

ENGLISH FOR COMPETITIVE EXAMINATIONS

**RAJIV GANDHI UNIVERSITY OF
KNOWLEDGE TECHNOLOGIES - BASAR**

SOFT SKILLS I – E2-SEM1 (ENGLISH FOR COMPETITIVE EXAMS)

HS2101

Externals: 60 Marks

L-T-P-C*

Internals: 40 Marks

6-0-0-1

Objectives:

1. To make them to understand the pattern of the Various Competitive Exams
2. To make them to enhance Grammar, Comprehension and Vocabulary to appear for the Exams
3. To make them practise the sentence building, correct usage, comprehension, and composition

Outcomes:

1. Students will be able to get the clarity of various exams of SSC, AEE, TSPSC and UPSC
2. Students will be able to improve their Grammar, Comprehension and Vocabulary
3. Students will be able to feel confident enough to appear for the Exams

Unit - I

1. Previous question papers of AEE/TSPSC/SSC/Banking
2. Error Correction and Sentence Rearrangement
3. Clauses (Noun Clauses – Adjective Clauses; Adverbial Clauses) and Phrases (Noun phrases; verb phrases; adverbial phrases), If clauses
4. Types of sentences Positive/Negative/Interrogative/Negative interrogative
5. Understanding (Simple, Complex and Compound)

Unit - II

1. Voice
2. Direct and Indirect Speech
3. Infinitives; Gerunds; Participles
4. One word substitutes, Idioms, Prepositional phrases and Analogy
5. Forming Questions and Question Tags

Unit - III

Aspects of Pronunciation

1. Consonant, Vowel Sounds and Diphthongs

2. Syllabification – Stress - Word Stress
3. Intonation: Falling – Raising – Falling and Raising

Unit - IV

Critical Appreciation of Selected Poems

Unit - V

Essay Writing

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8. <http://www.bankexamstoday.com/2015/09/bank-exams-question-papers.html>
9. <http://sscglpinnacle.com/sentence-rearrangement/>
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Unit - I

Previous Questions (2016)

1. Identify the meaning of the idiom “butterflies in the stomach”

1. Excited
2. Depressed
3. Nervous
4. Hungry

2. Identify the grammatically wrong sentence among the following.

1. The virtue has its own reward.
2. Twelve inches make a foot
3. The only one who can make a perfect cake is you
4. He is a honest person

3. The following sentence is divided into four parts. Identify the part in which there is error.

Very few young trainees (1)/ willingly undertake (2)/ a posting to a branch (3)/ **located of a rural area (4)**

4. Identify the grammatically correct sentence among the following.

1. No other boy is as taller as Subhash.
2. Gold is one of the more precious metal.
3. Mohan is the young boy in the class.
4. The Meteorological Department says “This year, Hyderabad will face the hottest summer in the decade.”

5. Fill in the gap with appropriate question tag.

The servants have not closed the doors,?

1. Haven't they
2. Have they
3. Didn't they
4. Did they

6. Arrange the following words as per order in the English Dictionary.

(1) Brisk (2) Bren (3) Brief (4) Bridge

(A) 1, 2, 3, 4 (B) 4, 3, 2, 1 (C) 2, 4, 1, 3 (D) 2, 4, 3, 1

Note: Tspsc previous papers can be available

<https://tspsc.gov.in/TSPSCWEB0508/oldquestionp.jsp>

Banking/RRB/SSC

<http://www.bankexamstoday.com/2015/09/bank-exams-question-papers.html>

<https://www.indiabix.com/logical-reasoning/analogies/>

Common Errors/Spotting the Errors Rules and Examples

1. Some nouns always take a singular verb.

Scenery, advice, information, machinery, stationery, furniture, abuse, fuel, rice, gram, issue, bedding, repair, news, mischief, poetry, business, economics, physics, mathematics, classic, ethics, athletics, innings, gallows.

(A) The scenery of Kashmir **are** enchanting. (Incorrect)

(B) The scenery of Kashmir **is** enchanting. (Correct)

(A) He has given **advices**. (Incorrect)

(B) He has given **advice**. (Correct)

(A) The Indian team defeated the English by innings. (Incorrect)

(B) The Indian team defeated the English by **an** innings. (Correct)

(A) Mathematics **are** a difficult subject. (Incorrect)

(B) Mathematics **is** a good / difficult subject. (Correct)

Note: if you have to indicate that the number of news, advice, information or furniture is more than one, the examples listed below can be followed:

(A) I have a lot of news to tell you.

(B) He has sold many pieces of his furniture.

2. Some nouns are singular in form, but they are used as plural nouns and always take a plural verb.

Cattle, gentry, vermin, peasantry, artillery, people, clergy, company, police.

(A) The cattle **is** grazing in the ground. (Incorrect)

(B) The cattle **are** grazing in the ground. (Correct)

(A) The clergy **is** in the church. (Incorrect)

(B) The clergy **are** in the church. (Correct)

3. Some nouns are always used in a plural form and always take a plural verb.

Trousers, scissors, spectacles, stockings, shorts, measles, goods, alms, premises, thanks, tidings, annals, chattels, etc.

(A) Where **is** my trousers?(Incorrect)

(B) Where **are** my trousers? (Correct)

(A) Spectacles **is** now a costly item. (Incorrect)

(B) Spectacles **are** now a costly item. (Correct)

4. There are some nouns that indicate length, measure, money, weight or number. When they are preceded by a numeral, they remain unchanged in form.

Foot, meter, pair, score, dozen, head, year, hundred, thousand, million.

(A) It is a three – **years** degree course. (Incorrect)

(B) It is a three – **year** degree course. (Correct)

(A) I have ten **dozens** of shoes. (Incorrect)

(B) I have ten **dozen** of shoes. (Correct)

5. Collective nouns such a jury, public, team, committee, government, audience, orchestra, company, etc. are used both as singular; otherwise the verb will be plural:

(A) The jury **was** divided in this case. (Incorrect)

(B) The jury **were** divided in this case. (Correct)

(A) The team **have** not come as yet. (Incorrect)

(B) The team **has** not come as yet. (Correct)

6. Some nouns have one meaning in the singular and another in the plural:

Advice = counsel	advices = information
Air = atmosphere	airs = proud
Authority = command	authorities = persons in power
Good = wise	goods = property
Iron = metal	irons = fetters, chains
Force = strength	forces = army
Content = satisfaction,	contents = things contained
Physic = medicine	physics = physical sciences,
Respect = regards	respects = compliments
Work = job works	compositions, factories,.
Earning = income	earnings = profits
Quarter = one	fourth quarters = houses

Examples :

(A) Air is necessary for human life.

(B) It is bad to put on airs.

(A) I have eaten one quarter of the cake.

(B) I live in the government quarters.

7. People are often confused or they commit mistake in the use of certain nouns.

(A) Lecturership is wrong: lectureship is correct.

(a) There are twenty candidates for lecturership.(Incorrect)

(b) There are twenty candidates for lectureship.(Correct)

(B) Freeship is wrong; free – studentship is correct.

(a) Ramesh has applied for freeship. (Incorrect)

(b) Ramesh has applied for free – studentship. (Correct)

(C) Boarding is wrong; boarding house is correct.

- (a) Mohan lives in a boarding. (Incorrect)
 (b) Mohan lives in a boarding house. (Correct)

(D) Family members is wrong; members of the family is correct.

- (a) Vivek and Ramesh are my family members. (Incorrect)
 (b) Vivek and Ramesh are the members of my family. (Correct)

(E) English teacher is wrong; the teacher of English is correct.

- (a) Dr. Raina is our English teacher. (Incorrect)
 (b) Dr. Raina is our teacher of English. (Correct)

(F) Cousin – brother or sister is wrong; only cousin is correct.

- (a) Geeta is my cousin sister. (Incorrect)
 (b) Geeta is my cousin. (Correct)

(G) Room in a compartment or a bench means unoccupied set.

- (a) There is no room on this bench. (Correct)

(H) Our, yours, hers, theirs are correct.

- (a) This house is **our's**. (Incorrect)
 (b) This house is **ours**. (Correct)

Note: The same principle applies to 'yours', 'hers' and 'theirs'.

- (I) Wages means punishments when used in singular.
 (a) The wages of sin is death.
 (J) It also means charges for the labour when used in plural sense.
 (b) The wages of daily workers have been raised.

8. Also remember the subtle difference in the usage of these pairs of nouns

(A) The noun 'habit' applies only to an individual whereas 'custom' applies to a society or country.

- (a) Poor children often become a victim of bad habits.
 (b) Tribals in India have many interesting customs.

(B) 'Cause' product a result, while 'reason' explains or justifies a cause.

- (a) Scientists try to find out the cause of a phenomenon.
 (b) You have a good reason to be pleased with your students.

(C) 'Man' is used in ordinary sense while 'gentleman' is a man of character.

- (a) Man is mortal.
 (b) He is a gentleman at large.

(D) 'Men' – plural of man: 'people' is used for persons.

- (a) There are five men in the room.
 (b) The people of Bihar are simple.

(E) 'Shade' – a place sheltered from the sun; 'shadow' – the shade of a distinct form or object.

- (a) The villagers sat under the shade of trees.
 (b) He is even afraid of his own shadow.

(F) 'Cost' – amount paid by the shopkeeper; 'price' – amount paid by the customer.

- (a) The cost of production of automobile items has gone up.
 (b) Sometimes the buyers have to pay higher price for necessary items.

(G) ‘House’ – a building to live in; ‘Home’ – one’s native place.

(a) Quarters area houses allotted to us for a definite period.

(b) My home town is Muzaffapur.

(h) ‘Customer’—a buyer good; ‘Client’—one who avails oneself of a service.

(a) The shopkeepers welcome customer with smiles.

(b) The lawyer discusses the cases of his clients.

9. A pronoun must agree with its antecedent in person, number and gender.

For example:

Every **man** must bring **his** luggage.

All students must do **their** homework.

Each of the girls must carry **her** own bag.

Each student must bring **their** books. (Incorrect)

Each student must bring **his** books. (Correct)

10. While using ‘everybody’ ‘everyone’, ‘anybody’, and ‘each’ the pronoun of the masculine or the feminine gender is used according to the content.

I shall be happy to help each of the boys in this practice.

But when the sex is not mentioned, we use the pronoun of the masculine gender.

Anyone can do this job if **he** tries.

Each of the six boys in the class has finished **their** tasks. (Incorrect)

Each of the six boys in the class has finished **his** task. (Correct)

11. The pronoun ‘one’ must be followed by ‘one’s’.

One must finish his task in time. (Incorrect)

One must finish **one’s** task in time. (Correct)

12. Enjoy, apply, resign, acquit, drive, exert, avail, pride, absent, etc., when used as transitive verbs, always take a reflexive pronoun after them. When ‘self’ is added to ‘my’, ‘your’, ‘him’, ‘her’, and ‘it’, and ‘selves’ to our and them – they are known as reflexive pronouns.

He absented from the class. (Incorrect)

He absented **himself** from the class. (Correct)

13. ‘Who’ denotes the subject and ‘whom’ is used for the object?

Whom do you think won the award? (Incorrect)

Who do you think won the award? (Correct)

Who are you talking to? (Incorrect)

Whom are your talking to? (Correct)

14. When two or more singular nouns are joined together by ‘either or’; ‘neither nor’, and ‘or’, the pronoun is singular.

Either Ram **or** Shyam will give **their** book. (Incorrect)

Either Ram **or** shyam will give **his** book. (Correct)

15. When a singular and a plural noun are joined by ‘or’, ‘nor’, the pronoun must be plural.

Either the engineer or his mechanics failed in **his** duty. Incorrect

Either the engineer or his mechanics failed in **their** duty. Correct

16. ‘Whose’ is used for living persons and ‘which’ for lifeless objects:

Which photograph is lying there (Incorrect)

Whose photograph is lying there? (Correct)

What book do you read? (Incorrect)

Which book do you read? (Correct)

17. ‘Each other’ is used when there are two subjects or objects and ‘one another’ when there are more than two.

Rameo and Juliet loved **each other**

Those five friends, who are sitting there, love **one another**.

All the students of the class are friendly; they love **each other**. (Incorrect)

All the students of the class are friendly. (Correct)

18. When a pronoun stands for a collective noun, it must be in the singular number and in the neuter gender if the collective noun is viewed as a whole.

The jury gave **its** verdict.

Here the **‘jury’** gives the idea of one whole.

If the collective noun conveys the idea of separate individuals comprising the whole, the pronoun standing for it must be plural.

If the Collective Noun conveys the idea of separate individuals comprising the whole, the Pronoun standing for it must be of the Plural Number; as,

The jury **were divided** in their opinions.

The committee decided the matter without leaving **their seats**.

Here, the **‘jury’** gives the idea of several individuals.

The team are divided in **this** opinion about playing on Sunday. (Incorrect)

The team are divided in **their** opinion about playing on Sunday. (Correct)

19. If pronouns of different persons are to be used together in a sentence, the serial order of persons should be as follows; second person + third + first person in a good normal sentences. But in fault is to be confessed, the order will be; first person + second person + third person.

You, he and I have finished the work. (Normal sentences)

I, you and he are to blame. (Confession) [Memory tool-Put yourself first in bad sense/bad works]

Ram, I and you have finished our studies. (Incorrect)

You, Ram and I have finished our studies. (Correct)

20. ‘Some’ is used in affirmative sentences to express quantity or degree. ‘Any’ is uses in negative or interrogative sentences.

I shall buy some apples.

I shall not buy any apples.

Have you bought any apples?

But **'some'** may be correctly used in interrogative sentences which are, in fact, requests.

Will you please give me some milk?

I shall read **any** book. (Incorrect)

I shall read **the** book. (Correct)

Have you bought **some** apples? (Incorrect)

Have you bought **any** apples? (Correct)

21. The use of 'few', 'a few' and 'the few' should be used with care. They denote 'number'.

'Few' means 'not many'. It is the opposite of many. A 'few' is positive and means 'some at least'. It is the opposite of none. 'The few' means 'whatever there is'.

A few men are free from fault. (Incorrect)

Few men are free from fault. (Correct)

Here the sense is negative and thus 'a few' is wrong.

Few boys will pass in the examination. Incorrect

A few boys will pass in the examination. Correct

Here the sense is positive and thus 'few' is incorrect.

I have already read a few books that are on the bookshelf. (Incorrect)

I have already read the few books that are on the bookshelf. (Correct)

Here the sense is 'whatever there is' or the particular thing.

22. Use of 'less' and 'fewer'

'Less' denote quantity and 'fewer' denote number.

No less than fifty persons were killed. (Incorrect)

No fewer than fifty persons were killed. (Correct)

There are **no fewer** than five litres of water in the jug. (Incorrect)

There are **no less** than five litre of water in the jug. (Correct)

23. Use of little, a little, the little.

'Little' means 'hardly any'

There is **a little** hope of his recovery. (Incorrect)

There is **little** hope of his recovery (correct)

'A little' means 'some', though not much.

Little knowledge is a dangerous thing. (Incorrect)

A little knowledge is a dangerous thing. (Correct)

'The little means 'not much but all there is'.

A little milk that is in the pot may be used for the patient. (Incorrect)

The little milk that is in the pot may be used for the patient. (Correct)

24. Use of elder, older.

'Older' refers to persons as well as things and is followed by 'than'.

Ram is **elder** than all other boys of this area. (Incorrect)

Ram is **older than** all other boys of this area. (Correct)

‘Elder’ is used for members of the family.

Suresh is my **older** brother. (Incorrect)

Suresh is my **elder** brother. (Correct)

Elder, older; eldest, oldest.- Elder and eldest are used only of persons, not of animals or things; and are now confined to members of the same family. Elder is not used with than following. Older and oldest are used of both persons and things.

John is my elder brother.

Tom is my eldest son.

He is older than his sister.

Rama is the oldest boy in the eleven.

This is the oldest temple in Kolkata.

25. normally ‘than’ is used in the comparative degree, but with words like superior, inferior, senior, junior, prior, anterior, posterior and prefer ‘to’ is used.

Shelley is junior than Wordsworth. (Incorrect)

Shelley is **junior to** Wordsworth. (Correct)

I prefer reading than sleeping. (Incorrect)

I prefer **reading to** sleeping. (Correct)

26. When a comparison is made by using a comparative followed by ‘than’, the word ‘other’ must be include the compared form the class of things with which it is compared.

He is stronger than any man. (Incorrect)

He is **stronger** than any **other** man. (Correct)

‘Any man’ includes the man himself and thus the sentences will be absurd.

27. In some cases, the comparison is subtle and must be given proper attention.

The climate of Ranchi is **better than Gaya**. (Incorrect)

Here the comparison should be between the climate of Ranchi and the climate of Gaya.

Note: ‘That of’ means ‘the climate of’

The climate of Ranchi is **better than the climate of Gaya**. (Correct)

or

The climate of Ranchi is better than **that of Gaya**. (Correct)

The scenery of Kashmir is **better than Shimla**. (Incorrect)

or

The scenery of Kashmir is **better than climate of Shimla**. (Correct)

If the traits are in plural, it will be ‘those of’.

The clothes of DCM are better than those of Mumbai.

The scenery of Kashmir is better than Shimla. (Incorrect)

The scenery of Kashmir is better than that of Shimla. (Correct)

28. 'Many a' is always followed by the singular verb.

Many a man **were** drowned in the Sea. (Incorrect)

Many a man **was** drowned in the area. (Correct)

29. If the subject is 'the number of' the singular verb is used.

The number of students **are** very small. (Incorrect)

The number of students **is** very small. (Correct)

Note: If the subject is '*a number of*' the plural verb is used.

A number books **is** missing. (Incorrect)

A number books **are** missing. (Correct)

30. When 'as well as', 'along with', together with', 'no less than', 'in addition to' and 'not' and 'with' join two subjects, the verb will be according to the first subject.

Ram, as well as his ten friends, **are** going. (Incorrect)

Ram, as well as his ten friends, **is** going. (Correct)

The teacher, along with the students, **were** going. (Incorrect)

The teacher, along with the students, **was** going. (Correct)

31. 'A great many' is always followed by a plural noun and a plural verb.

A great many student **has been** declared successful. (Incorrect)

A great many students **have been** declared successful. (Correct)

32. If two subjects are joined by 'either - or', 'neither - nor', the verb agrees with the subject that is near.

Either Ramesh or I **are** to do this work. (Incorrect)

Either Ramesh or I **am** to do this work. (Correct)

Neither he nor his friends **is** reading. (Incorrect)

Neither he nor his friends **are** reading (correct)

33. When two singular nouns joined by 'and' point out the same thing or person, the verb will be singular.

Bread and butter **make** a good breakfast. (Incorrect)

Bread and butter **makes** a good breakfast. (Correct)

The collector and the District Magistrate **are** on leave. (Incorrect)

The collector and District Magistrate **is** on leave. (Correct)

34. 'One of' always takes a plural noun after it.

It is one of the important **day** in my life. (Incorrect)

It is one of the important **days** in my life. (Correct)

35. Use of 'not only' and 'but also'; examine the sentences given below:

He **not only comes** for swimming but also for coaching the learners. (Incorrect)

He **comes not only** for swimming **but also** for coaching the learners. (Correct)

Here the error is due to misplacement.

The expression 'not only' must be placed before the right word, otherwise the meaning changes. Here this expression is meant for swimming and not for coming.

36. 'Scarcely' and 'hardly' are followed by 'when' and not by 'than'.

I had **scarcely** entered the room **than** the phone rang. (Incorrect)

I had **scarcely** entered the room **when** the phone rang. (Correct)

Note: These words are followed by **when** or **before**, not **than**.

- **Hardly had** I entered the room **when** a strange creature ran out. **OR Scarcely had** I entered the room when a strange creature ran out. (NOT Hardly had I entered the room, than ...)

No sooner is followed by **than**, not **when**

- **No sooner did** she complete one project **than** she started working on the next.

As you can see, the adverbs **hardly**, **scarcely** and **no sooner** are all negative expressions. When a negative expression comes at the beginning of a sentence, we use inverted word order. That means the auxiliary verb comes before the subject.

These adverbs can also go in mid-position. In that case, we use normal word order.

- I **had hardly** entered the room when a strange creature ran out.
- I **had scarcely** solved one problem before another cropped up.

37. 'Though' is followed by 'yet' and not by 'but'.

Though he is poor but he is honest. (Incorrect)

Though he is poor, yet he is honest. (Correct)

Note: When '**though**' is used with a verb in the subjunctive mood (expressing doubt, a condition contrary-to-fact, a wish, a concession) is followed by **yet and not by but**;

Though he might not have recognised me, yet it is rude of him.

Though she disallowed me, yet I will go to her."

38. 'No sooner' is followed by 'than'.

No sooner had I entered the class **when** the student stood up. (Incorrect)

No sooner had I entered the class **than** the students stood up. (Correct)

Attention must also be given to the verb form while using 'no sooner than'. The correct forms are past perfect or past indefinite.

No sooner had entered the class than the students stand up. (*Incorrect*)

No sooner had entered the class **than** the students **stood up**. (*Incorrect*)

39. 'Lest' must be followed by 'should'.

Read regularly lest you will fail. (Incorrect)

Read regularly lest you **should** fail. (Correct)

Note: The conjunction **lest** is not very common in modern English. This word has a negative meaning. Therefore, it should not be used with **not**. The only auxiliary verb that can follow lest is **should**.

- Work hard **lest** you **should** fail. OR Work hard **lest** you fail. (NOT Work hard lest you should not fail.)

The same idea can be expressed using the expression **or else**.

- Work hard, **or else** you will fail.
- Leave on time, **or else** you will miss the train.

40. 'such' is followed by 'as'.

He is such a writer that everybody should read his books. (Incorrect)

He is **such** a writer **as** everybody should read his books. (Correct)

Note: '**such**' is also followed by '**that**' if we emphasize the degree of something by mentioning the result. The extent of the disaster was such that the authorities were quite unable to cope.

41. 'So' is followed by 'that'.

Sarita was popular with her classmate that she always had some people coming to her for advice. (Incorrect)

Sarita was **so** popular with her classmate **that** she always had some people coming to her for advice. (Correct)

So...that... is a subordinating conjunction. Using **so...that...** we can combine clauses that show a cause and effect relationship.

Combine the following sentences using so... that...

1. The box is **so** heavy **that** I cannot lift it.
2. My brother worked **so** hard **that** he passed the test.
3. He is **so** ill **that** the doctors don't expect him to survive.
4. My grandfather is **so** weak **that** he cannot survive.
5. She is **so** short **that** she cannot touch the ceiling.

42. 'Unless' express a condition. It is always used in the negative sense. Thus 'not' is never used with 'unless'.

Unless you **do not labour hard**, you will not pass. (Incorrect)

Unless you **labour hard**, you will not pass. (Correct)

1. We cannot play unless he gives us permission.
2. He will not come unless you invite him.
3. Unless you tell me the truth I cannot help you

43. Until expresses time. It has a negative sense and thus ‘not’ should never be used with it.

Wait here until I **do not** return. (Incorrect)

Wait here until I **return**. (Correct)

Until and Till

These two words mean exactly the same. They can be used both as prepositions and conjunctions. **Till** is more common in an informal style. Note that in American English, a commonly seen informal spelling of till is **’til**.

- I waited **until** 6 o’clock and then I went home. OR I waited **till** 6 o’clock and then I went home.
- I will wait **till** / **until** I hear from you.

The preposition **to** is sometimes used instead of **till** and **until**. This usually happens after **from...**

- I usually work **from** ten **to** six. (OR I usually work **from** ten **until** / **till** six.)

Until and **till** both show time. They cannot be used to talk about distance. Instead we use **to**, **as far as** or **up to**.

- We walked **as far as** the edge of the forest. (NOT we walked until the edge of the forest.)

To talk about quantity we can use **up to**.

This car can seat **up to** eight people. (NOT This car can seat until eight people.)

Tenses with until

After **until** we use present tenses to talk about the future.

- I will wait **until** she comes. (NOT I will wait until she will come.)

Not until / till can mean the same as **not before**.

- We won’t be seeing each other **until** / **before** Christmas.

44. ‘Since’ indicates a point of time and ‘for’ stands for the length/period of time.

He has been reading the book **since** two hours. (Incorrect)

He has been reading the book **for** two hours. (Correct)

Two hours is a length of time and thus ‘for’ is correct.

It has been raining **for** Monday last. (Incorrect)

It has been raining **since** Monday last. (Correct)

45. ‘As if’ used to convey the sense of pretension. When ‘as if’ is used in this sense, ‘were’ is used in all cases, even with third person singular.

He behaves **as if** he **was** a king. (Incorrect)

He behaves **as if**he **were** a king. (Correct)

Note: The sense of time and tense is also very important. Certain important rules are listed below.

46. A past tense in the principal clause is followed by a past tense in the subordinate clause.

He saw that the clock **has** stopped. (Incorrect)

He saw that the clock **had** stopped. (Correct)

There are, however, two exceptions to this rule:

(1) A past tense in the principal clause may be followed by a present tense in the subordinate clause, when it expresses a universal truth.

The teacher observed that the Earth **moved** round the sun. (Incorrect)

The teacher observed that the Earth **moves** round the sun. (Correct)

(2) When the subordinate clause is introduced by 'than', even if there is past tense in the principal clause, it may be followed by any tense required by the sense in the subordinate clause.

He helped him more than he **helped** his own children. (Incorrect)

He helped him more than he **helps** his own children. (Correct)

47. If two actions in a sentence are shown happening in the past, one after the other; the tense of the action happening first should be past perfect and that of the second should be past indefinite.

The patient died before the doctor arrived. (Incorrect)

The patient had died before the doctor arrived. (Correct)

48. Two actions in the past, one depending on the other, should have the sequence as follows:

Past simple - would + V1

If you **tried** well, you **will succeed** in the examination. (Incorrect)

If you **tried** well, you **would succeed** in the examination. (Correct)

If they **come** on time, they **would get** the food. (Incorrect)

If they **came** on time, they **would get** the food. (Correct)

Had + past participle + would + have + past participle

If you **had worked** hard, you **would have succeeded** in the examination.

Past perfect + future perfect

Had + past participle + would + have + past participle

If you **had worked** hard, you **would have succeeded** in the examination.

Or

Had you worked hard, you **would have succeeded** in the examination.

If you would **had practiced** regularly, you would won the match. (Incorrect)

If you **had practised** regularly, you **would have won** the match. (Correct)

49. If, in a sentence, two actions are indicated and both are to take place in future, the sequence of tense will be as follows:

The principal clause in present indefinite; and the subordinate clause in future indefinite.

If I go the Delhi, I shall attend the seminar.

'If I go to Delhi' is the principal clause and 'I shall attend the seminar' is the subordinate clause.

If it **will rain**, I shall not attend the meeting. (Incorrect)

If it **rains**, I shall not attend the meeting. (Correct)

50. When an action has taken place in two clauses of a sentence, it is used in both the clauses according to the requirement.

My brother has and is still doing excellent work for his organisation. (Incorrect)

My brother **has done** and **is still doing** excellent work for his organization. (Correct)

51. When there is a sense of continuity, that is, when a thing has taken place in the past and still continue in the present, the perfect continuous tense form of the verb should be used.

India **is** independent for the last forty – six years. (Incorrect)

India **has been** independent for the last seven decades. (Correct)

Note: The use of *article* is also an important matter and one must be careful about it.

52. before a consonant ‘a’ is used.

A boy, a horse, a woman.

But ‘a’ is also used before words like university, useful, unicorn, union, European, and one, etc., because these words began with a consonant sound.

Here is **an** university. (Incorrect)

Here is **a** university. (Correct)

An European lives in my area. (Incorrect)

A European lives in my area. (Correct)

It is **an** one – rupees note. (Incorrect)

It is **a** one – rupee note. (Correct)

53. Similarly, words like ‘hour’, ‘honest’, ‘heir’, etc., take ‘an’ before them as they begin with a vowel sound.

I have been waiting for him for **a** hour. (Incorrect)

I have been waiting for him for **an** hour. (Correct)

54. Some important points to remember regarding the omission of a/an/the:

1. Before a common noun used in its widest sense, e.g.

Man is mortal.

2. before names of materials.

Bronze is a useful metal.

3. Usually before proper names.

Patna is the capital of Bihar.

4. Before abstract nouns used in general sense.

Beauty fascinates people.

5. before language.

English is a very popular language in the Delhi University.

6. Before ‘school’, ‘college’, ‘church’, ‘bed’, ‘table’, ‘hospital’, ‘market’, and ‘prison’, when these place are visited or used for their common purpose.

My Christian friends go to church every Sunday.

But ‘the’ is used with these words when we refer to them as a definite place, building or object rather than to the normal activity that goes on there.

I met my friend at the church.

7. before names of relations, like ‘father’, ‘mother’, ‘aunt’, ‘uncle’, ‘cook’ and ‘nurse’.

Father is very happy today.

Father is very happy today.

Father has returned.

Aunt wants you to see her.

Cook has been a given notice.

8. before predicative nouns denoting a unique position that is normally held at one time by one person only.

He was elected chairman of the Board.

55. Uses of ‘the’

1. When the object is unique.

The earth, the sky, the equator.

2. Before superlatives

The best, the finest, the most

3. with proper nouns like ‘seas’, ‘rivers’, ‘group of island’, ‘chains of mountains’, ‘deserts’, ‘newspaper’, ‘buildings’, ‘religious books’, ‘gulfs’,.

The Arabian sea, The Ganges, The Taj Mahal,

4. Before a proper noun, when it is qualified by an adjective.

The immortal Kalidas.

5. before an adjective, when the noun is hidden.

The rich should be kind and helping.

6. before musical instruments.

I know how to play the harmonium.

7. with a class of things.

The crow is a clever bird.

8. ‘The’ should be used before both comparative degrees when they are used in a sentence for proportion.

Higher we go, cooler we feel. (Incorrect)

The higher we go, **the** cooler we feel. (Correct)

56. ‘What to speak of’ is incorrect; the correct expression is ‘not to speak of’.

What to speak of running, he cannot even walk. (Incorrect)

Not to speak of running, he cannot even walk. (Correct)

57. When there is the sense of dislike, hesitation, risk, etc., in a sentence, we should use a gerund instead of a verb. A gerund is that form of the verb which ends in ‘ing’ and can be used in the place of a noun.

I dislike to **see** a film late in the night. (Incorrect)

I dislike to **seeing** a film late in the night. (Correct)

Young girls hesitate to **talk** to strangers. (Incorrect)

Young girls hesitate **talking** to strangers. (Correct)

58. 'Cent per cent' and 'word by word' are wrong. 'Hundred per cent' and 'word for word' are correct expressions.

You are never **cent per cent** sure of your success in a competitive examinations. (Incorrect)

You are never **hundred per cent** sure of your success in a competitive examination. (Correct)

I can reproduce this lesson **word by word**. (Incorrect)

I can reproduce this lesson **word for word**. (Correct)

59. 'Since', 'because', 'as', 'for', – all means 'because', but there is a difference in their degree. 'Since' and 'because' are used for stronger cases and 'as' and 'for' for weak cases.

I respect him **as** he is my teacher. (Incorrect)

I respect him **because** he is my teacher. (Correct)

I couldn't attend the meeting because it was very hot today. (Incorrect)

I couldn't attend the meeting **as** it was very hot today. (Correct)

60. Use of 'when' and 'while': Proper attention must be paid to these words. 'While' indicates a general sense and 'when' implies a time during the process of doing a work.

When learning to swim, one of the most important things is to relax. (Incorrect)

While learning to swim, one of the most important things is to relax. (Correct)

Note: We can use **when** to introduce a single completed event that takes place in the middle of a longer activity or event. In these cases, we usually use a continuous verb in the main clause to describe the background event:

*He was walking back to his flat **when** he heard an explosion.*

We can use **while** or *as* to talk about two longer events or activities happening at the same time. We can use either simple or continuous verb forms:

*We spent long evenings talking in my sitting-room **while** he played the music he had chosen and explained his ideas.*

61. Sometimes the error lies in the use of words. Proper attention must therefore, be given to appropriateness of words.

Prakash was **leading** a happy and leisurely life after his retirement from his service. (Incorrect)

Prakash was **living** a happy and leisurely life after his retirement from his service. (Correct)

Note: The word '**leading**' is inappropriate. One does not lead life, one lives life. One leads a group, team, movement, etc.

62. If in a sentence an apposition has been used, the verb will follow not the apposition but the noun or pronoun preceding it.

You, my son, **is** a good boy. (Incorrect)

You, my son, **are** a good boy. (Correct)

My sister, whose name is Anusha, likes Sweets.

63. Proper, abstract and material nouns have no plural except when they are used as common nouns.

The house is built of **bricks**. (Incorrect)

The house is built of **brick**. (Correct)

Note: when such nouns are used in the plural, they become common nouns with changed meanings; as
Coppers=copper coins;

Iron=fetters

Tins=cans made of tin,

Woods=forest,

(He lives in the woods. It means he lives in a forest.)

64. Clauses in sentences beginning with a relative pronoun (who, which, that) take a verb according to the noun or pronoun preceding the relative pronoun.

It is I who **has** done it. (Incorrect)

It is I who **have** done it. (Correct)

65. The relative pronoun should be near as possible to its antecedent so that no ambiguity arises.

The boy **is my cousin** who stood first in the mile race. (Incorrect)

The boy, who stood first in the mile race, **is my cousin**. (Correct)

66. When two singular nouns joined by 'and' are preceded by 'each' or 'every' the pronoun used for them is singular.

Each man and each boy is responsible for **their** action. (Incorrect)

Each man and each boy is responsible for **his** action. (Correct)

67. Sometimes a pronoun is used where it is not required at all.

He being an M.A., **he is** qualified for the post. (Incorrect)

He, being an M.A., **is** qualified for the post. (Correct)

68. If a pronoun comes after a preposition it should be used in the objective case.

Between you and **I** neither of us is correct. (Incorrect)

Between you and **me** neither of us is correct. (Correct)

69. When a pronoun come after 'like and unlike' it takes objective case.

A man like **I** will not do it. (Incorrect)

A man like **me** will not do it. (Correct)

70. A pronoun takes an objective case after 'let'.

Let **I** do it. (Incorrect)

Let **me** do it. (Correct)

70. Pronouns joined by 'and' remain in the same case.

He and **her** are brother and sister. (Incorrect)

He and **she** are brother and sister. (Correct)

He and **me** are friends. (Incorrect)

He and **I** are friends. (Correct)

71. When pronouns of second person and third person are used as subjects, the pronoun following them will be according to the second person pronoun.

You and he must bring **his** books. (Incorrect)

You and he must bring **your** books. (Correct)

72. When pronouns of second person and first person are used as subjects, the pronoun following them will be first person plural form.

You and I must finish **your** work in time. (Incorrect)

You and I must finish **our** work in time. (Correct)

73. 'But' is also used as a relative pronoun. When a sentence has a negative noun or pronoun, 'but' can be used with it. In this case 'but' means: who not; that not.

Here was none but laughed to see the joker.

There is no bird but flies.

Note: Here the meaning of '**but laughed**' is '**who did not laugh**'.

'But files' means '*that does not fly*'.

74. The relative pronoun 'that' is used in preference to 'who' or 'which' after adjectives in the superlative degree.

The wisest man **who** ever lived made mistakes. (Incorrect)

The wisest man **that** ever lived made mistakes. (Correct)

This is the best which we can do. (Incorrect)

This is **the best that** we can do. (Correct)

75. The relative pronoun 'that' is also used in preference to 'who' and 'which' after the words 'all', 'same', any', 'none', 'nothing' and (the) 'only'.

He is the same man **who** he has seen. (Incorrect)

He is the same man **that** he has seen. (Correct)

Man is the only animal **who** can talk. (Incorrect)

Man is the only animal **that** can talk. (Correct)

76. The same rule applies after the interrogative pronoun 'who' and 'what'.

What is there **which** I do not know? (Incorrect)

What is there **that** I do not know? (Correct)

77. When there are two antecedents, a man and an animal or two things before the relative pronoun, we should use 'that'.

The man and his dog **which** passed through this road were killed. (Incorrect)

The man and his dog **that** passed through this road were killed. (Correct)

78. The case of the noun or pronoun preceding or succeeding the verb 'to be' should be the same.

It is **him** who came to see us. (Incorrect)

It is **he** who came to see us. (Correct)

It is **me** who caught the thief. (Incorrect)

it is **I** who caught the thief. (Correct)

79. when two qualities of a person or thing are compared ‘ more’ or ‘less’ is used before the adjective and the adjective following them take positive degree.

Suman is better than brave. (Incorrect)

Suman is more good than brave. (Correct)

80. When two or more adjectives are used to show the qualities of the same man or thing, all the adjectives must be in the same degree.

Sita is more intelligent and **wise** than Rita. (Incorrect)

Sita is more intelligent and **wiser** than Rita. (Correct)

Ramesh is the wisest and strong boy of the class. (Incorrect)

Ramesh is **the wisest** and **the strongest** boy of the class. (Correct)

81. ‘Very’ is used with adjectives in the positive degree and with present participles.

He is a **much** stronger man. (Incorrect)

He is a **very** strong man. (Correct)

It is a **much** interesting book. (Incorrect)

It is **very** interesting book. (Correct)

Note: ‘Much’ is used with adjectives in the comparative degree and with past participles.

He is very stronger than I am. (Incorrect)

He is very **much** stronger than I am. (Correct)

I am very obliged to my friend. (Incorrect)

I am very **much** obliged to my friend. (Correct)

82. To show equality ‘as’ is used before and after the adjective.

I can run **as fast**, if not faster, than you. (Incorrect)

I can run **as fast as**, if not faster, than you. (Correct)

83. Certain adjectives do not admit of comparison and thus they always remain in the ‘positive degree’.

‘Absolute’, ‘annual’, ‘chief’, ‘circular’, ‘complete’, ‘entire’, ‘extreme’, ‘excellent’, ‘full’, ‘impossible’, ‘perfect’, ‘right’, ‘round’, ‘unique’, ‘universal’, ‘whole’, etc.

This is the **most** unique building that I have seen. (Incorrect)

This is the unique building that I have seen. (Correct)

84. ‘More than one’ indicates a plural sense, but it is treated as a sort of compound of one. Thus it agrees with a singular noun and takes a singular verb.

More than one employees **were** killed in the accident. (Incorrect)

More than one employee **was** killed in the accident. (Correct)

85. A verb must agree with its subject and not with the complement.

Our only guide at night **were** the stars. (Incorrect)

Our only guide at night **was** the stars. (Correct)

86. If the plural subject denotes a definite amount or quantity taken as a whole, the verb is singular.

Forty miles **are** a good distance. (Incorrect)

Forty miles **is** a good distance. (Correct)

Two – thirds of the book **were** rubbish. (Incorrect)

Two – third of the book **was** rubbish. (Correct)

87. The plural ‘heaps and ‘lots’ used colloquially for a great amount take a singular verb unless a plural noun with ‘of’ is added.

There **are** lots of issues to discussed. (Incorrect)

There **are** lots of issues to be discussed. (Correct)

There **is** lots of books to read. (Incorrect)

There **are** lots of books to read. (Correct)

88. When qualified by ‘each’ or ‘every’ two singular subjects, if even connected by ‘and’, take a singular, if even connected by ‘and’, take a singular verb.

Each boy and every girl **were** given rewards. (Incorrect)

Each boy and every girl **was** given rewards. (Correct)

89. The following Verbs are always followed by an infinitive:

‘decide’, ‘plans’, ‘expect’, ‘fail’, ‘hope’, ‘intend’, ‘learn’, ‘promise’, ‘refuse’, ‘want’, ‘agree’, ‘consent’, ‘try’, ‘love’, etc.

I refuse **meeting** him. (Incorrect)

I refuse **to meet** him. (Correct)

90. The following verbs and phrases should be followed by gerund which is a verbal noun: ‘enjoy’, ‘admit’, ‘deny’, ‘appreciate’, ‘regret’, ‘avoid’, ‘consider’, ‘stop’, ‘looking forward to’, ‘accustomed to’, ‘is used to’, ‘do not mind’, ‘object to’, etc.

I am looking forward to **receive** your replay. (Incorrect)

I am looking forward to **receiving** your replay. (Correct)

He is used **work** hard. (Incorrect)

He is used to **working** hard. (Correct)

91. The word ‘to’ is frequently used with the infinitive, but it is not an essential part of it. For example, after certain verb (‘bid’ ‘let’, ‘make’, ‘need’, ‘dare’, ‘see’, ‘hear’,) we use the infinitive without ‘to’.

Bid him **to go** there. (Incorrect)

Bid him **go** there. (Correct)

Make him **to stand**. (Incorrect)

Make him **stand**. (Correct)

I saw him **to cry**. (Incorrect)

I saw him **cry**. (Correct)

92. The infinitive is used without ‘to’ after ‘had better’, ‘had rather’, ‘would rather’, ‘sooner than’, and ‘rather than’,

You had better **to** ask permission from him. (Incorrect)

You had better ask permission from him. (Correct)

93. 'Than' should be used after 'no other'.

I met on other man **but** Mr. Roy. (Incorrect)

I met no other **than** Mr., Roy. (Correct)

Ram has no other claim **except** his degrees. (Incorrect)

Ram has no other claim **than** his degrees. (Correct)

94. After the word 'know', 'how' or 'when' should be used before using an infinitive.

I know to write French. (Incorrect)

I know **how** to write French. (Correct)

95. A verb may take an infinitive or a gerund according to its implication. If the verb indicates a purpose, an infinitive should be used and if the verb indicates a cause, a gerund should be used.

He went to school for **seeing** the principal. (Incorrect)

He went to school for **see** the principal. (Correct)

He was turned out to **copy** answers. (Incorrect)

He was turned out for **copying** answers. (Correct)

96. Adverb 'as' is not used with verbs like 'appointed', 'elected', 'considered', 'called', but it is used with 'regard',

He was elected **as** President of our society. (Incorrect)

He was **elected President** of our society. (Correct)

I regard Ramesh my friend. (Incorrect)

I regard Ramesh **as** my friend. (Correct)

97. After the verb 'doubt' 'that' should not be used. 'If' or 'whether' should be used in its place.

I doubt **that** Ravi will come. (Incorrect)

I doubt **if** Ravi will come. (Correct)

98. Often a mistake is committed in the use of adjectives and adverbs. An adjective is correctly used with the verb when some quality of the subject, rather than of the action of the verb, is to be expressed.

The flowers smelt **sweetly**. (Incorrect)

The flowers smelt **sweet**. (Correct)

99. It is a common practice in conversation to make a statement and ask for confirmation; as, 'It's very hot, isn't it? Two points are to be kept in mind. If the statement positive, the pattern will be Auxiliary + n't + subject.

If the statement is negative, the pattern will be Auxiliary +subject

Examples:

It is raining, **is it?** (Incorrect)

It is raining, **isn't it?** (Correct)

Your are not busy, **aren't** you? (Incorrect)

You are not busy, **are** you? (Correct)

The point to note here is that the question tag will always have the same verb from which we have in the main statement:

I have finished my work, **didn't I?** (Incorrect)

I have finished my work, **haven't?** (Correct)

100. There are certain common errors which should be avoided.

(a) 'The two first' is a meaningless expression for it implies that two things may be first. We should say 'the first two'.

The **two first** chapters of the novel are dull. (Incorrect)

The **first two** chapters of the novel are dull. (Correct)

(b) 'Only' should be placed immediately before the word it qualifies.

He **only** lost his ticket in the stampede. (Incorrect)

Only he lost his ticket in the stampede. (Correct)

(c) An infinitive verb should not be split.

I request you **to kindly** help me. (Incorrect)

I request you **kindly to** help me. (Correct)

(d) Care should be taken in the use of verbs.

The doctor **saw** the pulse of the patient. (Incorrect)

The doctor **felt** the pulse of the patient. (Correct)

He **told** the truth. (Incorrect)

He **spoke** the truth. (Correct)

Do not **speak** a lie. (Incorrect)

Do not **tell** a lie. (Correct)

Our team **made** a goal. (Incorrect)

Our team **scored** a goal. (Correct)

He is **taking** a bath. (Incorrect)

He is **having** a bath. (Correct)

I **tell** my prayers in the morning. (Incorrect)

I **say** my prayers in the morning. (Correct)

Sentence structure

The subject denotes the person or thing about which something is said.

The predicate is what is said about the person or thing denoted by the Subject.

E.g. The sun -- gives light.

Subject - predicate

	SUBJECT	OBJECT
1.	Noun: Sham called me	Noun: I called <i>Sham</i>
2.	Pronoun: She doesn't know it	Pronoun: It doesn't know <i>her</i>
3.	Phrase: A tall boy is teaching me	Phrase: I am teaching <i>a tall boy</i>
4.	Clause: What I am trying to say is	Clause: She doesn't know <i>what you are saying.</i>
5.	Gerund: Reading books is a good habit	Gerund: I like reading books

Sentence: A set of words expressing a statement, a question or an order, usually containing a subject and a verb. In written English sentences begin with a capital letter and end with a full stop/period (S .), a question mark (?) or an exclamation mark/exclamation point (!).

Positive: He comes to school.

Negative: He doesn't come to school.

Interrogative: Does she come to school?

Negative interrogative: Doesn't she come to school?

Note: Here, negative interrogative and question tag of the sentences are same.

Convert the following Negatives into Affirmatives (Positive), interrogative and Negative interrogative:-

1. Nobody was absent.
2. He did not live many years in India.
3. No one could deny that she was pretty.
4. God will not forget the cry of the humble.
5. I am not a little tired'.
6. There was no one present who did not cheer.
7. I never in my life laid a plan and failed to carry it out.
8. Not many men would be cruel and unjust to a cripple. .
9. No man could have done better.
10. The two brothers are not unlike each other.

11. He has promised never to touch wine again.
12. We did not find the road very bad.
13. There is no smoke without fire.
14. It is not likely that he will ever see his home again.

CLAUSES AND PHRASES

Phrase: A small group of words without a finite verb that together have a particular meaning and that typically form part of a sentence.

E.g. On Godavari the river bank
 Near the Basar Railway station
 A tall boy from Hyderabad ran as fast as a deer in the ground
 Adjective phrase **adverb phrase** **noun phrase**

Note: A phrase can have a noun or verb, but it will never have a subject and doing verb.

Noun Phrase: A Noun Phrase is a group of words that does the work of a Noun. A word or group of words in a sentence that behaves in the same way as a noun, that is as a subject, and object, a complement, or as the object of a preposition.

Examples of Noun Phrases:-

Early to bed is a good maxim.
 He hopes to win the first prize.
 We enjoy playing cricket.
 He loves to issue harsh orders.
 Did you enjoy reading this book?
 I tried to get the sum right.
 To win a prize is my ambition.
 Standing about in a cold wet wind did me no good.

Adjective Phrase: An Adjective Phrase is a group of words that does the work of an Adjective. Generally, it contains or is connected with an adjective or adjectives.

1. (a) The vizier was a wealthy man.
 (b) The vizier was a man of great wealth.
2. (a) The magistrate was a kind man.
 (b) The magistrate was a man with a kindly nature.

3. (a) The chief lived in a stone house.
(b) The chief lived in a house built of stone.
4. (a) I like to see a smiling face.
(b) I like to see a face with a smile on it.
5. (a) The coolies belonged to a hill tribe.
(b) The coolies belonged to a tribe dwelling in the hills.

Adverb Phrase: An Adverb Phrase is a group of words that does the work of an Adverb. An adverb phrase adds more information about place, time, manner, cause or degree to a verb, an adjective, a phrase or another adverb.

Bravely -- In a brave manner, or with bravery.

Unwisely -- In an unwise manner, or without wisdom.

Swiftly -- In a swift manner, or with swiftness.

Beautifully -- In a beautiful style.

Formerly -- In former times, or once upon a time.

Recently -- Just now, or at a recent date.

Soon -- Before very long, or at an early date.

There -- At that place.

Away -- To another place.

Abroad -- To (in) a foreign country.

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

1. He speaks like a born orator.
2. It grieved me to hear of your illness.
3. Beyond a doubt this man is honest.
4. He failed in spite of his best efforts.
5. He won the prize by means of trickery.
6. Do not talk like that.
7. I have forgotten how to play this game.
8. He gained their affection in spite of many faults.
9. I do not expect such treatment at your hands.
10. He speaks too fast to be understood.
11. I do not know what to do.
12. I do not understand how to solve this problem.
13. He persevered amidst many difficulties.
14. He succeeded in the long run.
15. Birds of a feather flock together.

Clause: A group of words that includes a subject and a verb, and forms a sentence or part of a sentence.

E.g. Students often go home

Independent clause

because they love the homemade food.

Dependent clause

Identify Phrases and clauses in the following sentences.

1. Do you know the woman who is wearing a blue sari?
2. The boy who sits near me is my cousin.
3. That was the reason why he came late.
4. The reason, why he failed, is obvious,
5. The workers, who were weary with their exertions, lay down to rest.
6. The sun, which at mid-day was hot, made the traveller thirsty,
7. Which is the road that leads most quickly to the station?
8. People who eat too much die early.
9. Many men who have not been trained to write become journalists.
10. This is the place where our forefathers landed.
11. The explanation he gave was not satisfactory.
12. Such men as you cannot be easily disheartened.
13. This boy, who has been industrious, has earned a prize which he has well deserved.
14. A belief which is generally held is not necessarily one which is true.
15. An author who was famous during the freedom struggle lived in that cottage which overlooks the lake.

Noun Clause: A Noun Clause is a group of words which contains a Subject and a Predicate of its own, and does the work of a Noun.

(or)

A **clause** is a group of words containing a subject and a verb or verb phrase. Every sentence consists of at least one clause.

The two types of clauses are independent and dependent clauses. An **independent clause** (also known as a main clause) expresses a complete thought. It can either stand on its own as a sentence or be combined with one or more dependent or independent clauses to form a sentence. A **dependent clause** (also known as a subordinate clause) cannot stand on its own as a sentence. It must be combined with one or more independent clauses to form a sentence. Dependent clauses can function either as noun clauses, adjective clauses, or adverb clauses in sentences. They begin with words such as *after, although, because, before, if, since, that, until, what, when, where, who, which*, and *why*.

- 1) *What am I trying to say is that.* (Subject of the verb 'is')
- 2) *The question is whether they can understand or not.* (Subject complement)
- 3) *He knows that the train will be late.* (Direct object)
- 4) *He gave the notes to whoever were absent to the class.* (Indirect object)
- 5) *He is concerned about whether she is safe.* (object of the preposition)
- 6) *They made him what he is today.* (object complement)

- I expect to get a prize. -- [Expect what?]
- I expect that I shall get a prize. -- [Expect what?]

Noun Clause Examples

Whoever wants to go fishing should come with us.

(*Whoever wants to go fishing* is a noun clause. It contains the subject *whoever* and the verb *wants*. The clause acts as a subject in the sentence.)

In class, we learned **how bats use sonar to locate objects**.

(*How bats use sonar to locate objects* is a noun clause. It contains the subject *bats* and the verb *use*. The clause acts as a direct object in the sentence.)

Samantha's biggest fear is **that she will trip onstage**.

(*That she will trip onstage* is a noun clause. It contains the subject *she* and the verb phrase *will trip*. The clause acts as a predicate nominative in the sentence, identifying *fear*.)

I was wondering about **what time we should leave**.

(*What time we should leave* is a noun clause. It contains the subject *we* and the verb phrase *should leave*. The clause acts as an object of the preposition *about* in the sentence.)

He will give **whoever wins the contest** a special prize.

(*Whoever wins the contest* is a noun clause. It contains the subject *whoever* and the verb *wins*. The clause acts as an indirect object in the sentence.)

The real challenge is **how we are going to satisfy our client**.

(*How we are going to satisfy our client* is a noun clause. It contains the subject *we* and the verb phrase *are going*. The clause acts as a predicate nominative in the sentence, identifying *challenge*.)

1. I often wonder how you are getting on.
2. I fear that I shall fail.
3. He replied that he would come.
4. Do you deny that you stole the watch?
5. I thought that it would be a fine day.

Adjectival Clause: An Adjective Clause is a group of words which contains a Subject and a Predicate of its own, and does the work of an Adjective.

(or)

An **adjective clause**, also known as a **relative clause**, is a type of dependent clause that modifies a noun or pronoun. It begins with a relative pronoun or relative adverb such as *that*, *when*, *where*, *who*, *whom*, *whose*, *which*, and *why*. These types of pronouns and adverbs are referred to as relative because they relate the clauses to the words they modify.

Adjective clauses can be either restrictive (or essential) or nonrestrictive (or nonessential). A **restrictive** adjective clause provides information that is necessary for identifying the word it modifies. A **nonrestrictive** adjective clause provides additional information about the word it modifies, but the word's meaning is already clear. Nonessential clauses are always set off with commas.

- The umbrella with a broken handle is mine. [Which umbrella?]
- The umbrella which has a broken handle is mine. [Which umbrella?]

Examples:

We're going to the beach **that I like the best**.

(*That I like the best* is an adjective clause. It contains the subject *I* and the verb *like*. The clause modifies the noun *beach*.)

Mr. Suresh is the teacher **who helped me with my math problems**.

(*Who helped me with my math problems* is an adjective clause. It contains the subject *who* and the verb *helped*. The clause modifies the noun *teacher*.)

The bad weather is the reason **why I decided to drive instead of walk**.

(*Why I decided to drive instead of walk* is an adjective clause. It contains the subject *I* and the verb *decided*. The clause modifies the noun *reason*.)

Harish is the person **whose family owns a rice mill**.

(*Whose family owns a rice mill* is an adjective clause. It contains the subject *family* and the verb *owns*. The clause modifies the noun *person*.)

This is the park **where we can walk the dogs**.

(*Where we can walk the dogs* is an adjective clause. It contains the subject *we* and the verb phrase *can walk*. The clause modifies the noun *park*.)

Do you remember the time **when we almost missed the swim meet**?

(*When we almost missed the swim meet* is an adjective clause. It contains the subject *we* and the verb *missed*. The clause modifies the noun *time*.)

Ganesh went to the studio **where he takes glassblowing lessons**.

(*Where he takes glassblowing lessons* is an adjective clause. It contains the subject *he* and the verb *takes*. The clause modifies the noun *studio*.)

Madhu, **who is Marissa's older brother**, just got back from a trip to Jamaica.

(*Who is Marissa's older brother* is an adjective clause. It contains the subject *who* and the verb *is*. The clause modifies the noun *Madhu*.)

Monday is the day **when I have my doctor's appointment**.

(*When I have my doctor's appointment* is an adjective clause. It contains the subject *I* and the verb *have*. The clause modifies the noun *day*.)

Praveen is the sibling **to whom I am closest**.

(*To whom I am closest* is an adjective clause. It contains the subject *I* and the verb *am*. The clause modifies the noun *sibling*.)

A dependent, or subordinate, clause contains a subject and a verb or verb phrase but does not express a complete thought. As a result, it cannot stand alone as a sentence. Dependent clauses can function either as noun clauses, adjective clauses, or adverb clauses.

A dependent, or subordinate, clause contains a subject and a verb or verb phrase but does not express a complete thought. As a result, it cannot stand alone as a sentence. Dependent clauses can function either as noun clauses, adjective clauses, or adverb clauses.

What Is a Nonrestrictive Clause?

A **nonrestrictive clause** (also known as a nonessential clause) is a type of adjective clause that provides additional information about a word whose meaning is already clear. Nonrestrictive clauses often begin with the word *which* and are always set off with commas.

In contrast, a restrictive (or essential) clause provides information necessary for understanding the word it modifies.

When deciding whether to include the word *that* or *which* in an adjective clause, remember to use *that* for restrictive clauses and *which* for nonrestrictive clauses:

Restrictive clause: The order **that I placed** should be shipped out tomorrow. (*That I placed* is a restrictive adjective clause. It contains the subject *I* and the verb *placed*. The clause modifies the noun *order*, providing necessary information about it.)

Nonrestrictive clause: Mount Everest, **which has the highest altitude of any mountain**, attracts hundreds of climbers every year. (*Which has the highest altitude of any mountain* is a nonrestrictive adjective clause. It contains the subject *which* and the verb *has*. The clause modifies the noun *Mount Everest*, providing additional, nonessential information about it.)

Nonrestrictive Clause Examples

Chocolate cake, **which is my favorite treat**, goes well with vanilla ice cream.

(*Which is my favorite treat* is a nonrestrictive adjective clause. It contains the subject *which* and the verb *is*. The clause modifies the noun *cake*, providing additional, nonessential information about it.)

Gregory, **who works in the finance department**, scheduled a meeting for 3PM today.

(*Who works in the finance department* is a nonrestrictive adjective clause. It contains the subject *who* and the verb *works*. The clause modifies the noun *Gregory*, providing additional, nonessential information about it.)

Redwood trees, **which grow in California**, can be over 350 feet tall.

(*Which grow in California* is a nonrestrictive adjective clause. It contains the subject *which* and the verb *grow*. The clause modifies the noun *trees*, providing additional, nonessential information about it.)

My coworker Pateel, **whom I told you about**, will be joining us for dinner tonight.

(*Whom I told you about* is a nonrestrictive adjective clause. It contains the subject *I* and the verb *told*. The clause modifies the noun *Patrick*, providing additional, nonessential information about it.)

The pomegranate, **which is a large type of fruit**, thrives in warmer climates.

(*Which is a large type of fruit* is a nonrestrictive adjective clause. It contains the subject *which* and the verb *is*. The clause modifies the noun *pomegranate*, providing additional, nonessential information about it.)

Naresh, **whose sister is my best friend**, will be coming on the trip with us.

(*Whose sister is my best friend* is a nonrestrictive adjective clause. It contains the subject *sister* and the verb *is*. The clause modifies the noun *Nathan*, providing additional, nonessential information about it.)

The park, **which has a beach area**, allows dogs to go swimming in the lake.

(*Which has a beach area* is a nonrestrictive adjective clause. It contains the subject *which* and the verb *has*. The clause modifies the noun *park*, providing additional, nonessential information about it.)

Kiran, **who took an art class with me this summer**, will have her work displayed at a local gallery.

(*Who took an art class with me this summer* is a nonrestrictive adjective clause. It contains the subject *who* and the verb *took*. The clause modifies the noun *Cherisse*, providing additional, nonessential information about it.)

Biryani, **which come in many different varieties**, are common in Hyderabad dishes.

(*Which come in many different varieties* is a nonrestrictive adjective clause. It contains the subject *which* and the verb *come*. The clause modifies the noun *olives*, providing additional, nonessential information about it.)

Mr. Anil, **whose son played on my basketball team**, will be our track coach next year.

(*Whose son played on my basketball team* is a nonrestrictive adjective clause. It contains the subject *son* and the verb *played*. The clause modifies the noun *Mr. Evers*, providing additional, nonessential information about it.)

My new dress is green, **which is my favorite color**.

(*Which is my favorite color* is a nonrestrictive adjective clause. It contains the subject *which* and the verb *is*. The clause modifies the noun *dress*, providing additional, nonessential information about it.)

Manju, **whom I accompanied to the wedding**, is hosting a birthday party this weekend.

(*Whom I accompanied to the wedding* is a nonrestrictive adjective clause. It contains the subject *I* and the verb *accompanied*. The clause modifies the noun *Manuel*, providing additional, nonessential information about it.)

1. Mani had a little lamb whose fleece was white as snow.
2. The letter brought money which was badly needed.
3. The house that I live in belongs to my father.
4. I am monarch of all I survey.
5. I have a little shadow which goes in and out with me.

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

(or)

An **adverb clause** is a dependent clause that, like an adverb, modifies an adjective, an adverb, or a verb or verb phrase. Adverb clauses begin with words such as *after*, *although*, *because*, *before*, *if*, *since*, *than*, *until*, *when*, and *while*.

Examples:

When we went to the zoo, we saw a lion and a bear.

(*When we went to the zoo* is an adverb clause. It contains the subject *we* and the verb *went*. The clause modifies the verb *saw*.)

Narishwari's report was the best **because she did the most research**.

(*Because she did the most research* is an adverb clause. It contains the subject *she* and the verb *did*. The clause modifies the adjective *best*.)

If Brian fixes his flat tire today, he can go for a bike ride.

(*If Brian fixes his flat tire today* is a dependent clause. It contains the subject *Brian* and the verb *fixes*. The clause modifies the verb phrase *can go*.)

The dancers are going to practice in the studio now **while they have the chance**.

(*While they have the chance* is an adverb clause. It contains the subject *they* and the verb *have*. The clause modifies the adverb *now*.)

Macdonald will make a restaurant reservation **when we choose a night to go**.

(*When we choose a night to go* is an adverb clause. It contains the subject *we* and the verb *choose*. The clause modifies the verb phrase *will make*.)

George Orwell's latest novel is funnier **than her previous book was**.

(*Than her previous book was* is an adverb clause. It contains the subject *book* and the verb *was*. The clause modifies the adjective *funnier*.)

We will wait **until Sandeep finishes making his lunch**.

(*Until Charlie finishes making his lunch* is an adverb clause. It contains the subject *Charlie* and the verb *finishes*. The clause modifies the verb phrase *will wait*.)

Because Tamana won the photography contest, she got her picture in the newspaper.

(*Because Tamara won the photography contest* is an adverb clause. It contains the subject *Tamara* and the verb *won*. The clause modifies the verb *got*.)

This computer works better **than my last one did**.

(*Than my last one did* is an adverb clause. It contains the subject *one* and the verb *did*. The clause modifies the adverb *better*.)

After Venki bought his new boat, he took us for a ride on the lake.

(*After Terry bought his new boat* is an adverb clause. It contains the subject *Terry* and the verb *bought*. The clause modifies the verb *took*.)

I'll find out my grade tomorrow **when our teacher returns our tests**.

(*When our teacher returns our tests* is an adverb clause. It contains the subject *teacher* and the verb *returns*. The clause modifies the adverb *tomorrow*.)

Dad is worried about driving **because the weather has gotten worse**.

(*Because the weather has gotten worse* is an adverb clause. It contains the subject *weather* and the verb phrase *has gotten*. The clause modifies the adjective *worried*.)

A dependent, or subordinate, clause contains a subject and a verb or verb phrase but does not express a complete thought. As a result, it cannot stand alone as a sentence. Dependent clauses can function either as noun clauses, adjective clauses, or adverb clauses.

- They rested at sunset. [Rested when?]
- They vested when evening came, [Rested when?]The umbrella which has a broken handle is mine. [Which umbrella?]

1. You may sit wherever you like.
2. He fled where his pursuers could not follow.
3. He behaves as one might expect him to do.
4. Because you have done this I shall punish you.
5. As he was not there, I spoke to his brother

Conditional Clauses (If Clauses)

All Conditional clauses are given in correction of sentences serial number 48

Note that non-defining clauses are separated from the main clause by commas. Compare:

1. My brother who is a doctor has gone to America
2. My brother, who is a doctor, has gone to America
3. I am, Ramesh, bearing Id No. B1964538, Engineering 2nd year, from the Engineering Branch, requesting you to grant me a five day leave to attend an International Conference at IIIT Hyderabad. (Non-defining clause)

Pick out the clause in each of the following sentences, and say what kind of clause it is, and with what word it is connected:-

1. If you want to write well, you need to start writing something.
2. I know the man who is here.
3. He says that he met your brother.
4. The hand that rocks the cradle rules the world.
5. As I drew near I saw a very curious sight.
6. Where are the friends whom I knew?
7. He admitted that he was innocent?
8. I want to find the man who did this.
9. He made a vow that he would fast for a week.
10. Have you heard that Rama has won the prize?
11. That such a thing could happen, I do not believe.

12. When he heard this he turned very pale.
13. Have you seen the horse that he has bought?
14. My father hopes that you will visit us.
15. He behaved as a brave man should do.
16. I will wait until the next train comes.
17. When the thief saw the police, he ran away.
18. He played well in the last match so that we could win the match.
19. Unless you work hard, you will not get good score.
20. You will always remember the day which we enjoyed ourselves.
21. Another occupies the seat where once I sat.
22. Though he worked hard, he failed in the exam.

SIMPLE, COMPOUND AND COMPLEX

Simple Sentence: It is a main clause with one subject and a predicate. (in spite of, Verb +ing/on account of/ owing to/ because of, too-to, besides/in addition to, soon after/immediately after)

E.g. Ramana is a good girl
Subject Predicate

Compound Sentence: It consists of two or more than two main clauses joined by the co-ordinating conjunctions. (and, so, but, yet, or, however, not only and but also)

E.g. He is clever, but he is naughty.
Main clause Subordinate clause

Complex Sentence: It consists one main clause and one or more subordinate clauses (though/ although/even though, as/since/because, if, unless, when, so that, so that, No sooner.. than/ as soon as/ scarcely before)

E.g. Even though he worked hard, he failed in the exam.
Subordinate clause Main clause

State which of the following sentences are Compound, and which are Complex. In the case of a Compound sentence separate the co-ordinating clauses of which it is composed, and mention the conjunction, connecting these clauses. If a sentence is Complex divide it into its clauses, and state the Principal Clause and the Subordinate Clause or clauses:-

1. The horse reared and the rider was thrown.
2. Walk quickly, else you will not overtake him.
3. The town in which I live is very large.

4. I called him, but he gave me no answer.
5. I agree to your proposals, for I think them reasonable.
6. I went because I was invited.
7. Either he is drowned or some passing ship has saved him.
8. I returned home because I was tired.
9. They always talk who never think.
10. He came oftener than we expected.

Convert the following Simple sentences to Complex sentences, each containing a Noun clause:-

1. I expect to meet Rama to-night.
2. He hoped to win the prize.
3. His father is not likely to punish him.
4. He admitted stealing the watch.
5. Krishna wishes me to play for his team.
6. He believes their success to be certain in that case.
7. I overheard all his remarks.
8. I did not think fit to reply to his writings.
9. He confessed his fault.
10. His hiding-place is still unknown.

Convert from Complex to Compound sentences:-

1. Once upon a time a man owned a hen which laid every day a golden egg.
2. We selected this bicycle after we had tried several times.
3. It is surprising that he did not succeed.
4. If you do not take exercise, you will be ill.
5. If you run, you will be in time.
6. He ran away because he was afraid.
7. As he was not there, I spoke to his brother,
8. Although he saw the danger, he pressed on.
9. Though you try with all your might, you will not succeed.
10. I shall not go unless I am invited.

ACTIVE AND PASSIVE VOICE

A sentence in the Active form can be changed into the Passive form, and vice versa:-

Active. Brutus stabbed Caesar.

Passive. -- Caesar was stabbed by Brutus.

Active. -- The people will make him President.

Passive. -- He will be made President by the people.

Active. -- Who taught you grammar?

Passive. -- By whom were you taught grammar?/Who were you taught grammar by? --

By whom was grammar taught to you ?

Active. -- The Governor gave him a reward.

Passive. -- He was given a reward by the Governor.

A reward was given him by the Governor.

Active. -- The Romans expected to conquer Carthage.

Passive. -- It was expected by the Romans that they would conquer Carthage.

Active. -- One should keep one's, promises.

Passive. -- Promises should be kept.

Active. -- I know her.

Passive. -- She is known to me.

Active. -- My captors were taking me to prison.

Passive. -- I was being taken to prison by my captors.

Active. -- His behaviour vexes me sometimes.

Passive. -- I am sometimes vexed at his behaviour.

Active. -- It is time to shut up the shop.

Passive. -- It is time for the shop to be shut up.

Active. -- The audience loudly cheered the Mayor's speech.

Passive. -- The Mayor's speech was loudly cheered.

Note:- Whenever it is evident who the agent (i.e., doer of the action) is, it is unnecessary to mention him in the passive form, and this omission gives a neater turn to the sentence. Thus in the last example the agent is not mentioned in the passive form because only those who heard the speech could have cheered it.

Passive. -- My pocket has been picked.

Active. -- Someone has picked my pocket.

Passive. -- Our army has been defeated.

Active. -- The enemy has defeated our army.

Passive. -- I shall be obliged to go.

Active. -- Circumstances will oblige me to go.

Note:- The Active Voice is used when the agent, or actor, is to be made prominent; the Passive, when the thing acted upon is to be made prominent. Hence the Passive Voice may be used when the agent is unknown, or when we do not care to name the agent; as, "The ship was wrecked."

Change the following sentences into the Passive form. (Omit the agent where possible.)

1. Premchand wrote this novel.
2. We admire the brave.
3. I bought the baby a doll.
4. They know me.
5. He invited me to his house yesterday.
6. They enjoy bathing.
7. I opened the door.
8. I read the book long ago.
9. Pakistan expected to win the match.
10. The master appointed him monitor.
11. Who taught you such tricks as these?
12. Brutus accused Caesar of ambition.
13. The boy is climbing the cliff.
14. He taught me to read Persian.
15. One expects better behaviour from a college student.
16. They showed a video of The Titanic'.
17. You must endure what you cannot cure.
18. The King reviewed the troops in the Kunthala.
19. The curator of the museum showed us some ancient coins.
20. They have pulled down the old house.
21. The rules forbid passengers to cross the railway line.
22. He made his wife do the work.
23. Nature teaches beasts to know their friends.
24. All desire wealth and some acquire it.
25. Lincoln emancipated four million African slaves.
26. We expect good news.
27. They propose to build a dam for irrigation purposes.
28. I offered him a chair.
29. The French surrendered Quebec to the English in 1759.
30. He showed me the greatest respect.
31. Alas! We shall hear his voice no more.
32. Shall I ever forget those happy days?
33. Do you not understand my meaning?
34. We must listen to his words.

Rewrite the following sentences in the Passive form. (Omit the agent where possible.)

1. Macbeth hoped to succeed Duncan.

2. Who taught you Urdu?
3. They found him guilty of murder.
4. The King immediately gave orders that he should be imprisoned.
5. Somebody has put out the light.
6. They laughed at his warnings and objected to all his proposals.
7. The Swiss regarded him as an impostor and called him a villain.
8. I have kept the money in the safe.
9. He pretended to be a baron.
10. His subordinates accused him of various offences.
11. I saw him opening the box.
12. He ordered the police to pursue the thief.
13. One cannot gather grapes from thistles.
14. You never hear of a happy millionaire.
15. The public will learn with astonishment that war is imminent.
16. Did you never hear that name?
17. The legend tells us how the castle received its name.
18. Do not insult the weak.
19. Why did he defraud you of your earnings.

Change the following sentences into the Active form:-

1. The letter was written by the clerk.
2. Without effort nothing can be gamed.
3. "Shakuntala" was written by Kalidas.
4. I was struck by his singular appearance.
5. He was seen by my brother.
6. He was chosen leader.
7. Honey is made by bees.
8. The bird was killed by a cruel boy.
9. The steam-engine was invented by Watt.
10. The mouse was killed by the cat.
11. The boy was praised by the teacher.
12. The Exhibition was opened by the Prime Minister.
13. By whom was this jug broken?
14. I was offered a chair.
15. We shall be blamed by everyone.
16. He will be gladdened by the sight.
17. The telephone was invented by Alexander Graham Bell.
18. My watch has been stolen.
19. A king may be looked at by a cat.

20. The telegraph wires have been cut.
21. Harsh sentences were pronounced on the offenders.
22. This question will be discussed at the meeting tomorrow.
23. Why should I be suspected by you?
24. Stones should not be thrown by those who live in glass houses.
25. He will be greatly surprised if he is chosen.
26. The ship was set on fire and abandoned by the crew.
27. He was arrested on a charge of theft, but for lack of evidence he was released.

DIRECT AND INDIRECT SPEECH

We may report the words of a speaker in two ways:-

- (i) We may quote his actual words. This is called Direct Speech.
- (ii) We may report what he said without quoting his exact words. This is called Indirect (or Reported) Speech.

Direct. -- Rama said. "I am very busy now."

Indirect. -- Rama said that he was very busy then.

It will be noticed that in Direct Speech, we use inverted commas to mark off the exact words of the speaker. In Indirect Speech we do not. It will be further noticed that in changing the above Direct Speech into Indirect certain changes have been made. Thus:

- (i) We have used the conjunction that before the Indirect statement. (The that is often omitted especially in spoken English)
- (ii) The pronoun I is changed to he. (The Pronoun is changed in Person.)
- (iii) The verb am is changed to was. (Present Tense is changed to Past.)
- (iv) The adverb now is changed to then.

Rules for changing Direct Speech into Indirect

1. When the reporting or principal verb is in the Past Tense, all Present tenses of the Direct are changed into the corresponding Past Tenses. Thus:-
A simple present becomes a simple past.
Direct. -- He said, "I am unwell."
Indirect. -- He said (that) he was unwell.

2. A present continuous becomes a past continuous.
Direct. -- He said, "My master is writing letters."
Indirect. -- He said (that) his master was writing letters.
3. A present perfect becomes a past perfect.
Direct. -- He said, "I have passed the examination."
Indirect. -- He said (that) he had passed the examination.

Note:- *The shall of the Future Tense is changed into should. The will of the Future Tense is changed into would or should. As a rule, the simple past in the Direct becomes the past perfect in the Indirect.*

Direct. -- He said, "The horse died in the night."
Indirect. -- He said that the horse had died in the night.

A. The tenses may not change if the statement is still relevant or if it is a universal truth. We can often choose whether to keep the original tenses or change them.

Direct. -- "I know her address," said Gopi.
Indirect. -- Gopi said he knows/knew her address.
Direct. -- The teacher said, "The earth goes round the sun."
Indirect. -- The teacher said the earth goes/went round the sun.
Direct. -- "German is easy to learn", she said.
Indirect. -- She said German is/was easy to learn.

The past tense is often used when it is uncertain if the statement is true or when we are reporting objectively.

If the reporting verb is in the Present Tense, the tenses of the Direct Speech do not change. For example, we may rewrite the above examples, putting the reporting verb in the Present Tense, thus:

He says he is unwell.
He has just said his master is writing letters.
He says he has passed the examination.
He says the horse died in the night.

The pronouns of the Direct Speech are changed, where necessary, so that their relations with the reporter and his hearer, rather than with the original speaker, are indicated. Observe the following examples:-

Direct. -- He said to me, "I don't believe you."

Indirect. -- He said he didn't believe me.

Direct. -- She said to him, "I don't believe you."

Indirect. -- She said she didn't believe him.

Direct. -- I said to him, "I don't believe you."

Indirect. -- I said I didn't believe him.

Direct. -- I said to you, "I don't believe you."

Indirect. -- I said I didn't believe you.

Words expressing nearness in time or place are generally changed into words expressing distance. Thus :-

now -- becomes -- then

here -- becomes -- there

ago -- becomes -- before

thus -- becomes -- so

today -- becomes -- that day

tomorrow -- becomes -- the next day

yesterday -- becomes -- the day before

last night -- becomes -- the night before

Direct. -- He says, "I am glad to be here this evening."

Indirect. -- He says that he was glad to be there that evening.

The changes do not occur if the speech is reported during the same period or at the same place ; e.g.,

Direct. -- He said, "I am glad to be here this evening."

Indirect. -- He said that he was glad to be there that evening.

Similarly, this and these are changed to that and those unless the thing pointed out is near at hand at the time of reporting the speech.

Questions

In reporting questions the Indirect Speech is introduced by some such verbs as asked, inquired, etc.

When the question is not introduced by an interrogative word, the reporting verb is followed by whether or if.

Direct. -- He said to me, "What are you doing?"

Indirect. -- He asked me what I was doing.

Direct. -- "Where do you live?" asked the stranger.

Indirect. -- The stranger enquired where I lived.

Direct. -- The policeman said to us, "Where are you going?"

Indirect. -- The policeman enquired where we were going.

Direct. -- He said, "Will you listen to such a man?"

Indirect. -- He asked them whether they would listen to such a man.

[Or] Would they, he asked, listen to such a man?

Direct. -- "Do you suppose you know better than your own father?"

jeered his angry mother.

Indirect. -- His angry mother jeered and asked whether he supposed that he knew better than his own father.

Commands and Requests

In reporting commands and requests, the Indirect Speech is introduced by some verb expressing command or request, and the imperative mood is changed into the Infinitive.

Direct. -- Rama said to Arjun, "Go away."

Indirect. -- Rama ordered Arjun to go away.

Direct. -- He said to him, "Please wait here till I return."

Indirect. -- He requested him to wait there till he returned.

Direct. -- "Call the first witness," said the judge.

Indirect. -- The judge commanded them to call the first witness.

Direct. -- He shouted, "Let me go."

Indirect. -- He shouted to them to let him go.

Direct. -- He said, "Be quiet and listen to my words."

Indirect. -- He urged them to be quiet and listen to his words.

Exclamations and Wishes

In reporting exclamations and wishes the Indirect Speech is introduced by some verb expressing exclamation or wish.

Direct. -- He said, "Alas! I am undone."

Indirect. -- He exclaimed sadly that he was undone.

Direct. -- Alice said, "How clever I am!"

Indirect. -- Alice exclaimed that she was very clever.

Direct. -- He said, "Bravo! You have done well."

Indirect. -- He applauded him, saying that he had done well.

Direct. -- "So help me, Heaven!" he cried, "I will never steal again."

Indirect. -- He called upon Heaven to witness his resolve never to steal again.

Turn the following into Indirect Speech:-

1. He said to me, "I have often told you not to play with fire."
2. "You have all done very badly!" remarked the teacher.
3. They wrote, "It is time we thought about settling this matter."
4. The teacher promised, "If you will come before school tomorrow, I will explain it."
5. She wrote, "I am waiting and watching and longing for my son's return."
6. The examiner's orders were, "No one is to bring books into the room nor ask me questions about what I have told you to do."
7. The dwarf said to her, "Promise me that when you are Queen you will give me your first-born child."
8. "That is my horse," said he, "and if I do not prove it in a few minutes I will give up my claim."
9. "I will avenge your wrongs," he cried, "I will not enter Athens until I have punished the king who had so cruelly treated you."
10. He wrote and said, "I am unable to come just now because I am ill, but I will certainly start as soon as I am well enough to do so."
11. One day he sent for Kumar and said to him, "You are now old enough to earn your living, so you must set off, and make your own way in the world."

Turn the following into Indirect Speech:-

1. "What do you want?" he said to her.
2. He said, "How's your father?"
3. "Are you coming home with me?" he asked.
4. He enquired, "When do you intend to pay me?"
5. He said to us, "Why are you all sitting about there doing nothing?"
6. "Do you really come from China?" said the prince.
7. The poor man exclaimed, "Will none of you help me?"

8. "Which way did she go?" asked the young Rakshas.
9. Aladdin said to the magician, "What have I done to deserve so severe a blow?"
10. "Don't you know the way home?" asked I.
11. "Do you write a good hand?" he said.
12. "Have you anything to say on behalf of the prisoner?" said the judge finally.
13. "Which is the proper way to answer this question, father?" the boy enquired.
14. "Have you anything to tell me, little bird?" asked Ulysses.
15. The young sparrow said, "Mother, what is that queer object?"
16. Then aloud he said, "Tell me, boy, is the miller within?"
17. "Who are you, sir, and what do you want?" they cried.
18. "Dear bird," she said, stroking its feathers, "have you come to comfort me in my sorrow?"
19. The Rajah was deeply grieved, and said to his wife, "What can I do for you?"
20. When the sun got low, the king's son said, "Jack, since we have no money, where can we lodge this night?"
21. She said to him, "What is it that makes you so much stronger and braver than any other man?"
22. When the Brahmin approached, the first thief said, "Why do you carry a dog on your back? Are you not ashamed?"

Put the following in Indirect Speech:-

1. "Bring me a drink of milk," said the swami to the villagers.
2. "Sit down, boys," said the teacher.
3. "Halt!" shouted the officer to his men.
4. "Take off your hat," the king said to the Hatter.
5. The teacher said to him, "Do not read so fast."
6. He said to me, "Wait until I come."
7. "Hurry up," he said to his servant, "do not waste time."
8. "Run away, children," said their mother.
9. He said, "Daughter, take my golden jug, and fetch me some water from the Well."
10. "Go down to the bazaar. Bring me some oil and a lump of ice." ordered his master.

Put the following in Indirect Speech:-

1. "What a rare article milk is, to be sure, in London !" said Mr. Squeers with a sigh.
2. "What a stupid fellow you are!" he angrily remarked.
3. He said, "My God! I am ruined."
4. He said, "Alas! our foes are too strong."

5. He said, "What a lazy boy you are! How badly you have done your work!"
6. "How smart you are!" she said.
7. He said. "Oh ! that's a nuisance."
8. He said, "How cruel of him!"
9. He said, "What a pity you did not come!"
10. "Ah me!" exclaimed the Queen. "What a rash and bloody deed you have done!"

Conversion of Indirect into Direct

107. The conversion of Indirect into Direct generally presents no special difficulties, as the following examples will show :-

Indirect. -- He inquired whether his name was not Ahmed.

Direct. -- He said to him, "Is not your name Ahmed ?"

Indirect. -- As the stranger entered the town, he was met by a policeman, who asked him if he was a traveller. He replied carelessly that it would appear so.

Direct. -- As the stranger entered the town, he was met by a policeman, who asked, "Are you a traveller?" "So it would appear," he answered carelessly.

Indirect. -- She asked how she, a girl, who could not ride or use sword or lance,

Put the following in Direct Speech:-

1. He asked Rama to go with him.
2. Rama replied that he could not do so.
3. He asked his father when the next letter would come.
4. His father replied that there might not be another that year.
5. Rama asked me what had become of Hari.
6. I told him that I had not seen him for months.
7. The master requested that they would attend carefully to what he was saying.
8. I wrote that I would visit him next day.
9. He observed that he had never liked doing that.
10. I told them to be quiet.
11. He asked me if I had anything to say.
12. Rama asked Hari if he would change places with him.
13. He said that he was tired, and that he wished to go to bed.
14. An old mouse asked who would bell the cat.
15. John said that he wanted to be a soldier.
16. He asked me where I was going.
17. He asked me what I wanted.
18. Abdul said that he had seen that picture.
19. The boy said that he would go with us.
20. He said that the earth moves round the sun.
21. The stranger asked Alice where she lived.
22. I asked Mary if she would lend me a pencil.

23. He told us that he had waited an hour.
24. The lady inquired if he was now quite well again.
25. He said that he had come to see them.
26. He said that though he had come, it was against his will.
27. The speaker said that it gave him great pleasure to be there that evening.
28. He asked them whether they would listen to such a man.
29. He asked me if I would accompany him.
30. He ordered him to leave the room and forbade him to return.
31. The mother asked her boy where he had been all the afternoon.
32. Hari asked Rama if he had read the letter.
33. The King asked the philosopher whom he considered the happiest man living.
34. The magistrate asked the prisoner what he was doing with his hand in the gentleman's pocket.
35. The fox cried out to the goat that a thought had just come into his head.
36. He advised his sons not to quarrel amongst themselves, when he was dead but to remain united.
37. The lion told the fox that he was very weak, that his teeth had fallen out, and that he had no appetite.
38. He replied that he had promised to reward his soldiers and that he had kept his word.

Study the following examples, and in each case carefully note the changes made while turning from Direct into Indirect Speech:-

Direct. -- The Prince said, "It gives me great pleasure to be here this evening."

Indirect. -- The Prince said that it gave him great pleasure to be there that evening.

Direct. -- He said, "I shall go as soon as it is possible"

Indirect. -- He said that he would go as soon as it was possible.

THE INFINITIVE

Read these sentences;

I want to go.

They tried to find fault with us.

The forms to go and to find are "infinitives."

The infinitive is the base of a verb, often followed by to.

Read the following sentences:-

1. To err is human.
2. Birds love to sing.
3. To respect our parents is our duty.
4. He refused to obey the orders.
5. Many men desire to make money quickly.

In sentence 1, the Infinitive, like a noun, is the Subject of the verb is.

In sentence 2, the Infinitive, like a noun, is the Object of the verb love.

In sentence 3, the Infinitive, like a noun, is the Subject of the verb is, but, like a verb, it also takes an object.

In sentence 4, the Infinitive, like a noun, is the Object of the verb refused, but, like a verb, it also takes an object.

In sentence 5, the Infinitive, like a noun, is the Object of the verb desire, but, like a verb, it also takes an Object and is modified by an Adverb.

It will be seen that the Infinitive is a kind of noun with certain features of the verb, especially that of taking an object (when the verb is Transitive) and adverbial qualifiers.

In short, the Infinitive is a Verb-Noun.

The word to is frequently used with the Infinitive, but is not an essential part or sign of it.

Thus, after certain verbs (bid, let, make (Except when they are conjugated with do) need, (Except when they are conjugated with do) dare, see, hear), we use the Infinitive without to; as,

Bid him go there.

I bade him go.

Let him sit here.

I will not let you go.

Make him stand.

I made him run.

We need not go to-day.

You need not do it.

You dare not do it.

I saw him do it.

I heard him cry.

The infinitive without to is also used after the verbs will, would, shall, should, may, might, can, could and must.

I will pay the bill.

You should work harder.

He can speak five languages.

You must come to the office at nine tomorrow.

The Infinitive without to is also used after had better, had rather, would rather, sooner than, rather than; as,
You had better ask permission.
I had rather play than work.
I would rather die than suffer so.

Use of the Infinitive

The Infinitive, with or without adjuncts, may be used, like a Noun -

(1) As the Subject of a Verb; as,

To find fault is easy.

To err is human.

To reign is worth ambition.

(2) As the Object of a transitive Verb; as

I do not mean to read.

He likes to play cards.

(3) As the Complement of a Verb; as,

Her greatest pleasure is to sing.

His custom is to ride daily.

(4) As the Object of a Preposition; as,

He had no choice but (= except) to obey.

The speaker is about to begin.

(5) As an Objective Complement; as,

I saw him go.

When the infinitive is thus used, like a Noun, it is called the Simple Infinitive.

258. The Infinitive is also used-

(1) To qualify a Verb, usually to express purpose; as,

He called to see my brother (= for the purpose of seeing my brother).

We eat to live. (Purpose)

I come to bury Caesar. (Purpose)

He wept to see the desolation caused by the flood. (Cause)

(2) To qualify an Adjective; as,

Figs are good to eat.

This medicine is pleasant to take.

The boys are anxious to learn.

He is too ill to do any work.

(3) To qualify a Noun; as,

This is not the time to play.

You will have cause to repent.

He is a man to be admired.

Here is a house to let.

This house is to let.

(4) To qualify a Sentence; as,

To tell the truth, I quite forgot my promise.

He was petrified, so to speak.

When the Infinitive is thus used it is called the Gerund in I or Qualifying Infinitive.

It will be seen that in 1 and 2 the Gerundial Infinitive does the work of an Adverb; in 3 it does the work of of an Adjective; in 4 it is used absolutely.

The Infinitive may be active or passive. When active it may have a present and a perfect form, and may merely name the act, or it may represent progressive or continued action,

THE PARTICIPLE

Def. - A participle is that form of the Verb which partakes of the nature both of a Verb and of an Adjective.

[Or] A participle is a word which is partly a Verb and partly an adjective.

[Note. - The phrase 'Hearing the noise', which is introduced by a Principle, is called a Participle Phrase. According to its use here, it is an Adjective Phrase.]

Read this sentence:-

Hearing the noise, the boy woke up. The word hearing qualifies the noun boy as an Adjective does. It is formed from the Verb hear, and governs an object.

The word hearing, therefore, partakes of the nature of both a Verb and an Adjective, and is called a Participle. It may be called a Verbal Adjective.

Study the following examples of Participles:

1. We met a girl carrying a basket of flowers.
2. Loudly knocking at the gate, he demanded admission.
3. The child, thinking all was safe, attempted to cross the road.
4. He rushed into the field, and foremost fighting fell.

The above are all examples of what is usually called the Present Participle which ends in -ing and represents an action as going on or incomplete or imperfect.

If the verb from which it comes is Transitive, it takes an object, as in sentence 1.

Notice also that in sentence 2, the Participle is modified by an adverb.

Besides the Present Participle, we can form from each verb another Participle called its Past Participle, which represents a completed action or state of the thing spoken of.

The following are examples of Past Participles:-

Blinded by a dust storm, they fell into disorder.

Deceived by his friends, he lost all hope.

Time misspent is lime lost.

Driven by hunger, he stole a piece of bread.

We saw a few trees laden with fruit.

It will be noticed that the Past Participle usually ends in -ed, -d, -t, -en, or -n.

Besides these two simple participles, the Present and the Past, we have what is called a Perfect Participle that represents an action as completed at some past time; as,
Having rested, we continued our journey.

In the following examples the Participles are used as simple qualifying adjectives in front of a noun; thus used they are called Participle Adjectives:-

A rolling stone gathers no moss.

We had a drink of the sparkling water.

His tattered coat needs mending.

The creaking door awakened the dog.

A lying witness ought to be punished.

He played a losing game.

A burnt child dreads the fire.

His finished manners produced a very favourable impression.

He wears a worried look.

Education is the most pressing need of our country.

He was reputed to be the most learned man

THE GERUND

Def.- A Gerund is that form of the verb which ends in -ing, and has the force of a Noun and a verb.

Read this sentence:-

Reading is his favourite pastime.

The word reading is formed from the Verb read, by adding ing.

We also see that it is here used as the Subject of a verb, and hence does the work of a Noun. It is, therefore, a Verb-Noun, and is called a Gerund.

Further examples of Gerund:-

1. Playing cards is not allowed here.
2. I like reading poetry.
3. He is fond of hoarding money.

In sentence 1, the Gerund, like a noun, is the subject of a verb, but, like a verb, it also takes an object, thus clearly showing that it has also the force of a verb.

In sentence 2, the Gerund, like a noun, is the object of a verb but, like a verb, it also takes an object, thus clearly showing that it has also the force of a verb.

In sentence 3, the Gerund, like a noun, is governed by a preposition, but, like a verb, it also takes an object.

It will be noticed that the Infinitive and the Gerund are alike in being used as Nouns, while still retaining the power that a Verb has of governing another noun or pronoun in the objective case.

Use of the Gerund

A Gerund being a verb-noun may be used as -

(1) Subject of a verb: as

Seeing is believing.

Hunting deer is not allowed in this country.

(2) Object of a transitive verb; as,

Stop playing.

Children love making mud castles.

I like reading poetry.

He contemplated marrying his cousin.

(3) Object of a preposition; as,

I am tired of waiting.

He is fond of swimming.

He was punished for telling a lie.

We were prevented from seeing the prisoner.

I have an aversion to fishing,

(4) Complement of a verb; as,

Seeing is believing.

What I most detest is smoking.

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(5) Absolutely; as,

Playing cards being his aversion, we did not play bridge.

Point out the Participles and Gerunds in the following sentences. In the case of the Participle, name the noun or pronoun which it qualifies. In the case of the Gerund, state whether it is subject, object, complement, or used after a preposition.

1. He was found fighting desperately for his life.
2. He has ruined his sight by reading small print.
3. Hearing the noise, he ran to the window.
4. We saw a clown standing on his head.
5. Asking questions is easier than answering them.
6. Waving their hats and handkerchiefs, the people cheered the king.
7. Walking on the grass is forbidden.
8. Jumping over the fence, the thief escaped.
9. The miser spends his time in hoarding money.
10. Much depends on Rama's returning before noon.
11. Amassing wealth often ruins health.
12. I was surprised at Hari's being absent.
13. We spent the afternoon in playing cards.
14. The miser hated spending money.
15. She was angry at Saroja trying to He to her.
16. Praising all alike is praising none.
17. Are you afraid of his hearing you?
18. I determined to increase my salary by managing a little farm.
19. Success is not merely winning applause.
20. The year was spent in visiting our rich neighbours.
21. Singing to herself was her chief delight.
22. He preferred playing football to studying his lessons.
23. I thank thee, Jew, for teaching me that word.
24. I cannot go on doing nothing.

Question Tags.

It is a common practice in conversation to make a statement and ask for confirmation; as, 'It's very hot, isn't it?' The later part ('isn't it?') is called a question tag. The pattern is (i) auxiliary+n 't +subject, if the statement is positive, ((7) auxiliary + subject, if the statement is negative.

(i) It's raining, isn't it?

You are free, aren't you?

She can swim well, can't she?

Gopi broke the glass, didn't he?

Your sister cooks well, doesn't she?

(ii) You aren't busy, are you?

She can't swim, can she?

Mohan doesn't work hard, does he?

They haven't come yet, have they?

Note that the subject of the question tag is always a pronoun, never a noun.

Note these peculiarities:

I am right, aren't I?

Let's go to the beach, shall we?

Wait a minute, can you?

Have some more rice, will you?

There is a mosque in that street, isn't there?

There are some girls in your class, aren't there?

Somebody has called, haven't they?

(2) Short Answers.

The following is the most usual form of short answers to verbal questions (i.e., questions beginning with an auxiliary):

Yes + pronoun + auxiliary

Or: No + pronoun + auxiliary + n't (not)

Are you going to school? -- Yes, I am.\ No, I am not.

Can you drive a car? -- Yes, I can.\ No, I can't.

Is your son married? -- Yes, he is.\ No, he isn't.

Does Venu work hard? -- Yes, he does.\ No, he doesn't.

Did he say anything? -- Yes, he did.\ No, he didn't.

(3) Agreements and Disagreements with Statements.

Agreements with affirmative statements are made with Yes/So/Of course + pronoun + auxiliary.

It is a good film. - Yes, it is.

Mohan has already come. - So he has.

He can speak Hindi very well. - Of course he can.

He looks dishonest. - Yes, he does.

Agreements with negative statements are made with No + pronoun + auxiliary + n't/not.

The apples aren't good. - No, they aren't.

She doesn't like fish. No, she doesn't.

He can't help coughing. No, he can't,

They haven't played well. No, they haven't.

Disagreements with affirmative statements are made with No/Oh no + pronoun + auxiliary + n't/not. But is used in disagreement with a question or an assumption.

He is drunk. - No, he isn't.

You are joking. - Oh no, I'm not.

Why did you beat him? - But I didn't.

I suppose she knows Bangali, - But she doesn't.

Disagreements with negative statements are made with (Oh) yes/ (Oh) but + pronoun + auxiliary.

You can't understand it. - Yes, I can.

He won't come again. - But he will.

You don't know him. - Oh yes, I do.

I didn't break it. - Oh but you did.

(4) Additions to Remarks.

Affirmative additions to affirmative remarks are made with So + auxiliary + subject.

Anand likes oranges. So do I.

She must go home. So must I.

He was late for the meeting. So were you.

I've finished my homework. So has my sister.

Negative additions to negative remarks are made with Nor/Neither + auxiliary + subject.

Ramesh doesn't like sweets. Nor do I.

He didn't believe it. Neither did I.

I can't do the sum. Nor can my father.

Tom wasn't there. Neither was Peter.

Negative additions to affirmative remarks are made with But + subject + auxiliary +n't/not.

He knows German. But I don't.

I understood the joke. But Mary didn't.

He knows how to cook. But his wife doesn't.

I can play chess. But my brother can't.

Affirmative additions to negative remarks are made with But + subject + auxiliary.

He doesn't know her. But I do.

I didn't see the film. But Gopi did.

He can't play cricket. But I can.

She wasn't late. But you were.

Add question tags to the following:-

1. It's very hot today, ---
2. You like him,---
3. Kishore will come, ---.
4. We must hurry, ---.
5. He will never give up, ---.
6. Your father is a doctor, ---.
7. You have tea for breakfast ---.
8. I didn't hurt you, ---.
9. You aren't going out, ---.
10. They have sold the house, ---.
11. I needn't get up early tomorrow, ---.
15. He didn't paint it himself, ---.
13. Gopal hasn't passed the exam, ---.
14. They will go home soon, ---.
12. It isn't ready yet, ---.
13. Gopal has'nt passed the exam, ---.
14. They will go home soon, ---.
15. He did'nt paint it himself, ---.

SENTENCE RECONSTRUCTION

INTRODUCTION:

One of the interesting and difficult units of objective test in English is **sentence arrangement**. In this test, **you have to rearrange parts of a sentence into a meaningful sentence or sentences into a meaningful paragraph**. This requires a sound knowledge of grammar, a command over the structure of sentences, an over-all sense of composition, and an ability to form a logical sequence of ideas behind sentences. This art can be gradually mastered by **reading good books and newspapers**, and **constant practice**. You must **read books very carefully giving full attention** to the structures of the sentences. Gradually you will begin to feel that there are internal rules that bind a sentence. This will help you discern clues for arranging parts of sentence correctly.

EXAMPLES

This question appears in a variety of different forms in various competitive examinations. Some common types are discussed in this chapter.

One Sentence in Parts (A)

Lakhs of students

- P. on an all India basis
- Q. from all over India
- R. which are held
- S. appear in the examination.
- by different recruiting organizations.

(a) PQSR (B) SRQP (c) QSRP (d) QSPR

This type of a question may be solved by **Subject-Verb-Object-Qualifiers Location(S+V+O+QL)**

Let us look at the above example:

1. Lakhs of students—subject
 2. from all over India—qualifier of the subject (Q)
 3. appear in the examination—Verb(S)
 4. which are held—qualifier of the verb(R)
 5. on an all India basis—qualifier of which are held (p)
 6. by different the last part organizations
- (Thus the sequence is **QSRP**)

QUESTIONS FROM EXAMINATION PAPERS

1. When you
- P. which one is closest in meaning

Q. read the four sentences in your text book and decide

R. to the statement you have heard

S. hear a statement

(a) SRPQ (b) **SQPR** (c) SPQR (d) QPSR [Combined Defence Services]

2. There is a fashion now-a-days

P. as an evil

Q. who is born with a silver spoon

R. to bewail poverty

S. and to pity the young man

6. in his mouth

(a) PSRQ (b) **RPSQ** (c) RSQP (d) SPRQ [Staff Selection Commission]

3. A typical Prakash Padukone day

P. or even a game of tennis

Q. starts off

R. on some days

S. with an early morning

(a) **QSPR** (b) SQRQ (c) RPSQ (d) RSQP [National Defence Academy]

4.

1. When I reached my office

P. to get home early

Q. I phoned my mother

R. that I wouldn't be able

S. to tell her

6. as I had promised.

(a) PQRS (b) **QSRP** (c) RPQS (d) SQP

5. When he

P. did not know

Q. he was nervous and

R. heard the hue and cry at midnight

S. What to do

(a) PQRS (b) QSPR **(c) RQPS** (d) SQPR

Sentences with the First and the Last Part Given (B)

In the passage below the first and the last sentences are numbered 1 and 6. The rest four sentences are numbered as PQRS and they are not in correct sequence. Rearrange them.

1. India's message has always been of love and peace.

P. Our Budha was the light of Asia.

Q. it has been a source of light and wisdom to the rest of the world.

R. Ashoka moved by the horrors of Kalinga war gave the message of non-violence.

S. the greatest apostle of non-violence in recent years was Gandhi.

6. He shook the foundation of the British rule in India through non-violence.

a. PSQR

b. RPQS

c. SRQP

d. QPRS

(Such questions can be solved by applying)

Idea to Sentence Stepping Method

A paragraph consists of sentences which are connected to one another logically and semantically. Thus, first of all, read every sentence carefully, discern the meaning of the passage, then form a sequence at the level of idea (the meaning). Then arrange the sentences accordingly. You can do this by improvising on some clues. Clues can be found out on the basis of your general knowledge, your sense of language and your ability to correlate ideas and structures.

In the above example, we can find many clues. The first sentence is given. It is about India. Now look at the alternatives. The second sentence must follow the first at the level of meaning and also at the level of structure.

(a) P. begins with **our**

(b) Q. begins with **it**

(c) R. begins with **Ashoka**

(d) S. begins with **the**

Now **it** is the only pronoun that can be used for India and thus the second sentence should be **Q**. In other words, our answer should begin with **Q**. The alternative **(b)** begins with **Q** and thus this is the choice.

We can find another clue by looking at the last sentence. It tells us about someone who shook the foundation of the British rule in India through non-violence. All of us know that Mahatma Gandhi was the man who did it. Thus, **S** is the sentence that must come before the last sentence. In other words, our correct choice must end with **S**. The alternative **(b)** ends with **S**.

We can find another clue to decide which is the correct answer between **(a)** and **(c)**. The sense of time gives us a clue. There are references to **Buddha**, **Ashoka** and **Gandhi**. Keeping their periods in mind. We can arrange sentences by putting the sentence with *Ashoka* just before the sentence that mentions *Gandhi*. This **S** must be preceded by **R**. Thus the correct alternative is **D** because **S** is preceded by **R** in this arrangement.

QUESTIONS FROM EXAMINATION PAPERS

1. **S1.** The Hound of Baskervilles was feared by the people of the area.
S6. The Hound of Baskervilles remains an unsolved mystery.
P. Some people spoke of seeing a huge, shadowy form of a hound at midnight on the moor.
Q. But they spoke of it in tones of horror.
R. Nobody had actually seen the hound.
S. This shadowy form did not reveal any details about the animal.

(a) PQRS (b) PSQR (c) SPQR (d) SPRQ

2. **S1.** Man has existed for about a million years.
P. Science, as a dominant factor determining the beliefs of educated men, has existed for about 300 years; as a source of economic technique, for about 150 years.
Q. When we consider how recently it has risen to power, we find ourselves forced to believe that we are at the very beginning of its work in transforming human life.
R. In this brief period it has proved itself an incredibly powerful revolutionary force.
S. He has possessed writing for about 6,000 years, agriculture somewhat longer, but perhaps not much longer.
S6. What its future effects will be is a matter of conjecture, but possibly a study of its effects hitherto may make the conjecture a little less hazardous.

(a) PQSR (b) PRSQ (c) RQPS (d) SPRQ

3. **S1.** He tried the door.
P. The room was neat and clean.
Q. Then he stepped into the room.
R. He waited for a minute or two.
S. It opened easily and he peeped in.
S6. He was careful not to touch anything.

(a) PQRS (b) QSPR (c) RPQS **(d) SPRQ**

4. **S1.** Jawaharlal Nehru was born November 14.

P. He loved children.

Q. On this day, children take part in many activities.

R. Sports, music, drama and debates are arranged in schools.

S. That is why his birthday is celebrated as Children's Day.

S6. Exhibition of photographs of Pandit Nehru showing his lifetime are also arranged in some schools.

(a) PQRS **(b) PSQR** (c) QPSR (d) SPQR

5. **S1.** Smoke oozed up between the planks.

P. Passengers were told to be ready to quit the ship.

Q. The rising gale fanned the smouldering fire.

R. Every one now knew there was a fire on board.

S. Flames broke out here and there.

S6. Most people bore the shock bravely.

(a) QPSR (b) QSRP (c) RSPQ **(d) SRQP**

SENTENCE REARRANGEMENT

Here are some Sentence Rearrangement test strategies that will help you to solve sentence rearrangement in English for Exams.

- Ignore reading the sentence, again and again, it just consumes your most of the time Review the options; if each of the decisions starts with various letters, choose the sentence to start the grouping prompts the right reply.
- In Options that are nearly related, choose a compulsory pair of sentences (two sentences that ought to shape a grouping)
- Pay special mind to fast pieces of information, for example, pronouns, conjunctions. At the first place of sentences to offer you some assistance with establishing a grouping.
- In six sentences options, work in reverse from sentence 6 if there is no correct option to work from sentence 1; most of the time we neglect the clues that might be important.

Tips for Sentence rearrangement in English

Here are some useful Tips for solving sentence rearrangement follow them

- Question-based on sentence rearrangement are difficult and time-consuming. These types of questions consist the group of jumbled up sentences.
- The solution is to rearrange the sentences in original form. Rearrangement questions followed by five questions and five marks.
- Check out for the opening and closing sentence: look out all the sentences and find out the goal of passage.
- Scan for links: identify some transition words like simultaneously, hence, besides, see a relative pronoun, demonstrative pronoun, and personal pronoun.
- See and understand explanation and examples: check out for the source of ideas, concept or anything.
- Check once again: after the rearrangement of sentences, correct it with making sense and sequence.

For Example

P: by her indulgent parents

Q: the child was so spoiled

R: when she did not receive all of their attention

S: that she pouted and became sullen

Arrange these sentences in correct order.

(a) RQPS (b) QRPS (c) QPSR (d) QSPR

ANS: QPSR, Q contain subject “the child” and is thus the first part. P follows Q because it is a passive sentence and verb will be followed by the other.

P: the chief reason is that it is considered rude to differ with them.

Q: moreover, even agreeing with them completely is not considered good manners.

R: in England it is not easy to keep up a conversation with women in the company.

S: nor you can ask them to give a reason for the opinion they profess,

T: you are also afraid of imposing your views upon them.

(a) PSTQR (b) RPSTQ (c) PQRST (d) RSTPQ

ANS: RPSTQ, R is the opening part, followed by P which gives the reason for the statement made in R and thus will be followed by S which is another condition alternate to that expressed in P. this will be followed by T and Q.

Directions: In question the given questions the first and the last sentence of the passage are numbered 1 to 6. The rest of the passage is split into 4 parts P,Q,R and S. These four parts are not given in the proper order. Read the sentence and find out which of the four combinations is correct. Then find the correct answer and show it by blackening the appropriate oval in the answer sheet.

Q1 1 Advertising affects our lives everyday.

P Brand names are common household words.

Q We start each day using the toothpaste, soap, and breakfast foods promoted by advertisers.

R Ads have made the cars we drive signs of our success.

S Our choices of food, dress, and entertainment are swayed by ads.

6 Not one aspect of American life is untouched by advertising.

Sentence rearrangement

A PQRS

B PRQS

C PSQR

D QPSR

Q2 1. There Are Examinations At School Which A Pupil Can Pass By Cramming The Texts.

P But for spiritual knowledge mere memory of holy texts will be of no use in passing the tests.

Q One can score in them by the power of memory.

R A competent guru alone can provide the necessary guidance to an earnest disciple

S What the text says has to be reflected upon and experienced by the speaker

6 Thus, Reading, Reflection And Experience Are The Three Stages In Gaining Spiritual Knowledge.

A RSPQ

B RSQP

C SRPQ

D QPSR

Q3 1 The Fox And The Crane Remained Friends For A Long Time.

P She served the dishes in a beaker to the fox. The fox could not eat it because the beaker was very high.

Q The crane could not eat the dishes because of its long beak. The next day it was the turn of the crane to host the lunch for the fox.

R But the fox wanted to show that he was cleverer than the crane.

S So one day he invited the crane for dinner and served the dishes on a plate.

6 The Fox put down its head in shame and went away.

A PQRS

B QSRP

C RSQP

D PSQR

Q4 1 Memories of childhood are unforgettable.

P I broke my leg and was in plaster for two months.

Q I clearly remember how everybody in the house was weeping.

R Once my mother loved me very much when I had a bad.

S I was four years old when my grandfather died.

6 These and other memories still come on the inner screen of my mind very often.

A SQRP

B SRQP

C SQR P

D SRP Q

Q5 1 I had not gone far when it began to rain heavily.

P Soon the roads began to overflow and the traffic got jammed.

Q I found some buses deserted in deep waters.

R I went from one road to another to get a clear passage to my office.

S But to my ill luck, I found the traffic jammed on every road.

6 I could reach my office only after three hours of great labour.

A PSR Q

B) PRS Q

C) PQS R

D) SPR Q

Q6 1 Unemployment is a burning problem of India today.

P They do not get proficiency in some technical line.

Q The result is that our young men roam about on the roads.

R Our schools and Universities produces more job-seeking men than the jobs available.

S The young men only want office jobs.

6 The incidents of thefts and other unsocial acts are due to unemployment.

A) RQPS

B) RPQS

C) RSPQ

D) RSQP

Q 7 1 Strikes means not to go for work.

P Strikes are not bad but their method is bad.

Q It is a weapon of the weak against the strong.

R The workers often resorts to strikes to highlight their demands.

S Worker should not go on strikes for longer periods.

6 Let the production not suffer.

A QPRS

B QSPR

C QRPS

D RQPS

Q8 1 Morning walk has many advantages.

P Those who go for morning walk can breathe in the fresh air.

Q They refresh their mind and body and lose their tension.

R Their heart becomes stronger.

S Air is cool and fresh in the morning.

6 They remain happy all the day.

- A RSQP
- B SRQP
- C SQRP
- D SPQR

Q9 1 I had a pleasant dream last night.

P There was a merit list.

Q And in happiness I was awakened by my mother.

R My name was at the top and I was very happy.

S I saw my friend in my dream who had a newspaper in his hand.

6 She had a newspaper in her hand and the newspaper still showed me on top.

- A SPRQ
- B SRQP
- C SQRP
- D PSRQ

Sentence rearrangement

Q10. 1 Smoking is very injurious to health.

P It affects lungs and causes serious diseases.

Q It is harmful both to a smoker and his companion.

R It pollutes the environment too.

S One of the chief causes of ailment is smoking.

6 Government should take steps to fine the people smoking at public places.

- A QSPR
- B QPSR
- C PRQS
- D PRSQ

Q11. 1 Punctuality means time-sense.

P It is the ornament of a gentleman and a weapon in the hands of a boss.

Q To fulfil your assignments on time is punctuality.

R They finish their job in time and are able to give finishing touches needed for the job

S Those who are punctual are loved and liked by all.

6 They never miss golden chances and are always successful in life.

- A PRSQ
- B PQRS
- C QSPR
- D QPSR

Q12. 1 Population problem is a major problem of India.

P There are more men on the same land.

Q We will have to make more schools, more hospitals and more essential things for the growing population.

R There is no increase in our resources.

S But there is a regular increase in our population.

6 If we do not check this problem, poverty will soon overtake us

A RSPQ

B RPSQ

C PRSQ

D QPRS

Q13 1 My Visit to a Science Fair In D.A.V. Senior Secondary School, Shalimar Bagh was a happy experience.

P These model inventions showed the progress of Science in our Schools.

Q The best exhibit was a robot that served us tea.

R The young scientists were explaining their inventions with pride.

S There were 160 exhibits on display.

6 The fair showed the future greatness of our country.

A RPQS

B QRPS

C SPRQ

D PRSQ

Q14. 1 Rising prices have made the life of common man very difficult.

P It should distribute essential commodities at fair price shops.

Q The greedy traders raise prices to get more profit.

R The Government should help the people.

S The hoarders are chiefly responsible for the rising prices.

6 It should also take steps to check hoarding.

A SQRP

B QPRS

C SPQR

D QRPS

Q15 1 Adult education is essential for Democracy of India.

P The number of grown up illiterates is great.

Q All college and senior School students should come forward to educate the illiterates.

R They should visit villages in the summer vacation.

S Each one will teach one there.

6 This will remove illiteracy and strengthen our democracy.

- A PQRS
- B PRQS
- C SQRP
- D QRPS

Sentence rearrangement Exercise 1 : SSC CGL English Answer key

1 A	7 C	13 C
2 D	8 B	14 A
3 C	9 A	15 A
4 A	10 B	
5 B	11 D	
6 C	12 A	

A TEST OF VOCABULARY RANGE

- Here are sixty brief phrases, each containing one italicized (Red in colour) word; it is up to you to check the closest definition of each such word
- To keep your score valid, refrain, as far as possible, from wild guessing. The key will be found at the end of the test

1. **Disheveled appearance:** (*very untidy (of hair, clothes or somebody's general appearance)*)

(A) Untidy; (b) fierce, (c) foolish, (d) peculiar, (e) unhappy

2. A **baffling problem:** (*completely confused and unable to understand*)

(A) difficult, (b) simple, (c) puzzling, (d) long, (e) new

3. **Lenient parent:** (*not as strict as expected*)

(a) Tall, (b) not strict, (c) wise, (d) foolish, (e) severe

4. **Repulsive personality:** (*causing a feeling great dislike, very unpleasant*)

(a) Disgusting, (b) attractive, (c) normal, (d) confused, (e) conceited

5. **Audacious attempt:** (*willing to take risks or to do something shocking*)

(a) Useless, (b) bold, (c) foolish, (d) crazy, (e) necessary

6. **Parry a blow:** (*the act of defending yourself against somebody who is attacking you*)

(a) Ward off, (b) fear, (c) expect, (d) invite, (e) ignore

7. **Prevalent disease:** (*that exists or is very common at a particular time*)

(A) Dangerous, (b) catching, (c) childhood, (d) fatal, (e) widespread

8. Ominous report: *(something bad is going to happen in future)*

(a) Loud, (b) threatening, (c) untrue, (d) serious, (e) unpleasant

9. An -incredible story: *(very difficult to believe or Impossible)*

(a) True, (b) interesting, (c) well-known, (d) unbelievable, (e) unknown

10. An ophthalmologist: *(a doctor who studies and treats the diseases of the eye)*

(a) Eye doctor, (b) skin doctor, (c) foot doctor, (d) heart doctor, (e) cancer specialist

11. Will supersede the old law: *(to take the place of something that is considered to be old-fashioned or no longer the best available)*

(a) Enforce, (b) specify penalties for, (c) take the place of, (d) repeal, (e) continue

12. An anonymous donor: *(of a person) with a name that is not made public)*

(a) Generous, (b) stingy, (c) well-known, (d) one whose name is not known, (e) reluctant

13. Performed an autopsy: *(an official examination of a dead body by a doctor in order to discover the cause of death)*

(a) Examination of living tissue, (b) examination of a corpse to determine the cause of death, (c) Process in the manufacture of optical lenses, (d) operation to Cure an organic disease, (e) series of questions to determine The causes of delinquent behavior

14. An indefatigable worker: *(never giving up or getting tired of doing something)*

(a) Well-paid, (b) tired, (c) skillful, (d) tireless, (e) pleasant

15. A confirmed atheist: *(a person who believes that God does not exist)*

(a) bachelor, (b) disbeliever in God, (c) believer in religion, (d) believer in science, (e) priest

16. Endless loquacity: *(a tendency to talk a lot)*

(a) misery, (b) fantasy, (c) repetitiousness, (d) ill health, (e) talkativeness

17. A glib talker: *(of speakers and speech) using words that are clever, but are not sincere, and do not show much thought)*

(a) Smooth, (b) awkward, (c) loud, (d) friendly, (e) boring

18. An incurable optimist: *(having bad habits which cannot be changed or improved)*

(A) Happy, (b) beyond correction or reform, (c) foolish, (d) hopeful, (e) unreasonable

19. An ocular problem: *(connected with the eyes)*

(A) Unexpected, (b) insoluble, (c) visual, (d) continual, (e) imaginary

20. A notorious demagogue: *(a political leader who tries to win support by using arguments based on emotion rather than reason)*

(a) rabble-rouser, (b) gambler, (c) perpetrator of financial frauds, (d) liar, (e) spendthrift

21. A naive attitude: *(lacking experience of life, knowledge or good judgment and willing to believe that people always tell you the truth)*

(A) Unwise, (b) hostile, (c) unsophisticated, (d) friendly, (e) contemptuous

22. Living in affluence: *(the state of having a lot of money and a good standard of living)*

(a) difficult circumstances, (b) countrified surroundings, (c) fear, (d) wealth, (e) poverty

23. In retrospect: *(thinking about a past event or situation)*

(a) View of the past, (b) artistic balance, (c) anticipation, (d) admiration, (e) second thoughts

24. A gourmet: *(a person who knows a lot about good food and wines and who enjoys choosing, eating and drinking them)*

(a) seasoned traveler, (b) greedy eater, (c) vegetarian, (d) connoisseur of good food, (e) Skillful chef

25. To simulate interest: *(to pretend that you have a particular feeling)*

(a) Pretend, (b) feel, (c) lose, (d) stir up, (e) ask for

26. A magnanimous action: *(kind, generous and forgiving, especially towards an enemy)*

(a) Puzzling, (b) generous, (c) foolish, (d) unnecessary, (e) wise

27. A clandestine meeting: *(done secretly or kept secret)*

(A) Prearranged, (b) hurried, (c) important, (d) secret, (e) public

28. The apathetic citizens: *(showing no interest or enthusiasm)*

(a) Made up of separate ethnic groups, (b) keenly vigilant of their rights, (c) politically conservative, (d) indifferent, uninterested, uninvolved, - (e) terrified

29. To placate his son: *(to make somebody feel less angry about something)*

(a) Please, (b) help, (c) find a job for, (d) make arrangements for, (e) change a feeling of hostility to one of friendliness

30. To vacillate continually: *(to keep changing your opinion or thoughts about something, especially in a way that annoys other people)*

(a) Avoid, (b) swing back and forth in indecision, (c) inject, (d) treat, (e) scold

31. A nostalgic feeling: *(having or bringing a feeling of sadness mixed with pleasure and affection when you think of happy times in the past)*

a) Nauseated, (b) homesick, (c) sharp, (d) painful; (e) delighted

32. Feel antipathy : *(a strong feeling of dislike)*

(a) bashfulness, (b) stage fright, (c) friendliness, (d) hostility, (e) suspense

33. Be more circumspect : *(thinking very carefully about something before doing it, there may be risk involved in it)*

(A) Restrained, (b) confident, (c) cautious, (d) honest, (e) intelligent

34. An intrepid fighter for human rights: *(very brave not afraid of danger or difficulties)*

(A) Fearless, (b) eloquent, (c) popular, (d) experienced, (e) famous

35. Diaphane. Material:

(A) Strong, (b) sheer and gauzy, (c) colorful, (d) expensive, (e) synthetic

36. A taciturn host: *(tending not to say very much, in a way that seems unfriendly)*

(A) Stingy, (b) generous, (c) disinclined to conversation, (d) charming, (e) gloomy

37. To malign his friend: *(to say bad things about somebody/something publicly)*

(a) Accuse, (b) help, (c) disbelieve, d) slander, (e) introduce

38. A congenital deformity: *(born with a particular illness)*

(a) Hereditary, (b) crippling; (c) slight, (d) incurable, (e) occurring at or during birth

39. A definite neurosis: *(a mental illness in which a person suffers strong feelings of fear and worry)*

(a) plan, (b) emotional disturbance, (c) physical disease, (d) feeling of fear, (e) allergic reaction

40. Made an unequivocal statement: *(expressing your opinion or intention very clearly and firmly)*

(A) Hard to understand, (b) lengthy, (c) politically motivated, (d) clear and forthright,
(e) Supporting

41. Vicarious enjoyment: *(felt or experienced by watching or reading about somebody else doing something, rather than by doing it yourself)*

- (a) Complete, (b) unspoiled, (c) occurring from a feeling of identification with another, (d) long-continuing, (e) temporary

42. Psychogenic ailment:

- (a) Incurable, (b) contagious, (c) originating in the mind, (d) intestinal, (e) imaginary

43. An anachronous attitude:

- (a) unexplainable, (b) unreasonable, (c) belonging to a different time, (d) out of place, (e) Unusual

44. Her iconoclastic phase: (criticizing popular beliefs or established customs and ideas)

- (A) Artistic, (b) sneering at tradition, (c) troubled, (d) difficult, (e) religious

45. A tyro: (a person who has little or no experience of something or is beginning to learn something)

- (a) Dominating personality, (b) beginner, and (c) accomplished musician, (d) dabbler, (e) serious student

46. A laconic reply: (using only a few words to say something)

- (a) Immediate, (b) assured, (c) terse and meaningful, (d) unintelligible, (e) angry

47. Semantic confusion: (connected with the meaning of words and sentences)

- (a) Relating to the meaning of words, (b) pertaining to money, (c) having to do with the emotions, (d) Relating to mathematics, (e) caused by inner turmoil

48. Cavalier treatment: (not caring enough about something important)

- (A) Courteous, (b) haughty and highhanded, (c) negligent, (d) affectionate, (e) expensive

49. An anomalous situation: (different from what is normal or expected)

- (a) Dangerous, (b) intriguing, (c) unusual, (d) pleasant (e) unhappy

50. Posthumous child: (happening, done, published; etc after a person has died)

- (A) cranky, (b) brilliant, (c) physically weak, (d) illegitimate, (e) born after the death of the father

51. Feels enervated: (to make somebody feel weak and tired)

- (a) Full of ambition, (b) full of strength, (c) completely exhausted, (d) troubled, (e) full of renewed energy

52. Shows perspicacity: (the ability to understand somebody/something very quickly and accurately)

- (a) Sincerity, (b) mental keenness, (c) love, (d) faithfulness, (e) longing

53. An unpopular martinet: (very strict person who demands that other people obey orders or rules completely)

- (a) candidate, (b) supervisor, (c) strict disciplinarian, (d) military leader, (e) discourteous

54. Gregarious person: (liking to be with other people)

(a) Outwardly calm, (b) very sociable, (c) completely untrustworthy, (d) vicious, (e) self-effacing and timid

55. Generally phlegmatic: (not easily made angry or upset)

(a) Smug, self-satisfied, (b) easily pleased, (c) nervous, high-strung, (d) emotionally unresponsive, (e) lacking in social graces

56. An inveterate gambler: (always doing something, or enjoying something, unlikely to stop)

(A) Impoverished, (b) successful, (c) habitual, (d) occasional, (e) superstitious

57. An egregious error: (extremely bad)

(a) Outstandingly bad, (b) slight, (c) irreparable, (d) unnecessary, (e) deliberate

58. Cacophony of a large city: (a mixture of loud unpleasant sounds)

(a) Political administration, (b) crowded living conditions, (c) cultural advantages, (d) unpleasant Noises, harsh sounds, (e) busy traffic

59. A prurient adolescent: (having or showing too much interest in things connected with sex)

a) Tall and gangling, (b) sexually longing, c) clumsy, awkward, (d) sexually attractive, (e) Soft-spoken

60. Uxorious husband:

(A) Henpecked, (b) suspicious, c) guilty of infidelity, (d) fondly and foolishly doting on his wife, (e) tightfisted, penny-pinching

PHRASE PREPOSITIONS

Phrase Prepositions: (Group of words used with the force of a single preposition.)

Phrase: A phrase does not contain a subject and verb and, consequently, cannot convey a complete thought. A phrase contrasts with a clause. A clause does contain a subject and verb, and it can convey a complete idea.

Prepositions: Prepositions are a class of words that indicate relationships between nouns, pronouns and other words in a sentence. Most often they come before a noun. They never change their form, regardless of the case, gender etc. of the word they are referring to.

According to –: as stated, reported, or recorded by (someone or something)

- He arranged the books on the shelf according to [=by] their size.
- Everything went according to plan. [=everything went as it had been planned]
- According to a recent survey, most Americans drive to work. [=a recent survey says that most Americans drive to work]

In accordance with –: in a way that agrees with or follows (something, such as a rule or request)

- In accordance with your request, I am sending a copy of my book.

- **In accordance with** your instructions, we have remitted the 'amount to your bankers.

In place of—: as a substitute or replacement for someone or something

- She couldn't attend the meeting, so she sent her secretary in her place.

Agreeably to –

- **Agreeably to** the terms of the settlement, we herewith enclose our cheque for Rs. 1000.

In addition to –as well as; besides:

- In addition to directing the play, she designed most of the scenery.

In reference to—mentioning or talking about something.

- The author made the statement in reference to Silverman's latest book.

Along with – in addition to someone or something; together with someone or something.

- Jane went to the mall along with David. I ate some chocolates along with some fruit.

In (on) behalf of – as the representative of somebody or instead of them

- On behalf of the department I would like to thank you all.
- **On behalf of** the staff he read the address.

In regard to—concerning somebody/something

- A country's laws in regard to human rights.

Away from –to different place or in a different direction

- The station is a few minutes' walk away from here.

In case of – (often on official notes) if something happens

- In case of fire, ring the alarm bell.
- **In case of** breakdown, please press the alarm button and call this number.

In spite of—if you say that somebody did something in spite of fact, you mean it is surprising that the fact did not prevent them from doing it.

- In spite of his age, he still leads an active life

Because of –used before a noun or noun phrase to say that somebody/something is the reason for something.

- They are here because of us.

In comparison to –to seem less important when compared with something else.

- Last year's riots pale in comparison with this latest outburst of violence.

Instead of—in the place something/somebody

- We just had soup instead of full meal.

By dint of –by means of something

- He succeeded by dint of hard work

In compliance with-- the practice of obeying the rules or requests made by people in authority.

- Procedures that must be followed to ensure full compliance with the law.

In the event of—if something happens

- In the event of accident, call this number.

By means of –with the help of something

- The load was lifted by means of a crane.

In consequence of – as a result of something.

- The child was born deformed *in consequence of* an injury to the mother.

On account of—because of somebody/something

- She retired early on account of ill health.

By reason of—because of

- He was excused by reason of (because of) his age

In course of – a way of acting in or dealing with a particular situation.

- In course of time he saw his mistake.

Owing to—because of

- The game was cancelled owing to torrential rain.

By virtue of—by means of or because of something

- She got the job by virtue of her greater experience.

In favor of—you support or agree with them.

- He argued in favor of a strike.

By way of—by a route that includes the place mentioned.

- She came to TV by way of drama school.

In front of –

With an eye to--

Conformably to –

In lieu of –

With reference to

For the sake of –

In order to – In order to avoid litigation, he accepted Rs. 300 in full settlement of his claim for Rs. 400

With regard to--

IDIOMS

A group of words in a fixed order that have a particular meaning that is different from the meanings of each word on its own. Thus, the unit of meaning is different from what the words actually suggest.

An idiom is a group of words which mean something different from its literal meaning.

For example, the expression ‘*blue blood*’ does not mean that blood is blue, but it means to belong to a royal family. Similarly, the ‘apple of discord’ doesn’t imply any real apple; it means ‘a cause of quarrel’ or ‘Pandora’s box’ means a cause of several problems and does not imply any real box though it has an association with the box of Pandora. The experience comes out in an idiom in a standardized form. Idioms and phrases are recognised through experience. Sometimes ordinary words fail to embody the experience or catch the spirit of the special situation. Idioms and phrases are meant for such situation; they enrich a language. Thus, in order to have a native’s command over English, it is necessary to understand idioms.

E.g. For the first week on RGU IIT, I felt like fish *out of water*

- A. Frustrated
- B. Homeless
- C. Disappointed
- D. Uncomfortable

Make meaningful sentences using these idioms

1. **The alpha and omega** - the beginning and the end
2. **To fight tooth and nail** - to make all efforts to win
3. **To take one's heels** - to run away
4. **To pay through the nose** - to pay very dearly
5. **To let the cat out the bag** - to reveal a secret
6. **A bird's eye view** - a general view
7. **By hook or by crook** - by all means
8. **Snake in the grass** - unrecognized danger
9. **Make no bones** - make no objection
10. **Bone of contention** - matter of dispute
11. **A feather in the cap** - an good/extra achievement
12. **A good Samaritan** - a really kind man
13. **To rise like a phoenix** - to start afresh from a low position
14. **To meet one's waterloo** - to meet one's defeat
15. **To have a cold feet** - to be reluctant
16. **To rise a dust** - to create confusion
17. **To bring home the bacon** - to be successful
18. **To carry the day** - to win after a long time
19. **To stick to one's gun** - to maintain one's point against all opposition
20. **Come cap in hand** - very humble
21. **Man of iron** - a man of strong will
22. **Man of straw** - insignificant
23. **Man of letters** - scholar
24. **To several irons in the fire** - so many engagement at a time
25. **At a low key** - at reducing
26. **At crossroads** - be in confusion because of many choices
27. **At stake** - in danger
28. **To die a dog's death** - unheroic death
29. **To fire on the cylinders** - to exert with all force
30. **To break the duck** - to begin
31. **A big shot** - an important person
32. **A boon in disguise** - a benefit in loss
33. **A cry in the wilderness** - an irrelevant effort
34. **To beat around the bush** - to talk about unimportant things

35. **Copycat** - someone who has few ideas of their own and does or says exactly the same as someone else
36. **Burn the midnight oil** - to work late into the night
37. **Cats and dogs** - raining heavily
38. **Once in a blue moon** - not very often
39. **Make hay while the sun shines** - complete work in time
40. **Once in a blue moon** - not very often
41. **To pull socks his/her up** - to improve or speed up
42. **To turn a deaf ear** - refuse to listen
43. **Break out in a cold sweat** - to become frightened suddenly
44. **Piece of cake** - very easy take
45. **Sixes and sevens** - at a big confusion
46. **Dribs and drabs** - in small or a few at time
47. **Cry over the spilt milk** - to worry about the past
48. **Cloud nine** - extreme happiness
49. **A hot potato** - current disputable issue
50. **Method to my madness** - seems unlike, but there is a method

ANALOGY

Analogy means similarity or resemblance or some kind of relationship between two given things. Analogy test, therefore, intends to evaluate one's ability to comprehend the relationship that exists between two objects, things or figures. There are infinite possibilities in establishing a relationship between two objects. However, for our convenience we can chart out some important kinds of relationships.

1. Cause and effect relationship

Example: Education : Development

A. Man : speech

B. Nutrition : health

C. Game : play

D. Child : growth

2. Part and whole relationship

Example: House : Room

A. Struggle ; fight

B. Transport ; car

C. School : college

D. Boy : girl

3. Part and part relationship

Example: Gill : pin

A. Salad : rice

- B. *Sea : fish*
- C. *Kill : bomb*
- D. *Question : team*

4. Purpose and relationship

Example: *Glove : ball*

- A. *Summer : winter*
- B. *Game : study*
- C. *Stadium : seats*
- D. *Hook : fish*

5. Action to object relationship

Example: *Break : peace*

- A. *Writer : pen*
- B. *Bread : bake*
- C. *Kick : football*
- D. *Muddy : unclear*

6. Worker and tool relationship

Example: *sculptor : Chisel*

- A. *Pathology : disease*
- B. *Tailor : needle*
- C. *Engineer : site*
- D. *Time : seconds*

7. Study and topic relationship

Example: *Linguistics: language*

- A. *Gardener : harrow*
- B. *Hen : chicken*
- C. *Scale : length*
- D. *Anthropology : man*

8. Worker and working place relationship

Example: *lawyer: court*

- A. *Professor : university*
- B. *Author : book*
- C. *Wine : grapes*
- D. *Volume : litre*

9. Word and synonym relationship

Example: *Abate : lessen*

- A. *Sweet : bitter*
- B. *Ice : solid*
- C. *Dog : bitch*
- D. *Secret : clandestine*

10. Creature and sound relationship

Example: *Frogs : croak*

A. *Hare : leveret*

B. *Liquor : intoxication*

C. *Serpents : hiss*

D. *Brake : car*

Find the right answer

1. Shrub and prune

A. Beard : shave

B. Hair : trim

C. Lawn : mow

D. Wool : shear

2. Creche : infants

A. School : pupil

B. Bedlam : lunatics

C. Deck : sailors

D. Cottage : beggar

3. Sonnet : poem

A. Stethoscope : doctor

B. Book : author

C. Advocate : court

D. Helmet : rider

PHONETICS

OBJECTIVES

At the end of this unit the learners will be able to:

- a) Understand and reproduce the distinctive sounds of English;
- b) Establish a correlation between sounds and symbols;
- c) Understand the features of syllabification, stress, rhythm and intonation;
- d) Attempt to speak English intelligibly with the help of the above.

INTRODUCTION

Speech plays an important role in communication. The purpose of communication is to make ourselves clear so that the listener responds suitably. And the onus (responsibility) of making the listener understand what is communicated is largely on the speaker.

Let us see the various features involved in 'speaking'. We form sentences when we speak. The sentences are made of words, which in turn are combinations of syllables. The smallest unit of utterance, smaller than the syllable, is a sound.

What makes our speech clear?

The first basic element for clarity is pronunciation, which involves:

- Articulation of the sounds clearly;
- Breaking the words properly into syllables and put stress on the right syllable.

The second basic element of spoken English is fluency. What is fluency? Fluency? Is the ability to?

- Pause at the right place while speaking;
- Adopt the correct intonation.
- Speak at a right pace such that the listener has no difficulty in understanding.

In India we learn English as a second language unlike in other countries where English is the mother tongue. We learn grammar and vocabulary to attain proficiency in writing. Similarly, it helps us learn to speak the language better if we understand the features of spoken English.

Teaching pronunciation to non-native speakers of English as you know English is spoken as a first or second language by a very large number of people throughout the world. In some countries like the United Kingdom, the United States of America, Canada and Australia English is the first language. In other countries such as India, Pakistan, Bangladesh, Srilanka, Nigeria and Tanzania, English is spoken as a non-native or second language. In still other countries such as Russia, Japan, Germany, France and Italy, English is used as a foreign language.

Note: what is the distinction between a second language and a foreign language?

- a) A second language is one which is used for various purposes within the country.
- b) A foreign language is used for international purposes.

Language Skills: whatever is the status of English first, second or foreign, knowledge of the four skills Listening, Speaking, Reading and Writing, is essential for communication.

In a native or first language situation children learn from a very early age to respond to sounds and tunes which their elders habitually use in talking to them. So this, natural acquisition of language is lacking in a non-native situation.

Spoken language: in a first language learning situation the child's constant exposure to the spoken form of his/her language leads to rapid acquisition of the framework of the spoken language.

But the learning of a second language is great deal of conscious analytical effort. Hence, we have to teach pronunciation consciously. The conscious teaching of pronunciation becomes all the more necessary as a second language.

Of the four skills of language we mentioned earlier we are going to concentrate on two skills i.e., Listening and Speaking, as they are interdependent. That is to say your ability to speak well depends on your ability to listen well.

Language Variety: there is usually a standard form of written English all over the world. But even in countries where English is spoken as a native language there are variations in speech.

In the UK there are variations between the speech of England, Scotland, Wales and Ireland and again within each of these areas there will be a wide variety of accent (ways of pronunciation).

Similarly, in India where English is spoken as a second language it has developed a variety of accent. The speech of a Bengal speaker of English will differ markedly from that of a Punjab or Tamil or Gujarati speakers.

Accent: as there is such a wide range of variation in accent both (native and non-native), it is essential that for teaching spoken English we follow a standard.

One native regional accent that has gained social prestige is the (Received Pronunciation of England). It is also characteristic of elite society. R.P. today is generally equated with the ‘correct pronunciation’ of English.

Model in non-native situation: in many non-English speaking countries R.P. is chosen as a model mainly for historical reasons. It is also well-documented in dictionaries and books. R.P. is generally used by BBC news readers and serves as a model for Indian news readers too.

The teaching and learning of pronunciation concern the following:

- **The sound system** (Consonants and Vowels)
- **Word accent** (a way of pronouncing the words of a language that shows which country, area, social class a person comes from)
- **Rhythm** (a strong regular repeated pattern of sounds and movements)
- **Intonation** (the pattern of variation of the pitch of the voice)

SPEECH SOUNDS OF ENGLISH

A discussion of speech sounds of English makes it essential for us to understand the relation between **sounds** and **letters**. In case of Indian languages, spelling helps us to pronounce the words correctly. But in case of English there is no 1:1 relationship between spelling and sounds.

Sometimes the same spelling may be used for different sounds. Look at these words: **Church, machine, chord**. The spelling ‘**ch**’ in all these words has different sounds. Similarly, the same sound may be represented by different spellings. For examples: **see, key, people, and machine**. In these words **ee, ey, eo** and **i** represent the same sound.

Apart from these differences we have letters which are silent like in these words: **psychology, plumber, doubt, whistle, order**.

Then there is doubling of letters but no change in the sounds produced by the additional letters. For example: **butter, letter, and cutter**.

When we write a language, we learn the letters of the language first. Similarly, when we learn to speak we should know the sounds used in speaking the language. There are **26 letters** in English whereas there **44 sounds**. These sounds are called phonemes. To understand how these sounds are articulated, it is essential for us to know that the International Phonetic Alphabet (IPA) which represents how each sound is produced. They have also assigned distinct symbols to represent these sounds. Most dictionaries have these symbols in the beginning pages. We can use them, to learn to pronounce any word in English.

SOUNDS AND SYMBOLS

Each language has its own sound system. This means a language has a certain number of sounds and words are formulated with the help of combining these sounds in different ways.

English has **44 distinct sounds or phonemes**. These phonemes are further divided into **Vowels** and **Consonants**. There are 24 consonants and 20 vowel sounds. Vowels are further classified into pure or single vowel (monophthongs) and a combination of two vowels called vowel glides (diphthongs). Single vowels could be long or short in articulation.

The **lungs** and **speech organs** are involved in producing the sounds.

1. Lips
2. Teeth
3. Alveolar ridge
4. Hard palate
5. Soft palate (velum)
6. Front of the tongue
7. Back of the tongue
8. Vocal chords
9. Glottis
10. Nasal cavity

When we produce the English speech sounds, air from the lungs is expelled through the mouth or nose or from both mouth and nose. Sometimes air is expelled freely or with some friction. One or more speech organs are active in the production of the sound. The third dimension in the production of a sound is the vibration of the vocal cords. In some cases they vibrate when the air passes through the pharynx; in such a case, the sound produced is called 'voiced' sound. In some other cases the vocal chords do not vibrate and the sound produced is called 'voiceless' or 'unvoiced'.

So, a sound or phoneme is described keeping **three** factors in view. They are:

- The active speech organ or the place of articulation; of a particular sound.
- How the air is expelled i.e., the manner of articulation.
- The position of vocal chords i.e., 'voiced or 'voiceless'.

Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have "correct pronunciation", then it refers to both within a particular dialect.

A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the duration of the cultural exposure of their childhood, the location of their current residence, speech or voice disorders, their ethnic group, their social class, or their education.^[2]

Syllables are counted as units of sound (phones) that they use in their language. The branch of linguistics which studies these units of sound is phonetics. Phones which play the same role are grouped together into classes called phonemes; the study of these is phonemics or phonology. Phones as components of articulation are usually described using the International Phonetic Alphabet (IPA).

In phonetics and linguistics, a **phone** is any distinct speech sound or gesture, regardless of whether the exact sound is critical to the meanings of words. In contrast, a phoneme is a speech sound that, in a given language, if it were swapped with another phoneme, would change the meaning of the word. Phones are absolute, not specific to any language, but phonemes can be discussed only in reference to specific languages.

International Phonetic Alphabet Symbols

CONSONANTS

1. /p/ play, stop, speak, power
2. /b/ bad, baby, big, object
3. /t/ ten, later, little, pot
4. /d/ day, advice, bed
5. /k/ character, quick, taxi
6. /g/ got, exam, ignore, finger
7. /f/ food, laugh, telephone
8. /v/ vain, over, Stephen
9. /θ/ thin, earth, method, both
10. /ð/ they, father, breathe, with
11. /s/ small, since, scene, psalm
12. /z/ zoo, goes, xenophobe
13. /ʃ/ shell, nation, machine
14. /ʒ/ genre, measure, vision
15. /h/ hot, hair, whole, whose
16. /m/ moon, lamp, lamb
17. /n/ can, snow, pneumonia
18. /ŋ/ string, singer, tongue
19. /tʃ/ chair, match, future
20. /dʒ/ just, general, age, soldier
21. /l/ look, small, bottle, isle
22. /r/ real, train, wrong, write
23. /j/ yes, Europe, university
24. /w/ window, twin, quick, why

VOWELS

1. /ɪ/ pin, English, business
2. /e/ bed, head, bury, exit
3. /æ/ cat, bag, apple, black
4. /ə/ the, a, woman, banana
5. /ʊ/ look, put, could, cushion
6. /ɒ/ clock, what, because
7. /ʌ/ cut, come, mother
8. /ɜ:/ girl, burn, word, heard
9. /ɑ:/ car, art, heart, half

DIPHTHONGS

1. /eɪ/ take, pay, wait, ballet
2. /aɪ/ five, sigh, height, buy
3. /ɔɪ/ noise, boy, lawyer
4. /əʊ/ no, road, sew, broken
5. /aʊ/ round, renown, doubt
6. /ɪə/ here, deer, dear, fierce
7. /eə/ care, air, mayor, prayer

10. /ɔ:/ or, board, door, small 11. /i:/ sea, bee, people, receive 12. /u:/ too, blue, fruit, fool	8. /ʊə/ poor, insure, tour, moor
----------------------------------------------------------------------------------------------------------	----------------------------------

INTONATION

In order to be fluent in English, we need to develop the correct tone or intonation. A tone refers to the modulation of the voice expressing a particular feelings or mood. It is an important feature of spoken English and plays an important role in verbal interaction. The tone of a voice shows the attitude of the speaker and reveals his intention. It gives implicit information by indicating the type of sentence spoken by the speaker.

In order to use and identify correct tone in spoken English, we should use the language as much as possible.

Types of Tones

There are several tones. However, we will discuss three of them, that is, falling tone, rising tone and falling-rising tone.

Falling Tone

The pitch of our voice falls on the tonic syllable in a falling tone. We use the falling tone in ordinary statements (assertive, including both affirmative and negative, without any implication), wh-questions (questions beginning with a wh-word, such as what, when, where and so on), polite expressions, greetings, imperative sentences (commands, prohibitions and so forth) and exclamatory sentences.

	Type of Sentence	Examples
1.	Ordinary statements	We are 'going to the 'Mess I can operate computer I am attending the party
2.	Wh-questions	What is the problem? What is name?
3.	Polite expressions	Thanks so much So nice of you
4.	Greetings	Good morning Good night

5.	Imperative sentences	Pick up the phone Close the door
6.	Exclamatory sentences	What a fine morning! How great our university is!

Rising Tone

The pitch of our voice rises on the tonic syllable in a falling tone.

	Type of Sentence	Examples
1.	Polite questions	How can I help you? What is the time? How is your preparation?
2.	If clauses	If you practise well, you can speak good English If you do what I say, you will get what you want
3.	Polite requests	Please give me your pen Please pass the salt Could you please tell me when does the train come?
4.	Incomplete utterances	By the way ... I didn't take it, but Fortunately...
5.	Questions which can be answered with YES/NO	Do you want play with me? Did she watch the movie?

Falling-Rising Tone

There is a change in the pitch from high to low in a falling-rising tone. You use this tone when you are in doubt or want to convey some implicit or special meaning.

	Type of Sentence	Examples
--	------------------	----------

1.	Apologies	I am so sorry Please forgive me
2.	Insinuations (doubt, uncertainty)	I don't think he is right Your friend is smart, but not kind hearted
3.	Unpleasant news	It is so sad that he is no more Alas! He met with an accident

Word Stress

Stress is an emphasis placed upon a syllable by pronouncing it more loudly than those that surround it. a single unit of speech is called a syllable. Word stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence. Stress is typically signaled by such properties as increased loudness and vowel length, full articulation of the vowel, and changes in pitch.

I. Some words exist as different parts of speech that are spelt the same but are pronounced differently.

For example present (noun) is pronounced /**ˈ**presz/, whereas present (verb) is pronounced /**pri**ˈzent/.

Match each word with its pronunciation. Pronounce the words out loud

1. `Object (noun) -
Ob`ject (verb) –
2. `Content (noun) –
Con`tent (verb) –
3. `Delegate (noun) –
Dele`gate (verb) –
4. `Project (noun) –
Pro`ject (verb) –
5. `Refuse (noun) –
Re`fuse (verb) –
6. `Record (noun) –
Re`cord (verb)

II. Generally, the stress on the syllable proceeding the suffix on words ending in –ic, -ical, -ically, -ious, -ial, -ially, -ian, -ious, -logy, -nomy, -graphy

aca`demic spe`cific aro`matic ar`tistic me`chanic

poly`technique e`lectric mag`netic eco`nomic `magic
 elec`tronic me`chanical e`lectrical eco`nomically confi`dentially
 es`sential li`brarian ma`licious de`licious su`spicious

II. Words ending in –tion have the stress on the syllable before it.

exami`nation infor`mation congre`gation combi`nation congratu`lation
 appli`cation intro`duction con`ception limi`tation esti`mation
 con`struction communi`cation calcu`lation co`nnection re`jection

II. The suffixes –er, –self, –ever, –ique, and –mental are accented on the first syllable

Ca`reer her`self how`ever phy`sique u`nique `mental
 Depart`mental senti`mental

Unit - IV

THE APPRECIATION OF POETRY

Though many have tried to define poetry, no one has succeeded in giving a satisfactory definition of it. Poetry seems to elude all attempts to describe it. Yet we should know something about poetry, and learn to cultivate our feeling for it, so that we may gradually come to recognize it, and know when it is present.

What is poetry?

Poetry: *The best words in the best order which appeals to heart.*

Prose: *The best words in the best order which appeals to mind.*

Poetry is an imaginative awareness of experience expressed through meaning, sound, and rhythmic language choices so as to evoke an emotional response. Poetry has been known to employ meter and rhyme, but this is by no means necessary. Poetry is an ancient form that has gone through numerous and drastic reinvention over time. The very nature of poetry as an authentic and individual mode of expression makes it nearly impossible to define.

or

Poetry, literature that evokes a concentrated imaginative awareness of experience or a specific emotional response through language chosen and arranged for its meaning, sound, and rhythm.

or

"Poetry is the spontaneous overflow of powerful feelings: it takes its origin from emotion recollected in tranquility."

– Willaim Wordsworth's Lyrical Ballads

The best we can do is to point out some essential characteristics of true poetry. Before we discuss these essential characteristics, let us try and understand the connection between poetry and verse. Verse is the form of poetry. Poets generally (but not always) write their poetry in verse-form. But there is a lot of verse written which is no poetry at all. Verse is the body, and the poetry is the soul; and body without a soul is a dead body. We shall understand this better as we go on.

Verse is usually printed in a particular way, so that you can tell it from prose at a glance. But it is the ear, not the eye, which is the true test of verse; for when verse is read aloud it sounds quite different from prose. Just listen to the different sounds of these two passages, one in prose and the other in verse :-

(1) Regular Rhythm :-

As you read it, can you not hear the regular beat of sound, like the regular tramp of soldiers marching; or the regular beat of the feet of people dancing? There is nothing like this regular swing in prose passage. It is caused by the fact that the poet arranges his words in such a way that the accented syllables, on which we naturally lay stress in speaking, come at equal intervals. If all the accented syllables in the first line are italicised you will see that every second syllable must be pronounced more loudly or emphatically than the others.

Alliteration :-

This is another figure of speech used in poetry. It brings together words which begin with the same consonant (or vowel) sound.

For Example :-

"The fair breeze below, the white foam flew

The furrow followed free." -- (Coleridge)

Here the /sounds give the impression of wind blowing.

"I hear lake water lapping with low sounds by the shore." -- (Yeats)

Here the I sounds represent the liquid sounds of little waves, and the sand sh sounds help.

A reeling road, a rolling road, that rambles round the shire." -- (Chesterton)

There sounds help the description of a wandering road.

(e) Repetition:-

Repetition of words and phrases not only serves to emphasise the meaning, but often also to increase the musical effect of a poem.

"The woods decay, the woods decay and fall." -- (Tennyson)

"What hope of answer, or redress?

Behind the veil, behind the veil. " -- (Tennyson)

"A weary time ! A weary time !

How glazed each weary eye !" -- (Coleridge)

(1) Refrains :-

A refrain is a form of repetition. In some poems the same line, or part of it, is repeated at the end of each verse. Such a repeated line or phrase is called a burden or refrain.

(3) Imagery :-

The suggestion of vivid mental pictures, or images, by the skilful use of words, is called

"imagery." A poet can create or suggest beautiful sight-effects, as well as beautiful sound-effects, by means of words. This capacity is, of course, part of a poet's gift of imagination, Poetry, much more than prose, produces much of its effect by images. It often talks in pictures. The poet's pictures may be drawn from the real world, or the ideal world of imagination in which he dwells.

ELEMENTS OF THE POEM

(1) Substance :- The first thing we must do is to read the poem through, carefully. Then we must ask ourselves: What is it all about? What is the subject? And what does the poet say about the subject?

The poet tells us that as he was taking a solitary walk beside a lake one bright and breezy Spring morning, he suddenly came upon a sight that filled him with delighted wonder at its beauty, and with gaiety of heart. There stretched before his wondering gaze thousands and thousands of yellow daffodils under the trees beside the sparkling waters of the lake, "Fluttering and dancing in the breeze." The sight filled him with pleasure; but he did not know at the time all that the experience had added to his life. For many times afterwards, memory brought back that beautiful scene as a mental picture, which gave him over and over again the same scene of gladness.

(2) Language: - The poem is in very simple language and there are really no difficult words. (Daffodil is a bulbous plant of the lily family bearing a yellow trumpet-shaped flower that grows wild in English woods and flowers in Spring).

(3) Imagery: - (a) The first three verses are a description of a host of daffodils under the trees by the side of a lake, lit up by the sun and dancing in the wind.

(b) **There are two similes:** the comparison between the solitary poet and a lonely cloud in the first stanza, and the comparison between the endless line of daffodils and innumerable stars in the Milky Way given in the second stanza.

(c) **There is also an example of personification** in the second stanza and again in the third stanza. The daffodils are described as dancing in glee and tossing their heads like human beings and are said to be "such a jocund company."

The statement, "Ten thousand saw I at a glance", is a figure of speech known as hyperbole; it is a poetic exaggeration not intended to be taken literally.

(4) Sound effects:- (a) The quickened movement of line 6 of the first stanza, in comparison with the stately movement of the preceding lines, well echoes and reinforces the sense.

(b) There is an example of alliteration in line 6 of the fourth stanza. "And dances with the daffodils". Note also the repetition in line 5 of the third stanza, "I gazed - and gazed"; it emphasises the length of time the poet stood looking in delighted wonder at the beautiful scene.

(5) Striking lines. The most striking lines are lines 3 and 4 of the last stanza. The "inward

eye" is the faculty of visualising, or calling up mental pictures from memory or the imagination. Such mind-pictures give us joy when we are alone and at leisure.

We have given here a somewhat detailed appreciation of the poem, "The Daffodils". The points amplified above in connection with Wordsworth's beautiful poem will make you understand what you should look for in good poetry in order that you may enjoy in a better way. But at the high school stage, a continuous description of all the essential qualities of a good poem is not required. A student's appreciation of a particular piece of poetry may be judged by asking specific questions like the following;

- What is the central idea of the poem?
- What is the poet's attitude to life, or to nature, or to whatever is the subject of the poem?
- What is the significance of certain given lines or expressions in the poem?
- What picture is sketched in the specified? How are certain sound effects produced by the poet?
- Figures of speech are to be found in the poem and how can they be explained? What title for alternative title can be given to the poem

Find out suitable sentences for these Figures of Speech

1. Personification
2. Hyperbole
3. Apostrophe
4. Irony
5. Antithesis

Once Upon a Time

Once upon a time, son,
they used to laugh with their hearts
and laugh with their eyes:
but now they only laugh with their teeth,
while their ice-block-cold eyes
search behind my shadow.

There was a time indeed
they used to shake hands with their hearts:
but that's gone, son.
Now they shake hands without hearts
while their left hands search
my empty pockets.

'Feel at home!' 'Come again':
they say, and when I come
again and feel

at home, once, twice,
there will be no thrice-
for then I find doors shut on me.

So I have learned many things, son.
I have learned to wear many faces
like dresses – homeface,
officeface, streetface, hostface,
cocktailface, with all their conforming smiles
like a fixed portrait smile.

And I have learned too
to laugh with only my teeth
and shake hands without my heart.
I have also learned to say, 'Goodbye',
when I mean 'Good-riddance':
to say 'Glad to meet you',
without being glad; and to say 'It's been
nice talking to you', after being bored.

But believe me, son.
I want to be what I used to be
when I was like you. I want
to unlearn all these muting things.
Most of all, I want to relearn
how to laugh, for my laugh in the mirror
shows only my teeth like a snake's bare fangs!

So show me, son,
how to laugh; show me how
I used to laugh and smile
once upon a time when I was like you.

Gabriel Okara

Who is talking in the poem?
What assumptions can you make about the kind of life he has lived and his present circumstances?
What kind of person do you imagine him to be?
What has he learnt to do with his own feelings?
Who is the person addressing?
What does he hope to learn from him?

What does he mean by wanting 'to unlearn all these muting things'?
Why do you think the poet has given it the title, 'Once Upon a Time'?

My Shadow

By [Robert Louis Stevenson](#)

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

Freedom

Rabindrandh Tagore

Freedom from fear is the freedom
I claim for you my motherland!
Freedom from the burden of the ages, bending your head,
breaking your back, blinding your eyes to the beckoning
call of the future;

Freedom from the shackles of slumber wherewith
you fasten yourself in night's stillness,
mistrusting the star that speaks of truth's adventurous paths;
freedom from the anarchy of destiny
whole sails are weakly yielded to the blind uncertain winds,
and the helm to a hand ever rigid and cold as death.

Freedom from the insult of dwelling in a puppet's world,
where movements are started through brainless wires,
repeated through mindless habits,
where figures wait with patience and obedience for the
master of show,
to be stirred into a mimicry of life.

Grabbing Everything on the Land

Lily Usher

There came a wave like a great hand,
Grabbing everything on the land,
Its fingers of foam, circling round,
Uprooting trees, razing homes to the ground,

It aimed its fist at everything in sight,
Nothing could survive this dreadful might,
People ran in and out in time with the tide,
Nowhere to go and nowhere to hide,

The hand was born in the belly of the ocean,
Fed by plates creating the potion,
It grew in fury, it grew in power,
The anger to be unleashed within the hour,

No one knew what was on the way,

People were working, children at play,
A shriek of surprise as somebody saw,
A huge wall of white horses galloping ashore,

The beasts dissolved under the heat,
Sweeping hundreds of thousands off their feet,
There was crashing and crunching and tearing apart,
Seeping its way into everyone's heart,

Lives were lost, bodies found,
Brutally killed by a hungry hound,
When the punch came with the force of an army,
The few that survived understood the meaning of 'Tsunami'

Unit - V

ESSAY WRITING

A short piece of writing on a particular subject order to be expressed orderly in written form. It is one of the difficult tasks in language skills. Students should make necessary note making and plan before writing an essay. Essay writing depends *on identifying the subject, analyzing, describing, commenting, comparing, discussing, evaluating and exemplifying*. Nonacademic Essay Writing further involves writing the first draft, reading it and sharing with peers, editing it, redrafting it and making the final copy.

There are several different types of Academic Essay.

1. **A descriptive essay:** *Using the statistics in the accompanying table, writing an analytical description of the rise in the number of British households*
2. **An argument essay:** *What are main arguments for and against the implementation GST in India*
3. **An analytical essay:** *How do you think the author is at creating the characters in this (Nightingale and the Rose)? Analyse the characterization and give examples*
4. **An evaluative essay:** *The most efficient form of transport is the train.*
5. **A personal essay:** *Describing a personal experience. Describing interesting cultural encounter*
6. **A reflective essay:** *Learning a language is one of the best forms of education activity.*

1.	The Introduction	<i>What is it for?</i> <i>What makes a good introduction?</i> <i>Starting with good quotation, famous opinion etc.</i>
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2.	The Essay Structure	<i>What is a paragraph?</i> <i>How do you show where a paragraph begins and ends?</i> <i>How do you decide the order of paragraphs?</i> <i>How do you sort drawbacks/out negative comments?</i>
3.	The Conclusion	<i>What is for?</i> <i>What makes a good conclusion?</i>

WHAT IS GST BILL AND HOW IT IMPACTS COMMON MAN

Indirect Tax system is highly complicated in India because there are various types of taxes that are charged by the Central and State Governments on Goods and Services. These taxes include Entertainment Tax for watching film, Value Added Tax (VAT) for purchasing goods & services by consumer. Other taxes are excise duties, Import Duties, Luxury Tax, Central Sales Tax, Entry tax, and Service Tax.

Businessmen have to maintain accounts which need to obey with all the applicable laws.

Many experts have suggested that to resolve the issues of different types of taxes, there is a need issue to streamline all indirect taxes and implement a "single taxation" system. This system is entitled as Goods and Services Tax, abbreviated as GST. The GST will be levied both on Goods and Services.

Earlier, GST was introduced during 2007-08 budget session. On 17th December 2014, the current Union Cabinet ministry permitted the proposal for introduction GST Constitutional Amendment Bill. On 19th of December 2014, the bill was offered on GST in Lok sabha. The Bill is presented in Budget session.

In simple term, GST is a tax that people need to pay on supply of goods & services. Any person, who is providing or supplying goods and services is responsible to charge GST. GST is the huge reform in indirect tax structure in Indian financial scenario since the economy originated to be opened up 25 years ago, at last looks set to become reality. The Constitution (122nd) Amendment Bill introduced in Rajya Sabha recently, on the back of a broad political agreement and heightened by the good aspirations of the Congress. Goods and Services Tax Reform was passed in Rajya Sabha and it will be set to bring in lok Sabha.

The proposed model of GST and the rate:

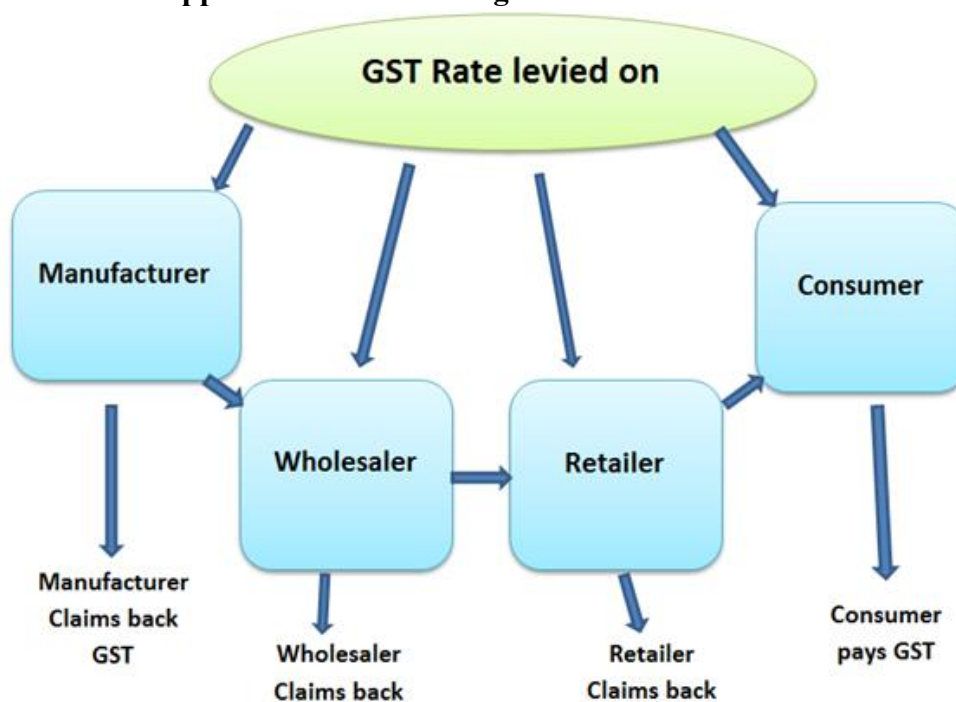
A dual GST system is scheduled to be implemented in India as proposed by the Empowered Committee under which the GST will be divided into two parts:

- State Goods and Services Tax (SGST)

- -Central Goods and Services Tax (CGST)

GST is a consumption based tax. It is based on the "Destination principle." Goods and Services Tax is imposed on goods and services at the place where final/actual consumption occurs. GST is accumulated on value-added goods and services at each stage of sale or buying in the supply chain. GST paid on the obtaining goods and services can be set off against that payable on the supply of goods or services. The producer or wholesaler or retailer will pay the applicable GST rate but will claim back through tax credit mechanism.

Application and tools of goods and services taxes



GST will be charged on the place of consumption of Goods and services. It can be levied on following:

- Intra-state supply and consumption of goods & services
- Inter-state movement of goods
- Import of Goods & Services

Important features of Goods and Service Tax, bill:

1. The GST shall have two mechanisms: one levied by the Centre (here in after referred to as Central GST), and the other levied by the States (hereinafter denoted to as State GST). Rates for Central GST and State GST would be set appropriately, reflecting revenue considerations and acceptability. This two fold GST model would be implemented through manifold statutes (one for CGST and SGST statute for every State).

2. Though, the basic structures of law such as chargeability, definition of taxable event and taxable person, measure of levy including valuation provisions, basis of classification would be uniform across these statutes as far as practicable.
3. The Central GST and the State GST would be applicable to all transactions of goods and services made for a consideration except the exempted goods and services, goods which are outside the purview of GST and the dealings which are below the prescribed threshold limits.
4. The Central GST and State GST are to be paid to the accounts of the Centre and the States independently. It must be ensured that account-heads for all services and goods would have indication whether it relates to Central GST or State GST.
5. Since the Central GST and State GST are to be treated distinctly, taxes paid against the Central GST shall be permitted to be taken as input tax credit (ITC) for the Central GST and could be utilized only against the payment of Central GST.
6. Cross utilization of ITC between the Central GST and the State GST would not be permitted except in the case of inter-State supply of goods and services under the IGST model.
7. Preferably, the problem related to credit accumulation on account of refund of GST should be evaded by both the Centre and the States except in the cases such as exports, purchase of capital goods, input tax at higher rate than output tax where, again refund/adjustment should be completed in a time bound manner.
8. In order to make it practical, uniform procedure for collection of both Central GST and State GST is recommended in the respective legislation for Central GST and State GST.
9. The supervision of the Central GST to the Centre and for State GST to the States would be given. This would infer that the Centre and the States would have parallel jurisdiction for the entire value chain and for all taxpayers on the basis of thresholds for goods and services prescribed for the States and the Centre.
10. The present threshold prescribed in different State VAT Acts below which VAT is not applicable varies from State to State. A uniform State GST threshold across States is required. It is considered that a threshold of gross annual turnover of Rs.10 lakh both for goods and services for all the States and Union Territories may be approved with satisfactory compensation for the States (particularly, the States in North-Eastern Region and Special Category States) where lower threshold had prevailed in the VAT regime. To respect the interest of small traders and small scale industries and to avoid dual control, the States also considered that the threshold for Central GST for goods may be kept at Rs.1.5 crore and the threshold for Central GST for services may also be appropriately high. It may be stated that even now there is a separate threshold of services (Rs. 10 lakh) and goods (Rs. 1.5 crore) in the Service Tax and CENVAT.
11. The States has opinion that Composition/Compounding Scheme for the purpose of GST should have an upper ceiling on gross annual turnover and a floor tax rate with respect to gross annual turnover. Particularly, there would be a compounding cut-off at Rs. 50 lakh of gross annual turnover and a floor rate of 0.5% across the States. The scheme would also permit option for GST registration for merchants with turnover below the compounding cut-off.

12. The taxpayer would need to submit periodical returns, in common format as far as possible, to both the Central GST authority and to the concerned State GST authorities.
13. Each taxpayer would be allotted a PAN-linked taxpayer identification number with a total of 13/15 digits. This would bring the GST PAN-linked system in line with the predominant PAN-based system for Income tax, facilitating data exchange and taxpayer compliance.
14. For the convenience of tax payer, functions such as assessment, enforcement, scrutiny and audit would be undertaken by the authority which is collecting the tax, with information sharing between the Centre and the States.

Advantages of GST bill:

- The tax structure will be lean and simple.
- The whole Indian market will be an incorporated market which may transform into lower business costs. It can simplify seamless movement of goods across states and reduce the transaction costs of businesses.
- It is beneficial for export businesses. Because it is not applied for goods/services which are exported out of India.
- It's implementation has long term benefit. The lower tax burden could translate into lower prices on goods for customers.
- The Suppliers, manufacturers, wholesalers and retailers are able to recover GST suffered on input costs as tax credits. This decreases the cost of doing business, thus enabling reasonable prices for customers.
- It can bring more transparency and better compliance.
- GST implementation can control corruption. Number of departments (tax departments) will reduce which in turn may lead to less corruption.
- More business persons will come under the tax system thus broadening the tax base. This may lead to better and more tax revenue collections.
- Companies which are under unorganized sector will come under tax area.
- The procedure of GST registration would also be made simple, thereby improving the ease of starting a business in India.

Major challenges of GST system:

Besides benefits, there are several challenges in implementing GST bill.

- To implement the bill, there has to be lot changes at administration level.
- GST, being a consumption-based tax, states with higher consumption of goods and services will have better revenues. So, the co-operation from state governments would be major factors for the effective implementation of GST.

It is assessed that since GST substitutes many flowing taxes, the common man may get benefit after implementation. But it depends on rate fixed on the GST. With the execution of GST, a consumer will pay less tax.

GST is also advantageous for companies. GST will cut the number of taxes under the current system like VAT, excise duty, service tax, sale tax, entertainment tax, luxury tax. Single tax will be applied on both Goods and Services. This will save the managerial cost for companies.

The current indirect system is so burdensome that the trucks have to stop at check posts and toll plazas for weeks to get the clearance to enter the state which considerably lessen their average distance travelled per day. With the application of the GST, the trucks need not to stop on check posts. Therefore, it will reduce the buffer stock. In this way, it will increase the operating proficiency of the companies.

It is assumed by experts that the most substantial opposing impact for consumers may arise because petroleum is excluded of the GST domain. Subsequently, the tax costs (taxes other than GST will continue) could have a flowing impact on the whole economy. According to news reports, economic adviser has mentioned that "bringing electricity and petroleum within the scope of GST could make Indian manufacturing more competitive". Additionally, certain challenges in-built in the GST structure, such as a GST levy on maximum retail price (MRP) for packaged goods and GST on barter exchanges, will trouble to the common man.

Other economic evaluators inferred that GST will eliminate flowing effect of taxes rooted in cost of production of goods and services and will provide seamless credit throughout value chain. This will considerably decrease cost of home-grown goods and will encourage 'Make in India'. The sectors which have long value chain from basic goods to final consumption stage with operation spread in multiple states such as FMCG, pharmacy, consumer durables, automobiles and engineering goods will be the major recipients of GST system. It is supposed that GST will simplify business operations in India. Integration of existing multiple taxes into single GST will considerably lessen cost of tax compliance and transaction cost

To sum up facts, the GST is an indirect tax which entails that the tax is approved till the last stage where it is the purchaser of the goods and services who bears the tax. The GST will substitute most other indirect taxes and synchronize the differential tax rates on mass-produced goods and services. The government of India claims that GST will enhance Indian GDP by 2%. With the enactment of GST, customers will have funds to spend because of lower tax rates. It can be said that it will completely change the indirect tax system in India.