

1

Basics of Communication

Q. 1. Write the definition of communication.

Ans. Communication is the process of exchanging information, news, ideas, etc. with somebody. It is an activity of sharing one's ideas, thoughts, feelings, etc. with other people. To communicate is to make your ideas, thoughts feelings etc. known to other people so that they understand them.

Q. 2. What are the different types of communication?

Ans. The different types of communication are as follows :

- (i) **Formal Communication** The communication in the job/business circle is called formal communication.
- (ii) **Informal Communication** The communication with friends and relatives is called informal communication.
- (iii) **Verbal Communication** The communication in which we use words (language) is called verbal communication.
- (iv) **Non-verbal Communication** The communication in which we use our body language and other things to communicate with people is called non-verbal communication.
- (v) **Internal Communication** The communication which takes place within a circle, group, institute, organization is called internal communication.
- (vi) **External Communication** When employees of an organization communicate with the employees of any outside organizations then it is termed as external communication.

Q. 3. What is oral and written communication?

Ans. Oral Communication

Oral communication includes face-to-face discussion, telephonic conversation, formal presentations and speeches. Its advantages are— questions can be asked and answered; feedback is immediate and direct; the receiver(s) can sense the sender's sincerity (or lack thereof) and oral communication is both more persuasive and less expensive than written. However, oral communication also has disadvantages as it can lead to spontaneous ill-considered statements (and regret) and there is no permanent record of it (unless an effort is made to record it).

Written Communication

Written communication includes memos, letters, reports, computer printouts and other written documents. Advantages of using written messages are — the message can be revised several times; it is a permanent record that can be saved; the message stays the same even if relayed through many people; and the receiver has more time to analyse the message. Its disadvantages are — the sender has no control over where and when or if the message is read; the sender does not receive immediate feedback; the receiver may not understand parts of the message and the message must be long enough to contain information to receive back anticipated answer to his queries.

We should weigh these considerations when deciding whether to communicate orally or in writing. Also consider when it may be necessary to use both forms. Such as when following up a meeting with a confirming memo or writing a letter to prepare someone for your phone call.

Q. 4. Define effective communication.

Ans. Communication is referred as sharing or transferring of knowledge, data, feelings, matters, etc. The communication will be effective if it conveys the exact meaning to the receiver and the response matches to the expectations of the sender. To make communication effective we use various methods and different equipments which enhance clarity of voice. We take help of expressions, non-verbal communication, pamphlets, magazines, radio, T.V., computer and audio-video devices. Effective communication requires not only above mentioned things but also skills of presentation and knowledge.

Q. 5. Name various kinds of written communication modes.

- | | |
|---------------------------------|---------------------|
| Ans. 1. Personal letters | 2. Official letters |
| 3. Business letters | 4. News papers |
| 5. Magazines | 6. Pamphlets |
| 7. Brochure | 8. Reports |
| 9. Proposals | 10. Notices, etc. |

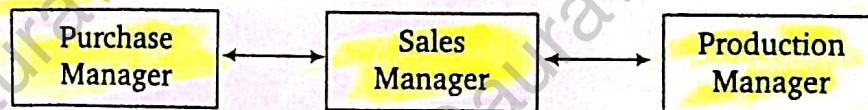
Q. 6. 'Role of gesture is equally important as of words'. Elaborate.

Or Describe the role of body language in communication.

Ans. It is true that words make our communication better but body language is also an important part of it. Feelings require body language, in addition to words, to be expressed. A smile on face shows welcome while curved eye brows make other a little bit uncomfortable. Movements of limbs make communication effective and easy to understand. Sometimes body expresses better than words, like tears in eyes, a loud cry, long face, pale face, V lips. All these have their different meanings.

Q. 7. What do you understand by horizontal and vertical communication?

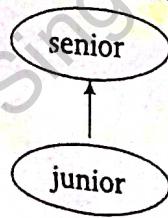
Ans. 1. Horizontal Communication



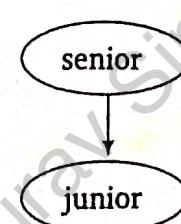
Communication between same rank people is called horizontal communication. Main policies, decisions and agendas are discussed in horizontal communication.

2. Vertical Communication It is of two types :

- Upward Communication** When a junior or a lower rank employee talks to his senior then the communication is called upward communication.
- Downward Communication** When a senior or a higher rank employee talks to a junior then it is called downward communication.



upward communication



downward communication

Q. 8. Describe some important techniques of communication.

Ans. When we communicate someone we use either oral or written communication. For both the purposes we need different techniques.

For oral communication (1) Listening (2) Speaking

For written communication (1) Reading (2) Writing

Besides these, we use gestures, movements of limbs, signs, face expressions and voice also.

Q. 9. How has modern machines helped in communication-technique?

Ans. In the older time the techniques of communication were very much slow, time consuming and not much reliable. With the development and advancement in science and machines the techniques have also been improved. Today we have more reliable and quicker machines which make communication easy, time saving and effective.

Example Telephones, mobiles, internet, telegram, fax, letter, printers, speakers, computers, etc.

Q. 10. What do you mean by tools of communication? Name some modern tools of communication.

Ans. Tools of communication means the process or things which make communication possible and easier. Language is one of the oldest tools to communicate. Due to the development in science and technology various tools have been developed and all these are called modern tools of communication. Radio, T.V., telephone, fax, mobile, internet, computer, satellite, etc. are the modern tools of communication.

Q. 11. What do you mean by barriers to communication?

Ans. Barriers play an important role in the process of communication. They destroy the communication and sometime stop it at all. Barriers are the disturbances in the process of communication. They may be :

1. Interpersonal barriers — (i) from the sender or receiver side, (ii) 2. between sender and receiver.
2. Physical/environmental barriers.
3. Organizational barriers.
4. Technical barriers.
5. Barriers in method selection, etc.

Q. 12. What should an organization do to remove barriers?

Ans. An organization is run by both management and workers. To remove barriers, an organization must

1. Adopt crystal clear policy.
2. Follow the principles of equality.
3. Provide facilities.
4. Be well organized and well structured.
5. Remove discrimination at official and worker levels.
6. Reduce the stress level by giving perks and bonus.

2

Application of Grammar

Parts of Speech

1. Noun

* Very Short Answer Type Questions

Q. 1. Give the definition of noun.

Ans. A noun is a word used as the name of a person, place or thing e.g., Ram, Delhi, Pen etc.

Q. 2. How many kinds of noun are there?

Ans. There are five kinds of noun.

Q. 3. What is a common noun?

Ans. A common noun is the name common to every person or thing of the same class, kind or group e.g., Bird, Grass, Book etc.

Q. 4. What is a proper noun?

Ans. A proper noun is the name of a particular person, place or thing e.g., Ashoka, Mumbai, Ganga etc.

Q. 5. Define collective noun.

Ans. A collective noun is the name of a collection of persons or things grouped together as one whole e.g., Team, Class, Army etc.

Q. 6. What is a material noun?

Ans. A material noun is the name given to a material or substance of which things are made e.g., Milk, Gold, Silver etc.

Q. 7. What are countable nouns?

Ans. Nouns which can be counted to tell their numbers, are called countable nouns e.g., Birds, Trees, Books etc.

Q. 8. What are uncountable nouns?

Ans. Nouns which cannot be counted, are called uncountable nouns e.g., Two bundles of Grass.

Q. 9. What is a singular number?

Ans. A noun standing for one person or thing is said to be in the singular number e.g., Table, Boy, Man etc.

Q. 10. What is a plural number?

Ans. A noun standing for more than one person or thing is said to be in the plural number e.g., Boys, Tables, Men.

Q. 11. How many types of gender are there?

Ans. There are four types of gender.

Q. 12. Define masculine gender.

Ans. Words which stand for males (John, boy, man) are said to be of the masculine gender.

Q. 13. What is feminine gender?

Ans. Words which stand for females (Mary, girl, woman) are said to be of the feminine gender.

Q. 14. What is common gender?

Ans. Words like doctor, teacher, neighbour which can stand for either male or female are said to be of the common gender.

Q. 15. What is neuter gender?

Ans. Nouns like book, table, house which stand for things without life are said to be of the neuter gender.

❖ Long and Short Answer Type Questions

Q. 1. How many parts of speech are there?

Ans. कई शब्दों के योग से एक Sentence (वाक्य) बनता है तथा Sentence में भिन्न-भिन्न शब्दों के भिन्न-भिन्न कार्य होते हैं; अतः शब्दों का प्रयोग उनके कार्य के अनुसार जिन रूपों में होता है, उन्हें Parts of Speech (शब्द-भेद) कहते हैं। इसी आधार पर शब्दों (Words) को निम्नलिखित 8 भागों में बाँटा जा सकता है—

1. Noun	...	संज्ञा
2. Pronoun	...	सर्वनाम
3. Adjective	...	विशेषण
4. Verb	...	क्रिया
5. Adverb	...	क्रिया-विशेषण
6. Preposition	...	सम्बन्धबोधक या सम्बन्धसूचक अव्यय
7. Conjunction	...	संयोजक या समुच्चयबोधक अव्यय
8. Interjection	...	विस्मयादिबोधक शब्द

O. 2. Define Noun and its kinds.

Ans. Definition : "A Noun is a word used as the name of a person, place or thing."

परिभाषा— “किसी प्राणी, स्थान, वस्तु, गुण, कार्य या अवस्था का जिस शब्द से बोध हो, वह Noun (संज्ञा) कहलाता है।”

जन्मानुभाव : निम्नलिखित वाक्यों में काले छपे शब्द Nouns हैं—

1. Ramesh went to Delhi. 2. A girl is playing.

Kinds of Noun (संज्ञा के प्रकार)

(1) Proper Noun (व्यक्तिवाचक संज्ञा)—जिस Noun से किसी विशेष व्यक्ति, स्थान या वस्तु के नाम का बोध हो,

(1) Proper Noun (व्यक्तिवाचक संज्ञा) कहलाता है: जैसे—

- Proper Noun** (व्यक्तिवाचक संशोधन)

 1. Ashoka was a great king. (व्यक्ति का नाम)
 2. The Ganga is a holy river. (नदी का नाम)
 3. Mumbai is a big city. (स्थान का नाम)
 4. The Taj is a famous building. (भवन का नाम)

(१) **Name** (जातिवाचक संज्ञा) — जिस Noun से किसी एक वर्ग या जाति के प्रत्येक व्यक्ति या वस्तु का

(2) Common Noun (जातिवाचक संज्ञा) कहलाता है; जैसे—

इन वाक्यों में birds, grass, book, trees आदि Nouns का प्रयोग सामान्य रूप से हुआ है; अतः ये शब्द Common Nouns हैं। इनके भी दो भेद किये जा सकते हैं—

(i) Countable Common Nouns—इनके अन्तर्गत वे **Common Nouns** आते हैं जो मूर्त (concrete) होते हैं तथा उनकी गणना (गिनती) की जा सकती है; जैसे—उपर्युक्त वाक्यों में birds, book, trees आदि **Countable Common Nouns** हैं।

(ii) **Mass Common Nouns** या **Uncountable Nouns**—इनके अन्तर्गत ही **Common Nouns** आते हैं जो मूर्ति तो होते हैं, लेकिन उनकी गणना (गिनती) नहीं की जा सकती; जैसे—उपर्युक्त वाक्य में grass है। इन पाँची Nouns के परिमाणों (mass) को हम विभिन्न इकाइयों द्वारा माप सकते हैं; जैसे—two bundles of grass; यहाँ two (numerals) में माप की इकाई की संख्या का बोध होता है न कि यद्यु की माप का।

(3) **Collective Noun** (समूहवाचक संज्ञा)—जिस Noun से समूह का बोध हो, वह **Collective Noun** (समूहवाचक संज्ञा) कहलाता है; जैसे—

1. Indian team played very well.
2. All students of my class are present.
3. His family lived in Allahabad.
4. Indian army is very strong.

उपर्युक्त वाक्यों में team खिलाड़ी-समूह, family सदस्य-समूह, class छात्र-समूह तथा army सैनिक-समूह का बोध कराते हैं। अतः team, family, class व army शब्द Collective Nouns हैं।

(4) **Material Noun** (पदार्थवाचक संज्ञा)—जिस Noun से किसी पदार्थ का बोध हो जिससे दूसरी वस्तुएँ बन सकें, वह **Material Noun** (पदार्थवाचक संज्ञा) कहलाता है; जैसे—

1. She made ice cream from milk.
2. I gave her a ring of gold.

उपर्युक्त वाक्यों में milk तरल पदार्थ और gold ठोस पदार्थ का बोध कराते हैं। इनसे अन्य अनेक वस्तुएँ बनायी जा सकती हैं। अतः milk व gold शब्द Material Nouns हैं।

(5) **Abstract Noun** (भाववाचक संज्ञा)—जिस Noun से किसी गुण, कार्य, विधि, अवस्था या भावना आदि का बोध हो, वह **Abstract Noun** (भाववाचक संज्ञा) कहलाता है; जैसे—

1. Wisdom is better than strength.
2. His judgement is right.
3. My father tells us about the happy days of his childhood.
4. My mother has great love for us.

उपर्युक्त वाक्यों में wisdom और strength गुण का, judgement कार्य का, childhood अवस्था का और love भावना का बोध कराते हैं।

Q. 3. Pick out the Nouns in the following sentences and write their kinds.

1. Milk is very necessary for children.
2. Subhash Chandra Bose was a great leader of India.
3. Don't sit on this table.
4. Hindus worship the Ganges.
5. Childhood is the happiest period of life.
6. There was a big crowd of people.
7. An apple is a delicious fruit.
8. Indian army is brave and strong.
9. Parliament House is a big building.
10. Chandni Chowk is the famous market of Delhi.

Ans. 1. Milk (material), children (common), 2. Subhash Chandra Bose (proper), leader (common), India (proper), 3. Table (common), 4. Hindus (proper), the Ganges (proper), 5. Childhood (abstract), 6. Crowd (collective), people (common), 7. Apple (common), fruit (common), 8. Army (collective), 9. Parliament House (proper), building (common), 10. Chandni Chowk (proper), market (common), Delhi (proper).

Q. 4. How many kinds of number are there in Noun?

Ans. Number of Noun निम्नलिखित दो प्रकार के होते हैं—

(1) **Singular Number** (एकवचन)—जिस Noun से किसी वस्तु, स्थान या व्यक्ति की केवल एक संख्या का बोध होता है, उसका **Singular Number** (एकवचन) होता है; जैसे—boy, table, man, child, foot, calf आदि।

(2) **Plural Number** (बहुवचन)—जिस Noun से किसी वस्तु, स्थान या व्यक्ति की दो या दो से अधिक संख्याओं का बोध होता है, उसका **Plural Number** (बहुवचन) होता है; जैसे—boys, tables, men, children, feet, calves, आदि।

Q. 5. (A) Give the Plurals of the following :

Day, class, army, story, monkey, baby, lady, thief, chief, leaf, knife, roof, woman, tooth, step-mother, mouse, bench, stomach, deer.

(B) Give the Singulars of the following :

Students, washer-men, bamboos, oxen, maid-servants, sheep, fish, commanders-in-chief, flies.

Ans. (A) Days, classes, armies, stories, monkeys, babies, ladies, thieves, chiefs, leaves, knives, roofs, women, teeth, step-mothers, mice, benches, stomachs, deer.

(B) Student, washerman, bamboo, ox, maid-servant, sheep, fish, commander-in-chief, fly.

Q. 6. Define the kinds of gender.

Ans.

Gender (लिंग) of the Noun

Gender अर्थात् लिंग का तात्पर्य है किसी Noun या Pronoun के विषय में यह बताना कि वह स्त्री है, पुरुष है या जीवित या निर्जीव है। इसी आधार पर अंग्रेजी में निम्नलिखित चार प्रकार के Gender होते हैं—

(1) Masculine Gender (पुल्लिंग)—जिस Noun से पुरुष प्राणी (male) का बोध होता है, वह Noun उसका Masculine Gender होता है; जैसे—

1. The boys are playing in the field.

2. The lion roared in the forest.

(2) Feminine Gender (स्त्रीलिंग)—जिस Noun से स्त्री प्राणी (female) का बोध होता है, वह Noun उसका Feminine Gender होता है; जैसे—

1. The women are singing a song.

2. The cows give us milk.

(3) Common Gender (उभयलिंग)—जिस Noun से स्त्री और पुरुष दोनों प्राणियों का बोध होता है, वह Noun उसका Common Gender होता है; जैसे—

1. They are my friends.

2. The children are playing.

(4) Neuter Gender (नपुंसकलिंग)—जिस Noun से निर्जीव (बेजान) वस्तुओं का बोध होता है, वह Noun Neuter Gender में होता है; जैसे—

1. The pen is in the desk.

2. Ramesh lives in a village.

Q. 7. (A) Write the Feminine Gender forms of the following :

Bullock, cock, gentleman, horse, king, nephew, sir, uncle, host, emperor, hero, land-lord.

(B) Give the Masculine Gender of the following :

Wife, sister, mother, poetess, actress, princess, mistress, grand-mother, washer-woman, peahen, milk-maid, she-goat.

Ans. (A) Bullock = cow, cock = hen, gentleman = lady, horse = mare, king = queen, nephew = niece, sir = madam, uncle = aunt, host = hostess, emperor = empress, hero = heroine, land-lord = landlady.

(B) Wife = husband, sister = brother, mother = father, poetess = poet, actress = actor, princess = prince, mistress = master, grand-mother = grand-father, washer-woman = washer-man, peahen = peacock, milkmaid = milkman, she-goat = he-goat.

Q. 8. Select proper words from those given in the brackets to fill in the blanks :

1. My ...Sister... loves her children very much.

(brother/sister)

2. His ...Wife... obeys him.

(husband/wife)

3. Your ...Uncle... takes care of his son.

(aunt/uncle)

4. Her ...Son... is a prince.

(daughter/son)

5. My ...Sister... paid all her debts.

(brother/sister)

Ans. 1. sister, 2. wife, 3. uncle, 4. son, 5. sister.

2. Verb

❖ Very Short Answer Type Questions

Q. 1. What is a verb?

Ans. A verb is a word that tells us what a person or a thing does, what a person or a thing is, what a person or a thing has or what is done to a person or a thing e.g., is, play, rise, etc.

Q. 2. Can there be a sentence without verb?

Ans. There can be no sentence without verb.

Q. 3. How many kinds of verbs are there?

Ans. There are five kinds of verbs.

Q. 4. What is an intransitive verb?

Ans. A verb that does not require an object to make sense but makes good sense by itself is called an intransitive verb e.g., Shivani laughs.

Q. 5. What is a transitive verb?

Ans. A verb that requires an object to complete its sense is called a transitive verb e.g., He sold a house.

Q. 6. What is a linking verb?

Ans. A linking verb tells us what its subject is. So it is called the verb of 'Being' e.g., He is a doctor.

Q. 7. What are auxiliary verbs?

Ans. Auxiliary verbs are helping verbs that are used to assist the main verb to form a complete sentence e.g., He is reading a book.

Q. 8. What are primary auxiliary verbs?

Ans. Verb 'Be' (is, are, am, was, were), Have (has, have, had) and Do (do, does, did) are primary auxiliary verbs.

Q. 9. Give the name of some modal auxiliary verbs.

Ans. Can, could, may, might, should, would, ought to, need, dare, etc. are modal auxiliary verbs.

❖ Long and Short Answer Type Questions

Q. 1. Define Verb and its kinds.

Ans. 'जो शब्द किसी व्यक्ति, वस्तु या स्थान के विषय में कुछ बताएँ या किसी कार्य, दशा या परिवर्तन का बोध कराएँ, उन्हें Verb या क्रिया कहते हैं'; जैसे—

1. I am a teacher.
2. Delhi is the capital of India.
3. These students learn the lesson.
4. They are ill.
5. You became the monitor.

(व्यक्ति के विषय में)

(स्थान के विषय में)

(कार्य)

(दशा)

(परिवर्तन)

Kinds of Verb (क्रिया के प्रकार)

Verb के निम्नलिखित भेद होते हैं—

(1) Intransitive Verb (अकर्मक क्रिया)

वे Verbs जिनके कार्य का प्रभाव उनके Subjects तक ही सीमित रहता है, **Intransitive Verb** (अकर्मक क्रिया) कहलाती है। ऐसी Verbs (क्रिया) अपने Subject के साथ मिलकर अर्थ पूरा कर देती हैं। इनको Object (कर्म) की आवश्यकता नहीं पड़ती है; जैसे—

1. Shivani sings.
2. The bell rings.
3. The girls are dancing.
4. The boys ran.

उपर्युक्त वाक्यों में Predicate केवल क्रिया से बने हैं और वे क्रियाएँ स्वयं अपना अर्थ पूरा दे रही हैं अर्थात् उन्हें किसी भी Object (कर्म) की आवश्यकता नहीं है। अतः ऐसी क्रियाओं को **Intransitive Verb** (अकर्मक क्रिया) कहते हैं।

(2) Transitive Verb (सकर्मक क्रिया)

वह Verb जो अपने Subject के साथ मिलकर Sentence का पूरा अर्थ नहीं देती है, बल्कि अपने अर्थ को पूरा करने के लिए उसको Object की आवश्यकता होती है, **Transitive Verb** (सकर्मक क्रिया) कहलाती है; जैसे—

1. He sold a bicycle.
2. The carpenter made a table.
3. Did you write a letter?
4. I enjoy sleeping in the open air.

उपर्युक्त वाक्यों में उनका अर्थ पूरा करने के लिए Verb (क्रिया) का कोई Object (कर्म—Noun, Pronoun, Infinitive, Gerund अथवा Clause) प्रयुक्त हुआ है। यदि हम वाक्यों से Objects (a bicycle, letter आदि) हटा दें तो वाक्य अपूर्ण रहते हैं। वाक्य 4 से Object (sleeping) हटा देने पर यह ज्ञात नहीं हो सकता कि कर्ता क्या आनन्द लेती है? (What does she enjoy ?); अतः Object के अभाव में वाक्य का अर्थ अपूर्ण रहता है, इसलिए ये क्रियाएँ Transitive Verbs हैं।

(3) Linking Verb (संयोजक क्रिया)

Study the following sentences :

1. He is a painter.
2. She was hungry/tired.
3. They are there.
4. Ram became a lawyer.
5. Man remained a hunter for ages.
6. He looks to be an innocent person.

उपर्युक्त वाक्यों में दी गई क्रियाएँ Be (is, are, am, was, were), become, remain, look अपना भावपूर्ण करने में असमर्थ हैं।

(4) Auxiliary Verbs (सहायक क्रिया)

जब कोई Verb अकेले प्रयोग न होकर किसी अन्य Verb के साथ प्रयोग हो तथा कोई Tense बनाने में उसकी सहायता करे, तब ऐसी Verbs को Auxiliary Verb कहते हैं; जैसे—

1. He is reading a magazine.
2. They are playing a match.
3. I was called for interview.
4. We were helped by him.

Auxiliary Verbs भी दो प्रकार के होते हैं—

(i) **Primary Auxiliary Verb** : Verbs Be (is, are, am, was, were), Have (has, have, had) तथा Do (do, does, did) Primary Auxiliary Verbs हैं।

(ii) **Modal Auxiliary Verb** : Verbs : can, could, may, might, should, would, ought to, need, dare आदि Modal Auxiliary verbs हैं। यह अन्य किसी Verb के साथ प्रयोग होकर mode प्रकट करते हैं।

(5) Phrasal Verbs (संयुक्त क्रिया)

अंग्रेजी में कुछ Verbs के बाद Prepositions या Adverbs लगाकर विभिन्न प्रकार का अर्थ देने वाली Phrasal Verbs (संयुक्त क्रिया) को बनाने का प्रचलन है; जैसे—

ask for = demand (माँग करना)

The workers asked for higher wages.

give up = abandon (त्यागना)

He gave up smoking.

Q. 2. Pick out the Transitive and Intransitive Verbs in the following sentences :

1. The wind blows.
2. Polish your shoes.
3. The hunter shot a bird.
4. He stopped writing.
5. The bird builds its nest.
6. The shirt was hanging on the door.
7. The traffic lights change.
8. The boy became happy.
9. He is a college student.
10. He signed his name on the cheque.
11. I know how to do it.
12. The angry lion roared.
13. The servant went to the market.
14. Who gave you this pen ?

15. My father is sleeping now.

Ans. Intransitive Verbs : 1. blows, 6. was hanging, 7. change, 8. became, 9. is, 12. roared,
13. went, 15. is sleeping.

Transitive Verbs : 2. polish, 3. shot, 4. stopped, 5. builds, 10. signed, 11. know, 14. gave
Object Complement : 8. happy.

Q. 3. Fill in the blanks with suitable Linking Verbs :

- | | |
|--|--------------------------------------|
| 1. Ramis..... a teacher. | 2. Theyare..... dejected. |
| 3. The bookis..... on the table. | 4. Heis..... (to be) sad. |
| 5. You ...are..... (to be) a doctor. | 6. She ...was..... (to be) punished. |
| 7. The newswas..... (to be) false. | 8. Itis..... dark. |
| 9. Sheis..... pale. | 10. His condition....is..... better. |

Ans. 1. is, 2. are, 3. is, 4. is, 5. are, 6. was, 7. was, 8. is, 9. is, 10. is.

Q. 4. Fill in the blanks with suitable verb, choosing from the verbs given in the bracket against each sentence : (2017)

1. Some of those people ~~are~~ very poor. (is/are)
2. Neither of those guards ~~is~~ present at this time. (is/are)

Ans. (1) are, (2) is.

Q. 5. Fill in the blanks with the suitable form of the verb given in the bracket against each sentence. (2017)

1. The murderer was to death yesterday. (sentence)
2. If you hard, you will get success. (work)

Ans. (1) sentenced, (2) work.

3. The Adjective : Kinds and Degree

❖ Very Short Answer Type Questions

Q. 1. Define adjective with two example.

Ans. "An Adjective is a word used to add something to the meaning of a Noun or Pronoun e.g. black, white, brave etc. (2016)

Q. 2. What is an adjective of quality?

Ans. An adjective of quality describes the quality of a person or thing e.g., wise, big, small, etc.

Q. 3. What are proper adjectives?

Ans. Proper adjectives are formed from proper nouns. These describe a thing by referring to proper noun e.g., an Indian farmer, the Roman empire, etc.

Q. 4. What is an adjective of quantity? ✓

Ans. An adjective of quantity tells us how much quantity of a thing is meant e.g., enough, some, much, etc.

Q. 5. What is an adjective of number? ✓

Ans. An adjective of number tells us how many persons or things are meant e.g., one, two, few, many, etc.

Q. 6. What is a demonstrative adjective? ✓

Ans. A demonstrative adjective is used to point out some person or thing e.g., this, that, these, etc.

Q. 7. When an interrogative adjective is used? ✓

Ans. An interrogative adjective is used to ask a question by using 'which', 'what' or 'whose' before a noun.

Q. 8. What does a possessive adjective show?

Ans. A possessive adjective shows possession or belonging e.g., her, his, etc.

Q. 9. What are participle adjectives?

Ans. Participle adjectives are those adjectives that end in-en-ed or 'ing'.

Q. 10. How many types of comparison of degrees are there?

Ans. There are three types of comparison of degrees.

Q. 11. Define positive degree.

Ans. The positive degree of an adjective is the simplest form of the adjective. No comparison is made in the positive degree.

Q. 12. Define comparative degree.

Ans. The comparative degree is used when we compare two people or things. We add 'er' to most adjectives to form their comparative degree.

Q. 13. Define superlative degree.

Ans. The superlative degree is the highest degree of quality. It is used when we compare more than two people or things. It is formed by adding 'est' to the adjective or writing 'most' before the adjective.

❖ Long and Short Answer Type Questions

Q. 1. Define Adjective and its kinds.

Ans. Definition : "An Adjective is a word used to add something to the meaning of a Noun or Pronoun."

परिभाषा—“वह शब्द जो किसी Noun (संज्ञा) अथवा Pronoun (सर्वनाम) की विशेषता बताता है, Adjective (विशेषण) कहलाता है।”

Kinds of Adjective (विशेषण के प्रकार)

(1) Adjective of Quality (गुणवाचक विशेषण)

जो शब्द किसी Noun अथवा Pronoun के गुण अथवा दशा का बोध करता है, वह **Adjective of Quality** (गुणवाचक विशेषण) कहलाता है; जैसे—

1. The cow is *red*.
2. This is a *beautiful* flower.
3. The *intelligent* girl passed.
4. Govind is an *old* man.

इन वाक्यों में red, beautiful, intelligent शब्द 'गुण' तथा old 'दशा' का बोध करते हैं; अतः red, beautiful, intelligent, old शब्द Adjective of Quality हैं।

यह विशेषण Noun से पहले 'कैसा' (how) लगाकर ज्ञात होता है।

(2) Proper Adjective (व्यक्तिवाचक विशेषण)

जो शब्द किसी Proper Noun से बनकर अन्य Noun की विशेषता बताता है, वह **Proper Adjective** (व्यक्तिवाचक विशेषण) कहलाता है; जैसे—

1. Indian soldiers are brave.
2. Japanese books are interesting.
3. Pakistani players left the field.

इन वाक्यों में Indian, Japanese, Pakistani शब्द Proper Nouns (India, Japan, Pakistan) से बने हैं और वाक्य में प्रयुक्त Nouns क्रमशः soldiers, books, players की विशेषता बता रहे हैं। अतः ये शब्द Proper Adjectives हैं।

(3) Adjective of Quantity (परिमाणवाचक विशेषण)

जो शब्द किसी Noun (विशेष्य) की Quantity (मात्रा) बताकर उसकी व्यापकता को संकुचित या सीमित कर देता है, वह **Adjective of Quantity** (परिमाणवाचक विशेषण) कहलाता है; जैसे—



1. I want *some* water.
3. We need a *little* rest.

उपर्युक्त वाक्यों में some, all, little, any शब्द Noun की Quantity (परिमाण) का बोध करते हैं; अतः ये शब्द Adjectives of Quantity हैं।

ये परिमाणवाचक विशेषण Noun से पहले 'कितना' (how much) लगाने पर ज्ञात होते हैं। इनके बाद प्रायः Material या Abstract Nouns आते हैं।

(4) Adjective of Number or Numeral Adjective (संख्यावाचक विशेषण)

जिन शब्दों से व्यक्त अथवा वस्तु की संख्या, क्रम या गुण (number, order or times) का बोध होता है, वे Adjectives of Number (संख्यावाचक विशेषण) कहलाते हैं। इन्हें Numeral Adjectives भी कहते हैं; जैसे—

1. Two boys came to me quarrelling.
2. The first edition of my book has already been sold out.
3. I received double share.
4. We have warned him several times.

उपर्युक्त वाक्यों में two, first, double, several शब्द Noun के Number (संख्या) को दर्शाते हैं। अतः ये शब्द Adjectives of Number हैं।

यह संख्यावाचक विशेषण Noun से पहले 'कितना' (how many) लगाने पर ज्ञात होता है।

(5) Demonstrative Adjective (संकेतवाचक विशेषण)

जो शब्द अपने विशेष्य (Noun) की ओर संकेत करके उसकी व्यापकता को संकुचित या सीमित कर देते हैं, वे Demonstrative Adjectives (संकेतवाचक विशेषण) कहलाते हैं; जैसे—

1. This box is very heavy.
2. These books are not for sale.
3. That girl topped the list.
4. I don't like such films.

उपर्युक्त वाक्यों में this, these, that, such शब्द अपने विशेष्य (Noun) की ओर संकेत करते हैं; अतः ये शब्द Demonstrative Adjectives हैं।

(6) Distributive Adjective (विभाजनसूचक विशेषण)

जो शब्द अपने विशेष्य (Noun) की व्यापकता को यह बोध करकर सीमित कर देते हैं कि विशेष्य द्वारा व्यक्त Noun एक-एक करके अथवा अलग-अलग समूह से लिये गये हैं, वे Distributive Adjectives (विभाजनसूचक विशेषण) कहलाते हैं; जैसे—

1. Each pen costs five rupees.
2. I have read every book on myself.
3. There were shops on either side of the road.
4. He gave me two bats. Neither bat was good.

उपर्युक्त वाक्यों में each, every, either, neither शब्द किसी वर्ग की प्रत्येक वस्तु को प्रकट करते हैं; अतः ये शब्द Distributive Adjectives हैं।

(7) Interrogative Adjective (प्रश्नवाचक विशेषण)

जो शब्द अपने विशेष्य (Noun) के विषय में कोई प्रश्न पूछकर उसकी व्यापकता को सीमित कर देते हैं, वे Interrogative Adjectives (प्रश्नवाचक विशेषण) कहलाते हैं; जैसे—

1. Which fruit do you like the most ?
2. What places would you like to visit in Delhi ?

उपर्युक्त वाक्यों में which, what शब्द Noun के विषय में प्रश्न पूछने का कार्य करते हैं; अतः ये शब्द Interrogative Adjectives हैं।

(8) Possessive Adjective (अधिकारद्योतक विशेषण)

जो शब्द Noun के तुरन्त पहले प्रयुक्त होकर किसी व्यक्ति या वस्तु पर अधिकार प्रकट करता है, वह Possessive Adjective होता है; जैसे—

1. My books are on the table.

उपर्युक्त वाक्यों में my और his शब्द अपने विशेषण (Nouns)—books और shop के ठीक पहले प्रयुक्त होकर उन पर अधिकार दर्शाते हैं; अतः ये शब्द Possessive Adjectives हैं।

Possessive Adjectives के अन्तर्गत आने वाले शब्द इस प्रकार हैं—my, our, your, his, her, their, its, thy.

Q. 2. Define Degrees of Comparison and its kinds.

Ans. किसी व्यक्ति अथवा वस्तु के गुण-अव्याप्ति की तुलना में प्रत्येक Adjective के भिन्न स्वरूप होते हैं जिन्हें Degrees of Comparison कहते हैं; जैसे—

1. Sandhya is a clever girl.
2. Sandhya is cleverer than Kavita.
3. Sandhya is the cleverest girl in her class.

उपर्युक्त वाक्यों में Sandhya की चतुराई की पारम्परिक तुलना का बोध कराने के लिए Adjective के तीन भिन्न रूपों—clever, cleverer तथा cleverest का प्रयोग किया गया है। ये तीन भिन्न रूप ही Degrees of Adjective हैं।

Kinds of Degrees of Comparison

यह निम्नलिखित तीन प्रकार की होती है—

- (i) **Positive Degree** : जब Adjective अपने मौलिक रूप में प्रयोग किया जाता है, तब वह Positive Degree में होता है; जैसे— a tall tree, a clever fox, a dark room आदि।
- (ii) **Comparative Degree** : जब Adjective दो Nouns/Pronouns की तुलना करके यह बोध कराता है कि दोनों में कौन गुण अथवा मात्रा में कम या अधिक है तो वह Comparative Degree में होता है; जैसे—
 1. This tree is taller than that.
 2. The fox was cleverer than the crow.
 3. Your room is darker than mine.
 4. He is richer than I.
- (iii) **Superlative Degree** : जब Adjective दो से अधिक Nouns/Pronouns की तुलना करके यह बोध कराता है कि किस Noun/Pronoun में गुण या मात्रा सर्वाधिक या न्यूनतम् है तो वह Superlative Degree में होता है; जैसे—
 1. This tree is the tallest of all the threes.
 2. A lion is the strongest of all the animals.
 3. This pen is the costliest of all.
 4. He is the richest man of the city.

Q. 3. Fill in the blanks in the following sentences the correct degree of Adjectives given in the brackets :

1. Your pen is cheaper than my pen. (cheap)
2. A lion is the strongest of all animals. (strong)
3. He is a very clever boy. (clever)
4. I don't like costly clothes. (costly)
5. This is the most interesting of all books. (much)
6. He is worse than others. (bad)
7. Which of the three brothers is the youngest. (young)
8. He is the richest person in the village. (rich)
9. The Himalayas is the highest mountain of the world. (high)
10. This is the best of all the books. (good)
11. England is the oldest democracy in the world. (old)
12. Mount Everest is the highest peak of the Himalayas. (high)
13. This book is better than the other one. (good)
14. Uttar Pradesh is the biggest state in India. (big)
15. Prevention is better than cure. (good)

Ans. 1. cheaper, 2. strongest, 3. clever, 4. costly, 5. most, 6. worse, 7. youngest, 8. richest, 9. highest, 10. best, 11. oldest, 12. highest, 13. better, 14. biggest, 15. better.

Q. 4. Fill in the blanks in the following sentences with suitable Adjectives :

1. He takes bath ~~every day~~.
2. Which fruit do you like the most?
3. ... pen costs five rupees.
4. It is a ~~beautiful~~ rose.
5. A small child cannot solve a ~~difficult~~ problem.
6. Which house is yours?
7. My mother purchased many ~~costly~~ dolls for me.
8. This bundle is very ~~heavy~~ and cannot be lifted.
9. Whose book is this?
10. Sunday is the ~~last~~ day of the week.
11. During marriage one wears ~~beautiful~~ clothes.
12. I am fond of ~~green~~ vegetables.
13. A ~~good~~ workman never blames others.
14. The Ganga is a ~~holy~~ river of India.
15. I dislike ... ~~black~~ colour.

Ans. 1. every, 2. Which, 3. This, 4. beautiful, 5. difficult, 6. Which, 7. costly, 8. heavy, 9. Whose, 10. last, 11. beautiful, 12. green, 13. good, 14. holy, 15. black.

4. The Adverb : Kinds, Degree and Usage

♦ Very Short Answer Type Questions

Q. 1. What is an adverb?

Ans. The adverb is a word that adds to the meaning of a verb, an adjective or another adverb e.g., fast, slow, slim, etc.

Q. 2. What does an adverb tell us?

Ans. An adverb tells us *how* something is done, *when*, *where* or *how many times*.

Q. 3. How many types of adverbs are there? Name them.

Ans. There are three types of adverbs : (i) Simple adverb, (ii) Interrogative adverb, (iii) Relative adverb.

Q. 4. What is an adverb of time?

Ans. Adverb that shows when an action is done, is called adverb of time. It answers the question 'When' e.g., Now, last, late, etc.

Q. 5. Define adverb of place.

Ans. Adverb that shows where an action is done, is called adverb of place. It answers the question 'Where' e.g., Here, there, out, etc..

Q. 6. Define adverb of manner.

Ans. Adverb that shows how or the manner in which an action is done, is called adverb of manner. It answers the question 'How' e.g., slowly, easily, clearly, etc.

Q. 7. What does an adverb of degree show?

Ans. This adverb shows how much or to what extent a thing is done. It answers the question 'How much' e.g., almost, so quite, etc.

Q. 8. What does an adverb of number or frequency tell us?

Ans. Adverb that tells us how often or how frequently an action takes place is called adverb of number. It answers the question 'How often' e.g., twice, thrice, never, etc.

Q. 9. What is an interrogative adverb?

Ans. Adverb which is used for asking question is called interrogative adverb e.g., How, when, why, etc.

Q. 10. What are adverbs of reason?

Ans. Adverbs of reason establish logical connection between two proportions e.g., so in order, etc.

Q. 11. Which words are used for asking questions?

Ans. Words such as when, how, where, why, how much, how often and how long are used for asking questions.

Q. 12. What is a relative adverb?

Ans. Adverb that modifies a word and refers back to an antecedent is known as relative adverbs e.g., how, when, why, where, etc.

Q. 13. How do we form adverbs?

Ans. Most adverbs of manner end with -ly. Such words are formed by adding -ly to some other words. We form adverbs by adding -ly to adjectives, nouns, etc.

❖ Long and Short Answer Type Questions

Q. 1. Define Adverb and its kinds.

(2017)

Ans. Definition : "An Adverb is a word which modifies the meaning of a Verb, an Adjective or another Adverb."

परिभाषा—Adverb (क्रिया-विशेषण) वे शब्द होते हैं जो किसी Verb (क्रिया), Adjective (विशेषण) या Adverb (क्रिया-विशेषण) के अर्थ में कुछ जोड़कर उसकी विशेषता बताते हैं।

Kinds of Adverb (क्रिया-विशेषण के प्रकार)

Adverbs के निम्नलिखित तीन मुख्य भेद होते हैं—

(1) Simple Adverbs

इसके निम्नलिखित सात भेद पाये जाते हैं—

- | | |
|---|---|
| (i) Adverb of time. | (ii) Adverb of place. |
| (iii) Adverb of manner. | (iv) Adverb of degree or quantity. |
| (v) Adverb of number or frequency. | (vi) Adverb of affirmation or negation. |
| (vii) Adverb phrases of reason, purpose or consequence. | |

इनका विस्तृत विवरण निम्नवत् है—

(i) Adverb of Time

1. Have you seen this film *before* ?
2. You can leave right *now*.
3. *First* I had my bath and *then* I had my lunch.
4. I will *soon* be here.

उपर्युक्त वाक्यों में *before*, *now*, *first*, *then*, *soon* शब्द time अथवा sequence in time का बोध कराते हैं। ऐसे शब्दों को **Adverbs of Time** कहते हैं। यह Verb में 'When' (कब) लगाने से ज्ञात हो जाता है।

(ii) Adverb of Place

1. You can sit *here* if you like.
2. Please come *in*.
3. I shouldn't like to go *there*.
4. The doctor is *out*.

उपर्युक्त वाक्यों में *here*, *in*, *there* तथा *out* शब्द place अथवा direction का बोध कराते हैं। ऐसे शब्दों को **Adverbs of Place** कहते हैं। यह Verb में 'Where' (कहाँ) लगाने से ज्ञात हो जाता है।

(iii) Adverb of Manner

1. The dog ran *fast* after the cat.
2. I slept *soundly* last night.
3. The boys worked *hard*.
4. Our soldiers fought *bravely*.

उपर्युक्त वाक्यों में *fast*, *soundly*, *hard* तथा *bravely* शब्द क्रिया के manner का बोध कराते हैं। ऐसे शब्दों को **Adverbs of Manner** कहते हैं। यह Verb में 'How' (किस प्रकार) लगाने से ज्ञात हो जाता है।

(iv) Adverb of Degree or Quantity

1. The crow is a very clever bird.
3. He was almost disappointed.
5. It is a rather difficult question to answer.

2. I am so glad to see you.
4. You are quite right.

उपर्युक्त वाक्यों में *very, so, almost, quite* तथा *rather* शब्द degree अथवा quantity का ज्ञान करते हैं। ऐसे शब्दों को Adverbs of Degree कहते हैं। यह Verb में 'How much', 'In what degree' या 'to what extent' (कितना) लगाने से ज्ञात हो जाता है।

(v) Adverb of Number or Frequency

1. He often comes to see me.
3. I never smoke.
5. She always helps the weak.

2. He has warned you twice.
4. Once the king was in a great danger.

उपर्युक्त वाक्यों में *often, twice, never, once* तथा *always* शब्द Verb के द्वारा व्यक्त 'action' या 'being' के number/frequency का ज्ञान करते हैं। ऐसे शब्दों को Adverbs of Number कहते हैं। यह Verb में 'How often' (कितनी बार) लगाने से ज्ञात हो जाता है।

(vi) Adverb of Affirmation or Negation

1. He does not know me.
2. This boy can scarcely speak a sentence correctly.
3. He will certainly attend the meeting.

उपर्युक्त वाक्यों में *not, scarcely, certainly* शब्द नकारात्मक या स्वीकारात्मक भाव का ज्ञान करते हैं; अतः ऐसे शब्दों को Adverbs of Affirmation or Negation कहते हैं।

(vii) Adverb Phrases of Reason, Purpose or Consequence

1. You are below twenty; so you cannot apply for this post.
2. I ran very fast in order to catch the train.
3. The school was closed on account of the local fair.

उपर्युक्त वाक्यों में *so, in order to* तथा *on account of* शब्द reason, purpose या consequence का भाव प्रकट करते हैं। ऐसे शब्द/शब्द-समूहों को Adverbs/Adverb Phrases of Reason, Purpose or Consequence कहते हैं। यह Verb में 'Why' (क्यों) लगाने से ज्ञात हो जाता है।

(2) Interrogative Adverbs

1. How are you?
2. Where does he live?
3. When did you see him last?
4. Why has he gone to Chennai?

उपर्युक्त वाक्यों में *how, where, when* तथा *why* शब्द सर्वप्रथम प्रयुक्त होते हैं तथा प्रश्नवाचक वाक्यों की रचना करते हैं। ये manner, state, time, place, reason की जानकारी करते हैं; अतः इन्हें Interrogative Adverbs कहते हैं।

(3) Relative Adverbs

जब *how, when, where* या *why* एक वाक्य के बीच में आकर दो Clauses को जोड़ते हैं तथा इनसे पहले इनका Antecedent आता है, तब इन्हें Relative Adverbs कहते हैं।

1. This is the house where I was born.
2. The day when Christ was born is celebrated as Christmas.
3. I can't understand the reason why he disobeyed me.

Relative Adverbs अपना Antecedent रखते हैं, तभी इनसे जोड़ी जाने वाली Adjective clause बनती है। इनके Antecedents अग्रलिखित प्रकार के होते हैं—

Antecedent (पूर्वपद)
reason or cause
time
place
method, manner or way

Relative Adverb
Why
When
Where
How

Q. 2. How many degrees of comparison of adverbs are there?

Ans.

Degrees of Comparison of Adverbs

Adjectives के समान ही Adverbs के Comparison की भी तीन degrees हैं—(i) Positive, (ii) Comparative और (iii) Superlative. साधारणतया Comparative degree—er तथा Superlative degree—est जोड़कर बनाते हैं।

Positive Degree : इससे किसी एक व्यक्ति या वस्तु के कार्य करने की विधि ज्ञात होती है; जैसे—She runs fast.

Comparative Degree : इससे दो व्यक्तियों या वस्तुओं के कार्य करने की विधि की तुलना होती है; जैसे—She runs faster than Radha.

Superlative Degree : इससे एक व्यक्ति या वस्तु के कार्य करने की विधि की अन्य सबसे तुलना की जाती है और उस एक व्यक्ति या वस्तु की विधि को सर्वोत्तम कहा जाता है; जैसे—Renu runs fastest of all.

Q. 3. Fill in the blanks with Adverbs :

1. The dog barked loudly.
2. We think the problem will soon be solved.
3. First I heard one story and then I heard something quite different.
4. Sohan counted his money fast.
5. Are you going out for your holidays this month?
6. The speaker apologised softly for having arrived so late.
7. The children have searched for it before.
8. Did you sleep soundly bravely.
9. Indian soldiers fought bravely.
10. They can live here if they like.

Ans. 1. loudly, 2. soon, 3. then, 4. fast, 5. out, 6. softly, 7. before, 8. soundly, 9. bravely, 10. here.

Q. 4. Write the following sentences using the words given in the brackets in the correct position in the sentences :

1. It is five past eight and they are listening to the news.
2. They walk to the station.
3. Does Nazma have lunch with her friend?
4. Do they walk to school?
5. I have finished my breakfast.
6. My brother gets up late.
7. I reached the station earlier.
8. Do they go to see the exhibition?
9. You are right.
10. I remember I have seen you.

(still)
(usually)
(often)
(always)
(just)
(always)
(much)
(how often)
(perhaps)
(somewhere)

Ans. 1. It is five past eight and they are still listening to the news. 2. They usually walk to the station.
3. Does Najma often have lunch with her friend? 4. Do they always walk to school? 5. I have just finished my breakfast. 6. My brother always gets up late. 7. I reached the station much earlier.
8. How often do they go to see the exhibition? 9. Perhaps you are right. 10. I remember I have seen you somewhere.

Q. 5. Fill in the blanks with suitable Adverbs :

1. The house where you lived is for sale.
2. Let us know the time when you will come.

3. I can't understand he disobeyed me.
4. Light travels than sound.
5. The we leave this place the better it is.
6. The patient is better now.
7. Are you sure ?
8. He tries to do his best.
9. First I had my bath and I had my lunch.
10. I liked the story much.
11. His father is teacher and his uncle is M.L.A.

(2017)

Ans. 1. where, 2. when, 3. why, 4. faster, 5. sooner, 6. much, 7. quite, 8. always, 9. then, 10. very,
11. a, an.

Modals

❖ Very Short Answer Type Question

Q. 1. What is Modal Auxiliary?

Ans. A verb used to express the mood (mode) or attitude of a speaker is called Modal Auxiliary. Verbs such as will, shall, may, might, can, could, must, ought to, should, would, used to need are modals. *For example—*
You **Should** regularly go for a morning walk.

❖ Long and Short Answer Type Questions

Q. 1. Describe the uses of modals.

Ans.

Uses of Modals

Will

1. Simple future actions for the first person—with emphasis.
For example, We **will** finish our work by tonight.
2. To denote definiteness about a future action.
For example, The train **will** reach on time.
3. Simple future actions for the second and third person—without emphasis.
For example, They **will** meet you tomorrow.
4. Decisions made or intentions expressed at the time of speaking.
For example, I **will** study till 10 p.m. today.
5. Desire or willingness for something or someone.
For example, I **will** be glad to teach you English grammar.
6. Facts about the future.
For example, The principal **will** be happy about the performance of the students in the final examinations.
7. Prediction regarding a future action or event.
For example, You **will** be very successful in your life.
8. Formal announcements regarding some future event.
For example, The Prime Minister **will** deliver his budget speech tomorrow.
9. A request/a suggestion/an order/seeking an opinion. *For example,*
 - (i) **Will** you solve these maths problems for me? (request)
 - (ii) It **will** be better if you do it yourself. (suggestion)
 - (iii) They seem to be so difficult. **Will** I be able to do them myself. (seeking opinion)
10. Habits and characteristic behaviour.
For example, He **will** always be ready to help you.

Shall

1. Simple future actions for the first person—without emphasis.
For example, I **shall** be home in an hour.
2. Polite question. *For example,* Shall I get you a taxi?

3. An offer. For example, **Shall** we drop you home?
4. A suggestion. For example, **Shall** we discuss it tomorrow?
5. Asking for advice. For example, What **shall** I do about it?
6. Simple future actions for the second and third person—with emphasis.
For example, You **shall** come with me at once.
7. Higher degree of formality—legal documents, minutes of the meeting, and so on.
For example, The rent **shall** be deposited on the first day of every month.
8. Obligation. For example, The student **shall** abide by the rules.

Would

1. Past tense of *will*. For example, Arun said he **would** go for a walk in the evening.
2. Past habits or characteristics. For example, Rita **would** go on singing for hours.
3. Past refusal. For example, Jaya **wouldn't** come here.
4. Polite request. For example, **Would** you lend me your book?
5. Conditional for other verbs. For example, She **would** get good marks if she studies hard.

Should

1. Obligation or duty. For example, You **should** look after your parents.
2. Logical deduction.
For example, The chief minister's convoy is just two blocks away—they **should** be here any moment.
3. Suggestion or advice. For example, You **should** finish your work before you start playing.
4. Probability. For example, It **should** rain today.
5. Conditional for the first person. For example, I **should** be glad if I could help you.

Can and Could

1. Denote ability, knowledge or skill. For example,
 - (i) Rita **can** sing well.
 - (ii) Rita's mother **could** also sing. (in the past)
2. Seek and grant permission. For example,
 - (i) **Can** I say something?
Yes, you **can**.
 - (ii) **Could** I say something? (more polite)
3. Make a request. For example,
 - (i) **Can** you lend me your pencil?
 - (ii) **Could** you please help me find the place? (more polite)
4. Make an offer/suggestion to help. For example,
 - (i) I **can** help you find the place.
 - (ii) You **could** leave your application with me.

May and Might

1. Chance. For example,
 - (i) It **may** rain tonight.
 - (ii) She **may** get the best student's award.
2. Permission. For example,
 - (i) You **may** start writing now.
 - (ii) **May** I go now?
3. Refusal to permission sought. For example,
 - (i) **May** I take a day's leave tomorrow?
 - (ii) I am afraid you **may** not.
4. Wishes, hopes and prayers. For example,
 - (i) **May** peace prevail on this beautiful world.
 - (ii) **May** his soul rest in peace.
5. Requests. For example, **May** I use your pencil?
6. Suggestions. For example, You **may** talk to your parents before taking this important decision.
7. Weak possibility. For example, Your lost key **might** be in your office.



8. **Can** is used to make requests in a direct and informal way.
9. **Could** and **would** are used for making less direct and more polite requests, questions and suggestions.
10. **Might** does not usually have a past meaning.
11. In the context of possibility, **may** and **might** are interchangeable. The only difference between the meaning of **may** and **might** is that the latter denotes something less probable or less certain.

Must

1. Strong obligation. *For example, He **must** speak the truth.*
2. Compulsion. *For example, You **must** report to the enquiry counter before the interview begins.*
3. Necessity. *For example, India **must** make education available to all in order to become a developed economy.*

Ought to

1. Moral duty. *For example, You **ought to** obey your parents.*
2. Obligation (moral)/recommendation.
*For example, Nafisa **ought to** speak more carefully to her teacher.*
3. Logical deduction.
*For example, Your teacher left home half an hour ago; she **ought to** be here any moment.*

Need

1. Obligation (in question). *For example, **Need** I be bothered about this problem?*

Dare

1. Not afraid of doing something (used mostly in questions and negative sentences). *For example,*
2. **Dare** you argue with me about the issue?
(**Dare** can be used both as a normal verb and a modal. As a normal verb, **dare** is used with *do/does/did.*)

Q. 2. Fill in the blanks with appropriate modal auxiliaries.

1. They ... **must** attend tomorrow's meeting.
2. **May**, I use your pen please?
3. You ... **can**, park the car in front of our house.
4. You ... **may**, take these books home.
5. **Could** you open the door please?

Ans. 1. must, 2. May, 3. can, 4. may, 5. Could.

Sentence and its Types

❖ Very Short Answer Type Questions

Q. 1. What is a sentence?

Ans. A set of words which makes complete sense and is grammatically correct, is called a sentence e.g., She does not read a book.

Q. 2. What is an assertive sentence?

Ans. An assertive sentence makes only a statement and ends with a full stop. It may be affirmative or negative e.g., Ram is a good boy.

Q. 3. What is an interrogative sentence?

Ans. An interrogative sentence asks a question e.g., What is your name?

Q. 4. What does an imperative sentence express?

Ans. An imperative sentence expresses a command (order), a request or advice e.g., Please give me my pen.

Q. 5. What does an exclamatory sentence express?

Ans. An exclamatory sentence expresses a sudden and strong feeling of joy, sorrow or wonder e.g., Alas! his father died.

❖ Long and Short Answer Type Questions

Q. 1. Define sentence and its types.

Ans. Definition : A Sentence is a group of words which makes complete and clear sense. परिभाषा—शब्दों का ऐसा समूह जिसमें एक Subject (कर्ता) तथा एक Main Verb (प्रधान क्रिया) हो और उनका भाव पूर्ण व स्पष्ट हो, Sentence (वाक्य) कहलाता है। उदाहरण—

1. Ram is my brother. 2. Lata sings a song. 3. We saw him there.

Types of Sentence (Sentences के प्रकार)

Sentences निम्न पाँच प्रकार के होते हैं—

1. Assertive Sentence (साधारण या निश्चयात्मक वाक्य)—ऐसा वाक्य जिसमें साधारण कथन (statement) प्रस्तुत किया जाए। **Assertive Sentence** कहलाता है।

Assertive Sentence दो प्रकार के होते हैं—

(i) Affirmative Sentences तथा (ii) Negative Sentences.

S.No.	A. Affirmative Sentences (स्वीकारात्मक वाक्य)	B. Negative Sentences (निषेधात्मक वाक्य)
1.	Garima is a good girl.	Shivani does not make a noise.
2.	Ashu had a red pencil.	They were not playing.
3.	He will write you a letter.	He will not help me.
4.	It is very cold today.	It is not Sunday today.
5.	There is a teacher in the class.	There is no one in the house.

2. Interrogative Sentences या Questions (प्रश्नवाचक वाक्य)—ऐसे वाक्य जिनमें कोई प्रश्न पूछा जाए, उन्हें **Interrogative Sentences या Questions** कहते हैं। यह भी दो प्रकार के होते हैं—

(i) Yes/No Answer Type Questions, (ii) 'Wh' Type Questions.

S.No.	(A) Yes/No Answer Type Questions	(B) 'Wh' Type Questions
1.	Is this mango ripe ?	Who is your class teacher ?
2.	Was that beggar blind ?	When did that beggar come ?
3.	Does he take a cup of coffee ?	What does he take with breakfast ?
4.	Have you written an essay ?	Why have you written it so badly ?

3. Imperative Sentences (अज्ञास्युचक वाक्य)—ऐसे वाक्य जिनसे आज्ञा, निवेदन, प्रार्थना, शिक्षा, सलाह आदि का भाव प्रकट हो, उन्हें Imperative Sentences कहते हैं। ऐसे वाक्यों में कर्ता You प्रायः छिपा रहता है; जैसे—

S.No.	Affirmative	Negative
1.	Please give me your book.	Please don't take my book.
2.	Always help the poor.	Never tease the poor.
3.	Come in the class.	Don't come in the class.
4.	Bring me a cup of tea.	Don't bring me coffee.

4. Exclamatory Sentences (विस्मयादिबोधक वाक्य)—ऐसे वाक्य जिनसे हर्ष, शोक, आश्चर्य आदि हृदय की तीव्र भावनाएँ प्रकट हो, Exclamatory Sentences कहलाते हैं; जैसे—

1. What a fine weather ! 2. How bravely you acted ! 3. Alas ! Her baby died. 4. Hurrah ! We have won.

कितना सुहावना मौसम है !
तुमने कितनी बहादुरी का काम किया है !
अफसोस ! उसका बच्चा मर गया।
वाह ! हम जीत गये हैं।

5. Optative Sentences (इच्छासूचक वाक्य) — ऐसे वाक्य जिनसे आशीर्वाद या इच्छा का भाव प्रकट होता हो, Optative Sentences कहलाते हैं; जैसे—

1. May you live long !
2. May you succeed !
3. Oh that I were a minister !

आप दीर्घायु हों !

ईश्वर आपको सफलता दे !

अच्छा होता कि मैं एक मन्त्री होता !

Q. 2. Write the kinds of the following sentences :

- | | |
|--------------------------------------|---------------------------|
| 1. Mahima works hard. | 2. Smoking is harmful. |
| 3. Do you read the book ? | 4. Did you not help her ? |
| 5. What a fool you are ! | 6. Lata, come here. |
| 7. May you be prosperous and happy ! | 8. Please help me. |
| 9. Always help the poor. | 10. How stupid I am ! |

Ans. 1. Assertive, 2. Assertive, 3. Interrogative, 4. Interrogative, 5. Exclamatory, 6. Imperative, 7. Optative, 8. Imperative, 9. Imperative, 10. Exclamatory.

Tenses

❖ Very Short Answer Type Questions

Q. 1. What are tenses?

Ans. Tenses are used to denote the time of an action.

Q. 2. How many tenses are there in English?

Ans. There are three tenses in English : present, past and future.

❖ Long and Short Answer Type Questions

Q. 1. Define Tenses and their kinds.

Ans. Definition : In grammar, tense is a category that expresses time reference.

Kinds of Tenses (Tenses के प्रकार)

Tense के निम्न तीन भेद होते हैं—

- A. Present Tense B. Past Tense C. Future Tense

A. Present Tense

इससे वर्तमान समय का बोध होता है और इसके चार भेद होते हैं—

1. **Present Indefinite**—इससे यह बोध होता है कि कोई काम वर्तमान समय में सामान्य रूप से होता है। इसकी बनावट इस प्रकार होती है—

S+V₁/V₅+O
S+is/am/are+complement

जैसे—I play. He reads.

Structures

Affirmative : S + V₁/V₅ + O

He works in Patna.

We live in Delhi.

Negative : S + do not/does not + V₁ + O

He does not work in Patna.

We do not live in Delhi.

Interrogative : Do/Does + S + V₁ + O?

Does he work in Patna?

Do we live in Delhi?

Interrogative-Negative : Do/Does + S + not + V₁ + O?

Does he not work in Patna?

Do we not live in Delhi?

Wh-Question : Wh-word + do/does + S + V₁ + O?

Why does he work in Patna?

How do we live in Delhi?

⇒ Wh-words : why, when, how, which, etc.

2. Present Continuous—इससे यह बोध होता है कि कोई काम वर्तमान काल में जारी है। इसकी बनावट इस प्रकार होती है—

S + is/am/are + V₄

जैसे—He is reading. I am playing. They are doing this work.

Structures

Affirmative : S + is/am/are + V₄ + O

They are watching television now.

Payal is singing now.

Negative : S + is/am/are + not + V₄ + O

They are not watching television now.

Payal is not singing now.

Interrogative : Is/am/are + S + V₄ + O?

Are they watching television now?

Is Payal singing now?

Interrogative-Negative : Is/am/are + S + not + V₄ + O?

Are they not watching television now?

Is Payal not singing now?

Wh-Question : Wh-word + is/am/are + S + V₄ + O?

Why are they watching television now?

Why is Payal singing now?

3. Present Perfect—इससे यह बोध होता है कि कोई काम वर्तमान काल में अर्थात् अभी-अभी समाप्त हुआ है। इसकी बनावट इस प्रकार होती है—

S + have/has + V₃ + O

जैसे—I have not finished my work yet.

Mr. Sujeet has taught in this college for a long time.

Structures

Affirmative : S + has/have + V₃ + O

Anwar has sold his car.

They have filed a petition.

Negative : S + has/have + not + V₃ + O

Anwar has not sold his car.

They have not filed a petition.

Interrogative : has/have + S + V₃ + O?

Has Anwar sold his car?

Have they filed a petition?

Interrogative-Negative : Has/have + S + not + V₃ + O?

Has Anwar not sold his car?

Have they not filed a petition?

Wh-Question : Wh-word + has/have + S + V₃ + O?

When has Anwar sold his car?

Why have they filed a petition?

4. Present Perfect Continuous—इससे यह बोध होता है कि कोई काम भूतकाल में शुरू होकर वर्तमान काल में जारी है; जैसे—वह दो घण्टे से पढ़ रहा है। इस प्रकार के वाक्यों की बनावट निम्न प्रकार होती है—

S + has been/have been + V₄ + O + for /since + time

जैसे—He has been doing this work for two hours.

She is singing a song since morning.

Structures

Affirmative : S + has/have + been + V₄... + for /since + time

They have been working for five days.

She has been teaching them since 4 P.M.

Negative : S + has/have + not + been + V₄... + for /since + time

They have not been working for five days.

She has not been teaching them since 4 P.M.

Interrogative : Has/have + S + been + V₄ + ... + for /since + time?

Have they been working for five days?

Has she been teaching them since 4 P.M.?

Interrogative-Negative : Has/have + S + not + been + V₄...+ for /since + time?

Have they not been working for five days?

Has she not been teaching them since 4 P.M.?

Wh-Question : Wh-word + has/have + S + been + V₄...+ for /since + time?

Why have they been working for five days?

Why has she been teaching them since 4 P.M.?

B. Past Tense

इससे भूतकाल का बोध होता है और इसके चार भेद होते हैं—

1. Past Indefinite—इससे यह बोध होता है कि कोई काम भूतकाल में सामान्य रूप से हुआ; जैसे—मैंने खाया।

इनकी बनावट इस प्रकार होती है—

S + V₂ + O

जैसे—I ate the apple.

He did this work.

Structures

Affirmative : S + V₂ + O

S + was/were + complement

She came yesterday.

They invited her.

Negative : S + did not + V₁ + O

She did not come yesterday.

They did not invite her.

Interrogative : Did + S + V₁ + O?

Did she come yesterday?

Did they invite her?

Interrogative-Negative : Did + S + not + V₁ + O?

Did she not come yesterday?

Did they not invite her?

Wh-Question : Wh-word + did + S + V₁ + O?

Why did she come yesterday?

Why did they invite her?

2. Past Continuous—इससे यह बोध होता है कि कोई काम भूतकाल में जारी था। इसकी बनावट इस प्रकार होती है—

जैसे—He was reading.

They were playing.

Structures

Affirmative : S + was/were + V₄ + O

Rakhi and Ruby were washing their clothes.

Dhananjay was working hard.

Negative : S + was/were + not + V₄ + O

Rakhi and Ruby were not washing their clothes.

Dhananjay was not working hard.

Interrogative : Was/were + S + V₄ + O?

Were Rakhi and Ruby washing their clothes?

Was Dhananjay working hard?

Interrogative-Negative : Was/were + S + not + V₄ + O?

Were Rakhi and Ruby not washing their clothes?

Was Dhananjay not working hard?

Wh-Question : Wh-word + was/were + S + V₄ + O?

When were Rakhi and Ruby washing their clothes?

Why was Dhananjay working hard?

3. Past Perfect—इससे यह बोध होता है कि कोई काम भूतकाल में हुआ था; जैसे—मैंने पढ़ा था। इसकी बनावट इस प्रकार होती है—

S + had + V₃ + O

जैसे—Ram had gone to Delhi.

They had finished their work.

Structures

Affirmative : S + had + V₃ + O

Soni had arrived.

They had broken the glass.

Negative : S + had + not + V₃ + O

Soni had not arrived.

They had not broken the glass.

Interrogative : Had + S + V₃ + O?

Had Soni arrived?

Had they broken the glass?

Interrogative-Negative : Had + S + not + V₃ + O?

Had Soni not arrived?

Had they not broken the glass?

Wh-Question : Wh-word + had + S + V₃ + O?

When had Soni arrived?

Why had they broken the glass?

4. Past Perfect Continuous—इससे यह बोध होता है कि कोई काम भूतकाल में शुरू होकर कुछ समय तक जारी रहने के बाद भूतकाल में ही समाप्त हो गया। जैसे—वह दो घण्टे से पढ़ रहा था। इसकी बनावट इस प्रकार होती है—

S + had been + V₄ + O + for /since + time

जैसे—He had been reading since morning.
They had been dancing for two hours.

Structures

Affirmative : S + had been + V₄... + for/since + time.

We had been playing since morning.

He had been teaching children for two hours.

Negative : S + had + not + been + V₄... + for/since + time

We had not been playing since morning.

He had not been teaching children for two hours.

Interrogative : Had + S + been + V₄... + for/since + time?

Had we been playing since morning?

Had he been teaching children for two hours?

Interrogative-Negative : Had + S + not + been + V₄... + for/since + time?

Had we not been playing since morning?

Had he not been teaching children for two hours?

Wh-Question : Wh-word + had + S + been + V₄... + for/since + time?

Why had we been playing since morning?

Why had he been teaching children for two hours?

C. Future Tense

इससे भविष्यकाल का बोध होता है और इसके भी चार भेद होते हैं—

1. Future Indefinite—इससे यह बोध होता है कि कोई काम भविष्य काल में सामान्य रूप से होगा। इसकी बनावट इस प्रकार है—

जैसे—I shall play.

S + shall/will + V₁ + O

He will do this work.

Structures

Affirmative : S + shall/will + V₁ + O

Navneet will come.

We shall sleep.

Negative : S + shall/will + not + V₁ + O

Navneet will not come.

We shall not sleep.

Interrogative : Shall/will + S + V₁ + O?

Will Navneet come?

Shall we sleep?

Interrogative-Negative : Shall/will + S + not + V₁ + O?

Will Navneet not come?

Shall we not sleep?

Wh-Question : Wh-word + will/shall + S + V₁ + O?

When will Navneet come?

Why shall we sleep?

2. Future Continuous—इससे यह बोध होता है कि कोई काम भविष्य काल में जारी रहेगा। जैसे—मैं पढ़ता रहूँगा।

जैसे—I shall be reading.

S + shall be/will be + V₄ + O

He will be doing this work.

Structures

Affirmative : S + shall/will + be + V₄ + O

I shall be writing.

You will be reading.

Negative : S + shall/will + not + be + V₄ + O

I shall not be writing.

You will not be reading.

Interrogative : Shall/will + S + be + V₄ + O?

Shall I be writing?

Will you be reading?

Interrogative-Negative : Shall/will + S + not + be + V₄ + O?

Will Sheetu not be singing?

Will you not be reading?

Wh-Question : Wh-word + shall/will + S + be + V₄ + O?

When shall I be writing?

When will you be reading?

3. Future Perfect—इससे यह बोध होता है कि कोई काम भविष्य काल में किसी निर्धारित अवधि में समाप्त हो चुकेगा। जैसे—मैं आठ बजे तक यह काम समाप्त कर चुकूँगा। इसकी बनावट इस प्रकार होती है—

S + shall have/will have + V₃ + by + time

जैसे—I shall have finished this work by eight O'clock.

Structures

Affirmative : S + shall/will + have + V₃ + O

Suman will have taught them by tomorrow morning.

I shall have finished this work by tomorrow evening.

Negative : S + shall/will + not + have + V₃ + O

Suman will not have taught them by tomorrow morning.

I shall not have finished this work by tomorrow morning.

Interrogative : Shall/will + S + have + V₃ + O?

Will Suman have taught them by tomorrow morning?

Shall I have finished this work by tomorrow evening?

Interrogative-Negative : Shall/will + S + not + have + V₃ + O?

Will Suman not have taught them by tomorrow morning?

Shall I not have finished this work by tomorrow evening?

Wh-Question : Wh-word + shall/will + S + have + V₃ + O?

Why will Suman have taught them by tomorrow morning?

How shall I have finished this work by tomorrow evening?

4. Future Perfect Continuous—इस Tense का प्रयोग ऐसी क्रियाओं को बतलाने के लिए किया जाता है, जैसे Future में किसी निश्चित समय तक जारी रहेंगे। सामान्यतः इस Tense के साथ **by + time expression** का प्रयोग किया जाता है; जैसे—

By the end of this month they will have been studying here for two years.

By next August they will have been working for this company for ten years.

Structures

Affirmative : S + shall/will + have + been + V₄ + O

I shall have been teaching them.

She will have been learning music.

Negative : S + shall/will + not + have + been + V₄ + O

I shall not have been teaching them.

She will not have been learning music.

Interrogative : Shall/will + S + have + been + V₄ + O?

Shall I have been teaching them?

Will she have been learning music?

Interrogative-Negative : Shall/will + S + not + have + been + V₄ + O?

Shall I not have been teaching them?

Will she not have been learning music?

Wh-Questions : Wh-word + shall/will + S + have + been + V₄ + O?

When shall I have been teaching them?

When will she have been learning music?

[The Abbreviations and Grammar labels are used as follows : S = Subject, V = Verb, V₁ = base form, V₂ = past form, V₃ = past participle form, V₄ = -ing form, V₅ = -s/es form, O = Object]

Q. 2. Fill in the blanks with the correct forms of verbs from the word given in bracket.

1. The film had start..... before we reached. (start)
2. They have finished..... their work by 2 p.m. (finish)
3. He writes for magazines and earns. (write)
4. Water changes... into ice. (change)
5. We shall not go if it Rains! (rain)
6. The first world war began..... in 1914. (begin)
7. She/He was busy.... busy in work at that moment. (be)
8. I was reading a book, when she came. (read)
9. We see..... with our eyes. (see)
10. She was..... born in 1990. (be)
11. It is time he go..... there. (go)
12. Who built..... this house? (build)
13. Keep quite, we are listening to the radio. (listen)
14. The picture is hanging.... on the wall. (hang)
15. I had seen..... that movie already. (see)
16. It was raining.... when I came. (rain)
17. My brother Came..... home just now. (come)
18. I will leave..... my house before you come to see me. (leave)
19. This teacher hasn't taught..... in this school since 1985. (teach)
20. He was living.... in Patna before coming here. (live)
21. Anant comes.... to school by bus everyday. (come)
22. Her husband had not reached..... home yet. (not reach)
23. You met..... my younger brother yesterday. (meet)
24. We soon found lost..... that we lost.... our way. (find, lose)
25. He generally behaves.... politely but today he behaved.... rudely with you. (behave, behave)
26. The bus ...is standing.... at the corner now. It has waited for us there since noon. (stand, wait)
27. Don't disturb me, I...am doing.... my home work. (do)
28. It started raining while we ...were playing.... cricket. (play)

29. Yesterday when Sainky entered the room he was surprised to find that the students ~~had disappeared~~ already. (disappear)

30. Rashmi ~~was studying~~ her English lessons yesterday when her mother came in. (study)

Ans. 1. had started 2. will have finished, 3. writes, 4. changes, 5. rains, 6. began, 7. was, 8. was reading, 9. see, 10. was, 11. went, 12. built, 13. are listening, 14. is/was hanging, 15. had seen, 16. was raining, 17. came, 18. will not leave/will leave, 19. has been teaching, 20. was living, 21. comes, 22. has not reached, 23. met, 24. found, have lost, 25. behaves, behaved, 26. is standing, has waited, 27. am doing, 28. were playing, 29. had disappeared, 30. was studying.

Active and Passive Voice

❖ Very Short Answer Type Questions

Q. 1. Define Active voice.

Ans. Active voice describes a sentence where the subject performs the action stated by the verb. For example, Akram painted a picture.

Q. 2. Define Passive voice.

Ans. In passive voice sentences, the subject is acted upon by the verb. For example, A picture was painted by Akram.

❖ Long and Short Answer Type Questions

Q. 1. Describe about the active and passive voice.

Active तथा Passive Voice

Active Voice (कर्तवाच्य) : ऐसे वाक्यों में वास्तविक कर्ता को ही प्रधानता दी जाती है। अर्थात् क्रिया द्वारा बताये गये कार्य को करने वाला ही कर्ता के स्थान पर रखा जाता है।

Passive Voice (कर्मवाच्य) : ऐसे वाक्यों में Object (कर्म) को प्रधानता दी जाती है, अर्थात् Object को Subject के स्थान पर रखा जाता है और ऐसा Subject कोई कार्य नहीं करता, बल्कि उसके लिए या उसमें सम्बन्धित कोई कार्य किया जाता है।

Example

1. **Active** : My sister sings a song.

Passive : A song is sung by my sister.

2. **Active** : The child broke the glass.

Passive : The glass was broken by the child.

Table 1

Active Voice में Subject के स्थान पर आये त्रुए Pronouns	Passive Voice में Object के स्थान पर आने वाले Pronouns
I	by me
We	by us
You	by you
He	by him
She	by her
They	by them
Someone	
Everyone	
Anyone	
अस्पष्ट कर्ता	हटा दें।
कोई भी Noun	जरों-का-त्वों by के साथ

**Table 2**

S. No.	Tense	Active Voice	Passive Voice
1.	Present Indefinite	V ₁ s, es या V ₁	is, are, am + V ₃
2.	Past Indefinite	V ₂	was, were + V ₃
3.	Future Indefinite	will/shall + V ₁	will be/shall be + V ₃
4.	Present Continuous	is, are, am + V ₁ + ing	is, are, am + being + V ₃
5.	Past Continuous	was, were + V ₁ + ing	was, were + being + V ₃
6.	Present Perfect	has, have + V ₃	has, have + been + V ₃
7.	Past Perfect	had + V ₃	had been + V ₃
8.	Future Perfect	shall have/will have + V ₃	shall have been/will have been + V ₃

- Note :** (1) Future Continuous तथा Perfect Continuous के तीनों Tenses की Passive Voice नहीं बनती।
 (2) Passive Voice का Negative बनाने के लिए is, are, am, was, were, has, have, had, will या shall के तुरन्त बाद not या never का प्रयोग करते हैं।
 (3) Passive Voice का Interrogative बनाने के लिए Table 2 में दी हुई सहायक क्रियाओं को कर्ता से पूर्व प्रयोग करते हैं।

Q. 2. Change the following sentences as directed :

1. Please switch on the light. (Passive)
2. Prayer should not be missed. (Active)
3. Call the peon here. (Passive)
4. Let him be killed. (Active)
5. Bring me some milk. (Passive)
6. You are advised always to speak the truth. (Active)
7. Please explain me this question again. (Passive)
8. You are advised not to tell a lie. (Active)
9. You are advised to check his B.P. (Active)
10. Close your eyes for a moment. (Active)
11. We are taught English by Mr. Das. (Passive)
12. She didn't introduce me to her mother. (Active)
13. He was knocked down by a lorry. (Passive)
14. A new teacher will teach us grammar. (Active)
15. My clothes are washed by the washerman. (Passive)
16. This book has greatly interested me. (Active)
17. Everybody was satisfied with him. (Passive)
18. Kalidas has written a number of dramas. (Active)
19. Little girls greeted him on his arrival. (Passive)
20. People always admire the freedom fighters. (Passive)
21. Who has cheated you ? (Passive)
22. The minister was dropped from the cabinet by the Prime Minister. (Passive)
23. Have you posted the letter ? (Active)
24. Miss. Bhawna teaches me science. (Passive)
25. The villagers caught the thief. (Passive)
26. The Ramayana was written by Tulsidas in Hindi. (Passive)
27. Raju will post your letters. (Active)
28. Can this problem be solved by you ? (Passive)
29. Who made this picture? (Active)
30. Did Shahjehan build the Taj Mahal in the memory of Mumtaz Mahal ? (Passive)

Ans. 1. You are requested to switch on the light. or Let the light be switched on. **2.** Don't miss the

prayer. **3.** You are ordered to call the peon here. or Let the peon be called here. **4.** Kill him. **5.** You

are requested to bring me some milk. or Let some milk be brought to me. **6.** Always speak the truth. **7.** You are requested to explain me this question again. **8.** Do not tell a lie. **9.** Check his B.P. **10.** You are advised to close your eyes for a moment. or Let your eyes be closed for a moment. **11.** Mr. Das teaches us English. **12.** I was not introduced by her to her mother. **13.** A lorry knocked him down. **14.** We shall be taught grammar by a new teacher. **15.** The washerman washes my clothes. **16.** I have been greatly interested in this book. **17.** He satisfied everybody. **18.** A number of dramas have been written by Kalidas. **19.** He was greeted by little girls on his arrival. **20.** The freedom fighters are always admired. **21.** By whom have you been cheated? **22.** The Prime Minister dropped the minister from the cabinet. **23.** Has the letter been posted by you? **24.** I am taught science by Miss. Bhawna. **25.** The thief was caught by the villagers. **26.** Tulsidas wrote the Ramayana in Hindi. **27.** Your letters will be posted by Raju. **28.** Can you solve this problem? **29.** By whom was this picture made? **30.** Was the Taj Mahal built by Shahjehan in the memory of Mumtaz Mahal?

Punctuation

❖ Very Short Answer Type Questions

Q. 1. What is the usefulness of punctuation marks?

Ans. Punctuation marks have a great importance in written language. They make the language easy to understand and correct in meaning. Wrong use of these marks sometimes changes the meaning of the sentence.

Q. 2. What does the full stop (.) represent?

Ans. The full stop represents the longest pause. It is also called a period.

Q. 3. What does the comma (,) indicate?

Ans. The comma indicates the shortest pause.

Q. 4. What does the semicolon (;) indicate?

Ans. The semicolon indicates a pause, longer than a comma but shorter than a full stop.

Q. 5. What does the colon (:) indicate?

Ans. The colon indicates a pause, longer than the one indicated by a semicolon.

Q. 6. Where is the interrogation mark (?) used?

Ans. The interrogation mark is used after a direct question.

Q. 7. Where is the exclamation mark (!) used?

Ans. The exclamation mark is used only after exclamations or expressions of strong feeling.

Q. 8. What is the apostrophe(')?

Ans. The apostrophe followed by 's' is added to singular noun (ending with letters other than 's') to denote their possessive forms.

Q. 9. Why are the inverted commas (' ') used?

Ans. Inverted commas or quotation marks are used to denote the exact words of a speaker through direct speech.

Q. 10. What is the use of capital letters?

Ans. We use capital letters at the beginning of sentences and for proper nouns.

❖ Long and Short Answer Type Questions

Q. 1. Define punctuation and its kinds.

Ans. Definition : Punctuation is "the use of spacing, conventional signs and certain typographical devices as aids to the understanding and the correct reading, both silently and aloud, of handwritten and printed texts." Another description is: "The practice, action or system of inserting points or other small marks into texts, in order to aid interpretation; division of text into sentences, clauses, etc., by means of such marks."

Kinds of Punctuations

(1) Full Stop (.) का प्रयोग

Full Stop निम्नलिखित स्थानों पर प्रयोग किया जाता है—

(i) Assertive तथा Imperative sentences की अपार्शि पर—

1. The cow is eating grass.

2. The teacher is in the class.

(ii) Abbreviation तथा initials लिखने के लिए—

M.A., M.P., M.L.C., M.L.A., Mr. R.K. Ghosh, Mr. V.K. Gupta, Mr. P.K. Jain.

(2) Comma (,) का प्रयोग

यह सर्वाधिक प्रयुक्त होने वाला महत्वपूर्ण Punctuation mark है। यह निम्नलिखित स्थानों पर प्रयुक्त होता है—

(i) एक ही Parts of Speech के शब्दों को अलग करने के लिए—

1. I bought a fan, a T.V. and a fridge.

2. He is an honest, sincere and laborious boy.

(ii) And से जोड़े गये अद्व-समूहों को अलग करने के लिए—

All people, rich and poor, high and low, young and old, celebrate Diwali.

(iii) Nominative of Address के बाद—

1. Meena, come and stand near me.

2. Ladies and gentlemen, I am sorry for being late.

(iv) Nominative Absolute के बाद—

1. The weather being fine, we went for walking.

2. The window being close, we stood in a queue.

(v) Phrase in Apposition को प्रकट करने के लिए—

1. Have you read Milton, a great poet of English literature.

2. Gandhiji, the Apostle of Peace, is immortal.

(vi) Initial Adverbs के बाद (Adverbs modifying the whole sentence)—

Fortunately, we all were saved.

(vii) वाक्य में क्रिया की आवृत्ति रोकने के लिए—

1. Mohan plays cricket and Sohan, football. 2. I bought a bat and my sister, a doll.

(viii) जब दो या दो से अधिक Adverbials या Adverbial phrases एक साथ ही वाक्य में प्रयुक्त हों—

Then, all of a sudden, light went out.

(ix) Principal Clause से Adverbial Clause को अलग करने के लिए—

When he was on death bed, he called his sons.

(x) Non-defining Adjective Clause से पहले—

Shahjehan, who was a great Mughal Emperor, built the Taj at Agra.

(xi) Reported Speech को Reporting Verb से अलग करने के लिए—

1. He said, "May I come in, sir ?" 2. The players said, "Hurrah ! We have won the match."

(xii) Yes, No के बाद—

1. Do you play cricket ? Yes, I do. 2. Does he like coffee ? No, he doesn't.

(xiii) Compound Sentence के छोटे Co-ordinate Clauses को अलग करने के लिए—

1. I came, I saw, I conquered. 2. Men may come, and men may go, but I go on forever.

(xiv) कुछ Co-ordinate Conjunctions के पहले—

1. He was angry, still he kept quiet. 2. We sent twice for the doctor, still he did not come.

(3) Inverted Commas (".....") का प्रयोग

Speaker (वक्ता) के वास्तविक शब्दों (actual words) को बताने अर्थात् quotation (उद्धरण) के आरम्भ और अन्त में Inverted Commas का प्रयोग होता है।

1. He said, "This book must be yours." 2. I said to her, "When will the train arrive?"

(4) Mark of Interrogation (?) (प्रश्नवाचक चिह्न) का प्रयोग

इसका प्रयोग प्रत्येक प्रश्नवाचक वाक्य के अन्त में किया जाता है—

1. Are you a college student?
2. Where does your father go daily?

(5) Mark of Exclamation (!) का प्रयोग

मनोभावों (emotions) की तीव्रता को व्यक्त करने वाले शब्दों एवं वाक्यों के अन्त में इस चिह्न का प्रयोग किया जाता है—

1. Hurrah! We have won the match.
2. Alas! She is dead.

(6) Apostrophe (') का प्रयोग

Apostrophe (सम्बन्धसूचक चिह्नों) का प्रयोग निम्नलिखित बातों का बोध कराने के लिए होता है—

- (i) सम्बन्ध दर्शने के लिए—
1. That is Arvind's cycle.
2. We live in girls' hostel.
- (ii) कुछ शब्दों के संक्षेपण के लिए—
1. Don't make a noise. (Don't = Do not)
2. I've three books. (I've = I have)

(7) Capital Letters का प्रयोग

निम्नलिखित स्थितियों में Capital letters का प्रयोग किया जाता है—

- (i) प्रत्येक वाक्य के प्रथम शब्द का पहला अक्षर—
1. Walking is useful.
2. He is not a thief.
- (ii) कविता की पंक्ति का पहला अक्षर—
Into the moonlight
Whiter than snow
Waving so flower-like
When the winds blow.
- (iii) सभी Proper Nouns तथा उनसे बने Adjectives का प्रथम अक्षर—
1. My uncle lives in America.
2. I don't know Kishan, your friend.
- (iv) सभी Nouns एवं Pronouns जो भगवान् के लिए प्रयोग होते हैं—
1. He prays to God daily.
2. Have faith in the Almighty.
- (v) Pronoun I तथा Interjection O—
1. He helps me whenever I request him.
2. O boy! What have you done!
- (vi) Reported Speech के पहले शब्द का पहला अक्षर—
The captain said to the soldiers, "Go forward."
- (vii) दिनों, महीनों, त्याहारों व भाषाओं के नाम का पहला अक्षर—
Sunday, Monday, January, Diwali, Holi, Hindi, English, Urdu, etc.
किन्तु विषय का नाम यदि वाक्य के बीच में आ रहा हो, तब small letter से लिखें—
1. You are weak in physics.
2. Your son got good marks in civics.
- (viii) राजनीतिक दलों तथा समाचार पत्र-पत्रिकाओं के नामों के प्रत्येक शब्द का पहला अक्षर—
The Bhartiya Janta Party,
The Indian National Congress,
The Hindustan Times,
The Times of India.
- (ix) Initials और Abbreviations का प्रत्येक अक्षर—
K.C. Jain, T.C. Mittal, A.L. Khan, M.L.A., M.B.B.S., M.B.A., B.D.O., D.M.
- (x) किसी व्यक्ति के नाम के पहले आद्य title का प्रथम अक्षर—
Pandit Jawaharlal Nehru, Mrs. Saroj Gupta.

किन्तु ध्यान रखें जब principal, prime minister, president आदि वाक्य के बीच में आएं, तब इन्हें 'the' king, queen, prince, emperor आदि के समान small letter से लिखना चाहिए—

1. Our principal is very learned.
 2. The prime minister has gone to Russia.
 3. King Dashratha had three queens.
- किन्तु Application व letter में Address करते समय इन्हें Capital लिखते हैं—The Principal, The Manager आदि।

Q. 2. Punctuate the following sentences and use the capital letters where necessary :

1. have you anything to say on behalf of ram the judge said to gopal no sir he replied
2. the principal said to mukesh congratulations you have stood first in the class
3. anu said may i come in i have an urgent piece of work with you
4. he said to me please give me five rupees i am very hungry ✓
5. jawaharlal the first prime minister of free india was loved admired and honoured by everybody
6. akbar was born at amarkot when he became king he made bairam khan his guardian he defeated hemu the famous general of adil shah
7. as caesar loved me I weep for him but as he was ambitious i slew him
8. you cannot sit here alone said mother to her daughter come out or i shall beat you badly
9. if you come on sunday i ll definitely take extra class the teacher said to the students
10. i am a dead man ravi said karan i am going fast it will be all over with me soon
11. the wolf saw him and grasped out oh mr stork i am glad to see you i am in great trouble come and help me or i shall die
12. we love gandhiji he is called the father of the nation he led india to freedom on 15th august 1947
13. anita said uncle may we come in i have a friend also with me uncle john said you are most welcome little girls come in
14. she said when you are a big boy you'll have to tie your own shoes
15. hari said to gopal come early in the morning with your friends do not be late
16. I asked Ravi. Whether he was going home.

(2016)

Ans. 1. "Have you anything to say on behalf of Ram?" the judge said to Gopal "No Sir," he replied. 2. The Principal said to Mukesh, "Congratulations, you have stood first in the class!" 3. Anu said, "May I come in? I have an urgent piece of work with you." 4. He said to me, "Please give me five rupees. I am very hungry." 5. Jawaharlal, the first prime minister of free India, was loved, admired and honoured by everybody. 6. Akbar was born at Amarkot. When he became king, he made Bairam Khan his guardian. He defeated Hemu, the famous general of Adil Shah. 7. As Caesar loved me, I weep for him. But as he was ambitious, I slew him. 8. "You cannot sit here alone," said mother to her daughter, "Come out or I shall beat you badly." 9. "If you come on Sunday, I'll definitely take extra class," the teacher said to the students. 10. "I am a dead man, Ravi," said Karan. "I am going fast. It will be all over with me soon." 11. The wolf saw him and grasped out, "Oh, Mr. Stork, I am glad to see you. I am in great trouble. Come and help me or I shall die." 12. We love Gandhiji. He is called the Father of the Nation. He led India to freedom on 15th August, 1947. 13. Anita said, "Uncle, may we come in? I have a friend also with me." Uncle John said, "You are most welcome, little girls. Come in." 14. She said, "When you are a big boy, you'll have to tie your own shoes." 15. Hari said to Gopal, "Come early in the morning with your friends. Do not be late." 16. I asked ravi, whether he was going home.

Q. 3. Punctuate the following sentence :

I asked the child why he was weeping

(2017)

Ans. I asked the child why he was weeping.

Direct and Indirect Speech (Narration)

❖ Very Short Answer Type Questions

Q. 1. What is a direct speech?

Ans. Direct speech is a report of the exact words used by a speaker or writer. For example, Rahul said, "I want to buy a badminton racquet."

Q. 2. What is an indirect speech?

Ans. Indirect speech is a means of expressing the content of statements, questions or other Utterances, without quoting them. For example,

Rahul said that he wanted to buy a badminton racquet.

♦ Long and Short Answer Type Questions

Q.1. Define direct and indirect narration with their rules of transformation.

Ans. प्रत्येक बातचीत सदैव दो या दो से अधिक व्यक्तियों के बीच में होती है जिनमें से एक या कुछ व्यक्ति बात को कहने वाले होते हैं और शेष व्यक्ति बात को सुनने वाले। बात कहने वाला 'वक्ता' (Speaker या Reporter) कहलाता है। हम किसी व्यक्ति द्वारा कही हुई बात को दो प्रकार से व्यक्त कर सकते हैं—(1) वक्ता के कहे हुए शब्दों को ज्यों-का-त्यों प्रयोग करके, (2) वक्ता के शब्दों को बदलकर अपने शब्दों में प्रयोग करके; जैसे—

1. Garima said, "I have seen the Taj."

(Direct)

2. Garima said that she had seen the Taj.

(Indirect)

उपर्युक्त दोनों वाक्यों में एक ही बात कही गयी है, किन्तु उनकी रचना में बहुत अन्तर है।

1. Direct Reporting (प्रत्यक्ष कथन)

इसमें वक्ता द्वारा कहे गये शब्द 'मूल रूप' में प्रस्तुत किये जाते हैं और उन्हें inverted commas (".....") के अन्दर रखा जाता है। किसी व्यक्ति द्वारा कही गयी बात को अन्य व्यक्ति द्वारा इस प्रकार कहने के ढंग को Direct Reporting कहते हैं। यह रूप निम्नवत् है—

उदाहरण—The teacher said to the Principal, "I shall not come to college tomorrow." ऐसे वाक्यों के निम्नलिखित दो भाग होते हैं—

(i) **Reporting Clause**—यह वाक्य का Inverted commas से पहले (या बाहर) का अंग है जिसके तीन भाग होते हैं—

(a) Subject (Reporter या वक्ता), (b) Reporting Verb तथा (c) Object (सुनने वाला)।

ऊपर दिये गये उदाहरण के अनुसार—

The teacher ↑ (Speaker or Reporter)	said to ↑ (Reporting Verb)	the Principal. ↑ (Object)
---	----------------------------------	---------------------------------

(ii) **Reported Clause**—इस वाक्य में (Inverted commas के अन्दर का) वक्ता द्वारा कही हुई बात होती है। ऊपर दिये गये उदाहरण के अनुसार—

"I shall not come to college tomorrow."

↑

(Reported Clause)

2. Indirect Reporting (अप्रत्यक्ष कथन)

इसमें वक्ता की कही हुई बात को मूल रूप में न रखकर कोई अन्य व्यक्ति अपने शब्दों में उस बात को कहता है। उपर्युक्त Conversation (वातालाप) को हम दूसरे रूप में इस प्रकार प्रस्तुत करते हैं—

The teacher told the Principal that he would not come to college the next day.

इस वाक्य में वक्ता के कथन को मूल रूप में सीधे अन्य व्यक्ति के सम्मुख नहीं प्रस्तुत किया गया है, अपितु कथन में Grammatical changes (व्याकरण-सम्पत्ति परिवर्तन) के उपरान्त उसे व्यक्त किया गया है। किसी व्यक्ति के विचारों को इस प्रकार Report करने (कहने) के ढंग को Indirect Speech कहते हैं।

उपर्युक्त विवरण से स्पष्ट है कि Direct Reporting को Indirect Reporting में बदलने के लिए इसमें कुछ परिवर्तन किये जाते हैं। ये परिवर्तन अग्रलिखित हैं—

- Direct Reporting से Indirect Reporting** में बदलने के लिए कुछ सामान्य नियम—
- (1) साधारण वाक्य में Reporting Clause के says to को tells में, say to को tell में, said to को told में तथा will say to और shall say to को will tell या shall tell में बदलते हैं।
 - (2) Reporting Clause में जब केवल says, say, said, will say या shall say हो, तब उन्हें ज्यों-का-त्यों रखते हैं।
 - (3) Indirect Clause में वाक्य से Inverted commas हटा दिये जाते हैं।
 - (4) Reporting Clause के बाद प्रयुक्त Comma भी हटा दिया जाता है।
 - (5) वाक्य में Reporting part (कही गयी बात) को प्रधान वाक्य से जोड़ने के लिए that या किसी अन्य उपयुक्त Conjunction का प्रयोग किया जाता है।
 - (6) Personal Pronouns के रूपों में परिवर्तन करते हैं।
 - (7) Reporting Clause के tense में कोई परिवर्तन नहीं किया जाता है, किन्तु Reported Clause के Verb के Tense में नीचे दिये नियमों के अनुसार परिवर्तन किया जाता है।
 - (8) निकटता प्रकट करने वाले शब्द दूरी प्रकट करने वाले शब्दों में बदल दिये जाते हैं।

Note : Reported Clause में प्रयुक्त I और Proper Noun का पहला अक्षर सदैव Capital ही लिखा जाता है।

I. क्रिया (Verb) में परिवर्तन

Direct को Indirect में बदलते समय Verb में परिवर्तन के निम्नलिखित नियम होते हैं—

नियम 1—यदि Reporting Verb Present या Future Tense में है तो Reported Clause के Verb के Tense में काइ परिवर्तन नहीं होगा, वह ज्यों-का-त्यों रहेगा; जैसे—

1. **Direct** : Arvind says, "Radha is a beautiful girl."
- Indirect : Arvind says that Radha is a beautiful girl.
2. **Direct** : Sudha says, "My brother was writing a letter."
- Indirect : Sudha says that her brother was writing a letter.
3. **Direct** : Anshu will say, "Shivani is making a noise."
- Indirect : Anshu will say that Shivani is making a noise.

नियम 2—यदि Reporting Verb भूतकाल (Past Tense) में है तो Reported Clause के Verb में प्रयुक्त Tense निम्नलिखित रूपों में; अर्थात् Table No. 1 के अनुसार बदला जाएगा; जैसे—

Table 1

S. No.	प्रयुक्त रूप (Direct form में)	परिवर्तित रूप (Indirect form में)
1.	Present Indefinite I form + s/es या Ist form (goes/go)	Past Indefinite IIInd form (went)
2.	Present Continuous is/am/are + Verb में ing	Past Continuous was/were + Verb में ing
3.	Present Perfect has/have + IIInd form	Past Perfect had + IIIrd form
4.	Present Perfect Continuous has/have + been + Verb में ing	Past Perfect Continuous had been + Verb में ing
5.	Past Indefinite IIInd form (saw)	Past Perfect had + IIIrd form (had seen)
6.	Past Continuous was/were + verb में ing	Past Perfect Continuous had been + Verb में ing
7.	Future Tense (ज्यां रूपों में) shall/will +	Future का ही Past Tense should/would +

Note : 1. Past Perfect और Past Perfect Continuous में कोई परिवर्तन नहीं होता।

2. यदि Reporting Verb भूतकाल में है और Reported Speech की क्रिया में would, should, could, might तथा must का प्रयोग हो तो इन क्रियाओं में कोई परिवर्तन नहीं होता।

3. Must और To see जौ-के-त्यों रहते हैं। उनमें कोई परिवर्तन नहीं होता।

किन्तु निम्नलिखित auxiliaries में परिवर्तन होगा—

do not/does not + 1st form

did not + 1st form

was/were + 1st form + ing

can

may

did not + 1st form

had not + 1st form

had been + 1st form + ing

could

might

निम्नलिखित शब्दों से हमें इन परिवर्तनों का स्पष्ट बोध होता है—

1. Direct : He said, "My mother prays to God daily."
- Indirect : He said that his mother prayed to God daily.
2. Direct : The student said, "I have done my work."
- Indirect : The student said that he had done his work.
3. Direct : She said, "Sohan was doing Ph.D."
- Indirect : She said that Sohan had been doing Ph.D.
4. Direct : He said, "I shall teach you English."
- Indirect : He said that he would teach me English.
5. Direct : She said, "It may rain today heavily."
- Indirect : She said that it might rain that day heavily.

नियम 3—यदि spoken sentence में कोई ऐसा वैज्ञानिक तथ्य प्रकट किया गया है जो कि सदा सत्य रहने वाली बात (universal truth) है या भूतकाल से सम्बन्धित ऐतिहासिक तथ्य प्रकट किया गया हो या कोई स्वभाव सम्बन्धी तथ्य हो तो ऐसी स्थिति में report करते समय Verb के Tense में कोई परिवर्तन नहीं किया जाता; जैसे—

1. Direct : The teacher said, "The stars shine in the night."
- Indirect : The teacher said that the stars shine in the night. (सार्वभौमिक सत्य)
2. Direct : He said, "India became free in 1947."
- Indirect : He said that India became free in 1947. (ऐतिहासिक तथ्य)

नियम 4—यदि Past Tense में एक ही समय पर दो कार्यों के होने का प्रसंग है तो ऐसी स्थिति में भी Verb के Tense में कोई परिवर्तन नहीं होता; जैसे—

Direct : He said, "When the game began, it started raining."

Indirect : He said that when the game began, it started raining.

II. निजवाचक सर्वनाम (Personal Pronouns) में परिवर्तन

Table 2

Person	Subject	Object	Possessive
First Person	I, We	Me, Us	My, Our, Mine, Ours
Second Person	You	You	Your, Yours
Third Person	He, She, It, They	Him, Her, It, Them	His, Her, Hers, Its, Their, Theirs

नियम 1—Reported Clause के First person के Pronouns (I, me, my, we, us, our) में Reporting Clause के Subject के Person, Number और Gender के अनुसार परिवर्तन होता है; जैसे—

1. Direct : Ram said to me, "I am your servant."
- Indirect : Ram told me that he was my servant.
2. Direct : You said to Ramesh, "I cannot help you."
- Indirect : You told Ramesh that you could not help him.

- 3. Direct** : We said to him, "We have played a game."
Indirect : We told him that we had played a game.

नियम 2—Reported Clause के Second person (you, your, yours) में Reporting Clause के Object (अर्थात् सुनने वाले) के Person, Number और Gender के अनुसार परिवर्तन होता है। Reporting Clause में Object न दिये होने पर अर्थ के अनुसार him, her, them, me, you आदि मान लेते हैं; जैसे—

- 1. Direct** : Mohan said to me, "You are a good girl."
Indirect : Mohan told me that I was a good girl.
- 2. Direct** : My brother said, "I shall teach you English."
Indirect : My brother said that he would teach me English.
- 3. Direct** : The Principal said to you, "You are a good player."
Indirect : The Principal told you that you were a good player.

नियम 3—Reported Clause के Third person के Pronouns (he, she, it, they, him, her, his, hers, its, them, their, theirs) में कोई परिवर्तन नहीं होता है; जैसे—

- 1. Direct** : I said, "She is singing a song."
Indirect : I said that she was singing a song.
- 2. Direct** : The employer said, "He is an obedient servant."
Indirect : The employer said that he was an obedient servant.

III. समय या स्थानसूचक (Time or Place) शब्दों में परिवर्तन

वक्ता द्वारा कहे गये वाक्य (spoken part) में प्रयुक्त समीपतासूचक Demonstratives तथा समय या स्थानसूचक शब्द (adverbials of time and place) उन रूपों में बदल दिये जाते हैं जो दूरी प्रकट करते हैं।

निम्नलिखित वाक्यों को ध्यानपूर्वक देखिए—

- 1. Direct** : He said, "I like **this** song."
Indirect : He said that he liked **that** song.
- 2. Direct** : He said, "I shall give you this book **tomorrow**."
Indirect : He said that he would give me that book **the next day**.

प्रथम वाक्य में Indirect Speech में बात कहते समय Direct Speech में प्रयुक्त Demonstrative **this** को **that** में परिवर्तित कर दिया गया है। वाक्य 2 में Direct Speech में प्रयुक्त adverbial (time) **tomorrow** को **the next day** में परिवर्तित किया गया है।

इस प्रकार किये जाने वाले परिवर्तनों को Table No. 3 में दर्शाया गया है—

Table 3

Direct Reporting	Indirect Reporting	Direct Reporting	Indirect Reporting
this here today last week yesterday next week	that there that day the previous week the previous day the following week	these now tonight tomorrow ago thus	those then that night the next day before, earlier so, in that way

Direct से Indirect बनाना

विभिन्न प्रकार के वाक्यों को निम्न प्रकार Direct से Indirect में बदलते हैं—

1. Statements or Assertive Sentences (साधारण कथन)

इस प्रकार के वाक्यों में वक्ता का साधारण कथन होता है। सामान्यतः Reported Clause में पहला शब्द Subject होता है। ऊपर वर्णित सभी उदाहरण Assertive Sentences के दिये गये हैं। अतः इन वाक्यों को Direct Reporting से Indirect Reporting में बदलते समय ऊपर समझाये गये सभी नियम लागू होंगे तथा Comma और Inverted Commas को हटाकर उसके स्थान पर Conjunction that का प्रयोग करेंगे। उदाहरण—

1. Direct : The boy said, "I go to my school regularly."
- Indirect : The boy said that he went to his school regularly.
2. Direct : The Principal said, "Gandhiji died in 1948."
- Indirect : The Principal said that Gandhiji died in 1948.
3. Direct : He said to her, "I shall ring you this evening."
- Indirect : He told her that he would ring her that evening.

Note : निम्नलिखित दो स्थितियों में Past Indefinite व Past Continuous Tense को नहीं बदलते—

- (1) समय बताने वाले Clauses (Time clauses) में—

Direct : He said, "When we were living/lived in Kanpur, we often went to J.K. Temple."
 Indirect : He said that when they were living/lived in Kanpur they often went/had gone to J.K. Temple.

- (2) काल्पनिक या अवास्तविक स्थिति (unreal) व्यक्त करने वाले Conditional Sentences, Past Tenses के प्रयोग से बनाये जाते हैं और ये Indirect Speech में अपरिवर्तनीय रहते हैं—

Direct : He said, "If my house were near the office, I would always be in time."
 Indirect : He said that if his house were near the office he would always be in time.

- (3) Reported Speech में आया कोई Noun यदि Vocative Case (सम्बोधनकारक) में हो तो वह Indirect Narration में Reporting Verb का Object बन जाता है—

Direct : He said, "Mother, my head is aching."

Indirect : He told his mother that his head was aching.

- (4) कभी-कभी हम सम्बोधन के लिए प्रयुक्त Nouns को Indirect बनाते समय Reporting Verb का Object (कर्म) नहीं बनाते बल्कि addressing, calling आदि शब्दों का प्रयोग कर उनको Indirect Speech के आरम्भ में ले आते हैं—

Direct : He said to the old lady, "Mother, I want to stay here for the night."

Indirect : Addressing the old lady as mother he said that he wanted to stay there for the night.

2. Commands and Requests (आज्ञा/प्रार्थना)

आज्ञा, विनती और परामर्शसूचक वाक्यों को Imperative Sentences कहते हैं। ऐसे वाक्यों की Reported Clause में प्रायः Subject (you) छिपा रहता है। उदाहरण —

1. Direct : The teacher said to me, "Come to me with your book."
- Indirect : The teacher ordered me to go to him with my book.
2. Direct : The beggar said, "Please give me some food to eat."
- Indirect : The beggar requested to give him some food to eat.
3. Direct : My father said to me, "Do not eat sour mangoes."
- Indirect : My father forbade me to eat sour mangoes. Or
 My father advised me not to eat sour mangoes.

उपर्युक्त वाक्यों में यह प्रदर्शित किया गया है कि command (order), request, instruction, advice आदि को spoken sentence में किस प्रकार कहते हैं।

नियम 1—Indirect Speech में Reported Clause के भाव के अनुसार said के स्थान पर asked (कहा/पूछा), requested (प्रार्थना की), advised (सलाह दी), suggested (सुझाव दिया), forbade (मना किया), ordered (आज्ञा दी), commanded (आदेश दिया) आदि का प्रयोग करते हैं।

नियम 2—Inverted commas हटाकर Verb की Base form से पूर्व to लगाते हैं तथा किसी Conjunction का प्रयोग नहीं करते। Reported Clause में Subject भी नहीं होता।

नियम 3—Pronouns पहले की तरह ही बदले जाते हैं।

नियम 4—Reported Speech में आये please, sir, kindly आदि शब्दों को हटा देते हैं; जैसे—वाक्य 2 में।

नियम 5—जब Reported Speech, Negative हो अर्थात् 'do not' से प्रारम्भ हो तो इसके परिवर्तन की दो विधियाँ हैं—

(a) Reporting Verb को forbade में बदल दिया जाता है, Reported Speech में आये हुए 'do not' को हटा देते हैं एवं Reported Speech की Verb को to + Base form में बदल देते हैं; जैसे—

Direct : My friend said to me, "Don't go there."

Indirect : My friend forbade me to go there.

(b) Reporting Verb 'said' को भाव के अनुसार ordered, advised या requested में बदला जाता है और not + to + Base form का प्रयोग किया जाता है; जैसे—

Direct : My father said to me, "**Don't be** late for the bus."

Indirect : My father advised me **not to be** late for the bus.

3. Interrogative Sentences (प्रश्नवाचक वाक्य)

Interrogative Sentences में अन्तर्गत दो प्रकार के होते हैं—

(a) 'Yes' or 'No' Type Questions — इसके अन्तर्गत वे वाक्य आते हैं जिनकी Reporting Speech में सबसे पहले Auxiliary Verb (is, am, are, was, were, do, does, did, has, have, had, can, could, may, might, will, would, shall तथा should) हो तथा उसके बाद Subject और फिर Main Verb हो। उदाहरण—

1. Direct : The teacher said to me, "Are you learning your lesson?"

Indirect : The teacher **asked** me **if** I was learning my lesson.

2. Direct : The Principal said to a student, "Do you come late daily?"

Indirect : The Principal **asked** (या **enquired**) a student **if** (या **whether**) he came late daily.

3. Direct : The Mahatma said to the people, "Do you not go to temple in the morning?"

Indirect : The Mahatma **asked** the people **if** they did not go to temple in the morning.

नियम—(1) Said या said to को asked में बदल देते हैं, क्योंकि प्रश्न पूछा जाता है।

(2) Conjunction 'that' का प्रयोग नहीं करते। उसके स्थान पर if या whether का प्रयोग करते हैं।

(3) Question को (यदि पहला शब्द Helping Verb हो तो) whether or if से आरम्भ होने वाले Clause में बदल देते हैं और उसके बाद Subject, फिर Helping Verb और Finite Verb लाते हैं अर्थात् प्रश्नवाचक वाक्य को साधारण वाक्य में बदलते हैं।

(4) यदि Reporting Speech Past Tense में है और Reported Speech में—

(i) Do या does का प्रयोग हुआ हो तो do या does को हटाकर Subject के बाद Verb की IIInd form का प्रयोग करते हैं (वाक्य 2)।

(ii) Do not या does not का प्रयोग होने पर उनके स्थान पर Subject के बाद did not + Verb की Ist form लगाते हैं।

(iii) इसी तरह did या did not के स्थान पर Subject के बाद क्रमशः had या had not + IIIrd form का प्रयोग करते हैं।

(5) वाक्यों के अन्त में question mark (?) का प्रयोग नहीं किया जाता।

(6) शेष नियम पहले जैसे ही हैं।

(b) Question-word से आरम्भ होने वाले Questions—इसके अन्तर्गत ऐसे questions आते हैं जिनमें सबसे पहले प्रश्नवाचक शब्द (how, what, where, why, when, who, which आदि) हों तथा उसके बाद Auxiliary Verb, फिर Subject और इसके बाद Main Verb तथा अन्य शब्द आते हों।

निम्नांकित वाक्यों को ध्यानपूर्वक देखिए—

1. Direct : My father said, "Who is calling me at the gate?"

Indirect : My father **asked** who was calling him at the gate.

2. Direct : He said, "Why have you disturbed me?"

Indirect : He **asked** me why I had disturbed him.

नियम 1—Question-word से प्रारम्भ होने वाले Question को Indirect Speech में उसी दिये हुए Question-word से प्रारम्भ होने वाले Clause में बदल दिया जाता है अर्थात् Inverted Commas को हटा देते हैं, उसके स्थान पर किसी Conjunction (that, if या whether आदि) का प्रयोग न करके प्रश्नवाचक शब्द के बाद Subject, Auxiliary Verb तथा फिर Finite Verb लाते हैं अर्थात् Question pattern को Statement pattern (Assertive) में बदल देते हैं।

नियम 2—Reported Speech की सहायक क्रिया को उसके उचित Tense में बदलकर Main Subject के पास रख देते हैं (वाक्य 1, 2)।

4. Let से प्रारम्भ होने वाले वाक्य

Let से प्रारम्भ होने वाले वाक्य suggestion (सुझाव), advice (सलाह), command (आदेश), request (प्रार्थना) तथा obligation (कर्तव्य) हो सकते हैं।

(A) Suggestion (सुझाव)

He said, "Let us move home."

Suggestion को Indirect Speech में report करने के लिए निम्नलिखित परिवर्तन करते हैं—

- (1) Reporting Verb को suggest में बदलते हैं।
- (2) Conjunction that का प्रयोग करते हैं।
- (3) that-clause में प्रायः should का प्रयोग करते हैं। इन परिवर्तनों के साथ ऊपर दी गयी Direct Speech को इस प्रकार बदल देंगे—

He suggested that we/they should move home.

Gerund के प्रयोग से भी इसे बना सकते हैं—

He suggested moving home.

Suggested के स्थान पर proposed का प्रयोग भी किया जा सकता है।

यदि किसी स्वीकारात्मक सुझाव (affirmative suggestion) के उत्तर में कोई Let's not का प्रयोग करे तो उसे report करने के लिए objected/was against it का प्रयोग करते हैं।

Direct : "Let's go to the zoo," said Mohan.

"Let's not," said Radha.

Indirect : Mohan suggested going to the zoo but Radha objected.

(B) Command (आदेश)—Command (आदेश) को 'that should' के प्रयोग से report करते हैं—

Direct : The king said, "Let him be hanged."

Indirect : The king ordered that he should be hanged.

(C) Request (प्रार्थना)—Request में Infinitive 'to let' के प्रयोग से Indirect Speech बनते हैं—

Direct : She said, "Let me go please."

Indirect : She requested him to let her go.

परन्तु यदि यह request (प्रार्थना) Let there be से प्रारम्भ हो तो इसे that ... should से report किया जाएगा—

Direct : He said, "Let there be no inquiry into my case."

Indirect : He urged/begged that there should be no inquiry into his case.

(D) Obligation (कर्तव्य)—Obligation भी should के प्रयोग से व्यक्त किये जाते हैं—

Direct : The manager said, "What can I do ? Let the directors do something to check strikes."

Indirect : The manager said that he could not do anything and that the directors should do something to check strikes.

5. Optative Sentences (Wishes)

इन वाक्यों में इच्छा या भगवान से प्रार्थना व्यक्त की जाती है। ये प्रायः May से प्रारम्भ होते हैं। कभी-कभी इनमें May छिपा भी रहता है। Reported Speech में Optative Sentence होने पर भाव के अनुसार Reporting Verb को wished, cursed, prayed आदि में बदल देते हैं तथा Reported Speech में परिवर्तन Assertive Sentence की भाँति करते हैं। Mark of Exclamation को हटाकर Full Stop का प्रयोग करते हैं; जैसे—

Direct : He said to me, "May you be successful in your life !"

Indirect : He wished that I might be successful in my life.

Direct : He said, "Long live our Prime Minister !"

Indirect : He prayed to God for long life of their Prime Minister.

अभिवादन; जैसे—Good morning, Good bye, Good night आदि के Reported Speech में आने पर Reporting Verb 'bade' का प्रयोग करते हैं; जैसे—

Direct : He said to me, "Good morning, see you tomorrow."

Indirect : He bade me good morning and said that he would see me the next day.

6. Exclamatory Sentences

Exclamatory Sentences वक्ता की हर्ष (joy), धिमाद (sorrow), आश्चर्य (surprise) आदि भावना को व्यक्त करते हैं। आशय के अनुसार Indirect Speech की Reporting Verb को exclamed with joy/delight/grief/sorrow/anger/surprise आदि में बदल देते हैं। Reported Speech से Mark of Exclamation हटा देते हैं तथा अन्य परिवर्तन Assertive Sentences की भाँति करते हैं। प्रशंसा के भाव में praised या applauded शब्दों का प्रयोग करते हैं; जैसे—

Direct : He said, "Hurrah ! We have won."

Indirect : He exclaimed with joy that they had won.

Direct : The captain said, "Bravo ! You have fought well."

Indirect : The captain applauded the soldiers saying that they had fought well.

कुछ मुख्य बातें

(1) कभी-कभी वाक्य में Reporting Speech के Object अर्थात् वात सुनने वाले को किसी शब्द या शब्द-समूह से सम्बोधित किया जाता है तथा उन शब्दों को Reported Speech में शेष वाक्य से comma लगाकर पृथक् किया जाता है। ऐसे वाक्यों को Indirect में निम्नवत् बदलते हैं—

Direct : A woman said to the child, "My dear son, why have you come so late ?"

Indirect : Calling (या addressing) the child as her dear son, a woman asked him why he had come so late.

कभी-कभी Indirect बनाते समय calling या addressing लगाने की आवश्यकता नहीं पड़ती, वरन् उन सम्बोधित करने वाले शब्दों को Object के स्थान पर या Object के साथ लिखना उपयुक्त होता है—

Direct : A man said, "O my son, do not run in the middle of the road."

Indirect : A man advised his son not to run in the middle of the road.

(2) वाक्य की Reported Speech में thank you, by God, beware और sorry शब्द आने पर said या said to के स्थान पर क्रमशः thanked, swore, warned और felt sorry का प्रयोग करते हैं तथा Sir या Madam शब्दों के स्थान पर Reporting Verb के पास respectfully या with respect लगाते हैं—

Direct : The clerk said to the manager, "Thank you, sir."

Indirect : The clerk respectfully thanked the manager.

(3) Yes या No शब्द प्रयुक्त होने वाले वाक्यों को Indirect बनाते समय said या said to के स्थान पर yes के लिए, अर्थ के अनुसार, admitted या accepted (स्वीकार किया) अथवा agreed (सहमत हुआ) जैसे शब्दों का प्रयोग करना चाहिए। इसी प्रकार No के लिए denied या refused (इन्कार कर दिया) शब्द का प्रयोग करना चाहिए या पूरे वाक्य में not लगाना चाहिए। ऐसे वाक्यों को Indirect बनाते समय सामान्यतया answered in the affirmative या replied in the negative भी लिख देते हैं—

Direct : My brother said to me, "Will you go to Nainital with me ?" I said, "No."

Indirect : My brother asked me if I would go to Nainital with him. I refused OR I answered in the negative.

Indirect से Direct बनाना

Indirect से Direct बनाने के लिए Direct से Indirect बनाने के नियमों का उल्टा प्रयोग करना चाहिए। कुछ उदाहरण ध्यानपूर्वक देखिए—

1. **Indirect** : She asked me if I could teach her English.

Direct : She said to me, "Can you teach me English ?"

2. **Indirect** : Sohan says that his cow does not give much milk.

Direct : Sohan says, "My cow does not give much milk."

3. **Indirect** : My mother asked me where I went daily.

Direct : My mother said to me, "Where do you go daily ?"

3

Reading Skill

Q. 1. Read the following passage carefully and answer the questions that follow :

Trees are great friends to man. Man needs Oxygen for living. Trees absorb the carbon-di-oxide and give him oxygen back. Air-pollution is a great danger to mankind today. Trees help us in checking air-pollution. They also cause rainfall by inviting rain-bearing-clouds. It is why there is much rainfall in forests. Rainfall helps agriculture and the growth of vegetation. We also get food, fruits, flowers, timber, fuel-wood and coal from trees. A large number of industries such as paper, match, leather and rubber get raw materials from trees. They check the free flow of water and save us from floods and soil erosion. They also halt the spread of deserts.

- (a) Write one word for the following group of words :

'Human beings considered collectively'

- (b) Write the word from the passage with suffix 'th'.
(c) Write the word from the passage with prefix 'agri'.
(d) Write the antonym of 'safety' from the passage.
(e) Write the synonym of 'stop' from the passage.

Ans. (a) mankind, (b) growth, (c) agriculture, (d) danger, (e) halt

Q. 2. Read the following passage carefully and answer the questions that follow :

Among the many misfortunes that can befall a man, the loss of health is one of the severest. All the joys that life can give cannot outweigh the suffering of the sick. Give the sickman everything and leave his sufferings and he will feel that half the world is lost to him. Lay him on a silken bed, still he will groan sleepless under the pressure of his sufferings, while the miserable beggars with health sleep soundly on the hard ground. Spread his table with dainty choice foods; he will thrust back the hand that offers them and envy the poor man who enjoys his piece of dry bread. He would deem himself happy if he could enjoy the health of meanest of his servants.

- (a) Write one word for the following group of words :

'An unfortunate condition or event'

- (b) Find out the word from the passage with suffix 'en'.
(c) Find out the word from the passage with prefix 'be'.
(d) Write the antonym of 'gain' from the passage.
(e) Write the synonym of 'unhappy' from the passage.

Ans. (a) misfortune, (b) silken, (c) befall, (d) loss, (e) miserable.

Q. 3. Read the following passage carefully and answer the questions that follow :

There is no doubt that the custom of dowry is heartless. The system has to go. Marriage must cease to be a matter of arrangement made by parents for money. The system is intimately connected with caste. So long as the choice is restricted to a few hundred young men or young women or a particular caste, the system will persist no matter what is said against it. The girls or boys or their parents will have to break the bonds of caste, if the evil is to be eradicated. Then, the



age for marrying, has also to be raised and the girls have to dare to remain spinsters, if need be i.e. if they do not get a suitable match. All this means education of a character that will revolutionize the mentality of the youth of the nation.

- (a) Write one word for the following group of words :

'Right or appropriate for a particular person, purpose, or situation'

- (b) Write the word from the passage with suffix 'less'.
 (c) Write the word from the passage with prefix 're'.
 (d) Write the antonym of 'start' from the passage.
 (e) Write the synonym of 'transform' from the passage.

Ans. (a) suitable, (b) heartless, (c) remain, (d) cease, (e) revolutionize.

Q. 4. Read the following passage carefully and answer the questions that follow:

Have you heard of a country where the sun disappears all together for some weeks and where there is also a time, when it does not rise for weeks. Such a strange land is Norway, called the 'Land of the Midnight Sun'. Can you imagine what a joy it is to the children when the sun peeps over the horizon after weeks of darkness. They rush out to the snow to welcome it. It happens towards the end of January. On the first day the sun disappears rather quickly. Thereafter the day continues to be longer and longer till about the middle of May when it does not set for weeks. It is time when the children hardly know when to go to bed and when to get up, there being no night at all.

- (a) Write one word for the following group of words :

'The line at which the earth's surface and the sky appear to meet'

- (b) Write two words from the passage with suffix 'ly'.
 (c) Write one word from the passage with prefix 'dis'.
 (d) Write the antonym of 'light' from the passage.
 (e) Write the synonym of 'unfamiliar' from the passage.

Ans. (a) horizon, (b) quickly, hardly, (c) disappears, (d) darkness, (e) strange.

Q. 5. Read the following passage carefully and answer the questions that follow :

Good manners come from having sympathy with others and from understanding our own limitations, 'The Truth' is too big for anyone of us to understand. 'The Truth' as we see it is only our truth and part of the real Truth. We should always realise that we are humble, unimportant little people on this earth and try to help the world as much as we can in our short time here. 'I expect to pass through this world only once. Any good, therefore, that I can do, or any kindness that I can show to any fellow creature, let me do it now. Let me not defer or neglect it, for I shall not pass this way again.'

- (a) Write one word for the following group of words :

'Any large or small living thing that can move independently'

- (b) Write the word from the passage with suffix 'ness'.
 (c) Write the word from the passage with prefix 'un'.
 (d) Write the antonym of 'fake' from the passage.
 (e) Write the synonym of 'respectful' from the passage.

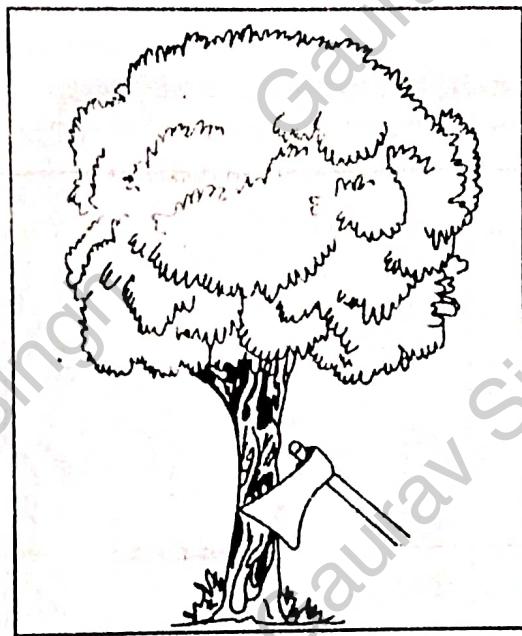
Ans. (a) creature, (b) kindness, (c) unimportant, (d) real, (e) humble.

4

Writing Skill

Picture Composition

- Q. 1. Study the picture given below. Write an account of what it suggests to you. Your composition may be about the subject of the picture or may take suggestion from it, however, there must be a clear connection between the picture and your composition. Word-limit : 100-150 words.



Green India

Ans.

Deforestation is one of the most terrifying problem of today. If the trees are cut down at this rate India will soon be called 'Brown India' instead of 'Green India'.

The trees give life to human beings. If some human beings are cutting their saviours mercilessly and endlessly to satisfy their own needs, are they acting judiciously?

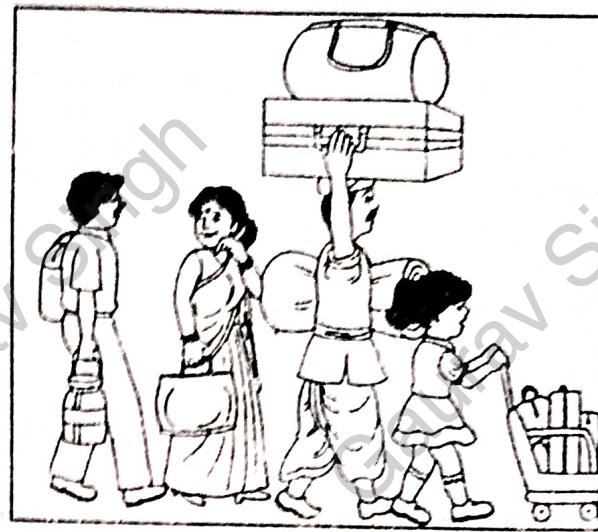
Population is rising tremendously and the trees and jungles are vanishing more fast. We are destroying environment. Ozone layer has been depleted. Pollution is growing and we fall a number of diseases.

Deforestation affects weather condition. We have floods here and drought there in our country. Fertile lands are turning into deserts and barren lands.

It is our duty to make India lust green. We should plant more and more trees to make India green.
[**Difficult Words :** **deforestation** = felling trees and cutting jungles = वनों का विनाश; **terrifying** = causing to feel terror भयावह; **saviours** = those who save from danger or harm रक्षा करने वाला; **tremendously** = hugely बहुत अधिक रूप में; **vanishing** = disappearing गायब होना; **depleted** = reduced घट गई; **barren** = infertile बंजर।]

- Q. 2. Study the picture given below. Write an account of what it suggests to you. Your composition may be about the subject of the picture or may take

suggestions from it; but there must be a clear connection between the picture and your composition. Word-limit : 100-150 words.



Ans.

Travel For All

What is the use of this life if we have not travelled round the world or at least round our own country. The world is full of beautiful things. The scenery of Switzerland and Kashmir is worth seeing. It is worth the trouble of going there. Your visit becomes all the more thrilling and charming.

Travel for the younger is a part of education. They learn many new things. They meet new people. They increase their knowledge of people and places. This is the age of learning. They get first hand knowledge. They add to their previous knowledge.

Travel is an important part of the experience of the elders. The elders might have gone round the places many a time. Travel provides them opportunity to meet people again and again. They are wide awake. Their experience keeps them safe from cheating or dodging. Their experience is good for itself. They know before hand what dangers and difficulties are involved in travel. Therefore travel is necessary and useful for the younger as well as for the elder.

[**Difficult Words :** **thrilling** = suddenly feeling excitement and pleasure रोमांकनी; **attractive** आकर्षक; **add to** = increase वृद्धि करते हैं; **wide awake** = experienced अनुभवी; **dodging** = avoiding by a sudden quick movement पंतरेबाजी से बचना]

Q. 3. Study the picture given below. Write an account of what it suggests to you. Your composition may be about the subject of the picture or may take suggestions from it; but there must be a clear connection between the picture and your composition. Word-limit : 100-150 words.



Ans.**A Hot Day**

It was the month of June. Summer was at its peak. The 'Loos' were blowing. The house was burning with heat. The electricity had tripped. The situation compelled me and my brother to go outside somewhere in the open.

We went to the nearby Roshanara Gardens. There not even a leaf was moving. My brother got feverish. His body was burning, suddenly he fell down. I got nervous and cried for help. By chance my uncle, the doctor, was passing through that way. He asked me about the matter. He immediately called for the ambulance and took my brother to the hospital. After giving the first aid, he felt a little better. He was discharged from the hospital in the evening.

The doctor assured my parents that it was a case of sun-stroke. The doctor advised us to keep the bandage soaked in ice cold water on his forehead. We did so. It soothed him. His fever came down and he felt relief.

Thanks God he was well and on his feet again by the night.

[**Difficult Words :** **peak** = top चोटी; **tripped** = ran away भाग गई थी; **discharged** = relieved छुट्टी दे दी गई; **soothed** = relieved आराम दिया]

- Q. 4.** Study the picture given below. Write an account of what it suggests to you. Your composition may be about the subject of the picture or may take suggestions from it; but there must be a clear connection between the picture and your composition. Word-limit : 100-150 words.

**Ans.****A Natural Calamity**

Gangu, his wife and son lived in a village called Gangapur. Gangu lived in a thatched hut. He led a contented life.

One day, a natural calamity changed his whole life. The rain poured heavily and continuously for three days. Gangu and his family had to sit on the top of their thatched hut.

After three days the rain stopped. A aeroplane dropped fine huge packets. Gangu and his son caught them. They opened the packets and shouted with joy. They ate food hungrily and drank water from the bottles.

Gangu realized that everything in the village was ruined. He was at a loss to think how they would survive. Suddenly they heard the sound of a helicopter. The helicopter flew quite low and a ladder, joined with a rope, was lowered. The pilot gestured to Gangu to come up. Then Gangu, his

family and some other villagers climbed up. Soon after they found themselves on a dry land. Gangu found hundreds of people there.

Soon Gangu and his family started walking towards the main town to look for work. People of the town were launching a campaign 'SAVE WATER'. Gangu could not understand the ways of God.

[Difficult Words : **thatched hut** = a hut whose roof was made of straw छप्पर वाली झोपड़ी; **contented** = satisfied संतोषपूर्ण; **natural calamity** = a natural event causing great and often sudden damage प्राकृतिक आपदा; **the rain poured heavily** = it rained cats and dogs बहुत भारी वर्षा हुई; **huge** = very large बहुत बड़े; **at a loss** = confused परेशान; **survive** = continue to live जीते रहेंगे; **gestured** = a movement of a hand or the head to express an idea हाथ या सिर से इशारा किया; **to look for** = in search of खोज में; **launching** = beginning शुरू कर रहे थे.]

Q. 5. Study the picture given below. Write an account of what it suggests to you. Your composition may be about the subject of the picture or may take suggestions from it; but there must be a clear connection between the picture and your composition. Word-limit : 100-150 words.



Ans.

Birthday Party of a Young Girl

The children are dressed in party outfits and are around the birthday girl. She is cutting the birthday cake. All the children are looking at it, perhaps wondering as to when they are going to eat it.

The table is laid out with other delicious goodies too. There are the usual party snacks. There are 'Gulab Jamuns' and other sweets. There are some spicy dishes too.

As the cake is cut and the candles blown out, the children will sing together 'Happy birthday to you'. The cake will then be cut into small pieces and distributed among the children.

After having the cake, they will be served the snacks on their plates and will happily munch away while chatting and exchanging jokes. After eating, they will participate in the party games organized especially for them.

The birthday girl will then open her birthday presents with much enthusiasm. She will untie each parcel and take a long time to appreciate each and every gift.

But oh, what an enjoyable birthday party!

[Difficult Words : **outfits** = a set of clothes worn together पोशाक; **laid out** = set out in a particular way विशेष ढंग से सजाई हुई; **delicious** = tasteful स्वादिष्ट; **goodies** = something tasty to eat स्वादिष्ट वस्तुएँ; **snacks** = a light meal समोसे, पकौड़े आदि; **munch** = eat steadily and audibly चबाना; **chatting** = talking in a friendly and informal way गपशप करना; **enthusiasm** = zeal उत्साह; **appreciate** = praise सराहना.]

Writing Paragraph

Q. 1. Write a short paragraph on 'Narendra Modi'.

Ans. Narendra Damodardas Modi was born on 17 September 1950 in Vadnagar, Mehsana district, Bombay State (present day Gujarat). His father's name was Damodardas Mool Chand Modi. His mother's name is Hiraben. He was born into a middle class family. At the age of 13, he was engaged with Jasoda Ben Chaman Lal and when they were married, he was just 17.

In 1987, Narendra Modi entered into the main political stream by joining the Bharatiya Janata Party (BJP). Within a year he was appointed as General Secretary of the party's Gujarat unit. He truly pioneered the challenging task of enabling the party workers, because of which the party started gaining political mileage. In October 2001, Narendra Modi was appointed as Chief Minister of Gujarat. In the 2007 elections the BJP led by Modi once again got a massive majority. In the 2012 elections, the BJP led by Modi once again gained a large majority. Modi sworn in as fourth consecutive Gujarat Chief Minister.

Due to his fame and style, he was declared as candidate for Prime Minister by Bharatiya Janata Party in 2014 general elections. After being declared candidate for prime minister, he visited the whole India. Under his leadership, the BJP gained phenomenal success in the 2014 elections. On May 26, 2014, Narendra Modi was sworn in as India's 15th prime minister.

Image of Narendra Modi is considered of a stern administrator and protective strict discipline. He has keen interest in science and technology. He is realistic as well as idealistic. He is full of optimism. He is best known for rising from humble beginnings to become prime minister of India. He will be always remembered as a successful politician.

Q. 2. Write a short paragraph on 'Pratibha Patil' on the basis of the given clues :

First woman president—village Nadgaon—Narayan Rao Patil—Married to— Education—Amravati Constituency—Governor of Rajasthan—President of India.

Ans.

Pratibha Patil

Pratibha Patil was born on 19 December 1934 in the village of Nadgaon, in the Jalgaon district of Maharashtra. Her father's name is Narayan Rao Patil. She was married to Devisingh Ransingh Shekhawat on 7 July 1965.

Pratibha Patil was educated initially in Jalgaon. Subsequently she was awarded a masters degree in Political Science and Economics by Mooljee Jetha College, Jalgaon, and then a Bachelor of Law degree by Government Law College, Mumbai.

At the age of 27, Partibha Patil was elected to the Maharashtra Legislative Assembly for the Jalgaon Constituency. She became Member of Parliament in the Rajya Sabha between 1985 and 1990. In the 1991 elections for the 10th Lok Sabha, she was elected as a Member of Parliament representing the Amravati constituency. Pratibha Patil had held various Cabinet portfolios during her period in the Maharashtra Legislative Assembly and she had also held official positions while in both the Rajya Sabha and Lok Sabha. On 8 November 2004 she was appointed as the 24th Governor of Rajasthan. After this, she became the 12th President of India and resumed office from 25 July 2007 to 25 July 2012.

Pratibha Patil was the first woman of India to hold the office of President. She will always be remembered as an Indian politician who served as the 12th President of India.

Q. 3. Write a short paragraph on 'Sachin Tendulkar' in about 100-150 words on the basis of the given clues :

Childhood—Test cricket Player—Master Blaster—One day International centuries—Honest and Loyal—Dedication—Prestigious Awards.

Ans.

Sachin Tendulkar

One of the all time great batsman in the world, Sachin Tendulkar was born on April 24, 1973 at Mumbai in Maharashtra into a middle-class family. He has immense passion for cricket since his childhood. It would be difficult to think of Indian cricket without Sachin Tendulkar.

Sachin Ramesh Tendulkar is known as the greatest One Day International and Test Cricket Player in the world. He made his test debut against Pakistan at Karachi in the 1989-90 under the leadership of K. Srikanth.

The Master Blaster, holds several batting records, including the most test centuries and the most one-day international centuries. He worked hard to perfect the cricketing skills. He is considered one of the complete batsmen ever. He has given his life to the game of cricket. There is no short cut to hard work is the lesson that he gave to every youth in the country. He respects his game, country and his fans. He is very much honest and loyal to cricket, country, his family and his fans. His dedication, hard work and sincerity make him achieve success consistently and so he is not only successful in his career, but he is at the top in his profession also. He has made fans all over the world and everywhere he draws large crowds who come to watch him in action. He has been voted as the greatest cricket of all time by many newspapers and magazines. He has been honoured with many prestigious awards including Bharat Ratna, Padma Vibushan, Padma Bhushan, Padma Shri, Arjuna Award and the Rajiv Gandhi Khel Ratna Award, India's highest sporting honour.

Q. 4. Write about the person you admire the most in about 100-150 words.

Ans.

My Mother

Of all people, my mother is the person I admire most. At the age of forties, my mother seems to be still young. She teaches at a primary school. Teaching is hard work but she loves it. I admire my

mother for some reasons. First of all, my mother is a caring woman. She had devoted all her life to taking care of me. I still remember when I was six, I had to go to hospital for a surgery. When I first woke up, my mother was still beside me. At that moment, I realized how much I love her. In addition, my mother is the person I can count on. She is always the first to listen to all my problems and give me some useful advice. Thanks to her encouragement, I have overcome all difficulties. In brief, I am very proud of my mother. She is always the person who inspires me most.

Q. 5. Write a paragraph on 'Dr. A.P.J. Abdul Kalam' in about 100-150 words.

Ans.

Dr. A.P.J. Abdul Kalam

The full name of Dr. A.P.J. Abdul Kalam was Avul Pakir Jainulabdeen Abdul Kalam. He is popularly known as the Missile Man of India and People's President. He was born in a poor Tamil Muslim family on 15th of October in 1931 at Rameshwaram, Ramnad district of Madras presidency under British India (currently in Ramanathapuram District, Tamil Nadu). He was a great scientist who also served the country as the 11th President of India from 2002 to 2007. After completing his term of presidency, he returned to the civilian life of writing, education, and public service. He worked at various chief positions at ISRO and DRDO then became a Principal Scientific Adviser to the Government Of India as a Cabinet Minister.

Q. 6. Describe 'A Hill Station' you visited in a short paragraph of 100-150 words.

Ans.

Shimla, the Queen of Hills

Shimla is the capital of Himachal Pradesh, surrounded with lush green hills covered with pine and deodar trees. This place abounds in natural beauty. Today it is a favourite tourist destination. Kufri, Chail, Naldehra, Mall Road, Ridge etc., are some of the sites worth visiting. Jakhu Temple situated high on a hill offers a panoramic view both of the city as well as that of the tree clad mountains. Shimla looks even more beautiful in winters when the whole of the city and surrounding mountains are covered with snow. Its cold climate, fresh air, serpentine roads, apple orchards and beautiful buildings make it a heaven on the earth. Narrow gauge train route from Kalka to Shimla is a masterpiece of engineering. Visiting Shimla once makes you a fan of this place. I, too, am a fan and love to spend my holidays there. In fact, Shimla is my second home, a home far from the madding crowd.

Q. 7. Describe 'Mughal Garden' you visited in a short paragraph 100-150 words on the basis of the given clues :

Loveliness and beauty—Tranquillity—Paradise—Flowers all around—Bara Dari—Beautiful.

Ans.

The Visit of Mughal Garden

Mughal Garden is situated in Rashtrapati Bhawan, New Delhi. It is a garden worth all other gardens of loveliness and beauty. Our nose and eyes richly feasted by this garden. It takes away all the worries and cares of life. This garden opens to the public every year in the month of February. Tranquillity and sublimity reign supreme there. Everyone wants to visit this garden.

This year, with my friends, I went to see the Mughal Garden in February. In a very jovial mood we reached there. The day was pleasant and sunny. There was no entry ticket. The gate of Mughal garden was soon in sight.

When we entered the garden we felt as if we were in paradise, pollution of any type was unthinkable there. There were stone footpaths in between grass lawns having green velvet like grass.

There were many types of flowers all around. Their fragrant smell was there all around. The different types of coloured flowers were giving a very good look all around.

There were bushes being cut into the shapes of different animals. There were rose flowers of different colours-red, pink, yellow, white and black of enormous size.

Notice Writing

Q. 1. You are secretary of Goodluck Flats Welfare Association, Mangalore, Karnataka. Write a notice in not more than 50 words to be circulated to the members of the association requesting them to attend a meeting to discuss the parking of vehicles of the residents.

Ans.

Goodluck Flats Welfare Association
Mangalore, Karnataka
NOTICE

28th August, 20XX

Staff Meeting

All members of the association are requested to attend a meeting to discuss about parking of vehicles in the colony, on 31st August, 20XX at 7:00 p.m. in the Community Hall. For further details please contact the undersigned.

Secretary

Q. 2. You are secretary of B.L. Resident's Welfare Society. Write a notice to the residents to attend a meeting to discuss about increasing security in the colony.

**Ans.****B.L. Resident's Welfare Society****NOTICE**

5th July, 20XX

Colony Security

This is to inform all the residents about the meeting to discuss about the colony's security issues to be held tomorrow at 8 a.m. Everyone's presence is essential. For further details please contact the undersigned.

Rishi Kumar
(Secretary)

- Q. 3. You are Secretary of Gymkhana Club, Madurai. Write a notice in not more than 50 words informing the members to attend an extraordinary meeting of the governing body. Include details like date, time, venue etc. Sign as Prabhu/Pratibha.**

Ans.**Gymkhana Club, Madurai****NOTICE**

17th April, 20XX

Meeting

This is to inform all the members of the governing body that there is an extraordinary meeting on 20th April 20XX at 7:00 p.m. at the club auditorium. For further details please contact the undersigned.

Prabhu
(Secretary)

- Q. 4. You are Secretary of Sri Parthasarathy Sabha, Salem. Draft a notice in not more than 50 words to be sent to the members of the Sabha requesting them to attend an extraordinary meeting. Invent necessary details such as items on the agenda, date, time etc. Sign as Kamal/Komal.**

Ans.**Sri Parthasarathy Sabha, Salem****NOTICE**

10th August, 20XX

Extraordinary Meeting

All members are hereby requested to attend an extraordinary meeting on 15th March, 20XX at 12:00 p.m. in the Sabha Hall to plan about the Janmashtami Celebrations. For further details please contact the undersigned.

Kamal
(Secretary)

Model Paper

Communication Skill-I

Time : 2 : 30 Hours]

[Maximum Marks : 50]

Note : All questions are compulsory. Marks are indicated against each question.

- Q. 1.** Write the definition of communication. [1]
- Q. 2.** What are the different types of communication? [2]
- Q. 3.** Define effective communication. [2]
- Q. 4.** Describe the role of body language in communication. [2]
- Q. 5.** What is oral and written communication? [5]
- Q. 6.** What is a common noun? [1]
- Q. 7.** What is a demonstrative adjective? [1]
- Q. 8.** What is the usefulness of punctuation marks? [1]
- Q. 9.** How many kinds of number are there in noun? [2]
- Q. 10.** Fill in the blanks in the following sentences with suitable adjectives : [2 × 1 = 2]
(i) The bundle is very ~~heavy~~ and cannot be lifted.
(ii) The Ganga is a ~~holy~~ river of India.
- Q. 11.** Fill in the blanks with the correct forms of verbs from the word given in bracket. [3 × 1 = 3]
(i) The picture ~~hang~~ on the wall. (hang)
(ii) My brother ~~come~~ home just now. (come)
(iii) Don't disturb me, I'm ~~do~~ my homework. (do)
- Q. 12.** Transform the following sentences as directed against each. [4 × 1 = 4]
(i) The villagers caught the thief. (Into Passive voice)
(ii) She said, "Please don't disturb me." (Into Indirect speech)
(iii) The director said, "Who has made this portrait?" (Into Indirect speech)
(iv) Have you posted the letter? (Into Passive voice)
- Q. 13.** Punctuate the following sentence : [2]
he said to me please give me five rupees i am very hungry

- Q. 14.** Read the following passage carefully and answer the questions that follow:

Have you heard of a country where the sun disappears all together for some weeks and where there is also a time, when it does not rise for weeks. Such a strange land is Norway, called the 'Land of the Midnight Sun'. Can you imagine what a joy it is to the children when the sun peeps over the horizon after weeks of darkness. They rush out to the snow to welcome it. It happens towards the end of January. On the first day the sun disappears rather quickly. Thereafter the day continues to be longer and longer till about the middle of May when it does not set for weeks. It is time when the children hardly know when to go to bed and when to get up, there being no night at all.

- (a) Write one word for the following group of words : [2]
"The line at which the earth's surface and the sky appear to meet" [Horizon]
- (b) Write two words from the passage with suffix 'ly'. [2]
[Hardly]
- (c) Write one word from the passage with prefix 'dis'. [2]
[Disappears]