

**English Language  
and Composition**





# ENGLISH LANGUAGE AND COMPOSITION

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## Preface

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English is a West Germanic language that arose in the Anglo-Saxon kingdoms of England and spread into what was to become south-east Scotland under the influence of the Anglian medieval kingdom of Northumbria. Following the economic, political, military, scientific, cultural, and colonial influence of Great Britain and the United Kingdom from the 18th century, via the British Empire, and of the United States since the mid-20th century, it has been widely dispersed around the world, become the leading language of international discourse, and has acquired use as *lingua franca* in many regions.

English Grammar is the study of the rules governing the use of English language. The set of those rules is also called the grammar of the language, and each language has its own distinct grammar. Grammar is part of the general study of language called linguistics". Composition means: "writing: the act of creating written works". Grammar deals with parts of speech, word usage, and syntax. Composition in writing is the art of organizing ideas in a clear, effective way to make an argument, describe something, explain something, tell a story, or give a report. The basic units of composition are sentences and paragraphs. A good way to learn grammar and analyze sentences is to use diagramming. Composition is the art of building sentences and putting them together, so we need to learn about sentences.

A sentence contains one or more clauses. A *clause* is a group of words that has a subject and predicate. The *predicate* tells something about someone, somebody, or something,

which is the *subject*. If the clause expresses a complete thought, it is an *independent clause*. A sentence fragment is punctuated as if it were a sentence, but it isn't a complete thought. Generally avoid sentence fragments. We can make a sentence more interesting and informative by adding descriptive words. We can add still more information to a sentence with prepositional phrases. A sentence may have two subjects or two predicates. A sentence may have two subjects and two predicates. Beginning writers often run sentences together.

This publication titled, "English Language and Composition" provides readers with an introductory understanding of English and English language. An overview of word formation, word substitution and words often confused. Focus lies on verbs and verbals. Focus lies on the article, the voice and the narration. The elements of clauses, analysis, phrases and idiomatic expressions are dealt in detail. Special focus lies on writing English essays, letters and paragraphs. An overview of story-writing is given. The tools and techniques of précis-writing are analyzed. English as a foreign or second language is dealt in detail and the ELS language centers have been listed. Focus also lies on style, diagramming sentences, comma splices, articles, determiners and quantifiers. The book is reader friendly as it is supported with glossary, annotated bibliography and index.

—Editor



# 1

## English and English Language: An Introductory Overview

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The English language is nobody's special property. It is the property of the imagination: it is the property of the language itself.

—Derek Walcott

### ENGLISH: A FORM OF ENGLISH LANGUAGE

Engrish refers to unusual forms of English language usage originating in some East Asian countries. The term itself satirizes Japanese speakers' tendency to inadvertently substitute the English phonemes "R" and "L" for one another, related to the fact that the Japanese language has one alveolar consonant in place for both. The word is used in Japan, in English letters or katakana. "Wasei-eigo" is a related term specific to Japanese language. While the term may refer to spoken English, it is more often used to describe written English. Engrish can be found in many places, including signs, menus, and advertisements. Terms such as *Japanglish*, *Japlish* or *Janglish* for Japan, *Konglish* for Korea, *Singlish* for Singapore, and *Chinglish* for China are more specific terms for Engrish.

### Roots of the Phenomenon

In Japanese Engrish, there are two contributing factors:

- First is the great difference between Japanese and

English. Japanese word order, the frequent omission of subjects in Japanese, the absence of articles, as well as difficulties in distinguishing l and r all contribute to substantial problems using English effectively. Indeed, Japanese have tended to score comparatively poorly on international tests of English.

- The second factor has been the use of English for “decorative” or “design” rather than functional purposes; *i.e.*, for Japanese consumption, not for English speakers *per se*, and as a way of appearing “smart, sophisticated and modern”. Indeed, it is claimed that in such decorative English “there is often no attempt to try to get it right, nor do the vast majority of the Japanese population ever attempt to read the English design element in question. There is therefore less emphasis on spell checking and grammatical accuracy.”

### **In Popular Culture**

Engrish features prominently in Japanese pop culture. Many popular Japanese songs and television-show themes feature disjointed phrases in English amongst the otherwise Japanese lyrics. Japanese marketing firms helped create this popularity, resulting in an enormous array of advertisements, products, and clothing marked with English phrases that seem amusing or bizarre to those proficient in English. These new Engrish terms are generally short-lived, as they are used more for fashion than meaning. Instances of Engrish due to poor translation were frequently found in many early video games produced in Japan. One well-known and popular example of Engrish in pop culture is the video game translation phenomenon “All your base are belong to us”, which also became an Internet meme. Engrish is considered distinct from improper translation, where a phrase is translated into a completely different phrase between English and Japanese in order to account for editorial mandate or cultural phraseology. Fictitious

uses of English include the *NewsRadio* episode “Super Karate Monkey Death Car”, where Jimmy James reads his autobiography publicly after it has been published in Japanese and translated into English, and the song “Let’s Fighting Love”, used in the *South Park* episode “Good Times With Weapons,” which satirizes the poorly-translated opening theme sequences sometimes shown in anime.

### ENGLISH LANGUAGE

English is a West Germanic language that arose in the Anglo-Saxon kingdoms of England and spread into what was to become south-east Scotland under the influence of the Anglian medieval kingdom of Northumbria. Following the economic, political, military, scientific, cultural, and colonial influence of Great Britain and the United Kingdom from the 18th century, via the British Empire, and of the United States since the mid-20th century, it has been widely dispersed around the world, become the leading language of international discourse, and has acquired use as *lingua franca* in many regions. It is widely learned as a second language and used as an official language of the European Union and many Commonwealth countries, as well as in many world organizations. It is the third most natively spoken language in the world, after Mandarin Chinese and Spanish.

Historically, English originated from the fusion of languages and dialects, now collectively termed Old English, which were brought to the eastern coast of Great Britain by Germanic (Anglo-Saxon) settlers by the 5th century – with the word *English* being derived from the name of the Angles. A significant number of English words are constructed based on roots from Latin, because Latin in some form was the *lingua franca* of the Christian Church and of European intellectual life. The language was further influenced by the Old Norse language due to Viking invasions in the 8th and 9th centuries.

The Norman conquest of England in the 11th century

gave rise to heavy borrowings from Norman-French, and vocabulary and spelling conventions began to give the superficial appearance of a close relationship with Romance languages to what had now become Middle English. The Great Vowel Shift that began in the south of England in the 15th century is one of the historical events that mark the emergence of Modern English from Middle English.

Owing to the significant assimilation of various European languages throughout history, modern English contains a very large vocabulary. The *Oxford English Dictionary* lists over 250,000 distinct words, not including many technical or slang terms, or words that belong to multiple word classes.

### **Significance**

Modern English, sometimes described as the first global lingua franca, is the dominant language or in some instances even the required international language of communications, science, information technology, business, aviation, entertainment, radio and diplomacy. Its spread beyond the British Isles began with the growth of the British Empire, and by the late 19th century its reach was truly global. Following the British colonization of North America, it became the dominant language in the United States and in Canada. The growing economic and cultural influence of the US and its status as a global superpower since World War II have significantly accelerated the language's spread across the planet. English replaced German as the dominant language of science Nobel Prize laureates during the second half of the 20th century (compare the Evolution of Nobel Prizes by country).

A working knowledge of English has become a requirement in a number of fields, occupations and professions such as medicine and computing; as a consequence over a billion people speak English to at least a basic level. It is one of six official languages of the United Nations.

One impact of the growth of English has been to reduce native linguistic diversity in many parts of the world, and its influence continues to play an important role in language attrition. Conversely the natural internal variety of English along with creoles and pidgins have the potential to produce new distinct languages from English over time.

### History

English is a West Germanic language that originated from the Anglo-Frisian and Old Saxon dialects brought to Britain by Germanic warriors and settlers from various parts of what is now northwest Germany, Denmark and the Netherlands. Up to that point, in Roman Britain the native population is assumed to have spoken the Celtic language Brythonic alongside the acrolectal influence of Latin, from the 400-year Roman occupation.

One of these incoming Germanic tribes was the Angles, whom Bede believed to have relocated entirely to Britain. The names 'England' (from *Engla land* "Land of the Angles") and *English* (Old English *Englisc*) are derived from the name of this tribe—but Saxons, Jutes and a range of Germanic peoples from the coasts of Frisia, Lower Saxony, Jutland and Southern Sweden also moved to Britain in this era.

Initially, Old English was a diverse group of dialects, reflecting the varied origins of the Anglo-Saxon kingdoms of Great Britain but one of these dialects, Late West Saxon, eventually came to dominate, and it is in this that the poem *Beowulf* is written.

Old English was later transformed by two waves of invasion. The first was by speakers of the North Germanic language branch when Halfdan Ragnarsson and Ivar the Boneless started the conquering and colonization of northern parts of the British Isles in the 8th and 9th centuries. The second was by speakers of the Romance language Old Norman in the 11th century with the Norman conquest of England. Norman developed into Anglo-Norman, and then

Anglo-French - and introduced a layer of words especially via the courts and government. As well as extending the lexicon with Scandinavian and Norman words these two events also simplified the grammar and transformed English into a borrowing language—more than normally open to accept new words from other languages. The linguistic shifts in English following the Norman invasion produced what is now referred to as Middle English, with Geoffrey Chaucer's *The Canterbury Tales* being the best known work. Throughout all this period Latin in some form was the *lingua franca* of European intellectual life, first the Medieval Latin of the Christian Church, but later the humanist Renaissance Latin, and those that wrote or copied texts in Latin commonly coined new terms from Latin to refer to things or concepts for which there was no existing native English word. Modern English, which includes the works of William Shakespeare and the King James Bible, is generally dated from about 1550, and when the United Kingdom became a colonial power, English served as the *lingua franca* of the colonies of the British Empire.

In the post-colonial period, some of the newly created nations which had multiple indigenous languages opted to continue using English as the *lingua franca* to avoid the political difficulties inherent in promoting any one indigenous language above the others. As a result of the growth of the British Empire, English was adopted in North America, India, Africa, Australia and many other regions, a trend extended with the emergence of the United States as a superpower in the mid-20th century.

### **Classification and Related Languages**

The English language belongs to the Anglo-Frisian sub-group of the West Germanic branch of the Germanic family, a member of the Indo-European languages. Modern English is the direct descendant of Middle English, itself a direct descendant of Old English, a descendant of Proto-Germanic. Typical of most Germanic languages, English is

characterised by the use of modal verbs, the division of verbs into strong and weak classes, and common sound shifts from Proto-Indo-European known as Grimm's Law. The closest living relatives of English are the Scots language (spoken primarily in Scotland and parts of Ireland) and Frisian (spoken on the southern fringes of the North Sea in Denmark, the Netherlands, and Germany).

After Scots and Frisian come those Germanic languages that are more distantly related: the non-Anglo-Frisian West Germanic languages (Dutch, Afrikaans, Low German, High German), and the North Germanic languages (Swedish, Danish, Norwegian, Icelandic, and Faroese). With the exception of Scots, none of the other languages is mutually intelligible with English, owing in part to the divergences in lexis, syntax, semantics, and phonology, and to the isolation afforded to the English language by the British Isles, although some, such as Dutch, do show strong affinities with English, especially to earlier stages of the language. Isolation has allowed English and Scots (as well as Icelandic and Faroese) to develop independently of the Continental Germanic languages and their influences over time.

In addition to isolation, lexical differences between English and other Germanic languages exist due to heavy borrowing in English of words from Latin and French. For example, compare "exit" (Latin), vs. Dutch *uitgang*, literally "out-going" (though *outgang* survives dialectally in restricted usage) and "change" (French) vs. German *Änderung* (literally "alteration, othering"); "movement" (French) vs. German *Bewegung* ("be-way-ing", i.e. "proceeding along the way"); etc. Preference of one synonym over another also causes differentiation in lexis, even where both words are Germanic, as in English *care* vs. German *Sorge*. Both words descend from Proto-Germanic *\*karô* and *\*surgô* respectively, but *\*karô* has become the dominant word in English for "care" while in German, Dutch, and Scandinavian languages, the *\*surgô* root prevailed. *\*Surgô* still survives in English, however, as *sorrow*.

In English, all basic grammatical particles added to nouns, verbs, adjectives, and adverbs are Germanic. For nouns, these include the normal plural marker *-s/-es*, and the possessive markers *'s* and *-s'*. For verbs, these include the third person present ending *-s/-es* (e.g. *he stands/she reaches*), the present participle ending *-ing*, the simple past tense and past participle ending *-ed*, and the formation of the English infinitive using *to* (e.g. “*to drive*”; cf. Old English *tô drîfenne*). Adverbs generally receive an *-ly* ending, and adjectives and adverbs are inflected for the comparative and superlative using *-er* and *-est* (e.g. *fast/faster/fastest*), or through a combination with *more* and *most*. These particles append freely to all English words regardless of origin (*tsunamis; communicates; to buccaneer; during; bizarrely*) and all derive from Old English.

Although the syntax of English is somewhat different from that of other West Germanic languages with regards to the placement and order of verbs. English syntax continues to adhere closely to that of the North Germanic languages, which are believed to have influenced English syntax during the Middle English Period.

As in most Germanic languages, English adjectives usually come before the noun they modify, even when the adjective is of Latinate origin (e.g. *medical emergency, national treasure*). Also, English continues to make extensive use of self-explaining compounds (e.g. *streetcar, classroom*), and nouns which serve as modifiers (e.g. *lamp post, life insurance company*), a trait inherited from Old English.

The kinship with other Germanic languages can also be seen in the large amount of cognates (e.g. Dutch *zenden*, German *senden*, English *send*; Dutch *goud*, German *Gold*, English *gold*, etc.). It also gives rise to false friends (e.g.

English *time* vs Norwegian *time*, meaning “hour”; English *gift* vs German *Gift*, meaning “poison”), while differences in phonology can obscure words that really are related (*tooth* vs. German *Zahn*; compare also Danish *tand*).



Sometimes both semantics *and* phonology are different (German *Zeit* (“time”) is related to English “tide”, but the English word, through a transitional phase of meaning “period”/“interval”, has come primarily to mean gravitational effects on the ocean by the moon, though the original meaning is preserved in forms like *tidings* and *betide*, and phrases such as *to tide over*).

Many North Germanic words entered English due to the settlement of Viking raiders and Danish invasions which began around the 9th century. Many of these words are common words, often mistaken for being native, which shows how close-knit the relations between the English and the Scandinavian settlers were. Dutch and Low German also had a considerable influence on English vocabulary, contributing common everyday terms and many nautical and trading terms.

Finally, English has been forming compound words and affixing existing words separately from the other Germanic languages for over 1500 years and has different habits in that regard. For instance, abstract nouns in English may be formed from native words by the suffixes “hood”, “-ship”, “-dom” and “-ness”.

All of these have cognate suffixes in most or all other Germanic languages, but their usage patterns have diverged, as German “*Freiheit*” vs. English “freedom” (the suffix “-heit” being cognate of English “-hood”, while English “-dom” is cognate with German “-tum”). The Germanic languages Icelandic and Faroese also follow English in this respect, since, like English, they developed independent of German influences.

Many French words are also intelligible to an English speaker, especially when they are seen in writing (as pronunciations are often quite different), because English absorbed a large vocabulary from Norman and French, via Anglo-Norman after the Norman Conquest, and directly from French in subsequent centuries. As a result, a large

portion of English vocabulary is derived from French, with some minor spelling differences (e.g. inflectional endings, use of old French spellings, lack of diacritics, etc.), as well as occasional divergences in meaning of so-called false friends: for example, compare “library” with the French *librairie*, which means bookstore; in French, the word for “library” is *bibliothèque*.

The pronunciation of most French loanwords in English (with the exception of a handful of more recently borrowed words such as *mirage*, *genre*, *café*; or phrases like *coup d'état*, *rendez-vous*, etc.) has become largely anglicised and follows a typically English phonology and pattern of stress (compare English “nature” vs. French *nature*, “button” vs. *bouton*, “table” vs. *table*, “hour” vs. *heure*, “reside” vs. *résider*, etc.).

### Geographical Distribution

Approximately 375 million people speak English as their first language. English today is probably the third largest language by number of native speakers, after Mandarin Chinese and Spanish.

However, when combining native and non-native speakers it is probably the most commonly spoken language in the world, though possibly second to a combination of the Chinese languages (depending on whether or not distinctions in the latter are classified as “languages” or “dialects”).

Estimates that include second language speakers vary greatly from 470 million to over a billion depending on how literacy or mastery is defined and measured. Linguistics professor David Crystal calculates that non-native speakers now outnumber native speakers by a ratio of 3 to 1.

The countries with the highest populations of native English speakers are, in descending order: United States (215 million), United Kingdom (61 million), Canada (18.2 million), Australia (15.5 million), Nigeria (4 million), Ireland

(3.8 million), South Africa (3.7 million), and New Zealand (3.6 million) 2006 Census.

Countries such as the Philippines, Jamaica and Nigeria also have millions of native speakers of dialect continua ranging from an English-based creole to a more standard version of English. Of those nations where English is spoken as a second language, India has the most such speakers ('Indian English'). Crystal claims that, combining native and non-native speakers, India now has more people who speak or understand English than any other country in the world.

### ***Countries where English is a Major Language***

English is the primary language in Anguilla, Antigua and Barbuda, Australia, the Bahamas, Barbados, Belize, Bermuda, the British Indian Ocean Territory, the British Virgin Islands, Canada, the Cayman Islands, Dominica, the Falkland Islands, Gibraltar, Grenada, Guam, Guernsey, Guyana, Ireland, the Isle of Man, Jamaica, Jersey, Montserrat, Nauru, New Zealand, Pitcairn Islands, Saint Helena, Ascension and Tristan da Cunha, Saint Kitts and Nevis, Saint Vincent and the Grenadines, Singapore, South Georgia and the South Sandwich Islands, Trinidad and Tobago, the Turks and Caicos Islands, the United Kingdom and the United States.

In some countries where English is not the most spoken language, it is an official language; these countries include Botswana, Cameroon, the Federated States of Micronesia, Fiji, Gambia, Ghana, India, Kenya, Kiribati, Lesotho, Liberia, Madagascar, Malta, the Marshall Islands, Mauritius, Namibia, Nigeria, Pakistan, Palau, Papua New Guinea, the Philippines (Philippine English), Rwanda, Saint Lucia, Samoa, Seychelles, Sierra Leone, the Solomon Islands, Sri Lanka, the Sudan, Swaziland, Tanzania, Uganda, Zambia, and Zimbabwe.

It is also one of the 11 official languages that are given

equal status in South Africa (South African English). English is also the official language in current dependent territories of Australia (Norfolk Island, Christmas Island and Cocos Island) and of the United States (American Samoa, Guam, Northern Mariana Islands, Puerto Rico, and the US Virgin Islands), and the former British colony of Hong Kong.

English is not an official language in either the United States or the United Kingdom. Although the United States federal government has no official languages, English has been given official status by 30 of the 50 state governments.

Although falling short of official status, English is also an important language in several former colonies and protectorates of the United Kingdom, such as Bahrain, Bangladesh, Brunei, Cyprus, Malaysia, and the United Arab Emirates. English is not an official language of Israel, but is taken as a required second language at all schools and therefore widely spoken.

### ***English as a Global Language***

Because English is so widely spoken, it has often been referred to as a “world language”, the *lingua franca* of the modern era, and while it is not an official language in most countries, it is currently the language most often taught as a foreign language.

Some linguists believe that it is no longer the exclusive cultural property of “native English speakers”, but is rather a language that is absorbing aspects of cultures worldwide as it continues to grow. It is, by international treaty, the official language for aerial and maritime communications. English is an official language of the United Nations and many other international organizations, including the International Olympic Committee.

English is the language most often studied as a foreign language in the European Union, by 89% of schoolchildren, ahead of French at 32%, while the perception of the usefulness of foreign languages amongst Europeans is 68%

in favour of English ahead of 25% for French. Among some non-English speaking EU countries, a large percentage of the adult population can converse in English — in particular: 85% in Sweden, 83% in Denmark, 79% in the Netherlands, 66% in Luxembourg and over 50% in Finland, Slovenia, Austria, Belgium, and Germany.

Books, magazines, and newspapers written in English are available in many countries around the world, and English is the most commonly used language in the sciences with Science Citation Index reporting as early as 1997 that 95% of its articles were written in English, even though only half of them came from authors in English-speaking countries.

This increasing use of the English language globally has had a large impact on many other languages, leading to language shift and even language death, and to claims of linguistic imperialism. English itself is now open to language shift as multiple regional varieties feed back into the language as a whole. For this reason, the ‘English language is forever evolving’.

### ***Dialects and Regional Varieties***

The expansion of the British Empire and—since World War II—the influence of the United States have spread English throughout the globe. Because of that global spread, English has developed a host of English dialects and English-based creole languages and pidgins.

Several educated native dialects of English have wide acceptance as standards in much of the world, with much emphasis placed on one dialect based on educated southern British and another based on educated Midwestern American. The former is sometimes called BBC (or the Queen’s) English, and it may be noticeable by its preference for “Received Pronunciation”. The latter dialect, General American, which is spread over most of the United States and much of Canada, is more typically the model for the American continents and areas (such as the Philippines)

that have had either close association with the United States, or a desire to be so identified. In Oceania, the major native dialect of Australian English is spoken as a first language by 92% of the inhabitants of the Australian continent, with General Australian serving as the standard accent. The English of neighbouring New Zealand as well as that of South Africa have to a lesser degree been influential native varieties of the language.

Aside from these major dialects, there are numerous other varieties of English, which include, in most cases, several subvarieties, such as Cockney, Scouse and Geordie within British English; Newfoundland English within Canadian English; and African American Vernacular English (“Ebonics”) and Southern American English within American English. English is a pluricentric language, without a central language authority like France’s Académie française; and therefore no one variety is considered “correct” or “incorrect” except in terms of the expectations of the particular audience to which the language is directed.

Scots has its origins in early Northern Middle English and developed and changed during its history with influence from other sources, but following the Acts of Union 1707 a process of language attrition began, whereby successive generations adopted more and more features from Standard English, causing dialectalization. Whether it is now a separate language or a dialect of English better described as Scottish English is in dispute, although the UK government now accepts Scots as a regional language and has recognised it as such under the European Charter for Regional or Minority Languages.

There are a number of regional dialects of Scots, and pronunciation, grammar and lexis of the traditional forms differ, sometimes substantially, from other varieties of English.

English speakers have many different accents, which often signal the speaker’s native dialect or language. For

the most distinctive characteristics of regional accents, see Regional accents of English, and for a complete list of regional dialects, see List of dialects of the English language. Within England, variation is now largely confined to pronunciation rather than grammar or vocabulary. At the time of the Survey of English Dialects, grammar and vocabulary differed across the country, but a process of *lexical attrition* has led most of this variation to die out.

Just as English itself has borrowed words from many different languages over its history, English loanwords now appear in many languages around the world, indicative of the technological and cultural influence of its speakers. Several pidgins and creole languages have been formed on an English base, such as Jamaican Patois, Nigerian Pidgin, and Tok Pisin. There are many words in English coined to describe forms of particular non-English languages that contain a very high proportion of English words.

### ***Constructed Varieties of English***

- Basic English is simplified for easy international use. Manufacturers and other international businesses tend to write manuals and communicate in Basic English. Some English schools in Asia teach it as a practical subset of English for use by beginners.
- E-Prime excludes forms of the verb *to be*.
- English reform is an attempt to improve collectively upon the English language.
- Manually Coded English constitutes a variety of systems that have been developed to represent the English language with hand signals, designed primarily for use in deaf education. These should not be confused with true sign languages such as British Sign Language and American Sign Language used in Anglophone countries, which are independent and not based on English.
- Seaspeak and the related Airspeak and Policespeak,

all based on restricted vocabularies, were designed by Edward Johnson in the 1980s to aid international cooperation and communication in specific areas. There is also a tunnelspeak for use in the Channel Tunnel.

- Simplified Technical English was historically developed for aerospace industry maintenance manuals and is now used in various industries.
- Special English is a simplified version of English used by the Voice of America. It uses a vocabulary of only 1500 words.

### **Grammar**

English grammar has minimal inflection compared with most other Indo-European languages. For example, Modern English, unlike Modern German or Dutch and the Romance languages, lacks grammatical gender and adjectival agreement. Case marking has almost disappeared from the language and mainly survives in pronouns. The patterning of strong (e.g. *speak/spoke/spoken*) versus weak verbs (e.g. *love/loved* or *kick/kicked*) inherited from its Germanic origins has declined in importance in modern English, and the remnants of inflection (such as plural marking) have become more regular.

At the same time, the language has become more analytic, and has developed features such as modal verbs and word order as resources for conveying meaning. Auxiliary verbs mark constructions such as questions, negative polarity, the passive voice and progressive aspect.

### **Vocabulary**

The English vocabulary has changed considerably over the centuries.

Like many languages deriving from Proto-Indo-European (PIE), many of the most common words in English can trace back their origin (through the Germanic branch) to PIE.



Germanic words (generally words of Old English or to a lesser extent Old Norse origin) tend to be shorter than Latinate words, and are more common in ordinary speech, and include nearly all the basic pronouns, prepositions, conjunctions, modal verbs etc. that form the basis of English syntax and grammar.

The shortness of the words is generally due to syncope in Middle English and to the loss of final syllables due to stress, not because Germanic words are inherently shorter than Latinate words. (The lengthier, higher-register words of Old English were largely forgotten following the subjugation of English after the Norman Conquest, and most of the Old English lexis devoted to literature, the arts, and sciences ceased to be productive when it fell into disuse. Only the shorter, more direct, words of Old English tended to pass into the Modern language.)

Consequently, those words which tend to be regarded as elegant or educated in Modern English are usually Latinate. However, the excessive use of Latinate words is considered at times to be either pretentious or an attempt to obfuscate an issue. George Orwell's essay "Politics and the English Language", considered an important scrutinization of the English language, is critical of this, as well as other perceived misuses of the language.

An English speaker is in many cases able to choose between Germanic and Latinate synonyms: *come* or *arrive*; *sight* or *vision*; *freedom* or *liberty*.

In some cases, there is a choice between a Germanic derived word (*oversee*), a Latin derived word (*supervise*), and a French word derived from the same Latin word (*survey*); or even words derived from Norman French (e.g., *warranty*) and Parisian French (*guarantee*), and even choices involving multiple Germanic and Latinate sources are possible: *sickness* (Old English), *ill* (Old Norse), *infirmity* (French), *affliction* (Latin). Such synonyms harbor a variety of different meanings and nuances. Yet the ability to choose

between multiple synonyms is not a consequence of French and Latin influence, as this same richness existed in English prior to the extensive borrowing of French and Latin terms. Old English was extremely resourceful in its ability to express synonyms and shades of meaning on its own, in many respects rivaling or exceeding that of Modern English (synonyms numbering in the thirties for certain concepts were not uncommon).

Take for instance the various ways to express the word “astronomer” or “astrologer” in Old English: *tunglere*, *tungolcræftiga*, *tungolwitega*, *tîdymbwlâtend*, *tîdscçawere*. In Modern English, however, the role of such synonyms has largely been replaced in favour of equivalents taken from Latin, French, and Greek. Familiarity with the etymology of groups of synonyms can give English speakers greater control over their linguistic register. See: List of Germanic and Latinate equivalents in English, Doublet (linguistics).

An exception to this and a peculiarity perhaps unique to a handful of languages, English included, is that the nouns for meats are commonly different from, and unrelated to, those for the animals from which they are produced, the animal commonly having a Germanic name and the meat having a French-derived one. Examples include: *deer* and *venison*; *cow* and *beef*; *swine/pig* and *pork*; and *sheep/lamb* and *mutton*.

This is assumed to be a result of the aftermath of the Norman conquest of England, where an Anglo-Norman-speaking elite were the consumers of the meat, produced by lower classes, which happened to be largely Anglo-Saxon, though this same duality can also be seen in other languages like French, which did not undergo such linguistic upheaval (e.g. *boeuf* “beef” vs. *vache* “cow”). With the exception of *beef* and *pork*, the distinction today is gradually becoming less and less pronounced (*venison* is commonly referred to simply as *deer meat*, *mutton* is *lamb*, and *chicken* is both the animal and the meat over the more traditional

term *poultry*. (Use of the term *mutton*, however, remains, especially when referring to the meat of an older sheep, distinct from *lamb*; and *poultry* remains when referring to the meat of birds and fowls in general.)

There are Latinate words that are used in everyday speech. These words no longer appear Latinate and oftentimes have no Germanic equivalents. For instance, the words *mountain, valley, river, aunt, uncle, move, use, push* and *stay* ("to remain") are Latinate. Likewise, the inverse can occur: *acknowledge, meaningful, understanding, mindful, behaviour, forbearance, behoove, forestall, allay, rhyme, starvation, embodiment* come from Anglo-Saxon, and *allegiance, abandonment, debutant, feudalism, seizure, guarantee, disregard, wardrobe, disenfranchise, disarray, bandolier, bourgeoisie, debauchery, performance, furniture, gallantry* are of Germanic origin, usually through the Germanic element in French, so it is oftentimes impossible to know the origin of a word based on its register.

English easily accepts technical terms into common usage and often imports new words and phrases. Examples of this phenomenon include contemporary words such as *cookie, Internet* and *URL* (technical terms), as well as *genre, über, lingua franca* and *amigo* (imported words/phrases from French, German, Italian, and Spanish, respectively).

In addition, slang often provides new meanings for old words and phrases. In fact, this fluidity is so pronounced that a distinction often needs to be made between formal forms of English and contemporary usage.

### ***Number of Words in English***

The *General Explanations* at the beginning of the *Oxford English Dictionary* states:

The Vocabulary of a widely diffused and highly cultivated living language is not a fixed quantity circumscribed by definite limits... there is absolutely no defining line in any

direction: the circle of the English language has a well-defined centre but no discernible circumference.

The current FAQ for the *OED* further states:

How many words are there in the English language? There is no single sensible answer to this question. It's impossible to count the number of words in a language, because it's so hard to decide what actually counts as a word.

The vocabulary of English is undoubtedly vast, but assigning a specific number to its size is more a matter of definition than of calculation. Unlike other languages such as French (the Académie française), German (Rat für deutsche Rechtschreibung), Spanish (Real Academia Española) and Italian (Accademia della Crusca), there is no academy to define officially accepted words and spellings. Neologisms are coined regularly in medicine, science, technology and other fields, and new slang is constantly developed. Some of these new words enter wide usage; others remain restricted to small circles. Foreign words used in immigrant communities often make their way into wider English usage. Archaic, dialectal, and regional words might or might not be widely considered as "English".

The *Oxford English Dictionary*, 2nd edition (*OED2*) includes over 600,000 definitions, following a rather inclusive policy:

It embraces not only the standard language of literature and conversation, whether current at the moment, or obsolete, or archaic, but also the main technical vocabulary, and a large measure of dialectal usage and slang (Supplement to the *OED*, 1933).

The editors of *Webster's Third New International Dictionary, Unabridged* (475,000 main headwords) in their preface, estimate the number to be much higher. It is estimated that about 25,000 words are added to the language each year. The Global Language Monitor announced that the English language had crossed the 1,000,000-word

threshold on June 10, 2009. The announcement was met with strong scepticism by linguists and lexicographers, though a number of non-specialist reports accepted the figure uncritically. Comparisons of the vocabulary size of English to that of other languages are generally not taken very seriously by linguists and lexicographers. Besides the fact that dictionaries will vary in their policies for including and counting entries, what is meant by a given language and what counts as a word do not have simple definitions. Also, a definition of word that works for one language may not work well in another, with differences in morphology and orthography making cross-linguistic definitions and word-counting difficult, and potentially giving very different results. Linguist Geoffrey K. Pullum has gone so far as to compare concerns over vocabulary size (and the notion that a supposedly larger lexicon leads to “greater richness and precision”) to an obsession with penis length.

### ***Word Origins***

One of the consequences of the French influence is that the vocabulary of English is, to a certain extent, divided between those words that are Germanic (mostly West Germanic, with a smaller influence from the North Germanic branch) and those that are “Latinate” (derived directly from Latin, or through Norman French or other Romance languages). The situation is further compounded, as French, particularly Old French and Anglo-French, were also contributors in English of significant numbers of Germanic words, mostly from the Frankish element in French. The majority (estimates range from roughly 50% to more than 80%) of the thousand most common English words are Germanic. However, the majority of more advanced words in subjects such as the sciences, philosophy and mathematics come from Latin or Greek, with Arabic also providing many words in astronomy, mathematics, and chemistry. A computerised survey of about 80,000 words in the old *Shorter Oxford Dictionary* (3rd ed.) was published in *Ordered Profusion* by Thomas Finkenstaedt

and Dieter Wolff (1973) that estimated the origin of English words as follows:

- *Langue d'oïl*, including French and Old Norman: 28.3%
- Latin, including modern scientific and technical Latin: 28.24%
- Germanic languages (including words directly inherited from Old English; does not include Germanic words coming from the Germanic element in French, Latin or other Romance languages): 25%
- Greek: 5.32%
- No etymology given: 4.03%
- Derived from proper names: 3.28%
- All other languages: less than 1%

A survey by Joseph M. Williams in *Origins of the English Language* of 10,000 words taken from several thousand business letters gave this set of statistics:

- French (*langue d'oïl*): 41%
- "Native" English: 33%
- Latin: 15%
- Old Norse: 2%
- Dutch: 1%
- Other: 10%

### *French Origins*

A large portion of English vocabulary is of French or *Langues d'oïl* origin, and was transmitted to English via the Anglo-Norman language spoken by the upper classes in England in the centuries following the Norman Conquest. Words of French origin include *competition, mountain, art, table, publicity, police, role, routine, machine, force*, and thousands of others, most of which have been anglicised to fit English rules of phonology, pronunciation and spelling, rather than those of French (with a few exceptions, for example, *façade* and *affaire de cœur*.)

### *Old Norse Origins*

Many words of Old Norse origin have entered the English language, primarily from the Viking colonization of eastern and northern England between 800–1000 CE during the Danelaw. These include common words such as *anger, awe, bag, big, birth, blunder, both, cake, call, cast, cosy, cross, cut, die, dirt, drag, drown, egg, fellow, flat, flounder, gain, get, gift, give, guess, guest, gust, hug, husband, ill, kid, law, leg, lift, likely, link, loan, loose, low, mistake, odd, race (running), raise, root, rotten, same, scale, scare, score, seat, seem, sister, skill, skin, skirt, skull, sky, stain, steak, sway, take, though, thrive, Thursday, tight, till (until), trust, ugly, want, weak, window, wing, wrong*, the pronoun *they* (and its forms), and even the verb *are* (the present plural form of *to be*) through a merger of Old English and Old Norse cognates. More recent Scandinavian imports include *angstrom, fjord, geyser, kraken, litmus, nickel, ombudsman, saga, ski, slalom, smorgasbord, and tungsten*.

### *Dutch and Low German Origins*

Many words describing the navy, types of ships, and other objects or activities on the water are of Dutch origin. *Yacht, skipper, cruiser, flag, freight, furlough, breeze, hoist, iceberg, boom, duck* (“fabric, cloth”), and *maelstrom* are examples. Other words pertain to art and daily life: *easel, etch, slim, staple* (Middle Dutch *stapel* “market”), *slip* (Middle Dutch *slippen*), *landscape, cookie, curl, shock, aloof, boss, brawl (brallen* “to boast”), *smack (smakken* “to hurl down”), *shudder, scum, peg, coleslaw, waffle, dope (doop* “dipping sauce”), *slender* (Old Dutch *slinder*), *slight, gas, pump*. Dutch has also contributed to English slang, e.g. *spook*, and the now obsolete *snyder* (tailor) and *stiver* (small coin). Words from Low German include *bluster, cower, dollar, drum, geek, grab, lazy, mate, monkey, mud, ogle, orlop, paltry, poll, poodle, prong, scurvy, smug, smuggle, trade*.

### **Writing System**

Since around the 9th century, English has been written

in the Latin alphabet, which replaced Anglo-Saxon runes. The spelling system, or orthography, is multilayered, with elements of French, Latin and Greek spelling on top of the native Germanic system; it has grown to vary significantly from the phonology of the language. The spelling of words often diverges considerably from how they are spoken. Though letters and sounds may not correspond in isolation, spelling rules that take into account syllable structure, phonetics, and accents are 75% or more reliable. Some phonics spelling advocates claim that English is more than 80% phonetic. However, English has fewer consistent relationships between sounds and letters than many other languages; for example, the letter sequence *ough* can be pronounced in 10 different ways.

The consequence of this complex orthographic history is that reading can be challenging. It takes longer for students to become completely fluent readers of English than of many other languages, including French, Greek, and Spanish. “English-speaking children take up to two years more to learn reading than do children in 12 other European countries.” (Professor Philip H K Seymour, University of Dundee, 2001) “[dyslexia] is twice as prevalent among dyslexics in the United States (and France) as it is among Italian dyslexics. Again, this is seen to be because of Italian’s ‘transparent’ orthography.” (Eraldo Paulesu and 11 others. Science, 2001)

### **Written Accents**

Unlike most other Germanic languages, English has almost no diacritics except in foreign loanwords (like the acute accent in *café*), and in the uncommon use of a diaeresis mark (often in formal writing) to indicate that two vowels are pronounced separately, rather than as one sound.

Some English words retain diacritics to distinguish them from others. To clarify pronunciation, a small number of loanwords may employ a diacritic that does not appear in the original word, such as *maté*, from Spanish *yerba*



*mate*, or *Malé*, the capital of the Maldives, following the French usage.

### **Formal Written English**

A version of the language almost universally agreed upon by educated English speakers around the world is called formal written English. It takes virtually the same form regardless of where it is written, in contrast to spoken English, which differs significantly between dialects, accents, and varieties of slang and of colloquial and regional expressions. Local variations in the formal written version of the language are quite limited, being restricted largely to the spelling differences between British and American English, along with a few minor differences in grammar and lexis.

### **Basic and Simplified Versions**

To make English easier to read, there are some simplified versions of the language. One basic version is named *Basic English*, a constructed language with a small number of words created by Charles Kay Ogden and described in his book *Basic English: A General Introduction with Rules and Grammar* (1930). The language is based on a simplified version of English. Ogden said that it would take seven years to learn English, seven months for Esperanto, and seven weeks for Basic English.

Thus, Basic English may be employed by companies that need to make complex books for international use, as well as by language schools that need to give people some knowledge of English in a short time. Ogden did not include any words in Basic English that could be said with a combination of other words, and he worked to make the vocabulary suitable for speakers of any other language. He put his vocabulary selections through a large number of tests and adjustments. Ogden also simplified the grammar but tried to keep it normal for English users.

Although it was not built into a programme, similar

simplifications were devised for various international uses. Another version, Simplified English, exists, which is a controlled language originally developed for aerospace industry maintenance manuals. It offers a carefully limited and standardised subset of English. Simplified English has a lexicon of approved words and those words can only be used in certain ways. For example, the word *close* can be used in the phrase “Close the door” but not “do not go close to the landing gear”.

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# 2

## Word Formation, Word Substitution and Words often Confused: An Overview

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### WORD-FORMATION

The process of changing the words of a part of speech into some other part of speech is termed 'Word - Formation'. Important points to note about word-formation.

**1. Primary words:** No suffix or prefix (affix) has been attached to these crude words. These words can be placed in the category of different parts of speech; as—

Friend (Noun), We (Pronoun); Honest (Adjective); Borrow (Verb); Fast (Adverb); Up (Preposition); Or (Conjunction); Oh! (Interjection).

Remember that the words given above can be changed from one part of speech to some other part of speech by following certain rules.

**2. Prefixes :** The words or syllables which are placed in front of a primary word to add or to change the meaning of that word are called prefixes; as—

Trap (Noun) Entrap (verb), Short (noun) Shorten (Verb).

**3. Suffixes :** The words or syllables which are placed at the tail of a primary word to add to change the meaning of that word are called suffixes; as—

Pure (Adjective) Purity (Noun) Purify (Verb).

**4. Compound words :** Those (two or more) meaningful words which jointly form some other meaningful words called Compound Words.

### A. Formation of Nouns (by adding a suffix)

#### (i) age

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Break	breakage	Post	postage
Broker	brokerage	pass	passage
Bond	bondage	Pilgrim	pilgrimage
Cart	cartage	Short	shortage
Coin	coinage	Use	usage
Leak	leakage	Waste	wastage
Marry	marriage		

#### (ii) al

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Approve	approval	Refuse	refusal
Arrive	arrival	Remove	removal
Bury	burial	Try	trial
Betray	betrayal	Withdraw	withdrawal
Deny	denial	Dispose	disposal
Propose	proposal		

#### (iii) ance/ence

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Accept	acceptance	Perform	performance
Annoy	annoyance	Rely	reliance
Allow	allowance	Repent	repentance
Appear	appearance	Resemble	resemblance
Assist	assistance	Absent	absence
Assure	assurance	Confer	conference
Attend	attendance	Exist	existence

Disturb	disturbance	Resident	residence
Guide	guidance	Obedient	obedience
Ignore	ignorance	Offend	offence
Important	importance	Present	presence
Refer	reference		

**(iv) ant/ent**

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Assist	assistant	Correspond	correspondent
Attend	attendant	Depend	dependent
consult	consultant	Preside	president
Respond	respondent		

**(v) ar/er/or**

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Lie	liar	Advise	advisor
Angle	angular	Create	creator
Cell	cellar	Edit	editor
Employ	employer	Err	error
Labour	labourer	Instruct	instructor
Lead	leader	Operate	operator
produce	producer	Translate	translator
Pray	prayer	Report	reporter
Sing	singer	Speak	speaker
Think	thinker		

**(vi) ation**

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Alter	alteration	Imagine	imagination
Aspire	aspiration	Oblige	obligation
Civilize	civilization	Occupy	occupation
Condemn	condemnation	Prepare	preparation
Confirm	confirmation	Reform	reformation
Converse	conversation	Starve	starvation
Explain	explanation	Expect	expectation
Inform	information	Invite	invitation
Inspire	inspiration		

**(vii) cy**

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Accurate	accuracy	Intimate	intimacy
Agent	agency	Pregnant	pregnancy
Bankrupt	bankruptcy	Private	privacy
Brilliant	brilliance	Secret	secrecy
Curate	curacy	Truant	truancy
Constant	constancy	urgent	urgency
Frequent	frequency	Vacant	vacancy
Fluent	fluency	Infant	infancy

**(viii) dom**

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Free	freedom	martyr	martyrdom
King	kingdom	Wise	wisdom
Duke	dukedom		

**(ix) ee/eer**

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Absent	absentee	Auction	auctioneer
Employ	employee	Cricket	cricketeer
Examine	examinee	Election	electioneer
Address	addressee	Chariot	Charioteer
pay	payee	Profit	profiteer
Refer	referee	Refuge	refugee
Trust	trustee		

**(x) hood**

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Baby	babyhood	Father	fatherhood
Boy	boyhood	Girl	girlhood
Brother	brotherhood	Mother	motherhood
Child	childhood	Neighbour	neigh- bourhood
False	falsehood	Sister	sisterhood
Man	manhood	Likely	likelihood

**(xi) ice**

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Advise	advice	Practise	practice
Coward	cowardice	Serve	service

**(xii) ing**

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Draw	drawing	Say	saying
Knit	kniting	Wed	wedding
Paint	Painting	Write	writing
Live	living	Pad	padding
Mean	meaning		

**(xiii) ion**

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Act	action	Fascinate	fascination
Attract	attraction	Instruct	instruction
Calculate	calculation	Invent	invention
Celebrate	celebration	Inspect	inspection
Complete	completion	Narrate	narration
Connect	connection	Object	objection
Construct	construction	Perfect	perfection
Contribute	contribution	Predict	prediction
Convict	conviction	Prevent	prevention
Create	creation	protect	protection
Co-operate	co-operation	Reflect	reflection
Decorate	decoration	Relate	relation
Deduct	deduction	Separate	separation
Digest	digestion	Translate	translation
Educate	education	Vacate	vacation
Elect	election	Except	exception
Exempt	exemption		

**(xiv) ition/tion**

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Add	addition	Appose	apposition
Define	definition	Oppose	opposition



Repeat	repetition	Deceive	deception
Introduce	introduction	Receive	reception
Solve	solution		

**(iv) ity**

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Active	activity	Able	ability
Chaste	chastity	Curious	curiosity
Civil	civility	Equal	equality
Enemy	enmity	Fertile	fertility
Extreme	extremity	Human	humanity
Grave	gravity	Moral	morality
Major	majority	Mental	mentality
Mortal	mortality	Partial	partiality
Minor	minority	Punctual	punctuality
Popular	popularity	Pure	purity
Original	originality	Regular	regularity
Real	reality	Special	speciality
Scarce	scarcity		

**(xvi) ment**

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Achieve	achievement	Acknowledge	acknowledgement
Advertise	advertisement	Agree	agreement
Allot	allotment	Amuse	amusement
Announce	announcement	Appoint	appointment
Argue	argument	Assign	assignment
Attache	attachment	Attain	attainment
Commit	commitment	Enjoy	enjoyment
Enlarge	enlargement	Entertain	entertainment
Excite	excitement	Establish	establishment
Govern	government	Improve	improvement
Invest	investment	Judge	judgement

Manage	management	Merry	merriment
Move	movement	Nourish	nourishment
Pay	payment	Refresh	refreshment
Require	requirement	Retire	retirement
Treat	treatment		

**(xvii) ness**

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Bitter	bitterness	Busy	business
Calm	calmness	Cheap	cheapness
Cold	coldness	Dark	darkness
Drowsy	drowsiness	Dull	dullness
Eager	eagerness	Empty	emptiness
Exact	exactness	Fair	fairness
Foolish	foolishness	Frank	frankness
Good	goodness	Great	greatness
Happy	Happiness	Harsh	harshness
Holy	holiness	Idle	idleness
Ill	illness	Kind	kindness
Lazy	laziness	Lonely	loneliness
Lovely	loveliness	Mean	meanness
Mute	muteness	Nervous	nervousness
One	oneness	Polite	politeness
Quick	quickness	Red	redness
Sad	sadness	Sweet	sweetness
Tender	tenderness	Ugly	ugliness
Vast	vastness	Weak	weakness

**(xviii) ry**

<b>Word</b>	<b>Noun</b>	<b>Word</b>	<b>Noun</b>
Bake	bakery	Bigot	bigotry
Brave	bravery	Carpenter	carpentry
Chemist	chemistry	Cook	cookery

Gallant	gallantry	Infant	infantry
Poet	poetry	Rogue	roguery
Slave	slavery		

**(xix) sion**

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Convert	conversion	Admit	admission
Extend	extension	Expel	expulsion
Expand	expansion	Omit	omission
Permit	permission	Provide	provision
Revise	revision	Supervise	supervision

**(xx) ist/ian**

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Art	artist	Botany	botanist
Cartoon	cartoonist	Physics	physicist
Royal	royalist	Science	scientist
Tour	tourist	Novel	novelist
History	historian	Mathematics	mathematician
Music	musician	Magic	magician
Physics	physician	Politics	politician

**(xxi) ship**

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Chairman	chairmanship	Director	directorship
Friend	friendship	Leader	leadership
Lord	lordship	Member	membership
Owner	ownership	Partner	partnership
Scholar	scholarship	Student	studentship
Steward	stewardship		

**(xsii) t/th**

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Weigh	weight	Dear	dearth

Grow	growth	Heal	health
Steal	stealth	Six	sixth
True	truth	Warm	warmth
Wide	width	weal	wealth

**(xxiii) tion**

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Conceive	conception	Create	creation
Deceive	deception	Introduce	introduction
Receive	reception	Solve	solution

**(xxiv) ty**

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Certain	certainty	Cruel	cruelty
Honest	honesty	Loyal	loyalty
Novel	novelty	Safe	safety
Sure	surety		

**(xxv) ure**

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Close	closure	Depart	departure
Fail	failure	Moist	moisture
Please	pleasure	Seize	seizure

**Miscellaneous**

<i>Word</i>	<i>Noun</i>	<i>Word</i>	<i>Noun</i>
Abide	abode	Broad	breadth
Flow	flood	Fly	flight
Generous	generosity	Give	gift
Go	gait	Grieve	grief
Hero	heroism	Increase	increment
Mix	mixture	patriot	patriotism
Strive	strife	Tell	tale
Thief	theft	Weave	web

**B. Formation of Adjectives  
(by adding Suffixes)**

**(i) able/ible**

<i>Word</i>	<i>Adjective</i>	<i>Word</i>	<i>Adjective</i>
Account	accountable	Accept	acceptable
Admire	admirable	Advice	advisable
Agree	agreeable	Change	changeable
Comfort	comfortable	desire	desirable
Eat	eatable	Fashion	fashionable
Laugh	laughable	Love	lovable
Memory	memorable	Move	movable
Practice	practicable	Reason	reasonable
Value	valuable	Contempt	contemptible
Defend	defensible	Divide	divisible
Force	forcible	Sense	sensible

**(ii) al**

<i>Word</i>	<i>Adjective</i>	<i>Word</i>	<i>Adjective</i>
Accident	accidental	Agriculture	agricultural
Ancestor	ancestral	Autumn	autumnal
Brute	brutal	Centre	central
Ceremony	ceremonial	Circums- tance	circums- tantial
Classic	classical	Condition	conditional
Culture	cultural	Deny	denial
Essence	essential	Face	facial
Finance	financial	Fraction	fractional
History	historical	Industry	industrial
Influence	influential	Magic	magical
Music	musical	Navy	naval
Nature	natural	Nation	national
Origin	original	Ornament	ornamental
Person	personal	Picture	pictorial
Poet	poetical	profession	professional
Province	provincial	Race	racial
Season	seasonal	Tide	tidal

Tribe	tribal	Tutor	tutorial
Universe	Universal		

**(iii) an**

<i>Word</i>	<i>Adjective</i>	<i>Word</i>	<i>Adjective</i>
Asia	asian	America	American
Egypt	Egyptian	Europe	European
Italy	Italian	Mexico	Mexican
Republic	Republican	Russia	Russian

**(iv) ar/ary**

<i>Word</i>	<i>Adjective</i>	<i>Word</i>	<i>Adjective</i>
Cell	cellar	Circle	circular
Muscle	muscular	Pole	polar
Triangle	triangular	Example	exemplary
Discipline	disciplinary	Second	secondary
Moment	momentary	Secret	secretary

**(v) ern/en**

<i>Word</i>	<i>Adjective</i>	<i>Word</i>	<i>Adjective</i>
East	eastern	North	northern
South	southern	West	western
Earth	earthen	Gold	golden
Silk	silken	Wood	wooden
Wool	woollen		

**(iv) ful**

<i>Word</i>	<i>Adjective</i>	<i>Word</i>	<i>Adjective</i>
Awe	awful	Bale	baleful
Beauty	beautiful	care	careful
Delight	delightful	Dole	doleful
Duty	dutiful	Faith	faithful
Fear	fearful	Fright	frightful
Grace	graceful	Hand	handful
Harm	harmful	Hope	hopeful
Mercy	merciful	Mirth	mirthful
Mouth	mouthful	Mourn	mournful

need	needful	Pain	painful
Play	playful	Power	powerful
Peace	peaceful	Respect	respectful
Shame	shameful	Sorrow	sorrowful
Truth	truthful	Use	useful
Youth	youthful	Will	wilful
Wonder	wonderful		

**(vi) ic/tic/ical**

<i>Word</i>	<i>Adjective</i>	<i>Word</i>	<i>Adjective</i>
Angel	angelic	Atmosphere	atmospheric
Artist	artistic	Hero	heroic
History	historic	Idiot	idiotic
Majesty	majestic	Metal	metallic
Ocean	oceanic	Patriot	patriotic
Poet	poetic	Tragedy	tragic
Asia	Asiatic	Drama	dramatic
Energy	energetic	Giant	gigantic
Ganga	gangetic	Cube	cubical
Whimsy	whimsical		

**(viii) ish**

<i>Word</i>	<i>Adjective</i>	<i>Word</i>	<i>Adjective</i>
Black	blackish	Brown	brownish
Book	bookish	Boy	boyish
Child	childish	Devil	devilish
Dog	doggish	Fever	feverish
Fool	foolish	Green	greenish
Girl	girlish	Old	oldish
Owl	owlish	Outland	outlandish
Red	reddish	Slave	slavish
Spain	Spanish	Turk	Turkish

**(ix) ive**

<i>Word</i>	<i>Adjective</i>	<i>Word</i>	<i>Adjective</i>
Abuse	abusive	Act	active

Attract	attractive	Defect	defective
Effect	effective	Educate	educative
Instruct	instructive	Progress	Progressive
Relate	relative		

**(x) less**

<i>Word</i>	<i>Adjective</i>	<i>Word</i>	<i>Adjective</i>
Cheer	cheerless	Home	homeless
Life	lifeless	Hope	hopeless
Sleep	sleepless	Sense	senseless
Tact	tactless	worth	worthless
Fault	Faultless	Guilt	guiltless
Sin	sinless		

**(xi) ly**

<i>Word</i>	<i>Adjective</i>	<i>Word</i>	<i>Adjective</i>
Brother	brotherly	Beggar	beggarly
Coward	cowardly	Elder	elderly
Father	fatherly	Friend	friendly
Ghost	ghostly	God	godly
Home	homely	Love	lovely
Heaven	heavenly	King	kingly
Love	lovely	Miser	miserly
Month	monthly	Mother	motherly
Man	manly	Queen	queenly
Prince	princely	Time	timely
year	yearly		

**(xii) like/some/worthy**

<i>Word</i>	<i>Adjective</i>	<i>Word</i>	<i>Adjective</i>
Child	childlike	Lady	lady-like
Life	life-like	War	war-like
Wife	wife-like	Burden	burdensome
Hand	handsome	Awe	awesome
Irk	irksome	Quarrel	quarrelsome



Tire	tiresome	Trouble	troublesome
Whole	wholesome	Glad	gladsome
Praise	praise-worthy	Trust	Trustworthy

**(xiii) ous**

<i>Word</i>	<i>Adjective</i>	<i>Word</i>	<i>Adjective</i>
Advantage	advantageous	Adventure	adventurous
Courage	courageous	Danger	dagerous
Envy	envious	Fable	fabulous
Fame	famous	Fury	furious
Gas	gaseous	Glory	glorious
Industry	industrious	Injury	injurious
Joy	joyous	Labour	laborious
Luxury	luxurious	Marvel	marvellous
Mystery	mysterious	Nerve	nervous
Poison	poisonous	Religion	religious
Ruin	ruinous	Riot	riotous
Space	spacious	Venom	venomous
Vice	vicious	Victory	Victorious
Zeal	zealous		

**(xiv) y**

<b>Word</b>	<b>Adjective</b>	<b>Word</b>	<b>Adjective</b>
Air	airy	Anger	angery
Bulk	bulky	Bush	bushy
Blood	bloody	Cloud	cloudy
Dew	dewy	dirt	dirty
Ease	easy	Flesh	fleshy
Grass	grassy	Gloom	gloomy
Greed	greedy	Guilty	guilty
Health	healthy	Hill	hilly
Leaf	leafy	Hair	hairy
Milk	milky	Mud	muddy
Need	needy	Noise	noisy
Risk	risky	Rose	rosy

Sand	sandy	Snow	snowy
Sun	sunny	Taste	tasty
Thirst	thirsty	Wind	windy
Water	watery	Worth	worthy

**Miscellaneous**

<b>Word</b>	<b>Adjective</b>	<b>Word</b>	<b>Adjective</b>
Affection	affectionate	Absence	absent
Angle	angular	College	collegian
Distance	distant		Collegiate
France	French	Fortune	fortunate
Poland	Polish	Number	numeral
Society	social		numerical
		Passion	passionate

**C. Formation of Verbs  
by adding (i) Prefixes or (ii) Suffixes**

**(i) Prefixes**

<i>Word</i>	<i>Verb</i>	<i>Word</i>	<i>Verb</i>
Able	enable	Base	debase
Bosom	embosom	Bitter	embitter
Body	embody	Certain	ascertain
Calm	becalm	Company	accompany
Custom	accustom	cloud	becloud
Cage	encage	Circle	encircle
Courage	encourage	Dear	endear
Dense	condense	Dew	bedew
Dim	bedim	Devil	bedevil
Danger	endanger	Feeble	enfeeble
Fine	refine	Fool	befool
Foul	befoul	frined	befriend
Force	enforce	Firm	confirm
Fine	refine	Fresh	refresh
Fame	defame	Fraud	defraud
Guile	beguile	Head	behead
Joy	enjoy	Little	belittle

Large	enlarge	Mean	demean
New	renew	Noble	ennoble
peril	imperil	Prison	imprison
Port	import	Power	empower
Rich	enrich	Snare	ensnare
Slave	enslave	Strange	estrangle
Sure	ensure	Siege	besiege
Witch	bewitch	Throne	enthrone
Title	entitle	Tomb	entomb

**(ii) Suffixes**

<i>Word</i>	<i>Verb</i>	<i>Word</i>	<i>Verb</i>
Alien	alienate	Author	authorize
Air	airify	Bath	bathe
Black	blacken	Beauty	beautify
Breath	breathe	Broad	broaden
Cheap	cheapen	Civil	civilize
Clean	cleanse	Clear	clarify
Cloth	clothe	Captive	captivate
Central	centralize	Critic	criticize
Class	classify	Capital	capitalize
Character	characterise	Dark	darken
Deep	Deepen	Different	differentiate
Equal	Equalize	False	falsify
Familiar	familiarize	Fertile	fertilize
Flat	flatten	Fright	frighten
Fort	fortify	Glad	gladden
General	Generalize	Gas	gasify
Glory	glorify	haste	hasten
Height	heighten	Hard	harden
Habit	habituate	Just	justify
Large	enlarge	Little	belittle
Low	lower	Length	lengthen
Less	lessen	Mad	madden
Moist	moisten	Memory	memorize

Nation	nationalize	Office	officiate
Origin	originate	Perpetual	perpetuate
Popular	popularize	Public	publish
Pure	purify	Person	personify
Rare	rarely	Real	realize
Right	rectify	Ripe	ripen
Sick	sicken	Special	specialize
Specific	specify	Stable	stabilize
Sooth	soothe	Solid	solidify
Thick	thicken	Vile	vilify
White	whiten	Wide	widen

**(iii) Prefixes + suffixes**

<b>Word</b>	<b>Verb</b>	<b>Word</b>	<b>Verb</b>
Bold	embolden	Brief	abbreviate
Poor	impoverish	Proper	appropriate
Solid	consolidate	Timid	intimidate

**Miscellaneous**

<b>Word</b>	<b>Verb</b>	<b>Word</b>	<b>Verb</b>
Birth	bear	Clear	clarify
Example	exemplify	Full	fill
Grief	grieve	Half	halve
Knot	knit	Right	rectify
Society	associate	Success	succeed
Spark	sparkle	Double	duplicate

**D. Formation of Compound Words****(i) Noun + Noun**

Arm + chair = Arm-chair	Air + craft = Aircraft
Class + room = class-room	Head + master = Headmaster
Head + mistress = headmistress	Money + order = moneyorder
Money + lender = money-lender	Moon + light = moonlight
News + paper = newspaper	News + print = News - print
News + reporter = news-reporter	Radio + set = Radio-set

Shop + keeper = shopkeeper	Post + man = Postman
Post + Master = Postmaster	Post + office = post-office
Steam + boat = Steam-boat	Steam + engine = Steam-engine
Sun + shine = sun-shine	Time + piece = Time-piece
Table + lamp = Table -lamp	Sun + stroke = Sun-stroke

**(ii) Adjective + Noun**

Good + luck = Good-luck	Hard + luck = Hardluck
High + school = High school	Black + board = black-board
Long + jump = Long jump	Mad + man = Mad man
Mid + night = midnight	Short + hand = Short hand
Sweet + heart = Sweetheart	Brief + case = Brief case
Gentle + man = Gentleman	Great + man = Great man
High + jump = High-jump	Tall + talk = Tall-talk
Wild + goose = Wild-goose	Young + ones = Young-ones

**(iii) Verb + Noun**

Break + fast = breakfast	Beat + box = beat -box
Fry + pan = Frypan	Grind + stone = Grind-stone
Hang + man = Hangman	Hold+ all = Hold-all
Sing + song = Singsong	Copy + right = copyright
Pay + Master = Pay-master	Play + mate = Play-mate
Peep + hole = Peep-hole	Plough + head = plough-head
Rain + storm = Rain-storm	Rest + house = Rest-house
Wash + basin = Wash-basin	Watch + man = Watchman
Wander + lust = Wander-lust	Wed + lock = wedlock
Wind + fall = windfall	Milk + booth = Milk-booth
Pass + port = Passport	Pick + pocket = Pick-pocket

**(iv) Gerund + Noun**

Dining + hall = Dining-hall	Blotting + paper = Blotting-paper
Booking + window = Booking-window	Flying + saucer = Flying-saucer

Looking + glass = Looking-glass      Drawing + room = Drawing-room  
 Spelling + book = Spelling-book      Walking + stick = Walking-stick  
 Waiting + room = Waiting-room

**(v) Adverb + Noun**

Up + rising = Uprising                      Down + fall = Downfall  
 After + thought = After-thought      After + life = After-life  
 Over + coat = Over-coat

**(vi) Verb + Adverb**

Break + down = Break-down              Draw + back = Draw-back  
 Fare + well = Fare-well                  Send + off = Send-off

**(vii) Adverb + verb**

In + come = Income                      Out + look = Outlook  
 Out + set = Outset                      Up + keep = Upkeep  
 Well + come = Welcome

**E. Synonyms**

<b>Word</b>	<b>Synonyms</b>	<b>Words</b>	<b>Synonyms</b>
Abandon	forsake, leave	Anguish	Agony, pain, suffering
Abduct	kidnap	Ancient	old
Abhor	hate, despise, detest	Annihilate	destroy
Abnormal	unusual, irregular	Announce	proclaim
Abode	dwelling	Annual	yearly
Abortive	futile, fruitless	Antagonists	adverse, hostile, unfriendly
Abridge	curtail, shorten	Antipathy	dislike, hostility
Abundant	copious, plentiful	Arrogant	haughty, insolent
Accede	consent, agree, acquiesce	Assent	consent
Accelerate	Increase, quicken	audacious	bold, daring
Accept	agree	Augment	extend, enlarge
Accord	harmony, agreement	Austere	Severe, rigorous

Accumulate	collect, amass, gather, store	Authentic	genuine, true
		Avenge	to take vengeance
Accurate	correct, exact	Averse	loath, disinclined
Accuse	blame	Awkward	clumsy
Acquire	obtain, procure	Banish	exile
Actual	real	Barbarous	wild, uncivilized
Admire	esteem, praise	Base	low, mean
Advice	counsel	Beautiful	lovely, handsome
Adore	worship, revere	Beast	a wild animal
Adversity	calamity, distress	Beg	beseech, entreat, start
Affable	genial, sociable, amiable	Beneficent	liberal, generous, munificent
Affliction	distress, grief, misery, agony		bounteous
Affront	insult, indignity	Blame	censure, accrues
Aggravate	intensify, heighten, provoke	Bliss	felicity, joy
		Blunder	error
Aid	help	Boisterous	clamorous, noisy
Aim	goal, purpose, objective	Bold	fearless, dauntless
Allay	assuage, calm, soothe	Boon	favour
Allow	permit	Brawl	sqabble, noisy, quarrel
Ameliorate	improve, better, reform	Brevity	conciseness
Amiable	lovable	Brutal	savage, cruel, callous
Ample	enough	Build	construct
Break	violation, rift	Disgrace	dishonour, discredit
Calumny	slander, defamation	Discuss	argue, debate
Catch	grab, graps	Disseminate	scatter
Chide	reproach, scold, admonish, rebuke	Divine	Godly, heavenly
Convert	change	Dread	fear, fright, awe,

Costly	precious, valuable		horror
Couple	pair	Elegant	graceful, refined
Castle	fort	Eligible	suitable, qualified
Captive	prisoner	Emancipate	liberate, deliver
Cunning	wicked	Enmity	hostility, animosity
Confess	admit	Enrage	infuriate
Charm	magic	Exceptional	unusual, rare
Cheerful	happy	Exquisite	marvellous
Complete	whole	Denounce	condemn
Consider	deem, think	Delicate	tender
Dacoit	robber	Delight	pleasure, joy
Damage	injure	Desire	wish
Danger	hazard, peril	Despair	hopelessness
Daring	bold, fearless	Dead	lifeless
Defend	guard, protect	Dead	lifeless
Defer	postpone, suspend	Decay	ruin
Deference	reverence, respect	Deceive	cheat
Deficient	lacking, wanting	Decline	refuse
Defect	fault	Decorate	adorn, embellish
Definite	exact	Dispute	quarrel
Dejected	sad	Distinct	clear
Deformity	defect, disfigurement, malformation	Deride	ridicule, mock, jeer
Deleterious	harmful, detrimental	Desecrate	profane, pollute
Dim	faint	Desolate	deserted, lonely
Diligent	industrious, hard- working, preserving	Despicable	hatefull, contemptible, detestable
Detain	prevent	Destitute	wanting in
Despotic	tyrant	Devotion	loyalty, fidelity
Dejected	disappointed	Dexterity	skill, adroitness
		Distress	calamity



Disease	sickness	Diverse	different
Displease	offend	Exult	rejoice
Disclose	divulge, reveal, uncover unusual, outstanding	Extraordinary	exceptional uncommon,
Extravagant	prodigal, lavish	Humane	kind, benevolent
Fabricate	construct, concoct, forge	Humility	modesty
Fabulous	mythical, fictitious	Heaven	Paradise
Fallacious	false, deceptive	Idle	lazy
Famous	distinguished, eminent, well known	Illegal	unlawful
Fanciful	imaginative capricious, unreal	Inner	interior
Fastidious	squeamish, finical	Imperial	kingly, royal
Felicity	joy, bliss	Imagine	fancy, conceive
Filmsy	trivial	imminent	impending
Ferocious	fierce, barbarous, savage	Impostor	charlatan
Fictitious	unreal, false	Inanimate	lifeless
Fiendish	devilish, diabolical	Incessant	continuous, unceasing
Fraud	trickery, guile	Indignant	wrathful, angry
Gaiety	jollity, hilarity	Intend	propose, mean
Garrulous	talkative, loquacious	Isolation	solitude, dreariness, loneliness
Ghastly	spectral, deathlike, pallid	Insane	mad
Gigantic	huge, colossal.	Injure	harm
Gorgeous	dazzling, splendid	Jovial	merry, jolly, cheerful
Grandeur	majesty,	Journey	tour, trip
		Jubilant	joyful, exultant
		Judicious	prudent, discreet
		Just	right
		Juvenile	youthful
		Knave	villain
		Laborious	assiduous,

	splendour, magnificence		diligent, industrious
Graphic	pictorial, vivid	Lament	bewail, mourn
Gratification	satisfaction	Laxity	looseness, slackness
Grievous	painful, hurtful	Lecherous	libidinous, passionate, lascivious, lustful
Grotesque	distorted, odd, bizarre	Lank	lean and thin
Hamper	retard, impede, obstruct, hinder	Legend	myth
Haughty	arrogant, imperious, swollen-headed	Lenient	mild, liberal
Headstrong	obstinate, stubborn	Lethargy	sluggishness
Liberty	independence, freedom	Lethal	fatal, deadly
Labour	work	Liberate	free, emancipate
Lad	boy	Loyal	devoted, faithful
Lass	girl	Lucky	fortunate
Leap	jump	Lucrative	remunerative, profitable
Light	ignite, inflame, kindle	Lure	seduce, tempt
Likeness	resemblance, similarity	Malice	ill-will, spite
Likelihood	possibility	Malign	defame, vilify
Lively	sprightly, viviacious, active,	Manifest	evident, devious
Loathe	depise, abhor	Marvel	wonder
Loth	reluctant, unwilling	Massive	huge
		Meagre	abject, low
		Melancholy	gloomy, morose
		Mercenary	venal
		Mercy	pity, compassion
		Might	strength, power
		Misery	distress

#### F. Antonyms

Words	Antonyms	Words	Antonyms
Abandon	Retain	Alive	Dead

Abbreviate	Elongate	Allow	Disallow
Able	Unable	Always	Never
Abnormal	Normal	All	None
Abolish	Establish	Analysis	Synthesis
Above	Below	Angel	Devil
Absent	Present	Ancient	Modern
Abundance	Scarcity/Dearth	Animate	Inanimate
Accept	Reject/Decline	Antique	Modern
Accord	Discord	Appear	Vanish
Accurate	Inaccurate	Appreciate	Depreciate
Acknowledge	Deny	Approve	Disapprove
Acquit	Convict	Armament	Disarmament
Active	Passive/Idle	Artificial	Natural
Add	Subtract	Ascend	Descend
Adequate	Inadequate	Atheist	Theist
Advance	Retreat	Attach	Detach
Advantage	Disadvantage	Attract	Repel
Adversity	Prosperity	Arrival	Departure
Agree	Differ	Arrogance	Humility
Auspicious	Inauspicious	Civilized	Uncivilized/Savage
Agree	Disagree	Clean	Dirty
Awake	Asleep	Coarse	Fine
Awareness	Ignorance	Coherent	Incoherent
Barbarous	Civilized	Comedy	Tragedy
Barren	Fertile	Competent	Incompetent
Beautiful	Ugly	Compare	Contrast
Beginning	End	Complete	Incomplete
Behave	Misbehave	Complex	Plain/Simple
Belief	Doubt	Component	Whole
Backward	Forward	Compress	Expand
Beneficial	harmful	Conceal	Reveal
Benevolent	Malevolent	Confident	Diffident

Bitter	Sweet	Connect	Disconnect
Blame	Applaud	Consent	Dissent
Blessing	Curse	Conscious	Unconscious
Blunt	Sharp	Considerate	Inconsiderate
Boastful	Modest	Consistency	Inconsistency
Bold	Timid	Continue	Discontinue
Borrow	Lend	Contract	Expand
Bottom	Top/Brim	Correct	Incorrect
Bravery	Cowardice	Create	Destroy
Bright	Dull/dim	Credit	Cash
Broad	Narrow	Crude	Refined
Before	After	Cool	Warm
Cheap	Dear/Costly	Clear	Vague
Cold	Hot	Cruel	Kind
Comfortable	Uncomfortable	Dark	Bright
Common	Uncommon	Death	Life
	Special (Rare)	Debtor	Creditor
Conquest	Defeat	Decent	Indecent
Calm	Turbulent	Decision	Indecision
Care	Neglect	Decrease	Increase
Carnivorous	Herbivorous	Deep	Shallow
Cause	Effect	Defence	Offence
Cautious	Careless	Deficient	Efficient
Celestial	Terrestrial/Earthly	Definite	Indefinite
Censure	Applause	Direct	Indirect
Certain	Uncertain	Delightful	Boring
Chaste	unchaste	Dense	Sparse
Cheerful	Cheerless	Dependent	Independent
Childish	Mature	Deposit	Withdraw
Circular	Linear	Despair	Hope
Destructive	Constructive	Export	Import

Difficult	Easy	Fabulous	Actual/Real
Diminish	Increase	Fact	Fiction
Dethrone	Enthroned	Failure	Success
Discourage	Encourage	Fair	Foul
Discord	Concord	Faithful	unfaithful/faithless
Disparity	Parity	Fall	Rise
Distant	Near	False	True
Distinct	Indistinct	Familiar	Strange
Do	Undo	Famous	Notorious
Dream	Reality	Far	Near
Dry	Wet	Farewell	Welcome
Different	Same	Fat	Thin
Down	Up	Favour	Disfavour
Dwarf	Giant	Fickle	Steadfast
Definite	Indefinite	Fictitious	Genuine
Early	Late	Fidelity	Faithlessness
Ease	Difficulty	Folly	Wisdom
Earn	Spend	Foreign	Native
Economy	Extravagance	Fortune	Misfortune
Elevation	Depression	Freedom	Slavery
Eligible	Ineligible	Fresh	Stale
Emancipate	Enslave	Friend	Foe
Empty	Full	Futile	Fruitful
Energetic	Weak/indolent	Futility	Utility
Enmity	Friendship/Amity	Frown	Smile
Enrich	Impoverish	Fast	Slow
Entrance	Exit	Few	Many
Equality	Inequality	Find	Lose/Miss
Eternal	Transitory	Gain	Loss
Examiner	Examinee	General	Particular

Exceptional	ordinary	Generosity	Stinginess
Exclude	Include	Generous	Miserly
Experience	Inexperience	Genial	impolite
Explicit	Implicit	Genuine	Spurious
Expose	Conceal	Gay	Gloomy
Extensive	Intensive	Give	Take
External	Internal	Go	Come
Exterior	interior	Govern	Obey
Extreme	Moderate	Grant	Refuse
Extrinsic	Intrinsic	Great	Small
Growth	Innocent	Legible	Illegible
Guest	Host	Legitimate	Illegitimate
Hard	Soft	Last	First
Haste	Delay	Life	Death
Haughty	Humble	Liberty	Slavery
Healthy	Unhealthy	Like	Dislike
Heaven	Hell	Likely	Unlikely/Doubtful
Heedful	Heedless	Limited	Unlimited
Height	Depth	Liquid	Solid
High	Low	Literate	Illiterate
Holy	Unholy	Living	Dead
Hollow	Solid	Lofty	Low
Honest	dishonest	Logical	Illogical
Honour	Dishonour	Loose	Tight
Hopeful	Despondent	Love	Hate/Hatred
Huge	Small	Lovely	Ugly
Hypocrite	Sincere	Lower	Upper
Idle	Active	Loyal	Disloyal
Illusive	Real	Light	Darkness
Immaterial	Material	Mad	Sane
Individual	Joint/Collective	Major	Minor

Industrious	Lazy	Make	Mar
Inferior	Superior	Meagre	profuse
Inhale	Exhale	Malice	Goodwill
Initial	Final	Married	Bachelor/Maiden
Insolent	Meek		Unmarried
Intrepid	Timid	Masculine	Feminine
Irksome	Pleasant	Material	Spiritual
Imprudent	Prudent	Maximum	Minimum
Ignorance	Knowledge	Memory	Forgetfulness
Insult	Respect	Merit	Demerit
Immortal	Mortal	Milk	Stern
Join	Disjoin	Modest	Immodest/Vain
Junior	Senior	Monarchy	Anarchy
Justice	Injustice	Moral	Immoral
Joy	Sorrow	Mount	Dismount
Keen	Dull	Movable	Immovable
Kind	Unkind/Cruel	Master	Servant
Lasting	Temporary	Neat	Untidy
Latent	Apparent	New	Old
Leader	Follower	Negative	Positive/affirmative
Lean	Fleshy	Noble	Ignoble
Legal	Illegal	Obligatory	Voluntary
Obedient	Disobedient	Raw	Ripe
Obstruct	Assist	Rear	Front
Optimism	Pessimism	Recollect	Forget
Optional	Compulsory	Regular	Irregular
Oral	Written	Religious	Irreligious
Organic	Inorganic	Remote	Near
Outward	Inward	Repulsive	Attractive
Own	Disown	Retreat	Advance
Open	Shut	Revolution	Evolution

Opponent	Supporter	Rough	Smooth
Part	Whole	Ruthless	Merciful
Partial	Joyous	Sacred	Profane
Peace	War	Sane	Insane
Penalty	Reward	Secret	Open
Penury	Affluence	Sensible	Senseless
Perfect	Imperfect	Satisfaction	Dissatisfaction
Permanent	Temporary	Severe	Mild
Permission	Prohibition	Shy	Impudent
Persuade	Dissuade	Similar	Dissimilar
Petty	Significant	Stable	Unstable
Please	Displease	Straight	Curved/Crooked
Pleasure	Pain	Surplus	Deficit
Plenty	Scarcity	Swift	Slow
Polite	Impolite	Synonym	Antonym
Poor	Rich, Wealthy	Thankful	Thankless
Pollute	Purify	Tie	Untie
Popular	Unpopular	Tolerant	Intolerant
Posterior	Anterior	Opaque	Transparent
Practical	Theoretical	Defeat	Triumph/Victory
Precious	Cheap	United	Diverse
Premium	Discount	Uphold	Oppose
Preserve	Destroy	Urban	Rural/Rustic
Profound	Simple	Useful	Useless
Prolong	Shorten	Usual	Unusual
Prosaic	Poetical	Valid	Invalid
Public	Private	Victor	Vanquished
Purchase	Sell	Virile	Sterile
patriot	Traitor	Virtue	Vice
Question	Answer	Visible	Invisible
Quick	Slow	Vulgar	Refined
Quiet	Noisy	Weal	Woe



Raise	Lower	Woeful	Cheerful
Rational	Irrational	Wrong	Right
		Yield	Resist

### WORD SUBSTITUTION

#### Useful in Precis Writing

##### A

1. Absence of law and order/government. (Anarchy)
2. An article which does not bear the name of the writer. (Anonymous)
3. Animals living in (or near) water. (Aquatic)
4. A man who is absent. (Absentee)
5. A person residing in another country without its citizenship. (Alien)
6. Government run by nobles. (Aristocracy)
7. A person who studies stars and heavenly bodies. (Astronomer)
8. One who does not believe in God. (Atheist)
9. Assembly of hearers. (Audience)
10. Life-story of a person written by himself or herself. (Autobiography)
11. Signatures of a dignitary in his/her own handwriting. (Autograph)
12. The period of growth between manhood and childhood. (Adolescence)
13. A carriage for the wounded or the sick. (Ambulance)
14. A general pardon of political prisoners. (Amnesty)
15. A person who does not pursue photography or any work as a profession. (Amateur)
16. To destroy completely. (Annihilate)
17. Words opposite in meaning to each other. (Antonym)
18. Government by nobles. (Aristocracy)
19. People who live in a country from the very beginning. (Aborigines)

20. The school for Arts or learning. (Academy)
21. The science of sounds. (Acoustics)
22. The medicine which kills the germs of diseases. (Antiseptic)
23. Having to do with beauty. (Aesthetic)
24. One who is greedy of money. (Avaricious)
25. To renounce one's throne. (Abdicate)
26. An assembly of hearers (Audience)
27. A tank meant for water plants or fishes (Aquarium)
28. A place where different kinds of birds are kept. (Aviary)
29. The science of changing base metals into noble (refined) metals. (Alchemy)
30. Allowance given to a woman by her husband. (Alimony)
31. A man who can use both hands with dexterity. (Ambidexterous)
32. Capable of two interpretations. (Ambiguous)
33. Information considered to be reliable. (Authentic)

**B**

1. One who is unable to pay off his debt. (Bankrupt)
2. An instrument for measuring atmospheric pressure. (Barometer)
3. Life story of person. (Biography)
4. The science of vegetable life. (Botany)
5. That which is easily broken. (Brittle)
6. A two legged creature. (Biped)
7. A person who cannot see. (Blind)
8. Government by officials. (Bureaucracy)
9. To have two wives. (Bigamy)
10. A Child not born of lawful marriage- (Bastard)
11. Nations engaged in wars. (Belligerents).
12. A nation that is fond of fighting. (Bellicose)
13. One who helps in buying and selling. (Broker)

14. A lover of books. (Bibliophile)
15. To talk ill of person in his absence. (Backbite)
16. Talking against religion or God. (Blasphemy)
17. A man with narrow religious views. (Bigot)
18. The act of breaking into a house with the object of stealing. (Burglary)
19. One who is always immersed in books. (bookworm)

**C**

1. The period of one hundred years. (Century)
2. A List of the names of books. (Catalogue)
3. Persons who work together in the same institution. (Colleagues)
4. The disease which spreads by contact. (Contagious)
5. Pertaining to the art of beautiful writing. (Calligraphy)
6. An animal that lives on flesh. (Carnivorous)
7. One who eats human flesh. (Cannibal)
8. The dead body of an animal. (Carcass)
9. The state of remaining unmarried. (Celibacy)
10. Having an ugly and discordant sound. (Cacophonous)
11. The driver of a motor-car. (Chauffeur)
12. A part of a book. (Canto)
13. One who easily believes in others. (Credulous)
14. Capable of being burnt easily (Combustible)
15. The head of a University (Chancellor)
16. The hundredth year after an event (Centenary)
17. Those who live at the same time. (Contemporaries)
18. A round about way of expressing a simple idea (Circumlocution).
19. The System of imparting education to boys and girls together. (Co-education)
20. The place where the dead are buried. (Cemetery)
21. A feast in which much wine is used. (Carouse)
22. A vote which decides issues in hand. (Casting vote)

23. A rule of the church. (Canon)
24. A number of independent states united together. (Confederacy)
25. The shape of land or mountain in outline. (Contour)
26. Relating to marriage. (Conjugal)
27. Husband or wife. (Consort/ spouse)
28. One who is home in all countries. (Cosmopolitan)
29. The place where the dead are burnt. (Crematorium)
30. Specialised study of the heart. (Cardiology)
31. A picture drawn to make people laugh. (Caricature)
32. A person gradually recovering from illness. (Convalescent)
33. A man who is always prepared to find fault with others. (Censorious)
34. Having to do with cooking. (Culinary)

**D**

1. The letter which is not claimed by anybody. (Dead letter)
2. Government of the people, for the people, by the people. (Democracy)
3. The book which contains various words and their meanings, pronunciations and/or usages. (Dictionary)
4. The period of ten years. (Decade)
5. One who cannot hear. (Deaf)
6. One who cannot speak. (Dumb)
7. A place where cows and buffaloes are reared and milked. (Dairy)
8. The place where a criminal stands in court. (Dock)
9. The art practised by statesmen. (Diplomacy)
10. To wander from the main theme. (Digress)
11. A person who is not afraid of danger. (Dare-devil).
12. The substance which removes unpleasant smell. (Deodorant)
13. Money or property given to girl in her marriage. (Dowry)

14. The study of teeth. (Dentistry)
15. A game or battle where nobody wins. (Drawn)
16. A line of kings belonging to the same family. (Dynasty)
17. A person who leads a fast and vicious life. (Debauch)
18. A state of standstill. (Deadlock)
19. Morbid liking for alcohol. (Dipsomania)
20. Hard work which is irksome and unpleasant. (Drudgery)
21. An unjust and cruel ruler. (Despot)
22. An absolute ruler. (Dictator)
23. A person addicted to alcoholic liquors. (Drunkard)
24. The place of permanent residence. (Domicile)

**E**

1. That which is fit to be eaten. (Edible)
2. One who is fit to be selected. (Eligible)
3. A speech delivered without any preparation. (Extempore)
4. One who always thinks of himself. (Egoist)
5. To listen secretly to other people's talk. (Eavesdrop)
6. What we say about a man after his death. (Epitaph)
7. Misappropriation of money. (Embezzlement)
8. That which lasts for ever. (Eternal)
9. A man who rides on horse back. (Equestrian)
10. A disease that spreads quickly and widely. (Epidemic)
11. A thing that is difficult to understand. (Enigma)
12. Few words expressing a clever thought in a condensed form. (Epigram)
13. A person who is fond of refined sensuous pleasures. (Epicure)
14. To make a thing pure by removing all objectionable matter. (Expurgate)
15. A man who is too much like a woman. (Effeminate)
16. A man of unusual habits. (Eccentric)

**F**

1. That which brings about (causes) death. (Fatal)
2. One who believes in fate. (Fatalist)
3. The most wicked and cruel man. (Fiend)
4. Leave without permission. (French leave)
5. An exact copy of some writing. (Facsimile)
6. The animals of a particular geological area. (Fauna)
7. The plants and vegetables of a particular geological area. (Flora)
8. A place where metals are melted and shaped into different things. (Foundry)
9. A substance which is fine and easily broken. (Fragile)
10. A fleet of small vessels. (Flotilla)
11. A person with narrow religious views. (Fanatic)
12. The act of killing ones' own brother. (Fratricide)
13. A painting in colours upon walls. (Fresco)

**G**

1. The substances (medicines) which have power to destroy germs. (Germicide)
2. A person who sells provisions. (Grocer)
3. A place where motors are kept. (Garage)
4. A person who eats too much. (Glutton)
5. That which is given free of payment. (Gratis)
6. To use expressive motions of limbs. (Gesticulate)
7. A room for storing grain. (Granary)
8. A dressing room behind the stage meant for the actors. (Green room)
9. A professional fighter with men and beast in ancient Rome. (Gladiator)
10. The study of the earth's structure. (Geology)
11. The history of the descendance of a family. (Genealogy)
12. One who can be easily deceived. (Gullible)
13. Money paid to employees on retirement. (Gratuity)

14. An animal living on grass or herbs. (Graminivorous)
15. A day for feasting and happiness. (Gladly)
16. The part of the sky which is full of bright stars. (Galaxy)

### H

1. A post for which no salary is paid. (Honorary)
2. A canvas bag to hold bedding etc. (Holdall)
3. A imaginary spent with many heads. (Hydra)
4. The ruffians who merely serve for hire. (Hirelings)
5. An instrument for indicating the humidity of the atmosphere. (Hydroscope)
6. Killing of another person. (Homicide)
7. A song written or sung in praise of God. (Hymn)
8. The plan of stars at a person's birth. (Horoscope)
9. Any valuable thing which passes on to an heir and may not be sold out. (Heirloom)
10. The theory that pleasure is the brief goal of life. (Hedonism)
11. One who carries about goods for sale on his head from door to door. (Hawker)
12. An exaggerated statement. (Hyperbole)
13. A society composed of diversified elements. (Heterogeneous)
14. An instrument for measuring the moisture in the atmosphere. (Hygrometer)
15. Things or ideas containing elements of the like nature. (Homogeneous)
16. A carriage used for taking the dead body to the graveyard or cremation ground. (Hearse)
17. A voluntary fee paid to one for his services. (Honorarium)

### I

1. That which is contrary to law. (Illegal)
2. That cannot be read. (Illegible)

3. One who can neither read nor write. (Illiterate)
4. Which cannot be heard. (Inaudible)
5. Which cannot be believed. (Incredible)
6. Which cannot be corrected. (Incorrigible)
7. Which cannot be cured. (Incurable)
8. Which cannot be effaced. (Indelible)
9. Which cannot be described. (Indescribable)
10. Which cannot be dispensed with. (Indispensable)
11. One who cannot make a mistake. (Infallible)
12. One who cannot be satisfied. (Insatiable)
13. Which cannot be solved. (Insoluble)
14. Which cannot be separated. (Inseparable)
15. Which cannot be imitated. (Inimitable)
16. That cannot be conquered. (Invincible)
17. Which cannot be seen. (Invisible)
18. Which is not to the point. (Irrelevant)
19. A breaker of holy images. (Iconoclast)
20. One who knows nothing. (Ignoramus)
21. One who comes to other country to settle down there. (Immigrant)
22. Anything which will not die. (Immortal)
23. One who cannot be selected/elected according to law. (Ineligible)
24. A loss which cannot be repaired. (Irreparable)
25. A thing that must happen. (Inevitable)
26. That which cannot be checked or prevented. (Inexorable)
27. Difficulties which cannot be overcome. (Insurmountable)
28. A narrow neck of land joining two large bodies of land. (Isthmus)
29. One who enters where he has no right to enter. (Interloper)
30. One who rises in opposition to an established authority. (Insurgent)



31. That which cannot be changed. (Irrevocable)
32. That which cannot be hurt or wounded. (Invulnerable)
33. That which cannot be defended. (Indefensible)
34. Love which is not pure and legal. (Illicit)
35. The substance which when burnt produces sweet smell. (Incense)
36. To look into one's mind and feelings. (Introspect)
37. A person who is pure and clean. (Immaculate)
38. One who is not easily moved by pity. (Impervious)
39. One who cannot easily be approached. (Inaccessible)

**J**

1. The language which cannot be easily understood. (Jargon)
2. One who rides horses in horse races. (Jockey)
3. To set side by side. (Juxtapose)

**K**

1. A school for young children. (Kindergarten)
2. To carry away someone forcibly. (Kidnap)
3. A turn or peculiarity of mind. (Kink)
4. A funeral bell. (Knell)
5. The bone where finger joins on to the end. (Knuckle)
6. Relationship by blood. (Kindred)
7. The clothes which a soldier carries in his bag. (Kit)

**L**

1. A place where experiments are made. (Laboratory)
2. A place containing books, newspapers, magazines etc. for reading or reference. (Library)
3. The person who knows many languages. (Linguist)
4. A person who talks too much. (Loquacious)
5. A medicine tending to loosen the bowels. (Laxative)
6. The property which one inherits from one's parents. (Legacy)

7. An old story passed on by word of mouth. (Legend)
8. The place where clothes are washed. (Loundry)
9. Any job which brings money or gain. (Lucrative)
10. An ungraceful person with bad manners. (Lout)
11. A pleasure seeker of loose character. (Libertine)
12. A poem expressing the individual emotions of poet. (Lyric)

### M

1. Paper written by hand. (Manuscript)
2. One who has monetary motives. (Mercenary)
3. The cinema show held in the afternoon. (Matinee)
4. That which concerns marriage. (Matrimonial)
5. Making plans to do evil. (Machination)
6. A hater of women. (Misogynist)
7. A strict disciplinarian. (Martinet)
8. A Person having influence by wealth or social position. (Magnate)
9. A hater of mankind. (Misanthrope)
10. Animals which suckle their young. (Mammals)
11. Morning prayer in a church. (Matin)
12. A place where dead bodies are kept. (Mortuary)
13. A cinema show held in the afternoon. (Matinee)
14. The speech made for the first time. (Maiden)
15. Anything which preserves the memory of a person or an event. (Monument)
16. A rising of men against their officers. (Mutiny)
17. A wonderful event happening not according to the laws of nature. (Miracle)
18. A story of gods and fairies. (Myth)
19. A thing which helps one to remember an event. (Memento)
20. The sole right of dealing with a thing. (Monopoly)
21. A collection of wild animals for show. (Menagerie)

22. A clever movement in military or naval tactics. (Manoeuvre)
23. A short saying expressing a general truth. (Maxim)

**N**

1. A lady who attends on infants and sick persons. (Nurse)
2. Of ill reputation. (Notorious)
3. Undue favours shown to man or to one's relatives. (Nepotism)
4. A person with a bad reputation. (Notorious)
5. One who bears the same name as others. (Namesake)
6. A person of no importance. (Nonentity)
7. One who is ninety years of age. (Nonagenarian)
8. A cloud of bright stars seen in the sky. (Nebula)
9. A person suffering from nervous disorder. (Neurotic)
10. A substance which relieves pain and produces sleep. (Narcotic)
11. The practice of not wearing clothes, especially for health reasons. (Nudism)

**O**

1. One who is all powerful. (Omnipotent)
2. One who is present everywhere. (Omnipresent)
3. One who knows everything. (Omniscient)
4. That cannot be seen through. (Opaque)
5. Maker or seller of optical instruments. (Optician)
6. One who is inclined to accept the bright side of things. (Optimist)
7. A child whose parents are dead. (Orphan)
8. A depression in a desert where cultivation is possible due to presence of water. (Oasis)
9. A man of conventional (traditional/stereo-typed) views. (Orthodox)

10. Relating to the death of a person or persons. (Obituary)
11. Ceremonies performed at a funeral. (Obsequies)
12. A man who is eighty years old. (Octogenarian)
13. Oxygen in the atmosphere made more active by electricity. (Oxygenous)

### P

1. A remedy against all ills. (Panacea)
2. One who walks on foot. (Pedestrian)
3. One who takes the dark side of things. (Pessimist)
4. One who is generally liked and admired by the people. (Popular)
5. An examination of the dead body. (Post-mortem)
6. An illicit lover of married person. (Paramour)
7. A person who has no money. (Pauper)
8. A person or insect who lives on others. (Parasite)
9. Killing of one's father. (Patricide)
10. That which can be given as an example. (Precedent)
11. One who believes in the total obligation of war. (Pacifist)
12. One who borrows from the books without acknowledgement. (Plagiarist)
13. A child born after the death of its father. (Posthumous child)
14. The study of languages. (Philology)
15. Ordinary and common-place remarks. (Platitudes)
16. A medicine used for driving away waste matter from bowels. (Purgative)
17. The earliest age at which it is possible to become a parent. (Puberty)
18. A short story teaching some lesson about god or goodness. (Parable)
19. A small platform for a person to stand on while conducting a group of musicians, giving a speech etc. (Podium)

20. A person who is lover of women. (Philogynist)
21. One who always hangs about women. (Philanderer)
22. The system of taking the direct vote of all. (Plebiscite)
23. A person who looks at the dark side of life. (Pessimist)
24. An easily irritable person. (Peevish)
25. That which can be drunk. (Potable)
26. A government carried on by wealthy persons. (Plutocracy)
27. The institution (system) which allows marriages with many women. (Polygamy)
28. The institution allows marriages with many men. (Polyandry)
29. Belief in God and in nature. (Panteism)
30. A lover of humanity. (Philanthropist)
31. More advanced for his age. (Precocious)
32. That which is easy to carry over a long distance. (Portable)
33. Property inherited from one's father or ancestors. (Patrimony)
34. A promise given by a prisoner that he will not run away. (Parole)

**Q**

1. A state of doubt or difficulty. (Quandary)
2. An animal with four legs. (Quadruped)
3. The minimum number of persons who ought to be present to transact business. (Quorum)
4. A clever answer intended to deceive others. (Quibble)

**R**

1. Ravishing a woman by force without her willingness. (Rape)
2. The privilege enjoyed by citizens. (Right)
3. One who is reserved in speech. (Reticent)
4. An effect which has reference to what is past. (Retrospective)

5. Too much official formality. (Red-tapism)
6. Exact copy or work of art. (Replica)
7. Asking all the people in a country to give an opinion. (Referendum)
8. To turn out a student from a school or college as punishment for bad behaviour. (Rusticate)

### S

1. A highly lustful man. (Satyr)
2. Allowance granted to intelligent students. (Scholarship)
3. An establishment for treatment of invalids and convalescents. (Sanatorium)
4. Damage done by workmen or mischievous person to the machines. (Sabotage)
5. One who speaks for. (Spokesman)
6. A person's last utterance. (Swan song)
7. A shadow outline of human figure. (Silhouette)
8. Anything pertaining to tailors or clothes. (Sartorial)
9. One who behaves in a slave-like manner. (Sycophant)
10. Plan of a story to be shown in a cinema. (Scenario)
11. A word that has almost the same meaning as another word. (Synonym)
12. An office with little work but high salary. (Sinecure)
13. One who spends money lavishly. (Spendthrift)
14. One who walks in sleep. (Somnambulist)
15. The act of speaking about one's thought when alone. (Soliloquy)
16. The spirit of dead person appearing to a living person. (Spectre)
17. A sudden tightening of the muscles of the body. (Spasm)
18. A partner in business who does not take any active part. (Sleeping partner)
19. A thing kept in memory of a place or thing. (Souvenir)

20. A foolish mistake done in speaking or writing. (Solecism)
21. The law enacted by legislation. (Statute)
22. An instrument for listening to the sound of lungs or heart. (Stethoscope)
23. A person who helps others in difficulties. (Samaritan)
24. Murder of one's own self. (Suicide)
25. A general view of whole subject. (Synopsis)
26. The place where animals are killed for food. (Shamble)
27. One who cuts figures of men in stone, wood etc. (Sculptor)

### T

1. A person who totally abstains from alcoholic drinks. (Teetotaller)
2. The place for meeting of two lovers. (Tryst)
3. Which can be seen through. (Transparent)
4. One who easily changes his party of principles. (Turncoat)
5. One who believes in the existence of God. (Theist)
6. Born at one and the same time. (Twins)
7. A boy who runs (stays) away from school. (Truant)
8. One who used his power arbitrarily and oppressively. (Tyrant)
9. Thin piece of metal used as ornament. (Tinsel)
10. Repeating the same thing in different words. (Tautology)
11. Power of passing thought from one mind to another. (Telepathy)

### U

1. Which cannot be understood. (Unintelligible)
2. The rule which is applicable to all. (Universal)
3. Of which there is only one. (Having no equal). (Unique)

4. Anything which is found everywhere. (Ubiquitous)
5. One who is extremely fond of his wife. (Uxorious)
6. One who has suddenly risen from a low position to a high position. (Upstart)
7. To seize by force and without right. (Usurp)
8. An imaginary form of government full of bliss and happiness. (Utopia)

## V

1. One who lives on vegetables only. (Vegetarian)
2. One who has gained experience by long practice. (Veteran)
3. Of one's own sweet and free will. (Voluntary)
4. To repeat word for word. (Verbatim)
5. Evening prayer in a church. (Vesper)
6. One who is devoted to good things especially religious work and service. (Votary)
7. A style full of words. (Verbose)
8. A fierce bad tempered woman. (Virago)
9. One who can be made to do wrong on payment of money. (Venal)
10. To change one's mind so often. (Vacillate)
11. One who is very anxious about his health. (Valetudinarian)

## W

1. Through which water cannot pass. (Waterproof)
2. A woman whose husband is dead. (Widow)
3. A man whose wife is dead. (Widower)
4. The place where clothes are kept. (Wardrobe)
5. Something useful for health. (Wholesome)
6. A person who pretends to know much more than he actually does. (Wiseacre)
7. Unexpected gain or profit. (Windfall)
8. The writ for arresting a person. (Warrant)



**X**

1. An inordinate attachment to foreign things.  
(Xenomania)

**Y**

1. A creditable service. (Yeoman's service)

**Z**

1. A place where birds, animals etc. are kept. (Zoo)
2. Science dealing with animal life. (Zoology)

**WORDS OFTEN CONFUSED**

- |             |  |
|-------------|--|
| 1. Access   | I have an easy <i>access</i> to the Principal.               |
| Excess      | <i>Excess</i> of everything is bad.                          |
| 2. Accept   | Please <i>accept</i> my invitation.                          |
| Except.     | All the girls <i>except</i> Sarala were present today.       |
| 3. Adapt    | I can <i>adapt</i> myself to any new place.                  |
| Adept       | Rajini is <i>adept</i> in music.                             |
| 4. Angel    | About saw an <i>angel</i> in his dream.                      |
| Angle       | Draw an <i>angle</i> of 60 degree.                           |
| 5. Affect   | Drinking has <i>affected</i> his liver.                      |
| Effect      | My advise had some <i>effect</i> on him.                     |
| 6. Answer   | How many questions did you <i>answer</i> ?                   |
| Replay      | Why did you not <i>reply</i> to my letter?                   |
| 7. Advice   | Listen to your father's <i>advice</i> .                      |
| Advise      | I <i>advise</i> you to leave bad company.                    |
| 8. Afflict  | He was <i>afflicted</i> with mental agony.                   |
| Inflict     | The principal <i>inflicted</i> corporal punishment on him.   |
| 9. Allusion | There is no <i>allusion</i> to the holy Gita in your speech. |
| Illusion    | All the worldly relations are mere <i>illusions</i> .        |
| 10. Alter   | Don't <i>alter</i> your opinion every now and then.          |
| Altar       | Call the bride to the <i>altar</i> .                         |

11. Alternate  
Alternative She takes a bath on *alternate* days.  
Hard work has no *alternative*.
12. Accident  
Incident The old lady met with a serious  
*accident*.  
Narrate some *incident* from the life of  
Gandhi.
13. Artist  
Artisan A poet is an *artist*.  
A carpenter is an *artisan*.
14. Assent  
Ascent I cannot *assent* to your silly proposal.  
The *ascent* to some mountains is very  
steep.
15. Avenge  
Revenge I shall *avenge* my brother's murder.  
I shall *revenge* myself upon my  
neighbour.
16. Aught  
Ought Is there *aught* I can do for you?  
We *ought* to respect the teachers.
17. Ail  
Ale She has been *ailing* since monday.  
She is fond of cakes and *ale*.
18. Air  
Airs Smoking spoils the *air*.  
Don't give yourself *airs*.  
Heir Jahangir was Akbar's *heir*.
19. Anti  
Ante The terrorist are *anti*-national.  
I know nothing about his *ante*-college  
days.
20. Allow  
Permit You are *allowed* to read aloud.  
The Principal *permitted* the students  
to go home.
21. Admission  
Admittance I obtained *admission* to the college.  
Have you sought *admittance* to the  
hall?
22. Amiable  
Amicable She is a lady of *amiable* nature.  
Try to settle the dispute *amicably*.
23. Abstain  
Refrain Gandhi *abstained* from wine all his  
life.  
Nehru *refrained* from telling lies.
24. Admit She did not *admit* the truth of my  
remark.

Acknowledge	The office <i>acknowledged</i> the receipt of my letter.
Confess	<i>Confession</i> is a crime.
25. Ago	I met my friend two months <i>ago</i> .
Before	She stood <i>before</i> her parents.
Before	I shall return <i>before</i> noon.
Since	I have not seen Sarla <i>since</i> July.
26. Ancient	<i>Ancient</i> history of India is interesting.
Old	<i>Old</i> rice is tastier than new rice.
27. Apposite	You have made an <i>Apposite</i> remark.
Opposite	Light is the <i>opposite</i> of heavy/darkness.
28. Artistic	Bimla possesses an <i>artistic</i> hand.
Artful	Beware of her <i>artful</i> designs.
Artificial	City life is <i>artificial</i> .
29. As	Her voice is <i>as</i> sweet as honey.
Like	Brass is yellow <i>like</i> gold.
30. Astonished	I was <i>astonished</i> to see her in my room.
surprised	I was <i>surprised</i> at Kamla's failure.
31. Avocation	Medicine is my <i>avocation</i> .
Vocation	Teaching is my <i>vocation</i> .
32. Bad	Don't mix with <i>bad</i> boy.
Bed	I go to <i>bed</i> at midnight.
33. Bale	Can you carry this heavy <i>bale</i> of cotton?
Bail	Mangu was released on <i>bail</i> .
34. Brake	Your cycle has no <i>brakes</i> .
Break	Can you <i>break</i> the bundle of sticks?
35. Bare	Do not go <i>bare-footed</i> in the sun.
Bear	I cannot <i>bear</i> this insult.
Bear	A <i>bear</i> can climb a tree.
36. Bridal	My <i>bridal</i> ring is lost.
Bridle	<i>Bridle</i> your tongue.
37. Blow	The wind is <i>blowing</i> .
	Do not <i>blow</i> the whistle.
Below	Never hit <i>below</i> the belt.
38. Berth	I have got my <i>berth</i> reserved.
Birth	<i>Birth</i> of a son is a favour from God.

39. Born I was *born* in Haryana.  
 Borne She has *borne* many hardships in her life.
40. Beside Don't sit *beside* that girl.  
 Besides *Besides* being caned, he was expelled from school.
41. Battle When was the first *Battle* of Panipat fought?  
 War The first *War* for independence began in 1857.  
 Fight There was a *fight* between the students and the police.
42. Beautiful The bride is very *beautiful*.  
 Handsome The bridegroom is very *handsome*.
43. Bring Should I *bring* a book for you?  
 Fetch *Fetch* a bucketful of water from the tap.
44. Beet My garden is full of *beet* plants.  
 Beat Your mummie will *beat* you if you reach home late.
45. Bath Have you taken your *bath*?  
 Bathe I *bathed* in hot water before sunrise.  
 Bathe The Nurse is *bathing* the infant.
46. Breath I cannot hold my *breath* for long.  
 Breathe To *breathe* in fresh air is good for health.
47. Between She saw a snake *between* her legs.  
 Among Ram, Sham and Gopal quarrelled *among* themselves.
48. Barbarism *Barbarism* has now become a fine art in warfare.  
 Barbarity Jahangir was notorious for his *barbarity*.
49. Banish Hilter *banished* the Jews from Germany.  
 Exile Lala Har Dayal was *exiled* from India.
50. Beneficial Morning walk is *beneficial* for health.

	Beneficent	Akbar was a <i>beneficent</i> ruler.
51.	Blunder	Gandhiji did not make a <i>blunder</i> by stopping the non-co-operation movement.
	Error	Your composition is full of <i>errors</i> .
	Mistake	I took my friend's umbrella by <i>mistake</i> .
52.	Bold	The <i>bold</i> policemen nabbed the thief.
	Brave	Only the <i>brave</i> soldiers win the wars.
	Courage	Courage <i>conquers</i> everything in the world.
	Daring	She spoke some <i>daring</i> sentences at the meeting
53.	Cast	Don't <i>cast</i> pearls before swine.
	Caste	I am a brahman by <i>caste</i> .
54.	Canvas	My shoes are made of <i>canvas</i> .
	Canvas	I am <i>canvassing</i> for my brother.
55.	Complement	This verb does not require a <i>complement</i> .
	Compliment	Convey my <i>Compliment</i> to your mother.
56.	Council	My uncle is a member of the legislative <i>council</i> .
	Counsel	Don't give a wise <i>counsel</i> to a fool.
57.	Coarse	The poor live upon <i>coarse</i> food.
	Course	The river has changes its <i>course</i> .
58.	Check	The clerk <i>checked</i> the entries in my pass book.
	Cheque	I shall issue you a <i>cheque</i> for one thousand rupees.
59.	Childish	I don't like your <i>childish</i> habits.
	Childlike	I like your <i>Childlike</i> innocence.
60.	Cattle	The <i>cattle</i> are grazing in the field.
	Kettle	Boil the water in the <i>kettle</i> .
61.	Cool	Ice <i>cools</i> water.
	Cold	January is quite <i>cold</i> in Delhi.
62.	Cite	I can <i>cite</i> many verses from the Gita.

Site	This is the suitable <i>site</i> for the cinema hall.
Sight	Get your <i>eye-sight</i> tested.
63. Card	This is our ration <i>card</i> .
Chord	The <i>chord</i> of the harp was broken.
64. Corpse	The <i>corpse</i> is cremated.
Corps	The soldier was dismissed from the <i>corps</i> .
65. Cannon	Our soldiers won the castle with the help of <i>cannons</i> .
Canon	A Muslim acts upon the <i>canons</i> of the Quran.
66. Calender	I shall give you the <i>calender</i> of 2001.
Calender	This is a well <i>calendered</i> piece of cloth.
67. Ceiling	We have painted the <i>ceiling</i> of our room.
Sealing	Seal the envelope with <i>sealing</i> wax.
Roof	Some children are flying kites on the <i>roofs</i> of their houses.
68. Cell	The Prisoners were kept in small <i>cells</i> in the past.
Sell	Rajat wants to <i>sell</i> his house but there is no customer.
69. Cession	The <i>cession</i> of Allahabad reduced the kingdom of Shujaud-Daulah.
Session	The academic <i>session</i> lasts from April to March.
Cessation	Poverty is the root cause of the <i>cessation</i> of my studies.
70. Censer	Place a stick of incense of the <i>censer</i> .
Censor	The <i>ensor</i> board should ban the indecent films.
Censure	Two M.P.s were <i>censured</i> by the speaker.
71. Corporal	Teachers are not allowed to inflict <i>corporal</i> punishment on students.
Corporeal	The angels are not <i>corporeal</i> beings.
72. Cereal	The price of <i>cereals</i> has risen high.

- Serial Have you seen the Ramayana *serial*?
73. Current I deposited some money in my *current* account.  
A *Current* of water flows by our village.
- Currant The rates of *currants* are very high.
74. Clothes The bride was wearing silken *clothes*.  
Cloth I bought a roll of *cloth*.
75. Ceremonial My sister comes to my house only on *ceremonial* occasions.  
Ceremonious He unveiled the picture with a *ceremonious* gesture.
76. Contemptible He is a *contemptible* fellow.  
Contemptuous Never used *contemptuous* words for others.
77. Continuation We liked the *continuation* of his speech.  
Continuance The *continuance* of pyramids is proof of the skill of its builders.
78. Continual Rise and fall of nations is a *continual* process.  
Continuous The motion of time is *continuous*.
79. Courtesy She showed me due *courtesy*.  
Curtesy The courtiers made a *curtsey* to the emperor.
80. Completeness Nobody can claim *Completeness* in this world.  
Completion The Labourers were removed after the *completion* of the building.
81. Crime Bribery is a *crime*.  
Sin To tell a lie is a *sin*.  
Vice Eve teasing is a *vice*.
82. Character She possesses a loose *character*.  
Conduct The student's *conduct* is agreeable.
83. Clear Your intention is quite *clear*.  
Clean The maid has not swept the room *clean*.

84. Conscious She was not *conscious* of her son's mischiefs.  
 Conscientious Manoj is a *conscientious* worker.
85. Capable She is not *capable* for the job of a receptionist.  
 Capacious The hall was very *capacious*.
86. Custom Lord William Bentinck abolished the *custom* of Sati.  
 Habit Bluffing others is a bad *habit*.
87. Causal I am on *casual* leave today.  
 Casual There is a *causal* connection between rights and duties.
88. Collision There was a *collision* between a car and a truck.  
 Collusion The gate-keeper was in *collusion* with burglars.
89. Coma The patient was in (a state of) *Coma*.  
 Comma No *Comma* is needed at this place.
90. Compare *Compare* her handwriting with yours.  
 Contrast *Contrast* the policy of Bismarch with that of Nehru.
91. Compensation Her job is hard but it has its *compensation*.  
 Remuneration The remuneration paid to him for his services was insufficient.
92. Complacent We must not be *complacent* about our achievements.  
 Complaisant Sarla is lucky enough to get a *complaisant* husband.
93. Complete I hope to *complete* my studies next year.  
 Finish I *finished* my dinner in a hurry.
94. Comprehensive This book is quite *comprehensive*.  
 Comprehensible The expression of his ideas is not *comprehensible*.
95. Compulsion She agreed to my proposal under *compulsion*.



Obligation	It is your <i>obligation</i> to show me the right path.
96. Confident	I am quite <i>confident</i> of my success.
Confidant	I have no <i>confidant</i> whom I may disclose the secrets.
97. Considerable	My father spends a <i>considerable</i> sum of my education.
Considerate	Be <i>considerate</i> towards the poor.
98. Contagious	Small pox is a <i>contagious</i> disease.
Infectious	Malaria is an <i>infectious</i> disease.
99. Credulous	Indians are <i>credulous</i> by nature.
Credible	Her talks were not <i>credible</i> .
Creditable	You have achieved a <i>creditable</i> success.
100. Die	The old lady <i>died</i> a miserable death.
Dye	Never <i>dye</i> your hair.
101. Dear	Nikunj and Mukul are <i>dear</i> to me.
Deer	The <i>deer</i> can take long jumps.
102. Diary	Note down my address in your <i>diary</i> .
Dairy	We buy milk from the Mother <i>Dairy</i> .
103. Dose	I have taken two <i>doses</i> of medicine.
Doze	Do not <i>doze</i> in the classroom.
104. Draught	He drank the water at (in) one <i>draught</i> .
Drought	Lack of rain causes <i>drought</i> .
105. Desert	The camel is the ship of the <i>desert</i> .
Dessert	Apples are a common <i>dessert</i> after lunch.
106. Due	Pay your fees on the <i>due</i> date.
Dew	<i>Dew</i> drops shine like pearls.
107. Drown	Even a good swimmer can <i>drown</i> in deep water.
Sink	The ship <i>sank</i> into the sea.
108. Discover	Columbus <i>discovered</i> America.
Invent	Who <i>invented</i> the steam-engine?
109. Doubt	I <i>doubt</i> her integrity.
Suspect	The police <i>suspects</i> him of murder.

110. Duel The Kauravas dared not fight a *duel* with Bhim.  
Dual How much does a *dual* desk cost?
111. Differ I *differ* from you on this point.  
Defer Why has Sarla *deferred* her visit to Mumbai?
112. Disease Cancer is a fatal *disease*.  
Decease Your mother's untimely *decease* has shocked me.
113. Deference I paid due *deference* to the guests.  
Difference There are no *difference* between us.
114. Defend The B.S.F. *defends* our borders.  
Protect The umbrella *protects* us from sun and rain.
115. Deface The atom bomb *defaced* Hiroshima.  
Efface She tried to *efface* the memory of her past life.
116. Dependence *Dependence* on others for help is a sign of servility.  
Dependency India was Britishers' *dependency* before 1947.
117. Disinterested Free India needs *disinterested* leaders.  
Uninterested My brother is altogether *uninterested* in studies.
118. Distinctness Everybody praised Sheela for *distinctness* of her speech.  
Distinction He won many *distinctions* in his college career.
119. Dearness Besides pay, I get the *dearness* allowance.  
Dearth There is *dearth* of dedicated politicians in India.
120. Decided Motto is *decidedly* a greedy fellow.  
Decisive The third battle of Panipat was really a *decisive* one.
121. Decry All the nations of the world *decry* the activities of the hijackers.

	Descry	The fisherman <i>descried</i> a sale on the horizon.
122.	Deduce	Don't try to <i>deduce</i> absurd conclusions.
	Deduct	The clerk has <i>deducted</i> one thousand rupees from my salary.
123.	Defective	The book-seller sent me a <i>defective</i> book.
	Deficient	You are <i>deficient</i> in English grammar.
124.	Defy	Don't try to <i>defy</i> the orders of your boss.
	Deify	Indians have <i>deified</i> Gandhi.
125.	Delicious	I ate a delicious dish this morning.
	Delightful	Your joke is really <i>delightful</i> .
126.	Deliverance	Death alone will give me <i>deliverance</i> from the cares and anxieties.
	Delivery	The <i>delivery</i> of some children is very painful for their mothers.
127.	Deny	You can't <i>deny</i> your misconduct.
	Refuse	He <i>refused</i> to give me a lift on his scooter.
128.	Depository	Banks are the trusted <i>depositories</i> of money and ornaments.
	Depositary	My father is a veritable <i>depositary</i> of learning.
129.	Deprecate	He <i>deprecated</i> my attempt to help the poor widow.
	Depreciate	She <i>depreciates</i> the value of time.
130.	Dissent	Why did you <i>dissent</i> the proposal of marriage.
	Descent	The Brahmins trace their <i>descent</i> from the mouth of Brahma. Or The hill has a sloppy <i>descent</i> .
131.	Destination	We shall take rest only on reaching our <i>destination</i> .
	Destiny	Man is the maker of his <i>destiny</i> .
132.	Device	Her <i>device</i> to rob her neighbour proved effective.

	Devise	He <i>devised</i> a plan to harass me.
133.	Elder	Ram was <i>Sham's elder</i> brother.
	Older	Ravi is <i>older</i> than Santu.
134.	Eligible	You are not <i>eligible</i> for this post.
	Illegible	Your handwriting is <i>illegible</i> .
135.	Elicit	The police tried to <i>elicit</i> truth from the thieves.
	Illicit	She has <i>illicit</i> relations with the local hooligans.
136.	Eminent	Satbir Singh is an <i>eminent</i> physician.
	Imminent	There is a likelihood of <i>imminent</i> plague.
137.	Emigrant	There are many <i>emigrants</i> of India in foreign countries.
	Immigrant	India provides shelter to all the <i>immigrants</i> .
138.	Edition	This is the fifth <i>edition</i> of this book.
	Addition	There has been an <i>addition</i> in the list of crimes during the last two years.
139.	Emerge	We saw an elephant <i>emerging</i> from the river.
	Immerge	The dog <i>immersed</i> into the river and then came out.
140.	Efficient	Some teachers are quite <i>efficient</i> in their subjects.
	Efficacious	Quinine proves <i>efficacious</i> in malarial fever.
	Effectual	The means I adopted did not prove effectual.
	Effective	The arguments of the pleader were very <i>effective</i> .
141.	Exceedingly	She was <i>exceedingly</i> hospitable to her guests.
	Excessively	She fondles her children <i>excessively</i> .
142.	Exceptional	Damyanti was queen of <i>exceptional</i> beauty.

- Exceptionable Your intention is highly *exceptionable*.
143. Expedient It is not *expedient* on your part to shout at your mother.
- Expeditious He used the most *expeditious* means and reached the examination hall in time.
144. Exhaustive I have prepared *exhaustive* notes in all the subjects.
- Exhausting A farmer's work is extremely *exhausting* by nature.
145. Envidable Manorama enjoys *envidable* health.
- Envidious Some women are *envidious* of others' progress.
- Jealous The neighbours are *jealous* of his progress.
146. Incursion The infiltrators from Pakistan made *incursion* into Kashmir.
- Excursion Our school has organized an *excursion* for students and staff.
147. Envelop An *envelop* costs three rupees now.
- Enveloped The room was *enveloped* in darkness.
148. Farmer The *farmer* tills the land.
- Former Out of Kamla and Bimla, the *former* is my neighbour.
149. Form Fill up the *form* for admission.
- Farm He is sowing seeds in his *farm*.
150. Feat The juggler is showing his *feats*.
- Feet Toes and heels are parts of the *feet*.
151. Floor Why are you sleeping on the *floor*?
- Flour Bread is made of *flour*.
152. Fair She has a *fair* face.
- Fair We went to see the Trade *Fair*.
- Fare I have aid the taxi *fare*.
153. Foul Don't adopt *foul* means in the examination.
- Fowl My neighbour keeps *fowls*.

154. Famous Pt. Deep Chand was a *famous* writer.  
Notorious Shri Mohan is a *notorious* pick-pocket.
155. Fissure The earthquake caused many *fissures*  
in the roads and the fields.  
Fisher Some *fishers* are expert in fishing.
156. Forth I ran *forth* to carry out my father's  
order.  
Fourth Four is one-*fourth* of sixteen.
157. Felicity Human beings do not know what real  
*felicity* is.  
Facility I have never enjoyed the *facilities* of  
life.
158. Fateful Last years was a *fateful* year of my  
life.  
Fatalist The Indian farmers are great *fatalists*.  
Fatal Drinking cheap liquor sometimes  
proves *fatal* to the drunkard.
159. Forgo A rich man cannot *forgo* the luxuries  
of life.  
Forego The *foregoing* examples will make  
your concept clear.
160. Feign The criminal *feigned* madness in the  
court.  
Fain I would *fain* help you in English.
161. Gate The *gate* of the school is closed.  
Gait The swan has a graceful *gait*.
162. Gaol Many prisoners escaped from the *gaol*.  
Goal To remain healthy is the *goal* of my  
life.
163. Gamble Ghaseeta has *gambled* away his  
wealth and has become a pauper.  
Gambol The lamb is *gamboling* merrily.
164. Gentle His grandmother is a *gentle* lady.  
Genteel You can win the hearts of the people  
by your *genteel* ways.
165. Graceful The Director had a *graceful*  
personality.

	Gracious	The host was most <i>gracious</i> to all the guests.
166.	Ghostly	The <i>ghostly</i> figure of his grandmother ever haunts him.
	Ghastly	She stared at the visitor with <i>ghastly</i> eyes.
167.	Guard	The watchman <i>guards</i> us against thieves at night.
	Gourd	I like the <i>gourd</i> vegetable very much.
168.	Great	Though Gandhi was thin yet he was a <i>great</i> man.
	Grate	The people in cold countries keep coal in <i>grate</i> to warm the room.
169.	Heal	The wound on my leg has <i>healed</i> up.
	Heel	The <i>heel</i> of my shoes has gone off.
170.	Here	When did you come <i>here</i> ?
	Hear	We <i>hear</i> with our ears.
	Listen	Do not <i>listen</i> to his advice?
171.	Hair	Her <i>hair</i> is jet black.
	Hare	The tortoise defeated the <i>hare</i> in the race.
	Heir	Sohan in the sole <i>heir</i> of his father's property.
172.	Heart	Never lose <i>heart</i> in the hour of trial.
	Hurt	Many persons were badly <i>hurt</i> in the road accident.
	Hart	A <i>hart</i> is a male deer.
173.	Hole	A snake lives in a <i>hole</i> .
	Whole	I have answered the <i>whole</i> paper.
174.	Herd	Elephants live in <i>herds</i> .
	Heard	I heard his <i>heart</i> -rending story.
175.	Hale	My grandmother is <i>hale</i> and hearty.
	Hail	<i>Hails</i> are hurling outside.
	Hailed	We <i>hailed</i> the P.M.'s visit with a welcome song.
176.	Hoard	Never <i>hoard</i> money.
	Horde	A <i>horde</i> of robbers pounced upon the lonely traveller.

177. Human Most of the *human* beings lack humanity.  
 Humane Ashoka was a *humane* emperor.
178. Healthful Rani Khet has a *healthful* climate.  
 Healthy My father is *healthy*, wealthy and wise.
179. Hew Do not *hew* down the forests.  
 Hue Your turban is of dark *hue*.
180. Historic Gandhiji made a *historic* march to Dandi.  
 Historical The Taj is a *historical* building.
181. Humility Always show *humility* to the guests.  
 Humiliation She suffered life-long *humiliation* at the hands of her husband.
182. Holly We decorated our house with *holly* leaves on Diwali.  
 Holy The Ganga is a *holy* river.
183. Honorary Only rare persons hold *honorary* posts.  
 Honourable Our principal is a learned and *honourable* man.
184. Habit Varun has the *habit* of taking a drink every night.  
 Custom It is a *custom* among the Muslims to bury their dead.
185. Idle An *idle* brain is devil's workshop.  
 Lazy She is a dull and *lazy* girl.  
 Idol He bowed his head before Hanuman's *idol*.
186. Industrial Faridabad is an *industrial* town.  
 Industrious Only *Industrious* people make progress in life.
187. Ice *Ice* melts in the sun/open.  
 Snow I saw the *snow*-fall at Simla.
188. Imperial The general belongs to the *imperial* service.  
 Imperious The owner of the firm dismissed some workers in an *imperious* manner.



189. Inapt                    Being *inapt*, the P.M. could not organize his party.  
           Inept                    Your absurd remarks are *inept* for the occasion.
190. Illude                    You will be nabbed if you try to *illude* me.  
           Elude                      The burglars *eluded* the grasp of the constables.
191. Illusion                    This world is a big *illusion*.  
           Allusion                    There are several classical *allusions* in the Puranas.
192. Imaginary                All the incidents in his story are *imaginary*.  
           Imaginative                Some Children are very *imaginative*.
193. Informer                 The *informer* was stoned to death by the mob.  
           Informant                 Don't believe your *informant* because he is a cunning and deceitful fellow.
194. Ingenious                Everybody praised his *ingenious* plan.  
           Ingenuous                 She is *ingenuous* in her remarks.
195. Impossible              Nothing is *impossible* in this world for a man of wisdom.  
           Impassable                The stream becomes *impassable* during the monsoons.
196. Implicit                 She has *implicit* faith in her husband's abilities.  
           Explicit                    Your statement is quite *explicit*.
197. Indigent                 The government should help the *indigent* farmers.  
           Indigenous                The government should try to promote *indigenous* crafts.
198. Judicial                 The *Judicial* magistrate decided the case in my favour.  
           Judicious                 We should make a *judicious* choice of friends.
199. Knotty                    Independent India has faced many *knotty* problems.

	Naughty	<i>Naughty</i> students should be taken to task.
200.	Knight Night	<i>Knights</i> were given ranks of honour. We do our home-work at <i>night</i> before going to bed.
201.	Knap Nap	Hilary hoisted the flag on the <i>knap</i> or Mt-Everest. I am in the habit of enjoying a <i>nap</i> after lunch.
202.	Later Latter	Sushma reached school <i>later</i> than Kamla. Out of Dimple and Ganita, the <i>latter</i> is more intelligent.
203.	Lessen Lesson	The medicine <i>lessened</i> my pain. Learn your <i>lesson</i> daily and regularly.
204.	Lovely Lovable	These flowers are <i>lovely</i> . You have a <i>lovable</i> nature.
205.	Loose Lose	Always wear <i>loose</i> clothes. Don't <i>lose</i> your temper every time.
206.	Lion Loin	The <i>lion</i> is the king of the forest. The dhoti is a <i>loin</i> cloth.
207.	Luxuriant Luxurious	The tree had a <i>luxuriant</i> growth. The car is no longer a <i>luxurious</i> item.
208.	Lawyer Liar	The <i>lawyer</i> pleaded my case fearlessly. Nobody believes the words of a liar.
209	Lair Layer	Do not approach the <i>lair</i> of the lion unarmed. Several thin <i>layers</i> of clothing will keep you warmer than one thick one (cloth).
210.	Lever Liver	Heavy weights can be lifted by <i>lever</i> . <i>Liver</i> helps the digestion of food.
211.	Loan Lone	You should repay your <i>loan</i> in time. He was the <i>lone</i> figure to manage his household.
212.	Lightning Lightening	Alas! the poor fellow has been struck by <i>lightning</i> . My letter of condolence <i>lightened</i> my friend's heart.

213. Loath I am *loath* to help that cunning fellow.  
Loathe I *loathe* selfish and silly fellows.
214. Male Indian society is *male* dominated.  
Mail Letters are carried by *mail* train.
215. Medal Cassius Clay received a gold *medal*.  
Meddle Never *meddle* with others affairs.
216. Merry Eat, drink and be *merry*.  
Marry *Marry* in haste and repent at leisure.
217. Meal Have you taken your *meal*?  
Mile Six *Miles* is equal to ten kilometers.
218. Metal Gold is a costly *metal*.  
Mettle This horse has great *mettle*.
219. Miner A *Miner's* job is very risky.  
Minor Don't create a fuss over her *minor* mistakes.
220. Momentary Worldly pleasures are *momentary*.  
Momentous Nehru had a *momentous* talk with Churchill.
221. Mane Thick *mane* is hanging over the lion's shoulders.  
Main What is the *main* objective of your life?
222. Meet At what time will you *meet* me tomorrow?  
Meat The pigeon is not a *meat* eater bird.
223. Manor The lords used to live on their *manors*.  
Manner Her *manners* are despicable.
224. Maze You cannot find a way through the *maze* easily.  
Maize The people of some states prefer eating *maize* to millet.
225. Mean Never adopt *mean* tactics to gain your end.  
Mien Her *mien* and moans betrayed her mental unrest.
226. Moat A deep *moat* runs round the Agra fort.  
Mote Even a tiny *mote* causes pain to the eye.
227. Mayor The *Mayor* is the first citizen of the city.

	Mare	The bridegroom rides a well-decorated <i>mare</i> .
228.	Mental	<i>Mental</i> workers need greater amount of rest than manual workers.
	Mantle	The mourners were wearing black <i>mantles</i> .
	Mantel	Don't put the mirror on the <i>mantel</i> .
229.	Memorial	The Indian Government has set up many <i>memorials</i> to honour Gandhiji.
	Memorable	15th August is a <i>memorable</i> day in the history of India.
230.	Mystic	Surdas was a <i>mystic</i> .
	Mysterious	<i>Mysterious</i> are the ways of women.
231.	Naughty	The Principal punished the <i>naughty</i> boy.
	Knotty	I cannot solve this <i>knotty</i> problem.
232.	Nice	Gita is a <i>nice</i> girl.
	Niece	My brother's and sister's daughters are my <i>nieces</i> .
233.	Nay	He said ' <i>nay</i> ' to my request.
	Neigh	Elephants trumpet but horses <i>neigh</i> .
234.	Notable	Kalidas was a <i>notable</i> dramatist.
	Notorious	A <i>notorious</i> dacoit fired at a constable.
235.	Negligent	Nobody will spare you if you are <i>negligent</i> in the discharge of your duties.
	Negligible	The loss sustained by her was not <i>negligible</i> .
	Neglectful	He is <i>neglectful</i> of his personal interests.
236.	Official	The Principal sent me an <i>official</i> letter.
	Officious	Nobody likes an <i>officious</i> fellow.
237.	Our	We should help <i>our</i> neighbours.
	Hour	Do not waste any <i>hour</i> of your life.
238.	Oar	Boats are sailed with <i>oars</i> .
	Ore	Iron can be obtained from <i>ores</i> .

239. Ordinance      The President ordered an *ordinance*.  
 Ordinance      My brother works in *ordnance* depot.
240. Pane      Who has broken the window-*pane*?  
 Pain      This tablet will remove your *pain*.
241. Plain      She is *plain* in her talks.  
                 Plane      The Gangetic plain is very fertile.  
                 Plane      I went to Bombay by *plane*.
242. Peace      We should live in *peace* with all.  
 Piece      This *piece* of advise will be useful for  
                 you.
243. Pray      *Pray* to God and do the right.  
 Prey      The tiger is a beast of *prey*.
244. Pour      *Pour* some tea into my cup.  
 Pore      Human body is full of *pores*.
245. Principal      The *Principal* is all in all in the school.  
 Principle      A man of *principle* suffers many  
                 hardships in life.
246. Popular      Gandhiji was a *popular* leader.  
 Populous      Calcutta is the most *populous* city in  
                 India.
247. Practice      *Practice* makes a man perfect.  
 Practise      If you *practise* the sums, you will  
                 become a scholar.
248. Pale      She looks *pale* after her illness.  
 Pail      The *pail* is full of milk.
249. Pair      Some *pairs* of shoes are very durable.  
 Pare      *Pare* your nails and shave your beard.
250. Peel      *Peel* off the oranges.  
 Peal      I heard a *peal* of laughter behind me.
251. Patrol      The police *patrols* at night.  
 Petrol      Many engines are worked by *petrol*.
252. Pole      Can you climb up a *pole*?  
 Poll      Some parties create nuisance at the  
                 time of *polls*.
253. Pitiabile      The poor old lady is *Pitiabile*.  
 Pitiful      The *pitiful* girl showed pity towards  
                 me.

	Piteous	The old lady gave out a <i>piteous</i> shriek before she died.
254.	part	Divide this cloth into three <i>parts</i> .
	Portion	Can I rent a <i>portion</i> of your house.
255.	Proceed	How will you reach your destination if you do not <i>proceed</i> on your journey?
	Precede	A common noun is <i>preceded</i> by an article.
256.	Persecute	The police often <i>persecute</i> the innocent people.
	Prosecute	The poor boy could not <i>prosecute</i> his studies.
257.	Perpetrate	The Britishers <i>perpetrated</i> many atrocities on innocent people.
	Perpetuate	The government has decided to erect a statue to <i>perpetuate</i> the memory of Subhash.
258.	Prescribe	The board <i>prescribes</i> the books for the students.
	Proscribe	Seditious books should be <i>proscribed</i> by the state.
259.	Precipitate	The <i>precipitate</i> action sometimes leads one to trouble.
		<i>Or</i>
		Your action will <i>precipitate</i> a crisis.
	Precipitous	Even a mountaineer finds it difficult to climb a <i>precipitous</i> hill.
260.	President	Who is the <i>president</i> of your college union?
	Precedent	Can you quote any <i>precedent</i> in support of your case?
261.	Practical	The luckless boy failed in the <i>practical</i> examination.
		<i>Or</i>
		You are ignorant of the <i>practical</i> ways of life.
	Practicable	Your suggestions are not <i>practicable</i> .

262. Physic            This does of *physic* will cure you of the chronic disease.  
                           Physique            Only a man of good *physique* can remain cheerful.
263. Primary           Literacy is the *primary* need of the country.  
                           Primitive            The *primitive* people led a very hard life.
264. Personal           This is my *personal* opinion that the dowry system should be banned.  
                           Personnel            The *personnel* of the Committee are doing their best to restore hygienic conditions in the colony.
265. Quite             I am *quite* all right here.  
                           Quiet                Either talk in sense or keep *quiet*.
266. Reign             Ashoka forbade killing of animals during his *reign*.  
                           Rain                 The umbrella will protect you from sun and *rain*.  
                           Rein                 The horse is controlled with the *rein*.
267. Right             I eat with my *right* hand.  
                           Or  
                           Your objection is *right*.  
                           Rite                 All the sacrificial *rites* were duly observed.
268. Root              Gambling is the *root* cause of his ruin.  
                           Route                Which is the shortest *route* to the post office?  
                           Rout                 The Chinese army was *routed* in the war.
269. Ring              The golden *ring* is very costly.  
                           Wring                *Wring* the clothes and leave them in the sun to dry.
270. Road              Do not run on the *road*.  
                           Rode                 He *rode* his horse and set out on his journey.

271. Rest *Rest* is necessary after work.  
Wrest The crow *wrested* the piece of bread from the child.
272. Respectful Be *respectful* to your elders.  
Respectable Nehru was a *respectable* leader.  
Respective The labourers return to their *respective* homes at sunset.
273. Roll The ball *rolled* down the hill.  
Role She performed her *role* in the drama successfully.
274. Row The boatman *rowed* the boat across the river.  
Row Don't create a *row* here.  
Row Why don't you stand in *rows*.  
Roe The roe runs very fast.
275. Resource All my *resources* have failed to bring my neighbour round.  
Recourse Why has she taken *recourse* to begging?
276. Raise Indira Gandhi *raised* India's status in the eyes of the world.  
Raze Many building were *razed* to the ground during the earthquake.
277. Sale This shop is for *sale*.  
Sail Let us *sail* across the sea.
278. Sore Her eyes are *sore*.  
Sour The milk has gone *sour*.  
Soar Birds are *soaring* in the sky.
279. Soul The body is the seat of the *soul*.  
Sole Earning money is his *sole* concern.
280. Story I do not believe your cock and bull *story*.  
Storey Our building has two *storeys*.
281. Steal Thou shalt not *steal*.  
Steel The almirah is made of *steel*.
282. See We *see* with our eyes.  
Sea Ships sail on the *sea*.



283. Sensible           The girl is quite *sensible*.  
      Sensitive         Being a *sensitive* woman, she took her  
                          insult to heart.
284. Shade             I sat in the *shade* of a tree.  
      Shadow          The dog saw his *shadow* in the water.
285. Suit              This suit does not *suit* me.  
      Soot             The chimney is full of *soot*.  
      Suite            She has rented a *suite* of rooms.
286. Sun              The *sun* blazes hot in June.  
      Son             The birth of a *son* is a matter of pride.
287. Stationery        I bought a ream of paper from the  
                          *stationery* shop.  
      Stationary       The pole star is *stationary*.

# 3

## Focus on Verbs and Verbal

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### VERBS AND VERBAL

#### Definitions

Verbs carry the idea of being or action in the sentence.

- I *am* a student.
- The students *passed* all their courses.

As we will see on this page, verbs are classified in many ways. First, some verbs require an object to complete their meaning: “She gave \_\_\_\_ ?” Gave what? She gave money to the church. These verbs are called transitive. Verbs that are intransitive do not require objects: “The building collapsed.” In English, you cannot tell the difference between a transitive and intransitive verb by its form; you have to see how the verb is functioning within the sentence. In fact, a verb can be both transitive and intransitive: “The monster collapsed the building by sitting on it.”

Although you will seldom hear the term, a ditransitive verb — such as *cause* or *give* — is one that can take a direct object and an indirect object at the same time: “That horrid music gave *me* a headache.” Ditransitive verbs are slightly different, then, from factitive verbs, in that the latter take two objects.

Verbs are also classified as either finite or non-finite.

A finite verb makes an assertion or expresses a state of being and can stand by itself as the main verb of a sentence.

- The truck demolished the restaurant.
- The leaves were yellow and sickly.

Non-finite verbs (think “unfinished”) cannot, by themselves, be main verbs:

- The broken window . . .
- The wheezing gentleman . . .

Another, more useful term for non-finite verb is verbal. In this section, we discuss various verbal forms: infinitives, gerunds, and participles.

#### **Four Verb Forms**

The inflections (endings) of English verb forms are not difficult to remember. There are only four basic forms. Instead of forming complex tense forms with endings, English uses auxiliary verb forms. English does not even have a proper ending for future forms; instead, we use auxiliaries such as “I am going to read this afternoon.” or “I will read.” or even “I am reading this book tomorrow.” It would be useful, however, to learn these four basic forms of verb construction.

#### **Linking Verbs**

A linking verb connects a subject and its complement. Sometimes called *copulas*, linking verbs are often forms of the verb *to be*, but are sometimes verbs related to the five senses (*look, sound, smell, feel, taste*) and sometimes verbs that somehow reflect a state of being (*appear, seem, become, grow, turn, prove, remain*). What follows the linking verb will be either a noun complement or an adjective complement:

- Those people are all professors.
- Those professors are brilliant.
- This room smells bad.
- I feel great.
- A victory today seems unlikely.

A handful of verbs that reflect a change in state of being are sometimes called resulting copulas. They, too, link a subject to a predicate adjective:

- His face turned purple.
- She became older.
- The dogs ran wild.
- The milk has gone sour.
- The crowd grew ugly.

### Active and Passive Voice

There is now a separate section dealing with issues raised by a verb's VOICE (active/passive).

### Mood

Mood in verbs refers to one of three attitudes that a writer or speaker has to what is being written or spoken. The indicative mood, which describes most sentences on this page, is used to make a statement or ask a question. The imperative mood is used when we're feeling sort of bossish and want to give a directive, strong suggestion, or order:

- Get your homework done before you watch television tonight.
- Please include cash payment with your order form.
- Get out of town!

Notice that there is no subject in these imperative sentences. The pronoun *you* (singular or plural, depending on context) is the "understood subject" in imperative sentences. Virtually all imperative sentences, then, have a second person (singular or plural) subject. The sole exception is the first person construction, which includes an objective form as subject: "Let's (or Let us) work on these things together."

The subjunctive mood is used in dependent clauses that do the following: 1) express a wish; 2) begin with *if*

and express a condition that does not exist (is contrary to fact); 3) begin with *as if* and *as though* when such clauses describe a speculation or condition contrary to fact; and 4) begin with *that* and express a demand, requirement, request, or suggestion. A new section on the uses of the Conditional should help you understand the subjunctive.

- She wishes her boyfriend were here.
- If Juan were more aggressive, he'd be a better hockey player.
- We would have passed if we had studied harder.
- He acted as if he were guilty.
- I requested that he be present at the hearing.

The subjunctive is not as important a mood in English as it is in other languages, like French and Spanish, which happen to be more subtle and discriminating in hypothetical, doubtful, or wishful expressions. Many situations which would require the subjunctive in other languages are satisfied by using one of several auxiliary verbs in English.

The present tense of the subjunctive uses only the base form of the verb.

- He demanded that his students *use* two-inch margins.
- She suggested that we *be* on time tomorrow.

The past tense of the subjunctive has the same forms as the indicative except (unfortunately) for the verb *to be*, which uses *were* regardless of the number of the subject.

- If I *were* seven feet tall, I'd be a great basketball player.
- He wishes he *were* a better student.
- If you were rich, we wouldn't be in this mess.
- If they were faster, we could have won that race.

### **Auxiliary or Helping Verbs**

The issues raised by Helping or Auxiliary Verbs and Modal Auxiliaries are covered in a separate section.

### Phrasal Verbs

Phrasal verbs consist of a verb and another word or phrase, usually a preposition. The resulting combination creates what amounts to a new verb, whose meaning can sometimes be puzzling to non-native speakers. Phrasal verbs often arise from casual uses of the language and eventually work themselves into the mainstream of language use. Phrasal verbs can be both intransitive (The children were sitting around, doing nothing. The witness finally broke down on the stand.) and transitive in meaning (Our boss called off the meeting. She looked up her old boyfriend.) The word that is joined with a verb in this construction (often a preposition) is called a particle.

The problem with phrasal verbs is that their meaning is often, at first, obscure, and they often mean several different things. *To make out*, for instance, can mean to perceive or to see something; it can also mean to engage in light sexual play. If someone chooses to turn up the street that is a combination of a verb and a preposition, but it is not a phrasal verb. On the other hand, if your neighbors unexpectedly turn up (appear) at a party or your brother turns up his radio, those are phrasal verbs. *To come out*, we are told, has eighteen different meanings.

Verbs can be combined with different prepositions and other words, sometimes with dizzying effect: stand out, stand up, stand in, stand off, stand by, stand fast, stand pat, stand down, stand against, stand for. Further, the verb and the word or phrase it connects to are not always contiguous: "Fill this out," we would say, but then we would say, "Fill out this form."

You can click [HERE](#) for an extensive list of phrasal verbs, broken down into categories of transitive and intransitive, separable and inseparable. The list of verbs is accompanied with brief definitions and examples. Printed out, the list will be five or six pages long, depending on the

size font you are using, the width of your browser window, etc. Understand, however, that the list is a mere sampling of the hundreds of phrasal verb combinations. For beginning language learners, the challenge of mastering phrasal verbs is so great that only intensive instruction and practice in an ESL programme and a great deal of time spent listening and reading carefully can address the problem. Having a good dictionary at hand is also helpful.

### Causative Verbs

Causative verbs designate the action necessary to cause another action to happen. In “The devil made me do it.” the verb “made” *causes* the “do” to happen. Here is a brief list of causative verbs, in no particular order: let, help, allow, have, require, allow, motivate, get, make, convince, hire, assist, encourage, permit, employ, force. Most of them are followed by an object (noun or pronoun) followed by an infinitive: “She allows her pet cockatiel to perch on the windowsill. She hired a carpenter to build a new birdcage.” Three causative verbs are exceptions to the pattern described above. Instead of being followed by a noun/pronoun and an infinitive, the causative verbs *have*, *make* and *let* are followed by a noun/pronoun and the base form of the verb (which is actually an infinitive with the “to” left off).

- Professor Villa had her students read four short novels in one week.
- She also made them read five plays in one week.
- However, she let them skip the final exam.

### Factitive Verbs

Verbs like *make*, *choose*, *judge*, *elect*, *select*, *name*. are called factitive verbs. These transitive verbs can take two objects, or seem to:

- They judged Philbert’s dog Best of Show. (where “dog” is the direct object and “Best of Show” is the second complement).

- The faculty elected Dogsbreath the new Academic Dean. (where Dogsbreath is the direct object and “Academic Dean” is the second complement).
- *U.S. News and World Report* named our college the best in the northeast. (where “our college” is the direct object and “the best” is the second complement).

### Tenses

Tense shows the time of a verb’s action or being. There are three inflected forms reflected by changes in the endings of verbs. The present tense indicates that something is happening or being now: “She is a student. She drives a new car.” The simple past tense indicates that something happened in the past: “She was a student. She drove a new car.” And the past participle form is combined with auxiliary verbs to indicate that something happened in the past prior to another action: “She has been a student. She had driven a new car.”

Unlike most other languages, English does not have inflected forms for the future tense. Instead, English future forms are created with the use of auxiliaries: “She will be a student. She is going to drive a new car.” English can even create the future by using the present tense, “The bus arrives later this afternoon,” or the present progressive, “He is relocating to Portland later next month.”

### Progressive Verbs

The progressive tenses, which indicate something being or happening, are formed with the present participle form (ending in *-ing*) along with various auxiliaries. “She is driving. She was driving. She will be driving. She has been driving. She had been driving. She will have been driving.” for more on the progressive forms. Some verbs, called stative verbs, (including, sometimes, the verb *to be*) do not normally create the progressive.

### Irregular Verbs

Most verbs in English form their various tenses



consistently: add *-ed* to the base of a verb to create the simple past and past participle: he walked; he has walked. There are, however, a number of so-called irregular verbs, (including, unfortunately, some very common verbs such as *to be* and *to have*) whose various forms must be memorized. An alphabetized list of Common Irregular Verbs is available in the Guide that you can copy or print out and then try to memorize or at least use in practice sentences. You should take the quizzes on irregular verbs, below, after you've looked at this list.

### Sequence of Tenses

Sequence of Tenses: The relationship between verbs in a main clause and verbs in dependent clauses is important. These verb tenses don't have to be identical as long as they reflect, logically, shifts in time and meaning: "My brother *had graduated* before I *started* college." "My brother *will have graduated* before I *start*." for a chart describing various time relationships and how those relationships determine the appropriate sequence of verb tenses.

### Verbals

Verbals are words that seem to carry the idea of action or being but do not function as a true verb. They are sometimes called "nonfinite" (unfinished or incomplete) verbs. Because time is involved with all verb forms, whether finite or nonfinite, however, following a logical Tense Sequence is important. for a chart describing the time elements involved in choosing the correct verbal form. Verbals are frequently accompanied by other, related words in what is called a *verbal phrase*.

Participle: a verb form acting as an adjective. The *running* dog chased the *fluttering* moth. A present participle (like *running* or *fluttering*) describes a present condition; a past participle describes something that has happened: "The completely *rotted* tooth finally fell out of his mouth." The distinction can be important to the meaning of a sentence; there is a huge difference between a *confusing*

student and a *confused* student. See the section on Adjectives for further help on this issue.

**Infinitive:** the root of a verb plus the word *to*. To sleep, perchance to dream. A present infinitive describes a present condition: “I like to sleep.” The perfect infinitive describes a time earlier than that of the verb: “I would like to have won that game.” See the section on Sequence below for other forms as well.

**Gerund:** a verb form, ending in *-ing*, which acts as a noun. Running in the park after dark can be dangerous. Gerunds are frequently accompanied by other associated words making up a gerund phrase (“running in the park after dark”).

Because gerunds and gerund phrases are nouns, they can be used in any way that a noun can be used:

- *as subject:* Being king can be dangerous for your health.
- *as object of the verb:* He didn’t particularly like being king.
- *as object of a preposition:* He wrote a book about being king.

### **Infinitives and Gerunds and Sequence**

Although they are not, strictly speaking, verbs, infinitives and gerunds carry within them the idea of action. Combined with auxiliary verb forms, like verbs, they also express various shades of time.

#### ***Actual and Potential Meanings***

Although a gerund and an infinitive will often have practically the same meaning (“Running in the park after dark can be dangerous” and “To run in the park after dark can be dangerous”), there can be a difference in meaning. Gerunds are used to describe an “actual, vivid, or fulfilled

action” whereas infinitives are better used to describe “potential, hypothetical, or future events” (Frodesen & Eyring 297). This is especially true with three kinds of verbs: verbs of emotion, verbs of completion/incompletion, and verbs of remembering.



# 4

## Focus on the Article, the Voice and the Narration

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### THE ARTICLE

A, an and the are called Articles.

Remember that the 'Articles' are virtually 'Demonstrative Adjectives'.

#### Kinds of Articles

- (i) Indefinite Articles
- (ii) Definite Article

#### (i) Indefinite Articles

'A' and 'an' are termed as 'Indefinite Articles' because they do not hint at any definite person, place or thing.

#### Use of 'A'

The Article 'A' is used under the following conditions :

#### 1. Examples :

1. This is a hat.
2. She lives in a hut.
3. A house is to live in.
4. A pen is to write with.
5. I saw a cat and a rat.

You have read the above sentences. You must have understood that the Article 'A' is used before that Singular Noun which begins with a consonant and gives the sound of a consonant.

**2. Examples :**

1. I saw a European lady.
2. You must make a united effort.
3. I have bought a uniform.
4. My sister is a university student.

You have read the above sentences. You must have understood that the Article 'A' is used before that Singular Noun which begins with the vowels 'E' or 'u' but gives the sound of 'y' a consonant.

**Uses of 'An'**

The Article 'An' is used under the following conditions:

**1. Examples :**

1. Do you take an egg at breakfast?
2. I have bought an ink-stand.
3. I took an umbrella with me.

You have read the above sentences. You must have understood that the Article 'An' is used before the/that Singular Noun which begins with a vowel (*a, e, i, o, u*) and gives the sound of a vowel.

**2. Examples :**

1. I am *an* M.A.
2. Your brother is *an* M.L.A.
3. Your father is *an* S.H.O. in Haryana.
4. My uncle is *an* F.S.O.
5. You talk like *an* M.P.

You have read the above sentences. You must have understood that the Article 'An' is used before that Singular Noun which begins with a consonant but gives the sound of a vowel.

Please Note that rule is applicable to abbreviated forms alone. This rule does not hold validity before the full forms of the words; as—

1. I am *a* Master of Arts.
2. My brother is *a* Member of Legislative Assembly.
3. My uncle is *a* Food and Supply Officer.

### 3. Examples :

1. Wait for *an* hour.
2. I saw *an* historical building yesterday.
3. I am *an* heir to my father's property.
4. I have sent for *an* operator.

### 4. Examples :

1. My son is *an* artist.
2. Are you *an* executor?

You have read the above sentences. You must have understood that the Article 'An' is used before that Singular Noun which begins with a Vowel and gives indication to some profession.

#### Please Note that :

- (i) The Article 'A' is used before the Noun which gives the sound of a consonant, irrespective of the fact that it begins either with a vowel or a consonant.
- (ii) The Article 'An' is used before the Noun which gives the sound of a Vowel, irrespective of the fact that it (the said Noun) begins either with a Vowel or a consonant.
- (iii) The Article 'An' is used before the Noun which begins with 'h' but the 'h' is silent in it.

**(ii) Definite Article**

'The' is called a 'Definite Article, because it hints at a definite person, place or thing (definite Noun).

**Uses of 'The'**

The Article '*The*' is used under the following conditions :

**1. Examples :**

1. *The* earth is round.
2. *The* moon shines at night.
3. *The* stars are twinkling.
4. *The* sun is hot.

The Article '*The*' is used here before the names of stars and constellations.

**2. Examples :**

1. My house faces to *the* North.
2. He has come from *the* South.
3. The sun rises in *the* East.

The Article '*The*' is used here before those *directions* which are preceded by a preposition.

**3. Examples :**

1. You buy *the* Hindustan Times.
2. I have arranged for *the* India Today.

The Article '*The*' is used here before the names of *religious books, newspapers, and magazines*.

**4. Examples :**

1. *The* cow is a milch animal.
2. *The* Monkey is a beast of burden.
3. *The* lion is a beast of prey.

The Article '*The*' is used here before the Singular Nouns which stands for the whole class.

**5. Examples :**

1. Bangkok is *the* Venice of *the* East.
2. Dara Singh was *the* Rustam of India.
3. Kalidas is *the* Shakespeare of India.

The Article '*The*' is used here before the Proper Nouns which serve as Common Nouns.

**6. Examples :**

1. *The* rich are proud.
2. *The* poor are honest.
3. *The* shirkers seldom succeed.

The Article '*The*' is used here before the adjectives which have been used as Nouns.

**7. Examples :**

1. Bananas are sold by *the* dozen.
2. Ghee is sold by *the* litre.
3. Cloth is sold by *the* metre.

The Article '*The*' is used here before quantities words showing manner.

**8. Examples**

1. I get up in *the* morning.
2. See me in *the* afternoon.
3. I shall return home in *the* evening.

The Article '*The*' is used here before the time-denoting words '*evening, morning, afternoon*' (divisions of the day).

**Exception**

1. I returned home last night.
2. I saw him next afternoon.
3. I worship God every evening.



You have read the above sentences. You must have understood that the Article '*the*' is not used if the words *last, next* or *every* are followed by the words '*evening morning, afternoon, etc.*

**11. Examples :**

1. Abhay is *the* meanest person on earth.
2. Neelam is *the* prettiest girl in our school.
3. Saurabh is *the* cleverest boy in our street.

The Article '*The*' is used here before Superlative Degrees.

**12. Examples :**

1. Sarla is *the* taller of the two.
2. Manoj is *the* happier of the two.
3. Yash Pal is *the* braver of the two.

The Article '*The*' is used here before such Comparative Degrees as do not have *than* after them.

**13. Examples :**

1. *The* whole colony was irritated.
2. *The* same girl is teasing you.
3. Both *the* neighbours are friendly to each other.

You have read the above sentences. It must have become clear to you that the Article '*The*' is used before '*whole and same*' (*the whole, the same*) but after '*all and both*' (*all the, both the*).

**14. Examples:**

1. *The* Prime Minister of India has a good personality.
2. Shri R. K. Narayanan is *the* President of India.

The Article '*The*' is used here before the names of high ranks.

**15. Examples :**

1. Ashoka *the* Great banned the killing of animals.
2. Akbar *the* Great go trees planted on both sides of the roads.

The Article '*The*' is used here before the adjective which succeeds a Noun.

**16. Examples :**

1. *The* Sharmas are very nice people.
2. *The* Guptas are usually rich.

The Article '*The*' is used here for the formation of plurals, of the Proper Nouns.

**17. Examples :**

1. *The* Mutiny of 1857 shook the Britishers.
2. *The* Battle of Panipat is a memorable event.

The Article '*The*' is used here before the incidents.

**18. Examples :**

1. *The* little Shalini is an outspoken girl.
2. *The* strong Kailash is kind.

The Article '*The*' is used here before Adjectives + Proper Nouns.

**19. Examples :**

1. *The* Congress is well-knit party.
2. *The* Bhartiya Janata Party is the ruling party in Delhi.

The Article '*The*' is used here before the names of political parties and organizations.

**20. Examples :**

1. *The* workers of the Delhi Cloth Mills are on strike.
2. *The* State Bank of India is a leading bank.
3. *The* Gulati Automobiles remains closed on Monday.

The Article '*The*' is used here before the names of Factories, Workshops, Banks etc.

**21. Examples :**

1. *The* Taj Mahal is located at Agra.
2. *The* Delhi Public Library is near *the* Red Fort.
3. Have you ever seen *the* Zoo in Delhi?

The Article '*The*' is used here before those Common Nouns which have been mentioned before and known already.

**23. Examples :**

1. *The* French had great respect for Napoleon.
2. *The* Hindus worship Lord Vishnu.

The Article '*The*' is used here before the names of Nations, Communities etc.

**24. Examples :**

1. *The* U.S.A. is the richest country in the world.
2. Chandigarh is *the* Capital of *the* Punjab.

The Article '*The*' is used here before the names of certain Countries and Provinces/states.

**25. Examples :**

1. I went to Agra by *the* Taj Express.
2. *The* Himalayas are *the* highest mountains in India.

The Article '*The*' is used here before the names of *trains, buses, mountains* etc.

Remember that the Article '*The*' is also used before names of *Canals, islands, lakes, ships, aeroplanes, dams, deserts, oceans, seas*, etc; as—

*The* Panama Canal; *the* Andaman and Nicobar Islands; *the* Dal Lake; *the* Vikrant; *the* Bhakra Dam; *the* Shara Desert, *the* Indian Ocean; *the* Mediterranean Sea.

### OMISSION OF THE ARTICLE

The article (A/An/The) is not used under the following conditions and situations :

#### 1. Examples :

1. Sheela is the monitor of our class.
2. Perseverance is a virtue.
3. Coal is not found in Delhi.

In the above sentences, no article has been used before Sheela (Proper Noun), Perseverance (Abstract Noun) and coal (Material Noun) because they have been used in their general sense.

Remember that the article 'The' is used when the uncountable Nouns (Proper Nouns), Material Nouns and Abstract Nouns have been specified; as—

1. Nishant is *the* Dara Singh of our class.
2. *The* Coal of Bihar is not inferior to that of Haryana.
3. *The* grace of the girl is praiseworthy.

#### 2. Examples :

1. Children like sweets.
2. Babies like dolls.
3. Boys like girls.

In the above sentences, children, babies and boys are common Nouns and Plural Number. No article is used after them.

#### 3. Examples :

1. Animals too are like human beings.
2. Snakes should also be protected.
3. Man is a social animal.

In the above sentences, *Animals*, *snakes* and *man* are

Common Nouns. They have been used in a broad sense. No article is used after them.

**4. Example :**

1. Boys, keep quiet.
2. Girls, sit properly.
3. Children, keep to the left.

You have read the above sentences. You must have understood that no article is used before Common Nouns used in Vocative Case.

**5. Examples :**

1. What type of woman is she?
2. What kind of girl are you?
3. What sort of boy is he?

The Words 'type of, kind of, sort of', have been used in the above sentences. No article is used after these words.

**6. Examples :**

1. Both minors and majors are free.
2. Both husband and wife are stupid.
3. Both son and daughter are equal.

'Common Nouns' have been used in pairs in the above sentences. No article is used after them.

**7. Examples :**

1. We elected him secretary.
2. She was appointed prefect.

The words 'secretary and prefect' are used as complements in the sentences. No article is used after them.

**8. Example :**

1. Rajiv Gandhi, Ex-Prime Minister of India is no more.

2. Zakir Hussain, President of India was the Vice Chancellor of Jamia Millia University.

'A rank' has been used in *opposition* to the Proper Noun in each of the above sentences. No article is used after them.

### 9. Examples :

1. Water of Lake Sambhar is saltish.
2. England is a cultured country.
3. Europe is a continent.
4. Mathura is a city.
5. Monday comes after Sunday
6. April is fourth month of the year.

No article has been used in the beginning of the above sentences. This makes it clear that no article is used before the names of *lakes, capes, countries, continents, cities, days, months* and *languages* etc.

## THE VOICE

### Kinds of Voice

- (i) Active Voice
- (ii) Passive Voice

### Read the following sentences :

1. Sushma sings a song.
2. A song is sung by Sushma

**1. In Sentence No. 1 above the verb (sings) is in active voice because Sushma is the doer of the action (sing).**

**In Sentence No. 2, song is sung by another person 'Sushma' Hence its verb (*is sung*) is in the passive voice.**

### Remember that

Only that sentence of Active Voice can be converted/

transformed into Passive Voice which has a subject, a verb and an object. (In other words, only transitive verbs can be changed into passive voice).

### Rule for Conversion of sentences—

#### (From Active Voice to Passive Voice)

1. Replace the subject by the object (of the active voice).
2. Use the relevant helping verb + Third form of the verb after the object.
3. Put 'By' after the third form of the verb.
4. Put the subject of the active voice after 'By'

Change the subject of the Active Voice as follows if it is a Pronoun :

<i>Active Voice</i>	<i>Passive Voice</i>
I	me
We	us
you	you
He	him
She	her
It	it
They	them
Whom	By whom

Please remember that the sentences pertaining to future Continuous and Perfect Continuous Tenses (Present/Past/Future) cannot be changed into Passive Voice.

### 1. Present Indefinite Tense

<i>Active Voice</i>	<i>Passive Voice</i>
1. I eat a mango	A mango is eaten by me.
2. We sing songs	Songs are sung by us.
3. You help me.	I am helped by you.
4. He writes a letter.	A letter is written by him.

5. Do you not buy a pen ?	Is a pen not bought by you ?
6. Does she beat you ?	Are you beaten by her ?
7. Who abuses you ?	By whom are you abused ?
8. The farmers grow wheat in the fields.	Wheat is grown by the farmers in the fields.
9. The rich hate the poor.	The poor are hated by the rich.
10. The mother manages the house.	The house is managed by the mother

Use Is/am/are + VIII while transforming this tense into Passive Voice.

### 2. Past Indefinite tense

<i>Active Voice</i>	<i>Passive Voice</i>
1. I rang the bell.	The bell was rung by me.
2. The farmers reaped the crops.	The crops were reaped by the farmers.
3. Did you play hockey ?	Was hockey played by you ?
4. Did she pluck the flowers ?	Were the flowers plucked by her?
5. Who broke the window pane ?	By whom was the window pane broken ?
6. He wrote a letter.	A letter was written by him.
7. Chauhan kicked the ball.	The ball was kicked by Chauhan.
8. I did not commit the mistake.	The mistake was not committed by me.
9. The hen did not lay an egg.	An egg was not laid by the hen.
10. Did we admire Sarita's beauty ?	Was Sarita 's beauty admired by us ?

Use 'was/were + VII' while transforming this tense into Passive Voice.

### 3. Future Indefinite Tense

<i>Active Voice</i>	<i>Passive Voice</i>
1. I shall help you.	You will be helped by me.
2. They will support us.	We shall be supported by them.



- |                                |                                     |
|--------------------------------|-------------------------------------|
| 3. Shall we buy fruits ?       | Will the fruits be bought by us?    |
| 4. Will she teach us ?         | Shall we be taught by her?          |
| 5. Who will worship him ?      | By whom will he be worshipped?      |
| 6. Shall I not learn English ? | Will English not be learnt by me?   |
| 7. Will Prem not fly a kite ?  | Will a kite not be flown by Prem    |
| 8. She will not do these sums. | These sums will not be done by her. |
| 9. Arun will not pay the bill. | The bill will not be paid by Arun.  |
| 10. I shall take tea.          | Tea will be taken by me.            |

Use 'shall/will + be + VIII' While transforming this tense into Passive Voice.

#### 4. Present Continuous Tense

<i>Active Voice</i>	<i>Passive Voice</i>
1. I am carrying my bag.	My bag is being carried by me.
2. You are beating me.	I am being beaten by you.
3. He is cheating us.	We are being cheated by him.
4. Am I writing a letter ?	Is a letter being written by me?
5. Are they singing songs ?	Are the songs being sung by them?
6. Who is disturbing you ?	By whom are you being disturbed?
7. You are teasing me.	I am being teased by you.
8. Shamu is telling a lie.	A lie is being told by Shamu.
9. Ram is not running a race.	A race is not being run by Ram.
10. Am I not revising my lesson ?	Is my lesson not being revised by me?

Use 'Is/Am/Are + being + VIII' while transforming this tense into Passive Voice.

#### 5. Past Continuous Tense

<i>Active Voice</i>	<i>Passive Voice</i>
1. I was driving my car.	My car was being driven by me.
2. You were biting your nails.	Your nails were being bitten by you.
3. Was he growing the plants ?	Were the plants being grown by him?

4. Were they stealing your books ?	Were your books being stolen by them ?
5. Who was scolding her ?	By whom was she being scolded ?
6. You were not wasting your time.	Your time was not being wasted by you.
7. The shopkeepers were not selling goods.	Goods were not being sold by the shopkeepers.
8. Sohan was doing nothing.	Nothing was being done by Sohan.
9. Were the farmers ploughing the fields ?	Were the fields being ploughed by the farmers ?
10. Was she cleaning the m ?	Was the room being cleaned by her?

Use 'was/were + being + VIII' while transforming this tense into Passive Voice.

### 6. Present Perfect Tense

<i>Active Voice</i>	<i>Passive Voice</i>
1. I have solved the sums.	The sums have been solved by me.
2. We have bought a car.	A car has been bought by us.
3. Have you won the race ?	Has the race been won by you ?
4. Has she returned your toys?	Have your toys been returned by her?
5. Who has torn your shirt ?	By whom has your shirt been torn?
6. They have not insulted me.	We have not been insulted by them.
7. The police have traced the thief.	The thief has been traced by the police.
8. Have our countrymen honoured Mahatma Gandhi ?	Has Mahatma Gandhi been honoured by our countrymen ?
9. Have you not solved the sums ?	Have the sums not been solved by you ?
10. Have I done my duty ?	Has my duty been done by me ?

Use 'Has/Have + been + VIII' while transforming this tense into Passive Voice.

### 7. Past Perfect Tense

<i>Active Voice</i>	<i>Passive Voice</i>
1. I had run a race.	A race had been run by me.

2. She had boiled rice.	Rice had been boiled by her.
3. They had thrown the ball.	The ball had been thrown by them.
4. Had he ironed his clothes ?	Had his clothes been ironed by him?
5. Had you not disobeyed your teacher ?	Had your teacher not been disobeyed by you ?
6. Who had used my scooter ?	By whom had my scooter been used ?
7. Had our team not won the match ?	Had the match not been won by our team ?
8. We had not crossed the river.	The river had not been crossed by us.
9. Had Veena bought a saree ?	Had a saree been bought by Veena ?
10. Had I never seen such a horrible sight ?	Had such a horrible sight never been seen by me ?

Use 'Had+ been+ VIII' while transforming this tense into Passive Voice.

### 8. Future Perfect Tense

<i>Active Voice</i>	<i>Passive Voice</i>
1. I shall have caught the train.	The train will have been caught by me.
2. You will have annoyed me.	I shall have been annoyed by you.
3. Shall we have recited a poem ?	Will a poem have been recited by us ?
4. Will she have repaid your loan ?	Will your loan have been repaid by her ?
5. Who will have tortured her ?	By whom will she have been tortured ?
6. The labourers will have repaired the road.	The road will have been repaired by the labourers.
7. Will you not have taught me?	Shall I not have been taught by you?
8. Will Ram have bought the book ?	Will the book have been bought by Ram ?
9. The grandmother will have told a tale.	A tale will have been told by the grandmother.
10. They will not have informed the police.	The police will not have been informed by them.

Use 'Shall/Will + have been + VIII' while transforming this tense into Passive Voice.

### 9. Verb with Two Objects

<i>Active Voice</i>	<i>Passive Voice</i>
1. He sent me a gift.	A gift was sent to me by him. <i>Or</i> I was sent a gift by him.
2. I am telling you a tale.	A tale is being told to you by me. <i>Or</i> You are being told a tale by me.
3. She will write me a letter. her.	A letter will be written to me by her. <i>Or</i> I shall be written a letter by her.
4. We offered her tea.	She was offered tea by us. <i>Or</i> Tea was offered to her by us.
5. I was giving you good advice.	Good advice was being given to you by me. <i>Or</i> You were being given good advice by me.
6. She presents me a gift.	A gift is presented to me by her. <i>Or</i> I am presented a gift by her.
7. He has lent me some money.	Some money has been lent to me by him. <i>Or</i> I have been lent some money by him.
8. Will you ask her some questions ?	Will some questions be asked to her by you ? <i>Or</i> Will she be asked some questions by you ?

### 10. Verb with Modal Auxiliaries

<i>Active Voice</i>	<i>Passive Voice</i>
1. I can do this sum.	This sum can be done by me.
2. He could not stop the car.	The car could not be stopped by him.
3. She would knit her sweater.	Her sweater would be knitted by her.
4. You may take tea.	Tea may be taken by you.
5. He might recite a poem.	A poem might be recited by him.
6. We should serve our country.	Our country should be served by us.
7. You need not welcome him.	He need not be welcomed by you.
8. You must show your home-work.	Your home-work must be shown by you.
9. We ought to love our country.	Our country ought to be loved by us.
10. I used to play hockey everyday.	Hockey used to be played by me everyday.

Use the given 'Modal Auxiliary + be + VIII' while transforming the sentences with Modals into Passive Voice.

### 11. Question -Word Questions

<i>Active Voice</i>	<i>Passive Voice</i>
1. What is she sewing ?	What is being sewn by her ?
2. Why are you robbing her ?	Why is she being robbed by you ?
3. Whom did you call ?	Who was called by you ?
4. Where did you hide your purse ?	Where was your purse hidden by you ?
5. Which present did you buy ?	Which present was bought by you?
6. How much milk can you carry ?	How much milk can be carried by you ?
7. How many apples have you eaten ?	How many apples have been eaten by you ?

The sentences with the Question-word 'Who' have already been solved in each tense.

Use the given 'question-Word + the relevant form of 'be + VIII' while transforming these tenses into Passive Voice.

### 12. Imperative Sentences

<i>Active Voice</i>	<i>Passive Voice</i>
1. Speak the truth.	Let the truth be spoken. <i>Or</i> The truth should be spoken.
2. Obey your seniors.	Let your seniors be obeyed. <i>Or</i> Your seniors should be obeyed.
3. Post this letter.	Let this letter be posted. <i>Or</i> This letter should be posted.
4. Close the door.	Let the door be closed. <i>Or</i> The door should be closed.
5. Open the shutters.	Let the shutters be opened. <i>Or</i> The shutters should be opened.
6. Switch on the light.	Let the light be switched on. <i>Or</i> The light should be switched on.
7. Do not insult the poor.	Let the poor be not insulted. <i>Or</i> The poor should not be insulted.
8. Never tell a lie.	Let a lie be never told. <i>Or</i> A lie should never be told.
9. Do not keep bad company.	Bad company should not be kept. <i>Or</i> Let bad company be not kept.
10. Please lend me some money.	Let some money be lent me. <i>Or</i> Some money should be lent to me.

Use 'Let + the object of the active voice + be VIII' Or  
The object of the active voice + should be + VIII'.

### 13. Some Typical Sentences

<i>Active Voice</i>	<i>Passive Voice</i>
1. Do not mix with bad boys.	You are advised not to mix with bad boys. <i>Or</i> You are forbidden to mix with bad boys.
2. Please lend me your book.	You are requested to lend me your book.
3. Leave the class at once.	You are ordered to leave the class at once.
4. Engage a tutor for your son.	You are suggested to engage a tutor for your son.
5. Attack the enemy posts.	You are commanded to attack the enemy posts.

In such sentences You is taken as subject and the words like advised.

Ordered, requested, suggested, commanded etc. are used according to the sense of the sentence. Infinitive (with/without to) is also used.

### 14. Change of Voice in the Infinitive

<i>Active Voice</i>	<i>Passive Voice</i>
1. You will have to take tea.	Tea will have to be taken by you.
2. The pen is to write with.	The pen is to be written with.
3. Women like men to praise them.	Women like to be praised by men.
4. Rani wants to please Mohit.	Rani wants Mohit to be pleased.
5. It is time to sow the seeds.	It is time of the seeds to be sown.
6. Do this work.	This work has (is) to be done.
7. Ashoka wanted to annex Kalinga.	Ashoka wanted Kalinga to be annexed.
8. There is no shop to let.	There is no shop to be let.

- |                                     |   |
|-------------------------------------|---|
| 9. She worked hard to win the game. | She worked hard for the game to be won. |
| 10. He is to do this job.           | This job is to be done by him.          |
- 

In the above sentences the 'to' infinitive has been changed to 'to be + VIII'.

### 15. Where 'By' Is not used

<i>Active Voice</i>	<i>Passive Voice</i>
1. My remark offended him.	He was offended at my remark.
2. Your honesty pleases me.	I am pleased with your honesty.
3. Her behaviour vexes me.	I am vexed at her behaviour.
4. This glass contains milk.	Milk is contained in this glass.
5. Sweep this house.	This house needs to be swept.
6. They have defeated the enemy.	The enemy has been defeated.
7. They have declared the result.	The result has been declared.
8. They police arrested the thief.	The thief was arrested.

There is no need of using the agent 'by' in the above sentences.

### 16. Sentences Involving Prepositions

<i>Active Voice</i>	<i>Passive Voice</i>
1. Your behaviour surprised us all.	We were all surprised at your behaviour.
2. I looked at her face.	Her face was looked at by me.
3. My mother has interest in gardening.	My mother is interested in gardening.
4. Your good fortune rejoices me.	I am rejoiced at your good fortune.
5. Does she know you ?	Are you known to her ?

There is no need of using the agent 'by' in the above sentences. Use the Fixed/Appropriate Preposition in place of the agent 'by'.



**EXERCISE FOR PRACTICE AND REVISION  
(Solved)**

**Change the following sentences into Passive Voice.**

<i>Active Voice</i>	<i>Passive Voice</i>
1. You do not help me in English.	I am not helped by you in English.
2. Does the shop-keeper sell books ?	Are books sold by the shop-keeper.
3. Bala is not preparing a cup of tea.	A cup of tea is not being prepared by Bala.
4. Are the boys reading the books ?	Are the books being read by the boys.
5. Sita has served her parents.	Her parents have been served by Sita.
6. Have they finished their work ?	Has their work been finished by them?
7. Balbir took the risk.	The risk was taken by Balbir.
8. Did you not play the football match ?	Was the football match not played by you.
9. You were not sending a letter.	A letter was not being sent by you.
10. Was Balwant telling a lie ?	Was a lie being told by Balwant ?
11. Had they not eaten food ?	Had the food not been eaten by them?
12. Had we lost the match ?	Had the match been lost by us ?
13. I shall not complete this work.	This work will not be completed by me.
14. I shall have planted a tree.	A tree will have been planted by me.
15. She must return my money.	My money must be returned by her.

**THE NARRATION**

**Kinds of Narration**

(i) Direct Narration (ii) Indirect Narration

Read the following sentences :

(i) Radha says, "I am a girl".

This sentence pertains to Direct Narration/Speech because the actual words of the speaker are quoted here.

The words, written within inverted commas“-----

” are called Reported Speech. The Verb, which introduces the Reported Speech is called the Reporting Verb.

2. Radha says that she is a girl.

The sentence pertains to Indirect Narration/Speech.

☛ **Because the actual words of the speaker have changed into the narrator's words.**

### Difference between Direct/Indirect Speech

<i>Direct Speech</i>	<i>Indirect Speech</i>
1. Reported Speech is enclosed by Inverted Commas.	Inverted Commas are removed.
2. Reporting verb is separated from Reported Speech by inserting a comma.	The Comma existing after the Reporting Verb is removed.
3. Reported Speech begins with a capital letter.	Reported speech begins with a connective (that/if/Question-word Question).
4. All types of tenses and sentences can be given in Reported Speech.	The tense of the Reporting verb remains unchanged but can be changed according to the sense. All types of sentences are converted into Assertive Sentences.

### Transformation of Sentences (From Direct speech into Indirect Speech) Assertive Sentences

#### 1. Read the sentences given below :

<i>Direct Speech</i>	<i>Indirect Speech</i>
1. Mohan says, "you are a good girl".	Mohan says that I am a good girl.
2. I say, "I played for two hours".	I say that I played for two hours.
3. Ram is saying, "I have done my work".	Ram is saying that he has done his work.
4. Ram has said, "I can do this work".	Ram has said that he will help him.
5. Sita will say, "I can do this work".	Sita will say that she can do this work.

6. Rani says to me, "I am ten years old".	Rani tells me that she is ten years old.
7. The teacher will say to me, "I am forty years old".	The teacher will tell me that he is forty years old.
8. I have said to you, "you are making a noise".	I have told you that you are making a noise.
9. We will be saying to you, "you have told a lie".	We will be telling you that you have told a lie.
10. She will have said to me, "I shall work very hard".	She will have told me that she will have worked very hard.

The Reporting Verb in each of the above sentences is either in present tense or future tense. The tense of the verb of the Reported Speech remains unchanged under such situations. If 'to' is added to reporting Verb. It is changed into the corresponding form of 'tell' as :

(say to=tell), (says to=tells), (saying to=telling), (said to=told)

**Third Person Pronouns do not change. (No change)**

## II. Read the Sentences given below :

<i>Direct Speech</i>	<i>Indirect Speech</i>
1. I said, "I am speaking the truth".	I said that I was speaking the truth.
2. He said to me. "You play every-time".	He told me that I played everytime.
3. We said to her. "You are reading a novel".	We told her that she was reading a novel.
4. They said to us. "You have broken our doors".	They told us that we had broken their doors.
5. You said to him. "you went to Rohtak Yesterday".	You told him that he had gone to Rohtak the previous day.
6. She said to me. "She stays in a hostel.	She told me that she stayed in a hostel.
7. He said to us. "You have been sleeping for an hour now".	He told us that we had been sleeping for an hour then.
8. They said to her. "You were shopping in Karol Bagh yesterday".	They told her that she had been shopping in Karol Bagh the previous day.
9. He said to them. "I shall help you tomorrow".	He told them that he would help them the next day.

10. He said to her, "I may visit your house today".	He told her that he might visit her house that day.
11. He said to me, "I do not play now".	He told me that he did not play then.
12. She said to us, "You did not help me".	She told us that we had not helped her.
13. You said to me, "He is not buying a book".	You told me that he was not buying a book.
14. They said to us, "She has not ironed her clothes".	They told us that she had not ironed her clothes.
15. You said to me, "I was not reading now".	You told me that we were not reading then.
16. We said to you, "We had not abused her".	We told you that we had not abused her.
17. He said to me, "I shall be teaching you tomorrow".	He told me that he would be teaching me the next day.
18. She said to us, "You will have reached Bombay next week".	She told us that we would have reached Bombay next week.
19. We said to her, "You had been sleeping since 4 O'Clock".	We told her that she had been sleeping since 4 O'Clock.
20. They said to us, "You will have been revising your lesson next week".	They told us that we would have been revising our lesson next week.

On reading the above sentences converted into Indirect speech, we can frame the following rules.

1. If the Reporting verb is in Past Tense, the Reported Speech will also be changed into Past Tense.
2. The Sentences of Present Tense (given in Reported Speech) will be changed into Corresponding Past Tense.

### Interrogative sentences

<i>Direct Speech</i>	<i>Indirect Speech</i>
1. He said, "Do I write a letter ?	He asked if he wrote a letter.
2. She said to us, "Does he go home now ?"	She asked us if he went home then.
3. He said to me, "Are you taking tea now ?"	He asked me if I was taking tea then.

4. They said to him, "Is she combing her hair ?"	They asked him if she was combing her hair.
5. He said to them, "Have you finished your work ?"	She asked them if they had finished their work.
6. She said to them, "Have you taken breakfast ?"	She asked them if they had taken breakfast.
7. We said to her, "Has he come home ?"	We asked her if he had come home.
8. She said to me, "Did you sing a song ?"	She asked me if had sung a song.
9. They said to us, "Was he washing his floor yesterday ?"	They asked us if he had been washing his floor the previous day.
10. She said to them, "Were you making a noise in this period?"	She asked them if they had been making a noise in that period.

You have read the above sentences. You must have learnt that *said / said* to of Reporting Verb is changed into *asked if* some question has been asked in the Reported Speech.

If/Whether has been added as connective on removing comma and inverted commas. The *Interrogative* sentences have been converted into *assertive* sentences. The *question mark (?)* is replaced by the *full stop*.

## II. Read the sentences given below :

<i>Direct Speech</i>	<i>Indirect Speech</i>
1. She said to me, "What do you want?"	She asked me what I wanted.
2. He said to us, "Where are you going ?"	He asked us where we were going.
3. They said to him, "When have you reached Delhi ?"	They asked him when he had reached Delhi.
4. We said to her, "How did you enjoy your trip ?"	We asked her how she had enjoyed her trip.
5. She said to him, "Why were you glaring at her ?"	She asked him why he was (had been) glaring at her.

You have read the above sentences. You must have understood that the Question-word question of the Reported Speech is retained as a Connective while converting the

Reported Speech into Indirect Narration. No other Connective will be used in such sentences. Other rules will be as usual.

### Imperative Sentences

Read the sentences given below :

<i>Direct Speech</i>	<i>Indirect Speech</i>
1. The mistress said to the maid, "Clean the floor at once".	The mistress ordered the maid to clean the floor at once.
2. My father said to me, "Do not mix with bad boys".	My father advised me not to mix with bad boys.
3. The Commander said to the soldiers, "Get ready to counter the enemy's attack".	The Commander commanded the soldiers to get ready to counter the enemy's attack.
4. My father said to me. "Beware of that scoundrel".	My father warned me to beware of that scoundrel.
5. The doctor said to the patient, "Give up drinking at once".	The doctor advised the patient to give up drinking at once.

In the above sentences, *said to* has been replaced by the relevant substitutes *ordered, commanded, advised, instructed, suggested, proposed, persuaded, prompted, warned etc.* 'To (not to)' has been used as connective in such type of Imperative Sentences.

### Optative Sentences

Read the sentences. given below:

<i>Direct Speech</i>	<i>Indirect Speech</i>
1. The old lady said to me, "May you live long !"	The old lady wished (prayed) that I might live long.
2. My aunt said to me, "May God bless you !"	My aunt wished that God might bless me.
3. The old beggar said to the young man, "May God grant you peace of mind !"	The old beggar wished that God might grant peace of mind to the young man.
4. My grandfather said, "May I get a grandson !"	My grandfather prayed (wished) that he might get a grandson.
5. The patient said, "O, for a glass of water !"	The patient cried out that he wanted a glass of water.

*Desire/blessing/good wishes* have been expressed in the above sentences. Therefore, *said to* has been changed into *wished, prayed, blessed etc.* while converting the Reported Speech into Indirect speech. The connective *that* is normally used in *Optative Sentences*.

### Exclamatory Sentences

Read the sentences given below :

<i>Direct Speech</i>	<i>Indirect Speech</i>
1. I said to my sister, "What ! You have lost your necklace".	I exclaimed with surprise that my sister had lost her necklace.
2. She said to her husband, "Pooh! You have again failed in the test".	She exclaimed with contempt that her husband had again failed in the test.
3. The spectators said, "Buck up! You are nearing the goal, Madhu".	The spectators applauded Madhu for she was nearing the goal.
4. The team said, "Hurrah ! We have won the match".	The team exclaimed joyfully (with joy) that they had won the match.

In the above exclamatory sentences, *said to* (Reporting verb of direct narration) is converted into *exclaimed/expressed with joy, sorrow, pain, grief, surprise, contempt etc.*

The connective '*that*' is invariably used while transforming the exclamatory sentences from *direct narration to indirect narration*.

### PRACTICE EXERCISE FOR REVISION (Solved)

Change the following sentences into Indirect Speech/ Narration:

<i>Direct Speech</i>	<i>Indirect Speech</i>
1. Anita says, "I teach in M.R.V. School".	Anita says that she teaches in M.R.V. School.
2. We are saying to you, "You are telling a lie".	We are telling you that you are telling a lie.

- |  |  |
|--|--|
| 3. She has said to me, "I shall work very hard".     | She has told me that she will work very hard.    |
| 4. I said to her, "You are not knitting my sweater". | I told her that she was not knitting my sweater. |
-



# 5

## Clauses, Analysis, Phrases and Idiomatic Expressions

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### CLAUSES AND ANALYSIS

Observe the following sentences :

1. She knows *where you live*. (Knows what ?)
2. She knows the place *where you live*. (Which place?)
3. She will reach *where you live*. (She reach where?)

The clause, *where you live* in sentence No. 1 is object of the verb *knows*. Therefore; it is a noun clause. The clause, *where you live* in sentence no. 2 qualifies the noun *place*. Therefore, it is an Adjective clause. The clause, *where you live* in sentence No. 3 modifies the verb *will reach*. Therefore it is an Adverb Clause.

Therefore, we cannot state the kind of a clause without finding its function.

**Definition:** Those parts of a sentence which have subjects and predicates are called Clauses. There are as many clauses in a sentence as there are Finite Verbs.

### KINDS OF CLAUSES

- (a) Co-ordinate Clauses
- (b) Subordinate Clauses
- (c) Principal Clauses

### A. Co-ordinate Clauses

Observe the following sentences :

1. The bus arrived *and* I boarded it.
2. Run fast *or* you will lose the race.
3. He ran fast *but* (he) lost the race.

The above sentences are joined by co-ordinate conjunctions *e.g.* '*and*, *or* and *but*'. They are the examples of Co-ordinate clauses.

**Some more Co-ordinate conjunctions are :** not only ----- but also; either -----or, neither-----nor, or else; otherwise, as well as, for, therefore, both -----and etc. **They also join Co-ordinate Clauses.**

**Kinds of connection between two Co-ordinate Clauses**

**(a) Copulative :**

**Example :**

1. Gandhi was *not only* a good leader, he was *also* a reformer.
2. She cannot sing, *nor* can she dance.
3. She *as well as* her parents is stupid.
4. I took my lunch packet *and* boarded the bus.

In the above sentences, the italicised words (Co-ordinate Conjunctions) simply couple together two sentences.

**(b) Alternative :**

**Examples :**

1. *Either* you or your sister is haughty.
2. *Neither* a borrower *nor* a lender be.
3. Obey your teachers *or* you will repent.
4. Walk fast, *else* you will not catch the bus.

In the above sentences, the italicised words (Co-ordinate Conjunctions) simply offer a choice between the clauses disjointed in meaning.

**(c) Adversative :****Example :**

1. She is intelligent *but* slow-working.
2. She ran fast, *yet* she missed the train.
3. I am weak, *however*, I shall carry your box.
4. Everybody cursed her, *nevertheless*, she did not come round.

In the above sentences, the italicised words (Co-ordinate Conjunctions) show contrast and are opposite in meaning.

**(d) Illative :****Examples :**

1. She didn't show her home-work, *therefore*, she was expelled from school.
2. Her father is poor, *so* he cannot give a fat dowry.
3. He missed the bus, *for* he did not run fast.

In the above sentences, the italicised words (Co-ordinate Conjunctions) join two clauses wherein the second clause draws inference from the first clause.

**Also observe the following sentences :**

1. He cursed his parents, *which* (and this) was wrong.
2. She went to Agra, *which* (and there) she saw the Taj.
3. Then he called on the Principal, *who* (and he) promised him to help.

In the above sentences the Co-ordinate clauses, begin with Relative Pronouns (He/She) or Adverbs (Then). Here the subordinate conjunctions (*which / where / who*) are used in a continuative sense. Therefore, they introduce co-ordinate clauses and form a compound sentence.

### ANALYSIS OF COMPOUND SENTENCES

**Definition :** Analysis is the process of breaking up a sentence into its component parts.

☛ **Points to Remember. Analysis of a Compound Sentence:**

- (i) Pick out all the finite verbs to ascertain the number of clauses.
- (ii) Break up the sentence into clauses.
- (iii) Write the clauses in full (by supplying the missing verb or subject)
- (iv) Separate the connective.
- (v) Show the function of each clause.

### MODEL SOLUTIONS

**Example :** 1. He is strong but he is dull.

**Analysis :** (i) He is strong------(Principal Clause)

(ii) He is dull------(Co-ordinate Clause)  
Co-ordinate to (i). Connective 'but'

**Example :** 2. He was stupid; therefore, he was punished.

**Analysis :** (i) He was stupid------(Principal Clause)

(ii) He was punished---(Co-ordinate Clause)  
Co-ordinate to (i) Connective 'therefore'

**Example :** 3. I have bought a bicycle-----which has proved a white elephant to me.

**Analysis :** (i) I have bought a bicycle------(Principal Clause)

(ii) (It) has proved a white elephant to me  
(Co-ordinate Clause)  
Co-ordinate to (i) Connective 'which'

**Example :** 4. You can fool some of the people all of the times and all of the people some of

the times; but you cannot fool all the people all the time.

- Analysis :** (i) You can fool some of the people all of the times. (Principal Clause)
- (ii) You can fool all of the people some of the times. (Co-ordinate Clause)  
Co-ordinate to (i) and (ii) Connective 'and'
- (iii) You cannot fool all the people all the time. (Co-ordinate Clause)  
Co-ordinate to (ii) and (iii) Connective 'but'.

**EXERCISES FOR PRACTICE**  
(Unsolved)

**1. Add suitable Co-ordinate clauses in the sentences below:**

1. She was proud, therefore.....
2. She has no hope of recovery, nevertheless.....
3. Ring up the Fire Brigade at once, otherwise.....
4. She is both rich and.....
5. He was hungry, still (yet).....
6. The patient's condition was sinking, nevertheless.....
7. I offered her money; but.....

**2. Combine the following pairs of sentences by using Co-ordinate Conjunctions :**

1. She met Sham. He gave her this message.
2. I saw the scenery of the garden. It raised my spirits.
3. She cursed my relatives. It made my blood boil.
4. She went to Allahabad. She got a job there.
5. They studied till late at night. Then they went to bed.
6. She is generous. Her sister is parsimonious.
7. She had no recommendation. She managed to get the job.

**3. Analyse the following sentences into clauses :**

1. He is ill and cannot study; yet he attends his classes.
2. She reached the platform, when (and then) the train was about to steam off.
3. I started for the city, where (and there) I intended to rent a room.
4. He is dishonest, so he is insolvent.
5. It rained but the programme was not cancelled.
6. He is weak, however, he will get through.
7. I am ill, therefore, I cannot escort you.

**B. Subordinate Clauses (Complex Sentences)****(i) The Noun Clause**

A Noun clause may be—

**(a) Subject to a Transitive verb**

Observe the following sentences :

1. *Why the old lady cursed him* is known to me.
2. *When my father will return* is uncertain.
3. *How she has got this job* is an open secret.

In the above sentences the italicised words are the Noun Clauses. **A Noun clause always performs the function of a noun and answers the question. “what”?**

The above sentences can be broken (disjointed) into clauses as follows :

- |                         |                             |
|-------------------------|-----------------------------|
| 1. It is true           | (Principal Clause)          |
| God exists everywhere   | (Subordinate / Noun Clause) |
| That                    | Conjunction                 |
| 2. It is known to me    | (Principal Clause)          |
| the old lady cursed him | (Subordinate / Noun Clause) |
| Why                     | Conjunction                 |
| 3. It is uncertain      | (Principal Clause)          |
| My father will return   | (Subordinate/ Noun Clause)  |
| When                    | Conjunction                 |

- |                         |                             |
|-------------------------|-----------------------------|
| 4. It is an open secret | (Principal Clause)          |
| She has got this job    | (Subordinate / Noun Clause) |
| How                     | Conjunction                 |

To find the Noun clause, we should ask questions like—

1. What is true?
2. What is known to me?
3. What is uncertain?
4. What is an open secret?

The answers to the above questions will locate the Subordinate Noun Clause. They stand as subject to the Finite Verbs '*is, is known, is and is*' respectively.

#### (b) Object to a Transitive Verb

**Observe the following sentences :**

1. The beggar asked me *if I could help him*.
2. Everybody knows *why you are late*.
3. The teacher said *that hard work is the key to success*.

The italicised words in the above sentences are Noun Clauses because they answer the question "What"? They are joined by the connectives (*if/why/that/if*) and they are object to the verbs—*asked, knows* and *said* respectively.

#### (c) Complement to an Incomplete Verb

**Observe the following sentences :**

1. It seems *that she is very selfish*.
2. My opinion is *that we should quit this place*.
3. He found *that his cash was missing*.
4. Everybody felt *that the old man would not recover*.

The italicised words in the above sentences are Noun Clauses because they answer the question. "What?" They are joined by the connectives ('that'). They serve as complement to the verbs (*seems, is found, and felt*) preceding them.

**(d) Object to a Preposition**

**Observe the following sentences :**

1. There is no truth in *what she says*.
2. I am surprised at *what step she has taken*.
3. Don't crave for *what you cannot achieve*.
4. You must stick to *what you have promised*.

The italicised words in the above sentences are Noun Clauses. They serve as objects to the prepositions ('*in / at / for / to*') preceding them.

**(e) Object to a Participle**

**Observe the following sentences :**

1. Hoping *that I will see her*, I visited her house.
2. Hearing *that he was ill*, I rang up to him.
3. Fearing *that the world would kill the sheep*, the shepherd boy began to cry.
4. Seeing *that the bear had gone away*, the boy climbed down the tree.

The italicised words in the above sentences are Noun Clauses. They serve as objects to the participles ('*Hoping / Hearing / Fearing / Seeing*') preceding them.

**(f) Object to an Infinitive**

**Observe the following sentences :**

1. I want to know *what help you expect from me*.
2. The girl was made to tell *where she had stayed for the night*.
3. He was shocked to learn *that his father had met with a serious accident*.
4. I want to ascertain *whether you would accompany me*.

The italicised words in the above sentences are Noun Clauses. They serve as objects to the infinitives ('*to know / to tell / to learn / to ascertain*') preceding them.



**(g) In Apposition to a Noun or a Pronoun**

Observe the following sentences :

1. The saying *that pride hath a fall* is true.
2. Then came the news *that Mahatma Gandhi was shot dead*.
3. It is quite certain *that she is not at home*.
4. The idea *that man is humble tool in the hands of destiny* seems to be true.

The italicised words in the above sentences are Noun Clauses. They stand in Apposition to a Noun ('saying/ news/ idea') or Pronoun ('it') preceding them.

**The following connective words begin the Noun Clauses :**

**(a) The Conjunction 'that' as —**

1. He thought *that* he was right.
2. I am sure *that* she would write a letter to me.

**Sometimes the conjunction 'that' is omitted but its meaning is implied; as—**

1. She thought she was mistaken.
2. I am sure you would stand first.

**(b) The Interrogative or Relative words; as—**

1. That is *what* he means.
2. Tell me *why* you disobeyed your teachers.
3. I know *where* you go every night.
4. *How* she manages her household, is every astonishing.

**(c) The Interrogative or Relative Pronoun; as —**

1. I can't say *whose* house it is.
2. Can you guess *who* is wandering in the street?

**(d) The Conjunction 'if/whether'; as —**

1. I asked him *if* (*whether*) he had packed his luggage.

2. She asked me *if (whether)* I would teach her Mathematics.

### (ii) The Adjective Clause

**Definition :** The Adjective Clause performs the function of an adjective to qualify a noun or pronoun of the main clause.

#### Observe the following sentences :

1. This is the old man *who stumbled against a stone*.
2. The elephant is an animal *which has tusks*.
3. She is the girl *whose husband divorced her*.
4. This is the place *where my friend lives*.

### Analysis of Adjectival Clauses

No. Clause	Kind	Function
1. (a) This is the old man.	Main Clause	.....
(b) Who stumbled against a stone	Adjectival Clause	Qualifying—'Old man'
2. (a) The elephant is an animal	Main Clause	.....
(b) Which has tusks 'elephant'	Adjectival Clause	Qualifying — 'elephant'
3. (a) She is the girl	Main Clause	.....
(b) Whose husband divorced her	Adjectival Clause	Qualifying—'girl'
4. (a) This is the place	Main Clause	.....
(b) Where my friend lives	Adjectival Clause	Qualifying — 'place'

☛ **Relative pronouns ('who, which and whose')** join the Adjective clause to the principal Clause in sentences No. 1, 2 and 3 above.

**Relative Adverb ('where')** also joins the Adjective clause to the Principal clause in sentence No. 4 above.

**Sometimes an Adjectival Clause is introduced by 'but' which is equivalent to a Relative Pronoun followed by 'not'....., as —**

1. There was not a woman *but* shed tears at the bride's departure.  
*Or*  
There was not a woman *who did not* shed tears at the bride's departure.
2. There are few of us *but* love their motherland.  
*Or*  
There are few of us *who do not* love their motherland.
3. There is none in the neighbourhood *but* was prepared to help her.  
*Or*  
There was none in the neighbourhood *who was not* prepared to help her.

#### EXERCISE FOR PRACTICE

##### 1. Complete the following sentences inserting Adjectival clauses :

1. Chanchal is the only girl.....
2. The greedy farmer killed the goose.....
3. This is not such a book.....
4. Do you know the time.....
5. The bullet.....has not yet been cast.
6. A fox.....gave the hound's capital run.
7. He.....himself falls into it.

##### 2. Locate the Adjectival Clauses in the following sentences :

1. The man who is holding the flag is my brother.
2. All that glitters is not gold.
3. The place where the accident had taken place is near Rohtak.
4. The reason why she failed is clear.
5. This is the same car as my father has purchased last year.

**3. Analyse the following sentences into clauses giving the function of each subordinate clause :**

1. This is the place where Indira Gandhi was assassinated.
2. Childhood is the age when seeds of character are shown.
3. This is Madhuri whose father is a officer in the Navy.
4. This is the frock (that) my elder sister gave (had given) me.
5. Here comes the man you are looking for.
6. Those whom the gods love die young.
7. Tomorrow is the day when we shall go on picnic.

**(iii) The Adverb Clause**

**Definition :** The Adverb Clause performs the function of an adverb. It can modify a verb, an adjective or another adverb.

**(a) Time-denoting Adverbial Clauses**

**Observe the following sentences :**

1. All stood up *when the President came*.
2. Wait here *till I do not come back*.
3. She sang *while I danced*.
4. The doctor had reached there *before the patient died*.
5. *As the hot air cools*, the balloon comes down.

The italicised words in the above sentences are Adverb Clauses. Their introducing words (*when, till, while, before and as*) are time denoting adverbs.

**Some other time—denoting adverbs are :** after, since, as soon as, whenever, as long as, so long as etc.

**(b) Place - denoting Adverbial Clauses**

**Observes the following sentences :**

1. She studies *where I study*.
2. Live *wherever you desire*.
3. She returned *whence (from where) she had arrived*.
4. The soul has reached *where from it might not return*.
5. The ship sailed *whither the wind took her*.

The clauses printed in italics in the above sentences point to the place where the action of the main clause takes place. They are adverbial clauses and serve as adverbs of places.

**(c) Manner - denoting Adverbial Clauses**

**Observe the following sentences :**

1. Try to finish it *all she has shown you*.
2. He ran *as if he were frightened*.
3. She behaved *as though she were annoyed*.
4. I did *according as I was directed*.

The clauses printed in italics in the above sentences point to the manner in which the action of the main clause is done. They are adverbial clauses and serve as adverbs of manners.

**(d) Reason or Cause — denoting Adverbial Clauses**

**Observe the following sentences :**

1. *As she has been laid up with fever*, she cannot take our class.
2. She cannot solve this sum, *because she is dull in Mathematics*.
3. *Since you recommend him*, I am appointing him.
4. I regret *that I could not see you on the appointed day*.
5. *Now that the sun has set*, we should return home.

The clauses printed in italics in the above sentences point to the reason behind the action expressed in the main clauses. They are adverbial clauses and serve as adverbs of reason/cause.

**(e) Condition - denoting Adverbial Clauses**

**Observe the following sentences :**

1. We cannot get first division, *unless we burn midnight oil.*
2. I will lend you the required money *provided that you promise me to return it in time.*
3. I cannot let you in *if you do not show me your identity card.*
4. *In case you do not return the library books in time,* you will be fined.

The clauses printed in italics in the above sentences point to the condition behind the action in/of the Main Clause. They are adverbial clauses and serve as adverbs of condition.

☞ **Please note that the condition denoting adverb (which introduced the adverbial clause of condition) is sometimes omitted; as—**

1. Should she come to me, I shall bring her round.  
*Or*  
(*If she comes to me,* I shall bring her round).
2. Supposing he fails, he can't execute his studies.  
*Or*  
(*If he fails,* he can't execute his studies).
3. Had you worked hard, you would have got first division.  
*Or*  
(*If you had worked hard,* you would have got first division).

**(f) Extent—denoting Adverbial Clauses**

**Observe the following sentences :**

1. *So far as I know,* she is a dullard.
2. I cannot say *how far I am correct.*
3. There was water and water *as far as I could see.*
4. Can you tell me *how long you will accompany me?*

The clauses printed in italics in the above sentences point to the extent of the action (fact) mentioned in the main clause. They are adverbial clauses and serve as adverbs of extent.

**(g) Comparison—showing Adverbial Clauses**

**Observe the following sentences :**

1. She is as pretty *as she is wise*.
2. I like him *no less than you (do)*.
3. Sharda is cleverer *than Kaushalya is*.
4. The aeroplane flies faster *than a railway train can run*.

The clauses printed in italics in the above sentences point to the comparison of the degrees of a quality in the main clause. They are adverbial clauses and serve as adverbs of comparison.

**(h) Result or Effect—denoting Adverbial Clauses**

**Observe the following sentences :**

1. Run fast *so that you may not be late*.
2. She ate so much *that she fell asleep*.
3. He ran so fast *that he got tired*.
4. So bravely did they fight *that the enemies retreated*.

The clauses printed in italics in the above sentences point to result of the action expressed in the main clause. They are adverbial clauses and serve as adverbs of result/effect.

**(i) Contrast or Concession—denoting Adverbial Clauses**

**Observe the following sentences :**

1. He is miserly *though he is rich*.
2. We must go *although it is raining*.
3. *Whatever you may say*, I don't believe a word of it.
4. *Even if she apologises*, I shall not visit her house.

The clauses printed in italics in the above sentences point to the action expressed in the main clause. They are adverbial clauses and serve as adverbs of contrast/concession.

#### (j) Purpose—denoting Adverbial Clauses

Observe the following sentences :

1. She works hard, *so that she may get a scholarship.*
2. Keep awake lest *somebody should get down with your luggage.*
3. You eat *that you may live.*
4. I went to the post office *in order that* I might post the letter.

The clauses printed in italics in the above sentences point to the action expressed in the main clause. They are adverbial clauses and serve as adverbs of purpose.

#### Important Point about Adverbial Clauses

**Some Grammarians treat the Extent-denoting Adverbial Clause at par with the Manner-denoting Adverbial Clause and Proportion-denoting Adverbial Clause.**

<i>Subordinate Conjunctions</i>	<i>Introduce Adverbial Clause of</i>
When, whenever, after, before, while, as long as, as soon as, till, since etc.	Time
Where, wherever, whence, whither, where from etc.	Place
that, in order that, lest, so that etc.	Purpose
For, because, since, as, that, etc.	Cause /reason
In case, if, unless, on the condition, provided that etc.	Condition
So..... that, so, such, such that etc.	Result/Effect
As.... as, so....as, than, such as, no less than etc.	Comparison
Even if, however, whatever, though, although etc.	Concession/ Contrast
as, as if, as though	Manner
the.....the etc.	Extent



### ANALYSIS OF SIMPLE SENTENCES

**Definition :** A Simple Sentence has only two parts (i) subject, (ii) predicate.

It has only one subject and one finite verb.

**The terms ‘Subject’, ‘predicate’ and ‘Finite Verb’ have already been elaborated in the relevant chapters.**

#### I. Observe the following sentences :

1. A cool breeze is blowing.
2. Barking dogs seldom bite.
3. Laxmi Bai, the brave was honour—loving.
4. Manorama, my cousin is a pretty girl.

**The words, ‘A cool’, ‘Barking’, ‘the brave’ and ‘my cousin’ used in the above sentence have been attached to the subjects ‘breeze’, ‘dogs’, ‘Laxmi Bai’ and ‘Manorama’ respectively. They are called the *enlargement of the subject* because they qualify or explain them.**

#### II. Observe the following sentences :

1. The old lady cried bitterly.
2. She went holidaying yesterday.
3. She wishes me to leave.

**The words ‘bitterly, holidaying yesterday and me to leave’ used in the above sentences have been attached to the finite verbs ‘cried, went and wishes’. They are called the *enlargement of the predicates*.**

#### III. Observe the following sentences :

1. This is a romantic novel.
2. I met Sushma, Sheela's mother.
3. This a two-rupee coin.

**The words ‘romantic, Sheela's mother and two-rupee’ used in the above sentences have been**

attached to the objects proper. '*novel, Sushma and coin*' respectively. They are called the *enlargement of the object* because they qualify or explain them.

**IV. Observe the following sentences :**

1. The volley ball is round.
2. He looks gloomy.
3. The students elected Nikunj their monitor.
4. The Principal found Rajini guilty.

The words '*round, gloomy, their monitor and guilty*' complete the predicate of a verb of incomplete predication in the above sentences. They are therefore, called their complements.

***Ananalysis***

A simple Sentence may have all or some of the following parts :

1. Subject (Proper)
2. Enlargement of the subject
3. Object (Proper)
4. Enlargement of the object.
5. Finite verb.
6. Complement
7. Extension of the Predicate

**Analysis in Tabular Form**

1. The company has employed a skilled typist today.
2. The young fisherman brought home a half-dead fish.
3. The judges found her at fault.
4. Sensible girls follow their parents' counsel readily.
5. The students of our college are well-behaved.
6. The injured horse was neighing painfully.
7. Rama, the noble is called Benign Ruler in history.

### TRANSFORMATION OF SENTENCES

**Definition :** Transformation means the ways to change various sentences from one grammatical form (pattern) to another without any change in their meanings. It is an excellent form of exercise in composition. The expression of the same idea in varied forms of language lends, it beauty and colour.

#### A. (i) Removal of *Too*

**Observe the following sentences :**

1. She is *too* clever to be taken in.  
She is *so* clever *that* she cannot be taken in.
2. This information is *too* to be true.  
This information is *so* good that it *cannot* be true.
3. The old man is *too* wise not to follow your advice.  
The old man is *so* wise *that* he can follow your advice easily.
4. Her morals are *too* lofty for description.  
Her morals are *so* lofty *that* they cannot be described.
5. Sharda is *too* eager for praise.  
Sharda is *over* eager for praise.  
*Or*  
She is *more than* enough eager for praise.
6. Her manners were *too* vulgar.  
Her manners were vulgar beyond the proper limit.
7. He is *too* honest to accept bribery.  
He is *so* honest *that* he will not accept bribery.

#### Points to Remember

1. Change the sentence into two clauses (*so..... that, can/cannot*) if the Adverb '*too*' is followed by an infinitive.

(See sentence Nos. 1 and 2)

2. While removing the adverb '*too*' change the

subordinate clause in the affirmative form. (*so..... that, can*) if the sentence containing the Adverb 'too' is in the negative form. (See sentence No. 3)

3. Use the words 'over', 'beyond the proper limit', 'more than enough' etc; if the Adverb 'too' is not followed by an infinitive. (See sentence Nos. 4 to 6)

4. If the adverb 'too' shows some natural habit 'too' is changed to *so* and is followed by *will / would not* (not by *can / could / not*) (See sentence No. 7)

### EXERCISE

#### Remove 'too' and rewrite the sentences :

1. Mohini's tongue is a little too loose.
2. It is never too late to mend.
3. She is too chaste to accept your proposal.
4. Radhika is too young to travel alone.
5. The fact is too evident to require a proof.
6. The river was too wide to swim across.
7. He reached the station too late to catch the train.

#### A. (ii) Using too

##### Observe the following sentences :

1. He is *so* weak *that* he *cannot* walk.  
He is *too* weak to walk.
2. She is *so* intelligent *that* she *will not* win a scholarship.  
She is *too* intelligent *not* to win a scholarship.
3. Sushma is *over* eager for dancing.  
Sushma is *too* eager for dancing.
4. He is *so* brave *that* he is afraid of none.  
He is *too* brave to be afraid of anyone.
5. The box is *so* heavy *that* you *cannot* lift it.  
The box is *too* heavy for you to lift (it).

## B. Interchange of Degrees of Comparison

### 1. (From Positive Degree to Comparative Degree):

1. **Positive** : Mohan is not so tall as Sohan.  
**Comparative** : Sohan is taller than Mohan.
2. **Positive** : This rope is not so large as this.  
**Comparative** : This rope is larger than that.
3. **Positive** : She was as lovely as a lily.  
**Comparative** : A lily was not lovelier than she.
4. **Positive** : He is as stupid as a donkey.  
**Comparative** : A donkey is not more stupid than he.
5. **Positive** : North India is not so hot as South India.  
**Comparative** : South India is hotter than North India.

We use *as / so + positive degree + as* in positive sentences and *than + comparative degree* while transforming it into comparative degree.

### 2. (From Comparative Degree to Positive Degree):

1. **Comparative** : Akbar was not greater than Ashok.  
**Positive** : Ashok was (at least) as / so great as Akbar.
2. **Comparative** : Asha is better than any other painter.  
**Positive** : No other painter is as good as Asha.
3. **Comparative** : Pushpa is better than most of the swimmers.  
**Positive** : Few swimmers are as good as Pushpa.
4. **Comparative** : A crow is not more cunning than a fox.  
**Positive** : A fox is as cunning as a crow.

- 5. Comparative** : Copper is more precious than brass.  
**Positive** : Brass is not as/so precious as copper.

**3. (From Comparative Degree to Superlative Degree):**

- 1. Comparative** : Sham is stronger than any other athlete.

**Superlative** : Sham is the strongest of all the athletes.

- 2. Comparative** : Milk is not more wholesome than some other foods.

**Superlative** : Milk is not the most wholesome food.

**4. (From Positive Degree to Superlative Degree) :**

- 1. Positive** : Some fruits are as cheap as banana.

**Superlative** : Banana is not the cheapest fruit.

- 2. Positive** : Millet is not so healthful as some other cereals.

**Superlative** : Millet is not one of the most healthful cereals.

**5. (From Superlative Degree to Comparative Degree):**

- 1. Superlative** : The rose is the loveliest flower.

**Comparative** : The rose is lovelier than any other flower.

- 2. Superlative** : Maize is not the most nutritious of all the grains.

**Comparative** : Maize is not more nutritious than some other grains.

**6. (From Superlative Degree to Comparative and Positive Degree) :**

- 1. Superlative** : Usha is the fastest runner.  
**Comparative** : Usha is faster than any other runner.  
**Positive** : No other runner is as fast as Usha.
- 2. Superlative** : J. C. Bose was one of the greatest scientists of his age.  
**Comparative** : J. C. Bose was greater than many other scientists of his age.  
**Positive** : Very few scientists of his age were as great as J. C. Bose.
- 3. Superlative** : Barley is not the most nutritious of all the grains.  
**Comparative** : Barley is not more nutritious than some other grains.  
**Positive** : Some grains are at least as nutritious as barley.

### EXERCISE FOR PRACTICE

**Transform the following sentences as directed :**

1. Kusum is not more intelligent than Radha.  
(Into Positive)
2. No other mountain in the world is as high as the Himalayas.  
(Into Superlative)
3. Newton was one of the greatest scientists of his age.  
(Into Comparative)
4. Iron is more useful than any other metal.  
(Into Positive)
5. Kapil Dev is faster than any other bowler in our team.  
(Into Comparative)
6. Your sister is not better than you. (Into Positive)
7. Sushma is the smartest girl I have ever seen.  
(Into Comparative)

8. Mohit is one of the best players in our team.  
(Into Comparatives and Positive)

**C. (i) Interchange of Assertive and Interrogative Sentences**

**Observe the following sentences :**

<i>Assertive Sentences</i>	<i>Interrogative Sentences</i>
1. Virtue is its own reward.	Is not virtue its own reward?
2. It does not matter if you fail.	Does it matter if you fail?
3. Man is mortal.	is man not mortal?
4. Their glory can never fade.	Can their glory ever fade?
5. He returned home after many years.	Did he not return home after many years?
6. She can never repay my kindness.	How can she repay my kindness?
7. He will never learn to be humble.	When will he learn to be humble?
8. It is useless to quarrel over trifles.	Why quarrel over trifles?
9. Everyone loves his child.	Who does not love his child?

- (a) Place the verb (or its auxiliary) before the subjects.  
(b) Remove the negative if it is there or insert it if it is not there.  
(c) Put the Mark of Interrogation at the end of Interrogative sentences.

**C. (ii) Interchange of Exclamatory and Assertive sentences :**

**Observe the following sentences :**

<i>Exclamatory Sentences</i>	<i>Assertive Sentences</i>
1. O for a cup of tea!	I wish i had a cup of tea.
2. Alas that he failed thrice!	It is extremely sad that he failed thrice.
3. What a jolly time we had today!	We had a very jolly time today.



- |                           |                              |
|---------------------------|------------------------------|
| 4. What a charming scene! | This scene is very charming. |
| 5. How well Asha sings !  | Asha sings very well.        |

**C. (iii) Interchange of Positive and Negative Sentences.**

Observe the following Sentences :

**(a) by the use of the Antonym.**

<i>Positive Sentences</i>	<i>Negative Sentences</i>
1. Her clothes are <i>clean</i> .	Her clothes are not dirty.
2. Mother Teresa was an <i>old</i> woman.	Mother Teresa was not a <i>young</i> woman.
3. Be mannerly and polite.	<i>Don't</i> be unmannerly and impolite.

**(b) by the use of 'No sooner—than'**

4. As soon as I reached home, my mother started scolding me.	No sooner did I reach home than my mother started scolding me.
5. As soon as he sees a constable he starts shivering.	No sooner does he see a constable that he starts shivering.

**(c) by the use of 'none' in place of 'only'**

6. Only Manorama can oblige me.	None but Manorama can oblige me.
7. Only the school boy came forward to help the old lady.	None but the school boy came forward to help the old lady.

**(d) by using 'double Negatives'.**

8. Urmilla saw the Taj.	Urmilla did not fail to see the Taj.
9. She loves her neighbour.	She does not hate her neighbour.
10. Everyone present cheered.	There was no one present who did not cheer.
11. She is sometimes foolish.	She is not always wise.
12. Bahadur is a timid soldier.	Bahadur is not a brave soldier.

**(e) by using 'preposition'**

13. She has sense.	She is not without sense.
14. The P.M. is within my reach.	The P.M. is not beyond my reach.
15. He loves his cousin.	He is not without love for his cousin.

**(f) miscellaneous sentences**

16. The old woman is very tired.	The old woman is not little tired.
17. Every rose has thorn.	There is no rose but has a thorn.
18. Your niece is a girl of marked insight.	Your niece is a girl of no mean insight.

- |   |                                       |
|---|---------------------------------------|
| 19. It always pours when it rains.        | It never rains but it pours.          |
| 20. I am willing to walk to the hospital. | I don't mind walking to the hospital. |

### C. (iv) Interchange of Interrogative and Negative Sentences

Observe the following sentences :

<i>Interrogative Sentences</i>	<i>Negative sentences</i>
1. When can their friendship break?	Their friendship can never break.
2. Does not truth win at last?	Truth does not lose at last.
3. Who says that the soul is mortal?	No one says that the soul is mortal.
4. Who cares for the weak and helpless?	Nobody cares for the weak and helpless.
5. Do you deserve their honour?	You do not deserve this honour.

An assertive sentence may be either affirmative or negative.

### D (i) Interchange of Simple and Complex Sentences

Observe the following sentences :

<i>Simple Sentences</i>	<i>Complex Sentences</i>
<b>1. By changing into a Noun clause</b>	
1. She did not confess her guilt.	She did not confess that she was guilty.
2. Do you consider him reliable?	Do you consider that he is reliable?
3. Your son seems to be half-minded.	It seems that your son is half-minded.
<b>2. By changing into an Adjective Clause.</b>	
1. My mother is a woman of God-fearing nature.	My mother is a woman who possesses a God-fearing nature.
2. Sushma stole my purse.	Sushma stole the purse which belonged to me.

3. A closed fist is more powerful. A fist that is closed is more powerful.

**3. By changing into an Adverbial clause**

- |  |  |
|--|--|
| 1. In spite of honesty, he suffered.   | Though he is honest, yet he suffered.        |
| 2. He talked like a politician.        | He talked as if he were a politician.        |
| 3. She cannot read without spectacles. | She cannot read unless she wears spectacles. |
| 4. We eat to live.                     | We eat so that we may live.                  |

**D (ii) Interchange of complex into Simple sentences**

Observe the following sentences :

<i>Complex Sentences</i>	<i>Simple Sentences</i>
<b>(a) by using a 'Noun Phrase'</b>	
1. I do not know where Kusum Kusum's is living.	I do not know the place of residence.
2. She described that the margosa is a tall tree.	According to her description, the margosa is a tall tree.
<b>(b) by using an 'Adverbial Phrase'</b>	
3. Shama is more cunning than Kamla is.	Shama is more cunning than kamla.
4. If God wills, she will visit my house next week.	God willing, she will visit my house next week.
5. As she is not rich, she cannot help you financially.	On account of poverty, she cannot help you financially.
<b>(c) by using an 'Adjectival Phrase'</b>	
6. Purushottam, who is the General Secretary of our P.T.A. is a shrewd politician.	Purushottam, the General Secretary of our P.T.A. is a shrewd politician.
7. The girls who are Smart enjoy life heroically.	The smart girls enjoy life heroically.
8. I detected the thief who has stolen my purse.	I detected the purse — thief.
9. The people who are dishonest are punished by God.	The dishonest people are punished by God.

**D (iii) Interchange of Simple and Compound Sentences****Observe the following sentences:**

<i>Simple Sentences</i>	<i>Compound sentences</i>
1. She must try to behave herself. She must try and behave herself.	
2. Cursing her maid servant, she and stopped out of the house.	She cursed her maid servant stepped out of the house.
3. You can touch the naked wire at the risk of your life.	Do not touch the naked wire at the risk of your life.
4. In spite of hard work, she got a poor third division.	She worked hard but he got a poor third division.
5. Besides being a fine painter, but she is a good dancer.	She is not only a fine painter also (is) a good dancer.

**D (iv) Interchange of Simple and Compound Sentences.****Observe the following sentences :**

<i>Compound Sentences</i>	<i>Simple Sentences</i>
<b>(a) by using a Participle</b>	
1. The pickpocket saw the policeman and ran away.	Seeing the policeman, the pickpocket ran away.
2. Sushma, was late, therefore, we were worried.	Sushma being late, we were worried.
<b>(b) by a 'Gerund' or 'Infinitive' as</b>	
3. She must make up her deficiency in English or she will not pass the exam.	She must make up her deficiency in English to pass the exam.
4. You must seek some job or you will starve.	You must seek some job to escape starvation.
5. You should learn how to swim before you jump into deep water.	Learn swimming before you jump into deep water.
<b>(c) by a 'Prepositional Phrase'</b>	
6. He was expelled from service, for he was arrogant.	Due to his arrogance, he was expelled from service.
7. Do not dupe others or you will come to grief.	You will come to grief in the event of duping other.

**D (v) Interchange of Compound and Complex Sentences Observe the following :**

<i>Compound Sentences</i>	<i>Complex Sentences</i>
<b>By making the second Co-ordinate clause of the Compound Sentence, the Principal Clause of the Complex Sentence optionally.</b>	
1. Look sharp or you will repent forever.	You will repent forever if you do not look sharp.
2. She burnt midnight oil but did not get first division marks.	Although she burnt midnight oil, yet she did not get first division marks.
3. Speak another word and I will give you a lathi-blow.	If you speak another word, I will give you a lathi-blow.
4. Sushma is talented, but she is not a genius.	Though Sushma is talented, yet she is not a genius.
5. Take care of your health and good fortune will kiss your feet.	If you take care of your health, good fortune will kiss your feet.

**The above rule is optional and is true only in the case of Compound or Complex Sentences having only two clauses.**

**D (vi). Interchange of Complex and Compound Sentences**

**Observe the following sentences :**

<i>Complex Sentences</i>	<i>Compound Sentences</i>
1. If you serve the aged, God will bless you.	Serve the aged and God will bless you.
2. As soon as I stepped out of the house, it started raining cats and dogs.	I Stepped out of my house and it started raining cats and dogs.
3. Whenever I have sufficient and money, I shall lend you the desired amount.	Let me have sufficient money I shall lend you the desired amount.
4. Though she tried hard, yet she could not achieve her objective.	She tried hard but she could not achieve her objective.
5. As he has beaten his wife (so) I hate him.	He has beaten his wife, therefore I hate him.

**E. Interchange parts of Speech****Observe the following sentences :**

1. Shalini examines the scripts *with care*. (Noun)  
Shalini examines the scripts *carefully*. (Adverb)
2. Pay *attention* to what I say. (Noun)  
Listen *attentively* to what say. (Adverb)
3. She gave my a *rude* reply. (Adjective)  
She replied to me *rudely*. (Adverb)
4. She has no *sympathy* for her husband. (Noun)  
She does not *sympathy* with her husband. (Verb)
5. Mala achieved *success* in her attempts. (Noun)  
Mala succeeded in her attempts. (Verb)
6. Pay *attention* to what I say. (Noun)  
*Attend* to what I say.

**PHRASES****Observe the following sentences :**

1. He is *out and out*, a fool.
2. Human life is a *bed of thorns*.
3. Nobody will stand by you through *thick and thin*.

In the above sentences, the italicised words make partial senses but not complete sense.

**KINDS OF PHRASES****A. some Verbal Phrases**

**Definition :** The groups of words that do the work of a verb and make partial sense are called Verbal Phrases.

1. **Bear out** : to support - The spectators did not *bear out* the truth of her statement.

- Bear with** : to tolerate - Sushma cannot *bear with* his arrogance.
- Bear away** : to receive - I hope to *bear away* the first prize.
- Bear down** : to overpower - I shall *bear down* my adversaries.
- 2. Blow away** : to drive away - The wind *blew away* his hat.
- Blow out** : to put out by a puff of breath - *Blow out* the candle.
- Blow over** : to pass away - Thank God, the storm has *blown over*.
- 3. Break down** : to grow weak -His health *broke down* due to overwork.
- Break into** : to enter by breaking the walls - The thieves *broke into* his house last night.
- Break forth** : to cry-He *broke forth* at the sight of the snake.
- Break off** : to shatter relations-Why has she *broken off* with you?
- Break out** : to spread suddenly-Cholera has *broken out* in Rohtak.
- Break up** : to desperse - The meeting has not yet *broken up*.  
to close - Our school has *broken up* for summer vacation.
- 4. Bring about** : to cause - Something has *brought about* a breach in their hearts.  
to effect - Our manager has *brought about* many changes in the factory.

- Bring Forward** : to present - *Bring forward* your witness.
- Bring up** : to rear/maintain. His step-mother has *brought* him *up*.
- Bring round** : to convince/persuade - Who can *bring round* that fool?
- Bring out** : to publish - The new edition of the book will be *brought out* soon.
- Bring forth** : to produce- The trees *bring forth* new leaves during spring.
5. **Call at** : to visit somebody's house - when will you *call at* my house?
- Call for** : is due for - Your behaviour *calls for* an explanation.
- Call in** : to send for - *Call in* the doctor at once.
- Call off** : to declare an end - The strike has been *called off*.
- Call on** : To pay a brief visit - I shall *call on* the Chief Minister tomorrow.
- Call up** : to recall - *Call up* the meaning of this word.
6. **Carry away** : moved aside - The string current *carried away* the log of wood.
- Carry off** : to spell death on - Plague *carried off* many people in our village.  
: to receive- She *carried off* the first prize.
- Carry on** : to continue - *Carry on* (with) your speech.
- Carry out** : to execute - You will have to *carry out* the Principal's order.



- 7. Come about** : to occur - How did the accident *come about*?
- Come off** : to take place - The marriage of my sister will *come off* next month.
- Come across** : to meet - I *came across* Rajni this morning.
- Come of** : to belong to - Usha *comes of* the family of writers.
- 8. Cut down** : to reduce - we should *cut down* our expenses.
- Cut off** : to die - His daughter was *cut off* in youth.
- Cut short** : to make short-*cut short* your hair.
- 9. Do away with** : to abolish - We have to *do away with* our blind superstitions.
- Do for** : or ruin - After her husband's death; the old lady has been *done for*.
- to serve the purpose of - This stool will *do for* a chair.
- Do without** : to manage in the absence of- The cattle cannot *do without* fodder.
- 10. Deal in** : to trade in - My brother *deals in* sugar.
- Deal out** : to distribute - Shuffle and *deal out* the cards.
- Deal with** : **to associate** - Do not *deal with* flirts.
- 11. Draw near** : to approach - My examination is *drawing near*.

- Draw up** : to prepare - I have *drawn up* the scheme.  
: to arrange in order - The captain *drew up* the soldiers.
- 12. Fall away** : to rebel - The soldiers have *fallen away* against the government.
- Fall out with** : to quarrel - Why did you *fall out with* your mother?
- Fall in** : to stand in a line - The soldiers were order to *fall in*.
- Fall off** : to desert - His false friends *fell off* in the hour of his need.
- Fall through** : to fail - All the plans of the government *fell through* due to lack of honest staff.
- Fall to** : to begin gluttonously - He *fell to* eating as he was hungry.
- Fall back** : to retreat - The armies *fell back* after the cease-fire.
- 13. Get about** : to move - The old lady is unable to *get about*.
- Get at** : to reach - The police could not *get at* the truth.
- Get on (along)** : to pull on - She is *getting on* (along) well now-a-days.
- Get over** : to overcome-It is not easy to *get over* so many difficulties.
- Get through** : to pass- You will *get through* the examination by all means.
- Got up** : Cooked up/fabricated - I don't believe in your *got up* story.

- Get up** : to wake up- Try to *get up* early in the morning.
- 14. Give away** : to distribute - The Chief Minister *gave away* the prizes.
- 15. Give in** : to yield - The Pakistan army had to *give in*.
- Give out** : to emit - The marigold *gives our* sweet smell.
- Give up** : to abandon - *Give up* smoking and bad company.
- Give to** : addicted to- Hari is *given to* drinking and gambling.
- Give way** : yield - The chair *gave way* under his weight.
- Give about** : to attend/mind - Please *go about* your business.
- Go astray** : to wander about/to lose one's way - Be careful lest your brother should *go astray*.
- Go back on** : to fail to keep - do not *go back on* your promise.
- Go in for** : to buy- I want to *go in for* this frock.
- Go off** : to be discharged - The hunter's gun did not *go off*.
- Go out** : to be extinguished - The lamp *went out* due to stormy wind.
- Go through** : to read through - I have *gone through* the Gita from beginning to the end.
- Go without** : to do in the absence of - I had to *go without* food for two days.

- Go up** : to progress - may you *go up* day by day.
16. **Hold on** : to wait or stop - If you hold on for sometime, you will succeed.
- Hold out** : to offer - Do not *hold out* false promise to anyone.
- Hold up** : to stop and rob - A gang of robbers *held up* the car in broad-day light.
- Hold good** : to be valid - This principle cannot *hold good* every where.
- Hold off** : to avoid - God knows why he holds off from me.
17. **Hand over** : to give - I cannot *hand over* my scooter to you.
18. **Keep back** : to conceal - *keep back* nothing from you.
- Keep aloof** : to refrain from mixing - Please *keep aloof* from me.
- Keep out** : to hinder from anything - The umbrella *keeps out* sun and shower.
- Keep up** : to preserve - *Keep up* your spirits in the hour of grief.
- Keep on** : to keep pace with - The old generation cannot keep up with the youth.
- Keep on** : to maintain - *Keep on* studying and you shall attain success.
19. **Knock down** : to dash/throw down - I shall *knock you down* if you do not talk in sense.
- Knock off** : to cease/stop-At what time do you *knock off* your studies?

- 20. Lay by (up)** : to save - *Lay by (up)* something for (against) a rainy day.
- Lay down** : to sacrifice - Do not hesitate in *laying down* your life for your country.
- Lay our** : to plan - My father had *laid out* this garden.
- Lay up with** : to be confined to bed - My sister is *laid up with* fever.
- 21. Look after** : to take care- Parents should *look after* their children carefully.
- Look down upon** : to despise - Never *look down upon* the poor.
- Look up** : to locate/find - *Look up* the meaning of this word in the dictionary.
- Look up (upon)** : to regard - I *look up (upon)* Anita as my sister.
- Look to** : to depend on - I *look to* you only for help.
- Look for** : to search for - I am *looking for* my lost purse.
- Look forward to** : to expect with pleasure - I am *looking forward* to my sister's return.
- Look into** : to give attention to - Please *look into* this matter attentively.
- 22. Make after** : to pursue - The mob *made after* the pick pocket.
- Make for** : to go - the bridge *made for* her town.
- Make out** : to understand - I cannot *make out* the meaning of this phrase.

- Make up with** : to be reconciled - I have *made up with* my neighbour.
- Make up deficiency** : to recoup/to regain - I shall try to *make up* my *deficiency* in Mathematics.
- Make up mind** : to determine- I have *made up* my mind to help you.
- Made off with** : to run away with - The thief *made off with* my scooter.
23. **Pass on** : to overtake- Let the Director's car *pass on*.
- Pass away** : to die - The old man *passed away* peacefully.
24. **Pull down** : run down - You look much *pulled down* today.  
: to demolish - The bulldozer *pulled down* the building within no time.
- Pull through** : to recover - There is full hope that the patient will *pull through*.
- Pull together** : to co-exist/co-operate - It is difficult for the bride and the mother-in-law to *pull together*.
25. **Put down** : to crush - The king *put down* the revolt instantly.
- Put up** : to stay - In which hotel are you *putting up*?
- Put up with** : to tolerate - I cannot *put up with* this silly joke.
- Put out** : to extinguish - *Put out* the candle.
- Put on** : to wear - Do not *put on* dirty clothes.

- Put off** : to postpone - Do not *put me off* with a hollow promise.
- Put an end to** : to discontinue - He has *put an end to* his studies.
- 26. Run after** : to crave for - Do not *run after* sense (sensual) objects.
- Run down** : to stop - My watch has *run down* because I did not wind it.  
: to disparage - You always desire to *run me down*.
- Run into** : to dash/collide with - A car *ran into* a tree and got smashed.
- Run out** : to exhaust- The oil in the lamp has *run out*.
- Run over** : to be crushed under - A bus *ran over* an old woman.
- 27. See to** : to attend to - I shall *see to* your problems sympathetically.
- See off** : to see one depart - I shall accompany you to the station to *see you off*.
- 28. Set apart** : to keep in reserve - I have *set apart* some money for my son's education.
- Set aside** : to reject - He *set aside* my proposal.
- Set about** : to commence (to inaugurate) - When will you *set about* your work?
- Set in** : to begin - The rains are likely to *set in* next week.
- Set off/Set out** : The scouts *set off* (*set out*/set

- Set forth**                    *forth*) on their long journey.
- Set up**                    : to establish - He has *set up* a factory.
- 29. Stand by**                : to support - I shall *stand by* you through thick and thin.
- Stand up for**                : to defend - You should *stand up for* your rights.
- 30. Take after**                : to resemble - Honey *takes after* both his daddy and mummy.
- Take down**                 : to put down/to remove from - I *took down* the burden from my head.
- Take for**                    : to confuse- I *took* the rope *for* a snake.
- Take to**                     : to become addicted to - He *took to* smoking at the age of sixty.
- Take off**                    : to put off/to remove - I *took off* my coat because I was feeling hot.
- Take heart**                 : to pick up courage - He *took heart* and nabbed the thief.
- Take to heart**                : to feel/mind - Do not *take off* my jokes *to heart*.
- 31. Tell upon**                : to affect (adversely) - Over -work *tells upon* one's health.
- 32. Turn aside**                : to turn in another direction - on seeing me, he *turned aside* his face.
- Turn out/away**                : to dispose of the services of - We have *turned out/away* our dishonest servant.
- Turn off**                    : to stop the function of - *Turn off* the tap.



<b>Turn up</b>	: to appear/reach - I do not know why she has not <i>turned up</i> yet.
<b>Turn on</b>	: to make the function start - <i>Turn on</i> the tap and wash your hands.
<b>Turn deaf ear</b>	: not to pay any attention - He <i>turned deaf ear</i> to my counsel.
<b>Turn turtle</b>	: to overturn- The car <i>turned turtle</i> and the drive was badly hurt.
<b>Turn tail</b>	: to retreat in a cowardly way - The invaders <i>turned tail</i> and fled.
<b>33. Work out</b>	: to solve - I am <i>working out</i> the sums.
<b>Work up</b>	: to incite - Don't <i>work up</i> the old lady's anger.
<b>Work upon</b>	: to influence - Don't try to <i>work upon</i> the judge.

### B. Some Adverbial Phrases

**Definition :** The groups of words that do the work of an Adverb and make partial sense are called *Adverbial Phrases*.

<b>At all</b>	: in the least - She is not <i>at all</i> a chaste woman.
<b>Above all</b>	: prior to all - <i>Above all</i> , be just and upright in your dealings.
<b>All in all</b>	: whole-sale- The superintendent is <i>all in all</i> in the office.
<b>After all</b>	: taking everything into consideration - <i>After all</i> , she is your sister and you must help her.
<b>All at once</b>	: all of sudden - The bear

pounced upon the young lady  
*all at once*.

**Above board** : clear to all- The Director's support and favour was open and *above board*.

**At large** : not arrested - The murderers of Rajiv Gandhi are still *at large*.

**All the same** : similar to - It is *all the same* to me whether she attends my birthday party or not.

**At any rate** : come what may - I must get this work done at *any rate*.

**At the eleventh hour** : quite late. The doctor could not save the patient because he was called *at the eleventh hour*.

**At a stretch** : continuously-I can drink two litres of milk *at a stretch*.

**As a matter of fact** : in reality -She appears to be rude, but *as a matter of fact*, she is very witty.

**At random** : aimlessly - In certain sensitive areas, the army keeps firing every time *at random*.

**At an arm's length** : at a distance- I always keep the selfish persons *at an arm's length*.

**By hook or by crook** : by fair means or foul- The cunning people gain their ends *by hook or by crook*.

**Bag and baggage** : with all the belongings - The angry couple left the house with *bag and baggage*.

- By all means** : certainly - A graduate can compete for all the tests *by all means*.
- By no means** : certainly not- She is *by no means* the prettiest girl in our class.
- By heart** : to memorise - I have learnt many poems *by heart*.
- By and by** : gradually - This medicine will show its effect *by and by*.
- Before long** : in a short time- I shall return from Bombay *before long*.
- Every now and then** : occasionally - He used to drink *now and then*.

Or

- Now and then** (*every now and then*).
- For the present** : at present- you are advised to revise these four lessons *for the present*.
- For long** : for a long time- The neighbouring countries cannot remain enemies *for long*.
- For good** : for ever - On account of brain drain, many talented Indians left India *for good*.
- From hand to mouth** : with equal amount of earnings and savings - Most of the factory workers live from *hand to mouth*.
- Few and far between** : very seldom- The minister's visits to the rural area are *few and far between*.

- In the long run** : eventually- Honesty alone pays one in *the long run*.
- In due course** : at the proper time- The crops will ripen in *due course*.
- In the nick of time** : just at the opportune moment - I reached the examination hall in *the nick of time*.
- In the least** : not at all- He may do his worst, I am not afraid of him in *the least*.
- In quick succession** : continuously - The headman of the village fired some shots in *quick succession* to frighten the robbers.
- Little by little** : in short measures - He drank two litres of milk *little by little*.
- Over and above** : Besides - *Over and above* her high talents, Sushma has sincerity and courage.
- Last legs** : on the verge of end - The old man is on his *last legs*.
- On the contrary** : She does not help me, *on the contrary*, she often seeks my help.
- Once in a while** : now and then - My daughter writes letters to me *once in a while*.
- Of Course** : naturally - She burnt midnight oil and *of course* she stood first in her class.
- Once for all** : finally- Ram Krishan declared *once for all* that he would not

- help his mean brother at any cost.
- Off and on** : now and then - Though my sister lives in the hostel, she comes to see us *off and on*.
- Off hand** : without preparation - An orator can speak on any subject *off hand*.
- Sooner or later** : eventually- Everybody is sure to die *sooner or later*.
- Through and through** : thoroughly - I have read Kalidas's works through and through.
- To all intents and purposes** : practically - In a democratic state, the Prime Minister is the ruler *to all intents and purposes*.
- To and fro** : backwards and forwards - Why are you wandering *to and fro* in our street?
- To the backbone** : thoroughly - Hari is a mean and dishonest fellow *to the backbone* like his father.
- With one voice** : unanimously - The mob cried *with one voice* that they would follow only their leader.
- Without fail** : certainly - I shall repay your loan in a short time *without fail*.
- With open arms** : warmly - The bride's relatives received the bride groom *with open arms*.

### PREPOSITIONAL PHRASES

**Definition :** The groups of words that do the work of a preposition and make partial sense are called prepositional phrases. (A phrase having preposition on both sides of the Noun/Pronoun is called a prepositional Phrase).

- At home in** : well up - Roopangi is quite *at home in* English grammar.
- At the mercy of** : depending for safety on - The ship was *at the mercy of* the waves.
- At the risk of** : braving great danger - fire fighters saved the child from being burnt alive *at the risk of* their lives.
- At the top of** : very loudly- She shouted *at the top of* her voice for help.
- Because of** : on account of - She had to discontinue her studies *because of* her father's death.
- By means of** : with the help/support of - The thieves climbed up the roof *by means of* a rope.
- By way of** : in the shape of - He passed a silly remark on his beloved *by way of* a joke.
- By dint of** : by means of - You can rise from poverty to power *by dint of* hard labour.
- By force of** : by virtue of - The Indian team wins the hockey match *by force of* their superior game.
- At the helm of** : on top position- The director is *at the helm of* affairs in the office.

- By virtue of** : by the use of - Pakistan's desire to annex Kashmir *by virtue of* the sword will prove futile.
- For fear of** : being afraid of - The absconders ran away *for fear of* being detected.
- For the sake of** : in the service of - I am ever prepared to lay my life *for the sake of* my motherland.
- For want of** : in the absence of - I could not answer the whole paper *for want of* time.
- In/on behalf of** : from the side of - I thanked the spectator *in/on behalf of* the dramatic club.
- In stead of** : in place of - *In stead of* going to school, Chetna went to the cinema hall with her boy friends.
- In defence of** : in support of - The accused could speak no work *in defence of* his conduct.
- In favour of** : to show favour - I can withdraw my name *in favour of* the B.J.P. candidate.
- In honour of** : to show respect - The school was closed *in honour of* the inter-district tournaments.
- In the face of** : being confronted with - Never lose your heart *in the face of* difficulties.
- In full swing** : at its peak - The Diwali Fair at India gate is *in full swing*.
- In the guise of** : under the mask/cover of - The

king used to visit his minister's houses *in the guise of* an ordinary citizen.

- In front of** : opposite to - My house is located *in front of* the post office.
- In the hope of** : expecting - The murderer reached the house of the magistrate *in the hope of* merciful decision.
- In quest of** : in search of - Buddha left his household and wandered here and there *in quest of* salvation.
- In event of** : in case of - She will give up her studies *in the event of* her securing third division marks.
- In spite of** : notwithstanding - *In spite of* the neighbours warnings Kusum did not mend her evil ways.
- In the heart of** : in the centre of - Gambling dens and bars are situated *in the heart of* our city.
- In sight of** : at a close distance to - Soon the tourists came *in sight of* the Qutab Minar.
- In the teeth of** : amidst - He succeed in putting up his views before the audience *in the teeth of* opposition.
- In view of** : considering - he was exempted from participating in games *in view of* his serious illness.
- On the eve of** : a short time earlier than - The bride met all her girl friends *on the eve of* her departure.



# 6

## Focus on Writing English Essays, Letters and Paragraphs

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### *ESSAYS*

#### **Introduction**

The aim of writing an essay is to discuss in detail all the aspect of a thought. This communication should be in the simplest and clearest language. This can only happen if the writer is very clear in his mind about the topic on which he wishes to write. It would be completely amateurish to think that a vague idea will develop into a crisp essay with the clear use of words. An essay writer should, therefore, define and redefine his thoughts till they become clear as crystal. It is only then that he should make an attempt to formulate them into an essay.

#### **Style of Writing**

A good style of writing is always backed up by a clear conception of thoughts and ideas. An essay should make an impact... This happens when the writer uses less number of words to create a complete picture of the idea in the mind of the reader. In other words, it is considered to be high style if a sentence, paragraph and an essay communicates more about the subject with less number of words. A good writer obtains this by competently reducing the number of words to form a meaningful expression. It is

therefore, not surprising that a good writer continuously revises his work. By doing so he rejects superfluity and emphasizes important ideas. Economy in the use of the words is essential. In other words, an essay should always be in accordance with rule of literary art which says—‘Reject all that is useless so as to stress all that is useful’.

### **Division Into Sentences**

Sentences are the units of literary composition. A meaningful group of sentences is called a paragraph. A sentence should express only one thought or fact. Do not try to compress two or more ideas into one sentence. This will make your sentence loose and unimpressive.

### **Division Into Paragraphs**

Each subject should be dealt within totality. This means dividing a subject into important sub-heads or divisions. The discussion in the essay should flow under these divisions. Each of these divisions form a paragraph and a sub-paragraph. The arguments and the prepositions in these paragraphs though independent are at the same time part of the complete essay. Many writers make the mistake of writing at random, this should be avoided at all costs. It is always better to first formulate a draft of the essay so that all the thoughts and arguments relating to that subject can be put down on the paper and arranged in a logical sequence of ideas. It makes a composition attractive to read.

### **Paragraphs Length**

The length of the paragraph depends upon the importance of the idea under discussion and its relation to the whole essay. An important idea must be discussed elaborately. Do not overlook the value of proportion in relation to the importance of the point being discussed.

However, if instruction are given to conclude the essay in a certain number of words, you must abide by the

instructions without in any way sacrificing the simplicity, clarity, sequence and proportions of the arguments.

### **Simplicity of Expression**

Simple and easy words should be used to express an idea. Verbose language, high sounding phrases and circumlocuting expressions. It is false to labour under the impression that using complex and idiomatic language, makes a composition appear more dignified.

### **Grammatical Correctness**

This is the most important aspect of the composition. Nearly all the young essay writers stumble here.

The sentences should be grammatically correct. This can be achieved by carefully studying and understanding the grammatical rules. The most common mistake, which is made by the students, is the usage of wrong tense. For example it is incorrect to say 'I have eaten the medicine yesterday'. The correct way of saying it is 'I ate the medicine yesterday'. The mistake here was the application of present perfect tense to an action finished in the past. Another mistake which is frequently made is the mixing up of the sequence of tenses. While writing a composition students frequently forget that the tense of the Principal clause must be the same for the dependent clause, until and unless the sentence is not expressing a universal truth.

### **Punctuation and Spellings**

Care should be taken about the correctness of punctuation and spellings in a composition. Many good essays are spoiled because of spellings and bad punctuation marks. Care should also be taken to write neatly and legibly. This creates a good impression on the examiner.

### **Kinds of Essays**

Essays can be broadly divided into three classes:

1. Narrative essays

2. Descriptive essays
3. Reflective essays

### **Narrative Essays**

When a description and personal accounts of events or sequences of events is given in a narrative format, it is called a narrative essay. Historical accounts, stories and biographical compositions, etc. come under this head.

### **Descriptive Essays**

When a composition describes a person, place or thing, it is said to be a descriptive essay. Such essays are an account of the attributes and characteristics of the subject.

### **Reflective Essays**

Discussions on abstract topics like truthfulness, honesty, character, emotions etc., make a reflective essay. In such essay a writer has a chance to express his thoughts and feelings about the subject.

This division is, however, not binding. Each type of essay may contain portions of the other two. Inception of such qualities only serves to enhance the flow and the impact of the essay. Yet in the zeal of making an essay interesting, flow of the essay should not be compromised. Similarly, such inceptions should be in keeping with the theme of the essay and should be strictly confined to the points that are being discussed.

## **1. The Game of Cricket**

### **Points to Remember**

*Introduction* : Origins of the game.

*Body*: Meaning of the word cricket—description of the playing field—number of players in opposing teams—the procedure of the game—aim of the game.

*Conclusion*: Virtues of the game.

Cricket has over the past few years become very popular. This game originated in England. The word 'Cricket' is of German origin and is a form of the Saxon word 'cric', meaning a *staff*.

This game is played in a large grass covered ground. The *strip* of land on which the game is actually played is called the pitch. There are two sides with eleven players each. There are two umpires who *oversee* the game. The game is played with bats, balls, stumps and bails.

Before the match starts, the captains of both the teams toss in order to decide who will bat first. The side which decides to bat then sends in two batsmen to defend three stumps fixed at a distance of eight inches. Bails are placed on the top of the stumps. Two sets consisting of three stumps and two bails are placed at a distance of 22 yards from each other. The two batsmen take guard at each of the ends. This is called defending the wicket. The side which is to field, places its players around the batsmen into the field. They are called the fielders. One of the players of the fielding side then starts to throw the ball at the batsman. This act is called bowling and the players who bowls the ball is called the bowler.

The aim of the bowler is to *strike* the stumps with his ball so that the batsman can be given out. The aim of the batsman is to hit the ball so that they can run between the wicket and score runs. The fielders also try to prevent the runs from being scored by quickly picking up the ball from the field and throwing back to the wicket keeper or to the bowler. A bowler is allowed to bowl six balls a time. This is called an over. A batsman can be given out if his hit-up ball is caught by a fielder before it touches the ground. He is declared bowled out if the ball hits the stumps. He can also be out if he is stumped or leg before wicket. A batsman is given four runs if the ball crosses the boundary line. In case the ball does not touch the ground before crossing the boundary, six runs are awarded to the batsman.

The duty of the umpire is to make sure that the players play by the rules. They ensure that the bowler bowls six balls per over. They decide whether the batsman should be given out or not.

Cricket is known as a gentlemen's game. It provides amusement and recreation to many people. Like other games it is a game of skill and team spirit. This game teaches the *virtues* of patience, *perseverance*, discipline and cooperation. Honesty and impartiality are the *hallmark* of this game. It is also the game of wits and mental strength.

Undoubtedly cricket has many virtues and can, therefore, easily be called a game of masses and classes.

*Vocabulary* : *Staff* – a stout and small piece of wood. *Strip* – narrow piece of land. *Oversee* – supervise. *Strike* – hit. *Virtue* – good quality. *Perseverance* – persistence. *Hallmark* – identifying mark.

## 2. If I were the Prime Minister of India

*Introduction* : India, an ancient country–birth place of finest thoughts.

*Body* : Many problems afflict the country–I as a prime minister would deal with them–poverty–administration–crime–unemployment–illiteracy.

*Conclusion* : Deal with problems one by one.

India is an ancient country. She is the birth place of some of the greatest philosophies of the world. However over the years *imperialism* and then growing population and poverty has played *havoc* with the development and the *morale* of the nation.

Many problems *plague* the country today. There is corruption, indifferent administration, crime, unemployment, illiteracy and *inept* rulers.

If I were to become the Prime Minister of the country

I would try to solve all these problems dealing one at a time.

The problem of corruption is one of the main problems in this country. This will be dealt with by appointing people with *spotless* reputation or the responsible positions. I will clean the administration by making the whole process of administration more transparent and accountable.

Indifferent administration is the *bane* of our country. I will solve this problem by cutting down the number of appointments at the junior and middle level, by increasing accountability and by increasing the salary and other benefits to the personnels.

The young people of our country are frustrated a lot today. They are unable to find jobs or satisfactory opportunities of unemployment. I will seek to tackle this problem by first of all paying more attention to the vocational education. Secondly, by ensuring easy loans, single window clearances and assured markets for their products for at least five years. This will go a long way in solving the unemployment problem of the country.

The increasing rate of crime in the country is a definite drawback to the development process. Some misguided youngsters are out to make quick money without doing any hardwork. They live as parasites on society. Their actions are not profitable, instead they harm the society. This problem will be handled by making a provision for *summary trial* in the Indian Penal Code. Quick punishment and extremely heavy fines will stop those who wish to take to crime. The law enforcement personnel will have a very competitive pay structure and other benefits. They will also be indoctrinated to take pride in their profession. Inter-departmental corruption will be dealt with by inter-departmental *vigilance*.

Another major problem of the country is illiteracy. A large number of people have to received even the primary education. I will deal with this problem by ensuring that

each and every child receives education at least till class X. *Non*–compliance of this rule will entitle a person for heavy fine or a suitable punishment. The powers to punish a person will be *vested* in a Zilla Council. This council will be appointed by the people of the area themselves. Meanwhile, the parents of the working children will be provided with suitable employment. This promise would be included in the labour law.

Lastly, the problem of inept rulers will be solved by amending the constitution to ensure that no person with a post independence criminal record, and without a genuine educational qualification or a professional practice of jobs is allowed to contest the election. The current laws regarding the money power in the elections are sufficient to stop any further criminalization of the election.

These are some of the steps I wish to take in the event of my attaining the post of Prime Ministership.

*Vocabulary* : *Imperialism* – royal authoritarian system. *Havoc* – damage. *Morale* – confidence, *Plague* – pervaded. *Inept* – incompetent. *Spotless* – clean. *Bane* – problem. *Summary* – trial – trial that are immediate. *Vigilance* – alertness. *Non* – compliance – disobey. – *Vested* – to give, to be in the hands of.

### 3. The Republic Day

#### Points to Remember

*Introduction* : The 26th of January is an important day in the history of Indian nation.

*Body* : The method of celebrating the Republic day. The preparation–the arrival of the President and the Chief guest–the parade by the three wings of the armed forces–the participation by the school children–the participation of the tableaux of the States and the cultural troops.

*Conclusion* : A day of great joy and pride.



26th January, 1950 was a day of pride in the history of India. It was the day that any Indian would be proud of.

It was on this day that the forefathers of the nation adopted the constitution of India. It is from this day that India was called the Secular Democratic Republic. On this day in 1950 every adult got the right to vote and to elect his representative to the Parliament.

The preparations for this day begin months in advance. The Defence Ministry is responsible for the smooth conduct of the function. These celebrations are held every year in the national capital, New Delhi.

The President of India presides over the function. On this day a foreign head of state is invited as a chief guest. The function begins with the Prime Minister paying his respects to the *Martyrs* of the Nation at the India Gate. The three chiefs of the three wings of the armed forces then lay wreaths at the eternal flame at the India Gate.

After the Prime Minister is seated, the *entourage* of the President arrives.

He unfurls the National Flag, 21 gun salute is given to the National Flag. The National Anthem is played and the Prade begins with the fly past of the helicopters and the fighter jets.

The Prade is led by the General Officer Commanding of the Delhi area. Smartly dressed soldiers march by the podium of the President. They are preceded by the Military bravery award winners. After soldiers come the around might of the nation. Majestic Battle tanks. Anti-aircraft guns, Fighter planes, Missiles are a sight to behold.

They are followed by pageants from various states. They are represented by their cultural troops and tableaux. Dancing and singing children belonging to various school come next. The *cynosure* of all eyes are the brave children sitting on caparison elephants.

The Prade winds its way to the Red Fort where it comes to an end. The proceedings of the Prade is watched live by the people of the nation on this day.

Though the Prade is organized every year yet it does not lose its charm and dignity. Each year it reminds us of the great sacrifices made by our people for Independence. It makes us feel proud of ourselves.

*Vocabulary : Martyrs* – those who laid down their lives for the nation. *Entourage* – large number of people accompanying a dignitary. *Cynosure* – attraction. *Caprisoned* – decorated.

#### 4. A Visit to a Museum

##### Points to Remember

*Introduction* : Definition of the museum.

*Body* : I visited a general museum—the building had many rooms—numerous articles on display—there were stuffed animals and reptiles—there were art objects from all over the world.

*Conclusion* : Enjoyed our visit—it was informative.

A museum can be defined as a place where objects of the olden days are displayed for public knowledge.

I always wanted to visit a museum. Therefore on the first opportunity, I went to the museum with a friend. This museum happened to be a general museum.

It was a large museum. There were many rooms in the building. The exhibits were properly arranged there. No one could miss any of the articles that were on the display. The collection of the museum consisted of different objects collected from various parts of the country and foreign lands. They represented every branch of science, arts, history and folk arts.

There was a hall on the right side of the entrance. It housed a big collection of *mammals* belonging to different species. There were common mammals like the dog, cat, cow, etc., which we could recognise and there were also many *extinct* animals. All those exhibits explained the *evolution* of life on the earth. Next to this room was the exhibition room of stuffed bird specimen. Another room enclosed the specimen was of *reptiles*.

We then went in a large room where many beautiful rock samples were kept. We also saw *ores* of various metals and their finished/refined forms. It was *enlightening* to know so much about the earth and its wealth.

In another hall the articles *excavated* from different historical sites were kept. These contained potteries, statues, bangles, *picture tablets*, metal instruments and other objects, that had been dug out from various archeological excavations. These objects give and insight on the culture and the way of living of the people in ancient civilizations.

Many beautiful pieces of handicraft collected from all over the world are also kept on display in this museum. The collection is exhibited in a spacious hall on the other side of the museum. Objects from as far as Egypt, Syria, Israel. The Ivory Coat, etc. find a pride of place here.

We enjoyed our visit to the museum. It is the store-house of information. Past once again becomes live in front of our lives. It all enhances our knowledge.

*Vocabulary : Mammals* – animals belonging to the cow and dog family. *Extinct* – vanished. *Evolution* – development. *Reptiles* – animals belonging to the snake family like the snakes, crocodiles, etc. *Ores* – rocks or soil from which metals can be extracted. *Enlightening* – educative. *Excavated* – to dig out something from the earth. *Picture tablets* – Large or small earthen pieces on which drawings have been made by men living hundreds of years ago.

## 5. Festival of Dussehra

### Points to Remember

*Introduction* : Reason for celebration of Dussehra.

*Body* : Different ways of celebrations—Dussehra of Mysore—joy of the festival—decorations of the markets.

*Conclusion* : Value of the festival.

Dussehra is an important festival. It is celebrated all over the country in different forms. In Bengal it is celebrated as Durga Puja. In the rest of the country it is celebrated in the honour of the victory of Rama over Ravana.

People belonging to the warrior class worship their weapons on this day. They believe that weapons are a symbol of the Goddess Durga. People living in these areas sacrifice goats and lambs on this day. The people belonging to the northern India, celebrate this festival by organizing Ramlila. These Ramlilas are an *enactment* of the life of Rama. They start nine days before the festival. On the tenth day the *effigies* of Ravana, Meghnath and Kumbhakarna are burned by shooting of the arrows by Lord Rama and Laxman. They come to the ground on beautifully decorated chariots.

The city of Mysore celebrates this festival by taking out large procession, which includes horses, state police, folk artists, drummers, etc. The Maharaja of Mysore also takes part in the procession. He sits on a decorated elephant. The city of Mysore is decorated with flower and coloured bulbs. The palace of the Maharaja of Mysore is *festooned* with flowers and electric bulbs.

All these rituals are witnessed by thousands of people, who also take part in them. There is an air of festivities all over the place. Shops and markets are decorated. People wear their finest clothes. Children and young people are excited. Everyone greets each other, people belonging to different religions also take part in the *festivities*.

This festival has great social value. New bonds of friendships are formed during the nine days of festivities. Everyone works together to make these festivals a great success.

*Vocabulary : Enactment–dramatize. Effigies–statues. Festooned–decorate, hang something in a curve of a loop. Festivities–celebrations.*

## 6. A Journey By Bus

### Points to Remember

*Introduction :* Travelling by bus is the cheapest mode of travel. It is the favourite transport of the poor. It is uncomfortable to the city dweller who is not used to the crowd and dirt inside the bus.

*Body :* The reason why I choose to travel by bus—the scene at the bus stand—the rush the ordeal ended when the passenger got off the bus.

*Conclusion :* The journey came to an uneventful end when I got off the bus at my destination.

Travelling by bus is the cheapest mode of travel. It is therefore the favourite transport of the poor people, and villagers, who prefer to travel by it. This in turn makes travelling a nightmare for a city dweller, who is not used to such kinds of crowd. For some who are used to orderliness and cleanliness a journey by bus is often very uncomfortable and full of hardships.

Last week there was a train strike and I had an interview to attend. Left with no other option I had to travel by bus. On the appointed day when I reached the Bus Stand, I found that the ticket window was closed. I went and stood in queue that had formed in front of it. It was a long wait. The window did not open for next one hour. Luckily before people could grow restless, we saw the bus enter the terminal. As I was in queue, the ticket window opened. There was a mad rush to obtain tickets. People who until now were standing peacefully pushed

and shoved each other to reach the counter. Some broke the queue and tried to forcefully buy the tickets. This made the people who were standing at the front of the queue to protest. And soon a scuffle ensued between some of them. Before they could resolve it, the bus gave a warning hoot. Somehow I managed to buy a ticket and boarded the bus.

The bus was an old one. The seats were torn. And fruit peels were stern all over the floor. An old villager sat next to me. It appeared that he had come straight from his fields because he was smelling of manure and fertilizers. This smell was blown away from the wind that came through the broken window panes.

Soon the bus rolled out of the bus stand. When we came to the high-way my neighbour in the bus lighted a beedi. I requested him to put it off. But my pleas fell into deaf ears. Fortunately, before the matters could get worse he got down at the first stop. From there a young man got into the bus and sat down next to me. There—after the three hours of the journey went by like a second. And before I realized the bus has reached my destination.

My journey by bus has been a mixed bag of experience. And yet I cannot say that I enjoyed it.

## **7. Beauties of the Nature**

*Introduction* : Nature is beautiful. Different people like different facets of nature.

*Body* : Oceans and their description—deserts and their description—forests, plains and their description—mountains and their description.

*Conclusion* : The irresistible attraction of the nature.

Nature is beautiful in all its forms. As someone has rightly said, “beauty lies in the eyes of the beholder”. It is thus possible that some things may appear beautiful to

the next person. Nature has given us a choice between the oceans, the forests, the deserts, the plains and the mountains.

Oceans form a large part of the earth. They are *vast* and *mysterious*. No one can as yet claim to have *unraveled* all its secrets. Some of these oceans are blue, other red while still other aquamarine. They contain in their waters flora and fauna of numerous variety. Large whales co-exist with microscopic animals in the sea. There are plants which never once in their entire life-span see the light of the sun. There are underwater volcanoes and mountain ranges inside the sea. An added attraction of the modern times are the fast number of submerged treasure ships on the sea bottom. Vast islands of coral, deep sea diving, treasure hunts, surfing and yachting add to the attraction of the sea. Some people prefer this beauty and are therefore content to spend all their free time near it.

In sharp contrast to the sea is the desert. Miles and miles of sand and an occasional train of camels is all that one can see. It is extremely hot in the day and very cold in the night, rain is a rare commodity here. On the face of it the desert appears uninhabited. However, a host of small insects like the beetle, ants etc. and animals like the cheetah, monkeys, lizard, the camel, etc. live in this inhospitable environment. Many *hardy* plants like the cactus grow here. An occasional rain turns the desert into a carpet of wild flowers. The desert encloses in itself many watering holes and oases, around them are small settlements and date trees. For the seekers of adventure the desert offers the mysteries of the shifting sands and its colourful people.

Forests and plains are *diametrically* opposite to the desert. They are full of life in every form. They are lush and green. There are tall trees and large creepers. Orchids and flowers make them more beautiful. There is plenty of water all the year round. *Varied* and *care* plants and animals can be found here. The air is *fragrant* with the perfumes of many spices. One can hear the birds' calls both

during the day and night. These forests are the home to many animals like the tiger, bear, bison. etc. For the lovers of wild life these forests offer an excellent opportunity to pursue the study of nature.

Mountains have a charm of their own. Snow capped peaks *beckon* those who wish to *conquer* them. They can be of two types one that are full of dense forests and the other that are bare as the desert. The only difference they have from their counterparts in plains is the extreme cold temperature. This is true because animals like the yak are very similar to the camels of the plains. Snow and cold makes these mountains very attractive to those interested in the winter sport and trekking. Tall trees of deodar and pine, orchids and wild flower make them a naturalist's delight. Mountain springs and lake add to the beauty of these places. When viewed from air they appear as jewels in the nature's fabric.

In the end it can be said that the nature is beautiful and has a *irresistible* appeal. Only those who are dead in soul would find fault with it.

*Vocabulary* : Vast – big. Mysterious – secretive. Unraveled – to solve. Hardy – tough. Beckon – to call. Conquer – win. Irresistible – very attractive.

### **8. A Scene at the Railway Station**

*Introduction* : Busiest and noiest place – place full of activity.

*Body* : Great hustle and bustle on the arrival of train.

*Conclusion* : Life at the railway station is constantly on the move. Railway Station is the busiest place in this world today. It is also the nosiest. It hums with activity round the clock. 'Numerous trains arrive and depart everyday. Many people do business on the railway station. There is confusion all over the place. Thousands of people go in and out of the railway station in any given hour.



On arriving at the railway station, one can see people and luggage all over the place. Some occupy the few benches that are there on the all over the platform. Other sit on their suit-cases, hold alls or trunks. Some can be seen sleeping on the platform. These who are hungry crowd around the refreshment stalls and can be seen eating and drinking. People who wish to move from one part of the platform to another in hurry find it very difficult to negotiate through the thick-crowd of people. There are many people standing in a queue in front of the drinking water taps.

There are many vendors on the platform. They sell a variety of things like food, tea, coffee, fruits, soft drinks, decorative items and fancy goods. They shout at the top of their voices to attract customers. There are many book stalls at the railway station. Passengers who like to read come here and buy books to read in the train.

Many porters can be seen on the platform. They wear and coloured dresses. They carry the luggage of the people on their heads from one platform to another and from train to their vehicles outside the railway station.

Loudspeakers inside the railway station announce the arrival and the departure of trains. They inform the waiting passengers about the number of the platform on which the trains would come.

A part of the railway station consists of the booking offices. People queue up in front of the booking windows to buy tickets and to get the reservation done. There are also many information counters from where the information about the trains can be obtained.

As the trains come on to the platform, there is a great hustle and bustle everywhere. People rush to get inside their compartments. They push and jostle each other. Many times small quarrels erupt between people. Things settle down when the train moves out of the platform. Friends and relatives wave their near and dear ones good bye.

This scene repeats itself every time a train comes and

goes. The life inside and outside the railway station is constantly on the move.

*Vocabulary* : *Negotiate* – to find way, *Porters* – coolies, *Hustle and Bustle* – phrase describing the coming and going of many people. *Jostle* – to push.

## 9. My Favourite Book

### Points to Remember

*Introduction*: Books are man's best friend.

*Body*: My favourite book 'Arms and the Man'—written by Bernard Shaw—brings out the contrast between the reality and the myth surrounding love and war.

*Conclusion*: Book teaches us to be realist.

Books have been the best friend of man since times immemorial. They have stood by him in good and bad days. In this world, the only objects that are worth possessing are the books. They take you to different parts of the world, they make you laugh, they make you cry, they make you think and they entertain you.

One such book that, besides entertaining me and making me laugh, also makes men think is the play called 'Arms and the Man'. It is written by George Bernard Shaw.

The main theme of this play/book is to bring out the absurdity of war and love. It brings out the hypocrisy of glorification of war and the romanticism of love and marriage.

Written in characteristic Bernard Shaw style, this book has many witty dialogues between characters. It bares the nations of people that war breeds heroism and love leads to an ideal marriage. Shaw also draws our attention to the fact that servants are not our social equal. They perform an important task for the society.

The character of Bluntschli, and Raina have been taken as two symbols of idealized concepts of heroism and love.

Their illusions are shattered when they discover that war is not all heroism and marriage is not all sensibility.

To an average man a soldier is a hero, who has done great deeds in the battle field. The play brings to light that aspect of war of which people are not aware, the aspect of shattered nerves and imbalance of mind. It underlines the fact that war is not an amusement but a hell on earth.

Similarly, love is not a glamour, not is it invested with the beauty and poetry. This book emphasizes that love which is not tempered with reason and understanding cannot last forever. Marriage should be considered a solemn bond from which should take birth new and better generations.

This book warns us of building castles in the air. It cautions us not to be driven by idealism alone, instead we should learn to face the stern realities of life.

*Vocabulary: Immemorial* – for a long time. *Absurdity* – comical. *Hypocrisy* – contradictions. *Glorification* – prasing. *Witty* – funny. *Bares* – opens, reveals. *Notion* – belief. *Idealized* – perfect. *Illusions* – dreams *Shattered* – broken. *Solemn* – serious.

## 10. The Happiest day of My Life

### Points to Remember

*Introduction:* Some days are memorable.

*Body:* 1st April was the happiest day of my life—I stood first in the examinations— I got a 10,000 rupees reward, – my brother was selected in I.A.S.

*Conclusion:* My life has changed course since then.

Not everyday is a memorable one in a life time of an individual. Some days become special by the virtue of the events of the day.

One such day was the first of April. It was the happiest

day in my life. The events of that day filled my heart with joy. The memory of that day is ever fresh in my mind. It seems as if all this happened only yesterday.

I had just finished my annual examinations. I had worked hard. My parents and teachers had high expectations from me. I, however felt that I had not done the social studies paper very well. I was not very optimistic about the result. Though others looked forward to my result, yet the thought of it made me nervous. The results were declared that day. To my surprise I topped the list of successful candidates of my district.

Everyone congratulated me. I was the most important person on that day. My headmaster and teachers were beside themselves with joy. My parents were proud of me. My headmaster came in person to congratulate me. I felt highly honoured. Although it did not make me feel very proud, because I felt that it was a result of the correct guidance of my teachers and elders.

That afternoon I had a windfall. I had written an essay in the local Environment Essay Contest some time back. In the heat of the examinations I had forgotten all about it. In the afternoon I received a telegram stating that my essay was adjudged the best among all the participants. I had won Rs. 10,000/-, which was the award for the best essay. My father was very happy, because I could now fund my own education.

In the evening while we were preparing for bed, we received another telegram. It was from my elder brother. He had written to inform us that he had been chosen for the Indian Administrative Services. Our joys knew no bounds. My parents thanked god for his kindness and blessings.

People usually consider the first of April as all fools day, but for me it was day when the destiny had smiled on our family.

*Vocabulary: Optimistic* – positive, *Windfall* – stroke of luck. *Adjudged* – judgment.

## 11. Merits and Demerits of the Present System of Education

### Points to Remember

*Introduction:* Aims of true education

*Body:* Advantages of true education–demerits of modern day education–absence of vocational education.

*Conclusion:* Urgent need for reforms.

Tagore had once said that the aim of true education is the harmonious development of body mind and soil, all together. An education can be called the real education if it brings about the development of all the facilities of a person. Unfortunately our modern system of education fall short of all these *yardsticks*.

Although faults of this system are many, there is a near total agreement on the fact that this system of education has helped in the development of our minds. It expands our knowledge on various subjects. It *excites* us sufficiently to do research and think critically. It broadens our outlook by giving us general and specialised knowledge. Our present system of education gives basic information about our culture and ethics. It makes us learn the rules of decency and politeness. In this contest it cannot be denied that educated persons are more well–behaved and culture than their illiterate *counterparts*.

Modern education also teaches a student the value of cooperation, harmony and friendliness. It also makes a person confident about facing the future. It makes a person aware of his rights and duties toward the nation. Lastly, thanks to modern education of Indian youth is today able to *rapidly assimilate* the latest technology that is available around the world and make the best use of it.

However, despite all its merits the modern system of education also has its share of demerits. It is often accused of overlooking the balance between the *intellect*. Body and the soul. It has totally overlooked the physical development of the person by paying too much attention to the intellectual development. In fact, the truth of today is that the present system of education makes the student *incapable* of doing any physical labour.

Another defect of the modern education is that it has made no provision for the development of the character of the person. It knows only to develop intellectually superior students, who when the time comes, fail miserably to exhibit the strength of character. It is these highly educated but morally weak students who have caused so much trouble and pain in the society.

Another glaring defect of the modern education system is that it is too *rigid* and does not make any *provision* for the vocational education of the student. Its rigidly confines the student to study only the previously defined groups of subjects. It does not leave a student to mix and match the subjects of his choice. This makes the student waste valuable time and energy. This is generally the cause of students losing complete interest in studies.

Lack of vocational studies leaves a student without any skills after he has finished his college education. He becomes another unemployed graduate in the employment market. In such cases there are only two choice left to the student. One, he either spends some more years trying to acquire some professional skill, or two, he waits for some lucky chance which will give him a job.

Glaring defects of such nature call for urgent reforms at all levels of education. The need of the hour today is education student friendly and employment oriented system of education.

*Vocabulary: Yardstick* – standard. *Excite* – to arouse curiosity. *Counterpart* – colleague, companion. *Rapidly* –

quickly. *Assimilate* – to imbibe. *Intellect* – brain, understanding. *Rigid* – stiff, restrictive. Provision – arrangement. *Incapable* – unsuited, unfit.

## 12. Importance of Newspapers

or

### The Value of Newspapers

or

### The News Papers in the Service of Mankind

#### Points to Remember

*Introduction:* Importance of the printing press.

*Body:* Various services rendered by the newspapers—the role of newspapers in the development of the society—various drawback of the newspapers.

*Conclusion:* Advantages outweigh disadvantages.

The invention of printing press gave both to the most important vehicle of spreading knowledge the—Newspapers.

The services *rendered* by newspapers are many. They tell us about the *contemporary* events both in our country and in foreign lands. They bring individuals in contact with the outside world. As a matter of fact it is only through the medium of newspapers that we keep in touch with the important and interesting events of the world.

Newspapers also serve a medium of communication between the Government and the people and *vice-versa*. The rulers and the ruled publish their respective points of view and aim at mutual understanding. Newspapers also act an organ for airing public and personal *grievances*.

Information, analyses and criticism also form and important part of the newspapers. They broaden the outlook of the masses and increase the understanding about various complex issues that are before the nation. People become more aware of their rights and duties. In other words, newspapers play role of *opinion* leaders and opinion makers.

By becoming a platform of public discussion newspapers inspire people to take active part in the process of nation building.

Newspapers play an important role in development of culture, arts, science, technology and commerce. By reporting the latest movements, policies and activities in these areas newspapers act as a *forum* of interaction between the interested parties to conclude their business with satisfaction.

However, all the qualities of the newspapers do not merit praise. Newspapers also have certain drawbacks. They have time and again played into the hands of the hatred-mongers. They have acted as mouth pieces of the establishment. And contrary to the popular belief they have often acted in a highly *partisan* manner. Their irresponsible acts have spread communal hatred. They have *defamed* many upright and honest people. They have also spread false and alarming news. Some of them *sensationalize trivial* issues and *suppress genuine* public interest news. This often spreads *disquiet* in public minds. Yet all said and done the advantages of a newspapers for *outweighs* the disadvantages. There is nothing wrong in the newspapers, which the strict implementation of a code of ethics cannot cure and improve.

*Vocabulary: Rendered* – performed – to do. *Contemporary* – latest. *Grievances* – protests. *Opinion* – point of view. *Forum* – platform. *Partisan* – partial, being on a particular side. *Defamed* – damage someone's reputation. *Sensationalize* – make an even melodramatic. *Trivial* – small, insignificant. *Suppress* – restrain, tone down. *Genuine* – *real*. *Disquiet* – anxiety. *Outweigh* – offset.

### 13. National Integration

#### Points to Remember

*Introduction:* Independence and partition of the country– result of partition.



*Body:* Birth of the slogan of national integration–*distortion* of the meaning of national integration–true meaning of the word national integration–misuse of the slogan.

*Conclusion:* Need to rise above the separatist tendencies for the development of the nation.

On the *dawn* of 15th August when India *rejoiced* in its new found freedom it also shed tears for the partition which was imposed on us. The British policy of divide and rule had borne fruit in the form of two nations. As a result the country was divided on the lines of religion.

Partition also witnessed large scale butchery. Countless innocent people died in the name of religion. Property worth millions was destroyed by antisocial elements.

From the ashes of partition arose the slogan of National Integration. This slogan was formally *inducted* into the national mainstream in 1961, at the National Integration Conference.

However, this often repeated word is not understood by majority of Indians. To them it is one to those words which is constantly repeated by *self-seeking politicians*.

On the contrary, if we separate this word from the political dictionary we will realize that in this word lies our existence as a nation.

National Integration means *cementing* the people of this nation into a single identity. It is a bond which is above all the caste, region, religion and language consideration. It is a feeling of love and harmony, co-operation and peace, unity and oneness. It means that all our interests are secondary to the nation and its interests.

Today many political parties and so called secular leaders are advocating *secession* from India. They exploit the emotional, religious and regional sentiments of the people to divide them. Each one of them thinks himself to

be first a Punjabi, or a Tamil or a Gujrati. None of us thinks himself to an be Indian first. In the process we forget that we have become slaves many times in our history to foreign powers. The reason being that we stood divided against their invasions.

We do not sit and think that National Integration is essential for the peace of the society. The safety and prosperity of a country depends upon our staying and working together. Each state is like a limb of the body call India. Any *ailment* in them brings the progress of a country to a *grinding halt*. It is only when we collectively fight the divisive forces can we can hope to win against any attack on our country.

Unfortunately there are no full proof methods of binding the country together. The process of Integration has to be slow and steady. And it should begin with emotionally integrating the people which means that we must be on guard against those people who wish to divide us. Our educational system should do away with all the lessons which preach greatness of one religion over the other. Lastly, all the forms of public media should make a conscious effort to avoid any *inflammatory* news, views and programmes.

*Vocabulary: Down* – early morning. *Rejoice* – celebrate. *Induct* – introduce. *Cement* – bind. *Secession* – separate. *Inflammatory* – arousing. *Self-seeking* – thinking about one's own interests and advantage before others. *Ailment* – illness. *Grinding halt* – gradually stopping.

## 14. Science in Everyday Life

### Points to Remember

*Introduction:* Changes brought about by the advantages of science.

*Body:* Science has made our lives comfortable—transport and communication have improved—changing means of entertainment—boost to agriculture.

*Conclusion:* Science is a magic genie not to be misused.

The advancements in science have brought about many changes in our lives. The civilizations have progressed leaps and bounds. Science has changed the human attitude towards the nature and the universe. It has made mankind confident to face the challenges that the *cosmos* throws at us.

Science has made our everyday life very comfortable. In the area of transport we no longer have to depend upon the slow bullock-carts or the power of our legs, we now have trains, aeroplanes, ships, cars and scooters to take us from one place to another.

Means of communication have vastly improved. Thanks to various advancements made in science we have come a long way from carrier pigeons and messenger boys to fax machines, teletext, mobile phones, Internet and E-mails. Computers have today taken over the function of a letter-writers, secretary, postal department and information disseminator. At a press of a button a person sitting in his office in New York can receive all the information that he requires from any office around the world. Communications have also brought about a sea change in the *disaster* warning systems around the world. Communication satellites moving in their orbits above the earth's atmosphere can forecast many days in advance any cyclone, tidal changes in the sea, or an *eruption* of a volcano. They can also *transmit* the *distress* signals of a ship or an aircraft to the authorities in times of need.

There was a time when the means of entertainment comprised of an evening at a local dance. Music or puppet performance, today we prefer to spend the evening at a cinema hall, or in front of a television set. This transformation has been possible because of the invention of the television and the moving pictures.

Agriculture, water resources, energy needs and medicine are no longer dependent upon the ancient methods. New

developments, and new technologies have made growing crops, generating electricity and curing many complex diseases very easy. New implements, new medicines and new methods have made agriculture, power generation and medical treatment more efficient.

To conclude we can say that science is the magic *genie* of today. It can do wonders for us if used carefully. It will, on the contrary, bring destruction and *ruin* if used in a wrong manner.

*Vocabulary: Cosmos* – universe. *Disaster* – calamity. *Eruption* – bursting forth. *Transmit* – to convey. *Distress* – unhappiness. *Genie* – a magical spirit that can perform all the functions of the world. *Ruin* – destroy, destruction.

## 15. The Uses of Electricity

### Points of Remember

*Introduction:* Science and its many developments–discovery of electricity.

*Body:* Application of electricity for various purposes–domestic–industrial–medical–infrastructural use.

*Conclusion:* Electricity is the life line–one must use it judiciously.

Science has come a long way from the dark ages. Thanks to its many developments, mankind has been able to live in comfort. Of its many discoveries, the biggest discovery of the science in the modern times is the discovery of electricity and the inventions of many *appliances* to *harness* it for the use of the mankind.

Electricity has revolutionized our lives. It is very difficult to imagine a life without electricity today.

In the domestic sector electricity runs our fans, lights up our houses, heats various substances and keeps most of

our food fresh. Refrigerators, coolers, air-conditioners, mixers, etc. have all become an essential part of our lives.

In the industrial sector electricity runs turbines, machinery and production lines. It helps to run canteens and in-factory transport systems. Countries use electricity to operate automatic ports, and factories, transport systems and other infrastructure.

Electricity has contributed in making our lives more colourful. All the entertainment systems need electricity to become operational. Our television sets, music systems, transistors, etc. would not work if there was no electricity. We would not be able to enjoy movies in the absence of electricity.

Electricity plays an important role in the medical field. X-ray machines, ECG machines and a host of many other instruments would not be able to assist the doctors if there was no electricity. Electricity is needed for the life saving complicated operations.

Agriculture of today is becoming more and more dependent on electricity. Thrashers, tube-wells, flour mills all need electricity to run. In case there is no electricity the process of separating grains from chaff becomes very slow. This delay can become very harmful in case the weather changes or something untoward happens.

To conclude we can say that electricity is the life-line of today. It makes every sphere of our lives eventful. We should therefore work toward preserving the sources of electricity and not misuse them.

*Vocabulary:* Appliances – instruments. Harness – to capture for good use. Port – sea harbours. Complicated – complex.

## 16. An Ideal Citizen

### Points to Remember

*Introduction:* Definition of an ideal citizen. His qualities.

*Body:* Qualities of the ideal citizen—duty conscious—casts his vote—free from bigotry—law-abiding—politically conscious—patriot.

*Conclusion:* An ideal citizen is sensitive to the needs of the nation. A person who discharges his duties towards his nation is called an ideal citizen. He casts his vote on time. He is free from *bigotry*. He is law-abiding. He is politically conscious and a patriot.

Duties from the most important part of an ideal citizen. A country *confers* upon its citizens certain rights and duties. An ideal citizen while making *legitimate* use of his rights consciously does his duty towards the nation. He is aware that what may be his duty could be someone else's right and *vice-versa*. A person who insists upon his rights without paying the due attention to his duties is not an ideal citizen.

Voting time comes every five years in India. This period may vary in other countries. An ideal citizen makes sure that he votes every time there is an election. He casts his vote according to the merits of the candidate. He makes sure that the candidate cares for the upliftment of the country and is honest hardworking and free from self-interest.

Bigotry is the disease which does not afflict the ideal citizen. He is above the caste and creed consideration. To him the national interest is paramount. He usually spends most of the time in the national interest. He works for the betterment of the society.

He is law-abiding citizen. He follows the rules and regulations of the country. He files his tax returns on time. He believes in standing in queues for various public services like ration, tickets, etc. He does not bribe or encourage corruption. He does not show undue favour to people for material gains.

Political consciousness is a part of his personality. He

is aware of the affairs of the nation. He supports his country whenever required. He does not support the unlawful acts of the government.

He loves his country and is a patriot. While going about his business he does not ignore the larger national interests. He makes correct use of the civic amenities like roads, parks, railway stations, etc. He does not make them dirty or damage them.

To conclude an ideal citizen is the one who realizes that any harm done to the country would affect the people. He is aware that in the absence of the country there would not be any citizens.

## ***LETTERS***

Letters are an important form of communication. They play an important role in maintaining the relationship with friends, relatives, as well as establishing commercial relations within and outside the country.

Letters are written for sending news, seeking information and exchanging friendly ideas and sentiments. The letters therefore should be written in form which is pleasing, polite and inoffensive to the reader. Another thing that should be taken care of is the hand writing. They should be free from grammatical errors, bad spellings, faulty idioms and unusual expressions. Punctuations also play an important part in letter writing.

Writing a letter requires a definite plan and purpose, which should be pursued from beginning to the end. There should be no hurry and thoughtlessness about it. The tone of the letter should not be flippant or vulgar. Decency and decorum should be maintained. The tone of the letter should be pleasant. The language should be clear and simple. A letter should not take a form of an essay. Messages that are conveyed in the letter should not be too verbose or telegraphic. The style of the letter depends upon the nature

of its contents. A private letter should be in a conversational style; business letters should be sort, concise and to the point; and official letters should be dignified.

### MAIN TYPES OF LETTERS

Letters can be classified as:

- Strictly official or semi-official.
- Private letters.
- Business letters.
- Petitions of memorials
- Letters written by the students include admission, transfer, leave, complaint, invitation (Inviting a fellow student for a vacation), letters written to parents, guardians, report to teachers; engagement of private tutors; family news, etc.

### PARTS OF LETTERS

A letters can be divided into six parts:

1. The heading or the date and place of writing,
2. The complimentary address or salutation,
3. The body of the letters or the contents,
4. The complimentary closing or the subscription,
5. The signature,
6. The superscription on the envelop or the name and address of the person written to.

These divisions are a part of letter writing. One can-not write a letter without paying attention to them.

Given below is an example illustrating the following divisions:

1. 1, Lidman Road,  
Madras  
7<sup>th</sup> June, 19...
2. My dear Ramesh,
3. I received your letter on the 4<sup>th</sup> of May 19...As



desired by you I will be glad to give you some idea of my reading habits.

I wake up early in the morning. I find this time very suitable to revise my lessons. After that, I get ready to go to school. On coming back from school in the afternoon, I do my home work, and then to play. I do not keep the late hours. I go to bed at 10 p.m.

I hope this will give you some idea about the routine I follow.

4. Wishing you a good health, and all the best.

Yours affectionately

5. Yogesh

Envelop -

6. Sri Ramesh Roy

21. T-Street.

Cochin.

### 1. Heading

It consists of the address of the writer and the date of writing the letter. It should be written on the top left hand corner. There may or may not be a comma after the number of the house, names of the street or road, name of the city or town and the date of the year. After you have finished writing the year put a full stop.

If you are writing from a mofussil place, or a village, you must give the name of post office. In case you are not well known or are living with your landlord, then C/o Sri, or Mr.....(giving the name of the gentlemen you are living with).

It must be noted that in business and official letters the name of the addressee is place on the left hand side just above the salutations.

### 2. Salutation or the Complementary Address

The salutation should be written on the left hand side lower down the page than the heading. It depends upon

the degree of intimacy between the writer and the addressee. It takes on various forms according to the kind of the letter of being written.

Sir, Madam is the address generally used when the parties are strangers or when the letter is a business letter. In case the letter is being written to a partnership firm, the form of address is Sirs, or Dear Sirs and not Gentlemen or Dear Gentlemen.

Once the parties are known to each other, it is always better to use the expression, Dear Sir, or Madam.

Informality and a greater intimacy is exhibited when a salutation is in the form of My Dear Sir. Such address is used by Students for their teachers or by an employee for their employer.

Similarly, My Dear Ramesh, or My Dear Mr. Soni, or My Dear Ramesh Babu, or Dear Mr. Sen, etc. are all form of addresses which show a greater intimacy between two people or parties.

It must be noted that first Name of the person should be mentioned only when the person is either younger to you or is of the same rank as you and is intimately known. If a person is a stranger or in a superior rank then Sir, should be the salutation.

However, while writing to relatives and friends Sir should not be used. Instead form like My Dear Father, My Dear Aunt, My Dear Ritu, etc. should be used.

### **3. Body of the Letter**

The most important part of the letter is the body of the letter. It is written on the next lower line after the salutations. It should be carefully thought and expressed. One must avoid adding after thoughts in the form of a post script. In ordinary and private letters, the style should be simple, easy and natural.

Business letters should be precise, brief and explicit.

Nothing extra apart from the subject matter should be written. Here the style is formal and dignified.

#### 4. Subscription or Complementary Closing

The subscription is the ending of the letter. It is put below the last word of the letter and on the left hand side of the page. It consists of the signed name of the writer along with some expression of good wishes. There are many ways to end the letter. They depend upon the form and the nature of the letter. The first word of the subscription always begins with a capital letter.

If the letter is to a superior official or to your employer, the subscription is

Yours faithfully.

Ramesh Roy.

Business letters addressed to patrons or constituents should be thus ended

We/beg to remain.

Gentlemen(a)n.

Yours faithfully,

(signature)

For XYZ and Company.

When the letters begin with Dear Madam, My Madam, My Dear Sir, Dear Ramesh. etc. endings like your truly, Yours faithfully, Yours obediently may be used.

While writing to relatives forms of ending should always express the relationship—

- (a) Your affectionate son
- (b) Your loving son
- (c) Your affectionate nephew

Besides, ending letters to friends and relatives also contain expression of good will

- Hoping to hear from you soon.

- Trusting to hear from you every now and then.
- Anxiously awaiting your reply.
- Hoping to be excused

I remain  
Your affectionately,  
or, Yours ever,  
or, Yours,

### **5. Signature**

Signature should be legible, clear and bold otherwise the person receiving the letter may not recognize the writer. And the form which is used for one letter should be strictly adhered to.

### **6. Superscription or the address on the envelope**

The address should be full and complete. It should be clearly written. Avoid making any spelling or punctuation error, otherwise the letter may not reach the right person. This may sometimes lead to serious consequences.

## **LETTERS OF RELATIVES**

### **1. Write a letter to your father describing your preparation for the annual examination.**

Government High School,  
Guwahati-5.

16-6-2004

Dear Father,

I hope this letter finds you and mother in best of health and cheers.

Dear father, only two weeks are left for the annual examination. I hope to do well. This is not simply a wishful thinking. I have worked hard throughout the year and I am confident of my success.

I am aware that it is not possible to revise entire course in last two months.

I had, therefore, planned my preparation. For the last six months I have systematically revised and re-revised my subjects. However, I left the last two months to go through the question papers of the previous years' examination. I have also prepared a list of important questions from each subject. I have prepared notes for these questions.

I will write about my performance in the examination in my next letter.

With love and regards to you and mother.

Yours affectionately,

XYZ.

**2. Write a letter to your younger brother advising him about the choice of profession.**

Bijnaur,

1-7-2004

Dear Mohan,

I hope this letter finds you and mother in best of health and cheers.

Dear brother, I received your letter. You have asked my opinion about profession you should choose. Although I find it very difficult to advise you on the choice of a profession, I think you should aim at becoming a doctor.

You have always been a good biological science student. Besides, you have a vast collection of book relating to biology and its branches. You have time and again impressed your teachers with your in-depth knowledge about the subject.

I therefore strongly feel that Medicine would be the

ideal choice of profession for you. By becoming a doctor you will also serve the mankind and do good for the society. You will also serve your country better.

I hope my advise is of some use to you.

Yours affectoinate brother,

XYZ.

**3. A letter to your father requesting him to send you money for a special purpose.**

38, St. Forts Hostel,  
Mumbai,  
6th October, 2004.

Dear Father,

My school is conducting an educational-cum-sight seeing tour to some Southern states during the autumn break. My teachers say that it will be very beneficial for students. We will be able to see all the historically important places of Southern India as well as some places known for their scenic beauty. The tour will be of one week's duration from 18th to 25th October.

All of my friends are going. I also very much want to join them. I hope you will give me permission to go. The estimated expenses on the tour are Rs.1500/-. If you do not object to my going, I will have to deposit this amount before 12th with the Tour Incharge. Besides this, I will also require some pocket money. I will be very happy if you send Rs. 200/- in all as early as possible for this purpose.

Regard to Mother,

Your loving son,

Ramesh.

**4. A letter to your uncle thanking him for his birthday gift.**

A-13/3, Manav Nagar,  
New Delhi  
2nd February, 2001.

Dear Uncle,

Thank you for your birthday gift. Most of our relatives had come to the party and we all missed you.

It was very thoughtful of you to send me a wrist-watch as a birthday gift. I got several gifts, but I liked yours the most. I was badly in need of a wrist-watch, especially when I was appearing in examinations. I used to get late for my school without watch. Your selection is admirable. It is a beautiful watch and I like it very much.

I hope you will get leave soon and will be able to come here, I am looking forward to your visit.

Yours affectionately,  
Meena Mehta

**5. Write a letter to your father requesting him to engage a tutor for you.**

ABC High School,  
New Delhi.

10-6-04

Dear Father,

I hope this letter finds you and mother in best of health and cheers.

Dear father, I have just received the results of the first term tests. I am sorry to say that they are not very good. I have scored very less marks in maths and sanskrit. I would request you to engage a tutor for me, so that hence forth my results are good. I feel that a tutor can help me in my studies in a much better manner.

As a probable tutor, I would suggest Mr. Sharma's name. He is a teacher of my school. He is a good teacher. I have requested him to guide me in my studies. I would therefore request you kindly engage him as my tutor. He will take Rs. 150/- towards the tuition fee.

I hope you will agree to my need.

Yours affectionately,

XYZ.

### APPLICATIONS

**6. Write an application to the Principal of your school requesting him to grant you a full fee concession**

To  
The Principal,  
St. xavier, High School  
Delhi-1.

Sir,

With due respect I would like to state that I am a student of class VII in your school. I am a son of poor parents. My father is a class IV employee in the Municipal Corporation. His salary is Rs. 900/- a month. He has to support a large family. And at times it becomes very difficult to pay the school fees.

I am one of the good students in my class. After going through my report card of past three years you will find that I have secured good marks and my conduct has been good. I am also a god sportsman. I am a member of the school hockey eleven team.

I would, therefore, request you to kindly grant me a full fee concession, so that I may able to continue my studies.

I will be thankful to you for this kind act.

Yours obediently,

ABC.



**7. Write an application to the Principal of your school seeking his permission to change your Section.**

To  
The Principal,  
D. A. V. Senior Secondary School,  
Lajpat Nagar,  
New Delhi.

**Subject:** Change of Section

Sir,

I beg to submit that I am a student of Class VII, Section C of your school. I live in Siddharth Enclave from where two other boys are also student of Class VII. All these students have been enrolled in Section A. All of us are good students and members of the school cricket team (junior). We Study and do our home-work together as well as revise our courses in a single batch. This enables us to do still better in our studies.

It is, therefore, requested to kindly enroll me in Section A along with other two students of my locality. I shall remain ever grateful to you for this act of kindness.

Yours faithfully,  
Ranjit Singh  
Class VII C  
April, 'XX

**8. Write a letter to the Principal of your school, asking for a testimonial.**

123, Model Town,  
Delhi,  
12th November, 'XX.

The Principal,  
City Public School,  
Delhi.

Sir,

I would humbly like to state that I am an old student of your school. I wish to apply for the post in the State Education Department. In order to complete the formalities for the application, I need a testimonial from you.

I was a student for your school from 1990 to 1997. I passed the All India Secondary Examination in the year 1997. I got a first division with 75.8% marks.

I took an active part in games. I was also the member of the Junior Hockey team that had won the Junior State Championship in 1994.

I was elected the school perfect. I also represented the school in many debates and declamation contests at junior level.

All my teachers had a high opinion of my work and conduct.

I would therefore be highly obliged if you could write a testimonial for me.

Thanking you,

Your faithfully,  
ABC.

**9. Write an application to the Principal of your school for sick leave.**

To  
The Principal,  
D. A. V. College, Shahdara,  
Dehli.

Dated 07-07-04

**Subject :** Application for sick leave

Sir,

As I have been laid up with fever since last evening, I am unable to attend College. I shall be grateful, therefore,

if you will kindly grant me leave of absence for four days.

Your obediently,

X. Y. Z.

Class-VII-A

**10. Write an application for a post.**

To 305 Naveen Shahdra,  
The Manager, Delhi-32.  
Gordor Mackenzie and Co., 15-07-04  
Bangalore-1.

Dear Sir,

I response to your advertisement in 'The Times of India' an Assistant Manager in your firm, I wish to offer myself as a candidate.

I was a student of the Shyam Lal College, Shahdara Delhi, from where I graduated in 1994 securing a second class B. Sc. Degree. Then I did my M. Sc. in mathematics in the same college with statistics as my special subject. I took my M. Sc. degree in 1996, securing a First Class. From 1997 onwards I have been working in Sumsang Co. as an office Assistant. I have thus become familiar with all aspect of office work in a reputed concern. I am 29 years age; and an quite healthy and capable of hardwork. I enclose copies of testimonials regarding my character and abilities and experience certificate. Assuming you of my devoted services, if appointed to the post.

Yours Faithfully,

Ram Singh.

**LETTER TO FRIENDS****11. A letter to your friend telling him about your hobby.**

14-A/Darya Ganj,  
Delhi.  
16th July, 2004

My dear Ajit,

Thank you for your letter. I am glad to know that you have taken membership in a library and books occupy your spare time. That will certainly be rewarding.

I have also found a new hobby; it is gardening. A few months ago, I got inspiration and guidance from my uncle, when he visited us. We have got a patch of land in front of our house. Finding it vacant my uncle suggested that I could grow a garden on it. He also gave me all necessary directions and helped me to start the work.

I find it a very interesting hobby. Digging and preparing the land for planting flower plants are good exercise. It gives you immense pleasure to watch these plants grow and flower. I will be happy to show you my garden when you come here.

Yours sincerely,  
Mukesh.

**12. A letter to a friend congratulating him on winning a scholarship for higher studies in a foreign country.**

2/8, Manohar Park,  
New Delhi.  
10-6-04

My dear Hari,

Heartiest congratulations on your winning a scholarship for higher studies in Australia.

It is a well-deserved opportunity. I have all along maintained that you have a brilliant future. Now I am very happy to see it happens. This scholarship will certainly help you to learn about latest developments in the areas of your study. It will also open up avenues of better career opportunities before you. I would also like to remind you of your responsibilities towards your motherland.

I think you are busy with preparations for the journey. Wish you a happy journey and successful stay in Australia.

Yours sincerely,

Vijay

**13. A letter to a friend inviting him to the marriage of your brother.**

14, Model Town,  
Delhi.  
12-6-2004

My dear Rajan,

I have much pleasure in inviting you to the marriage of my brother on 20th December, 2001. The bride's house is at Nav Jyoti Vihar, which is only 10 km away from our place. We have arranged buses to go there, I have invited all of our friends and expect all of them. I hope you will also come. If you come, I will really feel happy and my parents will also be glad to receive you.

If you are able to come, let me know the date and the train by which you are coming so that I can receive you at

the Railway Station. I would also like you to come prepared to stay here for a week.

Yours sincerely,  
Vinay

**14. A letters to your friend, who is a book-worm, about the importance of games.**

10/A-3, Janak Vihar,  
New Delhi.  
15-6-2004

My dear Vikas,

How are you? Reading books as usual sitting in a corner of the library? Have you ever reward in one of your books that a healthy mind exists only in a healthy body? While trying to improve your mind, you must not forget your body? For keeping good health there is nothing like outdoor games; they give a good exercise to your body, besides giving you excitement. You will also get a welcome relief from the lines of printed words. Games can also give you some useful lessons for the practical life. When you play in a team you will learn to honour other's views, to cooperate with other's and to work for a common cause with a team spirit. If you have the misunderstanding that games are meant only for unintelligent students, I would advise you to give up this notion and start playing some game as quickly as possible.

Yours sincerely,  
Rajeev

**LETTERS TO KNOWN PERSONS**

**15. A letter to your neighbour requesting him to keep his dog chained.**

33/C, Anand Niwas,  
New Delhi.  
10-6-2004

Dear Mr. Vikas,

I have been stopping myself from writing this letter for the past several weeks, but I am unable to do so any longer as things have come to a sad pass. It is about your dog. It seems that you never keep it chained. It quite often comes out of your compound and chases my children and the visitors. My children are scared to go out due to your dog. Yesterday, Mr., John and his family were visiting me. As they stepped out of their car and walked towards my house, your dog pounced upon them barking furiously. Their children were so terrified that they began to run. One of them fell down and wounded his head.

I shall be grateful if you please keep your dog chained so that it will not be a scare to my children and my visitors.

Yours sincerely,

Meena Mehta

## **PARAGRAPHS**

### **Definition of a Paragraph**

A paragraph can be defined as a group of sentences so arranged so as to give a complete overview of the subject, under discussion. A paragraph can also be defined as a group of independent sentences, gradually developing into an idea.

### **Qualities of a Good Paragraph**

A paragraph should contain a single idea. It should be grammatically and idiomatically correct. It should be concise. A paragraph should have clarity and unity.

### **Use of Contrast in a Paragraph**

Contrast in a paragraph gives fresh aspects to the idea being expressed. It also tells the reader about hidden qualities of the idea under discussion. For example—‘There were both cats and dogs in the house and yet all was quiet’. The implied meaning of this sentence is that the cats and dogs co-existed peacefully. Sentences with contrast make a paragraph interesting.

### **The Importance of Giving Details**

Minute details about the subject of the paragraph, make the paragraph more interesting, lively and easy to read. This is especially true for the subjects otherwise thought to be dull and mundane. For example, let’s define the roof beams in the subject ‘House’. The roof beams were made of ancient teak-wood with an excellent grain quality. ‘There were carved figures depicting sciences from ancient texts on the roof beams, so that any one looking at them while settling and contemplating on a chair down below could be inspired by the stories depicted in them. Never had I seen such an example of Dravidian craftsmanship in my life’.

Details such as these add a new dimension to the paragraph. Details arouses curiosity. They make a reader curious to read the whole paragraph. They are instrumental in generating interest in an otherwise boring topic.

### **1. Simple Living and High Thinking**

Lives of all the great men and women have been a source of inspiration for every generation of people. One can learn so much from their thoughts and actions. The foremost aspect of their lives which can be brought into practice in our daily lives is the act of simple living. Not one to run after the luxuries of life and embellishment of body, great men and women have always lived a simple life. They have paid attention to a healthy life and intellectual pursuits. They concentrated their energies in creating lasting



legacies in the form of books, sculptures, dramas, poetry, etc. They have been a contrast to those who have paid so much attention to objects of external embellishments. It is said that those who have too much in their worldly vaults have little to show in the region of intellect. Such people move on the superficial level of human existence. A person cannot hope to improve upon his character if he is occupied with external comforts. In order to achieve a higher intellectual level a person has to learn to forego many luxuries of life, so that enough energy is generated in our minds to absorb the salient aspects human existense...204 words.

### **2. A Little Knowledge is a Dangerous Thing**

A little knowledge is more dangerous than no knowledge at all. At least a person who does not know anything can claim of not knowing anything. He can be truthful to himself and the society. But a person with incomplete knowledge is neither here nor there. He cannot say that he knows nothing nor can he say that knows all. Therefore when the situation arise his knowledge is at test, he is unable to give correct assessment. He thus opens himself to ridicule and cause harm. For example a doctor who is not fully qualified will put the life of a patient in danger and instead of doing good will do more harm. Same is true for a car-driver, a technician, a school teacher or any other person who is not well versed with his job. Only when a person has complete knowledge about his profession or subject he/she is capable of being useful to the society...161 words.

### **3. A Friend in Need is a Friend Indeed**

A true friend in hard to come by in this age of materialism. One should consider oneself lucky if one come by a true friend during the course of everyday life. A true friend need not be with you always. He may even not agree with most of the things that you say or do. Yet by his actions and his regard, he will time and again demonstrate

his genuine feelings for you. He is the one who will stand by you in your darkest hour. He is the one who will go out of the way to pull you out of any adverse situation. Sometimes he may even risk his well-being just for your sake. He may or may not be a part of your friend circle. But rest assured, if you are lucky to have such a friend, he will be by your side during trying times. He will not leave you like the other fair weather friends. But at the same time he may not like to make use of your good nature...176 words.

#### **4. Fortune Favours the Brave**

Famous philosopher together once said that life was meant for action and not contemplation. In other words he what meant was that it is the ability of a person to act even in adverse circumstances that bring fame and wealth for him. In order to gain something one must learn to risk something. Life can be glorified with a little bit of bravery. This however does not simply foolish actions. Risk and bravery mean a calculated action where all the possible harmful consequences are well taken care of. Anyone can perform easy tasks. It takes a brave heart to do more difficult work. It is the adventures who give shape to the dreams of the philosophers and the contemplators. Napoleon, Chandragupta, Nelson, etc. are those brave people who dared to break the mould of conformity and mediocrity. They impressed the world with thin risk taking abilities and their patience. They inspired their men to perform acts of unthinkable bravery. Even today countless young people around the world are drawing inspirations from their actions and bringing about improvements in their lives and society Braves and risk takers have always cut a path different from that carved by the society. They have always defied conventions and thus they have been instrumental in bringing freshness to the stagnating societies around them...219 words.

### **5. Educational Value of Travelling**

The famous adage—‘home keeping youths have homely wits’ is true for all those people who do not wish to travel. Travelling forms a part of our education. The information that we receive through books in schools and colleges remains incomplete if it is not supplemented by our own experience. This experience can only be gained through travelling. Travelling provides us with a first hand information. What use is the study of Mughal architecture if it is not supplemented by an actual visit to the famous buildings created during the Mughal period. Travelling confers upon us numerous benefits. It presents to us different sights and sounds of nature and mankind. It unfolds for us various cultures and civilizations. A person also acquires the habit of adaptability by travelling. Travelling enables us to exchange our views with people of their countries and places and to study their habits and character. Had there been no travelling mankind would not have been able to take giant strides in the fields of astronomy, geometry, medicine, mathematics and agriculture. Travelling is a great educative experience. It broadens our outlook and makes us more sensitive. However this is true only for those people who travel with their eyes open and their senses alert...207 words.

### **6. A Day Before the Examination**

The nervousness, and fears of a student are at its peak a day before the examination. A person wakes up with the terror of failing in the exams. No amount of revision makes a student confident of facing the question paper. Each time he opens the book, he feels that he has forgotten the previous lessons. And suddenly the fears grip him, and he starts to wonder, whether he has left out any portion? He doesn't feel like eating anything. Neither can he concentrate. He runs to the prayer room and prostrates before the statues of gods and goddesses. He prays for his concentration

and memory to return, so that he may be able to remember his lessons. Unable even to pray properly and with the exam terror hounding him, he runs back to his books. This time he decides to take a hold on himself. He takes a deep breath and opens the first chapter to revision. For sometimes every thing is smooth. However, as the time passes, he feels that there is little time and more lessons. He begins to panic. In this panic he forgets to make things ready for examination. Suddenly some one reminds him to put a new refill in his ball point pen. The thought that his fountain pen needs a new nib and that he has no eraser and a pencil puts him once again in a tizzy. At the end of the day so confused and nervous is he that his mother has to finally put him to bed...263 words.

### **7. Kindness to Animals**

Animals like men are an integral part of universe. Both man and animals have evolved together. In fact the students of science are familiar that at the embryonic stage all the foetuses of animals and man look alike. Mankind has been dependent on animals for many important tasks like drawing the plough, guarding the house, transportation and carrying heavy loads. Our children are dependent on animals for milk and eggs. While we use their meat, skins, hair and horns for food, clothing, woollen objects, making shoes and decorative objects. Animals are very essential for the soil fertility and maintaining ecological balance. It is a pity that despite their various contributions to the society they are ill-treated by almost all of us. We beat them, torture them, make them go hungry, do not give them proper medical care, make them pull heavy loads and keep their places of rest dirty and unhealthy. We also do not stop our children from torturing small puppies and kittens. We use animals in laboratories to test various chemical compounds and cosmetics. While doing all this not for one moment do we think about pain that we are inflicting on these mute animals. No sensitive human being

can go unmoved by their plight. The need of the hour therefore is to create awareness about the animals and learn to treat them properly. In this way will remain our friends for a long time...200 words.

### **8. Cleanliness is Next to Godliness**

There is supreme truth in this famous sentence. It is felt that the Almighty is a pure entity. He is above hate, revenge, anger and all the corrupting influences of the world. Such is His purity that all the religions urge the mankind to attain it. They have even chalked out various paths and methods by which mankind can become pure. One such path is through the process of cleanliness, both physical and spiritual. All the religions demand that we keep our surroundings clean before we venture on to the path of meditation. There is also a scientific truth in this thought. Neat and clean surroundings give us good health and clarity of thought. A person is able to concentrate if the area around him is tidy. Cleanliness destroys disease carrying germs. On the other hand dirt and garbage give rise to infections and diseases. An ill person is an unhappy person. He has to waste valuable energy and money in order to become well once again. Precious time is lost in this way. Therefore if one is to be able to focus all his abilities towards some constructive work than one has to keep himself clean. It is only when one does one's duty properly that one comes closer to the Almighty...213 words.

### **9. My Favourite Book**

The world of books is endless. However only those books that have enlightened and entertained have become the all time favourites of mankind. One such book is Ram Charitra Manas, written by the great saint and poet Tulsi Das. It is also my favourite. This book is considered to be one of the holiest books of the Hindus. However this has

not stopped people from other religions to read it and realize its importance in our daily lives. On the simple level it is the story of four brothers namely Ram, Bharat, Laxman and Shatrughan and their Kingdom. On a more deep level it teaches the mankind about the value of, love, brotherhood, service, truth and unity. Ram did not question the decision of his father to send him to exile. Neither did Sita question Ram on his acceptance of the order to spend 14 years into exile. She like a true wife stood steadfast to her decision to be at her husband's side in all circumstances. Laxman followed Rama to the jungle, so that he could serve him. Rama fought Ravana for justice and dharma. Yet he did not fight Bharat for his kingdom because he believed in peace and prosperity of his people. Besides, this book gives an important lesson in the art of correct state-craft and how a ruler should behave. It is a book which teaches and entertains at the same time...240 words.



# 7

## Story-Writing: An Overview

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Story-writing is quite an interesting art. We feel delighted whenever we happen to hear or tell narrate stories in our life. The candidate who has a clear knowledge of the content (subject matter) of the story, and possessed the desired vocabulary and has the basic knowledge of language and grammer will write it spontaneously and thoroughly.

- (i) Heading : Write the main words of the title of the story in capital letters.
- (ii) Outlines : Read the hints provided in the story again and again. Develop the story on their basis alone.
- (iii) Plot : Do not change the ideas given in the outlines. However, you can freely change the language of the outlines. Do not change the order of the main points. Do not twist the events of the story. You can give the conversation taking place between the characters of the story to make it spicy. Always write the story in past tense even though the outlines are given in present tense. The story should be logical.
- (iv) Moral : Write all the possible morals of the story.

You must revise the story with a view of removing grammatical and spelling mistakes. It should be written in simple English and within words-limit.

## MODEL STORIES

### 1. THE MILKMAID AND HER DREAMS

**Outlines.** A milkmaid going to the market—pail of milk on her head—began to daydream—sell milk—buy hens—sell eggs—buy new clothes—go to the fair—every young man will want to marry me—when they pester I will toss my head—pail with milk fell on ground—end of dreams.

**Story.** Once a milkmaid was going to the market with a *pail* of milk on her head. As she walked, she began to day dream. She thought, “I shall sell this milk at the market and with that money I shall buy some hens. The hens will lay eggs everyday and I shall collect and sell them all. With the money I get, I’ll buy a lovely new gown. Wearing this gown, I’ll go to the fair. There every young man will want to make me his life partner. When they *pester* me too much I’ll toss my head in *disgust*”. As she thought she tossed her head *unconsciously* and the pail with milk fell from her head. The milk *spilled* all over the ground. That was the end of her dream.

**Moral :** Do not count your chickens before they are hatched.

### 2. THE FOX AND THE CROW

**Outlines.** A crow got a piece of cheese—a fox saw her—wanted the cheese—praised the crow’s voice—the crow opened the mouth to sing—the cheese fell down—the fox went away with it.

**Story.** Once a crow got a piece of cheese and flew *towards* a high branch of a tree. She was going to enjoy it when a fox saw her. He wanted that piece of cheese for himself. So he began to praise the crow, “My dear crow, let me tell you a truth. You are the most beautiful bird I have ever seen. How *glossy* are your *feathers* and how strong are your *claws*! You must be the envy of other birds. It has been ages since I have heard your sweet song. Will you



please sing for me now?" The vain crow felt flattered by these praises. When she opened her mouth to sing, the piece of cheese fell down. The clever fox *grabbed* it and ran off without waiting for the crow to finish her song.

**Moral :** Beware of flatterers.

### 3. THE FOX AND THE GRAPES

**Outlines.** A fox—hungry and thirsty—looking for food—entered vineyard—ripe grapes hanging—from a trellis—took a jump, but missed—tried again and again—no success—went away saying grapes are sour.

**Story.** Once a fox which was hungry and thirsty was looking for something to eat. He reached a vineyard and found ripe grapes hanging down from *trellis*. But the grapes were too high for him to reach. He took a jump at the fruits but missed. He jumped again and again, but without any success. At last he walked away saying : "Who wants these sour grapes anyway?"

**Moral :** Once who fail, to get thing often says that he does not want it.

### 4. THE SHEPHERD BOY AND THE WOLF

**Outlines.** A lonely shepherded boy—got bored—wanted to have some fun—shouted 'wolf, wolf',—the villagers came with sticks and clubs—the boy laughed at them—repeated the trick—when actually the wolf came—no help—the wolf killed his sheep.

**Story.** Once there was a shepherded boy. He was lonely and got bored. He wanted to have some fun to pass the time. So he shouted 'wolf! wolf!'. The villagers came with sticks and clubs to drive away the wolf as *anticipated* by him. They found no wolf anywhere. The boy laughed at them *gleefully*. He played this trick so many times on them that they became wise to his trick. Then one day the wolf really came. When the boy shouted for help, nobody

came. The villagers thought that he was upto his old trick again. The wolf killed his sheep.

**Moral :** Once a liar, always a liar.

### 5. THE HARE AND THE TORTOISE

**Outlines.** The hare proud of his great speed—made fun of the slow tortoise—the tortoise agreed to a race—the hare shot off from the starting line—fell asleep in the midway—tortoise moved on steadily—when the hare woke up it was too late—the tortoise won the race.

**Story.** Once there was a hare who was very proud of his great speed. He used to make fun of a tortoise for his slow pace. One day, when the tortoise was *pestered* by the hare belong *endurance* in front of other animals, he accepted a challenge for a race. Animals in large numbers had assembled to watch the race. When the signal for the start was given, the hare shot off like an arrow and covered a considerable distance whereas the tortoise was moving at his *usual* slow pace on the way the hare turned back and found that the tortoise was far behind. Over-confident of his speed he decided to wait for his *rival* but fell asleep. The tortoise moved steadily and passed the sleeping hare. When the hare woke-up, it was too late. The tortoise was already near the finishing line. While other animals praised the tortoise for winning the race, the hare walked away hanging down his head in *shame*.

**Moral :** Slow and steady wins the race.

### 6. THE ANT AND THE GRASSHOPPER

**Outlines.** Summer-ant storing wheat-grasshopper singing and idling-laughed at the ant—came winter-no food—grasshopper went to the ant for food—the ant flatly refused.

**Story.** It was summer. An ant was busy with storing wheat. He was working hard without any rest. A grasshopper who was singing *merrily* and enjoying the season as best as he could saw the sweating ant. He said, "There are

some fools who do not know how to live properly. Mr. Ant, why can't you sing and be happy like me instead of working all the time". The ant did not bother to reply. He carried on with his work. Then came the winter season. There was *scarcity* of food everywhere. The grasshopper who had been starving for many days came to the ant's door at last. He called out at the ant, "My dear ant, please give me some from your store. Otherwise I will die of starvation". The ant who was comfortably settled in for the winter with a full *granary* said, "Mr. Grasshopper, you were singing and idling all the summer. Now you go and dance". He closed his door.

**Moral :** Idlers are the worst sufferers.

## 7. THE LION AND THE HARE

**Outlines.** A lion killing animals indiscriminately—animals offer to send one animal as lions food everyday—turn of a hare—went very late—lion furious—another lion in the forest—brought the lion to the well—saw its own reflection jumped in—drowned.

**Story.** Once there was a lion in a forest. He used to kill animals *indiscriminately*. The animals feared total extinction of their races if that *tendency* went on. One day these animals went to the lion and appealed him to stop that indiscriminate and unnecessary killing of animals. They offered to send one animal each day as his food. The lion agreed. He began to get his food without hunting. One day it was the turn of a hare to come as the food of the lion. The hare did not come at the scheduled time. The lion was very hungry and he was getting angrier and angrier with the passage of time. When at last the hare came, the lion *pounced* on him and said, "You *wretched* animal, you kept me waiting this long. I am going to kill your whole family for this". The hare showing fear replied, "My Lord, it was not my fault. I Started from my home well in time but on my way another lion stopped me. He said he was the real

king of this forest, "Hearing it the lion flew into a rage". Another king! Where is he? I won't leave him *alive* today. Show him. "The hare led the lion to a deep well in the forest. "He lives in this den" said the hare. The lion looked in and saw his own reflection in the water. Thinking that it was another lion, our lion jumped into the well and drowned in the water.

**Moral :** Either cure or endure.

### 8. THE THIRSTY CROW

**Outlines.** A summer day—a crow—thirsty—found a pitcher with a little water—could not reach it—picked up pebbles—water rose to the brim—drank water and quenched its thirst.

**Story.** It was a hot summer day. A crow feeling very thirsty, was looking for water. He found a pitcher with a little water in it. The water level was so low that he could not reach it with his beak. Then an idea struck him. He picked up and dropped *pebbles* into the pitcher one by one. The water level *gradually* rose to the *brim*. Then the crow drank water and quenched his thirst. He flew away satisfied. Necessity *persuades* people to make inventions.

**Moral :** Where there is a will there is a way.

### 9. THE ELEPHANT AND THE TAILOR

**Outlines.** Tailors shop—Tailor gave a banana to the elephant every day—both became friends—one day tailor pricked his trunk—reaction.

**Story.** A king had an elephant. He was taken daily to the river for bath. On his way to the river the elephant had to pass through the market. There was tailor's shop on the way. The tailor was a kind hearted person. He gave the elephant a banana to eat every day. The tailor and the elephant became friends.

One day the tailor was sitting in an angry mood. The elephant came as usual. He held out his trunk for the banana. The tailor instead of giving him the banana pricked his trunk with a needle. The elephant felt the pain. He became angry. However, he went away.

At the river he took his bath. Later he filled his trunk with the muddy water from the river. He walked back to the tailor's shop. There he stopped and sprayed inside of the shop with the muddy water. All the clothes inside the shop were spoiled. The elephant took his revenge.

**Moral :** Do to others what you wish others should do to you.

#### 10. THE DONKEY AND ITS FOOLISH OWNERS

**Outlines.** A father and a son—bought a donkey—on their way back—first group of people remarked—the son to ride—they obeyed—another group proposed the father ought to ride—third group proposed both of them should ride—next group said they ought to carry the donkey—they wanted to please all—carried the donkey on a pole—while crossing a bridge the animal struggled and fell into the water.

**Story.** Once a father and his son went to a fair and bought a donkey. As they were driving the donkey they came up to a group of people sitting under a tree. When they saw the father and son duo with the donkey, they remarked, "look at these fools". Can't the boy ride the donkey instead of walking?" Their suggestion made sense to the father and the son. As they went further, the boy riding the donkey and the father walking alone another group of people found them. These people said, "What a time has come. The young *generation* has become selfish. They have no respect for the old. Look at that shameless boy riding the donkey proudly when his poor old father is walking.

**Moral :** It is not possible to please everybody.

### 11. THE LION AND THE MOUSE

**Outlines.** A lion sleeping under a tree—a mouse playing on the branches—slipped—fell on the lion—angry—mouse begged forgiveness—mouse promised to repay—lion was caught in a net—roared for help—the mouse came with his friends—out the net—freed the lion.

**Story.** One day a lion was sleeping under a tree. A mouse playing on the branches slipped and accidentally fell on the lion. It disturbed the royal sleep. The lion flew into a *rage* and caught hold of the intruder with his mighty paw. He was going to kill the mouse when the *tiny* creature shockingly spoke. “O my lord, spare my life. It wasn’t a *deliberate* act. My feet slipped and I fell off from the branch. I sincerely apologise for this mistake. Please forgive me. Killing me will do you no good”. The lion felt pity for the mouse and let him go. Before running away the mouse did not forget to say, “Thank you my Lord; I will return you this kindness one day”. The lion laughed loudly thinking that what favour such a small creature could do for the king of beasts. Then one day, as the lion was wandering near a hill, he was caught in a net cast by hunters. Though he tried as well as he could, he could not free himself. Our mouse living in a nearby hole heard his *desperate* roars. He came with his friends and cut the net before the hunters came. The lion was freed. When he muttered thanks to the mouse, the mouse said with all *humility*, “You need not thank me, my Lord. I was only returning your kindness”.

**Moral :** One good turn deserves another.

# 8

## Precis-Writing: Tools and Techniques

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Precis means the meaningful, complete and clear restating of the main ideas or points found in a speech or piece of writing. In other words 'Precis' means a summary of the passage in a shortened form written in your own language.

### How to Write Good Precis ?

- (i) Precis should be short but substantial. It should approximately be one third of the original passage. The number of words should be given at the end of the 'Precis'.
- (ii) The ideas should be clearly expressed in the 'Precis'. The order of ideas given in the precis should be the same as in the original text. All the main ideas of the passage should in variably be contained in the precis. The candidate has no write to present his own ideas or ideology in the passage. He has no right to criticism or comment upon the ideas given in the passage.
- (iii) All the important points of the passage should be included in the precis. Unnecessary points must be left out. Write the key sentences in your own words. Use a single tense throughout the precis. Precis should be written in Active voice and Indirect Speech. Use simple and clear language, not big words and long sentences. Avoid actual quotations from the

passage. Revise the precis to remove spelling and grammatical mistakes.

- (iv) The precis must contain connectedness and continuity. It should be well knit like the links of a chain.
- (v) The heading of the precis must be given.
- (vi) Make sure of the punctuation marks and spellings. You must keep the specified length and not write too many or too few words.

### MODEL EXAMPLES

**Read the given passages and make a precis of each. Also suggest a suitable heading :**

1. In order to save our wild life, a number of national parks and game sanctuaries have been established. The difference between a national park and game sanctuary is that while a national park is established through an Act of Parliament or a state legislature, sanctuaries are established through an administrative order of the government. National Parks are permanent and their boundaries cannot be changed whereas sanctuaries are established for a fixed period of time. Which may or may not be increased; and also the boundaries can be changed or modified. In India, we have forty give national parks. The most famous are the Kanha National Park in Madhya Pradesh, the Corbett National Park and Dedwa National Park in Uttar Pradesh. In these national parks, the wild life gets an opportunity to exist and multiply in a natural manner without any interference or danger from man. In the game sanctuaries (210) at present, similar protection is given to all forms of wild life. The most famous game sanctuary in India is the Gir Lion Sanctuary in Gujarat. Here lives the Asiatic lion, which once roamed freely all over North West India, Pakistan, Iraq and Arabia. This is the only part of the earth where the Asiatic lion still exists in its natural environment owing to the strict protection given to it for the last eighty years or more.



All our national parks and sanctuaries are a source of great pleasure and recreation to thousands of visitors each year because they give an opportunity to people to see the rich fauna of our country in their natural surroundings.

**Ans.** Wild life is a part of our national wealth. National parks and game sanctuaries have been established to save rare animals and birds from extinction. National Parks are permanent with a fixed well-defined boundary. It is created by an Act of Parliament. A game sanctuary is created for fixed period by an administrative order. India has 45 national parks and 210 game sanctuaries at present. Gujarat has the world's only game sanctuary for Gir lions. These places attract tourists and visitors who get pleasure and recreation in seeing the rich fauna in their natural surroundings.

**Title :** Measure to Save Wild Life.

2. The great rise in population of the under developed countries has been made possible largely by the great improvements of health standards. Devastating tropical diseases have been brought under control and infant mortality has been reduced to a level lower than ever before. Even during the last twenty years the improvement in the expectation of life in India is very striking. In 1946 the average life expectancy of a girls was 27 years, but by 1968 this increased to 48 years. The significant effect of this is that life has been prolonged right through her productive period and she may now bear more children than was possible before.

Although the Europeans introduced modern medical and sanitation standards of Asian countries which they colonised or influenced in the 18th and 19th centuries, it was never anticipated how much the saving of lives would add to the problem of food shortage. Improved agricultural methods of increased food productivity were not, however, introduced at the same time.

Today, the living conditions of people everywhere are

the concern of use all. The poet John Donne said, "No man is an island entire of itself" meaning that our own survival depends on the concern that we show for others. The nations of the world are now beginning to realize the importance of a social conscience for mankind. This is the way we can work together to solve the problem of overpopulation.

**Ans.** Population explosion is a big world problem today. It is due to better health care, leading to fall in death rate and longer life span. This boon was not foreseen when sanitation and modern medical standard, were introduced. It was never calculated that they would add to the problem of food shortage. All the nations should work together to solve the problems created by number game. It possible only when the entire mark in became socially conscious of the menace of over population.

**Heading :** Over-Population and its Solution.

**3.** The government of India called upon her to help the wounded and the suffering in the hospital at Scutari during the Crimean War. The condition of the hospital was terrible. There was dirt, indifference and inefficiency. There was hostility to a women who assumed public responsibility of such great magnitude. It was a set back to the vanity of men. They raised all possible obstacles in her way. But she was strong lady and braved all the opposition heroically. The hospital became an ideal place and wounded worshipped her like an angel. The lady with a lamp, as Florence came to be reverentially called by the soldiers, became a national heroine. The nation showed its gratitude to her by raising a high amount of money for her benefit but Florence Nightingale proved herself to be even greater by contributing all that sum for building of an institution for the training of nurses.

**Ans.** Florence Nightingale's appointment in the hospital at Scutari spread a wave or resentment among some men of vanity. They posed many obstacles in her way. She helped the wounded and the suffering soldiers and was

worshipped. She removed the miserable conditions prevailing there and raised an institution for the training of the nurses.

**Heading :** Florence Nightingale and her services.

4. What has been the result of the application of those methods of motor manufacture? In the first place all our lives have been profoundly affected by the motor car. Cities have spread outwards because people can now easily reach distant places of business. The town has discovered the country; and the country people have been enabled to move about and visit the town. Old people who expected to pass all their lives in one place have in last twenty years travelled mostly by bus far greater distances than they ever travelled before. Much of the food of the cities is brought in by motor lorry, which is becoming a keen competitor of the railways. Millions of cars and lorries are already running on the roads of the world, and the number will tend to increase as methods of mass production improve.

Another example of mass production is the morning newspaper. To see huge printing presses turning out and folding tens of thousands of newspapers, all exactly the same and all faultless, is an experience which can never be forgotten. The printing press is one of man's cleverest inventions. The great machine seems almost alive, it does everything to the newspapers except write the original copy. It is this machine which brings the daily newspaper, with its pictures and its thousands of words, within the reach of poorest of man.

The output of goods in large quantities profoundly affects the standard of living of the people of the world.

**Ans.** Mechanised transport has transformed life radically. It has made travelling swift and comfortable. It has led to the expansion of the towns because long distances are covered soon in motor cars. Goods are transported to cities by trucks. There are two examples of mass production. First is newspaper. The printing presses turns out millions

of copies everyday which are carried to distant places. Then there is mass manufacture of goods which have improved the living standards of the common people.

#### Motor Transport and Modern Life

5. Art occupies a position of great importance in the modern world. By this I do not mean to imply that modern art is better than the art of other generations. It is obviously not. The quantity, not the quality, of modern art is important. More people take a conscious interest in art as art. And more devote themselves to its practice than at any other period. Our age, though it has produced few masterpieces is a thoroughly aesthetic age. This increase in the number of practitioners of all the arts is not unconnected with the decrease in the number of religious believers. To mind whose religious needs have been denied their normal fulfillment, art brings a certain spiritual satisfaction. In its lowest forms art is like that emotionally charged 'ritual for ritual' sake so popular, as we have seen at the present time. In its higher and more significant forms it is philosophy as well as ritual.

The arts including music and certain important kinds of literature, have been, at most periods, the handmaids of religion. Their principal function was to provide religion with the visible or audible symbols which for him personally are the God. Divorced from religion, the arts are now independently cultivated for their own sake. The aesthetic beauty which was once devoted to the service of God has now set up as a god on its own. The cultivation of art for its own sake has become a substitute for religion.

**Ans.** Modern age is a lover of beauty. Modern art has taken the place of religion. It is practised with the same zeal and devotion. It gives both emotional and spiritual satisfaction to the artist. It is both a philosophy and a ritual. In earlier times all arts were in the service of religions. Today they are practised independently and for the sake of art only. The arts including music and certain

important kinds of literature are no longer the handmaids of religion.

**Title :** Art is Substitute for Religion.

### PRACTICE EXERCISES

**Make precise of the following passages. Also suggest a suitable heading.**

1. Black-money is generated in many ways. These are tax evasion, distribution and hoarding of commodities and bribery. The causes of the creation of black-money are not wholly economic, but political also. Elections are contested with black-money. Smuggling is carried on with black-money. This unaccounted money is invested chiefly in real estate, shares, jewellery and in reckless spending. Much of the trade in big cities is carried on with the tainted or illegal money. And this goes on with the co-operation of the authorities. Truly speaking, there is an understanding between tax-evaders, smugglers, politicians and big officers. The tax-laws have loop-holes in them which help generate black-money. Black-money is like a cancerous growth in India's economy. So long as the rates of taxation are high and controls and licences continue, people will not hesitate to hide their income and evade tax-paying. Rent-control in big cities is another sources of black-money generation in the form of 'Pugree'.

2. Truly speaking, religion deals with the moral and spiritual values. It is the pursuit of all that is noble and holy. It is a way of life. In disciplines man's animal instincts and makes him truly human. True religion is based on love and sacrifice. But down the ages man has been killing his fellow men in the name of religion. History is red with the blood of the heathens or *Kafirs*. Islam was spread with the *Quran* in one hand and the sword in the other. There were holy wars for a thousand years. The Christians persecuted the non-Christians. Hitler killed millions of Jews simply because they were different from them in

religious beliefs. Religions has been used as tool by the rulers. Instead of unifying mankind religions divided the people into hostile communities.

Whatever by the misdoings of our religious leaders in the past or the present century, religion has its utility and relevance even today. It is a source of strength to man. The myths of heaven and hell also are necessary to create fear of evil. God is a necessity. We cannot let Him die.

**3.** These days newspaper has become a part of our life. We cannot do without it. It is a source of both information and entertainment. Now the world has become small and anything happening in any part of the world may affect us. A newspaper gives us the news of the whole world. It contains all sorts of material. One gets some material or the other for one-self according to one's taste, aptitude or age in the newspaper. There are columns for publicity and advertise-ments. There is sports column or a full page for the fans of games and sports. A newspaper provides us news about social, political, economic, culture, scientific and other development. Moreover, the reading of a newspaper broadens our outlook and improves our language. Such is the value and importance of newspaper.

### **COMPREHENSION PASSAGES**

'Comprehension'. Means the power to understand the sense of the given passage clearly. The passage for comprehension aims at testing the candidates knowledge or ability to answer the given questions accurately in easy, precise and simple language. The candidate generally feel great difficulty in answering the questions of unseen passages. The following are the main reasons behind these difficulties.

- (i) Failure to understand the meanings of the words of phrases given in the passage.
- (ii) Lack of capability to locate the accurate answer of the questions.

- (iii) Lack of command over English language.
- (iv) Lack of practice.

Points to note while answering the questions:

- (i) Read the passage again and again. Do not bother about the exact meaning of individual difficult words/phrases. Try to grasp only their sense.
- (ii) Underline the portions in the given passage which may possibly contain answers to some questions. Write the number of the questions on the underlined part.
- (iii) Do not steal words/phrases from the passage. Write the answers to the questions in your own language. The tenses of the answers should agree with that of the questions.
- (iv) Never begin the answers with words like *since/as/so/because*. Answer each question turn-by-turn.
- (v) The answers should be clear, precise, complete and meaningful. Do not write the answer to any question in vernacular. Explain the meanings of the desired words only in English.

1. Failure and success are two sides of the same coin. I had just about managed to clear my class IX examination. These results had shaken my confidence. The next year however, I vowed to work hard and come up to the *expectations* of my teachers. I still remember the day the results of class X were to come. I was extremely nervous. Then the newspaper came. My parents rushed to see my result. Then I heard my father call me. By that time I was sweating. I was sure that I had not got a place in the merit list. And my father was calling me so that he could scold me. However, when I went near him, I saw pride and happiness on his face. Yes, I had made it to the merit list with top honours.

2. All sorts of beggars exist in this country. They can be found on the roads, streets, places of religious worship and

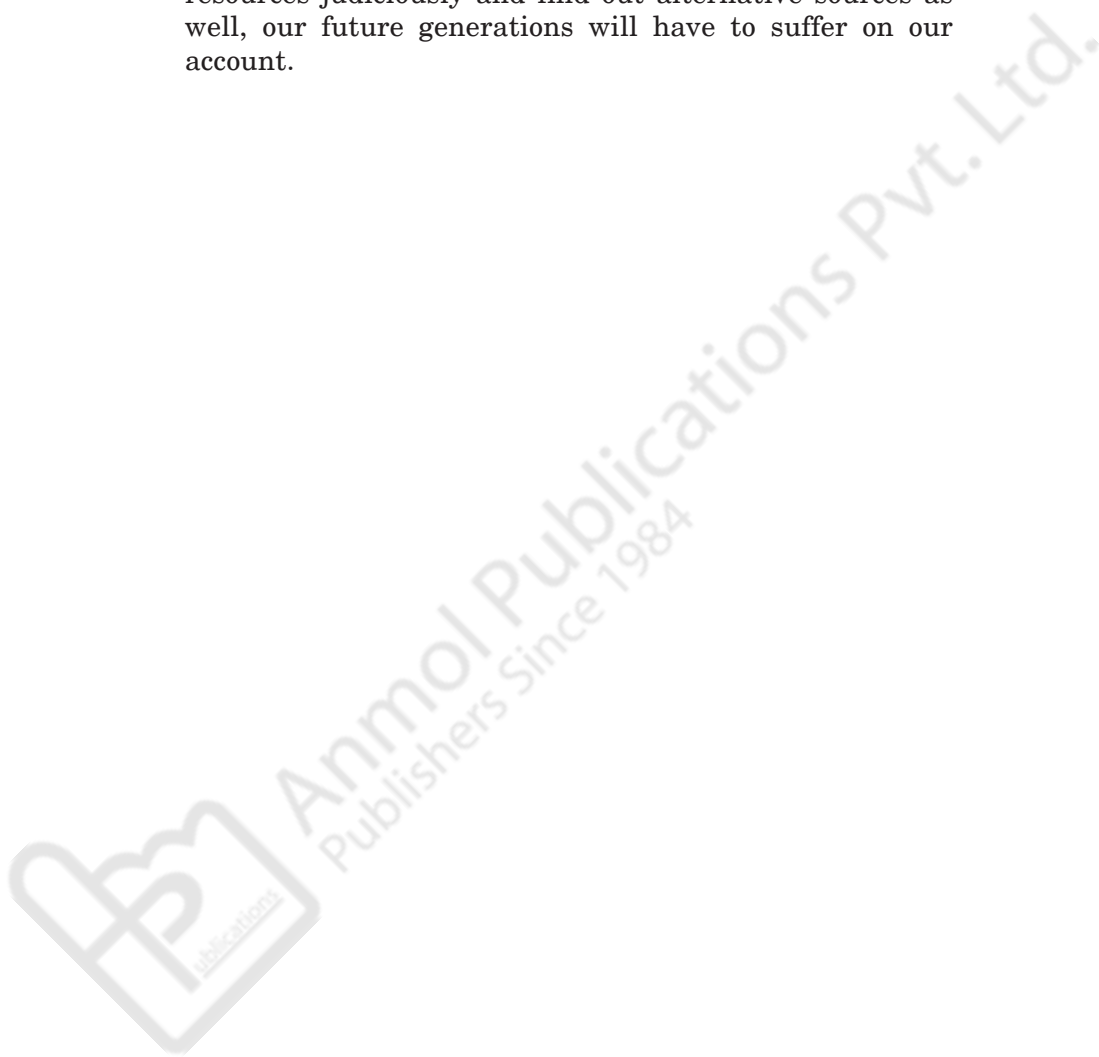
busy markets. They are usually dirty and wear torn clothes. Some of them are handicapped or leprosy patients. By making miserable noises they try to persuade people to give them money. Many times able-bodied, but lazy men and women take to begging. It is the easiest method of earning a livelihood. People are easily fooled by their looks. And they generously give money to them. The money that is earned is spent in gambling, liquor and drugs. Indeed a beggar has become a problem for the society.

**3.** Television is a most wonderful invention of mankind. It has brought the moving pictures of cinema into our house. It is as friendly as a radio. Television functions on the principles of wireless. Over the years it has developed as an important tool of spreading education, development and awareness programmes. It has also become an important means of entertainment. It is a box shaped object. It has a screen on which the pictures come. It receives the picture from an antenna. It has many buttons with which to control the brightness, colour, contrast, volume and the channels of the television. Nowadays Television sets come with a remote. Television sets come in various sizes from 14" to 26"

**4.** All the natural resources are found on the earth in varying quantities. Some of them are found in small amounts while others are abundant. Even the distribution of these resources is not uniform. Some parts of the earth are rich in one or more resources, while others are deficient. As there is disparity in the distribution of these resources, there is still greater disparity in the utilization of these resources. Whereas some nations utilize more resources, others do not have enough to meet the requirements of their people. Thus the unequal distribution, as well as utilization of natural resources has widened the gulf between the developed and the developing, or the rich and the poor nations of the world. The growth of population and the scientific and technological advancements have increased



the pressure in natural resources. As a result, several resources such as coal and petroleum may be completely exhausted in the near future. Unless we utilise our natural resources judiciously and find out alternative sources as well, our future generations will have to suffer on our account.



# 9

## **English as a Foreign or Second Language and ELS Language Centers**

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### **ENGLISH AS A FOREIGN OR SECOND LANGUAGE**

ESL (English as a second language), ESOL (English for speakers of other languages), and EFL (English as a foreign language) all refer to the use or study of English by speakers with a different native language. The precise usage, including the different use of the terms ESL and ESOL in different countries, is described below. These terms are most commonly used in relation to teaching and learning English, but they may also be used in relation to demographic information.

ELT (English language teaching) is a widely-used teacher-centred term, as in the English language teaching divisions of large publishing houses, ELT training, etc. The abbreviations TESL (teaching English as a second language), TESOL (teaching English to speakers of other languages) and TEFL (teaching English as a foreign language) are also used.

Other terms used in this field include EAL (English as an additional language), EIL (English as an international language), ELF (English as a lingua franca), ESP (English for special purposes, or English for specific purposes), EAP (English for academic purposes). Some terms that refer to those who are learning English are ELL (English language

learner), LEP (limited English proficiency) and CLD (culturally and linguistically diverse).

### **Terminology and Types**

The many acronyms and abbreviations used in the field of English teaching and learning may be confusing. English is a language with great reach and influence; it is taught all over the world under many different circumstances. In English-speaking countries, English language teaching has essentially evolved in two broad directions: instruction for people who intend to live in an English-speaking country and for those who don't. These divisions have grown firmer as the instructors of these two "industries" have used different terminology, followed distinct training qualifications, formed separate professional associations, and so on. Crucially, these two arms have very different funding structures, public in the former and private in the latter, and to some extent this influences the way schools are established and classes are held. Matters are further complicated by the fact that the United States and the United Kingdom, both major engines of the language, describe these categories in different terms: as many eloquent users of the language have observed, "England and America are two countries divided by a common language." (Attributed to Winston Churchill, George Bernard Shaw, and Oscar Wilde.) The following technical definitions may therefore have their currency contested.

#### ***English Outside English-Speaking Countries***

*EFL*, English as a foreign language, indicates the use of English in a non-English-speaking region. Study can occur either in the student's home country, as part of the normal school curriculum or otherwise, or, for the more privileged minority, in an anglophone country that they visit as a sort of educational tourist, particularly immediately before or after graduating from university. *TEFL* is the teaching of English as a foreign language; note that this sort of instruction can take place in any country, English-

speaking or not. Typically, EFL is learned either to pass exams as a necessary part of one's education, or for career progression while working for an organization or business with an international focus. EFL may be part of the state school curriculum in countries where English has no special status (what linguist Braj Kachru calls the "expanding circle countries"); it may also be supplemented by lessons paid for privately. Teachers of EFL generally assume that students are literate in their mother tongue. The Chinese EFL Journal and Iranian EFL Journal are examples of international journals dedicated to specifics of English language learning within countries where English is used as a foreign language.

### ***English within English-Speaking Countries***

The other broad grouping is the use of English within the Anglosphere. In what theorist Braj Kachru calls "the inner circle", i.e. countries such as the United Kingdom and the United States, this use of English is generally by refugees, immigrants and their children. It also includes the use of English in "outer circle" countries, often former British colonies, where English is an official language even if it is not spoken as a mother tongue by the majority of the population.

In the US, Canada and Australia, this use of English is called *ESL* (English as a second language). This term has been criticized on the grounds that many learners already speak more than one language. A counter-argument says that the word "a" in the phrase "a second language" means there is no presumption that English is *the* second acquired language. *TESL* is the teaching of English as a second language.

In the UK, Ireland and New Zealand, the term *ESL* has been replaced by *ESOL* (English for speakers of other languages). In these countries *TESOL* (teaching English to speakers of other languages) is normally used to refer to teaching English only to this group. In the UK, the term

*EAL* (English as an additional language), rather than *ESOL*, is usually used when talking about primary and secondary schools, in order to clarify English is not the students' first language, but their second or third.

Other acronyms were created to describe the person rather than the language to be learned. The term *LEP* (Limited English proficiency) was created in 1975 by the Lau Remedies following a decision of the US Supreme Court. *ELL* (English Language Learner), used by United States governments and school systems, was created by Charlene Rivera of the Center for Equity and Excellence in Education in an effort to label learners positively, rather than ascribing a deficiency to them. *LOTE* (Languages other than English) is a parallel term used in Canada, Australia, and New Zealand.

Typically, this sort of English (called *ESL* in the United States, Canada, and Australia, *ESOL* in the United Kingdom, Ireland and New Zealand) is learned to function in the new host country, e.g. within the school system (if a child), to find and hold down a job (if an adult), to perform the necessities of daily life. The teaching of it does not presuppose literacy in the mother tongue. It is usually paid for by the host government to help newcomers settle into their adopted country, sometimes as part of an explicit citizenship programme. It is technically possible for *ESL* to be taught not in the host country, but in, for example, a refugee camp, as part of a pre-departure programme sponsored by the government soon to receive new potential citizens. In practice, however, this is extremely rare.

Particularly in Canada and Australia, the term *ESD* (English as a second dialect) is used alongside *ESL*, usually in reference to programmes for Canadian First Nations people or indigenous Australians, respectively. It refers to the use of standard English, which may need to be explicitly taught, by speakers of a creole or non-standard variety. It is often grouped with *ESL* as *ESL/ESD*.

### ***Umbrella Terms***

All these ways of denoting the teaching of English can be bundled together into an umbrella term. Unfortunately, all the English teachers in the world cannot agree on just one. The term *TESOL* (teaching English to speakers of other languages) is used in American English to include both TEFL and TESL. This is also the case in Canada. British English uses *ELT* (English language teaching), because TESOL has a different, more specific meaning; see above.

### ***Systems of Simplified English***

For international communication several models of “simplified English” have been suggested or developed, among them:

- Basic English, developed by Charles Kay Ogden (and later also I. A. Richards) in the 1930s; a recent revival has been initiated by Bill Templer
- Threshold Level English, developed by van Ek and Alexander
- Globish, developed by Jean-Paul Nerrière
- Basic Global English, developed by Joachim Grzega
- Nuclear English, proposed by Randolph Quirk and Gabriele Stein but never fully developed
- The English collectively developed in the Simple English Wikipedia, primarily Basic English and Special English

### ***Difficulties for Learners***

Language teaching practice often assumes that most of the difficulties that learners face in the study of English are a consequence of the degree to which their native language differs from English (a contrastive analysis approach). A native speaker of Chinese, for example, may face many more difficulties than a native speaker of German, because German is closely related to English, whereas Chinese is not. This may be true for anyone of any mother

tongue (also called first language, normally abbreviated L1) setting out to learn any other language (called a target language, second language or L2). See also second language acquisition (SLA) for mixed evidence from linguistic research.

Language learners often produce errors of syntax and pronunciation thought to result from the influence of their L1, such as mapping its grammatical patterns inappropriately onto the L2, pronouncing certain sounds incorrectly or with difficulty, and confusing items of vocabulary known as false friends. This is known as L1 transfer or “language interference”. However, these transfer effects are typically stronger for beginners’ language production, and SLA research has highlighted many errors which cannot be attributed to the L1, as they are attested in learners of many language backgrounds (for example, failure to apply 3rd person present singular -s to verbs, as in ‘he make’).

Some students may have very different cultural perceptions in the classroom as far as learning a second language is concerned. Also, cultural differences in communication styles and preferences are significant. For example, a study looked at Chinese ESL students and British teachers and found that the Chinese learners did not see classroom discussion and interaction as important but placed a heavy emphasis on teacher-directed lectures.

### **Pronunciation**

- Consonant phonemes

English does not have more individual consonant sounds than most languages. However, the interdentalals, /θ/ and /ð/ (the sounds written with *th*), which are common in English (*thin, thing*, etc.; and *the, this, that*, etc.) are relatively rare in other languages, even others in the Germanic family (e.g., English *thousand* = German *tausend*), and these sounds are missing even in some English dialects. Some learners substitute a [t] or [d] sound, while others shift to [s] or [z], [f] or [v] and even [ts] or [dz].

Speakers of Japanese, Korean, Chinese and Thai may have difficulty distinguishing [y] and [ɪ]. Speakers of Xiang Chinese may have a similar difficulty distinguishing [n] and [l]. The distinction between [b] and [v] can cause difficulty for native speakers of Spanish, Arabic, Japanese and Korean.

- Vowel phonemes

The precise number of distinct vowel sounds depends on the variety of English: for example, Received Pronunciation has twelve monophthongs (single or “pure” vowels), eight diphthongs (double vowels) and two triphthongs (triple vowels); whereas General American has thirteen monophthongs and three diphthongs. Many learners, such as speakers of Spanish, Japanese or Arabic, have fewer vowels, or only pure ones, in their mother tongue and so may have problems both with hearing and with pronouncing these distinctions.

- Syllable structure

In its syllable structure, English allows for a cluster of up to three consonants before the vowel and four after it (*e.g.*, *straw*, *desks*, *glimpsed*). The syllable structure causes problems for speakers of many other languages. Japanese, for example, broadly alternates consonant and vowel sounds so learners from Japan often try to force vowels in between the consonants (*e.g.*, *desks* /desks/ becomes “desukusu” or *milk shake* /mjlk fejk/ becomes “mirukushçku”).

Learners from languages where all words end in vowels sometimes tend to make all English words end in vowels, thus *make* /mejk/ can come out as [mejkY]. The learner’s task is further complicated by the fact that native speakers may drop consonants in the more complex blends (*e.g.*, [mɛns] instead of [mɛnəs] for *months*).

- Unstressed vowels - Native English speakers frequently replace almost any vowel in an unstressed syllable with an unstressed vowel, often schwa. For example, *from* has a distinctly pronounced short ‘o’



sound when it is stressed (e.g., *Where are you from?*), but when it is unstressed, the short 'o' reduces to a schwa (e.g., *I'm from London.*). In some cases, unstressed vowels may disappear altogether, in words such as chocolate (which has four syllables in Spanish, but only two as pronounced by Americans: "*choc-lit*".)

Stress in English more strongly determines vowel quality than it does in most other world languages (although there are notable exceptions such as Russian). For example, in some varieties the syllables *an*, *en*, *in*, *on* and *un* are pronounced as homophones, that is, exactly alike. Native speakers can usually distinguish *an able*, *enable*, and *unable* because of their position in a sentence, but this is more difficult for inexperienced English speakers. Moreover, learners tend to overpronounce these unstressed vowels, giving their speech an unnatural rhythm.

- Stress timing - English tends to be a stress-timed language - this means that stressed syllables are roughly equidistant in time, no matter how many syllables come in between. Although some other languages, e.g., German and Russian, are also stress-timed, most of the world's other major languages are syllable-timed, with each syllable coming at an equal time after the previous one. Learners from these languages often have a staccato rhythm when speaking English that is disconcerting to a native speaker.

"Stress for emphasis" - students' own languages may not use stress for emphasis as English does.

"Stress for contrast" - stressing the right word or expression. This may not come easily to some non-native speakers.

"Emphatic apologies" - the normally unstressed auxiliary is stressed (I really *am* very sorry)

In English there are quite a number of words - about fifty - that have two different pronunciations,

depending on whether they are stressed. They are “grammatical words”: pronouns, prepositions, auxiliary verbs and conjunctions. Most students tend to overuse the strong form, which is pronounced with the written vowel.

- Connected speech

Phonological processes such as assimilation, elision and epenthesis together with indistinct word boundaries can confuse learners when listening to natural spoken English, as well as making their speech sound too formal if they do not use them.

### **Grammar**

- Tense, aspect, and mood - English has a relatively large number of tense-aspect-mood forms with some quite subtle differences, such as the difference between the simple past “I ate” and the present perfect “I have eaten.” Progressive and perfect progressive forms add complexity.
- Functions of auxiliaries - Learners of English tend to find it difficult to manipulate the various ways in which English uses auxiliary verbs. These include negation (e.g. *He hasn't been drinking.*), inversion with the subject to form a question (e.g. *Has he been drinking?*), short answers (e.g. *Yes, he has.*) and tag questions (*has he?*). A further complication is that the dummy auxiliary verb *do /does /did* is added to fulfil these functions in the simple present and simple past, but not for the verb *to be*.
- Modal verbs - English also has a significant number of modal auxiliary verbs which each have a number of uses. For example, the opposite of “You must be here at 8” (obligation) is usually “You don't have to be here at 8” (lack of obligation, choice), while “must” in “You must not drink the water” (prohibition) has a different meaning from “must” in “You must not be a native speaker” (deduction). This complexity

takes considerable work for most English language learners to master.

- Idiomatic usage - English is reputed to have a relatively high degree of idiomatic usage. For example, the use of different main verb forms in such apparently parallel constructions as “try to learn”, “help learn”, and “avoid learning” pose difficulty for learners. Another example is the idiomatic distinction between “make” and “do”: “make a mistake”, not “do a mistake”; and “do a favour”, not “make a favour”.
- Articles - English has an appreciable number of articles, including the “the” definite article and the “a, an” indefinite article. At times English nouns can or indeed must be used without an article; this is called the zero article. Some of the differences between definite, indefinite and zero article are fairly easy to learn, but others are not, particularly since a learner’s native language may lack articles or use them in different ways than English does. Although the information conveyed by articles is rarely essential for communication, English uses them frequently (several times in the average sentence), so that they require some effort from the learner.

### **Vocabulary**

- Phrasal verbs - Phrasal verbs in English can cause difficulties for many learners because they have several meanings and different syntactic patterns. There are also a number of phrasal verb differences between American and British English.
- Word derivation - Word derivation in English requires a lot of rote learning. For example, an adjective can be negated by using the prefix *un-* (e.g. *unable*), *in-* (e.g. *inappropriate*), *dis-* (e.g. *dishonest*), or *a-* (e.g. *amoral*), or through the use of

one of a myriad related but rarer prefixes, all modified versions of the first four.

- **Size of lexicon** - The history of English has resulted in a very large vocabulary, essentially one stream from Old English and one from the Norman infusion of Latin-derived terms. (Schmitt & Marsden claim that English has one of the largest vocabularies of any known language.) This inevitably requires more work for a learner to master the language.
- **Collocations** - Collocations in English refer to the tendency for words to occur regularly with others. For example, nouns and verbs that go together (ride a bike/ drive a car). Native speakers tend to use chunks of collocations and the ESL learners make mistakes with collocations in their writing/ speaking which sometimes results in awkwardness.
- **Slang and Colloquialisms** In most native English speaking countries, large numbers of slang and colloquial terms are used in everyday speech. Many learners may find that classroom based English is significantly different to how English is spoken in normal situations. This can often be difficult and confusing for learners with little experience of using English in Anglophone countries. Also, slang terms differ greatly between different regions and can change quickly in response to popular culture. Some phrases can become unintentionally rude if misused.

### ***Differences between Spoken and Written English***

As with most languages, written language tends to use a more formal register than spoken language. The acquisition of literacy takes significant effort in English.

- **spelling** - Because of the many changes in pronunciation which have occurred since a written standard developed, the retention of many historical idiosyncrasies in spelling, and the large influx of foreign words (mainly from Danish, Norman French,

Classical Latin and Greek) with different and overlapping spelling patterns, English spelling is difficult even for native speakers to master. This difficulty is shown in such activities as spelling bees that generally require the memorization of words. English speakers may also rely on computer tools such as spell checkers more than speakers of other languages, as the users of these utilities may have forgotten, or never learned, the correct spelling of a word. The generalizations that exist are quite complex and there are many exceptions leading to a considerable amount of rote learning. The spelling system causes problems in both directions - a learner may know a word by sound but not be able to write it correctly (or indeed find it in a dictionary), or they may see a word written but not know how to pronounce it or mislearn the pronunciation. However, despite the variety of spelling patterns in English, there are dozens of rules that are 75% or more reliable.

For further discussion of English spelling patterns and rules, see Phonics.

### ***Varieties of English***

- The British Isles, historical home of English, has significant regional language differences in pronunciation, accent, vocabulary and grammar.
- The thriving communities of English native speakers in countries all over the world also have some noticeable differences in pronunciation, vocabulary and grammar.
- English has no organization that determines the most prestigious form of the language - unlike the French language which has the *Academie de la langue française*, Spanish language's *Real Academia Española*, or the Italian *Accademia della Crusca*.

Teaching English therefore involves not only helping

the student to use the form of English most suitable for his purposes, but also exposure to regional forms and cultural styles so that the student will be able to discern meaning even when the words, grammar or pronunciation are different to the form of English he is being taught to speak.

### **Exams for Learners**

Learners of English are often keen to get accreditation and a number of exams are known internationally:

- University of Cambridge ESOL Examinations offers a suite of eighteen globally available examinations including General English: Key English Test (KET), Preliminary English Test (PET), First Certificate in English (FCE), Certificate in Advanced English (CAE) and Certificate of Proficiency in English (CPE).
- Trinity College London ESOL offers Integrated Skills in English (ISE), series of 5 exams, which assesses Reading, Writing, Speaking and Listening accepted by academic institutions in the UK. They also offer Graded Examinations in Spoken English (GESE), series of 12 exams, which assesses Speaking and Listening and ESOL Skills for Life and ESOL for Work exams in the UK only.
- IELTS (International English Language Testing System), accepted by academic institutions in the UK, Australia, New Zealand and Canada, and by many in the USA.
- London Tests of English from Pearson Language Tests, a series of six exams each mapped to a level from the Common European Framework (CEFR-see below)
- Secondary Level English Proficiency test
- Pearson Test of English Academic (PTE Academic), a Pearson product, measure Reading, Writing, Speaking and Listening as well as Grammar, Oral Fluency, Pronunciation, Spelling, Vocubular and

Written Discourse. The test is computer-based and is designed to reflect international English for academic admission into any university requiring English proficiency.

- TOEFL (Test of English as a Foreign Language), an Educational Testing Service product, developed and used primarily for academic institutions in the USA, and now widely accepted in tertiary institutions in Canada, New Zealand, Australia, the UK, and Ireland. The current test is an Internet-based test, and is thus known as the TOEFL iBT. Used as a proxy for English for Academic Purposes.
- TOEIC (Test of English for International Communication), an Educational Testing Service product for Business English used by 10,000 organizations in 120 countries. Includes a Listening & Reading test as well as a Speaking & Writing test introduced in selected countries beginning in 2006.

Many countries also have their own exams. ESOL learners in England, Wales and Northern Ireland usually take the national Skills for Life qualifications, which are offered by several exam boards. EFL learners in China may take the College English Test. In Greece English students may take the PALS (PanHellenic Association of Language School Owners) exams.

### **Qualifications for Teachers**

#### ***Non-Native Speakers***

Most people who teach English are in fact not native speakers of that language. They are state school teachers in countries around the world, and as such they hold the relevant teaching qualification of their country, usually with a specialization in teaching English. For example, teachers in Hong Kong hold the Language Proficiency Assessment for Teachers. Those who work in private language schools may, from commercial pressures, have

the same qualifications as native speakers. Widespread problems exist of minimal qualifications and poor quality providers of training, and as the industry becomes more professional, it is trying to self-regulate to eliminate these.

### ***United States Qualifications***

Most U.S. instructors at community colleges and universities qualify by taking a Master of Arts (MA) in TESOL. This degree also qualifies them to teach in most EFL contexts. In some areas of the United States, a growing number of elementary school teachers are involved in teaching ELLs (English Language Learners, that is, children who come to school speaking a home language other than English.) The qualifications for these classroom teachers vary from state to state but always include a state-issued teaching certificate for public instruction. This state licensing requires substantial practical experience as well as course work.

The MA in TESOL typically includes both graduate work in English as one of the classical liberal arts (literature, linguistics, media studies) with a theoretical component in language pedagogy. Admission to the MA in TESOL typically requires at least a bachelor's degree with a minor in English or linguistics, or, sometimes, a degree in a foreign language instead.

It is important to note that the issuance of a teaching certificate or license is not automatic following completion of degree requirements. All teachers must complete a battery of exams (typically the Praxis subject and method exams or similar, state-sponsored exams) as well as supervised instruction as student teachers. Often, ESL certification can be obtained through extra college coursework. ESL certifications are usually only valid when paired with an already existing teaching certificate. Certification requirements for ESL teachers vary greatly from state to state; out-of-state teaching certificates are recognized if the two states have a reciprocity agreement.



***British Qualifications***

Common, respected qualifications for teachers within the United Kingdom's sphere of influence include certificates and diplomas issued by Trinity College London ESOL and University of Cambridge ESOL (henceforth Trinity and Cambridge). A certificate course is usually undertaken before starting to teach. This is sufficient for most EFL jobs and for some ESOL ones. CertTESOL (Certificate in Teaching English to Speakers of Other Languages), issued by Trinity, and CELTA (Certificate in English Language Teaching to Adults), issued by Cambridge, are the most widely taken and accepted qualifications for new teacher trainees.

Courses are offered in the UK and in many countries around the world. It is usually taught full-time over a one-month period or part-time over a period up to a year. Teachers with two or more years of teaching experience who want to stay in the profession and advance their career prospects (including school management and teacher training) can take a diploma course. Trinity offers the Trinity Licentiate Diploma in Teaching English to Speakers of Other Languages (DipTESOL) and Cambridge offers the Diploma in English Language Teaching to Adults (DELTA).

These diplomas are considered to be equivalent and are both accredited at level 7 of the revised National Qualifications Framework. Some teachers who stay in the profession go on to do an MA in a relevant discipline such as applied linguistics or ELT. Many UK master's degrees require considerable experience in the field before a candidate is accepted onto the course.

The above qualifications are well-respected within the UK EFL sector, including private language schools and higher education language provision. However, in England and Wales, in order to meet the government's criteria for being a qualified teacher of ESOL in the Learning and

Skills Sector (i.e. post-compulsory or further education), teachers need to have the Certificate in Further Education Teaching Stage 3 at level 5 (of the revised NQF) and the Certificate for ESOL Subject Specialists at level 4. Recognised qualifications which confer one or both of these include a Postgraduate Certificate in Education (PGCE) in ESOL, the CELTA module 2 and City & Guilds 9488. Teachers of any subject within the British state sector are normally expected to hold a PGCE, and may choose to specialise in ELT.

### ***South Korea Qualifications***

To teach English in Republic of Korea as an ESL teacher, you must be a native speaker from an English-speaking country. This includes the United States of America, some areas of Canada, Australia, New Zealand, the United Kingdom, Nigeria, Jamaica, Ghana, South Africa, and Ireland.

You must have a Bachelor's or Master's degree in any field and must complete 10 years of education in one of the ten accepted countries (from grade 6 to university). You must have no criminal record. Teaching experience or language certificates (TESOL/TEFL/TESL/CELTA) are not required, but would be a major plus.

### **Professional Associations and Unions**

- TESOL Inc. is Teachers of English to Speakers of Other Languages, a professional organization based in the United States. In addition, there are many large state-wide and regional affiliates, see below.
- IATEFL is the International Association of Teachers of English as a Foreign Language, a professional organization based in the United Kingdom.
- Professional organizations for teachers of English exist at national levels. Many contain phrases in their title such as the Japan Association for Language Teaching (JALT), TESOL Greece in Greece, or the Society of Pakistan English Language Teachers

(SPELT). Some of these organizations may be bigger in structure (supra-national, such as TESOL Arabia in the Gulf states), or smaller (limited to one city, state, or province, such as CATESOL in California). Some are affiliated to TESOL or IATEFL.

- NATECLA is the National Association for Teaching English and other Community Languages to Adults, which focuses on teaching ESOL in the United Kingdom.
- National Union of General Workers is a Japanese union which includes English teachers.
- University and College Union is a British trade union which includes lecturers of ELT.

### **Acronyms and Abbreviations**

Language education for information on general language teaching acronyms and abbreviations.

#### ***Types of English***

- BE - Business English
- EAL - English as an additional language. The use of this term is restricted to certain countries. See the discussion in Terminology and types.
- EAP - English for academic purposes
- EFL - English as a foreign language. English for use in a non-English-speaking region, by someone whose first language is not English. See the discussion in Terminology and types.
- EIL - English as an international language
- ELF - English as a lingua franca
- ELL - English language learner. The use of this term is restricted to certain countries. See the discussion in Terminology and types.
- ELT - English language teaching. The use of this term is restricted to certain countries. See the discussion in Terminology and types.
- ESL - English as a second language. English for

use in an English-speaking region, by someone whose first language is not English. The use of this term is restricted to certain countries. See the discussion in Terminology and types.

- ESOL - English for speakers of other languages. This term is used differently in different countries. See the discussion in Terminology and types.
- ESP - English for specific purposes, or English for special purposes (e.g. technical English, scientific English, English for medical professionals, English for waiters).
- EST - English for science and technology (e.g. technical English, scientific English).
- TEFL - Teaching English as a foreign language. This link is to a page about a subset of TEFL, namely travel-teaching. More generally, see the discussion in Terminology and types.
- TESL - Teaching English as a second language. The use of this term is restricted to certain countries. See the discussion in Terminology and types.
- TESOL - Teaching English to speakers of other languages, or Teaching English as a second or other language. See the discussion in Terminology and types.
- TYLE - Teaching Young Learners English. Note that “Young Learners” can mean under 18, or much younger.

#### ***Other Abbreviations***

- BULATS - Business Language Testing Services, a computer-based test of business English, produced by CambridgeEsol. The test also exists for French, German, and Spanish.
- CELT - Certificate in English Language Teaching, certified by the National Qualifications Authority of Ireland (ACELS).

- CELTA - Certificate in English Language Teaching to Adults
- CELTYL - Certificate in English Language Teaching to Young Learners
- DELTA - Diploma in English Language Teaching to Adults
- IELTS - International English Language Testing System
- LTE - London Tests of English by Pearson Language Tests
- TOEFL - Test of English as a Foreign Language
- TOEIC - Test of English for International Communication
- UCLES - University of Cambridge Local Examinations Syndicate, an exam board
- Trinity College London ESOL

### ELS LANGUAGE CENTERS

ELS Language Centers is a private entity that provides English language training in the United States. It operates through various *language centers*, often based on a college campus. Originally set up as an organization for creating and publishing ESL materials, ELS opened its first center in 1961 and shortly thereafter began to focus on teaching. It became a fully owned subsidiary of Berlitz Languages Inc., a part of Berlitz International Inc., in 1997. ELS is headquartered in Princeton, New Jersey. It has been accredited by ACCET. ELS is often used by international students to prepare for study at a U.S. university. Its curriculum is proprietary, and it has a structure that accommodates 12 levels of instruction. Certain locations also offer IELTS and TOEFL testing.

#### **Operations**

##### ***Locations***

As of July 2009, ELS Language Centers had over 50

centers in 32 states distributed across the country, with special concentrations in Florida, New York and California.

### **Programmes**

ELS primarily offers two programmes: *Intensive English* and *Semi-Intensive English*. The Intensive English programme (30 lessons per week) is divided into 12 levels from *beginning* to *master* levels. Each level takes approximately four weeks to complete. All language skills are taught. Sessions in the afternoon focus on reading and writing. A Semi-Intensive English programme (20 lessons per week) is also available providing the same morning instruction as the Intensive English programme, but without the afternoon sessions. Students at the *intermediate* and *advanced* levels in both programmes may choose from a variety of special-interest programmes such as *TOEFL preparation*, *pronunciation*, *current events* and *idiomatic english*.

### **Historical Timeline**

#### **1950's**

- ELS Educational Services was founded as an English education institute affiliated with the U.S. State Department.

#### **1961**

- ELS Language Centers opens its first school in Washington, DC.

#### **1978**

- First international school is established in Japan.

#### **1997**

- Berlitz International Inc. acquires ELS.

#### **1998**

- ELS headquarters relocates from Culver City, California to Princeton, New Jersey.

**2000**

- *ELS* and *Berlitz On Campus* centers merge under the *ELS* name.

**2002**

- On-line directory is launched for *ELS's University & Career School Cooperative Programme* at [www.collegedirectory.els.edu](http://www.collegedirectory.els.edu).

**2003**

- *ELS* develops standardized exit testing with *ETS's The Chauncey Group*.

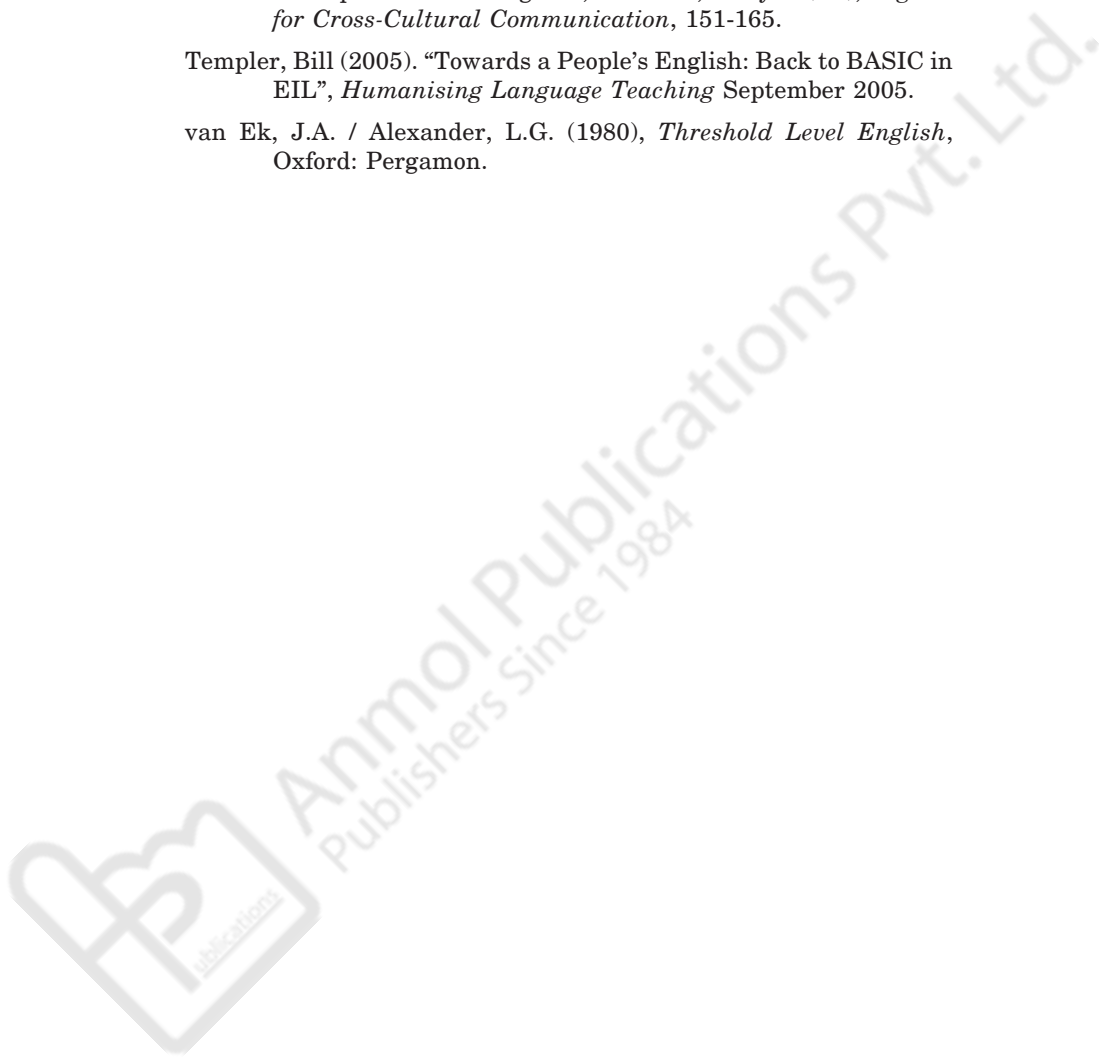
**2007**

- Prep Programme for the TOEFL iBT offered at 12 *ELS* locations.
- The *ELS American Education Center* in Shanghai.

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# 10

## Focus on Style, Diagramming Sentences, Comma Splices, Articles, Determiners and Quantifiers

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### THE ELEMENTS OF STYLE

*The Elements of Style* (1918), aka Strunk & White, by William Strunk, Jr., and E. B. White, is a prescriptive American English writing style guide comprising eight “elementary rules of usage,” ten “elementary principles of composition,” “a few matters of form,” a list of forty-nine “words and expressions commonly misused,” and a list of fifty-seven “words often misspelled.”

Cornell University English professor William Strunk, Jr., wrote *The Elements of Style* in 1918, privately published it in 1919, and first revised it in 1935 with editor Edward A. Tenney. In 1957 at *The New Yorker* magazine, the style guide reached the attention of writer E. B. White, who had studied writing under Strunk in 1919, but had since forgotten the “little book” that he described as a “forty-three-page summation of the case for cleanliness, accuracy, and brevity in the use of English.” Weeks later, he wrote a feature story lauding the professor’s devotion to lucid written English prose. Meantime, Macmillan and Company publishers had commissioned White to revise *The Elements of Style*, then 41 years old, for a 1959 edition, because Strunk had died 13 years earlier, in 1946. His expansion and modernization

of the 1935 revised edition yielded the *new* writing style manual, since known as *Strunk & White*, whose first revised edition sold some two million copies. Since 1959 the total sales of three editions of the book, in four decades, exceeded ten million copies.

In the 1918 original edition Strunk concentrates upon specific questions of usage and the cultivation of good writing by recommending: “Make every word tell.” One composition principle, the 17th, is the simple instruction: “Omit needless words.” The 1959 edition features White’s updated expansions of those sections, the “Introduction” essay (derived from his Strunk feature story), and the concluding chapter, “An Approach to Style,” a broader, prescriptive guide to writing in English.

Later, E.B. White produced the second (1972) and third (1979) editions of *The Elements of Style*, by which time it had grown to 85 pages. The fourth edition (1999) was produced fourteen years after his death. The fourth edition omits Strunk’s advice to use masculine pronouns “unless the antecedent is or must be feminine”, noting that “many writers find the use of the generic *he* ... limiting or offensive.” It provides additional advice for avoiding an “unintentional emphasis on the masculine” in the renamed entry “They. He or She.” in Chapter IV: Misused Words and Expressions. Then, the Longman publishing company bought the rights to *Strunk & White*, and incorporated a foreword by Roger Angell (E.B. White’s stepson), an afterword by Charles Osgood, a glossary and an index. In 2005, the 1999 edition was published as *The Elements of Style Illustrated*, designed and illustrated by Maira Kalman. The complete history of *The Elements of Style* is detailed in Mark Garvey’s *Stylized: A Slightly Obsessive History of Strunk & White’s The Elements of Style*.

### **The Third Edition (1979)**

The third edition of *The Elements of Style* (1979) features 54 points: a list of common word usage errors; 11 rules of

punctuation and grammar; 11 principles of writing; 11 matters of form and 21 reminders for a better style, in Chapter V; the final reminder, the 21st, “Prefer the standard to the offbeat” is a discrete essay. E.B. White advises writers to have the proper mind-set, that they write to please themselves, and to aim for, in the phrase of Robert Louis Stevenson, “one moment of felicity.”

“Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell. *The Elements of Style*”

### Criticism

In criticizing *The Elements of Style*, Geoffrey Pullum, professor of linguistics at the University of Edinburgh and co-author of *The Cambridge Grammar of the English Language*, said: The book’s toxic mix of purism, atavism, and personal eccentricity is not underpinned by a proper grounding in English grammar. It is often so misguided that the authors appear not to notice their own egregious flouting of its own rules . . . It’s sad. Several generations of college students learned their grammar from the uninformed bossiness of Strunk and White, and the result is a nation of educated people who know they feel vaguely anxious and insecure whenever they write *however* or *than me* or *was* or *which*, but can’t tell you why. Specifically, Prof. Pullum said that Strunk and White misunderstood what constitutes the passive voice, and criticized their proscribing established usages such as the split infinitive and the use of *which* in a restrictive relative clause. He also criticizes *The Elements of Style* in *Language Log*, a linguists’ blog about language in popular media, for promoting linguistic prescriptivism and hypercorrection among Anglophones, referring to it as “the book that ate America’s brain.”

In the *Boston Globe* newspaper's review of *The Elements of Style Illustrated* (2005) edition describes the writing manual as an "aging zombie of a book . . . a hodgepodge, its now-antiquated pet peeves jostling for space with 1970s taboos and 1990s computer advice."

## DIAGRAMMING SENTENCES

### Introduction

Diagramming sentences has not been much in vogue as a pedagogical device for the past thirty years or so. There are, however, many grammarians and English instructors who hold that analyzing a sentence and portraying its structure with a consistent visual scheme can be helpful—both for language beginners and for those trying to make sense of the language at any level, especially for language learners who tend to be visual-learning types. Watching a sentence take root and ramify in space can even be fun.

There are other ways to represent graphically the structure of a sentence, but the most popular method is based on schemes developed by Alonzo Reed and Brainerd Kellogg over a hundred years ago. The diagrams in this section are Reed-Kellogg diagrams; in a few cases, an optional method is suggested. In these days of three-dimensional computer graphics, it won't be long before we will see colorful, three-dimensional, nonlinear representations of how sentences work, something like the Visual Thesaurus, by Plumb Design, Inc. (If you go there, please don't get lost. And come back soon!)

For further information about diagramming, see Martha Kolln's *Understanding English Grammar* (4 Edition. MacMillan Publishing Company: New York. 1994) or Thomas Klammer and Muriel R. Schulz's *Analyzing English Grammar* (2 Edition. Allyn & Bacon: Boston. 1996). The order of diagrams presented here is based on a similar project at America Online's homework and instructional

reference area (Keyword: homework), but the sentences and diagrams are entirely our own. If you need help with the definitions of any of the terms or concepts listed here, refer to the Index.

### ***What Diagramming Teaches Us***

When Joseph R. Mallon Jr. bumps up against a complex problem, he thinks back to a lesson he learned in high school from the Sisters of the Immaculate Conception.

The Philadelphia-area school's Catholic nuns taught him the art of diagramming a sentence. Once all the parts of speech lined up, Mallon pulled clarity from the chaos. It's a process he uses today to tackle tough issues as chief executive and chairman of Measurement Specialties Inc.

"Sit down quietly. Take (the issue) apart into its component parts. Make sure all the components fit together well. They've got to be well chosen, fit together and make sense. There are few (business) problems that can't be solved that way, as dire as it might seem," Mallon said. "Sentence diagramming is one of the best analytical techniques I ever learned."

*Investor's Business Daily*

17 October 2000

### **Summaries**

There are two single-document summaries of the diagrammed sentences. Since many graphics are involved, you may have to be patient for a complete download.

- Basic Sentence Parts, Phrase Configurations
- Sentence Types, Clause Configurations
- Pledge of Allegiance (by popular demand)
- Preamble to the U.S. Constitution (by popular demand)

### **RUN-ON SENTENCES, COMMA SPLICES**

RUN-ON SENTENCE (sometimes called a "fused sentence") has at least two parts, either one of which can

stand by itself (in other words, two independent clauses), but the two parts have been smooshed together instead of being properly connected. Review, also, the section which describes Things That Can Happen Between Two Independent Clauses.

It is important to realize that the length of a sentence really has nothing to do with whether a sentence is a run-on or not; being a run-on is a structural flaw that can plague even a very short sentence:

The sun is high, put on some sunblock. An extremely long sentence, on the other hand, might be a “run-off-at-the-mouth” sentence, but it can be otherwise sound, structurally. When two independent clauses are connected by *only* a comma, they constitute a run-on sentence that is called a comma-splice. The example just above (about the sunscreen) is a comma-splice. When you use a comma to connect two independent clauses, it must be accompanied by a little conjunction (*and, but, for, nor, yet, or, so*).

The sun is high, so put on some sunscreen.

Run-on sentences happen typically under the following circumstances\*:

- a. When an independent clause gives an order or directive based on what was said in the prior independent clause:

This next chapter has a lot of difficult information in it, you should start studying right away.

(We could put a period where that comma is and start a new sentence. A semicolon might also work there.)

- b. When two independent clauses are connected by a transitional expression (conjunctive adverb) such as *however, moreover, nevertheless*.

Mr. Nguyen has sent his four children to ivy-league colleges, however, he has sacrificed his health working day and night in that dusty bakery.

(Again, where that first comma appears, we could have used either a period — and started a new sentence — or a semicolon.)

- c. When the second of two independent clauses contains a pronoun that connects it to the first independent clause.

This computer doesn't make sense to me, it came without a manual.

(Although these two clauses are quite brief, and the ideas are closely related, this is a run-on sentence. We need a period where that comma now stands.)

Most of those computers in the Learning Assistance Center are broken already, this proves my point about American computer manufacturers.

Again, two nicely related clauses, incorrectly connected — a run-on. Use a period to cure this sentence.

## ARTICLES, DETERMINERS, AND QUANTIFIERS

### Definition

Articles, determiners, and quantifiers are those little words that precede and modify nouns:

*the* teacher, *a* college, *a bit of* honey, *that* person, *those* people, *whatever* purpose, *either* way, *your* choice

Sometimes these words will tell the reader or listener whether we're referring to a specific or general thing (*the* garage out back; *A* horse! *A* horse! My kingdom for *a* horse!); sometimes they tell how much or how many (*lots of* trees, *several* books, *a great deal of* confusion). The choice of the proper article or determiner to precede a noun or noun phrase is usually not a problem for writers who have grown up speaking English, nor is it a serious problem for non-native writers whose first language is a romance language such as Spanish. For other writers, though, this can be a considerable obstacle on the way to

their mastery of English. In fact, some students from eastern European countries — where their native language has either no articles or an altogether different system of choosing articles and determiners — find that these “little words” can create problems long after every other aspect of English has been mastered.

Determiners are said to “mark” nouns. That is to say, you know a determiner will be followed by a noun. Some categories of determiners are limited (there are only three articles, a handful of possessive pronouns, etc.), but the possessive nouns are as limitless as nouns themselves. This limited nature of most determiner categories, however, explains why determiners are grouped apart from adjectives even though both serve a modifying function. We can imagine that the language will never tire of inventing new adjectives; the determiners (except for those possessive nouns), on the other hand, are well established, and this class of words is not going to grow in number. These categories of determiners are as follows: the articles (an, a, the — see below; possessive nouns (Joe’s, the priest’s, my mother’s); possessive pronouns, (his, your, their, whose, etc.); numbers (one, two, etc.); indefinite pronouns (few, more, each, every, either, all, both, some, any, etc.); and demonstrative pronouns. The demonstratives (this, that, these, those, such) are discussed in the section on Demonstrative Pronouns. Notice that the possessive nouns differ from the other determiners in that they, themselves, are often accompanied by other determiners: “my mother’s rug,” “the priests’s collar,” “a dog’s life.”

In formal academic writing, it is usually better to use *many* and *much* rather than phrases such as *a lot of*, *lots of* and *plenty of*.

There is an important difference between “a little” and “little” (used with non-count words) and between “a few” and “few” (used with count words). If I say that Tashonda has a little experience in management that means that although Tashonda is no great expert she does have some



experience and that experience might well be enough for our purposes. If I say that Tashonda has little experience in management that means that she doesn't have enough experience. If I say that Charlie owns a few books on Latin American literature that means that he has some some books — not a lot of books, but probably enough for our purposes. If I say that Charlie owns few books on Latin American literature, that means he doesn't have enough for our purposes and we'd better go to the library.

Unless it is combined with *of*, the quantifier “much” is reserved for questions and negative statements:

- Much of the snow has already melted.
- How much snow fell yesterday?
- Not much.

Note that the quantifier “most of the” must include the definite article *the* when it modifies a specific noun, whether it's a count or a non-count noun: “most of the instructors at this college have a doctorate”; “most of the water has evaporated.” With a general plural noun, however (when you are *not* referring to a specific entity), the “of the” is dropped:

- Most colleges have their own admissions policy.
- Most students apply to several colleges.

Authority for this last paragraph: *The Scott, Foresman Handbook for Writers* by Maxine Hairston and John J. Ruskiewicz. 4th ed. HarperCollins: New York. 1996. Examples our own.

An indefinite article is sometimes used in conjunction with the quantifier *many*, thus joining a plural quantifier with a singular noun (which then takes a singular verb):

- Many a young man has fallen in love with her golden hair.
- Many an apple has fallen by October.

This construction lends itself to a somewhat literary effect (some would say a stuffy or archaic effect) and is best used sparingly, if at all.

### Principles of Choosing an Article

Choosing articles and determiners: Briefly defined, a determiner is a noun-marker: when you see one, you know that what follows is a noun or noun phrase. There is a list of such words in the table below. When you place your mouse-cursor over a word or pair of related words (such as either/neither), you will see in the right-hand frame an image describing the kinds of words that word can modify. Zero article means either that no article would be appropriate with that kind of noun or that that kind of noun *can* be used (in that context) without an article. Notice that there is a difference between a “stressed” *some* or *any* and an “unstressed” *some* or *any*. Consider the words in ALL CAPS as shouted words and you will hear the difference between these two:

- That is **SOME** car you’ve got there!
- I don’t want to hear **ANY** excuse!

As opposed to. . .

- We have **some** cars left in the lot.
- Isn’t there **any** furniture in the living room?

In terms of the words they usually modify, the unstressed *some* and *any* do not modify singular count nouns. An excellent text for an in-depth study of articles is *A University Grammar of English* by Randolph Quirk and Sidney Greenbaum. Longman Group: Essex, England. 1993. Used with permission. Another good resource, especially for students for whom English is a second language, is *Quick Access: Reference for Writers* by Lynn Quitman Troyka. Simon & Schuster: New York. 1995. Used with permission.

Another place to discover more about the use of articles is at Purdue University’s Online Writing Lab (OWL). See,

also, the University of Toronto's Rules for Using the Word *The* and Rensselaer's handout on Article Usage. The online journal for *Teachers of English as a Second Language* has several quizzes on article usage. Students should be forewarned, however, that the best way to address this problem (if it is one) is to immerse oneself in the use of English, paying particular attention to these "little words."



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## Preface

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English is a West Germanic language that arose in the Anglo-Saxon kingdoms of England and spread into what was to become south-east Scotland under the influence of the Anglian medieval kingdom of Northumbria. Following the economic, political, military, scientific, cultural, and colonial influence of Great Britain and the United Kingdom from the 18th century, via the British Empire, and of the United States since the mid-20th century, it has been widely dispersed around the world, become the leading language of international discourse, and has acquired use as *lingua franca* in many regions.

English Grammar is the study of the rules governing the use of English language. The set of those rules is also called the grammar of the language, and each language has its own distinct grammar. Grammar is part of the general study of language called linguistics". Composition means: "writing: the act of creating written works". Grammar deals with parts of speech, word usage, and syntax. Composition in writing is the art of organizing ideas in a clear, effective way to make an argument, describe something, explain something, tell a story, or give a report. The basic units of composition are sentences and paragraphs. A good way to learn grammar and analyze sentences is to use diagramming. Composition is the art of building sentences and putting them together, so we need to learn about sentences.

A sentence contains one or more clauses. A *clause* is a group of words that has a subject and predicate. The *predicate* tells something about someone, somebody, or something,

which is the *subject*. If the clause expresses a complete thought, it is an *independent clause*. A sentence fragment is punctuated as if it were a sentence, but it isn't a complete thought. Generally avoid sentence fragments. We can make a sentence more interesting and informative by adding descriptive words. We can add still more information to a sentence with prepositional phrases. A sentence may have two subjects or two predicates. A sentence may have two subjects and two predicates. Beginning writers often run sentences together.

This publication titled, "English Language and Composition" provides readers with an introductory understanding of English and English language. An overview of word formation, word substitution and words often confused. Focus lies on verbs and verbals. Focus lies on the article, the voice and the narration. The elements of clauses, analysis, phrases and idiomatic expressions are dealt in detail. Special focus lies on writing English essays, letters and paragraphs. An overview of story-writing is given. The tools and techniques of précis-writing are analyzed. English as a foreign or second language is dealt in detail and the ELS language centers have been listed. Focus also lies on style, diagramming sentences, comma splices, articles, determiners and quantifiers. The book is reader friendly as it is supported with glossary, annotated bibliography and index.

—Editor

*English Language and Composition*

This publication provides readers with an introductory understanding of English and English language. An overview of word formation, word substitution and words often confused. Focus lies on verbs and verbals. Focus lies on the article, the voice and the narration. The elements of clauses, analysis, phrases and idiomatic expressions are dealt in detail. Special focus lies on writing English essays, letters and paragraphs. An overview of story-writing is given. The tools and techniques of précis-writing are analyzed. English as a foreign or second language is dealt in detail and the ELS language centers have been listed. Focus also lies on style, diagramming sentences, comma splices, articles, determiners and quantifiers.



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