

CFE-03



VARDHAMAN MAHAVEER OPEN UNIVERSITY, KOTA

English Usages & Language Skills

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Contents

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Unit -1	Parts of Speech	1-8
Unit -2	Noun	9-27
Unit -3	Pronoun	28-38
Unit -4	Verbs	39-45
Unit -5	Adjective	46-51
Unit -6	Adverb	52-57
Unit -7	Preposition	58-72
Unit -8	Conjunctions	73-80
Unit -9	Interjection	81-82
Unit -10	Sentences & Types	83-92
Unit -11	Determiners, Quantifiers & Articles	93-101
Unit -12	Tenses	102-110
Unit -13	Future Tense	111-115
Unit -14	Subject-Verb Agreement	116-120
Unit -15	Auxiliary Verbs	121-129
Unit -16	Indirect Speech	130-139
Unit -17	Conditionals	140-144
Unit -18	The Passive	145-154
Unit -19	Non Finits	155-166
Unit -20	Structure of Sentences	167-172
Unit -21	Structure of Clauses	173-182
Unit -22	Transformation of Sentences	183-193
Unit -23	Synthesis of Sentences	194-207
Unit -24	Question Tags	208-213

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UNIT-1

PARTS OF SPEECH

Structure

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Noun
- 1.3 Adjective
- 1.4 Pronoun
- 1.5 Verb
- 1.6 Adverb
- 1.7 Preposition
- 1.8 Conjunction
- 1.9 Interjection
- 1.10 Practice Exercise

1.0 Objectives

In this unit we shall familiarize you with the parts of speech and explain the eight parts of speech with examples and also give you some practice exercises.

1.1 Introduction

Words, as entities cannot be taken as isolated units. They are used for different purposes, depending on the context. They perform a variety of functions, which are solely usage based.

Words can be classified as **Content Words** and **Structure Words**, on the basis of usage. They, sometimes, name a person, place or thing and on certain occasions, they are used in place of nouns or they describe a person, place or thing.

Words are also used to describe actions, show relationships and to combine words or sentences. Words can also be used to modify a verb, an adjective or another adverb and to express some sudden feeling.

They are classified into eight kinds according to their functions.

Words which are frequently used in speech or writing are called parts of speech. A clear understanding of all the eight parts of speech will make the learning process very easy. To begin the journey of English learning, introduction to Noun comes the foremost.

1.2 Noun

A word used to name a person, place, thing, an idea or a quality of mind is defined as a noun. The underlined words in the following sentences are nouns.

Ex.

1. Sonia Gandhi is a bold lady.

Sonia Gandhi is the name of a person and lady is the common class to which she belongs, so both the words are nouns.

2. India is a sub-continent.

India is the name of a place and sub-continent is the categorization under which India falls, so both the words are termed as nouns.

3. Youngsters love watching cricket.

'Youngster' is the name of a class signified here which loves to watch the game of 'cricket', which is also a noun.

4. Learners of English must use a good dictionary.

'Learners' is the name of a class and 'English' is the name of a discipline and 'dictionary' is the name of a thing.

5. Saints are indifferent to pain or pleasure.

Saints is the name of a class about which it is said that they are not affected by pain or pleasure, which are emotions.

6. Education removes darkness.

Education and darkness are abstract ideas.

7. Love lives where hatred cannot.

Love and hatred are the qualities of mind.

To have a more clear understanding of nouns, it can be taken in such a way that nouns are the answer to general questions related to subject as What, Who and Whom (In formal, particularly written language, whom can be used instead of who, when it is the object of the verb or preposition.)

1.3 Adjective

A word used to describe or qualify nouns is known as an adjective.

Ex -

1. Gujrati is a regional language.

The word regional tells us something about the language or describes the noun, so is an adjective.

2. Metaphysical poets convey deep meaning through their poems.

The word metaphysical tells us something about the poets the word deep tells us about the intensity of the meaning and their shows possession.

3. Article nineteen gives us rights.

Nineteen is also an adjective as it elaborates upon the noun Article and the word tells us something about the nature of the rights.

4. Sushmita Sen is a talented person.

The word talented tells us about the kind of person Sushmita Sen is.

1.4 Pronoun

A word used in place of nouns is known as a pronoun. This part of speech can be understood with clarity only if the concept of Noun is clear. Replacement of Noun with a pronoun should be done in accordance with the number and gender aspect.

Ex.

1. Anandita is my sister. She is very beautiful.

The pronoun She is used for Anandita as it suits the Gender as well as the Number of the Noun.

2. Poets often live in a dream world. They are far from reality.

The pronoun they is used for poets as it suits the Number of the Noun.

1.5 Verb

A word, which tells us, something about an action, condition or existence is known as verb. In simple words verb is what you do or what you are.

Ex -

Anu is waiting for me.

In this sentence the phrase 'is waiting', is used to show the action done by Sarita.

There are many reasons for her absence.

In this sentence, the word, 'are' is used to show the existence of many reasons for her absence.

1.6 Adverb

A word used to modify a verb, an adjective or another adverb or a word used to explain how, where, when and why an action is performed is known as an adverb.

Ex.

They lived happily. In this sentence, 'happily' is an adverb as it modifies the verb 'lived'.

Sushmita is very beautiful. In this sentence, 'very' is an adverb as it modifies the adjective, 'beautiful.'

She speaks English quite well. In this sentence, 'quite' is an adverb as it modifies another adverb, 'well.'

1.7 Preposition

A word used to explain the relation between two grammatical words or a word used with a noun or pronoun to show their relation with some other word in the sentence is known as a preposition.

Ex.

I am fond of eating pizza. In this sentence the structure word, 'of' is establishing a relation between the pronoun, 'I' and the noun, 'pizza.'

She lives with her mother. In this sentence the structure word, 'with' is establishing a relation between the girl and her mother.

The best way would be to introduce oneself and realize the use of prepositions in the course of introduction.

Monologue (spoken by a single person)

I was born in 1974 Santokba Durlabji Hospital in Jaipur.

I was born on December 25, 1974.

I have been living in Jaipur for 12 years

I live in Jawahar Nagar.

I work at JECRE Foundation.

I come to work at 8:15 a.m. and leave work at 4:30 p.m.

1.8 Conjunction

This is one part of speech which joins two words or sentences. In general, a conjunction is an invariable grammatical particle, and it may or may not stand between the items it conjoins.

There is very frequently carried misconception that a conjunction finds a position in between words or phrases because its function is to join. It needs to be realised that the word, 'Although,' which is usually used at the beginning of a sentence, is also a conjunction.

Ex -

Life has become boring since my friend left for America. Here, the word, 'since' does the job of joining two concepts and is hence known as a conjunction.

I will read the book if you recommend it. Here the word, 'if' joins a main concept with a dependant concept.

1.9 Interjection

An interjection is a word added to a sentence to convey emotion. It is not grammatically related to any other part of the sentence. An interjection is usually followed by an exclamation mark.

Ex

Oh no, I forgot that the exam was today.

Hey! Put that down.

1.10 Practice Exercises

Exercise 1

Fill in the blanks with the appropriate nouns :

The first question has been answered for better understanding.

1. Question - Who gave this book to you?
1. Answer - Sanjana gave the book to me. (Sanjana, which is the answer to the questions 'who' is a noun).
2. Q - Who is going to the party?
2. A - _____ is going to the party.
3. Q - Who called up (phoned)?
3. A - _____ called up.
4. Q - Who is our history teacher?
4. A - _____ is our history teacher.
5. Q- What are you eating?
5. A - I am eating _____
6. Q - What do you see in the sky at night?
6. A - I see _____ in the sky at night.
7. Q - Whom do you want me to give the key to?
7. A - You may give the key to _____
8. Q - Who weighs more than 55 kg.?
8. A - _____ weighs more than 55 kg.

Exercise-2

Pick up the adjectives from the following sentences and categorize them under the headings given below. The first sentence is done for better understanding.

1. A shiny big new red car is parked outside the building.
2. My son trained a fat little brown puppy.
3. He has a new apartment with a lot of storage space.
4. An interesting young English professor has joined our college.

5. The instructor was wearing well-polished Italian leather shoes.

Category	Sentence 1	Sentence 2	Sentence 3	Sentence 4	Sentence 5
Size	big				
Shape					
Condition					
Geographical	new				
Material					
Appearance	shiny				
Age					
Colour	red				
Origin					

Exercise 3

Change the names to pronouns

he

she

him

her

1. Divya will send a card to Rahul.
Divya will make samosa for Rahul.
2. Rahul will give a mobile phone to Divya.
Rahul is writing a love letter to Divya.
3. Divya will give a card to Rahul.
Rahul will also give a card to Divya.
4. Divya will give a gift to Rahul.
Divya will make Rahul a romantic dinner.
5. Rahul will send Divya some flowers.
Divya will buy a gold chain for Rahul.

Exercise 4

Encircle the active verbs in the following sentences.

1. She should remove the things from the table.

2. My mother asked me to make a cup of tea for her.
3. He returned from Canada last week.
4. The instructor inspires everybody to work.
5. The teacher explains everything very nicely.
6. The child sat in front of me.
7. I will consult a physician tomorrow.
8. We deposit money in the bank.

Exercise 5

Place the questions, 'how' to the verb used in the following sentences and write an adverb on your own.

1. She did the work _____
2. He spoke _____
3. Madhvi walks _____
4. The soldier fought _____
5. The arbitrator solved the issue _____
6. The frustrated businessman replied _____

Exercise 6

Fill in the blanks with suitable conjunctions :

1. I came here _____ you could give me an explanation.
2. Seema is very tall _____ her sister is very short.
3. I refuse to pay anything _____ you do the work properly.
4. Make sure you close all the windows _____ it starts to rain.
5. She's _____ a snobbish person _____ nobody likes to be with her.
6. _____ a university professor returns from an academic leave, he should be better qualified.

Exercise 7

Feel the situation and react naturally while filling in the interjections.

1. _____! That's amazing!
2. _____, Marry! Come here! I want to talk you.
3. _____! I dropped the curd.
4. _____, what a wonderful movie!

5. _____! Don't touch that!
6. _____! Don't leave me behind in this cave!

Exercise 8

Recognize the part of speech of underlined words.

1. I think I can do it. _____
2. Don't open the packet of sweets. _____
3. This is my only pen. _____
4. He was joking _____
5. That is his book _____
6. Can you speak English? _____

UNIT-2

NOUN

Structure

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Kinds of Noun
 - 2.2.1 Proper noun
 - 2.2.2 Common Noun
 - 2.2.3 Collective Noun
 - 2.2.4 Abstract Noun
 - 2.2.5 Concrete Noun
 - 2.2.6 Countable Noun
 - 2.2.7 Non-Countable Noun
- 2.3 Gender
- 2.4 Number
- 2.5 Noun-Case
 - 2.5.1 Nominative Case
 - 2.5.2 Objective Case (or Accusative Case)
 - 2.5.3 Possessive Case (Genitive Case)
 - 2.5.4 Dative Case
 - 2.5.5 Vocative Case
- 2.6 Practice Exercise

2.0 Objectives

In this unit we shall have a detailed study of noun, classification of noun and the types of noun. In the end there are exercises for your practice.

2.1 Introduction

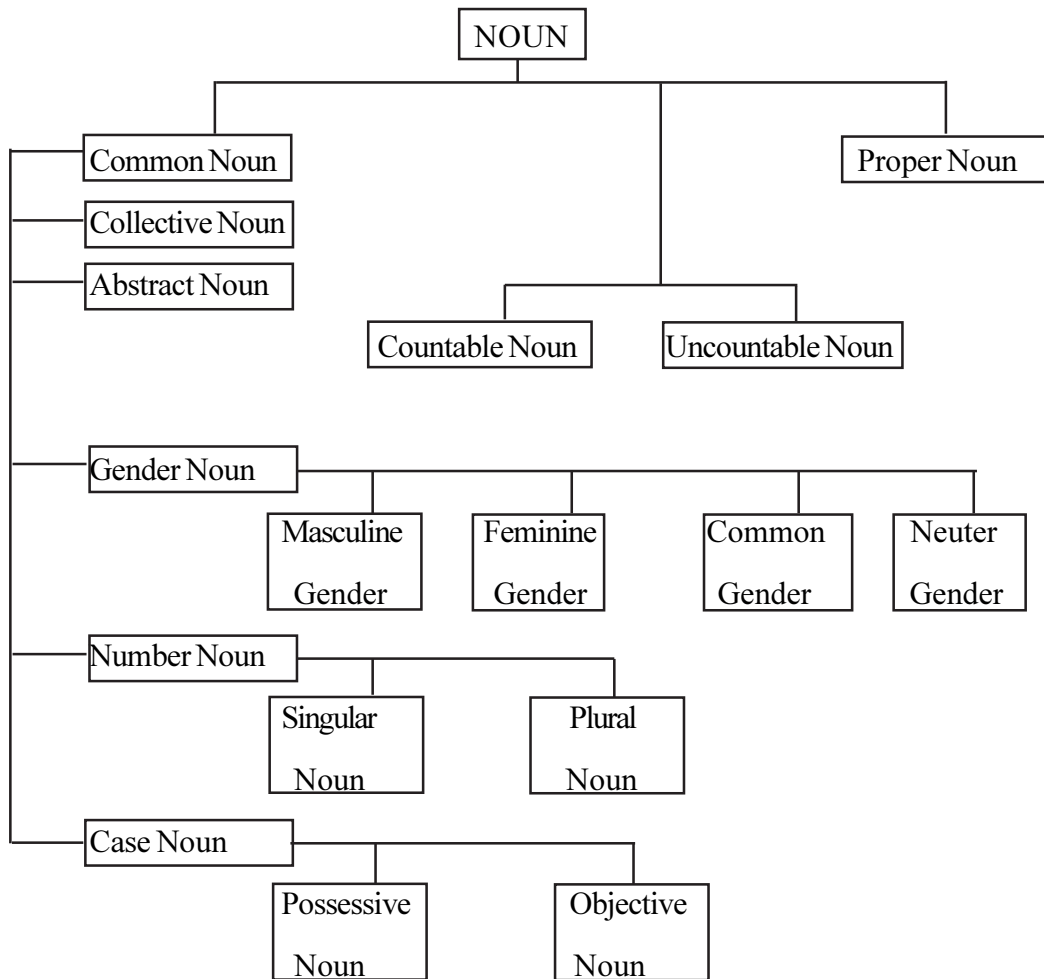
It is usually said that the purpose of a sentence is to provide information about a person, animal, place or thing.

Such a purpose also encompasses instructions to a person or an animal.

If we try to establish a relation between a sentence and a Noun, as a part of speech, we would

realize that a noun is a word or a phrase used in a sentence that refers to the name of the person, animal, place or thing.

The concept of Noun does not end with the story of the name of a person, animal, place or thing. It needs to be studied in conjunction with the concept of Number, Gender and Case.



There are different types of nouns. You must have seen, we capitalise some nouns, such as ‘India’ or ‘Ramesh’ and do not capitalise others, such as “‘bed’ or ‘tree’ (unless they appear at the beginning of a sentence).

In fact, grammarians have developed a whole series of noun types, including the proper noun, the common noun, the abstract noun, the concrete noun (not depicted in the table of classification), the countable noun (also called the count noun), the non-countable noun (also called the mass noun), and the collective noun.

You should note that a noun will have to be considered in various aspects and will belong to more than one type, it will be proper or common, abstract or concrete, and countable or non-countable or collective.

2.2 Kinds of Noun

All nouns can be classified into two major groups - Common Noun and Proper Noun.

Common noun is a name given to every person, place, animal or thing of the same type. Proper

noun is the name of a particular person, place, animal or thing.

Words like girl, boy, city, state are common nouns and names like Meena, Ramesh, Bilaspur and Chattisgarh are proper nouns.

2.2.1 Proper Noun

A Proper noun represents the name of a specific person, place, or thing. The names of days of the week, months, historical monuments, institutions, organisations, religions, their holy texts and their followers are proper nouns.

A proper noun is the specific name of a noun.

Ex- The underlined words are proper nouns.

1. Many people dread Monday mornings.
2. Diwali is celebrated in the month of October or November.
3. Mandira Bedi is a television anchor.
4. Jaipur is the capital of Rajasthan

2.2.2 Common Noun

A Common noun is a noun referring to a person, place, or thing in a general sense.

It is written with a capital letter only when a sentence begins with it.

A common noun is the class of a noun.

Ex- The underlined words are common nouns

1. Many workers are underpaid.
2. According to the sign, the nearest town is 60 kilometres away.
3. Boys are better exposed to the world than girls.
4. Women need to raise their voice against exploitation.

2.2.3 Collective Noun

Special names assigned to some special group of things when they are referred to as one in a collective way are called collective nouns. Collective nouns are the names given to a collection or a group of the same type or kind. Ex

1. Crowd-collection of people
2. Army-collection of soldiers
3. Team-collection of people working together for a common goal - e.g. cricket team.
4. Flock-collection of birds, sheep, or goats that travel, live, or feed together

5. Herd-collection of domestic animals like cattle.
6. Fleet-collection of ships, vehicles of a single owner
7. Family-collection of people related by birth, marriage or adoption
8. Nation-collection of people under a single government

2.2.4 Abstract Noun

An Abstract noun is the word used as the name of a quality, action or state when that quality, action or state is considered as an object. If a person's quality is the topic of discussion, and answers the question, 'what', then it is needless to say that it acts as a noun.

An Abstract noun is a noun which names anything which you can not perceive through your five physical senses, and is the opposite of a concrete noun. The underlined words in the following sentences are all abstract nouns.

1. Justice often seems to slip out of our grasp.
2. People like to talk about their childhood.

If the concept of quality is being talked about, then the examples of Abstract noun can be put as goodness, whiteness, honesty, bravery etc.

If the concept of action is being talked about then the examples can be put as movement, judgement, laughter, pleasure etc.

If the concept of state is being talked about then the examples can be put as childhood, youth, poverty, adolescence etc.

2.2.5 Concrete Noun

A Concrete noun is a noun which names anything (or anyone) that you can perceive through your physical senses like touch, sight, taste, hearing, or smell.

A concrete noun is the opposite of an abstract noun.

2.2.6 Countable Noun

A Countable noun (or count noun) is a noun with both a singular and a plural form, and it names anything (or anyone) that one can count. A countable noun can be made plural and can be attached to a plural verb in a sentence. Countable nouns are the opposite of non-countable nouns and collective nouns.

In each of the following sentences, the underlined words are countable nouns:

1. We painted the table red and the chairs blue.
2. Rajesh found six silver coins in the drawer.
3. The mango tree has many stooping branches.
4. The tape-recorder was black in colour.

2.2.7 Non-Countable Nouns

A non-countable noun (or mass noun) is a noun which does not have a plural form, and which refers to something that one would not usually count. A non-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of countable nouns.

The underlined words in the following sentences are non-countable nouns:

Oxygen is essential to human life.

The word 'oxygen' cannot normally be made plural.

Since 'oxygen' is a non-countable noun, it takes the singular verb 'is' rather than the plural verb 'are.'

The furniture is heaped in the middle of the room.

You cannot make the noun 'furniture' plural.

Since 'furniture' is a non-countable noun, it takes a singular verb, 'is heaped.'

Milk is more expensive than I thought. You cannot make the non-countable noun 'milk' plural.

Since 'milk' is a non-countable noun, it takes the singular verb form "is."

2.3 Gender

Many common nouns, like 'engineer' or 'teacher', can refer to men or women.

As per the traditional grammar many English nouns would change form, depending on their gender - for example, a man was called an 'author' while a woman was called an 'authoress' - but this use of gender-specific nouns is very rare today.

Those that are still used occasionally tend to refer to occupational categories, as in the following sentences.

1. Devanand was a very prominent early nineteenth century actor.
2. Meena Kumari was at the height of her career as an actress in the 1950s.
3. The manager was trying to write a 'Want' advertisement, but he couldn't decide whether to advertise for a 'waiter' or a 'waitress.'

The routine change in gender does take place according to the context of application.

Typically, nouns are said to be characterised into four classes of genders. Masculine Gender, Feminine Gender, Common Gender and Neuter Gender.

A noun is said to be in the masculine gender if it refers to a male character or member of a species. Man, lion, hero, boy, king, horse and actor are nouns of masculine gender.

A noun is said to be in the feminine gender if it refers to a female member of a species. Woman, lioness, heroine, girl, mare, niece, empress, cow and actress are few of the feminine-gender nouns that we use.

A noun is said to be in common gender if it refers to a member of species which can be a male or a female. Child, student, friend, applicant, candidate, servant, member, parliamentarian and leader are few of the common-gender nouns

A noun is said to be in the neuter gender if it refers to a member of a species which is neither a male nor a female. Normally nouns referring to lifeless objects are in neuter gender. Chair, table, tree, star, mountain, street, book, car, school, paper, pencil and computer are a few of the neuter nouns which we use regularly.

A list of the commonly used words with their gender equivalents is given for your ready reference.

MASCULINE	FEMINME
actor	actress
author	authoress
bachelor	spinster
boy	girl
boy scout	girl guide
bridegroom	bride
brother	sister
conductor	conductress
count	countess
dad	mum
daddy	mummy
duke	duchess
emperor	empress
father	mother
father-in-law	mother-in-law
fiance	fiancee
gentleman	lady
giant	giantess
god	goddess
governor	matron
grandfather	grandmother
headmaster	headmistress
heir	heiress

hero	heroine
host	hostess
hunter	huntress
husband	wife
king	queen
lad	lass
landlord	landlady
lord	lady
man	woman
manager	manageress;
manservant	maidservant
master	mistress
milkman	milkmaid
millionaire	millionairess
monitor	monitress
monk	nun
Mr	Mrs
murderer	murderess
Negro	Negress
nephew	niece
papa	mamma
poet	poetess
postman	post woman
postmaster	postmistress
priest	priestess
prince	princess
prophet	prophetess
proprietor	proprietress
shepherd	shepherdess
sir	madam

son	daughter
son-in-law	daughter-in-law
step-father	step-mother
step-son	step-daughter
steward	stewardess
tailor	tailoress
uncle	aunt
waiter	waitress
washer man	washerwoman
widower	widow
wizard	witch
bull	cow
bull-elephant	cow-elephant
dog	bitch
drone	bee
tiger	tigress
lion	lioness
peacock	peahen

2.4 Number

When we speak about one person and one thing, we use the noun in singular form.

Single means one.

Plural means many.

Examples-

- a. A man is smoking within the premises.
- b. A group of cows is called herd.
- c. Joy is what we want in our lives.
- d. Church is the place of worship for the Christians.
- e. This chair is made of plastic.

In these sentences, the nouns man, group, joy, church and chair are in singular forms.

Joy, run, wife, knife, army, hero, ox, life, loaf, baby, city and tooth are few singular-nouns which

we use.

We have seen the singular form of Noun-Number.

The Noun has various dimensions in its usages.

The same Noun can be used in different manner in different contexts.

Let us go to the next form of Noun-Number.

2. Plural

When we speak about more than one person or one thing, we use the noun in plural form.

Examples-

- a. Few men are standing in the room.
- b. The groups of cows, coming back to their sheds, are not white cows.
- c. These chairs are made of plastic.
- d. Children should be given proper guidance.
- e. Keep the knives in a safe place.

In these sentences, the words men, groups, chairs, Children and knives are plural nouns.

How to form plural from singular?

There are certain rules of spellings that need to be followed while writing the singular and plural number.

1. By suffixing an 's' to the singular - noun.

Examples

Joy-joys

Run-runs

Chair-chairs

Radio-radios

Face-faces

2. By suffixing 'es' to the singular - noun

Example

Glass-glasses

Bench-benches

Bush-bushes

Church-churches

3. By changing the last letter 'y' into ies.

If the singular ends with -y and the -y is not preceded by a vowel (or is not a proper name) the -y changes to -i and the plural is then-es.

Examples

Baby-babies

Lady-ladies

Story-stories

City-cities

Army-armies

4. By changing the inside vowel of the singular.

Examples

Man-men

Woman-women

Foot-feet

Tooth-teeth

Goose-geese

5. By suffixing 'en' to the singular

Examples

Ox-oxen

Child-children

6. By changing 'f' or 'fe' into 'ves'

The shelf towards the right is quite spacious.

There are eight shelves in the wardrobe.

Examples

Thief-thieves

Life-lives

Wife-wives

Calf-calves

The story does not end with the implementation of these rules, there are certain exceptions to the aforementioned rules.

Exceptions

Chief-chiefs

Roof-roofs

Gulf-gulfs

Safe-safes

Proof-proofs

Hoof-hoofs

7. Singular-nouns from foreign languages retain their original plural.

Examples:

Erratum-errata

Index-indices

Radius-radii

Formula-formulae (or formulas)

Axis-axes

Basis-bases

Criterion-criteria

Memorandum-memoranda

Terminus-termini (or terminuses)

Hypothesis-hypotheses

Parenthesis-parentheses

8. By suffixing 's' to the main word in a compound word.

Examples:

Commander-in-chief- commanders-in-chief

Son-in-law- sons-in-law

Step-son- step-sons

Maid-servant- maid-servants

Passer-by- passers-by

Man-servant- man-servants

9. Special cases.

- a. A few nouns which end in 's' are used in singular form.

Examples:

News, Mathematics, Physics, politics, innings etc...

- b. A few collective nouns, though they are in singular forms, are used in plural forms.

Examples:

Poultry, Cattle, People, gentry etc...

- c. A few nouns have the same forms both in singular and plural forms.

Examples:

Sheep, deer, swine, etc...

- d. A few nouns are used only in the plural forms.

Examples:

Trousers, scissors, spectacles, drawers, thanks, billiards, draughts, annals, tidings etc

- e. A few nouns have two different forms in plural. But the two forms have different meanings.

Examples:

Brother- Brothers (sons of same parents) Brethren (members of a society)

Cloth- Cloths (pieces of cloth) Clothes (items of cloth)

Fish- Fish (more than one of same variety) Fishes (of different varieties)

Genius- Geniuses (persons of great talent) Genii (spirits)

Index- Indexes (tables of contents) Indices (signs used in algebra)

10. A few nouns have different meanings in the singular and in the plural:

Examples:

Advice (counsel)- advices (information)

Air (atmosphere)- airs (artificial manners)

Good (morally correct)- goods (merchandise)

Force (strength)- forces (troops)

Physic (medicine)- physics (a branch of science)

Wood (portion of tree)- woods (forest)

11. A few nouns have one meaning in singular but two or more meanings in plural.

Examples:

Custom (habit)- customs (habits & taxes collected on imports)

Quarter (one fourth & a direction)- quarters (fourth parts, living places & directions)

Effect (result)- effects (results & property)

12. Letters, numbers and other symbols form their plural by adding an apostrophe and s.

Examples:

Write your p's and I's clearly.

Add two 8's and six 4's.

Something which needs to be kept in mind is that with a singular count noun the singular form of the verb is used and with the plural noun, the plural form of verb is used.

The majority of nouns in English spell their plural by simply adding a final-s. Nouns that are non count or abstract (e.g., cheese, sugar, honesty, intelligence) generally take a singular verb, but in some instances can be plural, in which case they follow the rules for plural based on their spelling. Also, there are some categories of words which are only plural, even though their spelling does not reflect this.

The changes in Noun in number put until now can also be studied in a technical manner in the context of specific ending and the rules of change.

Variations of the final -s rule-

Nouns that end with -s, -z, -x, -sh, -ch

Add -es

glass/glasses, buzz/buzzes, box/boxes, bush/bushes, switch/switches

- Nouns that end in -o

Add -es

potato/potatoes, echo/echoes, hero/heroes

exceptions: studio/studios, piano/pianos, kangaroo/kangaroos, zoo/zoos

either: buffalo/buffalo(e)s, cargo/cargo(e)s, motto/motto(e)s, volcano/volcano(e)s

- Nouns that end in a consonant + -y

Change -y to i and add -es

baby/babies, spy/spies, poppy/poppies

- Nouns that end in -f, or -fe

Change the -f to -v and add -es

shelf/shelves, wolf/wolves, knife/knives, wife/wives

Nouns adopted from other languages:

- Singular ends in -is

Plural ends in -es

analysis/analyses, basis/bases

- Singular ends in -um
Plural ends in -a
datum/data, curriculum/curricula
- Singular ends in -on
Plural ends in -a
criterion/criteria, phenomenon/phenomena
- Singular ends in -a
Plural ends in -ae
formula/formulae, antenna/antennae
- Singular ends in -ex or -ix
Plural ends in -ices
appendix/appendices, index/indices
- Singular ends in -us
Plural ends in -i
focus/foci, stimulus/stimuli
- Singular ends in -us
Plural ends in -a
corpus/corpora, genus/genera
- Singular ends in -eau
Plural ends in -eaux
bureau/bureaux, beau/beaux
Nouns that have only a plural form and so take a plural verb
- Things that come in pairs
Tools: glasses, scissors, binoculars, forceps, tongs, tweezers
Clothes: jeans, pants, pajamas, shorts, trousers
- Nouns that end in -s but have no singular (aggregate nouns)
accommodations, amends, archives, arms (weapons), bowels, intestines, brains (intellect), clothes, communications, congratulations, contents, stairs, thanks, goods
- Nouns that are plural but do not end in -s
people, police, cattle, people

2.5 Noun- Case

NOUN-CASE is another aspect of Noun. The CASE of a noun tells us about the position of that noun in a sentence. Theoretically, there are five cases in English but functionally three cases are of frequent use.

2.5.1 Nominative Case

A noun is said to be in the Nominative case if it is the subject of a verb. (SUBJECT is the person or the thing who or which carries out the action of the verb in the sentence)

Example

- Mr. Ram is an intelligent boy. Mr. Ram is a proper noun in Nominative case.
- The painter paints the portraits. The painter is a common noun in Nominative case.
- I am buying vegetables for my family. "I" is a pronoun in Nominative case.

These examples carry another term 'pronoun' which is a word used to represent a noun.

For example

I, We, You, He, She, it and they are the seven pronouns in the nominative case.

There are only seven pronouns.

Only other variations of these seven pronouns are there.

Those variations can be used in place of the nouns.

2.5.2 Objective Case (or Accusative Case)

Nouns or pronouns are said to be in Objective cases if they are the direct objects of verbs or if they are the objects of preposition. (Direct object is the person or the thing upon whom or upon which the action of the verb is carried out).

Just remember the concept of receiving and the concept of object. Examples

- I met your sister.
'Your sister' is in objective case.
- The vendors sell mangoes.
'Mangoes' is in objective case.
- The book is on the table.
'Table' is in objective case. It is object of the preposition 'on'.
- This is one of my policies.
'Policies' is in objective case. It is object of the preposition 'of'.

2.5.3 Possessive Case (Genitive case)

A noun is said to be in possessive case, if it denotes possession or ownership. A noun or pronoun in the possessive case is governed by the noun that follows it.

Examples-

- She is my sister.
'My' is in possessive case.
- It is our idea.
'Our' is in possessive case.
- Atul's sister has been hospitalized.
'Atul's' is in possessive case.

The next one in the Noun-cases is-

2.5.4 Dative Case

A noun is said to be in dative case if it is the Indirect object of the verb. (Indirect object of the verb is the noun for whom or for which the action of the verb is carried out). There should be no preposition before the indirect object because in that case it will be the object of that preposition.

Examples-

- The teacher gave the students few exercises.
'Students' is in dative case. It is the indirect object of the verb 'give'.
- The Postman brought me a letter.
'Me' is in dative case.
- Get him a pen.
'Him' is in dative case.

2.5.5 Vocative Case

A noun or a pronoun is said to be in Vocative case if it is used to call (or to get the attention of) a person or persons. Examples

- Mr. Sharma, students are waiting for you in the main hall.
Mr. Sharma is in vocative case.
- You there, stand up.
'You' is in vocative case.
- Brother, a letter for you.

‘Brother’ is in vocative case.

- Chairman, all the letters were posted two days ago.

‘Chairman’ is in vocative case.

The nouns do not change their forms in the Nominative and Objective cases. But a few pronouns change their forms between Nominative and Objective cases.

	Nominative case _____	Objective case _____	Possessive case _____
1.	I _____	me _____	my _____
2.	We _____	us _____	our _____
3.	You _____	you _____	your _____
4.	He _____	him _____	his _____
5.	She _____	her _____	her _____
6.	It _____	it _____	its _____
7.	They _____	them _____	their _____

2.6 Practice Exercises

Exercise 1

Point out the nouns in the following sentences and say whether they are common, proper, collective or abstract :

1. The crowd was very big.
2. Always speak the truth.
3. We all love honesty.
4. Our class consists of twenty pupils.
5. The elephant has great strength.
6. Solomon was famous for his wisdom.
7. Cleanliness is next to godliness.
8. We saw a fleet of ships in the harbour.
9. The class is studying grammar.
10. The Godavari overflows its banks every year.
11. A committee of five was appointed.
12. Jawahar Lal Nehru was the first Prime Minister of India.
13. The soldiers were rewarded for their bravery.

14. Without health there is no happiness.
15. He gave me a bunch of grapes.

Exercise 2

Test yourself by filling the plurals of the following nouns.

1.	calf	
2.	half	
3.	hoof	
4.	knife	
5.	leaf	
6.	life	
7.	scarf	
8.	self	
9.	shelf	
10.	thief	
11.	wife	
12.	wolf	
13.	passerby	
14.	cattle	
15.	mouse	
16.	piano	
17.	son-in-law	
18.	index	
19.	spectacle	
20.	chief	

Exercises 3

Fill in each blank with one of the two words given in brackets :

1. The crowd _____ (was, were) waiting for the king.
2. The people in the crowd _____ (was, were) pushing one another.
3. There _____ (is, are) a class of students here.
4. This flock of birds _____ (is, are) always seen in the morning.

5. The family _____ (has, have) left the house.
6. All the members of the family _____ (has, have) left.
7. There _____ (is, are) a herd of cattle in the field.
8. The committee _____ (is, are) divided in its opinion.
9. The members of the committee _____ (is, are) quarrelling among themselves.
10. A large number of people _____ (was, were) waiting for the Prime Minister.

Exercise 4

Rewrite the following sentences changing the Masculine Nouns to the Feminine :

1. The tiger sprang at the throat of the hunter.
 2. That widower is the father of six sons.
 3. The hero is a poet, prophet, and priest.
 4. The prince punished the actor who was a traitor.
 5. His nephews and brothers came to see him.
 6. The prince took pity on the poor man. He brought him to his palace.
 7. The lion carried away the son of a washer man.
 8. The king gave the wizard a prize.
 9. The bridegroom was an old man riding a white horse.
 10. The king gave the shepherd a prize because he had saved the life of his son.
-

UNIT-3

PRONOUN

Structure

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Kinds of Pronouns
 - 3.2.1 Personal Pronoun
 - 3.2.2 Reflexive Pronoun
 - 3.2.3 Emphatic Pronoun
 - 3.2.4 Demonstrative Pronoun
 - 3.2.5 Indefinite Pronoun
 - 3.2.6 Interrogative Pronoun
 - 3.2.7 Distributive Pronoun
 - 3.2.8 Reciprocal Pronoun
 - 3.2.9 Relative Pronoun
 - 3.2.10 Relative Compound Pronoun
 - 3.2.11 Possessive Pronoun
- 3.3 Practice Exercise

3.0 Objectives

In this unit we shall have a detailed study of pronouns, kinds of pronouns and types of pronouns. In the end we have practice exercise.

3.1 Introduction

Pronoun :

A word used in place of nouns is known as a Pronoun.

Ex : I, We, you, he, she, it, they

3.2 Kinds of Pronouns

Pronouns are divided into eleven kinds :

1. Personal Pronoun
2. Reflexive Pronoun

3. Emphatic Pronoun
4. Demonstrative Pronoun
5. Indefinite Pronoun
6. Interrogative Pronoun
7. Distributive Pronoun
8. Reciprocal Pronoun
9. Relative Pronoun
10. Relative Compound Pronoun

3.2.1 Personal Pronoun

A Pronoun used for three persons is known as Personal Pronoun.

- a. First person : A Pronoun used for the person speaking is known as the first person. E.g. I, we ,us
- b. Second person : A Pronoun used for the person spoken to is known as the second person. E.g. you
- c. Third person : A Pronoun used for the person spoken of is known as the third person. E.g. he, she, him, her etc.

(a) : First Person

I is used for first person Singular both for Masculine and Feminine Gender.

E.g. : *I* am a teacher

We : *We* is used for first person Singular both for Masculine and Feminine Gender.

E.g. *We* are Indians.

Me and Us : *Me* and *us* are used in the objective case for first person for Singular and Plural for Masculine and Feminine Gender.

E.g. She told *me* a story.

He gave *me* a book.

They taught *us* music.

(b) Second Person

You : *You* is used in the second person for Singular and Plural both for Masculine and Feminine Gender.

E.g. You are not going for the picnic.

(c) Third Person

He and Him : *He* is used for Masculine Gender in third person, singular in subjective case and

him is used in the objective case.

E.g. *He* is waiting for you.

She wants to marry *him*.

She and Her : *She* is used in the third person Singular form , feminine gender in subjective case and *her* is used in the objective case.

E.g. : *She* was staying at her aunt's house.

I wrote a letter to *her*.

They and Them : *They* is used for third person Plural for all Genders in the Subjective case and *them* is used in the Objective case.

E.g. : *They* are working in a factory.

I told *them* my name.

Please show *it* to me.

3.2.2 Reflexive Pronoun

A Pronoun used with 'self' or 'selves' to reflect the action of the verb on the subject is known as a Reflexive Pronoun.

E.g. : myself, yourself, yourselves, ourselves, himself, herself, itself, themselves

My + self Myself

Your + self Yourself

Your + selves Yourselves

Our + selves Ourselves

Him + self Himself

E.g. : I saw *myself* in the mirror.

We hurt *ourselves*.

3.2.3 Emphatic Pronoun

A Pronoun used for the sake of emphasis is known as Emphatic Pronoun.

E.g. : Myself, himself, yourself, herself, yourselves, itself, ourselves, themselves

You *yourself* can explain it to me.

3.2.4 Demonstrative Pronoun

A Pronoun used to point out the person or thing we talk about is known as a Demonstrative Pronoun.

E.g. This is my friend's house.

Note : These words may be used as Adjectives with Nouns and they are known as Demonstrative Adjectives.

E.g. *This* house is mine.

3.2.5 Indefinite Pronoun

A Pronoun used to talk about a person or thing indefinitely is known as Indefinite Pronoun.

E.g. one, something, anybody, someone, none, somebody, everybody, anyone, nobody, all others, nothing, few, both, everyone, some, many, several, every, other, any, no other, no

(a) **One** : It is used in the third person with a Singular Verb.

E.g. : *One* has to be careful about ones [not his] health.

One of my sisters is [not are] very beautiful.

(b) **None** : It means not one. It may be used with a Singular or Plural Verb but Singular is commoner.

E.g. *None* of my parents is [or are] educated.

None of my sisters is [or are] beautiful.

(c) **Nobody** : It means not one and it is used with a Singular Verb.

E.g. *Nobody* helped me.

Nobody can be perfect in anything.

(d) **Nothing** : It means not anything and it is used with a Singular Verb.

E.g. *Nothing* is so sweet as honey.

Nothing has been written about his early life.

Nothing can be achieved without a strong desire.

(e) **No one**: It means not a single person and it is used with a Singular Verb.

E.g. *No one* is ready to help me.

No one can live without money.

3.2.6 Interrogative Pronoun

A Pronoun used to make a question is known as an Interrogative Pronoun.

E.g. Who, whose, which, whom, what

(a) **Who** : It is used only for persons in subjective case.

E.g. *Who* was the first Prime Minister of India?

- (b) **Whom** : It is used for persons in the objective case.
E.g. *Whom* do you want to see?
- (c) **Whose** : It is used in the possessive case.
E.g. *Whose* handwriting is this?
- (d) **Which** : It is used in the possessive case.
E.g. *Which* is the tallest building in America?
- (e) **What** : It is used for things.
E.g. *What* can I give you?
- (f) **What are you and who are you**: ‘What are you’ refers to your profession and ‘who are you’ refers to your name and other particulars.
E.g. *What* is she? She is a teacher.
- (g) **What + be + like** : It is used to make a request for a description.
E.g. *What* is she like? She is clever and beautiful with pleasant manners.
- (h) **What does he/she/it look like** : It is used to talk about physical appearance.
E.g. *What* does the sky look like? It looks like dark and cloudy.
- (i) **What + for** : It is used in the sense of why.
E.g. *What* are you doing if for? [It means: why are you doing it?]
Sometimes ‘ever’ is used with Interrogative Pronoun to express surprise, astonishment, anger, irritation and dismay.
E.g. : *Whoever* told you that? (worry)
Whoever spoiled my papers? (irritation)

Note : This type of questions always expresses disapproval on the part of the speaker.

3.2.7 Distributive Pronoun

A Pronoun used to talk about each and every person separately is known as a Distributive Pronoun.

E.g. each, either, none, both, everyone, every neither, any, one everybody, everything.

- (a) **Each** : Each refers to every one of a number of persons or things taken separately. Each means each without exception. Each is used in speaking about two or more things and it is used to pay attention to the individuals forming a group. Each is used if the number in the group is limited and definite.
E.g. *Each* (one) of these boys is brave.
- (b) **Everybody** : It is used with a Singular Verb.

E.g. *Everybody* is interested in his own welfare.

- (c) **Everyone:** It is used with a Singular Verb.

E.g. *Everyone* in the theatre clapped with joy.

- (d) **Everything:** It is used with a Singular Verb.

E.g. She lost *everything* in life.

- (e) **Either:** Either means the one or the other of the two and it is used only in speaking about two persons or things.

E.g. Either of these two brothers is a thief.

- (f) **Neither:** Neither means not the one or the other of the two and it is the negative of the either. It is used to talk about only two persons or things.

E.g. *Neither* of the two brothers passed the exam.

- (g) **None:** It is used with a Singular Verb to talk about more than two persons or things.

E.g. *None* of the girls is married.

None of my stories was (or were) published.

Note : Technically speaking, the word none is used with a Plural Verb but a Singular Verb is preferable. It doesn't matter whether the verb is Singular or Plural but the sentence must be consistent.

- (h) **Any :** It is used to talk about more than two persons or things.

E.g. *Any* (one) of the books will tell you about India.

Any (one) of my sisters will marry you.

3.2.8 Reciprocal Pronoun

A Pronoun used to talk about mutual relationship is known as a Reciprocal Pronoun.

E.g. each other, one another

- (a) **Each other :** It is used to talk about two persons.

E.g. The two sisters loved each other.

- (b) **One another :** It is used to talk about more than two persons or things.

E.g. All the brothers in my uncle's family quarreled with *one another*.

They cheated *one another*.

3.2.9 RELATIVE PRONOUN

A Pronoun used to combine or relate sentences or clauses together is known as a Relative Pronoun.

E.g. Who, which, as, whom, what, but, whose, that

- (a) **Who** : It is used as a subject for persons.

E.g. The man *who* cheated you is my brother.

The girl *who* talked to you at the theatre is my sister.

- (b) **Whom** : It is used for persons as an object.

E.g. The girl *whom* you wanted to marry is a teacher in a convent school.

The woman *whom* you met in the church is my mother.

- (c) **Whose** : It is used for the persons in the possessive case.

E.g. The girl *whose* father died in a accident wanted to marry me.

- (d) **Which** : It is used for things both as subject and object.

E.g. The poems *which* I wrote were praised by all.

The speech *which* I heard at the meeting influenced me much.

- (e) **What** : It is used only for things when these is no antecedent in the sentence.

E.g. *What* he told us is not true.

What I liked in Gandhi is his simplicity.

What cannot be cured must be endured.

3.2.10 Relative Compound Pronoun

A Pronoun which is compounded with the word 'ever' is known as a Relative Compound Pronoun.

E.g. Whoever, whenever, whichever, wherever, whatever, however.

- (a) **Whoever** : It means no matter who the person is.

E.g. *Whoever* comes, tell him to wait at the gate.

Whoever speaks the best wins the first prize

- (b) **Whichever** : It means no matter which it is.

E.g. I shall give you *whichever* you like.

I have no objection to eat *whichever* you give me.

- (c) **Whatever** : It means no matter what it is.

E.g. I don't want to hear *whatever* explanation you give me.

I want my money back *whatever* problems you have.

- (d) **Whenever** : It means no matter when it is.

E.g. *Whenever* I go to Delhi, I never forget to meet my friend.

Whenever I see Medhavi, I feel very happy.

(e) **Wherever** : It means no matter where it is.

E.g. I shall never forget you *wherever* I go.

He inspires everybody *wherever* he works.

3.2.11 Possessive Pronoun

A Pronoun used to express possession or ownership is known as a possessive Pronoun.

E.g. mine, his, theirs, ours, yours, hers, its.

Note : my, our, your, his, her, its, theirs are used before nouns, so, they are Possessive Adjectives and mine, ours, his, yours, its, hers, theirs are used after nouns so they are Possessive Pronouns.

Possessive Adjectives

Possessive Pronouns

This is *my* book.

This book is *mine*.

This is *our* garden

This garden is *ours*.

The Pronoun 'It' and Its Usage

1. 'It' is used to talk about things and animals.

E.g. I have a cat. *It* is very beautiful.

My uncle presented me a watch. *It* was made in India.

2. 'It' is used for young children whose sex cannot be determined.

E.g. A child cries when *it* gets hungry.

My sister's baby is very clever. *It* recognizes its mother.

3. 'It' is sometimes used to lay stress or emphasis.

E.g. It was Vivekananda who attended the Congress of World Religions at Chicago.

It was Mother Teresa who got the Nobel peace prize.

The above sentences may be rewritten as:

Vivekanand attended the congress of World Religions at Chicago.

Mother Teresa got the Nobel peace prize.

4. 'It' is used to talk about time, distance, weather, temperature.

E.g. *It* is raining today.

It was hot yesterday.

It was noisy in the room.

5. 'It' is used to refer to previous statement.

E.g. He loved her. She knew *it*.

He cheated us. He admitted *it*.

6. 'It' is used as preparatory subject when 'to' Infinitive is the subject of a Verb. This type of structure is commonly used to express various conceptions such as importance, difficulty, possibility, usefulness, frequency, time, mental reactions, truth, convenience and appearance.

E.g. *It* is a pleasure to talk to you.

It is difficult to find out your house.

Note : It is not possible to write the following sentences like this :

E.g. That she has left her husband is strange.

That he will win in the elections is certain.

But the above sentences must be re-written like this :

It is strange that she has left her husband.

It is certain that he will win in the election.

In the same way, it is wrong to write or speak like this :

To speak in English is easy.

To write a story is difficult.

But we must say :

It is easy to speak in English.

It is difficult to write a story.

7. 'It' may also be used as a Preparatory Object.

E.g. I feel it unnecessary to go there.

I thought it foolish to think about her.

8. 'It' may also be used in other Noun Clauses.

E.g. It doesn't surprise *whether he passed*.

It doesn't matter *whether she will marry me*.

It is surprising *that she hated him*.

9. 'It' is used as Preparatory Subject with Gerund.

E.g. It is very nice *flying* kites in the sky.

It is crazy *watching* a cricket match.

10. 'It' is used to write sentences with 'as if' and 'as though'.
 E.g. *It seems as if she were going to marry him.*
It looks as if Padmaja were alive now.
It appears as though she were talking to me.
11. 'It' is used with sentences beginning with 'it is time + Subject + Past'.
 E.g. *It is high time the Government took some action.*
It is high time he realized his mistake.
12. 'It' is used in the structure 'for + Object + Infinitive'.
 E.g. *It was difficult for him to talk to his brother.*
It is painful for me to think about Padmaja's death.
13. 'It' is used in the structure 'it + be + Adjective + of + Noun/Pronoun + to Infinitive'.
 Ex : *It is very kind of you to help me.*
It is very clever of you to answer the questions.

3.3 Practice Exercise

1. Correct the following sentences :

1. Reema and Rajni have lost her box.
2. Every one of the writers read their own novels.
3. The soldiers expressed its dissatisfaction at the generals' decision.
4. It is him who is responsible for this.
5. The committee is one in their decision on the matter.
6. Each girl and boy brought their own equipment.
7. They have stopped his work.
8. The students sent his mother to the meeting.
9. Kumari and Manisha thought of her marriage.
10. The government is divided in its views on the problem.

2. Complete the sentences by filling the blanks with appropriate pronouns:

1. He is a man _____ I admire.
2. She hurt _____ with a knife.
3. _____ was you who came late yesterday.
4. He has a pet dog and _____ adores _____

5. _____ is a good movie.
6. _____ can equal him in management skills.
7. I called the person _____ wallet was lying on the road.
8. The red flowers _____ you saw in the vase were from my garden.
9. Those books were _____ and these are _____
10. The girl _____ won the race is my daughter.

UNIT-4

VERBS

Structure

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Transitive and Intransitive verbs
- 4.3 Verb of Incomplete Predication Sentences
- 4.4 Practice Exercise

4.0 Objectives

In this unit we shall study about verb, transitive & intransitive verb, finite - non finite verb and verbs of incomplete predication. We also give you some exercises for your practice.

4.1 Introduction

A verb is a word that *tells* or *asserts* something about a person or thing.

A Verb may tell us

1. What a person or thing *does*; as,

Hari laughs. The clock strikes.

2. What is done to a person or thing; as,

Hari is scolded The window is broken

3. What a person or thing is; as,

The cat is dead. Glass is brittle. I feel sorry.

A verb often consists of more than one word; as,

The girls were singing.

I have learnt my lesson.

The watch has been found.

4.2 Transitive and Intransitive Verbs

Read these sentences :

1. The boy kicks the football.
2. The boy laughs loudly.

In sentence 1, the action denoted by the verb 'kicks' passes over from the doer or subject 'boy'

to some object 'football.' The verb kicks is, therefore, called a **Transitive Verb**.

In sentence 2, the action denoted by the verb 'laughs' stops with the doer or subject boy and does not pass over to an object. The verb 'laughs' is, therefore, called an **intransitive**.

A **Transitive Verb** is a Verb that denotes an action which passes over from the doer or subject to an object.

An **Intransitive Verb** is a Verb that denotes an action which does not pass over to an object, or which expresses a state or being.

He ran a long distance (Action)

The baby sleeps. (State)

There is a flaw in this diamond. (Being)

Most Transitive Verbs take a single object. But such Transitive Verbs as give, ask, offer, promise, tell, etc. take two objects after them - an Indirect Object which denotes the person to whom something is given or for whom something is done, and a Direct Object which is usually the name of some thing as.

His father gave him (Indirect) a watch (Direct).

He told me (Indirect) a secret (Direct).

Usually the Indirect Object, if it is short, comes before the Direct Object as shown in the Table below:-

No.	Subject + Verb	Indirect Object	Direct Object
1.	He gave	me	an apple.
2.	He taught	his sons	English.
3.	The teacher told	us	a story.
4.	The Principal promised	us	a holiday.
5.	He offered	me	some money.
6.	Will you buy	me	a few apples?
7.	Can you spare	me	a few minutes?
8.	You should buy	yourself	a new hat.
9.	Will you make	me	a cup of tea?
10.	Can you get	me	a dozen eggs?

These sentences can be rewritten with Direct Object first, followed by a Preposition *to* or *for* and the Indirect Object.

No.	Subject+Verb	Direct Object	Preposition	Direct Object
1.	He gave	an apple	to	me.
2.	He taught	English	to	his sons.
3.	The teacher told	a story	to	us.
4.	The Principal promised	a holiday	to	us.
5.	He offered	some money	to	me.
6.	Will you buy	a few apples	for	me?
7.	Can you spare	a few minutes	for	me?
8.	You should buy	a new hat	for	yourself?
9.	Will you make	a cup of tea	for	me?
10.	Can you get	a dozen eggs	for	me?

There are some Verbs which, without any change of form, can be Transitive or Intransitive according to the sense; as,

Transitive

He *walks* his horse every day.

The horse *drew* the cart.

The driver *stopped* the train.

He *flew* his kite every day.

The chaprasi *rang* the bell.

He *moves* the table.

Intransitive

The horse *walks*.

He *drew* near me.

The train *stopped* suddenly.

The boy's *floated*.

The bell *rang*.

The earth *moves*.

In Intransitive Verb *may* become Transitive when combined with a Preposition; as,

They *laughed at* her.

He *looked into* the matter.

No one *relies on* her word.

We *talked about* the affair.

He *looked at* the sun.

He *carried out* my orders.

Some *Intransitive Verbs* take after them an Object similar in meaning to the Verb. Such an Object is called a **Cognate Object**.

He *lived* a virtuous *life*.

He *died* a glorious *death*.

They *fought* a brave *fight*.

She *laughed* a hearty *laugh*.

The boys *ran* a *race*.

Sita *sang* a sweet *song*.

Some Transitive Verbs can be used Intransitively; as,

Transitive

He *eats* bread.

The girl *broke* the glass.

He *burnt* his hands.

The wind *shook* the house.

They *opened* the door.

Intransitive

We *eat* to live.

The glass *broke*.

He *burnt* with range.

The earth *shook*.

The door soon *opened*.

4.3 Verb of Incomplete Predication Sentences

Read the following :

1. The baby sleeps.
2. The baby seems happy.

The verbs in both these sentences are Intransitive.

But when I say ‘The baby sleeps’ I do make complete sense.

On the other hand if I say ‘The baby seem’ I do not make complete sense.

The Intransitive Verb ‘seems’ requires a word (e.g., happy) to make the sense complete. Such a verb is called a Verb of Incomplete Predication.

The word happy, which is required to make the sense complete, is called the complement of the verb or the Completion of the Predicate.

Verbs of Incomplete Predication usually express the idea of being, becoming, seeming, appearing. The complement usually consists of a Noun (called a Predicative noun) or an Adjective (called a Predicative Adjective). When the Complement describes the Subject, as in the following sentences, it is called a **Subjective Complement**.

1. Tabby is a *cat*.
2. The earth is *round*.
3. John became a *solider*.
4. Mr. Mehta became *mayor*.
5. The man seems *tired*.

Certain Transitive Verbs require, besides an Object, a Complement to complete their predication; as,

1. The boys made Rama *captain*.
2. His parents named him *Hari*.

3. This made him *vain*.
4. The jury found him *guilty*.
5. Rama called his cousin a *liar*.

Here, in each case, the Complement describes the Object, and is, therefore, called an **objective complement**.

4.6 Practice Exercises

Exercise 1

Re-write the following sentences using the infinitive

1. He gave me a book.
2. He asked me a question.
3. She told me a secret.
4. He charged me five ruppies.
5. Father promised us a radio set.
6. He offered me no advice.
7. The guide showed us the way.
8. He lent me ten ruppies.
9. The farmer sold me a horse.
10. He refused me the loan of a book.
11. He taught me Sanskrit.
12. Will you buy me some mangoes?
13. Can you spare me a few minutes?
14. You should buy yourself new shoes.
15. Will you make me a cup of tea?
16. Can you get me a dozen peas?

Exercise 2

Rewrite each of the above sentences using the Direct Object first, followed by the Indirect Object.

Exercise 3

Name the verbs in the following sentences, and tell in each case whether the verb is Transitive or Intransitive.

1. The sun shines brightly.
2. The boy cut his hand with a knife.

3. The clock stopped this morning.
4. The policeman blew his whistle.
5. The sun rises in the east.
6. An old beggar stood by the gate.
7. The clock ticks all day long.
8. I looked down from my window.
9. Put away your books.
10. The moon rose early.
11. The cat sleeps on the rug.
12. Cocks crow in the morning.
13. Your book lies on the table.
14. The fire burns dimly.
15. Time changes all things.

Exercise 4

Say whether the verbs in the following sentences are Transitive or Intransitive, name the Object of each Transitive verb and the complement of each verb of incomplete predication :

1. The hungry lion roars.
2. The report proved false.
3. The boys stood on the burning deck
4. The child had fallen sick.
5. The ass continued braying.
6. The wind is cold.
7. The results are out.
8. He tried again and again.
9. We see with our eyes.
10. The child fell asleep.

Exercise 5

Pci out the Subjective and Objective Complements in each of the following sentences:-

1. Time is money.
2. He became a great soldier.
3. She looked miserable.

4. He father has fallen ill.
 5. They became poor.
 6. We grew rich.
 7. You will be an officer.
 8. She seems very delicate.
 9. He is called an inpector.
 10. He appears cheerful.
 11. He was appointed Governor.
 12. Teh earth is round.
 13. Honey tastes sweet.
 14. The sky grew dark.
 15. They made him king.
-

UNIT-5

ADJECTIVE

Structure

- 5.0 Objectives
- 5.1 Introduction
- 5.2 Kinds of Adjectives
- 5.3 Comparison of Adjectives
- 5.4 Correct Use of Some Adjectives
- 5.5 Practices Exercise

5.0 Objectives

In this unit we shall have a detailed study of adjective, uses of adjectives, types of adjectives and degrees of comparison. In the end we give you some practice exercises.

5.1 Introduction

Adjective is a word used to express the quality, quantity, number and to point out the person or thing. It is also a word that (i) describes a noun in some way and (ii) is generally placed to the immediate left of a noun.

Adjectives add colour to the nouns and in fact language. A noun becomes clearer with the support of adjective. They add something to the meaning of the noun therefore they qualify nouns e.g.:

- (1) Raj is smart.
- (2) Reema is small.
- (3) Raman is a smart boy.
- (4) Somya is a small girl.

In sentence (1) and (2) the adjectives 'smart' and 'small' are used to qualify the nouns indirectly therefore it is said that the adjectives are used *predicatively*. Such adjectives are placed after a verb. While in sentence (3) and (4) the adjectives 'smart' and 'small' are used to qualify a noun directly as are placed before a noun as 'smart boy' and 'small girl'. Such adjectives are said to be used *attributively*.

Two uses of Adjectives

(1) Attributive use

E.g. : a *beautiful* flower, an *honest* student, a *foolish* man, a *large* building

(2) Predicative use

He is *honest*, She is *industrious*, She is *brave*, He is *alive*

5.2 Kinds of Adjectives

Adjective are divided into ten types namely :

1. Adjectives of Quality
2. Adjectives of Quantity
3. Adjectives of Number
4. Demonstrative Adjective
5. Distributive Adjective
6. Interrogative Adjective
7. Possessive Adjective
8. Emphasising Adjective
9. Exclamatory Adjective
10. Proper Adjective

Adjective of Quality

These are words that talk about the quality of person or thing.

E.g. : wealthy, regional, fundamental, etc.

Adjective of Quantity

These are words that talk about the quantity of things.

E.g. : little, much, enough, whole.

Demonstrative Adjective

These are words that point out which person or things we speak about.

E.g. : This, that, those, these, such.

Distributive Adjectives

These are words that are used to refer to each and every person or thing separately.

E.g. : Each, every, neither, any, both.

Interrogative Adjectives

These are words that are used to ask a question.

E.g. : What, which whose.

Possessive Adjectives

These are words that talk about ownership or possession.

E.g. : my, your, our, his, her, their, one's

Emphasizing Adjectives

These are words that are used to emphasize a noun

E.g. : own, very etc. like *own* house, *very* book

Exclamatory Adjectives

These are words that suggest sudden emotion like ‘what’

Ex : *What* a beauty! *What* an insult!

Proper Adjectives

These are words that derived from a proper name.

Ex : *Indian* Army, *English* grammar *Russian* parliament, *American* girl

5.3 Comparison of Adjectives

Each Adjective has three degrees of comparison :

- (1) Positive
- (2) Comparative
- (3) Superlative

Positive Degree

An adjective that talks about the quality of a person, place or thing is known as positive degree

E.g. : brave, beautiful, handsome, healthy etc.

Comparative Degree

An adjective that compares two persons or things or the qualities is known as comparative degree.

Ex : better than, more handsome than, healthier than.

Superlative Degree

An adjective that talks about comparing more than two persons or things or their qualities is known as superlative degree.

Ex : the most beautiful, the healthiest, the wealthiest etc.

Note :

- (1) *Than* is added in the comparative degree e.g. He is **cleverer than** his sister.
- (2) The definite article *the* is placed in the superlative degree
E.g. : She is the cleverest in the class.

Formation of Comparative and Superlative

	By adding	Positive	Comparative	Superlative
1.	'er' & 'est'	tall	taller	tallest
		kind	kinder	kindest
		short	shorter	shortest
2.	Positive ending in 'e'			
	'r' & 'st'	brave	braver	bravest
		wise	wiser	wisest
		fine	finer	finest
3.	Positives ending in 'y'			
	'i er' & 'est'	happy	happier	happiest
		lazy	lazier	laziest
		heavy	heavier	heaviest
4.	'er' & 'est'	fat	fatter	fattest
		sad	sadder	saddest
		thin	thinner	thinnest
5.	'more' & 'most'	beautiful	more beautiful	most beautiful
		courageous	more courageous	most courageous
		faithful	more faithful	most faithful

Irregular Comparative and Superlative forms

Some adjectives have no fixed rules to form the comparative and superlative degrees

Positive	Comparative	Superlative
good	better	best
bad, evil, ill	worse	worst
hind	hinder	hind most
top	topper	toppest, topmost
up	upper	uppermost
little	less, lesser	least
much	more	most
many	more	most

late	later	latest
far	farther, further	furthest, farthest
less	lesser	least
late	later, latter	latest, last

Correct Use of Some Adjectives

(I) Adjectives used in positive degree :

exterior	minor	former	latter	inner
interior	upper	lower	elder	major

- E.g. : (a) Population is a *major* problem in India
 (b) She is my *elder* sister.

(II) Some Adjectives not used in Superlative Degree :

Perfect	unique	universal	ideal
Chief	excellent	extreme	

- e.g. : (a) She has a *unique* memory
 (b) Gandhi dreamt of an *ideal* society.

(III) Some Adjectives must always be followed

by 'to' and not 'than'

Superior	inferior	prior
Senior	junior	preferable

- ex : (a) Chinese technology is *superior to* the Indian technology.
 (b) He is *junior to* all in his office.

(IV) 'more' is used when two qualities of the same person are compared

- e.g. : (a) Rajesh is more handsome than clever.
 (b) The book is more interesting than costly.

5.5 Practice Exercises

Exercise 1

Insert suitable adjectives in the blanks provided below :

- I invite her _____ times in a year but she never turns up.
- They don't allow _____ children in a college function.
- His mother has a _____ story about her life.

4. Don't you ever find yourself in any _____ situation.
5. The _____ employees want a meeting with you immediately, sir.
6. Mohini is a _____ Kathak dancer, isn't she?
7. The foolish person loses his _____ wealth in every horse racing season.
8. My house is _____ than yours.
9. _____ are lucky in life.
10. Do you have _____ suggestions on this issue?
11. In _____ house are you staying now a days?
12. People must mind their _____ business.

EXERCISE 2

Correct the following sentences :

1. Each of the girl is beautiful.
 2. To practise is not so easy as teaching.
 3. Whole candidates are selected for the interview.
 4. Isn't Reema a more prettier maiden than Smriti?
 5. This is the least popular item in today's entertainment programme.
 6. Have you any more cheap shirts in your shop?
 7. Your daughter has been more affectionate than him.
 8. They looked very worriedly.
 9. He wrote the most best poetry in English.
 10. Between you and Susheel who ran farthest distance?
-

UNIT-6

ADVERB

Structure

- 6.0 Objectives
- 6.1 Introduction
- 6.2 Kinds of Adverbs
- 6.3 Formation of Adverbs
- 6.4 Comparison of Adverbs
- 6.5 Practice Exercise

6.0 Objectives

In this unit we shall have a detailed study of adverb, kinds of adverb, explanation of different types of adverbs, formation of adverb and comparison of adverb. In the end we shall give you some practice exercises.

6.1 Introduction

Adverb :

A word which modifies the meaning of a verb, an adjective or another adverb is known as an Adverb.

Ex : He walks *quickly*.

Reena is *very* intelligent

He explained the chapter *fairly* well.

6.2 Kinds of Adverbs

Adverbs are divided into eight kinds on the basis of their use :

1. Adverb of Manner
2. Adverb of Place
3. Adverb of Time
4. Adverb of Frequency
5. Adverb of Certainty
6. Adverb of Degree
7. Interrogative Adverb
8. Relative Adverb

(1) Adverb of Manner

An adverb used to show how an action is done is known as an Adverb of Manner, for eg. Luckily, evidently, possibly, soundly etc.

She dances beautifully.

He came here luckily.

(2) Adverb of Place

An adverb used to show where an action is done is known as an Adverb of place.

Ex : here, there, below, above, back, way ,within etc.

I stood near the gate.

The water was flowing below the danger mark.

(3) Adverb of Time

An adverb used to show when an action is done is known as an Adverb of Time.

Ex : now, today, tomorrow, formerly, lately, daily.

My sister will come late tomorrow.

Father goes for a walk daily.

(4) Adverb of Frequency

An adverb used to show how often an action is done is known as an adverb of frequency.

Ex : Once, twice, often never, occasionally.

They never go to films.

We often climb on the roof.

(5) Adverb of Certainty

An adverb to show definiteness of the action is known as Adverb of Certainty.

Ex : surely, definitely, obviously, certainly

Surely, she loves me.

They will do the assignment definitely.

(6) Adverb of Degree

An adverb used to show how much or to what degree or to what extent an action is done is known as an Adverb of Degree.

Ex : very, rather, almost, hardly, fully altogether, pretty.

I am feeling much better.

I hardly go to the market.

(7) Interrogative Adverb

An adverb used to ask questions is known as an Interrogative Adverb.

Ex : Where, when, why, how.

How long will you stay in Delhi?

When will they come to Jaipur.

(8) Relative Adverb

An adverb used to relate two clauses or statements is known as a Relative Adverb.

Ex : where, when, why

Do you know when Nikita came here?

Does anyone know why is he absent?

Some hints to Identify Adverbs

1. Adverb of manner answers the question whom?
2. Adverb of place answers the question where?
3. Adverb of time answers the question when?
4. Adverb of frequency answers the question how often?
5. Adverb of degree answers the questions how much or in what degree or to what extent?
6. A simple adverb is used to modify meaning of a verb, an adjective or an adverb.
7. An Interrogative Adverb is used to ask Questions.
8. A Relative adverb is used to join two clauses or statements.

6.3 Formation of Adverbs

- (a) Adverbs are formed by adding 'ly' to the Adjectives.

Adjectives	Adverb
clever	cleverly
foolish	foolishly
beautiful	beautifully
grave	gravely
quick	quickly

- (b) When the adjective ends with 'y' preceded by a consonant 'y' is changed into 'i' and 'ly' is added.

Adjectives	Adverb
happy	happily

heavy	heavily
ready	readily

(c) When the adjective ends with 'le', 'e' is changed into 'y'

Adjectives	Adverb
single	singly
double	doubly

(d) Final 'e' is retained with the following words.

Adjectives	Adverb
extreme	extremely
intense	intensively
extensive	extensively
comprehensive	comprehensively
wise	wisely
polite	politely
wide	widely
nice	nicely
true	truly
due	duly
whole	wholly

(e) For adjectives ending with able/ible, the final 'e' is dropped and 'y' is added.

Adjectives	Adverb
sensible	sensibly
capable	capably
able	ably
considerable	considerably
probably	probably
possible	possibly

(f) Some adverbs are commanded with a noun or adjective.

Ex :

sometime	midday	yesterday
----------	--------	-----------

meantime	midnight	otherwise
meanwhile	midway	

(g) Some adverbs are compounds with ‘a’

Ex :

afoot	aboard	abroad
asleep	away	along
ahead	alive	aloud
		a new

(h) Some adverbs are compound with ‘to’ and ‘be’

Ex :

today	behind	before
tonight	below	beneath
tomorrow	beyond	besides

6.4 Comparison of Averbs

(a) Adverb with a single syllable form their comparative and superlative by adding ‘er’ or ‘est’.

Positive	Comparative	Superlative
hard	harder	hardest
high	higher	highest
early	earlier	earliest
fast	faster	fastest
long	longer	longest
soon	sooner	soonest

(b) Adverbs ending with ‘ly’ form their comparative and superlative by adding ‘more’ and ‘most’.

Positive	Comparative	Superlative
swiftly	more swiftly	most swiftly
skilfully	more skilfully	most quickly
quickly	more quickly	most quickly
fortunately	more fortunately	most fortunately

9. Adverbs of irregular comparison

Positive	Comparative	Superlative
badly	worse	worst

well	better	best
much	more	most
little	less	least
near	nearer	nearest
far	farther	furthest
late	later	last

Note : Only Adverbs of manner, degree and time admit of comparison.

6.5 Practice Exercise

Fill of the Banks with the correct alternatives :

1. There is _____ rain this year. [no, not]
2. It is _____ foolish of Rhea to give up her job. [rather, fairly]
3. The Bus has _____ arrived. [just, immediately]
4. The college bell has _____ been rung. [just, lately]
5. It is _____ an attractive offer. [rather, fairly]
6. Priya has written _____ any letter to me. [hard, hardly]
7. I had _____ closed the book when my friend returned [hard, hardly]
8. I hate coming _____. [late, lately]
9. Have you seen Rajesh _____. [late, lately]
10. She has been learning _____ to know the meaning of the poem. [hard, hardly]

Correct the following sentences if required :

1. You are advised to not insult the poor.
2. He reaches rare a place on time.
3. My father only died last year.
4. I have hard any respect for her.
5. I speak to him rarely.
6. My bother advised me to work hardly for distinction.
7. I have written a letter to her last week.
8. She told her housemaid to sincerely work hard for promotion.
9. We have been working hardly since morning.
10. He writes frequent letters.

UNIT-7

PREPOSITIONS

Structure

- 7.0 Objectives
- 7.1 Introduction
- 7.2 Kind of Prepositions
- 7.3 Uses of Prepositions
- 7.4 Prepositions often Confused
- 7.5 Words Followed by Prepositions
- 7.6 Practice Exercise

7.0 Objectives

In this unit we shall have a detailed study of preposition, prepositional objects, uses of prepositions, types of prepositions and commonly used prepositions. In the end we shall also have some practice exercises.

7.1 Introduction

A preposition is a word which is placed before a noun or its equivalent and shows in what regard it is related to something else in the sentence. The word preposition means something, which is positioned or placed before. It is found in the subject and/or object part of the sentence.

Thus, Preposition can be defined as a word that is placed before a noun or a pronoun to show its relationship to some other word in the sentence.

Note the sentence given below :

The book is _____ the cupboard.

The connection between the book and the cupboard can be explained in different ways :

- The book is in the cupboard.
- The book is outside the cupboard.
- The book is near the cupboard.
- The book is behind the cupboard. The book is on the cupboard.

All the underlined words in the above sentences connect the book and the cupboard and indicate different relationships between them. These linking words are prepositions.

They make the sentences logical and make them meaningful.

Preposition can show different relationships between :

A noun/pronoun and another noun/pronoun

A noun/pronoun and an adjective

A noun/pronoun and verb

A noun/pronoun and an adverb

Prepositional Phrase

Prepositional phrase consists of a preposition and a noun phrase.

Example

by the door

in the classroom

on the table

at the post office

behind the library

in front of the gate.

7.2 Kind of Prepositions

(a) Some ordinarily used simple prepositions are :

at, after, across, between, behind, beside, beyond, about, above, among, along, against, before, beneath, below, by, from, for, inside, in, over, on, off, of, outside, around, since, than, through, towards, under, until, with etc.

(b) Compound Prepositions

These are formed by adding a preposition to a noun, adverb, verb or adjective

Example : beware of, apart from, instead of, together with, up to, because of, owing to, away from etc.

(c) Phrasal Prepositions

These are group of words which play the role of a preposition. Adding a preposition before and after a noun generally forms these.

Example : in association with, in place of, by dint of, in favour of, by way of, in touch with, on the occasion of, in regard to, with reference to, for the sake of, in line with, with regard to, in comparison to, on the pretext of, in collaboration with, on account of, in ignorance of, on the brink of, at the expense of, with the exception of etc.

7.3 Uses of Prepositions

It is observed that people generally make mistakes in using appropriate prepositions at the proper place.

Prepositions show different types of relationship like position, time, association, direction, place, manner, state, reason, measure, rate, instrumentality, etc.

A. Prepositions indicating time/place/position

(i) **At** - It indicates an exact point of time, age, place, occasions, festivals, rate/degree etc.

At	six 'o' clock
	the restaurant
	Christmas
	a long distance
	sixteen
	full speed

Example :

He reached home *at six 'o' clock*.

They will meet *at the restaurant*.

She will be here *at Christmas*.

She looked beautiful *at sixteen*.

He was driving *at full speed*.

She is good *at heart*.

(ii) **In** - It shows a time period in which an action has happened. It is also used while referring to large places or shows the position of something.

In	the evening
	January
	a month's time
	Mumbai
	the car
	the cupboard

Example

She goes to play *in the evening*.

We will go to Delhi *in January*.

They will finish the work *in a month's time*.

(iii) **By** - It indicates the time at which the work shall be completed or work shall be accomplished.

By	5'o' clock
	next week
	next Wednesday
	end of the month

Example :

She will come by *5 'o clock*.

They will reach there *by next week*.

I will try to repair the watch *by next Wednesday*.

Tushar will finish the assignment *by the end of this month*.

- (iv) **On** - It denotes a point of time but is not as specific as 'at.' It is also used with dates, days or occasions. It is also used to indicate position of something.

On	15th April, 06
	the Republic Day
	her birthday
	Sunday
	the chair

Example :

Her father will come *on Monday*.

They will perform this dance *on the Republic Day*.

She will wear a new dress *on her birthday*.

Nikhil is going for a picnic *on Sunday*.

A glass of milk is kept *on the table*.

- (v) **From** - It indicates the time of commencement or starting point of an action and is generally followed by 'to' or 'till' which denote the ending time of that action.

From	6 'o clock in the morning to 6 'o clock in the evening
	15th to 30th of this month
	Jaipur to Delhi
	Kolkata
	17th of next month

Example :

The officials worked *from six in the morning to six in the evening*.

There are many engineering colleges *from Jaipur to Delhi*.

She is *from Kolkata*.

- (vi) **Since** - This also indicates a point of time related to the beginning of an action. it is used with the present perfect tense, when the time denoted is till the present or the past perfect if the time denoted is till a point of time in the past.

Since	morning
	last year
	Tuesday
	1984

Example :

I haven't seen Manan *since morning*.

We haven't met them *since last year*.

Pamela had been living in Chennai *since 1984*.

She has not been coming to office *since Tuesday*.

- (vii) **For** - It is used while referring to a period of time. Sometimes it also indicates destination.

For	a month
	10 days
	6 hours
	a long time

Example :

My sister left *for two hours* in the morning.

They played football *for two hours* in the morning.

She is going to Mysore *for 10 days*.

Sanya is going with her team *for a month*.

Before/After/During are also used to indicate the time of an occurrence or the position of something or someone. Before, means 'earlier than,' after, means 'later than' and during, means something which happens simultaneously.

Example :

They will come *before ten*. (i.e., before ten 'o clock)

She lived in Kolkata *before marriage*.

Children will return *after the party* is over.

Nobody took care of the business *after his death*.

Students were dozing *during the lecture*.

They stayed home *during the match*.

Words like **to, through, throughout, within, behind, until** etc. are also used to indicate time destination or position.

Example :

We went *to the market* yesterday.

It is five minutes *to ten*.

She was busy *throughout the day*.

The party lasted *through the night*.

My grandfather's views are *behind time*.

She is standing *behind the tree*.

This project has to be completed *within a month*.

The program will not start *until the arrival* of the Chief Guest.

B. Position is also indicated by words like over, above, under, beneath, below, beside, between etc.

Example :

There is a bridge *over the river*. ('over' indicates from one end to the other)

They spread the sheet *over the bed*.

The sun is right *above our head*. ('above' means positioned higher than something)

The aeroplane is flying *above the clouds*.

The child is hiding *under the bed*.

The file is kept *beneath* the register.

The table is kept *beside the pillar*.

The prize money was distributed *between the two winners*.

Preposition of instrumentality or cause, manner and purpose

- (i) **With** - It indicates the instrument of action or the manner of action

Example :

They killed the lion *with the knife*.

She wrote the letter *with a blue pen*.

I went for a picnic *with my friends*.

They sympathized *with me*.

She left her daughter *with the maidservant*.

She ordered the servant to handle the crockery *with care*.

The Australians won the match *with ease*.

- (ii) **By** - It denotes the agent by which an action is conducted

Example :

We went to Bangalore *by plane*.

The Manager sent the letter *by post*.

He missed the shot *by inches*. ('by' indicate distance here)

The student was punished *by the teacher*.

- (iii) **For** - It also indicates the reason or purpose of a particular thing.

Example :

Swimming is good *for health*.

They fought *for freedom*.

He worked only *for money*.

She studied *for good marks*.

I bought a purse *for my friend*.

- (iv) **From/Of/With** - These indicate reason or cause of something.

Example :

He died *of a heart attack*.

She trembled *with fear*.

Percy is afraid *of dogs*.

They shouted *with joy*.

She is suffering *from fever*.

C. Prepositions indicating origin/source

- (i) **From** - It indicates origin or source.

Example :

My aunt is *from Indonesia*.

Cheese is made *from milk*.

Skill comes *from practice*.

My sister fell *from the roof*.

He had resigned *from his post*.

- (ii) **Of** - It denotes the source and the meaning is 'from the surface of' or from inside.

Example :

Her dress is made *of cotton*.

The key fell out *of his bag*.

She is *of a noble birth*.

These bangles are made *of gold*.

D. Prepositions indicating direction/motion

- (i) **Towards** - It indicates direction,

Example :

The soldiers marched *towards the enemy*.

She went *towards the temple*.

They pointed *towards their guide*.

The procession headed *towards the Parliament House*.

- (ii) **Into** - It denotes the direction to the inside of something.

Example :

The ball fell *into the well*.

The boss went *into his office*.

They jumped *into the pit*.

Mother walked *into the room*.

- (iii) **Around/round** - It shows the motion.

Example :

We danced *around the campfire*.

The moon moves *round the earth*.

E. Prepositions used for describing people, their clothes their nature/attitude.

These types of prepositions are generally used in phrases.

Example :

I saw a girl *with grey eyes*.

The boss was a man *with a good sense of humour*.

Florence Nightingale was called the lady *with the lamp*.

I met an extremely old woman of *ninety-five*.

A thing *of beauty* is a joy forever.

The woman *in blue* attracted everyone's attention.

7.4 Prepositions Often Confused

Between, Among

Between is used when referring to two things or two persons, it is also used for two groups or two collections of things or people mentioned together.

Example :

The gifts were distributed *between Sam and Jack*.

He stood *between his father and his mother*.

She was asked to choose *between the two dresses*.

The chair was kept *between the two pillars*.

A meeting was held *between the members of the two parties*.

Among is used while referring to more than two people or things.

Example :

The students quarreled *among themselves*.

She sat *among her friends*.

The sweets were distributed *among the children*.

For/From/Since

For is used to refer to a fixed period of time.

Example :

He stayed in the hotel *for seven days*.

I went to my friend's house *for half an hour*.

From is used to refer to a point of time in the past when the action started and is generally followed

by 'to' to indicate the end of that action. It is used with all tenses except present/past perfect tenses.

Example :

They had a discussion *from ten in the morning to five* in the evening.

The course will be run from *14th August 2005*.

Since is used to denote a point of time in the past but is used only with present perfect or past perfect tense.

Example :

It has been raining *since last night*.

She has been missing *since morning*.

Gagan is absent *since Tuesday*.

I have not met her *since last year*.

Beside, Besides

Beside means at the side of something, besides means in addition to something.

Example :

There was a hut *beside the river*. (by the side of)

The teacher stood *beside me*.

Besides cricket, I like hockey and football. (other than)

She participated in quiz and debate *besides the dance competition*.

By, With

By is used to refer to an agent or the doer of an action, whereas with is used for the instrument used for the action.

Example :

He was murdered *by his brother*.

She was murdered *with a gun*.

The role was performed *by me*.

They hit the dog *with a stick*.

At/In/Within

'In' is used to refer to an area, which is large or treated as being so. It does not indicate a specific location. 'At' on the other hand refers to a specific point or location.

Example :

They lived *in Agra* for 6 years.

I met him *at the station*.

'In' is also used to refer to a period of time, 'at' is used for specific time.

Example :

My mother arrived *in the morning*.

The guests arrived *at 10 a.m.*

While referring to time 'in' is used to denote the end of a certain period of time whereas 'within' means to accomplish a task before the end of a certain period of time.

Example :

The goods will reach Mumbai *in* four days. (i.e., at the end of four days) You have to finish this work *within* ten days. (i.e., before the end of ten days)

7.5 Words Followed by Prepositions

Some nouns, verbs, adjectives etc. are commonly followed by certain prepositions. A list of such words is given below.

Absorbed in	Appeal to	Care for
Abstain from	Approve of	Charged with
Accused of	Ashamed of	Collide with
Accustomed to	Bark at	Compete with
Acquitted of	Believe in	Concerned with/about
Addicted to	Bent upon	Confer with
Adhere to	Beware of	Confident of
Afraid of	Blessed with	Convicted of
Agree with/to	Boast of	Cured of
Angry with/at	Born of	Deal with
Annoyed at	Break down/into	Deficient in
Anxious about	Busy with	Deprived of
Apologize to	Call on/upon	Depend on/upon
Devoid of	Insist on	Pounce upon
Disagree with	Interfere in	Prefer to
Discuss with	Isolate from	Prepared for
Disgusted with	jealous of	Preside over
Disqualified from/of	Keep up	Prevail upon

Dressed in	Kind of/to	Proceed to
Engaged to	Knack for	Proficient in
Entitled to	Knock at/down	Promote to
Equal to	Laugh at	Prone to
Escape from	Lead to	Protect from
Essential for/to	Lean on	Proud of
Exhausted with	Liberate from	Provide for/with
Familiar with	Listen to	Punish for
Famous for	Look after/for	Quarrel with
Favourable to/for	Look down upon	Quick at
Fit for	Make up	Ready for
Fond of	Married to	Recovery from
Full of	Mistaken for	Reduced to
Furious at/with	Mix with	Refer to
Gifted with	Mock at	Refrain from
Give up	Mourn for	Rejoice at
Glance at	Native of	Related to
Glare at	Negligent in	Relevant to
Grateful to	Obedient to	Remind of
Grumble at	Object to	Repent of
Guilty of	Obliged to	Reply to
Harmful to	Opt for	Resign from
Heir to	Parallel to	Respectful to
Hope for	Part with/from	Respond to
Indifferent to	Partial to	Responsible for
Indulge in	Patient with	Result in
Inferior to	Pay for	Return to
Inject with	Peculiar to	Rid of
Inquire about/after	Point at	Safe for
Satisfied with	Sufficient for	Thankful to/for

Senior to	Suitable for	Transform into
Separate from	Superior to	Tribute to
Serious about	Sure of	Tried to
Short of	Surrender to	Useful to/for
Slow at	Survive on	Vote for
Smell of	Suspect of	Wait for
Smile at	Sympathize with	Wonder at
Sorry for/about	Tamper with	Worry about
Submit to	Thankful to	Worthy of

7.6 Practice Exercises

Exercise 1

Fill in the blanks with suitable Prepositions

- The teacher grumbled _____ her.
- He was convicted _____ murder.
- This box consists _____ chocolates.
- Smoking is injurious _____ health.
- This shampoo is good _____ your hair.
- They deal _____ food grains.
- He is indebted _____ his boss _____ the loan he sanctioned.
- She was debarred _____ the competition due to use _____ unfair means.
- He is addicted _____ drugs.
- My friend is vexed _____ me.
- The child is not ashamed _____ his deeds
- They have a passion _____ driving.
- He is prepared _____ the examinations.
- Children should always be respectful _____ their parents.
- He responded tone _____ my letter politely but I replied _____ a strict tone.
- She takes _____ her mother.
- Green vegetables are good health.
- We should prevent children - playing dangerous games.

19. I congratulated my friend _____ his incredible success.
20. I am obliged _____ you _____ your kindness.

Exercises 2

Fill in the blanks with suitable Prepositions

1. He was murdered _____ the thief _____ a gun.
2. He lives _____ Delhi _____ 55, JLN Marg.
3. They labored _____ morning _____ night.
4. One has to be dedicated _____ win fame _____ any field.
5. They had sandwiches _____ breakfast and milk _____ bed time.
6. Cholera has broken - in the city.
7. The plane flew Indian Ocean and landed - Delhi.
8. I differ _____ you _____ this issue.
9. All the students were involved _____ managing the affairs the conference.
10. We all are accountable - God - our actions.
11. He quenched his thirst _____ knowledge _____ reading all the books available _____ the library
12. I was impressed _____ his determination _____ securing the first position _____ the class.
13. The cat slid _____ the table, as it was afraid _____ being caught.
14. The teacher had a great influence _____ the students and they always listened _____ her.
15. Grandmother died _____ jaundice, yesterday _____ 3 p.m.
16. We have not met them _____ morning.
17. They went to Pune _____ four days.
18. The soldier lowered himself _____ the ditch and pulled - the little child.
19. She is very popular _____ her friends, everyone likes playing her.
20. They live _____ the same roof, but keep fighting _____ each other.

Exercise 3

Complete the following sentences using suitable prepositions :

1. Women are being recognized _____ employers, particularly the corporate sector, as temperamentally suited _____ the information age.
2. The surprisingly abundant life _____ the Indian Ocean is confined the upper layers as the

bottom waters are devoid _____ oxygen.

3. Gandhiji's aim was not only achievement _____ political freedom but also establishment _____ a social order based _____ truth and nonviolence.
4. Workers of an automobile industry are insured _____ every kind _____ accident.
5. Louis Pasteur, one - the greatest workers _____ humanity found the cure _____ anthrax, a fatal disease which threatened wipe out the livestock _____ Europe.

Exercise 4

Choose the correct preposition to complete the following sentences

1. It is dangerous to enter _____ the enemy's camp. (in/by/into)
2. Rajan suffered heavy losses yet he was rolling _____ wealth.
3. The reptiles are a great nuisance _____ us. (to/for/at)
4. The children are familiar _____ the English teacher. (with/to/by)
5. He is indebted _____ his uncle for his valuable support. (with/for/to)
6. They were accompanied _____ their friends to the movie. (to/by/with).
7. Father was anxious _____ the result of his son. (about/for/at).
8. India is committed _____ the policy of peaceful co-existence. (to/for/on).
9. We should be prepared to put _____ with adverse circumstances. (in/up/on).
10. You are instructed not to delve _____ dirty politics. (on/in/with)
11. The manager turned _____ the proposal for setting up a new office. (up/ in/down).
12. The boss has no control _____ the technical staff. (over/on-upon)
13. Leafy, green vegetables are beneficial _____ health. (to/for/in)
14. They travelled _____ the day and reached their destination at night. (in/by/during)
15. They have been preparing the lessons _____ morning. (from/since/during)

UNIT-8

CONJUNCTIONS

Structure

- 8.0 Objectives
- 8.1 Introduction
- 8.2 Conjunctions (Linking Words)
- 8.3 Coordinating Conjunctions
- 8.4 Subordinating Conjunctions
- 8.5 Correlative Conjunctions
- 8.6 Conjunction Pairs
- 8.7 Practice Exercise

8.0 Objectives

In this unit we shall have a detailed study about conjunctions, coordinating conjunctions, correlative conjunctions and conjunction pairs. We shall also do some practice exercises.

8.1 Introduction

Conjunction is a word that joins two or more **Simple sentences**. “And” is the only conjunction which in addition, can connect any two words also, except two verbs.

A conjunction is a ‘must’ in Complex sentences. Some of the important ones are, BECAUSE, SINCE, THOUGH, IF, THAT UNLESS, WHEN, WHILE, STILL, TILL, FOR, etc.

8.2 Conjunction (Linking Words)

Observe the following sentences:

1. A frog can live in water *and* on land.
2. You can watch TV *or* read newspaper.
3. He is not only honest *but also* hardworking.
4. We respect him *because* he is very intelligent.
5. He worked so hard *that* he fell ill.
6. I will punish you *if* you come late.

We can observe that all the italicized words join words, phrases, clauses, and sometimes sentences. Such words are called *conjunctions*.

We see that *and, or, and not only... but also* join the clauses that do not depend on each other.

These clauses are of the same type, rank, and pattern. Such conjunctions are known as *coordinating conjunctions*.

The conjunctions *because, that, and if* join the clauses that are unequal, in sentences 4, 5 and 6 above. Of the two clauses one is the main or independent clause while the other clause depends on main clause. The dependent clause is called Subordinate Clause. The conjunctions that join two such clauses are known as Subordinating Conjunctions.

8.3 Coordinating Conjunctions

The coordinating conjunctions are of the following four types:

- (1) *Alternative Disjunctive*: We show an alternative or choice by using these conjunctions.

or - Do *or* die.

else, otherwise - Give my money back, *else (otherwise)* I will take legal action.

either or - I will *either* watch TV *or* read newspaper.

neither nor - He is *neither* rich *nor* intelligent.

- (2) *Cumulative Conjunctions* : We make use of these conjunctions to add some information to the sentence.

and - Eat less *and* exercise more.

as well as - He is intelligent *as well as* hardworking.

both.....and - She was *both* fined *and* deported.

no less than -A terrorist *no less than* his mentor is guilty.

not onlybut also - She is *not only* beautiful *but also* intelligent.

- (3) *Adversative Conjunctions*: We use these conjunctions to show difference, opposition, or contrast between two things.

but - The restaurant was crowded, *but* we found a table.

whereas/while - Children love cartoon films *whereas (while)* adults prefer news on TV.

nevertheless - There were no chances of his survival; *nevertheless* the divers jumped into the river.

still, yet - He is very hardworking, *still (yet)* he did not get good marks.

only - You can watch TV; *only* at low volume.

- (4) *Illative Conjunctions*: We prove one fact by another by using these conjunctions.

for - He will save money *for* he does not spend much.

therefore - He was caught with illegal arms and *therefore* he was punished by law.

so/consequently - He was lazy, *so (consequently)* he could not finish his work.

8.4 Subordinating Conjunctions

(a) Condition

You will miss the train *if* you drive slowly.

You will get good marks *provided* you study properly.

He talked *as if* he were the Principal.

(b) Concession or contrast

A flower is a flower *although* there is no fragrance in it.

He is honest *although* he is poor.

He is unhappy *though* he has a lot of money.

You will never be able to defeat me *however* hard you may try

(c) Comparison

Sunita is *as* beautiful *as* her sister.

She is *more* intelligent *than* her brother.

He likes tea *no less than* coffee.

I can run *as fast as* you can.

My brother likes me *as much as* my sister.

(d) Time

Death *before* dishonour.

Sit here *until (till)* I come back.

Much has been done *since* you left.

I will come *after* finishing my work.

(e) Cause

I dislike him *because* he uses abusive language.

Since you have asked me to do this work, I will do it.

As it is very late, we should go home now.

(f) Result

He was so poor *that* he could not pay the fees.

They made so much noise *that* others were disturbed.

(g) Purpose

Soldiers die *so that* we may live.

Drive carefully *lest* you should hurt someone.

He saves money *so that* he can marry off his daughter.

8.5 Correlative Conjunctions

There are certain conjunctions that are always used in pairs. These are known as Correlative Conjunctions. Following are some examples:

(i) such that

Such was his devotion to his motherland *that* he died happily for her freedom.

(ii) so.....as, as.....as

She is not *so* intelligent *as* others consider her to be.

He is *as* brave *as* a lion.

(iii) as so

As you sow, *so shall* you reap.

(iv) so.....that

He was *so* strict *that* all the students were afraid of him.

(v) scarcely.....when

I had *scarcely* taken my lunch *when* I received the news of this accident.

(vi) not only.....but also

He can *not only* speak English *but also* French.

(vii) no sooner..... than

No sooner did the teacher go out of the class *than* the students started making a noise.

(viii) such.....as

He is not *such* a great teacher *as* you praise him.

(ix) both.....and

He is *both* a good husband *and* a good father.

(x) though.....yet

Though he is poor, *yet* he is honest.

(xi) eitheror

He is *either* a policeman *or* a detective.

(xii) neither..... nor

He was *neither* worried *nor* afraid.

8.6 Conjunction Pairs

Like Adverb pairs, there are conjunction pairs as well. They will perform the same function as simple conjunctions. The pair cannot be split up and must be used always as pairs.

Either or

While using either or, the better alternative comes first.

E.g.

- (a) She will go *either* to New Delhi or to Kolkata.
- (b) Monica may like to buy *either* a green saree or a blue one.
- (c) At this time, Victor will be *either* playing football *or* watching T.V.
- (d) Roshni has been *either* washing clothes *or* feeding the children the whole morning.

Neither nor

This pair is the negative of “either or”

E.g.

- (a) This wall clock is *neither* accurate *nor* very reliable.
- (b) Yesterday’s stage play was *neither* educative *nor* enjoyable.
- (c) He had *neither* lunch *nor* dinner in the hostel.
- (d) This boy *neither* stays with us *nor* spends his time with friends.
- (e) He has done well *neither* in English *nor* in Tamil.

Though yet

E.g.

- (a) *Though* he is a physically handicapped student, *yet* he is never late for the class.
- (b) *Though* he is young, *yet* he competes with older boys.
- (c) *Though* he didn’t open his mouth, *yet* he managed to convey the message to the visitors.

When this conjunction pair is used, you must start the sentence with though. You cannot use this pair in the middle of a sentence.

Whether or

Use this pair only when there is a choice between ‘yes’ or ‘no.’ If there is no choice involved and the answer is a simple ‘yes’ or not yes,’ use the conjunction if.

E.g.

- (a) Please tell me *whether* you are going to play with us today *or* not.
- (b) *Whether* you are accepting our invitation or not, we are going ahead with our plan.

- (c) My friend asked me *whether* I was going to help him *or* not in his studies.

Not only but also

We use this pair when we want to do two actions one after the other or about the same time.

E.g.

- (a) Ravi gave me *not only* good advice *but (he) also* (gave) financial help.
(b) Minnie will *not only* dress you up *but also* accompany you upto the stage.
(c) Selvan is *not only* a good hockey player *but also* an excellent chess player.

So that

E.g.

- (a) I am *so* tired that I could sleep for the next 24 hours!
(b) He is *so* thin *that* you could lift him with your smallest finger!
(c) This small kid is *so* smart *that* he could outwit you in any game.

No sooner than

e.g.

- (a) *No sooner* had my father left *than* my mother gave me some money.
(b) *No sooner* do you reach your destination *than* ring me up without any delay.
(c) *No sooner* do I receive a letter *than* I shall get in touch with you.

Both and

Use this pair only when there are two nouns, two adjectives or two adverbs in a sentence.

E.g.

- (a) *Both* my father *and* my uncle visited me in the hostel. (2 nouns)
(b) He is *both* clever *and* crafty. (2 adverbs)
(c) This fellow is *both* a mischievous guy *and* a cunning youngster. (2 adjectives)
(d) He is *both* the Principal *and* Headmaster of St. Peter's High School.

8.7 Practice Exercises

Exercise 1

Fill in the blanks with suitable simple conjunction.

1. I came running I couldn't catch the last city bus for Tambaram.
2. you work hard, you will not succeed in life.
3. Take a lamp with you it is dark outside.

4. Some students had already leftwe arrived at the gate.
5. I am positive he said so.
6. I shall be angryyou don't ring me back.
7. Please take down notes only..... I dictate.
8. My father tried several times he couldn't get admission for my brother in this college.
9. Uncle will surely help you.....he is very fond of you.
10. The baby was awakethe mother returned from the club.
11. This is a glass vase. It will surely break you drop it.
12. Man proposes God disposes.
13. The train fell off the rail.....no one was hurt.
14. Hari would do well in life.....he persevered.
15. Mummy told me you had arrived an hour back.
16. I wonder.....he will come today.
17. I used to think that he was very clever I was wrong.
18. The girls would have left their home.... you reach there.
19. I promised him a place in the team ... he did not show any keenness on it.
20. This mechanic completed the repair workyou were waiting.

Exercise-2

1. Correct the following sentences:
 - (i) He can't read nor write English.
 - (ii) Not only the Principal gave me books but scholarship as well.
 - (iii) Neither he is intelligent nor hardworking.
 - (iv) Hardly she had entered the room than the firing began.
 - (v) Both she as well as her sister are good at Mathematics.
 - (vi) He neither eats eggs nor mutton.
 - (vii) She has no pen nor pencil.
 - (viii) She has no car or scooter.
 - (ix) The child hasn't got biscuits nor chocolates.
 - (x) No sooner teacher entered the classroom when the students fell silent.
 - (xi) He will either buy a motorcycle or a computer.

Exercise 3

Fill in the appropriate conjunctions. Choose from the conjunctions in brackets;

- (i) She would have purchased those gold bangles.....she had enough money. (until /so/if)
- (ii) Animals don't kill they are hungry. (unless/because/ although)
- (iii) He works hard.....he may get a first division, (lest/ because/in order that)
- (iv) He took his wife to the doctor..... she might become healthy again. (because/ therefore/so that)
- (v) No sooner did the lion see the deer it pounced on it. (when/ than/although)
- (vi)he is rich, he wants to get more money. (though/than/ because)
- (vii) We should produce more food grain we will starve. (and/ otherwise/though)
- (viii) The Principal fined him he had broken the glass door. (although/besides/because)
- (ix) He is neither a gambler a thief. (or/nor/and)
- (x) Many candidates were called for the interviewfew were selected. (but/neither/still)
- (xi) He will neither go to the water park to the zoo.(nor/ or)
- (xii) Hardly had he reached the bus stop the bus left.(than/when)
- (xiii) No sooner did he receive the phone call he left for his son's school. (when / than)
- (xiv) He has neither a pencil a sharpener. (or/nor)
- (xv) Both she her mother will prepare dinner. (and/either as soon as)

UNIT-9

INTERJECTION

Structure

- 9.0 Objectives
- 9.1 Introduction
- 9.2 Emotions/Feelings and Interjections used
- 9.3 Certain Groups of Words are also used to Express some Sudden Feeling or Emotion
- 9.4 Practice Exercise

9.0 Objectives

In this unit we shall have a detailed study of interjections. In the end we shall give you some practice exercise.

9.1 Introduction

An interjection is a word used to express some sudden feeling or emotion. The word interject means to throw thus an interjection portrays an instant emotion or feeling. Interjections are not grammatically related to the other words in a sentence.

Examine the following sentences :

Hello! What are you doing there?

Alas! He is dead.

Hurrah! We have won the game.

Ah! Have they gone?

Oh! I got such a fright.

Hush! Don't make a noise.

The words *Hello!*, *Alas!*, *Hurrah!*, *Ah!*, *Oh!*, *Hush!* convey sudden feelings and these are called interjections, they are not related to the rest of the sentence grammatically.

9.2 Emotions/Feelings and Interjections used

1. Joy - Hurrah! huzza!
2. Grief - alas!
3. Surprise - ha! what!
4. Approval - bravo!
5. Pain/Fear - Ah! oh!

9.3 Certain Groups of Words are also used to Express some Sudden Feeling or Emotion

Example

Ah me!

For shame!

Well done!

Good gracious!

9.4 Practice Exercise

Use the following expression as Interjections in the following sentences:-

Good-bye! Alas!, Ah! Hurrah! Hark!

1.India has won the trophy.
 2.the sound is heard no more.
 3.Kamala is dead.
 4.what shall we do?
 5.see you tomorrow.
-

UNIT-10

SENTENCES & TYPES

Structure

- 10.0 Objectives
- 10.1 Introduction
- 10.2 Components of Sentence
- 10.3 Clause
- 10.4 Phrases
 - 10.4.1 Adjective Phrases
 - 10.4.2 Adverb Phrases
 - 10.4.3 Noun Phrase
- 10.5 Types of Sentences
- 10.6 Practice Exercise

10.0 Objectives

In this unit we shall have a detailed study of sentence and its parts, principal and subordinate clause, types of phrases and type of sentences. In the end we shall give you some practice exercise.

10.1 Introduction

What is a Sentence ?

It is group of words which conveys definite meaning and makes complete sense or A group of words used to say something about a person or thing and which makes complete sense is called a sentence.

10.2 Components Parts of a Sentence

There are two essential component parts in each sentence

- (i) Subject
 - (ii) Predicate
- (i) Subject - The part which refers to the person or thing about which we say something is called the subject of the sentence thus it denotes the person or thing about which something is said.
- (ii) The predicate is the part in which we say something about the subject thus what is said about the subject is the predicate.

The subject is either noun/pronoun or a group of words that function as a noun.

e.g.

	Subject	Predicate
1.	Moon	shines
2.	She	works hard
3.	Walking	is a good exercise
4.	To err	is human
5.	The rich	are thrifty
6.	To raise funds	is difficult

Thus, the subject can be a noun, pronoun, gerund, infinitive, an adjective or group of words functioning as a noun.

In some sentences the subject word is qualified by an adjective or word groups that function as adjectives.

E.g.

Lazy children do not succeed

Her sister is a doctor.

Neena's dog is black.

Barking dogs seldom bite.

A predicate may consist of one word or more than one word as seen in all the examples given above. If it consists of one word that word is always verb. When it consists of several words, it is noted that the essential word in the predicate is always a verb.

e.g.

My mother is a teacher.

They are playing cricket 'is' and 'are' in above sentences are verbs.

The verb in the predicate may also be qualified by an adverb or word group that does the work of an adverb.

e.g.

The girls sing sweetly.

(verb) (adverb)

The teacher spoke angrily.

(verb) (adverb)

10.3 Clause

A clause is a group of words forming a part of a sentence and containing a subject and a predicate. There are two kinds of clauses.

(i) Principal or Main Clause

The clause that contains the main verb of the entire complex sentence is called the **Principal or Main Clause**.

This is the place where Raman lives. (Main clause)

(ii) Dependent or Sub-ordinate Clause

The clause that does not make good sense by itself and can't stand alone and depends for its full meaning on the Principal Clause is called the **Dependent or Sub-ordinate Clause**. A subordinating conjunction is prefixed to it.

(iii) Co-ordinate Clause

Clauses are co-ordinate when one clause does not depend on the other, and does not enter at all into its construction. Co-ordinate Clauses are also called Independent Clauses.

Kinds of Subordinate Clauses

There are three kinds of Subordinate Clauses - *The Noun Clause, The Adjectives Clause, and the Adverb Clause*.

Noun Clause

A Noun Clause is a group of words which has a Subject and Predicate of its own and does the work of a **Noun**.

e.g.

- (a) He told me *that he had failed*.
- (b) Ramesh asked me *where Mohan lived*.

Adjective Clause

An Adjective Clauses is group of words which has a Subject and Predicate of its own and does the work of an adjective.

- (a) This is the thief *who stole the box*.
- (b) This is the house *where I was born*.

Adverb Clause

An Adverb Clause is a group of words which has a Subject and Predicate of its own and does the work of an Adverb.

- (a) Raman came *when the sun rose*.
- (b) You can go, *if you like*.

10.4 Phrases

A group of words which makes sense but not complete sense is called a phrases.

e.g.

In the east, of great beauty etc.

Types of Phrases

10.4.1 Adjective Phrases

A group of words that does the work of an adjective is in adjective phrase.

1. (a) The magistrate was a *wealthy* man.
(b) The magistrate was a man *of great wealth*.
2. (a) The manager was a *kind* man.
(b) The manager was a man *with a kindly nature*.
3. (a) The chief lived in a *stone* house.
(b) The chief lived in a house *built of stone*
4. (a) I like to see a *smiling* face.
(b) I like to see a face *with a smile on it*.
5. (a) The coolies belonged to a *hill* tribe.
(b) The coolies belonged to tribe *dwelling in the hills*.

In each of the above pairs of sentences, we have first a *single word* describing the person or thing denoted by the noun, and then a group of words describing the person or thing denoted by the same noun.

For instance, the group of words of *great wealth* tells us what sort of man the magistrate was. It qualifies the noun *man* just as an Adjective does. It therefore *does the work of an Adjective* and is called an Adjective Phrase.

10.4.2 Adverb Phrases

Just as the work of an Adjective is often done by a group of words called an Adjective Phrase, so the work of an Adverb is often done by a group of words.

Study the following pairs of sentences carefully :-

1. (a) Rama ran *quickly*. (*How?*)
(b) Rama ran with *great speed*. (*How?*)
2. (a) He answered *rudely*. (*How?*)
(b) He answered *in a very rude manner*. (*How?*)
3. (a) He does his work *carelessly*. (*How?*)

- (b) He does his work *without taking any care*. (How?)
4. (a) He is coming *now* (When)?
 (b) He is coming *at this very moment*. (When)?
5. (a) No such diseases were known *then*. (When?)
 (b) No such diseases were known *in those days*. (When?)
6. (a) The arrow fell *here*. (Where?)
 (b) The arrow fell *on this spot*. (Where?)
7. (a) You can buy it *everywhere*. (Where?)
 (b) You can buy it *in all places*. (Where?)
8. (a) He fell *down*. (Where?)
 (b) He fell *to the ground*. (Where?)

In each of the above pairs of sentences we have first a *single word* (an Adverb) modifying a verb, and then a *group of words* modifying a verb in the same way.

For instance, the group of words *with great speed* tells us how Rama *ran*. It modifies the verb *ran* just as the Adverb *quickly* does. It therefore does *the work of an Adverb* and is called an Adverb Phrase.

Note

An Adverb Phrase, like an Adverb, may modify also an Adjective or Adverb.

Study the following Adverbs and the Adverb Phrases that are equivalent to them.

Adverb	Adverb Phrases
Bravely	In a brave manner, <i>or</i> with bravery.
Unwisely	In an unwise manner, <i>or</i> without wisdom.
Swiftly	In a swift manner, <i>or</i> with swiftness.
Beautifully	In a beautiful style.
Formerly	In former times, <i>or</i> once upon a time.
Recently	Just now, <i>or</i> at recent date.
Soon	Before very long, <i>or</i> at an early date.

10.4.3 Noun Phrase

- All the sentences that are not imperatives (commands or requests) must have a **noun phrase** before the verb. This **noun phrase** is called the subject of the verb.
- A **noun phrase** is a phrase which can act as a subject, an object, or a complement. It is called a

noun phrase because the word which is its head (i.e. main part) is a noun. In the following sentence : Mahesh found the new secretary in his office a very attractive woman.

Mahesh, secretary, office and woman are **Nouns**. The subject Mahesh, the **object** the new secretary in his office, the object complement a very attractive woman are **Noun Phrases**.

- The **noun phrase** includes nouns, pronouns, determiners and the phrases, are in the pattern determiner + noun e.g. **this dog, my book** or determiner + adjective + the head noun e.g. **a good teacher**.
- Generally we have noun phrases having more than one word. In them the head word is a noun. Other elements either precede the head word or follow it. The words which precede the head word are called pre-modifiers and the words which follow it are called **post-modifiers**.

Thus the structure of the English Noun phrase can be written :

Noun Phrase



Determiner(s) Pre-modifiers (s) Head Post modifier(s)

- (a) *The third test match won by us* was interesting.
- (b) *These two extremely beautiful Indian girls* are sisters.

The italicized portion is the noun phrase or noun group. If we analyse its elements we find that they are **Determiner (D)**, **Numeral (NI)**, **Adverbial(Adv.)**, **Descriptive Adjective (DA)**, Noun Adjective (NA) and noun (N), We can explain its thus :

These two extremely beautiful Indian girls are sisters.

D NI Adv DA NA N

10.5 Types of Sentences

We use sentences to make statements, ask questions, issue commands or to exclaim. On the basis of their usage, we can identify four types of sentences.

Declarative Sentences or Statements

Sentences that are used to make statements are called declarative sentences. Declarative sentences always end with full stops. For example :

1. This is my house.
2. He can swim.

Declarative sentences can be positive, such as the ones given above or, with the addition of ‘not’ after auxiliary verbs, **negative**.

1. This **is not** my house.
2. He **cannot** swim.

Interrogative Sentences

Sentences that are used for asking questions are known as interrogative sentences. An interrogative sentence must always end with a question mark (?). A **yes/no question** is one that can be answered by 'yes' or 'no' and it begins with an auxiliary verb. The auxiliary verb comes before the subject.

Is	he	tired?
Can	you	swim?
Have	you	got a pen?

Wh-questions generally begin with a question word, usually interrogative pronouns or interrogative adjectives such as **where, when, how, what, which** etc. The question word is followed by an auxiliary and the subject, thus causing a subject - verb inversion.

Question word	Auxiliary	Subject	Verb Phrase
Where	are	you	going?
When	will	she	come?
What	have	you	bought?

Negative questions are formed by adding 'not' after the auxiliary verb. For example :

Who *does* not like coffee?

Imperative Sentences

Sentences that one uses to issue commands or make requests are known as imperative sentences. They may, like statements, end with full-stops or, like exclamatory sentences, with exclamation marks (!), but, unlike both, they must have an understood 'you' as the subject.

Shut the door

Come in

Keep quiet!

Each of these sentences has an understood 'you' as the subject.

You shut the door.

You come in.

You keep quiet.

Exclamatory sentences

We use some sentences to convey wonder, surprise, fear and other such emotional states. Such sentences are known as exclamatory sentences. An exclamatory sentence can end only with an exclamation

mark.

I don't know what to do!

It's a great day for India!

Exclamatory sentences also begin with 'what' or 'how'

e.g.

What a splendid idea!

What lovely roses!

How beautiful the bird is!

10.6 Practice Exercises

Exercise 1

In each of the following sentences replace the underlined Adjective by an Adjective Phrase of the same meaning :

1. A grey cloud spread over the sky.
2. He dwelt in a wooden hut.
3. He had a bald head.
4. She wore a diamond necklace.
5. It was a horrible night.
6. They went by Siberian railway.
7. A grassy meadow stretched before us.
8. An earthen pitcher stood on a three-legged table.
9. The French flag flew at the top of the highest mast.
10. That was a cowardly act.

Exercise 2

Underline the Adverb Phrases in the following sentences :

1. She lived in the middle of a great wood.
2. Nothing can live on the moon.
3. Come into the garden, Maud.
4. Three fishers went sailing over the sea.
5. O'er her hangs the great dark bell.
6. Down in a green and shady bed, a modest violet grew.

7. On your conscience this will lie.
8. They sat for a while on the bank.
9. Honesty is written on his face.
10. The gun went off with a loud report.

Exercise 3

Pick out the Phrases and say whether they are Adjective Phrases, Adverb Phrases, or Noun Phrases :

1. He speak like a born orator.
2. It grieved me to hear of your illness.
3. Beyond a doubt this man is honest.
4. He failed in spite of his best efforts.
5. He won the prize by means of trickery.
6. Do not talk like that.
7. I have forgotten how to play this game.
8. He gained their affection in spite of many faults.
9. I do not expect such treatment at your hands.
10. He speaks too fast to be understood.

Exercise 4

Identify imperative and exclamatory sentences :

1. What a wonderful house you've got!
2. Don't forget to post the letter.
3. Come here.
4. I think that's a great idea!
5. Do not stand outside.
6. Stop that nonsense!
7. He thinks he knows all the answer!
8. You look great!
9. Hurry up, please.
10. Wash your hands after every meal.

Exercise 5

Write interrogative sentences for the following responses, using questions words.

1. The play begins at 5:00 sharp.
 2. My name is Ankita.
 3. I like apples.
 4. She will come soon.
 5. I've got some sweets for you.
 6. The shopping complex is just round the corner.
 7. My grandmother brought me up.
 8. I want a pen.
 9. This is mine.
 10. I said I'm leaving.
-

UNIT-11

DETERMINERS, QUANTIFIERS & ARTICLES

Structure

11.0 Objectives

11.1 Introduction

11.2 Articles

11.3 Practice Exercise

11.0 Objectives

In this unit we shall have a detailed study of determiners, usage of determiners and quantifiers, articles and usages of articles. In the end we shall give you some practice exercise.

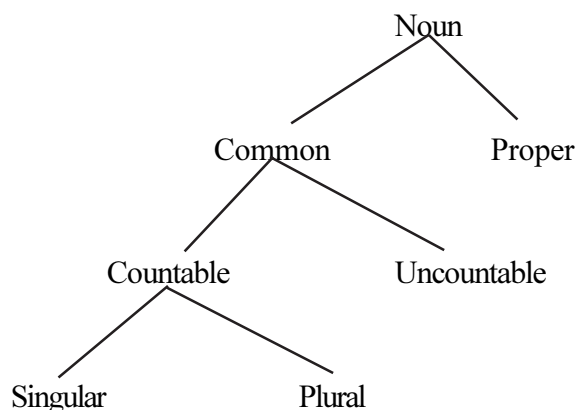
11.1 Introduction

Determiners

Determiners occur before a noun in a noun phrase and determine its reference. They limit the noun that follows (e.g. a, the, this, your, little, each every, most, more etc.) There are five kinds of determiners :-

(a)	Articles	a, an , the
(b)	Demonstratives	this, that , these, those.
(c)	Number words	Cardinals (one, two, three and so on) and ordinals (first, second, third and so on)
(d)	Possessives	Ravi's (or John's etc.) my, your, her, his, its, our, their
(e)	Quantifiers	half, most, no more, none, both, either, neither, some, many, several, few, a few, much, other all, little, a little, a lot of, lots of.

Before we begin with uses of determiners, it is essential to understand the classification of nouns given below :



Nouns are divided into proper (e.g. Delhi, Tom) or common (e.g. rubber, sugar). Common nouns can be further divided into countable and uncountable. Countable nouns are those which can be numbered as one, two, three etc. e.g. one chair, two tables. Countable nouns can either be singular or plural.

Usage of Determiners

a) Any kind of noun	the, my, your, her, his, its, our, their, which, what, whose, whichever, no, some, any
b) Uncountable/countable, Singular Nouns	this, that
c) Countable Singular Nouns	a, an, each, every, either, neither, one another
d) Uncountable Nouns	much, little, a good deal of, a great, deal of
e) Uncountable nouns or countable plural	nouns some, more, most, a lot of, lots of, other, enough
f) Countable plural nouns	a few, several, two, three etc., these, those, many, few

A. Determiners used with any type of nouns :

Example

1. This is their car.
2. I have bought my book today.
3. Which pen is yours?
4. His uncle is sick.

B. Determiners used before uncountable/countable and singular noun :

Example

1. I like this advance. (uncountable).
2. This milk is sour. (uncountable)
3. That boy is intelligent (countable).
4. That cupboard is spacious. (Countable)

C. Determiners used before countable singular nouns

How much work is left?

We had to spend a great deal of money on his education.

Example

1. Each student has to bring his book.
2. Every actor should perform well.
3. I don't like to read either book.

4. Please bring me another pen.

D. Determiners used before uncountable nouns :

Example

1. There is little water in the pitcher.

2. There is a little salt left in the jar.

- Much is used with uncountable nouns and is generally used in negative sentences.

Example

We don't have much water in the tank.

- It can also be used in affirmative questions which may have a negative answer?

E. Determiners used before uncountable or countable plural nouns

Example

1. They gave me some honey. (Uncountable)

2. Father bought some books from the book store. (Countable)

3. Lots of children are playing in the garden. (Countable)

4. There is enough milk in the refrigerator. (Uncountable)

F. Determiners used before countable plural nouns -

1. These books are very interesting.

2. Those boys are naughty.

3. Many girls like to play with dolls.

4. Few people believe in him.

5. Several teachers went on a strike.

Points to remember

- Much is always used with uncountable nouns.
- More can be used before countable plural or uncountable nouns.

Example

1. Mother will need more help. (Uncountable).

2. We will need more girls for the play. (Countable).

- Some can be used in sentences which are affirmative or interrogative.

Example

1. There are some beans in the pot, aren't they?

2. Is there some coffee in the kettle?
- Some can also be used for invitations and requests.

1. Why don't you have some tea?

2. Please have some tea.

- Any is used in negative, interrogative sentences.

Example

1. Are there any students in the class ?

2. Is there any powder in the jar?

- Little/a little is used before uncountable nouns to indicate quantity. These are used before countable nouns to indicate size.

Example

1. There is little sugar in the jar.

2. Little children like to play outdoor games.

Each is used to refer to separately to everyone and is used before countable singular nouns.

Example

1. Each officer should report to the director weekly.

2. Make sure that each child gets a pencil.

- Every is used with a singular verb while referring to a group as a whole

Example

1. Every student of the class is responsible.

11.2 Articles

Articles are the most important type of determiners and are used before nouns. Articles like adjective tell us something about the noun. Their usage depends upon the kind of noun that follows. Articles are of two types, the indefinite articles 'a' and 'an' and the definite article 'the'.

Use of indefinite articles a and an

- Articles 'a' and 'an' are synonymous to any one or any e.g. an apple, a book referring to one apple or any book.
- They are used before nouns which are general or common i.e. those which are not specific.
- These are used before singular nouns e.g. table, a chair.
- These are used before countable nouns only.

Specific uses of 'a' and 'an'

1. These are used before common nouns which are general or not specific. The noun should be countable and singular in number.

The indefinite articles are commonly used with the first mention of an item and may also represent a class of things.

Example

- (a) They are going to move into a bungalow next month.
- (b) Father saw an eagle hovering in the sky.
- (c) An apple is rich in iron content.
- (d) A lion is a ferocious animals.

Individual reference to body parts which are multiple in nature can be made with a or an.

e.g.

He met with an accident and has broken a rib.

2. Articles a and an are used before quantitative expressions of price, speed time or other numerical parameters.

- (a) This train travels at the speed of fifty kilometers an hour.
- (b) Raman bought the balls at a cost of twenty rupees a dozen.
- (c) She may have to visit the doctor a hundred times.
- (d) They shall be here in half an hour.
- (e) The pit is foot and a half deep.

3. A and an is used before few or little to add to their meaning.

Example

- (a) My mother gave me a few pencils.
- (b) She gave me a little milk mixed with a few drops of medicine.

4. 'A' and 'an' are also used to refer to a proper noun like names of well know personalities to indicate the unique quality of the person in a common sense.

Example

- (a) The student is an Einstein.
- (b) He is a Columbus.

5. 'A' and 'an' are also used in expression of sudden emotions/exclamations.

- (a) What a beautiful rose !
- (b) What a poor presentation !

6. Indefinite articles 'a' and 'an' can be used with a material noun or abstract noun in the form of a common noun.
- (a) The Indian team won a silver and a bronze in the Olympic
 - (b) Mother bought a loaf of bread from the bakery.

Points to be remembered

- Do not use 'a' and 'an' before plural nouns or nouns which appear to be singular but are plural in sense.

Example : people, police, cattle, peasantry, etc.

- Do not use 'a' and 'an' before material nouns like wood, glass, milk iron etc.

Example

- (a) This chair is made of wood.
- (b) Products of milk are used everywhere.
- (c) Iron is a useful metal.

('A' and 'an' cannot be used before wood, milk, iron in above sentences.)

Use of the definite article - 'The'

The definite article refers to something that is identified to be unique and thus makes the noun phrase definite. There are different ways to recognize that the noun is identified or non identified. Noun can be identified by

1. Situational References

In case of immediate situation Example

- (a) Can you see the box kept on the table.
- (b) Oh! the tea is boiling in the kettle.

In the above sentences the physical presence of box, table or kettle is obvious and immediately indicate the particular item referred to.

2. Previous Mention

In case of second reference to a noun :

- (a) He bought a bed and a sofa. He kept the bed and sold the sofa. In the above sentences 'the' indicates identity of reference with that established in the first sentence.

3. Descriptive Reference

In certain cases the identity of the reference is established with the part of sentence that follows

- (a) I am looking for the pen you gave me.
- (b) The book mother sent me was torn.

In the above sentences, the pen and the book are identified with the part of the sentence that follows them.

4. Uniqueness

The definite article is used in cases of unique references which share the quality of being distinct and one of a kind, e.g. the sun, the stars the Pope, the President, the equator etc.

Example

- (a) The president shall address the gathering.
- (b) The moon and the stars have caught the attention of astronomers.

5. Qualitative Reference

‘The’ is also used before nouns preceded by adjectives of superlative degree.

Example

- (a) He is the richest man of this town.
- (b) The BSE index touched the highest peak today.
- (c) The gave me an award for the best student of the class.

6. Class Reference

The definite article ‘the’ is used to represent a class of people of a kind e.g. the rich, the poor, the helpless etc.

- (a) The government should do something for the upliftment of the poor.
- (b) They should ask the rich to make contributions in the fund.
- (c) Christmas is the prime festival of the Christians.
- (d) The English defeated the French in the war.

7. Usage before proper nouns

‘The’ is also used before certain proper nouns like names of newspapers, rivers, mountain, group of islands, famous book, famous buildings and names of trains.

Example

- 1. The Hindustan Times is a famous newspaper.
- 2. We went to the Hawa Mahal when we visited Jaipur.
- 3. The Hoogli river flows through Calcutta.
- 4. The Maldives are full of natural beauty.
- 5. The Shatabdi Express was late by two hours.

Points to Remember

· Use ‘the’ before material nouns or abstract nouns only when they are made particular with a

phrase or clause.

Example

(a) Honesty is valued everywhere.

(b) God is very expensive

(‘The’ is not used before Honesty and God in both the sentence as nouns are not made specific by further reference)

Do not use ‘the’ before names of towns, cities, countries, games, diseases and languages.

Example

(a) Delhi is the capital of India.

(b) Marathi is spoken in Maharashtra.

(c) Football is loved all over the world.

(d) Malaria is caused due to insect bite.

11.3 Practice Exercises

Exercise 1

Fill in the blanks with suitable articles where necessary.

- a) man is mortal.
- b) My friend wants to buy book, writer by Premchand.
- c) Mayor is honourable man.
- d) sun rises in east.
- e) My uncle is M.L.A.
- f) I am going to hospital to visit sick man.
- g) lead is very heavy metal.
- h) earth revolves round sun.
- i) bird in hand is better than two in bush.
- j)man in car is doctor.

Exercise 2

Correct the use of articles in the following sentences.

- 1. The Bible is holy book.
- 2. We play the hockey.
- 3. We play the hockey.

4. Germany is an European country.
5. This ring is made of the gold.
6. She is tall girl.
7. We want him to become doctor.
8. Will he be here for the lunch.
9. Shatabdi Express arrives at 2:00 P.M.
10. Mr. Sampat is one eyed man.
11. Kalidas is Shakespeare of India.

Exercise 2

Fill suitable determiners in the following blank spaces:

- a) The army needs soldiers (much/many)
- b) people like freedom (many/much)
- c) Please have cake. (enough/some)
- d) boys like to play with balls (little/a little)
- e) There isn't tea in the kettle (any/some)
- f) Give them milk. (some/any)
- g) sweets are as good as these, they are delicious. (few, a few)
- h) The hall is nearly occupied there is room left (little/a little)
- i) We do not know about him (many/much).
- j) lecturers carry folders. (More/Most)

Exercise 4

Complete the paragraph using enough, some, much, most, few, a few, a little, every.

We need to interview student separately, but we do not have space for holding the interviews. Only candidates have reported till now. We would like to have tea before all the candidates arrive. Candidates are from the rural background, so they may be late. We require paper and ink.

UNIT-12

TENSES

Structure

- 12.0 Objectives
- 12.1 Introduction
- 12.2 Forms of Verb
- 12.3 Present Tense
 - 12.3.1 Simple Present Tense
 - 12.3.2 Present Continuous Tense
 - 12.3.3 Present Perfect Tense
 - 12.3.4 Present Perfect Continuous Tense
- 12.4 Past Tense
 - 12.4.1 Simple Past Tense
 - 12.4.2 Past Continuous Tense
 - 12.4.3 Past Perfect Tense
 - 12.4.4 Past Perfect Continuous Tense

12.0 Objectives

In this unit we shall have a detailed study of present tense and past tense.

12.1 Introduction

Tense is a term used in English to indicate the time of the action or event. It expresses the time relation of the verb form in any sentence. Tense indicates whether an action or state is past, present or future. It also shows the degree of completion of the action, that is, continuous, complete or still going on.

Depending on the time indicated, tense is divided into three classes namely

1. Present,
2. Past,
3. Future

Each tense is further divided into four classes, namely.

1. **Simple Tense** : This tense denotes that the verb is in its simplest form.
2. **Continuous Tense** : This tense denotes that we are in the middle of the action i.e. at the time of speaking the action is still going on The activity is still in continuity and is not over.
3. **Perfect Tense** : This tense is used to denote an action which is already complete but the effect is still going on and is relevant. This tense describes those actions which are completed in the recent

past but have a strong connection with the present.

4. **Perfect Continuous Tenses** : This tense describes those actions which began in the past and are still continuing in the present.

To understand the concept of tense we need to understand the relationship between person and number. In English there are three persons (First person, Second person and Third person) and two numbers (Singular and Plural).

The following table shows the relationship between persons and numbers :

Person	Singular	Plural
First	I	We
Second	You	You
Third	He/She/It	They

12.2 Forms of Verb

I Form Present	II Form Past	III Form (Past Participle)
Arise	Arose	Arisen
Drive	Drove	Drive
Abide	Abode	Abode
Fall	Fell	Fallen
Become	Became	Become
Beat	Beat	Beaten
Begin	Began	Begun
Bind	Bound	Bound
Blow	Blew	Blown
Break	Broke	Broken
Come	Came	Come
Eat	Ate	Eaten
Sit	Sat	Sat
Kill	Killed	Killed
Pay	Paid	Paid
Find	Found	Found
Say	Said	Said
Run	Ran	Run

Throw	Threw	Thrown
Swim	Swam	Swum
Take	Took	Taken
Buy	Bought	Bought
Creep	Crept	Crept
Lay	Laid	Laid
Lose	Lost	Lost
Mean	Meant	Meant
Sell	Sold	Sold
Teach	Taught	Taught
Go	Went	Gone

12.3 Present Tense

12.3.1 Simple Present Tense

When a tense is used to show present tense it is known as Simple Present Tense. It involves the use of the base form of the verb.

Basic Pattern: Subject + Infinitive Verb

He plays football daily.

You write a letter.

They go to school.

It rains today.

Affirmative Sentence : She sings a song

I go to the market.

You work hard.

Negative Sentence : She does not sing a song.

I do not go to the market.

You do not work hard.

Interrogative Sentence : Does she sing a song?

Do I go to the market?

Do you work hard?

Use of simple present

S.N	Situation	Examples
1.	To express habitual action	We get up in the morning. I return from school at three in the afternoon.
2.	To express likes, dislikes and preferences	I do not like coffee. I like to read literature.
3.	To express conditional situations when situations begin with 'if' clause.	If you work hard, you will get a first class. If you heat water, it will evaporate.
4.	To show scientific, mathematical or geographical truths.	Water freezes at zero degree centigrade. Two and three makes five.
5.	To show planned actions of future.	The P.M. reaches Jaipur at 5 P.M., to address the members of the youth division. The five day sports event starts next week.
6.	To show the action in exclamatory sentences beginning with 'here' and 'there'	Here comes the winner!

12.3.2 Present Continuous Tense

Present Continuous Tense : When a tense is used to show that the action is still going on now it is known as present continuous tense.

Basic Pattern: Subject + Auxiliary Verb + Present Participle (Verb + ing)

I am eating my food.

They are building a sand castle.

Classes are commencing on 15th June.

Affirmative Sentences : She is singing a song.

I am going to the market.

You are working hard.

Negative : She is not singing a song.

I am not going to the market.

You are not working hard.

Interrogative Sentence : Is she singing a song?

Am I going to the market?

Are you working hard.

Uses of Present Continuous Tense

S.No.	Situation	Examples
1.	To express action taking place right now, at the time of speaking	Jane is watching the television. We are sitting in the garden.
2.	To express planned future action.	We are leaving for Mumbai this evening. Mohit is getting married this month

12.3.3 Present Perfect Tense

Present Perfect Tense : When a tense is used to show that an action has just been completed or the action has finished at the moment of speaking it is known as present perfect tense.

Basic Pattern Subject + has/have + Past Participle

I have cooked my food.

The have constructed a house.

She has written a number of essays.

Affirmative Sentence : She has sung a song.

They have gone to the market.

You have worked hard.

Negative Sentence : She has not sung a song.

They have not gone to the market

You have not worked hard.

Interrogative Sentence : Has she sung a song?

Have they gone to the market?

Have you worked hard?

Uses of Present Perfect Tense

S.No.	Situation	Examples
1.	To express habitual action	We get up in the morning. I return from school at three in the afternoon.
2.	To express past action with no specific time	Have you never seen the Raj Mahal Palace Hotel?
3.	To express an action which started in the past and continued up till now.	Vriti has worked as dance teacher for five years. I have known this officer for a longtime.
4.	To express past events whose result is till present.	The little girl has eaten all the cookies. I have finished my work.

12.3.4 Present Perfect Continuous Tense

Present Perfect Continuous Tense : When a tense is used to show that an action has been taking place since a point of time in the past and is in progress up till now, it is known as present perfect continuous tense.

Basic Pattern : Subject + has/have been + Present Participle (verb + ing) + For/since + time

I have been eating my food.

They have been building a sand castle.

She has been feeling unwell since yesterday.

Classes have been conducted for two months.

Affirmative Sentences : She has been singing a song.

I have been going to the market.

You have been working hard.

Negative Sentence : She has not been singing a song.

I have not been going to the market.

You have not been working hard.

Interrogative Sentence : Has she been singing a song?

Have I been going to the market?

Have you been working hard.

Uses of Present Perfect Continuous Tense

S.No.	Situation	Example
1.	To express an action which began at sometime in the past and is still continuing in the present.	They have been sleeping since 11 'O Clock. She has been learning German for five months now. The maid has been washing the clothes for an hour.

12.4 Past Tenses

12.4.1 Simple Past Tense

When a tense is used to show that an action was completed in the past it is known as simple past tense.

Basic Pattern: Subject + Verb in Past Form

He played football.

You wrote a letter.

They went to school.

It rained yesterday.

Affirmative : She sang a song.
I went to the market.
You worked hard.

Negative Sentence : She did not sing a song.
I did not go to the market.
You did not work hard.

Interrogative Sentence : Did she sing a song?
Did I go to the market?
Did you work hard?

Uses of Simple Past Tense

S.No.	Situation	Example
1.	To express a past action with past time adverb is given.	I met them yesterday at the platform. The accident took place last month.
2.	To express a past habit which has been discontinued now.	In her youth Maria always talked about her beauty. She went for walks in the evenings.
3.	To express unreal past, used with words like : as if, as though, if only, wish would	He behaved as if the were a king. I wish I knew his contact number.

12.4.2 Past Continuous Tense

When a tense is used to show that an action was in progress or incomplete in past it is known as past continuous tense.

Basic Pattern: Subject + was/were + Present Participle (verb + ing)

I was eating my food.

They were making a sand castle.

She was feeling unwell yesterday.

Affirmative Sentence : She was singing a song.
I was going to the market.
You are working hard.

Negative Sentence	:	She was not singing a song. I was not going to the market. You were not working hard.
Interrogative Sentence	:	Was she singing a song? Was she going to the market? Were you working hard?

Uses of past continuous tense

S.No.	Situation	Example
1.	To express the continuity of an action which started in the past and has no indication of completion	The children were sleeping in their rooms when the thief broke into the house. She was washing her hands when I saw her.
2.	To express a persistent habit in the past.	He was always talking about his riches. Ronit was always dreaming of becoming a naval officer.

12.4.3 Past Perfect Tense

When a tense is used to show that an action had completed earlier before another action began it is known as past perfect tense.

Basic Pattern: Subject + had + Past Participle

I had cooked my food.

They had constructed a house.

She had written a number of essays.

The train for Delhi had left the station.

Affirmative Sentence	:	She had sung a song. They had gone to the market. You had worked hard.
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Negative Sentence	:	She had not sung a song. They had not gone to the market. You had not worked hard.
--------------------------	---	--

Interrogative Sentence	:	Had she sung a song? Had they gone to the market? Had you worked hard for your exams?
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Uses of past perfect tense

S.No.	Situation	Examples
1.	To express one of the two past actions which had completed earlier.	When I reached the station, the train had already left the platform. When we reached the classroom, the teacher had already left.
2.	To express an action which began and had been on progress before another action started.	When I returned home the child had been sleeping for two hours. They had played football for an hour when their teacher called them in.

12.4.4 Past Perfect Continuous Tense

When a tense is used to show that an action had been in progress upto another action began it is known as past perfect continuous tense.

Basic Pattern : Subject + had been + Present Participle+ temporal (for/since) + time

I had been eating my food for an hour.

They had been making a sand castle

She had been feeling unwell since yesterday.

Classes had been conducted for two months.

Affirmative Sentence : She had been singing a song for an hour.

I had been going to the market for several years.

You had been working hard for a week.

Negative Sentence : She had not been singing a song for an hour.

I had not been going to the market for several hours.

You had not been working hard for a week.

Interrogative Sentence: Had she been singing a song for an hour?

Had I been going to the market for several years?

Had you been working hard for a week?

Uses of past continuous tense

S.No.	Situation	Examples
1.	To express an action which began and had been on progress before another action started.	When I returned home the child had been sleeping for two hours. They had been playing football for an hour when their teacher called them in.

UNIT-13

FUTURE TENSE

Structure

13.0 Objectives

13.1 Introduction

13.1.1 Simple Future Tense

13.1.2 Future Continuous Tense

13.1.3 Future Perfect Tense

13.1.4 Future Perfect Continuous Tense

13.2 Practice Exercise

13.0 Objectives

In this unit we shall study in detail the future tense in English. In the end we have practice exercise based on all the tense.

13.1 Introduction

Future Tense

13.1.1 Simple Future

When a tense is used to show that some action will take place in the future it is known as future tense.

Basic Pattern: Subject + will/shall + infinitive verb

He will play football.

You will write a letter.

They will go to school.

I shall go to office next week.

Affirmative Sentence : She will sing a song.

I shall go to the market.

You will work hard.

Negative Sentence : She will not sing a song.

I shall not go the market.

You shall not work hard.

Interrogative Sentence : Will she sing a song?
 Shall I go to the market?
 Will you work hard?

Uses of Simple Future

S.No. Situation		Examples
1.	To express future actions	I shall meet you tomorrow. She will begin her work from Monday.
2.	To express future habitual actions, which are sure to occur.	Spring will come again after this season. Students will learn from their mistakes.
3.	To express actions in conditional sentences, which have a cause and effect relation.	If it rains, you will enjoy the picnic. If you come early, you will get the best gift.

13.1.2 Future Continuous Tense

When a tense is used to show that some action will be in progress in future, it is known as Future Continuous Tense.

Basic Pattern : Subject + will/shall be + Present Participle

I shall be eating my food.

They will be building a sand castle.

She will be going out.

Classes will be commencing on 15th June.

Affirmative Sentence : She will be singing a song.

I shall be going to the market.

You will be working hard.

Negative Sentence : She will not be singing a song.

I shall not be going to the market.

You will not be working hard.

Interrogative Sentence: Will she be singing a song

Shall I be going to the market?

Will you be working hard?

Uses of future continuous tense

S.No.	Situation	Examples
1.	To express an action going on in future.	When I reach Mumbai, it will probably be raining. Where will you be going in the next month?
2.	To express future planned actions.	She will be opening her boutique next week. They will be selling tickets at a less price next week.

13.1.3 Future Perfect Tense

When a tense is used to show that some action will be completed in future it is known as future perfect tense.

Basic Pattern : Subject : will/shall have + Past Participle + (by before) + Present Indefinite/ Time

I shall have cooked my food before you come.

They will have constructed a house before winter season.

She will have written a number of essays by next week.

The train for Delhi will have left the station by then.

Affirmative Sentence : She will have sung a song.

They will have gone to the market.

You will have worked hard.

Negative Sentence : She will not have sung a song.

They will not have gone to the market.

You will not have worked hard.

Interrogative Sentence : Will she have sung a song?

Will they have gone to the market?

Will you have worked hard.

Uses of Future Perfect Tense

S.No.	Situation	Examples
1.	To express an action which at a given future time will be in the past.	By next week we shall have presented this report. Before the sun sets I shall have painted the house blue.

13.1.4 Future Perfect Continuous Tense

When a tense is used to show that some action will have been in progress in future, it is known as future perfect continuous Tense.

Basic Pattern : Subject + will/shall have been + Present Participle+ For/since + time

By the end of this month, she will have been working in this company for two years.

By tomorrow, we shall have been completing our training.

You will have been working hard for five years now.

Affirmative Sentence : She will have been singing for the radio for six years now.

I shall have been writing in the morning for an hour.

You will have been working hard for five years now.

Negative Sentence : She will not have been singing for the radio for six years now.

I shall not have been writing in the morning for an hour.

You will not have been working hard for five year now.

Interrogative Sentence: Will she have been singing for the radio?

Shall I have been writing in the morning for an hour?

Uses of future perfect continuous tense

S.No.	Situation	Examples
1.	To express an action going on in future and it will continue to a certain time in future.	They will have been building the apartment for seven years by 2010.

13.2 Practice Exercises

A. Complete the sentences by filling the correct tense of the verb in the bracket :

1. I never (forget) what you just (tell) me.
2. We (not live) in Haryana for the last three years.
3. I (buy) a new shirt yesterday as my old one (torn).
4. When we (meet) on the road this morning they (leave) for Delhi.
5. We usually (do) our assignments in the evening.
6. I (know) him for a very long time.
7. She (live) in Germany for twenty years now.
8. If you (be) a bird, you (fly) high up in the sky.
9. Do you enjoy (watch) films?

10. When I (walk) on the street I (see) a one-eyed beggar.
11. They (come) to this house in 1971 and (live) here since then.
12. Although we (see) the snake we (not frighten).
13. She (not hear) from her friend since the time she (leave) for England.
14. I hear that you (give) up the idea of opening your own bookstore.
15. When he (grow) old he often (think) of all the things he (do) when he (be) young.
16. Rene (travel) to London tomorrow.
17. It is still (rain), but it (look) as if it will soon stop.
18. How many times you (be) to the market this week?
19. He always (complain) about his father's health.
20. A strong current of water (feel) by the divers in the sea that day.
21. We (sit) in the room when the child start (cry.)
22. Our college (win) the football championship last year.
23. Honesty always (pay) in the long run.
24. You (look) very sad for the past two days.
25. We (lose) the key of our car and are unable to (open) it.

B. Fill in the blanks in the following sentences the most appropriate tense of the verb given in the bracket.

1. Our country _____ (give) birth to a mighty soul and he _____ (shine) like a beacon not only for India but for the whole world. And yet he _____ (kill) to death by one of our own breathen. How _____ (do) this happen to Gandhiji? It _____ (be) an act of madness that _____ (generate) from the poison of enmity.
2. Fortune _____ (favor) a few strong minded individuals. Every man _____ (make) his fate and _____ (design) his future. A man of strong will _____ (drag) his success towards himself in any situation and emerge victorious.
3. Advertisement _____ (be) extremely useful if they are honest. If, let us say, you _____ (break) your pen and want to buy another, the first thing to do is to _____ (look) at as many advertisement for pens as you _____ can find. This _____ (help) you to choose the type, color, and price that suits you.
4. It is an old saying that knowledge _____ (be) power. Education _____ (be) an instrument which _____ (impart) knowledge and therefore indirectly _____ (control) power. Therefore ever since the dawn of civilization, persons in power _____ (always, try) to supervise and control education.

UNIT-14

SUBJECT-VERB AGREEMENT

Structure

- 14.0 Objectives
- 14.1 Introduction
- 14.2 Rules to be Followed for Subject-Verb Agreement
- 14.3 Practice Exercise

14.0 Objectives

In this unit we shall try to understand what is subject - verb agreement and rules to be followed for sub-verb agreement. In the end we have practice exercise.

14.1 Introduction

A verb must agree with its subject in number and person. A singular subject requires singular form of the verb and likewise a plural subject requires a plural form of the verb. The following are some **important points to remember** :

14.2 Rules to be Followed for Subject-Verb Agreement

1. Many a is always followed by the singular verb

Example

Many a man **likes** seeing a film late in the night.

2. When the subject is 'one of', followed by a plural noun, the verb should be in singular

Example

One of my teachers **lives** next door to my aunt.

3. Two or more singular subjects joined by 'and', take a plural verb :

Example

A fool and his money **are** soon parted.

Exceptions : When two singular subjects refer to the same person or thing, the verb is in the singular :

The poet and statesman **is** dead.

When two subjects represent one idea, the verb is in the singular:

Slow and steady **wins** the race.

The horse and carriage **is** at the gate.

Bread and butter **is** a wholesome food.

4. When a singular and a plural subjects are joined by ‘or’, ‘nor’ or ‘but’, ‘neither-nor’, ‘either - or’, the verb should be plural if the plural subject is placed near the verb

Neither John nor his friends **were** in school.

Neither his brother nor Alice **has** stolen his watch.

Neither my friend nor **I am** sorry.

5. Two singular subjects joined by ‘or’ or ‘nor’ take a singular verb

He or his father **is** going to attend the meeting.

The doctor nor the nurse **is** on duty.

6. If two singular nouns joined by ‘and’ are preceded by ‘each’ or ‘every’, the verb is in the singular:

Each boy and girl **makes** a separate project.

7. A singular subject, followed by ‘as well as’, ‘in addition to’, ‘including’, ‘no less than’, ‘with together with’ or a similar construction, requires a singular verb :

The coach together with his assistants **was** praised.

The husband as well as the wife **is** dead.

The father no less than the children **is** to blame.

None but the brave **deserves** reward.

The gangster, with all his gang members, **was** arrested.

8. The verb should agree with its proper subject: The quality of mangoes **is** good. (Here the subject of verb is quality. Hence, correct verb should be is not are.) The cost of food, clothing, and household goods **has** risen considerably.

9. A collective noun takes a singular verb when the class it names is considered a unit; it takes a plural verb, when the members or the class are considered individually

Example

The jury **is** finally complete.

The fleet **has** set sail.

The jury **were** divided in their opinions.

(Here the term jury refers to collection of separate parts acting individually.)

10. When the subject is a relative pronoun, the verb agrees with the antecedent of that pronoun

Example

He is one of the men who **act** as advisors.

I am a man who **shuns** popularity.

11. Some nouns which are plural in form, but singular in meaning, take a singular verb

Example

Mathematics **is** an interesting subject.

The wages of sin **is** death.

No news **is** good news. Physics **is** an important branch of study.

12. Plural numbers take a singular verb when they are used in a phrase to indicate a sum or a unit

Example

Forty yards **is** a good distance.

Fifty rupees **is** too much for this article.

13. When the plural noun is a proper name for some collective unit or some single object, the verb is singular:

Example

The Arabian Nights **is** an interesting book.

The Gulliver's Travels **is** a famous novel by Swift.

14. A lot of, a great deal of, plenty of, most of and some of are singular when they refer to amount or quantity, but plural when they refer to number

Example

A lot of people **prefer** tea to coffee.

A lot of work **has** still to be done.

There **are** plenty of opportunities for well qualified people.

There **is** a plenty of room on the roof.

15. Certain words always take plural verbs

Example

The people **are** waiting for dinner.

The cattle **were** grazing in the meadow.

The police **have** caught the thief.

16. A pair of, is applied to things where the two components are always thought of together (scissors, shears, shoes, gloves, trousers) is singular:

Example

A pair of trousers **is** hanging on the peg.

A pair of spectacles **is** lying on the table.

But if we omit the words a pair of and merely use the plural word, then, it must take a plural verb:

These scissors **are** very sharp.

His shoes **are** very expensive.

17. Certain nouns are used in singular form hence they take singular verb :

Example

The scenery of Kashmir **attracts** the tourists.

The furniture of his drawing-room **is** old-fashioned.

No information **has** been received so far.

14.3 Practice Exercises

Study the following sentences carefully and point out the errors owing to the disagreement of verbs.

Exercise 1

1. Politics are a good game.
2. People of India loves art and literature.
3. Alms are given to the beggars.
4. Athletics are good for health.
5. He as well as they are in the canteen.
6. No news are good news.
7. Neither Mohan nor Sohrab are in the shop.
8. Physics am really an interesting subject.
9. A crow and an eagle is sitting at the top of a tree.
10. None of these students are here,

Exercise-2

1. The second innings were played well by the Indian players.
2. He is one of the students who works hard.
3. Seventy rupees are too much for this ordinary shirt.
4. Ile cattle is grazing in the field.
5. The spectacles is lying on the Door.
6. The teacher with his students have gone to Shirrills.
7. Neither James nor his sisters likes the terror novels.

8. The police has been running behind the thief.
9. The public am requested not to pluck the flowers.
10. I who is your brother will guard your interests.

Exercise 3

1. The captain with his men were ready to leave.
2. The frogs jumps into water suddenly.
3. A green and red dress are in the shop window.
4. The poet and the dramatist is dead.
5. The cat as well as the kittens are in the house.
6. The knowledge of the behaviour of the people help to deal with them properly.
7. A shirt with a pair of trousers cost two hundred rupees.
8. The crowd were happy to see their favourite leader,
9. A cricket player and hockey player were present on our Sports Day.
10. Neither of the players have won a medal.

Exercise 4

1. Two-fifths of the loan have been paid.
2. A suit of clothes have been found missing.
3. A series of thefts have taken place in my locality.
4. Pratibha is not one of those women who spends a lazy life.
5. Two and two makes four.
6. One of the best students of our college have won the prize.
7. Our class have many bright students,
8. My pair of trousers are spoiled.
9. Either Shamli or her sisters has stitched my dress.
10. A list of books have been submitted by the teachers.

UNIT-15

AUXILIARY VERBS

Structure

15.0 Objectives

15.1 Introduction

15.2 Modals

15.2.1 Can

15.2.2 Could

15.2.3 May

15.2.4 Might

15.2.5 Will

15.2.6 Would

15.2.7 Shall

15.2.8 Should

15.2.9 Must

15.2.10 Need

15.2.11 Ought

15.2.12 Dare

15.3 Practice Exercise

15.0 Objectives

In this unit we shall try to understand types of auxiliary verbs, modal auxiliaries and usage of modals. In the end we have practice exercise.

15.1 Introduction

Look at the following sentences

- I am coming.
- He has finished.
- I didn't see them.

In the above sentences 'am', 'has', 'didn't' are auxiliary verbs. They help to form a tense or an expression. They combine with present or past participles or with infinitives to form the tense of ordinary verbs.

The auxiliaries are further divided into two kinds :

(a) The Principal auxiliaries

	<i>Present Tense</i>	<i>Past Tense</i>
to be	am, is, are	was, were
to have	has, have	had
to do	do, does	did

(b) The Modal auxiliaries :

Shall, should, will, would, can, could, may, might, must, ought, need, dare, used

Am, is Are, Was, Were

I am writing a letter

We were informed about the match.

Is he coming with us?

They are to wait for us at the station

Has, Have, Had

Have you seen it? Yes I have. No I haven't.

They had left. They hadn't left. Had they left?

Do, Does, Did

What do you do in the evening?

Do as I tell you.

Does he work hard? No he doesn't. Yes, he does.

Did he go to see the play? Yes, he did. No he didn't.

15.2 Modals

The Modal auxiliaries do not change with the number or person of the subject. They cannot be used in continuous sentences. We use modals to express our moods, manners and attitudes.

The following table lists the Modal Auxiliaries

Modal	Negative	Contracted Negative
can	cannot	can't
could	could not	couldn't
will	will not	won't
would	would not	wouldn't

shall	shall not	shan't
should	should not	shouldn't
may	may not	mayn't
might	might not	mighn't
must	must not	mustn't
need	need not	needn't
dare	dare not	daren't
ought to	ought not	oughtn't to
used to	used not to	didn't use to

This word **modal** is derived from the word 'mood' and relates the action to conditions such as certainty, obligation, necessity, possibility, permission, ability, etc. The modal auxiliaries followed by the main verb express the manner, the mode or the mood of the actions :

Subject	Auxiliary	Main Verb	
Della	can	swim	
Peter	may	call	
Perry	may	go and play	
He	will	join	on Monday
You	should	take	him to a dentist
Mary	must	practice	harder
You	needn't	carry	the parcel

The modal auxiliaries are grammatically different from the other auxiliaries in three aspects :

1. Their form does not change with the number or person of the subject.
I can bring the glasses.
He can bring the glasses.
We can bring the glasses.
The children can bring the glasses.
The child can bring the glasses.
2. They do not stand alone, they are always followed by a main verb.
He may collect the gowns.

You should wear blue denims.

Perry can speak French.

Peter ought to listen to his coach.

3. They can form questions by inverting the subject and the verb.

Can I bring the glasses?

May he collect the gowns?

Should you wear blue denims?

Can Perry speak French?

15.2.1 Can

Can is used

1. **to show ability.**

I can speak Russian.

He can sing any kind of song.

Peter can recite the 'Wasteland'.

Della can jump that fence.

2. **to express permission when the permission is general or unknown in origin.**

Can children under 15 see this film?

I can do as I please.

Note : **Can I smoke here?** is a question about rules; **May I smoke here?** is a request to specific person(s).

15.2.2 Could

Could is used

1. **as past form of can in Indirect speech.**

He said, "I can learn a language in two weeks."

He said he could learn a language in two weeks.

2. **to express ability in the past.**

You could buy a reasonable house for Rs. 15,00,000 till a few years ago.

I could finish two novels day when I was younger.

3. **in conditional sentences.**

We could reach in time if we drove fast.

I could become the President if the faculty supported me.

4. in polite requests.

Could you wait for me?

Could you tell me where the Post Office is?

15.2.3 May

May is used

1. to give or take permission.

May I leave the table?

May I borrow some sugar cubes?

You may carry upto 20 kilograms of luggage.

You may collect your cheque.

2. to express possibility.

It may rain tomorrow.

Peter may secure an A plus.

3. to express a wish.

May God bless you!

May you have many more!

May you rot in hell!

May he achieve what he deserves!

15.2.4 Might

Might is used

1. as past form of May in Indirect speech.

He said, “May I borrow some sugar?”

He asked if he might borrow some sugar.

The tent house manager said “It may rain tomorrow”.

The tent house manager said that it might rain the next day.

2. to express a weaker possibility than may.

The NBA team might come to the Humanities Department also.

It might rain.

3. to take permission. (More polite or tentative than May).

Might I ask you a favour?

Might I see the Manager?

15.2.5 Will

Will is used

1. to form the future tense.

The function will start at 6 p.m.

They will avail themselves of their L.T.C. next month.

The Institute will reimburse the Registration fee.

2. to express willingness.

I will escort you to the theatre.

I will help you if I can.

3. to express intention.

I will come if I am free.

I won't take much time.

15.2.6 Would

Would is used:

1. as past form of will in Indirect speech.

He said, "I will take you out to dinner."

We said that he would take me out to dinner.

She said, "I'll order two pan pizzas".

She said that she would order two pan pizzas.

2. to express a suggestion or request.

Would you like some hot chocolate?

Would you hold the door for me?

3. to express preference.

Would you have coffee or tea?

I would prefer a glass of milk.

I would rather die than live here.

She would rather starve than ask him for support.

15.2.7 Shall

Shall is used

1. to express future with I and We.

We shall be engineers in three years.

I shall call you when the train reaches Jagatpura.

2. to express an offer or suggestion.

Shall I carry the books for you?

Shall we begin?

15.2.8 Should

Should is used

1. to express advice/advisability.

You should be regular in your exercise.

Peter should talk to his lawyer.

2. to express light obligation.

You should not tell lies.

We should avoid littering the park.

3. to express a logical probability.

Dinner should be ready by 8.30 p.m.

You are in college now, you should know this.

15.2.9 Must

Must is used

1. to express command, obligation or prohibition (negative command).

You must be back by 10.30.

He must see me at once.

The invitations must be posted today.

You must not travel alone. You must not go near the cage.

2. express logical necessity/conclusion.

There must be a mistake,

If the money isn't here, Peter must have taken it.

He must be the local M.L.A.

15.2.10 Need

Need is commonly used with NOT as a modal auxiliary.

Need not is used :

1. to express absence of obligation. (opposite of **must**)

You need not leave immediately.

I need not report at the playground.

The students need not bring colours for the Rangoli competition. (We shall provide the colours)

He need not prove anything.

15.2.11 Ought

Ought is used

1. to express moral or social duty.

we ought to abide by the traffic rules.

He ought to be ashamed.

You ought to avoid speaking ill of others.

Note : Ought is always followed by to.

Ought to and **should** have nearly the same sense.

15.2.12 Dare

Dare is used when we wish to express fearlessness.

It means 'be brave enough to'.

How dare you enter my room?

I dare not approach him.

How dare he talk to an officer like that?

He dare not ask his father for permission.

15.3 Practice Exercise

Fill in the blanks with appropriate modals.

1. meet you at the Bus stand.
2. Heplay volleyball before he broke his arm.

3. Mother said we.....play in the garden.
4. Yes I type, but I.....do shorthand.
5. I.....be very grateful if you introduced me to the Director.
6. It.....rain within the next week or the crops will be destroyed.
7. He said we use his garage for our project.
8. If he.....drive up to Gurgaon why..... he drive up to Delhi?
9. He.....tell his mother about his marriage.
10. Notice: All cars.....be parked in the basement.
11. I see your driving licence, please?
12. You.....ring the bell. The door is open.
13. You.....smoke in front of children.
14. We.....make the bed. The maid will do it.
15. Bernard.....rather stay at home than go for a walk in summer.
16.we go to Smriti Van for our picnic on Sunday?
17. This is a Two-way zone. We.....park here.
18. We.....catch a glimpse of Aishwarya if we wait outside the airport.
19. I want this memo typed, but you.....do it today.
20. You.....shift the blame. Youtake the responsibility.

UNIT-16

INDIRECT SPEECH

Structure

- 16.0 Objectives
- 16.1 Introduction
- 16.2 Rules of Change into Indirect Speech
- 16.3 Practice Exercise

16.0 Objectives

In this unit we shall try to understand indirect speech, rules to change into indirect speech, changes in certain words indicating time, place etc, and changes in different types of sentences. In the end we have practice exercise.

16.1 Introduction

Words of a speaker can be reported in two ways

- (a) Direct speech-It is reproducing or quoting the actual words of the speakers.
- (b) Indirect speech-It is reporting or expressing what the other person says in one's own words.

Example :

Direct : The director said, "I am very busy, as I have a meeting."

In the above sentence the exact words of the speaker are quoted and are enclosed in inverted commas.

Indirect : The director said that he was very busy that day as he had a meeting.

In the above sentence the speaker reports the words of the speaker. Inverted commas are removed and various other changes are also made in the sentence while using the indirect form. When a speech is reported certain changes occur in the reporting verb and also in the structure of the sentence. The three main changes that take place while changing direct speech to indirect speech are

- (1) There is always change in the tenses while reporting.
- (2) Personal pronouns-first, second and third person pronouns and possessives change according to the situation while reporting.
- (3) Pointer words or words indicating time and place change accordingly.

There are certain rules relevant to the above-specified areas that should be remembered while reporting speeches.

- (A) Change of tenses

It is noted that tenses move one step backward while reporting.



Rule 1

The Present tense in the direct speech changes to its corresponding past form while reporting the speech.

Examples

are reading	were reading
is reading	was reading
was/were reading	had been reading
do the work	did the work
can	could
shall/will	should/would
may	might
must	had to
did	had done

- **Simple present changes to simple past**

D : Mother said, "I like cooking" →

ID: Mother said that she liked cooking.

D : He said, "I am tired"

ID: He said that he was tired.

- **The present continuous of direct changes to past continuous while reporting the speech.**

D : She said, "I am writing a novel".

ID: She said she was writing a novel.

D : Father said, "I am going out for dinner".

ID: Father said that he was going out for dinner.

- **Present perfect in the direct changes to past perfect in the indirect form**

D : The girl said, "I have kept the book in the cupboard".

ID: The girl said that she had kept the book in the cupboard.

D : He said, "They have completed the work".

ID: He said that they had completed the work.

- **Present perfect continuous tense ‘direct changes to past perfect continuous in the indirect.**

D : Mother said, “She has been playing since morning”.

ID: Mother said that she had been playing since morning.

D : Children said, “We have been studying for a long time”.

ID: Children said that they had been studying for a long time.

Rule 2

Simple past or past continuous tenses in time clauses generally do not change. The verbs in these sentences may change at times.

- The simple past may sometimes change into its past perfect form while converting direct into indirect speech.

Example:

D : She said, “I read the article yesterday.”

ID: She said that she had read the article the previous day.

D : The doctor said, “I operated the patient in the morning.”

ID: The doctor said that he had operated the patient that morning.

- Past continuous of the direct changes to past perfect continuous in the indirect form

D : Aman said, “Ravi was reading the newspaper in the morning.”

ID: Aman said that Ravi had been reading the newspaper in the morning.

D : The student said, “The books were in the third shelf yesterday.”

ID: The student said that the books had been on the third shelf the day before.

Note :

In certain cases although the reporting verb is in the past tense, the tense in reported speech remains unchanged

Case I

When speech expresses universal truth or habitual facts

D : The scientist said, “Water evaporates on heating.”

ID: The scientist said that water evaporates on heating.

Case II

If the reported speech tells of a situation that still exist while reporting :

D : The messenger said, “They are not performing today as it is raining heavily.”

ID: The messenger said that they are not performing today as it is raining heavily.

Case III

If the reported speech has both the clauses in the past tense

D : My friend said, "I was suffering from fever, so I did not attend the meeting."

ID: My friend told me that she was suffering from fever so she did not attend the meeting.

Rule 3

If the reporting verb in the direct speech is in present or future tense the tense in reported speech does not change.

D : My friend says, "We should always read good books."

ID : My friend says that we should always read good books.

D : Brother tells me, "I may not go to the party tonight."

ID : Brother tells me he may not go to the party tonight.

D : The teacher shall say, "Concentration improves the performance of student."

ID : The teacher shall say that concentration improves the performance of students.

D : The boss will certainly say, "You bring the file later in the week."

ID : The boss will certainly ask me to bring the file later in the week.

(B) Change of personal pronouns and possessive

The first person and second person in the direct speech change to third person, while reporting:

I/you	he/she
me/you	him/her
mine/yours	his/hers
my/yours	his/hers
us/you	them
we/you	they
ours/yours	theirs
our/your	their

He, his, she, it, its, her, has, they, their, them etc. (third person pronouns) remain unchanged.

The first person and second person change accordingly, to the person who the speaker is. The reported is based, on the relation of the listener and the person reporting the speech.

D : I said, "I do not trust you."

ID : I said that I did not trust him.

D : I said, "My brother is very kind to me."

- ID : I said that my brother was very kind to me.
 D : You said, "My brother is very kind to me."
 ID : You said that your brother was very kind to you.
 D : She said, "My brother is very kind to me."
 ID : She said that her brother was very kind to her.
 D : Mother said to me, "Your friends have invited you."
 ID : Mother told me that my friends had invited me.
 D : Mother said to you, "Your friends have invited you."
 ID : Mother said to you that your friends had invited you.
 D : Mother said to her, "Your friends have invited you."
 ID : Mother said to her that her friends had invited her.

It is noted that in case there is a nominative of address in the direct speech, he/ she becomes the person spoken about reporting

- D : Ajit said, "Father, I am studying."
 ID : Ajit told his father that he was studying.
 D : Teacher said, "Tapan complete your assignment."
 ID : Teacher told Tapan that he should complete his assignment,

(C) Change in words indicating time and place

The pointer words denoting nearness of place or time are changed to their corresponding word form indicating distance if the verb in the reported speech is in the past tense.

Direct Speech	Indirect Speech
Now	then/at the time
Today/tonight	That day/that night
Tomorrow	The next day/the following day
Yesterday	the day before/the previous day
The Day after tomorrow	In two days time/to day after the following
The day before yesterday	two days before/the day before the previous day
Ago	Before
Next month/week	The following week/month etc.
Last week/month/year etc.	The following week/month/year etc.

Hereafter	Thereafter
Hither	Thither
This/these	That/those
Here	There
Now	Then (generally not mentioned in ID)
It	(Remains unchanged)

Example

- D : He said, "They are going tomorrow."
 ID : He said that they would be going the next day.
- D : The girls said, "We tried to practice the dance last week."
 ID : The girls said that they had tried to practice the dance the previous week.
- D : Shrey said, "This is not my pen."
 ID : Shrey said that that was not his pen.
- D : Children said, "We were watching a movie today."
 ID : Children said that they were watching a movie that day.

Reporting verbs (types)

The reporting verb changes according to the speech content i.e., a question, statement of a particular type, command or a request.

Reporting Conjunctions

Conjunctions are used while reporting speeches in case two thoughts have to be connected
 That-is very often used while reporting statements as a conjunction but at times it can be omitted.

Example

- D : Shubham said to me, "I want to go to Delhi but I will not get leave."
 ID : Shubham told me that he wanted to go to Delhi but he would not get leave.

Questions/Interrogative Sentences

The indirect speech begins with verbs like asked inquired, demanded, want to know etc.

Example

- D : She asked, "Where is your book?"
 ID : She inquired where my book was.
- D : They said, "What is your profession?"
 ID : They asked me what my profession was.

Statements

We have already seen the use of the reporting verbs said and told in the examples quoted above. There are certain other words that can be used while reporting statements and depending on the speech content.

These are :

assure	object	deny
complain	remind	explain
answer	reply	remark
agree	promise	admit etc.

Example

D : She said, "I will surely get your book tomorrow."
ID : She promised that she would get my book the next day
D : They said, "There is no place to sit."
ID : They complained that there was no place to sit.
D : He said, "What is that naughty child doing in the hall?"
ID : He wondered what the naughty child was doing in the hall.

Note :

It is observed that when a question begins with-what, who, where, when, whom, whose, why, how, and which the questioning word is repeated while reporting.

Example

D : "Who is at the door ?" he said
ID: He asked who was at the door.
D : She said, "Where is the journal ?"
ID: She inquired where the journal was kept.

While reporting questions that can be answered with.yes/no, if/whether is used as a link word or conjunction.

Example

D : "Can I bring you a glass of juice, Father ?" , I said.
ID : I asked father if I could bring him a glass of juice.
D : "Are you not going to Mumbai on Monday?" the officer said.
ID : The officer inquired whether I was not going to Mumbai on Monday

- D : “Didn’t he complete the painting yesterday” the lady said.
- ID : The lady asked whether he had not completed the painting the previous day.
- D : “Will you watch the late night show next week?” I said.
- ID : I asked him if he would watch the late night show the coming week.

Commands and requests (imperatives)

The imperatives are sentences in the imperative mood containing commands, requests, order, advice etc.

While reporting such statements certain words like requested, advised, ordered, commanded, wanted etc. are used to convey the mood. It is also noted that the verb in the direct speech is changed into the infinitive.

Example

- D : “Call the doctor immediately.” said the patient.
- ID : The patient ordered him to call the doctor immediately
- D : She said to him, “Please keep these fruits in the refrigerator.”
- ID : She requested him to keep these fruits in the refrigerator.”
- D : “Use a coir mattress if you have a backache” the therapist said.
- ID : The therapist advised him to use a coir mattress if he had a backache.
- D : “Don’t give me an excuse” said the officer.
- ID : The officer ordered them not to give him an excuse.

Desires and exclamations

While reporting exclamatory sentences or expression of wishes, the verb ‘said’ is changed into certain words like exclaimed, cried out, wished, applauded, remarked, etc. Interjections like Ah, Alas, Oh, Hurrah etc. along with the (!) exclamation mark are avoided where the statement is reported. Certain phrases can be used at the end of statement to add to the thought expressed e.g. with regards, with sorrow etc.

Example

- D : ‘What a beautiful temple!’ he said,
- ID : He exclaimed that the temple was very beautiful.
- D : “Hurrah! We have won the trophy,” they said.
- ID : They shouted with joy that they had won the trophy.
- D : The choreographer said, “You have given a great dance performance.”
- ID : The choreographer applauded him saying that he had given a great dance performance.

D : She said, "Alas! The great painter is dead."

ID : She exclaimed with sorrow that the great painter was dead.

16.3 Practice Exercises

Exercise 1

Put the following into indirect speech

1. Kate said, "I am going to Delhi today."
2. The teacher said, "I didn't have the time to check your paper."
3. She says, "It is always better to travel by train".
4. The student said, "The mess doesn't provide good food."
5. "Bring me a cup of tea", the customer said to the waiter.
6. She said to him, "Please inform me about the vacancies in your company."
7. "What a great cook she is!" he said.
8. The librarian said, "When will you return the book."
9. They said to the children, "You should not play with fire."
10. The examiner said, "Switch, off your mobiles and put them on your table."
11. The attendant said, "This corridor leads to the main entrance."
12. "You have not done well in the exam" the principal said.
13. The coach said to the players "What makes you so confident that you will win the match?"
14. "Promise me that you will never come late," the wife said to the husband.
15. Father said to me, "Your fees have not been submitted."
16. The technician said, "I have been repairing the telephone lines since last week."
17. The peon said, "There is someone at the door."
18. She was practising for the recitation competition in the morning," her friend said.
19. "Sit down," said the interviewer to the candidate.
20. The lecturer said, "Have you submitted your assignment file?"
21. Jack said, "Jill please fetch me a pail of water."
22. "Oh ! That's a big question" he said.
23. The stranger said to me, "Can you tell me the way to the University"
24. He said, "I must go today."
25. They said, "We will bring this bag tomorrow."

Exercise 2

Put the following into direct speech

1. They asked when all the guests were leaving.
2. The teacher asked the students to go with her the next day
3. The old man said that he was very tired.
4. The teacher said that all living beings are mortal.
5. She requested the guest to reach the station early.
6. Mother said that she was not going to the market that day.
7. She said that he could come for an interview the next day.
8. The student asked whether it was easy to learn French.
9. Children said that they had been playing games since morning.
10. She always says to us that if we don't work hard, we will fail.
11. He replied that he was the night watchman.
12. The Lecturer told us that the revolt was led by Mangal Pandey
13. The tourist inquired, if there were any package tours available at reasonable rates.
14. The gardener said that he had watered the plants that day.
15. The Mayor told the council members that they should be present at the funeral.
16. The Director exclaimed that the deal had been successful.
17. She said that she had hurt herself badly in the accident.
18. The priest asked him if he had any confessions to make.
19. Uncle said to her that he would bring her a lovely present on her birthday.
20. He said that he had come to meet grandmother.
21. The judge asked the criminal when did he leave his office on Monday.
22. Father advised me that I should do a short-term course in C language.
23. The doctor said that his grandmother would not survive.
24. The queen asked the mirror who was the most beautiful of all was.
25. The Principal ordered them to come to the academic block immediately.

UNIT-17

CONDITIONALS

Structure

- 17.0 Objectives
- 17.1 Introduction
- 17.2 Types of Conditional Sentences
 - 17.2.1 Probable Condition (Open/Possible Condition)
 - 17.2.2 Improbable Condition
 - 17.2.3 Rejected Condition
- 17.3 Conditional Words
- 17.4 Practice Exercise

17.0 Objectives

In this unit we shall try to understand conditional sentences, probable condition, improbable condition and conditional words. In the end we have practice exercise.

17.1 Introduction

Conditional sentences are those sentences, which express a particular condition. A conditional sentence can be divided into two parts i.e., the conditional clause and the main clause.

Observe the following sentence -

If you run fast, you will win the race.

In the above sentence the first part beginning with the word 'if' is the if clause and the second part i.e. 'you will win the race' is the main clause. The sentence can also be framed by beginning with the main clause,

You will win the race, if you run fast.

The conditional sentences generally begin with 'if', or have the 'if clause' in the sentence. The conditional word 'unless' can also be used in such sentences but it is used in the negative sense.

Example

Unless you work hard, you will not be able to clear the exams.

17.2 Types of Conditional Sentences

17.2.1 Probable Condition (Open/Possible Condition)

This condition expresses cause and effect or the outcome of events. It tells us what would happen

if the condition mentioned in the if clause is met. In this condition the conditional clause is in the present tense whereas the main clause consists of words like will, shall, can or may, indicating the future tense. Thus, the main clause in such sentences is in future tense. The pattern is as follows

If + Present Tense + Future Tense

The if clause in such sentences can be in simple present, present continuous or present perfect tense.

Example :

If you play with water, you may catch a cold. (Simple present).

If it snows we will postpone the trip. (Simple present)

If you are performing in the concert, you will have to reach early. (Present continuous)

If you have lost the pen, you have to buy another one. (Present perfect)

Note : This type of conditional sentences can also follow a different pattern. In some cases the **main clause** can also be in present perfect tense. This happens while **expressing natural laws or conditions** and also while instructing what should be the action in a particular condition. The pattern in such a case is **If + Present tense + Present tense.**

Example :

If you boil water, it evaporates. (natural law)

If you heat iron, it expands. (natural law)

If it rains, take the car to the office. (instructions)

If you feel pain, go to the doctor immediately. (instructions)

17.2.2 Improbable Condition

This is a condition indicating imaginary situations and their consequences. These sentences reveal a situation, which is unlikely to happen. The **if condition** in these sentences is in the simple past. The verb in the **main clause** is the past form of the future indicated by Words like would /should, this is known as the **conditional tense.**

The pattern is :

If + past Tense + Conditional tense

Example :

I had a car, I would reach there quickly.

In the above sentence the if clause is in the simple past and shows a condition which is not real, it is just a supposition. The main clause is in the conditional tense and reveals something, which is imagined to happen.

Example :

If you did not return his pen, he would be helpless.

If I took a holiday, I would go to Mumbai.

If she brought her car, she would go to the temple.

If they climbed the mountain, they would find the herb.

Note : The **if clause** in such sentences sometimes reveals a hypothetical situation. In such cases ‘were’ is used in the **if clause** indicating an imaginary situation.

Example

If I were a butterfly, I would fly.

If I were a billionaire, I would buy a diamond mine.

17.2.3 Rejected Condition

This condition indicates something, which was not done in the past or refers to an unfulfilled deed in the past. The **if clause** reveals the unfulfilled condition in the past and is in the **past perfect tense**. The verb in the main clause is -would/should + perfect conditional tense (the 3rd form of the verb is used in the perfect conditional tense).

Example

If you had studied well, you would have cleared the examination.

The **if clause** in the above sentence is in the past perfect tense revealing a situation which was unfulfilled in the past. The **main clause** reveals the result of the if condition which is impossible.

Example

If you had gone to the market, you would have met him.

If he had appeared in the interview, he would have got the job.

If she had got up early, she wouldn’t have missed the bus.

The doctor might have saved his life, if he had reached in time.

Note : It is apparent from all the above conditions that conditional statements can never be made for a condition in the future. All the statements are only from present or past time periods.

17.3 Conditional Words

A. Unless

Unless is equivalent to ‘if not’ and conveys a negative sense in a sentence.

Example :

1. Unless you have some other engagement, you can come with me for a picnic.
2. Unless you behave properly, you will not be allowed to attend the class.
3. I shall come to the party, unless I am out of station.

4. You shall not get the bicycle, unless you get good marks.

B. Provided

It refers to a situation, which is possible if a certain condition is fulfilled.

Example

1. I will buy you motorcycle, provided you get good marks.
2. I can give you this book provided you return it by tomorrow.
3. They will include him in the team, provided he performs well.
4. We will be friendly with her, provided she apologizes.

C. In case

This indicates the occurrence of a particular condition followed by its consequences.

Example

1. In case he has fever, give him this medicine.
2. Use the generator in case electricity fails.
3. In case you are punished, tell the teacher your problem.
4. Go by bus, in case you miss the train.
5. Call me up, in case you need assistance.

D. Suppose

This refers to an imaginary condition and its consequences.

Example

1. Suppose you do not reach on time, you will not be able to meet the boss.
2. Suppose he is not allotted a room in the hostel, where will he go?

17.4 Practice Exercises

Exercise 1

Identify the type of conditional sentence and state which condition it belongs to

1. If you mix sugar in water, it dissolves.
2. If he had met that girl, he would have married her.
3. If I go there, I would get a basket of fruits for you.
4. The children may get hurt, if they climb the trees.
5. If I were a doctor, I Would provide free medical services.

Exercise 2

Complete the following sentences using the conditional form :

1. Mohan will be a winner, if he
2. If they had caught him he
3. If father had not interfered
4. You will burn your hands, if you
5. If they destroyed the evidence
6. I would visit my grandmother, if
7. She wouldn't have met with an accident
8. If you are in a crowded theatre
9. If I won the prize, I
10. He would have been a great actor, if
11. Unless you take your medicine
12. If you stay here
13. I won't write unless
14. Your parents will solid you, if
15. If I went to the library,
16. He will not return the money, unless
17. She would have been the Principal, if
18. Your uncle won't forgive you, unless
19. If I appointed him he
20. If we give them training
21. If I were a billionaire
22. I would give you a call, if
23. I would have joined that company
24. If the power supply fails
25. If he does not stop drinking

Exercise 3

Frame sentences with the following conditional words

- A. Provided
- B. Unless
- C. In case
- D. Suppose

UNIT-18

THE PASSIVE

Structure

- 18.0 Objectives
- 18.1 Introduction
- 18.2 Rules to Convert an Active Voice Sentence into Passive Sentence
- 18.3 Affirmative Sentences
- 18.4 Negative Sentence
- 18.5 Interrogative Sentence
- 18.6 Sentences of S-V-O Pattern
- 18.7 Imperative Sentence
- 18.8 Passive Voice with Certain Prepositions
- 18.9 Passive Voice with 'That' Clause
- 18.10 Passive Voice with Object Complement
- 18.11 Practice Exercise

18.0 Objectives

In this unit we shall try to understand active voice & passive voice, rules to convert active voice into passive voice, change in pronouns and change in sentences of different types. In the end we have practice exercise.

18.1 Introduction

Voice

Voice is that form of the verb which indicates whether a person or a thing does something or something is done to a person or a thing.

In English sentences can have two kinds of voices -

1. **Active Voice**
2. **Passive Voice**

Active Voice

When the verb form in the sentence shows that the subject has done something, it is said to be in Active Voice. It is the grammatical subject of the sentence that performs the action.

- He was writing a letter.

- The girl sang a song.

Passive Voice

When the verb form shows that something has been done to the subject, It is said to be in Passive Voice. It is that sentence when the grammatical subject is affected by the action of the verb.

- A letter was being written by him.
- A song was sung by the girl.

18.2 Rules to convert an Active Voice Sentence into Passive Sentence

1. The object of the Active voice will become the subject of the Passive Voice.
2. The subject of the Active Voice will become the Object of the Passive Voice.
3. The verb of the Active will take the III form (of the verb) when converted into Passive Voice.
4. The agent will be written after writing 'By' : by him, by the girl.
5. If in the Active sentence the agent is a pronoun in the nominative case, then it will be converted into its objective case in the Passive sentence.

PRONOUN	
Nominative Case	Objective Case
I	become ME
WE	becomes US
YOU	becomes YOU
HE	becomes HIM
SHE	becomes HER
IT	becomes IT
THEY	becomes THEM

Examples

1. *Active:* The girl teased the dog.
Passive: The dog was teased by the girl.
2. *Active:* She wrote a story last night.
Passive: A story was written by her last night.
3. *Active:* My brother is painting the wall.
Passive: The wall is being painted by my brother.
4. *Active:* Gandhi preached Non-violence.
Passive: Non-Violence was preached by Gandhi.

5. *Active:* The seniors defeated the juniors.
Passive: Juniors were defeated by the seniors.
6. *Active:* The little cat broke the glass.
Passive: The glass was broken by the little cat.
7. *Active:* Reema was baking a cake.
Passive: A cake was being baked by Reema.
8. *Active:* The bomb injured many people.
Passive: Many people were injured by the bomb.
9. *Active:* Tagore wrote Gitanjali.
Passive: Gitanjali was written by Tagore.
10. *Active:* She is washing clothes.
Passive: Clothes are being washed by her.

Note

1. If the Active voice sentence has BE, BEEN, BEING then it is not possible to convert it into Passive voice.
2. It is impossible to turn the sentences into Passive if the verb is in the following tense :
 - (a) Present Perfect Continuous
 - (b) Future Continuous
 - (c) Future Perfect Continuous

Table of verb in Active and Passive Voice

Present Tense

Type	Verb in Active Voice	Verb in Passive Voice
Indefinite	V + s/es	is/am/are + V (III form)
Continuous	is/am/are + Verb + ing	is/am/are + being V (III form)
Perfect-Continuous	has/have + V III form	has/have + been + V (III form)
		(** This is not possible**)

Past Tense

Type	Verb in Active Voice	Verb in Passive Voice
Indefinite	V + ed	was/were + V (III form)
Continuous	was/were + Verb + ing	was + being + V (III form)
Perfect-Continuous	had/been + V + ing	had + been + V (III form)
	(** The is not possible**)	

Future Tense

Type	Verb in Active Voice	Verb in Passive Voice
Indefinite	shall/will + V + s/es	shall / will + be + V (III form)
Continuous	shall/will + be + Verb + ing	(** This is not possible **)
Perfect -Continuous	shall/will + has/have + been +	shall / will + have + been + V (III form) (** The is not possible**)

18.4 Affirmative Sentences

Present Tense

Active	Passive
She write a letter.	A letter is written by her.
She is writing a letter.	A letter is being written by her.
She has written a letter.	A letter has been written by her.
She has been writing a letter for an hour	**Not possible**

Past Tense

Active	Passive
She wrote a letter.	A letter is written by her.
She was writing a letter.	A letter was being written by her.
She had written a letter.	A letter had been written by her.
She had been writing a letter for an hour	**Not possible**

Future Tense

Active	Passive
She will write a letter.	A letter will be written by her.
She will be writing a letter.	**Not possible**
She will have written a letter.	A letter has been written by her.
She will have been writing a letter for an hour	**Not possible**

18.4 Negative Sentences

Present Tense

Active	Passive
She does not write a letter.	A letter is not written by her.
She is not writing a letter.	A letter is not being written by her.
She has not written a letter.	A letter has not been written by her.
She has been writing a letter for an hour	**Not possible**

Past Tense

Active	Passive
She did not write a letter.	A letter was not written by her.
She was not writing a letter.	A letter was not being written by her.
She had not written a letter.	A letter had not been written by her.
She had not been writing a letter for an hour	**Not possible**

Future Tense

Active	Passive
She will not write a letter.	A letter will not be written by her.
She will not be writing a letter.	**Not possible**
She will not have written a letter.	A letter will not have been written by her.
She will not have been writing a letter for an hour	**Not possible**

18.5 Interrogative Sentences

Present Tense

Active	Passive
Do you write a letter?	Was a letter written by you?
Were you writing a letter?	Was a letter being written by you?
Had you written a letter?	Had a letter been written by you?
Had you been writing a letter for an hour?	**Not possible**

Future Tense

Active	Passive
Will you write a letter?	Will a letter be written by you?
Will you writing a letter?	**Not possible**
Will you have written a letter?	Will a letter have been written by you?
Will you have been writing a letter for	**Not possible** an hour?

INTERROGATIVE SENTENCES (WHAT?)

Present Tense	
Active	Passive
What do they eat?	What is eaten by them?
What are they eating?	Was a letter being written by you?
What have they eaten?	What is being eaten by them?
What have they been eating since 2 p.m?	**Not possible**

Past Tense

Active	Passive
What did they eat?	What was eaten by them?
What were they eating?	What was being eaten by them?
What had they eaten?	What had been eaten by them?
What had they been eating since 2 p.m?	**Not possible**

Future Tense

Active	Passive
What will they eat?	What will be eaten by them?
What will they be eating?	**Not possible**
What will they have eaten?	What will have been eaten by them?
What will they have been eating since 2 p.m?	**Not possible**

INTERROGATIVE SENTENCES (WHO?)

Present Tense

Active	Passive
Who drinks milk?	By whom is milk drunk?
Who is drinking milk?	By whom is milk being drunk?
Who has drunk milk?	By whom has milk been drunk?
Who has been drinking milk for half an hour?	**Not possible**

Past Tense

Active	Passive
Who drank milk?	By whom was milk drunk?
Who was drinking milk?	By whom was milk being drunk?
Who had drunk milk?	By whom had milk been drunk?
Who had been drinking milk for half an hour?	**Not possible**

Future Tense

Active	Passive
Who drank milk?	By whom will milk be drunk?
Who is drinking milk?	**Not possible**
Who has drunk milk?	By whom will milk have been drunk?
Who has been drinking milk for half an hour?	**Not possible**

18.6 Sentences Of S-V-O Pattern

Present Tense

Active	Passive
He tells us a story.	A story is told to us by him.
He is telling us a story.	A story is being told to us by him.
He told us a story.	A story has been told to us by him
He has been telling us a story for an hour.	**Not possible**

Past Tense

Active	Passive
He told us a story.	We were told a story by him.
A story was being told to us by him.	A story was told to us by him.
He had told us a story.	He was telling us a story.
He had been telling us a story for an hour.	A story had been told to us by him.
	Not possible

Future Tense

Active	Passive
He will tell us a story.	We shall be told a story by him.
He will be telling us a story.	A story will be told to us by him.
He will have told us a story.	**Not possible**
He will have been telling us a story for an hour.	A story will have been told to us by him.
	Not possible

18.7 Imperative Sentences

A. Imperative sentences can be converted into passive in the following way:

You are asked/requested/implored/ordered/commanded/told/ advised + to + verb

Active	Passive
Shut the door.	You are ordered to shut the door
Be careful of your health.	You are advised to be careful of your health
Don't come late.	You are asked not to come late.
Show mercy on the poor girl.	You are begged to show mercy on the poor girl.
Apply for leave	You are advised to apply for leave.
Blow out the candle.	You are requested to blow the candle.
Stay here.	You are ordered to stay here.
Get me a glass of water.	You are ordered to get me a glass of water.
Please post this card	You are requested to post this card.

B. Imperative sentences can be turned into Passive Voice by using 'let'

Passive : Let + Object + Be + Past Principle

Active	Passive
Complete the work.	Let the work be completed.
Pay the amount.	Let the amount be paid.
Sent the application.	Let the application be sent.
Help the poor.	Let the poor be helped.
Park the bicycle.	Let the bicycle be parked.

18.8 Passive Voice With Certain Prepositions

Certain verbs are always followed by prepositions. When the sentence is converted from Active the Verb should retain the preposition with it.

Active	Passive
They called in the doctor.	The doctor was called in by them.
All the girls laughed at the poor widow.	The poor widow was laughed at by all the girls.
The Sharma's looked after her.	She was looked after by the Sharma's.
The doctor sent for the ambulance.	The ambulance was sent for by the doctor.

18.9 Passive Voice With 'That' Clause

Active	Passive
We say that she is beautiful.	It is said that she is beautiful.
The believe that he has committed a crime.	It is believed that he has committed a crime.
We admit that she has spoilt her life.	It is admitted that she had spoilt her life.
It proved that she had cheated in the examination.	It was proved that she has cheated in the examination.
It is believed that life is a bed of roses and thorns.	We believe that life is a bed of roses and thorns.

18.10 Passive Voice With Object Complement

Active	Passive
We name him lucky.	He was named Lucky. (By us)
They painted the house green.	The house was painted green.
We gave her a pen.	She was given a pen.
They considered Reema very beautiful	Reema was considered very beautiful.
The teacher made him monitor	He was made monitor.

18.11 Practice Exercise

Convert the following sentences into Passive Voice :

1. People generally believe that life is difficulty.
2. The farmer ploughs the fields.
3. Science has advanced every sphere of life.
4. Kalidas wrote 'Shakuntala.'
5. Everyone liked him and respected him.
6. Someone found your watch in the cupboard.
7. A committee of experts is examining the report.
8. We shall discuss the matter tomorrow.
9. She was driving us around Delhi.
10. The doctor is operating on the patient.
11. Ashok killed a snake.
12. We repair radio sets here.

13. Do not disturb me.
 14. Why should I suspect you?
 15. Make room for me in the car.
 16. Let the child not touch the glass.
 17. Do not insult the poor.
 18. You must play football in the evening.
 19. They made him king.
 20. Are you pulling down the theatre?
-

UNIT-19

NON-FINITES

Structure

19.0 Objectives

19.1 Introduction

19.2 The Infinitive

19.2.1 Uses of the Infinitive

19.2.2 The Infinitives without 'to'

19.3 The Participle

19.3.1 Kinds of Participle

19.4 The Gerund

19.5 Practice Exercise

19.0 Objectives

In this unit we shall study in detail about Non-FINITE verbs, that is Infinitive, Gerund and Participle.

19.1 Introduction

Read the following sentences:

1. I *play* in the evening.
2. I like *to play* in the evening.

In sentence 1, the verb *play* has *I* for its subject; hence the verb *play* is limited by person and number. It will change if the person and/or number if the subject is changed. It is, therefore, called a **Finite Verb**.

In sentence 2, *to play* is used without mentioning any subject. It is not limited by person and number. It will not change even if the person and/or number of the subject is changed. It is, therefore, called a **Non-FINITE Verb**.

There are three kinds of non-finite verb:

1. The infinitive
2. The Participle
3. The Gerund

19.2 The Infinitive

The examples of infinitives are: *to play, to sing, to see, etc.*

19.2.1 Uses of the Infinitive

The infinitive functions as a noun, an adverb, an adjective and object complement.

(a) Use an Noun

1. The infinitive can be the subject of a verb; as

To err is human.

To follow your advice may be difficult.

To help the poor is a virtue.

In these sentences the infinitive phrases, i.e. infinitives together with the other words that go with them function as the subjects of the sentences. Such sentences, however, are used only in very formal writing. Instead we use sentences with the 'dummy' subject 'it'.

The above sentences may be written as:

It is human to err.

It may be difficult to follow your advice.

It is a virtue to help the poor.

The infinitives in these sentences are the real subjects, but they come in the complement position.

2. It can be the object of a verb; as,

I like *to sing*.

He wants *to go*.

They tried *to win* the match.

3. It can be the subject complement; as,

Her great pleasure is *to dance*.

My aim is *to become* a doctor.

His job was *to look after* the child.

(b) Use as Adverb

1. The infinitive functions as an adverb modifying the verb; as,

We eat *to live*.

He came here *to get* some job.

She went to Chandigarh *to see* the Rock Garden.

These infinitives express the purpose of the actions denoted by the verbs. They are, therefore, called **Infinitives of Purpose**.

2. The infinitive functions as an adverb modifying the adjective that is put before it; as,
I am glad to *hear* the news.
You are kind *to say* so.
The students were happy *to know* their result.

(c) Use as Adjective

Read the following sentences:

- I have some letters *to write*.
I have no chair *to sit* on.
She has no money *to lend* you.
She has no house *to live* in.
There is a lot of work *to do*.
We have nowhere *to go*.

In these sentences the infinitives function like adjectives qualifying the nouns put before them: *letters, money, work, chair, house, nowhere*.

(d) Other Uses

1. The infinitive functions as an object complement; as,
My father wanted me *to become* an engineer.
I would like you *to help* me in this matter.
She expected Seeta *to stand* first in the class.
2. The infinitive is part of a noun phrase: as,
She does not know how *to do* it.
I told him where *to go*.
She told me what *to say*.

19.2.2 The Infinitives without ‘to’

A bare infinitive, i.e. infinitive without to is used after the following verbs:

- | | | |
|-------------|---|--|
| <i>bid</i> | : | Bid him <i>come</i> in. |
| <i>feel</i> | : | I felt something <i>crawl</i> up my leg. |
| <i>have</i> | : | He would not have anyone <i>abuse</i> him. |

<i>hear</i>	:	I heard her <i>sing</i> .
<i>let</i>	:	Please let him <i>play</i> .
<i>make</i>	:	The principal made him <i>pay</i> the fine.
<i>notice</i>	:	I <i>noticed</i> him leave the room.
<i>see</i>	:	We saw the deer <i>run</i> .
<i>watch</i>	:	They watched their team <i>play</i> .

Note: As a general rule a passive verb is followed by the infinitive with ‘to’, even if the ‘to’ is omitted in the corresponding active form of the sentence.

Active: The Principal made him *pay* the fine.

Passive: He was made *to pay* the fine.

The infinitive without *to* is also used after all modal auxiliaries, except ‘ought’ and ‘used’; as,
We must *work* or *starve*.

I can *speak* Sanskrit.

The following words and expressions also take the infinitive without *to*:

<i>but</i>	:	There is nothing to do but <i>wait</i> till he comes.
<i>except</i>	:	She did everything except <i>work</i> hard.
<i>than</i>	:	He did more than <i>help</i> me.
<i>had better</i>	:	You had better <i>work</i> regularly.
<i>would rather</i>	:	I would rather <i>go</i> .
<i>would sooner</i>	:	He would sooner <i>resign</i> than take part in dishonest deals.

19.3 The Participle

Read the following sentence:

Seeing a wolf, the man climbed up a tree.

In this sentence *seeing* qualifies the noun *man* as an adjective does. It is formed from the verb *see*. Hence it does the work of both an adjective and a verb. Such a word is called a **Verbal Adjective** or a **Participle**.

A **Participle** is a word which does the work of both an adjective and a verb.

19.3.1 Kinds of Participle

There are three kinds of participle:-

1. The Present Participle.

2. The Perfect Participle

3. The Past Participle.

1. The Present Participle.

Form: The Present Participle is formed by adding -ing to the bare form of the verb, e.g. *learn+ing=learning, play+ing=playing, sit+ing=sitting.*

Use of Present Participle

The present participle is used:

1. As an Adjective; as,

A cheering crowd is crowd that cheers.

The mother gave sweets to the *crying* child.

Barking dogs seldom bite.

2. As a Subject Complement; as,

The news is *shocking*.

The story was *exciting*.

The journey was *tiring*.

In these sentences also the present participle function as adjectives.

3. As an object Complement; as,

You kept me *waiting*.

I found the clerk *reading* a novel.

We saw the watchman *sleeping*.

Here also the present participle function as adjectives.

4. As an Adverb; as,

The boy went away *laughing*.

The birds flew away *chirping*.

5. As part of an Adjective phrase; as,

The boy *standing* at the door is my brother.

The bag *lying* on the table is Mohan's.

The woman *wearing* a green sari is my friend's wife.

6. Absolutely with a noun or pronoun going before; as,

God *willing*, I shall get a scholarship.

Weather *permitting*, we shall go for a picnic.

The weather *being* fine, they went to the lake.

The present participle is used to combine sentences:

Look at these two sentences:

1. The boys hear the bell.
2. The boys rush out of the room.

We can combine these sentences into one sentence as follows:

Hearing the bell, the boys rush out of the room.

Here is another example:

Separate: The car driver tried to overtake a lorry. He misjudged the width of the road and overturned.

Combined: Trying to overtake a lorry, the car driver misjudged the width of the road and overturned.

Notice that in the combined sentences, the present participle indicates something happening *at the same* time as the action of the main verb.

The present participle is often used to indicate *two closely connected actions* occurring not at the same time, but one after the other.

Read the following sentences:

Taking off their shoes, the people entered the temple.

Turning of the light, he saw a stranger sitting on the sofa.

It is clear that the people could not take off their shoes *at the same time* as they entered the temple. They took off their shoes first and then entered the temple. Likewise, in the second sentence, 'he' first turned on the light and then saw a stranger.

2. Perfect Participle

The perfect participle is formed by adding *having* or *having been* (in the passive form) before the past participle.

Use of the Perfect Participle

The perfect participle is used to indicate the completion of the first action before the second one took place.

Having found the treasure, the three friends began quarrelling about how to divide it.

Having visited the museum, we decided to return home.

The dinner *having been cooked*, she served it to the guests.

3. The Past Participle

The past participle is the third form of the verb; as, *written, shot, broken, lost, etc.*

Use of the Past Participle

The past participle is used:

1. As an adjective; as,
Some people do not like *cooked* vegetables.
It is difficult to trace the *stolen* car.
Written language is different from *spoken* language.
2. As a Subject Complement; as,
We are *tired*.
The shops are *closed* on Sundays.
He was *disappointed*.

In these sentences also the past participle function as adjectives.

3. As an Object Complement; as,
We had the doors *painted*.
I heard your name *called*.
Jai Singh got his father *released*.
4. As an Adverb; as,
My father left the hospital completely *cured*.
The labourer returned home greatly *upset*.
5. As part of an Adjective phrase; as,
The doctor treated the soldiers *injured* in the war.
My father sent me a watch *made* in Japan.
The students staged a play *written* by their teacher.

Errors in the Use of Participles

The participle must be attached to some noun or pronoun, i.e. It must have a proper ‘subject of reference.’

Note the following correct forms:

	Incorrect	Correct
1.	Being a fine day, we arranged a picnic party.	It being a fine day, we arranged a picnic party.
2.	Entering the hall, the function was in progress.	Entering the hall, I found the function in progress.
3.	Walking on the road, a car hit him.	Walking on the road, he was hit by a car.
4.	Written in large letters, they read the word ‘Beware’.	They read the word ‘Beware’ written in large letters.

9.4 The Gerund

Read the following sentences:

Drinking is a bad habit.

Walking is a good exercise.

Painting is her hobby.

In these sentences the italicized words are formed from verbs and are used as nouns. They are called **Verbal Nouns** or **Gerunds**.

A Gerund is a word ending in -ing which does the work of both a verb and a noun.

Both the gerund and the present participle end in -ing. But whereas the gerund is used as a verbal noun, the present participle is used as a verbal adjective; as,

Walking is a good exercise. (Gerund)

Walking along the road, he saw a snake. (Present Participle)

Reading is my hobby. (Gerund)

The officer found the clerk *reading* a novel. (Present Participle)

Uses of the Gerund

The gerund is used as:

1. Subject of a verb; as,
Swimming is a good exercise.
Dancing is her hobby.
Walking is good for health.
2. Object of a verb; as,
Stop *writing*.
I hate *smoking*.
She likes *reading* novels.
3. Object of a preposition; as,
He is interested in *collecting* coins.
I insisted on *going*.
We cannot live without *eating*.
4. Complement of a verb; as,
Seeing is *believing*.

Talking to him was *wasting* time.

The Infinitive and the Gerund

(a) Some verbs are followed by either gerund or infinitive:

advise	hate	mean	remember
allow	intend	permit	start
begin	learn	prefer	stop
continue	like	propose	study
forget	love	regret	try

There is often a difference of meaning between the gerund and infinitive constructions. The basic difference is often that the gerund is more general in meaning; the infinitive suggests some special occasion.

Examples

I hate *telling* lies. (The act of lying in general)

I hate to *tell* you this. (This particular thing that I must tell you)

He prefers *travelling* by air. (A general preference)

He prefers to *travel* by air. (On a particular journey)

She stopped *looking* at the building. (Did not see the building after that)

She stopped to *look* at the building. (Stopped in order to see the building)

(b) Some words are usually followed by infinitives.

agree	consent	hope	propose
attempt	decide	long	refuse
care	determine	offer	threaten
choose	expect	pretend	want
claim	fail	promise	wish

Examples

He attempted to *solve* the sum.

They decided to *postpone* the meeting.

The child longed to *see* his father.

My friend promised to *help* me.

The doctor threatened to *kill* the rich man.

(c) Some words are usually followed by gerunds:

admit	deny	forgive	prevent
-------	------	---------	---------

avoid	dislike	give up	put off
complete	enjoy	miss	recollect
consider	favour	pardon	suggest
delay	finish	practice	understand

Examples

Avoid *meeting* bad boys.

I considered *applying* for the job.

He denied *making* that statement.

She enjoys *reading* novels.

Please excuse (forgive or pardon) my *disturbing* you.

He gave up *smoking* on the doctor's advice.

You should not miss *seeing* this wonderful movie.

(d) Adjectives and verbs which are always found in combination with a preposition must be followed by the gerund; as,

She was intent on *achieving* her ambition.

I am tired of *listening* to his excuses.

The Principal excused him from *paying* the fine.

He has succeeded in *winning* a prize.

Note: The infinitives, participles and gerund are used to combine sentences.

19.5 Practice Exercise

- Rahim was the first boy who brought honours to the schools in studies. (Rewrite using infinitive in place of 'brought')
- Yesterday till 6 P.M. his mother did not let him.....(go) out(play). (Rewrite adding 'to' where necessary before the words in brackets)
- The boy secured the highest marks in English. He was awarded a scholarship. (Combine by beginning with a participle phrase)
- The student promised that he would work hard. (Rewrite using infinitive in place of would work)
- She won a lottery. She bought many more lottery tickets. (Combine and begin with a participle phrase)
- They had nothing more..... (say) as no one saw him(leave) the class. (Rewrite adding 'to' where necessary before the infinitive in brackets)
- He has gone to the Public Call Office. He wants to enquire about the time of arrival of the Shan-e-

- Punjab. (Combine the two sentences by using an ‘infinitive’)
8. I want to witness the match that starts at 10.00 A.M. sharp. I must take a taxi. (Combine using either a Participle or a Gerund or an Infinitive)
 9. The driver heard the conductor’s whistle. He stopped the bus. (Combine and begin with a participle phrase)
 10. The teacher tried.....(make) the boy.....(tell) the truth. (Rewrite adding ‘to’ where necessary before the infinitives in brackets)
 11. I am looking at your photo again. Do you mind it? (Combine using possessive and gerund)
 12. She did not want to hear the story again. She had heard it all before. (Combine by using a participle)
 13. Would you mind (show) me how (work) the lift ? (Change the Verbs in the brackets into Gerund or infinitive appropriately)
 14. I miss the last two periods in my school, I go to attend coaching classes. (Combine using either a Participle or Gerund or an Infinitive)
 15. Renuka works very hard every evening. She won’t stop until she has got the desired rank. (Combine using either a Participle or Gerund or an Infinitive)
 16. The cricketers were surrounded by photographers and press men. They moved to the pavilion with great difficulty. (Combine using either a Participle or Gerund or an Infinitive)
 17. It is very hot. I prefer staying indoors. (Join into one simple sentence using ‘Being’)
 18. He was very angry. He lost his temper. (Join into one simple sentence using ‘Being’)
 19. The robbers took to their heels. They saw the villagers with lathis in their hands. (Join by using a present participle)
 20. We rang up the telephone office. We intended to have some information. (Join by using an infinitive)
 21. Her first love is..... (Use the gerund form of ‘knit’)
 22. The people stood on the bank of the river. They watched the swimmers. (Join by using a present participle)
 23. My father has gone to Calicut. He will attend a conference there. (Join by using an infinitive)
 24. In winter I prefer..... (Use the gerund form of ‘run’)
 25. The thief opened the safe. He stole all the money. (Combine using either a Participle or Gerund)
 26. He went to Mysore. He wanted to see the Dussehra procession. (Combine by using an infinitive)
 27.is injurious to health. (smoke) (Fill in the gerund)
 28. Your father will hear of your success. He will be delighted. (Combine by using an infinitive)

29. He rode away. He whistled as he went. (Combine using either a Participle)
 30. The two Prime Ministers agreed..... again. (Fill in the infinitive)
 31. The driver heard the conductor's whistle. He stopped the bus. (Rewrite beginning with a participle)
 32. She reminded him.....petrol. (Use an infinitive)
 33. The stranger asked me..... (Complete the sentence using an infinitive)
 34. Mrs Kant has been appointed by the school. She will teach English. (Combine the sentence using an infinitive)
-

UNIT-20

STRUCTURE OF SENTENCES

Structure

- 20.0 Objectives
- 20.1 Introduction
- 20.2 Simple Sentences
- 20.3 Compound Sentences
- 20.4 Complex Sentences
- 20.5 Joining Simple Sentences to form Compound Sentences
- 20.6 Joining Simple Sentences to form Complex Sentences
- 20.7 Practice Exercise

20.0 Objectives

In this unit we shall try to understand types of sentences, conversion, simple to compound, simple to complex. In the end we have practice exercise.

20.1 Introduction

Sentences are divided into three classes from structural point of view i.e. depending on the number and type of clauses that are used in a sentence. These are :

1. Simple Sentence
2. Compound Sentence
3. Complex Sentence

20.2 Simple Sentences

A sentence which consists of only one subject and predicate is called a simple sentence.

The subject consists of the subject itself and the enlargement of the subject through modifiers. The object consists of verb, complement, object, modifiers of the object or adverbial extension.

It also has only one independent clause and states one idea. It may contain other parts of speech such as modifiers or preposition phrases. It may also contain a compound subject or a compound verb.

Ex.

Man is a social animal.

The sun rises in the East.

Honesty is the best policy.

She was standing at the bus stop.

She has settled down.

The storm has subsided.

The prices have gone up.

20.3 Compound Sentences

A sentence which consists of two or more co-ordinate clauses is called a Compound Sentence.

It has two or more independent clauses combined by a connecting or coordinating word. The compound sentence does not have any subordinate or dependent clause. The connecting words are called conjunctions. Some common connecting words used to join two sentences into one compound sentence are :

and	now	for	as well as	who
yet	so	either	or	where
but	also	neither	nor	

Ex.

I went to the garden and found the children playing there.

The doctor examined the patient and prescribed him some medicines.

I looked at the poor widow and she started crying.

He tried hard but failed in his attempt.

She sang and her sister danced.

She is neither clever nor beautiful.

The orphan was both tired and hungry.

You should read as well as write.

20.4 Complex Sentences

A sentence which consists of one main clause and one or more sub ordinate clause is called a Complex Sentences.

In this sentence one clause is independent and it is called the main clause. The other clause forming part of the complex sentence is dependent and it is called a subordinate clause. The main clause contains the main verb and is not dependent on the other clauses(s) for its meaning. The subordinate clause expresses an idea which is dependent on the main idea. A subordinate clause is less important than the main clause.

Sentences with clauses of unequal importance are called complex sentences. They also add variety to the writing. The conjunction used to combine the clauses of a complex sentences is called subordinate conjunction. It explains the relationship of one clause to the other. The common subordinate conjunctions with the relationship they define are :

HOW	WHEN	WHERE	WHY
as if	after	where	because
how	before	wherever	if
unless	when		since
though	whenever		so that
although	once		
even though	while		
	since		
	until		

Ex.

When I went there, I found the baby sleeping.

She went to the market after she had finished cooking the food.

If you know about it, please tell me.

I met Raghav before he went to Delhi.

There was a queen who was very kind and beautiful.

If you obey me I shall help you.

20.5 Joining Simple Sentences to form Compound Sentences

- India wants peace. Pakistan does not want peace.
India wants peace but Pakistan does not want it.
- Walk with care. You will stumble.
Walk with care or you will stumble.
- He is a rogue. He is a mad man.
He is both a rogue and a mad man.
- Take medicine regularly. You will not get better.
Take medicine regularly, else you will not get better.
- Try to be honest. Try to be faithful.
Try not only to be honest but also be faithful.
- He is a liar. He is a coward.
He is a liar or he is a coward.
- The weather was hot. The weather was not unpleasant.

- The weather was hot, yet it was not unpleasant.
8. He was obstinate. He was punished.
He was obstinate therefore he was punished.
9. You can go by car. You can go by bike.
You can go either by car or by bike.
10. The river is deep. I cannot swim in it.
The river is deep so I cannot swim in it.
11. Being poor they often suffered great hardship.
There were poor and often suffered hardship.
12. In spite of his weakness he appeared at the examination.
He was weak, yet he appeared at the examination.
13. By her pleasant manners she gained many friends.
She had pleasant manners and therefore gained many friends.
14. He ran fast to catch the train.
He ran fast for he wanted to catch the train.

20.6 Joining Simple Sentences to form Complex Sentences

1. She lives here. This is her house.
This is her house where she lives.
2. There was a queen. She was very beautiful and kind.
There was a queen who was very beautiful and kind.
3. I shall help you. Your condition is to obey me.
If you obey me I shall help you. Or
I shall help you if you obey me.
4. Reema had loved me. She told me that.
Reema had told me that she had loved me.
5. The woman was very kind. She helped the children.
The woman who was very kind, helped the children.
6. This is a large hotel. My uncle built it.
This is a large hotel that was built by my uncle.
7. I went there. Mother was cooking in the kitchen.

- When I went there mother was cooking in the kitchen.
8. We help others. We want to receive help.
We help others that we may receive help.
9. My friend may have been married. I don't know that.
I don't know whether my friend has been married.
10. Kristina is friendly. Her sister is impolite.
Where as Kristina is friendly her sister is impolite.
11. He had taken a foolish decision. I was surprised at it.
I was surprised at what he had decided foolishly.
12. You finish your assignments. I will wait for you.
I shall wait for you until you finish your assignment.
13. I am delighted. You have achieved your goal.
I am delighted that you have achieved your goal.
14. How can I reach Mumbai tomorrow? That is the problem.
The problem is how can I reach Mumbai tomorrow.
15. Honesty is the best policy. He believes in it.
He believes that honesty is the best policy.

20.7 Practice Exercises

Exercise 1 Join the pairs of Sentences to form a compound sentences:

1. I read the book. I returned it to the Library.
2. My sister was married. She resigned from the job.
3. He wants to help. He has no money.
4. The house is very expensive. He cannot buy it.
5. It is raining heavily. You must take your umbrella.
6. He likes chocolates. I don't like chocolates.
7. Puneet must get a job.
He will starve.
8. The principal ordered him to go.
He did not go.
9. Jane didn't inform his family members.

Jane did not inform his friends.

10. She ate bananas.

She didn't eat apples.

Exercise 2 Join the pairs of Sentences to form a complex sentences:

1. He is not educated.

He has become a great novelist.

2. He is a wicked person.

It is known to all.

3. The student had not come to me.

I don't know the reason.

4. She had very little experience.

She got the award for the best employee.

5. You know his name.

Then, please tell me.

6. He was not selected.

He was the best.

7. The black coat is the most popular choice.

It is attractive.

8. The film did not get the award.

The nomination gave the director new identity.

9. The bard visited India.

It won the Grammy award.

10. I wrote the book.

I corrected the errors.

UNIT-21

STRUCTURE OF CLAUSES

Structure

- 21.0 Objectives
- 21.1 Introduction
- 21.2 The Noun Clause
- 21.3 The Adjective Clause
- 21.4 The Adverb Clause
- 21.5 The Function of A Clause Determines its Kind
- 21.6 More About Adverbial Clauses
- 21.7 Practice Exercise

21.0 Objectives

In this unit we shall study the structure of the three types of subordinate clauses, that is Noun clause, Adjective clause and Adverb clause.

21.1 Introduction

There are three kinds of **Subordinate Clauses**:

1. Noun Clause
2. Adjective Clause
3. Adverb Clause

The clause which does the work of a noun is called the noun Clause, the clause which does the work of an Adjective is called the Adjective Clause while the clause which does the work of an Adverb is called the Adverb Clause.

Now look at the following sentences:

This is the house where I was born.

No one knows where he lives.

He went home when the school was over.

In the first sentence, the clause 'where I was born' tells us about the particular house and therefore does the work of an Adjective. It is therefore an Adjective Clause

An Adjective Clause is a clause which does the work of an Adjective. It qualifies the noun that goes before it.

In the second sentence the clause 'where he lives' does the work of an object of the verb 'knows'

and so does the work of a Noun. It is therefore a **Noun Clause**.

Noun Clause

A Noun Clause is a clause which does the work of a Noun.

In the third sentence the clause ‘when the school was over’ tells us the time and therefore does the work of an Adverb. It is, therefore, an Adverb Clause.

An Adverb Clause is a clause which does the work of an Adverb.

The Noun Clause, the Adjective Clause and the Adverb Clause- are all subordinate clauses because they depend for their full meaning on the other clauses in the sentence.

Look at the above sentence again. In the first sentence, the clause, ‘This is the house’ makes good sense by itself and can, therefore, stand by itself as a complete sentence. It is, therefore, the Principal or the Main Clause.

The clause ‘No one knows’ in the second sentence also stands by itself and is, therefore, the Principal or the Main Clause.

Similarly, the clause ‘He went home’ is also the Principal clause.

A Principal clause in a sentence is a clause which stands by itself as a complete sentence.

A Subordinate clause is a clause which depends on the principal clause in the sentence for its full meaning.

21.2 The Noun Clause

Since a Noun clause in a complex sentence does the work of a noun, it can be-

1. The Subject of the Verb.
2. (i.) The object to a transitive verb.
(ii) The Object to an Infinitive.
(iii) The Object to a Participle.
3. The Object to a Preposition.
4. The Complement to an Verb.
5. In Apposition to the Noun or Pronoun.

(1) Subject to a Transitive Verb:

What she says is quite true.

When my brother will return is uncertain.

Whoever makes a noise will be turned out.

That he will get through is certain.

How he has got this is an open secret.

(2) (i) Object to a Transitive Verb:

I cannot say *when I shall start*.

He asked me *why I had not done my work*.

I told him *that I would help him*.

Tell me *how you came to know about his whereabouts*.

I do not know *where he lives*.

(ii) Object to an Infinitive:

I went to know *how you have done in the examination*.

I am sorry to hear *that you have failed*.

He came to tell me *that he would accompany me to the picture*.

(iii) Object to a Participle:

He went away saying *that he would revenge himself on me*.

Thinking *that he would fail* he ran away from home.

Hoping *that he would succeed* he made another attempt.

On learning *that his father was ill*, he left for home.

Feeling *that his end was near*, the old man made his will.

(3) Object to a Preposition:

My success depends on *how you help me*.

I listened to *what he said*.

We had all comforts except *that we had no electric fans*.

Your furniture will sell for *what it is worth*.

(4) Complement to an Incomplete Verb:

He is *what he has made of himself*.

My belief is *that he is innocent*.

It seems *that he is a duffer*.

Life is *what we make of it*.

(5) In Apposition to a Noun or Pronoun:

The news *that he is alive* is still unconfirmed. (Apposition to the noun 'news')

It is true *that he has been promoted*. (Apposition to the pronoun 'it')

The belief *that better days will come* is not confirmed by facts. (Apposition to the noun 'belief')

It is a well-known saying *that honesty is the best policy*. (Apposition to the noun 'saying')

Depend on it that he will not listen to you. (Apposition to the pronoun 'it')

21.3 The Adjective Clause

An Adjective clause does the work of an adjective, so it qualifies a noun or a pronoun in the Principal clause or in another clause.

1. An Adjective clause is introduced by a Relative Pronoun or a Relative Adverb; as,

This is the book *which I found yesterday*.

Those *whom the gods love die young*.

This is the place *where he was born*.

The reason *why he did not come is not known*.

Those *who work hard succeed*.

The time *when the train will arrive is not certain*.

Note: that which, whom, who in the above sentence are Relative Pronouns and why, when, where are Relative Adverbs.

2. The Relative Pronoun or the Relative Adverb introducing an Adjective clause is sometimes omitted; as,

(i) Show me the book you have found. (Here the Relative Pronoun 'that' is omitted)

(ii) The reason he failed is that he was irregular in his studies. (Here the Relative Adverb 'why' omitted)

3. Sometimes 'but' is used as a Relative Pronoun when it is followed by 'not'. In this sense it introduces an Adjective clause; as,

There are none *but did not weep* (who did not weep) at the sight.

4. 'Such' and 'same' followed by 'as' also introduce an Adjective clause; as,

Such men as love their fellow-men are loved by God.

This is the *same* book *as* I have.

21.4 The Adverb Clause

An Adverb clause does the work of an Adverb. Like an Adverb it may modify some verb, an adjective or an adverb in the Principal clause.

1. He ran *when he saw the policeman* (modifies the verb 'ran')
2. He worked so hard *that he fell ill*. (modifies the adverb 'hard')
3. He is so weak *that he cannot walk*. (modifies the adjective 'weak')

Adverb clauses tell when, where, why, how, etc. of the action done.

They are of many kinds. We may divide them into the following clauses according to the work they do:

1. Time 2. Place 3. Purpose 4. Cause or reason 5. Condition 6. Result or effect 7. Comparison
8. Concession or Contrast 9. Extent or manner

1. Adverb Clauses of Time:

As long as their is life, there is hope.

Do not count your chickens *before they are hatched.*

I have not been well *since I came here.*

As soon as the guard whistled, the train started.

Wait here *till I come.*

Do not step out of the bus *until it stops.*

As I came out, I saw my mother.

Do not talk *while you are eating.*

2. Adverb Clauses of Place:

He fled *where no one could find him.*

I make friends *wherever I go.*

Where there is a will, there is a way.

Go away *whence you come.*

This clause is introduced by the subordinate conjunctions- where, wherever, whence, whither, etc.

3. Adverb Clauses of Purpose:

We eat *that we may live.*

We take exercise *so that we may become strong.*

He ran hard *lest he should miss the train.*

I worked hard *that I might get good marks.*

He sent the servant to the post office *in order that he might post the letter.*

This clause is introduced by the subordinate conjunctions- that, in order that, so that, lest, etc.

4. Adverb Clauses of Cause or Reason:

As it was raining, he took his umbrella with him.

I could not attend the school *because I was ill.*

I am glad *that you have come.*

He has gone home, *for he is expecting his brother.*

This clause is introduced by the subordinate conjunctions- as, that, because, since, etc.

5. Adverb Clauses of Condition:

If you help me, I shall be very thankful to you.

I shall buy it *provided you charge less.*

Had I known this, I should never have come.

I shall attend the party *in case I get leave.*

I shall do it *on the condition that you help me.*

He is always in time *unless he is ill.*

This clause is introduced by the subordinate conjunctions- if, unless, in case, on the condition, provided that, etc.

6. Adverb Clauses of Result of Effect:

He worked so hard *that he fell ill.*

He was such a coward *that he ran away at first shot.*

She is so kind a woman *that all love her.*

So bravely did they fight *that the enemies retreated.*

This clause is introduced by the subordinate conjunctions- so.....that, such that. 'so' and 'Such' are in the principal clause while 'that' is in the subordinate clause.

7. Adverb Clauses of Comparison:

He is as tall *as I am.*

You are not so intelligent *as your elder brother.* (was)

Gandhiji was as kind *as he was wise.*

I like him *no less than (I like) you.*

He is cleverer *than (I am).*

She is younger *than she looks.*

This clause is introduced by the subordinate conjunctions- as, than, such, as, no less, than.

8. Adverb Clauses of Concession or Contrast:

Even if it rains, I shall go to school.

Though he is poor, he is honest.

However hard he may say, I don't believe a word of it.

This clause is introduced by the subordinate conjunctions- though, although, even if, however,

whatever, etc.

9. Adverb Clauses of Extent or Manner:

You may do *as you please*. (manner)

As you sow, so shall you reap. (manner)

The higher you go, the cooler it is. (extent)

He ran *as if he were frightened*. (manner)

She behaved *as though she were mad*. (manner)

This clause is introduced by the subordinate conjunctions-as, as if, as though, etc. (manner) the.....
the, etc. (extent)

21.5 The Function of A Clause Determines its Kind

We have seen that the same word may be used as any part of speech in a sentence. It is its function or use in a sentences that determines whether it is to be labelled a noun, an adjective, or a verb etc. There is no other basis. Similarly the same clause (or clause beginning with the same word) may be used as a Noun an Adjective or an Adverbial clause according as it stands for and does the work of, a noun an adjective or an adverb in a sentence.

The following examples will illustrate that the same word introduces different types of clauses- noun, adjective or adverbial clauses:

1. Where

(i) I want to know *where you will stay in Calcutta*. (Noun clause)

(ii) I found the purse *where I had put it*. (Adverb clause)

(iii) I went to the village *where my uncle lives*. (Adjective clause)

2. That

(i) The Principal announced *that the school would open on Monday*. (Noun clause)

(ii) I am glad *that you have passed*. (Adverb clause)

(iii) He shot at the bird *that was sitting on the tree*. (Adjective clause)

(iv) We eat *that we may live*. (Adverb clause of purpose)

3. Who

(i) I asked him *who he was*. (Noun clause)

(ii) God helps those *who help themselves*. (Adjective clause)

(iii) You should pardon the man *who has done us no wrong*. (Adverb clause of concession)

4. Why

(i) I do not know *why he has failed*. (Noun clause)

(ii) I do not know the reason *why he has not come*. (Adjective clause)

5. Which

(i) I do not know *which way I should take*. (Noun clause)

(ii) The book *which you gave me* is lost. (Adjective clause)

6. If

(i) Do you know *if he is at home*? (Noun clause)

(ii) *If you work hard* you will get through. (Adverb clause of condition)

7. When

(i) Do you know *when he comes*? (Noun clause)

(ii) I do not know the time *when he came*. (Adjective clause)

(iii) I was at home *when he came*. (Adverb clause of time)

21.6 More About Adverbial Clauses

A. Adverb clauses of manner can also be introduced by the phrases- as if and as though.

Examples:

as if: It looks *as if* it might rain.

as though: He screamed in great fright *as though* he had seen a ghost.

Join each of the following parts of sentence with *as if* or *as though*:

1. He shook from head to foot.

One might think he had high fever.

He shook from head to foot as if he had high fever.

2. He walked unsteadily.

One might think he was dead drunk.

He walked unsteadily as though he was dead drunk.

3. He treated us badly.

One might think we had gone to him to beg.

He treated us badly as if we had gone to him to beg.

4. Look at the way he walks.

One might think he is a king.

Look at the way he walks as though he were a king.

5. He cross questioned me.

One might think I was a thief.

- B. Adverb Clauses of Concession** can also be introduced by the phrases or words- whatever, whichever, however, even if, etc.

Examples:

1. *Whatever you might say* I am not going to change my opinion about your friend.
2. You must punish the boy *whoever he might be*.
3. *However carefully you may do your work* you are sure to make some mistakes.
4. *Even if you have no hope of getting through* you must make an effort.

Join each of the following pairs of sentences with whatever, whoever, even if, etc.:

1. He may be tired.
Even then he must finish this work (even if).
Even if he is tired, he must finish this work.
2. All of us may bring pressure on him.
Still he will not withdraw the election (even if).
Even if we bring pressure on him, he will not withdraw the election.
3. He may get a high first class.
Still admission is going to be difficult (even if).
Even if he gets a high first class, admission is going to be difficult.
4. He was ill.
Still he attended his office (although).
Although he was ill, he attended his office.
5. He cannot succeed in his mission.
Let him try as hard as he can (However).
However hard he may try, he cannot succeed in his mission.
6. He is poor.
Yet he keeps a good house (though).
Though he is poor, he keeps house.

- C. Adverbial clause of Condition:**

The adverb clause of condition can also be introduced by- in case, unless, etc.

Examples:

1. *Unless the weather clears up* we shall not go out.

2. Take this money *in case you need it*.

Remember that in sentence of this type, present tense is used in the subordinate clause and not verbs with 'will' or 'shall' etc.

3. I agree to your terms *provided you sign*.

4. I will forgive you *on the condition you promise to mend yourself*.

5. *Unless you work hard*, you cannot hope to pass.

6. *Unless it is fine today*, we shall not play.

7. I will not let you go *unless you promise to help me*.

8. Take an umbrella, *in case it rains*.

9. *Were my brother here*, he would help me.

10. *Had I not seen this*, I would not have believed it.

21.7 Practice Exercise

Rewrite each of the following simple sentences into a complex sentence, turning the phrases in italics into subordinate clauses:

1. *The work being hard and dirty*, it was difficult to get the students to help. (Use the adverb clause of reason)
2. He got himself transferred *in order to be near his old parents*. (Use adverb clause of purpose)
3. The boys suggested *a postponement of the examination*. (Use a noun clause)
4. *Because of their huge size*, the wind mills could not be easily combined. (Use the adverb clause of reason)
5. *On his failing to do the job*, the king put him into prison. (Use adverb clause of time)
6. *In spite of the unpopularity of industrial work* the school continued to progress. (Use adverb clause of concession)
7. *Despite his hard work*, he failed. (Use adverb clause of concession)
8. One of the convicts told the others *about the reason of his arrest*. (Use a noun clause)
9. The kiln turned out to be a failure, *not being properly constructed*. (Use adverb clause of reason)
10. *After learning enough about gliders*, the Wright Brothers began to work at the task of making a flying machine. (Use adverb clause of time)
11. *But for the co-operation of the Navy*, all my efforts would have come to naught. (Use adverb clause of condition)
12. That monkey rides a bicycle *like a man*. (Use adverb clause of manner)
13. Most of the peasants plough their fields with bullocks and wooden ploughs *like their ancestors*. (Use adverb clause of manner)

UNIT-22

TRANSFORMATION OF SENTENCES

Structure

- 22.0 Objectives
- 22.1 Introduction
- 22.2 Interchange of Affirmative and Negative Sentences
- 22.3 Interchange of Assertive and Interrogative Sentences
- 22.4 Interchange of Exclamatory and Assertive Sentences
- 22.5 Sentences Containing the Adverb 'Too'
- 22.6 Interchange of Degree of Comparison
- 22.7 Interchange of One Part of Speech for Another
- 22.8 Conversion of Simple Sentences to Complex Sentences
- 22.9 Conversion of Complex Sentences into Simple Sentences
- 22.10 Conversion of Simple Sentences to Compound Sentences
- 22.11 Conversion of Compound Sentences to Simple Sentences
- 22.12 Conversion of Complex Sentences to Compound Sentences
- 22.13 Conversion of Compound Sentences to Complex Sentences
- 22.14 Practice Exercise

22.0 Objectives

In this unit we shall study how to transform sentences without changing the meaning. This will enrich your written English.

22.1 Introduction

To transform a sentence is to change it from one grammatical form to another without changing its meaning. Such a process is called **Conversion** or **Transformation of Sentences**.

22.2 Interchange of Affirmative and Negative Sentences

Affirmative sentences can be transformed into Negative sentences by:

(a) **Using antonyms; as,**

Affirmative

Negative

1. My brother is a rich man.

My brother is not a poor man.

- | | | |
|----|---------------------------------------|--------------------------------------|
| 2. | She succeeded in the examination. | She did not fail in the examination. |
| 3. | Mahatma Gandhi always spoke the truth | Mahatma Gandhi never told a lie. |
| 4. | Attend the class today. | Do not miss the class today. |

(b) Interchange the degrees of comparison; as

Affirmative

Negative

- | | | |
|----|--|--|
| 1. | He is cleverer than I. | I am not so clever as he. |
| 2. | You are as intelligent as you brother. | Your brother is not less intelligent than you. |
| 3. | The Ganga is the longest river in India. | No other river in India is as long as the Ganga. |

(c) Removing or using 'too'; as,

Affirmative

Negative

- | | | |
|----|-------------------------------------|---|
| 1. | The patient is too weak to walk. | The patient is so weak that he cannot walk. |
| 2. | The tea is too hot for me to drink. | The tea is so hot that I cannot drink it. |

(d) Using double negatives; as,

Affirmative

Negative

- | | | |
|----|--------------------------------|--|
| 1. | They tried every plan. | They did not leave any plan untried. |
| 2. | We are hopeful. | We are not without hope. |
| 3. | Everyone laughed at his jokes. | There was no one who did not laugh at his jokes. |

(e) Using 'No sooner.....than,' 'none but', never.....but', etc.

Affirmative

Negative

- | | | |
|----|--|---|
| 1. | As soon as we reached the station, train left. | No sooner did we reach the station than the the train left. |
| 2. | The brave alone deserve the fair. | None but the brave deserve the fair. |
| 3. | It always pours when it rains. | It never pours but it rains. |
| 4. | Every rose has a thorn. | There is no rose but has a thorn. |

(f) Miscellaneous

Affirmative

Negative

- | | | |
|----|---|---|
| 1. | Refrain from drinking. | Do not drink. |
| 2. | He can get a prize if he works hard. | He cannot get a prize unless he works hard. |
| 3. | But for your help, he would have been ruined. | If you had not helped him, he would have been ruined. |

22.3 Interchange of Assertive and Interrogative Sentences

Study the following examples:

Affirmative	Interrogative
1. Virtue is its own reward.	Is not virtue its own reward?
2. I shall never forget this incident.	Shall I ever forget this incident?
3. This is not an example to be followed.	Is this an example to be followed?
4. The soldiers of our country are very brave.	Are not the soldiers of our country very brave?
5. Nothing succeeds like success.	Does anything succeed like success?
6. We listened to the speaker attentively.	Did we not listen to the speaker attentively?
7. I told you not to go there.	Did we not tell you not to go there?
8. Everybody worships the rising sun.	Who does not worship the rising sun?
9. It matters little if he fails.	What if he fails?
10. It does not much matter though we happen to be late.	What though we happen to be late?
11. There is no use of complaining.	What is the use of complaining?
12. It is extremely foolish to waste time in idle gossip.	Why waste time in idle gossip?
13. It is useless to cry over spilt milk.	Why cry over spilt milk?
14. Their glory can never fade.	When can their glory fade?
15. I can never repay your kindness.	How can I repay your kindness?
16. Nowhere shall we find a greater patriot than Mahatma Gandhi.	Where shall we find a greater patriot than Mahatma Gandhi.
17. The beauty of the Taj is beyond description.	Can anyone describe the beauty of the Taj?

Notice that if the assertive sentence is in the affirmative, the interrogative sentence is in the negative and vice versa. Such an interrogative sentence, called rhetorical question, does not really ask a question; it is just another way of saying a thing.

22.4 Interchange of Exclamatory and Assertive Sentence

Study the following examples:-

Exclamatory	Assertive
1. What a beautiful scene it is !	It is a very beautiful scene.
2. How kind of you !	It is very kind of you.

3.	How beautiful is night !	Night is very beautiful.
4.	What a piece of work is man !	Man is a wonderful piece of work.
5.	What a cheat he is !	He is a big cheat.
6.	O that I were rich !	I wish that I were rich.
7.	Oh for a thousand rupees !	I wish I had had a thousand rupees.
8.	Would that I had not wasted my time !	I wish that I had not wasted my time.
9.	If only I would win the first prize.	My earnest desire is to win the first prize.
10.	Alas ! she has lost her only child.	It is sad that she has lost her only child.
11.	Hurrah ! we have won the match.	It is a matter of joy that we have won the match.
12.	That you should tell a lie !	It is strange that you should tell a lie.
13.	A soldier and afraid of fighting !	It is astonishing that a soldier should be afraid of fighting.
14.	O what a fall was that, my countrymen !	That was a terrible fall, my countrymen.

22.5 Sentences Containing the Adverb ‘Too’

When the adverb *too* is followed by an infinitive or the preposition ‘for’, the sentence is changed by the use of ‘so.....that’. If the original sentence is positive, the subordinate clause becomes negative and vice-versa; as,

	Sentence Containing ‘Too’	Sentence Without ‘Too’
1.	The patient is <i>too</i> weak to walk.	The patient is <i>so</i> weak <i>that</i> he cannot walk.
2.	The news was <i>too</i> good to be true.	The news was <i>so</i> good <i>that</i> it could not be true.
3.	The water is <i>too</i> cold to drink.	The water is <i>so</i> cold <i>that</i> one cannot drink it.
4.	It is never <i>too</i> late to mend.	It is never <i>so</i> late <i>that</i> one cannot mend.
5.	He is <i>too</i> honest to accept a bribe.	He is <i>so</i> honest <i>that</i> he will not accept a bribe.
6.	This bag is <i>too</i> heavy for the child to carry.	This bag is <i>so</i> heavy <i>that</i> the child cannot carry it.
7.	My heart is <i>too</i> full for words.	My heart is <i>so</i> full <i>that</i> I cannot utter any words.
8.	Her dress is <i>too</i> striking not to attract attention.	Her dress is <i>so</i> striking <i>that</i> it will attract attention.

When *too* is not followed by an infinitive, it is replaced by *over*, *to a fault*, *more than enough*, *beyond a proper limit*, etc.

	Sentences Containing ‘Too’	Sentences Without ‘Too’
1.	She is <i>too</i> eager for praise.	She is <i>over</i> eager for praise.

- | | | |
|----|--|--|
| 2. | He is <i>too</i> gentle. | He is gentle <i>to a fault</i> . |
| 3. | He drank <i>too</i> much. | He drank <i>more than enough</i> . |
| 4. | <i>Too</i> many cooks spoil the broth. | Cooks <i>beyond a proper limit</i> will spoil the broth. |

22.6 Interchange of Degree of Comparison

Read the following sentences:-

1. Kamla is a *tall* girl.
2. Kamla is *taller* than Vimla.
3. Kamla is the *tallest* girl in the class.

In sentence 1, one girl is described and the simplest form of the adjective *tall* is used. This form is called the **Positive Degree**.

In sentence 2, two girls are compared. The adjective *taller* is said to be in the **Comparative Degree**. The comparative degree is used when two persons or things are compared. It is followed by *than*.

In sentence 3, more than two girls are compared in point of their tallness. The adjective *tallest* means 'having the highest degree of tallness' (among the three girls) and it is said to be in the **Superlative Degree**.

The superlative degree is used when more than two persons or things are compared. It is generally followed by *of* (or *in*) and the is placed before it.

Study the following examples of interchange of degree:

1. Positive : The sword is not so *mighty* as the pen.
Comparative : The pen is *mightier* than the sword.
2. Positive : Platinum is as *heavy* as gold.
Comparative : Gold is not *heavier* than platinum.
3. Superlative : Iron is the *most useful* of all metals.
Positive : No other metal is as *useful* as iron.
Comparative : Iron is *more useful* than any other metal.
4. Superlative : The Himalayas are the *highest* mountain in the world.
Positive : No other mountain in the world is as *high* as the Himalayas.
Comparative : The Himalayas are *higher* than any other mountain in the world.
5. Superlative : The Secretariat is not the *tallest* of all the buildings in the city.
Positive : Some other buildings in the city are at least as *tall* as the Secretariat.

OR

The Secretariat is perhaps not as *tall* as some other buildings in the city.

Comparative : The Secretariat is not as *taller* than some other buildings in the city.

OR

Some other buildings in the city are perhaps *taller* than The Secretariat.

6. Superlative : Tagore was one of the *greatest* writers of his age.
Positive : Very few writers of his age were as *great* as Tagore.
Comparative : Tagore was *greater* than most other writers of his age.
7. Superlative : Gopal is not one of the *strongest* boys in the class.
Positive : Gopal is not so *strong* as some other boys in the class.
Comparative : Some boys in the class are *stronger* than Gopal.

22.7 Interchange of One Part of Speech for Another

Study the following examples:-

1. Adjective : She is *proud* of her beauty.
Noun : She takes *pride* in her beauty.
2. Verb : He did not *invite* me.
Noun : He did not send me *invitation*.
3. Adverb : India became *free* in 1947.
Noun : India got *freedom* in 1947.
4. Noun : Pay *attention* to what your teacher says.
Verb : *Attend* to what your teacher says.
5. Adjective : He was *successful* in the examination.
Verb : He *succeeded* in the examination.
6. Verb : Good students *obey* their teachers.
Adjective : Good students are *obedient* to their teachers.
7. Noun : Your speech was worthy of *remark*.
Adjective : Your speech was *remarkable*.
8. Adverb : She answered *politely*.
Adjective : She gave a *polite* answer.
9. Noun : He lives in *comfort*.

- Adverb : He lives *comfortably*.
10. Adjective : We had a *narrow* escape.
- Adverb : We escaped *narrowly*.

22.8 Conversion of Simple Sentences to Complex Sentences

A simple sentence can be changed into complex sentence by expanding a word or a phrase into a subordinate clause, i.e. noun clause, adjective clause or adverb clause; as,

Simple	Complex
1. I hope <i>to succeed in the examination</i> .	I hope <i>that I can succeed in the examination</i> .
2. Tell me <i>your address</i> .	Tell me <i>where you live</i> .
3. Your <i>success</i> is certain.	That <i>you will succeed</i> in certain.
4. <i>Hits silence</i> proves his guilt.	The fact <i>that he is silent</i> proves his guilt.
5. I was the first <i>to arrive</i> .	I was the first <i>who arrived</i> .
6. She bought <i>my friend's car</i> .	She bought the car <i>which belonged to my friend</i> .
7. His offence was <i>unpardonable</i> .	His offence was such <i>as could not be pardoned</i> .
8. He did it <i>in my presence</i> .	He did it <i>when I was present</i> .
9. We eat to live.	We eat <i>that we may live</i> .
10. <i>On being punished</i> he wept.	He wept <i>when he was punished</i> .

22.9 Conversion of Complex Sentences into Simple Sentences

A complex sentence can be changed into a simple sentence by replacing the subordinate clause by a word or a phrase; as,

Complex	Simple
1. Tell me <i>where he lives</i> .	Tell me <i>his address</i> .
2. I asked <i>why he came</i> .	I asked the <i>purpose of his visit</i> .
3. The news <i>that he has won the election</i> surprises me.	<i>The news of his winning the election</i> surprises me.
4. <i>How long I shall stay</i> is not known.	<i>The duration of my stay</i> is not known.
5. <i>The moment which is lost</i> is lost for ever.	<i>A lost moment</i> is lost for ever.
6. People <i>who live in glass houses</i> should not throw stones at others.	<i>People living in glass houses</i> should not throw stones at others.
7. I have no money <i>that I can lend you</i> .	I have no money <i>to lend you</i> .

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| 8. | <i>When the cat is away</i> , the mice will play. | <i>In the absence of the cat</i> , the mice will play. |
| 9. | She cannot marry <i>unless her parents sent</i> . | She cannot marry <i>without the consent of her parents</i> . |
| 10. | <i>If the weather is favourable</i> , we shall visit the zoo tomorrow. | <i>Weather permitting</i> , we shall visit the zoo tomorrow. |

22.10 Conversion of Simple Sentences to Compound Sentences

A simple sentence can be changed into a compound sentence by expanding word or a phrase into a co-ordinate clause; as,

- | | Simple | Compound |
|----|---|--|
| 1. | You must work hard <i>to succeed in the examination</i> . | You must work hard or <i>you will not succeed in the examination</i> . |
| 2. | <i>Being dissatisfied</i> , I resigned my job. | <i>I was dissatisfied</i> , and so I resigned my job. |
| 3. | <i>Besides being foolish</i> he is lazy. | <i>He is not only foolish</i> , but also lazy. |
| 4. | <i>The sun having risen</i> , the fog disappeared. | <i>The sun rose</i> and the fog disappeared. |
| 5. | <i>In spite of our search</i> , we could not find the book. | <i>We made a search</i> , but we could not find the book. |
| 6. | <i>To our surprise</i> , she failed in the examination. | She failed in the examination, <i>and this surprised us</i> . |
| 7. | <i>Notwithstanding his poverty</i> , he is honest. | He is poor but honest. |
| 8. | <i>Owing to ill-health</i> , he could not work. | <i>He was in illhealth</i> , and so he could not work. |

22.11 Conversion of Compound Sentences to Simple Sentences

A compound sentence can be changed into a simple sentence by replacing the co-ordinate clause by a word or a phrase; as,

- | | Compound | Simple |
|----|---|---|
| 1. | We must eat or <i>we cannot live</i> . | We must eat <i>to live</i> . |
| 2. | <i>His mother died</i> , and this made him sad. | <i>The death of his mother</i> made him sad. |
| 3. | <i>He is not only a painter</i> but also a poet. | <i>Besides being a painter</i> , he is a poet. |
| 4. | <i>She is poor</i> yet she is happy. | <i>In spite of her being poor</i> , she is happy. |
| 5. | You must take care of your health or <i>you will fall ill</i> . | You must take care of your health <i>to avoid illness</i> . |
| 6. | <i>He has so much wealth</i> but he is not contented. | <i>With all his wealth</i> , he is not contented. |

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| 7. | <i>The sun rose</i> and we set out. | <i>The sun having risen</i> , we set out. |
| 8. | <i>The baby found the mother absent</i> and began to cry. | <i>The baby, finding the mother absent</i> , began to cry. |

22.12 Conversion of Complex Sentences to Compound Sentences

A complex sentence can be converted to a compound sentence by changing a subordinate clause into a co-ordinate clause; as,

Complex	Compound
1. <i>If you do not hurry</i> , you will be late.	<i>You must hurry</i> or you will be late.
2. <i>Unless you behave properly</i> , you will be punished.	<i>You must behave properly</i> or you will be punished.
3. <i>Though he is rich</i> yet he is discontented.	<i>He is rich</i> but discontented.
4. <i>When the sun set</i> , the farmers returned home.	<i>The sun set</i> and the farmers returned home.
5. I am certain, <i>you have made a mistake</i> .	<i>You have made a mistake</i> , and of this I am certain.
6. He ran away <i>because he was afraid</i> .	<i>He was afraid</i> ; so he ran away.
7. <i>As soon as the bell rang</i> , the students went into their classrooms.	The bell rang and the students went into their classrooms immediately.

22.13 Conversion of Compound Sentences to Complex Sentences

A compound sentence can be changed to a complex sentence by making one of the co-ordinate clause as the principal clause and the other as a subordinate clause; as,

Compound	Complex
1. <i>Work hard</i> and you will pass.	<i>If you work hard</i> , you will pass.
2. <i>He is lazy</i> and therefore I dislike him.	I dislike him <i>because</i> he is lazy.
3. <i>Go away at once</i> or I will send for the police.	<i>Unless you go away at once</i> , I will send for the police.
4. <i>Murder has no tongue</i> , but it will speak some day.	Murder will speak some day <i>although it has no tongue</i> .
5. <i>You have worked hard</i> and therefore you are certain to succeed.	<i>As you have worked hard</i> , you are certain to succeed.
6. <i>He aimed at winning a scholarship</i> and worked hard.	He worked hard <i>so that he might win a scholarship</i>

22.14 Practice Exercise

Do as directed:

1.
 - (i) I caught a bus and went to Connaught Place. (Use 'having')
 - (ii) We should respect our teachers. (Use the adjectival form of 'respect')
 - (iii) I will go to see a film if you allow we. (Begin with 'Unless')
 - (iv) Though he is intelligent, he is not fit for the job. (Begin with: 'in spite of')
 - (v) The boy stood up when he saw the headmaster. (Use 'seeing')
2.
 - (i) Only a fool would believe your story. (Begin with 'None')
 - (ii) The news is so good that it cannot be true. (Use 'too')
 - (iii) But for your advice, I would have been ruined. (Begin with 'If')
 - (iv) When will you learn manners ? (Make it assertive by using 'never')
 - (v) I can buy a car if I get a job. (Begin with 'Unless')
 - (vi) Japan is the most prosperous country in Asia. (Use 'more prosperous')
3. He was so weak that he could not move. (Use adverb 'too')
4.
 - (i) He is literate. (Write as a Negative sentence)
 - (ii) No sooner did the Umpire give the batsman out than the crowd rushed to the ground. (Use 'As soon as.....')
5.
 - (i) No other man is so strong as Chandgi Ram. (Write in the Superlative Form)
 - (ii) It is very hot today. (Write as an Exclamatory Sentences)
6.
 - (i) Speak the truth and you need have no fear. (Rewrite starting with 'If')
 - (ii) Leave the room or I will compel you to do so. (Rewrite starting with 'Unless')
 - (iii) He is so proud that he will not submit to correction. (Replace 'so' by 'too')
 - (iv) He seized his stick and rushed to the door. (Rewrite starting with 'Seizing')
7.
 - (i) As soon as I stepped out, it began to rain. (Begin with 'No sooner.....')
 - (ii) He ran very fast but could not stand first in the race. (Rewrite the sentence using 'in spite of')
 - (iii) None but Ram can solve this problem. (Change into affirmative)
8.
 - (i) He is so foolish that he will not act. (Rewrite using 'too')
 - (ii) She was writing a letter. (Rewrite starting with 'A letter')
 - (iii) Nothing can be gained without effort. (Rewrite starting with 'Can')
 - (iv) He is taller than I. (Rewrite starting with 'I')

- (v) He got ready and went to the conference room. (Rewrite starting with 'Getting')
9. (i) You will fail in your examination if you do not work hard. (Start the sentence with 'Unless')
- (ii) His help came in time. (Use timely)
- (iii) Had he not helped me, I would have been ruined. (Start the sentence with 'but for')
- (iv) There was no electricity last night, so I read by candle light. (Start with 'There being')
- (v) What do you want me that I should do for you ? (Make a simple sentence)
- (vi) None cares for such a cunning fellow. (Make interrogative sentence without changing the meaning)
10. If you don't study seriously, you will not pass with good marks. (Transform using 'Unless')
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UNIT-23

SYNTHESIS OF SENTENCES

Structure

- 23.0 Objectives
- 23.1 Introduction
- 23.2 Combination of Simple Sentences into a Single Simple Sentence
- 23.3 Combination of Simple Sentences into a Single Complex Sentence
- 23.4 Combination of Simple Sentence into a Single Compound Sentence
- 23.5 Practice Exercise

23.0 Objectives

In this unit we shall study how to join two or more sentences. This will again enrich your written English.

23.1 Introduction

Study the following sentences:

1. He was very weak.
2. He could not stand up.

These two simple sentences can be combined together to form a single sentence in the following ways:

1. Being very weak, he could not stand up.
2. He was too weak to stand up.
3. He was so weak that he could not stand up.
4. He could not stand up because he was very weak.
5. He was very weak, and therefore he could not stand up.

Notice that sentence 1 and 2 are simple sentence 3 and 4 are complex sentence and sentence 5 is a compound sentence. All these sentence have the same meaning.

The process of combining sentence into a single sentence -simple, complex or compound- is

known as **Synthesis**.

23.2 Combination of Simple Sentences into a Single Simple Sentence

The following are the chief ways of combining two or more simple sentences into one simple sentence:

(a) By using a Noun or Phrase in Apposition

1. Separate : This is my brother. His name is Satish.
Combined : This is my brother Satish.
2. Separate : Shakespeare was a great writer. He wrote *King Lear*.
Combined : Shakespeare, a great writer, wrote *King Lear*.
3. Separate : Have you met Ranbir Kapoor ? He is a famous actor.
Combined : Have you met Ranbir Kapoor, famous actor ?
4. Separate : People from all parts of the country come to see Bengaluri. It is the most beautiful city in India.
Combined : People from all parts of the country come to see Bengaluri, the most beautiful city in India.
5. Separate : Yuvraj Singh claimed seven wickets in the match. He is the Captain of the Indian Cricket team.
Combined : Yuvraj Singh, the Captain of the Indian Cricket team, claimed seven wickets in the match.
6. Separate : Gopal is my friend. He lives in London. It is one of the biggest cities in the world.
Combined : Gopal, my friend, lives in London, one of the biggest cities in the world.

(b) By Using an Infinitive

1. Separate : Children come to school. They want to learn.
Combined : Children come to school to learn.
2. Separate : She had no sugar. She could not make tea.
Combined : She had no sugar to make tea.

3. Separate : My parents will hear of my success. They will be delighted.
 Combined : My parents will be delighted to hear of my success.
4. Separate : He went to the U.S.A. He wanted to get higher education.
 Combined : He went to the U.S.A. to get higher education.
5. Separate : He has a large family. He must support it.
 Combined : He has a large family to support.
6. Separate : There is a meeting at six o'clock. I have to attend it.
 Combined : I have to attend a meeting at six o'clock.
7. Separate : He is very poor. He cannot pay his school fee.
 Combined : He is too poor to pay his school fee.

(c) By Using a Participle

1. Separate : He took his bag in his hand. He went out.
 Combined : Taking his bag in his hand he went out.
2. Separate : I heard the news. I became nervous.
 Combined : Hearing the news, I became nervous.
3. Separate : We saw an old man. He was running to catch the bus.
 Combined : We saw an old man running to catch the bus.
4. Separate : My brother sent me a lap top. It was made in England.
 Combined : My brother sent me a lap top made in England.
5. Separate : We found the lock. It was broken.
 Combined : We found the lock broken.
6. Separate : He has passed the Senior Secondary examination. He wants to join college.
 Combined : Having passed the Senior Secondary examination, he want to join college.
7. Separate : We grew tired. We lay down to rest.

- Combined : Being tired, we lay down to rest.
8. Separate : He is an obedient student. He is liked by his teacher.
Combined : Being an obedient student, he is liked by his teacher.
9. Separate : The player was hit by a ball. He retired hurt.
Combined : Hit by a ball, the player retired hurt.
10. Separate : He was surprised at the news. He read it again and again.
Combined : Surprised at the news, he read it again and again.

(d) By Using the Absolute Construction

1. Separate : The sun rose. The fog dispersed.
Combined : The sun having risen, the fog dispersed.
2. Separate : The meeting ended. The people left the hall.
Combined : The meeting having ended, the people left the hall.
3. Separate : It was fine. We went for a picnic.
Combined : It being fine, we went for a picnic.
4. Separate : The dinner was over. The guests left.
Combined : The dinner having been over, the guests left.
5. Separate : The agreement was signed. The leaders were satisfied.
Combined : The agreement having been signed, the leaders were satisfied.

(e) By Using a Preposition with a Noun or Gerund

1. Separate : He saved the child. He risked his life.
Combined : He saved the child by risking his life.
2. Separate : Her husband died. She heard the news. She fainted.
Combined : On hearing the news of her husband's death she fainted.
3. Separate : I returned home. I found the purse missing.
Combined : On returning home I found the purse missing.
4. Separate : Rabindranath Tagore was a great poet. He was also a famous novelist.

- Combined : Besides being a great poet, Rabindranath Tagore was also a famous novelist.
5. Separate : He is poor. He leads a contented life.
Combined : In spite of being poor, he leads a contented life.
6. Separate : She worked hard. She won a prize.
Combined : She won a prize by working hard.
7. Separate : You helped him. Otherwise he would have failed.
Combined : But for your help, he would have failed.

(f) By Using an Adverb or an Adverbial Phrase

1. Separate : She failed in the examination. It was unfortunate.
Combined : Unfortunately, she failed on the examination.
2. Separate : He was wounded. His wound was fatal.
Combined : He was fatally wounded.
3. Separate : Chetan Bhagat is a great novelist. There is no doubt about it.
Combined : Undoubtedly, Chetan Bhagat is a great novelist.
4. Separate : It must be done. The cost does not count.
Combined : It must be done at any price.
5. Separate : I shall come back. It shall not be long.
Combined : I shall soon come back.
6. Separate : He admitted his mistake. He expressed his regret.
Combined : He regretfully admitted his mistake.
7. Separate : The sun set. They had not finished the game.
Combined : They had not finished the game by sunset.

23.3 Combination of Simple Sentences into a Single Complex Sentence

The following are the chief ways of combining two or more simple sentences into one complex sentence:

(a) By Using a Noun Clause

1. Separate : He would not succeed. It seemed certain.
Combined : That he would non succeed seemed certain.

OR

It seemed certain that he would not succeed.
2. Separate : He broke the jug. I know it.
Combined : I know that he broke the jug.
3. Separate : How can he get the job ? He does not know this.
Combined : He does not know how he can get the job.
4. Separate : Why had he to suffer ? He told me this.
Combined : He told me why he had to suffer.
5. Separate : He does something. I do not object to it.
Combined : I do not object to what he does.
6. Separate : He had failed in the examination. That was the news.
Combined : The news was that he had failed in the examination.
7. Separate : You have insulted your friend. My opinion is this.
Combined : My opinion is that you have insulted your friend.
8. Separate : Is it going to rain ? I cannot say.
Combined : I cannot say whether it is going to rain.

(b) By Using an Adjective Clause:

1. Separate : They never fail. They die in a great cause.
Combined : They never fail who die in a great cause.
2. Separate : He is the man. We all respect.
Combined : He is the man whom we all respect.
3. Separate : The doctor has given her medicine. She must take it.
Combined : The doctor has given her medicine which she must take.

4. Separate : The Rock Garden is in Chandigarh. It is a wonderful garden.
 Combined : The Rock Garden which is in Chandigarh is a wonderful garden.
5. Separate : This is the boy. His father is a doctor.
 Combined : This is the boy whose father is a doctor.
6. Separate : We saw a certain cottage. A sadhu lived there.
 Combined : We saw a cottage where a sadhu lived.

(c) By Using an Adverb Clause:

1. Separate : Lal Bahadur Shastri died in 1966. Mrs Indira Gandhi thereafter became Prime Minister.
 Combined : When Lal Bahadur Shastri died in 1966, Mrs Indira Gandhi became Prime Minister.
2. Separate : People waited for the Chief Minister. They waited till his arrival.
 Combined : People waited for the Chief Minister till (or until) he came.
3. Separate : We have our breakfast. We go to school.
 Combined : We have our breakfast before we go to school.
4. Separate : He was climbing up a tree. A bee stung him.
 Combined : While he was climbing up a tree, a bee stung him.
5. Separate : He will be arrested. He may go anywhere.
 Combined : He will be arrested wherever he goes.
6. Separate : He wants to pass. He works hard for that purpose.
 Combined : He works hard so that he may pass.
7. Separate : He worked very hard. He won a scholarship.
 Combined : He worked so hard that he won a scholarship.
8. Separate : It was very hot. Six men died.
 Combined : So hot it was that six men died.
9. Separate : How was not well. He could not attend the meeting for the reason.

- Combined : As he was not well, he could not attend the meeting.
10. Separate : You must go. You may like it. You may not like it.
- Combined : You must go whether you like it or not.
11. Separate : You must cut down your expenditure. You can save something.
- Combined : If you cut down your expenditure, you can save something.
12. Separate : We should hurry. Otherwise we shall miss the train.
- Combined : If we do not hurry, we shall miss the train or Unless we hurry, we shall miss the train.
13. Separate : My friend may call. Please ask him to wait.
- Combined : Please ask my friend to wait in case he calls.
14. Separate : I could not reach in time. The bus was late.
- Combined : I could not reach in time because the bus was late.
15. Separate : He is intelligent. His brother is not so intelligent.
- Combined : His brother is not so intelligent as he.
16. Separate : The food was excellent. I ate only a little.
- Combined : Although the food was excellent, I ate only little.
17. Separate : The last wicket fell. The crowd invaded the field.
- Combined : When the last wicket fell, the crowd invaded the field.
- (or) As soon as the last wicket fall, the crowd invaded the field.
- (or) No sooner did the last wicket fall than the crowd invaded the field.
18. Separate : The boys started talking and clapping. The speaker concluded his speech.
- Combined : As the boys started talking and clapping, the speaker concluded his speech.
19. Separate : There is hoarding by merchants. Prices will not come down.
- Combined : As long as there is hoarding by merchants, prices will not come down.
20. Separate : He may be tired. He must finish this work.
- Combined : Even if he tired, he must finish this work.

23.4 Combination of Simple Sentences into a Single Compound Sentence

We can combine two or more simple sentences into a compound sentence by using co-ordinating conduction.

These are of four kinds- Cumulative, Adversative, Alternative and Illative.

The following examples show how different conjunctions are used in combining sentences:

(a) Cumulative, which merely add one statement to another. (and, both.....and, as well as, not only.....but also)

1. Separate : She went to the hospital. She met the doctor.

Combined : She went to the hospital and met the doctor.

2. Separate : He is a poet. He is a novelist.

Combined : He is a poet and a novelist.

(or) He is both a poet and a novelist.

(or) He is a poet as well as a novelist.

(or) He is not only a poet but also a novelist.

3. Separate : He is intelligent. He is hard-working.

Combined : He is both intelligent and hard-working.

4. Separate : Gopal is rich. His brother is rich.

Combined : Gopal as well as his brother is rich.

5. Separate : He gave me advice. He gave me money.

Combined : He gave me not only advice but also money.

(b) Alternative which express a choice between two alternatives. (or, either.....or, nor, neither..... nor, else, otherwise)

1. Separate : See a doctor at once. You will get worse.

Combined : See a doctor at once or you will get worse.

2. Separate : You may eat a banana. You may eat an orange.

Combined : You may eat a banana or an orange.

(or) You may eat either a banana or an orange.

3. Separate : We may have a holiday on Friday. Perhaps we have a holiday on Saturday.

Combined : We have a holiday either on Friday or on Saturday.

4. Separate : He has not come. He has not written any letter.

Combined : He has not come, nor has he written any letter.

5. Separate : She was not good at English. She was not good at Hindi.

Combined : She was not good at English or Hindi.

(or) She was good neither at English nor at Hindi.

6. Separate : He has no intelligence. He has no money.

Combined : He has neither intelligence nor money.

(c) Adversative, which express contrast between two statements:

(but, still, nevertheless, however, only, whereas)

1. Separate : I know him. I didn't know his brother.

Combined : I know him but not his brother.

2. Separate : He is slow. He is sure.

Combined : He is slow but he is sure.

3. Separate : They played well. They could not win the match.

Combined : They played well, still (or yet) they could not win the match.

4. Separate : He was unwell. He played the match.

Combined : He was unwell; nevertheless he played the match.

5. Separate : I do not like this plan. I shall not reject it outright.

Combined : I do not like this plan however, I shall not reject it outright.

6. Separate : He does well. He is nervous at the start.

Combined : He does well; only he is nervous at the start.

7. Separate : This is true of some. This is not true of all.

Combined : Whereas (or while) this is true of some, it is not true of all.

(d) Illative, which express an inference (for, therefore, so):

1. Separate : I decided to leave. It was late.

Combined : I decided to leave, for it was late.

2. Separate : He did not appear in the test. He was fined.

Combined : He did not appear in the test, therefore he was punished.

3. Separate : He had a severe headache. We took him to a doctor.

Combined : He had a severe headache, so we took him to a doctor.

23.5 Practice Exercise

(I) Join the following sentences to make one sentences in each case in accordance with the instructions given in brackets:-

1. (i) He is very poor. He is very generous. (Use 'yet')

(ii) He will come here. It is sure. (Use the adverbial form of 'sure')

(iii) He works in a college. He manages his farm. (Begin with: He not only.....)

(iv) The doctor arrived. The patient died. (Begin with: Hardly)

2. (i) He comes home late every night. His father does not like it. (Use: coming)

(ii) Mohan is wearing a blue shirt. He is my brother. (Use: who)

(iii) He walked along the road. He saw a snake. (Use: walking)

3. (i) He hunts tigers. It is his favourite sport. (Use hunting)

(ii) I was driving very slowly. I had an accident. (Use: though)

4. (i) Make haste. You will be late. (Use: otherwise)

(ii) He won a lottery. He bought a car. (Use: having won)

(iii) He had many friends. He also had several enemies. (Use: Not only.....but also)

5. (i) She is pretty. She is clever. (Use: Not only.....but also)

6. (i) The rose is the sweetest of flowers. This is certain. (Use: That)

(ii) The sun rose. The fog dispersed. (Use: having risen)

7. (i) He has three sons. They all work in the same office. (Use 'who' as a connective)
- (ii) She was tired. She still went on working. (Use 'but' as connective)
- (iii) She is very weak. She cannot walk. (Use 'too.....to')
8. (i) This is the person. I gave the money to him. (Rewrite as one sentence. Use 'whom')
- (ii) My father repaired his cycle. Nobody else repaired it for him. (Combine these two sentences using emphatic pronoun 'himself')
9. (i) He drew his sword. He rushed at the enemy. (Use 'drawing')
- (ii) He has three daughters. He must get them married. (Use 'to get')
- (iii) He fled. He had seen a bear coming. (Use 'Seeing')
- (iv) He was very rich. He was thus able to build himself a fine house. (Use 'Being')

(II) Combine the following sets of simple sentences into a single sentence:

1. (i) The weather was fine. We went out for a walk.
- (ii) He is very weak. He cannot work.
- (iii) He is rich. He leads an unhappy life.
- (iv) Prem was a good batsman. He died in an air-crash.
- (v) He returned home. He found his servant gone with all his jewellery.
2. (i) He was fed up with life. He shot himself.
- (ii) He has a large estate. He must look after it.
- (iii) Kalidas wrote *Shakuntala*. It is a play in Sanskrit.
- (iv) Our team won the match. The Principal gave us a holiday.
- (v) You must support him. Otherwise he will lose the elections.
3. (i) He does not play hockey. He does not play football.
- (ii) I could not find the key. I broke open the box.
- (iii) I will get ready. Do not go till then.
- (iv) He finished his home work. He put away his book.
- (v) Your father will hear of your success. He will be delighted.

4.
 - (i) The rain stopped. I went out for a walk.
 - (ii) He is very old. He enjoys good health.
 - (iii) He spoke in a very low voice. Nobody could hear him.
 - (iv) My sister attends school regularly. She is anxious to pass the examination.
 - (v) A committee was formed. It consisted of several government officials.
5.
 - (i) He was angry with his brother. He shouted at him.
 - (ii) I do not like her. She is a naughty girl.
 - (iii) He sold the cycle. It belonged to his son.
 - (iv) This bag is heavy. I cannot lift it.
 - (v) They were frightened. They took to their heels.
6.
 - (i) The dinner was over. The guests retired.
 - (ii) He is very wealthy. He is still discontented.
 - (iii) I reached Bombay. I went to see my uncle.
 - (iv) He ran fast. He wanted to catch the thief.
 - (v) I went to the Zoo. I saw a lion and a tiger there.
7.
 - (i) She goes to bed late at night. Still she gets up early in the morning.
 - (ii) He is a sincere worker. No one can doubt this fact.
 - (iii) The boy had won a prize. He was very pleased.
8.
 - (i) I may write to you. I may send you a telegram.
 - (ii) I got his address. Immediately I went to see him.
 - (iii) He returned home. He found everything out of order.
 - (iv) He solved the problem. It took no time.
 - (v) They had finished their meals. They at once resumed their duty.
9.
 - (i) The box is heavy. You cannot lift it.
 - (ii) He has no work in winter. He idles away his time.
 - (iii) She had failed. She heard the news. She fainted.
 - (iv) Many planets move round the sun. Only the earth is habitable.

- (v) Has he returned from Mumbai? Ask his wife.
10. (i) The news is very good. It can't be true. (Use 'too')
- (ii) The box is light. You can lift it easily. (Use enough)
- (iii) Please, help me. Then we can finish before dark. (Use 'if')
- (iv) He was late. I was annoyed with him. (Use 'for')
- (v) You are not foolish. You do not believe it. (Use 'so.....as to')
11. (i) He should not marry yet. He is very young. (Use 'too')
- (ii) The thief entered the house. He broke a window. (Use 'by')
- (iii) They locked the house. Then they went out. (Use 'before')
- (iv) We must breathe. We can't live otherwise. (Use 'without')
12. (i) Don't violate the road rules. You will be involved in an accident.
- (ii) He finished his work. He sat down to relax.
- (iii) The weather was fine. He went out for a walk.
- (iv) That is the University. I received my education there.
13. (i) We reached Simla. We started hiking.
- (ii) The boy hid himself. He was afraid of his mother's anger.
- (iii) He applied all means. He wanted to get this post.
- (iv) There is a rumour about the shooting up of prices. This had made the hoarders very happy.
14. (i) We should do something to help the refugees. I fell strongly that way. (Combine using noun clause)
- (ii) The school will be closing for a month. You have been told. (Combine using noun clause)
- (iii) Two men were fighting. They were arrested by a policeman. (Combine using adjective clause)
- (iv) He said something. No one understood it. (Combine using noun clause)
- (v) She is ill. She does not rest at all. (Combine using adverbial clause)

UNIT-24

QUESTION TAGS

Structure

- 24.0 Objectives
- 24.1 Introduction
- 24.2 Point to be Considered
- 24.3 Short Questions
- 24.4 Practice Exercise

24.0 Objectives

In this unit we shall try to understand question tags, sentence types & questions tags and short questions. In the end we have practice exercise.

24.1 Introduction

A Questions Tag is a phrase added to the main part of the sentence, and its purpose is to invite the listener to confirm or give an opinion about the comment. The standard question form is used, if we wish to gather information on a particular matter. But, sometimes, when we want to keep the conversation going, or we wish to confirm the information add question tags to sentences to solicit input. Questions tags also promote better understanding. An individual can agree or refuse to a comment with the help of a question tag.

- A. Question tag is composed in two ways :
- i) The auxiliary verb determined by the main verb in case of affirmative sentence .

Pattern

Positive Statement (Affirmative Sentence)	Questions Tag is Negative (add n't)
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Example

You are Preeti, aren't you?

- ii) Question tag is positive if the statement is negative and is determined by the auxiliary in the main part of the sentence.

Pattern

Negative sentence → Questions tag is positive (delete n't)

Example

He isn't John, is he?

24.2 Points to be Considered While Using Questions Tags

- a) Tense of the verb.
- b) Type of sentence i.e. affirmative, negative or imperative.
- c) Requirement of Change in pronoun, if personal pronoun is not present in statement, form it while using question tag.

The subject of question tag is always a pronoun, never a noun.

Types of sentences and question tags -

- i) Affirmative sentences with auxiliaries.

Tense → Present Questions Tag → Negative Sentence

Sentence → Affirmative

Example

Mother is cooking, isn't she?

It's very cold today, isn't it?

They are leaving, aren't they?

You are sick, aren't you?

I am intelligent, aren't I?

You and I are going together, aren't we?

Note : Pronouns remain same or change according to the requirement.

Tense → Past

Sentence → Affirmative

Question Tag → Negative

Example

They were dancing, weren't they?

She was studying, wasn't she?

- ii) Affirmative sentences without auxiliaries

Pattern

Affirmative sentence + don't/doesn't (Present Tense)

Affirmative Sentence + didn't (Past Tense)

They play hockey, don't they?

She plays hockey, doesn't she?

They played the game last week, didn't they?

iii) Negative Sentences

Tense → Present/Past Question → Positive

Sentences → Negative

Example

You aren't from Jaipur, are you?

She isn't playing, is she?

He wasn't participating, was he?

Jerry can't run, can she?

John doesn't study, does he?

Peculiarities

- When 'have' is the main verb -
 - a) You have a bicycle, haven't you?
 - b) We have a car, don't we?
- In case of imperative sentence in simple present tense 'will' is used -
 - a) Open the door, will you?
 - b) Don't go there, will you?
- In case of sentences beginning with 'Let us,' 'Shall' is used -
Let's go to the zoo, shall we?
- In case the auxiliary is 'must,' 'must n't' is used -
We must reach the airport at 9:00 A.M. Mustn't we?

24.3 Short Questions

1. Yes/No Questions

Beginning with auxiliary verbs, they require short answer, that is.

yes or no The structure of short answer is:

Yes + Subject (Pronoun) + Auxiliary Verb

No + Subject (Pronoun) + Auxiliary Verb + n't

For example,

Is Rashmi an engineer?

Yes, she is.

Have you heard the news?

Yes, I have.

No, I haven't.

2. **Alternative Questions**

When more than one questions are joined by *or*, it is called an alternative questions.

For example

Is he a teacher or a clerk?

Do you like tea or coffee?

Each of the questions requires a full answer.

For example

He is a teacher. He is not a clerk.

I like coffee. I don't like tea.

3. **Question-word Questions (wh - Questions)**

Such questions begin with *wh* - words or *how*. *Wh* - words include who, whose, which, what, when, where, why and *whom*. These questions require full answers.

For example

When did you come?

I came on Monday.

Where do you live?

I live in Jaipur.

4. **Rhetorical Questions**

A rhetorical questions, which may be affirmative or negative, is a statement in meaning but a question in form.

For example

Can a fish sing?

A fish cannot sing.

Should we disobey our teachers?

We should not disobey our teachers.

5. **Emphatic Questions**

An emphatic questions can be formed in two ways:

- (i) Interrogative pronoun/interrogative adverbs + ever

- (ii) Interrogative pronoun/interrogative adverb + on the earth/ in the world/the devil/the hell, etc.

A few examples of emphatic questions are as follows :

Who ever is he?

Who the hell are you?

Why on the earth are you wasting my time?

24.4 Practice Exercises

Exercise 1

1. Add questions tags to the following
 - a) Peter can swim
 - b) We must pay for the tea
 - c) She has a pet
 - d) Her uncle is a doctor
 - e) Naman will come,
 - f) Have some more snacks
 - g) There are few girls in your batch
 - h) There is a temple in the campus
 - i) It's raining
 - j) You can point

Exercise 2 Add question tages to the following:

- a) He isn't well
- b) They can't speak Hindi
- c) She never drives
- d) She didn't stitch the dress herself
- e) The team hasn't played well
- f) He is not coming
- g) You shouldn't do this
- h) You don't take sugar is milk
- i) It won't happen again.....
- j) You haven't got a brother

Exercise 3

Make the following sentences (a) interrogative and (b) negative interrogative :

- (i) She is an actress.
 - (ii) He will be an engineer.
 - (iii) She likes classical music.
 - (iv) He broke this chair.
 - (v) She is a doctor.
 - (vi) Boys are going on a picnic.
 - (vii) The train got in late.
 - (viii) He writes novels.
-