

SYLLABUS
B.A. PART - I
GENERAL ENGLISH

PAPER-B
Applied Grammar and Compositon

UNIT-I

The passage for expansion will be on social or imaginative issues. The passage in its expanded form should be of 150 words. The examiner will provide clues to the student for the expansion of the passage. 10 Marks

UNIT-II

Comprehension **10 Marks**

This unit will have a passage for comprehension. The candidates will be required to answer the questions in the own simple English given at the end of an unseen passage. No credit will be given for mechanical lifting of the language.

UNIT-III

Applied Grammar **20 Marks**

- (a) Change the Narration :
A running passage of 8 sentences will be set by examiner. The narration is to be changed from direct to indirect. 8 Marks
- (b) Phrasal Verbs : (Four out of eight) 4 Marks
- (c) Corrections :
Common errors pertaining to noun, pronoun, adverb, preposition in sentences. (Four out of six). 4 Marks
- (d) Transformation :
 - (i) Conversion of sentence from affirmative to negative and vice-versa. 2 Marks
 - (ii) Conversion from interrogative to assertive and vice-versa (four out of six) 2 Marks

Structure

Objectives
What is a Paragraph?
Essential Elements in a Paragraph
How to write a Paragraph
Suggestions for Writing a Good Paragraph
Specimen Paragraphs
Self-Check Exercises
Model Paragraphs
Examination Oriented Questions
Let Us Sum Up

Objectives

Our objective in this lesson is to acquaint the learner with the art of paragraph writing. Paragraph writing is short composition. It is devoted to one thought/idea/aspect. The length of the paragraph has to be appropriate. From the examination point of view you are required to write a paragraph of 150 words on any one of the four given topics.

What is a Paragraph ?

A paragraph consists of a series of sentences written on a particular subject. Sentences should deal with one topic and the easiest way to ensure this coherence

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is to keep on to one single subject. Usually a topic sentence in the beginning of a paragraph sets the tone of the whole paragraph. All the sentences are so grouped that they serve to develop the main theme. They are either explanatory or illustrative and radiate from the topic sentence.

Essential Elements in a Paragraph

The paragraph should read as an organic whole and not a group of loosely-strung or haphazard sentences. The paragraph must have the virtues of unity, logical development and clarity. Logical sequence is very important in the amplification of an idea. Every sentence should logically grow out of the preceding one and there should be no abruptness or jolt anywhere in the paragraph. Thus continuity, logical sequence and clarity may be termed as essential qualities of a good paragraph.

How to Write a Paragraph

The method, by which a topic may be developed, varies according to the nature of the topic and its purpose. The following are the common devices for developing sentences into a paragraph :

- (i) by giving reason ;
- (ii) development by specific examples ;
- (iii) discussion of the validity of the assumption underlying the given statement;
- (iv) development of the theme by comparison and by contrast or analogies ;
- (v) discussion of the implications or the consequences ;
- (vi) presenting cause and effect ;
- (vii) defining the terms and further explanation ; and
- (viii) combination of any two or more of the methods stated above.

It should be noted that no statement will admit of the use of a single method. It may require us to adopt one or more or a combination of some of them. It also depends upon the nature of the given statement. For the sake of study and simplification we will discuss each of them separately.

- (i) **Giving reasons :** This method involves rational progression towards a conclusion based on the presentation of adequate reasons. It implies giving reasons for belief. If this method is employed, it is better to avoid mixing up illustrations or definitions with it. The reasons must not be obscure. They must be cumulative and cogent.
- (ii) **Development by Specific Examples and Illustrations :** This method is serviceable whether we proceed from the general to the particular or from particular to the general. The method “general to particular” is useful when the basic meaning of the topic-statement is very clear and does not require evidence.
- (iii) **Discussing the Assumption Underlying the Given Statement:** Statements are generally based on certain assumptions which may or may not be valid from our point of view. Instead of demolishing or supporting the ideas expressed in the statement, sometimes it is advisable to discuss the assumption on which the statement is based.
- (iv) **Development by Comparison, Contrast or Analogies :** A very natural method of absorbing new information is to learn the unfamiliar in terms of familiar or the new terms for the old or the “unknown” in terms of the “known”. Comparisons or contrast or analogies are some of the devices in the process of actualizing the “unknown” through the “known”.
- (v) **Discussing the Implementations or Consequences :** A given topical statement is accepted as it stands and we can discuss its implications. The consequences of the substance of the statement are not questioned.
- (vi) **Presenting the Cause and Effect :** A topic may be developed by the method of presenting cause and effect. A paragraph may show (a) the causes of the phenomenon or conditions stated in the given statement ; or (b) it may show its effects ; or (c) relate the cause and effect.
- (vii) **Definition of the Terms and Explanations :** Sometimes one or more of the terms used in the statement of the topic may need to be defined and elaborated. For example, in the statement “Where is the wisdom we have lost in the knowledge ? Where is the knowledge we lost in information ?”

It appears essential to define or explain the three terms “*Wisdom, knowledge and information*” and establish the difference. Only after that can we proceed to explain their relationship, either by abstract analysis or by comparison or by giving illustrations. But in the interest of the unity of paragraph it will be inadvisable to employ several methods in the same paragraph. The process of defining sometimes includes negative definition, i.e., telling what a thing is not as well as what it is.

- (viii) **Combination of Methods :** All statements cannot be developed by adopting a single method. But they can be more suitably treated by a combination of methods enumerated above. We must be consciously aware of the various patterns, plus their logical combination and then practise writing the paragraph until the sub-conscious mind takes it over.

Suggestions for Writing a Good Paragraph

- (1) Unity is the key note of a paragraph. It must deal with one topic or thought and that topic or thought should be developed logically and clearly. Every sentence in a paragraph contributes to its beauty and power. This beauty lies in the proper selection of words, in proper arrangement of your syntax and in neat phrasing. And as a paragraph deals with one topic or subject, there should be no digression whatsoever, and the candidate must concentrate on explaining and elucidating the idea as best as possible.
- (2) Correct interpretation and full understanding of the given idea or proverb is the first requisite of paragraph writing. The candidate must make sure that he has understood the given words fully before he sets out to write the paragraph. In this connection, a candidate must bear in mind that some ideas or proverbs can be taken literally whereas others need a metaphorical interpretation. Any confusion between these two is bound to lead to a ridiculous paragraph. We can't give any golden rule for finding out where a particular sentence needs literal interpretation or metaphorical and what interpretation a student puts on, it would depend entirely on his intelligence and common sense.
- (3) Our advice to the candidates is to use simple but forceful language. Some candidates think that they can impress an examiner by writing high-sounding words and very long and involved sentences. We may add for your information

that such long sentences often ring hollow unless what the writer says is really pithy and intelligent. Simple language has a force and charm of its own, and the highest and the noblest thoughts are often expressed in simple words. Make your expression simple and stick to the main topic.

- (4) One mistake that candidates often commit is that they stuff their paragraph with quotations indiscriminately as if by this device, they shall be able to get more marks. After all, what is the sense in introducing about hundred words of a quotation in a paragraph of 200 words ? If you have some striking quotation in mind, and if it is very relevant to the topic you are dealing with include it by all means. But indiscriminate use of quotations or piling up quotations upon quotations is liable to be penalised. Very good paragraphs can be written often without giving even a single quotation. If you have developed and elucidated the given idea well, then your paragraph does not need the authority of some greater thinker or writer.
- (5) The first sentence should always be framed and worded with great care as it is the key sentence of the paragraph you are writing.
- (6) The concluding sentence should be equally carefully worded, for it constitutes the essence of all that you have written in the paragraph. Here is your last opportunity to write pithily over the idea or statement given for paragraph-writing.
- (7) After having finished the paragraph, check up the number of words and note it at the end of the para. Also check up your grammar and punctuation. This is very important.

SPECIMEN PARAGRAPHS

One is as old as one feels

It is man's attitude to life and his reactions to the world around that make him young or old. Age does not depend on the number of years he has lived. A young man may feel tired of life and disgusted with the world. Feeling disinterested in the affairs of the world or floored by its complexity, he may be really old in his thought and attitude inspite of his youth. On the other hand, an old man whose physical powers are unimpaired and who has a keen interest in the life around him and the world in general, is really young. Shakespeare makes Henry IV at the age

of 34 open speech with "So shaken as we are so man with care." Dr. Adenaur in his late 80's was vigorously campaigning for his Christian Democratic Party in the last German election to the Reichstag and showing himself off like a young man because he felt so. Some may not accept this saying as an absolute truth but there is a great deal of substance in this.

A bad workman quarrels with his tools

It is a general tendency with people, who do not execute their work properly, to attribute their failure to extraneous causes while the real reason may be their own idleness and indifference. They are the bad workmen who complain of their tools and attribute their failure to them, e.g., an unskilled carpenter finding fault with his chisels, etc. Our research students at times complain of lack of up to date equipment in their laboratories. The good workman makes excellent use of the available tools while the bad workman shifts the blame to others. It is the man and his diligence that matters most, not the favourable or unfavourable circumstances in which he is placed.

No Pains, No Gains

There is no success or reward for persons who do not work or take pains. Nothing worthy of achievement is won without infinite labour patiently put in. Thomas Alva Edison was able to amaze the world with his wonderful inventions because of his capacity to take pains, he believed in and acted up to his idea, the genius was 99% perspiration and 1% inspiration. Same is true of any one of the great scientists, Raman or Einstein. It took Gandhiji years of patient work to lift the Indian masses out of the dust to consciousness of their dignity and freedom. It is only the labourer who is worth of hire. There is great deal of truth in the poet's lines which say that the great men who attained and kept the heights were toiling hard in the night while their companions slept. Hogarth's Engraving on industry and idleness, where he tells the story of the grasshopper that died in winter and the ant that lived comfortably as it had worked and collected grain for the days when it could not work, illustrates the point well.

Population Explosion

Population explosion poses a great threat to mankind today. A century back, the population of the world was far less than it is today. It was estimated to be one hundred crores at that time. It has crossed the 5000 million mark today. In developing

countries, the population growth rate is higher than that in the developed countries. India is a developing country. India's Population grew from 238 million to 361 million between 1901 and 1951. Similarly, India's population grew from 391 million to 685 million between 1951 and 1981. This kind of sharp population growth is called population explosion. The high rate of population growth is due to two reasons. These two reasons are : very low death rate and high birth rate. The low death rate is due to the great progress in the medical field. One big reason behind the population growth is the lack of interest on the part of society to check population increase. The people of India should be made aware of the fact that when they have small families, they can enjoy greater comforts of life.

Hostel Life

Hostel life has charms and benefits of its own. It develops individuality in a student. A student living in a hostel has a foretaste of independent living. Hostel life teaches a student virtue of self-caring. One learns to live within one's means. A student, living in a hostel, can plan his studies in a voluntary way. One has all the time at one's disposal. There is no domestic demand on one's time. Good hostels have provisions for games too. Hence, one can find some time for recreation also. But a student has to guard his interests very carefully in a hostel. He should keep away from bad company. A student has to live a disciplined life in a hostel. In some of the hostels, the students are required to get up at a particular time. They have fixed timings for meals. All this punctuality pays one in the long run. The foundations of a successful career are thus laid in good hostels. One really enjoys living in a good hostel.

The value of Travelling

Man is always eager to see more places and to know more things. Travelling satisfies the urge of man to some extent. In this connection, Francis Bacon once wrote : "Travel is a part of education in the younger sort and part of experience in older". No elaborate literary description of a place or people can be a substitute to a personal visit to a particular place. One may choose to remain contented in one's place or one may choose to travel to other places. In the former case, one becomes self-centred. One is likely to develop narrow thinking. In the latter case, one develops a wider view of life. Thus, one can say that value of travelling is great.

People of one region must find time to travel to other regions occasionally. Travelling in different regions of the country will give one a sense of fellow feeling and friendliness. Travelling satisfies the spirit of adventure in a person. There lies the thrill of having conquered the distance. Besides being a source of instruction and education, travelling provides entertainment.

The Problem of Rural Upliftment

About 80% of Indian people live in villages. India is predominantly a rural country. It is, therefore, necessary that proportionate extent of attention and funds should be spent on rural upliftment. At present, there is a vast difference between the life style of rural and urban dwellers. In spite of their being in majority, most of them are having lack of facilities in the fields of education, medicine etc. The government is fully aware of the necessity of improving the living conditions of the rural people. One of the important steps taken to bring about rural uplift was the Community Development Programme which was started in 1952. This was a board-based programme. In 1979, an integrated rural development programme was launched. It has been fully realised by the government that substantial progress of the villages on an integrated basis is very essential. Jawahar Rozgar Yojana is a step in the right direction. Total employment to the rural unemployed is the urgent need of the hour.

Films in India

It is generally said that Indian films copy foreign films. By and large, it seems to be true. But there have been purely Indian films too. India has produced great directors who showed complete originality in their films. Films constitute an art as well as an industry. Film-making is the most modern of fine arts. It links itself with other arts like music and dance. But it has its separate artistic individuality. There is a serious concern in Indian society over the display of violence and vulgarity in many Indian films. This bad trend has to be checked at all costs. The government is fully seized on the matter. From the technical point of view, Indian film industry is far behind its counterparts in developed countries. Lack of financial resources is one of the big hurdles in this connection, Reforms in Indian film industry must be undertaken on year to year basis. Our screened stories are much obsessed with sex and love problems. This tendency has to be stopped. Films

produced in India can capture world-wide market provided serious efforts are made to improve them from all angles.

Life in a Crowded City

Life in a big city has many advantages. In a big city there is every kind of facility for education. Good and well-equipped educational institutions are set up in a big city. A lot of medical facilities are also available there. Life in a big city is not dull and drab because there are countless means of recreation there. Social functions like exhibitions, conferences, seminars, sports meets etc., are held there occasionally. There are many avenues of employment in a big city. Life in a big city has some disadvantages too. The famous English Poet Cowper once remarked. "God made the country and man made the town." Life in a big city is artificial to some extent. Man is away from nature in a big city. Life in a big city faces the threat of environmental pollution. The smoke coming out of chimneys pollutes the natural purity of environment day and night.

Use of Radio

Radio is very useful for man. It is one of the most powerful means of information and entertainment. Radio was invented by Marconi in 1887. A man after the day's hard work may switch on his radio set and listen to sweet music. While listening to a news bulletin, he is bound to feel as if distant countries are his immediate neighbours. The educative value of Radio is also very great. As a powerful instrument of information, it can be of great practical value. Educational programmes are broadcast for the benefit of the student community. Radio is nowadays used for another purpose also. It is being used for advertising commercial products. During election days, radio is used as a means of propaganda by party leaders. Radio transmissions are useful in some other ways too. One can get information about the arrival and departure timings of different trains. One can get information about weather too.

Our Mountains and Rivers

India is a land of mountains and rivers. There exists a net of rivers spreading from North to South and from East to West. Ganga, Yamuna, Godavari, Ravi, Jhelum and Brahmaputra are the main rivers of India. The well-known mountains of India are the Himalayas, the Satpura, the Vindhya, and the

Western and the Eastern Ghat ranges. The Ganga originates from the place "Gangotri" in the Himalyas and mingles with the sea-water at Calcutta after covering a distance of thousands of kilometers. Our rivers are useful in many ways. They provide us clean water to drink and to wash. They irrigate our agricultural land. Our rivers are connected with our lives in many ways. On important days, lakhs of people flock on the river-banks for a holy dip. Our mountains, provide many kinds of fruit trees. There are many health resorts situated on the mountains. Wild life is a typical attraction of our mountains. In brief, our mountains and rivers are a source of health and wealth.

Poverty in India

A big chunk of Indian population lives below the poverty line. Poverty in India has been defined as that situation in which a person is unable to earn income sufficient to buy things of his need. The planning commission has defined the poverty line on the basis of recommended nutritional requirement of 2,435 calories per person per day for rural areas. Poverty, however, is not equally distributed throughout the country. In Bihar, 47.87 percent of population lives below the poverty line. In Punjab, 13.20 percent of the total population lives below the poverty line. In rural areas, the major group of the poor consists of landless labourers. In many big cities, the migrant workers are prominently among the poor. The proportion of people below the poverty line in India is not a stable factor. It varies a lot. The states where the proportion of the total population below the poverty line is more than the national average of 36.90% are Assam, Madhya Pradesh, Meghalaya, Orissa, Tamil Nadu, Tripura, Uttar Pradesh and West Bengal.

Career For Women

There are many jobs which women can join nowadays. A teacher's job is best suited to a woman. Women are academically and socially as good today as men. In some cases, women excel men. In university examination results one finds that sometimes women have a clean sweep. In the primary stage of education, women can prove themselves the best teachers by virtue of their gift of sympathy, love and sweet manner of talking. They can understand better the psychology of a child. Yet another career for woman is that of doctor or a nurse, There is an element of truth in the saying. "A woman's voice is a cure and her touch a balm. " Women are also doing an excellent job as receptionists and air-

hostesses, There are other fields too in which women are making their mark. There are female stenographers, typists, radio and television artists, saleswomen and telephone operators. Women are now being recruited even in military as well as in police force.

Self-Check Exercises

Expand the following outlines into Paragraphs

- (a) **Patriotism is not enough.** Patriotism is a very desirable and very essential quality———— Excessive patriotism may lead to a narrow nationalistic outlook———— Today's world is a world of internationalism———— Patriotism must, therefore, be tempered with tolerance and respect for other nations.
- (b) **Slave is he who cannot speak his thoughts.**
- Slavery in the old sense ————— sale and purchase of human beings and denial of the right of self-rule, does not exist in the modern world———— But, the loss of right of self-expression is also a kind of slavery———— Totalitarian regimes like Nazi Germany or Fascist Italy did not allow freedom of speech———— Freedom of speech and thinking is essential for mankind.
- (c) **Where there is a will there is a way.** Man is the architect of his own destiny———— Achievements do not come our way easily———— One must not be frightened by difficulties. One can overcome hardships not only through inborn abilities but through the determination to put these abilities to use.
- (d) **Peace hath her victories no less renowned than war :**
- (i) The victories won in war bring glory to the nations. But the victories registered in peaceful times are really more glorious.
- (ii) War is an instrument of destruction. It brings bloodshed, destruction, suffering and vandalism in its train. On the other hand, all fine arts and science flourish and mature in peace times. The Greek art and philosophy, the Buddhist sculpture and literature and the Elizabethan drama and poetry are typical examples. Moreover scientific discoveries in times of war are generally the discoveries of mere lethal agents

of death, while those of peace times improve condition of living.

- (iii) During war people are heavily taxed as money is required for military equipments. In the Second World War, the British had to lead a miserable life due to the increased burden of taxes. In peace time people do not have to walk on a financial tight rope. It is, therefore, quite true that peace hath her victories no less renowned than war.

(e) Brevity is the Soul of Wit :

- (i) Brevity is the real touchstone of one's intelligence.
- (ii) A witty person can say, whatever he wants to in a few words. His utterances and writings are marked with clarity and precision. An unintelligent person, on the other hand, is always repetitive and rambling in his expression.
- (iii) If, therefore, we are to judge a man's wit, we should look to the quality of his expression. If it is terse, the man is witty, otherwise he is not to be regarded as such.

(f) To Travel Hopefully is Better than to Arrive :

- (i) It is better to travel with hope than to attain a goal and rest on oars. Distance lends charm. The moment people reach their destination, the charm fades away.
- (ii) This can be very well illustrated by the example of a railway passenger. In the course of journey, he eagerly waits for his station but once he catches a glimpse of it from his window all his eagerness and enthusiasm leave him.
- (iii) Indeed, a man who has fulfilled his aim has reached a dead end.
- (iv) He is left without purpose and direction. To travel therefore is better than to arrive, provided there is hope in travel.

(g) Child Abuse

- (i) Child abuse is much more harmful than sexual abuse. Child abuse is anything

that may prove harmful to the overall development of the child.

- (ii) Force a child to stay at home and look after siblings ; deny a girl the same food her brothers are offered ; engage small children to work as domestic help, physical punishment in home or at school etc., are different forms of child abuse.
- (iii) Rights of the child—in addition to basic rights like food, shelter, clothing and education, children also have other rights.

MODEL PARAGRAPHS

1) How are you Getting on with your Neighbours ?

Good relationship depends on mutual adjustment.

I am a South Indian but I have no difficulty in getting along with my neighbours, a Punjabi and a Bengali family. We depend on each other in times of difficulty, and we happily share each other's joys. There are occasional misunderstandings giving rise to mixed feelings, which we quickly overcome. It is irritating to listen to the blaring noise of the radio coming from next door while I am trying to concentrate on my books. But in the morning when I am late, my neighbour offers me a lift on his scooter, so I am in time for examination.

2) Waiting for a bus :

Delhi's transport system is quite inadequate. Nevertheless waiting at the bus stop is not always sheer boredom. Watching people can be fun. Some are in desperate hurry. Others are prepared for the worst, that is to wait till God knows how long. They settle down on the ground in a resigned manner, causing obstruction for others to move freely. On the other hand, there are students and young men, who are thrilled, so it seems, to board the running bus. Some hesitate too long and the bus goes off before they can decide. In the midst of all these, the right bus for me arrived and alas ! I have missed it. I was too busy, watching others.

3) The Man who has impressed me most :

Mr. X, a junior colleague of my father, came to our house for the first time a few years back. He had come in connection with the work of an office

club, to which both he and my father belonged. He was introduced to us and he stayed with us for some time. As a man of personality, he impressed me from the very beginning. Over the years, I have come to know him better, and have liked him better for his attitude towards life. He is quiet but firm in his ways. A kindly man, he is always prepared to take into consideration the other man's point of view. Polite and courteous, he knows well how to rebuff the snobbery of some self-important men. His wit and his sense of humour makes him a delightful company, and indeed I consider it a privilege to be counted among his friends.

4. Friends

That man is unfortunate who has no friends. But he is even more unfortunate who believes he has friends but actually has none. A false friend is worse than a foe. True friends multiply joys and divide griefs. "They are not made. They are recognised." "They are like instruments of music. They grow better by use and time." When a person is in luck he can make as many friends as he likes. The world is ever prepared to share the moments of your happiness with you. When the weather is fair and your life is smooth and there is no storm to shake and invade the calm of your life, you may look round. You will find yourself surrounded by a large number of apparently dependable-looking friends. But your life may get a turn for the worse and you find yourself surrounded by only dark clouds of despair. The faces that beamed at you from all sides will lose countenance and disappear as though they were never there. Good fortune makes friends and adversity tries them. There is no dearth of fair weather friends. They come and go with the season. There are others who become friends under some compelling need. They become your friends not out of any feeling for you. They become your friends at a particular period in life, they happen to need you. Friendship for them is a sort of politics in their own circle. Such people are clever, rather too clever to be real friends. And the moment the need for friendship is no more, they are not your friends. But there is another need born from the heart of man which finds satisfaction in friendship. The need for friendship is inborn and is constant in the heart of man. It is like one nature finding fulfilment in another.

Out of the union of these natures true friends find one another. Adversity cannot sever them away. And good fortune cannot make them more friendly. Such friends are rare indeed but they are the pride of humanity. We can say of such friends : the more the merrier. A man who can claim to have good friends is a happy man. He is a favourite of God and is in possession of God's greatest gift.

5) Our National Flag

Our National Flag consists of three colours, saffron, white and green. It was under the banner of this flag that Mahatma Gandhi led us to freedom from the slavery of the British rule. The only difference between the national flag and common flag is the wheel in the centre in place of the "Charkha". At the top is the saffron colour which represents courage and sacrifice. In the middle is the white colour which is a symbol of truth and peace. These are the very ideals for which India has always stood. The bottom patch is of green colour. It stands for prosperity and faith. In the centre of the white patch is a reproduction of the wheel on Ashoka's pillar at Sarnath. It has twenty four spokes and is an emblem for onward march and progress towards perfection. The flag is made of pure khadi cloth which symbolizes our aim of self-sufficiency by depending upon Indian made goods. Thus sacrifice and courage, truth and peace, progress and prosperity, march to perfection-are all shown by our flag which stands for national pride and honour. It reminds us of the sacrifices made by thousands of Indians in the freedom struggle. It is our most sacred duty to protect the honour and prestige for which the national flag stands at all costs.

6) The Scene at a polling station

The scene at a polling station is very captivating. A polling station is generally set up at a central place. It is within the walking distance of all the voters of the area. One can see men and women going enthusiastically towards the polling station. Different political parties are allowed to set up their stalls to guide the voters. These stalls are at a specific distance from the polling station. The voters can collect their identity slips from here. The police personnel are on full alert at the polling station. There are separate rows of men and

women outside the polling station. They are seen waiting eagerly for their turn to cast the vote. They are allowed to go inside the polling station in two's or three's, according to the space available inside the polling station. The inspection teams of higher authorities can be seen visiting the polling station throughout the day. The polling is generally held from 7 A.M. to 5 P.M.

7) Life in A Village

Indian civilization is basically a rural one. In other words, India is a land of villages. More than 80% of our people live in villages. Life in a village is in marked contrast to that in a city or a town. Most of the houses in a village are made of mud. The village life is simple in all respects. The people have a simple mode of living. They lead a self-sufficient life. They produce their own food grains and vegetables. They have not to buy much from the market. They keep cattle. These yield sufficient milk for their use. Most of the villages are still without electricity and water taps. But government is doing its best to provide these facilities. Perfect silence prevails in the villages after sunset. One can occasionally hear the sound of the bells tied to the necks of the the cattle. The villagers generally drink the water of wells. They wash their clothes in ponds. Life in a village is one of hard labour. On the whole, it has a charm of its own.

8) My First Day in the College

My First day in the college was full of enthusiasm for me. I met new teachers and made new friends. I was highly impressed by the very look of the college campus. On the first day, we were given our roll numbers and time-table. Every arts student has to attend four classes daily. Science students have practicals too. Some esteemed professors were seen guiding the new entrants to the college. Most of the teachers gave introductory lectures on the first day. The principal of the college addressed all the B.A/B.Sc./B.Com.-Part I students in the college hall. He advised them to work hard from the very first day in the college. I visited the reading room of the college library. I saw the college canteen also. My first day in the college was really full of busy schedule. I came to know that a number of extra-curricular activities are also held in the college. Games/sports activities

form an integral part of college life. I saw some students playing volley ball, I saw the indoor games hall also. My first day in the college has left an indelible impression on my mind.

9) Republic Day Celebration

Our Republic Day falls on 26th of January every year. We celebrate it with great national love and enthusiasm. It is a red-letter day for the Indian masses. The most impressive celebration of this day takes place in Delhi. The Republic Day parade is the special feature of the programme. The President, the Prime Minister, the Cabinet ministers, the members of Parliament are all there to witness the parade. Usually, a foreign dignitary is the chief guest on the occasion. Republic Day Celebrations are organised in State capitals also. The President of India takes the salute in the Republic Day parade in Delhi. The Governors or the Chief Ministers take the salute in the State level celebrations of the Republic Day. The armed forces, the paramilitary forces, the police personnel, the NCC cadets etc. take part in the parade. The Republic Day Celebrations include evening get-togethers too. National flag is hoisted atop all important Government buildings. The nation looks forward to the Republic Day Celebrations eagerly every year.

10) A Historical Place

Taj Mahal at Agra is an important place. It was built by the Mughal emperor Shah Jahan in the memory of his beloved wife, Mumtaz Mahal. The main building of this historical building is located on a platform which is octagonal in shape. It has four gates on four sides. The gates are all arched. There are latticed walls. One has to walk between spacious lawns to reach the big building. The tombs of Mumtaz and Shah Jahan lie in the centre of the main hall. They are made of white marble. Verses from the holy Quran are written on the marble walls of the tomb. There are four beautiful marble minarets at the four corners of the platform. The river Yamuna flows modestly at the back. The Taj Mahal is believed to have been built between 1631 and 1653. It is said that its construction took 22 years. Nearly 20,000 men worked for the construction of the Taj Mahal.

11) Uses of Forests

There are many uses of forests. Wood is the most important item of forest produce. All forest products other than wood are referred to as 'Minor Products'. The most important and plentiful minor forest product is bamboo. Bamboo has a number of varieties. These varieties of bamboo vary from the giant bamboo of Assam forests to the small bamboo varieties of the dry Deccan forests. Grasses form a universal feature of Indian forests. Apart from their use as fodder, the grasses have other commercial uses also. The 'Sabai' grass is used for making paper or rope. Leaves of forest plants also serve many purposes. One of the most important forest leaves is Kendu leaf. It is used to make wrappers for 'beedis'. Gums extracted from the forest trees have numerous uses. The most important gum yielding trees are Babul, Kulu, Dhaora, Salat and Bijjal. Resins differ from gums. Resins are soluble in alcohols. 'Katha' taken from forest is used in medicines meant for digestive troubles. Bees wax and honey are two other important forest products.

12. Students and Politics

Gandhi once advised the students to keep away from politics. He said that the moment a student indulges in politics, he ceases to be a student. The main aim of a student should be to study and not to get involved in politics. But it is disheartening to note that there has been an increase in students participation in political activities in the college/university campus. It is partly due to the allurements given by politicians. There is, of course, no harm if the students keep themselves in touch with the political developments mentally. But active participation is to be avoided at all costs. Politics is a subtle game. It is meant for shrewd persons. The participation of students in politics at a tender age is totally unjustified. They are unable to understand the implications of political moves. Once they are caught in the web of politics, their career is ruined. Some people are, however, of the opinion that participation of students in politics may have some justification under compelling circumstances. For example, students made a significant contribution to our freedom struggle before 1947. But there is absolutely no justification for students to take part in politics under normal circumstances.

13. Value of Games

There are many uses of games. Games give more than momentary pleasures. Games train one's body and mind. Games shape one's personality. Games can form an outlook which is essential for a successful life. Games teach team spirit. Games teach certain morals. Games teach us that we should accept success as well as defeat with a cool mind. We should not lose our heart in the moment of victory. Similarly, we should not lose our heart in the moment of failure. "A Sound mind in a sound body" is an old saying. Its importance is as fresh as it was a hundred years ago. In the past, games were not given much attention in educational institutions. They were called extra-curricular activities. The educationists today have realised their utility. Hence, games are today included in the category of co-curricular activities. Games encourage the virtues of large-heartedness, generosity and toleration. They inculcate the spirit of 'give and take' among the players. Sports and games played at the international level strengthen the bonds of universal brotherhood.

14. My Favourite Hobby

A hobby may be defined as 'One's favourite recreation'. It is a pursuit followed for pleasure. My hobby is reading. Being a student, I have found reading to be the best hobby for me. I love reading books, magazines, newspapers etc. A famous English prose writer wrote that studies serve for delight, for ornament and for ability. When a person has no company, books give delight. I buy a new book whenever I can afford. I spend as much time as I can in reading periodicals. I often go to the college library reading room during vacant periods. I do not believe in wasting time in gossiping during vacant periods. I love to read fiction. I read standard works of fiction. I have recently completed reading Charles Dicken's novel "A Tale of Two Cities." Among the Indian writers, I appreciate the works of Rabindra Nath Tagore most of all. Among the English poets, I like Keats. Shakespeare is my most favourite playwright. Reading as a hobby has benefited me to a very great extent.

15. National Integration

National integration is the need of the hour. The future of our country is very

much linked with our success on national intergration front. India is a vast country. It has at present more than 86 crore people. There are many diversities among them. Our motto is "Unity in diversity". Indian civilisation has survived till today only due to the spirit of unity among its masses. Indians are one inspite of their differences of caste, creed and colour. Inspite of the occasional set-backs to our unity, we have been marching ahead unitedly. Yet much remains to be done. We should overhaul our education system. Our text books should contain poems and prose-pieces on national intergration. We must inculcate the feelings of national unity among our young learners. Young minds should be kept away from prejudices, false prestige and undesirable practices that bring diversive forces into play. It must be understood clearly that national intergration is not merely an idea. It is an important part of the process of development of life. We must learn to promote harmony in all walks of life. National integration should be our greatest aim.

16. Electricity And Its Uses

The discovery of electricity has revolutionised the world. It is one of the most useful discoveries made by man. Electricity helps human beings in almost every sphere of life. The modern age has been correctly described as the age of electricity. Electric machines and gadgets are within the reach of the common man today. The electric light, the train, the electric telegraph, the electric bell, the electric stove etc., are the blessings of electricity. Electricity has a wide application in medical field. It is used in X-ray machines and in the field of surgery. Computers, television, radio are all the gifts of electricity. Electricity is used in mills and factories. Cooking of food as well as washing of clothes is done by electricity. Electric heaters keep our houses warm in winter. Electric fans, coolers and air-condition devices keep our houses cool in summer. Electricity has made this globe all the more worth living. Man is today so much dependent on electricity that life without electricity is simply unthinkable. Electricity has reduced man's physical labour in industrial sector. One machine can do the work of many workers. It will not be wrong to say that electricity has conquered earth and space to a great extent.

17. Leisure-Its Uses And Abuses

Leisure may be defined as free time that one gets after doing one's daily work. One should know how to spend one's leisure usefully. G.B. Shaw had pointed out that leisure should be utilized wisely. Machines have helped the workers to have a lot of leisure. They can use this time for the general upliftment of society. The value of leisure should be taught to the children early in life. Children should be encouraged to play and have good hobbies during leisure hours. Leisure time is very essential for the modern man who is crushed under the burden of life. There are many activities which can be undertaken during leisure hours. Reading magazines and newspapers, listening to music, playing indoor games etc., are some of these activities. However, there are many people who do not appreciate the value of leisure. Such people waste their spare time in useless activities. One can understand the value of leisure if one is otherwise leading a meaningful life. Leisure breaks the monotony of daily life. It rejuvenates one's energy. It is aptly said that all work and no play makes Jack a dull boy. Undoubtedly, leisure has its uses and abuses. Many ignorant people think that leisure is only meant for playing cards or drinking wine. This is really bad. Leisure should be used to enrich one's life. It is meant for relaxation and good enjoyment.

18. My Idea of Happy Life

Every human being has his or her own view of life. In other words, the definition of a happy life varies from person to person. My idea of happy life is concerned with hard work. A sincere worker mostly leads a happy life. One should set a goal for oneself and start working for it. I fully agree with R.L. Stevenson's view that an aspiration is a joy for ever. The key to success lies in continuous struggle. Happiness is a state of mind and not a solid possession. It is a product of imagination. It is to be enjoyed through senses. It can be felt and not seen. I also think that peace of mind adds immensely to one's happiness. Doing one's duty sincerely also gives happiness. We should do our duty without thinking much about the result. Happiness is not the monopoly of the rich alone. It is also not the monopoly of the saints. Happiness can be had by a common man by walking on the correct road of

life. Happiness is all around us. We should have wisdom to get it. My idea of happy life is not merely theoretical. It is practical.

19. Evils of Dowry System

Dowry system is one of the most harmful social practices. This fact is known to everybody, but very few make an attempt to stop this evil practice. The existence of such evils as the dowry system has weakened our democratic system. It has commercialized the sacred institution of marriage and belittled the prospects of happy marriage. Dowry means cash or the goods given by the parents of a girl in her marriage. In the past, the father of a girl used to give dowry according to his capacity. But today he is forced, in many cases, to give dowry even beyond his means. If the father is unable to pay, the in-laws make the girl's life miserable. She is physically and mentally tortured. Many girls are forced to take their lives under such circumstances. In some cases, a girl is burnt by her-in-laws. The laws concerning dowry should be made more strict. The rich people escape punishment in many cases. One effective solution lies in creating public awareness against dowry system. Women organisations should come forward to fight the evil of dowry system. Only relentless efforts on all fronts by all agencies—government, public and individuals, etc. might bring about a change in the attitude toward this evil. Sensible and self-respecting young men should come forward to reject the practice and refuse to sell themselves.

20. The Importance of Discipline

Discipline is very essential in life. The strength of a nation lies in discipline. Discipline is the very basis of the universe. Every object and movement in nature is governed by certain laws to maintain perfect harmony and stability. The importance of discipline in educational institutions is well-known. It is a matter of sadness to note that discipline in schools and colleges is declining. Students of today are not as respectful as those of the past. They misbehave in the classroom. They take part in strikes engineered by vested interests. This is certainly an alarming situation. The importance of discipline in the social and political life of a nation is also very great. We have got to work hard in that direction. We have, no doubt, made much progress in the field

of science and technology. But, as people, we have yet to shake off our backwardness. In the political field also we need more discipline. Discipline has a great value even in domestic life. In brief, discipline is important for personal growth as well as for national prosperity.

21. Environmental Pollution

There was a time when the environment pollution was considered to be a threat to the industrialised world. Now it is a matter of concern for the whole world. Environmental pollution has increased manifold. All kinds of pollution threaten human existence. Seventy percent of available water is polluted. About 35% of India's total land area is subjected to serious environmental degradation. The first Act passed by the Government of India in this connection concerned water pollution. It was passed in 1974. The second Act passed in this connection was the one regarding Air pollution. It was passed in 1980. Finally, Department of Environment was formed in 1980. In this way, one can assert that India has shown much awareness about this problem. Air pollution is getting worse day by day in the whole of the universe. Ozone depletion and the Green House effect are becoming matters of grave concern. The very existence of mankind is threatened. The people all over the world are worried about the alarming proportions of the problem.

22. A Cricket Match

I am a cricket player. I have great fascination for this game. My school has a good cricket team. I am one of its players. We played a cricket match last week against the cricket team called 'The City Stars'. Our captain, Ram Prakash, lost the toss. The rival captain, Johny, decided to bat. I am an all round player. To everyone's surprise, I was given the ball. My captain knew my competence fully well. He knew that I could swing the ball both ways. He also knew that I could play very effectively over a drying pitch. The rain had made the pitch wet the previous night. I got a wicket in my very first over. In about forty minutes, 'The City Star' were 25 for 3. Then came a partnership between the rival skipper Mohan and their star batsman, Virendra. They pushed the score to 90. After lunch, I was given the ball once again. I took four wickets. 'The City Star' were all out for 100. Then

came our turn. The first four overs saw us lose four wickets. Our position became worse when we lost three more wickets by the time we reached 30 for 7. The trend continued like that and we lost.

23. Science in Everyday Life

Science is a great blessing. Science has brought innumerable changes in the lifestyle of man. The means of communication have improved to a very great degree. One can have one's tea in one part of the world and lunch in another. The transport system even within a country or a town has undergone a tremendous change. The wonders of modern means of communication have enabled man to speak from space to the people on the earth. Science has transformed our daily life. Those days are no more when only the rich could afford luxuries. Science has brought them within the reach of other sections of society also. Science has brought T.V., radio and other forms of entertainment within the reach of common man. Science has made life easier for a housewife. Science has given her the kerosene stove, the gas stove, the electrical appliances etc. A housewife can now do her household work more easily and quickly. Washing machines have made the washing of clothes very easy. Electricity is the greatest blessing of science. Science has revolutionised engineering and medical sectors also.

24. A Day Before The Examination

A day before the examination, students take stock of their entire preparation. This day brings different kinds of moods for different students. Top-ranking students are full of confidence. An average student is tossed between hope and despair. The less intelligent one's reconcile themselves to their fate. But there are a few factors common to all the students. Every student faces some kind of an uncertainty a day before the examination. The prepared questions may or may not be in the next day's question paper. The effect of physical exertion due to studies can be seen on all faces. The day before the examination is really a crucial day. Sometimes a few new questions may also have to be prepared, one forgets one's sleep. One forgets one's hunger. Every minute seems very important. But time seems to fly on wings. The minds of students, however are assailed by confusing thoughts and nightmares. The day before

the examination is certainly a decisive day.

25. Purpose Of Education

Aristotle once said that the distinguishing feature of man is his moral sense. The aim of education is to tone up this moral sense. The other main purpose of education is to impart book education. Education should discipline the learner's mind and brain. The stress on character-building is to continue at all the stages of education. It is for the teachers to see that education imparted by them disciplines the emotions of learners. If, emotions are, not properly channelised, a human being is reduced to the status of an animal. The purpose of education is to remove the darkness of ignorance. Education broadens one's vision of life. Education has a great role to play in strengthening the foundations of a country. A country cannot progress without a sound system of education. The purpose of education should be to produce eminent scientists, educationists, politicians etc. Education should enlighten the learners about their rich heritage and golden traditions. A sound system of education has the potential of cementing national unity. Text-books should contain chapters on the importance of national integration. In brief, education has a major role to play in nation-building.

26. Social evils

A social evil may be defined as a harmful habit or a harmful practice existing in society. Every society is affected by one or the other social evil. Indian society is not an exception. It is not possible to recount and discuss all of these evils. Some of the social evils in India include caste system, drinking, smoking and drug taking. Caste system is a blot on the fair name of Indian society. Untouchability is, no doubt, an off-shoot of caste system. Caste seems to be a domineering force in almost every social activity. A meaningful spread of education is the only way caste system gets loosened. Drinking too is a social vice. Drinking makes one weak, physically as well as psychologically. It leads to abject poverty, disease and misery. Social awareness against such evils can help to a great extent. Drug addiction is another social evil. Misguided youth fall a prey to this social evil. Proper counselling can save our youth from this social evil.

Self-Check Exercises/Examination Oriented Questions

I. Write a paragraph of 150 words on any one of the given topics :

- a) Computer Revolution
- b) Drug Addiction.
- c) Unemployment
- d) Terrorist Attack on World Trade Center

II. You can Practise writing paragraphs on the following topics :

1. As you sow, so shall you reap.
2. All Art is Useless.
3. An Unpleasant Neighbourer.
4. Beauty is truth, truth is beauty.
5. Adult Illiteracy
6. Place of Women in Society.
7. Childhood.
8. India-My Dream Country
9. Early to Bed and Early to Rise
10. Politics is an Art of Compromise
11. Once bitten, twice shy.
12. Newspapers

III. You can practise writing paragraph (150 words) on the following topics:

1. Nature and Environment
2. Independence Day.
3. Internet-Chatting.
4. Cyber-Cafe.
5. Indian Movies
6. Life in a Village

7. Life in a city.
8. Indian Railways.
9. Our Parks and Gardens.
10. Patriotism
11. Education.
12. Personality
13. Stamp Collection.
14. Indian Postal System
15. T. V. Serials

Let Us Sum Up

While writing a paragraph, a candidate should keep the following points in mind.

- (i) From among the quotations given, select one, the meaning of which you fully understand. Do not be hasty in your selection.
- (ii) You are not required to illustrate the saying by giving a story in its support or refutation.
- (iii) Care should be taken not to introduce any other topic in the paragraph. The main theme of the paragraph should always be one and all the sentences must move towards it.
- (iv) The paragraph should possess an orderly and logical development of the thought. The sentences should follow one another in proper order.
- (v) The paragraph should read as a complete piece of composition written in correct English. Sentences should be clear and complete.
- (vi) The paragraph should be strictly within the prescribed word limit.

Structure

Objectives

Meaning of Comprehension

Reading Comprehension

Study Guide

Passage for Comprehension

Check Your Progress/Examination Oriented Questions.

Let Us Sum Up.

Objectives :

Our aim in this lesson is to give you practice in comprehension by :—

- i) giving you a passage to read and understand ;
- ii) giving questions on comprehension.

After completing this lesson you should be able to—

- i) read a passage;
- ii) read it again to understand it better ;
- iii) read between the lines, that is, find the hidden meanings ;
- iv) answer the questions at the end of the passage in your own words.

Meaning of Comprehension

Comprehension in simple words means the act or capability of understanding,

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especially writing or speech.

The aim of a passage set for comprehension is to test the students capacity to grasp its meaning.

Reading Comprehension STUDY GUIDE

Read the passage given below carefully. After you have read and understood the passage, answer in your own words the questions given at the end.

PASSAGE FOR COMPREHENSION

It is sometimes said that this is a pleasure-seeking age. Whether it be pleasure-seeking age or not, I doubt whether it is a pleasure finding age. We are supposed to have great advantages in many ways over our predecessors. There is, on the whole, less poverty and more wealth. There are supposed to be more opportunities for enjoyment ; there are moving pictures, motor cars and many other things which are now considered means of enjoyment and which our ancestors did not possess, but I do not judge from what I read in the newspapers that there is more contentment. Indeed, we seem to be living in an age of discontent. It seems to be rather on the increase than otherwise and is a subject of general complaint. If so, it is worthwhile considering what it is that makes people happy, what they can do to make themselves happy and it is from that point of view that I wish to speak on recreation.

Let it be admitted that recreation is only one of the things that make for happiness in life. I do not even recommend it as the most important. There are at least four other things which are more or less under our own control and which are essential to our happiness. The first is some moral standard by which to guide our actions. The second is some satisfactory home life in the form of good relations with family or friends. The third is some form of work which justifies our existence to our own country and makes us good citizens. The fourth thing is some degree of leisure and the use of it in some way that makes us happy.

To succeed in making a good use of our leisure will not compensate for our failure in any one of the other three things to which I have referred, but a reasonable

amount of leisure and a good use of it is an important contribution to happy life. How is this happy use of leisure to be insured ? We sometimes meet people who do not seem to know what to do with their spare time. They are like the man of whom it was said. 'He doesn't know what he wants and he won't be happy till he gets it'. The first thing, therefore, is take ourselves out of that category, to know definitely what we want, and to make sure it is something that will make us happy when we get it, and that is the beginning of recreation.

COMPREHENSION QUESTIONS :

- Q.1. In what respects are we better off than our ancestors ? (2 marks)
- Q.2. In what respects were our ancestors better off than ourselves ? (2 marks)
- Q.3. What is recreation ? (2 marks)
- Q.4. Name the one thing most essential to happiness. (2 marks)
- Q.5. Give a suitable title. (2 marks)

Answers :

- 1) We are better off than our ancestors in respect of material comforts. We are, on the whole, richer and have more means of enjoyment, such as cars, movies and many other things unknown to our forefathers.
- 2) Our ancestors had one great advantage over us. They were more contented, while we, for all our luxuries, remain discontented and restless.
- 3) Recreation is something that recreates, relaxes or refreshes us, a pastime, hobby, etc. Examples are: sports and games, long walks, reading for pleasure, gardening, painting, music, etc.
- 4) The most essential thing for happiness is contentment.
- 5) Recreation

CHECK YOUR PROGRESS/EXAMINATION ORIENTED QUESTIONS

Exercise - 1

Read the following passage carefully and answer the questions given at the end of the passage.

India is rightly proud of her fighting forces. Coming from all parts of the land, from all communities, our jawans have distinguished themselves for courage, patriotism and discipline in most trying circumstances. They are among the finest in the world. Besides personal valour, they have also displayed a rare skill in the use of new and sophisticated weapons. A team of Russian defence scientists was agreeably surprised by their quick grasp of minute details.

Another significant thing about Indian army is that it has never been a symbol of imperialistic conquest and plunder. Its chief purpose has been to protect the freedom and frontiers of the land from aggressors. Unlike the rapacious army of Pakistan who massacred millions of unarmed men, women and children in Bangladesh, dishonoured women and ravaged villages, Indian soldiers have been remarkably human and civilized. There have been no complaints of any lawless conduct on their part from the areas conquered by them.

- i) What are the distinguishing qualities of the Indian army ? 2 marks
- ii) What is the chief purpose of the Indian army ? 2 marks
- iii) What did the Pakistan army do in Bangladesh ? 2 marks
- iv) What surprised the Russian defence Scientists ? 2 marks
- v) Give a suitable title to the paragraph. 2 marks

Exercise 2.

Read the following passage and answer the questions at the end.

At an inn in the north, I once heard three men talking at their breakfast on the question of diet. They agreed that most people ate too much meat, and one of them went so far as to declare that, for his part, he rather preferred vegetables and fruit. "Why," he said, "Will you believe me that I sometimes make a breakfast of

apples?" This announcement was received in silence, evidently the two listeners didn't quite know what to think of it. There upon the speaker, in rather a blustering tone, cried out, "Yes, I can make a very good breakfast on two or three pounds of apples." Wasn't it amusing ? And wasn't it characteristic ? This honest Briton had gone too far in frankness. It is all very well to like vegetables and fruits upto a certain point, but to breakfast on apples! His companions silence proved that they were a little ashamed of him, his confession savoured of poverty or meanness, to right himself in their opinion nothing better occurred to the man than to protest that he ate, apples, yes, but not merely one or two, he ate them largely, by the pound ! I laughed at the fellow, but I thoroughly understood him, so would every Englishman, for at the root of our being is a hatred of parsimony. This manifests itself in all sorts of ludicrous or contemptible forms, but no less is it the source of our finest qualities. An English man desires, above all, to live largely; on that account he not only dreads, but hates and despises poverty. His virtues are those of the free handed and warm hearted opulent man ; his weaknesses come to the sense (intensely painful and humiliating) which attaches in his mind to one who cannot spend and give ; his vices, for the most part, originate in loss of self-respect due to loss of secure position.

Questions

- I. Name the chief characteristics of the English according to this passage.
- II. Why does an English man hate poverty ?
- III. What, according to this passage are the virtues, weaknesses and vices of an Englishman?
- IV. Give a suitable title to the passage.

Exercise 3

Read the paragraph and answer the questions given at the end :

The great advantage of early rising is the good start it gives us in our day's work. The early riser has done a large amount of hard work before other men have got out of bed. In the early morning the mind is fresh, and there are few sounds or other distractions, so that work done at that time is generally well done. In many cases the early riser also finds time to take some exercise in the fresh

morning air and this exercise supplies him with a fund of energy that will last until the evening. By beginning so early, he knows that he has plenty of time to do thoroughly all the work he can be expected to do and is not tempted to hurry over any part of it. All his work being finished in good time, he has a long interval of rest in the evening before the timely hour when he goes to bed. He gets to sleep several hours before midnight, at the time when sleep is most refreshing, and after a sound night's rest rises early next morning in good health and spirits for the labours of a new day.

It is very plain that such a life as his is far more conducive to health than that of the man who shortens his waking hours by rising late and so can afford in the course of the day little leisure for necessary rest. And one, who lies in bed late, must, if he wishes to do a full day's work, go on working to a correspondingly late hour, and deny himself the hour or two of evening exercise that he ought to take for the benefit of his health. But, in spite of all his efforts he will probably not produce as good results as the early riser, because he misses the best working hours of the day.

1. What are the advantages of early rising ?
2. How does a man feel in the morning ?
3. What is the disadvantage of rising late ?
4. Why can a late riser not produce as good results as an early riser ?
5. Give a suitable title to the passage.

Exercise 4

There is something humbling to human pride in a rustic life. It grates against the heart to think of the tone in which we unconsciously permit ourselves to address a rustic. We see in him humanity in its simplest state. It is a sad thought to feel that we despise him ; that all we respect in our species is what has been created by art ; the gaudy dress, the glittering equipage, or even the cultivated intellect. The mere and naked material of nature we eye with indifference or trample on with disdain. Poor child of toil, from the gray dawn to the setting sun, one long task. No idea elicited, no thought awakened beyond those that suffice to make him the machine of

others, the serf of the hard soil. And then too, mark how we frown upon his scanty holidays, how we hedge in his mirth and turn hilarity into crime! We make the whole of the gay world, wherein we walk and take our pleasure, to him a place of snares and perils. If he leaves his labour for an instant, in that instant how many temptations spring up to him and yet we have no mercy for his errors ; the jail, the transport ship, the gallows. These are our sole lecture books, and our only method of expostulation.

1. Why do we despise a rustic ?
2. Is the life of a rustic a bed of roses ?
3. How do we punish him for his errors ?
4. What do we respect in our species ?
5. Give a suitable title to the passage.

Answer Key

Exercise — 1

- i) The distinguishing qualities of the Indian army are its courage, patriotism, and discipline in the most difficult circumstances.
- ii) The chief purpose of the Indian army is to defend the country against external attack.
- iii) The Pakistan army wrought havoc in Bangladesh by slaughter of defenceless men, women and children.
- iv) The team of Russian defence scientists was surprised by the Indian jawans quick grasp of minute details.
- v) Indian Army.

Exercise—4

1. We despise a rustic because he is simple and artless. He is a child of nature, unadorned by trappings of civilization.
2. No, a rustic's life is certainly not a bed of roses. It is, on the other hand, a life of endless toil.
3. We are merciless on his errors. We punish him with imprisonment, transportation or hanging.

4. All we respect in man is artificiality, his outward appearance ; showy apparel, luxurious belonging or refined speech and manners.
5. Rustic or Rustic life.

Let Us Sum Up

Comprehension involves the following :

- Understanding the passage,
- Answering the questions given at the end of the passage,
- Writing the answers in one's own words,
- Writing short, simple and precise sentences.

**CONVERSION OF SENTENCES FROM AFFIRMATIVE TO NEGATIVE
AND FROM INTERROGATIVE TO ASSERTIVE AND VICE VERSA**

Structure

- a) Objectives
- b) Introduction
- c) From Affirmative to Negative and Vice Versa
- d) Exercise for Practice
- e) Answer Key : for (D) Exercise for Practice
- f) Exercise for Practice
- g) Answer Key : for (F) Exercise for Practice
- h) From Interrogative to Assertive and Vice Versa.
- i) Exercise for Practice
- j) Answer Key : for (I) Exercise for Practice
- k) Exercise for Practice
- l) Answer Key : for (k) Exercise for Practice
- m) Sum Up
- n) Suggested Readings

A) Objectives :

The objective of this lesson is to tell the learner how to transform affirmative

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sentences into negative sentences. Another objective of the lesson is to tell the learner how to transform interrogative sentences into assertive sentences. Various examples have been given in the lesson showing how affirmative sentences can be converted into negative sentences, also examples are given showing how interrogative sentences can be converted into assertive sentences.

B) Introduction :

To change a sentence from one grammatical form to another without altering its meaning is called TRANSFORMATION OF SENTENCES. When we transform a sentence, we change its structure without changing its sense or meaning. This can be done in various ways and the study of all such ways as are employed for transformation is very interesting and useful.

C) From Affirmative to Negative and Vice Versa.

1. By Removing or Using the Adverb 'too'

Affirmative	Negative
i) He is too simple to deceive anybody.	He is so simple that he cannot deceive anybody.
ii) The fact is too evident to require any proof.	The fact is so evident that it does not require any proof.
iii) He is so credulous that he can be easily deceived.	He is too credulous not to be easily deceived.
iv) This was so great an honour that it excited the envy of his rivals.	This was too great an honour not to excite the envy of his rivals.

2. BY INTERCHANGING THE DEGREE OR COMPARISON

Affirmative	Negative
i) Tagore was the greatest poet of India.	No other poet of India was as great as Tagore.
ii) Lata is the best singer of India.	No other singer of India is as good as Lata.

- iii) Ram is taller than Sham. Sham is not so tall as Ram.
 iv) Exercise is as necessary as food. Exercise is no less necessary than food.

3. By putting a ‘Negative Prefix’ or a word having meaning opposite to the negative words and placing “no or not” before it :

Affirmative

Negative

- i) This knife is sharp This knife is not blunt.
 ii) I dislike your childish habits. I do not like your childish habits.
 iii) It is possible to cross this river. It is not impossible to cross this river.
 iv) Our team lost the match. Our team did not win the match.
 v) He was kind to me. He was not unkind to me.

4. By using Double Negatives :

Affirmative

Negative

- i) I saw the Taj Mahal I did not fail to see the Taj Mahal.
 ii) He is hopeful. He is not without hope.
 iii) We tried every plan. We left no plan untried.
 iv) He loved his country. He was not without love for his country.

5. By changing “as soon as” into “no sooner..... than”.

Affirmative

Negative

- i) As soon as the teacher entered the class room, all the boys stood up. No sooner did the teacher enter the class room than all the boys stood up.
 ii) As soon as the sky is overcast, the peacock begins to dance. No sooner is the sky overcast than the peacock begins to dance.
 iii) As soon as we reached the station, the train left. No sooner did we reach the station than the train left.

- | | |
|---|---|
| iv) As soon as the motion was tabled the members of opposition group staged a walk out. | No sooner was the motion tabled than the members of opposition group staged a walk out. |
| v) As soon as the trouble started the authorities clamped indefinite curfew. | No sooner did the trouble start than the authorities clamped indefinite curfew. |

6. By changing ‘only’ into ‘None but’ or ‘Nothing but’

Note : ‘None but’ is used in case of a person and ‘Nothing but’ is used in case of a thing.

- | Affirmative | Negative |
|--|--|
| i) Only a fool would do this | None but a fool would do this. |
| ii) Only graduates need apply for this post. | None but graduates need apply for this post. |
| iii) I want only this book. | I want nothing but this book. |
| iv) I want only a cup of tea. | I want nothing but a cup of tea. |

7. By changing “lest.... should” into “so that may not/might not.”

- | Affirmative | Negative |
|---|---|
| i) Walk carefully lest you should stumble. | Walk carefully so that you may not stumble. |
| ii) He walked fast lest he should miss the train. | He walked fast so that he might not miss the train. |

7. By using “Not only,..... but also.”

- | Affirmative | Negative |
|--|---|
| i) He is both intelligent and hard working | He is not only intelligent but also hard working. |
| ii) The passenger lost his tickets as well as his luggage. | The passenger lost not only his tickets but also his luggage. |

iii) He gave me useful advice as well as financial help.

He gave me not only useful advice but financial help also.

OR

He gave me not only useful advice but also financial help.

D) Exercise for Practice :

Transform the following Affirmative sentences into negative sentences :—

- 1) He is too weak to walk.
- 2) As soon as he saw us, he ran away.
- 3) Forgiveness is the noblest form of revenge.
- 4) Only a mean person can stoop so low.
- 5) Refrain from smoking.
- 6) I like him.
- 7) He admitted having stolen my books.
- 8) They crossed the river.
- 9) Only the brave deserve the fair.
- 10) Man is mortal.

E) Answer Key : for (D) Exercise for Practice

- 1) He is so weak that he cannot walk.
- 2) No sooner did he see us than he ran away.
- 3) No other form of revenge is so noble as forgiveness.
- 4) None but a mean person can stoop so low.
- 5) Do not smoke.
- 6) I do not dislike him.
- 7) He did not deny having stolen my books.
- 8) They did not fail to cross the river.

- 9) None but the brave deserve the fair.
- 10) Man is not immortal.

F) Exercise for Practice :

Transform the following sentences from negative to affirmative.

- 1) He is not insincere.
- 2) We left no plan untried.
- 3) No other boy of my class is so handsome as Nitin.
- 4) She is too intelligent not to know it.
- 5) None but a fool will say that he is always right.
- 6) He is so proud that he will not beg.
- 7) He did not fail to help us.
- 8) He is not unworthy of our respect.
- 9) They did not come quickly.
- 10) No sooner did we leave the college than it started raining.

G) Answer Key : for (F) Exercise for Practice

- 1) He is sincere.
- 2) We tried every plan.
- 3) Nitin is the most handsome boy of my class.
- 4) She is so intelligent that she knows it.
- 5) Only a fool will say that he is always right.
- 6) He is too proud to beg.
- 7) He helped us.
- 8) He is worthy of our respect.
- 9) They came slowly.

10) As soon as we left the college, it started raining.

H) From Interrogative to Assertive and Vice Versa :

An assertive sentence is one in which a definite statement is made. An interrogative sentence is one in which a question is asked. However, a question is sometimes put to suggest the answer that the speaker has in mind. For e.g. 'Can I ever forget those happy days ?' In this sentence the speaker wishes to say that he can never forget those happy days. Thus, this sentence contains the answer as well. We write this sentence in the assertive form as under :—

'I can never forget those happy days.'

NOTE : An Affirmative question will suggest a negative answer while a negative question will suggest an affirmative answer.

Interrogative	Assertive
1) When can their glory fade ?	Their glory can never fade.
2) Who does not want to be rich ?	Everyone wants to be rich.
3) Who has not heard of Pt. Nehru ?	Everyone has heard of Pt. Nehru.
4) What though we are not rich ?	It does not matter much if we are not rich.
5) Why cry over spilt milk ?	It is no use crying over spilt milk.
6) Is the dog not a faithful animal ?	The dog is a faithful animal.
7) O solitude, where are thy charms ?	Solitude does not have any charms.
8) What have I done to incur your wrath ?	I have done nothing to incur your wrath.
9) Is this the way to talk to your father ?	This is not the way to talk to your father.
10) How can you trust a cheat ?	You cannot trust a cheat.
10) Is not a rose a lovely flower ?	A rose is a lovely flower.
11) Is not money the root of all evils ?	Money is the root of all evils.

- | | |
|---|---------------------------------------|
| 12) Didn't I tell her to beware of pick pockets ? | I told her to beware of pick pockets. |
| 13) Does it not take two to make a quarrel ? | It takes two to make a quarrel. |
| 14) Do two and two not make four ? | Two and two make four. |

D) EXERCISE FOR PRACTICE :

Transform the following from interrogative to assertive sentences:—

- 1) Am I blind to my shortcomings ?
- 2) Were they invited to the party ?
- 3) Can a leopard change his paws ?
- 4) Shall we ever forget her hospitality ?
- 5) Of what use is this pen to me ?
- 6) When can their glory fade ?
- 7) Is he a fool to annoy us ?
- 8) Can a man fly like a bird ?
- 9) Who can put up with such an insult ?
- 10) Is she anything to him ?

J) Answer Key for (i) Exercise for Practice :

- 1) I am not blind to my shortcomings.
- 2) They were not invited to the party.
- 3) A leopard cannot change his paws.
- 4) We shall never forget her hospitality.
- 5) This pen is of no use to me.
- 6) Their glory can never fade.
- 7) He is not a fool to annoy us.

- 8) A man cannot fly like a bird.
- 9) No one can put up with such an insult.
- 10) She is nothing to him.

K) Exercise for Practice :

Transform the following sentences into interrogative sentences :

- 1) He is not a fool.
- 2) He did not cross the river.
- 3) He is not deaf.
- 4) Their glory can never fail.
- 5) Vegetarians do not eat meat.
- 6) This is not the way to behave.
- 7) They are not very poor.
- 8) No one can serve two masters.
- 9) We should not hate the poor.
- 10) Money is not everything in life.

L) Answer Key— for (K) Exercise for Practice

- 1) Is he a fool ?
- 2) Did he cross the river ?
- 3) Is he deaf ?
- 4) Can their glory ever fail ?
- 5) Do vegetarians eat meat ?
- 6) Is this the way to behave ?
- 7) Are they very poor ?
- 8) Who can serve two masters ?

- 9) Should we hate the poor ?
- 10) Is money everything in life ?

M) Sum Up

The lesson makes it clear to the learner how to change affirmative sentences into negative sentences and interrogative sentences into assertive sentences. This transformation of sentences takes place without changing the meaning of the sentences.

N) Suggested Readings

- 1) Communication Skills in English (Oxford University Press)
- 2) Essential English Grammar (Cambridge University Press)
- 3) Intermediate English Grammar (Cambridge University Press)
- 4) English Grammar and Composition (Wren & Martin) Published by S.Chand and Co. New Delhi.

Structure

1. Objectives
2. What Is A Noun ?
3. Common Errors Pertaining To Placement of Nouns
4. Self-Check Exercise–I
5. Tips To Remember
6. Answer Key –I
7. What Is A Pronoun ?
8. Common Errors Pertaining To Placement of Pronouns
9. Self-Check Exercise–II
10. Tips To Remember
11. Answer Key–II
12. Let Us Sum Up
13. Suggested Reading

1. Objectives

Our objective in this lesson is to make the learner identify common errors pertaining to **Noun** and **Pronoun** in sentences with the aim to improve his English and acquire mastery of the language to achieve his/her particular aims in his/her academic,

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professional, political or social life.

2. What Is A Noun ?

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

Examples

Mohan, Horse, Delhi, Sunday, Table, Woman, Girl, Rita, City.

Kinds of Nouns :— Examples

1. Common Nouns – child, book, cat
2. Proper Nouns – Red Fort, Bible, India
3. Collective Nouns – herd, troop, group
4. Material Nouns – salt, milk, rice, tea
5. Abstract Nouns – kindness, fear, birth

The Noun – Number

A **noun** that denotes one person, place or thing is in Singular Number.

Examples

book, ass, army, thief, cliff, hero, tooth, child

A **noun** that denotes more than one person, place or thing is in Plural Number.

Examples

books, asses, armies, thieves, cliffs, heroes, teeth, children

The Noun – Gender

Examples

Masculine Gender – man, lion, poet, king, queen

Feminine Gender – woman, lioness, poetess

Common Gender – child, baby, bird, animal

Neuter Gender – box, table, pen, lamp, rock

Note : Read more about Nouns from a good grammar book.

Common Errors Pertaining to Placement of Nouns

INCORRECT

CORRECT

- | | |
|---|--|
| 1. The <i>cattles</i> are a nuisance on our streets. | The <i>cattle</i> are a nuisance on our streets. |
| 2. I have had my <i>meals</i> . | I have had my <i>meal</i> . |
| 3. My <i>family members</i> will join me soon. | The <i>members of my family</i> will join me soon. |
| | OR |
| | <i>My family</i> will join me soon. |
| 4. He had been to his <i>mother's-in-law</i> house. | He had been to his <i>mother-in-law's</i> house. |
| 5. Her <i>hairs</i> are brown. | Her <i>hair</i> is brown. |
| 6. She is good at <i>Mathematic</i> . | She is good at <i>Mathematics</i> . |
| 7. He has received his <i>transfers order</i> . | He has received his <i>transfer orders</i> . |
| 8. <i>Summons have</i> been served on the defaulters. | <i>Summons has</i> been served on the defaulters. |
| 9. I have come to pay my <i>respect</i> to my teacher. | I have come to pay my <i>respects</i> to my teacher. |
| 10. He has received only a <i>two third</i> of his pay. | He has received only a <i>two-thirds</i> of his pay. |
| 11. He brought me three <i>dozens</i> oranges. | He brought me three <i>dozen</i> oranges. |
| 12. He is a good <i>neighbourer</i> . | He is a good <i>neighbour</i> . |
| 13. There is <i>no place</i> in this compartment. | There is no <i>room</i> in this compartment. |

- | | |
|---|--|
| 14. My sister is taking part in <i>the drama</i> . | My sister is taking part in <i>the play</i> . |
| 15. We had good <i>play</i> of cricket. | We had a good <i>game</i> of cricket. |
| 16. There were <i>jokers</i> at the circus. | There were <i>clowns</i> at the circus. |
| 17. We have been asked to memorize the <i>poetry</i> . | We have been asked to memorize the <i>poem</i> . |
| 18. She came to his <i>boarding</i> . | She came to his <i>boarding house</i> . |
| 19. He asked me for a piece of <i>blotting</i> . | He asked me for a piece of <i>blotting paper</i> . |
| 20. He was writing it out in his <i>copy</i> . | He was writing it out in his <i>notebook</i> . |
| 21. They had only two <i>waiting members</i> in their team. | They had only two <i>reserves</i> in their team. |
| 22. This is the fruit of my father's good <i>advices</i> . | This is the fruit of my father's good <i>advice</i> . |
| 23. <i>Athletics are</i> his favourite sport. | <i>Athletics is</i> his favourite sport. |
| 24. She forgot to bring her <i>scissor</i> . | She forgot to bring her <i>scissors</i> . |
| 25. You must start eating <i>fruits</i> daily. | You must start eating <i>fruit</i> daily. |
| 26. I have been advised to eat a lot of green <i>vegetables</i> . | I have been advised to eat a lot of green <i>vegetable</i> . |
| 27. My grandmother does not wear <i>spectacle</i> . | My grandmother does not wear <i>spectacles</i> . |
| 28. He is a supporter of land <i>reform</i> . | He is a supporter of land <i>reforms</i> . |
| 29. He forgot to wash his <i>trouser</i> . | He forgot to wash his <i>trousers</i> . |
| 30. The gentry of the town <i>was</i> present to greet him. | The gentry of the town <i>were</i> present to greet him. |
| 31. I saw two <i>females</i> at the party. | I saw two <i>ladies/women</i> at the party. |
| 32. She has got into bad <i>companionship</i> . | She has got into bad <i>company</i> . |

- | | |
|---|--|
| 33. He spent a large <i>number</i> of money at the fair. | He spent a large <i>amount</i> of money at the fair. |
| 34. The man wore new <i>dress</i> . | The man wore new <i>clothes</i> . |
| 35. He forgot to put down his <i>sign</i> on the application. | He forgot to put down his <i>signature</i> on the application. |
| 36. She is my <i>cousin sister</i> . | She is my <i>cousin</i> . |
| 37. She took <i>insult</i> at my remark. | She took <i>offence</i> at my remark. |
| 38. We are all <i>fellow brothers</i> . | We are all <i>brothers</i> . |
| 39. Delhi is one of the most polluted <i>city</i> in the world. | Delhi is one of the most polluted <i>cities</i> in the world. |
| 40. The road is closed for <i>repair</i> . | The road is closed for <i>repairs</i> . |
| 41. One of my <i>student</i> has won the gold medal for public speaking. | One of my <i>students</i> has won the gold medal for public speaking. |
| 42. Don't look at the <i>back side</i> of my house. | Don't look at the <i>back</i> of my house. |
| 43. She happened to hurt a <i>foot finger</i> . | She happened to hurt a <i>toe</i> . |
| 44. He has a ten- <i>rupees</i> note. | He has a ten- <i>rupee</i> note. |
| 45. There are two ladies <i>in</i> our staff. | There are two ladies <i>on</i> our staff. |
| 46. He <i>has</i> a Ph.D. in English. | He <i>is</i> a Ph.D. in English. |
| 47. I think the <i>chair's legs</i> are broken. | I think the <i>legs of the chair</i> are broken. |
| 48. <i>Good night</i> . I'm happy you could come. | <i>Good evening</i> . I'm happy you could come. |
| 49. Cloth is sold by the <i>yards</i> . | Cloth is sold by the <i>yard</i> . |
| 50. He sees that <i>alms is</i> given to every beggar that comes to his door. | He sees that <i>alms are</i> given to every beggar that comes to his door. |

- | | |
|--|---|
| 51. I'm leaving by the 8.00 train. | I'm leaving by the 8 o'clock train. |
| 52. I expect you to be true to your <i>words</i> . | I expect you to be true to your <i>word</i> . |
| 53. I have <i>works</i> to do in the city. | I have <i>much work</i> to do in the city. |
| 54. He has no <i>issues</i> other than a daughter. | He has no <i>issue</i> other than a daughter. |
| 55. The new <i>machineries</i> have arrived. | The new <i>machinery</i> has arrived. |
| 56. I found him sleeping in his <i>quarter</i> . | I found him sleeping in his <i>quarters</i> . |
| 57. It is bad <i>manner</i> to eavesdrop. | It is bad <i>manners</i> to eavesdrop. |
| 58. You will be surprised at your own <i>emolument</i> . | You will be surprised at your own <i>emoluments</i> . |
| 59. Take a <i>compass</i> and draw a circle. | Take the <i>compasses</i> and draw a circle. |
| 60. I must change my <i>cloths</i> immediately. | I must change my <i>clothes</i> immediately. |
| 61. You have always been finding <i>faults</i> with my work. | You have always been finding <i>fault</i> with my work. |
| 62. You need not worry yourself about the <i>finance</i> of the company. | You need not worry yourself about the <i>finances</i> of the company. |
| 63. He has gone abroad for higher <i>study</i> . | He has gone abroad for higher <i>studies</i> . |
| 64. He has got this job on <i>merits</i> . | He has got this job on <i>merit</i> . |
| 65. The course <i>materials</i> you sent were very useful. | The course <i>material</i> you sent was very useful. |
| 66. My <i>circumstance</i> does not permit me to leave home at this stage. | My <i>circumstances</i> do not permit me to leave home at this stage. |
| 67. The police <i>was</i> late in coming. | The police <i>were</i> late in coming. |
| 68. A <i>ten-men</i> delegation met the chairman. | A <i>ten-man</i> delegation met the chairman. |

4. Self-Check Exercise-I

Rewrite the sentences correctly :-

1. The blinds need our support.

Ans. _____

2. She was overcome by the misery of the poor.

Ans. _____

3. Please excuse the troubles.

Ans. _____

4. There were no breads in the shop.

Ans. _____

5. Gymnastics are given a lot of importance in our college.

Ans. _____

6. She will take care of your luggages.

Ans. _____

7. We saw beautiful sceneries in Nanital.

Ans. _____

8. I was troubled by these news.

Ans. _____

5. Tips To Remember :—

- ‘Rices’, ‘corns’, ‘foods’, ‘are used to denote different kinds of rice, corn, food and not a large quantity of these items. Similarly ‘advices’, ‘scenery’, ‘hair’, ‘offspring’, ‘furniture’, etc., do not take ‘s’ at end unless the other meaning of the word is intended. ‘Advice means counsel, but ‘advices’

means information, 'sceneries' denotes different kinds of scenery. 'Hairs' is used when attention is drawn to number. 'Abuses' denotes evil practices and is not a term of abuse.

- The following nouns are alike in the singular and the plural : 'deer', 'sheep', 'trout', 'cod', 'salmon', 'species', 'canon', 'series', 'corps', etc.
- The following nouns are always used in the plural : 'shoes', 'bellows', 'tongs', 'precincts', 'trousers', 'stockings', 'spectacles', 'scissors', 'fettors', 'shears', 'cards', 'pants', 'pyjamas', 'billiards', 'bowels', 'draughts', 'thanks', 'annals', 'entrails', 'contents', 'savings', 'remains', 'proceeds', 'lodgings', 'auspices', 'assets', 'victuals', 'aims', 'riches', 'ashes', 'cares', 'nuptials', 'quarters', 'wages', 'breeches', 'surroundings', 'tactics', 'dregs', 'eaves', and 'letters'.
- The following nouns are plural in form, but are used as singular. 'alms', 'runnings', 'gallows', 'news', 'amends', 'Politics', 'Ethics', 'Mathematics', 'Dynamics', 'Physics', 'Gymnastics', 'means', (meaning wealth), 'summons', (the plural is 'summonses').
- Nouns expressing number and weight (when preceded by numerals) are not pluralised, as : 'five dozen apples'; 'two score mangoes' ; 'twelve stone weight, 'five head of cattle', 'two hundred rupees', 'three thousand rupees', 'four yoke of oxen', 'a five-yard piece of cloth', 'a three-mile race', etc.
- But we say : 'There were thousands of people in the fair'. 'Hundreds of boys came to watch the match'.
- 'Politics', 'Mechanics', 'Optics', 'Mathematics', 'Gymnastics', 'Physics', etc. - These words always take an 's' after them, but they take singular verbs.
- There are other nouns that always take a plural form and a plural verb.
- Some nouns have the same form in the singular as well as in the plural, e.g.: 'swine', 'sheep', 'grass', 'score', 'fish', 'salmon', 'canon', etc.

- Certain collective nouns preceded by a numeral do not take an 's' after them, e.g., 'many counsel'
- Collective nouns like 'dozen' and 'pair', though singular in form, are always used in the plural: (1) My poultry have made me rich. (2) The people of our village are rich. (3) The cattle are grazing. (4) Mankind want peace. (5) The gentry have been invited. (6) The vermin are killed. (7) The peasantry of India are industrious. (8) The police were sent on the track. (9) The clergy were present.
- When 'people' is used as a common noun, it is used both in the singular and in the plural. The Nepalese are simple and brave people. The people (nation) of Africa are making rapid progress.
- Abstract, proper and material nouns have no plural except when they are used as common nouns.
- When a noun is made to do the work of an adjective in a compound word, it should not be used in the plural form: 'a ten-rupee note', 'a hundred-yard race', 'a ten-year-old boy', 'a two-hour talk', 'an eight-anna piece', 'a five-year plan', 'a ten-pound weight', a 'seven-day week', 'a 'three-hour talk', etc.
- We say 'pieces of art', 'pieces of poetry', 'pieces of advice' and 'articles of clothing' 'articles of furniture', 'articles of baggage', 'Fishes' denotes different kinds of fish; 'hairs', different kinds of hair.
- Some nouns have two forms in the plural, each with different meaning.
- The apostrophe 's' after a noun is added only in the case of animate objects, not in the case of inanimate ones, except after expressions which denote: (i) time; (ii) weight; (iii) distance, e.g. : 'a maund', 'a mile's distance', 'an hour's talk', 'a stone's throw', 'a needle's point', 'a week's leave', etc.
- The words 'church', 'school', 'house', 'shop', etc., are often omitted after the possessive case.

- Avoid use of the double possessive, e.g., your's.
- The words, 'its', 'his', 'hers', 'yours', 'ours', and 'theirs', are possessive. They are neither written within the possessive sign nor are followed by nouns.

In plural nouns ending in 's' possessive case is formed by adding a single apostrophe after the 's', e.g.: girls' colleges', boys' schools.'

In plural nouns not ending in 's', the possessive case is formed by adding an apostrophe before the 's', e.g., children's park, men's club, and women's hostel.

To change a plural noun into the possessive case remember that :

- a) If it denotes persons ('men', 'ladies',) and does not end in 's' an apostrophe is added before the 's' e.g. 'Children's books 'men's' garments'; etc.
- b) Nouns denoting objects also take an apostrophe before the 's' e.g. : 'Death's toll', 'life's burden', 'India's heroes'.
- c) Apostrophes are also used in the following familiar phrases 'Out of harm's way', 'to his heart's content', 'at his wit's end', 'a bird's-eye view'.
- d) In plural nouns ending in (s) a single apostrophe is used after the 's', e.g., 'girls' college', 'boys' school', 'for goodness' sake 'Moses' Law'.

6. Answer Key :—

Self-Check Exercises-I

- 1) The blind need our support.
- 2) She was overcome by the misery of the poor.
- 3) Please excuse me for the trouble.

4) There was no bread in the shop.

OR

There were no loaves of bread in the shop.

5) Gymnastics is given a lot of importance in our college.

6) She will take care of your luggage.

7) We saw beautiful scenery in Nanital.

8) I was troubled by this news.

7. What Is A Pronoun ?

A **pronoun** is a word used in place of a noun.

Examples

He, she, it, they, her, him, you, we, I, me, etc.

Kinds of Pronouns

Examples

- | | | |
|---------------------------|---|---|
| 1. Personal Pronouns | – | I, you, he, my, her, their, etc. |
| 2. Reflexive Pronouns | – | Myself, yourself, itself, themselves etc. |
| 3. Relative Pronouns | – | Who, whose, which, that, what etc. |
| 4. Interrogative Pronouns | – | Whom, what, which, who, whose. |
| 5. Demonstrative Pronouns | – | This, that, these, those, such, this. |
| 6. Distributive Pronouns | – | Each, either, neither, one, another. |
| 7. Indefinite Pronouns | – | One, none, everyone, someone. |

Note : Read more about Pronouns from a good grammar book.

Common Errors Pertaining to Placement of Pronouns

INCORRECT

CORRECT

- | | |
|--|---|
| 1. I asked the boss for a raise in pay but he did not <i>give me</i> . | I asked the boss for a raise in pay but he did not <i>give it to me</i> . |
| 2. <i>I</i> and <i>she</i> are friends. | <i>She</i> and <i>I</i> are friends. |
| 3. The man who comes here <i>first he will</i> get the job. | The man who comes here <i>first will</i> get the job. |
| 4. Whoever tops the class <i>she will</i> be selected. | Whoever tops the class <i>will</i> be selected. |
| 5. I with some colleagues attended the conference. | I attended the conference with some colleagues. |
| 6. The chairman examined the candidate if he was fit for the job. | The chairman examined the candidate to see if he was fit for the job. |
| 7. Have you a pen?
I have not <i>got</i> . | Have you a pen?
I have not got one. |
| 8. Is he at home?
Yes, I <i>think</i> . | Is he at home?
Yes, I <i>think so</i> . |
| 9. Who did this?
<i>Myself</i> . | Who did this?
<i>I (Myself)</i> |
| 10. They <i>enjoyed</i> during holidays. | They <i>enjoyed themselves</i> during holidays. |
| 11. <i>Any</i> of these two girls will be sent for training. | <i>Either</i> of these girls will be sent for training. |
| 12. There is no choice between you and <i>she</i> . | There is no choice between you and <i>her</i> . |
| 13. Neither the station master nor his subordinates was present at <i>his</i> station. | Neither the station master nor his subordinates were present at <i>the</i> station. |

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| 14. I saw every woman and every girl raise <i>their</i> hands. | I saw every woman and every girl raise <i>her</i> hands. |
| 15. The principal found each master and each boy in <i>their</i> rooms. | The principal found each master and each boy in <i>his</i> room. |
| 16. I shall check the switches <i>whether they</i> work. | I shall check whether the <i>switches</i> work. |
| 17. Everyone is sad when <i>they see</i> little children exploited. | Everyone is sad when <i>he sees</i> little children exploited. |
| 18. None of us <i>have</i> seen him for quite some time now. | None of us <i>has</i> seen him for quite some time now. |
| 19. The size of the bracelet should be the same <i>as this</i> bracelet. | The size of the bracelet should be the same <i>as that of this</i> bracelet. |
| 20. My car is more expensive than <i>my friend's</i> . | My car is more expensive than <i>that of my friend</i> . |
| 21. <i>I, you and she</i> are expected to attend the seminar. | <i>You, she and I</i> are expected to attend the seminar. |
| 22. You and I have done <i>my work</i> . | You and I have done <i>our</i> work. |
| 23. You and he tried <i>his</i> best to convince her of her responsibility. | You and he tried <i>your</i> best to convince her of her responsibility. |
| 24. Let you and <i>I</i> handle this job together. | Let you and <i>me</i> handle this job together. |
| 25. If I were <i>him</i> , I would have resigned. | If I were <i>he</i> , I would have resigned. |
| 26. Will you accept <i>either of</i> these five proposals? | Will you accept <i>any of</i> these five proposals? |
| 27. Percy and Nina love <i>one</i> another. | Percy and Nina love <i>each</i> other. |
| 28. All the officers should respect <i>each other</i> . | All the officers should respect <i>one another</i> . |

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| 29. One should respect <i>his</i> parents at all times. | One should respect <i>one's</i> parents at all time. |
| 30. Everyone collected <i>one's</i> pay on the first. | Everyone collected <i>his</i> pay on the first. |
| 31. Every one of us should be faithful to <i>their</i> organisation. | Every one of us should be faithful to <i>his</i> organisation. |
| 32. Such persons <i>who</i> are diligent, achieve success in life. | Such persons <i>as</i> are diligent achieve success in life. |
| 33. This is the same man <i>whom</i> you met yesterday. | This is the same man <i>who</i> you met yesterday. |
| 34. <i>Whom</i> do you suspect has done this? | <i>Who</i> do you suspect has done this? |
| 35. You should avail of <i>this</i> opportunity to go abroad. | You should avail <i>yourself</i> of this opportunity to go abroad. |
| 36. Who is there?
It is <i>me</i> . | Who is there?
It is <i>I</i> . |
| 37. The teacher has helped Rita and <i>I</i> . | The teacher has helped Rita and <i>me</i> . |
| 38. Anika sings better than <i>me</i> . | Anika sings better than <i>I (do)</i> . |
| 39. You are as good a player as <i>him</i> . | You are as good a player as <i>he</i> . |
| 40. Have you any objection to <i>I</i> joining you on this trip? | Have you any objection to <i>me</i> joining you on this trip? |
| 41. <i>Your's</i> sincerely. | <i>Yours</i> sincerely. |
| 42. He is not such a fool <i>that</i> would resign. | He is not such a fool <i>as</i> would resign. |
| 43. Those who attended this discussion should consider <i>yourself</i> fortunate. | Those who attended this discussion should consider <i>themselves</i> fortunate. |
| 44. Which of you would like to lend Asif <i>your</i> book? | Which of you would like to lend Asif <i>his</i> book? |

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| 45. He is the best defender <i>who</i> could be found. | He is the best defender <i>that</i> could be found. |
| 46. This is between <i>you</i> and <i>I</i> . | This is between <i>you</i> and <i>me</i> . |
| 47. She went with Gita and <i>myself</i> . | She went with Gita and <i>me</i> . |
| 48. <i>Who</i> did you see at the fair? | <i>Whom</i> did you see at the fair? |
| 49. This is the same table <i>whose leg</i> you had broken. | This the same table <i>the leg of which</i> you had broken. |
| 50. It was <i>him</i> who did it. | It was <i>he</i> who did it. |
| 51. He <i>made your mention</i> in his talk. | He <i>made a mention of you</i> in his talk. |
| 52. I was pleased to receive <i>your good report</i> . | I was pleased to receive <i>a good report of you</i> . |
| 53. I am <i>yours</i> obedient servant. | I am <i>your</i> obedient servant. |
| 54. I have read <i>Browning's poetry</i> who was a lover of nature. | I have read <i>the poetry of Browning</i> who was a lover of nature. |
| 55. It is the system, not the individual, which he hates. | It is the system which he hates, not the individual. |
| 56. He repeated the story to <i>whoever he met</i> . | He repeated the story to <i>whomsoever</i> he met. |
| 57. I am happy at <i>them</i> taking part in this competition. | I am happy at <i>their</i> taking part in this competition. |
| 58. All but <i>him</i> had passed. | All but <i>he</i> had passed. |

9. Self-Check Exercise-II :—

Correct the following sentences :

- 1) None of them were here.

Ans. _____

- 2) Our's is a small company.

Ans. _____

- 3) That is my book, please pass.
Ans. _____
- 4) You played better than me.
Ans. _____
- 5) We all did not participate in the seminar.
Ans. _____
- 6) Renu keeps herself away from late night parties.
Ans. _____
- 7) I will take your leave after two hours.
Ans. _____
- 8) It was me who picked up your father last night.
Ans. _____
- 9) This job cannot be entrusted to anyone except he.
Ans. _____

10. Tips To Remember :—

- 'I' comes last, when 'you' and 'he' are mentioned in the same sentence, but in admitting a fault, 'I' comes first.
- 'Which' conveys additional information, somewhat new, and 'that' merely explains and defines a certain thing or statement.
- The vernacular idiom is responsible for the mistakes in sentences such as: She *enjoyed* during her holidays.
- A pronoun used as subject should not be separated from its verb if possible.
- 'Each', 'every', 'none', 'person', 'much', are singular words, 'many', 'all', 'most', 'some', 'people', are plurals.

- ‘Either’ is used for two things, ‘any’ is used for more than two.
- When two or more singular nouns are joined by either or, neither ...nor, the pronouns are generally used in the singular.
- When two singular nouns joined by ‘and’ are preceded by ‘each’ or ‘every’, the pronoun used for them is in the singular.
- If a plural and a singular noun are joined by either or, neither nor, the pronoun and verb used should be in the plural.
- When pronouns of different persons are joined by ‘and’ and used in the subject of a sentence, the verb is used in the plural.
- When there are pronouns of different persons, second person should come first, third person next and first person last, unless used in pejorative sense when the order is reversed.
- ‘None’ is used in the singular when it points to a material noun, e.g. ‘I want some flour, there is none in the bag.’
- ‘None’ is used in the singular or the plural form when it points to persons or common nouns; e.g. : ‘Is there any message for me?’ ‘No there is none’ (singular). ‘None but the hard working deserve the award.’ ‘Do you want apples?’ ‘There are none in the basket.’
- Pronouns like ‘his’, ‘her’ are used for ‘each’, and ‘everyone’, according to reference.
- When the gender (masculine or feminine) is not expressed, ‘he’ is used.
- The relative pronoun is sometimes omitted in the objective case.
- The antecedent of a relative pronoun is sometimes omitted.
- A relative pronoun should agree with its antecedent in number and person.
- Generally ‘whose’ is used for denoting persons, and ‘which’ for denoting life less objects.

- Sometimes the pronoun 'it' is omitted, where it is needed.
- 'Who' denotes subject and 'whom' stands for object.
- The object of a verb or of a preposition, when it is a pronoun should be in the objective form.
- When such verbs as 'avail', 'absent', 'enjoy', 'apply', 'resign', 'drinking', 'acquit', 'over-reach', 'exert', 'oversleep', 'revenge', 'set', distinguish are used reflexively, never omit the reflexive pronoun.
- The complement of the verb 'to be', when it is expressed by pronoun, should be in the nominative form.
- The verbs 'break', 'enlist', 'bathe', 'qualify', 'dash', 'rest', 'keep', 'draw', 'move', 'roll', 'make', 'burst', 'spread', 'feel', 'lengthen', 'hide', 'marry', 'form', 'open', 'gather', 'steal', 'repent', 'stop' are not followed by reflexive pronouns.
- A pronoun which is governed by a preposition must be in the objective case. Hence 'whom'.
- A pronoun should not be omitted when it takes the place of a noun in the objective case after a transitive verb.
- A noun or pronoun in the possessive case should not be used as the antecedent to a relative pronoun.
- When a pronoun follows 'than' the case of such a pronoun is to be determined from the content.
- Either use 'both' or 'as well as'.
- Two singular subjects joined by 'as well as' require predicate verb to be singular.
- When any two subjects, not of the same person, are joined by 'or' or 'nor', the verb agrees with the subject nearest it.

- Singular subjects connected by ‘or’ or ‘nor’ need a singular verb.
- In using ‘neither’, ‘either’, the verb should follow the second noun or pronoun.
- A noun or pronoun in the possessive case should not be used as the antecedent to a relative pronoun.
- A relative pronoun or the relative adverb should be placed as close to its antecedent as possible.
- When a pronoun follows, then the case of such a pronoun is to be determined from the contents.
- A noun or pronoun governing a gerund should be put in the possessive case. None should be put with ‘s’.
- A noun or pronoun denoting a person or some other living being must be in the possessive case when placed before a gerund.

11. Answer Key-II :—

Self-Check Exercise-II

1. None of them was here.
2. Ours is a small company.
3. That is my book, please pass it.
4. You played better than I.
5. None of us participated in the seminar.
6. Renu keeps away from late night parties.
7. I will take leave of you after two hours.
8. It was I who picked up your father last night.
9. This job cannot be entrusted to anyone except him.

12. Let Us Sum Up :—

In this lesson we have discussed common errors pertaining to placement of nouns and pronouns in sentences and their corrections. Tips to Remember and Check Your Progress Exercises will prove beneficial to the learner from the examination point of view.

13. Suggested Reading :—

Sarah Freeman : **Written Communication in English (Orient Longman)**

Structure

1. Objectives
2. What is An Adverb?
3. Common Errors Pertaining To Placement of Adverbs.
4. Self-Check Exercise–I
5. Tips To Remember
6. Answer Key–I
7. What is a Preposition?
8. Common Errors Pertaining To Placement of Preposition
9. Self–Check Exercise–II
10. Tips To Remember
11. Answer Key–II
12. Suggested Reading
13. Let Us Sum Up

1. Objectives

Our objective in this lesson is to make the learner identify common errors pertaining to ‘**Adverbs**’ and ‘**Preposition**’ in sentences with the aim to improve his English and acquire mastery of the language to achieve his/her particular aims in his/her academic, professional, political or social life.

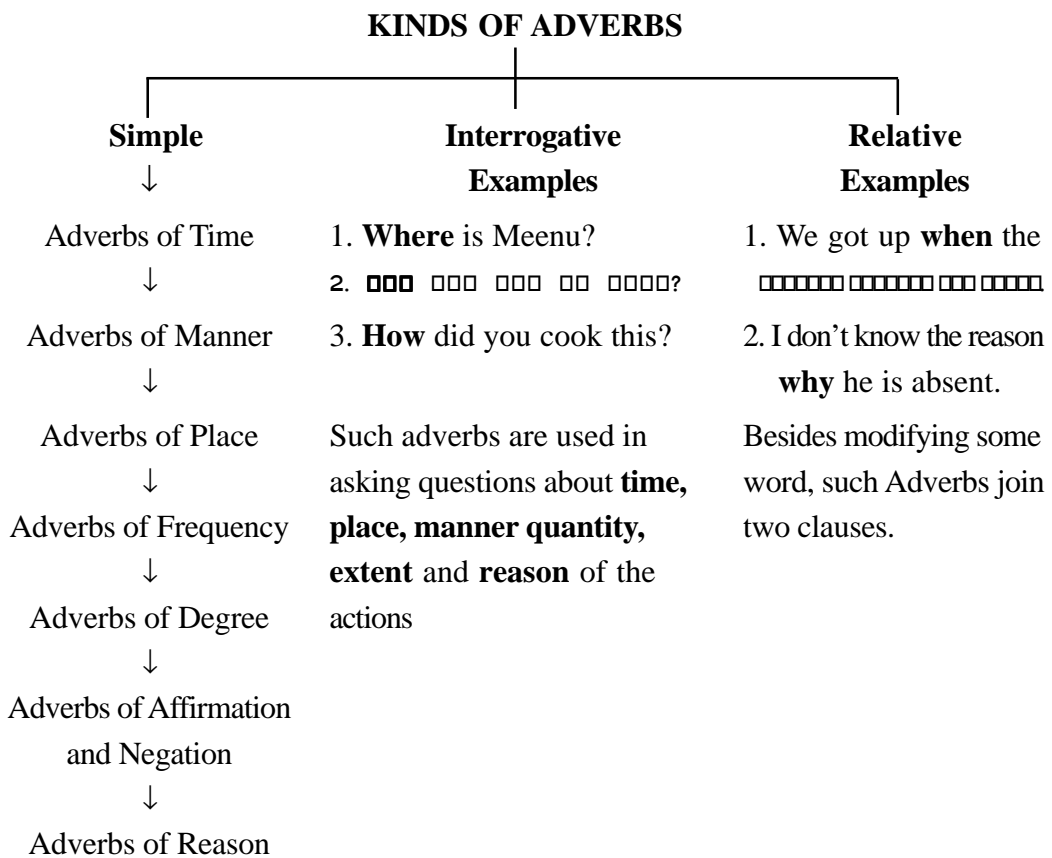
*Ms. Anupama Vohra, Lecturer in English, Directorate of Distance Education,
University of Jammu, Jammu*

2. What Is An Adverb?

An **Adverb** is a word (or a set of words) that describes or modifies the meaning of a verb, an adjective or another adverb.

Examples

1. She sings **sweetly**.
2. The girls played **well**.
3. I worked **only** two sums.



Examples

1. She has **already** got late.
2. He works **slowly**.
3. Move **forward**.
4. He **often** drives carefully.
5. I am **so** happy.
6. **Yes**, he is at home.
7. It was raining **therefore** we stayed in.

Note : *Read more about Adverbs from a good grammar book.*

3. Common Errors Pertaining To Placement of the Adverbs

INCORRECT

1. We came to this city *before long*.
2. *Really speaking* we have excellent teachers.
3. Hardly *I have* had any sleep since I moved to the city.
4. Never *I have* seen such suffering in my life.
5. She swims *much good* than I.
6. *What for* do you keep giving him money?
7. She sings *good*.
8. This job is *too* satisfying.
9. Accept his challenge; don't *behave cowardly*.

CORRECT

- We came to this city *long ago*.
- To speak the truth/As a matter of fact* we have excellent teachers.
- Hardly *have I* had any sleep since I moved to the city.
- Never *have I* seen such suffering in my life.
- She swims *better* than I.
- Why* do you keep giving him money?
OR
What do you keep giving him money *for*?
- She sings *well*.
- This job is *very* satisfying.
- Accept his challenge; don't *behave in a cowardly* manner.

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| 10. They live <i>miserly</i> . | They live in a <i>miserly way</i> . |
| 11. <i>Just you had left</i> when I came. | <i>You had just left</i> when I came. |
| 12. It was a good exhibition; I liked it <i>on the whole</i> . | It was a good exhibition; I liked <i>the whole of it</i> . |
| 13. The situation was <i>very worse</i> than we had expected. | The situation was <i>much worse than</i> we had expected. |
| 14. They left the room <i>by and by</i> . | They left the room <i>one by one</i> . |
| 15. On seeing his child safe he was <i>very</i> relieved. | On seeing his child safe he was <i>much</i> relieved. |
| 16. Calcutta is a <i>much</i> large city and a much dirty one too. | Calcutta is a <i>very</i> large city and <i>a very</i> dirty one too. |
| 17. The principal was <i>very</i> annoyed at her attitude. | The principal was <i>much</i> annoyed at her attitude. |
| 18. We found ourselves in a <i>much</i> amusing situation. | We found ourselves in a <i>very</i> amusing situation. |
| 19. He <i>was very</i> fast to be beaten. | He was <i>too</i> fast to be beaten. |
| 20. In this situation you should go <i>directly</i> to the principal. | In this situation you should go <i>direct</i> to the principal. |
| 21. He always behave <i>most gentlemanly</i> . | He always behaves in a <i>most gentlemanly</i> manner. |
| 22. Your decision may turn out to be <i>much</i> harmful than useful. | Your decision may turn out to be <i>more</i> harmful than useful. |
| 23. You reacted very <i>hasty</i> . | You reacted very <i>hastily</i> . |
| 24. Your language sounded <i>harshly</i> . | Your language sounded <i>harsh</i> . |
| 25. Most <i>likely</i> the shops will remain closed tomorrow. | Most <i>probably</i> the shops will remain closed tomorrow. |

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| 26. The <i>whole India</i> is proud at his achievement. | The <i>whole of India</i> is proud at his achievement. |
| 27. She did her sums <i>wrongly</i> . | She did her sums <i>wrong</i> . |
| 28. This bag is <i>very</i> heavy for me to carry. | This bag is <i>too</i> heavy for me to carry. |
| 29. This apple is <i>too</i> sweet. | This apple is <i>very</i> sweet. |
| 30. Call me anything else <i>than</i> an expert. | Call me anything <i>but</i> an expert. |
| 31. She was forced <i>to quickly</i> do her work. | She was forced <i>to do</i> her work <i>quickly</i> . |
| 32. He speaks the <i>truth always</i> . | He <i>always speaks</i> the truth. |
| 33. She <i>tells never</i> a lie. | She <i>never tells</i> a lie. |
| 34. She <i>comes</i> to my office <i>often</i> . | She <i>often comes</i> to my office. |
| 35. I feel <i>discouraged sometimes</i> . | I <i>sometimes feel</i> discouraged. |
| 36. This news is <i>very</i> good to be true. | This news is <i>too</i> good to be true. |
| 37. She was <i>quite</i> sorry to hear the sad news. | She was <i>very</i> sorry to hear the sad news. |
| 38. Does she sing well? <i>Of course</i> , she does. | Does she sing well? <i>certainly</i> , she does. |
| 39. To be successful, <i>firstly</i> you should be regular, and <i>secondly</i> hard-working. | To be successful, <i>first</i> you should be regular, and <i>secondly</i> hard-working. |
| 40. I <i>never</i> remember having seen her. | I <i>do not</i> remember having seen her. |
| 41. He <i>eagerly wishes</i> to join his father. | He <i>wishes eagerly</i> to join his father. |
| 42. Finally, his mother <i>peacefully</i> died. | Finally, his mother <i>died peacefully</i> . |
| 43. We <i>explained briefly</i> our plans to the chairman. | We <i>briefly explained</i> our plans to the chairman. |
| 44. He <i>was fortunately</i> not present when the chairman came. | <i>Fortunately</i> , he was not present when the chairman came. |
| 45. The assailant was overpowered <i>at length</i> . | <i>At length</i> the assailant was overpowered. |

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| 46. She is <i>enough intelligent</i> to know his real plan. | She is <i>intelligent enough</i> to know his real plans. |
| 47. Sharmila is somewhat short for her age. | Sharmila is rather short for her age. |
| 48. The police found her lying <i>senselessly</i> . | The police found her lying <i>senseless</i> . |
| 49. We have not seen him <i>long since</i> . | We have not seen him <i>for a long time</i> . |
| 50. He is <i>respected highly</i> in his country. | He is <i>highly respected</i> in his country. |
| 51. He is <i>very</i> weak that he cannot walk. | He is <i>so</i> weak that he cannot walk. |
| 52. He finished this work more <i>quick</i> than any of our staff. | He finished this work more <i>quickly</i> than any of our staff. |
| 53. I shall be <i>very</i> obliged to you if you come. | I shall be <i>much</i> obliged if you come. |
| 54. She left the country five years <i>before</i> . | She left the country five years <i>ago</i> . |
| 55. Prema <i>wrote</i> me a week ago. | Prema <i>wrote to</i> me a week ago. |
| 56. They have <i>invited</i> me <i>for</i> dinner. | They <i>invited</i> me <i>to</i> dinner. |
| 57. Kavita <i>resembles</i> to her mother. | Kavita <i>resembles</i> her mother. |
| 58. I've <i>discussed on</i> this subject with him. | I've <i>discussed this</i> subject with him. |
| 59. Satya <i>recommended for me</i> to the principal. | Satya <i>recommended me</i> to the principal. |
| 60. She begged pardon <i>from</i> the principal. | She begged pardon <i>of</i> the principal. |
| 61. I <i>searched</i> the book everywhere. | I <i>searched for</i> the book everywhere. |

4. Self-Check Exercise-I :—

- 1) Correct the following sentences :—
 a) He arrived yesterday in the night.

Ans. _____

- b) If he fails this time, he will be nowhere.
Ans. _____
- c) I want to hear the story in details.
Ans. _____
- d) He travelled by a superfast train and reached Bombay soon.
Ans. _____
- e) To tell in brief we are not prepared to take up this job.
Ans. _____
- f) He scarcely sees us these days.
Ans. _____
- g) She was very kind enough to offer me this job.
Ans. _____

5. Tips To Remember :—

- ‘Much’ is used with adjectives or adverbs in the comparative degree; ‘Very’ is used with adjectives or adverbs in the positive degree.
- ‘Much’ is used with the past participles, ‘very’ is used with the present participles. But this rule is not always strictly followed.
- ‘Very’ is used in the sense of ‘really’, ‘truly’. As such it emphasises the adjectives in the superlative degree.
- ‘Very’ is sometimes used and added to qualify ‘much’, as ; This room is very much better than that’.
- An adverb generally follows an intransitive verb and the objective of the transitive verb.
- ‘Since’ is used for the point of time from which the action begins. ‘For’ is used for the period of time.

- ‘Of course’ is used when the thing mentioned is naturally true.
- ‘As’ is used after the verbs of description only such as ‘mentioned’ ‘define’, ‘represent’, ‘portray’, etc.
- ‘Too’ is used where we imply some limit or correct standard. It denotes a kind of excess over the necessary limit or aim. When no limit or standard is implied, we use the adverb ‘very’ to qualify the adjective.
- ‘Ago’ is used as an adverb of time. It is never used as a conjunction or preposition.
- ‘Else’ should be followed by the adverb ‘but’ in the cases noted above.
- The adverb ‘enough’ is generally used after the word modifies.
- An adverb should not be used before an infinitive and its size.
- Adjectives should not be used for adverbs.
- The adverbs of time like ‘ever’, ‘always’, ‘seldom’, ‘frequently’, ‘often’, and ‘sometimes’, are generally used before the verbs they modify.
- The adverbs ‘too’ is used in the sense of more than enough but not in that of very much. ‘Too’ is used also to mean also and as well as, ‘Take the girls to the circus too’.
- Do not use ‘quite’ in the sense of ‘very’ or to a considerable degree.
- ‘Of course’ is often loosely used for ‘certainly’.
- In an enumeration, say, ‘firstly’, ‘secondly’, and ‘thirdly’ use first which is an adverb.
- As a rule, the word ‘only’ should be placed immediately before the word it is intended to modify.
- With a transitive verb the adverb generally comes after the object. If, however, the object is long the adverb may come after the transitive verb : ‘He writes carefully all the exercises he has to do’.
- The use of ‘never’ for ‘not’ is incorrect, for ‘never’ means ‘not ever and not ‘not’.

- When the verb is intransitive, the adverb or the adverbial phrase is placed after the verb. But when the verb is transitive an adverb can be placed either before or after the verb.
- An adverb should be placed at the beginning of a sentence when it is intended to qualify not any word in particular, but the sentence as a whole.
- Adjectives should not be used in place of adverbs.
- ‘Very’ modifies adjectives or adverbs in a positive degree and ‘much’ in the comparative degree.
- Two negatives destroy each other.
- ‘So’ as an adverb of degree must not be used absolutely without a correlative.
- ‘On the whole’ is only used to sum up. Your opinion of something which is good or bad in parts.
- ‘After all’ denotes in spite of what has gone before. It should not be used when we mean some natural consequence. ‘Finally’ will suit there better.
- In colloquial speech the use of ‘very’ in such sentences passes as correct; as : ‘I am very pleased’, ‘I am very tired’, etc. But it is more correct to use ‘much’ in such cases.

Answer Key -I

Self-Check Exercise I

- a) He arrived yesterday night.
- b) If he fails this time, he will be ruined.
- c) I want to hear the story in detail.
- d) He travelled by a superfast train and reached Bombay quickly.
- e) In short, we are not prepared to take up this job.
- f) He rarely sees us these days.
- g) She was so kind as to offer me this job.

OR

She was kind enough to offer me this job.

7. What Is A Preposition ?

Preposition is a word (or a set of words) that shows the relation between a Noun or a Pronoun (which is its object) and the rest of the sentence.

Examples :

1. He lives **at** Meerut **in** U.P.
2. The meeting was held at 5 p.m.
3. We shall go for a picnic **on** sunday.
4. Mohit has a book **in** his hand.
5. The child was run over **by** a car.

Note: Read more about **Prepositions** from a good grammar book.

8. Common Errors Pertaining To Placement Of Preposition

Incorrect	Correct
It is better for you to comply <i>to</i> your parent's wishes.	It is better for you to comply with your parent's wishes.
Your friend is capable <i>for</i> doing anything.	Your friend is capable of doing anything.
He has been made conscious <i>with</i> his shortcomings.	He has been made conscious of his shortcomings.
He is contented <i>to</i> his life as a tailor.	He is contented with <i>his</i> life as a tailor.
The accident took place when the bus collided <i>to</i> a truck.	The accident took place when the bus collided <i>with</i> a truck.
You can always count <i>for</i> our help.	You can always count <i>on</i> our help.
I'm happy to see you cured <i>from</i> all your diseases.	I'm happy to see you cured of all your diseases.
We have contributed some money <i>for</i> the building funds.	We have contributed some money <i>towards</i> the building fund.

Do you compare life *with* a cricket match ?

You must take care *for* your health.

She has been charged *of* murder.

Over a hundred people have died *from* cholera in the city.

The book fair will commence *from* the eighth of February.

I devote two hours *for* my exercises daily.

Did you call *on* my house?

This place is devoid *from* any order.

The businessman called *at* his client yesterday.

The robbers deprived us *from* all our belongings.

My friend deals *with* textiles.

Mother Teresa's life is dedicated *for* the service of the destitutes.

I am desirous *for* publishing a book.

I owe my life *for* the driver who averted a fatal accident.

My approach to this problem is different *with* yours.

Emergency has been imposed *in* that country.

Do you compare life to a cricket match ?

You must take care of your health.

She has been charged *with* murder.

Over a hundred people have died of cholera in the city.

The book fair will commence on the eighth of February.

I devote two hours to my exercises daily.

Did you call *at* my house ?

This place is devoid of any order.

The businessman called *on* his client yesterday.

The robbers deprived us *of* all our belongings.

My friend deals *in* textiles.

Mother Teresa's life is dedicated *to* the service of the destitutes.

I am desirous *of* publishing a book.

I owe my life to the driver who averted a fatal accident.

My approach to this problem is different *from* yours.

Emergency has been imposed *on* that country.

She died *of* exhaustion.

Ignorance *from* law is no excuse.

I have dissuaded him *of* buying that property.

The old lady is hard *from* hearing.

I've deposited all my money *in* the State Bank.

This is the same girl I told *you*.

I don't like to see you *hanker* with money.

You must remember me *with* your sister.

Students are clamouring *to* more freedom.

You must stand *with* me in times of trials.

You are absolved *from* all the charges.

Are you averse *for* ladies travelling with you?

Our college is affiliated *with* your university.

So early in life, he is afflicted *from* diabetes.

I enjoy complete control *on* my department.

We are not amenable *for* any kind of external pressure.

She died *from* exhaustion.

Ignorance *of* law is no excuse.

I have dissuaded him *from* buying that property.

The old lady is hard *of* hearing.

I deposited all my money *with* the State Bank.

This is the same girl I told *you about*.

I don't like to see you hanker *after* money.

You must remember me to your sister.

Students are clamouring for more freedom.

You must stand *by* me in time of trials.

You are absolved *of* all the charges.

Are you averse *to* ladies travelling with you?

Our college is affiliated to your university.

So early in life he is afflicted with diabetes.

I enjoy complete control over my department.

We are not amenable to any kind of external pressure.

I saw the girl jump *in* the well.

You must stop meddling *with* the affairs of the company.

The old man divided his wealth *between* his five children.

She is overwhelmed *in* grief at the loss of her son.

The boys are playing cricket *from* morning.

They live in Sholapur *at* Maharashtra.

The judge divided the property *among* the two claimants.

The farmers were compensated *about* the loss of their property.

We started living here *since* 30th April 1993.

Are you disappointed *on* the offer of such a post ?

Will you pour some water *in* my glass ?

In my way to office I see a lot of beggars.

The children have gone *in* the playground.

I want a piece of paper to write.

I saw some boys sitting *upon* the bench.

Our house is very spacious to live.

I saw the girl jump *into* the well.

You must stop meddling in the affairs of the company.

The old man divided his wealth *among* his five children.

She is overwhelmed *with* grief at the loss of her son.

The boys are playing cricket since morning.

They live *at* Sholapur in Maharashtra.

The judge divided the property *between* the two claimants.

The farmers were compensated *for* the loss of their property.

We started living here from 30th April 1993.

Are you disappointed *with* the offer of such a post ?

Will you pour some water *into* my glass ?

On my way to office I see a lot of beggars.

The children have gone to the playground.

I want a piece of paper to write on.

I saw some boys sitting on the bench.

Our house is very spacious to live *in*.

I saw a frog spring *on* his shoulder.

He used the gun *to* shoot.

The old man stopped the intruder *by* his hand.

Please don't compare Nelson Mandela *to* Mother Teresa.

He entered *into* the room through the back door.

We did not ask any question *to her*.

Alok did best *from* our group.

My course begins *from* September 15th.

The doctor says, Ben will be cured *from* his headaches.

There are many advantages *from working* part-time.

There is a saying *in* the Christians that if anyone strikes you on cheek, you must show him the other.

Don't you think we've wasted much time *in* details?

He comes to school riding *in* a bicycle.

There is no harm *to* sit in the sun.

When you take down such important notes, it is better to write *with* ink.

He is fortunate to be riding *on* a car to office.

Isaw a frog spring upon his shoulder.

He used the gun *to* shoot with.

The old man stopped the intruder *with* his hand.

Please don't compare Nelson Mandela *with* Mother Teresa.

He entered the room through the back door.

We did not *ask* her any question.

Alok did best *in* our group.

My course begins *on* September 15th.

The doctor says, Ben will be cured of his headaches.

The advantages of working part-time are many.

There is a saying *among* the Christians that if anyone strikes you on one cheek, you must show him the other.

Don't you think we've wasted much time over (on) details ?

He comes to school riding *on* a bicycle.

There is no harm *in* sitting in the sun.

When you take down such important notes, it is better to write *in* ink.

He is fortunate to be riding *in* a car to office.

I was surprised to see him sitting *on* a tree.

If you want to get there quickly, this is the road *to go*.

She offered me a chair *to sit*.

Vehicles are called *with* different names.

I accompanied *with my* friends to Simla.

She spends too much money *for* luxuries.

He has gone to Bombay *to* do some business.

After he returned from work he went *for riding*.

The members of the staff *discussed on* the matter in detail.

When the purse was *searched* it was found.

When I helped him, he was pleased *on* me.

When his father handed him over to the police she *pitied* on him.

Aren't you pleased *on* me?

Our company showed remarkable progress *during* 1991-1994.

There was peace in the country *between* Ashoka's reign.

I was surprised to see him sitting in a tree.

If you want to get there quickly, this is the road *to go by*.

She offered me a chair to sit *on*.

Vehicles are called *by* different names.

I accompanied *my* friends to Simla.

She spends too much money *on* luxuries.

He has gone to Bombay *on* business.

After he returned from work he went riding */for a ride*.

The members of the staff *discussed the* matter in detail.

When the purse was *searched for* it was found.

When I helped him, he was pleased *with* me.

When his father handed him over to the police she *pitied* him.

Aren't you pleased *with* me ?

Our company showed remarkable progress *between* 1991 and 1994.

There was peace in the country *during* Ashoka's reign.

After the annual sports meet, we *asked a holiday*.

We met with the *chairman* yesterday.

This wall is built *by* bricks.

He was absent *due to* illness.

You should immediately inform *him our mistake*.

Looking for her, I went to the *back side* of her house.

He comes to the office *by* foot.

Nobody prevented her *to come*.

Our office will *compensate* the loss.

The match was *between* Tamil Nadu *against* Karnataka.

I strongly *object your* remarks.

We are not blind *of* his misdeeds.

You must *attend your* work immediately.

Are you angry *at* me?

I do not *desire for* a change just now.

He has been suffering *with* fever.

He has been kind *upon* me.

The principal has *called for* a meeting.

Who is satisfied *by* her work ?

The chairman signed on the agreement.

After the annual sports meet, we *asked for* a holiday.

We *met the chairman* yesterday.

This wall is built *of* bricks.

He was absent *owing to* illness.

You should immediately inform *him of our mistake*.

Looking for her, I went to the back *of* (behind) her house.

He comes to the office *on* foot.

Nobody prevented her *from* coming.

Our office will *compensate for* the loss.

The match was *between* Tamil Nadu *and* Karnataka.

I strongly *object to* your remarks.

We are not blind *to* his misdeeds.

You must *attend to your* work immediately.

Are you angry *with* me ?

I do not *desire a change* just not now.

He has been suffering *from* fever.

He has been kind *to* me.

The principal has *called* a meeting.

Who is satisfied *with* her work ?

The chairman signed the agreement.

I intend contributing something *for this* fund.

He has no prejudice *for* her.

You have complained *of* me of my parents.

He is suspected *for* stealing the purse.

When they arrived I was working *on* my desk.

All of us are surprised *by* his failure.

Here are the notes that you *asked*.

We drove *till* the end of the road.

I waited *up to* 8 o'clock.

When he saw you he got *down from* his bicycle.

Are you keen to *go* abroad ?

These sandals will *wear off* soon.

I intend contributing something to this fund.

He has no prejudice *against* her.

You have complained against me to my parents.

He is suspected *of* stealing the purse.

When they arrived I was working at my desk.

All of us are surprised *at* his failure.

Here are the notes that you *asked for*.

We drove to the end of the road.

I waited till 8 o'clock.

When he saw you he got *off his* bicycle.

Are you *keen* on going abroad ?

These sandals will *wear out* soon.

9. Self-Check Exercise II

Correct the following sentences :

1) The teacher congratulated me for my achievement.

Ans. _____

2) She slapped me upon the face.

Ans. _____

3) Ram is an expert to make excuses.

Ans. _____

4) She has been accused for theft.

Ans. _____

5) The Principal was angry on his staff.

Ans. _____

6) They have been blessed of a son.

Ans. _____

7) The ill-fated train was bound to Jammu.

Ans. _____

8) He begged pardon from his teacher.

Ans. _____

9) I am not accustomed for his kind of music.

Ans. _____

10) The city abounds from taxis.

Ans. _____

10. Tips To Remember

‘After’ is used with a period of past time and not with a period of future time.

‘Till’ is used for time and ‘to’ is used for place.

‘On’ is used in speaking of things at rest and ‘upon’ of things which are in motion.

‘In’ and ‘at’ are used in speaking of things which are at rest or fixed and ‘to’ and ‘into’ in speaking of things which are in motion, viz. ‘she is in bed’. ‘She ran to college’. ‘The rat went into the trap’.

‘Meditate’, when referring to the past, takes a preposition but not when referring to the future.

‘Between’ and ‘among’: ‘Between’ is used for two things and ‘among’ for more than two.

‘In’ and ‘within’: ‘In’ means after the lapse of the appointed time, ‘within’ means before the end of it (appointed time).

‘At’ and ‘in’: when these prepositions are used to denote time, space, ‘at’ refers to a small extent, and ‘in’ to a wider, a larger one.

‘Into’ and ‘in’: signifies motion or rest in a place, ‘into’ shows motion from one place to another.

‘With’ and ‘by’: ‘With’ denotes the instrument with which a thing is done, and ‘by’ denotes the agent or the doer.

11. Answer Key - II

Self-Check Exercise - II

1. The teacher congratulated me on my achievement.
2. She slapped me on the face.
3. Ram is an expert in making excuses.
4. She has been accused of theft.
5. The Principal was angry with his staff.
6. They have been blessed with a son.
7. The ill-fated train was bound for Jammu.
8. He begged pardon of his teacher.
9. I am not accustomed to this kind of music.
10. The city abounds in taxis.

12. Let us Sum Up

In this lesson we have discussed common errors pertaining to placement of **Adverbs** and **Prepositions** in sentences and their corrections. Tips to Remember and Check Your Progress Exercises will prove beneficial to the learner from the examination point of view.

13. Suggested Reading

1. A.S. Hornby and others. **Oxford Advanced Learner's Dictionary of Current English**, rev. ed. Oxford, University Press, 1996.
2. Sarah Freeman : **Written Communication in English** (Orient Longman)

CHANGE OF NARRATION

This lesson is divided into two sections :

SECTION-I

Structure

Objectives

Direct to Indirect Speech

Points to Remember

Rules for change of Direct Speech into Indirect Speech.

Change of Verbs

Self-Check Exercises

Let Us Sum Up

Answer Key

Objectives

The objective of this Section is to acquaint the learner with the two different ways of narration :

- i) Direct Narration/Speech
- ii) Indirect Narration/Speech

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The lesson also deals with certain rules which have to be followed in change of narration. In Direct Speech, we give the actual words of the speaker within quotation marks. In Indirect Speech, we report the speech in our own way without quoting the actual words.

Direct to Indirect Speech

1. She said, "I am going out."

She said that she was going out.

2. He said, "My brother writes to me very often."

He said that his brother wrote to him very often."

3. The teacher said to me, "You have not shown me your work so far."

The teacher told me that I had not shown him my work so far.

4. Ram said, "I am playing with my younger sister."

Ram said that he was playing with his younger sister.

Points to Remember

Direct Speech

- a) The Direct Speech is put within inverted commas.
- b) The Reporting Verb is separated from the Direct Speech by a comma.
- c) The first word begins with a capital letter.

Indirect Speech

- a) No inverted commas are used.
- b) The comma separating the Reporting Verb from the Direct Speech is removed.
- c) The Indirect Speech is introduced by some connectors like—that, if, whether, what, where, how, why etc.
- d) The Reporting Verb changes according to the sense conveyed by the speech.

- e) The tense of the Reporting Verb remains unchanged.
- f) All kinds of sentences turn into Assertive Statements.

Rules for Change of Direct Speech into Indirect Speech

- I) The Reporting Verb “said” is changed into “told” only if it is followed by an object.

Examples

- 1. He said to me, “Ramesh will help me.” (Direct)
He told me that Ramesh would help him. (Indirect)
- 2. Renu said to Rita, “You are my best friend.” (Direct)
Renu told Rita that she was her best friend. (Indirect)
- 3. My father said, “Kanika is very intelligent.” (Direct)
My father remarked that Kanika was very intelligent.

Note : The Reporting Verb ‘said’ is changed into ‘told’, ‘added’, ‘remarked’, ‘promised’ etc.

- II. When the Reporting Verb is in the Present or Future, **the tense of the Verb** in the Reported Speech remains unchanged.

Examples

- 1. Vani says, “I like mangoes.”
Vani says that she likes mangoes.
- 2. He says to me, “I have been reading.”
He tells me that he has been reading.

- III. When the Reporting Verb is in the Past Tense, the Verb in the Reported Speech is changed into the Past Tense.

Examples

- 1. Rahul said, “I am not well.”

Rahul said that he was not well.

2. Reena said, "I have finished the work."

Reena said that she had finished the work.

3. The teacher said, "Children fail because they do not work hard".

The teacher said that children failed because they did not work hard.

- IV. In case of **Universal Truth** or **Habitual fact** in the Reported Speech, the tense of the verb remains unchanged.

Examples

- i) Teacher said, "The Earth **is** round."

The teacher said that the earth **is** round.

- ii) Mohit said, "Two and two **make** four."

Mohit said that two and two **make** four.

- iii) She said, "I **am** slow to start."

She said that she **is** slow to start.

- V. The pronoun of the first person changes according to the subject of the Reporting Verb.

Examples

- i) She said to **me**, "You are **my** friend."

She told **me** that **I** was **her** friend.

- ii) I said to her, "**I** shall surely help **you**."

I told her that **I** should surely help **her**.

- VI. The pronoun of the second person changes according to the object of the Reporting Verb.

Example

She said to **me**, “You did not admit **your** mistake.”

She told me that **I** had not admitted **my** mistake.

VII. The pronoun of the third person remains unchanged.

She said to me, “**He** is **my** brother.”

She told me that **he** was **her** brother.

VIII. The pronoun of the second person changes into third person if the Reporting Verb has no object mentioned.

Example

The teacher said, “You are very lazy.”

The teacher said that he was very lazy.

IX. The words expressing nearness of **Time** and **Place** change into words showing **distance**.

Examples

1. He said, “I saw her yesterday.”

He said that he had seen her **the day before**.

2. I said to him, “You must see me **next week**.”

I told him that he must see me the **following week**.

3. He said to me, “Come here.”

He told me to go **there**.

4. The boy said, “I want **this** book.”

The boy said that he wanted **that** book.

Change of Verbs

If the Reporting Verb is in the Past Tense, all forms of Present Tense are changed into Past Tense. Past Indefinite is changed into Past Perfect. Past Perfect and Past Perfect Continuous remain unchanged.

Examples

is, am, are	—	was, were
has, have	—	had
go	—	went
do, does	—	did
was, were	—	had been
will	—	would
shall	—	should
may	—	might
can	—	could

Some other similar changes

now	—	then
ago	—	before
today	—	that day
tonight	—	that night
tomorrow	—	the next day
yesterday	—	the previous day or the day before
last night	—	the previous night or the night before
next week	—	the following week
here	—	there

this

—

that

Self-Check Exercises

Exercise I

Change the Direct Speech into Indirect Speech :

- a) He said to me, "I am feeling unwell today."

Ans. _____

- b) My friend said to me, "The teacher did not teach the class yesterday."

Ans. _____

- c) You said to them, "Now I shall tell you another story."

Ans. _____

Exercise II

Change the following from Indirect to Direct Speech.

- a) My mother told me that she was going to the market to buy some fruit.

Ans. _____

- b) My father said that death keeps no calendar.

Ans. _____

- c) She said that she had met her friend the previous evening.

Ans. _____

- d) The teacher told the student not to answer back.

Ans. _____

Let Us Sum Up

In this lesson we have dealt with the two ways of reporting a speech or conversation :

Direct

and

Indirect

In Direct Narration (Speech) we have the exact words of the speaker, as, Ritu said, “I am reading in B.A. Part-I.”

Here “I am reading in B.A. Part-I” are the exact words of the speaker. The exact words reported are put within inverted commas (“ ”) and separated from the reporting verb (usually said) by means of a comma (,).

When a sentence changes from **Direct Speech** to **Indirect Speech**, the comma (,) that separates the words of the speaker as well as the inverted commas (“.....”) are removed. Verbs usually change their tenses. Pronouns of first person are changed into the person of the subject of the reporting verb.

Pronouns of second person are changed into the person of the object of the reporting verb but, their case remains the same :

She said to me, “I will help you”.

She told me that she would help me.

It indicates that “I”, the pronoun of the first person changes into the pronoun of third person, the person of the subject of the reporting verb “told”, and “you” the pronoun of second person changes into the person of the object of the reporting verb but, the case remains the same. Pronouns of third person remain unchanged as :

He said, “She helped them in every venture.”

He said that she had helped them in every venture.

Answer Key

Self-Check Exercise—I

- I. a) He told me that he was feeling unwell that day.
- b) My friend told me that the teacher had not taught the class the day before.
- c) You told them that then you would tell them another story.

SECTION-II

Structure

Objectives

Statements

Commands and Requests.

Questions

Exclamations

Self-Check Exercises A

Rules for Change of Tense in the Reported Speech

Self-Check Exercises B

Let Us Sum Up

Answer Key

Suggested Reading

Objectives

The objective of this Section is to show the learner how various types of sentences can be changed from Direct Narration to Indirect Narration. The objective is also to acquaint the learner with the rules for the change of Tense in the Reported Speech. An indepth knowledge and understanding of the sequence of tenses is must for the learner.

Here are some more examples of how various types of sentences can be put into indirect speech.

(a) Statements

- i) "I have read a new novel by R.K. Narayan," said Amit.

Amit said that he had read a new novel by R.K. Narayan.

- ii) The boy said, "I will do it."

The boy said that he would do it.

- iii) Gajendra said to Venkatesh, "I shall be writing to you by this time tomorrow."

Gajendra told Venkatesh that he would be writing to him by that time the following day.

Note : A statement is changed into a **that clause**. It is called a noun clause. In spoken form, the conjunction **that** can be omitted in the above sentences.

(b) Commands and Requests

- (i) "Lie down, Somu," the father said to his son.

The father advised/told his son Somu to lie down.

- (ii) "Go out and play for sometime," said the mother to her son.

The mother told her son to go out and play for sometime.

- (iii) The General said to the Major, "Bomb the enemy camps forthwith."

The General ordered the Major to bomb the enemy camps forthwith.

- (iv) "Please don't touch the things on the table," said the man to the boy.

The man told/requested the boy not to touch the things on the table.

Note :

- i) Change the reporting verb "said" or "told" into a word expressing **command, request** or **advice** as is required by the sense expressed in the sentence.
- ii) Change the Imperative Mood into Infinitive Mood by placing '**to**' before the verb.
- iii) Use the Reporting Verb "forbid" or "forbade" when the command is in the negative.
- iv) In case of Imperative sentences beginning with "let" use the Reporting Verb "proposed" or "suggested" followed by "that" and "should".

- v) Keep in mind the usual rules for the change of pronouns.

Read the following sentences for further practice :

- i) The master said to the servant, "Fetch some fruit from the market."
The master ordered the servant to fetch some fruit from the market.
- ii) My friend said to me, "Help me in doing a few sums of Algebra, please."
My friend requested me to help him in doing a few sums of Algebra.
- iii) The father said, "Do not touch a naked live wire of electricity."
The father forbade his son to touch a naked live wire of electricity.
- iv) My sister said, "Let us make a resolve to study regularly for three hours a day."
My sister proposed that we should make a resolve to study regularly for three hours a day.
- v) The doctor said to the patient, "Take these pills regularly."
The doctor advised the patient to take those pills regularly.

(c) Questions

- i) "Have you seen the Kew Gardens ?" he asked the Director.
He asked the Director whether he had seen the Kew Gardens.
- ii) "Do you wish to open an account ?" the manager asked the customer.
The manager asked the customer whether he wished to open an account.
- iii) "Where does the Principal live ?" Mr. Rao asked the peon.
Mr. Rao asked the peon where the Principal lived.
- iv) "What shall I tell him, Mummy?" the child asked.
The child asked his mummy what he should tell him.

Note :

- i) Change the Reporting Verb "said" into "asked" or "inquired"

- ii) Use “if” or “whether” instead of “that” to introduce the Reported Speech if it begins with an Auxiliary verb as :

He said to me, “Is it your pen ?”

He inquired of me whether it was my pen.

- iii) Do not use any word to introduce the Reported Speech if it begins with any of the question words **what, where, when, why, who, whose, which, how, etc.**, as

Direct : She said to me, “When do you intend to set up a clinic of your own ?”

Indirect : She asked me when I intended to set up a clinic of my own.

- iv) Never use “that” to introduce an interrogative Reported speech in the Indirect form.

- v) Use “ask” or “inquire of” when the object of Reporting Verb is given as :

Direct : I said to her, “When will you pay the next visit ?”

Indirect : I asked (inquired of) her when she would pay the next visit.

- vi) Use “inquire” when the object of the Reporting Verb is not given as :

Direct : Manu said, “Who is knocking at the door ?”

Indirect : Manu inquired who was knocking at the door.

d) Exclamations

“What a splendid performance !” the spectator said.

The spectator exclaimed that it was a very splendid performance.

- ii) “What a ghastly accident !” the passer-by said.

The passer-by exclaimed that it was a very ghastly accident.

- iii) “Bravo ! Well done !” she said.

She applauded him saying that he had done very well.

Note :

- i) Change the reporting verb into such words as “exclaim”, “wish”, “pray”, etc., according to the sense of the reporting speech.
- ii) Leave aside interjections—Alas, Hurrah, Ah, O, Bravo, etc.
- iii) Omit the sign of exclamation.

Examples

- i) He said to his friend, “Good bye.”
He bade his friend good bye.
- ii) She said, “Alas ! I am undone.”
She exclaimed with sorrow that she was undone.
- iii) The old man said, “I am growing weak day by day.”
The old man exclaimed sorrowfully that he was growing weak day by day.
- iv) He said, “May God bless our benevolent Prime Minister !”
He wished/prayed that God might bless their benevolent Prime Minister.

SELF-CHECK EXERCISES (A)

Exercise I

Change the following into Indirect Narration :

i) He says to me, “I am at your disposal.”
Ans. _____

ii) He said to me, “They played a friendly cricket match yesterday.”
Ans. _____

iii) The girl said, "Mother, I want a cake. I am awfully hungry."

Ans. _____

iv) I said to Mohan, "Please lend me ten rupees."

Ans. _____

v) They said, "Let us go for the evening walk."

Ans. _____

vi) The policeman said to the driver, "Do not drive so rash. Rash driving often results in sad accidents."

Ans. _____

vii) Vimala asked the stranger, "Who are you and what do you want?"

Ans. _____

viii) The teacher said to Ram, "Why are you late again?"

Ans. _____

ix) The Revenue officer said to the villagers, "Do you wish a favourable consideration for the solution of your grievances?"

Ans. _____

x) They said, "What a sunny day it is!"

Ans. _____

Exercise II

Change the following Indirect Narration into Direct Narration :

i) The teacher said that the earth is round.

Ans. _____

ii) He called him a rogue and accused him of having deceived him.

Ans. _____

iii) The teacher inquired where Mohan was.

Ans. _____

iv) I thanked him for his kind help.

Ans. _____

v) He confessed with regret that he had been very careless in the past.

Ans. _____

vi) He wished me good morning and inquired how I was.

Ans. _____

vii) I ordered my servant to open the door.

Ans. _____

Rules for the Change of Tense in the Reported Speech

1. If the Reporting Verb is in the Present or Future Tense, the tense of the verb in the Reported Speech does not undergo any change.
2. If the Reporting Verb is in the Past Tense, the Present Tense of the Verb in the Reported Speech is changed into corresponding Past Tense as :
 - i) Present Indefinite is changed into Past Indefinite.
 - ii) Present Continuous is changed into Past Continuous.
 - iii) Present Perfect is changed into Past Perfect.

- iv) Present Perfect Continuous is changed into Past Perfect Continuous.
- v) Past Indefinite is changed into Past Perfect.
- vi) Past Continuous is changed into Past Perfect Continuous.

Note : Past Perfect and Past Perfect Continuous Tense remain unchanged.

Examples

Direct Speech

- i) *Simple Present*
He said, "I hate cold drink."
- ii) *Present Continuous*
Ashok said, "Raju is spying on me."
- iii) *Simple Past*
He said, "I ate my lunch at 2 o'clock."
- iv) *Present Perfect*
She said, "You have slept in my class !"
- v) *Past Continuous*

Mother said, "He was doing his home work."
- vi) *Past Perfect*
He said, "I have never lied before that day."

Indirect Speech

- Simple Past*
He said that he hated cold drink.
- Past Continuous*
Ashok said that Raju was spying on him.
- Past Perfect*
He said that he had eaten his lunch at 2 o'clock.
- Past Perfect*
She was surprised that they had slept in her class.
- Past Continuous or Past Perfect Continuous*

Mother explained that he was doing/had been doing his home work.
- Past Perfect*
He confessed that he had never lied before that day.

- | | |
|---|--|
| <p>vii) <i>Can, May</i>
The officer said,
“The forest fire can
cause pollution
problems.”</p> | <p><i>Could, Might</i>
The officer said that the
forest fire could cause
pollution problems.</p> |
| <p>viii) <i>Shall, Will</i>
The holy man said,
“I shall restore
peace in the world.”</p> | <p><i>(Should), Would</i>
The holy man proclaimed
that he would restore
peace in the world.</p> |
| <p>ix) <i>Should</i>
She said, “I should
be honoured to
come.”</p> | <p><i>Would</i>
She said that she would
be honoured to come.</p> |
| <p>x) <i>Could, would,
Might, Ought to</i></p> | <p>No change.</p> |

Self-Check Exercises (B)

Exercise 1

Change the direct narration into indirect narration :

- a) “I see that you have had this kind of job in France.” The hotel manager said, “What did you do when some would-be guests came in drunk ?”
- “If they were disorderly we threw them out.”
- “And if they were so drunk that they could not even be disorderly?” The hotelier wanted to know.
- “In that case we carried them into the most expensive room,” the applicant replied.
- b) “If you do not answer my question,” said the Judge to the accused “I will have to send you to jail.”
- The accused eyed the Judge with distrust and said, “Sir, I know you have the

power to ruin my life and to imprison me for long years if I disobey your command. But there are reasons more sacred than life that compel me to keep my lips sealed. I cannot betray a friend.”

- c) “My daughter is fit to be queen. Should not her son be crowned king ? But you have crowned Yuvraj, the heir apparent,” said the chief of the fisherfolk. “If that be your condition, oh chief of fisherfolk, I shall renounce my right to the throne. Your grandson shall be the king,” vowed Devavratha.

“But,” he said, “O noble prince, what guarantee is there that your son will not seize the kingdom by force from my grandson?” Devavratha decided to make another supreme renunciation and said, “Do not fear. I vow that I shall not marry.”

Exercise 2

Change the following into Indirect Speech.

- a) He said, “Ashu was dancing.”
- b) My servant says, “Tea is ready.”
- c) “Do you know the way to the museum ?” the stranger asked me.
- d) “What a grand show it was !” the captain said.
- e) “I posted the letter,” said the boy.
- f) The teacher said, “I do yogasanas every morning.”

Let Us Sum Up

In this Section we have given you further practice in Narration. As stated earlier the second form of reporting is called Indirect Speech or Reported Speech.

In Indirect Speech we do not give a person’s exact words but merely report his/her ideas using the same tenses and pronouns as we use in reporting the rest of the situation we are talking about.

Example

- a) Raman said, “The teacher was scolding Ashok.”
- b) Raman said that the teacher had been scolding Ashok.

In sentence (a) the teacher’s scolding is past (tense : past continuous) and in (b) when the sentence is reported, it becomes ‘past in past’—hence the Past Perfect Continuous “had been scolding” is used.

Thus, when the reporting verbs are past (i.e. said, reported, thought, wondered, told), we do not normally use the same tense as used by the original speaker. As the reporting is done after the person has spoken, it has to be “more past.”

Answer Key

SELF CHECK EXERCISES (B)

Exercise I

- a) The hotel manager said to the applicant that he saw that he had that kind of job in France, and asked him what he did when some would-be guests came drunk. The applicant replied that if they were disorderly they threw them out. The hotelier then wanted to know what he did if they were so drunk that they could not even be disorderly. The applicant replied in that case they carried them into the most expensive room.

Suggested Reading

Essential English Grammar : Raymond Murphy (Cambridge University Press)
