

Let's Learn English

GRAMMAR AND COMPOSITION

OF

CONTEMPORARY ENGLISH

(For Classes IX - X)

N. Khagendra Singh

Retd. Professor & Dean, School of Humanities,
Manipur University

L. Raghumani Singh

Retd. Chairman
Council of Higher Secondary Education,
Manipur



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FOREWARDS

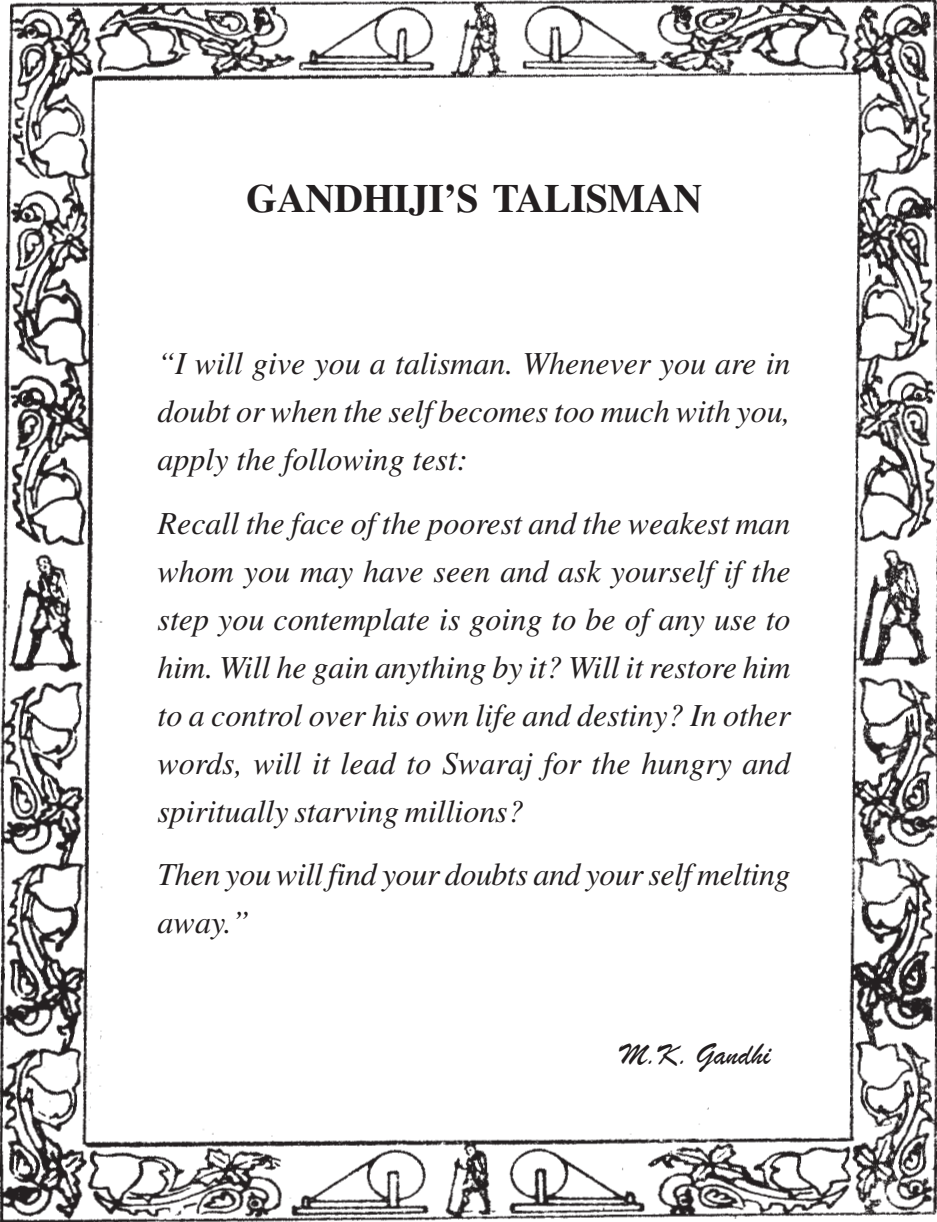
In keeping abreast with the change in the contents, writing and structure of the text-books at national level and in line with the National Curriculum Framework 2005, the Board of Secondary Education, Manipur, has been developing text-books for the schools of Manipur. Since its inception, the Board has been trying to promote education for improving the quality of life in the state.

The text-book in its present form is an outcome of a series of consultations & meetings held with the authors and reviewers. Utmost care has been taken to relate to local context and made suitable for use by students in Manipur. Every effort has been given to make the book holistic and engaging.

I thank the authors and reviewers and all those who have contributed in bringing out the book.

The Board welcomes valuable suggestions for improvement.

Dr. Chithung Mary Thomas
Secretary



GANDHIJI'S TALISMAN

"I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?

Then you will find your doubts and your self melting away."

M.K. Gandhi

PREFACE

Grammar and Composition of Contemporary English is intended to be a text book for classes IX and X under the Board of Secondary Education, Manipur. We have tried our best to cover the syllabus for the course. It has to be admitted that talking about incorporation of Vygotskian, Chomskyan and Piagetian principles as propounded in the Position Paper of National Focus Group on Teaching of English seems to be simple, but renderings it into practice is not an easy proposition. Our attempt has been to keep all these in mind in writing the book. Our endeavour has been to make the book lively, interesting and useful not only to the student but to all learners of English.

The book is divided into three parts- Part I deals with the fundamentals of Grammar, Part II deals with functional Grammar with communication skill of students as basic objective and Part III deals with composition.

In part-II we have two Appendices-

Appendix -I deals with American English and

Appendix -II deals with English Phonological Pattern.

We are aware of the great influx of American English and the general confusion among our students. With the limited scope at our disposal it has not been possible to have a detailed discussion of the topic. However, we have tried our best to give some awareness among our students of the areas and manners of American English which has a great impact on the learners of English.

Appendix II deals with the phonological pattern of English Language. Communication is mainly through two media- written communication and spoken communication. The primary purpose of language learning being communication we could not but touch at least a little the aspect of oral communication. But English Phonology is a vast area which cannot be covered within the limited scope of the book. However we have made an introduction to the Phonological pattern of English so as to enable the students to use a little of it in expanding their horizon of English vocabulary as well as structure by consulting a dictionary.

Part III of the book deals with composition which has an assorted variety of topics. We are aware of the observation of NFG 1.4 for emphasis on study skills like note making, note taking and reference skills, which we have tried to include in

the book. However partly out of the necessity for syllabus and partly due to our own conviction that if properly handled by an efficient teacher students can be initiated to 'innovative ideas, constructive learning, critical thinking and creative writing essay writing is still retained as a lesson in the book. We hope more constructive interaction may be coming when the book sees the light of the day.

In the presentation of the materials inductive process has been mainly used so as to develop the constructive faculty in learning. With 'constructivism' in the air nowadays we can't escape from it. Throughout the book "mental process" of the students in learning has been our primary focus. Our intention has been to make the book lively, interesting and useful. Although it is intended to be a text book for classes IX and X, we hope the book will be useful to all learners of English right upto the undergraduate classes.

We acknowledge our indebtedness to the past masters of Grammar from Nesfield to Chomsky on whose works we have consciously or unconsciously depended. We are also grateful to Sarvashri N. Dhananjay Singh, B. Haridas Sharma and Ng. Keso Singh whose keen observation and suggestive criticism during the review work have greatly contributed to the improvement of the book.

Special thanks are due to Dr. W. Ibempishak Devi, Chairman of the Board (also an educationist on her own right) and Shri L. Rajmohon Singh, Secretary of the Board, whose keen interest in the production of text book with local flavour has enabled us to embark on the otherwise highly unlikely task of writing English Grammar.

We are also grateful to Shri S. Dorendro Singh of Dbros Offset Printers who shuttled from one to the other to make the best of the book.

We have tried our best with our limited knowledge but with a vast amount of goodwill from other. Credit of any sort for the book should go to all. Whatever shortcoming the book has, is our responsibility.

In spite of our best effort, omissions and commission might have crept in here and there. Constructive criticism for the book will be highly appreciated.

L. Raghmani Singh

PARTICIPANTS IN THE REVIEW WORKSHOP

N. Khagendra Singh

Retd. Professor & Dean, School of Humanities,
Manipur University

L. Raghumani Singh

Retd. Chairman
Council of Higher Secondary Education,
Manipur

B. Haridas Sharma

Retd. Asstt. Teacher
Eastern Girl High School, Imphal

N. Dhananjoy Singh

Retd. Senior Teacher
Ananda Singh Academy

Ng. Kesho Singh

Selection Grade Lecturer
Ibotonsana Girl Hr. Sec. School, Imphal



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LESSON 1



PART - I

THE SENTENCE

- 1.1 When we talk to communicate with others we speak **words**. **Words** are made up of **sounds** produced by the mouth . The spoken **words** will have to be written by using **signs** standing for **sounds**. These **signs** are called **letters**. **Sounds** and **letters** are the seeds of language. They join together to make **words**.

Now look at the following single **words**:

Come. Go. Eat. Sleep. etc.

Sometimes a single **word** makes the idea of the speaker clear . For example, when someone says, “**come**” we can understand what the speaker means. Similarly the **words** “**Go**” or “**Eat**” or “**Sleep**” make the meanings of the speaker clear.

But we cannot go far with single **words** only. Generally we use some **words** together. These **words** used together are known as **word-group** or **group of words**.

Observe the following **word-groups**:

1. Tomba reads a book.
2. The boys play in the field.
3. The small girl plays with her friends.
4. Where are the toys?

Each of the **word-groups** makes the meaning of the speaker clear. The hearer or the reader can understand them easily.

Now, compare the **groups of words** in the left hand column with those opposite to them in the right hand column of the table.

I	II
<i>rises the east the in sun</i>	<i>The sun rises in the east.</i>
<i>chased the cat dog the</i>	<i>The dog chased the cat.</i>
<i>man the snake killed the a stick with</i>	<i>The man killed the snake with a stick.</i>

The **word-groups** in column I, do not make sense . Because the **words** are not in proper order. The **word-groups** in column II, make sense and give complete meanings because the **words** are arranged in a certain order to express meanings clearly.

Again, look at the following **word-groups**:

1. at dead of night
2. in the east.
3. with a stick.

Each of these **word-groups** makes some sense but not complete sense. The **words** are in correct order, but some more **words** are to be added to give complete meaning. These **groups of words** cannot stand by themselves. But the **word-groups** give complete sense after the addition of the following italic words:

1. *The thief came* at dead of night.
2. *The sun rises* in the east.
3. *The man killed the snake* with a stick.

These **word-groups** are known as **Phrases**.

Thus, **a phrase is a group of words which makes some sense but not complete sense.**

And, **a Sentence is a group of words which makes complete sense.**

1.2. Look at the following sentences:

1. **The boys** play in the field.
2. **John** has a dog.
3. **Renu** sings a sweet song.
4. **The mother** nurses the sick child.

Each of these **sentences** has two parts. One of these parts in bold letters, denotes a person or a thing about whom or which something is said. This is called the **Subject** of the **sentence**. The other part denotes what is said about the **Subject**. This is called the **Predicate** of the **sentence**.

Thus, **the Subject of a sentence denotes a person or thing about whom or which something is said,**
and, **the Predicate of a sentence denotes what is said about the Subject.**

For example,

- In sentence 1, something has been said about **The boys**.
In sentence 2, something has been said about **John**
In sentence 3, something has been said about **Renu**.
In sentence 4, something has been said about **The mother**.

These parts of the **sentences** in bold letters are the **Subjects** of the **Sentences**.

Note:

1. The **Subject** of a **sentence** must be a Noun or Noun- equivalent. It may consist of one word or a group of words. Again, the **Subjects** are understood in some sentences.

The other parts of the **sentences**, i.e. “**play in the field**”, “**has a dog**”, “**sings a sweet song**” and “**nurses the sick child**” say something about the **Subjects**, **The boys** , **John**, **Renu** and **The mother** respectively. These parts are the **Predicates** of the **sentences**.

2. The **Predicate** must contain a **finite verb**, expressed or understood. It may consist of one word or a group of words.

Again, the **Subject** of a **sentence** generally comes at the beginning of a **sentence**, i.e. before the **Predicate**. But, sometimes it is put after the **Predicate**. Note the differences in the structure of the **sentences** facing each other in the column.

1. The wild boys ran away.	Away ran the wild boys.
2. The winter is bitter this year.	Bitter is the winter this year.
3. The kite went up the sky.	Up the sky went the kite.

The **sentences** in the column given above, with the **Subjects** put after the **Predicates**, generally denote emphasis.

And, the **Subjects** of the following **sentences** are understood or not expressed.

- | | |
|----------------------|----------------------------|
| 1. Come or come here | → (You) come or come here. |
| 2. Go or go there | → (You) go or go there |
| 3. Keep silent | → (You) keep silent. |
| 4. Thank you | → (I) thank you. |

1:3. Now, examine the following **sentences**:

1. He is a good teacher.
2. I do not know this man.
3. Has Tomba come back?
4. Has not Mary passed the examination?
5. Come back soon.
6. Please come back soon.
7. May God help you in your struggle.
8. How beautiful Ratna looks in her new dress!
9. What a generous man he is !

Thus, **Sentences** are generally classified as,

- I. Assertive or Declaratory Sentences,** (asserting or declaring something)
- II. Interrogative Sentences,** (asking questions)
- III. Imperative Sentences,** (expressing commands, requests and wishes etc.)
- IV. Exclamatory Sentences,** (expressing strong , sudden feelings or emotions)

Further **sentences** are also classified as

- (a) **Affirmative Sentences,** (affirming things or actions) and
- (b) **Negative Sentences** (denying things or actions)

Note: 1. A Capital Letter is always used at the beginning of a **Sentence** and the ending is indicated by a full stop (.) or a mark of interrogation (?) or a mark of exclamation (!)

2. A **Sentence** may consist of two or more words But there are one word **sentences**, intelligible only with reference to some particular situations.

Examples;

Good! What! Horrible! (in exclamation)

Come. Go. Stop. Kill. (in the imperative)

No. Yes. Impossible. (in giving short answers)

EXERCISES

1. Arrange the words in the following lines in the proper order so that they become sentences making complete sense. Also use capital letters at the beginning and punctuation marks at the end.

- 1. a letter written we not have _____
- 2. was wood Mani cutting _____
- 3. father accident your died an in alas _____
- 4. wearing is new she saree a _____
- 5. neighbour you must your love _____
- 6. speaking are not they _____
- 7. flying was garden brother kite a my garden in the _____
- 8. under cat is the table a _____
- 9. bless may you God a son with _____
- 10. barked at dog the girl the _____

2. Pick out the sentences and the phrases. Use capital letters at the beginning and punctuation marks wherever they are necessary.

1. don't waste your time
2. beside the road
3. will you give me your pen
4. hurray we have won the match
5. in the morning
6. Jack and Jill went up a hill
7. across the road
8. come here quickly and finish the work
9. on a hot day
10. can she enter the room

3. Divide the following sentences into Subjects and Predicates.

1. The little boy began to cry.
2. A little learning is a dangerous thing.
3. The blind man came for help.
4. Every body's business is nobody's business.
5. Honesty is the best policy.
6. A guilty mind is always suspicious.
7. How can a rich man help all the poor neighbours?

4. Classify the following sentences:

1. Nothing succeeds like success.
2. Could you show me the way to the market?
3. Oh God! I have committed a serious blunder.
4. They have not returned yet.
5. How dare you come to my house?
6. May God bless you.
7. How beautiful the scene is!
8. Always speak the truth.
9. The wild boy does not obey his parents.

LESSON 2



PARTS OF SPEECH

2.1 When we talk we use words and sentences. Whatever we speak or talk makes our speech. Each sentence which has been used in our speech is made up of words. The number of words in any language is countless. We have seen big dictionaries which are full of words. When we build up a sentence we need different types or classes of words. These different types of words do different jobs to make the sentence convey a complete sense. And the grammarians have classified the words in eight categories or classes. Sometimes they are called **Word Classes**, and generally they are known as **Parts of Speech**.

2.2. Now, look at the following sentences:

- (a) **Tomba** is a good **boy**.
- (b) The **river** flows through a **valley**.
- (c) **Love** is a very rare **feeling**.
- (d) **Money** is the root of all **evils**.

The words in bold types are all names of persons, places, or things. By thing, we mean something that can be seen and touched, or something that can only be thought of or felt but not seen and touched. The words given above, which are names, are called **Nouns**.

A Noun may be defined as the name of a person, place or thing.

2.3 Let us read and observe the following sentences.

- (a) Geeta has not come because **she** is ill.
- (b) Mary told **her** parents that **they** should not force **her** to give up studies.
- (c) When Abdul hit the dog, **it** bit **him** with **its** sharp teeth.

The words in bold letters stand for certain Nouns mentioned earlier in the sentences; i.e., **she** for Geeta, **her** for Mary and **they** for parents, **him** for Abdul and **it** and **its** for dog. These words are called **Pronouns**. The **Pronouns** enable us to avoid repetition of the Nouns again and again.

A Pronoun is a word used in place of a Noun to avoid repetition.

2.4 Again, look at the following sentences:

- (a) Raju **is** a boy.
- (b) Mala **weeps** loudly.
- (c) The thief **jumped** over the wall.

Now, we have noted that Nouns cannot say anything about themselves. The words in bold letters given above say something about the Nouns going with them. For example, the word **is** says something about Raju, **weeps** says something about Mala and **jumped** says something about the thief. These words which state something about a person or thing are called **Verbs**.

The Verb is a word which describes the condition or the action of a Noun. Generally the Verb describes what the person or thing is, or what it does, or what happens to it.

2.5. Let us observe the following sentences:

- (a) Mema is a **good** dancer.
- (b) He is a **good** boy.
- (c) I have **many** friends in the class.

The words in bold letters add something to the meaning of the Nouns going with them. Such words are called **Adjectives**. They add something to the meaning of or qualify the Nouns which follow them. They tell us something about the quality or the number of persons or things.

Thus, **an Adjective is a word that adds something to the meaning of a Noun or qualifies the Noun.**

Note. *An Adjective is generally put before a Noun. But it can also be put after the Noun.*

Examples;

(a) *Seema is a **clever** girl (before the Noun).*

(b) *Jenny is very **beautiful** (After the Noun).*

Again, Adjectives also qualify Pronouns.

*For example in 'He is **ugly**' the Adjective '**ugly**' is said to qualify the Pronoun 'he'.*

Other examples;

(a) *He is **tall, fair** and **slim**.*

(b) *Ah, **miserable** me! (colloquial use)*

2.6. Let us, again, examine the following sentences.

- (a) Read this lesson **carefully**.
- (b) The player walks **fast**.
- (c) The boy crossed the bridge **easily**.

The words in bold letters add something to the meaning of the Verbs, *reads*, *walks* and *crossed* respectively.

The words which add something to the meaning of Verbs or modify them are called Adverbs.

Again, look at the following sentences:-

- (a) A **very** angry man shouted at the boy.
- (b) He can do the work **very** easily.

The words in bold letters add something to the meanings of the Adjective and the Adverb following them. The word **very** add something to the meaning of the Adjective *angry*. In the same way the word **very** add something to the meaning of the Adverb *easily*. These words which modify or add something to the meaning of an **Adjective** and an **Adverb** are also called **Adverbs**.

Thus, a word which modifies or adds something to the meaning of a Verb, Adjective or an Adverb is called an Adverb.

2.7. Look at the following sentences:

- (a) Put these flowers **in** the glass *jar*.
- (b) The wild boy jumped **across** the *fence*.
- (c) The tired man sleeps **beneath** a shady *tree*.
- (d) Human beings sleep **during** the *night*.
- (e) My father deals **in** *stationery*.
- (f) The boy looks **at** *her*.

The words in bold letters, **in**, **across**, **beneath**, **during**, **in** and **at** show how the Nouns *jar*, *fence*, *tree*, *night*, *stationery* and the Pronoun *her* are related to other words in the sentences. These words are usually put before a Noun or a Pronoun to show the latter's relation to some other words in the sentences. **Pre** means before and **position** means putting. These words are known as **Prepositions**.

A Preposition is a word placed before a Noun or Pronoun or Noun-equivalent to show the relation of the Noun or Pronoun or Noun equivalent to some other words in the sentence.

Let us observe the following sentences:

- (a) I will join the game in the second *round*. (Noun).
- (b) This is a *round* thing. (Adjective).
- (c) The top spins *round* at great speed. (Adverb).
- (d) The police *rounded* up all the culprits. (Verb)
- (e) The shop is just *round* the corner. (preposition).
- (f) The sun gives us *light*. (Noun)
- (g) I went in a *light* dress. (Adjective).
- (h) We will need a lamp to *light* the room in the darkness. (Verb).
- (i) I have my *right* to go to the local school. (Noun)
- (j) We turned in the *right* direction. (Adjective).;
- (k) Let us try to *right* every wrong that we have done (verb).
- (l) The punishment has served him *right* (Adverb).

In the sentences given above the word *round* has done the works of a **Noun**, an **Adjective**, an **Adverb**, a **Verb** and a **Preposition** in different contexts. In the same way the other two words. i.e. *light* and *right* have also done the works of different Parts of Speech in different sentences.

EXERCISES

1. Name the Parts of Speech of each italicized word in the following sentences:

- (i) Man is *mortal*.
- (ii) Strike the *iron* while it is hot.
- (iii) *Still* water runs deep.
- (iv) The programme is timed *well*.
- (v) The girl collects water from the *well* of the village.
- (vi) The child has bright and *clear* eyes.
- (vii) Let us *clear* the way for the old man to walk without any difficulty.
- (viii) He has an *iron* will.
- (ix) The mother *irons* the clothes of her son.
- (x) Where there is a *will*, there is a way.

Lesson 3



KINDS OF NOUN

3.1 Nouns are the names of persons, places, animals, things, actions, qualities, feelings and states.

Now, look at the following sentences:

- (a) The *cow* is a domestic *animal*.
- (b) *Khamba* was a very good *man*.
- (c) The *table* is made of *wood*.
- (d) Our *team* won the *trophy*.
- (e) This *necklace* is made of *gold* and precious *stones*.

The words in italics, are names of persons, animal, things and collections of things. We can see and touch all these, and they occupy space. In other words, we can say that they exist physically or materially. Such Nouns are called **Concrete Nouns**.

Thus, a **Concrete Noun** is the name of a concrete object or an object of sense, i.e. an object which can be seen, touched, heard, smelt and tasted.

3.2 Now, look at the following sentences:

- (a) My *pen* is very costly.
- (b) *Tigers* live in the *forest*.
- (c) I saw a beautiful *bunch of flowers*.

The words in italics i.e. *pen*, *tigers*, *forest*, *bunch of flowers* are concrete things which can be counted. These **Nouns** are called **Countable Nouns**. Most **Concrete Nouns** can be counted.

Now, Concrete Nouns which can be counted are generally called **Countable Nouns**.

However, some **Concrete Nouns** cannot be counted.

For example;

- (a) Here is a glass of *milk*.
- (b) *Gold* is a costly metal.

The italicized words, *milk* and *gold* are **Concrete Nouns** but they cannot be counted. These concrete Nouns which cannot be counted are known as **Uncountable Nouns**.

3.5 Let us examine the following sentences:

- (a) He is a good *boy*.
- (b) Once there was a cruel *king* ruling over a vast *kingdom*.
- (c) The blind *beggar* asks for help from the *persons* passing by her side.
- (d) The *cat* is a domestic *animal*.
- (e) The *children* play in the *field*.

The words in italics are names that can be applied to anyone or anything of a class of persons, place or things. Each of them belongs to a class or group of many others of its kind and the names are common to the persons or places etc. who or which belong to the particular class. Such **Nouns** are called **Common Nouns**.

A Common Noun is the name of a person, place or thing who or which belongs to a class or group.

3.6 Again, look at the following sentences and observe the words in italics:

- (a) *Imphal* is the capital of *Manipur*.
- (b) *Chaoba* is the son of *Mera*.
- (c) *Akbar* was a powerful emperor of *India*.
- (d) *Everest* is the highest peak in the world.
- (e) The *Ganges* has been regarded as a sacred river.

The italicized words are names of **particular persons, places and things** etc. They are known as **Proper Nouns**. Each **Proper Noun** begins with a Capital Letter.

A Proper Noun is the name of a particular person, place or thing to single it out of others of its group or class.

3.7 Look at the following sentences and examine the words in italics:

- (a) *Gold* is very costly.
- (b) Tables and chairs are made of *woods*.
- (c) *Flour* is used to make bread.
- (d) The buildings of this town are made of *stone, sand, cement and iron*.
- (e) This bucket is made of *brass*.

The italicized words in the sentences given above are the names of materials or substances used to make different things. They are known as **Material Nouns**.

A Material Noun is the name of a substance or material out of which things are made.

3. Formation of **Abstract Nouns** from **Verbs**:

Verb	Abstract Noun	Verb	Abstract Noun
believe	belief	pray	prayer
choose	choice	speak	speech
do	deed	try	trial
fly	flight	serve	service
live	life		

Note: Some *Verbs* have the same forms as *Abstract Nouns*;

Examples,

Verb	Abstract Noun	Verb	Abstract Noun
desire	desire	respect	respect
help	help	fair	fair
sleep	sleep		

Note:

1. Some **Proper Nouns** can be used as **Common Nouns**.

Examples;

- (a) Khamba is the **Hercules** of Manipur. (A very strong man)
- (b) He is the **Shakespeare** of our age (a great dramatist).
- (c) Tomba is a **Nero** (a very cruel person) of the locality.

2. Some **Material Nouns** are also used as **Common Nouns**

Examples;

- (a) The boy plays with **marbles**.
- (b) I drank a **glass** of milk.
- (c) Mother brought a **tin** of sweets.

3. A **Collective Noun**, sometimes, refers to the individual members of the group or the collection and not to the group or the collection as a whole. The **Collective Noun** then is called **Noun of Multitude** and the Number of the **Collective Noun** changes.

Examples,

- (a) The **jury** were unable to agree on many points.
- (b) The **Committee** were divided in their opinion.

In these sentences, the italicized words, **jury** and **committee** are generally regarded as **Collective Nouns**. But when the individual numbers of the **jury** or the **committee** are referred to in the sentences, the quality of wholeness is lost. In that case the two Nouns **jury** and **committee** are called **Nouns of Multitude**.

- (vi) The dog is a domestic animal.
- (vii) The children play in the field.
- (viii) Beauty is a rare quality.
- (ix) This almirah is made of steel.
- (x) There are fifty students in our class.
- (xi) A gang of robbers attacked the travellers.
- (xii) The crew of the aeroplane is very efficient.
- (xiii) Prevention is better than cure.
- (xiv) Most of the Manipuri ladies are courageous.
- (xv) Music is able to soothe a troubled mind.

2. Underline the Concrete Nouns in the following sentences:

- (i) Mema is an intelligent girl.
- (ii) A bomb was found on the wayside.
- (iii) A fish swims in the water.
- (iv) The farmer bought a pair of oxen.
- (v) Early man used tools made of stone.

3. Underline the Abstract Nouns in the following sentences:

- (i) Love is blind.
- (ii) Childhood does not know any worry at all.
- (iii) Honesty is the best policy.
- (vi) Dancing and singing are fine arts.
- (v) Joys and sorrows are important aspects in the life of human beings.

4. Supply a suitable Collective Noun for each blank given below:

- (i) An _____ of soldiers.
- (ii) A _____ of books.
- (iii) A _____ of students
- (iv) A _____ of flowers.
- (v) A _____ of keys.
- (vi) A _____ of hounds.
- (vii) A _____ of players.
- (viii) A _____ of people.
- (ix) A _____ of bees.
- (x) A _____ robbers.

5. Make Abstract Nouns from the following words and use them in sentences:

Thief, cruel, mother, describe, dacoit, coward, patient, move, laugh, slave, proud, give, define.

SLESSON 4



NUMBER

4.1 Countable Nouns can be one or more than one. Now, let us examine the following two sentences:

- (a) The boy has *one book*.
- (b) The boy has *three books*.

In (a) the number of the **Countable Noun**, *book* is only one or **Singular**.

In (b) the number of the **Countable Noun**, *books* is three or more than one or **Plural**. Thus, in English there are two **Numbers** for **Nouns** i.e. **Singular** and **Plural**. This is known as the **Number** of the Nouns.

The Number of a Noun denotes whether the Noun is one or more than one. There are two **Numbers** in Grammar. They are,

- 1. **Singular Number**
- 2. **Plural Number**

A Noun that denotes one person, place or thing etc. is said to be of **Singular Number**.

Examples, *boy, girl, house, hand, book* etc.

Again, a Noun that denotes more than one person, place or thing etc. is said to be of **Plural Number**.

Examples, *boys, girls, houses, hands, books* etc.

Note: Only **Common Nouns** and **Collective Nouns** have **Plural** forms. **Proper Nouns**, **Material Nouns** and **Abstract Nouns** generally have no **Plural** forms.

4.2 Formation of Plurals:

There are many ways of forming **Plural Nouns** from **Singular Nouns**.

A. Most **Nouns** form their **Plurals** by adding **-s**, to the **Singular** forms;

Examples;

Singular	Plural	Singular	Plural	Singular	Plural
act	acts	car	cars	hen	hens
ant	ants	cat	cats	king	kings
bag	bags	dog	dogs.	lion	lions
book	books	eye	eyes	umbrella	umbrellas
cap	caps	fan	fans		etc.

- B. Nouns** ending in *s, ss, ch, sh, x* and *z* form their **Plurals** by adding *es*, to the **Singular** forms.

Examples,

Singular	Plural	Singular	Plural
bench	benches	fox	foxes
box	boxes	glass	glasses
bus	buses	match	matches
bush	bushes	quiz	quizes
dress	dresses	topaz	topazes.
fish	fishes		

Note: When *ch*, is pronounced as *k*, only *s*, is added to make the **Plural** forms

Examples,

Singular	Plural
<i>stomach</i>	<i>stomachs</i>
<i>monarch</i>	<i>monarchs etc.</i>

- C. Nouns** ending in *y*, preceded by a consonant or *qu*, form their **Plurals** by changing *y*, into *i* and adding *es*,

Examples;

Singular	Plural	Singular	Plural
army	armies	lily	lilies
body	bodies	sky	skies
baby	babies	soliloquy	soliloquies
dictionary	dictionaries	trophy	trophies
family	families	victory	victories

Note. If *y*, is preceded by a vowel, only *s* is added for the formation of **Plurals**,

Examples;

Singular	Plural	Singular	Plural
<i>boy</i>	<i>boys</i>	<i>joy</i>	<i>joys</i>
<i>donkey</i>	<i>donkeys</i>	<i>play</i>	<i>plays</i>
<i>essay</i>	<i>essays</i>	<i>tray</i>	<i>trays</i>

- D. Nouns** ending in *f* or *fe* form their **Plurals** by first changing *f* or *fe* into *v* and adding *es*,

Examples;

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
<i>bamboo</i>	<i>bamboos</i>	<i>radio</i>	<i>radios</i>
<i>cuckoo</i>	<i>cuckoos</i>	<i>studio</i>	<i>studios</i>
<i>folio</i>	<i>folios</i>		

2. Again, there are some **Nouns**, ending in *o* preceded by consonants, which take only *s* for their **Plurals**:

Examples;

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
<i>fiasco</i>	<i>fiascos</i>	<i>piano</i>	<i>pianos</i>
<i>halo</i>	<i>halos</i>	<i>rhino</i>	<i>rhinos</i>
<i>photo</i>	<i>photos</i>		

- F. Some **Nouns** form their **Plurals** by changing the vowels or adding *en*, *ren*, *ce*:

Examples;

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
brother	brethren	mouse	mice
child	children	tooth	teeth
goose	geese	ox	oxen
louse	lice	woman	women
man	men		

- G. Some **Nouns** have two **Plural** forms having different meanings .

Examples,

<i>Singular</i>	<i>Plural</i>
brother	brothers (sons of the same parents) brethren (members of the same group or society)
fish	fish (collectively) fishes (different kinds of fish)
genius	geniuses (persons of talent) genii (spirits).
shot	shot (bullets) shots (number of times fired)

Note:

- (a) *The modern tendency is to treat **aristocracy, nobility, gentry, clergy** and **cattle** like other **Collective Nouns, Singular** in number and **Plural** in sense.*
 (b) *When the word **people** means a nation, its **Plural** is **peoples**, thereby meaning nations.*

M. There are some **Nouns** which have no **Plural** forms

Examples,
information, furniture, poetry, luggage etc.

N. There are also some **Nouns** having no **Singular** forms

Examples,
alms, amends, bellows, fetters, eaves, entrails, scissors, trousers, jeans, measles etc.

O. The **Plurals** of **Compound Nouns** except those ending in *full* and *fall* are formed by adding *s* to the important words:

Examples;

Singular	Plural	Singular	Plural
brother-in-law	brothers-in-law	spoonful	spoonfuls
father-in-law	fathers-in-law	handful	handfuls
maid-servant	maid-servants	mouthful	mouthfuls
on-looker	on-lookers	pitfall	pitfalls
passer-by	passers-by	waterfall	waterfalls

Note.1. *Compound Nouns* written without hyphen take *s* only to form the **Plurals**.
 Examples;

Singular	Plural	Singular	Plural
<i>armchair</i>	<i>armchairs</i>	<i>grandfather</i>	<i>grandfathers</i>
<i>bookcase</i>	<i>bookcases</i>	<i>pickpocket</i>	<i>pickpockets</i>

2. *There are a few **Compound Nouns** which have double plurals.*
 Examples;

Singular	Plural	Singular	Plural
<i>man-servant</i>	<i>men-servants</i>	<i>woman-student</i>	<i>women-students</i>
<i>woman-servant</i>	<i>women-servants</i>		

- Q.** Plurals of letters of the alphabet, numbers, signs and abbreviations are formed by adding 's': Examples;

Singular	Plural	Singular	Plural
I	I's	B.A.	B.A's
p	p's	M.L.A.	M.L.A's
2	2's	M.P.	M.P.'s
4	4's		

- R.** There are a number of words for which **Plurals** are formed in various ways, Examples;

Singular	Plural	Singular	Plural
Mr.	Messrs	Mr. Brown	Messrs Brown,
Mrs, Madam	Mesdames		Mr. Browns
		Mrs. John	Mrs. Johns

Note. The form, *Messrs Brown* is used only in business and *Mr. Browns* is in general use.

- S.** Nouns like *dozen*, *score* *hundred* etc. when preceded by a numeral are used in their **Singular** forms. As their meanings are in **Plural**, they are called **Zero Plurals**.

Examples, *five dozen* , *3 score*, *5 hundred* etc.

- T.** There are some **Nouns** ending in *s* but the *s* is a part of the original **Singular Nouns** and not a sign of the **Plural**. These **Nouns** are called **True Singulars**. Examples, *arms*, *riches*, *eaves*, *summons*.

Note. The nouns *eaves* and *riches* are now used as **Plurals** also but the word *summons* sometimes takes *summonses* as its **Plural**.

- U.** There are some Nouns in which the final *s* is really a sign of their being in the **Plural**. They are called **True Plurals**.

Examples, *news*, *amends*, *means*, *innings*, *auspices* etc.

Note: Of these **True Plurals** again, *amends*, *means* and *innings* are used in both numbers and the rest are used as **Plurals**.

- V.** Some objects consist of two parts which are joined together to make a single whole. The Nouns which are used to name these objects are known as **Binary Plurals**.

Examples, *binoculars*, *trousers*, *jeans*, *scissors*, *dividers*, *glasses*, etc.

LESSON 5



GENDER

5.1. **Gender** is a grammatical feature indicating the condition of being male or female. **Gender** refers to *sex* and we know that there are two **sexes**, **male** and **female**. A Noun may belong to the **male sex** or the **female**. It may also belong to both the *sexes* or to neither of the two *sexes*.

Thus, there are four **Genders** in English.

They are

1. **Masculine Gender**, denoting male persons or animals like *man, boy, king, father, lion* etc.
2. **Feminine Gender**, denoting female persons or animals like *woman, girl, queen, mother, lioness* etc.
3. **Common Gender**, denoting no definite *sex*. They can be of either of the two *sexes* like *teacher, parent, friend, child, servant* etc.

Note: The word *teacher* may be referring to a male or a female teacher.

4. **Neuter Gender**, denoting inanimate things like *book, pen, room, chair, tree* etc.

Note: The word **Book** is a Noun referring to a lifeless thing which is neither a male nor a female.

Thus,

- (1) Nouns denoting males are said to be of **Masculine Gender**.
- (2) Nouns denoting females are said to be of **Feminine Gender**.
- (3) Nouns denoting no definite *sex* but can be of either of the *sexes* are said to be of **Common Gender**.
- (4) Nouns naming inanimate things and denoting neither *sex* are said to be of **Neuter gender**.

Note:

- (1) The term **Common Gender** is very misleading. Strictly speaking there cannot be a **Common Gender** any more than the fact that there cannot be a common *sex*. However, some words can, certainly, be commonly used for both the two *sexes*.
- (2) All **Material** and **Abstract Nouns** are said to be of **Neuter Gender**, because they denote lifeless things and qualities.

- 5.4** Some **Feminine Nouns** are formed by changing or adding a word indicating *sex* before or after the **Masculine** forms.

Examples,

Masculine	Feminine
manservant	maidservant
salesman	saleswoman
milkman	milkmaid
he-goat	she-goat

Masculine	Feminine
bull-calf	cow-calf
landlord	landlady
grandfather	grandmother

- 5.5** Some **Masculine Nouns** have no corresponding **Feminine** forms.

Examples;

general, captain, pilot, knight, judge, etc.

- 5.6.** Some **Feminine Nouns** also have no corresponding **Masculine** forms.

Examples;

Amazon, blonde, brunette, prude, shrew, siren, virgin etc.

- 5.7.** Sometimes, inanimate objects or abstract qualities are personified so that they are supposed to possess the qualities of human beings. Such personified objects or qualities are regarded as

- 1. Masculine Nouns** when they denote *strength, courage, might* and *greatness*.

Examples,

War, Time, Summer, Winter, Death, Anger etc.

- 2. Feminine Nouns** when they denote *beauty, tenderness, gentleness*, etc.

Examples,

Peace, Modesty, Mercy, Hope, Night, Nature etc.

- 5.8.** The names of ships, countries and fine arts are generally said to be of **Feminine Gender**.

Examples,

- (a) The **Titanic** sank with almost all the passengers carried by **her**.
- (b) **Manipur** is supposed to expect the sacrifice of **her** brave sons and daughters.
- (c) The **music of Mozart** left **her** listeners spell-bound.

- 5.9.** Young children and animals are generally treated as **Neuter Gender**,

Examples;

- (a) The child is shouting at **its** mother.
- (b) The dog barks at **its** rival.

LESSON 6



PRONOUNS

6.1 We have learnt that **Pronouns** are words used in place of **Nouns** to avoid repetition. Now, let us read the following sentences:

There are two boys, Tomba and Chaoba. Tomba and Chaoba are brothers. Tomba and Chaoba like each other. Tomba and Chaoba are obedient boys. Their parents like Tomba and Chaoba.

We have observed that the two names e.g. *Tomba* and *Chaoba* are repeated again and again. This repetition is awkward and irritating. Now, read the following:

There are two boys, Tomba and Chaoba. They are brothers. They like each other. They are obedient boys. Their parents like them.

The words *they* and *them* have been used to replace the **Nouns** and the reading is smooth because the repetition of the names has been avoided. **These words, which have been used to replace the Nouns making the reading smooth by avoiding repetition, are known as Pronouns**

Note:- As **Pronouns** stand for **Nouns** they will also have the **Number and Gender** of the **Nouns**, replaced by them.

6.2. There are eight classes of **Pronouns**. They are:

- | | |
|-----------------------------------|---|
| (1) Personal Pronouns | - <i>I, You, He, She, It, We, They</i> , etc. |
| (2) Demonstrative Pronouns | - <i>This, That, such</i> , etc. |
| (3) Interrogative Pronouns | - <i>Who, Which, What, Whom</i> , etc. |
| (4) Relative Pronouns | - <i>Who, Which, What, Whom, That</i> , etc. |
| (5) Reflexive Pronouns | - <i>Myself, herself, themselves</i> , etc. |
| (6) Indefinite Pronouns | - <i>One, some, all, any</i> , etc. |
| (7) Distributive Pronouns | - <i>Each, either, neither</i> , etc. |
| (8) Reciprocal Pronouns | - <i>each other, one another</i> etc. |

6.3 Now, let us examine the following sentences:

- (1) *Mr. John* is a teacher.
- (2) *He* is an Indian.
- (3) *His* wife is called *Mary*.
- (4) *She* is a clerk in a government office.

The **Pronouns he, she, and it** are said to be in the **Third Person**, because they stand for some persons or thing spoken of.

6.4. A Personal Pronoun must be of the same **Number** and **Gender** of the **Noun** for which it stands. The following Table will give us some idea of the **Personal Pronouns** in both the **Numbers** and **Genders**.

Person	Number	
	Singular	Plural
First Person	I (<i>Masculine</i> or <i>Feminine</i>)	We (<i>Masculine</i> or <i>Feminine</i>)
Second Person	You (<i>Masculine</i> or <i>Feminine</i>)	You (<i>Masculine</i> or <i>Feminine</i>)
Third Person	he (<i>Masculine</i>) she (<i>Feminine</i>) it (<i>Neuter</i>)	They (<i>All genders</i>)

Now, the following chart will show the **Nouns** and the **Pronouns** in the **Third Person**, that are used to replace them:

Type of Noun	Pronoun	
	Singular	Plural
(a) Masculine (human), e.g., man, boy, etc.	he	They
(b) Feminine (human), e.g., woman, girl etc.	she	they
(c) Male (animals), e.g., bull, horse, etc.	it	they
(d) Female (animals), e.g., cow, hen etc.	it	they
(e) Nouns of <i>Common Gender</i> , e.g. friend, teacher etc.	he or she	they
(f) Nouns referring to children and animals of either sex, e.g., child, elephant etc.	he, she, it.	they

Type of Noun	Pronoun	
	Singular	Plural
(g) Nouns of <i>Neuter Gender</i> referring to things or ideas; table, difficulty etc.	it	they
(h) Collective Nouns, e.g. class, team	it	they
(i) Uncountable Nouns, e.g. music, dirt, etc.	it	no plural

Note: *I Nouns, referring to animals and small children in a context where the sex is irrelevant, are replaced by **it**. Again, when the Gender distinction is not known **he** is commonly used as a **Pronoun** even in the case of animals. In the case of ships, countries and other objects towards which an attitude of affection is shown, **she** is used, and for Nouns which indicate Masculine qualities like strength, vigour, etc. the **Pronoun, he** is usually used.*

Examples.

- (i) *Manipur is in trouble and this is a time when she expects her sons and daughters to rise up.*
- (ii) *When the moon rises in the evening sky she looks tender and fragile.*
- (iii) *The Hindus greet the sun respectfully when he rises in the east.*

2. When a **Pronoun** is used for a **Collective Noun**, **it** is generally used if the **Collective Noun** is considered as a whole. However, if the **Collective Noun** indicates the idea of separate individuals making up the whole, **they** is used.

Example,

*The class decided to organise a meeting of all the members comprising **it** but **they** were divided on the points to be discussed in the meeting.*

6.5. Let us read the following sentences and examine the words in bold letters:

- (i) **This** is the man I met yesterday.
- (ii) **That** is the school of Lumila.
- (iii) **These** are the oranges from Tamenglong.
- (iv) **Those** are the boys found guilty of breaking the glass panes.
- (v) **Yonder** is the magnificent Taj Mahal.

In these sentences the words in bold letters are **Pronouns**. They point out the persons or things for which they stand. They are, thus, called **Demonstrative Pronouns**. The persons or places for which **Demonstrative Pronouns** stand are known as their **Antecedents**. In the sentences given above the **Pronoun this**, points out the Noun *man*. Hence the Noun *man* is the **Antecedent** of the **Demonstrative Pronoun 'this'**. In this way the **Pronoun 'that'** points out the Noun *school*; the **Pronoun 'these'** points out the Noun *oranges*; the **Pronoun 'those'** points out the Noun *boys* and the **Pronoun 'Yonder'** points out the Proper Noun *Taj Mahal*. The Nouns pointed out by the **Demonstrative Pronouns** are their **Antecedents**.

The Pronouns which point out some persons or things for which they stand are called Demonstrative Pronouns.

Note:-

1. ***This** and **these** refer to or point out a person or thing or things which is or are near to the speaker in position, thought and time. Again, Pronouns **that** and **those** refer to something or things or some person or persons which are at some distance.*
2. ***Demonstrative Pronouns** will also be found qualifying Nouns . For example, in the sentence, '**This boy** is clever'. The **Pronoun 'this'** comes before the Noun **boy** and does the work of an **adjective**. In this case the **Pronoun 'this'** is called a **Demonstrative Adjective**.*

*We must be very careful to distinguish **Demonstrative Pronouns** from **Demonstrative Adjectives**. The same words i.e. **this, that, these, those, such** etc. can be used in either capacity .*

Examples,

- | | |
|---|------------------------------------|
| (a) This is my house. | (Demonstrative Pronoun) |
| (b) This house belongs to me. | (Demonstrative Adjective) |
| (c) That is our school. | (Demonstrative Pronoun) |
| (d) That school looks too small for the many boys going to it. | (Demonstrative Adjective) |
| (e) These are the only books I have | (Demonstrative Pronoun) |
| (f) These books belong to my sister | (Demonstrative Adjective) |
3. *The person, place and thing pointed out by the **Demonstrative Pronoun** need not be within sight. The distance or nearness may be simply in the mind of the speaker.*

- (a) You might have seen many wild boys; **this** boy is as dirty as any other wild boy.
- (b) **That** man in Churachandpur is a friend of my father.
4. Again, when we use a **Demonstrative Pronoun** as a **Demonstrative Adjective**, its **Antecedent** may be expressed or understood .
- Example,*
- (a) This is my friend, John = This (man) is my friend, John.
- (b) That is a book = That (object) is a book.
- It is in such cases that we face the problem of the same word being used as a **Pronoun** and as an **Adjective**.*

6.6. Let us, again, observe the following sentences:

- (a) **Who** is he?
- (b) **Which** is the house?
- (c) **What** is he?
- (d) **Whom** do you like?

The words in bold letters are **Pronouns** used in asking questions. These **Pronouns** used for asking questions are called **Interrogative Pronouns**.

- In (a) the **Pronoun, who** is used for a person.
- In (b) the **Pronoun, which** is used for a thing.
- In (c) the **Pronoun, what** is used for a person's profession.
- In (d) the **Pronoun, whom** is used for a person.

Note. 1. The sentence, " Who is he?" enquires about the name or parentage of a person. Thus, the answer of the question should be of the form, "He is Tomba" or "He is the son of our uncle."

The question, "which is he?" is a question about a particular person to be pointed out of a group. The answer should be of the form, "He is the man with a red shirt."

"What is he?" is a question enquiring about the profession or social status of a person. The answer should be of the form - He is a teacher or a singer.

2. We should remember that

- (a) **Who** is used for persons only.
- (b) **Which** is used for both persons and things.
- (c) **That** is used for things only.

- (d) **Whose** and **Whom**, which are formed from **who** are used for persons only.
(e) **When**, **which** are used for choice and comparative purposes, and the person or thing referred to is preceded by **the**.

3. The **Interrogative, what** is often used in exclamation to indicate **how great**.
Example,

What a beautiful girl she is!

4. **What not** is sometimes placed after an enumeration to indicate generally the sense of **etc**.

Example,

*The boy came to the class with his books, exercise books, scale, compass and **what not** (What else he did not take).*

6.7 Let us, again, read the following pairs of sentences:

- (a) { That is the boy.
He took my book.
- (b) This is the house.
This belongs to my friend. }
- (c) This is the bicycle. }
You left it in the bazar.

Now, each of these pairs of sentences can be combined into single sentences: e.g,

- (a) That is the boy **who** took my book.
(b) This is the house **which** belongs to my friend.
(c) This is the bicycle **that** you left in the bazar.

Who, which and **that** in the above sentences are known as **Relative Pronouns**.

In the sentences, (a) **Who** stands for the **Noun boy**.
In the sentences, (b) **Which** stands for the **Noun house**.
In the sentence, (c) **that** stands for the **Noun bicycle**.

The words **who, which** and **that** are called **Relative Pronouns**, because they relate or refer to **Nouns** that had gone before them and stand for them. The **Nouns** to which **Relative Pronouns** refer, come before them. They are called the **Antecedents** of the **Relative Pronouns**.

For example, in the above sentences the **Nouns**, *boy, house* and *bicycle* are **Antecedents** for the **Relative Pronouns** following them.

Note: We have observed that **Relative Pronouns** join sentences like **Conjunctions**. For example, the **Pronoun, who** in sentence, (a) given above joins the sentences **This is the boy** and **He took my book**. Because of this **Relative Pronouns** are sometimes called **Conjunctive Pronouns**.

6.8. Who, which, that, what, are the principal Relative Pronouns. Of these Pronouns

- (a) **Who** refers to persons only.

Example,

I know the woman **who** is running after the child.

- (b) **Which** refers to things without life, animals and babies.

Examples,

(i) I have both the books **which** had been taken away by my son.

(ii) This is the cow **which** belongs to my uncle.

(iii) The mother fondled the baby **which** was crying.

- (c) **That** refers to persons, animals or inanimate objects.

Example,

(i) This is the man **that** took away the box.

(ii) This is the dog **that** I saw.

(iii) This is the box **that** I saw.

(d) **What** refers to things only. But there is some problem about its proper nature. According to some its antecedent is **that**, which is always understood. For example, in the sentence “I mean **what** I say”, the Pronoun **what** means “that which”. That is why some calls it **Compound Relative**. But this is not always correct, because its **antecedent** follows the pronoun immediately after it. For example, in the sentence, “We should take **what** help we can get”. The Pronoun **what** is put immediately before it. The following sentences will certainly help us in the use of **what** as a **Relative Pronoun**:

(a) Take down **what** (that which) I dictate.

(b) **What** (that which) is one man’s meat, is another man’s poison.

(c) He does **what** (that which) he likes.

(d) I saw **what** (that which) looked like a ghost.

(e) **What** (that which) we will say, is already known to him.

6.9. As is also used as a **Relative Pronoun** after **such**, and sometimes after **the same**. In such cases **as** has the same function as **that** as the **Relative Pronoun**.

Example,

- (a) This is **the same** book **as** was taken away yesterday.
- (b) He is **such** a teacher *as* is respected by the students.
- (c) I have **such** friends **as** will not leave me at the time of troubles.
- (d) This case is not **the same as** the other.

Note: When *that* is used after *such* it becomes a **Conjunction**, rather than a **Relative Pronoun**. For example,
He is such a boy that he disobeys his parents.

6.10 The word **but** is also sometimes used as a **Relative Pronoun**. In that case **but** means “**who.....not**” or “**which not**” or “**that.....not**”.

Examples,

- (a) There is no rose **but** has (*which* does *not* have) some thorns.
- (b) There is none **but** will (*who* will *not*) support a patriot.

When the **Relative Pronoun** is the Subject of the clause in which it occurs, it cannot be omitted . But when it is the Object of either the verb in the clause or a Preposition, it is often omitted , especially in colloquial usage.

Examples,

- (a) I am the monarch of all (*that*) I survey.
- (b) He is the man (*whom*) I told you about.

6.12. The **Relative Pronoun** must be of the same **Number** and **Persons** of its **Antecedent**.

Examples,

- (a) I, who *am* the king , can punish the traitor.
- (b) The persons who *are* honest, can win many friends.
- (c) The killers who were caught, were hanged.

6.13. The **Relative Pronouns**, *who* and *which* can be used in two ways. Let us, now, examine the following sentences:

- (a) This is the boy *who* did it.
- (b) This is the dog *which* barked loudly.

In the two sentences given above the **Relative Pronouns** *who* and *which* are used in a **restrictive** manner because they limit or define the meaning of their **Antecedents**.

Hence, such a use is known as the **Restrictive** use.

Again, let us examine the following sentences:

- (a) I met your mother, **who** smiled at me.
- (b) This is the car, **which** was brought by my friend.

In the sentences given above **who** and **which** have a **Continuative** force. They are used to make some additional statements about the **Antecedents**. They may be replaced by a Conjunction and a Pronoun. **Who** in (a) can be replaced by *and she* and **which** in (b) can be replaced by *and this*. And the comma will become unnecessary. Such use of **who** and **which** is generally known as **Continuative** or **Co-ordinative** or **Conjunctive** use.

6.14 There are some **Pronouns** which are formed by adding *self* to the **Pronouns** (*my, your, him, her* and *it*) and *selves* to (*our, your, them*). **These Pronouns are known as Reflexive Pronouns.**

Examples;

myself, yourself, himself, herself, itself, ourselves, yourselves and themselves.

6.15 Reflexive Pronoun is used when the Subject and Object of Verb refer to the same person

Examples,

- (a) *I hurt myself.*
- (b) *He lost himself.*
- (c) *We hit ourselves.*

Sometimes the **Reflexive Pronoun** is used as the Object of a Preposition.

For example,

- (a) Please tell us something *about yourself*.
- (b) She was sitting there *by herself*.

Note.

1. Sometimes **Pronouns** with **self** and **selves** are used with **Nouns** or **Pronouns** for the sake of emphasizing the **Nouns** or **Pronouns**. For example,

- (a) *I **myself** went to the market.*
 - (b) *The Teacher wanted to meet Tomba **himself**.*
 - (c) *They **themselves** took away the car.*
- These **Pronouns** are known as **Emphatic Pronouns**.*

2. Emphatic Pronouns cannot stand alone as Subjects.

Example,

*It is incorrect to write “**Myself** will do it.”*

*The correct form will be “**I myself** will do it.”*

3. A Reflexive Pronoun denotes a person who is the doer as well as the person affected by the action .

Example,

*“Sheela hurt herself.” But an **Emphatic Pronoun** may refer to a person who is not doer of the action.*

Example,

I saw the criminal himself.

*Thus, it has been observed that an **Emphatic Pronoun** may be said to be in apposition with another word. In the sentence “I myself did the work,” the **Emphatic Pronoun** “myself” is in apposition with the pronoun “I.” A **reflexive pronoun** never stands in this position. It refers to the Subject but it can never be the Subject.*

6.16. Now, let us read the following sentences:

- (a) **Each** of us will go to the place.
- (b) **Either** of the two girls may do the work.
- (c) **Neither** of them is qualified for the post.

The words in bold letters, e.g. **each**, **either**, and **neither**, are called **Distributive Pronouns**, because they refer to persons or things taken one at a time and because they separate one person or thing from a group. Because of this they are always Singular and are followed by Singular Verbs.

6.17 (a) **Each** refers to everyone of a number of persons or things taken separately.

Examples,

- (i) **Each** of the five boys was fined.
- (ii) **Each** of the two roads will lead to the jungle.

Note: (a) **Each** can have different positions in a sentence. For example,

- (i) **Each** of the boys was given a book.
- (ii) The boys were **each** given a book.
- (iii) The boys were given a book **each**.

(b) **Either** and **Neither** are used only when two persons or things are referred to. **Either** means one or the other of the two. **Neither** means not one nor the other of the two.

Example,

- (i) **Either** of the two boys may go.
- (ii) **Neither** of the two boys can run fast.

Note: *Distributive Pronouns* are sometimes used to qualify some Nouns.

Example,

- (i) **Each** beggar was given a shirt.
- (ii) **Either** road will lead to the market.
- (iii) **Neither** side can play the game well.

The **Pronouns** *each, either and neither* in the sentences given above may be said to have qualified the Nouns, beggar, road and side respectively. Hence these **Distributive Pronoun** may also be called **Distributive Adjectives**.

6.18 Observe the following sentences:

- (a) The two men hated **each other**.
- (b) All the members of the family should trust **one another**.

The words in bold letters e.g. **each other** and **one another** are called **Reciprocal Pronouns**, because they express a mutual or reciprocal relationship. They are now considered as single units, which may be called **Compound Pronouns**. They form their **Possessives** as single units.

Examples;

- (a) The two boys met regularly at **each other's** house.
- (b) We should always be ready to go to **one another's** help.

Note: In the two sentences given above the italicized words e.g. **each other's** and **one another's** do the work of Adjectives qualifying the Nouns **house** and **help**. That is why, they may be called Possessive Adjectives. Sometimes, as Single Units they also serve as Objects of Preposition.

Examples;

- (a) The two brothers always keep away from **each other**.
- (b) They have refused to talk to **one another**.

When these two **Reciprocal Pronouns** are used **each other** usually refers to two persons or things and **one another** refers to more than two persons or things.

6.19. Now look at the following sentences and examine the words in italics:

- (a) *One* should always be careful at the time of examination.
- (b) *None* of his friends has agreed to help him.
- (c) *Nobody* came to help us.
- (d) *Nothing* has been done by the boy.
- (e) *Some* are born lucky.
- (f) *Something* is better than nothing.
- (g) *All* were arrested because of the violence.
- (h) *Few* escaped unhurt.
- (i) *Many* were bitten by the dog.

The words in italics are called **Indefinite Pronouns** because they do not refer to any person or thing in particular but are used in a general way. Some of the **Indefinite Pronouns** are *any, one, none, some, all, something, nobody, few, many, etc.*,

Most of these Indefinite Pronouns are used as Indefinite Adjectives:

Examples,

- (a) *One* boy was selected as the class captain.
- (b) *Any* man can do the work.
- (c) *All* people cannot be trusted.

Note: *The words one, body, and thing are sometimes combined with Indefinite Pronouns, and they are known as Compound Indefinite Pronouns:*

Example,

Anyone, anybody, anything, nothing etc.

EXERCISES

1. Classify the Pronouns in the following sentences:

- (a) While playing football he broke his leg.
- (b) She was sitting there by herself.
- (c) We enjoy ourselves very much.
- (d) The boy has shut himself in a room.
- (e) These are your books.

- (f) That is the boy who is loved by all the teachers.
- (g) Who is knocking at the door?
- (h) What made the boy laugh so loudly?
- (i) You are the man who has ruined that girl.
- (j) Let me know what you want.
- (k) One should take care of helpless people.
- (l) Everybody can come to the field.
- (m) Each of the boys should be given one rupee.
- (n) The boys in the class help one another.

2. Fill in the blanks with appropriate Pronouns:

- (a) All _____ glitters is not gold.
- (b) The jury were divided in _____ opinion.
- (c) Those _____ live in glass houses should not throw stones at others.
- (d) Don't talk about _____ all the time.
- (e) Avail _____ of this opportunity.
- (f) It is the same case _____ I told you off.
- (g) The man _____ you refer to died long ago.
- (h) _____ of the boys came late.
- (i) Do you know _____ has happened?

3. Join together each of the following pairs of sentences by using a *Relative Pronoun*.

- (a) This is the boy. You help him.
- (b) Here is the pen. You lost it.
- (c) This is a nice shirt. I bought it from the market.
- (d) He is a writer. His works are well-known.
- (e) You read some books . Such books are not worth reading.
- (f) A boy came to me . I have never seen him before.
- (g) The spectators applauded Rosy. Rosy's singing was very melodious.
- (h) The teacher taught me a lesson . I shall not forget it.
- (i) He wears the shoe. Only he knows where its pinches.
- (j) The boy has got the book. He wanted it badly.

4. Point out the Relative Pronouns and their Antecedents in the following sentences:

- (a) He is a player who has won many prizes.
- (b) Bring me the cup that is on the table.
- (c) The girl whom we saw yesterday has come to meet us.
- (d) There is none here but knows him.
- (e) The students who had come late were punished.
- (f) Handsome is that handsome does.
- (g) It is I who am at fault.
- (h) God helps those who help themselves.
- (i) Reena whom you know is the owner of the book that you have read.
- (j) There is no mother but loves her child.

5. In the following sentences pick out the Reflexive and the Emphatic Pronouns:

- (a) Do not praise yourself so much.
- (b) He talked of himself for a long time.
- (c) Do it yourself.
- (d) I myself have done this work.
- (e) What do you know about yourself?
- (f) They themselves came and apologized.
- (g) The man cursed himself for what he had done.

6. Correct the italicized words and expressions in the following sentences:

- (a) Everyone should love *one's* country.
- (b) The climate of Imphal is better *than* *Delhi*.
- (c) The three brothers quarrelled with *each other*.
- (d) There are three books and I do not like *either* of them.
- (e) The couple loves *one another* very much.
- (f) What is he? He is *Robin*.
- (g) Neither side *have* scored any goal.

LESSON 7



CASE

7.1 Read the following sentences and examine the words in italics:

- (a) *Chaoba* reads a book.
- (b) *Arthur* kicks a ball.
- (c) *Anil* bought a car.
- (d) *She* dances easily

In sentence (a) *Chaoba* is the Subject of the Verb *reads*.

In sentences (b), (c) and (d) *Arthur*, *Anil* and *She* are the subjects of the Verbs *kicks*, *bought* and *dances* respectively.

The Nouns and the Pronoun in the sentences given above are said to be in the **Nominative Case**. In grammar **Case** refers to the relation that a Noun or a Pronoun has with some other word or words in a sentence.

7.2 a. There is a kind of **Nominative Case**, which is also known as **Nominative or Address** or **Case of Address** or **Vocative Case**, which is used at the time of addressing or calling a person or a personified object.

Examples,

- (a) Anne, come here quickly.
- (b) Come on, boys.
- (c) Good bye, my motherland.

b. Sometimes we find a Noun or a Pronoun which, coming before a participle, is not grammatically connected with the rest of the sentence.

Examples,

- (a) The function being over, we all came back home.
- (b) The sun having set, the players left the field.

Such Noun or Pronoun is known as Nominative Absolute.

Note: 1. The terms **Nominative Case** and **Subject** cannot always be said to be identical. The term **Nominative Case** can be used only when the action proceeds from a single Noun or Pronoun. It cannot be used when the **subject** consists of a number of words such as a phrase or a clause.

2. The **Nominative** or **Subject** is the answer, we get when we ask the questions, **who** or **what** in relation to the verb. For example, in sentence (a) given above. Example, "Chaoba reads a book," Chaoba is the answer we get when we ask "Who reads a book?"

3. The **Nominative** is generally placed before the Verb as in

(a) The dog barks.

(b) Ameeta sings.

However the **Nominative** is placed after the Verb or after the Auxiliary Verb in the following cases:

(a) In **Interrogative Sentences**, as in

(i) Is he happy ?

(ii) Has Rita come ?

(b) Sometimes in **Exclamatory Sentences**, as in

How glad was he to see his son!

(c) In **Optative Sentences**, as in

(i) Long live the king.

(ii) May you prosper in life.

(d) In some sentences denoting emphasis, as in

Down came the kite.

Note: In addition to the cases mentioned above there are many other cases in which the **Nominative** or the subject is placed after the verb.

7.3 Again, look at the three sentences given above and answer the questions:

(a) Chaoba reads _____ What? a book.

(b) Arthur kicks _____ What? a ball.

(c) Anil bought _____ What? a car.

The answers to the questions "what?" are said to be the **Objects** of the Verbs *reads*, *kicks*, *bought*. These **Objects** are said to be **Direct Objects**.

Again, let us examine the following sentences:

(a) His father gave the boy a ball.

(b) His father gave him a new book.

In the sentences given above the Nouns *ball* and *book* are **Objects** of the verb *gave*. Again, the Noun *boy* and the Pronoun *him* are also said to be **Objects** of the Verbs *gave*, because they are the answers to the question *whom*. Now, **when a Noun**

or a Pronoun is the object of verb, it is said to be in the **Objective Case**. The **Objects** which are the answers of the questions *what*, are called **Direct Objects**. And the **Object** that are the answers of the questions *whom* are said to be **Indirect Objects**. This variation takes place only when a Verb has two Objects, i.e. **Direct Object** and **Indirect Objects**. Because of this, the **Objective Case** is again divided into the **Accusative Case** and **Dative Case**. If the Noun or the Pronoun is the **Direct object**, it is in the **Accusative Case** and if the Noun or the Pronoun is the **Indirect Object** it is in the **Dative Case**.

Again, the two sentences given above can be rewritten in the following ways:

- (a) His father gave the *boy* a *ball* = His father gave a *ball* **to** the *boy*.
- (b) His father gave *him* a new *book* = His father gave a new *book* **to** *him*

We have observed that the same meaning of the sentences can be expressed by putting the preposition **to** before the Indirect Objects.

Note: Again, a Noun or a Pronoun which comes after a **Preposition** is also said to be in the **Objective Case**.

For example, in the sentence, “The child sits **on** a **chair**.” the Noun *chair* comes after a Preposition **on**. **Chair** is the object of the Preposition **on** and the Noun **Chair** is said to be in the **Objective Case**.

7.4 Let us, now, read the following sentence and examine the words in italics:

This is *Santa’s pen*.

Here *Santa’s pen* means a pen belonging to Santa. Thus, the form of the Noun *Santa* is changed to *Santa’s* to show ownership or possession. This form *Santa’s* is said to be in the **Possessive Case**.

When a Noun or pronoun shows possession or ownership, the Noun or the Pronoun is said to be in the Possessive Case.

Examples;

- (a) This is my *father’s* room. (b) These toys are *Rajen’s*.
- (c) This is my *brother’s* shirt.

7.5 Now observe the following sentences carefully:

- (a) The *boy’s* book is old. (b) *Biren’s* house is very near to the school.
- (c) The *lady’s* shawl is very costly.

The words in italics are said to be in the **Possessive Case** because they show Possession or Ownership. These forms of the Nouns end with (*’s*) or **Apostrophes**. When the (*’s*) is used with Nouns, they are said to be in the **Possessive Case**.

Note. 1 But Plural Nouns ending in *s* have a simple Apostrophe (') only at the end of the **Possessive** forms.

Examples;

(a) the boys' books. (b) the girls' pens. (c) the soldiers' hats.

2. Names ending in *s* too take only an apostrophe to form the **Possessive** forms.

Examples;

(a) James' house. (b) Keats' poetry . etc.

3. **Compound Nouns** are taken as single words while forming the **Possessive** forms.

Examples;

(a) Father -in-law's house. (b) On-looker's anger.

7.6 The **Personal Pronouns** have special forms in the **Possessive Case**. The following are the **Possessive Cases** of the **Personal Pronouns**:

my, mine, our, ours, your, yours, his, her, hers , their, theirs,

Table showing the forms of **Personal Pronouns**:

Person	Singular Number			Plural Number		
	Nominative Case	Possessive Case	Objective Case	Nominative Case	Possessive Case	Objective Case
First Person	I	my mine	me	we	our ours	us
Second Person	thou you	thy, thine, yours	thee you	you	your, yours	you
Third Person						
Masculine	he	his	him	they	their, theirs	them
Feminine	she	her, hers	her	they	their, theirs	them
Neuter	it			its	they	

Note. We shall have to examine carefully the difference between the two forms of **Possessive Personal Pronouns**, e.g. **my, mine; our, ours; your, yours; her, hers; and their, theirs**. The forms *my, our, your, her* and *their* are used before a Noun and the forms **mine, ours, yours, hers and theirs** are generally used after a Noun.

7.7. Again, let us study the following sentences:

Possessive Adjective	Possessive Pronoun
(a) This is my house.	This house is mine
(b) This is your car.	This car is yours .
(c) This is his book.	This book is his .
(d) This is her book	This book is hers
(e) That is our garden.	That garden is ours.
(f) This is their house.	This house is theirs .

The forms **my, your, his, her, our** and **their** are placed before Nouns and they function as Adjectives e.g. they qualify the Nouns following them directly. They are known as **Possessive Adjectives**. Again, as they are formed from **Personal Pronouns**, they are also known as **Pronominal Adjectives**.

Again, the words *mine, yours, his, hers, ours* and *theirs*. which are used without Nouns following them, are known as **Possessive Pronouns**.

Note.1. The form **his** is used both as an Adjective and as a Pronoun. Examples,

- (a) This is **his** pen. (**Possessive Adjective**).
- (b) This book is **his** (**Possessive Pronoun**).

2. The **Possessive Adjective “its”** is not generally used as a **Possessive Pronoun**.

7.8 There are several uses of the **Possessive Case**. The following are some of the uses.

I. The **Possessive Case** is used mainly with the names of living things.

Examples,

- (i) The *officer's* car ran over a small girl.
- (ii) The *tiger's* teeth are very sharp.

Note 1. In the case of inanimate things the idea of Possession is indicated by the use of the Preposition “of”. Examples,

- (a) The roof *of* the house is leaking.
(Not the house's roof.)
- (b) The state *of* her health is very alarming.
(Not her health's state).
- (c) The development *of* science is very necessary in this country.
(not science's development.)

2. But when an object is personified it can be used in the **Possessive Case**.

Examples,

- (a) *Nature's* law cannot be ignored.
- (b) It is a problem to feed *India's* millions.
- (c) All of us will be at *death's* door.

3. *There are also a few Phrase in common use in which the names of inanimate things are used in the **Possessive** forms .*

Examples,

- (a) He lives at a *stone's throw* from here.
- (b) He is now out of *harm's ways*.
- (c) I found him at his *wit's end* at that movement.

*(There are some other Nouns of this type in the **Possessive Case** denoting time, space, or weight. e.g., a week's time, a hair's breadth, a day's march, a foot's length, a pounded weight etc.)*

II. The Possessive Cases of Proper Nouns denoting trade, profession or relationship may be used to denote a house, or a place of business like church, shops, etc. Examples,

- (i) He has gone to Chaoba's .
(Chaoba's house or shop)
- (ii) Mother has gone to the goldsmith's.
(goldsmith's shop)
- (iii) They have gone to St. Paul's.
(St. Paul's Church)

7.9. When we are in doubt whether we should use a Noun in the **Possessive Case** or a Noun with the Preposition *of*, we should remember that, as a general rule, the **Possessive Case** is used to denote Possession or Ownership.

Example,

It is better to say "the victory of the rival team" than the "rival team's victory".

Again, sometimes, a Noun in the Possessive Case has a different meaning from a Noun used with the Preposition *of*.

Examples,

- (a) "The Principal's reception in the function"
means a reception given by the Principal in the function.
- (b) "The reception of the Principal in the function" means the manner in which the Principal was received by the organisers of the function.

EXERCISES

- 1. Pick out the Nouns or Pronouns in the Nominative Case in the following sentences:**
 - (a) Birds build nests in the trees.
 - (b) Jack and Jill went up a hill.
 - (c) They have done the work very well.
 - (d) I saw Sheela in the Street.
 - (e) The fox ran after the rabbit.
- 2. Underline the Nouns or Pronouns in the Objective Case in each of the following sentences:**
 - (a) The boy has destroyed a book.
 - (b) A hound chased the hare.
 - (c) Mema has won a prize.
 - (d) I love my parents very much.
 - (e) The teacher punished the boy.
- 3. Pick out the Nouns or Pronouns in the Accusative Case and Dative Case in the following sentences:**
 - (a) My father gave me a new pen.
 - (b) The teacher gave the boy a book.
 - (c) My brother gave my sister a new dress.
- 4. Correct the following sentences:**
 - (a) I love Keats's poetry very much.
 - (b) The woman gets childrens' allowance from her divorced husband.
 - (c) For industry's development we must have enough capital to invest.
 - (d) Family planning is for population's control.
 - (e) The bicycle of Ram was taken away by his younger brother.
 - (f) The books' cover is beautiful.
- 5. State the cases of the Nouns and Pronouns in the following sentences:**
 - (a) The teacher taught the boy.
 - (b) He asked me to keep quite.
 - (c) The boy cuts the rope with a knife.
 - (d) He jumped off the tree.
 - (e) Where are you, Bembem?
 - (f) Friends, Romans, Countrymen, lend me your ears.
 - (g) Whose book are these?
 - (h) I went to Gopal's house.
 - (i) O Death, where is thy sting?
 - (j) India's heroes should be properly honoured.

LESSON 8



ADJECTIVE

8.1 Let us look at the following sentences:

- (a) Romesh is a *brilliant* student.
- (b) I have brought *ten* apples for my parents.
- (c) Give me *some* rice.
- (d) I like *that* book.

In sentence (a), the word *brilliant* shows what kind of student Romesh is. In other words the word *brilliant* shows the *quality* of Romesh as a student. In sentence (b) the word *ten* shows the *number* of apples I have brought. In sentence (c) the word *some* refers to the *quantity* of rice I require. In sentence (d) the word *that* points out which book I like. These words are different kinds of **Adjectives**.

An Adjective may be defined as a word which is used with a Noun and which adds something to the meaning of the Noun.

An Adjective is said to qualify a Noun.

8.2. Observe the following sentences and examine the words in italics:

- (a) The *beautiful* girl is dancing.
- (b) That boy is *strong*.

In sentence (a) the word *beautiful* is an **Adjective** used with the Noun *girl* as an **epithet** or **attribute** of the Noun *girl*. Therefore, this Adjective is said to be used **Attributively**. In sentence (b) the word *strong* is an **Adjective** used along with the verb *is* and helps to complete its meaning. This **Adjective**, thus becomes a part of the **Predicate** and is therefore, said to be used **Predicatively**.

Note. Some Adjectives such as *alone, asleep, alike, aloof, alive, ashamed, awake, aware, etc.* can be used only **Predicatively**.

8.3. **Adjectives** may be divided into the following classes:

1. Adjectives of Quality or Descriptive Adjectives, show the quality, kind or condition of a person or thing:

Examples,

- (a) Arun is a *good* boxer.
- (b) The old man has *no* friend.

- (c) He is an *Indian* actor.
- (d) Loktak is a *big* lake.

The italicized words are **Adjectives** qualifying the Nouns going with them. The **Adjective** *Indian* in sentence (c) is from the **Proper Noun** “India”. Such an **Adjective** is sometimes known as **Proper Adjective**. The **Proper Adjectives** are generally classed with **Adjectives of quality**. Some more examples of this type of **Adjective** are, *Chinese* revolution, *French* wine, *Himalayan* height, *Siamese* cats, etc.

Note: *The Present and Past Participle forms of some verbs function as Adjectives of quality. These are called Participial Adjectives.*

Examples,

- (a) He has a *broken* leg.
- (b) The girl has a *smiling* face.
- (c) My father has a *tired* look.
- (d) Mohan was an *unexpected* visitor in my house.
- (e) That man has *pleasing* manners.

2. Adjectives of Quantity show how much of a thing is meant. Examples,

- (a) I don't have *much* time.
- (b) He has *enough* money in his pocket.
- (c) The *whole* amount was given to him.
- (d) This has *no* meaning.
- (e) *Half* a loaf is better than *no* loaf.

The italicized words are **Adjectives of Quantity**. They show how much of a thing is meant.

3. Adjectives of Number or Numeral Adjectives. Show how many persons or things are meant or in what order any of them stands.

Examples,

- (a) There are *five* women in that room.
- (b) *All* men are mortal
- (c) *Most* girls like beautiful dress.
- (d) There are *several* shops in the market.
- (e) *Few* men can do this.
- (f) Here are *some* roses.
- (g) January is the *first* month of a year.

The italicized words are **adjectives of Number** or **Numeral Adjectives** showing how many persons or things are mean or in what order any of them stands.

4. **Adjectives of Number or Numeral Adjectives** are of two kinds.

i) **Definite Numeral Adjectives** which show an exact number :

Examples,

(a) *one , two, three, etc.* (called **Cardinals**).

(b) *First, second, third etc,* (called **Ordinals**).

Cardinals show how many persons or things are meant and the **Ordinals** show their order in a series. These **Adjectives** can be used only with **Countable Nouns**.

ii) **Indefinite Numeral Adjectives**, which do not indicate any exact number,

Examples,

all, no, many, few, some, any, several, etc.

Note: *Some of these Indefinite Numeral Adjectives are said to be used as Adjectives of Quantity when they are used with Uncountable Nouns.*

Examples,

Some rice, all the salt, etc.

8.5. Let us look again at the following sentences:

(a) *Each* boy must take his turn.

(b) *Every* man must work hard in life.

(c) *Either* side may win.

(d) *Neither* charge can be proved.

The words in italics in the sentences given above are **Distributive Adjective** because they refer to each one of two or more persons or things, taken singly or in separate groups.

Note : *Each* refers to one of two or more persons or things. The emphasis is on the individual and not on the group. *Every* refers to all of a group of more than two persons or things, taken singly. *Either* refers to one only of two persons or things. *Neither* is negative in implication, and means **not either**.

8.6 Read the following sentences:

(a) *This* girl is more beautiful than the other.

(b) *That* boy is very naughty.

(c) *These* mangoes are ripe.

(d) *Those* pictures belong to my friend.

(e) I don't like *such* books.

(f) *Yonder* village has a school.

The words in italics in the above sentences are known as **Demonstrative Adjectives** because they point out which person or thing is referred to.

Note 1. Demonstrative Adjectives answer the question. Which ?
2. This and that are used with singular Nouns and **these and those** are used with Plural Nouns.

8.7 Let us, again observe the following sentences:

- (a) *What* sort of teacher is he?
- (b) *Which* way should we follow?
- (c) *Whose* house is this ?

The words in italics are used with Nouns to ask questions, and they are called **Interrogative Adjectives**.

Note: *What* is used in a general sense and *which* is used in a selective sense.

8.8 Adjectives are also classified in a new way.

I. Proper Adjectives formed from **Proper Nouns**. Examples,

- (a) *Gandhian* ideas are very popular.
- (b) I don't like *American* films.

II Adjectives of Quality denoting some quality of Noun or Pronoun.

Examples,

- (a) He is a *brave* boy.
- (b) I saw a *tall* girl walking in the street.

III. Adjective of colour describing the colour of the Nouns they qualify.

Examples,

- (a) I saw a *black* bird.
- (b) The sun shines in the *blue* sky.

IV. Adjectives of Emphasis lay stress on a fact about the Nouns they qualify.

Examples,

- (a) She is a *pure* vegetarian.
- (b) I found him in *utter* despair.

V. Adjectives of class describing the class or category to which the Nouns, qualified by them belong.

Examples,

- (a) There are many *religious* festivals in Manipur.
- (b) We need some *domestic* help.

VI. Compound Adjectives, made up of two or more words usually written with a hyphen (-) in between .

Examples,

- (a) There is no *clear-cut* answer to this question.
- (b) The College is run mainly by *Part-time* teachers.

VII. Possessive Adjectives showing possession and ownership of the Nouns they qualify. Examples,

- (a) This is *my* book.
- (b) The student went to the *teacher's* house.

EXERCISES

1. Pick out the Adjectives in the following sentences and state the class to which they belong:

- (a) A good boy always obeys his parents.
- (b) The cruel man caused great sufferings to the members of his family.
- (c) Which book do you prefer?
- (d) He was standing at the very bottom of the hill.
- (e) He is the only living son of the Minister.
- (f) Australian players are very disciplined.
- (g) Every story must have a moral lesson.
- (h) Most boys want to play.
- (i) Every dog has its day.
- (j) Neither team could score a single goal.
- (k) Several persons came to meet the officers.
- (l) There are fertile fields on either side of the river.
- (m) What time is it?

2. Correct the following sentences:

- (1) It was an unexpecting blow.
- (2) Each men have to sign that document.
- (3) His both hands are injured.
- (4) What house is that?
- (5) I have no any money.
- (6) The two first boys in the class will get prizes.
- (7) Don't try to please either teams.
- (8) Each one of us have to sing a song.
- (9) I have just half rupee left with me.
- (10) A life ass is better than a death lion.
- (11) There should not be many talk and small work.
- (12) Neither parties are in the right.
- (13) He is a man of several word.
- (14) What way shall I take?
- (15) You can't trust these sort of people.

LESSON 9



COMPARISON OF ADJECTIVES

9.1 Let us read the following sentences:

- (a) Deban is a *tall* boy.
- (b) Chaoba is *taller than* Deban.
- (c) Lemba is *the tallest of* them all.

In sentence (a) the Adjective *tall* simply states that Deban is *tall*. It does not say how *tall* he is. It shows a simple degree of *tallness* about Deban. As no comparison is involved the Adjective *tall* is said to be in the **Positive Degree**. In sentence (b) the form *taller* of the Adjective *tall* is used. Here a comparison is made between the *tallness* of Deban and that of Chaoba. The word *taller* indicates that Chaoba has a greater degree of *tallness* than that of Deban. So, the Adjective *taller* is said to be in the **Comparative Degree**. An Adjective in the **Comparative Degree** is normally followed by *than*. In sentence (c) the form *tallest* is used and the *tallness* of more than two persons are compared. Of all these persons Lemba has the highest degree of *tallness*. Thus, the Adjective *tallest*, indicating the highest degree of a quality in comparison is said to be in the **Superlative Degree**. It is generally preceded by *the*.

Thus, we have seen that the Adjective *tall* changes in form (*tall*, *taller*, *tallest*) to show the degrees in comparison. They are called the three **Degrees of Comparison of Adjectives**:

- (a) **The Positive Degree** (*tall*)
- (b) **The Comparative Degree** (*taller*)
- (c) **The Superlative Degree** (*tallest*)

In this way, we have observed that the **Positive Degree** of an Adjective simply denotes the mere existence of some quality of a person or a thing we speak about. There is no comparison implied.

The **Comparative Degree** of an Adjective denotes a higher degree of the quality when *two persons or things* are compared.

The **Superlative Degree** of an Adjective indicates the highest degree of a quality when *more than two persons or things* are compared.

9.2 There are many ways of forming Degrees of Adjectives in comparison.

A detail account of the ways of forming the different degrees of comparison is given below.

A. Adjectives of one syllable form their **Comparative** and **Superlative Degrees** by adding **-er** and **-est** respectively to the Adjectives in **Positive Degree**:

Positive	Comparative	Superlative
long	longer	longest
bold	bolder	boldest
black	blacker	blackest
cold	colder	coldest
cool	cooler	coolest
dark	darker	darkest
deep	deeper	deepest
fast	faster	fastest.
great	greater	greatest
hard	harder	hardest
high	higher	highest
kind	kinder	kindest
proud	prouder	proudest
short	shorter	shortest
thick	thicker	thickest

Note. 1 When the **Positive** ends in **e**, only **-r** and **-st** are added.

Examples,

Positive	Comparative	Superlative
<i>brave</i>	<i>braver</i>	<i>bravest</i>
<i>fine</i>	<i>finer</i>	<i>finest</i>
<i>large</i>	<i>larger</i>	<i>largest</i>
<i>grave</i>	<i>graver</i>	<i>gravest</i>
<i>safe</i>	<i>safer</i>	<i>safest</i>
<i>true</i>	<i>truer</i>	<i>truest</i>
<i>white</i>	<i>whiter</i>	<i>whitest</i>

Note 2: When the **Positive** ends with *y* preceded by a consonant *y* is changed into *i* before adding **-er** and **-est**.

Positive	Comparative	Superlative
<i>dry</i>	<i>drier</i>	<i>driest</i>
<i>happy</i>	<i>happier</i>	<i>happiest</i>
<i>holy</i>	<i>holier</i>	<i>holiest</i>
<i>merry</i>	<i>merrier</i>	<i>merriest</i>
<i>pretty</i>	<i>prettier</i>	<i>prettiest</i>

3. When the Adjectives end in a consonant preceded by a vowel, **-er** and **-est** are added after doubling the last consonants:

Positive	Comparative	Superlative
<i>fat</i>	<i>fatter</i>	<i>fattest</i>
<i>hot</i>	<i>hotter</i>	<i>hottest</i>
<i>red</i>	<i>redder</i>	<i>reddest</i>
<i>sad</i>	<i>sadder</i>	<i>saddest</i>
<i>thin</i>	<i>thinner</i>	<i>thinnest</i>
<i>wet</i>	<i>wetter</i>	<i>wettest</i>

B. Adjectives of more than one syllables in the **Positive Degree** form the **Comparative** and the **Superlative** by putting *more* and *most* before them.

Positive	Comparative	Superlative
<i>beautiful</i>	<i>more beautiful</i>	<i>most beautiful</i>
<i>difficult</i>	<i>more difficult</i>	<i>most difficult</i>
<i>honest</i>	<i>more honest</i>	<i>most honest</i>
<i>fruitful</i>	<i>more fruitful</i>	<i>most fruitful</i>
<i>splendid</i>	<i>more splendid</i>	<i>most splendid</i>

Note 1. However the following Adjectives take either **-er** and **-est** or **more** and **most**.

Positive	Comparative	Superlative
<i>cruel</i>	<i>crueler;</i> <i>more cruel</i>	<i>cruellest</i> <i>most cruel</i>
<i>common</i>	<i>commoner;</i> <i>more common</i>	<i>commonest</i> <i>most common</i>
<i>feeble</i>	<i>feebler</i> <i>more feeble</i>	<i>feeblest</i> <i>most feeble</i>
<i>gentle</i>	<i>gentler;</i> <i>more gentle</i>	<i>gentlest;</i> <i>most gentle.</i>

Positive	Comparative	Superlative
<i>handsome</i>	<i>handsomer,</i> <i>more handsome</i>	<i>handsomest,</i> <i>most handsome</i>
<i>narrow</i>	<i>narrower,</i> <i>more narrow</i>	<i>narrowest,</i> <i>most narrow</i>
<i>pleasant</i>	<i>pleasanter,</i> <i>more pleasant</i>	<i>pleasantest</i> <i>most pleasant</i>
<i>stupid</i>	<i>stupider,</i> <i>more stupid</i>	<i>stupidest,</i> <i>most stupid</i>

- C.** There are some Adjectives which are compared irregularly . Their **Comparative** and **Superlative** forms are not formed from the **Positive**:

Positive	Comparative	Superlative
bad,	worse	worst
good, well	better	best
far	farther	farthest
fore	former	foremost, first
little	less	least.
much, many	more	most

Note 1. Some Adjectives have a **Superlative** ending in **most** . For these Adjectives the Comparative forms are more or less irregular or no proper **Comparative** form is in use.

Positive	Comparative	Superlative
<i>eastern</i>		<i>easternmost</i>
<i>hind</i>	<i>hinder</i>	<i>hindmost</i>
<i>in</i>	<i>inner</i>	<i>inmost</i> <i>innermost</i>
<i>out</i>	<i>outer,</i> <i>utter</i>	<i>outermost</i> <i>uttermost</i> <i>utmost</i>
<i>top</i>		<i>topmost</i>
<i>up</i>	<i>upper</i>	<i>uppermost</i>

2. *There are some more Adjectives having irregular **Comparison**:*

Positive	Comparative	Superlative
<i>far</i>	<i>farther</i>	<i>farthest</i>
	<i>further</i>	<i>furthest</i>
<i>late</i>	<i>later, latter</i>	<i>latest, last</i>
<i>nigh (near)</i>	<i>nearer</i>	<i>nearest, next</i>

In the case of these Adjectives with irregular **Comparison**, some problems arise. When two forms have developed, for example, *foremost, first; outermost, uttermost; later, latter; latest, last etc*, there is usually a differentiation in meaning. For example, *farther* and *further* have different meanings. *Farther* refers to distance and *further* refers to position, or some more added (additional information).

- 9.3. There are some Adjectives which cannot normally have any **Comparison**. Some examples are, *dead, singular, perfect, unique*, etc. It will be wrong to say more *dead*, more *singular* or most *unique* etc. There are more examples of this type of Adjectives. Generally, Adjectives expressing shape or material or time or the highest or the lowest degrees of some qualities cannot be compared. The following are some of such Adjectives:

round, square, earthen, golden, daily, annual, extreme, chief, complete, supreme, eternal, universal etc.

Note. *Some grammarians, however, use some of these Adjectives in **Comparison**. For example, **Wren** and **Martin** have used a sentence like “This is the **most perfect** specimen I have seen” **F.T. Wood** in his **Current English Usage** uses sentences like “A **fuller** account will appear next month” and “We could not have had a **more perfect** day for the garden party.” The idea is that Adjectives like **full, perfect** etc. which express completeness may be used in the **Comparative Degree** to denote a nearer approach to the idea of completeness.*

- 9.4. There are some comparative Adjectives borrowed from Latin. These Adjective are followed by *to* and not *than*.

Examples,

- This car is *inferior to* the other one.
- American films are *superior to* those made in Russia.
- Mr. John is *junior to* Mr. William.
- He is *senior to* all others in this room.
- I shall come to your house *prior to* my departure for Delhi.

9.5 Again, there are some Adjectives borrowed from Latin which have lost their **comparative** meanings and are used now as **Positive** Adjectives.

- (a) She has specialised in *interior* decoration.
- (b) The *exterior* wall of the house has crumbled.
- (c) I have no time for this *minor* matter.
- (d) He seems to have no *ulterior* motive in doing that.
- (e) This is the *posterior* part of the machine.

9.6 (A) Superlative Adjectives are generally preceded by *the* and followed by *of*. But when they are qualified by Possessive Adjectives or when they qualify some Nouns in Vocative case both *the* and *of* are dropped .

Examples,

- (a) She is *my dearest* sister.
- (b) *Dearest son*, come here and sit by me.

(B) Sometimes a Superlative Adjective with *a most* are used to express a very high degree of a quality without any idea of comparison .

Examples,

- (a) It is a *most interesting* scene.
- (b) Nero was a *most wicked* king.

9.7 (A) Double **Comparatives** or **Superlatives** should be avoided.

Examples,

- (a) She is taller than her elder sister (not , more taller).
- (b) The man is the wisest of all his brothers. (not , most wisest).

(B) Adjectives of different degrees cannot be joined by *and*.

Examples,

- (a) We cannot write, "He is the *more popular* and *strongest* man in the group."
- We should write, "He is the *most popular* and the *strongest* man in the group." or "He is the *more popular* and *taller* man than the other one."

EXERCISES

1. Insert the correct forms of the Degrees of Adjectives in the following sentences.

- (a) He is the (clever) of the two boys.
- (b) Romen is (honest) than any of his friends.
- (c) The pen is (mighty) than the sword.

- (d) Nehru was one of the (great) statesman of the world.
- (e) Lead is (heavy) than silver, but gold is (heavy) of the metals.
- (f) This is the (proud) day of my life.
- (g) He is the (good) boy I have ever seen.
- (h) The Imphal is the (big) of all the rivers in Manipur.
- (i) No(few) than five thousand students fail in the examination.
- (j) I gave the reward to the (good) of the two boys.

2. Fill in the blanks with appropriate Adjectives.

- (a) We should go to the _____ school.
- (b) My pen is _____ than yours.
- (c) Prevention is _____ than cure.
- (d) A wise enemy is better than a _____ friend.
- (e) He leads a _____ life.
- (f) Tiger is the _____ of all animals.
- (g) Chaoba is the _____ of his three sons.
- (h) Cleverness is good , but goodness is _____.
- (i) We should take the _____ route.

3. Fill up the blanks with suitable words.

- (a) He is _____ wisest _____ all the boys.
- (b) She is _____ wiser _____ the two sisters.
- (c) Peter is junior _____ John in service.
- (d) This man is superior _____ all the other men in the room in many ways.
- (e) The boy is _____ tallest _____ all the other boys in the class.

4. Correct the following sentences:

- (a) I am his younger brother; he is older to me by five years.
- (b) Yaima is the eldest man in the village.
- (c) Tombi is more senior than me in the class.
- (d) Which is the more popular newspaper in Manipur?
- (e) This painting is more perfect than the other one.
- (f) Sushila has got much lesser marks than I.
- (g) Iron is the most useful of any metal.

LESSON 10



MORE ABOUT ADJECTIVES

10.1. An **Adjective** used attributively is generally placed immediately *before* the Noun it qualifies .

Examples,

- (a) Nehru was a *great* man loved by *all* people.
- (b) A *beautiful* girl with *rosy* cheeks and *bright* eyes was seen going to the *weekly* market.

Note 1. In poetry, however, the **Adjective** is sometimes placed after the Noun.

Examples,

- (a) *Roses beautiful and glorious grow in the rose garden enchanting.*
- (b) *Mother dear , which is the sacrifice you want from me?*

2. When several **Adjectives** are attached to one Noun, they are sometimes placed after the Noun they qualify.

Examples,

- (a) *There was a king good , wise and generous.*
- (b) *Einstein was a scientist, original, inventive and humane.*

3. When some word or phrase is attached to the **Adjectives** to explain its meaning, the **Adjective** is generally placed after its Noun.

Examples,

- (a) *Shakespeare was man fertile in imagination.*
- (b) *A jawan, braver than any of his comrades, plunged into the lake full of crocodiles.*

4. Again, there are certain phrases in which the **Adjectives** come after the Nouns .

Examples,

- God all mighty, time immemorial, heir apparent, body politics, etc.*

10.2 There are some **Adjectives** which are often used as Nouns.

Examples,

- (a) *The poor* (poor people) are not always cowards.
- (b) *The wicked* (wicked people) always suffer in life.
- (c) Blessed are *the meek* (the meek people).

Note 1. *The Nouns formed from the **Adjectives** by placing **the** before them are always plural in number.*

2. *Some **Adjectives** actually become Nouns and they are used in both numbers.*

(a) *Those derived from Proper Nouns: Indian, Indians; American, Americans; etc.*

(b) *Some denoting person or persons; criminal , criminals ; savage, savages; mortal, mortals; junior, juniors; etc.*

(c) *A few **Adjectives** denoting things generally: total, totals liquid, liquids; solid, solids; secret, secrets; eatable, eatables; valuable, valuables; etc. (We shall have to note that the Nouns, eatables and valuables are used in the plural only).*

3. *Some **Adjectives** in certain phrases are also used as Nouns governed by preposition .*

Examples,

At best, in general, in future, in short, in secret, at present, before long, through thick and thin, in black and white, from bad to worse etc.

10.3 Some Nouns are also used as **Adjectives**,

Examples,

- (a) He is a *village boy*.
- (b) We will go for *cricket* matches.
- (c) This is a very interesting *football* game.

10.4 (a) Generally, when two persons or things are compared, *than* is put after the **Adjectives** of **Comparative Degree**. But, in the case of making a selection between two persons or things *of* is used and *the* is put before the **Adjective** of **Comparative Degree**. Examples,

- (i) This boy is *the better of* the two .
- (ii) This rose is *the redder of* the two.

- (b) Again, when two qualities of the same person or thing are compared to each other, the **comparative** form of **Adjective** is not generally used.

Example,

She is *more wise* than honest.

- 10.5. Superlative Degree of Adjectives** is generally used when more than two persons or things are compared. It is generally preceded by *the*. But, if a **Possessive Adjective** precedes the **Adjective** in the **Superlative Degree** *the* is omitted.

Examples,

- (a) Sita is *her best* friend.
(b) This is *Taj Mahal's finest* picture.

10.6 There are some confusions regarding the **Correct Use** of some **Adjectives**. Some common examples are given below:

- (a) **Little, a little, the little:** as in

- (i) He has **little** chance of passing the examination. (hardly any, practically nil)
(ii) There is **a little** hope of his success in the examination (some, not much).
(iii) The father gave his son **the little** money he has. (the small quantity or amount available).

Note: This phrase **the little** cannot stand alone. It must be followed by a phrase or Adjective clause, defining what it exactly refers to.

Examples,

- (a) In **the little** time at my disposal, I cannot finish the work.
(b) From **the little** I know about the place, it appears to be barren.

- (b) **few, a few, the few:** as in

- (i) **Few** people can go to that dangerous place. (practically none).
(ii) **A few** men came to the meeting. (a small number).
(iii) **The few** boys who created trouble were punished by the Principal. (the small number)

Note: The phrase **the few** must be followed by an Adjective Phrase or Clause to define its meaning.

Examples,

- (a) I can put **the few** things that I need in this bag.
(b) These are **the few** boys making noise in the class.

(c) first, foremost: as in

- (i) He is the **first** boy among her children. (first in order).
- (ii) Lata Mangeshkar is the **foremost** singer in the world of Indian films. (leading or most prominent)

(d) nearest, next: as in

- (i) The **nearest** market is about 2 miles away. (nearness in space or distance)
- (ii) I was sitting **next** to you. (refers to position or order).

(e) farther, further: as in

- (i) Let us drive a little **farther**. (refers to distance).
- (ii) We will give **further** consideration to the matter. (beyond what exists at the moment).

(f) older, elder; oldest, eldest: as in

- (i) This man is **older** than my father. (used generally in comparison)
- (ii) She is my **elder** sister. (used only of members of the same family).
- (iii) He is the **oldest** man in our locality. (used generally in comparison).
- (iv) She is my **eldest** sister. (used only of members of the same family).

(g) later, latter; latest, last: as in

- (i) Where is the **later** edition of this book? (refers to time).
- (ii) I am referring to the **latter** candidate. (refers to order or position)
- (iii) What is the **latest** style of singing? (refers to time).
- (iv) I was the **last** man to be called in. (refers to order).

(h) less, lesser, fewer: as in

- (i) I was given **less** milk than that given to others. (denotes quantity).
- (ii) This is the **lesser** evil of the two. (double comparative of **little**).
- (iii) No **fewer** than fifty persons came to the meeting. (denotes number)

(j) outer, utter: as in

- (i) The **outer** wall of the house was destroyed. (indicating position).
- (ii) In **utter** despair, he committed suicide. (indicating degree).

(i) outermost, uttermost, utmost :as in

- (i) The **outermost** wall of the fort was damaged by the enemy. (indicating the farthest from the centre)
- (ii) He has travelled to the **uttermost** part of India. (indicating the most distant).
- (iii) He showed **utmost** courage to defend his children. (indicating highest degree)

(k) many, many a, a great many, much: as in

- (i) I have **many** enemies in my locality. ((numerous, referring to number).
- (ii) **Many a** young man has died of AIDS.(emphasising an individual's experience)
- (iii) **A great many** women joined the rally. (a large number).
- (iv) She has **much** work to do at home. (indicating quantity).

Note: *Many a* is singular in form but plural in meaning. It is followed by a Noun and a verb in the singular.

10.7 Again, it is possible to change the **degree of comparison** of an **Adjective** in a sentence in different ways without changing the meaning of the sentence.

Example,

- (a) **Superlative degree:** He is the tallest of all the boys in the class.
Comparative degree: He is taller than all the other boys in the class.
- (b) **Positive degree :** She is as beautiful as Thoibi of Moirang.
Comparative degree: Thoibi of Moirang was not more beautiful than she is.
- (c) **Positive degree:** No other girl in the class is as intelligent as Memchoubi.
Superlative degree: Memchoubi is the most intelligent girl in the class.

EXERCISES

1. Fill in the blanks in the following sentences with suitable words selected from those given in bracket against each sentence:

- (i) He is the _____ poet in Manipur. (First, foremost)
- (ii) Mema is _____ than her sister Bembem (elder, older).
- (iii) We can give our opinion only after _____ examination. (farther, further).
- (iv) He is senior _____ Lalit in the office. (to, than)
- (v) This book is only of _____ use to the boy.(little, a little).
- (vi) Many a boy _____ present in the class. on that day. (was, were)
- (vii) He is the _____ man in village. (oldest, eldest)
- (viii) She is my _____ relative in this town. (nearest, next)
- (ix) Sheela came _____ than her mother. (later, latter.)
- (x) I have only _____ lessons to read. (few, a few)

2. Insert the correct form of the degree of Adjectives in the following sentences:

- (i) You are the _____ of the two.
- (ii) This is the _____ edition of the book.
- (iii) Your knife is _____ but mine is blunt.
- (iv) Honour is _____ to him than life.
- (v) Name the _____ city in India.
- (vi) There is no animal _____ than the cow.
- (vii) It was the _____ moment of my life.

3. Change the Degree of Comparison in the following sentences, without changing the meaning.

- (i) I know the boy quite as well as you do.
- (ii) Open rebuke is better than secret love.
- (iii) He has more money than brains.
- (iv) Very few boys are as intelligent as Sanjay.
- (v) Koubru is the highest peak in Manipur.
- (vi) Shakespeare is the greatest of all the English poets.
- (vii) A foolish friend is worse than a wise enemy.

4. Correct the following sentences:

- (i) My house is further from here than yours.
- (ii) He is our mutual friend.
- (iii) Kiran is coward.
- (iv) There were no less than fifty men in the hall.
- (v) This is the fresh news.
- (vi) Never look down upon the poor.

LESSON 11



ARTICLES

11.1 Let us look at the following sentences:

- (a) *A* boy is playing happily.
- (b) Our father bought *an* umbrella.
- (c) *The* boy walks fast.

The words in italics e.g. *a*, *an* and *the* in the sentences given above are called **Articles**. They are also called **Demonstrative Adjectives**.

There are three Articles:- *a*, *an*, *the*. They are again divided into two classes. *A* and *an* are called Indefinite Articles. Because, they are used when we do not specify any particular person or thing we are referring to. The person or thing spoken of remains indefinite i.e. not particularised. For example, in sentence (a) the Noun, *boy* is not particularised. It may refer to any boy. In the same way in sentence (b) the Article *an* does not refer to any particular umbrella. It may be any umbrella which has been brought by our father. That is why *a* and *an* are called **Indefinite Articles**. In sentence (c) the Article *the* has particularised a person. It does not refer to any boy but it refers to a particular boy who is walking fast. That is why *the* is called the **Definite Article** because it points out or refers to a particular person or thing.

The following are some more examples of the **Articles**:

- (i) **Indefinite Articles:-** *a cow, a dog, a man, a book, a girl, a rose, an ant, an orange, an ox*, etc.
- (ii) **Definite Article:-** *The doctors, the books, the woman, the teacher, the horse, the king*, etc.

A. The **Articles** are placed in various ways:

1. An **Article** comes before a Noun, as in,
 - (a) He is *a* boy from *a* village.
 - (b) This is *an* ox.
 - (c) *The* building has many doors and windows.

2. An **Article** comes before an Adjective, if it helps in qualifying a Noun, as in
 - (a) She helped *a blind* man.
 - (b) He carries *an old* umbrella.
 - (c) We saw *the beautiful* girl singing alone.
3. An Article is also placed before an Adverb which comes before an Adjective, as in
 - (a) He is *a very* good boy.
 - (b) I have seen *the very* ugly man.

Note: *In many sentences the **Article** is sometime placed after the Adverb, as in*
 (a) Mother gave me **quite a** different answer.
 (b) This is **almost the** same reply.

*In some sentences **a/an** follows the Adjective such, all and both, as in*

- (a) *Such a nice* boy should be praised.
- (b) *We have never seen such an* idiot.
- (c) *All the boys* came to see the monkey.
- (d) *Both the sisters* are beautiful.

B. As a general principle, the **Indefinite Articles** are used before singular countable Nouns. However the use of **a** and **an** depends on the spoken form of the word following them and not on the written form.

1. **A** is used with the words beginning with a consonant sound, as in
a boy, a horse, a book, a door, a kite. etc.
2. **An** is used before a word beginning with a vowel sound, as in
an apple, an arm, an office, an ink-pot, an Indian an M.P. , an hour, etc.

Notes: 1. ***A** is used before words beginning with **y** sound spelt in different ways, and also before words beginning with **w** sound, as in*

- (a) ***a** university , **a** useful thing, **a** youth etc.*
- (b) ***a** one-rupee note, **a** one-eyed man etc.*

2. *Sometimes **An** is used before words beginning with the letter **h** when the letter **h** is not pronounced or silent. Examples are, **an** hour, **an** honour, **an** heir, **an** honest man, etc.*

*However, some native speakers use **an** before the words beginning with **h** if the first syllable is not stressed, as in **an** hotel (more commonly, **a** hotel) **an** historical novel. (more commonly, **a** historical novel)*

11.3 Use of Indefinite Articles:

As a general rule the **Indefinite Articles** *a* or *an*, which mean *one*, are not used before Plural Nouns. **There are various uses of the Indefinite Articles:**

1. An Indefinite Article is used to represent a class.

Examples,

- (a) **A** cow is a domestic animal.
- (b) I brought **an** umbrella.

2. It is also used in the vague sense of *a certain*.

Examples,

- (a) I saw **a** man knocking at your door.
- (b) One night **a** thief broke into his house.
- (c) Long ago there was **an** old man having ten wives.

3. It is also used to generalise a Proper Noun . The Proper Noun, then, has the qualities of the Common Noun .

Examples,

- (a) He is **a** Birbal. (a witty and humorous man)
- (b) Tomba is **a** Birla. (a very rich man)

4. It is occasionally used in the sense of *any* or *a single*.

Examples,

- (a) There is not **a** man here who can fight the wicked king.
- (b) He did not speak **a** word to defend his son.

5. It is also used in the sense of *every*.

Examples,

- (a) He gets a salary of Rs. 5000 **a** month.
- (b) Apple is sold at Rs 40 **a** kilo.

6. Sometimes it is also used in the sense of *the same*.

Examples,

- (a) Birds of **a** feather generally flock together.
- (b) Members of **a** family generally agree with one another.

7. The **Indefinite Article** is sometimes used to express a certain choice.

Examples,

- (a) We have decided to go to **a** movie today.
- (c) The sick man ought to see **a** doctor in the next village.

(There are many movies or doctors. The **Indefinite Article** denotes making a choice).

8. It is used to denote nationality, political conviction or a certain position.

Examples,

- (a) He is **an** Indian.
- (b) He is **a** Capitalist.
- (c) She is **a** stenographer.

Note: *But, if the Noun denotes a position that can be held by only one person at a time, the **Article** may be dropped.*

Example,

Suresh is Principal of a good Public School.

9. It is also used with (**verb** + **Indefinite Article** + **Noun**), having the meaning of a verb. Examples,

- (a) I want to have **a** walk.
- (b) After some heavy work, he wants to have **a** rest.

10. The **Indefinite Article** is also used in most of the illnesses.

Examples,

- (a) I have got **a** cold.
- (b) I have **a** sore throat.

Note: *But in the following cases, the **Articles** are not used.*

Examples.

- (a) *I have heart trouble.*
- (b) *The boy has flu.*
- (c) *The girl suffers from asthma.*

11. The **Indefinite Article** is also used to denote a person bearing a certain name in question. Examples,

- (a) We have **a** Robert in our class.
- (b) I certainly have **an** Arun among my friends.

12. In cases when different aspects of one and the same person are denoted the **Indefinite Article** is used.

Example,

This is **a** different Rashid from the one I used to know in my class.

13. Sometimes an **Indefinite Article** is used to denote a thing made by the person bearing the same name.

Examples,

- (a) He drives **a** Ford. (b) My truck is **a** Tata.

- 14. The Indefinite Articles** are sometimes used with Uncountable Nouns used in a Countable sense.

Examples,

- (a) He showed **a** courage rarely seen in ordinary men.
(b) Good friends can give you *a* life of contentment.

- 15. Indefinite Articles** are also used after some prepositions like *as, for, on* and *at*.

Examples,

- (a) As **a** man, I cannot but accept this challenge.
(b) We came to this place for **a** change.
(c) Maruti car has been produced on **a** large scale.
(d) The book was sold at **a** profit.

- 16. Indefinite Articles** are also used in some phrases like the following:

To take **an** interest in, to give **a** warning, to have **a** poor opinion of,
to be in **a** temper, to pay somebody **a** visit. etc.

- 17. Sometimes Indefinite Articles** are used in some exclamatory sentences beginning with *what*.

Examples.

- (a) What **a** thing to say! (b) What **an** undesirable thing to do!

11.4 Uses of the Definite Article:

(a) The **Definite Article** *the* is used to specify or particularize a person or a thing denoted by the Noun. It can, generally, be used before any Noun. The particularisation is established in some contexts. The contexts may be from outside the text or from inside the text. The outside context may be in the form of a physical environment or what the speaker thinks that everybody or the hearer knows; as in, **the** world, **the** north, **the** sun, etc.

The generic use may be considered as a specification from outside the text, as in **The** cow is a domestic animal. It may also be used in the case of objects or things in a given situation, as in, 'We are going to **the** market.' The physical environment may include people in certain position, occupation and places of business, as in, '**The**

President of India at the moment is a woman' or in, 'The doctor has come to the Female Ward?'

The specification from inside the text may be in the preceding statement. A thing may be introduced with an **Indefinite Article** in the preceding statement and at the second mention of the thing the **Definite Article** is used, as in

A man came to my house and **the** man knocked at **the** door.

(b) There are other uses of the Definite Article. It is used:

1. When a singular Noun is used to represent a whole class.

Examples.

- i) **The** dog is a faithful animal.
- ii) **The** rose is a very popular flower.
- iii) **The** lion is the king of beasts.

Note .1 *The whole class of a thing is shown in the following ways:*

- i) *A camel is **a** beast of burden.*
- ii) ***The** camel is **a** beast of burden.*

2. *The Nouns, man, woman, do not take an **article** when they are used in a general sense to denote the whole class, as in, Man is mortal and Woman is fickle.*

2. Before a **Proper Noun** when we wish to show similarity, as in,
 - i). Khamba was **the** Hercules of Manipur.
 - ii). Kalidas is **the** Shakespeare of India.
3. With some geographical or significant names, as in,

The Punjab, **The** Deccan.
4. Before the names of seas, oceans, gulfs, rivers, groups of island, bays, straits, canals and deserts, as in, **the** Arabian Sea, **the** Atlantic Ocean, **the** Persian Gulf, **the** Ganges, **the** West-Indies, **the** Bay of Bengal, **the** Palk straits, **the** Panama Canal, and **the** Sahara.
5. Before the names of some countries, as in, **The** United Kingdom, **The** U.S.A, **The** Netherlands etc.
6. The **Definite Article** is also used before the names of mountain ranges, as in, **The** Himalayas, **The** Alps, **The** Vindhyas.

Note: 1. ***The** is not used before individual mountain peaks, as in, Mount Everest.*

2. ***The** is also not used before some individual Islands, as in, Sicily Island.*

7. The **Definite Article** is used before the names of some sacred books, newspapers, well known buildings, ships and important events, as in **The** Gita, **The** Bible, **The** Telegraph, **The** Time of India, **The** Taj Mahal, **The** Victoria Memorial, **The** Titanic, **The** French Revolution, **The** Sepoy Mutiny.

Note: *The **Definite Article** is, however, not used before the title of a book bearing the name of the Author, as in Shakespeare's **Hamlet**.*

8. **The** is also used before the names of some trains, aeroplanes and spacecrafts, as in **The** Rajdhani Express, **The** Kaniska, **The** Sputnik.
9. It is also used before the names of unique objects, and before directions, as in **the** sun, **the** moon, **the** earth, **the** sky, **the** east, **the** west, etc.
10. The **Definite Article** is used before a Proper Noun with a qualifying Adjective or a defining Adjective clause, as in,
- (a) **The** immortal Shakespeare started his life as an actor.
 - (b) **The** Tomba whom you met yesterday is my elder brother.
11. It is also used before an Adjective to represent a class, as in,
- (a) **The** rich are generally arrogant.
 - (b) **The** wise are always sober and patient.
12. **The** is used with the Superlative and in certain cases with Comparative degrees, as in
- (a) Mahatma Gandhi was **the greatest** son of India.
 - (b) **The longest** day has the **shortest** night.
 - (c) Mema is **the brighter** of the two sisters.
13. **The** is also used as an Adverb with Adjective in the Comparative degree, as in
- (a) **The more, the merrier.**
 - (b) **The more** you waste, **the more** miseries you suffer.
14. It is also used to indicate emphasis, as in
- (a) Corruption is **the order** of the day.
 - (b) That girl is **the person** for this kind of work.
15. It is also used sometimes in place of Possessive Adjectives, as in
- (a) The cruel woman held the poor girl by **the** hair.
 - (b) The bully held me by **the** arm.
16. The **Definite Article** is used before an Adjective to indicate an abstract idea, as in, We should always respect **the honest**, **the good** and **the pure**.

Note: Here, *the honest, the good, and the pure* indicate honesty, goodness and purity.

17. It is also used before the name of public buildings, as in
 (a) **The** Tower of London is a dangerous place.
 (b) This is **the** Rashtrapati Bhawan.
18. **The** is also used when a singular countable Noun, which has been mentioned before, is again referred to, as in
 (a) I went to a doctor and **the** doctor was very young.
 (b) I saw a beggar coming towards me and I gave some money to **the** beggar.
19. **The** is used before a National name to denote a people collectively. The verb, following it will be in the plural, as in
 (a) **The English** are industrious. (The people of English).
 (b) **The French** are very artistic. (The people of French.)

Note: Without **the**, such Nouns indicate the language of the people, as in,
 (a) English is a rich language.
 (b) French is spoken in various parts of the world.

20. **The** is also used before Adjectives to denote particular parts of things, as in,
 (a) The boy does not like **the** yellow of an egg.
 (b) We soon entered **the** thick of the forest.
21. It is used before Nouns to indicate a professions, as in,
 (a) He joined **the** Bar. (became a lawyer).
 (b) Mr. Peter has joined **the** Church. (becomes a clergy).
22. The **Definite Article** is used before Ordinal numbers, as in,
 (b) Many valuable lives were lost in **the** second world war.
 (c) George **the** fifth was a real noble man.

Note: When ordinal condition is indicated by Roman notation, no article is used, as in
 (a) George V was a real noble man.
 (b) Precious lives were lost in World war II.

23. **The** is used to refer to the most outstanding aspect of a member of a class. as in,
 (a) **The** richest are not always **the** happiest.
 (b) He is **the** best writer in the country.

24. It is used in certain set phrases, as in,
 (a) He is the **player of the year**. (b) He **played the fool**.
25. The **Definite Article** is used before the names of Universities and Colleges, as in,
The University of Manipur, **The** University of Oxford, **The** University of Calcutta,
The University of Delhi, **The** college of Surgeons, **The** Massachusetts Institutes of
 Technology.

Note. *However, the Article is not used when the names of the institutes are written in the following manner:
 Manipur University, Delhi University, Oxford University, D.M. College,
 Imphal College, Manipur College etc.*

26. The **Definite Article** is also used before the names of holidays and festivals if the names are followed by the words holiday(s), as in
The Christmas Holiday, **The** Diwali holiday,

Note: *However **Definite Article** is dropped if the names are written in the following manner, Holi, Christmas, Diwali, New year etc.*

27. The **Definite Article** is used before the names of Political parties, as in,
The congress party, The Manipur People's Party, **The** Communist Party, **The** Bharatiya Janata Party, etc.
28. It is also used before the names of Committees, Clubs, Foundations, Institutions, as in,
The United Nations, **The** League of Nations, **The** Ford Foundation, **The** Lion's Club, **The** Rotary Club, **The** Boy's Scouts. etc.
29. We can observe the use of the Article **the** in the following phrases: In **the** end, all **the** same, in **the** face of, by **the** way, on **the** whole, to go to **the** dogs, in **the** nick of time, out of **the** question, on **the** eve of, etc.

11.5. Omission of Articles.

No **Article** is used before:

- a.** Proper, Material, and Abstract Nouns when they are used in a general sense, as in
- (i) *Yusuf* is the Captain of our class. (Proper Noun).
 - (ii) *Salt* is found in Manipur (Material Noun).
 - (iii) *Anger* is harmful. (Abstract Noun).

Note. But, when the Nouns (Proper, Material and Abstract) are particularised **the** is used before them.

Examples,

- (i) *Prema is **the** Thoibi of our locality.*
- (ii) ***The** sugar of India is sold very cheaply in foreign countries.*
- (iii) ***The** beauty of Loktak is unique.*

- b.** **Article** is dropped before Common Nouns in the Plural, as in,
 - (i) *Children* like sweets.
 - (ii) *Men* generally try to dominate over *women*.
- c.** It is also dropped before the Common Nouns in the widest sense, as in,
 - (i) *Man* is a social animal.
 - (ii) *Animal* has little or no brain.
- d.** **Article** is dropped before a Common Noun in the Vocative case, as in,
Boy, come here quickly.
- e.** No **Article** is used before Common Nouns used in pairs, as in,
 - (i) Both *husband and wife* were present.
 - (ii) From *head to foot* she looked glamorous.
- f.** **Articles** are dropped before a title, rank, status etc. used in Apposition to a Proper Noun, as in,
 - (i) Dr. Manmohon Singh, Prime Minister of India has visited many countries of the world.
 - (ii) Pratibha Patil, President of India comes from a family of social workers.
- g.** **Articles** are dropped before the names of Lakes, Countries, Continents, Cities, Days, Months, Languages etc. as in,
Loktak, England, Asia, Imphal, Monday, December, English etc.
- h.** **Articles** are also generally dropped before the names of meals used in a general sense, as in,
 - (i) My friend invited me to dinner.
 - (ii) At 7.00 a.m. breakfast is ready.

Note. The **Article a** is used when there is an Adjective before **breakfast, lunch, dinner** etc. We also use **the** when we specify the meal.

Examples,

- (i) *I had a **late lunch** that day.*

- (ii) After a **heavy dinner** I went to sleep.
(iii) I enjoyed **the dinner** given to me by my friend.

- i. Articles** are dropped before the Nouns, *school, college, university, church, hospital, prison, office, temple, bed*, when they are used for their primary purposes, as in
- (a) I learn spoken English at *school*.
 - (b) The Christians go to *church* on Sunday.
 - (iii) My father is still in *hospital*.
 - (iv) My brother has gone to *college*.

Note: The **article the** is however used with these words when we refer to them as a definite place, building or object, as in

- (i) I went to **the** school to see the principal.
- (ii) We went to **the** church to meet the preacher.

- j. Articles** are also dropped before the names of relations like *father, mother, aunt, uncle etc.* as in
- (i) Father has gone to Moirang.
 - (ii) Mother will be angry if I come late.
- k.. Articles** are also dropped before the complements of verbs, as in
- (i) He was elected President of the Club.
 - (ii) Mr. John has been made Principal of the College.
- l.. Articles** are also dropped in certain Verbal Phrases (Transitive Verb + Noun), as in
- (i) The poor boy *left school* at an early age.
 - (ii) Peter *sent word* that he was leaving for a foreign country.
 - (iii) She *takes offence* very easily.
 - (iv) He should not *lose heart* at the first defeat.
 - (v) Her clothes *caught fire*.
- m. Articles** are also dropped in some Prepositional Phrases (Preposition+Noun), as in,
- (i) We travelled *by road*, (*by rail* and *by air*).
 - (ii) We started the work *at daybreak*.

11.7. Repetition of the Article

- 1.** When two or more Nouns joined by *and* and refer to the same person or thing, the **Article** is ordinarily used only before the first, as in,
The Secretary and Treasurer has done that work. (the same man).

Note: When the two Nouns refer to different persons the **Article** is not dropped, as in

***The** Secretary and **the** Treasurer have done the work. (two separate men)*

2. When two or more Adjectives refer to the same Noun, the **Article** is used before the first Adjectives only, as in,

She has *a* white and black cat. (one cat partly white and partly black in colour.)

Note: *However, when the Adjectives refer to different Nouns, the article is repeated, as in,*

*I have **a** black and **a** white dogs. (two dogs of different colours)*

3. In expressing a comparison, if two Nouns refer to the same person or thing, the **Article** is used before the first Noun only, as in,

(a) He is a better poet than singer. (referring to the same person).

Note: *But, when different persons or things are referred to, the Articles is used before both the Nouns, as in,*

He is a better mechanic than a driver. (would make).

EXERCISES

1. Fill up the blanks with appropriate Articles.

- (a) They will need _____ help of _____ few workers.
- (b) After _____ year or two _____ problem may be solved.
- (c) _____ higher you climb _____ colder it gets.
- (d) We should always try to help _____ poor.
- (e) _____ Amazon is _____ longest river in _____ world.
- (f) I enjoy reading _____ Bible everyday.
- (g) I remember _____ story told by my grandmother.
- (h) _____ pious are often cowardly.
- (i) Have you ever been to _____ theatre?
- (j) Eggs are sold by _____ dozen.
- (k) Mumbai is _____ very costly place to live in.
- (l) India is one of _____ most developed countries in Asia.
- (m) The boy looks as clever as _____ fox.
- (n) _____ Telegraph is _____ Principal English paper in _____ North-East.
- (o) He can speak English fluently like _____ English.

2. Insert Articles where necessary.

- (a) Ganges is sacred river of India.
- (b) All men are going on road.
- (c) Bird in hand is worth two in bush.
- (d) He always speaks truth.
- (e) Sun rises in east.
- (f) Poor woman has not rupee.
- (g) How blue sky looks!
- (h) Moon will not rise till after nine.
- (i) Umbrella is of no use against thunder storm.
- (j) Shakespeare was great poet.
- (k) Draw map of India.
- (l) I want to take walk with him.
- (m) The brave soldier lost his arm in battle.
- (n) I have not seen her since she was child.
- (o) Only best quality rice is sold here.

3. Correct the following sentences:

- (a) She is a best friend of mine.
- (b) In a few years she became the great singer.
- (c) What beautiful girl she is !
- (d) The mankind should love the nature.
- (e) Both man have come.
- (f) Earth moves round the sun.
- (g) Whole Pakistan mourned the death of Benajir Bhutto.
- (h) She is a M.A.
- (i) Why are you making noise?
- (j) Camel is ship of the desert.
- (k) The bigger boy held the smaller one by arm.
- (l) Lion is a king of beasts.
- (m) The English is the language of English.
- (n) The both sisters are beautiful.
- (o) This is a news to my mother.

LESSON 12



DETERMINERS

12.1 Let us examine the following sentences:

- (a) Arun wants to be **a** doctor.
- (b) **An** apple **a** day , keeps **the** doctor away.
- (c) **This** man is very proud.
- (d) There is **some** sugar in **the** plate.
- (e) I don't have **any** money.
- (f) **Which** shirt do you want?
- (g) **Many** boys are playing in the field.
- (h) **This** pen belongs to me.
- (i) **Every** girl will get a prize.
- (j) I have put **a little** sugar in the cup.
- (k) Where is **your** book?
- (l) **Five** boys were selected for the competition.
- (m) **All** men were present.

In the sentences given above, the words in bold letters **a, an, a, the, this, some, any, which, many, every, a little, your, five, all**, fix or determine the **Nouns** that follow them. Such words are called **Determiners**.

Determiner is a word that determines something. In grammar, Determiners fix, define or determine the Nouns that follow them. They determine what a Noun refers to and in what way.

Thus, **Determiners** are words which define the range of reference of a **Noun**, by making it definite, as in, **the book**, indefinite, as in, **a book**, or by indicating quantity, as in, **many books**. To understand the role of **determiners** in grammar we have to see which **Determiners** and **Nouns** can occur together.

Proper Nouns, normally do not take **Determiners**. **Determiners** always precede the **Nouns** they determine, but they have different positions relating to one another. The most important group of **Determiners** is the one that includes the **Articles, a, an, the**, the **Demonstratives, this, that** etc. and the **Possessives, my, your, his**, etc. This groups is generally regarded as the **Central Determiners**.

It has to be noted that like **Adjectives** the **Determiners** also qualify the **Nouns** that follow them. As a matter of fact the **Determiners** may be regarded as a sub-class of **Adjectives**. They show agreement between them and the **Nouns** they qualify.

There are more than forty words which function as **Determiners**. A list of some of these words is given below;

- (a) **Articles:** *a, an, the.*
- (b) **Interrogative Adjectives:** *which, what, whose.*
- (c) **Possessive Adjectives:** *my, your, his, her, our, their,*
- (d) **Demonstrative Adjectives:** *this, that, these, those.*
- (e) **Distributive Adjectives:** *each, every, both, either, neither.*
- (f) **Adjectives of Quantity, both Cardinal and Ordinal:** *one, two, five, six, ...etc. some, many, any, few, a few, little, a little, several, much, all, etc; first, second, third.....etc.*

The following table will show the types of **Nouns** and **Determiners** that are used before them:

Table

Determiners	Types of Nouns	Examples
<i>a, an, each, every, either, neither, another, one.</i>	Singular Countable Nouns	<i>a boy, an ox, each boy, every man, either girl, neither boy, another person, one man.</i>
<i>both, few, a few, the few, many, several, various, these, those, two, three, four, etc.</i>	Plural countable Nouns	<i>both boys, few girls, a few beggars, the few boys, many men, several books, various items those girls, these boys, two men, etc.</i>
<i>less, little, a little, the little, much, a good deal of, a great deal of, etc.</i>	Uncountable Nouns	<i>less money, little sugar, the little sugar, a little milk, much time, a good deal of or a great deal of money</i>

Determiners	Types of Nouns	Examples
<i>all, a lot of, lots of, enough, more, most, some, such, plenty of, etc</i> <i>any, no, only, other, own, some, same, the and the Possessive Adjectives like my, your, our etc.</i>	Plural Countable Nouns and Uncountable Nouns general, that is with any singular, plural and uncountable Nouns, etc.	<i>all men/energy, a lot of books /money, lots of books/ money, enough pens/food, more books/money, some books/ money, such books/ sugar, plenty of books / food, any man, no girl, the only, woman, other things, the beggar, my brother your money etc.</i>

Note: 1 The words that can be used before all types of Nouns . i.e. Singular, Plural or Uncountable, can be said to be not actually determining the type of Nouns that follow. In a strict sense they can be said not to be **Determiners**. But they have one thing in common with other **Determiners**. They do not occur together with the **Indefinite Articles**, as in, a/the man, a/any boy, a/no woman.

2. The Phrases like **a few, a little, a lot**, etc. are fixed phrases and **a** does not function like an **Article** in these phrases.

12.2 USE OF SOME COMMON DETERMINERS

(i) This, that, these, those:

This, that, these and those point to the objects denoted by the Nouns following them .

Examples,

- (a) *This* boy is a problem boy.
- (b) *That* dog bites children.
- (c) *These* apples are sour.
- (c) *Those* girls are healthy.

Note 1. *This* and *that* go with Singular Nouns and Singular Verbs after them. Similarly *these* and *those* take Plural Nouns and Plural Verbs after them.

2. *This* and *these* point to objects which are near; and *that* and *those* point to distant objects.

(ii) My, your, our, his, her, their, its:

These are **Possessive** forms of **Pronouns**. They can be used before Singular, Plural, Countable Nouns and Uncountable Nouns. That is why they are said not to be **Determiners** in the strict sense of the term.

Examples,

- (a) *My* brother is a good boy.
- (b) *My* books are new.
- (c) *My* tea is cold.
- (d) *Our* house is big.
- (e) *Your* dogs are tame
- (f) *His* mother is very beautiful.
- (g) *Her* dolls are very costly.
- (h) *Their* car is new.
- (i) *Their* houses are surrounded by forest.
- (j) The white dog wags *its* tail

(iii) One, two, three, first, second, third, etc.

Examples,

- (a) The work cannot be done by *one* man only.
- (b) *Two* girls are singing sweetly.
- (c) *Three* boys are running fast.
- (d) The *first* man in the row is my father.
- (e) The *second* girl on the left is my friend.
- (f) The *third* boy in the front row is my brother.

(iv) Each, every, both, all.

- (a) **Each** is generally used in the context of a comparatively limited number, as in,
Each student was given a book. (not a large number)
- (b) **Every** means the same as **all**, but the units are considered separately, instead of as a whole. **Every** has a distributive force, as in,
 - (i) *Every* boy can read the book
 - (ii) *Every* boy will have his turn. (the boys are considered separately)

Note: The phrase *each and every* emphasise both the individuality and the commonality, as in,
Each and every man should contribute to the general fund.

- (c) **Both** means the same thing as **all**, but it is only applied to two persons or things, as in,
 (i) *Both* hands are tied.
 (ii) We *both* think in that manner. (informal)
 (iii) *Both* of us think in that manner. (formal)
- (d) **All** is used with Uncountable Nouns, as in,
 (i) *All* sugar has been sold.
 (ii) *All* the milk has been used.

5. No, any, some:

No and **any** are used in Negative and Interrogative sentences. **Some** is generally used in Affirmative sentences.

Examples,

- (a) There is *no* cat in this room.
 (b) Does she have *any* money?

In the sentences given above the **Determiner** *no* in (a) has been used in a Negative sentence and the Determiner *any* in (b) has been used in an Interrogative sentence.

Again, let us observe the following sentences.

- (a) *Any* man can do the work.
 (b) There is not *any* sugar in the pot.
 (c) There is *some* tea in the cup.
 (d) I didn't buy *any* fish from the market.

In the above sentences the **Determiner** *any* in sentence (a) has been used in an Affirmative sentence and the same **Determiner** in sentences (b) and (d) are used in Negative sentences. In this way the use of **Determiners** varies in different contexts. Then, *some* and *any* are both indicators of *quantity* and *number*. *Some* is generally used in Affirmative sentences while *any* is used both in Affirmative and Negative sentences. Each of them can, again, be used in Interrogative sentences.

Examples,

- (a) Please lend me *some* money. (Affirmative).
 (b) *Some* boys are shouting outside. (Affirmative)
 (c) I didn't give him *any* reply. (Negative).

- (d) There was not *any* milk in the cup. (Negative.)
- (e) Can you give him *some* money? (Interrogative).
- (f) Is there *any* letter for me? (Interrogative).

Note: 1. *Some* is not generally used in Negative sentences. But in some sentences *some* can be used in a sentence having Negative sense.

Examples,

- (a) *Didn't I give you some money that day?*
- (b) *Won't you give him some more rice?*

2. *Any* can be used with Countable or Uncountable Nouns both in the Singular and Plural numbers.

6. More, most, less, least, fewer, fewest:

- (a) **More** and **most** express different degrees (*Much, many, more, most*), as in *more money, most people*.
- (b) **Less** and **least** are generally used before Uncountable Nouns.
Less and **least** are also used to express different degrees.
(little - less- least), as in, *less sugar, the least experience*.
- (c) **Few, fewer, and fewest** are used only before Countable Plural Nouns .
(*few -fewer- fewest*), as in, *fewer books, the fewest examples*.

7. Enough is generally used before Plural Nouns and Uncountable Nouns. It may precede or follow the Nouns, as in ,

- (a) I have *enough* books.
- (b) I have books *enough*.
- (c) I have *enough* food.
- (d) I have food *enough*.

Note: Enough generally follows an Adjective or an Adverb, as in,

- (a) He is **strong enough** to carry the load.
- (b) The house is **big enough** for us.
- (c) The mad man shouted **loud enough** to frighten the boys.

8. Either, neither,

Either indicates *each of two*, as in,

People were gathering on *either* side of the field.

Note: While **any** shows indifference in Affirmative statement, **either** indicates indifference while referring to two.

Examples,

- (a) You can come **any** day.
- (b) I cannot favour **either** side in the fight.
- (c) **Either** team may win the game.

9. **Neither** has a negative meaning corresponding to **both** or **either**, as in,

- (a) *Neither* solution is satisfactory.
- (c) *Neither* party came to the police station.

Note. *Either or and neither nor. are not Determiners. They are Conjunctions.*

EXERCISES

1. **Fill in the blanks with a, an, or the:**

- (a) Mohon is _____ taller of the two.
- (b) Grandmother narrated _____ interesting story.
- (c) _____ good man shows himself in his action.
- (d) That is _____ useful instrument.
- (e) Father bought _____ book and _____ ink-pot for me.
- (f) _____ dish mother prepared was very delicious.
- (g) _____ pen is to write with.
- (h) Bring me _____ pen lying on the table.
- (i) It is not _____ cow but _____ ox.
- (j) We could not reach _____ bus -stop in time.

2. **Fill in the blanks with suitable Determiners:**

- (a) How _____ money does he need?
- (b) _____ girl is very proud.
- (c) Do you have _____ complaint against my brother?
- (d) His mother is a singer and _____ sister is a dancer.

- (e) One goes to _____ University for higher education.
- (f) _____ more one has _____ more one wants.
- (g) My brother asked me for _____ money but I didn't have _____.
- (h) _____ boy will get a prize.
- (i) Give me a _____ sugar.

3. Fill in the blanks in the following sentences, selecting one word from those given in the brackets against them:

- (a) There are _____ clever girls in my class. (some, any)
- (b) There is _____ milk in the cup. (a few, a little).
- (c) The teacher didn't ask the students _____ question. (some, any)
- (d) I have seen this film _____ times. (many, numerous)
- (e) The young man had _____ reason to be satisfied. (each , every)

4. Correct the following sentences:

- (a) She is a woman of a few words.
- (b) Little money is better than none.
- (c) All his family members are angry with him.
- (d) There are no less than fifty boys in the room
- (e) I have not some milk.
- (f) She has no any friend.
- (g) His both brothers are players.
- (h) Each of them followed their plan.
- (i) I had to put in many hard work.
- (j) A great many man came to the film show.
- (k) Many a young boys have experimented with drugs.
- (l) The villager have not done nothing.

LESSON 13



VERBS

13.1 Let us look at the following sentences:

- (a) The teacher *teaches* the students.
- (b) The boy *reads* a book.
- (c) Kunjarani *lifts* the box.
- (d) Rita *is* beautiful.
- (e) The man *has* a dog.

The words in italics in the sentences given above, e.g., *teaches*, *reads*, *lifts*, *is*, and *has* say something about the Nouns- *teacher*, *boy*, *Kunjarani*, *Rita* and *man* respectively. These words are called **Verbs**, which are said to be the **most important words** in the sentences.

Examples,

- 1. the words, *teaches*, *reads*, *lifts* tell us what the *teacher*, the *boy* and *Kunjarani* do separately.
- 2. the word *is* tells us what *Rita* is.
- 3. the word *has* tells us what the *man* has.

Thus, a **Verb** is a word that tells us something about some person/persons or thing/things. Verbs may tell us about an action, a state of being or existence or possession.

13.2. Let us again, look at the following sentences:

- (a) He *has gone*.
- (b) He *will do* it.
- (c) I *may do* it.
- (d) They *were singing*.
- (e) I *have read* the book.

The groups of words in italics functions as **Verbs**. But these **Verbs** consist of more than one word. In the given groups of words, the words *gone*, *do*, *singing*, and *read* are **Main** or **Principal Verbs**. And the words *has*, *will*, *may*, *were* and *have* are known as **Auxiliary Verbs**.

The **Auxiliary Verbs** help the **Principal Verbs** to indicate, Tense, Mood and Voice. Senses of questioning or negation are also produced with the help of **Auxiliary Verbs**.

Thus, **Verbs are divided into two main classes, e.g., Principal Verbs and Auxiliary Verbs.**

When a Verb is used independently, it is called a Principal or Main Verb.

Examples,

(a) He *helps* a beggar.

(b) Meena *sings* sweetly.

The words in italics are **Principal Verbs**.

When a Verb is used to help a Principal Verb to indicate Tenses, Moods, Voices or to indicate a sense of questioning or negation, it is called an Auxiliary Verb.

The following are the Chief or the Primary **Auxiliary Verbs**:

be (*is, am, are, was, were*)

do (*does, did, done*)

have (*has, had*)

can (*could*)

shall (*should*)

will (*would*)

may (*might*)

Note: Some Primary **Auxiliary Verbs** can, however, be used as **Main or Principal Verbs**. These **Auxiliary Verbs** are- *is, am, are, was, were; do, does, did; have, has, had, etc.*

Examples;

(a) The cow **is** a domestic animal.

(b) I **am** a teacher.

(c) They **are** players.

(d) He **was** a rich man in the past.

(e) They **were** lovers once.

(f) I **do** my work everyday.

(g) He **does** his work without any complaint.

(h) The man **did** the work yesterday.

(i) I **have** a big house.

(j) He **had** a car in the past.

13.3. FINITE VERBS AND NON-FINITES

Main (Principal) Verbs are of two kinds; They are

1. **Finite Verbs.**
2. **Non-Finite Verbs.**

Finite Verbs change their forms according to the Person and Number of their Subjects. The forms are also changed according to the Tense of the Verbs,

Examples,

- i). I *go*. We *go*. You *go*. He *goes*. They *go*.
- ii) I *went*. You *went*. He *went*. They *went*.

Non-Finite Verbs do not change their forms according to the Person and Number of the Subjects. They have no Tense forms also. Again, Non-Finite Verbs are of two classes:

- (a) **Verbal Nouns**, e.g.,
 - i) **Infinitive**: He wants *to sleep*. (Object of 'wants')
 - ii) **Gerund**: Walking is a good exercise (Subject of 'is')
- (b) **Verbal Adjectives**, e.g.,
 - i) **Present Participle**: The *crying* baby saw its mother (Adjective of 'baby')
 - ii) **Past Participle**: I saw the *broken* pot. (Adjective of 'pot')

13.4. TRANSITIVE AND INTRANSITIVE VERBS

Let us examine the following sentences:

- (a) I *read* a book.
- (b) She *likes* her brother.
- (c) He *sleeps* late.
- (d) The boy *runs* fast.

The words in italics are **Verbs**. They are parts of the Predicate.

Table A

Subject	Predicate	
	Verb	Object
I	read	a book
She	likes	her brother

Table B

Subject	Predicate	
	Verb	Adverb
He	sleeps	late
The boy	runs	fast

Now, let us look at the following questions:

(a) I read.....what? (The answer: I read *a book*)

(b) She likes.....whom? (The answer: She likes *her brother*)

In (a) *a book* answers the question, what? and in (b) *her brother* answers the question, whom?

The **Verbs**, *read* and *likes* are called **Transitive Verbs**. The words **transit** refers to the act of passing from or carried over to another person or thing. Actually the action of the **Verb** passes from or is carried over from the doer or the Subject to some other person or thing. The **Verb** in such a case is known as a **Transitive Verb**. And the person to whom or the thing to which the action of the **Transitive Verb** is carried over is called the **Object** of the **Verb**. The **Objective** usually answers the questions, *what?* or *Whom?*

Thus, a **Transitive Verb** is a Verb that denotes the action of the verb being carried over from the subject to the Object. In other words, a verb that takes an Object is called a Transitive verb.

But in sentences (c) and (d) the **Verbs**, *sleeps* and *runs* require no Objects. The action of the **Verbs** do not pass from the Subjects to any Objects. The actions of the **Verbs** are complete in themselves and there is no transition. Such verbs are known as **Intransitive Verbs**.

Thus, an **Intransitive Verb** is a Verb that denotes the action of the verb not being carried over from the Subject to any Object, or that expresses a state or being.

For an example, let us examine the following sentence:

The boy *runs* fast.

In this sentence, *runs* is an **Intransitive Verb**. When we ask, “The boy runs.....what? or whom?” there is no answer. But, when we ask, “The boy runs.....how?” the answer is *fast*. But *fast* is an Adverb denoting the manner in which the boy runs, and not the Object of the verb.

13.5 Direct and Indirect Objects

Sometimes a **Transitive Verb** may have two Objects. Now, let us examine the following sentence:

Geeta *gave* the *boy* a *pen*.

The words in italics *boy* and *pen* are Objects of the **Transitive Verb** *gave*.
We may ask the following questions relating to the given sentence:

Questions**Answers:**

- (a) Geeta gave the boy.....*what?* *a pen*
(b) Geeta gave..... a pen *to whom?* *the boy*

For (a) the question is *what* and the answer is *a pen*

for (b) the question is *to whom* and the answer is *the boy*.

Now, *a pen* which is an Object of the Verb *gave* and which is the answer of the question *what* is called the **Direct Object** of the Verb.

The Direct Object of a Transitive Verb is the name of some thing or things.

Again, *the boy* also is an Object of the Verb and it answers the questions (*to whom*). Such an Object is called the **Indirect Object**.

The Indirect Object of a Transitive Verbs denotes a person to whom something or for whom something is done.

The **Indirect Objects** (if they are short) are generally put before the **Direct Objects**; as is shown in the following Table:

Subject	+	Verb	Indirect Object	Direct Object
1. I		gave	him	a book.
2. Our mother		told	us	an interesting story.
3. My friend		wrote	me	a new letter.
4. Can you		buy	him	a new pen?
5. He		sent	me	a short message.

These sentences can be rewritten with the **Direct Objects** first, followed by a Preposition governing the **Indirect Object**, as is shown in the following Table:

Subject +	Verb	Direct Object	preposition	Indirect Object
1. I gave		a book.	to	him.
2. Our mother	told	an interesting story.	to	us.
3. My friend	wrote	a new letter.	to	me.
4. Can you	buy	a new pen	for	him?
5. He	sent	a short message.	to	me.

13.6. *Some Verbs can be used both Transitivity and Intransitively:*

Examples,

Used Transitivity	Used Intransitively
(a) The boy <i>rolls</i> a ball.	The ball <i>rolls</i>
(b) The man <i>moves</i> a heavy stone.	The stone <i>moves</i> .
(c) The teacher <i>rings</i> the bell.	The bell <i>rings</i> .
(d) The cook <i>boils</i> the water.	The water <i>boils</i> .
(e) The boys <i>fly</i> kites.	The birds <i>fly</i> .

The words in italics in the sentences given above are **Verbs** which are used both **Intransitively** and **Transitivity** in the sense of causing something to be done. These are transitive verbs also known as **Causative Verbs**.

Note: *A few Verbs of this class have different forms for the two uses.*

Examples,

Used Intransitively	Used Transitivity
(a) I <i>rise</i> early in the morning.	<i>Raise</i> your right hand.
(b) The trees <i>fall</i> .	He <i>fells</i> the trees.
(c) They <i>sit</i> under a tree.	He <i>set</i> the lamp on the table.
(d) The boys <i>lie</i> still.	They <i>lay</i> the stone on the road.

13.7. Now, let us observe the following sentences.

- (a) We *eat*.
- (b) Let us *smoke*.
- (c) They *drink*.

The italicized words are **Verbs**. We don't see the Objects. Are they **Intransitive Verbs**? But we always *eat*, *drink*, and *smoke* something. Generally, when something is very obvious or what is meant is quite general the Objects of such Verbs are simply implied, and not expressed.

In such cases we may say that the Verbs appear to be **Intransitive Verbs** but they are **Transitive Verbs** in meaning.

13.8 **A.** In addition to the above given **Verbs** which can be used both **Transitivity** and **Intransitively**, there are some more **Intransitive Verbs** which can be used **Transitivity**. The followings are some of them.

(a) An **Intransitive Verb** is used as a **Transitive Verb** when it is grouped or used with a preposition. These are known as **Prepositional Verbs**.

Examples,

- (i) The whole class *laughed at* (derided) the poor boy.
- (ii) I *wish for* (desire) a car.
- (iii) The bad boy *ran through* (consumed) his father's property.

Note: Sometimes the Prepositions, *over* and *with* are prefixed to the **Verbs**. Then, they are used Transitivity.

Examples.

- (i) The clever boy **overcame** the difficulties.
- (ii) The flood water **overflows** the road.
- (iii) The small boy courageously **withstands** the attacks of the bully.

(b) An **Intransitive Verb** sometimes takes an **Object** akin or similar in meaning of the **Verb**. Such an Object is known as **Cognate Object**.

Examples,

- (i) She *sang* a song. (Strictly Cognate)
- (ii) I *dreamt* a nice dream. (Strictly Cognate)
- (iii) He *went* a long way. (Cognate in meaning , not in form)
- (iv) The boys *shouted* applause. (Partially Cognate)
- (v) The girl *did* her *best* (Cognate Noun understood.)
- (vi) They *fought it* out somehow. (The Cognate Noun expressed by *it*)

B. There are also some more **Transitive Verbs** used **Intransitively**.

Examples,

- (i) Fire *burns* (used in a general sense, with the Object understood.)
- (ii) The girl drew (herself) near me (Reflexive understood)
- (iii) Sugar *sells* cheap (**Verb** used Quasi- passively)

13.9.Verbs of Incomplete Predication

A. Let us examine the following sentences:

- (a) They *made him* king
- (b) The boys *call him* bully.
- (c) The patient *looks* cheerful.
- (d) The child *fell* ill.

In sentences (a) and (b) the words in italics are **Transitive Verbs** and their Objects. The **Verb** *made* has its Object *him* and the **Verb** *call* has *him* as its Object. But these **Transitive Verbs** need another word to make the sense of Predication complete. With the words ‘king’ and ‘bully’, the sense of the sentences becomes complete.

Again, in sentences (c) and (d) the italicized words are **Intransitive Verbs**. These **Verbs** need additional words to make their sense complete. With the words ‘cheerful’ and ‘ill’ the sense of the sentences become complete.

Thus, we have observed that there are some **Verbs** both **Transitive** and **Intransitive** that need some other word or words to make the senses of the sentences or the senses of Predication complete. These **Verbs** are known as **Verbs of Incomplete Predication**.

Predication means saying something more about the Subject or the Object to make the sense of the sentences complete.

B. The words that are needed to make the sense of Predication complete are called **Complements**.

The **Complements of Transitive Verbs of Incomplete Predication**, which are also called **Factitive Verbs** relate to the Objects. They are called **Objective Complements**. In the sentences (a) and (b) the words king and bully are **Objective Complements**.

The following are some **Transitive Verbs of Incomplete Predication**:

name, call, term, make, appoint, elect, choose, think, consider, wish, etc.

The **Complements of Intransitive Verbs of Incomplete Predication** relate to the Subjects. They are called **Subjective Complements**. In the sentences (c) and (d) given above the words “cheerful” and “ill” are **Subjective Complements**.

The following are some more **Intransitive Verbs of Incomplete Predication**:

be, become, appear, look, seem, feel, grow, taste, turn, smell etc.

13.10. Linking Verbs

There are some **Intransitive Verbs** which are followed by **Subjective Complements**, as in,

The milk *tastes* sour.

She *seems* nervous.

We *remained* calm and quiet.

The words in italics in the sentences given above are **Intransitive Verbs** denoting

a certain state of rest or steady condition of the Subjects. These **Verbs** are not generally used in the Present Progressive Tense. Such **Verbs** are called **Stative Linking Verbs**.

There are also some other **Linking Verbs** like *see, hear, smell, feel, grow, turn, remember, like*, etc. which denote a process of change in the person or thing indicated by in the Subject. They are called **Dynamic Linking Verbs**.

If the **Verbs** denote a stative condition of the Subjects, they are not used in the Progressive form.

For example, we cannot say.

“I am hearing a noise.” We should say.

“I hear a noise.”

But when the **Verbs** become **Dynamic Linking Verbs** they can be used in the Progressive form, as in,

I am growing old.

The milk is turning sour.

13.11. Strong Verbs and Weak Verbs.

Verbs are again divided into two classes according to the way in which they form their **Past** and **Past Participle** forms from their forms in the **Present Tense**.

The Verbs that form their **Past** and **Past Participle** forms by changing the inside vowels of the forms in the **Present Tense** are known as **Strong Verbs**.

The **Past Participle** forms may, however, sometimes end in *en*, or *n*.

Examples.

Present	Past	Past Participle.
do	did	done
take	took	taken

If the **Verbs** form their **Past** and **Past Participles** by adding *ed*, *d*, or *t*, they are known as **Weak Verbs**.

Examples,

Present	Past	Past Participle
leap	leaped	leaped
dream	dreamt	dreamt
finish	finished	finished
walk	walked	walked
sleep	slept	slept

Note: (1) Some Grammarians call the **Weak Verbs Regular Verbs** because we can predict the other forms if we know the base (without the third Person Singular Number form with 's') of such a **Verb**. And the **Strong Verbs** which form their **Past** and **Past Participle** forms by changing the inside vowels of the base forms are known as **Irregular Verbs**.

(2) The vast majority of the **Verbs** belongs to the class of **Regular Verbs**:

13.12. It has already been stated that **Strong** or **Irregular Verbs** form their **Past** and **Past Participle** forms by changing the inside vowels of the root or base forms. There are three types of these **Verbs**.

(i) Verbs for which all the three forms are the same.

Examples.

Root or Base form	Past Tense	Past Participle
burst	burst	burst
cut	cut	cut
hit	hit	hit
put	put	put
shut	shut	shut

(ii) Verbs for which two of three forms are the same.

Examples

Present Tense or Base form	Past Tense	Past Participle
bend	bent	bent
bring	brought	brought
creep	crept	crept
hear	heard	heard
send	sent	sent

(iii) Verbs for which all the three forms are different.

Examples.

Root form or Present Tense	Past Tense	Past Participle
begin	began	begun
do	did	done
eat	ate	eaten
give	gave	given
ring	rang	rung

Note: The following **Verbs** have alternative **Past Participle** forms ending in 'en', which can be used as Adjectives only.

Base form	Past Tense form	Past Participle form
drink	drank	drunk, drunken, (drunken men)
melt	melted	melted, molten(molten ice)
prove	proved	proved, proven (a proven case)
shave	shaved	shaved, shaven (a shaven head)
shear	sheared	sheared, shorn (a shorn sheep)
shrink	shrank	shrunk, shrunken(a shrunken shirt)
sink	sank	sunk, sunken (a sunken cheek)
strike	struck	struck, stricken (a man stricken with poverty)

13.13. Conjugation of Verbs

Verbs in English have three forms- **the base (or Present Tense)** form, the **Past Tense** form and the **Past Participle** form.

Actually, if the form ending in *s* or *es* used with Third Person Singular subjects and the form ending in *ing* are included, the forms of **Verbs** are five.

Examples.

I *do* the work .(**base** or **Present Tense** form)

He *does* the work. (with **Third Person Singular Subject**, ending in *es*)

I *did* the work yesterday. (**Past Tense** form)

I have already *done* the work. (**Past Participle** form)

He is doing the work.(ending in *ing* form)

The different forms of a **Verb** derived from the **base** or **root** form is necessary at the time of denoting Tense, Mood, Voice, Number, Person etc.

This process of showing the various forms of Verbs, particularly the chief forms, namely, the **Present Tense (base)** form, the **Past Tense** form and the **Past Participle** form, derived from **the base (root)** form to denote the Tense, Mood, Voice, Number, Person etc. of the **Verbs**, is known as **Conjugation**.

Below is given the Conjugation of some Verbs:

Present (base)	Past	Past Participle
abide	abode	abode
arise	arose	arisen

Present (base)	Past	Past Participle
awake	awoke	awaken, awaked
bear (to carry)	bore	borne
bend	bent	bent
catch	caught	caught
choose	chose	chosen
come	came	come
draw	drew	drawn

EXERCISES

1. **Pick out the Main Verbs and Auxiliary Verbs in the following sentences:**
 - i.) I have read the book.
 - ii.) He can run very fast
 - iii.) The boys were shouting in the field.
 - iv.) We must help the poor.
 - v.) I may help my brother in his hours of need.
 - vi.) We should obey our parents.
 - vii.) Do you know how to sing?
2. **Pick out the Verbs in the following sentences and state whether they are Transitive or Intransitive. In the case of the Transitive Verbs pick out the Objects.**
 - i) The door opened and a little girl came in .
 - ii) I came home and gave a pen to my sister.
 - iii) The sun rises in the east and sets in west.
 - iv) Time changes everything.
 - v) We took shelter under an old tree.
 - vi) He speaks too loudly.
 - vii) The man came yesterday and finished the work in one hour.
 - viii) The wild boy jumped into the well and hurt himself.
 - ix) The poor woman wept with sorrow.
 - x) The new pen writes well.

3. Pick out the Verbs , Objects and Complements in the following sentences:

- i) They found the old man asleep.
- ii) The Principal wants the bad boy to be fined.
- iii) The woodcutter fells the tree with an axe.
- iv) We made him captain.
- v) He has no time to do the work.
- vi) She appears happy.
- vii) His attempt was unsuccessful.
- viii) We should look into the matter very carefully.
- ix) The sky grew dark.
- x) I want to live the life of a saint.

4. Fill in the blanks with the correct forms of the Verbs given in brackets given against each sentence.

- i) He rushed out of the hut when he was _____ by the cat (attack)
- ii) I alone have _____ the burden of this family (bear)
- iii) She _____ on the bed as she was tired. (lie)
- iv) He was running after the _____ boy. (frighten)
- v) I _____ his challenge. (accept)
- vi) He _____ a tragic death (die)
- vii) I have not _____ any mistake (commit).

5. Choose the correct words to fill in the blanks

- i) The mother has _____ much suffering for her son (born, borne)
- ii) The boy refused to _____ to his father's advice (hear, listen)
- iii) The sisters _____ a hue and cry over the trifling problem (rise, raise)
- iv) The sick man could not _____ on the ground (lie, lay)
- v) The thief _____ his escape in the confusion. (affected, effected)
- vi) My mother _____ me up at 6. A.M. (woke, waked)
- vii) The boy _____ at his face seriously. (saw, looked)

6. Conjugate the following Verbs:

burn,, sleep, copy, awake, fight, cling, ring, lead, beat, choose, drink, swing, hold, cost, speak, lay, lose, wind, swear, saw.

LESSON 14



ADVERBS

14.1 Let us look at the following sentences:

- (a) The boy *runs* **fast**.
- (b) My father *came* very **early**.
- (c) I *live* **here**.
- (d) The girl *sings* **sweetly**.
- (e) I have *seen* the girl only **once**.

In the sentences given above the words in bold letters are called **Adverbs** because they modify the meaning of the **Verbs** in the sentences, i.e. **fast, early, here, sweetly, once**, modify the meaning of the Verbs *run, came, live, sings, seen*. Mainly, an **Adverb qualifies or modifies a Verb which is a word of action, denoting the time, place manner, reason etc. of an action.**

But, an **Adverb** is also found modifying any Part of Speech except a Noun and a Pronoun. An **Adverb** is a word which also generally qualifies, or modifies a Verb, an Adjective or another **Adverb**. Sometimes an **Adverb** modifies an entire sentence.

14.2 Classification of Adverbs

Generally, **Adverbs** are of three classes, **Simple Adverbs, Interrogative Adverbs** and **Relative Adverbs**. The vast majority of **Adverbs** belong to the group of **Simple Adverbs**. There are a few **Interrogative Adverbs** and **Relative Adverbs**. We have learnt that **Adverbs** qualify or add to the meaning of Verbs, Adjectives, Adverbs etc. When they qualify a Verb in a simple manner they simply tell the time, place, manner, degree, reason etc. of the action indicated by the Verb. That is why they are known as **Simple Adverbs**. The **Simple Adverbs** have again been divided into many sub-classes.

1. Adverbs of Time:

Let us now observe the following sentences:

- (a) He will go *tomorrow*.

(b) I have seen this boy *before*.

(c) The boy plays *daily*.

The words in italics in the above sentences tell the time of the actions indicated by the Verbs. Thus, they are known as **Adverbs of Time**. **Adverbs of Time answer the question, when?**

2. Adverbs of place

Look at the following sentences.

(a) We live *here*.

(b) You can go *anywhere*.

(c) The Teacher has gone *out*.

The words in italics in the above sentences indicate the place of the actions of the Verbs. So, they are known as **Adverbs of Place**. **Adverbs of Place answers the question, where?**

3. Adverbs of Number or Frequency.

Read the following sentences.

(a) My friend *often* comes to my house.

(b) He is *always* late.

(c) We take meat *thrice* a day.

The italicised words in the sentences given above tell the frequency or number of the actions indicated by the Verbs. They are thus, called **Adverbs of Number or Frequency**. **These Adverbs answer the question, how often?**

4. Adverbs of Degree or Quantity.

Look at the following sentences:

(a) He is *very* happy.

(b) This is good *enough*.

(c) You are good *enough*.

(d) The student is *fully* prepared.

The words in italics in the above sentences indicate the degree or extent or quantity of the actions indicated by the Verbs or the Adjectives. **They are thus known as Adverbs of Degree or Quantity**. **These Adverbs answer the question, how much? or In what degree?**

5. Adverbs of Manner or Quality

Let us examine the following sentences:

- (a) He can play football *well*.
- (b) The Indian soldiers fought the Pakistani invaders *bravely*.
- (c) We should always eat *slowly*.
- (d) He was *terribly* busy at that moment.

The words in italics in the above sentences tell the manner or the quality of the actions indicated by the Verbs and the Adjectives. **They are Adverbs of Manner or Quality. Such Adverbs answer the questions, how? or In what manner? or of what quality?**

6. Adverbs of Reason.

Let us again examine the following sentences:

- (a) *Hence* I cannot come to your house.
- (b) *Therefore* we have decided to help you.

The two words in italics indicate the reasons for the actions of the Verbs in the sentences. **They are therefore known as Adverbs of Reason. They answer the question, why?**

7. Adverbs of Result:

Let us examine the following sentences:

- (a) *Consequently*, he failed in the examination.
- (b) *So*, they took the patient to the hospital.

The words in italics are **Adverbs** indicating the result of some actions leading to another action. These Adverbs are generally known as **Adverbs of Result. They answer the question, as the result of what?**

8. Adverbs of Purpose.

Let us, again, examine the following sentences:

- (a) You can come *so that* you are able to see the whole picture.
- (b) He came early *in order that* he might see the whole scene.

The words in italics in the above sentences indicate the purpose of the actions of the Verbs. **They do the work of Adverbs and are generally known as Adverbs of Purpose. They answer the question, for what purpose?**

9. Adverbs of Affirmation or Negation:

Look at the following sentences.

Some are questions and some are the answers to the questions concerned.

- (a) Did you come in time? Yes, I did.
- (b) Is that man honest? No, he isn't

The words in italics are **Adverbs**. They answer the questions indicated by the Verbs either **Affirmatively** or **Negatively**. They are, thus, called **Adverbs of Affirmation or Negation** as the case may be.

Note: 1. *The use of **Yes** and **No** will have to be carefully noted.*

Now, let us examine the following questions and the answers following them.

(a) *Has Mary come?* Yes, (*She, has come*).

No, (*She has not come*).

(b) *Didn't she come?* Yes (*She did come*).

No. (*She did not come*).

Yes and **No** are often classed as **Adverbs**. But in reality they are **Substitute words** or **Sentences words**, standing for whole sentences.

There are some other words used in this manner. For examples, Sorry, Certainly, Capital, Splendid, Pardon, etc.

2. *The use of **not** in a question should also be carefully noted. It is because the question involving **not**, generally expects an **Affirmative** reply. Thus, when one asks, "Has he **not** come today?" One expects that the answer would be "yes."*

14.3 Interrogative Adverbs:

Adverbs which are used in asking questions are called Interrogative Adverbs.

Examples,

(a) *When* will he go to school? (**Interrogative Adverb of time**).

How soon can you begin the work? (**Interrogative Adverb of time**).

(b) *Where* is the boy? (**Interrogative Adverb of place**).

Where has he gone? (**Interrogative Adverb of place**).

(c) *How many* boys can help him? (**Interrogative Adverb of number**).

How often does he come here? (**Interrogative Adverb of number**).

(d) *How much* did he pay for this book? (**Interrogative Adverb of quantity**).

How far is the place from here? (**Interrogative Adverb of degree**).

(e) *How* did Kamala dance? (**Interrogative Adverb of manner**).

How did you bring the heavy load to this place? (**Interrogative Adverb of manner**).

(f) *Why* did you complain? (**Interrogative Adverb of reason**).

Why do you wish to punish the boy? (**Interrogative Adverb of reason**).

In the sentences given above the words in italics *When, How soon, Where, How, How much, How far, How* and *Why* are **Interrogative Adverbs** because they have been used for asking various types of questions relating to the actions indicated by the verbs.

14.4 Relative Adverbs

Let us examine the following sentences:

This is the room *where* the rich man *was attacked*.

Here, the italicized word *where* is an **Adverb** which modifies the Verbs *was attacked*. In addition to the function of modifying the Verb, this **Adverb**, is also a Relative Pronoun because it connects the two clauses, “This is the room” and “the rich man was attacked” of the sentence and refers back to its antecedent, room. Thus, *where* is called a **Relative Adverb**.

A **Relative Adverb** generally connects an Adjective clause to the main clause. Examples,

- (a) I know the place *where* the murder was committed.
- (b) Can you give me the reason *why* you were late?
- (c) This is the time *when* the ghost begins to haunt the place.
- (d) That is the place *where* Pamheiba fought his enemy.
- (e) I have forgotten the year *when* Jadonang was hanged.
- (f) There is no reason *why* the teacher should punish the small boy.

14.5 Formation of Adverbs:

There are some ways of forming **Adverbs**. They are,

1. By adding *ly*.
 - (a) to Nouns, as in, *hourly, weekly, yearly* etc.
 - (b) to Adjectives, as in, *slowly, selfishly, strongly, modestly*, etc.
 - (c) to participles, as in, *lovingly, jokingly, hurriedly* etc.
2. By prefixing *a*
 - (a) to Nouns, as in, *abed, ahead, aside* etc.
 - (b) to Adjectives, as in, *alike, alive, anew, around* etc.
 - (c) to Verbs, as in, *ago, across, agape* etc.

3. By pre-fixing *be* to certain words as in, *before, behind, below, beyond*, etc.
4. By suffixing *by, in, forth* to certain words as in, *hereby, herein, henceforth* etc.
5. By combining a Noun and an Adjective, as in, *westward, midday, sometimes, meantime, otherwise* etc.
6. By joining two Adverbs with the Conjunction *and*, as in, *by and by, far and wide, now and then, off and on, over and above, to and fro* etc.

14.6 Some words are used both as Adjectives and as Adverbs.

Examples,

Adjectives	Adverbs
a). The boy is an <i>early</i> riser.	The boy got up <i>early</i> yesterday.
b). He is a <i>fast</i> runner.	He runs <i>fast</i> .
c). Tombi is a <i>hard</i> worker	Tombi works very <i>hard</i> .
d). His <i>late</i> arrival was noticed.	He arrived <i>late</i> at the meeting.
e). It is a <i>long</i> way.	We waited <i>long</i> .
f). He lives in the <i>next</i> house.	He will come <i>next</i> .
g). We climbed a <i>high</i> hill.	The kite flew <i>high</i> in the sky.
h). He is a <i>small</i> boy.	I feel <i>small</i> in his presence.

14.7 Comparison of Adverbs.

We know that **Adjectives** and **Adverbs** qualify or modify or add something to the meaning of words. **Adjectives** have three **Degrees of Comparison**. Some **Adverbs** also have three **Degrees of Comparison** and these three degrees are formed in different ways.

1. If the **Adverb** is of one syllable, *er* and *est* are added to the **Adverb** to form **Comparative** and **Superlative** degrees.

Examples,

Positive	Comparative	Superlative
fast	faster	fastest
high	higher	highest
hard	harder	hardest
late	later	latest
near	nearer	nearest

2. If the **Adverbs** end in *ly*, the **Comparative** and **Superlative** degrees are formed by adding *more* and *most* respectively.

Examples,

Positive	Comparative	Superlative
carefully	more carefully	most carefully
greedily	more greedily	most greedily
quickly	more quickly	most quickly
slowly	more slowly	most slowly
usefully	more usefully	most usefully

Note: In the case of the **Adverb**, *early* the degrees are formed in a different way;
early *earlier* *earliest*

3. A few **Adverbs** form their degrees of Comparison in an irregular manner.

Examples,

Positive	Comparative	Superlative\
badly	worse	worst
far	farther, further	farthest, furthest
little	less	least
much	more	most
well	better	best

14.8 Position of Adverbs.

In general **Adverbs** are placed as near as possible to the Verbs they modify
Adverbs are placed in different ways in a sentence:

1. When the Verb is Intransitive, the **Adverb** are placed immediately after it.

Examples,

- (a) He works *hard*.
- (b) The boy rises *early*.
- (c) The girl sings *sweetly*.
- (d) She speaks *fluently*.
- (e) The boy can speak *well*.

2. When Verb is Transitive with an Object following it, the **Adverb** is placed immediately after the Object. Examples,

- (a) The girl gave her reply *immediately*.
- (b) The boy faced the trouble *bravely*.

- (c) We offer the beggar help *willingly*.
- (d) The servant did the work *satisfactorily*.

3. Adverbs of time like *always, never, often, seldom, sometimes frequently etc.* are placed before the Verbs.

Examples

- (a) I *always* try to help my younger brother.
- (b) He *never* agrees to help anyone.
- (c) My friend *often* comes to my house.
- (d) He *seldom* helps anyone.
- (e) My neighbour *sometimes* comes to me for help.
- (f) I *frequently* went to the school to see my son.

4. When the Verb consists of a **Principal Verb** and an **Auxiliary Verb**, the **Adverb** is placed between the two.

If there are two **Auxiliary Verbs** the **Adverb** is placed between them,

Examples,

- (a) I have *always* wanted to help my mother. (Auxiliary and Principal).
- (b) He had *surprisingly* passed the examination. (Auxiliary and Principal)
- (c) I should *never* have done it. (two Auxiliaries).
- (d) I couldn't *possibly* have suspected the small boy. (two Auxiliaries)

5. An **Adverb** is usually placed before an Adjective or another **Adverb** it modifies .

Examples,

- (a) The boy is *very* strong.
- (b) I can do it *quite* easily.
- (c) He works *very* slowly.

Note. But in the case of the word **enough** the rule is not followed. When it is used as an Adverb it always follows the word it modifies. Examples,

- (a) He is not fast **enough** to win the race.
- (b) The teacher was kind **enough** to accept the apology given by the new student.

However, when **enough** is used as an Adjective, it may be placed either before or after the Noun it qualifies.

Examples,

- (a) I have **enough** money to buy a car.
- (b) I have money **enough** to buy a car.

6. The **Adverb** is sometimes placed at the beginning of a sentence either to modify the whole sentence or to give emphasis.

Examples,

- (a) *Fortunately*, he was found competent for the job.
- (b) *Here* comes the mad man.

7. There are some **Adverbs** called the **Adverbs of frequency**, telling us the number of times some action takes place. Some of these Adverbs are *always*, *often*, *never*, *ever*, *rarely*, *seldom* etc.

These **Adverbs** are always placed before the main Verbs, as in,

- (a) She *never* helps her sister.
- (b) The boy *always* speaks the truth.

But these **Adverbs of frequency** are placed after the **be** Verbs.

(be, is, am, are , was, were).

Examples.

- (a) This boy is *always* obedient
- (b) He was *never* late in the class.

Again, these **Adverbs** will be placed between the Auxiliary Verb and the Main Verb in case there is only one Auxiliary Verb and one Main Verb.

Examples,

- (a) My brother will *never* tell a lie.
- (b) He has *seldom* visited a library.

Again, these **Adverbs of frequency** are usually put before the Auxiliary Verb and the Main Verb, when the action of the Verb is stressed.

Examples,

- (a) When will you do the work? But I *already* have done it.
- (b) Do you drink? Yes, I *always* do.

8. In sentences having the Auxiliaries *used to* and *have to* the **Adverb** is generally put before them.

Examples,

- (a) She *often* has to go to school on foot.
- (b) I *always* used to quarrel with him.

9. As a general rule, the word *only* is placed immediately before the words it modifies.

Examples,

- (a) He works for *only* two hours.
- (b) The boy has read *only* the text books.

14.9 Some More Classes of Adverbs

- A.** We have already noted that some **Adverbs** are placed at the beginning of sentences and that they modify the whole sentences and not particularly the Verbs or Adjective or Adverbs that may be in the sentence.

For examples, in the following sentences,

- (a) *Moreover*, he has refused to help us.
- (b) *Accordingly*, the boys went to the field to take part in the competition.
- (c) *Now*, what is the real problem in your relationship with your parents?

The words in italics i.e. *moreover*, *accordingly* and *now* are **Adverbs** modifying the whole sentences. These **Adverbs**, which modify the whole sentences, are known as **Sentence Adverbs**.

Note: *However, it will have to be remembered that these Adverbs are also used as ordinary Adverbs modifying or qualifying other words, as in*

- (i) *Let us go to the market now.*
- (ii) *He is, moreover, a very innocent man.*

- B.** There are some Adjectives that are sometimes used idiomatically as **Adverbs** as in,

- (i) He did the work *regardless* of what you said.
- (ii) The son acted *contrary* to his father's advice.
- (ii) He did the work *previous* to your arrival at the place.

The words in italics in the above sentences are Adjectives but they are used idiomatically as **Adverbs**. Such **Adverbs** are known as **Quasi-Adverbs**.

- C.** Two or more words are used together as Phrases and they function as **Adverbs**
Examples,

Heart and soul, up and down, in time, in short, by no means, off and on, in vain, by and by etc.

14.10. Order of Adverbs of place, Time and Manner.

There are no fixed rules for the placing of the **Adverbs** in one sentence. But, normally the following order is observed:

The girl sings *sweetly* (manner) *in her room* (place) *on holidays* (time).

Note: But when a Verb of movement like *come, go, run* etc. is involved and the emphasis is on where someone is going or moving, the order is changed, as in *He went home (place) very fast (manner) in the evening (time)*.

14.11. Use of some confusing Adverbs

1. Only.

The **Adverb** *only* is generally put immediately before the words it modifies. Now, let us examine the change in the meaning of a sentence according to the change in the position of *only*.

- (a) *Only* Tomba helped me to lift the box.
(Only Tomba and no one else helped me).
- (b) Tomba *only* helped me to lift the box.
(Tomba helped me to lift the box, but he did not do anything else to help me).
- (c) Tomba helps *only* me to lift the box. (Tomba helped me, but did not help others).
- (d) Tomba helped me *only* to lift the box.
(Tomba helped me to lift the box but did nothing else).
- (e) Tomba helped me to lift *only* the box
(Tomba helped me to lift the box, but he did not help me in lifting anything else).

2. Too

Too means more than what is good or desirable or required for a specific purpose. It should not be used in the general sense of *very* or *much*. It is usually followed by *to* or *for*, as in,

- (a) It is *too* hot *to* eat the cake now.
- (b) That shirt is *too* costly *for* me.

3. Before, ago

Before is used when we date back from any point of time which is made specific. But *ago* is used only when we date back from *now* or the time of speaking, as in,

- (a) I saw him one month *before* I joined the University.
- (b) I saw him three years *ago* (three years from now)

4. Free, freely

The word *free* as an **Adverb** means *without paying any money* or *anything*, but the word *freely* is an **Adverb**, meaning *without any difficulty* or *easily*, as in,

- (a) I did the work for him *free*
(without getting any money or anything for doing the work).
- (b) I could escape from the hands of the dacoit quite *freely*.
(without any difficulty).

5. **Hard, hardly**

The word *hard* used as an **Adverb**, means *very much*, but *hardly* is an **Adverb** which means *rarely*, as in,

- (a) The man works *hard* to support his big family. (very much)
- (b) That proud girl *hardly* does anything to help her mother (rarely)

6. **Late, lately**

The word *late* is used as an **Adverb** to mean *not in time* or *advanced in time*, but the word *lately*, when used as an **Adverb**, means *recently*, as in,

- (a) I reached home quite *late*, (not in time or quite advanced in time).
- (b) Lila cannot be seen *lately*, (recently).

7. **Near, nearly**

The word *near* used as an **Adverb** means *not far* or *close to some point of time*, but the word *nearly* used as an **Adverb** means *about*, or almost as in,

- (a) My house is quite *near* from here. (not far)
- (b) The players *nearly* fainted. (almost).

8. **Very**

The word *very* is used as an **Adverb**

- (a) before Adjectives and **Adverbs** in the positive degree; as in,
 - (i) This girl is *very* beautiful.
 - (ii) He works *very* hard to support his family.
- (b) before Present and Past Participle of Verbs,; as in,
 - (i) He is a *very interesting* man.
 - (ii) I am *very interested* to see him.
- (c) before an Adjective in the Superlative Degree ; as in,
 - (i) I did my *very best* to convince him.
- (d) to modify the **Adverb** *much*; as in,
 - (i) Her singing was *very much* better than yours.

9. Too much, much too

Too much is used before a Noun, as in,

Too much food should not be prepared.

Much too is used as an **Adverb** before an Adjective; as in,

She was *much too* weak to join the game.

10. Perhaps, Probably

Perhaps and *Probably* are sometimes used as **Sentence Adverbs**. *Perhaps* expresses *doubt* and *Probably* denotes *likelihood*; as in

(a) *Perhaps*, he is a liar. (doubt)

(b) *Probably*, the boy was innocent. (likelihood)

EXERCISES

1. Insert the Adverbs in the brackets at the proper places in the following sentences:

- i. He has read the book (carefully).
- ii. You are young to drive a car (too).
- iii. The elder brother supports the younger brother (always).
- iv. He is a weak student (rather).
- v. The officer has examined the case (already).
- vi. I have determined to tell the truth (always).
- vii. The boy comes in time (never).
- viii. My mother goes to the movie (seldom).
- ix. He will pass the examination (certainly).
- x. The boy is clever to win the prize (enough).

2. Underline Interrogative, Relative, Affirmative or Negative and Sentence Adverbs in the following sentences:

- i. Why did he come so late?
- ii. The boys know how to drive a car.
- iii. Where did you go that day?
- iv. I know how much this book costs.
- v. Do you love me? Yes, I do.

- vi. Is your brother a thief? No, he is not.
- vii. How often have you been to the zoo?
- viii. Let us decide how far to walk in two hours.
- ix. Certainly, he has not come to the meeting.
- x. Surprisingly, the man was found to be quite innocent.

3. Point out the difference of meaning in the following pairs of sentences:

- i) We found the road easy.
We found the road easily.
- ii) Only Chaoba helped me in difficulty.
Chaoba only helped me in difficulty.
- iii) He is too late for the class .
He too is late for the class.
- iv) He worked hard for the examination
He hardly worked for the examination.
- v) I came home directly.
I directly came home.

4. Correct the following sentences:

- i) He came home before two months.
- ii) Though Sheela works very hardly, she fails in the examination.
- iii) Peter comes to see me seldom.
- iv) It is too hot in this room.
- v) She felt much sorry for the delay.
- vi) Put off the lamps by and by.
- vii) I did not know to drive a car.
- viii) It is very cold to have a walk in the field.
- ix) The horse runs very fastly.
- x) It is very good to be true.

LESSON 15



PREPOSITIONS

15.1 Let us examine the following sentences:

- (a) There is no money *in* my purse.
- (b) Place the cups *on* the table.
- (c) I was waiting *for* him.

In sentence (a) the word *in* shows the relationship between *purse* and *money*. In sentence (b) the word *on* shows the relationship between *table* and *cups*. In this way, in sentence (c) the word *for* shows the relationship between *him* and *waiting*. These words placed before a Noun or a Pronoun to show their relation to some other words in the sentences are known as **Prepositions**. **Pre** means **before** and **Position** means **placing**.

Thus, a **Preposition** is a word placed before a Noun or a Pronoun to show its relationship to some other words in the sentence.

The Noun or Pronoun before which a **Preposition** is placed is known as its **Objects**. It is in the **Objective Case**, and is said to be governed by the **Preposition**; as in sentence (a) given above the Noun *purse* is the Object of *in*. In sentence (b) the Noun *table* is the Object of *on* and in sentence (c) the pronoun *him* is the object of *for*.

15.2 The Position of Prepositions.

It has already been stated that a **Preposition** is usually placed before the Noun or Pronoun governed by it. However, a **Preposition** is placed after the word it governs in the following cases:

1. The **Preposition** is placed at the end of the sentence when its Object is a Relative Pronoun; as in,
 - (i) This is the book *that* you were asking *for*.
 - (ii) This is a song *that* my mother is very fond *of*.
 - (iii) He is the boy *whom* the Principal was speaking *of*.

2. The **Preposition** is also placed at the end of the sentence when its Object is an Interrogative Pronoun; as in,
 - (i) *What* are you looking *for*?
 - (ii) *Whom* are you thinking *of*?
3. Sometimes the Object of the **Preposition** is placed first for the sake of emphasis, as in,

That I insist *on*.

Him I am looking *for*.

Note. *The Prepositions for, from, in and on are often omitted before Nouns showing **place** or **time**, as in,*

*Wait a **moment**.*

*The girl cannot run a **mile**.*

*We finished the work last **Monday**.*

15.3 Objects of Prepositions.

A **Preposition** can have, as its Object, a Noun, a Pronoun, a Gerund and Infinitive or a Noun Clause. Examples,

Noun:

I dropped the stone into a *pond*.

Pronoun:

I have come with *her*.

Gerund:

Before his *coming*, the family was quite peaceful.

Infinitive:

I can do nothing but (*to*) *jump* into the water.

Noun Clause:

We must learn to be content with *what we have*.

15.4 Kinds of Prepositions.

There are some classes or kinds of **Prepositions**. The following are the different classes;

I. Simple Prepositions.

These **Prepositions** are short words with their own independent forms. These short and **simple Prepositions** have not been derived from any other words.

Examples,

After, at, by, for, from, in, of, on, through, till, under etc.

II. Compound Prepositions.

These **Prepositions** are formed by adding some prefixes like *a, be, in, out* etc. to some Nouns, Adjectives or Adverbs.

Examples,

about, above, across, against, along, amidst, among, around, before, below, behind, beneath, beside, between, beyond, inside, into, outside, within, without, until etc.

III. Participial Prepositions.

There are some Verbs in Present Participle, which are used without any Noun or Pronoun being attached to them. For all practical purposes they function as **Prepositions** governing some Nouns or Pronouns following them. These words are known as **Participial Prepositions**.

Examples,

- (a) *Considering* his age, the boy has been set free.
- (b) *Concerning* the future, we have come back home.
- (c) *Regarding* your request, the Principal may call you for a discussion.

The words in italics i.e. *Considering, Concerning* and *Regarding* are the Present Participle forms of Verbs, and they function as **Prepositions** governing the Nouns *age, future*, and *request* respectively. They are, thus, **Participial Prepositions**. The following are some more examples of this type of **Prepositions**:

Accepting, barring, notwithstanding, pending, respecting, touching etc.

IV. Double Prepositions:

Sometimes two **Prepositions** form a group and function as a single **Preposition**.

These are regarded as **Double Prepositions**.

Examples,

from among, from beneath, from under, from within, out of etc.

V. Prepositional Phrases or Phrasal Prepositions.

There are groups of words which function as single **Prepositions**. These groups of words are known as **Prepositional Phrases or Phrasal Prepositions**.

Examples,

- (a) He passed the examination *by dint of* hard work.
- (b) *In fear of* the mad man he ran away.

- (c) He did the work on *behalf of* his family.

The groups of words in italics i.e. *by dint of*, *in fear of*, and *on behalf of* function as Single **Prepositions** governing the Nouns, *work*, *mad man*, *family* respectively as their Objects. They are **Phrasal Prepositions**. The following are more example of **Phrasal Prepositions**: *in accordance with*, *in addition to*, *in case of*, *in consequence of*, *in favour of*, *in the event of*, *by means of*, *by virtue of*, *for the sake of*, *on account of*, *with a view to*, *with reference to*, *with regard to* etc.

Note 1. Examine the following sentences:

- (a) Rice sells 1 kilo a rupee in some remote and backward areas.
 (b) I go to my teacher for tuition thrice a week.

The two sentences is not used as Indefinite Article. They are weakened forms of **Prepositions** like *for*, *on* etc. It has been generally accepted that *a* has been used as **Disguised Preposition**.

2. The word **Than** is normally a Conjunction, following an Adjective in Comparative Degree. But, it is also used sometimes as a **Preposition** in some cases, particularly before Relative and Personal Pronouns; as in,

- (a) The class selected the serious boy **than whom** no better student was found to be the captain.
 (b) She is more intelligent **than her** for that kind of work.
 (c) No one other **than him** was absent on that day.

15.5 Relations shown by Prepositions.

As has been stated before **Prepositions** show various kinds of relation in the sentences. The following are some of the most common relations shown by **Prepositions**:

(a) Place, as in,

- (i) The boy runs *across* the road.
 (ii) The girls quarrelled *among* themselves.
 (iii) The poor man fell *on* the thorns of life and bled helplessly.
 (iv) We sat *at* the foot of the tree.
 (v) The thief was hiding *behind* the door.
 (vi) The book lies *upon* the table. etc.

- (b) **Time**, as in,
- (i) They came *in* the evening.
 - (ii) The boys returned *before* sunset.
 - (iii) The school will open *on* Monday.
 - (iv) We worked *throughout* the year.
 - (v) Can you wait *till* tomorrow? etc.
- (c) **Method and Manner**, as in,
- (i) The letter came *by* post.
 - (ii) We won the game *with* ease.
 - (iii) He fought to win *with* courage.
 - (iv) They cut the wood *with* an axe
 - (v) He has succeeded *by* hard work. etc.
- (d) **Cause, Reason and Purpose**, as in,
- (i) He smiled *with* joy.
 - (ii) The child died *of* fever.
 - (iii) Mahatma Gandhi struggled *for* India's freedom.
 - (iv) He has suffered *through* his idleness.
 - (v) She has been suffering *from* lack of food. etc.
- (e) **Possession**, as in,
- (i) Imphal is the capital *of* Manipur.
 - (ii) He is a man *of* courage.
 - (iii) The boy *with* long hair is absent today.
 - (iv) There was no money *on* him that day.
 - (v) Luckily, he came *by* a lot of money. etc.
- (f) **Measure, Standard, Rate, Value**; as in,
- (i) The moneylender charges interest *at* a percent.
 - (ii) We should not be influenced by anything *at* the face value.
 - (iii) Sugar is sold *by* the kilo.
 - (iv) He is taller than me *by* 6 inches.
 - (v) I came back home at noon *by* my watch. etc.
- (g) **Contrast, Concession**, as in,
- (i) *For* all his wealth he is not happy.

(ii) *With* all his faults he is the topper in the class.

(iii) *For* every trouble he has ten solutions etc.

(h) Source, Origin , Motive, Inference, as in,

(i) This line is a quotation *from* the Bible.

(ii) His skill comes *from* constant practice.

(iii) *From* what we know of him , we have decided not to help him.

(iv) The father left everything to his son *from* love.

(v) Healthy mind is generally found *in* healthy body.

(i) Direction and Motion; as in,

(i) The boy fell *into* the pond.

(ii) We walk *towards* the school.

(iii) The girls travelled *by* train.

(iv) The boys go to the school *on* foot.

(v) The earth moves *round* the sun.

15.6 Some Prepositions in Common use.

I. Prepositions indicating time:

At:- at sunset, at 5 o'clock, at noon, at dawn, etc.

On:-on Monday, on the first of April, on Sunday morning, etc.

In:- in March, in the morning, in the evening, in an hour.etc.

During:- during the winter, during the famine, during holidays, etc.

By:- by Sunday, by Monday, by ten o'clock, by noon, etc.

For:- for one hour, for one day, for one month, etc.

Since:- since morning, since 10 o'clock, since yesterday, etc.

II. Prepositions of place:

At:- at home, at a point, at a small village, etc.

In:- in a country, in a small area, in a corner, in the city, etc.

III. Prepositions of Travel and Movement:

By :- by bus, by train, by car, by boat, by aeroplane, by air, by road, by sea, etc.

On:- on foot, on horse back, on bicycle, etc.

From:-from Imphal to Kolkata, from home to school, from school to the playground, etc.

Note.1 When we talk about the means of travel or transport we use **by** before a Noun; as in,

(a) He travels **by** car.

(b) The boy came **by** bus etc.

But, when we refer to a specific means of transport, we do not usually use **by**, as in

(a) I came to your house **on** bike.

(b) We travelled **in** my father's car.

(c) They came to our house **in** an old taxi.

2. In the case of moving with the help of foot, we generally say,
I go to my office **on** foot. (not **by** foot)

IV. Correct use of some common Prepositions:

The **Prepositions** are generally small words but they are very important in the structure of sentences. Their correct use shows the user's mastery of the English language. The following are hints about the correct use of some common **Prepositions**.

(a) beside, besides :

beside means *by the side of* and **besides** means *in addition to*; as in,

(i) Our house was *beside* a small river.

(by the side of a small river.)

(ii) The boy stood *beside* me.

(by my side.)

(iii) *Besides* being a good student, he is also a good player.

(in addition to being a good student).

(iv) He reads books *besides* doing some work for the family.

(In addition to reading books)

(b) at, in:

At is used when referring to small and unimportant places like town, villages, etc. but **in** is used when referring to large places like countries and big cities; as in,

(i) I was born *at* Churachandpur.

(ii) The incident took place *at* Paona Bazar.

(iii) We live *in* Imphal.

(iv) The rich man has a building *in* New Delhi.

(v) Mumbai is an important city *in* Asia.

Note: 1. While speaking about time **at** denotes an **exact point of time**, and **in** indicates **a period of time**; as in,

- (i) I shall be at school **at** 10 a.m. (exactly at 10 a.m.)
- (ii) We will finish the work **at** 4.p.m. (exactly at 4 p.m.)
- (iii) The boy came to my house **in** the morning. (any time in the morning.)
- (iv) The sun is very hot **in** summer. (generally in the summer season)

2. For referring to a general point of time **on** is also used; as in,

- (i) We had a dinner party **on** the 3rd of December.
- (ii) All the schools are generally opened **on** Monday.

When we refer to the latest time at which an action will be finished, **by** is used, as in,

- (i) I shall have finished reading this book **by** 4.p.m.
- (ii) I hope to come back home **by** the next Sunday.

(c) In, into:

in denotes a condition of rest or being inside something.

into shows movement inside something; as in,

- (i) He is *in* bed. (in sleep or resting in bed etc.)
- (ii) My sister is *in* the room. (sitting or resting in the room.)
- (iii) The boy jumps *into* the river.
(jumps into the river and goes down below the surface)
- (iv) My friend comes *into* the room.
(comes in and moves in the room)

(d) on, upon:

There is no explicit difference between *on* and *upon*. But *on* is generally used about something or some person at rest on a surface and *upon* is sometimes used for formal purposes; as in,

- (a) The books are lying *on* the table. (lying without any motion)
- (b) He sat *on* a chair. (sitting at rest on a chair).
- (c) The king sat *upon* the throne. (sitting formally on the throne.)

Sometimes *upon* is used about things in motion, as in,

The cat springs *upon* the rat.

(jumps on the rat and moves his body to catch the rat.)

But, this rule is not always followed now. *On* is often used about things in motion too, as in,

He fell *on* the table.

(e) after, behind:

After refers to *time, order or position*, whereas *behind* refers to *place*; as in

- (i) He came *after* 4 p.m.
- (ii) We ran *after* the cat.
- (iii) The boy was standing *behind* the wall.

(f) in, within, before:

in refers to the end of a period of time, **within** denotes the time before the end of a certain period, **before** refers to a period of time before a certain point of time, as in,

- (i) I shall read the book *in* a day.(during the day and before the end of the day)
- (ii) I shall read the book *within* a week. (before the end of a week)
- (iii) I shall finish the work *before* Monday.(before the end of Monday)

(g) between, among:

between is used generally when we refer to two things or persons, as in,

- (i) I was compelled to choose *between* the two pens.
- (ii) The sugar was divided *between* the two sisters.

Among is used when we refer to more than two persons or things, as in,

- (i) The apples were distributed *among* all the boys.
- (ii) The U.N.O. tries to bring peace *among* the nations of the world.

15.7 Appropriate Prepositions:

Certain Verbs, Nouns, Adjectives and Participles are always followed by some particular **Prepositions**, which are known as **Appropriate Prepositions**.

Let us examine the **Appropriate Prepositions** in the following sentences;

- 1. I acted *according to* my father's advice.
- 2. I shall *abide by* my promise.
- 3. He was *angry with* his brother.
- 4. I have *acceded to* your request.
- 5. He was *acquitted of* murder.
- 6. The child was *admitted to* Nursery class.
- 7. He *abstained from* all drugs.
- 8. I cannot *approve of* your proposal
- 9. I do not have easy *access to* the Principal.

10. The man is *blind of* one eye.
11. The man is *blind to* the defects of his son.
12. I was *born in* a rich family.
13. We should always *beware of* thieves.
14. The foolish boy *boasts of* his new shirt.
15. I cannot *comply with* your request.
16. My friends *congratulated me on* my success.
17. The poor boy was *charged with* theft.
18. He will *call on* me tomorrow.
19. True happiness *consists in* peace of mind.
20. Our team *consists of* only 10 players.
21. Thoibi is *compared with* Helen of Troy.
22. Thoibi is *compared to* a rose.
23. This man *deals in* sugar.
24. His *dealing* with his father is very rough.
25. Let us *dispose of* our old furniture.
26. The Chairman will *dispense with* his services.
27. He is *despaired of* winning the prize.
28. I have been *deprived of* my rights.
29. I have been *exempted from* the payment of the fees.
30. He *enquired of* the man *about* his brother.
31. Don't be *envious of* your friend's success.
32. I am *on good terms with* him.
33. The boy is *guilty of* dishonesty.
34. He is *good at* figures.
35. He will *hinder you from* doing the work.
36. She is *hard up* these days.
37. I do not *hanker after* wealth.
38. This poor boy is an *heir to* a large property.
39. Have you *informed him of* your arrival?
40. My mother *insisted on* my going to school.
41. I do not want to *meddle with* the affairs of others.
42. He has *parted from* his parents recently.
43. She has refused to *part with* this book.
44. It is bad to *quarrel over* trifles.
45. The boy will *refrain from* telling a lie.

46. We *rejoiced at* his success.
47. He is *sensitive to* foul language.
48. Always try to be *true to* your words.
49. Always try not to *yield to* temptation.
50. I have no *zest for* this kind of work

EXERCISES

1. Fill the blanks with suitable Prepositions chosen from those given in the brackets.

- (a) I have been waiting here _____ a long time (since, for)
- (b) The Principal talked to the students _____ 10 and 11 a.m.(between, from).
- (c) The boy was born _____ Uripok _____ Imphal (in, at)
- (d) As he fell _____ debt he sold his house and began to live _____ a small hut _____ a hill. (in , near, into).
- (e) The man was seen standing _____ her (besides, beside)

2. Fill in the blanks with suitable Prepositions:

- (a) The Principal acceded _____ his request.
- (b) Alcohol is injurious _____ health.
- (c) He is used _____ confiding his secrets _____ others.
- (d) The boy is ignorant _____ what he has to do.
- (e) There is no exception _____ this rule.
- (f) Temperance is conducive _____ health.
- (g) This girl is devoid _____ sense.
- (h) The man is capable as a leader but intolerant _____ opposition.
- (i) The final decision rests _____ our father.
- (j) His friends prevailed _____ him to withdraw his resignation.

3. Pick out the Prepositions and the Prepositional Phrases in the following sentences:

- (a) The boy stood on the bench.
- (b) The boy stood in front of the door.
- (c) He is senior to me in respect of experience in the office.
- (d) The Headmaster has sent for the wild boy.

- (e) Sugars sells at 20 rupees a kilo.
- (f) In view of his old age he has not been given any hard work.
- (g) The boat floated down the stream.
- (h) The old man could not call up my name.
- (i) I come here twice a month.
- (j) The rebels were brought under control.

4. Insert suitable Prepositions in the blanks in the following sentences:

- (a) Please do not compare him _____ my father. My father is quite superior _____ him _____ many ways. You will be sure _____ this if you see them together. You can certainly depend my words.
- (b) A child is not able to distinguish _____ good and evil. In the same way death does not distinguish _____ the rich and the poor.
- (c) The teacher looked _____ him angrily and forbade him _____ enter the class room. He suspected him _____ mischief done _____ some other students.
- (d) Last night I was suddenly awakened _____ the piercing cries, " Fire; Fire" I jumped _____ my bed and rushed _____ the scene _____ fire. I was shocked _____ find that _____ the next street the beautiful house _____ my friend was on fire.
- (e) Once Napoleon was camping _____ the north _____ France. He was planning an invasion _____ England. There were _____ his camp several prisoners _____ strict guard.

5. Corrects the errors in the use of Prepositions in the following sentences:

- (a) I refrain to tell a lie.
- (b) We sat under the shade of a tree.
- (c) The teacher was angry upon him.
- (d) It is raining from morning.
- (e) I will take revenge from my enemy.
- (f) What is the time in your watch.
- (g) The boy has been standing on the road from 4 hours.
- (h) My sister said it upon his face.

LESSON 16



CONJUNCTIONS

16.1 Let us examine the following sentences:

- (a) *Bembem* **and** *Lila* are sisters.
- (b) Democracy is a government *of the people* **and** *by the people*.
- (c) *He is poor* **yet** *he is a scholar*.

In (a) the Nouns *Bembem* and *Lila* are joined together by the word **and** in bold letters. In sentence (b) the phrases *of the people* and *by the people* are joined together by the word **and** in bold letter. In the same way in (c) the sentences, *He is poor*, and *he is a scholar* are also joined together by the word **yet** in bold letters. These words in bold letters i.e. **and**, **yet** are linking words and they are known as **Conjunctions**.

A Conjunction is a word which joins together words , phrases and clauses or sentences.

Conjunctions join together sentences and sometime make them more compact.

For example,

The sentence “John is a good boy and Rashid is a good boy” can be re-written in a more compact way, John and Rashid are good boys.”

In this way the sentences have become shorter and more compact with the help of the **conjunction, and**.

The Major Conjunctions are:

and, because, both, but, if, either or, neither nor , otherwise, however, though, therefore, lest, yet. etc.

16.2 **Groups of words are sometime used to do the work of single Conjunctions;** as in,

- (a) Hamlet behaved *as if* he was a mad man.
- (b) Vikram *as well as* Santosh came to our house.

These groups of words functioning as single Conjunctions are known as Compound Conjunctions.

16.3 Some Conjunction are used in pairs, as in,

- (a) *Either* Rani *or* Sita can do the work.
- (b) *Both* Dinku *and* Mari Kom are good boxers.

These Conjunctions used in pairs are known as Correlative Conjunctions.

16.4 The same word may be used as an Adverb, a Preposition or a Conjunction, as in,

- (a) I have seen the girl *before*. (*Adverb*)
- (b) A tall boy sat *before* the girl. (*Preposition*)
- (c) Can you finish reading the book *before* the school closes? (*Conjunction*)

We have also seen already that **Relative Pronouns** and **Relative Adverbs** also join sentences together, as in,

- (a) This is the dog *which* I kicked. (*Relative Pronoun*)
- (b) This is the place *where* I was born. (*Relative Adverb*)

In sentence (a) the word in italics, *which* is a **Relative Pronoun** with its antecedent *dog*. In the same way, in sentence (b) the word, *where* is a **Relative Adverb** with *place* as its antecedent. The point is that in addition to their roles of Relative Pronoun and Relative Adverb they also function as **Conjunctions**. They are not mere **Conjunctions** because a **Conjunction** merely connects words, phrases or clauses. It has no other function in the sentences.

16.5. Classes of Conjunctions:

Conjunctions are divided into two main classes:

- 1. Co-ordinating Conjunctions**
- 2. Subordinating Conjunctions.**

We have learnt that **Conjunctions** are words joining together words, phrases and sentences. Now, these words, phrases and sentences can be of two kinds:

- 1.** The words, phrases or sentences may be of equal rank. They are said to be co-ordinate to each other; as in,
 - (a) **Tomba** *and* **Chaoba** are good friends.
 - (b) **The man is poor** *yet* **he is happy**.
- 2.** The words, phrases and sentences may be of unequal ranks. One must be of a higher rank and the other of a lower rank. The one in the lower rank is said to be **Subordinate** to the other, as in,

I shall come **if** *I have some spare time*.

16.6 Co-ordinating Conjunctions:

By now, we have come to know that a **Co-ordinating Conjunction** is one that joins together words, phrases and sentences (clauses.)

There are four types of **Coordinating Conjunctions**, They are;

(a) Cumulative or Copulative Conjunctions:

These **Conjunctions** simply join words or sentences of equal ranks with a sense of **Cumulation**.

Examples,

- (i) I eat *and* he sleeps.
- (ii) I went to the bazar *and* bought books *and* pens.
- (iii) Sheela *as well as* her younger sister will go to the party.

(b) Alternative or Disjunctive Conjunctions:

These **Conjunctions** denote a *choice* between two alternatives.

Examples,

- (i) *Either* Peter *or* his brother may come to meet me.
- (ii) We should walk fast *otherwise* we will miss the bus.
- (iii) Eat *or* you will become very weak.

(c) Adversative Conjunctions:

These **Conjunctions** denote Opposition or Contrast between two ideas or statements.

Examples,

- (i) She is beautiful *but* (*yet, still*) she is wicked.
- (ii) The boy was guilty , *however* the Principal pardoned him.
- (iii) You can play, *only* don't disturb your mother.

(d) Illative Conjunctions:

These **Conjunctions** denote an *inference* or *illation*.

Examples,

- (i) People do not like him, *for* he is dishonest.
- (ii) Time is very short, *so* let us begin at once.
- (iii) He worked very hard, *therefore* (so, consequently) he stood first.

16.7 Subordinating Conjunctions.

We have already learnt that **Subordinating Conjunctions** join **Subordinate** or **Dependent** clauses to **Main** clauses.

The **Subordinating Conjunctions** may be divided into various types according to the way in which they denote the relationships. They are,

- (a) **Subordinating Conjunctions denoting time**, as in,
 - (i) He had come *before* Tomba left for Kolkata.
 - (ii) My father came *when* he was reading.
 - (iii) You can wait *till* it is night.
- (b) **Subordinating Conjunctions denoting place**; as in,.
 - (i) I know *where* the doctor lives.
 - (ii) You can go whenever and *wherever* you like.
 - (iii) The beggar did not tell us *whence* he came.
- (c) **Subordinating Conjunctions denoting Cause or Reason**; as in,
 - (i) I cannot come to the school *because* I am ill.
 - (ii) *Since* she is ill , I must go to look after her.
 - (ii) *As* she is ill, she cannot come to school.
- (d) **Subordinating Conjunctions denoting Purpose**; as in,
 - (i) The boy works hard *so that* (*in order that*) he may do well in the examination.
 - (ii) My father held my hand *lest* I should fall.
- (e) **Subordinating Conjunctions denoting Condition**; as in,
 - (i) I will go *if* he goes.
 - (ii) *Unless* we work hard, we cannot succeed.
 - (iii) My father helps me *provided* I obey him.
- (f) **Subordinating Conjunctions denoting Comparison**; as in,
 - (i) This boy is taller *than* his brother (is).
 - (ii) He is *as* smart *as* my brother. (is).
- (g) **Subordinating Conjunctions denoting Concession**; as in,
 - (i) *Though* (*although*) he is poor, he is quite happy.
 - (ii) Poor *as* (*though*) *he is, he is* honest.
 - (iii) *Whoever* he may be, I shall fight him.
- (h) **Subordinating Conjunctions denoting Manner or Extent**; as in,
 - (i) He shouts *as if* he were mad.

- (ii) *As far as* I know, he is dishonest.
- (iii) The players were selected *according to* their fitness.

(i) Subordinating Conjunctions denoting Result or Effect; as in,

- (i) He ran *so* fast *that* no one could follow him.
- (ii) He is *such* a rogue *that* everybody avoids him.

Note: *These pairs of words functioning as **Conjunctions** are also called **Correlative Conjunctions**.*

16.8 Correct use of some Conjunctions:

1. As

- (i) *As*, meaning *to the same degree, equally*, as in,
The boy runs *as* fast *as* Romesh.
- (ii) *As*, meaning *because*, as in,
As I have no money I cannot buy the book.
- (iii) *As*, meaning *while*, as in,
As I was eating I saw a rat running across the room.
- (iv) *As*, meaning *in the same way or manner*, as in,
He did the work *as* I said .
- (v) *As*, meaning *though/although*, as in
Poor *as* he is , he is quite happy.

Note: *It will be useful to study the use of the following :
*as if, as though, so as, such as, as yet, as it were, as against, as for, as to, etc.**

2. Since

- (i) *Since*, referring to *after a past time when* , as in,
The girl has grown up *since* I saw her last.
- (ii) *Since*, meaning *because*, as in,
Since he is ill he cannot come to school.
- (iii) *Since*, meaning *from that time till now*, as in,
I have not heard from Modhu *since* he left for Delhi.

Note: *Study the use of 'ever since' and 'since when'.*

3. If

- (i) *If*, meaning *on the condition or supposition that*; as in,
If our teacher comes, I shall go to see him.

- (ii) *If*, meaning *admitting that* or *as*, as in,
If he is rough, he is really kind in many ways.
- (iii) *If* meaning *whether*, as in,
I wonder *if* he will go to meet the girl.
- (iv) *If*, meaning *whenever*, as in,
If I feel uncomfortable I will go away.
- (v) *If*, used to *express wish* or *surprise*, as in,
If I only knew him.

4. **While**

- (i) *While*, denoting *the time that*, as in,
While I was eating in the dining hall, Rakesh was playing outside.
- (ii) *While*, denoting *a comparison*, as in,
Rita drinks tea *while* Ranee drinks milk..
- (iii) *While*, meaning *although*, as in,
While the mother loves her daughter, she does not bother to give her good education.

5. **Than**

Than, used after *a comparative Adjective* or *Adverb*, as in,
The girl is more beautiful *than* her sister.

6. **Lest**

- (a) *Lest* is used as a **Subordinating Conjunction** expressing a negative purpose.
It is equivalent to “in order that---- not”, as in,
He ran away *lest* he should be caught.

7. **Only.**

As a **Conjunction** *only* means *except that, but, were it not that*, as in,

- (i) The girl is very pretty, *only* her complexion is rather dark.
- (ii) The day is warm, *only* it is a bit moist.

16.9 Let us examine the following passage carefully:

My brother is a very hard-working boy. *Actually* he reads for about eight hours in a day. He is quite unhealthy. *Naturally*, we try to give him good food. *However*, he cannot digest the food easily. *Thus*, we make him work less and go for some light physical exercises. *Accordingly*, he gets up early in the morning and does some exercises like jogging and push-ups. *As a result* he *becomes* more healthy and eats the food hungrily. *Ultimately*, he passed the final examination with flying colours and came back home with a healthy smile.

In the passage given above, the words or groups of words in italics provide some link between the different sentences and also between the facts that have been presented by the sentences. Because of the link given the meaning of the passage becomes continuous and sensible. The sentences remain independent but the flow of the expression of the facts in the sentences is logical and continuous because of the use of the words and the groups of words in italics. These words and groups of words are known as **Sentence Linkers or Sentence Connectors**.

The **Sentence Linkers** may establish link between two or more passages also.

Sentence Linkers may be said to do the work of **Conjunctions** in some way. But **Conjunction** and **Sentence Linker** or **Connector** should not be confused. **Conjunctions** may join two or more sentences to form one sentence, but **Sentence Linkers or Connectors** help in maintaining link between different consecutive sentences producing a connection of the ideas given by the sentences.

EXERCISES

1. Underline the Conjunctions in the following sentences.

- (a) There was heavy rainfall and we could not come back home.
- (b) Trust in yourself and do the right thing.
- (c) The boy is intelligent, but he is wicked.
- (d) He is poor, yet he is honest.
- (e) You must eat well, or you will become ill.
- (f) We may go home whenever we like.
- (g) It was quite dark outside, nevertheless we came out to find the source of the sound.
- (h) We must finish eating quickly, otherwise we will be late for the class.
- (i) I was reading while he was playing in the field.
- (j) It became quite windy, so we came indoors.

2. Fill in the blanks with suitable Conjunctions:

- (a) Time _____ tide wait for none.
- (b) _____ he was ill he did not feel hungry.

- (c) He is poor _____ honest.
- (d) He does not work _____ he will fail in the examination.
- (e) He is a strong ,man _____ he is humble.
- (f) You must run faster _____ you will lose the race.
- (g) He will do it _____ he is allowed.
- (h) I wonder _____ he will come.
- (i) He played very well _____ he lost the game.

3. Point out the Conjunctions in the following sentences:

- (a) You must leave home before it is ten.
- (b) I know the place where he lives.
- (c) We could not go out as it was raining.
- (d) Wait here till I come.
- (e) He is rich but miserly.
- (f) I cannot help you , for I am going away soon.
- (g) You are guilty, however you are pardoned this time.
- (h) Though he is strong, I am ready to fight him.
- (i) Not only he but also his brother is smart.
- (j) I asked whether he had come.

4. Fill in the blanks with proper Conjunctions:

- (a) You must help me _____ I am your friend.
- (b) She is more beautiful _____ her sister.
- (c) The test was so easy _____ everybody could do well
- (d) The child cried _____ her mother came back.
- (e) We must think _____ we speak.
- (f) I can go with you _____ he also comes.
- (g) The child followed its mother _____ she went.
- (h) He could not attend his class _____ he was late.
- (i) _____ the test was difficult, I managed to complete it.
- (j) I warned him of danger _____ he did not bother.

5. Join each pair of the following sentences using suitable Conjunctions and making necessary changes.

- (a) I am tall. My brother is short.
- (b) The boy did not succeed. He worked hard.
- (c) The girl is here. The boy is here.
- (d) We must be quiet. We must leave the room.
- (e) We must start at once. We will be late.
- (f) I will bring your book. You wish it.
- (g) I ran to the bus-stop. I missed the bus.
- (h) Men have fought for their country. Men have died for their country.
- (i) I went early to the theatre. I could not get a seat.
- (j) My father must be angry. I have disobeyed him.

6. Correct the following sentences.

- (a) Though he was poor but he was happy.
- (b) He was very kind, if rather rough.
- (c) I asked him that why he was angry.
- (d) Though he burns the midnight oil but he fails.
- (e) Wait for him until I do not come.
- (f) The boy did nothing else than laugh.
- (g) Unless you are ill you must take complete rest.
- (h) This is such a beautiful shirt as I must buy it.
- (i) Unless he does not work hard, he cannot succeed.

7. Fill in the blanks in the following sentences, choosing suitable Linking Words given in the brackets.

- (a) Solomon is a good student. _____, he is a good player. (as well as, besides).
- (b) I rebuked him. _____ he smiled at me. (although, still)
- (c) The boy was always sincere _____ everyone liked him. (because, therefore.)
- (d) I am glad to meet you after a long time. _____ where are you going today?
(moreover, by the way.)
- (e) The boy has done very well in the examination. _____ he should be given a prize. (in any case, actually)
- (f) _____ Romen is very dishonest. That is why people avoid him. (as a result, basically)

LESSON 17



INTERJECTIONS

17.1 Let us examine the following sentences:

- (a) *Hurrah!* our team has won the game.
- (b) *Alas!* my father is no more.
- (c) *Hush!* the boy is reading.
- (d) *Bravo!* it was a fine hit.
- (e) *Fie!* it is a dirty dress.

All the words in italics express some sudden feelings of the speaker. These words are generally called **Interjections**.

When we speak we sometimes **interject** some words or some sounds that express sudden feelings of joy, grief, surprise, approval, rebuke, attention, hatred etc. And these words or sounds are followed by the mark of exclamation (!)

Again, these words or sounds are not grammatically connected with the rest of the sentence.

Thus, an **Interjection** is a word or a sound which expresses sudden feeling of the speaker. Sometimes **Interjections** are used alone, and sometimes they are put at the beginning of a sentence to initiate the expression of the sudden feeling. The following are some **Interjections**:

- | | | | |
|-------|--------------|---|--|
| i. | Ah | - | expressing sorrow, satisfaction, recognition etc. |
| ii. | Aha | - | expressing jubilation, satisfaction, recognition, etc. |
| iii. | Alas | - | expressing grief. |
| iv. | Bravo | - | expressing approval |
| v. | Fie | - | expressing rebuke |
| vi. | Hush | - | drawing attention. |
| vii. | Hey | - | calling for attention |
| viii. | Oh | - | expressing surprise. |
| ix. | Oho | - | expressing jubilant surprise. |
| x. | Ouch | - | expressing pain. |

- xi. **Pooh** - expressing hatred.
- xii. **Tut-tut** - expressing mild disapproval
- xiii. **Uh-ha** - a form of saying yes,
- xiv. **Wow** - expressing great surprise.

Note: 1. There are some groups of words which are also used as **Interjections**, expressing sudden feelings or emotions. Examples, **Ah me!**, **Good Heavens!**, **God Gracious!**, **For shame!**, **Well done!**.etc.

2. Expression like **Good morning**, **hello**, **cheers** may be regarded as greetings and expressions like **Good day**, **Good evening**, **Good bye**, may be called fixed expressions.

EXERCISES

1. What feeling are expressed by the Interjections in the following:
 - (a) Hurrah! our team has won the game.
 - (b) Bravo! he has caught the ball.
 - (c) Fie! a soldier and afraid of fighting.
 - (d) Alas! I have lost everything.
 - (e) Alack! they have failed in the examination.
2. Use the following words or phrases in sentences of your own.
Ah! , Oh! Hush! Pooh! Ah me! Well done! For shame! Good Heavens!

PART - II

LESSON 1



MORE ABOUT VERBS TENSE:

1.0. 'Tense' is associated with the verb.

Look at the following sentences:

1. We generally *come* to school for study.
2. The teacher *comes* to the class regularly.
3. Everyone is *coming* for study.
4. The Principal *came* earlier.
5. He was *coming* for us.

The verb '**come**' is used in different forms . It indicates not only the action but also the time of the action. In English this is called '**tense**'.

Look again at the following sentences:

1. She *is* my mother.
2. She *was* a girl like me.
3. She *has been* helping me.

The underlined verbs express not only '**time**' but the '**state**' as well.

Hence the verbs expresses the time of action, event or state. **Tense** is the basic forms of the verbs used in the expression of time of action, event or state etc.

The English Verb has five basic forms generally,

Look at the following:

1.	1(a)	2	3	4
act	acts	acted	acting	acted
bat	bats	batted	batting	batted
bear	bears	bore	bearing	born
call	calls	called	calling	called
choose	chooses	chose	choosing	chosen

These are grammatically called

Present	Past	Present Participle	Past Participle
1 and 1(a)	2	3	4

2

The two forms - **Present** and **Past** are called Finite forms and they are called **Present** and **Past tenses**.

There are three more **Aspects**-

- | | |
|-----|--|
| (a) | Progressive or continuous |
| (b) | Perfective and |
| (c) | Perfect Progressive or Perfect Continuous |

All these are generally referred to as Tense forms.

1.2 There are two forms in the Present . One is the '**base**' form and the other is '**base + s**'

The **Present Participle** has '**base + ing**' and the **Past Participle** has **-d, -ed, -en, -t** etc.

1.3 There are two general divisions of the verbs:

- (i) Verbs whose Past Tense and Past Participle forms have internal vowel change; and
- (ii) Verbs whose Past Tense and Past Participle form have **-d, -ed, -en**, etc at the end of the verb.
 - (i) is called '**Strong**' or '**Irregular**' verb and
 - (ii) is called '**Weak**' or '**Regular**' verb.

1.4 The **Present Participle** has a regular form. It has 'the base form + ing'.

Examples,

doing, going, reading, writing , etc.

1.5 There are certain other cases of the **Regular verb**.

- (i) Some verbs ending in '**-t**' have the same forms of Present, Past and Past Participle.

Present	Past	Past Participle
burst	burst	burst
cast	cast	cast
cost	cost	cost
cut	cut	cut
hit	hit	hit
let	let	let
put	put	put

- (ii) Some verbs ending in '**-d**' change '**-d**' into '**-t**'

Present	Past	Past Participle
bend	bent	bent
build	built	built

(iii) In certain cases, only the internal vowel is shortened

Examples,

Present	Past	Past Participle
bleed	bled	bled
feed	fed	fed
meet	met	met

1.6 Now, look at the following lists of the two kinds of verb.

1. **Strong or Irregular Verbs** whose Past Tense and Past Participles are formed by changing the vowel:

Present	Past	Past Participle
Abide	abode	abode
Arise	arose	arisen
Awake	awoke	awaken, awaked
Bear (to give birth)	bore	born
Bear (to carry)	bore	borne
Beat	beat	beaten
Become	became	become
Befall	befell	befallen
Beget	begot	begotten
Begin	began	begun
Behold	beheld	beholden
Bid (command)	bade	bidden
Bid (offer)	bid	bid
Bind	bound	bound
Blow	blew	blown
Break	broke	broken
Bring	brought	brought
Buy	bought	bought
Choose	chose	chosen
Come	came	come
Dig	dug	dug
Do	did	done
Draw	drew	drawn

Present	Past	Past Participle
Drink	drank	drunk
Drive	drove	driven
Eat	ate	eaten
Fall	fell	fallen
Fight	fought	fought
Find	found	found
Fly	flew	flown
Forget	forgot	forgotten
Forsake	forsook	forsaken
Freeze	froze	frozen
Get	got	got
Give	gave	given
Go	went	gone
Grind	ground	ground
Grow	grew	grown
*Hang	hung	hung
Hide	hid	hidden
Hold	held	held
Know	knew	known
Lead	led	led
Lie	lay	lain
Lose	lost	lost
Make	made	made
Mistake	mistook	mistaken
Ride	rode	ridden
Ring	rang	rung
Rise	rose	risen
Run	ran	run
See	saw	seen
Shake	shook	shaken
Shine	shone	shone
Shrink	shrank	shrunk

* Having two forms - Hang, hanged, hanged.

Present	Past	Past Participle
Sing	sang	sung
Sink	sank	sunk
Sit	sat	sat
Smite	smote	smitten
Speak	spoke	spoken
Spin	spun	spun
Spit	spat	spat
Spring	sprang	sprung
Stand	stood	stood
Steal	stole	stolen
Stick	stuck	stuck
Sting	Stung	stung
Strike	struck	struck
String	strung	strung
Strive	strove	striven
Swear	swore	sworn
Swim	swam	swum
Swing	swung	swung
Take	took	taken
Tear	tore	torn
* Thrive	throve, thrived	throve, thrived
Throw	threw	thrown
Tread	trod	trodden
* Wake	waked, woke	waked, woken
Wear	wore	worn
weave	wove	woven
Weep	wept`	wept
Win	won	won
Wind	wound	wound
Wing	wrang	wrung
Write	wrote	written

* *Having two Forms*

1.7 List of some **Weak or Regular verbs**:

Present	Past	Past Participle
Bend	bent	bent
Beseech	besought	besought
bleed	bled	bled
Breed	bred	bred
Bring	brought	brought
Build	built	built
Burn	burnt, burned	burnt, burned
Buy	bought	bought
Catch	caught	caught
Clothe	clothed	clothed
Creep	crept	crept
Curse	cursed	cursed
Dare	dared	dared
Deal	dealt	dealt
Deceive	deceived	deceived
Die	died	died
* Dream	dreamt, dreamed	dreamt, dreamed
Dwell	dwelt	dwelt
Feed	fed	fed
Feel	felt	felt
Flee	fled	fled
Flow	flowed	flowed
Hang	hanged	hanged
Have	had	had
Hear	heard	heard
Keep	kept	kept
Kneel	knelt	knelt
Lay	laid	laid
Lead	led	led
* Lean	leaned, leant	leaned, leant

* *Having Two forms.*

Present	Past	Past Participle
* Leap	leapt, leaped	leapt, leaped
* Learn	learned, learnt	learned, learnt
Leave	left	left
Lend	lent	lent
* Light	lighted, lit	lighted, lit
Lie(<i>to speak falsely</i>)	lied	lied
Lose	lost	lost
Make	made	made
Mean	meant	meant
Meet	met	met
Melt	melted	melted
Pay	paid	paid
Prove	proved	proved/proven
Raise	raised	raised
Rend	rent	rent
Say	said	said
Seek	sought	sought
Sell	sold	sold
Send	sent	sent
Sew	sewed	sewn, sewed
Shave	shaved	shaven
Shoot	shot	shot
Show	showed	shown
Sleep	Slept	slept
* Smell	Smelt, smelled	Smelt, smelled
Sow	sowed	sown, sowed
* Speed	sped, speeded	sped, speeded
* Spell	Spelt, spelled	spelt, spelled
Spend	spent	spent
* Spill	spilt, spilled	spilt, spilled
* Strew	Strewed	Strewn, strewed

* *Having two forms*

Present	Past	Past Participle
Sweep	swept	swept
Swell	swelled	swollen, swelled
Teach	taught	taught
Tell	told	told
Think	thought	thought
Travel	travelled	travelled
Weep	wept	wept
Wet	wetted	wetted
Work	worked	worked
Wreak	wrought	wrought

1.8

**The following Verbs have the three forms
(Present, Past, and Past Participle) alike:**

Present	Past	Past Participle
Bet	bet	bet
Burst	burst	burst
Cast	cast	cast
Cost	cost	cost
Cut	cut	cut
Hit	hit	hit
Hurt	hurt	hurt
Let	let	let
Put	put	put
Read	read	read
Rid	rid	rid
Set	set	set
Shed	shed	shed
Shut	shut	shut
Split	split	split
Spread	spread	spread
Thrust	thrust	thrust

EXERCISES

1. Write the five basic forms of the following verbs:

breed, catch, clothe, creep, curse, deal, die, hear, lean, learn, ride, rise, run, sit, win.
--

2. Write a list of ten (10) verbs which do not change their forms in the Past Tense and the Past Participle.**3. Rewrite the following sentences changing the verbs to the Past Tense.**

- (i) He reads every morning.
- (ii) The girl writes very clearly.
- (iii) The bird lays four eggs.
- (iv) The Titanic hits a big iceberg.
- (v) Sachin hits a century.
- (vi) The bird flies in the sky.
- (vii) We go in when the bell rings.
- (viii) A snake bites the boy when he goes inside the jungle.
- (ix) The wind blows when he climbs up the tree.
- (x) The waves rise as the wind becomes strong.
- (xi) The grapes hang upon the highest branch but the fox jumps up only a little.
- (xii) He passes the examination with flying colours as he reads hard.
- (xiii) The bird comes flying miles and miles as winter approaches.
- (xiv) The teacher goes on teaching as the students insist on completing the course.
- (xv) As long as the girl reads , the mother looks at her with a smile.

4. In the following sentences, some verbs are in the Present Tense and some are in the Past Tense.**Change the Present tense to the Past and the Past to the Present.**

- (i) Life is full of trouble.
- (ii) When you want quality education, the environment should be good.
- (iii) The teacher could not do much when their minds were disturbed.
- (iv) They cried for justice, when they spoiled justice.
- (v) The people elected the member who terrorised them.
- (vi) A good student reads and a bad student sleeps.
- (vii) The bird builds the nest with small pieces of wood.
- (viii) She ordered the servant when she lay on the bed.
- (ix) The dog dreams for food as it is idle.
- (x) The grasshopper goes on singing when the ant works.

LESSON 2



MORE ABOUT TENSE

2:0 The **Present** and **Past Tenses** with the different **Aspects** are generally regarded as the Tense forms. The following are the tense in English.

2:1 The Simple Present Tense:

Out of the five basic forms of the verbs, the '**base**' and the '**base +s**' are used to express the **Simple Present Tense**. Some grammarians use the term -**Present Simple**.

Look at the following sentences.

- (i) I *go* to the market.
- (ii) I *find* a woman with a basket on her head.
- (iii) She *carries* vegetables.

When the subject is in the third person and singular number, the verb takes '**-s**' after it. The tense is the **Simple Present Tense**.

2.2 The Simple Past Tense:

Look at the following sentences:

- (i) She *went* home in the morning.
- (ii) She *took* rest for some time.

The verbs show the tense. When the verb is in the Past Tense form, the tense is **Simple Past Tense**

Note: Tense and Time:

*Nowadays, grammarians have different approaches to the study of Tense. 'Tense' is looked upon as the forms of the verbs which have close relation with 'Time'. 'Time' is a universal concept with three divisions- **Past, Present and Future**. But English Verbs have only two tense forms- **Present and Past**. The Progressive and the Perfective aspects are formed with different forms of the verbs '**be**' and '**have**': Future Time is expressed by different forms.*

2.3 Continuous or Progressive Tense

Look at the following sentences

- (i) I am going to school.
- (ii) He is going home.
- (iii) They are going to the school.
- (iv) She is going to Nepal.
- (v) You are going to Imphal.

The combination of the verb 'be+ present participle' of a verb is called **Continuous or Progressive Tense**.

When the form of '**be**' is in the Present tense, this is called **Present Continuous Tense**.

The combination of verb is as follows

(be)	} + present participle of a verb
am	
is	
are	

e.g. (shall) be going
am going
is going
are going etc.

2.4 The present Perfect Tense:

Look at the following sentences:

- (i) They have fought for their motherland.
- (ii) I have written a poem
- (iii) She has brought the book.

The combination of the verbs '**have + Past participle** of a verb is called **Perfect Tense**. When the form of '**have**' is in the Present Tense it is called the **Present Perfect Tense**.

2.5 The present Perfect Continuous Tense:

Look at the following:

- (i) *I have been reading* the book since yesterday.
- (ii) *She has been writing* the book for many days.
- (iii) *We have been learning* English for many years.

The combination of the verb forms is 'have/has + been + Present Participle.' It refers to an action that began at some time in the Past and is still going on. It refers not only to the action in progress but also to its duration. This is called the **Present Perfect Continuous Tense**.

Note : *Some verbs carry the idea of continuity of the action. Such verbs have the same meaning in both the Present Perfect and the Present Perfect Continuous. e.g.*

I.	Present Perfect.	Present Perfect Continuous
(i)	I have lived in Imphal for fifty years.	I have been living in Imphal for fifty years
(ii)	They have waited for years for peace.	They have been waiting for years for peace.
(iii)	The flat has lain vacant for a year.	The flat has been lying vacant for a year.

II. There are certain other cases:

Read the following sentences:

- (i) She has been using my car.
- (ii) They have been eating bread.
- (iii) He has been cleaning the room for one hour in the morning.

The sentences focus on four things:

- (i) The action took place in the past.
- (ii) It has continuity.
- (iii) It has certain duration.
- (iv) It has some relevance with the present.

However, the use of this tense to express an action completed in the past is limited to an action completed in the near past.

Note: *The Present Perfect Continuous Tense does not exist in the Passive.*

EXERCISES

1. Answer the following questions in full sentences each:

- (i) Who is your mother?
- (ii) Where do you live now?
- (iii) When does the sun rise?
- (iv) What do you take for breakfast?
- (v) Where does your father work?

- (vi) What books do you generally read?
- (vii) What games do you play in the morning?
- (viii) How do you spend your evening?
- (ix) What time does your school begin?
- (x) Where do the farmers grow paddy?
- (xi) At what temperature does water turn to ice.?
- (xii) When do you get up in the morning?
- (xiii) What bird do you love most?
- (xiv) What is the state bird of Manipur?
- (xv) Where does Siroy Lily grow?

2. Fill in the blanks with the appropriate forms of Simple Present and Present continuous of the verbs given in brackets:

- (i) It(rain) go in the car.
- (ii) He rarely.....(wear) a coat, but today he(wear) one.
- (iii) I(learn) to drive a car.
- (iv) My scooter (give) a lot of trouble these days.
- (v) Father(read) a newspaper now. He can't(come) out.
- (vi) It seldom (rain) here in December.
- (vii) Someone (knock) . Open the door.
- (viii) The boy usually(come) early.
- (ix) I can't give you this book now, I(read) it.
- (x) He usually(finish) his work quickly.
Today he(seem) to be a bit slow.

3. Fill in the blanks with Present Perfect and Present Perfect Continuous Tenses.

- (i) The girl has got up and(start) reading.
- (ii) He(learn) English for three years only. But he(speak) English fluently.
- (iii) Bina(do) very well at college. She hopes to keep it up.
- (iv) Rajen(break) my hockey stick. He(play) with it this morning.
- (v) The girl(work) at this problem all day. But she(not solve) it yet.
- (vi) Shantibala(read) that book for more than a week.
But she(not finish) it yet.

- (vii) We(always live) in a village. City life is not good for us.
 (viii) The candidates.....(wait) for the interview since ten o'clock.
 The committee(not call) any of them in.
 (ix) We.....(watch) the cricket match since morning. We.....(not take) lunch.
 (x) The water(boil) for half an hour. It(not dry) yet.

2.6 The Past Continuous Tense:

It has been pointed out that when the verb is in the Past Tense form , it is called the **Simple Past**.

Again, it has been explained that ‘ *be + Present Participle* ’ is ‘**continuous tense**’
Look at the following sentences:

	Present	Past
(i)	Indra <i>is</i> making rapid advance.	Indra <i>was</i> making rapid advance.
(ii)	She <i>is</i> reading the book. She <i>was</i> reading the book.	
(iii)	They <i>are</i> going to school.	They <i>were</i> going to school.

When the form of the verb ‘**be**’ is in the Present Tense, it is called ‘**Present Continuous Tense**’ and the form of ‘be’ in the Past tense it is called ‘**Past Continuous Tense**’. In both cases the composition of the verb is ‘**be + Present Participle**’.

2.7. The Past Perfect Tense:

Look at the following sentences:

- When we reached the place people *had already gathered*.
- When the boy came, classes *had already begun*.
- When we got to the station, the plane *had already left*.

It has already been pointed out that ‘*have/has + Past Participle*’ forms the Present Perfect Tense . In the above sentences, the combination of verbs is ‘*had + Past Participle*’. This is the **Past Perfect Tense**.

Compare the following Sentences:

Present Perfect Tense	Past Perfect Tense.
(i) She <i>has prepared</i> it. We can eat now.	She <i>had prepared</i> it, when I came home.
(ii) They <i>have gone</i> on pilgrimage.	They <i>had gone</i> on a pilgrimage when I went to their house.

Past Perfect Tense expresses as a sequence of events in the past. One happened earlier than the other.

This can be expressed by using such words as 'before' and 'after'. e.g.

- (i) The bird flew away before I fired the gun.
- (ii) The boy reached the class after the teacher had started teaching.

This tense is used when we refer to action or happenings which lasted for a period of time in the past and were completed at a point of time in the Past.

2.8. The Past Perfect Continuous Tense:

Look at the following Sentences.

- (i) I had been studying in the school until my tenth year.
- (ii) She had been walking for four hours when the bus came.
- (iii) He had been teaching English for a long time.

Now, the verb combination is 'had + been + Present Participle' When 'had' is used it becomes **Past Perfect Continuous Tense**.

Note: 1. *Some verbs are not generally used in the Continuous Tense. These are generally verbs denoting a feeling or emotion or verbs of knowing, thinking etc. Some of them are the following- feel, know, think, believe, hear, hope, like, love, see, understand, want, wish, wonder, belong, consist, contain, matter, posses, resemble etc.*

However, in certain cases when they express a special meaning some of them are used . e.g. I am thinking about a problem of mathematics.

2. *The Past Perfect Continuous Tense does not exist in the Passive .*

EXERCISES

1. Fill in the blanks with the Past Tense form of the verbs given within bracket:

- (i) I(go) to Nepal last year.
- (ii) We.....(attend) a meeting in Chandigarh some days back.
- (iii) The people(enjoy) the film when they went to the city.
- (iv) They(find) many people in the fair of the previous evening.
- (v) In the past , Manipur(be) a peaceful place.
- (vi) In the days of Roman Empire, Julius Caesar.....(conquer) Britain.

- (vii) During the second World War, the Japanese... (attack) Pearl Harbour.
- (viii) The Americans.....(drop) the atom bomb in Hiroshima during the war.
- (ix) The Manipuris(fight) the British in Khongjom to defend their motherland.
- (x) Paona Brajabashi(lay) down his life for his country.

2. Answer the following questions in full sentences:

- (i) What did you read in the morning?
- (ii) Where did they go for a walk?
- (iii) When did you have breakfast?
- (iv) How did you spend your holidays in summer?
- (v) Why did the people fear to stay at the place?
- (vi) Could you finish your work yesterday?
- (vii) Did he bring an umbrella in the rain?
- (viii) Did they speak English when they went to Delhi?
- (ix) Did she pass the examination in the first division?
- (x) Who built the Taj Mahal?
- (xi) When did the first man land on the moon?
- (xii) Why did you go to the market?

3. Fill in the blanks with the appropriate forms of the verbs given in brackets (Simple Past or Past Continuous).

- (i) The tiger _____ (roam) in the forest when it _____ (see) a deer.
- (ii) The man _____ (sleep) soundly when the bomb blast _____ (wake) him up.
- (iii) The people _____ (shiver) with cold when winter _____ (come)
- (iv) When I _____ (go) to the office, the officer _____ (talk) to his assistant.
- (v) The thieves _____ (divide) the money, when the helpless people _____ (suffer).
- (vi) The meeting _____ (go) on when everything around _____ (crumble).
- (vii) They _____ (break) houses last year and _____ (start) destroying the roads after that.
- (viii) The whole day yesterday, they _____ (listen) to the film songs.
- (ix) While I _____ (stay) in Bharatpur, I _____ (think) of going to the Chitwan National Park.
- (x) When the girls _____ (sing) last evening, everyone _____ (forget) the dinner.

4. Fill in the blanks in the given passage with the Simple Past and Past Continuous forms of the verbs within the brackets.

(i) We _____ (watch) the T.V. last night when we _____ (hear) a noise outside. We _____ (open) the door and _____ (look) out . It _____ (be) very dark and the dog _____ (bark) furiously. We _____ (see) nothing but the noise _____ (grow) louder. Suddenly, we _____ (hear) gunshots and wailing. All noise _____ (stop) again . We _____ (see) gruesome sight in the past and we _____ (want) to be inside our house. We _____ (sit) on the bed when light _____ (go) off.

(ii) Yesterday, as the boy _____ (walk) down the road, he _____ (find) a small dog. The dog _____ (cry) in the cold morning, when he saw it. He _____ (take) up the small dog and _____ (warm) it with his own cloths. When the two _____ (walk) the owner of the dog _____ (come) up. He _____ (thank) the boy and _____ (take) back the dog. A few days later, as the boy _____ (read) in his house, the small dog _____ (come) running to his house.

5. Fill in the blanks with the simple Past or Past Perfect Tense of the verbs given in the brackets:

- (i) When the rain _____ (stop), sunshine (come) to the world.
- (ii) The boy _____ (do) the work when his father _____ (take) rest.
- (iii) When he _____ (go) to the market, everyone _____ (close) the shops.
- (iv) By the end of the innings, Tendulkar _____ (score) a century.
- (v) They _____ (expect) many people but only a few _____ (attend) the meeting at the end.
- (vi) He _____ (teach) in a private school for one year when he _____ (join) the government school.
- (vii) She _____ (complete) the course when she _____ (become) a teacher.
- (viii) When I _____ (reach) the post office, it _____ (close).
- (ix) Last evening the boy _____ (go) to the house of his friend who _____ (already leave).
- (x) After reaching Delhi, we _____ (discover) that we _____ (take) a wrong route.

6. Fill in the blanks with the appropriate form of Simple Past, Past Perfect and Past Perfect Continuous of the verbs given in brackets:

- (i) I ____ (sleep) for two hours before I ____ (get) up.
- (ii) We ____ (wait) for half an hour when the bus ____ (come)
- (iii) The employee ____ (demand) the extension of service. They ____ already (submit) a memorandum.
- (iv) The dacoits ____ (want) a large ransom from the man for which they ____ (already kidnap) him.
- (v) It ____ rain heavily for a week. The tanks and drains ____ (be) overflowing with water.
- (vi) He ____ (drink) heavily for years. No wonder he ____ (have) a heart attack last year. ____
- (vii) People ____ (suffer) for years. They ____ (express) their anger only last year.
- (viii) They ____ (come) to know of it only last month. But it ____ (go) on for years.
- (ix) She ____ (read) for an hour when she ____ (decide) to start writing.
- (x) He ____ (think) of marrying a beautiful girl for years when he ____ (realise) only last year that he ____ (require) money before marriage.

7. Select the correct form of the verb from the two alternatives given within the brackets:

- (i) Thoibi (a) went (b) has gone to Bharatpur yesterday.
- (ii) It (a) is raining (b) has been raining all right.
- (iii) The bus has left before Haokip (a) reached (b) had reached the station.
- (iv) Columbus (a) had discovered (b) discovered America.
- (v) I wish my brother (a) was (b) were here.
- (vi) We (a) had gone (b) went to Rishikesh last year.
- (vii) She (a) has seen (b) saw the cricket match last night.

Lesson 3



THE FUTURE

3.1 English Verbs have five basic forms. Out of these, one form is the ‘base’ and the other is *base + s* which is used in the Third Person Singular Number and the Present Tense. So, the first two forms, *base* and *base + s* are the forms of the Present Tense and the third form “Regular and Irregular” is the Past Tense Form. The other two forms are Present Participle and Past Participle which are generally used with some auxiliary verbs.

Looking at the Verb Forms, English verbs don’t have a **Future Tense** form to express future time. There are various ways of expressing actions and events of the **Future Time**.

The Future Time is expressed by means of

- (i) modal auxiliaries
- (ii) semi -auxiliaries
- (iii) Simple present and
- (iv) Present Continuous.

Look at the following sentences :

- (a) (i) I *shall* go to Pune in January.
- (ii) My daughter *will come* from college in the evening.
- (iii) You *will see* more wonders in the world.

‘Shall’ or ‘Will’ with the bare forms (base forms) of verbs express “Future Time”. Traditionally such constructions have been treated as ‘**Future Tense**’.

Note: *There is no obvious Future Tense in English corresponding to the time/tense relation for present and past. Instead there are several possibilities for denoting future time. Futurity, modality, and aspect are closely related, and future time is rendered by means of modal auxiliaries or semi-auxiliaries, by simple present forms or progressive forms .*

* **Quirk**

(b) Again look at the following sentences:

- (i) The festival begins next Friday.
- (ii) The Minister visits the site of the building next Monday.
- (iii) The wedding is on Wednesday next.

The **Simple Present** form expresses a future event or action. The tense form is present but the time is future.

(c) There is yet another form:**Look at the following:**

- (i) We are going to Ukhul tomorrow.
- (ii) India is playing in the Commonwealth Games next year.
- (iii) They are going on a study tour tomorrow.

The Tense form is the **Present Continuous tense**, but the Time element is 'the Future'. The verb combination is '*be + Present Participle*'.

(d) Look at the following sentences:

- (i) He is going to appear in the H.S.L.C examination.
- (ii) I am going to learn computer.
- (iii) It is going to rain today.

The verb combination is '*be + going to + base form*' of a verb. The combination expresses an action or event of the future. The Time element is the Future Time.

(e) Another form is in the Following:

- (i) The play *is about* to start
- (ii) He *is about* to leave.
- (iii) The *show is* about to begin

The verb combination is '*be + about + infinitive*'. It expresses an action on the point of taking place. The **Time** is '**Future**'

(f) Again look at the following sentences:

- (i) I am to go to Pune for a meeting on Friday.
- (ii) The chairman is to preside over the meeting tomorrow.
- (iii) You are to read hard for the coming examination.
- (iv) She is to be a champion in the game.

The combination is once again '*be + infinitive*'. It expresses an action in future time.

So, 'Future Time' is expressed by different verb combinations. English verbs do not have a separate form for 'Future Tense'. For the Present and the Past the verb has different forms.

EXERCISE

Fill in the blanks with different combinations with the verbs in brackets to express future time.

- (i) India and China _____ (sign) no war pact.
- (ii) The two girls _____ (take) the boy to the market.
- (iii) I _____ (take) a course in dance.
- (iv) Christmas _____ (come) in December.
- (v) Our examination _____ (begin) in April.
- (vi) The postman _____ (come) again in the afternoon.
- (vii) The school _____ (close) during summer.
- (viii) Since there has been flood, we _____ (face) a hard time next year.
- (ix) I _____ (book) two seats if you _____ (come) with me.
- (x) Who _____ (teach) you grammar next year?

FUTURE CONTINUOUS

3.2 (a) Look at the following sentences:

- (i) This time tomorrow, I shall be travelling to Jiri.
- (ii) During Christmas, I shall be staying at Chandel.
- (iii) Haokip will be teaching grammar in the school.
- (iv) Mona Gangmei will be taking the class in the next period.
- (v) Esther Shimray will be making the announcement.

The verb combination is '*shall/will + be + verb in -ing* (Present Participle)'

Examples,

- (i) shall be travelling
- (ii) will be staying
- (iii) will be teaching
- (iv) will be taking
- (v) will be making.

The combination shows the continuing aspect of the action or event in the future: This is the **Future Continuous** or **Future Progressive**.

(b) But look at the following sentences:

- (i) I *shall be visiting* the sea beach during my visit to Mumbai.
- (ii) The Principal *will be taking* his assistant to the meeting.

The verb combination is *shall/will+be+verb in -ing* (the present participle). However, in these examples, it does not express an action or event in progress in the future. It expresses an action that will take place sometime in future.

EXERCISE

Fill in the blanks with 'shall/will+verb' or 'shall/will+be+verb ending in-ing.

- (i) I'm going to Senapati at seven o'clock tomorrow morning. I ____ (meet) some old friends.
- (ii) The student ____ (have) their examination from the tenth of December next year.
- (iii) She ____ (go) to a film with her son in the evening.
- (iv) Mohen ____ (sing) after the dinner.
- (v) The population of India ____ (Grow) into double its present size in the next fifteen years.
- (vi) Some day the whole world ____ (come) under one government.
- (vii) We ____ (move) out of this building as soon as the new building is completed.
- (viii) Someone ____ (wait) for us at the airport when we reach there.
- (ix) Someday, I ____ (be) a police officer.
- (x) More and more people ____ (travel) by air in the days to come.

FUTURE PERFECT

3.3 Look at the following sentences.

- (a) (i) By November we shall have harvested the crop.
- (ii) When you reach the station the plane will have left.
- (iii) India will have become a member by next year.
- (iv) I shall have finished it by January.

The combination of verb- 'shall/will+have+past participle form of the verb is called the **Future Perfect**. It expresses a point of time in the future.

Note: *These forms are used for expression of the time aspect . Nowadays, these are not called **Tense**.*

EXERCISE

Fill in the blanks with the appropriate form of Future Continuous or Future Perfect.

- (i) I _____ (attend) a meeting at Gandhi Memorial Hall at 10 o'clock tomorrow morning.
- (ii) I am saving some money every month to buy a computer. By the end of this year I _____ (save) enough to buy.
- (iii) By the end of this year Shimray _____ (work) in this Hospital for twenty years.
- (iv) He _____ (get married) in January next year.
- (v) Silton _____ (join) the school after graduation.
- (vi) Not many years from now people in several parts of Manipur _____ (get) electricity from the Hydel Power plants. We _____ (build) a number of plants by then.
- (vii) The school _____ (move) into its new building by April next year. The contractors _____ (complete) the building by then.

3.4 The Future Perfect Continuous:

Look at the following sentences:

- (i) By the end of the year, he will have been teaching for forty-two years.
- (ii) By the end of the month I shall have been writing another book.

The construction - shall/will + have + been + present participle - forms the

Future Perfect Continuous.

It expresses a continuous action in the 'Future'. It is normally used with a time expression beginning with - 'by'.

Note: *As pointed out earlier, modern English grammarians consider **Tense** and **Time** to be separate categories. Time is a universal concept having three dimensions - the Past, the Present, and the Future. On the other hand, **Tense** refers to the form of the verb. Progressive and Perfective are aspects. There are ways of expressing the 'Future'. These are not treated as **Tense**.*

LESSON 4



THE USE OF THE TENSES:

The different Tense Forms are used to express different meanings.

4.1 The Simple Present Tense:

- (a) **The tense form is used to express an action which is repeated and becomes a habit.**

Look at the following sentences:

- (i) He goes for a walk every morning at four.
- (ii) She reads everyday late in the night
- (iii) I always take tea without sugar.
- (iv) They take exercise every morning.

The verb form is the **Simple Present Tense**. All the sentences express habitual action.

- (b) **The Simple Present Tense also expresses a present or existing state of affairs.**

Look at the following sentences.

- (i) She works as a teacher in the school.
- (ii) Buses for Lamlong are here.
- (iii) It rains now.
- (iv) Vegetables cost Rs. 10 a kilo in the market nowadays.

All the sentences express a present or existing state of affairs.

- (c) **The Simple Present Tense also expresses timeless present or a Universal Truth.**

Look at the following Sentences.

- (i) The sun rises in the east.
- (ii) The earth is round.
- (iii) Fire is hot.
- (iv) Ice melts in fire.

The sentences express universal truth or habitual fact.

(d) **The Simple Present Tense expresses an action in the future.**

Look at the following sentences.

- (i) The school examination commences on the 15th December.
- (ii) She leaves for Mumbai next week.
- (iii) The President arrives tomorrow morning to visit the Taj Mahal in the evening.
- (iv) The college reopens next month.

The tense is **Simple Present** but it expresses a **future** action.

Note: *The different Tense Forms have been explained in Lesson 2. In this lesson the various uses of the Tense Forms are further explained. It shows interrelation between Verb Forms and Meaning. It will elucidate the distinction between Tense and Time.*

4.2. The Present Continuous Tense:

(The Present Progressive Tense)

The verb -combination is -----

- (i) am + verb + ing = I am going.
- (ii) is + verb + ing = She is reading
- (iii) are + verb + ing = They are writing etc.

The Present Continuous Tense is used to express the following:

(a) **It expresses an action in progress at the time of speaking.**

Look at the following sentences:

- (i) The boys are playing in the field.
- (ii) They are now singing the evening choir.
- (iii) I am reading the newspaper.

These sentences show some action in progress.

(b) **However, look at the following sentences.**

- (i) My daughter is going to Kolkata on Friday.
- (ii) He is attending the class tomorrow.
- (iii) She is leaving for Delhi the next day.
- (iv) The Prime Minister is visiting Manipur very soon.

The idea expressed is some action of the **future**. It is more frequently used than the Present Indefinite for this purpose. It is commonly used in colloquial usage.

Note: *There are certain verbs which are not generally used in the Present Continuous form. These are verbs expressing a 'feeling' or 'emotion' or verbs of 'knowing' 'thinking' etc. such verbs are also called **Stative Verbs**'. Some of them are the following :*

admire, appear, believe, belong, cave, consist, contain, cost, dislike, expect, equal, fact, forget, hate, have, hear, imagine, know, like, love, mean, notice, possess, realise, recall, recognise, remain, remember, resemble, see, signify, smell, taste, think, want, wish, etc.

In the Present Tense, the Indefinite form is generally used . However, in special cases, some of them are also used in the Continuous form.

- (i) I am having all kinds of bad dreams nowadays.
- (ii) He is thinking about a problem of mathematics.
- (iii) They are saying all kinds of things about me.

4.3. The Present Perfect Tense.

(a) The Present Perfect expresses an action just completed.

Look at the following sentences.

- (i) He has finished his breakfast now.
- (ii) I have brought a car.
- (iii) The sun has set.
- (iv) The plane has landed.
- (v) The children have learnt it.

These sentences express an action completed at the present time.

(b) The Present Perfect is often used with 'before' when 'before' means 'sometime in the past.'

Look at the following sentences.

- (i) I have met you before.
- (ii) She has seen me somewhere before.

(c) Sometimes, it expresses an experience which the speaker has had, as in

- (i) I have seen many a girl doing quite well.
- (ii) They have found people working on the hillside.

(d) **Sometime it indicates the future, especially when it is a subordinate clause, as in**

- (i) I shall come there when I have finished my work.
- (ii) They will read their lessons when they have finished their prayer.

(e) **It also expresses a habit when it is used with ‘when’ ‘before’ after’ etc.**

- (i) Do you ever go to bed before ?
- (ii) Do you always go for a walk when you have got up from the bed?

(f) **The Present Perfect is also used to explain an action which began in the Past and which continues until the present . In such cases the word ‘since’ or ‘for’ is always used.**

(i) **Since:**

- | | |
|-------|---|
| (i) | She has not come home since January. |
| (ii) | I have not seen her since December. |
| (iii) | They have been in Bharatpur since 2004. |
| (iv) | He has been in school since ten o’ clock. |
| (v) | Haokip has been a minister since 2006. |

(ii) **For:**

- | | |
|-------|--|
| (i) | She has attended the college for four years. |
| (ii) | I have worked for two years here. |
| (iii) | The lily has bloomed for years. |
| (iv) | She has been ill for a month. |
| (v) | I have been here for several hours. |

EXERCISES:

I. Answer the following in full sentences:

- (i) When do you go to school.?
- (ii) What is the name of your school.?
- (iii) Where is your school?
- (iv) How far is your school from your house?
- (v) Which is the longest river in your state?
- (vi) Which country is in the east of your state?

- (vii) What flower is famous in your state?
- (viii) What are the staple food of your people?
- (ix) What games do you play in your school?
- (x) Who is the Chief Minister of your state?

**2. Fill in the blanks with the correct tense of the verbs in brackets.
Use the Simple Present or the Present Continuous Tense only.**

- (i) I generally _____ rice, but I _____ bread today (eat)
- (ii) The telephone bell _____ again. It sometimes _____ many times (ring).
- (iii) Tendulkar _____ cricket . He _____ for India.(play)
- (iv) The Manipuries _____ fish.. I _____ fish curry now (eat)
- (v) The man who _____ (talk) to me now _____ three languages (speak).
- (vi) She generally _____ jeans but now she _____ salwar. (wear)
- (vii) He seldom _____ (sit) when he _____ (teach).
- (viii) The family generally _____ (spend) their holidays in Shillong but this year they _____ (go) to Shimla.
- (ix) Shimray _____ (come) to see me this evening.
- (x) Guite _____ (join) the college soon.

3. Fill in the blanks with correct forms of the Present Perfect tense and the Simple Past tense:

- (i) She _____ (buy) a new mobile handset.
She _____ (buy) it yesterday.
- (ii) We _____ (see) the photograph of the man.
We _____ (see) it in the newspaper sometime ago.
- (iii) I don't know coca-cola _____ (taste) like.
I _____ (taste) it before.
- (iv) Since they _____ (start) the fight for a cause, they _____
(follow) a strict discipline
- (v) It _____ (rain) for a month. It _____ (stop) now.
- (vi) India _____ (be) Independent since 1947.
- (vii) Every road in the city _____ (dig) up.
- (viii) She _____ (teach) in the school for two years.
- (ix) My daughter _____ (leave) for Nepal.
- (x) I _____ (write) the letter, but I _____ not _____ (send) it.

4.4. The Present Perfect Continuous Tense.

The combination of the verb is - has/ have + been + present participle form of a verb.

Examples,

- (i) have / has been singing
- (ii) have/has been praying
- (iii) have/ has been reading
- (iv) have / has been writing etc.

The tense refers to an action that began at some time in the past and is still going on.

The focus is on the action in progress as well as on its duration.

Look at the following sentences.

- (i) I have been living in Imphal for sixty years.
- (ii) He has been teaching English for forty years.
- (iii) He has been attending school for five years.
- (iv) It has been raining for three days.
- (v) They have been making the road for many years.

The sentences express an action which began in the past but still continuing.

Note: *The Tense is not used in the Passive Voice*

EXERCISE

Fill in the blanks with the correct form of the Present Perfect Continuous tense of the verbs within brackets.

- (i) My daughter ____ (do) very well in her class.
- (ii) Renedy ____ (play) football for many years.
- (iii) For the last six days, he ____ (take) the medicine.
- (iv) I ____ (read) the lesson for three days.
- (v) The M.L.A. ____ (visit) Delhi several times.
- (vi) Shantilata ____ (take) care of her daughters.
- (vii) He ____ (work) on the mathematical problem for a year.
- (viii) Ibocha ____ (teach) science for many years.
- (ix) We ____ (live) in the village for three days.
- (x) The people ____ (waiting) for good water for years.

4.5. The Past Indefinite Tense (Simple Past)

Look at the following sentences

- (i) We *went* to the National Library last year.
- (ii) There *were* many books on different subjects.
- (iii) We *could not read* for a long time.
- (iv) The books *kept* us spellbound.
- (v) We *came back* with the intention to go back again.

The action is of a past time. This is the most common use of the Simple Past. Very often the past time is indicated by an adverb e.g. last year, yesterday, in addition to the past tense form of the verb.

4.6 The Past Indefinite Tense (The Simple Past) is also used to express habitual action in the past.

Look at the following sentences.

- (i) In winter, I collected fuel everyday.
 - (ii) During the rainy seasons he suffered much.
- The example above show a habitual or repeated action in the past.
Some more examples are given below:

- (i) He never drank wine.
- (ii) The man always carried an umbrella.
- (iii) Whenever people became angry, he kept quiet.

In narration and telling stories, the **Simple Past Tense** is often used.

Look at the following:

- (i) Once upon a time there *was* an old cat. He *wanted* to eat the birdies on a tree. He *pretended* to be a monk. etc.
- (ii) Khamba *went* in search of the tiger at Khoirentak. Nongban *followed* him. But they *went* to different sides. Khamba *found* the corpse of the unfortunate girl killed by the tiger. He *remembered* his own poor sister. Tears *flowed* down from his eyes.

The italicised verbs are in the Simple Past Tense.

Note: In special circumstances, the Past Tense can be used to refer to the Present;

Did you want to speak to me ? (Do you ant.....)

I wondered whether you would help me. (I wonder.....)

* *Communicative English Grammar, p.68*

EXERCISES

1. Fill in the blanks with the Simple past tense forms of the verbs within brackets:

- (i) I _____ (stay) in Hyderabad for two years.
- (ii) The boy _____ (go) to Churachandpur yesterday.
- (iii) The bird _____ (build) a nest last summer.
- (iv) She _____ (pass) her H.S.L.C Examination last year.
- (v) There _____ (be) a good harvest in the past.
- (vi) Australia _____ (defeat) India in the last World Cup.
- (vii) She _____ (read) the book carefully.
- (viii) The drama _____ (begin) late.
- (ix) The children _____ (play) football.
- (x) The rain _____ (stop) in the evening.
- (xi) I _____ (sell) my car as I _____ (need) money.
- (xii) We _____ (visit) Pune for a conference.
- (xiii) I _____ (take) many photograph at the Gateway of India.
- (xiv) She _____ (make) a stroll at Marine Drive.
- (xv) In 2007 we _____ (enjoy) the beauty of Shillong.
- (xvi) They _____ (meet) at Rishikesh for the work.
- (xvii) People _____ (want) to visit Kachai.
- (xviii) The orange festival of Tamenglong _____ (attract) people from far and near.

2. Make as many sentences as possible from the following:

I	went to Chandel	last year.
The Chairman	retired from service	five years ago.
She	returned from Mumbai	in February.
The boy	read the novel	in 2001
They	bought the house	happily.

4.7. The Past Continuous Tense:

(a) **The tense is used for past actions which continued for some time.**

Look at the following sentences:

- (i) I was reading newspaper at 7 in the morning.

- (ii) The girl was going to school in the morning.
- (iii) He was driving the car very fast.

(b) Sometimes it is used without a time expression.

Look at the following sentences.

- (i) The water level was rising.
- (ii) The sea was rising.
- (iii) It was getting darker.

(c) Very often the Past Continuous Tense is used in combination with the Past Indefinite Tense to show that an action was continuing at a time when a new action happened .

Look at the following:

- (i) We were reading when he came in .
- (ii) I was sleeping when you called me.
- (iii) When I was roaming in the market, I met him.
- (iv) The boy saw the man when he was going in a train.
- (v) The roof leaked when it was raining.

The verb in the Past Continuous Tense may come either before or after the verb in the simple Past Tense.

EXERCISE

I. Fill in the blanks with the right forms of the verbs given in brackets.

Change the verbs to simple Past or Past Continuous.

- (i) The boy _____ (swim) in the river.
Suddenly he _____ (see) the big turtle.
- (ii) It _____ (rain) when I _____ (go) to school
- (iii) As I _____ (talk) to Shantilata, the telephone _____ (ring)
- (iv) While we _____ (stand) at the bus-stop, Gangte _____ (come)
- (v) The accident _____ (happen) while the bus _____ (come) from Ukhurul.
- (vi) The boy _____ (score) the goal when the defender _____ (chase) him
- (vii) The light _____ (go) out when she _____ (read)
- (viii) The bird _____ (hit) the plane when it _____ (land)

- (ix) I _____ (sleep) soundly when a shout in the street _____ (wake) me up.
(x) The students _____ (write) when the teacher _____ (dictate) the lesson.

4.8. The Past Perfect Tense

- (a) **The Past Perfect Tense is used to refer to the earlier of two actions in the past .**

Look at the following sentences.

- (i) The bus *had left* when we reached the place.
(ii) When I came, she *had gone* to Imphal.
(iii) He *had found* the pen before the examination
(iv) We *had reached* the school before the rain came.
(v) The girl *had come* to the school when the teacher started the class.

In all these the time sequence is of earlier and later events. The Past Perfect tense is used to refer to the earlier one of the two.

- (b) **The Past Perfect can be used for an action which stopped before the time of speaking.**

Look at the following sentences.

- (i) I had published a book on Applied Linguistics ten years ago.
(ii) By 11.30 they had finished the ceremony.
(iii) He had left his suit case in the morning bus.

- (c) **Again look at the following sentences:**

- (i) I wish I hadn't wasted my time.
(ii) I wish I had listened to my teacher.
(iii) I wish I had read more etc.

In these sentences, the **Past Perfect Tense** is used to express an unfulfilled wish relating to the past.

EXERCISE

Fill in the blanks with Simple Past or Past Perfect Tense of the verbs given in brackets:

- (i) When I _____ (go) to Tamenglong, they _____ (sell) all the oranges.

- (ii) The girls _____ (reach) Sendra in the morning. But the people _____ (leave) the place earlier.
- (iii) The student _____ (listen) to the advice of the teacher.
- (iv) When Purnima _____ (go) for the medical test they _____ (close) the centre.
- (v) Asha _____ (want) a telephone call but her friend _____ (leave) the place.
- (vi) Gangte _____ (try) to catch the bus but it _____ (leave) the station earlier.
- (vii) When Hungyo _____ (meet) his friend, the film _____ (start).
- (viii) Bimol _____ (contact) Singson but the latter _____ (go) to Ukhrul.
- (ix) Esther _____ (consult) Suchitra but the latter _____ (find) the result earlier.
- (x) When I _____ (enter) the Post office , the Postmaster _____ (leave) the office.

4.9 Past Perfect Continuous:

- (i) I *had been writing* the book when I decided to teach English.
- (ii) She *had been trying* to get a job.
- (iii) Ibomcha *had been reading* hard.

The tense is used for an action that began before a certain point in the past and was still going on. It is not used in the Passive voice.

EXERCISE

Give the Past Perfect Continuous Form of the verbs within brackets:

- (i) The little boy _____ (skip) for half an hour in the morning.
- (ii) The girl _____ (read) the book for some time.
- (iii) I _____ (work) on the freedom for a long time.
- (iv) Shanti _____ (wait) for the bus for an hour.
- (v) It _____ (rain) heavily for a week.
- (vi) We _____ (climb) the hill for two hours.
- (vii) The dacoit _____ (attack) the buses along the national highway.
- (viii) He _____ (smoke) for the last year until he saw the advertisement.
- (ix) They _____ (cut) the trees for years.
- (x) People _____ (eat) raw food until the discovery of fire.

4.10 THE FUTURE

English verbs do not have a distinct form of the **Future Tense**, but there are different ways of expressing '**Future Time**'.

Note : (*Refer to lesson 3. The Forms have been discussed. Because of the subtle difference in the concept of Tense and Time, the usage is explained here. The verb forms are repeated for the sake of elucidation of the distinction between form and meaning*).

Look at the following:

- (i) I *shall* teach English to the students
- (ii) He *will* go home after school.
- (iii) They *will* make their houses clean.

The combination of '*shall*' and '*will*' with the bare forms of the verb make prediction or future action. Grammarians used to refer to it as a form of the Future Indefinite.

4.11. The Present Continuous Tense form also indicates a future action.

Look at the following sentences:

- (i) I *am going to* appear in the High School Leaving Examination.
- (ii) We *are going for* a picnic tomorrow.
- (iii) Everybody *is giving* notice for a strike.

The sentences express future action. Tense is Present Continuous but the time expressed is Future.

4.12. The idea is expressed in another form.

Look at the following:

- (i) My daughter *is going to be* a doctor.
- (ii) It *is going to* rain.
- (iii) I *am going to be* a good citizen.
- (iv) Only honest people *are going to help* the people.
- (v) They *are going to build up* the society.

The construction, '*be + going to + base form of verb*' expresses a future action.

4.13. Again look at the following sentences:

- (i) It *is about to* rain.
- (ii) He *is about to tell* the truth.

- (iii) The bell *is about to ring*.
- (iv) They *are about to bring* peace.
- (v) The communities *are about to love* one another.

The construction, '*be + about to + base form of verb*' also expresses a future action or event which is on the point of taking place.

4.14. There is another constructions.

Look at the following.

- (i) She *is to go to* Pune for a conference.
- (ii) The Headmaster *is to go to* the Board for the examination.
- (iii) The girl *is to sit in* the examination.
- (iv) She *is to come* again to the school.
- (v) The boy *is to help* his old parents.

This construction, '*be + to + base form of the verb*' also expresses a future event.

MORE EXERCISES FOR FUTURE TIME EXPRESSION

1. Fill in the blanks with suitable verb Constructions that express future time.

- (i) She _____ (return) from the school after the class.
- (ii) The school _____ (open) next Monday after the summer vacation.
- (iii) The school examination _____ (begin) in the month of March next year.
- (iv) Everybody _____ (come) to the function next Friday.
- (v) The Christians _____ (celebrates) Christmas from December next.
- (vi) Everyone _____ (take) part in the coming Christmas.
- (vii) The Muslims _____ (go) to observe fast during the month .
- (viii) Every community _____ (take) part in the function.
- (ix) We _____ (live) in peace and harmony.
- (x) They _____ (leave) for Jiribam next morning.

2. Fill in the blanks with -shall/will + be + present participle.

- (i) She _____ (sing) on the radio.
- (ii) I _____ (meet) my friends in Nepal.
- (iii) They _____ (live) together in Manipur.
- (iv) Purnima _____ (go) to Delhi for higher studies.
- (v) Shantilata _____ (come) to my house for learning English.
- (vi) The students _____ (sit) together in the class.
- (vii) If _____ (rain) in July in Manipur.
- (viii) They _____ (grow) lemons in Grehang.
- (ix) The people _____ (fish) in Loktak.
- (x) The young people _____ (think) of the future of Manipur.

3. Fill in the blanks with the Future Perfect forms of the verbs given in brackets.

- (i) I am saving some money every month to buy a bicycle. By the end of the year _____ (save) enough money to buy one.
- (ii) You _____ (come) to the new school next year by this time.
- (iii) You _____ (know) your results before your summer holiday begin.
- (iv) The school _____ (move) into its new building by April next.
- (v) By the end of this year he _____ (work) in this school for ten years.
- (vi) She hopes they _____ her at the airport by 11 a.m. (received)
- (vii) Rima surely _____ Kathmandu by now (reach)
- (viii) By next year Sarita _____ five Hindi Films (see)
- (ix) She saves Rs 20 a months and she started it in January.
So by the end of the year she _____ (save) Rs 240.
- (x) By the end of this year, many of the problem _____ (solve)
- (xi) By the time you reach school classes _____ (close)
- (xii) You _____ read the letter I wrote last year.
- (xiii) Biren hopes they _____ the house by next Monday (repair).
- (xiv) By the time you reach the place, the meeting _____ (start).

LESSON 5



THE SEQUENCE OF TENSE

5.1 Look at the following sentences.

- (i) I *think* that she *will pass* the examination.
- (ii) She *came* here when I *went* to the school.
- (iii) Bina *found* that the bus *had left*.
- (iv) Shanti *came* to me as she trusted me.
- (v) I *realize* that the subject *is* not difficult.

In sentences, where there is a subordinate clause, there is a relation of the tenses of the verbs in the Principal clause and the Subordinate clause. The tense of the subordinate clause is influenced by the tense of the Principal clause. This process is generally referred to as the **sequence of tenses**.

5.2 Normally, a Present Tense in the Principal clause does not affect the tense in the subordinate clause. It may be followed by different tense forms.

Look at the following sentences.

- (i) The boy *thinks* that mathematics is difficult.
- (ii) She says that Sharma *taught* them mathematics.
- (iii) I tell them that he *will teach* them English.
- (iv) Bony says that he *has been teaching* English.
- (v) Shanti knows that he *was teaching* History in the class.

5.3 However, look at the following sentences.

- (i) Shimray *came* in the bus when it *was raining*.
- (ii) Kamei *thought* that it *would rain*.
- (iii) Bimol *had read* all that *was good*.

When the tense in the Principal clause is **past**, it is generally followed by a **past tense**.

5.4 Certain expressions which are treated as universal truth or habitual fact are not affected by the rule. Look at the following.

- (i) Our teacher *taught* us that the earth *moves* round the sun.
- (ii) We *knew* that ice is cold.
- (iii) The old man *had told* us that the sun always *rises* in the east.

.Note: *The rule does not affect infinitive and gerunds. e.g.*

- (i) Kamei *wants* to *study* English.
- (ii) Kamei *wanted* to *study* English.
- (iii) Rai *likes* *teaching*.
- (iv) Khan *liked* *writing*.

EXERCISE

Fill in the blanks with appropriate Tense forms of the Verbs within brackets:

- (i) She says that the sun _____ (rise) in the east.
- (ii) When he _____ (come) home, it was dark.
- (iii) He went to Ukhurul when the cherry _____ (bloom)
- (iv) Bony wrote the answer which _____ (be) asked in the question.
- (v) Our teacher told us that the earth _____ (be) round.
- (vi) Thoi said that the plane _____ (land) at Kathmandu.
- (vii) Many brilliant students had gone outside as they ____ (want) peaceful studies.
- (viii) They lost their mental development as they _____ (pursue) material gain.
- (ix) The newspaper published the article when the country _____ (shiver) in cold.
- (x) The teacher taught the students that ice _____ (be) cold.

LESSON 6



THE CONDITIONAL TENSE

6.1 Look at the following sentences:

- (i) If you pass the examination, your teacher will be happy.
- (ii) If you work hard, you will succeed in life.
- (iii) If you follow a principle, people will respect you.

These are two parts in the sentences- The if-clause and the main clause.

There are different types of conditional sentences:

The verb in the if-clause' is in the Present tense, the verb in the Main Clause a combination shall/will + base form of verb.

Examples,

- (i) If you read, you will pass.
- (ii) The dog will bark if you throw a stone.

There are other variations :

- (a) **It may be- 'if+ present may be followed by 'may/might' clause.**
 - (i) If there is a blockade, the examination may/might be postponed.
If expresses possibility.
- (b) **if + present' followed by 'must, should or some other expression of 'command' or 'request' or 'advise'.**
 - (i) If you want to join us , you must/ should avoid bad habit.
 - (ii) If you want to join us you had better avoid bad habit
- (c) **'if-clause' + present followed by another present**
 - (i) If you water the flower blooms.
 - (ii) If demand rises, price increases.
 - (iii) If you heat ghee, it melts.

6.2 The 'if -clause' is in the Past Tense, the verb in the main clause is also in the Past Tense.

- (i) If someone threatened you, you would inform the police.
- (ii) If I had some money I would lend to Deepak.

It expresses a supposition.

6.3. (a) In certain cases, the verb in the 'if-clause' is in the Past Perfect Tense, and the verb in the main clause is also in the Past Perfect

Examples

- (i) If I had known that Mona was cheating, I would have avoided.
- (ii) If Deepak had not taken my money, he would not have sent his daughter to China.

(b) 'could' or 'might' may be used instead of 'would'.

Examples

- (i) If I had known Deepak earlier, I could have stopped him.
- (ii) If I had known Memma earlier, I might have stopped her.

(c) The Past Perfect Continuous can be used in the 'if-clause'.

Examples

- (i) I was doing regular exercise. If I hadn't been doing it I would have been suffering.
- (ii) Memma was working with Deepak. If they had not been working together, they would have been bankrupt.

OTHER VARIATIONS:

6.4 *if + were and inversion, of subject and auxiliary.* Occasionally *if + was* can be used but in formal English 'were' is more common:

Look at the following:

- (i) If I was/were given it I would take it.
- (ii) If she was/were here she'd known it.
When the auxiliary is placed first 'were' not 'was' is used.
- (i) Were I Deepak I would not do it.
- (ii) Were I Sorojini, I would be full of shame.

6.5 unless + affirmative verb:**Look at the following**

- (i) Unless you work hard you will be poor.
- (ii) Unless you stop me, I will ask the question.
- (iii) Unless somebody stops it Manipur will be ruined.

6.6 if only + present tense/ will express hope :

- (i) If only he comes in time, everything will be solved.
- (ii) If only I listen to her, my mind will be peaceful.

EXERCISE

1. Fill in the blanks with the correct forms of the verbs within brackets:

- (i) If Shanti comes, I _____ (help) her.
- (ii) If it rains, the ground _____ (be) wet.
- (iii) If I go to France, I _____ (speak) French.
- (iv) She _____ (buy) a car, if she has money.
- (v) I _____ (tell) his name, if I knew it.
- (vi) He _____ (attend) the meeting, if he hadn't been busy.
- (vii) You could have met him if you _____ (come) early.
- (viii) Gangte _____ (miss) the bus if he hadn't taken a taxi.
- (ix) _____ (be) I a rich man, I wouldn't use the scooter.
- (x) What would you do if your house _____(be) on fire.

2. Supply the main clauses with any possible form:

- (i) If it rains _____
- (ii) If I were God _____
- (iii) If the people are lazy _____
- (vi) If you would like to read _____
- (v) If only the people worked hard _____
- (vi) Had you obeyed the orders _____
- (vii) Had you read hard.

LESSON 7



NON-FINITE VERBS THE INFINITIVE

7.1 THE INFINITIVE

Look at the following sentences:

- (i) The students come *to learn*.
- (ii) Birds want *to fly*.
- (iii) She hopes *to get* a gold medal.
- (iv) He went *to get* a medical degree.
- (v) I went *to help* her.

The verbs with 'to' are called '**Infinitives**'. But the infinitive may be used with or without 'to'.

Look at the following:

- (i) I saw the little girl (to) go home.
- (ii) You need not (to) worry.
- (iii) Let her (to) come.

In these cases, 'to' is omitted. There are certain other cases where 'to' is omitted before the base form of the verb. The full infinitive consists of two words ____ 'to' + verb. When it is used without 'to' it is referred to as 'bare' infinitive.

The following are cases where the sign of the infinitive is omitted.

- (i) After the verbs, '*dare, feel, hear, active, need, please, see*' in the active voice
e.g. I dare say this. I need not go.
- (ii) After the auxiliaries, '*can, do, leave, may, must, shall, should, will, would, etc.*
e.g. I can (to) go.
- (iii) After *would/sooner*.
e.g. I would rather (to) wait till tomorrow.
- (iv) After *had better*
e.g. I had better (to) go.

7.2 Uses of Infinitive:

The infinitive can be used as-

- (i) The subject of a verb:
To find fault is easy.
To waste your time is not good.
To be absent from the class is bad.
- (ii) The object of a verb.
She likes to sing.
He wants to swim.
- (iii) The complement of a verb:
He seems to be proud.
The magistrate ordered him to be punished.
Everyone saw him go.
- (iv) Sometimes it is used as the object of the prepositions

- <i>about, but, except, than</i> etc.
--

Examples

She is about to become a doctor.
I can't but (to) praise you for your work.
When I met her she did nothing than (to) smile.

- (v) There is also an absolute use of the Infinitive

Examples

Now, what to do?
To speak the truth, I hate both the husband and the wife.
To be brief, the job is well done.

7.3 Split Infinitive

Look at the following sentences:

She requests me to kindly help her.
The boy wanted us to carefully pull him up.
The girl tried to skillfully write it.

The verb and the sign of the 'Infinitives' are separated by a word. The more acceptable construction should be-

She requests me to help her kindly.
The boy wanted us to pull him up carefully.

The girl tried to write it skillfully.

To split infinitive and the verb is regarded as a bad style.

However, there is occasional use of the 'Split Infinitive'.

7.4 The Infinitive has also passive form.

Look at the following;

to do	to be done.
to sing	to be sung.
to invite	to be invited.
to perform	to be performed
to write	to be written

Note: More of it will be in the lesson for voice.

7.5 There are many nouns which can be followed directly by the infinitive.

Look at the following.

- (i) She has *ability to perform* satisfactorily
- (ii) I have an *ambition to become* an I.A.S Officer.
- (iii) He made an *attempt to pass* the examination.
- (iv) They made a *demand to pay* the money.
- (v) He made an *offer to build* my house. etc.

Some other nouns are - **desire, determination, decision, eagerness, effort, failure, plan, promise, refusal, request, scheme, willingness, wish** etc.

EXERCISES

1. Fill in the blanks with appropriate infinitives.

- (i) I advise her ____ to school.
- (ii) The teacher told me ____ the book.
- (iii) He asked me ____ the picture.
- (iv) We were glad ____ him yesterday.
- (v) You ought ____ more careful.

- (vi) They forced him ____ the work.
- (vii) He used ____ in the morning.
- (viii) The place is too far ____.
- (ix) The problem is too difficult ____.
- (x) There is a lot of work ____.
- (xi) The girl wanted ____ English.
- (xii) They decided ____ the tour.
- (xiii) I went to the library ____ the book.
- (xiv) She is glad ____ to her home town.
- (xv) The police used tear gas ____ the crowd.

2. Combine the following sentences by using infinitive.

- (i) The boy went to school. He learnt geography.
- (ii) The school closed early. It was for organising a debating competition.
- (iii) She came very early. It was for going to Sugnu.
- (iv) I build a small house. I want to keep my dog in it.
- (v) Everyday I used to go for a walk. I wanted to improve my health.
- (vi) Santi has a big bag. It is for carrying her books.
- (vii) Bina met Esther in the morning. They wanted to read the lesson together.
- (viii) I am very busy. I cannot join the function.
- (ix) It was very dark. He could not see anything.
- (x) She was very angry. She could not speak.
- (xi) They are very tired. They could not walk.
- (xii) The boy was very late. He could not catch the bus.
- (xiii) They are lazy. They will not do the work.
- (xiv) The children collected the species. They will experiment with the species.
- (xv) The intelligent students read the books. This supplements their knowledge.

LESSON 8



NON-FINITE VERBS (CONTD.)

(A) PARTICIPLES

(B) GERUNDS

8.1 It has been pointed out that English verbs have five forms generally. as in Lesson 1. The third form has 'ing' at the end of the verb.

Look at the following:

1	2	3	4
take	took	<i>taking</i>	taken
go	went	<i>going</i>	gone
come	came	<i>coming</i>	come

The verb ending in 'ing' is generally referred to as the Present Participle.

Look at the following sentences:

- (i) She is *reading* the book.
- (ii) The little bird is *making* a nest.
- (iii) It is *raining* heavily.
- (iv) The wind is *blowing* gently.
- (v) Water is *flowing* in the river.
- (a) The verbs are formed by adding 'ing' to the base.
- (b) They express actions not completed.
- (c) They function as verbs and adjectives.

8.2 On the other hand Past or Perfect Participles express an action completed.

These are formed by adding '*-ed, -d, -t, -en, -n, -ne*' to the verb.

Examples

- (i) The boy has decided to do the work.
- (ii) The girl has learnt it.
- (iii) The man has done the work.
- (iv) I have taken the book.
- (v) He has lost his mobile phone.

8.3 The Present Participle is used-

(i) to form continuous tenses e.g.

She *is reading*

Kamei *is writing* a book.

Yumjao *is leading* the rally.

(ii) But look at the following sentences

I read an *interesting* book.

Don't get off the *running* train.

They love the *playing* children.

In these sentences, the participles are functioning as Adjectives.

(iii) In certain cases, the Present Participles function as adjectives which are complements of verbs e.g.

The book is *interesting*.

This rain in winter is *surprising*.

The football match was *exciting*.

The Present Participles are subjective Complements.

(iv) These can become objective complements as well.

Look at the following sentences.

We found the girl reading in the library

He taught me speaking English.

Their action leaves me thinking.

The Present Participles function as Objective Complements in these sentences.

(v) Present Participles can combine sentences.

Look at the following

(a) She goes inside. She brings a cup of tea

= Going inside, she brings a cup of tea.

(b) I took off my shoes. I went inside the temple.

= Taking off my shoes, I went inside the temple.

(c) The surrounding is peaceful, I can study well.

= The surrounding being peaceful, I can study well.

(d) He went out. He cursed the people.

= He went out cursing the people.

(e) They drove the bike fast. It produced a lot of smoke.

= They drove the bike fast, producing a lot of smoke.

(vi) **The Present Participle is used in absolute construction.**

Look at the following:

Frankly speaking, films have changed the moral of the people.

Briefly speaking, society is drifting away.

EXERCISES

1. Rearrange the following into sentences:

- (i) the dry leaves/ found/ flying away/we.
- (ii) the powdery snow/ gently/ on the earth/falls/ in winter.
- (iii) dancing in the lawn/they/small girls/will see.
- (iv) something /smell/cant you/burning?
- (v) the students/kept/laughing/the teacher.

2. Fill in the blanks with one of the verbs in the Present Participle form:

Criticise, help write , think, beg, watch, read, chase, play, waste.

- (i) She sat there ____ the harmonium.
- (ii) I ate my breakfast ____ the newspaper.
- (iii) They set in the room ____ the T.V.
- (iv) The little girl ran ____ the peacock
- (v) The old man went ____ from door to door.
- (vi) She lay in bed ____ about the problem.
- (vii) The man spends his time ____ books.
- (viii) The young boys are roaming ____ their time.
- (ix) Nowadays, we find everybody ____ the government .
- (x) We saw the doctor ____ the patient.

3. Combine the following pairs of sentences using a Present Participle each:

- (i) There was no electricity. The students read by candle light.
- (ii) It was hot inside the bus. They opened the windows.
- (iii) There was heavy rain. They carried umbrellas.
- (iv) The children saw the teacher. They were glad.
- (v) They went to the school. They met the teacher.
- (vi) She took her bag. She put in the materials.

- (vii) He understood the signal. He followed his father.
- (viii) They listened to the lecture. They knew the lesson.
- (ix) They climbed the mountain. They saw the beauty of the flower.
- (x) We went to Tamenglong. We saw the beauty of the orange grove.

8.4 THE GERUND

The Gerund has exactly the same form as the Present Participle:

Verb + ing.

Look at the following:

- (i) *Walking* is a good exercise.
- (ii) I like *reading*.
- (iii) She is fond of *singing*.
- (iv) There is no point in *waiting*.
- (v) I am tired of *arguing*.

The verb ending in '**__ing**' is used as a noun. This is generally called '**Gerund**'.

It may be used as

- (a) the subject of a verb:
Swimming is a good exercise.
- (b) the object of a verb:
I learn *swimming*.
- (c) the object of a preposition:
I am fond of *eating*.
- (d) the complement of a verb:
It is a capital *saying*.
- (e) a part of a compound noun:
We need *drinking* water.

There are certain verbs which are generally followed by a **Gerund**.

The following are some of them.

- | | | |
|----------|---|---|
| admit | = | She admitted taking the gift. |
| avoid | = | Deepak avoids meeting me. |
| begin | = | The boy began working hard after the death of his father. |
| consider | = | I considered applying for the job. |
| complete | = | I completed writing the book. |
| continue | = | He continued reading the novel. |
| deny | = | The officer denied taking a bribe. |
| detest | = | I detest writing long letters. |
| dread | = | I dread getting old. |

dislike	=	He dislikes going to films.
enjoy	=	She enjoyed being in the company of cultured people.
escape	=	The child escaped being knocked down by the car.
finish	=	She finished reading her lessons before the examination.
give up	=	The man gave up drinking as his health was poor.
keep	=	The child kept complaining.
miss.	=	We missed seeing the play as there was no electricity.
practise	=	I practise swimming in the morning.
risk.	=	He didn't want to risk getting wet.
suggest	=	The children suggested going for a picnic during the holiday.

There are also certain verbs with preposition which generally take a Gerund after them.

Look at the following.

- (i) She insisted on buying a bag.
- (ii) They prevented me from going home.
- (iii) He objected to making the remark.
- (iv) She absented herself from attending the class.
- (v) Tenjing succeeded in climbing Mount Everest.

EXERCISE

Fill in the blanks with the correct form of the verbs given in the brackets.

Make them either the Gerund or the infinitive.

- (i) She finished ____ (read) the poem before explaining.
- (ii) The women are looking forward to ____ (meet) the Chief Minister.
- (iii) The T.V. advertisement advises people to stop ____ (smoke)
- (iv) I am interested in ____ (read) war stories.
- (v) She is used to ____ (walk) in the morning.
- (vi) Patients won't forget ____ (take) medicine regularly.
- (vii) Would you mind ____ (close) the door?
- (viii) I enjoy ____ (swim) in the river.
- (ix) The police stopped the women from (approach) the Assembly Secretariat.
- (x) The boy pretended ____ (be) ill.

LESSON 9



MORE ABOUT VERBS: AUXILIARY VERBS

9.1 Auxiliary Verbs are used to help some other verbs to form tense, mood and voice.

Look at the following sentences:

- (i) She *is* going to school.
- (ii) He *has* been taught grammar.
- (iii) The boy *will* go home.

The verbs- *is, has, will* are used to form tense, voice and mood. These are called auxiliary verbs. These are used for a variety of functions besides these. These are also used for the formation of the interrogative and the negative. These are classified into two groups- Non-finite forms and Finite forms.

Look at the following:

Non-finite forms			Finite forms	
Infinitive	Present	Past	Present	Past.
	Participle	Participle	Tense	Tense
be	being	been	am, is, are	was, were
have	having	had	have, has	had
do	doing	done	do, does,	did
			shall	should
			will	would
			can	could
			may	might
			must	
			ought to	
			need	
			dare	
				used to

The 24 finite forms of these auxiliaries are also called “**Anomalous Finites**”

9.2 The **Anomalous Finites** are placed under two classes:

- (i) They are important as structural words. They are used for negative and interrogative formation.
- (ii) They are used to form moods for which English has no inflected forms. In such cases, They are called “**Modal Verbs**” or “**Modal Auxiliaries**”.

9.3 **Formation of Negative Sentences:**

Affirmative	Negative
(i) I am happy	I am not happy.
(ii) They can go to school	They cannot go to school.
(iii) She will pass the examination	She will not pass the examination
(iv) The boy has gone to Ukhrul	The boy has not gone to Ukhrul
(v) They grow oranges	They do not grow oranges.
(vi) Shanti goes to Jiribam	Shanti does not go to Jiribam
(vii) He came from Chandel	He did not come from Chandel.
(viii) They have found it.	They have not found it.
(ix) The girl has painted a picture	The girl has not painted a picture.
(x) The children had gone home	The children had not gone home

I. The negative is formed by adding ‘not’ to the 24 **Anomalous Finites**.

II. **Non-Anomalous Finites** require the Auxiliary verb.

Note: *In Spoken English and informal written English, the contracted forms are used, Examples,*

isn’t, aren’t, don’t, doesn’t, didn’t, can’t, couldn’t, wouldn’t etc.

EXERCISE

Make the negative of the following sentences.

- (i) He is a teacher.
- (ii) Ukhrul is full of cherry -trees.
- (iii) The roads are dusty.
- (iv) The bird has built a nest.
- (v) Life is a bed of roses.
- (vi) I have been a regular reader.

- (vii) They had done the work.
- (viii) Ibetombi has become the leader.
- (ix) Deepak has become a thief.
- (x) Mema had been helping him.
- (xi) Sorojini will tell a lie.
- (xii) India may win a game.
- (xiii) Lee might be a Chinese.
- (xiv) The bus goes to Senapati.
- (xv) They went to Chandel.
- (xvi) The people should help the poor.
- (xvii) They created trouble everywhere.
- (xviii) She wrote it and he copied it.
- (xix) When the rain came, they left the place.
- (xx) I knew why she followed the child.

9.4 Formation of Interrogative Sentences:

I. Interrogative Sentences are formed in different ways.

Look at the following:

Assertive	Interrogative.
(i) She is good	Is she good?
(ii) They are reading	Are they reading?
(iii) He has come	Has he come?
(iv) The boy is not crying	Is the boy not crying?
(v) Life is not strange	Is life not strange?

In case of **Anomalous Finites**, there is inversion of the subject and the finite.

When the verb is not an Anomalous Finite' The Auxiliary Verbs do, does, did are used

Look at the following sentences:

Assertive :	Interrogative:
(i) They drink water	Do they drink water?
(ii) She wears a sari	Does she wear a sari?
(iii) They went for a picnic	Did they go for a picnic?
(iv) He did the work	Did he do the work?
(v) You like coffee.	Do you like coffee?

II Interrogative Negatives:**Look at the following sentences:**

Affirmative	Negative:
(i) Do you want it?	Do you not want it? or Don't you want it?
(ii) Does she remember me?	Does she not remember me? or Doesn't she remember me?
(iii) Did you go there?	Did you not go there? or Didn't you go there?

III. In forming 'tag' question, the Anomalous Finites are used.**Look at the following:**

- (i) This is sweet, isn't it?
- (ii) You can speak English, can't you?
- (iii) There is a cat in the garden, isn't it?
- (iv) She has a beautiful ring, hasn't she?
- (v) They have not done it, have they?

In case there is no anomalous finite, the question tag takes *do, does, did*.

Look at the following sentences:

- (i) You went to the market, did you not? or didn't you?
- (ii) He wants the pen, does he not? or doesn't he?
- (iii) They find the place, do they not? or don't they?

Note: In case of "I am/I'm" the tag "is not /isn't I?" The generally used form is *aren't I?*

I am stronger than you, aren't I?

EXERCISE

Add question tags to the following:

- (i) Bony is a nice girl, _____
- (ii) The children are flying kites, _____
- (iii) You are joking, _____

- (iv) They were running, _____
- (v) I'm not late, _____
- (vi) I'll pay the bill, _____
- (vii) Your son will pass, _____
- (viii) The boys can play well, _____
- (ix) I met you yesterday, _____
- (x) They have found the place, _____
- (xi) The school will reopen shortly, _____
- (xii) They will not come soon, _____
- (xiii) She has not played for a long time, _____
- (xiv) The child didn't want to go, _____
- (xv) We lived in Thoubal, _____
- (xvi) You looked unhappy, _____
- (xvii) They did not go to Moirang, _____
- (xviii) Everyone wanted fish, _____
- (xix) He taught English, _____
- (xx) No one thought it right, _____

9.5 The Anomalous Finites are also used for the short answer questions:

Look at the following:

- | | |
|---------------------------------|-------------------------------|
| (i) Do you love him? | Yes, I do/No, I don't |
| (ii) Can you go now? | Yes, I can/No, I can't. |
| (iii) Does she pass the exam? | Yes, she does/No, She doesn't |
| (iv) Who broke the window? | I did/I didn't. |
| (v) Is she the girl who passes? | Yes, she is/No, she isn't it. |

9.6 (a) The finites of 'be' i.e. am, is, are, was and were' are anomalous whether they are used as link verbs or auxiliaries.

Look at the following:

- (i) She is beautiful. Is she beautiful?
She isn't beautiful. Isn't she beautiful?
- (ii) He is working . Is he working?
He isn't working. Isn't he working?

(b) 'Be' is used in imperatives.

- (i) Be careful.
- (ii) Be calm and quiet.
- (iii) Be patient.
- (iv) Be hard working.
- (v) Be considerate.

(c) 'do be' is also used in the imperative.

- (i) Do be helpful to the poor.
- (ii) Do be kind to us.
- (iii) Do be patient boys.
- (iv) Don't be so foolish.
- (v) Don't be over enthusiastic.

9.7 (a) have, has and had are always anomalous when used as auxiliary in the formation of the perfect tenses.

- (i) The minister has visited the place.
- (ii) The Headmaster had come before others.
- (iii) I have seen the picture.

(b) 'have' is used to indicate possession or ownership,. In informal style, British English 'have got' is a preferred alternative.

- (i) How many pens have you (got)?
- (ii) I haven't (got) enough money for the journey.
- (iii) He hasn't (got) many supporters.

In ordinary American usage, these finites are not anomalous.

- (i) How many pencils do you have?
- (ii) Sila doesn't have a pencil.
- (iii) Does your sister have a pen?

(c) When 'have' is used with such meanings as 'take', 'receive' and 'experience', the finites are non-anomalous:

- (i) Do you have coffee in the breakfast? (drink)
- (ii) What did you have in the breakfast? (take)
- (iii) How often do you have English lesson? (receive)

In such cases, they are treated as non-anomalous.

9.8 The Modal Auxiliaries:

The Modal Auxiliaries are always anomalous.

These are - shall/should, will/would, can/could, may/might, must, ought, need, dare and used (to).

All of them have three common features.

1. They are used alone:

Look at the following sentences.

- (i) I can read English.
- (ii) They will go home.
- (iii) She may go home.
- (iv) You must do the work.
- (v) I dare say it.

These are always Principal Verbs.

However, the Principal Verb may be implied.

Look at the following sentences:

- | | | |
|-------|-------------------------|--------------------------|
| (i) | Will you go to America? | Yes, I will/No I Won't. |
| (ii) | Can you sing a song? | Yes, I can/ No, I can't. |
| (iii) | May I come in? | Yes, you may. etc. |

In these cases, the Principal Verb is implied to the underlined.

- (i) Yes, I will go/No, I won't go.
- (ii) Yes, I can sing/No, I can't sing.
- (iii) Yes, you may come in. etc.

2. The Modal auxiliaries have the same form in all persons and numbers

Look at the following.

- | | | | |
|-----|----------------------|------|------------------------|
| (i) | I can do it. | (ii) | I could do it. |
| | We can do it. | | We could do it. |
| | You can do it. | | You could do it. |
| | He/She/It can do it. | | He/She/It could do it. |
| | They can do it. | | They could do it. |

3. The Modal auxiliaries do not have the Infinitive or the Participle forms .

Because of this they are also called **Defective verbs**.

9.9 USES OF THE MODAL AUXILIARIES:**Shall:**

- (i) I shall leave for Delhi tomorrow.
- (ii) We shall go to Nepal in March.
- (iii) We shall invite you to dinner.

The use of '**shall**' in the First Person indicates simple futurity.

With the second and third Persons, it expresses different meanings:

1. (i) You shall bring the book.
(ii) He shall find it now.
It has the tone of Command
2. (i) You shall be given a prize for them.
(ii) They shall get the rewards.
It has the meaning of 'promise'.

3. Sometimes it expresses 'threat' and 'determination'.**Look at the following sentence:**

- (i) You shall pay for this
- (ii) She shall regret this.
- (iii) He shall be punished for this.

It indicates a kind of threat.

4. (i) The students shall obey the teachers.
(ii) Everyone shall follow the rule.
(iii) They shall apologise for misbehaviour.
A tone of determination is expressed in the sentences.

Will:**1. Very often it is generally regarded that 'will' is different from 'shall' in its relation to the three persons.**

'Will' with the First Person expresses determination. e.g.

- (i) I will go there whatever may happen.
- (ii) We will not surrender though it may mean death.
- (iii) I will not let it go.

It is an expression of determination. With the First Person, it is also used to express ‘**Promise**’, ‘**Threat**’ and ‘**Willingness**’.

2. When it is used with the Second and the Third Person, it expresses simple futurity.

Look at the following:

- (i) She will go to the school for admission.
- (ii) He will come one day.
- (iii) You will remember me someday.

In these sentences, ‘will’ expresses simple futurity.

In the First Person, it has different shades of meanings.

1. Look at the following sentences:

- (i) I will do it at any cost.
- (ii) We will finish the work in time.
- (iii) I will eat as I like.

It is an expression of determination.

2. A Promise:

- (i) I will help you when you need.
- (ii) We will come in time.

The sentences have the meaning of promise.

3. A Threat:

- (i) We will punish you if you don’t come.
- (ii) I will declare you an absconder.

Here is an element of threat.

4. A willingness:

- (i) I will lend you my pen.
- (ii) I will do this for your sake.

***Note:** Nowadays, strict use of the two modals with these meanings seems to be losing ground. Very often the contracted form ‘ll is used for both. On the other hand, for expression of a command, promise, threat or determinations people often replace ‘shall’ by other forms of expression.*

Look at the following.

'You shall do it' *is replaced by*----

- (i) You will have to do it.
- (ii) You are to do it.
- (iii) You must do it . etc.

Should:

(a) Should is the past form of 'shall'. It expresses 'duty' or 'obligation' in all persons:

Look at the following sentences:

- (i) You should obey your teachers.
- (ii) One should keep one's word.
- (iii) We should love our motherland.
- (iv) You should control your temper.
- (v) You shouldn't kill one another.

(b) It is also used to indicate 'supposition', 'possibility', 'condition' etc.

- (i) Should danger come, we shall remain united.
- (ii) You should give it up, if it is against the law.
- (iii) If it should rain, I shall not go.

(c) It is used after 'lest' to express a negative purpose.

Look at the following.

- (i) Read hard lest you should fail.
- (ii) He nursed the dog lest it should die.
- (iii) Haokip ran fast lest he should miss the bus.

(d) Sometimes it is used after verbs and phrases indicating determination or willingness, threats, order or promise.

Examples,

- (i) He has ordered that he should play today.
- (ii) The captain gave orders that they should be taken care of.
- (iii) Is your mother willing that you should study medicine?

Would:

It is the past form of 'will'. It is used to express different shades of meaning:

(a) To express a wish as-

- (i) I would know what my duty is.
- (ii) Do as you would be done by.
- (iii) I would like to be a doctor.
- (iv) Would you like to go to England?

(b) To indicate refusal as-

- (i) She wouldn't do anything.
- (ii) In winter the engine wouldn't start.
- (iii) They wouldn't bow down to the enemy.

(c) To express past habit as-

- (i) They would sit for hours in the park.
- (ii) He would generally have a walk in the morning.
- (iii) He would read if he had a doubt.

(d) In polite speech as-

- (i) Would you kindly open the door?
- (ii) Would you mind open the door?
- (iii) Would you shut the door?
- (iv) Would you mind helping me now?
- (v) Would you please lend me your pen?

(e) To denote condition or uncertainty; as-

- (i) I would go there if I were allowed.
- (ii) She wouldn't do it unless you were to request her.

EXERCISES

1. Rewrite the following sentences using 'shall', 'should', 'will', 'would'.

- (i) It is our duty to serve the motherland.
- (ii) She requests me to type this for her.
- (iii) I am going to see him in the morning.
- (iv) Please have a cup of tea.
- (v) It is necessary for the students to learn in the school.
- (vi) He is going to Chandel tomorrow.
- (vii) The girl is helping them when they are old.
- (viii) I offer you to take milk.

- (ix) It is your duty to help your parents.
- (x) Where is he to get water?

2. Fill in the blanks with ‘shall’, ‘should’, ‘will’, ‘would’ at the appropriate places.

- (i) _____ you come and sit with me?
- (ii) I _____ visit your house day after tomorrow.
- (iii) He _____ be happy to welcome you.
- (iv) The President _____ open the exhibition.
- (v) She _____ be punished for the work.
- (vi) The boy _____ be promoted to the next class.
- (vii) She _____ never go there.
- (viii) _____ you mind opening the door?
- (ix) I _____ like to see my daughter.
- (x) After dinner he _____ have a stroll.
- (xi) I carried an umbrella so that I _____ not get wet.
- (xii) They _____ have performed quite well.
- (xiii) They read hard lest they _____ starve.
- (xiv) Do you think the boy _____ submit?
- (x) She _____ not sing unless you request her.

9.9 Must, ought to:

It is used to express ‘desirability, moral obligation and duties. There is a slight difference in meaning between ‘must’ and ‘ought to’.

Must is preferred if the obligation comes from the speaker. ‘Ought to’ mainly expresses of what would be good for somebody.

Look at the following:

- (i) You must sing the song.
- (ii) We must die.
- (iii) We must obey our teachers.

These sentences express compulsion, a certainty, duty, etc.

- (i) I ought to visit my friend.
- (ii) You ought to be ashamed of this.
- (iii) Everyone ought to love his country etc.

These express desirability, obligation and duty.

9.10 Need:

(A) It is used both as a Principal Verb and an Auxiliary Verb. As a Principal Verb, it is used in the sense of ‘require’.

Look at the following sentences:

- (i) The baby needs the help of the parents.
- (ii) We need food for life.
- (iii) I need time to prepare for the examination.
- (iv) People need water and electricity.
- (v) At night we need light.

In all these the word expresses the meaning of require.

(B) As an Auxiliary Verb ‘need’ is uninflected. The form remains unchanged in all ‘persons’, ‘Numbers’, and ‘Gender.’ It is commonly used with ‘not’.

Look at the following Sentences:

- (i) You need not go there.
- (ii) They need not wait for rain in winter.
- (iii) I need not remember him when he does not love me.
- (v) You need not make a fun over it.

(C) In the Interrogative Sentences, ‘need’ is used without ‘not’.

Look at the following:

- (i) Need the work do so hard?
- (ii) Need I come again?
- (iii) Need she apologize to him?

(D) As an anomalous finite ‘need’ is generally used in the negative.

In the Third Person Singular, it is used without ‘-s’ in the Present Tense.

Look at the following sentences:

- (i) He need not worry for his daughter.
- (ii) She need not be disappointed.
- (iii) He need not work so hard.

9.11 Dare:

It is used both as a regular verb and an anomalous verb.

Look at the following sentences:

- (i) He dares you to a fight
 - (ii) She dared to call him a liar.
- (a) The anomalous 'dare' is used with a bare infinitive i.e. without 'to'. It is used mainly in the interrogative and negative and is present after 'how'.

Look at the following:

- (i) How dare you defy your teacher?
 - (ii) How dare you insult the girl?
 - (iii) She daren't leave the baby in the house.
- (b) The anomalous 'dare' is used without 's' in the Third Person Singular number and Present Tense also.

Look at the following:

- (i) She dare not oppose me.
- (ii) He dare not beat up this wife.
- (iii) He dare not take such a step.

9.12 Used to:

It refers to past time and generally takes an infinitive. In formal style, it is still anomalous. But in colloquial style it is non-anomalous nowadays.

Look at the following sentences:

- (i) I used to walk in the morning.
- (ii) We used to sit together.
- (iii) She used to worship in the morning.
- (iv) We used to go together.
- (v) I used to write at night.

EXERCISES

1. Fill in the blanks with 'shall' or 'will'.

- (i) I ____ be happy to see a peaceful Manipur.
- (ii) Manipur _____ never be in peace.
- (iii) I _____ be obliged to welcome him.
- (iv) She _____ pass the examination.

- (v) They _____ come to my house today.
- (vi) As you sow, so _____ you reap.
- (vii) Thou _____ love thy neighbours.
- (viii) _____ you lend me your pen?
- (ix) Never, never _____ we meet again.
- (x) You _____ get a reward for this.

2. Fill in the blanks with 'should' or 'would'.

- (i) I _____ not come unless you tell me the truth.
- (ii) She _____ not listen to her parents.
- (iii) I carried an umbrella so that I _____ not get wet.
- (iv) Do you think she _____ apologize.
- (v) _____ you mind waiting for me ?
- (vi) You _____ have done your best.
- (vii) She read hard lest she _____ fail in the examination.
- (viii) After dinner I _____ usually have a stroll.
- (ix) She _____ sit for hours in the garden.
- (x) I _____ know the truth before doing the work.

3. Fill in the blanks with an appropriate modal auxiliary :

(use negative where necessary)

- (i) Students _____ always obey their teachers.
- (ii) Visitors _____ not pass beyond this point.
- (iii) Criminals _____ be punished.
- (iv) In the past I _____ to read novels
- (v) I _____ be able to help you.
- (vi) A teacher _____ make his lessons
- (vii) You _____ worry for you daughter.
- (viii) We _____ try to avoid war.
- (ix) I have brought my car; so you _____ not hire a taxi.
- (x) She was so beautiful that she _____ attract everybody.
- (xi) How _____ you challenge the big man?
- (xii) She _____ help me as I am in trouble.
- (xiii) I _____ not ask him the question as he was in an angry mood.
- (xiv) She is tired ; she _____ rest.
- (xv) They _____ pray to God so that peace _____ reign in the country.

LESSON 10



VOICE

10.1 There are two ways of expressing our ideas in English.

Look at the following sentences:

- (i) (a) I write a book.
(b) A book is written by me.
- (ii) (a) She finds the book.
(b) The book is found by her.
- (iii) (a) The hunter shoots the tiger.
(b) The tiger is shot by the hunter.

In each pair (a) is **Active** while (b) is **Passive**. The main difference between each pair is that the subject of the **Active** sentence becomes the agent in the **Passive**. The object of the Active sentence becomes the subject in the **Passive** sentence. The verb is changed to a Past Participle. It is preceded by a form of the verb 'to be'. Preposition is used before the object agent.

- (i) **Active** = He takes a pen.
Passive = A pen is taken by him.
- (ii) **Active** = She makes a doll.
Passive = A doll is made by her.
- (iii) **Active** = He broke the window.
Passive = The window was broken by him

Note the following:-

- (i) *In Active voice, the subject acts.*
- (ii) *In Passive Voice, the subject does not act.]*
- (iii) *The verb is changed to the Past Participle form.*
- (iv) *It is preceded by a form of the 'be' verb.*

Very often the 'subject' of the active sentence is omitted.

Look at the following:

- (i) The glass was broken
- (ii) The thief is arrested.
- (iii) They are punished.

In different tense forms the Active verbs can be changed to the passive .

Look at the following:

- | | | |
|------------------------------|---|----------------------------------|
| (i) I write a letter | - | A letter is written by me. |
| (ii) I wrote a letter | - | A letter was written by me. |
| (iii) I am writing a letter | - | A letter is being written by me. |
| (iv) I have written a letter | - | A letter has been written by me. |
| (v) I had written a letter | - | A letter had been written by me. |

The general Principles followed are the same in all. Only the tense of the verb changes.

Look at the following sentences.

- Active : We keep vegetables in the kitchen.
 Passive : Vegetables are kept in the kitchen.
 Active : They broke the glass pane.
 Passive : The glass pane was broken.

Note: *In many passive sentences the agent is not mentioned. The agent is either unknown or is too obvious. It is not necessary to use the agent. In such cases, the agent is not mentioned.*

Look at the following sentences.

- (i) Active = Strictly prohibit smoking.
 Passive = Smoking is strictly prohibited.

- | | | | |
|-------|---------|---|---|
| (ii) | Active | = | The police arrested the thief. |
| | Passive | = | The thief was arrested (by the police) |
| (iii) | Active | = | They raided the place. |
| | Passive | = | The place was raided. |
| (iv) | Active | = | Somebody has stolen my book. |
| | Passive | = | My book has been stolen. |
| (v) | Active | = | The question setter set the question pattern. |
| | Passive | = | The question pattern was set. |
| (vi) | Active | = | Somebody kills the man. |
| | Passive | = | The man is killed. |
| (vii) | Active | = | They appreciate the painting. |
| | Passive | = | The painting is appreciated. |

Look at the following sentences:

- (i) She is a beautiful girl.
- (ii) The cuckoo sings in Spring.
- (iii) He smiles at his friend.

The sentences cannot be changed to the passive. When the verb does not have an object, it cannot be changed to the Passive. (Intransitive verbs are not changed to Passive)

So only a **Transitive Verb** can be changed to the **Passive**.

The two ways of expression are called the **Active Voice** and the **Passive Voice**.

Note: The following table shows how to change **Active to Passive**.

- | | | | |
|-------|------------------------|---|---|
| (i) | Simple Present | = | <i>am/is/are</i> + Past Participle. |
| (ii) | Simple Past | = | <i>was/were</i> + Past Participle. |
| (iii) | Present Continuous | = | <i>am/is/are</i> + being + Past Participle. |
| (iv) | Past Continuous | = | <i>was/were</i> + being + Past Participle. |
| (v) | Present Perfect | = | <i>have/has</i> + been + Past Participle. |
| (vi) | Past Perfect | = | <i>had</i> + <i>been</i> + Past Participle |
| (vii) | Future time expression | = | <i>shall/will</i> + be + Past Participle. |

(A) Look at the following:-

	Tense /Verb form	Active Voice	Passive Voice
(i)	Simple Present	- help/helps	<i>am/is/are</i> helped.
(ii)	Present Continuous	- <i>am/is/are</i> helping	<i>am/is/are</i> being helped.

(iii)	Simple Past	- helped	<i>was/were helped.</i>
(iv)	Past Continuous	- <i>was/were helping</i>	<i>was /were being helped.</i>
(v)	Present Perfect	- <i>have/has helped</i>	<i>have/has been helped.</i>
(vi)	Past Perfect	- <i>had helped</i>	<i>had been helped.</i>
(vii)	Future time expression-	<i>shall/will help</i>	<i>shall/will be helped.</i>

It is the Active and Passive forms of this verb 'help'.

Note: *Present Perfect Continuous and Past Perfect Continuous, Future Continuous and Future Perfect Continuous may have Passive forms. But in English they are rarely used. So, their Passive forms are not included here. Practically they do not exist*

10.2 Sometimes there are certain sentences with 'auxiliary' + infinitive' combination. In such cases 'a passive infinitive' is used.

Look at the following:

(i)	Active	=	You should/must shut the door.
	Passive	=	The door should /must be shut.
(ii)	Active	=	They should /ought to have done it.
	Passive	=	It should /ought to have been done.

10.3 As has been pointed out earlier in certain cases, if the subject is vague or too obvious it is often omitted in the passive.

Look at the following.

(i)	Active	:	Some have broken the window.
	Passive	:	The window has been broken.
(ii)	Active	:	They elected her councillor.
	Passive	:	She was elected councillor.
(iii)	Active	:	They crowned him king.
	Passive	:	He was crowned king.
(iv)	Active	:	People speak English all over the world.
	Passive	:	English is spoken all over the world.
(v)	Active	:	You must answer all the questions.
	Passive	:	All the questions must be answered.
(vi)	Active	:	Someone has picked his pocket.
	Passive	:	His pocket has been picked.

- | | | |
|--------|-----------|---------------------------------|
| (vii) | Active : | You surprise me. |
| | Passive : | I am surprised. |
| (viii) | Active : | They call him a fool. |
| | Passive : | He is called a fool. |
| (ix) | Active : | One should keep one's promises. |
| | Passive : | Promises should be kept. |
| (x) | Active : | They sold ticket at the gate. |
| | Passive : | Tickets were sold at the gate. |

10.4 In Interrogative Sentences, because of the introduction of the auxiliary verb, there are certain changes.

Look at the following:

- | | | |
|--------|-----------|---------------------------------------|
| (i) | Active : | Do you remember him? |
| | Passive : | Is he remembered (by you)? |
| (ii) | Active : | Did he do the work? |
| | Passive : | Was the work done (by him)? |
| (iii) | Active : | Did they break the house? |
| | Passive : | Was the house broken (by them)? |
| (iv) | Active : | Who teaches you English? |
| | Passive : | By whom are you taught English? |
| (v) | Active : | Who painted Mona Lisa? |
| | Passive : | Who was Mona Lisa painted by? |
| (vi) | Active : | What did they steal? |
| | Passive : | What was stolen? |
| (vii) | Active : | Why did they refuse him admittance? |
| | Passive : | Why was he refused admittance? |
| (viii) | Active : | Why did his father call him? |
| | Passive : | Why was he called by his father? |
| (ix) | Active : | When did he build the bridge? |
| | Passive : | When was the bridge built by him? |
| (x) | Active : | How did they torture the people? |
| | Passive : | How were the people tortured by them? |

10.5 In Imperative sentences, generally ‘let’ is used in the passive. But there are others ways also.

I Look at the following:

- | | | | |
|-------|---------|---|---------------------------|
| (i) | Active | : | Read your lessons. |
| | Passive | : | Let your lessons be read. |
| (ii) | Active | : | Tell him the truth. |
| | Passive | : | Let him tell the truth. |
| (iii) | Active | : | Finish the work. |
| | Passive | : | Let the work be finished. |

II Look at the following:

- | | | | |
|-------|---------|---|--|
| (i) | Active | : | Put up a tent. |
| | Passive | : | (a) Let a tent be put up.
(b) Have a tent put up. |
| (ii) | Active | : | Please put off the meeting. |
| | Passive | : | You are requested to put off the meeting. |
| (iii) | Active | : | Please take off your shoes. |
| | Passive | : | You are requested to take off your shoes. |

10.6 Preposition: Certain Verbs are associated with specific prepositions.

Look at the following:

- | | | | |
|-------|---------|---|--------------------------------|
| (i) | Active | : | Smoke fills the room. |
| | Passive | : | The room is filled with smoke. |
| (ii) | Active | : | I know the gentleman. |
| | Passive | : | The gentleman is known to me. |
| (iii) | Active | : | We must write to him. |
| | Passive | : | He must be written to. |

Note: *There are certain constructions which do not follow the usual process.*

(a) ‘get’ is sometimes used instead of ‘be’ e.g.

- (i) The eggs got broken (The eggs were broken)
- (ii) I’ll get sacked. (I ‘ll be sacked)

(b) Intransitive verbs cannot be changed to Passive. Hence such construction as ‘He is come.’ ‘He is gone ‘ are not passive. They are alternative forms of ‘He has come’. ‘He has gone’.

- (c) Certain verbs are ‘**Active**’ in form but ‘**Passive**’ in meaning. They are also called ‘**Quasi Passive verbs**’

- (i) The book is printing.
- (ii) Mango tastes sweet.
- (iii) The cow is milking etc.

These are referred to as **Quasi-Passive voice**.

- (d) **Certain constructions bring out the full infinitives in the Passive.**

- (i) Active : I saw her go out.
Passive : She was seen to go out.
- (ii) Active : They made us suffer.
Passive : We were made to suffer.

EXERCISES

1. **Change the following sentences into the Passive voice.**

- (i) The library saves our culture.
- (ii) We read books in the library.
- (iii) People love the library.
- (iv) They burned down the library at Alexandria.
- (v) She is reading the story.
- (vi) They are building the bridge.
- (vii) The Manipuris have noted the day.
- (viii) The people of Ukhrul preserve the lily.
- (ix) They are growing lemons at Kachai.
- (x) We have seen the beauty of the place.
- (xi) Are you visiting the lake.
- (xii) Will you remember me when I die?
- (xiii) Do you hear the cuckoo in Manipur?
- (xiv) Did they see the waterfall at Nambol?
- (xv) Have you seen the orange festival of Tamenglong?
- (xvi) Who has written the letter?
- (xvii) Who visited Chandel?

- (xviii) Who has preserved forest at Andro?
- (xix) What made Moirang famous?
- (xx) Why did you love Churachandpur?

2. Fill in the blanks with the correct form of verbs given within brackets.

- (i) She _____ last year, (marry).
- (ii) When the bomb blast took place the door _____ (close).
- (iii) I don't know where my pen. (keep)
- (iv) Imphal _____ into two districts (divide).
- (v) They _____ in Senapati district (bringing up)
- (vi) Where _____ oranges _____ (grow)?
- (vii) Where _____ the Sangais _____ (find)?
- (viii) The Taj Mahal _____ in Agra (build).
- (ix) Why _____ the library _____ (burn)?
- (x) What language _____ in France ? (speak)
- (xi) How _____ bread and butter _____ (prepare)?
- (xii) When will the bridge _____ (complete)?
- (xiii) How _____ we _____ by the people (help)?
- (xiv) How _____ Electricity _____ from water (generate)?
- (xv) Who _____ the door _____ by (paint)?
- (xvi) By whom _____ you _____ English (teach)?
- (xvii) Who _____ by you (laugh)?
- (xviii) The animal _____ by the people (save).
- (xix) A friend _____ generally (trust).
- (xx) Flowers _____ by the people (grow).

3. Change the following sentences into the Active Voice.

- (i) They were refused admission.
- (ii) The door has been shut.
- (iii) Tickets will be sold at the counter.
- (iv) Criminals were arrested by the police.
- (v) The king was welcomed by the people.
- (vi) The students were taught in the school.
- (vii) When they started the class, everyone was given a book.

- (viii) The lake is filled with weeds.
- (ix) Where had you been kept by the people?
- (x) The place was cleaned by the villagers.
- (xi) They have been given their share.
- (xii) People are guided by the teacher.
- (xiii) We were groomed in the school.
- (xiv) Everyone will be honoured at the place.
- (xv) Nobody has been rejected from the place.
- (xvi) The government has been informed .
- (xvii) The bridge is being repaired now.
- (xviii) Who have been given the prize.
- (xix) Why have they been selected?
- (xx) How were you brought up by your parents?

MISCELLANEOUS EXERCISE

Change the following voice of the following sentences

- (i) It is time to teach them lesson.
- (ii) We need construction and not destruction.
- (iii) Nobody knows when he will come.
- (iv) In the Olympics at Beijing one man brought honour to the country.
- (v) Michael Phelps conquered the world swimming in Beijing.
- (vi) The heartless people did not receive the girl at the airport.
- (vii) She was offered a job.
- (viii) Smoking is strictly prohibited
- (ix) I was asked several questions.
- (x) My daughter helped me in the operation.
- (xi) When was the book published?
- (xii) Finish the work as early as possible.
- (xiii) Do not kill people.
- (xiv) Enter in by this door.
- (xv) One should keep one's word.

LESSON 11



DIRECT AND INDIRECT SPEECH

There are two ways of reporting.
Look at the following:

- (A) (i) Bidyarani says, “I am a teacher”
(ii) Bidyarani says that she is a teacher.
- (B) (i) Haokip says. “I live at Churachandpur”.
(ii) Haokip says that he lives at Churachandpur.
- (C) (i) “The girl smiles”, he says.
(ii) He says that the girl smiles.

In one case, the actual words of the speaker are quoted. This is called **‘Direct Speech’** or **‘Direct Narration’**.

In the second case, the substance of the speech is quoted without the actual speech. This is called **‘Indirect Speech’** or **‘Indirect Narration’**.

The change is under certain rules.

In the **Direct speech** there are two parts one is called **Reporting Speech** and the others is called **Reported Speech**. Changes take place in the Reported speech.

The **Reported Speech** is generally kept within inverted commas.

Look at the following.

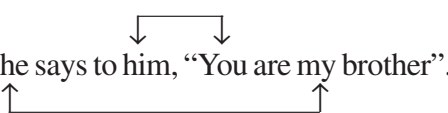
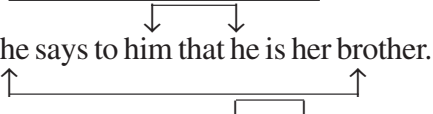
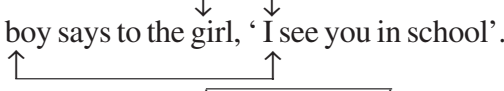
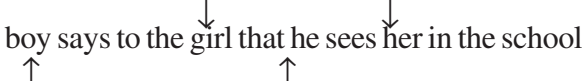
- (i) Binokumari says, ‘I teach English’.
Binokumari says that she teaches English.
- (ii) Ramananda says to them, “I teach you Chemistry”.
Ramananda says that he teaches them Chemistry.

11.2 GENERAL RULES:

I. The First Personal Pronoun in the **Reported Speech**, I, me, my, mine, we, us, our, are changed to the person, number and gender of the subject in the **Reporting Speech**.

- II. The Second Personal Pronouns in the **Reported Speech** are changed to the person, number and gender of the object in the **Reporting Speech**.

Look at the following:

- (i) She says to him, "You are my brother".

- (ii) She says to him that he is her brother.

- (i) The boy says to the girl, 'I see you in school'.

- (ii) The boy says to the girl that he sees her in the school.


11.3 The following words are generally changed-

<i>Now</i>	to	<i>then</i>
<i>This</i>	to	<i>that</i>
<i>These</i>	to	<i>those</i>
<i>Here</i>	to	<i>there</i>
<i>Hence</i>	to	<i>thence</i>
<i>Yesterday</i>	to	<i>the previous day</i>
<i>Today</i>	to	<i>that day</i>
<i>Last night</i>	to	<i>the previous night</i>
<i>Tomorrow</i>	to	<i>the next day</i>
<i>Next week</i>	to	<i>the following week</i>

- 11.4 If the verb in the **Reporting Speech** is in the Present tense, there is no change in the tense of the verb in the **Reported Speech**.

Examples:

Direct : She says, 'I want the book'.

Indirect : She says that she wants the book.

Direct : The captain says, "I shall attack now".

Indirect : The captain says that he will attack then.

11.5 But look at the following

Direct : Mini said, “My father teaches me.”

Indirect : Mini said that her father taught her.

Direct : Tutu said to her, “I am living with you.”

Indirect : Tutu said to her that she was living with her.

Tutu told her that she was living with her.

Direct : She said, “I have done my work.”

Indirect : She said that she had done her work.

The tense of the Reported Speech is changed to the corresponding past tenses.

<i>Present Indefinite</i>	to	<i>Past Indefinite</i>
<i>Present Continuous</i>	to	<i>Past Continuous</i>
<i>Present Perfect</i>	to	<i>Past Perfect</i>
<i>Present Perfect Continuous</i>	to	<i>Past Perfect Continuous</i>
<i>Past Indefinite</i>	to	<i>Past Perfect</i>
<i>Past Continuous</i>	to	<i>Past Perfect Continuous</i>

11.6 Modals are changed in the following ways:

<i>shall</i>	becomes	<i>should</i>
<i>will</i>	becomes	<i>would</i>
<i>may</i>	becomes	<i>might</i>
<i>can</i>	becomes	<i>could</i>

Look at the following :

Direct : He said, ‘I hear the cuckoo’.

Indirect : He said that he heard the cuckoo.

Direct : Gangte said, “I am now a Principal.”

Indirect : Gangte said that he was then a Principal.

Direct : “I am enjoying the film,” he said.

Indirect : He said that he was enjoying the film.

Direct : Chandra said, “I have written it.”

Indirect : Chandra said that he had written it.

Direct : Shimray said, “We planted the lemon plant”.

Indirect : Shimray said that they had planted the lemon plant.

Direct : Guite said, “I have been teaching for a long time.

Indirect : Guite said that he had been teaching for a long time.

Direct : Naoba said, “I was doing MBA in Bangalore.

Indirect : Naoba said that he had been doing MBA in Bangalore.

Direct : He said, “I shall leave for Delhi.

Indirect : He said that he would leave for Delhi.

Direct : Aruna said, “I may go now”.

Indirect : Aruna said that she might go then.

Direct : The Director said, “You can do it tomorrow”.

Indirect : The Director said that he could do it the next day.

Note: (A) *In case the Reported Speech expresses “ Universal Truth” or Habitual Fact” the tense remains unchanged. It is generally in the Simple Present Tense.*

Direct : The old man said, “Man is mortal”.

Indirect : The old man said that man is mortal.

Direct : She said, “Honesty is the best policy”.

Indirect : She said that honesty is the best policy.

Direct : He said, “The sun rises in the east and sets in the west.

Indirect : He said that the sun rises in the east and sets in the west.

(B) *In Modern English, this is not strictly followed. The tense of the Reported Speech is changed to the Past.*

(C) *In theory the Past Tense changes to the Past Perfect and the Past Continuous changes to Past Perfect Continuous. In spoken English, it is often unchanged.*

(i) *In time clauses they do not normally change, although it is permissible.*

Direct : He said, “When we *were living/lived* in Delhi, we often saw India Gate”

Indirect : He said that when they *were living/lived* in Delhi, they often saw India Gate.

(D) Unreal Past tenses use often, ‘wish’, ‘would rather’/ ‘sooner’ and ‘it is time’,

Direct : The boys said, “We wish we didn’t have to take exams.

Indirect : The boys said that they wished they didn’t have to take exams.

Direct : She said, “My daughter wants to go alone, but I’d rather she went with a group.

Indirect : She said that her daughter wanted to go alone but that she’d rather went with a group.

Direct : The girl said, “It is time we began planning our holiday”.

Indirect : The girl said that it was time they began planning their holiday.

(E) In some cases ‘this’, ‘here’, ‘now’, etc. may refer to things present before the person at the time of speaking. In such cases, there may be no changes.

Look at the following:

Direct : She said, “This is the ring I want”.

Indirect : She said that this was the ring she wanted.

Direct : The Captain said, “I will fight now or never”.

Indirect : The Captain said that he would fight now or never.

Direct : The artist said , “Here is the scene we have been looking for”.

Indirect : The artist said that here was the scene they had been looking for.

Direct : The Teacher said, “It is here that Paona laid down his life for the motherland.”

Indirect : The teacher said that it was here that Paona laid down his life for the motherland.

Direct : Guite said to me this morning, “ I will come here this evening.”

Indirect : Guite said to me this morning that he would come here this evening.

LESSON 12



MORE ABOUT NARRATION

The change from Direct to Indirect Speech differs from sentence to sentence:

12.1 ASSERTIVE SENTENCE:

If the **Reported Speech** is in the **Assertive Sentence**, the **Reporting Speech** and the **Reported Speech** are joined by the conjunction “**that**”.

Look at the following

Direct : She said to me, “I like this”.

Indirect : She said to me that she liked that.

Direct : The man said, “We have grown oranges on the hillside”.

Indirect : The man said that they had grown oranges on the hillside.

Direct : The old man said to the people, “I came to Ukhrul many times in the past”.

Indirect : The old man said to the people that he had gone to Ukhrul many times.

Direct : The young man said to the girl, “I have never seen such a beautiful girl as you.”

Indirect : The young man said to the girl that he had never seen such a beautiful girl as she.

Direct : The girl said to the boy , “You have bluffed me today”.

Indirect : The girl said to the boy that he had bluffed her that day.

Note : Generally **‘told’** is used in place of **‘said to’** if it is followed by an object.

Direct : She said to me , “You are teaching me today”.

Indirect : She said to / told me that I was teaching her that day.

EXERCISE

Change the following into Indirect Speech

- (i) She said to him, "You are the ugliest creature."
- (ii) He said to her, "You are the loveliest girl."
- (iii) I said to her, "I know you and your mother."
- (iv) The headmaster said to the boys, "I love you as my children."
- (v) The little girl said to her mother, "I cannot live without you now."
- (vi) The boy said to his teacher, "I have been reading hard since yesterday."
- (vii) The students said to their teacher, "We will do well in the examination this year."
- (viii) The girl said to her mother, "I will stand first in this examination as I am preparing well."
- (ix) He said to his friend, "We are going the day after tomorrow for a picnic."
- (x) She said to him, "I have known you for many years."

12.2.INTERROGATIVE SENTENCES.

Look at the following sentences:

Direct : He said to her, "Are you a student?"

Indirect : He asked her if she was a student.

Direct : She said to him, "Are you coming to school?"

Indirect : She asked /enquired of him if/whether he was coming to school.

Direct : The boy said to the old man, "May I help you?"

Indirect : The boy asked /enquired of the man if/whether he might help him.

Direct : The girl said to her friend, "Do you want to read this book?"

Indirect : The girl asked her friend if she wanted to read that book.

Direct : I said to the little girl, "What is your name?"

Indirect : I enquired of the little girl what her name was.

Direct : He said to me, "When do you come to school?"

Indirect : He asked me when I went to school.

Note: *The sentences in Indirect Speech have certain changes.*

1. The Reporting Verb is changed to 'ask' or 'enquire of' in the present tense and 'asked' or 'enquired of' in the past tense.
2. The Reporting Speech and the Reported Speech are joined by 'if' or 'whether'.

12.3 The Interrogative Sentence in the Reported Speech is changed to an assertive sentence.

Note: *The different forms of Interrogatives are changed to Assertive in the appropriate form.*

Look at the following sentences:

- Direct : He said to his mother, "Are you happy when I do well in the exam?"
Indirect : He asked his mother if *she was happy* when he did well in the exam.
- Direct : He said to me, "Will you go to Nepal tomorrow?"
Indirect : He asked me if *I would go to Nepal the next day*.
- Direct : The girl said to her father, "Do you want to come during the holidays?"
Indirect : The girl asked her father if *he wanted to come during the holidays*.
- Direct : The teacher said to the students, "When did you visit Moirang?"
Indirect : The teacher asked the students when *they had visited Moirang*.
- Direct : I said to my friend, "How do you come from Chandel so early?"
Indirect : I asked my friend how *he came from Chandel so early*.
- Direct : The man said to his friend, "Where did you find these oranges?"
Indirect : The man asked his friend where *he found those oranges*.
- Direct : The teacher said to the children, "Why don't you move out now?"
Indirect : The teacher asked the children why *they did not move out then*.

EXERCISE

Change the following:

- (i) She said to the man, "Do you smoke?"
- (ii) The boy said to his friend, "Will you sit in the examination tomorrow?"
- (iii) The Minister said to the people, "Do you want development of the country?"
- (iv) Everyone said, "Can you do some work to help the people?"

- (v) The teacher said to his student, "Do you want to learn English?"
- (vi) He said to the girl, "What is your name?"
- (vii) Biren said to the boy, "Who was your teacher who helped you?"
- (viii) The man said to the boy, "Where do you find the beautiful deer?"
- (ix) She said to the people, "Why do you kill innocent people?"
- (x) The man shouted to the people, "When will the bus come?"
- (xi) The commander said to his soldier, "Why don't you go forward?"
- (xii) The girl said to the people, "How can we save the country?"
- (xiii) The policeman said to the reporter, "Why don't you give information?"
- (xiv) The man said to me, "When will you go there?"
- (xv) The boy said to his father, "How shall we stop this?"

12.4 IMPERATIVE SENTENCE

(A) Look at the following:

Direct : She said to me, "Tell me the truth."

Indirect : She told me to tell her the truth.

Direct : He said to the people, "Be reasonable."

Indirect : He advised the people to be reasonable.

Direct : The Captain said to the soldiers, "Go forward".

Indirect : The Captain ordered the soldiers to go forward.

Direct : The teacher said, "Children, learn when you are young."

Indirect : The teacher advised the children to learn when they were young.

Direct : The children said to the old man, "Uncle, teach us the moral of the story."

Indirect : Addressing as uncle, the children requested the old man to teach them the moral of the story.

Note: The **Reporting Verb** is changed to **'tell, request, command, order, beg, entreat, etc..** The **Reported Verb** is changed to an infinitive.
In case, there is a **Vocative case** in the **Reported Speech**, there are two ways of change.

- (i) If the **Reporting Verb** does not have an object, the **Vocative** may be used as the object of the **Reporting Verb**.

Even if the **Vocative** is identical with the object of the **Reporting Verb** either the vocative or the object may be used.

Look at the following:

Direct : He said to Premlata, "Take it, Premlata."

Indirect : He told Premlata to take it.

Direct : The boy said, "Premlata, read the book."

Indirect : The boy told Premlata to read the book.

- (ii) If the vocative is a different word, "**Addressing as**" is generally used before the vocative.

Look at the following:

Direct : She said to the man, "My friend, remember me forever."

Indirect : Addressing as her friend, she requested the man to remember her forever.

12.5 (B) Look at the following:

Direct : She said to me, "Let us prepare for the examination."

Indirect : She proposed/suggested to me that we should prepare for the examination.

Direct : The little boy said, "Let me drink milk."

Indirect : The little boy wished that he might drink milk.

Note :

- (i) When '**Let**' in the Direct Speech expresses 'a proposal' or 'a suggestion', the Reporting verb is changed to '**propose**' or '**suggest**', '**Should**' is used in the Reported Speech.

Direct : They said to me, "Let us go to Ukhurul."

Indirect : They proposed/suggested to me that we should go to Ukhurul.

- (ii) When '**Let**' does not express a proposal it is changed differently. The **Reported Verb** is changed to '**might**' or '**might be allowed**' etc.

Direct : She said, "Let him study in London."

Indirect : She said that he might (or might be allowed to) study in London.

- Direct : He said, "Let me read the novel."
 Indirect : He said (or requested) that he might be allowed to read the novel.
- Direct : The girl said, "Let me have a gold ring."
 Indirect : The girl wished that she might have gold ring.

EXERCISE

Change the following into Indirect Speech:

- (i) "Be careful," he said to the boys.
- (ii) The teacher said to the students, "Face life with confidence."
- (iii) She said, "Hurry up. Do not waste time."
- (iv) The General said to the soldiers, "Obey the rules in every field."
- (v) The teacher said to the students, "Children, prepare for life when you are young."
- (vi) The woman told her children, "My children, love your neighbours."
- (vii) She said to me, "My friend, let us help each other."
- (viii) I said to the people, "Let us live together."
- (ix) He said, "Let me go my way."
- (x) Tombi said to her friends, "Let us go to the market."
- (xi) The girl said to her mother, "Let me read now before I sleep."
- (xii) "Mama, let me study medicine," said the girl to her mother.
- (xiii) Promilla said to her brother, "Let us make our parents happy."
- (xiv) Usha said to her daughter, "Let other people say what they like."
- (xv) Bimola said to her son, "My dear son, let us make a new world."

12.6 EXCLAMATORY SENTENCES

Look at the following :

- Direct : He said, "Alas! the innocent people are killed."
 Indirect : He cried out in sorrow that the innocent people were killed.
- Direct : She said, "How happy you are!"
 Indirect : She exclaimed that I was very happy.
- Direct : The priest said, "May God bless you!"
 Indirect : The priest prayed that God might bless me.

Note: *In Exclamatory Sentences the Reporting Verb is changed to Exclaim, cry out, pray, etc. It is often followed by another phrases like “in joy, in sorrow, in surprise” etc. according to the verb.*

Look at the following

Direct : She said, “What a terrible night it is!”

Indirect : She exclaimed that it was a terrible night.

Direct : Indira said, “How beautiful Shillong is !”

Indirect : Indira exclaimed with wonder that Shillong was very beautiful.

Direct : Bidyarani said, “Alas! how foolish I have been”.

Indirect : Bindyarani exclaimed with sorrow that she had been very foolish.

Direct : Shimray said, “Hurrah! we have won the game”.

Indirect : Shimray exclaimed with delight that they had won the game.

Direct : Binokumari said, “Wonderful!”

Indirect : Binokumari exclaimed that it was wonderful.

Direct : Noren said, “Alas! I am undone.”

Indirect : Noren exclaimed with sorrow that he was undone.

Direct : I said to my friend, “Good bye”.

Indirect : I bade goodbye to my friend.

Direct : Rima said to her father, “Good morning , Papa.”

Indirect : Addressing as Papa, Rima wished good morning to her father.

Direct : Monica said to her mother, “May God bless you”.

Indirect : Monica prayed that God might bless her mother.

EXERCISE

Change the following into Indirect Speech.

- (i) The little boy said, “Alas! I have lost my pencil”
- (ii) The teacher said, “May God bless you”
- (iii) She said, “How clever I am!”
- (iv) They said, “What a wonderful gift of Nature Loktak is!”

- (v) Binokumari said to her friends, "How beautiful I am!"
- (vi) The beggar took the alms and said "May the Almighty bless thee!"
- (vii) Shantilata said, "What luck!"
- (viii) Romen said, "How strong I am!"
- (ix) The fisherman said to the people, "Bravo! I have caught a big fish."
- (x) Kamei said to his friends, "How wonderful the oranges are!"
- (xi) Bihari said, "How careful you are!"
- (xii) The young man said, "Hurrah! I have won the prize."
- (xiii) The good man said, "How unfortunate we all appear to be!"
- (xiv) The driver declared, "How terrible the route is!"
- (xv) Bimol said to the people, "Farewell, my friends!"
- (xvi) Premchand said to the people, "What a piece of work the painting is!"
- (xvii) Sharma said to his friends, "Friends, how strange life is!"
- (xviii) Khan said, "How great my ancestors are!"
- (xix) Janab said, "Bravo! my son passes MBA!"
- (xx) Begum said, "How happy we are!"

Note: *There are certain other types of Reporting .*

Look at the following:

- Direct : The teacher said, "Come here boys."
- Indirect : The teacher called the boys.
- Direct : Gangte said to me, "Thank you."
- Indirect : Gangte thanked me.
- Direct : Tombing said to his friends, "Happy Christmas."
- Indirect : Tombing wished his friends a happy Christmas.
- Direct : My friend said, "Congratulation!"
- Indirect : My friend congratulated me.
- Direct : The teacher said, "Good luck!"
- Indirect : The Teacher wished (me) success.

12.7 OPTATIVE SENTENCES:

Note : *Most grammarians would classify sentences into four. Optative is not shown as a separate type of sentence. It is included in the type of sentence- **Command** and **Wish**. However, for academic interest look at the following:*

Direct : She said to me , “ May you be happy.”

Indirect : She wished or prayed that I might be happy.

Direct : My mother said, “ May you prosper in life.”

Indirect : My mother wished or prayed that I might prosper in life.

The **Reporting Verb** is changed to **wish** or **pray** and the **Reported Speech** is changed to **Assertive Sentences**. Some grammarians would call it **Optative Sentence**. Many of this type of sentences have been included in Exclamatory Sentence Type as well.

MISCELLANEOUS EXERCISE.

Change the following into Indirect Speech.

- (i) “My dear friend, we are in a mess,” said the boy to this friend.
- (ii) The little swallow went upto the Happy Prince and said, “Winter is approaching and I have to go to Egypt.”
- (iii) The Happy Prince said calmly, “One more help and you may leave me alone here.”
- (iv) The poet said, “Act in the living present.”
- (v) The hare proudly said, “You poor thing! How slowly you crawl!”
- (vi) The boy said to his teacher, “Pardon me, sir, the bus is late and I am late today.”
- (vii) Gourachand said to the young man, “How can you marry my daughter when you are so poor?”
- (viii) The beautiful girl said smilingly, “How ugly you are!”
- (ix) The young man said in despair, “Alas! how foolish I am!”
- (x) The small children in clean dresses ran into the house and said, “Give us Yaoshang donation.”
- (xi) She said to me , “Good bye now.”
- (xii) “Who are you?” said the swallow.
- (xiii) Columbus said, “ Put up your best, move to west.”
- (xiv) “Alas! I have no ruby now”, said the Happy Prince, “Pluck out my eyes of sapphire for the poor.
- (xv) “How pretty you are!” said the man to the girl.
- (xvi) Hamlet said, “One may smile and smile and be a villain.”
- (xvii) Binodini said to Mani, “ How strange life is!”
- (xviii) The teacher said to Mani , “Why don’t you rest for some time?”
- (xix) Biren said, “ Congratulations!”
- (xx) The teacher said, “Best of luck.”

LESSON 13



TRANSFORMATION OF SENTENCES

13.1 In English, sentences can be transformed without changing the meaning. There are various ways of doing it.

Look at the following pairs of sentences:

- (i) The sweet girl makes a sweet smile.
- (ii) The sweet girl smiles sweetly.

- (i) Ibohal is my teacher. He lives in Imphal.
- (ii) Ibohal who is my teacher lives in Imphal.

- (i) Rajen borrowed the book from the library. He wanted to read it.
- (ii) Rajen borrowed the book from the library to read.

- (i) Khamba was a legendary hero of Moirang. He was simple and honest.
- (ii) Khamba, a legendary hero of Moirang, was simple and honest.

- (i) Usha does not care for others. She is proud.
- (ii) Being proud, Usha does not care for others.

Note: The two sentences in each pair are different in forms, though they express the same meaning. This is called **Transformation of Sentences**. The different pairs have different ways of transformation without changing the meaning.

Forms can be changed with change of meaning e.g.

- (i) She is good.
- (ii) She is not good.

Generally Transformation refers to the change of form without a change of meaning.

13.2 TRANSFORMATION OF AFFIRMATIVE AND NEGATIVE SENTENCES:

Look at the following sentences:

Affirmative : Binodkumari is as beautiful as Thoibi

Negative : Thoibi is not more beautiful than Binodkumari.

- Affirmative : These people are as cruel as a tiger
 Negative : A tiger is not more cruel than these people.
- Affirmative : Only a fool would do such a thing.
 Negative : No one but a fool would do such a thing.
- Affirmative : As soon as the engineer saw the boys, he ran away.
 Negative : No sooner did the engineer see the boys, than he ran away.
- Affirmative : He tried every plan
 Negative : He left no plan untried.

Note: *The sentences, express the same meaning though some are **Affirmative** and some **Negative**.*

*There are other ways of changing **Affirmative** to **Negative** and vice-versa. Some of these will be in the interchange between **Assertive** and **Interrogative Sentences**. Another variety will be seen in the degree of comparison.*

EXERCISES

1. Transform the following into negative sentences:

- (i) Chandrashakhi is a good girl.
- (ii) Muivah is a wise boy in the class.
- (iii) Jiten is an intelligent student.
- (iv) Somananda is a clever manipulator.
- (v) Only a fool would behave in such a way.
- (vi) As soon as the Principal smelt the play he left the school.
- (vii) There is always some fire when there is smoke.
- (viii) Few men could have done better in the circumstances.
- (ix) They gave him little regard for the sacrifice.
- (x) They are bad people.

2. Change the following into Affirmative without changing the meaning:

- (i) Other people did not know much of the matter.
- (ii) I shall never forget their treachery.
- (iii) She promised never to tell lies again.
- (iv) Kamala is not so clever as Bimol.

- (v) There is nobody but believes in her sincerity.
- (vi) If you do not reveal, they will not understand.
- (vii) If you do not go down in the river, you will not drown.
- (viii) He will not leave if he is not bluffed.
- (ix) The Principal will not leave the school, if they do not cheat him.
- (x) If they were not treacherous, if they would not compel her to leave.

13.3 ASSERTIVE AND INTERROGATIVE SENTENCES

In language, the form and meaning may not go together. What is Assertive in form may imply an idea of a question. So, these can be interchanged in form.

Look at the following:

- Assertive : I shall never forget you.
- Interrogative : Shall I ever forget you?
- Assertive : No one can bear such an insult
- Interrogative : Can anyone bear such an insult?
- Assertive : There is nothing greater than love.
- Interrogative : Is there anything greater than love?
- Assertive : Everyone wishes to live long.
- Interrogative : Who does not wish to live long?
- Assertive : Nobody wants violence.
- Interrogative : Who wants violence?
- Assertive : Nobody will doubt her sincerity.
- Interrogative : Who will doubt her sincerity?
- Assertive : The beauty of Loktak will never be forgotten.
- Interrogative : When will the beauty of Loktak be forgotten?
- Assertive : We can never forget Manipur.
- Interrogative : How can we forget Manipur?
- Assertive : There is no reason why we should miss the beauty of Shirui Lily.
- Interrogative : Why should we miss the beauty of Shirui Lily?
- Assertive : There is nothing so beautiful as the orange grove of Tamenglong.
- Interrogative : Is there anything so beautiful as the orange grove of Tamenglong?

Note: *When the Assertive is changed to Interrogative, Affirmative becomes Negative and vice versa. In the sentences, the same meaning is implied.*

EXERCISES

1. Transform the following into Interrogative:

- (i) Prevention is better than cure.
- (ii) Nobody denies that AIDS spoils our society.
- (iii) You are destroying our freedom in demanding freedom.
- (iv) The whole city is destroyed in the name of development.
- (v) Many leaders are amassing wealth at the expense of the common people.
- (vi) A rolling stone gathers no moss.
- (vii) A lie has no legs.
- (viii) Everyone realises the problem.
- (ix) Nobody can speak freely now.
- (x) An honest man is a sufferer.

2. Transform the following into Assertive:

- (i) Are we born to suffer?
- (ii) Can we bear this forever?
- (iii) Who does not know that they are looting?
- (iv) Can a tiger change his stripes?
- (v) Why waste time?
- (vi) Who does not love his country?
- (vii) When will we ever get peace in Manipur?
- (viii) Why should the innocent people be tortured?
- (ix) Where is the hope for freedom of mind?
- (x) When will their dirty trick end?

13.4 ASSERTIVE AND EXCLAMATORY SENTENCES:

Exclamatory Sentences can be transformed to Assertive Sentences.

Look at the following :

Exclamatory : O! that I had the wings of a dove!
Assertive : I wish I had the wings of a dove.

Exclamatory	:	What a beautiful creature you are!
Assertive	:	You are a very beautiful creature.
Exclamatory	:	Alas! the leader is lost!
Assertive	:	It is said that the leader is lost.
Exclamatory	:	O! how kind you are!
Assertive	:	You are very kind.
Exclamatory	:	How sweetly she smiles!
Assertive	:	She smiles very sweetly.
Exclamatory	:	Death before dishonour!
Assertive	:	It is better to die than to be dishonoured.
Exclamatory	:	What a wonderful sight!
Assertive	:	It is a very wonderful sight.

Note : *The meaning is implied in each sentence.*

EXERCISES

1. Transform the following into Assertive sentences:

- (i) What a beautiful lake it is!
- (ii) How sweet the scent of the flower is!
- (iii) O! that the desert were my dwelling place!
- (iv) What a terrible accident!
- (v) How ungrateful these people are!
- (vi) O! that I had not lived to see this day!
- (vii) Alas! the poor fellow is dead!
- (viii) What a piece of work man is!
- (ix) What a fool you are!
- (x) How hot it is!
- (xi) O! that we were young again!
- (xii) What a lame excuse!

2. Transform the following into Exclamatory

- (i) These boys were extremely unreasonable.
- (ii) Thoibi was extremely beautiful.
- (iii) Bhadra was a very famous artist.

- (iv) Paona was a wonderful General.
- (v) General Thangal was very clever.
- (vi) It was very risky.
- (vii) They have been doing a very funny job.
- (viii) Konica is a very intelligent girl.
- (ix) Chirai Thangal had a very wonderful personality
- (x) Padma was a very lovable woman.
- (xi) You are very charming.
- (xii) I wish I were young again.

13.5 TRANSFORMATION BY CHANGING DEGREES OF COMPARISON:

It is possible to change the degrees of comparison of Adjectives and Adverbs without changing the meaning of the sentences.

Look at the following:

- Positive : Ibobi is not so clever as Somananda.
- Comparative : Somananda is more clever than Ibobi.

- Positive : She is as beautiful as Helen.
- Comparative : Helen is not more beautiful than she.

- Positive : Kajao was as patriotic as Thangal.
- Comparative : Thangal was not more patriotic than Kajao.

- Positive : Nityai sang as sweetly as Kesho.
- Comparative : Kesho did not sing more sweetly than Nityai.

- Positive : No other bird is so beautiful as the parrot.
- Comparative : The parrot is more beautiful than any other bird
- Superlative : The parrot is the most beautiful bird.

- Positive : No other girl is so thin as Apabi.
- Comparative : Apabi is thinner than any other girl.
- Superlative : Apabi is the thinnest girl.

- Positive : No other thing in the world is so great as love.
- Comparative : Love is greater than any other thing in the world.
- Superlative : Love is the greatest thing in the world.

- Positive : No other country in the world is so rich as the USA.
 Comparative : The USA is richer than any other country in the world.
 Superlative : The USA is the richest country in the world.

Note: *There is a simultaneous change from Affirmative to Negative in many cases.*

Change the Degree of Comparison without changing the meaning:

- (i) Ukhrul is as beautiful as Shillong.
- (ii) Jiribam is as hot as Silchar.
- (iii) Moreh is as good as any other town of Manipur.
- (vi) Tombi is as clever as any other Director.
- (v) The people of Chandel are as hard working as any other tribe of Manipur.
- (vi) I have never seen such a beautiful lake as Loktak.
- (vii) April is the most beautiful month of the year.
- (viii) No other month is as cold as December.
- (ix) Shirui Lily is the most wonderful flower in the world.
- (x) Imphal is the biggest town of Manipur.
- (xi) Mt. Everest is the highest peak in the world.
- (xii) The innocent people are the worst sufferers.
- (xiii) Kolkota is the largest city in India.
- (xiv) People looting the buses are the worst criminals.
- (xv) The most sacred river is the Ganga.
- (xvi) These people are worse than any other in the world.

13.6 TRANSFORMATION OF SENTENCES BY CHANGING PARTS OF SPEECH.

- Noun : He believes in her *honesty*.
 Adjective : He believes that she is *honest*.
 Noun : The boy knows the *beauty* of the girl
 Adjective : The boy knows that the girl is *beautiful*.
 Noun : The girl has *confidence* of success.
 Adjective : The girl is *confident* of success.
 Noun : She receives an *invitation* for dinner.
 Verb : She is *invited* to dinner.

- Noun : There is a good *combination* of Bina and Bino.
 Verb : Bina and Bino *combine* well.
- Noun : The teacher gives a brief *introduction* of the book.
 Verb : The teacher *introduces* the book briefly.
- Noun : The little girl makes a *recitation* of the poem.
 Verb : The little girl *recites* the poem.
- Adjective : The little girl gave an *immediate* reply.
 Adverb : The little girl replied *immediately*.
- Adjective : Tombung sent an *urgent* message.
 Adverb : Tombung sent a message *urgently*.
- Adjective : He wrote a *brief* note.
 Adverb : He wrote a note *briefly*.
- Adjective : The magistrate imposed a *sudden* curfew.
 Adverb : The magistrate imposed a curfew *suddenly*.

Note : Along with the change of parts of speech of a word, there are other changes as well.

When a **noun** becomes an **adjective**, there is a structural change of the sentence; for interchange of **noun** and **verb**, another verb comes in and for interchange of adjective and adverb as well there is a structural change. This is transformation without affecting the basic meaning of the sentence.

EXERCISE :

Transform the following sentences as directed:

- (i) Khamba was very *polite*. (change to noun).
- (ii) Thoibi was very *beautiful* (change to noun).
- (iii) They live *happily* (Change to adjective).
- (iv) The Shirui Lily is *majestic* (change to noun).
- (v) The Chairman sends an *invitation* to me (change to verb).
- (vi) She made a *request* for help (change to verb).
- (vii) The sun *heats* the world (change to noun).
- (viii) The different tribes increase the *beauty* of Manipur (Change to adjective).
- (ix) The different communities live *peacefully* (change to noun).
- (x) All the world *depends* on Nature for survival (change to adjective).

LESSON 14



SENTENCE TYPES

More About Transformation of Sentences

14.1 Sentences are also divided into three types:

(A) Simple (B) Complex (C) Compound.

Transformation of Sentences may be from one to another form of the three types.

(A) Look at the following sentences:

- (i) I want a cup of tea.
- (ii) She prefers milk to tea.
- (iii) The cuckoo is found in spring.

In each sentence, there is only one Subject and one Predicate. Such a sentence is generally called a **Simple Sentence**. A **Simple Sentence** has only one **Finite Verb**.

(B) Look at the following Sentences.

- (i) We visited Moirang which was far from Imphal
- (ii) I know Shanti who is a teacher.
- (iii) The boy can sing a song which is charming.

In each sentence, there are two finite verbs.

In (i) the two groups are (a) We visited Moirang. (b) which was beautiful.

In (ii) the two groups are (a) I know Shanti (b) who is a teacher.

In (iii) one group is (a) The boy can sing a song and the other group is (b) which is charming.

Each group of words with a **Finite Verb** is called a **Clause**. Clauses beginning with **who, what, which, when, where** etc. are called **Subordinate clauses**. The other clause in each sentence is **the Main** or the **Principal Clause**. Such a sentence which has one or more than one subordinate clause is called a **Complex Sentence**.

The Subordinate Clause may be

- (i) a Noun Clause
- (ii) an Adjective Clause
- (iii) an Adverb Clause.

- (i) A **Noun Clause** does the work of a noun
It may be the **subject** of a verb e.g.
What you saw is real.
When he will come is not known.
- (ii) It may be the **Object** of a verb e.g.
I know *that she is good*.
The girl found *what she lost*.
- (iii) It may be the **Object** of a Preposition e.g.
Do not believe in *what he says*.
Listen carefully to *what your teachers says*.
- (iv) It may be the **Complement** of a Verb e.g.
This is *what I expected*, Life is *what we make*.
- (v) It may be in **Apposition** to a **noun** or **Pronoun** e.g.
The report *that she fails in the exam* is not true
The rumour *that there will be Presidents Rule* makes people happy.
In each case, the sentence is called a **Complex Sentence**.

EXERCISES

1. Point out the Subordinate Clauses in the following:

- (i) It is good that there is a bright sunshine.
- (ii) Tamenglong is a district which produces oranges.
- (iii) I went to Kachai which was full of lemon .
- (iv) The girl sat in the examination hall which was very quiet.
- (v) Who did the work cannot be ascertained.
- (vi) We do not know whether they really speak the truth.
- (vii) We know that police should not disturb education.
- (viii) The rumour that there is a war is wrong.
- (ix) The hope that there will be peace is a dream.
- (x) The question is whether they are reliable

2. Complete the following sentences by adding suitable Noun clauses:

- (i) Everyone desires that.....
- (ii) The girl knew when.....
- (iii) She asked me why
- (vi) It is certain that.....
- (v) No one knows who.....
- (vi) I do not believe that.....
- (vii) The doctor hoped that.....
- (viii) That was exactly what.....
- (ix) Everyone knows that
- (x) I am sure that.....

14.2 Now, Simple Sentences can be transformed to Complex Sentences by using the Noun Clause:

- (i) Simple : I am sure of winning the game.
Complex : I am sure that I shall win the game.
- (ii) Simple : She will certainly do it.
Complex : It is certain that she will do it.
- (iii) Simple : We did not expect the result to be so bad.
Complex : We did not expect that the results would be so bad.
- (iv) Simple : She hopes to win the prize.
Complex : She hopes that she will win the prize.
- (v) Simple : I went at 10 a.m.
Complex : It was 10 a.m. when I went.
- (vi) Simple : She desires to pass the examination.
Complex : She desires that she would pass the examination.
- (vii) Simple : Tombung was sure of writing the book.
Complex : Tombung was sure that he would write the book.
- (viii) Simple : I know your intention.
Complex : I know what your intention is .
- (ix) Simple : We believe in her word.
Complex : We believe what she says.
- (x) Simple : His honesty is known to all.
Complex : That he is honest is known to all.

EXERCISE:

Change the following into a Complex Sentence using a Noun Clause

- (i) Nobody knows his birthplace.
- (ii) I want to meet her.
- (iii) She could not tell me her name.
- (iv) He admitted his mistake.
- (v) I wish you success.
- (vi) We hope for better days.
- (vii) She confessed her guilt.
- (viii) I heard of her success.
- (ix) It is said to have been done by him.
- (x) She does not remember her birthday.

II Use of the Adjective Clause:

The **Adjective Clause** does the function of an adjective. It qualifies a Noun or a Pronoun in the Main Clause.

Look at the following sentences:

- (i) She is the girl *who stood first in the examination*.
- (ii) It is the Spring season *which brings a fresh world*.
- (iii) The boy is Bikram *whose father is a teacher*.
- (iv) Uneasy lies the head *that wears a crown*.

Each sentence is a complex sentence. The clauses beginning with **who, which whose, where, that** are **Subordinate Adjective Clauses**.

Now, Simple sentences are transformed to complex sentences by using **Adjective Clause**:

Look at the following:

- Simple : The Headmaster told them the important points.
- Complex : The Headmaster told them the points *which were important*.
- Simple : He pointed out the good boy.
- Complex : He pointed out the boy *who was good*.
- Simple : She finished the hard task.
- Complex : She finished the task *that was hard*.

- Simple : An intelligent girl will not waste her time.
 Complex : A girl *who is intelligent* will not waste her time.
- Simple : He is a man of his word.
 Complex : He is a man *who keeps his word*.
- Simple : I follow the tradition of my forefathers.
 Complex : I follow the tradition *which my forefathers followed*.
- Simple : I am the last man to do it.
 Complex : I am the last man *who would do it*.
- Simple : A liar is seldom trusted.
 Complex : A person *who tells lies is seldom trusted*.
- Simple : Dr. Manmohon Singh the Prime Minister of India, is an economist.
 Complex : Dr. Manmohon Singh *who is the Prime Minister of India*, is an economist.
- Simple : Konika , the teacher of the school is beautiful.
 Complex : Konika *who is the teacher of the school* is beautiful.

14.4 The Adverb Clause:

The Adverb Clause is a subordinate clause expressing ‘**time, place, manner, condition, comparison, result, contrast** etc’. It does the function of an Adverb.

Look at the following:

- (i) Do not talk *while you are eating*.
- (ii) I make friends *wherever I go*.
- (iii) She ate little *lest she should become fat*.
- (iv) *As Deepak ran away* , I talked to Sorojini.
- (v) *If Deepak steals*, his wife joins him.
- (vi) She is *so kind that everyone loves her*.
- (vii) *As you sow*, so shall you reap.
- (viii) He is younger *than he looks*.
- (viii) *Though he is poor*, he is honest.
- (ix) *Even if it rains*, I will go.

All these are Complex sentences in which the subordinate clauses are Adverb Clauses. So, Simple Sentences can be transformed into Complex Sentences by using Adverb Clauses.

Look at the following:

- Simple : On meeting Sorojini , I found her to be a cheat.
Complex : When I met Sorojini, I found her to be a cheat.
- Simple : Only students are admitted here.
Complex : You will be admitted only if you are a student.
- Simple : On seeing me, Deepak ran away.
Complex : When he saw me, Deepak ran away.
- Simple : This news is too good to be true.
Complex : This news is so good that it cannot be true.
- Simple : He is too weak to walk.
Complex : He is so weak that he cannot walk.
- Simple : Without your help, I cannot do anything.
Complex : Unless you help me, I cannot do anything.
- Simple : He was absent on account of illness.
Complex : He was absent because/as he was ill.
- Simple : On seeing the teacher , I showed respect to him.
Complex : As soon as I saw the teacher, I showed respect to him.
- Simple : At sunset, the boy starts his study.
Complex : As soon as the sun sets the boy starts his study.
- Simple : You go anywhere.
Complex : You go wherever you like.

EXERCISES

1. Change the following Simple Sentences into Complex Sentences with a Noun Clause:

- (i) They heard of their failure.
- (ii) No one knows the time of his coming
- (iii) She told me the truth.
- (iv) I wish you success.

- (v) She admitted her guilt.
- (vi) We hope for an early rain.
- (vii) The report of his illness is true.
- (viii) His hiding place was known to all.
- (ix) Deepak confessed his guilt.
- (x) I believe in his honesty

2. Change the following sentences into Complex Sentences by using Adjective Clauses:

- (i) An honest man is the noble work of God.
- (ii) He was the first Manipuri to become a Minister
- (iii) He did not get my letter.
- (vi) A brave man does not fear an animal.
- (v) She is a beautiful girl.
- (vi) Hard working people shine in life.
- (vii) This is my house.
- (viii) A University is a seat of learning.
- (ix) The teacher is a selfless person.
- (x) The parents are responsible people.

3. Change the following into Complex Sentences by using Adverb Clauses:

- (i) She was too weak to climb the hill.
- (ii) He is too lazy to do any work.
- (iii) No one can become rich without work.
- (iv) You cannot pass the examination without reading.
- (v) Having completed his studies, he joined service.
- (vi) On entering the kitchen, she found the vegetables.
- (vii) In the absence of a better alternative, he used the pen.
- (viii) Weather permitting, we shall go on a picnic.
- (ix) I would have failed without his help.
- (x) On receiving the letter, I came to know the truth.

14.5 Transformation of Simple into Compound Sentences:

Simple Sentences can be joined together by coordinate conjunctions like **and or both - and, but, not only - but also** etc. Such sentences become co-ordinate clauses. Each of them becomes an independent clause. Such sentences are called **Compound Sentences**.

Look at the following sentences:

- (i) Simple : Guite is a teacher. He lives at Churachandpur.
Compound : Guite is a teacher and he lives at Churachandpur.
- (ii) Simple : Chaoba has three daughters. He loves all of them.
Compound : Chaoba has three daughters and he loves all of them.
- (iii) Simple : Menjor was a teacher . He is now retired.
Compound : Menjor was a teacher but he is now retired.
- (iv) Simple : Returning home, he began to read.
Compound : He returned home and began to read.
- (v) Simple : Hearing the song of the cuckoo, I remember my daughter.
Compound : I hear the song of the cuckoo and I remember my daughter.

Note: *Simple Sentences may be combined to form one compound sentence having independent clauses. One simple sentence may also be transformed to a compound sentence. When sentences are combined the process is called **Synthesis**.*

Look at the following

- (i) Simple : In spite of his strength, he is a coward.
Compound : He is strong but he is a coward.
- (ii) Simple : She is both beautiful and intelligent.
Compound : She is not only beautiful but also intelligent
or
She is beautiful and she is intelligent.
- (iii) Simple : Seeing the fire, he informed the firefighters.
Compound : He saw the fire and informed the firefighters.
- (iv) Simple : She received both praise and reward.
Compound : She was praised and rewarded.
- (v) Simple : Besides being educated he was hard working.
Compound : He was educated and was hard working.
or
He was not only educated but also hardworking.

EXERCISES

1. Change the following Simple Sentences to Compound Sentences.

- (i) In spite of his learning, his life is unhappy.
- (ii) For all his riches, he is not happy.
- (iii) To everyone's surprise, they won the election.
- (iv) Rushing after the bus, he jumped on it.
- (v) You must read hard to pass the examination
- (vi) The sun having set, darkness fell on the earth.
- (vii) In the event of heavy demand, the people will flee the country.
- (viii) In addition to being lonely, he is weak.
- (ix) You must run away at once to escape being punished.
- (x) They must work hard to finish the book.

14.6 *Sentences may be transformed from one to another. Simple sentences have been changed to Complex and Compound sentences. So, it may reverse the process. Compound may be changed to Complex and Complex to Simple.*

Look at the following

- (i) Compound : She not only made a promise but kept it.
Complex : She kept the promise she made.
Simple : She kept her promise.
- (ii) Compound : Shanti wanted to meet me and she came for it.
Complex : Shanti wanted to meet me for which she came.
Simple : Shanti came to meet me.
- (iii) Compound : He was weak but he did it.
Complex : Though he was weak, he did it.
Simple : In spite of his weakness, he did it.
- (iv) Compound : I helped him, and he finished the work.
Complex : When I helped him, he finished the work.
Simple : He finished the work with my help.
- (v) Compound : She was proud and she left the place.
Complex : As she was proud, she left the place.
Simple : Being proud, she left the place.

Note: Sometimes Relative Pronouns are omitted.

MISCELLANEOUS EXERCISE

1. Change the following Compound Sentences into Complex Sentences:

- (i) Come here or you will not get it.
- (ii) We respected her and she was very happy
- (iii) Kalam was an educated man, and we respected him.
- (iv) The boy is a terrorist, and everyone hates him.
- (v) Spare the rod and spoil the child.
- (vi) He is poor but honest.
- (vii) Conquer thy desires or they will conquer thee.
- (viii) They are evil and they are merciless.
- (ix) They demand freedom but they destroy freedom.
- (x) We know the danger but we go on.

2. Change the following Complex Sentences to Compound Sentences:

- (i) I am sure that they are destroying the country.
- (ii) Unless you stand up to fight, all will be lost.
- (iii) I saw the boy who demanded it.
- (iv) As soon as I have the money , I shall go there.
- (v) She reads hard so that she will pass the examination.
- (vi) If you trust in God, you will succeed.
- (vii) He failed because he did not work hard.
- (viii) I am glad that I do not meet the villain.
- (ix) When you are disturbed, you will not read.
- (x) We will have quality education only when we have peace of mind.

LESSON 15



WORD FORMATION

Word-formation is carried out in different ways in English. Sometimes two or more words are joined together to form new words. In some cases, affixes are attached to some words to form new words. There are different terms like ‘Compounding’, ‘Inflexion’, ‘Derivation’ etc. Words can be transformed from one part of speech to another. Below some cases are given.

A. Formation of Verbs from Nouns.

Nouns	Verbs	Nouns	Verbs
Access	accede	Electricity	electrify
Advice	advise	Food	feed
Act	enact	Fool	befool
Belief	believe	Force	enforce
Breath	breathe	Friend	befriend
Brood	breed	Fright	frighten
Camp	encamp	Furniture	furnish
Case	encase	Glory	glorify
Character	characterise	Grass	graze
Choice	choose	Habit	habituate
Circle	encircle.	Hand	handle
Class	classify	Heir	inherit
Climate	acclimatise	Joy	enjoy
Cloth	clothe, clad	Justice	justify
Colony	colonise	Knee	Kneel
Courage	encourage	Life	live
Custom	accustom	Loan	lend
Danger	endanger	Memory	memorise
Death	die	National	nationalise
Drop	drip	Number	enumerate
English	anglicise	Office	officiate
		Power	empower
		Practice	practise

Nouns	Verbs	Nouns	Verbs
President	preside	Substance	substantiate
Prison	imprison	Sympathy	sympathise
Public	publish	System	systematise
Roll	enroll	Terror	terrorise
Service	serve	Thought	think
Sign	signify	Vacancy	vacate
Solid	consolidate		

B. Verbs may be changed to Nouns:

Verbs	Nouns	Verbs	Nouns
Abolish	abolition	Fail	failure
Acquire	acquisition	Fix	fixture
Act	action	Go	gait
Add	addition	Laugh	laughter
Admire	admiration	Marry	marriage
Admit	admission/admittance	Pretend	pretension
Analyse	analysis	Reduce	reduction
Apply	application	Remember	remembrance
Approve	approval	Repeat	repetition
Bear	birth	Respond	response
Bless	bliss	See	sight
Compel	compulsion	Seize	seizure
Contain	content	Sell	sale
Deny	denial	Sign	signature
Do	deed	Slay	slaughter
Drink	draught	Steal	stealth
Err	error	Succeed	success
Exceed	excess	Tell	tale
Exist	existence	Think	thought
Expel	expulsion	Try	trial
		Widen	width.

- I.** To some extent, certain rules are followed in adding the Prefix and the **Suffix**. **Affixation** is one way of word-formation:

- (a) illegal, illiterate, illogical, irregular, irresponsible, irrelevant, irreparable, imbalance, immoral, impartial, impassable, impatient, impossible, impracticable, improbable, improve.
- (i) The Prefix 'il--' is added to words beginning with 'l'
- (ii) 'ir--' is added to words beginning with 'r'
- (iii) 'im--' is added to words beginning with 'b', 'm' and 'p'
- (b) undivided, undress, uneducated, uneven, unexpected, unfinished, unforgettable, unfortunate, unfriendly, unfurl, ungrammatical, unhappy, unholy, unkind, unknown, unlike, unofficial, unpatriotic, unplanned, unpopular, unreal, unsafe, unsuccessful, unsure, untouchable, unwilling, unwise, unworldly, etc. 'un--' is added normally to adjectives and participles.
- (c) non-entity, non-payment, non-profit, nonproliferation, non-refundable, non-resident, non-specific, non-stop, non-vegetarian, non-violence.
'non--' is added to noun, adjective etc.
- (d) inactive, inadmissible, inadvertent, inapplicable, inanimate, inappropriate, inborn, inbuilt, incapable, incoming, incorporable, inconsistent, inconvenience, incorrect indebted, independent, inedible. etc.

'in--' is added normally to **Adjectives** and occasionally to Abstract Noun

However not all prefixes and suffixes follow a regular pattern. As has been mentioned above. Some Abstract Nouns are formed with various suffixes.

Look at the following :

(i) **Formation of Abstract Nouns with Suffixes.**

- age	: baggage, bondage, mileage, pilgrimage
- ance	: abundance, observance.
- ence	: absence, innocence,
- cy	: democracy, aristocracy, accuracy, constancy, literacy
- dom	: kingdom, freedom, wisdom.
- hood	: boyhood, childhood, girlhood, manhood.
- ing	: building, reading, speaking, writing, wedding.
- ice	: avarice, cowardice, practice, service.
- ment	: development, enhancement, punishment
- ness	: bitterness, blackness, darkness, highness
- ship	: friendship, hardship
- th	: birth, death, health, wealth.
- ion	: action, agitation, direction, oration

(ii) There are other words formed with suffix.**Look at the following**

- | | |
|----------|--|
| - ard | : drunkard, dullard etc. |
| - ate | : advocate, curate, magnate. |
| - ee | : absentee, payee, examinee |
| - er | : reader, waiter, singer, speaker |
| - ism | : Capitalism, Communism, Hinduism, Buddhism, |
| - or | : creator, sailor, |
| - ist | : artist, dentist, separatist etc. |
| - ster | : gangster, songster, trickster |
| - monger | : fishmonger, warmonger |
| - wright | : playwright, wheelwright |

(iii) Adjective suffixes

- | | |
|--------|--|
| - al | : electoral, loyal, national, royal |
| - ar | : lunar, solar, polar |
| - ant | : brilliant, radiant |
| - able | : eatable, likeable, loveable, payable. |
| - ed | : bearded, departed, deserted. |
| - en | : drunken, forbidden golden, hidden, laden. |
| - ful | : faithful, fearful, helpful, hopeful, truthful. |
| - ic | : patriotic, sympathetic, tragic. |
| - ish | : bluish, bookish, greenish, foolish. |
| - ive | : active, massive, passive. |
| - less | : fearless, heartless, lawless, meaningless. |
| - ly | : beastly, friendly, mainly. |
| - ory | : introductory, migratory. |
| - ous | : curious, dangerous, famous. |
| - ward | : backward, forward, homeward. |

(iv) There are other suffixes to form verb.**Look at the following:**

- | | |
|------------|---|
| - en | : broaden, brighten, darken, frighten. |
| - fy | : beautify, clarify, falsify, simplify. |
| - ise, ize | : criticise, equalise, generalise. |

Note: The formation of words with *Prefix* and *Suffix* is called *affixation*

II. Another process is called Compounding . In this two or more words are joined together to form another word.

(i)	air + way	=	airway
(ii)	boat + man	=	boatman
(iii)	moon + light	=	moonlight
(iv)	post + man	=	postman
(v)	ring + finger	=	ring finger
(vi)	news + paper	=	newspaper
(vii)	black + board	=	blackboard
(viii)	noble + man	=	nobleman
(ix)	play + ground	=	playground
(x)	out + break	=	outbreak
(xi)	out + look	=	outlook
(xii)	out + put	=	output etc.

The combination of two words forms new word. There are various examples of compound words in English.

Look at the following :

afternoon, awaking gas, bathing ghat, breakdown, breakfast, working gas, drawing room, dressing table, drinking water, fact finding, fast moving, good looking, head strong, home sick, house maid, moon light, postman, pickpocket, welcome etc.

EXERCISES

1. Form new words from the following by adding a suitable prefix,

able, circle, rich, prison, courage, cover, fame, guise, feeble, truth, sensible, organise, safe, passionate, fortunate comfortable, intelligible, power, joy, spirit, close, fraud, brute, sympathy.

2. Form new words from the following by adding an appropriate suffix:

agree, accept, account, boy, danger, advise, democratic, deep, real, grand, stupid, hate, frank, sound, lion, slave, glory, friend, reason, sheep, habit, humour, prevail, melt, hide, lead, respect, whole, intellect.

3. Form compound words from the following :

boy, black, brain, cold, coat, bird, man, water, over, fever, migratory, working, pocket, feeding, pick, spoon, wind, new, high.

LESSON 16



CONCORD

16.1 In the construction of English sentences there are certain rules which bind the different components of the sentences. There is agreement between the different components of the sentences. The agreement between two or more parts of the sentence in person, number, gender and tense is called **Concord**.

Look at the following sentences:

- (i) I am a student
- (ii) She is a girl
- (iii) They are playing now.

Note : In sentence (i) the subject **I** has agreement with 'am' and 'a student' in person, number and tense.

In sentence (ii) the subject 'she' has agreement with 'is' and 'a girl' in person, number, gender and tense

In sentence (iii) the subject 'they' has agreement with the verb 'are' in 'number' and 'tense'

Look at the following:

- (i) Rina loves her mother
- (ii) My father left his property for me.
- (iii) The girls like their school.

In these sentences, there is agreement of the **subjects** and the **pronouns** in number and gender.

In (i) 'Rina' and 'her' agree in 'number', 'gender', and 'person'.

In (ii) 'father' and 'his' agree in number, gender and person.

In (iii) 'girls' and 'their' agree in number and person.

In grammatical terms it is called **Concord**. This is very essential for tense as well.

These are generally referred to as

- (i) Concord of Person;
- (ii) Concord of Number;
- (iii) Concord of Gender;
- (iv) Concord of Tense.

Look at the following.

- (i) He *went* home when he had *finished* the work
- (ii) The girl *reached* the station when the train *had left*.
- (iii) The sky *was* dark when night *set* in.

In all these, the tense of the **Subordinate Clause** and the Principal clause has agreement. Both the clauses are in the past tense. This is called **Concord in tense**.

16.2 In certain cases agreement is according to the idea or notion expressed.

Look at the following:

- (i) The *government have* broken all their promises.
- (ii) The *public are* tired of demonstrations.

The agreement between the subject and the verb is **notional**. Although the subject is singular in form the *notion* suggests it to be plural.

Such agreement is called '**Notional Concord**'.

Look at the following:

- (i) The *public are* tired of their nature.
- (ii) The *audience were* enjoying every minute of it.
- (iii) The *crowd were* deeply affected.
- (iv) My *family are* early risers.
- (v) The *majority of the strikers are* resuming work.

But look at the following:

- (i) An immense crowd was there.
- (ii) His family was an old one.

Such cases occur in case of **Collective Nouns**.

Look at the following usage also:

Fifty years is a long time.

Ten miles is a long distance.

Twice twelve is/are twenty-four.

Note: *The indefinite pronouns everybody, every one, nobody, no one, anybody, any one take a verbal predicate in the singular but may be referred to by a personal, reflexive or possessive pronouns in the plural.*

Look at the following sentences

- (i) *Everybody* was running as fast as *they* could.
- (ii) *No one* had failed in *their* duty.
- (iii) Has *anybody* brought *their* camera?

In these cases, the concord is **notional**.

16.3 Concord is also divided into two types

- (a) **Bilateral Concord** (b) **Unilateral Concord**

Look at the following

I am a girl

For the verb 'to be', 'am' is used only with 'I'. 'I' is used with 'am' only. This is a case of **Bilateral Concord**. Other cases may be referred to as Unilateral. This is only a theoretical study.

16.4. Principle of Proximity : It denotes agreement of the verb with whatever noun or pronoun which closely precedes it, sometimes in preference to agreement with the headword of the subject:

No one except his own supporters *agree* with him.

One in ten *take* drugs.

* *Quirk p. 177*

EXERCISE

Fill in the blanks with acceptable forms of verbs from those given in the brackets:

- (i) Phonetics _____ taught by Prof. Higgins. (was/were)
- (ii) Fifty years _____ a long time. (is/are)
- (iii) Cattle _____ allowed to graze in the field. (is/are)
- (iv) When I _____ at the station, the plane had landed. (arrive/arrived)
- (v) It is the people who _____ to suffer. (is/ are)
- (vi) The United States _____ a powerful country. (is/are)
- (vii) It is they _____ the work. (do/does)

LESSON 17



PUNCTUATION

17.1 There is a difference between spoken and written languages. In speaking, there are pauses and variations in tone to express different shades of meaning. The pause and the difference in tone give indication of the meaning intended by the speaker. In written language, these are indicated by the **Marks of Punctuation**.

The following are the principal **Marks of Punctuation**:

1. Capital Letters	6. Mark of Interrogation (?)
2. Full stop (.)	7. Mark of Exclamation (!)
3. Comma (,)	8. Single Inverted commas (‘ ’)
4. Semicolon (;)	9. Double Inverted commas (“ ”)
5. Colon (:))	10. Hyphen (-)

17.2 Capital letters:

- (i) The **Capital letters** are used in the beginning of every sentence,

Examples

The girl passed the HSLC examination in the First Division. She wanted to get admission to the Higher Secondary School.....etc.

- (ii) Proper noun generally begins with a **capital letter**.

Examples

Biren, Ibobi, Bina ,Shanti etc.

India, Nepal, China etc.

- (iii) Titles and posts also begin with capital letter

Examples

Chairman, Principal, Professor, etc.

- (iv) In poem , generally the first word in every line begins with a capital letter.

Examples

Two roads diverged in a yellow wood,
And sorry I could not travel both,
And be one traveller, long I stood
And looked down one as far as I could.

* *Graves*

Note: Nowadays some poets do not follow the rule.

- (v) The letter ‘I’ when used alone is written in **capital letters**.

17.3 The Full Stop: (.)

- (i) It is used at the end of Assertive and Imperative sentences e.g..

He is a man.

Come here. etc.

- (ii) After abbreviations and initials: e.g..

M.A., M.Phil., Ph.D. M.L.A., M.P. etc

Ltd. Prof. Dr. etc

When the abbreviation ends with the final letter of the full word, some writers prefer to omit the **Full Stop**. e.g.

Mr, Mrs, Dr, etc.

17.3. Comma (,)

It indicates a short pause. It is used

- (i) to separate three or more words of the same part of speech: e.g..

Nouns : I taught boy, girls and old people.

Verb : She got up, took bath, took breakfast and read her lessons.

Adjective : The boy is healthy, strong and stout. etc.

- (ii) to mark Noun in apposition, e.g..

Gandhiji, the Father of the Nation, was a simple man.

- (iii) to mark off Nominative of Address; e.g.

Friends, Romans and Countrymen, lend me your ears.

I tell you, Dear Sir, life is a tale told by an idiot.

- (iv) to mark off absolute construction; e.g.

Breakfast over, the two girls went to school.

- (v) to separate a non-defining phrase; e.g.

The U.S. having landed on the moon, decided to examine Mars.

- (vi) To separate words, phrases and clauses inserted in the body of a sentence, e.g.

Tendulkar, after all, is an excellent cricketer.

- (vii) to avoid the repetition of a verb; e.g.

She brings glory to the school, joy to her parents.

- (viii) to separate short co-ordinate clauses, e.g.

They waved, they cheered and they welcomed the victorious team.

Note: *Nowadays, there is much relaxation in the use of the comma.*

17.5 The Semicolon (;)

It is used to

- (i) Separate the clauses of a compound sentences, e.g.,
Dr. Kalam is a simple, modest and unassuming person; but everyone respects him.
- (ii) to separate sentences which are closely connected in thought, where a **full stop** is likely to put a, complete break; e.g.,
Reading maketh a full man; conference a ready man; writing an exact man.

17.6 The Colon (:)

The **Colon** shows a more complete pause than that indicated by the **Semicolon**.

It is used

- (i) To introduce a list, e.g.,
The countries I visited are : England, Japan, and Germany.
- (ii) to introduce a quotation; e.g.,
Shakespeare said: 'One may smile and smile and be a villain.'

17.7 The Mark of Interrogation is used after the Interrogative sentences, e.g.

Who is Shakespeare ?

Where was he born?

When did he live?

Do you like his books?

Are you a writer?

17.8 The Mark of Exclamation is used after

- (i) Interjection
- (ii) Exclamatory Sentences e.g.
Alas! he is dead.
What a beautiful girl!

Note: In informal written English, more than one **Exclamation Mark** can be used.

17.9 Inverted Commas are used to indicate Direct Speech. It is used to mark direct quotation; e.g. She said , 'It is beautiful.'
"Thank you," I said.**17.10 Hyphen (-)**

It is used

- (i) to form a compound from two or more words:
arm-wrestling ; hard -fought; right -wing etc.

- (ii) to form a compound from a prefix and a proper name; e.g. Pro-American; pre-Raphaelite etc.
- (iii) when writing compound numbers from 21 to 99 in words; e.g., twenty-four, twenty-five etc.
- (iv) Sometimes in British English, to separate a prefix ending in a vowel from a word beginning with the same vowel; e.g., co-operate; pre-eminent etc.

17.11 Dash (—):

It is used to indicate that what follows is a summary or conclusion. It is used instead of **colon** or **semicolon**; e.g.,

Men were throwing stones, women were shouting slogans, policemen were making lathi charge—it was a chaos.

EXERCISE

Punctuate the following:

- (i) jawaharlal nehru was the prime minister of india
- (ii) george bush is the president of the u.s.a
- (iii) gordon brown became prime minister of the u.k. after tony blair
- (iv) mr. haokip bought a pen pencil an inkpot and a book
- (v) india pakistan china and sri lanka are different countries
- (vi) bravo our team has won
- (vii) In the long run honesty triumphs over others
- (viii) Did you go to shillong last year
- (ix) Are you interested in literature
- (x) when I went to rishikesh where did you go
- (xi) I came I saw I conquered
- (xii) some are born great some achieve greatness and some have greatness thrust upon them
- (xiii) The Bible says the fear of god is the beginning of wisdom
- (xiv) Hello the girl said when did you come here
- (xv) Good bye she said see you later
- (xvi) Shakespeare's hamlet prince of denmark is a famous tragedy
- (xvii) You said she is wonderful
- (xviii) o cuckoo shall I call thee a bird
- (xix) My dear friend we are in the same boat
- (xx) All the world is a stage said antonio and all the men and women are players



APPENDIX I

There is a tendency among young students to get confused with words. The influence of American English is tremendous here. The difference between British English and American English is mainly in these areas. Added to it is the language used in Computers and other devices. In formal English not all are generally accepted. Students learning English as a second language need a clear picture of it. The distinction in usage is clearly expressed in Prof. Simeon Potter's work. He has pointed out that 'in Spelling, Vocabulary, in Pronunciation and the Syntax of colloquial speech and slang, divergences persist. Look at the differences in usage as described by Prof. S. Potter.

On arriving at the United States, an Englishman finds a lot of differences.

- (i) He wanted to register his '**luggage**' which is found to be '**checking the baggage**'
- (ii) The timetable is called '**Schedule**'.
- (iii) The liftman is '**elevator operator**'.

He finds a lot of distinction in usage. So, the difference is mainly in vocabulary and usage.

Now look at the following differences between British and American English.

I. British	American	British	American
Assurance	Insurance	cinema, film, picture	movie
Autumn	fall	class, form, standard	grade
backward and forward	back and forth	clever	smart
banknote, note	bill	course	program
beer	ale	droughts	checker
biscuit	cracker	dust bin	garbage can
bonnet	hood*	flat	apartment
box	trunk*	full stop	period
break	recess*	geyser	water heater
cab	taxi	goods van	box van
chemist's shop	drug store	hire purchase	installment plan
Christian name	first name	holiday	vacation *

British	American	British	American
holiday maker	vacationist	post bag	mail bag
Inquiry office	information Bureau	post	bagmail bag
iron mongery	hardware	railway	railroad
lager	beer	rubbish	garbage*
lift	elevator	spanner	wrench
luggage van	luggage car	sweets	candy
match	game	toilet	bathroom*
meteorological office	weather bureau	underground	subway
platform	track	vest	undershirt

* indicates that these are used in Indian English

II In spelling, there are some regular variations, Webster's New International Dictionary which is the official guide in the USA, sanctions the following use of spelling in American English :

- (i) '-or' for 'our'
- (ii) - er for '-re'
- (iii) -s for '-c'

There are deletion of letters as well:

Look at the following:

British	American	British	American
acknowledgement	acknowledgment	equalled	equaled
anaesthesia	anesthesia	encyclopedia	encyclopaedia
all right	alright	fibre	fiber
armour	armor	fulfil	fulfill
behaviour	behavior	glamour	glamor
calibre	caliber	honour	honor
catalogue	catalog	judgement	judgment *
centre	center	jewellery	jewelry
colour	color	labour	labor
defence	defense	metre	meter *

British	American	British	American
mediaeval	medieval	skilful	skillful
neighbour	neighbor	spelt	spelled
night	nite	storey	story
offence	offense	theatre	theater
pedagogue	padagog	though	tho *
photo	foto	through	thru *
programme	program	tyre	tire
rumour	rumor	worshipped	worshiped
signalled	signaled		

It is to be noted that in computer such spelling as 'tho', 'thru' etc. are used. In British English these are not yet formally used.

- * Ref : (i) Webster's New International Dictionary.
(ii) Advance Learner's Dictionary of Current English

III Syntax :

In syntax there are some variations

Look at the following:

British	American
(i) How many books have you?	How many books do you have?
(ii) Have you got enough to eat?	Do you have enough to eat?
(iii) He is having bath?	He is taking bath.
(iv) How are we to do this?	How to do this?

These are a few hints ; many more remain to be recorded.



APPENDIX II

ENGLISH PHONOLOGICAL PATTERN

Note : *The appendix is a sight brush in phonology which is a vast area of language study.*

The primary function of language is communication specially in the spoken form. The sound pattern of the language is highly necessary for communication. Both the speaker and the listener have to be acquainted with the code of the language. The sound system of the language is known as “phonology”.

Every language has a distinction sound pattern. The language has distinctive sound units called ‘phonemes’. These are the smallest units in a language which are meaningful. In English, there are meaningful sound units called ;phonemes.

The phonemes combine to form a syllable, which has a nucleus, i.e. a sound more prominent than the rest. The syllable has a vowel and one or .more consonants. Besides these a study of the prosodic pattern including ‘length , stress and pitch, is necessary for understanding the language. Here the reference is to the standard English, also called Received Pronunciation (RP) .

The phonemes are broadly classified into Vowels and Consonants.

Vowels:

The British English (RP) has 20 vowel phonemes - 12 pure vowels and 8 Diphthongs..

There is a phonetic symbol for each phoneme placed within oblique bars

e.g. / e /

Some pure vowels are relatively long and the indication of long vowel is / : /

There is difference in meaning between short vowel and long vowel e.g.

beat and bit

seat and sit.

The phonetic symbols and the key words are given below:

PURE VOWELS:

Sl.No.	Symbol	Key word	Phonetic Transcription
1.	/ɪ/	bit	/bɪt/
2.	/i:/	beat	/bi:t/
3.	/e/	bet	/bet/
4.	/æ/	bat	/bæt/
5.	/ɑ:/	card	/kɑ:d/
6.	/ɔ:/	hot	/hɒt/
7.	/ɜ:/	home	/hɜ:s/
8.	/ʊ/	full	/fʊl/
9.	/u:/	fool	/fu:l/
10.	/ɔ:/	ago	/əɡəʊ/
11.	/ʌ/	but	/bʌt/
12.	/ɜ:/	bird	/bɜ:d/

DIPHTHONGS:

13.	/aɪ/	bite	/baɪt/
14.	/eɪ/	date	/deɪt/
15.	/aʊ/	cow	/kaʊ/
16.	/ɔɪ/	boy	/bɔɪ/
17.	/eɪ/	air	/eɪ/
18.	/ɔʊ/	no	/nɔʊ/
19.	/ɪə/	here	/hɪə/
20.	/uə/	poor	/puə/

Note: *Indian English has certain varieties of the sound pattern*

(i) Indian English does not observe vowel length.

hit and heat

lid and lead

cot and caught

rot and wrought

pull and pool

These are pronounced alike.

(ii) Another case is the distinction between /e/, /æ/ and /eɪ/

Example,

met, mat, and mate are pronounced alike.

- (iii) The suffix -ed which should be pronounced /wd/ is generally pronounced /e d/

Example,

divided should be /dɪvʌdɪd/

Because of such differences in the phonological pattern there is problem of intelligibility.

CONSONANTS:

There are 24 consonant sounds in British English. There is not much problems except in Fricative and affricate sounds. Indians usually replace them with a near native sound some problem occurs in aspiration of some sounds.

Look at the following :

B E

/ f / is replaced by / ph /

/ θ / is replaced by / tʰ / etc.

Indian languages do not have certain consonant cluster e.g st, sk, sf, etc. so, there are some problems in pronunciations.

WORD STRESS:

word stress is an important aspect of the English language .Stress is not fixed to a particular syllable. It may be shifted according to the function of the word. However in spoken language the stressed syllable is more prominent and others are subdued. These are some general rules.

- (i) Prefix are not stressed.

e.g. a'bout, a'board, a'head, a'loud, a'part etc.

- (ii) suffix also are not generally stressed.

e.g. a'ppearing, 'boulting, 'careful, 'classify, 'laughter,

- (iii) Words ending in '-ion' have the stress on the last but one syllable

e.g. appli'cation, exami'nation, indro'duction, qualifi'cation etc.

The stress pattern changes in connected speech. This is an area which requires careful analysis. Phonology is a vast area in language study which is beyond the scope of the present work.



ACKNOWLEDGMENT

Any book on English grammar make conscious and unconscious reference to established writers. Some reference books had been consulted here and there. We acknowledge indebtedness to all masters of English Grammar whose footprint we follow:

1. Leech and Svartvik : **A Communicative Grammar of English**
(Second Edition)
Longman Group Ltd. 2000.
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COMPOSITION

/

LESSON 1



COMPOSITION

LETTER WRITING

Letter Writing is an important part of Communication. There are different kinds of letters.

The following are some of them.

- (A) Private or Personal letter.
- (B) Business letters, Official letter.
- (C) Social letter
- (D) Letter to the Press/ Report.

Nowadays there are different means of communication even when one cannot come face to face with another. However, the letter is still an indispensable part of communication.

There are certain conventions for writing letters:

- (i) Write your own address in the top right hand corner.
- (ii) The date can go on either the left or the right. But generally it is used on the right.
- (iii) Never write your name at the top of a letter.
- (iv) Write the address, name and position of the person you are addressing on the top left hand corner
- (v) Use 'Sir' or 'Madam' if you do not know the name of the person and the end will be with 'Yours faithfully.'
- (vi) Use the person's title (Mr, Ms.,Mrs. etc and their surname etc if you know and end the letter with 'Yours Sincerely'.

I. In Personal letter, which are Informal, the general forms of salutation are-

- (a) To relatives:
 - My dear father,
 - My dear mother,
 - My dear daughter etc.
- (b) To friends:
 - Dear Biren,
 - Dear Shanti,
 - Dear Jamkhose

- (c) To strangers:
Sir, Dear Sir,
Madam, Dear Madam etc.

II. The form of subscription is -

- (a) To relatives and very intimate friends:
Yours affectionately, Affectionately yours
- (b) To friends:
Yours sincerely, Sincerely yours
Yours ever, Ever yours.
- (c) To Strangers, business firms and official letters:
Yours faithfully, Faithfully Yours etc.
- * In American English , end your letter with-
Sincerely, Sincerely Yours or Yours Truly.
- (d) In British English end your letter ‘Yours sincerely’ if you have begun it with a persons title and family name . If you have begun ‘Dear Sir or Madam; then end your letter ‘Your faithfully’.

In Informal letter, for close friends end your letter with-
Love, Lots of love etc.
Use Best wishes, All the best etc for others.

Note: *Use of Comma after the salutation or subscription is not strictly followed now.*

III. The date is written on the top right hand side below the address: Look at the following:

L. Y. Leikai,
Imphal- 1
21 April , 2008

Dear Thoi,

I have not heard anything from you for a long time. I am glad to hear from the radio that your place is quite peaceful. You must be reading hard for your exam. But do not over study. It may affect your health. Punctuality in your work will bring success in all walks of life.

We wish you the best of luck in the exam.

Yours affectionate father,

Mani Singh

In British English nowadays the subscription is written on the left hand side as well.

III. The date is written in different ways:

21 April 2008

21st April 2008

April 21, 2008

April 21st, 2008

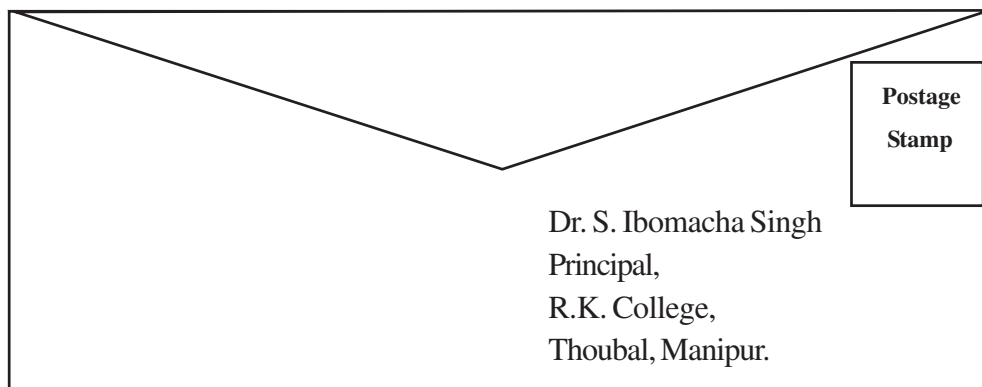
21-4-2008

21 / 4/ 2008

21- 4- '08

Note: *The preferred British style is '21 April 2008'. Americans generally begin with the months followed by the date and year.*

IV. Write the address on the envelop or postcard clearly.



Look at the following:

1. Purnima of Thangmeiband writes a letter to her friend Bijaya of Manipuri Rajbari Guwahati about her examination.

Thangmeiband,
Imphal,
20 April' 2008

4

Dear friend/ My dear friend/Dear Bijaya

This is the first time I am writing after the H.S.L.C exam. In your precious letter, you wanted to know about my performance in the examination.

Well, I did pretty well in the exam but it was below my expectation. In some subjects the questions were taught. However, I am hopeful of passing in the First Division. I am expecting you to come to Imphal. I would be happy to meet you here.

Yours Sincerely
Purnima

Or

Yours Sincerely
Purnima

2. Binita writes a letter to her friend Shanta describing ‘Yaoshang’ in Manipur.

Keishampat,
Imphal
20 April 2008

Dear Shanta,

Thanks a lot for your letter which I received this morning.

I am sure you must be thinking of ‘Yaoshang’ in Manipur. But nowadays things have changed a lot. The usual joy and festivals of ‘yaoshang’ are gradually giving way to Thabal Chongba. The religious fervour is lost. Society is now changed. Come and see next year how life is changing in Manipur.

I hope you are enjoying life there. But let us share the joys of life.

Love
Binita

or

Love
Binita

3. Mr. John Haokip, studying in Bangalore writes to his father at Churachandpur describing his study in a new world.

Kormangala
Bangalore
26 April 2008

My dear father,

It is through your love for me that I am studying here. At this moment you must be working hard for your son here. Dear daddy, I will not disappoint you in this life.

I attended my classes punctually and my teachers had been teaching us very well. Most of my classmates come with heavy bags of books and there is an atmosphere of study. We are free from outside disturbances. I hope, I can do well here in my studies. However, I feel the absence of both mummy and you. When I come back, I will serve both of you.

Yours affectionately,
John

or

Yours affectionately
John.

EXERCISE

1. Let Birchandra of Kakching Wairi write a letter to his son Bikram, reading in class X of Assam Valley School, Assam enquiring about his life in the school.
2. R.K. Shantilata of Uripok writes a letter to her daughter Shanta in Jiribam to work hard for the coming H.S.L.C Exam. Reproduce the probable form of the letter.
3. Let Jonathan of Saparmeima write a letter to his friend Rocky in Shillong describing the condition of his village. Reproduce the probable form of letter.
4. Miss Riyaz of Lilong writes a letter to her friend Laljan of Khabeishoi about her desire for further studies after passing HSLC Exam. Reproduce the probable form of the letter.
5. Md. Amjad Ali of Khetrigao advises his son Akhtar to study well in his present school at Lucknow. Reproduce the probable form of the letter.

B I. Business Letter/Official Letters:

Personal letters are generally Informal Business and official letters are Formal letters. There are certain formalities for writing letters:

Look at the following:

**SALUTATIONS AND ENDING /
SUBSCRIPTIONS OF BUSINESS/OFFICIAL LETTERS.**

Letter sent to	Salutation	Subscription
1. Person in an official capacity or one who is not known	Sir, Madam Dear Sir, Dear Madam	Yours faithfully
2. A person addressed by name Dear Mrs.Bina	Dear Mr. Chaoba Dear Ms. Debola Dear Miss Premlata	Yours Sincerely
3. Reporting to the Press Editor of a newspaper	Sir,	Yours faithfully
4. A Company	Dear Sir	Yours faithfully

- Note:** (i) *Make your letter as brief as possible*
(ii) *Most formal letters are restricted to one or two main points.*
(iii) *Make the language as clear, precise and logical as possible.*
Avoid ambiguity as far as possible.
(iv) *Be courteous and considerate in the tone of your letter.*

Given below are some words and phrases which should better be used.

Avoid use of the following - Instead , use the following:

- | | |
|-------------------------------|---------------------------|
| (i) query | request, enquiry |
| (ii) I beg to state that | I wish to say |
| (iii) After dialogue with you | After talking to you..... |
| (iv) sensitive factors..... | Causes |

(v)	Optimum advantage.....	Greatest benefit/advantage
(vi)	answer in the affirmative.....	Yes.
(vii)	In (accordance/ compliance)	is required by.....
(viii)	Pursuant to your agreement.....	As we agreed.....
(ix)	in the majority of instances.....	Usually.
(x)	notwithstanding the fact that.....	Although, even though etc.

Look at the following:**1.**

Khurai Thangjam Leikai,
Imphal
25 April 2008.

The Headmaster/The Headmistress
Khurai Girl's High School

Sir/Dear Sir,/ Madam/Dear Madam

I am unable to attend School today as I have a bad headache. I should be grateful if you grant me leave of absence for today.

Yours faithfully
K. Randhoni Devi
Class IX Roll No.5

or

Yours faithfully
K. Randhoni Devi
Class IX Roll No.5

2. It may be an application for a job

Thoubal Bazar,
Thoubal
24 April 2008

Director of Education (S)
Govt. of Manipur
Imphal

Sir/Dear Sir,

I wish to apply /I would like to apply for the post of Assistant Teacher in the primary Schools of Manipur which was advertised in the Tribune/The Sangai Express/The Imphal Free Press/The Poknapham etc.

I am B.A. and BEd. from Manipur University

My particulars are enclosed.

If selected , I shall try my best with honesty and devoted service.

Encl.: Particulars

Yours faithfully,
A.Chandrakumar Sharma

or

Yours faithfully,
A.Chandrakumar Sharma

(Enclosed Particulars.

Name : A Chandrakumar Sharma
Address : Thoubal Bazar, Thoubal
Father's name : A Chandras Sharma
Date of Birth : 20 April 1986
Qualification : B.A, B.Ed.)

Letter of Complaint:

Most letters of complaint use formal language and are organised in a standard way:

- (i) It expresses why you are writing
- (ii) It describes any action you have already taken.
- (iii) It states the inconvenience caused to you.
- (iv) It states what useful phrases for a letter of complaint.

There are some useful phrases for a letter of complaint

- (i) I am writing to express my dissatisfaction with / at.....
- (ii) I am surprised shocked/ horrified to find
- (iii) I returned/ explained/ requested...
- (iv) I am sure you will appreciate that.....
- (v) I would like to know what action.....etc.

Look at the following:

Shri S. Ibomcha Singh lodges a complaint to Customer Services, B.S.N.L Manipur about telephone in Manipur.

Wangkhei Tokpam Leikai
Imphal
25 April, 2008

Dear Sir,

I am writing to complain about the poor maintenance of telephone in Imphal. My telephone has not been working for the last ten days. The line suddenly went dead. I lodged a complaint in the telephone office. The man in the counter gave assurance of a quick repair. Nothing has been done so far. I would like to know what action you are going to take to rectify it. I look forward to hearing from you very soon.

Yours faithfully,
S. Ibomcha Singh

or

Yours faithfully,
S. Ibomcha Singh

III. BUSINESS LETTER

Ordinary Books from a Company.

Look at the following:

The Manager.
Frank Bros. & Co (Publisher) Ltd.
Dear Sirs,

Sagolband Bijoygobinda
Imphal
25 April, 2008

I shall be obliged if you will send me the following books per V.P.P at your earliest convenience.

1. Let's Learn English Course Book for class IX
2. Let's Learn English : Literature Reader for Class IX

Yours faithfully,
R.K. Inao Singh

or

Yours faithfully
R.K. Inao Singh

Note: *Business letters may be for a variety of purposes. Letters may vary in content according to the purpose.*

EXERCISE

Write a letter to:

- (i) Your friends in Delhi though you are in Imphal
- (ii) Your father in Ukhrul describing your H.S.L.C examination.
- (iii) Your sister in Tamenglong describing your school at Imphal.
- (iv) Your friend in Chandel asking him to join you in Imphal.
- (v) Your father at home about your studies in Bangalore.
- (vi) Your mother at home who is worried for you when you are at Shillong for studies.
- (vii) Your brother in Guwahati asking him to take part in School games besides other literary competitions
- (viii) The Principal of your school requesting him to allow you to join the debating competition of the school.
- (ix) The Director of School for a job in the Department.
- (x) The Manager of a Book firm to send you some books

LESSON 2



NOTE MAKING

Note -making is an important skill which are frequently used in all walks of life. However, there are certain communicative functions for notes. There may be overlapping between functions. Some of the functions may be:

- (i) giving instructions.
- (ii) making arrangements
- (iii) making requests and
- (iv) apologising

The more important area is the way notes are made.

Language:

- (a) **Very often the language uses much Ellipses, i.e parts of the sentences are deleted**

Example

- (i) got surprised; just telephoned; rang up; etc.

- (b) **Abbreviation for words and phrases are often under**

- (i)

Year	=	yr.
Month	=	mt.
Hour	=	hr.
minute	=	mt.
Second	=	sec.
Kilogram	=	kg.
- (ii)

and so on	=	etc.
Compare	=	ct.
that is	=	i.e
for example	=	e.g.
namely	=	viz.

(iii) often use of mathematical symbols is very handy.

(a) Use of numbers instead of words e.g.

twenty five : 25

(b) The same as becomes : =

(c) not the same : $\neq$

(c) less than : $<$

(d) more than : $>$

(e) therefore : $\therefore$

These become more convenient in taking notes of speech. Very often people use shorthand in taking down notes.

However in making notes in formal language these symbols are less used.

MAKING NOTES:

In writing, notes, the general important points are written. Only the more relevant areas are written. A good note has the following characteristics:

- (i) These are brief.
- (ii) important facts are given
- (iii) only words and phrases are given; full sentences are not used.

Look at the following:

- I. Most religious beliefs are based on faith; and the point about them is that although you may be quite convinced of them yourself, you cannot be sure of persuading other people to believe them too, just because you cannot produce evidence for them. For instance, if you believe that there are two eggs in a nest, and want somebody to believe it too, you take him and show him the eggs. But if you want somebody to believe that he will go to heaven when he dies, you can't take him and show him heaven, and so you can't persuade him that you are right. And yet, of course, you may be quite right.

Note:

- (i) *religious beliefs are faith*
- (ii) *no evidence.*
- (iii) *factual objects have evidence.*
- (iv) *one can show eggs in a nest.*
- (v) *not possible to show heaven.*

II. There are four important types of heart disease. Congenital heart disease is one. It is present from birth. One example of this is the so-called 'blue-baby'. It accounts for 2 per cent of all heart diseases. The second type is called 'rheumatic' heart disease. It is quite common in some developing countries among the young people. It accounts for some 30 per cent to 40 per cent of all heart cases. It is caused by an infection of the throat, which, if untreated, causes damage to the heart. The symptoms are a chronic sore throat, painful joints and high fever. This disease is widespread in many developing countries.

It is due to poor living conditions. Two other heart diseases are Hypertensive and Degenerative heart disease.

Notes:

- (i) *Four important types of heart disease*
 - (a) *Congenital heart disease-
present from birth 2%*
 - (b) *Rheumatic-
in some developing countries
among young people
30% - 40%
Symptom: Chronic sore throat*
 - (c) *hypertensive*
 - (d) *degenerative.*

EXERCISE

Read the following passages and make notes of important points for each:

1. This is the sense of the future I want to talk about, at first hand, as a scientist. I am distressed to see how many people today are afraid of the future and of science together. I believe that these fears are mistaken. They seem to me to misunderstand the methods of science, and spring from a gloom about what it has done which has simply forgotten the facts. We sit under the shadow of the nine O' clock news nursing our sense of doom, and we think ourselves worse off than our forefathers a hundred and fifty years ago, who were at war with Napoleon for a generation. But a hundred and fifty years ago, Cholera was more common in England than often. The country could barely support ten million people and not a million of them could read. You know now this has been changed.
2. The world has changed a lot. Along with the change of the world, the people have been changed. However, none of us is perfect. Every uncivilized thing that we do brings suffering to our nation and to the whole world. On the other hand, every civilised thought we think, every noble deed we do, helps to bring nearer the time when the world will be really civilised. A few hundred years ago, people in different countries- even in distant parts of the same country, could behave, without doing much harm to their own country. If there was a cruel king in a European country, it did not matter much to India or China. But it is no longer so. The new thinking has joined the whole world together.
3. I may be as uncivil as I may please and the law will protect me against violent retaliation. I may be naughty or boorish and there is no penalty to pay except the penalty of being written down an ill-mannered fellow. The law does not compel me to say 'Please' or to attune my voice to other people's sensibilities any more than it says that I shall not wax my moustache dye my hair or wear ringlets down my back. It does not recognise the laceration of our feelings as a case for compensation. There is no allowance for moral and intellectual damages in these matters.

4. Living is a continual adjustment to changing condition. The rapidity of technological change in the last half century had made the necessity of social change greater than ever, and there is a continual maladjustment. The advance of science and technology makes it definitely possible to solve most of the economic problems of the world and in particular, to provide the primary necessities of life to everyone all over the world. The methods adopted will have to depend upon the background and cultural development of a country or a community.

5. People all over the world worship God in different ways and in different forms. Nobody has been God, yet everyone talks of God. There are people who do not believe in the existence of God. There is some doubt of things which we do not see. So once a man went to a Sadhu to clear his doubt. He asked him why people said ‘God is everywhere’. He wanted to know why man should be punished for crime as he simply acted as agent of God. The Sadhu flung a lump of earth that hit the man on the head. A judge questioned him why he did it. The sadhu explained that it was the answer to the questions. The man had pain in the head. But he could now show the pain. So, people believed in the existence of God but could not show God. On the other hand, what he did was not his work. The man claimed that man should not be punished for crime as it was done as an agent of God. The judge was satisfied with the answer.

Note: Another part of composition is ‘Summarising’. Summarising is very close to precis writing. In both, the important points of a speech or a paragraph are an organised composition. It is dealt with length in *Precis Writing*.

LESSON 3



PARAGRAPH WRITING

3.1. What is a Paragraph?

In the lessons on grammar we have read about Words, Parts of Speech, Structure of Sentences and the Acquisition of a good stock of words which we can use properly. We have also learnt how different kinds of Words are arranged according to some rules to form Phrases, Clauses and Sentences.

In this section we shall learn how to put Sentences together in a coherent and logical manner to express our ideas effectively. This is an art. This art of putting Sentences together to express our ideas in the form of stories, essays, letters etc. is called **Composition**.

A **Paragraph** is a small unit of composition in prose. In that unit a single idea or a single topic is used as the basis or foundation. That is, each **Paragraph** is developed with a single central idea or a single topic as the basis.

Thus, a **Paragraph** is a group of sentences relating to a single topic or a single central idea. A collection of **Paragraphs** related to each other logically in matters of subject and the expression of ideas on the subject, gives rise to essays, stories, chapters in books etc.

A **Paragraph** may be long or short. Variation in the length of the **Paragraphs** will depend on the necessities of structuring the composition, which also may be long or short.

3.2. Hints for structuring a Paragraph.

A **Paragraph** has to be planned. The following are some hints on the writing of a **Paragraph**.

(i) Unity :

The first and the most important necessity for the writing of a **Paragraph** is that of unity. Just as a sentence deals with one thought, each **Paragraph** must deal with one topic or one idea. The idea may be briefly stated in the very first sentence. Such a sentence may be called the **topic sentence** which is the key sentence of the **Paragraph**. This sentence may be just an opinion or a general statement. Opinions and general statements by themselves are not convincing enough. The readers may asked, “What

does the statement mean?” or “How does he know?” or “What proof is there?” To answer questions like these the topic sentence will have to be elaborated in the rest of the **Paragraph** with examples, reasons, facts etc. backing it up. Or, instead of the topic sentence we may start with a quotation or an anecdote. This will have to be gradually backed up in the succeeding sentences with examples, facts reasons etc. The whole thing will have to be rounded up with a fuller statement in the last sentence. The important point to be remembered is that every sentence in the **Paragraph** must be closely connected with the main idea or the topic of the **Paragraph**. In other words, there should be unity of thought or idea expressed in the sentences of the **Paragraph**.

(ii) Order :

Unity of thought or idea in the **Paragraph** cannot be achieved unless there is logical sequence of thought in the sentences. One thought must logically lead to another and there should be continuity in the expression of thoughts in the sentences. It may be added, in this connection, that clarity of thought and effectiveness of presentation cannot be achieved without proper arrangement of the ideas.

(iii) Coherence :

The unbroken progress and continuity of thought can be achieved with the help of certain Conjunctions and Sentence Connectors like *and, then, but, or, so, hence, therefore, yet, still, nevertheless, on the other hand, on the contrary etc.*

(iv) Variety :

The collection and arrangement of the sentences of a **Paragraph** may become monotonous if the sentence patterns used in the **Paragraph** are not varied. That is why there should be short, long, simple and complex sentences. This will give rise to variety of design and richness of texture. In addition to the structural unity there should be a well-regulated movement of words and ideas in the **Paragraph**. And this variety and the richness of style and design can be achieved when there is some degree of mastery of the language.

(v) Length :

There are no hard and fast rules regarding the length of a **Paragraph**. However, the length of the **Paragraph** becomes important at the time of considering it as a piece of composition. It is a fact that the length of a **Paragraph** depends on the topic or idea that has been picked up for discussion. Again, it should be borne in mind that a **Paragraph** should not have as far as possible any kind of repetition of ideas, words or phrases etc.

EXAMPLES

The following are some examples of Paragraphs:

1.Computer

Man's hunger for more and more knowledge has led to the invention of an electronic wonder called Computer. Computers help man in all spheres of life. They have huge memories and can make millions of calculation in the fraction of a second. Computers have revolutionised our way of storing information. The magic of computers has contributed to man's landing on the moon., the cable T.V and the telecast of various events taking place in all the corners of the world. And now all computers have been connected with each other to give us 'internet'. Now everybody (who has a computer) is connected to everybody else in the world. This unique facility is going to alter everything. Entirely new jobs and processes will appear before us. That is why we say that without computers there is no future.

2. Television

Television is one of the greatest wonders of science. It has brought the cinema and the stage at our door-step. It has made it possible to see the pictures of men, women and children in any part of the world on the Television screen. It has provided us a lot of entertainment. People sit in their drawing rooms and see on their Television sets important events taking place all over the world. We can see important issues facing the world being discussed on the television. It is also possible to see great events happening anywhere in the world on the small T.V screen. But too much exposure to television has some demerits. Too much watching of TV wastes the time of students. It also makes the students passive. It retards independent thinking.

3. Value of games

Games play an important part in our life. They are a part and parcel of education. Physical and mental education go hand in hand. In the foreign countries games occupy an important place in education and society. So, people in the foreign countries are healthier in mind and body and enjoy happier and longer lives. Games make our bodies fit and strong. A healthy person can do more work for himself and the country

than an unhealthy person. Besides, a sportsman always remains cheerful, active and alert. Games teach us certain qualities like fair-play and team-spirit, obedience and discipline. They teach us that we should play any game in the spirit of the game. Young boys girls must play indoor or outdoor games. They should not become T.V. addicts.

4. Value of Discipline

Discipline means order that is maintained amongst the members of social groups. It is very necessary for civilised existence. Compliance with rules and regulations is a necessary condition of discipline. Discipline does not mean a curb on one's freedom. Discipline is a necessary condition for allowing freedom to all. We need discipline in all walks of life. Discipline in schools, colleges, offices, armed forces and factories is of the greatest importance. National development is possible only if all the people obey certain rules of national behaviour and conduct. A disciplined nation is a strong nation. We are a weak nation because we lack discipline. A disciplined child grows into a disciplined citizen. The best discipline is self discipline. It arises out of love for order and harmony in life. Individuals as well as nations must inculcate discipline. It should start in the family, the school and the college. It must become a way of life.

5. Pollution

Man is the crown of creation. He has mastered the forces of Nature. He has made great inventions to have a better quality of life. He has conquered diseases. He has great hunger of knowledge. But progress in the name of science is leading to the dumping of tons of poisonous matter in the air we breathe and in the water we drink. The pesticides used by man for destroying pests harmful for the crops are entering his own bloodstream. The whole atmosphere is getting hotter and hotter at great risk to mankind. Big heaps of garbage mar the beauty of the landscape in all countries. Noises from machinery, traffic and loudspeakers are affecting man's mind and peace. Pollution is posing the greatest threat to life. Delhi is the fourth most highly polluted city in the world. Mumbai, Kolkata and Chennai are also highly polluted cities. Imphal also is getting polluted gradually.

MORE EXAMPLES

1. Honesty

Honesty means fairness, justice, truth and sincerity. An honest person is upright in speech, thought and deed. He never thinks untruly or insincerely. His thinking is always true, earnest and without any sort of deceitful behaviour. Again he or she always speaks what is true even if it is bitter. He or she would never lie or cheat for the sake of any selfish end. On the other hand, he or she must stick to truth even at the cost of personal gains. Finally, an honest person would never do anything evil or unfair. His or her actions are fair, just and important. Honesty is a divine quality, indeed. A person who chooses to be honest, is certainly nearer to God Himself. Consequently, he is blessed by the Almighty in every way. His enemies cannot harm him however hard they might try. Honesty is the greatest strength of a person in this world which is blighted by moral degeneration. Honesty may lead to trouble in the beginning but in the long run it brings in gains, honour and the blessing of God. Many a strong man can be cited to confirm the value of honesty. The story of the honest woodcutter is a fine example to cite. It has been rightly said that honesty is the best policy.

2. The scene at sunset.

Nature has its own charms. Natural objects and natural scenery have a beauty of their own. Their beauty is at once immaculate. It fills the heart with immense bliss. It inspires him with a new life and imagination. Sunrise and sunset are, in fact, two natural scenes that occur daily. Sunset is a really charming sight to look at. The golden rays of the setting sun glimmer like golden threads. These rays, if viewed, present an even more bewitching sight. Not only this, the gradual falling of darkness and the flying of birds to their nests, is a scene to watch. The lessening of heat of the sun and the impending coolness of the starry night make one feel really comfortable. The golden setting sun slowly sinking behind the horizon seems to be peeping at us from behind a curtain. Everyone, tired of the day's work, appears to be coming back home with a feeling of relief. Thus the scene at sunset is worth observing and is enjoyable.

3. Three hours in an examination hall.

The time in an examination hall remind us of the Theory of Relativity . If you know the answers to the questions of the paper, the time seems to take wings. The three hours pass as if they were three minutes. You leave the answer book very unwillingly when the final bell goes. On the other hand, if you do not know the answers to the questions, the time refuses to pass. Every minute makes you more and more anxious and nervous. If you find others writing rapidly, your anxiety increases. You have a sigh of relief when the final bell goes.

4. My favourite game.

I am very fond of games. I know how to play football, volleyball, tennis, cricket, hockey etc. But of them all I like hockey the most. I have been playing hockey since my childhood. It is very easy to learn. Twenty-two players are required to play this game. On each side generally there are five forwards, three half backs, two full backs and a goal keeper. A hockey match lasts for an hour and a half. Imagine how happy and proud a player feels when he scores a goal. It has a great educative value. We learn discipline, obedience to law, cooperation, team spirit and sportsmanship from games.

5. My aim in life.

I want to do many things. Yet I know it is not possible to do all things well. So every one of us has to start with a particular aim. My aim in life is to serve mankind. So I want to become a doctor. With this aim in mind, I pay special attention to science as compared to other subjects of study. I want to become a really good and competent doctor. However my aim in life is not to be rich. I want to serve the poor and the needy more than the rich. I would like to be kind rather than being rich.

6. Evils of drugs.

Drugs are a real threat to our youth. They take them in the beginning just for fun. Thereafter, these become habits. Then these are very difficult to give up . Drugs are the real killers. They ruin the health. Very soon a young healthy boy becomes a total wreck. Various diseases

attack him. Drug-addicts lose interest in any thing. They live only for the sake of drugs. For the drugs-addicts, parents' worries for their careers etc. don't mean anything. Slowly, they start inching towards the ultimate stage or death. Thus, drugs are a real evil. These are a real threat to the health of our youth.

7. The importance of exercise.

Taking regular exercise is as important as taking food or going to school. It keeps one fit, smart and healthy. Wealth and power cannot make one as happy as sound health can. Exercise is a sort of physical training. It gives you a strong body and good appetite. You enjoy your dinner and digest it also. Body-building is as necessary as the improvement of one's mind. One need not try to be "Dara Singh" or "Mr India". But it is necessary to look cheerful, manly and smart. Want of physical labour will put you on sick bed. So the usefulness of exercise must be understood at once.

8. An ideal teacher.

Ideal persons are rare in any field of life. This is true in the case of teacher also. The reason is not far to seek. We expect too much from the teachers. We expect them to be honest and truthful in the face of adverse circumstances. However, the teachers are a part of the society. An ideal teacher is one who loves to learn and to teach. In other words an ideal teacher like every ideal person should be devoted to his work. Yet most of the teachers are today devoted to money and honour. The society must provide these two things unasked to them. Only then can we expect to have ideal teachers.

9. My best friend

I doubt if any person can do without the company of friends. He who can spend all his time alone is not a normal person. He is either a wild animal or a god. I know it will be true that friendship is a rare thing in this age. But, I am fortunate in this respect. Romesh is my best friend. I like his company because our interests are alike. He is humorous but not cheap. He is clean in his speech and habits. He comes of a middle class family but he has set his aims high. He inspires me to study, to play and to think. Our attraction for each other is mutual.

10. Cleanliness drive in my locality.

Everybody likes to be clean. They say that cleanliness is next to Godliness. Yet, more often than not, people do not worry about the cleanliness of their locality. This happened with our locality too. The months of neglect had turned it into a dirty area. There were heaps of rubbish at every corner. The drains were blocked and they overflowed, when Diwali arrived. The people of the locality decided that enough was enough. They could no more depend upon the municipal committee for the upkeep of the roads and lanes. So, a committee was formed with contributions from every house and the cleanliness drive resulted. The locality had a new look within a short time.

EXERCISE

Write a Paragraph on each of the following topics.

1. An Accident
2. The Republic Day
3. A School Function.
4. Need for Education for all.
5. My Favourite T.V. Serial.
6. A visit to the Zoo.
7. A visit to a Book Fair.
8. An Ideal Student.
9. A Scene in the Examination hall
10. School Morning Assembly.
11. Why I love my School.
12. Why I love my Country.
13. When there is no Electricity.
14. Meeting an old Friend.
15. People who serve us.
16. Being a Teenager.
17. How to study for Examination
18. Social Service.
19. My Neighbour.
20. The Importance of Trees.

LESSON 4



AMPLIFICATION OR EXPANSION OF PASSAGES

4.1. **Amplification or Expansion of passages** is also an important aspect of composition. This exercise may be said to be the opposite of **Precis -writing**. In **Precis -writing** we learn the art of compression. In **Amplification** we have to expand. A given passage or a single sentence or a proverb or a maxim may be set for **Amplification** because they are packed with meaning. The meaning is to be brought out by developing the short passage or sentences etc. into a paragraph by elaborating its idea and adding related details and illustrations. Sometimes, some lines from a poem may be given for **Amplification**. In a **precis** we compress the salient points in a compact passage. We are not supposed to add any idea of our own. But in an **Expansion** we shall have to elaborate the ideas in the given passage or sentence etc. by the addition of relevant ideas and illustrating them with appropriate examples. The **Expansion** is generally made out of the **topic sentences** which is developed into a paragraph or miniature essay.

There is no strict rule laid down regarding the length of an **Amplification**. The golden rule is that it should not be too short or too long. Ideally, there may be eighty to one hundred words.

4.2. How to proceed in Amplification or Expansion.

The following are some hints for the process of **Expansion** or **amplification**

- (a) Read the **topic sentence** or the original passage carefully to understand its meaning clearly.
- (b) Having understood the meaning of the sentence or passage and its subject, proceed to analyse it and find out the implications. At this stage, related and subsidiary ideas maybe incorporated. In addition to these details, illustrations, proofs etc. may also be added until the expansion becomes a tiny essay which is longer than a Paragraph.
- (c) It should be remembered that the sentence or passage or quotation etc. given for **amplification** is some kind of a conclusion or finished product. That is why always try to expand, elaborate, explain and elucidate. This will be possible when you trace the steps by which the concluding thought has been arrived at. You can use illustrative stories, anecdotes, pertinent quotations.

- (d) If the topic is controversial, you must first explain the point of view expressed in the original passage or sentence. If you agree with it, you should give arguments and illustrations supporting your view. If you disagree, you may give the reasons for your disagreement in some sentences.
- (e) The **Amplification** or **Expansion** is a piece of composition complete in itself. It must read like a piece of original composition which can be clearly understood apart from the original passage, sentence, maxim etc., given for expansion. After writing the **Expansion**, it will have to be read again carefully to see to it that nothing essential has been left out.
- (f) The language of the expansion should be simple and lucid. All the mistakes in spelling, grammar and punctuation should be corrected.

EXAMPLES

1. A little learning is a dangerous thing.

We must prepare well before we start doing anything . Preparation means to learn about the job at first. Otherwise, we are likely to spoil it. For example, a doctor must have full knowledge of the disease and the medicine. Unless he has got it, he should not try to cure a patient. In that case, instead of curing, his treatment can kill a patient. In the same way, a teacher must prepare his lesson well. In case he teaches only with a little learning, his students will never be able to follow him. They will start disliking him. In fact, no learning is better than incomplete learning.

2. Victories of peace.

The word victory is generally associated in our minds with war and calls up visions of battles, bloodshed and conquest by force. We think of war as a glorious thing because of its famous victories and splendid triumphs. But when we think of the achievements of great men -statesmen, scholars, social reformers, scientists, philanthropists, explorers, discoverers and honest workers, for the betterment of the human race and the progress and civilization of the world, we realize that the victories of peace are even more glorious than the victories of war.

3. Health is wealth

Health is a great blessing. Just think of a rich man who has ill health. He cannot eat anything. Rich, food becomes poison for him. In fact, he cannot eat what he wishes to eat. On the other hand, a healthy poor man enjoys every morsel of his food. So it is very necessary for

us to keep fit. We should get up early, breathe in fresh air and take regular exercise. We should have regular habits and should observe fast at least once a month. In fact, health is a great wealth.

4. Work is worship

We worship God for all that He has blessed us with. We worship great men and noble souls who did a lot to make this world worth-living. The best way to worship then is to follow in their footsteps with full dedications. Mere words and idle worship lead us nowhere. We must put in hard work. This is the best form of worship. Praying to God and doing nothing is not real worship. We should work honestly and with a will. Our best homage to our great leaders is to work hard. Our success in life depends on the work we put in. Hard work will bear fruit and change this world into a paradise.

5. If I were a cobbler, it would be my pride

The best of all cobblers to be

If I were a tinker, no tinker beside

Should mend an old kettle like me.

It is a great thing to take pride in our work. Anything that is worth at all, is worth doing well. Even in the humblest task we should be ambitious to do it as well as we can, if possible better than anyone else. For example, a cobbler should not think his job as a humble one. He should be determined to shoes better than any other cobbler; and a tinker should take pride in mending even an old kettle better than any other tinker can.

6. How to help the handicapped.

There is no equality in the world of human beings. Some are more fortunate, others are less. Most of the children are born normal in every aspect. But the number of the handicapped children is also very large. Those who are blind, polio- victims or mentally retarded are in the category of the handicapped. Then there are others who become permanently disabled as a result of accident. It is a sin to neglect them or look down upon them. We should give them some training so that they are able to earn their livelihood independently.

7. Memorises of our childhood.

Childhood is really a blissful period for everyone. It is free from cares and worries. These memories are pleasing. We remember all our old friends and dear relatives. We meet some of them again and again but some never. Time passed bringing with it both joys and

sorrows. Memories, thus, are picture galleries. They take us via memory lanes to our parents, grandparents and other dear ones. We both weep and laugh in their company. My childhood memories are pleasant. I cherish them. My father used to take me to school and my brother brought me many things. I played with my classmates. How we used to tease one another in childhood! In fact, we passed our best time in our childhood.

EXERCISE

Amplify or expand the following:

1. The person I like most.
2. Being a teenager.
3. Meeting an old friend.
4. Need for vocational education
5. Regionalism in India.
6. Man, the destroyer of environment.
7. Industry is the mother of good luck.
8. The crown and glory of life is character.
9. We live in deeds, not in year

or

One crowded hour of glorious life is worth an age without a name.

10. An idle brain is the devil's workshop
11. Goodness is better than greatness.
12. Houses are built to live in and not to look on.
13. Great talkers are never great doers.
14. Train up a child in the way he should go.
15. The Noblest man that live on earth,
Are Men whose hands are brown with toil.
16. Perseverance is the very hinge of all virtues.
17. The real dignity of a man lies not in what he has but in what he is.
18. Life indeed would be dull, if there were no difficulty.
19. Tell me not in mournful members,
life is but an empty dream.
20. Full many a flower is born to blush unseen,
And waste its sweatness on the desert air.
21. Only the actions of the just ,
Smell sweet and blossom in their dust.

LESSON 5



PRECIS WRITING

5.1 What is a Precis?

Precis is a word of French origin. It is connected with the English word **precise**, which is an adjective. **Be Precise** means **be brief**. Thus **Precis** may be defined as the summary or the abridgement of a long passage. **Precis writing** is an exercise in compression, which is an important aspect of composition. It should not be confused with **paraphrasing** which reproduces not only the substance of a passage but also all the details. Thus, a **paraphrase** will be as long as or sometimes longer than the original passage. But a **Precis** must always be much shorter than the original. It is meant to express only the main theme, ignoring all the unimportant details. No rigid rule has been laid down for the length of a **Precis**, but if no particular length is prescribed in the question, generally the **Precis** should restrict to about one-third of the length of the original. The important thing is that in the **Precis** no essential point of the subject or the theme of the original passage should be left out.

5.2 Use of Precis Writing.

Precis writing involves a lot of exercise in reading which is an important part of communicative skills. People generally read for pleasure. No one can read something for a long time if what he is reading does not please him. Now-a-days most of the students are not even in the habit of reading for pleasure. Consequently, they fail to build up a good stock of vocabulary. In addition to this, they cannot learn and develop the art of reading. Yet reading is a skill which should be given proper attention. It is in this connection that good reading habit is necessary for successful **Precis writing**.

Precis writing is also a good exercise in the art of composition. It teaches one how to express one's thought concisely, clearly and effectively. It is a very useful corrective of the common tendency of vague, disorderly thinking and loose, diffused writing. In a **Precis** we have to work within strict limits. Something important will have to be expressed in a fixed number of words. This calls for choosing the words carefully, constructing the sentences precisely and putting the ideas in a strictly logical order.

Precis writing is also of great value in practical life. The ability to grasp quickly and accurately what is read or heard and to express it clearly and precisely is of great value. In the busy world of today, lawyers, business executives, politicians and government officials find the thought process and the writing skill associated with **Precis writing** very essential and helpful.

5.3 Types of Passages given for **Precis writing**.

Usually the questions in the examinations give three types of passages for **Precis writing**.

(a) **Factual passages:**

Factual passages are easy to tackle. Very often we come across some difficult words in the passages. But they will pose no serious problem when we try to understand the whole passage. We can easily mark the sentences which deal with the theme or the subject of the passage.

(b) **Discursive passages:**

These Passages generally describe an idea. There may be arguments referring to interpretations. That is why Discursive passages require serious reading with concentration.

(c) **Literary passages:**

Literary passages are also easy to tackle. However, the language may be easy or difficult depending on the style of the author. Even if the language is difficult, if we go on reading the passage again and again, we may find it easy in understanding the theme or the subject.

5.4 **Essentials of **Precis writing**:**

The first step in writing a **Precis** of a given passage is to try to understand the original passage clearly. This can be done by reading it carefully. The time spent in reading the passage will not be entirely wasted because it is a part of the work. Summarising does not merely mean omitting words and phrases. We shall have to find out what we consider superfluous. After that we should re-state the rest in our own words. The **Precis** is an entirely fresh statement. It needs not follow the wording of the original. **Precis writing** is an intellectual process involving the translation of an idea from one form into another. The following general principles must be borne in mind while writing a **Precis**:

1. **Selection :**

It implies separating the essential from what is non-essential. This can be done only when the passage has been properly understood. At the time of selection we should leave out comparisons like metaphors and similes.

2. **Order:**

A **Precis** must also possess order. A clear, unbroken sequence of ideas must be presented . The ideas should be re-stated in our own words but the sequence of events and ideas must remain the same.

3. **Conciseness:**

It is an important quality of a **Precis**. We should avoid using a clause where a phrase would suffice, or a phrase where one word would be enough.

4. **Clearness:**

The **Precis** should not be vague or diffused. We should be careful not to miss the essential points. We should also avoid vague expressions and phrases.

5. **Smoothness:**

When we try to be brief and concise we should not produce a jerking succession of words. The gaps should be smoothened by using link-words like **and** and **but**.

6. **Unity:**

The **Precis** should be an organic whole, not a mere collection of various parts. Ideas should be carefully selected and joined properly. The **Precis** should produce an impression of unity.

1.5 **How to write a Precis?**

The following are some guidelines for writing a **Precis**:

Precis -writing involves intensive brain work. There is no easy short cut to this. To go to the heart of a passage we must be prepared for close attention and clear thinking. We may proceed in the following way step by step:

- a) Read the passage carefully to have a general idea of its meaning. If one reading is not sufficient, we must read it again, and yet again. The more we read it the more familiar will it become to us. When we read the passage we must try to find out what the passage is about. This refers to the central theme of the passage. Then, we should find out what type of writing it is. It may be descriptive, narrative, reflective, etc. We should also try to find out the tone of the writing. It may be serious, humorous, satirical etc.

b) Usually we are required to supply a title for the **Precis**. The title will be a brief statement of the central theme. We should think of some word or a phrase or a short sentence that will sum up briefly the theme or the subject of the passage. Very often we will find that the central theme is suggested by a key-sentence which is usually the first sentence of the given passage. Sometimes, the key-sentence may be found in the middle or in the concluding part of the passage. The title should be brief and pointed.

c) Now, further reading of the passage will be found necessary to ensure that we understand the details of the passage as well as its central theme. We should take up sentence by sentence, and word by word. If the meaning of any word is not clear we can consult a dictionary. Once we understand the central theme and the general drift of the passage it will be easy for us to find out what is important and what is not. This is a process of selection which is not an easy one. It requires some practice to be able to distinguish between what is important and what is irrelevant or superfluous. Anything that is not related to the central theme should be omitted. In particular, we should dispense with the following:

- (i) **Repetition:** The author of the passage may have repeated the same idea in different words for emphasis.
- (ii) **Examples and Illustrations:** Sometimes we may find an example indispensable. Such an example may be retained
- (iii) **Quotations and Anecdotes.**
- (iv) **Figures of Speech like metaphors and similes.**

d) We can start by making a list of the important ideas we have come across in the passage. Then, we can make a rough draft of the **Precis**. The **Precis** should be written as far as possible in our own words. It should not be a patch-work of phrases and clauses picked out from the original passage. This does not, however, mean that we should not use any word that occurs in the original passage. A key word or an important phrase in the original passage may have to be used. But, the sentences should be our own. Now, the rough draft should be read to see if anything important has been left out.

e) Generally the order of the ideas in the original passage must be preserved in the **Precis**. However, in some cases, it may be necessary to change the order of ideas for the sake of clarity, coherence and logical development of the ideas. The **Precis** should

be complete and self-contained. It means that the **Precis** must have an organic plan with a clear unbroken sequence of ideas.

- f) The **Precis** should be written in the third person, even if the original passage is in the first person or in the form of a dialogue.
- g) Now, we should check the length of the precis. If it is longer than the required length we should condense it again.
- h) After all these steps are taken, we should, now, make the last draft of the passage. We should always remember that the **Precis** must be in simple, direct, grammatical and idiomatic English.

SOME EXAMPLES

Q. 1 Write a Precis of the following passage in about one third of its length and give it a suitable title.

Androcles was a slave. One day he ran away from his master and tried to hide in the forest. Something happened that day, which latter made him famous, changing his whole life. Near a cave in the forest he saw a lion lying on the ground and groaning. His first thought was to run away. But seeing that the lion did not try to get up and pursue him, he went up to it.

He saw that the lion was in great pain, with a swollen and bleeding paw. He look at the paw and found a huge thorn in it. He removed it and bound up the wound. Soon the lion was able to get up and walk. It became a friend of Androcles. A few days latter Androcles was captured by his master. He had to suffer all kinds of punishment. The worst punishment came at the end of some weeks. He was thrown to a hungry lion which was kept in an enclosure and have not been fed for several days.

Everyone had come to see the cruel fun of the lion killing Androcles. His friends however stood there with tearful eyes as the lion rushed towards him. Then, something strange happened. The lion stopped near Androcles and stood for a while looking at him. Then to everyone's great surprise it lay down by his side like a pet dog. Obviously it had recognised Androcles and the help he had given to it. After this Androcles became known as an extraordinary man. His master pardoned and freed him. He was no longer a slave.

ANSWER:

Before writing the Precis the following points may be noted:

- Para 1.** (a) Slave Androcles escaped to the forest.
(b) He saw a groaning lion near a cave and it did not move or attack him.
- Para 2.** (c) The Lion was in great pain with a swollen and bleeding paw.
(d) Seeing a huge thorn in the paw Androcles removed it and bound up the wound.
(e) The lion was able to get up and walk.
(f) They became friends.
- Para 3.** (g) In due course, Androcles was captured by the master and given all kinds of punishment.
(h) The worse punishment was to throw him to a hungry lion.
- Para 4.** (i) Everyone had gathered to see the fun of a lion eating Androcles.
(j) The lion recognised Androcles and the good deed done to it.
(k) It lay close by his side like a pet dog.
(l) Androcles became an extraordinary man, who was pardoned and freed by his master.

After these points have been noted the drafting of the Precis may be started.

Title: Androcles and the Lion

Androcles, a slave, escaped to a forest. There he saw a groaning lion lying near a cave. It didn't attack him. Noticing a huge thorn on its paw, he removed it and bound up the wound. Soon the lion was well and they became friends. Androcles was caught shortly after that and punished in several ways. As a final punishment he was thrown to a hungry lion. The lion recognised him and remembered the help it received from him. Instead of attacking Androcles it lay beside him like a pet dog. He became known as an extraordinary man. His master pardoned and freed him.

Q. 2. Write a Precis of the following passage in about one-third of the length of the original passage and suggest a suitable title for it.

Some people believe that international sports help in forming friendship between the nations. If countries play games together, they will learn to live together. Others say that the opposite is true; that international games lead to false national pride, misunderstandings and hatred. There is, probably, some truth in both the views. However, in recent years, the Olympic games have not brought countries closer to one another. The games have also been spoiled by national rivalries.

One country's team was not happy after the hockey final. There had been noisy scenes at the end of the hockey match. The losers had not agreed with the umpire's decisions. They were sure that one of their goals should not have been disallowed and that the other team's victory was unfair. Their manager was very angry when he said. "This isn't hockey. Hockey and the International Hockey Federation are finished." The President of the Federation said later that such behaviour could result in the suspension of the team for at least three years. Similarly, the American basketball team announced that they would not give up the first place to Russia, after the match ended in an argument.

Events of this kind will continue as long as sports are played for the sake of winning, rather than for the love of the game. Perhaps, athletes should take part as individuals or in non-national teams. But in the present set-up of the Olympics there is far too much ill-feeling that arises when one country loses to another. What a shameful fall in standards of conduct!.

ANSWER :

Let us start by listing the major points para-wise in the original passage.

Para 1.

- (a) International Sports are believed to produce friendship among nations by living together and playing together.
- (b) Some people disagree and they say that International Games produce bad relationship among countries.
- (c) Olympics of recent times have not succeeded in bringing countries closer to one other because the games have been spoiled by national rivalries.

Para 2

- (a) In a certain Hockey final one team was not happy with the umpire's decision and challenged it.
- (b) Their manager expressed his anger against the International Hockey Federation.
- (c) The President of the Federation threatened suspension of the team for three years.
- (d) The American basketball team refused to accept Russia as the winner.

Para 3.

- (a) At present games are played for winning and not for the love of the game.
- (b) Perhaps athletes should participate as individuals and not as members of national teams.
- (c) In the present set-up of Olympics much ill-feeling arises when a team loses.
- (d) This is a shameful thing.

Title: Erosion of the Olympics Spirits.

International Sports are supposed to be able to bring nations closer by making the players live and play together. Some people disagree. Recent Olympics have produced only bad relationship. The manager of a certain Hockey team challenged the umpire's decision and expressed anger against the International Hockey Federation. And the angry President threatened suspension for three years. In another competition the American basketball team refused to accept Russia as the winner. Games are played only for winning and not for the love of them. Perhaps participants should play as individuals and not as members of national teams. Because in the present set-up losing generates ill-feeling. This is a shameful thing.

Q. 3. Write Precis of the following passages in about one-third of their lengths and give them suitable titles.

(a) As material civilization advances and the supply of available goods and services increases, man's needs, correspondingly, multiply. Advertising plays a key role in this never-ending process by stimulating the public's desire for certain products, and thereby promoting the sales thereof, until it has, in effect, created new needs, real or supposed, where there were none before. A familiar example is the motor car—once a rare and costly novelty, now an ubiquitous and relatively inexpensive necessity. More recently, the television set has undergone the same transformation. While some people would deny that television is a necessity, the fact that the sets found in a majority of western homes shows that it answers, to a greater or lesser degree, the need felt by millions of people for entertainment and information.

A product, service or commodity that the public needs and knows its needs, tends, of course, to "sell itself". We might therefore assume that in such cases, advertising would be of minor importance. To some extent this is true; meat picketers, vegetable and fruit growers, and dairy operators spend less on advertising, for instance, than manufacturers of cigarettes, liquors, cosmetics and other items of this type. On the other hand, the competition that exists between rival brands means that the suppliers of such basic necessities as food, clothing and housing must advertise their wares to stay in business. Significantly, the industry that spends most on advertising turns out a product which almost everyone considers a necessity i.e. soap.

Title: Advertisement Shapes Our Needs

Advertisement introduces to us new products. It creates a chain of new needs, real or supposed. It converts luxuries into necessities as has happened in the case of motor car and television. A well-established need of the public like the food stuffs does not require much of advertisement. Different competitors in this field advertise their wares simply to stay in business. But this is significant that though soap is a well-established necessity, soap -industry spends heavily on advertisement.

- (b) Education is not an end, but a means to an end. In other words we do not educate children only for the purpose of educating them; the purpose is to make them fit for life. As soon as we realize this fact, we will understand that it is very important to choose a system of education which will really prepare children for life.

In many modern countries it has, for sometime, been fashionable to think that, by free education for all—whether rich or poor, clever or stupid—one can solve all the problems of society and build a perfect nation. But we can already see that free education for all is not enough. We find in some countries a far larger number of people with university degree's than there are jobs for them to fill. Because of their degrees, they refuse to do what they think, "low" work; and in fact, work with the hands is thought to be dirty and shameful in such countries.

But, we have only to think a moment to understand that the work of a completely uneducated farmer is far more important than that of a professor. We can live without education, but, we die if we have no food. If no one cleaned our streets and took the rubbish away from our houses and dump them there, we would get terrible diseases in our towns.

In fact, when we say that all of us must be educated, we mean that all of us must be educated in such a way that first, each of us can do whatever job is suited to his brain and ability, and secondly, that we can realize that all jobs are necessary to society, and that it is very bad to be ashamed of one's work or to scorn someone else's. Only such a type education can be called valuable to society.

Title: Real Education

Education is not an end, rather its purpose is to equip children for life. Hence it is important to choose a system of education valuable to society. Free education for all does not solve all the problems nor does it build a perfect nation. It creates educated unemployment. The educated dislike manual labour as dirty and undignified. The work

of a farmer or a sweeper is more useful for the nation than that of a professor. Education, therefore, should enable us to do jobs suitable to our brain and ability and simultaneously to learn the dignity of all labour as being necessary to society.

EXERCISES

Write Precis of the following passages in about one-third of their lengths and suggest suitable titles.

1. It may be difficult to decide whether a person is loyal or not. Some actions may look disloyal. It's all a question of one's perception. A clever student may refuse to take the suggestion of his parents to discontinue studies and become an earning member in the family. The son might feel that if he continued his studies for a few more years he would be in a better status to liquidate the family's debts much faster. An irrational father may condemn a son making such a decision. The boy himself may feel the need of some wise person advising his father appropriately. On the other hand, if the boy's parents are in great poverty he may feel that he is being disloyal to them by not going out to work. If by compulsion he does give up his studies and does very well in his work he may feel that his father was right after all.

2. Why are there so many kinds of workers in today's cities and towns? Why doesn't everyone of us make the things he wants for himself as people did a long time ago?

Primitive man did just that. He built his own hut, grew his own food, made his own clothing and furnished his little hut with what little he wanted. And he was satisfied; he did not have to depend on any one for food or for any other essentials. He was his own master.

But as wants grew and more and more people started to live together, they discovered the advantage of the division of labour. Since practice makes one perfect, doing the same thing again and again leads to greater speed and efficiency. So today different people are doing different things and no one tries to specialise in too many things.

A result of this division of labour is that in our world we now have specialists in all sorts of things. In the USA young people graduate in dish washing, flower arrangement, interior decoration, hair dressing and so on. An inevitable result is that people know more and more about less and less and work only in their own narrow fields of specialisation. There are a number of advantages of such a division

of labour but there are at least two disadvantages also. First people do not take much interest in each other's work; they are narrow specialists. Secondly, the worker does not get the satisfaction that comes from producing a thing (e.g a bicycle or a pen); each worker produces a smaller part of the thing and no one is its maker.

3. It is very easy to acquire bad habits such as eating too many sweets or too much food, or drinking too much fluid of any kind, or smoking. The more we do a thing, the more we tend to like doing it' and , if we do not continue to do it, we feel unhappy. This is called the force of habit and the force of habit should be fought against.

A thing which may be very good when only done time to time, tend to become very harmful when done too often and too much. This applies even to such good things as work or rest. Some people form a bad habit of working too much, and others of idling too much. The wise man always remembers that this is true about himself, and checks any bad habit. He says to himself, " I am now becoming idle," or "I like too many sweets," or "I smoke too much" and then adds, "I will get myself out of this bad habit at once."

One of the most widely spread bad habits is the use of tobacco. Tobacco is now smoked or chewed by men, often all over the world. It was brought into Europe from America by Sir Walter Raleigh, four centuries ago, and has thence spread everywhere. I very much doubt whether there is any good in the habit, even when tobacco is not used to excess; and it is extremely difficult to get rid of the habit when once it has been formed.

Alcohol is taken in almost all places of cold climate, and to a very much less extent in hot ones. That, it is taken by people who live in the Himalayan Mountains, but not nearly so much by those who live in the plains of India. Alcohol is not necessary in any way to anybody. Millions of people are beginning to do without it entirely. Once the United States of America passed laws which forbid its manufacture or sale throughout the length and breadth of their vast country. In India it is not required by the people at all, and should be avoided by them altogether. The regular use of alcohol, even in small quantities, tends to cause mischief in many ways to various organs of the body. If affects the liver, it weakens the mental powers, and lessens the general energy of the body.

4. Self - reliance is the Pilgrim's best staff, the worker's best tool. It is the master key that unlocks all the difficulties of life. " Help yourself and Heaven will help you' is a maxim that receives daily confirmation. He who begins with crutches will generally end with crutches. Helps from within always strengthens, but help from without invariably enfeebles the recipient. It is not in the sheltered garden, but in the rugged Alpine cliff, where the storms beat most violently, that the toughest

plants are reared. It is not by the use of corks, bladders and life buoys that you can learn to swim but by plunging courageously into the waves and buffeting them. To wait until some charitable man passes by, to stand with arms folded, sighing for a helping hand, is not the part of any manly mind. The habit of depending upon others should be vigorously resisted, since it tends to weaken the intellectual faculties and paralyse the judgement. The struggle against adverse circumstances has on the contrary, a bracing and strengthening effect, like that of the pure mountain air refreshing an enfeebled frame. This is a lesson which, now-a-days, is not taught in colleges. To us it seems the vice of modern systems of education they lay down too many 'royal roads' to knowledge. Those impediments which formerly compelled the student to think and labour for himself are now most carefully removed and he glides so smoothly along the well-beaten highways that he pauses not to heed the flowers on either side.

5. Interdependence is and ought to be as much the ideal of man as self sufficiency. Man is a social being. Without interrelation with society he cannot realise his oneness with the universe or could so place himself as to be independent of society, he would be a veritable burden and nuisance to the world. Dependence on society teaches him the lesson of humanity. That man ought to be able to satisfy most of his essential needs himself is obvious; but it is no less obvious that when self-sufficiency is carried to the length of isolating himself from society, it almost amounts to sin. A man cannot become self sufficient in respect of all the various operations from the growing of cotton to the spinning of the yarn. He has, at some stage or other, to take help from one's own family, Why not from one's neighbours? Otherwise, what is the significance of the great saying, "The world is my family"?
6. The most important thing is that we should have freedom of thought. This is not as easy as it sounds, for everyone likes to have this freedom for himself, but is not ready to give it to others when they express different opinions. This is particularly the case when difference of opinion arises on such important matters, as religion or politics. But if we refuse to let other people hold their opinions on these matters and specially if we try to force them to accept our own, progress is impossible. If everyone goes on thinking the same things as his ancestors thought, progress would come to an end, because as the Budha said, 'What a man thinks, he becomes'. So, if we think exactly like what our forefathers thought, we shall remain in the condition in which they were. Our thoughts depends a good deal upon what we read and what we talk about. Therefore, if we want to think new thoughts, we must try to study all sides of the topic that comes before us, not content only with what we read in newspaper or what others say.

7. Some people think that the aim of education is merely to give knowledge. These people want students to read books, books and do nothing else to add to their knowledge. Others believe that knowledge alone is not enough; only that which enable a man to earn his living can be called education. Such people think that bread is more important than anything else. Still others believe that education should aim solely at making good citizens and good patriots. All these people see only one of the several purposes of education. As a matter of fact, education should aim at all these three things together. It should give men knowledge, make them self-reliant and able to serve others. Education should not produce citizens who, while they love their own freedom, take away the freedom of others. It should produce men who love their own country but who do not want to harm other countries.

8. One great defect of our civilization is that we do not know what to do with our knowledge. Science has given us powers fit for the gods. Yet we use them like small children.

For example, we do not know how to manage our machines. Machines were made to be man's servants; yet he has grown so dependent on them that they are in a fair way to become his masters. Already most men spend most of their lives looking after and waiting upon machines. They are very stern masters. They must be fed with coal, and given petrol to drink, and oil to wash with and must be kept at the right temperature. If they do not get their meals when they expect them, they grow sulky and refuse to work, or burst with rage, and blow up and spread ruin and destruction all round them. So, we have to wait upon them very attentively and do all that we can to keep them in a good temper. Already we find it difficult either to work or play without the machines and a time may come when they will rule us altogether, just as we rule the animals.

9. There is something radically wrong with the entire structure of human relationship that makes man delight in killing man, whether it be in the name of civilization or religion or anything else. Two wrongs do not make a right; hatred must beget hatred; and what is brought into being by violence can and will always be destroyed by greater violence. It is this fundamental truth that men have to bring home to the people in their respective countries. No peace treaties can avail that have revenge as their basis and a self-righteous arrogance and hypocrisy in the so called victors. Women are the natural preservers of life. Life grows from within them. They could make their influence felt if they would be big enough to rise above the walls of narrow nationalism that confine us today. Just as communism calls the workers of the world to unite let the women of the world unite and stake all for a life worth living. Love conquers all things. We have it in us to give, if we can only realize our moral strength and not cooperate with violence in whatsoever form it raises its head.

LESSON 6



COMPREHENSION

6.1 To **comprehend** means to understand and the **comprehension** of a passage means understanding the nature, meaning and essence of a piece of writing. Reading becomes useless without **comprehension**. That is why, now-a-days in the academic and competitive examinations of English, a great emphasis is given to testing the **comprehension** abilities of the students in the questions on unseen passages. These passages may be factual, discursive or literary.

We should remember that reading a passage is not the same thing as solving a problem in mathematics. We need not be discouraged when we cannot understand some word or phrase or even a sentence. If we think that we have got the idea, even if we have not understood every word, that is a positive step. The idea is likely to become clear as we read again. After one or two readings, we can leave the passage alone and try to recollect the ideas that we have picked out. Then, we can try to connect the different ideas or incidents which come to our mind. If these ideas or incidents seem to be disjointed or disconnected, we have not understood the passage well. Then, we can always start again. A reading of the questions given after the passage may also help our understanding.

6.2 How to proceed

The following are a few hints in the attempt to answer the questions on **comprehension**;

- a) We should read the passage fairly quickly to get the general idea.
- b) We may read again a little slowly, to know the details and their connection with the general ideas.
- c) After reading the passage twice or thrice we can study the questions carefully. We should try to examine the relevant portions of the passage and read them again.
- d) Then, we may start writing the answers in our own words.
- e) Our sentences must be complete and our words must be clear and precise.
- f) If we are asked to give the meaning of any word or phrase, we should express the meaning as clearly as possible in our own words.

EXAMPLES

Read the following passages carefully and answer the questions that follow:

1. Henry Cavendish was born at Nice in 1731. He devoted his whole life to scientific investigations and became a first rate physician and chemist. An uncle of his left him a large amount of money and this enabled Cavendish to carry on his work without any difficulty. Cavendish was one of the pioneers in the study of gases. In 1766, he discovered 'inflammable air' now called hydrogen. Later he showed that water was produced when the gas was burnt. In 1785, he discovered that nitric acid was produced by the combination of oxygen and Nitrogen. The discovery has since become very important in industry especially in the manufacture of fertilizers. Cavendish died in 1810. Cavendish was a silent and lonely man and hated to meet strangers. His female domestic servants had orders to keep out of sight. It is said that he ordered his dinner daily by a note placed on the dinner table.

Questions:

- (a) In what field of science did Henry Cavendish work?
- (b) Cavendish was able "to carry on his work without any difficulty. How?
- (c) "Cavendish was a silent and lonely man and hated to meet strangers"
What trait of his character does it show?
- (d) How did Cavendish help agriculture?
- (e) Find a phrase in the passage which means a gas that burns?

Answers:

- (a) Henry Cavendish worked in the field of medicine and chemistry.
 - (b) An uncle of Cavendish left him a large amount of money. So he did not have to bother about his livelihood and worked without any difficulty.
 - (c) It shows that Cavendish was so devoted to his work that he had no other interest.
 - (d) By his discovery Cavendish helped the fertilizer industry and thus helped agriculture.
 - (e) Inflammable air.
2. In our generation we have had two World Wars. We won the wars but lost the peace. The victors were unable to find the patience necessary for reconciliation. After the first World War we set up the League of Nations but it failed on account of our nationalist obsessions. After the second World War we set up the United Nations Organisation with the objective of maintaining peace by removing the causes of international tension and

creating an international order based on justice, freedom and tolerance. Its work has been greatly hampered by its lack of universality and the division of the great Powers into two camps. It is this division that carries the threat of war which weighs on all people of the world. There is tension between the ideal of international order and that of international politics. The prospects of peace are bound up with cooperation among the great powers.

Questions:

- (a) Why could there be no peace after the wars?
- (b) What did man do to achieve peace?
- (c) What is the aim of the U.N.O?
- (d) What are the main difficulties before the U.N.O?
- (e) Find a word in the passage which means 'becoming friend again after a quarrel?'

Answers :

- (a) There could be no peace after the wars because the victors had not (lacked) the patience necessary for recociliation.
 - (b) In order to achieve peace, man established first the League of Nations and then the United Nations Organisation.
 - (c) The aim of the U.N.O. is to maintain peace and international order based on justice, freedom and tolerance.
 - (d) Lack of universality and the division of the great powers into two camps are the main difficulties before the U.N.O.
 - (e) Reconciliation.
3. India is chiefly an agricultural land. The cultivation of crops depends on a proper supply of water throughout the year. From olden times, large parts of our country have suffered from periods of drought. People have known that if the excess waters of the flood seasons, can be stored away for use in the field during the dry season, the problem would be solved. Unfortunately, they have had neither the knowledge nor the means to do much in this matter. What little they knew they have tried to put into practice. They have dug canals to carry away water frm the great perennial rivers. This was heavy and expensive work and practicable over only a small area. Large tanks were excavated, small bands or dams built to hold water or hold back floods. But it has not been possible to do anything on a countrywide scale.

Question:

- (a) What does the cultivation of crop depend on?
- (b) How has our country suffered from olden times?
- (c) What have our people known to avoid this suffering?
- (d) Find a word from the passage which means lasting for a long time.
- (e) Give the passage a suitable title.

Answer:

- (a) The cultivation of crops depends on the supply of water throughout the year.
- (b) From olden times our country has suffered from periods of too much rain, alternating with periods of drought.
- (c) Our people have known that if they are able to store the excess waters from the flood seasons, they can avoid this suffering.
- (d) Perennial.
- (e) Cultivation in India.

4. More than fifty years have now passed since the Titanic went to the bottom of the Atlantic on its first crossing. Many people of the time believed that nothing on earth could sink this great ship. It was man's complete answer to the storms of the sea. It was the wonder of the world.

The ship had six different parts, separated by steel doors. If a hole was made in its side, that part could be shut off from the rest. When the steel doors were closed, the sea could not reach any other part of the ship. For this reason and for others it was firmly believed that the Titanic was the safest ship on the sea.

The Ship was fitted with wireless, another wonder of the time. It was about ten years since Marconi had sent the first wireless signal across the Atlantic, and now a number of ships used it every day. Therefore the master of the Titanic could call for help at any time. It did not seem possible that it would ever sink. But, if it did, wireless signals would soon bring other ships to pick up any one in the sea.

Electric lights lit up the great ship. Electric lifts carried people up and down. The great public rooms were like those in a fine hotel. Science had provided everything that an officer and an engineer could want.

The night of 14th April, 1912, was very cold. There was no moon and hardly any wind. The Titanic was then in the part of the Atlantic in which icebergs cause trouble.

Icebergs come from the north when the ice breaks up, they move on the water towards the south. Ice is hard enough to cut holes in steel and cannot easily be seen at night.

The wireless officer of the Titanic, J.G. Phillips, had received several signals telling him that icebergs were not far away, and he was very well aware that icebergs can send big ships to the bottom of the sea. Most of these important signals were passed on to the officers: but one wasn't. It was a signal from another ship, the Mesaba, reporting icebergs in front of the Titanic.

When it arrived, Phillips was hard at work. Many of the travellers had sent news or information or order by wireless during the day to their friends in England or America. Wireless was a fairly new thing, and they were rich men. Phillips was now doing his best to finish off all this work. He was so busy that he did not report the iceberg immediately. The signal lay on his table half forgotten.

The two men who were watching for icebergs, Fleet and Lee, suddenly saw something dark just in front of the ship. They immediately rang the ship's bell and Lee telephoned to the officer of the watch to report the icebergs.

The necessary orders were given at once, though it was impossible to stop a great ship immediately especially if it was moving at about twenty-five miles an hour. The steel doors were closed. The ship was turned away from its straight course. But it was all too late. Too late!

The ship struck the iceberg with its side while it was still moving forward. It struck the iceberg again with another part of its side. In a few moments six great holes were made in the steel. Water rushed in, not in one place but in several places covering three hundred feet. The steel doors were therefore useless.

Captain Smith soon understood that nothing could save his ship. At a quarter past twelve in the early morning, he ordered the wireless officer to send out the ship's position and the letters CQD. This is call for help which is understood by men of all nations. It told the world that the Titanic was sinking. The impossible was happening.

At first the people on board did not believe that the ship was sinking. They had been told that it could not sink. But they understood the truth when the captain gave the order to prepare the boats. Women and children were ordered into the boats first, but some wives would not leave their husbands and did not go. Although there were not enough places in the boats for all the people, one woman came along with her big dog. She wanted to take it with her, but the officers would not allow that. So she went sadly away from the boat, and one story says

that she jumped into the sea with the dog. It was better, she thought, to die than to be separated from it.

Some women had to be pushed into the boats and some, it is said, had to be thrown in. It was hard to leave the big lighted ship, and to go in a small boat on the dark icy sea. But the ship was now plainly sinking. It was lower in the water. Chairs and tables, food and plates, cups and glasses slipped across the floors as the ships bows sank lower. The band continued to play some music as long as possible, to give the people some hope in the cold darkness. Many brave acts were done that night, but 1,503 people lost their lives. And so the Titanic went down beside the huge iceberg that destroyed it.

Men in the icy water tried to reach the boats. Some of these were not full, but others were and when the men tried to get in, they were sometimes beaten off. Those in the boats were afraid that they would sink if more people got in. In one boat, a woman, mad with fear, struck the face of a man who tried to get in, and her ring made a long cut from his ear to his mouth. But two other women lifted the man into the boat and did their best for his face.

When day came, another ship, the Carpathia, arrived and picked up all those that could be found. It took to New York only 705 men and women. The wireless officer, Phillips and Captain Smith were not among them.

Questions

- (a) Why did one believe that the Titanic was the safest ship on earth?
- (b) Why is wireless described as a 'wonder of that time'?
- (c) Who was the wireless officer? What signals had he received?
- (d) Was the sinking of the Titanic because of sheer carelessness? Discuss.
- (e) Why were the steel doors useless?
- (f) How did help finally arrive?
- (g) Give another word for:
 - (i) a huge block of ice floating in the sea.
 - (ii) to collide against.
 - (iii) sank.

Answer :

- (a) The Titanic had six different parts which were separated by steel doors. If a hole was made in its side, that side would be shut off from the rest. The sea could not enter if the steel doors were shut. This made the ship, the safest on the sea.

- (b) It was a wonder as it was ten years since Marconi had sent the first wireless message. The master of the ship, could call for help at any time. If this ship would sink, wireless signals would soon bring other ships to pick up anyone in the sea.
- (c) The wireless officer was J.G. Phillips. He had received several signals cautioning him of icebergs ahead. He had also received another signal from the Mesaba, reporting icebergs in front of the Titanic.
- (d) The sinking of the Titanic was indeed because of sheer carelessness. The wireless officer was busy trying to send news of the rich man to their friends in England or America. He was so busy that he did not report the iceberg immediately. The signal lay half forgotten.
- (e) The Titanic struck the iceberg with its side. The iceberg struck another part of the Titanic's side. Six great holes were made and water rushed in covering three hundred feet. Thus, the steel doors were useless.
- (f) When day came another ship, the Carpathia, arrived and picked up 705 men and women.
- (g) (i) Iceberg (ii) Struck (iii) went down.

EXERCISES

I. Read the following passages carefully and answer the questions that follow:

'Mass production' means manufacturing articles in great numbers. This method of production became popular after the Industrial Revolution. Mass Production is different from the other methods of manufacture. Formerly a craftsman often made the whole of an article himself by hand. He put into his work all his skill, all his experience. He was proud of the fruit of his labour. His reputation, his standing among his fellows, depended on his skill and on his character. He would have been ashamed if any serious fault had appeared in his work. He was hired and admired by a fellow-craftsman whose skill was not equal to his own. Articles made in this way could not be mass-produced. Each article differed slightly from the others; in every one there was something of the maker's individuality. The finished article was sold at a high price, the price representing the time and the skill of the craftsman who had

These articles were made for the rich and for those who were moderately well-off. The poorer classes could not hope to possess works of art. Their household utensils, their clothes and their farm tools were roughly and cheaply made, though very practical in serving the purpose for which they were designed.

(a) Answer the following questions in single sentences:

- (i) How did the craftsman, in olden days make articles?
- (ii) Why was he proud of his work?
- (iii) What inspired him to do his best?
- (iv) Why did each article differ slightly from the others?
- (v) Who were the articles made for?
- (vi) Name four things that are mass -produced?

(b) Fill in the blanks in the following sentences using the correct forms of the words given below:

whole, manufacture, all, make, reputation, purpose, aim, fame.

- (i) Cloth is _____ in the mills of Ahmedabad.
- (ii) The women of this village _____ beautiful baskets.
- (iii) He has a good _____.
- (iv) He was not anxious for _____
- (v) This is a novel with a _____
- (vi) The _____ of this exercise is to teach language.
- (vii) The _____ country was anxious for peace.
- (viii) _____ the boys in this class are bright.

- 2.** Socrates used to wander about the roads or stand in the market -place all day long, talking to anyone who cared to greet him, arguing and asking many questions. Sometimes he left his listeners in a very confused state of mind, for he seemed to be questioning, doubting or trying to change things about which people had never really thought, but had taken them for granted. Socrates believed that everyone should learn to think for himself. He believed that everyone should have the power to see what was right, just, true and beautiful. He wanted Athens to be a perfect state and he believed that this could only happen if every citizen educated his own mind to see what was right and noble. He believed that questioning and discussing would help them to do this and so he was forever talking to them in the open streets.

(a) Answer the following questions:

- (i) What did Socrates do in the market place?
- (ii) Why did he sometimes leave his listeners confused?
- (iii) What, according to Socrates, should everyone learn for himself?
- (iv) How could Athens become a perfect state?

(b) Complete the following sentences:

- (i) Socrates was in the habit of _____
- (ii) Socrates wanted people to _____
- (iii) Athens, he believed, could become a perfect state if _____

(c) Briefly describe how the method of teaching adopted by Socrates is different from the methods used in schools nowadays.

- 3.** The expression sportsman-like spirit has been borrowed from the field of sports. A true sportsman always observes fair play and never stoops to base means to achieve quick victory. He does not take any unfair advantage of the weakness in the opponent's defence. Nor does he want any special favour shown to him. His guiding motto is "fair play and no favour". He plays the game for game's sake and not for winning it always. This quality of the sportsman is called sportsmanship or sportsman-like spirit. It makes him not able to play a foul game in any sphere of his activities. This sporting spirit has been the spirit of all brave and heroic men who lived and died true to the principles of honesty and fair dealing.

Questions

- (a) Mentions two qualities of a sportsman.
 - (b) What is the motto of a sportsman?
 - (c) Name the principles common to true sportsmen and heroic men.
 - (d) How does sportsmanship help a man in his day-to-day life?
 - (e) Pick out from the passage the words similar in meaning to 'wrong means'.
- 4.** The handicapped or the physically disabled persons, the dumb, the crippled and the mentally retarded have to suffer and live miserably. They have to bear bitter problems and difficulties due to their physical disability, and still they are ignored and looked down upon by society. Actually they need a proper and healthy treatment. With this idea, the U.N.O. decided to celebrate 1981 as "the International Year of the Handicapped".

They thought that it would be a good method of paying heed to the sad plight of the handicapped and doing something for their welfare in the world. There are nearly forty crores of people, physically disabled and mentally retarded. Truly they deserve, not hatred and contempt, but love and sympathy.

Questions

- (a) What is the attitude of the people towards the physically disabled persons?
- (b) Why did the U.N.O. celebrate 1981 as “the International Year of the handicapped?”
- (c) How many handicapped persons are there in the world?
- (d) How should we treat the handicapped persons?
- (e) Pick out from the passage the words having opposite meaning to ‘love’ and ‘sympathy’.

5. The last solar eclipse of the 20th Century took place on 11 August 1999. It was seen by millions of people all over the world. Being the last great heavenly event, it was the world’s most watched one. This eclipse covered a more thickly populated area of the earth than any of its predecessors. A large number of scientists gathered at Lokpat in Gujarat, which was considered to be the best place to view the last eclipse. The totality there would be the longest. They had gone there to study the phenomenon. But they were disappointed because the sky was overcast with dense clouds. These clouds blocked the clear view of the eclipse. In spite of this the enthusiasts took time off to watch this event from the beaches, roof tops, roads and suburban trains. They cheered whenever the spectacle became visible.

Questions:

- (a) Why was this eclipse watched by more people than ever before?
 - (b) Where did the scientists go to see the eclipse and with what purpose?
 - (c) Where did the enthusiasts watch the eclipse from?
 - (d) What prevented the people from having a full view of the eclipse?
 - (e) Find out the word from the passage which means ‘sight’.
6. Nearly one million new cases of cancer are detected in India every year. Half of these are tobacco-related. Not only cancer but other diseases like heart disease, stroke and bronchitis also are attributed to it. Almost all the doctors are of the opinion that tobacco is “a killer”. There is a scientific evidence to prove it. After one quits smoking, blood pressure and pulse rate return to normal in twenty minutes. Breathing and circulation of blood begin to improve. Heart attack risks fall to about half of a smoker in five years.

In ten years the risk of lung cancer falls sharply. But the advertisements by tobacco companies mislead the people. A strong political will is required to tackle this problem. Awareness among the people about tobacco's ill effects should also be created.

Questions:

- (a) Mention any two diseases caused by tobacco smoking.
- (b) What immediate effects are noticed when one stops smoking?
- (c) Which word in the passage means 'discover'?
- (d) What steps should be taken to solve this problem?
- (e) Pick out, from the passage, the word similar in meaning to 'as being a result of.'

- 7.** One of the greatest mysteries of bird life is travelling. Every year during autumn and early winter birds travel from northern regions of Asia, Europe and America to the southern warmer lands. They make the return journey again during spring and early summer. They are very punctual unless they are delayed by bad weather. They face many dangers and hardships while travelling long distance through the air over hills, forests, plains and large stretches of water. Sometimes sudden storms arise and drive them far out of course. Often they are blown right out to sea and are drowned in the wild waves. At night bright lights attract and confuse the birds. They cannot fly at their fastest. The migration speed is usually from 48 to 64 km. per hour and rarely exceed 80.

Questions

- (a) When do the birds travel from northern regions to southern warmer lands?
 - (b) Why do they travel from there?
 - (c) What danger do they face when they are flying over the sea?
 - (d) What happens to these birds at night when they see the lights?
 - (e) Which word in the passage means 'coming/doing something at the fixed time'.
- 8.** Helen Keller lost her sight and hearing at two because of an illness. Since she was deaf, she also lost the ability to speak, for we learn to speak by imitating what we hear. At first it seemed impossible that she would ever understand others or be understood by them. Hers was thus a lonely world. She was helped by a wonderful teacher called Miss Sullivan who had herself been blind as a child but recovered her sight after an operation. Miss Sullivan volunteered to help Helen and taught her to speak, read and write. Helen later went to a university and even gained a degree. She then spent the rest of her life working to help the blind and the deaf.

Questions:

- (a) How did Helen Keller lose her sight and hearing? How old was she then?
 - (b) Why was she a lonely child?
 - (c) Why did Miss Sullivan volunteer to help Helen?
 - (d) How did Helen make use of her education?
 - (e) Which word in the passage means “power”?
- 9.** Mass copying in the examinations has reduced education to a joke. The lengthy courses of study and the system of annual examinations are the root causes of it. How is it possible for any human being to express honestly within three hours all that he has learnt in full one year? Naturally students are forced to cram certain things and copy others from some source in the examination hall. Examinations, more or less, in the form of class tests at the end of a quarter should be held. The result of a student should be determined by his performance round the year. The class teacher should be entrusted with this difficult task. He will have to rise above petty worldly considerations and must be brave and impartial. His role in this connections is very significant.

Questions

- (a) Why has education become a joke?
 - (b) Why are students forced to cram and copy?
 - (c) How should a student’s performance be determined?
 - (d) What qualities are required of an examiner?
 - (e) Find a word in the passage which means “what is done”.
- 10.** Yoga is the ancient Indian system to keep a person fit in body and mind. It is basically a system of self -treatment. According to the Yogic view, diseases, disorders and ailments are the result of some faulty ways of living, bad habits, lack of proper knowledge and unsuitable food. The diseases are thus the resultant state of a sort of prolonged malfunctioning of the body system. Since the root cause of a disease lies in the mistakes of the individual its cure also lies in correcting the mistakes by the same individual himself. The Yoga expert shows only the path and works no more than as a counsellor. The Yogic practice of treatment comprises three steps namely proper diet, proper Yogic practice and proper knowledge of things about the self.

Questions:

- (a) How does Yoga differ from other methods of treating a disease?
- (b) How does our daily routine affect our lives?
- (c) How can a teacher of Yoga help a person practising Yoga?
- (d) Give the passage a suitable title.
- (e) Find a word in the passage which means ‘not working properly’?

LESSON 7



ESSAY WRITING

7.1 What is an Essay?

The word **Essay** literally means an attempt. To **Essay** means to attempt or to try. However, so far as we are concerned here, an **Essay** is an exercise in composition. Properly speaking an **Essay** is a written composition giving expression to our own ideas or opinions on a given topic. It is written in prose and is generally short. In a broad and general sense the term may also refer to any written composition. It may express personal ideas or opinions on some topic. It may also give information on some subject. It may also give the details of some narrative or description. The kinds of language used in the writing of an **Essay** are of various types. For the students of the junior classes it is advisable for the writers to use simple and direct style of expression.

7.2 Parts of an Essay

Normally a school essay should have three parts. They are

- (a) **The Introduction.**
- (b) **The Body.**
- (c) **The conclusion.**

The **Introduction** generally consists of a brief paragraph introducing the subject of the essay. It is generally expected to be interesting, explaining the title of the **Essay** with a definition or an explanation. Sometimes, it consists of a brief story or a general remark relating to the subject. Sometimes, the **Introduction** is dropped and the writer plunges into the subject right away. The **Body** of the essay is the main part, consisting of facts, figures, illustrations and reflection of the writer on the subject. It makes the body of the **Essay** which may consists of some paragraphs, well constructed and properly connected with one another. The **Conclusion**, like the **Introduction** or the beginning should always be short and striking. The ending is supposed to be natural so that the **Essay** does not come to an end abruptly. Sometimes, a simple sentence, properly constructed, dealing with the main idea of the **Essay**, makes a good ending. Or the writer may give a short summary of the ideas contained in the body of the **Essay**, in a manner pleasing both to the mind and to the ear. In addition to the facts given above a good **Essay** is supposed to have the following characteristics.

i) Unity.

An **Essay** should have an orderly development of thoughts from line to line and from paragraph to paragraph. The subject must be very clear in the mind of the writer. The ideas on the subject should have a logical sequence with one point leading naturally to another. Nothing that is not relevant to the subject should be allowed to enter. However, the subject may be approached and treated in a variety of ways and from different points of view. In any case, the **Essay** must have a sense of unity, developing ideas on the given subject with a definite purpose or aim.

ii) Order.

The **Essay** should follow a certain orderly development of ideas and come to a definite concluding statement. Irrelevant and unnecessary ideas and reflections should be avoided.

iii) Brevity.

School **Essays** are generally not long. It does not, however, mean that there is a strict rule on the length of the **Essay**. The length will naturally depend on the nature of the subject. In any case, it is supposed to be a brief exercise in composition, effectively and precisely expressed.

iv) Style.

The style and treatment of the subject of the **Essay** should be properly adapted to the subject. A subject like a picnic or a school function may be dealt with in an **Essay**, in a natural, familiar and light-hearted manner. In such **Essays**, simple and direct expressions should be used. However, a serious or philosophical subject is supposed to be treated in a dignified manner. As a general rule, in all types of school **Essays**, slang and colloquial terms are avoided. However, it has to be noted that an **Essay** is supposed to reveal the personal feelings and opinions of the writer. There is always a personal touch in the **Essay** reflecting the individuality of the writer. There is no need of being afraid to express one's ideas in it. One should not be content with repeating the opinions of others. There should always be a note of sincerity in all such writings, and this is the basis of the style of the **Essay**. After all, it has been said that style is the man. Again, the secret of good writing is clear thinking. If we clearly understand all about a subject, we will never want thoughts, and the thoughts will give rise to words.

7.3 Type or classes of Essays:

There are different types of **Essays**. They are **Descriptive Essay**, **Narrative Essay**, **Expository Essay**, **Reflective Essay** and **Imaginative Essay**. It has, however, to be remembered that these different types or classes of **Essays** are not mutually exclusive to each other. The original idea of an **Essay** is a composition expressing the writer's feelings and thoughts about a given subject. Because of this some **Essays** may possess the characteristics of more than one class. For example a **Descriptive Essay** may contain a good deal of narration, and all **Essays** will be found containing some reflective elements. However, the different classes may be generally described in the following way:

I. Descriptive Essays:

This is, perhaps, the simplest type of **Essay**. It consists of the description of some place, person or thing e.g. Imphal, Delhi; a peasant, a rickshaw driver, a village market, a water fall, etc.

II. Narrative Essays:

A **Narrative Essay** consists in the narration of an incident, an accident, a journey, legends or historical stories, a biography etc. **Narrative Essays** may be written on a street fight, a flood, an earthquake, a visit to the Taj Mahal, the story of Khamba and Thoibi, the life of Rani Gaidinliu, etc.

III. Expository Essays:

An exposition means an explanation. An **Expository Essay** consist of an exposition or explanation of some subjects like institutions, industries, occupations, scientific topics, literary topics, some theories or doctrines etc. **Expository Essays** may also be written on subjects like press, parliament, cottage industries, evolution, physics, history of drama, gravitation etc. **Expository Essays** are generally objective and impersonal.

IV. Reflective Essays:

A reflection is a thought on some subject. A **Reflective Essay** consists of reflection or thoughts of the writer on various subjects like courage, truth, love, marriage, education, poverty, democracy, war, the meaning of life, National integration etc. The **Essay** may also be on a quotation or a saying like "time is money", "honesty is the best policy" etc. In the writing of **Reflective Essays** we are supposed to explain and reason and support our statements with arguments and facts.

V. Imagination Essays:

These **Essays** deal with imaginary things and situations. The writer himself has not seen the things or experienced the situations. In the writing of this kind of **Essay** the writer has to place himself in imagination, in a situation in which he has never been before, and describe what he would do in such imaginary circumstances. **Imaginary Essays** may be written on subjects like “If I were a king”, the autobiography of a cow, living alone in an island with wild beasts etc.

7.4 How to write an Essay:

An **Essay** cannot be written in a casual and haphazard manner. The writer shall have to think seriously and clearly about the subject and make a systematic plan for the writing of the **Essay**. The following are some hints on the writing of an **Essay**.

I. The writer should not start writing at once. He should think out carefully on the subject for sometime. In the course of the thinking if some ideas come into his mind, he can jot down the ideas on a paper.

II. These ideas should be classified under suitable headings. Reject any idea that are found irrelevant and unsuitable. In a short **Essay** not many ideas may be necessary. Along with the ideas that come in our mind, some examples, illustrations and apt quotation may also come into our mind. We can jot them down so that we don't forget them.

III. After jotting down the ideas we try to arrange them under various heads. This is very important because we cannot write a good **Essay** without a proper plan. Order and logical arrangement of thoughts or ideas is very important.

We can, then, develop the ideas in separate paragraphs. At this stage we should remember the requirements of writing a good paragraph. We should write a separate paragraph on each idea or point in our plan. In a short school **Essay** four or five short paragraphs may be enough.

IV. There should be a sense of continuity in the **Essay** so that one paragraph leads logically to the next one. If this is done, there will be organic unity and continuity of the ideas in the **Essay**. One idea should not be unduly stressed or elaborated at the expense of another. This means that there should be a sense of balance and proportion in the development of the ideas.

V. When an idea is developed into a paragraph, proper examples or illustrations may be added.

VI. We should divide our **Essays** into three parts i.e. the **Introduction**, the **Body** and the **Conclusion**.

VII. The **Introduction** should be brief and striking so that it attracts the attention of the reader at once. There are many striking ways of beginning an **Essay**. We can start with a definition or a quotation or an anecdote or a question or even a piece of vivid description. The **Conclusion** also must be forceful and effective. There are various ways of concluding an **Essay** effectively. We can conclude the **Essay** with a brief summary of what had been stated above or with a quotation or an anecdote or with a question or even an abrupt remark.

IX. We should use simple words and short sentences. The style of writing should be direct and natural.

EXAMPLES

A. SPECIMENS OF DESCRIPTIVE ESSAY

1. A house on fire

[**Points:** *Introduction — the way the incident took place — the description of the burning house — the damage caused— the attempt to control the fire — conclusion*]

It was midnight, when hands of clock joined palms. There was deep silence everywhere. I was enjoying a sound sleep in my room with my younger brother. All of a sudden, I was awakened by noise of footsteps outside. It appeared as if the people were running in the street. I got up and peeped down from the window. I came to know that the house of my friend Kumar was ablaze. I at once hurried to the spot.

In no time, I was there on the spot. The house was completely enveloped in flames. A strong wind fanned the fire. The flames leapt to the sky giving out clouds of smoke. The owner of the house was beating his breast, crying "I am undone !, I have lost all ." The articles were lying scattered in the front yard. There was endless hurry and excitement. Many men were busy bringing buckets of water while others poured them on the fire. I, too, joined them. We tried our best to put out the fire, but all our efforts were in vain. Soon the whole building with everything in it was burnt to ashes.

The fire brigade was rung up. In no time it was there. A few active men in brass helmets got to work and the fire was brought under control in half an hour. Luckily, the neighbouring houses had not caught fire.

It is said that it was all due to the carelessness of a man in the house, who was a heavy smoker. While smoking a biri, he dozed off to sleep. The burning ashes from the biri along with it fell down and set fire to the bed. Soon the fire spread in the whole building.

The loss was estimated at about one lakh rupees. A few people had small burn injuries, who were taken to hospital in ambulance. But thank God, there was no loss of life.

2. The celebration of Independence Day in my school

[**Points** : *Introduction — when and why was the celebration organised— the way in which the function was organised — the ending of the function.*]

Fifteenth August, is a red letter day in the history of India. On this day in 1947, our country becomes free, British rule. Since 1947, fifteenth August is celebrated every year with great joy and pride. It reminds us of the attainment of freedom from foreign rule. The main function is held at Red Fort where the Prime Minister of India unfurls the National flag and delivers his speech to the nation. The National flag flutters on all government offices. At night the buildings are lit up with electric bulbs, which present a charming sight.

We also celebrated the Independence day in our school compound, with great pomp and show. The school building and the ground were cleaned and decorated for the occasion. A flag pole was put up at the top of the school building. Seating arrangement was made on a platform. There was great enthusiasm among students. They were all in school uniform, the white pant and white shirt. The guests began to arrive at 7.45 a.m. Our teachers received them and offered them seats. Many respectable persons of the State including the Education Minister, guardians of students and teachers of other schools were invited on this occasion.

The function began exactly at 8 a.m. All who were present stood in attention. The principal unfurled the flag. The petals of rose fell on us. Five boys sang a song in honour of the national flag. Then five troops of students took part in March past. It was led by the school band. The Principal took the salute. He made an impressive speech and invited the Education Minister to address us. In his address he asked us to take pledge to safeguard the freedom of the nation. He also reminded us of great men of India, Mahatma Gandhi, Pt. Nehru, Subhas Chandra Bose, Lala Lajpat Rai

and Chandra Shekhar Azad and their sacrifices for the nation. After, these different groups of students presented a series of programmes of song and dance. Everyone liked the programme.

In the end, all stood in attention. All the students, teachers and guardians sang the National Anthem in chorus. With this the function was over. Today the memories of this function are as alive to me, as it was on that day.

B. SPECIMENS OF NARRATIVE ESSAY

3. A day spent sick in bed.

[**Points:** *Introduction — the problems of health and sickness — the occasion of the sickness — the suffering because of the sickness — the attempts to cure — recovery and the conclusion*]

No man is free from suffering. Suffering is the salt of life in whatever form they may come. They make us realise the importance of life as something, not easily available to us. As it is said, one cannot appreciate light, until he has experienced the dark. So also one cannot appreciate health, until he has passed a day in bed in illness. Here is the story of a day which I spent sick in bed.

It was very hot during the middle of June last year. Hot winds blew the whole day. We had summer vacation. During the summer, one hot day my father sent me to the market to buy some books. The market is about two kilometres from our house. I was to go on bicycle. It was twelve o' clock when I returned. I was feeling feverish and was very thirsty. My elder sister prepared ice cold sarbat for me. I drank three glasses. After that I felt headache. All at once my body temperature rose. I was made to lie in bed. I was shivering with cold. My mother covered me with two blankets, even then my shivering could not be stopped. My parents began to feel worried, they called for a doctor. He came and examined me. I had got an attack of flue.

The whole of my body was aching. The doctor gave some capsules and tablets and a syrup. The medicine was to be given at the interval of three hours. The doctor assured my parents that I will be well after six hours. However, it was difficult for me even to pass a single minute. I was fed with milk and vegetable soup till night. The medicines were given to me as

advised by the doctor My elder sister remained sitting by my side. My younger brother pressed my aching limbs. I was unable to open my eyes due to severe pain in the head. I drank water every half an hour. Still the thirst could not be quenched. As the time passed my weakness grew more and more.

At about 6 p.m. I started perspiring from head to foot. I started feeling very hot. The blankets were removed. My sister wiped off the sweat again and again. My fever began to subside. My hunger was lost and I took nothing except water. After some time I began to feel hungry. At night I went to sleep. By 12 noon the next day, I was all normal except the weakness in body. There were smiles of joy on the faces of my parents. I was extremely weak but happy. Those hours of distress which I had passed in bed are difficult to forget.

4. Dr. B. R. Ambedkar

[**Points:** *Introduction — the difficulties in his education — what did Ambedkar strive for ? — what did he do in the drafting of the Constitution of India? — what has happened after his death?*]

The name of Dr. B. R. Ambedkar brings to our mind a social reformer and a messiah. He belonged to the front-ranking leaders of India like Mahatma Gandhi, Pt. Jawaharlal Nehru and Subhas Chandra Bose who fought for the Independence of India. Dr. B. R. Ambedkar had the distinction of getting higher education despite the many odds he had to face during the days of Indian feudal Society. But he faced all the difficulties and rose to become a noted lawyer, a man of knowledge and wisdom. He was deeply pained at the caste-ridden Indian Society of pre-independence period when it was extremely difficult for a man of low caste to get education.

Baba Sahab Ambedkar was popular among his friends and followers. He was born on 14 April 1891 at Mohan. After graduating from Bombay, he began to serve the state of Baroda under the then King of Baroda. He did his job with great sincerity and integrity. Later on, he went to U.S.A. for higher studies. All along, the king of Baroda supported him financially. He received a wide applause for his talent both in India and abroad.

He got Ph.D. from Columbia University. Then he went to London and studied Law and obtained the degree of Law. He taught law after coming back to India for a few years.

Dr. B. R. Ambedkar strived for a casteless society wherein all people enjoy equal opportunities of education, livelihood and social justice. He often voiced his anguish and concern against the discrimination among the high and low castes.

Being head of the constitution framing committee, he worked hard and gave us a model Constitution that is both rigid and flexible. The Constitution of India, which he framed, has served the largest democracy of the world to this day. It is hoped that it will stand us in good stead in the coming years. Dr. B. R. Ambedkar believed in service other than enjoying the fruit of service and sacrifice.

In spite of being offered the post of a Cabinet Minister in Independent India by Pt. Jawaharlal Nehru, the then Prime Minister of India, Dr. B. R. Ambedkar chose to serve the people by being an ordinary citizen of the country. He died in 1956. Of late, there is a reawakening of the thinking, perception and ideology of Dr. Ambedkar.

C. SPECIMENS OF EXPOSITING ESSAY

5. Motivation for Students' Success

[**Points:** *Introduction—what is motivation for success? — what happens to self motivated students? — refer to some ways to encourage self- motivation in students.*]

Why are some students so eager to learn and ready to work? Why are others totally uninterested? Ability may account for part of the answer, but another significant factor is motivation. Students seem to be motivated when their successes are recognised, when they believe that they can succeed, when class work seems related to their lives, when the teacher is enthusiastic and when there is something creative or unusual about the approach. We know that motivation is a secret to success for students.

Students respond differently to attempts to motivate them. Self-motivated students learn to accept more and more responsibility, to communicate effectively with teachers and parents, and to identify and resolve conflicts. Here are some ways to encourage self-motivation in students:

(a) Teach to practise several decision-making and problem-solving skills. Students must see the advantages of being prepared for predictable problems and planning to minimise difficulties whenever possible, (b) Do not allow the students to be negative about themselves or allow others to bad-mouth them. Such talk must be identified and avoided. Achievers

cannot afford to focus on negative thoughts, feelings or attitudes, (c) Share personal experiences that have led to success. Tell your students stories about how you felt when you were their age. Student can learn self-motivation by learning from others' experiences (d) Actively discuss and investigate future careers, qualifications for and the merits of various jobs. Students who can connect the process of lifelong learning to future needs can better understand the value of becoming prepared, (e) Help students visualise success. Ask them to picture themselves succeeding at things they want to do — acting in the school play, developing an exciting science project. Help them list, in writing, their long, medium and short-range goals.

6. Science in everyday life

[**Points:** *Introduction — the role of science in everyday life — science and medical treatment — science and travelling — science and the housewife — science and its disservice to mankind — conclusion*]

Science is a blessing to man. It removed our ignorance and is a faithful servant of man. It serves us in all walks of life. It is our servant in the home, in the field and in the factory. Never was there a more helping servant. It is only when we spoil the servant and do not keep him in proper control, that he may cause some harm to us. But, this is our own mistake. A servant has to be kept under control.

Science has transformed our daily life. Gone are the days, when only the rich men could meet the expense of luxuries. Science has made them cheap and has brought them within the reach of everybody. Science has produced goods on a large scale. These are sold at cheap rates in every market. Books, music and all other forms of entertainment have been brought to our door. Radio, television and cinema help us in passing our time in entertainment. Surely, the daily life of the common man is very different from what it used to be once.

Science is our most faithful medical attendant. It provides all the care which is necessary for our health. Science has broken grounds for the cure of many diseases. It has given us the power to keep epidemics in check. No longer are smallpox, cholera and plague, the ravages of mankind. Science gives us the power to kill the germs, which spread these diseases. There are hardly any diseases today, which can be called incurable.

Science has also made travelling, a pleasure. No longer do we need to part sadly from our relatives and friends when we go to visit holy places. Science has beaten time and space.

Trains roar through deserts and jungles and man travels safely and swiftly. But, already the trains and motorcars have become outdated means of transport. The aeroplanes fly across hundreds of kilometres in an hour. You can take your breakfast in Delhi, lunch at London and dinner at New York. The work of months and years is completed in hours.

Science is the greatest blessing to the housewife. Now, she need not always remain busy in the kitchen. A thousand devices have been placed at her disposal to lighten her work. There are electricity controlled kitchens, in which cooking is a pleasure. There is no smoke and cooking is done in the blink of an eye. Electricity serves the housewife to wash and iron her clothes and to sweep her floors. It has given her time to rest, to study and to attend better to her children. But, this is by no means the end of the blessing of science. Another job that this servant does for us is to educate us.

However, there is the other side of the picture. Science has done a lot of disservice to mankind also, like in the field of armament. The invention of gunpowder has led to the production of many destructive weapons of war. In this connection, it may be stated that, if science is meant for man's happiness, man should not employ it for his own destruction. It is certainly not the fault of science, if we go on multiplying the engines of destruction. A new era lies before us in which the power of atomic energy has been released. That age will either be of complete devastation or one in which new sources of power will lighten the labour of mankind and increase the standard of living all over the world. It is for us to decide whether we will destroy the world with the atomic bombs or rebuild it with atomic energy.

D. SPECIMENS OF REFLECTIVE ESSAY

7. Poverty

[**Points :** *Introduction — the problems caused by poverty — how to get rid of poverty — the case of countries which have successfully tried to remove poverty — the case of India*]

Poverty is the prime source of practically all evils, whether political, social or economic. A poverty-stricken land is an easy prey for its greedy and jealous neighbours. Poverty has brought about political revolutions, moral degenerations and economic upheavals. A nation of hungry and starving millions cannot preserve its integrity and independence for long. Political independence will have no meaning to the masses and the common man unless he is able to enjoy economic freedom.

The question is, in what manner and how soon can we get rid of poverty and usher in prosperity. The gap between the rich and the poor cannot be just washed away, but has to be removed after a lot of calculations and hard work. Narrowing it down involves, not only well-directed efforts, but also the active co-operation of the rich as well as the poor. The former must be prepared to make sacrifices and reduce their consumer expenditure and the latter must be prepared to work hard for improving their lot.

In this connection, it may be worthwhile to find out, how some of the major countries of the world have succeeded in their attempts to end poverty. West Germany, Japan as well as Italy and France are among the democratic countries, which have tackled this problem with astonishing success. Within a short period of two decades, these countries have risen to be the economic giants of the world. It is the system adopted by the government and the spirit shown by its people, which have accounted for this great wonder. Over there, there is no question of industrial indiscipline, pulls and pushes by political parties, lock outs and demonstrations. The accomplishments of the Soviet Union and Communist China are equally astonishing. Within a period of two decades, these countries also developed great economic strength and achieved superiority.

We owe our sad plight of today, to our unimaginative and unrealistic ways. We have been talking about democratic socialism, which is a myth and mental delusion. We must realign our priorities, if we want to banish poverty quickly and effectively. We should eradicate illiteracy and the Government should create the right atmosphere for industrial growth. They will automatically generate the scope for employment. The moment we are able to solve the problem of unemployment, we will also be able to end poverty in the country. Removal of poverty is a timely and realistic policy, which should be followed with vigour and imagination.

8. Indiscipline among students

[Points : Introduction — what is the problem? — the students alone are not to be blamed — the causes of indiscipline are very complex — the present system of education calls for drastic changes.]

One of the biggest problems in the educational system is the problem of indiscipline among students. It is pointed out that our students have lost the sense of discipline. Teachers, educationists and politicians point out the growing indiscipline among students. Hooliganism and vandalism by students have shocked members of the society. Strikes, indiscipline and unhappy incidents in schools, colleges and universities have become the regular feature of the present educational system.

Our students are not, in any way, anti-social or anti-national. They take no pleasure in the drama of destruction and devastation. The fact is that students become tools in the hands of certain selfish anti-social elements. Our students should not waste their energies in destroying our national wealth. It is wrong to put the whole blame of indiscipline upon the students.

The root cause of student indiscipline is very complex. The lack of proper training and a sense of frustration may be the main causes of indiscipline among students. The first cause of indiscipline is the present set-up of our society. Some students are rich and some are very poor. The rich students are indifferent to their studies. They pick quarrels with fellow students and also insult their teachers. The poor students are afraid of their power of money and so, they are unable to act against the rich students.

Parents do not take proper care of their children at home. They are not taught good manners, respect for the elders, love for their friends and honesty in their transactions. The illiteracy and orthodoxy of the housewives are also accountable for this evil. Children, at home, are kept like cattle and are uncared for. The spoilt children are sent to the school. The institutions of learning are worse than the home. The children neglected at home, are sent to schools in order to learn the lessons of life. In schools, capable teachers are required, who by the dint of their character and ability can convert them into disciplined young citizens.

The democratic and academic culture of colleges and universities also suffers due to these acts of indiscipline amongst students. Recruitment of a large number of ill-qualified teachers is very harmful. They are not able to teach the students properly. Leaders of various political parties make use of the students for their selfish ends. Many political parties remain in touch with the students' unions and use them.

Our present system of education does not have any direct relation with the employment opportunities. Our educational system is defective and expensive. It awards students certificates, diplomas and degrees, which are mere pieces of paper, not helpful in securing any employment for them. A student joins a college or a university without planning about his career. This causes frustration and disappointment in him, due to which he indulges in acts of indiscipline. The growing problem of indiscipline is like cancer, which is spreading rapidly in the body of the educational institutions. Some efficient steps should be taken to divert the energy of young men in the right direction

E. SPECIMENS OF IMAGINATIONS ESSAY

The autobiography of a shirt

[Points: Introduction — birth of a cotton pod — ginning, spinning and weaving —as cloth in the shop — the tailor's work]

I am sorry to admit that I do not remember much about my birth and childhood. Still I must tell you whatever I am able to recollect. You are all seeing me now as a shirt on the body of my wearer. I can see that you are surprised. It is certainly because of me that he has come to possess his personality.

I was born in the lap of nature as a pod on a cotton plant. I passed a few days there very happily when a lady picked me off. She was perhaps the wife of the farmer who had sown the cotton plants. She had already picked a large number of my brothers.

Bringing us home, she separated the seeds hidden inside our soft bodies by passing us through a hand machine called *gin*. She went on collecting us in a room. Then one day a trader came and bought us from the farmer. We were taken to a cloth-mill by truck.

Reaching the mill, we had a hard lot. A machine worked on us. Our body was aching. Next we were taken to a spinning machine. Now our fluffy form had changed to thread. This thread was sent to the weaving process and we all took the shape of cloth.

One fine morning, the cloth was loaded in a truck and taken to a dealer's shop. It was put in a glass almirah where it looked very beautiful. A few days later, a couple came to the shop. They cast a glance at the entire lot of cloth and were attracted by the colour of the roll of which I was a part. They bought a piece of the roll and went to a tailor. The tailor made a shirt out of me. This is the story of my life.

10. If I were the principal

[Points: Introduction — supposing the wish is fulfilled what will you do?— about studies, libraries, games and school garden —what about discipline in the school?]

The principal of a school should possess many talents.. Heavy responsibilities, discipline, maintaining of good standards of teaching, are some of the duties to be performed by the principal. The discharge of these obligations are not easy. But, I wish to be the principal of my school! If I were the principal I would do a lot for my school and its pupils. Let me tell you what I have in my mind about this.

I would frame a number of rules and regulations for the students and the teachers. They will be directed to abide by these regulations so that my school becomes a model in discipline, order and studies. No carelessness shall be tolerated in this regard. I know that the teachers and the taught shall be angry with me. But I am sure, the results that follow ought to make them feel happy.

Next, I would try to improve the library of my school. I will have some magazines and useful books bought for the teachers and the pupils. Every day a teacher and a student shall be made to address the morning assembly. It will surely improve the speaking power of the students.

Participation in games and co-curricular activities like drama, debates, trips, sports and survey projects will be made compulsory. Every facility will be provided for these things. Moreover, efforts will be made to build the character of the pupils and to infuse a national spirit in them.

The school garden will be looked after and improved in a befitting priority manner. It will certainly put on a new look. Cleanliness of the school shall be a must.

Then, I shall motivate the teachers to work industriously with the students to improve the results of our school in the Board Examinations. It will make the public speak highly of our school, our teachers and our students. And it will certainly bring honour to me as the head of the institution. Well, these are some of the things which I would do if I am given a chance to be the principal of my school.

MORE EXAMPLES

1. A day before the examination

Examinations are the most dreadful activities in the life of a student. He always shrinks back from the examination. He looks pale, shrunken, having a long face specially in the month of annual examination.

The students look worried and anxious as the examination draws near. The day before the examination is horrible for them. They are busy revising the main points. They do not feel hunger. They take no interest in recreational activities. They try to cram some important answers. The more they read, the more they forget. They feel nervous and confused. They burn the midnight oil for the examination. Even after learning a lot, they feel quite confused.

They seek divine help and pray to God to help them pass the examination. Every student whether he is bright or dull, fears the examination. They leave going to movies, watching TV. etc. They do not have sound sleep on the night before the examination. In fact, fear of the examination hangs so heavy on their mind that they may not have even a wink of sleep throughout the night.

They are puzzled . Those students who adopt unfair means in the examination are busy in preparing short slips with answers on them. They take these slips into the examination hall and use them whenever they get opportunity. Anyhow most of the students feel that their memory is failing. Their young faces look tired as a result of worries.

2. Value of games and sports

Games and sports play an important part in our lives. It is rightly said, “All work and no play makes Jack a dull boy.” A sound mind and sound body together make a complete person. For the all-round development and growth of the body as well as the mind, games and sports are essential. The neglect of health results in sickness, which adversely affects the mind, the body and the soul, Those, who participate in games, not only have a healthy and robust body, but also possess a sound mind. Their attitude in life is generally broad and optimistic.

Games teach sportsmanship, which includes qualities like team-spirit, co-operation, fair play and taking victories and defeats in the right manner. A player learns it in a practical manner on the playground. Games and sports also provide chances for physical and mental development. They keep us fresh and smart and enable us to regain our lost energy. We breathe pure and fresh air in the open playgrounds. Hard work, physical exercise and fresh air make the players strong and active. They teach us the value of discipline, co-operation as well as dignity of manual labour in life. They teach players to be open-minded and inculcate among them the feelings of unity and equality. The spirit of teamwork and co-operation engenders a feeling of community life in them.

Games and sports also help us in the building of character. The same manner, in which sports men accept defeat and victory in games and sports, they accept the failures and the successes of life. It is the best way to make use of one’s leisure time. Instead of wasting our energy on unwanted and unpleasant activities, we can utilise our energy and time in a better way by involving ourselves in games and sports. There is a freedom of association and a chance to exchange views in free spirit in the favourable atmosphere of games and sports. Games and sports also bring fame for the players, in addition to money and respect.

Netaji Subhas National Institute of Sports was set up in 1961, at Patiala. Here, the players are provided with international standard equipments, in order to improve their capabilities.

In our schools and colleges, arrangements have been made for various games and sports, but it is not adequate. Like studies, games and sports should also be made an essential part of school and college education.

3. My school library

A library is a must for a good school. No school is complete without a library. A well equipped library is a great asset to a school. It is equally useful for students and teachers both. It helps to develop reading habit. It increases their knowledge. For teachers, too, a school library is of great use.

We are fortunate to have a very good library in our school. Our school library is housed in a spacious room on ground floor. It is divided into two sections. One section contains books for students while in the other section there are reference books for teachers. The Reading Room is adjacent to the Library Room. There are separate tables and chairs for students and teachers where they can sit and read books. The Reading Room has a large round table. Chairs are arranged around it. The Reading Room is supplied with a number of Newspapers and Magazines.

There are more than fifteen thousand books in our school library. Books are arranged serially and subject-wise in almirahs. Each student is issued a Library Card. At a time, a student can get two books from the library. Books are issued for a period of two weeks. Dictionaries and reference books are not issued.

Our librarian knows all the books in the Library. He is very gentle and kind - hearted. He is always ready to guide the students in the selection of books. An assistant helps the librarian in his work. Our school library is a place of great attraction for students as well as teachers. Most of the students devote their vacant periods to reading newspapers and magazines. Teachers too spend their spare time in the library. They refresh their knowledge. Thus high educational standards in our school are the result of an excellent library.

4. The influence of cinema on social life

When an individual returns home exhausted after work, he needs some sort of entertainment and relaxation. Cinema has proved a wonderful means of entertainment and relaxation. Cinema is one of the cheapest and the most popular form of amusement. Labourers can afford to miss their evening meal, but not their evening show. Students prefer films to reading books. Thus, cinema has a lot of influence on the society.

Cinema is a universal teacher. It educates the people in different branches of learning. Our film producers have made very focused films attacking some of the social evils such as, the dowry system, labour exploitation and so on. It can teach us natural history, geography, botany and chemistry. Documentary films increase our knowledge and also broaden our outlook. Social movies throw light on social evils such as untouchability, casteism, unemployment and the curse of widowhood and the like. These films open our eyes and create in us an urge to improve the situation.

But bad films have a negative effect on the minds of the youth. They give rise to different kinds of crimes. The vulgar and obscene pictures should be banned from exhibition, as they cause immorality in society. The films, which make people gamblers and dacoits, should be totally banned. The traders of the film industry should not be allowed to make profit by showing sensual scenes and physical demonstrations of love. These films affect the moral character of young boys and girls.

5. IT and its usefulness for the common man

IT stands for Information technology' i.e. the technology that enables us to collect information at the fastest possible speed. A few years back, the most important media of information collection/distribution was newspapers, radio and the post and telegraph system. Conveying of information via phone was limited to the elite class. Only in the last decade, with the coming of emails and the Internet, IT has undergone revolutionary changes.

The usefulness of IT in modern times cannot be underestimated. It pervades all strata of society. Commerce over the Internet is a reality nowadays with the coming of e-commerce. For the academic community, there's easy accessibility to recent developments in his/her field as most journals and research papers are available on the Internet, and can be downloaded, at a small price.

E-mail or electronic mail is the most important feature on the Internet. Through this service you can exchange messages with your near and dear ones as well as with people around the world. It's fast, easy, inexpensive and saves paper. And it saves you the time of going to a library to obtain some particular information. In fact staying at home with an Internet connection gives you the opportunity to go through newspapers, magazines, academic papers, government document, etc.

Development of IT has opened newer horizons for the professionals. One can interact with a renowned Professor from a prestigious University in some foreign country sitting at a remote place. Doctors can consult their counterparts scattered across the world, and be able to deliver better diagnosis to ailments of afflicted people.

As computers and machines reduce in prices owing to development of better hardware technology, the medical equipments too will witness a decline in costs and this might help patient when he goes to a physician. IT has brought down the level of exploitation of farmers. Our Indian farmers can now know about the prevailing price fixed by the Govt. for various commodities and thus receive due price for their produce. The exploitation of farmers by middlemen will be reduced considerably.

Thus, it's apparent that IT and more specifically the development of computers has brought about a change in our lives in a manner hitherto undreamt of. Since all including the common man will reap the benefits of this technology, IT is certainly going to be a major force, which can ameliorate the lives of the common man.

6. Co-education

Co-education is the outcome of a general movement for the liberation of women and the declaration of their rights and eligibility to all kinds of social activities as well as the awareness of employment. Co-education is economical and is specially suited for a poor country like India. Moreover, in a co-educational environment, boys and girls come in contact with one another. For the purpose of complete education, the relation between the sexes cannot be excluded.

Co-education paves the way for the operation of a wholesome influence which one of the sexes exercises on the other. Co-education develops a healthy spirit of competition. The brilliant results shown by institutions where boys and girls study together, bear testimony to it.

Co-education however is not an unmixed blessing. Stephen Leacock, in his essays, has expressed himself against co-education. He says that it is incompatible with serious study. There are some others, who think that free mixing of boys and girls leads to romance and sentimentalism. Through this, they try to translate the love stories shown in films, in their own lives. Thus, mixing of the opposite sexes at the adolescent stage, when the sexual urge is at the highest is not advisable.

Recently, a Church of England clergymen attributed the loose morals of the American youth to the system of co-education. Again, the same curriculum does not suit both sexes, as there are vast differences between their mental constitutions. Girls tend to be more interested in their immediate surroundings, in what is pretty and ornamental while boys, in what is more remote from them, in what is useful in general. Boys seek self-expression in investigating, exploring and constructing thing. Girls go for artistic activities.

However, despite their differences, the right to study with men in the same institutions cannot be denied to women or vice versa whether it is beneficial or harmful.

7. Terrorism

Terrorism is a system of frightening people, to make them do what the terrorists want. Senator Denton has called it “the most widely practised form of modern warfare”. These activities of terrorism are neither fashionable nor fascinating. Act of terrorism are criminal actions, which are plain and simple. The motives behind terrorism may be personal or political.

Today, terrorism is a world-wide problem ranging from aircraft hijacking, to planting of bombs in air crafts. Brutal killing of opponents and innocent people by the terrorist are heard every day from far and near. It is often seen that terrorist groups whether in India or Sri Lanka or elsewhere in the world, receive money, weapon and training from other foreign countries. These terrorists have unlimited access to sophisticated weapons.

In India, terrorism had struck in the recent past in one form or another, especially in Punjab, Assam, Darjeeling and the North-East. The News-papers are filled with reports of violence, murder, explosion and shooting. In these terrorist activities hundreds of innocent men and women die. Many official buildings are either destroyed or burnt to ashes, for no reason. Today it looks uncertain how long this lust for blood will continue. But it is rather obvious that these people have no other reason for the terrorist activities than creating a menace among the people.

Several steps are now taken all over the world to control these activities like establishment of anti-terrorist forces to battle terrorism. The countries like Britain, Russia, Germany have their own anti-terrorist forces. India has also established such forces to fight the terrorists. The police and the sundry para-military forces have been present in certain areas of the country where violence is rampant.

8. Work is worship

Action is the highest force, around which we move day and night. It is the very breath of life. In fact, life means action. A working man has no spare time to involve himself in foolish thoughts. All the great statesmen, builders of nations, scientist, explorers, navigators and mountain climbers have been men of action. Tenzing and Hillary reached the top of Mt. Everest, the highest peak, by virtue of their action. Great men like Mahatma Gandhi, Abraham Lincoln, Subhas Chandra Bose and other great people learnt the secret of success through action.

Action is doing. As the saying goes, "Actions speak louder than words." Life would be impossible without action. Every man must act and strive hard in order to succeed in life. When men of action have burdens to bear, they bear them cheerfully and do not waste their energies in worthless lamentation.

Work and worship are synonymous with each other. We wish to serve God through worship, in the same way we serve humanity through work. Every living creature is the creation of God, so we see his image in every object of this universe. Therefore, true worship of God is to serve his creation. Man is the best creation of God. So, we can serve God through concentration, devotion and work to serve the mankind.

Thought and action go side by side. If there is no thought, there is no action. One, who does not think before an action suffers a great loss. The true seeds of action are rooted in thought. Man, being a rational creature, works for himself and for those, who depend on him. He will have to work for his material and spiritual progress. We can say that work is the key to progress, peace and prosperity.

No one is great or brave, if he is not employed in the service of humanity. A brave man is really the glory of the nation. Mahatma Gandhi, Abraham Lincoln, Jawaharlal Nehru are the examples of service and sacrifice. These great men worked hard day and night and then got success and fame. Great men leave the footprints of their work on the sands of time. They are regular and punctual in their work. Nature

inspires and encourages such men to be busy at work. Every great man's story of success is actually a story of his actions.

All great men have been men of action. They never spent their life in idle contemplation. They acted with determination and won success. Mahatma Gandhi, George Washington and several other great men are immortal and shall be known forever on account of their brilliant actions and noble deeds. These great men learnt the secret of success, which according to them, consisted of action and not useless thoughts. Hence, it is correct to say that "Work is worship."

EXERCISE

Write Essays on each of the following topics:

1. My neighbour
2. My favourite teacher.
3. A bus accident
4. The happiest day of my life.
5. A cold winter day.
6. A day of heavy rain.
7. A sleepless summer night.
8. My ambition in life.
9. A day without electricity.
10. Election.
11. Inflation.
12. Students and politics.
13. Building castles in the air.
14. How to spend the summer holidays
15. Strike.
16. Drug Addiction.
17. Man and trees.
18. Environment pollution.
19. Corruption in National Life.
20. The autobiography of cow.
21. If I were a dictator.
22. Self Help.
23. Time and tide waits for no one.
24. Unity in diversity.
25. We live in deeds, not in years.