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Syllabus

FOUNDATION COURSE IN ENGLISH

H-301

Word formation, Vocabulary building, Reading Section, Conversion of words, Synonyms, Antonyms, Homophones, One Word Substitution, Informal letters, Formal letters, Sentence and its parts, Writing skill of sentence, Comprehension (passage), Clause, Noun Clause Verbs : Simple and Complex verbs, Transitive and intransitive verbs, Non-finite verbs, Auxiliary verbs, Various categories of determiners and their uses, Conjunctions.

1

READING SECTION

STRUCTURE

- Comprehension of Unseen Passage
- Performing the Reading Section Effectively
- Solved Examples
 - Summary
 - Test Yourself

LEARNING OBJECTIVES

After going through this unit you will learn :

- Important points to be kept in mind while performing the reading section

• 1.1. COMPREHENSION OF UNSEEN PASSAGE

(To develop the understanding power of the students)

What is tested? As this section aims at the development of the comprehension power of the students, the following skills of the students are tested:

- to understand the given text.
- to pick up the underlying ideas of the text.
- to express the things given in the passages in their own words.

Questions

To develop and examine the above mentioned skills, questions are asked in the following forms:

- Filling the blanks of the given summary with one or more words.
- Completion of tables/diagrams.
- Completion of the incomplete sentences.
- Supplying answers to the questions.
- Picking up words with the same or opposite meaning from the passage.
- Supplying or picking up suitable title for a certain paragraph of the given text.

• 1.2. PERFORMING THE READING SECTION EFFECTIVELY

For performing the reading section in an effective manner, and to get the maximum output, the following points should be kept in mind:

- Read the passage thoroughly and try to understand it.
- If you are not able to understand the text completely, read it once or twice again.
- Try to grasp the main idea of the text.
- Read the instructions given before each question carefully.
- Read the question carefully and look for the answer in the text and mark it.
- Read the question once again and follow the tense and the pattern of the question.
- Now frame the answer with relevance to the question.

- Do not pick up the lines from the passage straightway in stead try to write the answer in your own words.
- Try to write short but complete answers.
- Do not write unnecessary and irrelevant things.
- Try to make your answers clear and understandable.
- Revise after you have attempted all the questions.

• 1.3. SOLVED EXAMPLES

1. Read the following poem carefully.

THE TREE

Next to the track beside our house
Dad planted a gulmohar
We tended it, we watered it,
It wanted more and more.

When first its little shoots of green
Spread across the boughs,
And some of us said 'wow!'
Its branches were so low, we drove
The goats away and cows.

It really kept us on our toes,
A baby-tree needs care!
Next year the green fuzz changed to leaf!
It turned into a red-roofed tree
A thing of beauty rare!

It never spoke to us of course
It just spoke to the winds,
And now and then waved to the skies
But it gave us everything.

Its falling flowers and its shade
They covered half the track.
It sheltered us from sun and rain.
The tree had paid us back (Keki N Daruwalla)

- 1.1 . Answer the following questions in your own words:

- (a) What did the tree want more and more?
- (b) Why was the poet wonder struck?
- (c) In what way did the tree pay them back?
- (d) How di the tree keep them on their toes?
- (e) What has been called a thing of beauty?
- (f) How does the poet show how big the tree had grown?
- (g) Find out words from the poem which rhyme with
(a) wow _____ (b) Care _____

- 1.2 Give the meaning of

- (a) tended _____ (b) bough _____

2. Read the following passage carefully.

THE OUTLAW

1. I collected my horse the stables, and without bothering to return to my quarters for my few belongings, rode out of the sleeping cantonment and took the Saharanpur road.

2. I made good progress before sunrise, knowing that it would be some time before anyone was sent after me. But by the time the sun was up, I was in the sugarcane country near Sardhana. I thought of stopping there for a while- a cousin of mine was in the Begum's service- but decided that this would be too risky! Sardhana was only forty miles from Meerut.

3. I rode on, and it became hot and dusty. At a small irrigation canal I stopped to allow my horse to drink. Then we were off again, at a steady canter. I avoided the main towns, in case a telegraph message had been sent to one of them.

4. My friend McNulty lived on the outskirts of Saharanpur, where he had some land and a large mango grove.

5. It was evening when I rode up to his house. He was glad to see me, for he was lonely on his estate. His wife, tired of their isolated existence had packed up and gone back to England the year before. McNulty was helping the Botanical Survey with its collection of plants from Nepal and the Indian foothills.

6. As dusk descended over the mango trees, and the flying-foxes began their nocturnal journeys to and fro, we sat out on his lawn and drank the local punch. I told him what had happened, and he said, 'The Army was never for you, my boy. You should be in the mountains, collecting plants for English gardens. Of course you'll have to lie low for a while. And you can't be seen in Saharanpur. This is the last outpost of the Empire, my boy. Go into the hills for some time, that's my advice to you. There's a hill raja who owes the British a favour or two, but he won't bother you. He can't really. There are no roads. It's a wonder he manages to collect any taxes. I shall lend you a few rupees. They'll go a long way. People are poor in these hills. But they are usually peace loving, and they don't ask too many questions'.
—(Ruskin Bond)

2.1 On the basis of your reading the above passage fill in the blanks.

The author left the (a) _____ in the dead of the night. He reached (b) _____ in the morning where his (c) _____ stayed. He didn't stop there. Afraid of (d) _____, he took the village road and finally reached (e) _____, where his friend McNulty lived. McNulty (f) _____ him to move to (g) _____ to escape being caught and court marshalled.

2.2 Answer the following in brief:

- What was the profession of the narrator?
- Did the narrator carry his possessions with him?
- Why did the narrator not meet his cousin?
- Why was McNulty happy to see his friend?
- What alternate profession did McNulty suggest to his friend?

2.3 Find words from the passage which mean the same as the following from the paragraphs indicated.

- | | |
|---------------------------|--------------------------|
| (a) lodging (para 1) | (b) easy gallop (para 3) |
| (c) border (para 4) | (d) separated (para 4) |
| (e) twilight (para 5) | (f) of night (para 5) |
| (g) remain quiet (para 5) | |

• SUMMARY

- ▶ The aim of the reading section is to develop the understanding power of students.
- ▶ To make the students express their ideas and understanding in their own way.

- ▶ To perform the reading section effectively following points should be kept in mind :
 - (i) Read the passage throughly throughly the understand it.
 - (ii) Try to group the main idea of the text.
 - (iii) Read the instructions crarefully.
 - (iv) Attempt the questions by looking for the answers in the text.

• **TEST YOURSELF**

1. Read the following poem carefully.

THE EARTHWORM'S MONOLOGUE

Birds prey on me, fish are fond on my flesh.
My body is like a sausage, it lacks the snake's
Sinuous splendour and colour. yes I'm absurd.
Yes I also till and soften the soil, I prepare
The way for flowers, spring depends upon me.
At least a little. mock me if you will,
Cut me in half, I'll come together again.
But haven't you felt a fool, hated your shape,
Wanted to hide? if so I m your friend;
I would sympathise with you were I not so busy
But bend down over me, you who are not yet tall
And be proud of all you contain in a body so small.

(Elizabeth Jennings)

- 1.1 Given below is the summary of the poem. Complete it by writing the missing words.

A lowly (a) _____ casts a bitter sweet look into his life. He is (b) _____ about it's lot. He talks of how he makes a good meal for (c) _____ and (d) _____ and isn't very (e) _____ looking to top it all. But says the earthworm, it's an (f) _____ creature that makes the soil (g) _____ and (h) _____ in half becomes a whole earthworm again. The poet also talks to (i) _____ who at some point or the other have felt less than (j) _____.

- 1.2 Answer the following questions as briefly as possible.

1. How does the earthworm describe itself?
2. How is the earthworm useful?
3. What message does the earthworm give?
4. Read the following passage carefully.

2. Read the following passage carefully.

A POCKETFUL OF INGENUITY

1. Astronauts aboard the Space Shuttle used them to strip wires, reconnect electric plugs and, on one notable occasion, to repair a faulty reflector furnance aboard space lab. Canadian doctor John Ross used them to perform surgical amputations in Uganda. On Mount Everest, buried by an avalanche and running out of oxygen, British climber Joe Tasker used one to slash through his tent just before blacking out. Then he gasped in fresh air and dug his way free.
2. Tasker joined the large club owing a debt of gratitude to a single-minded family named Elsener and a company called Victorinox, makers of the Swiss Army knife.
3. Located in Ibach. a picturesque city next to the snow-capped Mythen Mountain in the Swiss Alps, Victorinox won its first contract to make knives for the Swiss Army in 1891.

4. The Swiss Army introduced new canned emergency rations and adopted a rifle that required a screwdriver for breaking down and reassembling, a basic chore all soldiers have to do. The Soldier's Knife incorporated blade, a screwdriver for the rifle, a can opener for the rations and reamer for leather saddles and harnesses.
5. But initially Karl was struggling with his little cutting instruments business and he lost money on his first army contract. He, therefore, developed the "Officer's Knife;" a lighter, more elegant device which also had more functions. Though not included in the official Swiss Army equipment, it proved to be an instant hit and the company was on its way.
6. Karl's descendants have been adding features and improving their manufacturing operation ever since, with a gleefully innovative spirit that seems to be bred into the Elsener genes. There are more than a hundred different models, so laden with clever gadgetry that Victorinox people have lost track of who invented what.
7. Swiss Army knives represent the secret gadget dream that lurks in the heart of every man, everywhere, who has not quite abandoned his boyish fantasies of being a ranger, a mountaineer or an explorer, prepared to confront any emergency and surmount any danger.

2.1 On the basis of your reading the above passage, complete the table as briefly as possible.

USER	PURPOSE	PLACE
(a) _____	To strip wires, reconnect electric plugs, repair faulty reflector furnace	(b) _____
Doctor John Ross	(c) _____	(d) _____
(e) _____	(f) _____	Mt. Everest

2.2 Complete the following sentences:

(1 × 6 = 6mark)

- (a) Swiss Army knives are manufactured by the company called _____
- (b) Elsener family founder of victorinox lives in _____, a beautiful city adjacent to _____ mountain in the Swiss Alps.
- (c) The initial army knife had a _____ and reamer.

2.3 Answer the following :

- (a) Mention the reason behind the success of the Swiss Knife?
- (b) Suggest a suitable title for the given passage.

3. Read the following poem carefully.

FIVE EYES

In hans' old mill his three black cats
 Watch his bins for the thieving rats.
 Whisker and claw, they crouch in the night,
 Their five eyes smouldering green and bright;
 Squeaks from the flour sacks, squeaks from where
 The cold wind stirs on the empty stair,
 Squeaking and scampering, everywhere.

Then down they pounce, now in, now out,
 At whisking tail, and sniffing snout;
 While lean old Hans he snores away
 Till peep of light at break of day;
 Then up he climbs to his creaking mill,
 Out come his cats all grey with meal-
 Jekkel, and Jessup, and one-eyed jill.

(Walter de la mare)

3.1 On the basis of reading the above poem, complete the following sentences as briefly as possible. (8 marks)

1. The three black cats protect (a) _____.
2. The line that shows the mill was full of rats is squeaky and (b) _____.
3. The poet says 'five eyes' when there are three cats because (c) _____ was one eyed.
4. The names of the cats are (d) _____ (e) _____ and (f) _____.
5. The cats are on the guard throughout the (g) _____ while old Hans (h) _____.

4. Read the following passage carefully.

SUMMER'S WHEN THE LIGHTS GO OUT

1. As summer approaches, the thoughts of load-shedding and power outages in many parts of India can be disturbing, since the lights may suddenly go off when your family is at the dining table or watching a favorite soap. You have two common options for back-up power: a standby fuel-based generator, or a battery-based inverter. What must you choose? Consider the pros and cons:
2. **Initial cost:-** An inverter-based system with sealed long-life battery costs a lot less than an equivalent domestic generator. Both systems should give you service for about five to seven years.
3. **Recurring Cost:-** Domestic generators use petrol, diesel, or kerosene, may be one or two liter daily, depending on the power generated. But the cost of running an inverter is practically nil, although there are hidden costs such as the energy loss due to an inverter's charge/discharge efficiency. Even so, per unit, it works out to only a fraction of the cost of petrol, kerosene or diesel required to run a generator.
4. **Hassles:-** You have to switch on a generator manually when power fails and activate a changeover switch to transfer power supply from your electricity board's source to the generator's source. This can be troublesome, especially when it's dark. An inverter does that automatically when the power fails.
5. An inverter is also silent, whereas a generator makes noise. loudest are the diesel ones and their fumes are toxic. If you use a generator, keep it in an open space outside, away from any bedroom or resting areas. Keep inverters, too, away from sleeping areas as some older generation batteries also generate small amounts of fumes.
6. **The verdict:-** To keep essential lights, fans and TV running in your drawing room and two or three other rooms for a couple of hours, the inverter-based power supply is the better choice. Don't use it for ACs, irons, refrigerators or even a home theatre-appliances that draw large amounts of power. An inverter is also not suitable to use for your desktop computer. (Reader's Digest)

4.1 On the basis of the comparative study of the two, complete the table.

	Inverter	Generator
Initial Cost	(a) _____	more
Service	5 to 7 years	(b) _____
Recurring cost	less	(c) _____
Hassles	(d) _____	Automatic
Noise	(e) _____	(f) _____

4.2 On the basis of reading the above passage, answer the following questions in brief.

1. Where and why should a generator be kept?
2. Under what conditions should an inverter be used?
3. Name the appliances for which inverters should not be used? Why?
4. What do the generators use to generate power?

5. Why should a generator be placed in an open area?
 6. Why is a generator considered to be a troublesome source of power supply?
 5. Read the following poem carefully. (8 marks)

NIGHT

The sun descending in the west,
 The evening star does shine
 The birds are silent in their nests,
 And I must seek for mine...
 The moon, like a flower,
 In heaven's high bower,
 With silent delight
 Sits and smiles on the night.

Farewel, green fields and happy groves,
 Where flocks have took delight.
 Where lambs have nibbed, silent moves
 The feet of angels bright;
 Unseen they pour blessing,
 And joy without ceasing,
 On each bud and blossom,
 And each sleeping bosom.

(William Blake)

- 5.1 On the basis of your reading the above poem, answer the following questions as briefly as possible:
- (i) The sun is (a) _____.
 - (ii) The line which shows that night has fallen is (b) _____.
 - (iii) Flocks of animals grazed in (c) _____ during the day.
 - (iv) The angels bless the (d) _____.
- 5.2 Answer the following questions as briefly as possible:
- (i) Why do you think the poet says that the moon smiles?
 - (ii) What does the following line mean? 'And I must seek for mine'
 - (iii) Where and when do the angels come?
 - (iv) Give a suitable title to the poem?

6. Read the following passage carefully.

MEDITATION

1. Sit straight, relax, you should sit in a yogasan style. Keep your hands in your lap and close your eyes. Do not think about anything else. We have four doors of which one is our eyes. We insert good or bad views through it. Next is our ears. We hear, good or bad things with it. The third is our mouth with which we intake good or bad things and the last is our skin with which we can feel hot or cold or many things. All these doors are open in our mind. All these messages go to our mind through these doors where the messages are discriminated into good and bad. If we keep our eyes open, we will see several activities happening before us and we will start thinking what is good or bad. So when you meditate, you close your eyes, ears and mouth also and start thinking as if you were soaring high and high towards the sky. In this way you will find your mind empty. There should be nothing in your mind when you sit to meditate. In the early morning, it helps you in this way—you will work the whole day. if you have an empty mind then only you can think of new thoughts and ways to do your work. If you are extremely tired, your mind is not ready to accept anything. Before going to bed, only for five minutes sit straight with an erected back bone and

just soar higher and higher in the sky Then pray to God and go to sleep. You will find your day more easy to live.

2. Children at this age you have a fickle mind of a child and a heavy load of studies like a grown up. If you start meditation, you will find that you can better concentrate on your studies. By meditation you can discipline your mind. Then you put all your attention on the subject you are studying.
3. Our mind is like television and our thoughts are its channels. As with a remote, the channels click this way and that way, in the same way do our thoughts. Meditation makes us alert and calm. It is a great tonic for our mind and it works as vitamins and minerals act in our body. Meditation is the best way to increase concentration. All this makes a person very healthy and efficient .

Hence it is very important to discipline our mind so that we can lead a successful life.

Always remember: A Healthy Brain Lives in a Healthy Body.

6.1 On the basis of your reading the above passage write 'T' against the statements which are true and 'F' against the ones which are not true.

1. To meditate is to think about many things. ()
2. While meditating, you should concentrate on one. ()
3. We have two doors of mind. ()
4. If we keep our eyes open we will not be able to meditate. ()
5. You can meditate about anything, anywhere. ()
6. By meditation you can discipline your mind. ()
7. Meditation is of no use to children of your age. ()
8. By meditation you can increase concentration. ()
9. Meditation makes a person healthy and efficient. ()
10. Meditation calms down a person. ()

6.2 Given below is the summary of paragraph 3 of the above passage. Complete it by writing the missing words.

our (a) _____ is a like (b) _____. Its (c) _____ are its channels which (d) _____ this way and that way (e) _____. (f) _____ makes us (g) _____ and (h) _____. It is a great (i) _____ for our mind .It works as (j) _____ and (k) _____. Meditation is the best way to (l) _____. All this makes a person very (m) _____ and (n) _____.

2

VOCABULARY BUILDING

STRUCTURE

- Vocabulary Building
- Word Formation by Adding Prefixes
- Word Formation by Adding Suffixes
- Test Yourself I
- Test Yourself II
- Test Yourself III
- Test Yourself IV
- Test Yourself V
- Test Yourself VI
- Test Yourself VII
- Test Yourself VIII
- Test Yourself IX
- Words Used as Different Parts of Speech
- Test Yourself X
- Synonyms
- Test Yourself XI
- Antonyms
- Test Yourself XII
- Homophones
- One Word Substitution
- Test Yourself XIII
- Words often Confused and Misused
 - Summary
 - Test Yourself XIV

LEARNING OBJECTIVES

After going through this unit you will learn :

- Vocabulary building in detail.
- How to form derive and construct words/
- Conversion of words from one form to another.
- Various types of words such as synonyms, antonyms etc.

• 2.1. VOCABULARY BUILDING

WORD FORMATION AND WORDS FUNCTIONING AS DIFFERENT PARTS OF SPEECH

POWER OF WORDS

A rich vocabulary is the first requirement of good expression. English vocabulary is a mine of words, which seems to be never adding. To master this language, constant labour and practice is required, but it is not impossible.

There are certain ways to tap the everflowing fountain of English vocabulary. Just as we use multiplication tables etc. in Mathematics to deal with the infinite combinations of numbers, we can use these methods to form several words from one word, and manage a great variety of forms by referring them to their basic words.

WORD FORMATION

Primary or Basic Words :

The words which have not been developed or derived from any other word are known as root, basic or primary words. For example :

white, tree, pain, boy, drink, table etc.

WORD CONSTRUCTION

These basic words can be developed into several words, or classes of words, by applying the following four methods : (1) Primary derivational construction (2) Secondary derivational construction (3) Compounding (4) Conversion.

1. Primary Derivational Construction :

When words are formed by effecting only internal changes in the body of basic words, we obtain primary derivatives. For example,

Man	→	Men	Mouse	→	Mice
(base)		(plural)	(base)		(plural)
Die	→	Death	Blood	→	Bleed
(base)		(noun)	(base)		(verb)
Speak	→	Speech			
(base)		(noun)			

As the examples given above show, in this category of word-formation we include all the changes which are effected without adding a prefix or suffix to the basic word.

We can derive nouns from verbs and adjectives, and adjectives from nouns, verbs and adjectives, and formation of verbs from adjectives and nouns. We can also derive plurals and feminine forms of basic words.

• Words can be developed from one part of speech into another part of speech as primary derivatives in the following ways :

(i) Forming nouns from verbs by changing the vowel sound —

rise	→	raise	bind	→	bond
think	→	thought	do	→	deed
sing	→	song	abide	→	abode
bite	→	bit	bear	→	birth
sit	→	seat	see	→	sight
float	→	fleet			

(ii) Forming nouns from verbs by changing the last consonant —

live	→	life	speak	→	speech
advise	→	advice	prove	→	proof
strive	→	strife	grieve	→	grief

(iii) Forming nouns from adjectives by the change in vowel, and in some cases, in the last consonant too—

proud	→	pride	true	→	truth
hot	→	heat	pious	→	piety
grave	→	grief	gay	→	gaiety
deep	→	depth			

(iv) Forming adjectives from nouns and verbs by the change in the last consonant or in the inside vowel—

meet	→	moot	lie	→	low
milk	→	milch	wit	→	wise
water	→	wet			

(v) Forming verbs from nouns by changing the last consonant into a softer sound—

thief	→	thieve	sooth	→	soothe
wreath	→	wreathe	calf	→	calve
half	→	halve	shelf	→	shelve
belief	→	believe	sheath	→	sheathe

(vi) Forming verbs from nouns by the change of vowel only—

tale	→	tell	sale	→	sell
blood	→	bleed	food	→	feed
knot	→	knit	drop	→	drip

(vii) Forming verbs from nouns by the simultaneous change in the sound of the last consonant making it softer, and in the inside vowel sound—

cloth	→	clothe	grass	→	graze
breath	→	breathe	brass	→	braze
bath	→	bathe			

(viii) Forming verbs from adjectives by the change in the inside vowel—

full	→	fill	hale	→	heal	hot	→	heat
------	---	------	------	---	------	-----	---	------

2. Secondary Derivational Constructions :

When words are formed by adding a syllable or letters to a basic word, either in the beginning or at the end, or both, we obtain secondary derivatives.

For example :

conscious	→	unconscious
conscious	→	consciousness
conscious	→	unconsciously

As can be seen in the above examples, in this category of word-formation, nothing is exchanged internally in the body of the root word, while in primary derivatives internal changes — of sound or spellings — are made.

When the addition is made to the beginning of the basic word, it is called a prefix. For example, *un-* is a prefix added to *conscious*.

When addition is made to the end of the basic word, it is called a suffix. For example, *-ness* and *-ly* are the suffixes added to *conscious*.

Besides changing the part of speech to which the basic word belongs, these derivations also help in obtaining negative forms, or antonyms, of that word.

• 2.2. WORD FORMATION BY ADDING PREFIXES

There are several prefixes which can be added to a basic word to modify its meaning or its function. These can change the meaning, the number, or the part of speech of a base. Therefore, we can classify prefixes in the following manner.

(i) Negative or Reversative Prefixes

These prefixes negate or reverse the meaning of the words —

Prefix	Meaning	Examples
a-	Lacking in, to be without	apathy, amoral, asexual, asymmetry, apolitical, atheist

un-	not, opposite of	un-natural, unlawful, unhappy, unlock, undo, untrue, untie, unkind, unexpected, unveil, unfold, uncover, undue, unleash, unfortunate
contra-	against	contradict, controversy, contraception, contravention
non-	not	non-cooperation, non-entity, non-issue, non-vegetarian, non-sense, non-payment, non-adjustment
de-	withdraw, take away, reverse, remove	depollute, deform, decode, decline, degrade, debase, defrost, decompose, devalue, dehydrate, decentralisation, decongest, deforestation.
dis-	un, opposite of, not	disallow, dislike, disconnect, discontent, disappear, dishonest, distrust, displease, disobey, disarm, disparity, dismiss, dispel, discord
in- im- il- ir-	not, opposite of	indecent, inefficient, indifferent, ineffective, inaccurate, inability, impossible, immortal, immodesty, immature, impure, improper, illegitimate, illogical, illegible, illegal, irregular, irreparable, irreversible, irreligious, irrational.

(ii) *Prefixes of Degree and Size :*

These prefixes modify the degree or the size of the thing or quality or action denoted by the basic word—

Prefix	Meaning	Examples
arch-	chief, highest, first, worst	archbishop, archenemy, archrival, archetype
super-	above, over, more, better	supernatural, superhuman, superman, supervisor, superadded, supermarket, superfluous
ultra-	beyond, over and above, extremely	ultramodern, ultraviolet, ultrasonic
extra -	outside, beyond, more than	extraterrestrial, extracurricular, extraordinary, extramarital
hyper-	excessively, extra, above	hypersensitive, hypertension, hyperbolic
out-	beyond, surpassingly, doing faster, doing better.	outdo, outgrow, outshine, outwit, outreach, outbid
under-	below, too little, not enough	undervalue, underdeclare, underestimate, under-perform, underrate, understatement
sub-	under, less, lower than	sub-divide, subhuman, subinspector, subordinate, subplot, sub-culture
semi-	half, partly	semi-darkness, semi-final, semi-circular, semi-spherical, semi-colon, semi-solid
mini-	little	mini-skirt, mini-bus

(iii) *Prefixes of Time and Order :*

These prefixes add the dimension of time and order to the basic word —

Prefix	Meaning	Examples
pre-	before, earlier	pre-marital, pre-war, pre-occupied, pre-planned, pre-decided, pre-destined, pre-election

fore-	before	forecast, foredoom, foretell, foresee, foreshadow, forenoon
post-	after	post-graduate, post-war, post-script, post-mortem
re-	back, again	recall, regain, recover, resettle, rewrite, remarry, rebuild, redirect
ex-	former	ex-president, ex-husband, ex-mayor
vice-	deputy in place of	vice-president, vice-chancellor, vice-principal
ante-	before	antedote, antecedent, antenatal

(iv) *Prefixes of Attitude :*

These prefixes are added to indicate the attitude of the object or person represented by the basic word—

Prefix	Meaning	Examples
pro-	in favour of, on the side of, for	pro-establishment, pro-government, pro-war, pro-reforms, pro-dam, pro-technology
anti-	against, opposed to	anti-social, antiseptic, antibiotic, anti-establishment, anti-congressism
counter-	in opposition to, against	counterattack, counteract, counterproductive, counterpart
co-	with, together	cooperation, correspondence, co-exist, co-produce, collaborate, co-edit
ambi-	both, on both sides	ambivalent, ambiguous

(v) *Prefixes of Number :*

These prefixes are added to convey the idea of number of the things denoted by a basic word —

Prefix	Meaning	Examples
uni-	one	unilateral, unisex, unicolour
mono-	one	monologue, monotony, monogamy, mono-acting, mono-syllabic
bi-	two	bicycle, bilingual, bipolar, biennial, bi-weekly, bifocal
tri-	three	tricycle, triangle, tripartite, tricolour, tri-syllabic
multi-, poly-	many	multi-national, multipurpose, multi-coloured, multi-dimensional, polyandry, polygamy, polyclinic

(vi) *Prefixes of Place :*

These prefixes are added to indicate the position or direction of a thing —

Prefix	Meaning	Examples
trans-	across, from one place to another	transatlantic, transplant, transaction, transport
inter-	between, among	interstate, inter-university, inter-disciplinary
sub-	beneath	subterranean, subway, subside, submarine, submerge

(vii) *Derogatory Prefixes :*

These prefixes add an uncomplimentary and derogatory aspect to the meaning of the root —

Prefix	Meaning	Examples
mis-	wrong, wrongly, hating	misanthropy, misguide, mislead, misogynist, misplaced, misjudged, mistake

mal-	bad, badly	malcontent, maltreat, mal-nutrition, malpractice, malevolent
pseudo-	False	pseudo-secularism, pseudonym, pseudo-classical

(viii) *Conversion Prefixes :*

By adding some prefixes, we do not change the meaning or number of a basic word; we only change its part of speech. These are the conversion prefixes —

Prefix	Meaning	Examples
be-	by, off, completely, around	behead, beside, bewitch, beguile, besmear, bemoan, bedevilled, befriend, benighted, beloved
en- em-	cause to be, in	endanger, enshrine, endear, embitter, empower, enlist, enlarge, embed, enjoy, emboss.

• **2.3. WORD FORMATION BY ADDING SUFFIXES**

A large number of suffixes are found in English. When these suffixes are added to base, the meaning or the function of that base is modified or changed.

When words are constructed by the addition of suffixes, the part of speech is often changed.

Addition of a suffix can give us the opposite of the base, its feminine gender, and its diminutive etc. We can classify suffixes referring to the changes in the parts of speech.

(i) *Suffixes forming Nouns from Nouns :*

There are the suffixes used for forming nouns from nouns —

Suffix	Examples
-dom	kingdom, dukedom, martyrdom
-ship	kingship, friendship, leadership
-er	confectioner, stationer, teenager, Londoner, probationer, householder
-eer -ster	profiteer, pamphleteer, engineer, songster, spinster, trickster, gangster, volunteer auctioneer
-let	booklet, armllet, tablet, coverlet
-hood	manhood, bachelorhood, brotherhood
-ess	tigeress, authoress, poetess, archeress
-ful	spoonful, mouthful
-ocracy	aristocracy, theocracy, mobocracy
-ery -ry	archery, machinery, mastery, jewellery, gentry, drudgery, foolery

(ii) *Suffixes to form Nouns from Adjectives :*

Suffix	Examples
-ity	superiority, adversity, passivity, solidity, vitality, vulgarity
-th	depth, truth
-ness	kindness, goodness, readiness, sadness, gladness, deftness, roundness, shortness, justness

(iii) *Suffixes to form Nouns from Verbs :*

Suffix	Examples
-ee	addressee, devotee, payee
-th	growth, health, stealth
-ant	claimant, servant, consultant

-al	withdrawal, dismissal, appraisal, refusal, revival, survival
-ment	agreement, resentment, appointment, improvement, development
-ation	preservation, damnation, sterilisation, adoration
-ing	smoking, walking, counselling
-er	debator, swimmer, rider
-or	speaker, protector, inspector

(iv) Suffixes to form Adjectives from Nouns :

Suffix	Examples
-al	normal, philosophical, emotional, rational, biological, cultural
-y	handy, foggy, airy, watery, needy, worthy
-less	luckless, faithless, homeless, eyeless
-ful	graceful, colourful, fearful, playful, meaningful
-ish	modish, girlish, bearish, bullish
-worthy	praiseworthy, roadworthy
-ic	poetic, scenic, bardic, heroic, analytic
-ive	relative, massive, narrative, expensive, derivative
-ian	Canadian, disciplinarian, Georgian,
-arian	barbarian, latitudinarian.
-ous	piteous, riotous, famous, virtuous,
-ous	superstitious, dangerous, glorious,
-eous	courteous
-some	venturesome, gamesome, handsome, quarrelsome, wholesome
-ly	womanly, miserly, fatherly,
-like	ladylike, godlike, businesslike
-esque	picturesque, picaresque, Kafkasque, grotesque, Dantesque

(v) Some More Suffixes to form Adjectives :

Suffix	Examples
-ed	stained, starred, windowed, red-faced
-ish	palish, fattish, tallish
-ing	laughing, burning, helping
-ible	reversible, negligible
-able	remarkable, considerable, forgettable

(vi) Suffixes to form Adverbs :

Suffix	Examples
-ly	badly, kindly, beautifully, nearly
-long	headlong, sidelong
-wise	recordwise, reportwise, healthwise, educationwise, likewise, otherwise, namewise
-ward	heavenward(s), homeward(s), upward(s), downward(s),
-wards	wayward, schoolward(s), toward(s), northward
-way(s)	straightway, always

(vii) Suffixes forming Verbs :

Suffix	Examples
-er	hinder, glimmer
-ify	modify, qualify, diversify, solidify
-le	nestle, sparkle, handle
-en	shorten, ripen, harden, weaken, sweeten
-ize	liberalize, civilize, hospitalize, commercialize

(viii) Suffixes forming Adjective/Noun from Adjective/Noun :

Suffix	Examples
-ist	socialist, capitalist, nudist, Marxist, leftist, moralist
-ism	idealism, Marxism, revivalism, conservatism, protectionism.
-ese	Nepalese, Sudanese
-an	Russian, Anglican, American, Puritan,
-ian	guardian, Kantian

(ix) More Suffixes forming Nouns :

Suffix	Examples
-age	bondage, drainage, marriage, pilgrimage, hermitage.
-ice	cowardice, service, bodice
-ate	electorate, consulate
-ence	emergence, prevalence, excellence
-ance	abundance, hindrance
-ion	opinion, oration, tension
-tude	magnitude, solitude
-ure	furniture, creature

3. Compound Words :

Compound words are formed by joining two or more bases. The words formed by compounding, that is combining, basic words, are treated as a unit. For example,

water + tight → watertight

milk + maid → milkmaid

These compound words may be a verb, a noun, or an adjective.

Since compounds are the words formed by joining two or more, basic words together, these can be written as a single word, or as two words linked together by sense, or with a hyphen placed between them. Some compounds in English have outgrown the stages of being written separately or as a hyphenated word, and enjoy the status of a single word. But when we form a compound, not in general use, we can play safer by using a hyphen in order to avoid confusion.

We can classify compound words as Noun compounds, Adjective compounds and Verb compounds.

(i) Noun Compounds :

Noun + Noun	story-book, maid-servant, milkman, cardboard, handloom, windowpane, diesel engine, television-screen, lunch time, rose-bud, bedroom, bodyguard, woodwork, bookworm, handpump, toytrain, raincoat, waistband, shipyard, inkpen.
Noun + [Verb + er]	bus driver, mine worker, computer programmer, roller-skater, doorkeeper, painkiller, store keeper.
Noun + Verb	waterfall, snowdrift, frostbite, heartbeat, daybreak

Verb + Noun	scarecrow, tell-tale, breakfast, pick-pocket, turncoat, viewpoint, cut-throat, makeshift, spend-thrift
Adjective + Noun	short-hand, white-paper, blacklist, black-board, free-lancer, gentleman, younglady.
Adverb + Noun	early-bird, foresight, after-life, upland, by-word, inmate.
Adverb + Verb	offspring, outcome, onset, upstart, outlet, outbreak, input.
Noun/Verb + Adverb	lockup, standstill, go-between, breakdown, make-up, cutout, drawback
Verb (-ing) + Noun	revolving chair, recording machine, humming bird, finishing-touch, folding bed

(ii) Adjective Compounds :

Noun + Adjectives	blood-red, skin-deep, snow-white, pitch-dark, air-tight, life-long, parrot-green, sky-blue, woe-begone, world-weary, worldwide.
Noun + Past Participle	hen-pecked, home-made, bed-ridden, care-worn, ivy-mantled, heartfelt, star-spangled, heart-broken, air-borne.
Noun + Present Participle	neck-breaking, life-saving, mind-boggling, soul-stirring, heart-touching, time-saving, path-breaking, spine-chilling.
Adjective + Adjective	Indo-Anglian, tragi-comic, red-hot, bluish-pale, fool-hardy
Adjective + Noun	five-rupee (note), three-piece (suit), one-way (traffic), one-day (match).
Adjective + Past Participle	soft-hearted, hard-spoken, ill-tempered, sweet-tongued, narrow-minded, high-born, large-hearted, short-winded.
Adverb + Past Participle	well-planned, ill-executed, short-sighted, downgraded.

(iii) Verb Compounds :

Noun + Verb	daydream, handwash, brow-beat, earmark, typewrite, hood-wink, back-bite
Adverb + Verb	overlook, uphold, undermine, overtake, outwit, downplay, foretell.
Adjective + Verb	white-wash, cold-shoulder, safeguard, dumb-found, fulfil.

• TEST YOURSELF-I

Form nouns from the verbs given below, without any additions of suffixes, that is, by making internal changes only :

1. Sing	6. Strike	11. Sit
2. Draw	7. Drink	12. Speak
3. Lose	8. Choose	13. Live
4. Float	9. Bear	14. Believe
5. Advise	10. Prove	15. Breathe

ANSWERS

1. Song	6. Stroke	11. Seat
2. Draft	7. Draught	12. Speech
3. Loss	8. Choice	13. Life
4. Fleet	9. Birth	14. Belief
5. Advice	10. Proof	15. Breath

• TEST YOURSELF-II

Add prefixes to the following words to obtain the words opposite, reversative or negative to the base :

1. Like	6. Honest	11. Inherit
2. Loyal	7. Pure	12. Own
3. Fair	8. Regard	13. Learn
4. Common	9. Able	14. Load
5. Figure	10. Decent	15. Advantage

ANSWERS

1. Unlike	7. Dishonest	13. Disinherit
2. Disloyal	8. Impure	14. Disown
3. Unfair	9. Disregard	15. Unlearn
4. Uncommon	10. Disable, unable	Unload
5. Disfigure	11. Indecent	Disadvantage

• TEST YOURSELF-III

Add suffixes to form nouns from the following verbs :

1. Admit	2. Agree	3. Acquire	4. Apply
5. Advance	6. Accord	7. Accept	8. Aspire
9. Argue	10. Arrange	11. Attend	12. Approve
13. Arrive	14. Assemble	15. Attract	16. Assign
17. Behave	18. Bake	19. Bury	20. Combine
21. Compete	22. Complete	23. Celebrate	24. Certify
25. Compare	26. Condense	27. Condole	28. Contrive
29. Consume	30. Carry	31. Depart	32. Deny
33. Devote	34. Defer	35. Decide	36. Defy
37. Delete	38. Derive	39. Divulge	40. Deride
41. Declaim	42. Direct	43. Displease	44. Develop
45. Dissent	46. Determine	47. Describe	48. Efface
49. Erode	50. Exist	51. Expect	52. Excel
53. Elate	54. Explain	55. Endure	56. Expand
57. Furnish	58. Follow	59. Fill	60. Fail
61. Govern	62. Hate	63. Hang	64. Invent
65. Invite	66. Infer	67. Interrupt	68. Injure
69. Incline	70. Intend	71. Instil	72. Introduce
73. Insure	74. Involve	75. Innovate	76. Inquire
77. Judge	78. Know	79. Keep	80. Laugh
81. Lead	82. Level	83. Move	84. Marry
85. Mix	86. Maintain	87. Manage	88. Meet
89. Multiply	90. Muse	91. Magnify	92. Narrate
93. Negate	94. Negotiate	95. Notify	96. Occupy
97. Obey	98. Oppose	99. Object	100. Observe
101. Obsess	102. Occur	103. Opine	104. Proceed
105. Preside	106. Predict	107. Please	108. Provide
109. Project	110. Propel	111. Perform	112. Permit
113. Protest	114. Progress	115. Purify	116. Persuade
117. Possess	118. Pursue	119. Prefer	120. Pay

- | | | | |
|--------------|--------------|--------------|--------------|
| 121. Predict | 122. Promote | 123. Present | 124. Prevent |
| 125. Prevail | 126. Produce | 127. Profess | 128. Quit |
| 129. Reduce | 130. Receive | 131. Rely | 132. Refuse |
| 133. Secure | 134. Submit | 135. Survive | 136. Try |
| 137. Temper | 138. Tend | 139. Unify | 140. Verify |

ANSWERS

- | | | | |
|--------------------|-------------------|-------------------|-------------------|
| 1. Admission | 2. Agreement | 3. Acquirement | 4. Application |
| 5. Advancement | 6. Accordance | 7. Acceptance | 8. Aspiration |
| 9. Argument | 10. Arrangement | 11. Attendance | 12. Approval |
| 13. Arrival | 14. Assembly | 15. Attraction | 16. Assignment |
| 17. Behaviour | 18. Bakery, baker | 19. Burial | 20. Combination |
| 21. Competition | 22. Completion | 23. Celebration | 24. Certificate |
| 25. Comparison | 26. Condensation | 27. Condolence | 28. Contrivance |
| 29. Consumption | 30. Carriage | 31. Departure | 32. Denial |
| 33. Devotion | 34. Deference | 35. Decision | 36. Defiance |
| 37. Deletion | 38. Derivation | 39. Divulgence | 40. Derision |
| 41. Declamation | 42. Direction | 43. Displeasure | 44. Development |
| 45. Dissension | 46. Determination | 47. Description | 48. Effacement |
| 49. Erosion | 50. Existence | 51. Expectation | 52. Excellence |
| 53. Elation | 54. Explanation | 55. Endurance | 56. Expansion |
| 57. Furniture | 58. Follower | 59. Filler | 60. Failure |
| 61. Government | 62. Hatred | 63. Hanger | 64. Invention |
| 65. Invitation | 66. Inference | 67. Interruption | 68. Injury |
| 69. Inclination | 70. Intention | 71. Instillation | 72. Introduction |
| 73. Insurance | 74. Involvement | 75. Innovation | 76. Inquiry |
| 77. Judgement | 78. Knowledge | 79. Keeper | 80. Laughter |
| 81. Leader | 82. Leveller | 83. Movement | 84. Marriage |
| 85. Mixture | 86. Maintenance | 87. Management | 88. Meeting |
| 89. Multiplication | 90. Musings | 91. Magnification | 92. Narration |
| 93. Negation | 94. Negotiation | 95. Notification | 96. Occupation |
| 97. Obedience | 98. Opposition | 99. Objection | 100. Observation |
| 101. Obsession | 102. Occurrence | 103. Opinion | 104. Procedure |
| 105. President | 106. Prediction | 107. Pleasure | 108. Provision |
| 109. Projection | 110. Propulsion | 111. Performance | 112. Permission |
| 113. Protestation | 114. Progression | 115. Purification | 116. Persuasion |
| 117. Possession | 118. Pursuance | 119. Preference | 120. Payment |
| 121. Prediction | 122. Promotion | 123. Presentation | 124. Prevention |
| 125. Prevalence | 126. Production | 127. Profession | 128. Quittance |
| 129. Reduction | 130. Reception | 131. Reliance | 132. Refusal |
| 133. Security | 134. Submission | 135. Survival | 136. Trial |
| 137. Temperance | 138. Tendency | 139. Unification | 140. Verification |

• TEST YOURSELF-IV

Add suffixes to the following adjectives to form nouns :

- | | | | |
|------------|-------------|-----------|------------|
| 1. Absurd | 2. Adequate | 3. Able | 4. Acid |
| 5. Active | 6. Brief | 7. Bright | 8. Big |
| 9. Busy | 10. Brave | 11. Base | 12. Bumpy |
| 13. Candid | 14. Certain | 15. Civil | 16. Casual |

- | | | | |
|-----------------|----------------|---------------|--------------|
| 17. Capable | 18. Compulsory | 19. Central | 20. Dense |
| 21. Dear | 22. Delicate | 23. Damp | 24. Dry |
| 25. Durable | 26. Dull | 27. Equal | 28. Easy |
| 29. Eager | 30. Fast | 31. Full | 32. Fertile |
| 33. False | 34. Frail | 35. Frank | 36. Friendly |
| 37. Free | 38. Formal | 39. Foreign | 40. Fond |
| 41. Flat | 42. Fit | 43. Fine | 44. Grand |
| 45. Great | 46. Good | 47. Gentle | 48. Gloomy |
| 49. Hard | 50. Heavy | 51. Holy | 52. Human |
| 53. Honest | 54. Idle | 55. Ill | 56. Immature |
| 57. Juicy | 58. Just | 59. Jealous | 60. Local |
| 61. Lonely | 62. Little | 63. Lazy | 64. Lively |
| 65. Light | 66. Large | 67. Mad | 68. Mortal |
| 69. Moist | 70. Modern | 71. Merry | 72. Major |
| 73. Miserly | 74. Mute | 75. Normal | 76. Near |
| 77. Neat | 78. Numb | 79. Null | 80. Nasty |
| 81. Needy | 82. Open | 83. Old | 84. One |
| 57. Odd | 86. Opposite | 87. Objective | 88. Orderly |
| 89. Poor | 90. Popular | 91. Proper | 92. Pure |
| 93. Pale | 94. Punctual | 95. Painful | 96. Public |
| 79. Queer | 98. Quick | 99. Rigid | 100. Real |
| 101. Rational | 102. Red | 103. Rapid | 104. Rich |
| 105. Rival | 106. Round | 107. Royal | 108. Rare |
| 109. Reasonable | 110. Right | 111. Strange | 112. Solid |
| 113. Sure | 114. Sweet | 115. Short | 116. Supreme |
| 111. Stupid | 118. Stale | 119. Steady | 120. Still |
| 121. Severe | 122. Sick | 123. Sane | 124. Saline |
| 125. Timely | 126. Tidy | 127. Timid | 128. Tame |
| 129. Unique | 130. Uniform | 131. Ultimate | 132. Vital |
| 133. Vain | 134. Versatile | 135. Vertical | 136. Wise |
| 137. Weak | 138. Worthy | 139. Whole. | |

ANSWERS

- | | | | |
|-----------------------------------|-------------------------|----------------|----------------|
| 1. Absurdity | 2. Adequacy | 3. Ability | 4. Acidity |
| 5. Activeness, Activity | | 6. Brevity | 7. Brightness |
| 8. Bigness | 9. Business | 10. Bravery | 11. Baseness |
| 12. Bumpiness | 13. Candidness, Candour | | 14. Certainty |
| 15. Civility | 16. Casualty | 17. Capability | |
| 18. Compulsion | 19. Centrality | 20. Densit | 21. Dearness |
| 22. Delicacy | 23. Dampness | 24. Dryness | 25. Durability |
| 26. Dulness | 27. Equality | 28. Easiness | 29. Eagerness |
| 30. Fastness | 31. Fulness | 32. Fertility | |
| 33. Falsity, Falseness, Falsehood | | 34. Frailty | 35. Frankness |
| 36. Friendliness | 37. Freedom | 38. Formality | |
| 39. Foreignness | 40. Fondness | 41. Flatness | 42. Fitness |
| 43. Fineness | 44. Grandeur | 45. Greatness | 46. Goodness |
| 47. Gentleness, Gentility | | 48. Gloominess | 49. Hardness |
| 50. Heaviness | 51. Holiness | 52. Humanity | 53. Honesty |
| 54. Idleness | 55. Illness | 56. Immaturity | 57. Juiciness |
| 58. Justness | 59. Jealousy | 60. Locality | 61. Loneliness |
| 62. Littleness | 63. Laziness | 64. Liveliness | 65. Lightness |

66. Largeness	67. Madness	68. Mortality	69. Moisture
70. Modernity	71. Merriment	72. Majority	73. Miserliness
74. Muteness	75. Normalcy	76. Nearness	77. Neatness
78. Numbness	79. Nullness, Nullity	80. Nastiness	81. Neediness
82. Openness	83. Oldness	84. Oneness	85. Oddity
86. Opposition, Oppositeness		87. Objectivity	88. Orderliness
89. Poverty	90. Popularity	91. Propriety	92. Purity
93. Paleness	94. Punctuality	95. Painfulness	96. Publicity
97. Queerness	98. Quickness	99. Rigidity	100. Reality
101. Rationality	102. Redness	103. Rapidity	103. Richness
105. Rivalry	106. Roundness	107. Royalty	108. Rarity
109. Reasonableness		110. Rightness	111. Strangeness
112. Solidity	113. Surety	114. Sweetness	115. Shortness
116. Supremacy	117. Stupidity	118. Staleness	119. Steadiness
120. Stillness	121. Severity	122. Sickness	123. Sanity
124. Salinity	125. Timeliness	126. Tidiness	127. Timidity
128. Tameness	129. Uniqueness	130. Uniformity	131. Ultimacy
132. Vitality	133. Vanity	134. Versatility	135. Verticality
136. Wisdom	137. Weakness	138. Worthiness	139. Wholeness.

• TEST YOURSELF-V

Form adjectives from the following nouns; use suffixes :

1. Accident	2. Atom	3. Affection	4. Autumn
5. Angle	6. Authority	7. Adventure	8. Anger
9. Alluvium	10. Bird	11. Beauty	12. Brass
13. Boot	14. Bull	15. Bulk	16. Burden
17. Blood	18. Boy	19. Brother	20. Body
21. Circle	22. Ceremony	23. Cycle	24. College
25. Colony	26. Chivalry	27. Comfort	28. Confidence
29. Conscience	30. Child	31. Climate	32. Comedy
33. Change	34. Copper	35. Day	36. Drama
37. Digit	38. Defect	39. Delight	40. Death
41. Dog	42. Duty	43. East	44. Enemy
45. Emphasis	46. Elder	47. Event	48. Fire
49. Flower	50. Fool	51. Force	52. Fury
53. Fate	54. Feather	55. Fog	56. Favour
57. Fraud	58. Friend	59. Glory	60. Gas
61. Grass	62. Grief	63. Gloom	64. Herb
65. Habit	66. Hair	67. Haste	68. Help
69. Head	70. Honour	71. Hill	72. Irony
73. Ink	74. Joy	75. Job	76. Jubilee
77. Law	78. Life	79. Licence	80. List
81. Lustre	82. Love	83. Music	84. Myth
85. Machine	86. Memory	87. Miracle	88. Metal
89. Manner	90. Milk	91. Mercury	92. Minister
93. Moment	94. Money	95. Notice	96. Nerve
97. Number	98. Navy	99. Neighbour	100. Node
101. North	102. Nose	103. Origin	104. Office
105. Ocean	106. Order	107. Profit	108. Palace

109. Problem	110. Picture	111. Passion	112. Pity
113. Prodigy	114. Pore	115. Pope	116. Pole
117. Particle	118. Part	119. Rust	120. Rest
121. Rigour	122. Root	123. Silk	124. Star
125. Study	126. System	127. Silver	128. Season
129. Space	130. Sale	131. Soul	132. Song
133. Sap	134. Scene	135. Scholar	136. Science
137. Sick	138. Theory	139. Thorn	140. Table
141. Tutor	142. Title	143. Telephone	144. Talk
145. Type	146. Terror	147. Trick	148. Truth
149. Thought	150. Theatre	151. Tide	152. Urge
153. Value	154. Verb	155. Vice	156. Volume
157. Venice	158. Vicar	159. View	160. Water
161. War	162. Will	163. Wood	164. Word
165. Way	166. Wave	167. Week	168. Weight
169. Zeal	170. Zone	171. Zoology.	

ANSWERS

1. Accidental	2. Atomic	3. Affectionate	4. Autumnal
5. Angular	6. Authoritarian, Authoritative		
7. Adventurous	8. Angry	9. Alluvial	10. Birdlike
11. Beautiful	12. Brazen	13. Bootless	14. Bullish
15. Bulky	16. Burdensome	17. Bloody, Bloodless	
18. Boyish	19. Brotherly	20. Bodily	21. Circular
22. Ceremonial, Ceremonious		23. Cyclic	24. Collegiate
25. Colonial	26. Chivalrous	27. Comfortable	28. Confidential
29. Conscientious	30. Childlike	31. Climatic	32. Comical
33. Changeable	34. Coppery	35. Daily	36. Dramatic
37. Digital	38. Defective	39. Delightful	40. Deathless
41. Doggy	42. Dutiful	43. Eastern	44. Inimical
45. Emphatic	46. Elderly	47. Eventual, Eventful	
48. Fiery	49. Floral, Flowery	50. Foolish	51. Forceful
52. Furious	53. Fateful, Fatal	54. Feathery	55. Foggy
56. Favourable	57. Fraudulent	58. Friendly	59. Glorious
60. Gaseous	61. Grassy	62. Griefful, griefless	
63. Gloomy	64. Herbal	65. Habitual	66. Hairy
67. Hasty	68. Helpful	69. Heady	70. Honourable
71. Hilly	72. Ironical	73. Inky	74. Joyful
75. Jobless	76. Jubilant	77. Lawful	78. Lifeless, Lively
79. Licentious	80. Listless	81. Lustrous	82. Lovable
83. Musical	84. Mythical	85. Mechanical	86. Memorable
87. Miraculous	88. Metallic	89. Mannerly	90. Milky
91. Mercurial	92. Ministerial	93. Momentary	94. Monetary
95. Noticeable	96. Nervous	97. Numerical	98. Naval
99. Neighbourly	100. Nodal	101. Northern	102. Nosy
103. Original	104. Official, Officious		105. Oceanic
106. Orderly	107. Profitable	108. Palatia	109. Problematic
110. Picturesque	111. Passionate	112. Pitiabile	113. Prodigious
114. Porous	115. Papal	116. Polar	117. Particular
118. Partial	119. Rusty	120. Restless	121. Rigorous
122. Rootless	123. Silken	124. Starry	125. Studious

- 126. Systematic
- 127. Silvery
- 128. Seasonable
- 129. Spacious
- 130. Salable
- 131. Soulful
- 132. Songful
- 133. Sapless
- 134. Scenic
- 135. Scholarly
- 136. Scientific
- 137. Sickly
- 138. Theoretical
- 139. Thorny
- 140. Tabular
- 141. Tutorial
- 142. Titular
- 143. Telephonic
- 144. Talkative
- 145. Typical
- 146. Terrific
- 147. Tricky
- 148. Truthful
- 149. Thoughtless
- 150. Theatrical
- 151. Tidal
- 152. Urgent
- 153. Valuable
- 154. Verbal
- 155. Vicious
- 156. Voluminous
- 157. Venetian
- 158. Vicarious
- 159. Viewable
- 160. Watery
- 161. Warlike
- 162. Wilful
- 163. Wooden
- 164. Wordy
- 165. Wordless
- 166. (Wavy)
- 167. Weekly
- 168. Weightless, Weighty
- 169. Zealous
- 170. Zonal

171. Zoological

2.4. WORDS USED AS DISTINCT PARTS OF SPEECH

TEST YOURSELF VI

- Form verbs from the nouns given below; use suffixes or prefixes.
- 1. Agony
 - 2. Atom
 - 3. Black
 - 4. Beauty
 - 5. Calf
 - 6. Centre
 - 7. Class
 - 8. Circle
 - 9. Cloud
 - 10. Channel
 - 11. Courage
 - 12. Company
 - 13. Critic
 - 14. Custom
 - 15. Capital
 - 16. Curdle
 - 17. Case
 - 18. Dew
 - 19. Danger
 - 20. Energy
 - 21. Force
 - 22. Fruit
 - 23. Factor
 - 24. Fantasy

25. Guile
26. Gravity
27. Gulf
28. Half
29. Hair
30. Handle
31. Habit
32. Height
33. Ion
34. Idol
35. Lion
36. Mass

- 37. Memory
- 38. Man
- 39. Moral
- 40. Mummy
- 41. Nest
- 42. Necessity
- 43. Origin
- 44. Office
- 45. Opium
- 46. Organ
- 47. Peril
- 48. Power
- 49. Politics
- 50. Red
- 51. Slave
- 52. System
- 53. Shelf
- 54. Table
- 55. Title
- 56. Theory
- 57. Throne
- 58. Tomb
- 59. Vapour
- 60. Vigour
- 61. Vice
- 62. Woman
- 63. Vision

ANSWERS

1. Agonise
2. Atomise
3. Blacken
4. Beautify
5. Calve
6. Centralise
7. Classify
8. Encircle
9. Becloud
10. Channelise
11. Encourage
12. Accompany
13. Criticise
14. Accustom
15. Capitalise
16. Curdle
17. Encase
18. Bedew
19. Thendanger
20. Energise
21. Enforce
22. Fructify
23. Factorise
24. Fantasise
25. Beguile
26. Gravitate
27. Engulf
28. Halve
29. Inherit
30. Handle
31. Habituate
32. Heighten
33. Ionise
34. Idolise
35. Lionize
36. Amass
37. Memorise
38. Unman
39. Moralise
40. Mummify
41. Nestle
42. Necessitate
43. Originate
44. Officiate
45. Opiate
46. Organise
47. Emperil
48. Empower
49. Politicise
50. Redden
51. Enslave
52. Systematise
53. Shelve
54. Tabulate
55. Entitle
56. Theorise
57. Enthrone
58. Entomb
59. Vaporise
60. Invigorate
61. Vitiolate
62. Womanise
63. Envision

He works *slow*. (adv)

12. Ready

They have *readied* the house for you. (v) Are you *ready* to go? (adj)
He came *readier* to go. (adv)

13. Water

Give me some *water*. (n) She *watered* the plants. (v)
He loves *water* games. (adj)

14. Delay

They have *delayed* the despatch. (v) This *delay* is unpardonable. (n)

15. Dream

Are you *dreaming*? (v) It must be a *dream*. (n)
It is my *dream* project. (adj)

16. Promise

She *promised* to be here. (v) One must keep one's *promise*. (n)

• 2.5. SYNONYMS

• Synonyms are words which are similar in meaning. To be more precise, we should say that synonyms are almost similar in meaning. While using synonyms, it is advisable to remember the following rules :

• **Points to Remember**

(i) A synonym of a word can substitute the original word but with certain limitations. The substitute is likely not to have the same beauty or effect as was produced by the word that has been substituted. For example

He has *surplus* money. He has *excessive* money.

(ii) When we use a synonym, it is important to check that the grammatical status of the word has not been changed. If it is a noun, the synonym should also be a noun, not adjective, and so on. For example,

I was convinced of the *genuineness* of his work. I was convinced of the *authenticity* of his work.

I was convinced of the *authentic* of his work. (incorrect)

• Given below is a list of some commonly used synonyms :

Able	Capable	Abandon	Give up
Abhor	Hate	Admit	Confess
Absurd	Foolish	Accord	Agreement
Admire	Praise	Advice	Counsel
Allow	Permit	Alter	Change
Attain	Achieve	Allude	Refer
Amazing	Wonderful	Agile	Quick
Abrupt	Sudden	Amuse	Entertain
Barring	Except	Bold	Daring
Big	Large	Boy	Lad
Banish	Exile	Bear	Tolerate
Begin	Start	Belief	Faith
Believe	Trust	Benevolence	Generosity
Ban	Proscribe	Build	Construct, Make
Calm	Cool	Colour	Hue
Cruel	Unkind	Couple	Pair

Care	Worry	Compel	Force
Chaste	Pure	Crafty	Cunning
Connect	Link	Captive	Prisoner
Candour	Frankness	Conceal	Hide
Clip	Cut	Concede	Grant
Concise	Brief	Cancel	Revoke
Danger	Risk	Discover	Find, Reveal
Delight	Joy	Distress	Trouble
Distinct	Separate	Distant	Far off
Defeat	Frustrate	Destroy	Ruin, Finish
Display	Show	Duty	Job
Dumb	Speechless	Divine	Celestial
Develop	Evolve	Demise	Death
East	Orient	Even	Smooth
Enemy	Foe	End	Finish
Endeavour	Try, Effort	Error	Mistake
Eternal	Timeless	Elate	Raise
Estimate	Assess	Extra	Surplus
Entreat	Request	Extinct	Non-existent,
Eager	Keen	Edge	Margin
Exact	Engaged	Busy	
Fat	Bulky	Failed	Plucked
Fancy	Like	Figure	Sketch
Form Shape	Form	Create	
Fragment	Piece	Fiction	Imagination
Follow	Chase	Freedom	Liberty
Falsehood	Lie	Forgery	Fraud
Fortune	Luck	Fortitude	Courage
Fiend Devil	Face	Countenance	
Fragrance	Perfume	Facsimile	Copy
Frailty	Weakness	Frigid	Cold
Great	Big	Gloomy	Dark
Grand	Splendid	Grave	Serious
Glee	Happiness	Gain	Advantage
Ghost	Spirit	Glimpse	View
Gasping	Panting	Gently	Mildly
Govern	Rule	Grant	Sanction
Gratitude	Thankfulness	Ground	Base
Give	Impart	Gap	Interval
Have	Get	Holy	Sacred
Hard	Difficult	Harsh	Bitter
Hope	Expect	Hurt	Injure
Hop	Jump	Habit	Practice
Humble	Meek	Humiliate	Insult
Heighten	Intensify	Hinder	Impede
Horrible	Terrible	Haughty	Proud
Hazard	Risk	Haste	Hurry
Hush	Silence	Heed	Notice

Idle	Lazy	Ideal	Perfect
Idea	Thought	Idol	Image
Icon	Statue	Infinite	Limitless
Ignoble	Mean	Identify	Recognise
Immortal	Deathless	Insomnia	Sleeplessness
Inane	Empty	Independent	Separate
Industry	Diligence	Implore	Entreat
Immaculate	Spotless	Illicit	Unlawful
Infernal	Hellish	Imbue	Fill
Ignore	Disregard	Intact	Safe, Untouched
Jam	Squeeze	Jail	Prison
Just	Fair	Judgment	Verdict
Jealous	Envious	Jove	Jupiter
Kin	Relative	Kafir	Infidel
Kama	Cupid	Keen	Sharp
Keep	Maintain	Kid	Child
Kidnap	Abduct	Kill	Slay
Kind	Humane	King	Monarch
Knock	Strike	Knowledge	Learning
Lack	Want	Lament	Mourn
Leave	Quit	Languish	Droop
Like	Relish	Labour	Industry
Legal	Lawful	Liberal	Generous
Last	Continue	Line	Row
Lid	Cover	Listless	Dull
Magnify	Enlarge	Magnificent	Grand
Misery	Misfortune	Mystery	Secret
Merge	Fuse	Massacre	Carnage
Murder	Assassination	Mandatory	Obligatory
Melancholy	Sad	Mitigate	Mollify
Mutiny	Revolt	Monotonous	Dull
Marvel	Wonder	Mist	Fog
Mild	Soft	Must	Necessary
Mob	Crowd	Mill	Factory
Muster	Gather	Mad	Insane
Malady	Ailment	Mediocre	Average
Mar	Spoil, Destroy	Mania	Craze
Medley	Riot	Meditate	Contemplate
Mingle	Mix	Maim	Disable
Nefarious	Evil	Neat	Clean
Nether	Lower	Nerve	Strength
Nimble	Quick	Naught	Nothing
Narrative	Story	Nasty	Filthy
Native	Innate	Niggard	Stingy
Oral	Verbal	Ominous	Inauspicious
Order	Command	Oblivion	Forgetfulness
Opt	Choose	Obvious	Evident
Oath	Vow	Oppose	Resist

Opportunity	Chance	Obsolete	Outworn
Origin	Birth	Organ	Part
Odour	Smell	Office	Duty
Offend	Displease	Ordeal	Trial
Oust	Expel	Over	Finished
Palate	Relish	Pale	Dim
Passion	Enthusiasm	Pensive	Gloomy
Paltry	Mean	Parity	Equality
Prevent	Check	Postpone	Defer
Potency	Power	Peculiar	Odd
Present	Gift	Perilous	Dangerous
Placid	Calm	Poverty	Penury
Perpetual	Incessant	Punishment	Penalty
Pristine	Original	Prevail	Succeed
Pretend	Feign	Pretty	Fair
Pressure	Urgency	Prime	Main
Primitive	Ancient	Prior	Previous
Principal	Chief	Probable	Like
Probity	Uprightness	Probe	Examine
Prod	Poke	Produce	Yield
Quest	Search	Quiet	Calm
Quick	Lively	Quiver	Tremble
Quit	Release	Quibble	Pun
Query	Inquiry	Queer	Odd
Rapid	Fast	Rabid	Mad
Relish	Enjoy	Roam	Wander
Refuse	Deny	Regard	Consider
Regard	Respect	Reek	Smell
Ruin	Destroy	Replete	Filled
Ruthless	Cruel	Refuge	Shelter
Result	Consequence	Rival	Adversary
Raise	Uplift	Rescue	Save
Rectify	Correct	Reveal	Discover, Disclose
Radical	Fundamental	Race	Tribe
Reach	Access	Release	Free
Relief	Help	Rely	Depend
Redeem	Recover	Reckless	Rash
Recreation	Amusement	Renounce	Give up
Rage	Anger	Raid	Attack
Rally	Reassemble	Ramp	Tomboy
Rap	Blow	Rapture	Ecstasy
Rebel	Revolt	Real	Genuine
Reside	Dwell	Restore	Repair
Spurious	False	Spectre	Ghost
Suspect	Doubt	Satan	Devil
Satanic	Diabolical	Shrewd	Cunning
Sceptic	Non-believer	Sanguine	Red, Hopeful
Sturdy	Robust	Story	Tale

Spring	Jump, Hop	Stop	Cease
Summit	Peak	Support	Help
Satisfy	Gratify	Sagacity	Wisdom
Supreme	Highest	Superb	Excellent
Saline	Salty	Soft	Tender
Speed	Velocity	Steed	Horse
Stint	Restraint	Stir	Move
Stretch	Extend	Stroke	Blow
Stupid	Dull	Stupor	Lethargy
Suave	Bland	Subdue	Overcome
Sublime	Majestic	Submit	Yield
Subtle	Nice	Subtract	Remove
Subvert	Overthrow	Succeed	Inherit
Suitable	Fitting	Sufficient	Adequate
Suffocate	Choke	Sulky	Sullen
Swarm	Throng	Swing	Sway
Synopsis	Summary	System	Method
Target	Goal	Taboo	Forbidden
Tactful	Clever	Taint	Blemish
Talent	Skill	Tall	Stout
Tangle	Complication	Tank	Pond
Tenacious	Firm	Tan	Tawny
Tardy	Sluggish	Tarnish	Sully
Taunt	Jibe	Taxi	Cab
Tear	Rend	Tease	Vex
Tender	Delicate	Temper	Soften
Thrift	Frugality	Thin	Lean, Meagre
Throng	Crowd	Throw	Hurl
Thrust	Push	Tide	Swell
Tidings	News	Tilt	Slant
Tilt	Joust	Tinsel	Gaudy
Toil	Labour	Topic	Subject
Tedium	Wearisomeness	Torrent	Stream
Toss	Fling	Total	Complete
Toward	Impending	Transcend	Surpass
Transformation	Metamorphosis	Traverse	Cross
Triumph	Victory	Trunk	Stem
Turbulent	Tumultuous	Twinkle	Blink
Ubiquitous	Omnipresent	Ultimate	Final
Umpire	Arbitrator	Understand	Comprehend
Undulating	Wavy	Uniform	Alike
Unit	Single	Unite	Join
Unique	Matchless	Upbraid	Reproach
Urbane	Civilized	Usage	Custom, Treatment
Vacant	Empty	Vaccinate	Innoculate
Vagrant	Erratic	Vagabond	Homeless
Vague	Indistinct	Vain	Conceited
Valid	Sound, Legal or rightful	Venomous	Poisonous
Valiant	Brave	Value	Worth

Vanguard	Forefront	Vanish	Disappear
Vice	Sin	Voluntarily	Willingly
Variable	Changeable	Vogue	Fashion
Vigorous	Energetic	Vein	Mood
Vent	Outlet	Veneration	Reverence
Venture	Undertaking, Hazard	Verdant	Green
Verge	Limit	Verbose	Wordy
Vertex	Summit	Vicar	Parson
Virile	Manly	Vitiate	Corrupt
Vulgar	Coarse, Rude	Vortex	Whirlpool
Wise	Intelligent	Wholesome	Salutary
Wallow	Flounder	Wand	Rod, Sceptre
Wizard	Magician	Warn	Caution
Warp	Distort	Warrantable	Justifiable
Wary	Cautious	Waste	Desolate
Waterfall	Cataract	Wave	Surge
Wax	Grow	Weal	Welfare
Way	Passage	Whore	Prostitute
Wide	Broad	Win	Secure
Yarn	Thread	Yell	Scream
Yearn	Long	Yield	Produce, Surrender
Yeasty	Frothy	Yankee	American
Zenith	Apex	Zeal	Ardour
Zigzag	Winding	Zephyr	Westwind
Zest	Enthusiasm	Zebra	Striped

• TEST YOURSELF-XI

1. Match the following :

A	B	A	B
(a) existence	(a) Western	(e) improve	(e) ensue
(b) morose	(b) better	(f) soothsayer	(f) being
(c) advancement	(c) Aurora	(g) dawn	(g) augur
(d) occidental	(d) gloomy	(h) follow	(h) progress

2. Identify the words nearest in meaning to the words in the italics :

A. He has *amassed* a lot of wealth.

- (a) saved (b) heaped (c) earned (d) hoarded

B. The Minister is likely to *announce* a package.

- (a) declare (b) pronounce (c) provide (d) sanction

C. The event was really *spectacular*.

- (a) visible (b) extravagant (c) impressive (d) oracular

D. She does not like *associating with* fools.

- (a) marrying (b) hosting (c) hobnobbing (d) courting

E. You need not be so *coercive* all the time.

- (a) compelling (b) ruthless (c) offensive (d) hostile

F. The beauty of the Himalayas *arrested* his breath.

- (a) choked (b) freshened (c) interrupted (d) held

G. I appreciate the *alteration* suggested by the engineer.

- (a) improvement (b) alternation (c) change (d) adulteration
 H. It is a *fallacy* to believe that the foreign investment will end all our problems.
 (a) delusion (b) policy (c) folly (d) privilege

ANSWERS

Ex. 1		Ex. 2			
A. a → B. f	A. e → B. b	A.	d	E.	a
A. b → B. d	A. f → B. g	B.	a	F.	d
A. c → B. h	A. g → B. c	C.	c	G.	c
A. d → B. a	A. h → B. e	D.	c	H.	a

• 2.6. ANTONYMS

• Antonyms are words opposite in meaning. For example, *rich* is the antonym of *poor*.

POINTS TO REMEMBER

(i) Often an antonym can be formed by adding a prefix or suffix to a word. For example :

Frequent → Infrequent
 Worth → Worthlessness

(ii) When we choose an antonym for a word, we should remember that the grammatical status of the word is consistent with that of the given word. We can not ignore the part of speech, or tense-form (in case of a verb), while forming antonyms. For example :

Near → Distance (incorrect)

Near → Distant (correct)

• A list of some commonly used antonyms is given below :

Ancient	Modern	Active	Passive
Attract	Repel	Adversity	Prosperity
Arrival	Departure	Absolve	Condemn
Abundance	Dearth	Acute	Obtuse
Acknowledge	Deny	Agree	Differ
Attack	Defend	Ascend	Descend
Add	Subtract	Above	Below
Accept	Refuse	Angel	Devil
Absent	Present	Approve	Reject
Beautiful	Ugly	Blessing	Curse
Bitter	Sweet	Benevolence	Malevolence
Brave	Coward	Bullish	Bearish
Base	Noble	Belief	Scepsis
Broad	Narrow	Burn	Extinguish
Break	Make	Barbarous	Civilized
Bungler	Expert	Benefit	Loss
Create	Destroy	Credit	Debit
Cheerful	Cheerless	Cloudy	Clear
Clever	Dull	Compassion	Ruthlessness
Cheat	Honest	Competent	Incompetent
Courteous	Rude	Cool	Warm
Dark	Light	Demand	Supply
Day	Night	Depreciate	Appreciate
Decrease	Increase	Diminish	Augment

Defensive	Offensive	Deep	Shallow
Delay	Expedite	Daring	Timid
Defective	Faultless	Dead	Alive
Dogmatic	Liberal	Doleful	Cheerful
Drunkard	Teetotaller	Depression	Boom
East	West	External	Internal
Exterior	Interior	Empty	Full
Entrance	Exit	Enjoy	Suffer
Early	Late	Ebb	Flow
End	Beginning	Ever	Never
Emit	Absorb	Encouraging	Discouraging
From	To	Friend	Foe
False	True	Fast	Loose
Fail	Succeed	Fair	Foul
Fiction	Fact	First	Last
Famous	Obscure	Find	Miss
Fickle	Constant	Fresh	Stale
Freeze	Melt	Furious	Gentle
Far	Near	Fit	Unfit
Faith	Doubt	Fore	Hind, Back
Gain	Loss	Glad	Sad
Great	Small	Grand	Simple
Giant	Dwarf	Genuine	Spurious
Guilt	Innocence	Guest	Host
Hope	Despair	High	Low
Heavy	Light	Hell	Heaven
Haughty	Humble,	Amicable	Hollow Solid
Horizontal	Vertical	Honour	Shame
Hostile	Congenial	Hasty	Leisurely
Import	Export	In	Out
Initiate	Finalise	Inhale	Exhale
Introvert	Extrovert	Illicit	Lawful
Insult	Honour	Improvement	Deterioration
Invite	Exile	Inferior	Superior
Invest	Divest	Implode	Explode
Impulsively	Deliberately	Individually	Collectively
Indolence	Diligence	Induct	Deduct
Inherent	Extraneous	Inherit	Bequeath
Install	Remove	Involvement	Aloofness
Junior	Senior	Joy	Sorrow
Join	Leave	Juvenile	Elderly
Kind	Cruel	Known	Unknown
Love	Hate	Latent	Apparent
Lament	Rejoice	Lass	Lad
Leniency	Strictness	Like	Unlike, Dislike
Laborious	Lazy	Lack	Abound
Large	Small	Long	Short
Last	First, Cease	Laud	Condemn

Launch	Withdraw	Lavish	Economical
Left	Right	Legitimate	Illegitimate
Lessen	Augment	Levity	Gravity
Limited	Limitless,	Unlimited	Live
Mar	Make	Merit	Demerit
Mad	Sane	Minimum	Maximum
Mortal	Immortal	Manly	Effeminate
Mature	Immature	Mute	Vocal
Married	Bachelor, Virgin	Miniature	Enlargement
Moderate	Extreme	Master	Slave, Servant
Material	Spiritual	Maudlin	Rational
Mental	Physical	Merger	Split
Negative	Positive	Nadir	Zenith
Neat	Clumsy	Naked	Covered
Narrow	Broad	Nasty	Pleasant
Neither	Both, Either	Nervous	Confident
Neutral	Biased	Novel	Old
Nodded	Shook	Nucleus	Periphery
Order	Disorder	Opaque	Transparent
Obesity	Leanness	Objective	Subjective
Oblivious	Mindful	Obsolescent	Modern
Oblique	Straight	Orient	Occident
Prose	Poetry	Punish	Reward
Profit	Loss	Prohibit	Permit
Peace	War	Particular	General
Public	Private	Progressive	Orthodox
Partial	Complete, Impartial	Plentiful	Scarce
Perish	Flourish	Perilous	Safe
Persuade	Dissuade	Profuse	Inadequate
Praise	Criticise	Parsimony	Prodigality
Philanthrope	Misanthrope	Pathos	Humour
Plastic	Adamant	Prologue	Epilogue
Quick	Slow, Tardy		
Quit	Occupy	Question	Answer
Qualitative	Quantitative	Queer	Normal
Remember	Forget	Repulsion	Attraction
Rough	Smooth	Ripe	Raw
Reality	Illusion	Relevance	Irrelevance
Robust	Weak	Receive	Present, Offer
Random	Regular	Rapid	Slow, Sluggish
Ratify	Reject	Rear	Front
Reciprocate	Ignore	Recovery	Loss
Reform	Deform	Remain	Pass
Resign	Adhere	Retreat	Advance
Rise	Fall	Rising	Setting
Strange	Familiar	Strict	Lax
Sour	Sweet	Simple	Complex
Sympathy	Antipathy	Sober	Tipsy

Safe	Unsafe	Saint	Sinner
Spontaneous	Deliberate	Satan	God
Seclusion	Company	Secondary	Primary
Separate	Unite	Service	Disservice
Shut	Open	Sick	Healthy
Singular	Plural		
Slim	Fat	Slump	Boom
Stable	Unstable	Stability	Instability
Thin	Thick	Top	Bottom
Total	Part	Tragic	Comic
Tacit	Express	Temporal	Eternal
Terrestrial	Celestial		
Tough	Easy	Trepidation	Poise
Uniformity	Variety	Unify	Diversify
Usual	Unusual	Up	Down
Urban	Rural	Usurp	Restore
Useful	Useless		
Veteran	Novice	Vice	Virtue
Vague	Distinct	Vigorous	Frail
Vacant	Occupied	Valiant	Cowardly
Valid Phoney	Various	Same	
Vast	Small	Verity	Falsity
VerseProse	Vigilant	Careless	
Villain	Hero	Vital	Superficial
Wet	Dry	Wicked	Virtuous
Wax	Shrink	Wild	Tame, Domestic
Warm	Cool	Wrong	Right
Waste	Reclaim	Whet	Blunt
White	Black	Win	Lose
Winter	Summer	With	Without
Woo	Avoid		
Young	Old	Yes	No
Yours	Mine	Yield	Resist
Zenith	Nadir	Zebra	Stripeless

• TEST YOURSELF-XII

1. Match the words from List A with the words opposite in meaning in List B :

A	B	A	B
(a) Start	(a) Land	(e) Superstitious	(e) Rational
(b) Lead	(b) Flowing	(f) Conventional	(f) Finish
(c) Water	(c) Revolutionary	(g) Dusk	(g) Brief
(d) Elaborate	(d) Dawn	(h) Stagnant	(h) Follow

2. Identify the words from the given options opposite in meaning to the words in italics :

A. I like this room; it is so *cosy* !

- (a) open (b) sheltered (c) big (d) beautiful

B. He will not allow this *defiant* attitude.

- (a) encouraging (b) favourable (c) dull (d) submissive
- C. The season has changed; flowers have *withered*.
 (a) faded (b) bloomed (c) disappeared (d) smiled
- D. Is computer an item for the *elite*?
 (a) privileged (b) experts (c) populace (d) rustics
- E. Your poetry appears to be *effete* to me.
 (a) difficult (b) robust (c) familiar (d) strange
- F. Let me look upon the sky *brightening* gradually.
 (a) clearing (b) darkening (c) vanishing (d) extinguishing
- G. Are you *aware* of my needs?
 (a) ignorant (b) tired (c) conscious (d) mindful
- H. I can hear this *discordant* note.
 (a) pleasant (b) agreeable (c) melodious (d) harmonious

ANSWERS

Ex. 1		Ex. 2	
A. a → B. f	A. e → B. e	A. a	E. b
A. b → B. h	A. f → B. c	B. d	F. b
A. c → B. a	A. g → B. d	C. b	G. a
A. d → B. g	A. h → B. b	D. c	H. d

• 2.7. HOMOPHONES

- Homophones are those words that are similar in sound or pronunciation but different in meaning and spelling. Since these words are likely to cause a lot of confusion, particularly when heard rather than read, it is necessary to refer to the context in which the word is being used. Placed out of context, these like-sounding words can turn the sense topsyturvy. For example,

He has got his *birth* reserved.

They are celebrating the *berth* of their first child.

Words in italics should exchange their place in order to make the above sentences meaningful.

- Given below is a list of some homophones with their use in sentences to bring out the difference of their meaning :

- Air (wind) Kindly open this window to allow some fresh *air* into the room.

Heir (inheritor) The eldest son of the king was declared the *heir* to the throne.
- Access (approach) Such great achievements are beyond his *access*.

Excess (too much) *Excess* of everything is dangerous.
- Age (period) Video games are enjoyed by people of all *ages*.

Edge (side) Toys for children should have no sharp *edges*.
- Apposite (apt) Your visit was an *apposite* step which consoled the widow.

Opposite (against, contrary) She lives in a flat *opposite* the park.
 Truth is the *opposite* of falsehood.

5. Aver (affirm) She *averred* that she was innocent.
Ever Have you *ever* seen the Taj ?
6. Bear (endure) You cannot *bear* so much hard work continuously.
Bare (uncover) The lawyer challenged the culprit to *bare* his back in the court.
7. Beech (a tree) What about the *beech* in your garden ?
Beach (shore) Today the *beach* is deserted; no bathers !
8. Break (damage, rupture) She falls and *breaks* her arm.
Brake (check) Seeing a truck speeding towards him, he applied the *brakes*.
9. Boar (male swine) The tribals have killed a wild *boar*.
Bore (a wearisome person) Kindly do not send that man to me again; he is such a *bore*.
10. Cast (throw) He *cast* the dice and lost the game.
Caste (a social class) He has been chosen only on the basis of his *caste*; otherwise he never deserved this post.
11. Ceiling (inside roof) This false *ceiling* has improved the room.
Sealing The *sealing* of this deal is a good omen.
(putting seal, finalising)
12. Canvas (coarse fabric) She is painting a landscape on *canvas*.
Canvass (solicit support) His wife will *canvass* for him in this election.
13. Canon (rule) *Canons* of religion are forgotten in business.
Cannon (gun) *Cannons* were used in the last battle
14. Currant (raisin) Eating *currant* can help your digestion.
Current (present going on) Children these days are not much interested in *current* affairs.
15. Carrier (vehicle) Even without being a patient, he might be a *carrier* of the infection.
Career (prospects in profession) You could not *plan your career* in absence of proper guidance.
16. Cession (yielding up) How can a reasonable person demand from another the *cession* of the latter's share ?
Session (sitting, period) The bill is going to be presented in the winter *session* of the Parliament.
17. Deer (an animal) The lion was running after the *deer*.
Dear (expensive) Petrol is too *dear*, in more ways than monetarily, to be wasted.
18. Dew (condensed moisture of air) You can see *dew*-drops on the petals.
Due (proper) Prices have been high for too long; a drop is *due* now.
19. Deify (make a deity) To *deify* Gandhi is to escape his teachings.
Defy (challenge) Was it right to *defy* your boss in the presence of all?
20. Dye (colour) She gave her sweater to you but never allowed to *dye* it.
Die (meet death) Medical help is so expensive that most of the people are condemned to *die* unattended.
21. Dose (prescribed quantity of medicine) Always take the right *dose* at the right time so that the medicine can work best.
Doze (sleep) As soon as he lies after taking food, he begins to *doze*.
22. Duel (combat) A *duel* between the two famous wrestlers will be worth seeing.

	Dual (double)	He has developed a <i>dual</i> personality after marriage, one for his wife, another for the rest of the family.
23.	Desert (desolate land) Dessert (final course of pudding etc.)	Farming is tough in a <i>desert</i> . Dinner would be incomplete without <i>dessert</i> .
24.	Extant (existing)	We should preserve whatever is <i>extant</i> of our old monuments.
	Extent (limit)	She went to the <i>extent</i> of asking for a divorce.
25.	Eye (organ of sight)	An <i>eye</i> for an <i>eye</i> is the policy of revenge.
	I (first person)	<i>I</i> cannot see what you want to show.
26.	Esteem (respect)	Loss of <i>esteem</i> is worse than loss of money.
	Steam (vapour)	Loss of <i>steam</i> can be checked by plugging the leakage.
27.	Foul (not fair)	Use all means to win fair or <i>foul</i> , whatever people say.
	Fowl (a bird)	He shot a <i>fowl</i> and thought that he was a hunter.
28.	Feign (affect)	He decided to <i>feign</i> illness to avoid going.
	Fain (gladly)	He would <i>fain</i> have gone but for his illness.
29.	Forgo (abstain)	He preferred to <i>forgo</i> the joy of a drink with his friend.
	Forego (go before)	Chaucer <i>foregoes</i> all other English poets.
30.	Fair (honest)	Unless you play <i>fair</i> , you cannot succeed in life.
	Fare (payment for journey)	You must pay the <i>fare</i> ; never travel without ticket.
31.	Fur (soft skin)	<i>Fur</i> is expensive yet ladies buy it because of vanity
	Fir (a tree)	<i>Fir</i> adds much to the charm of the landscape.
32.	Farm (field)	His <i>farm</i> is at five kilometres' distance from his house.
	Form (printed application)	Kindly send me a <i>form</i> for admission in M.Tech.
33.	Feet (part of body)	Let me touch your <i>feet</i> , Sir; you have saved my life.
	Feat (triumph of skill)	It was a <i>feat</i> of his ceaseless practice and dedication.
34.	Gate (entrance)	Open the <i>gate</i> and let me come in.
	Gait (manner of walking)	Everybody noticed her aristocratic <i>gait</i> .
35.	Gambol (frisking)	His <i>gambol</i> told us that he had won.
	Gamble (play to try luck)	His <i>gamble</i> has ruined him again.
36.	Guild (an association)	He is a member of the Traders' <i>Guild</i> .
	Gild (coate with gold)	She has brought her ring so that you should <i>gild</i> it.
37.	Great (big)	He lives in a <i>great</i> building.
	Grate (a framework of bars)	I saw him sitting by the fire with his feet on the <i>grate</i>
38.	Guise (appearance)	He appeared before me in the <i>guise</i> of a girl.
	Guys (plural of guy)	Come on <i>guys</i> ! Let's dance.
39.	Hart (deer)	I saw a <i>hart</i> running out of the wood.
	Heart (organ of body)	My <i>heart</i> is filled with joy to see you.
40.	Heel (part of foot)	Your sucess is a prick in his <i>heel</i> .
	Heal (cure)	The fresh air can <i>heal</i> your wound faster.
41.	Hear (listen)	Can you <i>hear</i> me ?

Here (at this place)	Come <i>here</i> and sit down.
42. Heard (past tense of hear)	They <i>heard</i> a noise coming from the direction of the station.
Herd (group)	He drove the <i>herd</i> home before calling it a day.
43. Hall (big room)	Let's gather in the <i>hall</i> .
Haul (drag)	The steamer has come to <i>haul</i> the boat to the shore.
44. Hymn (song of praise)	They are singing a <i>hymn</i> to God.
Him (third person)	They sing it to praise <i>him</i> .
45. Idol (image)	A worshipper of this <i>idol</i> has offered to pay for this painting.
Idle (lazy)	He is an <i>idle</i> fellow having nothing else to do.
46. Inn (tavern)	He saw an <i>inn</i> and pulled the reins.
In (preposition)	<i>In</i> a fit of anger he killed his slave.
47. Jazz (a type of music)	He always liked <i>jazz</i> when we were in America.
Jaws (plural of jaw)	He could not bring his <i>jaws</i> together because of the bigness of the bite.
48. Jeans (trousers)	He prefers <i>jeans</i> while travelling.
Genes (plural of gene)	There is something in his <i>genes</i> which keeps him so short.
49. Knot (tangle)	You cannot untie this <i>knot</i> .
Not (negative)	He is <i>not</i> my enemy.
Nought (nothing)	After this crisis you are left with a <i>nought</i> .
50. Kerb (pavement edge)	He felt giddy and sat on the <i>kerb</i> .
Curb (restrain)	<i>Curb</i> your zeal lest you should fall.
51. Key (an instrument to unlock)	He turned the <i>key</i> but the lock would not open.
Quay (wharf)	She ran to welcome her sailor on the <i>quay</i> .
52. Letter (epistle)	Write a <i>letter</i> to your father.
Latter (second in a pair)	Keep the former and give me the <i>latter</i> one.
53. License (verb, allow)	How can you <i>license</i> him to smoke here ?
Licence (noun, permission, liberty)	You have given too much <i>licence</i> to your son.
54. Lose (miss)	You are going to <i>lose</i> your capital.
Loose (not tight)	Your shirt is very <i>loose</i> .
55. Lightning (flash of discharge in the clouds)	A flash of <i>lightning</i> revealed the landscape to him.
Lightening (to make light)	His company effects a <i>lightening</i> of pressure on my spirit.
56. Mental (of mind)	<i>Mental</i> labour is not properly rewarded in this country.
Mantle (cloak)	She had put on a <i>mantle</i> and she looked elegant.
57. Mane (hair on horse's neck)	He tapped its <i>mane</i> before mounting the horse.
Main (prominent)	The <i>main</i> part of the building is already occupied.
58. Marry (wed)	She agreed to <i>marry</i> her lover.
Merry (gay)	Eat, drink and be <i>merry</i> .
59. Male (masculine)	After his death there is no <i>male</i> member left in her family.
lot of mail these days.	Mail (post) You are having a

60.	Mean (low) Mien (bearing)	It was <i>mean</i> on his part to deceive his partner. By his <i>mien</i> I knew that he was a noble person.
61.	None (no one) Nun (a Christian female ascetic)	<i>None</i> can reach these heights without labour. A <i>nun</i> is teaching him English.
62.	Navel (umbilicus) Naval (of navy)	The <i>navel</i> of the child was wet and swollen. They are having <i>naval</i> exercises.
63.	Ore (raw metal) Oar (instrument to row)	Iron <i>ore</i> is cheaper in this state. He struck the fish with his <i>oar</i> .
64.	One (single) Won (past tense of win)	I need only <i>one</i> , not two. They <i>won</i> the match.
65.	Ordnance (cannon) Ordinance (law)	He works in an <i>ordnance</i> factory. An <i>ordinance</i> to this effect has been issued.
66.	Our (of us) Hour (sixty minutes)	For <i>our</i> good he worked without a break. For one <i>hour</i> he worked without a fan.
67.	Ode (a poem) Owed (past tense of owe)	He composed an <i>ode</i> to a bird. He <i>owed</i> me two thousand rupees.
68.	Prey (victim) Pray (appeal)	He fell a <i>prey</i> to the assassin's bullet. He need not <i>pray</i> for the rains to come.
69.	Petrol (a fuel) Patrol (going on a round)	<i>Petrol</i> is costly and should not be wasted. The police caught the burglar while on a <i>patrol</i> .
70.	Principal (chief) Principle (rule)	The new <i>principal</i> has joined the college. He is a man of <i>principles</i> .
71.	Pane (glass) Pain (suffering)	Who has broken this window <i>pane</i> ? He took <i>pains</i> to complete his work in time.
72.	Peel (remove skin) Peal (chime)	First <i>peel</i> the banana and then cut it into small pieces for a shake. The <i>peal</i> sent out by the church bells reached his cottage.
73.	Quiet (silence) Quite (altogether)	His voice sounded weird in the <i>quiet</i> of the night. He is <i>quite</i> willing to help you.
74.	Quire (twenty four sheets) Choir (chorus)	He is bringing a <i>quire</i> of his poems with him. The <i>choir</i> is singing one of his songs.
75.	Rain (shower) Rein (bridle) Reign (rule)	He enjoyed that <i>rain</i> of praise. Pull the <i>reins</i> of your imagination; it is running riot. The tyrant unleashed a <i>reign</i> of terror.
76.	Rights (claim) Rites (ceremony) Writes (to write)	One must protect one's <i>rights</i> . The funeral <i>rites</i> will be performed in the afternoon. He <i>writes</i> applications and types them too.
77.	Road (path) Rode (past tense of ride)	The <i>road</i> to the village is in a bad condition. He <i>rode</i> into the village with fanfare.
78.	Red (colour) Read (past tense of read)	He painted his car <i>red</i> . He <i>read</i> the letter yesterday.
79.	Roll (scroll) Role (part)	He read the terms from a <i>roll</i> in his hand. He played a <i>role</i> in effecting a compromise.
80.	Rote (mechanical memory) Wrote (past tense of write)	He learnt his speech by the <i>rote</i> . He <i>wrote</i> to me regularly.
81.	Story (tale)	Tell me an interesting <i>story</i> .

Storey (floor)	The upper <i>storey</i> is still incomplete; use the ground floor only.
82. Stair (steps)	Take the <i>stairs</i> to go up; the lift is out of order.
Stare (look)	I have not called you only to <i>stare</i> at me.
83. Strait (narrow passage)	The ship entered the <i>strait</i> to reach the Mediterranean.
Straight (direct)	You should have gone <i>straight</i> to the manager.
Cymbal(musical instrument)	She beat <i>cymbals</i> and danced in front of the idol of Krishna.
84. Shear (clip)	He is going to <i>shear</i> all the sheep today.
Sheer (absolute)	It would be <i>sheer</i> folly if you stayed after that.
85. Sore (painful)	His need must be <i>sore</i> to make him cry aloud.
Soar (hover)	The skylark likes to <i>soar</i> and to sing.
86. Surge (wave)	A <i>surge</i> capsized his boat.
Serge (a fabric)	Kindly show me some <i>serge</i> in dark colours; I will have a coat this winter.
87. Sear (dry and withered)	This is the season of <i>sear</i> leaves.
Seer (diviner)	A <i>seer</i> alone can guess the outcome of your plans.
88. See (look)	Let's <i>see</i> what can be done.
Sea (vast body of water)	The <i>sea</i> looks red when the sun is setting.
89. Séam (crack)	This dress seems to be without <i>seams</i> .
Seem (appear)	It <i>seems</i> to be a seam on the wrong side.
90. Son (male child)	His <i>son</i> has filled his life with joy.
Sun (a celestial body)	The <i>sun</i> has filled the world with light.
91. Tow (rope)	Use a <i>tow</i> to pull the horse out of the pit.
Toe (one of the five members at the front of a foot)	You had climbed on her <i>toe</i> ; hence she cried.
92. Teem (abound)	This forest used to <i>teem</i> with birds in this season.
Team (group)	The Indian <i>team</i> is as good as the Australian <i>team</i> .
93. Tale (story)	It is a <i>tale</i> of man's goodness to man.
Tail (an animal's posterior extremity)	The dog was wagging its <i>tail</i> to show its interest.
94. Tamper (meddle)	Somebody has tried to <i>tamper</i> with records.
Temper (mental disposition)	Don't lose your <i>temper</i> so frequently.
95. Thrown (past participle of throw)	Have you <i>thrown</i> away that old hat ?
Throne (a royal seat)	Bharata would not sit in the <i>throne</i> that belonged to Ram.
96. Vain (futile)	He struggled to reach there, but in <i>vain</i> .
Vein (a tube carrying blood)	The killer cut a <i>vein</i> on her wrist and bled her to death.
Vane (weather cock)	He turned about like a <i>vane</i> as soon as his party began to lose.
Wane (decrease)	Nights will be darker when the moon begins to <i>wane</i> .'
97. Vessel (ship)	The <i>vessel</i> sank with all the passengers on board.
Vassal (retainer, slave)	The <i>vassal</i> paid his homage to the king.
98. Verse (poetry)	His <i>verse</i> is worse than that of any other poet.
Worse (comparative degree of bad)	Your <i>worse</i> cannot be employed but your better can be.

99. Vale (valley)	Mist obscured the <i>vale</i> .
Wail (lament)	A <i>wail</i> issued from her heart and pierced the hearts of her neighbours.
Veil (covering for face)	Her face was still covered with a <i>veil</i> .
100. Weather (atmospheric condition)	The <i>weather</i> changed for the better.
Whether (if)	Tell me <i>whether</i> you will help me or not.
101. Wave (move to and fro)	He <i>waved</i> his sword and challenged the invaders.
Waive (forgo)	The minister <i>waived</i> the loans of the farmers.
102. Waste (render useless)	You <i>waste</i> my time by telling these stories.
Waist (middle part of human body)	She wore a girdle round her <i>waist</i> .
103. Yoke (a frame to join)	He had to <i>yoke</i> the oxen to make them work together.
Yolk (yellow of egg)	He relishes <i>yolk</i> and it is good.

• 2.8. ONE WORD SUBSTITUTION

We can save time and space by using one word in place of nine or ten. This kind of economy in expression is not only a time-saving device but also an instrument for making our writing more impressive. Using a specific word for a process, or a thing or a person etc, shows that one is really well-versed with the subject one is talking about.

English vocabulary contains a large number of such terms and names which can replace their description in so many words. This practice is called one-word substitution. No list of words can be prepared to include all such substitutes. However, we give a list of some of the more commonly used words of this kind, with their brief definitions or descriptions.

Aquatic	Living in water
Anonymous	Not bearing the author's name
Anomaly	To look strangely different
Amateur	One who does it for pleasure, not money
Atheism	Not to believe in God
Aviary	Place for keeping birds
Amphibious	Capable of living on land and in water
Ambiguous	Denoting more than one meaning, causing doubt
Bureaucracy	Government by officials
Bigotry	Holding strongly to opinions which defy reason
Credulous	One who believes easily
Carnivorous	Flesh eating
Centenary	Celebrating the completion of hundred years' period
Catalogue	List of books or items etc.
Cynic	Tendency to concentrate on negative aspects
Equestrian	One riding a horse
Encyclopaedia	The book of all knowledge
Extempore	Without preparation
Elite	The selected ones as a class
Fatal	Killing like death
Forfeit	Lose the right to something by fault
Glossary	List of difficult or uncommon words needing explanation
Gymnasium	Place for physical exercises, or gymnastics
Herbivorous	Animals that live on grass and plants
Horticulture	Art of gardening

Horoscope	Predictions about a person's future based on astrological calculations
Hereditary	Passing from parents to children
Inedible	Something that cannot be eaten
Infallible	Who never falls or makes a mistake
Invincible	Who can not be defeated
Inflamnable	Easily catching fire
Irrevocable	Which cannot be cancelled
Juxtaposition	To place or to be placed side by side
Kleptomania	Mania for stealing things without being a thief
Linguist	Who knows many languages
Laboratory	Room used to conduct experiments in
Ledger	Record of accounts
Mammal	Animals that suckle their young ones
Memorandum	The note to help one's memory
Maiden speech	The first speech in public
Maiden over	An over in which no runs are made (cricket)
Migration	Moving from one country to another
Nostalgia	Sentimental attachment to things one has left behind
Novice	A fresher, without experience
Neurologist	A medical specialist of treatment of nervous system
Opaque	Which cannot be seen through
Omnivorous	One who can eat everything
Obsolete	Outdated, no longer used
Ornithologist	The person who studies birds
Observatory	A place to make astronomical observations
Panacea	A remedy for all diseases
Parasite	One who lives on another, depending on others for subsistence.
Photosynthesis	The building up of complex compounds in plants by the energy of light
Plutocracy	State governed by rich people
Philanthropy	Love for all mankind
Patent	Sole right to a thing or idea or process.
Retrospect	A looking back, reviewing the things past
Seismology	The science of earthquakes
Symbiosis	A mutually beneficial partnership between different organisms
Synergy	Acting with coordination, combined action
Syndrome	A characteristic pattern of symptoms
Thesaurus	A book containing words, their meanings, sentences, synonyms, Antonyms, etc.
Tropical	Belonging to the tropics or to their climatic characteristics
Unanimous	With one voice, without disagreement
Versatile	Showing manifold talent
Verbatim	Word for word
Vertebrate	An animal having a backbone
Virtual	In effect but not in fact
Virus	Contagious matter, harmful influence

Xenophobia	Fear of or hate for foreign things
Yellow pages	A part of directory which contains information about traders, professionals etc.

• TEST YOURSELF-XIII

Substitute one word for the parts printed in italics in the sentences given below :

1. You have brought nuts *that cannot be eaten*.
2. They say that he *had been eating the flesh of his companions* to survive in the desert.
3. You *always concentrate on the negative aspects of everything*.
4. They have published a book *which contains words, their meanings and synonyms etc.*
5. She looks *so strangely different from the other girls of her class*.
6. He is erecting a *structure* in his field to scare the birds away.
7. Salim Ali is a famous person *who studies birds*.
8. The mountaineer carried his things in a *bag on his back*.
9. We are actually living in a *state which is governed by the rich people*.
10. A lizard is *an animal that creeps on the ground*.

ANSWERS

- | | |
|--|--|
| 1. You have brought <i>inedible</i> nuts. | 6. He is erecting a <i>scarecrow</i> in his field |
| 2. They say that he has been practising <i>cannibalism</i> to survive in the desert. | 7. Salim Ali is a famous <i>ornithologist</i> . |
| 3. You are a <i>cynic</i> . | 8. The mountaineer carried his things in a <i>knapsack</i> . |
| 4. They have published a <i>thesaurus</i> . | 9. We are actually living in a <i>plutocracy</i> . |
| 5. She is an <i>anomaly</i> in her class. | 10. A lizard is a <i>reptile</i> . |

• 2.9. WORDS OFTEN CONFUSED AND MISUSED

Go through the sentences given below and grasp the finer shades of meaning conveyed by them.

1. Ability : Capacity
His capacity was not much yet he proved his ability to rise above his limitations by constant practice.
2. Accede : Concede
The directors conceded to come and talk but did not accede to raise the wages.
3. Allow : Permit
Singing is allowed but I cannot permit you to sing at this hour.
4. Admit : Confess
I admit that I was there but I cannot confess to murder when I am innocent.
5. Abstain : Refrain
He already abstains from wine and tobacco; you should refrain him from going further and including garlic and onion to the list.
6. Answer : Reply
Your reply does not answer the question that I had asked.
7. Artist : Artiste
A well known group of artistes has been booked for the function, and it includes good artists too.
8. Ancient : Old
Your house is not old though the style is ancient.

9. Avenge : Revenge
The hero avenged the murder of his father, and thus revenged himself upon the villain.
10. Surprise : Astonish : Wonder
The girl surprised him by coming so early. Her punctuality astonished him. He was filled with wonder.
11. Assay : Essay
He essayed again and again throughout the night as if he had to assay his tolerance.
12. Attenuate : Extenuate
The proof against him had been so attenuated that it extenuated his guilt.
13. Beside : Besides
Besides being rude your argument is beside the point.
14. Bold : Audacious
You must be bold enough to express your love, but not so audacious as to touch her hand.
15. Battle : War
The war was won after the battle at Actium.
16. Behaviour : Conduct
When I referred to her conduct, she behaved in an extremely insulting manner.
17. Blunder : Mistake : Error
The thief mistook the inspector for an ordinary man, and committed the error of facing him rather than run away, and that was a blunder.
18. Bring : Fetch
He forgot to bring my book, so he had to fetch it.
19. Begin : Start : Commence
He began his career as a student of law. He started going to the college, for the classes had commenced on the 5th of July.
20. Cause : Reason
Can you give me some reasons why I should forget the cause of my problems?
21. Custom : Habit
The custom of going late to bed developed the habit of sleeping less than necessary.
22. Contentment : Satisfaction
Accumulate as many things as you can; will it give you satisfaction? Try to learn contentment, for you are quite well off.
23. Common : Ordinary
It is not ordinary; it happened never before. It is also not common, for it has happened to me alone.
24. Costly : Dear
It is a costly machine but it is not dear; they can't price it lower.
25. Cite : Quote
He cited the example of Bacon and quoted from one of his essays.
26. Correct : Accurate
This is the correct method, it gives you accurate result.
27. Deny : Refuse
He denies the existence of God and refuses to believe in Him.
28. Empty : Vacant
The room is vacant; nobody lives in it. But it is not empty; my furniture is in it.

29. Event : Incident : Accident
Your marriage was an event I would have attended if this incident of my son's failing his test had not depressed him so badly. Such accidents are a part of life.
30. Freedom : Liberty
We want liberty because freedom is our right and you should not deny it to us.
31. Famous : Illustrious : Renowned
Allahabad is a famous city. Nehru was its illustrious son. He became a renowned politician.
32. Get : Obtain : Attain : Acquire
He got your message. He obtained proficiency in painting. He attained name as a painter. He has acquired an art gallery too.
33. House : Home
Build a house here and make this house your home.
34. Historic : Historical
This seminar is going to be a historic event, in this historical city of Jaipur.
35. Haste : Hurry
She made haste and reached in time but, in a hurry, she had forgotten to take the keys with her.
36. Hire : Rent
She rented a house and hired a servant.
37. Idle : Lazy
He is not lazy; the absence of his boss keeps him idle.
38. Imperial : Imperious
The queen used her imperial authority and grew imperious in her demand.
39. Judicial : Judicious
Be judicious, lest you should have to face judicial proceedings.
40. Long : Lengthy
The story is not so long yet I found it lengthy.
41. Luxurious : Luxuriant
At the back of his luxurious house, he has a luxuriant garden.
42. Momentary : Momentous
You must not ignore a momentous issue for the sake of a momentary relief.
43. Naught : Nought
Since you are a naught, I give you nought.
44. Part : Portion
He sold a part of his portion in the ancestral property.
45. Practical : Practicable
You must do practical work daily but is it practicable to do so with so much of theoretical work and coaching and all that ?
46. Pleasure : Delight : Bliss
It is a pleasure to touch you, a delight to see you, and a bliss to think that you are mine.
47. People : Persons
People were asked to try their luck; six persons came forward.
48. Place : Keep : Put
Put these flowers into the vase; place the vase away from the window so that you can keep them longer.
49. Power : Force
He used his power with so much force that the screw broke.

50. Praise : Admire : Appreciate
I praise Mr. Singh and appreciate what he has done. All of us admire his courage.
51. Possible : Probable
It is possible to control population but it is not probable in this democracy of illiterates.
52. Rare : Scarce
It is a rare piece of work, but money is scarce and I must not spend it on such unnecessary things.
53. Remember : Recollect
I remember the place but cannot recollect the house number.
54. Redeem : Rescue : Reclaim
I could not rescue him from the underworld. But he has qualities that redeem his faults. He must be reclaimed.
55. Shadow : Shade
She was looking for some shade; she sat in the shadow of a bulky man.
56. Serious : Sober
He is a sober man but not so serious about such solemn things as a church service.
57. Substitute : Replace
If you cannot replace this, at least suggest some substitute.
58. Sight : Vision
He has lost his sight, but not his vision.
59. Speak : Say
He spoke; what he said I could not understand.
60. Sensuous : Sensual
He has been so sensual for so many years of his life that his sensuous perception has been affected.
61. Sensitive : Sensible
She is a sensible woman; so she will be sensitive to your loss.
62. Social : Sociable
Man is a social animal. He must try to be sociable.
63. Temporal : Temporary
Temporal well being is only temporary.
64. Urban : Urbane
He may be urban, living in a town, but he is not urbane; he lacks refinement.
65. Understand : Comprehend
Do you understand Persian? Can you comprehend the meaning of this passage?
66. Unity : Union
Unity alone can save this union.
67. Value : Price
I know the value of this book, though I do not know its price yet.
68. Womanish : Womanly
She is a woman; she must be womanly. But a man should not be womanish.

• SUMMARY

- A rich vocabulary is the first requirement of good expression.
- The words which have not been developed or derived from any other word are known as root, basic or primary words.
- The methods by which new words can be developed are :
 - (i) Primary derivational Construction

(ii) Secondary derivational Construction

(iii) Compounding

(iv) Conversion

- When words are formed by effecting only internal changes in the body of basic words, we obtain primary derivatives.
- When words are formed by adding a syllable or letters to a basic word, either in the beginning or at the end, or both, we obtain secondary derivatives.
- Compound words are formed by joining two or more bases.
- When the new word is formed by assigning it to a different part of speech. The process is known as conversion
- Synonyms are words which are similar in meaning.
- Antonyms are words opposite in meaning.
- Homophones are words that are similar in sound or pronunciation but different in meaning or spelling.

• **TEST YOURSELF-XIV**

- *Develop as many stems as possible from the following roots :*

Organ, office, form, regular, time, examine, work, use, substance, globe.

Organ	:	Organic, organise, organisations, organism, unorganised, inorganic, organiser, organically, organisational, organisable, organist.
Office	:	Officer, official, officious, officiate, officiating, unofficial, officially, officialdom, officiality.
Form	:	Formal, formally, formless, formalise, formalism, formalist, formality, informal, deform, reform, formate, formative, formation, former, formlessly, formlessness.
Regular	:	Regularly, regularise, irregular, regularity, irregularity, regularisation, deregularise, regulate, regulation, regulatory.
Time	:	Timely, timeless, untimely, timelessly, timeliness, timer, timed.
Examine	:	Examiner, examinee, examination, examinable, examined, pre-exam, post-exam.
Work	:	Worker, workless, workable, workableness, workability, worked, unworkable.
Use	:	Useful, useless, user, unusable, uselessly, abuse, misuse, disuse, usefulness, usefully.
Substance	:	Substantial, substantially, substantialise, substantiable, substantiality, substantialness, substantiate, substantiation, substantive, unsubstantial.
Globe	:	Global, globalise, globally, globalisation, pre-globalisation, post-globalisation, globular, globate, globed, globoid, globular, globous, globule.

Identify the part of speech of the words in italics :

- (i) He was *banking* on the help from the union.
 (a) adj (b) v (c) n (d) adv.
- (ii) They have been walking *about* for too long.
 (a) n (b) pre (c) adv (d) con.
- (iii) Can't you find a *leak* in the tank?
 (a) v (b) adj (c) n (d) adv.
- (iv) Young people show the tendency to *flock* together at parties.
 (a) n (b) adv (c) v (d) adj.

(v) She extended me a *warm* welcome when I visited her after two months.

- (a) v (b) adj (c) n (d) adv.

ANSWERS

- (i) b (ii) c (iii) c (iv) c (v) b.

Complete the Following :

Noun	Adjective	Verb	Adverb
terror			
			vulgarly
		transit	
		err	
	dangerous		
origin			
	mechanical		
	digital		
		rotate	
potency			

ANSWERS

Noun	Adjective	Verb	Adverb
	terrible	terrify	terribly
vulgarity	vulgar	vulgarise	
transition	transitional		transitionally
error	erroneous		erroneously
danger		endanger	dangerously
	original	originate	originally
mechanic		mechanize	mechanically
digit		digitise	digitally
rotation	rotational		rotationally
	potential	potentiate	potentially

LETTR WRITING

STRUCTURE

- Letter Writing
- Informal Letters
- Formal Letters
- Examples of Different Types of Letters
 - Summary
 - Test Yourself

LEARNING OBJECTIVES

After going through this unit you will learn :

- Letter writing in detail and how to write different types of letters .

• 3.1. LETTER WRITING

Introduction : Of all forms of written communication, letters are the most common, the most numerous and the most personal. A letter is really a piece of conversation by post. Letters on the way they are written and to whom they are written are classified in two basic forms. These are :

- (i) Personal or Informal Letter.
- (ii) Formal Letters.

• 3.2. INFORMAL LETTERS

Letters to parents, relations, friends, colleagues at work and acquaintances are called personal letters. They are written in simple, familiar and informal style. The usual subjects of such letters-besides exchange of greetings and news etc.- are invitation, request, apology, congratulations, post payment, inquiry, sympathy and conveying thanks.

For the sake of convenience, we shall consider such letters in two parts, layout and content.

1. Layout

(i) The address of the writer is written at the top right hand corner of the page. The address tells the reader from where the letter comes. Never write your name above the address. There should be a comma at the end of each line of the address except the last line, which ends with a full stop.

eg.: 47, Pragati Apartments,
Ganga Enclave,
New Delhi-110019

The Address may also be written without using punctuation marks at the end, as.

47, Pragati Apartments
Ganga Enclave
New Delhi-110019

(ii) The date of the letter tells you when the letter was written. Date should be written under the last line of the address. Leave a little space between the address and the date, as follows.

31, Civil Lines

Delhi-110006

3rd September, 2009.

It is advisable to write the date in full as shown above. There is a comma after September and a full stop after the year. Note that rd in 3rd is on the line, that it is written as 3rd and not 3rd. No full stop is necessary after 'd' as 'rd' are the last two letters of 'third'. The same principle holds good for 1st, 2nd, 9th etc.

(iii) **Greeting or salutation:-** After you have written your address and the date, go to the left hand side of the page and write the salutation. The greeting or salutation has a line to itself and is followed by a comma. The form of greeting will depend on the relationship you have with the person to whom you are writing. Given below are some examples of greetings.

To Whom Greetings

Near relatives — Dear Mummy, Dear dad, Dear Uncle Jee,

— Dear Grandma, Dear Mama, etc.

Close friends — Dear Bunty, My dear Isha, etc.

Acquaintances — Dear Mr. Aggarwal, Dear Miss Banerjee, etc.

(iv) The opening sentence of the letter should have a reference to the subject of the letter. Here are some examples of how to begin the first sentence of a letter.

I was delighted to hear that _____

(Many) congratulations on _____

What a wonderful news!

It was good to hear from you _____

Thank you very much for _____

(v) The body of the letter contains the subject matter of the letter. The body must be broken up into paragraphs like any other composition.

(vi) You may write a concluding sentence which may be in the form of conveying love and respect to the family members. These are the kinds of sentences at the end of a personal letter which leave a friendly impression.

Give my regards to your parents.

Please remember me to your brother.

Don't hesitate to write again if I can be of any further help.

(vii) Subscription or Leave-taking. The letter must not end abruptly. It may close politely with certain forms of leave-taking. Some of these are:-

To Whom Leave taking

Near relatives — Yours affectionately, Your loving daughter, Your affectionate son (nephew, sister, uncle, etc.)

Close friends — Yours sincerely,

Acquaintances — Yours faithfully

(viii) The signature or name of the writer comes below the subscription:

Yours sincerely

Nidhi

Use your first name only to sign personal letters.

(ix) The address as an example:

Mr. Arun Joshi

96, S.P. Road

Mumbai-400019

2. Contents

- (i) The body of the letter, containing the subject matter is the main part of the letter. Be brief and write to the point.
- (ii) Plan your letter before you write so that your letter has a logical or chronological order.
- (iii) Write one or two sentences as introduction and give a brief conclusion.
- (iv) Write about two reasonable paragraphs.
- (v) Be realistic but polite in your expression.
- (vi) Adopt a tone appropriate to the subject matter.
- (vii) Keep in mind the person you are writing to.
- (viii) Be accurate in your language, expression; spelling and punctuation.

Sample of Informal Letter

Mother Mary Convent
Nainital 211212

September 22, 2009

Dearest Mother

I was so glad to receive your letter yesterday. Thank you so much ! I read it just after morning school; but it made me feel very homesick. It seems years since I left home though it is only about a month. It seems ages to the Christmas holidays, when I shall be able to come home.

It was much nicer better I was at the day-school, and came home every afternoon.

I do hate being a boarder. I am in a big dormitory, with about twenty other girls. Some of them are all right; but the elder girls are always playing nasty jokes on us younger ones; and we daren't say anything, or we should get a most awful kicking. The master comes round to see all lights out, but all the larking goes on after he has gone; so he knows nothing about it. And I don't like the masters. They simply make us work all day, and care us for every fault.

Mom please ask Dad to put me into a day-school again. I would be much happier there.

With Love
Your loving daughter

Celia.

• 3.3. FORMAL LETTERS

Layout of a Formal Letter

- (i) The writer's address is written in the same way as in a personal letter.
- (ii) The date appears at the same place and in the same form.
- (iii) The address of the person/company addressed to is written (after the date) against the margin on the left hand side.
- (iv) The greeting is quite different from that of a personal letter. It is always "Dear Sir" if you are writing to an official who is a man. If you know that the official is a lady, you should greet her as "Dear Madam". If you are writing to a business firm, and not to any particular official, the greeting is "Dear Sirs".

(v) The subject with which the letter deals, is indicated by a business heading that is written in the middle of the writing space between the salutation and the first paragraph. The heading makes the filing of the letter easier.

(vi) An immediate reference is made in the opening sentence of your letter to previous communication (if any) to enable the addressee to identify your correspondence. A reference is made to the subject of the letter if there is no previous correspondence.

(vii) Then comes the body of the letter. It usually has three paragraphs. Para 1 contains your personal details and the reason for your writing. Para 2 has the details of the problem/topic or issue. Para 3 gives suggestions, your hope, appeal, warning, conclusion, comment etc.

(viii) In closing the letter, the most common form of subscription is "yours faithfully or sincerely".

(ix) Use your full signature in business letters, i.e. either initials or the first name plus the surname.

(x) Below your full signature, write your full name clearly and the post held by you, if any.

SAMPLE OF A FORMAL LETTER

Ankusha Ahuja
V Lane
Delhi

September 24, 2009

The Editor
Hindustan Times
Kasturba Gandhi Marg
New Delhi

Subject : PROMOTING THE CAUSE OF GIRL CHILD

Sir

Through the columns of your esteemed newspaper I want to draw your attention towards the increasing number of cases of female foeticide and infanticide. Even educated people consider boys superior to girls because they are physically and emotionally stronger.

Today we find the girls competing with boys in every field —studies, jobs, administration or politics. Sania Mirza, Aruna Kesavan have proved that if the girls are given proper opportunities they can outdo boys in every field. We are proud of our young girl achievers who have contributed significantly in spreading awareness about the value of girl child in every Indian family.

The need of the hour is to change the social attitude and force the orthodox people to treat boys and girls at par. We can correct the gender imbalance by caring for our daughters as much as we do for our sons.

Thank you

Yours truly
Ankusha Ahuja
President (Girls Association of India)

• **3.4. EXAMPLES OF DIFFERENT TYPES OF LETTERS**

APPOINTMENT LETTER

TEMPLEMAN AND BROTHERS
6, West End Street, Srinagar 270121
Phone : 0123-80129

13 September 2004
Dr. Shashir Kumar
E-87 Teachers' Colony
Shahjahanpur - 251078

Dear Sir

Please refer to your application for the post of Technical Advisor, dated 16 August, 2010. I am glad to inform you that you have been selected for this post. Kindly join the company within ten days of the receipt of this appointment-letter.

The appointment will be of a temporary nature presently for a period of 12 months.

Yours faithfully

K.C. Kaulshi
Manager

INTERVIEW LETTER

TEEMPLEMAN AND BROTHERS
6, West End Street
Srinagar 270121
Phone : 0123-80129

3 August, 2010
Dr. Shishir Kumar
E-87 Teacher's Colony
Shahajanpur - 2501078

Dear Sir,

please refer to your application for the post of a Technical Advisor, dated 16 July, 2010. You are requested to appear before an Interview Board at 10 A.M. on 10 September, 2010, in the office of the undersigned, Bring your original documents with you.

No fare or compensation will be paid by the company for your journey.

Yours faithfully
K.C. Kaulshi
Manager

INSTRUCTION LETTER

Letter Writing

ATUL TRANSCRIPTION NETWORK

B-9, Bahadurshah Road

New Delhi - 112568

Date 2 July 2010

Ref. No. : AS - 8

Mr. T.L. Sahni
The Chief Programmer
Atul Transcriptionnetwork

Dear Sir,

It has been brought to my knowledge that your subordinate staff has been misusing the net-connectivity of our computers for their personal correspondence and amusement. You are hereby directed to ensure that this malpractice is immediately stopped. The hours they spend on e-chat are being paid for by the company. Therefore, you must report to me the cases of non-compliance of this instruction.

S.S. Dobhal
Managing Director

ENQUIRY LEETTER

SHARDA PAPER MILL

Shivpuri Road, Khurja - 621012

Phone : -123-23085

Ref : EM/3

11 Sept. 2010

Sales Manager
Aloy Electronics
6, Sadar Bazaar
Bulandashahar - 632018

Dear Sir

We refer to your advertisement in the Business News of August, 2010. We are interested in knowledge more details concerning the new model of the automatic inverter of your company. We therefore, request you to make us an offer for one Armada inverter, with technical details and instructions.

Your price is to include transportation.

Kindly let us hear from you soon.

Yours faithfully,
(O.P. SHARMA)
Maintenance Officer

Reply to the above Letter : Answer to Enquiry

AJAY ELECTRONICS

6, Sadar Bazaar, Bulandshahar 632018

Phone : 0132-72016

19 Sept, 2010

Your Ref. : EM/3

Our Ref. : SP-1/94

Maintenance Officer

Sharda paper Mill

Shivpuri road

Khurja - 621012

Dear Sir

We thank you for the interest shown by you in our new model of inverter.

It gives me pleasure to offer you one Armada Inverter, range 300 VA to 6000 VA, which has been developed specially to fit in the Indian conditions of power supply. It can work efficiently on almost any voltage, without being affected by the fluctuations. You can collect more details concerning its technical excellence and instructions from the brochure enclosed with this letter.

The inverter carries a three year guarantee.

The price, Rs. 12000/-, includes transportation.

it will be our pleasure to deliver the Armada to you as soon as you place an order.

We look forward to receiving an order from you within the next few days.

Yours faithfully

(L.C. Jain)

Sales Officer

JOB APPLICATION LETTER

Rakesh Sharma

69, Civil Lines

Raipur - 249601

17 September, 2010

The Managing Director

Kiran Pesticides

industrial Area, Bhopal - 168920

Sir,

Your advertisement for a chemical engineer in *The Hindustan Times* of September, 2010 inspires me to think that I possess the qualifications that answer to the requirements of the job.

While doing B.E. in Chemical Engineering, I did a project on the National Pesticides Ltd., Kanpur. In the course of this project I was able to make some suggestions which were used by the company to improve the quality of their project.

I trust that I shall be able to satisfy you perfectly if I am given an opportunity to be interviewed.

Yours faithfully,

Rakesh Sharma

Enclosure : Resume

• SUMMARY

- ▶ Letter is really a piece of conversation by post.
 - ▶ The 2 basic forms of letters are :
 - (1) Personal or informal letter.
 - (ii) Formal Letters
 - ▶ Letters to parents, relatives, friends, etc. written in simple and friendly style are known as personal or informal letters.
 - ▶ Letters written in the form of application, complaints, proposal, reports etc. Mainly for the purpose of business or to convey some serious message are known as formal letters.
-

• TEST YOURSELF

1. Give the informal of letter writing in our day to day lives.
2. Writing short notes on :
 - (i) Formal Letters
 - (ii) Informal Letters
3. Given below is a badly written business letter from the Purchase Manager, Lal General Electrical Stores, Daryanganj, Delhi-110 006 to the Sales Manager, A.K. Shyam & Co., Bapunagar, Jaipur. rewrite this letter making necessary changes in layout, content and style in conformity with the principles of business letter writing.

The Sales Manager
A.K. Shyam & Co.
Bapunagar
Jaipur-302 004.

Dear Sir,

I am writing to complain that you haven't paid any attention while sending the goods to us. While we had ordered for 50 Rooms Heaters, you had sent 50 Geysers instead. This is simply wasting my time and is most annoying. What is the reason for these errors ? Have you any problems ? Are you understaffed ? Is the volume of work too much for you to manage ? Or is it simply due to carelessness ? Whatever the reason, if this kind of mistake occurs again, we shall stop our orders. Look into th matter carefully and do the needful immediately.

Yours sincerely

Gopal Verma
Purchase Manager

4. Write a letter to your uncle on his 60th birthday wishing him good health.
5. Write a letter to your frind to express your sense of shock when you saw him smoking and abusing a person.
6. Write a letter to the manager of a public sector seeking permission to visit his factory.
7. Write a letter to your father asking him for some money as you have to buy books in college.
8. Write a letter to Municipal Corporation of your city drawing their attention towards the bad condition of roads in your city.
9. Write a letter to your cousing congratulating him on his grand success in 10th class board examinations.

4

SENTENCE FORMATION

STRUCTURE

- Sentence and Its Parts
 - Summary
 - Test Yourself

LEARNING OBJECTIVES

- After going through this unit you will learn :
 - What is a sentence and what are its various parts.
 - How to write a good sentence.

• 4.1. SENTENCE AND ITS PARTS

Sentence : A sentence is a meaningful combination of words, complete in itself.

Example :

My best friend has still not arrived, and lo ! a message from him is here.

PARTS OF SPEECH :

The words play several roles in a sentence and are known as parts of speech in the language of grammar according to their functions.

There are eight parts of speech that characterise words :

- | | |
|----------------|------------------|
| 1. Noun | 2. Pronoun |
| 3. Adjective | 4. Verb |
| 5. Adverb | 6. Preposition |
| 7. Conjunction | 8. Interjection. |

Let us identify these parts of speech in the example given above :

My best friend has still not arrived, and lo ! a message from him is here.
 2 3 1 4 5 5 4 7 8 3 1 6 2 4 5

We can form infinite types of sentences by using these parts of speech. Every word from the vocabulary belongs to one or the other of these parts of speech. We shall study them separately.

Subject and Predicate : A sentence can be divided into two main parts

1. Subject
2. Predicate

The person or the thing about which something is being said is the subject of the sentence. And whatever is done by the subject, or whatever is said about it, is called predicate.

Example s:

- | | |
|----------|--------------------------|
| 1. | 2. |
| Ramesh | is my brother. |
| It | is not true. |
| You | can go by taxi. |
| Children | play football regularly. |

Sita's mother is ill.

All of the late-comers will be punished.

*The book, which you
have been reading, belongs to me alone.*

As the above sentences show, the subject of a sentence is either a noun or a pronoun. Other parts of speech, such as an adjective or a clause qualifying the noun, are attached to the noun or the pronoun to complete the subject. However, in the sentences beginning with 'There is' or 'There are', 'There' functions as the subject.

Examples :

There are five persons going to play it.

There grew a tree behind the hut.

The predicate of a sentence is a verb which can have other words to go with it as object, complement, adverb etc.

Types of Sentences : There can be four kinds of sentences :

1. Statement
2. Question
3. Exclamation
4. Imperative.

These sentences can be affirmative and negative.

Statements are the sentences that express facts, tell about things or happenings, and describe anything. These are also called assertive sentences.

Examples :

Ramesh is my friend.

Birds fly in the sky.

A child fell into the pit.

Questions are the sentences that express enquiries. These are also known as interrogative sentences. A question-mark (?) must be placed at the end of a question.

Examples :

Is Ramesh your friend ?

Do birds fly in the sky ?

What has happened ?

Exclamations are the sentences that convey feelings of joy, sorrow, surprise, pity etc. An exclamation-mark (!) is placed at the end of an exclamatory sentence.

Examples :

What a stroke !

How nice of you !

What a piece of work !

What a depressing sight !

Imperative sentences are those that express commands, requests, advice etc. In these sentences the subject 'you' remains implied. A suggestion or advice etc. can sometimes begin with 'Let'. In that case the subject — either in the first person or in the third person — is expressed.

Examples :

Sit down.

Please help me.

Take these books away.

Let them come to me.

Let us start the work.

Negative : In order to form negative sentences, we either use 'not' or 'not' with an auxiliary verb.

Examples :

Why can't you do this work ?

He is not my friend.

He does not like me.

We shall not be going.

Don't go away.

Ask him not to stay.

Let's not begin yet.

You had not finished before we left.

Is he not here?

Clause : A clause is a sentence which becomes a part of a larger sentence.

Examples :

She is the girl *who stood first.*

The dress, *which she purchased yesterday,* was found to be torn.

Phrase : A phrase is a combination of words which makes sense, but is not complete in itself, and therefore, is a part of sentence.

This character looks *larger than life.*

I can help you *in proportion* to your need.

Good heavens, she is present !

The party being over, the guests started to leave.

• SUMMARY

- ▶ A sentence is a meaningful combination of words, complete in itself.
- ▶ There are eight parts of speech that characterise words :

1. Noun	2. Pronoun
3. Adjective	4. Verb
5. Adverb	6. Preposition
7. Conjunction	8. Interjection.
- ▶ A sentence is primarily divided into two parts (i) subject (ii) predicate.
- ▶ The person or the thing about which something is being said is the subject.
- ▶ Whatever is done by the subject, or whatever is said about it, is called predicate.
- ▶ A clause is a sentence which becomes a part of a larger sentence.
- ▶ A phrase is a combination of words which makes sense, but is not complete in itself, and therefore, is a part of sentence

• TEST YOURSELF

Identify the subject and the predicate parts in the following sentences :

1. The father advised the son not to join.
2. All of them fled.
3. She is the mother of two children.
4. Mr. Singh, the minister of external affairs, is going abroad.
5. There was a small animal in the garden.
6. The third period is vacant.
7. Mangoes are fruits.
8. The most insignificant things have become more important.
9. The study of grammar is an exercise without any limits.
10. Can your teacher advise you how to proceed ?
11. The ability of man to control nature is limited.
12. There is a lady waiting for you.
13. It is not my business to go and talk to her.

14. Information technology is a new subject.
15. My branch is electrical.
16. Are you ill ?
17. Disintegration threatens the union.
18. The degradation of standards has affected education.
19. The carelessness of the authorities allowed the encroachers to play freely.
20. This is the last sentence of the exercise.

ANSWERS

<i>Subject</i>	<i>Predicate</i>
1. The father	advised the son not to join.
2. All of them	fled.
3. She	is the mother of two children.
4. Mr. Singh, the minister of external affairs,	is going abroad.
5. There	was a small animal in the garden.
6. The third period	is vacant.
7. Mangoes	are fruits.
8. The most insignificant things	have become more important.
9. The study of grammar	is an exercise without limits.
10. Your teacher	can, advise you how to proceed
11. The ability of man to control nature	is limited.
12. There	is a lady waiting for you.
13. It	is not my business to go and talk to her.
14. Information technology	is a new subject.
15. My branch	is electrical
16. You	are, ill
17. Disintegration	threatens the union.
18. The degradation of standards	has affected education.
19. The carelessness of the authorities	allowed the encroachers to play freely.
20. This	is the last sentence of the exercise.

5

COMPREHENSION & PRECIS WRITING

STRUCTURE

- Comprehension
- Precis-Writing
- Solved Examples
 - Summary
 - Test Yourself-I to VI

LEARNING OBJECTIVES

- After going through this unit you will learn :
- To comprehend or understand a passage or a story.
- To summarise a passage in a meaningful way and express the message in your own language.

• 5.1. COMPREHENSION

To comprehend a passage or story is to mentally grasp it. Comprehension means complete understanding.

Language is a means of communication between an author and a reader. But words are not a perfect medium; they are likely to be used too subjectively by the author, or to be read rather superficially by the reader. Comprehension exercises compel us to go through a passage with greater attention. How well a passage has been comprehended can be judged by asking questions based on it, and answering those questions.

Our ability to comprehend is determined by our acquaintance with the vocabulary, and our understanding of the ideas conveyed. Sentences convey not only an idea but also an attitude on the part of the writer. So comprehension can be tested by asking questions about ideas that have been expressed, and the interpretation of the subject of composition.

In order to prove that we have really grasped the passage we can proceed in the following manner :

- ▶ First we go through the passage rapidly to discover the theme; for our mental apparatus is to be adjusted in accordance with the subject it would be processing.
- ▶ We read the question which is to be answered first.
- ▶ We answer the first question immediately if it is a short question based on a sentence or a part of a paragraph, or on a short paragraph containing a single idea. We shall, generally, find its answer in the beginning of the passage.
- ▶ Key words are the clues to the answers.
- ▶ If it is not a short answer question, we may have to read the whole passage again, and attentively. Now we contemplate the answer on the basis of our reading.
- ▶ If the question is vocabulary -based, and we donot know the meaning of the words asked, we read the text again to guess the meaning. The context of the word often suggests the right meaning.
- ▶ Thus we proceed from one question to another. We must be careful about the correct use of language; we must be to the point; and we should depend on the

facts given in the passage itself. If we are asked to express our own view, we can be original as well.

• 5.2. PRECIS-WRITING

A more severe test of our powers of comprehension is made when we are asked to prepare a precis of the passage that is supposed to have been comprehended.

Precis means an abstract; and abstract means the essence. A precis must contain the essence of the passage that has been squeezed.

When we answer the questions based on the text, we mostly draw upon our knowledge of words and things, and we establish a correspondence between the language of the question and the facts available in the passage. We use our mind to make this correspondence as perfect as possible. But when we prepare a precis, we have to exert our mind more, to apply a greater force. To cull the main ideas, and to fuse them so as to produce a summary complete in itself, without distorting the viewpoint of the original writer. This is not an easy task. We, therefore, learn the art of writing a precis.

We can use the following points to prepare a good precis :

- ▶ We go through the passage to grasp the general idea. This must yield the soul of the passage.
- ▶ We underline the main points, or key words, and write them in a series. This gives us the skeleton, the basic structure, of our precis.
- ▶ We exclude all the illustrations, elaborations, figurative comparisons, digressions and allusions etc. while culling these main points.
- ▶ We prepare the first draft by joining the underlined portions.

We read this first draft to check the following points :

(i) Whether the past tense and the third person narration are being used; and the dialogue, if any, has been changed into the reported speech;

(ii) Whether the whole of the original has been reduced to its essential theme, or only a part of it is being represented; and

(iii) Whether the number of words has been contained within the prescribed limit. If the number of words has not been given, it is advisable to make it one-third of the original.

- ▶ We make the necessary modifications to remove the faults, if any. For example, we can replace one word for a subordinate clause to reduce the size of the precis. We also link sentences to avoid the effect of a telegraphically sent message.
- ▶ We prepare a final draft using our own language, and check it. This is the body — a smaller one — in which the soul of the original has found a shelter.
- ▶ We choose a title for the precis. We generally find the theme of the passage in the topic sentence, which is often placed at the beginning or at the end of the passage. Sometimes we have to trace it in the main body of the passage.
- ▶ The title must be short and relevant. It must begin with a capital letter. In case of a story, the main character or his experience, or what happens to him, might supply the title.
- ▶ We avoid making paragraphs unless the text be too long.

In the modern world time is short and a lot of work needs to be done by all of us. We don't have the time to go through the long pieces of writing. So precis-writing has a practical utility for the professionals too. That is why a precis ought to be an objective interpretation of the originally written text. It must be *comprehensive* without being lengthy.

In order to learn comprehension and practise precis-writing, we shall begin with very simple exercises, using paragraphs. Then gradually we shall pass on to stories, extracts and articles etc.

First we shall analyse a comprehension exercise to demonstrate the application of the suggestions given above. Here is a paragraph from an essay written by C.V. Raman, and questions based on it have been answered :

• 5.3. SOLVED EXAMPLES

Passage 1. One of the most remarkable facts about water is its power to carry silt or finely divided soil in suspension. This is the origin of the characteristic colour of the water in rainfed tanks. This colour varies with the nature of the earth in the catchment area and is most vivid immediately after a fresh inflow following rain. Swiftly flowing water can carry fairly large and heavy particles. The finest particles, however, remain floating within the liquid in spite of their greater density and are carried to great distances. Such particles are of course, extremely small, but their number is also great, and incredibly large amounts of solid matter can be transported in this way.

QUESTIONS

- (i) In which condition does water carry silt ?
- (ii) What gives colour to the water in rainfed tanks ?
- (iii) What feeds the tanks ?
- (iv) What do the variations in the colour of water indicate ?
- (v) What makes this colour most vivid ?
- (vi) What kind of relationship does the author establish between the size of the particles and the distances travelled by them in water ? Shall we call it direct proportion or inverse proportion ?
- (vii) Does the smallness of particles diminish the magnitude of soil erosion ?
- (viii) How does the above passage indicate the force of water ?
- (ix) Relate the weight of particles with the speed of water.
- (x) Prepare a precis of the paragraph.

ANSWERS

- (i) Water carries silt in suspension.
- (ii) The presence of soil gives colour to water in rainfed tanks.
- (iii) Rain water feeds the tanks.
- (iv) The variations in the colour of water indicate the nature of the earth in the catchment area.
- (v) A fresh inflow immediately after rain makes this colour most vivid.
- (vi) The author suggests that the distances travelled by the soil particles increases with the decreasing size of these particles. Thus it should be called inverse proportion between the two.
- (vii) No, the smallness of particles does not diminish the magnitude of soil erosion.
- (viii) The above passage indicates the force of water by stressing its capacity to carry large amounts of solid matter.
- (ix) Swiftly flowing water can carry fairly heavy particles.

Analysis :

- Q. (i)** The answer is found in the first sentence.
- Q. (ii)** The words 'rainfed tanks' gives us the clue to the answer. The beginning of the sentence to 'this' leads us back to the first sentence again.
- Q. (iii)** The question is vocabulary based. The answer is contained in the compound 'rainfed'; the participle corresponds with the verb 'feeds'.
- Q. (iv)** The noun 'variation' corresponds with the verb 'varies' and thus we reach the answer.
- Q. (v)** The words 'most vivid' are the obvious clue.
- Q. (vi)** This question requires more than linguistic skill. However, the words 'size' and 'distances' provide the clue, the former corresponding with 'large'.

Q. (vii) One must know the meaning of soil erosion to answer this question. However, the word 'magnitude' suggests the answer to be traced in the last sentence.

Q. (viii) Like the last two questions, it needs interpretation; but it refers to the whole of the passage.

Q. (ix) This question leads us back to the middle part, though its order might deceive us.

Q. (x) This last question has not been answered. We shall see how a precis will be created out of the text.

▶ We underline the main ideas first and cull them as shown here —

power of water — carry silt — origin — colour — rainfed tanks — varies — earth in catchment area — vivid — fresh inflow — swiftly — heavy particles — finest — floating — distances — small — number — great — large amounts — transported

▶ We join these key-words to prepare the first draft —

Water has the power to carry silt which gives colour to the water in rainfed tanks. This colour varies with the earth in the catchment area. It is more vivid after a fresh inflow of rain-water. Swiftly flowing water can carry heavy particles. Finest particles keep floating to great distances. These are small but great in number. Thus large amounts of earth are transported by water.

▶ These are nearly 65 words. We have to remove about 30 words to make it a precis.

Let's see what can be done.

(i) has the power to' can be replaced by 'can'.

(ii) to the water in rainfed tanks' can be reduced to 'rainfed tank water'.

(iii) this colour' can be replaced by 'which'.

(iv) the earth in' can be left out.

(v) Let the third sentence be a clause — 'which the rains intensify'.

(vi) can' can be left out in the next sentence, and so can be 'water'.

(vii) Let the last but one sentence be made a phrase in the preceding one, which can drop 'keep'.

(viii) Avoiding of passive voice can shorten the last sentence.

So we have the precis of the text in the form given below :

Water can carry silt which gives colour to the rainfed-tank-water, which varies with the catchment area, and which the rains intensify. Swift flow carries heavy particles. Finest particles, small but large in number, float to great distances. Thus water transports large amounts of earth.

As we read this precis, its faults still show. We can get rid of them by writing it in our own language :

That water carries silt can be seen in its colour intensified after rains. Large amounts of earth are transported; the swift flow carrying heavy particles, and small particles floated in great numbers.

Passage 2. Some books are not so important. We can just taste them by reading in some parts, in stead of 'wasting our time' on a thorough reading. Some other books, lacking in depth and seriousness, can be completed in a hurried manner. In such cases, as a light novel, superficial reading would serve the purpose. It is like swallowing a book, without showing much curiosity. There are only a few books which deserve to be studied very carefully. These books should be studied with so much concentration as we eat food to chew and to digest. Just as food taken in this manner gives nourishment to the body, the books studied in this manner strengthen our mind. If the subject matter of some books is not very important to us, we can read them by deputy; that is read their summaries prepared by others. This will save our time and labour. But this is possible only in the case of lesser sort of books. After all a summary is as dry and tasteless as distilled water; it contains the quintessence, but it has lost the charm, the sweetness of the original.

QUESTIONS

- (i) Are all books equally important ?
- (ii) How do we 'taste' a book ?
- (iii) How do we 'swallow' a book ?
- (iv) How do we 'digest' a book ?
- (v) Should we prefer the summary of a book ? If not, why ?
- (vi) Write a precis of the above passage.

ANSWERS

- (i) No, all books are not equally important.
- (ii) We taste a book when we read not the whole of it, but only in parts.
- (iii) We 'swallow' a book when we read it swiftly, lightly, not curiously.
- (iv) We 'digest' a book when we read the whole of it with diligence and attention. We should think over each sentence and absorb it into our mind.
- (v) We should not prefer the summary of a book because it is tasteless and lacks the charm of the original.
- (vi) All books are not equally important. Some books can be read in parts, some in a hurried manner. Only a few books need to be thoroughly studied and preserved in mind. Summaries save time but lack the sweetness of the original book.

Passage 3. The civilization of today is also exposed to the danger of war. Although for the purposes of commercial activity the world seems to have become a single whole, the political division of the world into different states remains a reality. These borders cutting across the surface of the earth have been existing since long ago. These lines between the states were drawn when the rapid means of transport were not known. The invention of aeroplane and ships etc. seems to mock these frontiers. We can so easily reach the people living at the other side of the globe that political borders become meaningless. Even today one would not mind these frontiers if war were impossible. The fact is that the world has been through two world wars in the twentieth century itself : one during 1914-1918, and the other, 1939-1945. This may happen again as long these frontiers divide people along political lines. A war today is likely to engulf the whole world in fires of destruction. All nations have heaped weapons of mass destruction. The world is like a heap of hay which can be set ablaze by a single match-stick anywhere. If such a thing happens and the atom bombs are used, the inheritors of this civilized world will have to begin from the very beginning; and the next war will be fought with bows and arrows. This might be a joke but there is an element of prophecy in it.

QUESTIONS

- (i) Is the world today one or divided ?
- (ii) Do the lines drawn between the nations matter still ?
- (iii) What factor does make political divisions dangerous ?
- (iv) Why will a war today be more destructive ?
- (v) What will be the consequence of another war ?
- (vi) Prepare a precis of the above passage.

ANSWERS

- (i) The world today is one for the purposes of commercial activity but politically it remains divided.
- (ii) The lines drawn between the nations do not matter now. The rapid means of transport have made them meaningless.
- (iii) A recent history of two world wars in the same century makes political divisions dangerous.
- (iv) A war today will be more destructive because all nations have heaped weapons of mass destruction.

(v) Another war will destroy civilization, and the world will have to begin again from the very beginning.

(vi) Despite its being commercially one, the world remains politically divided. These divisions would not matter if it were not for the dangers of war. A war today would mean total destruction of civilization.

Passage 4. In the library one is puzzled by the crowd of books. One feels lost. So where is the 'spot' on which the reader was to concentrate his powers? Inside the library the scene is confusion itself. Poetry, fiction, history, and all sort of books are here. The shelves are overcrowded. Outside, there are again endless causes of distraction. The noises of different activities performed by animals and humans; the braying donkeys, the gossiping women, the galloping horses, and so on. The beginner does not know where to begin in the midst of so much confusion. Which book should be taken first? He does not understand how one can derive the maximum pleasure from a book when so much disorder is attacking his concentration on all sides? Thus several are the difficulties faced by an inexperienced reader. He is a rudderless boat in uncharted waters. There is a conventional, simple way to solve the problem of the reader bewildered by the variety of books in a library. It can be said that the library has sections for different kinds of books. Books are classified as fiction, poetry and so on. We can make our mind, select the book, and read it to get out of it all that the book can give to us.

QUESTIONS

- (i) Describe the writer's sketch of the library.
- (ii) What kind of environment surrounds the library?
- (iii) How does that chaotic environment affect the reader?
- (iv) What can help the bewildered reader?
- (v) Prepare a precis of the above passage.

ANSWERS

(i) The writer depicts the scene in a library as a place where books of all kind—poetry, novel, history and so on—in all languages jostle each other on the shelves.

(ii) The library is surrounded by a multitudinous chaos— donkeys braying, women gossiping, colts galloping and so on.

(iii) The chaotic environment makes it almost impossible for the reader to get the best out of what he reads.

(iv) To make use of the classification of books into different sections in the library, and to select what one wants to read can help the reader.

(v) The multiplicity of books inside a library puzzles the reader. The disturbances from the outside also distract him. He does not know how to begin and benefit from his readings. He can select the book he needs from the relevant section and read it.

• SUMMARY

- ▶ Comprehension means complete understanding of the passage, story etc.
- ▶ Our ability to comprehend a passage is determined by our acquaintance with the vocabulary.
- ▶ Precis means an abstract or summary of the passage story etc.

• TEST YOURSELF-I

It may appear to be a shocking proposition that our first accountability ought to be to man rather than to organised religion. Yet a little thinking will reveal that it is not so bad to think in this way as it seems. After all, interests of humanity at large and the dictates of religion clash only when the changeable is mistaken for the unchangeable,

and the inessential for the essential. I cannot imagine any God preaching against human good and in favour of slaughter, for whatsoever cause. It is we who commit the folly of thinking that God remains safe in his temple when we make a man's heart bleed, shattering the real temple of God—and we call it religion! With the passage of time it happens that the distortions of religion replace the genuine religion. It lends itself into the hands of the wicked few who exploit it to gain selfish ends. If only we subordinated our duties to these 'gods' to our duties to humanity as a whole, we would have saved ourselves from much fanaticism and violence. Our too much respect for these 'fallible gods' intoxicates us, and blinds us to truth.

QUESTIONS

- (i) What should be more important to us, man or religion?
- (ii) When do the interests of man and 'god' clash?
- (iii) Where does God, really, live?
- (iv) What is the weakness of religion?
- (v) Prepare a precis of the above passage.

ANSWERS

- (i) Man ought to be more important to us than religion.
- (ii) The interests of man and 'god' clash only when the inessential is mistaken for the essential.
- (iii) God, really, lives in the heart of man.
- (iv) The weakness of religion is that it allows itself to be abused by the fanatics; its 'infallibility' is misleading.
- (v) Man must be more important than organised religion. There is no opposition between the two, indeed. The opposition appears only when the genuine religion is replaced with its distortions. If we regard man as superior to 'gods', we can avoid fanaticism.

• TEST YOURSELF-II

Della is the wife of Jim, a rather poor man. They love each other very much. Della's wish was to give some valuable gift to Jim on Christmas. She had collected some money, having saved small amounts during a long period, for the same purpose; but it was too short to buy some suitable gift for Jim. This makes her miserable.

Della finds a solution to her problem. She goes to a shop of hair goods and sells her precious golden hair to get some money. With this money she purchases a platinum fob chain for a gold watch of Jim's. As a matter of fact, these two were the proud possessions of this couple: the golden hair of Della and the gold watch of Jim.

Della returns home. Her new look, as reflected in the mirror, shocks her. She fears how Jim would react to this change in her appearance, for he loves her hair so much. She feels nervous as she waits for him.

Jim returns. He is puzzled by the diminished head of his wife. Della tries to console him by saying that her love for him is infinite. Jim assures her that his love for her will remain unchanged. He has been shocked only because the gift he has brought for Della would be useless now. He has bought her those beautiful combs which she always craved to have. She still consoles him saying that her hair grows very fast. Now she shows him what she has purchased for him on Christmas. She asks for his gold watch. Jim tells Della that he has sold the watch to purchase the combs. Thus both of them had sacrificed their dearest objects for each other. But their gifts, which will not be used now, proved how much they loved each other. (based on O' Henry's 'The Gift of The Magi').

QUESTIONS

1. Describe the problem of Della.
2. How does she solve this problem?

3. What makes her nervous ?
4. What makes the gifts exchanged useless ?
5. A 'valuable' gift means
 - (a) worth keeping in a safe
 - (b) expensive
 - (c) salable
 - (d) having practical utility.
6. Della consoles Jim by
 - (a) giving him his gift
 - (b) making love to him
 - (c) accepting his gift
 - (d) assuring him.
7. A fob chain is
 - (a) highly wrought
 - (b) curiously designed
 - (c) one hanging from a watch pocket
 - (d) a fake one.
8. 'Diminished' means
 - (a) ugly looking
 - (b) no longer pretty
 - (c) reduced
 - (d) robbed.
9. It makes Della miserable that
 - (a) the gifts are not suitable
 - (b) the money is not enough
 - (c) they are poor people
 - (d) her hair should be sold.
10. Summarise the story to reduce it to its one-third.

ANSWERS

1. Della wants to purchase a gift for her husband on Christmas, but she has not the sufficient money.
2. She solves this problem by selling her golden hairs.
3. Della does not know how Jim would react to her changed appearance, and therefore, feels nervous.
4. The gifts that were exchanged become useless because Jim cannot use the chain without the watch and Della cannot use the combs with her hair gone.
5. (b) 6. (d) 7. (c) 8. (c) 9. (b)
10. Della loved Jim. She was sad because she had not enough money to buy him a gift on Christmas. She sold her golden hair to buy a platinum fob chain for Jim's golden watch. Della feared how Jim would react but he was not angry. But he could not use the chain; he had sold his watch to buy Della a gift, combs for her hair, which she had sold. Their sacrifices proved their love.

• TEST YOURSELF-III

Santiago, an old fisherman, was not able to catch any fish for eighty four days. Manolin, a boy who used to assist him, was not allowed to accompany him by his parents, who believed that Santiago was unlucky.

On the eighty fifth day he went again with baits given by Manolin. He was a very lonely man who talked to himself aloud, and to birds that came to his boat. He loved the sea and the fish, but he had to fight against the sea and kill the fish, to keep alive. He dreamt of the lions on African shores. He wished the boy were with him. He waited for fish.

About noon Santiago was able to catch a big marlin. The marlin was very strong and proud. It went on moving far out into the sea. Santiago was left with no choice but to row his skiff with the hooked fish. This continued for a very long period. In the meantime Santiago had exhausted himself, totally. He had also hurt his hands while struggling to keep the fish hooked on to his line. It gave sudden jerks and the old man struck his head against the boat. Santiago had to struggle hard to keep the fish with him. It jumped and circled and caused a number of difficulties for Santiago.

Finally, on the third day, when the marlin got tired, Santiago pulled closer to it and thrust his harpoon into it. The fish was two feet longer than the skiff. Santiago tied it to

the skiff. He found it hard to manage the whole thing alone. He wished he had the boy with him again and again. He also craved for rest and sleep.

The problems of Santiago were not over even then. The sharks started to attack the wounded marlin. They made it impossible for Santiago to take the fish away. There ensued a long fight between the tired old man and the hungry sharks. He killed several of them, but the whole of the marlin had been eaten away. Santiago returned home an empty-handed, fatigued, beaten, wounded fisherman. All his weapons of killing fish—harpoon, knife, club etc. were lost to the sharks. A skeleton of the marlin was lashed to his skiff. But Manolin planned to go fishing with him again when he got well. (Based on Ernest Hemingway's 'The Old Man and the Sea').

QUESTIONS

1. Why was Manolin not allowed to accompany Santiago ?
2. How did Santiago lessen his loneliness ?
3. How did the fish create problems for him ?
4. The old man
 - (a) loved the sea
 - (b) hated the sea
 - (c) feared the sea
 - (d) tolerated the sea.
5. Santiago had to move with the fish because
 - (a) he wanted to attack it
 - (b) he was exhausted
 - (c) the fish was already hooked
 - (d) the fish led the skiff.
6. Santiago killed the marlin with a
 - (a) club
 - (b) arrow
 - (c) sword
 - (d) harpoon.
7. A 'skiff' means
 - (a) a lake
 - (b) a boat
 - (c) a lagoon
 - (d) a raft.
8. A 'harpoon' means
 - (a) oar
 - (b) pole
 - (c) rudder
 - (d) none of the above.
9. 'Bait' means
 - (a) boots to be worn while fishing
 - (b) gloves to tackle ropes etc.
 - (c) an insect to lure and catch fish
 - (d) a knife made specially to kill fish.
10. Prepare a precis of the story.

ANSWERS

1. Manolin was not allowed to accompany Santiago because his parents believed that Santiago was unlucky.
2. Santiago lessened his loneliness by talking to himself and to the birds.
3. The fish gave jerks, jumped and circled, and thus created problems for Santiago.
4. (a) 5. (c) 6. (d) 7. (b)
8. (d) 9. (c)

10. Santiago, an old fisherman unable to catch fish for too long went to the sea. Manolin, not allowed to accompany the unlucky man, had given him some baits. The lonely Santiago waited for fish.

Santiago caught a big and strong marlin. It struggled to break free for three days. Then the exhausted man harpooned it. He tied it to his skiff and returned. But sharks attacked the marlin, and ate it all. Santiago having lost his tackle to the sharks,

returned with the skeleton; and felt badly tired. Manolin still waited to go with him again to the sea.

• TEST YOURSELF-IV

There are several facts linked with this numerical growth of population which deserve immediate attention. In the order of nature, the fittest survive; the weak, the unfit must perish. But medical science helps those too that suffer from physical or other disabilities to live longer lives. Their disabilities are inherited by their children. This adds to the number of handicapped people in the world, and thus leads to a degradation of every kind. The pressure of population makes the individuals unimportant or less important. The environment is neglected, and adversely affected, because of the exigency of maintaining so many people in a space which does not expand with growing population. Hundred percent success in birth-control is no longer a dream. The means to attain it are almost here. Soon people will be able to determine the sex of their offspring with the help of genetic engineering. These scientific inventions will create great problems for mankind.

Another side-effect of population explosion is emerging. The balance between the numbers of old people and young people is swinging. Since the number of old and young people is increasing, the middle-aged people are feeling burdened. For every man in working years of life, there are more dependents than before. Because of these imbalances among age-groups of working and dependent parts of population, they may have to allow lesser years for education of the young and for retirement of the old, so that they could work for longer years. So, if we still neglect birth-control, we shall encounter compulsions which our moral, social or religious backgrounds disapprove of. For example, we may have to approach the government to be allowed to beget children, or to apply scientific methods to improve human race and to take care of old people. Such are the ultimate results of man's interference with the work of nature. The techniques we use to defy the control of nature will bring a new disaster—population explosion and its negative effects.

QUESTIONS

1. How does medical science defy the order of nature ?
2. How are the middle aged people affected by the increasing population ?
3. The pressure of population makes the individual
 - (a) more haunted
 - (b) more valuable
 - (c) less valuable
 - (d) less lonely
4. Genetic engineering is expected to enable people to
 - (a) choose the complexion of their children
 - (b) choose the gender of their children
 - (c) choose the quality of their children
 - (d) choose the formal details of their children
5. Population explosion may ultimately discomfort our
 - (a) moral attitudes
 - (b) economic arrangements
 - (c) domestic well-being
 - (d) political opinions.
6. 'Perish' is nearest in meaning to
 - (a) Parish
 - (b) Cherish
 - (c) Flourish
 - (d) Vanish.
7. 'exigency' is equal to
 - (a) necessity
 - (b) stupidity
 - (c) absurdity
 - (d) enormity.
8. 'disabilities' has
 - (a) a suffix
 - (b) a prefix

(c) both a suffix and a prefix (d) neither a suffix nor a prefix.

9. Prepare a precis with a title attached to it.

ANSWERS

1. Medical science interferes with the order of nature by enabling the unfit creatures survive.

2. The increasing population increases the number of the old and the young people too, and thus the burden of the middle-aged group is increased. They have to work more to feed the people dependent on them.

3. (c) 4. (b) 5. (a) 6. (d)

7. (a) 8. (c) 9. Title **Perils of Increasing Population.**

Population goes increasing perilously disturbing the order of nature. Medical science preserves the disabled from elimination. Population explosion devalues the individuals, and degrades the environment. Birth control is possible but genetic engineering is likely to create problems. Increasing population has disturbed the balance between the numbers of the working and the dependent parts of population. It is going to bring moral shocks too. Defiance of nature's control leads to new disasters.

• TEST YOURSELF-V

Make a precis of the following passage, one-third of its present length :

Auhority in he twentieth century is nowhere it was. In certain spheres it has disappeared altogether. Public opinion no longer feels bound to enforce morality as it did by means of spoken disapproval and informal penalties. Fathers have ceased to rule the family, employers no longer enjoy the status of masters; the upper class have ceased to inspire imitation as models of correct behaviour, schoolmasters and university dons no longer dominate the minds of the young. Things once considered inherently wrong are tolerated whee they are through to do no manifest harm : fornication, adultery, homosexuality, abortion, nudity, and erotica flourish openly where they were once legally penalized or forced to be discreetly veiled. Adolescents, who wre once subject to the edicts of parntal jurisdiction, live as they please, often earning as much as thir fathers, and ej\njioying more legal rights at eighteen than their grandmothers possessed at any time in their lives.

But this declin of authority inthe twentieth centry has not necessarily meant a rise in liberty. For the concept of authority is not something which stands logically opposed to that of freedom, although some unreflective people may think it does. Authority is really a special kind of power which rests on the consent and belief of those who life under it. Without such fre assent there can be no such thing as authority. So freedom in this important sense is part of the very notion of authority. And when auhority is rMOVED, it is ony too likely that it willbe followed either by the rule of naked power or by anarchy.

ANSWERS

Precis :

Authority inthe twentieth century has either declined or disappeared in almost all spheres of life. Public opinion, parental authority and respect of superiors no longer controlour youth. Irreverence, economic independence and lawlessness in sexual behaviour have followed. This, however, doe snot mean liberty; for authority does not contradict freedom. Free people welcome authority; without which reedom is reduced to anarchy.

• TEST YOURSELF-VI

Answer the following :

Write the precis of the passage (about 1/3 of original length).

Up the River Hudson in North America are the Catskill Mountains. In a certain village at the foot of these mountains, there lived long ago a man named Rip Van Winkle. He was a simple and good-natured person, a very kind neighbour and a great favourite among all the good wives of the village. Whenever there was a squabble in the family of Rip, the women in the village always took his part and laid all the blame on Dame Van Winkle.

The children of the village would shout with joy, whenever they saw him. He helped at their sports, made playthings for them, taught them to fly kites and shoot marbles and told them long stories of ghosts, witches and Indians.

Rip had no love for labour, if it would bring him profit. He would sit for a whole day on a wet rock and fish without a murmur, even though he did not catch a single fish. He would carry a light gun on his shoulder for hours together and shoot only a few squirrels or wild pigeons.

He would never refuse to assist a neighbour even in roughest toil. The women of the village often employed him to run their errands and to do little jobs for them. In a word, Rip was ready to attend to anybody's business but his own. He was, however, one of those men who take the world easy. He would eat coarse bread or fine, whichever could be got with least thought or trouble. And he would rather starve on a penny than work for a pound.

If left to himself, Rip would have whistled away life in perfect contentment. But his wife always kept drumming in his ears about his idleness, his carelessness and the ruins he was bringing on his family. Rip had but one way of replying to all her lectures—he shook his head, cast up his eyes and said nothing. He had one good friend at home and that was his dog Wolf which was as idle as the master.

ANSWERS

Precis :

Rip Van Winkle, a simple, popular, kind neighbour, lived in a village at the foot of the Catskill Mountains in North America. Children liked him as he played with them and told them long stories. Rip never employed himself profitably. He just sat fishing or roamed about with a gun without much result. But he always helped his neighbours. Women specially employed him to do small jobs for them. The wife of this contented man always reminded him that his idleness was ruining his family. Rip said nothing and found a friend in his idle dog.

6

TENSES & CLAUSES

STRUCTURE

- Tenses
- Simple Present (Indefinite) Tense
- Present Continuous Tense
- Present Perfect Tense
- Present Perfect Continuous Tense
- Simple Past Tense
- Past Continuous Tense
- Past Perfect Tense
- Past Perfect Continuous Tense
- Simple Future Tense
- Future Continuous Tense
- Future Perfect Tense
- Test yourself-I
- Clause
- Noun Clause
- Adverb Clause
- Adjective Clause
 - Summary
 - Test Yourself-II

LEARNING OBJECTIVES

After going through this unit you will learn :

- Tenses in detail
- Various forms of Tenses their applications and usage
- Clause and its applications

• 6.1. TENSES

The form of verb which shows the time of an action and its degree of completeness is tense. In keeping with the three divisions of time, there are three tenses :

- The Present Tense (action happening now)
- The Past Tense (action happened before)
- The Future Tense (action that will happen hereafter)

Each tense has four forms:

Indefinite- When the degree of completeness is not definite.

Continuous- When the action is in progress.

Perfect- When the action is completed.

Perfect continuous- When the action had started in the past but is still in progress.

• 6.2. SIMPLE PRESENT (INDEFINITE) TENSE

Sentence - Structure

Sentence	Structure
Affirmative / Positive	Sub+Verb (in first form) +.....
Negative	Sub+do not / does not + Verb (in first form) +.....
Interrogative	Do/Does +Sub+Verb (first form) +

When the subject is III person singular number (he, she, it, or any single name) 's' or 'es' is added to the base form of the verb.

How to add 'S' OR 'ES'

RULE	EXAMPLE								
1. When the base form of the verb ends with o, ss, or ch, es is added	<table border="0"> <tr> <td>go</td> <td>goes</td> </tr> <tr> <td>miss</td> <td>- misses</td> </tr> <tr> <td>teach</td> <td>- teaches</td> </tr> <tr> <td>fix</td> <td>- fixes</td> </tr> </table>	go	goes	miss	- misses	teach	- teaches	fix	- fixes
go	goes								
miss	- misses								
teach	- teaches								
fix	- fixes								
2. When the verb ends in y preceded by a consonant, y is changed into i and es is added.	<table border="0"> <tr> <td>carry</td> <td>- carries</td> </tr> <tr> <td>fly</td> <td>- flies</td> </tr> </table>	carry	- carries	fly	- flies				
carry	- carries								
fly	- flies								
3. In rest of the verbs only s in added to the base form of the verb.	Jumps, walks, reads, cooks etc.								

Affirmative	Negative
I write.	I do not write.
We write.	We do not write .
You write.	You do not write.
He / she/ it / reads.	He/she/it does not write.
They write.	They do not write.
Kunal Writes.	Kunal does not write.
Girls write.	Girls do not write.
Interrogative	Negative in Interrogative
Do I write?	Do not I write?
Do we write?	Do we not write?
Do you write?	Do you not write?
Does he/ she/ it write?	Does he/ she/ it not write?
Do they write?	Do they not write?
Does Kunal write?	Does Kunal not write?
Do girls write?	Do girls not write?

USE OF SIMPLE PRESENT TENSE

The Simple Present Tense is used

- To talk about something which happens regularly or as a habit ; as,
 - I drink milk in the breakfast.
 - My father drops me at school.
 - They play in the park every evening.
- To express general truth ; as,
 - The earth moves on its orbit.
 - God loves honest people.
 - Roses bloom in winter season.

● In exclamatory sentences beginning with here and there to express what is actually taking place in the present; as,

Here comes the bus!

There goes the train!

● To express a future event that is part of a fixed time table or fixed programme; as,

The examination starts in the second week of October.

The school starts at 7:20 a.m.

The train leaves at 8:00 p.m.

● In running commentaries on sporting events; as,

The ball passes from Sachin to Sudhir who hits it into the goal.

● To write proverbs; as,

Two wrongs don't make one right.

A stitch in time saves nine.

Too many cooks spoil the broth.

● To describe feelings, opinions, attitudes; as,

What kind of movies do you enjoy?

I love to play outdoor games.

I prefer milk to soft drinks.

• 6.3. PRESENT CONTINUOUS TENSE

Sentence Structure

Sentence

Affirmative/ Positive

Negative

Interrogative

Affirmative

I am writing.

We are writing.

You are writing.

He/she/it is writing.

They are writing.

Kunal is writing.

Girls are writing.

Interrogative

Am I reading?

Are we reading?

Are you reading?

Is/he/she/it reading?

Are they reading?

Is Kunal reading?

Are girls reading?

Structure

Sub.+is/am/are+(first form+ing)

Sub.+is/am/are+not+(first form+ing)

Is/am/are+Sub.+(first form+ing)

Negative

I am not writing.

We are not writing.

You are not writing.

He/she/it is not writing.

They are not writing.

Kunal is not writing.

Girls are not writing.

Negative Interrogative

Am I not reading?

Are we not reading?

Are you not reading?

Is/he/she/it not reading?

Are they not reading?

Is Kunal not reading?

Are girls not reading?

USE OF PRESENT CONTINUOUS TENSE

The Present Continuous is used

● to describe an action which is in progress at the time of speaking. Ordinarily, no adverb of time is used with it; eg,

The boys are flying kites.

Who is making that horrible noise?

Has he/she/it been reading?	Has he/she/it not been reading?
Have they been reading?	Have they not been reading?
Has Kunal been reading?	Has Kunal not been reading?
Have girls been reading?	Have girls not been reading?

USE OF PRESENT PERFECT CONTINUOUS TENSE

The Present Perfect Continuous Tense is used:

- To express an action which began at some time in the past and is still continuing ; as,

He has been teaching in school since 1980.

She has been studying for two hours.

- To express an action already finished. In such cases the continuity of the activity is emphasized as an explanation of something.

He is tired because he has been working since morning.

I have been shopping all day, now I am completely exhausted.

• 6.6. SIMPLE PAST TENSE

SENTENCE STRUCTURE

Sentence	Structure
Affirmative/ Positive	Sub.+ II form of the verb.
Negative	Sub.+did not + I form of the verb
Interrogative	Did+Sub.+ I form of the verb.
Affirmative	Negative
I wrote.	I did not write.
We wrote.	We did not write.
You wrote.	You did not write.
He/she/it wrote.	He/she/it did not write.
They wrote.	They did not write.
Kunal wrote.	Kunal did not write.
Girls wrote.	Girls did not write.
Interrogative	Negative Interrogative.
Did I write?	Did I not write?
Did we write?	Did we not write?
Did you write?	Did you not write?
Did he/she/it write?	Did he/she/it not write?
Did they write?	Did they not write?
Did Kunal write?	Did Kunal not write?
Did girls write?	Did girls not write?

USE OF SIMPLE PAST TENSE

The Simple Past Tense is used:

- To express an action completed in the past. It often occurs with adverbs or adverb phrases of past time; as,

We went for picnic yesterday.

I completed my work an hour ago.

- Sometimes it is used without an adverb of time. In such cases the time may be implied or indicated ; as,

Watt invented the steam engine.

I learnt swimming in Lucknow.

- To express past habits; as,
He always came late to the class.
Sunder studied for many hours everyday.

• 6.7. PAST CONTINUOUS TENSE

SENTENCE STRUCTURE

Sentence	Structure
Affirmative/ Positive	Sub.+ was + were + (I form + ing).
Negative	Sub.+ was + were + not + I form + ing.
Interrogative	Was/were + sub.+ I form + ing.
Affirmative	Negative
I was writing.	I was not writing.
We were writing.	We were not writing.
You were writing.	You were not writing.
He/she/it was writing.	He/she/it was not writing.
They were writing.	They were not writing.
Kunal was writing.	Kunal was not writing.
Girls were writing.	Girls were not writing.
Interrogative	Negative Interrogative
Was I writing?	Was I not writing?
Were we writing?	Were we not writing?
Were you writing?	Were you not writing?
Was he/she/it writing?	Was he/she/it not writing?
Were they writing?	Were they not writing?
Was Kunal writing?	Was Kunal not writing?
Were girls writing?	Were girls not writing?

USE OF PAST CONTINUOUS TENSE

The past continuous tense is used:

- To express an action going on at some time in the past. The time of the action may or may not be indicated.
I was doing my work all evening.
Peacock was dancing in the forest.
- To express two actions taking place simultaneously in the past; as,
When Karuna was reading her book, Arun was writing a poem.
While the mother was cooking, the family was eating.
- To express persistent habits in the past with always, continually etc.
He was always complaining.
She was always disturbing others.
- With simple past tense when a new action happened in the middle of a longer action. The simple past is used for the new action.
He slipped from the saddle while he was riding.
When I saw him, he was playing Scrabble.

• 6.8. PAST PERFECT TENSE

SENTENCE STRUCTURE

Sentence	Structure
Affirmative/ Positive	Sub.+ had + III form of the verb.
Negative	Sub.+ had + not + III form of the verb.

Interrogative	Had + sub + III form of the verb.
Affirmative	Negative
I had written	I had not written.
We had written.	We had not written.
You had written	You had not written.
He/she/it had written.	He/she/it had not written.
They had written.	They had not written.
Kunal had written.	Kunal had not written.
Girls had written.	Girls had not written.
Interrogative	Negative Interrogative
Had I written?	Had I not written?
Had we written?	Had we not written?
Had you written?	Had you not written?
Had he/she/it written?	Had he/she/it not written?
Had they written?	Had they not written?
Had Kunal written?	Had Kunal not written?
Had girls written?	Had girls not written?

USE OF PAST PERFECT TENSE

The Past Perfect Tense is used

- To express an action completed before a certain moment in the past; as,
 1. Most of the passengers had got down.
 2. Birds had gone to their nests before the sunset.
- To express an action in the past, which was completed before another action, also in the past.
 1. I had finished my work, when she came in.
 2. We went for a walk after the rain had stopped.
- In indirect speech if the introductory verb-is in the past tense, the simple past tense and the present perfect tense in direct speech becomes past perfect tense; as,
 1. She said, "I went to Pune".
He said that he had gone to Pune.
 2. She said, "I will give you the book as soon as I have read it".
She said that she would give me the book as soon as she had read it.
- To express unfulfilled conditions or wish of the past.
 1. If he had worked, he would have passed.
I wish I hadn't written that letter.

• 6.9. PAST PERFECT CONTINUOUS TENSE

SENTENCE STRUCTURE

Sentence	Structure
Affirmative/Positive	Sub.+ had + been + I form +ing.
Negative	Sub.+ had + not + been + I form + ing.
Interrogative	Had + sub.+ been + I form + ing.
Affirmative	Negative
I had been writing	I had not been writing.
We had been writing.	We had not been writing.
You had been writing.	You had not been writing.
He/she/it had been writing.	He/she/it had not been writing.
They had been writing.	They had not been writing.

Kunal had been writing.

Girls had been writing.

Interrogative

Had I been writing?

Had we been writing?

Had you been writing?

Had he/she/it been writing?

Had they been writing?

Had Kunal been writing?

Had girls been writing?

Kunal had not been writing.

Girls had not been writing.

Negative Interrogative

Had I not been writing?

Had we not been writing?

Had you not been writing?

Had he/she/it not been writing?

Had they not been writing?

Had Kunal not been writing?

Had girls not been writing?

USE OF PAST PERFECT CONTINUOUS TENSE**The past perfect continuous tense is used:**

To express an action that began before a certain point of time in the past and continued up to that time ; as,

They had been playing since morning.

He had been trying to get visa to visit France.

• 6.10. SIMPLE FUTURE TENSE**SENTENCE STRUCTURE****Sentence**

Affirmative/ Positive

Negative

Interrogative

Structure

Sub.+ shall/will+ I form of the verb.

Sub.+ shall/will + not + I form of the verb.

Shall/will + sub. + I form of the verb.

Use of Shall / Will

Shall : Shall is used with I and we.

Will : Will is used with II and III person subjects.

Note :

(i) Use of shall in place of will or vice versa determines the certainty of an action, a promise or threat.

(ii) Shall is hardly used in modern English. We use shall with first person only in interrogative sentences.

Affirmative

I/we shall write.

You will write.

He/she/it will write.

They will write.

Kunal will write.

Girls will write.

Interrogative

Shall I/we write?

Will you write?

Will he/she/it write?

Will they write?

Will Kunal write?

Will girls write?

Negative

I/we shall not write.

You will not write.

He/she/it will not write.

They will not write.

Kunal will not write.

Girls will not write.

Negative Interrogative

Shall I/we not write?

Will you not write?

Will he/she/it not write?

Will they not write?

Will Kunal not write?

Will girls not write?

USE OF SIMPLE FUTURE TENSE

The simple future tense is used

- To talk about things which we cannot control. It expresses the future as fact;
as,

He will be sixteen next Monday.

The exam will be in October.

- To talk about what we think or believe will happen in the future.

I think he will come first in the class.

I expect she will join us on Diwali.

• 6.11. FUTURE CONTINUOUS TENSE

SENTENCE STRUCTURE

Sentence

Affirmative/Positive

Negative

Interrogative

Affirmative

I shall be writing.

We will be writing.

You will be writing.

He/she/it will be writing.

They will be writing.

Kunal will be writing.

Girls will be writing.

Interrogative

Will I be writing?

Will we be writing?

Will you be writing?

Will he/she/it be writing?

Will they be writing?

Will Kunal be writing?

Will girls be writing?

Structure

Sub.+will/shall+be+ I form of the verb+ing.

Sub.+will/shall+not+be+ I form of the verb +ing

Will/shall + sub.+ be + I form of the verb + ing.

Negative

I shall not be writing.

We will not be writing.

You will not be writing.

He/she/it will not be writing.

They will not be writing.

Kunal will not be writing.

Girls will not be writing.

Negative Interrogative

Will I not be writing?

Will we not be writing?

Will you not be writing?

Will he/she/it not be writing?

Will they not be writing?

Will Kunal not be writing?

Will girls not be writing?

USE OF FUTURE CONTINUOUS TENSE

The future continuous tense is used

- To express an event that is expected to take place in the normal cases:

He will be meeting us next week.

The milkman will be coming soon.

• 6.12. FUTURE PERFECT TENSE

SENTENCE STRUCTURE

Sentence

Affirmative/Positive

Negative

Interrogative

Affirmative

I shall have written.

We shall have written.

Structure

Sub.+shall/will+have+ III form of the verb.

Sub.+shall/will+not+have+III form of the verb.

Shall/will+sub.+have+III form of the verb.

Negative

I shall have not written.

We shall have not written.

You will have written.	You will have not written.
He/she/it will have written.	He/she/it will have not written.
They will have written.	They will have not written.
Kunal will have written.	Kunal will have not written.
Girls will have written.	Girls will have not written.
Interrogative	Negative Interrogative
Shall I have written?	Shall I not have written?
Shall we have written?	Shall we not have written?
Will you have written?	Will you not have written?
Will he/she/it have written?	Will he/she/it not have written?
Will they have written?	Will they not have written?
Will Kunal have written?	Will Kunal not have written.
Will girls have written?	Will girls not have written?

USE OF FUTURE PERFECT TENSE

Future Perfect Tense is used

- To express an action to be completed by a certain time in future ; as,
The children will have cleaned the room, before his arrival.
Shilpa will have finished her project by the end of this month.

• TEST YOURSELF-I

1.1. Fill in the blanks with the right form of Simple Present Tense of the verbs given in brackets:

- Good boys _____ their leaders. (obey)
- A good boy _____ his teachers. (obey)
- My sister _____ to finish her work by evening. (hope)
- Do you _____ for swimming every day? (go)
- A railway platform ticket now _____ five rupees. (cost)
- She _____ at five in the morning. (get up)
- Delhi _____ on the banks of river Yamuna. (stand)
- All children _____ sweets. (like)
- She _____ all her money on clothes. (spend)
- The flowers _____ fresh. (look)

1.2. Fill in the blanks with the right form of Simple Present form of the verbs given below:-

- Some vegetarians _____ fish and eggs but do not eat meat. (eat)
- Pushpa _____ hockey every weekend. (play)
- She _____ coffee in the morning and tea in the afternoon. (drink)
- The post office _____ at 10:00 a.m. (open)
- She _____ sorry for her disobedience. (feel)
- He _____ fish in the river. (catch)
- Alligators _____ in swamps. (live)
- _____ something to eat? (you, want)
- Who is that boy? What _____? (he, want)
- Please don't take this pen. I _____ it. (need)

1.3. Rewrite the following sentences in the negative.

- (a) I remember his address. _____
- (b) Most men shave everyday. _____
- (c) This car breaks down frequently. _____
- (d) His neighbours complain against him. _____
- (e) Their dog barks all night. _____
- (f) He usually believes you. _____
- (g) They sow seeds in the spring. _____
- (h) He daily goes for a morning walk. _____
- (i) The river flows under the bridge. _____
- (j) He speaks well. _____

2.1. Change the following sentences into the interrogative form:

- (a) Snow melts in the Sun. _____
- (b) He talks in his sleep. _____
- (c) They pick apples in October. _____
- (d) They sell fresh orange juice here. _____
- (e) She plays tennis very well. _____
- (f) She drinks cold water. _____
- (g) He lives beside the sea. _____
- (h) It rains everyday here. _____

2.2. Change the following sentences into the affirmative form:-

- (a) Good habits do not grow unconsciously. _____
- (b) Do I speak clearly. _____
- (c) Our ship sails next month. _____
- (d) The rose smells sweet. _____
- (e) They live in the country side. _____
- (f) Does he tell a lie? _____
- (g) She feels sorry for her disobedience. _____
- (h) My brother reaches here in the evening. _____

2.3. Read the given passage carefully. Find the error in each sentence and write its correction in the space provided.

Bees were famous for two things- for their stings. _____ are
 and for their honey. We also respected the bee (a) _____
 as a hard working insect. There were solitary (b) _____
 bees and social bees. Most solitary bees lived alone. (c) _____
 Even when they live together, they does not divide (d) _____
 the work in the hive as social bees does. Some (e) _____
 solitary bees, like the carpenter bees makes their (f) _____
 nests in wood. Most of them makes their nests underground
 (g) _____
 Each female solitary bee build her own nest. (h) _____
 Which have many cells, or holes, in it. (i) _____
 The bee put honey and nectar in the cells and then (j) _____
 Lay an egg in each one. After covering the cells, (k) _____
 She leave to build other nests. (l) _____

3.1. Fill in the blanks with Present Continuous tense of the verbs given in brackets.

- (a) Mother _____ the table for the breakfast. (lay)
- (b) The boys _____ football. (play)

- (c) I _____ my homework. (do)
 (d) The waves _____ high. (rise)
 (e) He _____ hard for his examination. (work)
 (f) The peon _____ the bell. (ring)
 (g) A cold wind _____. (blow)
 (h) I _____ tea. (drink)

3.2. Rewrite the following sentences in their negative form :

- (a) Sita is working the sum correctly. _____
 (b) The bird is flying out of the cage. _____
 (c) I am listening to devotional music. _____
 (d) Mr. Das is leisurely reading the newspaper. _____
 (e) Why are you putting on your coat? _____
 (f) He is teaching his son how to ride. _____
 (g) They are leaving for Delhi tomorrow _____
 (h) Is it raining? _____

3.3. Rewrite the following sentences in the affirmative form:

- (a) She is not working hard. _____
 (b) He is not meeting us this night. _____
 (c) He is teaching neither English nor German. _____
 (d) The school authorities are not building a spacious auditorium. _____
 (e) She is probably ironing. _____
 (f) He is thinking seriously of leaving the job. _____
 (g) The boys are flying kites. _____
 (h) Why are you reading the newspaper? _____

4.1. Fill in the blanks with Present Perfect Tense of the verbs given in brackets.

- (a) I _____ (solve) all the sums of this exercise.
 (b) My uncle _____ (build) a new house in the urban estate.
 (c) Savita _____ (return) to India for good.
 (d) We _____ (live) here since 1980.
 (e) I _____ (not see) him for several weeks.
 (f) _____ (you, wash) the plates.
 (g) She _____ (not speak) to me for two weeks.
 (h) I _____ (send) my application.

4.2. Rewrite the following sentences in their negative form.

- (a) Sachin has scored another century. _____
 (b) Mr. Bansal has given two lakh rupees to his friend as loan. _____
 (c) I have to meet a friend at 4:00 pm. _____
 (d) I have done rock climbing. _____
 (e) The police have arrived at the scene of accident. _____
 (f) Kushal has lost his pencil. _____
 (g) Purnima has passed the test. _____
 (h) The dog has hurt his leg. _____

4.3. Rewrite the following sentences in interrogative form:-

- (a) The milkman has milked the cows. _____
 (b) I have paid the electricity bill. _____
 (c) We have lived here since 1980. _____

- (d) Gaurav has gone to school. _____
- (e) I have seen Qutab Minar. _____
- (f) The rain has stopped. _____
- (g) You have improved your writing. _____
- (h) The old tenant has vacated the house. _____

5.1. Rewrite the following sentences in the negative form:

- (a) I wrote a letter to her yesterday. _____
- (b) Bali died of fever last night. _____
- (c) They left the house a week ago. _____
- (d) I went to the cinema last night. _____
- (e) He stood first in the class last year. _____
- (f) I received her letter a week ago. _____

5.2. Rewrite the following sentences in the interrogative form:

- (a) Kalpana visited Appu Ghar yesterday. _____
- (b) My grand father told me stories when I was a child. _____
- (c) Some important papers disappeared from my drawer. _____
- (d) Mr. Verma gave half of his property in charity. _____
- (e) My friends met the President last year. _____
- (f) I heard a strange noise. _____

5.3. Rewrite the following sentences in the affirmative form:

- (a) The soup did not taste good. _____
- (b) I did not hear a strange noise. _____
- (c) Did the teacher praise the child? _____
- (d) Did he attend the meeting? _____
- (e) He did not sing well. _____
- (f) She did not fall off the ladder. _____

5.4. Rewrite the following sentences in simple past:

- (a) You help us so much. _____
- (b) The bell is ringing loudly. _____
- (c) The rich man always helps the needy. _____
- (d) Have the men finished the work? _____
- (e) It has been raining continuously. _____
- (f) Who keeps you waiting? _____

5.5. Complete the following conversation using the simple past tense:

Naval : Do you know Neeru _____ (go) to the hills during the summer vacation.

Alok : Where _____ (go)?

Naval : She _____ (go) to Kullu and Manali.

Alok : _____ (go) alone?

Naval : No, with her cousins.

Alok : _____ (you, go) with them?

Naval : _____ (want) to go. But unfortunately I _____ (fall) ill.

Alok : How long _____ (they stay) there?

Naval : For nearly two weeks. But they _____ (not go) out for sight seeing.

6.1. Change the following sentences into negative form:

- (a) Puneet had been saving money to go abroad. _____
 (b) Lalit had been suffering from fever for some time. _____
 (c) Both the students had been fighting over a pencil. _____
 (d) The police had been chasing the thief for a long time. _____
 (e) He had been growing vegetables in his garden. _____

6.2. Change the following sentences into interrogative form:

- (a) He had been waiting at the station for her since 10 O' clock. _____
 (b) He had been working as an accountant since 1990. _____
 (c) The teacher had been explaining Newton's law for the last two periods. _____
 (d) Shipra had been teaching class IX till last year. _____
 (e) Keshav had been revising his notes till the last minute. _____

6.3. Change the following sentences into affirmative form:

- (a) He had not been driving throughout the night. _____
 (b) Had he been working at a book store? _____
 (c) Had the telephone been ringing consistently? _____
 (d) Sunita had not been running from pillar to post to get help. _____
 (e) Had Noida been developed as a satellite town of Delhi? _____

6.4. Fill in the blanks using past perfect or past perfect continuous of the verbs given in the brackets:

- Gopal _____ (visit) Agra many times before but he never liked the place.
- I _____ (walk) for half an hour when it suddenly started to rain.
- I _____ (fast) for six weeks when the doctor came.
- I _____ (write) for an hour when you came to see me.
- At that time he _____ (write) a book for three months.

7.1. Fill in the blanks with simple future form of the verb.

- (a) The students _____ (arrive) at 7:20 a.m.
 (b) Probably, we _____ (visit) Jaipur during Diwali break.
 (c) Do you think he _____ (mind) lending me this copy?
 (d) I _____ (not be) in town next month.
 (e) The Chief Minister _____ (Address) the rally.
 (f) Do you think he _____ (remember) me?
 (g) He _____ (believe) what ever you tell him.

7.2. Put the verbs in brackets into the Present Continuous or the Future Tense, where required:

- (a) I (see) her tomorrow.
 (b) I (have) my scooter repaired next week.
 (c) I (move) to a new house next week.
 (d) He (have) an operation next week.
 (e) He (play) a hockey match on Monday.
 (f) They (get) married next week.
 (g) We (have) some friends to lunch tomorrow.

- 1.1. (a) obey
 (b) obeys
 (c) hopes
 (d) go
 (e) costs
 (f) gets up
 (g) stands
 (h) like
 (i) spends
 (j) look
- 1.2. (a) eat
 (b) plays
 (c) drinks
 (d) opens
 (e) feels
 (f) catches
 (g) live
 (h) Do you want
 (i) Does he want
 (j) Need
- 1.3. (a) I don't remember his address.
 (b) Most men don't shave everyday.
 (c) Thin car doesn't break down frequently.
 (d) His neighbour don't complain against him.
 (e) Their dog doesn't bark all night.
 (f) He usually doesn't believe you.
 (g) They don't saw seeds in the spring.
 (h) He doesn't go daily for a morning work.
 (i) The river flows under the bridge.
 (j) He doesn't speak well.
- 2.1. (a) Does snow melt in the sun ?
 (b) Does he talk in his sleep ?
 (c) Do they pick apples in October ?
 (d) Do they sell fresh orange juice here ?
 (e) Does she play tennis very well ?
 (f) Does the drink cold water ?
 (g) Does he live beside the sea ?
 (h) Does it rain everyday here ?
- 2.2. (a) Good habit grow consciously.
 (b) I speak clearly
 (c) Our ship sails next month
 (d) The rose smells sweet
 (e) They live in the country side
 (f) He tells a lie
 (g) She feel sorry for her disobedience
 (h) My brother reaches here in the evening.
- 2.3. (a) respect
 (b) are

- (c) live
 (d) do
 (e) do
 (f) makes
 (g) make
 (h) builds
 (i) has
 (j) puts
 (k) lays
 (l) leaves
- 3.1. (a) is laying
 (b) are playing
 (c) am doing
 (d) are rising
 (e) is working
 (f) is ringing
 (g) is bellowing
 (h) am drinking
- 3.2. (a) Sita is not working the sum correctly.
 (b) The bird is not flying out of the cage.
 (c) I am not listening to devotional music.
 (d) Mr. Das is not leisurely reading the newspaper.
 (e) Why are you not putting on your coat ?
 (f) He is not teaching his son how to ride.
 (g) They are not leaving for Delhi tomorrow.
 (h) Is it not raining ?
- 3.3. (a) She is working hard.
 (b) he is meeting us this night.
 (c) He is teaching English and German.
 (d) The school authorities are building a spacious auditorium.
 (e) She is probably ironing.
 (f) He is thinking seriously of leaving the job.
 (g) The boys are flying kites.
 (h) Why are you reading the newspaper ?
- 4.1. (a) have solved
 (b) has built
 (c) has returned
 (d) have lived
 (e) have not seen
 (f) Have you washed
 (g) Has not spoken
 (h) Have sent
- 4.2. (a) Sachin has not scored another century.
 (b) Mr. Bansal has not given 2 lakhs.
 (c) I do not have to meet a friend.
 (d) I have not done rock climbing.
 (e) The police have not arrived at the scene.
 (f) Kushal has not lost his pencil.
 (g) Purnima has not passed the test.
 (h) The dog has not hurt his leg.

- 4.3. (a) Has the milkman milked the cows ?
(b) Have I paid the electricity bill ?
(c) Have we lived here since 1988 ?
(d) Has Gaurav gone to school ?
(e) Have I seen Quatab Minar ?
(f) Has the rain stopped ?
(g) Have you improved your writing ?
(h) Has the old tenant vacated the house ?
- 5.1. (a) I didn't write a letter to her.
(b) Bali did not die for fever last night.
(c) They did not go to the cinema last night.
(d) I did not go to the cinema last night.
(e) He did not stand first in the class.
(f) I did not receive her letter a week ago.
- 5.2. (a) Did Kalpna visit Appu Ghar yesterday.
(b) Did my grand father tell me stories when I was child.
(c) Did some important papers disappears ?
(d) Did Mr. Verma give half of his property in charity.
(e) Did I heard a strange noise ?
- 5.3. (a) The soup tastes good.
(b) I hear a strange noise.
(c) The teacher praised the child.
(d) He attended the meeting.
(e) He did ring well.
(f) She fell off the ladder.
- 5.4. (a) You helped us so much.
(b) The bell rang loudly.
(c) The rich man always helped the needy.
(d) Did the men finish the work ?
(e) It rained continuously.
(f) Who kept you waiting.
- 5.5. went
did she go
went
Did she go
Why didn't you go
I wanted, fell
Did they stay
Didn't go
- 6.1. (a) Puneet had not been saving money to go abroad.
(b) Lalit had not been suffering from fever for some times.
(c) Both the students had not been fighting over a pencil.
(d) The police had not been chasing the thief for a long time.
(e) He had not been growing vegetables in his garden.
- 6.2. (a) Had he been waiting at the station for her ?
(b) Had he been working as an accountant since 1990.
(c) Had the teacher been explaining Newton's law for the last two periods ?
(d) Had Shipra been teaching class IX till last year ?
(e) Had Keshav been revising his notes till the last minute ?

- 6.3. (a) He had been driving throughout the night.
 (b) He had been working at a book store.
 (c) The telephone had been ringing consistently.
 (d) Sunita had been running from pillar to post to get help.
 (e) Noida had been developed as a satellite town of Delhi.
- 6.4. (a) had visited
 (b) had been walking
 (c) had been fasting
 (d) had been writing
 (e) had been writing
- 7.1. (a) will arrive
 (b) shall visit
 (c) will mind
 (d) shall not be
 (e) will address
 (f) will remember
 (g) will believe
- 7.2. (a) shall see
 (b) will have
 (c) am moving
 (d) will have
 (e) is staying
 (f) will get
 (g) will have

• 6.13. CLAUSE

A clause is a part of a sentence that contains a subject and a predicate. It must have a finite verb.

Simple sentence : A simple sentence consists only single clause.

- (1) She went to market.

Compound sentence : A compound sentence consists of two or more co-ordinate clauses ; as

- (1) She went to market and bought vegetables.

Complex sentence : A complex sentence consists of one main clause and one or more subordinate clauses; as

- (1) She went abroad after she had completed her studies.

Subordinate clauses : 'Subordinate clause' or a dependent clause is a group of words that is not a sentence but adds information to the main part of a sentences Usually it is the one which appears immediately after the subordinating conjunction. The rest of it is the main clause.

• 6.14. NOUN CLAUSE

A noun clause is a group of words which contains a subject and predicate of its own and it does the work of a noun. A noun clause answers the question 'what' ?

A noun clause can be

- (1) **Noun clause as a subject of a verb :**

(1) Why she visits this place is a mystery?

- (2) **As an object to a transitive verb :**

I can not say when he will come ?

(3) As an object to a preposition :

We should listen to what they say

(4) In apposition to a noun or pronoun :

(1) His belief that there is no God is not true.

(5) As the complement of a verb of incomplete prediction.

This is how he solves the sums.

• 6.15. ADVERB CLAUSE

An adverb clause is a group of words which contains subject and predicate of its own and it does the work of an adverb.

An adverb clause may be classified as

(1) Adverb clause of time : They denote the time when the action expressed in the main clauses takes place. They are introduced by conjunctions when, whenever, while, before, after, since, as etc.

Don't disturb me while I am doing my work.

(2) Adverb clause of place : They denote a specific place and are introduced by subordinating conjunctions When, wherever, whence etc.

(3) Adverb clause of purpose : They express purpose of something and are introduced by subordinating conjunctions – that, best, so that, in order that

(1) I worked hard so that I could get best result.

(4) Adverb clause of cause or reason : They express some cause or reason and are introduced by subordinating conjunctions – because, since, that etc.

She is very happy that her son has recovered from illness.

(5) Adverb clause of condition : They express any condition and are introduced by the subordinating conjunctions : If, unless, whether.

If you work hard, you will get good marks.

(6) Adverb clause of result : These are introduced by the subordinating conjunctions – that, so, or, such.

I was so weak that I could not stand.

(7) Adverb clause of comparison : These are introduced by conjunctions like than, or, as –as, so– as

This car is bigger than mine.

(8) Adverb clause of supposition or concession : These are introduced by subordinating conjunctions though, although, even, if .

Although it was very cold, but I went outside.

• 6.16. ADJECTIVE CLAUSE

Adjective clause is a group of words which has a subject and a predicate of its own and does the work of an adjective.

An adjective clause is introduced by relative pronouns who, which, that, but and relative adverbs–where, when, why.

(1) This is the pen which he gave me

(2) He is the man whom we respect.

(3) The reason why he did it is not known.

(4) The time when the plane will take off is not known.

(5) The house where you stayed is not far off.

Note : Relative adverbs –why, when, where–used in the sentences above are also used in the adverb clauses but in the above sentences they are used to make adjective clauses. In the above sentences they answer which reason, which time and which noun. Relative adjective clauses are of two kinds

(1) Defining relative clause

(2) No- defining relative clause.

A defining relative clause describes the preceding noun in such a way as to distinguish it from other nouns of the same class. It gives essential information in order to identify who or what is being talked about eg. A TT is a person who checks tickets on train.

Note : The word (noun) to which the relative clause relates is called the antecedent. In the above sentence 'person' is the antecedent of the underlined relative clause.

The relative clauses are not separated from the antecedent by commas (,) in writing.

The relative pronoun 'that' is used only in defining clauses. It can refer to person or things both. However 'who' (for person) and which (for things) may be used instead.

A non defining relative clauses : is used to qualify a noun that is already definite. Hence, it does not definite the noun, but gives additional information about. If the clause is removed, one can still identify who or what is being talked about. The relative clause is separated from the noun by commas.

My Grandma, who is 95 years old, believes that the earth is flat.

• SUMMARY

► The form of verb which shows the time of an action and its degree of completeness is tense.

► Each tense has four forms :

Indefinite- When the degree of completeness is not definite.

Continuous- When the action is in progress.

Perfect- When the action is completed.

Perfect continuous- When the action had started in the past but is still in progress.

► The Simple Present Tense is used

(i) To talk about something which happens regularly or as a habit

(ii) To express general truth

(iii) In exclamatory sentences beginning with here and there to express what is actually taking place in the present

(iv) To express a future event that is part of a fixed time table or fixed programme

(v) In running commentaries on sporting events

(vi) To write proverbs

(vii) To describe feelings, opinions, attitudes

► The Present Continuous is used

(i) to describe an action which is in progress at the time of speaking. Ordinarily, no adverb of time is used with it.

(ii) to describe a temporary action which may not be actually happening at the time of speaking.

(iii) to express an action that has been arranged to take place in the near future. One usually uses this tense to express one's immediate plans. The time of the action should be generally mentioned, otherwise there may be confusion between the present and future meaning.

(iv) to express some undesirable habit.

► The Present Perfect is used:

(i) To indicate completed activities in the immediate past (with just)

(ii) To express past action of which time is not given and is not definite

(iii) To express past actions when we think, more of their effect in the present than of the action itself.

(iv) To express an action beginning at some time in the past and continuing up to the present moment.

▶ The Present Perfect Continuous Tense is used:

(i) To express an action which began at some time in the past and is still continuing.

(ii) To express an action already finished.

▶ The Simple Past Tense is used:

(i) To express an action completed in the past. It often occurs with adverbs or adverb phrases of past time

(ii) Sometimes it is used without an adverb of time.

(iii) To express past habits;

▶ The past continuous tense is used:

(i) To express an action going on at some time in the past.

(ii) To express two actions taking place simultaneously in the past.

(iii) To express persistent habits in the past with always, continually etc.

(iv) With simple past tense when a new action happened in the middle of a longer action.

▶ The Past Perfect Tense is used

(i) To express an action completed before a certain moment in the past.

(ii) To express an action in the past, which was completed before another action, also in the past.

(iii) In indirect speech if the introductory verb is in the past tense

(iv) To express unfulfilled conditions or wish of the past.

▶ The past perfect continuous tense is used:

(i) To express an action that began before a certain point of time in the past and continued up to that time.

▶ The simple future tense is used

(i) To talk about things which we cannot control. It expresses the future as fact.

(ii) To talk about what we think or believe will happen in the future.

▶ The future continuous tense is used

(i) To express an event that is expected to take place in the normal cases

▶ Future Perfect Tense is used

(i) To express an action to be completed by a certain time in future.

▶ A clause is a part of a sentence that contains a subject and a predicate. It must have a finite verb.

▶ A noun clause is a group of words which contains a subject and predicate of its own and it does the work of a noun.

▶ An adverb clause is a group of words which contains subject and predicate of its own and it does the work of an adverb.

▶ Adjective clause is a group of words which has a subject and a predicate of its own and does the work of an adjective.

• TEST YOURSELF-II

1. Pick out the Noun Clauses in the following sentences :

(1) I cannot tell what other people think of me.

(2) Can you tell me who wrote Hamlet ?

(3) The report was that she had failed.

(4) His early poems showed that he was a great poet.

(5) Ask if she is at home.

(6) There is no sense in what she says.

- (7) Pay careful attention to what I am going to say.
- (8) Her great fear is that she may fail this year also.

2. Complete the following by adding suitable Noun Clauses :

- (1) No one knows _____.
- (2) We thought _____.
- (3) _____ is a mystery.
- (4) It grieved me to hear _____.
- (5) _____ is false.
- (6) This is exactly _____.
- (7) All of us accept the theory _____.
- (8) Do not believe in _____.

3. In each of the following sentences replace the words in italics by suitable Noun Clauses :

- (1) I know your great regard for him.
- (2) His arrival was quite unexpected.
- (3) The place of their meeting was known to the police.
- (4) I predict a change in the weather.
- (5) We expected an improvement in business.

4. Combine each set of Simple Sentences into one Complex Sentence, containing a Noun Clause:

- (1) He may fail again. This is his great fear.
- (2) He would win the first prize. That was his hope. His hope was not fulfilled.
- (3) He is hard-working. Everybody knows it.
- (4) He speaks fast. Otherwise he is a good teacher.
- (5) He may be at home. I do not know.

5. Pick out each Adjective/Adverb Clause in the following sentences :

1. This is the house that Jack built.
2. God helps those who help themselves.
3. Time which is lost is lost forever.
4. They never fail who die in a great cause.
5. The place where the collision took place has been discovered.
6. So bravely did they fight that the enemy had to retreat.
7. Note this down so that you may not forget it.
8. Because you have insulted me, I shall dismiss you.

6. Pick out the Adjective Clauses in the following sentences, and tell what noun or pronoun each qualifies :

1. Many had a little lamb whose fleece was white as snow.
2. The letter brought money which was badly needed.
3. I have a little shadow which goes in and out with me.
4. It's an ill mind that blows nobody any good.
5. He died in the village where he was born.

7. Combine each set of Simple Sentences into one Complex Sentence, containing an Adjective Clause :

1. You did not come to school yesterday. Can you tell me the reason ?
2. This is the garden. The finest roses grow here.
3. I met my old friend. He is now a Police Inspector.
4. This is the letter. Lita wrote it.
5. The boy sits near me. His father is a philosopher.

U N I T

7

VERBS

STRUCTURE

- Verbs
- Classification
- Modals and Primary Auxillary Verbs
- Transitive and Intransitive Verbs
- Non-Finite Verbs
 - Summary
 - Test Yourself

LEARNING OBJECTIVES

- After going through this unit you will learn :
- Verbs and their classifications in detail.
- Various categories of verbs and their applications.

• 7.1. VERBS

Definition : The doing words are called verbs.

Examples :

Dogs *bark*.

She *sings* a song.

Children *play*.

Sometimes nothing is actually done, and the verb is used to tell what a thing is, or has, or what is happening to it :

She *is* a girl.

Sohan *has* a house.

Milk *is liked* by me.

The play *is being praised* by all.

As the last two examples show, a verb often consists of two or more words.

• 7.2. CLASSIFICATIONS

Simple and Complex : A single-word verb is a **simple verb** while verbs with two or more words are **complex verbs**.

Consider these sentences :

She *sings*. (simple)

I *write*. (simple)

She *is singing*. (complex)

I *am writing*. (complex)

She *has been singing*. (""")

I *have written*. (""")

She *will be singing*. (""")

I *shall be writing*. (""")

She *does not sing*. (""")

Do I *write* ? (""")

Main Verb and Helping Verb : The verbs such as sing and write are **ordinary verbs**. These are also known as the **Main Verbs** or the **Principal Verb** when used with such verbs as *is, am, do, will* etc, which are called **Auxiliary or Helping Verbs**.

Helping Verbs : *Is, am, are, was, were; do, does, did; have, has, had; will, shall; would, should; can; may; could, might; must, need, dare, ought, used* are called special verbs.

Some of these can function as the main verb when ordinary verbs are not there. In that case these verbs behave as a finite verb too :

She <i>is</i> ill.	She <i>was</i> ill.
They <i>are</i> ill.	You <i>were</i> ill.
I <i>am</i> ill.	
I <i>do</i> my work.	He <i>does</i> his work.
They <i>do</i> their work.	She <i>did</i> her work.
I <i>have</i> a book.	He <i>has</i> a book.
They <i>have</i> a book.	You <i>had</i> a book.

When used with the main verb, these auxiliary verbs help to convey the tense, the voice, the mood and the type of the sentence. Hence, these are called helping verbs.

Examples :

I <i>am</i> writing a letter.	(present continuous tense)
A letter <i>is being</i> written by me.	(passive voice)
<i>Should</i> he write.....	(subjunctive mood)
<i>Am</i> I writing a letter ?	(interrogative)

Do I write a letter ?
(interrogative)

• 7.3. MODALS AND PRIMARY AUXILIARY VERBS

Auxiliary verbs are of two kinds :

1. Primary Auxiliary Verbs
 2. Modal Auxiliaries.
1. Primary Auxiliaries are three :
- be, do, have

These change their forms according to the person, the tense, and the number of the subject.

be	— is, am, are, was, were, been
do	— did, does, done
have	— has, had

2. Modals are used to express the moods or the mental attitude towards the action being performed :

Some of the commonly used modals are given below :

Can	:	used to express permission, ability and possibility
		They can sit in the bedroom.
		She cannot run. Can you cook ?
		Can it be he at this hour ?
May	:	used to express permission, and probability :
		May I come in ?
		You may stay for two days.
		It may rain.
		He may turn up.

- Shall** : used to denote future tense, suggestions, advisability and determination on the part of the authorities etc.
 We shall go.
 Shall we go ?
 Shall I put on the lights ?
 The commission shall find out the truth.
- Will** : used to denote future tense, promise and intention and request etc.
 They will come.
 I will help you.
 He will tell a story.
 Will you move a little ?
- Must** : used to denote necessity and obligation :
 You must work hard.
 They must not go there.
 She must be more punctual.
- Should** : used as the past tense form of shall, and to denote obligation or advisability, assumption etc :
 You should get ready.
 They should leave now.
 This should be your painting.
- Would** : used as the past tense of will, and to denote a request, a habitual action, and in a conditional sentence of imaginary past :
 They said that they would come.
 Would you come tomorrow again ?
 I would like to go now.
 He would come and play cards with me.
 If I were you. I would not do it.

Need, Dare and Used are called semi-modals too because they function as ordinary verbs also.

• 7.4. TRANSITIVE AND INTRANSITIVE VERBS :

The main verbs can be divided into two kinds :

1. Transitive
2. Intransitive

1. Transitive Verb : A verb is said to be transitive when the action performed, and denoted by this verb, passes over from the subject to some object.

Examples :

He cut the *tree*.

She sent a *flower to me*.

Some transitive verbs can have two objects which can be direct and indirect objects :

She sent *me* a *flower*.

(indirect) (direct)

2. Intransitive Verb : A verb is said to be intransitive when the action performed, and denoted by this verb, does not affect an object; it stops with the subject of the verb.

Examples :

She *laughed*.

The children *are sleeping*.

I *ran* and I *won*.

You *failed*.

The wind *blows*.

Sometimes a transitive verb is used as an intransitive verb, and an intransitive verb is used as a transitive verb too :

Death destroys to rebuild.

He walked the child.

Most of the verbs can be used both transitively and intransitively.

Some intransitive verbs have different transitive forms :

fall	:	fell
rise	:	raise
lie	:	lay

Finite and Non-Finite Verbs : Consider the following : She sings.

The girl is *singing*.

The girl was *singing*.

She wants *to sing*.

She wanted *to sing*.

She loves *singing*.

She loved *singing*.

Singing is a good exercise.

Singing was good for her.

They want *to sing*.

I shall *sing*. You *sang*.

When a verb is modified by the number and the person of its subject, and by the tense of the sentence, it is called a finite verb.

Examples :

is — was, want — wants — wanted; loves — loved; sing — sings — sang.

When a verb is not modified by the number, the person, and the tense in the sentence, it is called a non-finite verb. The verbs in the italics in the examples given above are non-finite verbs :

to sing, singing

These are not affected by the change in the tense, or by the change in the subject.

• 7.5. NON-FINITE VERBS

Non-finite verbs can be of three kinds :

- | | | |
|---------------|---------------|-----------|
| 1. Infinitive | 2. Participle | 3. Gerund |
|---------------|---------------|-----------|

An Infinitive is a non-finite verb, or verb in the first form generally preceded by 'to'. It can function as a noun, adjective and adverb in a sentence.

Examples :

To fly is not your prerogative.

Make him *do* it.

He prefers *to stay* at the hotel.

This is a dish *to relish*.

I work *to succeed*.

2. A participle is a non-finite verb used as an adjective. It can be a Present Participle (verb + ing) or a Past Participle (verb in its third form).

Examples :

All worship the *rising* sun.

The *flying* bird is worth seeing.

Feeling the pressure, the victim yielded.

They left me *sleeping*.

A *painted* face looks horrible.

She found the glass *broken*.

3. A Gerund is a non-finite verb used as a noun. It is the — ing form of the verb.

Examples :

Walking is a mild exercise.

We enjoyed *laughing*.

She dislikes *cooking*.

Strong and Weak Verbs :

Verbs have several forms according to their usage and the tenses. All the forms of a verb can be obtained from its three main forms :

1. The present
2. The past, and
3. The past participle

These are also called the first, the second and the third forms of a verb.

On the basis of these formations we divide verbs into two categories :

1. Strong Verbs
2. Weak Verbs

1. Strong verbs are those of which the second and third forms are formed by changing a vowel in the body of the word, and not by adding -d, -ed, or -t.

For example :

Present	Past	Past Participle
come	came	come
beget	begot	begotten
drive	drove	driven
grow	grew	grown
break	broke	broken
know	knew	known
shrink	shrank	shrunk
begin	began	begun
see	saw	seen
weave	wove	woven
strike	struck	stricken
steal	stole	stolen
tread	trod	trodden

2. Weak verbs are those of which the second and the third forms are formed by adding -d, -ed, or -t, with or without a vowel change.

For example :

Present	Past	Past Participle
sleep	slept	slept
keep	kept	kept
deal	dealt	dealt
dwell	dwelt	dwelt
mean	meant	meant
bring	brought	brought
tell	told	told
catch	caught	caught
work	worked	worked
teach	taught	taught
live	lived	lived
cloth	clothed	clothed
control	controlled	controlled

• SUMMARY

- ▶ The Doing words are called verbs

- ▶ Simple and Complex : A single-word verb is a **simple verb** while verbs with two or more verbs are **complex verbs**.
- ▶ Primary Auxiliaries are three :
be, do, have
These change their forms according to the person, the tense, and the number of the subject.
- ▶ Modals are used to express the moods or the mental attitude towards the action being performed.
- ▶ The main verbs can be divided into two kinds : (i) transitive (ii) intransitive
- ▶ A verb is said to be transitive when the action performed, and denoted by this verb, passes over from the subject to some object.
- ▶ A verb is said to be intransitive when the action performed, and denoted by this verb, does not affect an object; it stops with the subject of the verb.

• TEST YOURSELF

1. *Fill in the blanks with appropriate Modals :*

1. Shego tomorrow.
2. Dogs..... not fly.
3. A student.....to complete his work in time.
4. I think I.....not start so early.
5. They.....not make a noise here.
6. Yes, you.....come in and sit.

ANSWERS

- | | | | | | |
|----|------|----|------|----|-------|
| 1. | will | 2. | can | 3. | ought |
| 4. | need | 5. | must | 6. | may |

2. *Fill in the blanks with appropriate non-finite verbs :*

1. He has decided (join)
2. She likes..... novels. (read)
3. You have a.....bird. (sing)
4. in life you must work hard. (rise)
5. is a tough exercise. (ride)
6. hearts will make you cry. (break)
7. I forgot the letter. (post)
8. I still remember his (teach)
9. I felt the ship and jumped into the water. (sink)
10. He saw the ship and disappear. (sink)

ANSWERS

- | | | | | | | | |
|----|---------|-----|---------|----|---------|----|----------|
| 1. | to join | 2. | reading | 3. | singing | 4. | To rise |
| 5. | Riding | 6. | Broken | 7. | to post | 8. | teaching |
| 9. | sinking | 10. | sink | | | | |

8

DETERMINERS

STRUCTURE

- Determiners
 - Summary
 - Test Yourself-I
 - Test Yourself-II

LEARNING OBJECTIVE

After going through this unit you will learn :

- What is a determiner and how it is used.
- About various categories of determiners in detail.

• ~~8.1~~ DETERMINERS

A Determiner is a word that comes before a noun and limits its meaning. Apart from articles (a, an, the), the other most common determiners are, : any, much, several, few, little, each, every, all, both, either, neither, no, half, my, our, your, his, her, its, their, this, that, these, those, one, third, etc.

Thus we can say that Determiners include

- (i) Articles : (a, an, the)
- (ii) Demonstrative Adjectives : (This, that, these, those)
- (iii) Possessive Adjectives : (My, our, your, her, his, its, their,
- (iv) Adjectives of quantity and number : (Few, the few, a few, little, same, any, much, many, all, both, each, every, either, neither, one, two, three, first, second, third, fewer, a lot of, a large number of, a great deal of, a good deal of, etc.

Articles : 'A'/'An' and 'the'

'A' and 'An' are called Indefinite Articles.

They are so called because they don't refer to any particular person or thing; as

- (i) A girl (any girl)
- (ii) A boy (any boy)
- (iii) A movie (any movie)

"The" is called Definite Article as it points out some particular person or thing; as I met the girl. (Some particular girl)

Article A

Article 'a' is used before 'singular countable nouns beginning with consonants', as a boy, a table, a girl, a pen

Article 'an' is used before singular countable nouns beginning with vowels; as an umbrella, an ox, an egg, an almirah.

Note :

The choice between 'a' and 'an' is determined by sound. Thus we say 'an hour', 'a union', 'a university', a European; 'a useful thing', 'a one rupee note', 'a one-eyed man',

We say 'an hour because 'h' is a consonant but, it is not pronounced. Similarly, we say 'a European', because the pronunciation of the word 'European' is 'Yuropean' and as 'Y' is a consonant hence, article 'a' is used.

Article 'the'

Definite article 'the' is used :

- (1) When a particular person or thing is spoken of e.g. I know the way
- (2) When a singular noun' is meant to represent a whole class; e.g. The dog is a faithful animal.
- (3) With names of rivers, seas, oceans, gulfs group of islands and mountain ranges; as. e.g. The Ganges
- (4) Before the name of scriptures The Gita
- (5) Before common nouns of unique kind; the sun, the moon, the earth.
- (6) Before a proper Noun only when it is qualified by Adjective. The great Hamlet
- (7) Before the superlative degree of adjective; as,
 - (i) He is the best player of our school.
- (8) Before ordinals; as
 - (i) The third page of this book is torn.
- (9) Before musical instruments; as, I can play the Guitar
- (10) Before an adverb with comparative degree; as (i) The more you get, the more you want.

Demonstratives

This, that, these, those are called demonstratives. They can be used both as adjectives and pronouns. They point to some people or some thing (s).

Example :	This is my book	(Pronoun)
	These are his letters.	(Pronoun)
	What is that smoke cloud?	(Adjective)
	This book is mine.	(Adjective)

Possessives :

The words 'my, your, his, her, its, our, their' are possessives. These words show that a certain thing or a person belongs to certain person or thing. They are also known as possessive adjectives.

- I must do my homework.
- She must do her homework.
- He must do his homework.
- We must do our homework.
- They must do their homework.

The underlined words above are possessive adjectives as they are placed before nouns and act as adjectives or quality words.

- This pen is mine.
- That shirt is yours.
- The Gold Medal is ours now.
- These sweets are hers.
- These resorts are theirs.
- This bat is his.

Above underlined words are known as possessive pronouns. In meaning they are similar to possessive adjectives but possessive adjectives come before nouns and possessive pronouns come after the nouns to which they refer.

Indefinite Adjectives :

- some, any Some is used in affirmative sentences.
Ex. There were some interesting people in the meeting.
- In questions where positive response is expected.
Did you buy some new items?
- In interrogative sentences while making polite requests
Will you give me some money?
Would you like to have some more pista?
Any : It is used with negative verbs
ex : I did not buy any mangoes.

With questions :

ex : Do you have any new article for publishing?

Each : Every; Either, neither—Each means one of two things and every is used with numbers exceeding two as :

1. Each of them was given a souveigneur.
 2. Every man wants to be happy.
- 'Either' means any of two'. It takes a singular verb.
Either book will do.
'Either' is followed by 'or'

Either Ram or Ramesh has stolen the book.

Another : Another is used with singular countable nouns to talk about an additional person or the things of the same type as have already been mentioned.

Can I have another cup of tea ?

Other : 'Other is used with plural nouns or sometimes with uncountable nouns

Either : Either they are asleep or involved in other activities.

Enough : 'Enough' denotes that there is as much thing as is needed.

I have enough space to accommodate you all.

Most : 'Most' denotes nearly all of a group or a noun.

Most people have recovered from H N but the disease is contagious.

Several : 'Several indicates number that is not very large but more than two.

I have seen this movie several times.

Neither : is the negative of either and is followed by nor. It means not one and not the other.

eg : Neither flowers not incence sticks can please God. It is only faith that can please Him.

Much, Many : 'Much' denotes quantity and 'many' stands for number. 'Much' is used with uncountable nouns 'and takes a singular verb.

'Many' is used with 'plural nouns' and takes a plural verb. Many is followed by a singular countable noun and takes a singular verb.

- (1) Is there much rice left in the cooker ?
- (2) Many things need to be done immediately.

Little, a little, the little

Little denotes hardly any, or not much.

- (1) There is little hope of his survival.
- (2) The Government did little for drought victims.

A little : denotes 'some at least'.

- (i) A little knowledge is a dangerous thing.

The little means some. It can be used both positively and negatively.

The little help which the farmers got from the Government; is not enough for their survival. (Negative)

The little help which I got from my brother is enough to pass the examination. (Positive)

'Few'-denotes negative meaning.

There were few customers in the shop, for the shopkeeper was relaxing.

(ii) The few means 'not many'. It has both positive and negative meaning.

The few members who came to attend the meeting left soon.

(iii) A few means 'some at least' : It has positive meaning.

(1) A few days holiday will make your mind and body relaxed

Less - 'Less' is used to refer to an amount of something that is smaller than another amount. It is usually used before uncountable nouns.

(1) Slum area children have less access to education.

Fewer is used to refer to a group of things, that is smaller than another group before plural nouns.

There are fewer plants here.

One, another, other : 'one' is used in the situations where we want to say something about a particular member of the group.

She is the one, whom I like the most.

• SUMMARY

▶ A Determiner is a word that comes before a noun and limits its meaning.

▶ Determiners include

(i) Articles : (a, an, the)

(ii) Demonstrative Adjectives : (This, that, these, those)

(iii) Possessive Adjectives : (My, our, your, her, his, its, their,

(iv) Adjectives of quantity and number :

▶ 'A' and 'An' are called Indefinite Articles.

▶ "The" is called Definite Article as it points out some particular person or thing.

▶ This, that, these, those are called demonstratives. They can be used both as adjectives and pronouns

▶ The words 'my, your, his, her, its, our, their' are possessives. These words show that a certain thing or a person belongs to certain person or thing.

• TEST YOURSELF-I

1. Fill in 'a', 'an' or 'the' in the following sentences.

(a) Haridwar is _____ holy city.

(b) We discussed _____ matter seriously.

(c) Sonu got _____ best prize.

(d) French is _____ difficult language.

(e) While there is life, there is _____ hope.

(f) She has come without _____ umbrella.

(g) I bought _____ horse _____ ox and _____ cow.

(h) You are _____ untidy boy.

(i) Sanskrit is not _____ easy language.

2. Fill in the blanks with 'a' or 'an' and put a cross (+) where no article is needed.

There is (a) _____ flower shop in our neighborhood. It has

(b) _____ lot of varieties of flowers. It also sells

(c) _____ artificial flowers. It is run by (d) _____

old woman who bought it from (e) _____ English man. These days

(f) _____ annual discount sale is going on there. That's why these days there is (g) _____ great rush at the shop. It is closed once in (h) _____ month.

3. Correct the following sentences.

- (a) The man is mortal. _____
 (b) I am going to hospital to visit sick friend. _____
 (c) Shatabdi is one of the fastest trains of India. _____
 (d) London is on Thames. _____
 (e) French live in France just as Indian lives in India. _____
 (f) I play the cricket. _____
 (g) The lead is very heavy. _____
 (h) When do you have the dinner ? _____
 (i) I hope to be the doctor. _____
 (j) Italy is an European country. _____

4. In the following pairs, tick (✓) the sentences which are grammatically acceptable.

- (a) I have a book of History.
I have the book of History.
 (b) Kalidas is a Shakespeare of India.
Kalidas is the Shakespeare of India.
 (c) Rome was not built in a day.
Rome was not built in the day.
 (d) Sohan Pal is an M.L.A.
Sohan Pal is a M.L. A.
 (e) The man in the car is a detective.
The man in a car in a detective.
 (f) Mr. Narayan is a one eyed man.
Mr. Narayan is an one eyed man.
 (g) Newton was a great scientist.
Newton was the great scientist.

ANSWERS

1. (a) a (b) the (c) the (d) a
 (e) a (f) an (g) a, an, a (h) an
 (i) an
2. (a) a (b) a (c) an (d) a
 (e) an (f) the (g) a (h) a
3. (a) Man is mortal.
 (b) I am going to the hospital to visit a sick.
 (c) The Shatabdi is one of the fastest trains of India
 (d) London is on the Thames.
 (e) The French live in France just as the Indian live in India.
 (f) I play cricket.
 (g) Lead is very heavy
 (h) When do you have dinner.
 (i) I hope to be doctor.
 (j) Italy is a European country.
4. (a) ✓ × (b) × ✓ (c) (x) ✓ × (d) (δ) ✓ ×
 (e) × ✓ (f) × ✓ (g) × ✓

• TEST YOURSELF-II

1. Fill in the blanks with 'this', 'that', 'these' or 'those'

- (a) _____ who live in glass houses should not throw stones at others'.

- (b) Whose book is _____
 (c) _____ girl with the umbrella is a new student.
 (d) Why don't you visit us one of _____ days?
 (e) I'm not one of _____ who complain and grumble.

2. Fill in the Blank with appropriate demonstratives.

- (a) _____ is Arun, my elder brother and _____ lady in white sari, is his wife Saunia.
 (b) _____ are their children Luv and Piu. "said Sneha as she flipped through her family album.

3. Fill in the blanks with appropriate possessives given in the brackets.

- (a) All books are lying on the bed _____ (my/mine)
 (b) 'Can I borrow _____ pen, please?' "Oh! sure, it is all _____?" (your/yours)
 (c) Why hasn't she done _____ (her/hers) homework?
 (d) These pictures are _____ (their/theirs)
 (e) Neha and Sumit don't like _____ (their/theirs) new teacher.
 (f) "O, you've still got so many chocolates? But I have already finished _____ (my/mine).
 (g) I think that dog has broken _____ (it/its) leg.
 (h) One should obey _____ (one/one's) elders.
 (i) He took _____ (mine/my) hand in _____ (his/her) hand.
 (j) _____ (Their/theirs) house is very similar to _____ (our/ours).

4. Complete the following letter by filling in the blanks with appropriate possessive adjectives or possessive pronouns.

Hi Amit

Don't blink (a) _____ eyes on receiving (b) _____ letter. How is Saurabh? Has he finished (c) _____ M.B.A? What about Shobhit? Is (d) _____ research project going on smoothly? Meanwhile, Lalit has already finished (e) _____ assignments. Have you finished (f) _____ too? I haven't even started. (g) _____ If I send you my assignments can you lend me (h) _____ for study? Lalit wouldn't share (i) _____ with me at all. Nishank! has already submitted _____ Isn't it surprising? I've got to go now. Write back soon.

Yours ever.
 Shamit

ANSWERS

- | | | | |
|-----------------|-----------------|----------|------------|
| 1. (a) Those | (b) this | (c) That | (d) These |
| (e) Those | | | |
| 2. (a) He, that | (b) these | | |
| 3. (a) mine | (b) your, yours | (c) her | (d) theirs |
| (e) their | (f) mine | (g) its | (h) one's |
| (i) my, his | (j) Their, ours | | |
| 4. (a) your | (b) my | (c) his | (d) his |
| (e) his (f) | Yours | (g) Mine | (h) Yours |
| (i) his (j) | his | | |

9

THE CONJUNCTIONS

STRUCTURE

- Conjunctions
- Summary
- Test Yourself

LEARNING OBJECTIVE

- After going through this unit you will learn :
- Conjunctions in detail and its applications
 - Various classes of conjunctions.

• 9.1. THE CONJUNCTIONS

A conjunction is a word which joins together two sentences and sometimes words.

Class of conjunctions

Conjunctions are divided into three classes.

- (1) Co-ordinating (2) Subordinating (3) correlative

(1) Co-ordinating Conjunction :

A co-ordinating conjunction joins together statements or clauses or phrases of equal rank.

The chief co-ordinating conjunctions are and, but, for, or, still, yet, so, otherwise, nor, neither, either, as well as, etc.

- (1) The cattle graze **and** the shepherds sing.
- (2) She must weep **or** she will die.
- (3) He is rich **but** he is miser.

(2) Subordinating Conjunction :

A subordinating conjunction is defined as a word that joins a clause to another on which it depends for its full meaning. A subordinating conjunction introduces the dependent or subordinate clause. The chief subordinating conjunctions are : after, because if, that, though, although, till, before, unless, as, when, where, while, than, that, etc.

- (1) Make hay **while** the sun shines,
- (2) *He ran away* **because** *he was afraid* of the situation.

(3) Correlative Conjunction :

There are certain conjunctions or conjunctive expressions in English that always go in pairs.

These are known as corelatives.

- They are Neither — Nor — she cares neither for me nor for my parents.
- Both — And — She ate both the bread and the banana
- Either—or — Either eat or place it on the table.

Not only — but also — Nehru was not only a great statesman but also a distinguished writer.

No Sooner — than — No sooner did she enter the examination hall than the bell rang.

Though — yet — Though he is poor yet he is happy.

So—that — He shouted so loudly that everybody was shocked.

Hardly — When — Hardly had he gone out when it started raining.

Whether — or — I don't care whether he performs or not.

Use of some important conjunctions

- **And, as well as, not only, but also**—merely add one statement to another.
eg. Sita and I are good Friends.
eg. Rahul as well as Neeraj are guilty.
eg. He not only failed in the examination but was also terminated from the college.
- **But, still, yet** are used to express opposition or contrast between two statements.
eg. He is rich but he is miser.
eg. She was excited, still she kept quiet.
eg. She strived a lot yet failed.
- **Though, Although, However,** also express contrast
eg. Although you don't like you can still be polite.
eg. Though he is very ill yet he always keeps himself positive.
eg. We were late, however we decided to go.
- **Either or, Neither nor** express a choice between two alternatives.
eg. He was neither a good father nor a good husband.
eg. Either he or his sister did it.
eg. Walk cautiously or you'll stumble.
- **For, therefore, so** express inference.
eg. It will rain for there are black clouds.
eg. As and since are used to express reason.
eg. Since you wish it, it shall be done.
eg. As he was laborious, the teacher encouraged him.
- **Because** is also used to express reason
eg. I honour him because he is an honest man.
- **After, before, till, since, ere** are used to denote time :
eg. Sachin scored sixty before he was caught at the wicket.
eg. I reached the station after the train had left.
- **That, so that, lest, in order that, so as to** denote purpose.
eg. We eat so that we may live.
eg. He worked hard lest he should fail.
- **If, unless** express condition
eg. Nation cannot progress unless we work hard
eg. I will do this if I am allowed.
- **'Than'** is used to express comparison
eg. I am taller than Harsit.

• SUMMARY

- ▶ A conjunction is a word which joins together two sentences and sometimes words.
- ▶ **Class of conjunctions**
Conjunctions are divided into three classes.
(1) Co-ordinating (2) Subordinating (3) correlative
- ▶ A co-ordinating conjunction joins together statements or clauses or phrases of equal rank.
- ▶ A subordinating conjunction is defined as a word that joins a clause to another on which it depends for its full meaning.

► There are certain conjunctions or conjunctive expressions in English that always go in pairs.

• TEST YOURSELF

1. Fill in the blanks with appropriate conjunctions

- (a) Ram _____ Rohan are playing.
- (b) Strike _____ the iron is hot.
- (c) _____ you work harder _____ you will fail.
- (d) He was angry _____ fine ones.
- (e) Fit words are better _____ fine ones.
- (f) We camped there _____ it was dark.
- (g) I lost the prize _____ I tried my best.
- (h) He tried to get up _____ he couldn't.
- (i) He is poor _____ he is contented.
- (j) Several people were passing _____ nobody offered to help.
- (k) He bowed _____ gallantly kissed my hand.
- (l) My heart jumps _____ I behold a rainbow in the sky.
- (m) I found my watch _____ I had put it.
- (n) Take care _____ else it will be too late.
- (o) You will be punished _____ you commit an error.

2. Join the sentences by means of a suitable conjunction. Make changes wherever necessary.

- (a) There is life. / There is hope. _____
- (b) I am tired/ I can not go on. _____
- (c) He is rich/ He is not happy. _____
- (d) I shall go/ 'Fancy leads me. _____
- (e) My brother went to office/ My sister stayed at home. _____
- (f) He is seriously wounded/ He met with an accident. _____
- (g) I came in/ the train stopped. _____
- (h) He is slow/ He is sure. _____
- (i) He was not there/ I spoke to his brother. _____
- (j) He was punished/ He was guilty. _____

3. Fill in the blanks with suitable conjunctions

Some books are not (a) _____ important. We can just taste them by reading some parts. Some other books, lacking in depth. (b) _____ seriousness can be completed in a hurried manner. In such cases, (c) _____ a light novel, superficial reading would serve the purpose. It is like swallowing a book, they are (d) _____ so interesting (e) _____ arises curiosity. There are only few books which should be studied with (f) _____ much concentration (g) _____ we eat food to chew and digest. (h) _____ the subject matter is not very important then one should go for summaries prepared by other. (i) _____ this is possible only in lesser sorts of books. After all a summary is (j) _____ dry. (k) _____ tasteless (l) _____ distilled water; it contains the quintessence, (m) _____ it has lost the charm.

4. Point out the conjunctions in the following sentences and state whether they are co-ordinating or subordinating.

- (1) Unless you work hard you can not pass. _____
- (2) The airplane landed after we had left. _____
- (3) You are richer than I am. _____

- (4) He put the best efforts but failed. _____
- (5) I went to market but it was closed. _____
- (6) He asked whether he could go. _____
- (7) Do not go before I come. _____
- (8) He said that he would come in time. _____

5. The following passage has not been edited. There is an error in the use of conjunction in each of the lines where a blank is given underline the incorrect word and write the correction in the space provided.

In 1502 the great explorer Christopher Columbus visited the west Indies in a new search for a sea route to India.

As he was there, the natives told him of a (a) _____ mysterious channel leading into the Pacific Ocean. Which (b) _____ ran across the present Panama Canal, joining North America with South America. (c) _____ Columbus searchel for this channel and in vain. (d) _____ Nobody else attempted to do so unless 1879, (e) _____ As a Frenchman set himself to the Task. (f) _____ As if there were many difficulties on the way, (g) _____ Although they overcame with undaunted courage, and hard work. (h) _____

ANSWERS

1. (a) and (b) when (c) either, otherwise
 (d) because we were late. (e) than
 (f) when (g) but (h) but (i) but
 (j) but (k) and (l) when (m) where
 (n) or (o) if
2. (a) While there is life there is hope.
 (b) I am tired so I can not go on.
 (c) Although he is rich, he is not happy.
 (d) I shall go whether fancy leads me.
 (e) My brother went to office but my sister stayed at home.
 (f) He is seriously wounded because he met with an accident.
 (g) The train stopped when I had come.
 (h) He is slow but he is sure.
 (i) He was not there so I spoke to his brother.
 (j) He was punished because he was guilty.
3. (a) so (b) and (c) only (d) not
 (e) to (f) so (g) as (h) when
 (i) and (j) so (k) and (l) like
 (m) and
4. (1) Unless Subordinating
 (2) after subordinating
 (3) than subordinating
 (4) but co-ordinating
 (5) but co-ordinating
 (6) whether subordinating
 (7) before subordinating
 (8) that subordinating
5. (a) when (b) to (c) to (d) But
 (e) Till (f) When (g) Although (h) But