Noun, Article **A** or **An** is used after **such**. As—

1. I have never seen **such a beautiful** picture. (not **a such beautiful**)
2. **Such a** thing has never happened before.
3. It was **such a** fine show.
4. He gave us **such a** pleasant surprise.

#### Rule 7—So + Adjective + a/an + Noun

When **so** comes before an Adjective, Article **A** or **An** is used between the Noun and Adjective. As—

1. I have never seen **so beautiful a picture**. (not **a so beautiful picture**)
2. It was **so fine a** show.
3. He gave us **so pleasant a** surprise.
4. I have never read **so interesting a** novel.

#### Rule 8—Exclamations

Article **A** or **An** is used before a Singular Countable Noun in **Exclamatory sentences** also. As—

1. What **a** hot day !
2. What **a** cruel act !
3. What **a pretty** child !
4. What **a good** chance !

#### Rule 9—Numerical expressions

Article **A** or **An** is used before some **Numerical Expressions** also. The more common of such expressions are—

a couple, a dozen, a score, a hundred, a thousand, a million, a lot of, a great many of, etc. As—

1. **A** couple of people were there.
2. He gave me **a** thousand rupees.
3. **A** great many visitors had turned up.
4. **A** score of houses had been damaged.

#### Rule 10—Expressions of price, speed, ratio, etc.

Article **A** or **An** is also used with expressions of price, speed, ratio, etc. As—

1. The train is running at ninety kilometers **an hour**.
2. Bananas are available at ten rupees **a dozen**.
3. Sugar sells at ten rupees **a kilogram**.
4. Colour and water are mixed at **a ratio** of one to five.
5. Take this medicine three times **a day**.

#### Rule 11—a/an + Mr. /Mrs./Miss + Surname

If we know only the surname of a person, and know nothing more, we use Article **A** or **An** before the surname. As—

1. **A Mr. Sharma** came in the morning.
2. I met **a Mrs. Peters** in the train.
3. **A Miss Renick** is a regular visitor here.
4. **A Ms. Puri** is waiting for you.

#### Rule 12—A few/a little

We should use **a few** for a small number, and **a little** for small quantity. As—

1. Here is **a little** milk.
2. Here are **a few** pencils.
3. He is **a little** tired.
4. There is **a little** time left.

#### Rule 13—a/an with some phrases

Article **A** or **An** is also used before some typical expressions. The more common of them are—

to make **a noise**, to take **a fancy** to, to have **a headache/a pain**, to take **a liking** to, to have **a cold**, to have **a mind**, to have **an eye** to, to make **a fire**, to be in **a hurry**, to be in **a temper**, to have **a taste** for.

### **Exercise**

**Correct the following sentences :**

1. I have never gone to a such place.
2. A such accident never occurred before.
3. It gave us such rude shock.
4. I have never seen such attractive a picture.
5. He has given me a so beautiful prize.
6. We never believed he could do so a cruel deed.
7. It was so exciting match.
8. What noble deed was done !
9. A what shame was it !
10. How a vast desert was there !
11. He gave them lot of books.
12. We saw score of houses in the new colony.
13. He earns an about thousand rupees per month.
14. Rajdhani Express runs at a speed of 200 kilometers hour.
15. I go on my tours twice week.
16. Wheat sells at four rupees kilogram.
17. There is a call from Miss Sharma.
18. Mr. Wahi is waiting for you.
19. I saw him little while ago.
20. There are only few books left.
21. We found him little upset.
22. He has caught severe cold.
23. He is rather in hurry.
24. Please don't make noise.
25. I have mind to purchase this scooter.

**Hints**—(1) such a place; (2) such an accident; (3) such a; (4) such an attractive; (5) so beautiful a; (6) so cruel a; (7) so exciting a; (8) a noble deed; (9) What a; (10) How vast a; (11) a lot of; (12) a score of; (13) about a thousand; (14) an hour; (15) a week; (16) a kilogram; (17) a Miss Sharma; (18) A Mr. Wahi; (19) a little while; (20) a few books; (21) a little; (22) a severe; (23) a hurry; (24) a noise; (25) a mind.

### **Exercise : Revision**

**Tell whether the use of article a/an in the following sentences is right or wrong. If wrong, correct it.**

1. He is a very honourable man.
2. He is a N. C. C. officer.
3. He is a extremely liberal man.
4. A cobra is poisonous.
5. He is a blind and a lame man.
6. I saw a blind and a lame man.
7. She is such a cultured girl.
8. She is a such cultured a girl.
9. She is such cultured girl.
10. It was so a wonderful sight.
11. It was a so wonderful sight.
12. It was so wonderful a sight.
13. What a beautiful catch !
14. What beautiful a catch !
15. He will get a couple of chances more.
16. He will get a couples of chances more.
17. I can drive at an 80 kilometers hour.
18. Few a men are still there.
19. I have a liking for a old model.
20. Please make an fire.
21. I found him in bad a temper.
22. I am in no a hurry.

### **(II) Article—‘The’**

Article **The** is used under the following Rules and conditions—

#### **Rule 1—Definite Person or Thing**

As has been explained above at the beginning of this Chapter, Article **The** is used before a definitely specified person or thing. In other words, **the** is used before a person or a thing which has already been referred to earlier, or which has been specified in some other way. As—

1. This is **the house** in which my friend lives.  
(Here **a house** cannot be used because the house has been specified as the one where my friend lives.)
2. **The place** where I was born is far away from here.

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3. This is **the book** I purchased yesterday.
4. He is **the gentleman** whom I introduced to you last year.

**Rule 2**—Before all those Common Nouns which are **only one** or believed to be only one, but which are not Proper Nouns. As—

1. **The earth** is round.
2. **The sky** is blue.
3. **The sun** has risen.
4. **The moon** shines.

**Rule 3**—Before all those Singular Nouns which represent their whole class. As—

1. **The cow** is a gentle animal.
2. **The rose** is a sweet smelling flower.
3. **The apple** is good for children.
4. **The horse** lives on grass.

**Note**—But Article **the** is not used before **Man**, **Woman**, or **Mankind** even if they may represent the whole class. As—

Man is a social animal. (Not **The man**)

Woman is man's partner. (Not **The woman**)

**Rule 4**—Before the names of mountains, rivers, oceans, lakes, bays, islands article **The** is used. As—

1. **The Ganges** is a holy river.
2. **The Himalayas** are the highest mountains.
3. **The Red Sea** is a small sea.
4. **The British Isles** are in Europe.

**Note**—But article **The** is not used before a single specified Peak or Hill. As—

Mount Everest (**The** will not be used.)

Mount Abu

**Rule 5**—Article **The** is used before the titles of books, magazines or News-papers. As—

**The Ramayan**, **The Iliad**, **The Vedas**, **The Gulliver's Travels**.

**Note**—But if the author's name is mentioned with the title of a book, article **the** is not used. As—

Homer's **Iliad**, Tulsi's **Ramcharitmanas**; Shakespeare's **Tempest**.

### Exercise

**Correct the following sentences :**

1. An advice you gave me has brought me great success.
2. I have never seen a house where I spent my childhood.
3. Sun rises in the east.
4. There are dark clouds in sky.
5. The man cannot do without work.
6. The woman is confined to the kitchen.
7. Himalayas are spread all along the north of India.
8. Man has climbed to the top of the Mount Everest.
9. I read **Indian Express**.
10. Dickens's the **David Copperfield** is a great novel.

**Hints**—(1) The advice; (2) the house; (3) the sun; (4) the sky; (5) 'The' not to be used; (6) 'The' not to be used; (7) The Himalayas; (8) no 'the' before Mount Everest; (9) the **Indian Express**; (10) 'the' not to be used.

**Rule 6**—Before musical instruments. As—

**The flute**, **the guitar**, **the orchestra**.

**Rule 7**—Before Superlative Adjective/Adverb. As—

**The highest** mountain, **the longest** river, **the best** boy, **the most** important point, **the most** honourable man.

**Rule 8**—Before that Proper Noun which carries its qualifying adjective before it. As—

**The great** Caesar, **the** immortal Shakespeare, **the** gentle-hearted Lamb, **the** brave Rana Pratap, **the** late Mrs. Indira Gandhi.

**Rule 9**—Before the Common Noun which expresses the sense of Abstract Noun. As—

1. **The patriot** in him did not let him yield.
2. **The warrior** in him kept his morale high.
3. **The father** in him came to his support at last.

**Rule 10**—Before the Adjective which is used as Collective Noun. As—

1. We should help **the poor**.
2. **The meek** are blessed.
3. **The noble** are always respected.

**Rule 11—With Double Comparative Adverb.**

As—

1. **The more** he gets, **the more** he desires.  
(Remember that the Article **the** is used before each Adverb separately.)
2. **The more, the merrier.**
3. **The harder** he works, **the better** returns he will get.

**Rule 12—Article **the** is also used before those Proper Nouns which stand for some Nation or People. As—**

1. **The English** are very hard working.
2. **The French** are very fashionable.
3. **The German** are heroic people.

**Note**—If Article **the** is not used before such countries or nations, they would mean the Language of those countries or nations. Thus **English** means English Language, and **The English** means English People.

**Rule 13—Article **the** is also used before a noun to give it the force of the **Superlative**. As—**

1. He is **the** scholar of the day.
2. He is **the** historian on this period.

**Rule 14—Before Ordinal Number **the**. As—**

**The first, the Fifth, the fourth, the 4th, the 8th, the 3rd, the 2nd, the 15th of April/the fifteenth of April, George the Fifth, Henry the 8th.**

**Note**—But if these Ordinal Numbers are written in Roman figures Article **the** is not used. I, II, III, IV, V, IX, etc. are in Roman figures. As—

V Chapter, Canto XII, George V, Henry VIII.

**Rule 15—Before Professions. As—**

1. He has joined **the** Bar.
2. He has gone to **the** navy.
3. I am interested in **the** teaching profession.
4. He is a member of **the** Bench.

**Rule 16—Before Common Nouns used as appositions to Proper Nouns. As—**

Delhi, **the** capital of India; Nehru, **the** great patriot; Rana Pratap, **the** great warrior.

**Exercise****Correct the following sentences :**

1. She can very well play on guitar.
2. Now I come to most important point.
3. He has scored highest marks.
4. The last speaker was great Gandhi.
5. Late Mrs. Indira Gandhi lived here.
6. He was last to come.
7. Mother in her could not bear it.
8. Warrior in him stood undaunted.
9. This is the school for blind.
10. Blessed are poor.
11. The faster you go, earlier you reach.
12. Faster you go, the earlier you reach.
13. Faster you go, earlier you reach.
14. He knows the French.
15. English are traditionalists.
16. He is scientist of the day.
17. The marriage takes place on 12th of December.
18. Richard Second was murdered in his own country.
19. You will find this topic in the V chapter.
20. You will find this topic in fifth chapter.
21. He has joined Navy.
22. He has opted to join legal profession.
23. Akbar, great Moghul, was a liberal monarch.
24. Nehru, Prime Minister of India, was a great man.
25. Caesar, Roman hero, was killed by his own friends.

**Hints**—(1) the guitar; (2) the most; (3) the highest; (4) the great; (5) the late; (6) the last; (7) The mother; (8) The warrior; (9) the blind; (10) the poor; (11) the earlier; (12) The faster; (13) The faster, the earlier; (14) ‘the’ not to be used; (15) The English; (16) the scientist; (17) the 12th; (18) the Second; (19) ‘the’ not to be used; (20) the fifth; (21) the Navy; (22) the legal; (23) the great; (24) the Prime Minister; (25) the Roman hero.

### (III) Omission of Articles

No Articles are used in the following cases—

#### Rule 1—Before Plural Noun

Normally no Articles are used before Plural Nouns. As—

1. Birds fly.
2. Cows give milk.
3. I love books.

**Note**—But if the Plural Noun points to some specific or special thing, Article **The** is used. As—

1. **The** birds of Africa are large in size.
2. **The** cows of Haryana give much milk.

#### Rule 2—Before a Proper Noun, As—

1. Ram is coming.
2. Mohan loves his sister.

#### Rule 3—Before an Abstract Noun, As—

1. Love is blind.
2. Wisdom comes with age.
3. This is real beauty.

#### Rule 4—Before a Material Noun, As—

1. Gold is costly.
2. Silver is white.
3. Cotton grows in our country.
4. Water is life.

(Gold, silver, iron, glass, wood, stone, paper, wine, coffee, tea, etc. are called **Material Noun**)

**Note**—All the Nouns mentioned under Rules No. 2, 3 and 4 above are called Uncountable Nouns. Normally, as has been explained above, no Article is used before them. But if these nouns are used as **Countable Nouns**, Article **the** is used before them. If these nouns are followed by some Prepositional Phrase (with **in** or **of**), they become Countable Nouns. In such cases Article **The** is used before them. As—

1. Kalidas is **the** Shakespeare of India.
2. **The** beauty of Kashmir is remarkable.
3. **The** gold of Kollar fields is not of high quality.
4. **The** milk in the cup has turned sour.
5. **The** wisdom of Solomon was known far and wide.

**Rule 5**—No Article is used before Collective Nouns. As—

1. Society will not permit it.
2. Parliament is in session.
3. Jury has given its verdict.
4. Army is on the move.

**Rule 6**—Normally no Article is used before the names of countries or States. But Article **The** is used before the names of the following Countries / States—

The U. S. A., The U. S. S. R., The Sudan, The Netherlands, The Punjab, The Congo.

**Rule 7**—No Article is used before the names of Languages. As—

1. I know English.
2. He knows French.

**Rule 8**—No Article is used before the names of Diseases, Festivals, and Seasons. As—

1. Cholera has broken out.
2. He is coming on Christmas.
3. These are winter sports.
4. Let us visit Shimla in spring.
5. I don't travel in summer.

**Rule 9**—No Article is used before the names of Games, Sports and Meals/Breakfast. As—

1. I am late for dinner.
2. I take breakfast quite early.
3. I shall return for supper.
4. He plays cricket.
5. They are fond of football.

**Rule 10**—No Article is used before Relations such as **father, mother, brother, sister, aunt, uncle**, etc. **cook** and **nurse** are also to be included in this list. As—

1. Father is coming today.
2. Mother is not well today.
3. Cook is in the kitchen.
4. Nurse is very kind.

**Rule 11**—**School, college, church, chapel, court, work, hospital, market, bed, table, sea, prison** also take no Article before them when they are used for their specific purpose or function. For example, schools / Colleges for education, church for prayer, and market for purchase or sale. When used in this sense, they take no Article. As—

1. I am going to college. (for study)
2. I am going to church. (for prayer or worship)

But when they mean only building or place for visit or sight-seeing or any other purpose, they take appropriate Article. As—

1. **The** college is at the next crossing.
2. **The** church is magnificent.
3. **The** market is closed.

**Rule 12**—Distributive Adjective + Noun require no Article. As—

1. Each boy got a prize. (not, **a/the** each boy)
2. I love every student. (not, **a/the** every student)

**Rule 13**—Possessive Adjective + Noun also require no Article. As—

1. This is **my** house. (not, **the/a** my house)
2. He is **your** friend. (not, **a/the** your friend.)
3. These are **our** cows. (not, **the** our cows)

**Rule 14**—Proper Noun + Apostrophe's + Noun take no Article. As—

1. This is Ram's house. (not, **a** Ram's house)
2. That was Mohan's mistake. (not, **a/the** Mohan's mistake)

**Note**—But if a Common Noun has Apostrophe s ('s), it takes an appropriate Article. As—

1. This is **a n** old man's house. (not, old man's house)
2. That is **a** beggar's cottage. (not, beggar's cottage)

**Rule 15**—No/Not any + Noun need no Article. As—

1. There is no boy in the class. (not, **a** no boy)
2. She has not any chance. (not, **a** not any chance)
3. There is not any egg. (not, not **a n** any egg)

### Exercise

**Correct the following sentences :**

1. I love the children.
2. Children of this school are very smart.

3. Horses of Kabul are very famous.
4. The mercy is a Divine virtue.
5. He was afflicted with the blindness.
6. Have the pity on him.
7. The beauty is a gift of God.
8. Beauty of the rising sun is so exciting.
9. The water is very scarce here.
10. Tea of the Malabar Hills is of good quality.
11. The Parliament has passed this bill.
12. U. S. S. R. has been split up into several countries.
13. Punjab is a very fertile state.
14. He has been afflicted by the cholera.
15. We go to some hill station in the summer.
16. He takes the dinner after 10 p. m.
17. I have received a letter from the father.
18. I have to go to the college today.
19. College building is very impressive.
20. The each boy participated in the games.
21. Each the boy participated in the games.
22. I know the every student by name.
23. We are all going to the church.
24. We are all going to church to see the carvings on its walls.
25. That is a Nehru's statue.
26. This is lion's cave.
27. This is farmer's plough.
28. There is a no book on the table.
29. He has a not any new suit.
30. I did not find a any friend there.

**Hints**—(1) 'the' not to be used; (2) The children  
 (3) The horses; (4) 'the' not to be used;  
 (5) 'the' not to be used; (6) No 'the'; (7)  
 No 'the'; (8) the beauty; (9) No 'the'; (10)  
 The tea; (11) No 'the'; (12) the U. S. S.  
 R.; (13) the Punjab; (14) No 'the'; (15)  
 No 'the'; (16) No 'the'; (17) No 'the';  
 (18) No 'the'; (19) The college; (20) No  
 'The'; (21) No 'the'; (22) No 'the'; (23)  
 No 'the'; (24) the church; (25) No 'a';  
 (26) a lion's;s; (27) a farmer's; (28) No 'a';  
 (29) No 'a'; (30) No 'a'.

**Rule 16**—The Noun (complement) used after Elect / appoint / make / crown requires no Article. Such nouns refer to **men of unique position**. As—

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1. He was appointed principal.
2. They made him chairman.
3. They are going to crown him king.
4. He was elected Speaker of the Assembly.

**Rule 17**—The noun used after **kind of / sort of** also takes no Article. As—

1. What kind of chair do you want to buy ?
2. I cannot deal with this sort of man.

**Note**—But if **kind of / sort of** refers to some special quality or talent, it would take an appropriate Article. As—

1. What kind of a musician is he ?
2. What sort of a problem would you discuss ?

**Rule 18**—Nouns coming in pairs also take no Article. As—

They are wife and husband.

Other such pairs are—

Father and mother; brother and sister; father and son; from door to door; from house to house; face to face; hand to hand; from man to man; from village to village, etc.

**Rule 19**—Some popular **Phrases, Idiomatic expressions, places and things** also take no Article before the Noun in them. They are—

1. to go to school, college, court, church, market, bed, home, hospital, prison.
2. by road, by train, by air, by sea, by ship/steamer, by train, by bus, by car.
3. at home, at church, at school, at college, at office, at dawn, at night, at noon, all day, all night, at fault, at present, at all, at will.
4. for sale, for fear, for favour, for leave, for mercy.
5. in bed, in debt, in fact, in trouble, in hand, at hand, in favour of, in front of, in opposition to, in earnest.
6. under consideration, under trial, under ground, under pressure.
7. on demand, on trial, on sale, on foot, on earth, on behalf of.
8. to catch fire, to send word, to give ear, to set sail, to lose heart, to set foot, to take offence.

### Exercise

**Correct the following sentences :**

1. He has been appointed the Vice-Chancellor.
2. He has been elected the Speaker of the Parliament.
3. They made him the Chief Guest.
4. What kind of a house do you want to buy?
5. What sort of a man is he ?
6. They are the brother and sister.
7. They went round from the house to house.
8. They knocked from the door to door.
9. I travelled by the road.
10. This house is for the sale.
11. I have no work in the hand.
12. Your demand is under the consideration.
13. He is in the trouble.
14. He was at the fault.
15. He is in America at the present.

**Hints**—(1, 2, 3)—No ‘the’; (4, 5)—No ‘a’; (6 to 15)—No ‘the’.

### (IV) Position of Articles

It is equally necessary to know the place / position in a sentence where the Article (**a, an or the**) should be used. The following are the Rules for it—

#### **Rule 1—Before a Noun**

Normally Article (**a, an or the**) is used before a Noun. As—

A book, **an** enemy, **the** horse

#### **Rule 2—Adjective + Noun**

If an Adjective comes before a noun, the Article is used before the Adjective. As—

A good book, **a** beautiful girl, **the** black horse.

#### **Rule 3—Adverb + Adjective + Noun**

If there is Adjective before a Noun, and also an Adverb before the Adjective, the Article is used before the Adverb. As—

**A** very good book, **an** extremely beautiful girl, **the** most intelligent boy.

**Rule 4—Many/such/what**

If there is use of **many**, **such**, **what** in a sentence, the Article is used after them.  
As—

Many a man, such a beautiful, such a house, what a man, what a place.

**Rule 5—As/how**

If in a sentence **as** / **how** are used before an Adjective, the Article is used after the Adjective. As—

As gentle **a** girl as she; as brave **a** man as he; how good **a** boy; how excellent **an** opportunity.

**Rule 6—So/too**

If in a sentence **so** / **too** are used before an Adjective, Article is used after the Adjective. As—

So serious **an** attempt.

So brave **a** man.

Too clear **an** answer.

Too far **a** place.

**Note**—Under this Rule, sometimes, Article is used before **so/too**, though this use is not popular.

**Exercise****Correct the following sentences—**

1. This is sharp a pen.
2. He has placed good an example.
3. You have lost great the chance offered to you last year.
4. We saw highly an exciting sport at the stadium.
5. The **Mayor of Casterbridge** is very interesting a novel.
6. A many man was standing on the stage.
7. I had never seen a such magnificent building.
8. A what great chance was given to you.
9. We never saw an as cultured man as he.
10. There had never been as a successful debate as that.
11. There had never been so a great fair ever held here before.
12. You cannot give a too clear evidence on this issue.

**Hints**—(1) a sharp; (2) a good example; (3) the great; (4) a highly exciting; (5) a very interesting; (6) Many a man; (7) such a magnificent; (8) What a great; (9) as cultured a man; (10) as successful a debate; (11) so great a fair; (12) too clear an evidence.

**Exercise : Revision 1**

**Fill in the blanks in the following sentences with appropriate articles :**

1. Iron is ..... useful metal.
2. He always speaks ..... truth.
3. ..... sky is overcast.
4. I first saw the Himalayas ..... year ago.
5. ..... Ganga is ..... sacred river.
6. She is ..... untidy girl.
7. I bought ..... pen, ..... inkpot and ..... pencil.
8. Let us discuss ..... problem seriously.
9. What ..... piece of work is man !
10. He scored ..... highest marks.
11. John, ..... Manager of the factory, has gone on ..... tour.
12. He reads ..... Bible twice ..... day.
13. He was driving the car at 80 Km. ..... hour.
14. March is ..... third month of the year.
15. Which is ..... nearest station from here?
16. It is ..... sheer delight to talk to him.

**Hints**—(1) a; (2) the; (3) The; (4) a; (5) The; a; (6) an; (7) a, an, a; (8) the; (9) a; (10) the; (11) the; a; (12) the, a; (13) an; (14) the; (15) the; (16) a.

**Exercise : Revision 2**

**Correct the following sentences :**

1. This is an university college.
2. He is ablest boy of the class.
3. The man is mortal.
4. He lives in an hostel.
5. The water is not available here.
6. Bible is the holy book of the Christians.
7. I am learning the English these days.
8. He will always help poor.

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9. Harder you work, better success you will get.
10. I have lost a pen I purchased yesterday.
11. Don't make noise.
12. Here is the English and the Hindi version of the Gita.
13. Sweet are the uses of the adversity.
14. He is the proprietor and the manager of the firm.
15. I am the father and the guardian of this girl.
16. The audience attentively listened to the scholarly and the interesting speech of the president.
17. The honesty is the best policy.
18. What cold day is this !
19. I have never seen a so exciting game.
20. It was a such shocking news.

### **Exercise : Revision 3**

**Fill in the blanks with suitable articles 'a', 'an', or 'the' in the following sentences :**

1. French is ..... difficult language.
2. .... Indian is ..... good host.
3. You are ..... honourable person.
4. .... French are more fashionable than ..... Germans.
5. Bombay is ..... very expensive city.
6. I bought ..... pen, ..... inkpot, and ..... penstand from this shop.
7. I first saw ..... Taj ..... year ago.
8. Your watch is ..... hour late.
9. It is ..... honour to be his follower.
10. Draw ..... map of India.
11. The guide knows ..... way to the caves.
12. Let us consider ..... whole matter from ..... beginning.
13. ..... Bible is ..... holy book.

14. What is ..... best solution of the problem ?
15. ..... sky is quite clear today.
16. ..... Punjab is ..... prosperous state.
17. Mahatma Gandhi was hailed as ..... father of ..... country.
18. Read ..... sixth chapter carefully.
19. I have ..... liking for this kind of dress.
20. He is in ..... hurry to go.

### **Exercise : Revision 4**

**Insert appropriate articles where necessary :**

1. Set your watch again; it is hour late.
2. Moon will shine all night today.
3. He is honourable man.
4. It is very old book.
5. He went to sea to collect pebbles from shore.
6. How beautiful scene is this !
7. He started late in afternoon.
8. Buy for me best book on Grammar.
9. Would you go for walk with me.
10. That was proudest moment of my life.
11. Rose is my favourite flower.
12. They never fail who fall in noble cause.
13. I had pleasure of his company for last four days.
14. Time is best healer.
15. He has caught cold.
16. He has headache since morning.
17. They made fire to keep off wild animals.
18. I go for walk every morning.
19. He spends ten rupees day.
20. This is H. M. T. watch.
21. He is M. P.
22. Proud go down in end.

# 4

# Nouns

The correct use of **Noun** is not a difficult task. We have already explained some of the rules of Noun in the Second Chapter on Syntax. The main difficulty in the use of Noun arises in the correct use of Gender, Number and Possessive case. Therefore, before taking up the Rules of Noun, it is essential to understand the rules regarding the formation of Gender, Number and Possessive case. The following are their Rules—

## Formation of Gender

The following are the three Rules of formation of **Feminine Gender** from the Masculine Gender—

1. By adding **-ess**, **-ine**, **-trix**, **-a** to the word in the Masculine Gender. The addition of **-ess** is most popular. As—

(a)

Masculine	Feminine	Masculine	Feminine
Author	Authoress	Mayor	Mayoress
Baron	Baroness	Patron	Patroness
Count	Countess	Peer	Peeress
Giant	Giantess	Poet	Poetess
Heir	Heiress	Priest	Priestess
Host	Hostess	Prophet	Prophetess
Jew	Jewess	Shepherd	Shepherdess
Lion	Lioness	Steward	Stewardess
Manager	Manageress	Viscount	Viscountess

(b) By removing the last Vowel in the Masculine word before adding **-ess** in the following words—

Masculine	Feminine	Masculine	Feminine
Actor	Actress	Preceptor	Preceptress
Benefactor	Benefactress	Prince	Princess
Conductor	Conductress	Songster	Songstress
Enchanter	Enchantress	Temptor	Temptress
Founder	Foundress	Seamaster	Seamistress

Hunter	Huntress	Tiger	Tigress
Instructor	Instructress	Traitor	Traitress
Negro	Negress	Waiter	Waitress
Abbot	Abbess	Master	Mistress
Duke	Duchess	Murderer	Murdress
Emperor	Empress	Sorcerer	Sorceress
Marquis	Marchioness		

(c) By adding **-ine**, **-trix**, **-a**—

Masculine	Feminine	Masculine	Feminine
Hero	Heroine	Czar	Czarina
Administrator	Administratrix	Sultan	Sultana
Executor	Executrix	Signor	Signora
Testator	Testatrix	Fox	Vixen

2. By adding an entirely new word before or after the Masculine word. As—

Masculine	Feminine	Masculine	Feminine
Bull-calf	Cow-calf	Grandfather	Grandmother
Cock-sparrow	Hen-sparrow	Great-uncle	Great-aunt
He-goat	She-goat	Landlord	Landlady
He-bear	She-bear	Milkman	Milkmaid
Jack-ass	Jenny-ass	Peacock	Peahen
Man-servant	Maid-servant	Washerman	Washerwoman

3. The Feminines of the following Masculines are quite different from their originals. As—

Masculine	Feminine	Masculine	Feminine
Bachelor	Maid/spinster	Hart	Roe
Boy	Girl	Horse	Mare
Brother	Sister	Husband	Wife
Buck	Doe	King	Queen
Bull/ox	Cow	Lord	Lady
Bullock	Heifer	Man	Woman
Cock	Hen	Monk/Friar	Nun

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Colt	Filly	Nephew	Niece
Dog	Bitch	Papa	Mamma
Drake	Duck	Sir	Madam
Drone	Bee	Ram	Ewe
Earl	Countess	Stay	Hind
Father	Mother	Son	Daughter
Gander	Goose	Uncle	Aunt
Gentleman	Lady	Wizard	Witch

4. But in words ending in **-oo**, **-io**, **-eo** or **-yo** only **-s** is added. As—

Singular	Plural	Singular	Plural
Bamboo	Bamboos	Portfolio	Portfolios
Cuckoo	Cuckoos	Embryo	Embryos
Curio	Curios	Ratio	Ratios
Cameo	Cameos	Stereo	Stereos

5. When a word ends in **-y**, and before **-y** there is a consonant, **-y** is replaced by **-ies**. As—

Singular	Plural	Singular	Plural
Baby	Babies	City	Cities
Army	Armies	Pony	Ponies
Lady	Ladies	Duty	Duties
Story	Stories	Fly	Flies

But if there is a Vowel before **-y**, (as **-ay**, **-ey**, **-oy**) only **-s** is added. As—

Singular	Plural	Singular	Plural
Day	Days	Boy	Boys
Play	Plays	Toy	Toys
Key	Keys	Monkey	Monkeys

6. In words ending in **-f** or **-fe** in the Singular Number, **-f** or **-fe** are replaced by **-ves**. As—

Singular	Plural	Singular	Plural
Knife	Knives	Leaf	Leaves
Life	Lives	Myself	Ourselves
Wife	Wives	Sheaf	Sheaves
Calf	Calves	Shelf	Shelves
Elf	Elves	Thief	Thieves
Half	Halves	Wolf	Wolves
Loaf	Loaves		

#### Exceptions—

Singular	Plural	Singular	Plural
Buffalo	Buffaloes	Mango	Mangoes
Potato	Potatoes	Cargo	Cargoes
Negro	Negroes	Volcano	Volcanoes
Hero	Heroes	Motto	Mottoes
Echo	Echoes	Mosquito	Mosquitoes
Zero	Zeroes		

#### Exceptions :

Singular	Plural	Singular	Plural
Canto	Cantos		
Piano	Pianos		
Dynamo	DYNAMOS		
Solo	Solos		
Memento	Mementos		
Photo	Photos		
Ratio	Ratios		
Quarto	Quartos		

7. In the following **eight** Nouns changes are made in the Vowels used within them. They are—

Singular	Plural	Singular	Plural
Man	Men	Mouse	Mice
Woman	Women	Louse	Lice
Foot	Feet	Goose	Geese
Tooth	Teeth	Dormouse	Dormices

8. In the following **four** Nouns **-en** or **-ne** are added. They are—

Singular	Plural	Singular	Plural
Child	Children	Cow	Kine (but also cows)
Ox	Oxen	Brother	Brethren (but also brothers)

9. Some **Nouns** remain the same both in the Singular and Plural forms. As—

Public, police, innings, gross, yoke, brace, sheep, deer, fish, swine, hair, dozen, score, hundred, thousand, pound, kilogram, series, species, means.

10. The Plurals of Compound Nouns are formed by adding **-s** to the **Principal word** in the compound form. As—

Singular	Plural	Singular	Plural
Commander-in-chief	Commanders-in-chief	Maid-servant	Maid-servants
Son-in-law	Sons-in-law	Passer-by	Passers-by
Daughter-in-law	Daughters-in-law	Looker-on	Lookers-on
Brother-in-law	Brothers-in-law	Man-of-war	Men-of-war
Father-in-law	Fathers-in-law	Step-son	Step-sons

11. For forming the Plurals of **Letters / Alphabet, Figures, Abbreviations and Symbols**, Apostrophe **'s** is added. As—

a's, b's, r's, 5's, 3's,

5 M. A.'s, 3 M. L.A.'s, 2 B. A.'s; Dot your i's and cut your t's.

Your b's are not clear. His R's are peculiar. Your 5's look like 3's

**Note**—The Plural of **p** (page) is **pp** and of **l** (line) is **ll**.

12. Sometimes Surnames can be used in the Plural Number, as—

Miss Smith—the Miss Smiths or the Misses Smith.

Mr. Ray—the Rays.

13. We give below the Plurals of some popular foreign words (Greek, Latin, etc.)

Singular	Plural	Singular	Plural
Agendum	Agenda	Medium	Media
Alumnus	Alumni	Memorandum	Memoranda
Appendix	Appendices	Radius	Radii
Axis	Axes	Analysis	Analyses
Datum	Data	Basis	Bases
Dictum	Dicta	Crisis	Crises
Erratum	Errata	Criterion	Criteria
Formula	Formulae (also formulas)	Oasis	Oases
Fungus	Fungi	Phenomenon	Phenomena
Genius	Genii	Thesis	Theses
Index	Indices	Cherub	Cherubim
		Seraph	Seraphim

**Note**—In English **Agenda** is used as a Singular Number only.

### Formation of Possessive (or Genitive) Case

Rules of Formation of Possessive (or Genitive) Case—

(1) **By adding Apostrophe 's**

(a) By adding **'s** to the Singular Nouns standing for **Persons**. As—

Ram's book, the teacher's desk, the doctor's clinic, the lawyer's office.

(b) Apostrophe **'s** is also used with bigger animals and those very familiar. As—

Elephant's trunk, horse's colour, lion's share, tiger's den, bull's horns, dog's tail.

**Note**—Apostrophe **'s** is not used with small animals and insects.

(c) Apostrophe **'s** is also used with personified objects. As—

Nature's laws, Fortune's favour, Death's sting.

(d) Apostrophe **'s** is also used with Neuter Gender Nouns showing **time, place, distance, weight or value**.

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One day's leave, at week's end, at a stone's throw, by month's end, at a pound's cost, a minute's rest, at a yard's distance.

(e) With some special phrases. As—

at arm's length, at fingers' tips, for heaven's sake, for goodness' sake

(f) Double Apostrophe 's should not be used.

As—

This is Ram's father's house.

The above sentence has double Apostrophe 's which is wrong. It should be written thus—

This is the house of Ram's father.

Here one Possessive has been formed by using -'s and the other by the use of connective **of**. This is the correct way.

The father of Ram's friend has come. (Not Ram's friend's father...)

(g) Some words are there which are left out after Apostrophe 's, because their sense is implied in the sentence itself. As— **church, cathedral, school, shop, house**, etc.

1. I bought this book from Mac Millan's. (shop is understood)
2. I am a student of St. John's. (School or College is understood)
3. I have my dinner today at my friend's. (house is understood)

### *Exercise*

#### **1. Correct the Possessive Case in the following sentences :**

1. Ram's friend's father is a Professor.
2. Mohan's father's contacts are very wide.
3. He got share of lion in the distribution of the property.
4. I am on a day leave.
5. Let us have a few minutes rest.
6. I have the points at the tips of my fingers.
2. If there are several hissing sounds (sound of **s** or **sh**) at the end of a word, only the mark of Apostrophe (') is used without **s** after it. As—

For conscience' sake; for justice' sake; Moses' laws.

**Note**—Keats's poetry or Keats' poetry, or Collins's poetry or Collins' poetry are both correct.

3. If a **Plural Noun** has **s** at the end, only the mark of Apostrophe ' is used without **s** after it. As—

Girls' hostel; boys' school, horses'tails.

4. If the Noun is in Plural Number but without **s** at its end, full Apostrophe ('s) is used. As—

Men's club; Children's books.

5. If a Noun or a title is made of several words, Apostrophe 's is used only with the last word. As—

The Rana of Mewar's palace,

The Government of India's orders.

6. If two or more Nouns are inseparably joined together, Apostrophe 's is used only with the last word. As—

Legouis and Cazamian's History of English Literature.

Rowe and Webb's Book of Grammar.

7. If two or more Nouns have their own separate possessives, Apostrophe 's is used each time. As—

Marlowe's and Shakespeare's Plays,

Ram's and Mohan's houses.

#### **8. Possessive case by 'of'**

(a) Possessives of inanimate things are made by using **of**, not by Apostrophe 's. As—

Leg **of the table** (not, table's leg)

Lock **of the door** (not, door's lock)

Pages **of the book** (not, book's pages)

Nib **of the pen** (not, pen's nib)

(b) For small animals and insects also **of** is used (not 's) for their possessives. As—

wings **of a butterfly**, sting **of a scorpion**, legs **of a stag**, etc.

(c) If a Possessive Noun is qualified by a phrase or a clause, Possessive is made by the use of **of**. As—

These are **the toys of the children who are sleeping**.

The milk **of the cow which is black**.

**9. Double Genitives**—Sometimes **Double Genitives** are also used. In such cases Apostrophe 's is used with the noun coming after **of**, or Possessive Pronoun (**mine, yours, theirs, hers**) is used without any further possessive mark or word. As—

1. This is a book **of mine**.

2. Ram is a friend of Mohan's.

3. **Tempest** is a play of Shakespeare's.

**Note**—With such structures it is important to note that they give the suggestion of **one of the**

**many.** Thus, the sentence : **This is a book of mine** means **this is one of my many books.** Therefore, this structure should not be used where the reference is to **one thing or one person** only. As such, the following sentence is wrong—

He is a father of mine.

She is a mother of mine.

These sentences would mean that ‘he is one of my many fathers’ or ‘she is one of my many mothers.’ This would be just absurd. These sentences should be written thus—

He is my father.

She is my mother.

### Rules of Nouns

The following are the Rules of Nouns—

#### Rule 1—Nouns always Plural

The under noted Nouns are always used in the Plural Number. They always take Plural verbs. They cannot be used as Singular Nouns by removing **s**. They are—

Alms, thanks, riches, caves, species, scissors, trousers, pants, clippers, tongs, bellows, gallows, fangs, measels, eyeglasses, goggles, amends, annals, archives, ashes, arrears, athletics, auspices, belongings, breeches, bowels, braces, binoculars, billiards, customs, congratulations, dregs, earnings, entrails, embers, fetters, fireworks, lodgings, lees, mumps, odds, outskirts, particulars, proceeds, proceedings, regards, remains, savings, shambles, shears, spectacles, surroundings, tidings, troops, tactics, vegetables, valuables, wages, works, innings.

These Nouns are always used as Plural Nouns with Plural verbs. As—

1. He gave him alms.  
(‘He gave him an alm’ is wrong)
2. His trousers are dirty.  
(‘His trouser is dirty’ is wrong)
3. He lives on the outskirts of the town.
4. What are your monthly earnings ?

#### Rule 2—Nouns always Singular

Some Nouns are always used in the Singular Number. They are—Poetry, scenery, machinery, stationery, crockery, luggage, baggage,

postage, knowledge, breakage, jewellery, information, furniture, money, wastage. As—

1. Kashmir is famous for its colourful scenery. (**not sceneries**)
2. It is an anthology of poetry. (**not poetries**)
3. He has imported all his machinery from Germany. (**not machineries**)
4. I have no information from him. (**not informations**)

**Note**—If it is necessary to indicate the **Singular** or the **Plural** number of these nouns, the method is this : (a) for Singular Number, we say **a piece of, an item of, an article of**, and (b) for Plural Number we use **pieces of, items of, articles of, kinds of**, etc. These phrases are placed before these Nouns, but the Noun is retained in the Singular number. As—

- (a) (i) I have a piece of information for you.  
(ii) This item of your furniture is really beautiful.  
(iii) I don’t like this article of jewellery.
- (b) (i) All kinds of furniture are available here.  
(ii) I want only a few articles of stationery.  
(iii) All pieces of information given by him are wrong.

#### Rule 3—Nouns Plural in Form but Singular in Use

There are some Nouns which are Plural in form but Singular in usage. They always take a Singular verb. They are—News, Innings, Physics, Politics, Mathematics, Mechanics, Ethics, Economics, etc. As—

1. Mathematics **is** a difficult subject.
2. Ethics **makes** the basis of good life.
3. Politics **has** lost its moral character.
4. Economics **is** an optional subject.
5. The **news is** good.

### Exercise

#### Correct the following sentences :

1. We should not be miserly in giving alm to the beggars.
2. I send herewith my hearty thank for your timely help.

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3. I have sent my trouser to the laundry.
4. He has built a house on the outskirt of the city.
5. The cottage was thrown into shamble by the earthquake.
6. He immersed the remain of his father into the Ganges.
7. He has lost all his valuable.
8. Please accept my congratulation for your success.
9. He sucked the liquor to the last dreg.
10. The prisoner was kept in fetter.
11. I have no liking for pastoral poetries.
12. I have to purchase all kinds of stationeries for the school.
13. She is very fond of sparkling jewelleries.
14. I don't travel with heavy luggages.
15. I receive all necessary informations from him.
16. Please show me all items of crockeries.
17. The letter is short of postages.
18. Can you not reduce your wastages ?
19. No news are good news.
20. The mechanics of this instrument are very complicated.
21. Their performance in the first inning was very poor.
22. He is very weak in Physic.
23. Politics are the game of fortune hunters.
24. What are the latest newses ?
25. He is a man of low ethic.

**Hints**—(1) alms; (2) thanks; (3) trousers; (4) outskirts; (5) shambles; (6) remains; (7) valuables; (8) congratulations; (9) dregs; (10) fetters; (11) poetry; (12) stationery; (13) jewellery; (14) luggage; (15) information; (16) crockery; (17) postage; (18) wastage; (19) is; (20) is; (21) innings; (22) Physics; (23) is; (24) is, news; (25) ethics.

#### Rule 4—Nouns Singular in Form but Plural in Use

There are some Nouns which are Singular in form but Plural in meaning. They always take a Plural verb. They are—Cattle, gentry, clergy, cavalry, infantry, nobility, poultry, peasantry, children, admiralty, yeomanry, etc. Family is used both in the Singular and Plural numbers according to sense. As—

1. The **cattle** are grazing in the field.
2. The **peasantry** are very happy.
3. Our **cavalry** are very strong.

**Note**—(1) Since these Nouns are used only in Plural Number (though singular in form), they should not be made Plural by adding -s or -es. For example, the following sentences are wrong—

The gentries have come.

Our poulties are healthy.

(2) The following Nouns remain the same in both Singular and Plural numbers and they can be used both as Singular and Plural in the same form. They should not be made Plural by adding -s or -es. They are—**Swine, vermin, mankind, police, public**, etc. As—

1. The **police** has been informed.  
or  
The **police** have taken action.
2. The **swine** are dirty animals.  
or  
You are a dirty **swine**.

(3) ‘People’ in the sense of group of persons is always used in the **Plural** number. But when the word ‘People’ is used in the sense of a Nation, it can be used both as Singular (**a people**) and Plural as—‘**The Peoples** of India and China are on friendly terms.’

#### Rule 5—Noun with Numeral Adjective

Some Nouns coming after Definite Numeral Adjectives are always used in the Singular Number. They are—Pair, dozen, score, gross, stone, hundred, thousand, million, billion, etc. As—

Two **pair** of shoes (**not two pairs** of shoes); four dozen pencils; **three score** and ten; **five thousand** rupees, **ten million** people, etc.

But if the Numeral Adjective is Indefinite, all the Nouns given above will be used in the Plural Number. As—

Dozens of people; thousands of workers; millions of pounds; scores of houses; many pairs of shoes; in millions, etc.

#### Rule 6—Numeral Adjective + Hyphen + Noun

If a compound word is formed by joining a Definite Numeral Adjective and a Noun (by a hyphen), the Noun so used will always be in the Singular Number. As—

1. Here is a **five-rupee** note.

Here you will see that a Definite Numeral Adjective (**five**) is joined with a Noun (**rupee**) by a hyphen, and the Noun (**rupee**) is in Singular Number. It will be wrong to say **five-rupees note**.

Similarly the following sentences are correct—

1. Please lend me a **ten-rupee** note.
2. He gave me a **hundred-rupee** note.
3. This is included in our **five-year** plan.
4. He fell down from a **ten-foot** high wall.
5. A **three-man** enquiry committee has been set up.
6. There was a **twenty-foot** deep ditch.
7. A **five-judge** bench will hear this case.

### **Exercise**

Choose the correct alternative from those given within the brackets in the following sentences :

1. The Indian (peasantry/peasancies) are still backward.
2. Our cavalry (is/are) highly trained.
3. The (gentry / gentries) have already arrived.
4. There is a large herd of (swine/swines).
5. All the (people/peoples) were happy.
6. I have several (pair/pairs) of shoes.
7. There are three (thousand / thousands) workers in this factory.
8. (Thousand / thousands) of workers are working in this factory.
9. I have four (pair/pairs) of shoes.
10. He is now three (scores/score) and ten.
11. (Scores / score) of houses have been gutted in fire.
12. He is rolling in (million/millions).
13. A (five-man/five-men) commission has been set up.
14. He jumped into a (forty-foot/forty-feet) deep well.
15. This is our eighth (five-year/five-years) plan.

**Hints**—(1) peasantry; (2) are; (3) gentry; (4) swine; (5) people. (6) pairs; (7) thousand; (8) thousands; (9) pair; (10) score; (11) scores; (12) millions; (13) five-man; (14) forty-foot; (15) five-year.

### **Rule 7—Noun + Preposition + the same Noun repeated**

If the same Noun is repeated before and after a Preposition, the Noun is used in the Singular Number each time. In such cases the verb is also used in the Singular Number. As—

**Ship after ship** arrived at the port. Here **ships after ships** will be wrong. Similarly the following sentences are correct—

1. **Mistake after mistake** was committed.
2. **Chance after chance** was lost.
3. He begged from **door to door**.
4. **Wave upon wave** rose in the sea.
5. We can read **meaning within meaning** in this poem.

### **Rule 8—Article + several Adjectives + Noun**

If two or more than two **Adjectives** are connected with **and** and the **Article** has been used only before the first Adjective, the **Noun** used after them will be in the Plural Number. But if the Article is used before each Adjective, the Noun will be in the Singular Number. As—

1. Shakespeare was very popular in the **sixteenth and seventeenth centuries**.
2. Shakespeare was very popular in the **sixteenth and the seventeenth century**.
3. Very heavy wigs were worn in the **Elizbethan and Jacobean Ages**.
4. Very heavy wigs were worn in the **Elizbethan and the Jacobean Age**.

### **Exercise**

Correct the following sentences :

1. He made attempt after attempts but failed.
2. There is no difference from men to men.
3. He knocked from doors to doors for help.
4. There are circles within circles in this painting.
5. I can read meanings within meaning in what you say.
6. There is no absentee in the Fifth and the Sixth classes.
7. There is no post-office in the first and second lane.

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8. Many great scientists were born in the eighteenth and nineteenth century.
9. There is no mistake in the fourth and the fifth pages.
10. No berth is available in the first and last coach.

**Hints**—(1) attempt after attempt; (2) man to man; (3) door to door; (4) circle within circle; (5) meaning within meaning; (6) class; (7) lanes; (8) centuries; (9) page; (10) coaches.

#### Rule 9—Numeral Adjective + Noun + Fraction

If a Numeral Adjective and a fraction (**a half, a quarter, three quarters, etc.**) are to be used with a Noun, the structure of the sentence will be as follows—

1. The train is late by **one hour** and **a half**.
  2. The train is late by **two hours** and **a half**.
- The following structure will be wrong—
1. The train is late by **one and a half hour**.
  2. The train is late by **two and a half hours**.

Under this Rule the correct structure is this—Noun is used after the Numeral Adjective, and the Number of the Noun is Singular or Plural according to the Numeral Adjective (*i. e.* the Noun is Singular with **a / an / one**, and Plural with **two, three, etc.**) And after the Noun the **Fractions (and a half, and a quarter, and three quarters, etc.)** should be used. The following are some more examples—

1. I have **one rupee** and **a half**.
2. I have read **five chapters** and **a half**.
3. I have been waiting for **five hours** and **a quarter**.
4. The distance is **four kilometres** and **three quarters**.
5. Its weight is **a kilo** and **a half**.

Expressions such as **One and a half rupee; five and a half chapters; five and a quarter hours; four and three quarters kilometres; one and a half kilo** are wrong.

**Note**—If a Numeral Adjective and a fraction are joined by **and** and they are used in the sense of multiplication, the Noun is placed after them, and the Noun is always used in the Plural Number. As—

1. The amount will grow **one and a half times**.

2. The amount will grow **two and a half times**.

In such cases **One time and a half** or **two times and a half** are wrong.

#### Rule 10—Adjectives used as Plural Nouns

Some Adjectives preceded by **the** are used as Plural Nouns. As—**The poor; the rich; the sick; the down-trodden; the meek, etc.** As—

1. We should help **the poor**.
2. **The rich** should not be proud.
3. **The meek** are blessed.
4. **The sick** should be carefully looked after.

It is wrong to try to make these Adjectives Plural by adding **-s** or **-es** to them. They are already Plural in their sense. As—**the poors, the riches, the meaks, or the sicks**. All these are wrong expressions.

#### Rule 11—Nouns/Pronouns of Common Gender (Dual Gender)

(a) The following Nouns are of Common Gender, *i.e.*, they can be used both as Masculine or Feminine Genders. Thus, they are of Dual Gender. They are—

Child, baby, friend, student, teacher, lecturer, professor, pupil, artist, author, reader, servant, worker, poet, speaker, writer, typist, engineer, lawyer, advocate, client, clerk, conductor, musician, politician, minister, leader, dealer, secretary, enemy, parent, relation, cousin, orphan, neighbour, person, president, monarch, statesman, publicman, chairman, sportsman, spokesman, spokesperson, chairperson.

As—

1. She is my friend.
2. He is my friend.
3. My teacher is Miss Bose.
4. My teacher is Mr. Bose.
5. He is our Finance Minister.
6. She is our Finance Minister.

**Note**—(1) Some Grammarians hold that Nouns of Common Gender which have **—man** joined with them should not be used with Feminine Gender Nouns. Such a use would appear odd. As—

She is a sportsman / chairman / spokesman / publicman/statesman.

In such cases **-person** has come to be used in place of **-man**. As—

chairperson, spokesperson, sportsperson, publicperson, statesperson, mediaperson, etc.

(2) Sometimes **Poetess** and **Authoress** are also used for Feminine Gender.

(3) A typical difficulty arises when a Pronoun is to be used with a Common Gender Noun in the Singular Number. For example, which of the following pronouns (**his** or **her**) is correct.

1. Every teacher should do **his** duty.

or

Every teacher should do **her** duty.

In all such cases Third Person, Masculine Gender (**his**) should be used.

1. Every teacher should do **his** duty.

2. No student should waste **his** time.

Some scholars hold that both genders connected with **or** (**his** or **her**) should be used.

Every teacher should do **his** or **her** duty.

But this can be desirable in legal language only. In the normal routine case only Third Person Masculine (**He**, **His**, **Him**) should be used.

### Exercise

#### Correct the following sentences :

1. Apples sell at ten and a half rupees a kilo.
2. He reached late by one and a quarter hours.
3. I have two and a quarter hours at my disposal.
4. He covered twenty and a half kilometers in one and a half hours.
5. At this rate of interest your money will grow two times and a half.
6. My income has risen one and a half time.
7. My income has risen one time and a half.
8. The poors deserve all our sympathy.
9. The wounded was admitted in hospital.
10. The riches are not always merciless.
11. Every teacher should know her students.
12. She is a good lady teacher.

13. He is my man-servant.
14. She is a lady doctor.
15. She is a renowned poetess.
16. Go to the Ladies common-room.
17. This is Ladies Training College.
18. No one should neglect its duty.
19. Neither of them has done her work.
20. She is a fearless spokeswoman.
21. Mrs. Gandhi was the chairwoman.
22. Elizabeth was a great monarchess.
23. She is my cousin sister.
24. My mother is my guardianess.

**Hints**—(1) ten rupees and a half; (2) one hour and a quarter; (3) two hours and a quarter; (4) twenty kilometres and a half... one hour and a half; (5) two and a half times; (6) one and a half times; (7) one and a half times; (8) the poor; (9) were; (10) the rich; (11) his; (12) teacher, not lady teacher; (13) servant; (14) doctor, not lady doctor; (15) poet; (16) Women's; (17) Women's Training College; (18) his; (19) his; (20) spokesman or spokesperson; (21) chairman or chairperson; (22) monarch; (23) cousin, not cousin sister, (24) guardian.

#### Rule 12—Nouns with one meaning in Singular and another in Plural.

Some Nouns have one meaning in the Singular Number and another and quite different meaning in the Plural Number. They are—

Singular (Normal Meaning)	Plural (Typical Meaning)
Abuse (misuse)	Abuses (Bad habits and customs)
Advice (counsel, opinion)	Advices (items of information)
Air	Airs (arrogant show)
Alphabet	Alphabets (languages)
Compass (limit)	Compasses (a geometrical instrument)
Colour	Colours (flag)
Custom	Customs (levies on goods imported)
Effect (as noun)	Effects (household luggage)
Force	Forces (armies)

Good	Goods (luggage)
Iron	Irons (chains, fetters)
Manner	Manners (behaviour)
Number	Numbers (feet or rhythm in poetry)
Pain	Pains (efforts)
Premise (supposition, Introduction)	Premises (site, situation)
Physic (medicine)	Physics (a branch of science)
Quarter (fourth part)	Quarters (small houses)
Return	Returns (accounting)
Sand	Sands (desert)
Water	Waters (oceans)
Wood	Woods (jungle)
Letter	Letters (Literature, scholarship)
Ground	Grounds (reasons)

### Exercise

**Choose the correct alternative from those given within brackets in each sentence :**

1. I love to walk in the fresh morning (air/ airs).
2. I shall spare no (pain/pains) to give entire satisfaction to you.
3. Please submit your income-tax (return/ returns) immediately.
4. This stool is made of (iron/irons).
5. I shall shift all my household (effect/ effects) from here.
6. I have booked my (good/goods) by passenger train.
7. He struck the ball with great (force / forces).
8. You have to pay your (custom/customs) duty.
9. He has gone to the (wood/woods) in search of his lost cattle.
10. He has built a small temple in the (premises/premise) of his new house.

**Hints**—(1) air; (2) pains; (3) returns; (4) iron; (5) effects; (6) goods; (7) force; (8) customs; (9) woods; (10) premises.

### Miscellaneous Revision Exercises

#### Revision Exercise 1

**Choose the correct forms of the nouns from those given in brackets in the following sentences :**

1. He gave me two ten (-rupee/-rupees) notes.
2. Most men live to the age of three (score/ scores) and ten.
3. I like the (scenery/sceneries) of this place.
4. My car costs me fifty (thousand/ thousands) rupees.
5. Our score in the first (inning/innings) was very encouraging.
6. Pray and give (thank/thanks) to God that you have been saved.
7. There was a herd of (deer/deers) in the wood.
8. Their (offspring/offsprings) are all sickly.
9. Whose (cattle/cattles) are these ?
10. The child is suffering from (measel/ measles).
11. Five (hundred/hundreds) years have passed since then.
12. (Tiding/Tidings) came very late.
13. The (Jury/Juries) found him guilty.
14. (Dozen/Dozens) of men were injured.
15. I bought two (dozen/dozens) pencils.
16. He gave (alm/alms) to every beggar.

**Hints**—(1) rupee; (2) score; (3) scenery; (4) thousand; (5) innings; (6) thanks; (7) deer; (8) offspring; (9) cattle; (10) measles; (11) hundred; (12) tidings; (13) Jury; (14) dozens; (15) dozen; (16) alms.

#### Revision Exercise 2

**Choose the correct forms of the verbs from those given within brackets, keeping in view the sense of the nouns which should be in agreement with the verbs :**

1. Where (is/are) the scissors ?
2. The police (has/have) made no arrests.
3. Economics (is/are) taught by Dr. Jain.
4. The clergy (is/are) opposed to closing the church today.
5. A huge crowd (has/have) assembled.
6. No news (has/have) come from my brother.

7. Sheep blindly (follow/follows) the leader.
8. The jury (has/have) not come to a unanimous verdict.
9. Measels (is/are) a bad disease.
10. No cattle (is/are) allowed to graze here.
11. My family (is/are) early risers.
12. Three dozen pencils (has/have) been distributed.
13. The government (is/are) determined to implement the plan.
14. The majority of workers (has/have) come on duty.
15. The rich (is/are) not always happy.

**Hints**—(1) are; (2) have; (3) is; (4) are; (5) has; (6) has; (7) follow; (8) have; (9) are; (10) are; (11) are; (12) have; (13) are; (14) have; (15) are.

### Revision Exercise 3

#### Correct the following sentences :

1. I have bought a new spectacle.
2. Have you installed new machineries ?
3. Please pay my regard to your father.
4. These paulyry is mine.
5. You can select from these three pairs of shoes.
6. So many pair of shoes are here before you.
7. I have all these points at the ends of my fingers.
8. He gets a monthly allowance of two thousands rupees.
9. His hairs have turned grey.
10. You must follow my advices.
11. I have not yet brought my furnitures.
12. The news are not authentic.
13. He attended King George's the Fifth coronation ceremony.
14. The wages of sin are death.
15. His weekly earning is very poor.
16. This is my uncle's, the engineer, office.
17. My pen's colour is black.
18. This is a Ladies'College.
19. No man can enter the Women's Hostel.
20. A three-men enquiry committee will look into the matter.
21. No more informations are available.

22. My father's friend's son is coming today.
23. He is a father of mine.
24. A kite's wings are large.
25. I have sent him my congratulation for his success.
26. The mechanics of this instrument are not difficult to understand.
27. There was a fifty-feet deep valley.
28. Trucks after trucks crossed the prohibited line.
29. There is no light in the fifth and sixth house.
30. The police has already taken search of the fourth and the fifth rooms.
31. His score was one and a half centuries.
32. Houses after houses were looted by the dacoits.
33. I can run for two mile and a half.
34. His profits have grown one and a half time.
35. Mrs. Jacob is my lady-teacher.
36. This student has spoilt her paper.
37. Indian force is strong enough to face the challenge.
38. Gandhi has left his foot-marks on the sand of time.
39. Both his daughter-in-laws are beautiful.
40. There are 5 M. A. among the applicants.

**Hints**—(1) pair of spectacles; (2) machinery; (3) regards; (4) are; (5) pair; (6) pairs; (7) at my finger-ends; (8) thousand; (9) hair has turned; (10) advice; (11) furniture; (12) is; (13) King George the Fifth's; (14) is; (15) earnings are; (16) my uncle, the engineer's, (17) the colour of my pen; (18) Women's College; (19) Women's Hostel; (20) three-man; (21) information is; (22) the son of my father's friend; (23) my father; (24) the wings of a kite; (25) congratulations; (26) is; (27) fifty-foot deep; (28) truck after truck; (29) houses; (30) room; (31) one century and a half; (32) house after house; (33) two miles and a half; (34) one and a half times; (35) teacher; (36) his; (37) forces are; (38) sands; (39) daughters-in-law; (40) 5 M. A.'s.

# 5

# Pronouns

## Forms of Pronouns

### Personal Pronouns

There are three Persons of Personal Pronouns—

- (i) First Person
- (ii) Second Person
- (iii) Third Person

All these three Persons have different forms in different cases (Nominative, Objective and Possessive). Every student must know these different forms very clearly, because without this knowledge they cannot be used correctly. The different forms are these—

#### (i) Forms of First Person (Both Masculine and Feminine)

Case	Singular	Plural
Nominative	I	We
Objective (Accusative)	Me	Us
Possessive (Genitive)	My, Mine	Our, Ours

#### (ii) Forms of Second Person (Both Masculine and Feminine)

Case	Singular	Plural
Nominative	You, thou	You, ye
Objective (Accusative)	You, thee	You
Possessive (Genitive)	Your, yours	Your, yours
	Thy, thine	

**Note**—Thou, thee, thy, thine and ye are no longer in popular use.

#### (iii) Forms of Third Person (in different Generds)

Case	Singular			Plural
	Masculine	Feminine	Neuter	All genders
Nominative	He	She	It	They
Objective (Accusative)	Him	Her	It	Them
Possessive (Genitive)	His	Her, Hers	Its	Their, Theirs

#### (iv) Forms of Relative and Interrogative Pronouns

Relative Pronouns and Interrogative Pronouns have the same forms—

Case	Singular and Plural	Singular and Plural
	Masculine and Feminine	Neuter
Nominative	Who	Which
Objective (Accusative)	Whom	Which
Genitive (Possessive)	Whose	Whose, of which

**Note**—Relative Pronoun ‘That’ has the same form in Singular and Plural Numbers and also in the Nominative and Accusative cases. It has no Genitive case.

#### (v) Forms of Reflexive and Emphatic Pronouns

Pronoun	Reflexive and Emphatic Form
I	Myself
You	Yourself (in Singular) Yourselves (in Plural)
He	Himself
She	Herself
It	Itself
We	Ourselves
They	Themselves

### Rules of Pronoun

The following are the Rules of correct use of Pronouns—

#### Personal Pronoun

##### Rule 1—Number, Person and Gender

The first and basic rule of the use of Pronoun is that it must have the same **Number**, **Person**, and **Gender** as the **Number**, **Person** and

**Gender** of the Noun for which it has been used. As—

1. **He** has done **his** work.
2. **She** has done **her** work.
3. **You** have done **your** work.
4. **I** have done **my** work.
5. **We** have done **our** work.
6. **They** have done **their** work.

#### Rule 2—Nominative Pronoun

Nominative Pronouns are used as the Subject of a Verb.

(**He**, **She**, **I**, **You**, **We**, **They** are in the Nominative Form). As—

1. **He** is a good boy.
2. **She** is going there.
3. **They** are coming.
4. **You** can go.

#### Rule 3—Complement of the Verb ‘to be’

If a Verb ‘**to be**’ has a Pronoun for its complement, the Pronoun must be used in the Nominative form. As—

1. It is **I** (not **me**) who came yesterday.
2. It is **he** (not **him**) who will help you.
3. If I were **she** (not **her**), I wouldn’t do it.
4. It is **they** (not **them**) who saved us.

**Note**—It should be remembered that in **Exclamatory** and **Predicative** use, Personal Pronoun can be used in the **Objective form**. As—

It is **me** ! It wasn’t **him** !

#### Rule 4—Objective Form

If a Personal Pronoun is the **Object** of a **Verb** or a **Preposition**, it must be used in the Objective form. (**Me**, **Us**, **Him**, **Them**, **Her**, **You** are in the Objective Form). As—

1. I know **him** (not **he**) well.
2. She comes to **me** (not **I**) for help.
3. Our teacher has asked **us** (not **we**) to remain in the class.
4. I have told **them** (not **they**) to go away from here.
5. He depends upon **me** (not **I**)
6. I go to **them** (not **they**) for guidance.

#### Rule 5—Pronouns of Different Persons

If Pronouns of different Persons are to be used with the same Verb, they must be used in the following order—

- A. In Singular Number, **You** (Second Person) should come first, **He** (Third Person) should come next, and **I** (First Person) should come last. This order is indicative of refined culture and good behaviour. In brief—  
You + He + I, i.e., 2 + 3 + 1
- B. In Plural Number—  
We + You + They, i.e., 1 + 2 + 3
- C. But if the sentence has a bad sense, or is expressive of some error or fault, the order should be thus—  
I/We + You + He/They, i.e., 1 + 2 + 3  
As—  
(A) **You** and **he** and **I** are good friends.  
**We** and **you** and **they** can live together.  
**You** and **he** were class-mates.  
**Ram** and **I** lived in the same house.  
**You** and **I** can travel together.  
(B) **We** and **you** and **they** can work together.  
**We** and **they** were in the same class.  
(C) **I** and **you** and **he** have to accept our fault.  
**You** and **he** will be punished.

#### Exercise

##### (A) Correct the following sentences :

1. Ram has lost their books.
2. She loves his husband.
3. He has sent her sister to school.
4. They have passed his examination.
5. Us are students of this school.
6. Your can do your work.
7. It is me who have to go.
8. It is him who is to blame.
9. Please ask he to bring his book.
10. It is for he to take the responsibility.
11. I have told they to reach in time.
12. He depends upon they to help him.
13. If I were him, I wouldn’t accept the terms.
14. He did not accept she proposals.
15. Them are dependable people.

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**Hints**—(1) his; (2) her; (3) his; (4) their; (5) We; (6) You; (7) I; (8) he; (9) him; (10) him; (11) them; (12) them; (13) he; (14) her; (15) they.

**(B) Arrange the personal pronouns in the following sentences in their proper order :**

1. I, you and he have been selected for scholarship.
2. You, I and he will go together to the fair.
3. You, they and we should remain united.
4. All those boys, all of you and all of us can make a good team.
5. He, you and I have been found guilty.
6. I, he and you must tender an apology for the mistake.

**Hints**—(1) You, he and I; (2) You, he and I; (3) We, you and they; (4) All of us, all of you and all those boys; (5) I, you and he; (6) I, you and he.

**Rule 6—Pronoun for a Collective Noun**

With a Collective Noun the Pronoun used is Singular or Plural according to the sense. In the Singular Number we use It/Its and in Plural They /Them. As—

- |          |  |
|----------|--|
| Singular | 1. The fleet has sailed away on its voyage.<br>2. The jury has given its verdict.<br>3. The crew is ready. It is boarding the ship within minutes. |
| Plural   | 4. The jury are divided in their opinion.<br>5. The Government are ready to revise their proposals.  |

**Rule 7—Pronoun for more than two Nouns**

When **two or more Nouns** are joined by **and**, the Pronoun used for them is always Plural. As—

1. Ram and Mohan are friends. **They** go to **their** school together.
2. Hari and his friends have completed **their** work.

**Rule 8—Pronoun for Each or Every + Noun**

When two or more Nouns are joined by **and**, and before each Noun there comes **each** or **every**, the Pronoun used is always Singular. As—

1. Each worker and each mason has come on **his** work.
2. Each clerk and each typist has left **his** seat.

### Exercise

**Correct the following sentences—**

1. The jury delivered their verdict unanimously.
2. The committee is one in their opinion in this matter.
3. The Government is not divided in their view in this matter.
4. The jury gave a majority decision after its last meeting.
5. The crew tried to save itself by their life-boats.
6. Ram and Shyam lost his way in the wood.
7. All the students and their teacher neglected his work.
8. Each boy and each man received their share in time.
9. Each of Ram, Mohan and Shyam has done their duty.
10. Each of the girls will sing a song of their choice.
11. Mohan and Sohan has each decided to go to their village.
12. Every one of them has to sit in their own seat.

**Hints**—(1) its; (2) its; (3) its; (4) their; (5) themselves; (6) their; (7) their; (8) his; (9) his; (10) her; (11) his; (12) his.

**Rule 9—Each, Either, Neither**

They always take **Singular Verb** and **Singular Possessive**. As—

1. **Each** of them is sure to get **his** chance.
2. **Either** of them is free to bring **his** book.
3. **Neither** of the workers has brought **his** tools.

**Rule 10—Either and Neither**

**Either** and **Neither** are used for **Two** things only, not for more than two. As—

1. You can choose **either** of these **two (not more than two)** pens.
2. **Neither** of the **two** brothers was selected.

**Rule 11—Anyone and None**

When more than two things are referred to, we use **anyone** in place of **either** and **none** in place of **neither**. As—

1. **Anyone** of these **four boys** can go with me.
2. **None** of these **ten applicants** is qualified.

#### **Rule 12—Each other/One another**

They are called Reciprocal Pronouns. **Each other** is used for two things or persons, and **one another** for more than two. As—

1. The **two brothers** help **each other**.
2. All the **five brothers** help **one another**.
3. The **two wheels** rub against **each other**.

**Note**—In the modern usage there is believed to be little difference between **Each other** and **One another**. Now, sometimes, **Each other** is used for more than two, and **One another** for only two. As—

1. These **three sisters** really love **each other**.
2. Let us **all** help **each other**.

#### **Rule 13—Both and All**

**Both** is used for **two**, and **All** for **more than two**. As—

1. **Both** the pens are good. (*i.e.*, only two pens)
2. **Both** the men (*i.e.*, **two men**) are idle.
3. **All** the pens (*i.e.*, **more than two**) are good.
4. **All** the men (**more than two**) are idle.

#### **Exercise**

##### **Correct the following sentences :**

1. Each of the workers have to bring their own tools.
2. Every one of them were given their uniform.
3. Either of the brothers have a right to check their father's account.
4. Neither of the sisters are like their mother.
5. Either of these five books are good enough to serve your purpose.
6. Neither of these four horses can win the prize.
7. Anyone of these two applicants can be appointed.
8. None of these two students can pass their qualifying test.

9. These two friends will surely help one another.
10. All these ten workers can consult each other.
11. Both of the three brothers has taken his share.
12. All of the two cows are black.

**Hints**—(1) has, his; (2) was, his; (3) has, his; (4) is, her; (5) two, is; (6) two; (7) either; (8) Neither, his; (9) each other; (10) one another; (11) two, have, their; (12) four or All of the cows.

#### **Rule 14—Pronoun for 'or', 'either ..... or' / 'neither ..... nor' + Noun**

When two or more than two Nouns are joined with **or**, **either ... or**, **neither ... nor**, the Pronoun used for them is always **Singular**.

1. Ram or Hari has lost **his** book.
2. Either the lawyer or his clerk will be in **his** office.
3. Neither Mohan nor Sohan has done **his** work.

#### **Rule 15—Pronoun for or/nor + Singular and Plural Nouns**

When a Singular Noun and a Plural Noun are joined by **or / nor**, the Pronoun used for them is always **Plural**. As—

1. Either the Principal or the teachers had neglected **their** duty.
2. Neither the father nor his sons had kept **their** promise.

#### **Rule 16—Pronouns for different Persons**

When more than one Pronoun are of different Persons, and only one Pronoun is later to be used for them, there should be **First Plural** for First + Third, again **First Plural** for First + Second, and **Second Person** for Second + Third. As—

1. You and I have done **our** duty.
2. You and Hari have done **your** duty.

#### **Exercise**

##### **Correct the following sentences :**

1. Either Ram or Mohan has left their bag.
2. Neither Sita nor Geeta has attended their class.
3. Either the supervisor or his workers have left his store-room unlocked.

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4. Neither the soldiers nor their captain have left his post.
5. You and I have done my best.
6. You and he have tried his utmost.
7. We and you can play your role so well.
8. You and Rakesh can take his chance once again.
9. Hari and I have done whatever I could.
10. I and my friend have spared no efforts on his part.

**Hints**—(1) his; (2) her; (3) their; (4) their; (5) our; (6) your; (7) our; (8) your; (9) we; (10) our.

#### Rule 17—Pronoun after than/as

A peculiar difficulty arises in the correct use of Pronoun after **than** or **as**. The problem is to decide whether the Pronoun to be used after **than** or **as** should be in the **Nominative** form or **Objective/Accusative** form. In this connection it should be remembered that the Pronoun used after **than** or **as** is the short form of a whole clause. Thus, the full form of '**I am taller than he**' will be '**I am taller than he is**'. Therefore, in order to decide whether the Nominative or the Objective form of the Pronoun should come after **than** or **as**, we should mentally speak the whole clause beginning with **than** or **as**, and as soon as we do so, the correct form of the Pronoun will come in our mind. As—

1. I am stronger **than he** (is)
2. I am as strong **as he** (is).
3. He loves you more **than I** (love you).
4. I love you more **than he** (loves you).
5. He gave you more marks **than** (he gave me).
6. I shall give you as many books **as** (I shall give) **him**.

**Note**—In sentences containing the **Verbs of Incomplete Predication** (suggesting the idea of **being, becoming or seeming**), Pronouns of Objective form can also be used in place of Nominative form after **than** or **as**. As—

**He is taller than me.**

This form is also acceptable as correct.

#### Exercise

##### Correct the following sentences :

1. He is as willing to go as me.
2. You are more intelligent than him.
3. They love their country more than him.
4. I can serve you better than him.
5. He gave you larger share than I.
6. I shall get as many chances as her.
7. They have as many cows as us.
8. I have as good a house as their.
9. Our chances are as bright as you.
10. We hope to be more successful than them.

**Hints**—(1) I; (2) he; (3) he; (4) he; (5) me; (6) she; (7) we; (8) they; (9) yours; (10) they.

#### Pronoun 'It'/'This'

##### Rule 18—Pronoun 'It'

Pronoun **It** is used in the following cases—

- (a) For Inanimate things. As—  
This is your house. It is a big house.
- (b) For small animals, birds and insects.  
As—
  1. There is a parrot. **It** is green.
  2. I have a dog. **It** is very active.
- (c) For very little children—  
The child has wetted **its** napkin.
- (d) For such statements as have already been referred to earlier—
  1. He is giving a false statement; as he knows **it**.
  2. He deserved his demotion; as he knew **it**.
- (e) For the **imaginary subject** of the verb '**to be**', while its real subject comes later.  
As—
  1. **It** is certain that he will come.
  2. **It** is easy to find its solution.
  3. **It** is doubtful whether he will succeed.
- (f) For laying emphasis on some **Noun** or **Pronoun** which comes after it. As—
  1. **It** was you who first made the offer.
  2. **It** was I who first pointed out the mistake.
  3. **It** was this place where we met first.

4. **It** must be a foolish man who has been cheated twice by the same man.
  5. **It** is this kind of behaviour that annoys everybody.
- (g) For an **imaginary** or **uncertain** Nominative of an **impersonal verb**. As—
- It** rains. **It** thunders.  
**It** snows. **It** blows.
- (h) For referring to **weather** or **time**. As—
1. **It** is a fine weather.
  2. **It** is 9 O'Clock.
  3. **It** is winter.
  4. **It** is half past two.

#### Rule 19—Pronoun ‘This’ or ‘It’

A difficulty often arises with regard to the use of **This** or **It** in a sentence. It has been made amply clear above that **It** is only an **imaginary** Nominative, while **This** is a **real** Nominative, or gives some definite reference or information about the real Nominative.

**This** is used to give the **name, introduction** or any **other information** about some one. **It** is used only for **weather, season, time** or some **impersonal subject**. **This** refers to a person, thing, any specific information or quality, or nearness / closeness. As—

1. **This** is my brother.
2. **This** is a cow.
3. **This** is All India Radio.
4. **This** is my point of view.
5. **This** is 351557. (Telephone Number)

#### Exercise

##### Correct the following sentences :

1. Take the cow to her shed.
2. My pen is a new one, yet this is not smooth.
3. The dog has hurt his leg.
4. The child is crying in his cradle.
5. He has broken his promise, as he knows this.
6. This is not difficult to know the real facts.
7. This is improbable that he should tell a lie.
8. This is easy to win him over.
9. This was he who first broke the news.

10. There is this college where I studied.
11. That is only a wise man who can give you such an advice.
12. This rains and thunders every evening.
13. This is a very hot day.
14. This is 7 O'clock.
15. It is All India Radio giving you the news.
16. It is my house.
17. It is my offer to you.
18. It is to certify that he is in my class.

**Hints**—(1) its; (2) it; (3) its; (4) its; (5) it; (6) It; (7) It; (8) It; (9) It; (10) It; (11) It; (12) It; (13) It; (14) It; (15) This; (16) This; (17) This; (18) This.

#### Relative Pronouns

The more popular Relative Pronouns are—  
**Who, Whom, Whose, Which, That, What.**

The following are the Rules of their correct use—

#### Rule 20—Who

**Who** is used in the Nominative case only for **Persons**, both in the **Singular** and **Plural** Numbers. **Who** is not used for inanimate things. For animals also **who** is not generally used. **Who** is also used for **People** and **Those**. As—

1. I know the man **who** came here yesterday.
2. He is the thief **who** was caught red-handed.
3. All the people **who** came here were happy.
4. I know all those **who** were invited.

#### Rule 21—Whom

**Whom** is used only for **Persons** in the Objective / Accusative case both in Singular and Plural Numbers. As—

1. The man **whom** I met yesterday has come.
2. The boy **whom** I gave the books has secured first division.

#### Rule 22—Which

**Which** is used for animals and inanimate things. As—

1. The pen **which** I purchased yesterday has been lost.

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2. The cow **which** stands there is very gentle.
3. The house **which** has a high gate is mine.

**Note**—In Prepositional Cases the Preposition is always used before **which**. As—

1. The post **for which** I applied is temporary.
2. I don't remember the date **on which** he was born.
3. This is the book **about which** I told you.
4. This is the last chance **on which** I depend.
5. The book **of which** the cover is torn is not mine.

### Rule 23—Whose

**Whose** is used in Possessive Case both for Persons and Animals. As—

1. The boy **whose** father is the Principal is my friend.
2. The girl **whose** eyes are blue is very sweet.
3. Mohan **whose** brother came yesterday has gone home.

**Note**—Sometimes **whose** is used for inanimate things also. As—

The sun whose rays give us light also give us life.

### Rule 24—That

(A) **That** is used both for animate and inanimate things both in Singular and Plural Numbers.

**That** has no Possessive / Genitive Case and therefore no Preposition can be used before it. If it is very necessary to use a Preposition, it can be placed at the end of the sentence. In such a case the sentence can be completed without '**That**' also. As—

1. I know the **house that** he lives in.  
or  
I know the **house** λ he lives in.
2. I catch the **point that** you are hinting **at**.  
or  
I catch the **point** λ you are hinting **at**.
3. I have not yet read the **book that** you suggested to me.
4. I have lost the **pen that** you gave me.

(B) In the following cases the use of **that** is preferred to that of **who** or **which**. As—

(i) After the **Superlative Degree**—

1. Gandhi was the **greatest man that** modern India produced.
2. He is the **best speaker that** I have ever heard.

(ii) After these words—**all, same, any, none, nothing, only, anything, anybody, nobody, little, somebody, no one**—

1. This is **all** the statement **that** he gave.
2. He is **the same boy that** came yesterday.
3. It is **only** the fools **that** talk that way.
4. It is not for **nothing that** I have been labouring so hard.
5. There was not **any that** could be heard.
6. There was **none that** was not moved to tears.

(iii) After Interrogative Pronoun **who/what**—

1. **What** is it **that** troubles you so much ?
2. **What** is there **that** I cannot do ?
3. **Who** am I **that** you should care for ?

(iv) After **two Antecedents**, one of which stands for a Person and the other for an animal or a thing. As—

1. The **rider** and his **horse that** tried to cross the river were drowned.
2. The **driver** and his **bus that** crossed the lane struck against a tree.

### Rule 25—What

Relative Pronoun **What** is used for things only. It is used without an **Antecedent**, and it means **that which**. As—

1. **What** cannot be cured must be endured.
2. **What** I told you is correct.
3. I know **what** you want to say.

It would be wrong to use an **Antecedent** before **what**. As—

The story **what** I read was good.

This sentence is wrong because Antecedent '**story**' has been used before '**what**'. Its correct form would be—

The story **that** I read was good.

**Rule 26—‘But’ as a Relative Pronoun**

Sometimes **But** is used as a **Relative Pronoun**, in which case it means **who not/which not**. As—

1. There is none **but** admires you.  
**(but admires = who does not admire)**
2. There is no problem **but** can be solved.  
**(but can be solved = which cannot be solved)**
3. There is none **but** loves his country.  
**(but loves = who does not love)**

**Exercise****Correct the following sentences :**

1. The boy whom was lazy has failed.
2. The flowers who grow in our garden are very beautiful.
3. Those whose live in glass houses should not throw stones.
4. The men which have assembled in the lawn are our partymen.
5. I who am my benefactor must help you in time.
6. You are the person which are responsible for this deed.
7. The hen who laid a golden egg was killed by the greedy man.
8. The people which do not love their country are not respected.
9. Only those boys should be promoted whom are intelligent.
10. The cycle of which I purchased is very heavy.
11. I always buy the book which is the best in the market.
12. Our sweetest songs are those which tell of saddest thought.
13. All which he said was correct.
14. Nothing which is not true can impress me.
15. Only the ink which is blue is allowed.
16. None who are poor can afford it.
17. What was the answer which he gave ?
18. Who was the man who came to see me ?
19. What is the utility of the book which has been damaged by white-ants ?

20. What is your opinion about the work which I am doing ?
21. That is the house which in I live.
22. You are my only friend I can depend.
23. I know the book you are looking.
24. This is the only attempt in that I have failed.
25. This is the same question which was asked last year.
26. There was not any who could be trusted.
27. Who are you who can scold me like this ?
28. I know which you want from me.
29. That what is true is always true.
30. There is none but who trusts me.

**Hints**—(1) who; (2) which; (3) who; (4) who; (5) **your** in place of **my**; (6) who; (7) which; (8) who; (9) who; (10) **which** in place of **of which**; (11) that; (12) that; (13) that; (14) that; (15) that; (16) that; (17) that; (18) that came; (19) that; (20) that; (21) **in which** in place of **which in**; (22) depend upon; (23) looking for; (24) **that I have failed in** in place of **in that I have failed**; (25) that; (26) that; (27) that can scold ....; (28) what; (29) **what** in place of **that what**; (30) **but** in place of **but who**.

**Compound Relative Pronouns**

**Rule 27—Compound Relative Pronouns are—**  
**Whoever, whoso, whosoever, whomsoever, whichever, whatever, whatsoever.**

All these Compound Pronouns are used without **Antecedents**, because the Antecedents are contained within them. They are supposed to be complete in themselves. As—

1. You can do **whatever** (*i.e., anything which*) you like.
2. You can take **whichever** (*i.e., anything which*) you like.
3. **Whoever/whosoever/whoso** (*i.e., any person who*) comes here is most welcome.
4. I shall employ **whomsoever** (*i.e., any person whom*) you recommend.

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### Agreement of the Relative Pronoun with its Antecedent

**Rule 28**—As we know, a Relative Pronoun agrees with its **Antecedent** in **Number** and **Person**. Therefore, it is supposed to have the same **Number** and **Person** as its Antecedent. The verb is also used according to the same Number and Person. As—

1. A **boy who is** good is loved by all.
2. **Boys who are** good are loved by all.
3. **You who are** my friend must help me.
4. **Those who are** loyal are also honest.
5. **We who are** colleagues must help each other.
6. **Those who act** like this can never be successful.
7. The **flowers which grow** in spring are very beautiful.
8. **I who am** your brother must warn you.

### Exercise

#### Correct the following sentences :

1. You can go wherever place you like.
2. Whosoever man wishes to come can come.
3. You can choose whichever thing you prefer.
4. I shall go with whomsoever person you suggest.
5. I who is your pupil must obey you.
6. You who is my pupil must obey me.
7. He who are your pupil must obey you.
8. The books which is old are useless.
9. Those who believes in God are trustworthy.
10. We who has lost our chance have to suffer.

**Hints**—(1) **place** not required; (2) **man** not required; (3) **thing** not required; (4) **person** not required; (5) who am; (6) who are; (7) who is; (8) which are; (9) who believe; (10) who have.

### Omission of Relative Pronoun

**Rule 29**—The **Relative Pronoun** is omitted in the following cases—

(i) The Relative Pronoun ‘**that**’ can be omitted in the **Objective Case**. The sentence is correct in both cases, with or without ‘**that**’. As—

1. The picture **that** I saw yesterday was good.

or

The picture  $\lambda$  I saw yesterday was good.

2. The man **that** you interviewed yesterday has come again.

or

The man  $\lambda$  you interviewed yesterday has come again.

(ii) The Relative Pronoun can be omitted in **Prepositional Cases** also. The sentence is correct in both forms. As—

1. That is the house **that** I lived **in**.

or

That is the house  $\lambda$  I lived **in**.

2. That is the man **that** I talked **to**.

or

That is the man  $\lambda$  I talked **to**.

**Note**—In the above sentences  $\lambda$  shows the place from where a Relative Pronoun has been omitted.

### Some other Pronouns and their uses

#### Rule 30—Such/As

**As** is always used after **such**, **the same** or **as**.

As—

1. His behaviour was **such as** was well expected.
2. His problem was **such as** could not be easily solved.
3. My difficulty is **the same as** yours.
4. This is **as good as** that.

#### Rule 31—Who and Which as connectives

Sometimes **who** and **which** can be used as **connectives** only. As—

1. I met my friend, **who** gave me this advice.  
(i.e., I met my friend **and he** gave me this advice.)
2. I have bought a dictionary, **which** helps me a lot.  
(i.e., I have bought a dictionary **and it** helps me a lot).

**Rule 32—Which in restricted sense**

In the Restricted sense / choice **which** can be used both for Persons and Things.

1. **Which** of them is your father.  
(Here choice is limited within ‘**them**’)
2. **Which** between these books is better, **this one or that**.  
(Here again choice is limited within ‘**this one or that**’.)

**Rule 33—The same ..... that/as**

If in a certain sentence **the same** comes before a Noun, the same Noun is suggested by **as** or **that** in the following clause. But if in the following clause, the verb is **understood** (*i.e.* not expressed), only **as** will be used, not **that**. As—

1. This is **the same** book **as/that** I bought last year.
2. He is **the same** man **as/that** came this morning.
3. This is **the same** watch **as** yours.

**Exercise****Correct the following sentences :**

1. The treatment given to me was such which could not be expected.
2. This is as easy a problem which there could be.
3. He is passing through the same situation which I am passing through.
4. His expectation is the same which is mine.
5. I met my teacher, and who directed me to meet the principal.
6. Who of them is your elder brother?
7. Who is your father, this gentleman or that ?
8. What book do you want, the old one or the new ?
9. Is it not the same car what we saw yesterday ?
10. The same problem which we faced last time has come up again.

**Hints**—(1) as; (2) as; (3) as/that; (4) **as** in place of **which is**; (5) drop **and**; (6) which; (7) which; (8) which; (9) as/that; (10) that /as.

**Rule 34—Who in the Objective Form**

Strictly from grammatical point of view **who** is used in the Nominative form, and **whom** in the objective form. But nowadays, specially in conversational language, **who** is being used in the objective form in place of **whom**. Or, otherwise, **who** or **whom** are both omitted from their objective place. As—

1. **Who** did you talk to ?
2. **Who** did you help ?
3. My brother, **who** you wanted to talk to, is here.

or

My brother λ you wanted to talk to is here.

4. Here is my friend **who** you wanted to meet.

or

Here is my friend λ you wanted to meet.

**Note**—In all these sentences **who** has been used in place of **whom**. In such sentences **who** or **whom** are both correct.

**Rule 35—Independent Possessives**

**Mine, ours, yours, theirs, his** are called Independent Possessives.

No **Noun** is used after them. The sense of Noun comes from the context.

1. This book is **mine/yours**.
2. These cows are **ours/theirs**.
3. This house is **his**.

**Rule 36—One, One's, Oneself**

**One** is an Indefinite Pronoun. It is used in its own form in all the three cases. In Nominative and Objective cases it is used as **one**, in Possessive case it is **one's**, and in Reflexive form it is **oneself**. It is wrong to use Personal Pronoun with it. As—

1. **One** should mind **one's** (not **his**) own business.
2. **One** should avail **oneself** (not **himself**) of every opportunity.
3. **One** cannot succeed unless **one** (not **he**) works hard.

**Rule 37—Reflexive Pronoun**

Reflexive Pronouns are formed by the addition of **-self** or **-selves**. They are—

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**Himself, herself, yourself, yourselves, themselves, myself, ourselves, itself.**

- (i) They cannot be used independently. The related **Noun** or **Pronoun** must be used with them. As—

1. I can do it **myself**.

or

**I myself** can do it.

It is wrong to use it thus—**Myself can do it.**

2. **He himself** came to the office
  3. **You** can see it **yourself**.
  4. We discovered the facts **ourselves**.
  5. **They themselves** were there on the scene.
  6. No **machine** can move by **itself**.
- (ii) There are some **Transitive verbs** which take some **Reflexive Pronoun** for their object if there is no other object to complete them. These verbs are—**avail, absent, revenge, enjoy**. As—
1. I availed myself of this opportunity.
  2. I revenged myself upon him.
  3. He absented himself from the class.
  4. You must have enjoyed yourself during the vacation.

### Exercise

**Correct the following sentences :**

1. This house is mine house.
2. That book is yours book.
3. Mine office is there.
4. Yours father came yesterday.
5. All theirs cows have returned from the wood.
6. One cannot bear his insult like this.
7. One should take care of his own interests.
8. One will never repent if he is honest.
9. I meself can do it.
10. Myself never knew the facts.
11. Himself is strong enough to defend himself.
12. Themselves were absent.
13. He could not avail of the great opportunity.
14. I must revenge upon my opponent.
15. He has again absented from duty.

**Hints**—(1) drop **house**; (2) drop **book**; (3) My; (4) Your; (5) their; (6) one's; (7) one's; (8) **One** in place of **he**; (9) myself; (10) I myself; (11) He himself is ....; (12) They themselves; (13) avail himself; (14) revenge myself; (15) absented himself.

### Interrogative Pronoun

**Rule 38**—Interrogative Pronouns are these—**Who, whom, whose, which, what**. The following are the Rules of their use—

- (i) **What** is used for inanimate things. As—  
**What** is that ? **What** was there ?  
**What** happened ? **What** had appeared there ?
- (ii) **What** is used for **Persons** also when the question is about their Position or Profession. As—  
1. **What** is your father ?  
i.e., What is the post or profession of your father ?
2. **What** is he ?
3. **What** are you ?
- (iii) **Who, whose, whom** are used for Persons. **Who** is used in the **Nominative case**, **whom** in the **Objective case**, and **whose** in **Possessive case**. As—  
1. **Who** are you ?  
2. **Who** comes there ?  
3. **Whose** book is this ?  
4. **Whom** do you want to meet ?  
Since **whom** is a little inconvenient to use, **who** has come to be used in place of **whom** in the objective case. As—  
1. **Who** have you invited ?  
2. **Who** do you want to meet ?  
3. **Who** are you speaking to ?  
4. **Who** did you find there ?
- (iv) **Which** is used for Persons and things in restricted choice. As—  
1. **Which** is your father ?  
2. **Which** pen is yours ?  
3. **Which** book do you like most ?
- (v) Sometimes it becomes essential to use some Preposition with **which** or **what**. In such a situation the **Preposition** is placed

at the **end** of the sentence, not at the **beginning**. As—

1. **What** is this table made **of** ?
2. **Which** house do you live **in** ?
3. **What** place are you going **to** ?
4. **Which** book are you looking **for** ?

### Exercise

#### Correct the following sentences :

1. Whom is your father ?
2. Whose are you ?
3. Whom comes there ?
4. Whom house is that ?
5. Whose have you invited to tea ?
6. Of what is this toy made ?
7. For whom are you waiting ?
8. In which street do you have your house ?
9. What car is yours ?
10. At what are you aiming ?

- Hints**—(1) What;  
 (2) Who;  
 (3) Who;  
 (4) Whose;  
 (5) Who, Whom;  
 (6) Preposition **of** to be placed at the end .... **made of**;  
 (7) Who/Whom ..... waiting for ?  
 (8) Which street ..... your house in ?  
 (9) Which; (10) What are ..... aiming at ?

### Revision Exercise : 1

#### Choose the appropriate form of the Pronoun from those given in brackets :

1. (I/me) shall go with (himself/him).
2. (Our/ours) is a long and sad tale.
3. My house is larger than (their/theirs).
4. I met a brother of (him/his) in the market.
5. It is (they/them) who have done it.
6. This is a secret between you and (I/me).
7. They praised his brother and (he/him).
8. He has no pencil; can you lend him (your/yours) ?
9. Are these (your/you) books ? No, they are (her/hers).

10. It is not (we/us) who are to blame.
11. He is older than (me/I).
12. Let you and (she/her) be friends again.
13. You are as good as (him/he).
14. There is enough room for you and (me/I).
15. Nobody but (he/him) was present.
16. I know that it was (she/her).
17. You and (me/I) can do this work together.
18. Each of the students gave (his/their) own version of the incident.
19. I am not one of those who cannot keep (my/their) word.
20. Every day and every night has (its/their) own importance.

**Hints**—(1) I, him; (2) ours; (3) theirs; (4) his; (5) they; (6) me; (7) him; (8) yours; (9) your; hers; (10) we; (11) I; (12) she; (13) he; (14) me; (15) he; (16) she; (17) I; (18) his; (19) their; (20) its.

### Revision Exercise : 2

#### Fill in the blanks with appropriate interrogative pronoun :

1. .... are you doing ?
2. .... is yours, the pen or pencil ?
3. .... of them is your sister ?
4. This is my book; ..... is that ?
5. .... did you send to hospital ?
6. .... is the chain made of ?
7. .... is this letter from ?
8. .... is she writing to ?
9. .... is he talking about ?
10. .... do you prefer, milk or tea ?
11. .... is this coat, mine or yours ?
12. .... is better, this one or that ?

**Hints**—(1) What; (2) What; (3) Which; (4) whose; (5) Who/Whom; (6) What; (7) Where; (8) Who; (9) What; (10) What; (11) Whose; (12) Which.

### Revision Exercise : 3

#### Correct the following sentences :

1. Man is the only animal who can talk.
2. Neither of the three brothers have done their work.

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3. They that are healthy have no need of a doctor.
4. Let you and I do this work.
5. One should always remain loyal to his country.
6. The candidate, who is a graduate, he is eligible for the post.
7. He is one of those people who can sacrifice his all for the nation.
8. My sister and myself are happy to accept your invitation.
9. He is as clever as her.
10. He is a friend of our.
11. I have nothing which would suit you.
12. I and my friend will go together.
13. Show me the man whom did it.
14. Who is your father, this gentleman or that ?
15. The two friends like one another.
16. They enjoyed during the holidays.
17. Myself saw the robber.
18. There are my books. I am giving the same to you.
19. You are stronger than him.
20. He and myself are great friends.
21. This is the best which we can do.
22. It was me that gave you the information.
23. The boy whom you spoke to in the market is my cousin.
24. They can do it themself.
25. These pencils are for you and I.

**Hints**—(1) that; (2) None; (3) Those who; (4) me; (5) one's; (6) drop **he**; (7) their; (8) I; (9) she; (10) ours; (11) that; (12) My friend and I; (13) who; (14) Which; (15) each other; (16) themselves; (17) I myself; (18) **them** in place of **the same**; (19) he; (20) I; (21) that; (22) I; (23) who; (24) themselves; (25) me.

# 6

# Adjectives

## Kinds of Adjectives

There are **Ten** kinds of Adjectives—

**1. Proper Adjectives**—The Adjectives formed from **Proper Nouns** are called Proper Adjectives. As—

**Indian** coast, **French** wine, **American** culture, **English** language, **Shakespearean** plays.

**2. Descriptive or Qualitative Adjectives**—The Adjectives which describe the merits or demerits, shape and size, colour and form, good qualities or bad ones, of a person or a thing are called Qualitative Adjectives. As—

A great man, a beautiful girl, a brave boy, a small toy, a white cow, cold water.

**3. Quantitative Adjectives**—The Adjectives which express the **quantity** (not number) of a thing are called Quantitative Adjectives.

These Adjectives are always applied to **uncountable Nouns** in the **Singular Number**. The Nouns which they qualify can never be in the Plural Number.

These Adjectives are—**Much, little, no, none, some, any, enough, sufficient, all, whole, half, less, a good deal of, a lot of, plenty of, a kilo/pound/ton/quintal, a litre/metre**. As—

1. This is **all** the milk in the cup.
2. There is **enough** sugar for the evening tea.
3. There is **no** bread in the cupboard.
4. There is one **litre** milk in the jug.

**4. Numeral or Numerical Adjectives**—These Adjectives show Number. They are—**One/two/three, etc.; first/second/third, etc.; a, an, many, few, some, several, a few, all, any, a number of, a lot of, a heap of, plenty of**.

These Adjectives are always applied to **Countable things** in both **Singular and Plural Numbers**. Amongst these, those which refer to

definite Numbers (as **one / two / three**, etc. or **I, II, III** etc.) are called Definite Numeral Adjectives, and those which refer to Indefinite Number (as **many, several, few**, etc.) are called Indefinite Numeral Adjectives. As—

1. He has **four books**.
2. He has **one house**.
3. He has **many books**.
4. He has **several houses**.
5. **Five workers** are there.
6. There are **no workers**.
7. **All workers** have gone.

**Note**—The examples given above under Rules No. 3 and 4 above will show that some Adjectives are both Adjective of Quantity and Adjective of Number. They are—**all, some, enough, no, none, more, any, plenty of**, etc. They are common to both. They become **Adjective of Quantity** or **Adjective of Number (Numeral Adjective)** according to their use. If they show quantity, they become **Quantitative**, and if they show Number, they become **Numeral Adjectives**. As—

<b>Quantitative</b>	<b>Numeral</b>
1. He has drunk all the milk	1. He has read all the books.
2. He has drunk some milk.	2. He has read some books.
3. He has no milk.	3. He has no books.
4. He hasn't drunk any milk.	4. He hasn't read any book.
5. He has a lot/plenty of milk.	5. He has a lot/plenty of books.
6. He has enough milk.	6. He has enough books.
7. He has spoilt most of the milk.	7. He has read most of the books.

**5. Demonstrative Adjectives**—The Adjectives which point to some **Person** or **thing** are called **Demonstrative Adjectives**. They are of two types—**Definite Demonstratives** and **Indefinite Demonstratives**. The more common **Definite Demonstratives** are these—

**This, that** (with Singular Noun)

**These, those** (with Plural Noun)

**Any, Such, Some** (with both Numbers according to sense)

**Indefinite Demonstratives** are these—**Any, some, such, other, any other, a certain**, etc.

Here it should be remembered that a Singular Demonstrative should go with a Singular Noun, and a Plural Demonstrative with a Plural Noun. Therefore, we cannot write **this boys** or **these boy**.

The Demonstratives which are common in both Singular and Plural Numbers are these—

a certain book,      certain books

the other book,      the other books

such a boy,      such boys

any man,      any men

the same boy,      the same boys

**6. Distributive Adjectives**—Distributive Adjectives are those that point to Persons or Things Singly or Collectively. They are—**each, every, either, neither**. As—

1. **Each boy** will show his work.
2. **Every man** had gone in time.
3. You can take **either road**, this or that.
4. **Neither road** is safe at this hour.
5. You have to take this medicine **every four hours** (*i.e.*, every period of four hours).
6. **Every four teams** will give a demonstration turn by turn (*i.e.*, in groups of four teams).

**7. Interrogative Adjectives**—Interrogative Adjectives are those that ask Questions. As—**What, which, whose**, etc. As—

1. **Which book** do you want ?
2. **What book** was that ?
3. **Whose book** was that ?

**8. Possessive Adjectives**—Possessive Adjectives show **relationships**. They are—**My, Our,**

**Your, thy, his, her, its, their.** In **Attributive** form they are used before the Nouns they qualify. As—**My book/ books, Your book/ books, Our house/ houses, its wings.**

But the **Possessive Adjectives** can be **Possessive Pronouns** also. In that case they are used Predicatively, *i.e.* after the Nouns they qualify. As—

This is **my book**. (Possessive Adjective)

This **book** is **mine** (Possessive Pronoun)

In the same way **mine, ours, yours, theirs, hers** are also **Possessive Pronouns** (not Possessive Adjectives).

**9. Emphasizing Adjectives**—These Adjectives are used to lay **emphasis** on the Noun. They are—**own, very**. As—

1. I saw it with my **own eyes**.
2. This happened before my **very eyes**.
3. His **own book** was lost.
4. He came this **very day**.

**10. Exclamatory Adjectives**—**What** can be used as Exclamatory Adjective also. As—

**What joke** that was !

**What nonsense** this is !

**What a beautiful house** you have !

### Exercise

**Correct the following sentences :**

1. There is none bread on the counter.
2. We shall need 5 litres milk for the party.
3. Whole students are present on the field.
4. A good deal of passengers are waiting for the train.
5. All the fourth books are in our course.
6. All fourth student will come forward.
7. I have no liking for this kinds of games.
8. None of these two alternatives is acceptable to me.
9. All the sides of the coin are rusty.
10. He can read with none of his eyes.
11. He has injured all his hands.
12. Each and every books has been damaged.
13. Each of this book is difficult for me.
14. We are all yours students.
15. This is mine house. Which is your ?
16. He likes very this type of pen.

17. He fought in very my presence.
18. My son own can do it easily.
19. Which a beautiful girl this is !
20. Which a fun was that !

**Hints**—(1) no; (2) 5 litre; (3) All; (4) ‘number of’ in place of ‘good deal of’; (5) four; (6) Every; (7) this kind or these kinds; (8) Neither; (9) Both; (10) neither; (11) both; (12) book; (13) these books; (14) your; (15) my; yours; (16) this very type; (17) my very presence; (18) own son; (19) What; (20) What.

### Position of Adjectives

(a) There are **two ways** of using Adjectives—

- (1) **Attributive use**
- (2) **Predicative use**

In **Attributive** use Adjectives are placed **before** the Nouns they qualify. As— He is a **good boy**. In **Predicative** use Adjectives are placed **after** the Nouns they qualify. As—The **boy** is good.

The following are the Rules of **Attributive** and **Predicative** use of Adjectives—

#### 1. Proper and Qualitative Adjectives—

These Adjectives can be used in both Attributive and Predicative ways. As—

1. This is an **Indian dish**. (Attributive)
2. This **dish** is **Indian**. (Predicative)
3. This is a **good book** (Attributive)
4. This **book** is **good**. (Predicative)

2. But the following Adjectives are used **only Predicatively** (not attributively)—

**asleep, alive, ill, awake, afraid, ashamed, alike, alone.** As—

1. The **baby** is **asleep**.  
(cannot say—He is an **asleep baby**)
2. The **child** is **awake**.  
(**Not awake child**)
3. **He** is **afraid** of you.
4. **I** am **alone**.
5. Their **appearances** are **alike**.

(b) Adjective is used after Indefinite Pronoun (**something, nothing, anything, somebody, anybody, nobody, no one**). As—

1. He is **somebody important**.

2. Tell me **something interesting**.

3. I have **nothing new** to say.

4. Is there **anything new** ?

(c) If several Adjectives qualify the **same Noun**, it is better to use them **after the Noun**, though their use before the Noun is also not wrong. As—

A man, strong, young and brave.

I love all things—good and useful, colourful and beautiful.

(d) When an Adjective is used for a title, it is used after the Noun. As—Akbar the Great; Alexander the Great, Louis the Pious.

(e) In some phrases the Adjective is used after the Noun. As—

the body politic, heir apparent, the sum total, chairman elect, a God incarnate, Governor-General, from time immemorial.

(f) **Ordinal and Cardinal Numbers**—If Numerical Adjectives of both kinds (**Cardinal** —one / two / three, etc. and **Ordinal** —I / II / III, etc.) are to be used before a Noun, the Ordinal numbers should be used first and Cardinal numbers later. **I, II, III** are read as **First, Second, Third**, etc. As—

1. I have read the **first two** chapters (not **two first** chapters) of this book.

2. The **first five** poems of this book are in our course. (Not **five first**)

(g) If both Numeral and Possessive Adjectives are to be applied to a Noun, the Numeral Adjective should be used before the Possessive Adjective. As—

1. **All my** brothers are well settled.

(Not **My all** brothers)

2. **Half my friends** have already gone.

(Not **My half friends**)

(h) **The, this, that** are used after the Numeral Adjective. As—

1. **All the** books (Not **the all** books)

2. **Both the** books, (Not **the both** books)

3. **All this** is wrong. (Not **this all**)

(i) For emphasis the Adjective is used after the Noun. As—

**Things eternal** are more precious than **things temporal**.

- (j) If several Adjectives qualify the same Noun, they should be arranged in such a way that the Adjectives suggesting the basic qualities of the Noun concerned should come nearest to it serially. As—
  1. A **dirty, ugly old** man. (Not **old, dirty ugly** man)
  2. A **weak, hungry, green** parrot.
- (k) **Determiners/Determinatives**—They are the Adjectives that point to the **Number** or **Quantity** of a Noun, or **limit the range** of a thing by making a definite suggestion towards it (as—**this, that, these, those, my, your**, etc.) These determiners are always placed **before the Noun**. As—
  1. There are **five horses** (Not **horses five**)
  2. Here is **a cup**.
  3. This is **my cup**.
  4. I like **this/that cup**.
  5. I don't like **these/those boys**.
- (l) If an **Article (a, an, or the)** and an **Adjective** are both to be used for a Noun, the Adjective is placed after the Article. As—
  1. He is **a good boy**. (Not **good a boy**)
  2. This is **the best book**. (Not **best the book**)

### Exercise

#### Correct the following sentences :

1. This is very beautiful a scene.
2. I bought colourful two sets of curtains.
3. He ashamed felt at his discourteous behaviour.
4. I alone live in such a big house.
5. I found the whole awake family at midnight.
6. We found interesting nothing there.
7. Have you new anything to tell me about this case ?
8. The Great Akbar was the Emperor of India.
9. Lord Krishna was an incarnate God.

10. This custom has been coming down from immemorial time.
11. The eldest prince is the apparent heir to the throne.
12. He is among the three first position holders.
13. The five last candidates could not be interviewed today.
14. Our all friends are very sincere.
15. His all books have been stolen.
16. The both friends have come.
17. The all books are equally good.
18. A young, well-dressed and smart man is waiting for you.
19. I bought tickets five for Bombay.
20. I always choose best the everything.

**Hints**—(1) a very beautiful; (2) two sets of colourful; (3) felt ashamed; (4) live alone; (5) family awake; (6) nothing interesting; (7) anything new; (8) Akbar the Great; (9) God incarnate (drop 'an'); (10) time immemorial; (11) heir apparent; (12) first three; (13) last five; (14) All our; (15) All his; (16) Both the; (17) All the; (18) well-dressed and smart young man; (19) five tickets; (20) everything the best.

### Degrees of Adjectives

There are **three Degrees of Adjectives**—

1. **Positive Degree**
2. **Comparative Degree**
3. **Superlative Degree**

In the Positive Degree some special quality of a thing is pointed out, **not the Degree** of the special quality. As—

Ram is a **brave** boy.

In the Comparative Degree the **second lower or higher** degree of the quality is suggested, and in it there is a **sense of comparison** of the same quality in two things. As—

Ram is **braver** than Shyam.

In the Superlative Degree **the third and highest** Degree of the quality is suggested, and in it there is the sense of the **highest Degree** of the same quality amongst at least **three or more** things. As—

1. Ram is the **bravest** of these **five** boys.
2. Ram is the **bravest** of **all**.

**Note—(1) Absolute Superlative**—Sometimes Superlatives formed by **most** are used in such a way that they do not carry the sense of the highest Degree of comparison; they only lay **emphasis** on the quality concerned. They are called **Absolute Superlatives**. As—

1. That was a **most unfortunate** event.
2. It was a **most moving** speech.

### Formation of Comparative and Superlative Degree Adjectives

#### Signs of Recognition

There are some **signs** of recognition of **Comparative** or **Superlative** Degrees. They are—

##### 1. Comparative Degree—

(a) Comparative Degree Adjectives have generally **-r**, **-er**, **-or** at the end.

##### (b) Superlative Degree—

Superlative Degree Adjectives have generally **-st** or **-est** at the end.

(c) **More** is the sign of Comparative Degree and **Most** of the Superlative Degree.

The following are the ways of making **Comparative** or **Superlative** Degrees from the Positive Degree—

1. Comparative Degree is formed by adding **-er** and Superlative by adding **-est** to the Positive Degree of Adjectives of **one syllable** and some of **more than one syllable** also. As—

Positive	Comparative	Superlative
Tall	Taller	Tallest
Sweet	Sweeter	Sweetest
Young	Younger	Youngest
Smart	Smarter	Smartest
Great	Greater	Greatest
Small	Smaller	Smallest

2. In Adjectives ending with **e** in the Positive Degree, Comparative Degree is formed by adding **-r** and Superlative by adding **-st** to the Positive Degree. As—

Positive	Comparative	Superlative
Brave	Braver	Bravest
Fine	Finer	Finest
Large	Larger	Largest
Able	Abler	Ablest
Noble	Nobler	Noblest
Wise	Wiser	Wisest

Pure	Purer	Purest
White	Whiter	Whitest
Sane	Saner	Sanest

3. In Adjectives ending with **y** in the Positive Degree and also having a **Consonant** before **y**, the **Comparative** and **Superlative** Degrees are formed by first converting **y** into **i**, and then adding **-er** for the Comparative and **-est** for the Superlative Degree. As—

Positive	Comparative	Superlative
Easy	Easier	Easiest
Heavy	Heavier	Heaviest
Happy	Happier	Happiest
Merry	Merrier	Merriest
Wealthy	Wealthier	Wealthiest
Healthy	Healthier	Healthiest
Pretty	Prettier	Prettiest

4. If an Adjective ends with **y** in the Positive Degree, but has a **Vowel** (not a consonant) before **y**, the **y** is **not** converted into **i**, and the comparative and Superlative Degrees are formed by adding **-er** and **-est** respectively. As—

Positive	Comparative	Superlative
Gay	Gayer	Gayest
Grey	Greyer	Greyest

5. In Adjectives ending with **double consonants**, or with **one consonant** preceded by **two Vowels**, the Comparative and Superlative Degrees are formed by adding **-er** or **-est** respectively without doubling the last consonant. As—

Positive	Comparative	Superlative
Deep	Deeper	Deepest
Great	Greater	Greatest
Thick	Thicker	Thickest
Small	Smaller	Smallest
Dull	Duller	Dullest

6. When an Adjective of **one syllable** has **one consonant** at the end, and this last consonant is preceded by **one short vowel**, the last consonant is **doubled** before adding **-er** or **-est** for making Comparative or Superlative Degrees. As—

Positive	Comparative	Superlative
Hot	Hotter	Hottest
Big	Bigger	Biggest
Thin	Thinner	Thinnest
Sad	Sadder	Saddest
Fat	Fatter	Fattest
Red	redder	Reddest

7. Some Adjectives have **more than two syllables** in their Positive Degree (including a few of only two syllables also). The Comparative or Superlative Degrees of such Adjectives are made by using **more** or **most** before them. As—

Positive	Comparative	Superlative
Beautiful	More beautiful	Most beautiful
Courageous	More courageous	Most courageous
Learned	More learned	Most learned
Splendid	More splendid	Most splendid
Difficult	More difficult	Most difficult
Industrious	More industrious	Most industrious
Proper	More proper	Most proper
Honourable	More honourable	Most honourable
Honest	More honest	Most honest

8. **Irregular Formation**—The Comparative or Superlative Degrees of some Adjectives are irregular. They are not governed by any rules, and their Comparative or Superlative Degrees are not formed from their Positive Degrees. As—

Positive	Comparative	Superlative
Good	Better	Best
Bad	Worse	Worst
Little	Less/Lesser	Least
Much	More	Most
Many	More	Most
Late	Later/Latter	Latest/last
Old	Older/Elder	Oldest/eldest
Far	Farther	Farthest(for distance)
Fore	Former	Foremost
In	Inner	Inmost/innermost
Up	Upper	Uppermost/upmost
Out	Outer	Outermost

### Exercise

**Give the Comparative and Superlative Degrees of the following Adjectives :**

- Easy, merry, healthy, wealthy, pretty.
- Small, great, high, low, gay, fine, grey, slow, fast, lazy, bright.
- Sad, thin, red, fat, big.
- Gracious, wonderful, respectable, remarkable, intelligent, loyal, prudent, impressive, industrious, sorry.
- Good, bad, little, much, many.

## Correct Use of Adjectives

### (A) Positive Degree

#### Rule 1—Comparison of Equality

When **equality** or **similarity** is shown through comparison between two **Persons**, **Things** or **Qualities**, we use the pattern—  
**as + Adjective + as**

As—

- She is **as beautiful as** her sister.
- Ram is **as tall as** Shyam.

#### Rule 2—Comparison of Inequality

When **inequality** or **dissimilarity** through comparison is shown between two **Persons**, **Things** or **Qualities**, we follow the following two patterns—

**not as + Adjective + as**

or

**not so + Adjective + as**

These comparisons are called **Negative comparisons**. As—

- She is **not as beautiful as** her sister.

or

She is **not so beautiful as** her sister.

- Ram is **not as tall as** Shyam.

or

Ram is **not so tall as** Shyam.

**Note**—If we wish to lay more emphasis on **inequality**, we can use **quite** before **so**. As—

- She is **not quite so beautiful as** her sister.
- Ram is **not quite so tall as** Shyam.

#### Rule 3—Concealed Comparison

In some sentences **comparison is not explicit** but concealed in its sense. In such sentences we use—

**not all that + Adjectives**. As—

- He is **not all that intelligent**.

(i.e. He is **not as intelligent as** he was believed to be.)

- Its price is **not all that high**.

- The swimming pool is **not all that deep**.

#### Rule 4—Comparison of Actions (Verbs)

In Positive Degree **two actions can be compared** in the following ways—

- (i) By using **Gerund**. as—
  1. **Writing** is as easy as **reading**.
  2. **Walking** is as difficult as **running**.
- (ii) By using **Infinitive**. as—
  1. It is not as easy **to write** as **read**.
  2. It is as difficult **to walk** as **run**.
- In this construction it should be remembered that the first Infinitive is used **with to**, and the second **without to**.
- (iii) By using **had better/had rather/had sooner**, as
  1. I **had rather go** than **wait**.
  2. You **had rather read** than **write**.
  3. You **had better work** than **sit idle**.
  4. We **had better sit** there than **stand here**.
  5. They **had sooner die** than **surrender**.
  6. They **would sooner die** than **surrender**.
  7. They **would as soon die** as **surrender**.

In this construction Infinitive is used twice, and each time **without to**. This is the correct pattern.

### *Exercise*

#### **Correct the following sentences :**

1. Sita is as taller as her sister.
2. This book is useful as the other one.
3. Ram is not more merciful as Shyam.
4. I was not so tired than my brother.
5. He is not very so industrious as your servant.
6. You are not highly so tall as your friend.
7. He is not that all trustworthy.
8. His achievement was not all so great.
9. To drive is as difficult as swimming.
10. Public speaking requires as much courage as to dance.
11. It is as difficult to ride as driving.
12. They had better paid the penalty.
13. We would soon pay the money than suffer this insult.
14. I would as soon as die as beg like you.
15. You had better vacated the house than gone for litigation.

**Hints**—(1) as tall as; (2) as useful as; (3) so merciful; or as merciful; (4) as my brother; (5) quite so; (6) quite so tall; (7) not all that; (8) not all that; (9) driving; (10) as dancing; (11) to drive; (12) pay; (13) sooner; (14) as soon die; (15) vacate, go.

### **(B) Comparative Degree**

#### **Rule 5—Comparison between two**

Comparative Degree Adjective is used for comparison between **two** Persons, Things or Qualities, not for more than two. As—

1. Ram is **nobler** than Mohan.
2. Which is the **better** between these **two pens**? (not **better** among these **five pens**.)

#### **Rule 6—Use of than**

The connective '**than**' is used to show comparison for all Adjectives except those Adjectives shown below under Rule 7. As—

1. Ram is **taller than** Shyam.
2. This house is **better than** that.
3. Sita is **more beautiful than** Geeta.

#### **Rule 7—Use of to—**

For all Adjectives of Latin origin, comparison is shown by '**to**' (not by '**than**'). The more common Adjectives of Latin origin are—**Superior, inferior, junior, senior, prior, anterior, posterior**. It may be remembered that generally these Adjectives end with **-or**. By this sign they can be recognised. It may be remembered that '**to**' is used after **Prefer / Preferable** also, though they are not of Latin origin. As—

1. He is junior/senior **to** me. (not **than me**)
2. This is **superior/inferior to** that. (not **than that**)
3. His turn comes **prior to** mine. (not **than mine**)
4. Milk is **preferable to** tea. (not **than**)

#### **Rule 8—Originally Comparative Degree**

The above noted Adjectives of Latin origin (**Superior, inferior, junior, senior, prior, anterior, posterior**) are already of Comparative Degree. Therefore no attempt should be made to make their comparative degree by adding **more / less** or any other comparative

word. Therefore, it is wrong to use such expressions as '**more superior**' or '**less superior**', '**more preferable**' or '**less preferable**' and so on. Also, as has been explained above, '**to**' is used with them, not '**than**'. As—

1. He is **junior to** me. (Not **more junior than**)
2. She is senior **to** her. (Not **more senior than**)
3. Milk is **preferable to** tea. (Not **better preferable**)

#### Rule 9—Double Comparatives

Double comparatives should not be used. Therefore, the following expressions are wrong—**more cleverer; more better; more stronger; less braver; greater higher**, etc. The correct expressions would be—

1. He is **cleverer** (not **more cleverer**) than you.
2. An elephant is **stronger** (not **more stronger**) than a horse.

#### Rule 10—When two qualities

of the same person or thing are to be compared, the Comparative Degree formed by -er should not be used. In their place comparative degree should be made by adding **more** or **less** to the Adjective concerned. As—

1. He is **more brave** than **strong**. (Not **braver** than **stronger**)
2. Mohan is **more good** than **wise** (Not **better** than **wise**)
3. He is **more industrious** than **intelligent**. (Not **more industrious** than **more intelligent**)

#### Rule 11—Correct Comparisons

When two persons, things or qualities are to be compared, care should be taken to see that comparison is made between correct persons or things. No wrong comparison should be made. As—

#### My horse is better than Ram.

This sentence is wrong because in this sentence the comparison is wrong. The sentence as it is would mean as if comparison is made between '**my horse**' and '**Ram**'. The correct comparison would be between '**my horse**' and '**Ram's horse**' (not Ram himself). Therefore, the correct form of the above sentence would be—

**My horse is better than Ram's.** (*i.e., Ram's horse*)

**Similarly—**

1. The **climate of Punjab** is better than **that of Bihar**. (Not **than Bihar**)
2. The markets of Delhi are larger **than those of** (or **than the markets of**) Agra. (Not **than Agra**)

#### Exercise

#### Correct the following sentences :

1. This T.V. set is less inferior to your set.
2. His performance was superior than mine.
3. This cloth is much more superior to the other one.
4. His turn comes prior to yours.
5. Ram is more cleverer than Mohan.
6. You can do still more better work.
7. No man could have done it in less shorter time.
8. Ram is more industrious than more intelligent.
9. He is stronger than cleverer.
10. His writing is better than you.
11. The scenery of Kashmir is more beautiful than Bihar.
12. The cows of Haryana are better than Panjab.
13. Calcutta is larger than that of Bombay.
14. His house is bigger than her.
15. My school is nearer than their.

**Hints**—(1) drop '**less**'; (2) to **mine**; (3) drop '**more**'; (4) **prior**; (5) drop '**more**'; (6) drop '**more**'; (7) drop '**less**'; (8) drop '**more**' before '**intelligent**'; (9) '**more strong than clever**'; (10) **yours**; (11) **that of Bihar**; (12) **those of Panjab**; (13) drop '**that of**'; (14) **hers**; (15) **theirs**.

#### Rule 12—Proper Comparisons

There may be another error in correct comparison which should be avoided. When a person or thing is to be compared with another person or thing of **the same class or category**, and if the comparison is to be shown by a comparative Adjective followed by '**than**', the person or thing coming after '**than**' should have '**any other**'/'**all others**' or '**else**' before it, otherwise the comparison

would be wrong and the sentence will have no meaning. For example, look at the following sentence—

**Ram is more intelligent than any other student in the class.**

This sentence is correct. But if we delete the word **other** from the sentence and write it as follows—

**Ram is more intelligent than any student in the class.**

The sentence becomes wrong on account of wrong comparison. This sentence would mean as if Ram is not a student (may be a peon) and he is being compared with the students of the class. But when we say **any other** student, the meaning becomes clear that Ram is himself a student and he is being compared with **other** students of the class.

Similarly the following sentences are correct—

1. This book is better than **any other** book in the stock.
2. An elephant is stronger than **all other animals** in the wood.
3. I respect **you** more than **any one else** in the college.

If we write these sentences as follows (after removing **any other/all other/anyone else**), they will all be wrong.

1. This book is better than any book in the stock.
2. An elephant is stronger than all animals in the wood.
3. I respect you more than anyone in the college.

**Note**—It may further be remembered in this context that **other** is used with a Noun and **else** with a Pronoun. As—**any other teacher, any other pen, any other doctor; anyother else, anyone else, everybody else, etc.**

### **Exercise**

**Correct the following sentences :**

1. Dara Singh was stronger than any man in his youth.
2. He works harder than any student in his class.
3. He is more learned than any teacher in the college.

4. I love you more than any boy in the class.
5. He is dearer to me than anyone in the family.
6. He was in time while everyone was late.
7. I cannot accept you, though I can accept anybody.
8. I cannot believe in your promises, though I can believe in anybody else.

**Hints**—(1) any other; (2) any other; (3) any other; (4) any other; (5) anyone else; (6) everyone else; (7) anybody else; (8) else's.

**Rule 13—Comparison of Number/Quantity**

Another error is often committed in the comparisons of **Number** and **Quantity**. It should be remembered that **fewer** is used for **Number**, and **less** for **Quantity**. **Fewer** is always followed by **Countable Plural Noun** and **less** by **uncountable Singular Noun**. But **more** can be used both for **Number** and **Quantity**. As—

1. I have **fewer pens** than **pencils**.
2. She gave me **fewer books** than **magazines**.
3. He eats **less butter** than **sugar**.
4. She bought **less gold** than **silver**.
5. There are **more cows** than **goats**.
6. There is **more sugar** than **salt**.

Never use **fewer** in place of **less**, or **less** in place of **fewer**. For example, the following sentences are **wrong**—

1. She bought **fewer gold** than **silver**.
2. I have **less pens** than **pencils**.

**Rule 14—Comparatively + Positive Degree**

If an **Adjective** (or an **Adverb**) has **Comparatively** before it, the **Adjective** (or **Adverb**) should be used in the **Positive Degree**, not in the **Comparative Degree**. As—

1. This is **comparatively easy** (not **easier**).
2. He is now **comparatively well** (not **better**).
3. This is **comparatively difficult** (not **more difficult**).

### **Exercise**

**Correct the following sentences :**

1. There are **less rooms** in his house than in mine.
2. He has read **less books** than I .

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3. Only a few milk would be sufficient.
4. Take this medicine with a few tea.
5. Very less guests have come yet.
6. I will have a little fewer sugar in my tea.
7. He is now comparatively better off.
8. Today he came comparatively earlier.
9. Your problem is comparatively easier.
10. He is comparatively a better man.

**Hints**—(1) fewer; (2) fewer; (3) little; (4) little; (5) few; (6) less; (7) well off; (8) early; (9) easy; (10) good.

#### Rule 15—Parallel/ Gradual Increase or Decrease

(a) Some sentences are so constructed that its **Comparative Degree Adjective** is split up and used in the two **Parts** of the sentence as a balance. In such sentences, **Comparative Degree** should be used in **both the parts, not comparative in one part and Positive or Superlative in the other**. As—

1. The **higher** a man rises, the **humbler** he grows.

We should not say—

The **higher** a man rises, the **humble** or **humblest** he grows.)

2. The **nobler** a man is, the **more respect** he gets.

(b) In some sentences the same **Comparative Adjective is repeated one after the other**.

The **form** of such sentences is as follows—

1. He is getting **weaker and weaker**.
2. He is working **harder and harder**.
3. The price-index is rising **higher and higher**.

#### Rule 16—Positive Degree+Comparative Degree

There are also some sentences in which both the **Comparative** and **Positive** Degree Adjectives are used. In such sentences, the **Positive Degree** Adjective should be used with **as .....as** (not with **one as** only) and Comparative Degree Adjective with **than**. As—

1. He runs **as fast as**, if not **faster than** you.
2. She is **as good as**, if not **better than** her mother.
3. This hall is **as large as**, if not **larger than** that.

In the above noted sentences if **as** is used **only once** with the Positive Degree Adjective, they would be wrong. For example, the following sentences are **wrong**—

1. He runs **as** fast, if not faster than you.
2. She is **as** good, if not better than her mother.
3. This hall is **as** large, if not larger than that.

#### Rule 17—Emphatic Comparatives

Emphatic Comparatives can be used in the following **three ways**—

(a) By using **much / far / by far / still** before the Comparative Degree (but not by using **very**). As—

1. This house is **much larger** than that.
2. This is **far better** than that.
3. This is **by far more** important than the other.
4. This book is **still better**.

or,

This book is **better still**.

(b) By using **rather**.

As—

1. This book is **rather cheaper**.
2. This hall is **rather better**.

(c) By using **all the**.

As—

1. This is **all the better**.
2. That was **all the worse**.
3. That was **all the more disappointing**.

#### Exercise

Correct the following sentences :

1. The harder a man labours, the best returns he gets.
2. The more contented a man is, the happy he feels.
3. The more you amass, the greediest you grow.
4. The most you conceal, the more you expose yourself.
5. The valley goes deep and deeper from here.

6. The mountain peaks rise high and high from this terrain.
7. He is sinking deeper and deepest into debts.
8. He is as intelligent, if not more intelligent than his father.
9. His position is as bad as, if not worst than yours.
10. He is very better now.
11. This is all the good for me.
12. This cloth is very inferior.

**Hints**—(1) better; (2) happier; (3) greedier; (4) more you conceal; (5) deeper and deeper; (6) higher and higher; (7) deeper and deeper; (8) as intelligent as; (9) worse; (10) much better; (11) better; (12) much inferior.

### (C) Superlative Degree

#### Rule 18—The + Superlative

Article **The** must be used before a Superlative Degree Adjective. As—

1. He is **the best** student of the class.
2. This is **the highest** peak.
3. He is **the most powerful** man.

The following sentences are wrong because Article **a** (not **the**) or **no article** has been used before the Superlative Adjective. As—

He is **a best** student.

or

He is **best** student.

**Note**—But if some **Possessive Adjective** (**my, our, your, his, her, their**) or **Possessive Case (Noun + 's)** has come before the Superlative, we don't use the Article **the**. As—

1. He is **my best** friend.
2. He is **our dearest** child.
3. He is **Ram's best** friend.

#### Rule 19—Three or more Nouns

Superlative Adjective is used for comparison amongst at least **three or more** things or persons. As—

1. She is the **best** of the **three** sisters. (Not **best of the two sisters**)
2. This is the cheapest of **all**.  
(Not **cheapest of both**)

#### Rule 20—Superlative + of/in

Preposition **of** or **in** is used to show comparison amongst **three or more persons or things**. As—

1. He is the richest **of all men** here.
2. This is the cheapest **of all books**.
3. This is the best building **in the town**.
4. He is the most intelligent boy **in the class**.

Remember that **of** is used with most of the Superlative Adjectives, but with the Superlatives showing **place** we use **in** instead of **of**. As—in the **town** or in the **class** in the above noted sentences.

#### Rule 21—Superlative + one of/among

When **one of** or **among** is used with a Superlative, the noun coming after it must be of **Plural Number**. As—

1. Ram is **one of the best boys** in the class.
2. This is **one of the cheapest books** available in the market.
3. He is the best **among** these **boys**.
4. This is the cheapest **among** these **books**.

#### Rule 22—Superlative and other

We don't use **other** with a Superlative Degree Adjective. (It may be remembered that with a **Comparative Degree Adjective** **other** is used when the comparison is within the same class or category, but it is not so with a Superlative Adjective.) As—

1. He is the strongest of **all boys**. (Not **of all other boys**)
2. This is the best of **all buildings**. (Not **of all other buildings**)

#### Rule 23—One of.....if not/Superlative

In some sentences **Superlative** is used **twice** once with **one of the** and again with **if not the**. In such sentences **Plural Noun** comes after **one of the + Superlative**, and **Singular Noun** after **if not the + Superlative**. As—

This is **one of the best books, if not the best book** on Indian philosophy.

The following are some more sentences—

1. He is one of the greatest **historians**, if not the greatest **(historian)** alive today.

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2. This is one of the highest **peaks**, if not the highest (**peak**) of these mountains.
3. This is one of the largest **halls**, if not the largest (**hall**) in the town.

**Note**—In such sentences the **Singular Noun** coming after **if not the + Superlative** is often concealed.

### Exercise

Correct the following sentences :

1. He is noblest man I have ever met.
2. This is longest chapter in my book.
3. This is my the most favourite dish.
4. This is Mohan's the highest ambition.
5. She is the tallest of the two sisters.
6. The best of the two will be given the prize.
7. The best of both will be given a chance.
8. This is the most fashionable market of the town.
9. He is the most scholarly of all other teachers.
10. He is the ablest of any other candidates.
11. He is one of the greatest scientists if not the great of this century.
12. Ram is one of the most mischievous boys, if not the more mischievous in the class.
13. You can choose the best of either of these pens.
14. I will live in the bigger of all these houses.
15. He reached the earliest of both.

**Hints**—(1) the noblest; (2) the longest; (3) drop ‘the’; (4) drop ‘the’; (5) of the three (or more); (6) Three or more/all; (7) of all; (8) in the town; (9) drop ‘other’; (10) ‘all’ in place of ‘any other’ (11) the greatest; (12) ‘most mischievous’ in place of ‘more mischievous’. (13) ‘all’ in place of ‘either’; (14) the biggest; (15) ‘all’ in place of ‘both’.

### Rule 24—Double Superlative

**Double Superlatives** should not be used. The following sentences are **wrong** because **double superlatives** have been used in them.

1. He is the **most brightest** student.  
(Only **brightest student** should be there.)
2. He is the **most richest** man.
3. This is the **most worst** job.

### Rule 25—Emphatic Superlative

In order to give additional **emphasis** to a Superlative Adjective, we can use **by far the / much the / the very / out and out the**. As—

1. Bangalore is **by far the most beautiful** city.
2. This is **much the best** school.
3. This is **the very best** school.
4. This is **out and out the best** school.

### Rule 26—Adjectives of the same degree

If the **same Noun** is qualified by **two or more than two Adjectives**, all these Adjectives must be of the **same Degree**. As—

1. She is the **best** and **most talented** girl.  
(We can't say **best and talented** or **good and most talented**)
2. This is the **deepest** and **longest** valley.
3. I have the **best** and **cheapest** book.

### Rule 27—Non-gradable Adjectives

The underlined Adjectives are already of the **Superlative Degree**. They cannot be used as Comparative Degree Adjectives, nor can the emphasising expressions such as **very / extremely / highly / much** be used with them. These Adjectives are—

**Unique, perfect, matchless, excellent, ideal, absolute, universal, impossible, entire, whole, full, complete, round, extreme, eternal, chief.** Now see their use—

1. He is an **ideal** leader.  
(We can't say **more ideal** or **most ideal**)
2. This is a **unique chance**. (not, **more unique** or **most unique**)
3. This plan is **perfect**.
4. I have **full** sympathy with him.

**Note**—However, these days **full** and **perfect** are being used in **Comparative** and **Superlative** Degrees also. Now we can use **full, fuller, and fullest, or perfect, more perfect or most perfect**. This use is coming into vogue. As—

1. I have the **fullest** sympathy with you.
2. This is the **more perfect/ most perfect** plan.
3. Please give me a **fuller** account of the incident.

#### Rule 28—Like best/like most

Both these uses are correct.

1. Which of these books do you **like most** ?
2. Which of these books do you **like best** ?

#### Some Other Typical Adjectives

#### Rule 29—Kind and sort

**Kind** and **sort** are of Singular Number. Therefore, **this** or **that** should be used with them, **not these** or **those**.

1. I don't like **this/that kind** of men.  
*or*  
I don't like men of **this/that kind**.
2. I don't like **this/that sort** of men.  
*or*  
I don't like men of **this/that sort**.

**Note**—**These / those sort** or **these / those kind** are wrong expressions, though some authors have started using them.

#### Rule 30—Adjective/Adverb

Sometimes **Adjectives** are used with verbs also, but in that case the **Adjectives** qualify the **subject** of the verb. If, however, they qualify the **action (verb)**, they should be used **Adverbially**. As—

1. The flowers smell **sweet** (not **sweetly**)
2. He looked **angry** (not **angrily**)
3. The ship appeared **suddenly** (not **sudden**)
4. He looked **coldly** at us. (not **cold**)

#### Rule 31—Adjective used as Nouns

Sometimes **Adjectives** are used as **Nouns** in the following cases—

##### (a) Represent a class of people

Sometimes a particular **class of people** in the Plural Number can be represented by an **Adjective** preceded by the definite Article **The**. As—

1. **The rich** should not be proud. (*i.e.* rich people)
2. **The poor** should not be derided. (*i.e.* poor people)

3. **The humble** are blessed.
4. **The wicked** always come to grief.

##### (b) As a Singular Noun representing some abstract quality.

As—

1. Keats was a poet of **the beautiful**.
2. **The future** is bright.

##### (c) Adjectives actually becoming Nouns.

- (i) Proper Nouns—Canadians, Africans, Asians, Italians.

(ii) Denoting Persons—Juniors, seniors, elders, nobles, inferiors, superiors, criminals, savages, betters.

(iii) In Plural Number only—sweets, valuables, eatables.

##### (d) In some phrases

for good, at best, black and white, through thick and thin, for better/for worse/worst, before long, in short, from bad to worse, the long and short.

1. He has left India **for good**.
2. **At best**, we shall get marginal profit.
3. The agreement was made **in black and white**.
4. We shall remain friends **through thick and thin**.
5. We shall not part company **for better or for worse**.
6. Nothing **better** can come.
7. Nothing **worse** can happen.
8. I am prepared for **the worst**.
9. I shall start a new business **before long**.
10. **In short**, I have lost the chance.
11. His condition is getting **from bad to worse**.
12. **The long and short** of the whole matter is that the match had to be cancelled.

#### Exercise

##### (a) Correct the following sentences :

1. He is the most richest man in the town.
2. He is the least slowest worker.
3. He has committed the most worst crime.

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4. He is the noblest man by far in our family.
5. This is the much best book on the subject.
6. She is the out and out most fashionable lady.
7. This is the best and easy of all exercises.
8. She is the sweetest and noble girl.
9. We live in the richest and fertile valley.
10. He is the most ideal teacher.
11. You will never get a very unique chance like this.
12. That was a most excellent opportunity.
13. He found it most impossible to swim across the flooded river.
14. He has left the work more incomplete.
15. It is difficult to deal with this kinds of customers.
16. These kind of books are not available here.
17. These sort of men are dangerous.
18. She appears very sweetly in her red frock.
19. I found her smilingly at the door.
20. She looked coldly and indifferently.

**Hints**—(1) drop ‘most’; (2) drop ‘least’; (3) drop ‘most’; (4) by far the noblest man; (5) much the best book; (6) out and out the most fashionable; (7) easiest; (8) noblest; (9) most fertile; (10) drop ‘most’; (11) drop ‘very’; (12) ‘an’ in place of ‘a most’; (13) drop ‘most’; (14) drop ‘more’; (15) these; (16) kinds; (17) sorts; (18) sweet; (19) smiling; (20) cold and indifferent.

#### (b) Use the following Adjectives or Adjectival phrases as Nouns—

Rich, poor, beautiful, junior, senior, elder, sweet, valuable, good, better, best, long and short, bad, worse, worst, black and white, thick and thin, short, from bad to worse.

We give below some typical Adjectives in the use of which there is always some doubt and a mistake is often committed. See their correct use carefully—

#### Later and Latter

**Later** is the Comparative Degree of **late**, while **latter** is **antonym** of **former**. **Later** gives the sense of **time**, while **latter** expresses **place** or **position**. As—

1. Ram came **later** than Hari.
2. This event is of a **later** date.
3. Ram and Shyam are brothers but the **latter** is more cultured than the former.

#### Former and Latter

When there is reference to **only two** persons or things, we use **former** for the first and **latter** for the second. But when the reference is for **three** or **more** persons or things, we use **first** for the first and **last** for the last. As—

1. Ram and Shyam are brothers but the **former** is very rich and the **latter** very poor.
2. In a list of fifty candidates Ram’s name is at the **first** place and **Mohan’s** at the last.

#### First and Foremost

**First** is first merely in serial order without any suggestion of **more** or **less** in importance, while **foremost** means **most important** without any reference to serial order. As—

1. He was the **first** man to reach here.
2. Pt. Jawaharlal Nehru was the **foremost** statesman of his time.

#### Last and Latest

**Last** is the antonym of **first**, while **latest** is the antonym of **earliest**. Therefore, **last** has the sense of **place** in serial order, while **latest** has the sense of **Time**. As—

1. The **last** person in the queue is my friend.
2. What is the **latest** news about his condition ?

#### Nearest and Next

**Nearest** means nearest in distance, while **next** means **after this / that** in serial order. As—

1. Which is the **nearest railway station from here** ?
2. My seat was **next** from the door.

#### Farther and Further

**Farther** means away in **distance**, while **further** means ‘in addition to’. But **further** is also used sometimes for **distance**. As—

1. Lucknow is **farther** from Agra than Kanpur.
2. There is nothing **further** to say.
3. **Further** he said that he was ill.

### Fewer, Less and Lesser

**Fewer** is used for **number**, **less** for quantity, and **lesser** for **less in importance**. As—

1. **Fewer** visitors came to see the Taj this year.
2. **Fewer** candidates have applied for the post this time.
3. There is **less** milk in the jar.
4. He has now **less** time.
5. Many **lesser** speakers also spoke from the platform.
6. I have not read the **lesser** poets of the Elizabethan Age.

**Note**—If in a certain sentence there is a **Definite Numeral Adjective**, followed by a **Plural Noun**, we use **less** in place of **fewer**. As—

1. I have **ten rupees less** at the moment.
2. There are **two members less** in the team.

### Elder and Eldest : Older and Oldest

**Elder** and **Eldest** are used for members of the same family. **Elder** means senior in age and **eldest** means senior-most in age. **Older** and **oldest** are used for other people or things, in the same sense of age. As—

1. He is my **elder brother**.
2. My **eldest** brother is like my father.
3. I am **older than** my friend.
4. He is the **oldest** man in the village.
5. This is the **oldest** Church.

**Note**— It may be remembered that **older** is followed by **than**, while **elder** is followed by **to**. As—

I am **elder to** my sister, while she is **older than** her friend.

### Exercise

#### (a) Fill in the blanks in the following sentences with 'later' or 'latter' :

1. .....on he said that he could not help me.
2. The majority accepted the .....proposal.
3. The .....half of the century produced no great poet.
4. I can come at some .....date.
5. At a .....date, he was also promoted as the chief engineer.

**Hints**—(1) Later; (2) latter; (3) latter; (4) later; (5) later.

#### (b) Fill in the blanks in the following sentences with 'former' or 'latter' or 'first', or 'foremost', or 'last' :

1. Ram and Shyam are both good students but the.....is more cultured than the....
2. Johnson is our .....manager.
3. Ramu is so weak that he stands.....in the list.
4. Homer was the.....great Greek poet..
5. Wordsworth was the.....romantic poet.

**Hints**—(1) former, latter; (2) former; (3) last; (4) first; (5) foremost.

#### (c) Fill in the blanks in the following sentences with 'last' or 'latest', 'next' or 'nearest', 'farther' or 'further', 'fewer' or 'less' :

1. The man who came .....could not get a seat.
2. The.....and concluding chapter is the most important one.
3. The.....news from the war front is very disappointing.
4. This is the.....issue of the magazine.
5. Bahadur Shah was the.....King of the Mugal dynasty.
6. Bombay Central is the.....station from our locality.
7. Roorki is .....from here than Delhi.
8. The.....hospital from here is five kilo-metres away.
9. Turn to the left from the.....crossing.
10. I shall give you a good book.....time.
11. He could not speak any.....
12. He could not go any .....
13. Ram's house is.....to mine.
14. No.....argument is needed.
15. Please come without any ..... delay.
16. Don't go any.....into the wood.
17. He has.....friends than you.
18. This market is .....crowded.
19. His chances are.....than mine.
20. There is.....risk in this business.

**Hints**—(1) last; (2) last; (3) latest; (4) latest; (5) last; (6) nearest; (7) farther; (8) nearest; (9) next; (10) next; (11) further; (12) farther; (13) next; (14) further; (15) further; (16) farther; (17) fewer; (18) less; (19) fewer; (20) less.

(d) Fill in the blanks in the following sentences with 'elder' or 'eldest', 'older' or 'oldest' :

1. My friend is ..... than me.
2. My ..... brother is coming today.
3. Our ..... were highly respectable.
4. I have no ..... sister.
5. This is the ..... edition of this book.
6. This is our ..... house.
7. My ..... sister has two sons.
8. This is the ..... temple in the town.

**Hints**—(1) older; (2) elder or eldest; (3) elders; (4) elder; (5) oldest; (6) oldest; (7) elder or eldest; (8) oldest.

### Some and Any

Some is used in Affirmative and Interrogative sentences for request or invitation.

Any is used in Negative and Interrogative sentences. As—

1. I have **some letters** for you.  
(Since it is an **affirmative** sentence, we cannot say '**any letters for you**' )
2. I do not have **any letters** for you.  
(Since it is a **negative sentence**, we cannot say '**some letters for you**' ).
3. I want to read **some** more books.
4. I don't want to read **any** more books.
5. Do you have **some** friends with you ?
6. Do you not have **any** friend with you ?
7. Will you please have **some** tea ?
8. No, I will not have **any**.  
*or*

Yes, I will have **some**.

### Little, a little, the little

(a) Little means almost nil / nothing. It has a negative sense. As—

1. There is **little** hope of his success.  
(i.e. There is almost no hope of his success.)
2. I have **little** time to waste.

(b) A little means small in quantity.

1. There is **a little** money left.  
(i.e. small amount)
2. I have only **a little sugar** left.
3. We had only **a little time** to complete the work.

(c) The little means not much but all that is there.

1. He has wasted **the little money he had**.  
(i.e. **not much, but all that he had**.)
2. Make the best use of **the little time** you have.

### Few, a few, the few

(a) 'Few' means 'almost nil'. It has a negative sense.

1. He has **few chances** of success.  
(i.e. almost no chances of success.)
2. He has **few enemies**.

(b) A few means 'small in number'.

1. I can give you **a few books**.
2. I have only **a few friends**.

(c) 'The few' means 'small in number', but all that are there.

1. I have lost the **few books I had**.  
(i.e. **very few** in number, but all those that I had.)
2. Carefully read **the few books** you have.

### Exercise

(a) Fill in the blanks in the following sentences with **some** or **any**; **little**, **a little**, or **the little** :

1. I don't have ..... money in my pocket.
2. Can you lend me ..... money ?
3. He could not lend me ..... money.
4. I have not invited ..... of my friends.
5. Do you want to invite ..... of your friends ?
6. Do you have ..... time to help me ?
7. No, I don't have ..... time.
8. There is ..... hope of his recovery.
9. There is ..... milk left in the pot.
10. ..... milk he had has turned sour.
11. A poor man has ..... money to waste.
12. There is ..... work left to complete.
13. ..... work left yesterday has been completed.
14. There is ..... time now left.

**Hints**—(1) any; (2) some; (3) any; (4) any; (5) some; (6) some; (7) any; (8) little; (9) a little; (10) The little; (11) little; (12) a little; (13) The little; (14) little.

**(b) Fill in the blanks in the following sentences with *few*, *a few*, or *the few* :**

1. There are ..... friends who remain faithful in hard times.
2. He has only ..... friends.
3. ..... friends he has are really faithful to him.
4. A good man has ..... enemies.
5. ..... passengers were injured in the accident.
6. ..... passengers injured in the accident have been given first-aid.
7. ..... books would serve my purpose.
8. ..... books I had have all gone out of course.

**Hints**—(1) few; (2) a few; (3) The few; (4) few; (5) A few; (6) The few; (7) A few; (8) The few.

### Each and Every

**Each** is used for **two or more than two**.

**Every** is used for **at least three or more**.

Every should not be used for **two**. As—

1. **Each** of you must reach in time.
2. **Each** of the two brothers is highly cultured. (not ‘**every one of the two**’)
3. **Every** one of them was ready to go.
4. I know **every** street of Calcutta.

### Either and Neither

**Either** means ‘one of the two’; **Neither** means ‘neither this nor that of the two.’ **Neither** is antonym of **either**. **Neither / Either** are not used for **more than two**. As—

1. You can take **either** side.
2. **Either** of the two brothers can come.
3. You should take **neither** side.
4. **Neither** of the two brothers is likely to come.

### ‘Due to’ and ‘owing to’

‘**Due to**’ means ‘caused by’. It is related with the action of a verb. As—

1. His demotion was **due to** his negligence of duty.
2. He has risen so high **due to** his hard labour.

‘**Owing to**’ is only a Prepositional phrase. It only governs a **Noun** or a **Nominal**. It is generally placed **at the beginning** of the sentence.

1. **Owing to** his illness, he could not appear at the examination.
2. **Owing to heavy rain**, the programme was badly disturbed.

### Many a

It is used like a **Singular Numeral Adjective**, though it is **Plural** in sense. It takes a **Singular Noun** and a **Singular Verb** after it. It means **many (one by one)**. As—

1. **Many a young man has** laid down his life for the country.
2. **Many a great occasion has** come in my life.

### Verbal and Oral

**Verbal** means **of or in words**. It is opposite of ‘written’. As—

1. There is no **verbal** difference between the two documents.
2. There is a striking **verbal** similarity between the two poems.

‘**Oral**’ means by ‘**mouth**’, not in writing.

1. There will be an **oral** test.
2. He has failed in the **oral** examination.

**Note**—Nowadays ‘**Verbal**’ is also used in the sense of ‘**Oral**’ (by mouth).

1. We have received a **verbal** message.

### ‘Common’ and ‘Mutual’

‘**Common**’ means belonging to **two or more** persons or things.

1. There is nothing **common** between them.
2. This is our **common** property.

‘**Mutual**’ means ‘**between two**’, ‘**for each other**’.

1. There was **mutual exchange** of views between them.
2. There was little **mutual understanding** between them.

### Exercise

**(a) Fill in the blanks in the following sentences with appropriate adjectives :**

1. ..... one of the villagers had to vacate his house.
2. ..... of Ram, Shyam and Mohan was fined for coming late.
3. ..... of the two friends is answerable for it.

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4. .... of them is a hard worker.
5. .... of the two candidates can be selected.
6. .... of the two candidates is fit for appointment.
7. You may join ..... party.
8. He found ..... party acceptable.
9. The roof collapsed ..... heavy load.
10. .... heavy load the roof collapsed.
11. .... patriot has laid down his life.
12. .... good student has failed this year.
13. He did not come for his ..... test.
14. I cannot accept your ..... assurance.
15. We live in a ..... house.
16. This is a ..... Community Hall.
17. This will serve our ..... interests.
18. Let there be ..... give and take between friends.
19. We can share a ..... room.
20. We have no ..... friend.

**Hints**—(1) Every; (2) Each; (3) Each; (4) Every one; (5) Either; (6) Neither; (7) either; (8) neither; (9) due to; (10) Owing to; (11) Many a; (12) Many a; (13) oral; (14) verbal; (15) common; (16) common; (17) mutual; (18) mutual; (19) common; (20) common.

### Revision Exercise

**Correct the following sentences :**

1. Very little students are present in the class today.
2. There is few milk in the pot.
3. He is junior than I.
4. This scheme is more preferable than the old one.
5. This is the most saddest news.
6. Of these four persons he is more intelligent.
7. Between these two books this is the best.
8. Read the chapter farther.
9. Do you have any farther scheme ?

10. He rose very high in his latter days.
11. The later half of this book is better.
12. This is the best and late discovery.
13. My friend is elder to me.
14. He is the most ideal student.
15. My watch is more costly than you.
16. The population of Kanpur is more than Agra.
17. She is the gentlest and beautiful girl.
18. He has wasted the few money he had.
19. The flowers smell so sweetly.
20. These kind of persons should be avoided.
21. Is he wiser than any man ?
22. He is the wisest of all other men present here.
23. He made the most unkindest remark.
24. He has done a most unique work.
25. I have no farther demand.
26. The three first chapters of this book are in our course.
27. Ram is our mutual friend.
28. He has the little hope of recovering his money.
29. He hasn't done nothing.
30. This sorts of houses do not meet our requirements.
31. A dog is more faithful than any animal.
32. She is as beautiful if not more than her sister.
33. This is one of the good, if not the best house available on rent here.
34. Who is the richest between the two brothers ?
35. He hasn't some room to spare for my studies.
36. I have any books you need for your studies.
37. He has brought some sweet from the market.
38. We must all respect our elder.
39. Tell the whole story in briefly.
40. I have lost all money I had.

# 7

# Adverbs

## Kinds of Adverbs

There are **9 kinds** of Adverbs—

**1. Adverb of Time (showing ‘time’)**—The following are the more common **Adverbs of Time**—

Now, then, before, after, since, ago, soon, late, early, presently, instantly, immediately, already, afterwards, never, when, whenever, today, tomorrow, yesterday, ever.

**2. Adverb of Place (showing ‘place’/‘Where’)**—The following are the more common **Adverbs of Place**—

Here, there, where, hence, thence, hither, thither, in, out, within, without, above, below, inside, outside, far, near, everywhere, away, forward, backward.

**3. Adverb of Number (showing ‘how often’/‘frequency’)**—The following are the more common **Adverbs of Number**—

How often, once, twice, thrice, often, seldom, frequently, rarely, again, always, firstly, secondly, thirdly, sometimes.

**4. Adverb of Quantity/Degree (showing ‘how much’)**—The following are the more common **Adverbs of Quantity or Degree**—

Too, almost, fully, very, enough, so, altogether, no better, pretty well, any, quite, rather, partly, wholly, as..as.

**5. Adverb of Manner (showing ‘how’ or ‘in what manner’)**—The following are the more common **Adverbs of Manner**—

Cheerfully, unwillingly, clearly, soundly, strongly, bravely, hard, thus, so, cowardly, slowly, quickly, actively, fast, nobly, proudly, lovingly.

**6. Adverb of Reason or Cause (showing ‘reason’/‘cause’)**—The following are the more common **Adverbs of Reason or cause**—

Owing to, due to, consequently, hence, therefore.

**7. Adverb of Affirmation or Negation (showing ‘yes’ or ‘no’)**—The following are the more common **Adverbs of Affirmation or Negation**—

yes, no, not, certainly, certainly not, yea, may, by all means.

**8. Interrogative Adverb (for asking questions)**—The following are the more common **Interrogative Adverbs**—

Why, when, what, where, how, how many, how long, how far, whence, whither, what, wherefore.

**9. Relative Adverb (showing ‘relationship’)**

—These Adverbs show ‘relationship’. In form they are like Interrogative Adverbs. Like Relative Adjectives, they must have an **Antecedent**, and the Adverb must refer to this Antecedent. If there is no Antecedent before it, it would become Interrogative Adverb, and not Relative Adverb. The more common Relative Adverbs are these—

What, when, where, why, how, whence, whither, whatever, wherever.

## Degrees of Comparison in Adverbs

Some Adverbs, specially **Adverbs of Manner, Degree and Time** have **three Degrees of comparison** like Adjectives. The **three Degrees** are—

Positive Degree, Comparative Degree and Superlative Degree.

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Their Degrees are formed in the following **three ways**.

1. The Adverbs of **one syllable** in their Positive Degree become **Comparative** or **Superlative** by adding **-er** or **-est** respectively. As—

Positive	Comparative	Superlative
Late	Later	Latest
Long	Longer	Longest
Short	Shorter	Shortest
Loud	Louder	Loudest
Near	Nearer	Nearest
Soon	Sooner	Soonest
Hard	Harder	Highest

2. The Adverbs which end with **ly**, become **Comparative** or **Superlative** by using **more** or **most** before them. As—

Positive	Comparative	Superlative
Swiftly	more swiftly	most swiftly
Skilfully	more skilfully	most skilfully
Wisely	more wisely	most wisely
Intelligently	more intelligently	most intelligently
Regularly	more regularly	most regularly
Diligently	more diligently	most diligently
Slowly	more slowly	most slowly
Powerfully	more powerfully	most powerfully

**Note**—But with **early** we use **earlier** or **earliest**.

3. But some **Adverbs** are there the **Comparative** or **Superlative** Degrees of which are formed under **no rules**. They are called **irregular Adverbs**. As—

Positive	Comparative	Superlative
Much	more	most
Little	less	least
Bad	worse	worst
Well	better	best
Far	farther	farthest
Forth	further	furthest
Late	later	last

## Position of Adverbs

### Rule 1—Position of Adverbs—

It is very important to know the correct **place** or **position** at which an **Adverb** should be used in a **Sentence**. If the **Adverb** is not placed at the correct position in a sentence, the meaning of the sentence would **change**, or it may even become **absurd** or **meaningless**. For example, see the **position** of **only** in the following sentence. You will see that the meaning of the sentence changes with the change of position of the Adverb **only** in it.

- (i) **Only** he can read.  
(i.e. no other person except he)
- (ii) He can **only** read.  
(i.e. he can only **read**, but can **neither write nor speak**.)
- (iii) He can read **only**.  
(i.e. He can do nothing except reading)

The following are the **Rules of correct position** of an Adverb in a Sentence—

(a) **Adverb of Manner**—It is generally used **after the Verb**, but if the verb has its **object** also, the Adverb is used **after the Object**. As—

1. He **speaks softly**.  
(Not, He **softly speaks**)
2. He **drives cautiously**.  
(Not, He **cautiously drives**)
3. He **reads his book carefully**.  
(Not, He **reads carefully his book**)
4. I **visit him regularly**.  
(Not, I **regularly visit him**)
5. She **loves him heartily**.  
(Not, She **heartily loves him**)

(b) **Adverbs or Adverb phrases of Time and Place**. They are also used **after the Verb**. As—

1. He **will return soon**.  
(Not, He **soon will return**)
2. He **goes there**.  
(Not, He **there goes**)
3. I **go home next week**.  
(Not, I **next week go home**)
4. There **were flowers everywhere**.  
(Not, There **were everywhere flowers**)

(c) If after the verb or its object **two or more than two** Adverbs are to be used, they should be placed in this **order—adverb of manner, adverb of place, adverb of time**. As—

1. He spoke **impressively at the function yesterday.**
2. She wept **bitterly at the playground last evening.**
3. He comes **regularly at the stadium every morning.**
4. You should reach **home by this evening.**

(d) **Adverbs of frequency** (*e.g. always, never, often, rarely, usually, generally, almost, already, hardly, nearly, just, quite*) They are used **between** the Subject and Verb if the verb is of **one word** only (as, goes, runs, play, etc.), but if the verb has **more than one word** (as, is going, has been working), the Adverb is placed **after the first word** of the verb. As—

1. I **just** saw him at the gate.
2. He has **already** finished his work.
3. He has **rarely** been coming to me.
4. He has **frequently** been absenting himself from the class.
5. We **usually** go there.

(e) All the Adverbs listed above (under d) are placed **after the Auxiliary Verbs** (*i.e. is, are, am, was, were*), but **before** other verbs. As—

1. I am **always** ready.
2. He is **often** late.
3. We were **never** happy there.
4. He **seldom** comes here.
5. He **generally** travels by bus.
6. I **frequently** meet him in the market.

(f) If some **stress** is to be laid on a verb, or if a reply is to be given in a **short form**, all the **Adverbs** (listed above under d) should be placed **before the Auxiliary Verbs** or single verb **be**. As—

1. “He has again forgotten to bring his books.”  
“Yes, he **always** does forget to bring his books.”
2. “Are you free this evening ?”  
“Yes, I **usually** am free in the evenings.”
3. “When does he go to Bombay ?”  
“He **already** has gone to Bombay.”

4. “Do you travel by plane ?”

“Yes, I **sometimes do.**” (short form answer)

(g) The Adverb is placed before the Auxiliaries **have to / used to**. As—

1. I **often have to** go by bus.
2. He **always used to** be kind to me.
3. He **never has to** go alone.

(h) The Adverb is placed before the **Adjective or another adverb** which it modifies. As—

1. His lecture was **very interesting.**
2. He is **very highly qualified.**
3. Do you drive **so fast ?**
4. He is **wonderfully intelligent.**

(i) Adverb **enough** is always placed **after the word** it modifies. As—

1. He was **good enough** to help me.
2. This house is **large enough** for our purpose.
3. He is **brave enough** to face the situation.

(j) Adverb **only** is placed just **before** the word it modifies. As—

1. He worked **only** for two hours yesterday.
2. I attempted **only** twice to climb to the top.

**Note**—But in spoken English **only** can be used before the **Verb**. As—

1. He **only** worked for two hours yesterday.
2. I **only** attempted twice to climb to the top.

(k) Negative Adverb ‘**not**’ is always placed **between** the Auxiliary Verb and the Principal Verb. As—

1. He did **not** reach in time.
2. I shall **not** meet him.
3. He has **not** spoken a word.

### Exercise I

Correct the position of the Adverb in the following sentences :

1. He **only** died a month ago.
2. He **soon** will finish his work.
3. He is **enough** rich to set up a new factory.
4. I **almost** have finished my course.

5. The rain began to fall **suddenly**.
6. I have met **often** that man.
7. He explained **clearly** his point of view.
8. I go **seldom** after sunset.
9. He **merely** came to return my book.
10. He bore his losses **patiently**.
11. Ram is a lazy boy **rather**.
12. I **never** am late for school.
13. He does **carefully** all his work.
14. The mother **heartily** loves her daughter.
15. He has spoken **not** a word.

**Hints**—(1) only a month; (2) will soon; (3) rich enough; (4) have almost finished; (5) suddenly began to fall; (6) have often met; (7) clearly explained; (8) seldom go; (9) came merely to return; (10) patiently bore; (11) rather a lazy; (12) never late; (13) all his work carefully; (14) daughter heartily; (15) has not spoken.

### Exercise II

Insert the given Adverbs (or Adverb Phrases) in their right position in the following sentences :

1. This is not bright (enough).
2. You should behave like this (never).
3. Will he be found (there, still) ?
4. He goes to the market (seldom).
5. I am late for the office (never).
6. He is lecturing (tomorrow morning, at the auditorium).
7. I saw him going out (just).
8. He was standing (at the gate, a little while ago).
9. I go to school on foot (usually).
10. He is angry with me (rarely).
11. Please meet me (this evening, in the park).
12. He invites me to tea (often).
13. The plane has landed (just).
14. We go to Church (regularly).
15. I shall be meeting you (frequently).

**Hints**—(1) bright enough; (2) should never behave; (3) found still there; (4) seldom goes; (5) am never late; (6) lecturing at

the auditorium tomorrow morning; (7) just saw; (8) standing at the gate a little while ago; (9) usually go; (10) rarely angry; (11) me in the park this evening; (12) often invites me; (13) has just landed; (14) regularly go; (15) shall frequently be meeting.

**Rule 2**—If an Adverb modifies (a) the whole sentence or (b) if it is meant to give very great stress, it is placed at the very beginning of the sentence. As—

1. **Unfortunately** a very serious accident occurred.
2. **Luckily** no one was killed.
3. **Out** came the lion from the den and stood before us.

### Rule 3—Double Negative

**Double Negatives** should not be used in a sentence. Double Negatives give either **Affirmative meaning** or **no meaning** at all. Their use is, therefore, wrong.

1. I **cannot** walk **no** further now.  
(There should be ‘any further’ in place of ‘no further’.)
2. **Nothing** **never** happened.  
(There should be ‘ever’ in place of ‘never’.)
3. I **don’t** want **nothing**.  
(There should be ‘anything’ in place of ‘nothing’.)
4. He was **not** honest **neither**.  
(There should be ‘either’ in place of ‘neither’)
5. I **forbid** you **not** to go there.  
(‘not’ should be removed from here because ‘forbid’ is already negative.)

### Exercise III

Correct the following sentences :

1. A great tragedy luckily has been averted.
2. All the passengers were unfortunately killed.
3. We cannot bear it no longer.
4. We could not find him nowhere.
5. I don’t see no sense in it.
6. Scarcely no one would believe in your story.

7. I don't have no one to go with me.
8. You are forbidden not to touch my books.
9. He cannot neither deny or accept it.
10. He is no longer in no need of it.

**Hints**—(1) **Luckily** to come at the beginning of the sentence; (2) **Unfortu-nately** to come at the beginning; (3) **any longer** in place of **no longer**; (4) **anywhere** in place of **nowhere**; (5) **any** in place of **no**; (6) **anyone** in place of **no one**; (7) **anyone** in place of **no one**; (8) drop **not**; (9) **either** in place of **neither**; (10) **any need** in place of **no need**.

### Use of Some Typical Adverbs

#### 1. Too

'**Too**' means more than enough. Therefore **too** should not be used in place of **very** or **much**, otherwise it would give absurd meaning. For example, if we say, "I am too happy to hear of your success", it would mean that "I am happy to the extent I should not have been." Certainly this cannot be the intention of the speaker. The correct form of this sentence would be, "I am **very** happy to hear of your success." It should be remembered that '**too**' has a **negative sense** or the sense of **undesirability**. **Too** should be used keeping in mind this sense of its meaning and implication. For example, the following sentences are wrong—

1. You are **too** kind to me.
2. She is **too** beautiful.
3. He is **too** intelligent.
4. You are **too** faithful to me.

Against these the following sentences are correct—

1. The day is **too** hot.
2. The price is **too** high for me.
3. The house is **too** small for my family.
4. You are still **too** weak.
5. The weather is **too** cold.
6. It is **too** much for me to bear.

#### 2. Too + Infinitive

In some sentences an **Infinitive** is used after **too**. In such sentences also the sense of **too** is negative. In these sentences the use of **too** would be correct if it is meant to be **negative**, but its use would be wrong if it is meant to be **affirmative**. For example, see the following sentences—

1. He is **too poor to buy** a car.

2. He is **too rich to buy** a car.

The first of these sentences is correct because it means that—

"He is so poor that he cannot buy a car." But the second sentence is wrong because it would mean "He is so rich that he cannot buy a car." The correct form of the second sentence would be, "He is **rich enough to buy** a car." The following sentences are correct—

1. He is **too weak to run**.
2. The river is **too deep for me to cross**.
3. The enemy is **too strong to be overcome** easily.
4. The problem is **too difficult for me to solve**.

#### 3. Very and Much

'**Very**' is used with **Present Participle**, and '**much**' with **Past Participle** or **Verb**. As—

1. It was **very surprising**.
2. The game was **very exciting**.
3. He was **much surprised**.
4. I was **much shocked** to hear the news.
5. He was **much confused**.
6. He **talks much**.
7. He **drinks much**.

**Note**—But with some **Past Participles** the use of **very** is correct. As—

1. I was **very pleased** to hear the news.
2. He was **very tired** at the end of the journey.

#### 4. Very and Much

There is one more difference in the use of **very** and **much**. **Very** is used before the **Positive Degree** of an **Adjective** or an **Adverb**, and **much** before the **Comparative Degree** of an **Adjective** or an **Adverb**. As—

1. Ram's house is **much bigger** than Mohan's.
2. Mohan is **much more trustworthy** than Sohan.
3. Hari is **much better placed** than Rajesh.
4. Ram is **very intelligent**.
5. Mahesh is **very poor**.

**Note**—Under the above rule **very much** can also be used (in place of **much**) in the **Comparative Degree**, but **not** in the **Positive Degree**.

### 5. Very and Much

**Very** and **Much** can both be used in the **Superlative Degree** also but the rule is that **Very** is used after the Article **the**, and **much** before **the**. As—

1. He is **much the best** boy of the class.
2. Rakesh is **much the richest** man of the town.
3. Cow is **the very gentlest** animal.
4. This is **the very best** book available here.

### 6. Much and Very Much

**Very much** can be used with the **Verb** in **Affirmative sentences** only, but in the **Negative sentences** only **much** can be used. As—

1. I love him **very much**.
  2. I don't love him **much**.
- (Wrong to say—"I don't love him **very much**")

### 7. Very much, Too much, Much too and only too

All these **four** phrases have different meanings. 'Very much' means '**completely**', '**too much**' and '**much too**' mean '**more than necessary or desirable**', **only too** means '**much**'. As—

1. I am **very much** obliged to you.
2. His performance is **very much** disappointing.
3. It gives me **too much** pain.
4. It is **much too** painful.
5. I am **only too** glad to be here.

### Exercise IV

Correct the use of Adverbs in the following sentences :

1. She loves her only son too much.
2. My old servant is too faithful to me.
3. He is too gracious to help me.
4. He is too kind to forgive me.
5. My father is too generous to his servants.
6. She was very shocked to see the scene of accident.

7. I was very surprised to see him in this condition.
8. The scene of accident was much shocking.
9. She was much pleased to see her son's result card.
10. He felt much tired after the day's hard labour.
11. This book is very better than the other one.
12. He appears to be much ambitious.
13. His achievement is really much creditable.
14. This is the much biggest house available here.
15. This is very the best I could do for you.
16. We have given you the much largest share of the profit.
17. You have now very the first chance of purchasing this house.
18. I could not appreciate his efforts very much.
19. This could not give me very much satisfaction.
20. This medicine has given me too much relief.

**Hints**—(1) '**much**' in place of '**too much**'; (2) '**very faithful**'; (3) '**gracious enough**' in place of '**too gracious**'; (4) '**kind enough**' in place of '**too kind**'; (5) '**very generous**'; (6) '**much shocked**'; (7) '**much surprised**'; (8) '**very shocking**'; (9) '**very pleased**'; (10) '**very tired**'; (11) '**much better**'; (12) '**very ambitious**'; (13) '**very creditable**'; (14) '**much the biggest**'; (15) '**the very best**'; (16) '**much the largest**'; (17) '**the very first**'; (18) '**much**' in place of '**very much**'; (19) '**much**' in place of '**very much**'; (20) '**much**' in place of '**too much**'.

### 8. Too and Even

The difference between **too** and **even** is that **too** is used only for **empha-sis**, while **even** is used in the sense of '**against or contrary to hope or expectation**.' For example, a brother is normally expected to help a brother, but if a brother does not help, we shall say—

'**Even** my brother did not help me.'

Similarly—

1. He helped me and my friend **too**.
2. He is intelligent and industrious **too**.
3. **Even** my father did not support me.
4. I could not **even** recognize him.

## 9. Little and A Little

**Little** and **a little** as **Adverbs** have the same meaning as **Adjectives**. **Little** is **negative** in sense meaning '**almost nothing**' while **a little** means '**not much**'. As—

1. I **little** expected that he would pass.  
(i.e. There was **almost no hope**.)
2. I was **a little** disappointed.  
(i.e. The disappointment was **not much**.)

## 10. Since and Ever Since

They are both **Adverbs of time**. **Since** means from a **certain point of time** in the Past, while **ever since** means from a **certain point of time to the Present**. They are used with the **Present Perfect Tense**, but in the **Indirect Narration** they are used with **Past Perfect Tense**. As—

1. I met him five years ago and have remembered him **ever since**.
2. We were together in school days but we have met only twice **since**.
3. He assured me that he had never done so **since**.
4. We lived in Kashmir several years ago but we have remembered those happy days **ever since**.

### Exercise

Fill in the blanks with correct alternatives from those given in the brackets:

1. I bought a pen and an inkpot ..... (**too, even**)
2. He lost ..... his security. (**too, even**)
3. My brother came and with him his friend ..... . (**too, even**)
4. ..... the best doctors failed to diagnose his disease. (**Too, Even**)
5. He is ..... displeased with me. (**little, a little**)
6. I ..... doubted his sincerity. (**little, a little**)

7. There is still ..... hope of his survival. (**little, a little**)
8. There is ..... hope of his survival. (**little, a little**)
9. There is ..... I can do to help you. (**little, a little**)
10. I came to Kanpur five years ago but I have not been to my home-town ..... . (**since, ever since**)
11. I came to Kanpur five years ago but I have been to my home-town only once ..... . (**since, ever since**)
12. I had injured my knee **four** years ago but I have been feeling pain in it ..... (**since, ever since**)

**Hints**—(1) too; (2) even; (3) too; (4) Even; (5) a little; (6) little; (7) a little; (8) little; (9) little; (10) ever since; (11) since; (12) ever since.

## 11. Else ..... but

**Else** is followed by **but**, not **than**.

1. None **else but** the Prime Minister will inaugurate the Seminar.
2. I met none **else but** your father.
3. It is nothing **else but** arrogance.

## 12. Seldom or never/Seldom if ever

The correct expressions are **seldom or never** (not **ever**) and **seldom if ever** (not **never**).

1. He **seldom or never** misbehaves with anybody.
2. He **seldom if ever** drinks.

## 13. Before and Ago

Both these are **Adverbs of Time**. **Before** is used with **Simple Past Tense** or **Present Perfect Tense**, while **Ago** is used with **Simple Past Tense** only (not with **Present Perfect Tense**). As—

1. I never **before** met such a rude man.
2. I have seen Jaipur **before** also.
3. I met him a month **ago**.
4. His father died a month **ago**.

**Note**—**Ago** suggests **Past Tense**, therefore it should **not** be used with any form of the **Present Tense**. Therefore the following sentences are **wrong**—

1. I **have arrived** here only a little **ago**.
2. I **have completed** my work an hour **ago**.

#### 14. Yet and Still

Yet means ‘**till now**’ and still means ‘**even now**’. Generally **yet** is used at the **end** of a sentence, and still after an **auxiliary** or before **single verbs**.

1. He is **still** in service.
2. You are **still** a student.
3. I **still** love you.
4. He **still** needs my help.
5. He has not come **yet**.
6. He is sleeping **yet**.

#### 15. Yet and Already

**Already** is used in **Affirmative sentences** and it means **before this point of time**. **Yet** is used in **Negative or Interrogative sentences**, and it means **even now or not till now**. As—

1. I have **already** finished my work.
2. He has left for office **already**.
3. I have **not yet** finished my work.
4. He has **not yet** left for office.
5. Are you **not yet** ready ?

#### 16. Yet/Already/So far/uptil now

All these are generally used with **Present Perfect Tense**. As—

1. He **has not yet** come.
2. I **have already** met him.
3. He **has not met** me **so far**.
4. He **has not met** me **uptil now**.

#### Exercise

**Correct the use of adverbs in the following sentences :**

1. None else except I will come to your help in the end.
2. None else than my father appeared at the scene.
3. It is nothing else except your pride that spoilt the game.
4. He seldom or ever is true to his word.
5. He seldom if never comes to the alehouse.
6. I have met him two years ago.
7. I have been to Bombay several times ago also.
8. I played tennis ago.

9. He has started a new business some time ago.
10. He has left office only a minute ago.
11. I have not seen him for a long time but he is yet my friend.
12. He has not still gone on duty.
13. I have yet given your share to you.
14. The child has yet gone to sleep.
15. He has not already reserved his berth.
16. She has not already shifted to her new house.

**Hints**—(1) ‘**but**’ in place of ‘**except**’; (2) ‘**but**’ in place of ‘**than**’; (3) ‘**but**’ in place of ‘**except**’; (4) seldom or never; (5) if ever; (6) ‘**before**’ in place of ‘**ago**’; (7) ‘**before**’ in place of ‘**ago**’; (8) ‘**before**’ in place of ‘**ago**’; (9) ‘**before**’ in place of ‘**ago**’; (10) ‘**before**’ in place of ‘**ago**’; (11) ‘**still**’ in place of ‘**yet**’; (12) ‘**yet**’ in place of ‘**still**’; (13) ‘**already**’ in place of ‘**yet**’; (14) ‘**already**’ in place of ‘**yet**’; (15) ‘**yet**’ in place of ‘**already**’; (16) ‘**yet**’ in place of ‘**already**’.

#### 17. Just

(a) **Just** means **right now / not long before**. Normally it is used with **Present Perfect Tense**. As—

1. He has **just** arrived.
2. I have **just** finished my story.

(b) **Just** can be used with **simple past tense** also, and there it means **only / barely**. As—

1. He **just** caught the train.
2. He **just** managed to escape.

(c) **Just** has one more meaning suggesting the sense of **at this very moment / exactly**. As—

1. The clock has **just** struck two.
2. He has **just** gone out.
3. This is **just** what I wanted.

#### 18. Fairly/Rather

Both these are **Adverbs of Quantity**. The difference between them is that **fairly** has the sense of **liking / appreciation**, while **rather** has the sense of **disliking / disapproval**. Therefore, care should be taken not to use expressions in which there may be **mingling of liking and**

**disliking.** For example, the following expressions are **wrong**—

- (a) Fairly dull, fairly ugly, fairly bad, fairly slow, fairly cunning
- (b) rather intelligent, rather beautiful, rather good, rather quick, rather honest, rather gentle

In the expressions given above **fairly** should be used in place of **rather**, and **rather** in place of **fairly**.

1. The weather is **fairly pleasant**. (Not **rather pleasant**)
2. The day is **rather hot**. (Not **fairly hot**)
3. The house is **fairly comfortable**.
4. The house is **rather uncomfortable**.

## 19. No/Not

(a) '**No**' is used like an **Adjective** before a **Noun**—

1. I have **no pen**.
2. There is **no boy** in the class.

(b) **Not** is used after an **auxiliary**—

1. He does **not read**.
2. He is **not there**.

(c) After the under-noted verbs **Not** is used in place of a **Noun Clause**. By this use the sentence becomes **short** also.

**Hope, believe, think, expect, suppose, be afraid**

1. Can you go there ? I **am afraid not**.
2. Will he pass ? I **expect not**.
3. Is he fair ? I **suppose not**.

(d) **Not** is also used before an **Infinitive** or a **gerund**.

1. I request you **not to disturb** me.
2. You are wrong **in not inviting** him.

## 20. No/Not/None

(a) **No** is also used before a **Positive** or **Comparative Degree Adjective** or a **Comparative Degree Adverb**.

1. This is **no good pen**.
2. There is **no better pen**.
3. You can travel **no faster** by any means.

(b) We should use **not** in place of **no** if the Article **a** or **an** has been used before the **Noun** or **Adjective**. As—

1. **Not a tree** or bush was there.
2. There was **not a man** in the hall.
- (c) We should use **no** (not **not**) before **good** or **different**. As—

(d) We should use **none** before **too + Adjective / Adverb** or **the + Comparative Adjective/ Adverb** used in a sentence. As—

1. His behaviour towards us was **none too good**.
2. He is **none the better** in spite of my help.

## Exercise

Insert correct alternatives from those given in the brackets :

1. The train has ..... started. (**just, lately**)
2. The bell has.....been rung. (**immediately, just**)
3. It is ..... a good day. (**fairly, rather**)
4. His condition is ..... worse today. (**fairly, rather**)
5. She can speak English ..... well. (**fairly, rather**)
6. He is a ..... intelligent boy. (**fairly, rather**)
7. It was ..... foolish on his part to say so. (**fairly, rather**)
8. She is ..... a silly kind of girl. (**fairly, rather**)
9. This bread is ..... dry. (**fairly, rather**)
10. There is ..... sound coming from the room. (**no, not**)
11. This book is ..... better than the other one. (**no, not**)
12. Can you think of.....better plan ? (**no, not**)
13. ..... a star was to be seen in the sky. (**no, not**)
14. The show was ..... very impressive. (**no, not**)
15. ..... a word was spoken by anybody. (**no, not**)
16. This is ..... too good for you. (**no, none, nothing**)

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17. His health is ..... too good for his age.  
(**no, none, nothing**)
18. There is ..... a cleverer girl than Rita.  
(**not, none, nothing**)
19. There is ..... the slightest truth in this story.  
(**no, none, not**)
20. There is ..... like that in this shop.  
(**no, none, nothing**)

**Hints**—(1) just; (2) just; (3) fairly; (4) rather; (5) fairly; (6) fairly; (7) rather; (8) rather; (9) rather; (10) no; (11) no; (12) no; (13) Not; (14) not; (15) Not; (16) none; (17) none; (18) not; (19) not; (20) nothing.

## 21. Hard/Hardly

Normally **Hard** is an **Adjective**, but it can also be used as an **Adverb**. As an **Adverb** it means **hard labour**. It is used after the **Verb**. As—

1. He worked **hard** (**not hardly**) for the examination.
2. He tried **hard** (**not hardly**) to win the prize.

**Hardly** is an **Adverb of Degree**. It means '**very little**' / **scarcely**. It is used before a **Single verb** or after the **First auxiliary** in a **Compound Verb**. As—

1. I have seen him only once and therefore I **hardly know** what type of man he is.
2. He was so changed that I **could hardly recognize** him.
3. It is a new medicine; it has **hardly** been tried yet.

**Note**—For **emphasis** '**Hardly**' can be used at the beginning of a sentence also. As—

**Hardly** had the train stopped when he jumped out.

## 22. Late/Lately

**Late** as Adverb means late in time. As—

1. He comes **late** every day.
2. The theft was committed **late** at night.
3. He married **late** in life.

**Lately** means 'recently'. As—

1. He has **lately** started a new business.
2. He has **lately** shifted to a new house.

## 23. Most/Mostly

**Most** as Adverb means 'maximum' / 'greatest'. As—

1. The man whom I like **most** is John.
  2. The man who talks **most** is often hollow.
- Mostly** means 'largely'. As—
1. The audience consisted **mostly** of students.
  2. The students were **mostly** inattentive.
  3. His stock consists **mostly** of outdated things.

### Exercise

Fill in the blanks with the correct alternatives given in the brackets—

1. She has eaten ..... anything today.  
(**hard, hardly**)
2. He tried very ..... but did not succeed.  
(**hard, hardly**)
3. They have been working ..... all day.  
(**hard, hardly**)
4. He had ..... alighted from the bus when he was caught by the police.  
(**hard, hardly**)
5. We ..... ever meet now. (**hard, hardly**)
6. His marriage takes place..... in October.  
(**late, lately**)
7. Have you received any letter from your son ..... ?  
(**late, lately**)
8. I have not been to my village ..... .  
(**late, lately**)
9. I study till ..... in the night. (**late, lately**)
10. The train is running an hour ..... .  
(**late, lately**)
11. The books in his library are ..... novels.  
(**most, mostly**)
12. He helped me ..... to get over my difficulties.  
(**most, mostly**)
13. The greatest scholars have been ..... men.  
(**most, mostly**)
14. The candidates are ..... inexperienced.  
(**most, mostly**)
15. She loves her ..... .  
(**most, mostly**)

**Hints**—(1) hardly; (2) hard; (3) hard; (4) hardly; (5) hardly; (6) late; (7) lately; (8) lately; (9) late; (10) late; (11) mostly; (12) most; (13) mostly; (14) mostly; (15) most.

### Some Common Rules

#### 24. The Split Infinitive

An **Infinitive**, as we know, consists of **to + verb**. Therefore no **adverb** should be placed between **to** and the **Verb**. If we do so, we shall be splitting the Infinitive. In Grammar it is called **split infinitive fault**. For example, look at this sentence—

“I request you **to kindly grant** me leave.” In this sentence **kindly** has been placed between **to** and **grant**. This is a grammatical fault. The correct form of this sentence would be—‘I request you **kindly to grant** me leave.’

Accordingly, the following sentences are correct—

1. I advise you **to read** the book carefully.
2. I instruct you **to call** the doctor immediately.
3. I direct you **to reach** the office punctually every day.

#### 25. Present Perfect and Adverb

In a sentence in the **Present Tense**, no **Adverb or Adverbial phrase** suggestive of **Past Tense** should be used. As such the following sentences are **wrong**—

1. I have arrived here **yesterday**.
2. I have joined my duties **last month**.
3. I have passed M. A. **last year**.

The above noted sentences are in the **Present Perfect Tense**, while the **adverbs** connected with them are suggestive of Past Tense. Therefore, they are all **wrong**. The **correct form** of these sentences would be as follows—

1. I arrived here yesterday.
2. I joined my duties last month.
3. I passed M. A. last year.

#### 26. Introductory ‘There’

Some sentences begin with **There**. In these sentences **There**, has no significance, nor is it an **Adverb of Place**. In these sentences after **There** comes an **Intransitive verb** or **verb to be**, and after that comes the **Subject**. As—

1. **There** is a book on the table.

2. **There** is a man in the room.
3. **There** came a tiger from the wood.
4. **There** is a function tomorrow.

#### 27. Adverb and Preposition

(a) Normally no **Preposition** is used before an **Adverb**. Therefore no **Preposition** should be used before such **Adverbs** as—**Respectfully, humbly, politely, kindly, slowly, etc.** Therefore the following sentences are **wrong**.

1. **With** respectfully I beg to submit.
2. **With** humbly I state.
3. **With** politely I reply as under.

**With** should be removed from all these sentences.

(b) Sometimes some **time-showing words**, such as **morning, evening, day, night, month, year**, etc. have such qualifying words before them as **this, that, next, last, all**, etc. In that case **no Preposition** is used before them. As—

1. He came **last evening**.
2. He left the **next morning**.
3. He worked **all day**.
4. He is coming **this evening**.
5. He did not go **that day**.

(c) But if the **time - showing words** are used without the qualifying words (**this, that, next, last, etc.**), proper **Preposition** should be used before them. As—

1. I shall meet you **in the evening**.
2. I don't sleep **in the day**.
3. I shall come **on sunday**.
4. Don't come **in the night**.

(d) **Home** is normally a **Noun**. But it is also used as an **Adverb of Place**. In that case, neither a **Preposition** nor a **relative Adjective** should be used before it. As—

“I am going home.”

This sentence is correct. But we cannot say—I am going **to** home. or I am going **my** home.

The following sentences are **correct**—

1. Now we should return **home**.
2. When do you go **home** ?
3. I go **home** by bus.

### Exercise

**Correct the following sentences :**

1. You are instructed to not make a noise.
2. I warn you to regularly do your work.
3. I request you to kindly recommend my application.
4. I have applied for this post last year.
5. You have come to the office only yesterday.
6. He has received his Degree at the last convocation.
7. With most respectfully I offer my services to you.
8. On most humbly I bow to your grace.
9. There is a meeting in this evening.
10. He is returning in tomorrow night.
11. I have to go to home before sunset.
12. He did not return on that day.

**Hints**—(1) not to make; (2) regularly to do; (3) kindly to recommend; (4) ‘**applied**’ in place of ‘**have applied**’; (5) ‘**came**’ in place of ‘**have come**’; (6) ‘**received**’ in place of ‘**has received**’; (7) Most respectfully; (8) Most humbly; (9) ‘**this evening**’ without ‘in’; (10) ‘**tomorrow night**’ without ‘in’; (11) ‘**go home**’ without ‘to’; (12) ‘**that day**’ without ‘on’.

### Revision Exercise I

**Correct the following sentences :**

1. I hear that your mother has been much ill.
2. I have many often wished I could visit America.
3. Is the message much urgent ?
4. He could make not greater mistake than that.
5. There is no the slightest sense in what he says.
6. They arrived not too soon.
7. He is fairly unkind to his subordinates.
8. His performance is fairly unsatisfactory.
9. His performance is rather satisfactory.
10. Her birthday falls lately in November.
11. The mangoes are most unripe.

12. The police officer looked hardly at me.
13. There was hard light when we set out.
14. We hard ever go together.
15. He only retired last month.
16. Please watch carefully his actions.
17. I go at 10 O'clock to my office.
18. I see him rarely these days.
19. He rarely is seen these days.
20. You have always been enough kind to me.

**Hints**—(1) very ill; (2) very often; (3) very urgent; (4) no greater; (5) not the slightest; (6) none too soon; (7) rather unkind; (8) rather unsatisfactory; (9) fairly satisfactory; (10) late in November; (11) mostly unripe; (12) looked hard; (13) hardly light; (14) hardly ever; (15) only last month; (16) his actions carefully; (17) to my office at 10 O'clock; (18) rarely see him; (19) is rarely seen; (20) kind enough.

### Revision Exercise II

**Fill in the blanks with suitable adverbs from those given in the brackets—**

1. This drink tastes ..... (bitter, bitterly)
2. They received us very ..... at the airport. (warm, warmly)
3. His story does not sound ..... . (true, truly)
4. He has ..... recovered from his illness. (hard, hardly)
5. ..... he has started a new business. (late, lately)
6. Young men are ..... careless. (most, mostly)
7. He is ..... serious about his health. (most, mostly)
8. I find this exercise ..... difficult. (fairly, rather)
9. His behaviour is ..... too good. (no, none)
10. This medicine does me ..... good. (no, not)

11. The examination paper is ..... too easy.  
**(not, none)**
12. She is not feeling ..... today.  
**(very well, much well)**
13. She is feeling ..... today.  
**(very better, much better)**
14. I ..... feared this would happen.  
**(rather, never)**
15. A horse is ..... like an elephant.  
**(none, nothing)**

**Hints**—(1) bitter; (2) warmly; (3) true; (4) hardly; (5) lately; (6) mostly; (7) most; (8) rather; (9) none; (10) no; (11) none; (12) very well; (13) much better; (14) rather; (15) nothing.

### **Revision Exercise III**

- (a) Write sentences of your own using the following words or expressions preceded by 'rather' or 'fairly'—

Lazy, intelligent, too expensive, sooner, generous person, thoughtless person, beautiful, ugly, a clever girl, a sensible girl.

- (b) Write sentences of your own using the following words with 'hard' or 'hardly', 'late' or 'lately', 'most' or 'mostly'—

Study, work, drink, believe, arrive, marriage, new adventure, peasants, labour, indecent.

- (c) Use the following adverbs in sentences of your own—

Sooner, none, often, enough, too, even, very much, too much, much too, only too, since, ever since, little, seldom, so far, until now, just.

# 8

# Prepositions

**Preposition**—This is made of **two words**—  
Pre + position. Here **Pre** means **before** and **position** means **placed**. Hence Preposition is that **word or phrase** which is placed before a **Noun or Pronoun**. A **Preposition** or a **Prepositional Phrase** shows the **relationship** of that Noun or Pronoun with some other word in the sentence.

## Forms of Preposition

A Preposition has the following forms—

**1. Simple Prepositions**—Prepositions of **one word** are called **Simple Prepositions**. As—

In, of, to, at, by, for, from, off, on, out, through, till, up, with, down.

**2. Compound Prepositions**—Prepositions formed by adding a **Prefix** to a **Noun, Adjective or Adverb** are called **Compound Prepositions**. Outwardly they look like one-word Prepositions, but in fact they are compound words. As—

About, above, across, along, amidst, among, amongst, around, before, behind, below, beneath, beside, between, beyond, inside, outside, underneath, within, without.

**3. Phrase Prepositions**—Some Phrases also serve as Single Prepositions. As—

According to	in consequence of
agreeably to	in course of
along with	in favour of
away from	in front of
because of	in lieu of
by dint of	in order to
by means of	in place of
by reason of	in reference to
by virtue of	in regard to
by way of	in spite of
conformably to	instead of
for the sake of	in the event of

in accordance with	on account of
in addition to	owing to
in (on) behalf of	with a view to
in case of	with an eye to
in comparison to	with reference to
in compliance with	with regard to

**4. Participle Prepositions**—Some **Present Participles** are also used as Prepositions. As—

Concerning, considering, barring, during, notwithstanding, pending, regarding, respecting, touching.

## Functional Types of Prepositions

As we have said above, Prepositions show **relationships**. In different forms they show relationship of **Place, Time, Cause, Result, Purpose, Meeting or Parting**. On this basis Prepositions can be **classified** under the following **groups**—

### (1) Prepositions of Place

On, at, in, against, above, across, before, behind, over, under, among, below, between, upon, etc.

### (2) Prepositions of Time

After, before, at, on, by, behind, during, in, for, since, through, till, until, with, within, from, etc.

### (3) Prepositions of Cause / Purpose

For, of, from, through, with, etc.

### (4) Prepositions of Agency

By, in, with, without, at, through, with, etc.

### (5) Prepositions of Manner

Like, with, by

### (6) Prepositions of Possession

Of, by, with

### (7) Prepositions of Measure / Rate / Value

At, by, for, to

**(8) Prepositions of contrast / Concession**

In spite of, notwithstanding, nevertheless

**(9) Prepositions of Separation**

From, of, off

**(10) Prepositions of Relationship**

With, together with, in company with, along with

**(11) Prepositions of support / Opposition**

For, against

**(12) Prepositions of Exception**

But, except, barring

**(13) Prepositions of Motive/ Inference/ Source/ Origin**

From, of

**(14) Prepositions of Direction**

To, towards, into, up, down, above, on

**Note**—From the above classification it would appear that no Preposition has a definite or fixed sense of relationship. The same Preposition may express different ideas or relationships. This depends upon their use in different situations.

**Use of Preposition**

Generally Prepositions are used **before their objects**.

1. The book is **on** the table.
2. He is **in** his office.
3. He is fond **of** tea.
4. She comes **from** Delhi.

In the above sentences **on, in, of, from** are Prepositions and they have all been used before their objects (**table, office, tea, Delhi**). A Preposition may have **two or more than two objects**. The Preposition will be used **before** the first of all these objects. As—

1. The cattle graze **in** valleys and **pastures**.
2. She is very fond **of** **grapes, apples and oranges**.

But in the following conditions Preposition is used **after the Object**—

(1) When the object is **Relative Pronoun 'that'**, the Preposition is placed at the **end** of the sentence. As—

1. This is the book **that** you asked **for**.
2. That is the car **that** you travelled **by**.
3. I know the man **that** you were talking **to**.

(2) Also when the **object is some understood** (hidden) **Relative Pronoun**, the Preposition is placed at the end of the sentence. As—

1. That is the house  $\lambda$  I lived **in**.  
(In this sentence Relative Pronoun '**that**' or '**which**' is understood at the point marked  $\lambda$ )
2. That is the man (**whom**) I was speaking **of**.
3. There is the book (**that**) you were looking **for**.

(3) When the object is an **Interrogative Pronoun** (**who/whom/what/which**), the Preposition is placed at the **end** of the sentence. As—

1. **What** are you looking **at** ?
2. **What** are you thinking **of** ?
3. **Which** of these houses do you live **in** ?
4. **Whom** are you going **with** ?

(4) Sometimes for the sake of **emphasis** the **object** is placed at the **beginning** of the sentence. In that case also the **Preposition** is placed at the **end** of the sentence. As—

1. **Him** I depend **on**.
  2. **This** I insist **on**.
  3. **That** you must speak **out**.
- (5) In the **Passive Voice** also the **Preposition** is placed at the **end** of the sentence.
1. He can be relied **upon**.
  2. Was the proposal agreed **to** ?

**Exercise****Correct the following sentences :**

1. This is the point on that I insist.
2. This is the post that for I have applied.
3. That is the goal after that he is running.
4. Of who are you thinking ?
5. On which chair did you sit ?
6. That is the thief after the police was running.
7. In which house do you live ?
8. Against whom are you complaining ?
9. Of that I am really proud.
10. Of what do you accuse him ?

**Hints**—(1) that I insist on; (2) that I have applied for; (3) that he is running after; (4) Who

are you thinking of ? (5) did you sit on ? (6) the police was running after; (7) do you live in; (8) Whom are you complaining against? (9) that I am really proud of; (10) do you accuse him of.

### Omission of Preposition

In some situations the Preposition is **not used**. There either it is **not required**, or it is **omitted**.

(1) No Preposition is required before the object of a **Transitive verb**. As—

1. I shall **meet you** again.  
(‘**meet with you**’ is wrong.)
2. They **caught the thief**.  
(‘**caught to the thief**’ is wrong.)
3. I **read a book**.  
(‘**read of a book**’ is wrong.)
4. We **have done our work**.  
(‘**have done of our work**’ is wrong.)

(2) Before expressions of **Place** and **Time** no Preposition (**for, from, in, on**) is used. As—

1. I came here **last week**.  
(Not, ‘**in last week**’)
2. I am going **abroad**.  
(Not, ‘**for abroad**’)
3. Please wait a **minute**.  
(Not, ‘**wait for a minute**’)
4. She is waiting **outside**.  
(Not, ‘**waiting on outside**’)

(3) When some expressions of **Time** (as **morning, evening, day, night, month, year**, etc.) have some qualifying words as **this, that, next, every, last, all** used before them, **no Preposition** is needed before them. As—

1. He went **this morning**.
2. He met me **last evening**.
3. He is coming again **next Sunday**.

**Note**—But if these expressions of **Time** have no qualifying words before them, they take necessary Prepositions before them. As—

1. He went **in the morning**.
  2. He met me **in the evening**.
  3. He is coming again **on Sunday**.
- (4) No Preposition is required before **yesterday, today, tomorrow**. As—

1. Please come **tomorrow**. (not ‘**on tomorrow**’)
2. He is returning **today**. (not ‘**on today**’)
3. He came **yesterday** also. (not ‘**on yesterday**’)

(5) No Preposition is used before **Home**.

As—

1. I am going **home**. (not ‘**to home**’)
2. I go **home** every Sunday. (not ‘**to home**’)

**Note**—But if there is a **Possessive Adjective** before **Home**, or if **Home** is used in the sense of **House**, we use appropriate Preposition before it.

(6) If **two Verbs** are to be used in a sentence, and both the verbs have to take different Prepositions, we must use **appropriate** Preposition for each verb separately. As—

1. I have been **thinking about** and **waiting for** you since the morning.
2. He has been **looking for** and **enquiring after** you for a long time.

### Exercise

**Correct the following sentences—**

1. I met to him yesterday.
2. I reached at the station a little late.
3. I can never forget to you.
4. He ran me.
5. Now I shall never speak him.
6. I met him in last month.
7. It was very cold in this morning.
8. I cannot wait for any longer.
9. He cannot go for a step further.
10. Please return my book on tomorrow.
11. He was absent on yesterday.
12. I go on a walk the morning.
13. I don’t read the night.
14. Now I must go back to home.
15. He is not home.

**Hints**—(1) no ‘**to**’; (2) no ‘**at**’. (3) no ‘**to**’; (4) ‘**to me**’ / ‘**after me**’; (5) ‘**speak to him**’; (6) no ‘**in**’; (7) no ‘**in**’; (8) no ‘**for**’; (9) no ‘**for**’; (10) no ‘**on**’; (11) no ‘**on**’; (12) in the morning; (13) in the night; (14) no ‘**to**’; (15) not at home.

### Wrong Use of Prepositions

There are some **Verbs** which take **no** Preposition after them. They are—

attack, await, accompany, assist, request, investigate, inform, obey, comprise, order, reach, resemble, resist, violate.

It is **wrong** to use any Preposition after the above noted verbs, but this **error** is often committed.

1. America **attacked on** Iraq. (no ‘on’)
2. I **await for** your instructions. (no ‘for’)
3. I shall **accompany with** you. (no ‘with’)
4. I shall **assist to** you. (no ‘to’)
5. I **request to** you. (no ‘to’)
6. We shall **investigate into** the case. (no ‘into’)
7. I shall **inform to** you. (no ‘to’)
8. I shall **obey to** you. (no ‘to’)
9. The group **comprises of** ten boys. (no ‘of’)
10. I **order to** you. (no ‘to’)
11. I **reached at** the station. (no ‘at’)
12. He **resembles to** you. (no ‘to’)
13. He will **resist to** you. (no ‘to’)
14. He **violated to** the rule. (no ‘to’)

### Some Typical Prepositions

#### In / Into

**In** is used to show the **position of rest** of a thing within another thing, while **into** shows a thing **in motion**, something moving inside something else.

In = Position of rest

Into = Position of motion

As—

- (a) 1. The table **is in** the room.  
2. We shall **sit in** the hall.  
3. There **is** a tiger **in** the cage.
- (b) 1. The ball **fell into** the well.  
2. The thief **broke into** my room.  
3. The tiger **moves into** the cave.

#### In / Within

‘In’ expresses the time-range up to the **last point / moment** of the given period, while **within** expresses the limit **before the last moment of the given period**. As—

1. He will return **in** (**at the close of**) a week’s time.
2. He will return **within** (**in less than / before the close of**) a week’s time.
3. You must finish the work **in** a month. (by the close of a month)
4. You must finish the work **within** a month. (before the month closes)

#### In / At

‘In’ points to a **large area of Time or Place**, while ‘at’ refers to a **small area or fixed point of Time and Place**. Therefore, we use ‘in’ for countries, states and bigger cities, and ‘at’ for villages and towns. Similarly, we use ‘in’ for larger range of time, and **at** for a fixed point of time. As—

1. He lives **at** Agra.
2. He lives **in** Uttar Pradesh.
3. He will come **at** six O’clock.
4. He will come **in** the morning.
5. He lives **in** Bombay.
6. He lives **at** Hathras.

#### In / At

There is one more difference between ‘at’ and ‘in’. **At** refers to a **stationary position**, while **in** refers to a state of **motion**. As—

1. The train is **in motion**.
2. He stands **at the top** of the hill.
3. The work is **in progress**.
4. He is **at home**.

#### On / upon

‘On’ refers to a state of **rest or stationary** position, while ‘upon’ refers to a state of **motion**. As—

1. The book **is on** the table.
2. He **jumped upon** the table.

### Exercise

Fill in the blanks in the following sentences with the correct preposition from those given in brackets :

1. The frog jumped.....the well. (**in / into**)
2. There is no boy ..... the class. (**in / into**)
3. There is no ink ..... my pen. (**in / into**)
4. He rode straight.....the arena. (**in / into**)

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5. He is sitting.....the drawing room.  
(in / into)
6. He lives ..... London. (in / at)
7. He lives ..... Hathras ..... Aligarh District. (in / at)
8. You have a big house ..... Bombay.  
(in / at)
9. You have a big house ..... Salempur.  
(in / at)
10. He comes ..... 4 O'clock. (in / at)
11. He comes ..... the evening. (in / at)
12. Please close the office carefully ..... 8.30. (at / in)
13. Please close the office carefully ..... the afternoon. (in / at)
14. The work is well ..... progress. (in / at)
15. The plane is already ..... the air. (in / at)
16. He is already ..... the top. (in / at)
17. Please sit ..... the next chair.  
(on / upon)
18. The tiger jumped.....the stag.  
(on / upon)
19. He is sitting ..... the roof. (on / upon)
20. Please put the photo ..... the stand.  
(on / upon)

**Hints**—(1) into; (2) in; (3) in; (4) into; (5) in; (6) in; (7) at Hathras in Aligarh; (8) in; (9) at; (10) at; (11) in; (12) at; (13) in; (14) in; (15) in; (16) at; (17) on; (18) upon; (19) on; (20) on.

### With / By

‘With’ is used for **Instrument** (lifeless), while **by** is used for **living Person or Agent**. As—

1. The letter was written **with a ball-pen**.
2. The letter was written **by Ram**.
3. The branch of the tree was cut **with an axe**.
4. The branch of the tree was cut **by the servant**.

### Between / Among

‘Between’ is used for **two** persons, things or ideas, while ‘among’ is used for **more than two**. As—

1. Divide this property **between** the **two** brothers.
2. Divide this property **among** the **three** brothers.
3. There is a passage **between** the **two lanes**.
4. He passed the night **among** the **aliens**.

### Till / To

Till is used for **time**, and **to** for **place**. As—

1. He worked **till 8 O'clock**.
2. He came **to the outer gate**.

### Since / From

‘Since’ is used before a Noun or a phrase to show a certain **point of time**. It is used in **Perfect tense** only. **From** is also used to show a **point of time** but it is used in **non-perfect tense**. Remember that both **since** and **from** show only a **point of time, not a period of time**. We can say **since Friday**, or **since 1995**, or **since today**, but we **cannot say since four days or from a week**. As—

1. I **have been living** in Canada **since 1990**.
2. I studied English **from the age of six**.
3. I shall start working **from Friday**.
4. He **has been working** very hard **since July**.

**Note**—For Period of time we use **for**. As—

1. I have been living in Canada **for five years**.
2. I worked in this office **for six months**.

### Beside / Besides

‘Beside’ means by the side of, while ‘besides’ means in addition to. As—

1. The Fort stands **beside the river Yamuna**.
2. He came and stood **beside me**.
3. He has a scooter **besides a car**.
4. He has written two short stories **besides a novel**.

### Exercise

Fill in the blanks in the following sentences with the correct preposition from those given in brackets :

1. The letter was carelessly typed ..... my secretary. (with / by)

2. The pit was dug ..... spades ..... two labourers. (with / by)
3. He sharpened the pencil ..... a blade. (with / by)
4. He turned pale ..... fear. (with / by)
5. He faced the danger ..... courage. (with / by)
6. The profits will be equally divided ..... the two partners. (between / among)
7. The profits will be equally divided ..... all the share holders. (between / among)
8. He had to work ..... twelve and two in the night. (between / among)
9. He found himself helpless ..... the strangers. (between / among)
10. You have to choose ..... these two courses only. (between / among)
11. Please wait for me ..... 10 O'clock. (till / to)
12. He accompanied me.....the station. (till / to)
13. He will remain at home ..... you reach there. (till / to)
14. He came with me ..... the main road. (till / to)
15. He has been living in this house ..... 1990. (since / from)
16. I shall start attending the office ..... Monday. (since / from)
17. He has not seen me ..... July. (since / from)
18. I started painting ..... my childhood. (since / from)
19. There is a small cottage ..... my farm. (beside / besides)
20. I know German ..... English. (beside / besides)

**Hints**—(1) by; (2) with spades by two labourers. (3) with; (4) with; (5) with; (6) between; (7) among; (8) between; (9) among; (10) between; (11) till; (12) to; (13) till; (14) to; (15) since; (16) from; (17) since; (18) from; (19) beside; (20) besides.

### Among / Amongst

Both these words have almost the same meaning and usage, but **among** is more popularly used. But there is one difference in their usage. **Amongst** must be used in those sentences in which the word coming after it begins with a **Vowel**. As—

He is very popular **amongst us**.

He is very popular **among the students**.

### On / At

Both these can show **time**. But **on** is used for a fixed **day** or **date**, while **at** is used for **hour**. As—

1. I shall come **on** Sunday.
2. I shall come **on** July 15.
3. I shall come **at** 5 p.m.

### For / During

Both these show **period of time**, but the difference between them is that **for** is used for an **indefinite period**, while **during** is used for a **definite period**. As—

1. He has gone **for a long time**.
2. He is on leave **for a month**.  
(There is no reference to a definite month)
3. He will be here **during Christmas** holidays.
4. He will stay with me **during June**.

### Of / Off

‘**Of**’ is a Preposition of **joining**, while **off** is a Preposition of **separation**. As—

1. A member **of the family**, page **of a book**, student **of a college**, **one of many**, etc.
2. He is **off** duty today. (Not on duty)
3. He jumped **off** the roof.

### Preposition + Gerund

There are certain **Verbs** and **Adjectives** after which **Infinitives** are never used. In place of Infinitives we use **Preposition + Gerund** (verb + ing) after these words. We give below a list of such **Verbs** and **Adjectives** along with the **Prepositions** which are used with them—

Abstain from, aim at, assist in, based on, confident of, debar from, desirous of, desist from, despair of, disqualified from, dissuade from, excel in, excuse for, fortunate in, hinder from, hopeful of, insist on, intend on, meditate on, negligent in, passion for, perceive in, persist in, prevent from, (to take) pride in, prohibit from, proud of, refrain from, repent of, succeed in, successful in, think of.

See these sentences. They are all **correct**—

1. He is **confident of winning** the prize.  
(‘**confident to win the prize**’ would be wrong.)
2. He **insists on going** there.  
(‘**insists to go**’ is wrong.)
3. I cannot **think of displeasing** him.  
(‘**think to displease**’ is wrong.)
4. **He is fortunate in having** a friend like you.  
(‘**fortunate to have**’ is wrong.)

**Note**—Nowadays **Infinitives** have also come to be used after **aim**.

1. I **aim to win** the first prize.
2. He **aims to rise** to the top.

### Exercise

(a) **Fill in the blanks in the following sentences with the correct preposition from those given in the brackets :**

1. He has the widest knowledge ..... us all.  
(**among / amongst**)
2. He comes from ..... us.  
(**among / amongst**)
3. He is the most brilliant boy ..... them.  
(**among / amongst**)
4. The college opens ..... 10 O'clock.  
(**at / on**)
5. He will not be here ..... Sunday.  
(**at / on**)
6. Can you come ..... Sunday morning ..... 8.30 ?  
(**on / at**)
7. He offers prayers ..... dawn. (**at / on**)
8. He will be away ..... about a month.  
(**for / during**)

9. I will come again ..... Diwali holidays.  
(**for / during**)
10. He fell ill ..... examination days.  
(**for / during**)
11. He has left India ..... ever.  
(**for / during**)
12. I shall not leave you alone ..... your illness.  
(**for / during**)
13. He is a teacher ..... our school. (**of / off**)
14. He comes ..... a good family. (**of / off**)
15. Your arguments are ..... the point.  
(**of / off**)
16. He jumped ..... the running train.  
(**of / off**)

**Hints**—(1) amongst; (2) amongst; (3) among; (4) at; (5) on; (6) on sunday morning at 8.30; (7) at; (8) for; (9) during; (10) during; (11) for; (12) during; (13) of; (14) of; (15) off; (16) off.

(b) **Correct the following sentences :**

1. Can you assist me with completing my home work ?
2. He is hopeful to win the prize.
3. He succeeded to reach to the top position.
4. He persists to say so.
5. I cannot prevent you to go there.
6. He excels to paint.
7. You have no excuse to stay at home.
8. I did my best to dissuade him to drink.
9. He is disqualified to appear at the examination.
10. He is debarred to apply for the post.
11. You probibited him to enter here.
12. He is fortunate to get out unhurt.
13. You must refrain to drink so much.
14. I cannot think to live in these dirty surroundings.
15. He is confident to pass in the first attempt.

**Hints**—(1) in completing; (2) of winning; (3) in reaching; (4) in saying; (5) from going; (6) in painting; (7) for staying; (8) from drinking; (9) from appearing; (10) from applying; (11) from entering; (12) in getting out; (13) from drinking; (14) of living; (15) of passing.

## The Same Words With Different Prepositions

There are certain words with which **different Prepositions** can be used, but their meaning changes with the change of Prepositions. Different Prepositions have come into **usage** with them.  
As—

I had the **advantage of** you.  
 You gained an **advantage over** me.  
 I **waited upon** him at his office.  
 I **waited for** him yesterday.  
 He **prevailed upon** me to agree.  
 He **prevailed over** me in the dispute.  
 No argument **prevailed with** him.  
 You **agree with** me.  
 You **agree to** my proposal.  
 I **commence by** observing.  
 I **commence with** the observation.  
 You **attended upon** his leisure.  
 You **attended to** his command.  
 He was **invested with** the crown.  
 All his money was **invested in** business.  
 He is **afflicted with** fever.  
 He was **afflicted at** your failure.  
 I **blush for** her.  
 I **blush at** her misconduct.  
 What is the **cause / reason / occasion / ground** of this delay ?  
 Is there any **cause / reason / occasion / ground for** this delay ?  
 This is the **subject of** inquiry.  
 This is a **subject for** inquiry.  
 He is **disqualified from** competing.  
 He is **disqualified for** the post.  
 He is **liable for** damages.  
 He is **liable to** a fine.  
 I **concur with** you.  
 I **concur in** your decision.  
 The statesman **deals with** politics.  
 The shopkeeper **deals in** stationery.  
 He **lent** money **at** high interest.  
 He **lent** money **on** safe security.

We are **responsible to** God.  
 We are **responsible for** our actions.  
 I **charge** my failure **to / upon** you.  
 I **charge** you **with** my failure.  
 His face is **familiar to** me.  
 I am **familiar with** his face.  
 Let us now **proceed to** business.  
 Let us now **proceed with** the business.  
 He is the **slave / victim of** his passions.  
 He is a **slave / victim to** his passions.  
 He is **possessed of** property.  
 He is **possessed with** an idea.  
 I **differ with** you on this issue.  
 I **differ from** you in temperament.  
 Compare a town **with** a city. (similar things)  
 Compare anger **to** madness. (dissimilar things)  
 Many Hindus were **converted to** Buddhism.  
 His sorrow was **converted into** joy.  
 I am **tired of** sitting idle.  
 I am **tired with** double duty.  
 What is the **use of** discussing ?  
 There is no **use in** discussing.  
 I have no **use for** this.  
 He **made war upon** luxury.  
 He **made war with** superstitions.  
 This behaviour was not **expected from** you.  
 It is not **expected of** us to solve this problem.  
 He has done his **duty by** his parents.  
 He has done his **duty in** this matter.  
 You will **think of** me when I am not here.  
 Think over / on my proposal carefully.  
 He is **destined for** business.  
 He is **destined to** misery.  
 I am **disappointed in** you.  
 He was **disappointed of** success.  
 He demanded **vengeance upon** you.  
 He demanded **vengeance for** your deed.  
 God will **provide for** our needs.  
 We must **provide against** the rainy day.  
 Communicate **with** him on this issue.  
 Communicate **this** to him.

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I am not **concerned** in the business.  
 I am much **concerned** at your losses.  
 I **except** you **from** this responsibility.  
 I **take exception to** your language.  
 He **parted from** his family.  
 He **parted with** his property.  
 I am **reconciled with** my brother.  
 I am **reconciled to** my fate.  
 This discovery was **credited to** Newton.  
 Newton was **credited with** this discovery.

### Different Forms of Words followed by Different Prepositions

I **sympathise** with you.  
 I feel much **sympathy for** you.  
 I **solicited** him **for** his help.  
 I am **solicitous of** his help.  
 He is **descended from** King Arthur.  
 He is a **descendant of** King Arthur.  
 I am **regardful of** his interests.  
 I have **regard for** his interest.  
 He is **fond of** colourful dresses.  
 He has **fondness for** colourful dresses.  
**Pursuant to** my wishes.  
**In pursuance of** my wishes.  
**According to** your directions.  
**In accordance with** your directions.  
 I am **satisfied with** your progress.  
 I feel great **satisfaction in / at** your success.  
 He is on leave **preparatory to** retirement.  
 He has made all **preparations for** retirement.  
 He is **proud of** his position.  
 He takes **pride in** his position.  
 I am **hopeful of** success.  
 I **hope for** success.  
 I am **delighted with** him.  
 I take **delight in** him.  
 I am **ashamed of** him.  
 I feel **shame at** his conduct.  
 I am going **in search of** him.  
 I am going to **search for** him.  
 I have a **dislike to** him.

I have a **liking for** him.  
 I am **sensible of** pain.  
 I am **insensible to** pain.  
 He is **equal to** me.  
 He is **co-equal with** me.  
 He is **qualified to** compete.  
 He is **disqualified from** competing.  
 He **encouraged** me **to** go forward.  
 He **discouraged** me **from** going forward.  
 I have **trust in** you.  
 I have **distrust of** you.  
 This is **contrary to** that.  
 This is **contrasted with** that.  
 This is **subsequent to** his application.  
 This is **consequent upon** his application.  
 She is **different from** you.  
 She is **indifferent to** you.  
 He is **neglectful of** his studies.  
 He is **negligent in** his studies.

### Revision Exercise I

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

1. The river flows ..... the bridge.
2. The work was done ..... haste.
3. I am fond ..... reading novels.
4. He died ..... his country.
5. The house was destroyed ..... fire.
6. What is that ..... me ?
7. He has not met me ..... Sunday last.
8. I have known him ..... a long time.
9. This is a matter ..... little interest to me.
10. I am tired ..... sitting idle.
11. I shall do it ..... pleasure.
12. I sold it ..... ten rupees.
13. It is five O'clock ..... my watch.
14. Do not cry ..... spilt milk.
15. The public are cautioned ..... pick-pockets.
16. The tiger was killed ..... the hunter ..... the sword.
17. He does not go to office.....10 O'clock.

18. He travelled ten miles ..... two hours.
19. He started ..... seven ..... the morning.
20. He was born ..... a small village ..... Rajasthan.

**Hints**—(1) under; (2) in; (3) of; (4) for; (5) by; (6) to; (7) since; (8) for; (9) of; (10) of; (11) with; (12) for; (13) by; (14) over; (15) against; (16) by the hunter with the sword; (17) before; (18) in; (19) at seven in the morning; (20) at a small village in Rajasthan.

### Revision Exercise II

**Fill in the blanks in the following sentences with appropriate prepositions :**

1. He quarrelled ..... me ..... nothing.
2. He readily complied ..... my request.
3. He supplies the poor ..... food.
4. He is always true ..... me.
5. He is involved ..... many difficulties.
6. I prefer milk ..... tea.
7. I find no exception ..... this rule.
8. One has to rely ..... one's own efforts.
9. I inquired ..... the servant whether the office was closed.
10. He insisted ..... complaining against you.
11. You have to conform ..... the rules of the hostel.
12. Smoking is injurious ..... health.
13. He is innocent ..... of the crime.
14. Do not indulge ..... strong drinks.
15. I am very grateful ..... you.
16. He is dependent ..... his uncle.
17. He is deficient ..... calculations.
18. He is indifferent even ..... his children.
19. He is very proficient ..... grammar.
20. Are you not ashamed ..... your conduct?
21. He is completely devoid ..... the sense of mercy.
22. He has a passion ..... natural beauty.
23. I can never prove false ..... you.
24. He comes ..... a rich family.
25. Your views don't accord ..... mine.

**Hints**—(1) with me for nothing; (2) with; (3) with; (4) to; (5) in; (6) to; (7) to; (8) on; (9) of; (10) on; (11) to ; (12) to; (13) of; (14) in; (15) to; (16) on; (17) in; (18) to; (19) in; (20) of; (21) of; (22) for; (23) to; (24) of; (25) with.

### Revision Exercise III

**Fill in the blanks in the following sentences with appropriate prepositions :**

1. Our path is beset ..... difficulties.
2. Morning walk is beneficial ..... health.
3. He is not eligible ..... the post.
4. Foreigners are debarred ..... appearing at this test.
5. This rule is not applicable ..... the present case.
6. Parents should not connive ..... their children's follies.
7. Public men should not be sensitive ..... criticism.
8. He is addicted ..... drinking.
9. Why are you so angry ..... me ?
10. His plans are adverse ..... my career.
11. They scoffed ..... my suggestion.
12. He has been reverted ..... his former post.
13. I shall restore the property ..... its rightful owner.
14. He will impart the secret of his trade only ..... his son.
15. He could not prevail ..... me to revise my plans.
16. Do not confide your secrets ..... anyone.
17. He is absolutely ignorant ..... the whole affair.
18. He is weak ..... Chemistry.
19. He was rewarded for rescuing a child ..... danger.
20. Reward is the most important incentive ..... hard labour.
21. Industry and sincerity are indispensable ..... success.
22. He is too miserly to part ..... his money.
23. I am sick ..... the whole development.
24. The battle resulted ..... the victory for India.
25. One should be sure ..... what one plans to do.

**Hints**—(1) with; (2) to; (3) for; (4) from; (5) to;  
 (6) at; (7) to; (8) to; (9) with; (10) to; (11)  
 at; (12) to; (13) to; (14) to; (15) upon; (16)  
 to; (17) of; (18) in; (19) from; (20) to; (21)  
 to; (22) with; (23) of; (24) in; (25) of.

### Revision Exercise IV

**Fill in the blanks in the following sentences with appropriate prepositions :**

1. I shall act ..... your advice.
2. My grandmother is equally affectionate ..... all.
3. He has great ambition ..... fame.
4. He is highly ambitious ..... fame.
5. He is not capable ..... doing this work.
6. I have no confidence ..... you.
7. He is fully confident ..... his success.
8. He rose equal ..... the occasion.
9. I take exception ..... your language.
10. Every child is fond ..... sweets.
11. He has no liking ..... any sport.
12. Don't be neglectful ..... your dress.
13. I always find him negligent ..... his studies.
14. I am prepared ..... the worst.
15. Have trust ..... God and do your best.
16. He is wanting ..... common sense
17. I shall call ..... you tomorrow.
18. I called ..... your office yesterday.
19. I always count ..... your advice.
20. He deals ..... stationery.
21. His appeal for help met ..... little success.
22. He is averse ..... my advice.
23. He has a knack ..... good painting.
24. I refrained him ..... acting in haste.
25. He is intent ..... going to hill station.

**Hints**—(1) according to; (2) to; (3) for; (4) of;  
 (5) of; (6) in; (7) of; (8) to; (9) to; (10)  
 of; (11) for; (12) of; (13) in; (14) for;  
 (15) in; (16) in; (17) on; (18) at; (19)  
 upon; (20) in; (21) with; (22) to; (23) of;  
 (24) from; (25) on.

### Words Followed By Appropriate Prepositions

We give below a list of some **Nouns, Adjectives, Participles** and **Verbs** which are followed by some appropriate **Prepositions**. The use of wrong prepositions after certain words is a very common error with English writers and speakers. The student is advised to commit the given list to memory and to consult it in case of any doubt or difficulty. The list is adapted from J.C. Nesfield's "English Grammar" (Macmillan).

#### (a) Nouns Followed By Prepositions

- Abhorrence *of* ingratitude.
- Ability *for* or *in* some work.
- Abstinence *from* wine.
- Abundance *of* food.
- Access *to* a person or place.
- Accession *to* the throne.
- (In) accordance *with* rule.
- Accusation *of* theft.
- Acquaintance *with* a person or a thing. But make the acquaintance *of* a person.
- Adherence *to* a plan or cause.
- Admission *to* a society of persons or class or things.
- Admission *into* or *to* a place.
- Advance (progress) *of* learning.
- Advance (of a person) *in* knowledge.
- (To take) advantage *of* some one's mistake.
- (To gain) an advantage *over* someone.
- (To have) the advantage *of* anyone.
- Affection *for* a person.
- Allegiance *to* a person.
- Alliance *with* a person or state.
- Allusion *to* something.
- Ambition *for* distinction.
- Amends *for* some fault.
- Antidote *to* some poison.
- Antidote *against* infection.
- Anxiety *for* anyone's safety.
- Apology *for* some fault.
- Appetite *for* food.
- Application *to* books.
- Application *for* employment.
- Apprehension *of* danger.

Approach <i>to</i> (step towards) anything.	Comparison <i>to</i> or <i>with</i> a person or thing.
Aptitude <i>for</i> mathematics.	Compassion <i>for</i> a person.
Arrival <i>at</i> a place.	Compensation <i>for</i> a loss.
Arrival <i>in</i> a country or large town.	Competition <i>with</i> a person.
Arrival <i>in</i> London, Paris, etc.	Competition <i>for</i> a thing.
Aspiration <i>after</i> or <i>for</i> fame.	Complaint <i>against</i> a person.
Assent <i>to</i> an opinion.	Complaint <i>about</i> a thing.
Assurance <i>of</i> help.	Compliance <i>with</i> a request.
Atonement <i>for</i> sin.	Complicity <i>in</i> a crime.
Attachment <i>to</i> a person or thing.	Concession <i>to</i> a demand.
Attack <i>on</i> a person or place.	Concurrence <i>with</i> a person.
Attendance <i>on</i> a person.	Concurrence <i>in</i> a proposal.
Attendance <i>at</i> a place.	Condemnation <i>to</i> death.
Attention <i>to</i> study.	Condolence <i>with</i> a person.
Attraction <i>to</i> or <i>towards</i> a thing.	Confidence <i>in</i> a person.
Authority <i>over</i> a person.	Conformity <i>with</i> anyone's views.
Authority <i>on</i> a subject.	Conformity <i>to</i> rule.
Authority <i>for</i> saying or doing.	Connection <i>with</i> a person or thing.
Aversion <i>to</i> or <i>from</i> a person or thing.	Consciousness <i>of</i> guilt.
Bar <i>to</i> success.	Consideration <i>for</i> a person.
Bargain <i>with</i> a person.	Consideration <i>of</i> a thing.
Bargain <i>for</i> a thing.	Contact <i>with</i> something.
Battle <i>with</i> anyone.	(A) contemporary <i>of</i> some person.
Beneficence <i>to</i> the poor.	Contempt <i>for</i> a person or thing.
Benevolence <i>towards</i> the poor.	(A) contrast <i>to</i> a person or thing.
Bias <i>towards</i> a thing.	(In) contrast <i>with</i> a person or thing.
Blindness <i>to</i> one's own faults.	Contribution <i>to</i> a fund.
Candidate <i>for</i> election.	Contribution <i>towards</i> some project.
Capacity <i>for</i> mathematics.	Control <i>over</i> a person or thing.
Care <i>for</i> his safety.	Controversy <i>with</i> a person.
Care <i>of</i> his books.	Controversy <i>on</i> or <i>about</i> something.
Cause <i>for</i> anxiety.	Conversation <i>with</i> a person.
Cause <i>of</i> trouble.	Conviction <i>of</i> guilt.
Caution <i>against</i> error.	Co-partner <i>with</i> a person.
Certainty <i>about</i> a matter.	Co-partner <i>in</i> something.
Certificate <i>of</i> good conduct.	Copy <i>from</i> nature.
Cessation <i>from</i> work.	Correspondence <i>with</i> a person.
Charge <i>of</i> murder ( <i>Noun</i> )	Correspondence <i>to</i> a thing.
Charge <i>with</i> murder. ( <i>Verb</i> )	Craving <i>for</i> anything.
Claim <i>on</i> or <i>against</i> someone.	Decision <i>on</i> some case.
Cloak <i>for</i> vice.	Delight <i>in</i> a person or thing.
Comment <i>on</i> something said.	Deliverance <i>from</i> a danger.
Commerce <i>with</i> a country.	Dependence <i>on</i> a person or thing.
Compact <i>with</i> a person.	Descent <i>from</i> ancestors.

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Desire <i>for</i> wealth.	Fine <i>for</i> an offence.
Deviation <i>from</i> rule.	Fitness <i>for</i> some position.
Digression <i>from</i> a subject.	Fondness <i>for</i> anything.
Disagreement <i>with</i> a person.	Freedom <i>from</i> care.
Discouragement <i>of</i> a person.	Freedom <i>of</i> action.
(A) discouragement <i>to</i> a person.	(Has) a genius <i>for</i> mathematics.
Disgrace <i>to</i> a person.	(Is) a genius <i>in</i> mathematics.
Disgust <i>at</i> meanness.	Glance <i>at</i> a person or thing.
Dislike <i>of</i> or <i>for</i> a person or thing.	Glance <i>over</i> a wide surface.
Dissent <i>from</i> a proposal.	Gratitude <i>for</i> a thing.
Distaste <i>for</i> mathematics.	Gratitude <i>to</i> a person.
Distrust <i>of</i> a person or thing.	Greediness <i>for</i> a thing.
Dominion <i>over</i> sea and land.	Grief <i>at</i> an event.
Doubt <i>of</i> or <i>about</i> a thing.	Grief <i>for</i> a person.
Drawback <i>to</i> success.	Guarantee <i>for</i> or <i>of</i> a man's honesty.
Duty <i>to</i> a person.	Guess <i>at</i> the truth.
Eagerness <i>for</i> distinction.	Harmony <i>with</i> anything.
Economy <i>of</i> time.	Hatred <i>of</i> or <i>for</i> a person.
Eminence <i>in</i> painting.	Hatred <i>of</i> a thing.
Encroachment <i>on</i> one's rights.	Heir <i>to</i> some property.
Endeavour <i>after</i> happiness.	Heir <i>of</i> some person.
Endurance <i>of</i> pain.	Hindrance <i>to</i> anything.
Engagement <i>in</i> a business.	Hint <i>at</i> some reward.
Engagement <i>with</i> a person.	Hope <i>of</i> better luck. ( <i>Noun</i> )
Engagement (to marry) <i>to</i> .	Hope <i>for</i> better luck. ( <i>Verb</i> )
Enmity <i>for</i> or <i>with</i> a person.	Hostility <i>to</i> a person or cause.
Entrance <i>into</i> a place.	Identity <i>with</i> a person or thing.
Envy <i>at</i> (or <i>of</i> ) another's success.	Immersion <i>in</i> water.
Equality <i>with</i> a person.	Impediment <i>to</i> progress.
Escape <i>from</i> punishment.	Imputation <i>of</i> guilt.
Esteem <i>for</i> a person.	Imputation <i>against</i> someone.
Estrangement <i>from</i> a person.	Incentive <i>to</i> industry.
Evasion <i>of</i> a rule.	Inclination <i>for</i> or <i>to</i> study
Exception <i>to</i> a rule.	Independence <i>of</i> help.
(Make) an exception <i>of</i> some person or thing.	Indifference <i>to</i> heat or cold.
Excuse <i>for</i> a fault.	Indulgence <i>in</i> wine.
Exemption <i>from</i> a penalty.	Indulgence <i>to</i> a person.
Experience <i>of</i> a thing.	Inference <i>from</i> facts.
Experience <i>in</i> doing something.	Infliction <i>of</i> punishment.
Exposure <i>to</i> danger.	Influence <i>over</i> or <i>with</i> a person.
Failure <i>of</i> a plan.	Influence <i>on</i> anyone's actions.
Failure <i>of</i> a person <i>in</i> something.	Inkling <i>of</i> a secret.
Faith <i>in</i> a person or thing.	Inquiry <i>into</i> circumstances.
Familiarity <i>with</i> a person or thing.	Insight <i>into</i> a man's character.

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Instruction <i>in</i> music.	Nomination <i>of</i> a person.
Intercourse <i>with</i> a person.	Nomination <i>to</i> a post.
Interest <i>in</i> a subject.	Obedience <i>to</i> orders, parents, etc.
Interest (influence) <i>with</i> a person.	Objection <i>to</i> a proposal.
Interference <i>in</i> or <i>with</i> a man's affairs.	Obligation <i>to</i> a person.
Interview <i>with</i> a person.	Obstruction <i>to</i> traffic.
Intimacy <i>with</i> a person.	Offence <i>against</i> morality.
Intrusion <i>into</i> a man's house.	(Take) offence <i>at</i> something done.
Invitation <i>to</i> a dinner.	Operation <i>on</i> a person or thing.
Irruption <i>into</i> a country.	Opportunity <i>for</i> action.
Irruption <i>by</i> invaders.	Opposition <i>to</i> a person.
Jest <i>at</i> a man's bad luck.	Order <i>for</i> or <i>against</i> doing a thing.
Joy <i>in</i> his good luck.	Outlook <i>from</i> a window.
Judge <i>of</i> a matter.	Outlook <i>on</i> the sea.
Jurisdiction <i>over</i> a province.	Partiality <i>for</i> flatterers.
Jurisdiction <i>in</i> a lawsuit.	Partnership <i>in</i> a thing.
Justification <i>of</i> or <i>for</i> crime.	Partnership <i>with</i> a person.
Key <i>to</i> a mystery.	Passion <i>for</i> gambling.
Laxity <i>in</i> morals.	(At) peace <i>with</i> all men.
Lecture <i>on</i> a subject.	Penance <i>for</i> some fault.
Leisure <i>for</i> amusement.	Penetration <i>into</i> motives.
Leniency <i>to</i> prisoners.	Penitence <i>for</i> some fault.
Liability <i>to</i> an illness.	Perseverance <i>in</i> well-doing.
Libel <i>on</i> a person.	Persistence <i>in</i> an attempt.
Libel <i>against</i> his character.	Piety <i>towards</i> God.
Likeness <i>to</i> a person or thing.	Pity <i>for</i> sufferers.
Liking <i>for</i> a person or thing.	Popularity <i>with</i> neighbours.
Limit <i>to</i> a man's zeal.	Postscript <i>to</i> a letter.
Longing <i>for</i> or <i>after</i> a thing.	Power <i>over</i> a person.
Look <i>at</i> a thing.	Precaution <i>against</i> infection.
Lust <i>for</i> money.	Preface <i>to</i> a book.
Malice <i>against</i> a person.	Preference <i>for</i> one thing.
Margin <i>for</i> losses.	Preference <i>to</i> or <i>over</i> another thing.
Martyr <i>for</i> a certain cause.	Prejudice <i>against</i> a person.
Match <i>for</i> a person.	Preparation <i>for</i> action.
Menace <i>to</i> public health.	Pretension <i>to</i> learning.
Motive <i>for</i> action.	Pretext <i>for</i> interference.
Necessity <i>for</i> anything.	Pride <i>in</i> his wealth. ( <i>Noun</i> )
Necessity <i>of</i> the case.	Prides himself <i>on</i> his wealth. ( <i>Verb</i> )
Need <i>for</i> assistance.	Proficiency <i>in</i> mathematics.
(In) need <i>of</i> assistance.	Profit <i>to</i> the seller.
Neglect <i>of</i> duty.	Progress <i>in</i> study.
Neglect <i>in</i> doing a thing.	Proof <i>of</i> guilt. ( <i>Noun</i> )
Nerve <i>for</i> riding.	Proof <i>against</i> temptation. ( <i>Adj.</i> )

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Proportion of three to one.	Reverence <i>for</i> age.
Protest <i>against</i> proceedings, decision, etc.	Revolt <i>against</i> authority.
(In) Pursuance <i>of</i> an object.	Rival <i>in</i> anything.
Qualification <i>for</i> office.	Rival <i>for</i> a position.
Quarrel <i>with</i> another person.	Rivalry <i>with</i> a person.
Quarrel <i>between</i> two persons.	Satire <i>on</i> or <i>upon</i> a person, book, etc.
Question <i>on</i> a point.	Satisfaction <i>for</i> some fault.
Ratio <i>of</i> one to five.	Search <i>for</i> or <i>after</i> wealth.
Readiness <i>at</i> figures.	(In) search <i>of</i> wealth.
Readiness <i>in</i> answering.	Shame <i>at</i> or <i>for</i> his fault.
Readiness <i>for</i> a journey.	Share <i>of</i> a thing.
Reason <i>for</i> a thing.	Share <i>with</i> a person.
Reason <i>against</i> a thing.	Sin <i>against</i> God.
Recompense <i>for</i> labour.	(A) slave <i>to</i> avarice.
Reference <i>to</i> a person or thing.	(The) slave <i>of</i> avarice.
Reflections <i>on</i> a man's honesty.	Slur <i>on</i> his character.
Regard <i>for</i> a man's feelings.	Sneer <i>at</i> good men.
(In or With) regard <i>to</i> that matter.	Sorrow <i>for</i> his misfortunes.
Regret <i>for</i> something done.	Specific <i>for</i> or <i>against</i> fever.
Relapse <i>into</i> idleness.	Speculation <i>in</i> bank shares.
Relation <i>of</i> one thing <i>to</i> another.	Stain <i>on</i> one's character.
Relation between two things.	Subjection <i>to</i> the laws.
Relations <i>with</i> a person.	Submission <i>to</i> authority.
Reliance <i>on</i> a man's word.	Subscription <i>to</i> a fund.
Relish <i>for</i> food.	Subsistence <i>on</i> rice.
Remedy <i>for</i> or <i>against</i> snakebite.	Succession <i>to</i> an estate.
Remonstrance <i>with</i> a person.	Supplement <i>to</i> a book.
Remonstrance <i>against</i> his conduct.	Surety <i>for</i> a person.
Remorse <i>for</i> a crime.	Suspicion <i>of</i> his intentions.
Repentance <i>for</i> sin.	Sympathy <i>with</i> or <i>for</i> the poor.
Reply <i>to</i> a letter.	Sympathy <i>with</i> a cause or <i>with</i> a person's views.
Reputation <i>for</i> honesty.	Taste (experience) <i>of</i> hard work.
Request <i>for</i> a thing.	Taste (liking) <i>for</i> hard work.
Resemblance <i>to</i> a person or thing.	Temperance <i>in</i> diet.
Resignation <i>to</i> fate.	Temptation <i>to</i> evil.
Resistance <i>to</i> injustice.	Testimony <i>to</i> his character.
Resolution <i>into</i> elements.	Testimony <i>against</i> his character.
Resolution <i>on</i> a matter.	Traitor <i>to</i> his country.
Respect <i>for</i> a man or his office.	Trespass <i>against</i> the law.
(In) respect <i>of</i> some quality.	Trust <i>in</i> his honesty.
(With) respect ( <i>to</i> ) a matter.	(In) unison <i>with</i> his character.
Responsibility <i>to</i> the law.	(We have no) use <i>for</i> that.
Responsibility <i>for</i> action.	(What is the) use <i>of</i> that ?
Result <i>of</i> a proceeding.	(There is no) use <i>in</i> that.

(At) variance *with* a person.  
 (A) victim *to* oppression.  
 (The) victim *of* oppression.  
 Victory *over* his passions.  
 Want *of* money.  
 Warrant *for* his arrest.  
 Witness *of* or *to* an event.  
 Wonder *at* his rudeness.  
 yearning *for* his home.  
 Zeal *for* a cause.  
 Zest *for* enjoyment.

### **(b) Adjectives and Participles followed by Prepositions**

Abandoned *to* his fate.  
 Abounding *in* or *with* fish.  
 Absorbed *in* study.  
 Acceptable *to* a person.  
 Accomplished *in* an art.  
 Accountable *to* a person.  
 Accountable *for* a thing.  
 Accurate *in* his statistics.  
 Accused *of* a crime.  
 Accustomed *to* riding.  
 Acquainted *with* a person or thing.  
 Acquitted *of* a charge.  
 Adapted *to* his tastes.  
 Adapted *for* an occupation.  
 Addicted *to* bad habits.  
 Adequate *to* his wants.  
 Affectionate *to* a person.  
 Afflicted *with* rheumatism.  
 Afraid *of* death.  
 Agreeable *to* his wishes.  
 Alarmed *at* a rumour.  
 Alien *to* his character.  
 Alienated *from* a friend.  
 Alive *to* the consequences.  
 Allied *to* a thing.  
 Allied *with* a person or country.  
 Amazed *at* anything.  
 Ambitious *of* distinction.  
 Angry *at* a thing.  
 Angry *with* a person.  
 Annoyed *at* a thing.

Annoyed *with* a person *for* saying or doing something.  
 Answerable *to* a person.  
 Answerable *for* his conduct.  
 Anxious *for* his safety.  
 Anxious *about* the result.  
 Applicable *to* a case.  
 Appropriate *to* an occasion.  
 Ashamed *of* his dullness.  
 Associated *with* a person.  
 Associated *in* some business  
 Assured *of* the truth.  
 Astonished *at* his rudeness.  
 Averse *to* hard work.  
 Aware *of* his intentions.  
 Backward *in* mathematics.  
 Based *on* sound principles.  
 Bent *on* doing something.  
 Beset *with* difficulties.  
 Betrayed *to* the enemy.  
 Betrayed *into* the enemy's hands.  
 Blessed *with* good health.  
 Blessed *in* his children.  
 Blind *to* his own faults.  
 Blind *in* one eye.  
 Boastful *of* his wealth.  
 Born *of* rich parents.  
 Born *in* England.  
 Bought *of* a person.  
 Bound *in* honour.  
 Bound *by* a contract.  
 (Ship) bound *for* England.  
 Busy *with* or *at* his lessons.  
 Capable *of* improvement.  
 Careful *of* his money.  
 Careful *about* his dress.  
 Cautious *of* giving advice.  
 Certain *of* success.  
 Characterised *by* a thing.  
 Characteristic *of* a person.  
 Charged *to* his account.  
 Charged (loaded) *with* a bullet.  
 Charged *with* (accused of) a crime.  
 Clear *of* blame.  
 Close *to* a person or thing.

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Clothed <i>in</i> purple.	Detrimental <i>to</i> health.
Committed <i>to</i> a course of action.	Devoid <i>of</i> foundation.
Common <i>to</i> several persons or things.	Different <i>from</i> something else.
Comparable <i>to</i> something else.	Diffident <i>of</i> success.
Competent <i>for</i> certain work.	Diligent <i>in</i> business.
Composed <i>of</i> a material.	Disappointed <i>of</i> a thing not obtained.
Concerned <i>at</i> or <i>about</i> some mishap.	Disappointed <i>in</i> a thing obtained.
Concerned <i>for</i> a person's welfare.	Disappointed <i>with</i> a person or thing.
Concerned <i>in</i> some business.	Disgusted <i>with</i> a thing.
Condemned <i>to</i> death.	Disgusted <i>at</i> or <i>with</i> a person.
Conducive <i>to</i> success.	Dismayed <i>at</i> a result.
Confident <i>of</i> success.	Displeased <i>with</i> a person.
Congenial <i>to</i> one's tastes.	Disqualified <i>for</i> a post.
Congratulated <i>on</i> his success.	Disqualified <i>from</i> competing.
Conscious <i>of</i> a fault.	Distinct <i>from</i> something else.
Consistent <i>with</i> the facts.	Distracted <i>with</i> pain.
Conspicuous <i>for</i> honesty.	Distrustful <i>of</i> a man's motives.
Contemporary <i>with</i> a person or event.	Divested <i>of</i> office.
Contented <i>with</i> a little.	Doubtful or dubious <i>of</i> success.
Contrary <i>to</i> rule.	Due <i>to</i> some cause.
Contrasted <i>with</i> something else.	Dull <i>of</i> understanding.
Conversant <i>with</i> persons or things.	Eager <i>for</i> distinction.
Convicted <i>of</i> a crime.	Eager <i>in</i> the pursuit of knowledge.
Convinced <i>of</i> a fact.	Earnest <i>in</i> his endeavours.
Correct <i>in</i> a statement.	Easy <i>of</i> access.
Coupled <i>with</i> something else.	Educated <i>in</i> the law.
Covetous <i>of</i> other men's goods.	Educated <i>for</i> the bar.
Creditable <i>to</i> his judgment.	Effective <i>for</i> a purpose.
Cured <i>of</i> a disease.	Eligible <i>for</i> employment.
Customary <i>for</i> a person.	Eminent <i>for</i> his learning.
Deaf <i>to</i> entreaties.	Employed <i>in</i> gardening.
Defeated <i>in</i> battle.	Empty <i>of</i> its contents.
Defective <i>in</i> point of style.	Endeared <i>to</i> all men.
Deficient <i>in</i> energy.	Endowed <i>with</i> natural ability.
Delighted <i>with</i> success.	Engaged <i>to</i> some person.
Dependent <i>on</i> a person or thing.	Engaged <i>in</i> some business.
Deprived <i>of</i> some good thing.	Engraved <i>on</i> the memory.
Deserving <i>of</i> praise.	Enraged <i>at</i> something done.
Designed <i>for</i> a purpose.	Entangled <i>in</i> a plot.
Desirous <i>of</i> success.	Entitled <i>to</i> a hearing.
Despairing <i>of</i> success.	Envolved <i>in</i> mist.
Destined <i>for</i> the bad.	Envious <i>of</i> another's success.
Destitute <i>of</i> money.	Equal <i>to</i> the occasion.
Determined <i>on</i> doing a thing.	Essential <i>to</i> happiness.

Exclusive <i>of</i> certain items.	Hostile <i>to</i> my endeavours.
Exempted or exempt <i>from</i> a fine.	Hungry <i>after</i> or <i>for</i> wealth.
Exhausted <i>with</i> labour.	Hurtful <i>to</i> health.
Exonerated <i>from</i> blame.	Identical <i>with</i> anything.
Exposed <i>to</i> danger.	Ignorant <i>of</i> English.
Expressive <i>of</i> his feelings.	Ill <i>with</i> fever.
Faithful <i>to</i> a master.	Imbued <i>with</i> confidence.
False <i>of</i> heart.	Immaterial <i>to</i> the point.
False <i>to</i> his friends.	Immersed <i>in</i> water.
Familiar <i>with</i> a language.	Impatient <i>of</i> reproof.
Familiar (well known) <i>to</i> a person.	Impatient <i>at</i> an event.
Famous <i>for</i> his learning.	Impatient <i>for</i> results.
Fascinated <i>with</i> or <i>by</i> a person or thing.	Imperative <i>on</i> a person.
Fatal <i>to</i> his prospects.	Impertinent <i>to</i> his master.
Fatigued <i>with</i> travelling.	Implicated <i>in</i> a crime.
Favourable <i>to</i> his prospects.	Inclined <i>to</i> laziness.
Favourable <i>for</i> action.	Inclusive <i>of</i> extras.
Fearful <i>of</i> consequences.	Incumbent <i>on</i> a person.
Fertile <i>in</i> resources.	Indebted <i>to</i> a person.
Fit <i>for</i> a position.	Indebted <i>for</i> some kindness.
Flushed <i>with</i> victory.	Indebted <i>in</i> a large sum.
Foiled <i>in</i> an attempt.	Independent <i>of</i> his parents.
Fond <i>of</i> music.	Indifferent <i>to</i> heat or cold.
Foreign <i>to</i> the purpose.	Indignant <i>at</i> something done.
Founded <i>on</i> fact.	Indignant <i>with</i> a person.
Fraught <i>with</i> danger.	Indispensable <i>to</i> success.
Free <i>from</i> blame.	Indulgent <i>to</i> his children.
Fruitless <i>of</i> results.	Infatuated <i>with</i> a person.
Full <i>of</i> persons or things.	Infected <i>with</i> smallpox.
Gifted <i>with</i> abilities.	Infested <i>with</i> rats.
Glad <i>of</i> his assistance.	Inflicted <i>on</i> a person.
Glad <i>at</i> a result.	Informed <i>of</i> a fact.
Good <i>for</i> nothing.	Inherent <i>in</i> his disposition.
Good <i>at</i> cricket.	Inimical <i>to</i> a person.
Grateful <i>for</i> past kindness.	Innocent <i>of</i> a charge.
Greedy <i>of</i> or <i>after</i> or <i>for</i> riches.	Insensible <i>to</i> shame.
Guilty <i>of</i> theft.	Inspired <i>with</i> hope.
Healed <i>of</i> a disease.	Intent <i>on</i> his studies.
Heedless <i>of</i> consequences.	Interested <i>in</i> a person or thing.
Held <i>in</i> high esteem.	Intimate <i>with</i> a person.
Honest <i>in</i> his dealings.	Introduced <i>to</i> a person.
Honoured <i>with</i> your friendship.	Introduced <i>into</i> a place.
Hopeful <i>of</i> success.	Invested <i>with</i> full powers.
Horrified <i>at</i> the sight.	Invested <i>in</i> stocks and shares.

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Involved <i>in</i> difficulties.	Overcome <i>with</i> sorrow.
Irrelevant <i>to</i> the question.	Overwhelmed <i>with</i> grief.
Irrespective <i>of</i> consequences.	Painful <i>to</i> one's feelings.
Jealous <i>of</i> his reputation.	Parallel <i>to</i> or <i>with</i> anything.
Lame <i>in</i> one leg.	Partial <i>to</i> the youngest son.
Lavish <i>of</i> money.	Patient <i>to</i> suffering.
Lavish <i>in</i> his expenditure.	Peculiar <i>to</i> a person or thing.
Lax <i>in</i> his morals.	Polite <i>in</i> manners.
Level <i>with</i> the ground.	Polite <i>to</i> strangers.
Liable <i>to</i> error.	Poor <i>in</i> spirit.
Liable <i>for</i> payment.	Popular <i>with</i> schoolfellows.
Liberal <i>of</i> his advice.	Popular <i>for</i> his pluck.
Limited <i>to</i> a certain area.	Possessed <i>of</i> wealth.
Lost <i>to</i> all sense of shame.	Possessed <i>with</i> a notion.
Loyal <i>to</i> the government.	Precious <i>to</i> a person.
Mad <i>with</i> disappointment.	Pre-eminent <i>above</i> the rest.
Made <i>for</i> a teacher.	Pre-eminent <i>in</i> cleverness.
Made <i>of</i> iron.	Preferable <i>to</i> something else.
Meet <i>for</i> a rich man.	Prejudicial <i>to</i> his interests.
Mindful <i>of</i> his promise.	Preliminary <i>to</i> an inquiry.
Mistaken <i>for</i> a traveller.	Prepared <i>for</i> the worst.
Mistaken <i>in</i> a belief.	(A) preventive <i>of</i> fever ( <i>noun</i> )
Moved <i>to</i> tears.	Previous <i>to</i> some event.
Moved <i>with</i> pity.	Productive <i>of</i> wealth.
Moved <i>at</i> the sight.	Proficient <i>in</i> mathematics.
Moved <i>by</i> entreaties.	Profitable <i>to</i> an investor.
Natural <i>to</i> a person.	Profuse <i>with</i> his money.
Necessary <i>to</i> happiness.	Profuse <i>in</i> his offers.
Neglectful <i>of</i> his interests.	Prone <i>to</i> idleness.
Negligent <i>of</i> duty.	Proper <i>for</i> or <i>to</i> the occasion.
Negligent <i>in</i> his work.	Proud <i>of</i> his position.
Notorious <i>for</i> his misdeeds.	Pursuant <i>to</i> an inquiry.
Obedient <i>to</i> parents.	Qualified <i>for</i> teaching music.
Obligatory <i>on</i> a person.	Quick <i>of</i> understanding.
Obliged <i>to</i> a person.	Quick <i>at</i> mathematics.
Obliged <i>for</i> some kindness.	Radiant <i>with</i> smiles.
Obstinate <i>in</i> his resistance.	Ready <i>for</i> action.
Occupied <i>with</i> some work.	Ready <i>in</i> his answers.
Occupied <i>in</i> reading a book.	Reconciled <i>to</i> a position.
Offended <i>with</i> a person.	Reconciled <i>with</i> an opponent.
Offended <i>at</i> something done.	Reduced <i>to</i> poverty.
Offensive <i>to</i> a person.	Regardless <i>of</i> consequences.
Open <i>to</i> flattery.	Related <i>to</i> a person.
Opposed <i>to</i> facts.	Relative <i>to</i> a question.

Relevant <i>to</i> the point.	Strange <i>in</i> appearance.
Remiss <i>in</i> his duties.	Subject <i>to</i> authority.
Remote <i>from</i> one's intentions.	Subordinate <i>to</i> a person.
Repentant <i>of</i> his sin.	Subsequent <i>to</i> another event.
Repugnant <i>to</i> his wishes.	Sufficient <i>for</i> a purpose.
Repulsive <i>to</i> his feelings.	Suitable <i>to</i> or <i>for</i> the occasion.
Requisite <i>to</i> happiness.	Suited <i>to</i> the occasion.
Requisite <i>for</i> a purpose.	Suited <i>for</i> a post.
Resolved <i>into</i> its elements.	Sure <i>of</i> success.
Resolved <i>on</i> doing a thing.	Suspicious <i>of</i> his intentions.
Respectful <i>to</i> or <i>towards</i> one's superiors.	Sympathetic <i>with</i> sufferers.
Responsible <i>to</i> a person.	Tantamount <i>to</i> a falsehood.
Responsible <i>for</i> his actions.	Temperate <i>in</i> his habits.
Restricted <i>in</i> means, ability, etc.	Thankful <i>for</i> past favours.
Restricted <i>to</i> certain persons.	Tired <i>of</i> doing nothing.
Revenged <i>on</i> a person <i>for</i> doing something.	Tired <i>with</i> his exertions.
Rich <i>in</i> house property.	Transported <i>with</i> joy.
Rid <i>of</i> trouble.	True <i>to</i> his convictions.
Sacred <i>to</i> a man's memory.	Uneasy <i>about</i> consequences.
Sanguine <i>of</i> success.	Useful <i>for</i> a certain purpose.
Satisfactory <i>to</i> a person.	Vain <i>of</i> his appearance.
Satisfied <i>with</i> his income.	Veiled <i>in</i> mystery.
Secure <i>from</i> harm.	Versed <i>in</i> a subject.
Secure <i>against</i> an attack.	Vested <i>in</i> a person.
Sensible <i>of</i> kindness.	Vexed <i>with</i> a person <i>for</i> doing something.
Sensitive <i>to</i> blame.	Vexed <i>at</i> or <i>about</i> a thing.
Serviceable <i>to</i> a person.	Victorious <i>over</i> difficulties.
Shocked <i>at</i> your behaviour.	Void <i>of</i> meaning.
Shocking <i>to</i> everyone.	Wanting <i>in</i> common sense.
Short <i>of</i> money.	Wary <i>of</i> telling secrets.
Silent <i>about</i> or <i>on</i> a subject.	Weak <i>of</i> understanding.
Similar <i>to</i> a person or thing.	Weak <i>in</i> his head.
Skilful <i>in</i> doing a thing.	Weary <i>of</i> doing nothing.
Slow <i>of</i> speech.	Welcome <i>to</i> my house.
Slow <i>in</i> making up his mind.	Worthy <i>of</i> praise.
Slow <i>at</i> accounts.	Zealous <i>for</i> improvement.
Solicitous <i>for</i> your safety.	Zealous <i>in</i> a cause.
Sorry <i>for</i> someone.	<b>(c) Verbs Followed By Prepositions</b>
Sorry <i>about</i> an occurrence.	Abide <i>by</i> a promise.
Sparing <i>of</i> praise.	Abound <i>in</i> or <i>with</i> fish.
Stained <i>with</i> crimes.	Absolve <i>of</i> or <i>from</i> a charge.
Startled <i>at</i> a sight.	Abstain <i>from</i> wine.
Steeped <i>in</i> vice.	Accede <i>to</i> a request.
Strange <i>to</i> a person.	Accord <i>with</i> a thing.

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Account <i>for</i> a fact.	Attain <i>to</i> a high place.
Accrue <i>to</i> a person.	Attend <i>to</i> a speaker.
Accuse <i>of</i> some misdeed.	Attend <i>on</i> a person.
Acquiesce <i>in</i> a decision.	Attribute <i>to</i> a cause.
Acquit <i>of</i> blame.	Avail oneself <i>of</i> an offer.
Adapt <i>to</i> circumstances.	Avenge oneself <i>on</i> a person.
Adhere <i>to</i> a plan.	Bark <i>at</i> a person or thing.
Admit <i>of</i> an excuse.	Bask <i>in</i> sunshine.
Admit <i>to</i> or <i>into</i> secret.	Bear <i>with</i> someone's faults.
Admonish <i>of</i> or <i>for</i> a fault.	Beat <i>against</i> the rocks (the waves).
Agree <i>to</i> a proposal.	Beat <i>on</i> one's head.
Agree <i>with</i> a person.	Become <i>of</i> you (what will) ?
Aim <i>at</i> a mark.	Beg pardon <i>of</i> a person.
Alight <i>from</i> a carriage.	Beg a person <i>to</i> do a thing.
Alight <i>on</i> the ground.	Beg <i>for</i> something <i>from</i> someone.
Allot <i>to</i> a person.	Begin <i>with</i> the first.
Allow <i>of</i> delay.	Believe <i>in</i> one's honesty.
Allude <i>to</i> a fact.	Belong <i>to</i> a person.
Alternate <i>with</i> something else.	Bequeath a thing <i>to</i> a person.
Anchor <i>off</i> the shore.	Bestow a thing <i>on</i> a person.
Answer <i>to</i> a person.	Bethink oneself <i>of</i> something.
Answer <i>for</i> conduct.	Beware of the dog.
Apologise <i>to</i> a person.	Blame a person <i>for</i> something.
Apologise <i>for</i> rudeness.	Blush <i>at</i> an embarrassing remark.
Appeal <i>to</i> a person.	Blush <i>for</i> anyone who is at fault.
Appeal <i>for</i> redress or help.	Boast or brag <i>of</i> one's cleverness.
Appeal <i>against</i> a sentence.	Border <i>on</i> a place.
Apply <i>to</i> a person <i>for</i> a thing.	Borrow <i>of</i> or <i>from</i> a person.
Appoint <i>to</i> a situation.	Break <i>into</i> a house (thieves).
Apprise <i>of</i> a fact.	Break oneself <i>of</i> a habit.
Approve <i>of</i> an action.	Break <i>through</i> restraint.
Arbitrate <i>between</i> two persons.	Break bad news <i>to</i> a person.
Argue <i>with</i> a person <i>for</i> or <i>against</i> a point.	Break (sever relations) <i>with</i> a person.
Arrive <i>at</i> a small place.	Bring a thing <i>to</i> light.
Arrive <i>in</i> a country or a large city, e.g., Arrive <i>in</i> London.	Bring <i>to</i> one's notice.
Ascribe <i>to</i> a cause.	Brood <i>over</i> past grievances.
Ask <i>for</i> a thing.	Burst <i>into</i> tears.
Ask <i>of</i> or <i>from</i> a person.	Buy a thing <i>from</i> person or shop.
Aspire <i>after</i> or <i>to</i> worldly greatness.	Calculate <i>on</i> success.
Assent <i>to</i> your terms.	Call <i>on</i> a person (visit him at his house or summon to do something).
Associate <i>with</i> a person or thing.	Call <i>to</i> (shout to) a person.
Assure a person <i>of</i> a fact.	Call <i>for</i> (require) punishment.
Atonement <i>for</i> a fault.	Canvass <i>for</i> votes.

Care <i>for</i> (value, love, or attend upon) a person or thing.	Conform <i>with</i> one's views.
Caution a person <i>against</i> danger.	Confront a person <i>with</i> his accusers.
Cease <i>from</i> quarrelling.	Congratulate a person <i>on</i> his success.
Challenge a person <i>to</i> combat.	Connive <i>at</i> other men's misdeeds.
Charge a person <i>with</i> a crime.	Consent <i>to</i> some proposal.
Charge payment <i>to</i> a person.	Consign <i>to</i> destruction.
Charge a person <i>for</i> goods supplied.	Consist <i>of</i> materials.
Charge goods <i>to</i> a person's account.	Consist <i>in</i> (be comprising in), e.g., 'Virtue consists <i>in</i> being uncomfortable.'
Cheat a person <i>of</i> his due.	Consult <i>with</i> a person <i>on</i> or <i>about</i> some matter.
Clamour <i>for</i> higher wages.	Contend <i>with</i> or <i>against</i> a person.
Clash <i>with</i> another (of colours).	Contend <i>for</i> or <i>about</i> a thing.
Clear a person <i>of</i> blame.	Contribute <i>to</i> a fund.
Cling <i>to</i> a person or thing.	Converge <i>to</i> a point.
Close <i>with</i> (accept) an offer.	Converse <i>with</i> a person <i>about</i> a thing.
Combat <i>with</i> difficulties.	Convict a person <i>of</i> a crime.
Come <i>across</i> (accidentally meet) anyone.	Convince a person <i>of</i> a fact.
Come <i>into</i> fashion.	Cope <i>with</i> a person or task.
Come <i>by</i> (obtain) a thing.	Correspond <i>with</i> a person (write).
Come <i>of</i> (result from) something.	Correspond <i>to</i> something (agree).
Come <i>to</i> (amount to) forty.	Count <i>on</i> a person or thing (rely on) e.g., I count <i>on</i> you to see this done.
Commence <i>with</i> a thing.	Crave <i>for</i> or <i>after</i> happiness.
Comment <i>on</i> a matter.	Crow <i>over</i> a defeated rival.
Communicate something <i>to</i> a person.	Cure a man <i>of</i> a disease.
Communicate <i>with</i> a person <i>on</i> a subject.	Cut a thing <i>in</i> or <i>into</i> pieces
Compare similars <i>with</i> similars—as one fruit <i>with</i> another.	Cut a thing <i>in</i> half.
Compare things dissimilar, by way of illustration — as genius <i>to</i> a lightning flash.	Dabble <i>in</i> politics.
Compensate a person <i>for</i> his loss.	Dash <i>against</i> anything.
Compete <i>with</i> a person <i>for</i> a prize.	Dash <i>over</i> anything.
Complain <i>of</i> some annoyance <i>to</i> a person.	Dawn <i>on</i> a person.
Complain <i>against</i> a person.	Deal well or ill <i>by</i> a person
Comply <i>with</i> one's wishes.	Deal <i>in</i> (trade in) cloth, tea, spices, etc.
Conceal facts <i>from</i> anyone.	Deal <i>with</i> a person (have dealings in trade etc.).
Concur <i>with</i> a person.	Deal <i>with</i> a subject (write or speak about it).
Concur <i>in</i> an opinion.	Debar <i>from</i> doing anything.
Condemn a person <i>to</i> death <i>for</i> murder.	Debit <i>with</i> a sum of money.
Condole <i>with</i> a person.	Decide <i>on</i> something.
Conduce <i>to</i> happiness.	Decide <i>against</i> something.
Confer ( <i>Trans.</i> ) a thing <i>on</i> anyone.	Declare <i>for</i> something.
Confer ( <i>Intrans.</i> ) <i>with</i> a person <i>about</i> something.	Declare <i>against</i> something.
Confide ( <i>Trans.</i> ) a secret <i>to</i> anyone.	Defend a person <i>from</i> harm.
Confide ( <i>Intrans.</i> ) <i>in</i> a person.	Defraud a person <i>of</i> his due.
Conform <i>to</i> (follow) a rule.	Deliberate <i>on</i> a matter.
	Delight <i>in</i> music.

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Deliver <i>from</i> some evil.	Enjoin <i>on</i> a person.
Demand a thing <i>of</i> a person.	Enlarge <i>on</i> a subject.
Depend <i>on</i> a person or thing.	Enlist <i>in</i> the army.
Deprive a person <i>of</i> a thing.	Enlist a person <i>in</i> some project.
Desist <i>from</i> an attempt.	Enter <i>upon</i> a career.
Despair <i>of</i> success.	Enter <i>into</i> one's plans.
Deter a person <i>from</i> an action.	Entitle anyone <i>to</i> an estate.
Determine <i>on</i> doing something.	Entrust anyone <i>with</i> a thing.
Detract <i>from</i> one's reputation.	Entrust a thing <i>to</i> anyone.
Deviate <i>from</i> a certain course.	Err <i>on the side of</i> leniency.
Die <i>of</i> a disease.	Escape <i>from</i> jail.
Die <i>from</i> some cause, as overwork.	Exact payment <i>from</i> a person.
Die <i>by</i> violence.	Excel <i>in</i> languages.
Differ <i>with</i> a person <i>on</i> a subject.	Exchange one thing <i>for</i> another.
Differ <i>from</i> anything (to be unlike).	Exchange <i>with</i> a person.
Digress <i>from</i> the point.	Excuse (pardon) <i>for</i> something.
Dip <i>into</i> a book.	Exempt a person <i>from</i> a rule.
Disable one <i>from</i> doing something.	Exonerate a person <i>from</i> blame.
Disagree <i>with</i> a person.	Explain <i>to</i> a person.
Disapprove <i>of</i> anything.	Exult <i>in</i> a victory <i>over</i> a rival.
Dispense <i>with</i> a man's services.	Fail <i>in</i> an attempt.
Dispose <i>of</i> (sell) property.	Fail <i>of</i> a purpose.
Dispute <i>with</i> a person <i>about</i> anything.	Fall <i>among</i> thieves.
Dissent <i>from</i> an opinion.	Fall <i>in love with</i> a person.
Dissuade <i>from</i> an action.	Fall <i>in with</i> one's views.
Distinguish one thing <i>from</i> another.	Fall <i>into</i> error.
Distinguish <i>between</i> two things.	Fall <i>on</i> the enemy (attack).
Divert a person <i>from</i> a purpose.	Fall <i>under</i> someone's pleasure.
Divest one's mind <i>of</i> fear.	Fall <i>upon</i> evil days.
Divide <i>in</i> half, <i>into</i> four parts.	Fawn <i>on</i> a person.
Dote <i>upon</i> a person or thing.	Feed ( <i>Intrans.</i> ) <i>on</i> grass.
Draw <i>for</i> money <i>on</i> a bank.	Feed ( <i>Trans</i> ) a cow <i>with</i> grass, or grass <i>to</i> a cow.
Draw money <i>from</i> a bank.	Feel <i>for</i> a person <i>in</i> his trouble.
Dream <i>of</i> strange things.	Fight <i>for</i> the weak <i>against</i> the strong.
Drive <i>at</i> some point.	Fight <i>with</i> or <i>against</i> a person.
Drop <i>off</i> a tree.	Fill <i>with</i> anything.
Drop <i>out of</i> the ranks.	Fire <i>on</i> or <i>at</i> the enemy.
Dwell <i>on</i> a subject.	Fish <i>for</i> compliments.
Eat <i>into</i> iron.	Flirt <i>with</i> a person.
Elicit <i>from</i> a person.	Fly <i>at</i> (attack) anyone.
Emerge <i>from</i> the forest.	Fly <i>into</i> a rage.
Encroach <i>on</i> one's authority.	Free <i>of</i> or <i>from</i> anything.
Endorse <i>with</i> a signature.	Furnish a person <i>with</i> a thing.
Endow a hospital money.	Furnish a thing <i>to</i> a person.

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|---|---|
| Gain <i>on</i> someone in a race.                             | Initiate a man <i>into</i> an office or society.                          |
| Get <i>at</i> (find out) the facts.                           | Inquire <i>into</i> a matter.   |
| Get <i>away</i> from (escape).                                | Inquire <i>of</i> a person <i>about</i> or <i>concerning</i> some matter. |
| Get <i>on with</i> a person (live or work smoothly with him). | Insist <i>on</i> a point.   |
| Get <i>out of</i> debt.                                       | Inspire a man <i>with</i> courage.  |
| Get <i>over</i> (recover from) an illness.                    | Instil a thing <i>into</i> the mind.                                      |
| Get <i>to</i> a journey's end.                                | Intercede <i>with</i> a superior <i>for</i> someone else.                 |
| Glance <i>at</i> an object.                                   | Interfere <i>with</i> a person <i>in</i> some matter.                     |
| Glance <i>over</i> a letter.                                  | Intermingle one thing <i>with</i> another.                                |
| Glory <i>in</i> success.                                      | Intersect <i>with</i> each other.   |
| Grapple <i>with</i> difficulties.                             | Introduce a person <i>to</i> someone.                                     |
| Grasp <i>at</i> (try to seize) something.                     | Introduce <i>into</i> a place or society.                                 |
| Grieve <i>at</i> or <i>for</i> or <i>about</i> an event.      | Intrude <i>on</i> one's leisure.  |
| Grieve <i>for</i> a person.                                   | Intrude <i>into</i> one's house.  |
| Grow <i>upon</i> one = (a habit grows upon one).              | Invest money <i>in</i> some project.                                      |
| Grumble <i>at</i> one's lot.                                  | Invest a person <i>with</i> authority.                                    |
| Guard <i>against</i> a bad habit.                             | Invite a person <i>to</i> dinner.   |
| Guess <i>at</i> something.                                    | Involve a person <i>in</i> debt.  |
| Hanker <i>after</i> riches.                                   | Issue <i>from</i> some source.  |
| Happen <i>to</i> a person.                                    | Issue <i>in</i> a result.   |
| Heal <i>of</i> a disease.                                     | Jar <i>against</i> an object.   |
| Hear <i>of</i> an event.                                      | Jar <i>on</i> one's nerves.   |
| Hesitate <i>at</i> nothing.                                   | Jeer <i>at</i> a person.  |
| Hide a thing <i>from</i> a person.                            | Jest <i>at</i> (make fun of) a person.                                    |
| Hinder one <i>from</i> doing something.                       | Join <i>in</i> a game.  |
| Hinge <i>on</i> (depend on) some event.                       | Join one thing <i>to</i> another.   |
| Hint <i>at</i> an intention.                                  | Judge <i>of</i> something <i>by</i> something.                            |
| Hope <i>for</i> something.                                    | Jump <i>at</i> (eagerly accept) an offer.                                 |
| Hover <i>over</i> a nest.                                     | Jump <i>to</i> a conclusion.  |
| Hunt <i>after</i> or <i>for</i> anything.                     | Keep <i>back</i> (hold back) a secret.                                    |
| Identify one person or thing <i>with</i> another.             | Keep (abstain) <i>from</i> wine.  |
| Impart a thing <i>to</i> a person.                            | Keep <i>off</i> the grass.  |
| Import goods <i>into</i> a country.                           | Keep <i>to</i> (adhere to) a point.                                       |
| Import things <i>from</i> a country.                          | Keep <i>under</i> (hold in subjection).                                   |
| Impose <i>on</i> (deceive) a person.                          | Keep <i>up</i> (prevent from sinking) prices.                             |
| Impress an idea <i>on</i> a person.                           | Knock one's head <i>against</i> a wall.                                   |
| Impress a person <i>with</i> an idea.                         | Knock <i>at</i> a door.   |
| Impute blame <i>to</i> a person.                              | Know <i>of</i> (be aware of) a person.                                    |
| Incite a person <i>to</i> some action.                        | Labour <i>under</i> a misapprehension.                                    |
| Infer one fact <i>from</i> another.                           | Labour <i>for</i> the public good.  |
| Inflict punishment <i>on</i> a person.                        | Labour <i>in</i> a good cause.  |
| Inform a person <i>of</i> a thing.                            | Labour <i>at</i> some task.   |
| Inform <i>against</i> a person.                               | Lament <i>for</i> the dead.   |
| Infuse an ingredient <i>into</i> some mixture.                |   |

Languish <i>for</i> home.	Merge <i>into</i> or <i>with</i> anything.
Lapse <i>into</i> disuse.	Mourn <i>for</i> the dead.
Laugh <i>at</i> a person or thing.	Murmur <i>at</i> or <i>against</i> anything.
Laugh <i>to</i> scorn.	Muse <i>upon</i> the beauties of nature.
Lay <i>by</i> (save money, etc.) for future needs.	Object <i>to</i> some proposal.
Lay <i>down</i> one's arms (surrender).	Occur <i>to</i> one's mind.
Lay facts <i>before</i> a person.	Offend <i>against</i> good taste.
Lead <i>to</i> Calcutta (a road).	Officiate <i>for</i> someone <i>in</i> a post.
Lean <i>against</i> a wall.	Operate <i>on</i> a patient.
Lean <i>on</i> a staff.	Originate <i>in</i> a thing or place.
Lean <i>to</i> a certain opinion.	Originate <i>with</i> a person.
Level a city <i>with</i> the ground.	Overwhelm <i>with</i> kindness.
Lie <i>in</i> one's power.	Part <i>with</i> a person or thing.
Light <i>on</i> a person or object.	Partake <i>of</i> some food.
Listen <i>to</i> complaints.	Participate <i>with</i> a person <i>in</i> his gains.
Live <i>for</i> riches or fame.	Pass <i>away</i> (die, come to an end).
Live <i>by</i> honest labour.	Pass <i>by</i> someone's house.
Live <i>on</i> a small income.	Pass <i>from</i> one thing <i>into</i> another.
Live <i>within</i> one's means.	Pass <i>for</i> a clever man.
Long <i>for</i> anything.	Pass <i>on</i> (hand round, transfer), as 'Read this and pass it <i>on</i> .'
Look <i>after</i> (take care of) a person or business.	Pass <i>over</i> (make no remark upon) his subsequent conduct.
Look <i>at</i> a person or thing.	Pay (suffer) <i>for</i> one's folly.
Look <i>into</i> (closely examine) a matter.	Perish <i>by</i> the sword.
Look <i>for</i> (search for) something lost.	Perish <i>with</i> cold.
Look <i>over</i> (inspect one by one) an account.	Persevere <i>in</i> an effort.
Look <i>through</i> (glance through) a book.	Persist <i>in</i> doing something.
Look <i>to</i> (be careful about) your movement.	Pine <i>for</i> something lost.
Look <i>up</i> a reference.	Play <i>on</i> or <i>upon</i> the guitar.
Make <i>away with</i> (kill) a person.	Play (trick, joke, prank) <i>on</i> a person.
Make <i>for</i> (conduce to) happiness.	Play (trifle with, treat lightly) <i>with</i> one's health.
Make <i>for</i> (proceed in the direction of) home, the shore, etc.	Plot <i>against</i> a man.
Make <i>off</i> (run away) with stolen goods.	Plunge <i>into</i> a river, work, etc.
Make <i>up</i> (supply) deficiency.	Point <i>at</i> a person.
Make <i>up</i> (compensate), as 'make <i>up</i> for lost time'; 'We must make it <i>up</i> to (compensate) him somehow.'	Point <i>to</i> some result.
Make <i>up</i> (invent) a story.	Ponder <i>on</i> or <i>over</i> a subject.
Make some meaning <i>of</i> a thing.	Possess oneself <i>of</i> an estate.
Marry one person <i>to</i> another.	Pounce <i>on</i> or <i>upon</i> a person or thing.
Marvel <i>at</i> some <i>sight</i> or report.	Pray <i>to</i> God <i>for</i> guidance.
Match one thing <i>with</i> another.	Prefer one thing <i>to</i> another.
Meddle <i>with</i> other people's business.	Prejudice anyone <i>against</i> some person or thing.
Meditate <i>on</i> some subject.	Prepare <i>for</i> the worst.
Meet <i>with</i> a rebuff.	Prepare <i>against</i> disaster.
	Present anyone <i>with</i> a book.

Preserve <i>from</i> harm.	Remonstrate <i>with</i> a person <i>against</i> some proceeding.
Preside <i>at</i> a meeting.	Render (translate) <i>into</i> English.
Preside <i>over</i> a meeting.	Repent <i>of</i> imprudence.
Prevail <i>on</i> (persuade) a person to do something.	Repose ( <i>Intrans.</i> ) <i>on</i> a bed.
Prevail <i>against</i> or <i>over</i> an adversary.	Repose confidence <i>in</i> a person.
Prevail <i>with</i> a person (have more influence than anything else).	Reprimand a person <i>for</i> a fault.
Prevent <i>from</i> going.	Require something <i>of</i> someone.
Prey <i>upon</i> one's health (or mind).	Resolve <i>on</i> a course of action.
Pride oneself <i>on</i> a thing.	Rest <i>on</i> a couch.
Proceed <i>with</i> a business already begun.	(It) rests <i>with</i> a person to do, etc.
Proceed <i>to</i> a business not yet begun.	Result <i>from</i> a cause.
Proceed <i>from</i> one point <i>to</i> another.	Result <i>in</i> a consequence.
Proceed <i>against</i> (prosecute) a person.	Retaliate <i>on</i> an enemy.
Prohibit <i>from</i> doing something.	Revenge myself <i>of</i> someone <i>for</i> some injury.
Protect <i>from</i> harm.	Revolt <i>against</i> government.
Protest <i>against</i> injustice.	Reward a man <i>with</i> something <i>for</i> some services done.
Provide <i>for</i> one's children.	Ride <i>at</i> anchor.
Provide <i>against</i> a rainy day.	Rob a person <i>of</i> something.
Provide oneself <i>with</i> something.	Rule <i>over</i> a country.
Provoke one <i>to</i> anger.	Run <i>after</i> (eagerly follow) new fashions.
Pry <i>into</i> a secret.	Run <i>into</i> debt.
Punish anyone <i>for</i> a fault.	Run <i>over</i> (read rapidly) an account.
Purge the mind <i>of</i> false notions.	Run <i>through</i> one's money.
Quake <i>with</i> fear.	Save a person or thing <i>from</i> harm.
Qualify oneself <i>for</i> a post.	Scoff <i>at</i> religion.
Quarrel <i>with</i> someone <i>over</i> or <i>about</i> something.	Search <i>for</i> something lost.
Quote something <i>from</i> an author.	Search <i>into</i> (carefully examine) a matter.
Reason <i>with</i> a person <i>about</i> something.	See <i>about</i> (consider) a matter.
Rebel <i>against</i> authority.	See <i>into</i> (investigate) a matter.
Reckon <i>on</i> (confidently expect) something.	See <i>through</i> (understand) his meaning.
Reckon <i>with</i> (settle accounts with) a person.	See <i>to</i> (attend to) a matter.
Recompense one <i>for</i> some service.	Seek <i>after</i> or <i>for</i> happiness.
Reconcile <i>to</i> a loss.	Send <i>for</i> a doctor.
Reconciled <i>with</i> an enemy.	Sentence a man <i>to</i> imprisonment (or death).
Recover <i>from</i> an illness.	Set <i>about</i> (begin working at) a task.
Refer <i>to</i> a subject.	Set <i>down</i> (put in writing) your terms.
Reflect credit <i>on</i> a person.	Set <i>forth</i> (begin journey or expedition).
Reflect ( <i>Intrans.</i> ) <i>on</i> a man's conduct.	Set <i>in</i> , as 'A reaction set in'
Refrain <i>from</i> tears.	Set <i>out</i> (begin journey).
Rejoice <i>at</i> the success of another.	Set a person <i>over</i> (in charge of) a business.
Rejoice <i>in</i> one's own success.	Set <i>upon</i> (attack) a traveller.
Relieve one <i>of</i> a task.	Show a person <i>over</i> a house <i>into</i> a room.
Rely <i>on</i> a person or thing.	Shudder <i>at</i> cruelty.
Remind a person <i>of</i> a thing.	

Side <i>with</i> a person <i>in</i> a dispute.	Tamper <i>with</i> statistics.
Smile <i>at</i> (deride) a person's threats.	Taste <i>of</i> salt.
Smile <i>on</i> (favour) a person.	Tell <i>of</i> or <i>about</i> an event.
Snatch <i>at</i> (try to seize) a thing.	Testify <i>to</i> a fact.
Speak <i>of</i> a subject (briefly).	Think <i>of</i> or <i>about</i> anything.
Speak <i>on</i> a subject (at great length).	Think <i>over</i> (consider) a matter.
Speculate <i>in</i> shares.	Threaten anyone <i>with</i> a lawsuit.
Speculate <i>on</i> a possible future.	Throw a stone <i>at</i> anyone.
Stand <i>against</i> (resist) an enemy.	Tide <i>over</i> losses.
Stand by (support) a friend.	Touch <i>at</i> Gibraltar (ships).
Stand <i>on</i> one's dignity.	Touch <i>upon</i> (briefly allude to) a subject.
Stand <i>up for</i> (defend) something or someone.	Tower <i>over</i> everyone else.
Stare <i>at</i> a person.	Trade <i>with</i> a country <i>in</i> oranges.
Stare a person <i>in</i> the face.	Tremble <i>with</i> fear <i>at</i> a lion.
Start <i>for</i> Calcutta.	Trespass <i>against</i> rules.
Stick <i>at</i> nothing.	Trespass <i>on</i> a person's time or land.
Stick <i>to</i> his point.	Trifle <i>with</i> anyone's feelings.
Stoop <i>to</i> meanness.	Triumph <i>over</i> obstacles.
Strike <i>at</i> (aim a blow <i>at</i> ) someone.	Trust <i>in</i> a person.
Strike <i>for</i> higher pay.	Trust <i>to</i> someone's honesty.
Strike <i>on</i> a rock (of a ship).	Trust someone <i>with</i> money. ( <i>Trans.</i> )
Strike <i>up</i> (begin playing).	Turn verse <i>into</i> prose.
Struggle <i>against</i> difficulties.	Turn <i>to</i> a friend <i>for</i> help.
Subject a person <i>to</i> censure.	Turn <i>upon</i> (hinge on) evidence.
Submit <i>to</i> authority.	Upbraid a person <i>with</i> ingratitude.
Subscribe <i>to</i> a fund or a doctrine.	Urge a fact <i>on</i> one's attention.
Subsist <i>on</i> scanty food.	Venture <i>upon</i> an undertaking.
Succeed <i>to</i> a property.	Vie <i>with</i> another (person).
Succeed <i>in</i> an undertaking.	Vote <i>for</i> (in favour of) anything.
Succumb <i>to</i> difficulties.	Vote <i>against</i> a thing.
Sue <i>for</i> peace.	Wait <i>at</i> table.
Supply a thing <i>to</i> a person.	Wait <i>for</i> a person or thing.
Supply a person <i>with</i> a thing.	Wait <i>on</i> (attend) a person.
Surrender <i>to</i> the enemy.	Warn a person <i>of</i> danger or consequences.
Sympathise <i>with</i> a person <i>in</i> his troubles.	Warn a person <i>against</i> a person or thing or doing.
Take <i>after</i> (resemble) his father.	Wink <i>at</i> one's faults.
Take a person <i>for</i> a spy.	Wish <i>for</i> anything.
Take <i>off</i> (of an aeroplane leaving the ground).	Work <i>at</i> mathematics.
Take <i>to</i> (acquire the habit of) gambling.	Work <i>for</i> small pay.
Take <i>upon</i> oneself to do a thing.	Worm oneself <i>into</i> another man's confidence.
Talk <i>of</i> or <i>about</i> an event.	Wrestle <i>with</i> an adversary.
Talk <i>over</i> (discuss) a matter	Yearn <i>for</i> affection.
Talk <i>to</i> or <i>with</i> a person.	Yield <i>to</i> persuasion.

# 9

# Conjunctions

**Conjunctions** join **two words or sentences**. They have **no other function** except joining. Some Relative Adjectives, Relative Adverbs and Prepositions also do the function of joining, but they are not called conjunctions because besides joining they perform the functions of Adjectives, Adverbs and Prepositions also. Conjunctions only **join** and perform no other function.

The following are the Rules of their correct use—

## Correlative Conjunctions

### Rule 1—Correlative Conjunctions

Some conjunctions, called **Correlative Conjunctions**, are used in **pairs** only. Their use is correct only in pairs, not otherwise. The more popular pairs are these—

Either	or
Neither	nor
Both	and
Though / Although	yet
Whether	or
Not only	but also
Lest	should
No sooner	than
Scarcely / hardly	when
As much	as

As—

1. I shall **either** read **or** write a story.
2. He is **neither** strong **nor** courageous.
3. **Both** Mohan **and** Ram have passed.
4. **Though** he is poor **yet** he is honest.
5. I will go **whether** he comes **or** not.
6. He will **not only** encourage you **but also** help you.
7. Work hard **lest** you **should** fail.

8. **No sooner** had he reached the station **than** the train started.
9. It was **hardly / scarcely** ten O'clock **when** I called on him.
10. He is **as much** greedy **as** miserable.

### Rule 2—Position of Correlative Conjunctions

The above noted **Correlative Conjunctions** are not only used in pairs but the position of their use in a sentence is also governed by some rules. The basic rule of their use is that **one part** of the **Pair** is used in **one part** of the sentence and the **other part** of the pair in the **other part** of the sentence. Further, if the first part of the pair is used before a **Noun**, the second part should also be used before a **Noun**, not before a Verb, Adjective or Adverb. Likewise, if the first part is used before a Verb, Adjective or Adverb, the second part should also be used accordingly. It is a very important rule. Errors are often committed in their correct application. Sometimes even great authors commit errors in their application. For example, see this sentence—

“He gave me **not only** food **but also** shelter.” In this sentence the use of **not only** and **but also** is correct because in the first part of the sentence **not only** is used before the Noun **food**, and **but also** is used in the second part of the sentence before the Noun **shelter**. The above sentence would be **wrong** if we write it as follows—

“He **not only** gave me food **but also** shelter.” The error in this sentence is that **not only** is used before a **Verb** and **but also** before a **Noun**.

## Exercise

**Correct the use of connectives in the following sentences :**

1. He either is a fool or a knave.

2. He neither knows English nor French.
3. He can write both in Hindi and English.
4. He is though old yet he is very active.
5. I do not know he will whether help or harm you.
6. He is my friend not only but also my benefactor.
7. He drove very fast lest should miss the train.
8. No sooner did I enter the room than saw I a thief jumping out.
9. I had hardly opened my eyes when did he break the news to me.
10. He is as much honest as is he industrious.

**Hints**—(1) is either a fool or ..... ; (2) neither English nor French; (3) write in both Hindi and English; (4) though old yet very active; (5) whether he will help or harm you; (6) not only my friend but also ..... ; (7) lest he should miss ..... ; (8) than I saw a thief ..... ; (9) when he broke the news ..... ; (10) as much honest as industrious.

### Exercise

#### Correct the following sentences :

1. Either you help me otherwise I shall fail.
2. He had scarcely finished his work then he was called away.
3. No sooner did I hear the bell when I set out.
4. Start at once lest you may miss the train.
5. He is not only a coward but even a fool.
6. Neither you pay or return my goods.
7. You must come whether I write to you but not.
8. I had hardly opened my eyes then I saw him standing before me.
9. He had hardly heard the news then he wept aloud.
10. No sooner had he reached the station when the train started.
11. He was not only insulted and also deceived.
12. He is neither honest or industrious.
13. Either you return my books neither pay their cost.
14. He is both a knave but a scoundrel.

15. Although he labours very hard but he fails every time.
16. Though he is not my friend but even then I can trust him.

**Hints**—(1) or I shall fail; (2) when he was called away; (3) than I set out; (4) you should miss the train; (5) but also a fool; (6) nor return my goods; (7) or not; (8) when I saw him ..... ; (9) when he wept aloud; (10) than the train started; (11) but also deceived; (12) nor industrious; (13) or pay their cost; (14) and a scoundrel; (15) yet he fails ..... ; (16) yet I can trust him.

### Uses of Conjunctions

#### Rule 3—Either..... or / Neither ..... nor

**Either** ..... **or** and **neither** ..... **nor** can be used as **Conjunctions** and also as **Pronouns** and **Adjectives**. As **Pronouns** and **Adjectives** they are used only for **two** persons or things, but as **Conjunctions** they can be used for **two or more than two**. In other words, as **Correlative Conjunctions** they can be used for **two or more than two** persons or things. As—

1. **Neither** Ram **nor** his father, **nor** even his friend could be of any help to me.
2. **Neither** power **nor** wealth, **nor** position can hold back the march of law.
3. **Either** my father **or** my brother **or** my uncle will help me in my hour of need.
4. **Either** Kanpur **or** Lucknow **or** Agra will be good enough to settle down after retirement.

#### Rule 4—Not either ..... or

After **Not either** we should use '**or**' (not '**nor**').

1. Your friend is **not either** reasonable **or** fair. ('**nor fair**' is wrong.)
2. This book is **not either** exhaustive **or** up-to-date. ('**nor up-to-date**' is wrong.)

#### Rule 5—No / Not / Never ..... or

If in a sentence there comes **no** / **not** / **never**, and after them **a full clause**, the clause would be connected by the conjunction **or**, not **nor**. As—

1. He has **no** relation **or** friend who can support him. (not '**nor**')
2. He has **not** a relation **or** a friend who can support him. (not '**nor**')

or

He **does not** have a relation **or** a friend who can support him. (not '**nor**')

3. I **never** lived there **or** even went there before. (not '**nor**')

#### Rule 6—Until / Unless

Both these are **negative conjunctions**, therefore **no negative expression** (as **not**, **never**, etc.) should be used with them, otherwise there would be the fault of **double negatives**. Therefore, such expressions as '**unless he does not help**' or '**until he does not come**' are **wrong**. Their correct forms would be '**unless he helps**' or '**until he comes**'.

**Note**—Here it should also be remembered that **until** is a **Conjunction of time**, while **unless** is a Conjunction of **condition**. They should not be used in each other's place. As—

1. I shall wait until you come. (Showing time)
2. I shall fail unless you help me. (Showing condition)

#### Exercise

##### Correct the following sentences :

1. Either the answer given by you is right or wrong.
2. Either he is a fool or a very cunning person.
3. Either you nor your brother will have to do it.
4. Neither your wealth or your influence can save him now.
5. Neither he has worked nor slept since the morning.
6. Neither the captain or his team turned up in time.
7. Your argument neither is logical nor acceptable.
8. He is not either loyal nor faithful to me.
9. Your language is not either correct nor fluent.
10. There was no tree nor bush that could give him some shade.
11. There was not a man nor a woman that survived the flood.
12. I never met him nor even heard of him before.

13. I shall not go unless I have finished my work.
14. He did not reach the station unless the train had left.
15. I cannot solve this problem until you help me.
16. Unless you are not very careful you will get into difficulties.
17. You will not succeed unless you are not regular in your work.
18. He did not reach there unless I did not show him the way.

**Hints**—(1) is either right or wrong; (2) either a fool or a very cunning person; (3) or your brother; (4) nor your influence; (5) neither worked nor slept; (6) nor his team; (7) is neither logical nor acceptable; (8) or faithful; (9) or fluent; (10) or bush; (11) or a woman; (12) or even heard of him; (13) until; (14) until; (15) unless; (16) Unless you are very careful; (17) unless you are regular; (18) until I showed him.

#### Rule 7—Other / Rather ..... than

After **Other/rather** and most of **Comparative Degree Adjectives** the conjunction '**than**' is used. As—

1. I would **rather** go **than** stay at home.
2. I would **rather** have a car **than** a scooter.
3. I was helped by no **other than** the Principal himself.
4. He is **stronger than** you.
5. She is more beautiful **than** your sister.

#### Rule 8—Whether / If

After **whether/if** we use the Conjunctions '**or not**' or '**or no**'. As—

1. I do not know **whether** (or **if**) he has gone **or not**.
2. I doubt **whether** he will help me **or not**.
3. **Whether** he will help me **or not** is doubtful.

#### Note—

(i) If a **Negative** or an **Interrogative** sentence has to be made with **doubt** or **doubtful**, we should use the conjunction '**that**' in place of **whether / or**. As—

1. I **do not doubt that** he will help me.
2. Is it not **doubtful that** he will help you ?

- (ii) Sometimes by mistake some people use **as to** before **whether**. This is a mistake. For example, the use of **as to** in the following sentences is **wrong**—
1. I doubt **as to whether** he will help me or not.
  2. I do not know **as to whether** he is honest or not.

#### **Rule 9—The reason is / the reason why**

Some sentences begin with ‘**The reason is**’ or ‘**The reason why**’. In such sentences the clause coming after them should be connected with the conjunction ‘**that**’, not with **because**, **due to** or **owing to**. As—

1. **The reason why** he failed is **that** he did not study seriously.  
(Not ‘**because he did not study**’ or **due to / owing to he did not study**’)
2. **The reason is that** he did not study seriously. (Not, **because, due to / owing to**)

#### **Rule 10—Before**

When ‘**Before**’ is used as a **Conjunction**, it points to some **future** event or statement, but **future tense is not used with it**, even if its Principal clause is in the future tense. As—

1. The sun will set before you **reach**. (Not ‘before you will reach’)
2. He will retire before a month **has passed**.  
(Not, ‘will pass’ or ‘will have passed’)

#### **Exercise**

##### **Correct the following sentences :**

1. He would rather starve to beg.
2. I would rather die than surrender before you.
3. He should rather resign to enduring such humiliation.
4. The seminar is going to be inaugurated by no other to the Chairman himself.
5. There I saw no other except your father.
6. The agitators met none other to the Prime Minister himself.
7. He was rescued by no other over the Commandant himself.
8. He runs much faster to Mohan.
9. He would not accept anything other to this.

10. He would not accept any amount less to this.
11. He lives in a house much bigger to yours.
12. He is more careful above you in all his actions.
13. I am not sure whether he will come but not.
14. You decide finally whether you accept my offer nor not.
15. I am still undecided if I should accept this offer whether not.
16. You should not doubt whether I am your well-wisher.
17. Do you doubt whether I am your well-wisher ?
18. I have no idea as to whether he is coming or not.
19. The reason why he often comes late is because there is no regular bus service from his colony.
20. The reason of his failure is since he was not serious about his studies.
21. The train cannot arrive before we will reach.
22. He will not vacate the house before a month will have passed.

**Hints**—(1) than beg; (2) than surrender; (3) than endure; (4) than the Chairman himself; (5) than your father; (6) none other than the Prime Minister; (7) no other than the Commandant; (8) much faster than Mohan; (9) other than this; (10) less than this; (11) much bigger than yours; (12) more careful than; (13) come or not; (14) or not; (15) accept this offer or not; (16) that I am your well-wisher; (17) that I am your well-wisher; (18) whether he is coming or not; no ‘as to’ ; (19) that there is no regular bus service ; (20) that he was not serious ; (21) before we reach ; (22) before a month has passed.

#### **Rule 11—As if / As though**

Both these are **imaginary or conditional** expressions. We should, therefore, use **Past Conditional Tense** after them, not Present or Future Tense. As—

1. He behaved **as if** (or **as though**) he **were** the king.

2. He danced with joy **as if** (or **as though**) he **had won** the first prize.
3. He helped me **as though** (or **as if**) he **were** my son.

#### Rule 12—Because / in order that

We use ‘because’ to show **reason** and ‘in order that’ to show **purpose**. As—

1. He failed **because** he did not work hard.
2. He worked hard **in order that** he may secure first division.

#### Exercise

##### Correct the following sentences :

1. He behaved with me as if he was my boss.
2. I served him with all sincerity as if I am his son.
3. He jumped into the well as though he is a frog.
4. He was punished in order that he was dishonest.
5. He served me because I should help him.
6. I came so early because I may meet you.

**Hints**—(1) he were my boss; (2) I were his son; (3) he were a frog; (4) punished because he was dishonest; (5) in order that I should help him; (6) so early in order that I may meet you.

#### Rule 13—Since (showing time)

When ‘Since’ is used as a conjunction, we should use the verb in the **Present Perfect Tense before it** and in **Past Indefinite Tense after it**. As—

1. Many new developments **have taken place since I left home**.
2. **I have never seen him since his father died.**

#### Rule 14—Or (showing alternative or choice)

Conjunction ‘or’ is used to choose **one** of two or more than two things. As—

1. You can have apples **or** grapes.
2. You can go to Kanpur **or** Lucknow.
3. Go at once **or** you will be late.

#### Rule 15—While

**While** is used in **two** senses—

- (i) To show **time** or **period of time**.
- (ii) To suggest **at the same time** or **along with**.

As—

1. **While** I was in service, I never saw him.
2. **While** he lived with me, he laboured very hard.
3. **While** there is life there is hope.
4. **While** the students slept, the maid cooked the food.
5. **While** the boys sang, the girls danced.

#### Exercise

##### Correct the following sentences—

1. Two years have passed since he has left Kanpur.
2. Two hours have elapsed since he had fallen asleep.
3. Three months have been over since the result has been declared.
4. I have never visited Hyderabad since I have closed my business there.
5. You can book a room and a suite in this hotel.
6. You can go by train and bus from here.
7. Work hard and don’t join this course.
8. Are you his boss but his subordinate ?
9. I never drank when I studied in England.
10. I had to keep awake when she slept.
11. I kept busy with my studies when they played.
12. We stayed at home when it rained.

**Hints**—(1) since he left Kanpur; (2) since he fell asleep; (3) since the result was declared; (4) since I closed my business there; (5) a room or a suite; (6) by train or bus; (7) or don’t join; (8) boss or his subordinate; (9) while I studied; (10) while she slept; (11) while they played; (12) while it rained.

#### Rule 16—Because / For / Since

All these **three** words show **cause or reason**. The difference in their use is that **because** has **very great** force in it, **for** has the **least** force, and **since** comes **between** the two. As—

1. I must go **because** my mother is ill.
2. He failed **because** he did not work hard.
3. He could not catch me up **since** he was lazy.
4. He cannot be trusted **for** he takes everything casually.

**Rule 17—That**

Conjunction **that** is used in the following forms—

(a) In **Indirect Narration**

As Conjunction '**that**' is used only in **Indirect Narration**, not in Direct Narration. As—

He said **that** he was ill.

(Indirect Narration)

It is wrong to write—

He said **that** "I am ill."

(Direct Narration)

(b) '**That**' as Conjunction is **not used** in **Interrogative, Imperative, Optative or Exclamatory** clauses, whether the whole sentence is in the **Direct** or **Indirect** Narration. The use of '**that**' is **wrong** in all the following sentences—

1. He asked me **that** why I was late.
2. He asked me **that** "Why are you late?"
3. He said to the servant **that** "Bring me a glass of water."
4. He said **that** how beautiful was the scene !
5. He said **that** may God bless you !

(c) '**That**' as Conjunction is not used in clauses beginning with **Interrogative Pronouns** (**which, who, what**, etc.) or **Interrogative Adverbs** (**where, why, when, how**, etc.). The use of '**that**' in all the following sentences is **wrong**—

1. He asked **that what** the time was ?
2. He asked **that who** he was ?
3. I do not know **that when** he will come?
4. He does not know **that where** he is ?

**Note**—But if after the clauses beginning with **Interrogative Pronouns** or **Interrogative Adverbs**, there comes the **Principal clause**, the Conjunction '**that**' will be used. As—

1. I promise **that when** I come next I will bring your book.

In this sentence the use of **that** before **when** is **correct** because after the clause beginning with **when**, there comes the Principal clause "I will bring your book."

2. I know **that what** he says is not true.

In this sentence also the use of **that** before **what** is correct because after that comes the Principal clause "..... is not true."

(d) There are some Verbs (as, **believe, think, hope, presume, suppose, be afraid**) the **that-clause** coming after which has the Conjunction **that** concealed or understood. As—

1. I believe **λ** he is right. (**That** is understood at the mark **λ**)
2. I hope **λ** he is now well.
3. I am afraid **λ** he is wrong.

**Exercise****Correct the following sentences :**

1. The train was derailed for the track had been damaged.
2. The child could not sleep because it was very hot.
3. We did not go out for it was raining.
4. He was sad since he had suffered a great loss.
5. He asked that why he was going there.
6. He asked me that whether I had seen the thief running out.
7. I requested my friend that to lend me his book for a day.
8. He said that, "I shall not go to office today."
9. I hope that you are well and happy.
10. I believe that he will come.
11. I don't think that he will return your book now.
12. I am afraid that he is a cheat.
13. My idea is where he has hidden the treasure is known to you.
14. I know what you have you will never give to anyone.
15. He promises when he comes next he will return your money.

**Hints**—(1) because the track had been damaged; (2) for it was very hot; (3) since it was raining; (4) because he had suffered; (5) Drop '**that**'; (6) Drop '**that**'; (7) Drop '**that**'; (8) Drop '**that**'; (9) Drop '**that**'; (10) Drop '**that**'; (11) Drop '**that**'; (12) Drop '**that**'; (13) that where he has hidden .....; (14) that what you have .....; (15) that when he comes.....

## Functional Conjunctions

### Rule 18—Conjunctions of Comparison

The following Conjunctions show **Comparison**—

**as ..... as; not so/as .....as; than** (with Comparative Degree Adjective) As—

1. This book is **as good as** that.
2. This book is **not so (as)** good **as** that.
3. This book is **better than** that.

### Rule 19—Conjunctions of Concession

They are—

**Though, although, even if, for all, no matter, however, whatever, adjective / adverb + as.** As—

1. **Though** he is poor, he is honest.
2. **Even if** he is selfish, I will help him.
3. **For all** they say about him, he is a good man.
4. **No matter** what you say, I will go ahead.
5. **However** fast he may drive, he cannot reach in time.
6. **Whatever** be the case, he will remain my friend.
7. **Simple as** he is, he is not a fool.
8. **Roughly as** he behaves, he is not a cruel man.

### Exercise

**Correct the following sentences :**

1. He can speak so fluently as she.
2. He is not so rich so your father.
3. She cannot walk as fast so you.
4. This house is certainly bigger as that.
5. Gentle so he is, he is not credulous.
6. Rich though he is, so he is not proud.
7. Fast so he drives, he is not careless.
8. Even if he is so powerful, as he will not harm you.
9. Whatever be the matter, that we shall settle it amicably.
10. For all they say about him, yet he is a thorough gentleman.

**Hints**—(1) as fluently as she; (2) so rich as your father; (3) as fast as you; (4) bigger than that; (5) gentle as he is; (6) drop ‘so’; (7) Fast as he drives; (8) drop ‘as’; (9) drop ‘that’; (10) drop ‘yet’.

### Rule 20—Conjunctions of Condition

The following are Conjunctions of **condition**—

**If, unless, provided, provided that, in case, supposing that.**

As—

1. **If** you are honest, you will succeed.
2. **Unless** you are honest, you will not succeed.
3. You will succeed **provided** you are honest.
4. He will succeed **provided that** he deals honestly.
5. I will go alone **in case** he doesn’t come.
6. **Supposing that** he is honest, he will succeed.

### Rule 21—Conjunctions of Cause

The following Conjunctions show **cause**—

**Because, since, as, for, that, considering that, seeing that, now that, in that, in as much as, noun + that, adjective + that.**

As—

1. He failed **because** he did not study regularly.
2. **Since** it is raining, I cannot go.
3. **As** it is raining, I cannot go.
4. **Considering that** it was very cold, he did not go for swimming.
5. We started late **for** the morning was very cold.
6. I am glad **that** he has passed.
7. **Seeing that** the morning was very foggy, we started late.
8. **Now that** you have come, I can take a little rest.
9. He deserves praise **in that** he has secured first position.
10. He must suffer **in as much as** he is so lazy.
11. **A fool that** he is, he must suffer.
12. **Foolish that** his actions are, he must suffer.

### Exercise

**Fill in the blanks in the following sentences:**

1. .....you are efficient, you will be promoted.
2. .....you are efficient, you will not be promoted.

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3. You will be promoted ..... that you are efficient.
4. ..... that he is honest, he will be promoted.
5. I will do it alone ..... he does not come for my help.
6. ..... that it was very dark, we did not move out.
7. I was surprised.....he behaved so rudely.
8. An honest man ..... he is, he must be respected.
9. Now ..... your examination is over, you must return home without any delay.
10. He was fined ..... he had misbehaved with his boss.

**Hints**—(1) If; (2) Unless; (3) provided; (4) Provided / Supposing; (5) in case; (6) Considering; (7) that; (8) that; (9) that; (10) because.

#### Rule 22—Conjunctions of Time

The following are conjunctions of **Time**—

**When, while, before, after, till, until, since, as, as soon as.**

As—

1. I will go **when** you come.
2. She cooks her food **while** the child sleeps.
3. I shall get up **before** the sun rises.
4. He retired to bed **after** the show was over.
5. Wait for me **till** I return.
6. Don't go home **until** I come.
7. I have known him **since** he was a child.
8. He woke up **as** the clock struck six.
9. He got up **as soon as** he saw me.
10. I shall meet you **when** you come next.

**Note**—(1) If the **Principal Clause** is in the **Future Tense**, the sub-ordinate clauses beginning with Conjunctions of **Time** should be used in the **Simple Present** or **Present Perfect Tense** (not in **Future Tense**). For example, see sentences No. 1, 3, 10 above.

(2) The clause following **after** is usually in the **Present Perfect Tense** (not in **Simple Present**). As—

He will return **after** the train **has left**.

#### Exercise

##### Correct the following sentences :

1. We shall shift to our new house before the rains will begin.
2. He will not board the train until you will reach there.
3. I shall get ready before the bell rang.
4. We shall go together when your summer vacation began.
5. He closed the door as soon as his son arrives.
6. I shall come to you after the office had been closed.
7. He stopped writing as soon as the bell rings.
8. We shall try again when the college will open.
9. The train will start after it gives three whistles.
10. He has been in contact with me since he has been a college student.

**Hints**—(1) before the rains begin; (2) until you reach there; (3) before the bell rings; (4) when your summer vacation begins; (5) as soon as his son arrived; (6) after the office has been closed; (7) as soon as the bell rang; (8) when the college opens; (9) after it has given three whistles; (10) since he was a college student.

#### Rule 23—Use of Tense in Conditional Sentences

**Conditional or Supposition** sentences can be written in **three** tenses—

##### (a) Simple Future Tense

1. If you start early, you will reach in time.
2. If you are honest, you will be respected.

In these sentences the **Principal Clause** is in **Simple Future Tense**, while the Subordinate **Conditional Clause** is in **Present Tense** (not in **Future Tense**). As—

If you **will** start early, you **will** reach in time. This sentence is **wrong** because the conditional clause beginning with **If** is in **Future Tense**.

## (b) Simple Past Tense

1. If he **built** two houses, he **would give** you one.
2. If I **secured** first position, he **would give** me a golden watch.
3. If you **discovered** the treasure, you **would get** your share.

**Note—**

- (i) In these sentences **Past Tense** shows **Present or Future Tense**.

## (c) Past Perfect Tense

1. If I **had built** two houses, I **would have given** you one.
2. If I **had secured** first position, he **would have given** me a golden watch.
3. If you **had discovered** the treasure, you **would have got** your share.

**Note—**These sentences can also begin with '**Had**' in place of '**If**'. As—**Had I discovered** the treasure, I **would have got** my share.**Exercise****Correct the following sentences :**

1. If your conduct will be good, you will be forgiven.
2. If you will be careless about your duties, you will come to grief.
3. If you will be loyal to me, I shall stand by you.
4. If I won a lottery, I will give half the money to you.
5. If I built a market-complex, I will give you a shop free of cost.
6. If you had dived to the bottom of the ocean, you had collected many pearls.
7. Had I the wings of a dove, I will fly to you.
8. Had I crossed the British Channel, I had been a hero.
9. Had I been a graduate, I had got a good job.
10. If I had known him before, I could have learnt much from him.

**Hints—**(1) If your conduct is good; (2) If you are careless; (3) If you are loyal; (4) I would give; (5) I would give; (6) you would have

collected; (7) I would have flown; (8) I would have been a hero; (9) I would have got; (10) I would have learnt.

**Revision Exercise I****Correct the following sentences :**

1. Though he was angry but he listened to me patiently.
2. He stole for he badly needed money.
3. I did it since I was angry.
4. He both has time and money to spare.
5. Both it was cold and wet.
6. We either can have milk or tea.
7. He didn't go and she didn't go neither.
8. I didn't go and either did she.
9. While I left the house I locked it carefully.
10. When the sun rose the fog dispersed.
11. Since it grew darker it became colder.
12. Tired he was he carried my luggage on his head.
13. Some people waste food when others haven't enough to eat.
14. Either you help me otherwise I shall fail.
15. Work very hard lest you may fail.
16. You must come whether I write to you but not.
17. When he came then I was in the bathroom.
18. Don't come until you don't hear from me.
19. If you do your work honestly then everyone will trust you.
20. Don't count your chickens until they are not hatched.

**Hints—**(1) yet he listened .....; (2) because he badly needed .....; (3) because I was angry; (4) both time and money; (5) both cold and wet; (6) either milk or tea; (7) didn't go either; (8) neither did she; (9) when I left .....; (10) As the sun rose ; (11) As it grew darker; (12) Tired as he was / Tired though he was; (13) while others haven't; (14) drop '**either**'; (15) lest you should fail; (16) or not; (17) drop '**then**'; (18) until you hear from me; (19) drop '**then**'; (20) until they are hatched.

### Revision Exercise II

**Correct the following sentences :**

1. Give every man thy ear, and few thy tongue.
2. Many things have happened since I have left school.
3. You may either take this book or that.
4. I would rather suffer to yield before you.
5. When there is life there is hope.
6. When it is true of some, it is not true of all.
7. Let me know that whether you will do it or not.
8. Tell me that where he lives.
9. Do like he does.
10. It is a week since the examinations begin.
11. I will go after he will come.
12. Not only she lost her purse but also her ticket.
13. Neither his action was just nor unjust.
14. He is no other but my brother.
15. No other but your father can help you.
16. Until you are in the workshop, you cannot smoke.
17. Take care that you should fall.
18. He is rich and discontented.
19. Men must work because they may earn a living.
20. Until you work hard, you will get no success.

**Hints**—(1) but few thy tongue; (2) since I left school; (3) either this book or that; (4) than yield; (5) While there is life; (6) While it is true of some; (7) drop ‘that’; (8) drop ‘that’; (9) as he does; (10) the examinations began; (11) after he comes; (12) not only her purse but also her ticket; (13) neither just nor unjust; (14) no other than; (15) No other than your father; (16) So long as you are; (17) lest you should fall; (18) but discontented; (19) in order that they may earn; (20) unless you work hard.

### Revision Exercise III

**Fill in the blanks in the following sentences :**

1. Come ..... you please.

2. Tell me ..... you have read.
3. She writes slowly ..... neatly.
4. The jug will break ..... you drop it.
5. .....I were your friend, I would help you.
6. ..... the child was sleeping, she was knitting.
7. I am ..... tired that I cannot go.
8. Do you doubt ..... she is a good lady ?
9. I would rather resign ..... bear this kind of misconduct.
10. ..... I only knew.
11. ..... respected, he is not loved and liked.
12. He went away ..... I came.
13. Take a lamp, ..... the night is dark.
14. I shall do it ..... you like it or not.
15. Be just ..... fear not.

**Hints**—(1) if/when; (2) what; (3) but; (4) if; (5) If; (6) While; (7) so; (8) that; (9) than; (10) If; (11) Though; (12) when/before; (13) for; (14) whether; (15) and.

### Revision Exercise IV

**Explain whether the following sentences are correct or incorrect :**

1. He is as brave like you.
2. No sooner did I see the Principal when I greeted him.
3. He explained that why he could not reply in time.
4. Until you did not come, I had to wait.
5. I shall drown until you help me.
6. He got up early lest he should be late.
7. He had scarcely opened the eye when he saw a stranger standing before him.
8. Explain to me that how you lost the book.
9. I am glad why he has passed.
10. He cannot read nor write.
11. You can sleep when I work.
12. Ram is honest but Mohan is dishonest.
13. I will go when the rain will stop.
14. He is so tired as he cannot go any farther.
15. You can stay with me as long you work in Delhi.

# 10

# Verbs

## Kinds of Verbs

**Verbs** can be divided into the following **three** categories—

- (1) Transitive Verbs
- (2) Intransitive Verbs
- (3) Auxiliary Verbs / Modal Verbs

### Transitive Verbs :

“A Verb is **Transitive** if the action does not stop with the agent, but passes from the agent to something else.” **(J. C. Nesfield)**

#### I read a book.

In this sentence the sense is not complete with ‘**I read**’ only, until it is known **what I read**. The sense is complete only when we say “I read a **book**”. The action, thus, passes on to the **book**. In this way the **Person or Thing** with which the **action of the verb ends** is called its **Object**. A **Transitive Verb** must have its **Object**.

### Intransitive Verbs :

“A Verb is **Intransitive** when the action stops with the agent, and does not pass from the agent to anything else.” **(Nesfield)**

#### I sleep.

The sense of this sentence is **complete**. Its action does not pass on to any other thing. Therefore it needs no object. An **Intransitive Verb has no object**.

### Auxiliary / Modal Verbs :

Auxiliary or Modal Verbs are also called **Helping Verbs** because they help the Principal verb.

“An **Auxiliary Verb** is one which (a) **helps** to form a tense or mood of some Principal Verb, and (b) **forges** its own significance as a Principal Verb for that purpose.” **(Nesfield)**

As—

He **has** gone.

In this sentence **has** is auxiliary verb and **gone** Principal Verb. Here **has** has helped the Principal Verb in making its **Present Perfect Tense**, and in so doing it has lost its own identity as a Principal verb.

## Number of Auxiliary / Modal Verbs

Auxiliary or Modal Verbs are **27** in number. They are :

Is, was, were, am, are, will, would, shall, should, do, does, did, can, could, may, might, must, ought, has, have, had, need, dare, used, be, been, being.

These verbs (excluding **be, been, being**) are also called **Anomalous Verbs**.

## Transitive and Intransitive Verbs

Regarding **Transitive** and **Intransitive** verbs it is necessary to remember that most verbs are **neither Transitive nor Intransitive** in themselves. This distinction depends upon their use. A Transitive verb can be used as an Intransitive verb, and an Intransitive verb can be used as a Transitive verb. Therefore Wren and Martin observe :

“Most Verbs can be used both as Transitive and as Intransitive Verbs. It is, therefore, better to say that a Verb is used Transitively or Intransitively rather than that it is Transitive or Intransitive.”

### Rule 1. Transitive and Intransitive Use

As we have said above, most verbs can be used **both as Transitive and Intransitive** verbs. As—

Transitive Use	Intransitive Use
1. He <b>speaks</b> the truth.	1. He <b>speaks</b> softly.
2. I <b>feel</b> a severe pain in my backbone.	2. How does he <b>feel</b> now ?
3. He can <b>drive</b> any car.	3. He <b>drives</b> very cautiously.
4. Please <b>ring</b> the bell.	4. The bell <b>rings</b> .
5. He <b>stopped</b> the bus.	5. The bus <b>stopped</b> .
6. They <b>fought</b> the enemy back.	6. They <b>fought</b> bravely.
7. I <b>read</b> a book.	7. I <b>read</b> slowly.
8. They <b>drink</b> country liquor.	8. They never <b>drink</b> .
9. <b>Change</b> your clothes.	9. They will never <b>change</b> .
10. He <b>invited</b> you.	10. I was not <b>invited</b> .

### Exercise

**Use the following Verbs both Transitively and Intransitively :**

Eat, drink, read, write, play, drop, hear, start, break, drive, stop, love, hate, fight, smell, taste.

#### Rule 2. Intransitive Verbs used as Transitive Verbs

- (i) When an Intransitive Verb is used in the **Causal / Causative** sense (*i.e.* in **getting or causing an action done**), it becomes a Transitive verb. As :

Transitive	Intransitive
1. A bird <b>flies</b> .	1. He <b>flies</b> a kite. ( <i>i.e.</i> causes a kite to fly.)
2. He <b>drives</b> very cautiously.	2. He <b>drives</b> the cattle away from the field. ( <i>i.e.</i> causes the cattle to run away.)
3. The sportsmen <b>marched</b> in a line.	3. The captain <b>marched</b> the sportsmen in a line. ( <i>i.e.</i> caused them to march in a line.)
4. The boat <b>floated</b> .	4. I <b>floated</b> the boat. ( <i>i.e.</i> caused the boat to float.)

- (ii) Some Intransitive Verbs become Transitive with the addition of a **Preposition** with them. In that case the Preposition becomes a part of the verb and cannot be separated from it. As :

- I have carefully **gone through** (*i.e.* **read**) your representation.
- Please **look into** (*i.e.* **investigate**) the matter carefully.
- He **runs after** (*i.e.* **pursues**) money at all costs.

- All his friends **laughed at** (*i.e.* **derided**) him.
- I **ask for** (*i.e.* **request**) your kind favour.
- There is none to **look after** (*i.e.* **take care of**) him.

**Note**—Sometimes an Intransitive verb becomes Transitive with the addition of a **Preposition before it**. As :

- He will **overcome** all his difficulties.
- The river is **overflowing** its banks.
- He is bold enough to **withstand** the attack.

### Exercise

**Use the following Intransitive Verbs as Transitive Verbs :**

- Drown, sank, fell, dry, grow, burn, return, shout.

**Use the following Intransitive Verbs as Transitive Verbs by adding prepositions before or after them—**

- come, cry, go, turn, run, look, stand, draw, flow, laugh.

#### Rule 3. Transitive Verbs used Intransitively

Some **Transitive Verbs** can be used as **Intransitive verbs** under the following conditions :

- When a verb is used in such a **wide sense** that the need of using its **object** is not felt. As—
  - Men **eat** to keep alive.
  - On the battlefield soldiers have to **kill**.
- When the **Reflexive Pronoun** of the verb is kept concealed. As—
  - He **turned** (himself) to the door and bolted it.
  - Please **keep** (yourself) quiet.
  - He **drew** (himself) near her.
  - The **bubble** burst (itself).
- Some Transitive Verbs can be used as Intransitive verbs also. As—

Transitive	Intransitive
1. He <b>broke</b> the glass.	1. The glass <b>broke</b> .
2. He <b>closes</b> the shop at 8 p.m.	2. The market <b>closes</b> at 8 p.m.
3. He <b>burns</b> the dry leaves.	3. Dry leaves <b>burn</b> .
4. He <b>opens</b> the office at 10 a.m.	4. The office <b>opens</b> at 10 a.m.

### Exercise

**Use the following Transitive Verbs as Intransitive Verbs :**

Drink, learn, punish, sing, speak, reply, argue, stop, turn, start, open, grow, strike, melt, freeze.

### Auxiliary / Modal Verbs : Their Functions

As we have said above, there are in all **27 Auxiliary / Modal verbs**. They have the following **6 functions** :

#### 1. To form different Tense Forms

**Different Tenses** are formed with the help of Auxiliary verbs. As—

1. He **is** going.
2. He **will** go.
3. He **has** gone.
4. He **must** go.
5. He **had** already gone.
6. He **does** not go.

#### 2. To make Interrogative sentences

Some **Interrogative sentences** are formed with the help of Auxiliary Verbs. As—

1. **Is** he going ?
2. **Has** he gone ?
3. **Will** he go ?
4. **Can** he go ?
5. **Does** he go ?
6. **Did** he go ?
7. **Do** you go ?

#### 3. To form Question-tags and Short Answers

**Question-tags** and **short answers** are also formed with the help of Auxiliary verbs. As—

1. He plays football, doesn't he ?
2. He is a good man, isn't he ?
3. Are you going home ? Yes, I **am** / No, I **am not**.
4. Do you like this book ? Yes, I **do** / No, I **don't**.
4. They are also used to show **agreement or disagreement** with a certain statement. As—
  1. The weather is very fine. Yes, it is.
  2. The day is very hot. Yes, it is.
  3. He is a rich man. No, he isn't.
  4. He likes to read novels. Yes, he does / No, he doesn't.

**5.** Certain **ideas** are also expressed by using them. As—

1. He **may** come. (Possibility)
2. He **can** help you. (Ability)
3. He **must** come in time. (Obligatory)
4. He **has** to remain at home. (Obligatory)
5. I **have** got a good house. (Possession)
6. He **does** not know. (Negative)

**6.** **Negative Verbs** are also formed with their help. As—

1. He **does** not go. ('He goes not' is wrong.)
2. He **did** not laugh. ('He laughed not' is wrong.)

### Uses of Auxiliary Verbs

**Verbs "to be" : am, is, are, was, were**

#### Rule 1. Is and am

Both these are **Singular Verbs** of the **Present Tense**, but 'is' is used with the **Third Person** and 'am' with the **First Person**. Therefore we cannot use **am** with **He** or **is** with **I**. As—

1. **He / she** is a student.
2. **Ram** **is** a lawyer.
3. **I** **am** a student.
4. **I** **am** a lawyer.

#### Rule 2. As Intransitive Verbs without Predicate/ Complement

**Structure—Subject + Verb 'to be'**

Such sentences show the **existence** of a person or thing. As—

1. God **is**. = God exists.
2. Stars **are**. = Stars exist.

#### Rule 3. As Intransitive Verbs with Predicate / Complement

**Structure—Subject + Verb 'to be' + Complement**

In these sentences verb 'to be' (is, am, are, was, were) must be followed by a **Complement (Noun/Pronoun/Adjective/Adverb)**.

The sentence would be incomplete without the complement. As—

1. He **is** a **gentleman**. (Complement 'Noun')
2. You **are** a **sportsman**. (Complement 'Noun')
3. This book **is** **mine**. (Complement 'Pronoun')

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4. The weather **is fine**. (Complement ‘Adjective’)
5. He **was there**. (Complement ‘Adverb’)
6. He **is inside**. (Complement ‘Adverb’)
7. They **were happy**. (Complement ‘Adjective’)

#### **Rule 4. Subject + Verb ‘to be’ + Infinitive**

The structure of some sentences is as follows—

**Subject + is / am / was / were / are + Infinitive (Present or Perfect) As :**

1. He **is to come** tomorrow.
2. I **am to leave** tomorrow.
3. They **are to assemble** here.
4. They **were to play** a match here.
5. You **are to see** me tomorrow.
6. He **was to have come** only yesterday.

#### **Rule 5. It + is / was + adjective / infinitive / gerund / clause**

Some sentences have the structure as noted above. As—

1. It **is easy to reach** there.
2. It **was to happen**.
3. It **is foolish talking** like this.
4. It **is good** that he **reached in time**.

#### **Rule 6. Subject + Verb to be + Principal Verb + ‘ing’**

The **continuous** form of every tense is made with the help of **verb to be**. As—

1. He **is reading**.
2. He **was reading**.
3. He **will be reading**.
4. They **are going**.
5. They **were going**.
6. I **am going**.

#### **Rule 7. Passive Voice** is also made with the help of **Verb to be**. As—

1. The servant **was called**.
2. The servant **is being called**.
3. He **was invited**.
4. They **were invited**.
5. I **am invited**.

#### **Rule 8. Subject + was / were + Perfect infinitive**

Some sentences have the above structure. These sentences express the sense that a

certain work was to have been completed in the past, but this could not be done.

1. They **were to have left** yesterday but had to postpone their departure for a week.
2. He **was to have been promoted** only last year but that could not be done.

#### **Rule 9. Making of Interrogative sentences**

Some **Interrogative sentences** are also made with the help of **Verbs to be**. An Interrogative sentence begins with a **Verb to be** and then comes its **Subject**. As—

1. **Is he** a good man ?
2. **Are you** going ?
3. **Was he** absent ?
4. **Am I** a fool ?
5. **Were they** invited ?

#### **Rule 10. Were for supposition or impossible desire**

Some sentences begin with “**were**”. These sentences express just **imaginary** or **impossible** wishes. These sentences have the following structure.

**Were + Subject + Complement / Predicate**

**As :**

1. Were I a king !
2. Were I a bird !
3. Were she young !
4. Were I there !

**Note**— Such sentences are also correct in the following structure :

**If + Subject + Were + Complement / Predicate**

**As :**

1. If I were a king !
2. If I were a bird !
3. If she were young !
4. If I were there !

#### **Exercise**

Make ten sentences on the pattern of each of the following sentences :

1. He is a teacher.
2. This house is mine.
3. He is to attend the meeting.
4. It is foolish waiting for him.

5. He was required to explain the case.
6. He was to have attended the meeting yesterday.
7. He was to have been nominated a member of the Commission last year.
8. Were I the President of India !
9. If I were on the moon !
10. Is he well attended ?

### **Exercise**

#### **Choose the correct alternative :**

1. Has / have he already gone ?
2. Are / am we fools ?
3. The day was / were extremely hot.
4. They are / were to attend the meeting in the afternoon.
5. He was / were to have met me here.
6. It is / were good that he called on you.
7. He be / was turned back.
8. He is / was to have left India only last month.
9. I am / was to leave for home just now.
10. If I was / were a great scientist !
11. Was / were she an Indian citizen !
12. Ram or Shyam was / were expected to help you.
13. Let him be /is permitted to bring his goods.
14. That were / was to be !

**Hints**—(1) Has; (2) Are; (3) was; (4) are; (5) was; (6) is; (7) was; (8) was; (9) am; (10) were; (11) were; (12) was; (13) be; (14) was.

### **Have = have / has / had**

#### **Rule 1. Formation of Perfect Tenses**

The **Perfect forms** of all the Tenses (**Present, Past and Future**) are made with the help of **has / have / had**. These sentences have the following structure :

#### **Subject + have / has / had + Past Participle**

**As :**

1. I have finished my work.
2. He has gone.
3. They have finished their work.
4. He had gone to Kanpur by that time.
5. You had already taken your book.

**Note**—It should be remembered in this connection that ‘have’ is used with **I, you, We** and **Third Person Plural** in the **Present Tense**, ‘has’ with **Third Person Singular** in the **Present Tense**, and ‘had’ with **all Persons (First, Second, and Third)** in the **Past Tense** in both **Singular and Plural Numbers**.

#### **Rule 2. Present Perfect + Expressions of Time**

Care should be taken not to use any phrase or expression suggestive of Past Tense while writing a sentence in the Present Perfect Tense.

Some popular phrases expressive of **Past Tense** are these :

**Yesterday, last evening, / night / week / month / year / summer / winter, the other day, a little while ago, a moment / minute ago, a few moments / minutes / days / months / years / ago, etc.**

The use of such phrases / expressions with the Present Perfect Tense would make a funny mingling of the Present and Past Tenses, which must be avoided. The only expression that can be used with the Present Perfect Tense is ‘**just now**’.

Therefore **never make** sentences such as these :

1. I have come **yesterday**.
2. I have passed M.A. **last year**.
3. He has left a **few minutes ago**.
4. He has met me **last winter**.

The use of ‘expressions of time’ in all these sentences is wrong. If these expressions have to be used, the verb should be used in the **Simple Past Tense**. As :

1. I **came** yesterday.
2. I **passed** M.A. last year.
3. He **left** a few minutes ago.
4. He **met** me last winter.

The use of ‘**just now**’ is correct. As :

1. I have come **just now**.
2. He has left **just now**.

#### **Rule 3. Present Perfect + Adverbial/ Prepositional phrase**

Some sentences of the Present Perfect Tense are so constructed that with the help of an

**Adverbial or a Prepositional phrase** the **Past** is connected with the **Present**. In other words, they show an action that started in the Past and continues to the Present moment. Some popular Adverbial or Prepositional phrases that show this continuity are these :

Since, for, yet, just, already, ever, never, often, several times, today, lately, recently, so far, until now, upto the present, this day / week / month, etc.

Their structure is like this :

**Subject + have / has + Past Participle + Adverbial / Prepositional phrase**

As :

1. I **have not seen** him **since** July.
2. I **have lived** in Canada **for** many years.
3. He **has not yet come**.
4. He **has recently built** a new house.

**Note**—The following **Adverbs of Time** are always used with the **Present Perfect Tense**, **not with the Simple Past Tense** :

**Already, yet, since, upto now, so far**

As :

1. He **has already gone** home.  
(Not, ‘already went home’)
2. You **have not done** any work so far.  
(Not, ‘did not do any work so far’)

#### Rule 4. Perfect continuous Tense

The **Perfect continuous form** of every Tense is also formed with the help of **have / has / had**. Their structure is as follows :

**Subject + have / has / had / will have / shall have + been + Present Participle + Time Phrase**

As :

1. I **have been living** in this house **since** 1990.
2. He **has been living** in this house **for** many years.
3. He **had been living** in this house **for** many years **before** he **built** his own house.
4. He **will have been living** in this house **for** five years **by now**.

#### Rule 5. Past Perfect Tense

The sentences written in **Past Perfect Tense** have two parts—one part written in the **Past**

**Tense**, and the other part in the **Past of the Past Tense**. That is, these sentences indicate the occurrence of **two actions at two points of time** in the Past. In these sentences one action takes place in the **near Past** and the other in the **distant Past**. The action that occurs in the near Past is written in **Simple Past Tense** and that occurring in distant past is written in **Past Perfect Tense**. These two parts of the sentence are **joined** with one of the following **Conjunctions**—**When, before, after**.

As :

The train **had left** **before** I **reached** the station.

In this sentence the action of the ‘train leaving the station’ is earlier in point of time and therefore written in the **Past Perfect Tense**, and the action of ‘my reaching the station’ is later in point of time and therefore written in **Simple Past Tense**.

Similarly :

1. The patient **had died** **before** the doctor **reached**.
2. He **had left** Kanpur **before** I **reached** there.
3. The fire **had engulfed** the house **before** the fire-brigade **arrived** there.

**Note**—Some sentences in the Past Perfect Tense can also be constructed thus :

1. He **had already spent** the whole money.
2. He **had given** the message much earlier.

#### Exercise

Correct the following sentences :

1. I already finished my work.
2. He gone to Kanpur.
3. I have met my friend yesterday.
4. I have resigned from my post about a month ago.
5. He not written to me for several months.
6. I served as a teacher for many years.
7. Ram already completed his work.
8. He has been working in this factory from 1990.
9. He has been writing a novel since many months.

10. They have not been living together from July last.
11. The police has arrested the militant before the crowd gathered there.
12. The crowd dispersed before the police had reached there.
13. I had reached the station after the train left.
14. The match finished before the rain started.
15. The clock had struck twelve after I reached there.

**Hints**—(1) have already finished; (2) has gone; (3) met; (4) resigned; (5) has not written; (6) have served; (7) has already completed; (8) since 1990; (9) for many months; (10) since July; (11) had arrested; (12) had dispersed...reached; (13) reached the station...train had left; (14) had finished... started; (15) struck twelve...had reached.

#### Rule 6. Subject + have / has / had + Infinitive or

##### Subject + have/has/had got + Infinitive

Some sentences are constructed as above. These sentences express the idea of **necessity, compulsion or obligation**.

As :

1. He has to obey me. He has got to obey me.
2. He has to borrow money. He has got to borrow money.
3. He had to borrow money.
4. They will have to follow me.

**Note**—The **Negative** of the above sentences is formed thus :

(i) **Subject + have/has/had + not + Infinitive**

or

(ii) **Subject + do / does / did + not have + Infinitive**

As :

1. He has not to obey me.
2. He does not have to borrow money.
3. They do not have to follow me.
4. I do not have to follow you.

#### Rule 7. Causative use of 'Have' : Subject + have + Object + Past Participle

In some sentences the subject does not act himself : he gets the work done by others. Such sentences are constructed as below with the help of **have / has / had** used causatively :

##### Subject + have / has / had + Object + Past Participle

As :

1. I **had** him **punished** for his fault.
2. He **has** a house **built**.
3. I **have** my essay **corrected**.
4. I **shall have** my letter **typed**.
5. They **can have** their furniture **repaired**.

**Note**—In the above construction **get / got** can also be used in place of **have, has, had**. As :

1. I **got** him punished.
2. I **shall get** my essay **corrected**.
3. He **gets** his furniture **repaired** every year.
4. I **am getting** my house **whitewashed**.

#### Rule 8. 'Have' showing possession

**Have / has / had** are also used to show 'Possession' in the following form :

##### Subject + have / has / had + Noun

##### Subject + have / has / had got + Noun

As :

1. I **have** a book.
2. He **has** a pen.
3. They **have** a **big house**.
4. I **had** a good **friend**.
5. I **will have** a **house** very soon.
6. I **have got** a new **book**.
7. They **had got** many good **chances**.

**Note**—(i) The use of **got** before **have / has / had** increases **emphasis**.

(ii) Such sentences also show **relationship**.

As :

1. A chair **has** four **legs**.
2. I **have** two **brothers**.
3. A cow **has** two **horns**.
- (iii) They also express the idea of **take / give / enjoy / experience**.
  1. I **have** my **breakfast** at 8 a.m.
  2. He **had** his **bath** very early in the morning.

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3. I **have** two years' **experience** of working in the field.
  4. We **had** a good **day**.
  5. I **have** some **friends** there.
- (iv) When 'have' means **give / take / do**, it can be used in **Present Continuous Tense** also. As :
1. We **are having** a party today.
  2. They **are having** very difficult times these days.

But we should not write such sentences :

1. I **am having** a book.
2. She **is having** a small baby.
3. This book **is having** six chapters.

### **Exercise**

**Correct the following sentences :**

1. You have get to carry out my orders.
2. You have to carried out my orders.
3. He had to changed his programme.
4. He does not had to change his programme.
5. He did not has to change his programme.
6. I had him reward for good work.
7. I can had you rewarded for good work.
8. He can has me transferred from here.
9. He can got me transferred from here.
10. I am getting my scooter paint blue.
11. He is having a son.
12. My house is having four rooms.
13. He was hading a meeting.
14. The cow have two horns.
15. He having many good friends.

**Hints**—(1) got; (2) to carry; (3) to change; (4) have to change; (5) did not have; (6) rewarded; (7) can have; (8) can have; (9) can get; (10) painted blue; (11) has a son; (12) has; (13) was having; (14) has; (15) has.

### **Rule 9. Negative Sentences with 'Have'**

Negative sentences with have / has / had can be framed in the following **two patterns** :

- (i) **Subject + have / has / had + no + Noun**  
or

**Subject + have / has / had + not any + Noun**

**As :**

1. I **have no** house.
  2. He **has no** house.
  3. You **had no** house.
  4. I **have not (haven't)** any **house**.
  5. He **has not (hasn't)** any **house**.
  6. They **had not (hadn't)** any **house**.
- (ii) **Subject + do / does / did + not + have + Noun**

**As :**

1. I **do not have** any pen.
2. He **does not / did not have** any pen.
3. They **do not / did not have** any friend.

**Note**—Remember that after **do not / does not / did not** we always use 'have' (not has or had) whether the subject is **Singular or Plural**, or of **any Person**.

### **Rule 10. Interrogative sentences with 'Have'**

Interrogative sentences are formed in **two ways** with the help of **have / has / had** :

- (i) **Have / has / had + Subject + remaining words**

**As :**

1. Have you (got) a pen ?
2. Has he (got) a pen ?
3. Had they (got) a house ?

- (ii) **Do / does / did + Subject + have + remaining words**

**As :**

1. **Do I have** a big house ?
2. **Does he have** a big house ?
3. **Do they have** no house ?
4. **Did you have** a big house there ?

**Note**—As we have said above, we always use 'have' (not has or had) after **do / does / did** with every kind of subject.

### **Exercise**

**Correct the following sentences :**

1. I have no any friend.
2. I don't have no friend.
3. He don't have any friend.
4. He doesn't has any friend.
5. Have you no any house ?

6. Have I a house ?
7. Have you get a new scooter ?
8. Did he had a new scooter ?
9. Do he has a new scooter ?
10. Does he have no any new scooter ?
11. He will not has any prize ?
12. Will he not got any prize ?

**Hints**—(1) drop ‘any’; (2) ‘any’ in place of ‘no’; (3) doesn’t have; (4) doesn’t have; (5) drop ‘any’; (6) got a house; (7) got; (8) Did he have; (9) Does he have; (10) drop ‘no’; (11) have; (12) get.

#### Rule 11. Past Perfect + Infinitive

There are some verbs which, if used in **Past Perfect Tense**, would indicate **incompletion of action**. These verbs express **hope, wish, desire, imagination**. They are :

**Wish, hope, want, expect, intend, suppose, think.**

Also remember that an **Infinitive** is used after the **Past Perfect form** of these Verbs.

As :

1. **I had expected to find** him here.  
(But could not find him here.)
2. **She had hoped to pass** in the first division.
3. **I had wished to buy** a new car.

**Note**—In place of **simple Infinitives** can also be used **Perfect Infinitives** :

As :

1. I had expected **to have found** him here.
2. She had hoped **to have passed** in the first division.
3. I had wished **to have bought** a new car.

#### Rule 12. Have had, has had, had had, will have had

Sometimes **have had, has had or had had** are used together. First time they are used as **Auxiliary Verbs** and second time as **Finite Verbs**. As :

1. **I have had** my breakfast.
2. **She has had** her breakfast.
3. **She had had** her breakfast very early.
4. **He will have had** his breakfast by now.

**Rule 13.** Sometimes **Had** is also used to express **condition, wish or imagination**.

As :

1. **Had** I been a king !
2. **Had** I seen the Olympic games !
3. **Had** I won a lottery !
4. He behaved as if he **had been** my master.

#### Rule 14. Has been + Noun / Noun with Preposition

These sentences show that some action **started in the Past** and also **ended in the Past**, and is **not continuing in the Present**.

As :

1. I have been a Professor.  
(i.e. I am not a Professor now.)
2. I have been to England.  
(i.e. I am not there now.)
3. He has been a sportsman.

#### Rule 15. Go = Lose

Sometimes ‘**Go**’ is used in the sense of ‘**Lose**’. In that case we should write **is gone / was gone** or **is lost / was lost**, but not **has / had gone** or **lost**.

As :

1. My suitcase **is lost / is gone**.
2. My suitcase **was lost / was gone** in the train.

#### Exercise

**Correct the following sentences :**

1. I had expected to meeting you at the club.
2. We had supposed getting a house easily.
3. You had intended to starting a new business.
4. I had supposed to have find him at the club.
5. You had hoped to have win the prize.
6. You have have your chance.
7. She had have her dinner late in the night.
8. I will had my turn by now.
9. Have I secured first position in the merit list !
10. Have he one more friend like you !
11. She has being a film-heroine.
12. I have be a member of this club.
13. My purse has gone.
14. My chance had lost.

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**Hints**—(1) to meet; (2) to get; (3) to start; (4) to have found; (5) to have won; (6) have had; (7) had had; (8) will have had; (9) Had I secured; (10) Had he; (11) has been; (12) have been; (13) is gone; (14) was lost.

### May / Might

#### Rule 1. May

**May** expresses two ideas :

1. To give or take **permission**
2. To express **Possibility / Probability** or **Doubt**

**For taking permission : May + Subject + Verb in the Present Tense**

As :

1. **May** I come in, sir ?
2. **May** I sit on this chair ?

**For giving Permission/expressing Possibility or Doubt.**

**Subject + may + Verb in the Present Tense**

1. You **may** come in. (Permission)
2. You **may** sit on this chair. (Permission)
3. It **may** rain. (Possibility)
4. He **may** be late. (Doubt)

**Note**—We can also use **can** in place of **May** for giving or taking permission.

#### Rule 2. Might

**Might** is the Past Tense of **May**. It is used to express **very little possibility** or **much doubt**. In **May** there is normal possibility or doubt, but in **Might** the possibility is very little or doubt very much. Its **structure** is :

**Subject + might + Verb in the Present Tense**

As :

1. It **might** rain. (very little possibility)
2. He **might** come today.
3. He **might** pass.
4. He **might** change his mind.

#### Rule 3. Might in Interrogative Sentences

**Might** shows **more courtesy** than **May**. This courtesy goes to the extent of doubt and hesitation. Such sentences are always written in **Interrogative form** and begin with **Might**. Their structure is :

**Might + Subject + Verb + Object / Other words**

As :

1. **Might** I use your pen, please ?
2. **Might** I borrow your pen for an hour ?
3. **Might** I go now ?

**Note**—**Might** can be used to show more courtesy in giving permission also.

As :

You **might** go now.

### Exercise

**Correct the following sentences :**

1. May we played here, uncle ?
2. Yes, you may be played.
3. He may be come by the next train.
4. You may win the prize, though the chances are very few.
5. Might I sat by your side ?
6. Might I be stay with you for a night ?
7. Yes, you might stayed.
8. He will may change his route.

**Hints**—(1) play; (2) may play; (3) may come; (4) might win; (5) Might I sit; (6) Might I stay; (7) stay; (8) drop ‘will’.

#### Rule 4. May for Purpose or Wish

**May** is used to express **purpose** or **wish** also:

As :

1. **May** you live long ! (Wish)
2. **May** God help you ! (Wish)
3. I came so early that I **may** find you at home. (Purpose)
4. Workhard so that you **may** pass. (Purpose)

#### Rule 5. May + Perfect Infinitive

In some sentences **May** is used with **Perfect Infinitive** or **Past Participle**. These sentences express the idea that there was much possibility of an action being completed in the past, but whether the action was really completed or not is not known. The structure of such sentences is this :

**Subject + may + Perfect Infinitive** ('to' of the Infinitive remaining concealed)

or

**Subject + may + have + Past Participle**

**As :**

1. He **may** have submitted his application.
2. He **may** have given him some help.

#### Rule 6. Might + Perfect Infinitive

These sentences show that there was much possibility of an action to have been completed in the past, but it could not be. Their structure is :

**Subject + might + Perfect Infinitive  
or**

**Subject + might + have + Past Participle**

**As :**

1. The robber **might** have killed him.  
(He escaped being killed.)
2. He **might** have robbed me.
3. The thief **might** have escaped from the police custody.

#### Rule 7. Might in Indirect Narration

While converting a sentence from Direct into Indirect Narration, **May** is changed into **Might** if the Reporting Verb is in the Past Tense.

**As :**

He said, "My father **may** come today."

He said that his father **might** come that day.

#### Rule 8. Might for Dissatisfaction or Reproach

**Might** is also used to express the sense of dissatisfaction or reproach towards a person for not doing his work satisfactorily or to his full capacity. As :

1. You **might** pay a little more attention to your studies.
2. You **might** come a little earlier.

#### Exercise

**Correct the following sentences :**

1. The roof **may** have fallen.
2. There **may** have been a serious accident.
3. Might he live long !
4. He **might** prove a good friend.
5. He said that the college **may** be closed for two days.
6. I replied that his suspicion **may** be true.
7. You **may** be a little more serious in your studies.
8. You **may** reply a little more politely.

**Hints**—(1) might; (2) might; (3) May; (4) may;  
(5) might; (6) might; (7) might; (8) might.

#### Can / Could

#### Rule 1. Can / Could for Power, Ability or Capacity

**Can / Could** express someone's **Power, Ability or Capacity**. The structure of such sentences is this :

- (i) **Subject + Can + Verb in the Present Tense**

**As :**

1. He **can** read.
2. You **can** play.
3. She **can** sing.

(ii) **Negative Sentences** will be formed thus :

1. He **cannot / can't** read.
2. You **cannot / can't** play.
3. She **cannot / can't** sing.

- (iii) **Subject + could + Verb in the Present Tense**

**Could** is the **Past Tense of Can**. It expresses the idea that someone had the **power, ability or capacity** in the past. As :

1. He **could** read.
2. You **could** play.
3. She **could** sing.

- (iv) **Negative Form :**

1. He **could not / couldn't** read.
2. You **could not / couldn't** play.
3. She **could not / couldn't** sing.

#### Rule 2. Can / Cannot

**Can** or **cannot** expresses the idea of a possibility **being or not being** there.

1. It **can** rain today. It **cannot / can't** rain today.
2. He **can** win the prize. He **cannot** win the prize.
3. He **can** lose the game. He **cannot** lose the game.

#### Rule 3. Can / Could

**Can/Could** are also used for taking or giving permission like **May / Might**. In American English **can / could** are more popular. As :

1. **Can** I go now ?
2. Yes, you **can** go. No, you **cannot** go.

**Rule 4.** **Can't** expresses the sense of **negation (no)** :

1. You **can't** meet her.
2. You **cannot / can't** enter the premises.

**Rule 5.** **Can / Could** for forming **Interrogative sentences**

**Can/Could** are also used for making **Interrogative sentences**. Their structure is :

**Can / Could + Subject + Verb in the Present Tense**

1. **Can** you help me ?
2. **Can** a horse swim ?
3. **Can** he speak French ?

**Could** is used for extreme courtesy.

1. **Could** you lend me your pen ?
2. **Could** you give me a lift by your car ?

**Rule 6. Can / Could in Indirect speech**

**Can** becomes **Could** in **Indirect Narration** when the Reporting Verb is in Past Tense.

**As :**

1. He asked me, “**Can** you help me ? (Direct)  
He asked me if I **could** help him. (Indirect)
2. He said, “**I cannot** go there.” (Direct)  
He said that he **could** not go there. (Indirect)

### **Exercise**

**Choose the correct alternative from the bold letters :**

1. Can you read ? No, I **couldn't / can't**.
2. Can this happen ? **Yes / no**, it can.
3. Can this happen ? No, it **can / can't**.
4. Can you **lift / lifted** this box ?
5. Could you **lift / lifted** this box ?
6. He said that he **can / could** carry the luggage.
7. He said, “**I cannot / could not** reach in time.”

**Hints**—(1) Can't; (2) Yes; (3) can't; (4) lift; (5) lift; (6) could; (7) cannot.

**Rule 7. Can have + Past Participle**

This structure expresses the idea of **possibility** or **uncertainty** about an action to have been done in the **Past**. **Can have** has the same sense as **may have**. Its **structure** is :

**Subject + can have + Past Participle**

**As :**

1. He **can have reached** by now.  
("He **may have reached** by now" has also the same meaning.)
2. He **can have heard** the news.
3. He **can have sold** the horse.

**Rule 8. Could + have + Past Participle / Perfect Infinitive**

Sentences of this structure show that someone or something had the power or ability to do a certain work, but still he could not do it. **As :**

1. He **could have passed** the examination.  
(But he could not.)
2. You **could have reached** in time.  
(But could not.)
3. He **could have avoided** the accident.

**Rule 9. Can in the Negative sense**

**Can** is used in **Negative** (as **cannot**) or **Interrogative** sentences, but **May** is used in **Affirmative** sentences only.

1. **Can** he come ? ('**May** he come ?' is wrong.)
2. No, he **cannot** come. ('**may not come**' is wrong.)
3. He **may** come.
4. **Can** this happen ?
5. No, this **cannot** happen.

### **Exercise**

**Correct the following sentences :**

1. He can have leave the office by now.
2. He can have reach Kanpur this morning.
3. He could be passed the test easily.
4. His life have been saved.
5. He may not solve this problem.
6. May he cross the river ?
7. May you challenge a tiger ?
8. No, he may not cross the river.

**Hints**—(1) left; (2) reached; (3) could have passed; (4) could have been saved; (5) cannot; (6) Can he cross; (7) Can you challenge; (8) cannot cross.

## Shall / Should Will / Would

### **Rule 1. I / We + shall**

For Ordinary Future Tense **shall** is used with **First Person Pronoun (I / We)**. As :

1. **I shall** do it.
2. **We shall** do it.
3. **I shall** go to office.
4. **We shall** go by bus.

**Note**—But these days the use of ‘will’ with all persons is becoming popular.

### **Rule 2. You / Third Person + will**

**Second and Third Persons (you/he/they)** take ‘will’ to express **Ordinary Future Tense**.

**As :**

1. **You will** go tomorrow.
2. **They will** not do it.

### **Rule 3. Shall with Second / Third Persons**

**Second and Third Persons** take **shall** to express **command, promise and threat** in the Future Tense. As :

1. **He shall** not do it again.
2. **You shall** get your share.
3. **He shall** be punished for his misbehaviour.

**Note**—These days ‘will’ is being used in place of ‘shall’ in such sentences also.

### **Rule 4. Shall with Second and Third Persons for Permission**

‘Shall’ is used with **Second and Third Persons** to obtain **Permission**.

1. **Shall** I lock the gate ?  
(i.e. Do I have your permission to lock the gate ?)
2. **Shall** I bring my father tomorrow ?  
(i.e. Do I have your permission to bring my father tomorrow ?)
3. **Shall** he be allowed to go ?  
(i.e. Will he have your permission to go?)

### **Rule 5. Use of Will**

**Will** is used in the following cases also :

- (1) With **First Person (I / We)** to express determination :

1. I **will** keep my promise.

2. I **will** never be late now.

3. We **will** fight to the end.

### (2) To express **possibility or probability** :

1. He **will** need a bigger house.
2. He **will** not reach in time.
3. That **will** be my letter.
4. You **will** get through.

### (3) For **invitation, request or favour** :

1. **Will** you have tea with me ?
2. **Will** you lend me your pen for a minute ?
3. **Will** you not support me ?

**Note**—In the above sentences in place of ‘Will’ we can also use **would, woudn’t, or would you mind**. As :

1. **Would** you have tea with me ?
  2. **Wouldn’t / won’t** you have tea with me ?
  3. **Would you mind** having tea with me ?
- Remember that ‘would’ shows more courtesy.
- ### (4) To indicate some **characteristic habit** :
1. He **will** only talk about his sons.
  2. He **will** play upon his guitar till midnight.

### **Exercise**

#### **Choose the correct alternative :**

1. We **will** / **shall** go tomorrow.
2. They **shall** / **will** do it willingly.
3. He **will** / **shall** obey me.
4. He **will** / **shall** have to obey me.
5. I **shall** / **will** have to obey him.
6. He **shall** / **will** not disobey me any longer now.
7. I **will** / **shall** have my pound of flesh.
8. He **will** / **shall** not be allowed to remain here now.
9. **Will/shall** he attend the office tomorrow?
10. **Shall / will** I see you tomorrow ?
11. I **shall** / **will** do my best for you.
12. **Will / would** you mind going on a picnic with us.

**Hints**—(1) shall; (2) will; (3) will; (4) shall; (5) will; (6) shall; (7) will; (8) shall; (9) Will; (10) Shall; (11) will; (12) Would.

**Rule 6. Will have + Past Participle**

**Will have + Past Participle** express **possibility** or **likelihood** of an action having taken place in the Past. As :

1. The train **will have crossed** Allahabad.
2. He **will have left** the office by now.

**Rule 7. Would have + Past Participle**

**Would have + Past Participle** express the idea of a work that **could not be completed** in the Past. As :

1. If he had worked a little harder, he **would have secured** first division.
2. Had he come a few days earlier, he **would have seen** his mother.

**Rule 8. 'Would'** also expresses the idea that a certain action **occurred occasionally** in the Past. As :

1. He **would** often spend his evenings in the club.
2. He **would** often go for swimming.

**Rule 9. Would rather / Would sooner**

These phrases express **Preference**.

1. I **would rather** remain at home.
2. I **would rather** break than bend.
3. I **would sooner** give up my claim.

**Rule 10. 'Should'** expresses the sense of **Duty, goodwill, and desirability or propriety** of some **thought** or **action**. As :

1. We **should** be kind to the animals.
2. You **should** serve your parents.
3. You **should** not come late.
4. He **should** be more reasonable.

**Rule 11. 'Should'** also expresses the sense of **Advice or Opinion**. As :

1. You **should** regularly go for the morning walk.
2. You **should** not read in dim light.

**Rule 12. Will / Would / Should**

They express the sense of **guess, assumption or probability**. As :

1. She **should** be in class IV.
2. She **would** be around sixteen years of age.
3. I see a boy coming. He **will / would / should** be my class-mate.

**Rule 13. Should have + Past Participle**

**Should have + Past Participle** express the sense that some **person** or **thing could not complete its allotted task** in the Past. As :

1. They **should have built** their own house.
2. He **should have completed** his work before going home.
3. The tree **should have borne** fruit by now.

**Rule 14. Should** sometimes expresses the sense of '**If**'. As :

1. **Should** you come in time, I would give you a prize.
2. **Should** I seek his help, he would certainly help me.

**Exercise****Choose the correct alternative :**

1. The match **will / would** have been over by now.
2. The match **will / would** have been over by now if it had not rained.
3. He **will / would** have been the manager of the factory if he had not offended the chairman.
4. He **will / would** often be found sitting all alone on the sea-shore.
5. I **will / would** rather resign than bear this insult.
6. I **will / would** sooner vacate this house than quarrel with the landlord.
7. We **would / should** be more considerate to the poor and needy.
8. She **should / would** be major next year.
9. **Would / should** you apply next time, I would consider your claim.
10. He **would / should** have taken more interest in his business.

**Hints**—(1) will; (2) would; (3) would; (4) would; (5) would; (6) would; (7) should; (8) should; (9) Should; (10) should.

**Rule 15. Shall/Will changed into should / would in Indirect Narration**

While converting a sentence from **Direct to Indirect Narration**, 'shall' becomes 'should' and 'will' becomes 'would'.

1. He said, "I shall do it willingly." (Direct)  
He said that he **should** do it willingly.  
(Indirect)
2. You said, "You will not go there."  
(Direct)  
You said that you **would** not go there.  
(Indirect)

**Rule 16.** **Shall / Should, Will / Would** help in making Interrogative sentences. Their structure is :

**Shall / Should / Will / Would + Subject + Verb in the Present Tense**

As :

1. **Shall** we go now ?
2. **Shall** I be allowed to go now ?
3. **Will** he come today ?
4. **Would** you now go ?

**Rule 17. Would like / Should like**

'Should like' is used with **First Person (I / We)** and 'would like' with **Second and Third Persons**. Their structure is :

**Subject + would like/should like + Infinitive**

As :

1. **I should like** to know your future plan.
2. **He would like** to know your future plan.

**Note**—(i) In colloquial and American English '**would like**' can be used in place of '**should like**'.

(ii) There are some **other expressions** also which are used like **would like / should like** :

**Would / should care / prefer / be glad / be inclined**

As :

1. **I should prefer** to travel by bus.
2. **He would be glad** to meet you.
3. **I should be inclined** to go with you.

**Rule 18. Shall / Will = Going to**

In some sentences '**going to**' can be used in place of **shall / will** for Future Tense. But it should be remembered that '**going to**' is used to express the sense of '**immediate Future**' only (not 'distant Future'). As :

1. He **will** travel by car.  
Or  
He **is going to** travel by car.
2. I **shall** have my dinner at the Imperial Hotel.  
Or  
I am **going to** have my dinner at the Imperial Hotel.

**Rule 19. Would after wish**

If '**would**' is used after '**wish**', it expresses **strong desire**. As :

1. I **wish** you **would** not refuse me.
2. I **wish** you **would** study science.

**Note**—After '**wish**' we do not use '**will**'.

### Exercise

**Correct the following sentences :**

1. He said that he **shall** not start a new business.
2. He asked, "What **will** you do if you fail in business ?"
3. Will we start now ?
4. Shall he be able to do it ?
5. He **will** like to know how you **will** proceed in the matter.
6. I **will** like to reach there by the earliest available train.
7. We **will** prefer to have tea than a cold drink.
8. I **shall** be glad to have the pleasure of your company.
9. I really **wish** you **will** accept my proposal.
10. I **shall** be going to purchase a new car.
11. He **will** not be going to believe you.
12. We **wish** they **will** be friendly with us.

**Hints**—(1) 'would' in place of 'shall'; (2) What **would** you do; (3) Shall; (4) Will or Would; (5) would like to know; (6) would like to reach; (7) would prefer; (8) should be glad; (9) you would accept; (10) am going to purchase; (11) is not going to believe; (12) would be friendly.

### Must / Ought

**Rule 1.** Must / Ought express **compulsion** or **necessity**. As :

1. You must come to office at 10 O'clock.
2. You **ought** to come to office at 10 O'clock.

**Note**—Remember that after **ought** the Infinitive comes with '**to**', but after **must** the Infinitive is used without '**to**'.

**Rule 2.** Must not / Mustn't Or Ought not / Oughtn't

They convey the sense of **Negative compulsion** or **Prohibition** (i.e. emphatic '**no**' or **restraint**)

1. You **mustn't** jump out from a moving train.
2. You **oughtn't** to jump out from a moving train.

### Rule 3. Must / Ought

They express the sense of **Assumption** or **Likelihood**. As :

1. This book **must** be very popular.
2. This book **ought to** be very popular.

### Rule 4. Must / Ought

They also express the sense of **Duty** and **Obligation**. As :

1. We **must** love our country.
2. We **ought to** love our country.
3. We **must** / **ought to** be kind to the poor.

### Rule 5. Must / Ought

They also convey the sense of **Advice** or **warning**.

1. You **must** drive cautiously.
2. You **ought to** drive cautiously.
3. You **must** avoid strong drinks.
4. You **ought to** avoid strong drinks.

### Rule 6. Must have + Past Participle

This structure conveys the idea that a certain **action** must have been completed in the Past. As :

1. He laboured very hard. He **must have** secured first division.
2. He started very early. He **must have** caught the train.

**Rule 7.** Must be / Must have been also convey the sense of certainty. As :

1. He talkes very proudly. He **must be** an arrogant person.
2. He spoke very fluently. He **must have been** an orator.

### Rule 8. Ought to have

This expression conveys the sense that a certain action ought to have been completed in the Past, but it could not be. As :

1. He **ought to have** appeared at the examination.
2. He **ought to have** told the whole truth.
3. He **ought to have** come out in your support.

### Exercise

**Correct the following sentences :**

1. He must to meet me this evening.
2. He ought meet me this evening.
3. This problem must to have been solved like this.
4. This problem ought have been solved like this.
5. You must not to act in a hurry.
6. You ought not act in a hurry.
7. He ought have reached well in time.
8. I ought have done it much earlier.
9. He ought not to have fight in the street.
10. We ought not to have encourage him so much.

**Hints**— (1) drop "to" before 'meet'; (2) ought to meet; (3) must have been solved; (4) ought to have been solved; (5) must not act; (6) ought not to act; (7) ought to have reached; (8) ought to have done; (9) fought; (10) encouraged.

### Need / Needn't

#### Rule 1. Need denoting 'Necessity'

When **Need** is used in the simple sense of **necessity**, it is used as an ordinary verb; i.e. in the **Present tense**, **third person, singular** it is **needs**, and in the **Past Tense**, it is **needed**. As :

1. **I need** a pen.
2. **You / they need** a pen.

3. **He needs** a pen.
4. **I / you / he / they needed** a pen.
5. **I don't need** a pen.
6. **She doesn't need** a pen.

#### **Rule 2. Need in Negative Sentences**

In **Negative** sentences wherein **need** is followed by a **Negative word (not, never, none)** or a **Semi-Negative word (scarcely, hardly)**, we use **need** (not **needs**) even with **Third Person, Singular** in the **Present Tense**. And after that comes the **Infinitive without 'to'**. As :

1. **He need** not fear me.
2. **He need** never fear me.
3. **He need** hardly take my help.
4. **He need** scarcely demand any more help.

#### **Rule 3. Need in Interrogative Sentences**

In **Interrogative** sentences beginning with **Need** also we use only **need** (not **needs**) even with **Third person, Singular**. And then we use **Infinitive without 'to'**. As :

1. **Need** he go there ?
2. **Need** he try again ?

#### **Rule 4. Need in 'Do' Interrogatives**

In Interrogative sentences beginning with **Do / does / did**, we use the **Infinitive with 'to'**. As :

1. Do I need **to go** with him ?
2. Does he need **to go** with you ?
3. Did you need **to behave** like this ?

#### **Rule 5. Needn't**

**Needn't** expresses the sense of **not binding**. We use **needn't** both with the **Singular** and **Plural**. As :

1. You **needn't** work so hard.
2. He **needn't** go there.
3. They **needn't** go there.

#### **Rule 6. Needn't have + Past Participle**

This construction means that an action completed in the past was either **not necessary** or **not proper**. As :

1. He **needn't have gone** there.  
(unnecessary)
2. He **needn't have behaved** like this.  
(improper)

#### **Exercise**

**Choose the correct alternative :**

1. I **need / am need** a good house.
2. I am **need / in need** of a good house.
3. He doesn't **need / needs** your help.
4. He **need / needs** not go so early.
5. Ram **need / needs** not apply again.
6. He **need / needs** hardly any more medicine now.
7. **Need / needs** he meet you there ?
8. Does he need **meet / to meet** you there ?
9. Did he need **to quarrel / quarrel** over such a petty matter ?
10. He needn't **to wait / wait** so long.
11. She needn't have **sell / sold** her car.
12. Your father needn't **to have / have** worried so much about you.

**Hints**—(1) need; (2) in need; (3) need; (4) need; (5) need; (6) need; (7) Need; (8) to meet; (9) to quarrel; (10) wait; (11) sold; (12) have.

#### **Dare / Daren't**

##### **Rule 1. Dare denoting 'Challenge'**

When **Dare** is used in the sense of **challenge**, we use it as an ordinary verb. That is, it is used according to the **Number** and **Person** of the subject in the **Present Tense** as either **dare** or **dares**. The Infinitive is used with '**to**'. As :

1. He **dares** me to climb to the peak.
2. I **dare** you to compete with me.
3. They **dare** me to move this boulder.

##### **Rule 2. 'Dare' in Negative Sentences**

In **Negative** sentences when **dare** is followed by a **Negative word (not, never, none)** or **Semi-Negative word (hardly, scarcely)**, we use **dare** (not **dares**) even with **Third Person, Singular** in the **Present Tense**. Also, the **Infinitive** is used without '**to**'. As :

1. He **dare** not fight with me.
2. I **dare** not stand before you.
3. They **dare** not question my integrity.
4. He **dare** hardly speak before me.

**Rule 3. 'Dare' in Interrogative Sentences**

In **Interrogative** sentences beginning with **Dare**, we use **dare** (not **dares**) even with **Third Person, Singular** in the **Present Tense**. Also, the **Infinitive** coming after it is used without '**to**'. As :

1. **Dare** he speak before you ?
2. **Dare** he repeat the mistake ?

**Rule 4. 'Dare' in 'Do' Interrogatives**

In **Interrogative** sentences beginning with **Do / Does / Did**, the **Infinitive** is used with '**to**'. As :

1. **Does** he dare to challenge you ?
2. **Did** he dare to argue with you ?
3. **Do** I dare to stand before him ?

**Rule 5. Daren't**

In **Negative** sentences both with **Singular and Plural** subjects we use **daren't** (not **daresn't**). As :

1. He **daren't** come before me.
2. I **daren't** go there alone.

**Rule 6. Daren't have + Past Participle**

This construction means that an action completed in the Past was either **not necessary** or **not proper**. As :

1. He **daren't have** gone alone in the deep wood.
2. You **daren't have** challenged him like this.

**Exercise****Choose the correct alternative :**

1. He **dare / dares** me to swim across the river.
2. I **dare / dares** you to swim across the river with me.
3. He **dare / dares** not accept my challenge.
4. She **dare / dares** not speak before me.
5. He dare hardly **speak / to speak** before me.
6. I dare not **disobey / to disobey** him.
7. Dare he **speak / to speak** before me ?
8. **Dare / dares** he wrestle with me ?
9. Does he dare **wrestle / to wrestle** with me ?
10. He **daren't / daresn't** challenge me.

11. We **daren't / not dare** act against his will.

12. Did he dare **to neglect / neglect** you ?

**Hints**—(1) dares; (2) dare; (3) dare; (4) dare; (5) speak; (6) disobey; (7) speak; (8) Dare; (9) to wrestle; (10) daren't; (11) daren't; (12) to neglect.

**Used to**

**Rule 1. Used to** carries the sense that an action was done either **continually** or **habitually**.

1. He **used to** work on daily wages.
2. He **used to** quarrel with his neighbour.
3. He **used to** play football in his school days.

**Rule 2. Negative and Interrogative of 'Used to'**

Negative and Interrogative sentences with **used to** are formed as given below :

1. He **used not** to live in this house.
2. **Used he** to live in this house ?

**Rule 3. Subject + Verb 'to be' + used to + Noun / Gerund**

These sentences express the idea of being **habituated** to a certain matter or action. As :

1. He is **used to** hard life.
2. I am **used to** reading till late in the night.
3. They are **used to** travelling in crowded buses.

**Rule 4. Do + use to**

In colloquial and spoken English we make **Negative** or **Interrogative** sentences with **do / does / did** followed by **use to** (not **used to**). As :

1. He **did not use** to live in this house.
2. **Did he use** to live in this house ?

**Exercise****Correct the following sentences :**

1. We **use / used** to work here together.
2. He **use / used** to be so kind to me.
3. He **used not / did not used** to wear white khadi.
4. He used **to sit / sit** on the last bench.
5. I **used / am used** to an easy-going life.
6. He is used **to read / to reading** till late in the night.

7. He did not **use / used** to drive his own car.
8. **Did he use / used** to go every day by bus ?

**Hints**—(1) used; (2) used; (3) used not; (4) to sit; (5) am used; (6) to reading; (7) did not use; (8) Did he use.

## Two Auxiliaries and Principal Verb

### Rule 1. Two Auxiliaries + Principal Verb

Sometimes **two Auxiliary Verbs** can be used with **One Principal Verb** only. But this is possible only when the same form of the Principal Verb may be used with both the Auxiliaries. **As :**

1. He neither **can** nor **will help** you.
2. He **did** not and **should** not **tell** a lie.

The use of Auxiliaries and the Principal Verb is correct in both these sentences. In the first sentence the Auxiliaries are **can** and **will** and with them the use of the same form of the Principal Verb **help** is grammatically correct. In the second sentence the Auxiliaries are **did** and **should** both of which would take the same form of the Principal Verb **tell**.

But if the Auxiliaries in the sentence are such as would need different forms of the Principal Verb, the same form of the Principal Verb would not serve the purpose. In that case, different forms of the Principal Verb with each Auxiliary will be needed. **As :**

1. He neither **has helped** nor **will help** you.
2. He **has** not **told** and **should** not **tell** a lie.

In the first sentence there are two Auxiliary Verbs—**has** and **will**. They will take **two** different **forms** of the Principal Verb : **Has** will take '**helped**' and **will** '**help**'. Therefore the Principal Verb will be used separately in the proper form with each helping Verb. In the same way, in the second sentence **has** will take '**told**' and **should** '**tell**' separately with each Auxiliary Verb.

We cannot write the above sentences as below :

1. He neither has nor will help you.
2. He has not and should not tell a lie.

Such errors are common and should be avoided.

## Exercise

### Correct the following sentences :

1. He can write and will write a long essay.
2. He should tell and will tell you a good story.
3. He has not and will not place all the facts before you.
4. He cannot and has not done any good to anybody.
5. He dare not and has not gone alone to the wood.
6. We should not and have never quarrelled over our property.
7. We did not and have never told a lie.
8. We have never and will never hide anything from you.

**Hints**—(1) can and will write; (2) should and will tell; (3) has not placed; (4) cannot do; (5) dare not go; (6) should not quarrel; (7) did not tell; (8) have never hidden.

## Position of Subject, Verb, Object and Complement

### Rule 1. Subject + Tr. Verb + Object

Simple Affirmative sentence has the following structure :

1. He killed a snake.
2. She loves her home.

### Rule 2. Subject + Tr. Verb + Object (Indirect) + Object (Direct)

There are some verbs which may take **two** objects. One of these objects is generally **living (animate)** and the second is **inanimate**. The animate object is called **Indirect Object** and the Inanimate object is called **Direct Object**. **As :**

1. He gave **me** a **book**.

In this sentence **me** (animate) is **Indirect Object** and **book** (inanimate) is **Direct Object**. In such sentences **Indirect Object** is used **first** and **Direct Object** at the **second place**.

In some cases **both** the objects may be **Inanimate**. The question would then arise which of the two inanimate objects is Direct object and which is Indirect object. In this regard it should be remembered that the object

with which we may use 'to' or 'for' within the sentence would be **Indirect Object**, and that with which 'to' or 'for' may not be used is Direct Object. As :

1. He has given his **car** a new **look**.
2. We have given your **village** a new approach **road**.

In the first of these two sentences we can use 'to' before the object **his car**, but we cannot use 'to' or 'for' before the second object **look**. In the same way, we can use 'to' before **village** in the second sentence, but not before **road**. Therefore in these two sentences **car** and **village** are Indirect objects, and **look** and **road** are Direct objects.

Now the question is whether Direct object should be used first or the Indirect one in such cases. The general rule, as we have said above, is that Indirect object comes first and the Direct object later. But over and above this rule **two more** points should be kept in mind :

- (1) The object to which we want to give **more importance** should be used **first**. With the change of emphasis, the sense of the whole sentence also changes a little. Look at the following sentence :

'He gave **me** a book.'

In this sentence the emphasis has been laid on **me** because it has been used as the **first** object. The sentence, therefore, means that he gave the book to **me alone** and to none else.

But if we write the same sentence thus :

'He gave a **book** to **me**.'

Now the emphasis has been changed from **me** to **book**. The sentence now means that he gave me **only a book** and nothing else.

- (2) Another point to be kept in mind is that between the two objects, the one which is **smaller (in fewer words)** is used first, and the **bigger** one (in **more words**) is used later. As :

'He gave **sweets** to **every member of the family**'

Here '**sweets**' is the smaller object and therefore used first, and **every member of the family**, being the **bigger** object (in number of words), is used later (although it is Indirect object).

### Rule 3. Subject + Tr. Verb + Object + Complement

Remember that complement is used after the object. As :

I nominate **you member** of the committee.

Here **you** is object and **member** is complement.

### Rule 4. Causative Verbs (make / get / have)

Causative Verbs are those in which the **Subject** itself **does not act**, but causes something or someone else to act on its behalf. The structure of these sentences is as follows :

**Subject + Make / get / have + Object + remaining part**

1. He **made him** run away.
2. I **got him** dismissed.
3. He **had the orders** passed.

### Rule 5. Verb + Preposition / Adverb + Noun

There are some sentences in which the **Verb** is used along with some Preposition / Adverb (**up / on / off / in / down / out / away**). At the same time the **Verb** also has a Noun or a Pronoun for its **object**. Now the question is whether the Preposition / Adverb is to be used earlier or the object. For this the general rule is that if the object is **small** (of one word only), it should be used before the Preposition / Adverb, but if the object contains **more words**, it should be used after the Preposition / Adverb. As :

1. Turn him **out**.  
(Object before the Preposition)
2. Bring him **in**.  
(Object before the Preposition)
3. I'll see you **off**.  
(Object before the Preposition)
4. Take your coat **off**.  
(Object before the Preposition)
5. Put your shirt **on**.  
(Object before the Preposition)
6. Turn **out** the dirty beggarly man.  
(Object after the Preposition)
7. Bring **in** my very dear friend.  
(Object after the Preposition)
8. Put **on** your blue sport shirt.  
(Object after the Preposition)

## Question-Tags / Tail Questions

Question-tags or Tail Questions are often used in conversational or Colloquial language. Question-tags are often placed after some statement, request, proposal or command. They are always in Question form. As :

1. You love me, **don't you ?**
2. Let us now play, **shall we ?**
3. You don't love me, **do you ?**
4. Don't go there, **will you ?**

The following are the rules for framing Question-tags :

**Rule 1.** With Positive statement / request we add Negative Question-tag and with Negative statement or request we add Positive Question-tag.

**Positive** → **Negative**

**Negative** → **Positive**

As :

1. He is a good man, **isn't he ?**
2. He is not a good man, **is he ?**
3. He doesn't work hard, **does he ?**
4. He works hard, **doesn't he ?**

**Note**—Semi-negative words As : few, little, hardly, scarcely, rarely, seldom, etc. are also believed to be Negative and therefore we use **Positive Question-tags** after them. As :

1. He **rarely** comes here, **does he ?**
2. **Few** people are interested in this scheme, **are they ?**

**Rule 2.** The **subject** of a Question-tag is always a **Pronoun** (not a Noun).

The rules for this are :

- (a) When the subject of the statement is **None / anyone / someone / every one / everybody / anybody / nobody**, the subject of the Question-tag would be '**he / they**'. As :
  1. No one will come, will he / will they ?
  2. Any one can come, can't he / can't they ?
- (b) When the subject of the Statement is **All of us / some of us / none of us / one of us / most of us**, the subject of the question-tag would be '**we**'. As :
  1. All of us will go, shall we not ?
  2. None of us has done it, have we ?

- (c) When the subject of the statement is **All of you / some of you / none of you / one of you / most of you**, the subject of the Question-tag would be '**you**'. As :
  1. All of you can do it, can't you ?
  2. None of you can do it, can you ?
- (d) When the subject of the statement is **All of them / some of them / none of them / one of them / most of them**, the subject of the question-tag would be, '**they**'. As :
  1. All of them were present, weren't they ?
  2. None of them were present, were they ?
- (e) When the subject of the statement is **Nothing / something / everything / anything**, the subject of the Question-tag would be '**It**'. As :
  1. Everything is lost, isn't it ?
  2. Nothing is lost, is it ?
- (f) If the subject of the statement is **I am**, and the statement is **affirmative**, the subject of the Question-tag would be **aren't I** (not, '**am not I**'), but if the statement is **Negative**, we use '**am I ?**' As :
  1. I am only a student, aren't I ?
  2. I am not a student, am I ?
- (g) When the statement has this pattern : **There + Auxiliary Verb + Subject**, the Question-tag would have '**Verb + there**' (not **Verb + Pronoun**). As :
  1. There is no good college, is there ?  
( Not, **Is it there ?**)
  2. There is a good college, is not there ?  
( Not, **Is it not there ?**)
- (h) When the statement has **need / needs**, the Question-tag would have **don't / doesn't**, and with **used to**, we use **didn't**. As :
  1. I need a book, don't I ?
  2. He needs a book, doesn't he ?
  3. He used to live here, didn't he ?
- (i) For **positive** request / command, we use **will you / won't you ?** in the Question-tag, but for **negative** request / command, we use only **will you ?** As :
  1. Ring the bell, **will you ?** Or **won't you ?**
  2. Don't ring the bell, **will you ?**

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- (j) If the statement begins with **Let**, it may have **two** meanings, and with them **two different types** of Question-tags are added :
  - (i) If the statement suggests **Proposal** or **Suggestion**, the Question-tag will have **Shall we** ?
    1. Let us now go for dinner, shall we ?
    2. Let us form a society, shall we ?
  - (ii) If the statement suggests **Permission**, the Question-tag will have **will you** ? As :
    1. Let them read here, will you ?
    2. Let her take the book, will you ?

### **Exercise**

**Add Question-tags to the following statements :**

1. They love and admire you.
2. I have not seen Calcutta.
3. He does not know English.
4. He can speak French.
5. Few people know him.
6. No one will like your attitude.
7. Every one is most welcome here.
8. All of us should play a game.
9. Nothing could be saved.
10. I am a soldier.
11. There is no Railway station here.
12. Call the peon.

### **Revision Exercise –1**

**Correct the following sentences :**

1. I think it shall rain tonight.
2. Will I buy a television ?
3. Shall you be able to visit us tomorrow ?
4. I shouldn't have done this if I was you ?
5. If I was the President of India, I would make English a compulsory subject.
6. He needs not have shouted at me.
7. He dares not go against the wishes of his master.
8. He needs not to pay the next instalment.
9. The earth moves round the sun, isn't it ?
10. You will be going home in the summer, will you ?
11. Why you are so sad ?
12. Take your old shoes off ?

13. Does he dare offend you ?
14. He never smiles nor ever will.
15. He has never been true nor will ever be true to me.
16. He has not and never can dismiss my case.
17. He will often talk of his school days.
18. I wish he will come for my rescue.
19. He said that he will not wait any longer.
20. Little did I know that he will deceive me.

### **Revision Exercise –2**

**Choose the correct alternative :**

1. I believe I (should, can, may) be able to go.
2. He (shall, will, dare) not return your book until he is compelled.
3. You (should, would, ought) to be punctual.
4. I wish you (will, would, should) be successful.
5. (Shall, will, would) you please help me ?
6. (Shall, will, may) I help you ?
7. You (should, ought, must) return my book at once.
8. He (need, dare, would) not ask for any promotion.
9. (Shall, might, could) you show me the way to the station ?
10. I (would, used, ought) to be a teacher but now I have taken to business.
11. I (will, shall, am) to address a meeting in the afternoon.
12. I wish he (should, would, may) not betray me.
13. He (is, was, has) to carry out my orders.
14. (Doesn't, oughtn't, hasn't) he served you so faithfully ?
15. I am your true follower, (amn't, aren't, isn't) I ?
16. There is no news, but he (may, would, should) come.
17. (Should, would, may) you have one more cup ?
18. He said that he (is, was, will) in great trouble.
19. (May, might, would) I borrow your pen for a minute ?
20. You (needn't, couldn't, haven't) wait for her any longer.

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# Non-Finite Verbs

## Kind of Non-Finite Verbs

Non-Finite Verbs are of three kinds :

1. The Infinitive
2. The Gerund
3. The Participle

All these Non-Finite Verbs are **Independent** verbs. They are called independent because they are **not governed** by the **Number and Person of the Subject** like other verbs. They are independent of the subject.

Let us consider the rules governing the Non-Finite Verbs one by one.

### (1) The Infinitive

**Kinds of Infinitive**—Infinitives are of two kinds :

**1. The Noun-Infinitive**—Noun-Infinitive is also called Simple Infinitive. It is used **like a Noun**. Therefore it is also called Verb-Noun. It performs all the **Functions of a Noun**.

**2. The Gerundial Infinitive**—Gerundial Infinitive is also called **Qualifying Infinitive**. It performs the **Functions of an Adjective or an Adverb**.

**Tense-Forms of the Infinitive**—The Infinitive has the following **Forms** according to Tense or Time :

Tense/Time	Form	Active Voice	Passive Voice
Present	Simple	To do	To be done
	Continuous	To be doing	
Past	Perfect	To have done	To have been done
	Perfect Continuous	To have been doing	

There is no Future form of the Infinitive.

#### Infinitive with or without 'To'

Most of the Infinitives have '**to**' before them. This is the sign to recognize them, as—**to go, to eat, to drink, to be loved, to have been com-**

**pleted**. But there are some Verbs after which Infinitives are used **without 'to'**.

**Infinitive without 'to'** : The following are the rules of the use of **Infinitives without 'to'** :

**Rule 1**—The Infinitive is used without 'to' after these Verbs—**hear, see, feel, make, let, bid, watch, behold, know, notice, observe, need not, dare not**. As—

1. He bade me **go**.
2. We shall watch him **dance**.
3. Let him **sing**.
4. Make him **work**.
5. Behold / see / observe him **play**.

#### Note—

(i) If '**dare**' and '**need**' sentences have **do/does/did** used within them, the Infinitive is used **with 'to'**. Also **affirmative** sentences with '**need**' and '**dare**' take the Infinitive **with 'to'**, As—

1. Does he **dare to challenge** you ?
2. Does he **need to challenge** you ?
3. He **dares me to cross** the river.
4. He **needs to go** at once.

(ii) If the verbs listed above under Rule 1 are used **Passively**, they will take the Infinitive **with 'to'**. As—

1. He was made **to do** it.
2. He was known **to have hidden** the treasure.
3. He was bidden **to go**.
4. He was seen **to be crossing** the river.

**Rule 2**—The Infinitives coming after these verbs also do not take ‘to’ before them—**shall, will, should, would, do, did, may, might, must, can, could**. As—

1. He **could** do it.
2. We **shall** try.
3. You **would** laugh.
4. He **can** play.

**Rule 3**—Infinitives do not take ‘to’ after these expressions also—**had better, had rather, would sooner, would rather, sooner than, rather than, had sooner**. As—

1. He **had better** resign.
2. He **would rather** withdraw.
3. I **would sooner** resign than serve in these conditions.
4. I would study **rather than waste** my time.

**Rule 4**—‘To’ is not used with the Infinitive after the conjunction ‘than’. As—

He is better able to write **than speak**.

**Rule 5**—‘To’ is not used with the Infinitive after the Preposition ‘but’, provided that **but** has ‘do’ Verb before it. As—

1. She can **do** nothing **but weep**.
2. We **did** nothing **but play**.

**Rule 6**—If **Have / has / had** have a **Noun** or a **Pronoun** after them, the Infinitive coming thereafter will not have ‘to’ with it. As—

1. I will **have** you **remember** me.
2. He **had** him **know** his fault.
3. He will **have** me **forget** my insult.

### Exercise

**Correct the following sentences :**

1. You need not to pity him.
2. Behold him to dance on the stage.
3. Do you dare refuse me ?
4. He dares me swim against the flow of the river.
5. I watched him to cross the road.
6. He was bidden keep quiet.

7. I would sooner to yield before my father than to oppose him.
8. He would rather to give up his claim.
9. He can do nothing but to abuse shamelessly.
10. She is better able to sing than to dance.
11. I would have you to keep your promise.
12. You had better to apologize to your master.

**Hints**—(1) drop “to”; (2) drop “to”; (3) to refuse; (4) to swim; (5) drop “to”; (6) to keep; (7) drop “to” before “yield” and “oppose”; (8) drop “to”; (9) drop “to”; (10) drop “to” before dance; (11) drop “to”; (12) drop “to” before “apologize.”

### Uses of Noun-Infinitives

Noun-Infinitives have the following **uses** :

#### 1. As the Subject of a Verb

To err is human.

To find fault is easy.

To earn is not so difficult as to spend (is difficult)

To live honourably is not easy.

#### 2. As the Object of a Verb.

He loves to read novels.

I want to go.

He likes to play chess.

He desires to settle down here.

#### 3. As the Object of a Preposition

He has no choice but to go.

The show is about to start.

The enemy is about to surrender.

I want nothing but to be free.

#### 4. As the Complement of a Verb

My only ambition is to be a doctor.

His habit is to sleep in the afternoon.

The old custom was to sacrifice a goat.

His dream is to have a huge factory.

#### 5. As an Objective Complement

I saw him dance.

I bid you go.

I will have you accept your fault.

## Functions of the Gerundial Infinitive

Gerundial Infinitives have the following functions—

### 1. To qualify a Noun

There is no book **to read**.

I have no time **to waste**.

He is not a man **to be respected**.

I have a horse **to sell**.

### 2. To qualify an Adjective

This book is good **to read**.

Mangoes are sweet **to eat**.

I am eager **to go**.

The weather is pleasant **to enjoy**.

### 3. To qualify a Verb (to express a purpose)

He came **to seek** my permission.

We earn **to live** comfortably.

We work **to make** a living.

He went **to meet** his friend.

### 4. To qualify a sentence

**To tell** the truth, I am very tired.

He was, so **to speak**, pierced to the heart.

## Exercise

### (A) Use the following Infinitives as directed :

1. “To write” as the subject and object of a verb
2. “To love” as the subject and object of a verb.
3. “To fight” as the object of a preposition.
4. “To obey” as the object of a preposition.
5. “To walk” as the complement of a verb.
6. “To preach” as the complement of a verb.

### (B) Use the following Verbs as Gerundial Infinitives—

Serve, conquer, bathe, taste, work, study, admit, tell, travel, arrive.

## Other Uses of Infinitives

### Rule 1—How + Infinitive

If an Infinitive is used as the object of the following verbs, **how** is used before the Infinitive. These verbs are :

**know, see, learn, observe, forget, discover, decide, teach, show, wonder, ask, enquire, explain, tell.** As—

1. Please **tell** me **how to reach** there.
2. I **wonder how to account** for it.
3. Please **show** me **how to close** it.
4. I can’t **decide how to get** out of the fray.

### Rule 2—Verb + Infinitive

Some **Verbs** when joined with an **Infinitive** show the **occurrence** of an action. They also carry the sense of **sudden occurrence** of the action concerned. These Verbs are : **happen, seem, chance, appear.** As—

1. I **happened to see** a snake.
2. He **seemed to have forgotten** me.
3. I **chanced to meet** him in the market.
4. He **appeared to recognize** me.

### Rule 3—Noun / Adjective + Infinitive

In some sentences an **Infinitive** is used after a **Noun** or an **Adjective**. This Infinitive qualifies the **Noun** or the **Adjective** concerned. As—

1. The problem is **easy to solve**.
2. He has a **horse to sell**.
3. I have a **house to furnish**.
4. He is **hard to please**.
5. These mangoes are **sweet to eat**.

**Note**—In such sentences the Infinitive is used only in **Active Voice, not in Passive Voice.** Therefore we **cannot write** the following sentences:

1. The problem is **easy to be solved**.
2. He has a **horse to be sold**.
3. I have a **house to be furnished**.
4. He is **hard to be pleased**.
5. These mangoes are **sweet to be eaten**.

### Rule 4—Noun / Infinitive + Preposition

In some sentences an **Infinitive** comes **after the Noun** and at the end of the sentence comes a **Preposition**. In such sentences the **Noun** functions as the agent or instrument to a **purpose.** As—

1. I have no **pen to write with**.
2. There is a **chair to sit on**.
3. I have a **house to live in**.
4. There is no **friend to talk to**.

**Rule 5—Verb + Object + Infinitive**

There are some **Transitive Verbs** which take an **Object** after them, and after the object an **Infinitive**. These verbs are :

**Allow, permit, order, advise, tell, request, force, invite, remind.** As—

1. He **allowed me to go.**
2. He **forced me to resign.**
3. I **advise you to go.**
4. You **remind him to come.**

**Rule 6—**There are some **Verbs** and some **Adjectives** after which **only an Infinitive** is used, **not a Gerund** (verb + 'ing'). These Verbs are—**Agree, desire, hope, expect, want, wish, promise, refuse, dare, decide, fail, glad, happy, eager, anxious, easy, hard, able, ready.** As—

1. I am **ready to go.** (Not, 'ready to going' or 'ready for going')
2. He **expects to pass.** (Not, 'to passing')
3. He **promised / refused to come.** (Not, 'to coming')
4. I shall be **glad to allow** your request. (Not, 'to allowing')

**Rule 7—Subject + Verb + Infinitive / Gerund**

There are some **Verbs** after which either **Infinitive** or **Gerund** (verb + 'ing') can be used. But then their meanings change.

'**Verb + Gerund**' show that an action is being done in the normal course, while **Verb + Infinitive** show that an action is being done under some **special situation** or on a **particular occasion**. These Verbs are : **like, dislike, stop, begin.** As—

1. I like **dancing.**
2. I like **to dance** on such occasions.
3. He began **writing.**
4. He began **to write.**
5. He has stopped **going** there.
6. He has stopped **to go** there.

**Rule 8—Infinitive of Purpose / Result**

Some **Infinitives** come **after the Verb** and they carry the sense of some **special purpose or result.** As—

1. He went to Agra **to see** the Taj.
2. He came **to return** my books.
3. He failed **to win** the prize.
4. He came **to repent** sincerely.

**Exercise**

**Correct the following sentences :**

1. Could you tell me to explain the point ?
2. I really wonder to express my gratitude to you.
3. Do you know to drive a car ?
4. This exercise is not easy to be done.
5. I have an essay to be written.
6. He has a growing family to be maintained.
7. I have no debt to be paid.
8. The river is very deep to be crossed.
9. She has no colours to paint.
10. There is no blackboard to write.
11. She has no friend to go.
12. I invite to come this evening.
13. He ordered to make the payment at once.
14. I request to help me.
15. Don't fail in reaching in time.
16. He is eager for meeting you.
17. I am really glad to be meeting you.
18. He hopes of passing in the first division.
19. You cannot force to accept your terms.
20. I again advise to be serious about your studies.

**Hints—**(1) how to explain; (2) how to express; (3) how to drive; (4) easy to do; (5) to write; (6) to maintain; (7) to pay; (8) to cross; (9) to paint with; (10) to write on; (11) to go to; (12) invite you to come; (13) ordered me to make; (14) request you to help; (15) to reach; (16) to meet; (17) to meet; (18) to pass; (19) force me to accept; (20) advise you to be serious.

**(2) The Gerund****Its Form**

"A Gerund is that form of the verb which ends in "ing" and has the force of a Noun and a Verb."

**(Wren and Martin)**

It would appear from the above definition that a **Gerund** is formed by adding '**ing**' to a Verb, and it performs the functions of both **Noun** and **Verb**. The sign of recognizing a Gerund is that it is always a '**Verb + ing**', as—**running, walking, driving, reading, writing**, etc.

**Note**—It may be remembered in this connection that in form the **Present Participle** is also **Verb + ing**. But the functions of Gerund and Present Participle are quite different. The function of Gerund is **Verb + Noun**, while that of Present Participle is **Verb + Adjective**.

Gerund = Verb + Noun (Verbal Noun)

Participle = Verb + Adjective (Verbal Adjective)

### Its Different Forms

Tense	Active Voice	Passive Voice
Present or Continuous	Loving	Being loved
Perfect	Having loved	Having been loved

### Gerund and Noun-Infinitive

As we have said above the function of Gerund is **Verb + Noun**. The function of Noun Infinitive is also **Verb + Noun**. Therefore in most sentences either Gerund or Noun Infinitive can be used without any change in meaning.

**Teaching** is easy. (Gerund)

**To teach** is easy. (Infinitive)

**To see** is to believe. (Infinitive)

**Seeing** is believing. (Gerund)

### Functions of Gerund

Like Infinitive, **Gerund** also performs the following functions of the **Noun** :

#### 1. As the Subject of a Verb

1. **Walking** is good for health.
2. **Seeing** is believing.
3. **Fishing** is popular in coastal areas.

#### 2. As the object of a Verb

1. Stop **shouting**.
2. I hate **telling** lies.
3. He loves **hunting**.
4. He likes **sitting** idle.

#### 3. As the object of a Preposition

1. He is fond **of reading** novels.
2. I was tired **of waiting**.
3. I believe **in working** hard.
4. I am **against fighting**.

#### 4. As the Complement of a Verb

1. What I hate **is telling** lies
2. His habit **was reading** till late in the night.
3. What I detest most is **sitting** idle.
4. His weakness **is drinking**.

#### 5. As case in Apposition

1. It is no use **running** after shadows.
2. It is useless **talking** to him.
3. It was foolish of him **weeping** alone.
4. It was so sweet of her **trusting** me.

#### 6. Absolute use

**Hunting being hateful to him**, we did not carry our guns.

**Drinking being his weakness**, we did not take him with us.

### Rules of the Use of Gerund

The following are the Rules of the use of **Gerund** :

#### Rule 1—Gerund and Possessive Case

The Noun or Pronoun coming before Gerund must be used in **Possessive case**. As—

1. I am sorry for **my being** late.  
(not “for me / I being late”)
2. I am glad at **your reaching** here in time.  
(not “at you reaching”)
3. Please excuse me for **my coming** late.  
(not “me / I coming late”)
4. Nobody can prevent **my going** there. (not “me going there”)

**Note**—(i) If the Noun coming before Gerund is a **lifeless thing**, it should **not be** used in the **Possessive case**. As—

1. There is a chance of the **milk turning** sour. (not “milk’s turning”)
  2. There is danger of the **roof falling** in rains. (not “roof’s falling”)
- (ii) In the same way, Possessive case should **not be** made of Plural Nouns ending in **s**, or of Demonstrative Pronouns (**this / that / these / those**).

**Rule 2**—There are some Verbs after which only **Gerund** should be used (**not Infinitive**). These **Verbs** are :

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**Feel, mind, avoid, consider, enjoy, excuse, finish, miss, can't help, look forward, to give up, go on, it is no good, it is no use.**

As—

1. I avoid **going** there. (not “avoid to go”)
2. I can't help **rejecting** your application. (not “can't help to reject”)
3. We just missed **catching** the train. (not “missed to catch”)
4. Would you mind **leaving** me alone. (not “mind to leave”)

### Rule 3—Compound Nouns as Gerunds

The following compound Nouns have **Verb + ing** as one part of their form. This **Verb + ing** part is called its Gerund. As—

**Walking-stick, writing-table, frying-pan, hunting-whip, sitting-room, inking-pad, etc.**

This is because the ‘**ing**’ part is not separable from the complete word, and therefore it cannot be a qualifying Adjective.

### Rule 4—Compound Gerunds

Sometimes Gerunds can be formed by using Past Participle form of the Verb after **Having** or **Being**. They are called **Compound Gerunds**. As—

1. He is fond of **being praised**.
2. He is afraid of **being punished**.
3. We hear of his **having won** a reward.
4. He is guilty of **having deceived** a friend.

### Rule 5—Gerunds as Ordinary Nouns

Sometimes Gerunds can be used as pure **ordinary Nouns**. They have ‘**The**’ before them and ‘**of**’ after them.

1. Now there remains only **the signing of** the treaty.
2. From here we can watch **the setting of** the sun.
3. Let us now begin **the singing of** the hymns.
4. This is no time for **the playing of** cards.

### Exercise

#### Correct the following sentences :

1. I am sorry for me failing in my duty.
2. I can never pardon you for you deceiving me.

3. You cannot force me withdrawing my claim.
4. There is risk of the train's being late.
5. There is likelihood of a storm's coming in the evening.
6. We look forward to meet you again soon.
7. It is no use to cry over your loss now.
8. Don't give up to try again.
9. The writing this book was not easy.
10. Coming of the storm was forecast.

**Hints**—(1) my failing; (2) your deceiving; (3) my withdrawing; (4) train being; (5) storm coming; (6) to meeting; (7) crying; (8) trying; (9) the writing of ; (10) the coming of.

### (3) The Participle

**Definition**—“A participle is that form of the verb which partakes of the nature both of a verb and of an adjective.” (Wren and Martin)

Thus a **Participle** performs the functions both of the Verb and the Adjective. Therefore it is also called **Verbal Adjective**.

#### Kinds of Participle —

Participles are of **three kinds**—

1. **Present Participle (Verb x 'ing')**  
e.g. running, dancing, singing, crying, etc.
2. **Past Participle (third form of the verb usually ending in—ed, -d, -t, -en, -n)**  
e.g. tired, learned, burnt, broken, hurt, etc.
3. **Perfect Participle (having + Past Participle)**  
e.g. having done, having completed, having seen, etc.

**Forms of Participles**—Participles have the following forms—

Active Voice	Passive Voice
Present : loving	Present : being loved
Perfect : having loved	Past : loved
	Perfect : having been loved

#### Uses of the Participle

Since the **Participle** performs the same functions as the **Adjective**, it can be used in **three** ways like the **Adjective**—

**1. Attributive Use :**

1. He jumped off a **running** train.
2. The river has **flowing** water.
3. The **tired** horse could run no farther.
4. The **wounded** soldier was carried to the camp.

**2. Predicative Use :**

1. I had to keep **waiting**.
2. He felt completely **exhausted**.
3. He came **running**.
4. He seems much **worried**.

**3. Absolute Use (with a noun or pronoun going before)**

1. The day **being hot**, we did not go out.
2. Time **permitting**, I will surely come.
3. God **willing**, we shall win the match.
4. The sun **having set**, nothing could be seen.

**Note**—Under the Absolute use, the part containing the Participle is quite independent of the main part.

### Rules of correct use of Participles

#### Rule 1—Unattached Participle

Since the Participle performs the same function as the Adjective, it must have a **Noun** or a **Pronoun** before it, which it must qualify. Without this Noun or Pronoun the Participle will have no function to perform. Such a participle is called **unattached Participle**, which is a serious error in Grammar. Look at the following sentences—

1. **Being** a rainy day, the college remained closed.
2. **Being** a cold morning, I did not go for a walk.

The use of the Participle '**Being**' in both the sentences above is wrong because there is no Noun or Pronoun used before it, which it may qualify. This error can be corrected by using a Noun or a Pronoun (real or imaginary) before '**Being**'. Thus the above sentences can be corrected as below :

1. **It being** a rainy day, the college remained closed. ('being' has 'It' before it.)  
or

The **day being** rainy, the college remained closed. ('being' has 'day' before it.)

2. **It being a cold** morning, I did not go for a walk. ('being' has 'It' before it.)

or

The **morning being** cold, I did not go for a walk. ('being' has 'morning' before it.)

#### Rule 2—Wrongly Attached Participle

There is another serious error generally committed in the use of Participle. The sentence containing a Participle has two parts—one **part containing the Participle**, and the second **main** part. In such a case, if the part containing the Participle has no **Subject**, the **Subject of the main part** will be considered to be the subject of the Participle part / phrase also.

From this point begins the problem. If the subject of the Participle phrase and that of the main part is the same common person or thing, no difficulty arises, because that would be the **common subject** of both the parts. The difficulty arises when the subjects of the two parts are different, and the subject of the Participle part has not been given.

In such a case, a little slip or carelessness can entirely change the sense of the whole sentence and make it absurd and ridiculous. For example, look at the following sentence—'Going to school, a dog bit Ram.'

Now this sentence has two parts—one, Participle part ('Going to school'), and the other, main part ('a dog bit Ram'). Now since the Participle part has no subject, the subject of the main part (i.e. **dog**) will be considered the subject of the Participle part also. This would mean **as if the 'dog' was going to school** and it bit Ram. This becomes ridiculous. This error can be corrected by changing the construction of the main part in such a way that its **Subject** may become a common **Subject** with the Participle part. This can be done by changing the **Voice** (from Active to Passive) of the main part. The sentence would then become—

Going to school, Ram was bitten by a dog.

Now **Ram** becomes the common subject of both the parts, and the sentence is correct.

If you don't want to change the sentence like this, the second way is to convert the Participle phrase into a whole clause thus :

While Ram was going to school, a dog bit him.

Take another sentence :

Jumping from behind the bush, Ram was attacked by a tiger.

In this sentence, Ram (the subject of the main part) becomes the common subject of the Participle part also. That would mean as if Ram jumped from behind the bush and was attacked by a tiger. This error can be corrected by changing the main part from Passive to Active Voice. The sentence would then be :

Jumping from behind the bush, a tiger attacked Ram.

The sentence is now correct.

Similarly see the following sentences which are all correct—

1. Walking along the footpath, he was hit with a stone.
2. Being tired of night-long journey, he could do no work.
3. Insulted by his demotion, he resigned from service.
4. Having finished my work, I returned home early.
5. Having been injured, he stopped fighting.

Both the parts of the above noted sentences have a common subject.

### **Exercise**

#### **Correct the following sentences :**

1. Being a fine day, we went on a picnic party.
2. Being Sunday, I am not going to office today.
3. Having failed in the first attempt, no further attempt was made by him.
4. Having no guide with us, the history of the Taj could not be known.
5. Sleeping in his room, a thief hit him on the head.
6. Reading in my room, a snake was seen under my table.
7. Ploughing his field, some old coins were found.
8. Returning from the market, my cycle was lost.

9. Tired of the day-long labour, no more work could be done.
10. Driving my car, the way was lost.

**Hints**—(1) It being a fine day; (2) It being Sunday; (3) he made no further attempt; (4) we could not know the history of the Taj; (5) he was hit by a thief on the head; (6) I saw a snake under my table; (7) he found some old coins; (8) I lost my cycle; (9) I could do no more work; (10) I lost my way.

#### **Rule 3—Past Participles used as pure Adjectives**

There are some Past Participles which are used as **pure Adjectives**, not as the Past Participle form of Verbs. They are—**Drunken, molten, bounden, cloven, graven, stricken, shrunken, sunken, shorn**.

They can qualify only a Noun, as—a drunken driver, molten lava, bounden duty, cloven foot, graven image, stricken heart, shrunken face, sunken ship, shorn sheep.

The normal Past Participle forms of the above noted Past Participles are these :

**Drunk, melted, bound, clove, graved, struck, shrunk, sunk, sheared.**

#### **Rule 4—Past Participle and Passive Voice**

Most Past Participles are used in **Passive Voice**. Therefore they are used after the Noun.

As—

1. Remember the **lessons taught** by him.
2. I live in the **house built** by you.
3. Where is the **book written** by you ?
4. I shall never forget the **favour shown** to me.

**Note**—But there are some Past Participles which can be used **both as Verbs and Adjectives**. They are—**Torn, written, born, broken, fallen, given, spoken, stolen**. As—

1. Here is the **broken window**.
2. Where is the **window broken** by the thief.
3. I want a **written statement**.
4. This is the **letter written** by me.

#### **Rule 5—Present Participle and Active Voice**

Present Participles are mostly used in **Active Voice** before the Noun. As—

1. This is our **reading room**.
2. There is no **drinking water**.
3. Hawk is a **hunting bird**.
4. Don't get down a **running bus**.

#### **Rule 6—Participles used as Prepositions**

Some Participles are used as **Prepositions** and they depend on the main part of the sentence.  
**As—**

1. **Referring to your letter**, I have to say that.....
2. **Regarding my qualifications**, I would submit that.....

#### **Rule 7—Participles of Time**

Some Participles suggest **time**. The sense of time becomes more clear when the Participle phrase is converted into a clause. **As—**

1. **Going to school**, I dropped my pen somewhere. (*i.e.* while I was going to school.)
2. **Having finished my work**, I returned from my office. (*i.e.* After I had finished my work.)

#### **Rule 8—Participles of Reason / Cause**

1. **Being tired**, I could not go any farther. (*i.e.* Because I was tired.)
2. **Having been satisfied**, I did not take any further action. (*i.e.* Because I had been satisfied.)

#### **Rule 9—Participles of Condition.**

1. **Turning to the left**, you will see the Railway station. (*i.e.* If you turn to the left.)
2. **Conditions remaining the same**, there will be no problem in organizing the function. (*i.e.* If conditions remain the same.)

#### **Rule 10—Participles of Concession / Contrast**

1. **Believing what you say**, I will still look into the matter myself. (*i.e.* Even though I believe what you say.)
2. **Living from hand to mouth**, he yet maintains his self-respect. (*i.e.* Though he lives from hand to mouth.)

#### **Exercise**

#### **Correct the following sentences :**

1. I am not duty bounden to go.
2. He was stricken on the head.
3. A goat has clove feet.
4. He was picked up dead drunken.
5. Here is a spun wheel.
6. This is my written book.
7. We live in your built house.
8. This is our ground playing.

**Hints**—(1) duty bound; (2) was struck; (3) cloven feet; (4) dead drunk; (5) spinning wheel; (6) the book written by me; (7) in the house built by you; (8) playing ground.

# 12

# Time and Tense

## Distinction Between Time and Tense

In order to understand this chapter, it is necessary first to understand the meanings of **Time** and **Tense** and the distinction between the two. **Time** is used in the ordinary sense as we know it in life. **Time** has **three dimensions**—the Present Time, the Past Time, and the Future Time. But **Tense** is a grammatical term, showing the grammatical forms of the **Verb**. Thus **Time** points to the **meaning** of the Verb, and **Tense** to the form of the Verb. There are **three** broad divisions of Tense—the Present Tense, the Past Tense, and the Future Tense. Each Tense is further divided into **four** sub-divisions—1. Simple, 2. Continuous (Progressive), 3. Perfect, 4. Perfect Continuous. In this way **Time** has **three divisions**, while **Tense** has twelve divisions.

It may further be pointed out that **One Tense** may show **more than one dimension of Time**. For example, Simple Present Tense may show Present Time, Past Time and Future Time. Likewise, Simple Past Tense can also show Present Time, Past Time and Future Time.

For example, see the following Question and its Answer :

**Q. How does Ram earn his living ?**

**Ans.** He runs a shop.

The above Answer is in Simple Present Tense, but in its sense it shows Past, Present and Future Time, because he had the shop in the past; he has it in the present, and he will keep it in future too. In other words this sentence is in Simple Present Tense but in Past, Present, and Future Time.

Now see this sentence—

**“I go to Bombay tomorrow morning.”**

This sentence is in Simple Present Tense, but in sense it shows Future Time.

Now see the following sentences written in Simple Past Tense. All these sentences are in **Past**

Tense, but in sense the first sentence is in **Past Time**, the second in **Present Time**, the third in **Future Time**. As—

1. I **sent** a message to my brother **yesterday**. (**Past Tense and Past time**)
2. If I **sent** a message to my brother **just now**, he would receive it tomorrow. (**Past Tense and Present time**)
3. If I **sent** a message to my brother **tomorrow**, he would receive it on Sunday morning. (**Past Tense and Future time**)

Therefore a student must clearly understand the distinction between Present Tense and Present Time, Past Tense and Past Time, and Future Tense and Future Time.

Let us now study in detail the **Tenses** and **Time Sense**.

## Three Forms of Verbs

### Present, Past and Past Participle Forms of Some Difficult Verbs

Each Verb has Three Forms :

- I Form or Present Tense.
- II Form or Past Tense.
- III Form or Past Participle.

Since no sentence can be formed without using a Verb in a certain form, we give below a list of the I, II, and III Forms of some typical Verbs in the use of which an error is often committed :

## Group I

I Form	II Form	III Form
<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
Arise	arose	arisen
Bear	bore	born
Bear	bore	borne
Beat	beat	beaten
Beget	begot	begot

I Form <i>Present Tense</i>	II Form <i>Past Tense</i>	III Form <i>Past Participle</i>	I Form <i>Present Tense</i>	II Form <i>Past Tense</i>	III Form <i>Past Participle</i>
Bid	bade	bidden	Slide	slid	slid
Bite	bit	bitten	Smell	smelt	smelt
Bind	bound	bound	Smite	smote	smitten
Blow	blew	blown	Speak	spoke	spoken
Break	broke	broken	Spoil	spoilt	spoilt
Burn	burnt	burnt	Steal	stole	stolen
Chide	chid	chid	Stride	strode	stridden
Choose	chose	chosen	Strike	struck	struck
Creep	crept	crept	Strive	strove	striven
Deal	dealt	dealt	Swear	swore	sworn
Dwell	dwelt	dwelt	Sweep	swept	swept
Draw	drew	drawn	Take	took	taken
Drink	drank	drunk	Teach	taught	taught
Drive	drove	driven	Tear	tore	torn
Eat	ate	eaten	Throw	threw	thrown
Fall	fell	fallen	Tread	trod	trodden
Feel	felt	felt	Wear	wore	worn
Fly	flew	flown	Weave	wove	woven
Forbear	for bore	forborne	Weep	wept	wept
Forget	forgot	forgotten	Write	wrote	written
Forsake	forsook	forsaken	<b>Group II</b>		
Freeze	froze	frozen	Abide	abode	abode
Get	got	got	Awake	awoke	awoke
Give	gave	given	Build	built	built
Go	went	gone	Become	became	become
Grow	grew	grown	Begin	began	begun
Hang	hanged	hanged	Behold	beheld	beheld
Hide	hid	hidden	Bend	bent	bent
Kneel	knelt	knelt	Cling	clung	clung
Know	knew	known	Come	came	come
Laugh	laughed	laughed	Dig	dug	dug
Lie	lay	lain	Feed	fed	fed
Mean	meant	meant	Fight	fought	fought
Ride	rode	ridden	Find	found	found
Rise	rose	risen	Fling	flung	flung
See	saw	seen	Grind	ground	ground
Shake	shook	shaken	Hold	held	held
Show	showed	shown	Lend	lent	lent
Shrink	shrank	shrunk	Lead	led	led
Sink	sank	sunk	Ring	rang	rung
Sow	sowed	sown	Run	ran	run
Slay	slew	slain	Read	read	read
Sleep	slept	slept			

I Form <i>Present Tense</i>	II Form <i>Past Tense</i>	III Form <i>Past Participle</i>
Shine	shone	shone
Sing	sang	sung
Spin	spun	spun
Spring	sprang	sprung
Stand	stood	stood
Stick	stuck	stuck
Sting	stung	stung
String	strung	strung
Swim	swam	swam
Win	won	won
Wind	wound	wound
Wring	wrong	wrong

### Group III

The following Verbs remain **the same** in all the **three forms** :

Bet	bet	bet
Burst	burst	burst
Cast	cast	cast
Cut	cut	cut
Cost	cost	cost
Hit	hit	hit
Hurt	hurt	hurt
Let	let	let
Put	put	put
Read	Read	Read
Rid	rid	rid
Set	set	set
Shed	shed	shed
shut	shut	shut
Split	split	split
Spread	spread	spread
Thrust	thrust	thrust

### Structure of Sentences According to Tenses

As we have said above, there are **Three** Tenses, and each tense is further divisible into **four** sub-divisions. Thus there are in all **twelve** divisions, and each division has its own grammatical structure. We are giving below examples of all these **twelve structures** along with their **Rules**.

**Note**—In the **Rules** given below, **V<sub>1</sub>** stands for the First Form (Present Tense) of the Verb, **V<sub>2</sub>** for the Second Form (Past Tense) and **V<sub>3</sub>** for the Third Form (Past Participle) of the Verb.

### 1. PRESENT TENSE

**Read the following sentences carefully—**

#### 1. PRESENT INDEFINITE TENSE

##### (i) Affirmative Sentences—

I read my book.

He loves his school.

You help the poor.

They love their country.

##### (ii) Negative Sentences—

I do not read my book.

He does not love his school.

You do not help the poor.

They do not love their country.

##### (iii) Interrogative Sentences : Affirmative—

Do I read my book ?

Does he love his school ?

Do you help the poor ?

Where does he go ?

##### (iv) Interrogative Sentences : Negative—

Do I not read my book ?

Does he not love his school ?

Do you not help the poor ?

Where does he not go ?

### Rules

**Rule 1**—In **Affirmative** sentences **I, We, You, They** and **Plural Nouns** take the verb in the **First Form**. But **He, She, It** and **Singular Nouns** take the Verb in the **First Form** with **s / es**. [See (i)]

#### Structure :

I / We / You / They / Plural Nouns + V <sub>1</sub>
He / She / It / Singular Nouns + V <sub>1</sub> + s / es

**Rule 2**—In **Negative** sentences **I, We, You, They, and Plural Nouns** take **donot + Verb** in the **First Form**. But **He, She, It** and **Singular Nouns** take **does not + Verb** in the **First Form**. [See (ii)]

#### Structure :

I / We / You / They / Plural Nouns + do not + V <sub>1</sub>
He / She / It / Singular Nouns + does not + V <sub>1</sub>

**Rule 3**—Interrogative Sentences have two structures :

- (i) Those that begin with **Do Verb (do, does, did)**. After the **Do Verb** comes the subject and thereafter **Verb** in the **First Form**.
- (ii) Those that begin with **Interrogative Adverb (What, Where, Why, When, Who, etc.)**. After the Adverb there follows the same structure as given above. [See (iii)]

**Structure :**

- |  |
|--|
| (i) <b>Do Verb + Subject + V<sub>1</sub></b>           |
| (ii) <b>Adverb + Do Verb + Subject + V<sub>1</sub></b> |

**Rule 4**—In the **Interrogative Negative Sentences** both the structures are the same as under **Rule 3** above except that in them **not** is added after the subject. [See (iv)]

## 2. PRESENT CONTINUOUS TENSE

### (i) Affirmative Sentences—

I am reading my book.  
He is going to school.  
They are playing football.  
You are going.

### (ii) Negative Sentences—

I am not reading my book.  
He is not going to school.  
You are not going.

### (iii) Interrogative Sentences : Affirmative—

Am I reading my book ?  
Is he going to school ?  
Are you going ?  
Where are you going ?

### (iv) Interrogative Sentences : Negative—

Am I not reading my book ?  
Is he not going to school ?  
Are you not going ?  
Where are you not going ?

### Rules

**Rule 1**—In **Affirmative Sentences** **I** takes **am + V<sub>1</sub>x 'ing'**, **You, We, They** and **Plural Nouns** take **are + V<sub>1</sub>x 'ing'**, and **He, She, It** and **Singular Nouns** take **is + V<sub>1</sub>x 'ing'**. [See (i)]

**Structure :**

I + am + V <sub>1</sub> x 'ing'
We/You/They/Plural Nouns + are + V <sub>1</sub> x 'ing'
He / She / It / Singular Nouns + is + V <sub>1</sub> x 'ing'

**Rule 2**—In **Negative Sentences** **not** is added after **is, am, are** in the above noted structures. [See (ii)]

**Structure :**

I + am + not + V <sub>1</sub> x 'ing'
We / You / They / Plural Nouns + are + not + V <sub>1</sub> x 'ing'
He / She / It / Singular Nouns + is + not + V <sub>1</sub> x 'ing'

**Rule 3**—**Interrogative sentences** begin with the **Auxiliary Verb Is / Am / Are. Adverbial Interrogatives** are used even before the **Auxiliaries**. [See (iii)]

**Structure :**

Am + I + V <sub>1</sub> x 'ing'
Are + We / You / They + V <sub>1</sub> x 'ing'
Is + he / she / it + V <sub>1</sub> x 'ing'

**Rule 4**—**Interrogative Negative Sentences** follow the same structures as given under Rule 3 above except that **not** is used before the Principal Verb. [See iv]

**Structure :**

Am + I + not + V <sub>1</sub> x 'ing'
Are + We / You / They + not + V <sub>1</sub> x 'ing'
Is + he / she / it + not + V <sub>1</sub> x 'ing'

## 3. PRESENT PERFECT TENSE

### (i) Affirmative Sentences—

I have read my book.  
You have finished your work.  
He has gone to Calcutta.  
They have left Agra.

### (ii) Negative Sentences—

I have not read my book.  
You have not finished your work.  
He has not gone to Calcutta.  
They have not left Agra.

**(iii) Interrogative Sentences : Affirmative—**

Have I read my book ?  
 Have you finished your work ?  
 Has he gone to Calcutta ?  
 Have they left Agra ?  
 Where have they gone ?

**(iv) Interrogative Sentences : Negative—**

Have I not read my book ?  
 Have you not finished your work ?  
 Has he not gone to Calcutta ?  
 Have they not left Agra ?  
 What have they not done ?

**Rules**

**Rule 1**—In Affirmative sentences **I, We, You, They, and Plural Nouns** take **have + third form** of the Verb. **He, She, It and Singular Nouns** take **has + third form of the Verb**. [See (i)]

**Structure :**

I / We / You / They + have + V<sub>3</sub>  
 He / She / it + has + V<sub>3</sub>

**Rule 2**—In Negative sentences we use **not** after **has or have** in the above structures. [See (ii)]

**Structure :**

I / We / You / They + have + not + V<sub>3</sub>  
 He / She / it + has + not + V<sub>3</sub>

**Rule 3**—Interrogative sentences begin with the Auxiliary **Have** or **Has**, after which comes the **Subject** and then **Verb in the Third Form**. Interrogative Adverbs, if any, are used even before **Have** or **Has**. [See (iii)]

**Structure :**

Have / Has + Subject + V<sub>3</sub>  
 Interrogative Adverb + have/has+Subject + V<sub>3</sub>

**Rule 4**—In Interrogative Negative sentences **not** is used before the Verb. [See (iv)]

**Structure :**

Have / Has + Subject + not + V<sub>3</sub>  
 Interrogative Adverb + have / has + Subject + not + V<sub>3</sub>

**4. PRESENT PERFECT CONTINUOUS TENSE****(i) Affirmative Sentences—**

I have been working for four hours.  
 He has been sleeping since 6 O'clock.  
 You have been living here since July.

**(ii) Negative Sentences—**

I have not been working for four hours.  
 He has not been sleeping since 6 O'clock.  
 You have not been living here since July.

**(iii) Interrogative Sentences : Affirmative—**

Have I been working for four hours ?  
 Has he been sleeping since 6 O'clock ?  
 Why has the child been weeping for two hours ?

**(iv) Interrogative Sentences : Negative—**

Have I not been working for four hours ?  
 Has he not been sleeping since 6 O'clock ?  
 Why have you not been reading since the morning ?

**Rules**

**Rule 1**—Perfect Continuous Tense expresses period of time. If the period of time is definite (i.e. the starting point of time is known), we use **since**, as **since July, since 4 O'clock, since Monday, since 1964**, etc. But if the period of time is not definite (i.e. the starting point of time is not known), we use **for**, as **for some time, for five hours, for fifteen years**, etc.

**Rule 2**—In Affirmative Sentences **I, We, You, They, and Plural Nouns** take **have been** followed by the **Verb in the First Form X 'ing'**. **He, She, It and Singular Nouns** take **has been** followed by the **Verb in the First Form X 'ing'**. [See (i)]

**Structure :**

Subject + have/has been + V<sub>1x</sub> 'ing' + Time

**Rule 3**—In Negative Sentences we use **not** after **have or has** in the above structure. [See (ii)]

**Structure :**

Subject + have not been / has not been + V<sub>1x</sub> 'ing' + Time

**Rule 4**—In Interrogative Sentences we use **Have / Has** at the beginning of the Sentence, followed by the **Subject** and then comes **been** and then **Verb in the First Form X 'ing'**, and then **Time**. [See (iii)]

**Structure :**

Have / Has + Subject + been + V<sub>1x</sub> 'ing' + Time

**Rule 5**—In Interrogative Negative sentences we use **not** before **been**. [See (iv)]

**Structure :**

Have / Has + Subject + not + been + V<sub>1x</sub> 'ing' + Time.

## 2. PAST TENSE

Read the following sentences carefully—

### 5. PAST INDEFINITE TENSE

**(i) Affirmative Sentences—**

I helped my friend.  
You loved your school.  
He wrote a book.

**(ii) Negative Sentences—**

I did not help my friend.  
You did not love your school.  
He did not write a book.

**(iii) Interrogative Sentences : Affirmative—**

Did I help my friend ?  
Did you love your school ?  
Did you write a book ?  
Where did you go ?

**(iv) Interrogative Sentences : Negative—**

Did I not help my friend ?  
Did you not love your school ?  
Where did you not go ?

**Rules**

**Rule 1**—In **Affirmative** Sentences we use the **Second Form** of the Verb with every Subject of any Person or any Number.

[See (i)]

**Structure :** Subject + V<sub>2</sub>

**Rule 2**—In **Negative** sentences we use **did not** followed by the Verb in the **First Form** with every Subject. [See (ii)]

**Structure :** Subject + did not + V<sub>1</sub>

**Rule 3**—In **Interrogative** Sentences we begin the sentence with **Did**, and then use the **Subject** and after that Verb in the **First Form**. [See (iii)]

**Structure :** Did + Subject + V<sub>1</sub>

**Rule 4**—In **Interrogative Negative** sentences **not** is used before the main verb. [See (iv)]

**Structure :** Did + Subject + not + V<sub>1</sub>

## 6. PAST CONTINUOUS TENSE

**(i) Affirmative Sentences—**

I was reading my book.  
He was going to school.  
They were playing football.  
You were going.

**(ii) Negative Sentences—**

I was not reading my book.  
He was not going to school.  
You were not going.

**(iii) Interrogative Sentences : Affirmative—**

Was I reading my book ?  
Was he going to school ?  
Were you going ?  
Where were you going ?

**(iv) Interrogative Sentences : Negative—**

Was I not reading my book ?  
Was he not going to school ?  
Were you not going ?  
Where were you not going ?

**Rules**

**Rule 1**—In **Affirmative** sentences **I, He, She, It** and **Singular Nouns** take **was + V<sub>1x</sub> 'ing'**. **You, We, They** and **Plural Nouns** take **were + V<sub>1x</sub> 'ing'**. [See (i)]



**Structure :**

- (1) Subject + had + not + V<sub>3</sub>
- (3) Subject + had + not + V<sub>3</sub> + before + Subject + V<sub>2</sub>
- (4) Subject + did not + V<sub>1</sub> + after + Subject + had + V<sub>3</sub>

**Rule 6**—In **Interrogative** sentences formed under Rules (1) and (3) above, **had** is shifted to the beginning of the sentence (keeping the remaining structure unchanged). In sentences formed under Rule (4) above, **Sub-ject + V<sub>2</sub>** are converted into **Did + Subject + V<sub>1</sub>**. [See (iii)]

**Structure :**

- (1) Had + Subject + V<sub>3</sub>
- (3) Had + Subject + V<sub>3</sub> + before + Subject + V<sub>2</sub>
- (4) Did + Subject + V<sub>1</sub> + after + Subject + had + V<sub>3</sub>

**Rule 7**—In Interrogative **Negative** sentences **not** is used **before the main Verb** in each form. [See (iv)]

**Structure :**

- (1) Had + Subject + not + V<sub>3</sub>
- (3) Had + Subject + not + V<sub>3</sub> + before + Subject + V<sub>2</sub>
- (4) Did + Subject + not + V<sub>1</sub> + after + Subject + had + V<sub>3</sub>

**8. PAST PERFECT CONTINUOUS TENSE****(i) Affirmative Sentences—**

I had been working for four hours.  
He had been sleeping since 6 O'clock.  
We had been living in Delhi since 1950.

**(ii) Negative Sentences—**

I had not been working for four hours.  
He had not been sleeping since 6 O'clock.  
We had not been living in Delhi since 1960.

**(iii) Interrogative Sentences : Affirmative—**

Had he been working for four hours ?

Had he been sleeping since 6 O'clock ?  
Had we been living in Delhi since 1980 ?  
Why had the child been weeping for two hours ?

**(iv) Interrogative Sentences : Negative—**  
Had I not been working for four hours ?  
Had he not been sleeping since 6 O'clock ?  
Had we not been living in Delhi since 1980 ?  
Why had you not been reading since the morning ?

**Rules**

**Rule 1**—Sentences of Past Perfect Continuous Tense also carry the sense of **Time**. For definite starting point of time we use **since**, and for indefinite point of time we use **for** (as under Past Perfect Tense above).

**Rule 2**—In Affirmative Sentences we use the Verb in the form of **had been + Verb in the First Form** x 'ing' with every subject of any Person or any number. [See (i)]

**Structure :**

Subject + had been + V<sub>1</sub>x 'ing' + Time phrase

**Rule 3**—In Negative Sentences we use **not** between **had** and **been**. [See (ii)]

**Structure :**

Subject + had not been + V<sub>1</sub>x 'ing' + Time

**Rule 4**—In Interrogative sentences we begin the sentence with **Had**, or with **Interrogative Adverb** used even before **Had**.

[See (iii)]

**Structure :**

Had + Subject + been + V<sub>1</sub>x 'ing' + Time phrase  
Interrogative Adverb + Had + Subject + been x 'ing' + Time

**Rule 5**—In Interrogative **Negative** sentences we use **not** before **been** in the structure under Rule 4 above. [See (iv)]

**Structure :**

Had + Subject + not + been + V<sub>1</sub>x 'ing' + Time

### 3. FUTURE TENSE

Read the following sentences carefully—

#### 9. FUTURE INDEFINITE TENSE

##### (i) Affirmative Sentences—

I shall help you.  
He will come today.  
You will do your work.  
They will go to Kanpur.

##### (ii) Negative Sentences—

I shall not help you.  
He will not come today.  
You will not do your work.  
They will not go to Kanpur.

##### (iii) Interrogative Sentences : Affirmative—

Shall I help you ?  
Will he come today ?  
Will you do your work ?  
Will they go to Kanpur ?  
Where will they go ?

##### (iv) Interrogative Sentences : Negative—

Shall I not help you ?  
Will he not come today ?  
Will you not do your work ?  
Will they not go to Kanpur ?  
Where will they not go ?

#### Rules

**Rule 1**—In **Affirmative** sentences **I** and **We** take **shall** followed by **Verb** in the **First Form**, and **He**, **You**, **They** and every **Noun** take **will** followed by **Verb** in the first Form.

[See (i)]

#### Structure :

I / We + Shall + V <sub>1</sub>
He / You / They / any Noun + will + V <sub>1</sub>

**Rule 2**—In **Negative** sentences we use **not** after **shall** or **will** in the structure under **Rule 1** above. [See (ii)]

#### Structure :

I / We + shall + not + V <sub>1</sub>
He / You / They / any Noun + will + not + V <sub>1</sub>

**Rule 3**—In **Interrogative** sentences we begin the sentence with **shall** or **will**, or with **Interrogative Adverb** used even before **Shall** / **Will**. [See (iii)]

#### Structure :

Shall / will + Subject + V <sub>1</sub>
Interrogative Adverb+shall/will + Subject+V <sub>1</sub>

**Rule 4**—In **Interrogative Negative** sentences we use **not** before the main verb in the structure under **Rule 3** above. [See (iv)]

#### Structure :

Interrogative Adverb / shall / will + Subject + not + V <sub>1</sub>
--

**Rule 5**—Sometimes for the sake of **emphasis** we use **will** with **I** / **We**, and **shall** with **He** / **You** / **They** / any **Noun**.

#### 10. FUTURE CONTINUOUS TENSE

##### (i) Affirmative Sentences—

I shall be helping you.  
You will be going to Kanpur.  
He will be coming today.

##### (ii) Negative Sentences—

I shall not be helping you.  
You will not be going to Kanpur.  
He will not be coming today.

##### (iii) Interrogative Sentences : Affirmative—

Shall I be helping you ?  
Will you be going to Kanpur ?  
Will he be coming today ?  
Where will you be going ?

##### (iv) Interrogative Sentences : Negative

Shall I not be helping you ?  
Will you not be going to Kanpur ?  
Will he not be coming today ?  
Where will you not be going ?

#### Rules

**Rule 1**—In **Affirmative** sentences **I** / **We** take **shall be** followed by **Verb** in the **First Form X 'ing'**, and **You** / **He** / **They** / any **Noun** take **will be** followed by **Verb** in the **First Form X 'ing'**. [See (i)]

**Structure :**

I / We + shall be + V<sub>1X</sub> 'ing'.  
You/He/They/any Noun + will be + V<sub>1X</sub> 'ing'.

**Rule 2—**In Negative sentences we use **not** after **shall / will**. [See (ii)]

**Structure :**

I / We + shall + not + be + V<sub>1X</sub> 'ing'.  
You / He / They / any Noun + will + not + be + V<sub>1X</sub> 'ing'.

**Rule 3—**In Interrogative sentences we use **Shall / Will** at the beginning of the sentence or **Interrogative Adverb** even before **shall / will**. [See (iii)]

**Structure :**

Interrogative Adverb / Shall / Will + subject + be + V<sub>1X</sub> 'ing'.

**Rule 4—**In Interrogative Negative sentences we use **not** before **be** in the structure under Rule 3 above. [See (iv)]

**Structure :**

Shall / Will + Subject + not + be + V<sub>1X</sub> 'ing'

**Rule 5—**For emphasis we use **will** with **I / We** and **shall** with **You / He / They / every Noun**.

**11. FUTURE PERFECT TENSE****(i) Affirmative Sentences—**

I shall have finished my work.  
You will have gone before he comes.  
He will have reached the station before the train leaves.

**(ii) Negative Sentences—**

I shall not have finished my work.  
You will not have gone before he comes.  
He will not have reached the station before the train leaves.

**(iii) Interrogative Sentences : Affirmative—**

Shall I have finished my work ?  
Will you have gone before he comes ?  
Will he have reached the station before the train leaves ?  
Why will he have gone before you reach?

**(iv) Interrogative Sentences : Negative—**

Shall I not have finished my work ?  
Will you not have gone before he comes ?  
Will he not have reached the station before the train leaves ?  
Why will he not have gone before you reach ?

**Rules**

**Rule 1—**In Affirmative sentences **I / We** take **shall have**, and **You / He / They / every Noun** take **will have**, followed by the verb in the **Third Form**. [See (i)]

**Structure :**

I / We + shall have + V<sub>3</sub>  
You / He / They / Noun + will have + V<sub>3</sub>

**Rule 2—**In Negative sentences we use **not** after **shall / will**. [See (ii)]

**Structure :**

Subject + shall not have / will not have + V<sub>3</sub>

**Rule 3—**The Interrogative sentence begins with **Will** or **Shall**. **Interrogative Adverb**, if any, is used even before **will / shall**. [See (iii)]

**Structure :**

Shall / Will + Subject + have + V<sub>3</sub>

**Rule 4—**Interrogative Negative sentences take **not** before **have**. [See (iv)]

**Structure :**

Shall / Will + Subject + not have + V<sub>3</sub>

**12. FUTURE PERFECT CONTINUOUS TENSE****(i) Affirmative Sentences—**

I shall have been reading for four hours.  
He will have been living in Delhi since 1980.  
You will have been waiting for him for two hours.

**(ii) Negative Sentences—**

I shall not have been reading for four hours.

He will not have been living in Delhi since 1980.

You will not have been waiting for him for two hours.

**(iii) Interrogative Sentences : Affirmative—**

Shall I have been reading for four hours?

Will he have been living in Delhi since 1980 ?

Why will he have been waking for four hours ?

**(iv) Interrogative Sentences : Negative—**

Shall I not have been reading for four hours ?

Will he not have been living in Delhi since 1980 ?

Why will he not have been waiting for us since morning ?

**Rules**

**Rule 1**—These sentences always use some phrase of **Time**. For a definite starting point of time we use **since**, and for an indefinite starting point we use **for**.

**Rule 2**—In **Affirmative** sentences **I / We** take **shall have been**, and **You / He / They / any Noun** take **will have been**, followed by **Verb** in the **First Form x 'ing'**.

[See (i)]

**Structure :**

I / We + shall have been + V<sub>1X</sub> 'ing'

You / He / They / any Noun + will have been + V<sub>1X</sub> 'ing'.

**Rule 3**—In **Negative** sentences **not** is used after **shall / will**. [See (ii)]

**Structure :**

Subject + shall not have been / will not have been + V<sub>1</sub> + 'ing'

**Rule 4**—**Interrogative** sentences begin with **shall / will**, or with **Interrogative Adverb**, if required, even before **shall / will**.

[See (iii)]

**Structure :**

Shall / Will + Subject + have been + V<sub>1X</sub> 'ing'

Interrogative Adverb + shall / will + Subject + have been + V<sub>1X</sub> 'ing'

**Rule 5**—In **Interrogative Negative** sentences we use **not** before **have** in the structure under Rule 4 above. [See (iv)]

**Structure :**

Shall / Will + Subject + not + have been + V<sub>1X</sub> 'ing'.

**Uses of the Tenses**

**(i) Simple Present Tense**

The **Simple Present Tense** is used in the following situations—

1. To express some **universal Truth or Principle**. These sentences carry the sense of **Past, Present and Future Time**. As—

1. The sun **rises** in the east.
2. The earth **moves** round the sun.
3. The moon **appears** in the night.
4. The rose **smells** sweet.
5. Water **freezes** at -4°C.

2. To express some **Permanent Activity or Nature**. They indicate **Past, Present and Future Time**. As—

1. Birds **lay** their eggs in their nests.
2. Fish **live** in water.
3. She **is** always cheerful.
4. I regularly **go** for a walk.

3. To express some **habitual action** or some **repeated action**. As—

1. I **love** children.
2. She **uses** heavy cosmetics.
3. He **reads** till late in the night.
4. He **does not talk** much.

4. To express some **Programme, Function or Decision** fixed for **Future**. It indicates **Future Time**. As—

1. Our examinations **begin** tomorrow.
2. We **play** a friendly match next Sunday.
3. I **go** to Bombay tomorrow morning.
4. Deepawali **falls** next month.

5. To express some **historical truth, vivid description, live commentary or broadcasting**. As—

1. Now Shivaji **escapes** from the Fort of Agra.

2. India **gets** Independence on the 15th of August, 1947.
3. In the course of the exciting car rally a car **falls** into the valley.
4. Now Kapil Deo **strikes** a sixer.
5. The Prime Minister **hoists** the national flag.
6. Clauses of time or condition are also expressed in Simple Present Tense. As—
  1. If you **work** hard, you will pass.
  2. You will be appointed if you **apply**.
  3. Please wait until I **come**.
  4. The train will leave before you **reach**.
7. The following Verbs are mostly used in the **Simple Present Tense**. They should not be used in Present Continuous Tense. These Verbs are :
  1. Verbs of perception .....  
**see, hear, smell, notice, recognize.**
  2. Verbs of appearing .....  
**appear, look, seem.**
  3. Verbs of emotion .....  
**want, wish, desire, feel, like, love, hate, hope, refuse, prefer.**
  4. Verbs of thinking .....  
**think, suppose, believe, agree, consider, trust, remember, forget, know, understand, imagine, mean, mind.**
  5. Verbs of “having” .....  
**have, own, possess, belong to, contain, consist of, be (in the active voice)**

## (ii) Present Continuous Tense

**Present Continuous Tense** is used in the following situations—

1. To express an action **going on** at the time of speaking. As—
  1. He **is reading** his book.
  2. The baby **is sleeping**.
  3. The teacher **is teaching**.
  4. The birds **are flying**.
2. To indicate a certain programme or a decision scheduled to take place in **near future**. It carries the sense of **Future Time**. As—

1. We **are playing** a match tomorrow.
2. I **am leaving** for Calcutta this evening.
3. My father **is coming** today.
4. I **am going** to the cinema tonight.
3. To express some **possibility** or **determination**. As—
  1. I **am going to buy** a car.
  2. She **is going to give** a performance.
  3. He **is going to boat** in the lake.
  4. You **are going to lose** in this bargain.

## (iii) Present Perfect Tense

**Present Perfect Tense** is used in the following situations—

1. To indicate an action that has just been completed and has, therefore, ceased to have its connection with the **present time**. As—
  1. He **has just closed** the shop.
  2. I **have just come** from Delhi.
  3. You **have finished** your work.
  4. She **has gone** with her father.
2. It is also used to indicate an action that started some time in the past and continuing up to the present moment. As—
  1. I **have lived** in Bombay for five years.
  2. She **has been ill** since last week.
  3. I **have not met** him for a long time.
  4. They **have not come** here for many months.
3. To indicate past actions of which time is not given and not definite. As—
  1. He **has never** come here.
  2. He **has been** a famous actor.
  3. I **have read** Shakespeare.
  4. He **has been** to America.
4. The following **Adverbs** or **Adverbial phrases** can be used with the Present Perfect Tense—**just, ever, never, often, so far, till now, already, for, since, today, this morning, this week**, etc. As—
  1. He has never come **till now**.
  2. I have **just** arrived.
  3. He has not seen me **so far**.
  5. Adverbs or Adverbial phrases of **Past time** (**yesterday, last year, some time ago**, etc.) cannot be used with the Present Perfect Tense. The following sentences are **wrong** :

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1. He **has come** yesterday.
2. He **has passed** M. A. last year.

Such sentences should be written in **Simple Past Tense**. As—

1. He **came** yesterday.
2. He **passed** M. A. last year.

#### (iv) Present Perfect Continuous Tense

The **Present Perfect Continuous Tense** is used to express the actions that began some time in the past and are still continuing. As—

1. He **has been studying** since 6 O'clock.
2. It **has been raining** since morning.
3. He **has been working** in this factory for many years.
4. I **have been living** in this house since 1990.

#### (v) Simple Past Tense

**Simple Past Tense** is used in the following cases—

1. To express actions that **ended in the past**, and carry the sense of Past Time. As—

1. I **wrote** a letter yesterday
2. She **came** to me this morning.
3. I **studied** in this college.
4. I **met** him in the market.

2. This tense also expresses **past habits** or **style of working**. As—

1. He **used to wear** white trousers.
2. He never **went** to bed before midnight.
3. He never **told** a lie.
4. He often **came** on foot.

**Note**—In such sentences **Adverbs of Frequency** are often used.

#### (vi) Past Continuous Tense

**Past Continuous Tense** is used in the following cases—

1. The Past Continuous Tense indicates an action going on till some time in the past. These sentences **may** or **may not** use some **phrase of time**. As—

1. We **were watching** the T.V. this evening.
2. They **were playing** football.
3. I **was teaching** them Shakespeare.
4. I **was sleeping** at that time.

2. This Tense also expresses some **persistent habits** in the past. **Adverbs of Frequency** (**always**, **often**, **continually**, etc.) are often used with this Tense. As—

1. He **was often grumbling**.
2. He **was always complaining**.
3. She **was continually harassing** her husband.

#### (vii) Past Perfect Tense

**Past Perfect Tense** is used in the following situations—

1. To express an action already completed before a certain point of time in the past. As—

1. He **had built** his house before 1980.
2. He **had resigned** from his post before joining here.
3. Cholera **had broken** out in Africa fifteen years earlier also.
4. He **had already decided** to settle down in America.

2. If reference is to **two activities** completed in the past, one activity having been completed earlier than the other, the one completed earlier will require **Past Perfect Tense**, and the later one **Simple Past Tense**. As—

1. The doctor **arrived** after the patient **had died**.
2. The patient **had died** before the doctor **arrived**.
3. He **reached** the station after the train **had left**.
4. He **had gone** to bed before you **reached** there.

**Note**—(i) The **Conjunctions** used to connect the Principal and Sub-ordinate clauses in such sentences are **before** or **after**.

(ii) If **two actions** are completed almost at the same time in the past, the **Simple Past Tense** is used for both. As—

1. He **closed** the door and **went** to bed.
2. The servant **came** and **gave** me a glass of water.

#### (viii) Past Perfect Continuous Tense

The **Past Perfect Continuous Tense** is used to express an action started before a certain point of time in the past and continuing to the present moment. As—

1. It **had been raining** for two hours.
2. He **had been teaching** at this school for ten years.
3. He **had been playing** cricket in England for five years.
4. I **had been practising** law for a number of years.

#### (ix) Simple Future Tense

**Simple Future Tense** is used to convey the following sense—

1. To indicate an action scheduled to take place in future. As—

  1. I **shall go** to office tomorrow.
  2. We **shall have** holiday tomorrow.
  3. He **will come** on Monday.
  4. You **will get** your chance next time.

**Note**—To express **strong will, determination, warning or order / command**, I / We take **will + Verb**, and You / He / They take **shall + Verb**. As—

1. I **will** not act against my conscience.
2. We **will** not accept our defeat.
3. You **shall** not be late.
4. He **shall** not be allowed to go.
2. Some Interrogative sentences begin with **Shall I / Shall we**, which convey the sense of advice / suggestion / request / proposal, and they express **Present time**. As—

1. **Shall I** draw the curtain ?
2. **Shall we** now go ?
3. **Shall I** prepare tea for you ?
4. **Shall we** start the match now ?
3. Sometimes Simple Future Tense is used to convey **universal truth or habit**. These sentences express all the **three times—Past, Present and Future**. As—

  1. Sin **will be** sin.
  2. Roses **will bloom** in spring.
  3. A drunkard **will drink**.

#### (x) Future Continuous Tense

**Future Continuous Tense** is used to convey the following ideas :

1. To convey the sense that a certain activity will continue for some time in future. As—

1. We **shall be playing** the match at this time.
2. I **shall be staying** with my brother.
3. We **shall be travelling** by train.
2. These sentences also convey the sense of **future planning or intention**. As—

  1. I **shall be meeting** the Prime Minister on Tuesday.
  2. We **shall be attending** a conference at Delhi next week.

#### (xi) Future Perfect Tense

**Future Perfect Tense** is used to convey the sense of completion of an action by a certain point of time in future. As—

1. I **shall have reached** Calcutta by this time tomorrow.
2. We **shall have completed** our project by the end of the next month.

The Future Perfect Tense also conveys the sense of **likelihood or probability**. It refers to an action in the past. As—

1. You **will have met** my brother at Calcutta.
2. You **will have seen** the Taj.
3. He **will have been** at your residence.

#### (xii) Future Perfect Continuous Tense

The **Future Perfect Continuous Tense** indicates the continuance of some action for a long time in future. As—

1. He **will have been building** his house.
2. I **shall have been preparing** for my examination.

#### Exercise 1

**Correct the following sentences :**

1. I had been married in 1990.
2. She finished her work when I met her.
3. They had gone to Calcutta last night.
4. Who had invented the gramophone ?
5. The fair had been over ten days ago.
6. He had come to my room while I was reading.
7. I saw her when I had been passing yesterday.
8. He was ill for a week when the doctor was sent for.

9. The rain had ceased yesterday.
10. I have written my application yesterday.
11. The lion had been caged last night.
12. I understood what you say.
13. I lived for twenty years in Bombay.
14. He had come only yesterday.
15. Examinations have been held next month.

**Hints**—(1) was married; (2) had finished; (3) went to Calcutta; (4) invented; (5) was over; (6) came into my room; (7) was passing; (8) had been ill; (9) ceased yesterday; (10) wrote my application; (11) was caged; (12) understand; (13) have lived; (14) came; (15) will be held/are going to be held.

### Exercise 2

**Choose the correct verb form from those given in brackets :**

1. He (has, is having) a house in Bombay.
3. The earth (moves, moved) round the sun.
3. We (saw, have seen) the Prime Minister yesterday.
4. I shall meet you when he (comes, will come) back.
5. It started raining while we (played, were playing) football.
6. Can I have some milk before I (go, am going) to bed ?
7. He (fell, had fallen) asleep while he was driving.
8. I am sure I (met, had met) him at the station yesterday.
9. He (is living, has been living) in this house for ten years.
10. He thanked me for what I (have done, had done) for him.
11. She (is, will be) twenty next birthday.
12. We (have been working, are working) in this factory for five years.
13. She (is wanting, wants) to be a doctor.
14. If you (start, started) at once, you will reach there by this evening.
15. He (went, had gone) out five minutes ago.

**Hints**—(1) has; (2) moves; (3) saw; (4) comes; (5) were playing; (6) go; (7) had fallen; (8) met; (9) has been living; (10) had done; (11) will be; (12) have been working; (13) wants; (14) start; (15) went.

### Exercise 3

**Choose the correct alternative form of the verb given in brackets :**

1. He (wants, is wanting) to talk to you.
2. You (bought, had bought) a new scooter last week.
3. I (have just cleaned, just cleaned) my shoes.
4. She (has done, did) a lot of work today.
5. I shall return your book when I (will come, come) next time.
6. She (has been, is) ill for over a week.
7. I know all about this book because I (read, have read) it twice.
8. I (didn't see, have not seen) him since we met a year ago.
9. I (smell, am smelling) something burning.
10. My father (arrives, will have arrived) tomorrow morning.
11. We (finished, have finished) our lunch half an hour ago.
12. Did you think you (have seen, had seen) him sometime earlier also ?
13. The train (has left, will have left) before we reach the station.
14. He jumped off the train while it (ran, was running, had been running).
15. He rarely (comes, is coming) these days.

**Hints**—(1) wants; (2) bought; (3) have just cleaned; (4) has done; (5) come; (6) has been; (7) have read; (8) have not seen; (9) smell; (10) arrives; (11) finished; (12) had seen; (13) will have left; (14) was running; (15) comes.

### Exercise 4

**Fill in the blanks with the correct form of the verb given against each sentence :**

1. It is years since I . . . . . him. (see)
2. Of late he . . . . . me. (not meet)
3. In a fit of rage she . . . . . up the letters. (tear)
4. The old man . . . . . by a mad dog. (bite)
5. A better day for this function could not..... . (choose)
6. The cart . . . . . in the mud. (stick)

7. She had . . . . . all through the winter.  
(work)
8. I wish I . . . . . him. (know)
9. If only I . . . . . her. (know)
10. I . . . . . him a week ago. (see)
11. He . . . . . here for more than five years.  
(work)
12. Take your raincoat in case it . . . . .  
(rain)
13. I . . . . . to my office tomorrow. (go)
14. He often . . . . . late. (reach)
15. My sister . . . . . twenty on the Deepawali day. (will be)

**Hints**—(1) saw; (2) has not met; (3) tore up; (4) was bitten; (5) have been chosen; (6) was stuck; (7) had been working; (8) knew; (9) knew; (10) saw; (11) has worked; (12) rains; (13) go; (14) reaches; (15) would be.

### Exercise 5

#### Correct the following sentences :

1. It is high time you resolve your differences.
2. He retired to bed before we reached there.
3. I know him for many years.
4. I am having a car.
5. He left for America next week.
6. I will return as soon as he came.
7. She is reading since the morning.
8. I wish I know him.
9. I met him before he came to the town.
10. You won't pass until you will work hard.
11. I write an essay this time.
12. It is time we will begin the work.
13. Don't get down the bus until it will stop.
14. He lives in Calcutta now.
15. I am going to office every day by bus.
16. He is teaching at this school since 1985.
17. He is having his breakfast at 8 a. m.
18. He has passed M. A. last year.
19. He already does his work.
20. Who has discovered the force of gravitation?

**Hints**—(1) resolved; (2) had retired; (3) have known; (4) have; (5) leaves; (6) he comes;

- (7) has been reading; (8) knew; (9) had met; (10) work hard; (11) am writing; (12) began the work; (13) stops; (14) is living; (15) go; (16) has been teaching; (17) has his breakfast; (18) passed; (19) has already done; (20) discovered.

### Tenses and Time

Normally Present Tense, Past Tense and Future Tense indicate Present Time, Past Time, and Future Time. But in some typical sentences and their implied sense some Tenses express more dimensions of Time than the main time for which they stand. We have already discussed in detail the relationship between Time and Tense in the earlier part of this chapter. Now we give hereunder a brief chart of the relationship between Time and Tense.

#### 1. Simple Present Tense

Simple Present Tense expresses the following dimensions of Time—

##### (i) All Inclusive Time—Past, Present and Future Time. As—

###### (a) Sentences of Eternal Truth

1. The sun shines during the day.
2. Birds fly.
3. Cows are animals.
4. A week has seven days.

###### (b) Sentences of Permanent Nature

1. Men wear clothes.
2. She never comes late.
3. Sugar is sweet.
4. Trees are useful.

###### (c) Sentences Showing Long Habits

1. He knows swimming.
2. She loves her children.
3. I read in the morning.
4. He is always merciful.

##### (ii) Future Time

###### (a) Sentences of Programme and Planning

1. I go to Calcutta tomorrow.
2. My brother returns from America next week.
3. The marriage takes place on Monday next.
4. So we meet tomorrow.

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**(b) Sentences of Time and Condition**

1. I shall help you if you come.
2. He will miss the train if he doesn't start at once.
3. He will wait for you until you reach.
4. He will not awake until the sun rises.

**(iii) Past Time**

**Sentences of Historical Truth**

1. Now Napoleon advances towards England.
2. Octavius Caesar succeeds Julius Caesar.
3. Now America drops atom bombs on Japan.
4. Finally Hitler commits suicide.

**2. Present Continuous Tense**

**Present continuous Tense** expresses Future time also. As—

**(a) Sentences of Programme and Planning**

1. We are leaving for U. K. next month.
2. They are playing a friendly match this Sunday.
3. They are shortly opening a new branch.
4. They are returning tomorrow morning.

**(b) Sentences of Probability and Intention**

1. We are soon building a new house.
2. It is going to rain.
3. They are not going to buy a car so soon.
4. He is unnecessarily inviting trouble for himself.

**3. Simple Past Tense**

**Simple Past Tense** expresses the following dimensions of Time—

**(i) Present Time**

**(a) Sentences of Request**

1. Could you lend me your pen for a minute?
2. Would you do it for me ?
3. Might I expect some help from you ?

**(b) Sentences of Advice or Suggestion**

1. You had better leave me alone.
2. I would rather go alone.
3. I would sooner resign than work under these conditions.

**(c) Sentences of "It is time + Verb in the Past Tense"**

1. It is time we returned home.
2. It is high time you had given up this habit.

**(ii) Future Time**

**Sentences having would/could in Indirect Narration**

1. He said that he would not stay.
2. He said that he could not reach there.

**Present/Future Time**

**(a) If-clause for Simple Past Tense**

1. If he worked regularly, he would be successful.
2. If he applied in time, he would be called for interview.

**(b) Sentences of "wish" (Impossible wish)**

1. I wish I were a Prince. (Present Time)
2. I wish I were there. (Present Time)
3. If I were a King. (Present Time)

**4. Simple Future Tense**

**(i) Present Time**

**Interrogative Sentences of request/advice/suggestion**

1. Shall I bring a cup of tea for you ?
2. Shall I lock the front gate ?
3. Shall we now go ?

**(ii) All-inclusive Time—Past, Present and Future**

1. Servants will be servants.
2. Kings will be kings.
3. The poor will always be there.
4. If I were a King !

**5. Future Perfect Tense**

**(i) Past Time**

1. You will have met him there.
2. She will have reached home.

# 13

# Active and Passive Voice

Some sentences can be written in two forms—in **Active Voice** or in **Passive Voice**. These sentences can be converted from the Active Voice to the Passive Voice and from the Passive Voice to the Active Voice. As—

**Active** : I read a book.

**Passive** : A book is read by me.

There are definite **Rules** for conversion from the **Active Voice to the Passive Voice**. But before discussing these Rules, it is essential to know some basic concepts.

### Conditions under which Conversion into the Passive Voice is not possible

1. The sentences in which the main verb is **Intransitive** cannot be converted into the Passive Voice. Only those sentences which have a Transitive Verb can be converted into the Passive Voice. For example, look at the following sentences—

1. I read.
2. We go.
3. They laugh.

These sentences **cannot be converted** into the Passive Voice because the Verbs used in them are Intransitive.

2. The sentences of **Future continuous Tense** cannot be converted into the Passive Voice.

3. No **Perfect Continuous Tense** of any Tense can be converted into the Passive Voice.

### Rules for Conversion from the Active to the Passive Voice

#### Rule 1—Interchange of Subject and Object

While changing from the Active to the Passive Voice, the Subject is made the Object, and the object becomes the Subject in the Passive Voice. Also, **by** is used before the Subject when it is made

the Object in the Passive form. Sometimes **by** is kept **understood** or **implied** also. As—

**Active** : Ram loves Shyam.

**Passive** : Shyam is loved **by Ram**.

**Rule 2**—While interchanging the **Subject** and **Object** in the Passive Voice, the **Articles**, **Adjectives** and **Adjective Phrases** connected with each are also carried over with them. They are not separated either from the Subject or the Object. As—

**Active** : All the children heard **an interesting story**.

**Passive** : **An interesting story** was heard by **all the children**.

**Rule 3**—When the **Pronouns** are transferred from the place of **Object** in the Active Voice to the place of **Subject** in the Passive Voice, their form is changed as follows—

I in place of Me

We in place of Us

He in place of Him

She in place of Her

They in place of Them

**Note**—No change is made in the use of **You** or **It** or any **Noun**.

**Active** : Ram loves her.

**Passive** : She is loved by Ram.

**Active** : Mohan hates them.

**Passive** : They are hated by Mohan.

**Rule 4**—When the **Pronouns** are transferred from the place of **Subject** in the Active Voice to the place of **Object** in the Passive Voice, their form is changed as follows—

By me in place of I

By us in place of We

By him in place of He

**By her** in place of **She**

**By them** in place of **They**

**Note**—There is no change in **You, It** or any **Noun**, but **by** is added before them.

**Active** : We love the child.

**Passive** : The child is loved **by us**.

**Active** : I see a bird.

**Passive** : A bird is seen **by me**.

**Active** : You write a letter.

**Passive** : A letter is written **by you**.

### Rules for Change in Verbs

**Rule 5**—The following changes are made in the **Verb**—

- (i) The main Verb is used in the **Third (Past Participle) Form**.
- (ii) An appropriate Verb ‘to be’ (**is, are, am, was, were, be, been, being**) is used before the Third Form of the main Verb according to the **Number** and **Person** of the Subject and **Tense** of the Verb.

The different forms of the Verb ‘**to be**’ used with the Verb **Love**, for illustration, are given in the following **Table**—

**Verb ‘to be’ + Love in Passive Voice**

<b>Tense</b>	<b>Indefinite</b>	<b>Continuous</b>	<b>Perfect</b>	<b>Perfect</b>
Present	am loved	am being loved	have been loved	No Passive Voice
	is loved	is being loved	has been loved	No Passive Voice
	are loved	are being loved	have been loved	No Passive Voice
Past	was loved	was being loved	had been loved	No Passive Voice
	were loved	were being loved	had been loved	No Passive Voice
Future	will be loved	x	will have been loved	No Passive Voice
	shall be loved	x	shall have been loved	No Passive Voice

### Examples

#### A. Present Tense

##### (i) Indefinite :

**Active** : He reads a book.

**Passive** : A book is read by him.

**Active** : Ram writes letters.

**Passive** : Letters are written by Ram.

**Active** : Ram follows me.

**Passive** : I am followed by Ram.

You will see from the Table above that **am, is, or are** have been used before the Third Form of the main Verb according to the Number and Person of the Subject.

#### Structure of the Verb :

Am / Is / Are + V<sub>3</sub> (Third Form of the Verb)

##### (ii) Continuous :

**Active** : He is writing a letter.

**Passive** : A letter is being written by him.

**Active** : They are reading books.

**Passive** : Books are being read by them.

**Active** : Ram is helping me.

**Passive** : I am being helped by Ram.

The Structure of the Verb in this Tense is :

is/ am/ are + **being** + III form of the Verb.

##### (iii) Perfect :

**Active** : Ram has written a letter.

**Passive** : A letter has been written by Ram.

**Active** : Mohan has read many books.

**Passive** : Many books have been read by Mohan.

**Active** : He has helped me.

**Passive** : I have been helped by him.

The Structure of the Verb in this Tense is :

**Has/ have + been** + III form of the Verb.

#### B. Past Tense

##### (i) Simple Past Tense / Indefinite Past Tense :

**Active** : Ram wrote a letter.

**Passive** : A letter was written by Ram.

**Active** : Ram read many books.

**Passive** : Many books were read by Ram.

**Active** : He helped me.

**Passive** : I was helped by him.

The Structure of the Verb in this Tense is :

**Was/ were** + III form of the Verb.

##### (ii) Past Continuous :

**Active** : Ram was writing a letter.

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**Passive** : A letter was being written by Ram.

**Active** : Hari was reading a book.

**Passive** : A book was being read by Hari.

**Active** : Ram was helping me.

**Passive** : I was being helped by Ram.

The Structure of the Verb in this Tense is :

**Was/ were + being + III form of the Verb.**

### (iii) Past Perfect :

**Active** : Ram had written a letter.

**Passive** : A letter had been written by Ram.

**Active** : Ram had read many books.

**Passive** : Many books had been read by Ram.

**Active** : Ram had helped me.

**Passive** : I had been helped by Ram.

The Structure of the Verb in this Tense is :

**Had + been + III form of the Verb.**

## C. Future Tense

### (i) Future Indefinite :

**Active** : Ram will write a letter.

**Passive** : A letter will be written by Ram.

**Active** : Ram will read books.

**Passive** : Books will be read by Ram.

**Active** : Ram will help me.

**Passive** : I shall be helped by Ram.

The Structure of the Verb in this Tense is :

**Will/ shall + be + III form of the Verb.**

### (ii) Future Perfect Tense :

**Active** : Ram will have written a letter.

**Passive** : A letter will have been written by Ram.

**Active** : Ram will have read many books.

**Passive** : Many books will have been read by Ram.

**Active** : Ram will have helped me.

**Passive** : I shall have been helped by Ram.

The Structure of the Verb in this Tense is :

**Will/ shall + have been + III form of the Verb.**

**Note**—In Present Perfect Continuous, Past Perfect Continuous and Future Continuous and Future Perfect Continuous Tense there can be no conversion from the Active to the Passive Voice.

**Rule 6**—In sentences in which auxiliary Verbs **can / could / may / might / should / would** are used with Finite Verbs, the auxiliaries are retained as they are, and they are followed by **be + Third Form** of the Verb. **Structure** of the Verb in the Passive Voice is :

Auxiliary Verb (unchanged) + be + V<sub>3</sub> As—

**Active** : They can help you.

**Passive** : You can be helped by them.

**Active** : She should help Sita.

**Passive** : Sita should be helped by her.

**Rule 7**—In some sentences Verb ‘to be’ (**am, is, are, was, were**) is followed by **has / have / had**, which are followed by an **Infinitive (to + Verb)**. While converting, such sentences into the Passive Voice, Verb ‘**to be**’ and **has / have / had** are retained in the form appropriate to the **subject**, after which are used **to be + Verb** in the **Third Form**.

The **Structure** of the Verb would be :

Verb ‘to be + to be + V<sub>3</sub>

Has / have or had + to be + V<sub>3</sub> As—

**Active** : I am to help him.

**Passive** : He is to be helped by me.

**Active** : She has to help me.

**Passive** : I have to be helped by her.

**Active** : He was to bring you here.

**Passive** : You were to be brought here by him.

**Rule 8**—Sometimes an **Intransitive Verb** joined with a **Preposition** does the work of a Transitive Verb. Sentences using this type of Verb are converted into the Passive Voice according to the normal Rules, keeping in mind that the Preposition must be retained with the Verb.

As—

**Active** : She looks after him.

**Passive** : He is looked after by her.

**Active** : They laughed at him.

**Passive** : He was laughed at by them.

**Rule 9**—Some sentences have **two** objects—

(i) Direct (or Inanimate) object, (ii) Indirect (or Animate) object. **As**—

‘She teaches **me grammar**.’

Here ‘grammar’ is Direct Object and ‘me’ is Indirect Object.

While converting such sentences into the Passive Voice, the Indirect (or animate) object should be used as the Subject.

**As**—

**Active** : She teaches me Hindi.

**Passive** : I am taught Hindi by her.

**Active** : They gave you a prize.

**Passive** : You were given a prize by them.

**Active** : I shall give you necessary help.

**Passive** : You will be given necessary help by me.

**Note**—Sometimes, however, **Direct** (or Inanimate) Object can also be used as the Subject in the Passive Voice. **As**—

**Active** : He teaches me Hindi.

**Passive** : I am taught Hindi by him.

Or

Hindi is taught to me by him.

**Rule 10**—Some sentences containing **double objects** begin with **Let** in the Active Voice. In Passive Voice also these sentences begin with **Let**, and the **Direct** (Inanimate) object is used as the Subject. Also, **be** should be used before the Third Form of the Verb. **As**—

**Active** : Let him bring a glass of water.

**Passive** : Let a glass of water be brought by him.

### Conversion of Imperative Sentences into Passive Voice

**Rule 11**—If the Imperative sentence carries the sense of **order** or **command**, its Passive Voice should begin with **Let**, and **be** should be used **before the Third Form** of the Verb. **As**—

**Active** : Bring the pen.

**Passive** : Let the pen be brought.

**Active** : Shut the door.

**Passive** : Let the door be shut.

**Active** : Show the papers.

**Passive** : Let the papers be shown.

**Rule 12**—If the Imperative sentence carries the sense of **request** or **advice**, **should be** must be used before the **Third Form** of the Verb. These sentences do not begin with **Let. As**—

**Active** : Help the poor.

**Passive** : The poor should be helped.

**Active** : Feed the child.

**Passive** : The child should be fed.

**Active** : Love your country.

**Passive** : Your country should be loved.

**Note**—In Passive Voice expressions such as **Please, Kindly**, etc. are left out.

**Rule 13**—If the Imperative sentence is **Negative**, the Passive Voice should have **Let not** in place of **Do not**. Also, after the Subject **be + Third Form** of the Verb should be used. **As**—

**Active** : Do not read a bad novel.

**Passive** : Let not a bad novel be read by you.

**Active** : Do not beat the child.

**Passive** : Let not the child be beaten.

**Active** : Do not defend the thief.

**Passive** : Let not the thief be defended.

### Rule 14—Conversion of Negative Sentences into Passive Voice

**Negative Sentences** are converted into the Passive Voice just like the **Affirmative sentences**. **Not** is retained at its normal position, i.e. after the first auxiliary Verb. **As**—

**Active** : The boy did not kill the cat.

**Passive** : The cat was not killed by the boy.

**Active** : The baby was not hitting a toy.

**Passive** : A toy was not being hit by the baby.

**Active** : This boy cannot lift the box.

**Passive** : The box cannot be lifted by this boy.

### Rule 15—Conversion of Interrogative Sentences into Passive Voice

If the Interrogative sentence begins with a Helping Verb (**do, does, did, is, was, were**,

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**are, am, has, have, had**), the Passive Voice also begins with the Helping Verb, but the form of the helping Verb changes according to the new Subject in the Passive Voice.

**Note**—(i) **Has, have, had** take **been** before the **Third Form** of the Verb.

(ii) Interrogative sentences beginning with an **Interrogative Pronoun / Adverb (Who, What, Whom, etc.)** begin in the Passive Voice with **by whom** or **By / with what**. As—

- Active** : Does he help Ram ?
- Passive** : Is Ram helped by him ?
- Active** : Has he killed the dog ?
- Passive** : Has the dog been killed by him ?
- Active** : Who has deceived you ?
- Passive** : By whom have you been deceived ?
- Active** : What pleased you so much ?
- Passive** : With what were you pleased so much ?

### Some Other Structures

**Rule 16**—Usually **by** is used before the Object in the Passive Voice. But there are some Verbs on account of which some **other Prepositions** are used before the Object in place of **by**. As—

- (i) '**at**' is used after : Surprised, astonished, shocked, alarmed, disappointed, displeased, distressed
- (ii) '**to**' is used after : Known and obliged
- (iii) '**With**' is used after : Pleased, satisfied, disgusted, impressed
- (iv) '**in**' is used after : Interested, consisted, contained

- Active** : Her behaviour disappointed me.
- Passive** : I was disappointed at her behaviour.
- Active** : His condition alarmed me.
- Passive** : I was alarmed at his condition.
- Active** : I know his sister.
- Passive** : His sister is known to me.
- Active** : Your honesty has pleased me.
- Passive** : I have been pleased with your honesty.
- Active** : This job interests me.
- Passive** : I am interested in this job.
- Active** : Your talk displeases me.
- Passive** : I am displeased at your talk.

**Rule 17**—Some sentences begin with '**There**', followed by **Verb + Subject + Infinitive**. **No change** is made in such sentences in the Passive voice except that the Simple Present Infinitive is changed into the **Past Infinitive (to be + Past Participle)**. The rest of the sentence remains unchanged. As—

- Active** : There is no milk **to waste**.
- Passive** : There is no milk **to be wasted**.
- Active** : There is no time **to waste**.
- Passive** : There is no time **to be wasted**.

**Rule 18**—In some sentences **Infinitive without 'to'** is used. As—

- Active** : I made him run away.
- Passive** : He was made to run away.

In sentences of this pattern **normal Rules** are applied for conversion into the Passive Voice, with one more provision that **Infinitive with 'to'** is used in place of **Infinitive without 'to'**. The structure of the main Verb would be—

### to 'be' + Past Participle

Here are some more sentences of this pattern—

- Active** : We saw him jump the ditch.
- Passive** : He was seen to jump the ditch.
- Active** : He let me go.
- Passive** : I was let go.

**Note**—It may be noted here that '**to**' is not used after '**let**' even in the Passive Voice.

**Rule 19**—In some sentences **that + a Noun clause** is used after the Principal clause, and this Noun clause is the Object of the Transitive Verb in the Principal clause. Some special care has to be taken in converting such sentences into the Passive Voice. In such sentences no Passive Voice is made of the Principal clause, only its sense is expressed in some way. Then the **Noun clause** is changed into the Passive Voice according to normal Rules. In such sentences we don't usually use **by + object**. As—

- Active** : We know that he is a great scholar.
- Passive** : He is known to be a great scholar.

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**Active :** It is believed that he is absolutely honest.

**Passive :** He is believed to be absolutely honest.

**Note**—The Verbs after which a Noun clause can be used as the object are these—

Know, say, believe, think, consider, find, claim, report, hold, etc.

**Rule 20**—Sometimes in the sentences of the above pattern, the Noun clause is already in the Passive Voice. As—

‘He wants that he should be recognized as a great scholar.’

In converting such sentences into the Passive Voice, the Principal clause is retained unchanged. The **that + Subject + Verb** of the Noun clause are removed. After the Verb of the Principal clause we should use **to be + Third Form** of the Verb of the Noun clause. As—

**Active :** He wants that he should be recognized as a great scholar.

**Passive :** He wants to be recognized as a great scholar.

**Active :** He desires that he should be respected by all.

**Passive :** He desires to be respected by all.

### Exercise 1

**Change the following sentences into Passive Voice :**

1. He killed a serpent.
2. I can pardon you this time.
3. He does not like music.
4. A dog was chasing a cat.
5. She was writing a letter.
6. She will forgive him.
7. I know my friend very well.
8. He has given up all his bad habits.
9. The President will give him a medal.
10. We should love our country.
11. He can never discover the fact.
12. He may appoint you.
13. You have done your duty.
14. Bring a glass of water.
15. Never tell a lie.

### Exercise 2

**Change the following sentences from Active into Passive Voice :**

1. They are singing a song.
2. He will have written a poem.
3. Does she love flowers ?
4. Do you know him ?
5. Does he ever read a book ?
6. Fear God.
7. Forgive the innocent.
8. I am to help him.
9. They are to support me.
10. Has he written a play ?
11. Have they closed the factory ?
12. I am going to build a house.
13. Open the main gate.
14. I shall have finished my book.
15. He has given up smoking.

### Exercise 3

**Change the following sentences into Passive Voice :**

1. He kept me waiting.
2. The man is crossing the river.
3. He told me to leave the room.
4. The Principal is watching you very carefully.
5. You promised me a present.
6. We saw the storm approaching.
7. The nurse looks after the patients.
8. Don't look down upon the poor.
9. She brought up the orphan child.
10. He gave me a new book.
11. I showed him the best house.
12. Do you know him ?
13. There is no money to spare.
14. We saw him fight with a sword.
15. They let the prisoner go.
16. People know that he is a cheat.
17. They believe that he is dead.
18. He claims that he is the real successor.
19. The old man wants that he should be loved and respected.
20. Every poor man wants that he should be helped.

# 14

# Direct and Indirect Narration

## SOME GENERAL TERMS

We can report the words of a speaker in **two** ways—(i) Direct Reporting or Direct Narration, (ii) Indirect Reporting or Indirect Narration.

**Direct Narration**—It is the method in which the actual words of the speaker are reported within inverted commas. As—

Ram said, “I am going.”

Mohan says, “He is my friend.”

**Indirect Narration**—It is the method in which the substance or idea of the speaker’s words is reported without using his actual words.

The sentences given above in Direct Narration would be converted into **Indirect Narration**, thus—

Ram said that he was going.

Mohan says that he is his friend.

**Reporting Speech**—The part of the whole sentence outside the Inverted Commas in Direct Narration is called the **Reporting Speech**, and the Verb used in this part is called the **Reporting Verb**.

**Reported Speech**—The part of the whole sentence in which the actual words of the speaker are written within the Inverted Commas is called the **Reported Speech**, and the Verb used in this part is called the **Reported Verb**.

## Rules for Changing Direct Narration into Indirect Narration

The Rules for changing the Direct Narration into Indirect Narration may be divided into **four groups**—

1. Rules for Connectives
2. Rules for Change of Tenses
3. Rules for Change of Persons
4. Other Rules for Miscellaneous Changes.

## Rules for Connectives

The whole sentence in the Direct Narration form consists of **two parts**. The first part is outside the Inverted commas which is called **Reporting Speech**, and the second part is within the Inverted commas which is called **Reported Speech**. When the whole sentence is required to be changed from **Direct into Indirect** narration, the two parts of the sentence are joined by some connectives. There are some Rules for using the correct connectives. The following are these Rules—

**(1) Assertive Sentences**—If the Reported speech is in the form of an assertive sentence, the connective used to join it with the Reporting speech is ‘**that**’—

As—

**Direct** : He said, “He is going home.”

**Indirect** : He said **that** he was going home.

**(2) Interrogative Sentences**—If the Reported speech is in the form of an **Interrogative** sentence, it can be connected in **two** ways according to the structure of the Interrogative sentence.

(a) If the Interrogative sentence begins with an **Interrogative Adverb** (**Where**, **What**, **When**, **How**, **Why**, etc.) or with an **Interrogative Adjective / Pronoun** (**Who**, **Whose**, **Whom**, **Which**, **What**, etc.), **no connective** is required to join it. It is a **serious mistake** to use **that** to connect such a sentence. As—

**Direct** : He said, “Where are you going?”

**Indirect** : He asked (me) where I was going.

(Not, **that** where I was going)

**Direct** : He said, “Who is your friend ?”

**Indirect** : He asked me who my friend was.

(Not, **that** who my friend was)

- (b) If the Interrogative sentence begins with an **Auxiliary Verb**, the connective **whether** or **if** is used to join it (not, **that whether** or **that if**).

**Direct** : He said, "Is he a doctor ?"

**Indirect** : He asked whether (or if) he was a doctor.

(Not, **that** whether (or if) he was a doctor)

**Direct** : I said, "Do you smoke ?"

**Indirect** : I asked whether (or if) you smoked.

(Not, **that** whether (or if) you smoked)

**(3) Imperative Sentences**—If the Reported speech is in the form of an **Imperative** sentence (indicating **command** or **request**), **no connective** is needed but the main Verb of the Imperative sentence is converted into an Infinitive. As—

**Direct** : He said, "Please give me a glass of water."

**Indirect** : He requested **to give** him a glass of water.

**Direct** : He said to the servant, "Close the door."

**Indirect** : He asked the servant **to close** the door.

**(4) Exclamatory Sentences**—If the Reported sentence is in the form of an **Exclamatory** sentence (indicating **surprise**, **fear**, **contempt** or **wish**), it is changed into an **Assertive** sentence in the Indirect Narration form, and connective '**that**' is used to join it with the Reporting sentence. As—

**Direct** : He said, "May you live long !"

**Indirect** : He wished **that** you may live long.

**Direct** : He said, "What a horrible scene !"

**Indirect** : He observed **that** it was a horrible scene.

### Rules for Change of Tenses

**Rule 1**—It should first be remembered that **no change** is ever made in the **Tense of the Reporting Verb**. But, of course, without changing the Tense, the verb can be changed according to the sense of the

Reported speech. For example, in place of **say** or **said**, we can use **tell** or **told**, or we can use **replied**, **remarked**, **asked**, **observed**, **declared**, etc. according to the sense. But in no case there should be a change in the Tense of the **Reporting Verb**.

**Rule 2**—If the **Reporting Verb** is in the **Present** or **Future Tense**, no change is made in the Tense of the **Reported Verb**. But, of course, the form of the Auxiliary Verb will change according to the change in Person of the Subject in the Indirect Narration form. For example, **am** can be changed into **is** or **are**; or **do** and **have** can be changed into **does** or **has**, but no change can be made in the **Tense** in the process of this change. As—

**Direct** : He says, "I **am** not feeling well today."

**Indirect** : He says that he **is** not feeling well today.

**Direct** : He will say to me, "You **are** not kind to me."

**Indirect** : He will tell me that I **am** not kind to him.

### Solved Examples

**Direct** : I often say to my friends, "You are all very dear to me."

**Indirect** : I often tell my friends that they are all very dear to me.

**Direct** : You say to your father, "My teacher is very kind and sympathetic."

**Indirect** : You tell your father that your teacher is very kind and sympathetic.

**Direct** : I will go and say to my father, "I am not satisfied with the job that you have found for me."

**Indirect** : I will go and tell my father that I am not satisfied with the job that he has found for me.

**Direct** : Mohan will go to Delhi to tell his uncle, "Are you not finding some job for me ?"

**Indirect** : Mohan will go to Delhi to ask his uncle whether he is not finding some job for him.

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- Direct** : I shall say to my father, "Please let me participate in the marriage of my friend."
- Indirect** : I shall request my father to let me participate in the marriage of my friend.
- Direct** : I say to my father whenever I meet him, "I do not want to marry at such an early age."
- Indirect** : I tell my father whenever I meet him that I do not want to marry at such an early age.
- Direct** : Mohan will say to his servant, "You are the greatest dunce that I have ever seen in my life."
- Indirect** : Mohan will tell his servant that he is the greatest dunce that he has ever seen in his life.

**Rule 3**—If the **Reporting Verb** is in the **Past Tense**, the Tense of the **Reported Verb** is changed according to the following Rules—

- (I) (a) **Present Indefinite** is changed into Past Indefinite Tense. As—
- Direct** : He said, "I am unwell."
- Indirect** : He said that he was unwell.
- (b) **Present Continuous** is changed into Past Continuous Tense. As—
- Direct** : He said, "My father is reading his book."
- Indirect** : He said that his father was reading his book.
- (c) **Present Perfect** is changed into Past Perfect Tense. As—
- Direct** : He said, "I have passed the examination."
- Indirect** : He said that he had passed the examination.
- (d) **Present Perfect Continuous** is changed into Past Perfect Continuous Tense. As—
- Direct** : Mohan said, "I have been working hard since July."
- Indirect** : Mohan said that he had been working hard since July.
- (II) (a) Ordinarily no change is made in the **Past Indefinite Tense**, but sometimes it is changed into **Past Perfect Tense**. As—

**Direct** : Ram said, "He visited Delhi last year."

**Indirect** : Ram said that he visited Delhi last year.

**Direct** : He said, "The horse died last night."

**Indirect** : He said that the horse had died last night.

(b) **Past Continuous** is changed into Past Perfect Continuous Tense.

As—

**Direct** : He said, "My brother was working in this factory."

**Indirect** : He said that his brother had been working in that factory.

(c) No change is made in **Past Perfect** and **Past Perfect Continuous** Tense.

As—

**Direct** : He said, "I had finished my work long ago."

**Indirect** : He said that he had finished his work long ago.

**Direct** : Ram said, "I had been doing that work for several years."

**Indirect** : Ram said that he had been doing that work for several years.

**Rule 4**—**Will** and **shall** of the Future Tense are changed into **Would** and **Should**. As—

**Direct** : He said, "I shall definitely do this work."

**Indirect** : He said that he would definitely do that work.

**Direct** : He said, "Ram will go to the market."

**Indirect** : He said that Ram would go to the market.

**Rule 5**—**May** is changed into **might** and **can** into **could**. As—

**Direct** : He said, "I can do this work."

**Indirect** : He said that he could do that work.

**Direct** : The teacher said, "He may be allowed to go."

**Indirect** : The teacher said that he might be allowed to go.

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**Rule 6**—There is no change in **Must**. As—

**Direct** : He said, “I must go at once.”

**Indirect** : He said that he must go at once.

**Rule 7**—If the Reported speech refers to some **universal truth or habitual action**, no change is made in the Tense of the Reported Verb, even if the Reporting Verb is in the Past Tense. As—

**Direct** : The teacher said in the class, “The sun rises in the east.”

**Indirect** : The teacher said in the class that the sun rises in the east.

**Direct** : He said, “Man lives by bread.”

**Indirect** : He said that man lives by bread.

**Direct** : My friend said, “I am going to write a letter to my father.”

**Indirect** : My friend said that he was going to write a letter to his father.

**Direct** : He said, “I have been successful in my work.”

**Indirect** : He said that he had been successful in his work.

**Direct** : He said, “Ram’s dog has killed my hen.”

**Indirect** : He said that Ram’s dog had killed his hen.

**Direct** : He said, “I do not believe in the orthodox principles of Hinduism.”

#### Chart of Changes in Tenses

Tense of the Reporting Verb	Original Tense of the Reported Verb	Changed Tense of the Reported Verb
Present Tense or Future Tense	No Change	No Change
Past Tense	Present Indefinite Present Continuous Present Perfect Present Perfect Continuous  Past Indefinite	Past Indefinite Past Continuous Past Perfect Past Perfect Continuous  Generally no change, but sometimes changed into Past Perfect Tense
Past Tense	Past Continuous  Past Perfect Or Past Perfect Continuous	Past Perfect Continuous  No Change
Past Tense	Will or shall Can or may Must Universal Truth	Would or should Could or might No Change No Change

#### Solved Examples

Note the changes made in the Tense of the Reported Verb in the following examples—

**Direct** : The Station Master said, “This train is going to Punjab.”

**Indirect** : The Station Master said that that train was going to Punjab.

**Direct** : “I cannot believe you ?” said the merchant in anger.

**Indirect** : The merchant said in anger that he could not believe him.

**Indirect** : He said that he did not believe in the orthodox principles of Hinduism.

**Direct** : Ganesh said, “I have been suffering from this disease for six months.”

**Indirect** : Ganesh said that he had been suffering from that disease for six months.

**Direct** : He said, “My servant has been working in the field since this morning.”

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- Indirect :** He said that his servant had been working in the field since that morning.
- Direct :** Mohan said, "I reached the station before the arrival of the train."
- Indirect :** Mohan said that he had reached the station before the arrival of the train.
- Direct :** She said in the court, "My husband had been leading an immoral life for several years before I was married to him."
- Indirect :** She said in the court that her husband had been leading an immoral life for several years before she was married to him.
- Direct :** He said, "The students were learning their lessons in the class."
- Indirect :** He said that the students had been learning their lessons in the class.
- Direct :** "One of the servants had stolen my watch," said Sohan.
- Indirect :** Sohan said that one of the servants had stolen his watch.
- Direct :** He said, "I had made all arrangements for the reception of the President before his arrival at Agra."
- Indirect :** He said that he had made all arrangements for the reception of the President before his arrival at Agra.
- Direct :** Mohan said, "I was doing my work when Ram came to me."
- Indirect :** Mohan said that he had been doing his work when Ram came to him.

**Rules for Change in Persons**

All Pronouns (**I, we, you, he, she, they**) used in the Reported speech are changed according to the following Rules—

**Rule 1**—Every **First Person Pronoun** used in the Reported speech is changed according to the Person of the **Subject** of the Reporting speech.

**Direct :** He said, "I am doing my work."

**Indirect :** He said that **he** was doing **his** work.

**Direct :** You said, "I am going to Delhi to meet **my** uncle."

**Indirect :** You said that **You** were going to Delhi to meet **your** uncle.

**Direct :** I said, "I am reading **my** book."

**Indirect :** I said that **I** was reading **my** book.

**Rule 2**—Every **Second Person Pronoun** in the Reported speech is changed according to the **Object / Predicate** of the Reporting Verb.

**Direct :** Ramesh said to **him**, "You are not doing **your** work seriously."

**Indirect :** Ramesh told **him** that **he** was not doing **his** work seriously.

**Direct :** Mohan said to **you**, "You are not doing **your** work seriously."

**Indirect :** Mohan told **you** that **you** were not doing **your** work seriously.

**Direct :** Ramesh said to **me**, "You are not doing **your** work seriously."

**Indirect :** Ramesh told **me** that **I** was not doing **my** work seriously.

**Rule 3**—**Third Person Pronoun** remains **unchanged**.

**Formula**

All First Persons	Changed according to the <b>Subject</b> of the Reporting Verb
All Second Persons	Changed according to the <b>Object or Predicate</b> of the Reporting Verb
Third Persons	No Change

**Solved Examples**

**Direct :** He said, "I have completed my work with my own hard labour."

**Indirect :** He said that he had completed his work with his own hard labour.

**Direct :** You said to your friend, "I am going to Delhi today."

**Indirect :** You told your friend that you were going to Delhi that day.

<b>Direct :</b>	My teacher said to me, "You will fail if you do not work hard."	Hither	Thither
<b>Indirect :</b>	My teacher warned me that I would fail if I did not work hard.	Here	There
<b>Direct :</b>	The watchman said to you, "You cannot pass through this lane at this time of the night."	Hence	Thence
<b>Indirect :</b>	The watchman told you that you could not pass through that lane at that time of the night.	Thus	So
<b>Direct :</b>	My father said to him, "You seem to be proud of your strength."	Come	Go
<b>Indirect :</b>	My father told him that he seemed to be proud of his strength.	Today	That day
<b>Direct :</b>	"I cannot give you a single pice," said my father to the street-beggar, "because you are strong enough to earn your livelihood."	Tomorrow	Next day
<b>Indirect :</b>	My father told the street-beggar that he could not give him a single pice, because he was strong enough to earn his own livelihood.	Yesterday	The previous day
<b>Direct :</b>	I said to my father, "I cannot go to school today because I am not feeling well."	Last night	The previous night
<b>Indirect :</b>	I told my father that I could not go to school that day because I was not feeling well.	Ago	Before
<b>Direct :</b>	Mohan said to him, "Your brother is a good sportsman."	<b>Direct :</b>	He said, "I will do this work now."
<b>Indirect :</b>	Mohan told him that his brother was a good sportsman.	<b>Indirect :</b>	He said that he would do that work then.
<b>Direct :</b>	Mahesh said to Ram, "I have lost your purse on account of my carelessness."	<b>Direct :</b>	He said, "I came to this village long ago."
<b>Indirect :</b>	Mahesh told Ram that he had lost his (Ram's) purse on account of his (Mahesh's) carelessness.	<b>Indirect :</b>	He said that he had gone to that village long before.

### Exercise

**Change the following sentences from Direct into Indirect Narration :**

1. He said, "I cannot help you at present because I am myself in difficulty."
2. Mohan said, "We shall go to see the Taj in the moonlit night."
3. My father said to us, "We should study together and get a good division in the examination."
4. The servant said, "He met Ramesh when he was coming from the market after delivering the letter."
5. Ram said, "He met his father last Sunday."
6. The watchman cried, "The thieves have broken into the house and stolen away all the property."
7. Ramesh said, "I was having my dinner when the peon called upon me."
8. Mohan said, "I have been studying very regularly since July."
9. My friend said, "He had been running a shop in Bombay before coming to U.P."
10. My mother will say, "You cannot go anywhere at this hour of the night."
11. My father says, "A good student should not waste his time in idleness."

### Miscellaneous Changes

(i) Some typical words used in the Reported speech are changed as listed below—

Words	Changed Form
Now	Then
This or these	That or those

12. Ramesh said, "I am not taking the examination because I am not very confident about my studies."
13. My friend will say to you, "I have never seen a more intelligent person than Ramesh."
14. The teacher said, "The earth moves round the sun."
15. Lord Christ said, "Man is mortal."
16. He said, "I am so confident of myself that I can take the work independently."
17. Ram said, "The matter shall be decided here and now."
18. Mohan says, "I shall go tomorrow."
19. My friend says, "My father is not at home and therefore I cannot go out."
20. His letter says, "I herewith offer you the appointment."

## (2) Interrogative Sentences

Interrogative Sentences can begin in two ways—

- (i) With Auxiliary or Helping Verb such as— **Is, are, am, was, were, has, have, had, will, shall, do, did, does, can, could.**
- (ii) With Interrogative Adjective/Pronoun or Interrogative Adverb such as—

**Who, whom, whose, which, what, when, where, why, how.**

### Rules

**Rule 1**—We can make a change in the Reporting Verb according to the sense, but without making any change in its Tense. For example, in place of **said**, we can use **asked, enquired, demanded**, etc.

**Rule 2**—Connective '**that**' is not used to join any kind of Interrogative sentence.

**Rule 3**—If the Interrogative sentence begins with an **Auxiliary or Helping Verb** in the Direct Narration, it begins with **If** or **Whether** in the Indirect Narration.

**Rule 4**—If the Interrogative sentence begins with an **Interrogative Adverb / Adjective / Pronoun** in the Direct Narration, it will begin with the same **Interrogative Adverb / Adjective Pronoun** in the Indirect Narration also. **No connective** is

needed to join it with the Reporting speech. This is a very important Rule and must be very carefully observed.

**Rule 5**—The Interrogative sentence is changed into an **Assertive sentence** in the Indirect Narration. In order to change an Interrogative sentence into an Assertive one, the **Subject** is used before the **Verb**, and the Mark of Interrogation should be removed.

**Rule 6**—The Auxiliary **do** or **does** of the Reported speech is removed, and in their place the **Past Indefinite Tense** of the main Verb is used. As—

**Direct** : He said to Ram, "Do you know his name ?"

**Indirect** : He asked Ram whether he knew his name.

**Direct** : Ram said to him, "Does Suresh go to school ?"

**Indirect** : Ram asked him whether Suresh went to school.

**Rule 7**—The Auxiliary **did** of the Reported speech is removed and the **Past Perfect** form of the main Verb is used. As—

**Direct** : I said to him, "Did you go to school yesterday ?"

**Indirect** : I asked him whether he had gone to school the previous day.

**Rule 8**—If the Reported speech has **do not** or **does not**, in the Indirect Narration, it will have **did not + First Form** of the Verb. As—

**Direct** : He said to Ram, "Do you not know me ?"

**Indirect** : He asked Ram whether he did not know him.

**Direct** : Mohan said, "Does not Ramesh tell a lie ?"

**Indirect** : Mohan asked whether Ramesh did not tell a lie.

**Rule 9**—If the Reported speech has **did not**, in the **Direct Narration**, it will have **had not + Past Perfect Form** of the Verb in the Indirect Narration. As—

**Direct** : I said to him, "Did you not promise to come ?"

**Indirect** : I asked him whether he had not promised to come.

**Rule 10**—The Rules for change in **Pronouns** are the same as applicable in Assertive sentences.

### Solved Examples

- Direct** : He said, "What is your name ?"
- Indirect** : He asked (him) what his name was.
- Direct** : Ram said to Mohan, "Where do you live ?"
- Indirect** : Ram asked Mohan where he lived.
- Direct** : Keshav said to his wife, "Which of these sarees do you like most?"
- Indirect** : Keshav asked his wife which of those sarees she liked most.
- Direct** : The teacher said, "Who is the author of this book ?"
- Indirect** : The teacher asked (the boys) who the author of that book was.
- Direct** : He said, "Are you going to Delhi?"
- Indirect** : He asked (him) whether (if) he was going to Delhi.
- Direct** : Mohan said to his friend, "Can you help me in unloading my cart ?"
- Indirect** : Mohan asked his friend if he could help him in unloading his cart.
- Direct** : Ramesh said to the Station Master, "Has the train left ?"
- Indirect** : Ramesh asked the Station Master whether (if) the train had left.
- Direct** : Mohan said to his friend, "Are you in a position to help me now?"
- Indirect** : Mohan asked his friend whether he was in a position to help him then.
- Direct** : My father said to me, "Why are you so eager to go to picture today ?"
- Indirect** : My father asked me why I was so eager to go to picture that day.

**Direct** : The teacher said to the student, "How can you prove that the earth is round ?"

**Indirect** : The teacher asked the student how he could prove that the earth is round.

### Exercise

Change the following sentences from **Direct** into **Indirect Narration** :

1. Ram said, "Are these mangoes sweet ?"
2. He said, "Were you present at the scene of accident ?"
3. He said to me, "Why do you want to go home ?"
4. Ramesh said to him, "How do you do ?"
5. He said, "Am I responsible for your failure?"
6. Ram said, "Who does not know that he is a thief ?"
7. He said, "How can I help you in these circumstances ?"
8. My father said to me, "What have you done with all the money I gave you ?"
9. The teacher said, "Who has prepared this chapter thoroughly ?"
10. My friend said to the Station Master, "When does the Punjab Mail reach Agra ?"
11. He said, "Why did you enter my house without taking my permission ?"
12. He said, "Can I be of any service to you ?"
13. Ram said, "Could I get another chance to try my luck ?"
14. Ram said, "Had I not warned you long ago that the work is difficult ?"
15. Mohan said, "What have you been searching for all these hours ?"

### (3) Imperative Sentences

The sentences which carry the sense of **order**, **request**, **wish**, **advice**, etc. are called Imperative sentences. These sentences often begin with **Finite Verb. As**—

Go away; Work hard; Bring a glass of water, etc.

Sometimes these sentences also begin with—**Let**, **Please**, **Kindly** and such other polite expressions. As—

Please help me; Kindly leave the seat; Let him come.

### Rules

**Rule 1**—The **Reporting Verb** can appropriately be changed according to the sense, but without making any change in its Tense. For example, in place of ‘said’, we can use **requested, asked, ordered, advised, suggested, proposed, forbade**, etc.

**Rule 2**—The **Reported Verb** is changed into an **Infinitive (to + Verb)**. No other change is made in the Verb. As—

**Direct** : The teacher said to the students, “Work very hard.”

**Indirect** : The teacher advised the students to work very hard.

**Direct** : Ram said to his servant, “Bring a glass of water.”

**Indirect** : Ram ordered his servant to bring a glass of water.

**Rule 3**—If the Reported speech begins with **Do not**, we remove **Do**, and the main Verb is changed into an **Infinitive**. As—

**Direct** : My father said to me, “Don’t go there.”

**Indirect** : My father advised me not to go there.

**Rule 4**—The Rules for change in **Tense** and **Pro-nouns** are the same as discussed under Assertive sentences.

**Rule 5**—Some Imperative sentences carry the sense of **prohibition**. In such sentences **forbid** or **forbade** can be used. As—

**Direct** : My father said, “Don’t play in the sun.”

**Indirect** : My fahter forbade me to play in the sun.

### Solved Examples

**Direct** : Ram’s father said to him, “Do not be impatient about the result of your examination.”

**Indirect** : Ram’s father advised him not to be impatient about the result of his examination.

**Direct** : He said, “Please do not enter my room without my permission.”

**Indirect** : He requested (them) not to enter his room without his permission.

**Direct** : The captain said to the soldier, “Go to the batallion office and come back within half an hour.”

**Indirect** : The captain ordered the soldier to go to the batallion office and (to) come back within half an hour.

**Direct** : The doctor said to the patient, “Do not smoke so long as you are under my treatment.”

**Indirect** : The doctor instructed the patient not to smoke so long as he was under his treatment.

**Direct** : The teacher said to Mohan, “Improve your handwriting if you want to pass.”

**Indirect** : The teacher advised Mohan to improve his handwriting if he wanted to pass.

**Direct** : He said, “Save me from this calamity.”

**Indirect** : He appealed (to them) to save him from that calamity.

**Direct** : Ram said, “Please come with me.”

**Indirect** : Ram requested (him) to go with him.

**Direct** : The teacher said, “Always speak the truth.”

**Indirect** : The teacher advised (the students) always to speak the truth.

**Direct** : He said to his friends, “Let us go on a picnic.”

**Indirect** : He proposed to his friends to go on a picnic.

**Direct** : I said to my father, “Please let me go to Delhi.”

**Indirect** : I requested my father to let me go to Delhi.

### Exercise

Change the following sentences from Direct into Indirect Narration :

1. Ram said to him, “Please be quiet.”
2. The teacher said to the student, “Do not talk nonsense.”
3. My father said to me, “Work very hard lest you should lose your division.”

4. Mohan said to the servant, "Bring a hot cup of tea."
5. Ram said to me, "Welcome home."
6. He said, "Let the sweets be distributed among the children."
7. He said to me, "Please lend me your fountain-pen."
8. My fahter said to me, "Speak the truth and be noble."
9. He said, "Let us go for the morning walk."
10. He said, "Please do not disturb me in my studies."

#### (4) Exclamatory Sentences

The sentences which carry the sense of sudden **joy, sorrow, wonder, disappointment** are called Exclamatory sentences. These sentences generally begin with such exclamatory words as—**Alas, Oh, Hurrah, Bravo, How, What a**, etc.

#### Rules

**Rule 1**—In place of the Reporting Verb ‘said’ some other Verbs as **exclaimed, wished, prayed** are used according to the sense.

**Rule 2**—Connective ‘that’ is used.

**Rule 3**—After the Reporting Verb, we use such expressions as **joyfully, sorrowfully, with sorrow, with joy, in astonishment**, etc. according to the sense.

**Rule 4**—Exclamatory sentence is changed into Assertive sentence.

**Rule 5**—The Rules for change of **Tense** and **Pronoun** are the same as used in Assertive sentences.

**Rule 6**—If the Exclamatory sentence in the Direct Narration is **incomplete**, it is made a **complete sentence** in the Indirect Narration by adding appropriate **Subject** and **Verb**.

#### Solved Examples

**Direct :** He said, "Alas ! I am ruined."

**Indirect :** He cried with grief that he was ruined.

**Direct :** The Captain said, "Bravo ! We have won the match."

**Indirect :** The Captain exclaimed with joy that they had won the match.

- |                   |   |
|-------------------|---|
| <b>Direct :</b>   | He said, "O, what a chance !"                       |
| <b>Indirect :</b> | He exclaimed that it was a fine chance.             |
| <b>Direct :</b>   | His mother said, "May you live long !"              |
| <b>Indirect :</b> | His mother wished (prayed) that he might live long. |
| <b>Direct :</b>   | He said, "What a piece of work is man !"            |
| <b>Indirect :</b> | He exclaimed that man is a strange piece of work.   |

#### Exercise

Change the following sentences from Direct into Indirect Narration :

1. Ram said, "Alas ! I am ruined."
2. Mohan said, "Alas ! My friend has drowned."
3. Mohan said, "Bravo! We have got the shield."
4. He said, "How happy I am !"
5. My mother said, "May Heaven bless you !"
6. The poor man said, "May Heaven hear my prayers !"
7. Ram said, "Good Heavens ! What a sight it was !"
8. Mohan said, "O ! You have come !"
9. He said, "Could I see my mother at this hour !"
10. Ram said, "O, could I help him !"

#### (5) Question-Tags

Question-Tags can be added to **two** types of sentences—Interrogative sentences and Imperative sentences. We shall consider them separately.

##### (I) Interrogative Question-Tags

The following Rules apply in changing the Question-Tags connected with the Reported speech from Direct into Indirect Narration—

**Rule 1**—While changing into Indirect Narration, the Assertive sentence is left out.

**Rule 2**—The Question-Tag is changed into Indirect Narration under normal Rules, but the Question-Tag (which is generally an incomplete sentence) is made a complete sentence. As—

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**Direct** : He said, "You are a good sportsman, aren't you ?"

**Indirect** : He asked whether I was a good sportsman.

**Direct** : I said, "Ram has secured first division, hasn't he ?"

**Indirect** : I asked whether Ram had secured first division.

### (II) Imperative Question-Tag

The Imperative Question-Tags are changed into Indirect Narration under the following Rules—

**Rule 1**—In the Indirect Narration the Question-Tag is left out.

**Rule 2**—Only the Imperative sentence is converted into Indirect form under normal Rules discussed earlier in this chapter. The Reporting Verb is changed into **told**, **asked**, **requested**, etc., and the main Verb is changed into an **Infinitive**. As—

**Direct** : He said to me, "Bring me a cup of tea, will you ?"

**Indirect** : He requested me to bring him a cup of tea.

**Direct** : He said, "Go away from here, will you ?"

**Indirect** : He asked me to go away from there.

### (6) Sentences beginning with 'Let'

Sentences beginning with 'Let' express the sense of **order**, **wish**, **proposal**, **imagining**, **condition**, etc. They are converted into Indirect Narration according to their sense. The Reporting Verb is changed into **ordered**, **requested**, **proposed**, **wished**, **supposed**, etc. according to the sense. In all such sentences 'Let' is removed and connective '**that**' is used. Other changes are made according to normal Rules. Some typical points are given below—

#### Let : Order

Sometimes **Let** suggests **order**. In such sentences **ordered**, **asked**, or **directed** are used for the Reporting Verb. In place of **Let** we use **should**. As—

**Direct** : The Principal said, "Let no student stand here."

**Indirect** : The Principal **ordered** that no student **should** stand there.

#### Let : Proposal

Sometimes **Let** suggests **Proposal**. In these sentences the following Rules apply—

(i) **Proposed** or **suggested** is used for Reporting Verb.

(ii) Connective **that** is used.

(iii) **Let** is removed, and '**should**' is used in its place.

(iv) The **Objective case** coming after '**Let**' is changed into **Nominative case**. As—

**Direct** : The Captain said, "Let us play a friendly match."

**Indirect** : The Captain **proposed** that we **should** play a friendly match.

#### Let : Wish

Sometimes '**Let**' suggests **wish** or **desire**. In these sentences the following Rules apply—

(i) **Requested**, **wished** or **desired** are used for Reporting Verb.

(ii) Connective **that** is used.

(iii) **Should** is used in place of **Let**.

(iv) The **Objective case** coming after **Let** is changed into **Nominative Case**. As—

**Direct** : The boy said, "Let me go out to play."

**Indirect** : The boy wished that he should go out to play.

**Direct** : The man said, "Let me have the first choice."

**Indirect** : The man wished that he should have the first choice.

#### Some General Observations

(1) In order to maintain continuity of thought, different sentences in a paragraph are connected with such expressions as the following—

**He continued**, **He further said**, **He also said**, **Continuing he said**, etc.

(2) As we have stated above, the **Interrogative** and **Imperative** sentences in the Reported speech are changed into **Assertive** sentences. For doing so, the subject is used before the Verb. As—

**Direct** : He asked, "Where are you going?"

**Indirect** : He asked where he was going.

**Direct :** He said, "Hurrah ! We have won the match."

**Indirect :** He exclaimed joyfully that they had won the match.

**Direct :** He said, "Alas ! he is dead."

**Indirect :** He mournfully exclaimed that he was dead.

(3) The sense of **Oh, Alas, Hurrah, Bravo**, etc. used in Exclamatory sentences is expressed by such expressions as the following—

He said **sorrowfully or joyfully or cheerfully or surprisingly or mournfully** etc.

(4) When words like **Sir, your Honour, your Majesty, Please, Kindly**, etc. are used in the Reported speech, their sense is expressed by using the following expressions with the Reporting Verb, and these words are dropped—

He said **respectfully or politely or humbly or gently or reverently** etc. **As—**

**Direct :** The student said to the teacher, "Sir, mark me present."

**Indirect :** The student respectfully requested the teacher to mark him present.

(5) In the same way, the sense of **Good Morning, Good Evening**, etc. is expressed by such expressions as 'He greeted him'.

(6) When words like **Yes, No, Certainly, Not at all, Never**, etc. are used in the Reported speech, their sense is expressed by such expressions as—

"He replied in the affirmative or negative."

**Direct :** Ram asked him, "Will you go to Delhi ?" He replied, "No".

**Indirect :** Ram asked him whether he would go to Delhi. He replied in the negative.

(7) When some person or thing is addressed to in the Reported speech, or when some special Adjective is used for a thing or person, those words of address or admiration are shifted from there and expressed with the Reporting Verb. **As—**

**Direct :** The speaker said, "Ladies and Gentlemen, it is my proud privilege to talk to you this afternoon."

**Indirect :** Addressing the audience he said that it was his proud privilege to talk to them that afternoon.

**Direct :** The teacher said, "Where are you going, Ramesh ?"

**Indirect :** Calling Ramesh the teacher asked him where he was going.

**Direct :** The policeman said, "I will put you behind the bars, you wicked."

**Indirect :** Calling him wicked the policeman said to him that he would put him behind the bars.

**Direct :** He said, "Give unto me the light of truth, Reverend Father."

**Indirect :** Calling him Reverend Father he implored him to give unto him the light of truth.

(8) When '**May**' is used in the sense of **request** or **prayer** in the Reported speech, it is shifted from there and its sense is expressed by such words as 'He prayed .....' along with the Reporting Verb. **As—**

**Direct :** He said, "May you live long !"

**Indirect :** He prayed for a long life to him.

(9) The student can exercise his own discretion too and use certain words from his own side in order to make the sense clear in the Indirect Narration.

### Solved Examples

(I)   **Direct :** A fawn one day said to his mother, "Mother, you are bigger than a dog and swifter and better-minded, and you have horns to defend yourself: how is it that you are so afraid of the hounds ?" She smiled and said, "All this, my child, I know fully well. But no sooner do I hear a dog bark than somehow or other my heels take me off as fast as they can carry me."

**Indirect :** A fawn one day said to her mother that she was bigger than a dog, and swifter and better-minded, and she had horns to defend herself : how was it, then, he asked, that she was so afraid of the hounds. At that she smiled and answered to her child that she

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- (II) Direct :** knew all that fully well; but no sooner did she hear a dog bark than somehow or other, her heels took her off as fast as they could carry her.
- Indirect :** But the sea-god cried, “Do not be afraid, noble prince; I have taken pity on you and will help you.”
- (III) Direct :** But the sea-god told the noble prince not to be afraid, and assured him that he had taken pity on him (the prince) and would help him.
- Indirect :** “Curse it !” exclaimed the driver, “Who could have foreseen such ill-luck ? But for the accident we should have caught the train easily.”
- Indirect :** The driver exclaimed with a curse that nobody could have foreseen such ill-luck, and said that but for that accident they would have caught the train easily.
- (IV) Direct :** Once a rich man said to his poor brother, “Why do you not enter the service of the king, so that you may relieve yourself from the baseness of labour ?”
- Indirect :** Once a rich man asked his poor brother why he did not enter the service of the king, so that he might relieve himself from the baseness of labour.
- (V) Direct :** Finding no remedy she said to herself, “It is better to die than to live in such misery as I am compelled to suffer from a husband who treats me and has always treated me so unkindly.”
- Indirect :** Finding no remedy she said to herself that it was better to die than to live in such misery as she was compelled to suffer from a husband who treated her and had always treated her so unkindly.
- (VI) Direct :** Pt. Nehru said, “Ladies and gentlemen, the whole society is responsible for the prevalence of corruption in the country.”
- Indirect :** Addressing the audience Pt. Nehru said that the whole society was responsible for the prevalence of corruption in the country.
- (VII) Direct :** He said, “Please daddy, let me attend the marriage party of my friend.”
- Indirect :** He requested his daddy to permit him to attend the marriage party of his friend.
- (VIII) Direct :** He said to me, “Are you not going to school today?” I said, “No.”
- Indirect :** He asked me whether (if) I was not going to school that day. I answered that I was not.
- (IX) Direct :** He said, “I am not going to help you, you fool.”
- Indirect :** Calling him a fool he said that he was not going to help him.
- (X) Direct :** “Let us see him today”, said Ram.
- Indirect :** Ram suggested (proposed) that they should see him that day.

**Revision Exercise 1**

**Change the following sentences into Indirect Narration :**

1. Ram said to Mohan, “I can tell you what strikes me as the most useful medicine in the world.” “Can you, Ram ? I should like to hear of it ? What is it used for ?” asked Mohan.
2. “This beautiful girl, ”said he,“ is one whom I have decided to marry.”
3. “Can you tell me the address of Mr. Somprakash ?” said the stranger to me, “I have to see him in connection with some important business.”
4. He said to me, “Is it the suit you put on last night ?” “No”, I said, “that was a different one.”

5. "Can you tell me the name of your father ?" said the teacher to the boy, "I want to see him before Sunday."
6. Mohan said, "It is a pleasant time when the sun is setting and the birds are returning to their nests. I want to go for a walk."
7. He said, "Father ! take pity. The purse has been stolen by the servant and not by me."
8. The lawyer said, "My profession is one that needs strenuous work and serious study."
9. "And you are the most naughty boy of the class," said the teacher, "I shall turn you out of the class."
10. The doctor said, "Do not take butter while you are under my treatment, otherwise the disease is likely to be aggravated."
11. Churchill said, "Believe in conciliatory politics but keep the powder dry."
12. The violent man said, "What violence have I done ? What anger have I been guilty of ?" Then the other laughed and to said to him, "Why should we speak ? You have given us sufficient proof of your violent temper."
13. "Your drawing room is excellently decorated," said the visitor : "Where did you find the artist who painted these pictures ?"
14. The sailor said, "We were all frightened when the ship started tilting towards the right. After a few seconds the engine-chamber was flooded and the ship ultimately sank to the bottom."
15. The old woman said, "I have surprised many people by saying that I am seventy-five years old, because I do not look so old on account of my good health."
16. "I shall persuade my friend to give up smoking," said Ramesh to the doctor. "He should recover otherwise his family will starve."
17. He cried to them in agony, "Row back at any risk ! I cannot bear to leave her behind to be drowned."
18. And he said, "I will arise and go to my father, and will say unto him : Father, I have sinned against heaven and before thee and am no more worthy to be called thy son. Make me as one of thy hired servants."
19. All her maidens watching said, "She must weep, or she will die."
20. "I am sorry indeed", replied the king, "that my vessel is already chosen; and I cannot therefore sail with the son of the man who served my father."
21. "The person who caused me this injury was wearing a black suit," said the injured person returning to consciousness, "I can recognise him if he is brought before me."
22. He said, "Let him do whatever he can; I am not afraid of him."
23. Mohan said to his brother, "Do not go to the river today. It is in flood and you may drown."
24. "And the game was excellently played by them," said Sohan : "they lost only 4 wickets for 150 runs."
25. The lawyer said, "What could I do if the Magistrate himself was a fool ? But why should you worry about his judgment. Let us prefer an appeal to the High Court."
26. My friend said, "M/s Pannalal Manikchand are a very honest firm. You can safely deal with them."
27. The teacher said entering the classroom, "Why? What is the matter ? The attendance is so thin." The boys replied, "Sir, most of our friends have gone to visit the exhibition."
28. The money-lender said, "Why should I wait for a week ? Didn't you promise to pay me today ? I cannot budge an inch without realising the whole amount from you."
29. He said, "I will help you whenever you need my help but you will have to work at the same time."
30. The holyman said, "Do not be impatient about the result. Leave it to God. You have done your duty, that's all."
31. He said, "My father was groaning with pain when the doctor came. But his medicine was so effective that pain disappeared in five minutes."
32. He said to me, "Your brother has secured first class in B.A. What have you thought about his further studies ?"

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33. My neighbour said, "Last night the dacoits raided my house. They searched the entire house and took away the ornaments with them. Didn't you hear the gun-shots ?"
34. The servant said, "Sir, somebody has come to meet you. He is waiting outside."
35. He said, "It was raining heavily when I left my house. But I was saved by my over-coat."
36. When the water started boiling, the lid of the kettle was flung aside by the force of steam, and James Watt said, "Oh ! Steam is very powerful. I can work wonders with its help."

***Revision Exercise (Advanced) 2***

**Change the following sentences from Direct into Indirect Narration :**

1. "Why did you not come to school yesterday ?" asked the teacher. "My mother is very ill, sir, and my father has gone to Calcutta", replied Govind. "Is there no one else to look after your mother", enquired the teacher. Govind said there was none and prayed, "Please excuse me for being absent yesterday and grant me leave for today and tomorrow."
2. The master said to the servant, "What have you done with the money I gave you yesterday ?" "I have spent it all, sir, but I will not ask for any today," replied the servant. "Is that the way to talk to your boss?" enquired the master. The servant was sorry and said with folded hands, "Please, forgive my rudeness."
3. Kali, the youngest of them began to sob and moan. "What shall I do ?" she cried, "So young to die ! I have not yet seen life." "Peace, child," said Sita, the eldest among them. "Wailing will not help us. Let us seek aid from the gods, they will surely hear us."
4. The teacher said to Hari, "Bring your book and stand near me." Hari was a little nervous and replied. "Sir, I bring my book to school everyday but I have forgotten to bring it today." At this the teacher was angry and said, "Why are you not looking into the book of your friend, then ? Are you not ashamed of yourself ?"
5. "I saw your father and he was looking very ill," I said. "Yes", Sita replied, "that is just what worries me." "But why worry", I said, "why not consult a physician ?" She kept quiet for a while and then said, "Alas ! We are too poor for that."
6. Ram : "Please come and tell me something." Shyam : "What do you want me to tell you?" Ram : "There is not anything special, for I only want to know how many children were born in Calcutta yesterday ?"
7. "What are you doing here ?" said the Tiger to the Hare. "I am looking at my grandfather's going," replied the Hare. "Where is it ?" asked the Tiger. The Hare said, "It is there under the tree. Have a good look at it, but please don't kill me."
8. "Pardon me, dear master," said Ariel, "I will obey your commands." "Do so," said his master, "and I will set you free."

# 15

# Analysis

## Some General Observation Some Basic Concepts

### Clause—

“A group of words that forms part of a sentence, and has a Subject and a Predicate of its own, is called a Clause.” (Wren)

**Clauses** are of **Three** kinds :

1. Principal Clause
2. Subordinate Clause
3. Co-ordinate Clause

**Principal Clause**—Principal Clause is the main clause of the whole sentence.

**Subordinate Clause**—“A Subordinate Clause is a component part of some other clause, in which it does the work (without possessing the form) of a Noun, Adjective or Adverb”. (Nesfield)

**Co-ordinate Clause**—“A Co-ordinate clause is not a component part of any other clause but forms a complete grammatical whole by itself.” (Nesfield)

**Simple Sentence**—A simple sentence is one which has only one Finite Verb, and may have a Subject and a Predicate.

Or

“A Simple Sentence is one which has only one Finite verb.” (Wren)

**Complex Sentence**—A complex sentence is one that contains one Main Clause (Principal clause) and one or more Subordinate clauses.” (Wren)

**Compound Sentence**—“A Compound Sentence is one made up of two or more Co-ordinate clauses.”

It may or may not have a subordinate clause.

### Clause Analysis

Clause Analysis means analysing or breaking up of a complex or compound sentence into its

Principal, Co-ordinate and Subordinate clauses and pointing out their mutual grammatical relationships.

### How to break up a sentence into its Clauses—

While breaking up a complex / compound sentence into its clauses, it should be remembered that it will have as many clauses as it has **Finite Verbs**. It should be kept in mind that only the Finite Verbs, and not Gerunds, Infinitives, or Participles make the clauses.

### How to find the Principal Clause—

The **first step** in clause Analysis is to find out the **Principal Clause**. The question is how to distinguish a Principal clause from its co-ordinate or Subordinate clauses. In this connection it should be remembered that a sub-ordinate clause always begins with a subordinating conjunction. Likewise, a Co-ordinate clause begins with a co-ordinating conjunction. Therefore a clause which begins neither with a subordinating nor a co-ordinating conjunction is the **Principal Clause**. The following are the Subordinating conjunctions with which a subordinate clause may begin—

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.

A Principal clause will not begin with any of the above listed conjunctions—

For example—

**I met the man who came yesterday.**

In this sentence there are **two** clauses :

One, ‘I met the man’, and the second, ‘**who** came yesterday’. Now, this second clause begins

with the Subordinating conjunction **who**; therefore this is the **Subordinate Clause**. The first clause does not begin with any Subordinating conjunction and is, therefore, the **Principal Clause**.

### Analysis of Complex Sentences

As we have stated above, a complex sentence has a Principal clause and one or more Subordinate clauses.

Subordinate Clauses are of **three** kinds—

1. Subordinate Noun Clause
2. Subordinate Adjective Clause
3. Subordinate Adverb Clause

#### (I) Subordinate Noun Clause

Subordinate Noun Clause does the work of a **Noun**—

A Noun Clause has the following **Five** functions—

- (i) The Subject of a verb
- (ii) The Object of a Transitive verb
- (iii) The Object of a Preposition
- (iv) The Complement to a verb of incomplete predication.
- (v) Case in apposition to a noun.

#### (I) Noun Clause as the Subject of a verb—

- (a) **Where he lives** is not known to me.  
“Where he lives” is the subject of the Verb ‘is’.
- (b) **That you should tell a lie** surprises me.  
“That you should tell a lie” is the subject of the Verb ‘surprises’.  
In the same way :
- (c) **How he reached there** is a mystery.
- (d) **When I shall return** is uncertain.
- (e) **Whether he will help you** is not sure.

#### (II) Noun Clause as the Object of a Transitive verb—

- (a) He told me that he was going to Calcutta.  
“that he was going to Calcutta” is the **object** of the Verb ‘told’.
- (b) I do not know where he lives.  
“where he lives” is the **object** of the Verb ‘know’.
- (c) I spend **what I earn**.
- (d) I do not know **which book you want**.
- (e) He replied **that he did not go there**.

#### (III) Noun Clause as the Object of a Preposition—

- (a) Give full attention to **what I say**.  
“what I say” is the **object** of the Preposition ‘to’.
- (b) My success in future depends upon **how you help me in this case**.  
“**how you help me in this case**” is the **object** of the Preposition ‘upon’.
- (c) This book will sell for **what it is worth**.
- (d) I can find no meaning in **what you have said**.
- (e) I have no complaint except **that I have a headache**.

#### (IV) Noun Clause as a Complement to a Verb—

- (a) This is what I told you.  
“**what I told you**” is the **complement** to the Verb ‘is’.
- (b) My great fear is **that he may drown**.  
“**that he may drown**” is the **complement** to the Verb ‘is’.
- (c) Life is **how we live it**.
- (d) My question was **whether you could do this work**.
- (e) This is **where I lived last year**.

#### (V) Noun Clause as Case in Apposition to a Noun—

- (a) The rumour **that he committed the murder** has come true.  
“that he committed the murder” is case in apposition to the noun ‘rumour’.
- (b) The report **that the enemy is coming** is wrong.  
“that the enemy is coming” is case in apposition to the noun ‘report’.
- (c) Your suspicion **that the servant has stolen the watch** is baseless.
- (d) His hope **that he would be selected for the post** has been belied.
- (e) His ambition **that he may become the President of India** is illfounded.

#### How to recognize a Noun Clause—

Noun Clause often begins with the following **three** connectives—

## (I) Conjunction "That"

A clause beginning with **that** and coming immediately after a Transitive Verb is a Noun clause. As—

He said **that he was not guilty**.

(II) A clause beginning with any **Relative** or **Interrogative** Adverb is a **Noun clause**, provided that the Adverb so used **does not have its antecedent**. As—

I want to know **where he lives**.

Or

I do not know **why he came last night**.

(III) A clause beginning with any **Relative** or **Interrogative** Pronoun is a **Noun clause**, provided that the Pronoun so used **does not have its antecedent**. As—

I want to know **who has done this**.

**Exercise**

Pick out the Noun Clauses in the following sentences and point out their functions—

1. It is not known whether the school is closed today.
2. How the horse received such a grievous injury is difficult to tell.
3. What you have done today will bring disgrace to you.
4. I know that my son is innocent.
5. Mohan can tell you where your friend has gone.
6. That the sun is hot is known to everybody.
7. It is evident from his conduct that he is not prepared to compromise.
8. I believe that you are the only successful student in the whole class.
9. I knew that the thief had escaped.
10. Even a fool can tell that an elephant is bigger than a bull.
11. I am prepared to face whatever calamity falls on me.
12. Perceiving what an error he had committed, he yielded.
13. A man's salary depends upon what post he holds.
14. My ring is made of what we call gold.

15. Except that he is annoyed very soon, he is an excellent man.
16. Your version of the case that Ram committed the theft is wrong.
17. His argument that an absconder is always a thief, is untenable.
18. The news that I have passed in the first division has given great pleasure to my mother.
19. This is what I never expected.
20. I wanted to know whether you can help me in this work.
21. Tell me how you found out the solution of this problem.
22. Which is the biggest city in the world is not known to many people.
23. 'That Christ is the embodiment of God on earth' is the belief of an orthodox Christian.
24. Whatever you learn is forgotten without practice.
25. I cannot rely on what you say.

**(II) Subordinate Adjective Clause**

"An Adjective Clause is one which does the work of an Adjective in relation to some other clause."

**(Nesfield)**

An Adjective Clause is the clause which **qualifies** a **Noun** or a **Pronoun** in some other clause in the sentence.

(1) An **Adjective** clause begins with a **Relative Pronoun** or a **Relative Adverb**, provided the **Pronoun** or **Adverb** has its Antecedent immediately before it. As—

- (a) This is the boy **who stole my fountainpen**.  
"who stole my fountainpen" is an Adjective Clause because it begins with the Relative Pronoun 'who' and its Antecedent 'boy' has been used immediately before it.
- (b) I want to know the time **when the train arrives here**.  
"when the train arrives here" is an Adjective Clause because it begins with the Relative Adverb 'when' and its Antecedent 'time' comes immediately before it.

- (c) Do you know the place **where he lives** ?
  - (d) Tell me the reason **why you have dismissed me**.
  - (e) He is the man **whom I admire most**.
  - (f) This is the serpent **that is most poisonous**.
  - (g) He is the man **whose house caught fire last night**.
- (2) Sometimes the **Relative Pronoun** or the **Relative Adverb** with which the Adjective clause begins, remains **understood**. In such a case, the Relative Pronoun / Adverb should be mentally added from your side before attempting the analysis. **As—**
- (a) He is the man λ I know very well.  
In this sentence ‘whom’ is understood at the point marked thus λ. Therefore ‘I know very well’ is an Adjective clause.
  - (b) Return the book λ I gave you.  
‘that’ is understood.
  - (c) Here is the servant λ I engaged yesterday.  
In this sentence ‘whom’ is understood.
  - (d) He is the man λ I called here yesterday.  
‘whom’ is understood.
- (3) Sometimes ‘**but**’ is used as a Relative Pronoun, which is negative in meaning. In such a case the clause beginning with ‘**but**’ is an Adjective clause. **As—**
- (a) There was not a soldier **but fought bravely to the end**.  
In this sentence ‘**but**’ means ‘who did not’, and therefore but ‘fought bravely’ is an Adjective clause.
  - (b) There is no man **but loves his country**.  
Here ‘but’ means “who does not.”
  - (c) There is no crime **but can be detected**.  
Here ‘but’ means ‘that cannot be’.
- (4) Sometimes ‘**than**’ is used as a **Preposition** before a Relative Pronoun. In such a case, the clause beginning with ‘than’ is a Relative Pronoun. **As—**
- (a) We are all followers of the principles of Mahatma Gandhi **than whom India has produced no nobler saint**.  
In this sentence ‘than whom’ means ‘in whose comparison’, therefore the clause

beginning with ‘than’ is an Adjective clause.

- (b) It was a blow **than which no crueler could be struck**.

In this sentence ‘than which’ means ‘in comparison to which’, therefore the clause beginning with ‘than’ is an Adjective clause.

### **Exercise**

Pick out the Adjective clauses in the following sentences and point out the Noun or Pronoun which they qualify—

1. The ring I lost was very costly.
2. Tell me the time when you want me to go there.
3. Do you know the spot where gold is hidden ?
4. He who reads without understanding is sure to fail.
5. He does best who begins best.
6. All that glitters is not gold.
7. He that is poor need fear no theft.
8. We are such stuff as dreams are made of.
9. There was not a soldier in the squad but could hit the target.
10. All the milk we use comes from villages.
11. God helps those who help themselves.
12. The hour I chose to meet my friend was odd.
13. The time when the sun sets is very pleasant.
14. He is the boy who stole my pen.
15. There is not a man in India but adores Mahatma Gandhi.
16. The woman I married turned unfaithful.
17. The gods we adore write their names on our faces.
18. I have seen the place where Mahatma Gandhi was born.
19. Those whom God loves die young.
20. Those who live in glass houses should not throw stones at others.

### **(III) Subordinate Adverb Clause**

“An Adverb Clause is one which does the work of an adverb to some Verb, Adjective, or Adverb in some other clause.”      **(Nesfield)**

Like an Adverb it qualifies some verb, Adjective or Adverb in another clause. The following are its **Adverbial functions**—

- (i) Adverb Clause of Time
- (ii) Adverb Clause of Place
- (iii) Adverb Clause of Purpose
- (iv) Adverb Clause of Cause or Reason
- (v) Adverb Clause of Condition
- (vi) Adverb Clause of Result
- (vii) Adverb Clause of Comparison
- (viii) Adverb Clause of Supposition.

**(I) Adverb Clause of Time**—Adverb Clause of Time shows **time** and begins with Adverbs of time like ‘When’, ‘Whenever’, ‘While’, ‘After’, ‘Before’, ‘Since’, ‘As’, etc.

- (a) I shall go with you **when you return from Kanpur**.  
“when you return from Kanpur” is Adverb Clause of Time because it shows time.
- (b) I shall come **whenever you need my help**.
- (c) Do not disturb **while the patient is sleeping**.
- (d) He reached here **after the clock had struck ten**.
- (e) Take rest **before you are tired**.
- (f) I have not been well **since I returned from America**.
- (g) Apply the brakes **as I give you the signal**.
- (h) No sooner did I enter the room **than the thief bolted away**.

**(II) Adverb Clause of Place**—Adverb Clause of Place points to **place** and begins with Adverbs of place like ‘Where’, ‘Wherever’, ‘Whence’, ‘Whither’, etc.

- (a) You should stand **where you are**.  
“where you are” is Adverb Clause of Place because it points to place.
- (b) I shall purchase the book **wherever it may be found**.
- (c) Return at once **whence you came**.
- (d) The wind bloweth **whither it listeth**.

**(III) Adverb Clause of Purpose**—points to some **purpose** and begins with **that, so that, lest, etc.**

- (a) He worked very hard **that he may pass**.  
“that he may pass” is Adverb Clause of Purpose because it shows purpose.
- (b) Go quickly **lest you should miss the train**.
- (c) Forgive **so that you may be forgiven**.

**(IV) Adverb Clause of Cause or Reason**—points to **cause or reason** and begins with **because, since, as, for, that, etc.**

- (a) I must take rest **because I am tired**.  
“because I am tired” is Adverb Clause of Reason.
- (b) **Since you are so clever**, I cannot trust you.
- (c) **As I am indisposed**, I cannot attend the college today.
- (d) I am glad **that you have come in time**.

**(V) Adverb Clause of Condition**—shows condition and begins with **If, Whether, Unless, Provided, On condition, etc. As—**

- (i) (a) I shall go **if you come in time**.  
“if you come in time” is Adverb Clause of Condition.
  - (b) I shall not help you **unless you promise to work very hard**.
  - (c) You must go **whether you receive my reply or not**.
  - (d) I can forgive you **on condition that you do not repeat the crime**.
- (ii) Sometimes Adverb Clause of condition has the connective ‘If’ understood. As—
  - (a) **Had I not seen it with my own eys**, I would not have believed it.  
Here “**Had I not**” means “**If I had not**”
  - (b) **Were he more honest**, he would have been happier.  
Here “**Were he**” means “**If he were**”.
- (iii) If the **Relative Pronoun** or the **Relative Adverb** does not have its **Antecedent** before it, the clause beginning with it can be an **Adverb Clause of Condition**. As—
  - (a) I shall go **whatever happens**.
  - (b) We cannot reach before sunset **which-ever train we catch**.
  - (c) **However you try**, you cannot deceive me.

**(VI) Adverb Clause of Result** points to some **result** and often begins with ‘**that**’, preceded by ‘**so**’ or ‘**such**’. It can also begin with ‘**therefore**’. **As—**

- (a) He worked so hard **that he secured first division.**  
“that he secured first division” is Adverb Clause of Result.
- (b) He is so saintly **that everybody respects him.**
- (c) He worked hard **so he passed.**
- (d) He worked in such a defective manner **that he failed to get success.**
- (e) I worked hard, **therefore I passed.**
- (ii) Sometimes the connective ‘**that**’ may be understood also.

He is so tired, λ he cannot stand. In this sentence ‘**that**’ is understood.

**(VII) Adverb Clause of Comparison—**  
There are **two** kinds of Adverb Clause of comparison.

- (i) Adverb Clause of Comparison of Degree.
- (ii) Adverb Clause of Comparison of Manner.

**(1) Adverb Clause of Comparison of Degree—**It shows comparison of **state** or **situation** and often begins with the Subordinating conjunction ‘**than**’ or Relative Adverb ‘**as**’. **As—**

- (a) He is not so foolish **as his father thinks.**  
“**as his father thinks**” is Adverb Clause of Comparison of degree.
- (b) Her heart is as pure **as her face is beautiful.**
- (c) Your health is better **than it was before.**
- (ii) In Adverb Clause of Comparison the Verb often remains understood.

**As—**

- (a) I am a better swimmer **than you** (are).  
Here Verb ‘are’ is understood.
- (b) You have visited a larger number of foreign countries **than I** (have).

**(2) Adverb Clause of Comparison of Manner—**It shows comparison of **manner**, and often begins with the Relative Adverb ‘**as**’.

- (a) **As you earn** so you must spend.  
“**as you earn**” is Adverb Clause of Comparison of manner.
- (b) He did **as he pleased.**

**(VIII) Adverb Clause of Supposition—**It points to some **supposition** and often begins with the Subordinating conjunction ‘**Though**’, ‘**Although**’ or ‘**Even if**’. **As—**

- (a) **Although he was tired**, he finished the work before sunset.  
“**Although he was tired**” is Adverb Clause of Supposition.
- (b) **Though he is poor**, he is honest.
- (c) Do not be depressed, **even if you fail.**

### Exercise

Pick out the Adverb clause in each of the following sentences and tell which kind of Adverb clause it is and which word in the Principal it modifies—

1. He is honest, though he is poor.
2. Do in Rome as the Romans do.
3. The doctor was as kind as I thought.
4. Your handwriting is so beautiful that everyone should admire it.
5. A glutton lives that he may eat.
6. The thief was caught on the road as he was running away with the purse.
7. I reached the station after the train had steamed off.
8. I will keep awake while you sleep.
9. Wash your hands before you take your meals.
10. I have been ill since I left Simla.
11. He failed as I could not help him.
12. I will give you money whenever you need.
13. I must meet my friend wherever I may find him.
14. The wind bloweth whither it listeth.
15. It is better to reign in hell than to serve in heaven.
16. If you do not strike while the iron is hot, you cannot mould it.
17. He promised to pay Rs. 100/-in cash, lest he should lose the bargain.
18. He ran very fast that he might catch the train.
19. Women are more sentimental than they are wise.
20. Since the man was very cruel, his wife refused to go with him.
21. I am glad that you have come in time.

22. Some people talk as though they were very honest.
23. Enmity with a wise man is better than friendship with a fool.
24. He is stronger than he looks.
25. Have you gone mad that you stare at me in such a manner ?
26. The thief, while he was passing through the gallery, was seen by the servant of the house.
27. Strike the iron while it is hot.
28. The cuckoo comes when the winter is over.
29. I love you as much as your father.
30. The moon is cool though it shines.
31. The farmer works all day that he may earn his bread.
32. He looks quite healthy considering that he is above seventy.
33. Men fear death as children fear to go in the dark.
34. Had there been no sun, it would have been dark all over the world.
35. As soon as you get the clue, give the signal to me.
36. If my uncle comes today, I shall leave for Calcutta with him.
37. He is so weak, he can hardly speak.
38. I know more about my brother than you know about him.
39. The souls of holy men go to heaven whence they do not return.
40. I do it because I cannot help doing so.

### Analysis of Compound Sentences

A Compound Sentence is one which has one Principal Clause and one or more Co-ordinate Clauses to the Principal Clause. It may or may not have Subordinate Clauses.

(I) Co-ordinate Clause often begins with Conjunction ‘And’ or ‘But’ As—

- (a) I went to the market **and purchased a book.**  
“**and purchased a book**” is Co-ordinate Clause.
- (b) He went to Delhi yesterday **and met the President there.**
- (c) I offered to help him **but he declined.**

- (d) I put several questions to him **but he failed to answer any of them.**

(II) Sometimes co-ordinating connective remains understood. In that case the **comma** (,) or **Semi-Colon** (;) does the work of connective conjunction. Sometimes even the **Verb** also remains understood. As—

- (a) His life is simple; **his thoughts sublime.**
- (b) Action is life, **idleness death.**
- (c) Beauty is truth, **truth beauty.**
- (d) Prosperity finds friends, **adversity tries them.**

(III) Sometimes a co-ordinate clause may begin with a subordinating connective. As—

- (a) I shall meet you tomorrow, **when we shall finalise the plan.**

In this sentence ‘**when**’ means ‘**and then**’. Therefore the clause beginning with **when** is a co-ordinate clause.

- (b) We went to the aerodrome, **where we bade him adieu.**

Here “**where**” means “and there”.

- (c) I found a purse, which I brought home.  
Here “**which**” means “and which”.

(IV) Sometimes **Compound sentences** are written in their contracted form, and only **one Verb** is used for both the Verbs. As—

- (a) He is rich but unhappy.

In the above sentence ‘but unhappy’ is the contracted form of “but he is unhappy”. Therefore this is a co-ordinate clause.

- (b) Either you must pay **or your father.**

Here “**or your father**” means “or your father must pay”.

- (c) **Neither my father** nor I can help you.

This sentence would mean “Neither my father can help you nor can I help you”.

- (d) All the soldiers **as well as the commander** were killed on the battle-field.

This sentence means “All the soldiers were killed on the battle-field as well as the commander was killed on the battle-field”.

(V) Sometimes a co-ordinate clause may begin with some Subordinating conjunctions like **either.....or; neither.....nor; else, otherwise,** etc. As—

- (a) Either work hard **or give up your studies.**

- (b) Neither you **nor your father will get any help.**
- (c) Act according to my advice **otherwise you will repent.**
- (d) Behave properly, **else I shall report against you.**

### Solved Examples

#### Analyse the following sentences :

1. I have a generous friend, who gave me more monetary help than his financial condition would have allowed.

- (a) I have a generous friend .....  
(Principal Clause)
- (b) Who gave me more monetary help .....  
(Subordinate Adjective Clause, qualifying "friend" in Clause A.)
- (c) Than his financial condition would have allowed .....  
(Subordinate Adverb Clause of Comparison)

The whole sentence is complex.

2. We, who are fortunate enough to live in this enlightened century, hardly realise how our ancestors suffered from their belief in the existence of mysterious and malevolent beings.

- (a) We ... hardly realise. (Principal Clause)
- (b) Who are fortunate enough to live in this enlightened century, .....  
(Subordinate Adjective Clause, qualifying "We" in Clause A.)
- (c) How our ancestors suffered from their belief in the existence of mysterious and malevolent beings .....  
(Noun Clause, Object to the Verb 'realise' in Clause A.)

The whole sentence is complex.

3A mere scholar who knows nothing but books, must be ignorant even of them.

- (a) A mere scholar ..... must be ignorant even of them. (Principal Clause)
- (b) Who knows nothing but books .....  
(Adjective Clause, Subordinate to Clause A, qualifying "scholar" in Clause A.)

The whole sentence is complex.

4. Breathes there the man with soul so dead who never to himself hath said, "This is my own, my native land !"

- (a) Breathes there the man with soul so dead .....  
(Principal Clause)
- (b) Who never to himself hath said .....  
(Adjective Clause, Subordinate to Clause A, qualifying 'man' in Clause A.)
- (c) "This is my own my native land" .....  
(Noun Clause, Subordinate to Clause B, Object to the Verb 'hath said'.)

The whole sentence is complex.

- 5. He that holds fast the golden mean,  
And lives contentedly between  
The little and the great,  
Feels not the wants that pinch the poor,  
Nor plagues that haunt the rich man's door,  
Embittering all his state.
- (a) He ..... feels not the wants. (Principal Clause)
- (b) that holds fast the golden mean .....  
(Adjective Clause, qualifying 'he' in Clause A.)
- (c) and lives contentedly between the little  
and the great. (Co-ordinate to Clause B.)
- (d) that pinch the poor .....  
(Adjective Clause, qualifying 'wants' in Clause A.)
- (e) Nor (feels) plagues .....  
(Co-ordinate Clause to A.)
- (f) that haunts the rich man's doors, embittering  
all his state.....  
(Adjective Clause, Subordinate to Clause E, qualifying  
"Plagues" in Clause E.)

The whole sentence is compound.

### Exercise (General)

#### Analyse the following sentences :

1. My heart leaps up when I behold the rainbow in the sky.
2. He is the greatest literary artist the world has ever produced.
3. It is a common plea of the coward that success depends mainly upon luck.
4. If the human arteries do not work properly, the body gets sick and a doctor has to be called in.
5. When the old man had gone, God called Abraham and asked him where the stranger was.

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6. That Ahimsa is the highest duty of man is the teaching of Jainism.
7. A man who wants to control his animal passions can easily do so if he controls his palate.
8. Milton said that he did not educate his daughters because one tongue was enough for a woman.
9. If we could only get a detached view of the continued efforts of mankind, we would be amazed and profoundly moved.
10. Indian culture has lived and flourished and will continue to do so because of the mighty creation of Vyas.
11. When I am ill, I am far more interested in what the doctor hears through the stethoscope in the flutterings of my heart.
12. I hope it will give comfort to great numbers who are passing through the world of obscurity, when I inform them how easily distinction may be obtained.
13. All who have meant good work with their whole heart, have done good work, although they may die before they have the time to sign it.
14. Whatever luxuries a bachelor may be surrounded with, he will always find his happiness incomplete unless he has a wife and children who may share and enhance his pleasure.
15. History says that Socrates, when he was given the cup of hemlock, continued to talk to the friends who were standing around him, as he drank it.
16. If you put the end of an iron in the fire and hold it there, you do something more than heat that end, for you heat the whole of it up to the end that you hold in your hand.
17. The valley, which is called the Vale of Kashmir, is so charming that it has a worldwide fame.
18. The rich man was much pleased that on account of the honesty of the owner of the hut, he got back his bag which contained a hundred coins of gold.
19. In olden times the cruel custom was in vogue that men, women and even children were sold as sheep and goats and they were called the slaves of the person who bought them.
20. The history of mankind is a long story of bloody wars and its most prominent figures are those who conquered other countries or defended their own against foreign invasions.
21. It is this line of argument that was extended to us when we were called upon to maim and kill, to wound and destroy people against whom we have no ill-will.
22. Those who want to perform national service or to have gleam of real religious life must lead a celibate life renouncing all the pleasures of the world.
23. The man who can play most heartily when he has the chance of playing, is generally the man who can work most heartily when he must work.
24. Should you be so unfortunate as to suppose that you are a genius and that things will come to you, it would be well to undeceive yourself as soon as it is possible.
25. We have seen how the government is taking care of our railways, roads and ships so that they can act as better carriers for the nation and add to the economic prosperity of the people.
26. We cannot have peace until all the nations deal with each other in a spirit of equality and friendliness until we develop a new conception of integrated social life.
27. Even in ordinary affairs we know that people do not know who rules or why and how he rules; and yet they know that there is a power that certainly rules.
28. A gentleman who was fashionably dressed was strolling, with a goldheaded cane in his hand, when he was hailed by a miserable looking lame man who was apparently in needy circumstances.
29. If we recollect that we live among men who are imperfect by nature, we should not be in such a fear when we find our friend's failings.
30. Each generation is inclined to think that it is wiser than all those that have gone before, and in some respects the claim can be made good.

# 16

# Synthesis

## Synthesis of Sentences—

“Synthesis is the opposite of Analysis and means the combination of a number of simple sentences into one new sentence—Simple, Compound or Complex.” (Wren)

Synthesis has mainly three forms—

1. Combining of two or more Simple sentences into a single **Simple Sentence**.
2. Combining of two or more simple sentences into a single **Complex Sentence**.
3. Combining of two or more simple sentences into a single **Compound Sentence**.

## Combining of Two or More Simple Sentences into a Single Simple Sentence

The following are the **six ways** of combining two or more Simple sentences into a single Simple Sentence—

1. By using a Participle.
2. By using a Noun or a Phrase in Apposition
3. By using a Preposition with a Noun or Gerund
4. By using a Nominate Absolute
5. By using an Infinitive
6. By using an Adverb or Adverbial Phrase.

We give below the details of each way—

### (1) By using a Participle—

- Separate** : He saw a lion. He fled away.  
**Combined** : Seeing a lion he fled away.  
**Separate** : He jumped up. He ran away.  
**Combined** : Jumping up he ran away.  
**Separate** : He was tired of reading. He retired to bed.  
**Combined** : Tired (Being tired) of reading he retired to bed.

**Separate** : Turn to the left. You will reach the hospital.

**Combined** : Turning to the left you will reach the hospital.

**Separate** : He sat on the sofa. He took his pen. He wrote a letter.

**Combined** : Sitting on the sofa and taking his pen, he wrote a letter.

## Exercise

Combine the following groups of sentences into a new Simple Sentence by using Participles :

1. He drew his sword. He wounded his enemy.
2. He took off his clothes. He plunged into the river.
3. He opened his purse. He produced a five rupee-note. He purchased the ticket.
4. He drew his revolver. He loaded it quickly. He fired at the dacoit.
5. I saw two pretty girls. They were playing with a ball.
6. I was returning home. I saw a milk-man. He was milking his cow.
7. The thief saw the policeman. He made good his escape.
8. He decided to pass the examination. He studied day and night.

### (2) By using a Noun or a Phrase in Apposition—

- Separate** : Shakespeare died in 1616. He was the greatest English poet and dramatist.  
**Combined** : Shakespeare, the greatest English poet and dramatist, died in 1616.

**Separate :** Agra was once the capital of the Mughal Empire. It is now a very backward city.

**Combined :** Agra, once the capital of the Mughal Empire, is now a very backward city.

**Separate :** Subhashchandra Bose was killed in a plane-crash. He was one of the greatest fighters for India's freedom.

**Combined :** Subhashchandra Bose, one of the greatest fighters for India's freedom, was killed in a plane-crash.

**Separate :** I love Mohan very much. He is my friend.

**Combined :** I love my friend Mohan very much.

**Separate :** I saw the famous wrestler. His name was Dara Singh.

**Combined :** I saw the famous wrestler, Dara Singh.

### Exercise

**Combine the following sentences into a Simple Sentence by using a Noun or a Noun phrase—**

1. His father died. He was a man of eighty.
2. Columbus discovered America. He was a famous sailor.
3. Everyone knows Dr. Radhakrishnan. He was a great philosopher.
4. Gama died at Lahore at the age of eighty. He was a world champion.
5. London is one of the biggest cities in the world. It is the capital of Great Britain. Great Britain is a great country.
6. Nalanda was once the biggest centre of learning. It is now a heap of ruins.
7. Twice I have been to Delhi. It is the capital of India.
8. Sir Tej Bahadur Sapru was a famous lawyer. He studied at Agra College. Agra College is the oldest institution.

**(3) By using a Noun or a Gerund with a Preposition—**

**Separate :** We reached the station. The train had left by that time.

**Combined :** The train had left before our reaching the station.

Or

Before our reaching the station, the train had left.

**Separate :** The Magistrate examined the statement. He found it full of gross errors.

**Combined :** On examining the statement, the Magistrate found it full of gross errors.

**Separate :** The servant swept the room. He found a rupee. The rupee was lying in the corner.

**Combined :** While sweeping the room, the servant found a rupee lying in the corner.

**Separate :** He saw an advertisement in the paper. He applied for the post. It was the post of an Accountant.

**Combined :** On seeing an advertisement for the post of an Accountant, he applied for it.

**Separate :** He has failed many times. He still hopes to get success at last.

**Combined :** In spite of many failures he still hopes to get success at last.

**Separate :** He failed at the examination. He heard the news. He disappeared.

**Combined :** On hearing the news of his failure at the examination, he disappeared.

### Exercise

**Combine the following sentences into a Simple Sentence by using a Noun or a Gerund with a Preposition—**

1. I made a thorough enquiry. I found him guilty.
2. I reached the house of my friend. He had gone to the market before that time.
3. He ran very fast. He could not catch the thief.
4. I requested the teacher. He pardoned the boy.

5. My brother was beaten with canes. I was present.
6. His behaviour was strange. I was taken aback.
7. He has died. I am sure.
8. Your behaviour is very good. I am highly pleased.

**(4) By using a Nominative Absolute—**

- Separate :** The house caught fire. All the furniture was burnt to ashes.
- Combined :** The house having caught fire, all the furniture was burnt to ashes.
- Separate :** The deer was caught in the net. He struggled hard for escape.
- Combined :** Having been caught in the net, the deer struggled hard for escape.
- Separate :** The thieves were caught by the police. They surrendered the stolen property.
- Combined :** Having been caught by the police, the thieves surrendered the stolen property.
- Separate :** Rains have been plentiful this year. The crop of sugarcane has been rich.
- Combined :** Rains having been plentiful this year, the crop of sugarcane has been rich.

**Exercise**

**Combine the following sentences into a Simple Sentence by using Nominative Absolute—**

1. The day was very hot. I did not go to the office.
2. My father was angry. He did not give me a single rupee.
3. The sun set. The birds started flying towards their nests.
4. My sister has run into debt. I have to support her.
5. The arrow pierced the deer's neck. It fell down.
6. The train left before my arrival. I looked for a bus.

7. My brother received a serious injury. I took him to the hospital.
8. The level of water had gone low. The crow started dropping pebbles in the jar.
9. The king was killed. His army ran away.
10. My friend had lost his way. He was looted by a robber.

**(5) By using Infinitives—**

- Separate :** I am going to Delhi. I have to purchase a car.
- Combined :** I am going to Delhi to purchase a car.
- Separate :** He is very much tired. He cannot work.
- Combined :** He is too tired to work.
- Separate :** He is very weak. He cannot pass this year.
- Combined :** He is too weak to pass this year.
- Separate :** There are still three questions left. I have to solve them.
- Combined :** I have still three more questions to solve.
- Separate :** There are three prisoners in the jail. They are to be tried.
- Combined :** There are three prisoners in the jail to be tried.
- Separate :** I have only one servant. He cooks my food. He washes the utensils.
- Combined :** I have only one servant to cook my food and wash the utensils.

**Exercise**

**Combine the following sentences into a Simple Sentence by using Infinitives—**

1. My father has gone to market. He has to purchase a watch.
2. I am writing a book. It will be published.
3. He is a great liar. He cannot be believed.
4. I cannot leave him behind. He will lose his way.
5. He went to the library. He wanted to read the newspaper.
6. He went to his teacher's house. He wanted to study Milton.

7. I am very busy. I cannot talk to you.
8. I have sent my son to England. He will be educated there.
9. He has painted a beautiful picture. It will be presented to the President.
10. He keeps a pair of dogs. They will guard his house. They will keep away burglars.

**(6) (a) By using an Adverb or an Adverbial Phrase—**

- Separate :** He has been punished. The punishment was unjust.
- Combined :** He has been unjustly punished.
- Separate :** The thief was flogged by the police. The flogging was very severe.
- Combined :** The thief was very severely flogged by the police.
- Separate :** It was morning. The train had not reached by that time.
- Combined :** The train had not reached by morning.
- Separate :** He was dismissed from service. His dismissal was undeserved.
- Combined :** He was undeservedly dismissed from service.
- Separate :** He has passed in the first division. It was very creditable.
- Combined :** He has very creditably passed in the first division.

**(b) By using Too + Adjective/Adverb—**

- Separate :** He is tired. He cannot run.
- Combined :** He is **too** tired to run.
- Separate :** He is weak. He cannot stand.
- Combined :** He is **too** weak to stand.
- Separate :** She is poor. She cannot have a new dress.
- Combined :** She is **too** poor to have a new dress.
- Separate :** I am old. I cannot drive a car.
- Combined :** I am **too** old to drive a car.
- Such sentences always express a **negative** sense.

**(c) Adjective / Adverb + Enough—**

- Separate :** He is rich. He can buy a car.
- Combined :** He is rich **enough** to buy a car.
- Separate :** He is intelligent. He can solve this problem.
- Combined :** He is intelligent **enough** to solve this problem.
- Separate :** This hall is large. Two hundred persons can sit in it.
- Combined :** This hall is large **enough** for two hundred persons to sit.
- Separate :** He has much time. He can complete the book.
- Combined :** He has time **enough** to complete the book.

**Exercise**

Combine the following sentences into a Simple Sentence by using an Adverb or an Adverbial phrase—

1. He admitted his fault. He apologised.
2. He declined to answer the question. He regretted his inability to answer.
3. He was absent from the meeting. His absence was unavoidable.
4. He was in the fault. There is no doubt about it.
5. He did this work. He did not do it carefully.
6. The programme was amended. It was made suitable to me.
7. Mohan put on his clothes. He was in a great hurry.
8. I shall return by the morning. I am definite about it.
9. The river was flowing. Its flow was rapid.
10. Everyone listened to his lecture. There was perfect silence.
11. He is weak. He cannot lift this heavy box.
12. He is frank. He will tell you the whole truth.

**Exercise (General)**

Combine the following sets of sentences into Simple Sentences :

1. The accused was innocent. He was let off.
2. I arrived at the station. I found the train ready to steam off.

3. He has completed the work. He is worthy of admiration for it.
4. He has sent his daughters to Bombay. He wants them to be trained in dancing.
5. The sun set. My father had not returned.
6. My brother fell seriously ill. I could not go to the school yesterday.
7. I received my father's letter. I left for Bombay. I had to see a gentleman. The gentleman was the friend of my father.
8. He looked round him. He found no place of shelter. He climbed up the tree. He decided to pass the night there.
9. My watch was late. I reached the station. The train had left before my reaching there.
10. The camel saw the signs of storm. He sat down with his neck between the legs. He wanted to save his eyes from dust.
11. The sun rose. The fog disappeared. The General determined to delay no longer. He gave the order to advance.
12. The sun set. The thief started from his house. He wanted to commit theft in the house of an old man. The old man was a wealthy merchant.
13. The train received the signal. It started moving. Its movement was slow.
14. The sun rose. Govind started to his sister's house. He did not reach there before sunset.
15. The day is very hot. We should go very early. We have to do a little marketing.

### Combining two or more Simple Sentences into a single Complex Sentence

#### (1) By using a Noun Clause —

It has been discussed in the chapter on Clause Analysis that a Noun clause performs **five** functions—(i) Subject of a verb, (ii) Object of a Transitive Verb, (iii) Object of a Preposition, (iv) Complement of a verb of Incomplete Predication (**is, was, are, am, were**), and (v) case in Apposition to a Noun. We can do synthesis by using a **Noun Clause** in any one of these five forms. We give below examples of each form—

**Separate :** You are telling a lie. It is known to all.

**Combined :** **That you are telling a lie** is known to all. (**Subject**)

- |                   |  |
|-------------------|--|
| <b>Separate :</b> | He is a thief. Everybody knows it.                           |
| <b>Combined :</b> | Everybody knows <b>that he is a thief.</b> ( <b>Object</b> ) |
| <b>Separate :</b> | I told you that yesterday. You must rely on it.              |
| <b>Combined :</b> | You must rely on <b>what I told you yesterday.</b>           |
|                   | ( <b>Object to a preposition</b> )                           |
| <b>Separate :</b> | He has failed. The reason is his negligence.                 |
| <b>Combined :</b> | The reason of his failure is <b>that he is negligent.</b>    |
|                   | ( <b>Complement</b> )  |
| <b>Separate :</b> | He was innocent. This was his statement. It was wrong.       |
| <b>Combined :</b> | His statement <b>that he was innocent was wrong.</b>         |
|                   | ( <b>Case in apposition</b> )                                |

### Exercise

Combine the following sentences into a single Complex Sentence —

1. Mohan is the best boy of the class. It is true.
2. He is doing something. I do not know what it is.
3. You wish me to do something. I cannot do that.
4. The accused is guilty. It has been proved beyond doubt.
5. You should go to the Principal immediately. This is my advice to you.
6. He is dishonest. I cannot, however, prove it.
7. I came late. It is true.
8. The function will be held somewhere. Do you know where ?
9. He hid something in his pocket. I could not see it.
10. You threatened him with a knife. That was his complaint.
11. Where have you been so long ? Tell me.
12. I gave you something yesterday. You can play with it.
13. His father had died. This news was true.

14. He is a fool. This was my apprehension. It is wrong.
15. The new dam has cracked. I want to know the cause of the same.

### (2) By using an Adjective Clause

We can make an Adjective Clause beginning with a **Relative Pronoun** or a **Relative Adverb**—

- Separate** : I met an old man. He was very poor.
- Combined** : I met an old man **who** was very poor.
- Separate** : I saw a fountain-pen. It was black in colour.
- Combined** : I saw a fountain-pen **which** was black in colour.
- Separate** : I met your friend. His box was stolen in the train.
- Combined** : I met your friend **whose** box was stolen in the train.
- Separate** : I have seen the park. The murder was committed there.
- Combined** : I have seen the park **where** the murder was committed.
- Separate** : You went there yesterday. Tell me the hour.
- Combined** : Tell me the hour **when** you went there yesterday.
- Separate** : I have purchased a house. It has a big hall. The hall is well furnished.
- Combined** : The house **that** I have purchased has a big hall **which** is well furnished.

### Exercise

Combine the following sentences into a Complex Sentence by using an Adjective Clause—

1. I met the father of my friend. I had never seen him before.
2. This is a chest. I have kept my valuables in it.
3. My father will come from Bombay. Do you know the time ?
4. Somebody has stolen my watch. Do you know him ?
5. I gave you a book last week. Please return it.

6. My brother has gone somewhere. I do not know the place.
7. Here is a book. I purchased it yesterday.
8. The murder was committed last night. The murderer has been caught.
9. You seem to be very happy these days. Can you tell me the reason ?
10. The sailor helped me cross the river. He should be rewarded.
11. I went there yesterday. The time was odd.
12. I met him yesterday. I do not remember the place.
13. London is one of the largest cities of the world. It is the capital of Great Britain.
14. I met a man in the street. I could not recognise him.
15. I heard the charming music. A girl was singing it.

### (3) By using an Adverb Clause—

We have explained above in the chapter on Clause Analysis that an Adverb Clause may point to **Time, Place, Reason, Condition, Comparison, Contrast, Manner**, or **Result**. A complex sentence can be made by using an Adverbial clause showing any one of these functions. As—

- Separate** : I could not come. I was tired.
- Combined** : I could not come **because** I was tired.
- Separate** : He committed the theft. He has been caught by the police.
- Combined** : He committed the theft, **so** he has been caught by the police.
- Separate** : He is poor. He is honest at the same time.
- Combined** : **Though** he is poor, he is honest.
- Separate** : Tell me the truth. I shall pardon you.
- Combined** : I shall pardon you **if** you tell me the truth.
- Separate** : America is a powerful country. Russia is not so powerful.
- Combined** : Russia is not **so** powerful **as** America (**is**).
- Separate** : He is intelligent. His brother is equally intelligent.

**Combined** : His brother is **as** intelligent **as** he (is).

**Separate** : My examination is about to be over. Thereafter I shall go to the hills.

**Combined** : I shall go to the hills **after** my examination is over.

**Separate** : He fled somewhere. The police could not pursue him.

**Combined** : He fled **where** the police could not pursue him.

**Separate** : The thief saw the police. He took to his heels.

**Combined** : **As soon as** the thief saw the police, he took to his heels.

### Exercise

**Combine the following sentences into a single Complex Sentence by using an Adverb Clause—**

1. Last night it was very hot. I could not have a sound sleep.
2. I entered the room. I heard a sound.
3. The orphan went in. The hermit was performing his worship there.
4. She loves me. A mother loves her son in the same way.
5. Go on working. You will succeed.
6. The problem was intricate. It could not be solved.
7. His behaviour was unnatural. One could not bear it easily.
8. The lake is very deep. You cannot cross it.
9. She is beautiful. Her elder sister is more beautiful.
10. He is strong. He is timid at the same time.
11. You are not a chance offender. I cannot excuse you.
12. The show was delightful. Still many people did not like it.
13. He sent his daughter to Bombay. He wanted her to be trained in dancing.
14. You told me to do it. I have done it in the same manner.
15. The bride is not beautiful. Her complexion is nevertheless fair.

### Combining two or more Simple Sentences into a Compound Sentence

**By using Co-ordinating Conjunctions**—As we have explained in the chapter on Clause Analysis, Co-ordinate clauses can be made by using co-ordinating conjunctions such as **and**, **but**, **either**, **or**, **neither**, **nor**, **too**, **also**, **so**, **therefore**, **likewise**, **either.....or**, **neither.....nor**. Sometimes only a **comma** (,) or a **Semicolon** (;) can be used as a co-ordinating conjunction. A compound sentence can be made by using any one of these co-ordinating conjunctions. **As**—

**Separate** : I went to the market. I saw a beautiful watch. I could not, however, purchase it.

**Combined** : I went to the market **and** saw a beautiful watch **but** could not purchase it.

**Separate** : He is slow. He is regular.

**Combined** : He is slow **but** (he is) regular.

**Separate** : Do not be a borrower. Do not be a lender either.

**Combined** : **Neither** a lender (be) **nor** a borrower be.

**Separate** : Get in. You may catch cold.

**Combined** : Get in **or** you may catch cold.

**Separate** : Do not run so fast. You may fall.

**Combined** : Do not run so fast; you may fall.

**Separate** : I shall try to solve your problem. I cannot guarantee.

**Combined** : I shall try to solve your problem; I cannot, however, guarantee.

**Separate** : He is industrious. He is intelligent.

**Combined** : He is not only industrious **but** also intelligent.

**Separate** : It was very hot last night. I could not have a sound sleep.

**Combined** : It was very hot last night **and** therefore I could not have a sound sleep.

**Separate** : He was annoyed. Still he kept quiet.

**Combined** : He was annoyed, still he kept quiet.

### Exercise

**Combine the following sentences into a single Compound Sentence—**

1. Her hair was long. Her feet were light.
2. He is strong. He is timid.
3. He is rich. He leads a simple life.
4. The sky was cloudy. The night was dark. The way was lonely.
5. He was angry. I did not say anything.
6. She is beautiful. She is also good-natured.
7. We can go by the train. We can also go by the bus.
8. He lifted his eye to the door. He saw a man coming towards his room.
9. You may take Aspro. You may take Anacin. You must take either of the two.
10. Your pants are clean. Your shirt is dirty.
11. The Indian cows have hump. They have horns.
12. The tail of a peacock is beautiful. Its legs are ugly.
13. He is guilty. He is the object of compassion.
14. The woman was pregnant. She was not punished with death.
15. He is weak. He can walk.
16. He is a hermit. He can also be a beggar.
17. The food was tasty. I had no appetite.
18. My father is poor. My uncle is rich.
19. Mohan is afraid of the tiger. He does not go to the forest.
20. She loves me. I do not like her.

### Solved Examples

**Separate :** He should not leave the court without completing his statement. He would be punished. The witness was warned.

**Combined :** The witness was warned, on pain of punishment, not to leave the court without completing his statement. (**Simple**)

Or

The witness was warned that he should not leave the court before completing his state-

ment, otherwise he would be punished.

(**Complex Sentence**)

**Separate :** The girl was beautiful. She was well educated. He did not marry her. Her parents were poor.

**Combined :** Though the girl was beautiful and well educated, he did not marry her because her parents were poor. (**Complex**)

Or

The girl was beautiful and well educated but he did not marry her because her parents were poor. (**Compound**)

**Separate :** I offered him help. He needed help. He persisted in refusing help. I left him to his fate.

**Combined :** I offered him help, as he needed it, but he persisted in refusing it, and therefore I left him to his fate. (**Compound**)

**Separate :** Ravindranath Tagore was a great poet. He was born in Bengal. He was the author of **Gitanjali**. He was awarded the Nobel Prize.

**Combined :** Ravindranath Tagore, born in Bengal, a great poet and author of **Gitanjali**, was awarded the Nobel Prize.

(**Simple**)

Or

Ravindranath Tagore, who was born in Bengal, was a great poet and author of **Gitanjali**, and was awarded the Nobel Prize.

(**Compound**)

Or

Ravindranath Tagore who was born in Bengal and who was a great poet and author of **Gitanjali** was awarded the Nobel Prize. (**Complex**)

**Separate :** There was a crow. It was very clever. It started dropping pebbles into the jar. It wanted

to bring up the level of the water.

**Combined :** A clever crow started dropping pebbles into the jar in order to bring up the level of the water. **(Simple)**

Or

There was a clever crow which started dropping pebbles into the jar, for it wanted to bring up the level of the water. **(Complex)**

### *Exercise*

**Combine the following sets of sentences into Simple Sentences :**

1. I cannot tell him. What should he do ?
2. He heard the noise. He came out of the door.
3. He is sad and disappointed. I found him so.
4. He came to me. He wanted money. He wanted to purchase some books.
5. His wife encouraged him. She is a highly refined lady. He persevered.
6. The thief had been in prison before. He was severly punished.
7. He felt tired. He retired to bed.
8. He could not eat hard food. He was very old. He had lost his teeth.
9. Maharana Pratap was the ruler of Mewar. He was a great patriot. He fought with the Mughals.
10. I have told you the facts. I have nothing more to say. I will sit down.
11. I was returning home. I saw a man. He looked very old. He was groaning with pain.
12. He will reach Mathura soon. He will go by bus. He may go by his scooter also.
13. The storm ceased. The sun came out.
14. He solved the problem. It took him no time.

### *Exercise*

**Combine the following sets of sentences into Complex Sentences :**

1. He is a very noble person. This is known to all.
2. What is my duty ? Who will tell me ?

3. He is quite rich. He lives a miserly life.
4. He is the same gentleman. He came last year too. He is a famous doctor.
5. The problem is very easy. I can solve it in no time.
6. We drove very fast. We could not reach in time. We missed a golden chance.
7. I returned late in the night. It was raining at that time.
8. She wrote a letter. She wrote the letter to her father. She described her miserable condition in the letter. Her father was much pained at it.
9. He laboured very hard. He fell ill. He had to go under a long treatment.
10. I saw his garden. It is a very large garden. All kinds of fruits grow there.
11. He is a good and loyal servant. This is the report about him. I believe it.
12. The king walked into the hut. He saw an old woman there. The old woman welcomed him. She offered him fruits.
13. You have failed. I am sorry to hear this. You have failed a second time.
14. He has come. I do not know the reason of his coming a second time. He has no business with me. This is as far as I think.
15. We have seen the Himalayas. The Himalayas guard our northern border. They are spread from east to west of the country.

### *Exercise*

**Combine the following sets of sentences into Compound Sentences :**

1. The sun set. Darkness prevailed over the landscape. We could see nothing.
2. He is foolish. He is obstinate also. He cannot adjust himself.
3. His father was not at home. He had no money to pay his fee. His name was struck off.
4. I had a message for you. You were not available. I left the message with your friend.
5. You have to follow the school discipline. You will be expelled.
6. Make haste. You will be late. There is no other train available. You will miss your interview.

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7. He was my class-fellow. He has become a great man. He refuses to recognize me.
8. He is dumb. He is deaf too. He is very laborious. He weaves beautiful carpets.
9. I do not refuse your offer. I do not like it. I have no use of it.
10. The clouds gathered. The wind blew. There were sharp showers.
11. He is all right. He is only tired. He needs rest.
12. It is raining heavily. I must take my umbrella. I shall spoil my suit.
13. The monsoon failed. The tanks became dry. There was no drinking water available.
14. You can travel by train. You can travel by bus. You cannot reach before morning.
15. Mohan is ill. He cannot work. He still goes to office.

### **Exercise (General)**

**Combine the following sets of sentences into Simple, Complex or Compound Sentences :**

1. Fire is hot. You cannot touch it.
2. He is an honest man. That is my opinion.
3. My enemies are many. My friends are few. Courage is my greatest friend. It is always with me. I am safe.
4. Our milkman is very regular. We open the door in the morning. We find him standing before the door.
5. The train whistled. It steamed off. All the passengers bolted the doors.
6. It is no good having a foolish friend. It is better to have a wise enemy. The wise enemy may do some harm. The foolish friend may do a still greater harm.

7. A hermit is born in the world. He lives in the world. He has nothing to do with the world.
8. Some people help others. They are respected. Some people help others without a selfish motive. They are still more respected.
9. I was highly confused in the examination. I could not answer a single question correctly. I knew their answers very well.
10. India has produced several saints. Gandhiji was the noblest of them. His contribution to the cause of freedom was great. We can never forget him.
11. He lifted the cradle. He found the child unhurt. He found an enormous snake lying dead on the floor. The snake had been killed by his faithful dog.
12. The other day I met a man. He wore a long beard. He had painted his beard red. He liked this colour more than any other.
13. The bell rang for the third time. The old man came out of his room into the courtyard. There he met the young stranger. The stranger recognized him at once.
14. There were five hundred persons on board the ship. All of them drowned. Only one escaped. His name was Krishna.
15. I met my friend yesterday. He lives at Allahabad. Allahabad is a holy city. It is on the banks of Ganga and Yamuna. Many pilgrims bathe in these rivers.
16. Agra is an old city. Every foreigner visits it on account of the Taj. The Taj is famous all over the world.

# 17

# Transformation

## TRANSFORMATION OF SENTENCES

"To transform a sentence is to change it from one grammatical form to another without altering its sense." **(Nesfield)**

Thus in Transformation we change the construction of a sentence from one grammatical form to another without changing its meaning.

There are a number of ways in which a given sentence can be transformed from one form to another. The following are the main ways in which the Transformation of Sentences can be carried out—

1. Interchange between "too" and "so".
2. Interchange between different forms of **Conditional Sentences**.
3. Interchange between different forms of sentences expressing **Concession or Contrast**.
4. Interchange of **Degrees of Adjectives**.
5. Interchange between two "Voices"—from **Active to Passive** and **Passive to Active**.
6. Interchange between **Affirmative and Negative sentences**.
7. Interchange between **different Parts of Speech**.
8. Interchange between **Exclamatory and Assertive sentences**.
9. Interchange between **Simple and Complex sentences—Noun, Adjective and Adverb clauses**.
10. Interchange between **Simple and Compound sentences**.
11. Interchange between **Complex and Compound sentences**.
12. Interchange between **Principal and Subordinate Clauses**.

Let us consider all these methods one by one in detail.

### 1. Transformation of Sentences Containing "too" or "so"

- (i) He is too tired to walk.

'Too' in such sentences has a **negative** meaning, or 'beyond necessary or desirable limits.'

The above noted sentence can, therefore, be transformed as below—

"He is so tired that he cannot walk."

In the same way—

- (ii) He is too clever to be deceived.

He is so clever that he cannot be deceived.

- (iii) This news is too good to be true.

This news is so good that it cannot be true.

- (iv) He is too lazy to keep pace with you.

He is so lazy that he cannot keep pace with you.

### Exercise

Transform the following sentences by changing "too" into "so...that", or "so...that" into "too" :

1. He is so foolish that he cannot understand you.
2. He is so small that he cannot go alone.
3. The light is so dim that I cannot read in it.
4. He speaks too fast to be followed.
5. It is never too late to mend.
6. Your writing is too illegible for me to read.
7. That spectacle was too horrible to be described.
8. This boat is too heavy to be steered by one rudder.

9. The pan is too hot to be touched.
10. She is too beautiful to be appreciated in words.
11. The girl was too timid to go alone.
12. He is too idle to work hard.

## 2. Conditional Sentences—

Conditional Sentences have several forms. A given sentence can be transformed into any one of those forms. As—

If you speak the truth, I shall pardon you.

The above sentence can be transformed into any one of the following forms—

### Rule 1—By adding—Conjunction ‘Unless’

**Unless** you speak the truth, I shall not pardon you.

### Rule 2—By keeping ‘If’ understood or concealed—

- (i) Should you speak the truth, I shall pardon you.
- (ii) Had you spoken the truth, I should have pardoned you.
- (iii) Were you to speak the truth, I should have pardoned you.

In the last two examples the **Tense** changes.

### Rule 3—By using a Conjunctional Phrase

**In case** you speak the truth, I shall pardon you.

### Rule 4—By using a Participle Phrase

- (i) I shall pardon you **provided** you speak the truth.
- (ii) **Supposing** you speak the truth, I shall pardon you.

### Rule 5—By using the Imperative Mood

Speak the truth, and I shall pardon you.

### Rule 6—By using a Prepositional Phrase

**But for** your speaking the truth, I shall not pardon you.

## Exercise

**Transform the following sentences in as many forms as possible :**

1. If you control your palate, you can control your other animal passions easily.
2. Had you been wise, you would not have done it.

3. In case we are divided in opinion, we will refer the matter to a third person.
4. Had you started your business, you would have made enormous profit by this time.
5. Provided the weather is good, the school will open tomorrow.
6. I will not buy the machine unless you give guarantee for its durability.
7. I cannot part with the horse except on payment of the price in advance.
8. Had you been more careful, you would have done the work better.
9. Take care of your digestion and you will remain healthy.
10. But for my help, he would not have passed.
11. Supposing he does not turn up in time, we shall make Mohan our opening batsman.
12. If you are poor, you need not have fear of thieves.
13. Were you more frank in telling me the true story, I would have given you a better advice.
14. You cannot succeed in business unless you are honest.
15. You can accomplish this task provided you are persistent and firm.

### 3. Sentences showing Concession or Contrast—

These sentences also can have many forms, and they can be transformed into any of them.

Though he is poor, he is honest.

### Rule 1—By using “Notwithstanding”

He is honest **notwithstanding** that he is poor.

### Rule 2—By using “However”

**However** poor he is, he is honest.

### Rule 3—By using the Conjunction “As”

Poor **as** he is, he is honest.

### Rule 4—By using the Phrase “all the same”

He is poor; **all the same** he is honest.

### Rule 5—By using a “Participle”

**Admitting** that he is poor, he is honest.

### Rule 6—By using the Phrase “At the same time”

He is poor; **at the same time** he is honest.

**Rule 7**—By using the Phrase “**for all that**”

He is poor; **for all that** he is honest.

**Rule 8**—By using the Adverb ‘**indeed**’ followed by the conjunction ‘**but**’.

He is poor **indeed but** he is honest.

**Exercise**

**Transform the following sentences in as many forms as possible :**

1. He is wrong; all the same he is bold.
2. He is uneducated indeed but he is a man of high eminence.
3. Admitting that he is not poor, he yet wears tattered clothes.
4. You should not doubt his competence notwithstanding that he is weak in Grammar.
5. Though he is obedient, his father does not love him.
6. Admitting that you were hungry, you might yet have waited till my arrival.
7. There is hardly any hope of compromise; all the same I will do my best to effect one.
8. Poor as I am, I will not serve a villain.
9. He still loves you, though you were insincere to him.
10. Though he was put to great physical torture, he did not confess his crime.
11. Howsoever good you may be in swimming, you cannot cross the Atlantic.
12. Though he is poor, he is a man of character.
13. Cow's milk is better than other kinds of milk, though it has a lower percentage of fat.
14. Ugly though she is, her husband loves her deeply.
15. Honesty makes a man admirable though it does not make him rich.

**4. By changing Degrees of Adjectives—**

1. No other king in the history of India is as great as Ashok. (**Positive degree of Adjective**)

In the above sentence the Adjective ‘great’ is in **Positive Degree**. This can be changed into **Comparative** or **Superlative Degree**. As—

- (i) No other king in the history of India is **greater** than Ashok.
- (ii) Ashok is the **greatest** king in the history of India.

2. Some metals are at least as **heavy** as iron.

(**Positive degree**)

- (i) Iron is not **heavier** than some other metals. (**Comparative degree**)
- (ii) Some metals are not **less heavy** than iron. (**Comparative degree**)
- (iii) Iron is not the **heaviest** of all metals. (**Superlative degree**)

**Exercise**

**Transform the following sentences by changing the Degree of Adjective :**

1. The son is wiser than his father.
2. Running is the best exercise.
3. Kapil Deo is the best of cricket players.
4. Few countries are as cold as England.
5. Gold is not heavier than Platinum.
6. A deer can run faster than a dog.
7. Malt is the best of foods.
8. I know his character better than you.
9. Honesty is the best policy.
10. The Americans are the richest people in the world.

**5. By interchanging Active and Passive Voices—**

1. **Active** : The policeman has caught the thief.  
**Passive** : The thief has been caught by the policeman.
2. **Passive** : My pen has been stolen by this boy.  
**Active** : This boy has stolen my pen.
3. **Active** : Your honesty has impressed me much.  
**Passive** : I have been much impressed with your honesty.
4. **Active** : It is now time to test your knowledge.  
**Passive** : It is now time for your knowledge to be tested.
5. **Active** : Observe the rules of the road while you walk.  
**Passive** : The rules of the road must be observed while you walk.
6. **Active** : Some people rely on medicine for keeping their health.

- Passive :** Medicine is relied upon by some people for keeping their health.
- 7. Passive :** It is too much to be expected by you.  
**Active :** It is too much for you to expect.
- 8. Active :** Summer follows winter.  
**Passive :** Winter is followed by summer.
- 9. Passive :** Let the room be lighted before you enter.  
**Active :** Light the room before you enter.
- 10. Active :** Your behaviour has astonished me much.  
**Passive :** I have been much astonished at your behaviour.
- 11. Active :** They are building the house very quickly.  
**Passive :** The house is being built very quickly by them.
- 12. Passive :** He begged his father that he might be forgiven.  
**Active :** He begged his father to forgive him.
- 13. Passive :** Our army has been defeated by the enemy.  
**Active :** The enemy has defeated our army.
- 14. Passive :** I shall be obliged to stay.  
**Active :** Circumstances will oblige me to stay.
- 15. Passive :** What cannot be cured must be endured.  
**Active :** We must endure what we cannot cure.
- 16. Passive :** Better behaviour can be expected from the students of a university.  
**Active :** One can expect better behaviour from the students of a university.
- 17. Active :** The crowd laughed at him.  
**Passive :** He was laughed at by the crowd.

### Exercise

**Transform the following sentences by changing them from Active to Passive Voice or Vice Versa :**

1. He gave me some money.
2. The thief was caught by me.

3. He will be defeated by me.
4. You are requested to stay here.
5. Instruct him not to move an inch from his place.
6. These travellers have been robbed by the thieves.
7. Always obey your elders.
8. Can you permit me to see this book ?
9. The watch has been stolen.
10. You cannot gain anything without efforts.
11. His sudden visit surprised me.
12. Who has broken the glass ?
13. Why do you suspect me ?
14. The ship was set on fire and abandoned by the crew.
15. He has broken the university record.
16. It is not necessary to consult a doctor.
17. I am worried about your health.
18. Let your ideas be known to me.
19. Never trust those who have deceived you once.
20. The wise are always admired.

### 6. By interchanging Negative and Affirmative sentences—

- Affirmative :** America is more powerful than Russia.  
**Negative :** Russia is not as powerful as America.
- Affirmative :** Ramesh is more clever than Ram.  
**Negative :** Ram is not so clever as Ramesh.
- Negative :** There is none who does not love his country.  
**Affirmative :** Everybody loves his country.
- Negative :** He did not find him honest.  
**Affirmative :** He found him dishonest.
- Negative :** His services cannot be forgotten.  
**Affirmative :** His services have been too great to be forgotten.
- Negative :** A wise man will not tell a lie.  
**Affirmative :** A wise man will abstain himself from telling a lie.

- 7. Negative :** None but a lawyer can answer this question.

**Affirmative :** A lawyer alone can answer this question.

- 8. Negative :** No sooner did I enter the room than he started rebuking me.

**Affirmative :** As soon as I entered the room, he started rebuking me.

### Exercise

**(a) Transform the following sentences by changing them from Negative to Affirmative :**

1. Learned men are not always wise.
2. No one can doubt that your son did his best.
3. It is not difficult to run half a mile at a time.
4. Great men belong to no one nation, nor to one particular class.
5. Never again will I see my friend.
6. As long as the teacher was in the class, not a boy broke silence.
7. The tragedies of Shakespeare are not likely to be forgotten.
8. His wishes cannot be disregarded.
9. It was not long after his departure that I came to know of the disappearance of the ring.
10. He left no scheme untried.

**(b) Transform the following sentences from Affirmative to Negative :**

1. You are as foolish as your brother.
2. We all expect him to succeed in the long run.
3. Your son is a boy of uncommon intelligence.
4. This book can only be understood by one who knows English.
5. Your daughter is beautiful.
6. The happening of such an event is possible in future.
7. He is greater than I.
8. As soon as the lion came out of the cave, I ran away.
9. She is too beautiful to be admired in ordinary words.
10. My father was doubtful whether I would pass.

**7. By interchanging Exclamatory and Assertive sentences—**

- 1. Exclamatory :** Oh, what a horrible sight it was !

**Simple :** It was a very horrible sight.

- 2. Exclamatory :** O, for a beaker of vintage !

**Simple :** I wish I had a beaker of vintage.

- 3. Exclamatory :** May you live long !

**Simple :** I wish you a long life.  
Or

I wish you may live long.

- 4. Exclamatory :** O, that I had the wings of a dove !

**Simple :** I wish I had the wings of a dove.

- 5. Exclamatory :** What sweet delights a quiet life gives !

**Simple :** A quiet life gives very sweet delights.

### Exercise

**Change the following sentences from Exclamatory to Simple sentences :**

1. O, what a fall was there, my countrymen !
2. What a delicious flavour these mangoes have !
3. O, for a glass of cool water !
4. That you should dare to abuse me !
5. What would I not do to see you happy !
6. How nicely he handles the bat !
7. O, that I were young again !
8. Alas, that fortune should be so short-lived !
9. That we should meet here !
10. Shame on you to kick the poor beggar !

**8. Interchange of One Part of Speech for another—**

- (i) Your work does not **satisfy** me.

In this sentence the Verb ‘**satisfy**’ can be changed into a **Noun. As**—

Your work does not give me **satisfaction**.

- (ii) Do your work **carefully**.

In this sentence the Adverb ‘Carefully’ can be changed into a **Noun. As**—

Do your work with **care**.

(iii) He has **successfully finished** the work.

In this sentence the Adverb ‘successfully’ can be changed into a Verb. As—

He has **succeeded in finishing** the work.

(iv) He is a **disgrace** to the family.

In this sentence the Noun ‘disgrace’ can be changed into a Verb. As—

He has **disgraced** the family.

(v) Mohan is more **intelligent** than his elder brother.

In this sentence the Adjective ‘intelligent’ can be changed into a Noun. As—

Mohan has more **intelligence** than his elder brother.

(vi) He was dismissed on the charge of **negligence**.

In this sentence the Noun ‘negligence’ can be changed into an Adjective. As—

He was dismissed because he was **negligent**.

(vii) The two events occurred **differently** in point of time.

In this sentence the Adverb ‘differently’ can be changed into an Adjective. As—

The time of the occurrence of the two events was **different**.

Or

The two events occurred at **different** times.

(viii) His dress was **poor** and **shabby**.

In this sentence the Adjectives ‘poor’ and ‘shabby’ can be changed into Adverbs. As—

He was **poorly** and **shabbily** dressed.

(ix) He broke the rule without any intention of doing so.

In this sentence the Noun ‘intention’ can be changed into a Gerund. As—

He broke the rule without **intending** to do so.

### Exercise

Rewrite the following sentences, changing the **Nouns** in bold letters into **Verbs**—

1. He did not fulfil his **promise**.

2. Gold gains **stiffness** if copper is mixed with it.

3. He made a **compromise** of his claims with the other party.

4. The **meaning** of the word ‘useful’ is not the same as that of ‘valuable’.

5. No one can gain **admission** without prior permission.

6. He has no **intention** of leaving the town in near future.

7. I have a **disinclination** for work today.

8. He refused to give his **consent** to my going.

### Exercise

Rewrite the following sentences, changing the **Adverbs** in bold letters into **Verbs**—

1. I have completed my work **successfully**.

2. London is **admittedly** the largest city in the world.

3. The scene was **surprisingly** beautiful.

4. They welcomed the news most **joyfully**.

5. The silver dishes should be used **sparingly**.

### Exercise

Rewrite the following sentences, changing the **Verbs** and **Adjectives** in bold letters into **Nouns**—

1. The younger brother is more **diligent** than the elder one.

2. He is active and **industrious** and is **admired** by everybody.

3. You must sign a receipt before I pay you what is **due** to you.

4. The best way to be **healthy** is to **abstain** from the use of harmful things.

5. The fact that you **admit** your fault will not impair your prestige.

### Exercise

Rewrite the following sentences, changing the **Nouns** and **Adverbs** in bold letters into **Adjectives**—

1. In all **certainty** he will get success.

2. He was dismissed for **negligence** rather than **incompetence**.

3. Her **beauty** was remarkable.

4. He was **certainly** clever but **evidently** he lacked diligence.

5. There can be no **dispute** on this point.

### Exercise

Rewrite the following sentences, changing the **Nouns** and **Adjectives** in bold letters into **Adverbs**—

1. Your dress is **shabby**.
2. I have come to you on **purpose**.
3. A **careful** inspection of the letter by you may disclose a number of relevant facts.
4. His mistake was **evident**, but his sincerity was also **obvious**.
5. He hurt you without any **intention** of doing.

**9. (A) By converting Simple sentences into Compound sentences—**

1. **Simple** : He died a brave death leaving an example in the world.  
**Compound** : He died a brave death and left an example in the world.
2. **Simple** : To his own disadvantage he broke off with his brother.  
**Compound** : He broke off with his brother and it was to his own disadvantage.
3. **Simple** : Besides robbing the traveller, they also murdered him.  
**Compound** : They not only robbed the traveller but also murdered him.
4. **Simple** : He must work hard to pass this year.  
**Compound** : He must work hard or he will not pass this year.

**Exercise**

**Change the following sentences from Simple into Compound Sentences :**

1. He was turned out on account of his arrogance.
2. Coming forward, he pushed the door open.
3. Taking off his clothes, he plunged into the swelling river.
4. The toy being beautiful, we decided to purchase it at any cost.
5. In his tower sat the poet gazing at the sea.
6. Despite the stupendity of his learning he is not an original thinker.
7. To my extreme horror the engine of the train was derailed.
8. Besides educating his nephew, he also set him up in business.

9. He must attend the court on pain of prosecution.
10. The train having stopped at the platform, all the passengers alighted.
11. With all his strength he is far from being proud.
12. Entering the Darwar Hall Akbar sat down on the golden throne.
13. Notwithstanding several efforts, he failed.
14. Taking pity on the cat, the holy sage turned it into a dog.
15. Being desirous to win his favour, he agreed to serve the holy man for six months.
16. Possessing all the advantages of money and guidance, he could not make a good career as a student.

**9. (B) By converting Compound sentences into Simple sentences—**

1. **Compound** : He took a piece of paper and started writing on it.  
**Simple** : Taking a piece of paper he started writing on it.
2. **Compound** : He was poor but he was respected by all the people of his village.  
**Simple** : In spite of his poverty, he was respected by all the people of his village.
3. **Compound** : Do not steal or you will be punished.  
**Simple** : Do not steal on pain of punishment.
4. **Compound** : You must either pay the bill at once or return the goods.  
**Compound** : Failing prompt payment the goods must be returned.

**Exercise**

**Change the following sentences from Compound into Simple Sentences :**

1. Somebody pulled the chain and the train stopped.
2. He opened the casement and cast a glance at the dark forest.
3. He is rich, yet he is not contented.
4. He was a dull boy and therefore he was often rebuked by his teachers.

5. Make haste or else you will miss the train.  
 6. He worked hard, but he failed.  
 7. He must have killed the lion for he is a good marksman.  
 8. His wife died and it added to his misfortunes.  
 9. He practised daily and so he became an expert player.  
 10. The peasants had not completed their work and the sun set.  
 11. He was found guilty of murder and hanged.  
 12. He is a good and regular worker; only he is rather slow.  
 13. Your mother is very old and you must take care of her.  
 14. He is a learned man but in matters of business he is a fool.  
 15. Though he is poor, he is honest.
- 10. (A) By converting Simple sentences into Complex sentences—**
1. **Simple** : He admitted his fault.  
**Complex** : He admitted **that he was at fault.** **(Noun Clause)**
  2. **Simple** : The king took shelter in the hermit's hut.  
**Complex** : The king took shelter in the hut **which belonged to the hermit.** **(Adjective Clause)**
  3. **Simple** : This bill is likely to be introduced in the parliament at the commencement of the winter session.  
**Complex** : This bill is likely to be introduced in the Parliament **when the winter session commences.** **(Adverb Clause)**
  4. **Simple** : Non-vegetarians are not admitted.  
**Complex** : **If you are not a vegetarian,** you cannot be admitted.  
**(Adverb Clause)**
  5. **Simple** : It was the cruellest blow.  
**Complex** : It was a blow **than which no crueler could have been.**  
**(Adjective Clause)**
  6. **Simple** : His silence proves his guilt.  
**Complex** : The fact **that he is silent** proves his guilt.  
**(Noun Clause)**
  7. **Simple** : He owed his success to my help.  
**Complex** : It was owing to my help **that he succeeded.**  
**(Noun Clause)**
  8. **Simple** : The house was thoroughly searched.  
**Complex** : The house was searched **as completely as it was possible.** **(Adverb Clause)**
  9. **Simple** : A man's smartness is in inverse proportion to his bulk.  
**Complex** : The more bulky a man is **the less smart he is.**  
**(Adverb Clause)**
  10. **Simple** : Wise men do not talk too much.  
**Complex** : The men **who are wise** do not talk too much.  
**(Adjective Clause)**
  11. **Simple** : His ambition is to become a doctor.  
**Complex** : His ambition is **that he may become a doctor.**  
**(Noun Clause)**
  12. **Simple** : My son worked on my advice.  
**Complex** : My son worked **as I advised him.** **(Adverb Clause)**
  13. **Simple** : He is strong for a child of ten.  
**Complex** : He is very strong **although he is a child of ten.**  
**(Adverb Clause)**
  14. **Simple** : Intelligent boys never fail.  
**Complex** : The boys **who are intelligent** never fail.  
**(Adjective Clause)**
  15. **Simple** : We are sure of winning the match.  
**Complex** : We are sure **that we shall win the match.** **(Noun Clause)**

## *Exercise*

**Convert the following Simple sentences into Complex sentences, using Adjective clauses—**

1. Rabindranath Tagore was the first Indian to receive the Nobel Prize.
  2. He is spending his father's earnings.
  3. Have you seen the blind musician ?
  4. The advantages of study are innumerable.
  5. The watch is not a toy for you to play.
  6. Brutus was a man of grand character.
  7. Shakespeare, the greatest of English dramatists, died in 1616.
  8. It is the work of the government.
  9. That is not the way of addressing the court.
  10. This is not the method of becoming rich.

## *Exercise*

**Convert the following Simple sentences into Complex sentences, using Adverb clauses—**

1. He absconded to avoid arrest.
  2. Since the time of our last meeting, I have hardly entertained any other guest.
  3. Between the two brothers the elder is stronger.
  4. Do not enter the hall without ticket.
  5. He married in the days of prosperity.
  6. He is honest notwithstanding his poverty.
  7. With all his riches, he is not cotented.
  8. I shall do according to the wishes of my father.
  9. He replied to the best of his ability.

## *Exercise*

**Convert the following Simple sentences into Complex sentences, using Noun clauses—**

1. I cannot disclose the grounds of my conclusion.
  2. He confessed his guilt.
  3. The secret of his success is not known.
  4. I wish you happiness.
  5. His father is sure of his success at the examination.
  6. He is said to be a good orator.
  7. Her husband is likely to divorce her.
  8. I cannot believe his report.
  9. I am glad at your arrival in time.
  10. He pleaded ignorance of the law.
  11. I hope to pass this year.
  12. We believed the information to be true.
  13. Do you want me to accompany you to Delhi ?
  14. I do not think it proper to disturb him in his sleep.
  15. His rudeness has surprised me.

**earth Tests on the hood of a  
big snake. (Noun Clause)**

- Simple** : According to the popular orthodox Hindu belief, the earth rests on the hood of a big snake.

**2. Complex :** The men **who have risen by their own efforts** are always respected. (**Adjective Clause**)

**Simple** : Self-made men are always respected.

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- 3. Complex :** Success comes automatically to a man **who is diligent and patient.**  
**(Adjective Clause)**  
**Simple :** Success comes automatically to a diligent and patient man.
- 4. Complex :** Everyone admires a man **if the man is honest.**  
**(Adverb Clause)**  
**Simple :** Everyone admires an honest man.
- 5. Complex :** As you sow **so you will reap.**  
**(Adverb Clause)**  
**Simple :** You will reap the fruits of your own sowing.
- 6. Complex :** Youth is the time **when seeds of character are sown.**  
**(Adverb Clause)**  
**Simple :** Youth is the time for the formation of character.
- 7. Complex :** He said **that he was not guilty.**  
**(Noun Clause)**  
**Simple :** He pleaded innocence.
- 8. Complex :** He was so weak **that he could not walk.**  
**(Adverb Clause)**  
**Simple :** He was too weak to walk.
- 9. Complex :** Ashoka **who was one of the greatest of Indian Kings**, embraced Buddhism.  
**(Adjective Clause)**  
**Simple :** Ashoka, one of the greatest of Indian Kings, embraced Buddhism.
- 10. Complex :** I want to know **where your father lives.** **(Noun Clause)**  
**Simple :** I want to know the address of your father.
- 11. Complex :** No one knows **whence the oil comes.** **(Noun Clause)**  
**Simple :** No one knows the origin of oil.
- 12. Complex :** He died at the village **where he was born.**  
**(Adjective Clause)**  
**Simple :** He died at his native village.
- 13. Complex :** You can eat **as much as you like.** **(Adverb Clause)**  
**Simple :** You can eat to your full satisfaction.
- 14. Complex :** I want a locality **where I may be away from the noise and bustle of the town.**  
**(Adjective Clause)**  
**Simple :** I want a locality away from the noise and bustle of the town.
- 15. Complex :** **When the cat is away**, the mice will play.  
**(Adverb Clause)**  
**Simple :** The mice will play in the absence of the cat.
- 16. Complex :** **What he wrote** was illegible.  
**(Noun Clause)**  
**Simple :** His writing was illegible.
- 17. Complex :** We get up **when it is six O'clock.**  
**(Adverb Clause)**  
**Simple :** We get up at six O'clock.
- 18. Complex :** He speaks **as if he were a boy of ten.**  
**(Adverb Clause)**  
**Simple :** He speaks like a boy of ten.

### Exercise

Convert the following Complex sentences into Simple sentences by removing the Noun Clauses—

1. I doubt that you are honest.
2. I was astonished to know how old the saint was.
3. I want to know how much you earn every month.
4. We hope that you will pass.
5. The king ordered that the traitors should be punished.
6. The news that the enemy had landed spread like wild fire.
7. It cannot be said when he will return.
8. I am not sure whether I shall succeed this time.
9. Whoever is honest is respected.
10. Do not ask why I love you.

### **Exercise**

**Convert the following Complex sentences into Simple sentences by removing Adjective Clauses—**

1. The solidiers who are brave are respected.
2. Rivers which are deep flow in silent majesty.
3. People who live in glass houses should not throw stones at others.
4. All that glitters is not gold.
5. Yesterday I saw a man who was very tall.
6. He who is poor is served by God.
7. Uneasy lies the head that wears the crown.
8. The men who rise by their own efforts are always respected.
9. The services he has rendered to the country cannot be forgotten.
10. The boy who stood first got the prize.

### **Exercise**

**Convert the following Complex sentences into Simple sentences by removing Adverb Clauses—**

1. I returned home after the sun had set.
2. He was so weak that he could not speak.
3. He gave me the signal as soon as he heard the news.
4. A businessman grows rich in the long run if he is honest.
5. Nobody talked to him because he was poor.
6. He worked hard that he may succeed.
7. I have done it as you advised me.
8. I admire her because she is beautiful.
9. I could not come to you because I had no time.
10. He cannot go until I permit him.

**11. (A) By converting Compound sentences into Complex sentences—**

1. **Compound :** Be honest **and** you will be respected by all.  
**Complex :** **If you are honest**, you will be respected by all.
2. **Compound :** Do not go ahead **or** you may be drowned.  
**Complex :** **If you go ahead**, you may be drowned.

3. **Compound :** Send the money within fifteen days **or** you will not get the books.

**Complex :** You will not get the books **unless you send the money within fifteen days.**

4. **Compound :** Waste not, want not.

**Complex :** **If you do not waste**, you will not want.

5. **Compound :** Kalidas was sitting on the branch of a tree **and** was cutting it with his axe.

**Complex :** Kalidas was sitting on the branch of a tree, **which he was cutting with his axe.**

### **Exercise**

**Convert the following Compound sentences into Complex sentences—**

1. Be careful in your studies or you will fail this year.
2. The enemy aeroplane was shot down by our fighters but its pilot was not killed.
3. Speak the truth and you will be pardoned.
4. He failed in his first attempt and never tried again.
5. Spare the rod and spoil the child.
6. He was all right; only he was fatigued.
7. I shall not oppose your design; I cannot however approve it.
8. He was obstinate, therefore he was punished.
9. I was ill yesterday and could not attend the function.
10. Only do the right and you will have no reason to feel ashamed.
11. My brother may not be industrious but he is certainly intelligent.
12. He grew very weak but he did not break the fast.
13. Do not take your supper in the rainy season and you will not need medicine.
14. Give him an inch and he will demand a yard.
15. Take care of the pence and the pounds will take care of themselves.

16. Her complexion was fair but her face was ugly.
17. The thief ran away or he would have been caught.
18. It seems too good to be true; nevertheless it is a fact.
19. The Rajputs were few, but they were brave.
20. His starting was good and so he won the race.

**11. (B) By converting Complex sentences into Compound sentences—**

1. **Complex :** I know that you are a swindler.  
**Compound :** You are a swindler **and** I know this.
2. **Complex :** If you search his pocket, you will find the watch.  
**Compound :** Search his pocket **and** you will find the watch.
3. **Complex :** He ate more than ten cakes which he could not digest.  
**Compound :** He ate more than ten cakes, **and** he could not digest them.
4. **Complex :** If I get some help from my father, I shall succeed in setting up my business.  
**Compound :** I may get some help from my father **and** in that case I shall succeed in setting up my business.
5. **Complex :** A glutton lives that he may eat.  
**Compound :** A glutton wants to eat **and** therefore he lives.

**Exercise**

**Convert the following Complex sentences into Compound sentences—**

1. As the man was absent from his house, I could not meet him.
2. I loved a beautiful girl, though I could not marry her.
3. Unless you tell your name and address correctly, you will be put behind the bars.
4. Had you not reached there in time, he would have put an end to his life.
5. We eat that we may live.
6. The evil that men do, lives after them.

7. I shall not cross the river because the flood has not yet receded.
8. I do not think he will come.
9. If you do not quit the room, you will be thrown out.
10. I should go there as it is my duty.
11. Though they were few, they were brave.
12. His bark is worse than his bite.
13. If you wrap yourself in a blanket, you will be safe from cold.
14. Because he committed theft, he was punished.
15. I would have come, had I not fallen ill.
16. Take down his words, lest you should forget them.
17. However clever you may be, you cannot succeed without hard labour.
18. If I put a civil question, I expect a civil reply.
19. As the question was difficult, no one could answer it.
20. They bear witness to the fact that Bhagat Singh was a great patriot.

**12. By interchanging Principal and Subordinate Clauses—**

- (i) I suggested for you a bride who was very beautiful.  
The bride I suggested for you was very beautiful.
- (ii) I did not reach the station until the train had left.  
The train had left before I reached the station.
- (iii) No sooner did I threaten him than he confessed the guilt.  
He confessed the guilt as soon as I threatened him.
- (iv) I met your father when he was going to the office.  
Your father was going to the office when I met him.

**Exercise**

**Transform the following sentences by converting the Principal Clause into Subordinate Clause and vice versa :**

1. He screamed as soon as he saw the lion.
2. Many days shall pass before I return.

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3. No sooner did he appear than all were silent.
4. The sun did not set until the farmers finished their work.
5. I never make a promise which I cannot fulfil.
6. Abhimanyu learnt all the tactics of the battle before he was fourteen.
7. That is the most hazardous step that you have taken.
8. No sooner did he earn fifty pounds than he squandered them.
9. As soon as he saw the policeman, he took to his heels.
10. You are wiser than I thought.
11. I cannot give my opinion until I see the pros and cons of the case.
12. He is more kind and courteous than he appeared to be.

***Revision Exercise***

**Change the following sentences according to the instructions given in brackets :**

1. The old lady who is standing on the river-bank is Sita's grandmother.  
(Change into Simple Sentence)
2. Satish did not come to my house yesterday, and Harish did not come either.  
(Simple Sentence)
3. I met a man this morning. He had a long beard.  
(Simple Sentence)
4. Last year Mr. Sharma went to England. His brother went with him.  
(Simple Sentence)
5. He works hard from morning till night.  
(Present perfect continuous)
6. The man ate and drank as much as he could.  
(Interrogative)
7. You did not ask him where he lived.  
(Interrogative)
8. The boy meets his friend and gives him all he has.  
(Plural)
9. Nobody would like to be called a fool.  
(Interrogative)
10. Who is fitter than he for the job ?  
(Negative)

11. The day-before-yesterday I was able to play.  
(Negative and Interrogative)
12. Rich people have four meals a day.  
(Negative and Interrogative)
13. I have had some tea.  
(Negative)
14. Tell everybody that I shall go to Delhi.  
(Negative)
15. I know something about it.  
(Negative)
16. They both must go.  
(Negative)
17. The man in the corner is my friend.  
(Complex Sentence)
18. They thought him to be a clever man and called him master magician.  
(Passive form)
19. When the sun set the birds stopped singing.  
(Simple Sentence)
20. Govind is brighter than any other boy in the class.  
(Superlative form)
21. The man ate some fruits and the woman drank a little water.  
(Into Negative form)
22. Mohan did not work hard and so he did not pass.  
(Into positive conditional form using 'If')
23. Each of the books his father gave him costs a lot.  
(Into Interrogative form)
24. They say that another world war will destroy all life on earth.  
(Into Passive form)

***Revision Exercise***

**Transform the following sentences according to the instructions given in brackets—**

1. She is too beautiful to be admired.  
(Remove "too")
2. My father is so weak that he cannot walk.  
(Use "too")
3. His brother is too foolish to become a lawyer.  
(Remove "too")
4. That merchant is so dishonest that we cannot trust him.  
(Use "too")
5. Can the sun ever set in the east ?  
(Assertive)
6. This picture is beautiful.  
(Negative)
7. He is not courageous.  
(Assertive)
8. Happiness is not abiding.  
(Assertive)
9. When can their glory fade ?  
(Negative)

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10. Everest is the highest peak in the world.  
(Interrogative)
11. Brahmaputra is longer than any other river in India. (Positive degree Adjective)
12. Steel is not the heaviest metal.  
(Positive degree Adjective)
13. My house is not as big as yours.  
(Comparative degree Adjective)
14. He has broken the rule unintentionally.  
(‘unintentionally’ to be changed into Noun)
15. The company has gone into liquidation.  
(‘liquidation’ to be changed into Verb)
16. It is beyond my expectation.  
(‘expectation’ into Verb)
17. His lecture was very scholarly.  
(Complex sentence)
18. He opened the chest and pulled out a bundle of bank notes. (Simple)
19. Though heavy, your ring is not made of pure gold. (Complex and Compound)
20. How can I believe a man who has deceived me thrice ? (Assertive)
21. The management of the company is likely to change. (Complex)
22. Do not cross the railway line, or you may be killed by the running train. (Complex)
23. He has committed the crime, but he is an object of compassion. (Complex)
24. O, How can I discharge your obligation !  
(Assertive)
25. Deep rivers flow in silent majesty.  
(Complex)
26. He has been released without any condition.  
(‘condition’ to be change into Adverb)
27. Rice is not the most nutritious of grains.  
(Positive and Comparative degree Adjective)
28. A burnt child dreads the fire. (Complex)
29. Barking dogs seldom bite. (Complex)
30. Peacock is the most beautiful of birds.  
(Comparative and Positive degree Adjective)
31. We hope for the betterment of our financial conditon.  
(Complex)
32. It is unjust to discriminate among people on racial grounds. (Complex)
33. He is more intelligent than his elder brother.  
(Positive degree)
34. Provided you work hard, your success is sure.  
(Use ‘If’)
35. His wife is beautiful, but her health is poor.  
(Complex)
36. Loading his gun he fired at the lion.  
(Compound)
37. Your adversary is too strong to be defeated by you.  
(Active voice)
38. European history has been thoroughly studied by me. (Active voice)
39. He is so brave that no one can defeat him.  
(Passive voice)
40. Do not miss the golden opportunity.  
(Passive voice)
41. As a rule, the English Parliament should be called at least once a year. (Complex)
42. It is abundantly clear from his behaviour that he is not inclined to help us. (Simple)
43. When the cat is away, the mice must play.  
(Simple)
44. Their friendship is not permanent.  
(Assertive)
45. He admitted his fault.  
(Complex)
46. The name of the American President is not known to me.  
(Active voice)
47. The broth is spoilt by too many cooks.  
(Active voice)
48. We are confident of our success.  
(Complex)
49. We must work, otherwise we cannot live.  
(Simple)
50. Your work does not satisfy me.  
(‘Satisfy’ change into Adjective)
51. Sita is the eldest member of the family and of her four daughters Urmila is the prettiest. (Comparative degree Adjective)
52. The difficulty was solved by means of special service devised for the occasion  
(‘Service’ be made Subject)

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53. You are already as well acquainted with my friends as I am. (Use 'Known')
54. There was hardly a man who did not respond to his call. (Simple Assertive)
55. When the commander informed the king that his troops had won a great victory, he ordered national rejoicing. (Passive voice)
56. Our expenditure goes up with our income. (Complex)
57. When the war broke out, prices went up rapidly. (Simple)
58. You can imagine my horror at the news of dacoity in my house. (Complex)
59. It is most probable that he will come back today.  
(‘Probable’ to be changed into Adverb)
60. I am very desirous to meet you once more. (Exclamatory)
61. He is so clever that I cannot keep pace with him. ('too' to be used)
62. He was more worthy of praise than any one else. (Negative)
63. Every man within India can claim the protection of law. (Negative and Interrogative)
64. Work hard and you will succeed at last. (Complex)
65. But for prompt medical help, he would have succumbed to his injuries. (Complex)

# 18

# Formation of Words

Every Language of the world is a kind of well-knit and progressive huge family. Every word of that language is a member of that family. Therefore the development of the whole language depends upon the development of each word in it. Further, each word has its own family too, and its family also grows and develops by slow degrees. Every word has its origin in some **Primary** or **Base Word**. Many words are formed from each Primary word through a number of linguistic processes. Many new words are formed by the addition of **Prefixes** and **Suffixes** to the Primary words and their **Derivatives**, and these new words belong to different **Parts of Speech** and are of different **Numbers** and **Genders**. Thus, for example, Verbs, Adjectives, Adverbs, etc. can be formed from Nouns, and so on. The Vocabulary of a student can develop immensely by understanding and making use of these linguistic processes. Therefore, we give below a comprehensive list of **Suffixes** and **Prefixes** and the words formed by them.

**Prefixes** are used before and **Suffixes** after the Primary words or their Derivatives to form new words.

Let us first take the **Suffixes**. These Suffixes are called **Conversion Suffixes** because they convert the Primary words into different **Parts of Speech** and their kinds—

## Suffixes

### (1) Noun Suffixes

#### (i) Noun to Noun

- **an** : Republican, Indian, Russian.
- **ese** : Chinese, Japanese.
- **ist** : Florist, socialist, royalist.
- **ism** : idealism, absenteeism, Buddhism.
- **eer** : engineer, profiteer.

– **ery, – ry** : slavery, drudgery, machinery.

– **ful** : mouthful, handful, spoonful.

#### (ii) Common Noun to Abstract Noun

- **hood** : womanhood, boyhood, priesthood, knighthood.
- **dom** : officialdom, martyrdom, wisdom.
- **ship** : kingship, friendship, membership, fellowship.

#### (iii) Adjective to Noun (Abstract)

- **ness** : Happiness, kindness, gentleness, greatness.
- **ity** : seniority, diversity, activity, superiority.

#### (iv) Other words to Noun (Abstract)

- **t, th (With frequent changes in Vowels)** : high-height, thief-theft, dead-death, hot-heat.

#### (v) Verb to Noun

- **er, or** : driver, waiter, writer, actor, dictator.
- **ant** : consultant, informant, inhabitant, determinant.
- **ee** : payee, employee, nominee.
- **action** : dictation, citation, starvation, exploitation.
- **ment** : judgement, postponement, payment, government.
- **al** : arrival, dismissal, disposal, proposal.
- **ing** : painting, drawing, gardening, drinking.
- **age** : cartage, postage, usage, carriage.

#### (vi) Nouns made by change of Vowel or Consonant in the Verb

breathe-breath; lose-loss; lend-loan; feed-food; think-thought.

## (2) Verb Suffixes

### Noun / Adjective to Verb

- (i) **-ify** : beautify, classify, modify, simplify, terrify.  
**-ize** : sympathize, humanize, memorize, idealize.  
**-en** : quicken, widen, heighten, strengthen.
- (ii) **Prefixes be-, en-, em-** : embitter, empower, enrage, encourage, bemoan, belittle.

## (3) Adjective Suffixes

### (i) Noun to Adjective

- ful** : beautiful, useful, helpful, bountiful.  
**- less** : harmless, useless, childless, meaningless.  
**- y, ly** : hairy, glassy, rosy, lovely, manly, brotherly.  
**- like** : childlike, teacherlike.  
**- ish** : selfish, girlish, foolish.  
**- some** : handsome, troublesome.  
**- worthy** : praiseworthy, trustworthy, airworthy.  
**- al** : cultural, natural, agricultural.  
**- ive** : attractive, expensive, responsive.  
**- ous, eous,**  
**ious** : ambitious, injurious, pious, virtuous, famous, beauteous.  
**- ie** : heroic, scientific, emphatic.  
**- esque** : picturesque, statuesque.  
**- arian,**  
**ean** : authoritarian, Shakespearean.

### (ii) Verb / Adjective to Adjective

- able,**  
**ible** : dependable, readable, memorable, comprehensible, divisible.  
**- ish** : longish, bluish, greenish, smallish.  
**- ing** : running, rising, sinking, boiling.  
**- ed** : tired, walled, spotted, adopted.

### (iii) Compound Adjectives

#### Present Participle

- (- ing)** : fast-moving train, long-suffering man, grass-cutting, high-flying.

#### Past Participle

- (- ed, - t)** : long-haired, well-fed, thin-covered, wind-swept, well-kept.

### Name-

- rals** : five-rupee note, three-storied, fifty-year old, fourteenth-century poet.

## (4) Adverb Suffixes

- ily, ly** : heavily, largely, painfully, greatly, easily.  
**- ward(s)** : downward(s), upward(s), heavenward(s), homeward(s).  
**- wise** : lengthwise, clockwise, moneywise.

A list of popular words converted into different parts of speech is given below :

### (i) NOUNS INTO VERBS

Authority –	Authorize	Class –	classify
Apology –	apologize	Colony –	colonize
Allusion –	allude	Collision –	collide
Blood –	bleed	Company –	accompany
Beauty –	beautify	Custom –	accustom
Body –	embody	Camp –	encamp
Circle –	encircle	Character –	characterize
Excellence –	Excel	Origin –	originate
Economy –	economize	Office –	officiate
Food –	feed	Perception –	perceive
Fool –	befool	Patron –	patronize
Force –	enforce	Peace –	pacify
Friend –	befriend	Person –	personify
Grass –	graze	Prison –	imprison
Glory –	glorify	Peril –	imperil
Gold –	gild	Power –	empower
Habit –	habituate	Right –	rectify
Harmony –	harmonize	Relief –	relieve
Haste –	hasten	Sermon –	sermonize
Height –	heighten	Shrine –	enshrine
Idol –	idolize	Slave –	enslave
Justice –	justify	Substance –	substantiate
Knee –	kneel	Throne –	enthrone/ dethrone
Loss –	lose	Title –	entitle
List –	enlist	Tomb –	entomb
Monopoly –	monopolize	Utility –	utilize
Magnet –	magnetize	Verse –	versify
Memory –	memorise	Vigour –	invigorate
Nature –	naturalize	Vacancy –	vacate
Notice –	notify	Victim –	victimize
Necessity –	necessitate	Vice –	vitiating

**(ii) VERBS INTO NOUNS**

Accomplish –	accomplishment	Respond –	response
Accompany –	accompaniment	Know –	knowledge
Acquit –	acquittal	Lend –	loan
Bathe –	bath	Narrate –	narration
Betray –	betrayal	Oblige –	obligation
Conceive –	conception	Persuade –	persuasion
Commit –	commitment	Please –	pleasure
Deceive –	deception	Precise –	precision
Defy –	defiance	Pursue –	pursuit
Deny –	denial	Redeem –	redemption
Do –	deed	Urge –	urgency
Rely –	reliance	Vary –	variety

**(v) NOUNS INTO ADJECTIVES**

Advice –	advisable	Angel –	angelic
Air –	aerial	Authority –	authoritative
Angle –	angular	Autumn –	autumnal
Bounty –	bounteous	Merchant –	merchantile
Brass –	brazen	Metal –	metallic
Beast –	bestial	Medicine –	medicinal
Contempt –	contemptuous/	Merit –	meritorious
	contemptible	Minister –	ministerial
Calamity –	calamitous	Muscle –	muscular
Circle –	circular	Myth –	mythical
College –	collegiate	Money –	monetary
Conscience –	conscientious	Night –	nocturnal
Circumstance –	circumstantial		
Emperor –	imperial	Nose –	nasal
Expectation –	expectant	Offence –	offensive
Example –	exemplary	Omen –	ominous
Enemy –	inimical	Population –	populous
Essence –	essential	Professor –	professorial
Explanation –	explanatory	Pathos –	pathetic
Fraud –	fraudulent	Picture –	picturesque/
Flower –	floral	Prejudice –	pictorial
Fable –	fabulous	Problem –	prejudicial
Fever –	feverish	Palace –	problematic
Fate –	fatal	Ruin –	palatial
Grief –	grievous	Superstition –	ruinous
Grass –	grassy		
Hand –	handy	Sun –	superstitious
Hypocrite –	hypocritical	Star –	solar
Industry –	industrious	Sedition –	starry
Joy –	joyous	Service –	steditious
Joke –	jocular	Secretary –	serviceable
Judge –	judicial	Study –	secretarial
Licence –	licentious	Tribe –	studious
Lustre –	lustrous	Vice –	tribal
		Voice –	vicious

**(iii) OTHER WORDS INTO ABSTRACT NOUNS**

Apt –	aptness	Long –	length
Beautiful –	beauty	Machine –	mechanism
Bond –	bondage	Regent –	regency
Beggar –	beggary	Servant –	service
Coward –	cowardice	Sad –	sadness
Courageous –	courage	Smooth –	smoothness
Dead –	death	Short –	shortness
Difficult –	difficulty	True –	truth
Deep –	depth	Weak –	weakness
Generous –	generosity	Wise –	wisdom
Hero –	heroism	Witch –	witchery
Infant –	infancy	Warm –	warmth
Jealous –	jealousy	Young –	youth

**(iv) ADJECTIVES INTO NOUNS**

Able –	ability	Local –	locality
Acid –	acidity	Merry –	merriment
Brief –	brevity	Magnificent –	magnifice-
Busy –	business		cence
Chaste –	chastity	Notorious –	notoriety
Civil –	civility	Obedient –	obedience
False –	falsehood	Pious –	piety
Ferocious –	ferocity	Public –	publicity
Gay –	gaiety	Rival –	rivalry
Grand –	grandeur	Secret –	secrecy
Generous –	generosity	Splendid –	splendour
Humble –	humility	Vain –	vanity
Just –	justice	Wide –	width
Liberal –	liberality	Worthy –	worth

**(vi) FORMATION OF SOME TYPICAL ADJECTIVES**

Age –	senile	Church –	ecclesiastic
Brother –	fraternal	Dog –	canine
Blood –	sanguinary	Egg –	oval
Cat –	feline	Eye –	optical
City –	urban	Flesh –	carnal
Flock –	gregarious	Sun –	solar
Hair –	capillary		

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Life –	vital	Tooth –	dental
Love –	amorous	Town –	urban
Moon –	lunar	Taste –	palatable
Punishment –	penal	Village –	rural
Salt –	saline	War –	martial
Sea –	marine	Woman –	effeminate
Ship –	naval	Watch –	vigilant
Sky –	etherial	Youth –	juvenile
Spring –	vernal	Year –	annual

## (vii) ADJECTIVES INTO VERBS

Able –	enable	Large –	enlarge
Abundant –	abound	Little –	belittle
Bitter –	embitter	Long –	prolong
Base –	debase	Mad –	madden
Clear –	clarify	Moist –	moisten
Civil –	civilize	Noble –	ennoble
Clean –	cleanse	Public –	publish
Different –	differentiate	Popular –	popularise
Double –	duplicate	Poor –	impoverish
Dramatic –	dramatize	Perpetual –	perpetuate
Equal –	equalize	Pure –	purify
Fat –	fatten	Real –	realize
Fertile –	fertilize	Rich –	enrich
Firm –	confirm	Safe –	save
Fresh –	refresh	Sweet –	sweeten
Feeble –	enfeeble	Solid –	solidify
Fond –	fondle	Sure –	ensure
General –	generalize	Vile –	vilify
		Venerable –	venerate

## (viii) VERBS INTO ADJECTIVES

Agree –	agreeable	Change –	changeful
Accept –	acceptable	Divide –	divisible
Bear –	bearable	Defend –	defensive
Break –	breakable	Desire –	desirable
Consider –	considerable	Deceive –	deceitful
Encourage –	courageous	Resist –	resistible
Fear –	fearful	Read –	readable
Gain –	gainful	Regret –	regrettable
Govern –	governable	Respect –	respectable
Harm –	harmful	Respond –	responsive
Hate –	hateful	Receive –	receptive
Imagine –	imaginative	Spend –	spendthrift
Injure –	injurious	Succeed –	successful
Loathe –	loathsome	Slip –	slippery
Marry –	marriageable	Solicit –	solicitous
Manage –	manageable	Taste –	tasteful
Meddle –	meddlesome	Tire –	tiresome

Negotiate –	negotiable	Terrify –	terrific
Perish –	perishable	Transfer –	transferable
Punish –	punishable	Vary –	various
Permit –	permissible	Work –	workable

## Negative Prefixes and Suffixes

**Antonyms** are formed by adding the following **Prefixes** or **Suffixes** before or after some words—

## (a) Prefixes

- il – before words beginning with I ( as **illegal** )
- im– before b, m, or p, ( as **imbalance**, **immature** or **impure** )
- ir– before r ( as **irreligious** )
- in– before other letters (as **inability**, **independent** )
- un–( as **untrue** )
- dis– ( as **disadvantage** )
- non–(as **nonviolence**, **nonvegetarian**, **nonsense**)

(b) Suffix-less (as **graceless**, **meaningless**, **powerless**)

## (c) Verb Prefixes

- em – ( as **empower**, **embody**, **embitter** )
- en – ( as **enable**, **ensure**, **encourage** )
- re – ( as **recall**, **remind**, **reopen** )
- de – ( as **devalue**, **decompose**, **decontrol** )
- mis – ( as **misunderstand**, **miscalculate** )
- pre – ( as **prepaid**, **prejudge** )

A list of popular Antonyms formed by Negative Prefixes is given below :

## (i) il –

Legal	illegal	Legible	illegible
Legitimate	illegitimate	Liberal	illiberal
Literate	illiterate	Logical	illogical

## (ii) im–

Balance	imbalance	Material	immaterial
Mature	immature	Measurable	immeasurable
Mobile	immobile	Modest	immodest
Moral	immoral	Mortal	immortal
Movable	immovable	Perfect	imperfect
Pertinent	impertinent	Pious	impious
Partial	impartial	Possible	impossible
Patient	impatient	Penitent	impenitent
Proper	improper	Prudent	imprudent
Pure	impure		

**(iii) in-**

Ability	inability	Accessible	inaccessible
Accurate	inaccurate	Action	inaction
Adequate	inadequate	Animate	inanimate
Applicable	inapplicable	Artistic	inartistic
Coherent	incoherent	Competent	incompetent
Complete	incomplete	Consistent	inconsistent
Conveni- ence		inconveni- ence	
Credible	incredible	Capable	incapable
Decent	indecent	Dependent	independent
Direct	indirect	Domitable	indomitable
Efficient	inefficient	Elegant	inelegant
Fallible	infallible	Formal	informal
Human	inhuman	Organic	inorganic
Secure	insecure	Sincere	insincere
Sufficient	insufficient	Tolerant	intolerant
Valid	invalid	Variable	invariable
Vulnerable	invulnerable		

**(iv) ir-**

Rational	irrational	Recoverable	irrecoverable
Regular	irregular	Religious	irreligious
Reconcil- able	irreconcil- able	Removable	irremovable
Resolute	irresolute	Reparable	irreparable
Redeem- able	irredeemable	Repressible	irrepressible

**(v) un-**

Able	unable	Answerable	unanswerable
Bearable	unbearable	Called-for	uncalled-for
Certain	uncertain	Comfor- table	uncomfor- table
Fit	unfit	Foreseen	unforeseen
Fortunate	unfortunate	Happy	unhappy
Known	unknown	Natural	unnatural
Pleasant	unpleasant	Seen	unseen
Social	unsocial	Thinkable	unthinkable
Timely	untimely	Usual	unusual

**(vi) dis-**

Advantage	disadvantage	Agree	disagree
Agreeable	disagreeable	Appear	disappear
Appoint	disappoint	Close	disclose
Comfort	discomfort	Connect	disconnect
Credit	discredit	Encourage	discourage
Grace	disgrace	Honest	dishonest
Honour	dishonour	Like	dislike
Order	disorder	Qualifica- tion	disqualifica- tion
Regard	disregard	Respect	disrespect
Satisfaction	dissatisfaction	Service	disservice
Union	disunion	Unity	disunity

**(vii) less-**

Artful	artless	Careful	careless
Cheerful	cheerless	Colourful	colourless
Fruitful	fruitless	Graceful	graceless
Hopeful	hopeless	Harmful	harmless
Merciful	merciless	Powerful	powerless
Painful	painless	Remorseful	remorseless
Tasteful	tasteless	Thoughtful	thoughtless

# 19

# Antonyms

**“Antonyms** are words of the same grammatical class (Nouns, Verbs, Adjectives, etc.) that have opposite meanings.”

**David Green**

**Antonyms** are of **two** kinds—

- (i) The first kind of Antonyms are those that are formed by the addition of **Prefixes** or **Suffixes** before or after some words.
- (ii) The second kind of Antonyms are those words that have opposite meanings to the given words without having any etymological relationship with them—

The Antonyms that are formed by the addition of some Prefixes or Suffixes have been discussed in detail above in **chapter 18 (Formation of Words)**. In that chapter a **Complete list** of Antonyms so formed has also been given. Therefore, the student should study this part of **chapter 18** carefully before studying the present chapter.

The Antonyms of the second category are independent words, which are not bound by any rules. Therefore, a long list of such Antonyms has been given below for the student’s ready reference. Meanings of difficult words have also been given.

Above :	below or beneath.
Abstract :	concrete (real)
(unreal, conceptual only)	reject
Accept :	condemn
Acquit : (to set free)	(to punish)
Advance :	retreat
Affirm : (accept, admit)	deny (refuse)
Affluence : (prosperity)	poverty
Aggravate : (increase)	(being poor)
	alleviate or lessen
	(reduce)
Agree :	differ
Allow :	forbid

Analysis : (breaking up) (combination)	synthesis
Ancestor : (forefathers)	descendant (coming down from ancestors)
Ancient : (old)	modern (of the present time)
Aristocrat :	commoner
Arrive :	depart
Ascent : (rising)	descent (declining)
Assent : (agree)	dissent (disagree)
Asset : (capital)	liability (debit side)
Attract :	repel
Awake :	asleep
Barren : (unproductive)	fertile (productive)
Base :	noble
Beautiful :	ugly
Belief :	doubt
Benediction : (blessing)	malediction (curse)
Benevolence : (generosity)	malevolence(lack of generosity)
Bold :	timid
Bonafides : (Trustworthiness)	malafides (not trustworthy)
Boom : (rise)	slump (fall)
Bravery :	cowardice
Bright :	dim or dull
Carnal : (of the senses)	spiritual (of the spirit or soul)
Centrifugal : (moving away from the centre)	centripetal (drawn towards the centre)
Cheap :	dear or costly
Cheerful :	gloomy
Clean :	dirty

Clergy : (priest)	laity (common men)	Exclude : (leaving out)	include (counting in)
Clever :	stupid	Exit : (gate to go out)	entrance (gate to come in)
Common :	rare		indigenous (local / native)
Compulsory :	optional	Exotic : (foreign / strange)	contract
Concord : (agreement)	discord (disagreement)	Expand :	implicit (implied)
Confident : (having confidence)	diffident (lacking confidence)	Explicit : (clear) Exterior : (outside)	interior (inside)
Convex :	concave	External :	internal
Covert : (concealed)	overt (open)	Extravagant : (wasteful)	frugal or thrifty
Create :	destroy		(careful in spending)
Dark :	light	Famous :	obscure
Dawn :	dusk	Fast :	loose or slow
Debit :	credit	Fat :	lean or thin
Debtor : (one in debt)	creditor (one who gives loans)	Fictitious : (imaginary)	real
Deduction : (from general to particular)	induction (from particular to general)	Flattery :	detraction
Deep :	shallow	Float :	sink
Defendant : (defending side)	plaintiff (complainant)	Forget :	remember
Defensive : (on the defense)	offensive (one who offends)	Foreign : (of other countries)	native (of one's own country)
Deficit : (short balance)	surplus (saving, extra)	Frequent :	rare
Deflate :	inflate	Fresh :	stale
Deliberate :	unintentional or accidental.	Friendly :	hostile
Democracy :	autocracy	Full :	empty
Diligent :	lazy	Gain :	loss
Dilute :	concentrated	Gather :	scatter
Dwarf :	giant	General :	particular or special
Ebb :	flow	Generous : (large-hearted)	mean (narrow-minded)
Efflux : (flow out)	influx (flow in)	Gentle :	rough
Egoism : (of the self)	altruism (of the others beyond self)	Genuine : (real / pure)	spurious (impure / imitation)
Elevation : (rise)	depression (fall)	Glut : (too much supply)	scarcity (short supply)
Emigrant : (citizens of our country settled in other countries)	immigrant (Foreigners settled in our country)	Gradual :	abrupt or sudden
Exaggeration : (high estimation)	understatement (low estimation)	Grave :	gay
		Guilty :	innocent
		Harsh :	gentle
		Hasty :	leisurely
		Hate :	love
		Haughty :	meek

Heavy :	light	Landlord :	tenant
Help :	hinder	Lascivious : (sensual)	chaste (pure / holy)
Hero :	villain	Licentious :	moral (of noble character)
High :	low	(given to immoral habits)	
Hit :	miss	Lewd : (immoral, of low values)	virtuous
Hollow :	solid		(possessing good qualities)
Homogenous : (of the same kind)	heterogeneous (of a different kind)	Later :	earlier
Honour :	shame	Latter :	former
Hope :	despair	Lead :	follow
Host :	guest	Lend :	borrow
Hurt :	heal	Let :	hire
Ideal :	actual	Liberate :	enslave
Idle :	busy	Literal : (actual) (decorative)	figurative
Imagination :	reality	Loose :	tight
Immanent : (indwelling)	transcendent (beyond the material world)	Loquacious : (too talkative)	taciturn (gentle and soft-spoken)
Import :	export	Lose :	find
Increase :	decrease	Major :	minor
Individual :	general	Many :	few
Industrious : (hard working)	indolent or lazy (slow in working)	Marriage :	celibacy
Inferior :	superior	Masculine :	feminine
Inhale : (to breathe in)	exhale (to breathe out)	Material :	spiritual
Input :	output	Maximum : (highest)	minimum (lowest)
Insert :	extract	Memory : (in remembrance)	oblivion (forgotten)
Jolly, Jovial :	morose or gloomy	Microcosm :	macrocosm
Joy :	sorrow	(in small measure)	(in large measure)
Junior :	senior	Mild :	stern or severe
Justify : (to hold right)	condemn (to blame)	Miser :	spendthrift
Keen :	blunt or dull	Monogamy : (system of one marriage only)	polygamy (system of many marriages)
Kernel :	shell	Monotheism : (worshipping of one God only)	polytheism (worshipping of many gods)
Kill :	resurrect (to revive)	Monotony :	variety or diversity
Kind :	cruel	Motion :	rest
Kindle :	extinguish	Naive : (simple)	sophisticated (highly cultivated)
King :	subject	Narrow :	broad
Knowledge :	ignorance	Native :	foreign
Lament : (to weep in sorrow)	rejoice (to feel delighted)	Natural :	artificial

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Nebulous : (hidden in mist)	distinct (clear)	Promote :	demote
Negative :	positive	Prow : (front part of the ship)	stern (back part of the ship)
Neutral :	partial	Public :	private
Niggard : (very greedy)	spendthrift (wasteful)	Quiet :	noisy
Noxious : (harmful)	wholesome (useful)	Queer :	normal
Observe :	reverse	Rash : (hasty)	cautious (careful)
Odd :	even	Rapid :	slow or leisurely
Offer :	refuse	Recede : (going backward)	advance (going forward)
Often :	seldom	Ralative :	absolute
Omission : (leaving out)	commission (devoted to action)	Reluctant : (hesitant)	ready or willing
Optimistic : (hopeful)	pessimistic (hopeless / sad)	Remember :	forget
Oral :	written	Remitter : (he who sends)	receiver or recipient (he who receives)
Oriental : (of the East)	occidental (of the West)	Reserved :	sociable
Original : (real / first copy)	duplicate (false copy, not real)	Resist : (to stand against)	submit (to yield)
Orthodox : (believer in religion)	heterodox (non-believer in religion)	Retail :	wholesale
Ostensible : (showy)	actual (real)	Reward :	punish
Partly :	wholly	Ripe :	raw
Permanent :	temporary	Rise :	fall or set
Permit :	prohibit	Rough :	smooth
Philanthropist : (given to public good)	misanthropist (against public good)	Rude :	polite
Pleasure :	pain.	Sacred : (holy)	profane (unholy)
Practice :	theory	Safe :	risky or dangerous
Pragmatic : (practical)	idealistic (in ideal state only)	Saint :	sinner
Praise :	blame	Servant :	master
Precede : (coming before)	succeed (coming after)	Sharp :	blunt
Pride :	humility	Simple :	complex or complicated
Profit :	loss	Sink :	swim or float
Progress :	regress or retrogression	Smile :	frown
Progressive : (forward going)	reactionary or retrograde (backward going)	Sober :	drunk or rash
		Solid :	liquid
		Starboard : (right side of the ship)	port or larbord (left side of the ship)
		Straight :	crooked or curved
		Strait :	broad
		Strange :	familiar
		Subjective :	objective
		Succeed :	fail
		Sure :	doubtful

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Sweet :	bitter or sour	Urban : (of the city)	rural (of the village)
Sympathy : (kind attitude)	antipathy (unkind attitude)	Urbane :	rude or uncultured
Tall :	short	Vacant :	occupied
Temporal : (physical)	spiritual or eternal (of the spirit / soul)	Vague :	clear or definite
Tense :	relaxed	Variable : (changing)	constant (fixed)
Terrestrial : (of the earth)	celestial (of heaven)	Vanguard : (front portion)	rearguard (back portion)
Thesis :	antithesis	Vertical : (standing, perpendicular)	horizontal (flat)
Thick :	thin	Victory :	defeat
Tight :	loose or slack	Virtue :	vice
Top :	bottom	Voluntary : (optional, free)	compulsory (obligatory)
Tranquil : (quiet)	Disturbed or agitated (unquiet)	Wake :	sleep
Transparent :	opaque	Wax : (grow)	wane (reduce)
Triumph :	defeat	Wealth :	poverty
Trivial :	important	Wide :	narrow
True :	false	Win :	lose
Unite :	separate	Wise :	foolish
Upper :	lower	Zenith : (highest point)	nadir (lowest point)
Upright :	dishonest		

# 20

# Synonyms

**Synonyms** are the words which have the **same meaning**. They are the opposite of Antonyms. Antonyms are the words which are opposite to each other in meaning, while Synonyms are the words which are **similar to each other in meaning**. But a close study would reveal that though the synonyms are similar in meaning, there is always a shade of difference in their intention and application. Therefore, a student must understand the minute distinction between their meanings to be able to use them correctly. We give below a list of popular Synonyms explaining the delicate difference in their meanings and their use in sentences.

1. **Home**—(dwelling place with all its happy associations such as furnishings, family, love, etc.)
  - He is returning home after many years.
2. **House**—(dwelling place, building only)
  - He has built a big house.
3. **Hear**—(in the ordinary sense)
  - We could hear them talking.
4. **Listen**—(implies careful attention)
  - The whole class will listen to you.
5. **Infectious**—(refers to a disease that spreads through air or water)
  - Cholera is an infectious disease.
6. **Contagious**—(a disease that spreads by physical contact)
  - Small-pox is a contagious disease.
7. **Idle**—(inactive or without work through circumstances)
  - He has been sitting idle for several months now.
8. **Lazy**—(inactive by habit or temperament)
  - He is too lazy to finish his work in time.

9. **Ill**—(not in health)
  - He is ill these days.
10. **Sick**—(under the effect of some disease)
  - A sick man must take his medicine regularly.
11. **Mistake**—(misunderstanding or miscalculation)
  - They mistake him for a gentleman.
  - Don't commit such a mistake again.
12. **Blunder**—(serious or gross mistake)
  - You would be committing a blunder if you don't report the matter to the police.
13. **Error**—(departure from established rules or practice).
  - Avoid grammatical errors.
14. **Oral**—(in the spoken form)
  - The teacher took an oral test.
15. **Verbal**—(in words only as against in writing)
  - Let me have your statement in writing; I shall not accept your verbal assurance.
16. **Presume**—(to believe what we think to be true)
  - I presume he is an honest man.
17. **Assume**—(in matters that ought to be true)
  - I assume my father will send me money in time.
18. **Possible**—(not contrary to natural conditions or reason)
  - If we drive a little faster, it is possible we may reach before sunset.
19. **Probable**—(what may happen)
  - It is probable that the examination may be postponed.

- 10. Praise**—(refers to one's actions)  
 ● We must praise his efforts.
- Admire**—(refers to one's qualities or possessions)  
 ● We must admire his courage.
- 11. Prohibit**—(legal or official restriction)  
 ● Drinking is prohibited here.
- Forbid**—(in personal or private matters)  
 ● My father forbids me to leave today.
- 12. Recollect**—(call to mind through some efforts)  
 ● Can you recollect what he said ?
- Remember**—(call to mind with very little or no efforts)  
 ● I remember we met last month.
- 13. Regret**—(unhappiness over what one has done or left undone)  
 ● To my great regret, I have suspended him.
- Sorrow**—(refers to some loss or evil)  
 ● His wife's death has plunged him into deep sorrow.
- 14. Say**—(to assert; to declare)  
 ● I say I have not done it.
- Speak**—(to express in the ordinary way)  
 ● He speaks very fast.
- Tell**—(to inform; to narrate)  
 ● He will tell you the whole story.
- 15. See**—(without any effort)  
 ● We see greenery all around us.
- Look**—(with effort or intention)  
 ● Please look at me.
- Watch**—(to observe closely)  
 ● You must watch his movements carefully.
- 16. Scenery**—(landscape)  
 ● Every visitor admires the scenery of Kashmir.
- Scene**—(Place or spot of some action or occurrence)  
 ● He was present at the scene of accident.
- 17. Vacant**—(refers to a thing or situation which is at present free or unoccupied but which was previously filled)

- The post of the accountant has fallen vacant.
- Empty**—(where there is nothing)  
 ● The room is empty.
- 18. Assent**—(relates to matters of judgment)  
 ● The President has given his assent to the bill.
- Consent**—(relates to matters of conduct)  
 ● My father has given his consent to my proposal.
- 19. Allow**—(denotes a negative action and means abstain from refusal)  
 ● I can't allow you to go there
- Permit**—(denotes a positive action and means to give a decided assent)  
 ● My parents have permitted me to join the Navy.
- 20. Abstain**—(from a thing)  
 ● You must abstain from hard drinks.
- Refrain**—(from an action)  
 ● You are refrained from taking any further action.
- 21. Avenge**—(just punishment on evil-doers)  
 ● I shall avenge my father's death upon the murderer.
- Revenge**—(to inflict pain or injury out of resentment or grudge)  
 ● I will certainly revenge myself on him for this insult.
- 22. Admit**—(to acknowledge or accept)  
 ● I admit my fault.
- Confess**—(to acknowledge responsibility or guilt)  
 ● He confessed his involvement in the crime.
- 23. Anger**—(sudden feeling of displeasure)  
 ● He showed much anger at his irresponsible behaviour.
- Resentment**—(a lasting feeling of displeasure)  
 ● He bears resentment against me for a cause not known to me.
- 24. Answer**—(a question is answered)  
 ● Answer any five questions.

**Reply**—(a letter or a charge is replied)

- You have to reply these charges within a week.

**25. Attain**—(to get by exertion or labour)

- He has attained proficiency in English.

**Acquire**—(to have some hold permanently)

- He has acquired one more house.

**26. Ancient**—(opposed to modern)

- This is an ancient fort.

**Old**—(opposed to young or new)

- He deals in old books.

**27. Ability**—(power to do something physical or intellectual)

- He has remarkable ability to guide you in this field.

**Capacity**—(power to achieve, hold or contain)

1. He has the capacity to consume one full bottle of whisky.
2. This hall has a seating capacity for two hundred people.

**28. Astonishment**—(extreme surprise)

- I was astonished to see a crowd of people standing before my gate.

**Surprise**—(due to something new or unexpected)

- I was surprised to find my father waiting for me in my room.

**Wonder**—(surprise mixed with admiration)

- I wondered at her great skill in dancing.

**29. Bravery**—(physical)

- He showed much bravery in challenging the dacoits.

**Courage**—(born of reason and reflection)

- He showed much courage in refusing to pay any hush money.

**Valour**—(highest quality of courage)

- Maharana Pratap was the very model of bravery.

**Boldness**—(short-lived courage for an occasion)

- He exhibited much boldness in facing the critical situation.

**Daring**—(courage with rashness)

- He showed much daring in jumping into the flooded river.

**30. Battle**—(a single contest between two opposing armies)

- The battle of Haldighati was fought between Maharana Pratap and the Mughals.

**War**—(a series of contests between two opposing armies)

- The First World War started in 1914.

**Fight**—(a combat between a small number of persons)

- There was a fierce fight between the police and the dacoits.

**31. Begin**—(used on all occasions)

- Let us begin the match.

**Commence**—(used only in official and formal language)

- The University examinations commence on April 15.

**Start**—(implies an idea of an actual physical motion)

- Now the match starts.

**32. Beautiful**—(implies certain degree of delicacy, not applicable to men)

- She is a very beautiful girl.

**Hadsome**—(is used for men)

- He is a handsome young man.

**33. Cutom**—(generally refers to the repeated action of many persons, a community, a society, a race, etc.)

- Community feast after death is a bad custom in India.

**Habit**—(is applicable when we are speaking of just one person)

- He is in the habit of reading late in the night.

**34. Cite**—(is used for things or persons)

- I can cite the authority of Tagore on this point.

**Quote**—(is used for things only)

- I quote a passage from Milton.

**35. Compulsion**—(is physical)

- I have to work here under compulsion.

- Obligation**—(is moral)  
 ● I am under obligation to vote for him.
- 36. Confer**—(conferring is an act of authority)  
 ● The Chancellor will confer the Degrees.
- Bestow**—(bestowing is an act of generosity or charity)  
 ● I bestow an old-age pension on you.
- 37. Crime**—(an offence against the law)  
 ● Smuggling is a crime.
- Vice**—(an offence against morals)  
 ● Smoking is a vice.
- Sin**—(an offence against the law of God or religious law)  
 ● Illicit love is a sin.
- 38. Ceiling**—(the inner side of a roof)  
 ● The colour of our ceiling is white.
- Roof**—(the entire covering of a room or house)  
 ● The roof is leaking.
- 39. Character**—(mental or moral nature)  
 ● He is a man of high character.
- Conduct**—(one's actions)  
 ● His conduct is praiseworthy.
- 40. Contentment**—(a state of mind in which one does not wish for more)  
 ● Contentment is the basis of happiness.
- Satisfaction**—(fulfilment of one's expectations)  
 ● The achievement of my son has given me full satisfaction.
- 41. Cool**—(denotes a pleasant sensation)  
 ● A cool breeze is blowing.
- Cold**—(denotes an unpleasant sensation)  
 ● The weather is very cold.
- 42. Defend**—(refers to present danger)  
 ● I can well defend myself against this charge.
- Protect**—(refers to approaching danger)  
 ● We should have a strong army to protect our country against any attack.
- 43. Deny**—(refers to matters of fact or knowledge)  
 ● I forcefully deny my participation in this criminal act.
- Refuse**—(refers to matters of wish or request)  
 ● I refuse to accept your request.
- 44. Doubt**—(to doubt a fact or a statement)  
 ● I doubt his version of the incident.
- Suspect**—(to suspect is to be inclined to think a thing untrue)  
 ● I suspect his honesty.
- 45. Discover**—(to find out a thing or country that existed before)  
 ● Columbus discovered America.
- Invent**—(to create what did not exist before)  
 ● Wright Brothers invented the aeroplane.
- 46. Drown**—(refers to persons)  
 ● A man drowned in the river.
- Sink**—(refers to things)  
 ● A boat sank in the river.
- 47. Desire**—(is used of that which is near at hand or in thought)  
 ● I have a keen desire to attend my friend's marriage.
- Wish**—(is used of that which is remote)  
 ● I wish I could set up a large factory.
- Want**—(is used of that which is lacking or absent)  
 ● The crops have dried up for want of rains.
- Need**—(is used of that which is both lacking and necessary)  
 ● I urgently need a good dictionary.
- Require**—(demand or ask for in words)  
 ● I require your personal help.
- 48. Envy**—(feeling uneasy at others'good fortune)  
 ● It is a common weakness to envy the good fortune of others.
- Jealousy**—(Suspicious of rivalry, lack of trust)  
 ● He languishes under jealousy against all his friends.
- 49. Enough**—(relates to the quantity which one wishes to have)  
 ● This amount is enough for your purpose.

**Sufficient**—(relates to the use that is to be made of anything)

- There is sufficient milk for four cups of tea.

**50. Event**—(an important happening)

- Marriage is an important event in the life of every person.

**Incident**—(an ordinary happening)

- We forget many small incidents of life.

**Accident**—(an unexpected serious occurrence)

- Several persons were killed in the accident.

**51. Excuse**—(is used with reference to trifling matters)

- His illness is just an excuse for doing no work.

**Forgive**—(is used with reference to offences)

- Please forgive me for this mistake.

**Pardon**—(is used with reference to simpler offences)

- I beg your pardon for not bringing your book today.

**52. Famous**—(is used in a good sense)

- The Taj is a famous monument.

**Notorious**—(is used in a bad sense)

- A notorious dacoit has been killed.

**Renowned**—(is used for a high and dignified kind of reputation)

- Dr. Tagore was a renowned poet.

**53. Freedom**—(implies absence of restraint at the present moment)

- Everybody wants freedom.

**Liberty**—(implies freedom from previous restraint; undue freedom)

1. The convict was set at liberty.
2. Too much liberty is bad.

**54. Falsehood**—(something said or done with or without the idea of deceiving a man)

- He was guilty of falsehood when he said that he had completed all his work.

**Lie**—(speaking untrue words with the intention of deceiving others)

- He was certainly telling a lie when he said that he was the owner of the factory.

**55. Grateful**—(one who remains indebted for the kindness of a benefactor)

- I am grateful to my uncle for many favours.

**Thankful**—(one who cherishes the memory of the favours shown by one's benefactor)

- I shall always remain thankful to all my friends for their encouragement.

**56. Hope**—(is used when what we anticipate is very likely to happen)

- He has every hope of passing in the first division.

**Expect**—(is used when what we anticipate is good but not very certain. It refers to future)

- He expects to get some timely help from his uncle.

**57. Watch**—(to observe closely)

- You must watch his conduct very closely.

**Witness**—(is used of persons or events as evidences)

- My friend is an eye-witness of the whole incident.

**58. Sight**—(faculty of vision ; anything seen)

- It was indeed a horrible sight.

**Scenery**—(the view of landscape)

- The scenery of Kashmir is highly colourful.

**Scene**—(landscape, a place where an event or accident takes place)

- That is the scene where the battle was fought.

**59. Trade**—(it is business on either small or large scale)

- The trade of cotton cloth is on the decline.

**Commerce**—(it is always on a large scale, specially between countries)

- India's commerce with African countries is steadily increasing.

**60. Libel**—(unfavourable or dishonourable observations or defamation in written or printed form)

- I am suing this newspaper for libel against me.

**Slander**—(spreading defamation orally)

- He has been slandering me for no reason or rhyme.

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- 61. Place**—(to put a thing somewhere)
- Please place this chair in the lawn.
- Keep**—(to put something for a long time)
- I keep my books in my study room.
- 62. Redress**—(relief or compensation as a matter of right or justice)
- The injured worker must get due redress from the factory.
- Relief**—(implies kindness or generosity)
- Immediate relief should be provided to the people in flood-affected areas.
- 63. Rob**—(to take away by force)
- The dacoits robbed the whole family on the point of gun.

- Steal**—(to take away secretly)
- Here thieves may steal away even in day time.
- 64. Reverence**—(deep respect, religious devotion)
- The Archbishop was held in high reverence.
- Respect**—(honour, high opinion)
- We all give him due respect for his scholarship.
- 65. Illegal**—(deliberately against law)
- Smuggling of contraband articles is an illegal act.
- Unlawful**—(not in conformity with law)
- Don't do anything unlawful.

# 21

# Homonyms

## Homonyms and Paronyms

Some words are so alike to each other in their **spellings, Pronunciation or meanings** that it becomes difficult to understand and use them correctly. There is very little difference in their spellings and pronunciation (though their meanings are very different) so that one feels confused in understanding and using them correctly. Such words are called **Homonyms** or **Paronyms**.

The words which are **similar in pronunciation**, but **different in spellings and meanings** are called **Homonyms**, as **Site, cite, Sight**. All these three words have the same pronunciation, but their spellings and meanings are different. **Site** means the '**situation**' of some building, **Cite** means '**to quote**', and '**Sight** means '**a view**'. Errors are often committed in the correct use of such words. These words are called **Homonyms**.

**Paronyms** are those words which are derived from the same **root word**, and therefore they look alike, but in course of time their meanings have become very different. For example, a root word is '**art**'. From this **root word** have been derived three words—**artistic, artificial, and artful**. **Artistic** means '**full of beautiful art**'; **Artificial** means '**unnatural**'; and **Artful** means '**cunning**'. The correct use of such words is also very difficult.

We give below the lists of popular **Homonyms** and **Paronyms** with their meanings and use.

### Homonyms

#### 1. **Accede**—(agree)

- He did not accede to my request.

#### **Exceed**—(surpass ; to be greater than)

- The precis should not exceed 150 words.

#### 2. **Access**—(approach ; reach ; admittance)

- I have no approach to the Managing Director.

**Excess**—(superabundance; more than due)

- Excess of everything is bad.

#### 3. **Accept**—(take)

- Please accept my application.

**Except**—(leaving out)

- Every student except Ram was present.

#### 4. **Adapt**—(suit ; accustomed to)

- He has now learnt to adapt himself to the local conditions.

**Adept**—(expert ; skilful)

- She is adept in painting.

**Adopt**—(take up)

- I have adopted my brother's son.

#### 5. **Affect**—(to pretend, to act upon)

- This does not affect me.

**Effect**—(as verb it means accomplish, or carry into practice; as noun it means result)

- What is the effect of this medicine ?

#### 6. **Addition**—(putting more adding)

- This is in addition to your share.

**Edition**—(a number of books printed at one time)

- This is the first edition of my book.

#### 7. **Alter**—(change)

- I can't alter my programme.

**Altar**—(place of offering in a temple or church)

- Put your offerings on the altar.

#### 8. **Allusion**—(indirect reference)

- Make the allusion clear.

**Illusion**—(a deceptive appearance)

- The world is an illusion.

- 9. Apposite**—(proper ; suitable)  
 ● He made some very apposite observations on our system of education in his speech.
- Opposite**—(standing in front of or contrary to)  
 ● Our school is opposite the church.
- 10. Assent**—(agreement ; concurrence)  
 ● I have already given my assent to your proposal.
- Ascent**—(going up)  
 ● The hill has a sharp ascent.
- 11. Antic**—(odd ; strange)  
 ● This is an antic piece of art.
- Antique**—(ancient; old-fashioned)  
 ● The church has an antique magnificence.
- 12. Ail**—(to be ill)  
 ● He has been ailing for over a week.
- Ale**—(a drink)  
 ● He drinks country ale.
- 13. All together**—(in a body)  
 ● They came all together.
- Altogether**—(completely)  
 ● This is altogether a lie.
- 14. All ready**—(all things or persons are ready)  
 ● We are now all ready to go.
- Already**—(before this time)  
 ● I have already returned his book.
- 15. Ark**—(covered floating vessel)  
 ● Noah saved himself and his tribe in an ark.
- Arc**—(a part of a circle)  
 ● The moon is in the shape of an arc.
- 16. Amiable**—(lovable)  
 ● She is a girl of amiable nature.
- Amicable**—(friendly)  
 ● Let us come to an amicable settlement.
- 17. Bale**—(package of goods)  
 ● I have taken delivery of a bale of clothes.
- Bail**—(security)  
 ● The suspect has been released on bail.
- 18. Berth**—(sleeping place in a train)  
 ● I have booked two berths.
- Birth**—(coming to life)  
 ● Today is my son's birth-day.
- 19. Bare**—(uncovered)  
 ● Don't go bare-footed.
- Bear**—(as verb, to carry or to tolerate)  
 ● I cannot bear this humiliation any longer.
- Beer**—(a kind of drink)  
 ● He drank a glass of beer.
- 20. Beach**—(shore)  
 ● Let us go for a walk on the beach.
- Beech**—(a kind of tree)  
 ● Beech tree grows on the Himalayas.
- 21. Brake**—(lever; an instrument to stop a wheel)  
 ● The brakes of my scooter are loose.
- Break**—(to make apart)  
 ● Don't break the stick.
- 22. Bough**—(a branch of a tree)  
 ● The monkey sits on the bough of a tree.
- Bow**—(bend a contrivance to shoot arrows)  
 ● He came with a bow and arrows.
- 23. Baron**—(a Norman noble ; a landlord)  
 ● His father was a baron.
- Barren**—(not fertile ; unfruitful.)  
 ● This is a barren tract of land.
- 24. Bridal**—(pertaining to marriage; adjective from bride)  
 ● There is the bridal chamber.
- Bridle**—(reins used to drive a horse)  
 ● Hold the bridle tight in your hand.
- 25. Calendar**—(chart showing the months and days of the year)  
 ● This is a beautiful calendar.
- Calender**—(as verb, to press or give finish to a piece of cloth)  
 ● Please calender my shirt.
- 26. Cannon**—(a big gun)  
 ● Cannon-balls were fired.
- Canon**—(principles)  
 ● These are the canons of taxation.

- 27. Canvas**—(a kind of rough cloth)  
 ● The tent is made of white canvas.  
**Canvass**—(to solicit votes)  
 ● I shall not canvass for any political party.
- 28. Casual**—(accidental or occasional)  
 ● I had a casual meeting with him.  
**Causal**—(relating to cause)  
 ● There is no causal connection between one's poverty and level of intelligence.
- 29. Cast**—(as a verbs to throw)  
 ● I shall cast away my old pair of shoes.  
**Caste**—(community)  
 ● Character does not depend upon caste.
- 30. Censer**—(a vessel in which incense is burnt in a temple)  
 ● A censer was placed on the altar.  
**Censor**—(an official examiner of plays, films etc)  
 ● Every film has to be passed by the censor.  
**Censure**—(disapprove ; criticise adversely)  
 ● The court censured him for his bad character.
- 31. Cite**—(quote)  
 ● I can cite a parallel stanza.  
**Site**—(local position)  
 ● This is an ideal site for building a house.  
**Sight**—(view ; scene)  
 ● It was a horrible sight.
- 32. Cession**—(noun from the verb 'cede' which means 'to yield')  
 ● India cannot make cession of even an inch of land of Kashmir to Pakistan.  
**Session**—(the time when a court or a public body sits)  
 ● Hearing of the case will continue in the evening session.
- 33. Check**—(prevent, test)  
 ● Please check my bill.  
**Cheque**—(a written order for money to a bank)  
 ● I shall pay you by cheque.
- 34. Chord**—(a string of a musical instrument)  
 ● Tight the chords of your guitar.  
**Cord**—(a thin rope)  
 ● Hang the shirt on the cord.
- 35. Career**—(profession)  
 ● He has made remarkable progress in his career.  
**Carrier**—(one that carries)  
 ● Place the bedding on the carrier.
- 36. Course**—(way, line of action)  
 ● I shall follow this course of action.  
**Coarse**—(rough)  
 ● Poor men wear coarse clothes.
- 37. Collision**—(clashing; dashing together, accident)  
 ● There was a serious collision between a car and a scooter.  
**Collusion**—(secret agreement for an evil purpose)  
 ● He is working in collusion with the smugglers.
- 38. Corpse**—(dead body)  
 ● The corpse has been sent for postmortem.  
**Corps**—(pronounced as 'kore', a body of troops)  
 ● He belongs to the Gorkha corps.
- 39. Coma**—(state of senselessness)  
 ● He is lying in coma.  
**Comma**—(a mark of punctuation)  
 ● Put a comma after the first clause.
- 40. Complacent**—(pleased, self-satisfied)  
 ● He is complacent by nature.  
**Complaisant**—(polite ; obliging)  
 ● She is a gentle girl of complaisant nature.
- 41. Complement**—(that which completes)  
 ● This verb must take a complement after it.  
**Compliment**—(salute ; regards)  
 ● I offer my sincere compliments to you.
- 42. Conscious**—(aware)  
 ● I am fully conscious of my responsibility.

- Conscientious**—(honest; careful; scrupulous)
- He is a very conscientious person.
- Consensus**—(agreement of opinion)
- Public consensus should be invited on this issue.
- 43. Council**—(an assembly)
- He was a member of the Legislative Council.
- Counsel**—(advice)
- He gave me a very sane counsel.
- 44. Credible**—(believable)
- His story is not credible.
- Creditable**—(worthy of praise)
- He did a creditable service.
- 45. Cease**—(stop, discontinue)
- He ceases to be a Government counsel.
- Seize**—(catch ; hold tightly)
- He seized the first opportunity.
- Siege**—(state of being surrounded)
- The fort lay in siege for many days.
- 46. Current**—(a stream)
- The current in the river was very swift.
- Currant**—(dried grapes)
- Currants are very nutritious.
- 47. Capital**—(centre of administration, money invested in a business)
- New Delhi is the Capital of India.
- Capitol**—(Roman temple of Jupiter)
- Caesar was murdered in the Capitol.
- 48. Defy**—(challenge)
- You can't defy my orders.
- Deify**—(to worship as a God)
- The sage stands deified in our country-side.
- 49. Desert**—(as noun, a waste tract of sandy land)
- There is little rain in a desert.
- Deserts**—(what one deserves)
- Do whatever you like; you will get just your deserts.
- Dessert**—(fruit served after dinner)
- There must be a course desserts after dinner.
- 50. Deference**—(respect)
- I say this in due deference to his scholarship.
- Difference**—(dissimilarity)
- There is no difference between man to man.
- 51. Descent**—(coming down, slope)
- Go slow on the descent.
- Dissent**—(as verb, to 'differ'; as noun, 'disagreement')
- I have given my note of dissent.
- 52. Disease**—(malady or illness)
- He suffers from a simple disease.
- Decease**—(death)
- His sons quarrelled over his property after his decease.
- 53. Dye**—(as verb, 'to colour' ; as noun, 'colour')
- Dye my turban in deep green.
- Die**—(expire)
- He is going to die soon.
- 54. Duel**—(a fight between two)
- There was a duel between the two combatants.
- Dual**—(double)
- This machine serves a dual purpose.
- 55. Dose**—(the quantity of medicine taken at a time)
- Don't take a very heavy dose of this medicine.
- Doze**—(sleep)
- He dozed in the class.
- 56. Draught**—(the quantity of liquid drunk at a time)
- There is not even a draught of water in the jug.
- Drought**—(want of rain)
- There is fear of famine on account of drought.
- 57. Eminent**—(distinguished)
- Many eminent personalities were there.
- Imminent**—(impending ; approaching)
- There is imminent danger of war.

**58. Eligible**—(fit to be chosen)

- He is fully eligible for the post.

**Illegible**—(indistinct ; that which cannot be read)

- His handwriting is illegible.

**59. Elusive**—(baffling, escaping from grasp)

- He gave some elusive replies.

**Illusive**—(deceptive)

- The glamour of wealth is only illusive.

**60. Fain**—(gladly)

- I would fain go to the valley of flowers.

**Feign**—(pretend)

- He is in the habit of feigning.

**61. Fair**—(a show, temporary market)

- This fair is held every week.

**Fare**—(food, passage money)

- I have already paid the fare.

**62. Feat**—(an exploit, skill)

- It was a feat of real physical skill.

**Feet**—(the plural of foot)

- Her feet are so soft.

**63. Forego**—(go before)

- This is a foregone conclusion.

**Forgo**—(abstain from)

- I shall forgo my claim in your favour.

**64. Felicity**—(happiness)

- Real felicity comes from contentment.

**Facility**—(ease, opportunity)

- We shall give you every facility.

**65. Foul**—(dirty ; unfair)

- He was playing a foul game.

**Fowl**—(a bird)

- Many people eat the meat of fowls.

**66. Gage**—(security ; pledge)

- I throw my ring as a gage.

**Gaze**—(to look attentively)

- His gaze was offensive.

**67. Gait**—(manner of walking)

- Her gait is so graceful.

**Gate**—(large door)

- Please lock the gate.

**68. Goal**—(aim)

- I have come to achieve my goal.

**Gaol**—(prison ; jail)

- The convict has been sent to the gaol.

**69. Gild**—(to apply a thin covering of gold)

- Ornaments are gilded here.

**Guild**—(society of men belonging to a particular profession)

- I have joined the guild of artisans.

**70. Hail**—(frozen rain)

- There was a hail storm.

**Hale**—(healthy)

- I am hale and hearty.

**71. Hoard**—(a store)

- He has a hoard of rice.

**Horde**—(a gang)

- A horde of robbers was seen in the valley.

**72. Hart**—(a male deer)

- Don't shoot the hart.

**Heart**—(an organ of the body)

- His heart beat is normal.

**73. Ingenious**—(clever)

- He is a very ingenious statesman.

**Ingenuous**—(frank and simple)

- I like her for her ingenuous nature.

**74. Incite**—(to provoke to anger)

- Don't incite him, please.

**Insight**—(a clear perception)

- He is a man of deep insight.

**75. Jealous**—(envious of another's advantages)

- I am not jealous of you.

**Zealous**—(enthusiastic)

- He is so zealous about the Olympic games.

**76. Lightening**—(making lighter, reducing)

- He has appealed to the High Court for lightening the sentence.

**Lightning**—(electric discharge or flash in clouds)

- There was fierce lightning and thundur.

- 77. Loath**—(unwilling)  
 ● I would loath do it.  
**Loathe**—(to dislike greatly)  
 ● I loathe him for his untidy habits.
- 78. Loose**—(adjective, slack or relaxed)  
 ● My shirt is very loose.  
**Lose**—(to have no more, miss)  
 ● I don't want to lose this chance.
- 79. Mead**—(meadow)  
 ● Goats were grazing in the mead.  
**Meed**—(reward)  
 ● Contentment is the meed of honesty.
- 80. Metal**—(iron, brass, copper, etc.)  
 ● No metal is used in making this chain.  
**Mettle**—(spirit, courage)  
 ● This is the test of your mettle.
- 81. Monetary**—(relating to money)  
 ● We cannot go against our monetary system.  
**Monitory**—(warning)  
 ● I resent his monitory advice.
- 82. Moat**—(ditch around a castle)  
 ● It is not easy to cross the moat.  
**Mote**—(a dust particle)  
 ● A mote fell into my eyes.
- 83. Maize**—(a rough grain)  
 ● The bread is made of maize.  
**Maze**—(labyrinth)  
 ● We passed through a maze of rooms.
- 84. Minor**—(underage, lesser)  
 ● He is still a minor.  
**Miner**—(One who works in a mine)  
 ● The life of a miner is very hard.
- 85. Meter**—(measuring instrument)  
 ● Your meter is defective.  
**Metre**—(of the verse)  
 ● The metre of this poem is difficult.
- 86. Main**—(chief)  
 ● Speak on the main point.  
**Mane**—(long hair on an animal's neck)  
 ● My horse's mane are long and golden.
- 87. Marshal**—(a military officer)  
 ● The Marshal will inspect the parade today.  
**Martial**—(warlike)  
 ● He is skilled in all martial exercises.
- 88. Oar**—(is used for rowing a boat)  
 ● Move both the oars together.  
**Ore**—(the mineral from which metal can be extracted)  
 ● Here is a stock of iron ore.
- 89. Ordinance**—(a rule made by the Government)  
 ● The Governor has issued an ordinance.  
**Ordnance**—(a gun factory)  
 ● There is a famous ordnance depot.
- 90. Persecute**—(to harass or oppress)  
 ● You cannot persecute any poor or weak man now.  
**Prosecute**—(to bring before a court, to pursue)  
 ● The police prosecuted the suspects.
- 91. Physic**—(medicine)  
 ● No physic can cure a spiritual malady.  
**Physique**—(body health)  
 ● He enjoys good physique.
- 92. Prescribe**—(to give directions, to fix a course of studies)  
 ● The doctor will prescribe some tonic for you.  
**Proscribe**—(to prohibit)  
 ● The Government is going to proscribe the publication of this book.
- 93. Practice**—(noun, use)  
 ● I am out of practice these days.  
**Practise**—(verb, to put in use)  
 ● I practise law.
- 94. Precede**—(go before)  
 ● One precedes two.  
**Proceed**—(to go on)  
 ● You can proceed further with your arguments.
- 95. Pray**—(offer prayer to God, entreat)  
 ● Let us pray to God.

- Prey**—(hunt and kill ; game)  
● One should not prey upon animals.
- 96. Principal**—(chief)  
● He is the principal Secretary.
- Principle**—(a rule)  
● I cannot go against my principles.
- 97. Prophecy**—(noun, something foretold)  
● No prophecy can be wholly true.
- Prophefy**—(verb, to foretell)  
● I prophesy that he will lose the case.
- 98. Proffer**—(offer)  
● I have no proposal to proffer at the moment.
- Prefer**—(like more)  
● I prefer loose trousers to the tight ones.
- 99. Pair**—(two of a thing)  
● I have a pair of dogs.
- Pare**—(to trim ; to part)  
● Pare your finger nails.
- 100. Plane**—(level, to smoothen)  
● He would plane the ground for you.
- Plain**—(simple ; easy)  
● It is a plain story.
- 101. Quite**—(altogether)  
● This is quite wrong.
- Quiet**—(silent)  
● Keep quiet in the class.
- 102. Rein**—(bridle, to drive and control the horse)  
● Pull the reins of the horse.
- Reign**—(rule)  
● The king reigns in Nepal.
- 103. Rite**—(ceremony)  
● This is a very old religious rite.
- Write**—(compose)  
● We write an essay.
- 104. Rest**—(peace ; respite)  
● We can have full rest here.
- Wrest**—(snatch by force)  
● Who can wrest my sword from my hand ?
- 105. Route**—(course)  
● There is no direct route from here to Kanpur.
- Rout**—(put to flight)  
● The robbers were soon put to rout.
- 106. Spacious**—(having enough room or space)  
● We have a spacious building.
- Specious**—(outwardly pleasing or attractive)  
● They have made specious decorations.
- 107. Stationary**—(fixed)  
● The sun is stationary.
- Stationery**—(writing material)  
● He deals in stationery.
- 108. Straight**—(opposed to curved)  
● Draw a straight line.
- Strait**—(narrow)  
● The ship has to pass through a strait.
- 109. Sore**—(painful)  
● I have a sore wound.
- Soar**—(to fly high)  
● The eagle soars very high.
- 110. Story**—(a tale)  
● Tell me a story.
- Storey**—(floor of a building)  
● We live on the second storey of the building.
- 111. Suit**—(set of clothes, an action in a law court)  
● He has filed a suit against me.
- Suite**—(retinue, a set of rooms)  
● There are four suites in this Guest House.
- 112. Serge**—(a kind of cloth)  
● The suit is made of blue serge.
- Surge**—(move as in waves)  
● The sea is rising in high surge.
- 113. Shear**—(to clip the wool of sheep)  
● We shear the sheep in summer.
- Sheer**—(downright)  
● This is sheer madness.
- 114. Team**—(a party of players)  
● We have a good football team.
- Teem**—(to abound in ; to be full of)  
● The locality teems with mosquitos.

**115. Umpire**—(a referee)

- The umpire is absolutely impartial.

**Empire**—(dominion)

- The British Empire has still a Queen.

**116. Vain**—(useless ; proud)

- All your efforts are going vain.

**Vein**—(a blood vessel)

- The injection was given in the vein.

**117. Vane**—(weather-cock)

- Fix the vane on the front wall.

**Wane**—(to decrease)

- The moon is on the wane.

**118. Veracity**—(truthfulness)

- I cannot testify the veracity of his statement.

**Voracity**—(greediness)

- He has insatiable voracity for gold.

**119. Vale**—(valley)

- There is a cottage in the vale.

**Wail**—(to weep)

- The child is wailing.

**120. Waive**—(forgo)

- I cannot waive any condition.

**Wave**—(water currents in seas or rivers)

- High waves are rising in the sea.

**121. Yolk**—(the yellow portion of the egg)

- The yolk of the egg is nutritious.

**Yoke**—(bondage ; wooden structure put on a bullock's neck)

- They work under the yoke of slavery.

- 1. Alternate**—(being or coming by turns)
    - I go to the hospital every alternate day.**Alternative**—(one of the two courses or things between which there is a choice)
    - There is alternative choice between Hindi and English in the course.
  - 2. Acceptance**—(the act of accepting a thing)
    - I have already given my acceptance of the terms.**Acceptation**—(the interpretation put on something)
    - This is the correct acceptation of the term ‘Renaissance’.
  - 3. Accession**—(means actual coming to; so accession to the throne *i.e.*, becoming sovereign)
    - Richard II’s accession to the throne was splendidly celebrated.**Access**—(means the possibility of coming to)
    - I have no access to the President.
  - 4. Admission**—(being admitted)
    - All admissions are closed.**Admittance**—(letting in)
    - Admittance is restricted here.
  - 5. Artist**—(one who deals with a fine art)
    - She is a great artist.**Artiste**—(a performer in singing, dancing, etc.)
    - She is a stage artiste.
  - 6. Artistic**—(beautiful or having aesthetic appeal)
    - He has built a very artistic house.
  - Artful**—(cunning, clever)
    - He is too artful to be trusted.**Artificial**—(is opposed to natural)
    - Her behaviour is very artificial.
  - 7. Appropriateness**—(suitability)
    - The appropriateness of this building for school purposes is excellent.**Appropriation**—(making one’s own)
    - His appropriation of this building is illegal.
  - 8. Affecting**—(moving, touching, pathetic)
    - The scene of departure of the bride was very affecting.**Affectation**—(false display, forced imitation)
    - Her affectation of the Western culture was so ridiculous.
  - 9. Beside**—(by the side of, close to)
    - My house is beside the church.**Besides**—(moreover, in addition to)
    - He has much cash besides gold.
  - 10. Barbarian**—(of the primitives)
    - This ritual is barbarian.**Barbaric**—(is used in a favourable sense and means simple or rough)
    - Akbar’s court had barbaric splendour.**Barbarous**—(is used in an unfavourable sense and means cruel, inhuman)
    - Tamburlaine was a barbarous conqueror.
  - 11. Barbarism**—(rude or uncivilized condition)
    - There was barbarism in most countries upto the 10th century.**Barbarity**—(cruelty)
    - This kind of murder is an act of pure barbarity.

- 12. Beneficial**—(useful, advantageous)  
 • Regular exercise is beneficial to health.
- Beneficent**—(kind, generous)  
 • The owner of our factory is very beneficent.
- 13. Confident**—(to be sure, certain)  
 • I am confident of my success.
- Confidant**—(one who is entrusted with a secret)  
 • My confidant will never betray me.
- 14. Completeness**—(perfection)  
 • No completeness is possible in a work of art.
- Completion**—(ending)  
 • My educational career is coming to a completion.
- 15. Ceremonious**—(particular in observing forms; implies formalities over-done)  
 • He was more ceremonious than sincere.
- Ceremonial**—(relating to ceremony and rites)  
 • A ceremonial parade was held in his honour.
- 16. Contemptible**—(deserving contempt)  
 • His habits are contemptible.
- Contemptuous**—(hateful, disdainful, expressing contempt)  
 • He is contemptuous of the poor.
- 17. Comprehensive**—(extensive, including all the aspects)  
 • He has given a very comprehensive account of the case.
- Comprehensible**—(capable of being understood)  
 • His poetry is not comprehensible to the common reader.
- 18. Considerable**—(much, moderately large)  
 • He has given you considerable help.
- Considerate**—(thoughtful, regardful of others' interests)  
 • Our employer is very considerate to the needs of all workers.
- 19. Continuous**—(implies that continuity is absolute and uninterrupted)  
 • There has been continuous rain since the morning.

- Continual**—(implies that there are occasional breaks in continuity)  
 • There is continual rain through July and August every year.
- 20. Continuance**—(duration, or time of remaining in action)  
 • I shall complete all formalities during the continuance of my service.
- Continuation**—(prolongation or resumption)  
 • I am writing this in continuation of my former report.
- 21. Corporal**—(of human body, physical)  
 • Corporal punishment should not be given to young children.
- Corporeal**—(of the nature of body, material)  
 • Saints do not seek any corporeal pleasures.
- 22. Childish**—(used in a bad sense and means silly, trifling)  
 • His actions were childish.
- Child-like**—(used in a good sense and means as simple and innocent as a child)  
 • I love him for his child-like innocence.
- 23. Complacent**—(pleased ; well-satisfied)  
 • The poor workers are generally complacent by nature.
- Complaisant**—(polite; obliging)  
 • She is a complaisant lady.
- 24. Dependent**—(is an adjective meaning relying on)  
 • I am still dependent upon my father.
- Dependant**—(is a noun meaning one who depends on others)  
 • My servant is my dependant.
- 25. Dependence**—(reliance; living at another's cost)  
 • Your dependence on your father at this age is not good.
- Dependency**—(subject country)  
 • India was once a dependency of Britain.
- 26. Disinterested**—(unselfish; free from prejudice and personal motive)  
 • I have assessed this case in a most disinterested way.

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- Uninterested**—(indifferent; lacking in interest)  
 ● I am absolutely uninterested in his affairs.
- 27. Distinctness**—(clearness)  
 ● There is remarkable distinctness in his arguments.
- Distinction**—(honour)  
 ● He has completed his tenure of service with distinction.
- 28. Divers**—(several or sundry)  
 ● Divers suggestions were given by different speakers.
- Diverse**—(markedly different or unlike)  
 ● The views of the opposition parties were markedly diverse from our views.
- 29. Deliverance**—(rescue, freedom)  
 ● Religion leads to man's deliverance from the bondage of sin.
- Delivery**—(style of speech, handing over of letters or goods)  
 ● The delivery of his speech was remarkable.
- 30. Device**—(noun, a plan)  
 ● The latest device has been used in the manufacture of this machine.
- Devise**—(verb, to plan)  
 ● Let us devise some other way to get out of this muddle.
- 31. Decided**—(definite)  
 ● This is my decided answer to you.
- Decisive**—(that which ends a discussion or controversy)  
 ● We have now taken a decisive step to solve this problem.
- 32. Enviable**—(means arousing envy)  
 ● His achievement is really enviable.
- Envious**—(means feeling envy)  
 ● Don't be envious of the progress of others.
- 33. Effective**—(means having a high degree of 'effect')  
 ● The medicine was very effective.
- Effectual**—(applies to action, and means not falling short of the desired effect)  
 ● The step taken by him proved quite effectual.
- Efficacious**—(means sure to have the desired effect)  
 ● This medicine is quite efficacious in this disease.)
- 34. Envelope**—(a noun meaning a letter-cover)  
 ● Put the letter in the envelope.
- Envelop**—(a verb meaning to cover, surround or warp)  
 ● The hills were enveloped in a thick veil of mist.
- 35. Egotist**—(one who has the habit of talking a lot about oneself, selfconceited)  
 ● An egotist is always a conceited fellow.
- Egoist**—(one who believes that self-interest is the foundation of morality, who believes in systematic selfishness)  
 ● I shall have no dealings with an egoist like him.
- 36. Especial**—(means to an exceptional degree)  
 ● Mahatma Gandhi had an especial sense of honesty and integrity.
- Special**—(means for one purpose and no other)  
 ● He is coming for this special purpose only.
- 37. Elemental**—(pertaining to the elements)  
 ● One cannot fight with elemental forces.
- Elementary**—(rudimentary ; introductory)  
 ● His knowledge of Physics is still elementary.
- 38. Estimate**—(approximate valuation of a thing)  
 ● Let us first make an estimate of investment.
- Estimation**—(opinion ; judgment)  
 ● I hold him in high estimation.
- 39. Exposure**—(being exposed to air, cold, etc.)  
 ● He has developed cold and fever on account of exposure.
- Exposition**—(explanation)  
 ● Give a full exposition of the problem.
- 40. Economic**—(associated with economy)  
 ● This is our Government's Economic Policy.
- Economical**—(careful in expenditure)  
 ● He is very economical in his habits.

- 41. Funeral**—(a burial procession or ceremony)  
 • His funeral was held at Shanti Ghat.
- Funereal**—(solemn or sad, dismal, gloomy)  
 • Why do you keep a funereal face ?
- 42. Fatal**—(deadly)  
 • Cancer is a fatal disease.
- Fatalist**—(one who believes in fate)  
 • A fatalist depends upon God's will.
- Fateful**—(important ; producing important results)  
 • It was the most fateful day of my life.
- 43. Fastal**—(pertaining to a feast or a holiday)  
 • Let us enjoy in fastal mood today.
- Festive**—(joyous, gay, mirthful)  
 • He is festive by nature.
- 44. Forceful**—(possessing force)  
 • This was his most forceful argument.
- Forcible**—(done by force or compulsion)  
 • Good work cannot be done under forcible circumstances.
- 45. Godly**—(pious)  
 • My grandmother is a very godly lady.
- God-like**—(resembling God)  
 • Many sages have God-like lustre in their eyes.
- 46. Graceful**—(handsome, refined)  
 • Her manners are very graceful.
- Gracious**—(merciful)  
 • He is a very gracious old gentleman.
- 47. Human**—(belonging to mankind)  
 • It is only a human weakness.
- Humane**—(kind ; merciful)  
 • He is always humane in his dealings with his workers.
- 48. Healthy**—(means enjoying good health)  
 • He is quite healthy at this age.
- Healthful**—(means preserving or promoting health)  
 • Regularity is a very healthful habit.
- 49. Honorary**—(holding office without any remuneration or pay)  
 • He is working in an honorary capacity.
- Honourable**—(worthy of honour)  
 • Many saints are really honourable persons.
- 50. Historic**—(Famous or likely to become famous in history)  
 • January 26 is a historic day.
- Historical**—(pertaining to history)  
 • Red Fort is a historical building.
- 51. Imaginary**—(fancied, unreal)  
 • He lives in an imaginary world.
- Imaginative**—(given to imagining, contemplative)  
 • A poet is an imaginative person.
- 52. Industrious**—(diligent, laborious)  
 • An industrious person must get success.
- Industrial**—(relating to industry or commerce)  
 • Kanpur is an industrial city.
- 53. Intelligent**—(wise, sensible)  
 • She is quite intelligent.
- Intelligible**—(clear and understandable)  
 • His lecture was not intelligible to an average student.
- 54. Judicial**—(pertaining to legal justice, or to a judge)  
 • We should not interfere with judicial proceedings.
- Judicious**—(prudent; wise)  
 • His advice is very judicious.
- 55. Luxuriant**—(used to express richness in growth)  
 • She has a luxuriant growth of hair.
- Luxurious**—(implies luxury or fashion)  
 • He lives in a very luxurious way.
- 56. Lovable**—(worthy of love)  
 • All her habits and manners are lovable.
- Lovely**—(exciting love, charming)  
 • She is a lovely girl.
- 57. Limit**—(boundary, last degree)  
 • Don't try me to the limit of my patience.
- Limitation**—(restriction or inability)  
 • I have my own limitations.
- 58. Momentous**—(very important)  
 • I have taken a momentous decision.
- Momentary**—(lasting only for a moment, short-lived)  
 • His anger is only momentary.

- 59. Memorable**—(worth remembering)  
 • This is a memorable quotation.  
**Memorial**—(statue, festival, etc. serving to commemorate)  
 • A memorial statue has been installed in his honour.
- 60. Negligent**—(one who is careless in particular things)  
 • Don't be negligent about your dress.  
**Neglectful**—(one who is careless in general)  
 • You should not be so neglectful.  
**Negligible**—(something so small or unimportant that it may be disregarded)  
 • His income is still so negligible.
- 61. Observance**—(strict and attentive performance)  
 • I am very particular in the observance of my regular habits.  
**Observation**—(notice ; remark)  
 • His observation was neither just nor balanced.
- 62. Official**—(as a noun means an officer, as an adjective means pertaining to an office)  
 • He has come on official duty.  
**Officious**—(too forward in offering unwanted service)  
 • He was very officious to me.
- 63. Prudent**—(wise, intelligent)  
 • He is a very prudent person.  
**Prudential**—(those ideas or motives which lead a man to prudent action)  
 • All his actions are prudential.
- 64. Provident**—(thrifty ; showing foresight)  
 • One should be provident in both thought and action.  
**Providential**—(divine, strikingly opportune)  
 • He had a providential escape.
- 65. Practical**—(opposed to theoretical)  
 • He was put to practical test.  
**Practicable**—(capable of being performed)  
 • This is not a practicable solution.
- 66. Pitiable**—(arousing pity)  
 • Her condition is pitiable.  
**Pitiful**—(feeling pity)  
 • My grandfather is very pitiful.  
**Piteous**—(means either exciting pity or showing it)  
 • Her cries were piteous.

- 67. Politic**—(wise, prudent, sagacious)  
 • The measures taken by our Prime Minister are really politic.  
**Political**—(pertaining to politics)  
 • It is a serious political problem.
- 68. Proportional**—(in due proportion)  
 • Let us come to a proportional distribution of the property.  
**Proportionate**—(equal, corresponding in degree or amount)  
 • Your wages are proportionate to your labour.
- 69. Prophecy**—(noun, a forecast or prediction)  
 • His prophecy came out true.  
**Prophecy**—(verb, to foretell)  
 • I cannot prophesy what may happen.
- 70. Reverend**—(means deserving reverence and is applied to persons only)  
 • The Archbishop is a reverend scholar.  
**Reverent**—(means showing reverence and is applied to both persons and things)  
 We should be reverent to every religion.
- 71. Respectable**—(deserving respect)  
 • He is a respectable teacher.  
**Respectful**—(showing respect)  
 • One should be respectful to one's teachers.  
**Respective**—(relating to particular persons or things)  
 • They did their respective duties faithfully.
- 72. Righteous**—(just)  
 • A judge ought to be a righteous person.  
**Rightful**—(having a just and legal claim)  
 • This is my rightful property.
- 73. Regretful**—(full of regret or sorrow)  
 • He is regretful for his hasty action.  
**Regrettable**—(causing regret)  
 • He acted in a regrettable way.
- 74. Servitude**—(state of slavery)  
 • One cannot act freely in servitude.  
**Servility**—(means spirit of servitude)  
 • His attitude is one of servility.
- 75. Social**—(relating to society)  
 • This is a social obligation.  
**Sociable**—(fond of mixing in society)  
 • He is a sociable person.

**76. Sensible**—(having sense or consistent with reason)

- He is a sensible person.

**Sensitive**—(one who is easily affected, touchy)

- One should not be too sensitive.

**Sensual**—(used in a bad sense and means voluptuous, carnal)

- A sensual person is a person of weak character.

**Sensuous**—(used in a good sense for one who has a keen appreciation of the beautiful relating to all senses)

- Keats was a sensuous poet.

**77. Speciality**—(the state or quality of being special)

- What is the speciality in your machine ?

**Specialty**—(special pursuit or skill)

- His specialty is landscape painting.

**78. Signification**—(meaning)

- What is the signification of the term ‘Renaissance’ ?

**Significance**—(importance, value)

- This is not a matter of any significance to me.

**79. Spiritual**—(pertaining to soul or spirit)

- I believe in high spiritual values.

**Spirituous**—(alcoholic)

- One should avoid spirituous drinks.

**80. Tolerable**—(applied to things and conditions that are bearable)

- His behaviour is not tolerable.

**Tolerant**—(usually applied to a person who is liberal and who will tolerate any opinion different from his own)

- My father is very tolerant.

**81. Temperance**—(moderation, sobriety)

- One should exercise temperance in everything.

**Temperament**—(disposition, mental character of an individual)

- She is a lady of sweet temperament.

**82. Temporary**—(lasting for a short time)

- This is a temporary post.

**Temporal**—(as opposed to spiritual)

- One should value spiritual gains more than temporal gains.

**83. Transient**—(of short duration)

- Man’s life is transient.

**Transitory**—(speedily vanishing)

- Material possessions are transitory.

**84. Unmoral**—(applied to a person who is non-moral ; one who has no idea of morals)

- A child is an unmoral being.

**Immoral**—(applied to a person or thing which is depraved and evil.)

- Don’t do anything immora.

**85. Union**—(act of uniting, an organization)

- He is a member of the Indian Trade Union.

**Unison**—(agreement of sounds)

- The hymns were sung by all in unison.

**Unity**—(oneness)

- There is strength in unity.

**86. Vocation**—(chief occupation or calling)

- Tailoring is his vocation.

**Avocation**—(diversion from usual occupation, hobby)

- Painting is my avocation.

**87. Virtual**—(real ; in effect, though not in form)

- He is in a state of virtual madness.

**Virtuous**—(blameless, possessing moral goodness)

- My mother is a very virtuous lady.

**88. Willing**—(ready, having no reluctance)

- I am willing to go.

**Wilful**—(deliberate, conscious)

- His negligence is wilful.

**89. Wait**—(often intransitive in use)

- I shall wait for you.

**Await**—(always transitive in use)

- He was eagerly awaited.

**90. Womanly**—(used in a good sense and means affectionate and modest)

- She has womanly gentleness.

**Womanish**—(used in a bad sense and means weak and cowardly)

- He is womanish in his behaviour.

23

## The Same Word Used as Different Parts of Speech

There are many words in the English Language which, in the same form, can be used as different Parts of Speech. For example, take the word **Look**. When ‘Look’ is used in the sense of **View or appearance**, it is a **Noun**. When it is used in the sense of **seeing**, it is a **Verb**. We give below some popular words that can be used as different Parts of Speech.

### Air—

- Noun**—Let us walk in fresh air.  
**Verb**—All woollen clothes should be timely aired.

### Age—

- Noun**—What is your age ?  
**Verb**—My father is aging very fast.

### Arm—

- Noun**—He was wounded in his arm.  
**Verb**—We should arm our forces with the latest weapons.

### Break—

- Noun**—There is no break in his service.  
**Verb**—Don’t break the law.

### Better—

- Noun**—I always respect my betters.  
**Adjective**—This is certainly a better suggestion.  
**Verb**—We must first try to better our economic condition.

### Boil—

- Noun**—The boil in his arm is bleeding.  
**Verb**—Please boil the soup.

### Back—

- Noun**—He can carry heavy load on his back.  
**Verb**—I will never back a wrong cause.

### Bare—

- Adjective**—He came with bare head.

- Verb**—Bare your arm before me.

- Adverb**—He came bareheaded.

### Bottle—

- Noun**—He has broken the bottle.

- Verb**—They do not bottle the drinks with proper care.

### Bell—

- Noun**—The bell is ringing.

- Verb**—Who can bell the cat ?

### Brave—

- Noun**—We all respect the brave.

- Adjective**—Indian soldiers are brave.

### Book—

- Noun**—I am reading a book.

- Verb**—Please book my luggage by the passenger train.

### Bite—

- Noun**—I haven’t had a bite since the morning.

- Verb**—The dog may bite you.

### Close—

- Noun**—The meeting is soon coming to a close.

- Adjective**—We should discuss it only among close friends.

- Verb**—Please close the gate.

### Calm—

- Noun**—You should maintain your calm of mind.

- Adjective**—The atmosphere is calm and quiet.

- Verb**—Please try to calm down the mob.

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**Count—**

**Noun**—Please keep count of the runs.

**Verb**—He is counting the runs.

**Cold—**

**Noun**—I am suffering from cold.

**Adjective**—The morning is very cold.

**Court—**

**Noun**—The courts are closed today.

**Verb**—They are courting arrest.

**Call—**

**Noun**—There is a call for you.

**Verb**—He will call upon you.

**Cut—**

**Noun**—He received a deep cut in the arm.

**Verb**—Don't cut your programme.

**Catch—**

**Noun**—It was a beautiful catch.

**Verb**—You cannot catch me.

**Cane—**

**Noun**—Here is a beautiful cane.

**Verb**—He was caned publicly.

**Chair—**

**Noun**—Please bring a chair.

**Verb**—The speaker chaired the session.

**Cover—**

**Noun**—Please put the cover upon the jar.

**Verb**—Please cover your head properly in this cold weather.

**Deep—**

**Noun**—They are fishing in the deep.

**Adjective**—It is a very deep river.

**Adverb**—They have gone deep into the water.

**Drive—**

**Noun**—I am going out for a drive.

**Verb**—He drives the car very fast.

**Date—**

**Noun**—What is the date of your birth ?

**Verb**—The Christian era dates with the birth of Christ.

**Desire—**

**Noun**—He has a great desire to be a doctor.

**Verb**—He desires to pass in the first division.

**Doubt—**

**Noun**—I have no doubt about his honesty.

**Verb**—He doubts my sincerity.

**Daily—**

**Noun**—‘The Hindustan Times’ is an important daily.

**Adjective**—This is a part of his daily programme.

**Empty—**

**Adjective**—The box is empty.

**Verb**—Please empty the drum.

**Earth—**

**Noun**—The earth moves round the sun.

**Verb**—Let us earth our hostility for ever.

**Elder—**

**Noun**—You must respect your elders.

**Adjective**—He is my elder brother.

**Fast—**

**Noun**—I am observing a fast today.

**Adjective**—He is my fast friend.

**Verb**—He has been fasting for a week.

**Adverb**—He ran very fast.

**Final—**

**Noun**—Our team is playing in the finals.

**Adjective**—This chance is final.

**Free—**

**Adjective**—We are citizens of a free country.

**Verb**—Let us free ourselves from the age-old customs.

**Fill—**

**Noun**—We have eaten to our fill.

**Verb**—Please fill the jar with water.

**Fix—**

**Noun**—He is in a fix.

**Verb**—Please fix up your programme at an early date.

**Face—**

**Noun**—Turn your face to the left.

**Verb**—He faced the situation boldly.

**Fool—**

**Noun**—He is a great fool.

**Verb**—You cannot fool me like this.

**Floor—**

**Noun**—They sat on the floor before my office.

**Verb**—Dara Singh floored down his opponent in two minutes.

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**Fish—**

**Noun**—They have caught a large fish.  
**Verb**—You cannot fish in this part of the river.

**Fell—**

**Adjective**—Cancer is really a fell disease.  
**Verb**—He fell into the well.

**Gun—**

**Noun**—This is my gun.  
**Verb**—The police gunned down the absconder.

**Help—**

**Noun**—He gave me a very timely help.  
**Verb**—Will you not help me out ?

**Hand—**

**Noun**—He raised his hand.  
**Verb**—Please hand over the book to the teacher.

**Humble—**

**Noun**—We should help the humble and poor.  
**Adjective**—He is a very humble pupil.  
**Verb**—He is out to humble me in public.

**Head—**

**Noun**—He wears a white cap on his head.  
**Verb**—He heads the list of the successful candidates.

**III—**

**Noun**—I have done you no ill.

**Adjective**—She is ill.

**Idle—**

**Adjective**—He is an idle fellow.  
**Verb**—Don't idle away your time like this.

**Know—**

**Noun**—I am in the know of everything.  
**Verb**—Do you know him ?

**Kind—**

**Adjective**—He is a kind man.  
**Noun**—Here is another kind of the rose.

**Less—**

**Noun**—He cannot be satisfied with less.  
**Adjective**—He pays less attention to his studies than to games.  
**Adverb**—This plot of land is less fertile than the next one.

**Little—**

**Noun**—I shall be satisfied with a little.  
**Adjective**—Here is a little gift for you.  
**Adverb**—The river is a little deeper here.

**Like—**

**Noun**—I shall never find the like of him again.  
**Adjective**—They are all men of like interests.  
**Verb**—I would like to have a cup of tea.

**Light—**

**Noun**—There is sufficient light in the room.  
**Adjective**—I don't appreciate his light talks.  
**Verb**—Please light the candle.

**Love—**

**Noun**—I have great love for my country.  
**Adjective**—This is a love poem.  
**Verb**—Every mother loves her child.

**Laugh—**

**Noun**—We had a hearty laugh at him.  
**Verb**—Don't laugh at the poor.

**Mud—**

**Noun**—There is so much of mud here in the rains.  
**Adjective**—He lives in a mud house.

**More—**

**Noun**—I don't want any more.  
**Adjective**—They will have many more chances.  
**Adverb**—He is more intelligent.

**Man—**

**Noun**—He is a brave man.  
**Verb**—The ship is manned by trained sailors.

**Master—**

**Noun**—He is the master of the ship.  
**Adjective**—We are drawing a master plan.  
**Verb**—I have mastered the whole lesson.

**Move—**

**Noun**—The army is on the move.  
**Verb**—Let us now move to the next room.

**Make—**

**Noun**—What is the make of your watch ?  
**Verb**—Don't make a noise here.

**Need—**

**Noun**—Your need is greater than mine.  
**Verb**—He needs a pen immediately.

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**Nurse—**

**Noun**—She is a trained nurse.

**Verb**—Please nurse the baby carefully.

**Number—**

**Noun**—Please mark the number on the parcel.

**Verb**—Please number the articles serially.

**Open—**

**Adjective**—I have received an open letter.

**Verb**—Please open the door.

**Poor—**

**Noun**—We must help the poor.

**Adjective**—She is a poor woman.

**Past—**

**Noun**—We know very little of his past.

**Adjective**—He is a past master in all these matters.

**Adverb**—He is now past working age.

**Pocket—**

**Noun**—My pocket is empty.

**Verb**—He cannot pocket this insult.

**Right—**

**Noun**—This is my own right.

**Adjective**—He is the right man.

**Verb**—Can you now right the wrong done to me ?

**Adverb**—He drove the car right against me.

**Round—**

**Noun**—The Principal is on a round.

**Adjective**—He dug a round hole.

**Verb**—The police has rounded up all the pick-pockets.

**Adverb**—I could not bring him round to agree with me.

**Preposition**—The train goes round the city.

**Reach—**

**Noun**—This is beyond my reach.

**Verb**—I will reach home before sunset.

**Run—**

**Noun**—He made fifty runs.

**Verb**—He will run the 5000 meter race.

**Slow—**

**Adjective**—He is a slow writer.

**Verb**—The train slowed down at the outer signal.

**Adverb**—He works very slow.

**Sound—**

**Noun**—I hear a sound outside.

**Adjective**—He gave very sound arguments in his defence.

**Verb**—Please sound the horn.

**Spring—**

**Noun**—Flowers grow in abundance in spring.

**Adjective**—They are bathing in the spring water.

**Verb**—The monkey springs from roof to roof.

**Stone—**

**Noun**—Don't roll down the heavy stone.

**Adjective**—He broke through the stone walls.

**Verb**—The witch was stoned to death.

**Stand—**

**Noun**—I cannot change my stand.

**Verb**—Stand in a line, please.

**Stay—**

**Noun**—I shall have a long stay in the country now.

**Verb**—Will you stay here tonight ?

**Adjective**—The court has passed stay orders.

**Second—**

**Adjective**—He is my second son.

**Verb**—Will anyone second my proposal ?

**Adverb**—He came second in the race.

**School—**

**Noun**—This is a public school.

**Verb**—He has been very properly schooled.

**Adjective**—We are school fellows.

**Set—**

**Adjective**—I shall follow my set programme.

**Verb**—The sun sets in the west.

**Spear—**

**Noun**—I have a long spear.

**Verb**—The hunter speared down the boar.

**Spoil—**

**Noun**—The thieves have divided up the spoils.

**Verb**—Don't spoil your child like this.

**Skin—**

**Noun**—Her skin is oily.

**Verb**—The child could not skin the banana.

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**Silence—**

**Noun**—There was perfect silence in the class.

**Verb**—Nobody can silence me.

**Table—**

**Noun**—This is our dining table.

**Verb**—The draft resolution has been tabled for discussion.

**Touch—**

**Noun**—Even a touch has a memory.

**Verb**—You cannot touch me.

**Turn—**

**Noun**—Take a turn to the left at the next crossing.

**Verb**—I hope he will turn up in time.

**Well—**

**Noun**—There is no water in the well.

**Adjective**—He is quite well now.

**Adverb**—It was well done.

**Wrong—**

**Noun**—I have done you no wrong.

**Adjective**—He is following a wrong policy.

**Verb**—He has certainly wronged me.

**Watch—**

**Noun**—I always keep a watch in my pocket.

Keep a watch on the children.

**Adjective**—Where is the watch-dog ?

**Verb**—He is watching for an opportunity.

**Water—**

**Noun**—Please bring me a glass of water.

**Verb**—The gardner is watering the plants.

**Adjective**—Lotus is a water plant.

**Work—**

**Noun**—I have no work today.

**Verb**—He doesn't work here.

**Wait—**

**Noun**—They lay in wait for the victim.

**Verb**—I waited for you yesterday.

**Walk—**

**Noun**—I go to the park every morning for a walk.

**Verb**—Let us walk down to the station.

**Want—**

**Noun**—There is no want of water in the town.

**Verb**—I want to purchase a car.

**Weekly—**

**Noun**—“Sunday Times” is a good weekly.

**Adjective**—They are working on weekly wages.

**Wear—**

**Noun**—We have a large stock of winter wears.

**Verb**—He wears a blue coat.

**24****One-Word Substitution**

There are many words in English which have a very comprehensive meaning. A single word can convey the sense of many words. The use of such words is considered to be good from the stylistic point of view. These words add to the depth, brevity, clarity, aptness and effectiveness of the language. For example, if we say, "This is a book published after the death of its author", or "This is a child born after the death of his father", we can express this complete idea by the word "Posthumous". We give below a list of popular words of this kind.

- |   |             |
|---|-------------|
| 1. A person who believes in the total abolition of war.   | Pacifist    |
| 2. A person who is fond of fighting.  | Belligerent |
| 3. A person who believes in the existence of God.   | Theist      |
| 4. A person who does not believe in the existence of God.   | Atheist     |
| 5. A person who renounces the world and devotes himself to a strictly devout life, torturing the body for the good of the soul. | Ascetic     |
| 6. A person with whom money or gain is the most important consideration.  | Materialist |
| 7. A person who is very fond of sensuous enjoyments.  | Epicure     |
| 8. A person who is indifferent to pleasure and pain.  | Stoic       |
| 9. A man who is womanish in his habits.   | Effeminate  |
| 10. A man who amuses himself by love-making.  | Philanderer |
| 11. One who is very selective in one's taste and choice.  | Fastidious  |
| 12. One who does not know reading and writing.  | Illiterate  |
| 13. One who is very simple and who easily believes whatever is told.  | Credulous   |
| 14. One with long experience in any field.  | Veteran     |
| 15. Consent of all.   | Unanimous   |
| 16. A book or a work of art whose author is not known.  | Anonymous   |
| 17. One who entirely depends on another.  | Parasite    |
| 18. One who takes up arms against the government.   | Rebel       |
| 19. Goods sent from one country to another for trade.   | Export      |
| 20. Goods received by one country from another for trade.   | Import      |
| 21. To import goods illegally without payment of customs duty.  | Smuggle     |
| 22. Murder of one's own self.   | Suicide     |
| 23. Murder or murderer of man.  | Homicide    |
| 24. Murder or murderer of a king.   | Regicide    |
| 25. Murder or murderer of an infant.  | Infanticide |
| 26. Murder or murderer of one's own mother.   | Matricide   |
| 27. Murder or murderer of one's own father.   | Patricide   |

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- |  |                     |
|--|---------------------|
| 28. Murder or murderer of one's own brother.   | Fratricide          |
| 29. A disease which spreads through air and water.   | Infectious          |
| 30. A disease which spreads by physical touch or contact.  | Contagious          |
| 31. A person who is unable to pay his debts or honour his commitments.                             | Insolvent           |
| 32. Persons living at the same time.   | Contemporaries      |
| 33. One who does not care for art and literature, and whose interests are only material.           | Philistine          |
| 34. Items of business for consideration at a meeting.  | Agenda              |
| 35. A diplomatic representative of one country in another.   | Ambassador          |
| 36. Nations engaged in war.  | Belligerent         |
| 37. The period of gradual recovery of health after illness.  | Convalescence       |
| 38. The worship of idols or images.  | Idolatry            |
| 39. To turn out of society.  | Ostracize           |
| 40. A remedy for all kinds of diseases or troubles.  | Panacea             |
| 41. A scene of wild noise and disorder.  | Pandemonium         |
| 42. Two countries or states whose frontiers touch.   | Contiguous          |
| 43. A thing which can be easily broken.  | Brittle             |
| 44. A plane figure with eight sides and angles.  | Octagon             |
| 45. A plane figure with five sides and angles.   | Pentagon            |
| 46. A plane figure with six sides and angles.  | Hexagon             |
| 47. Succession of rulers belonging to one family.  | Dynasty             |
| 48. A person, plant or animal who is below the usual size.   | Dwarf               |
| 49. An elderly unmarried woman.  | Spinster            |
| 50. Undue favour shown to one's own relatives.   | Nepotism            |
| 51. A person who compiles a dictionary.  | Lexicographer       |
| 52. One who does a thing for pleasure and not as a profession.                                     | Amateur             |
| 53. One who is very particular or overscrupulous about small details.                              | Meticulous          |
| 54. One who is a breaker of things of art and literature, or who opposes established institutions. | Iconoclast          |
| 55. One who assumes a character or title not his own to deceive others.                            | Impostor            |
| 56. Speaking irreverently about God or sacred things.  | Blaspheme           |
| 57. The act of violating the sanctity of the church or any religious institution.                  | Sacrilege           |
| 58. One who depends on and believes in fate.   | Fatalist            |
| 59. One who is filled with excessive and mistaken enthusiasm in religious matters.                 | Fanatic or Bigot    |
| 60. One who wishes to destroy all established governments, law and order.                          | Anarchist           |
| 61. A lady's umbrella.   | Parasol             |
| 62. A lady's purse.  | Raticule            |
| 63. The passage of soul after death from one body to the other.                                    | Transmigration      |
| 64. Medical examination of the dead body.  | Post-mortem         |
| 65. Deviation or departure from common rule or standard or what is normal.                         | Anomaly             |
| 66. A person chosen by quarrelling parties to settle their differences.                            | Arbitrator, arbiter |

## ONE-WORD SUBSTITUTION | 263

67.	A soldier who fights for the sake of money.	Mercenary
68.	One who loves one's country.	Patriot
69.	A person who looks to the bright side of things.	Optimist
70.	A person who looks to the dark side of things.	Pessimist
71.	A child whose parents are dead.	Orphan
72.	Science of the influence of the stars on human affairs.	Astrology
73.	Science of heavenly bodies such as the sun, moon, stars and planets.	Astronomy
74.	The study of coins.	Numismatics
75.	Collector of stamps.	Philatelist
76.	A place where dead bodies are kept before post-mortem.	Mortuary
77.	Animals which feed on herbs.	Herbivorous
78.	The man who does not eat meat.	Vegetarian
79.	The man who can eat meat preparations.	Non-vegetarian
80.	The man who can eat human flesh.	Cannibal
81.	One who eats too much.	Glutton
82.	A speech delivered without any preparation.	Extempore
83.	Something said or done at once without preparation.	Impromptu
84.	A speech or a poem recited at the beginning of a play.	Prologue
85.	A speech or a poem recited at the end of a play.	Epilogue
86.	Speaking aloud while alone.	Soliloquy
87.	A play or a dramatic performance in verse, with music, dance and fine costumes.	Masque
88.	Morning prayer in the church.	Matin
89.	Evening prayer in the church.	Vesper
90.	Bells rung in the church in the evening.	Curfew
91.	A person who believes only in spiritual things.	Spiritualist
92.	An office for which no salary is paid.	Honorary
93.	An office for which high salary is paid for little or no work or responsibility.	Sinecure
94.	Persons working in the same department.	Colleagues
95.	A government by one person.	Autocracy
96.	A government by a small group of powerful persons.	Oligarchy
97.	A government by a rich and powerful class.	Plutocracy
98.	A government by the nobles.	Aristocracy
99.	A government by the officials.	Bureaucracy
100.	A government by the churchmen.	Theocracy
101.	A government by the people, of the people, and for the people.	Democracy
102.	Rule by mob.	Mobocracy
103.	The skill and policy of a country's statesmen and politicians.	Diplomacy
104.	A game or battle in which no party gains victory.	Drawn
105.	Voluntary renunciation of the throne by a king.	Abdication
106.	Animals which live in water.	Aquatic

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|---|----------------|
| 107. Animals which live both on land and in sea.  | Amphibian      |
| 108. Animals which live in flocks.  | Gregarious     |
| 109. One who can use either hand with ease in writing or working.   | Ambidextrous   |
| 110. Things which contain elements of the same nature.  | Homogeneous    |
| 111. Things which contain elements of opposite nature.  | Heterogeneous  |
| 112. One who is well-versed in any subject, a critical judge of any art, particularly fine arts.                | Connoisseur    |
| 113. One who knows many languages.  | Linguist       |
| 114. Science of the nature and growth of words and language.  | Philology      |
| 115. A style in which a writer makes a display of his knowledge and learning.                                   | Pedantic       |
| 116. An imaginary name assumed by an author.  | Pseudonym      |
| 117. A child born after the death of its father, or a book published after the death of its author.             | Posthumous     |
| 118. A style full of superfluous words containing a small thought.  | Verbose        |
| 119. Repetition of a writing, word for word.  | Verbatim       |
| 120. A roundabout way of expression.  | Circumlocution |
| 121. A word or custom which is no longer in use.  | Obsolete       |
| 122. That which can be interpreted in any way.  | Ambiguous      |
| 123. Matter written by hand.  | Manuscript     |
| 124. The practice of borrowing words and ideas from other authors and using them as one's own ; literary theft. | Plagiarism     |
| 125. The science which deals with derivation of words.  | Etymology      |
| 126. Dramatic performance with dumb show.   | Pantomime      |
| 127. The life-history of a man written by himself.  | Autobiography  |
| 128. The life-history of a man written by someone else.   | Biography      |
| 129. The science of animal life.  | Zoology        |
| 130. The science of vegetable life.   | Botany         |
| 131. The science of earth's history and rocks.  | Geology        |
| 132. The state of being unmarried (of a man).   | Bachelorhood   |
| 133. The state of being unmarried (of a girl).  | Maidenhood     |
| 134. The state of being married.  | Matrimony      |
| 135. The practice of marrying only one at a time.   | Monogamy       |
| 136. The custom of having two wives or two husbands at a time.  | Bigamy         |
| 137. The custom of having more than two wives at the same time.   | Polygamy       |
| 138. The custom of having more than two husbands at the same time.  | Polyandry      |
| 139. Allowance due to a wife on legal separation from her husband.  | Alimony        |
| 140. A woman whose husband is dead.   | Widow          |
| 141. A man whose wife is dead.  | Widower        |
| 142. Yearly return of the date of an event.   | Anniversary    |
| 143. That which happens once in a year.   | Annual         |
| 144. That which happens once in two years.  | Biennial       |
| 145. Present every where (God).   | Omnipresent    |

## ONE-WORD SUBSTITUTION | 265

146.	All-powerful, without end or limit (God).	Omnipotent
147.	All-knowing; knowing everything (God).	Omniscient
148.	That which can be seen through.	Transparent
149.	That which cannot be seen through.	Opaque
150.	A lover of mankind.	Philanthropist
151.	A hater of mankind.	Misanthrope
152.	A lover of womankind.	Philogynist
153.	A hater of womankind.	Misogynist
154.	He who works for the welfare of women.	Feminist
155.	A lover of one's ownself.	Egoist
156.	A lover of others.	Altruist
157.	A person who regards the whole world as his country.	Cosmopolitan
158.	One who dies for a noble cause.	Martyr
159.	One who acts only for money.	Mercenary
160.	Words which are inscribed on the grave.	Epitaph
161.	A truth which is often repeated.	Truism
162.	Fit to be chosen ; qualified.	Eligible
163.	A sound that cannot be heard.	Inaudible
164.	A person who cannot be easily approached.	Inaccessible
165.	Incapable of being corrected.	Incorrigible
166.	Incapable of being understood.	Unintelligible
167.	Incapable of being wounded.	Invulnerable
168.	Incapable of being imitated.	Inimitable
169.	Incapable of being avoided.	Inevitable
170.	Incapable of being read.	Illegible
171.	Incapable of being practised.	Impracticable
172.	Incapable of being repaired.	Irreparable
173.	A decision upon which one cannot go back.	Irrevocable
174.	An effect which has a reference to the past.	Retrospective
175.	A person who leaves his own country and goes to live in another.	Emigrant
176.	A person who comes to one country from another in order to settle there.	Immigrant
177.	Movement from one country to another.	Migration
178.	One who lives in a country without citizenship.	Alien
179.	One who commits the first act of attack, offence or hostility.	Aggressor
180.	An established principle of practical wisdom.	Maxim
181.	One who travels from place to place, particularly a preacher.	Itinerant
182.	One who can speak two languages.	Bilingual
183.	One who leads others in any field.	Pioneer
184.	One who does not take any intoxicating drinks.	Teetotaller
185.	One who suffers from nervous disorder.	Neurotic
186.	The place for luggage at a railway station.	Cloakroom

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|---|---------------|
| 187. The place for corpses to be buried.                          | Cemetery      |
| 188. The place for corpses to be burnt.                           | Crematory     |
| 189. The place for books.   | Library       |
| 190. The place for monks.   | Monastery     |
| 191. The place for keeping historical curios and relics.          | Museum        |
| 192. The place where young plants are grown.                      | Nursery       |
| 193. A garden of fruits.  | Orchard       |
| 194. The place where artists work.                                | Studio        |
| 195. The place for clothes and garments to be kept.               | Wardrobe      |
| 196. The place where animals, reptiles, and birds, etc. are kept. | Zoo           |
| 197. A medicine to cure the effect of poison.                     | Antidote      |
| 198. A person unable to pay his debts.                            | Bankrupt      |
| 199. List of books and other articles.                            | Catalogue     |
| 200. Persons living at the same time.                             | Contemporary  |
| 201. That which is fit to be eaten.                               | Edible        |
| 202. A trade or act prohibited by law.                            | Illicit       |
| 203. One who walks in sleep.                                      | Somnambulist  |
| 204. One who talks in sleep.                                      | Somniloquist  |
| 205. That which cannot be explained.                              | Inexplicable  |
| 206. That without which one can't do.                             | Indispensable |
| 207. That which cannot be cured.                                  | Incurable     |
| 208. That which can't be believed.                                | Incredible    |
| 209. That which never fails.                                      | Infallible    |
| 210. That which catches fire easily.                              | Inflammable   |
| 211. The medicine that kills insects.                             | Insecticide   |
| 212. A medicine that induces sleep.                               | Narcotic      |
| 213. Property inherited from father and ancestors.                | Patrimony     |
| 214. That which cannot be compared.                               | Incomparable  |
| 215. That which cannot be defeated.                               | Invincible    |
| 216. That which cannot be seen.                                   | Invisible     |

# 25

## Idioms

### We give below a list of Popular Idioms

1. **An apple of discord**—Cause of quarrel
  - The Himalayan range is an apple of discord between India and China.
2. **An apple of one's eye**—Very dear
  - Her only son is the apple of her eye.
3. **To add fuel to the fire**—To aggravate some situation or matter
  - His abusive language added fuel to the fire.
4. **A bed of roses**—An easy and comfortable situation
  - The post of the Prime Minister is not a bed of roses.
5. **Adam's ale**—Pure water
  - In the dry districts people have to content themselves with Adam's ale.
6. **To add insult to injury**—To harm as well as humiliate
  - He has added insult to injury by writing this letter.
7. **At daggers drawn**—On inimical terms
  - At one time Russia and America were at daggers drawn.
8. **Against the rainy day**—Precaution for emergency
  - You must save something every month against the rainy day.
9. **At a loss**—To be confused
  - He was at a loss to understand what to do against so much of opposition.
10. **At logger heads**—Terms of hostility
  - He is at logger heads with his own brother.
11. **At an arm's length**—To keep danger or evil at a distance
  - Keep such rascals at an arm's length.
12. **At one's fingers' ends**—To have full and ready knowledge
  - A lawyer should have all the sections of the Act at his fingers' ends.
13. **An axe to grind**—Some personal motive
  - He flatters you so much ; perhaps he has some axe to grind.
14. **To beat about the bush**—To stray from the main point
  - A good student never beats about the bush in answering his questions.
15. **To bear the brunt of**—To endure the calamity or difficult situation
  - Maharana Pratap bore the brunt of the Mughal invasions bravely.
16. **To bring to light**—To disclose
  - The Enquiry Commission has brought many startling facts to light.
17. **At sixes and sevens**—In disorder
  - My young son has thrown my books at sixes and sevens.
18. **At the eleventh hour**—At the last moment
  - He reached the examination hall at the eleventh hour.
19. **At one's beck and call**—At one's command
  - I want my servants to be at my beck and call.
20. **At one's wits' end**—To be confused
  - At the sudden appearance of the police the suspect was at his wits' end.
21. **To bear the palm**—To be victorious
  - Our team bore the palm in the final match.
22. **Bosom friend**—Intimate friend
  - Mohan is my bosom friend.
23. **Bag and baggage**—With full luggage
  - He has left Agra bag and baggage.

24. **To bury the hatchet**—To end old enmity  
 ● Let us now bury the hatchet for ever and live like friends.
25. **By leaps and bounds**—Very rapidly  
 ● India is progressing by leaps and bounds.
26. **To be in bad books of**—Out of favour  
 ● He is in bad books of his teachers.
27. **To be in good books of**—To be in kind favour  
 ● He is in good books of his teachers.
28. **To be in bad odour of**—To be out of favour  
 ● A dishonest servant is always in bad odour of his master.
29. **To be in good odour of**—To be in good favour  
 ● An honest servant is always in good odour of his master.
30. **Bolt from the blue**—A sudden calamity  
 ● The news of his father's death came as a bolt from the blue.
31. **Bad blood**—Enmity  
 ● These two brothers have bad blood between them.
32. **Blue blood**—To belong to an aristocratic family  
 ● Lord Byron, the famous poet, was very proud of his blue blood.
33. **To be born with a silver spoon in one's mouth**—To be born in a rich family  
 ● Jawaharlal Nehru was born with a silver spoon in his mouth.
34. **To burn the candle at both ends**—To waste one's money or energy recklessly  
 ● If you go on burning the candle at both ends, you will soon come to repentance.
35. **Birds of the same feather**—Persons of the same nature and taste  
 ● All the employees of this office are birds of the same feather.
36. **Between Scylla and Charybdis**—Between two great dangers  
 ● I am between Scylla and Charybdis; if I tell the truth my friend goes to the jail; if I do not, I betray my employer.
37. **Between the devil and the deep sea**—To fall between two great difficulties  
 ● I have fallen between the devil and the deep sea; if I go to office, I lose the examination; if I don't, my employer feels annoyed.
38. **To blow one's own trumpet**—To praise one's ownself  
 ● I hate those persons who blow their own trumpet.
39. **Bone of contention**—The cause of quarrel  
 ● Kashmir is the bone of contention between India and Pakistan.
40. **By fits and starts**—Something done irregularly  
 ● You can never finish the work in time if you proceed by fits and starts.
41. **Black sheep**—An undesirable person  
 ● Many police officers proved black sheep in the Movement of 1942.
42. **By hook or by crook**—By any means fair or foul  
 ● Some people are very clever in achieving their goal by hook or by crook.
43. **To be hand and glove with**—Intimate friends  
 ● Ramesh and Mohan are hand and glove with each other.
44. **Child's play**—A very easy task  
 ● It is not a child's play to get first division.
45. **To count chickens before they are hatched**—To anticipate profit before hand  
 ● Do not make your plans so ambitious because it is no use counting chickens before they are hatched.
46. **To cut the Gordian knot**—To solve a very difficult problem  
 ● The national leaders cut the Gordian knot by abolishing the native states.
47. **Cock and bull story**—A fantastic story  
 ● The tale of his adventures is nothing but a cock and bull story.
48. **Cat and dog life**—Quarrelsome life  
 ● Mohan and his wife live a cat and dog life.

49. **To call a spade a spade**—To talk bluntly  
 ● Dr. Johnson never hesitated in calling a spade a spade.
50. **Cry for the moon**—An unattainable ambition  
 ● His hope of getting the Nobel Prize is a cry for the moon.
51. **Cry over spilt milk**—To repent in vain after loss  
 ● Be comforted, my friend, it is no use crying over spilt milk.
52. **A close shave**—A narrow escape  
 ● I had a close shave in a car accident.
53. **Crocodile tears**—False show of grief  
 ● He shed crocodile tears on the death of his step-mother.
54. **Cold reception**—No hearty welcome  
 ● The English cricket team was given a cold reception in India.
55. **To be caught red-handed**—To be caught while committing a crime  
 ● The thief was caught red-handed.
56. **Capital punishment**—Death penalty  
 ● Capital punishment has been revived in many countries.
57. **Corporal punishment**—Bodily punishment  
 ● Corporal punishment should not be given to young children.
58. **To carry coals to New Castle**—Unnecessary and useless work  
 ● To export silk to China is like carrying coals to New Castle.
59. **To call names**—To abuse  
 Calling names is a bad habit.
60. **To cut one's coat according to one's cloth**  
 —To live within one's own means  
 ● It is always wise to cut one's coat according to one's cloth.
61. **Chip of the old block**—The son resembling the father  
 ● Ram is a drunkard like his father. He is a chip of the old block.
62. **To cut a sorry figure**—To make a poor impression  
 ● When Gandhiji appeared in his first case, he cut a sorry figure in the court.
63. **To curry favour**—To win favour by flattery  
 ● He has risen so high by currying favour of the Chairman of the factory.
64. **To cast a slur**—To bring disgrace  
 ● Your actions will cast a slur on the good name of your family.
65. **A bull in a china shop**—Headless destroyer Nadir Shah proved a bull in a china shop.
66. **To put the cart before the horse**—To do something in a wrong way  
 ● Instead of calling the mechanic to the work-shop, he took the whole machine to him. It was like putting the cart before the horse.
67. **To die in harness**—To die while on duty  
 ● Slaves die in harness.
68. **Drop in the ocean**—Very insignificant amount  
 ● All your knowledge of science is only a drop in the ocean.
69. **A dark horse**—A person suddenly coming into prominence  
 ● Mohan came out as a dark horse after the election.
70. **Drawn battle or Drawn match**—A battle or match in which no party wins  
 ● The drawn cricket match was replayed in Calcutta yesterday.
71. **Double dealing**—Deceitful actions  
 ● His double dealings are now exposed to the public.
72. **To give the devil his due**—Even the wicked should be given the praise due to him  
 ● In spite of all his wickedness, he has helped you; the devil should be given his due.
73. **Dog in the manger**—A selfish person  
 ● He would rather keep his books locked than give them to you, because he is more or less a dog in the manger.
74. **Sword of Damocles**—An imminent danger  
 ● The aggressive policy of China is a sword of Damocles hanging over India.

75. **To dance attendance upon**—To flatter  
 ● Officers in the present day want their subordinates to dance attendance upon them.
76. **On the horns of a dilemma**—To face a difficult situation between two problems.  
 ● The new import policy has put many industries on the horns of a dilemma; they can neither run these industries nor close them down.
77. **To play ducks and drakes**—To waste money  
 ● He is a rackless fellow playing ducks and drakes with his ancestral property.
78. **A double-edged sword**—Capable of causing harm to the other as to one's ownself  
 ● He has cheated many people by the help of his son, but this may prove a double-edged sword one day.
79. **A dog's life**—Very miserable life  
 ● People dwelling in the slums of great cities live a dog's life.
80. **A blessing in disguise**—Something intrinsically good but having a bad appearance  
 ● His last year's failure was a blessing in disguise, because this year he has secured first division.
81. **To end in smoke**—To end in nothing  
 ● The Summit Conference has ended in smoke.
82. **Eye wash**—Ineffective remedy  
 ● The revised pay-scale of the teachers is a mere eye wash.
83. **Every inch**—Completely  
 ● Mohan is every inch a gentleman.
84. **Over head and ears**—Beyond one's capacity  
 ● He is over head and ears in debt.
85. **Easy money**—Bribe  
 ● No officer who accepts easy money can sleep in peace.
86. **Hush-money**—Bribe given for concealing secrets  
 ● He has given hush-money to the publisher of the daily newspaper for withholding the publication of this scandal.
87. **To eat one's word**—To break one's promise  
 ● Whatever may happen, I shall not eat my word.
88. **To see eye to eye**—To agree  
 ● I do not see eye to eye with him on this issue.
89. **To take an exception to**—To object to something  
 ● I take serious exception to this type of remark.
90. **Enough and to spare**—Plentiful  
 ● Even the poorest man in America has enough and to spare.
91. **To make both ends meet**—To live within one's income with difficulty  
 ● A school teacher hardly makes both ends meet.
92. **Elixir of life**—Nectar of life  
 ● Contentment is the elixir of life.
93. **Foul play**—Treachery  
 ● I suspect foul play in the dealings of this clever man.
94. **Fool's paradise**—Foolish ambition  
 ● I pity the man; he is living in a fool's paradise.
95. **Fair weather friend**—Selfish friends of prosperous days  
 ● As he was a fair-weather friend, he deserted me in my hard days.
96. **From hand to mouth**—Bare existence  
 ● The labouring class people in India live from hand to mouth.
97. **Fair play**—Just dealing  
 ● I expect nothing but fair play from you.
98. **Fall flat**—To produce no effect  
 ● The repeated warnings of the Government have fallen flat on the militants.
99. **Follow suit**—To follow the example  
 ● Gandhiji laid his life in the service of the poor; let us also follow suit.
100. **To fish in troubled waters**—To take advantage of the difficulties of others  
 ● During epidemics many doctors fish in troubled waters.

101. **To fan the flame**—To aggravate  
 ● By writing this letter you will only be fanning the flame.
102. **To show white feather**—To betray cowardice  
 ● Maharana Pratap never showed the white feather.
103. **To fight to the finish**—To fight to the end  
 ● The Rajputs were pledged to fight to the finish.
104. **To fly into a passion**—To be enraged  
 ● Weak men easily fly into a passion.
105. **To make a fortune**—To grow rich  
 ● He made a fortune in America.
106. **To wear a long face**—To look gloomy  
 ● Do not wear a long face on this happy occasion.
107. **Fair and square**—Honest  
 ● One must be fair and square in one's dealings.
108. **To kill the fatted calf for**—To arrange a lavish reception for some body  
 ● Queen Elizabeth killed the fatted calf for the Commonwealth Prime Ministers' meet.
109. **To play the fool**—To act foolishly  
 ● He played the fool in the hands of his clever friends.
110. **From pillar to post**—From one extreme to another  
 ● Every young man has to run from pillar to post in search of a job.
111. **From the bottom of one's heart**—Very sincerely  
 ● The beggar thanked me from the bottom of his heart.
112. **To throw down the gauntlet**—To give challenge  
 ● Mohan has thrown down the gauntlet to Ramesh.
113. **Gift of the gab**—The skill of oratory  
 ● Dr. Radhakrishnan possessed a divine gift of the gab.
114. **To give a piece of one's mind**—To scold a person  
 ● The teacher gave a piece of his mind to the mischievous boy.
115. **To face the music**—To face opposition  
 ● Every new teacher has to face the music on the first day in the class.
116. **To give up the ghost**—To die  
 ● The poor beggar gave up the ghost last night.
117. **To get rid of**—To escape from  
 ● I am trying my best to get rid of my quarrelsome neighbour at the earliest.
118. **To get the better of**—To overcome  
 ● At last he got the better of his adversary.
119. **To go to the dogs**—To be ruined  
 ● This factory is gradually going to the dogs under the new management.
120. **To gird up the loins**—To be well prepared for some trying task  
 ● Let us all gird up the loins to eradicate the evil of untouchability from India.
121. **To grease the palm**—To tip or bribe a person  
 ● You will find easy access to the Governor if you grease the palm of his peon.
122. **A snake in the grass**—Some hidden enemy  
 ● I could never expect that he would prove a snake in the grass.
123. **For good**—For ever  
 ● He has left Calcutta for good.
124. **To hold one's ground**—To stand firm  
 ● The Rajputs held their ground to the end.
125. **A golden opportunity**—Very favourable opportunity or chance  
 ● You should not miss this golden opportunity.
126. **To give vent to**—To express one's thoughts or feelings  
 ● Every individual is freely allowed to give vent to his feelings.
127. **An hair-breadth escape**—Very narrow escape  
 ● I had an hair-breadth escape last evening from a car accident.

128. **Harp on the same string**—To keep on talking on the same topic  
 ● Why do you unnecessarily harp on the same string ?
129. **Hang over one's head**—Under danger  
 ● Ever since the death of her husband, troubles have been hanging over her head.
130. **To hang in balance**—To remain undecided  
 ● I am hanging in balance whether I should accept this offer or not.
131. **To hang by a thread**—Critical condition  
 ● The life of a cancer patient hangs by a thread.
132. **Heart and soul**—In all sincerity  
 ● He is devoted to his studies heart and soul.
133. **Hard and fast**—Definite  
 ● There is no hard and fast rule for getting happiness in life.
134. **To hit below the belt**—To take advantage by unfair means  
 ● A Rajput warrior never hits below the belt.
135. **To hit the nail on the head**—To act in the right way  
 ● A good lawyer always hits the nail on the head in his arguments.
136. **Hard nut to crack**—A difficult problem to solve  
 ● The problem of unemployment is a hard nut to crack.
137. **Hold water**—To prove sound  
 ● Your argument does not hold water in this case.
138. **Hold good**—Valid ; applicable  
 ● The rule no longer holds good.
139. **A Himalayan blunder**—A serious mistake  
 ● We committed a Himalayan blunder in trusting the assurances of America.
140. **To make head or tail of**—To understand  
 ● The audience could make no head or tail of his learned lecture on mysticism.
141. **Heart to heart**—Very frankly  
 ● Let us have a heart to heart talk on this complicated issue.
142. **To take to one's heels**—To run away  
 ● As soon as the thief saw the police, he took to his heels.
143. **To pick holes in**—To find fault with  
 ● It is a bad habit always to try to pick holes in others.
144. **To bring home**—To explain  
 ● Gandhiji brought home the fact that the heart of India lay in her villages.
145. **Hot water**—Troubles  
 ● You will fall in hot water if you displease him.
146. **Hue and cry**—Noise and confusion  
 ● When fire broke out in the village, there was much hue and cry.
147. **To break the ice**—To break silence by speaking first  
 ● The President broke the ice in the condolence meeting with a short speech.
148. **Ill blood**—Enmity  
 ● There is no ill blood between Ram and Mohan.
149. **A man of iron**—A strong man  
 ● Sardar Ballabh Bhai Patel was a man of iron.
150. **In cold blood**—Very cruelly  
 ● The dacoits killed the old man in cold blood.
151. **In black and white**—In writing  
 ● The agreement must be made in black and white.
152. **In the teeth of**—Against strong opposition  
 ● The Finance Bill was passed in the teeth of strong opposition.
153. **In full swing**—In full glory  
 ● The Kumbh Fair is in full swing these days.
154. **In the twinkling of an eye**—In a moment, in no time  
 ● The flash of lightning disappears in the twinkling of an eye.
155. **In a nut shell**—In brief  
 ● Please report the whole case in a nut shell.

156. **In one's teens**—Before attaining the age of twenty  
 ● My eldest son is still in his teens.
157. **In a fix**—In a difficult mental state  
 ● I am in a fix; I do not know what to do in this situation.
158. **In the nick of time**—Just in time  
 ● I reached the station in the nick of time.
159. **In embryo**—Immature, in the making  
 ● My scheme of setting up a silk factory is still in embryo.
160. **Intents and purposes**—For all practical purposes  
 ● He is the manging Director for all intents and purposes.
161. **Inns and outs**—All details and secrets  
 ● I know all the inns and outs of this business.
162. **In vogue**—Popular  
 ● Animal sacrifice is no longer in vogue in India.
163. **In the same boat**—In the same condition  
 ● Both these friends are sailing in the same boat.
164. **In no time**—In a very short time  
 ● I can solve his question in no time.
165. **Jack of all trades**—A person knowing a little of many things  
 ● Ramesh is a Jack of all trades.
166. **Juda's kiss**—False show of love  
 ● Who knows that his love is merely Juda's kiss ?
167. **To hold one's jaw**—To stop talking  
 ● Kindly hold your jaw; it is enough.
168. **In the jaws of**—In the grip of  
 ● The patient is in the jaws of death.
169. **To kill two birds with one stone**—To serve two purposes at one time  
 ● If you hold the meeting at Nainital in summer, you will be killing two birds with one stone.
170. **To kiss the dust**—To be humiliated  
 ● In the wrestling bouts the boastful wrestler had to kiss the dust.
171. **Kith and kin**—Close relations  
 ● Who will not help his kith and kin ?
172. **To knock against**—To collide with  
 ● The truck knocked against the running train.
173. **To keep up appearances**—To keep one's prestige  
 ● He is somehow keeping up appearances in his old age.
174. **To keep an eye**—To watch  
 ● The police keeps an eye on the vagabonds.
175. **To keep at bay**—To keep the enemy at a distance  
 ● It is not easy to keep the rebels at bay.
176. **To keep the wolf from the door**—To avoid starvation  
 ● He has to work day and night to keep the wolf from the door.
177. **To keep an open table**—To entertain all comers  
 ● He is very generous and always keeps an open table.
178. **The knock down price**—Auction-price  
 ● You will have to pay one fourth of the knock down price just now.
179. **To laugh in one's sleeves**—To laugh secretly  
 ● The lawyers laughed in their sleeves at the ignorance of the judge.
180. **To win laurels**—To win honours  
 ● Our athletes won laurels in the Olympic games.
181. **To lose the day**—To be defeated  
 ● Our team lost the day.
182. **To lick the dust**—To accept defeat  
 ● Be sure, you will have to lick the dust in the end.
183. **Leap in the dark**—Uncertainty about outcome  
 ● Marriage is a leap in the dark.
184. **To lay hands on**—To seize  
 ● How can the government lay hands on my private property ?

185. **Lapped in luxury**—Brought up in luxury  
     ● The princes are lapped in luxury.
186. **To lead by the nose**—To wield undue influence  
     ● She leads her husband by the nose.
187. **To lie in wait**—To keep waiting for the victim  
     ● The robbers were lying in wait for the belated travellers.
188. **To turn over a new leaf**—To start a new way of life  
     ● He has turned a new leaf at sixty.
189. **To throw light on**—To explain  
     ● The President threw light on the terms of agreement.
190. **To wash dirty linen in public**—To expose private affairs in public  
     ● There is no wisdom in washing dirty linen in public.
191. **A man of letters**—A learned man  
     ● Dr. Radhakrishnan was a man of letters.
192. **A red letter day**—A historic day  
     ● The 15th of August 1947 is a red letter day in the history of India.
193. **A white lie**—Clear falsehood  
     ● He is telling a white lie.
194. **To look down upon**—To hate a person  
     ● The rich should not look down upon the poor.
195. **On one's last legs**—At the last stage of life  
     ● The patient is on his last legs.
196. **To lead to the altar**—To marry  
     ● I took the vow of life-long sincerity when I led her to the altar.
197. **Loaves and fishes**—Material gains  
     ● Do not fall from your ideals for loaves and fishes.
198. **To pull one's leg**—To befool a person  
     ● Prevent them from pulling the leg of the old man.
199. **Lion's share**—The biggest share  
     ● The leader of the gang got the lion's share of the booty.
200. **To leave one in the lurch**—To leave one in difficulties  
     ● My faithful friend, Mohan, will never leave me in the lurch.
201. **Long and short**—Brief substance  
     ● Let me know the long and short of his speech.
202. **To leave no stone unturned**—To make all possible efforts  
     ● I shall leave no stone unturned to help you.
203. **To let by-gones be by-gones**—To forget old things  
     ● Let us start anew and let by-gones be by-gones.
204. **Man of parts**—Talented man  
     ● I can certify that he is a man of parts.
205. **Mare's nest**—Illusory discovery  
     ● The report of the discovery of gold-mines proved to be a mare's nest.
206. **Move heaven and earth**—To make every possible effort  
     ● He moved heaven and earth to find a job but it was all in vain.
207. **To make a clean breast of**—To confess  
     ● The dacoits made a clean breast of their crimes before Vinoba Bhave.
208. **To make a mountain of a mole-hill**—To exaggerate small things  
     ● You are unnecessarily making a mountain of a mole-hill and quarrelling.
209. **To make after**—To pursue or chase  
     ● The police made after the thief and caught him.
210. **By fair or foul means**—By any means possible right or wrong  
     ● He is very tactful and will succeed by fair or foul means.
211. **To make up one's mind**—To determine  
     ● He has made up his mind to appear at the examination this year.
212. **To make much ado about nothing**—To make much of little things  
     ● You will only complicate the matter if you make much ado about nothing.

213. **To throw mud at**—To scandalise  
 ● Why do you throw mud at your colleagues ?
214. **Upto the mark**—Upto standard  
 ● Your answers are not upto the mark.
215. **To make one's mark**—To achieve distinction  
 ● India made its mark at the SAARC Summit meet.
216. **Milk of human kindness**—Human compassion  
 ● The heart of Gandhiji overflowed with the milk of human kindness.
217. **To make amends**—To compensate  
 ● You will have to make amends for causing so much harm to me.
218. **To meet half-way**—To be prepared for compromise  
 ● Gandhiji was always prepared to meet his adversaries half-way.
219. **To join the majority**—To die  
 ● The poor beggar has joined the majority.
220. **To make out**—To understand  
 ● I can hardly make out any meaning in your speech.
221. **Man in the street**—Common man  
 ● The life of the man in the street is very hard.
222. **To nip in the bud**—To destroy in the very beginning  
 ● All his hopes have been nipped in the bud.
223. **Null and void**—Rendered invalid  
 ● The court has declared these laws null and void.
224. **Nook and corner**—At every place  
 ● The police searched for the thief in every nook and corner.
225. **To set at naught**—To ruin  
 ● All my plans have been set at naught on the death of my father.
226. **Narrow circumstances**—Hard days, poverty  
 ● He is living in narrow circumstances these days.
227. **No love lost**—Having no love  
 ● There is no love lost between them.
228. **Neither chick nor child**—No child  
 ● The unfortunate old man has neither chick nor child.
229. **To strain every nerve**—To make every possible effort  
 ● He will surely strain every nerve to get his work done.
230. **To feather one's own nest**—To serve one's own purpose  
 ● Many a so-called social worker merely feathers his own nest.
231. **Open secret**—Known to all  
 ● This is now an open secret.
232. **Order of the day**—Some popular thing of the age  
 ● Armament race is the order of the day.
233. **On the wrong side of**—One's age being more than  
 ● He is on the wrong side of fifty.
234. **Out of sorts**—Indisposed  
 ● I am out of sorts today.
235. **Old head on young shoulders**—One over-intelligent and experienced for one's age  
 ● My young son reads books of philosophy with interest; he has an old head on young shoulders.
236. **To oil someone's hands**—To bribe  
 ● Oiling the hands of officials is an offence.
237. **To pay one back in one's own coin**—Tit for tat  
 ● You have deceived Mohan and, therefore, take care that you may have to pay back in your own coin.
238. **To put the saddle on the right horse**—To blame the really guilty person  
 ● By arresting Mohan the police have put the saddle on the right horse.
239. **To put one's shoulder to the wheel**—To do one's work with one's own efforts  
 ● God helps those who put their shoulders to the wheel.

240. **Pros and cons**—Points for and against/good or bad  
 ● Let us consider all the pros and cons of the whole affair before we advance further.
241. **To poke one's nose into**—To interfere with the affairs of others  
 ● It is not wise to poke one's nose into the affairs of others.
242. **To pour oil on troubled waters**—To pacify the anger of others  
 ● He poured oil on troubled waters by his gentle and honest replies.
243. **Pandora's Box**—A source of evil powers  
 ● Greed opens Pandora's box.
244. **To play one's cards well**—To play an intelligent role  
 ● A good statesman always plays his cards well.
245. **To poison one's ears against**—To set a person against another  
 ● He has poisoned the ears of my employer against me.
246. **To set price on one's head**—To offer reward for killing or helping in the arrest of a criminal  
 ● The government have set a price of ₹ 50,000/- on the head of the rebel leader.
247. **Part and parcel**—An essential part  
 ● A good laboratory is the part and parcel of the equipment of a scientist.
248. **To pester with**—To be troubled with  
 ● We are pestered with mosquitoes here.
249. **To take pains**—To work hard  
 ● Nothing can be gained without taking pains.
250. **To put up with**—To tolerate  
 ● I cannot put up with this insult.
251. **To pull to pieces**—To criticise adversely  
 ● He has pulled my proposal to pieces.
252. **To put pen to paper**—To begin writing  
 ● I put my pen to paper at the first stroke of the bell.
253. **Pin prick**—Small troubles  
 ● You should not lose your patience at such pin pricks.
254. **To play a second fiddle**—To take a subordinate position  
 ● It is strange that your Principal plays the second fiddle to the Manager.
255. **To play a double game**—To act dubiously  
 ● Take care, he is playing a double game with you.
256. **To play fast and loose**—To be unfaithful  
 ● You can never prosper if you play fast and loose with your own men.
257. **To play truant**—To run away from the class  
 ● He is in the habit of playing truant from the class.
258. **To play one false**—To deceive  
 ● You should not have played me false.
259. **Past master**—An expert  
 ● He is past master in acting on the stage.
260. **To put a spoke in one's wheel**—To stand in the way of one's progress  
 ● My own brother is putting a spoke in my wheel.
261. **Pell mell**—In confusion  
 ● People ran pell mell at the first tremor of the earthquake.
262. **To pull the wire**—To exercise secret influence  
 ● America is pulling the wire behind Pakistan's activities.
263. **Point blank**—Clearly  
 ● He has refused point blank to help me.
264. **Petticoat-Government**—The undue influence of women  
 ● There is petticoat government in most social organizations in France.
265. **To put to the sword**—To kill  
 ● Nadirshah put even children to the sword.
266. **Rank and file**—Lower middle class people  
 ● The learned speeches of the great orator cannot be appreciated by the rank and file.

267. **To rain cats and dogs**—To rain heavily  
 ● It is raining cats and dogs.
268. **To rise to the occasion**—To come to help at the hour of need  
 ● My brother is there to rise to the occasion to help me.
269. **To run short**—Not proving sufficient, shortage of something  
 ● I am running short of money these days.
270. **A rolling stone**—A man not sticking to his job  
 ● He will not prosper because he is a rolling stone.
271. **Right-hand man**—A very helpful person  
 ● My manager is my right-hand man.
272. **To read between the lines**—To discover secret meaning  
 ● It is a simple statement; why do you read between the lines ?
273. **A broken reed**—An unreliable person  
 ● Every body knows that he is a broken reed; don't depend on him.
274. **Without rhyme or reason**—Without any justification  
 ● He has been criticising me without rhyme or reason.
275. **To go to rack and ruin**—To be completely ruined  
 ● His business has gone to rack and ruin.
276. **To rub shoulders with**—To come in close contact with  
 ● I have rubbed shoulders with great scholars.
277. **To hold the scales even**—To be impartial  
 ● A judge must hold the scales even.
278. **To scratch one's head**—To be perplexed  
 ● When I saw the Mathematics paper, I just scratched my head.
279. **Storm in a tea-cup**—Much hue and cry over a little matter  
 ● You have unnecessarily raised storm in a tea-cup over this little matter.
280. **Stand in good-stead**—To be of great service  
 ● Your upright character will always stand in good stead.
281. **Slip of the pen**—A small unintentional mistake in writing  
 ● Please excuse me for this slip of the pen.
282. **Slip of the tongue**—A slight mistake in speaking  
 ● Do not give so much importance to his slip of the tongue.
283. **Square meal**—Full meal  
 ● Many people can hardly arrange even a square meal.
284. **To save one's skin**—To escape safely  
 ● I have somehow saved my skin from the scandal.
285. **To roll up one's sleeves**—To be prepared for contest  
 ● When Mohan gave him the challenge, he rolled up his sleeves.
286. **To give the cold shoulder**—To discourage a person  
 ● I went to him for help, but he gave me the cold shoulder.
287. **At a stone's throw**—At a little distance  
 ● My house is at a stone's throw from here.
288. **To stand on one's own legs**—To become independent  
 ● Now you are old enough to stand on your own legs.
289. **Summer friends**—Friends of prosperity  
 ● All my summer friends have deserted me in my adverse days.
290. **To screw up one's courage**—To gather courage  
 ● Do not be so disheartened; screw up your courage.
291. **To see the light**—To be born  
 ● His father died before he saw the light.
292. **Seal of love**—Kiss  
 ● The mother bade him farewell by imprinting a seal of love on his forehead.
293. **The sheet of anchor**—The place of protection or shelter  
 ● Her employer proved to be the sheet of anchor to her.
294. **A thick-skinned person**—Insensitive person  
 ● He is a very thick-skinned person.

295. **Through thick and thin**—Through all difficulties  
 ● She faithfully stood with her husband through thick and thin.
296. **To take into one's head**—To think or to believe  
 ● Somehow he has taken into his head that he is the most intelligent boy.
297. **A tool in the hands of**—Under the authority of another  
 ● Pakistan is merely a tool in the hands of America.
298. **To take the bull by the horns**—To face danger with courage  
 ● Be bold and take the bull by the horns.
299. **To take time by the forelock**—To do one's work in time  
 ● You will never fail if you take time by the forelock.
300. **True to one's salt**—To be faithful to one's blood or character  
 ● The Rajputs were always true to their salt.
301. **To turn the tables**—To change the situation completely  
 ● In the last few minutes our captain turned the tables in our favour.
302. **Tooth and nail**—Contending with all force  
 ● We shall oppose this move tooth and nail.
303. **To turn a deaf ear**—To pay no attention  
 ● My friend turned a deaf ear to my advice.
304. **Tall talk**—Boasting  
 ● He always indulges in tall talks.
305. **To turn one's coat**—To change one's party  
 ● He is an opportunist and has so often turned his coat.
306. **Under a cloud**—Under suspicious condition  
 ● He is working under a cloud.
307. **Under the rose**—Secretly  
 ● He is making love with her under the rose.
308. **Under one's nose**—In the presence of  
 ● He accepted bribe under the nose of his senior officer.
309. **Wild goose chase**—Useless efforts  
 ● His efforts to marry the princess have proved a wild goose chase.
310. **White elephant**—A very expensive thing  
 ● A European wife is a white elephant for an Indian.
311. **Wolf in sheep's clothing**—A deceitful man  
 ● I don't trust him; he is a wolf in sheep's clothing.
312. **Wash one's hands of**—To be free from  
 ● I have washed my hands of her affairs.
313. **Much cry and little wool**—Disappointing result  
 ● After five years of studies abroad, he got a small post. It was much cry and little wool.
314. **To bring to book**—To punish  
 ● The offender should be brought to book.
315. **To show a clean pair of heels**—To run away  
 ● The thief showed a clean pair of heels to the police.
316. **To add a new feather in one's cap**—To acquire a new honour or distinction  
 ● His election to the Parliament has added a new feather in his cap.
317. **To take a leaf out of another man's book**—To imitate another person  
 ● He has no originality of thought; he is only taking a leaf out of another man's book.
318. **Maiden speech**—First speech  
 ● His maiden speech was quite a success.
319. **Nine days' wonder**—A short-lived glory  
 ● The glory of Hitler was a nine days' wonder.
320. **To sow wild oats**—Indulgence in youthful follies  
 ● It is the duty of the warden to see that his students do not sow wild oats.
321. **To pocket an insult**—To bear insult  
 ● The nationalists had to pocket much insult during their fight for independence.
322. **A red rag to a bull**—Something that irritates  
 ● The fiery slogans against the police proved to be a red rag to a bull.
323. **Under the thumb of**—Under the authority of someone  
 ● The manager is under the thumb of the proprietor.

324. **To get wind of**—To know the secret  
     ● Somehow the police got the wind of the conspiracy.
325. **To go a wool gathering**—To grow lunatic  
     ● His wits have gone a wool gathering.
326. **Over head and ears**—Very deeply  
     ● He is in debt over head and ears.
327. **In the air**—Spread as a rumour  
     ● This news is very much in the air.
328. **Out of the wood**—Out of difficulties  
     ● At last he came out of the wood.
329. **A royal road**—An easy and popular way  
     ● There is no royal road to success.
330. **To think lightly**—Not to be serious about a thing  
     ● Please don't think lightly of my scheme.
331. **To fight shy of**—To be hesitant  
     ● Face the problem boldly and don't fight shy of the situation.
332. **In the melting pot**—In a confused state  
     ● The whole affair is in the melting pot.
333. **By and large**—On the whole  
     ● He is by and large a gentleman.
334. **Come across**—Meet by chance  
     ● Please give him my message if you come across him.
335. **To make up**—To make up the loss  
     ● I shall make up your loss.
336. **Run down**—Reduced in health  
     ● He is very much run down these days.
337. **A tower of strength**—Chief support  
     ● Pt. Nehru was the tower of strength of the Congress Party.
338. **Hold the fort**—To stand firm on one's position  
     ● He held the fort against all odds.
339. **To go back on**—To withdraw  
     ● You should not go back on your word.
340. **Behind the scene**—Secretly  
     ● He is the governing power behind the scene.
341. **Once for all**—Finally  
     ● My reply is final once for all.
342. **On and on**—To continue  
     ● He went on and on with his scheme.
343. **Come true**—To prove true  
     ● His warning has come true.
344. **Put an end to**—To finish  
     ● He has put an end to his foolish schemes.

**26****Idiomatic Phrases****Idiomatic Phrases  
(Noun Phrases)**

- 1. Cold war**—(Intense ideological or tactical struggle)
  - There should be no cold war between neighbouring countries.
- 2. Dutch courage**—(Temporary boldness roused under the effect of liquor)
  - His dutch courage will soon pass off.
- 3. Fair play**—(Honest dealings)
  - There is no fraud; it is a fair play.
- 4. A fancy price**—(Very high price)
  - His painting will fetch a fancy price.
- 5. A gala day**—(A day of rejoicings)
  - His birthday is a gala day for him.
- 6. The ins and outs**—(Complete knowledge)
  - Nobody can know the ins and outs of their secret service.
- 7. Red tapism**—(Official formalities)
  - Many projects are long held up on account of red tapism.
- 8. Sharp practice**—(Cunning practice at law)
  - No lawyer can get success by resorting to sharp practice.
- 9. A wet blanket**—(A discouraging person or thing)
  - Too much seriousness acts as a wet blanket to cheerfulness.
- 10. Hand and glove**—(Very intimate)
  - I am hand and glove with my friend.
- 11. Forty winks**—(A short nap in day-time)
  - I have forty winks every day after lunch.
- 12. A free lance**—(An independent journalist or politician)
  - He writes articles for the newspapers as a free lance.

- 13. Iron will**—(A man of strong will)
  - A good statesman should be a man of iron will.
- 14. Fair sex**—(Woman)
  - This is the privilege of the fair sex.
- 15. A big gun**—(An important person)
  - He is a big gun.

**Adjective Phrases**

- 16. With open arms**—(Warm welcome)
  - My friend received me with open arms.
- 17. Without reserve**—(Freely)
  - We accept your terms without reserve.
- 18. Beside himself**—(Highly disturbed)
  - His heavy loss in business has thrown him beside himself.
- 19. On the alert**—(Cautious)
  - The border areas should always be kept on the alert.
- 20. Out of date**—(Out of use or fashion)
  - Tight trousers have now become out of date.
- 21. Up-to-date**—(Latest; to the present day)
  - He is up-to-date in his knowledge of political developments.
- 22. In high spirits**—(Very happy)
  - He is in high spirits today because of his grand success.
- 23. Out of spirits**—(Sad and dejected)
  - He is out of spirits today because of his failure in the examination.
- 24. Like wild fire**—(Rapidly)
  - The news of his murder spread like wild fire.

- 25. Out of gear**—(In bad condition)  
 ● His business has gone out of gear these days.
- 26. At sea**—(Confused)  
 ● I am at sea these days on account of all these problems coming together.
- 27. To the letter**—(Fully and exactly)  
 ● I have carried out his orders to the letter.
- 28. In the dark**—(Ignorant, out of knowledge)  
 ● Don't keep your father in the dark.
- 29. At the first flush**—(At the first sight)  
 ● You cannot appreciate this painting at the first flush.
- 30. In the ascendant**—(Rising state)  
 ● His stars are in the ascendant these days.
- 31. In hand**—(under control)  
 ● Now the law and order situation is in hand.
- 32. In the air**—(Spread all around)  
 ● The fear of an attack is in the air.
- 33. Out of the question**—(Impossible)  
 ● His success in business is out of the question.
- 34. At a pinch**—(In a hard situation)  
 ● No friend of yours will come to your help at a pinch.
- 35. Ill at ease**—(Worried)  
 ● He is ill at ease on account of his father's illness.
- 36. On his last legs**—(At the last stage)  
 ● His grandfather is on his last legs.
- 37. Head or tail**—(Any meaning or Sense)  
 ● We could make no head or tail of his long speech.
- 38. With one voice**—(Unanimously)  
 ● His proposal was accepted with one voice.
- 39. For good**—(For ever)  
 ● He has left Delhi for good.
- 40. On the cards**—(Going to occur very soon)  
 ● Now the elections are on the cards.
- 41. All the rage**—(Very popular)  
 ● Pop music is all the rage these days.
- 42. Under the wing**—(Under someone's protection)  
 ● This port is under the wing of America.
- 43. In hot water**—(In a difficult situation)  
 ● The journalist has fallen in hot water due to his wrong reporting of Parliamentary proceedings.

### Adverb Phrases

- 44. By degrees**—(Slowly)  
 ● He is recovering from his heavy debts by degrees.
- 45. At times**—(Sometimes)  
 ● At times he behaves like a fool.
- 46. Once for all**—(Finally)  
 ● You must take a decision once for all.
- 47. At random**—(Without any system)  
 ● He gave me some suggestions at random which I could not accept.
- 48. Of late**—(Recently)  
 ● Of late he has not seen me.
- 49. At best**—(At the most)  
 ● At best I can introduce you to him.
- 50. Out and out**—(Fully)  
 ● He is out and out a gentleman.
- 51. Off and on**—(Occasionally)  
 ● Off and on he comes and stays with me.
- 52. Now and then**—(Sometimes)  
 ● Now and then he comes here.
- 53. Far and wide**—(Over a large area)  
 ● His fame has spread far and wide.
- 54. Before long**—(Very soon)  
 ● We are shifting to our new house before long.
- 55. At a stretch**—(Continuously)  
 ● I can drive my car for six hours at a stretch.
- 56. At the outset**—(In the beginning)  
 ● You must work very hard at the outset of your career.
- 57. At large**—(Run away)  
 ● The convict is still at large.

**58. At length**—(in full detail)

- You should discuss your plan with me at length.

**59. Of course**—(Certainly)

- Of course he will never betray you.

**60. Time and again**—(Repeatedly)

- Please don't come to me for help time and again.

**61. By and by**—(By slow degrees)

- By and by he will adjust himself to the climatic conditions of this country.

**62. Few and far between**—(Few and at long distances)

- In the desert the villages are few and far between.

**63. First and foremost**—(First and most important)

- Our first and foremost duty is to serve our country.

**64. For long**—(For a long time)

- War cannot go for long.

**65. Over and above**—(In addition to)

- Over and above he is very hard-working.

**66. To and fro**—(Backwards and forwards)

- He was pacing in the room to and fro.

**67. Through and through**—(Completely)

- He is through and through a rogue.

**68. By all means**—(In all possible ways)

- I will certainly help you by all means.

**Prepositional Phrases****69. For the sake of**—(In favour of)

- A patriot would die for the sake of his country.

**70. In response to**—(In compliance to)

- The public contributed liberally in response to an appeal by the Prime Minister.

**71. In regard to**—(Relating to)

- The students met the Principal in regard to many of their problems.

**72. In addition to**—(over and above)

- We get gratuity in addition to our pension.

**73. In accordance with**—(In keeping with)

- I have enclosed all the documents in accordance with the advertisement.

**74. In proportion to**—(According to)

- The workers are not paid in proportion to their work.

**75. For want of**—(For shortage of)

- I could not start my business for want of money.

**76. In lieu of**—(In place of)

- You can write an essay in lieu of translation.

**77. At the instance of**—(At someone's suggestion)

- I applied for this post at the instance of my father.

**78. In spite of**—(Even after something)

- He failed in spite of hard labour.

**79. On account of**—(Due to)

- I could not go to office on account of heavy rains.

**80. In view of**—(Owing to)

- In view of some disturbances in the city, the market was kept closed.

**81. With a view to**—(With the purpose of)

- He has moved to Bombay with a view to setting up a factory there.

**82. In the wake of**—(Immediately after)

- The market has been closed in the wake of some disturbances.

**83. In a state of**—(In a condition of)

- He is lying in a state of coma.

**84. By virtue of**—(Owing to)

- He secured first position by virtue of hard labour.

**85. In search of**—(Looking for)

- He has come here in search of some job.

**86. On the point of**—(At the brink of)

- His factory is on the point of closure.

**87. In order to**—(With the purpose of)

- He has appealed to the court in order to get some relief.

- 88. In the act of**—(While engaged in)  
 ● He was caught in the act of cutting the road.
- 89. In the midst of**—(Amidst)  
 ● He works in the midst of great difficulties.
- 90. At the top of**—(At the highest point)  
 ● He shouted at the top of his voice.
- 91. In consideration of**—(In view of)  
 ● I pardon you in consideration of your long service.
- 92. By the way**—(Incidentally, by any chance)  
 ● By the way, are you Ram Mohan Roy ?

### Verbal Phrases

- 93. Account for**—(Being the cause of)  
 ● His cunningness accounts for his fall.
- 94. Bear out**—(Support, to be a witness)  
 ● You will bear me out that I wanted to help her.
- 95. Bear with**—(Tolerate)  
 ● Please bear with me for some time more.
- 96. Break off**—(Stop)  
 ● He suddenly broke off in the middle of his speech.
- 97. Break into**—(Enter by force)  
 ● The thieves broke into my shop last night.
- 98. Bring about**—(Produce/cause)  
 ● These measures will bring about prosperity in the country.
- 99. Bring in**—(Earn)  
 ● He brings in five thousand rupees a month.
- 100. Bring out**—(Reveal)  
 ● The enquiry will bring out many startling facts.
- 101. Bring up**—(To rear up)  
 ● He has a large family to bring up.
- 102. Call on**—(To meet a person)  
 ● I shall call on you tomorrow morning.
- 103. Call in**—(Ask to come)  
 ● Please call in my Secretary.
- 104. Carry out**—(To act according to)  
 ● I cannot carry out your orders.
- 105. Cast down**—(Disappointed)  
 ● He feels much cast down owing to his failure.
- 106. Cast away**—(Throw away)  
 ● He has cast away his old shoes.
- 107. Come across**—(Meet by chance)  
 ● I came across my former boss yesterday.
- 108. Come about**—(Happen/Take place)  
 ● The change came about suddenly.
- 109. Cry down**—(To denounce)  
 ● Many people are in the habit of crying down their friends.
- 110. Call names**—(Abuse)  
 ● He is in the habit of calling names.
- 111. Deal in**—(Engaged in business)  
 ● He deals in silk.
- 112. Deal with**—(Act with)  
 ● How will you deal with the rogues ?
- 113. Do away with**—(Finish/End)  
 ● He has done away with all bad habits.
- 114. Fall out**—(Quarrel)  
 ● These two brothers have fallen out.
- 115. Get out of**—(To be free from)  
 ● Try to get out of all your debts.
- 116. Get through**—(To Pass)  
 ● He will easily get through the examination.
- 117. Get up**—(Rise)  
 ● He gets up very early in the morning.
- 118. Give away**—(Distribute)  
 ● The Principal gave away the prizes.
- 119. Give up**—(Leave out)  
 ● I shall give up my claim.
- 120. Go through**—(Check up)  
 ● Please go through my essay.
- 121. Go in for**—(In favour of/Purchase)  
 ● I shall go in for a new car.
- 122. Hold up**—(Stop/close down)  
 ● The traffic has been held up by the agitators.

- 123. Hold over**—(Postpone)  
 ● Let us hold over this matter for the next meeting.
- 124. Knock down**—(Thrown down/Run over)  
 ● He was knocked down by a car.
- 125. Keep up**—(Maintain)  
 ● He is creditably keeping up his reputation.
- 126. Lay down**—(Sacrifice)  
 ● Many patriots would willingly lay down their life for their country.
- 127. Lay by**—(To save for future)  
 ● One should always lay by something for the rainy day.
- 128. Look after**—(Take care of)  
 ● A mother looks after her children with selfless devotion.
- 129. Look forward to**—(Hope/Eagerly wait for)  
 ● We look forward to meeting you very soon.
- 130. Look into**—(Examine)  
 ● We shall look into your case very carefully.
- 131. Make out**—(To understand / Infer)  
 ● I could not make out anything from his letter.
- 132. Pass through**—(Facing/Going through)  
 ● India is passing through a difficult stage.
- 133. Pull up**—(Scold)  
 ● The teacher pulled up the naughty boy.
- 134. Put out**—(Extinguish)  
 ● Don't put out the lamp, please.
- 135. Put off**—(Postpone)  
 ● The meeting has been put off for tomorrow.
- 136. Put up with**—(Bear/Tolerate)  
 ● It is very difficult to put up with a foolish friend.
- 137. Run down**—(To be weak)  
 ● He is very much run down owing to his long illness.
- 138. See through**—(Discover the secret)  
 ● I can see through all his designs.
- 139. See off**—(Bid Farewell)  
 ● We shall see him off at the airport.
- 140. Set aside**—(Turn down)  
 ● The court has set aside the orders of the Chairman.
- 141. Set up**—(Establish)  
 ● He has set up a cement factory.
- 142. Set off (out)**—(Go on a journey)  
 ● He set off for America last night.
- 143. Strike off**—(Reject)  
 ● The teacher can strike off your name.
- 144. Take after**—(To look like/Resemble)  
 ● The girl strikingly takes after her mother.
- 145. Tell upon**—(To cast had effect)  
 ● Smoking tells upon everyone's health.
- 146. Turn up**—(Arrive/Appear)  
 ● He turned up at the last stroke of the bell.
- 147. Work out**—(Calculate)  
 ● We should first work out the total expenditure on this project.
- 148. Wear out**—(Tired/Become old)  
 ● The shoes of my young son wear out very soon.
- 149. To see eye to eye**—(To agree)  
 ● I cannot see eye to eye with you on this issue.
- 150. To give way**—(To yield/To break down)  
 ● The roof suddenly gave way under the heavy rains.
- 151. To bring home**—(To explain/Clarify)  
 ● The central idea of the poem was brought home to the students by the teacher.
- 152. To take to heart**—(To feel deeply)  
 ● She has taken her insult to heart.
- 153. To beggar description**—(Beyond description)  
 ● Cleopatra's beauty beggar description.
- 154. To lose ground**—(To be weak)  
 ● Small political parties soon come to lose ground.
- 155. To gain ground**—(To become strong/Gaining strength)  
 ● The Republic Party is slowly gaining ground.

- 156. To play false**—(To cheat)
  - One should not play false with friends.
- 157. To hold good**—(To be applicable)
  - This rule does not hold good any longer.
- 158. To come to grief**—(To suffer/To be sad)
  - If you don't mend yourself, you will come to grief.
- 159. To make a mark**—(To get recognition)
  - He has made a mark in the field of painting.

### Idiomatic Phrases in Pairs

- 160. Fits and starts**—(Irregularly)
  - He does his work by fits and starts.
- 161. Heart and soul**—(Very sincerely)
  - I am devoted to my work heart and soul.
- 162. Intents and purposes**—(In every sense / In reality)
  - He is to all intents and purposes my real boss.
- 163. Kith and kin**—(Close relations)
  - I am really grateful to my kith and kin.
- 164. Leaps and bounds**—(Very rapidly)
  - His business is developing by leaps and bounds.
- 165. Odds and ends**—(All kinds of trivial things)
  - He filled his bag with odds and ends and ran away.
- 166. Part and parcel**—(Inseparable part)
  - Kashmir is part and parcel of India.
- 167. Rack and ruin**—(Complete destruction)
  - His family has gone to rack and ruin owing to his rackless habits.
- 168. Time and tide**—(Time and opportunity)
  - Don't miss this chance, for time and tide wait for nobody.
- 169. Tooth and nail**—(With full force)
  - Let us fight casteism tooth and nail.
- 170. Wear and tear**—(Depreciation)

- There should be a separate fund for the wear and tear of machinery.
- 171. All in all**—(Most important)
  - My uncle is all in all in my family.
- 172. Black and white**—(In writing)
  - Let us make an agreement in black and white.
- 173. Hard and fast**—(Definite)
  - There can be no hard and fast rule for good conduct.
- 174. Slow and steady**—(Slow but regular)
  - The slow and steady wins the race.
- 175. Null and void**—(out of force)
  - This provision has been declared null and void by the court.
- 176. Head and shoulders**—(To a high degree/ much above)
  - He is head and shoulders above his friends in intelligence.
- 177. Bread and butter**—(Daily food)
  - There is no provision even for bread and butter in his family.
- 178. Fair and square**—(Fair and honest)
  - I believe in fair and square dealings.
- 179. Rhyme and reason**—(Some reason/ground)
  - He is hostile to me without any rhyme or reason.
- 180. Cats and dogs**—(Heavy rain)
  - It is raining cats and dogs.
- 181. Rank and file**—(Common people)
  - You can never win against the wishes of rank and file.
- 182. Root and branch**—(Completely)
  - Let us do away with this evil custom root and branch.
- 183. Long and short**—(Substance)
  - Let me know the long and short of the whole episode.
- 184. Then and there**—(Promptly)
  - He made the payment then and there.

# 27

## Distinction between Similar Expressions

### Distinction between Similar Expressions

Some **Idiomatic Expressions** look alike, but they are actually not so. There is a great difference in their meanings. We give below a list of such similar expressions that are in common use :

1. **At no time**—(never)  
**In no time**—(promptly)
2. **In an hour**—(by the end of one hour)  
**Within an hour**—(before the end of one hour)
3. **Work in hand**—(the work in which one is engaged)  
**Work on hand**—(the remaining part of the work)
4. **Go to sea**—(to go to sea in search of a job)  
**Go to the sea**—(to go on a [sea] voyage)
5. **Go to school**—(to go to school for study)  
**Go to the school**—(to go to a school for some work—not for study)
6. **Go to market**—(to go to market to purchase something)  
**Go to the market**—(to go to market for pleasure or some other work)
7. **Go to office**—(to go to office to work there)  
**Go to the office**—(to go to office for some other work)
8. **Work hard**—(to work industriously)  
**Work hardly**—(to work very little)
9. **Come late**—(late in reaching)  
**Come lately**—(come only a little while ago)
10. **Go direct**—(go straight)  
**Go directly**—(go just now)
11. **Shoot a man**—(to kill a man by a gun-shot)  
**Shoot at a man**—(to fire a gun-shot towards someone)
12. **To search somebody**—(to take search of someone)  
**To search for somebody**—(to be in search of some person)
13. **Believe a man**—(to have faith in what one says)  
**Believe in a man**—(to have faith in the honesty of some person)
14. **Meet a man**—(to meet someones in the normal course)  
**Meet with a man**—(to meet someone by chance)
15. **The Chairman and Director**—(Only one man who is both the Chairman and Director)  
**The Chairman and the Director**—(Two men—One Chairman, the other Director)
16. **English**—(English Language)  
**The English**—(English People)
17. **Who is he ?**—(Who is that man ?, i.e. What is his name ?)  
**What is he ?**—(What is he by profession)  
**Which is he ?**—(Which one is he amongst them ?)
18. **The eldest son**—(the first born)  
**The oldest son**—(the eldest of the living sons)
19. **Well**—(in good health)  
**Well off**—(financially sound)
20. **Reach by Sunday**—(reach upto Sunday)  
**Reach before Sunday**—(reach before Sunday comes)

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21. **Live on grass**—(live by eating grass)  
**Live in grass**—(live under grass)
22. **Take heart**—(to collect courage)  
**Take to heart**—(to feel in the depth of heart)
23. **At a loss**—(unable to decide what to do)  
**In a loss**—(to go in loss)
24. **Look sick**—(to appear ill)  
**Look sickly**—(to look weak as if sick)
25. **Find easy**—(easy to do)  
**Find easily**—(to discover easily)
26. **Tell briefly**—(to tell in brief)  
**Tell shortly**—(to tell soon)
27. **Come soon**—(come early)  
**Come quickly**—(come by fast means)
28. **In respect of**—(in view of some quality)  
**With respect to**—(in reference to something)
29. **To have business**—(regarding some work)  
**To have a business**—(regarding some business matter)
30. **Hand in hand**—(together)  
**Hand to hand**—(face to face)
31. **To call**—(to summon somebody)  
**To give a call**—(to give a general call to people for something)

**28****Proverbs**

We give below a list of Popular Proverbs with their meanings within brackets.

**IMPORTANT PROVERBS**

1. A bad man is better than a bad name.  
● (Ill-reputation is worse than ill-deeds.)
2. A bird in the hand is worth two in the bush.  
● (A small but sure gain is better than a doubtful double gain.)
3. A burnt child dreads the fire.  
● (A person who has had a shock once acts very cautiously.)
4. A bad workman quarrels with his tools.  
● (An inefficient man blames others for his inefficiency.)
5. A drowning man will catch at a straw.  
● (Even a small help is good enough in a critical position.)
6. A figure among cyphers.  
● (A man of little acquisitions is held high in a company of fools.)
7. A guilty conscience needs no accuser.  
● (A guilty soul accuses itself.)
8. A prophet is not honoured in his own country.  
● (The talents of a man are not often recognized by his own people.)
9. A little knowledge is a dangerous thing.  
● (Incomplete knowledge of anything may cause harm.)
10. Penny wise and pound foolish.  
● (It is foolish to save small things and waste huge ones.)
11. Save life save all.  
● (Life is more important than anything else.)
12. Might is right.  
● (Physical force wins.)
13. Rome was not built in a day.  
● (Great projects cannot be completed in a hurry.)
14. Distance lends enchantment to the view.  
● (Things appear more beautiful from a distance.)
15. An old dog learns no new tricks.  
● (Old men cannot learn anything new.)
16. Where there is a will there is a way.  
● (A man of strong will is bound to find a way out.)
17. Strike while the iron is hot.  
● (Don't miss a favourable chance.)
18. If the sky falls we shall catch larks.  
● (One should not put impossible conditions for acting.)
19. As you sow, so shall you reap.  
● (One gets returns according to one's deeds.)
20. To kill two birds with one stone.  
● (To gain two things by one act.)
21. Self-praise is no recommendation.  
● (Self-praise has no value.)
22. While in Rome, do as the Romans do.  
● (One should adjust oneself to local conditions.)
23. It is hard to live in Rome and fight with the Pope.  
● (One should not quarrel with one's own fellow-workers or with the boss.)
24. He who digs a pit for others falls into it himself.  
● (One falls into one's own trap laid for others.)

25. It is no use crying over spilt milk.  
 • (There is no gain weeping over a lost opportunity.)
26. Many hands make the burden light.  
 • (Collective efforts make a task easy.)
27. All that glitters is not gold.  
 • (All things that are good in appearance are not always really good.)
28. Coming events cast their shadows before.  
 • (Present conditions point to future events.)
29. A good face needs no paint.  
 • (Good things/deeds cannot be concealed.)
30. Care kills the cat.  
 • (Worry and tension are highly injurious.)
31. At length the fox turns monk.  
 • (One trying to look innocent after a long career of crimes.)
32. Cut your coat according to your cloth.  
 • (Limit your expenditure within your income.)
33. Do good and forget.  
 • (Forget the favour you have done to others.)
34. Everybody's business is nobody's business.  
 • (Collective responsibility is nobody's responsibility.)
35. An empty mind is a devil's workshop.  
 • (Evil thoughts dwell in a vacant mind.)
36. Everything looks pale to the jaundiced eye.  
 • (To see everything with a prejudiced mind.)
37. Barking dogs seldom bite.  
 • (A boastful person rarely acts.)
38. A rolling stone gathers no mass.  
 • (An unsettled life gains nothing.)
39. "Errors like straws over the surface flow, One who is in search of truth must dive below."  
 • (Errors are easy to detect, while truth is difficult to find.)
40. An empty vessel makes much noise.  
 • (A shallow man is usually very boastful.)
41. Christmas comes once a year.  
 • (Every day is not a festival.)
42. Half a loaf is better than no bread.  
 • (A little gain is better than no gain.)
43. All covet, all lose.  
 • (Too much greed gains nothing.)
44. All's well that ends well.  
 • (Final result is the most important thing.)
45. God's mill grinds slow but sure.  
 • (Moral justice prevails in the end.)
46. From a bad paymaster get what you can.  
 • (Accept whatever is offered in a bad bargain.)
47. Birds of the same feather flock together.  
 • (Men of like nature come together.)
48. Better a tooth out than always aching.  
 • (Do away with a painful thing, however precious.)
49. Even walls have ears.  
 • (There are listeners all around.)
50. Death's day is doom's day.  
 • (Nothing remains after death.)
51. Diamond cuts diamond.  
 • (A conflict between two equal opponents.)
52. Every sable cloud has a silver lining.  
 • (There is a ray of hope amidst all despondency.)
53. Deep rivers move in silent majesty, shallow brooks are noisy.  
 • (Shallow men are boastful ; men of depth are sober.)
54. Haste makes waste.  
 • (Haste spoils a good thing.)
55. Act in haste, repent at leisure.  
 • (A hasty action leads to long repentance.)
56. Kindness is lost upon an ungrateful man.  
 • (An ungrateful man does not respond to goodness.)
57. Pride goes before a fall.  
 • (A proud man always falls.)
58. Prevention is better than cure.  
 • (It is better to take preventive measures than to seek remedy when the disease has come.)

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59. Little grief is loud, great griefs are silent.
  - (Shallow grief is vocal ; deeper grief is silent.)
60. To have an old head on young shoulders.
  - (One more precocious than one's age.)
61. Those who live in glass houses should not throw stones.
  - (Those who have their own weakness should not blame others.)
62. To swallow the whole ox and be choked with the tail.
  - (A great sinner pretending to be afraid of small sins.)
63. He gives thrice who gives in a trice.
  - (Immediate action is the best action.)
64. Money makes the mare go.
  - (Money dictates all terms.)
65. Necessity knows no law.
  - (All values break down in critical moments.)
66. The nearer the church the farther from God.
  - (Just being near the church does not make one holy.)
67. It takes two to make a quarrel.
  - (One-sided action serves no purpose.)
68. There is no rose without a thorn.
  - (Every good thing has some kind of drawback in it.)
69. Out of the frying pan into the fire.
  - (Going from a smaller danger to a bigger one.)
70. A lie has no legs.
  - (Falsehood cannot stand long.)
71. Hunger is the best sauce.
  - (A hungry man finds everything delicious.)
72. All your geese are swans.
  - (One likes one's own things better than those of others.)
73. Charity begins at home.
  - (Service must begin from home, and then extended to others.)
74. See which way the wind blows.
  - (Let us wait and watch what turn the events take.)
75. A nod to the wise and a rod to the foolish.
  - (A little suggestion is enough for an intelligent person, but a fool takes no hint.)
76. A low-born man feels proud of his honours.
  - (A man of low-breeding would go off his head if he is placed in high position.)
77. Prosperity finds friends; adversity tries them.
  - (Many friends come in days of prosperity, but the sincerity of friendship is tested only in days of adversity.)
78. An unhappy man's cart is sure to tumble.
  - (Problems multiply in days of adversity.)
79. Adversity is the touchstone of friendship.
  - (Sincerity of friendship can be tested only in days of adversity.)
80. Fortune favours the brave.
  - (He who acts with courage gets success.)
81. The wearer knows where the shoe pinches.
  - (Only the sufferer knows how painful is the suffering.)
82. Give an inch and he will take an ell.
  - (If you give one a little, he would demand more.)
83. A good name is better than riches.
  - (Reputation is more precious than riches/ wealth.)
84. Too many cooks spoil the broth.
  - (Too many advisers harm the cause.)
85. Welcome or not, I am still your guest.
  - (One cannot be a forced guest.)
86. You cannot sell the cow and have the milk too.
  - (One can not take double advantage.)
87. Heads I win, tails you lose.
  - (A clever man would like to gain from both sides.)
88. Time is a great healer.
  - (All griefs heal up in course of time.)
89. It is no use casting pearls before swine.
  - (An underserving man cannot appreciate good things.)
90. A blind man is no judge of colours.
  - (A fool cannot appreciate anything, however good it may be.)

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91. An open door will tempt a saint.
  - (It is difficult to resist an easy temptation.)
92. Hope lasts with life.
  - (Man lives by hope to the last moment.)
93. I talk of chaff; he hears of cheese.
  - (A confused man has no understanding.)
94. Practice makes a man perfect.
  - (Practice adds to the efficiency of man.)
95. First deserve, then desire.
  - (An undeserving man should not expect much.)
96. There are men and men.
  - (All men are not equal.)
97. Handsome is that handsome does.
  - (A man is good if his work is good.)
98. Blood is thicker than water.
  - (Family bonds are very strong.)
99. Ill got ill spent.
  - (Money earned by unfair means goes waste.)
100. A wise foe is better than a foolish friend.
  - (A foolish man is more dangerous even if he is a friend.)
101. An ass is an ass though laden with gold.
  - (A fool remains a fool, however you may favour him.)
102. As the crow is, so the eggs shall be.
  - (As the father, so the children.)
103. Close sits my shirt, but closer my skin.
  - (One's own men are always more helpful than strangers.)
104. The cowl does not make a monk.
  - (Outer appearance is no test of a man's real character.)
105. His bread is buttered on both sides.
  - (He has all the advantages.)
106. Necessity is the mother of invention.
  - (Necessity finds a way out.)
107. A friend in need is a friend indeed.
  - (A sincere friend is one that comes to help in times of need.)
108. Face is not the index of the heart.
  - (Faces are deceptive.)
109. Excess of everything is bad.
  - (Nothing should be carried to an excess.)
110. Time and tide wait for nobody.
  - (Favourable times do not wait long.)

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## Expansion : Paragraph-Writing

There are many **Maxims, Sayings, Proverbs, and Quotations** in the English language, which appear to be very small but are really packed full of meaning. They carry very deep meaning. Each one of them can be expanded into a full essay or a long paragraph. They are highly epigrammatic and aphoristic. They can be explained and expanded to the length of a paragraph. This type of exercise is called **Expansion or Paragraph writing**. This type of exercise gives a very useful training towards the art of composition.

We give below a few examples of **Expansion or Paragraph writing**.

### (1) Honesty Is The Best Policy

Honesty is indeed the best policy, provided we understand and interpret the terms ‘policy’ and ‘honesty’ correctly. Policy here does not mean a certain kind of tact or strategy : it here means conduct of life. Similarly, honesty here does not mean merely honest dealings in money matters or business. Honesty is to be interpreted in its widest sense, honesty in word, thought and action. Here honesty is equivalent to truth in its widest and fullest sense. Therefore, the proverb prescribes truthful, noble and conscientious conduct of life in all spheres, private and public. One must follow the path of truth, virtue and nobility in all situations of life. One should conduct oneself in life in such a way that one may not fight shy in facing God in the other world. A noble and virtuous man is God’s best creation, God’s own image.

### (2) Example is better than Precept

Even a devil can quote scriptures, but only an angel can follow them. It is easy to preach but difficult to practise. Theoretical preaching is very

easy but their practical application in the conduct of life is very difficult. Anybody can preach, but very few can practise what they preach. A mere theoretical preaching makes no real impact on the people. This is why great saints and sages first practised in their own life and conduct what they sought to preach. Their life and conduct were practical lessons in the highest values of life. Lord Christ was a living example of human love and compassion. Mahatma Gandhi was an apostle of truth and non-violence. Thus one practical example is better than a hundred theoretical precepts.

### (3) Virtue is its own Reward

Virtue is not a commercial commodity which can be sold or purchased. Virtue is complete in itself; it has no ulterior or external object to gain; it is its own reward. The practitioner of virtue feels a sense of gratification, a kind of happiness and bliss which far transcends the pleasure that one can derive from material possessions or practical success in life. The practitioner of virtue does not enjoy prosperity; he may even fail to achieve much success in life, but for all that he does not feel depressed or frustrated. He follows the principle of selfless and detached ‘Karma’ as preached by Lord Krishna in the **Gita**. He would constantly keep in his mind the doctrine of disinterested doing of duty : Do thy duty, reward is not thy concern. Virtue is its own reward.

### (4) Handsome is that Handsome Does

Ordinarily a person is considered to be handsome if he has physical beauty and grace. But this is a very superficial and deceptive concept of beauty. Physical beauty is a very short-lived and transitory phenomenon. No physical thing can

## EXPANSION : PARAGRAPH-WRITING | 293

ever last against the ravages of time. So says Shakespeare :

Since brass, nor stone, nor earth, nor  
boundless sea,

But sad mortality o'ersways their power,  
How with this rage shall beauty hold its plea  
Whose action is no stronger than a flower ?

Wherein lies, then, permanent human beauty? It lies in one's good and noble deeds. We live in deeds, not in years. We can immortalize ourselves by doing good deeds. Physical charm is momentary, but the fragrance of good deeds is permanent. We shall be admired, honoured and remembered if we are morally handsome, and not if we are only physically handsome. It is our good deeds that add to our personality, that enhance our grace and charm, that enoble us and make us really handsome.

### (5) Knowledge is Power

At the source and root of all power there is knowledge. Even physical and military power is lame without knowledge. It is knowledge that rules the world. A man of knowledge possesses immense power. Behind all modern armaments and military manoeuvres there is scientific knowledge. Nature is an inexhaustible source of power. Nature reveals all her sources of power to a man of knowledge. It is the scientist, the man of knowledge, who can harness the mighty forces of nature and press them to human service. Also, no man can be a good statesman without knowledge. A good statesman should have full knowledge not only of his own country but also of the whole world, of all international problems and developments. And, finally, the highest form of knowledge is the knowledge of the self. Know thyself : this is the key of all spiritual and mystical experiences. He who has known himself has known the universe. Who can, then, be more powerful than a man of knowledge ? Indeed, knowledge is power.

### (6) The Pen is Mightier than the Sword

The 'pen' in this proverbial sentence symbolises intellectual power and the 'sword' stands for physical power. The proposition, then, is which is superior and stronger between intellectual power and physical power ? Obviously, intellectual power is far more potent and lasting than physical power. The conquests and gains of

the sword or the military force are short-lived, while those of the pen or the intellect are permanent and universal. The empires conquered by Alexander, Caesar, Genghis Khan, Tamerlane, Napoleon have all crumbled into dust and wiped off, but the intellectual and ideological empires built by great thinkers and writers like Manu, Plato, Socrates, Shakespeare, Tulsi, Goethe, Karl Marx, Gandhi are permanent possessions and rocks of shelter and succour to all mankind. The great truths of life that poets, thinkers, philosophers and mystics reveal to mankind inspire, animate, elevate and sustain mankind for all time to come, while the conquests of the sword hardly outlive the conqueror's short lifespan. The pen is, therefore, certainly mightier than the sword.

### (7) The World is too much with us

Wordsworth rightly says that "the world is too much with us" and "getting and spending we lay waste our lives." Indeed, man has become too materialistic. He is so much engrossed in the materialistic pursuits that he has completely forgotten the higher moral, spiritual and emotional values. He has become deaf to the "still small voice of conscience." He deceives, cheats, betrays, and falls to any low level for the sake of material gains. He has lost all peace of mind and remains in constant strain and stress. He has become morally bankrupt and spiritually degenerated. There is no joy in his life, no contentment in his heart. If man wants to save himself, he must draw a balance between his material gains and moral values.

### (8) Where ignorance is bliss, it is folly to be wise

The forbidden fruit of knowledge sometimes becomes the cause of great distress and anguish. There are many situations in which lack of knowledge or ignorance is a great blessing. It would be a great folly to probe deep and acquire knowledge into such situations. There are many things and many situations which are beyond the control of man. Any attempt to acquire knowledge about such things and situations would only bring sorrow. The future is unknown to us. It is shrouded in a thick veil of mystery. But if we could know the future, this knowledge would only add to our misery. Children are so happy because they have blessed ignorance : they don't run after knowledge. Solomon says, "He that increaseth

knowledge increaseth sorrow." Surely then, where ignorance is bliss, it is folly to be wise.

### (9) Peace hath her victories no less renowned than war

Ordinarily heroes of war are universally praised and honoured. War is recognized as the greatest heroic exploit and victory in war as a mark of national honour and triumph. But truly speaking, it is not always so, at least not in modern warfare. Wars involve incalculable human suffering and destruction. And even then, the achievements of war are very short lived. One war leads to another war. We fight war to prepare for another war. This vicious series goes on. The only antidote for war is peace. The achievements of peace are far more lasting and renowned than those of war. Art, culture, philosophy, literature, trade, commerce and such other beneficial things flourish only during peace time. The promoters of peace such as Christ, Buddha, Mahavira, Ashok, Gandhi are the real benefactors and saviours of mankind. They are far more renowned than the heroes of war.

### (10) A thing of beauty is a joy for ever

An object of beauty is a source of perennial joy. It may be any object of beauty from a tiny flower to the music of spheres, but it gives joy to every human heart. The pretty face of a maiden, the sweet smile of a child, the prismatic colours of the rainbow, the blossoms of spring, the songs of birds, the murmuring music of rivers and the sportive glee of the fountain have the power to charm every human heart. Equally powerful is the appeal of a work of art, be it a painting, a work of sculpture or architecture, a song, a dance performance, or a musical concert. Great works of literature—the plays of Shakespeare or Kalidas, the epics of Homer, Milton or Tulsi, the poetry of Spenser, Keats or Tagore, the stories and novels of Maupassant, Dickens or Prem Chand are perennial sources of aesthetic pleasure. Therefore Keats rightly says :

"A thing of beauty is a joy for ever :

Its loveliness increases; it will never pass into nothingness."

### (11) Sweet are the uses of adversity

Normally adversity is a dreaded thing. Nobody wants to fall in the grip of adversity. Everybody wants to live in joy, peace, plenty and prosperity. But a closer analysis would reveal that adversity has its own advantages. In the first place, it is a test of man's courage, patience, endurance and valour. It is a test of his faith, confidence and will-power. It is equally a test of the loyalty and sincerity of friends, colleagues, and members of the family. It is rightly said : prosperity finds friends, adversity tries them. One can truly understand and evaluate himself as well as others only in periods of adversity. He who can pass through adversity with a cool and balanced mind will ultimately be successful in the world. He who has not known adversity has not known the world.

### (12) Man is the architect of his own destiny

It is often believed that man is a toy in the hands of destiny. Our destiny is marked out for us at the time of our birth. Man has no role to play in the determination of his fate or destiny. This is a very fatalistic and pessimistic approach to life. It persuades man to be passive and inactive and leave everything in the hands of the powers above. This approach is very wrong. The truth is that man is himself the architect of his own destiny. He is the maker of his own fate. It is man's own efforts, his own deeds that determine the course of his life. A bold man, a man of faith, a man of determination, a man of hope and vision would never accept this philosophy of life. He would certainly mark out and determine his own destiny. Napoleon used to say that he carved out his destiny with his sword.

### (13) Coming events cast their shadows before

Future is always shrouded in a thick veil of mystery. Man cannot know what is going to happen in future. Yet if we closely understand and analyse the present, we can form some ideas as to what the future is going to be. There is a logical link between the present and the future. There is always a kind of background for all future events. We can judge the character and personality of a man by analysing his childhood. Clouds begin together in the sky before it rains. Situations of

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distrust, tension and animosity begin to develop before a war breaks out. We can anticipate a man's future success or failure by assessing his present. This is so because coming events cast their shadows before.

#### (14) Every sable cloud has a silver lining

Every situation of life has a blending of good and evil. There is nothing absolutely bad as there is nothing absolutely good. Even the worst and darkest situation of life has some element of goodness in it. Our sorrows and sufferings purify our soul. Adversity makes us bold, courageous and adventurous. Our failures pave the way for our success. Fever purges our entire physical system. And death holds out a promise for a new life. There is indeed a silver lining behind every sable cloud. What we need to have is a deep insight and clear vision to see everything rightly. We should not be disheartened when adverse situations come. We should go by faith, by hope, by vision, and then we shall find a silver lining behind every sable cloud.

#### (15) It is never too late to mend

Human life is a tale of errors and follies. Nobody is infallible. We all commit errors and mistakes out of ignorance or inexperience. Man learns by experience, and in the process of acquiring experience man often stumbles and falls down. An intelligent and aspiring man would learn from his mistakes and failings. Every mistake is a lesson, a living sermon. All errors and mistakes should be corrected. No mistake should be repeated a second time. It is never too late to mend. This is the surest way of getting success and happiness in life. If we just keep on brooding over our mistakes without trying to mend them, we shall make our life miserable. No stage is too late to rectify one's mistakes and come to the right path.

#### (16) Fame is the last infirmity of the noble mind

Milton says in his famous elegy **Lycidas** :

"Fame is the spur that the clear spirit doth raise,

That last infirmity of the noble mind."

A noble man does his duty and serves mankind without any expectation of reward or gain.

He works in a detached spirit without any near or distant aim in view. He overcomes all temptations, desires and weaknesses that flesh is heir to. But there is one thing that the greatest and noblest of men have not been able to overcome, and that is the desire to fame. Even the greatest and noblest of men have this weakness. They desire to be recognized for their services and be remembered for long. History bears testimony to the fact that even the greatest martyrs desired to have fame in their life-time and after. It is only the supermen like Christ, Buddha, Mahavira, Gandhi who can overcome this temptation.

#### (17) Discretion is the better part of valour

Courage and bravery are admirable qualities. One who dares nothing, gains nothing. A coward can do nothing; he can achieve nothing. But courage and bravery should be exercised with discretion and wisdom. Thoughtless and indiscreet display of bravery may do more harm than good. There are certain situations in which patience and forbearance would do better than valour. Sometimes it may be advisable to keep away from the path of danger or challenge. If a huge flood wave comes rising against you, or if you find yourself in the midst of flames, or if you are confronted unarmed with a wounded tiger, or if you are ambushed by a gang of communal fanatics, your discretion should prompt you to run away from the spot and save yourself. Discretion should be the watchword of the brave. We should remember Milton's words : "Fools rush in where angels fear to tread."

#### (18) The child is father of the man

The personality and character of a man is not a freak of nature. There is always a regular pattern and consistent growth in the formation of man's character. The seed of one's character and personality is laid in one's infancy. There is then a consistent growth from infancy to childhood, from childhood to youth, and from youth to age. As the child is today, the man would be tomorrow. What a man is going to be can be well guessed from his childhood. The child is the man himself on a miniature scale, having all the potentialities of future growth. History bears testimony to the fact that all great men showed signs of their greatness in their formative years in childhood. The growth and evolution of their personality could well be

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discerned from the very beginning of their lives. Therefore utmost attention should be paid to a child in his formative years. It is this great truth that Wordsworth enshrines in the famous line : "The child is father of the man."

### (19) If Winter comes, can Spring be far behind ?

There is always a regular cyclic order in nature. Sunrise and sunset, day and night, winter and summer, autumn and spring, growth and decay regularly follow each other. So is there a regular cyclic order in human life and fortunes. Joy and sorrow, rise and fall, success and failure, fortune and misfortune, birth and death successively follow each other. There cannot be a permanent winter, as there cannot be a permanent spring; so in life there cannot be a permanent period of misfortunes as there cannot be a permanent period of fortune. So man should have faith in the moral order of God. No period of depression and misfortune, of failure and frustration, of sorrow and suffering can ever be a permanent phase of life. This embodies a philosophy of sterling faith, hope and optimism. This is the message of Shelley, the revolutionary idealist, in this famous line quoted from his "Ode to the West Wind."

### (20) Politics is the last refuge of the scoundrel

The word "politics" has today become synonymous with "treachery" or "opportunism". It has degenerated into a foul profession. It has been grossly commercialized. Everything is fair in politics. Changing the party, crossing the floor, changing the colour of the cap, politicizing the national problems and calamities, raising the governments today and pulling them down tomorrow have become commonplace things in political life today. The result is that honest and noble people try to keep away from politics. The scoundrels often use politics as an umbrella to protect themselves from the arm of law. But it would be equally wrong to suggest that all politicians are scoundrels. There are many who are honest, noble, selfless, honourable and really dedicated to the service of the motherland. But a big majority of them are really bad and they have brought infamy to the whole class.

### (21) To travel hopefully is better than to arrive

Man lives by hope. Hope is the sustaining force. Human life is a long journey from hope to hope. When one hope breaks, the next hope allures man and prompts him to keep on the journey. Thus from hope to hope man travels until the end of the journey comes in death. Further, life is a prolonged struggle, a persistent endeavour to achieve some ideal, some cherished goal. The efforts made towards achieving this goal are more pleasure-giving than the goal itself. As soon as the goal is achieved, its charm vanishes. The journey towards the moon was more thrilling than the landing on the moon. As soon as man put his foot on the surface of the moon, he found it a barren land of rocks and dust. Immediately the charm was broken. Surely, then, to travel hopefully is better than to arrive.

### (22) The old order changeth yielding place to the new

Change is the law of nature. Everything dead or alive, animate or inanimate is changing continuously. Even the stars, the planets, the earth, the oceans and mountains and the uncontrollable forces of nature are constantly changing. In the living world of men, animals and plants things change even more fast and perceptibly. The old order must change and give place to the new. This is the process of evolution and progress. Old cultures and civilizations, old customs and manners, old systems and institutions, old thoughts and beliefs have changed and gone and given place to the new ones. Ancient kingdoms and empires have gone. Ancient palaces and monuments, forts and castles, temples and churches have all gone. The old generation is gradually dying out and new generation is coming up. The new generation must replace the old one. This is the natural process of change, evolution and progress.

### (23) More things are wrought by prayer than the world dreams of

When all human efforts fail, man takes to prayer. And very often prayers bring miraculous results. But the condition is that the prayer should

be sincere and genuine. It must come from the depth of the heart, not merely from the lips. Sincere prayer has a spiritual force in it. What comes from the soul of man goes to the Divine spirit. In such a situation things happen so miraculously that human reasoning fails to explain or analyse them. Many such events are recorded in history. It is a well known historical fact that the Mughal Emperor Babur saved the life of his young prince Jahangir from imminent death by prayer. These are great mysteries beyond the understanding of man. Therefore it is rightly said that more things are wrought by prayer than the world dreams of.

#### (24) There's a divinity that shapes our ends

Man was created in the image of God. God endowed man with great talents and faculties—physical, intellectual, moral and spiritual. He gave man full freedom to choose whatever course of life he thought fit for himself, to do whatever he liked, to accept or reject whatever his conscience chose. But God kept to himself, in his own hands, the ultimate end. The final destiny of man rests with God. Man can work; he can make persistent efforts; he can endeavour to the end, but the final outcome of all his efforts would depend upon the will of God. God is the Supreme Power without whose will and sanction nothing can happen. Man's success or failure, his rise or fall, his happiness or unhappiness, his triumph or defeat depend upon God's will. Surely, it is divinity that shapes our ends.

#### **Exercise**

**Expand into a paragraph the central idea contained in the following statements :**

1. All the world's a stage.
2. East is east, west is west.
3. All that glitters is not gold.
4. Rome was not built in a day.
5. A little knowledge is a dangerous thing.
6. Well begun is half done.
7. Brevity is the soul of wit.
8. To err is human, to forgive divine.
9. Birds of a feather flock together.
10. Art lies in concealing art.
11. Prosperity finds friends, adversity tries them.
12. A rolling stone gathers no moss.
13. Neither a borrower nor a lender be.
14. Fools rush in where angels fear to tread.
15. The proper study of mankind is man.
16. Lives of great men all remind us, we can make our lives sublime.
17. Poets are the unacknowledged legislators of the world.
18. Heard melodies are sweet, but those unheard are sweeter.
19. Our sweetest songs are those that tell of saddest thought.
20. Money is a good servant but a bad master.
21. Fortune favours the brave.
22. United we stand, divided we fall.
23. They never die who fall in a noble cause.
24. What can war but endless wars still breed.
25. Where there is sorrow, there is holy ground.

**30****Spellings**

Writing of correct spellings is the most difficult part of learning the English Language. A very great difficulty specially arises when a **Prefix** or a **Suffix** is to be added to a word. Another equally great difficulty arises in the correct use of **i.e.** or **ei**; **an** or **on**; **ea** or **ia**. Many more problems of the same nature also arise. There are some **rules** governing their correct use, though there are many **exceptions** to them. We give below the Rules of using correct **Prefixes** and **Suffixes** with illustrations :

**Rule 1—Words of one syllable ending in single vowel + single consonant**

If a **Suffix** beginning with a **Vowel** is to be added to a word of **one syllable** ending in a **single Vowel + single consonant**, the **last consonant** of the base word is **doubled**. As—

Sit	—	sitting
Beg	—	begging / begged
Run	—	running
Beg	—	beggar
Rob	—	robbed / robbing
Pat	—	patted / patting
Plot	—	plotted / plotting
Knit	—	knitted

**Rule 2—If a Suffix is to be added to a word of more than one syllable ending in a single Vowel + single consonant, the last consonant of the base word is doubled, provided that the last consonant is stressed. As—**

Submit	—	submitting / submitted
Occur	—	occurring / occurred
Permit	—	permitted
Begin	—	beginning
Debar	—	debarred

**Rule 3—If a Suffix is to be added to words ending in single consonant **l**, the consonant **l** is doubled. As—**

Control	—	controlled / controller
Travel	—	travelled / traveller
Signal	—	signalled
Distil	—	distilled, distiller
Quarrel	—	quarrelled

**Rule 4—If a Suffix beginning with a Vowel is to be added to words ending in silent e, the e is dropped. As—**

Hope	—	hoping
Move	—	moving
Live	—	living
Drive	—	driving
Like	—	liking

**Rule 5—But if a Suffix beginning with a consonant is to be added to words ending in silent e, the e is not dropped. As—**

Hope	—	hopeful
Engage	—	engagement
Procure	—	procurement
Hate	—	hateful
Retire	—	retirement

**Rule 6—If a Suffix beginning with **a, o, u** is to be added to words ending in **ce** or **ge**, the silent **e** at the end of the base word is not dropped. This is done for the sake of retaining the original pronunciation of **ce** (as **s**, not **k**) and **ge** (as **j**, not **g**). As—**

Notice	—	noticeable
Replace	—	replaceable
Courage	—	courageous
Change	—	changeable

**Rule 7**—If a **Suffix** is to be added to words ending in **y** preceded by a consonant, **y** is changed into **i**. But if the suffix **ing** is to be added, **y** is not changed into **i**. **As—**

Happy — happily  
Beauty — beautiful  
Mercy — merciful  
Duty — dutiful

**But :**

Marry — marrying  
Carry — carrying  
Try — trying  
Ply — plying

**Note—**

(1) If there is a **Vowel** before the last **y** in the base word, the **y** is not changed. **As—**

Pray — prayed  
Play — played

(2) The following are the **exceptions** to this rule :

Beauteous, piteous, bounteous, plenteous, shyly, shyness, dryness, slyly, slyness.

**Rule 8**—If the Suffix **full** is to be added to the words ending in **ll**, one **l** both from the base word and the suffix is dropped.

**As—**

Skill + full = skilful  
Will + full = wilful

**Notice**—Full + fill = fulfil is also correct.

**Rule 9**—In case of doubt whether **ei** or **ie** will be correct in the spellings of a word, remember that after **c** is used **ei**, and after other letters is used **ie**. **As—**

Conceive, receive, perceive, deceive.  
Thief, belief, relief.

**Note**—But these are correct—Efficient, ancient, sufficient.

Neither, either, their, height.

**Note**—Remember that the Rule regarding the use of **ei** or **ie** is applicable only in the words pronounced as **bee** (with **e** stressed), and not other words as listed under the **Note** above.

### **Exercise**

**(a) Add ei or ie to the following—**

Conc . . t ; hyg . . ne ; glac . . r ; ach . . ve ; ch . . f ; rel . . f ; perc . . ve ; gr . . ve ; rec . . pt ; retr . . ve ; pr . . st ; s . . ze ; bel . . f ; dec . . ve ; conc . . t ; n . . gh ; y . . ld ; br . . f ; n . . ce ; forf . . t ; l . . ge ; surf . . t ; f . . gn.

**(b) Add full to the following—**

Duty, beauty, skill, change, bounty, plenty, awe, care, grace.

**(c) Add ed or ing to the following—**

Commit, put, get, sit, pin, sin, hit, give, live, move, prove, remove, run, spin, pit, dig, split, can, ride, fly, try, cry, deny, spy.

**Ans :**

- Conceit; hygiene; glacier; achieve; chief; relief; perceive; grieve; receipt; retrieve; priest; seize; belief; deceive; conceit; neigh; yield; brief; niece; forfeit; liege; surfeit; feign.
- Dutiful; beautiful; skilful; changeful; bountiful; plentiful; awful; careful; graceful.
- Committed; putting; getting; sitting; pinned; sinned; hitting; giving; living; moving; proving; removing; running; spinning; pitted; digging; splitting; canned; riding; flying; trying; crying; denying; spying.

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# Punctuation and Capitals

Punctuation Marks have a great importance in every language. Punctuation mark make the meaning and sense of the writer clear and precise. Wrong punctuation marks can distort the meaning and cause confusion in the mind of the reader. Sometimes they can completely change the entire meaning. Therefore we give below all the important punctuation marks and explain how and where they are to be used.

The following are the important punctuation marks used in the English Language—

- (1) Full Stop ( . )
- (2) Comma ( , )
- (3) Colon ( : )
- (4) Semicolon ( ; )
- (5) Mark of Interrogation ( ? )
- (6) Mark of Exclamation ( ! )
- (7) Dash ( — )
- (8) Parentheses brackets ( )
- (9) Inverted commas or Quotation Marks “ ”
- (10) Hyphen ( - )
- (11) Apostrophe ( ' )

## **(1) Full Stop ( . )**

**Rule 1**—It is used at the end of every complete **Assertive** or **Imperative** sentence. It is not used at the end of Interrogative or Exclamatory sentences. (After these sentences Interrogative or Exclamatory marks are used.)

**Rule 2**—A Full Stop is also used after every letter of an Abbreviation. **As**—

M.L.A. ; M.P. ; D.S.O. ; S.T. Kukreja

Full stops are also used in such shortened expressions as—etc., e.g., i.e., Ibid., op. cit.

**Note—**

- (a) Full Stop marks may not be used after every letter in very popular abbreviations. **As**—  
UNESCO, UNO, WHO
- (b) Full Stop marks are not used after **Mr** & **Mrs** also.
- (c) 1st, 2nd, 3 rd, 4th, etc. also don't take Full Stop marks after them.

## **(2) Comma ( , )**

It is the smallest pause, and is used in the following conditions—

**Rule 1**—To separate a series of words of the same part of speech from each other. But the number of such words in the same series should not be less than three. Before the last word in the series conjunction '**and**' is added, and before the '**and**' a comma may or may not be used. **As**—

- (i) I have seen Bombay, Calcutta, Madras and Bangalore.  
(a comma can also be used before '**and**')
- (ii) There are in this zoo all kinds of birds, animals, reptiles, and monkeys.  
(The comma before **and** can be removed also.)

**Rule 2**—To separate **pairs** of words used in the same series. **As**—

- (i) They sell here books and magazines, note-books and diaries, greeting cards and picture-books.
- (ii) High and low, rich and poor, proud and humble, all assemble here.

**Rule 3**—To separate two or more than two **Adverb** or **Adjective phrases** coming after each other. **As**—

- (i) Then, after waiting for more than an hour, we saw him coming out.
- (ii) Thereupon, at last, he broke down.

**Rule 4**—To separate small co-ordinate clauses in a compound sentence. **As—**

- (i) He came, he saw, he conquered.
- (ii) The weather was pleasant, the wind was calm, the hills all round were green.
- (iii) Storms may blow and clouds may burst, but I must go.

(No Comma is used when two co-ordinate clauses are connected with a co-ordinate conjunction)

**Rule 5**—To mark a Nominative of Address or Vocative Subject. **As—**

- (i) Ram, what are you doing ?
- (ii) Milton, thou should'st be living at this hour !
- (iii) What will you do now, my friend ?

**Rule 6**—To separate a **Nominative Absolute**. **As—**

- (i) This done, we shall proceed further.
- (ii) The weather being pleasant, we proposed to go on a picnic.
- (iii) Having reached there, he addressed a public meeting.

**Rule 7**—To separate a **Noun** and its **Phrase in Apposition**. A comma is placed on both the sides of such Nouns or Phrases. **As—**

- (i) Nelson, the great wrestler, has won.
- (ii) Milton, the great poet, was blind.
- (iii) Mahatma Gandhi, the Father of the Nation, is worshipped as an apostle.

**Rule 8**—On both the sides of a phrase that can be developed into a sentence, and which is not merely a qualifying phrase. **As—**

- (i) Gandhi, having acquired the degree of Bar-at-Law, returned to India.
- (ii) Our team, having won the series, returned last month.

**Rule 9**—On both the sides of some typical words, phrases or clauses used within a sentence. **As—**

- (i) He, however, did not return before sunset.
- (ii) He is, after all, your brother and you must help him.

- (iii) Let us not, I pray you, part like this.
- (iv) Your behaviour, in my opinion, is not courteous.

**Rule 10**—In place of a word left out in a sentence, specially a verb (left out as understood). **As—**

- (i) He received a medal; I, a prize.
- (ii) You went to Calcutta; he, to Bombay.
- (iii) He secured first division; you, second.

**Rule 11**—To separate an Adverbial clause from the Principal clause. But if the Adverbial clause comes after the Principal clause, no comma is used. **As—**

- (i) If you go to office, please submit my application.
- (ii) When I was at Kanpur, I met your father.
- (iii) Inform me when you come back.

**Rule 12**—A comma is placed between the name of a person and his Degrees or Titles. If there are several Degrees, a comma is placed after each Degree. **As—**

B.K. Acharya, M.A., Ph.D., D. Litt.

Mrs. Sarojini Naidu, Governor of Uttar Pradesh.

**Rule 13**—A comma is also used between a long Subject and its Verb. **As—**

- (i) All that he said before he set sail, was long remembered by all.
- (ii) Whatever he spoke from the pulpit on the Christmas day, turned out to be true.

**Rule 14**—To separate a Noun Clause from the Verb of the principal clause, if the Noun clause comes immediately before the Principal Verb. **As—**

- (i) Whatever is, is right.
- (ii) Whoever comes, is welcome.
- (iii) That he is a rogue, no one could believe.

**Rule 15**—To separate a **Direct quotation** from the rest of the sentence. **As—**

- (i) He said, "I am a sailor."
- (ii) "What will you do", he asked, "if I withdraw my help ?"
- (iii) "Go home", said my father, "and help your brother."

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### (3) Colon ( : or :- )

After Full Stop the next complete pause is expressed by colon. The colon is written as (:) or (:-). It is used in the following cases :

**Rule 1**—Before writing a Quotation. **As—**

Bacon says : “Reading maketh a full man, writing an exact man, speaking a ready man.”

**Rule 2**—Before drawing a list of some articles or giving examples. **As—**

- (i) The principal cities of India are : Delhi, Bombay, Madras, Calcutta, Bangalore, etc.
- (ii) Pencils, pens, rubbers, paper, ink : these are the articles sold here.

**Rule 3**—Before grammatically independent but closely connected sentences. **As—**

He can never deceive anyone : he is an absolutely honest man.

### (4) Semicolon ( ; )

Semicolon is used in the following cases—

**Rule 1**—Between the clauses of a compound sentence when these clauses can be converted into complete independent sentences.

- (i) He is the strongest candidate; even his rivals admit this fact.
- (ii) This is the best book available here; all good students read this book.

**Rule 2**—To separate Co-ordinate clauses in a compound sentence when they are connected by a conjunction, and when commas have also been used in them. **As—**

- (i) He was a brave, respectable person; and he was loved and admired by all.
- (ii) The event was thrilling, exciting and momentous; and everyone watched it with bated breath.

**Rule 3**—A **Semicolon** is also used between the co-ordinate clauses of a compound sentence, which are not joined by any conjunction and which have their separate subjects. **As—**

- (i) The train halted; the passengers rushed forward; the vendors and hawkers had their good sale.

- (ii) The bell rang; the students assembled for prayer; the Principal addressed them; the day's work was resumed.

### (5) Mark of Interrogation ( ? )

Mark of Interrogation is used at the end of an Interrogative sentence in the Direct Interrogative form. **As—**

- (i) Are you going home ?
- (ii) Do you know him ?
- (iii) Why do you want to meet him ?

But in Indirect Narration the Interrogative sentence is converted into an Assertive sentence, and therefore a Full Stop is used in place of Mark of Interrogation.

- (i) He asked me whether I was going home.
- (ii) He asked me why I wanted to meet him.

### (6) Mark of Exclamation ( ! )

Mark of Exclamation is used at the end of an Exclamatory sentence, or after an Interjection or any word or phrase suggestive of some sudden feeling.

- (i) Alas ! he is ruined.
- (ii) What a terrible sight it was !
- (iii) May you live long !

### (7) Dash ( — )

Dash is used in the following cases—

**Rule 1**—In case of sudden stoppage or change of thought or feeling—

If I were born in those exciting times—  
but what is the use of such broodings ?

**Rule 2**—To collect scattered or stray thoughts—

Houses, cottages, farm-houses, cattle-sheds, grain-stocks—all were damaged in the floods.

### (8) Parentheses (brackets)

Parenthetic words, phrases and clauses are written within brackets. They keep the Parentheses separate from the main sentence. The Parentheses have no grammatical connection with the main sentence. **As—**

He gained from Heaven (it was all he wished)  
a friend. (**Gray**)

### (9) Inverted Commas (" — ")

Inverted commas are used to mark out the exact words of a speaker or a quotation. Double Inverted commas are used at the beginning and end of a statement or a quotation using exact words. If there is a quotation within a quotation, the internal quotation is closed within **Single Inverted commas**, and the whole sentence or quotation within **Double Inverted commas**. As—

He said, “I have consulted several literary reference books, but I have not been able to understand the correct meaning of ‘Child is father of the man’.”

### (10) Hyphen (-)

The mark of Hyphen is smaller than the dash, and it is used to make compound words. As—

Father-in-law; man-of-war; passer-by.

It is also used to connect the first part of a word written at the end of a line, the second part of which is carried over to the beginning of the next line. As—

He said that he was going to **rusti-**  
**cate** the naughty boy.

### (11) Apostrophe ( ’ )

**Rule 1**—Apostrophe is used to make a Possessive Case. As—

Ram’s house, Mohan’s book, Girls’ School.

**Rule 2**—Sometimes some words are shortened by dropping out some letters from their spellings, and in place of those letters an Apostrophe is used. As—

- (i) He **didn’t** go. (*i.e. did not*)
- (ii) I’ve **ne’er** seen him. (*i.e. I have never seen him.*)

**Rule 3**—To write **O’clock** & It is 5 O’clock.

**Rule 4**—To make Plurals of Letters and Figures.

- (i) **2’s** , **5’s** .
- (ii) He has not cut his **t’s** .
- (iii) His **m’s** are not readable.

### Use of Capital Letters

**Capital Letters:** Capital Letters are used in the following cases—

- (1) The **first letter** of the **first word** of a sentence is written with a capital letter.

The bell is ringing.

Have you done your work ?

- (2) Every new line of a poem begins with a capital letter.

My heart leaps up when I behold

A rainbow in the sky :

So was it when my life began,

So is it now when I am a man.

- (3) All Proper Nouns or Adjectives formed by Proper Nouns begin with a capital letter. All Surnames also begin with capital letters. If a name has two or more parts, all parts begin with a capital letter.

New Delhi; Bombay; John Keats;

Sir Walter Raleigh; Dr. R.B. Mazumdar;

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- (4) Every letter of an Abbreviation is capital.

U.N.O. ; U.S.A. ; N.A.T.O. ;

M.A. ; M.B.B.S.

- (5) All Nouns and Pronouns used for God begin with capital letters.

God; Lord; the Almighty;

God and His moral order;

God has thousands at His command.

- (6) Pronoun **I** and Interjection **O** are always written in capital form.

This is all that **I** can do for you.

**O** ! for a beaker of vintage.

### Exercise

#### (1) Punctuate the following sentences—

1. A student should be sincere devoted industrious and well behaved.
2. Sir I can do this easily.
3. As Caesar loved me I weep for him as he was fortunate I rejoice at it as he was valiant I honour him but as he was ambitious I slew him.
4. All that I am all that I hope to be I owe to my uncle.
5. Shakespeare the great dramatist was an Englishman.
6. A statesman should be cool patient farsighted and selfless.

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7. Some are born great some achieve greatness and some have greatness thrust upon them.
8. Even a fool before he speaks appears wise.
9. The student finding his notebooks gutted in fire cried I am ruined.
10. He therefore came down and talked to the stranger.
11. When you come next time please bring my book.
12. Alas he has drowned
13. Who is there let me know who will help you
14. The teacher stood in the class and said I will teach you Milton today.
15. What a horrible accident it was
16. I believe moreover that he will not come for I know him so well.
17. The following is the list of books I need
18. He came he stayed with me he dined with me and yet he did not appear to be friendly.
19. Japan the land of the rising sun is highly industrialized.
20. This is Rams house though he does not live here.
21. The President said My countrymen let us celebrate our Republic Day with all gaiety.
22. I have visited many countries England America Canada Japan and China.
23. In fact there was nothing for me to do and so I sat idle.
24. My friends however having finished their work came to visit me in the night.
25. He is a cruel thoughtless and haughty man.

### Exercise

**(2) Punctuate the following passages, using capital letters where necessary—**

- (1) You are wiser now than you were then king midas said the stranger looking seriously at him your heart i perceive has not been entirely changed from the flesh to gold were it so your case would indeed be desperate but you appear to be still capable of understanding that the commonest things such as lie within everybodys grasp are more valuable than the riches which so many mortals sigh and

- struggle for tell me now do you sincerely desire to be rid of this golden touch
- (2) On december 13 1939 three british ships ajax exeter and achilles under commander henry harwood fought the german battleship admiral graf spee in the atlantic two of the british ships had 6 inch guns and one had 8 inch guns while the enemy ship had six 11 inch guns.
  - (3) emotion is a state of the mind many ordinary words like anger fear happiness sorrow etc describe different kinds of emotions one can study human emotions in several ways for instance one can group different emotions according to their characteristics most emotions may be grouped into two major groups those that produce a feeling of pleasantness in the individual and others that produce the feeling of unpleasantness.
  - (4) Love describes a variety of behaviour like experience of parent child affection protective reaction friendship attachment between men and women or attachment to places or things or events in other words love is an impulse or an instinct and is not learnt through experience
  - (5) At one end of the road there was a small market from where our maid servant brought us a basketful of mangoes cashews and of course fish which was the main diet of the people there at the other end there was a factory which used not manual labour but all kinds of machinery to roast and pack cashews in air tight tins so came an industry in the village.

### Solution of the Above Passages

- (1) “You are wiser now than you were then, King Midas !” said the stranger looking seriously at him. “Your own heart, I perceive, has not been entirely changed from the flesh to gold. Were it so, your case would, indeed, be desperate. But you appear to be still capable of understanding that the commonest things such as lie within everybody’s grasp are more valuable than the riches which so many mortals sigh and struggle for. Tell me now, do you sincerely desire to be rid of this Golden Touch ?”

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- (2) On December 13, 1939, three British ships—‘Ajax’, ‘Exeter’ and ‘Achilles’—under Commander Henry Harwood fought the German battleship ‘Admiral Graf Spee’ in the Atlantic. Two of the British ships had 6-inch guns and one had 8-inch guns, while the enemy ship had six 11-inch guns.
- (3) Emotion is a state of the mind. Many ordinary words like anger, fear, happiness, sorrow, etc., describe different kinds of emotions. One can study human emotions in several ways. For instance, one can group different emotions according to their characteristics. Most emotions may be grouped into two major groups—those that produce a feeling of pleasantness in the individual, and others that produce the feeling of unpleasantness.
- (4) Love describes a variety of behaviour like experience of parent-child affection, protective reaction, friendship, attachment between men and women, or attachment to places or things or events. In other words, love is an impulse or an instinct, and is not learnt through experience.
- (5) At one end of the road there was a small market from where our maid-servant brought us a basketful of mangoes, cashews and, of course, fish which was the main diet of the people there. At the other end, there was a factory which used not manual labour, but all kinds of machinery to roast and pack cashews in air-tight tins. So came an industry in the village !

# 32

# Figures of Speech

## Figures of Speech

“A figure of speech is a departure from the ordinary form of expression, or the ordinary course of ideas, in order to produce a greater effect.”  
**(Wren)**

In other words, Figures of Speech make the use of words typically suggestive and artistic, and make the style strikingly effective, beautiful and ornamental. The Figures of Speech are an essential part of the poetic style of writing. For poetry they are indispensable. They impart a peculiar brilliance and charm to poetry. The following are the main Figures of Speech used in English.

### 1. Simile :

“In a Simile a comparison is made between two objects of different kinds which have, however, at least one point in common.”

In this figure two different objects, possessing at least one common point between them, are brought to comparison. Two similar objects are not compared under this Figure.

It should also be remembered that the point of similarity in Simile is expressed by the words **like, so, as**. For example :

1. She is as lovely as a rose.
2. Rana Pratap was brave like a lion.
3. O my love's like a red, red rose,  
That's newly sprung in June.  
**(Ben Jonson)**

4. Thy soul was like a star, and dwelt apart;  
Thou hadst a voice whose sound was like  
the sea.  
**(Wordsworth)**

### 2. Metaphor:

“A Metaphor is an implied (or condensed) Simile.”  
**(Wren)**

Or

“A Metaphor is a condensed form of Simile in which comparison between two different objects is shown without the use of such words as **like, as or so**.”

In other words, **Simile and Metaphor** are Figures of the same category. Metaphor is only a condensed form of Simile. Metaphor does not need the use of such comparative words as **like, as, so**. Therefore, a metaphor can be expanded into a Simile, and a Simile can be condensed into a metaphor. **As—**

1. Camel is the ship of the desert.
  2. Gandhiji was the guiding star of the destiny of India.
  3. Shivaji was the lion of the Peshwa dynasty.
  4. Life is a tale told by an idiot,  
Full of sound and fury .....
- (Shakespeare)**
5. Her only son is the lamp of her life.

### 3. Personification :

“In Personification inanimate objects and abstract notions are spoken of as having life and intelligence.”  
**(Wren)**

Under this Figure, inanimate objects are bestowed with human feelings and sensitivities.  
**As—**

1. There Honour comes a pilgrim grey.  
**(Gray)**
2. Death lays his icy hand on kings.
3. A lie has no legs.
4. Opportunity knocks at the door but once.
5. Nature bemoaned the death of the bride.

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**4. Hyperbole :**

“In Hyperbole a statement is made emphatic by overstatement.” **(Wren)**

Under this Figure a statement is exaggerated or overstated to an incredible degree. This is done for the sake of emphasis. As—

1. Rivers of blood flowed on the battlefield.
2. Floods of tears flowed down her cheeks.
3. He can devour mountains of food and drink rivers of whisky.
4. All the perfumes of Arabia cannot sweeten this little hand. **(Shakespeare)**

**5. Onomatopoeia :**

“This is the name given to that artifice of language by which the sound of words is made to suggest or echo the sense.” **(Nesfield)**

Under this Figure, the sound of words is made to suggest the meaning or sense. As—

1. The snakes are **hissing** and the bees are **buzzing**.
2. The **murmurous** haunt of **flies on summer eves**. **(Keats)**
3. The beetle **wheels his droning** flight. **(Gray)**
4. Cannons to the right of them,  
Cannons to the left of them,  
Cannons in front of them  
**Volleyed and thundered.** **(Tennyson)**

**6. Apostrophe :**

“An Apostrophe is a direct address to the dead, to the absent or to a personified object or idea.” **(Wren)**

Under this Figure a dead or absent person, or an abstract idea is addressed to as if physically present before the speaker. As—

1. **O death !** where is thy sting ?
2. **Milton !** thou should’st be living at this hour. **(Wordsworth)**
3. **O solitude !** where are thy charms ?

**7. Oxymoron :**

“Oxymoron is a special form of antithesis whereby two contradictory qualities are predicted at once of the same thing.” **(Wren)**

Under this Figure, two opposite or contradictory qualities of the same thing are stated at the same time. As—

1. His **honour** rooted in **dishonour** stood.
2. Thus **idlely busy** rolls their world away.
3. **Sweet bitter** tears flowed from her eyes.
4. **Aching joys** and **dizzy raptures** filled my heart.
5. Let us not dread the **kind cruelty** of the surgeon’s knife.

**8. Alliteration :**

“Alliteration consists in the repetition of the same sound or syllable at the beginning of two or more words.” **(Nesfield)**

This produces a kind of musical effect. As—

1. **Ruin** seize thee, **ruthless** king ! **(Gray)**
2. A **load** of **learning lumbering** in his head. **(Pope)**
3. A **reeling road**, a **rolling road**, that **rambles round** the shire.

**(G.K. Chesterton)**

4. How **high his Honour holds his haughty head !**
5. The fair **breeze blew**, the white foam flew,  
The furrow followed free.” **(Coleridge)**

**9. Irony :**

“Irony is a mode of speech in which the real meaning is exactly the opposite of that which is literally conveyed.” **(Wren)**

Under this Figure, the real meaning or sense of a statement is just the opposite of what is spoken literally in words. As—

1. Here under leave of Brutus and the rest  
( For **Brutus is an honourable man** :  
So are they all, **all honourable men.** )  
Come I to speak in Caesar’s funeral.  
**(Shakespeare)**
2. Yet Brutus says he was ambitious,  
And Brutus is an **honourable** man.  
**(Shakespeare)**

**10. Pun :**

“This consists in a play on the various meanings of a word, and is seldom used except as a joke.” **(Nesfield)**

Under this Figure, humour is sought to be produced by play on different meanings of a word. As—

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1. Is life worth living ? That depends upon the **liver**.
2. An ambassador is a man who **lies** abroad for the good of his country.

### 11. Metonymy :

"In Metonymy an object is designated by the name of something which is generally associated with it." **(Wren)**

'Metonymy' is a Greek word made of two words—**Meta** + **Onoma**. '**Meta**' means 'after', and '**Onoma**' means 'name'. Under this Figure, a thing is not called by its own name, but by some quality or attribute associated with it. For instance, '**sword**' may be used for the '**soldier**', or '**pen**' for the '**writer**'. As—

1. The **pen** (author) is mightier than the **sword** (the soldier).
2. **Sceptre** and **crown** (*i.e.* kings).  
Must tumble down ;  
And in the dust be equal made  
With the poor crooked **scythe and spade**.  
(*i.e.* peasants).
3. The **bar** (lawyers) and the **bench** (judges) are complementary to each other.
4. He won the **laurels** (*i.e.* reward).
5. Please address the **chair** (*i.e.* chairman).

### 12. Synecdoche :

"In Synecdoche a part is used to designate the whole or the whole to designate a part." **(Wren)**

In other words, a part is used for the whole, and the whole is used for the part. As—

1. Give us this day our daily **bread** (*i.e.* food).
2. I have many **mouths** (*i.e.* persons) to feed.
3. **England** (*i.e.* the team of England) have won.
4. A fleet of twenty **sails** (*i.e.* ships) passed by our coast.
5. The best **brains** (*i.e.* scholars) have assembled here.

### 13. Antithesis :

"In Antithesis a striking opposition or contrast of words or sentiments is made in the same sentence. It is employed to secure emphasis."

**(Wren)**

Under this Figure, two opposite or contradictory ideas are expressed in the same sentence. This is meant to give emphasis. As—

1. **To err is human, to forgive divine.**
2. **Man proposes, God disposes.**
3. **God made the country, man made the town.**
4. **Many are called, but few are chosen.**

### 14. Transferred Epithet :

"In this figure an epithet is transferred from its proper word to another that is closely associated with it in the sentence." **(Wren)**

Under this Figure, an adjective or an epithet is transferred and applied to an associated object in place of the object proper. As—

1. He passed a **sleepless night**.
2. The ploughman homeward plods his **weary** way. **(Gray)**
3. He received a **mortal** wound.
4. I cannot live on **dishonourable** bread.

### Exercise

Name the Figures of Speech used in the following sentences :

1. Life is a dream.
2. Revenge is a kind of wild justice.
3. The righteous shall flourish as the palm trees.
4. Ye are the salt of the earth.
5. Suspicions among thoughts are like bats among birds; they fly best by night.
6. O World ! O Life ! O Time ! On whose last steps I climb.
7. O Wind ! If winter comes, can spring be far behind ?
8. The press is the fourth estate.
9. Words are like leaves; and where they most abound,  
Much fruit of sense beneath is rarely found.
10. Life is as tedious as a twice-told tale.
11. Why, man, if the river were dry, I am able to fill it with tears.
12. I loved Ophelia; forty thousand brothers  
Could not with all their quantity of love  
Make up the sum.

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- |   |                                      |
|---|--------------------------------------|
| 13. If speech is silver, silence is gold.                         | (4) Metaphor;                        |
| 14. Truth is ever on the scaffold<br>Wrong is ever on the throne, | (5) Simile;                          |
| 15. Give every man thy ear,<br>But few thy tongue.                | (6) Apostrophe;                      |
| 16. O death ! where is thy sting ?                                | (7) Apostrophe;                      |
| 17. O judgment ! thou art fled to brutish beasts.                 | (8) Metonymy;                        |
| 18. The House is adjourned.                                       | (9) Simile;                          |
| 19. Youth is full of pleasure,<br>Age is full of care.            | (10) Simile;                         |
| 20. Sweet art the uses of adversity.                              | (11) Hyperbole;                      |
| 21. The cup that cheers but not inebrates.                        | (12) Hyperbole;                      |
| 22. He is a cruelly kind guardian.                                | (13) Antithesis;                     |
| 23. Our loss is their gain.                                       | (14) Antithesis;                     |
| 24. He held his haughty head high.                                | (15) Antithesis (and also Metonymy); |
| 25. With short shrill shrieks the bat flits by.                   | (16) Apostrophe;                     |
| 26. We are loyal to the crown.                                    | (17) Apostrophe;                     |
| 27. Grief sighed and Honour shed tears.                           | (18) Metonymy;                       |
| 28. Lady, we are your guests tonight.                             | (19) Antithesis;                     |
| 29. Run, run, you are brave indeed.                               | (20) Oxymoron;                       |
| 30. Soft, soft, he lies in the church.                            | (21) Metonymy;                       |
|   | (22) Oxymoron;                       |
|   | (23) Antithesis;                     |
|   | (24) Alliteration;                   |
|   | (25) Alliteration;                   |
|   | (26) Metonymy;                       |
|   | (27) Personification;                |
|   | (28) Irony; (29) Irony; (30) Pun.    |

**Answers**

- (1) Metaphor ;
- (2) Metaphor;
- (3) Simile;

**33****Foreign Words and Phrases**

Some foreign words, phrases and expressions borrowed from Greek, Latin, French, German and other European Languages, have come to be popularly used in English. Some of them have become quite current in the English Language. They are more particularly used in the fields of Law, Medicine and Science. Some of the technical words and phrases have become indispensable. Otherwise too, their use exhibits the writer's or speaker's wide knowledge, scholarship and advanced general awakening. These foreign words and expressions also add to the beauty, depth and variety of the style. Therefore, students would do well to understand these foreign expressions and use them correctly and carefully.

- 1. Ab initio**—(From the very beginning)
  - All the proceedings were wrong **ab initio**.
- 2. Ad hoc**—(specially for some purpose, for the time being)
  - An **ad hoc** committee has been constituted to enquire into this matter.
- 3. Ad interim**—(in the mean time)
  - You will soon be promoted but you can hold this office **ad interim**.
- 4. Ad infinitum**—(to infinity)
  - You can go on dividing ten by three **ad infinitum**.
- 5. Ad libitum**—(at liberty, at pleasure)
  - We shall sit after dinner and talk about our experiences **at libitum**.
- 6. Ad nauseam**—(to a disgusting point)
  - He dragged on his speech **at nauseam**.
- 7. Alma mater**—(mother institution, one's own college or University)
  - I am proud of my **alma mater**.
- 8. Alter ego**—(bosom friend, one's second self)
  - I have absolute faith in him. He is my **alter ego**.
- 9. Alumni**—(old students of a college or University)
  - The annual dinner of the **alumni** of our University is held in March every year.
- 10. Ante meridiem**—(a. m.; before noon)
  - The train arrives at 7 **a. m.** (**ante meridiem**)
- 11. A posteriori**—(inductive logic, drawing inference from effect to cause)
  - I have come to a **posteriori** conclusion that he is guilty.
- 12. A priori**—(deductive logic, arguing from cause to effect)
  - He is trying to come to a **priori** conclusion in a wrong way.
- 13. Bean geste**—(generosity, magnanimity)
  - World peace depends upon **bean geste** on the part of the great powers of the world.
- 14. Bonafide**—(in good faith, genuine character)
  - He is a **bonafide** student of this college.
- 15. Bourgeoisie**—(middle class people)
  - The **bourgeoisie** class suffers most in all social upheavals.
- 16. Cafe**—(Coffee-house)
  - This is the most expensive **cafe** in the town.
- 17. Carte blanche**—(full freedom of action)
  - My son has all powers **carte blanche** in so far as our business is concerned.
- 18. Chauffeur**—(Car-driver)
  - Our **chauffeur** knows all the roads and markets of Bombay.
- 19. Cortege**—(train of attendants, procession)
  - The king always moves out with a splendid **cortege** following him.

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- 20. Crescendo**—(slowly rising upwards)  
 ● They raised slogans in a **crescendo**.
- 21. De facto**—(in fact, really speaking)  
 ● The General Manager is the **de facto** Managing Director of the Mills.
- 22. Dei Gratia**—(by God's grace)  
 ● He was **dei gratia** saved from drowning.
- 23. Denouement**—(catastrophe, final solution or ending of a play or a story)  
 ● The **denouement** of this story is very striking.
- 24. De profundis**—(cry from the depth of sorrow in the heart)  
 ● The last soliloquy of Dr. Faustus is **de profundis** of his heart.
- 25. Divide at impera**—(divide and rule)  
 ● The Britishers adopted the policy of **divide at impera** during their rule in India.
- 26. Dramatis personae**—(list of dramatic characters in a play)  
 ● Every Shakespearean play has **dramatis personae** at the beginning of the play.
- 27. En bloc**—(in a group, all in a body)  
 ● The workers came out **en bloc** shouting slogans.
- 28. En masse**—(in a large number, all together)  
 ● They have gone on leave **en masse**.
- 29. El dorado**—(a golden city)  
 ● India was considered **el dorado** for centuries.
- 30. En route**—(on the way)  
 ● We shall halt at Bombay **en route** to Poona.
- 31. Ex gratia**—(as a mark of grace or mercy)  
 ● An **ex gratia** payment was made to all those who were injured in the accident.
- 32. Ex officio**—(by virtue of office)  
 ● The Governor is **ex officio** Chancellor of the University.
- 33. Ex parte**—(one-sided)  
 ● An **ex parte** judgment was announced by the court.
- 34. Functus officio**—(out of office, superannuated)  
 ● My father is **functus officio** Chairman of this factory.
- 35. Genre**—(kind)  
 ● An essay is a distinct **genre** of prose literature.
- 36. Ibid**—(in the same book or chapter)  
 ● Write **Ibid** if you quote from the same book again.
- 37. Id est (i.e.)**—(that is to say)  
 ● He is an itinerant singer, **i.e.**, he goes singing from place to place.
- 38. Il penseroso**—(a pensive or melancholy person)  
 ● A lonely brooding person tends to become **il penseroso**.
- 39. In extenso**—(at full length)  
 ● Explain all the allusions **in extenso**.
- 40. Infra dig**—(below one's dignity)  
 ● A patriot would find it **infra dig** to beg for mercy.
- 41. In memoriam**—(in the memory of)  
 ● The Taj was built **in memoriam** of Queen Mumtajmahal.
- 42. Inter alia**—(among other things)  
 ● In awarding scholarships we must consider **inter alia** the previous record of each student.
- 43. Inter se**—(between two parties, among themselves)  
 ● We cannot ignore the **inter se** agreement between the two parties.
- 44. In toto**—(completely)  
 ● I agree with you **in toto**.
- 45. Ipso facto**—(by that fact itself)  
 ● This agreement would **ipso facto** cancel the earlier one.
- 46. Juro divino**—(by divine right or law)  
 ● The medieval kings ruled **juro divino**.
- 47. Jus divinum**—(Divine Law)  
 ● The Bible is the compendium of all **jus divinum**.

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- 48. Laissez-faire**—(Government policy of free trade)  
 ● **Laissez-faire** may lead to unhealthy competition.
- 49. Lingua franca**—(national language)  
 ● We must take pride in our **lingua franca**.
- 50. Literati**—(learned men, scholars)  
 ● Milton could be appreciated only by the **literati**.
- 51. Literateur**—(literary men)  
 ● Pandit Jawaharlal Nehru was not only a statesman but also a **literateur**.
- 52. Mademoiselle**—(an unmarried girl, a maiden)  
 ● Joan of Arc was a graceful **mademoiselle**.
- 53. Mala fide**—(in bad faith, not good)  
 ● The intentions of the opposite party were **mala fide**.
- 54. Mon cher**—(My dear)  
 ● **Mon cher** son, be sincere to your duty.
- 55. Monsieur**—(Mr.)  
 ● **Monsieur** Louis was a historian.
- 56. Nonpareil**—(Unparalleled, incomparable)  
 ● Miranda was **nonpareil** in beauty.
- 57. Nota bene**—(N. B., note well)  
 ● **Nota bene** (N.B.) : All questions are compulsory.
- 58. Par excellence**—(of high excellence, unique)  
 ● His performance was **par excellence**.
- 59. Parole**—(released on leave on one's own word, specially applied to prisoners)  
 ● The convict has been left on **parole**.
- 60. Post meridiem**—(p. m., after noon)  
 ● We have our tea at **4 p. m.**
- 61. Post mortem**—(medical examination of the dead body)  
 ● The **post mortem** report reveals that the deceased had been poisoned.
- 62. Prima facie**—(on the first impression, obviously)  
 ● **Prima facie** there is no case against him.
- 63. Pro forma**—(in formal way)  
 ● He has invited us only **pro forma**, for we have no personal relations.
- 64. Proletarian**—(belonging to the lowest social order)  
 ● In a democratic country the **proletarian** is as important as the aristocrat.
- 65. Quo jure**—(on what charge)  
 ● **Quo jure** have you suspended him ?
- 66. Savoir faire**—(talent to see the right and just at once)  
 ● He has remarkable **savoir faire** for his age.
- 67. Status quo**—(the same position)  
 ● The court has ordered that **status quo** be maintained.
- 68. Sine die**—(indefinitely)  
 ● The University has been closed **sine die**.
- 69. Sub judice**—(under consideration of the court)  
 ● We can't take any action, for the matter is **sub judice**.
- 70. Summum bonum**—(highest good)  
 ● Contentment is the **summum bonum** of life.
- 71. Ultima Thule**—(farthest limit, last limit)  
 ● Treasure hunt was the **ultima Thule** of their quest.
- 72. Ultra vires**—(against law, against authority)  
 ● The orders of the Vice-Chancellor have been declared **ultra vires** by the High Court.
- 73. Versus**—(against)  
 ● The case is between the State Government **versus** the Central Government.
- 74. Via media**—(middle course)  
 ● There is no **via media** between hard labour and success.
- 75. Vice versa**—(in opposite ways, in reverse order)  
 ● Change these sentences from active to passive and **vice versa**.
- 76. Vox populi vox dei**—(Voice of the people is the voice of God)  
 ● Never go against public opinion, for **vox populi vox dei**.
- 77. Viva voce**—(oral test)  
 ● The **viva voce** test is going to be held tomorrow.

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## The Courtesy Words : “Please” and “Thank You”

The most popular courtesy words used in everyday life in the English Language are ‘**Please**’ and ‘**Thank You**’. Their proper use would show the writer’s or speaker’s sense of courtesy, gratitude, culture and refinement. They add to the pleasure and sweetness of life. They make social life easy and smooth.

The words of A.G. Gardiner are worth quoting in this connection : ‘Please’ and ‘Thank You’ are the small change with which we pay our way as social beings. They are the little courtesies by which we keep the machine of life oiled and running smooth.”

We give below the rules relating to their correct use in life.

### **Use of ‘Please’**

**Rule 1**—‘**Please**’ is used at the **end** of a sentence of request or prayer. **As—**

1. Help me, please.
2. Would you lend me your pen for a minute, please.
3. Come here, please.
4. Have your seat, please.

In all these sentences ‘**Please**’ has been used at the end of the sentence. This is the correct way. It is wrong to begin a sentence with ‘**Please**’. It is wrong to say “Please help me”, or “Please have your seat.”

**Rule 2**—If the Request is in the form of an Imperative sentence (suggesting order), ‘**Please**’ is used at the beginning of the sentence. **As—**

1. Please close the door.

2. Please leave me alone.
3. Please bring me a glass of water.
4. Please call the peon.

**Rule 3**—If the Request is in Interrogative form, ‘**Please**’ is used in the middle of the sentence. **As—**

1. Will you please close the door ?
2. Will you please stop talking ?
3. Are you please willing to help me ?
4. Will you please give me your telephone number ?

**Rule 4**—If a reply is to be given to an **Enquiry**, a **Request** or a **Suggestion**, and if the reply is Affirmative, we use **Please** ; but if the reply is Negative, we should not use **Please**. For a Negative reply we say ‘**No, thanks**’, and for the Affirmative reply we say ‘**yes, please**.’

It should also be remembered that in Affirmative reply, we should say ‘**Yes, please**’, not ‘**Please, yes**.’ Similarly in Negative reply, we should say ‘**No, thanks**’, not ‘**Thanks, no**.’ **As—**

1. Are you going to dine with me tomorrow?  
Yes, please.
2. Will you have another cup of tea ?  
Yes, please. (or, No, thanks / thank you.)
3. Will your brother need my help ?  
Yes, please. (No, thank you.)
4. Are you staying with me ?  
Yes, please. (or, No, thanks / thank you.)

### Use of 'Thanks'

**Rule 1**—"Thanks", "Thank you", or "Thank you very much" are used to express one's obligation for a favour done to oneself. These expressions are also used to express obligation when one's request, proposal, or suggestion is accepted by some person. As—

1. You helped me a lot. Thank you very much.
2. You gave me a very timely advice. Thank you.
3. Thanks for giving me your pen.
4. Will you have another cup of tea ?  
Yes, thank you.
5. I thank you for accepting my request.
6. Thanks for your suggestion.

**Rule 2**—Whether your reply to a request, proposal, or suggestion is Affirmative or Negative, 'Thanks' or 'Thank you' are used in both cases. For the Affirmative reply we should say 'Yes, thank you', and for the Negative 'No, thank you.' We should never say or write 'Thank you, yes' or 'Thank you, no.'

**Rule 3**—If one does some favour to you, or does some little act for you even without your request, you must say 'Thanks' or 'Thank you'. For example—

1. If your pen is left on the table, and your peon brings it to you, you must say 'Thanks' or 'Thank you'.
2. If a paper slips down from your table, and someone talking to you puts it back, you must at once say 'Thanks' or 'Thank you'.

### Exercise

**Fill in the blanks in the following sentences with either "Please" or "Thank you":**

1. Will you switch off the light ..... ?
2. ..... keep off the grass.
3. ..... for helping me so timely.
4. Could you show me the way ..... ?

5. How is your father now ? Much better, .....
6. ..... pay my respects to your father.
7. Will you ..... send me the particulars of your son ?
8. We can do without your help .....
9. ..... for the honour you have given me.
10. Put the book on the table .....

**Hints**—(1) please; (2) Please; (3) Thanks / Thank you; (4) please; (5) thank you; (6) Please; (7) please; (8) Thank you; (9) Thanks; (10) please.

### Exercise

**Reply the following questions in the Affirmative or the Negative, as indicated, using "Yes" or "No", with either "please" or "thank you"—**

1. Are you quite well now ?  
(Affirmative reply)
2. Do you need any other book ?  
(Negative reply)
3. Does your uncle need my advice ?  
(Affirmative reply)
4. Is your father still ill ?  
(Negative reply)
5. Shall I bring tea for you ?  
(Affirmative reply)
6. Are you quite comfortable here ?  
(Affirmative reply)
7. Would you like me to bring your letters from the Post-Office ?  
(Affirmative reply)
8. Shall I bring more milk for you ?  
(Negative reply)
9. Would you need my help now ?  
(Negative reply)
10. Do you still need a house ?  
(Negative reply)

**Hints**—(1) Yes, thank you / thanks; (2) No, thank you; (3) Yes, please; (4) No, thanks; (5) Yes, thank you; (6) Yes, thank you; (7) Yes, thank you; (8) No, thank you ; (9) No, thank you; (10) No, thanks.

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# Greetings and Salutation

## **Greetings and Salutations**

According to English culture **Greetings** and **Salutations** are offered in different ways at different hours of the day and night. There is no such difference in the modes of salutation in Indian culture. But in English culture there are different ways of offering Greetings and Salutations in the **morning, noon, evening, and night**. We discuss them in detail below—

**Good Morning**—We say **Good Morning** in the morning upto noon both on meeting or parting.

**Good Afternoon**—**Good Afternoon** is offered both on meeting or parting from mid-day to a little before evening.

**Good Evening**—**Good Evening** is offered from evening to midnight **only on meeting**, not on parting. (On parting we should say **Good Night**.)

**Good Night**—**Good Night** is offered on the following **four** occasions—

- (a) On retiring to bed for the night.
- (b) On parting from someone in the evening.
- (c) On parting from colleagues or work-mates, at the end of the day's work, whether the hour of parting is late afternoon or early evening.
- (d) As a greeting, in the evening, to someone we casually meet in the street but do not stop to speak to.

**Good bye**—**Good bye** is used between family-members, friends and personal visitors on parting from each other, e.g. as one leaves home to go to work, on parting from close friends or relations after a visit, on seeing off friends and relations going on a journey, etc.

**Good Day**—‘**Good Day**’, really speaking, is no proper form of salutation. However, it has come to be used informally on parting from friends at any hour in day time.

**Farewell**—‘**Farewell**’, in the same way, is no formal form of salutation. However, it is usually used informally on parting.

**Cheerio or so long**—These are the slang forms of Goodbye. These are used amongst very intimate and informal friends on parting.

**Hullo / Hello / Hallo**—These expressions are used amongst very inti-mate friends and colleagues on meeting. They should not be used in greeting one's seniors or elderly people, or less intimate persons.

They are also used to draw the attention of someone, or to express surprise or curiosity. As—

Haloo, what are you doing there ?

Hello, what is that !

## **Salutations in Letters**

**Salutation** is a very important part of any letter, whether the letter is **Personal, Official** or a **Business letter**. Different kinds of Salutations are used in different kinds of letters. We discuss them in detail below :

(1) In personal letters, for members of the family, we write—**My Dear Father, My Dear Mother, My Dear Brother / Sister / Son / Daughter**, etc. The expression **My dear** suggests very deep intimacy, love and affection. Against it, **Dear** (without **My**) suggests a little less closeness and affection. Therefore we can use either **My dear** or only **Dear** to other relations according to our intimacy with them. For example, we can write either **My dear uncle** or **Dear uncle**, depending upon our closeness and affection for the **uncle** concerned.

(2) The mode of **Salutation** to our friends and associates depends upon the level of our intimacy with them. Broadly speaking, there can be the following **three** categories :

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- (a) **My dear Mohan**—For very intimate friends.
- (b) **Dear Mohan**—For slightly less intimate than under (a) friends.
- (c) **Dear Mr. Mohan**—For very little intimate friends.

It is not proper to show too much intimacy with persons senior or superior to you. Therefore they should always be addressed as **Dear Mr / Shri**.

(3) For persons distantly related, or only officially concerned we should write **Dear Sir** (for men) and **Dear Madam** (for women).

(4) Teachers and officers should be addressed as **Sir** or **Dear Sir**.

(5) In pure English culture expressions like **Honoured Sir** or **Respected Sir** are not correct addresses. They are only **Indianisms** that should be avoided. **Respected Father** or **Respected Mother** are also Indianisms.

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## Dates and Time

There is a lot of confusion regarding the writing and speaking of **Dates**, **Years**, and **Time** in English. We give below the correct method of writing and telling them.

**Dates**—Dates can be written in the following four ways :

- (1) 25 October,
  - (2) October 25,
  - (3) October 25th,
  - (4) 25. 10. 93 .
- (a) All these four methods are correct, but preference should be given to the **First** method.
- (b) For dates **below ten** (*i.e.*, 1 to 9) the **second** method should be avoided as far as possible.
- (c) The **third method** is good for all dates, but it should be given second preference after the First method.
- (d) There can be much confusion in the use of the **Fourth** method, therefore it should not be used very frequently. There is a great difference in the **English system** and the **American system** in the use of the Fourth method. In the English system the three numerical figures serially stand for **day-month-year**, and in the American system for **month-day-year**. This difference in the English and American systems can lead to serious error in the interpretation of the date, month, and year. For example, 8. 10. 1995 in the English system would mean 8 October, 1995, but in the American system it would mean 10 August, 1995. Thus the same date would have two connotations. This kind of confusion should be avoided by avoiding the fourth method of writing the dates.

Let us now consider how to speak out these dates—

**Written      Spoken**

25 October	the twenty-fifth of October
October 25	October twenty-five or twenty-fifth
October 25th	October the twenty-fifth
25. 10. 93	Twenty-five, ten, ninety-three.

**Years**—There is no difference in the method of writing the **years**, but there is a difference in speaking them out. In this connection the following points should be kept in mind—

- (1) The whole centuries upto 1900 should be read/ spoken as follows :
  - 1600 = Sixteen hundred (not one thousand six hundred)
  - 1700 = Seventeen hundred (not one thousand seven hundred)
 Similarly, Eighteen hundred, Nineteen hundred, etc.
- (2) But years 2000 or above should be spoken in thousands. **As—**
  - 2000 = Two thousand (not twenty hundred)
  - 2500 = Two thousand five hundred (not twenty-five hundred)
- (3) If figures from **1 to 9** are to be added after **hundreds**, the word **hundred** must be **read / spoken**. **As—**
  - 1705 = Seventeen hundred and five (not seventeen five)
  - 1809 = Eighteen hundred and nine (not eighteen nine)
  - 1903 = Nineteen hundred and three (not nineteen three)
- (4) If figures from 10 and above are to be added after **hundreds**, the word **hundred** is **not read / spoken**

- 1735 = Seventeen thirty-five (not seventeen hundred thirty-five)  
 1853 = Eighteen fifty-three (not eighteen hundred fifty-three)  
 1914 = Nineteen fourteen (not nineteen hundred and fourteen)

**Time**—Time is written/spoken in **two** ways :

(1) **By figures, as—**

8.35; 9.25; 11.40

This method is popularly used in **Time-tables** and **official notices**. In this method, the numerical figure before the Full-stop denotes **Hours**, and the figure after the Full-Stop denotes **Minutes**. They are read/spoken as—Eight thirty-five ; Nine twenty-five ; Eleven forty, etc.

(2) **In conversational form :**

(1) In conversational form words **past** and **to** are popularly used. '**Past**' means 'so many minutes **after** a certain hour', and '**to**' means 'so many minutes **before** the **next** hour'. In both these expressions **minutes** are placed before **Past** or **to**, and **hour** after them. Further, in this method the minutes **up to thirty** are expressed in relation to the **preceding** hour (as so many minutes **past** that hour), and minutes **thirty onwards** are expressed in relation to the **next** hour (as so many minutes **to** that hour, i.e. short of the next hour). Thus 'Twelve past one' means 'twelve minutes over one O'clock'. In the same way, 'fourteen minutes past eleven' means 'fourteen minutes over eleven O'clock'. Against it, 'seven minutes to three' means 'seven minutes short of three O'clock.' Also, if before '**past**' or '**to**' **five**, **ten**, **twenty**, or **twenty-five** minutes are to be used, the word '**minute**' remains **silent** or **understood** (i.e. it is not spoken), but with other numbers the word '**minute**' is read or spoken out. Thus, we shall say '**ten past five**' or '**ten to five**', but '**twelve minutes past five**' or '**twelve minutes to five**'.

(2) 'Fifteen minutes past' is called 'Quarter past' and 'Fifteen minutes to' is called 'Quarter to'. In the same way, 'thirty minutes past' is called 'Half past', and 'Forty-five minutes to' is called 'Quarter to'.

- (3) Minutes up to thirty are referred to as 'past that hour', and minutes thirty onwards are referred to as 'to the next hour'.

**Thus :**

2.15 = Quarter past two

3.30 = Half past three

3.45 = Quarter to four (next hour)

- (4) With complete hour we use **O'clock** ; but if the reference is to hours and minutes, we **do not use O'clock**. For example, 9 O'clock, 4 O'clock, five O'clock, ten O'clock, etc. are correct. But 4.25 O'clock or three twenty O'clock are **wrong**.

- (5) The period from 12 O'clock at mid-night to 12 O'clock at noon is called '**a.m.**', while the period from 12 O'clock at noon to 12 O'clock at mid-night is called '**p.m.**'

In conversation, however, **a.m.** and **p.m.** are not often used. In their place we often use morning, noon, after noon, evening, night, etc. For example, we say ten O'clock in the morning, 4.30 in the after noon, six thirty (or half past six) in the evening, ten forty at night, etc. Twelve at midnight is called 12 O'clock at night, and twelve O'clock in the day is called 12 at noon.

Keeping all the above-noted points in mind, we give below a Table showing : How to write Time in figures, How to read the Time—figures, and how to speak them in conversation :

Time in figures	How to read	Conversational Form
10.00	Ten O'clock	Ten O'clock
11.05	Eleven five	Five minutes past eleven
11.15	Eleven fifteen	Quarter past eleven
12.30	Twelve thirty	Half past twelve
2.20	Two twenty	Twenty past two
5.45	Five forty-five	Quarter to six
10.58	Ten fifty-eight	Two minutes to eleven
11.45	Eleven forty-five	Quarter to twelve
12.00	Twelve O'clock	Twelve O'clock (at noon / at night)

**Exercise**

- 1. How will you read aloud the following dates ?**

August 15, January 5, 12 October, 20 November, March 5th, April 2nd, June 23, July 1, December 25th.

- 2. How will you read aloud the following years ?**

1400, 1700, 1808, 1907, 1914, 1939, 2005, 2025

- 3. How will you express in conversation the following points of time ?**

8·15; 9·05; 11·30; 11·45; 2·30; 4·28; 5·55; 8·0; 10·0; 12·0; 8·30 a. m.; 4·05 p. m.; 12·00 day, 12·00 night; 6 p. m.; 9·30 p. m.

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## Comprehension

Comprehension is a very important exercise to acquire proficiency in any language. Comprehension means ‘to understand fully’. Under comprehension an unseen passage in Prose or Poetry is given, and certain questions based on the given passage are asked. The answers to these questions would reveal how far the student has been able to understand or comprehend the given passage. A question on comprehension is asked in every examination. Therefore every student must have a good practice in comprehension.

No rules can indeed be framed for comprehension, but certain suggestions can of course be given for the same. First, the given passage should slowly and carefully be read over at least three times. Thereafter the central idea of the passage should be marked out. If you read over the passage once again, keeping the central idea in mind, you would easily be able to guess the correct meanings of most of the difficult words and expressions. After that the given questions should be carefully studied, comprehended and answered.

While answering the questions on the given passage, it must be kept in mind that the answers must be derived from the passage itself. No answer should be there outside the meaning and thought of the passage. You should not add your own thought, view or opinion in answering any of the questions. You do not have the right of expressing your own agreement or disagreement with the thought of the passage. It should also be remembered that your answers must be in full sentences—not merely in phrases, expressions, or ‘yes’ or ‘No’.

Sometimes you are required to give the Summary or Central Idea of the passage. The Summary or Central Idea should be about one-third of the given passage.

If you are required to suggest a suitable Title to the given Passage, remember that the title must

be derived from the central Idea of the Passage. Also remember that you can often get some **hint** about the title from the First or the Last sentence of the passage.

Also, some words, phrases and expressions in the passage are underlined or written in Italics and you are asked to give their meanings. No student would know the meanings of all such words and phrases. But you should not be afraid of such questions. If you have understood the central idea of the passage, you can easily explain the underlined words and phrases by common sense keeping the central idea and the context in mind. The meanings of the underlined portions should be given in your own simple language.

We are giving below 15 passages in Prose and Poetry for practice in comprehension. Some of these Passages have been fully solved, and others have been left for the student to solve. The passages left for the student have been provided with their central ideas and meanings of some difficult words and phrases. It is hoped the student should be able to attempt the comprehension of such passages without much difficulty with these Hints given under each passage.

**Answer the questions given under each of the following passages :**

### 1. (Solved)

Never was a time when there was more need for hard thinking than in the present hour. We see on all sides **a seething mass of turbulent life**. We are faced with a situation produced, if we can imagine it, by a **combination of varied movements** which the European nations passed through during the last few centuries. The **intellectual renaissance**, the industrial revolution, the political struggle for freedom and democracy, and the religious reformation, which the Western nations faced individually and at different periods, India has to meet simultaneously, each **magnified on**

**account of the large area and population concerned.** While great changes are taking place in every walk of life, political and industrial, cultural and social, there is a good deal of **loose and muddled thinking.** The country seems to be marching forth into the unknown.

- Q. 1. Give a suitable title to the above passage.**
- Q. 2. Give the central idea of the above passage.**
- Q. 3. Why is there need for hard work in India today ?**
- Q. 4. Explain the words and phrases in bold letters in your own words.**
- Q. 5. Use the following words both as nouns and verbs :**  
side; face; struggle; change; place.

### Answers

**Ans. 1.** A suitable title to the above passage would be : “A Time for Work.”

**Ans. 2.** Dr. Radhakrishnan says that there is a great need for hard work and constructive thinking in India today. We have to solve a large variety of political, economic and social problems all at the same time. The problems we face today have become unusually enormous on account of India’s vast area and huge population. The solution of these problems demands hard labour on the part of each one of us.

**Ans. 3.** India is passing through a phase of great many changes today. She has to solve a large variety of national problems. She has also to compete with Western countries which are advancing fast. Hence there is a need for hard work in India today.

**Ans. 4. Seething mass of turbulent life—** ever increasing and fast changing flux of life.

**Combination of varied movements—** combined force of many and varied changes and movements.

**Intellectual renaissance—** awakening of new thoughts, concepts and ideologies.

**Magnified .....Concerned—** the problems become enormous on account of the vast area and huge population of the country.

**Loose and muddled thinking—** inconsistent and confused thinking and planning.

**Marching forth into the unknown—** India advancing towards an unknown and uncertain future.

### Ans. 5.

- |                   |  |
|-------------------|--|
| <b>Side</b>       | — <b>Noun</b> —Come to my right <b>side</b> .<br><b>Verb</b> —He will <b>side</b> with you.                            |
| <b>Face</b>       | — <b>Noun</b> —She came with a smiling <b>face</b> .<br><b>Verb</b> —We have to <b>face</b> many problems.             |
| <b>Struggle</b> — | <b>Noun</b> —The <b>struggle</b> is very hard.<br><b>Verb</b> —He has to <b>struggle</b> hard for some time more.      |
| <b>Change</b> —   | <b>Noun</b> —There is no <b>change</b> in my programme.<br><b>Verb</b> —You will have to <b>change</b> your programme. |
| <b>Place</b> —    | <b>Noun</b> —The <b>place</b> is neat and clean.<br><b>Verb</b> — <b>Place</b> the chair in the room.                  |

### 2. (Solved)

Youth is the best gift of the gods, says an old “**Upanishad**”. Let us rejoice in it while we have it. It is the great **formative period of our life**, brief but powerful. We are then able to face the world with feelings pure and with ambitions unworldly. The bounds of our friendship, sympathy and fellow-feeling **are not then set**. We can push them as widely as we like until **they encompass all** that is worth knowing amongst our fellows. It is good to find a friend in a student born in a community widely removed from our own. To know him and through him to understand the feelings, hopes and even the prejudices that make him so dissimilar to us, is often a great experience. In acquiring it we discover the human elements lying underneath all that on **casual examination** seemed so different and unintelligible. Through the mists of religious controversies and political antipathies, we discover points of contact and fellowship, **untouched by the infection of religious or social prejudices** so powerful at a later age. Where religion divides, the common possession of youth and its generous instincts may unite, with its miraculous power of rooting itself deep in the affections of our companions.

—Dr. M. R. Jayakar.

- Q. 1. Give a suitable title to the above passage.**
- Q. 2. Give the central idea of the above passage.**
- Q. 3. Why is youth called the golden period of one's life ?**
- Q. 4. Explain the words and phrases in bold letters in the above passage.**
- Q. 5. Make verbs from the following words :**  
Sympathy; human; infection; deep; pure.

### Answers

**Ans. 1.** The proper title to the passage would be : “**Glory of Youth.**”

**Ans. 2.** Dr. Jayakar says that youth is the formative period in one's life. A man remains untouched by social, religious and political biases and prejudices during the period of youth. He can establish better contacts with the people of other countries and nationalities. Thus while age divides, youth unites. Youth promotes goodwill, sympathy and cooperation.

**Ans. 3.** Youth is the formative period of one's life. It is the period of hopes, enthusiasm and energy. One's career is formed in youth. Therefore it is called the golden period.

**Ans. 4. Formative period .....** life—the period in which one's character and career are formed.

**Are not yet set**—are not yet formed or fixed.

**They encompass all**—they include all.

**Casual examination**—a passing scrutiny or review.

**Untouched b y.....prejudices**—not tainted or coloured by any kind of prejudice, dislike or ill-will.

**Ans. 5. Formation of verbs—**

<b>Sympathy</b>	—	sympathise
<b>Human</b>	—	humanise
<b>Infection</b>	—	infect
<b>Deep</b>	—	deepen
<b>Pure</b>	—	purify

### 3. (Solved)

Graduation is **only a milestone in life's journey.** It does not mark the end of the education road. In a very real sense, it is the **commencement**

time, the beginning of a new journey which will test the **toughness of your mental and moral fibre**, the efficiency of your university training. The new experiences, the new problems and the new situation will demand from you the exercise of qualities **for whose fostering** the university functions. The future will give the powers and responsibilities to you. The **historic role** of large educated classes, in the building up of a new India cannot be over-estimated. If a leader is one who knows where he is going, who has a firm grasp of the **insights and intuitions** which have made our civilization so enduring, and **who can harness** them to every aspect of life, it is only the universities that can train men for leadership. The universities are more than institutions for higher learning and professional training; they are called upon to educate the younger generation, form its character and create a new type of intellectual leader.

—Dr. Radhakrishnan.

- Q. 1. Give a suitable title to the above passage.**
- Q. 2. Give the central idea of the above passage**
- Q. 3. What is the role of young students in the national life ?**
- Q. 4. Explain the words and phrases in bold letters in the above passage.**
- Q. 5. Use the following words both as nouns and verbs :**

**End; sense; demand; exercise; grasp; term; harness.**

### Answers

**Ans. 1.** A suitable title to the above passage would be : “**Role of Universities.**”

**Ans. 2.** Dr. Radhakrishnan says that universities play a very vital role in the life of the individual and national life. Universities supply a regular stream of educated and responsible generation of young men. The future of India has to be shaped by such young men. Our universities must rise and come up to meet this national demand.

**Ans. 3.** As soon as a student comes out of the university he is called upon to play his role in the national life. He has to play the role of a highly enlightened, responsible and conscientious citizen. Young students must rise to meet the call of the nation.

**Ans. 4. Only a milestone**—only one stage in the journey of life.

**Commencement time** : beginning.  
**Toughness .....fibre** : intellectual and moral power.  
**For whose fostering** : for whose growth.  
**Historic role** : important duty.  
**Insights and intuitions** : deep understanding and moral spirit.  
**Who can harness** : who can control.

**Ans. 5.**

**End** : **Noun**—This is the end of the problem.  
**Verb**—The problem ends here.  
**Sense** : **Noun**—There is no sense in what you say.  
**Verb**—I sense a foul play.  
**Demand** : **Noun**—The demand of food-grains is rising.  
**Verb**—I demand no help from you.  
**Exercise** : **Noun**—This is a difficult exercise.  
**Verb**—He should exercise all his powers.  
**Grasp** : **Noun**—The situation is under my grasp.  
**Verb**—Grasp the opportunity when it comes.  
**Train** : **Noun**—The train is late.  
**Verb**—The universities must train the youth to grow into good citizens.  
**Harness** : **Noun**—He died in harness.  
**Verb**—We must harness our natural resources.

**4. (Solved)**

Does economic progress **clash with** real progress ? By economic progress, I take it, we mean material advancement without limit, and by real progress we mean moral progress, which again is the same thing as progress of the **permanent element in us**. The subject may therefore be stated thus : Does not moral progress increase in the same proportion as material progress ? I know that this is a **wider proposition** than the one before us. But I venture to think that we always mean the wider one even when we lay

down the smaller. For we know enough of science to realize that there is no such thing as perfect rest or repose in **this visible universe** of ours. If, therefore, material progress does not clash with moral progress, it must necessarily advance the latter. **(Mahatma Gandhi)**

- Q. 1. Give a suitable title to the above passage.**  
**Q. 2. Write the summary of the above passage in about one-third of its length.**  
**Q. 3. What is the relationship between real and economic progress ?**  
**Q. 4. Explain the words and phrases in bold letters in the above passage.**

**Answers**

**Ans. 1.** Title : “**Economic Vs. Real Progress**”.

**Ans. 2.** Gandhiji refers to the relationship between economic progress and real progress. Economic progress means material advancement. Real progress is moral and spiritual progress. These two are opposed to each other. This problem has a wider application and must be studied in its wider perspectives.

**Ans. 3.** Gandhiji says that economic progress does not promote real progress. On the contrary economic progress hinders real progress.

**Ans. 4. Clash with**—opposed to, run counter to,

**Permanent element is us**—our moral and spiritual faculty.

**Wider proposition**—wider meaning.

**This visible universe**—the material world before us.

**5.**

Our constitution is named democracy, because it is in the hands not of the few but of the many. But our laws **secure equal justice for all** in their private disputes and our public opinion **welcomes and honours talents in every branch of achievement**. And as we give **free play to all in our public life**, so we carry the same spirit into our daily relation with one another. We have no **black looks or angry words** for our neighbour if he enjoys himself in his own way and we abstain from the **little acts of churlishness** which, though they leave no mark, yet **cause annoyance to those who note them**. Open and friendly in our private intercourse, in our public acts we keep strictly

within the control of law. We acknowledge the restraint of reverence, we are obedient to whomsoever is set in authority, and to the laws, more specially to those which offer protection to the oppressed and to those **unwritten ordinances whose transgression brings admitted shame.**

- Q. 1. Give a suitable title to the above passage.**
- Q. 2. Give the summary of the above passage.**
- Q. 3. Explain the portions in bold letters in the above passage.**
- Q. 4. "Our laws secure equal justice for all." This is a social virtue. Find out from the passage some other social virtues which democracy produces.**

### Hints

**Idea**—Principles of democratic way of life. The citizen of democracy is free in his personal and private life, but he is bound by laws in public life. He respects law and authority.

**Secure equal justice**—guarantee equality and justice to all; **Tal-ents.....achievement**—honour the talented man in every field of life and career; **Black .....words**—discouragement and jealousy; **Little ..... churlishness**—little acts of anger and jealousy; **Unwritten Ordinances**—moral laws; **Transgression**—disobedience.

### 6.

To you who have received your degrees this afternoon will go forth the congratulations and good wishes of every one of us. Do not, however, forget the significance of this function. Today you have reached the **first milestone of your long and arduous journey in life**, not always pleasant and very often **making large demands upon human patience**. The responsibilities of public life, **political contests, social injustice and inequities and economic conflicts between competing interests** will claim the attention of some of you. To others may fall the less **showy but more beneficent work** of social service. Whatever the sphere of life you may be called upon to play your part in, the eyes of your university will always be upon you. You can add to her pride or put her to shame by your conduct and action. In the end, in the midst of the conflicts that you will have to face, **let the rule of enlightened conscience and loyalty to your convictions guide your path.**

- Q. 1. Give a suitable title to the above passage.**

- Q. 2. What, according to the author, is the test of a man's university education in life ?**
- Q. 3. What are the duties and responsibilities of young graduates ?**
- Q. 4. What is the advice of the author to the young graduates ?**
- Q. 5. Explain the portions in bold letters.**

### Hints

**Idea**—A convocation address. Appeal to the graduates to realize their duties and responsibilities. A vast field of action lies before them. They should carry out their duties sincerely and devotedly.

**The first milestone**—the first important stage.

**Arduous journey**—hard course of life.

**Making ..... patience**—demanding much sacrifice and patience from man.

**Less showy.....work**—social service which does not have much pomp and show but which is very valuable.

**Rule of enlightened conscience**—rule of upright moral conduct and spiritual values.

**Loyalty.....convictions**—faith in religion and other social systems and human values inherited from the past.

### 7.

The basic faith of those who believe in democracy is that the common man has enough goodwill and common-sense to govern well, that **given freedom and power**, men will educate one another, will introduce better ways of life and habits of friendly co-operation, and will in the long run create a new society which will give the best possible opportunity of good life to all. A **believer in democracy** has faith in human nature, in the **goodwill and political ability of the common man**.

But uneducated people with **no experience of self-government** are quite incapable of suddenly making a success of democracy. All history shows that stable democracy is a slow growth, that the people must have a long experience of self-government and responsibility in many walks of life, only then can they learn those qualities of tolerance, of common-sense, of co-operation and of judgement which are essential in the citizens of a democracy.

- Q. 1.** Give a suitable title to the above passage.  
**Q. 2.** Explain the portions in bold letters in the above passage.  
**Q. 3.** Answer briefly the following questions in your own words—  
 (I) What is the basic faith of those who believe in democracy ?  
 (II) What qualities are essential for the citizen of a democracy?

### Hints

**Idea**—Democracy is built on the faith of goodness and proficiency in the common man, the common citizen of a democracy must be conscious of his civic rights and duties. Uneducated citizens with no experience of civic life cannot make democracy a success.

**Basic faith**—primary conception, faith at the starting point.

**Self-government**—democratic form of government.

**Stable democracy**—strong and lasting democracy.

### 8.

Suggestion came to me **through various intermediaries** that if I could give an assurance, even an informal assurance, to **keep away from politics** for the rest of my term, I would be released to attend on Kamla. **Politics was far enough from my thoughts just then**, and the politics I had seen during my eleven days outside had disgusted me, but **to give an assurance and to be disloyal to my pledges, to the cause, to colleagues, to my self, it was an impossible condition whatever happened**. To do so meant **inflicting a moral injury on the roots of my being**, on almost everything I held sacred. I was told that Kamla's condition was becoming worse and worse, and **my presence by her side might make all the difference between life and death**. Was my personal conceit and pride greater than my desire to give her this chance ? It might have been a terrible predicament for me, but fortunately that dilemma did not face me in that way at least. Knowing that Kamla herself **would strongly disapprove of my giving any undertaking** and if I did anything of the kind, it would shock her and harm her, I felt morally enlightened.

- Q. 1.** Give a suitable title to the above passage.

- Q. 2.** Give the substance of the above passage in one-third of its original length.  
**Q. 3.** What impression do you form about the character of Pt. Nehru from the above passage ?  
**Q. 4.** Explain the phrases and sentences in bold letters above.

### Hints

**Idea**—Pt. Nehru's wife Kamla had fallen seriously ill when he was in prison. Authorities sent proposals to him that he could be released from jail if he promised not to take part in politics. Pt. Nehru gave no such assurance. He knew that Kamla herself would not feel happy if he did any such thing.

**Intermediaries**—agents of the authorities

**Informal**—verbal.

**Pledges**—oaths of serving the country.

**Cause**—relating to independence.

**Conceit**—vanity.

**Predicament**—embarrassing position.

**Dilemma**—difficult situation

**Undertaking**—promise, assurance.

### 9.

Freedom has assuredly given us a new **status and new opportunities**. But it is also implied that we should discard selfishness, laziness and all **narrowness of outlook**. Our freedom suggests toil and the creation of new values for old ones. We should so discipline ourselves as to be able to discharge our new responsibilities satisfactorily. If there is any one thing that needs to be stressed more than any other in the new set-up, it is that we should put into action our full capacity, each one of us, in productive effort—each one of us in his own sphere, however humble work, unceasing work, should now be our **watch word**. **Work is wealth and service is happiness**. Nothing else is. The greatest crime in India today is idleness. If we root out idleness, all our difficulties including even conflicts will gradually disappear. Whether a constable or a high official of the State, whether as businessman or industrialist, artisan or farmer or peasant, each one of us should discharge his obligation to the state and make a contribution to the welfare of the country. Honest work is the **sheet-anchor** to which we should cling if we want to be saved from danger or difficulty. It is the fundamental law of progress.

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- Q. 1. Give a suitable title to the above passage.**
- Q. 2. Summarise the above passage in about sixty-five words.**
- Q. 3. What duties and responsibilities have been bestowed on us by freedom ?**
- Q. 4. Explain the portions in bold letters.**

### Hints

**Idea**—Freedom has bestowed new duties and responsibilities on us. We have to work hard with all our capacity for the preservation of our freedom. Work is the basic condition for securing progress, prosperity and security.

**New status**—new position of trust and responsibility.

**Discard**—give up, do away with.

**Unceasing work**—regular habit of working hard.

**Root out**—eliminate, drive out.

**Artisan**—One engaged in some kind of handicraft.

**Sheet-anchor**—sheltering place.

**Cling**—attached to.

### 10.

Man and his deeds are two distinct things. Whereas a good deed **should call forth approbation** and a wicked deed, disapprobation, the doer of the deed whether good or wicked, always deserves respect or pity as the case may be. '**Hate the sin and not the sinner**' is a precept which, though easy enough to understand, is rarely practised, and that is why the poison of hatred spreads in the world.

This form of **Ahimsa** is the basis of search for truth. I am realising every day that the search is vain unless it is founded on Ahimsa as the basis. It is **quite proper to resist and attack a system** but to resist and attack its author is tantamount to resisting and attacking oneself. For **we are all tarred with the same brush**, and the children of one and the same creator and as such the divine powers within us are infinite. **To slight a single human being** is to slight those divine powers and thus to harm not only that being but with him the whole world.

- Q. 1. Give a suitable title to the above passage.**
- Q. 2. Summarise Mahatma Gandhi's views on Ahimsa as given in the above passage.**

- Q. 3. Explain the portions in bold letters.**
- Q. 4. Expand the idea contained in "Hate the sin and not the sinner."**

### Hints

**Idea**—Here is an explanation of the true spirit of Ahimsa. Ahimsa prescribes love and respect for every human being irrespective of his actions. We should hate the sin but not the sinner. To hate any individual would be to hate the divine spark which dwells within everyone of us.

**Approbation**—**approval, admiration.**

**Disapprobation**—disapproval, condemnation.

**Precept**—moral principle

**Tantamount to**—equal to

**Tarred with the same brush**—The characters of all human beings are painted by the same brush of God, and hence there is no difference between one individual and the other.

**To slight**—to hate and condemn.

**Those divine powers**—moral and spiritual powers within every individual.

### Comprehension (contd)

#### Poetry Passages

### 11. (Solved)

The world is too much with us; late and soon,  
Getting and spending, we lay waste our powers :  
Little do we see in nature that is ours;  
We have given our hearts away, **a sordid boon !**  
This sea that bares her bosom to the moon;  
The winds that will be **howling at all hours**  
And are up-gather'd now like sleeping flowers;  
For this, for everything, we are out of tune :  
It moves us not—Great God ! I'd rather be  
**A Pagan suckled in a creed outworn :**  
So might I, standing on this pleasant lea,  
Have glimpses that would **make me less forlorn;**  
Have sight of Proteus rising from the sea;  
Or hear old Triton blow his wreathed horn.

—W. Wordsworth

- Q. 1. Give a suitable title to the above poem.**
- Q. 2. Write the substance of the above poem.**
- Q. 3. Why are we drifting away from Nature ?**

**Q.4. Explain the expressions in bold letters in the above poem.**

### Answers

**Ans. 1.** The title of the poem is : “The World Is Too Much with Us.”

**Ans. 2.** The poet criticises the material civilization of the industrial age. Man is so engrossed in economic activities that he can hardly find time to perceive the beauty of Nature. He sees no beauty in the sea heaving in moon-lit night or in the soft fragrant breezes blowing in the morning. The poet wants to love and worship Nature as the abode of gods and goddesses and for that he is prepared even to renounce Christianity and become a Heathen devotee.

**Ans. 3.** We are drifting away from nature because we have no time to see her beauty. We are so engrossed in earning and spending money that we can hardly find time to appreciate how beautiful the different forms of nature are. Our love for material possessions has dried up our love for nature.

**Ans. 4. The world.....us**—We are so badly engrossed in economic and material pursuits.

**A sordid boon**—material gains at the cost of enjoyment of the beauty of nature make a bad bargain.

**Howling at all hours**—blowing hard all through day and night.

**Suckled in a creed outworn**—turning in devotion to a lost and archaic religious creed now called Heathenism.

**Make me less forlorn**—having the sense of being less lonely in the company of Heathen gods and goddesses in different forms of Nature.

### 12. (Solved)

Break, break, break,

On thy cold gray stones, O Sea !

And I would that my tongue could utter

The thoughts that arise in me.

O well for the fisherman’s boy,

That he shouts with his sister at play !

O well for the sailor lad,

That he sings in his boat on the bay !

And the stately ships go on

To their haven under the hill;

But O for the touch of a vanish’d hand,  
And the sound of a voice that is still !  
Break, break, break,  
At the foot of thy crags, O sea !  
But the tender grace of a day that is dead  
Will never come back to me.

—Lord Tennyson

- Q. 1. Give a suitable title to the above poem.**  
**Q. 2. Write the substance of the above poem.**  
**Q. 3. How do the fisherman’s boy and the sailor’s lad express their joy ?**  
**Q. 4. Explain the expressions in bold letters in the above poem.**

### Answers

**Ans. 1.** The suitable title is “**Break, Break, Break**”.

**Ans. 2.** Tennyson mourns the death of his dear friend Hallam. The waves of the ocean dashing against the shores resemble the beatings of the poet’s heart. He cannot, however, express his sad feelings adequately, even as the fisher boy or the sailor lad could express their glee. The ships go and return but his dear departed friend will never return to him.

**Ans. 3.** The fisherman’s boy can freely express his joy by playing with his sister and shouting with glee. The sailor’s lad expresses his joy by singing freely from his boat. .

**Ans. 4. Thy cold grey stones**—The cold and grey stony shore of the sea.

**Their haven.....hill**—the safe projection of the hill over the bay under which the ships are anchored;

**A voice that is still**—the voice of a dear friend that has been silenced for ever by death.

**The touch.....hand**—The tender touch of the hand of a dear friend whom death has snatched away.

**The tender grace of a day**—The tender-hearted and graceful friend who has gone for ever.

### 13. (Solved)

Happy the man, whose wish and care

A few paternal acres bound,

Content to breathe his native air

In his own ground.

Whose herds with milk, whose fields with bread,

Whose **flocks supply him with attire** ;

Whose trees in summer yield him shade,

In winter fire.

Blest, who can unconcernedly find

**Hours, days, and years slide soft away**

In health of body, peace of mind,

Quiet by day,

Sound sleep by night; study and ease

Together mix'd; sweet recreation,

And innocence, which most does please

With meditation.

Thus let me live unseen, unknown;

Thus **unlamented let me die**;

Steal from the world, and not a stone

Tell where I lie.

—A Pope

**Q. 1. Give a suitable title to the above poem.**

**Q. 2. Give the central idea of the above poem.**

**Q. 3. What is the last wish of the poet ?**

**Q. 4. Who, according to the poet, is a happy man ?**

**Q. 5. Explain the portions in bold letters in the above poem.**

### Answers

**Ans. 1.** Title "The Quiet Life."

**Ans. 2.** The poet admires the blessings of quiet and contented life. Happy is the man who contentedly lives in his small paternal house, reaping his fields, milking his cattle and fleecing his sheep. He enjoys peace of mind, purity of feelings and joy of life. This is the poet's ideal of happy life from which he does not want to deviate even after death.

**Ans. 3.** The poet's last wish is that he should be buried after his death as quietly and unceremoniously as he lived in his life.

**Ans. 4.** The man who is simple, innocent and contented is happy. Such a man enjoys peace of mind, good health and sound sleep.

**Ans. 5.** A few.....bound—who contentedly lives on the small farm left to him by his ancestors.

**Flocks supply.....attire**—whose sheep supply enough wool for their warm clothes.

**Hours.....away**—who lives peacefully and contentedly from hour to hour, day to day, and year to year.

**unlamented.....die**—Let there be no mourners to mourn his death.

### 14.

I lay in sorrow, deep distressed :

My grief a proud man heard,

His looks were cold, he gave me gold

But not a kindly word.

My sorrow passed,—I paid him back

The gold he gave to me.

Then stood erect and spoke my thanks,  
And blessed his charity.

I lay in want, in grief and pain,

A poor man passed my way.

He bound my head, he gave me bread,  
He watched me night and day.

How shall I pay him back again,  
For all he did to me ?

Oh, gold is great but greater far  
Is heavenly sympathy.

**Q. 1. Give a suitable title to the above poem.**

**Q. 2. Give the central idea of the above poem.**

**Q. 3. What is more precious than gold and why ?**

**Q. 4. What do you learn from the poem ?**

### Hints

**Idea**—A word of sympathy is more precious than Gold. Gold can be paid back, but there can be no compensation for an act or word of real sympathy. Human sympathy is priceless.

**Deep distressed**—in great pain.

**Stood erect**—without any obligation because gold had been paid back.

**Watched me**—nursed and helped me.

**Heavenly sympathy**—human sympathy which is a heavenly blessing.

### 15.

**Gird on thy sword, O man, thy strength endue,**

In fair desire thy earth-born joy renew.

Live thou thy life beneath **the making sun**,

Till Beauty, Truth, and Love in thee are one.

Through thousand ages hath thy childhood run !

On timeless ruin hath thy glory been;  
From the forgotten night of loves foredone,  
Thou risest in the dawn of hopes unseen.  
Higher and higher shall **thy thoughts aspire**,  
Unto the stars of heaven, and pass away,  
And earth renew **the buds of the desire**

In fleeting blooms of **everlasting day**.

Thy work with beauty crown, thy life with love;

Thy mind with truth uplift to God above !  
For whom all is, **from whom was all begun**,  
In whom all Beauty, Truth, and Love are one.

—Robert Bridges

- Q. 1. Give a suitable title to the above poem.**
- Q. 2. Give the central idea of the above poem.**
- Q. 3. What is the poet's message in the above poem ?**
- Q. 4. Explain the expressions in bold letters in the above poem.**

### Hints

**Idea**—The poet appeals to the people always to keep ready for more and more work.

Young men and women must gather courage and hope and fight on their way through all problems and difficulties. They should never feel depressed or dejected. One should also cultivate the higher values of life. One should embody in his life the highest ideals of Truth, Beauty and Love.

**gird on thy sword**—keep yourself in readiness to fight the battle of life with courage and boldness.

**Strength endue**—collect all your strength.

**The making sun**—the fostering sun; everything matures and ripens in the sun.

**Timeless ruin**—ruins coming down from times immemorial.

**Dawn of hope**—new beginning of hopes and aspirations.

**Buds of the desire**—flowers of desires and ambitions.

**Fleeting blooms**—fast vanishing desires and aspirations.

**Crown**—decorate with.

**Uplift**—raise.

**From whom.....begun**—everything ensued from God.

## 38

# Precis-Writing

**Importance of Precis**—**Precis** is important not merely for understanding a certain language and writing in it. It is equally important in day-to-day activities and duties in personal life and official obligations. Today the important statesmen, businessmen, and officers are so busy that they do not have time to study and comprehend long write-ups, notings, representations and speeches. Therefore their Personal Secretaries place before them the precis of all such documents, which they can easily understand and dispose of. Therefore there is always a question on Precis-writing in English in every important competitive examination. A student must, therefore, have good practice in Precis-writing.

### What is Precis ?

**Precis** (pronounced as ‘presee’) is a French word. Its nearest equivalent in English is **Precise**, which means ‘to shorten’. In other words, **Precis** means to express the central thought of a given passage / document as briefly as possible. There is a difference also between Precis and Summary or Central Idea. In Summary every remark, observation or thought has to be summarized irrespective of whether it is important or not. Even repetitions have to be summarized over again. It is not obligatory in a Summary even to arrange the thoughts systematically. But in Precis thoughts have to be arranged logically and systematically. A Summary can be loose, jerky, repetitive or formless, but these short-comings are unpardonable in a Precis. The Central Idea is also different from a Precis in as much as it is very short.

**Precis as a work of art**—Precis is a more logical, consistent, complete, and artistically finished work of art. But the Precis-writer has no right to express his own view, point or opinion in the Precis. In point of thought he has to stick faithfully to the original Passage. Therefore a Precis-writer is exhorted thus :

“Be faithful to the original in presenting ideas, as well as the tone or the mood of the passage. The aim (of precis-writing) is to absorb mentally the gist of the original passage, and then to re-express the meaning in one’s own way. Then the passage must, as it were, be distilled in the alembic of the mind. It is this process which distinguishes a good precis from one which is poor and mechanical. It involves concentration, judgment, retention of ideas, wide vocabulary and originality of expression.”

**Length of the Precis**—The Precis should be about **one-third** of the given passage. In most Question-Papers the number of words in the passage is given at the end, and therefore the Precis should contain approximately one-third of the words in the passage. A margin of ten percent more or less is permissible, but for every word above or below this limit marks are deducted. This is why in higher competitive examinations a graph-paper is provided for writing the Precis, so that the examiner can know the number of words used in the Precis at a glance. Therefore this rule regarding the length of the Precis should be carefully observed.

**Title of the Precis**—The title of the Precis must be given, even if it is not asked. The hint for the title can be found in the central idea of the passage. In fact, the title is the central idea of the central idea—the Precis of the Precis. It should also be remembered that every word of the title (except Articles, Prepositions and Conjunctions) should begin with a capital letter.

**Use of Third Person**—Precis should always be written in the **Third Person**, even if the Original passage is in the First Person or Dialogue form.

**Things to be avoided in the Precis**—The following things should be avoided in writing the Precis :

- (a) Your own views and opinions should not come in the Precis.
- (b) Repetitions should not be allowed to come.
- (c) As far as possible, examples and illustrations should not be used.
- (d) Quotations and anecdotes should also be avoided.
- (e) The use of Similes, Metaphors and other literary artifices should be avoided.
- (f) Nothing irrelevant or out-of-context matter should be allowed to come in.

**Language**—The language of the Precis should be simple, straight forward, accurate and precise. This is very necessary because every word in the Precis is counted. Every inaccurate, superfluous or wrong word in the Precis is penalised.

### How to Write a Precis

Precis-writing is not an easy task. It requires long and sustained practice. To begin with, the given passage should slowly and carefully be read over at least two times. It is natural that a student will not be able to understand the meaning of every word or phrase in the passage. But this should not discourage him. First of all, the main topic with which the passage deals should be located. The main topics can be, for example—Education, Literature, Society, Politics, History, Civic or Social Life, Patriotism, some Scientific Discovery or Invention, etc. Having located the main topic, attempt should be made to find out the specific aspect of the main topic with which the passage deals. Having done so, the passage should be read over a third time, and this time the main ideas in the passage should be underlined. The meanings of difficult words and phrases should be guessed in the light of the specific topic and the context by common sense. The portions underlined as above should then be logically arranged and a rough draft of the Precis should be prepared. This draft should be revised, corrected and polished and the number of words in the draft should be increased or decreased as per the number of words in the given passage. Repetitions, vague or obscure words, examples and illustrations, use of literary artifices should judiciously be avoided.

It is also necessary that the sentences in the Precis should not be disconnected or disjointed. For this it is necessary that the sentences be connected by proper and appropriate connective words and phrases. The more popular connectives are these :

Thus; therefore; consequently; accordingly; thereupon; as a result; because of this; besides; moreover; apart from; in addition to; in the end; finally; under these circumstances; on the contrary, etc.

With all these aids, the final draft should be drawn and written out in the Answer-book or on the graph-paper provided for this purpose.

Finally the Title of the Precis must be given.

We give below **ten** passages for Precis-writing. The first five of them have been solved as models. Below the remaining five passages their central ideas and meanings of difficult words have been given for the help of the student. It should be remembered that the central idea has been given for help—it is not the Precis of the Passage.

## Model Precis Exercises

### 1. (Solved)

**Make a Precis of the following passage in about *one-third* of its length and give a suitable title to it :—**

Democracy is the most difficult of all forms of government and yet it is one to which most nations now aspire. This is because it seems to most people to be the form of government which provides the best hope of making a world in which privileges, good fortune or the accidents of history will no longer determine the spheres of opportunity. In this the human spirit will develop best. A successful democratic system requires a number of pre-conditions, most of them difficult in themselves to establish. It requires the active cooperation of the community for the common good. It requires institutions which can ensure that those who obey the law will not become the victims of those who do not. It requires a mutual respect and shared pride in the objectives and traditions of the community as a whole. It requires the absence of any form of discrimination based on race, sex, belief or opinion. It requires especially from those who have power and influence, restraint and patience.

**(170 Words)**

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### Solution

#### Title : Spirit of Democracy

Democracy is the most difficult, yet the most sought after form of government. It promises to provide equal opportunities and privileges to all for the best development of human spirit. But for this the pre-condition is that all people are law-abiding, mutually respectful and tolerant, proud of their traditions and free from all kinds of prejudices and discrimination. **(58 Words)**

#### 2. (Solved)

**Make a Precis of the following passage in about one-third of its length and give it a suitable title:—**

Your mental attitude is a great determining influence in your daily life. Begin the day with an expectant and energetic mental attitude towards your work and it will elevate and enhance all your activities. The spirit in which you regard the world and your fellow-men will be reflected back to you. When you are in the right mental attitude many things will seem to conspire and co-operate to advance your work and interests. Primarily it is your mental attitude that makes the day happy and productive, or the contrary. You can demonstrate the truth of this today by looking only for the best, to be intelligently optimistic, and to have confidence in the eternal supremacy of God. Make more positive resolutions regarding the things you ought to do and bring every possible reinforcement to bear upon such resolutions. Assert in vigorous tones the thoughts you wish to establish as unconscious habits of your life, remembering always that while it is a great thing to conceive a great idea, it is still greater to put it into execution. **(180 Words)**

#### Solution

#### Title : Value of Mental Attitude

One's mental attitude plays a very important role in one's life and career. One's attitude must be healthy, active and reasonably optimistic. One must begin the day with a happy, energetic and hopeful resolution with a firm faith in God's moral order and divine justice. This attitude will change the entire complexion of life and make one more active, assertive and successful. **(62 Words)**

#### 3. (Solved)

**Make a Precis of the following passage in about one-third of its length and give it a suitable title :—**

To know one's own business and to mind nothing else, that is the way to carry on the work of life. This sounds like a common saying, yet few really acknowledge it, even in principle. It is not often that even the first step—that of knowing what one's business is—is honestly taken; it must be allowed that with many there are intellectual as well as moral difficulties in the way of this first step. The easier method of getting rid of the intellectual difficulty is for a man to ask himself what is not his business; and many a kindly person may be surprised to find that he has been in the habit of considering it a virtue to waste time, thought, feeling, and other means of interests which truly are no business of his at all. He may have to confess that he has been constantly wasting sympathy on sorrows and evils which he cannot remove or alleviate. Sympathy which does not mean action of some sort is not much of a virtue in any man; while in those human beings who habitually indulge in sympathy for its own sake, it is apt to become a hateful and vicious cowardice. **(202 Words)**

#### Solution

#### Title : Know Your Business

A man's first duty is to know his business and act honestly and faithfully in his own sphere. Many a good-intentioned person unknowingly wastes much of his time, energy and emotional sensibility in ideological and passive sympathy for many sorts of human sufferings which he can neither remove nor alleviate. This kind of sympathy is not only useless but thoughtless and meaningless also. Habitual indulgence in this kind of sympathy is imbecile and cowardly.

**(73 Words)**

#### 4. (Solved)

**Make a Precis of the following passage in about one-third of its length and give it a suitable title :—**

I take it that the whole object of education is, in the first place, to train the faculties of the young in such a manner as to give their possessors the best chance of being happy and useful in their generation; and, in the second place, to furnish them with the most important portions of that immense capitalized experience of the human race which we call knowledge of various kinds. I am using the term knowledge in its widest possible sense; and the question is, what subjects to select

by training and discipline, in which the objet I have just defined may be best attained.

I must call attention further to this fact, that all the subjects of our thoughts—all feelings and propositions (leaving aside our sensations as the mere materials and occasions of thinking and feeling), all our mental furniture—may be classified under one of two heads—as either within the province of the intellect, something that can be put into propositions and affirmed or denied; or as within the province of feeling, or that which, before the name was defined, was called the aesthetic side of our nature, and which can neither be proved nor disproved, but only felt and known.

According to the classification which I have put before you, then, the subjects of all knowledge are divisible into two groups, matters of science and matters of art; for all things with which the reasoning faculty alone is occupied, come under the province of science; and in the broadest sense, and not in the narrow and technical sense in which we are now accustomed to use the word art, all things feelable, all things which stir our emotions, come under the term of art, in the sense of the subject-matter of the aesthetic faculty. So that we are shut up to this—that the business of education is, in the first place, to provide the young with the means and the habit of observation; and, secondly to supply the subject-matter of knowledge either in the shape of science or of art, or both combined.

(354 Words)

### Solution

#### Title : Object of Education

Broadly speaking, education aims to achieve two objectives—first, to train the student in such a way as to make his life happy and useful, and secondly to provide him with knowledge of various kinds. The knowledge imparted by education embodies the immense experience acquired by the human race through ages. This knowledge, again, can be classified under two heads—one, relating to the intellect or reasonning, the other relating to the sphere of feeling. The first belongs to the category of science and the second to that of arts. Science deals with the objects that can be rationally explained and objectively proved or disproved. Art deals with matters relating to feelings and emotions. True education combines the two categories into one.

(122 Words)

### 5. (Solved)

**Make a Precis of the following passage in about *one-third* of its length and give it a suitable title :—**

Some of the things which Science has given us have certainly helped to make our lives happier. Science has helped us to get rid of many sicknesses of the body. That is a great thing. It is difficult to be happy if your body is full of pain. Scientists have made many discoveries which have helped to make painless, and to remove the causes of pain and sickness. By making it possible to cure terrible diseases—such as malaria, small-pox, plague, pneumonia and tuberculosis—Science has made longer the life of the average man.

Science is helping man to produce much more food from the earth. By this, it is helping to get rid of famine and to prevent sickness caused by not having enough food to eat. It has also made possible the sending of quick relief to places where there is shortage of food and medicines, with the help of motor-lorries, railway trains, ships and aeroplanes. That is also very good, and many lives are saved in such ways.

There are also many discoveries of Science which have definitely brought unhappiness into the world. But that is not because the discoveries are bad, but because men are using them badly. For example, consider the discovery of gunpowder and of other explosives, each more powerful than the previous one discovered. In ancient times men could wound and kill each other only if they were near enough to strike each other with stones, arrows, spears or swords. Even in battles, the armies on both sides usually consisted of a few thousand men, so the number wounded and killed was not very large. In most wars the peasants went on cultivating their fields peacefully, even when the armies were fighting a few miles away. But the invention of fire-arms and high explosives caused a great change. A modern machine-gun, or quick-firing gun, worked by a single man, can wound and kill hundreds of people in a few minutes. One modern bomb can kill hundreds of thousands of people immediately if it was dropped on a big city.

The scientists who invented these terrible weapons are not wicked men who enjoy killing. They are people with kind hearts, but they are more clever, and they earn their living by discovering new things.

(385 Words)

### Solution

#### Title : Blessings and Curses of Science

Science is both a blessing and a curse. While it has given us many things which have made life better and happier, it has also given terrible instruments of destruction. Science has discovered and invented many things to alleviate pain and cure terrible diseases. These discoveries have enabled man to live a longer and healthier life.

Science has also helped man in increasing food production and other necessary things of life and sending them quickly to distant places of shortage or natural calamities. But, on the other hand, science has also discovered and invented many things which have been used as instruments of large-scale destruction of life and property. But it is not the scientists but we who are responsible for this misuse of scientific discoveries and inventions.

(129 Words)

#### Precis—Exercises for Practice

(6)

**Make a Precis of the following passage and give it a suitable title. The Precis should be about *one-third* of the length of the passage :—**

Education in our country today has become entirely meaningless, even harmful. It is distressing to find that during all these years of our Independence we have been merely dabbling in schemes and projects, in new-fangled ideas mostly borrowed from the West; merely setting up Commission after Commission at the cost of lakhs of rupees, and let the matter rest at that. The drive, the initiative, the dynamic vision necessary for radical reforms in the sphere of education are lamentably conspicuous by their absence. We have allowed matters to drift aimlessly, instead of settling down to grapple with momentous issues. The result has been disastrous. A lifeless, mechanical system of teaching in overcrowded schools and colleges imposed by far from competent teachers on students whose only interest is to get through the examinations, has been the bane of our education. We have completely forgotten the simple yet vital truth that the aim of education is first to build up character in the widest sense, and then to impart knowledge.

(172 Words)

#### Aids

**Central Idea**—Education in our country is meaningless. Commission after commission has

been set up since independence but no definite education policy has been evolved. Education has remained the same lifeless, mechanical and useless process which has done more harm than good to our growing generations. It has failed to mould their character.

#### Vocabulary :

<b>Distressing</b>	: painful.
<b>Dabbling</b>	: playing with.
<b>New-fangled</b>	: far-fetched.
<b>Rest at that</b>	: remain at the same stage.
<b>Drive</b>	: dashing spirit; the spirit to go forward.
<b>Initiative</b>	: courage and confidence; spirit to act.
<b>Dynamic</b>	: active and energetic.
<b>Radical</b>	: basic and revolutionary.
<b>Lamentably</b>	: regrettably.
<b>Conspicuous</b>	: lacking, wanting.
<b>Grapple</b>	: to fight with.
<b>Bane</b>	: curse.

(7)

**Make a Precis of the following passage in about *one-third* of its length and give it a suitable title —**

To picture to ourselves something of the wider life that unity would open to men, is a very attractive speculation. Life will certainly go with a stronger pulse; it will breathe a deeper breath, because it will have dispelled and conquered a hundred infections of the body and mind that now reduce it to invalidism and squalor. We have already laid stress on the vast elimination of drudgery from human life through the creation of a new race of slaves—the machines. This and the disappearance of the war and the smoothing out of endless restraints and contentions by juster social and economic arrangements, will lift the burden of toilsome work and routine work that has been the price of human security since the dawn of the first civilization from the shoulders of our children. This does not mean that they will cease to work, but they will cease to do irksome work under pressure and will work freely, planning, making, creating according to their gifts and instincts. They will fight nature no longer as dull conscripts of the pick and plough, but for a splendid conquest. Only the spiritlessness of our present

depression blinds us to the clear intimations of our reason that in the course of a few generations every little country town could become an Athens, every human being could be gentle in breeding and healthy in body and mind, the whole solid earth man's mine and its uttermost regions his playground.

(244 Words)

**Aids**

**Central Idea**—World unity will bring many great advantages. Life will become happier and more secure on account of the elimination of fear of war and mental tension. With the introduction of machinery man will be relieved of the drudgery of monotonous and hard physical labour. The constant pressure of depression and discontent will be lifted and the whole world will become man's own home.

**Vocabulary :**

<b>Speculation</b>	:	vision; dream.
<b>Pulse</b>	:	zest for life.
<b>Invalidism</b>	:	ailment, disease.
<b>Squalor</b>	:	drudgery.
<b>Elimination</b>	:	withdrawal, ending.
<b>Race of slave</b>	:	machines will serve as a new generation of slaves.
<b>Contentions</b>	:	conflicts.
<b>Cease</b>	:	stop.
<b>Instincts</b>	:	natural inclination.
<b>Breeding</b>	:	upbringing.

**(8)****Make a Precis of the following passage and give it a suitable title :—**

Broken friendship, like china, may be repaired, but the break will always show. Friendship is a precious thing—too precious a treasure to be carelessly broken or thrown away. The world handles the word “friend” lightly; its real, true, deeper meaning is forgotten, and the acquaintance of an hour or the chancemeeting is designated by the term which in itself bears a wealth of meaning. Your friend is the one who appreciates your faults as well as your virtues; who understands and sympathises with your defeats and victories, your aims and ideas, your joys and temptations, your hopes and disappointments, as no one else does or can. It is your friend to whom you turn for counsel, for comfort, for praise; he may not be as learned as some or as wise as others, but it

suffices that he understands you, and even his quite listening gives strength and renewed courage.

Blessed is the man or woman into whose life has come the beauty and power of such a friendship. Prize it well. Do all in your power to keep such a friendship unbroken. Avoid the break, for when it comes it cannot be mended and the jarring note mars the harmony. It is not alone a question of forgiveness that may be full and complete. It is the hurt in the heart that will not readily heal and the confidence that will not fully come back.

(241 Words)

**Aids**

**Central Idea**—True friendship is a precious thing but very rare. Friendship is not the same thing as a casual acquaintance or a chancemeeting. A true friend is one who fully understands and appreciates your strong as well as weak points and who stands by you through all phases of life whether dark or bright. True friendship should never be hurt or broken for thereafter it can never be restored to its normal glamour.

**Vocabulary :**

<b>China</b>	:	utensils made of China clay.
<b>Designated</b>	:	called; termed.
<b>Temptations</b>	:	weaknesses.
<b>Suffices</b>	:	is sufficient.
<b>Prize</b>	:	value, place high.
<b>Mended</b>	:	repaired.
<b>Jarring</b>	:	unpleasant.

**(9)****Make a Precis of the following passage and suggest a suitable title for it :—**

For better or for worse, we are living in a society which is based physically on Western science and technology. This has inescapable consequences for the scientist. Initially he was an accidental force in the unfolding of human destiny. This he can no longer be. As Neils Bohr has said, scientists must become conscious of the fact that they are not merely observers, but also actors on the stage of life. The everyday world is crowding upon us; science is only a means to an end, and not an end in itself. Science is not enough. Chemistry is not enough. Scientists must live and even chemists must eat. Modern societies are preoccupied with efforts to improve their

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material conditions and they are doing this under such intense competition that the less efficient will either fall behind or go to the wall. The means which are used depend on the application of scientific knowledge. Only scientists have the necessary training for establishing and using the technologies required to exploit recent major discoveries and those likely to arise in the future. It is clear that they will be brought more and more into technology, and thus into industry, the vehicle by which mankind exploits science for his own ends. It is certain that modern society will be forced to deploy its scientists in a manner conducive to fulfilling its objectives. Moreover, since the scientist is a part of society, he will be impelled to respond to the needs of the times and assume a wider role.

(258 Words)

### Aids

**Central Idea**—Scientists have to play a vital role in society. They cannot shake off their obligations and responsibility to mankind. They cannot remain passive spectators. The scientific discoveries and inventions must be applied to the promotion of human welfare.

#### Vocabulary :

<b>Inescapable</b>	: from which escape is not possible.
<b>Initially</b>	: in the beginning.
<b>Unfolding</b>	: opening.
<b>Crowding</b>	: collectively depending.
<b>Preoccupied</b>	: engaged.
<b>Go to the wall</b>	: lost, forgotten.
<b>Vehicle</b>	: means.
<b>Exploits</b>	: uses.
<b>Ends</b>	: objective, purpose.
<b>Deploy</b>	: use.
<b>Conducive</b>	: useful, beneficial.

(10)

**Make a Precis of the following passage and give it a suitable title :—**

Friendship is above reason, for, though you find virtues in a friend, he was your friend before you found them. It is a gift that we offer because we must; to give it as the reward of virtue would be to set a price upon it and those who do that have no friendship to give. If you choose your

friends on the ground that you are virtuous and want virtuous company, you are no nearer to true friendship than if you choose them for commercial reasons. Besides, who are you that you should be setting a price upon your friendship ? It is enough for any man that he has the divine power of making friends, and he must leave it to that power to determine who his friends shall be. For, though you may choose the virtuous to be your friends, they may not choose you; indeed, friendship cannot grow where there is any calculated choice. It comes like sleep, when you are not thinking about it; and you should be grateful, without any misgiving, when it comes.

So no man who knows what friendship is ever gave up a friend because he turns out to be disreputable. His only reason for giving up a friend is that he has ceased to care for him; and, when that happens he should reproach himself for this moral poverty of affection, not the friend for having proved unworthy. For it is inhuman presumption to say of any woman, when you have fallen out of love with her, that she is unworthy of your love. In friendship and in love we are always humble, because we see that a free gift has been given to us : and to lose that humility because we have lost friendship or love is to take a pride in what should shame us.

(308 Words)

### Aids

**Central Idea**—True friendship is not governed by any personal gain on either side. Friendship grows unconsciously and automatically. A virtuous man seeking to make friendship with another virtuous man is wrong logic. Friendship cannot grow on such calculations. Friendship is a divine gift and it must be accepted as such. It is as natural and divine as love.

#### Vocabulary :

<b>Commercial</b>	
<b>reasons</b>	: material gains.
<b>Divine power</b>	: heavenly boon.
<b>Calculated</b>	
<b>choice</b>	: choosing a friend through such logic.
<b>Misgiving</b>	: doubt or fear.
<b>Disreputable</b>	: dishonourable.
<b>Reproach</b>	: blame.

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# Paraphrasing

## What is Paraphrasing ?

The word ‘Paraphrase’ is made of two Greek words—**Para**, which means ‘alongside of’ or ‘parallel to’, and **Phrasis**, which means ‘wording’ or ‘stating’. Therefore ‘Paraphrasing’ means expressing the full meaning of a given poem or a prose passage in simple language parallel to the language of the given extract.

According to J. C. Nesfield, "Paraphrasing is rendering of a given extract from one form of wording to another."

Wren and Martin similarly hold that “Paraphrase is restatement of the sense of the passage in other words. It is the reproduction in one’s own natural idiom or style of the full sense of a passage written in another idiom or style.”

It would be clear from the above noted definitions that in paraphrasing there should be no change in the idea or thought-content of the given extract. The change should be only in the language, diction and style.

## Difference between Paraphrase and Precis

Paraphrase and Precis are two different exercises. In Precis one is required to give the central thought and main points systematically arranged in about one-third of the given passage. In paraphrase there is no condition of length nor is one required to rearrange the thoughts of the original extract. One is required only to restate the thoughts in simple language line by line or sentence by sentence in the same order. The paraphrase is, therefore, almost of the same length as the original passage. Sometimes the paraphrase is even longer because the difficult or obscure words, references or allusions occurring in the original extract have to be briefly explained and stated in the paraphrase. But it should be kept in mind that there should be no change in the idea or thought-content in the paraphrase. Also, you are not allowed to express your own opinion or your

agreement or disagreement with the thought of the given passage.

In a way, therefore, paraphrase is a kind of translation, but it is not a translation from one language to another, but from one style and diction to another style and diction in the same language.

## Some Hints for Paraphrasing

No definite rules can be framed for paraphrasing, but some practical suggestions can, of course, be given. The following are these suggestions :

- (1) Read the given poem or prose extract slowly and carefully at least two times and try to understand its central idea.
  - (2) Thus, keeping the central idea in mind, read the given poem once or twice again and try to grasp the meaning line by line. Also, try to guess the meanings of difficult words and phrases in the light of the central idea and the context.
  - (3) Thereafter, underline the archaic or difficult words and expressions, as well as the similes, metaphors and other Figures of Speech, if any. Also underline the literary or mythological references and allusions. All these have to be stated in easy and simple language in the paraphrase.
  - (4) The construction of sentences in poetry is different from that in prose. Therefore all poetical constructions and inversions should be changed into simple normal prose-order. For example, see the following line written in verse :  
“A man severe he was, and stern to view;  
I knew him well.” **(Goldsmith)**  
Its prose-order would be :  
“I knew him well that he was a severe  
man, with a stern expression.”
  - (5) As has been said above, the difficult and archaic words and phrases should be changed into simple ones. This does not,

however, mean that every difficult word must necessarily be changed. The intention of paraphrasing is to simplify and clarify the meaning and not essentially to change the words.

- (6) The given poem or passage should be paraphrased line to line or sentence to sentence. Therefore the paraphrase is almost of the same length as the original. Sometimes the paraphrase may even be a little longer than the given extract, because difficult words or references have to be briefly explained in it.
- (7) Paraphrase can be done either in the direct or indirect form of speech according to the given extract.
- (8) In a poem articles, prepositions, conjunctions, etc. are often left out. They should be suitably added in the paraphrase. The Rhetorical, Exclamatory or Interrogative sentences occurring in the poem should be converted into simple sentences.
- (9) Neither take away nor add any idea or opinion of your own in the paraphrase.

### Examples

(1)

Lives of great men all remind us  
We can make our lives sublime,  
And, departing, leave behind us  
Foot-prints on the sands of time.  
Foot-prints that perhaps another  
Sailing o'er life's solemn main,  
A forlorn and shipwrecked brother,  
Seeing, shall take heart again.

(H.W. Longfellow)

### Paraphrase

The lives of all great men remind us that we can also make our lives noble and sublime. Before leaving this world on death, we can also leave some deep impressions of our noble deeds on the shore of time which may encourage and inspire an unfortunate fellow traveller who may have failed in the journey of life and felt forsaken and deserted by all in his despair and loneliness.

(2)

Life ! I know not what thou art.  
But know that, thou and I must part.  
And when, or how, or where we met  
I own to me's a secret yet.

Life ! we've been long together  
Through pleasant and through cloudy  
weather.

'Tis hard to part when friends are dear  
Perhaps it will cost a sigh, a tear;  
Then steal away, give little warning,  
Choose thine own time :  
Say not good night ;  
but in some brighter clime,  
Bid me good morning. (Barbauld)

### Paraphrase

I do not know what life is, but one thing that I know for certain is that one day we shall have to part company with each other. I must admit that it is still a mystery to me as to when and in what way and at what place, I came to have life. I am fully conscious of the fact that life and I have been good companions for a long time and remained constant through all favourable and unfavourable situations. It is very painful to part company with life, specially when there are many dear friends around. Parting from life would certainly draw a sigh of grief from the heart and a tear from the eye. Life would certainly part at its own time. Let life part quietly without a warning, but I only earnestly wish that life should not say a permanent good night to me, but it should rather greet me with a good morning in heaven where the departed souls meet.

(3)

Breathes there the man, with soul so dead,  
Who never to himself hath said,  
"This is my own, may native land ?"  
Whose heart hath ne'er within him burn'd.  
As home his foot steps he hath turn'd  
From wandering on a foreign strand ?  
If such there breathe, go, mark him well;  
For him no minstrel raptures swell;  
High though his titles, proud his name,  
Boundless his wealth as wish can claim :  
Despite those titles, power and pelf,  
The wretch, concentrated all in self,  
Living, shall forfeit fair renown,  
And doubly dying, shall go down  
To the vile dust, from whence he sprung,  
Unwept, unhonoured, and unsung.

(Sir Walter Scott)

### Paraphrase

There cannot be a man who is spiritually so dead that his heart does not feel a kind of thrill when he puts his foot on the shore of his fatherland after a long stay in foreign lands, and who does not say with pride that this is his own dear country. If such an unpatriotic man exists anywhere, go and note his career carefully. You will find that no poet would sing any song in his praise, however high his position may be, or, however dignified his name. He may also be possessing as much wealth as he could desire. But in spite of all his high titles, powerful position and wealth, the miserable man, all absorbed in himself, will get no fame or recognition in his lifetime. And he will die a double death : his body will return to the dust from where it came and his name and memory will be forgotten for ever in oblivion. None will weep for him, none will honour his memory, and no poet will ever write a song in his praise.

(4)

Give thy thoughts no tongue,  
Nor any unproportion'd thought his act.  
Be thou familiar, but by no means vulgar.  
The friends thou hast, and their adoption  
tried,  
Grapple them to thy soul with hoops of steel;  
But do not dull thy palm with entertainment  
Of each new-hatched, unfledged comrade.  
Beware  
Of entrance to a quarrel; but, being in,  
Bear it, that the opposer may beware of thee.  
Give every man thine ear, but few thy voice:  
Take each man's censure, but reserve thy  
judgment.  
Costly thy habit as thy purse can buy,  
But not express'd in fancy; rich, not gaudy :  
For the apparel oft proclaims the man.

(Shakespeare)

### Paraphrase

Here is an advice of a father to a son : Never speak out your personal thoughts by your tongue, nor act in haste in compliance to a casual thought. Be friendly to all but never too intimate. Whatever friends you have, judge their sincerity, and once you find them sincere and loyal to you, bind them to your heart with chains of steel. But do not waste your money in entertaining every casual or time-serving acquaintance. Avoid entering into a

quarrel as far as possible, but once you enter, fight out with all your force so that your opponent may never dare to offend you again. Listen to everybody but speak to the selected ones only. Listen to the advice of everybody but act according to your own judgment. Always wear decent dress, but within the capacity of your purse; your dress should be decent but not too gaudy, for a man is well judged by his dress.

(5)

Let me not hurt, by selfish deed  
Or thoughtless word, the heart of foe or friend;  
Nor would I pass, unseeing, worthy need,  
Or sin by silence when I should defend.  
However meagre be my worldly wealth,  
Let me give something that shall aid my kind—  
A word of courage, or a thought of health,  
Dropp'd as I pass for troubled hearts to find.  
Let me to-night look back across the span  
'Twixt dawn and dark, and to my conscience  
say—  
Because of some good act to beast or man,  
The world is better that I lived today.

### Paraphrase

I would not hurt by any selfish action of mine or even by an unkind word the heart of any person, whether friend or foe (enemy). Nor would I pass unconcerned by any person who may be in genuine need of some help from me. I would also not hold my tongue when any needy person deserves my defence. I would certainly give something or the other to a fellow human being in his hour of need, however poor my own resources may be. If nothing else, I would at least speak a word of courage, comfort or good cheer to a man languishing in pain. Every day would I survey my deeds from morning to evening and satisfy my conscience that I did at least one good act to help and comfort a man or a beast. Every day of my life I must do something to make the world happier.

### Exercise

#### Paraphrase the following poems :

(1)

If you are sighing for a lofty work,  
If great ambitions dominate your mind,

Just watch yourself and see you do not shirk  
The common little ways of being kind.  
If you are dreaming of a future goal,  
When crowned with glory men shall own  
your power,  
Be careful that you let no struggling soul  
Go by unaided in the present hour.  
If you would help to make the wrong things  
right,  
Begin at home, there lies a lifetime's toil :  
Weed your own garden fair for all men's  
sight,  
Before you plan to till another's soil.

## Hints

[Here is a poet's advice to a man who is desirous of doing something good and memorable. One should never overlook or neglect small acts of kindness to the humble and needy. One's own family is the most important starting point towards this goal.

**Meanings**—**Sighing**—Keenly desirous; **shirk**—overlook; **unaided**—without giving help; **weed**—clean.

(2)

Children we are all  
Of one great Father, in whatever clime  
Nature or chance hath cast the seeds of life—  
All tongues, all colours : neither after death  
Shall we be sorted into languages  
And tints, white, black and tawny, Greek and  
Goth,  
Northmen, and offspring of hot Africa;  
The All-father, He in whom we live and move,  
He the indifferent judge of all, regards,  
Nations, and hues, and dialects alike;  
According to their works shall they be judged,  
When even-handed justice in the scale  
Their good and evil weighs.     (**R. Southey**)

## Hints

[Here is the poet's appeal not to make any difference from man to man on the basis of nationality, colour or creed. There is no such distinction in the eye of God. God judges us all by our good or evil deeds only.

**Meanings** : **Clime**—Climate;      **sorted**—classified; **tawny**—brown; **offspring**—children; **hues**—colours; **dialects**—languages; **even-handed**—perfect, impartial.]

(3)

Out of the night that covers me,  
Black as the pit from pole to pole,  
I thank whatever gods may be  
For my unconquerable soul.

In the fell clutch of circumstance  
I have not winced nor cried aloud.  
Under the bludgeonings of chance  
My head is bloody, but unbowed.  
  
Beyond this place of wrath and tears  
Looms but the horror of the shade,  
And yet the menace of the years  
Finds, and shall find me, unafeard.

It matters not how strait the gate,  
How charged with punishments the scroll,  
I am the master of my fate :  
I am the captain of my soul.

(W. E. Henley)

## Hints

[This poem is entitled "Invictus" which means 'unconquered'. Human soul is unconquered. It remains steadfast against all strokes of misfortune and sufferings of life. Even death cannot conquer it.

**Meanings:**—**Fell clutch**—cruel grip.

**bludgeonings of chance**—heavy blows of fate and chance; **winced**—trembled; **shade**—death; **menace of the years**—Whatever other threats the coming years may bring; **straight the gate**—narrow gate of death; **scroll**—record of good and evil deeds maintained in heaven.]

(4)

I was not ever thus, nor prayed that thou  
Shouldst lead me on;  
I loved to choose and see my path, but now  
Lead Thou me on,  
I loved the garish day, and, spite of fears,  
Pride ruled my will; remember not past years.  
So long Thy power hath blest me, sure it still  
Will lead me on,  
O'er moor and fen, o'er crag and torrent, till  
The night is gone,  
And with morn those angel faces smile,  
Which I have loved long since, and lost  
awhile. (J. H. Newman)

**Hints**

[This is an extract from a poem entitled “Lead Kindly Light”. It is a hymn, a prayer to God to light his way and lead him on in the difficult journey of life.]

**Meanings—Path**—journey of life;  
**garish day**—glamorous time; **moor and fen**—hard and thorny path in the journey of life; **Crag and torrent**—hills and rivers; **angel faces**—The loving faces of those dear ones who died earlier and may be waiting for me in heaven.]

(5)

Just for a handful of silver he left us,  
 Just for a riband to stick in his coat—  
 Found the one gift of which fortune bereft us,  
 Lost all the others she lets us devote;  
 They, with the gold to give, doled him out  
 silver,  
 So much was theirs who so little allowed;  
 How all our copper had gone for his service !  
 Rags—were they purple, his heart had been  
 proud !  
 We that had loved him so, followed him,  
 honoured him  
 Lived in his mild and magnificent eye,  
 Learned his great language, caught his clear  
 accents,  
 Made him our pattern to live and to die !

(Robert Browning)

**Hints**

[This extract is from a poem entitled “The Lost Leader.” The Lost Leader is the great poet Wordsworth. He is called a lost Leader because he had deserted the democratic party and joined the Royalists on receiving a pension from the King.]

**Meanings—Handful of silver**—a small pension (in the shape of silver coins); **riband**—medal; **bereft**—deprived of; **doled him**—gave him only silver, not gold; **copper**—hard earned little money; **mild and magnificent eye**—affectionate and dignified care; **pattern**—model.]

(6)

The waves beside them danced, but they  
 Out-did the sparkling waves in glee :—  
 A Poet could not but be gay  
 In such a jocund company !  
 I gazed—and gazed—but little thought

What wealth the show to me had brought;

For oft, when on my couch I lie  
 In vacant or in pensive mood,  
 They flash upon that inward eye  
 Which is the bliss of solitude;  
 And then my heart with pleasure fills,  
 And dances with the daffodils.

(William Wordsworth)

**Hints**

[This extract is taken from the poem entitled “Daffodils”. Here is a beautiful description of a vast tract of daffodils dancing in the soft breeze. The daffodils filled the poet’s mind and heart with a great treasure of beauty and joy.]

**Meanings : Out-did**—surpassed;  
**glee**—cheerfulness; **jocund**—gay;  
**pensive**—melancholy;  
**inward eye**—imagination;  
**solitude**—loneliness.]

(7)

The world is too much with us; late and soon,  
 Getting and spending, we lay waste our  
 powers.

Little we see in Nature that is ours;  
 We have given our hearts away, a sordid  
 boon!  
 This Sea that bares her bosom to the moon;  
 The winds that will be howling at all hours,  
 And are up-gathered now like sleeping flo-  
 wers,

For this, for everything, we are out of tune;  
 It moves us not—Great God ! I’d rather be  
 A Pagan suckled in a creed outworn;  
 So might I, standing on this pleasant lea,  
 Have glimpses that would make me less for-  
 lorn;  
 Have sight of Proteus rising from the sea;  
 Or hear old Triton blow his wreathed horn.

(William Wordsworth)

**Hints**

[This is an extract from the poem entitled “The World is too much with us.” In the pursuit of money and material possessions we have ceased to appreciate the beauty of Nature. In order to come closer to Nature the poet is ready to renounce Christianity and accept Paganism wherein all forms of nature are worshipped as different gods.]

**Meanings**—**Sordid boon**—a hard bargain; **up-gathered**—hushed up **Pagan**—follower of an old non-Christian religion; **outworn**—archaic, dead; **less forlorn**; less lonely; **Proteus**—Sea-god; **Triton**—god of woods.]

(8)

But the Taj, the tale still telling,  
Stands in Agra city great,  
White and shining, all excelling  
In its beauty and its state.  
There they lie, the loving hearted  
'Neath its marble side by side,  
Those in life so long-time parted  
Death no longer can divide.  
For though pressed from many quarters  
True love steadfast still abides,  
Is not quenched by many waters,  
Even death's relentless tides.  
All true love is never failing  
Howsoe'er men faithless be,  
But o'er everything prevailing  
Lives to all eternity. (Mary Dobson)

**Hints**

[This extract is from Mary Dobson's poem entitled "**The Taj Mahal**". The Taj is an immortal symbol of love. The Moghul Emperor Shahjahan and his beloved Queen Mumtaj are sleeping in eternal sleep in this tomb. Life had parted them, but Death has united them for ever.]

**Meanings**—**All excelling**—best of all; **steadfast**—constant; **abides**—remains; **relentless tides**—Ocean of Eternity.]

(9)

I am monarch of all I survey;  
My right there is none to dispute;  
From the centre all round to the sea,  
I am lord of the fowl and the brute.  
O solitude! where are the charms  
That sages have seen in thy face?  
Better dwell in the midst of alarms,  
Than reign in this horrible place.  
I am out of humanity's reach,  
I must finish my journey alone,  
Never hear the sweet music of speech;  
I start at the sound of my own.  
The beasts that roam over the plain,  
My form with indifference see;

They are so unacquainted with man,  
Their tameness is shocking to me.

(W. Cowper)

**Hints**

[This is an extract from the poem entitled "The Solitude of Alexander Selkirk". Selkirk was left all alone on an uninhabited island. He languished to hear any human voice. He feels awfully frustrated in the dead solitude of the island. He is completely out of humanity's reach.]

**Meanings** : **Monarch**—King; **survey**—see around me; **fowl and the brute**—birds and animals; **alarms**—troubles and problems of life; **dwell**—live; **indifference**—non-recognition ]

(10)

Beside the ungathered rice he lay,  
His sickle in his hand;  
His breast was bare, his matted hair  
Was buried in the sand.  
Again, in the mist and shadow of sleep,  
He saw his native land.

Wide through the landscape of his dreams  
The lordly Niger flowed;  
Beneath the palm-trees, on the plain  
Once more a king he strode;  
And heard the tinkling caravans  
Descend the mountain road.  
He saw once more his dark-eyed queen  
Among her children stand:  
They clasped his neck, they kissed his cheeks,  
They held him by the hand—  
A tear burst from the sleeper's lids;  
And fell into the sands. (H. W. Longfellow)

**Hints**

[This is an extract from the poem entitled "The Slave's Dream." A Negro Chieftain was taken captive as a slave. He was forced to work as a slave on a farm in America. There he remembered his family and his native land and languished to go back to them. He saw them in a dream and in the joy and excitement of the dream he passed away.]

**Meanings** : **Ungathered**—reaped but not collected and bound; **matted hair**—knotted and twined hair; **Niger**—river; **strode**—rode on the horse; **Caravans**—rows of camels; **held him**—caught him; **clasped**—embraced.

# 40

## Report-Writing

### How to Write Reports

Just as no definite rules can be laid down for Precis-Writing, Comprehension or Paraphrasing, there can be no definite rules for Report-Writing. But certain suggestions can, of course, be given for writing impressive Reports. These suggestions should be carefully followed like Rules. The following are these suggestions :

- (1) Report-Writing is a sort of essay writing, and therefore a report must be written in one's own language and style effectively and beautifully.
  - (2) Reports must be written Point-wise in different paragraphs. No two major points should be written in the same paragraph.
  - (3) The central idea of the whole Report must be written in the first sentence of the Report.
  - (4) A Report must be factual, based on definite facts. There is no place for imagination or emotionalism in a Report. One can, however, give one's impressions or findings in the last paragraph of the Report.
  - (5) A Report must be written in the **third person, past tense**, unless otherwise directed in the Question-Paper. If one has to give one's own impressions in the last paragraph, one can write in the Present or Future Tense in the First Person.
  - (6) If a Report has to be written for a Newspaper, a detailed Descriptive Heading must be given to it. The heading should be so detailed and factual that if a reader reads only the heading, and not the full Report, he should be able to understand the central idea of the whole Report. Therefore there is no harm even if the heading becomes a little too long. For example, the heading of the Report on a train-accident can be the following one :
- Headlong collision between an Express Train and a Goods Train near Bombay. Ten passengers killed, dozens others**

**injured. Rail traffic suspended. Rescue operations on.**

- (7) In official Reporting, an officer has to send his Report to a senior officer or to the Government. This Report is always impersonal. The designation of the officer (only designation, not name) to whom the Report is being sent should be written at the top. The officer who is sending the Report should give his name and designation at the bottom of the Report. There is no salutation at the beginning and no subscription (such as 'Yours Sincerely', 'Faithfully', etc.) at the end of the Report. The officer sending the Report must put his signature with date at the end of the Report.

### Examples

1. Supposing you are a Reporter for **The Times of India**. Write a report from Tokyo on the recent earthquake in Japan.

### Report

**Devastating Earthquake in Japan, 2872 killed, thousands missing, thousands of houses collapsed, train tracks and roads cracked, all traffic suspended.**

**Tokyo, 17 January**

A fierce earthquake occurred in central and western Japan this morning. Its intensity on the Rector Scale was measured as 8·5. Its centre was about 200 Kilometers from Tokyo in the Pacific Oceans about 20 kilometres deep. The cities of Kove, Ossaca and Quetto were worst affected. Thousands of houses collapsed within minutes. According to an official report 2872 persons have been killed and about 5000 are missing. Rail tracks and roads have been completely damaged. All communication means have been completely disrupted. Rescue parties and medical teams are being rushed. The building of the Indian Embassy at Kove is safe. No Indian has been killed. Messages of sympathy on this national calamity

and proposals for aid are coming from many countries of the world, including India.

This earthquake is believed to be the worst and most devastating one that has occurred in Japan in this century. It has also disproved Japan's claim that it has developed the technology of building earthquake-proof houses in the country. No scientific or technical advancement can ever stand against the indomitable forces of nature.

2. In your capacity as the Governor of Jammu and Kashmir write a Report to the Home Minister on the damage done to life and property by the cold wave, fierce snowfall and landslides in the State.

### Report

**The Home Minister,  
Govt. of India, New Delhi.**

The State of Jammu and Kashmir is facing an unprecedented rage of cold wave, snowfall and landslides. The State is in the grip of incessant rains, hail storms and flood. Practically all the rivers, lakes and water-falls have frozen into solid ice. At many places the temperature has sunk down to  $-60^{\circ}$  celcius. It is feared to be the worst natural calamity of its type of this century. According to official records about 250 persons have been killed and 400 stranded or buried in the snow. About 600 vehicles, including 37 buses and 39 motorcycles have been half buried and stranded in the snow. The 2.8 kilometer long Jawahar Tunnel has been blocked with heavy walls of snow at both ends and about 240 people have been stranded within it. Rescue operations have been started. About 133 bodies have been taken out so far. After four days' ceaseless efforts against all indomitable forces of nature all the 240 persons engulfed in the tunnel have been rescued. In all about 2600 persons have so far been rescued and saved by our forces. Food material, food packets and medicines are being air-dropped in the worst affected areas.

Central aid is urgently needed. A high-power committee to assess the extent of damage and aid to the state is most urgently solicited.

**(Sd. Govrnor)**

3. Prepare a short write-up (report) on **Ardh Kumbh Mela** held at Allahabad.

The last Ardh Kumbh Mela of the present century at Allahabad began from 14 January, 1995. This great holy gala festival is held every

six and twelve years at the confluence of the Ganga, Yamuna and the invisible river Saraswati. Preparations on a very large scale were made for the maintenance of law and order and for providing basic amenities to the pilgrims estimated at more than 25 lakhs. The whole Mela area was divided into three broad sectors. The most important of them was the proper Mela area. The other two sectors included the city of Allahabad and the Railway Station. Police and security forces in large numbers were mobilized from all over the State and stationed at Allahabad. In addition to the normal civil and traffic police, sixty-five P.A.C. companies were posted there. They included Women Police Force, commandoes, dog squads and secret police contingents.

The first holy bath festivity was held on the Makar Sankranti Day (14 January). More than 10 lakh pilgrims were expected to take the holy dip on this day, but contrary to expectations only about three lakh pilgrims turned up on that day. The second holy dip day fell on 30 January, Moni Amavasya. On this day also, contrary to expectations, only about four lakh pilgrims took the holy bath. The third holy bath day fell on Basant Panchmi, 4 Feb, 1995. On this day about 20 lakh pilgrims assembled to take the holy bath. It was the day of trial for the administration and the police. However the day passed off peacefully. No untoward incident of any kind occurred. This speaks highly of the foresightedness and competence of our administration and the police.

### Exercise

**Write short reports in about 150 words each on the following topics :**

1. The outbreak of plague in Gujarat.
2. The recent earthquake that occurred in Maharashtra.
3. An assessment of Literacy Campaign in your District.
4. The law and order situation in Kashmir.
5. The law and order situation in your District.
6. Any international game or sports meet that you have seen.
7. The repeated occurrences of floods in your District.
8. Assembly elections in your State.
9. Parliamentary elections in your constituency.
10. The Flag Hoisting ceremony on the Republic Day in your University.

**41****Messages**

It often happens that you go to meet a person at his residence or in his office but he is not available there. Or, sometimes you want to talk to a person on the telephone, but he is not available on the phone. What is to be done in that case ? In that case you can write down the purpose of your visit, mentioning some important points in brief, on a piece of paper or memo-slip and hand it over to some responsible person available there, to be delivered to the person you wanted to meet or talk to. This brief written statement is called a 'Message'. In case of a telephonic call, you can verbally give your message to the person available on the phone.

Writing a message briefly and effectively is in itself an art. There are certain rules or practices which should be followed to make the message effectively brief, beautiful and purposeful. They are the following :

- (1) It is not necessary to write the full address of the writer or the receiver of the Message.
- (2) Only the name of the writer and the receiver should be written.
- (3) The name of the receiver of the Message should be written at the top, and that of the writer at the end of the Message.
- (4) The date and time of writing the Message must be written at the top.
- (5) A brief salutation must be written before writing the Message.
- (6) The Message must be brief, but no important point should be left out.
- (7) The Message can be written in the Present, Past or the Future tense as the Message may require.
- (8) No matter should be added from your side or any opinion given in the Message.
- (9) In order to make the Message brief, short forms of words, phrases and abbreviations can be used, as *haven't* (for have not), U.N. (for the United Nations), U.S. (for United States of America), Tel. (for Telephone).
- (10) If the sense is not distorted, half sentences can be used, such as 'no help yet', 'returning soon', 'money urgently needed,' 'not well'.

**Format of the Message**

Though there is no prescribed format for the Messages, the following format can be used :

Day and Date
Time
Receiver's Name
Salutation
Message
Writer's Name & Signature

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### **Model 1 Based on a Telephonic Talk**

There is a telephonic talk between Rahul and Nandini. Nandini is just leaving for Delhi, and will not be able to meet Santosh that day. Therefore she leaves a message for Santosh on the basis of the following conversation between her and Rahul. Write the message.

- Nandini** : Hello !  
**Rahul** : Could I speak to Mr. Santosh. I am Rahul at this end.  
**Nandini** : I am sorry, Mr. Rahul. Mr. Santosh is not in the office at the moment.  
**Rahul** : Oh, I have a very urgent message to give to him.  
**Nandini** : Please, Mr. Rahul, give the message to me. I will write a note and leave it on his table for his immediate attention. Is there anything serious ?  
**Rahul** : Yes, his father has a severe heart-attack. He has been admitted into the I.C.U. unit Number 2, Safdarganj Hospital, New Delhi. His condition is very serious. Santosh must immediately reach the Hospital. He must have some money with him. His mother is already there, but she is all alone.  
**Nandini** : I am just writing a note and leave it on his table. I'll also try to get him on the phone.  
**Rahul** : Thanks, Miss Nandini.

### **Message Very Urgent**

**Friday, 23rd Dec., 2011**

**11:30 a.m.**

**Dear Mr. Santosh,**

Your friend Rahul telephoned to inform you that your father has got a severe heart-stroke. He has been admitted to Safdarganj Hospital, I.C.U. No. 2. You must immediately reach the Hospital. Your mother is alone there. Arrange to take some money with you.

**Nandini.**

### **Model 2 Again Based on a Telephonic Talk**

There is a telephonic talk between Sharad and Kamini. Kamini is just ready to go to the Head Office and is not likely to return before 5 p.m. There is a telephonic call for his colleague Devendra, but he has not yet come to the office. Kamini receives the call and notes down the message to be conveyed to Devendra as soon as possible. Therefore she leaves a message to this effect on Devendra's table for his immediate attention when he reaches the office.

- Kamini** : Hello !  
**Sharad** : I am Sharad, wanting to speak to Devendra, please.  
**Kamini** : I am Kamini, his colleague, speaking. Devendra has not yet come to the office. If there is any message for him, please let me know it. I'll arrange to pass on the message to him as soon as possible.  
**Sharad** : Yes, there is an emergency. Devendra's parents have met with a serious accident. They were going by their bike to attend some function. Their bike jumped off at a speed-breaker and they fell down. Both of them have sustained serious fractures. Both of them have been rushed to the Emergency ward at S.N. Hospital, Agra. He must reach there immediately. He must inform his brothers also and ask them too to reach there.  
**Kamini** : Yes, Mr. Sharad, I have noted your message. I'll accordingly write a note to him which he will receive as soon as he reaches here. Thanks for the care you have taken.  
**Sharad** : Thank you, Madam.

### **Message For Immediate Attention**

**Monday, 25 Dec., 2011**

**10:15 a.m.**

**Dear Devendra,**

There is an emergency call for you. Your friend Sharad has conveyed an emergency message for you through the phone. Your parents, while going by their bike, have met with an accident. Both of them have sustained fractures, and they have been rushed to the Emergency Ward, at S. N. Hospital. You must reach there immediately and inform your brothers too.

**Kamini.**

### **Model 3 Based on a Telephonic Talk**

Bharat and Bhushan are colleagues in the sales Department of a Company. Bharat is getting ready to go to the field. Bhushan is likely to come to the office in the afternoon. But before Bharat leaves the office, he receives a telephonic call for Bhushan. Bharat notes down the contents of the call and accordingly leaves a written message on Bhushan's table for his immediate attention.

- Bharat** : Hello !
- Bhushan's Mother** : I believe you are Bharat, speaking from the office. Where is Bhushan ? I am his mother at this end.
- Bharat** : Mother, Bhushan will reach here by the afternoon. I am also leaving the office within fifteen minutes. If there is any message for Bhushan, please let me know. I'll leave the message on his table for his immediate attention.
- Mother** : Yes, Bharat, convey the message to him that his sister with her two children is reaching New Delhi Station from Bangalore by Shatabdi Express. The train reaches New Delhi at 6 O'clock in the evening. He must receive her at the station at platform No. 2. She is in first class A.C. Coach, No. P-6. He should confirm that the train is running on time. His sister has a heavy luggage and her two children.
- Bharat** : Yes, Mother, don't worry. I'll leave an **urgent message** for him at his table. He will receive it as soon as he reaches here.
- Mother** : So good of you, Bharat. My blessings !

### **Message Urgent Message**

**Tuesday, 3rd Jan., 2012**

**11:30 a.m.**

**Dear Bhushan,**

Your mother telephoned to me at 11:30 a.m. She has directed you to receive your sister and her two children at New Delhi Railway Station at 6 O'clock in the evening at platform No. 2. She is travelling by Shatabdi Express from Bengaluru. She has boarded first-class A.C. Coach No. P-6. She has heavy luggage in addition to her two children. You must confirm the arrival time of the train and reach in time.

### **Model 4 Based on a Personal Visit**

You are Rohitash. You go to meet your uncle to discuss with him your future course of studies. But your uncle is out of station and will be back by tomorrow morning. Therefore, you leave a message with your aunt regarding the purpose of your visit. Write your message in detail.

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### Message

**Friday, 4 Dec., 2011**

**11:30 a.m.**

**Respected Uncle,**

I came to discuss with you my further course of studies. You know, uncle, that I have passed 10 + 2 exam. of the C.B.S.E. Board with Science and Maths and secured 80% marks. Now I have three options before me to pursue my studies further. First, I can try for my admission to Engineering and Technological Course. Secondly, I can try for my admission to computer course leading to M.C.A. Thirdly, I can go in for B.B.A. leading to M.B.A. I am unable to decide. Kindly consider my three options carefully and give me your valuable advice. I'll meet you again next week.

**Rohitash.**

### Model 5 Based on a Personal Visit

You are Rashmi. Your marriage comes off next month. You want to make some purchases for that purpose. For this you want to go to market with your friend named Namita. You go to Namita's house, but she is not at home. She has gone to her college. Namita's mother asks you to leave a message for Namita, which she would deliver to her when she comes back from the college. Write your message.

### Message

**Friday, 15 Nov., 2011**

**1:30 p.m.**

**Dear Namita,**

I came to meet you at your house but you had gone to college. I wanted to meet you with a purpose. You know that my marriage comes off next month. Therefore, I want to make some purchases with you. I know you have a very refined and sophisticated taste. Your choice is excellent. I want to purchase a few sarees, a few suits and, of course, some latest items of cosmetics. Your advice and choices would be of immense value to me. I'll come on Sunday. Please keep yourself free in the afternoon on Sunday.

**Rashmi.**

### Exercises for Practice

1. Read the following telephonic conversation and write the relevant Message based on it :

**Rajiv Mehrotra** : Hello !

**Sandeep Mahajan** : I am Sandeep Mahajan, representing Messrs Mahajan and Sons. I wanted to talk to your Managing Director.

**Rajiv Mehrotra** : Our Managing Director, Mr. Pradeep Kohli, is out of station. Could I be of any service to you ? I am Rajiv Mehrotra, his Secretary.

**Sandeep Mahajan** : Thanks a lot. We are wholesale dealers in all brands of Refrigerators. But we have had no trade dealings with your company. I wanted to talk to your M.D. in this connection.

**Rajeev Mehrotra** : Our M.D. will be back tonight and will remain in the office tomorrow all the time. You can come any time.

**Sandeep Mahajan** : Kindly fix up my meeting at 2 O'clock tomorrow.

**Rajeev Mehrotra** : By chance I am also going out today. I shall not be able to meet the M.D. However, I'll leave a message for him and you can come tomorrow at 2 O'clock.

**Sandeep Mahajan** : Thank you so much for this favour.

- 2. Read the following telephonic conversation between Ramendra and Ashoka. Write a message based on this conversations.**

**Ramendra :** Hello !  
**Ashoka :** Yes, Ashoka on this side. Can I know who I am talking to ?  
**Ramendra :** I am Ramendra, Mr. Bajpai's nephew. I want to talk to uncle Bajpai.  
**Ashoka :** Mr. Bajpai is not in the office at this moment. He is expected to come back within an hour.  
**Ramendra :** I wanted to tell him that his younger son has developed high temperature. His wife is getting very nervous. She wants that uncle should reach home immediately. A doctor has to be called and the child cannot be left alone.  
**Ashoka :** By chance, I have to leave office just now. Therefore I cannot meet Mr. Bajpai. But I will leave a message to this effect on his table. He will reach home as soon as he reads the message.  
**Ramendra :** Yes, please do so. Thanks a lot.

- 3. Read the following telephonic conversation between Sita and Geeta. They plan to go to see a book-fair. They also want to take Seema with them. Write a relevant message to Seema to this effect.**

**Sita :** Hello !  
**Geeta :** Yes, Sita. I can recognize you by your voice.  
**Sita :** Do you know, Geeta, a very great Book-Fair is being held these days at the Pragati Maidan ?  
**Geeta :** Yes, I know. Let us go to see it tomorrow.  
**Sita :** Yes, certainly. It would be fine if Pramila also goes with us.  
**Geeta :** But how can we inform her ? I tried her phone, but it is out of order.  
**Sita :** We can manage to inform her by sending a **message** to her through our peon.  
**Geeta :** Yes, it is a good idea. Write to her that she should reach your home at 10 in the morning. I shall also reach your home at the same hour.  
**Sita :** This is agreed.

- 4.** Ramendra has received two appointment letters—One from the Birla Rayons situated in Arunachal Pradesh, and the other from Volkart Brothers at Mumbai. The Birlas have offered higher salary but Arunachal Pradesh is risky. The Volkart Brothers offer a slightly lower salary, but Mumbai is a much better place to live in. Ramendra is in a fix, unable to decide which one to join. He goes to seek the advice of his uncle, but the uncle is out of station for two days. Ramendra decides to leave a **message** to his uncle, stating the causes of his dilemma and seeking his advice. Draft the message on behalf of Ramendra.
- 5.** You are Mahendra. Your friend Surendra has invited you to join his birth-day party in a nearby town. You have already sent your acceptance. But at the last moment some unexpected developments have prevented you from going there. You decide to send him your message, stating the causes that have held you back and wishing him a very happy birthday and long life. Draft the **Message**.
- 6.** You are Mohini. You have already booked a ticket to fly from Delhi to England by Air India. At the last minute the Air India flight is cancelled owing to some fault in its engine. All the passengers of Air India are transferred to the British Airways. Therefore, you decide to send a message to your father regarding this through your driver so that your father may not worry about you. Draft the **Message**.

**42****Notices**

The writing of Notices effectively and beautifully is an art in itself. The publication, propagation and circulation of these Notices is an indispensable part of this art. These Notices are circulated for the information and benefit of individuals, general public, commercial and industrial houses, educational Institutions, and different Government offices and their staff, and teachers and students. Authentic information relating to Government notifications, functions, incidents and events, opening ceremonies, holidays, and games and sports is publicised through them. New commercial and industrial developments are also brought to public notice through them. Therefore, Notices play a very important role in our day-to-day life. The Notices are either pasted on the Notice-Boards or published in the Newspapers.

**Format of the Notices**

There is no definite or prescribed format for Notices. However the following format can be adopted :

Name of the Institution/Dept./Organization/Office
NOTICE
Date
Descriptive Heading
Full contents of the Notice
Signature
Name
Designation of the Issuing officer & date

**Essential Features of Notices :**

Authentic Notices must have the following features, otherwise they would have no value or relevance :

1. Notices must have at the top the name of the Department, Institution or Industrial unit which publishes or circulates the particular notice. Often they are written on their printed letter pads.
2. Below them the word **NOTICE** must be written in broad capital letters in the centre.
3. Below it date should be written on the left hand side.
4. Then some beautiful and effective Heading should be written in the centre.

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5. The Notice should be written thereafter. The notice should have all necessary details such as the purpose of the Notice, important dates, duration of period, timings, venue and other conditions, if any.
6. In the end, the name of the officer and his designation should be written. The Notice should then be signed by the issuing officer with date.

Some important points that must be included in some typical types of **Notices** are given below :

<p><b>Meetings</b></p> <ul style="list-style-type: none"> <li>● Date</li> <li>● Time</li> <li>● Venue</li> <li>● Agenda</li> <li>● Members</li> <li>● Contact Numbers</li> <li>● Specific Instructions (if any)</li> </ul>	<p><b>Events</b></p> <ul style="list-style-type: none"> <li>● Name/type of Event</li> <li>● Date</li> <li>● Time</li> <li>● Venue</li> <li>● Eligibility</li> <li>● Contact Numbers</li> <li>● Specific Instructions (if any)</li> </ul>
<p><b>Tours and Exhibitions</b></p> <ul style="list-style-type: none"> <li>● Name</li> <li>● Occasion and Purpose</li> <li>● Venue</li> <li>● Dates and Timings</li> <li>● Means of Transport</li> <li>● Expenditure (estimated)</li> <li>● Duration</li> <li>● Contact Numbers</li> <li>● Specific Instructions (if any)</li> </ul>	<p><b>Lost and Found</b></p> <ul style="list-style-type: none"> <li>● Article lost/found</li> <li>● Date</li> <li>● Time (Approximate)</li> <li>● Place/Area where lost / found</li> <li>● Identification of the article</li> <li>● Reward (if any)</li> <li>● Contact Numbers</li> </ul>
<p><b>Call for Strike</b></p> <ul style="list-style-type: none"> <li>● Name of Institution/Company/Dept. (where call for strike is given)</li> <li>● Personnel going on strike</li> <li>● Date/Duration of strike</li> <li>● Reason for going on strike</li> <li>● Demands</li> <li>● Justification</li> <li>● Promise for remaining non-violent and causing no damage</li> </ul>	<p><b>Change of Name</b></p> <ul style="list-style-type: none"> <li>● Present Name</li> <li>● Father's Name</li> <li>● New Name</li> <li>● Reason for change</li> <li>● Address</li> <li>● Objection (if raised by any)</li> </ul>

**Model 1**  
**R. S. T. College, Raigarh**  
**Notice**

**15-12-2011**

**Staff Meeting**

An important meeting of the staff of the college will be held on December 17, 2011 in the college Auditorium at 2 p.m. All the members of the Teaching Faculty are requested to attend the meeting. The following is the agenda of the meeting :

- (i) To pass the minutes of the previous meeting.

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(ii) To discuss and finalise the detailed programme of the Annual Sports of the college going to be held in the first week of January, 2012.

(iii) Any other item with the permission of the chair.

R. S. Gaur

(Signature)

Staff Secretary

### Model 2

#### Birla Spinning and Weaving Mills Ltd., Kanpur

#### Notice

24-10-2011

#### Grand Farewell to the Retiring Managing Director

As has already been decided by the Executive Committee of the Officers' Club, a grand farewell function to give a befitting **Send-off** to our Managing Director, Hon. R. S. Sodhi, is going to be held on November 1, 2011 at the Club Premises at 2 p.m. All the members of the Officers' Club are most cordially invited to attend and grace the function. The members who want to speak on the occasion are requested to give their names to the undersigned by the 26<sup>th</sup> instt. The members are also expected to bring their own garlands and bouquets to honour the Hon. Guest.

D. C. Pandit

(Signature)

General Manager

### Model 3

#### Modern Public School, New Delhi

#### Notice

5-9-2011

#### School Tour to Mumbai

As has already been decided, the School is arranging a tour from Delhi to Mumbai. Tentatively the Tour will start in the first week of October, 2011. The exact date depends upon the date of Reservation (both sides) available in the Frontier Mail. The members of the staff and students who are interested in joining the tour should give their names to the undersigned by the 10th instt. The tour would take about five to six days and the estimated expenditure would come to about ₹ 2500/- per head. This would include train fare and boarding and lodging in a good hotel. It would be an excellent educational tour to the financial Capital of the Country. The tourists are advised to take light warm clothes with them. For any other information the interested persons can contact the undersigned personally or on his Mobile No. 9837653306.

R. K. Mehrotra

(Signature)

Principal

### Model 4

#### Messrs Ramlal & Sons, Kanpur

#### Notice

5-1-2012

#### Handbag Lost. Reward to the Finder

While going from Sari Bazar to Lohamandi by my scooter between 4 and 5 in the evening of January 4, 2012, I dropped my handbag somewhere on the way. It was a medium-size bag, gray in

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colour, and closed with a chain. The bag contained many of my important letters, some account papers and a bunch of keys. All these articles are of no use to anyone, but they are very important for me. Anyone who may have found this bag is requested to inform me on my Mobile Number 9897357205. The finder will be given a cash-reward of ₹ 1,000/-.

Shyam Manohar  
(Signature)  
Proprietor of the Firm

**Model 5**  
**Rajni Agrawal, Indira Nagar, Allahabad**  
**Notice**

**15-3-2012**

**Change of Name**

Until now my name was Rajni Agrawal, daughter of Shri Padam Chand Agrawal, A-27, Indira Nagar, Allahabad. But last month I was married into a Jain family. My husband's name is Mr. Prabhakar Jain. Hence, according to Hindu Code of conduct and convention, my name has been changed as Rajni Jain. Accordingly I am getting my name changed in all my educational certificates and Degrees and also in my Bank Accounts.

This is for general notification so that no one may have any objection or inconvenience on account of this change in my name.

Rajni Agrawal  
(Signature)

**Model 6**  
**Workers' Union**  
**Ahmedabad Spinning and Weaving Mills,**  
**Ahmedabad**  
**Notice**

**15-1-2012**

**Notice for Indefinite Strike**

This one month's notice is hereby given to the Management of Ahmedabad Spinning and Weaving Mills, Ahmedabad by the Workers' Union that all the workers of class three and class four will go on an indefinite strike with effect from the morning of February, 15, 2012, if their long pending grievances are not removed to their entire satisfaction.

The workers have brought to the notice of the Management their grievances several times over the period of the last two years, but the Management have taken no steps to remove their grievances. The main demands of the workers are revision in their wages structure, payment of Annual Bonus, and better provisions for their safety and welfare.

The Workers' Union have been compelled to take this extreme step on account of the callous indifference of the Management towards their genuine demands over such a long period.

Shiv Ram  
(Signature)  
President of the Workers' Union

### Exercises

1. A Book-Fair is being held at the Pragati Maidan in New Delhi. Your College has decided to visit the Fair in a group of interested teachers and students. In your capacity as the Principal of D.A.V. College, Meerut, draft a **Notice** inviting the names of the teachers and students who are willing to go to visit the Book-Fair.
2. You are Principal of the Science College, Allahabad. The students and teachers of the Botany Department propose to go on an expedition to the Himalayas to collect rare plants and herbs. Draft a **Notice** inviting the teachers and students who would like to join the expedition.
3. You are General Manager of a large limited Company. The Workers of the Company have given a notice to go on an indefinite strike to pressurise the Management to accept their demands. Draft a **Notice** inviting the senior officers of the Company to a meeting to consider how to deal with the situation.
4. As the Registrar of a University, draft a **Notice** inviting Heads of all Departments to decide the date for the commencement of the examinations and to draw the detailed schedule of dates and examination centres.
5. The Paediatric doctors of Agra have decided to organize a Free Camp to check up all children upto the age of ten. All kinds of clinical and pathological tests will be done by experts free of charge. As the Secretary of the Paediatricians Association, draft a public Notice giving full details of date, venue, timings and other connected information to make the camp a great success.
6. Your original name is Ghure Lal. This name is very unaesthetic and has a nauseating connotation. Therefore, you want to change your name, keeping in mind that your initials should not change. Draft a public Notice for publication in the Newspapers to announce this change in your name.
7. You are R. K. Mehrotra. By chance you left your suit-case on the bus-stand and returned home by an auto-rickshaw. On reaching home, you realized the loss of the suit-case. Now draft a **Notice** to be published in the Newspapers, detailing the colour, size and the type of the suit-case and the main contents in it. Announce that any one who returned your suit-case, or informed you about it on your telephone would be awarded ₹ 5000/- in cash.
8. You are D. C. Rawat. Your small puppy has been missing for the last two days. Draft a **Notice** to be published in the Newspapers, giving the details of its colour, breed, pet name, and any other marks of its identification. Announce a reward of ₹ 2000/- to any one who brought back your puppy or informed you about it on your telephone.

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## Diary-Writing

Diary-Writing is entirely a personal short artistic piece of writing. It is not meant to be read by any one else. In the diary-entries the writer records some of his important and unforgettable experiences, events, incidents, unexpected happy or sad situations, or his experiences of success or failure. They are recorded in one's diary the same day in a short and precise form. Since such important and unforgettable situations or incidents do not happen in our life every day, diary-entries are also not made every day. In course of time, these entries take the form of the author's autobiography to a certain extent.

### Some Common Rules of Diary-Entries

Since Diary-Writing is entirely a personal matter, there are no definite rules or any prescribed format for writing the same. However, there are certain points which every diary-writer must keep in mind. These points are the following :

- (1) First of all, Day and Date should be written.
- (2) Below that the time of entry should be written.
- (3) Thereafter some meaningful and artistic heading for the incident or experience should be given.
- (4) Then the incident or experience should be recorded briefly but artistically and effectively.
- (5) In the end the writer should put his signature.

### Model 1 Diary-Entry

**Wednesday, 15 Jan., 2012**  
**8:30 p.m.**

#### **Angel of a Man**

I am a young girl of 19, a student of Rajasthan University, Jaipur. I was travelling by night-bus from Jaipur to Agra. I was on a sleeper-berth.

Suddenly I woke up with a jerk and came to know that the engine of the bus had suddenly failed. It was a lonely place with bushes and thorny trees all around. I came down from the bus and was terribly frightened and shivering with cold. All the passengers went away by different means or on foot. I was left all alone on that pitch dark night. Suddenly I saw a man coming towards me on his bicycle. I froze with fear. The man came and got down from his bicycle by my side. He politely addressed me as 'sister' and said that the place where I was standing was very dangerous. He said, "Sister, if you could trust me, I would take you to my home about two kilometers from there by my bicycle, and in the morning I would get you a bus to Agra." He appeared to be a cultured, polite and refined person. I had no option but to accept his offer. He took me to his home. It was a one-room mud - house. After offering me a cup of tea, he made me sleep in his only room, and himself slept in the open verandah outside. At day-break, he came to my bed with a cup of tea and woke me up. I saw in his eyes light of brotherly love and sympathy. He offered me light breakfast very affectionately, and then accompanied me to the nearly bus-stop to get a bus to Agra, I was so overwhelmed by his affection and kindness that I could not ask even his name or address. To me he was an Angel of a Man.

**Preeti Dube.**

### Model 2 Diary-Entry

**Sunday, 20 Jan., 2012**  
**9:00 a.m.**

#### **Knocking at the Door at Midnight**

Today I was all alone at home because my parents had gone out to attend a marriage. I studied till 10 O'clock in the night and then bolted all the doors and windows very carefully, and

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retired to bed. It was my first chance to sleep all alone in my home. I felt frightened, but I slept. Around midnight I heard a knocking at the door. I wondered who could have knocked at the door at that hour of the night. I did not move. Again there was a knocking. I could not have the courage to ask who was knocking. He may be a robber or a decoit wanting to enter into the house. I thought of calling the police, but I did not have the telephone number of the police-station. I also thought of calling some relation or friend by the phone, but I had become so nervous that I forgot all telephone numbers. I lay awake, frozen with fear. The knocking at the door continued the whole night. I counted minute by minute until it was morning. When I heard people walking on the road in front of my door, I collected all my courage and opened the door. Then I discovered that I had hung a bent iron bar on the hook of the door, and this bar was beating against the door by the breeze blowing

outside. This was the secret of the knocking at the door. I laughed at my folly.

**Rashmi Agrawal.**

### Exercises

Make Diary-Entries on the following topics—

1. How I miss my mother !
2. Faith in God's justice.
3. How I escaped being drowned !
4. My first day in the College.
5. When I topped in the I.A.S. examination.
6. The day I retired from my service.
7. My encounter with a robber.
8. How I was cheated by a friend !
9. When I won a Gold in the Olympics.
10. How my luck favoured me !

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# Telegram

Telegram is a Government means of sending messages from one place to another speedily. In this system messages are sent from one telegraph office to another telegraph office in a code language. The receiving telegraph office deciphers the code language into normal language and sends the message to the addressee through the postman. Since the telegraph office is a Government Department, it has a prescribed form on which the telegram is sent. The rate of charges is also fixed by the Government. In the telegram there is a fixed charge for every word in the message as well as in the address of the addressee. Therefore, messages are sent through the telegram in as few words as possible. In the modern age mobile phones, S.M.S., Fax, E.mail, etc. have become so popular that telegrams have become largely outdated. Still thousands of telegrams are sent everyday. Very urgent messages such as Interview letters, Appointment letters, Intimations of serious ailments, births and deaths are sent by the telegram.

## The Format of the Telegram Form

INDIAN POST AND TELEGRAPH				
Name and Address of the Addressee	Name Address			
<b>Message :</b>				
<b>Senders' Name :</b>				
Sender's Name and Address (Not to be telegraphed)				

## Common Rules of Telegrams :

- (1) Every word in the telegram is written in capital letters.
- (2) In the message only important words are written, such as names, nouns, main verbs, adjectives, etc.
- (3) Articles, Prepositions, Adverbs, helping Verbs without which the message can be well understood, should be avoided.
- (4) Punctuation marks are not often used. In place of Mark of Fullstop (.), the word 'Stop' is written and it is counted as one word.
- (5) Numerals are avoided as far as possible. Unavoidable numerals are written in words. Timings are also written in words, such as '8 a.m.' should be written as 'EIGHT MORN'.

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- (6) If there are small squares drawn on the form, only one word should be written in one square.
- (7) In the last column the full name and address of the sender should be written. This is not to be telegraphed, and therefore there are no charges for it.

### **Model 1**

You are Rajni Kant. You are posted as a lecturer in Bombay University, Mumbai. Your parents live at Varanasi. Your mother has a serious heart-stroke. Her condition is serious. She has been admitted to Gandhi Memorial Hospital. Your father sends you a telegram to come immediately. Draft the telegram in the following form supplied by the Post and Telegraph Department.

<b>INDIAN POST AND TELEGRAPH</b>						
<b>Name and Address of the Addressee</b>		<b>Name :</b> RAJNIKANT <b>Address :</b> ENGLISH LECTURER BOMBAY UNIVERSITY MUMBAI				
<b>Message :</b>						
MOTHER	HAS	HEART	STROKE	SERIOUS	ADMITTED	
GANDHI	HOSPITAL	COME	FIRST	MEANS		
<b>Sender's Name :</b> HARI SHANKAR						
Sender's Name and Address (Not to be telegraphed)			Shri Hari Shankar Gupta 2/30, Shankar Sadan, M. G. Road Varanasi			

### **Model 2**

You are Rama Shankar, Resident of 2/41, Gandhi Nagar, Chennai. Your brother, Hari Shankar, is studying in Indira Gandhi University, Pune. He is a student of M.B.A. Final Semester. An interview letter has come for him. He is required to attend the interview for the post of Marketing Executive by the Tata Industries, Tata Nagar, Bihar. Draft a telegram, directing your brother to attend the interview on January 15, 2012 at 11 a.m. in the office of the Managing Director.

<b>INDIAN POST AND TELEGRAPH</b>				
<b>Name and Address of the Addressee</b>		<b>Name :</b> HARI SHANKAR <b>Address :</b> MBA FINAL INDIRA GANDHI UNIVERSITY PUNE		
<b>Message :</b>				
YOUR	INTERVIEW	TATA	INDUSTRIES	TATA
NAGAR	FIFTEEN	JANUARY	MARKETING	EXECUTIVE
ATTEND	INTERVIEW	ELEVEN	MORN	MANAGING
DIRECTOR	OFFICE			
<b>Sender's Name :</b> RAMA SHANKAR				
Sender's Name and Address (Not to be telegraphed)			Shri Rama Shankar 2/41, Gandhi Nagar, Chennai	

### Exercises

1. Draft a telegram to be sent by a father to his son that he has qualified in the written examination for I.A.S. He should come home immediately and prepare for the Interview to be held early next month.
2. Draft a telegram to be sent by a father to his son, informing him that he has been appointed as an Engineer in Birla Cotton Mills, Pilani. He has to join within a week. He must come home immediately.
3. Draft a telegram to be sent by a Junior Engineer to the Chief Engineer, P.W.D., Allahabad, requesting him to extend his leave by four days because his father is still seriously ill.
4. Draft a telegram to be sent by Prem Shankar Agrawal to his brother Radhey Shyam Agrawal informing him that their grandmother has expired. He must come by the earliest train available.
5. You are Pramod Mahajan, General Manager, Paliwal Industries Ltd. Gorakhpur. Your Sales Executive Rahul Jain has gone to Lucknow. Send a telegram to him to attend an urgent meeting at Kanpur on 15th January, 2012 before returning to the Head Quarters.
6. You are Tara Chand Maheshwari. Your brother Chandra Bhan has been promoted as Marketing Executive, Tata Industries, Jamshedpur. He is required to report there immediately. Send a telegram to your brother asking him to proceed to Jamshedpur immediately instead of returning home.
7. You are Prem Rajdhan, Manager, Human Resources and Recruitment, Reliance Petro Chemicals, Mumbai. You have to call Rajesh Dixit telegraphically for interview on 10th January, 2012 at 10 a.m. in your office for the post of Sales Executive. Draft a telegram for the same.
8. You are Sanjaya Khurana, Managing Director, Hindustan Lamps Limited, Ludhiana. Your Marketing Executive, Mr. Harish Kumar, is on a tour over Rajasthan. You have called a very urgent meeting of all the Marketing Executives on the 15th Jaunary, 2012 at 11:30 in your office. Draft a telegram asking Mr. Harish Kumar to cut short his tour and return to attend the meeting.

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## **Letter-Writing**

Letter-Writing is an art. Therefore as in the cultivation of any other art, the letter-writer has also to employ all his intellectual and emotional faculties to get perfection in the art of letter-writing. Letters are the most important means for developing, promoting and strengthening family ties, social relationships and cordial contacts in industrial, trading and business circles. Letters also reveal the writer's cultural level, refinement and command over the language. Therefore it is essential to learn, practise and acquire perfection in the art of writing letters to be successful in any field of life.

Keeping all these points in view, we are giving below the accepted **formats** of all kinds of letters along with some **models** of all types. There are **three** main types of letters :

- (i) Informal Letters or Personal Letters
- (ii) Formal Letters or Official Letters
- (iii) Business Letters

The above noted **Informal or Personal** letters include letters amongst family-members, friends and relations and letters of personal greetings, good-wishes, congratulations, invitations, sympathies and condolences, etc.

The **Formal** letters include administrative, official, and Government letters and applications. Letters of social importance published in the Newspapers are also formal letters.

The **Business** letters include all types of letters relating to industry, trade, business, imports, exports, etc.

All these different types of letters have a set **Format** and also use some accepted or formal words, phrases or even sentences. Therefore it is necessary to know the formats and formalities of all types of letters. This will keep you in the front line of personal and social culture.

### **(1) Format of Personal Letters**

There are **eight** main parts of the Personal Letter. They are :

#### **(i) The Address of the Sender :**

The sender of the letter must write his full Postal address together with his Telephone Number at the top of the letter on the right hand side. This is necessary to enable the recipient of the letter to reply to the letter by post or telephone.

#### **(ii) The Date :**

The writer must write the date of the letter below the address. The date can be written in the following three ways :

5-6-2012

5th June, 2012

June 5, 2012

If the writer wishes he can write the day also along with the date in the following way,

Friday, 5th June, 2012.

### Format of Informal or Personal Letter

- |   |  |
|---|--|
| (iii) The Saluation<br><br>(iv) The body of the letter (divided into Paragraphs)<br><br>(vii) Enclosures (if any)<br>(viii) The name and address of the person<br>to whom the letter is sent. | (i) The Address of The Sender<br>(ii) The Date<br><br>(vi) The Subscription<br>(vii) The Signature |
|---|--|

**Note :** A new fashion has been started these days to write the Subscription and Signature on the left-hand side. Perhaps this has been done because this is more convenient to the typist. However, both ways are correct.

#### (iii) The Salutation :

The Salutation written on the left-hand side is a very important part of the letter. It shows the writer's closeness to the person to whom the letter is written. Different categories of people are offered salutation in different ways. The more common salutations are these :

- To Father, Mother, Elder Brothers and Sister. Uncles, Aunts and other elderly relations—  
 My dear Father / Papa / Daddy / Uncle / Brother  
 Dear Mother / Mummy / Aunt / Sister.  
 Respected Father / Mother / Uncle / Aunt, etc.  
 (This is, however, not accepted in Western culture)
- From Father, Mother and other elderly relations to their children or younger ones—  
 My dear son / daughter  
 Dear Raju / Renu  
 My dear daughter / sister Richa
- Between Brothers, Sisters and Friends  
 My dear brother / sister  
 My dear brother Saurabh  
 My dear sister Lahar  
 My dear Gaurav / My dear friend Gaurav
- To your senior colleagues, teachers or professional friends.  
 Sir, Dear Sir, Dear Sirs (Remember, we cannot write My Sir, My Dear Sir/Sirs)

#### (iv) Body of the Letter :

This is the main part of the letter. It contains the matter, message or contents of the letter. It can have several paragraphs. It has **three** broad divisions—

- Opening sentence of the letter

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- The main matter or contents
- The closing paragraph or sentence

**The following can be the common opening sentences of a letter :**

- Thanks for your kind and affectionate letter received just now / last week / a couple of days ago / on the 10th March.
- Many many thanks for your kind letter. I am sorry I could not reply to it earlier, as I was out of station / owing to very heavy engagements / owing to pressure of studies / work.
- I was so glad/delighted / pleased to receive your letter. I was even more delighted to read its contents.
- Received your long awaited / eagerly awaited letter only yesterday. You can't realize what a relief it gave to me.
- I am sure you will be pleased to read the contents of this letter.
- I have not received any letter from you since long / for a long time. It is really very unkind and thoughtless of you. Perhaps you don't know how much I love you and care for you.
- I am sorry for not having replied to your kind letter so long / for such a long time. The delay was due to overwork / pressure of work / very heavy pressure of studies. But this does not mean that I love you in any way less / remember you in any way less / care for you in any way less.
- I beg your pardon for this inordinate delay in replying to your letter. In fact, I was out of station / I was not quite well / I was overbusy in connection with my sister's marriage. This slackness will not occur in future.

**The following can be the closing sentences of the letter :**

- With sweet remembrances and love.
- With best wishes / With best wishes and love.
- With heartiest love and blessings.
- Wishing your all the best.
- With regards to you and Mummy.
- With warmest personal regards.
- With regards to your parents and love to the younger ones.
- Kindly convey my regards to your parents and love and good wishes to younger brothers and sisters.
- Hoping to receive an early reply from you / Expecting an early reply.
- Kindly reply by return of post.
- Trusting this finds you in the best of health and happiness.

**(v) Subscription :**

At the end of the letter, on the right-hand side, subscription is written above the signature of the writer of the letter. This is also an important part of the letter. Different types of subscriptions are written for different persons to whom letters are written. The more common forms of subscription are these :

- In letter to Father, Mother, Brothers, Sisters and other elderly family members —  
Yours affectionately,  
Affectionately yours,  
Your affectionate son / daughter / nephew / niece, etc.

(But remember, we cannot write ‘your affectionately’ or ‘affectionately your’. Also we should not add apostrophes (‘s) in ‘Yours’)

- In letters from Father, Mother, Brothers, Sisters and other elderly members of the family to their children or younger ones—  
Yours affectionately,  
Affectionately Yours,  
Your affectionate father / mother / uncle / aunt, etc.
- In letters between Brothers and Sisters—  
Your loving brother,  
Your loving sister.
- In letters between friends—  
Yours sincerely,  
Sincerely yours,  
Yours very sincerely,  
Your loving friend.
- In letters to senior Colleagues, Officers, Businessmen and Professionals—  
Yours faithfully,

**(vi) Signature :**

Below the Subscription the writer should put his signature. The signature should be full and clear. If the letter is typed, signature must be put below the typed name. If some photocopies of the letter are to be sent, they should be properly signed.

**(vii) Enclosures :**

If some Enclosures such as cheques, drafts, certificates, etc. are to be sent with the letter, they should be properly enclosed, and their list should be given on the left-hand side below the ‘Enclosures’.

**(viii) Address of the Recipient :**

The name and address of the recipient of the letter should also be written on the left-hand side.

**(ix) P. S. :**

Sometimes some important point is left out from the main body of the letter. This can be written very briefly under P.S. (Postscript) on the left-hand side of the letter and signed. But it is not a good practice and should be avoided as far as possible.

## **(2) Format of Official Letters**

Official letters have **eleven** main parts :

**(i) The Address of the Sender :**

If the letter is written on the printed letter-pad, it is not necessary to write the address again.

**(ii) The Date :**

Below the address, date of the letter should be written in the manner given under Personal letters.

**(iii) Designation and Address of the recipient :**

The writer must write the Reference Number of his letter, such as—Ref. No. 253/Misc/2011-12.

### Format of Formal or Official Letters

<ul style="list-style-type: none"> <li>(i) The Address of the Sender (With Telephone No., if any)</li> <li>(ii) The Date</li> <li>(iii) Designation and Address of the Recipient</li> <li>(iv) Reference No.</li> <li>(v) Subject</li> <li>(vi) The Salutation</li> <li>(vii) The Body of the Letter (divided into Paragraphs)</li> <li>(viii) The Subscription</li> <li>(ix) The Signature (With Official Stamp)</li> <li>(x) Enclosures (if any)</li> <li>(xi) Copies to be sent, if any</li> </ul>
<p><b>Note :</b> As in Personal and Business Letters, a new trend has been started to write the Subscription and Signature on the left-hand side. However, both ways are correct.</p>

**(v) Subject :**

It is a very important point in Official letters, Under it, it is briefly written what is the letter about, or under what reference the letter is being written. Here we give some common examples of the **Subject**.

- Application for the Post of Electrical Engineer.
- Application for the Post of Lecturer in English.
- Regarding non-payment of Quarterly Premium.
- Non-compliance of our letter No. CH/36-145, dated July 5, 2011.
- Your letter of Enquiry, dated Sept. 2, 2011.
- Non-receipt of Marks-sheet/Transfer orders/Budget allocation, etc.
- Complaint regarding frequent failure of power supply.
- Settlement of Telephone Bills.

**(vi) Salutation :**

In Official letters there is a fixed form of salutation to be written on the left-hand side.

- To a Senior Officer of one's own or any other Department or to one's teacher—  
Sir,
- To one's equal or junior colleague—  
Dear Sir,
- To the Head of any Department—  
Sir,

**(vii) Body of the Letter :**

This is the most important part of the letter. It may have several paragraphs. The first paragraph with which a letter begins is very important. Some common sentences with which an official letter can begin are these :

- Respectfully I beg to submit that .....

- I have the honour to submit that .....
- With reference to your advertisement for the post of ....., I beg to offer my candidature for the same.
- With reference to your advertistement in The Times of India, dated ..... I beg to apply for the post of .....

**(viii) The Subscription :**

As in Personal letters, Subscription is written on the right-hand side above the signature. In official letters or applications, the subscription is always written as:

Yours faithfully,

**(ix) The Signature :**

The signature below the Subscription must be complete and clear. The designation of the signing authority must be written below the signature and official stamp must be affixed.

**(x) Enclosures :**

Enclosures, if any, must be enclosed with the letter, and the list of the Enclosures must be given on the left-hand side below this head.

**(xi) The Copy :**

If Copies of the letter are to be sent to some other authorities, their list must be given as under :

**Copy to :**

- (i) The District Magistrate for his information and necessary action.
- (ii) The Governor for favour of his information and necessary direction.
- (iii) The Vice-Chancellor for favour of immediate action.

### **(3) Format of Business Letters**

The Business Letters also have **eleven** main parts. They are :

**(i) The Address of the Sender :**

If the letter is written on the printed Letter-head of the Firm. It is not necessary to write the address of the sender again. The Telephone and Fax Numbers too, if available, should be written here. If not already printed, they should all be written at the top on the right-hand side.

**(ii) The Date :**

The date of the letter must be written on the right-hand side below the address of the sender. The method of writing the date is the same as explained under Personal letters.

**(iii) Name and Address of the receiving Firm :**

The name and address of the Firm or its officer concerned should be written on the left-hand side of the letter. The home address of the officer should not be written.

**Note**—The Firms which are named after the names of some persons are addressed as Messrs, e.g. Messrs Rajkishore & Sons, or Messrs Volkart Brothers. But the Firms which are named impersonally are not addressed as Messrs, e.g. The Glove Travellers.

**(iv) Reference Number :**

The Reference No. of the letter must also be written, as No. 358/Orders/2010-11.

### Format of Business Letters

- |   |  |
|---|--|
| (i) The Address of the Sender<br>(with Telephone No., if any) | (ii) The Date  |
| (iii) Designation and Address of the Recipient                |  |
| (iv) Reference No.  |  |
| (v) Subject   |  |
| (vi) The Salutation   | (vii) The Matter of the Letter (divided into Paragraphs) |
|   | (viii) The Subscription                                  |
|   | (ix) The Signature                                       |
| (x) Enclosures (if any)                                       |  |
| (xi) Copies to be sent, if any                                |  |
- Note :** As in Personal and Official Letters, a new trend has been started to write the Subscription and Signature on the left-hand side. However, both ways are correct.

#### (v) Subject :

It is a very important part of the Business Letter. It states in the minimum possible words the topic, subject or reference under which the letter is being written. Some such common topics are these :

- Non-payment of outstanding bills.
- Second reminder for immediate payment of pending bills.
- Non-execution/Non-compliance of our order No. 3512/Stab.2012, dated 10.6.2012.
- Your letter of Enquiry, dated 14.3.2012.
- Complaint regarding manufacturing defect in the T.V. supplied by you.
- Settlement of Accounts.
- Non-payment of Quarterly interest.

#### (vi) Salutation :

Salutation is written on the left-hand side of the letter. The wordings of salutation in Business letters are fixed. They are :

- For some officer of the Firm  
Dear Sir
- For the firm  
Dear Sirs  
or  
Gentlemen.

#### (vii) Body of the Letter :

This is the main part of the letter. It can have several paragraphs. The first sentence written in the letter has great importance. Some common and popular sentences with which such letters can begin are these :

- We draw your kind attention to our letter No....., dated ....., and write to state that .....
- Kindly refer to your letter No....., and dated .....
- This is in response to your circular letter No ....., Dated .....
- This refers to your letter No ....., dated .....
- This is to bring to your kind notice that .....
- We write to invite your attention to .....

**(viii) The Subscription :**

The subscription is written on the right-hand side above the signature of the sender. In these letters subscription can be written in one of the following ways :

Yours faithfully,

or

Yours truly,

or

Faithfully yours,

**(ix) The Signature :**

The letter should be properly and legibly signed. The designation of the signing authority and the stamp of the Firm must be affixed.

**(x) Enclosures :**

Enclosures, if any, such as cheques, drafts, R.R. etc. should be properly enclosed with the letter, and their list must be given under Enclosures on the left-hand side.

**(xi) Copy :**

If the Copies of the letter are to be sent to some other authorities, they must be listed on the left-hand side as follows :

**Copy to :**

- (i) The General Manager for his information and necessary action.
- (ii) The Secretary for his kind information.

## Some Model Letters

### Personal Letters

**(1) Letter from a son to his father, informing him of his preparations for the final examination and asking him for some more money.**

Room No. 41,  
A. N. Jha Hostel  
Allahabad University, Allahabad  
January 10, 2012

Respected Papa/My dear Father,

I am sorry I could not write to you for such a long time. But there is nothing to worry about me. I was only busy with my preparations for the final examination. My Practical examinations finished only yesterday. You will be glad to know that I have done excellently well at the Practicals.

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Our classes are going on in full swing these days. I am trying my best to finish my course in all subjects well before the examinations. I go to consult my teachers as and when I need their help and guidance. All my teachers are very kind and considerate to me. On the basis of my preparations I feel confident that I would get a first class. The rest depends on my luck and your blessings.

Papa, I am running short of money these days. I have to settle the account of the Hostel. I have also to buy a few books which I need very urgently. Would you be kind enough to send me rupees five hundred more to meet these extra expenses ?

I very much remember Mummy and younger brother and sister. Kindly convey my regards to Mummy and love to Preeti and Rajat.

With regards to you,

Yours affectionately,  
(Sd.) Ramendra

To

Shri P. K. Dubey  
3/25, Patel Nagar,  
Lucknow

**(2) Letter from the father to the son in reply to the above letter.**

3/25, Patel Nagar,  
Lucknow  
January 14, 2012

My dear Ramendra / My dear Son,

Received your letter only yesterday. We are all very glad to learn that you have done so well at the Practical examinations. Our best wishes and blessings are ever with you. Hard and sincere labour never goes waste. Luck also favours those who work hard. Keep on working in the same spirit. You will certainly get a first class.

Your Mummy and Preeti and Rajat also remember you very much, but we didn't write to you because we didn't want to disturb you in your studies. We are all eagerly looking forward to your coming home after the exams.

As desired, I am enclosing herewith a Bank Draft for rupees five hundred. Don't hesitate to write if you need more money.

Your Mummy sends you her blessings, and Preeti and Rajat say 'Hello' to you.

With love and blessings,

Yours affectionately,  
(Sd.) R. K. Dubey

To

Shri Ramendra Dubey,  
Room No. 41,  
A. N. Jha Hostel,  
Allahabad University,  
Allahabad

**(3) Letter of Greetings to a friend on New Year's Day**

25, Saket  
Lucknow  
January 1, 2012

My dear friend Deepander,

Please accept my warmest greetings and felicitations on the New Year's Day. May the New Year bring you all the success, happiness, progress and prosperity you have ever aspired to achieve! May God fulfil all your wishes, ambitions, dreams and aspirations in the New Year ! May luck favour you in every walk of life and shower upon you the choicest boons and blessings every day in the New Year.

With best wishes once again,

Yours sincerely,  
(Sd.) Lalit Kumar Saxena

To

Shri Deepander Roy,  
2/46, Sarkar Enclave,  
Kolkata

**(4) Reply to the above letter of greetings**

2/46, Sarkar Enclave,  
Kolkata  
5th January, 2012

My dear Lalit,

I am really very grateful to you for your New Year Greetings. I highly value your sentiments expressed for me and reciprocate the same to you most sincerely and earnestly. I pray to God to bless you with every boon and blessing man can ever aspire for. May you and your family progress and prosper and enjoy the best of health and happiness every day and all days of the New Year !

Kindly remember me to your parents and convey my best regards to them.

Wishing you all the best once again,

Yours affectionately,  
(Sd.) Deepander Roy

To

Shri Lalit Kumar Saxena  
25, Saket,  
Lucknow

**(5) Letter of Congratulations from one's elder brother**

18, Civil Lines,  
Agra  
June 5, 2012

My dear Rajesh,

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I was extremely delighted to find your Roll Number and name in the list of successful candidates selected for admission to M. B.B.S. course in Uttar Pradesh. The result was published in 'The Hindustan Times' yesterday. I convey to you my heartiest congratulations and blessings for your brilliant success.

I know your success is well deserved. This success has not come by chance. You laboured very hard for it. Your sincere and hard labour have been justly rewarded. I just repeat what I have told you so often that hard labour and sincere efforts never go waste. Remember this for yet more brilliant success in the career of your life.

Now you have a long and brilliant career before you. Make all efforts sincerely and earnestly in the pursuit of your studies and even thereafter to shine out with extra-brilliance in the medical profession.

My best wishes are ever with you.

Yours affectionately,  
(Sd.) R. K. Dewan

To

Shri Rajesh Kumar Dewan,  
25, Kacheri Road,  
Aligarh

**(6) Reply to the above letter**

25, Kacheri Road,  
Aligarh  
10th June, 2012

My dear brother,

I was so glad to receive your affectionate congratulatory letter. My success is largely due to your encouragement and help. If you had not given me full financial support so liberally, I would not have been able to devote myself to my studies without any kind of worry or botheration. I assure you I shall pursue my studies with the same zeal and zest.

I shall spare no pains to maintain my academic record and to improve it further. I shall never betray your trust and confidence you have reposed in me.

Kindly convey my warmest regards to Bhabhiji and love to Raju and Lovely.

With my warm personal regards,

Yours affectionately,  
(Sd.) Rajesh Kumar Dewan

To

Shri R. K. Dewan  
18, Civil Lines,  
Agra,

**(7) Letter of Sympathy**

2/42, Civil Lines  
Lucknow  
June 22, 2012

My dear Ravi,

I was so shocked to learn from your brother this morning that you have sustained a fracture on the knee-cap of your right leg in a train derailment. I am told that plaster has been applied on the injured leg. As a result you cannot move out from your bed. This is indeed a great ordeal, specially

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for an active person like you. I express my heart-felt sympathies for you and I pray to God for your early recovery. My parents join with me in sending their sympathies to you and wishing your a very speedy recovery.

My dear friend, have courage and patience to put up with this situation with fortitude. Also pray to God and have full faith in His justice and mercy, for anything could have happened in a train accident like this. We must all be thankful to the Almighty for His mercy.

Kindly convey my regards to your parents.

With best wishes,

Yours sincerely,  
Ramendra

To

Shri Ravi Shanker Mathur,  
37, Swaroop Nagar  
Kanpur.

**(8) Reply to the above**

37, Swaroop Nagar,  
Kanpur  
June 27, 2012

My dear friend Ramendra,

I heartily thank you for your kind and affectionate letter. Letters of sympathy and good wishes from my dear friends like you give so much of support and moral courage. By God's mercy and good wishes of my friends, my fracture is simple. Doctors hope that I shall recover completely in about three months.

However, confined to bed as I am, I feel very lonely and helpless. Time seems to creep very slowly. Whenever you happen to come to this side, please do come to me and stay with me for a day or two. Your company would give me much consolation and moral support.

Please convey my regards to your parents.

Thanking you once again,

Yours sincerely,  
Ravi

To

Shri Ramendra Singh Chauhan,  
2/42, Civil Lines,  
Lucknow

**(9) Letter of Condolences**

3/9, H. A. L. Colony,  
Bhopal  
Nov. 23, 2011

My dear Rakesh,

I was deeply grieved to learn of your revered father's sudden demise last week. One can easily realise what an irreparable loss and void the death of one's father causes in one's life and family. But God's will is supreme, and one has to accept it with courage, fortitude and equanimity. I send

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you my heart-felt condolences and pray to God to give you strength enough to bear this great family tragedy with courage and faith in God. I also pray to God to grant peace to the departed soul. My parents join with me in sending their condolences to you and your family.

Sharing your grief,

Yours sincerely,  
Trimohan

To

Shri Rakesh Kumar Jain  
35, Ashok Nagar,  
Gwalior

**(10) Reply to the above**

35, Ashok Nagar,  
Gwalior  
Nov. 27, 2011

My dear Trimohan,

I received your letter of condolences yesterday. My father's death was a terrible blow to the whole family, but there was no way out against God's will. However, your letter gave me much comfort and consolation. I must express my gratitude to you and your parents for the same.

Thanking you,

Yours sincerely,  
Rakesh

To

Shri Trimohan Verma  
3/9, H. A. L. Colony,  
Bhopal

**(11) Letter of Invitation**

2A/5, Shanti Kunj  
Dehradun  
5th September, 2011

My dear Rajan,

I am glad to inform you that the marriage of my elder brother has been fixed to be held on the 15th of October, 2011. Our formal letter of invitation will reach you in due course of time. But I am writing this personal letter well in advance so that you may get sufficient time to take leave and arrange for train reservation. I shall not accept any excuse; you have got to come. I need not add that your presence would add so much to my joy and happiness on this auspicious occasion.

I do hope you will give me the pleasure of your company.

With best wishes to you and personal regards to your parents.

Yours affectionately,  
Shyam Sunder

To

Shri Rajendra Kumar Saxena  
3/21 A, Indra Bhavan,  
Chawki, Allahabad

**(12) Affirmative reply to the above**

3/21 A, Indra Bhavan,  
Chawk, Allahabad  
10<sup>th</sup> September, 2011

My dear Shyam,

I was so glad to receive your affectionate letter yesterday, I was delighted to learn that you elder brother is getting married next month. I will certainly make it a point to attend his marriage ceremony. I am going to apply for leave from my office very soon, and I believe there will be no difficulty in getting my train reservation. I shall give you the details of my journey after getting my reservation.

I need not say that I shall be intensely happy to be in your company for a couple of days. I'll certainly not miss this happy chance.

Kindly convey my warmest personal regards to your parents, and my heartiest congratulations to your brother in advance.

Yours affectionately,  
Rajan

To

Shri Shyam Sunder Sharma,  
2A/5, Shanti Kunj,  
Dehradun

**(13) Negative reply to the above**

35, Alok Nagar  
Tilak Road  
Kanpur  
12<sup>th</sup> September, 2011

My dear Shyam,

I was so delighted to receive your affectionate letter. It gave me great pleasure to learn that the marriage of your elder brother takes place on the 15<sup>th</sup> of October. I am grateful to you for remembering me and inviting me so affectionately to attend this marriae ceremony. I should have been extremely happy to attend this marriage and meet you on such a happy occasion after such a long time. But, as you know, I am preparing for Indian Administrative Services examination, and by chance the said exams begin from the 10<sup>th</sup> of October. In fact, I have a Paper on the 15<sup>th</sup> October itself. This prevents me from attending your brother's marriage and sharing your joy and happiness. I hope you will realize my difficulty and pardon me for my inability to have the pleasure of your company. However, as soon as I am free from the exams, I'll come to you and stay with you for a couple of days.

Kindly convey my felicitatons, my congratulations, and my best wishes to your brother and his bride. Also please convey my regards to your parents.

With best wishes,

Yours affectionately,  
Rahul

To

Shri Shyam Sunder Sharma  
2A/5, Shanti Kunj,  
Dehradun

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### **Models of Matrimonial Letters, Invitations, Bio-Data and Advertisements**

#### **(1) Model of Wedding Invitation**

Mr. & Mrs. Madan Lal Ashish most cordially solicit the pleasure of your company on the auspicious occasion of the marriage of their grand-daughter.

#### **Pratibha**

(Daughter of Mr. & Mrs. Shyam Lal Ashish)

With

#### **Rajesh**

(Son of Mr. & Mrs. Shyam Bihari Nagore)

On the 15<sup>th</sup> of December, 2011 at Hotel Avadh, Lucknow, as per programme given below. Your gracious presence would add immensely to the gaiety and grandeur of the ceremony.

**R.S.V.P.**

Kundan  
Preeti & Praphulla  
2/37, Ashok Marg.  
Lucknow

**With best compliments from :**  
Rajvir Ashish, Pranav Ashish,  
Divya Ashish  
&  
The whole Ashish family

#### **PROGRAMME**

##### **Monday, December 15, 2011**

Reception of Barat	.....	7 p. m.
Dinner	.....	8 p. m.
Wedding	.....	10 p. m.

##### **Tuesday, December 16, 2011**

Vida or Doli	.....	7 a. m.
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#### **Venue**

**Hotel Avadh, Lucknow**

#### **(2) Another Model of Wedding Invitation**

#### **Manisha**

(Granddaughter of Mr. & Mrs. S. K. Kohli  
Daughter of Mr. and Mrs. R. S. Kohli)

Weds

#### **Rajesh**

(Grandson of Mr. & Mrs. P. K. Dhawan  
Son of Mr. & Mrs. R. K. Dhawan)

**On November 12, 2011 at Hotel Clarkes, AGRA**

You are most cordially invited with your family to grace this happy and auspicious occasion with your presence. We earnestly seek the favour of your blessings on the young couple embarking on their life's journey.

**R.S.V.P.**

Sarvesh, Nalini

&

Saurabh

52, M. G. Road,

AGRA

**With best compliments from :**

Sushil K. & Savita Kohli

Rajesh K. & Ragini Kohli

**PROGRAMME**

**Monday, 12<sup>th</sup> November, 2011**

Reception of Barat	.....	7 p. m.
Dinner	.....	8 p. m.
Wedding	.....	10 p. m.

**Tuesday, 13<sup>th</sup> November, 2011**

Vida	.....	7 a. m.
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**Venue**

**Hotel Clarkes, AGRA**

**(3) Traditional Model of Wedding Invitation**

ॐ

Dated .....

Dear .....,

We feel immensely glad to write to you that by the grace of God and blessings and good wishes of our near and dear ones like you, the marriage of our son, Sushant, has been fixed for the 24<sup>th</sup> of April, 2012 with Kumari Sukanta, daughter of Shrimati and Shriman Jagdambika Prasad of Jaipur. You are most cordially and earnestly invited and requested to grace this happy and auspicious occasion with your gracious presence along with your family and shower your blessings on the newly wedded couple. We earnestly feel that your presence would add immensely to the glamour and gaiety of the ceremony. We request you most emphatically to make it convenient to join with us in our joy and happiness.

The detailed programme is given below.

**R.S.V.P.**

Dr. Naresh Pareek

Dr. Brijesh Pareek

Mrs. Sudha Pareek

Mrs. Chandra Pareek

2/25, Prashant Nagar,  
M. G. Road, AJMER

Tel : 352798

**Sincerely yours,**

Ram Naresh Pareek

(Mrs.) Shushma Pareek

### PROGRAMME

**Tuesday, 24th April, 2012**

**Departure of Barat :** by bus at 6 a. m. from our residence

**Reception of Barat :** at 8 p. m. at the Bride's residence,  
25, Subhash Nagar, Ajmer

**Wednesday, 25<sup>th</sup> April, 2012**

**Vida** : ..... 6 a. m.

**Thursday, 26<sup>th</sup> April, 2012**

**Dinner** : at our residence—5 p. m. onwards

#### **(4) Matrimonial Advertisements : Models**

1. Alliance invited for a ver attractive, fair-complexioned, Post-graduate, 25/158 cms. Agrawal girl of high status family from a well-settled, vegetarian, teetotaller, professional boy from high status family. Early and decent marriage. Please reply with full bio-data to Box 3587, Hindustan Times, New Delhi.
2. Compatible match well-settled in Civil/Professional services from highly educated and respectable family for a very beautiful, fair-complexioned, highly cultured, convent educated, M. A., M.B.A. girl, 26 / 156 cms., of high status Jain family. Early decent marriage. Please reply to Box 3926. Times of India, New Delhi.
3. Wanted suitable match from industrialist, business family of high status with decent living for a slim, sharp-featured, fair-complexioned, charming, convent-educated, 23/164 cms. girl. Only daughter of an industrialist, status Khatri family. Please correspond to Box 3468-CD. Hindustan Times, New Delhi.
4. Correspondence invited from U. S. A.-based professional for beautiful, attractive, vegetarian, computer consultant, U. S. citizen, 25/162 cms. Panjabi girl. Please send full bio-data to Box 3652 CF, Nav Bharat Times, New Delhi.
5. Matrimonial correspondene invited from USA-based professional for a divorcee Khatri girl, 34/158, looking much younger, charming, convent-educated, MS, American citizenship. Early marriage. Box 1538, Times of India, New Delhi.
6. Alliance invited for beautiful, fair, smart, 30/160 cms. Panjabi girl working in USA on H1 Visa as an expert in Oriental Fashion Designing, \$ 60,000 plus perks, from highly educated and very well placed boy in U. S. Caste no bar. Early marriage. Box 3518 CA Hindustan Times, New Delhi.
7. Alliance invited from charming, extermely beautiful, slim, smart, positive-thinking girl for well-settled Punjabi widower, 35/75, handsome, fair-complexioned, having his own multinational industrial establishment, income in millions. No demands, no bars. Issueless widows, divorcees also acceptale. Respond to Box 3568 OS, Times of India, New Delhi.
8. Reputed affluent Kayastha family seeks alliance for their only son, handsome, fair complexion, tall, teetotaller, non-smoker. Girl should be very beautiful, cultured and refined. Girl's merits only consideration. No demands. Write to Box 5039 HT, Nav Bharat Times, New Delhi.
9. Renowned industrialist family, Bombay-based, invites correspondence for matrimonial alliance for their only son, handsome, smart, dashing spirit, own income in seven figures, 30/176 cms. Parents of equal status of a girl, smart, beautiful, convent-educated may correspond to Box 9735 HP, Hindustan Times, New Delhi.
10. Beautiful, fair, slim, Doctor, Engineer, M. C. A., M. B. A. match for a Brahmin boy. 28/180, M. Tech., employed in multinational firm, drawing salary in six figures. No demands. Girl's merits only consideration. Write to Box 7389 CA Hindustan Times, New Delhi.

**Model Proforma for Bio-Data For Matrimonial Purposes**

<b>Name</b>	:	Full name of Boy or Girl
<b>Age and Date of Birth</b>	:	.....
<b>Personality</b>	:	
<b>Height</b>		In Centimeters.
<b>Complexion</b>		Very fair / Fair / Wheatish / Dark.
<b>Features</b>		<b>For Girls</b> —Beautiful, charming, attractive, graceful, refined, sophisticated, sharp-featured. <b>For Boys</b> —Handsom, Fair, Healthy, Impressive.
<b>Culture and Temperament</b>	:	
<b>Nature</b>		<b>For Girls</b> —Gentle and submissive, tolerant and accommodating, adaptable to new conditions. <b>For Boys</b> —Free and frank, bold and dashing, tolerant and accommodating.
<b>Refinement</b>		<b>For Girls</b> —Highly refined and cultured, soft spoken, can move and adjust in high society. <b>For Boys</b> —Smart and well-dressed, cultured and Polished.
<b>Temperament</b>		<b>For both boys and girls</b> —Cool, cheerful, positive-thinking, composed and peaceful.
<b>Hobbies</b>		<b>For Girls</b> —Singing, dancing, knitting, embroidery, painting, cooking, fashion-designing, interior decoration, car-driving, etc. <b>For Boys</b> —Games, sports, horse-riding, travelling and sightseeing, photography, gardening, etc.
<b>Educational Qualification</b>	:	Details of education, Degrees, Diplomas, Distinctions, Specialization, Practical training, etc.
<b>Occupation</b>	:	Details of occupation/Profession, positions held in the past, holding at present, and future prospects and aspirations. Present salary and nature of work. (This is applicable to both boys and girls in jobs.)
<b>Family Background</b>	:	Family background Father : Mother : Brothers : Sisters : Uncles : (a) Paternal : (b) Maternal :
<b>Preferences</b>	:	Preferences, if any, in the choice of the bride or the bridegroom, such as Professional or Business, Girl employed or housewife, Doctor / Engineer / C. A. etc.
<b>Standard of Marriage</b>	:	Decent; simple but decent; no demands; no dowery; no avoidable pomp or show.
<b>Address for Correspondence</b>	:	Full address with Telephone Number

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### Business Letters

#### (1) Letter of Enquiry about some Goods

From

The Principal,  
Agra College, Agra,  
No. 357/Games/2011

Dated  
30<sup>th</sup> Sept., 2011

To

M/s Davico,  
Sports Goods Suppliers,  
M. G. Road, AGRA

Dear Sirs,

I shall be thankful to you if you could kindly let me know within a fortnight whether you can supply the following items of games and sports from your ready stock. If so, kindly quote your rates along with the brands available with you for immediate supply.

1. Cricket Bats, 2 dozen
2. Cricket balls, 6 dozen
3. Hockey sticks, 4 dozen
4. Foot-balls, 2 dozen
5. Volley-balls, 2 dozen
6. Badminton cocks, 6 dozen

If your quotations reach me within a fortnight and if they are approved by our Sports Committee, I shall place an order with you for immediate supply of the goods.

Yours faithfully,  
Sd. X Y Z  
Principal

#### (2) Placing an order for Goods

From

The Registrar,  
Agra University, Agra  
No. 615/Misc/Lib-2012

Dated  
March 20, 2012

To

M/s Doaba Book House,  
Ansari Road, New Delhi

### Subject — Order for Library Books

Dear Sirs,

The Library Committee of the University has considered and approved at its meeting held on March 18, 2012 your price list together with the rate of discount as quoted by you. You are now requested to supply all the books as given in our list within a fortnight and send the Bill to me.

Please see that the supply is in conformity with your terms and conditions and there is no delay on your part. Please also see that the latest editions of the books are supplied to us.

I assure you of prompt payment of the Bill after its verification by the Librarian of the University.

Yours faithfully,  
Sd. X Y Z  
Registrar

**(3) Letter regarding settlement of accounts**

From

The Modern Scientific Instruments Company Ltd.  
Daryaganj,  
New Delhi  
No. 302/Inst./2011

Dated  
15.10.2011

To

The Registrar,  
University of Allahabad,  
Allahabad

**Subject : Settlement of Accounts**

Dear Sir,

We supplied some scientific instruments to your University in compliance of your order dated 10.2.2011. The total Bill came to ₹ 2,63,850, out of which the University has already paid us ₹ 1,50,000. The balance of ₹ 1,13,850 has been pending for payment for over six months now.

I would request you kindly to take early steps to make the payment of the balance of the Bill and settle the account finally.

Thanking you,

Yours faithfully,  
Sd. X Y Z  
For  
Scientific Instruments  
Co. Ltd.

**(4) Letter for asking for overdue payment**

From

Messrs A. Rahman & Co.  
7, Taj Road,  
Agra  
No. 201/payment/2010-11

Dated  
15. 1. 2012

To

M/s Abdul Gani & Co.  
Rakab Ganj,  
Bareilly

**Subject : Reminder for overdue payment**

Dear Sirs,

I beg to remind you once again that the payment of our Bill dated 1.4.2011 still remains unpaid in spite of our three reminders. Please note that this is our final reminder. If we do not receive the payment within a fortnight, we shall be left with no option except taking legal action.

We hope you would kindly make the payment in time and not force us to take legal action against you.

Thanking you,

Yours faithfully,  
Sd. XYZ  
For  
A. Rahman & Co.

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**(5) Reply to the above**

From

M/s Abdul Gani & Co.  
Rakab Ganj,  
Bareilly  
No. 281/ACC/2011-12

Dated  
20.1.2012

To

Messrs A. Rahman & Co.  
7, Taj Road,  
Agra

Dear Sirs,

We are in receipt of your letter dated 15.1.2012. We are sorry that the payment of your Bill has been delayed. Our firm had fallen into a financial crisis, from which it is now gradually recovering.

We would request you to allow us a month's time more for the payment of your Bill. We assure you we shall take all steps to make your payment on priority basis.

Regretting the inconvenience caused to you.

Yours faithfully,  
Sd. X Y Z  
For  
M/s Abdul Gani & Co.

**(6) Letter of Claim for damages**

From

M/s Raj Furniture Pvt. Ltd.  
Cannaught Place,  
New Delhi  
No. 81/Claim—F/2012

Dated  
15.4.2012

To

The Claims Officer,  
Northern Railway,  
New Delhi

**Subject : Claim for Damages**

Dear Sir,

A large consignment of many items of school furniture was booked by us from Haldwani by Northern Railway. When the consignment reached here and we went to take delivery of the same, we found a large number of chairs and tables completely broken or damaged. This damage was evidently caused by mishandling of the same by the coolies while loading and unloading the items. The responsibility of damages rests squarely with the Railway staff. Their carelessness and mishandling have damaged furniture worth ₹ 15,000.

Therefore I lodge herewith my claim for damages worth ₹ 15,000. We request you to make an early enquiry into the matter and pass our claim for ₹ 15000 for early payment.

Thanking you,

Yours faithfully,  
Sd. X Y Z  
For  
Raj Furniture Pvt. Ltd.

## Applications

Applications for a post can be written in two forms—

- (1) Running or narrative form
- (2) Tabular form or on the prescribed proforma.

We give below an example of each form :

### (1) Application for the Post of a Lecturer

To

The Principal,  
St. Lawrence College,  
Kolkata

Sir,

With reference to your advertisement No. 3F/Lec/12, dated 5.2.2012, published in **The Times of India** for the post of a lecturer in English for your College, I beg to offer my candidature for the same.

With regard to my educational qualifications, I beg to submit that I passed M. A. in English from Calcutta University in 1999 and obtained First division. Subsequently I obtained the Degree of Ph. D. in English in 2002. The topic of my research was 'Shakespeare's Historical Plays'. My examiners spoke highly of my thesis. In my earlier educational career also, I obtained First division in all examinations from High School to B. A.

Regarding my teaching experience, I would submit that I have been working as a Lecturer in English in Allahabad University since September 2002 on a temporary basis. Thus I have an experience of teaching Degree classes for nearly two sessions in a reputed university. It is natural that I should seek an appointment on a permanent basis as advertised for your College.

I would assure you that if an opportunity is given to me to serve in your College, I would discharge my duties to my utmost ability and sincerity and spare no efforts to give entire satisfaction to you and to my students.

Thanking you, Sir,

Dated : 10.5.2012

Yours faithfully,

R. D. Pirohit

2/41, M. G. Road

Patna

### Enclosures

1. Photo Copies of all certificates Degrees and Marksheets
2. Copy of experience certificate
3. Copy of High School certificate for verification of age.

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**(2) Application for the above post in Tabular Form**

To

The Principal,  
St. Lawrence College,  
Kolkata  
Sir,

With reference to your advertisement for the post of a lecturer in English, I beg to apply for the same. I give hereunder the details of my bio-data for favour of your consideration.

1. **Name of the Applicant** : R. D. Pirohit
2. **Father's Name** : Shir S. K. Pirohit
3. **Postal Address** : 2/41, M. G. Road, Patna
4. **Date of Birth** : 30. 8. 1982

**5. Educational Qualifications—**

Exams. Passed	Board / University	Year of Passing	Division	Percentage of Marks
High School	U. P. Board	1996	I	69%
Intermediate	U. P. Board	1998	I	67%
B. A.	Allahabad University	2000	I	63%
M. A. (Eng.)	Patna University	2002	I	65%
Ph.D. (Eng.)	Allahabad University	2007	'Shakespeare's Historical Plays'	

6. **Teaching Experience** : Taught degree Classes for two sessions in Allahabad University on a Temporary basis.
7. **Enclosures** : (i) Copies of all certificates, Degrees and Marksheets  
(ii) Copy of Teaching experience certificate.  
(iii) Copy of High School certificate for verification of age.
8. **Address for Correspondence:** 2/41, M. G. Road, Patna, Tel : 385793

Dated : 10 . 5. 2009

Yours faithfully,

Signature

R. D. P.

**(3) Call for Interview**

An Institution or Industrial House or a Government Department or any appointing authority has to send letters to the applicants calling them for interview. The call for interview may be sent according to the following format :

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**Name of the Candidate :** .....

**Address :** .....

Dated : .....

Dear Sir,

With reference to your application for the post of Junior Engineer, you are required to appear for an interview before the Interview Board in the Chief Engineer's Office on Monday, the 12<sup>th</sup> of July, 2012 at 10 a. m. Please bring all your certificates and other relevant documents in the original for verification.

Please note that no T. A. or D. A. will be paid to you for appearing at the interview.

Yours faithfully,

R. C. Dwivedi

For

The Chief Engineer

P. W. D. Kanpur

#### (4) Joining Report

To

Dated : 28 . 7. 2012

The Principal,

D. A. V. College,

Bhopal

Sir,

With reference to your letter of appointment No. Eng/II-2012, dated 25.7.2012, I have the honour to submit that I have joined my duties as Lecturer in English at your College with effect from the forenoon of 28.7.2012. This may kindly be entered in the records of the College.

Thanking you, Sir,

Yours faithfully,

R. K. Nigam,

3/5 (1), Nehru Nagar

Bhopal

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**(5) Application for Casual Leave**

To

The Principal,  
St. John's College,  
Jaipur,

Sir,

I beg to submit that I have received a telephonic call from my father to meet him today at Ajmer for an urgent piece of work. Therefore, I am going to meet him and will return from there by tomorrow evening.

Therefore, I request you kindly to grant me casual leave for two days, *i.e.*, for 5<sup>th</sup> & 6<sup>th</sup> of July, 2012 and oblige.

Dated : 5.7.2012

Yours faithfully,  
P. K. Dua,  
Lecturer in English,  
St. John's College,  
Jaipur

**(6) Application for Medical Leave**

To

The Divisional Manager,  
L. I. C. of India,  
M. G. Road, Meerut

Sir,

I regret to write that I am laid up with high fever. My family doctor has diagnosed it to be typhoid fever. He has advised me to take leave for seven days for treatment and rest.

Therefore, I request you kindly to grant me Medical leave for seven days with effect from the 7<sup>th</sup> June to 13<sup>th</sup> June, 2012.

The Medical Certificate is enclosed herewith.

Thanking you, Sir,

Dated : 7.6.2012

Yours faithfully,  
R. N. Tripathi  
Accountant

**Encl.**

Medical Certificate

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# GENERAL ENGLISH

## UPKAR'S **COMPENDIUM**

**UPKAR'S**

# **COMPENDIUM GENERAL ENGLISH**

**YOUR SUCCESS  
IS  
OUR AIM  
SURE SUCCESS  
WITH  
OUR NAME  
THAT IS  
**UPKAR****



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